



Screening & Tracking Manual

Year 3, 4, 5 & 6



What to
screen?

When to
screen?

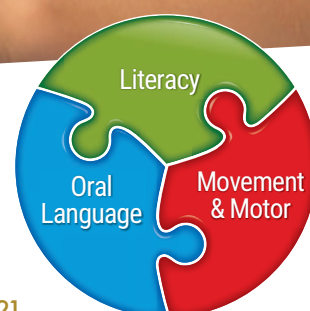
How to
screen?

How to report
on data?

2026 Version



PRIMARY
PUBLISHER
OF THE YEAR
2018, 2019, 202, 2021



How to Use the Year 3, 4, 5 & 6 Screening & Tracking Manual	3
Overview of the Year 3, 4, 5 & 6 Literacy Assessments	4
Scheduling PLD Screening and Tracking In Year 3, 4, 5 & 6	5

Phonic-Based Spelling Placement Screen

Instructions	6
Getting Started: The Six Steps with Fidelity	7-8
Using the PLD Tracking Sheets in Year 3, 4, 5 & 6	9
Week 1 in Term 1: Spelling Placement Screen	10-11
End of Term 1: Spelling Placement Screen	12-13
End of Term 2: Spelling Placement Screen	14-15
End of Term 3: Spelling Placement Screen	16-17
Spelling Placement Screen Template	18-19
Appendix & Catch Up Programs	20

Additional Assessments for Students Operating at a Junior Primary Level

Which Students Still Require Decodable Reading Books?	21
Option 1: Calculate Words Correct Per Minute	22
How to Interpret the Reading Screen Results	23
Option 2: Early Reading Screen for Middle & Upper Primary	24-27

Assessments for Students Experiencing Difficulty in Stage 1

Difficulty Acquiring Stage 1 Target 1 (CVC Words)	28
	29-30

Glossary of Terms	31
-------------------------	----



What is Included in This Year 3, 4, 5 & 6 Screening & Tracking Manual?

This manual serves as a reference guide for the use of PLD's screening and tracking tools. Included are instructions on what and when to screen and the materials required.

The screens correlate with PLD's phonics and high frequency words teaching sequence. We recommended that the screens are administered following a solid period of repeated targeted instruction. In this way, the screens function as a check-in on progress.

Keep in mind that it may be appropriate for schools to adapt the timing of the screens depending upon the demographics of the school community and the associated student entry levels to the school.

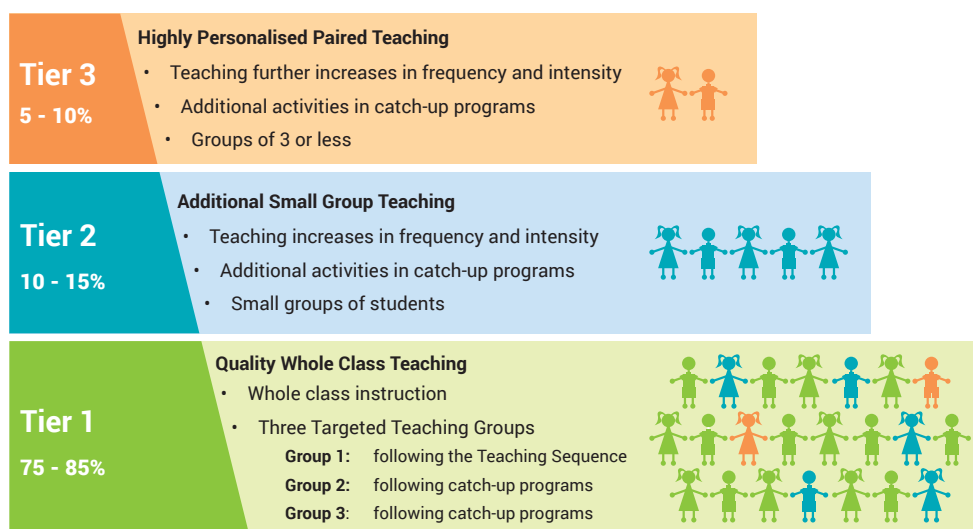
How to Monitor Student Progress?

Tracking student development is central to the PLD process. Regular structured tracking from the Early Years to Year 6 is facilitated efficiently through the use of [PLD's Tracking Sheets](#). These are available for download on our website and an instructional video is located [here](#). The school should download the tracking sheets at the beginning of each school year and set them up for each class. This one document is then utilised throughout the year and populated each term by individual teachers based on the results of the placement screens. By the end of the school year this document will not only serve as an overview of every student in the school's literacy development, but will also be useful when judging the effectiveness of PLD's implementation in each classroom

How to Identify Students Who Are Delayed or Advanced?

PLD recognises that every class presents with a broad range in student ability and the individual needs of each student should be addressed and scaffolded through rigorous and relevant programming. Through the delivery of structured repeated targeted instruction, age-appropriate students should acquire skills as outlined within the [Teaching Sequence Manual](#). However, it is highly likely for there to be students working below and above the typical skill acquisition level.

In order to cater for this range in ability and program effectively, teachers should use their populated tracking sheets to divide their class into three groups. The groups are fluid and may change throughout the year depending on the data. This instructional video explains how to use the tracking sheets to establish three targeted teaching groups and identify a learning focus for each group for the term ahead: <https://www.youtube.com/watch?v=X4jDqnbWOAg&t=3s>



PLD's Year 3, 4, 5 & 6 Teaching Sequence Manual applied in conjunction with consistent tracking will facilitate increased student outcomes and a higher degree of consistency across classrooms.

How to Get Started with PLD's Screening & Tracking?

- Step 1: Complete the [Synthetic phonics and beyond](#) online course or attend a seminar.
- Step 2: Download the [Year 3, 4, 5 & 6 Teaching Sequence Manual](#).
- Step 3: Download this Year 3, 4, 5 & 6 Screening & Tracking Manual.
- Step 4: Register for, download and set up the PLD Tracking Sheets on a whole school level.
- Step 5: Review the [Phonic and Sight Word Sequence](#) for where to start teaching and this 'Screening & Tracking Manual' for details on the first progress check.

Each of these steps have been outlined in detail at: <https://pld-literacy.org/year-3-6/>

Implementing PLD
in Year 3, 4, 5 & 6



Overview of the Year 3, 4, 5 & 6 Literacy Assessments



The full versions of the screens below are located within this manual. For an outline of when to present each screen refer to the assessment schedule on page 6.

The Year 3, 4, 5 & 6 Spelling

Placement Screens are designed to track the emergence of phonic-based spelling skills. The screens are used to track skill development each term and to assist in planning targeted teaching and allocation of phonic-based spelling teaching and learning concepts.

Placement screen words for Week 1, Term 1

rod

Get your fishing rod.

run

Run as fast as you can.

lip

She bit her lip.

had

Yesterday I had my birthday.

yes

Yes, you can play with me.

shut

Please shut the door.

chin

The baby had food in his chin.

that

That is my pencil.

pick

You can pick what game to play.

weed

Mum pulled the weed from the garden.

moon

At night the moon is in the sky.

quit

We had a quiet afternoon.

snip

Snip the paper with the scissors.

trip

We took a trip to the beach.

send

Can you send me a letter?

lamp

There was a lamp of oil in my house.

gold

The chain was made from gold.

clay

I made a bowl from clay.

bring

Bring your lunch to school.

sport

Football is my favourite sport.

start

The race will soon start.

small

My sister is small.

chain

The chain fell off my bike.

under

The dog hid under the table.

point

Point to birds in the tree.

joy

To be happy is to be full of joy.

Stage 2

Test Word

Test Word in a Sentence

stick

The ruler at school are sticks.

squish

Walking in mud can make a squish sound.

press

Press the doorbell.

shape

A triangle is a shape with three sides.

line

Draw a line between the dots.

skirt

Mum wears a skirt to work.

window

Look out the window.

toast

I have toast for breakfast.

drew

He drew a picture of a house.

count

Can you count the apples?

yawn

When I am tired I yawn.

steam

The kettle has steam coming out.

clue

The clue helped me solve the riddle.

hurt

He fell off his bike and hurt his leg.

windy

It was a windy day at the beach.

knife

Use a knife to cut the pie.

Stage 3

Test Word

Test Word in a Sentence

edge

Don't get too close to the edge!

frighten

You might frighten him.

orphan

He was left an orphan.

instead

Can I have chocolate instead of cake?

plumber

Dad called the plumber to fix the toilet.

sudden

There was a sudden noise outside.

chimney

The smoke rose out of the chimney.

disgrace

He left the army in disgrace.

repair

Dad will repair the broken table.

before

Monday comes before Tuesday.

grumble

Mum says I must not grumble.

orange

My favourite colour is orange.

doctor

The doctor gave me medicine.

liquid

Water is a liquid.

action

My brothers like action movies.

Stage 4

Test Word

Test Word in a Sentence

squabble

The twins will squabble over the toys.

mechanic

The mechanic fixed the car.

gentleman

A gentleman holds the door open for a lady.

research

We need to do research for our assignment.

luggage

My sister takes the most luggage.

naughty

Our cat is very naughty.

excursion

We went on an excursion to the museum.

reception

Mum delivered the note to reception.

climbing

I want to go mountain climbing.

celery

Celery is yummy in soups.

syllable

Our team did a tremendous job.

guardian

What is the first syllable?

neighbour

The hurricane destroyed the town.

furniture

Your parent or guardian must give permission.

Do you know your neighbour?

Our dog jumped on the furniture.

Year 3 & 4: Present all of Stages 1, 2, 3 & 4.

Year 5 & 6: Present all of Stages 1, 2, 3, 4, 5 & 6.

Stage 5

Test Word

Test Word in a Sentence

accelerate

The go-cart will accelerate down the hill.

essential

It is essential that you wear a helmet.

accommodate

The room can accommodate four people.

admirable

Generosity is an admirable trait.

aerosol

My sunscreen comes in an aerosol can.

optional

This item is optional.

extinguished

The firefighter extinguished the flames.

malicious

The bully made malicious threats.

extreme

Today is extreme fire danger.

relationship

Ten has a good relationship with his brother.

obedient

Our dog is obedient.

documentary

We watched a documentary about sustainability.

nourish

Whole food will nourish your body.

circumference

The equator runs around the circumference of the earth.

leaving

The neighbours had been leaving for years.

measurement

Measure the measurement in millimetres.

Stage 6

Test Word

Test Word in a Sentence

parachute

A parachute is made of silk.

obliterate

The dark clouds obliterate the sun.

camaraderie

A praying mantis is a carnivorous insect.

champagne

The couple drank champagne.

paralyse

A spinal injury can paralyse a person.

irresistible

The puppy's eyes were irresistible.

mosquito

I got bitten by the mosquito.

submersible

The research team has a submersible boat.

miscellaneous

The box holds miscellaneous items.

popularise

His books helped to popularise the sport.

inclusive

All prices are inclusive of GST.

chronicle

It is a chronicle of Australian history.

reciprocal

She had hoped for a reciprocal gift.

solemness

The man's face was solemn.

convenience

The convenience of supermarkets is undeniable.

alignment

Ensure correct alignment.

Quick Reference Guide: Percentage Conversions for Tracking Sheets

Stage	Target 1	Target 2	Target 3	Target 4	Target 5	Target 6
Stage 1	100%	100%	100%	100%	100%	100%
Stage 2	100%	100%	100%	100%	100%	100%
Stage 3	100%	100%	100%	100%	100%	100%
Stage 4	100%	100%	100%	100%	100%	100%
Stage 5	100%	100%	100%	100%	100%	100%
Stage 6	100%	100%	100%	100%	100%	100%

Students with these scores should not require a full term at these Target/Stage.

Students with these scores should not require a full term at these Target/Stage.

Students with these scores should not require a full term at these Target/Stage.

Recommended For Students Operating at a Junior Primary Level

Stage 1

Test Word

Test Word in a Sentence

rod

Get your fishing rod.

run

Run as fast as you can.

lip

She bit her lip.

had

Yesterday I had my birthday.

yes

Yes, you can play with me.

shut

Please shut the door.

chin

The baby had food in his chin.

that

That is my pencil.

pick

You can pick what game to play.

weed

Mum pulled the weed from the garden.

moon

At night the moon is in the sky.

quit

We had a quiet afternoon.

snip

Snip the paper with the scissors.

trip

We took a trip to the beach.

send

Can you send me a letter?

lamp

There was a lamp of oil in my house.

gold

The chain was made from gold.

clay

I made a bowl from clay.

bring

Bring your lunch to school.

sport

Football is my favourite sport.

start

The race will soon start.

small

My sister is small.

chain

The chain fell off my bike.

under

The dog hid under the table.

point

Point to birds in the tree.

joy

To be happy is to be full of joy.

Stage 2

Test Word

Test Word in a Sentence

stick

The ruler at school are sticks.

squish

Walking in mud can make a squish sound.

press

Press the doorbell.

shape

A triangle is a shape with three sides.

line

Draw a line between the dots.

skirt

Mum wears a skirt to work.

window

Look out the window.

toast

I have toast for breakfast.

drew

He drew a picture of a house.

count

Can you count the apples?

yawn

When I am tired I yawn.

steam

The kettle has steam coming out.

clue

The clue helped me solve the riddle.

hurt

He fell off his bike and hurt his leg.

windy

It was a windy day at the beach.

knife

Use a knife to cut the pie.

Which Students Still Require Decodable Reading Material?

Option 1: Calculate Words Read Correctly Per Minute (WCPM)

Students with these scores should not require a full term at these Target/Stage.

Students with these scores should not require a full term at these Target/Stage.

Students with these scores should not require a full term at these Target/Stage.

Difficulty Acquiring Stage 1 Target 1 (CVC Words)

Students with these scores should not require a full term at these Target/Stage.

Students with these scores should not require a full term at these Target/Stage.

Students with these scores should not require a full term at these Target/Stage.

The Early Reading Screen for Middle and Upper Primary Students is a phonic-based single word reading assessment. It presents words that gradually increase in length and phonic complexity. The progression reflects PLD's Structured Synthetic Phonics approach. The assessment takes three minutes to present and can be used to determine the appropriate range of decodable reading material some older students still require.

Words Correct Per Minute (WCPM)
Students in Year 3-6 should be reading 100-120 words correct per minute. The calculation of WCPM provides an indicator of reading fluency.

The Difficulty Acquiring Stage 1 Target 1 Screen has been designed to be presented when students are slow to progress through Stage 1 CVC. The screen identifies the point at which the student is experiencing difficulty and which skills to target in programming.

Scheduling PLD Screening & Tracking in Year 3, 4, 5 & 6



For the Whole Class				
	Term 1	Term 2	Term 3	Term 4
By the end of Week 1	Spelling Placement Screen Present the relevant screen Reporting - Populate tracking sheet with student results. - Cluster class into three targeted teaching groups. - Set a differentiated learning focus for each group for Term 1.		Standardised Assessments Allocate a date during the semester (we recommend in November) to administer standardised tests to calculate each student's reading and spelling ages. There are many testing options available on the market.	PLD Screening in Year 3, 4, 5 & 6
Weeks 1-9	Explicit Teaching Phase Refer to the PLD Year 3, 4, 5 & 6 Teaching Sequence Manual .			
By the end of Week 10	Spelling Placement Screen Present the end of Term 1 screen. Reporting - Populate tracking sheet with student results. - Cluster class into three targeted teaching groups. - Set a differentiated learning focus for each group for Term 2.	Spelling Placement Screen Present the end of Term 2 screen. Reporting - Populate tracking sheet with student results. - Cluster class into three targeted teaching groups. - Set a differentiated learning focus for each group for Term 3.	Spelling Placement Screen Present the end of Term 3 screen. Reporting - Populate tracking sheet with student results. - Cluster class into three targeted teaching groups. - Set a differentiated learning focus for each group for Term 4.	Prepare handover information. Scan here for Standardized Assessments

For Students Operating at a Junior Primary Level				
	Term 1	Term 2	Term 3	Term 4
By the end of Week 2	Administer the Early Reading Screen for Middle and Upper Primary for students still in Stage 1 or 2. Populate tracking sheet with student results. Use the results of the screen to allocate decodable reading books. If you do not have decodable reading material suitable for older students you can use PLD's phonic dictation passages for repeated timed reading or see our range of catch-up readers .	Administer the Early Reading Screen for Middle and Upper Primary for students still in Stage 1 or 2. Populate tracking sheet with student results. Use the results of the screen to allocate decodable reading books. If you do not have decodable reading material suitable for older students you can use PLD's phonic dictation passages for repeated timed reading or see our range of catch-up readers .	Administer the Early Reading Screen for Middle and Upper Primary for students still in Stage 1 or 2. Populate tracking sheet with student results. Use the results of the screen to allocate decodable reading books. If you do not have decodable reading material suitable for older students you can use PLD's phonic dictation passages for repeated timed reading or see our range of catch-up readers .	Administer the Early Reading Screen for Middle and Upper Primary for students who have not achieved whole-word reading in Exercise 7. Populate tracking sheet with student results. Use the results of the screen to allocate decodable reading books. If you do not have decodable reading material suitable for older students you can use PLD's phonic dictation passages for repeated timed reading or see our range of catch-up readers .
By the end of Week 10	For students who are slow to progress through Stage 1, present the relevant Difficulty Acquiring Stage 1 screen to establish a targeted plan for Term 2. Optional: Present the irregular HFW screen.	For students who are slow to progress through Stage 1, present the relevant Difficulty Acquiring Stage 1 screen to establish a targeted plan for Term 3. Optional: Present the irregular HFW screen.	For students who are slow to progress through Stage 1, present the relevant Difficulty Acquiring Stage 1 screen to establish a targeted plan for Term 4. Optional: Present the irregular HFW screen.	

How to Administer the Spelling Placement Screen



The **Year 3, 4, 5 & 6 Spelling Placement Screens** are designed to track the development of single-word spelling based upon PLD's Structured Synthetic Phonics sequence. The information gained will highlight the areas requiring further targeted teaching and will also assist in the allocation of spelling lists. Each Year 3, 4, 5 & 6 class should be presented with the beginning of the year spelling placement screen, ideally in Week 1 of Term 1.

Materials Required:



Writing Pencil

Student Record Forms

Spelling Test Words for Year 3, 4, 5 & 6 Students

Preparation:

- Duplicate the relevant student record form for each student, located in the Appendix.
- It is recommended that the spelling screen is presented to the whole class in one sitting.
- Explanation: "We are going to complete a spelling test. The words gradually become more difficult. Listen carefully to the words I am asking you to spell and do your best. Please do not use an eraser. If you want to make two attempts spelling the word, I would like to see both of your attempts."

Instructions:

- "Word number one is [It is optional to place the test word in a sentence]. Write the word"
- Repeat the process for each word in the sections.

Year 3 & 4 Present Stage 1, 2, 3 & 4.
(some students may progress further)

Year 5 & 6 Present Stage 1, 2, 3, 4, 5 & 6.

Sample Student Record Forms (below)

Getting Started with PLD in Year 3, 4, 5 & 6

Six Steps to Using the Spelling Placement Test



Step 1: Administer the Spelling Placement Screen

Spelling Placement Screens are conducted at the beginning of the school year (ideally Term 1, Week 1) and at the end of Terms 1, 2 and 3 (to establish targeted teaching groups for Terms 2, 3 and 4).

Spelling Screens are located in the downloadable Screening and Tracking Manual.

Step 2: Correct Spelling Tests and Convert Scores to a Percentage

Correct each student's spelling test and use the handy percentage converter located in the Screening and Tracking Manuals, to calculate percentage scores quickly and easily.

Marking Key: The marking key covers common issues such as letter reversals and when to mark the word correct, or incorrect, at this age and stage.

Quick Reference Guide: Percentage Conversions for Tracking Sheets

Stage 1 Target 1 & 3	1/5	2/5	3/5	4/5	5/5														
	20%	40%	60%	80%	100%														
Stage 1 Target 2	1/7	2/7	3/7	4/7	5/7	6/7	7/7												
	14%	28%	42%	57%	71%	85%	100%												
Stage 1 Target 4	1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9										
	11%	22%	33%	44%	55%	66%	77%	88%	100%										
Stage 2 & 3	1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/16	10/16	11/16	12/16	13/16	14/16	15/16	16/16			
	6%	13%	19%	25%	31%	38%	44%	50%	56%	63%	67%	75%	81%	88%	94%	100%			

Students with these scores should complete a full term at these Targets/Stages.

Students with these scores should not require a full term at these Targets/Stages. Teach on errors before moving to the next Target/Stage.

Scores indicate progressing to the next Target/Stage.

Please note: Spelling test words are only marked correct if they are SPELLED correctly and in FULL. Words are NOT marked correct if the phonic pattern is correct but there are other errors within the word.

FAQ's	Response	Test Examples
Do I mark the word correct when the student reverses letters? What happens when the student reverses a 'b' or 'd'?	No. Letter reversals are a common occurrence in the first few years of learning to spell and write. Repeated practice forming letters (and particularly the letters subject to frequent reversals) is needed with an emphasis on starting points and verbal cues. Reversing b & d in middle and upper primary will result in a word being marked incorrect.	Subben x x Test word: 'sudden'
Do I mark the word correct when the student uses capital letters?	Yes. When students write their spelling words with some (or all) upper-case letters, this reflects a handwriting weakness and not a spelling issue. This observation signals the need for intensive lower-case letter formation skill development.	PLunGO ✓ ✓ Test word: 'plunge'
Do I mark the word correct when the student writes the phonic pattern correct but other letters in the test word are incorrect?	No! Spelling test words are only marked correct, if they have been spelled correctly. If the target phonic pattern is correct, but other errors exist within the word, then technically the word should still be marked incorrect. Including the phonic pattern means that the concept is emerging but it has not been mastered and is not ready for transference into writing.	oast x toat x x Test word: 'toast'
Do I mark the word correct when the student gets the middle letter (typically the vowel) incorrect?	No. It is common for students who had ear infections, who present with language delays or for whom English is not a first language to experience difficulties with medial vowels e.g. a/u or i/e. This observation signals the need for targeted teaching in the area. Remember words are only marked as correct when test words are spelled in full correctly.	cramb x x Test word: 'crumb'

Tip! For delayed students, when marking your Spelling Placement Tests, highlight any phonic errors. This will come in handy later when you need to group students according to ability and targeting any common errors.

Step 3: PLD Digital Tracking Sheets

The PLD digital tracking sheets combine test results from paper-based assessments into one document, making it easier for schools to organise PLD programs across different classes and grade levels. These tracking sheets are a key part of PLD's teaching method.

By assessing students' progress every term, teachers can understand their abilities better. This helps them divide students into **three** teaching groups based on their needs, making it easier to give personalised and differentiated instruction. Using these tracking sheets, teachers can track students' skill development and create plans to improve their learning.

After completing the screening, the results (i.e. percentage scores from each stage) are entered into the tracking sheets.

Tip! PLD suggests using the latest tracking sheets, instead of versions from previous years. The current versions have enhancements and can be download at: <https://pld-literacy.org/plds-tracking-sheets/>

Step 4: Highlight Teaching Focus

FAQ: What to highlight?

Answer: What you intend to teach and where student scores fall below the required 80-85%.

Once spelling percentage scores are entered into the tracking sheets, begin HIGHLIGHTING (in yellow) one to two cells (maximum) for each student where their scores start to typically fall below the required 80-85% mastery in each Stage/Target of learning. This process is the beginning stages of organising the class into common groups, and ultimately the **three** targeted teaching groups for the term. These groups will drive your SSP plan and what you intend to teach over the next 9-10 weeks of the school term.

Tip! See the typical example of a Term 1, Week 1, set of class results for a Year 1 class.

Term 1												
Difficulty Acquiring Stage 1, Target 1 Page 27 in the Year 1&2 Screening & Tracking Manual					Term 1 Focus: Testing & data entry within week 1, Term 1 Page 9 in the Year 1&2 Screening & Tracking Manual							
Useful Links:			Only Students Scoring 0%-20% in CVC				Stage 1				Stage 2	Stage 3
Year 1 & 2 Teaching Sequence manual	Using the Tracking Sheets in Year 1 & 2		Pre-Requisite Skill 3 Alphabet Sounds	Pre-Requisite Skill 1 Blending 3	Pre-Requisite Skill 2 Segmentation	Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC CVCC	Target 4 ar, or, er, ay, all, oi			
Christian Name	Background, Diagnoses, Difficulties etc	Year	/26 Raw	/5 =Enter %	/5 =Enter %	/5 =Enter %	/7 =Enter %	/5 =Enter %	/9 =Enter %	/16 =Enter %	/16 =Enter %	
Term 1 Focus: Revise letter Sounds/ early CVC												
Speech		1	22	16%	0%	0						
Awiting DOD oss		1	20	100%	0%	0						
		1				100	100	100	11			
Speech		2	24	80%	40%	20						
ADHD		1				60	0					
Speech		2				60	0					
		1				100	100	100	88	31		
		1				100	42	0				
		2	17	100%	0%	0						
Speech		1				80	71	60	0			
ASD		2				100	85	80	77	56	19	
ADHD		1				100	71	100	0			
		1				100	85	80	0			
		1				100	85	80	44	*		
		2				100	42	80	0			
Speech		1				100	85	80	33	13		
		1				100	100	100	86	*		
		1				60	42	60	22	13	0	
		2				100	88	80	55	31	0	
		2				100	100	100	75	19		

Step 5: Organise Three Targeted Teaching Groups

Initially, students are organised in alphabetical order. Highlighting helps to organise each class into **three** tiers for teaching and learning. Once the highlighting for the class is complete, start cutting and pasting students to form common focus areas. Organise Tier 1 students at the base of the sheet, Tier 3 at the top, as per the examples in the Screening & Tracking Manuals.

PLD recognises the range of abilities within classes, so teachers can adapt instruction accordingly. By using tracking sheets, teachers can categorise students into three flexible tiers based on collected data. These groupings may change throughout the year.

Tip! Sometimes two stages may need to be grouped together. See the example pictured for the Tier 2 focus. Eg. Stage 1 Target 2 and Target 3.

		Difficulty Acquiring Stage 1, Target 1 Page 27 in the Year 1&2 Screening & Tracking Manual			Term 2 Focus: Testing & data entry within week 10, Term 1 Page 10 in the Year 1&2 Screening & Tracking Manual						
		Only Students Scoring 0%-40% in					Stage 1				Stage 2
		Pre- Requisite Skill 3 Alphabet	Pre- Requisite Skill 1 Blending 3	Pre- Requisite Skill 2 Segmentation	Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC CVCC	Target 4 at, or, er, ay, all, oi			
Christian Name	Background, Diagnoses, Difficulties etc	/26 Raw Score	/5 =Enter %	/5 =Enter %	/5 =Enter %	/7 =Enter %	/5 =Enter %	/9 =Enter %	/16 =Enter %		
Term 1 Focus: Stage 1 Target 1 and pre-CVC gaps											
EADL		21	100%	801%	60	0	0	0			
ASD		18	80%	60%	60	0	0	0			
Hearing, IQ		19	80%	60%	40	0	0	0			
Attention		24	100%	801%	60	0	0	0			
Term 1 Focus: Stage 1 Target 2 & 3 Outline											
Dyslexia					80	14	40	0			
Ear Infections					100	28	60	0			
					100	14	20	0			
Artic					100	57	20	0			
					80	57	20	0			
Language					100	28	40	0			
Term 1 Focus: Stage 1 Target 4 Following the Outline											
					100	85	80	33			
					100	85	100	22			
					80	85	100	22			
					100	85	80	33			
					80	100	100	22			
					100	85	80	33			
					80	100	100	22			
					100	100	80	33			
					80	85	80	22			
					80	85	80	22			
					100	85	80	33			
					80	100	100	22			
					100	85	80	33			
					100	85	80	33			

Step 6: Describe the Teaching Focus for Each Group for the Term

Once three groups have been identified, a plan is mapped for the upcoming term using the sequence outlined in the relevant Teaching Sequence Manuals.

Structured, repeated and targeted instruction helps students acquire the phonic-based reading, spelling and writing skills. Drawing from the placement tests and the clustered groupings in the tracking sheets, some students may work below or above the typical skill level. Teachers can access the prepared plans in the relevant Teaching Sequence Manuals for the most appropriate pre-prepared spelling lists, phonic dictation passages and additional tasks.

Tip! For Tier 1 students (age appropriate or above) follow the Teaching Sequence, for the term. For Tier 2 and 3 students create a targeted plan on the basis of common errors.

Essential Viewing:

Two short tracking sheet instructional videos are available to view here: <https://pld-literacy.org/year-1-and-2/#step4>

PLD emphasises the importance of using tracking sheets effectively to ensure a well-organised and successful implementation of the SSP program. Clear communication of the teaching plan enables classroom teachers to deliver SSP lessons with greater precision using the PLD teaching resources.

Based on the results of the termly placement tests, teachers will determine three instructional levels.

Tip! Implementing a program with **fidelity** means following it precisely, much like following a recipe step-by-step, as it ensures that every aspect of the PLD Structured Synthetic Phonics program is carried out as intended, without any omissions or alterations, to get the best results for your students.

Common Issue 1: Halfway Complete

Steps 1, 2 & 3 have been done, but Steps 4, 5 & 6 are incomplete.

Completing only the percentage scores on the PLD tracking sheet does not fulfill the entire process. By stopping at this stage, the teacher is unable to formulate a targeted teaching plan for each group for the term.

In such instances, teachers are advised to watch the brief instructional video below:

- <https://pld-literacy.org/year-1-and-2/#step4>

Page 9 in the Year 1&2 Screening & Tracking Manual

Christian Name	Background, Diagnoses, Difficulties etc	Stage 1				Stage 2
		Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC CVCC	Target 4 ar, or, er, ay, all, oi	
		/5 =Enter %	/7 =Enter %	/5 =Enter %	/9 =Enter %	/16 =Enter %
ESL		100	71	80	11	
ADHD/PPH		0	0	0	0	
PPH		0	0	0	0	
PPH		20	0	0	0	
Artic		100	71	40	44	
ADHD		100	14	0	0	
		80	14	0	0	
Attendance		60	43	0	0	
		80	29	20	0	
ASD		100	29	40	0	

Common Issue 2: Patchy Highlighting and No Teaching Plan

Improve communication of the teaching plan for the term ahead by highlighting consistently.

The PLD process requires teachers to clearly identify the targeted teaching focus (highlighting in yellow, rather than patchy highlighting) and to provide a clear and concise description of the term's focus.

Teachers struggling to communicate a clear teaching focus are recommended to:

- After colour filling the cells that teachers intend to teach over the upcoming term. Organise students into groups.

In such instances, teachers are advised to watch the brief instructional video below:

- <https://pld-literacy.org/year-1-and-2/#step4>

Scan here to schedule a coaching session



Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC CVCC	Target 4 ar, or, er, ay, all, oi	Stage 2	Stage 3
/5 =Enter %	/7 =Enter %	/5 =Enter %	/9 =Enter %	/16 =Enter %	/16 =Enter %
0					
0					
100	100	100	11		
20					
60	0				
60	0				
100	100	100	88	31	
100	42	0			
0					
80	71	60	0		
100	85	80	77	56	19
100	71	100	0		
100	85	80	0		
100	85	80	44	*	
100	42	80	0		
100	85	80	33	13	
100	100	100	88	*	
60	42	60	22	13	0
100	88	80	55	31	0
100	100	100	100	75	19

Common Issue 3: Too Many Groups (4, 5 or 6 Group Scenario)

Three targeted teaching groups only.

The PLD process specifies the establishment of **three** targeted teaching groups on the tracking sheets. When teachers create four, five, or six groups, they create an impractical teaching scenario where delivering multiple levels of dictation later in the week becomes impractical.

In such cases, teachers are advised to:

- Broaden the scope of certain groups by merging groups.
- Follow this by scheduling a coaching session with a PLD School Support Coordinator, via the homepage. This will assist in organising three targeted teaching groups.

Scan here to schedule a coaching session



Name	Background, Diagnoses, Difficulties etc	Stage 1				Stage 2	Stage 3
		Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC CVCC	Target 4 ar, or, er, ay, all, oi		
		/5 =Enter %	/7 =Enter %	/5 =Enter %	/9 =Enter %	/16 =Enter %	/16 =Enter %
Term 1 Plan: Stage 1 Target 2							
		60%	71%	60%	11%		
		100%	57%	80%	11%		
		100%	71%	60%	11%		
		80%	57%	40%	11%		
Term 1 Plan: Stage 1 Target 3							
		100%	86%	80%	11%		
		100%	100%	60%	11%		
		80%	86%	40%	11%		
Term 1 Plan: Stage 1 Target 4							
		100%	100%	100%	44%		
		100%	86%	80%	22%		
		100%	100%	80%	33%		
Term 1 Plan: Stage 2							
		100%	100%	100%	60%	50%	6%
		100%	100%	100%	100%	60%	12%
		100%	100%	100%	100%	75%	25%
		100%	100%	100%	100%	69%	22%
		100%	100%	100%	100%	56%	38%
Term 1 Plan: Stage 4							
		100%	100%	100%	100%	88%	60%

Week 1 in Term 1 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 1)

Scan here for
Year 3, 4, 5 & 6
Screening Resources



Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 1				Stage 3							
		Test Word		Test Word in a Sentence							
Target 1	CVC	1	run	Run as fast as you can.		dge	1	edge	Don't get too close to the edge!		
		2	mop	Please mop the floor.		igh	2	midnight	They went to sleep at midnight.		
		3	lip	She bit her lip.		tch	3	rematch	She demanded a rematch after losing the game.		
		4	bag	I collected my school bag.		ph	4	alphabet	Children like to sing the alphabet.		
		5	yes	Yes, you can play with me.		ea	5	instead	Can I have chocolate instead of cake?		
Target 2		sh	6	shut	Please shut the door.		mb	6	plumber	Dad called the plumber to fix the toilet.	
		ch	7	chin	The baby had food on his chin.		bb	7	rabbit	A rabbit likes to hop around.	
		th	8	that	That is my pencil.		-ey	8	chimney	The smoke rose out of the chimney.	
		ck	9	pick	You can pick what game to play.		ce	9	disgrace	He left the army in disgrace.	
		ee	10	weed	Mum pulled the weed from the garden.		air	10	repair	Mum will repair the broken table.	
		oo	11	moon	At night the moon is in the sky.		ore	11	before	Monday comes before Tuesday.	
		qu	12	quiz	We had a quiz at school.		-le	12	grumble	Nan says I must not grumble.	
Target 3	CCVC & CVCC	13	snip	Snip the paper with the scissors.		-ge	13	orange	My favourite colour is orange.		
		14	trip	We took a trip to the beach.		-or	14	doctor	The doctor gave me medicine.		
		15	send	Can you send me a letter?		qu	15	liquid	Water is a liquid.		
		16	lump	There was a lump of ice in my juice.		tion	16	action	I like action movies.		
		17	gold	The chain was made from gold.		Stage 4		Test Word		Test Word in a Sentence	
Target 4		ay	18	clay	I made a bowl from clay.		a as /o/	1	squabble	The twins will squabble over the toys.	
		ing	19	bring	Bring your lunch to school.		ch as /k/	2	mechanic	The mechanic fixed the car.	
		or	20	sport	Football is my favourite sport.		g as /j/	3	generate	Our machine will generate power.	
		ar	21	start	The race will soon start.		ear as /er/	4	research	We need to do research for our assignment.	
		all	22	small	My sister is small.		age as /ij/	5	damage	Please do not damage school property.	
		ai	23	chain	The chain fell off my bike.		augh	6	naughty	Our cat is very naughty.	
		er	24	under	The dog hid under the table.		si as /zh/	7	excursion	We went on an excursion to the museum.	
		oi	25	point	Point to birds in the tree.		ti as /sh/	8	reception	I delivered the note to reception.	
		oy	26	joy	To be happy is to be full of joy.		schwa+n	9	mountain	I want to go mountain climbing.	
Stage 2	Test Word		Test Word in a Sentence		c as /s/	10	celery	Celery is yummy in soups.			
CCC/CC	1	strict	The rules at school are strict.		ous	11	tremendous	Our team did a tremendous job.			
CCC/CC	2	squelch	Walking in mud can make a squelch sound.		y as /i/	12	syllable	What is the first syllable?			
-ss	3	press	Press the doorbell.		rr	13	hurricane	The hurricane destroyed the town.			
a-e	4	shape	A triangle is a shape with three sides.		silent u	14	guiding	My parent was guiding me through the bush land.			
i-e	5	line	Draw a line between the dots.		our as /schwa er/	15	flavour	What is your favourite flavour?			
ir	6	skirt	I wear a skirt to work.		tu as /ch/	16	furniture	Our dog jumped on the furniture.			
ow	7	window	Look out the window.		Year 3 & 4: Present all of Stages 1, 2, 3 & 4. Year 5 & 6: Present all of Stages 1, 2, 3, 4, 5 & 6.						
ew	8	drew	He drew a picture of a house.								
oa	9	toast	I have toast for breakfast.								
ou	10	count	Can you count the apples?								
aw	11	yawn	When I am tired I yawn.								
ea	12	steam	The kettle has steam coming out.								
ue	13	clue	The clue helped me solve the riddle.								
ur	14	hurt	He fell off his bike and hurt his leg.								
-y	15	windy	It was a windy day at the beach.								
kn	16	knife	Use a knife to cut the pie.								

Week 1 in Term 1 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 1)

Scan here for
Year 3, 4, 5 & 6
Screening Resources



Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 5	Test Word	Test Word in a Sentence	Stage 6	Test Word	Test Word in a Sentence
ac-	1 accelerate	The go-cart will accelerate down the hill.	ch as /sh/	1 parachute	A parachute is made of silk.
-tial	2 essential	It is essential that you wear a helmet.	ob-	2 obliterate	The dark clouds obliterate the sun.
-ate	3 accommodate	The room can accommodate four people.	-ous	3 carnivorous	A praying mantis is a carnivorous insect.
-able	4 admirable	Generosity is an admirable trait.	silent g	4 champagne	The couple drank champagne.
aer as /air/	5 aerosol	My sunscreen comes in an aerosol can.	para-	5 paralyse	A spinal injury can paralyse a person.
-al	6 optional	This item is optional.	ir-	6 irresistible	The puppy's eyes were irresistible.
u as /w/	7 extinguished	The firefighter extinguished the flames.	-qu as /k/	7 mosquito	I got bitten by the mosquito.
-cious	8 malicious	The bully made malicious threats.	sub-	8 submersible	The research team has a submersible boat.
ex-	9 extreme	Today is extreme fire danger.	-eous	9 miscellaneous	The box holds miscellaneous items.
-ship	10 relationship	Tim has a good relationship with his brother.	-ise/yse	10 popularise	His books helped to popularise the sport.
-ent	11 obedient	Our dog is obedient.	-ive	11 inclusive	All prices are inclusive of GST.
-ary	12 documentary	We watched a documentary about sustainability.	-icle/acle	12 chronicle	It is a chronicle of Australian history.
ou as /u/	13 nourish	Whole food will nourish your body.	-cal	13 reciprocal	She had hoped for a reciprocal gift.
cir-	14 circumference	The equator runs around the circumference of the earth.	silent n	14 solemn	The man's face was solemn.
eu as /y+oo/	15 feuding	The neighbours had been feuding for years.	con-	15 convenience	The convenience of supermarkets is undeniable.
-ment	16 measurement	Give the measurement in millimetres.	silent g	16 alignment	Ensure correct alignment.



Year 5 & Year 6:

- Start from Stage 1.
- Present all of Stages 1, 2, 3, 4, 5 & 6.

Quick Reference Guide: Percentage Conversions for Tracking Sheets

Stage 1 Target 1 & 3	1/5	2/5	3/5	4/5	5/5														
	20%	40%	60%	80%	100%														
Stage 1 Target 2	1/7	2/7	3/7	4/7	5/7	6/7	7/7												
	14%	28%	42%	57%	71%	85%	100%												
Stage 1 Target 4	1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9										
	11%	22%	33%	44%	55%	66%	77%	88%	100%										
Stages 2 to 6	1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/16	10/16	11/16	12/16	13/16	14/16	15/16	16/16			
	6%	13%	19%	25%	31%	38%	44%	50%	56%	63%	67%	75%	81%	88%	94%	100%			

Students with these scores should not require a full term at these Targets/ Stages. Teach on errors before moving to the next Target/Stage.

Students with these scores should complete a full term at these Targets/Stages.

Scores indicate progressing to the next Target/Stage.

End of Term 1 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 2)

Scan here for
Year 3, 4, 5 & 6
Screening Resources



Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 1	Test Word	Test Word in a Sentence	Stage 3	Test Word	Test Word in a Sentence
Target 1 CVC	1 dog	The dog likes bones.	dge	1 badge	He got the honour badge.
	2 pen	Write your name in pen.	igh	2 delight	She squealed with delight.
	3 pit	I fell in the pit.	tch	3 itchy	The bites are itchy.
	4 dam	The dam was full of water.	ph	4 trophy	I won a trophy.
	5 rug	There is a rug on the floor.	ea	5 thread	Thread the needle.
Target 2	sh 6 dish	Put food on the dish.	mb	6 crumb	The mouse ate the crumb.
	ch 7 rich	The man is rich.	gg	7 stagger	He walked with a stagger.
	th 8 them	I want to go with them.	-ey	8 hockey	We play hockey.
	ck 9 sock	I have lost one sock.	ce	9 replace	Replace the batteries.
	ee 10 feed	Feed your dog.	air	10 dairy	I am allergic to dairy.
	oo 11 shoot	Don't shoot the birds.	ore	11 restore	Can you restore the program?
	qu 12 quit	He quit ballet.	-le	12 snuffle	I have a snuffle.
Target 3 CCVC & CVCC	13 clap	The baby can clap.	-ge	13 plunge	Plunge into the pool.
	14 twin	I have a twin sister.	-or	14 inspector	The inspector found termites.
	15 sold	Dad sold our house.	qu	15 quaint	It is a quaint cottage.
	16 lift	Lift me up.	tion	16 fiction	I love to read fiction.
	17 went	I went to the shop.	Stage 4		
Target 4	ay 18 sway	The tree will sway in the wind.	a as /o/	1 quality	We eat high quality meat.
	ing 19 thing	What is that thing?	ch as /k/	2 chemist	Get the pills from the chemist.
	or 20 north	Go north.	g as /j/	3 generation	Our family has lived here for a generation.
	ar 21 chart	Put your name on the chart.	ear as /er/	4 rehearse	Can you rehearse with me?
	all 22 fall	The glass will fall.	age as /ij/	5 advantage	He had an advantage.
	ai 23 paint	Mum will paint my room.	augh	6 caught	She caught the ball.
	er 24 never	Never be rude.	si as /zh/	7 conclusion	The conclusion was surprising.
	oi 25 spoil	Mud will spoil your dress.	ti as /sh/	8 consideration	Show consideration for others.
	oy 26 enjoy	Enjoy your holidays.	schwa+n	9 bargain	I got a bargain at the shops.
Stage 2	Test Word	Test Word in a Sentence	c as /s/	10 parcel	The parcel is for mum.
CCC/CC	1 strong	I am strong.	ous	11 miraculous	It was a miraculous escape.
CCC/CC	2 thrust	She thrust her hands in her pockets.	y as /i/	12 symbol	The dollar sign is a symbol.
-ll	3 spill	Don't spill your milk.	rr	13 embarrassed	She was so embarrassed.
a-e	4 plate	Put your food on the plate.	silent u	14 disguise	It is a clever disguise.
i-e	5 spine	Your spine is your back.	our as /schwa er/	15 demeanour	He has a happy demeanour.
ir	6 twirl	She loves to twirl and dance.	tu as /ch/	16 agriculture	The science of farming is agriculture.
ow	7 elbow	He hurt his elbow.			
ew	8 chew	Chew your food!			
oa	9 roast	Dad made roast for dinner.			
ou	10 ground	Put it on the ground.			
aw	11 lawn	I mowed the lawn.			
ea	12 cream	I love strawberries and cream.			
ue	13 blue	My favourite colour is blue.			
ur	14 purse	Put your money in the purse.			
-y	15 sticky	Honey is sticky.			
kn	16 knee	I scratched my knee.			

Year 3 & 4: Present all of Stages 1, 2, 3 & 4.

Year 5 & 6: Present all of Stages 1, 2, 3, 4, 5 & 6.

End of Term 1 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 2)

Scan here for
Year 3, 4, 5 & 6
Screening Resources



Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 5	Test Word		Test Word in a Sentence	Stage 6	Test Word		Test Word in a Sentence
ac-	1	accomplice	The robber had an accomplice.	ch as /sh/	1	moustache	Dad shaved his moustache.
-tial	2	residential	The speed limit is 50 in residential areas.	ob-	2	obnoxious	That dreadful child is obnoxious.
-ate	3	authenticate	Authenticate means to prove something genuine.	-ous	3	contagious	The flu is contagious.
aer as /air/	4	aerobics	Aerobics is good for your health.	silent h	4	ghastly	What is that ghastly smell?
-ible	5	accessible	It is only accessible by boat.	para-	5	paradise	The island felt like paradise.
-al	6	original	The gallery has the original painting.	il-	6	illiterate	Illiterate means you cannot read and write.
-ious	7	oblivious	He was oblivious to the time.	-et as /ay/	7	gourmet	They ate a gourmet meal.
u as /w/	8	linguistics	Linguistics is the study of language.	sub-	8	subcontinent	The subcontinent of India is a part of Asia.
ex-	9	except	I love animals, except cats.	-eous	9	simultaneous	We can do simultaneous cartwheels.
-ship	10	sportsmanship	Good sportsmanship matters.	-ise/yse	10	exercise	Swimming is great exercise.
-ent	11	independent	She is an independent thinker.	-ive	11	protective	The bird was protective of its chicks.
-ary	12	temporary	This is just a temporary job.	-icle/acle	12	tentacle	A jellyfish tentacle can sting.
ou as /u/	13	encourage	I encourage you to study hard.	-cal	13	hysterical	He was hysterical when she saw the rat.
cir-	14	circumvent	Circumvent means to find your way around something.	silent n	14	condemn	Will the judge condemn the man?
u as /y+oo/	15	futile	My attempts to cheer him up were futile.	con-	15	congregation	The congregation had 100 members.
-ment	16	commitment	Sport requires commitment to your team.	silent h	16	exhaust	Running will exhaust them.



Year 5 & Year 6:

- Start from Stage 1.
- Present all of Stages 1, 2, 3, 4, 5 & 6.

Quick Reference Guide: Percentage Conversions for Tracking Sheets

Stage 1 Target 1 & 3	1/5	2/5	3/5	4/5	5/5														
	20%	40%	60%	80%	100%														
Stage 1 Target 2	1/7	2/7	3/7	4/7	5/7	6/7	7/7												
	14%	28%	42%	57%	71%	85%	100%												
Stage 1 Target 4	1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9										
	11%	22%	33%	44%	55%	66%	77%	88%	100%										
Stages 2 to 6	1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/16	10/16	11/16	12/16	13/16	14/16	15/16	16/16			
	6%	13%	19%	25%	31%	38%	44%	50%	56%	63%	67%	75%	81%	88%	94%	100%			

Students with these scores should not require a full term at these Targets/ Stages. Teach on errors before moving to the next Target/Stage.

Students with these scores should complete a full term at these Targets/Stages.

Scores indicate progressing to the next Target/Stage.

End of Term 2 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 3)

Scan here for
Year 3, 4, 5 & 6
Screening Resources



Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 1	Test Word		Test Word in a Sentence	Stage 3	Test Word		Test Word in a Sentence
Target 1 CVC	1	fog	It is a thick fog.	dge	1	pledge	A pledge is a promise.
	2	get	Get your hat.	igh	2	bright	The sun is very bright.
	3	pad	Write on the pad.	tch	3	stretch	Stretch before you exercise.
	4	sun	The sun is hot.	ph	4	dolphin	The dolphin eats fish.
	5	fit	He is fit due to exercises.	ea	5	breakfast	I have toast for breakfast.
Target 2	sh	6	shop	mb	6	thumb	He hit his thumb.
	ch	7	much	nn	7	channel	Dad will change the channel.
	th	8	with	-ey	8	jockey	The jockey rode the horse.
	ck	9	luck	ce	9	embrace	I saw mum and dad embrace.
	ee	10	keep	are	10	aware	I was not aware you were coming too.
	oo	11	hook	ore	11	ignore	Ignore the silly children.
	qu	12	queen	-le	12	scribble	My brother likes to scribble.
Target 3 CCVC & CVCC		13	flag	-ge	13	hinge	The door hinge squeaks.
		14	glad	-or	14	spectator	Mum enjoys being a spectator on sports day.
		15	soft	qu	15	quarter	Come at a quarter past three.
		16	pond	tion	16	option	You have the option to stay.
		17	bank				
Target 4	ay	18	today	Stage 4		Test Word	Test Word in a Sentence
	ing	19	cling	a as /o/	1	quantity	It is a large quantity.
	or	20	port	ch as /k/	2	character	Pop is a real character.
	ar	21	march	g as /j/	3	engineer	My sister is an engineer.
	all	22	stall	ear as /er/	4	earthworm	The bird eats the earthworm.
	ai	23	brain	age as /ij/	5	stoppage	There is a power stoppage today.
	er	24	winter	augh	6	daughter	My daughter is five years old.
	oi	25	joint	si as /zh/	7	procession	There was a procession through town.
	oy	26	boy	ti as /sh/	8	conversation	I had a conversation with him.
Stage 2	Test Word		Test Word in a Sentence	schwa+n	9	certain	Are you certain that is correct?
CCC/CC	1	strand	One strand of the rope is red.	c as /s/	10	fancy	It was a fancy dress up party.
CCC/CC	2	squint	I squint on a sunny day.	ous	11	prosperous	We wish you a prosperous new year.
-zz	3	frizz	I prefer hair without frizz.	y as /i/	12	mystery	I love to read a good mystery.
a-e	4	skate	He likes to skate.	rr	13	barricade	They were stopped by the police barricade.
i-e	5	slime	There is slime in the pond.	silent u	14	guarantee	There is no guarantee you will win.
ir	6	squirm	Spiders make me squirm.	our as /schwa er	15	humour	She has a great sense of humour.
ow	7	shallow	The pool is very shallow.	tu as /ch/	16	sculpture	Did you see the marble sculpture?
ew	8	grew	The seeds grew into big trees.				
oa	9	coach	Our coach encourages us.				
ou	10	around	There is a fence around the yard.				
aw	11	straw	The little pig made a house of straw.				
ea	12	reach	Can you reach the top?				
ue	13	true	Only say what is true.				
ur	14	nurse	The nurse looks after the sick people.				
-y	15	frosty	It is a frosty winter day.				
kn	16	know	I know where you live.				

Year 3 & 4: Present all of Stages 1, 2, 3 & 4.

Year 5 & 6: Present all of Stages 1, 2, 3, 4, 5 & 6.

End of Term 2 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 3)

Scan here for
Year 3, 4, 5 & 6
Screening Resources



Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 5	Test Word		Test Word in a Sentence	Stage 6	Test Word		Test Word in a Sentence
ac-	1	accomplish	What will you accomplish this year?	ch as /sh/	1	brochure	We looked at the travel brochure.
-tial	2	confidential	Confidential means to keep private.	ob-	2	obstacle	The obstacle course was fun.
-ate	3	congregate	To come together as a group is to congregate.	-ous	3	poisonous	Make sure you don't eat poisonous berries.
-able	4	irritable	She is irritable when she is sick.	silent p	4	pneumonia	Nan is in hospital with pneumonia.
aer as /air/	5	aerial	Drones can take aerial photographs of places.	para-	5	paragraph	A paragraph is a group of sentences.
-al	6	political	He represents that political party.	im-	6	imprecise	The witness gave imprecise descriptions.
u as /w/	7	anguish	I cried out in anguish.	-et as /ay/	7	bouquet	I bought mum a bouquet of flowers.
-cious	8	suspicious	She is acting very suspicious.	sub-	8	subversive	A subversive person is a troublemaker.
ex-	9	extension	We finished the extension on our house.	-eous	9	spontaneous	To be spontaneous is to be unplanned.
-ship	10	dealership	I bought a car from the dealership.	-ise/yse	10	sympathise	I can sympathise with your pain.
-ent	11	complacent	Complacent means to be careless and smug.	-ive	11	innovative	It is an innovative idea.
-ary	12	complimentary	My report was very complimentary.	-icle/acle	12	spectacle	He made such a spectacle.
ou as /u/	13	flourish	The flowers flourish on the bank of the pond.	-cal	13	chronological	The history book is chronological.
cir-	14	circumnavigate	The captain aimed to circumnavigate the world.	silent n	14	column	Add up each column.
eu as /y+oo/	15	neutral	I chose neutral colours for my outfit.	con-	15	contemporary	Our contemporary society is complex.
-ment	16	embarrassment	I turned red with embarrassment.	silent h	16	rhythm	Hear the rhythm of the drums.



Year 5 & Year 6:

- Start from Stage 1.
- Present all of Stages 1, 2, 3, 4, 5 & 6.

Quick Reference Guide: Percentage Conversions for Tracking Sheets

Stage 1 Target 1 & 3	1/5	2/5	3/5	4/5	5/5														
	20%	40%	60%	80%	100%														
Stage 1 Target 2	1/7	2/7	3/7	4/7	5/7	6/7	7/7												
	14%	28%	42%	57%	71%	85%	100%												
Stage 1 Target 4	1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9										
	11%	22%	33%	44%	55%	66%	77%	88%	100%										
Stages 2 to 6	1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/16	10/16	11/16	12/16	13/16	14/16	15/16	16/16			
	6%	13%	19%	25%	31%	38%	44%	50%	56%	63%	67%	75%	81%	88%	94%	100%			

Students with these scores should not require a full term at these Targets/ Stages. Teach on errors before moving to the next Target/Stage.

Students with these scores should complete a full term at these Targets/Stages.

Scores indicate progressing to the next Target/Stage.

End of Term 3 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 4)

Scan here for
Year 3, 4, 5 & 6
Screening Resources



Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 1	Test Word		Test Word in a Sentence	Stage 3	Test Word		Test Word in a Sentence
Target 1 CVC	1	log	Sit on the log.	dge	1	smudge	Don't smudge your work.
	2	yet	Have you done it yet?	igh	2	mighty	It is a mighty river.
	3	pan	Put eggs in the pan.	tch	3	switch	Can I switch with you?
	4	nut	Crack the nut.	ph	4	emphasis	We use emphasis to show importance.
	5	win	I hope I win the race.	ea	5	pleasant	It was a pleasant smell.
Target 2	sh	6	wish	bt	6	doubt	I doubt you are incorrect.
	ch	7	chat	tt	7	kettle	Boil the kettle.
	th	8	then	-ey	8	turkey	We had turkey for dinner.
	ck	9	rock	ce	9	necklace	I have a new necklace.
	ee	10	seem	are	10	compare	Don't compare yourself to others.
	oo	11	book	ore	11	explore	He liked to explore the bush.
	qu	12	quiz	-le	12	sparkle	The gem stone began to sparkle.
Target 3 CCVC & CVCC		13	step	-ge	13	charge	They charge for entry to the show.
		14	grin	-or	14	elevator	Take the elevator to the next floor.
		15	mint	qu	15	require	You will require a ticket.
		16	hold	tion	16	mention	She didn't mention your name.
		17	crash				
Target 4	ay	18	stay	Stage 4	Test Word		Test Word in a Sentence
	ing	19	sting	a as /o/	1	wander	Watch him or he will wander.
	or	20	torch	ch as /k/	2	stomach	My stomach rumbled with hunger.
	ar	21	smart	g as /j/	3	danger	Beware of danger.
	all	22	ball	ear as /er/	4	heard	I heard a bird.
	ai	23	snail	age as /ij/	5	voyage	It was a long ocean voyage.
	er	24	number	augh	6	taught	My teacher taught me to read.
	oi	25	join	si as /zh/	7	concussion	He got a concussion when he fell.
	oy	26	toy	ti as /sh/	8	exclamation	I heard an exclamation of surprise.
Stage 2	Test Word		Test Word in a Sentence	schwa+n	9	fountain	There is a fountain in the pond.
CCC/CC	1	sprint	It was a fast sprint.	c as /s/	10	pencil	Use pencil not pen.
CCC/CC	2	drench	The rain will drench you.	ous	11	momentous	It was a time of momentous change.
-ff	3	scuff	You will scuff your shoes.	y as /i/	12	typical	Today is just a typical day.
a-e	4	brave	He was very brave.	rr	13	correspond	Would you correspond with me?
i-e	5	drive	Can you drive a car?	silent u	14	vague	His answers were very vague.
ir	6	thirty	My mum is thirty years old.	our as /schwa er/	15	favourite	Chocolate is my favourite.
ow	7	throw	Throw the ball.	tu as /ch/	16	structure	It is a huge structure.
ew	8	blew	He blew his nose.				
oa	9	soap	Wash your hands with soap.				
ou	10	amount	It is a large amount.				
aw	11	prawn	I love prawn salad.				
ea	12	dream	I had a good dream.				
ue	13	glue	Stick it on with glue.				
ur	14	burst	The balloon will burst.				
-y	15	handy	A piece of string is very handy.				
kn	16	knew	I knew the answer.				

Year 3 & 4: Present all of Stages 1, 2, 3 & 4.

Year 5 & 6: Present all of Stages 1, 2, 3, 4, 5 & 6.

End of Term 3 Spelling Placement Screen

(to Establish Targeted Teaching Groups for Term 4)

Scan here for
Year 3, 4, 5 & 6
Screening Resources



Instructions: "Spell the word... [read the test word in a sentence]. Spell the word..."

Stage 5		Test Word	Test Word in a Sentence	Stage 6		Test Word	Test Word in a Sentence
ac-	1	according	According to the report, progress improved.	ch as /sh/	1	chandelier	Don't swing from a chandelier.
-tial	2	influential	He is an influential community member.	ob-	2	obtrusive	Obtrusive means unwelcome and in the way.
-ate	3	accentuate	Accentuate means to make it more obvious.	-ous	3	hazardous	That chemical is hazardous.
aer as /air/	4	aerodynamic	The aerodynamic design made it travel faster.	silent h	4	rhubarb	Rhubarb and apple crumble is the best.
-ible	5	possible	Anything is possible if you try.	para-	5	parallel	Draw two parallel lines.
-al	6	professional	He is a professional sportsman.	in-	6	incredible	It was an incredible story.
-ious	7	ambitious	She is extremely ambitious.	-et as /ay/	7	crochet	Some people love to crochet.
u as /w/	8	distinguish	The voice was hard to distinguish over the phone.	sub-	8	subterranean	Subterranean means under the earth's surface.
ex-	9	explode	The dynamite will explode.	-eous	9	courteous	She is courteous and respectful.
-ship	10	scholarship	They won a scholarship.	-ise/yse	10	analyse	Analyse means to examine in detail.
-ent	11	absorbent	Which paper towel is more absorbent.	-ive	11	digestive	Probiotics support your digestive system.
-ary	12	preliminary	We lost the preliminary final.	-icle/acle	12	follicle	The hair follicle is infected.
ou as /u/	13	discourage	I would discourage you from smoking.	-cal	13	symmetrical	A circle is a symmetrical shape.
cir-	14	circumstantial	It was circumstantial evidence.	silent p	14	psychology	The university student studies psychology.
u as /y+oo/	15	putrid	There was a putrid smell coming from the river.	con-	15	consequence	He faced the consequence of his actions.
-ment	16	commencement	The commencement of the test will be 2pm.	silent t	16	mortgage	We have a mortgage on our home.



Year 5 & Year 6:

- Start from Stage 1.
- Present all of Stages 1, 2, 3, 4, 5 & 6.

Quick Reference Guide: Percentage Conversions for Tracking Sheets

Stage 1 Target 1 & 3	1/5	2/5	3/5	4/5	5/5														
	20%	40%	60%	80%	100%														
Stage 1 Target 2	1/7	2/7	3/7	4/7	5/7	6/7	7/7												
	14%	28%	42%	57%	71%	85%	100%												
Stage 1 Target 4	1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9										
	11%	22%	33%	44%	55%	66%	77%	88%	100%										
Stages 2 to 6	1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/16	10/16	11/16	12/16	13/16	14/16	15/16	16/16			
	6%	13%	19%	25%	31%	38%	44%	50%	56%	63%	67%	75%	81%	88%	94%	100%			

Students with these scores should not require a full term at these Targets/ Stages. Teach on errors before moving to the next Target/Stage.

Students with these scores should complete a full term at these Targets/ Stages.

Scores indicate progressing to the next Target/Stage.

Stage 1, 2 & 3 Phonic-Based Spelling Placement Screen Template

Name:

Term:

*Remember to commence testing from Stage 1

Stage 1		Stage 2	Stage 3
Target 1 Score___/5=___%	1		
	2		
	3		
	4		
	5		
Target 2 Score___/7=___%	6		
	7		
	8		
	9		
	10		
	11		
	12		
Target 3 Score___/5=___%	13		
	14		
	15		
	16		
	17	Note the phonic concepts requiring further instruction	Note the phonic concepts requiring further instruction
Target 4 Score___/9=___%	18	☐	☐
	19	☐	☐
	20	☐	☐
	21	☐	☐
	22	☐	☐
	23	☐	☐
	24	☐	☐
	25	Additional observations	Additional observations
	26		
When marking note the concepts requiring further instruction	Notes:		
	Stage 1 Score___/26=___%	Stage 2 Score___/16=___%	Stage 3 Score___/16=___%

Stage 4, 5 & 6 Phonic-Based Spelling Placement Screen Template

Name:

Term:

*Remember to commence testing from Stage 1

	Stage 4	Stage 5	Stage 6
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
When marking, note the concepts requiring further instruction	Note the phonic concepts requiring further instruction ☐ ☐ ☐ ☐ Additional observations	Noting the phonic concepts requiring further instruction is typically not required as these students are following the Teaching Sequence outlines in the manual. ☐ ☐ ☐ ☐ Additional observations	Noting the phonic concepts requiring further instruction is typically not required as these students are following the Teaching Sequence outlines in the manual. ☐ ☐ ☐ ☐ Additional observations
	Stage 4 Score_____/16=_____%	Stage 5 Score_____/16=_____%	Stage 6 Score_____/16=_____%

Quick Reference Guide: Percentage Conversions for Tracking Sheets

Stage	1/5	2/5	3/5	4/5	5/5														
Stage 1 Target 1 & 3	20%	40%	60%	80%	100%														
Stage 1 Target 2	1/7	2/7	3/7	4/7	5/7	6/7	7/7												
	14%	28%	42%	57%	71%	85%	100%												
Stage 1 Target 4	1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9										
	11%	22%	33%	44%	55%	66%	77%	88%	100%										
Stage 2 & 3	1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/16	10/16	11/16	12/16	13/16	14/16	15/16	16/16			
	6%	13%	19%	25%	31%	38%	44%	50%	56%	63%	67%	75%	81%	88%	94%	100%			

Students with these scores should not require a full term at these Targets/Stages. Teach on errors before moving to the next Target/Stage.

Students with these scores should complete a full term at these Targets/Stages.

Scores indicate progressing to the next Target/Stage.

Stage 1 Target 1 & 3	1/5	2/5	3/5	4/5	5/5													Students with these scores should not require a full term at these Targets/Stages. Teach on errors before moving to the next Target/Stage.
	20%	40%	60%	80%	100%													
Stage 1 Target 2	1/7	2/7	3/7	4/7	5/7	6/7	7/7											Students with these scores should not require a full term at these Targets/Stages. Teach on errors before moving to the next Target/Stage.
	14%	28%	42%	57%	71%	85%	100%											
Stage 1 Target 4	1/9	2/9	3/9	4/9	5/9	6/9	7/9	8/9	9/9									Students with these scores should not require a full term at these Targets/Stages. Teach on errors before moving to the next Target/Stage.
	11%	22%	33%	44%	55%	66%	77%	88%	100%									
Stage 2 & 3	1/16	2/16	3/16	4/16	5/16	6/16	7/16	8/16	9/16	10/16	11/16	12/16	13/16	14/16	15/16	16/16		Students with these scores should not require a full term at these Targets/Stages. Teach on errors before moving to the next Target/Stage.
	6%	13%	19%	25%	31%	38%	44%	50%	56%	63%	67%	75%	81%	88%	94%	100%		

Students with these scores should not require a full term at these Targets/ Stages. Teach on errors before moving to the next Target/Stage.

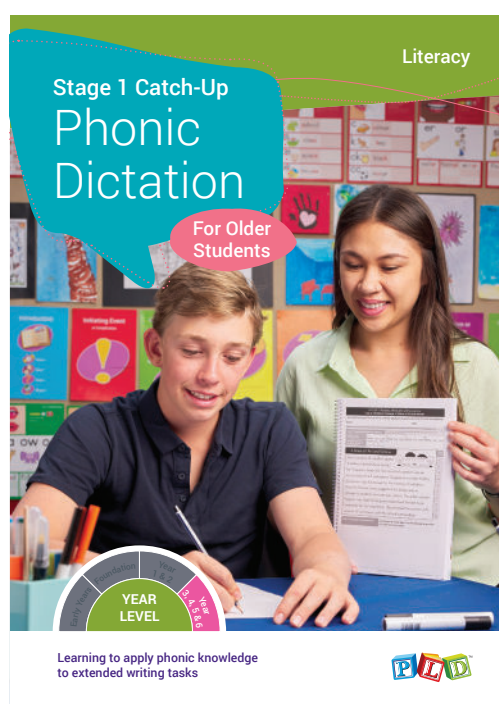
Students with these scores should complete a full term at these Targets/Stages.

Scores indicate progressing to the next Target/Stage.

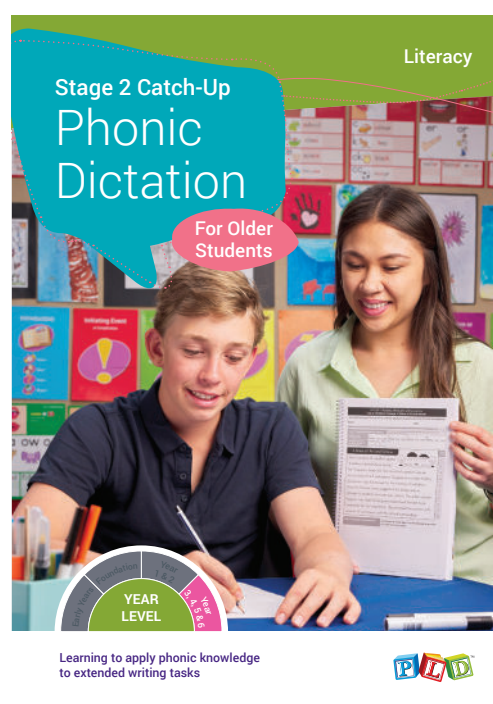
Appendix

Additional Assessments for Students Operating at a Junior Primary Level

Catch-up Programs



Website code: Md1x



Website code: Md2x

Which Students Require Decodable Reading Material?

Step 1: The Early Reading Screen for Middle and Upper Primary

Scan here
for Decodable
Books



Step 1: The Early Reading Screen for Middle and Upper Primary is a quick single-word reading assessment. It presents words that gradually increase in length and phonic complexity. The progression reflects PLD's Structured Synthetic Phonics approach. The assessment takes five minutes to present and should be used to determine the level of decodable books that students require for home and in-class reading.

Preparation:

Duplicate the student record form for each child on page 24 and fill in the student's details at the top of the page. Use a coloured pen to fill in the name of the person administering the test and the date. Check how to mark and score the screen below.

Instructions:

- Say: "You are going to do some reading for me. Place your finger under each word and read each one. I will tell you when to stop."
- Use the coloured card to reveal one line of text at a time.

Exercise 1: VC Words (Refer to Stimulus Sheet 1)	Accuracy	Reading Strategies Observed	recommended reading books
at it in is on	___/5 = ___%	☐ Blending each letter ☐ Whole word reading	
Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 2)	Accuracy	Reading Strategies Observed	recommended reading books
pin tap sit hat kit	___/10	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other	
net run jog gum win	= ___%		
Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 3)	Accuracy	Reading Strategies Observed	recommended reading books
shop chin that shed rich	___/20	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other	
rash thin thick much them	= ___%		
moon hook feed weed luck			
took queen shoot when quit			
Exercise 4: Stage 1 Target 3 (Refer to Stimulus Sheet 4)	Accuracy	Reading Strategies Observed	recommended reading books
skip smell trip slip glad	___/10	☐ Blending each letter ☐ Whole word reading ☐ Other	
sank wink camp held gold	= ___%		
Exercise 5: Stage 1 Target 4 (Refer to Stimulus Sheet 4)	Accuracy	Reading Strategies Observed	recommended reading books
sport away never spark train	___/10	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other	
faint under sharp noise enjoy	= ___%		
Exercise 6: Stage 2 Phonic Concepts (Refer to Stimulus Sheet 5)	Accuracy		recommended reading books
strap shrunk splint scrap thirty scream tie	___/20		
nurse toadstool scorch ground pillow knife clue	= ___%		
slippers saw blew dusty flower smoke			
Exercise 7: Stage 3 Phonic Concepts (Refer to Stimulus Sheet 5)	Accuracy		recommended reading books
ignore frighten cringe pledge struggle career emotion	___/20		
doubt breakfast actor photograph scratch quench cupboard	= ___%		
tasty kidney replace beneath anyone parent			

Stage 1 VC & CVC
PLD's Decodable Reading Books Foundation Semester 1

- DRs1, DRs2, DRs3, DRs4

Curated Reading Book Sets:

- HRset1, AddHRset1, SRmultiset1

Compatible Sets by Other Publishers:

- DLset1, DRset1
- HRset1b, MDog1x

Stage 1 Target 1, 2, 3 & 4
PLD's Foundation Semester 2 Decodable Reading Books

- DRs5, DRs6, DRs7, DRs8

Curated Reading Book Sets:

- HRset2, AddHRset2, SRmultiset2, NFMultiset2

Compatible Sets by Other Publishers:

- DLset2, DRset2, SVset1, L1mail

Year 1 & 2 Catch-Up:

- HRset2b, MDog1, ThatDog, MagBelt1

Stage 1 and Stage 2
PLD's Year 1 Decodable Reading Books

- DRs8, DRs9, DRs10, DRs11

Curated Reading Book Sets:

- HRset 3 & 4, SRmultiset3 & 4, NFMultiset3 & 4

Year 1 & 2 Catch-Up Books:

- HRset2b, HRset34b, MDog3, GragonEggs, Alba, Island, Talisman12, Totem1

Stage 1, 2 & 3
Year 3, 4, 5 & 6 Catch-Up Books:

- Rescue1, TitGaunt1, AmbGuard1

Marking & Scoring the Reading Test Items:

As a rule, record what the student has said (not just a tick or cross). This will provide information on the student's reading strategies. By using a different colour in each term, skill development (ie the strategy used) will be easily identified.

Correct Reading of the Test Word	Example 1: Read the word 'tap'	Example 2: Read the word 'shop'
Sounds out and blends each alphabet sound (and digraph).	t/a/p ✓	sh/o/p ✓
Sounds out with 'chunking' of some letters. May also be described as onset & rime reading.	t/ap ✓	sh/op ✓
Reads the word automatically as a whole word, without sounding aloud or 'in the student's head'.	tap ✓	shop ✓
Incorrect Reading of the Test Word (always write down what the student verbalised)	tōp ✗	shēd ✗
Sounds out the word, but does not blend.	tap ✗	shop ✗
No response or would not attempt.	?	?
Other Observations		
Self Corrected (SC) or reread re-attempted a word.	t/a/p = tat SC ✓	sh/o/p = ship SC ✓
Rereads (LR) when a student loses their place and rereads a line(s) of words.	RR	RR
When the student is prompted with alphabet sounds, phonic sounds or blending.	P	P

Which Students Still Require Decodable Reading Material?

Step 2: Words Read Correctly Per Minute (WCPM)

Scan here
for a Fluency
Training Video



Fluency is important because of its strong correlation with reading comprehension. Students who lack fluency will experience reduced comprehension. Fluency comprises of accuracy, reading rate, expression (or prosody) and automaticity.

Name of Student		Year	
Administered By		Date of Sample	

Preparation:

Select an unfamiliar passage that is appropriate for the student's reading level. Make two copies. One copy is for the student to read from and the other is to be inserted into the space below.

Instructions:

1. Present a new and unseen passage to the student to read for one minute (set a timer for 60 seconds).
2. Encourage the student to do their best reading, not their fastest reading.
3. Use a clipboard so the student cannot see you write.
4. Place a mark above each word they read incorrectly.
5. If they stop on a word, give them three seconds before providing the word and mark it as an error.
6. Set a timer for 60 seconds. Stop when the alarm sounds.

Insert copy of a passage here:

Calculation:

The total number
of words read in
60 seconds:

subtract

The total number
of words read
incorrectly in 60
seconds:

equals

The answer is
'Words Correct
Per Minute'
(WCPM):

Outcome:

- ☐ The student's WCPM is not age-appropriate (hence decodable reading books are required).
- ☐ The student's WCPM is appropriate and student read with expression and smoothness (and hence does not require decodable reading books).

Reference: https://www.ecu.edu.au/__data/assets/pdf_file/0005/663701/SA-DECS-Fluency-doc.pdf

See our Copyright Terms of Use at <https://pld-literacy.org/copyright>
© PLD Organisation Pty. Ltd.

Average Rates of Reading (Konza, 2012)

- By the end of Year 1: 60 words correct per minute.
- By the end Year 2: 90-100 words correct per minute. and
- In Years 3–6: 100–120 words correct per minute.
- Skilled adult readers: approximately 180 words correct per minute.

It is common for students in the middle and upper primary to be reading at a higher level than their operational spelling and writing levels. The majority of middle and upper primary students should have progressed onto graphic novels or more age-appropriate reading material. This will be the case even when phonics-based spelling and writing is lagging.

For a small proportion of students, in addition to their spelling and writing lagging, so too will be their reading. For this particular group, it will be necessary to track their phonic-based decoding and word reading, with the view of reviewing the progress from the previous term, but also to allocate decodable reading material.

PLD's early reading screens identify the area (or areas) requiring phonic-rich targeted reading practice. On the basis of the testing results, the phonic passages within the Phonic Dictation range are ideal to be allocated for repeated timed reading.

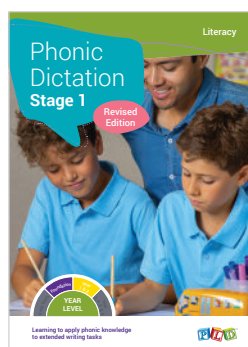
Sample From a Year 3 Student:

Single Word Reading						
Instructions: "Read the following words. They begin easy and gradually get more difficult. I will tell you when to stop."						
Exercise 1: VC Words (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
in	on	at	it	is	/5 = ____ %	☐ Blending each letter ☒ Whole word reading
Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
fan	vet	yes	sum	got	____/10	☐ Blending each letter ☐ Onset & rime reading ☒ Whole word reading ☐ Other
sad	job	hug	big	nut	= ____ %	
Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies Observed
shut	chip	them	shot	such	18/20	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☒ Other
this	keep	room	book	week	= 90 %	most likely sounding in head
food	thick	suck	teeth	cook		
rock	quick	look	whip	quiz		
Exercise 4: Stage 1 Target 3 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies Observed
track	twin	flag	plan	quip	6/10	☒ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
left	cold	hand	bump	rent	= 60 %	

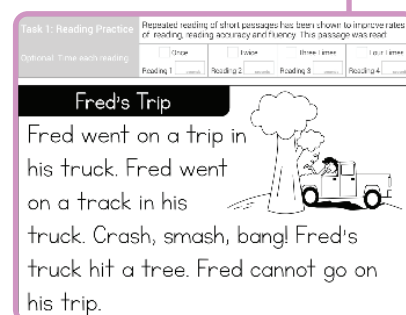
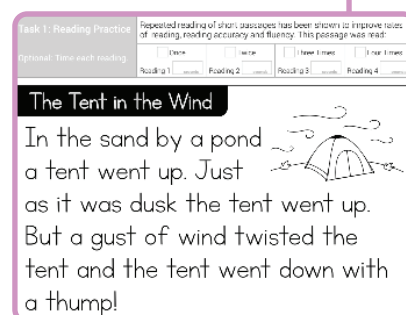
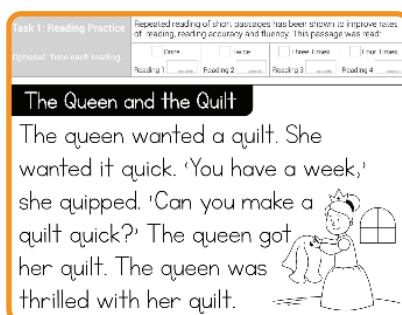
Introduce Repeated Reading or Phonic-Based Decodable Reading Material

It is recommended to introduce repeated timed reading (at the identified levels). This process should be motivating, as students should see the daily improvement in their scores and reading, while providing repeated exposure to focus on phonic patterns.

- Monday read to an adult (with corrective feedback) and timed.
- Tuesday read to an adult (with corrective feedback) and timed.
- Wednesday read to an adult (with corrective feedback) and timed.
- Thursday read to an adult (with corrective feedback) and timed.



Phonic Dictation Stage 1 - Code: Md1



Year 1 & 2 Early Reading Screen: Tracking the emergence of early decoding and word reading

Name of Student				School Year	
Date		Administered by		Date	
Term 1				Term 3	
Term 2				Term 4	

Single Word Reading

Instructions: "Read the following words. They will gradually become more difficult. I will tell you when to stop."

Exercise 1: VC Words (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies
in	on	at	it	is	____/5 = ____%	☐ Blending each letter ☐ Whole word reading

Exercise 2: Stage 1 Target 1 (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies
fan	vet	yes	sum	got	____/10 = ____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
sad	job	hug	big	nut		

Exercise 3: Stage 1 Target 2 (Refer to Stimulus Sheet 1)					Accuracy	Reading Strategies
shut	chip	them	shot	such	____/20 = ____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
this	keep	room	book	week		
food	thick	suck	teeth	cook		
rock	quick	look	whip	quiz		

Exercise 4: Stage 1 Target 3 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies
track	twin	flag	plan	clip	____/10 = ____%	☐ Blending each letter ☐ Whole word reading ☐ Other
left	cold	hand	bump	rent		

Exercise 5: Stage 1 Target 4 (Refer to Stimulus Sheet 2)					Accuracy	Reading Strategies
short	tray	fall	march	snail	____/10 = ____%	☐ Blending each letter ☐ Onset & rime reading ☐ Whole word reading ☐ Other
thing	sister	point	smart	toy		

Exercise 6: Stage 2 Phonic Concepts (Refer to Stimulus Sheet 3)							Accuracy
splash	drench	season	sprung	squirm	knee	lie	____/20 = ____%
return	coached	sky	mouth	shallow	trade	true	
swerve	yawn	drew	creepy	crown	broke		

Exercise 7: Stage 3 Phonic Concepts (Refer to Stimulus Sheet 3)							Accuracy
embrace	twinkle	climb	plunge	explore	stretch	function	____/20 = ____%
repair	appear	behind	visitor	mighty	feather	towards	
anywhere	donkey	smudge	aboard	quaint	telephone		

Negative Reading Observations (suggesting further skill development is required):

- Is the letter naming (rather than alphabet sounds) complicating decoding efforts?
- Is phonic knowledge limiting decoding/reading performance?
- Is the student experiencing difficulties blending while decoding?

☐ Yes ☐ No
☐ Yes ☐ No
☐ Yes ☐ No

Notes

Note the exercise at which the student's speed of processing decreases (i.e they slow down when reading), as this can be a point of difficulty.

See our Copyright Terms of Use at <https://pld-literacy.org/copyright>

PLD Decodable Reading Books



Coming in Semester 2 2026

Early Reading Screen - Stimulus Sheet 1

"Read the following words. They will gradually become more difficult. I will tell you when to stop." (Use card to cover the words in next line/s.)

Exercise 1: VC Words

in on at it is

Exercise 2: Stage 1 Target 1

fan vet yes sum got

sad job hug big nut

Exercise 3: Stage 1 Target 2

shut chip them shot such

this keep room book week

food thick suck teeth cook

rock quick look whip quiz

Early Reading Screen - Stimulus Sheet 2

Exercise 4: Stage 1 Target 3

track twin flag plan clip

left cold hand bump rent

Exercise 5: Stage 1 Target 4

short tray fall march snail

thing sister point smart toy

Early Reading Screen - Stimulus Sheet 3

Exercise 6: Stage 2 Phonic Concepts

splash drench season sprung squirm

knee lie return coached sky

mouth shallow trade true swerve

yawn drew creepy crown broke

Exercise 7: Stage 3 Phonic Concepts

embrace twinkle climb plunge

explore stretch function repair

appear behind visitor mighty

feather towards anywhere donkey

smudge aboard quaint telephone

Students Scoring 0% to 40% on the Stage 1 Target 1 (CVC) Screens

Scan here for Pre-CVC Programs



When students enter Year 1 & 2 with very low literacy skills it can be challenging for teachers. While some students can be assigned CVC (or Stage 1 Target 1) reading, spelling and writing tasks, for a proportion of students this will not be appropriate as they may require pre-CVC skills to be targeted.

Supporting these Pre-CVC Students Requires Two Key Steps:

Step 1: Identification of the pre-literacy skills that require targeted teaching using the first Assessment for Students Experiencing Difficulty With Stage 1. This screen is located within the [Year 1 & 2 Screening & Tracking Manual](#). The short subtests aim to identify which pre-literacy skills require skill development so that progress through Stage 1 can occur.

Phonemic awareness

skills are highly correlated with the development of early reading and spelling. If students experienced multiple ear infections, if English is not their first language, if dyslexia occurs within a family or if the student has a speech or language delay, phonemic awareness may require additional targeted teaching within Year 1 & 2. Students need to be able to blend in order to decode CVC words and they need to be able to segment to be able to spell CVC words.

Prerequisite Skill 1: Blending 3 Phonemes (A prerequisite skill of decoding)

Instructions: "Put the sounds together and guess the word."

m (1 sec pause) u (1 sec pause) g =	☒	f (1 sec pause) a (1 sec pause) t =	☒	b (1 sec pause) e (1 sec pause) d =	☒
t (1 sec pause) a (1 sec pause) p =	☒	f (1 sec pause) i (1 sec pause) t =	☒	Score	_____/5 = ____%

Negative Observations (suggesting further skill development is required, even if the student scored 100%)

- Was the task presented with short pauses between sounds? ☐ Yes ☐ No
- Did the student request the sounds to be repeated? ☐ Yes ☐ No
- Did the student repeat the sounds in order to process the task? ☐ Yes ☐ No
- Did the task appear difficult? ☐ Yes ☐ No
- Other

Prerequisite Skill 2: Phonemic Segmentation (A prerequisite skill of spelling)

Instructions: "Sound out the word fan. There is a f/a/n. Can you sound out these words?"

top	☐ Sounded t-o-p	☐ Other	lid	☐ Sounded l-i-d	☐ Other	web	☐ Sounded w-e-b	☐ Other
bug	☐ Sounded b-u-g	☐ Other	rag	☐ Sounded r-a-g	☐ Other	Score	/5 =	%

Negative Observations (suggesting further skill development is required)

- Did the student confuse the task and provide letter names? ☐ Yes ☐ No
- Did the task appear difficult? ☐ Yes ☐ No
- Other

Prerequisite Skill 3: Alphabetic Sound Recall (Refer to the following Stimulus Sheet)

Instructions: "What are these sounds. Say them as quickly as you can."

s ☐	d ☐	g ☐	j ☐
p ☐	c ☐	b ☐	q ☐
a ☐	h ☐	o ☐	z ☐
i ☐	e ☐	f ☐	w ☐
t ☐	l ☐	u ☐	x ☐
n ☐	r ☐	l ☐	v ☐
Group 1 Score	_____/6	Group 2 Score	_____/6
Group 3 Score	_____/6	y ☐	k ☐
Group 4 Score	_____/8	Overall Score	_____/26

Negative Observations (suggesting further skill development is required)

- Slow speed of recall with pausing and/or hesitation. ☐ Yes ☐ No
- Did the student possess any letter/ sound confusion? ☐ Yes ☐ No
- Other

Plot the results of the assessments in the tracking sheet.

Step 2: Use the screening information to create an individualised plan using the following options based on the student's ability level:

PRE-LITERACY PROGRAMS



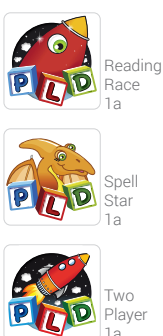
Teach a Child to Read in 3 Steps - Code: CCread

Teach a Child to Spell in 3 Steps - Code: CCspell

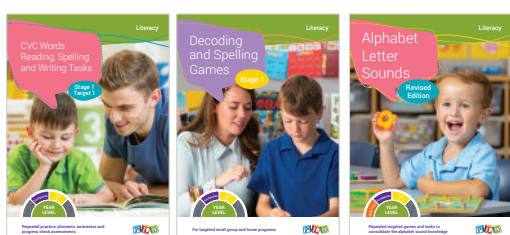
Stage 1 Synthetic Phonics Flipbook - Code: SP1

Learning to Blend Three Phonemes - Code: L2B2

PLD PHONIC APPS



CVC LITERACY PROGRAMS



CVC Words Reading, Spelling and Writing Tasks - Code: Bcvc

Stage 1 Decoding and Spelling Games - Code: Bsw1

Alphabet Letter Sounds - Code: Bal

Background, Diagnoses, Difficulties etc	Term 2						
	Difficulty A: Acquiring Stage 1, Target 1			Term 2 Focus: Testing & data entry within week 10, Term 1			
	Page 27 in the Year 1&2 Screening & Tracking Manual			Page 10 in the Year 1&2 Screening & Tracking Manual			
	Only Students Scoring 0% - 40% in			Stage 1		Stage 2	
	Pre-Requisite Skill 3 Alphabet	Pre-Requisite Skill 1 Blending 3	Pre-Requisite Skill 2 Segmentation	Target 1 CVC	Target 2 sh, ch, th, oo, ee	Target 3 CCVC CVCC	Target 4 ar, or, er, ay, all, oi
	Raw Score	=Enter %	=Enter %	=Enter %	=Enter %	=Enter %	=Enter %
ASD	15	80	20	0			
Attendance	12	0	0	0			
Indis	4	0	0	0			
EADL	24	0	0	0			
Attention	23	40	0	0			
Artic	test	Test	Test	20			
Beh	14	60	40	20			
				60			
				Term 2 Plan: Follow the Catch-Up outline in the Teaching Sequence			
Artic				60	28	60	
Attendance				80	28	80	
				100	28	40	
				80	0	60	
				100	42	80	
				100	0	80	
				100	57	60	

Professional Learning to Support Students with Low Literacy Skills

This course provides the knowledge, tools and skills to facilitate the development of pre-literacy skills which will facilitate early reading, spelling and writing.



Difficulty Acquiring Stage 1 Target 1 (CVC Words)

Present tests in the red box to students who score 0% - 20% in CVC spelling and reading tasks.

Exercise 1: Reading Single Words (Refer to following Stimulus Sheet)

Instructions: "Read the following words."

pin	tap	sit	hat	kit	Accuracy _____/10 = _____%	Reading Strategies Observed ☐ blending each letter (E.g. "p/i/n") ☐ onset & rime reading (E.g. "p/in") ☐ whole word reading (E.g. "pin")
net	run	lot	gum	win		

Negative Observations

- i.) Is the student experiencing difficulties blending sounds while decoding? ☐ Yes ☐ No
- ii.) Is poor phonic or alphabetic knowledge limiting reading performance? ☐ Yes ☐ No

Exercise 2: Spelling Single Words Instructions: "Spell the following words."

1. pat	2. red	3. fin	4. jet	5. top	Score _____/5 = ____%
--------	--------	--------	--------	--------	--------------------------

Negative Observations

- i.) Does the student require a handwriting program to develop letter formation? ☐ Yes ☐ No
- ii.) Did the student produce bizarre spellings? ☐ Yes ☐ No

Present the following only if students experience difficulty with the above tasks

The following subtests aim to identify the basis of the difficulties.

Prerequisite Skill 1: Blending 3 Phonemes (A prerequisite skill of decoding)

Instructions: "Put the sounds together and guess the word _____."

m (1 sec pause) u (1 sec pause) g = ☒	f (1 sec pause) a (1 sec pause) t = ☒	b (1 sec pause) e (1 sec pause) d = ☒
t (1 sec pause) a (1 sec pause) p = ☒	f (1 sec pause) i (1 sec pause) t = ☒	Score ____/5 = ____%

Negative Observations (suggesting further skill development is required, even if the student scored 100%)

- i.) Was the task presented with short pauses between sounds? ☐ Yes ☐ No
- ii.) Did the student request the sounds to be repeated? ☐ Yes ☐ No
- iii.) Did the student repeat the sounds in order to process the task? ☐ Yes ☐ No
- iv.) Did the task appear difficult? ☐ Yes ☐ No
- v.) Other

Prerequisite Skill 2: Phonemic Segmentation (A prerequisite skill of spelling)

Instructions: "Sound out the word fan. There is a f/a/n. Can you sound out these words"

top ☐ Sounded t-o-p ☐ Other	lid ☐ Sounded l-i-d ☐ Other	web ☐ Sounded w-e-b ☐ Other
bug ☐ Sounded b-u-g ☐ Other	rag ☐ Sounded r-a-g ☐ Other	Score ____/5 = ____%

Negative Observations (suggesting further skill development is required)

- i.) Did the student confuse the task and provide letter names? ☐ Yes ☐ No
- ii.) Did the task appear difficult? ☐ Yes ☐ No
- iii.) Other

Notes

Prerequisite Skill 3: Alphabet Sound Recall (Refer to the following Stimulus Sheet)

Instructions: "What are these sounds? Say them as quickly as you can."

s ☐	d ☐	g ☐	j ☐
p ☐	c ☐	b ☐	q ☐
a ☐	h ☐	o ☐	z ☐
i ☐	e ☐	f ☐	w ☐
t ☐	m ☐	u ☐	x ☐
n ☐	r ☐	l ☐	v ☐
Group 1 Score ____/6	Group 2 Score ____/6	Group 3 Score ____/6	y ☐
			k ☐

Negative Observations (suggesting further skill development is required)

- i.) Slow speed of recall with pausing and/ or hesitation. ☐ Yes ☐ No
- ii.) Did the student possess any letter/ sound confusion? ☐ Yes ☐ No
- iii.) Other

Group 4 Score ____/8

Overall Score ____/26

Designing a Plan - select from the following

- A ☐ The student requires additional CVC reading material, worksheets and CVC spelling and writing tasks to provide increased repeated practice.
- B ☐ The student requires Pre-CVC skill development and specifically a program targeting:
- ☐ 3 Sound / Phoneme Blending (to support decoding/reading)
 - ☐ Segmentation of CVC Words (to support spelling and writing)
 - ☐ Alphabet Sound Recall
- C ☐ The student would benefit from a combination of A and B.
- D ☐ Daily scheduling of PLD apps: Reading Race 1a Spell Star 1a E ☐ Other: _____



CVC Single Word Reading and Spelling Stimulus Sheet

Exercise 1: Reading Single Words - "Read the following words."

pin

tap

sit

hat

kit

net

run

lot

gum

win

Subtest 1: Alphabetic Sound Recall -

"What are the following sounds and say them as quickly as you can?"

s

p

a

i

t

n

d

c

h

e

m

r

g

b

o

f

u

l

j

q

z

w

x

v

y

k

PLD's Decodable Reading Books

PLD's Decodable Reading Books have been meticulously developed for Foundation and Year 1 students being taught to read using Structured Synthetic Phonics (SSP). The 10 Sets are authored by speech pathologists and comprise 230 books in total.

Decodable Reading Books for Foundation

Sets 1-7 comprise 170 books and focus on the Initial Code. These Foundation Sets have been awarded Speech Pathology Australia's 2025 Decodable Book of the Year Award.

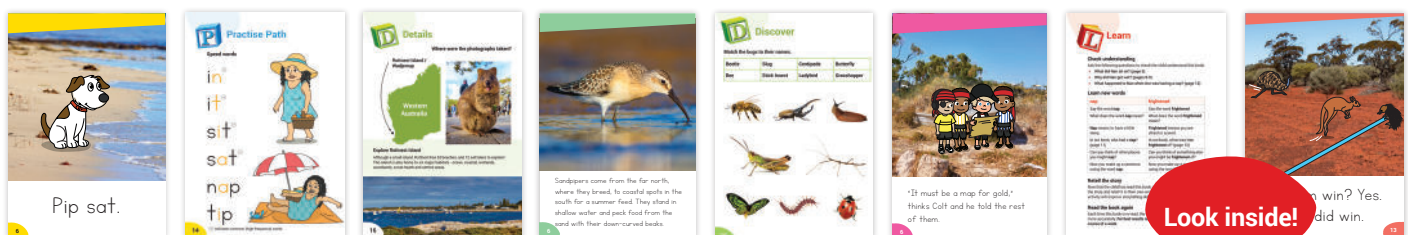


For more information visit <https://pld-literacy.org/decodables>



Decodable Reading Books for Year 1

Sets 8-10 comprise 60 books and focus on the Extended Code. Set 7 can overlap between Foundation and Year 1 teaching.



Visit <http://pld-literacy.org/copyright> to view the permitted and prohibited uses of all PLD resources, including downloadable materials. © PLD Organisation Pty. Ltd. (2026)

