Teaching Sequence Manual

Early Years

Kindergarten (WA, QLD, SA, TAS)
Preschool (ACT, NT, NSW, VIC)



What to teach?

When to teach?

How to cater for the range in ability?

Literacy
Oral Language
Movement & Motor

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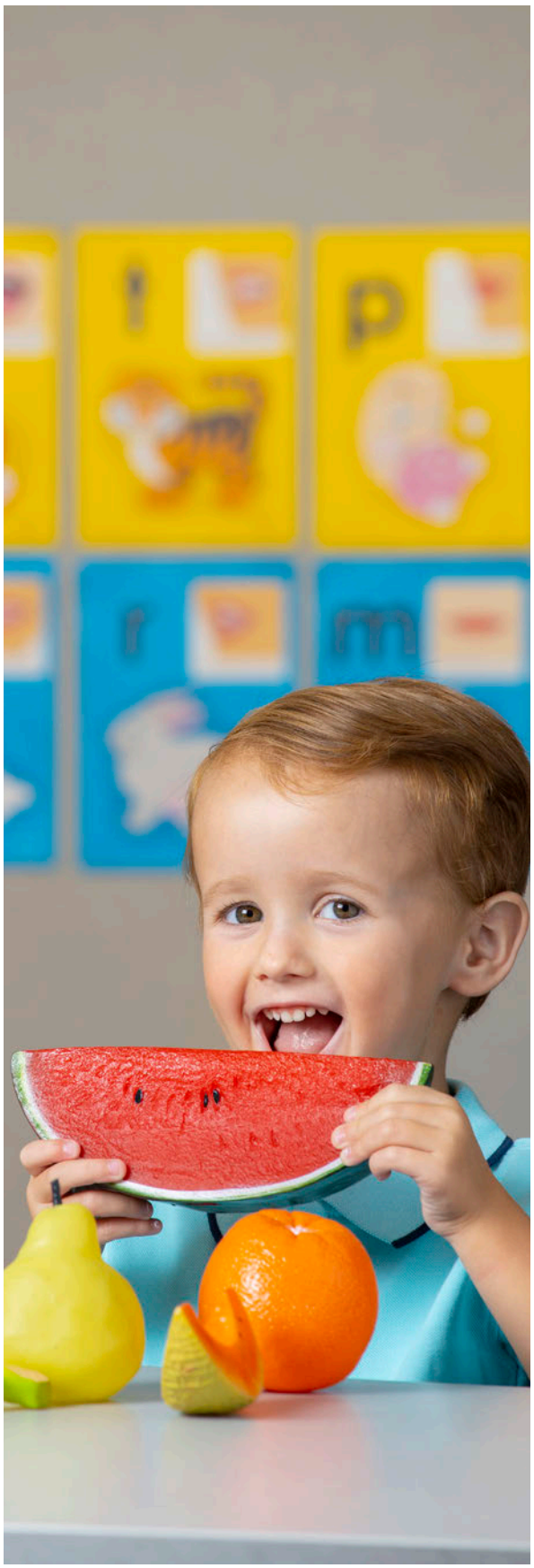

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What to teach and when to teach in the Early Years using PLD's approach

It is essential for Early Childhood theory to be balanced with opportunities for targeted and repeated skill development. This builds readiness for the Foundation school year. For best outcomes, play and child centred approaches need to be balanced with targeted instruction.

Getting Started with PLD in the Early Years

Step 1: Understanding PLD's Implementation in Early Years

- Refer to the termly teaching sequences located within this manual which extensively cover Literacy, Oral Language and Movement & Motor.
- Download the Parent Education Sheets for this semester.
- Download the Early Years Screening & Tracking Manual.
- Upskill or refresh your knowledge by completing the Pre-literacy in the Early Years online course. The course consists of four videos, video 1 and 2 relate to semester 1 and videos 3 and 4 relate to semester 2. At a minimum view the initial two videos over a two hour period. Alternatively, book into and attend one of the PLD Literacy and Learning seminars held throughout Australia.

The Early Years Resources are located here

Online Course



Seminar



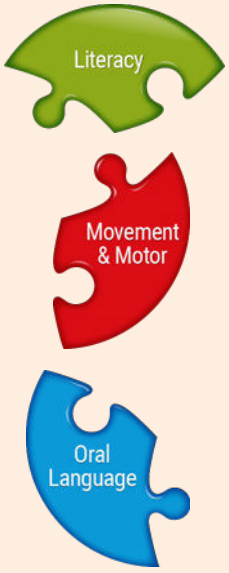
Website Videos



Step 2: Following the Viewing of an Online Course or Attending Professional Development

- Make a start with PLD in Term 1 by viewing the 'Teaching Sequences' in this manual.
- Make a start with PLD in Terms 2, 3 & 4 by profiling the class using the screens outlined in the Early Years Screening & Tracking Manual.

Following the what to teach and when to teach sequence outlined in this handy term-by-term manual, by the end of the school year the average Early Years student should;



Literacy

- Have acquired strong initial sound (or phoneme) awareness.
- Have knowledge of at least half of the alphabet sounds.
- Have acquired onset and rime blending.

Movement and Motor

- Be able to demonstrate emerging letter formation skills for at least half of the alphabet.
- Be able to demonstrate a range of fine motor skills.
- Be able to demonstrate a range of gross motor skills.

Oral Language

- Have the vocabulary for a range of semantic groups.
- Have the ability to formulate thoughts into sentences.
- Be able to answer Marion Blank level 2 and 3 picture book comprehension questions.

Term Tips Clips


Term 1


Term 2


Term 3


Term 4

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Literacy Full Year Plan

PHONOLOGICAL AWARENESS

Term 1

Phonological Awareness Skill 1: Syllable Blending & Segmentation

- *Two and three syllable words*

Explicit Instruction

Over Weeks 1-10 of Term 1, teach the skill of syllable blending & segmentation. This will consist of whole class and small group work.

Typically, children require three or four three minute instruction sessions each day.

Progress Check

In Week 6, review skill development with the presentation of Subtest 1 in the Early Years Pre-Literacy Screen.

Catering for the Range in Ability

Using the data collected, establish three targeted teaching groups and schedule small group sessions with a more specific focus.

- For the children who have acquired the skill (i.e. 80-100%), continue to consolidate and/or progress to next skill.
- For the children who have not yet acquired the skill, regular short targeted sessions are a priority.

Vocabulary & Syllable Time:



Set 1 - Code: Vst1



Set 2 - Code: Vst2

Term 2

Phonological Awareness Skill 2: Initial Sound Awareness

- *Continuant Sound Awareness*
- *Stop Sound Awareness*

Explicit Instruction

Over Weeks 1-10 of Term 2, teach the skill of initial continuant sounds ("SSSSun starts with a … ?") and initial stop sounds ("Table starts with a ..?"). Typically students require three or four instruction sessions each day. This should be delivered to the whole group and within small group rotations.

Progress Check

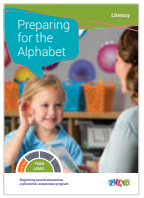
In Week 6, following the intensive instruction period, review skill development through the presentation of Subtest 2 in the Early Years Pre-Literacy Screen.

Catering for the Range in Ability

Using the data collected, adjust the targeted teaching groups. For the children (i.e. 80-100%) who have acquired the skill, continue to consolidate and progress to next skills.

- For children who have not acquired the skill, targeted sessions will be required.

Preparing for the Alphabet:

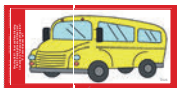


Code: CCpfa

Term 3

Phonological Awareness Skill 3: Blending

- *Onset and Rime Blending*



Explicit Instruction

Over Weeks 1-10 in Term 3, schedule regular whole group and small group onset and rime blending instruction sessions. Blending tasks can take as little as two minutes. It is recommended that a minimum of three to four sessions are scheduled each day, in addition to whole class and small group teaching time.

Progress Check

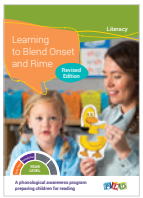
In Week 6, review blending onset and rime skills through the presentation of Subtest 3 in the Early Years Pre-Literacy Screen.

Catering for the Range in Ability

Using the data collected, refine the three ability groups and schedule small group targeted sessions. For the children who have acquired the skill (i.e. 80-100%) continue to consolidate and move to next skill.

- For children who are having difficulty, schedule regular short targeted onset and rime blending sessions.

Learning to Blend Onset and Rime:



Code: L2b1

Preparing for Reading:

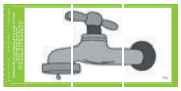


Code: CCpfr

Term 4

Phonemic Awareness Skill 3: Blending

- *Three Phoneme Blending*



Explicit Instruction

Over Weeks 1-10 in Term 4, schedule regular whole group and small group blending three phoneme instruction sessions. Blending tasks can take as little as two minutes. It is recommended that a minimum of three to four sessions are scheduled each day, in addition to whole class and small group teaching time.

Progress Check

In Week 6, review three phoneme blending skills through the presentation of Subtest 3 in the Early Years Pre-Literacy Screen.

Catering for the Range in Ability

Using the data collected, refine the three ability groups and schedule small group targeted sessions.

- For the children who have acquired the skill (i.e. 80-100%) continue to consolidate and move to next skill.
- For children who are having difficulty, schedule regular short targeted onset and rime blending sessions.

Learning to Blend Three Phonemes:



Code: L2B2

ALPHABET

Term 2

Term 2

- *Teach Group 1 s, a, t, p, i, n*



Alphabet Sound Knowledge (lower-case letter focus)

Alphabet Sound Recall (for reading) & Alphabet Formation (for spelling)

Explicit Instruction

Over a six week block, teach the six alphabet sounds from the teaching sequence. Typically, children require four three minute instruction sessions each day.

It is important to also integrate corresponding letter formation while learning these sounds. So when learning to recognise the sounds, children are simultaneously learning to write the sounds.

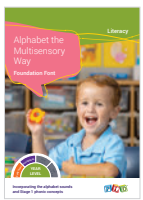
Progress Check

In week 6, remember to screen alphabet knowledge using the relevant Subtests in the Early Years Pre-Literacy Screen.

Catering for the Range in Ability

Using the data collected, adjust the ability groups for the children who have acquired the sounds (and are ready to progress). For the children who are not acquiring alphabet sounds at the pace of their peers, schedule regular targeted sessions.

Alphabet the Multi Sensory Way



Code: Ccal/Ccalc

Letter Formation for Little People



Code: Mlff

Term 3

Term 3:

- *Revise Group 1*
- *Teach Group 2: c, h, e, r, m, d*



Term 4

Term 4:

- *Revise Group 1 & Group 2*
- *Teach Group 3: g, o, u, l, f, b*



Oral Language Full Year Plan

Term 1	Term 2	Term 3	Term 4

Speaking in Grammatically Correct and Lengthy Sentences
Whole Class Instruction (5-10 minutes daily)

Simple Sentence Construction

Explicit Instruction

Use transition times to practice verbalising repetitive sentences segmented into words.

For example, when transitioning out the door, child steps through a series of hoops saying...

- My name is ____.
- I am ____years [insert age].
- My favourite colour is____.
- I am wearing____ [insert clothing].
- I like eating_____ [insert fruit].

In addition, read repetitive books from the recommended picture book list which can be downloaded at:
https://pld-literacy.org/product/recommended-reading-books-for-the-early-years/

These simple repetitive picture books facilitate the development of vocabulary and grammar. Repeated readings of these simple texts is recommended.

Object Description or 'Show and Tell'

Explicit Instruction

Schedule daily short 5-10 minute sessions. Rather than students bringing an object from home, the descriptions are recommended to be based upon the following semantic groups.

For example schedule descriptions based upon:

- Week 1 & 2: Farm animals
- Week 3 & 4: Furniture and items found around the home
- Week 5 & 6: Zoo animals
- Week 7 & 8: Transport
- Week 9 & 10: Items brought in from home



Program: Mn4

Event-Based News

Explicit Instruction

Schedule daily short sessions focused upon an event that occurred within the day. The sentence outlining the event should consist of:
Who? What? When? Where?

For example:

- This morning we did activities at the tables
- Today all the children did a painting of an animal.
- This morning we all cooked biscuits in the oven.
- After lunch we walked to the library
- Today all the kids went to Assembly



Program: Mn4

Activity Retells (Option 1)

Schedule weekly activity retell sessions. The retell should be based upon a motor, simple art or cooking session and should consist of:

Made/Did? Used? Then? And then?
Programs: Ar35/Mn4



Picture Book Retelling (Option 2)

Schedule weekly short sessions which retell familiar picture books. Retells consist of a beginning, 2 or 3 events and an ending. Focus on book each fortnight

Program: Pbr4



Vocabulary and Semantic Development
Specifically for students with oral language difficulties (10 minutes once or twice a week)

Vocabulary & Syntax

Explicit Instruction

Vocabulary and sorting tasks. This context allows for the vocabulary to be added to simple sentences. The children can copy the sentences and then self generate on the basis of the following semantic categories:

TERM 1
- Food
- Things that take you places
- Things you wear

TERM 2
- Farm animals
- Around the home
- Toys

Supplement the program cards with semantic-based plastic items so that the enjoyment is maximised while engaging in repeated oral language practice.









Program: 10m4

Vocabulary & Semantics

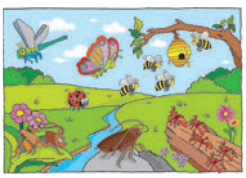
Explicit Instruction

Presentation of scripted questioning on the basis of the following semantic categories:

TERM 3
- Food
- Farm animals
- Clothing

TERM 4
- Insects, mini beasts
- Beach
- Zoo Animals







Program: Sem4

Boost Reading Comprehension (through the facilitation of a home program)

Scripted Picture Book Comprehension Questions

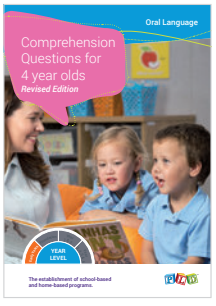
Instructions

Provide a book with its corresponding scripted question card each week. Parent training video located at:
https://pld-literacy.org/product/comprehension-questions-for-4-year-olds/.

Progress Check (optional)

The comprehension questions program includes a targeted progress check. It can be presented mid year and/or at the end of the year. The information will provide evidence of progress and/or can be used to accompany a referral to a speech pathologist.

Scan for oral language programs.

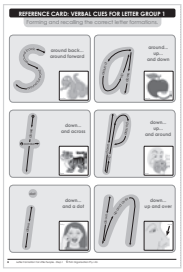
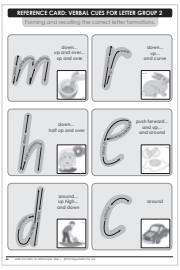
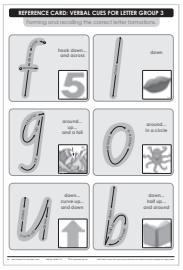
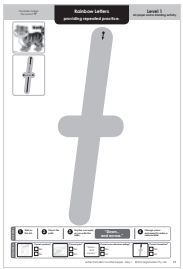
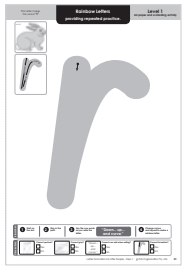
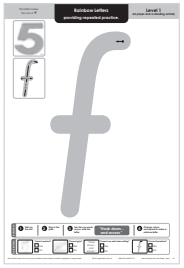
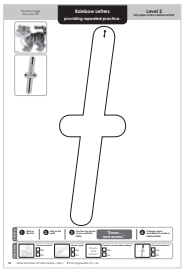
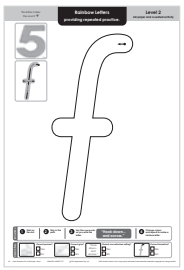


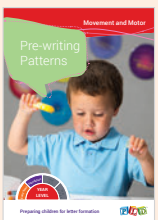
Program: Mc4

Movement & Motor Full Year Plan

Term 1	Term 2	Term 3	Term 4
Gross Motor: Promoting Core Strength and Good Posture			
Repeated Practice of: • Balance activities • Hopping on one foot • Jumping and landing activities • Ball kicking	**Repeated Practice of:** • Jumping rope • Obstacle courses • Ball throwing overarm and underarm	**Repeated Practice of:** • Body strength and control activities – e.g. animal walks • Skipping • Ball bouncing	**Repeated Practice of:** • Body control activities – e.g. wheelbarrows • Catching large balls • Eye tracking activities
Fine Motor: Promoting Functional Pencil Grip and Efficient Handwriting			
Repeated Practice of: • Building block towers • Rolling play dough sausages • Threading large beads • Scissors – snipping activities • Pre-writing patterns	**Repeated Practice of:** • Making play dough flat pancakes • Scissors – cutting straight lines • Finger plays with songs • Letter formation – s,a,t,p,i,n	**Repeated Practice of:** • Rolling play dough balls • Scissors – cutting simple shapes • Colouring activities • Letter formation – c,h,e,r,m,d	**Repeated Practice of:** • Using 'tools' – toy hammer, nuts /bolts, squeeze toys • Scissors – cutting shapes • Dot-to-dots • Letter formation – g,o,u,l,f,b

Early Years Targeting Movement & Motor Skills

Preparing for Letter Formation	Letter Formation Learning • Linked to phonic learning		
Term 1	**Term 2**	**Term 3**	**Term 4**
Pre-Writing Patterns	**Group 1: s, a, t, p, i, n**	**Group 2: c, h, e, r, m, d**	**Group 3: g, o, u, l, f, b**
Week 1 Sideways, sideways, left to right	**Explicit Instruction**	**Explicit Instruction**	**Explicit Instruction**
Week 2 Tall lines and short lines	 Over the term instruct s, a, t, p, i ,n letter formation to the whole group. Explicitly teach: • starting points. • verbal cues. • how the letters are formed.	 Over the term instruct c, h, e, r, m, d letter formation to the whole group. Explicitly teach: • starting points. • verbal cues. • how the letters are formed.	 Over the term instruct g, o, u, l, f, b letter formation to the whole group. Explicitly teach: • starting points. • verbal cues. • how the letters are formed.
Week 3 Up and overs	 As follow-up in small group activities present A3 template sheets with students standing.  This helps stablise the wrist and shoulder.	 As follow-up in small group activities present A3 template sheets with students standing.  This helps stablise the wrist and shoulder.	 As follow-up in small group activities present A3 template sheets with students standing.  This helps stablise the wrist and shoulder.
Revision Week 4-5			
Week 6 Circles, drawn forwards and backwards	 Progress to A4 sized letters and children in a seated position, forming letters from a correct starting point while verbalising 'verbal cues'. 	 Progress to A4 sized letters and children in a seated position, forming letters from a correct starting point while verbalising 'verbal cues'. 	 Progress to A4 sized letters and children in a seated position, forming letters from a correct starting point while verbalising 'verbal cues'. 
Week 7 Zig zags			
Week 8 Down and unders/ Down, back and unders			
Revision Week 9-10			
 Pre-writing Patterns - Code: Mpw			

FULL YEAR	TERM 1, 2, 3	TERM 1 & 2	TERM 3 & 4	PARENT EDUCATION DOWNLOADS	CLASSROOM POSTER
					
Preparing Children for Handwriting - Code: Mhu4	Developing Cutting Skills Stages 1, 2, 3 - Code: Mcs123	Pre-writing Patterns - Code: Mpw	Letter Formation for Little People Step 1 - Code: Mlff (or Mlfc)	Alphabet Finger Tracing & Rainbow Writing - Code: CCaft	Am I Ready to Handwrite? - Code: Phw

Available for download at: https://pld-literacy.org/downloadable-literacy-resources/

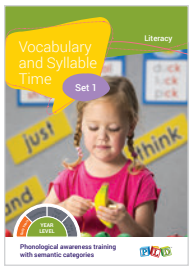
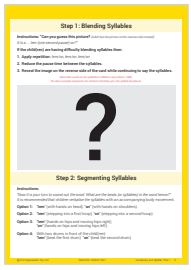
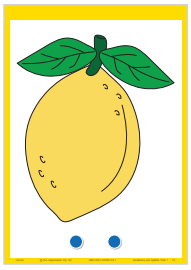
Term 1 Summary Overview

This period marks the time in which many children transition from home to an 'early childhood setting'.

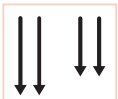
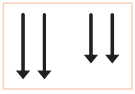
Over the term, children learn the routines while participating in activities and teaching that targets the development of simple sentence speaking, along with vocabulary and phonological awareness skills. Throughout the term children will learn to:

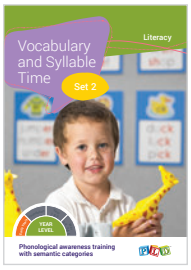
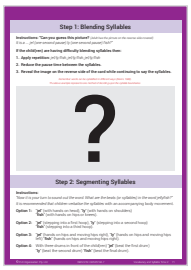
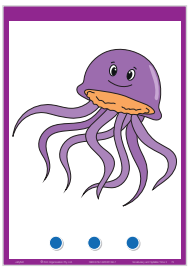
- Verbalise simple sentences and divide them into words.
- Segment and blend 2 and 3-syllable words (an introductory phonological awareness skill).
- Learn and extend the vocabulary of common semantic groups.
- Rehearse the motor programs and formation of pre-writing patterns.

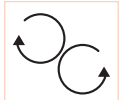
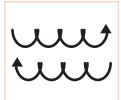
<table>
<tr><th>Week</th><th>Pre-Writing Patterns</th><th colspan="2">Phonological Awareness Skill:
Blending & Segmenting of 2 & 3 Syllable Words</th><th>Simple Sentence Construction</th></tr>
<tr><td>1</td><td>
Pre-writing Patterns - Code: Mpw

Sideways, sideways, left to right</td><td rowspan="5">
Vocabulary and Syllable Time
Set 1 - Code: Vst1
An example from the vocabulary topic fruit

</td><td>Vocabulary Topic:
• Fruit</td><td rowspan="10">Use transition times to practice verbalising simple repetitive sentences segmented into words.

For example, when transitioning out the door, the child steps through a series of hoops saying....

• I am .... years old.
• My favourite colour is ....
• I like eating .... [fruit].
• Today I am wearing .... colour and/or clothing].
• My hair is .... [colour and/or adjective e.g. straight, curly, long, short].
• I like to play with the ....
• I am friends with ....</td></tr>
<tr><td>2</td><td>Tall lines and short lines
</td><td>Vocabulary Topic:
• Australian Animals</td></tr>
<tr><td>3</td><td>Up and overs
</td><td>Vocabulary Topic:
• Clothing & Shoes</td></tr>
<tr><td>4</td><td rowspan="2">Revision of Weeks 1-3


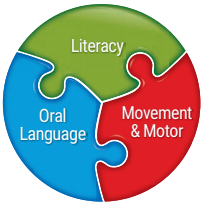
</td><td>Vocabulary Topic:
• Food</td></tr>
<tr><td>5</td><td>Vocabulary Topic:
• Colours & Shapes</td></tr>
<tr><td>6
Screen</td><td>Circles, drawn forwards & backwards
</td><td rowspan="5">
Vocabulary and Syllable Time
Set 2 - Code: Vst2
An example from the vocabulary topic sea creatures

</td><td>Vocabulary Topic:
• Zoo Animals</td></tr>
<tr><td>7</td><td>Zig zags
</td><td>Vocabulary Topic:
• Minibeasts</td></tr>
<tr><td>8</td><td>Down & unders/Down, back & unders
</td><td>Vocabulary Topic:
• Transport</td></tr>
<tr><td>9</td><td rowspan="2">Revision of Weeks 6-8


</td><td>Vocabulary Topic:
• Salad & Vegetables</td></tr>
<tr><td>10
Screen</td><td>Vocabulary Topic:
• Sea Creatures</td></tr>
</table>

Week 6 Screen: is recommended to identify the students who are responding to the targeted teaching (i.e. scoring 40-60%). Inevitably, in each group there will be students who mid-term are demonstrating strong skills (80-100%) and are ready to progress on.

Refer to page 5 for the Oral Language Full Year Plan.

Refer to page 6 for the Movement & Motor Full Year Plan.



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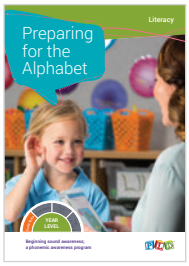
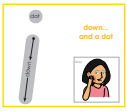
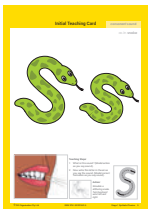
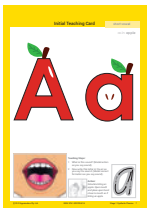
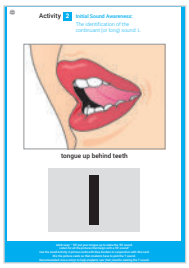
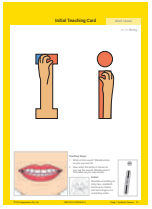
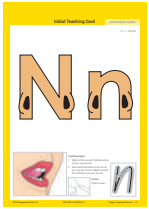
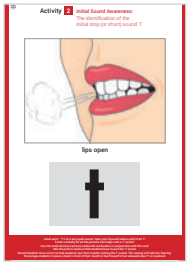
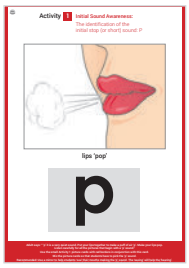
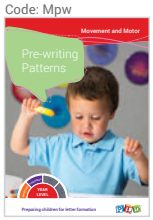
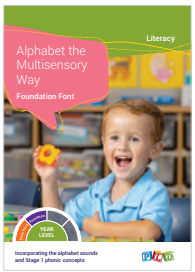
Term 2 Summary Overview

Term 2 is a critical period of preparation for the semester two alphabet and blending program.
Throughout this term, students learn to 'hear, say and think about' the initial sounds at the beginning of words.

Initial sound awareness is broken into two steps;

- Step 1: Continuant Sound Awareness (E.g. mmmmmm, lllll, ssssss) which are sounds that can be elongated.
- Step 2: Stop Sound Awareness (E.g. b, d, t, g) the subtle short and quiet sounds which should never be elongated.

This is an imperative foundational skill that sets children up for success later in the year. When able to identify and verbalise the beginning sounds in words, children are ready to link this skill to the symbols of the alphabet and start acquiring the pre-reading skill of blending.

Week	Letter Formation	Phonic Concepts: Alphabet Sound Recall	Phonemic Awareness Skill: Initial Sound Awareness (or Alliteration)		Descriptions: Consisting of Naming the Object? Colours? Parts?
1		Each day, during literacy blocks and also utilising transition times, present the full set of group 1 sounds: • 3-4 whole class teaching sessions. • 3-4 minutes each.		• m (Activity 1) • l (Activity 2) • s (Activity 3)	 Developing News Telling and Narrative Skills for 4 Year Olds - Code: Mn4
2				• l & m (Activity 4) • s & m (Activity 5)	
3		 		• l & s (Activity 6) • n & s (Activity 7)	
4			Continuant Sounds e.g. "l"	• r & s (Activity 8) • f & m (Activity 9) • w & m (Activity 10)	
5		 		• l & v (Activity 11) •m & n (Activity 12)	
6 Screen			Preparing for the Alphabet -Code: CCPfa	• s & z (Activity 13) • r & w (Activity 14) • v & f (Activity 15)	
7	**Revise Weeks 7-10** 	 		• p (Activity 1) • t (Activity 2) • g & b (Activity 3)	
8		Also, present in small group activities and utilise the Teacher/Education Assistant to work with pairs of students who are not keeping up with the learning of the class.	Stop Sounds e.g. "p"	• t & p (Activity 4) • c/k & b (Activity 5) • d & p (Activity 6)	Schedule daily short 5-10 minute sessions. Rather than students bringing an object from home, the descriptions are recommended to be based upon the following semantic groups: • Week 1 & 2: Farm animals • Week 3 & 4: Furniture and items found around the home • Week 5 & 6: Zoo animals • Week 7 & 8: Transport • Week 9 & 10: Children bring something from home to describe the colours and the important parts
9				• c/k & g (Activity 7) • t & d (Activity 8) • p & b (Activity 9)	
10 Screen	Pre-writing Patterns Code: Mpw 	 Alphabet the Multisensory Way Code: CCal	Preparing for the Alphabet -Code: CCPfa	Revisions week	

Week 6 Screen: is recommended to identify the students who are responding to the targeted teaching (i.e. scoring 40-60%). Inevitably, in each group there will be students who mid-term are demonstrating strong skills (80-100%) and are ready to progress on.

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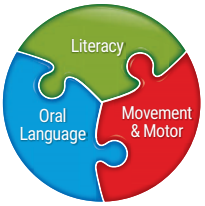

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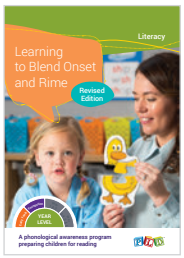
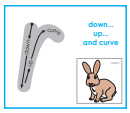
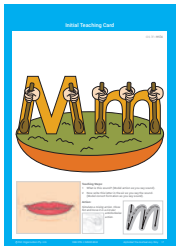
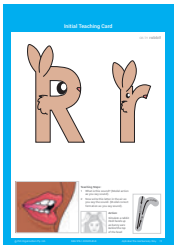
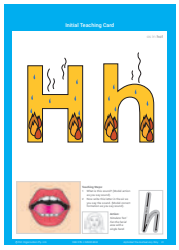
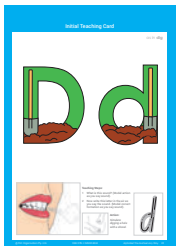
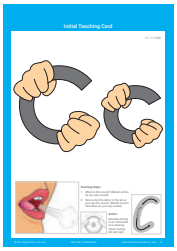
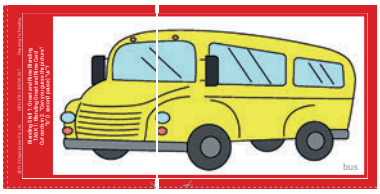
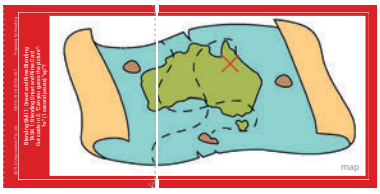
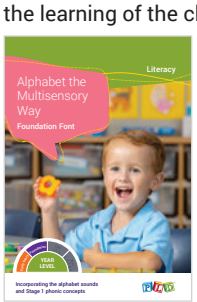
Term 3 Summary Overview

In order to successfully transition to Term 3 learning, it is essential that children have acquired strong skills in initial phoneme awareness within Term 2. If the screening at the end of Term 2 indicated that students are ready to progress onto the next skills, it is time to commence developing alphabet sounds knowledge alongside the phonological awareness skills of onset and rime.

The sequence of presentation of the alphabet sounds: Group 1: s, a, t, p, i, n Group 2: c, h, e, r, m, d

Week	Letter Formation	Phonic Concepts: Alphabet Sound Recall	Phonological Awareness Skill: Blending Onset & Rime	Oral Language Event Based News: When? Who? What? Where?
1		Revise Group 1 sounds. Teach Group 2 sounds: Each day, during literacy blocks and also utilising transition times, present the full set of group 1 sounds: • 3-4 whole class teaching sessions. • 3-4 minutes each.	 Learning to Blend Onset & Rime - Code: L2b1	 Developing News Telling and Narrative Skills for 4 Year Olds - Code: Mn4
2		 		
3				
4		 	Each day, present onset & rime blending practice in literacy blocks, and also utilising the transition times: • 3-4 whole class teaching sessions. • 3-4 minutes each.	 Schedule short daily sessions focused upon an event that occurred within the class day. The sentence outlining the event should consist of: Who? What? When? Where? For example: • This morning we did activities at the tables. • Today all the children did a painting of an animal. • This morning we all cooked biscuits in the oven. • After lunch we walked to the library. • Today all the children went to Assembly. Class event-based news including but not limited to: • Literacy activities. • Numeracy activities . • Art & craft activities. • Picture books read.
5				
6 **Screen**				
7	**Revise Weeks 7-10** 	 	 Preparing for Reading - Code: CCpfr	
8				
9				
10 **Screen**	Pre-writing Patterns Code: Mpw 	Also, present in small group activities and utilise the Teacher/Education Assistant to work with pairs of students who are not keeping up with the learning of the class.  Alphabet the Multisensory Way Code: CCal	In small groups present targeted blending practice. Also, utilise the Teacher (or Education) Assistant to work with pairs of students who are not keeping up with the learning of the class.	

Week 6 Screen: is recommended to identify the students who are responding to the targeted teaching (i.e. scoring 40-60%). Inevitably, in each group there will be students who mid-term are demonstrating strong skills (80-100%) and are ready to progress on.

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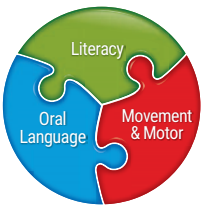

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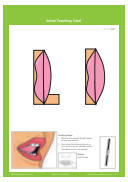
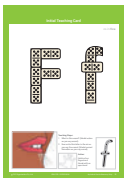
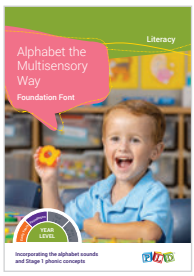
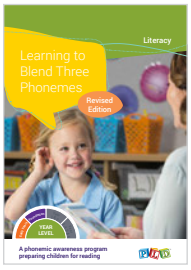
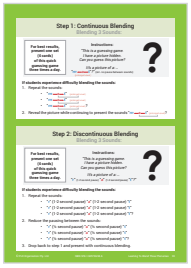
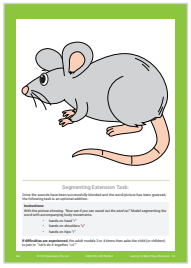
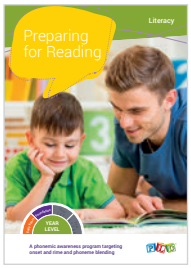
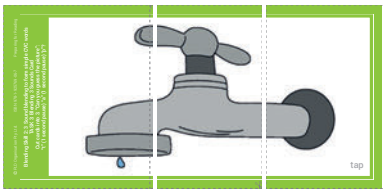
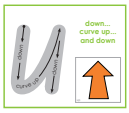
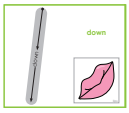
Term 4 Summary Overview

Within this term, children will be getting close to starting to decode CVC words. If the screening at the end of Term 3 indicates that students are ready to progress onto the next skills, continue developing alphabet sounds knowledge alongside the phonemic awareness skill of blending three phonemes. It is crucial that letter formation skill development is matching the alphabet sounds that are being taught.

The sequence of presentation of the alphabet sounds: Group 1: s, a, t, p, i, n **Group 2:** c, h, e, r, m, d **Group 3:** g, o, u, l, f, b

Week	Letter Formation	Phonic Concepts: Alphabet Sound Recall	Phonological Awareness Skill: Blending 3 Phonemes	Oral Language Event Based News: When? Who? What? Where?
1		Revise Group 1 and 2 sounds. Teach Group 3 sounds: Each day, during literacy blocks and also utilising transition times, present the full set of group 4 sounds: • 3-4 whole class teaching sessions. • 3-4 minutes each.       Also, present in small group activities and utilise the Teacher/ Education Assistant to work with pairs of students who are not keeping up with the learning of the class.  Alphabet the Multisensory Way Code: CCal	 Learning to Blend Three Phonemes - Code: L2b2   Each day, during literacy blocks and also utilising transition times, present blending three phoneme practice: • 3-4 whole class teaching sessions. • 3-4 minutes each.  Preparing for Reading - Code: CCpfr  In small groups present targeted blending practice. Also, utilise the Teacher (or Education) Assistant to work with pairs of students who are not keeping up with the learning of the class.	  Picture Book Retelling Step 1- Code: Pbr4 **Option 1:** Schedule weekly short sessions which retell familiar picture books that consist of a beginning, 2-3 events and an ending. Week 1 & 2: • Who Sank the Boat? Week 3 & 4: • The Very Hungry Caterpillar Week 5 & 6: • Bear Hunt Week 7 & 8: • Silly Suzy Goose Week 9 & 10: • Rosie's Walk **Option 2:** Activity Recounts   Developing News Telling and Narrative Skills for 4 Year Olds - Code: Mn4
2				
3				
4				
5				
6 **Screen**				
7	**Revise Weeks 7-10** 			
8				
9	Pre-writing Patterns Code: Mpw 			
10 **Screen**				

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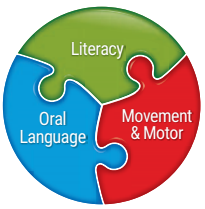

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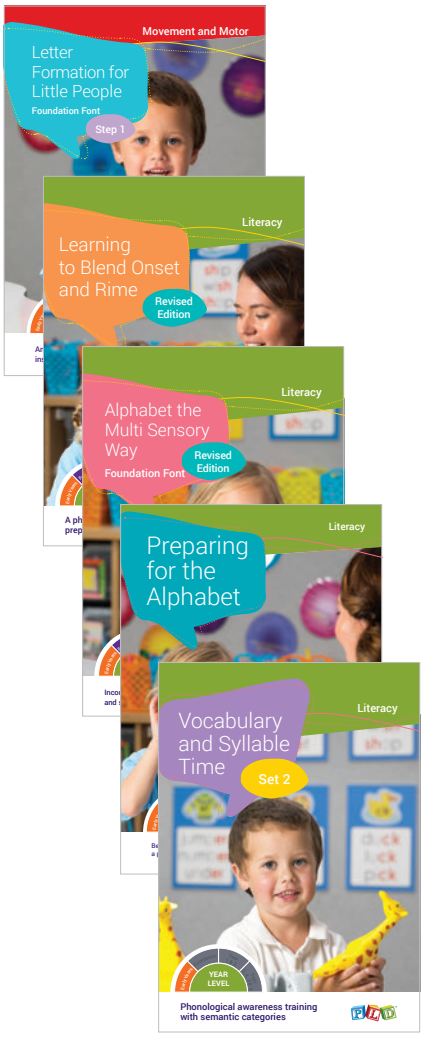
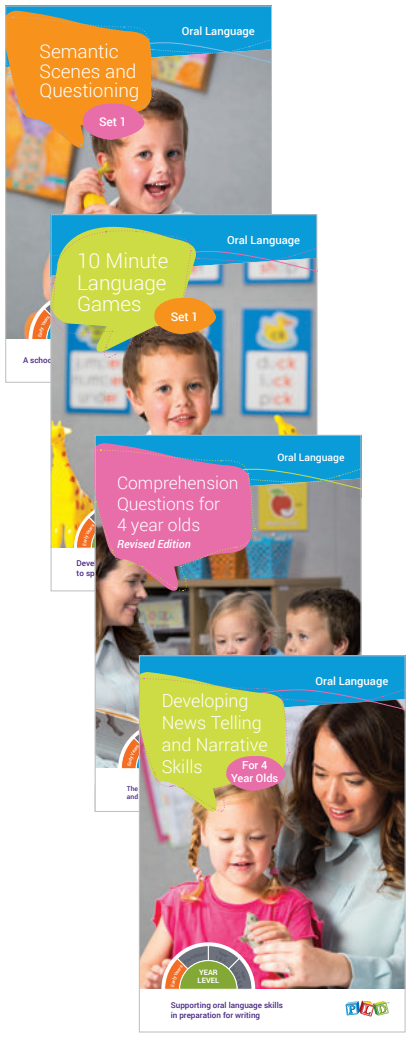
Bundle and Save with PLD's Early Years Starter Packs

PLD's evidence-based programs are available in Starter Packs. Each Starter Pack contains a 15% discount. These recommended programs are essential to successful implementation of the 'Teaching Sequences' outlined in this manual.



Essential Early Years Literacy Starter Pack - Code: EEYL



Essential Early Years Oral Language Starter Pack - Code: EEYOL



Ultimate Early Years Starter Pack - Code: EEYUSP

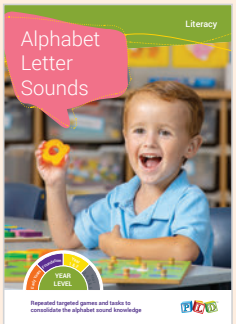


Early Years SSP Kit Code: SSPKitEY

Additional PLD Programs to Support Early Years

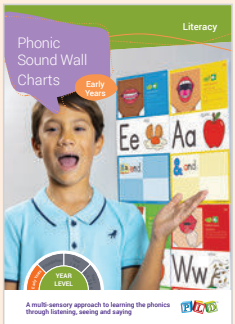
Based on the testing results as outlined in the Early Years Screening & Tracking Manual, for students who are experiencing difficulties or slow to progress, the following programs are recommended.

CONSOLIDATE ALPHABET SOUND KNOWLEDGE



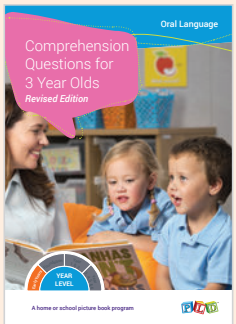
Alphabet Letter Sounds - Code: Bal

DISPLAY CHARTS



Phonic Sound Wall Charts Early Years - Code: SWCey

HOME PROGRAMS



Comprehension Questions for 3 Year Olds - Code: Mc3

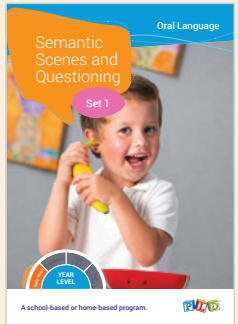


Comprehension Questions for 4 Year Olds - Code: Mc4

STUDENTS WITH LANGUAGE DELAYS



10 Minute Language Games Set 1 - Code: 10m4



Semantic Scenes and Questioning Set 1 - Code: Sem4

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Early Years Price List

Scan here for Quick Order

This list can be used to determine which programs will be most suitable. Once the required items have been selected, go to the PLD website to place a Quick Order https://pld-literacy.org/quick-order/ and follow the steps to create a quote/order. For schools new to PLD, please submit a Quote Request https://pld-literacy.org/request-quote/ or contact our office https://pld-literacy.org/contact-us/.

Website Code	PLD Program or Resource Title		Hard Copy Price inc. GST	School License Annual Price inc. GST
SSPKitF	**Integrated SSP Kit for Early Years**		Full Kit $695.00	
PLD Starter Packs (Includes 20% discount on the program cost)				
EEYL	Essential Early Years Literacy Starter Pack Includes: Vst2, CCpfa, L2b1, CCal, Mlff		~~$225.00~~ $191.25	
EEYOL	Essential Early Years Oral Language Starter Pack Includes: Mn4, Mc4, 10m4, Sem4		~~$330.00~~ $280.52	
EEYUSP	Essential Literacy & Oral Language Starter Pack Includes: Vst2, CCpfa, L2B1, CCal, Mlff Mn4, Mc4, 10m4, Sem4		~~$720.00~~ $612.03	
Literacy				
Vst1	**Vocabulary and Syllable Time - Set 1** (Term 1 program)		$75.00	
Vst2	**Vocabulary and Syllable Time - Set 2** (Term 1 program)	Essential Program	$75.00	
Mpw	**Pre-writing Patterns** (Semester 1 program)		$82.50	
CCpfa	**Preparing for the Alphabet** (Term 2 program)	Essential Program	$82.50	
L2b1	**Learning to Blend Onset & Rime** (Term 3 program)	Essential Program	$75.00	
CCal	**Alphabet the Multi Sensory Way - Foundation Font** (Semester 2 program)	Essential Program	$75.00	
CCalc	**Alphabet the Multi Sensory Way - Cursive Font** (Semester 2 program)		$75.00	
L2b2	**Learning to Blend Three Phonemes** (Term 4 program)		$75.00	
CCpfr	**Preparing for Reading** (Semester 2 program)		$82.50	
Bal	**Alphabet Letter Sounds** (Semester 2 program)		$82.50	
Swcey	**Phonic Sound Wall Charts for Early Years** (Full year display items)		$55.00	
Oral Language				
Mn4	**Developing News Telling & Narrative Skills for 4 Year Olds** (Full year program)	Essential Program	$82.50	
Pbr4	**Picture Book Retelling - Step 1** (Term 4 program)		$82.50	
AR35	**Activity Retells for 3-5 Year Olds** (Term 3 program)		$82.50	
Mc3	**Comprehension Questions for 3 Year Olds** (Full year home program)		$82.50	
Mc4	**Comprehension Questions for 4 Year Olds** (Full year home program)	Essential Program	$82.50	
10m4	**10 Minute Language Games - Set 1** (Students with language delays, Semester 1)	Essential Program	$82.50	
Sem4	**Semantic Scenes and Questioning - Set 1** (Students with language delays, Semester 2)	Essential Program	$82.50	
Ssd	**Speech Development Screen** (Students with speech errors)		$82.50	
Movement & Motor				
Mlff	**Letter Formation for Little People - Foundation Font Step 1** (Full year program)	Essential Program	$82.50	
Mhu4	**Preparing Children for Handwriting - Step 1** (Full year program)		$82.50	
Mcs123	**Developing Cutting Skills - Step 1, 2 & 3** (Full year program)		$82.50	
CCaft	**Alphabet Finger Tracing & Rainbow Writing** (Semester 2 program)		$55.00	

School license prices vary according to school size. Check website for details.



Professional Development Options

Perth-Based Seminar (& online seminars):
Implementing PLD in the Early Years $219-249.00

Online Course:
Pre-Literacy in the Early Years $149.00

Orders placed before midday AWST are dispatched the same day (delivery times vary). Freight charges will depend on weight and the delivery location within Australia.

These prices are subject to change. The PLD website will always feature current prices.

Once you have selected the titles required, order directly here: https://pld-literacy.org/quick-order/

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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.

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

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.



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.





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Literacy
Oral Language
Movement & Motor

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