

ALTR Assessment Manual



Year 1



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What is Included in the Year 1 ALTR Assessment Manual?

The Year 1 ALTR Manual provides instructions on what to screen and how to screen.

The ALTR testing process is aligned with the PLD structured phonic sequence. Refer below for the Foundation and Year 1 Tier 1 Teaching sequence overviews.

Foundation Teaching Sequence

PLD's Structured Synthetic Phonics program is an evidence-based, comprehensive curriculum in Australia, closely aligned with the Science of Reading. The teaching sequence starts with the basics of the initial (simple) code and then progresses to the extended code.

Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
s a t m r h f l g w j v k									
p i n e d c o u b z y q x									
Heart: HFW Words and CVC single words									

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
s a t m r h f l g w j v k									
p i n e d c o u b z y q x									
Heart: Words: a, i Multiple Sentences	Heart: Words: the, is Multiple Sentences	Heart: Words: a, has Multiple Sentences	Heart: Words: was, for Multiple Sentences						

Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
sh ch th oo ee ck ee qu wh x									
Heart: Words: me, we, be, she, he	Heart: Words: to, do, into who, into	Heart: Words: are, you							

Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
sh oo oo au CVCC CVCC CVCC CVCC CVCC CCVC CVCC									
th ee ee x a i i b a i	th ee d u e d	th ee d u e d	th ee d u e d	th ee d u e d	th ee d u e d	th ee d u e d	th ee d u e d	th ee d u e d	th ee d u e d
Heart: Words: me, we, be, she, he	Heart: Words: to, do, into who, into	Heart: Words: are, you							

PLD Decodable Reading Books

Set 1, Set 2, Set 3, Set 4, Set 5, Set 6

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Year 1 Teaching Sequence

PLD recognises that there will be a range of abilities within every classroom and advocates for three Targeted Teaching Groups, determined through the spelling placement screens. This teaching sequence overview is designed for **Group 1** students who are progressing well and require a teaching sequence that matches the PLD teaching sequence. Students who are not progressing well will require personalised teaching plans using the planning tables located in the Teaching Sequence Manual.

Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CVCC ay way	CVCC ai rain	CVCC or home	CVCC ar star	CVCC al tall	CVCC er/er er/er	CVCC er/er er/er	CVCC oy oil	CVCC oy oil	CVCC oy oil
Heart: Words: so, no, go, put, pull	Heart: Words: what, said, more, have	Heart: Words: they, one, two							

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ir ur church	ir ur church	ea ee review	ea ee review	aw oa review	aw oa review	oa oa review	oa oa review	ow ou review	ow ou review
Heart: Words: there, their, where, even	Heart: Words: come, some, something, someone, sometimes	Heart: Words: want, watch, water, people							

Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
revise a-e, e-e, o-e, u-e, OW	revise a-e, e-e, o-e, u-e, OW	i-e e-e o-e e-e	i-e e-e o-e e-e	u-e e-e u-e e-e	u-e e-e u-e e-e	triple consonant blends ff, zz	triple consonant blends ff, zz	revision	revision
Heart: Words: after, ask father, last	Heart: Words: fast, class, afternoon, basketball	Heart: Words: gone, here, were	Heart: Words: gone, here, were						

Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
revise eW, uE, y, homophones with ee, ea	revise eW, uE, y, homophones with ee, ea	multisyllabic words	multisyllabic words	Y	Y	HFW	HFW	revision	revision
Heart: Words: won, above, other	Heart: Words: front, love, another, mother	Heart: Words: words words	Heart: Words: words words	Heart: Words: month, brother	Heart: Words: month, brother				

PLD Decodable Reading Books

Set 1, Set 2, Set 3, Set 4, Set 5, Set 6, Set 7, Set 8, Set 9, Set 10

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Scan here for PLD Phonic Overviews



The outlines define the Tier 1 (age-appropriate) teaching progression. However inevitably in classrooms, there will also be Tier 2 and Tier 3 students operating at delayed levels. The ALTR screening will also accommodate the range in ability evident within most Year 1 classrooms.

Test Materials

The materials required include:

- The Year 1 ALTR Assessment Manual
- Access to the ALTR platform to record student responses.

Testing Procedures

To ensure a reliable administration of the screen, the examiner should:

- Establish rapport with the students prior to the assessment.
- Administer the assessment ideally to the whole class, in a quiet, well lit and undisturbed space.
- Follow the guidelines for administration.
- Record responses on the ALTR platform accurately.

Test Administration Instructions

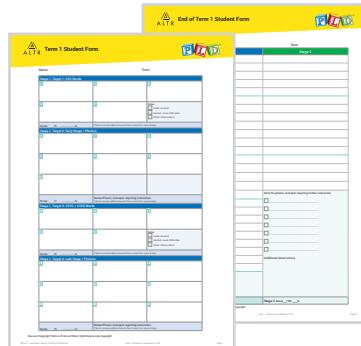
The test administration instructions are outlined on the following pages.

The Year 1 Spelling Placement Screens are designed to track the development of single word spelling ability 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. Please note that the test words will change every term.

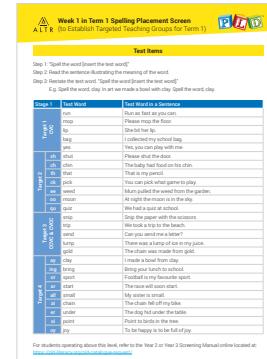
Materials Required



Writing Pencil



Student Spelling Templates



Test Pages



Preparation

- Duplicate the relevant student spelling template for each student. They may need to be enlarged to A3. Be sure to select the appropriate template according to which stages you are testing.
- It is recommended that the spelling screen is presented to the whole class in one sitting.
- Have each student put a book on their desks so they can read if asked to discontinue.
- Explanation to each group: "We are going to complete a spelling review. The words will gradually become more difficult. Let's get started. Listen carefully to the words I am asking you to spell and do your best. Please do not use an eraser."

Instructions

Step 1: "Spell the word [insert the test word]."

Step 2: Read the sentence illustrating the meaning of the word.

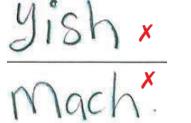
Step 3: Restate the test word. "Spell the word [insert the test word]."

E.g. Spell the word, clay. In art we made a bowl with clay. Spell the word, clay.

It is preferable to continue testing according to the year level recommendations below. Some students will require testing beyond the recommended stages so be sure to have additional copies of the subsequent templates so testing can continue.

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.

Marking the Placement Screens

FAQ's	Response	Test Examples
Do I mark the word correct when the student reverses letters?	Yes. Letter reversals are a common occurrence in the first years of learning to spell and write. Repeated practice forming letters (and particularly letters subject to frequent reversals) is needed with an emphasis on starting points and verbal cues.	 ✓ Test word: 'snip'
What happens when the student reverses a 'b' or 'd'?	When the word 'rod' is spelled 'rob' (with a reversal of a d) technically this is an error. However, within the first years of learning to spell, such errors are common and a degree of flexibility can be shown in this initial period of screening.	Suggestion: Focus on these letters reinforcing starting points and verbal cues.
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.	 ✓ Test word: 'shut'
Do I mark the word correct when the student writes the correct phonic pattern 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 definitely has not been mastered and is not ready for transference into writing.	 ✗ Test words: 'dish' and 'much'
Do I mark the word correct when the student gets the middle letter (typically the vowel) incorrect?	No. It is common for students who experienced multiple 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. Keep in mind, within Stage 1 Target 2 and 3, additional medial vowel practice will occur.	 ✗ Test word: 'luck'

Test Items

Step 1: "Spell the word [insert the test word]."

Step 2: Read the sentence illustrating the meaning of the word.

Step 3: Restate the test word. "Spell the word [insert the test word]."

E.g. Spell the word, clay. In art we made a bowl with clay. Spell the word, clay.

Stage 1	Test Word		Test Word in a Sentence
Target 1 CVC	1	run	Run as fast as you can.
	2	mop	Please mop the floor.
	3	lip	She bit her lip.
	4	bag	I collected my school bag.
	5	yes	Yes, you can play with me.
Target 2	sh	shut	Please shut the door.
	ch	chin	The baby had food on his chin.
	th	that	That is my pencil.
	ck	pick	You can pick what game to play.
	ee	weed	Mum pulled the weed from the garden.
	oo	moon	At night the moon is in the sky.
	qu	quiz	We had a quiz at school.
Target 3 CCVC & CVCC	13	snip	Snip the paper with the scissors.
	14	trip	We took a trip to the beach.
	15	send	Can you send me a letter?
	16	lump	There was a lump of ice in my juice.
	17	gold	The chain was made from gold.
Target 4	ay	clay	I made a bowl from clay.
	ing	bring	Bring your lunch to school.
	or	sport	Football is my favourite sport.
	ar	start	The race will soon start.
	all	small	My sister is small.
	ai	chain	The chain fell off my bike.
	er	under	The dog hid under the table.
	oi	point	Point to birds in the tree.
	oy	joy	To be happy is to be full of joy.

Present all of Stage 1

For students operating above this level, please refer to the FAQs at:

<https://pld-literacy.org/altr-by-pld/>

Name:

Term:

Stage 1, Target 1: CVC Words		
1	2	3
4	5	Notes <input type="checkbox"/> Letter reversal <input type="checkbox"/> Medial vowel difficulties <input type="checkbox"/> Other observations
Score: /5%		*Option: provide additional words then convert into a percentage.
Stage 1, Target 2: Early Stage 1 Phonics		
6	7	8
9	10	11
12		
Score: /7%		Notes/Phonic concepts requiring instruction. *Option: provide additional words then convert into a percentage.
Stage 1, Target 3: CCVC + CVCC Words		
13	14	15
16	17	Notes <input type="checkbox"/> Letter reversal <input type="checkbox"/> Medial vowel difficulties <input type="checkbox"/> Other observations
Score: /5%		*Option: provide additional words then convert into a percentage.
Stage 1, Target 4: Late Stage 1 Phonics		
18	19	20
21	22	23
24	25	26
Score: /9%		Notes/Phonic concepts requiring instruction. *Option: provide additional words then convert into a percentage.

Test Items

Step 1: "Spell the word [insert the test word]."

Step 2: Read the sentence illustrating the meaning of the word.

Step 3: Restate the test word. "Spell the word [insert the test word]."

E.g. Spell the word, clay. In art we made a bowl with clay. Spell the word, clay.

Stage 1	Test Word	Test Word in a Sentence	Stage 2	Test Word	Test Word in a Sentence
Target 1 CVC	1 dog	The dog likes bones.	CCC/CC	1 strong	I am strong.
	2 pen	Write your name in pen.	CCC/CC	2 thrust	She thrust her hands in her pockets.
	3 pit	I fell in the pit.	-ll	3 spill	Don't spill your milk.
	4 dam	The dam was full of water.	a-e	4 plate	Put your food on the plate.
	5 rug	There is a rug on the floor.	i-e	5 spine	Your spine is your back.
Target 2 Target 2	sh 6 dish	Put food on the dish.	ir	6 twirl	She loves to twirl and dance.
	ch 7 rich	The man is rich.	ow	7 elbow	He hurt his elbow.
	th 8 them	I want to go with them.	ew	8 chew	Chew your food!
	ck 9 sock	I have lost one sock.	oa	9 roast	Mum made roast for dinner.
	ee 10 feed	Feed your dog.	ou	10 ground	Put it on the ground.
	oo 11 shoot	Don't shoot the birds.	aw	11 lawn	He mowed the lawn.
	qu 12 quit	She quit ballet.	ea	12 cream	I love strawberries and cream.
Target 3 CCVCC & CVCC	13 clap	The baby can clap.	ue	13 blue	My favourite colour is blue.
	14 twin	I have a twin sister.	ur	14 purse	Put your money in the purse.
	15 sold	Dad sold our house.	-y	15 sticky	Honey is sticky.
	16 lift	Lift me up.	kn	16 knee	I scratched my knee.
	17 went	I went to the shop.			
Target 4	ay 18 sway	The tree will sway in the wind.			
	ing 19 thing	What is that thing?			
	or 20 north	Go north.			
	ar 21 chart	Put your name on the chart.			
	all 22 fall	The glass will fall.			
	ai 23 paint	Mum will paint my room.			
	er 24 never	Never be rude.			
	oi 25 spoil	Mud will spoil your dress.			
	oy 26 enjoy	Enjoy your holidays.			

Present all of Stages 1 and 2

For students operating above this level, please refer to the FAQs at:

<https://pld-literacy.org/altr-by-pld/>

Name: _____

Term:

Stage 1		Stage 2	
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
18		<input type="checkbox"/>
19		<input type="checkbox"/>
20		<input type="checkbox"/>
21		<input type="checkbox"/>
22		<input type="checkbox"/>
23		<input type="checkbox"/>
24		<input type="checkbox"/>
25			Additional observations
26			
When marking note the concepts requiring further instruction	Notes:		
Stage 1 Score ___/26= ___%		Stage 2 Score ___/16= ___%	

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Test Items

Step 1: "Spell the word [insert the test word]."

Step 2: Read the sentence illustrating the meaning of the word.

Step 3: Restate the test word. "Spell the word [insert the test word]."

E.g. Spell the word, clay. In art we made a bowl with clay. Spell the word, clay.

Stage 1	Test Word	Test Word in a Sentence	Stage 2	Test Word	Test Word in a Sentence
Target 1 CVC	1 fog	It is a thick fog.	CCC/CC	1 strand	One strand of the rope is red.
	2 get	Get your hat.	CCC/CC	2 squint	I squint on a sunny day.
	3 pad	Write on the pad.	-zz	3 frizz	I prefer hair without frizz.
	4 sun	The sun is hot.	a-e	4 skate	He likes to skate.
	5 fit	He is fit due to exercise.	i-e	5 slime	There is slime in the pond.
Target 2	sh 6 shop	Go to the shop.	ir	6 squirm	Spiders make me squirm.
	ch 7 much	Do you have much money?	ow	7 shallow	The pool is very shallow.
	th 8 with	Can I come with you?	ew	8 grew	The seeds grew into big trees.
	ck 9 luck	I wish you good luck.	oa	9 coach	Our coach encourages us.
	ee 10 keep	You can keep it.	ou	10 around	There is a fence around the yard.
	oo 11 hook	Put a worm on the hook.	aw	11 straw	The little pig made a house of straw.
Target 3 CCVC & CVCC	qu 12 queen	The queen has a crown.	ea	12 reach	Can you reach the top?
	13 flag	The flag is flapping.	ue	13 true	Only say what is true.
	14 glad	I am glad you are here.	ur	14 nurse	The nurse looks after the sick people.
	15 soft	Feathers are soft.	-y	15 frosty	It is a frosty winter day.
	16 pond	The ducks swim in the pond.	kn	16 know	I know where you live.
Target 4	17 bank	Put your money in the bank.			
	ay 18 today	Today is a school day.			
	ing 19 cling	She will cling to her mum.			
	or 20 port	The ship sailed into port.			
	ar 21 march	The soldiers march.			
	all 22 stall	I have a stall at the fair.			
	ai 23 brain	Your brain is amazing.			
	er 24 winter	In winter it rains a lot.			
	oi 25 joint	Grandad gets joint pain.			
	oy 26 boy	The boy can run.			

Present all of Stages 1 and 2

For students operating above this level, please refer to the FAQs at:

<https://pld-literacy.org/altr-by-pld/>

Name:

Term:

Stage 1		Stage 2	
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			
Target 4	Score _____/9= _____%	Note the phonic concepts requiring further instruction	
18		<input type="checkbox"/>
19		<input type="checkbox"/>
20		<input type="checkbox"/>
21		<input type="checkbox"/>
22		<input type="checkbox"/>
23		<input type="checkbox"/>
24		<input type="checkbox"/>
25			Additional observations
26			
When marking note the concepts requiring further instruction	Notes:		
Stage 1 Score _____/26= _____%		Stage 2 Score _____/16= _____%	

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Test Items

Step 1: "Spell the word [insert the test word]."

Step 2: Read the sentence illustrating the meaning of the word.

Step 3: Restate the test word. "Spell the word [insert the test word]."

E.g. Spell the word, clay. In art we made a bowl with clay. Spell the word, clay.

Stage 1	Test Word		Test Word in a Sentence	Stage 2	Test Word		Test Word in a Sentence
Target 1 CVC	1	log	Sit on the log.	CCC/CC	1	sprint	It was a fast sprint.
	2	yet	Have you done it yet?	CCC/CC	2	drench	The rain will drench you.
	3	pan	Put eggs in the pan.	-ff	3	scuff	You will scuff your shoes.
	4	nut	Crack the nut.	a-e	4	brave	He was very brave.
	5	win	I hope I win the race.	i-e	5	drive	Can you drive a car?
Target 2	sh	wish	Make a wish.	ir	6	thirty	My mum is thirty years old.
	ch	chat	Chat with your friend.	ow	7	throw	Throw the ball.
	th	then	Do this then that.	ew	8	blew	He blew his nose.
	ck	rock	The rock is heavy.	oa	9	soap	Wash your hands with soap.
	ee	seem	You seem sad.	ou	10	amount	It is a large amount.
	oo	book	Read the book.	aw	11	prawn	I love prawn salad.
	qu	quiz	Do your best on the quiz.	ea	12	dream	I had a bad dream.
Target 3 CCVC & CVCC	13	step	I can see a step.	ue	13	glue	Stick it on with glue.
	14	grin	See him grin.	ur	14	burst	The balloon will burst.
	15	mint	Make peas with mint.	-y	15	handy	A piece of string is very handy.
	16	hold	Hold on tight.	kn	16	knew	I knew the answer.
	17	crash	I had a crash.				
Target 4	ay	stay	Can you stay?				
	ing	sting	The bee can sting.				
	or	torch	You will need a torch.				
	ar	smart	You are very smart.				
	all	ball	Throw the ball.				
	ai	snail	Slow as a snail.				
	er	number	We live at number four.				
	oi	join	You can join our group.				
	oy	toy	This is my toy.				

Present all of Stages 1 and 2

For students operating above this level, please refer to the FAQs at:

<https://pld-literacy.org/altr-by-pld/>

Name:

Term:

		Stage 1	Stage 2	Stage 3
Target 1	Score $_5/5 = \underline{\hspace{2cm}}$ %	1		
	2			
	3			
	4			
	5			
Target 2	Score $_7/7 = \underline{\hspace{2cm}}$ %	6		
	7			
	8			
	9			
	10			
Target 3	Score $_5/5 = \underline{\hspace{2cm}}$ %	11		
	12			
	13			
	14			
	15			
Target 4	Score $_9/9 = \underline{\hspace{2cm}}$ %	16		
	17		Note the phonic concepts requiring further instruction	Note the phonic concepts requiring further instruction
	18		<input type="checkbox"/>	<input type="checkbox"/>
	19		<input type="checkbox"/>	<input type="checkbox"/>
	20		<input type="checkbox"/>	<input type="checkbox"/>
When marking note the concepts requiring further instruction	Score $_9/9 = \underline{\hspace{2cm}}$ %	21	<input type="checkbox"/>	<input type="checkbox"/>
	22		<input type="checkbox"/>	<input type="checkbox"/>
	23		<input type="checkbox"/>	<input type="checkbox"/>
	24		<input type="checkbox"/>	<input type="checkbox"/>
	25		<input type="checkbox"/>	<input type="checkbox"/>
	Additional observations		Additional observations	
	Notes:			
Stage 1 Score $_26 = \underline{\hspace{2cm}}$ %		Stage 2 Score $_16 = \underline{\hspace{2cm}}$ %	Stage 3 Score $_16 = \underline{\hspace{2cm}}$ %	

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ALTR - Year 1 Assessment Manual

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