

ALTR Assessment Manual



Year 6



Contents

Using ALTR in Year 6	3
How to Administer the Spelling Placement Test	4
How to Mark and Score the Spelling Placement Screens	5
Week 1 in Term 1 Spelling Placement Screen	
Test Items	6
Term 1 Student Form	8
End of Term 1 Spelling Placement Screen	
Test Items	10
End of Term 1 Student Form	12
End of Term 2 Spelling Placement Screen	
Test Items	14
End of Term 2 Student Form	16
End of Term 3 Spelling Placement Screen	
Test Items	18
End of Term 3 Student Form	20



What is Included in the Year 6 ALTR Assessment Manual?

The Year 6 ALTR Manual provides instructions on what to screen and how to screen.

The ALTR testing process is aligned with the PLD structured phonic sequences.

Refer to the sequence overview below.

Year 4 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 operating at an appropriate level. **Group 2** (marginally behind the year level) and **Group 3** (significantly behind the year level) students 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
ou (oo) young ough (oo) though	Double (oo) embarrassed ough (oo) though	sc (o) scissors	st (st) stink	sh (sh) shawl	sh (sh) shawl	com- (com-) compose	conf- (conf-) confuse	un- (un-) uncomfortable	-ful (ful) thoughtful

Term 2 (Stage 4)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ar (a) micro- ear (ear) er (er) eraser	ar (a) micro- ear (ear) er (er) eraser	er (er) eraser	er (er) eraser	or (or) editor	or (or) editor	-less (less) less -ist (ist) artist	-ous (ous) unusual	-ous (ous) unusual	revision

Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ai (ai) cial ai (ai) cial er (er) eraser	er (er) eraser	our (o) our our (o) our er (er) eraser	u (u) fu (u) u (u) fu (u)	g (g) giddy g (g) giddy	g (g) giddy g (g) giddy	eu (eu) eukaryote eu (eu) eukaryote	eu (eu) eukaryote eu (eu) eukaryote	u (u) u (u)	revision

Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ea (ea) egyptian ea (ea) egyptian er (er) eraser	ea (ea) egyptian ea (ea) egyptian er (er) eraser	oe (oe) er oe (oe) er er (er) eraser	oe (oe) er oe (oe) er er (er) eraser	o (o) ope o (o) ope er (er) eraser	o (o) ope o (o) ope er (er) eraser	ear, ar (ear, ar) ear, ar (ear, ar) er (er) eraser	ear, ar (ear, ar) ear, ar (ear, ar) er (er) eraser	mid- fore- er (er) eraser	mid- fore- er (er) eraser

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Year 5 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 operating at an appropriate level. **Group 2** (marginally behind the year level) and **Group 3** (significantly behind the year level) students 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
ad- (ad-) adjacent ad- (ad-) adjacent	bi- (bi-) biclone	ex- (ex-) exclamation	in- (in-) indentation	im- (im-) imported	mis- (mis-) misnomer	extra- (extra-) extravagance	-able (able) -able	-ible (ible) -ible	revision

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
pro- (pro-) pro- pre- (pre-) pre- re- (re-) re-	de- (de-) decompose	-er (er) -er	-al (al) -al	-ess (ess) -ess	-cial, -tial (cial, -tial)	-ian (ian) -ian	-ous (ous) -ous	-ible (ible) -ible	revision

Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
contra- (contra-) counter- contra- (contra-) counter- contra- (contra-) counter-	-ant (ant) -ant	-ent (ent) -ent	-ment (ment) -ment	-ship (ship) -ship	-ian (ian) -ian	-ary (ary) -ary	-ory (ory) -ory	-ology (ology) -ology	revision

Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
ch (ch) ch- ch (ch) ch- er (er) er-	xi (xi) xi- xi (xi) xi- er (er) er-	uo (uo) uo- uo (uo) uo- er (er) er-	ai (ai) ai- ai (ai) ai- er (er) er-	et (et) et- et (et) et- er (er) er-	gh (gh) gh- gh (gh) gh- er (er) er-	ph (ph) ph- ph (ph) ph- er (er) er-	pn (pn) pn- pn (pn) pn- er (er) er-	mn (mn) mn- mn (mn) mn- er (er) er-	revision

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Year 6 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 operating at an appropriate level. **Group 2** (marginally behind the year level) and **Group 3** (significantly behind the year level) students 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
sub- (sub-) submarine	pre- (pre-) precipitation	under- (under-) underdome	non- (non-) nonverbal	dis- (dis-) dispense	inter- (inter-) international	ab- (ab-) abduct	amphi- (amphi-) amphibian	co- (co-) co- cor- (cor-) cor-	in- (in-) inversion

Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
contra- (contra-) counter- contra- (contra-) counter- contra- (contra-) counter-	-ant (ant) -ant	-ab- (ab-) -ab-	-ab- (ab-) -ab-	-er (er) -er	-per- (per-) -per-	-peri- (peri-) -peri-	-mal- (mal-) -mal-	-par- (par-) -par-	in- (in-) inversion

Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
contra- (contra-) counter- contra- (contra-) counter- contra- (contra-) counter-	-ant (ant) -ant	-ent (ent) -ent	-ment (ment) -ment	-ship (ship) -ship	-ian (ian) -ian	-ary (ary) -ary	-ory (ory) -ory	-ology (ology) -ology	revision

Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
semi- (semi-) hemisphere	en- (en-) en-	-acle (acle) -acle	-icle (icle) -icle	-cal (cal) -cal	-laric (laric) -laric	-rific (rific) -rific	-ence (ence) -ence	-ic (ic) -ic	in- (in-) inversion

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Scan here for PLD Phonics Overviews



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 6 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.

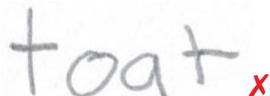
Step 3: Restate the test word. "Spell the word [insert the test word]."

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? 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.	 ✓ Test word: 'jungle'  ✗ 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.	 ✓ 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.	  ✗ 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.	 ✗ Test word: 'crumb'

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 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	Please shut the door.	mb	6 plumber	Dad called the plumber to fix the toilet.
	ch	The baby had food on his chin.	bb	7 rabbit	A rabbit likes to hop around.
	th	That is my pencil.	ey	8 chimney	The smoke rose out of the chimney.
	ck	You can pick what game to play.	ce	9 disgrace	He left the army in disgrace.
	ee	Mum pulled the weed from the garden.	air	10 repair	Mum will repair the broken table.
	oo	At night the moon is in the sky.	ore	11 before	Monday comes before Tuesday.
Target 3 CCVC & CVCC	qu	We had a quiz at school.	le	12 grumble	Nan says I must not grumble.
	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	I made a bowl from clay.	a as /o/	1 squabble	The twins will squabble over the toys.
	ing	Bring your lunch to school.	ch as /k/	2 mechanic	The mechanic fixed the car.
	or	Football is my favourite sport.	g as /j/	3 generate	Our machine will generate power.
	ar	The race will soon start.	ear as /er/	4 research	We need to do research for our assignment.
	all	My sister is small.	age as /ij/	5 damage	Please do not damage school property.
	ai	The chain fell off my bike.	augh	6 naughty	Our cat is very naughty.
	er	The dog hid under the table.	si as /zh/	7 excursion	We went on an excursion to the museum.
	oi	Point to birds in the tree.	ti as /sh/	8 reception	I delivered the note to reception.
	oy	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.			
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.			

Present all of Stages 1, 2, 3, 4, 5 and 6

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 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.	

Present all of Stages 1, 2, 3, 4, 5 and 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%				
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
	6%	13%	19%	25%	31%	38%	44%	50%	56%	63%	67%	75%	81%

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.

Name:

Term:

Stage 1		Stage 2		Stage 3	
Target 1	Score $_5 = \underline{\hspace{2cm}}$ %	Target 2	Score $_7 = \underline{\hspace{2cm}}$ %	Target 3	Score $_5 = \underline{\hspace{2cm}}$ %
Target 4	Score $_9 = \underline{\hspace{2cm}}$ %				
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
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"/>	
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					
26		Additional observations		Additional observations	
When marking note the concepts requiring further instruction		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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Name:

Term:

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 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Note the phonic concepts requiring further instruction <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Note the phonic concepts requiring further instruction <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Additional observations	Additional observations	Additional observations
Stage 4 Score_____/16=_____%	Stage 5 Score_____/16=_____%	Stage 6 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 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 mop	Mop 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 sniffle	I have a sniffle.
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	Test Word	Test Word in a Sentence
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
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.			

Present all of Stages 1, 2, 3, 4, 5 and 6

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 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.	

Present all of Stages 1, 2, 3, 4, 5 and 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%					
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
	6%	13%	19%	25%	31%	38%	44%	50%	56%	63%	67%	75%	81%	88%

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Scores indicate progressing to the next Target/Stage.

Name:

Term:

Stage 1		Stage 2		Stage 3	
Target 1	Score $_5 = \underline{\hspace{2cm}}$ %	Target 2	Score $_7 = \underline{\hspace{2cm}}$ %	Target 3	Score $_5 = \underline{\hspace{2cm}}$ %
Target 4	Score $_9 = \underline{\hspace{2cm}}$ %				
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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"/>	
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					
26		Additional observations		Additional observations	
When marking note the concepts requiring further instruction		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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Name:

Term:

Stage 4		Stage 5	Stage 6
1			
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When marking, note the concepts requiring further instruction	Note the phonic concepts requiring further instruction <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Note the phonic concepts requiring further instruction <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Note the phonic concepts requiring further instruction <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Additional observations	Additional observations	Additional observations
Stage 4 Score_____/16=_____%	Stage 5 Score_____/16=_____%	Stage 6 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 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	shop	mb	6 thumb	He hit his thumb.
	ch	much	nn	7 channel	Dad will change the channel.
	th	with	-ey	8 jockey	The jockey rode the horse.
	ck	luck	ce	9 embrace	I saw mum and dad embrace.
	ee	keep	are	10 aware	I was not aware you were coming too.
	oo	hook	ore	11 ignore	Ignore the silly children.
	qu	queen	-le	12 scribble	My brother likes to scribble.
Target 3 CCVC & CVCC	13 flag	The flag is flapping.	-ge	13 hinge	The door hinge squeaks.
	14 glad	I am glad you are here.	-or	14 spectator	Mum enjoys being a spectator on sports day.
	15 soft	Feathers are soft.	qu	15 quarter	Come at a quarter past three.
	16 pond	The ducks swim in the pond.	tion	16 option	You have the option to stay.
	17 bank	Put your money in the bank.	Stage 4	Test Word	Test Word in a Sentence
Target 4	ay	today	a as /o/	1 quantity	It is a large quantity.
	ing	cling	ch as /k/	2 character	Pop is a real character.
	or	port	g as /j/	3 engineer	My sister is an engineer.
	ar	march	ear as /er/	4 earthworm	The bird eats the earthworm.
	all	stall	age as /i/	5 stoppage	There is a power stoppage today.
	ai	brain	augh	6 daughter	My daughter is five years old.
	er	winter	si as /zh/	7 procession	There was a procession through town.
	oi	joint	ti as /sh/	8 conversation	I had a conversation with him.
	oy	boy	schwa+n	9 certain	Are you certain that is correct?
	Stage 2	Test Word	c as /s/	10 fancy	It was a fancy dress up party.
CCC/CC	1 strand	One strand of the rope is red.	ous	11 prosperous	We wish you a prosperous new year.
CCC/CC	2 squint	I squint on a sunny day.	y as /i/	12 mystery	I love to read a good mystery.
-zz	3 frizz	I prefer hair without frizz.	rr	13 barricade	They were stopped by the police barricade.
a-e	4 skate	He likes to skate.	silent u	14 guarantee	There is no guarantee you will win.
i-e	5 slime	There is slime in the pond.	our as /schwa er	15 humour	She has a great sense of humour.
ir	6 squirm	Spiders make me squirm.	tu as /ch/	16 sculpture	Did you see the marble sculpture?
ow	7 shallow	The pool is very shallow.			
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.			

Present all of Stages 1, 2, 3, 4, 5 and 6

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 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.

Present all of Stages 1, 2, 3, 4, 5 and 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%							
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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
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Name:

Term:

		Stage 1	Stage 2	Stage 3
Target 1	Score $_5 = \underline{\hspace{2cm}}$ %			
	1			
	2			
	3			
	4			
Target 2	Score $_7 = \underline{\hspace{2cm}}$ %			
	5			
	6			
	7			
	8			
Target 3	Score $_5 = \underline{\hspace{2cm}}$ %			
	9			
	10			
	11			
	12			
Target 4	Score $_9 = \underline{\hspace{2cm}}$ %			
	13			
	14			
	15			
	16			
When marking note the concepts requiring further instruction	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"/>	
	21	<input type="checkbox"/>	<input type="checkbox"/>	
When marking note the concepts requiring further instruction	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"/>	
	26	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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Name:

Term:

Stage 4		Stage 5	Stage 6
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When marking, note the concepts requiring further instruction	Note the phonic concepts requiring further instruction <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Note the phonic concepts requiring further instruction <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Note the phonic concepts requiring further instruction <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Additional observations	Additional observations	Additional observations
Stage 4 Score_____/16=_____%	Stage 5 Score_____/16=_____%	Stage 6 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 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	Make a wish.	bt	6 doubt	I doubt you are incorrect.
	ch 7 chat	Chat with your friend.	tt	7 kettle	Boil the kettle.
	th 8 then	Do this then that.	-ey	8 turkey	We had turkey for dinner.
	ck 9 rock	The rock is heavy.	ce	9 necklace	I have a new necklace.
	ee 10 seem	You seem surprised.	are	10 compare	Don't compare yourself to others.
	oo 11 book	Read the book.	ore	11 explore	He liked to explore the bush.
	qu 12 quiz	Do your best on the quiz.	-le	12 sparkle	The gem stone began to sparkle.
Target 3 CCVC & CVCC	13 step	I can see a step over there.	-ge	13 charge	They charge for entry to the show.
	14 grin	See him grin.	-or	14 elevator	Take the elevator to the next floor.
	15 mint	Make peas with mint.	qu	15 require	You will require a ticket.
	16 hold	Hold on tight.	tion	16 mention	She didn't mention your name.
	17 crash	I had a crash.	Stage 4	Test Word	Test Word in a Sentence
Target 4	ay 18 stay	Can you stay?	a as /o/	1 wander	Watch him or he will wander.
	ing 19 sting	The bee can sting.	ch as /k/	2 stomach	My stomach rumbled with hunger.
	or 20 torch	You will need a torch.	g as /j/	3 danger	Beware of danger.
	ar 21 smart	You are very smart.	ear as /er/	4 heard	I heard a bird.
	all 22 ball	Throw the ball.	age as /ij/	5 voyage	It was a long ocean voyage.
	ai 23 snail	Slow as a snail.	augh	6 taught	My teacher taught me to read.
	er 24 number	We live at number four.	si as /zh/	7 concussion	He got a concussion when he fell.
	oi 25 join	You can join our group.	ti as /sh/	8 exclamation	I heard an exclamation of surprise.
	oy 26 toy	This is my toy.	schwa+n	9 fountain	There is a fountain in the pond.
	Stage 2	Test Word	Test Word in a Sentence	c as /s/	10 pencil
CCC/CC	1 sprint	It was a fast sprint.	ous	11 momentous	It was a time of momentous change.
CCC/CC	2 drench	The rain will drench you.	y as /i/	12 typical	Today is just a typical day.
-ff	3 scuff	You will scuff your shoes.	rr	13 correspond	Would you correspond with me?
a-e	4 brave	He was very brave.	silent u	14 vague	His answers were very vague.
i-e	5 drive	Can you drive a car?	our as /schwa er/	15 favourite	Chocolate is my favourite.
ir	6 thirty	My mum is thirty years old.	tu as /ch/	16 structure	It is a huge structure.
ow	7 throw	Throw the ball.			
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.			

Present all of Stages 1, 2, 3, 4, 5 and 6

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 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.	

Present all of Stages 1, 2, 3, 4, 5 and 6

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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
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Term:

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Target 1	Score $_5 = \underline{\hspace{2cm}}$ %			
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	4			
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	5			
	6			
	7			
	8			
Target 3	Score $_5 = \underline{\hspace{2cm}}$ %			
	9			
	10			
	11			
	12			
Target 4	Score $_9 = \underline{\hspace{2cm}}$ %			
	13			
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	15			
	16			
When marking note the concepts requiring further instruction	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"/>	
	21	<input type="checkbox"/>	<input type="checkbox"/>	
When marking note the concepts requiring further instruction	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"/>	
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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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Name:

Term:

Stage 4		Stage 5	Stage 6
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When marking, note the concepts requiring further instruction	Note the phonic concepts requiring further instruction <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Note the phonic concepts requiring further instruction <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Note the phonic concepts requiring further instruction <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Additional observations	Additional observations	Additional observations
Stage 4 Score_____/16=_____%	Stage 5 Score_____/16=_____%	Stage 6 Score_____/16=_____%	

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First Edition 2020

ALTR - Year 6 Assessment Manual

Editor: Diana Rigg

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