

Note: The sections in the Paper which are headed “What this tells us” will be the basis for the Panel’s recommendations.

Where questions are broken into life stages (early years, school years and adult years), you can provide responses to any or all life stages.

Please indicate clearly at the beginning of any responses you wish to remain confidential.

Unless indicated as confidential, responses will be treated as public information and published on our website. Please see the [Public Submissions Policy](#) for further information.

Name:

Organisation:

Postcode:

Question One: Are there any key themes we have not identified to improve literacy across:

The Early Years (0-4 years-old)

The School Years (5-17 years-old)

The Adult Years (18+ years-old)

Question Two: What are the three main things we should prioritise doing in:

The Early Years (0-4 years-old)

The School Years (5-17 years-old)

- Use of decodable and authentic text to ensure all ec children are competent with the word recognition element of reading before moving on to independently focusing on more complex texts
- systematic, consistent , evidence based approaches (SoR)
- Explicit, and targeted teaching (based on student data) and regular practise of the big 6

The Adult Years (18+ years-old)

Question Three: Are there any data sets not considered in this paper that should be used to monitor literacy achievement in:

The Early Years (0-4 years-old)

The School Years (5-17 years-old)

- If we are implementing practices based on the SoR it will be important to consider how we are assessing students at the word recognition level (using decodable texts)
- Benchmarking needs further investigation as the use of predictable texts does not align with the SoR. What else can we use – ORF testing, Diebels (are a few that other schools who are much further ahead with changing their practice according to research are beginning to use)
- consistency across the state would be better... BUT there needs to be a lot of work done to ensure that assessment procedures are aligned with current research and not time consuming for teachers.
- Decodable Readers Australia have a very good assessment kit (SPARKLE)

The Adult Years (18+ years-old)

Question Four: If you are a provider of a service, what kinds of guidance would you hope to see in the Community-wide Framework?

Question Five: Are there any other comments you would like to make?

There needs to be some more thought about only doing online assessments. We need to be looking at actual texts when assessing reading. When we are teaching students comprehension

strategies (ie such as predicting, clarifying, questioning and summarising as per reciprocal reading) we are asking them to highlight and add notes in the text to clarify understanding. Test such as PAT do not allow for this and more importantly are not taking into consideration the background knowledge of students – which is vital for assessing reading comprehension.

Many schools (especially those with QTC's who have already begun to delve into the SoR with their staff) are already beginning to implement a lot of what is discussed in this paper. One of our biggest hurdles is the resourcing. It is extremely costly to purchase enough decodable readers to ensure that all EC classes have good access, there is availability for home reading and there are also readers for the significant amount of 3 – 6 students who have fallen through the cracks and are still at the word recognition stage of reading. If we are to undertake changes in this area (and we must according to the substantial evidence available) then schools need to be resourced to be able to do this.