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

The Early Years (0-4 years-old)
There is no acknowledgement of the essential role of intentionality in play-based experiences in the report. Intentional experiences immerse children in learning opportunities that foster literacy development. This is an essential component of The Early Years Learning Framework (EYLF) with its reference to "Literacy incorporates a range of modes of communication including music, movement, dance, storytelling, visual arts, media and drama, as well as talking, listening, viewing, composing, reading and writing. Active listening and a strong foundation of oral language is key to ongoing and lasting literacy learning" (Australian Government Department of Education, 2022, p57).

The importance of mark making in early literacy development is absent. The EYLF Outcome 5 (Children are effective communicators) deals specifically with communication. In early childhood, literacy is making meaning through making marks. Mark making is a means of communication, sending a message and constructing recognisable symbols. The report does not acknowledge this, nor the diverse literacy experiences at home and in early learning settings (Mackenzie, 2011). Furthermore, while the report acknowledges that reading and writing are complementary skills (p 31), the report does not recognise significance of writing in learning to be literate.

Early years educators plan learning experiences that model a holistic approach to reading instruction. This requires deep knowledge of the connectedness of word reading skills, comprehension strategies, phonological awareness, print concepts, alphabet knowledge, and oral language development. The report does not recognise the ability to holistically plan for these skills nor the importance of acknowledging and building on the child's first language or dialect.

The developing brain and literacy
On page 4 of the report, it states that whenever the term *literacy* is used in the report "it refers to the full breadth of literacy encompassed in [the] definition, not just reading and writing". However, this key theme – The developing brain and literacy - is only focussed on research about reading and a limited understanding of Stanilas Dehane's brain research.

The role of listening and associated aural development is also very important for students moving from speech to print.

Some missing points:
- The developing brain begins to recognise, and make meaning of, environmental print such as signs that use pictures, symbols, and letters. (Dehane, 2009, p. 200)

- The developing brain requires exposure to spoken language to develop knowledge of phonemes, and vocabulary for speaking, reading and writing. (Dehane, 2009, p. 198 & 200)

Australian Government Department of Education [AGDE] (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0).* Australian Government Department of Education for the Ministerial Council.

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science, 24*(2), 97–140.

Dehane, S. (2009). *Reading in the brain: The new science of how we read.* Penguin Books.

Mackenzie, N. (2011). From drawing to writing: What happens when you shift teaching priorities in the first six months of school? *The Australian Journal of Language and Literacy*, 34(3), 322-240.

The School Years (5-17 years-old)

This should be split as per the report into Primary and Secondary.

The Report does not acknowledge the multimodal and digital modes of communication children and young people use, and which are articulated in the Australian Curriculum: English V9. The importance of readers/viewers, writers/creators being able to decode icons, applying situational context and cultural understanding (see, e.g. Callow, 2016; Kalantzis & Cope, 2012).

The Report has several naming inaccuracies, resulting in confusion regarding references to the Big Six. On page 27 the 'Big Six' are listed as oral language, phonemic awareness, synthetic phonics, fluency, vocabulary and comprehension; and similarly on page 28 but phonemic awareness becomes phonological awareness. It is not until page 31 these elements are listed more accurately as oral language, vocabulary, phonological awareness, letter sound knowledge (phonics), comprehension and fluency. Using various terms, modifies the intent and is an incorrect attribution to the Big Six Model.

The Report suggests that emergent readers of English will be restricted to controlled (decodable) texts until they have mastered the entire phonic code. **All** readers use their decoding skills when engaging with unknown texts. This is not a skill or capability for emergent readers only.

Methods of teaching literacy
These dot points are not about any methods of teaching literacy.

Core components of literacy
The term 'synthetic phonics' is limiting and not aligned with evidence-based research that states 'phonics' is required. This should include Orthographic Linguistics (morphology and etymology influences on phonology in spelling)

Cognitive research and the Science of Reading

The term 'science of reading' is a contested concept with no clear meaning provided here in this document. The science of reading is a broad term used to label research into reading instruction that was conducted scientifically. The points selected from Stanislas Dehane's work in brain research for reading are limited.

There is also no mention of grapheme-phoneme correspondence.

Some missing points are:
- Readers use context/semantic information to decode words that could visually be mistaken for other words. Dehane (2009, pp 47-48) does not dismiss the use of context/semantics as a cue to help the decoding of words. The cues that can be provided from different levels of language and text understanding assist decoding.
- Readers use morphological knowledge, and etymological knowledge (of a word's particular spelling) to help them decode the phonology of the word, as well as determine its meaning (Bowers & Bowers, 2017; Dehane 2009).
- The significant impact interactive writing and daily authentic writing opportunities can have on literacy learning
- An understanding of the elements of the craft of writing as outlined in the Australian Curriculum: English. Writers need to know how to make meaningful language choices, how those choices vary according to context, which choices are more effective.

MISSING Key themes:
- Sociological understandings of literacy practices
- The role of parents, families and communities
- Motivation and attention
- Engagement through personalised inquiry learning
- Active model of reading

Bowers, J. S. & Bowers, P. N. (2017) Beyond phonics: The case for teaching children the logic of the English spelling system. *Educational Psychologist*, (52) 2, 124-141, DOI: 10.1080/00461520.2017.1288571

Callow, J., 2016. *The Shape of Text to Come: How image and Text Work*. Primary English Teaching Association Australia.

Dehane, S. (2009). *Reading in the brain: The new science of how we read.* Penguin Books.

Kalantzis, M. and Cope, B., 2012. *Literacies*. Port Melbourne, Vic.: Cambridge University Press.

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)

1. Personalised learning experiences that consider social and cultural background ensuring targeted supports are available for all educators, from early learning settings through to the first formal years of schooling is required to allow the early childhood profession to work together for children
2. Oral and Visual Language development, including oral and visual discrimination
3. Engagement and attention

4. Highlight the partnership between families and early learning settings in the establishment of quality reading experiences and the establishment of home learning environments (Huntsinger et al, 2016, Niklas and Schneider, 2017).

Huntsinger, C. S., Jose, P. E., and Luo, Z. (2016). Parental Facilitation of Early Mathematics and reading Skills and Knowledge through Encouragement of home-based Activities. *Early Child. Res. Q.* 37, 1–15.

Niklas, F., and Schneider, W. (2017). Intervention in the home Literacy Environment and Kindergarten Children's Vocabulary and Phonological Awareness. *First Lang.* 37 (5), 433–452.

The School Years (5-17 years-old)

1. It is important to include and address the active view of reading as a model. This model recognises that educators identify bridging processes between word recognition and language comprehension and consider the role of active self-regulation. In this stance reading is a dynamic process that requires educators to understand need, and plan accordingly. A feature of the active view of reading is that each construct named in the model is instructionally flexible, that is educators can affect it through targeted instruction (Duke and Cartwright, 2021).

2. Reference to the term science of reading in a singular form on page 27, 'The Australian Education Research Organisation suggests that the science of reading provides the strongest evidence about how young children learn to read'. The use of the singular form undermines the research and scientific evidence regarding the teaching of reading and writing. It does not acknowledge the contribution from diverse fields, including education, psychology, linguistics and neuroscience, suggesting that there are sciences of reading (Duke and Cartwright, 2021).

3. Oral and written language development at all levels of text, for purposeful speaking, listening, viewing, writing, and reading

4. Personalised learning experiences that consider social and cultural background

5. The changes in the literacy demands for students are quite different across the school years and hence the additional comments.

Duke, N.K., & Cartwright, K.B. (2021). The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading. *Read Res Q*, 56(S1), 25– 44.

The Adult Years (18+ years-old)

1. Critical literacy practices
2. Literacy skills for interacting in the community, e.g. financial literacy skills
3. Personalised learning experiences that consider social and cultural background

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) This suggestion is more of an implementation possibility. Provide access to early childhood education and care settings to AEDC data. Currently the measure is completed in kindergarten (first year of formal schooling) with the development occurring years before. Ensuring that educators in early childhood settings have the child development information means that they are able to review their approach and make alterations based on rigorous data. The benefits of anecdotal records of individuals development, wellbeing, and learning toward differentiation of learning The use of Portfolios of learning to demonstrate children's achievements and for communicating with parents, families and caregivers.
The School Years (5-17 years-old) • Closing the Gap measures • Reading and writing attitude or motivation surveys (see for example those listed at https://www.theliteracybug.com/planning-and-assessment) • NO multiple choice tests • Dialogic assessment of comprehension through conversations about reading and writing, speaking and listening, viewing and creating/producing multimodal texts. • The Australian Curriculum v9 • National Literacy Learning Progressions
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?
• A focus on precision over prescription. The Framework supports differentiation according to student learning needs i.e. precision in classroom practice (Kuhn & Stahl, 2022). • A provision from birth through to adulthood, recognising that a scope supports cohesion in planning and delivery, but with enough freedom to adjust teaching sequences to meet the identified needs of students. • Ensure the provision of a framework that honours the diversity within the learning community and supports educators to achieve this. • The inclusion of a diverse range of sources that are evidence-based, research informed and peer reviewed. • The acknowledgement that one size teaching of literacy doesn't meet the needs of all children. Kuhn, R., & Stahl, K. (2022). *Teaching reading: Development and differentiation.* Phi Delta Kappan, 103(8), 25–31.

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

The evidence that is used at times is not informed by evidenced-based, peer-reviewed research but published by an organisation with specific and vested interests e.g. p. 18 Footnote 16 International Dyslexia Association; p. 23 Footnote 24 Dehane is on YouTube or doesn't represent a range of sources (p.25, Footnote 30). In addition the age of some of the sources cited is problematic e.g. Bookheimer, 2002 is 20 years old; Foorman et al (1998) is 24 years old.

AERO has a work plan agenda for undertaking research and its remit is not the evaluate the quality or scope and sequences of programs or the framework. AERO is quoted and cited in regards to supporting the science of reading (p. 27) but no footnote is included to identify the document or research funded by AERO or the authors of the research.

Principles-Key themes (p. 13)
Consistency
"There is structured, systematic and explicit literacy teaching from early years to adulthood."
There is no room in this statement for the myriad of approaches to learning that can happen within any given setting. The terms 'structured, systematic and explicit' imply that teaching is didactic and that students must learn from the teacher all of the knowledge required of them. It implies that there are no other ways for people to develop knowledge. People develop knowledge through inquiry, and through collaboration and in dialogue with others.

The leaner is at the centre
While the title of this key theme is a great statement in itself, the explanation provided that "Educators understand how the circumstances of those they teach may impact learning" is framed negatively with the use of the term 'impact'. Perhaps the term here should be 'influence', which implies positive as well as negative circumstances.

Primary School: Tiered approach and structured literacy (p. 31)
There appears to be a contradiction between two of the points:
"the need for explicit, systematic instruction, which provides that everyone **receives the same content of for the agreed scopes and sequences and acknowledges that some children will require more time to reach competency** of that content while others may need small group, or one to one support to reach competency."
And
"A structured literacy approach does not mean that all children must be taught the same content/strategies at the same time" which is implied by the previous point above.

The placing of literacy resources in strategic locations for people of all ages is a great initiative.

Assistive technology could also include artificial intelligence, such as language models e.g ChatGPT etc.