



Australian Dyslexia Association Inc.

Taken directly from The National Inquiry into the Teaching of Literacy 2004

Evidence-based approaches to the teaching of reading:

The Inquiry found that many teaching approaches used in schools are not informed by findings from evidence-based research, and that too many teachers do not have a clear understanding of why, how, what and when to use particular strategies. This has important implications for pre-service teacher education, ongoing teacher professional learning, and for the design and content of literacy curricula.

This leads to the Committee's first two and most important recommendations, both of which are designed so that teachers are provided with knowledge and teaching skills that are demonstrably effective in meeting the developmental and learning needs of children from a diverse range of backgrounds during their first three years of schooling, and thereafter where necessary.

Recommendation 1.

The Committee recommends that teachers be equipped with teaching strategies based on findings from rigorous, evidence-based research that are shown to be effective in enhancing the literacy development of all children.

Recommendation 2.

The Committee recommends that teachers provide systematic, direct and explicit phonics instruction so that children master the essential alphabetic code-breaking skills required for foundational reading proficiency. Equally, that teachers provide an integrated approach to reading that supports the development of oral language, vocabulary, grammar, reading fluency, comprehension and the literacies of new technologies.