

Effective reading: Supporting students learning to read

We have developed high impact, evidence-based professional learning, resources and assessments which align to what works best and support our commitment to strong literacy outcomes for all students, in all NSW schools.

The Effective reading suite of learning aims to support improved reading outcomes for all students, as strong literacy skills are the foundation for success as lifelong learners. We do this through a robust cycle informed by ongoing evaluation of student strengths, weaknesses and skills before planning explicit reading instruction.

We do this by:

1

Deepening the evidence base

Deepening the evidence base to lift student reading outcomes. A robust, embedded and responsive approach that aligns to both national and international research, as outlined in CESE's literature review 'Effective Reading Instruction in the Early Years of School' (2016) and 'What works best' (2020). Understanding the research supports in building teacher capacity for effective reading instruction and the development of critical foundational literacy skills for all students.

2

Acknowledging critical reading components

Acknowledging the key components critical for learning to read. A shared understanding that the evidence consistently identifies the development and interconnectedness of the six key components of reading. Oral language, phonological awareness, phonics, vocabulary, fluency and comprehension are identified as the essential components for effective reading instruction and are critical to student reading achievement.

3

Embedding high impact professional learning

Developing, delivering and embedding high impact professional learning across the NSW education system. Underpinned by global research, and aligned with the NSW English K-10 syllabus, the Effective reading suite of professional learning deepens the expertise of our teaching profession. Building teacher capacity for explicit and systematic teaching of all key components identified as critical to effective reading instruction, is the aim of this high impact professional learning.

4

Supporting teachers to amplify assessment practice

Ensuring that teachers are supported to use their expert knowledge to make informed and strategic decisions about student learning. High quality online assessment tools linked to PLAN2, including Best Start Kindergarten, the Phonological awareness diagnostic assessment and the Phonics Screening Check, support teachers to interpret and analyse information about student learning, monitor student progress and plan for targeted and explicit instruction to ensure student reading success.

The Effective reading suite aims to provide evidence-based professional learning, resources and assessments with an emphasis on the teaching of foundational literacy skills through:



Ongoing professional learning and quality resources to support classroom instruction.



Aligning current research with strategies to support students' progress in reading.



Providing reliable information to support systematic and explicit reading instruction.



Providing opportunities for students to gain knowledge and skills in all critical components of reading.



Ensuring that teachers are able to gather specific evidence to inform teaching for targeted reading instruction.



Monitoring and tracking student progress with the support of the National Literacy Learning Progressions and online platforms such as PLAN2.

We are currently building teacher expertise in explicit reading instruction and the use of high impact assessments with plans to continue to development further professional learning, teaching resources and online diagnostic assessment tools in 2021.

Engagement with Effective reading professional learning so far:



16,500+

teachers have participated, both face to face and online.



2,000+

schools across NSW have been involved in the learning.

Assessments lodged in 2020:



71,000+

Best Start Kindergarten Assessments lodged



216,000+

Phonological awareness diagnostic assessments lodged



36,000+

Phonics Screening Check assessments lodged

98% of participants reported that they were confident to apply this learning to their classroom practice.

97% of participants said that the professional learning gave them a clear understanding of how the components of reading work together and are important for reading development.

95% of participants say that as a result of this professional learning they have a clear understanding of how to target their teaching using the information from diagnostic assessments.

Feedback from teachers who have participated in the Effective reading professional learning:

"Fantastic professional learning. An essential for all teachers. The most beneficial training I have completed in a long time!"

"Brilliant content and taught how to easily apply strategies in a very practical and effective way within a classroom context!! I have started using the strategies I have learnt and am loving the high student engagement."

"Fantastic professional learning. Very helpful in understanding how to support students in the classroom and how to support teachers with embedding the explicit teaching of vocabulary into their daily practice."

"This was a well-structured and well-paced professional learning that was delivered with confidence. There was something for everyone to improve their knowledge and practices in relation to phonological awareness, and the presenters supported the whole group to understand the concepts. I will certainly recommend this PL to teachers and schools."

"Very worthwhile and important professional learning that was practical and well researched. It will be relevant to all learners and easy to differentiate within a multi-stage classroom."

"This was the best online learning course I have even done. It was very well planned with great content and easy to navigate. Every teacher needs to do this course. I have been teaching for a while and I learnt a lot!"