## Reading Instruction Self Reflection

Phonics is taught in context or practice is inconsistent between classrooms.  Phonics is taught intentionally in the Foundation year through a range of hands on, often child lead activities. Beyond the Foundation year phonics is not intentionally taught, but spelling lists may be arranged based on spelling patterns.  High frequency sight words are taught as whole word units, often as a stand alone 'sight word' program using flashcards.  The order of teaching works from text, sentence, word and then sound or a mix of combinations.  Children are given predictable texts to read in the early stages of reading development. (I can hop, I can skip, I can slide down the slippery dip)  Phonics is taught explicitly and systematically.  Phonics is taught explicitly and systematically through the foundation year, year 1 and year 2 with consistency in approach across classrooms.  Itregular high frequency words are taught as needed making the reg	Outdated Practices	Evidence Based Practices
is inconsistent between classrooms.  Phonics is taught intentionally in the Foundation year through a range of hands on, often child lead activities. Beyond the Foundation year phonics is not intentionally taught, but spelling patterns.  High frequency sight words are taught as whole word units, often as a stand alone 'sight word' program using flashcards.  The order of teaching works from text, sentence, word and then sound or a mix of combinations.  Children are given predictable texts to read in the early stages of reading development. (I can hop, I can skip, I		
Phonics is taught intentionally in the Foundation year through a range of hands on, often child lead activities. Beyond the Foundation year phonics is not intentionally taught, but spelling lists may be arranged based on spelling patterns.  High frequency sight words are taught as whole word units, often as a stand alone 'sight word' program using flashcards.  The order of teaching works from text, sentence, word and then sound or a mix of combinations.  Children are given predictable texts to read in the early stages of reading development. (I can hop, I can skip, I		
hands on, often child lead activities. Beyond the Foundation year phonics is not intentionally taught, but spelling lists may be arranged based on spelling patterns.  High frequency sight words are taught as whole word units, often as a stand alone 'sight word' program using flashcards.  The order of teaching works from text, sentence, word and then sound or a mix of combinations.  Children are given predictable texts to read in the early stages of reading development. (I can hop, I can skip, I	Phonics is taught intentionally in the	
Beyond the Foundation year phonics is not intentionally taught, but spelling lists may be arranged based on spelling patterns.  High frequency sight words are taught as whole word units, often as a stand alone 'sight word' program using flashcards.  The order of teaching works from text, sentence, word and then sound or a mix of combinations.  Children are given predictable texts to read in the early stages of reading development. (I can hop, I can skip, I	Foundation year through a range of	systematically through the foundation
not intentionally taught, but spelling lists may be arranged based on spelling patterns.  High frequency sight words are taught as whole word units, often as a stand alone 'sight word' program using flashcards.  The order of teaching works from text, sentence, word and then sound or a mix of combinations.  Children are given predictable texts to read in the early stages of reading development. (I can hop, I can skip, I	hands on, often child lead activities.	year, year 1 and year 2 with
may be arranged based on spelling patterns.  High frequency sight words are taught as whole word units, often as a stand alone 'sight word' program using flashcards.  The order of teaching works from text, sentence, word and then sound or a mix of combinations.  Children are given predictable texts to read in the early stages of reading development. (I can hop, I can skip, I	Beyond the Foundation year phonics is	consistency in approach across
High frequency sight words are taught as whole word units, often as a stand alone 'sight word' program using flashcards.  The order of teaching works from text, sentence, word and then sound or a mix of combinations.  Children are given predictable texts to read in the early stages of reading development. (I can hop, I can skip, I	not intentionally taught, but spelling lists	classrooms.
High frequency sight words are taught as whole word units, often as a stand alone 'sight word' program using flashcards.  The order of teaching works from text, sentence, word and then sound or a mix of combinations.  Children are given predictable texts to read in the early stages of reading development. (I can hop, I can skip, I	may be arranged based on spelling	
as whole word units, often as a stand alone 'sight word' program using flashcards.  The order of teaching works from text, sentence, word and then sound or a mix of combinations.  Children are given predictable texts to read in the early stages of reading development. (I can hop, I can skip, I	patterns.	
alone 'sight word' program using flashcards.  The order of teaching works from text, sentence, word and then sound or a mix of combinations.  Children are given predictable texts to read in the early stages of reading development. (I can hop, I can skip, I		, , ,
flashcards.  The order of teaching works from text, sentence, word and then sound or a mix of combinations.  Children are given predictable texts to read in the early stages of reading development. (I can hop, I can skip, I		
The order of teaching works from text, sentence, word and then sound or a mix of combinations.  Children are given predictable texts to read in the early stages of reading development. (I can hop, I can skip, I		1.
sentence, word and then sound or a mix of combinations.  Children are given predictable texts to read in the early stages of reading development. (I can hop, I can skip, I sentence and then text.  Children are given decodable texts to read in the early stages of reading development for as long as they are		· · · · · · · · · · · · · · · · · · ·
mix of combinations.  Children are given predictable texts to read in the early stages of reading development. (I can hop, I can skip, I development for as long as they are		l G
Children are given predictable texts to read in the early stages of reading development. (I can hop, I can skip, I development for as long as they are		sentence and then text.
read in the early stages of reading development. (I can hop, I can skip, I development for as long as they are		
development. (I can hop, I can skip, I development for as long as they are	<u> </u>	_
	, -	
can side down the sippery dip) — Theeded.	· · · · · · · · · · · · · · · · · · ·	
		Phonics knowledge and blending is the
children are encouraged to use primary method of decoding texts.	_	
semantic, syntactic and picture cues in	_	primary memod of decoding texts.
preference to using phonics	•	
knowledge. Sounding out may be the	- ·	
last strategy to be encouraged.	,	
Shared book reading an opportunity for Shared book reading is an opportunity		Shared book reading is an opportunity
reading instruction. to build language and text level		,
knowledge.	<u> </u>	1
Guided reading is based on 'levelled Guided reading is based on phonics	Guided reading is based on 'levelled	Guided reading is based on phonics
texts' (that have a number) knowledge and complexity of text.	texts' (that have a number)	knowledge and complexity of text.
Misous analysis and honohogyling Specific when its good name referenced	Misqua analysis and banches series	Specific phonics and name references
Miscue analysis and benchmarking  Specific phonics and norm referenced		
used to assess reading.  assessment used to assess reading.	used to assess reading.	assessment used to assess reading.
Errors that maintain meaning All errors corrected.	Errors that maintain meaning	All errors corrected.
accepted.	accepted.	
	Discords for the relative state of the second	Children and have the below to
Blends (sp, tr, nk) and word families (at, Children are taught to blend rather	• • • • • • • • • • • • • • • • • • • •	_
am, it, op) taught as units.  than taught 'blends'	am, II, optiaughi as uniis.	inan laughi blenas