

## **Reading Instruction Self Reflection**

<b>Outdated Practices</b>	<b>Evidence Based Practices</b>
Phonics is taught in context or practice is inconsistent between classrooms.	Phonics is taught explicitly and systematically.
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.	Phonics is taught explicitly and systematically through the foundation year, year 1 and year 2 with consistency in approach across classrooms.
High frequency sight words are taught as whole word units, often as a stand alone 'sight word' program using flashcards.	Irregular high frequency words are taught as needed making the regular parts of the word explicit and explicitly teaching the irregular parts.
The order of teaching works from text, sentence, word and then sound or a mix of combinations.	The order of teaching is sound, word, sentence and then text.
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)	Children are given decodable texts to read in the early stages of reading development for as long as they are needed.
Multi-cueing methods are taught and children are encouraged to use semantic, syntactic and picture cues in preference to using phonics knowledge. Sounding out may be the last strategy to be encouraged.	Phonics knowledge and blending is the primary method of decoding texts.
Shared book reading an opportunity for reading instruction.	Shared book reading is an opportunity to build language and text level knowledge.
Guided reading is based on 'levelled texts' (that have a number)	Guided reading is based on phonics knowledge and complexity of text.
Miscue analysis and benchmarking used to assess reading.	Specific phonics and norm referenced assessment used to assess reading.
Errors that maintain meaning accepted.	All errors corrected.
Blends (sp, tr, nk) and word families (at, am, it, op) taught as units.	Children are taught to blend rather than taught 'blends'

