

College and Career Readiness Standards for English

# What Really Matters in Teaching Phonics Today: Laying a Foundation for Reading

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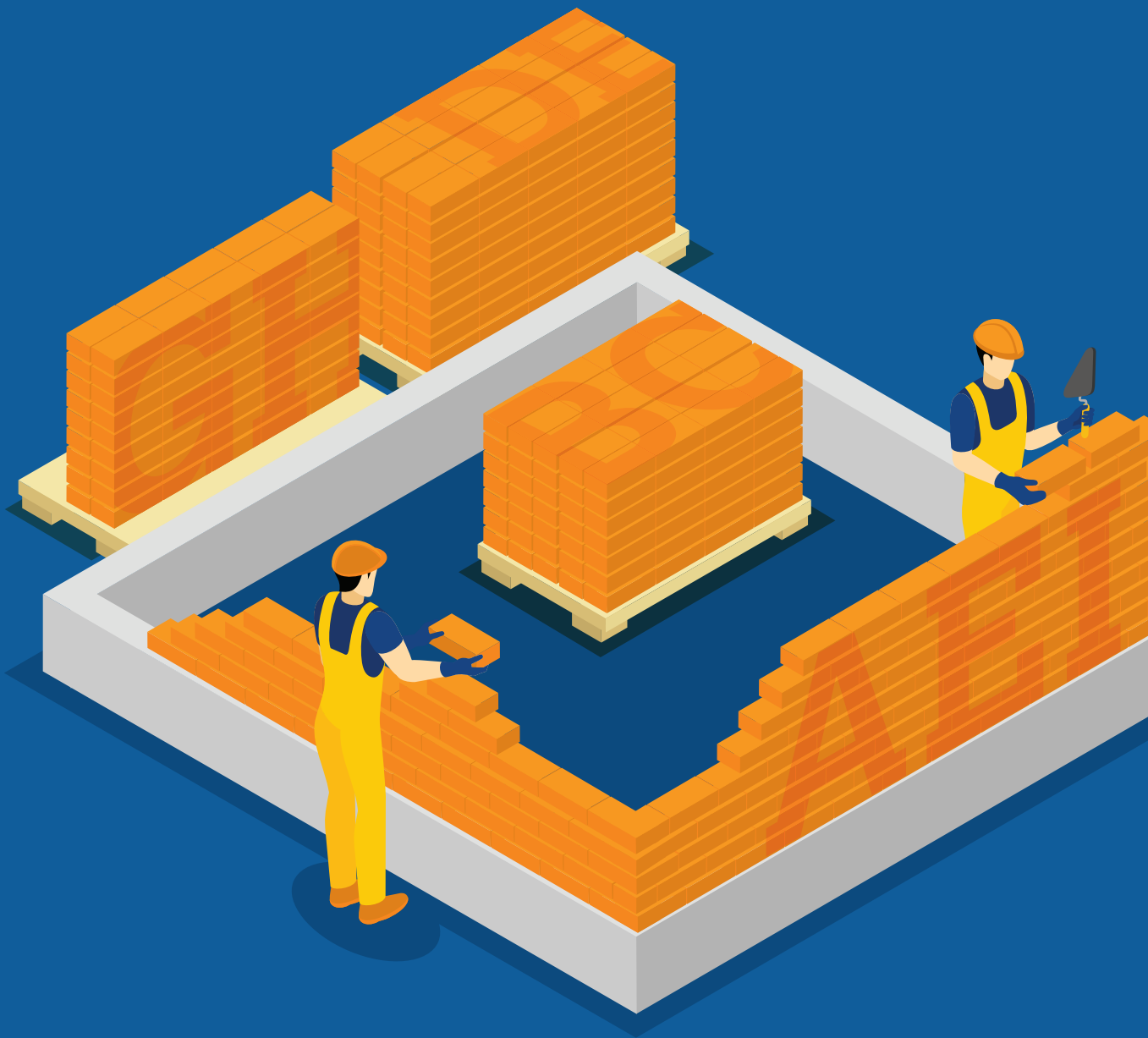
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He is widely known for his research around text complexity and levelled books, and his work has been featured in many prominent publications, including the *Journal of Literacy Research and Reading Research Quarterly*. He is an elected member of the Reading Hall of Fame, a member of the i-Ready Technical Advisory Committee, and an author of *Ready Reading* and *Ready Writing*.

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*“It is difficult to imagine a more important [concern] for primary years reading than phonics.”*



## Introduction

The ability to use phonics knowledge to decode unfamiliar words has been controversial for as long as anyone can remember. If you have been an educational leader for a while, you have witnessed disputes about phonics.

Sometimes the controversy has been dominated by either/or thinking:

*“Do we teach phonics or not?”*

More often, the controversy has been ruled by when and how thinking:

*“Do we teach phonics systematically or opportunistically?”*

Research has largely settled these two kinds of controversy in favour of teaching phonics systematically. In the past 15 years or so, however, the controversy has become different and more subtle. Experts are now debating two approaches represented by these two questions:

*“Can we postpone almost everything else until phonics is mastered?”*

*Or, “Must we attempt from the start to provide a comprehensive English program that includes systematic phonics?”*

As we shall see, the first of these approaches was mandated by a major national effort, while the second and more recent approach is still being implemented to replace the first. In Australian education, phonics instruction is integrated into the English curriculum under the category, “Phonics and word knowledge”, from Years F–6. Controversy has arisen over a suggested government incentive to introduce a mandatory “Year 1 Phonics Screening Test”, a UK-based assessment, for early primary years Australian children.

No doubt, there are other concerns and controversies educational leaders must grapple with. Yet, it is difficult to imagine a more important one for primary years reading than phonics. In this whitepaper, I begin by describing what the reading foundations are and where phonics fits within them. Then I discuss how the 21st-century controversy over phonics has developed

and how the evidence indicates we should settle the debate. I will end by explaining what really matters in teaching phonics today and making some recommendations for how educational leaders can help improve the phonics instruction students receive.

# WHY ARE THEY CALLED FOUNDATIONS?

These are generally considered to be the skills that make up the foundations of reading:

- *Concepts About Print*
- *Letter Recognition*
- *Phonological Awareness*
- *Phonics and Decoding*
- *Automatic Word Recognition*
- *Oral Reading Fluency*

College and career readiness standards combine concepts about print and letter recognition into one curriculum strand and phonics and word recognition into another. Similar foundational concepts for literacy can be found in the Australian Curriculum: English content descriptions (ACARA, 2014).

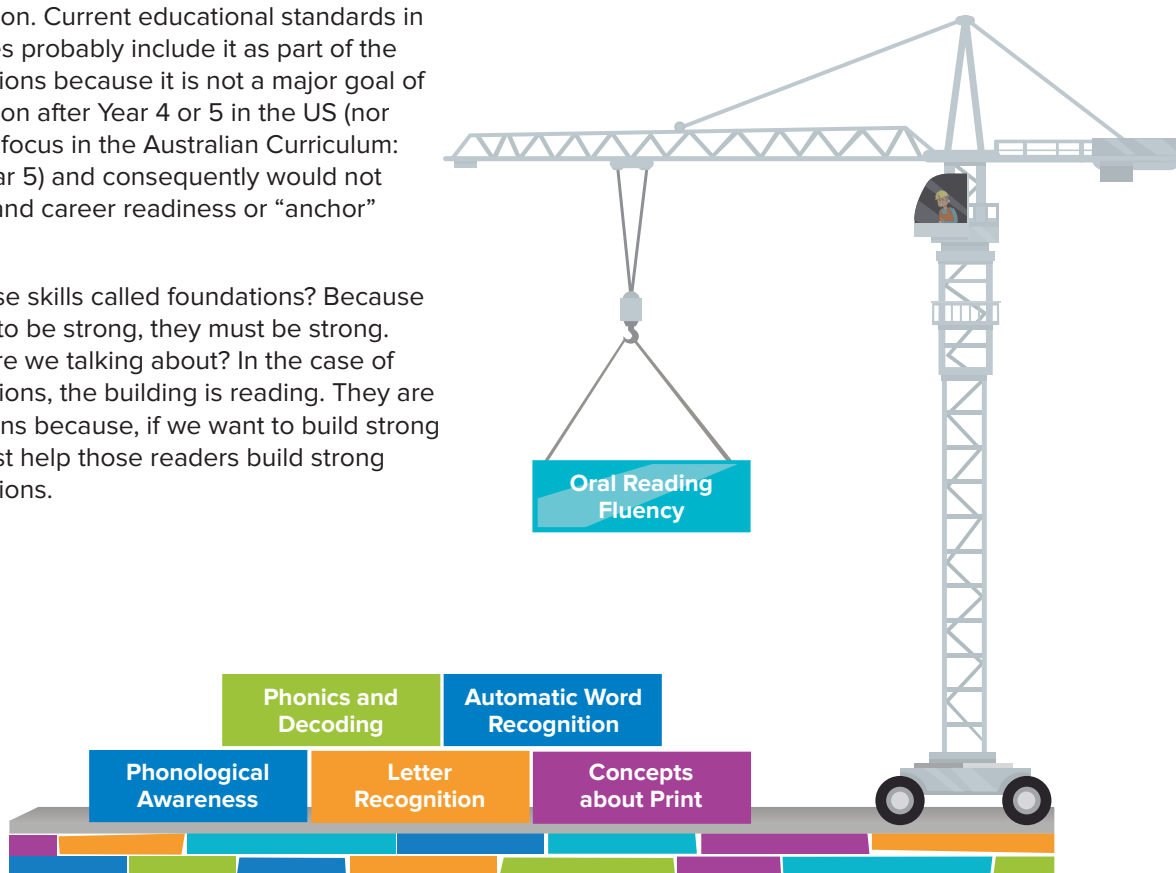
Oral reading fluency includes high word reading accuracy, satisfactory reading rate, satisfactory expression (also called prosody) and adequate comprehension (Rasinski 2011). As such, oral reading fluency is not really a foundational skill, but a goal of reading instruction. Current educational standards in the United States probably include it as part of the reading foundations because it is not a major goal of reading instruction after Year 4 or 5 in the US (nor is oral fluency a focus in the Australian Curriculum: English after Year 5) and consequently would not have a college and career readiness or “anchor” version.

So, why are these skills called foundations? Because for the building to be strong, they must be strong. What building are we talking about? In the case of reading foundations, the building is reading. They are called foundations because, if we want to build strong readers, we must help those readers build strong reading foundations.

*“So, why are these skills called foundations? Because for the ‘building’ to be strong, they must be strong.”*



Instruction on half of the six foundational skills – concepts about print, letter recognition and phonological awareness – achieves its maximum benefit for almost all learners by the end of Year 1. The other half, however – phonics and decoding, automatic word recognition and oral reading fluency – requires instruction throughout the primary year levels. Since fluency is best taught in small group lessons that emphasise both good oral reading and comprehension, decoding and word recognition comprise the heart of the foundations strand across Years F–5.



# LOOKING BACK SO WE CAN MOVE FORWARD

*“For the first time  
this century,  
phonics is again  
controversial.”*



Recently, for the first time this century, phonics is again controversial. Why? Many English educators are arguing that, if phonics instruction is as basic and valuable for literacy as its advocates claim, the US-based program Reading First would have been successful.

## Reading First

In late 2002, a literacy program named No Child Left Behind (NCLB) began to be implemented around the United States. It was widely welcomed as a positive step – because of the federal funds it made available to schools and because of its requirement that high-stakes standardised test scores be disaggregated for minority students, students with disabilities, students with limited English proficiency and students who are economically disadvantaged.

The No Child Left Behind legislation included Reading First, the reading instructional program for F–3 mandated in schools funded by NCLB. With some exceptions, the US states receiving Reading First monies had to implement the program in conformity with a set of top-down mandates, including intensive phonics instruction with highly decodable text and scripted lessons that teachers were expected to follow closely. As a result, there has probably never been a national educational policy in the United States implemented with as much fidelity as Reading First.

Unfortunately, when the data began to appear several years later, almost all of it was consistent with the conclusion that Reading First was not working. An official federal evaluation of Reading First was required by the NCLB law after full implementation. It was conducted and published late in former US President George W. Bush’s second term. This evaluation concluded that there had been “no consistent pattern of effects over time in the impact estimates for reading instruction in grade one or in reading comprehension in any grade” (Gamse, Jacob, Horst, Boulay & Unlu, 2008). The Year 4 students who took the NAEP-

Reading assessment in 2009 had been three years old when Reading First began to be implemented. Consequently, they should have benefited from the program in every year level, from Foundation to Year 4. Nevertheless, 67 per cent of them scored below the Proficient level in reading (National Center for Educational Statistics, 2010). This and other evidence led Tucker (2014) to conclude that there was “Almost no improvement in student performance” during Reading First.



*“It is this history that has emboldened anew the critics of phonics instruction.”*



Even in places where Reading First appeared to work, there was a problem. In a study of the rigour of individual states' curriculum standards and their standardised test score results during Reading First, it was found that the “[US] states reporting the highest numbers of proficient students [during Reading First had] the lowest ... standards” (Phillips, 2014).

It is this history that has emboldened anew the critics of phonics instruction around the world. The central role played by phonics in this reform and the fact that the phonics instruction was implemented with such high fidelity have led these critics to learn the wrong lesson from programs like Reading First.

## **Learning the Right Lesson from Reading First**

Earlier I asked, “Why are they called foundations?” I answered with one reason: because for the building to be strong, they must be strong. Now, though, it is important to consider a second reason: they are also called foundations because they are not the actual building!

My wife Pat and I have lived in the same house for 36 years. For more than two decades, there was parkland behind our house and the houses of our neighbours on both sides. One day, however, a process began that eventually resulted in a new street behind us with new properties on both sides, three of which suddenly had foundations on them. When that happened, I never once heard any of our neighbours say there were three houses behind us. Clearly, no-one in our neighbourhood was confused about the difference between a foundation and a house. By comparison, consider the role foundations played in the US' Reading First.

The problem with Reading First was not that it taught the foundations of reading, especially phonics and decoding. Its problem was that foundations were largely all it taught, at least in F–2. The program seemed based on confusion about the difference between a foundation and a building. The “building” of writing was usually ignored altogether and the “building” of reading was often postponed until Year 3.

Is phonics and decoding truly foundational? Yes, but it is not the building. That is the right lesson to learn from the disappointing results of Reading First.



*“Clearly, teaching reading and writing is now as important in F–2 as teaching reading foundations and should take more of the instructional time.”*



## Adjusting to College and Career Readiness Standards

When college and career readiness standards for the United States were released in June 2010, they were an effort to overcome the limitations of previous eras of English instruction such as whole language and Reading First. Consequently, many US primary teachers used to Reading First instructional mandates were shocked to find that not only were they expected to teach reading foundations, but they were expected to teach reading and writing, too:

### Foundation

4 reading foundations standards, 10 reading standards, 7 writing standards

### Year 1

4 reading foundations standards, 10 reading standards, 7 writing standards

### Year 2

2 reading foundations standards, 10 reading standards, 7 writing standards

Clearly, teaching reading and writing is now as important in F–2 as teaching reading foundations and should take more of the instructional time.

An examination of these US English curriculum standards reveals two kinds of good news for F–2 students. First, strong foundations, including phonics and decoding, are still as “foundational” as they were during Reading First. The pendulum has not swung. Being included in the college and career readiness standards indicates foundations’ continued importance and value. The second kind of good news for primary students is there is no longer confusion about the difference between the foundation and the building. The change brought about by the standards is that now, rigorous and rich reading and writing instruction are also to be provided alongside instruction in the foundations, beginning in the Foundation year.



# WHAT REALLY MATTERS IN PHONICS INSTRUCTION

*"[It's a] myth ...  
that we will raise  
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like the test."*



The lack of success for the US' Reading First was not because it taught phonemic awareness and phonics and decoding, but because it neglected to teach reading and writing at the same time. This error has been corrected in the US college and career readiness standards where reading foundations, reading, writing and meaning vocabulary are all to be taught in parallel, beginning in Foundation. However, the dual challenges this change presents to school leadership today are (1) that teachers have less time to teach phonics than during previous phonics programs and (2) that the phonics taught must transfer to reading and writing.

Consequently, when supporting phonics instruction in your own school, three things really matter today.

## **Best Practices Really Matter**

A best practice is like a stool with three legs. The first leg is the body of research that directly and indirectly supports the practice. The second leg is the expertise of professionals trained to select and interpret research and to apply it either to create a new practice or endorse an existing one. The third leg is the experience of local teachers and administrators who have implemented the practice well enough for long enough to witness its lasting effectiveness for their students.

### **Address the obstacles to implementing good instruction**

Regrettably, two obstacles stand in the way of implementing best practices in teaching phonics and related phonemic awareness. The first obstacle is the obvious one. Your teachers may not have always had the professional preparation or development to know current best practices in phonics. The instructional materials they have to guide them are sometimes left over from the era when an hour a day could be devoted just to phonics instruction and the goal was for students to read material written as if English were a phonetically regular language without much meaning.

The second obstacle is not as obvious. Teachers all over the world sometimes resist the best practices they do know because of a widespread myth about benchmark and high-stakes testing. This myth is that we will raise student test scores more if our instruction looks like the test and that is better than using best practices to teach the ability that will be tested. The logic goes something like this: we would use best practices if we were not under such pressure to raise test scores. However, given that pressure, we have to make sure students are fully prepared for the test. This logic assumes instruction that resembles the test will raise test scores more than best practices will, but is that assumption correct?

*“Students taught with best practices consistently scored better on the test than students taught in ways that resembled how they would be tested.”*



In their thorough review of research on teaching phonemic awareness, the National Reading Panel (2000) conducted a meta-analysis of students that compared two kinds of phonemic awareness instruction. The test in each study assessed phonemic awareness with a purely oral task, as is customary. One group in each study was taught phonemic awareness similar to how it would be tested – purely orally. The other group, however, had instruction using letters in many of the phonemic awareness lessons even though the test would have no letters in it. Which group did better? Consistently, the group taught by the best practice of using letters to teach phonemic awareness performed better on the purely oral test than the group who was taught the way they were going to be tested.

Weiser and Mathes (2011) published a meta-analysis of studies on teaching decoding. The test in each case asked the students to decode low-frequency phonetically regular words. Each study had a group that received phonics instruction with decoding practice similar to what the test would require. A second group in each case was taught to use letter manipulatives to spell words called out by the teacher, even though the test was not going to ask students to spell anything. Which group did better? The group that was taught the best practice of using letters to encode (spell unknown words) as part of effective phonics and decoding instruction consistently scored higher on the decoding test.

In these meta-analyses on teaching phonemic awareness and phonics, students taught with best practices consistently scored better on the test than students taught in ways that more closely resembled how they would be tested. It seems after all that best practices are best! Otherwise, all the schools who align their instruction with item-types on the standardised test would have better test scores than they do, especially after several years of such narrowing.



## Encourage discussion and exploration of instructional methods

You can support your primary teachers by encouraging them to explore and discuss research-based best practices. Here are some best practices for teaching phonics and decoding.

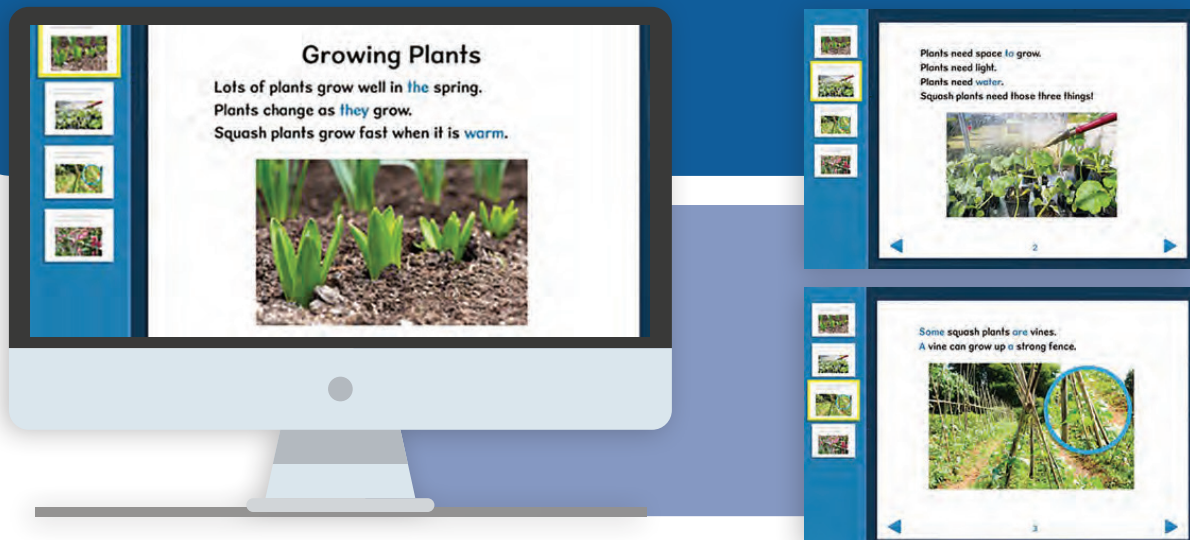
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**Students need regular opportunities to apply the phonics knowledge they are learning by decoding phonetically regular words in meaningful texts.**

In its period of heaviest use – from 2000–2010 – highly decodable text exhibited a trade-off for students. On the one hand, it was easier for students to apply their phonics knowledge to decoding the words because they did not have to simultaneously comprehend or identify the majority of words by recognising them as literary and informational texts require readers to do.

This increased ease, however, was gained at the expense of transfer. Because students had been taught to read a kind of text that was very different from all other kinds of instructional or trade book text, the students' ability to read the decodable text sometimes did not transfer to ordinary text. The lack of transfer often resulted in those students being given more highly decodable text since that was the only kind of text they could read. Some struggling readers were locked into reading only decodable text for years because they could not make the leap to reading ordinary text. Again, however, we must not learn the wrong lesson from the era of highly decodable text. Students do need to read texts that give them regular practice in applying their decoding abilities. We must not return to the whole language era when students were expected to guess unfamiliar words from context.

Every i-Ready Phonics (a US-based program) lesson concludes with reading a meaningful text about a wide range of topics.



**2****Spelling unknown words (encoding) provides concrete opportunities to apply phonics and improves decoding.**

Possibly because manipulating letters makes phonics more concrete, or just because doing so adds variety to the application and practice of phonics knowledge, asking students to use phonics knowledge to encode as well as decode words helps them learn to decode better. Tragically, this has become a controversial activity. In fact, it is probably the controversial activity in education that has the most research to support it and none to refute it (e.g. Clarke, 1988; Gettinger, 1993; Ouellette & Senechal, 2008a, 2008b). It has many advocates, especially among those with expertise in teaching phonics (e.g. Ehri, 1989; Juel & Minden-Cupp, 2000).

What is the controversy? Some say that having students spell words phonetically will cause them to be poor spellers because they will remember how to spell the words wrong. Neither research nor common sense support this assertion. When we teach students phonics, we routinely ask them to use their phonics to decode words during reading. Because decoding instruction is not word recognition instruction, all students can do is produce a probable pronunciation given their knowledge of letter-sound relationships.

During these activities, students routinely make errors by mispronouncing an unfamiliar word they are attempting to decode (e.g. reading said as if it were 'sade'), but no-one worries that using phonics to decode words will teach students to pronounce words incorrectly. The same thing happens when we ask students to encode words during phonics lessons or writing. They will misspell some words (e.g. 'kash' rather than cash), but no-one should worry that using phonics to encode words will teach students to spell words incorrectly. Instead, having students use their developing phonics knowledge to spell untaught words is actually a part of the college and career readiness standards in Foundation and Year 1. See the applicable Australian Curriculum: English content descriptions for those year levels below:

**Foundation ACELA1817:**

Know how to read and write some high-frequency words and other familiar words

**Year 1 ACELA1778:**

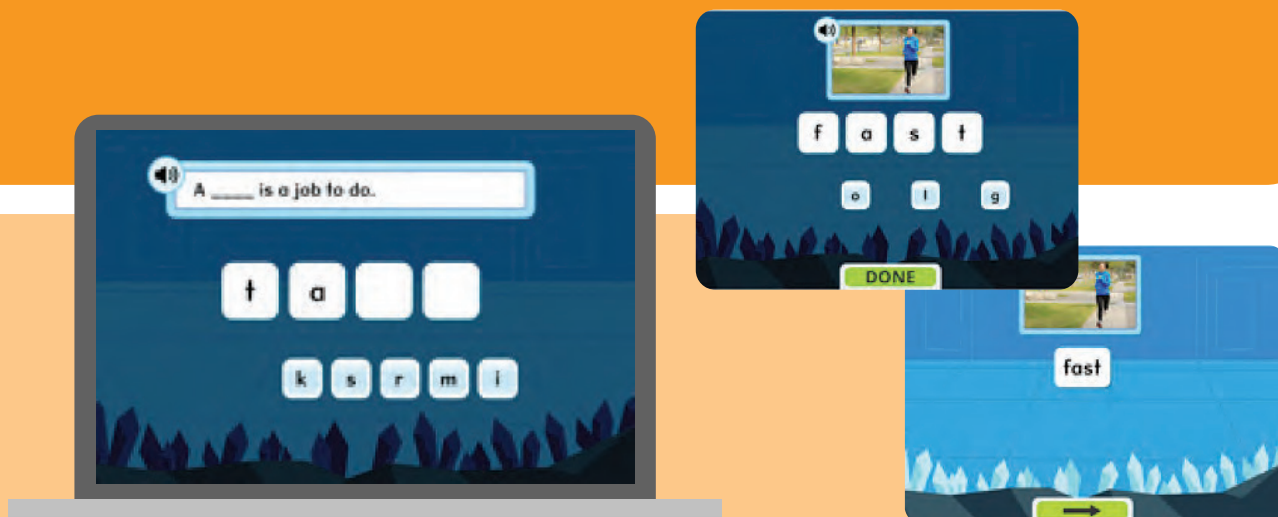
Understand how to spell one and two syllable words with common letter patterns

**Year 1 ACELA1457:**

Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words

Research strongly supports having students spell untaught words phonetically as a way to help them learn to write and to learn how to decode better.

**i-Ready Phonics (a US-based program) lessons include activities where students use letter manipulatives to spell words.**



*“There is a reason that most students were able to learn phonics before anyone knew that phonemic awareness existed! Their parents, teachers and peers helped them ‘play’ with sounds in language for ‘fun’.”*



**3** Students benefit from being taught how to use patterns (e.g. blends, digraphs, phonograms, suffixes) to read and write words that are more complex than CVCs (three-letter words such as hat).

By the time students can decode a four- or five-letter word letter-by-letter, they need to be learning to use letter patterns during decoding. No-one can successfully decode longer words letter-by-letter. This part of phonics instruction must also be systematic, that is, planned and carried out in a manner that teaches students specific knowledge and skills.

Because phonemic awareness should be taught alongside phonics, here are three best practices for teaching phonemic awareness, the most important kind of phonological awareness:

**1** Encourage and support students’ encoding (phonetic spelling) during writing.

This not only helps students write more with more confidence and provides them with additional and varied practice applying their phonics knowledge, but it also helps them develop phonemic segmentation with phonemic sequencing, probably the single most important phonological awareness ability.

**2** Use rhymes, chants, jingles, songs, riddles and help children play with pronunciations; read Dr Seuss books aloud to them.

There is a reason that most students were able to learn phonics before anyone knew that phonemic awareness existed! Their parents, teachers and peers helped them “play” with sounds in language “for fun”. This playing with language is not enough to help all children develop phonemic awareness, but it helps everyone, is fun and will be sufficient for many.

**3** Teach phonemic segmentation explicitly to those who need it.

For students who need direct instruction in phonemic segmentation, there are best practices that make the instruction more likely to be effective. In particular, use stretching, sound boxes and letter manipulatives.



*“It is not enough to have engaging activities. It is also important to avoid other activities that undermine student motivation, such as activities that seem irrelevant to life in the real world.”*



## Engagement Really Matters

A best practice is like a stool with three legs. The first leg is the body of As important as best instructional practices are to student success in English, educational leaders know that it is not only what is taught, but also what is caught that makes the difference.

Engagement is probably the most common term used to talk about the relationship between motivation and what students actually learn. Engaged learners work in a motivated way – that is, they employ whatever skills and strategies they have with effort, persistence and an expectation of success. Students must pay attention to the phonics and phonemic awareness instruction they are given. Otherwise, both their phonemic awareness and their word reading will suffer (Martinussen, Grimbos & Ferrari, 2014). It is not enough to use best practices if teachers aren't engaging students. Best practices must be combined with engaging practices so students will sustain their attention and active involvement with instruction.

How can teachers foster more engagement? Students engage with tasks more that are novel or surprising, that relate to their interests and that are meaningful to them (Gottfried, Fleming & Gottfried, 2001). It is not enough to have engaging activities. It is also important to avoid other activities that undermine student motivation (Bogner, Raphael & Pressley, 2002), such as activities that seem irrelevant to life in the real world (Guthrie, 2011).

## Time Management Really Matters

Previous eras of English instruction such as whole language in Australia and the United States' Reading First had little need to manage instructional time because they had narrowed what they were trying to teach to just a few components.

In order to make sure students are ready for university, however, teachers around the world must “budget” the time available so that, across a week, every major component of the English curriculum receives a reasonable amount of regular allocated time. Back when everything was put on hold until phonics was mastered, however long that took, there was not much incentive to use best practices or increase engagement so phonics could be taught well in a short amount of time each day. Now, however, time allocation has become the hidden agenda of primary teaching, and in the Australian Curriculum: English, phonics is very much interwoven into the learning objectives in the early years.

There are too many curriculum standards and objectives and they are too rigorous for us to take any more time teaching any one component of the English program than it needs to take. The schools and teachers who help our students, especially our struggling students, meet the broad range of college and career readiness standards in the future will be those who learn how to teach phonics and everything else most efficiently and schedule time most wisely. This changed reality makes educational decisions about time allocation, scheduling and use of efficient means more important than ever before.



# RECOMMENDATIONS FOR EDUCATIONAL LEADERS

*“In order to accomplish everything, the phonics instruction we deliver must be more effective, more engaging and less time consuming.”*



In one way, the challenge of teaching phonics is less than it used to be. The evidence continues to support it as a vital component of primary literacy instruction that must be taught with a purpose. At the same time, the pressure has lessened. Whereas a few years ago, phonics sometimes seemed to be all that was needed to ensure children would learn to read, now it is perhaps the most important of the foundations, but foundations are no longer confused with the building.

In another way, though, the situation with phonics is more challenging than it has been in a long time. Because we have learned that the “building” of reading and writing cannot wait while years are spent teaching foundations, many more decisions must be made about the specific phonics instruction that will be given to students. No longer, as was typical during the US’ Reading First, can phonics take the lion’s share of the English block. The time for phonics instruction has been reduced so reading, writing and meaning vocabulary can also be taught well in F–2. In order to accomplish everything, the phonics instruction we deliver must be more effective, more engaging and less time-consuming.

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## **Prepare Teachers and Schools to Improve the Phonics Instruction Students Receive**

Whether through good, practical professional development or a less expensive alternative like topic-centred study groups, it is important to help teachers and schools become actively involved in learning how to provide best instructional and assessment practices in phonics that are engaging to students, but take only about 20 minutes per day. (If handwriting, spelling and word recognition are integrated with phonics instruction, 30–35 minutes per day is justified, given everything else that must be taught in F–2.) This should leave ample time for F–2 teachers to teach both reading and writing as outlined in the year-specific curriculum standards.

Phonics is certainly an area where diagnosis can be used to target instruction to where and when it is most needed. An online adaptive diagnostic assessment is a good tool to help this happen. Phonics is also an area where blended learning can double the instruction going on at a particular time. The key is that phonics is taught well in a way that maintains student attention and effort, and that is efficient in terms of the time it takes. This will help to make room for innovation and renewed dedication to providing the kind of comprehensive English instruction the curriculums call for and our children deserve.



*“We must work to modify how we teach each component of English in F–5 until all components can be taught well in the time allotted.”*



## **2 Provide Teachers and Schools with Reality Therapy**

The role of phonics in teaching reading has changed since the early 2000s. Although phonics is just as necessary as it was then, it can no longer be considered as sufficient as it was then. This is a message many F–2 teachers and some administrators still need to hear and understand. The status quo always has inertia. Surely, some think, we can continue to teach and assess phonics in the same way we have been doing for years. Most students seem to be learning it. Perhaps so, but it is taking too long, so there is not enough time to teach reading, writing and meaning vocabulary, not to mention maths! We may not be entirely comfortable confronting the frequently heard objection that “I don’t have time to teach ...”, with comprehension, writing, spelling or meaning vocabulary filling in the blank.

However, if we are to put and keep students on the path to meet secondary school and university expectations at each increasing year level, many teachers and schools will need a strong dose of reality therapy. This is especially true in F–2. Instead of guaranteeing students’ success in reading, taking too much time teaching and assessing phonics in F–2 can actually make it less likely students will become good readers and writers in the long run. We must work to modify how we teach each component of English in F–5 until all components can be taught well in the time allotted. This is the new reality.

## **3 Have Teachers and Schools Conduct an Evaluative Inventory of the Texts Available**

What texts do we have in our schools compared with the texts our teachers and students need? Text complexity does not simply refer to that which causes text challenge or difficulty; it also means the specific set of text characteristics needed to accompany and support the instruction given. Students must apply the various abilities they are learning to the reading of texts or they will not truly learn them. This aspect of text complexity refers to what some curriculum and education experts say must be determined by qualitative examination of texts rather than by use of readability formulas.

I recommend that you have those under your leadership conduct a text inventory of the books and reading instructional materials in the school wherever they may be kept and however old they may be. This will apprise everyone of the availability of texts of which some may not be aware. It can also provide a rationale for purchasing new texts where there are gaps. This inventory should also examine the texts included in core and supplemental reading instructional programs.

## Phonics in Australia

In Australia, phonics is a core component of the national English curriculum from Foundation to Year 6 (ACARA, 2014). With examples like whole language and the US' Reading First to learn from, teachers can now look to the best way to implement the curriculum to ensure that students are ready for university and their careers in later life. There are many resources available to Australian teachers to aid them in implementing phonics in their classrooms to meet the national curriculum. Some of these resources can be found in the Reference list on page 15.



## IN SUMMARY

*“This new reality increases both the challenges for teachers and the opportunities for students in F–2.”*



Phonics is truly foundational for reading and spelling, but it is not the building. Reading and writing are the building. We must avoid learning the wrong lessons from past efforts, whether it be the United States' Reading First or the whole language approach used by many international curriculums. Phonics must still be taught systematically, but that is no longer enough. This new reality increases both the challenges for teachers and the opportunities for students in F–2. We know teaching phonics with best practices improves outcomes. For these best practices to work, however, students must be engaged with their own learning. To avoid teaching phonics at the expense of reading and writing, schools and teachers around the world must carefully manage instructional time. These strategies are key to meeting the challenges so our students can take advantage of the opportunities.

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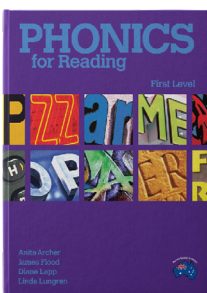
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# Resources from Hawker Brownlow Publishing

## PHONICS for Reading Series

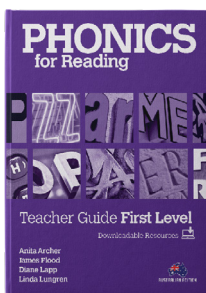
**Phonics for Reading** uses explicit, systematic instruction. Because students, regardless of age or ability, must learn letter-sound relationships, decoding rules and various strategies for pronouncing words, they benefit from systematic, teacher-directed lessons. The structure of each lesson in the three levels of Phonics for Reading is consistent throughout the program, so students are able to focus on the content rather than on the teaching procedures being used. Lessons are carefully scripted for the teacher so that instruction is just as easy to deliver as it is to follow!

### Student



CA126891

### Teacher



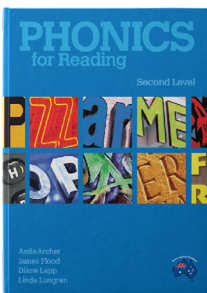
CA126899

### First Level

focuses on:

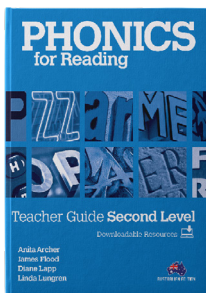
- short vowels
- double consonants
- consonant blends
- consonant digraphs

### Student



CA126901

### Teacher



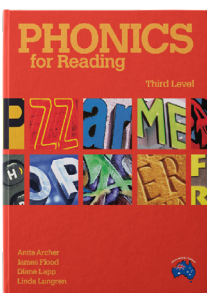
CA126909

### Second Level

progresses with:

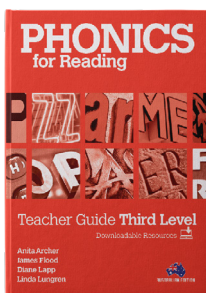
- long vowels
- vowel combinations
- CVCe words
- word endings
- r-controlled vowel sounds

### Student



CA126911

### Teacher



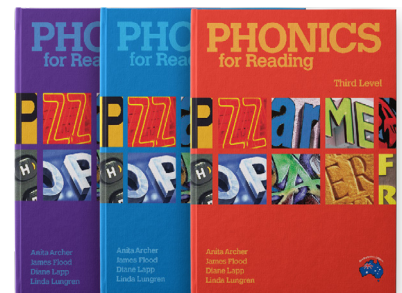
CA126919

### Third Level

expands concepts with:

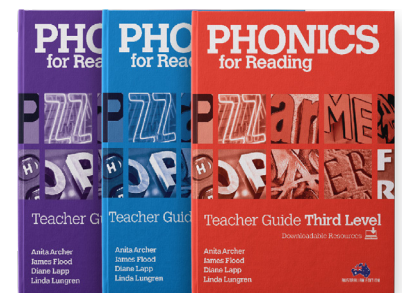
- letter/vowel combinations
- prefixes and suffixes
- minor sounds of c and g
- minor sounds of vowel combinations

### Student Complete Set of 3



CA12600

### Teacher Complete Set of 3



CA12601

### Complete Set of 6



CA12602

