



Principles towards Optimal Reading & Literacy Instruction for At-Risk Readers in Prep to Year 3

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Experienced teachers know LOTS about how best to effectively teach vulnerable children to read. Reading research also provides LOTS of information on what constitutes best-practice instruction. And when you put experienced teachers and findings of reading research together, powerful things happen!

From 2013 to 2017, CQU researchers and Mackay State School teachers worked together on a collaborative research project:

- Asking teachers what they think contributes to best-practice reading instruction,
- Using professional development so teachers explored and reflected on practical outcomes of reading research, and practical models built from reading research, useful for guiding best-practice instruction.
- Teachers working closely with at-risk children in their classes, observing and exploring instruction,
- Together building & refining a set of Principles towards Optimal Reading Instruction for At-Risk

Children in Prep to Year 3, now available for use by all interested parties.

It is exciting to see the ways schools in the project are using these principles as learning tools for guiding the optimising of school reading and literacy instruction.

This session briefly outlines the project, the research-based models which teachers in the project found particularly empowering, the Principles towards Optimal Reading Instruction for At-Risk Children in Prep to Year 3, and schools' ideas and use of the Principles.