

5 Critical Levers for Structured Literacy Success

1

Shared Understandings

Clarity before consistency

- An evidence-based instructional approach
- Explicit, systematic, cumulative, and diagnostic
- Used across all year levels and all tiers
- Applied across the full literacy continuum from phonological awareness and decoding through to comprehension and writing

Not a programme. Not phonics only. Not limited to early years or intervention.



2

Knowledge Developed from Foundational to Expert

Understanding drives quality

- How students learn, retain, and transfer knowledge
- How students learn to read, write, and spell

Teacher knowledge is built over time. It is cumulative, revisited, and refined as evidence evolves.



3

Instructional Practice from Emerging to Mastery

Evidence in action

- A relationships-first approach
- Explicit, well sequenced, and cumulative instruction
- Teaching designed to optimise cognitive load
- Coherence across classroom instruction, small-group support, and intervention

Literacy is deliberately used to build subject knowledge through explicit teaching of vocabulary, language, and text structures.



4

Sustaining Conditions and Coaching

Leadership and systems make practice possible

- Protected time for instruction, intervention, and coaching
- Clear roles and responsibilities
- Coaching embedded to support ongoing practice improvement
- Change sequenced to support sustainability and focus



5

Assessment to Instruction Decision Cycle

Data that drives instruction

- Universal Instruction: Screening for early identification, classroom instructional adjustment, and progress monitoring
- Targeted Instruction: Targeted small-group intervention with progress monitoring
- Tailored Instruction: Intensive 1:1 or 1:2 diagnostic intervention with clear entry, exit, and response criteria, alongside progress monitoring

Assessment informs placement, instruction, intervention, and adjustment across all tiers of instruction.



Strong **Structured Literacy Success** is built when schools ...

align instruction, utilise high quality instruction materials, enable conditions for learning, and act on evidence.