

Please implement the recommendations of the 2005 National Inquiry into the Teaching of Literacy, the 2010 report 'Helping People with Dyslexia': A national action agenda report and the 'Action Now: Classroom-Ready Teachers report'.

My son is in Grade 5 - and still cannot spell 'or, there, with, will' consistently. He has been subjected to a 'whole language' approach method in primary school and Reading Recovery in Grade 1 - this has left him with strategies such as 'guessing the word from the first letter/context/picture', left us thousands of dollars poorer for speech therapy, tutors etc.

If only he had been provided with evidence based education such as the use of synthetic phonics from prep he would have much better basic foundation skills. John Hattie found that whole language based teaching not very effective - but the teachers are still using it.

There are far better proven approaches which include explicit and systematic phonics (ie. synthetic phonics) - that the evidence supports - yet I only know of 2 public schools in my surrounding area that teach this. Reading Recovery - is 80% based on whole language theory and 20% phonics - and is provided to struggling readers and advocated by DEECD - however there are far more effective and evidence based programs that would teach the children how to spell, decode and read - yet the schools have no knowledge of this and the department appallingly does not support better evidence based programs.

As a parent I am as mad as hell - to see this in practise. My son knows one third of his times tables - in class he does not learn this by 'rote' or memory at school - despite evidence supporting the use of 'memory' and repetition for the learning of 'surface skills' - see John Hattie.

The primary schools in my area are too focused on 'inquiry based learning' and development of deeper skills, which is required, however after the development of basic knowledge/content/surface skills ie. how to spell, read and add/multiply.

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