Structured Literacy
Matrix

Learning MATTERS

	Developing	Embedding	Sustaining/Maintaining
Building Knowledge	**Teacher Knowledge** Teachers are delving into the science of reading.	**Teacher Knowledge** Teachers apply their knowledge while also having established procedures for new staff induction.	**Teacher Knowledge** Teachers consistently apply evidence-based instruction for reading and maintain comprehensive staff changeover systems, including a clear induction process.
	Consistency of Practice Educators and leaders aim for a consistent educational pathway within the school team.	**Consistency of Practice** Consistency is emerging in teaching practice as lessons align more closely with prescribed sequences.	**Consistency of Practice** Teaching practice is consistently guided by the school curriculum plan and monitored and driven by a shared awareness of literacy practices across year levels.
	Resources Building a bank of decodable texts. Teachers are developing an understanding as to how best to use various existing resources.	**Resources** Well-resourced with decodable texts and other appropriate resources. Teachers are secure in their knowledge of and use of various resources including decodables, authentic and levelled texts.	**Resources** All teachers use a range of resources incorporating elements of Structured Literacy. Resources are intentionally selected and differentiated to meet the needs of all students.
Improving Teaching Practice	**Assessment** Teachers and support staff are learning to conduct various assessments.	**Assessment** Teachers and support staff can confidently administer assessments, while new staff receive a supportive induction process to learn assessment tools and data entry.	**Assessment** Teachers respond to students' literacy needs through improved knowledge and assessments, aligning assessment practices across Tiers 1, 2, and 3, with new staff supported through a clear induction process.
	Intervention Assessment Practices Tier 2 and 3 students are identified through assessments for consistent school-wide support, while learning support systems are realigned across Tiers 1, 2, and 3.	**Intervention Assessment Practices** Learning support systems align, coordinating with Tiers 1, 2, and 3, while planning for sustainability to meet identified needs.	**Intervention Assessment Practices** Curriculum Implementation plans align with learning support expectations, and students on learning support are monitored termly.
	Teaching Teachers and support staff are learning Structured Literacy through consultant-led lessons, frequent teaching sessions, and periodic literacy block reviews. Teachers improve through regular practice, engaging in Structured Literacy inquiry, and participating in coaching sessions.	**Teaching** Teachers and support staff successfully implement Structured Literacy lessons, including explicit instruction, systematic progression, and mastery of the lesson sequence for both spelling and reading. Consistent practice is developing within teams.	**Teaching** Consistent practice is seen school-wide with regular teaching, coaching conversations, evidence-based intervention, alignment across Tiers 1-3, and the use of explicit, multisensory intervention tailored to diagnostic needs. New staff receive support through a clear induction process.
Establishing Leadership and Consistency	**Leadership** Leaders use a roadmap and matrix for ongoing knowledge and practice development.	**Leadership** Leaders ensure practice consistency across teams and the school using a roadmap and matrix.	**Whole School** Leaders use a roadmap and matrix for sustained practice consistency.