What is explicit instruction?

Explicit instruction involves teachers introducing complex skills in small steps, with clear explanations and demonstrations of what students are expected to learn. Students then practise what they learned and receive feedback from their teacher until the skill is mastered.

What is the evidence supporting explicit instruction?

Cognitive science research shows that most students need formal instruction to learn what's called 'biologically secondary knowledge', such as reading, writing and maths. Because students can only process a limited amount of new information at once, cognitive overload can occur when they try to process too many new concepts without prior instruction or scaffolding.

Explicit instruction breaks new information into manageable parts. Effective teachers design lessons that begin with teacher-guided instruction and gradually shift responsibility to students through modelling and guided practice. This approach ensures that students achieve independent practice only after foundational knowledge is firmly established.

Knowledge is like mental Velcro – new knowledge 'sticks' to prior knowledge, building understanding from one year level to the next.

How do we teach reading and writing?

Our vision for reading instruction involves:

- **phonemic awareness** – understanding that speech is made up of words and sounds
- **phonics** – knowledge of the letter–sound relationships and the ability to use these relationships to decode words
- **fluency** – ability to read accurately and quickly to derive meaning from text
- **vocabulary** – understanding word meanings in isolation and in context
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