



I Decodable Texts

Strong literacy skills are the foundation for success as lifelong learners

To support improved reading outcomes for all students and ensure access to consistent and equitable resources across the state, the department has purchased decodable readers for all NSW public schools with primary student enrolments.

What are decodable texts?

Decodable texts are specifically written for beginning readers as they are developing their blending and segmenting skills and their knowledge of the alphabetic code. The primary purpose of decodable texts is to provide students with the opportunity to practise what has been taught during explicit, systematic phonics instruction. Decodable texts support students as they practise blending the letter-sounds they have been taught through words, in continuous meaningful text.

In the context of effective reading instruction in the early years, decodable readers play an important role in supporting students to learn the alphabetic code.

What do you look for when choosing decodable texts?

- The sequence of phonemes/graphemes is clearly shown
- The text is well spaced, adequately sized, and printed clearly across the page
- Punctuation is included
- The target phoneme/grapheme is included many times in a multitude of different words
- High frequency sight words are included
- Text is continuous

What support is available for schools?

In the context of effective reading instruction in the early years, decodable readers play an important role in supporting students to learn the alphabetic code. For high-quality resources to support explicit instruction for all components of reading, visit the Learning Resource Hub.

The [Literacy and numeracy website](#) provides professional learning opportunities and resources for the practical application of evidence-based teaching of reading.

For more information contact: literacy.numeracy@det.nsw.edu.au



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Literacy and numeracy website



Learning Resource Hub