## MultiLit Research Unit (MRU)



#### Other Public Output: 2000-Present

Bell, N., Buckingham, J., Wheldall, K., Wheldall, R., & Notley, A. (2021, December 20). When should reading instruction begin? *Five from Five*. Read here

Wheldall, K. (2021, December). A worm in your ear. Nomanis, (12). Read here

Wheldall, K., & Wheldall, R. (2021, December). More WARs: The development of the WARL and the WARN. *Nomanis*, (12). Read here

Buckingham, J. (2021, December). 'Clarity' leaves school leaders in the dark on the science of reading. *Nomanis*, (12). Read here

Bell, N. (2021, December). Threading together the sciences of reading. Nomanis, (12). Read here

Buckingham, J. (2021, December). On porcupines and predictable text: What are predictable texts and why are they a problem? *Nomanis*, (12). Read here

MultiLit Research Unit. (2021, November). MiniLit Sage: Extended research summary. Read here

Buckingham, J. (2021, August 31). 'Clarity' leaves schools leaders in the dark on the science of reading. *Five from Five*. Read here

Notley, A. (2021, August). Two sides of a single coin – speech-to-print, print-to-speech – let's not devalue the currency. *LDA Bulletin*, 53(2), 6-9.

Bell, N. (2021, July 28). Threading together the sciences of reading. Five from Five. Read here

Buckingham, J. (2021, June 21). On porcupines and predictable text: What are predictable texts and why are they a problem? Five from Five. Read here

Pogorzelski, S., Main, S., & Hunter, J. (2021, June 21). Decodable or predictable: Why reading curriculum developers must seize one. *Australia Association for Research in Australia (AARE)*. Read here

Bell, N. (2021, June). Book review: The power of explicit teaching and direct instruction. Nomanis, (11). Read here

Wheldall, R. (2021, June). My husband is a guinea pig. Nomanis, (11). Read here

Notley, A. (2021, June). Two sides of a single coin – speech-to-print, print-to-speech – let's not devalue the currency. *Nomanis*, (11). Read here

Wheldall, K., & Wheldall, R. (2021, June). Mentioning the WARs: Let's do the timed WARP again. *Nomanis*, (11). Read here

Buckingham, J. (2021, June). Does the Year 1 Phonics Check lead to improved reading outcomes? *Nomanis*, (11). Read here

Buckingham, J. (2021, May 4). Open letter to ACARA about the revised Australian Curriculum: English. *Five from Five*. Read here

### MultiLit Research Unit (MRU)



Buckingham, J. (2021, May 1). Curriculum takes backward step on the path to literacy. Five from Five. Read here

Buckingham, J. (2021, April 19). Education needs to be informed by evidence. Five from Five. Read here

Buckingham, J. (2021, April 16). Education needs to be evidence informed. Australian Financial Review. Read here

Wheldall, K., & Wheldall, R. (2020, December). More WARs: The development of the WARL and WARN. LDA Bulletin, 52(3), 29-30.

Buckingham, J. (2020, December). Five from Five makes progress in policy. MultiLit Moments, 1.

Bell, N. (2020, December). Recent advances in reading instruction. MultiLit Moments, 3.

Buckingham, J. (2020, December 14). Opinion: Does the Year 1 phonics check lead to improved reading outcomes? *The Educator*. Read here

Wheldall, K. (2020, December). Editorial: Out of sight but not out of mind. Nomanis, 10, 4-5.

Bell, N. (2020, December). Screen vs. paper: The effects of text medium on reading comprehension. *Nomanis*, 10, 32-33.

Buckingham, J. (2020, November 23). Schools' uptake of the Year 1 Phonics Check a win for evidence-based instruction. Education HQ. Read here

Notley, A. (2020, November 3). Print-to-speech vs. Speech-to-print: What these terms mean and why we need both when teaching reading. Five From Five. Read here

Buckingham, J. (2020, September 14). New NAPLAN is not just a name change. Australian Financial Review. Read here

Wheldall, K., & Buckingham, J. (2020, September). Is systematic synthetic phonics effective? *Nomanis Notes, 14*. Read here

Wheldall, K., Wheldall, R., & Stephenson, J. (2020, September). What is effective praise? *Nomanis Notes, 13*. Read here

Bell, N. (2020, September). What is reciprocal teaching? Nomanis Notes, 12. Read here

Bell, N. (2020, August). More success from the MultiLit Literacy Centre. MultiLit Moments, 1-3. Read here

Five From Five, AUSPELD, & Learning Difficulties Australia. (2020, August). *Primary Reading Pledge: A plan to have all students reading by the end of primary school.* MultiLit Pty Ltd. <u>Read here</u>

Buckingham, J. (2020, August 4). Everything you ever wanted to know about the Year 1 Phonics Check. Five From Five. Read here

Wheldall, K., & Wheldall, R. Mentioning the WARs: Let's do the timed WARP again. LDA Bulletin, 52(1), 17-19.

Buckingham, J. (2020). Evidence strongly favours systematic synthetic phonics instruction. LDA Bulletin, 52(1), 30-34.

## MultiLit Research Unit (MRU)



Buckingham, J., & Wheldall, K. (2020, June). Why all states and territories should follow South Australia's lead and introduce the Year 1 Phonics Check. *Nomanis*, 9, 18-20. <u>Read here</u>

Buckingham, J. (2020, June). Noble intent but misguided ideals: Reading and literacy in the NSW curriculum review. *Nomanis*, 9, 21-24. Read here

Buckingham, J. (2020, May 23). Children lost between the lines long before high school. *The Australian, 15.* [Available on FiveFromFive blog: Read here

Buckingham, J. (2020, April 30). A failed attempt to discredit direct instruction. Read here

Five From Five. (2020, March 24). Parent webinar: Evidence-based ways to help children with reading [Video]. YouTube. https://www.youtube.com/watch?v=qO84dU- DGE

Bell, N. (2020, March). Results revealed for InitiaLit-2. MultiLit Moments, 1-3.

Buckingham, J. (2020). The mission to improve reading instruction – How can we achieve success? *LDA Bulletin*, 51(2-3), 8-9.

Buckingham, J., & Wheldall, K. (2020). Why all states and territories should follow South Australia's lead and introduce the Year 1 Phonics Check: An update. *LDA Bulletin*, 51(2-3), 14-16.

Buckingham, J. (2020, January 31). The grass is not greener on Jeffrey Bowers' side of the fence: Systematic phonics belongs in evidence-based reading programs. Five From Five. Read here

Bell, N. (2019, December). researchED around the world. MultiLit Moments, 3.

Buckingham, J. (2019, December). Independent MiniLit evaluation demonstrates success in building foundational reading skills. *MultiLit Moments*, 3.

Buckingham, J. (2019, December 3). Evidence key if we're to turn education fortunes around. The Australian. Read here

Buckingham, J. (2019). Five from Five, Reading and writing difficulties: Hot tips for parents and professionals. Learning Difficulties Coalition.

Madelaine, A., & Wheldall, K. (2019, November). What is curriculum-based measurement of reading? Nomanis 10 Read here

Wheldall, R. (2019). Get the job done early. Nomanis, 8, 4.

Bell, N. (2019). In other words. *Nomanis*, 8, 10-11.

Buckingham, J. (2019). Graduate teachers are short-changed on evidence-based reading instruction. *Nomanis*, 8, 12-13.

MultiLit Research Unit. (2019). The purpose of assessment in schools. Nomanis, 8, 34-38.

Buckingham, J. (2019, September 24). NAPLAN tests must be fit-for-purpose. Five from Five .Read here

Bell, N. (2019, September 20). Literacy development in children with cochlear implants. *Our Voices* (First Voice newsletter), 2.

# MultiLit Research Unit (MRU)



Buckingham, J. (2019, September 15). Low literacy rates weigh heavily on the economically disadvantaged. *Australian Financial Review.* Read here

Buckingham, J. (2019, September 1). NAPLAN 2019: Reasons to be cheerful. Five from Five. Read here

Bell, N., & Wheldall, K. (2019, August). Research briefing: MacqLit in schools. MultiLit Moments, 2. Buckingham, J. (2019,

July 13). Literacy crisis: Case of the missing 'five big ideas'. The Australian, 16.

Buckingham, J. (2019, June 26). FIVE from FIVE campaign: Summary of AASE talk. Australian Association of Special Education (AASE) NSW Chapter Newsletter. AASE.

Wheldall, K. (2019, June 23). 'When two tribes go to war': The reading debate explained. Sydney Morning Herald. Read here

Wheldall, K. (2019). Editorial: When two tribes go to war... Nomanis, 7, 4-5.

Buckingham, J., & Castles, A. (2019). Learning to read and explicit instruction. Nomanis, 7, 18-20.

Pogorzelski, S., & Wheldall, R. (2019). Explainer: What's the difference between decodable and predictable books, and when should they be used? *Nomanis*, 7, 24-25.

Wheldall, K. (2019). Starting off on the right foot for reading. Nomanis, 7, 30-33.

Bell, N. (2019). Book review: Reading for life. Nomanis, 7, 36.

Madelaine, A. (2019). Book review: The truth about teaching: An evidence-informed guide for new teachers. *Nomanis*, 7, 37-38.

Buckingham, J., & Wheldall, K. (2019, May). Why all states and territories should follow South Australia's lead and introduce the Year 1 Phonics Check. *Learning Difference Convention Handbook*.

Buckingham, J. (2019, May 15). Strong case for phonics check for Year 1 students. The Daily Telegraph.

Buckingham, J., & Castles, A. (2019, May 6). Learning to read and explicit instruction. *ACER Teacher Magazine*. Read here

Wheldall, K. (2018). Editorial: What's the rush? Nomanis, 6, 4-5.

Wheldall, K., & Carter, M. (2018). Nomanis Notes: Is the concept of learning styles useful? Nomanis, 6, 31.

Bell, N. (2018). Finding meaning in a word. Nomanis, 6, 23-24.

Pogorzelski, S., & Wheldall, R. (2018, November). Explainer: what's the difference between decodable and predictable books, and when should they be used? *The Conversation* Read here

Wheldall, K. (2018). Herding cats - Reflections on conducting randomised control trials in schools. Nomanis, 5, 4-5.

Buckingham, J., & Wheldall, K. (2018). South Australia's trial of England's year one phonics check: Why we need it. *Nomanis*, 5, 8-9.

Wheldall, R. (2018). Achieving whole-school support for students with learning difficulties: 10 things to consider. *Nomanis*, 5, 14-16.

#### MultiLit Research Unit (MRU)



Snow, P., Castles, A., Wheldall, K., & Coltheart, M. (2017). Why Australia should trial the new phonics screening check. *Learning Difficulties Australia Bulletin*, 49(1), 4-5.

Snow, P., Castles, A., Wheldall, K., & Coltheart, M. (2017). Why Australia should trial the new phonics screening check. *Nomanis*, 3, 20-21.

Wheldall, K. (2017). Is changing your mind like changing your underwear? Nomanis, 3, 4-5.

Wheldall, K. (2017). Q & A with Max Coltheart. Nomanis, 3, 15-16.

Madelaine, A. (2017). How well-prepared are pre-service teachers to teach early reading? Nomanis, 3, 17. Wheldall, K.

(2017, October). Crap detecting for beginners. MultiLit Moments, 3.

Wheldall, K., de Lemos, M., & Wright, C. (2017). What's age got to do with reading? *Learning Difficulties Australia Bulletin*, 49(2), 19-22.

Wheldall, K., de Lemos, M., & Wright, C. (2017). What's age got to do with reading? Nomanis, 4, 8-12.

Wheldall, K., Snow, P., & Graham, L. (2017). Explainer: What does the term 'synthetic phonics' really mean? *Learning Difficulties Australia Bulletin*, 49(1), 6-7.

Wheldall, K. (2017, April). Weighing the pig: An update on the WARP and WARL progress monitoring. *MultiLit Moments*, 4. Read here

Wheldall, K., Snow, P., & Graham, L. (2017b). Explainer: Phonics is not a method of reading; it is a method of learning how to read. *Nomanis*, 4, 18-19.

Wheldall, K. (2017). Q & A with Linda Siegel. Nomanis, 4, 24-25.

Wheldall, K., Stephenson, J., & Carter, M. (2017, October). What is direct instruction? Nomanis Notes, (2).

Wheldall, K., Stephenson, J., & Carter, M. (2017, October). Is it a scam? Nomanis Notes, (1).

Wheldall, K., & Wheldall, R. (2017). Achieving educational excellence in Australian schools. Nomanis, 4, 4-5.

Wheldall, R. (2017). Achieving whole school support for students with learning difficulties – Ten things to consider. *Bulletin of Learning Difficulties Australia*, 49(3), 11-14.

Wheldall, R. (2017, December). Prevention is better than cure: Introducing InitiaLit-Foundation. MultiLit Moments, 3.

Snow, P., Castles, A., Wheldall, K., & Coltheart, M. (2016). Why Australia should trial the new phonics screening check. *The Conversation*. Read here

Wheldall, K. (2016, Autumn). Minister, reading recovery needs more than Reading Recovery. *Learning Difficulties Australia Bulletin*, 48(1), 16-17. Read here

Wheldall, K. (2016, March). Minister, reading recovery needs more than Reading Recovery. MultiLit Moments, 1-2.

Wheldall, K., & Marinus, E. (2016, Spring). Do dyslexics need Dyslexie? *Learning Difficulties Australia Bulletin, 48*(3), 22-23. Read here

## MultiLit Research Unit (MRU)



Wheldall, K., & Marinus, E. (2016, Spring). Do dyslexics need Dyslexie? Nomanis, 1, 21-22.

Wheldall, K. (2016, August). Editorial: Welcome to Nomanis. Nomanis, 1(1), 4. Read here

Wheldall, K. (2016, August). Book review: 'The course of love' by Alain de Botton. Nomanis, 1(1), 23. Read here

Wheldall, K., & Wheldall, R. (2016, November). Why we developed InitiaLit. MultiLit Moments, 2. Read here

Wheldall, R. (2016, November). Armidale Diocese receives educational award. MultiLit Moments, 3. Read here

Watkins, R., & Wheldall, K. (2016, November). How to make sure that MultiLit does not work. *MultiLit Moments*, 4. Read here

Wheldall, K. (2016, July). RIP Neale Analysis of Reading Ability. MultiLit Moments, 2. Read here

Wheldall, R., & Wheldall, K. (2016, July). Research briefing: Is PreLit effective for Kindy kids. *MultiLit Moments*, 3. Read here

Wheldall, K., & Wheldall, R. (2016, July). How do we reach the hard to teach. MultiLit Moments, 2. Read here

Wheldall, R. (2016, July). Who did he get? MultiLit Moments, 3. Read here.

Wheldall, R. (2016, July). Advance Australia fair. MultiLit Moments, 4. Read here

Castles, A., Wheldall, K., & Nayton, M. (2016, March 20). Should we do away with 'dyslexia'? The Conversation. Read here

Marinus, E., & Wheldall, K. (2016, June 22). Spacing of letters, not shape of letters, slightly increases reading speed of those with dyslexia. *The Conversation*. Read here

Wheldall, K. (2016, November 7). How to teach literacy so no child is left behind. The Conversation. Read here

Wheldall, K., Wheldall, R., & Kohnen, S. (2015). Editorial. In Wheldall, K., Wheldall, R., & Kohnen, S. (Eds.) (2015). Spelling. Special Issue of Australian Journal of Learning Difficulties, 20 (1).

Wheldall, K. (2015, April). Another brick in the WARL. MultiLit Moments, 2.

Wheldall, K. (2015). Vital signs. Bulletin of Learning Difficulties Australia, 47 (1), 12-13.

Wheldall, K., Castles, A., & Nayton, M. (2014). Should we dispense with the D word? *Bulletin of Learning Difficulties Australia*, 46 (1&2), 7-9.

Wheldall, K. (2014). Preparing pre-school children for learning to read. *Bulletin of Learning Difficulties Australia*, 46 (3), 21.

Stephenson, J., Carter, M., & Wheldall, K. (2014). MUSEC Briefing No. 40. Is it a scam? Macquarie University Special Education Centre.

Wheldall, K. (2014, May). Vital signs in reading. MultiLit Moments, 1, 3.

Wheldall, K., Stephenson, J., & Carter, M. (2014). MUSEC Briefing No. 39. What is direct instruction? Macquarie University Special Education Centre.

#### MultiLit Research Unit (MRU)



Wheldall, R., & Wheldall, K. (2014, December). 'To e or not to e': Improving spelling instruction. MultiLit Moments, 1-2.

Wheldall, K. (2014, August). On Marx, parking fines and Positive Teaching. MultiLit Moments, 1-2.

Wheldall, R. (2014, May). Lessons from the nursery... MultiLit Moments, 4.

Wheldall, K. (2013). Neuromyths: 'A little learning is a dangerous thing'. Learning Difficulties Australia Bulletin, 45(1), 4-5.

Wheldall, K. (2013). What's wrong with what works? Learning Difficulties Australia Bulletin, 45(1), 24-25.

Wheldall, K. (2013). Small bangs for big bucks: The long-term efficacy of Reading Recovery. *Learning Difficulties Australia Bulletin*, 45(2), 19-20.

Wheldall, K. (2013, September). The three-tier model will turn children into proficient readers. MultiLit Moments, 2.

Wheldall, R. (2013, September). The need for NAPLAN. MultiLit Moments, 3.

Wheldall, K. (2013). PIRLS before swine: Or why Australia sucks at reading. *Learning Difficulties Australia Bulletin*, 45(2), 12-13.

Wheldall, K. (2013, April). PIRLS before swine: Or why Australia sucks at reading. MultiLit Moments, 3.

Wheldall, K. (2013). Ensuring that (almost) all children learn to read. Professional Educator, 7-11.

Wheldall, K., (2012). MUSEC Briefing No. 33. Behavioural Optometry. Macquarie University Special Education Centre.

Wheldall, R. (2012, December). Tiger by the tail. MultiLit Moments, 2.

Wheldall, K. (2012, June). As easy as IKEA. MultiLit Moments, 3.

Wheldall, K. (2012). As easy as IKEA. Learning Difficulties Australia Bulletin, 44(3&4), 28.

Wheldall, K. (2012, October). Preparing pre-school children for learning to read. MultiLit Moments, 3.

Wheldall, K. (2012). Latest NAPLAN results: No change. Learning Difficulties Australia Bulletin, 44 (3&4), 28.

Buckingham, J., Wheldall, K., & Wheldall, R. (2012). An evaluation of a tier two small group 'MiniLit' intervention for young struggling readers: A randomised control trial. *Learning Difficulties Australia Bulletin, 44* (3&4), 26-27.

Wheldall, K. (2012, December). Neuromyths: 'A little learning is a dangerous thing'. MultiLit Moments, 3.

Wheldall, K. (2012, December). 'Tis the season ... for school reports. MultiLit Moments, 4.

Wheldall, K. (2012, December 22). The three tier model will turn children into proficient readers. The Australian.

Wheldall, K. (2011). Ensuring that all children learn to read. Learning Difficulties Australia Bulletin, 43(1), 5-8.

Wheldall, K., (2011). MUSEC Briefing No. 30. Learning styles. Macquarie University Special Education Centre.

Wheldall, K., Beaman, R., & Stephenson, J. (2010). MUSEC Briefing No. 24. Specific and contingent teacher praise. Macquarie University Special Education Centre.

### MultiLit Research Unit (MRU)



Wheldall, K., Beaman, R., & Stephenson, J. (2010, December). MUSEC Briefing No. 24. Specific and contingent teacher praise. MultiLit Moments, 2.

Wheldall, K., (2010). MUSEC Briefing No. 25. Strategic use of classroom seating. Macquarie University Special Education Centre.

Wheldall, K., Beaman, R., & Madelaine, A. (2010, March). Choosing effective programs for low-progress readers. *MultiLit Moments*, 2.

Wheldall, K., & Madelaine, A. (2009). Editorial: Assessment for effective literacy instruction with low-progress students. *Australian Journal of Learning Difficulties*, 14, 1-2.

Madelaine, A. & Wheldall, K. (2009). MUSEC Briefing No. 17. Response to intervention. Macquarie University Special Education Centre.

Madelaine, A. & Wheldall, K. (2009). MUSEC Briefing No. 17. Response to intervention. *Learning Difficulties Australia Bulletin*, 41(1), 9.

Wheldall, K., Stephenson, J., & Carter, M. (2009). MUSEC Briefing No. 18. Explicit instruction for students with special learning needs. Macquarie University Special Education Centre.

Wheldall, K., Stephenson, J., & Carter, M. (2009). MUSEC Briefing No. 18. Explicit instruction for students with special learning needs. *Learning Difficulties Australia Bulletin*, 41(3&4), 6.

Wheldall, K., Beaman, R., & Madelaine, A. (2009). MUSEC Briefing No. 21. Choosing effective programs for lowprogress readers. Macquarie University Special Education Centre.

Wheldall, K. (2009, March). A matter of balance. MULTILIT Moments, 1.

Wheldall, K. (2009). A matter of balance. Learning Difficulties Australia Bulletin, 41(1), 16.

Wheldall, K. (2009, September). Magic glasses. MULTILIT Moments, 2.

Wheldall, K. (2009). Magic glasses. Learning Difficulties Australia Bulletin, 42(1), 19.

Wheldall, K. (2009. September). What is response to intervention? MULTILIT Moments, 3.

Wheldall, K. (2009). A non-categorical approach to teaching low-progress readers. *Learning Difficulties Australia Bulletin*, 41(3&4), 13-15.

Wheldall, K., & Carter, M. (2008). Editorial: A scientific approach to special education. *Australasian Journal of Special Education*, 32, 1-4.

Wheldall, K. (2007). Turning a blind eye to Nelson. Learning Difficulties Australia Bulletin, 39(1), 1-2.

Wheldall, K. (2007). Efficacy of educational programs and interventions. Learning Difficulties Australia Bulletin, 39(1), 3-4

Wheldall, K. (2007). Typecast. Learning Difficulties Australia Bulletin, 39(2&3), 1-2.

Wheldall, K. (2007). What's wrong with me? Learning Difficulties Australia Bulletin, 39(2&3), 12-13.

#### MultiLit Research Unit (MRU)



Wheldall, K., & Reynolds, M. (2007). MUSEC Briefing No. 3: Reading Recovery for young struggling readers. *Special Education Perspectives*, 16(1), 18.

Wheldall, K. (2007). Who's for coffee? Learning Difficulties Australia Bulletin, 39(4), 14.

Wheldall, K. (2007). President's report to LDA AGM. Learning Difficulties Australia Bulletin, 39(4), 17.

Wheldall. K. (2006). Kevin Wheldall: Positive uses of behaviourism. In D. McInerney and V. McInerney (Eds.), *Educational psychology: Constructing learning* (4th edition). Pearson – Prentice Hall.

Stephenson, J. & Wheldall, K. (2006). MUSEC Briefing No. 5. Braingym. *Bulletin of Learning Difficulties Australia, 38*(1), 17

Stephenson, J. & Wheldall, K. (2006). MUSEC Briefing No. 6. Knowing what works. *Bulletin of Learning Difficulties Australia*, 38(1), 17.

Wheldall. K. (2006). Phonics for freedom. Bulletin of Learning Difficulties Australia, 38(2), 9.

Wheldall. K. (2006). Phonics for freedom. Speld News, 38(2), 6-7.

Wheldall. K. (2006). Between the lines. Sydney's Child, 17(8), 54-55.

Wheldall. K. (2006). Between the lines. Melbourne's Child, 13(11), 26-27.

Wheldall. K. (2006). Words in my ear. Bulletin of Learning Difficulties Australia, 38(1), 8.

Wheldall. K. (2006, April 10). Opponents have got it wrong on phonics. Sydney Morning Herald, 9.

Wheldall. K. (2006). The state of contemporary educational research. *Bulletin of Learning Difficulties Australia*, 38(2), 5-6.

Wheldall, K. (2007). Editorial. Australian Journal of Learning Disabilities, 11(4), 155.

Wheldall, K., de Lemos, M., Coltheart, M. (2005). The origins of the Nelson Report and its main findings. *Australian Journal of Learning Disabilities*, 11(3&4), 2-4.

Wheldall, K. (2005). Is phonics fascist? Directions in Education, 14(1), 2.

Wheldall, K. (2005). Is phonics fascist? Bulletin of Learning Difficulties Australia, 37(1), 7.

Wheldall, K. (2005). What teachers read. Bulletin of Learning Difficulties Australia, 37(1), 7.

Wheldall, K. (2004). Phonics not an 'F' word. Directions in Education, 13(4), 3.

Wheldall, K. (2004). From a foreign country: Reflections on the psychology of education. *Psychology of Education Review*, 28(2), 14-15.

Wheldall, K., & Siegel, L. (2004). Reading science comes of age. Educational Psychology, 24, 723-725.

Wheldall, K & Coltheart, M. (2004, June). Don't mention the reading wars. Macquarie News, 15.

Wheldall, K & Coltheart, M. (2004, August). Reading wars? The Teacher, 22.

Wheldall, K. (2004). Reading Recovery and reading science. Bulletin of Learning Difficulties Australia, 36(4), 4-5.

# MultiLit Research Unit (MRU)



Wheldall, K. (2003). Making up lost time in literacy. Education Horizons, 7(4), 14-15.

Wheldall, K., & Beaman, R. (2003, April). MULTILIT for boys: Meeting the needs of older low-progress readers. *Educare News*, 135, 6-12.

Wheldall, K. (2003, April). Defining disability by magic numbers. Macquarie University News, 13.

Wheldall, K. (2003, Term 2). Effective support for older low-progress readers: the role of MULTILIT. *NSW Education Magazine*, 5-6.

Wheldall, K. & Beaman, R. (2002). MULTILIT for boys: Meeting the needs of older low-progress readers. Boys in Schools Bulletin, 5(3),14-17.

Wheldall, K. (2001, April/May). The more things change. Education Review, 17.