

### Other Public Output: 2000-2020

Bell, N. (2020, September). What is reciprocal teaching? *Nomanis Notes*, 12. [https://57ebb165-ef00-4738-9d6e-3933f283bdb1.filesusr.com/ugd/81f204\\_f0add441f010444bfb6228e55b16d96c6.pdf](https://57ebb165-ef00-4738-9d6e-3933f283bdb1.filesusr.com/ugd/81f204_f0add441f010444bfb6228e55b16d96c6.pdf)

Bell, N. (2020, August). More success from the MultiLit Literacy Centre. *MultiLit Moments*, 1-3. [https://multilit.com/wp-content/uploads/MM\\_AUG20\\_FA-WEB.pdf](https://multilit.com/wp-content/uploads/MM_AUG20_FA-WEB.pdf)

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. [https://fivefromfive.com.au/wp-content/uploads/2020/08/PRIMARY-READING-PLEDGE\\_August2020Final.pdf](https://fivefromfive.com.au/wp-content/uploads/2020/08/PRIMARY-READING-PLEDGE_August2020Final.pdf)

Buckingham, J. (2020, August 4). *Everything you ever wanted to know about the Year 1 Phonics Check*. Five From Five. <https://fivefromfive.com.au/uncategorized/everything-you-ever-wanted-to-know-about-the-year-1-phonics-check>

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.

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. [https://57ebb165-ef00-4738-9d6e-3933f283bdb1.filesusr.com/ugd/81f204\\_d38d4c933fe74a5bae6999d1c127f7f2.pdf](https://57ebb165-ef00-4738-9d6e-3933f283bdb1.filesusr.com/ugd/81f204_d38d4c933fe74a5bae6999d1c127f7f2.pdf)

Buckingham, J. (2020, June). Noble intent but misguided ideals: Reading and literacy in the NSW curriculum review. *Nomanis*, 9, 21-24. [https://57ebb165-ef00-4738-9d6e-3933f283bdb1.filesusr.com/ugd/81f204\\_86c7b1f2c432489a97afa48977cd2565.pdf](https://57ebb165-ef00-4738-9d6e-3933f283bdb1.filesusr.com/ugd/81f204_86c7b1f2c432489a97afa48977cd2565.pdf)

Buckingham, J. (2020, May 23). Children lost between the lines long before high school. *The Australian*, 15. [Available on FiveFromFive blog: <https://fivefromfive.com.au/blog/children-lost-between-the-lines-long-before-high-school>]

Buckingham, J. (2020, April 30). *A failed attempt to discredit direct instruction*. Five from Five. <https://fivefromfive.com.au/blog/a-failed-attempt-to-discredit-direct-instruction>

Five From Five. (2020, March 24). *Parent webinar: Evidence-based ways to help children with reading* [Video]. YouTube. [https://www.youtube.com/watch?time\\_continue=11&v=5kzaj-K4F2s&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=11&v=5kzaj-K4F2s&feature=emb_logo)

Bell, N. (2020, March). Results revealed for InitialLit-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. <https://fivefromfive.com.au/blog/the-grass-is-not-greener-on-jeffrey-bowers-side-of-the-fence-systematic-phonics-belongs-in-evidence-based-reading-programs>

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*. <https://www.theaustralian.com.au/commentary/evidence-key-if-were-to-turn-education-fortunes-around/news-story/d314f7dfd631524f1b716a3c49bf084e>

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 Notes* (10). [https://57ebb165-ef00-4738-9d6e-3933f283bdb1.filesusr.com/ugd/81f204\\_9aa4019d24664561a6a63ef4c0858f9b.pdf](https://57ebb165-ef00-4738-9d6e-3933f283bdb1.filesusr.com/ugd/81f204_9aa4019d24664561a6a63ef4c0858f9b.pdf)

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*. <https://www.fivefromfive.org.au/blog/naplan-tests-must-be-fit-for-purpose>

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

Buckingham, J. (2019, September 15). Low literacy rates weigh heavily on the economically disadvantaged. *Australian Financial Review*. <https://www.afr.com/policy/health-and-education/low-literacy-rates-weigh-heavily-on-the-economically-disadvantaged-20190914-p52rbb>

Buckingham, J. (2019, September 1). NAPLAN 2019: Reasons to be cheerful. *Five from Five*. <https://www.fivefromfive.org.au/blog/naplan-2019-reasons-to-be-cheerful>

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*. <https://www.smh.com.au/education/when-two-tribes-go-to-war-the-reading-debate-explained-20190619-p51z6d.html>

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*. <https://www.dailytelegraph.com.au/news/opinion/jennifer-buckingham-strong-case-for-phonics-check-for-year-1-students/news-story/9d756a5833825c434573b0399e46e97c>

Buckingham, J., & Castles, A. (2019, May 6). Learning to read and explicit instruction. *ACER Teacher Magazine*. <https://www.teachermagazine.com.au/articles/learning-to-read-and-explicit-teaching>

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*. <https://theconversation.com/explainer-whats-the-difference-between-decodable-and-predictable-books-and-when-should-they-be-used-106531>

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.

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. [http://www.multilit.com/wp-content/uploads/MM\\_APR17\\_WEB.pdf](http://www.multilit.com/wp-content/uploads/MM_APR17_WEB.pdf)
- 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 InitialLit-Foundation. *MultiLit Moments*, 3.
- Snow, P., Castles, A., Wheldall, K., & Coltheart, M. (2016). Why Australia should trial the new phonics screening check. *The Conversation*. <https://theconversation.com/why-australia-should-trial-the-new-phonics-screening-check-69717>
- Wheldall, K. (2016, Autumn). Minister, reading recovery needs more than Reading Recovery. *Learning Difficulties Australia Bulletin*, 48(1), 16-17. <https://www.ldaustralia.org/lda-publications.html>
- 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. <https://www.ldaustralia.org/lda-publications.html>

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. <https://www.nomanis.com.au/single-post/2016/10/31/Nomanis-Welcome-to-our-first-edition>

Wheldall, K. (2016, August). Book review: 'The course of love' by Alain de Botton. *Nomanis*, 1(1), 23. <https://www.nomanis.com.au/single-post/2016/10/31/Nomanis-Welcome-to-our-first-edition>

Wheldall, K., & Wheldall, R. (2016, November). Why we developed InitialLit. *MultiLit Moments*, 2. [http://www.multilit.com/wp-content/uploads/MultiLit\\_Moments\\_Nov\\_2016.pdf](http://www.multilit.com/wp-content/uploads/MultiLit_Moments_Nov_2016.pdf)

Wheldall, R. (2016, November). Armidale Diocese receives educational award. *MultiLit Moments*, 3. [http://www.multilit.com/wp-content/uploads/MultiLit\\_Moments\\_Nov\\_2016.pdf](http://www.multilit.com/wp-content/uploads/MultiLit_Moments_Nov_2016.pdf)

Watkins, R., & Wheldall, K. (2016, November). How to make sure that MultiLit does not work. *MultiLit Moments*, 4. [http://www.multilit.com/wp-content/uploads/MultiLit\\_Moments\\_Nov\\_2016.pdf](http://www.multilit.com/wp-content/uploads/MultiLit_Moments_Nov_2016.pdf)

Wheldall, K. (2016, July). RIP Neale Analysis of Reading Ability. *MultiLit Moments*, 2. [http://www.multilit.com/wp-content/uploads/MM\\_JUL16-WEB.pdf](http://www.multilit.com/wp-content/uploads/MM_JUL16-WEB.pdf)

Wheldall, R., & Wheldall, K. (2016, July). Research briefing: Is PreLit effective for Kindy kids. *MultiLit Moments*, 3. [http://www.multilit.com/wp-content/uploads/MM\\_JUL16-WEB.pdf](http://www.multilit.com/wp-content/uploads/MM_JUL16-WEB.pdf)

Wheldall, K., & Wheldall, R. (2016, July). How do we reach the hard to teach. *MultiLit Moments*, 2. [http://www.multilit.com/wp-content/uploads/MM\\_JUL16-WEB.pdf](http://www.multilit.com/wp-content/uploads/MM_JUL16-WEB.pdf)

Wheldall, R. (2016, July). Who did he get? *MultiLit Moments*, 3. [http://www.multilit.com/wp-content/uploads/MM\\_JUL16-WEB.pdf](http://www.multilit.com/wp-content/uploads/MM_JUL16-WEB.pdf)

Wheldall, R. (2016, July). Advance Australia fair. *MultiLit Moments*, 4. [http://www.multilit.com/wp-content/uploads/MM\\_JUL16-WEB.pdf](http://www.multilit.com/wp-content/uploads/MM_JUL16-WEB.pdf)

Castles, A., Wheldall, K., & Nayton, M. (2016, March 20). Should we do away with 'dyslexia'? *The Conversation*. <https://theconversation.com/should-we-do-away-with-dyslexia-24027>

Marinus, E., & Wheldall, K. (2016, June 22). Spacing of letters, not shape of letters, slightly increases reading speed of those with dyslexia. *The Conversation*. <https://theconversation.com/spacing-of-letters-not-shape-of-letters-slightly-increases-reading-speed-of-those-with-dyslexia-59316>

Wheldall, K. (2016, November 7). How to teach literacy so no child is left behind. *The Conversation*. <https://theconversation.com/how-to-teach-literacy-so-no-child-is-left-behind-4338>

Wheldall, K., Wheldall, R., & Kohonen, S. (2015). Editorial. In Wheldall, K., Wheldall, R., & Kohonen, 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., & Naylor, 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.

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.
- 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 low-progress 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.
- 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.
- 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.