

Professional associations can play an important role in supporting teachers, preservice teachers and teacher educators. Literacy professional associations' journals play a key role in connecting theory, research and practice and disseminating outcomes of classroom-based evidence of practices that increase the reading outcomes for all students in the early years. They lead the way to literacy for teachers. This paper will present the results of a systematic literature review conducted on "the teaching of reading in the early years" of three peer reviewed journals published by literacy professional associations in Australia (*Australian Journal of Language and Literacy* [AJLL]), United Kingdom (*Literacy*) and United States (*The Reading Teacher* [RT]) between 2004 – 2024. Areas covered in the corpus of evidenced-based practice were Phonological/ Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary, Oral Language, Critical Literacy, Motivation, Disciplinary Literacy, Technology/ Multimodality and Other (e.g. independent reading, genre study). The majority of articles provided qualitative evidence to support the outcomes of the research in classrooms, which problematises the scope of evidence used to support the Science of Reading approach being mandated across countries. Similarities and differences across the countries will be noted. Comprehension was the main focus in total and in Australia and US. Vocabulary research articles were the second most published and these were published predominantly in the US US publication. The third literacy area most published was phonics, with Australia and US presenting more research in this area.

This study raises important questions such as:

Where does the teaching profession gain access to research informed classroom-based evidence on the teaching of reading in the early years if not in professional association journals?