





THE PROFESSIONAL ASSOCIATION OF TEACHERS OF STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

This free training session has been funded by the Department for Education through the Dyslexia-SpLD Trust.






The Simple View of Reading – some strategies

The Graduated Approach







The Simple View Of Reading

As a formula, The simple view of reading (SVR) presents

Reading Comprehension (RC) as the product of Listening Comprehension (LC) and Decoding (D)

That is:
 $RC = LC \times D$ as demonstrated on the next slide

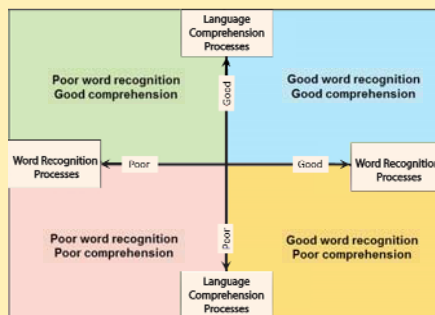
The Simple View Of Reading

Proposes that there are two sets of abilities that contribute to reading:

- **Language comprehension** = the ability to understand language we hear and language we read
- **Word recognition abilities** = the ability to read and understand the words on the page
- These are seen as continuous dimensions: people can vary independently on each.
- It is a fully interactive model the separation of these two dimensions are in the teacher's mind, for pedagogic purposes, not NOT in the student's mind.



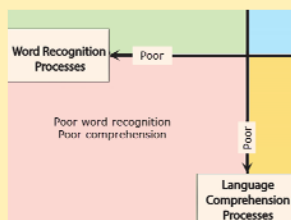
Simple View Of Reading explained



Classroom Adjustments

Adjustments to classroom environment – What could be provided?

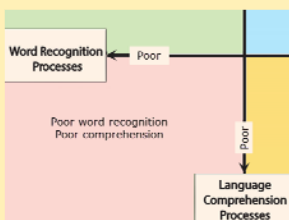
- Talking Worksheets.
- Visual symbols to support poor reading ability – e.g. labels on resources.
- Voice Recorders.
- Simple dictionary/thesaurus.
- Providing subject glossaries in hard copy and electronic format.
- Highlighter pen for keywords/concepts. Whiteboard adjustments.



Teaching Strategies

Teaching strategies – what could be done?

- Highlighting and discussing new vocabulary.
- Using visual cues to support reading.
- Teaching how to highlight key words.
- Checking understanding
- Using ICT
- Teaching metacognitive strategies: 'Giving learners control of their own learning'.



Teaching strategies – what could be done?

- Set the scene for reading
- Use visualization skills
- Give strategies for extracting meaning
- Introduce vocabulary before reading tasks
- Use components of words to extract meaning - Morphology

Good Word Recognition – Poor Comprehension

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Comprehension

SQ3R

S	Survey	Preview
Q	Question	Ask guide questions
R	Read	Read for meaning
R	Recite	Test yourself
R	Review	Review after you read

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Complexity grid

Complexity →

	Is	Did	Can	Would	Will	Might
Who						
What						
Where						
When						
Why						
How						

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Poor Word Recognition – Good Comprehension

Teaching strategies – what could be done?

- Talk about the text and ask the student what they think will happen, looking at pictures or graphs.
- Split keywords into syllables and read together and discuss how it looks and what it means.

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Good Word Recognition – Good Comprehension

Teaching strategies – what could be done?

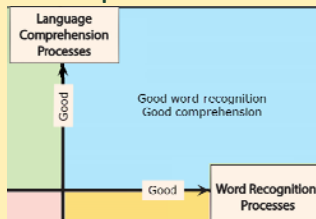
Encourage students to gain control of their learning (metacognition)

I have read.....

Therefore I know.....

So I think....

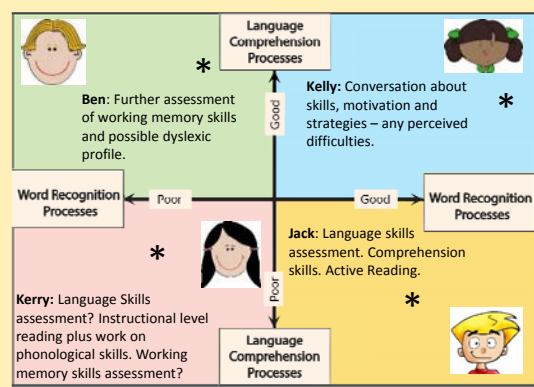
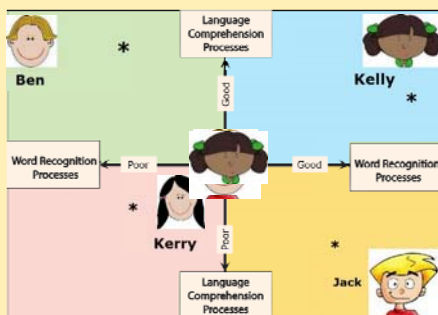
We learn to read so we can read to learn – and enjoy!
More reading improves comprehension and learning.



Simple View of Reading Activity Looking at Case Studies



Our examples



Next steps

- Consider your learners and decide where you would place each one.
- Reflect on the resources and methodology for supporting reading that best suits each quartile for your learners



Some useful references

- Interventions for Literacy: www.interventionsforliteracy.org.uk
- The Dyslexia-SpLD Trust website: www.thedyslexia-spldtrust.org.uk
- Rose, J (2009) Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties downloadable from the DST website.
- Rose, J (2006) Independent Review of the Teaching of Early Reading: Final Report (downloadable from <http://dera.ioe.ac.uk/5551/2/report.pdf>)
- Wolf, M (2008) Proust and the Squid, Icon Books



Thank you for participating

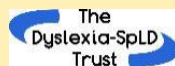
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