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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 x 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.

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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’.
Good Word Recognition – Poor Comprehension

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

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

Complexity grid

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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.
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.

Good Word Recognition – Good Comprehension

Simple View of Reading Activity
Looking at Case Studies

Our examples

Ben

Kerry

Kelly

Jack

Kerry: Language Skills assessment? Instructional level reading plus work on phonological skills. Working memory skills assessment?

Ben: Further assessment of working memory skills and possible dyslexic profile.

Kelly: Conversation about skills, motivation and strategies – any perceived difficulties.

Jack: Language skills assessment. Comprehension skills. Active Reading.
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.interventions for literacy.org.uk](http://www.interventions for literacy.org.uk)
- The Dyslexia-SpLD Trust website: [www.thedyslexia-spldtrust.org.uk](http://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.

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