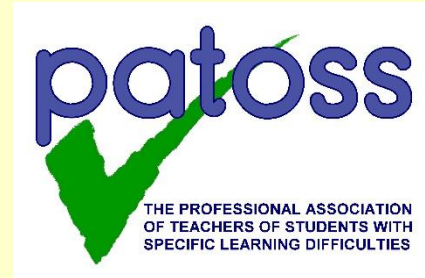


**Helen Arkell**  
Believe Achieve Succeed



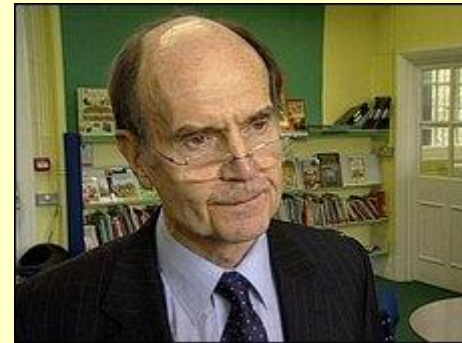
This free training session has been funded by the Department for Education through the Dyslexia-SpLD Trust.



Helen Arkell

**Sir Jim Rose**

**Dyslexia and the Simple View of Reading**

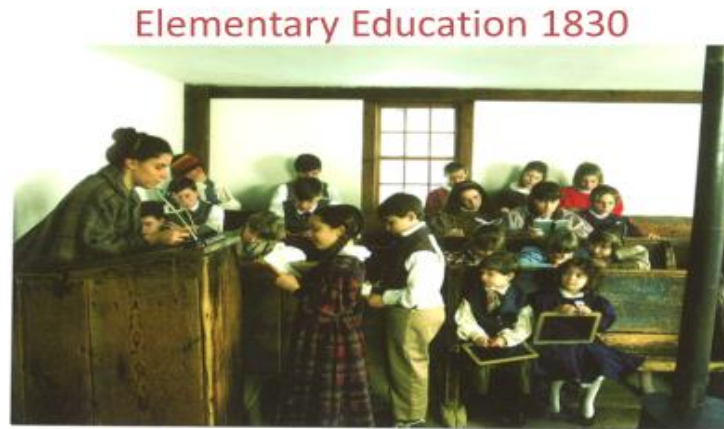


## Every Child:



- needs and deserves to be taught how the alphabet works for reading and spelling
- whether dyslexic or not, is capable of learning to read

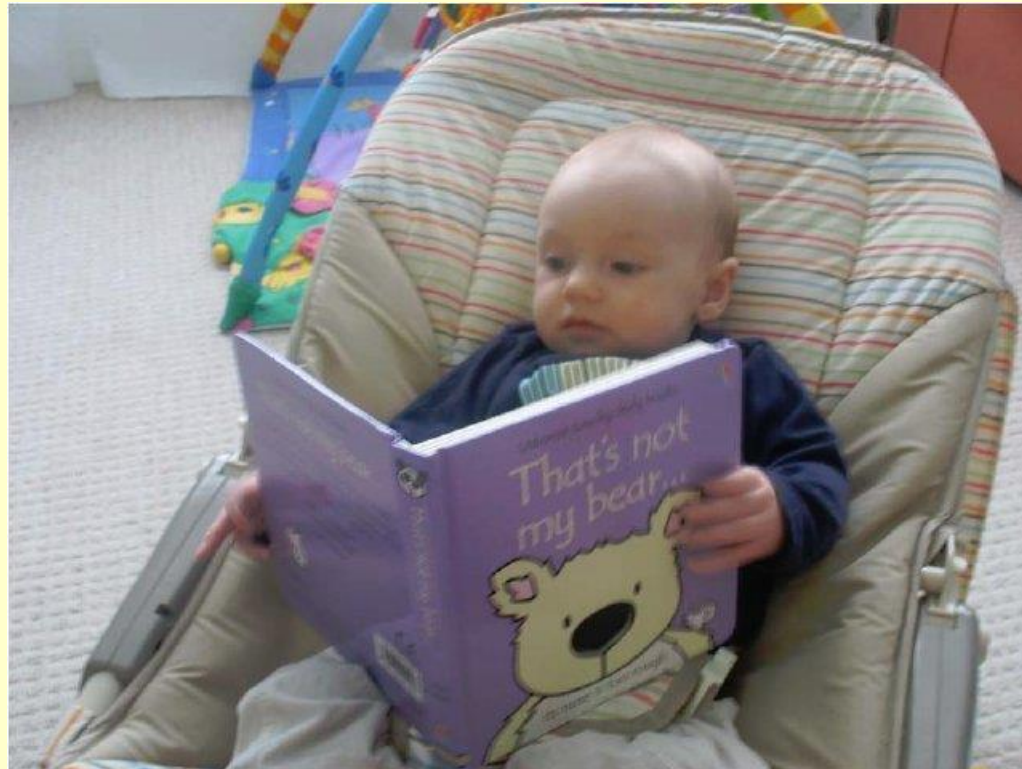
Ever since schools were invented, our goals have sought to gift all children with the power of reading.



Some children just don't get it



While others just do



Dyslexia is a word processing problem

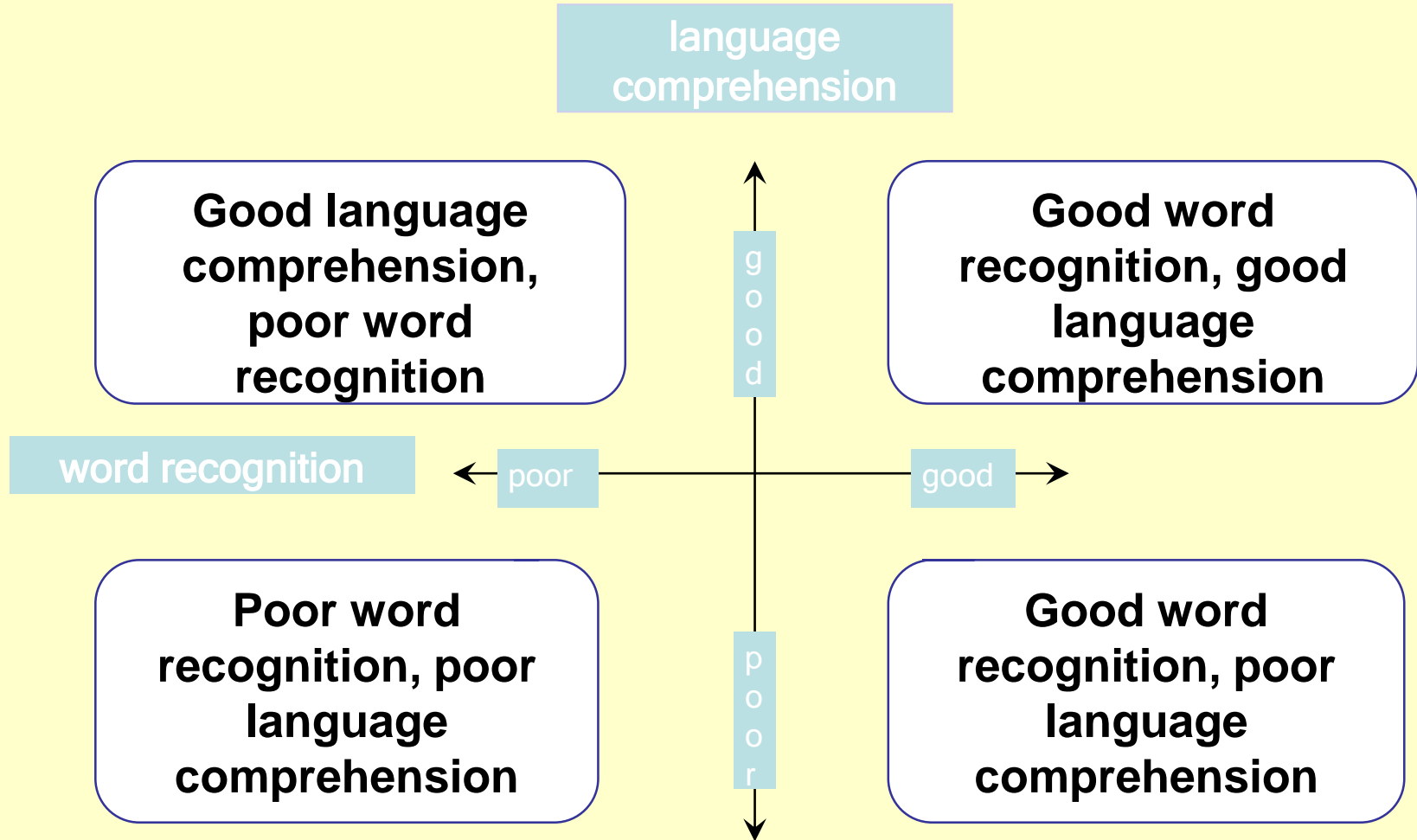
‘Simple View of Reading’ (SVR) was proposed by two researchers - Gough and Tunmer (1986)

While reading is a complex activity it can be represented as two inter-dependent processes:

**word recognition** processes and  
**language comprehension** processes.



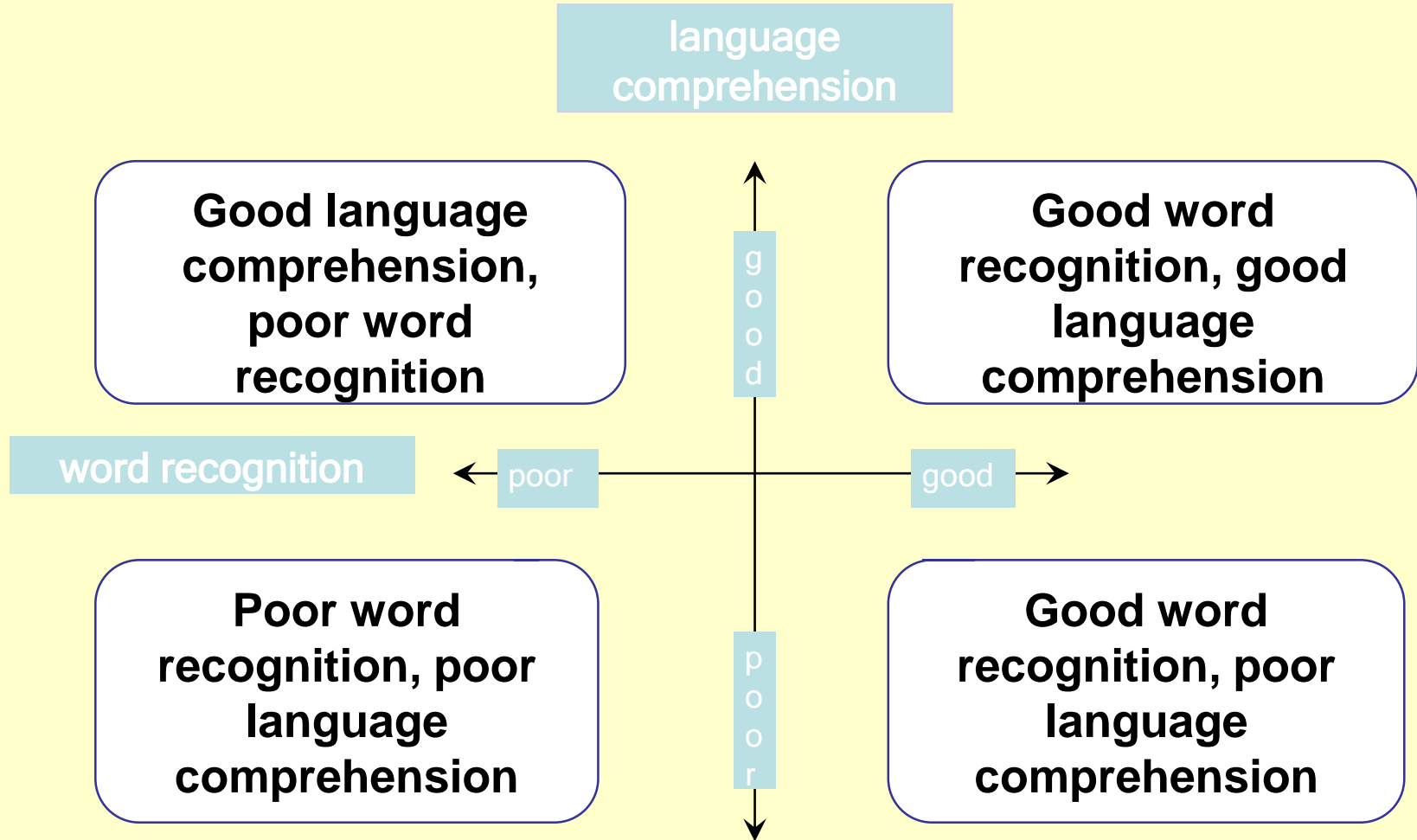
# The Simple View of Reading



# Two processes –four possible outcomes

“These two processes should be in the mind of the teacher for pedagogical purposes. They do not exist in the mind of the child.” *Morag Stuart*

# The Simple View of Reading

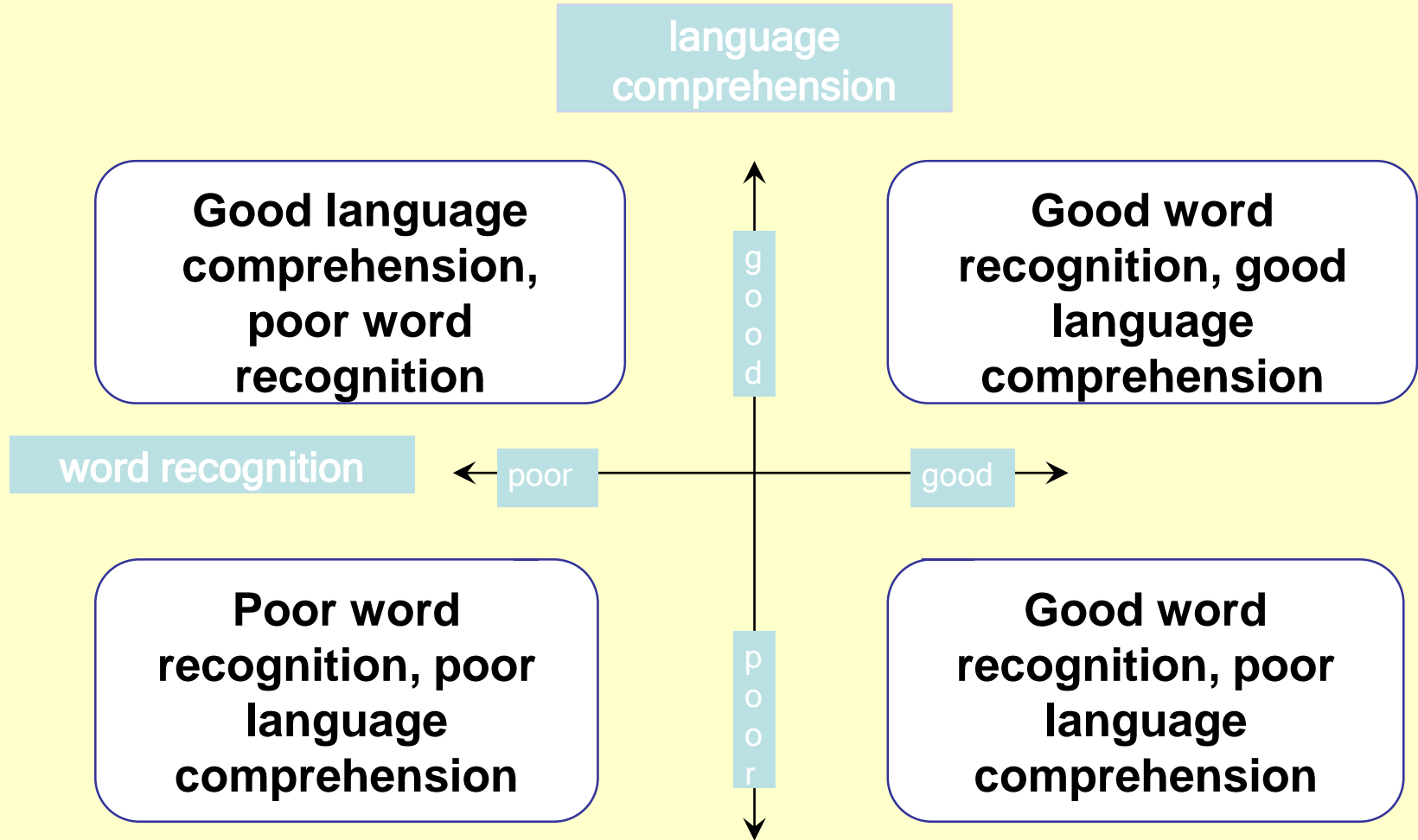


- These processes are seen as continuous dimensions: people can vary independently on each
- Two processes but four possible outcomes
- The Simple View of Reading suggests that dyslexic children fall largely in the left hand side of the diagram
- Teaching must meet the needs of learners in each of them

# Simple View of Reading

- teachers should not expect that children will show equal performance or progress in each dimension
- considers assessing performance and progress in each dimension, to identify needs and guide teaching
- makes explicit that different kinds of teaching are needed to develop word recognition skills from those that are needed to foster the comprehension of written and spoken language
- emphasises the need for teachers to understand the cognitive processes involved in the development of both accurate word recognition skills and of language comprehension *Morag Stuart*

# The Simple View of Reading



- Professor Maryanne Wolf pinpoints three major obstacles facing dyslexic children starting from the point that *our language is made up of 44 sounds called phonemes*

Professor Wolf is the author of the highly acclaimed book - 'Proust and the Squid: The Story and Science of the Reading Brain'

# Maryanne Wolf

- ***Phoneme awareness***, or knowing the sounds that correspond with letters and words, is the No. 1 deficiency in the dyslexic brain



# Maryanne Wolf

- **Fluency**, or getting the reading circuit to work together quickly, is the second-biggest issue
- Children can have perfectly represented phonemes, but can't get the phonemes together with the letters, because there's a speed-of-processing issue

# Maryanne Wolf

**Comprehension** is the third but no less crucial issue to reading.

- After making letters and sounds work together, and getting the whole circuit to work in time, then words have to be connected to meanings and functions of grammar
- It takes explicit work to get the visual representation, meaning, sound and grammatical function all working together, and that's what dyslexic children must do
- Often this kind of dyslexia doesn't show itself until the child is older, third grade and up, when a child switches from learning to read to reading to learn

# Maryanne Wolf

- Dyslexia is a different brain organization that needs different teaching methods. It is never the fault of the child, but rather the responsibility of us who teach to find methods that work for that child
- Children with dyslexia need immediate and intensive intervention to connect the pieces of the reading circuit

# More to Follow

This is the beginning not the end of the story and the science of the reading brain.

The Simple View of Reading is a useful construct that will repay further study.

Watch this space!

# Thank you for participating

Training provided in partnership with:

Helen Arkell

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Springboard for Children

under the Dyslexia-SpLD Trust.

