Simple View of Reading webcast – text and slides
(running time 22 minutes)

To view the associated webcast use this link:
https://attendee.gotowebinar.com/recording/7857203921915158018

1. patoss This free training session has been funded by the Department for Education through the Dyslexia-SpLD Trust. The Dyslexia-SpLD Trust	Helen Arkell *Believe Achieve Succeed*	Department for Education	Welcome to this webcast on the Simple View of Reading and some strategies to support teaching and learning.
2. The Simple View of Reading – some strategies	patoss	The simple view of reading (Rose 2006) with the two interacting dimensions, word recognition and language comprehension, is seen as essential to pupils becoming skilled readers. Understanding and applying the Simple View of Reading can inform and enhance high quality universal teaching. From your earlier training you have been introduced to the Simple View of Reading. This webcast will suggest some strategies informed by using the Simple View of Reading model.

The Graduated Approach

The Graduated Approach:
The link between assessment & teaching

3.

First let's briefly look at the Graduated Approach.

The Graduated Approach embraces the Assess, Plan, Do and Review cycle. This model is crucial in judging which pupils will benefit from a targeted intervention and those who need a more intensive and individualised approach, usually delivered and/or overseen by a specialist teacher. [IfL website]

This 'layered approach' to intervention enables schools to plan their provision using pupil progress data and the Assess, Plan, Do and Review model to ensure additional provision at targeted and specialist levels is matched to the needs of their learners.

Review impact on learner's progress, 'what is the outcome', set specific date for review and adapt/ change intervention or seek further advice.

The Simple View of Reading (Rose 2006) with the two interacting dimensions, word recognition and language comprehension, is seen as essential to pupils becoming skilled readers. [IfL website].

We will look at how the Simple View of Reading can be used as a very effective tool to help to identify and target approaches for individuals and support your graduated response.

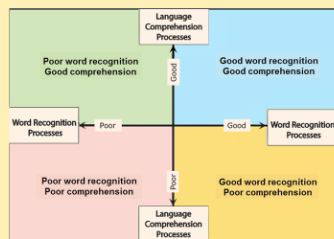|	
4. **The Simple View of Reading** Proposes that there are two sets of abilities that contribute to reading: • Language comprehension = the ability to understand language we hear and language we read • Word recognition abilities = the ability to read and understand the words on the page • These are 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 in the student's mind.	As Sir Jim Rose noted in his 2009 report: 'Children can have well developed or poorly developed skills in both continuums but they may also have relatively well developed skills in one area, combined with relatively poorly developed skills in the other. So there is the possibility of a range within each quadrant of abilities and skills combinations and learners within a class, or year group. Individual learners can be placed on the grid to show this development of skills.' [Rose 2009] Note: It is important that hearing and eyesight are checked and excluded as the reason for lack of progress.
5. **Simple View Of Reading explained** Language Comprehension Processes Poor word recognition Good comprehension — Good word recognition Good comprehension Word Recognition Processes ← Poor — Good → Word Recognition Processes Poor word recognition Poor comprehension — Good word recognition Poor comprehension Language Comprehension Processes	We have colour coded these quadrants to aid identification through this webcast. Rose's 2006 report for the DfES Independent Review of the Teaching of Early Reading gives a good description: 'In the top right hand [blue] quadrant we have the children who are good readers: children who lift the words off the page relatively effortlessly and understand the texts they read with relative ease. At bottom right [orange quadrant], we have the children who read the words in the text with relatively little difficulty but whose poor language comprehension abilities militate against their understanding written texts.

At top left [green quadrant], we have the children who have difficulty reading the words in the text but good language comprehension: i.e. children for whom poor word recognition skills are the major barrier to understanding written texts.

At bottom left [pink quadrant], we have the children who experience difficulty on both dimensions, with problems both in reading words and in language comprehension.'

We can use this framework to consider skills at different timeframes to allow tracking the development for the individual –

So a snapshot within Year 1, Year 6, and Young adult allows movement within the framework to take account of the different contexts.

For example….a Year 1 learner may have good sight vocabulary, adequate decoding skills and age appropriate language skills but fast track to Year 6 and the same pupil is a hesitant reader of more complex texts and has difficulties with higher level comprehension.

Another Year 1 may have difficulties learning phonics but have above average language comprehension – fast track that pupil to year 6 and we may find that intervention has raised their word reading to average levels and their comprehension is still excellent.

	And the Sixth Former may have excellent decoding but now be finding independent comprehension of more exacting texts with subject specific vocabulary more challenging…So context is important. The Simple View of Reading encourages us to analyse the development of each process in detail. It provides a clear conceptual framework within which teachers can organise their thoughts about the developing skills of the learners in their care. It provides a structure for differentiating groups of learners to match teaching and learning resources to their different but developing abilities. Reflect on the resources and methodology of supporting reading that best suit each quartile for your learners. Remember with this model the separation of these two dimensions are in the teacher's mind, for pedagogical purposes, not in the learner's mind.
6.	Looking at the pink quadrant – with poor word recognition and poor comprehension. Some adjustments in the Classroom – What could be provided: Talking Worksheets- these worksheets present stimulating questions to promote discussion and fluency. Visual symbols to support poor reading ability – e.g. labels on resources.

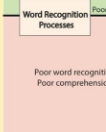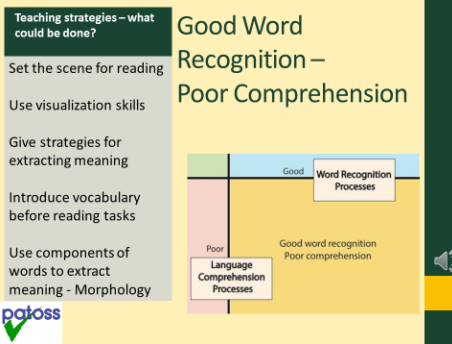|		
		Voice Recorders. Have available simple dictionaries and thesauri. Provide subject glossaries in hard copy [on cream paper!] and electronic format. Use highlighter pens for keywords/concepts. Make adjustments to the whiteboard using colour for these important factors.
7.		And some Teaching Strategies to highlight for these learners • Highlight and discuss new vocabulary. • Use visual cues to support reading. • Teach how to highlight key words. • Check understanding • Use ICT • Teach metacognitive strategies: 'Giving learners control of their own learning'. We want to support communication – *by being clear & concise when discussing & delivering information* • Check their understanding –*their ability to tell others why & how it is?* • Help decoding skills & enable proofreading – *follow instructions for reading new words & checking what they have done* • Justify decisions & give confidence in vocabulary knowledge – *to develop independent learning.*

		And remember: • Give 'Think Time' –our 3 second rule • When giving instructions – simple language and give instructions in order you would like them done • Give a maximum of 3 instructions at one time
8.		For learners with poor comprehension skills: Set the scene: a warm-up for reading – a bit like going to the gym – a warm up exercise for the brain. Think about 'Why am I reading this?' 'How does it link to what I need to know/do?' 'What does it mean?' Encourage visualisation skills to enable students who have poor comprehension to develop an understanding of what they have read. Teach them to visualize, that is make pictures as they are reading of what is happening in the text. Summarize what they have read in in the text. Look for clues from the text – headings, illustrations, bold text. Student can read the picture to aid comprehension Teach morphology – how words are formed from smaller roots and units of meaning. When a learner can see a word is made up of these

	they can read and understand it better and quicker. Look at how to identify origins of many words from clues in their spelling patterns – This in turn gives a strategy for managing understanding, decoding & spelling. This is a good strategy for secondary pupils and for those for whom phonics doesn't seem to 'work'.
	Activate background knowledge: Connect what they have read to personal experiences; other texts; what they have learned before and to the world in general.
	Encourage them to make predictions; ask questions
	Teach them to visualise, that is make pictures as they are reading
	Identify important words and activate meaning. Encourage them to try to figure out unfamiliar words e.g. use a dictionary or ask.
	Encourage them to monitor their understanding - check things make sense/detect errors (metacognitive learning).
	Make connections between important parts to build meaning.
	Encourage them to think like a detective…use inference.
	Reading comprehension is highly correlated to "reading miles" – encourage independent reading of well-matched books.

9.	Here is another way of supporting comprehension development particularly useful for upper primary and secondary learners. **SQ3R**: survey, question, read, recite, review **S Survey** What is your text? Look at the title, front and back cover information, contents, and index. What do the introduction and conclusion tell you? **Q Question** Is it relevant to your particular focus? What exactly do I want to learn / what level of detail do I need? 3 R Read **Read** material in small chunks – regularly checking back to your title or purpose for reading this text. Remember your question. **Recite** Close the text and try and note down what the key points were. Re-read and identify key phrases or quotations – remember to use quote-marks **Review** Did you answer your question? What are the key points? Are your notes clear? Can you summarise this text without looking back at it? Discuss it with others.

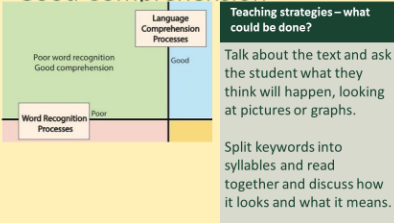| 10. | | The complexity grid, for example, can be a good approach for primary age learners and also for developing higher order reading skills with the secondary learner.

Ask yourself: Am I using a range of questions? Am I facilitating comprehension through my questioning?

What is the range of questions the learner can handle?

This can also be a useful tool for monitoring – checking over time if we can see progress across the grid. |

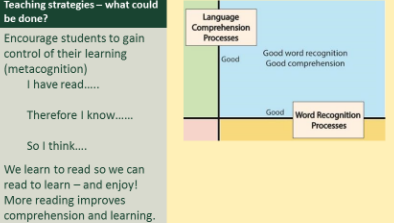|		
11.	**Poor Word Recognition – Good Comprehension** 	Looking at the green quadrant, where learners have good comprehension but poor word recognition. Many of our dyslexic learners are in this quadrant. Talk about the text and ask the learner what they think will happen, looking at pictures or graphs. As this creates an overview of the text- if the learner mis-reads a word they may understand that it is a wrong word in terms of context. Split key words into syllables and read together and discuss how it looks and what it means. Here introducing morphology will also make a difference: When a learner can see a how a word is made up they can read and understand it better and quicker. This in turn gives a strategy for managing understanding, decoding & spelling.
12.	**Good Word Recognition – Good Comprehension** 	Even with good decoding, word recognition and good comprehension, strategies to encourage learners to develop their deeper reading skills are beneficial. The following questions can encourage students **to gain self-control of their learning (metacognition).**

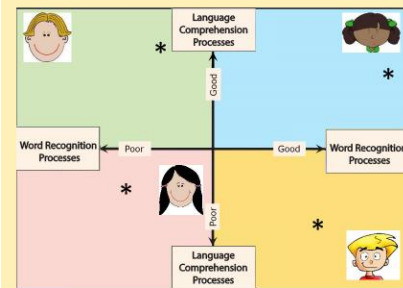| | ➢ I have read? (literal type of self-question, can be used to answer factual questions) ➢ Therefore I know? (inference type of information-where information is gained based on the passage or text) ➢ So I think? (evaluative information which requires the student think about the text and form an opinion based on the text)
Rose points out 'Learners with relatively mild difficulties, or those whose reading difficulties seem to be well-compensated, may struggle with aspects such as spelling, reading fluency and writing speed, and should be encouraged to discuss their concerns – for example with their personal tutor'

We learn to read so we can read to learn – and enjoy!

More reading improves vocabulary, fluency, comprehension and learning. |

13.	**Simple View of Reading Activity Looking at Case Studies** patoss	We will now look at 4 examples across a range of ages.
14.	 patoss	Here is an example of how our case studies might look on the model. There is often not a single 'right answer'. In some cases we definitely need to know more about the pupils. Using the continuums as a grid to place pupils and consider their needs. **Kerry** is seven years old and has been having help with reading. She finds it very difficult to decode. In the beginning she was slow linking sounds with their associated letters. Even with intensive coaching she has difficulty learning new associations and retrieving them. She sounds out individual sounds but has difficulty in blending them as if she has forgotten the first sounds. She has difficulty identifying single words and therefore it is hard for her to understand much of what she is reading. She relies, when she can, on clues in the context but this does not always help her to guess correctly.

For Kerry We would want to consider a Language Skills assessment. Look at instructional level reading plus work on phonological skills. Consider a working memory skills assessment.

Jack is nine years old and he was an early reader quickly picking up on sight vocabulary and doing better than his peers. What is only recently becoming obvious is that while he reads accurately it is without much understanding and when he has finished reading he is unable to summarise what he has read. Parents are now beginning to worry that after an excellent start he is beginning to lag behind.

For Jack it will be important to also consider a language skills assessment. We want to pursue strategies with him to build his comprehension skills. Approaches like Active Reading can be useful.

Ben is an able Y9 pupil who has excellent oral skills and who enjoys contributing to class discussions. He is particularly good at Science, has an impressive general knowledge and an extensive vocabulary. However, there is a significant gap between his oral and his written work that does not reflect his ability levels. His reading is often inaccurate and he has a tendency to guess. Although he enjoys listening to stories, he is a reluctant reader. His
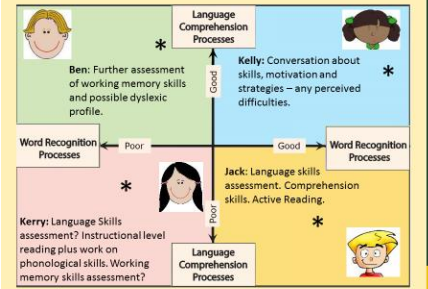
phonic decoding skills and spelling are weak and his form tutor is questioning whether he could be dyslexic.

For Ben: We would look to further assessment of working memory skills and phonological skills, and to further explore possible dyslexic profile. We would look to help him to get an overview of the text before tackling reading tasks. Encourage visualisation skills, introduce morphology to de-mystify decoding words and their spellings.

Kelly, a year 11 pupil, is an avid reader with excellent comprehension skills. She is making above average progress in all subjects and is a high achiever. She is aiming to apply to university to study for a BA in History. She says she has loads of books, but when asked how many she has read cover-to-cover, she said none!

For Kelly we would want to note how well she is doing and talk with her about skills, motivation and strategies, and explore any difficulties she sees. We can encourage her to even more actively engage with her reading – developing deeper reading skills.

15.		Consider how these examples would help you to reflect on how you were targeting support for pupils using both continuums and how you might use this information over time. This is another tool for teachers to use to add to pupil data and profiles. Another possible use would be a parent workshop looking at the Simple View of Reading helps parents understand the complex processes involved in reading. It is important to keep in mind that we have learners struggling with reading fluency and comprehension in secondary settings. These young people are not effectively able to access the curriculum and much of the teaching that goes on in classrooms without acknowledgment of their difficulties and adjustments to address these difficulties.

16.		Next steps
		
		How would you use this in school?
		Consider whether this would inform or feed into your Action Planning.
		
		In Primary
		   • You could think of grouping students for reading purposes.
		   • Targeting intervention strategies

- Matching available resources (including Teaching Assistants) to the learner
- Monitoring progress

In Secondary Settings
- Sharing class profile information with subject teachers
- Helping Teaching Assistants to adjust their support
- Informing word recognition and comprehension strengths and difficulties

Link to literacy intervention for those learners needing additional support. Be aware of effective practice in the sector and elsewhere – for evidence based look to the Interventions for Literacy website. Think about and discuss with colleagues 'how' learners are supported with their reading.

For some pupils, high quality universal teaching is not sufficient to enable them to make good progress in literacy and they will require an intervention. We know that pupils who are identified by the school as having literacy difficulties need more than normal classroom teaching (Enters & Brooks 2005). These learners may benefit from a time-limited individual or small group targeted intervention programme to help them 'catch up'. The Assess, Plan, Do and Review model is crucial in judging which learners will benefit from a targeted intervention and those who need a more intensive and individualised approach, usually delivered and/or

	overseen by a specialist teacher, and delivered with fidelity. Greg Brooks' 'Interventions for Literacy' [accessible from the Trust Website] provides a rich resource of information on research based interventions. Guidance is provided to support schools at primary and secondary level to identify appropriate interventions for their pupils with literacy difficulties and to assist in publishing information to share with parents/carers. REF: http://www.interventionsforliteracy.org.uk/home/schools/choosing-an-intervention-for-pupils-with-literacy-difficulties-and-or-dyslexia/
Some useful references • Interventions for Literacy: www.interventions for literacy.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 17.	These websites and references have been used to support this webcast.

18.	Thank you for participating Training provided in partnership with Helen Arkell Patoss Springboard for Children under the Dyslexia-SpLD Trust The Dyslexia-SpLD Trust With contributions from Patoss trainers, Suffolk County Council team and graphics from Angella Vaughan at South Worcestershire College Helen Arkell · patoss · Spring board	This training has been provided in partnership with Patoss, Helen Arkell, Springboard for Children under the Dyslexia-SpLD Trust, with contributions from Patoss trainers, Suffolk County Council team and graphics from Angella Vaughan at South Worcestershire College. We hope you find this webcast and associated resources helpful. Thank you for participating.

- Interventions for Literacy: www.interventions for literacy.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

- SQ3R method website: http://www.studygs.net/texred2.htm

- Sharples, J; Webster, R; Blatchford, P (2015) 'Making the most of Teaching Assistants Guidance Report, Education Endowment Foundation, for the Complexity Grid https://educationendowmentfoundation.org.uk/uploads/pdf/Making_best_use_of_TAs_printable.pdf

- Wolf, M (2008) *Proust and the Squid*, Cambridge, MA: Icon Books

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- Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing words to life*. New York, NY: The Guilford Press

The webcast these from which these notes were taken from can be viewed from [this link](#)