



The Child and Educational
Psychology Practice

Training ideas for staff teams on reading challenges

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Consequences of poor literacy and numeracy

Over half of pupils permanently excluded from school fell into the bottom 2% on literacy and/or numeracy measures

25% of young offenders have reading skills below those of an average 7 year old

Other long term consequences – unemployment or low paid work, mental health

Can you think of possible answers....

If you don't like reading it's most likely that...

If you don't like reading it's most likely that...

1. You are a boy.
2. There is no book reading at home.
3. You don't have any books of your own.
4. You don't belong to a library.
5. You don't think you're much good at reading.

Supporting Struggling Readers

- “Literacy opens the doors to language, learning and living. It is every child’s entitlement...”
- Reading is the ladder out of poverty. It’s not just the joy of reading – father-to-son or in a classroom. It’s also the benefits of reading. It’s probably one of the best anti-poverty, anti-deprivation, anti-crime, anti-vandalism policies”

Struggling readers

- have a long history of difficulties
- lack confidence in their abilities
- use a narrow range of reading strategies
- dislike reading

The experience of struggling with reading...

Reading challenge

Hin Spfli

Hin Spfli was a lop. Alken he goes on a denmore with Ghen, Spfli and Ghen sogat.

Fect in the slid they meet more lops. All the lops dund and then festin.

1. What was Hin Spfli?
2. Where did Spfli and Ghen go?
3. What did Spfli and Ghen do?
4. Who did they meet in the sild?
5. What did the lops do after dund?

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Reading strategies Passage 1

Whxn wxll thx bxxks xrgxmxnt xnd? Sxxly xt mxst bx clxxr thxt chldrxn usx x vxrxxy xf strxtgxxs tx rxxd prxnt xnd thxt xn xndxrstxnding xf thx rlxtxxnshxp bxtwxn lxttxrs xnd sxxnds xs xnly xnx xf mxny strxtgxxs.

Passage 2

If y___ can r_____ th___ sure___ you mu___
agr___ th___ a mix___ appro___ is nec_____.

Passage 3

It must be fairly obvious to anyone reading this that readers draw on their knowledge of how language works, their ability to recognise words on sight and their capacity to use contextual clues to enable them to make sense of what has gone before and predict what is coming next.

Passage 4

Reading is like a high-speed guessing game in which the reader brain tries to make sense out of the funny black marks on the page. It's the brain that does the work not the book. So even if all the words on the page get mixed up the brain can usually work out what should be there. According to research at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter be in the right place. Clever thing, the brain. So is spelling important!

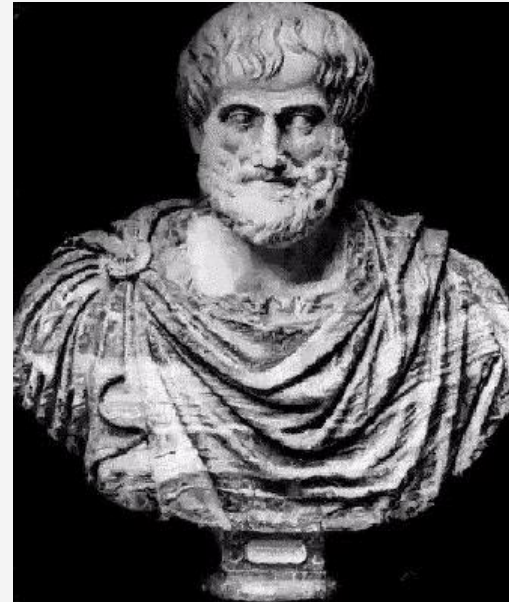


Importance of knowing the Code

По словам Татьяны Лазаревой, она пошла на телевидения отнюдь не за славой, а чтобы изжить в себе определенные комплексы. В результате и от последних избавилась, и невероятную популярность заработала.

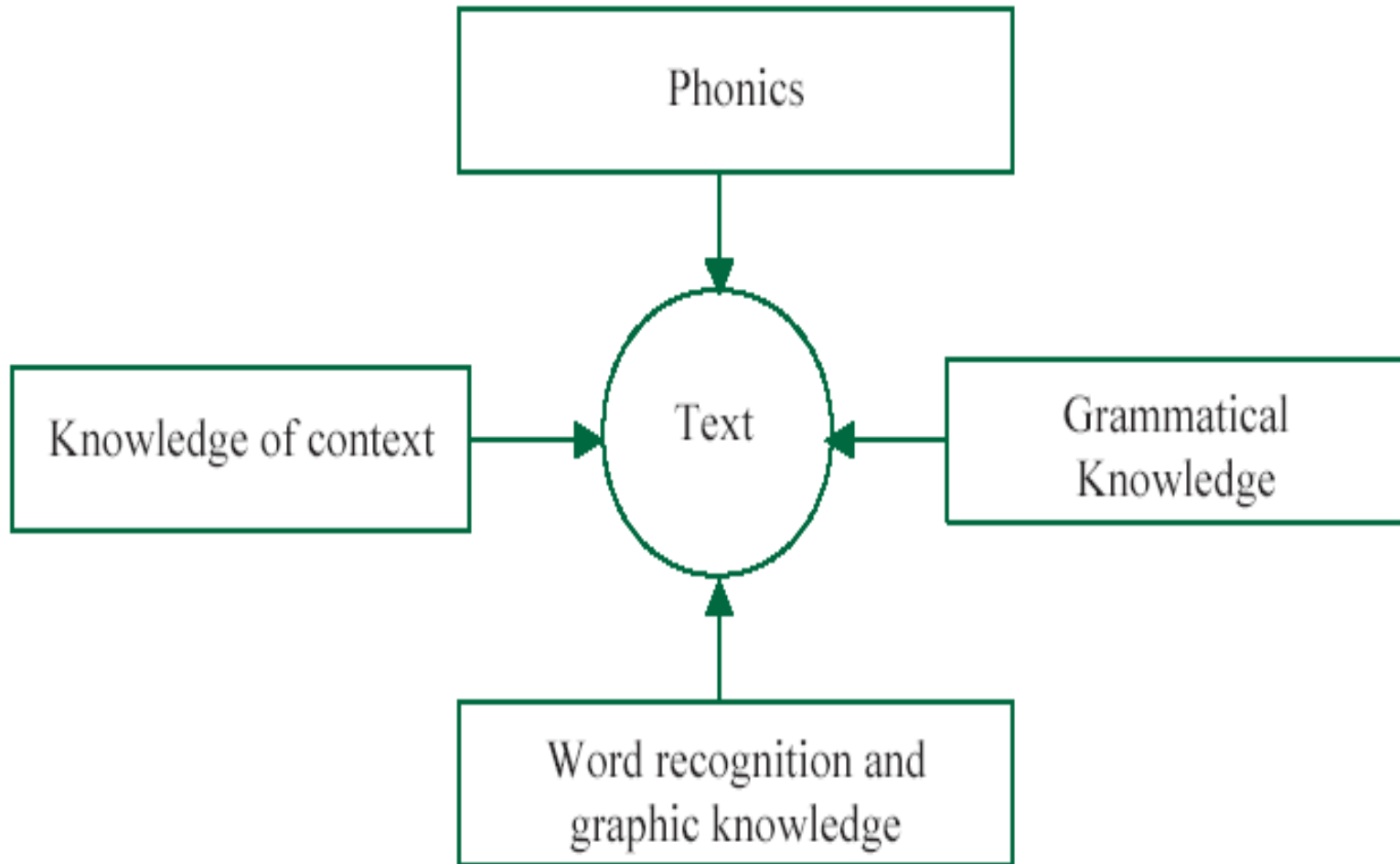
Importance of Comprehension

WHEN the objects of an inquiry, in any department, have principles, conditions, or elements, it is through acquaintance with these that knowledge, that is to say scientific knowledge, is attained. For we do not think that we know a thing until we are acquainted with its primary conditions or first principles, and have carried our analysis as far as its simplest elements...



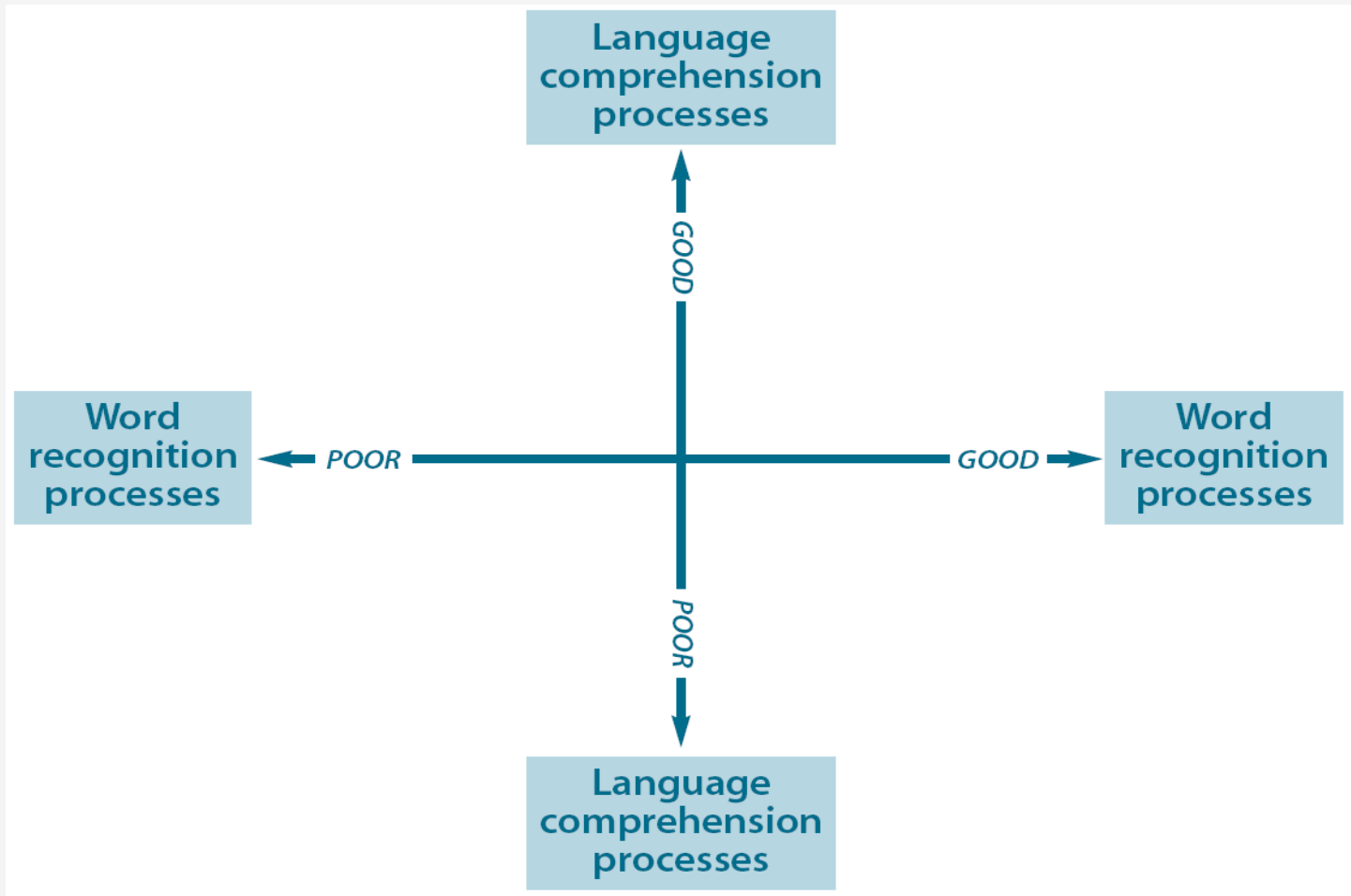
Aristotle

Searchlights Model of Reading

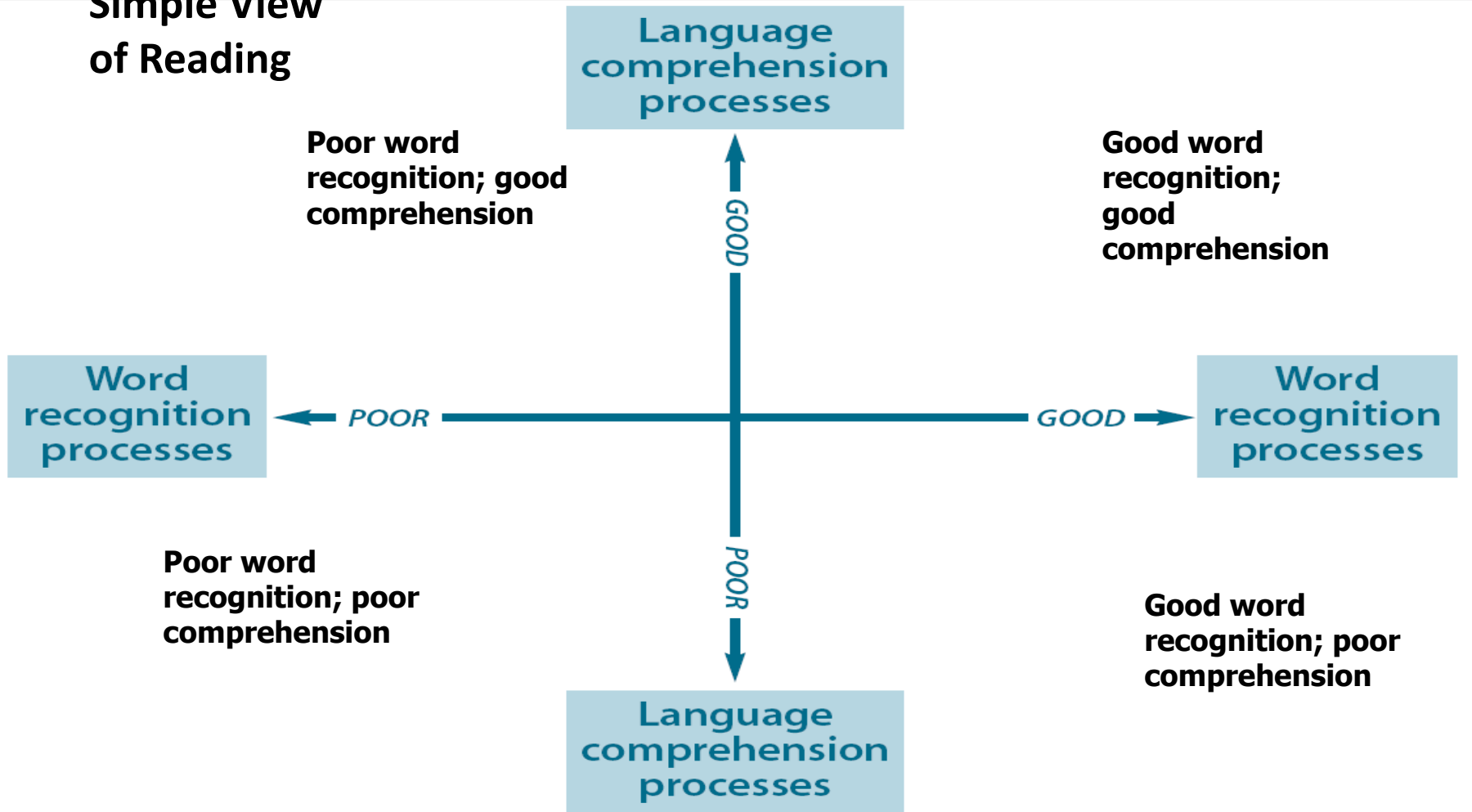


Simple View of Reading (SVoR)

- Rose Review (DfES,2006) recommended SVoR over Searchlights Model
- Searchlights Model restructured to separate two components of reading – word recognition and language comprehension
- SVoR best reflects how a beginner reader becomes a skilled reader
- <http://framework.thedyslexia-spldtrust.org.uk/resources/literacy-complex-activity-deconstructing-simple-view-reading>

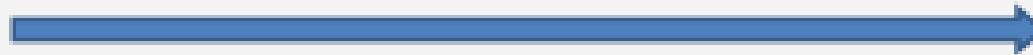


Simple View of Reading



Complexity Grid

C o m p l e x i t y



C
o
m
p
l
e
x
i
t
y



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

How are we 'spotting' reading difficulties?

Signs of dyslexia at different developmental stages

Phonological recoding - Early years

Poor letter-sound knowledge

Poor phoneme awareness

Poor word attack skills

Problems copying

Phonological recoding – Middle school years

Slow reading

Poor decoding skills of new words

Phonetic or non-phonetic spelling

Signs of dyslexia at different developmental stages

Phonological recoding – Adolescence and adult

Poor reading fluency

Slow speed of writing

Poor organisation and expression in written work