Module Four: Part 2

c) The ‘Searchlights’ multi-cueing reading strategies replaced by the ‘Simple View of Reading’ model since 2006

To understand the difference between a multi-cueing approach to reading instruction compared to the Simple View of Reading model
To know and understand what the DfE’s guidance states explicitly about multi-cueing reading strategies in the official ‘core criteria’

Module Four: Part 2 continued

c) The ‘Searchlights’ multi-cueing reading strategies replaced by the ‘Simple View of Reading’ model since 2006

To understand the two main processes in reading as illustrated by the Simple View of Reading
To be aware of Dr Marilyn Jager Adams’ warnings about the ‘three-cueing system’
To consider ‘miscue analysis’ in light of developments in understanding the importance of synthetic phonics and concerns about multi-cueing reading strategies when these amount to habitual guessing of words

The ‘Searchlights’ multi-cueing reading model was replaced by:

Simple View of Reading in 2006
(original concept - Gough and Tunmer, 1986)

2011: Sheffield Hallam University’s review of Year One phonics screener: nearly three-quarters of the teachers taking part said they were still using multi-cueing reading strategies
2014: NFER report of Year One phonics screening check – surveys indicate that many, if not most, teachers still believe in ‘other strategies’ alongside phonics (75% - 90%?)

DfE ‘core criteria’

“The programme should:

*ensure that as pupils move through the early stages of acquiring phonics, they are invited to practise reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies (see note 7)”

DfE ‘core criteria’

“Explanatory notes:

1. Phonics work is best understood as a body of knowledge and skills about how the alphabet works, rather than one of a range of optional ‘methods’ or ‘strategies’ for teaching children to read. For example, phonic programmes should not encourage children to guess words from non-phonics clues such as pictures before applying phonic knowledge and skills …”

DfE ‘core criteria’

“Explanatory notes:

7. It is important that texts are of the appropriate level for children to apply and practise the phonic knowledge and skills they have learnt. Children should not be expected to use strategies such as whole-word recognition and/or cues from context, grammar and pictures.”
‘Letters and Sounds, Principles and Practice of High Quality Phonics, Notes of Guidance for Practitioners and Teachers’

“In the early stages, however, children will encounter many words that are visually unfamiliar, and in reading these words their attention should be focused on decoding rather than on the use of unreliable strategies such as looking at the illustrations, rereading the sentence, saying the first sound and guessing what might fit ...”

‘Letters and Sounds, Notes of Guidance’ continued...

“...Although these strategies might result in intelligent guesses, none of them is sufficiently reliable and they can hinder the acquisition and application of phonics knowledge and skills, prolonging the word recognition processes and lessening children’s overall understanding...”

‘Letters and Sounds, Notes of Guidance’ continued...

“...Children who routinely adopt alternative cues for reading unknown words, instead of learning to decode them, find themselves stranded when texts become more demanding and meanings less predictable. The best route for children to become fluent and independent readers lies in securing phonics as the prime approach to decoding unfamiliar words.”

Sir Jim Rose – Final Report (‘06)

Recommended the Simple View of Reading model to inform our understanding of the two main reading processes [and to replace the multi-cueing reading strategies]

Simple View of Reading

- Original concept Gough and Tunmer 1986
- Described as a ‘useful conceptual framework’ to understand the two main processes involved in reading

Reading = Decoding x Comprehension

1. Decoding: What is the word?
2. Comprehension: What does the word mean?

Simple View of Reading

1st What is the word?
2nd What does the word mean?
The princess wore a pale green dress.

The girl reads the words in the book. She understands the words automatically if she would normally understand them when spoken.

Context supports precise meaning
Phonics application allows the reader to decode the words, but context may be required for the exact pronunciation of homographs (words spelled the same but not necessarily pronounced the same and with different meanings):

- I shall read a story to my children every night.
- Last night, I read a story to my children.

Searchlights model replaced

Two Solitudes – Jager Adams
Published in Organization for Quality Education, Dec 2004

“If the intended message of the three-cueing [multi-cueing] system was originally that teachers should take care not to overemphasise phonics to the neglect of comprehension, its received message has broadly become that teachers should minimise attention to phonics lest it compete with comprehension.” continued...

Two Solitudes – Jager Adams

“If the original premise of the three-cueing system was that the reason for reading the words is to understand the text, it has been oddly converted such that, in effect, the reason for understanding the text is in order to figure out [guess] the words. How did this happen?” continued...

[Think of context cues: “Read on, go back and guess what the word might be. Does it fit?”]

Two Solitudes – Jager Adams

“The sobering revelation of this story is the profound breach in information and communication that separates the teaching and research communities. In the world of practice, the widespread subscription of the belief system that the three-cueing diagram has come to represent has wreaked disaster on students and hardship on teachers.”
**Two Solitudes – Jager Adams**

When we search the internet, we see that reading (and spelling) practices are extremely varied amongst teaching professionals internationally.

**CHANCE**

It should no longer be ‘chance’ as to what schools provide for reading instruction.

**Miscue Analysis**

- The running record originates in the whole language era – associated with Reading Recovery
- Heavily promoted in the special needs domain

Teachers can take identical records of children reading – but the ‘understanding’ or ‘analysis’ of the record should be different since the adoption of the Simple View of Reading model.

**Miscue Analysis**

When we take a running record, the change should be that we no longer aim for children to use a ‘range of reading strategies’ to guess the words – instead we should be aiming for good alphabetic code knowledge and blending to decode the words.

**Miscue Analysis**

Learners ARE FORCED TO GUESS if they do not have a good grasp of the alphabetic code and automatic blending skill – or the code in the text does not match what the learner has been taught to date.

**Sam is a funny boy.**

Without phonics decoding, what might the learner guess for the words in red?
Miscue Analysis

The readers’ miscues [mistakes] are recorded and analysed in great detail.

But ‘join the dots’ as to the CAUSE of many miscues – that children’s default reading habits (reading reflex) may have been taught in the first place through the widespread belief in multi-cueing reading strategies!

Summary

1. The ‘multi-cueing reading strategies model’ is not evidence-based, can damage long-term reading, and detract from quality systematic synthetic phonics teaching and learning. The Simple View of Reading is a sensible ‘conceptual framework’ and respected by many globally.

2. Everywhere English is taught, teachers and parents should do everything they can to support the synthetic phonics initiative – phonics is for proficient long-term literacy!

3. Simple objective tests are necessary and desirable for us all to be informed, accountable and to continue our collective and individual professional development.

Summary

4. The debate continues internationally regarding the most effective provision for reading instruction.

5. The same publishing companies, however, continue to provide teacher guidance, and teaching and learning materials, which support opposing methods – thus continuing to give the teaching profession, and the general public, mixed messages about what to provide for learners.

6. This further demonstrates that teachers themselves need to undertake their own wider studies, and clearly identify their practices and measure the results of their teaching.

UK Reading Reform Foundation Conference March 2015 – essential video footage

Theme:

From the Rose Review to the New Curriculum.

A growing number of schools successfully teach every child to read; the majority still don’t. Why?

Debbie’s talk: Does it really matter if teachers do not share a common understanding about phonics and reading instruction?

Simple View of Schools’ Phonics Provision