

Module Five:

Putting into practice the Simple View of Reading and 'Two-pronged systematic and incidental phonics teaching'

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Module Five: Part 1

a) Putting into practice the Simple View of Reading

To understand how to use the *Simple View of Reading* diagram to generate thoughts and professional conversations based on the reading profile of learners (individual, group, whole class, mainstream, intervention) taking various factors into account: (*factors listed on next slide*)

Module Five: Part 1 continued

a) Putting into practice the Simple View of Reading

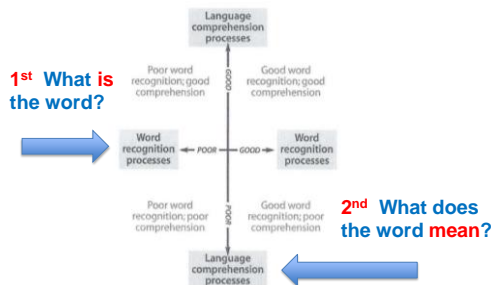
- age of the learner/s
- spoken language/s of the learner (is English the mother tongue?)
- factors *clearly* affecting learning/reading
- factors *possibly* affecting learning/reading
- supporting planning moving forwards
- plotting progress over time

Module Five: Part 1 continued

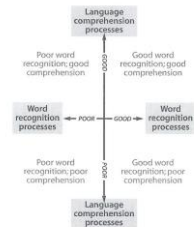
a) Putting into practice the Simple View of Reading

To consider how the same principles of *technical* knowledge and skills, and *higher-order* knowledge and skills, can be applied to a *Simple View of Writing* diagram

Simple View of Reading



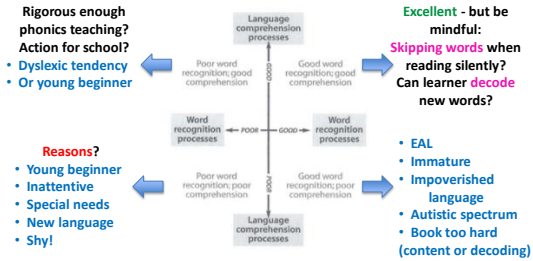
Simple View of Reading



Place two pupils with different reading profiles in the quadrants. If a pupil has two languages, plot for each language separately. Note the ages of the pupils – and track over time.

Simple View of Reading

In broad terms, is there a pattern in the class/school?

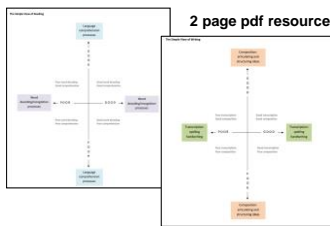


Simple View of Reading

- Illustrates the **two main processes** for reading which informs teachers' professional understanding
- Generates **collegial conversations** about specific learners
- Provides a very **useful practical resource** for identifying reading profiles and analysing them (note factors); for planning provision and tracking progress over time (useful for individuals, groups and whole classes)
- Supports **parents** in understanding the huge importance of masses of **talk to develop language comprehension**, the importance of **sharing books for building up knowledge and understanding of the world** which underpins reading progress, and the benefits of cumulative, decodable books for **independent reading practice and increasing fluency**

Simple View of Reading

plus **Simple View of Writing**



Free Resources page at www.phonicsinternational.com