



TEACHING READING

The Reading Framework

A young girl with long, curly brown hair is sitting at a light-colored desk in a classroom. She is looking off to the side with a thoughtful expression, her right hand resting on her chin. In front of her is an open book. The background is slightly blurred, showing other students and classroom furniture.

Memory is the remnants of our
thoughts. What do you want the
children to think about?

Daniel Willingham, 2009

The reading framework (2022)

Overview

Language comprehension

Word reading and spelling: Systematic Synthetic Phonics

Children at risk of reading failure

Leadership and management

Building on the foundations with older pupils



The reading framework

Teaching the foundations of literacy

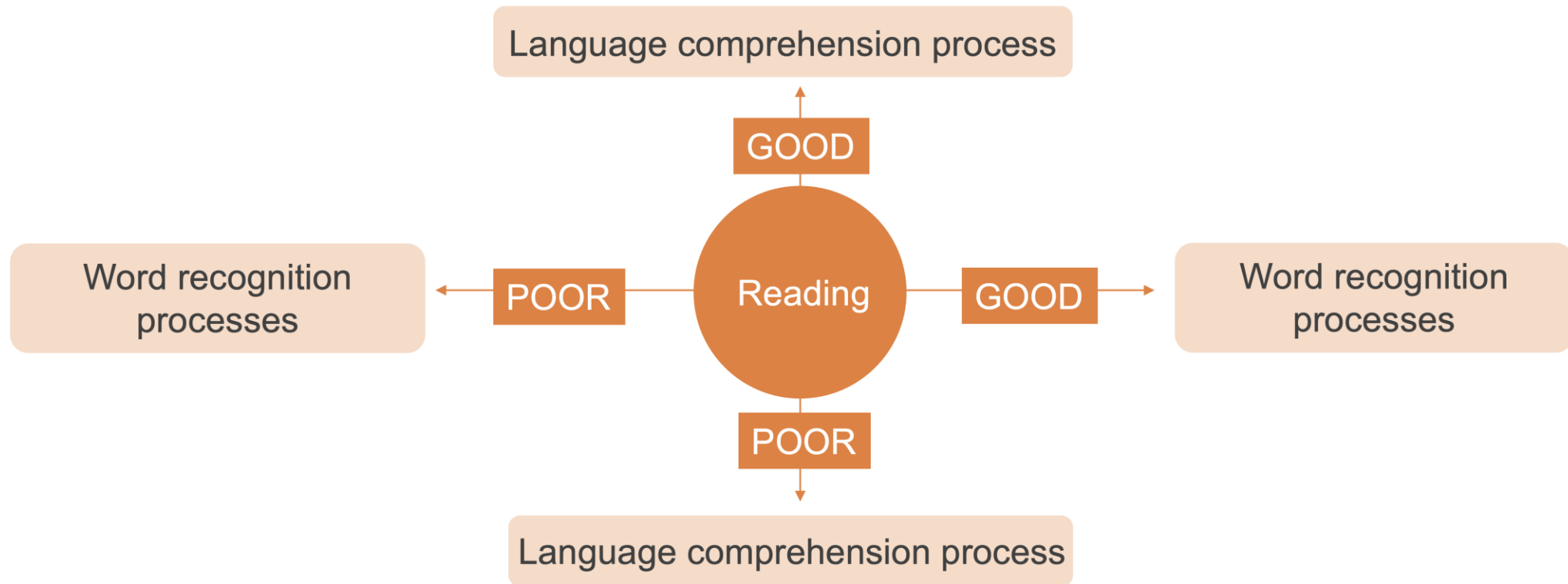
January 2022

‘The school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.’

Ofsted School Improvement Handbook, November 2019

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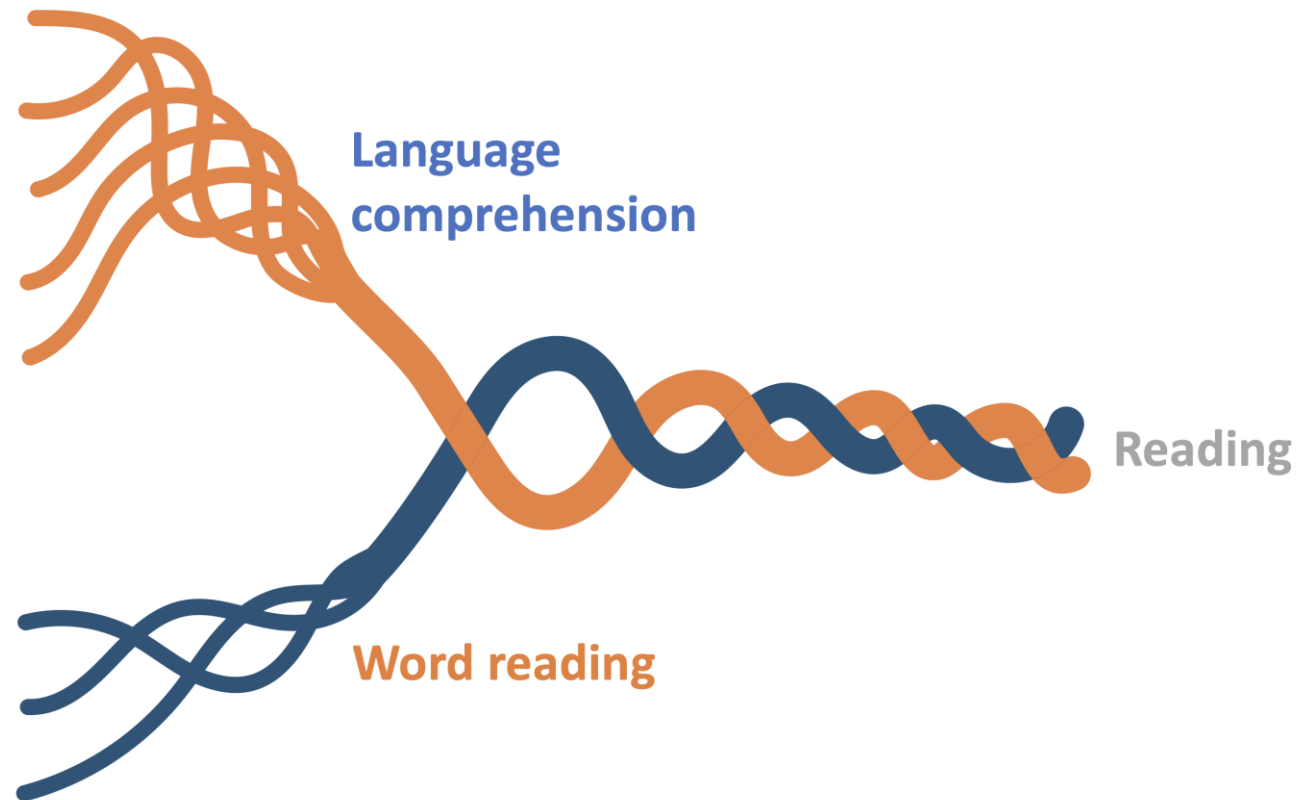
Simple view of reading



Scarborough Reading Rope

Activating word meanings
Understanding sentences
Making inferences
Comprehension monitoring
Understanding text structure

Letter-sound knowledge
Accurate word decoding
Automaticity in decoding



Chunking helps us process: schemas

XCN

NPH

DFB

ICI

ANC

AAX

X

CNN

PHD

FBI

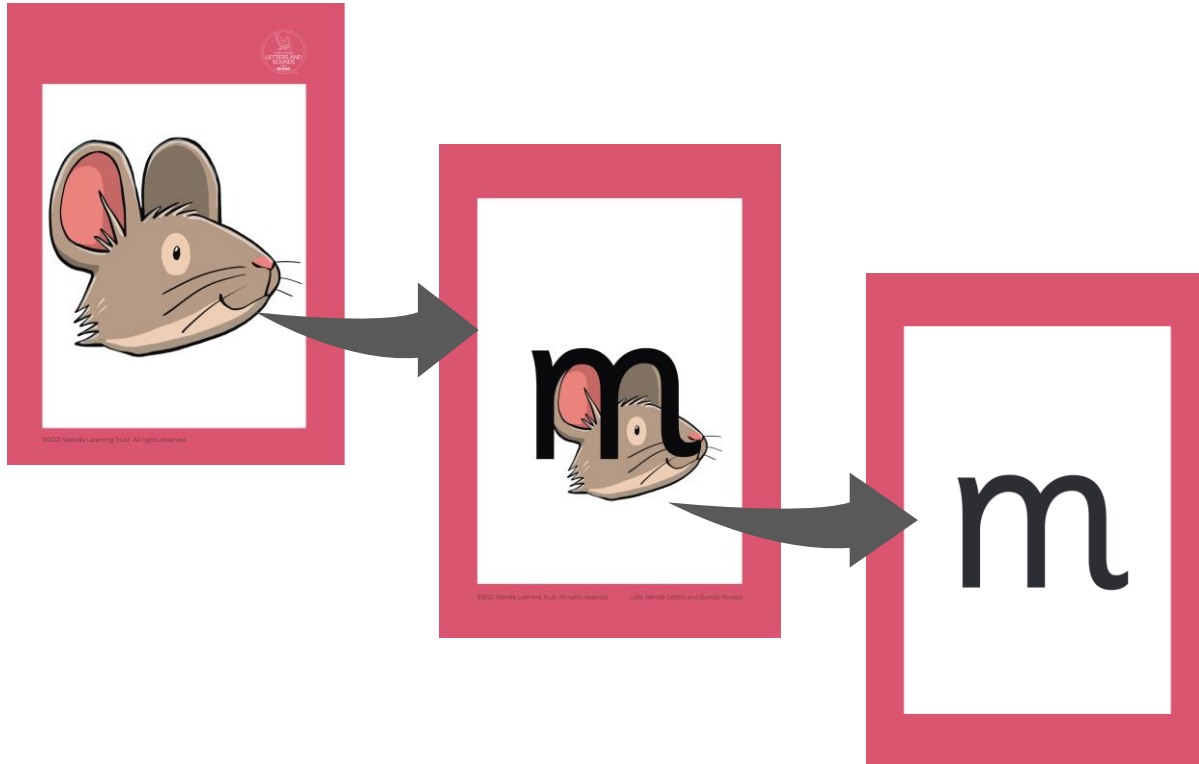
CIA

NCAA

X

TEACHING GRAPHEME PHONEME CORRESPONDENCES (GPCS)

Building the alphabetic code

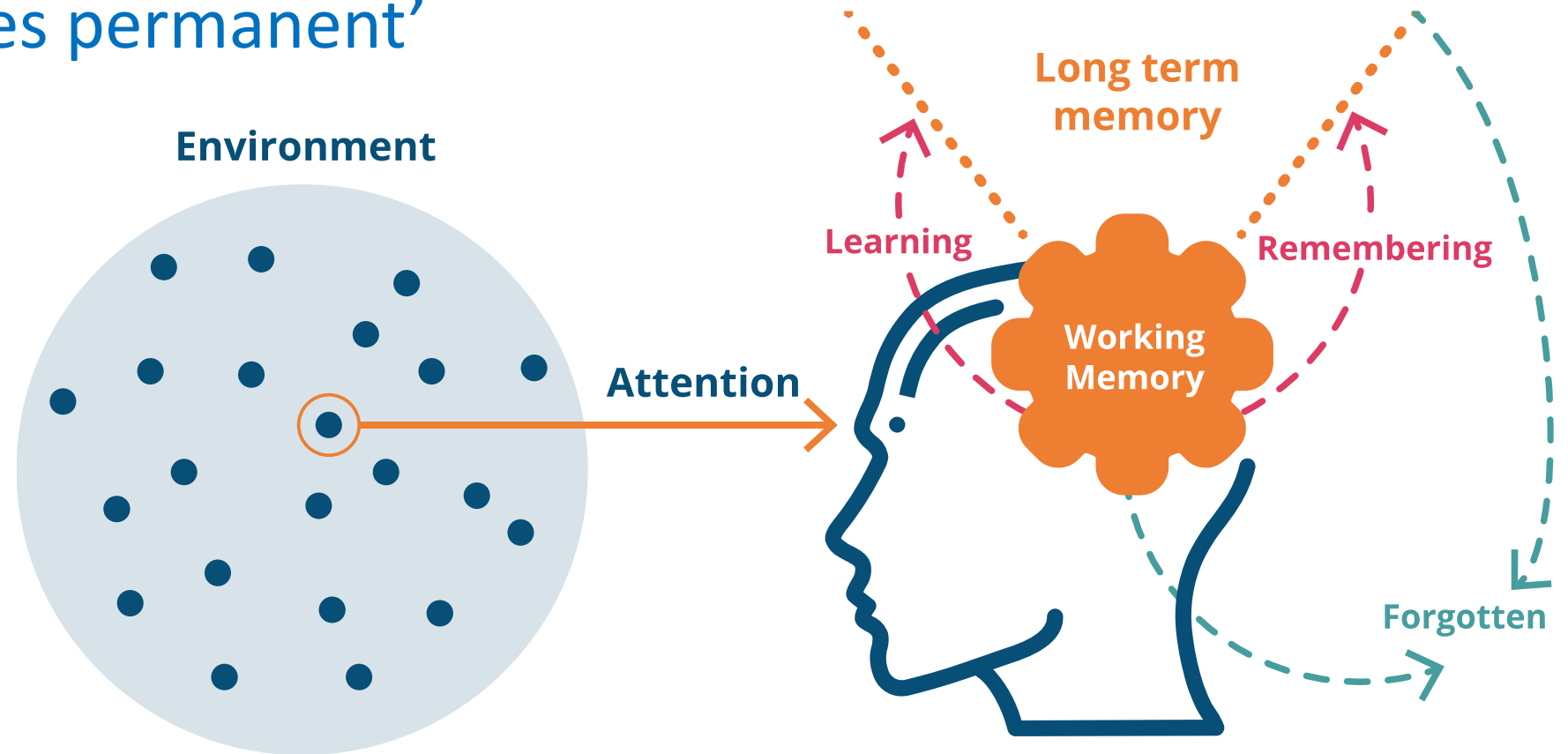


Phase 2 and 3 grapheme chart

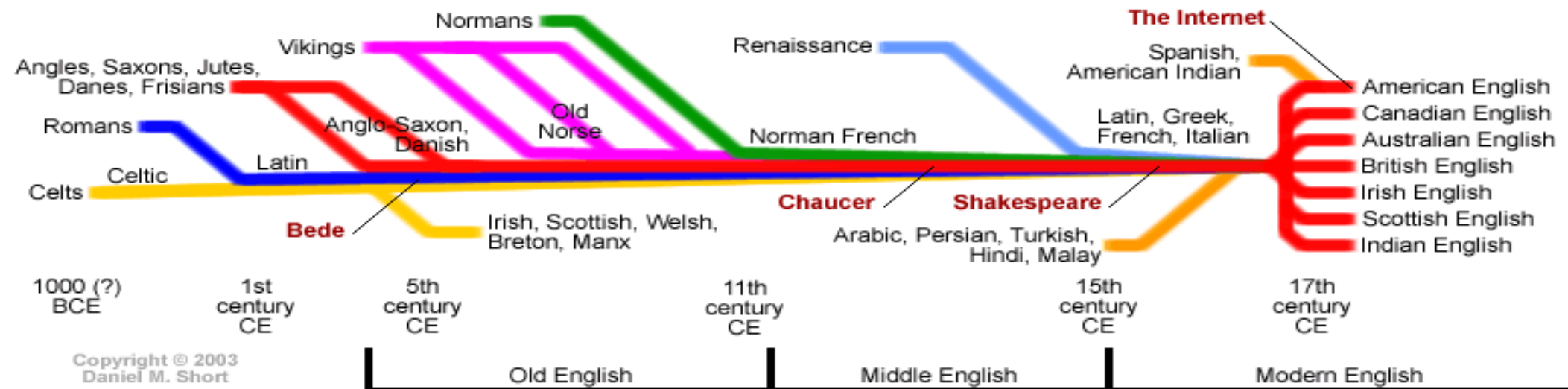
s s ss	t t tt	p p pp	n n nn	m m mm	d d dd	g g gg	c c ck cc	r r rr	h h hh	b b bb	f f ff	l l ll	j j jj	v v vv
w w ww	x x xx	y y yy	z z zz s	qu qu qu	ch ch ch	sh sh sh	th th th	ng ng ng	nk nk nk	a a aa	e e ee	i i ii	o o oo	u u uu
ai ai ai	ee ee ee	igh igh igh	oa oa oa	oo oo oo	oo oo oo	ar ar ar	or or or	ur ur er	ow ow ow	oi oi oi	ear ear ear	air air air		

Providing repeated practice






































‘Practice makes permanent’

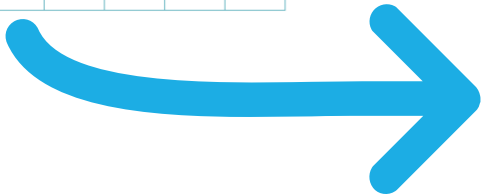


Readers must master the complex alphabetic code



































Phase 2 and 3 grapheme chart

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr	 h	 b bb	 f ff	 l ll	 j	 v vv
 w	 x	 y	 z zz s	 qu	 ch	 sh	 th	ng	nk	 a	 e	 i	 o	 u
 ai	 ee	 igh	 oa	 oo	 oo	 ar	 or	 ur er	 ow	 oi	 ear	 air		



the

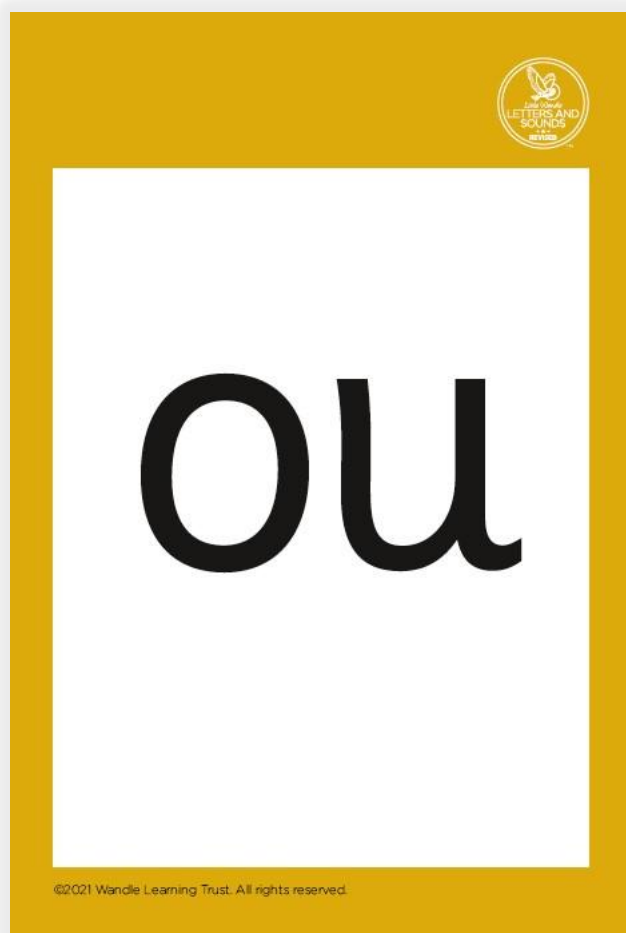
Grow the code grapheme chart

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h	 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve
 w wh	 x	 y	 z zz s se ze	 qu	 ch tch ture	 sh ch ti ssi si ci	 th	ng ng	nk nk	 a	 e ea	 i y	 o a	 u o-e ou
 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oul	 ar a* al*	 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si

Phase 2, 3 and 5

*depending on regional accent
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Growing the code: alternative pronunciations



Different ways of writing a sound

shell

chef

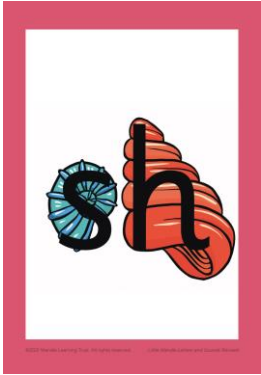
special

caption

mansion

passsion

Grow the code: reading



sh

ch

ti

ssi

si

ci

Where in the word?

sh ship fish

ch chef chalet parachute

ti ssi si ci -ous -on -an: pot**ti**on mi**ssi**on man**si**on
delic**ci**ous electric**ci**an

Spelling at phase 5: more than one choice



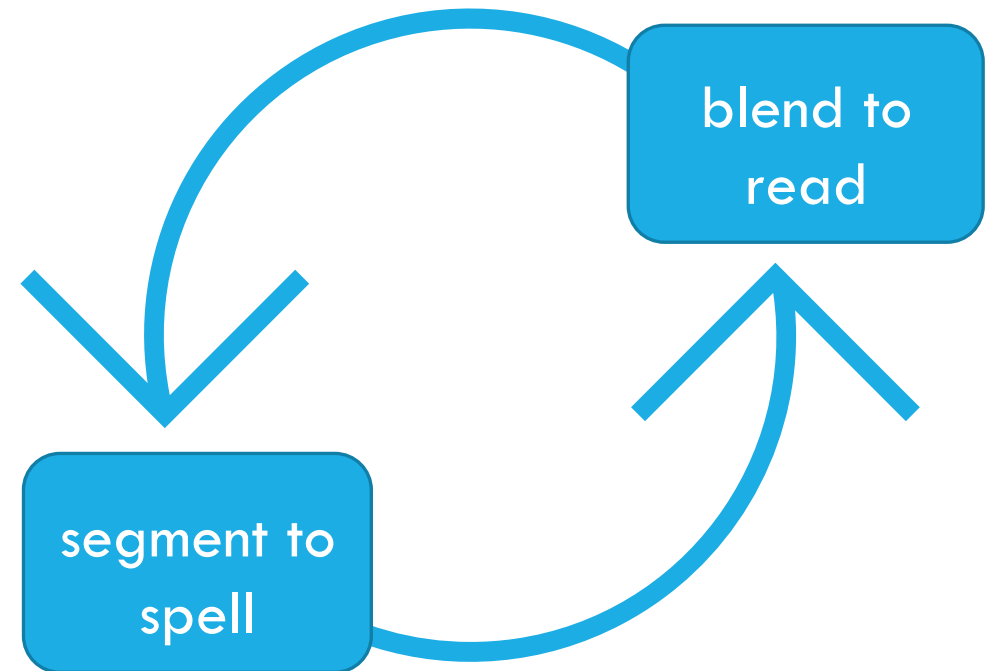
sh-e-f



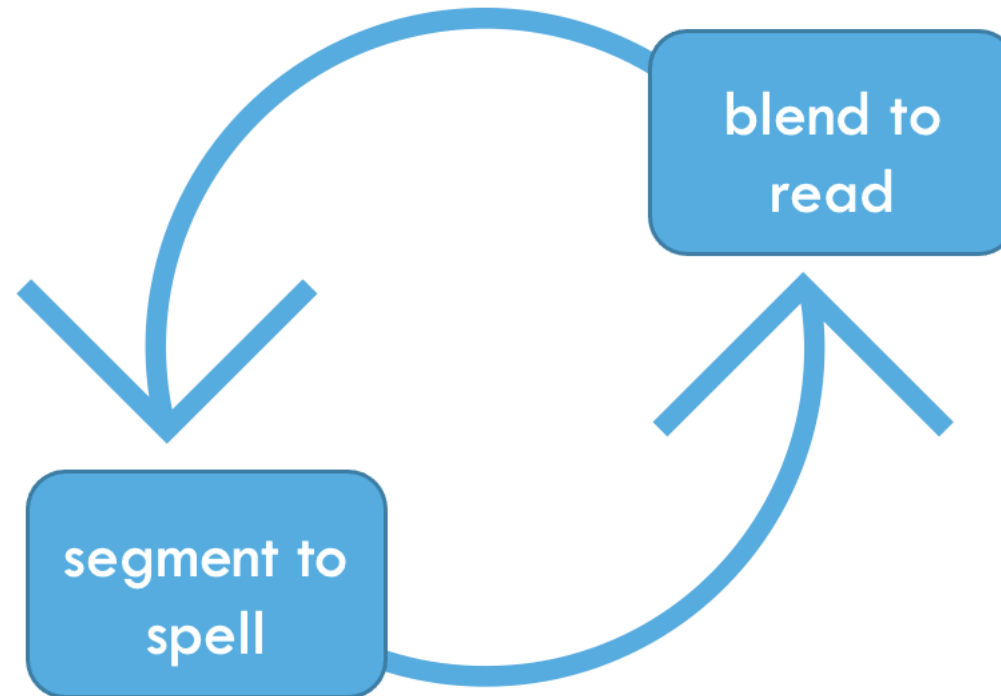
sh ch (ti si ci)

e f!

Where in the word?



Reading strengthens spelling and vice versa



Reading + etymology + morphology = spelling

photosynthesis

phonic mapping

/f/ ph

/y/ i

Both graphemes are found in Greek origin words

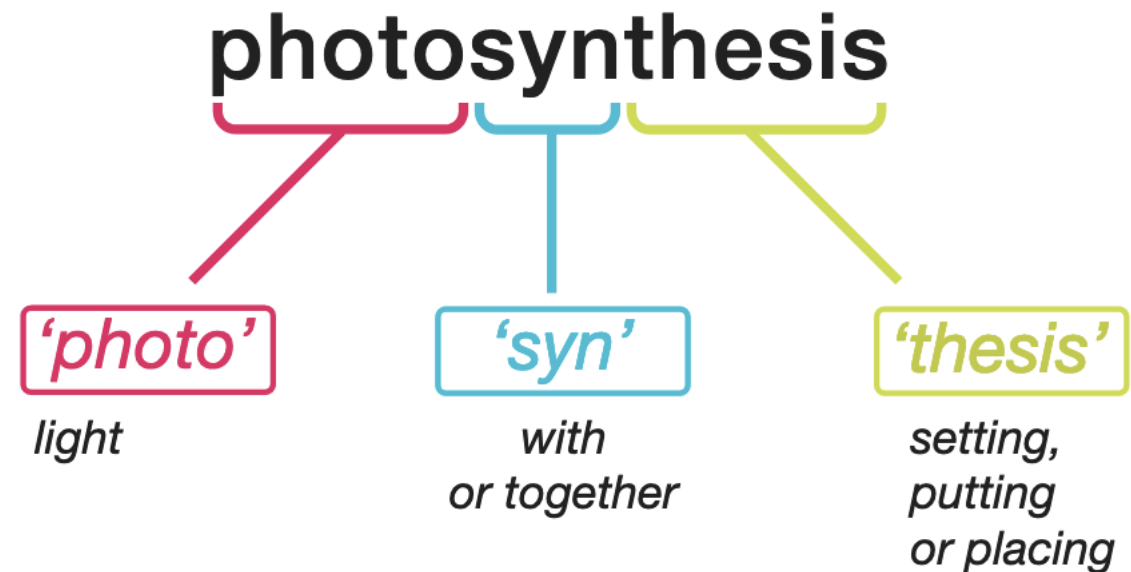


Figure 2: The morphology of *photosynthesis*

Reading + etymology + morphology = spelling

Map key subject vocabulary onto the complex alphabetic code

choreography

Provide:

morphology and etymology

Think links the words to their meaning and likely spelling



BARRIERS TO COMPREHENSION



Reading with 90% accuracy

The being finished speaking and fixed his ↙↕↕↗▽ upon me in the expectation of a reply. But I was ⇐⇒▷↓↙⇐⇒△⇒⇐, perplexed, and unable to arrange my ideas sufficiently to ►⇐⇐⇒△▽◀⇒⇐⇐ the full extent of his proposition. He continued,

“You must create a ⇐⇒↘⇒↙⇒ for me with whom I can live in the interchange of those ▽▲↘▲⇒◀↑↓⇒▽ necessary for my being. This you alone can do, and I ⇐⇒↘⇒⇐⇐ it of you as a right which you must not △⇒⇐►▽⇒ to concede.”

Reading with 100% accuracy

The being finished speaking and fixed his looks upon me in the expectation of a reply. But I was bewildered, perplexed, and unable to arrange my ideas sufficiently to understand the full extent of his proposition. He continued,

“You must create a female for me with whom I can live in the interchange of those sympathies necessary for my being. This you alone can do, and I demand it of you as a right which you must not refuse to concede.”

Frankenstein by Mary Shelley

Why fluency matters...

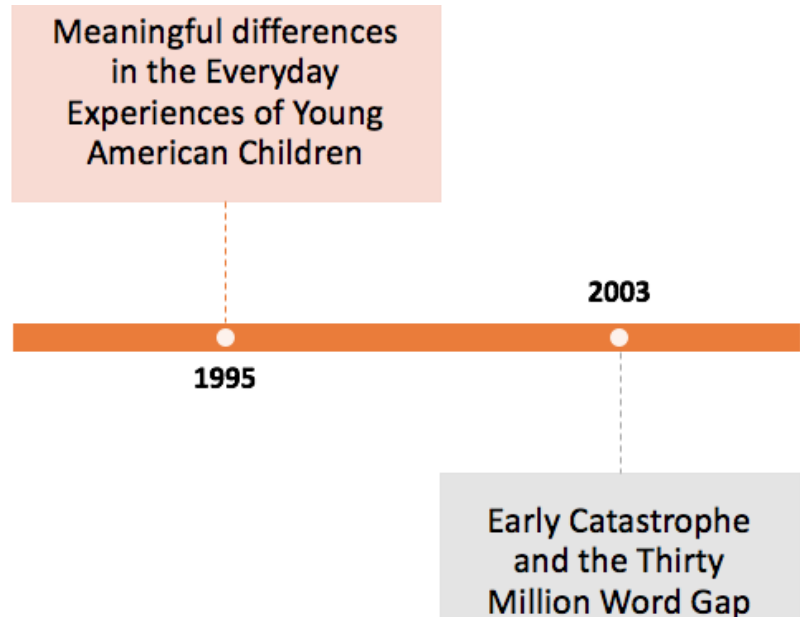
Fluency combines accuracy and automaticity.

A reading speed of 90 words per minute is need for children to be able to comprehend as they read

Smoke lowering down from chimney-pots making a soft black drizzle with flakes of soot in it as big as full-grown snowflakes - gone into mourning, one might imagine, for the death of the sun. Dogs, indistinguishable in mire. Horses, scarcely better; splashed to their very blinkers. Foot passengers, jostling one another's umbrellas in a general infection of temper...

Charles Dickens: Bleak House

Language



- Cognitive scientists have found that conversation between an adult and a child appears to change the child's brain.
- Back-and-forth conversation is actually more critical to language development than the size of a child's vocabulary.
- This finding applied to children regardless of parental income or education.

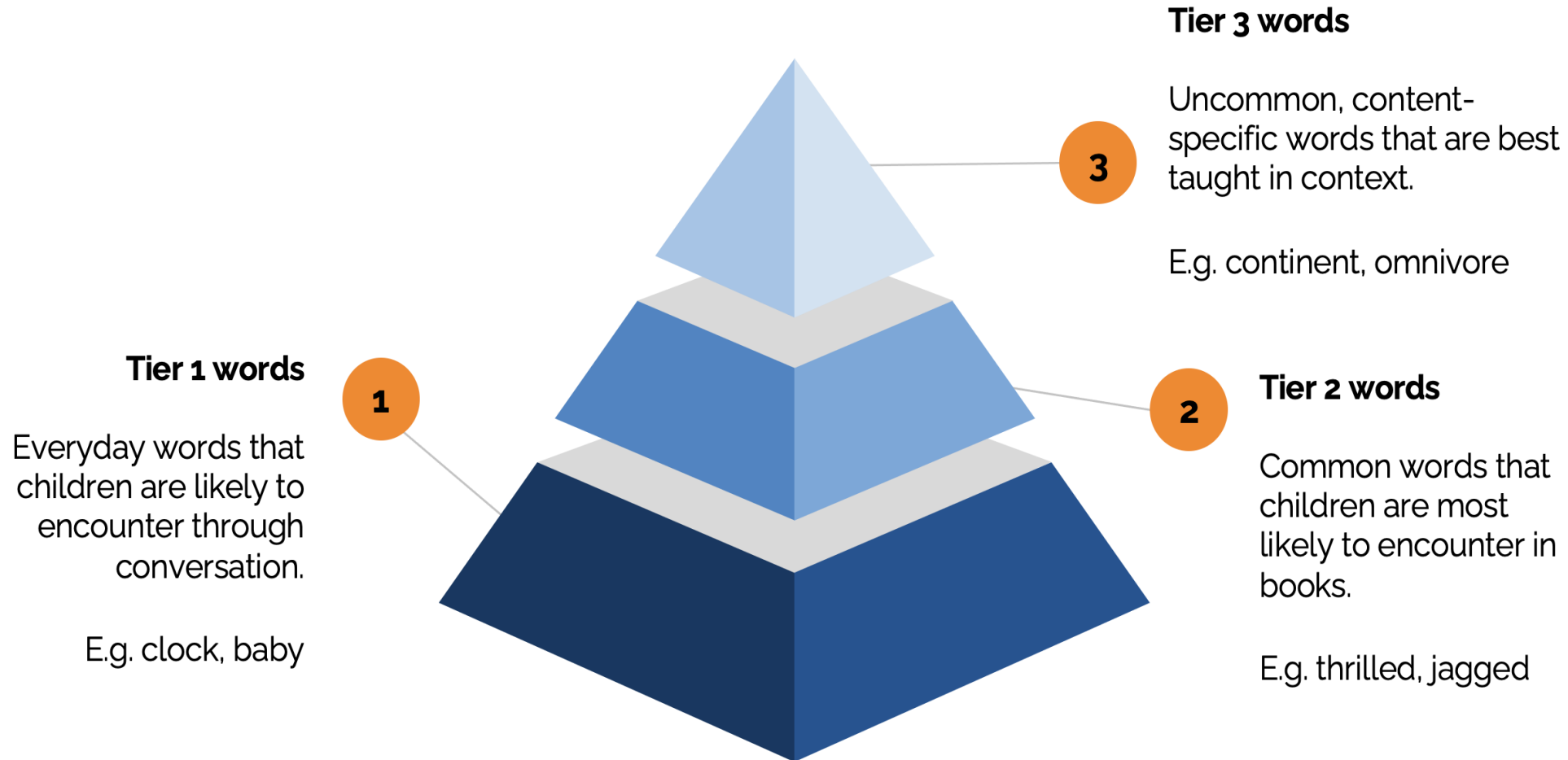
Beyond the 30-million-word-gap Romeo et al 2018



No matter the amount of talk we hear it will never be equal in complexity and variety as the written word.

Hart and Risley (2003)

Isabel Beck



I can read it... but what does it mean?

Librocubicularist

liber = book

cubiculum = bedroom

Pitt had to stop, then niffle the trend. He had three possible ways of doing this. He could whaff trade, increase taxation and/or cut government spending. Pitt jibbob to implement all three jiggles as one policy. He also needed to avoid flimflam in any wishwash since wishwashes were the major cause of the dongle. It has been said that Pitt was the most ingenious flashflat ever to rule Britain.

If one word in ten is not understood...

Pitt had to stop, then **reverse** the trend. He had three possible ways of doing this. He could **stimulate** trade, increase taxation and/or cut government spending. Pitt **chose** to implement all three **options** as one policy. He also needed to avoid **involvement** in any **war** since **wars** were the major cause of the **debt**. It has been said that Pitt was the most ingenious **tax-gatherer** ever to rule Britain.

Knowledge and comprehension

Recht & Leslie (1988) tested "good" and "poor" readers (as identified by a reading test) on their comprehension



Background knowledge clarifies details that otherwise would be ambiguous

The procedure is actually quite simple. First you arrange items into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities, that is the next step; otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many.

Daniel Willingham

Cunningham and Stanovich



There should be a correlation between world knowledge and reading comprehension. The more **stuff you know about the world**, the more likely it is that you'll know at least a bit about whatever passage you happen to hit.

There is a remarkably high correlation between reading comprehension and the measures of cultural knowledge.

Daniel Willingham

You can only look things up effectively if you already possess preparatory, domain-relevant knowledge


Teaching content is teaching comprehension.

Much of the difference among readers is due to how wide a range of knowledge they have.



With reading; context is king.

When writing bundle-based code, you never use string constants to refer to the location of files in your bundle. Instead, you use the NSBundle class or CFBundleRef opaque type to obtain the path to the file you want. The reason is that the path to the desired file can vary depending on the user's native language and the bundle's supported localizations. By letting the bundle determine the location of the file, you are always assured of loading the correct file.



‘We often despair of changing our students’ abilities, but there is at least one particularly malleable habit that will itself develop abilities: reading.’

Cunningham and Stanovich