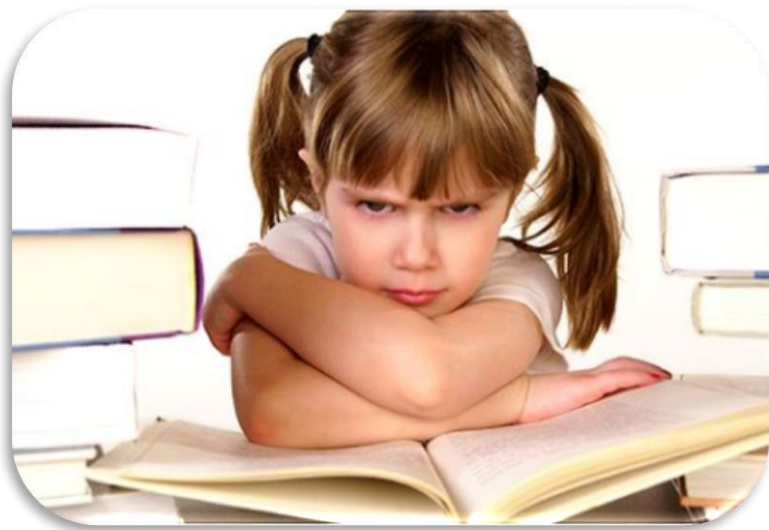
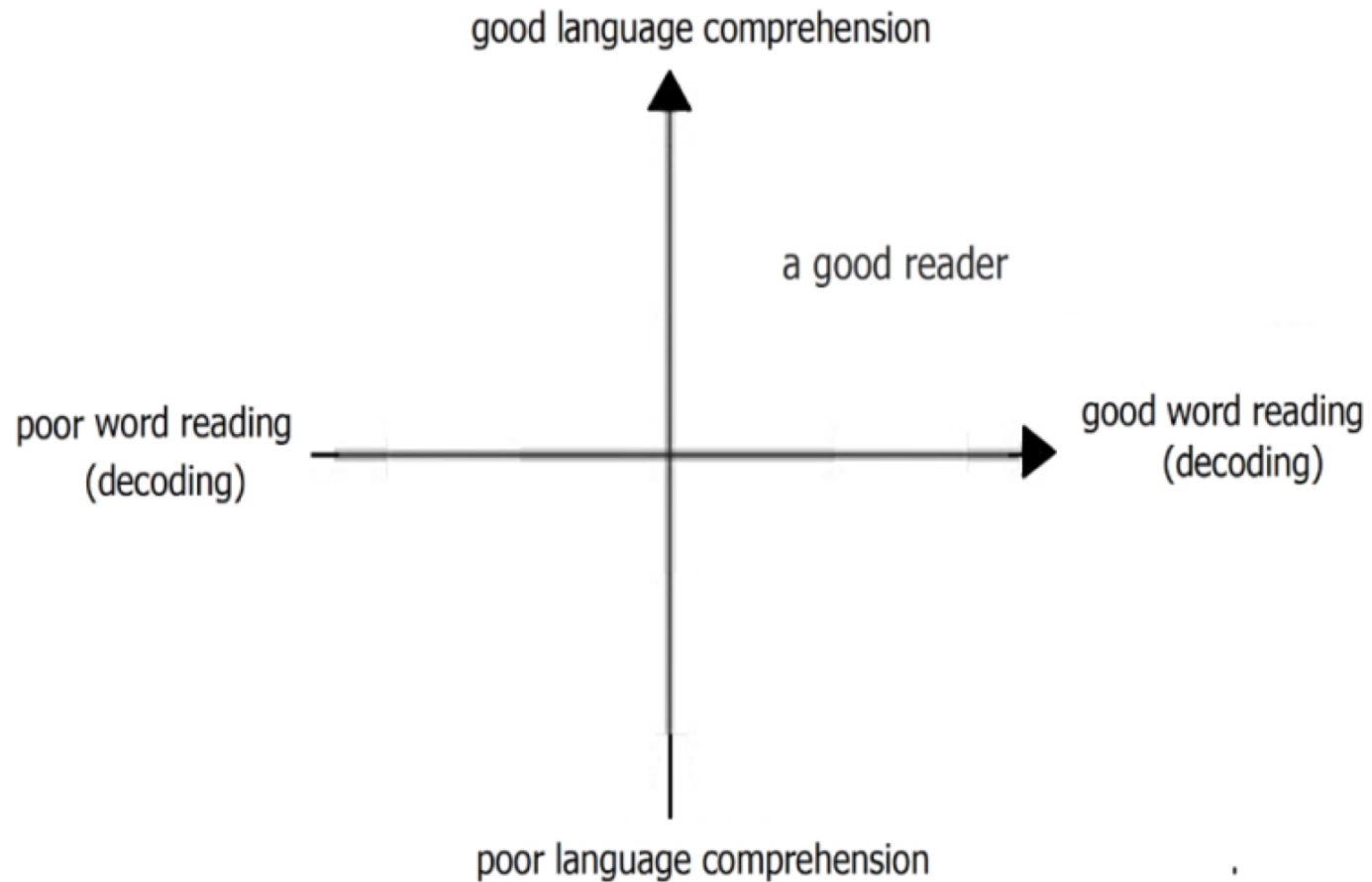


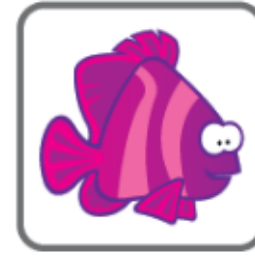
# Supporting Struggling Readers



# Simple View of Reading



# Word Reading



***/f/ - /i/ - /sh/***

**Segmenting**



**Blending**

Breaking a word into individual sounds.

E.g. bright → b r igh t

Combining individual sounds to make a word.

E.g. b r igh t → bright

# Word Reading - Segmenting

## **For example:**

1. spoon = s - p - oo - n

2. bright = b - r - igh - t

3. strong = s - t - r - o - ng

4. hairbrush = h - air - b - r - u - sh

5. appearance = a - pp - ear - a - n - ce



***/f/ - /i/ - /sh/***

# Word Reading - Segmenting

## **Have a go at these:**

1. ceiling =
2. airport =
3. emphasise =
4. withdraw =
5. judgement =



***/f/ - /i/ - /sh/***

# Word Reading - Segmenting

## **Let's check:**

1. ceiling = c - ei - l - i - ng

2. airport = air - p - or - t

3. emphasise = e - m - ph - a - s - i - s - e

4. withdraw = w - i - th - d - r - aw

5. judgement = j - u - dge - m - e - n - t

# Word Reading - Blending

## For example:

1. s - p - oo - n = spoon
2. b - r - igh - t = bright
3. s - t - r - o - ng = strong
4. h - air - b - r - u - sh = hairbrush
5. a - pp - ear - a - n - ce = appearance

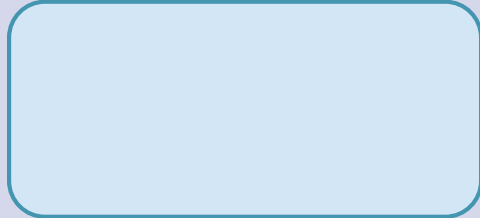


***/f/ - /i/ - /sh/***

# Word Reading

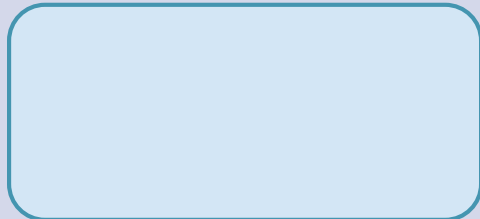
## Accuracy

*(Reading words correctly)*



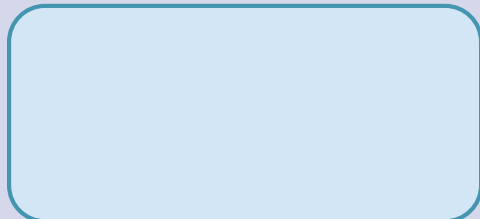
## Automaticity

*(Reading words automatically)*

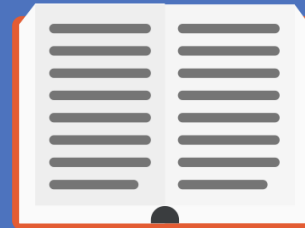


## Prosody

*(Reading with appropriate stress and intonation)*



## Fluency





# Word Reading - Feedback



## **Accuracy**

*(Reading words correctly)*



“Have another go at reading this word and remember to segment the word in your head”.

## **Automaticity**

*(Reading words automatically)*



“Re-read this sentence now you can read all of the words”.

## **Prosody**

*(Reading with appropriate stress and intonation)*

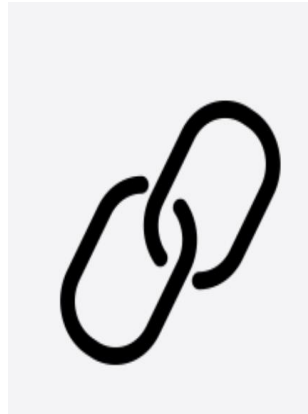


“Remember to change the tone of your voice when asking a question”

# Unfamiliar Vocabulary



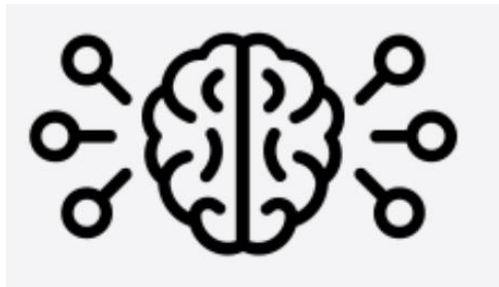
Re-read Sentence



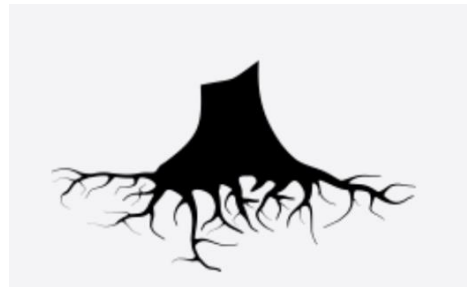
Link Words



Dictionary



Prior Knowledge



Root Word

# Unfamiliar Vocabulary

He runs up and down the concrete playground, **unafraid** of falling and hurting himself. Losing is not an option. He will be the hero of the team today because he was the hero yesterday and the day before that. His team never loses.



He kicks the ball with the side of his foot and it arcs over the **opposing** team and into the corner of the net. His friends run towards him, grinning, and hug him hard.



Her stomach **growls** with hunger and she does a pretend cough to cover the noise, but the two girls are too busy chatting and laughing to notice.




# Unfamiliar Vocabulary

A teammate who is strong and fast but without any technical skills **hoofs the** **ball** away from the goal. The ball soars through the air.

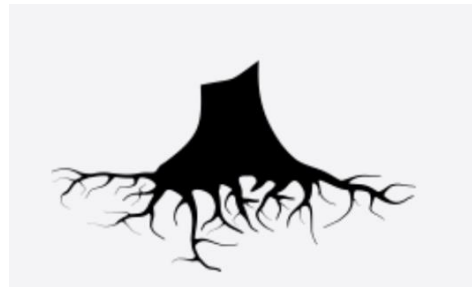
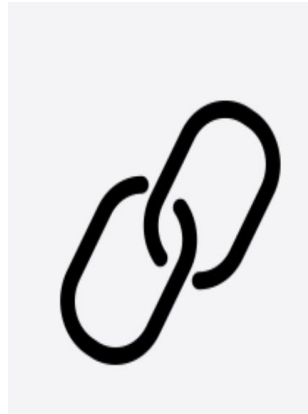


She lifts her head and watches the ball approaching her. She can see the **trajectory** of the ball perfectly. If she sits still, it will hit her. The ball starts to fall

The predicted path of a moving object.



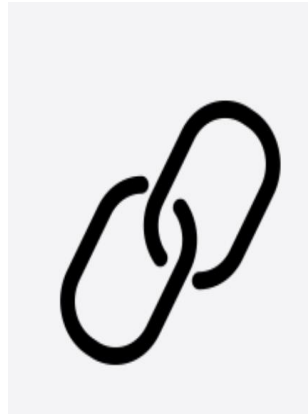
# Unfamiliar Vocabulary



# Unfamiliar Vocabulary



Re-read Sentence



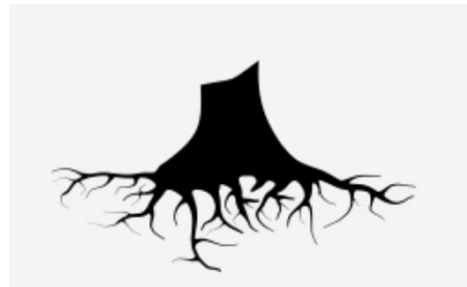
Link Words



Dictionary



Prior Knowledge



Root Word

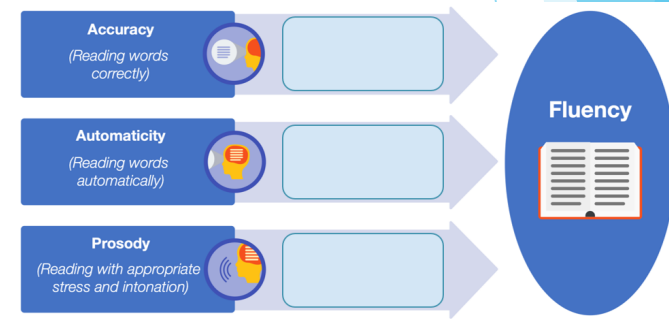
# Supporting Word Reading at Home

1. Practise segmenting and blending.

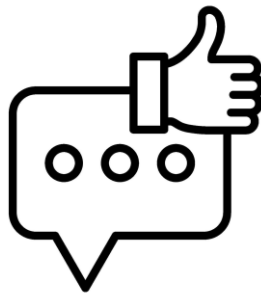


**/f/ - /i/ - /sh/**

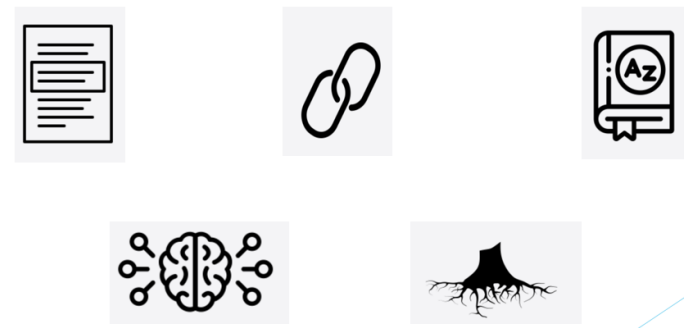
2. Support all aspects of fluency.



3. Give specific feedback about fluency.



4. Use strategies for unfamiliar vocabulary.





**Do you have any  
questions about  
supporting fluency  
and vocabulary?**



drawing on prior knowledge

self-monitoring

Comprehension is  
built by...

drawing inferences

forming mental images

summarising and retelling

drawing on prior knowledge

What do you already know about this topic?  
Have you ever experienced ... ?

self-monitoring

Which parts did you understand well?  
Which parts did you not understand?

Comprehension is  
built by...

forming mental images

What are you picturing in your mind?  
How has your picture in your mind changed?

drawing inferences

Why did (character)  
behave in that way?  
What clues can you  
see in the text?

summarising and retelling

What were the main events in the story?  
How were the events connected?

## Summarising

### **What Liam likes about his job**

For Liam, the very best part of being a park keeper is being outside. Liam likes being outside and being active. He would feel very restless if he had to sit at a desk all day. Gardening keeps him fit, too.

Liam likes planting things and watching them grow. Every day, he sees how the park's visitors enjoy the gardens, and this gives him a real sense of achievement. He also likes being able to enjoy the park quietly in his spare time.

Liam enjoys time with the other park keepers. They do many jobs as a team, and Liam likes being able to talk to the others while he works.

### **What Liam doesn't like about his job**

The weather can make Liam's job much harder. There's snow and ice in winter, and it rains most of the year round. Liam likes his job least in the middle of summer, when it can be almost too hot to do anything.

Another problem is that it can be dirty work. It's easy to get cuts and scratches from the roses and other plants, and there are itchy insect bites to worry about in the summer.

## Drawing inferences

### One of Them by Amy Raphael

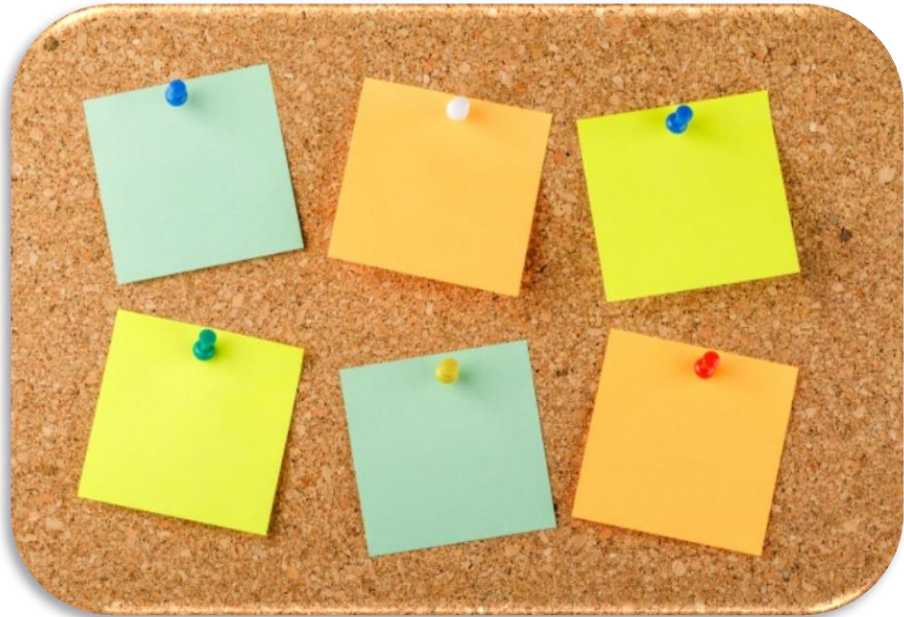
She sits in the corner of the playground, staring down at the **second-hand** **trainers** that pinch her toes.

I think the girl was feeling uncomfortable because her shoes were too small for her.

# Drawing inferences

He kicks the ball with the side of his foot and it arcs over the opposing team and into the corner of the net. His friends run towards him, grinning, and hug him hard.

I think the boy was feeling ... because ...



**Do you have any  
questions about  
supporting  
comprehension?**

# Summary of Training

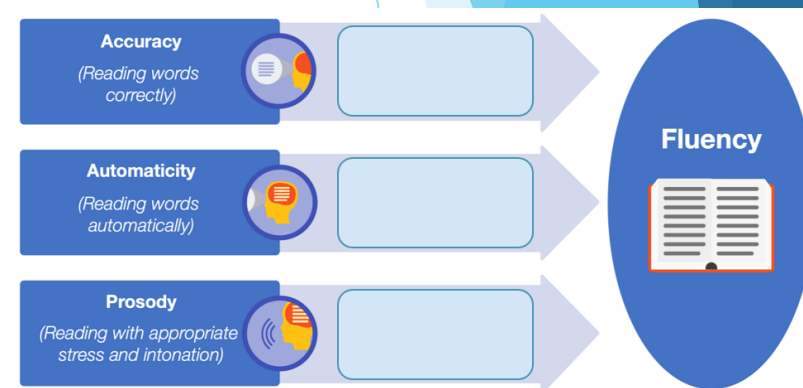
- ▶ Two main parts of reading - word reading and comprehension.

- ▶ Model segmenting and blending.



**/f/ - /i/ - /sh/**

- ▶ Support all aspects of fluency (accuracy, automaticity, prosody).



- ▶ Model strategies for unfamiliar vocabulary.

- ▶ Build reading comprehension.



- ▶ For example: drawing on prior knowledge, drawing inferences, self-monitoring, forming mental images, summarising and retelling





**Any other  
questions?**