

HIAS OPEN RESOURCE

Understanding how we develop as readers

Supporting all readers in the secondary school

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Final version

Overview

This document contains...

Slides that could be used as part of a CPD sequence for teachers in school, supporting understanding of reading in secondary schools

Points to consider when using this resource

The resources in this series are intended as a companion piece to the DfE's series of training videos and guidance [*Supporting all readers in secondary school*](#), providing additional detail. This resource expands on ideas shared in video 2, [*What is reading?*](#) and provides links to research.

The simple view of reading

Language

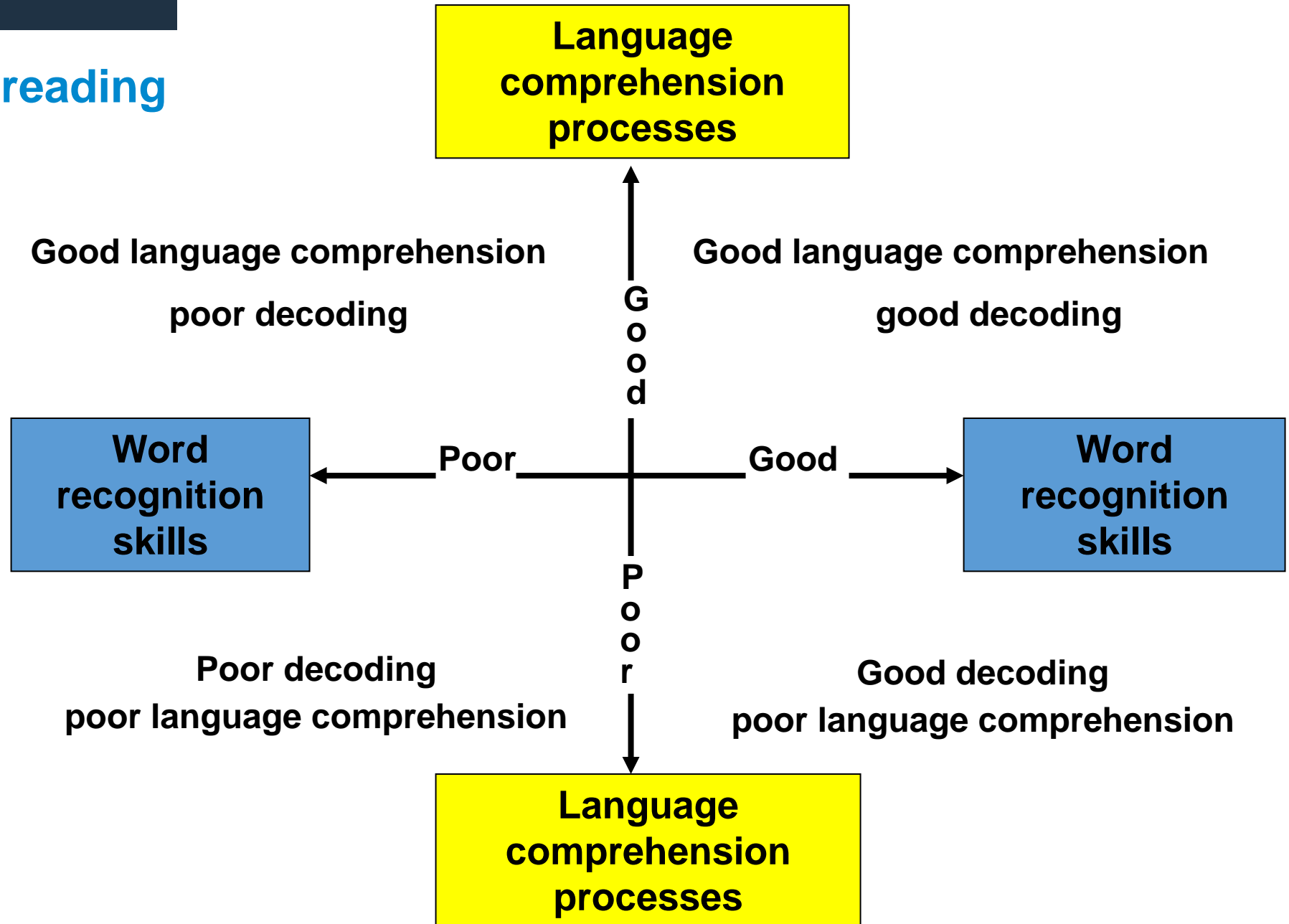
comprehension includes:

- vocabulary knowledge
- the ability to follow a line of argument or narrative
- the ability to draw inferences and make connections between pieces of information and background knowledge
- making sense of spoken and written language

Word recognition

includes:

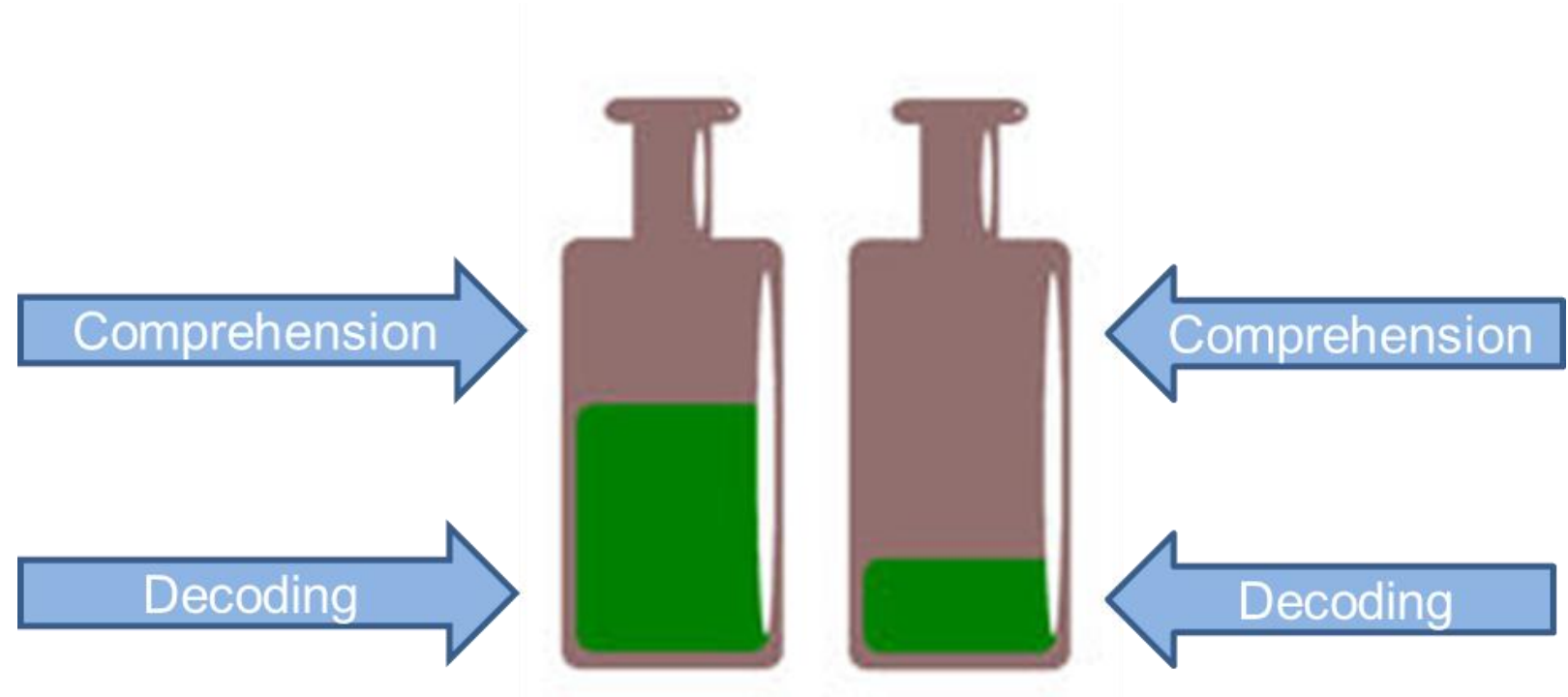
- decoding using phonics
- recognition of words at sight – automaticity
- accuracy in reading



Perfetti et al.'s 'decoding bottleneck'

For the first person, it takes a lot of effort to decode the text and as a result they have less 'space', (or processing capacity) to spend on trying to make sense of it.

This is what Perfetti et al. mean by a decoding bottleneck'. For the second person, decoding the text has been a relatively easy task and they have more available resources to comprehend it.

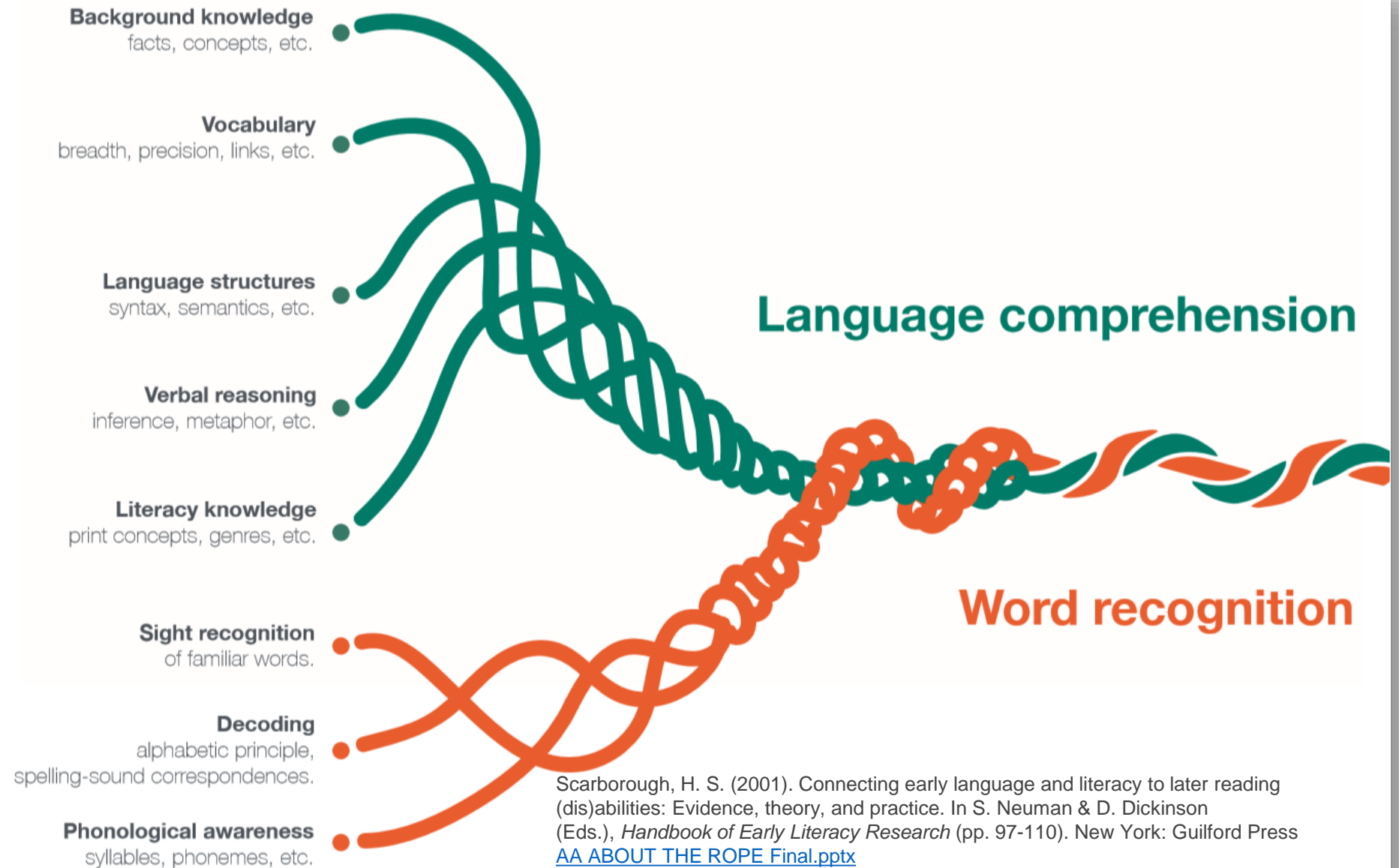


Perfetti, C. A., & Lesgold, A. M. (1977). Coding and Comprehension in Skilled Reading and Implications for Reading Instruction. In L. B. Resnick & P. Weaver (Eds.), *Theory and Practice in Early Reading*. Hillsdale, NJ: Lawrence Erlbaum Associates
[ed145399.tif.pdf](#)

Scarborough's reading rope

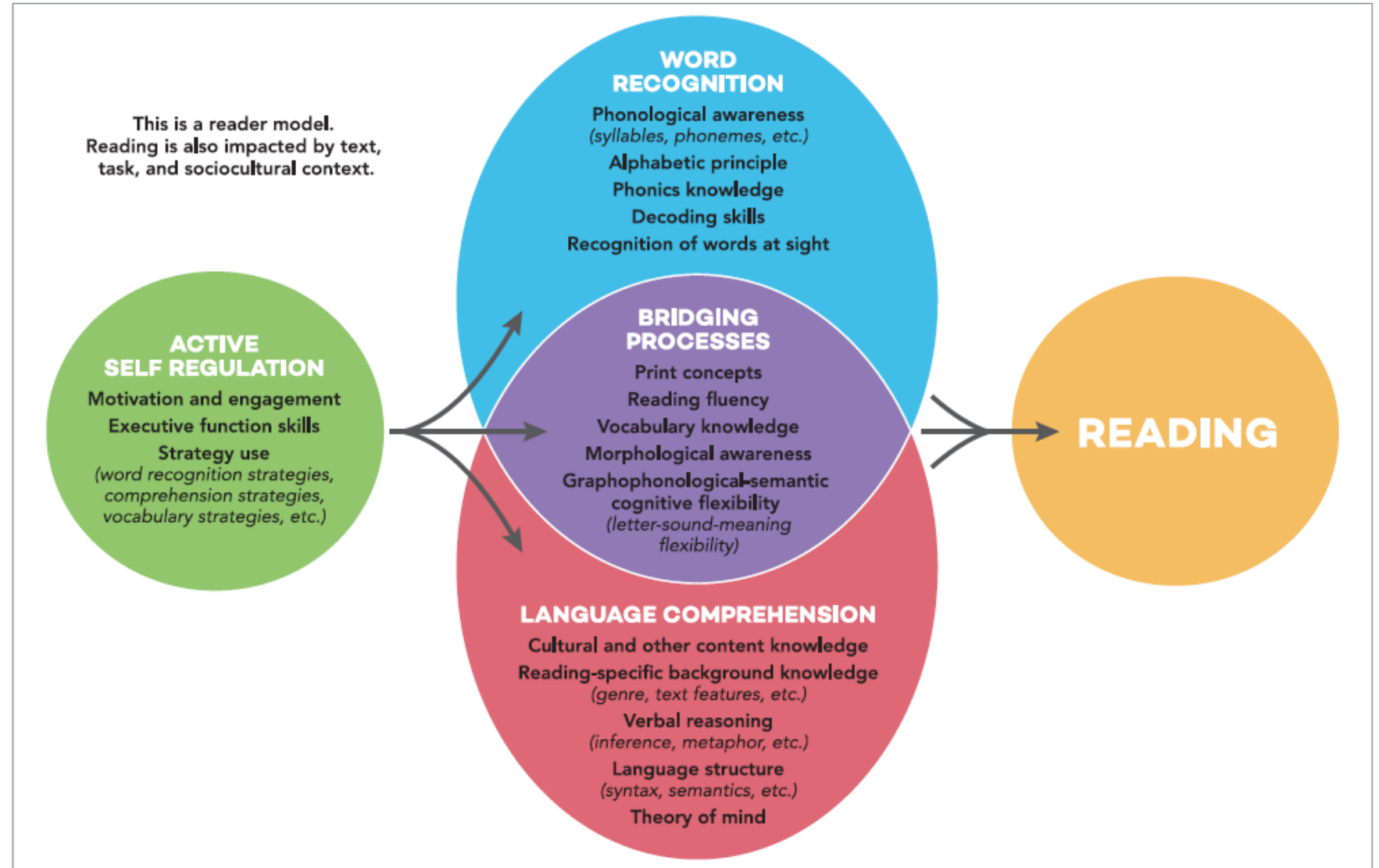
Hollis Scarborough's **reading rope** metaphor breaks down the elements of language comprehension and word recognition further, using the image of braided and twisted strands to show how intertwined the elements of effective reading are.

In general terms, most pupils should secure the red strands during KS1, while the green strands continue to be developed increasingly strategically across KS2 and beyond.



The active view of reading

Building on the Simple View of Reading, Duke and Cartwright's work (2021) also emphasises the importance of executive function skills such as attention, monitoring own understanding and self-regulation, as well as motivation and engagement in developing reading. The **bridging processes** identified are helpful to focus on in supporting pupils to improve their reading.



Note. Several wordings in this model are adapted from Scarborough (2001).

Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. *Reading Research Quarterly*, 56(S1), S25–S44. <https://doi.org/10.1002/rrq.411>

[The science of reading progresses: Communicating advances beyond the simple view of reading.](#)

HIAS English Team

Please contact Joanna Kenyon Joanna.Kenyon@hants.gov.uk for support with secondary reading, whole school literacy and English.

For further details on the full range of services available please contact us using the following email: htlcdev@hants.gov.uk

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