



Reading For All

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What makes us want to read?

When do you read for pleasure?

How does it make you feel?

Take a minute to write your thoughts on a whiteboard



Teeth - THE LITERACY SHED

What is reading?

Reading

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graph TD; Reading((Reading)) --- Listening; Reading --- Scanning; Reading --- Phonological_Awareness[Phonological Awareness]; Reading --- Photographs; Reading --- Objects; Reading --- Intensive_Interaction[Intensive Interaction]; Reading --- Sounds; Reading --- Situations; Reading --- Attention_Skills[Attention Skills]; Reading --- Facial_Expressions[Facial Expressions]; Reading --- Music; Reading --- Environment; Reading --- Body_Language[Body Language]; Reading --- Symbols; Reading --- Symbols --- Scanning; Reading --- Symbols --- Phonological_Awareness; Reading --- Symbols --- Photographs; Reading --- Symbols --- Objects; Reading --- Symbols --- Intensive_Interaction; Reading --- Symbols --- Sounds; Reading --- Symbols --- Situations; Reading --- Symbols --- Attention_Skills; Reading --- Symbols --- Facial_Expressions; Reading --- Symbols --- Music; Reading --- Symbols --- Environment; Reading --- Symbols --- Body_Language;
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Listening

Scanning

Phonological
Awareness

Photographs

Symbols

Body Language

Environment

Music

Objects

Intensive Interaction

Facial
Expressions

Sounds

Attention Skills

Situations

Why do we teach reading?

- * We are surrounded by print at home, in school / workplace and in the community.
- * It is part of our world regardless of our ability to access it.
- * Learning to read gives us a chance to experience things we may never do in real life.
- * Reading influences our wellbeing, mental health and our ability to interact with others.
- * Nobody is a non-reader.

Building a Foundation

Simple view of reading

Simple View of Reading (Gough et al. 1996)

Word recognition

Language
comprehension

/sounds



Seeing letters but
not knowing
sounds

Producing sounds
but too much
effort

Reading words by
putting sounds
together

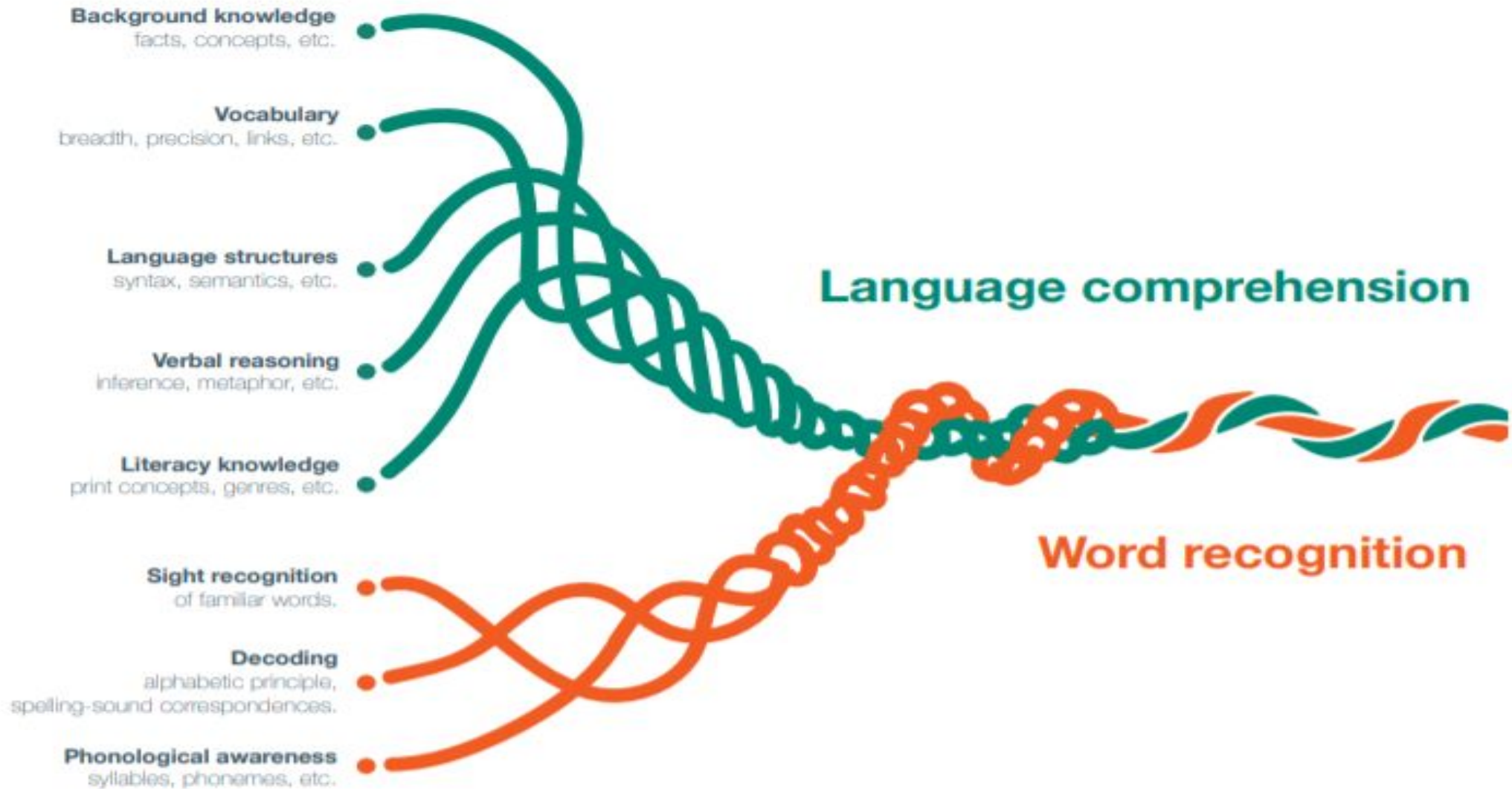
Reading but no
understanding/
meaning

Knowing each
word but not
understanding
whole sentence

Understanding
sentence



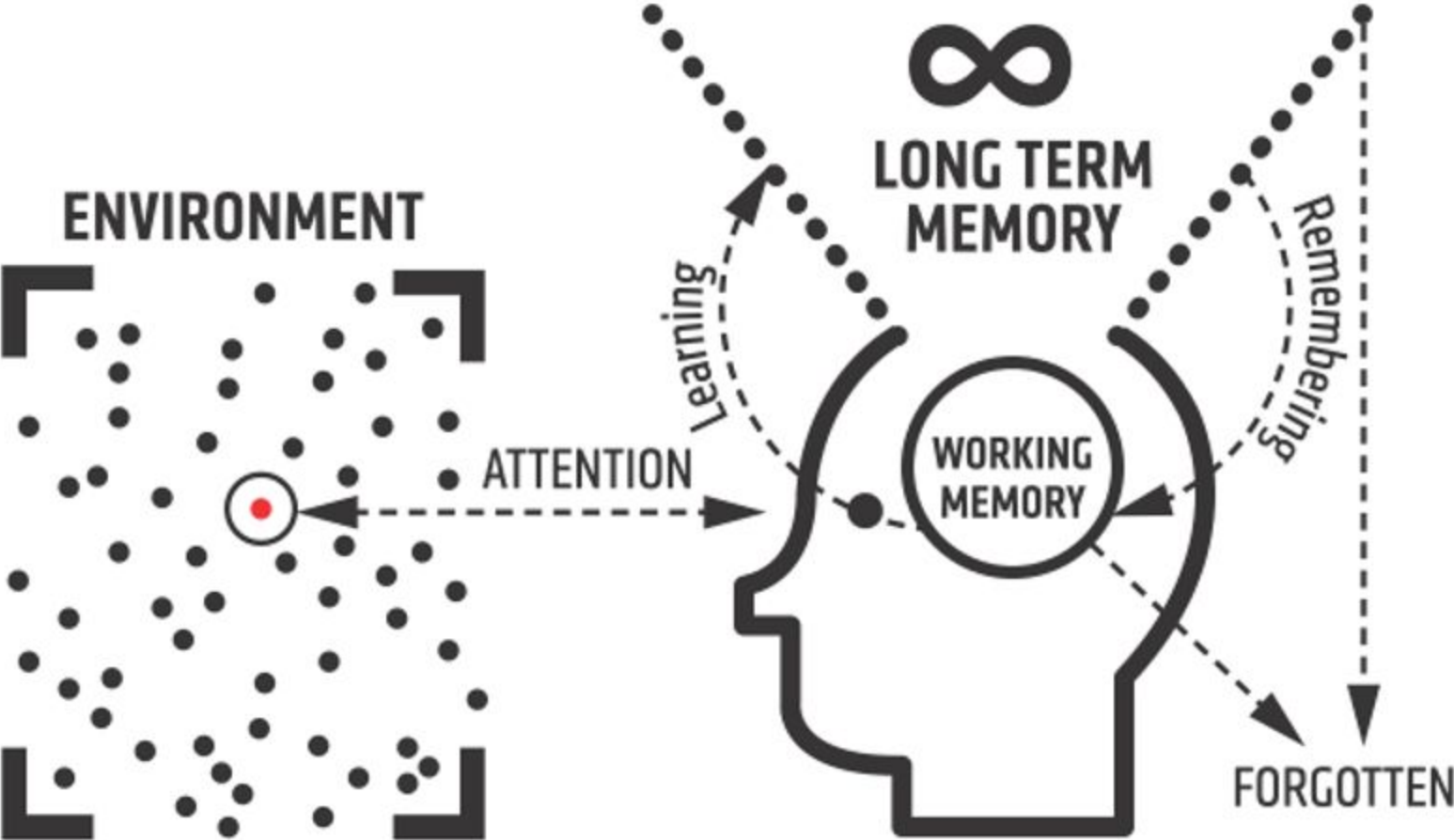
Reading Rope



Four Stages

1. **Input** – Taking in information from the world around us using all of our senses.
2. **Integration** – How you use the information.
3. **Memory** – To have the ability to return and use the information when needed.
4. **Output** – To be able to use the information.

WILLINGHAM'S SIMPLE MEMORY MODEL



Try these equations one at a time without writing anything down...

$$2 \times 3$$

$$6 \times 7$$

$$12 \times 15$$

$$183 \times 587$$

$$1983 \times 1874$$

As the questions become more complex you may find that you didn't know the answer and couldn't therefore retrieve it from your long term memory. You would have attempted to hold some information into you working memory and manipulate it, in order to work out the answer. As the numbers got larger still, you may have tried to manipulate more than your working memory could handle.

If this was the case, you would have experienced working memory overload and perhaps become frustrated or given up. This example of the limited capacity of working memory can be overwhelmed (Gatherole,et al.2006)

Engagement

- Multi-sensory approach
- Rhyme, Rhythm, Repetition
- Knowing strengths and motivators
- AAC
- Variety of texts
- Making books
- Multi-media
- Sensory Stories
- Cross-curricula



[Tach Us Too - YouTubee](#)

Jonathan's Story

Literacy

Resources

[Free Special Stories – The Pete Wells Sensory Stories Podcast](https://www.youtube.com/watch?v=WKImLze6qmQ)
<https://www.youtube.com/watch?v=WKImLze6qmQ>

[bagbooks.org/about-us/what-we-do/multi-sensory-storytelling](https://www.bagbooks.org/about-us/what-we-do/multi-sensory-storytelling)
[Consultancy | Dr Sarah Moseley Edu](#)
[richardhirstwood](#)
<https://www.lisntell.co.uk/storytelling>

[Listening skills - BBC Teach](#)

[Storyline Online - Library](#)