## Identifying Reading Problems phonics



## START

I can read text fluently, accurately and at speed. (I may, or may not be able to use expression effectively.)



**es** 



My reading is slow and laboured. I am struggling to lift the words off the page. I often guess at words and make mistakes.



Although I am slow at reading, I understand and can explain, describe and answer questions about what is happening in the text.

The issue here is with comprehension. It is important to provide a literacy rich environment, supported by lots of talking, listening and discussion. Focus on enriching vocabulary by examining new words and their meanings. Include nonfiction texts to enhance knowledge about the world. Questioning should ensure that the main points/ events of a text have been understood. Support & model how to cope with inferential and evaluative questions.

using The Simple

**View of Reading** 

The issue here is with **both** decoding and comprehension

Yes

No

The problem here is with decoding. This must be addressed urgently.

It is essential to analyse how much of the alphabetic code is known. Assess knowledge of sounds/letters (grapheme / phoneme correspondences) to identify where the gaps are.

A systematic synthetic phonics programme will provide the necessary alphabetic code knowledge and practice in decoding/ blending for reading and encoding/ segmenting for spelling.

This flowchart is based on The Simple View of Reading. It will help you identify whether a child is struggling with word reading (decoding), comprehension—or with both. For further help and advice see www.dyslexics.org.uk

I can understand what I read and am able to answer simple literal questions about main points or events in a text. I can also answer questions that require 'reading between the lines' or inference. I am able to give my thoughts and opinions about a text.



I am a reader—I am good at both decoding and comprehension. I can decode automatically and understand whatever I am reading. Good job!

es

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