

TEACHING READING

from attention to comprehension



COGNITIVE SCIENCE

WORKING MEMORY



We can only hold 1–4 new items at once.

REDUCE COGNITIVE LOAD



Remove unnecessary load so students can focus on learning.

RETRIEVAL PRACTICE STRENGTHENS MEMORY



Bringing knowledge to mind strengthens connections.

KNOWLEDGE STORED IN LONG-TERM MEMORY



Deep learning happens when knowledge is stored and connected.



EXPLICIT INSTRUCTION

CLEAR LEARNING INTENTIONS



Students know what they are learning and why.

MODELLING (I DO)



Teacher thinks aloud and models the thinking.

GUIDED PRACTICE (WE DO)



Students practice with support and feedback.

INDEPENDENT PRACTICE (YOU DO)



Students apply their learning independently.

CHECKS FOR UNDERSTANDING



Regular checks ensure learning before moving on.



ATTENTION & PARTICIPATION

Students must THINK to learn.

ENGAGEMENT NORMS



Shared expectations for how we learn together.

COLD CALL



Anyone, anytime. Keeps everyone thinking.

WAIT TIME



Think time is learning time. Pause. Wait. Then call.

EVERYBODY WRITES



All students write to think and make thinking visible.

TURN & TALK



Talk to process and deepen understanding with others.

HABITS OF ATTENTION



Notice. Focus. Persist. Engage in the learning.



READING DEVELOPMENT

Building the foundations.

ORAL LANGUAGE



The foundation for all reading and learning.

VOCABULARY KNOWLEDGE



Knowing words widens understanding.

ORTHOGRAPHIC MAPPING



Connecting sounds to letters and patterns.

WORD RECOGNITION



Recognising words quickly and accurately.

READING FLUENCY



Accurate, automatic reading with expression.



COMPREHENSION

Students lift the words off the page and connect them to knowledge stored in long-term memory.



THE SIMPLE VIEW OF READING



WORD RECOGNITION



LANGUAGE COMPREHENSION



READING COMPREHENSION