

The 'Professional Hunch' on Reading

Occasionally something about a pupil's reading just doesn't 'sit right'. The following, not exhaustive, list of difficulties can indicate a number of different reading issues which can slow progress.



Decoding Difficulties

- Reversing words
- Substituting words
- Mispronouncing words – partially decoded or wrongly pronounced words
- Confusing similar looking words
- Relying on only one or a limited number of strategies
- Complete 'refusals' to decode a word
- Missing 'tricky' words out



Tracking Difficulties

- Losing their place in the text
- Difficulties in making a return sweep (moving from the end of one line to the beginning of the next one)
- Commenting that words and letters move or blur
- Repeating words and/or lines of text
- Adding words
- Omitting words and/or lines of text



Difficulties in Comprehension

- Inefficient strategies to locate keywords
- Difficulties in identifying/retelling the explicit key events/information
- Difficulties in using the information from the text to make inferences and deductions
- Difficulties in accessing the language of the text to make meaning
- Difficulties in making predictions



How the Reading Sounds

- Slow reading rate
- Reading sounds robotic
- Reading sounds disjointed – patches of fluency and patches of slowness
- Reading sounds deliberate and laboured



Attitudes and Dispositions

- A growing reluctance to read
- Relying on always reading the same genre or author
- When given a choice selects other activities to reading
- Doesn't see themselves as a reader
- Finds it difficult to independently select a text to read
- Can become upset about reading