**Simple View of Reading**

- **Language comprehension processes**
  - Poor word decoding
  - Good comprehension

- **Word decoding/recognition processes**
  - Poor word decoding
  - Good comprehension

- **Reading** = **Decoding** x **Comprehension**

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**Simple View of Reading model:** Original concept - Gough and Tunmer (1986), recommended by Jim Rose (Final Report, March 2006)

Adopted by UK government (2006) as a useful conceptual framework: reading = decoding x comprehension  \[ R = D \times C \]

Use for training; and a broad analysis of pupils’ profiles for next steps planning and monitoring over time. Colour-code and date entries.

For pupils with English as an additional or new language, plot for English and for the first language.

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The Simple View of Writing

Composition: articulating and structuring ideas

Transcription: spelling handwriting

Poor transcription
Good composition

Good transcription
Poor composition

Composition: articulating and structuring ideas

Simple View of Writing model: Adaptation of the SVoR model [Gough and Tunmer 1986] by Debbie Hepplewhite — for training, analysis and planning. Note: Spelling includes: knowledge of the alphabetic code (spelling alternatives) and encoding skill, high-frequency tricky words, spelling word banks, etymology (word origins), morphology (word structures), some spelling rules. ‘Teach pupils to plan, revise and evaluate their writing — knowledge which is not required for reading’ (DfE National Curriculum for English, Key Stages 1 and 2 – Draft, 2012).