

# The simple view of reading

The Simple View of Reading (SVR) was proposed by researchers Gough and Tunmer in 1986.

The Simple View of Reading shows us that, while reading is a complex activity, it can be represented as two interdependent processes

- word recognition (decoding) – efficient word recognition (fast and accurate reading of familiar and unfamiliar words in both lists and connected text)
- linguistic comprehension – the process by which word information, sentences, and discourses are interpreted (Gough & Tunmer, 1986).

Considering the two processes in the SVR, there are four possible reading profiles.

	Oral language comprehension – Listening	
Word recognition – decoding	<b>Competent reader</b> – is average or above in: <ul style="list-style-type: none"> <li>• decoding</li> <li>• listening comprehension</li> <li>• reading comprehension</li> </ul>	<b>Specific comprehension difficulties</b> <ul style="list-style-type: none"> <li>• average or above in decoding</li> <li>• below average in listening comprehension</li> <li>• below average in reading comprehension</li> </ul>
	<b>Reading difficulty (maybe dyslexia)</b> <ul style="list-style-type: none"> <li>• average or above listening comprehension</li> <li>• below average decoding</li> <li>• below average reading comprehension</li> </ul>	<b>Mixed reading difficulties</b> – is below average in: <ul style="list-style-type: none"> <li>• decoding</li> <li>• listening comprehension</li> <li>• reading comprehension</li> </ul>

Adapted from:

Dymock, S. & Nicholson, T. (2015). *The New Zealand Dyslexia Handbook*. NZCER Press, Wellington, New Zealand p. 51

Gough, P. B. & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7(1), 6-10.

# The simple view of writing

	Ideas	
Spelling	<ul style="list-style-type: none"> <li>• Many interesting ideas</li> <li>• Accurate spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate spelling</li> <li>• Lack of ideas</li> </ul>
	<p><b>Writing difficulty (maybe dyslexia)</b></p> <ul style="list-style-type: none"> <li>• Many interesting ideas</li> <li>• Inaccurate spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Inaccurate spelling</li> <li>• Lack of ideas</li> </ul>

Adapted from:

Dymock, S. & Nicholson, T. (2015). *The New Zealand Dyslexia Handbook*. NZCER Press, Wellington, New Zealand p. 52