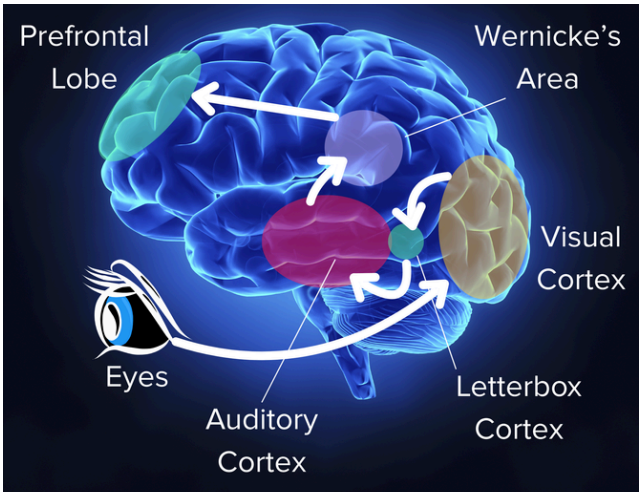
Session 2 Notes

Neural Path of Reading



1. The eyes need to see the letters.
2. The letter pattern information is then passed to the visual cortex
3. The visual cortex recognises the letters in the word. It then passes that information to the letterbox cortex.
4. The letterbox cortex does an analysis of what the most likely grapheme to phoneme correspondences are in the word.
5. The information gets passed to the primary auditory cortex.
6. It them passes to some cortex called Wernicke's Area, which can draw meaning out of the sounds we hear as the spoken word.
7. The meaning in the text is then passed to the prefrontal lobe for interpretation.

No Little Voice

Overview

The 'little voice' is generated by the auditory cortex and passed to Wernicke's Area. If that 'little voice' is not generated, Wernicke's Area cannot be engaged. When reading out loud with Broca's Area, they can hear themselves and Wernicke's Area can potentially get involved. So this is why these children often have much worse comprehension when they are reading silently.

Patterns

- Poor comprehension is usually particularly bad when the child is reading silently.
- Many children with 'no little voice', often say they don't like reading, even though they seem to be competent readers.
- Ask if the learner can hear 'a little voice in their head' when they read silently. Usually they will look a bit baffled when you ask the question.

Solutions

Encourage the ‘little voice’ into the reader’s head. To do that, ask the learner to read silently but imagine they are reading the words to someone in their head. They need to make the text as interesting as possible, so they should try to use intonation and expression.

Task for the Week

- Find a student with good decoding skills but poor comprehension when reading silently. See if you can boost their comprehension by getting them to read out the text in their head.
- Report back with your observations.