

Recognising reading and writing difficulties

The simple view of reading

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

The simple view of writing

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

Adapted from:

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

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

Source:

Adapted from The New Zealand dyslexia handbook

<https://www.nzcer.org.nz/nzcerpress/new-zealand-dyslexia-handbook>

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