

The project is funded by the European Commission

Reading Framework

The PISA frameworks regard reading comprehension skills as applicable knowledge, an indispensable tool for successful academic performance and solving the problems of everyday life.

Nagy József proposed a comprehensive model of reading ability as a psychic system. In his theory he points out that reading ability includes several components: it is made up of particular routines, skills and knowledge.

1. The immediate precondition of the optimal acquisition and operation of reading ability is the appropriate developmental level of **the skill of sentence reading.**
2. This is impossible without the optimal functioning of **the skill of word reading,**
3. which is, in turn, conditional on **the skill of letter reading.**
4. Finally, the critical condition of beginning reading instruction is the optimal functioning of **the phonological skill.**

For proficiency in reading comprehension, all of these components are required and are indispensable. Delay or stagnation in the development of any of these components will constitute an obstacle to the development of all other components as well, and will affect reading ability (text comprehension). Therefore it follows that attention must be directed to developing all of these components.

We find it necessary to view reading instruction as a process spanning the whole of public education, from kindergarten to the end of compulsory schooling, with a focus on both reading ability and the academic contents conveyed. The phases of reading instruction are illustrated in Figure 1, synthesizing the results of one of the areas of the ADORE research project (Adolescent Struggling Readers in European Countries).

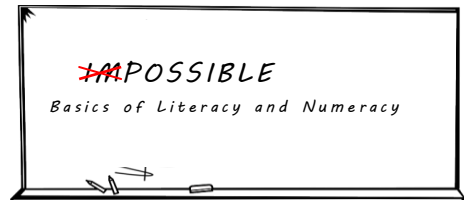
	KG	1	2	3	4	5	6	7	8	9	10	11	12	13
Pretending to Read	█													
Supported Reading	█	█	█	█	█									
Fluent/Independent Reading		█	█	█	█	█	█	█						
Strategy-oriented Reading				█	█	█	█	█	█	█				
Adaptive/Critical Reading							█	█	█	█	█	█	█	█

Figure 1

School-Year-Related Overlaps Between Plateaus and Modes of Reading



Erasmus+



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