**Misreading Boys**

**Empowering boys through reading and writing**

**Interactive Training Modules**

Helping Boys Read

© Michael Auden 2014

The Village Teacher

[www.michaelauden.com.au](http://www.michaelauden.com.au)

**Misreading Boys**

**Interactive Training Modules**

**Self-training modules**

* Swimming in a sea of spoken words
* "I've read that book before"
* Reading between the lines
* "How do I know what I think until I've heard what I say?
* Boys literacy and popular culture
* Boy-friendly reading and writing
* A boys resistance to literacy
* Misreading violence
* I want to be funny
* Teach boys to read like a writer
* "I don't want fifty pages about the next five minutes of your life"
* His learning brain
* Body smart - picture smart
* Boy and books
* Boys and words
* Drawing words
* Writing pictures
* Gender and cultural bias in the classroom
* The writing conference
* Bony bum boys
* Walk and talk - communicating with boys
* Winning ways with wayward boys

Created by Michael Auden © 2014

The Village Teacher

94 Greenwich Road Greenwich NSW 2065

Email: Michael@michaelauden.com.au

Web: [www.michaelauden.com.au](http://www.villageteacher.com)

**Thank you for helping me to read.**

**Helping pupils who don't read well**

Not being able to read as well as those around one can seem to pupils like a major catastrophe - particularly in an education system that bases much of its assessment on pupils' skills in reading and writing. The following tips may help redress the balance a little.

• Say things as well as writing them. When setting tasks, provide your briefing orally as well as in writing or print. Make it clear you don't mind repeating the task briefing again for anyone who wishes to hear it once more.

• Find out who needs help. Try to identify pupils who have genuine problems with reading, and ensure that they get specialist help from those trained to diagnose and assist pupils with reading problems.

• Mind your language! Use short sentences whenever possible in written tasks and instructions. Reading difficulties are often simply problems in the interpretation of long complex instructions. Consider how the subject-specific vocabulary you use may cause problems to those not familiar with it.

• Put reading into perspective. Remind all pupils that skills in the use of words, and the interpretation of words, are only a small part of what it is to be a successful human being. Remind them that caring, compassion, humour and patience are in fact much more important qualities than the mere ability to use and interpret printed or written words.

• Make assessment less dependent on reading skills. Vary the forms and processes of assessment you employ, so that success does not depend inordinately on pupils' ability to read and interpret written or printed questions. Use spoken questions and instructions as well.

• Use some tasks where reading is not too important. Incorporate tasks and exercises which do not depend on reading skills. Where appropriate, single out pupils for praise, when you know of their problems with tasks which would have involved reading skills.

• Help pupils preserve their self-esteem. Don't allow pupils with reading difficulties to think that they are mentally subnormal' or 'strange'. Keep in mind that it is probably just one small area of intelligence that they have problems with, and that they may be highly gifted in other areas.

• Help with spelling, as well. Pupils with reading problems often have difficulty with spelling. Identify new vocabulary and help pupils learn to spell new words. 'LCWC' (Look, Cover, Write and Check) is a useful technique for self-help. Spelling ability is not magic: it is essentially a visual skill.

• Help pupils build confidence and motivation. Spend additional time with pupils who seem to have difficulties interpreting written or printed words. It can sometimes be the case that they just need reassurance and confidence-building.

• Never stop explaining. Use 'WIRMI' - 'What it really means is . . .' as a way of helping pupils put into heir own words the meanings of longer sentences or instructions, and encourage pupils to compare interpretations with each other.

**Two Page Plan –** Helping Boys Read

*What types of reading reluctance and lack of skills do you encounter with boys in your classroom?.*

*What tips have you learned in this session that you would try to encourage boys to read*

1.

2.

3.

4.

5.

6.

 **Misreading Boys**

**Interactive Training Modules**

**Self-training modules**

* Swimming in a sea of spoken words
* "I've read that book before"
* Reading between the lines
* "How do I know what I think until I've heard what I say?
* Boys literacy and popular culture
* Boy-friendly reading and writing
* A boys resistance to literacy
* Misreading violence
* I want to be funny
* Teach boys to read like a writer
* "I don't want fifty pages about the next five minutes of your life"
* His learning brain
* Body smart - picture smart
* Boy and books
* Boys and words
* Drawing words
* Writing pictures
* Gender and cultural bias in the classroom
* The writing conference
* Bony bum boys
* Walk and talk - communicating with boys
* Winning ways with wayward boys

Created by Michael Auden © 2014

The Village Teacher

94 Greenwich Road Greenwich NSW 2065

Email: Michael@michaelauden.com.au

Web: [www.michaelauden.com.au](http://www.villageteacher.com)