

Knowledge shared = Knowledge²



Chit Chat Discussion Sheet

Dr Carolyn Strom – How the Brain Learns to Read

Welcome to the Chit Chat between Carla McNeil of Learning MATTERS and Dr Carolyn Strom. During this Chit Chat, Carla and Carolyn discuss what we need to know about how the brain learns to read.

We encourage you to listen to the Chit Chat (34 minutes) with your colleagues, team and/or staff, and consider the following questions and discussion points along the way. We hope this helps to cause some robust conversations, build shared understandings and offers an opportunity for reflection.

You may wish to use the strategy of **READ** (*this discussion doc*) → **LISTEN** (*listen to the Chit Chat*) → **CHAT** (*with your colleagues*), sharing your thoughts, learnings and reflections.

- Why is it so important for us to know about how we learn to read?
- What does it mean to build capacity not compliance? Discuss this...
- What are some of the now scientifically proven misconceptions about the teaching of and learning to read?
- How does the brain learn to read? Why is it important to ensure students can decode well?
- What are the implications for our teaching practice?
- List the components of skilled reading instruction. If you are teaching Structured Literacy, does your version of SL match what Carolyn states?
- What does all this mean for dyslexic students, how they progress and how we best teach them?
- Discuss your three big takeaways from this Chit Chat.



We hope you found the Chit Chat thought-provoking and a good opportunity to reflect on your practice. Perhaps you have begun your journey into Structured Literacy and the Science of Reading and there was a lot of affirmation, or perhaps this is your starting point. Either way, you are on your way. We wish you all the best as you too work to make a greater evidence-based shift in your setting.

- Do you have more to learn? What will you do now? What do you think are the next steps for your school?
 - Build more knowledge?
 - Improve teaching practice?
 - Consider resourcing?
 - Build consistency across classrooms?

