Slides:
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READING AND ENJOYMENT OF READING

Decoding, Reading skills, Reading comprehension and Reading literacy

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DPU - DANMARKS INSTITUT FOR PÆDAGOGIK OG UDDANNELSE
AARHUS UNIVERSITET

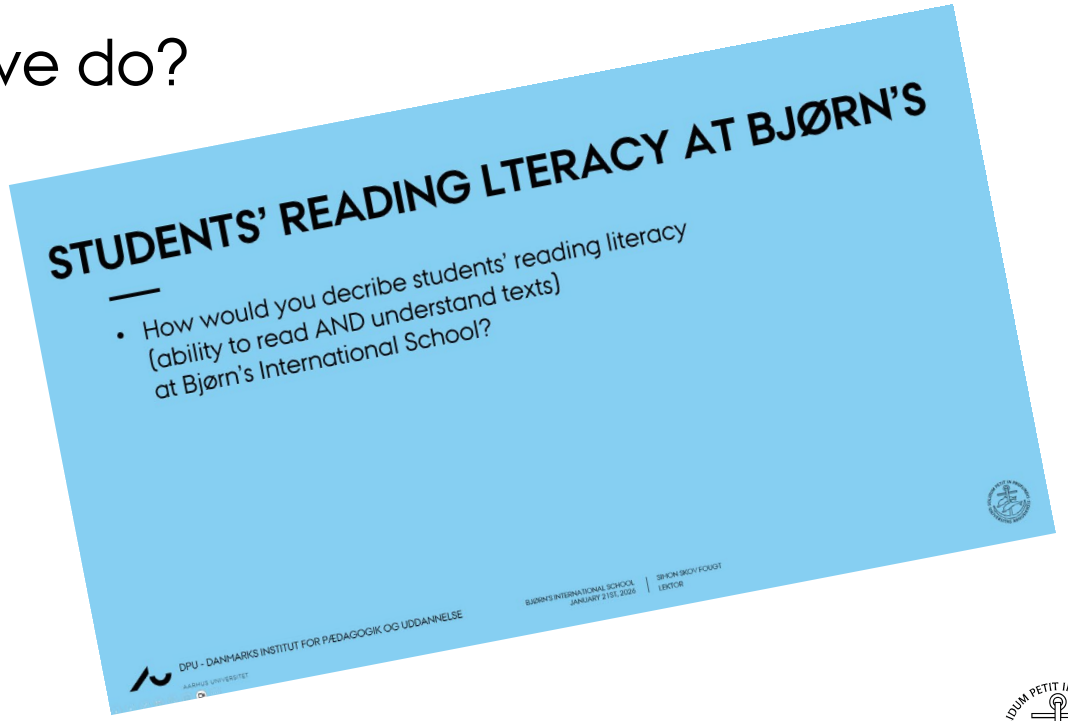
JANUARY 21ST, 2026
BJØRN'S INTERNATIONAL SCHOOL

SIMON SKOV FOUGT
ASSOCIATE PROFESSOR

AGENDA

- What is reading?
- Enjoyment of reading
- What can we do – and what should we do?
- National results in reading
- Students' home
- Questions

- Blue screens



WHO AM I?

- Associate Professor in Reading Research at DPU, Aarhus University
  - National Research Coordinator at PIRLS (2019-)
  - *Læselyst Rudersdal* 2024
  - *BOGEN GROR - Reading Culture Svendborg*, 2025-2026

  - Development of teacher competencies
  - Scenario-didactics
  - IT and technology understanding
  - Teaching materials

- Pedagogical author and consultant – 25 years
- Teacher - 12 years
- Assistant – and associate lecturer, Teachers' College - 5 years
- Publishing editor - 1 year

STUDENTS' READING LTERACY AT BJØRN'S

- How would you decribe students' reading literacy (ability to read AND understand texts) at Bjørn's International School?

BJØRN'S INTERNATIONAL SCHOOL

- A main factor
  - Danish Section: Competence
  - English section: Skills (Cambrigde Rubrics)

DEFINITIONS - READING

SIMON SKOV FOUGT
ASSOCIATE PROFESSOR

DEFINTIONS

- Decoding
  - Reading skills
    - Reading comprehension
      - **Reading literacy** (Competence)

- Enjoyment of reading

DECODING

- From letter to sound – **please decode**:
  - *Pneumonoultramicroscopicsilicovolcanoconiosis*
  - **Please explain…**

READING SKILLS

- The ability to decode written symbols **and** comprehend their meaning

- *Pneumonoultramicroscopicsilicovolcanoconiosis is* a lung disease from inhaling volcanic dust

READING COMPREHENSION

- Reading comprehension is linked to a specific text source and therefore describe the specific understanding of a given text.

- *Pneumonoultramicroscopicsilicovolcanoconiosis is a lung disease from inhaling volcanic dust*

READING LITERACY – THE PIRLS' DEFINTION

- Reading literacy is the ability to understand and use those written language forms required by society and/or valued by the individual. Readers can construct meaning from texts in a variety of forms. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment. (Mullis & Martin, 2019)

READING LITERACY – THE PIRLS' DEFINTION

- Reading literacy is the ability to understand and use those written language forms required by soci… …ed by the individual. Rea… …texts in a variety of forms. They r… …unities of readers in school and … …Mullis & Martin, 2019)
- **Please read:**
- *She was walkin… …idewalk, when she saw a group of immigrants. She changed to the other sidewalk*
- **Where did she go?**

COMPETENCE
DEMANDS
CONTEXT

LOUISE ROSENBLATT

- **Efferent reading** (nyttelæsning) refers to the type of reading in which the reader acquires a literal understanding of what the text says. The reader's selective attention extends beyond affect and personal feelings or impressions.
- **Aesthetic reading** (æstetisk læsning) refers to the type of reading in which the reader is focused on what he/she is 'living through' while reading and envisioning what is going on in the text. The reader's selective attention is focused on the personal cognitive and affective literary experience.
- Schools foster efferent readers (1982)

STUDENTS' READING LTERACY AT BJØRN'S

- Are we focusing on efferent or aesthetic reading?
- What can we learn from eachother?
  - Danish Section
  - English Section

NATIONAL CONTEXT

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NATIONAL CONTEXT

- PIRLS (Progress in International Reading Literacy Study - IEA)
- PISA (Programme for International Student Assessment - OECD)

NATIONAL CONTEXT

- PIRLS – Grade 4: Just after K0-3 *– learning to read*
- PISA – 15 years: End of schooling *– reading to learn*

- Systematic, representative international studies of students' reading literacy

PIRLS 2021	PISA 2022
Four reading comprehension processes	**Three reading comprehension processes**
• Focus on and retrieve explicitly stated information • Make straightforward inferences • Interpret and integrate ideas and information • Evaluate and critique content and textual elements;	• Finding information • Understanding • Evaluating and reflecting
Four proficiency levels	**Eight proficiency levels**
• Very high (625 points): Advanced reading • High (550 points): figurative language, source criticism • Medium (475 points): interpret and coordinate	• 6: (698 point) • 5: (626 point) • 4: (553 point) • 3: (480 point) • 2: (407 point)
• Low (400 points): Draw simple inferences • Below low level (< 400 points): Decode individual words and sentence parts	• 1a: (335 point) • 1b: (262 point) • 1c: (189 point)

FUNCTIONAL READERS

FUNCTIONAL ILLITERATES

READING LITERACY

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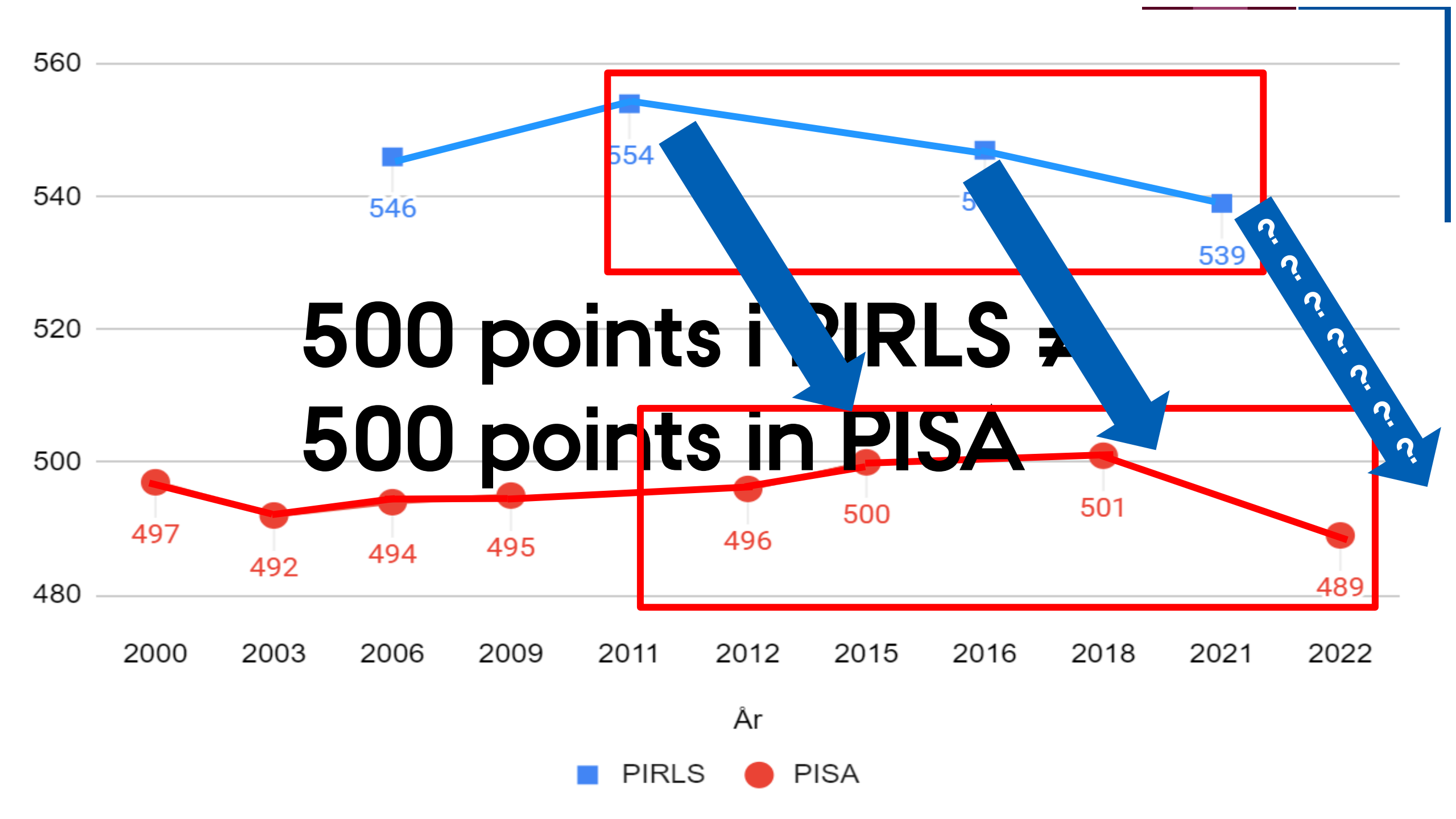
560
540
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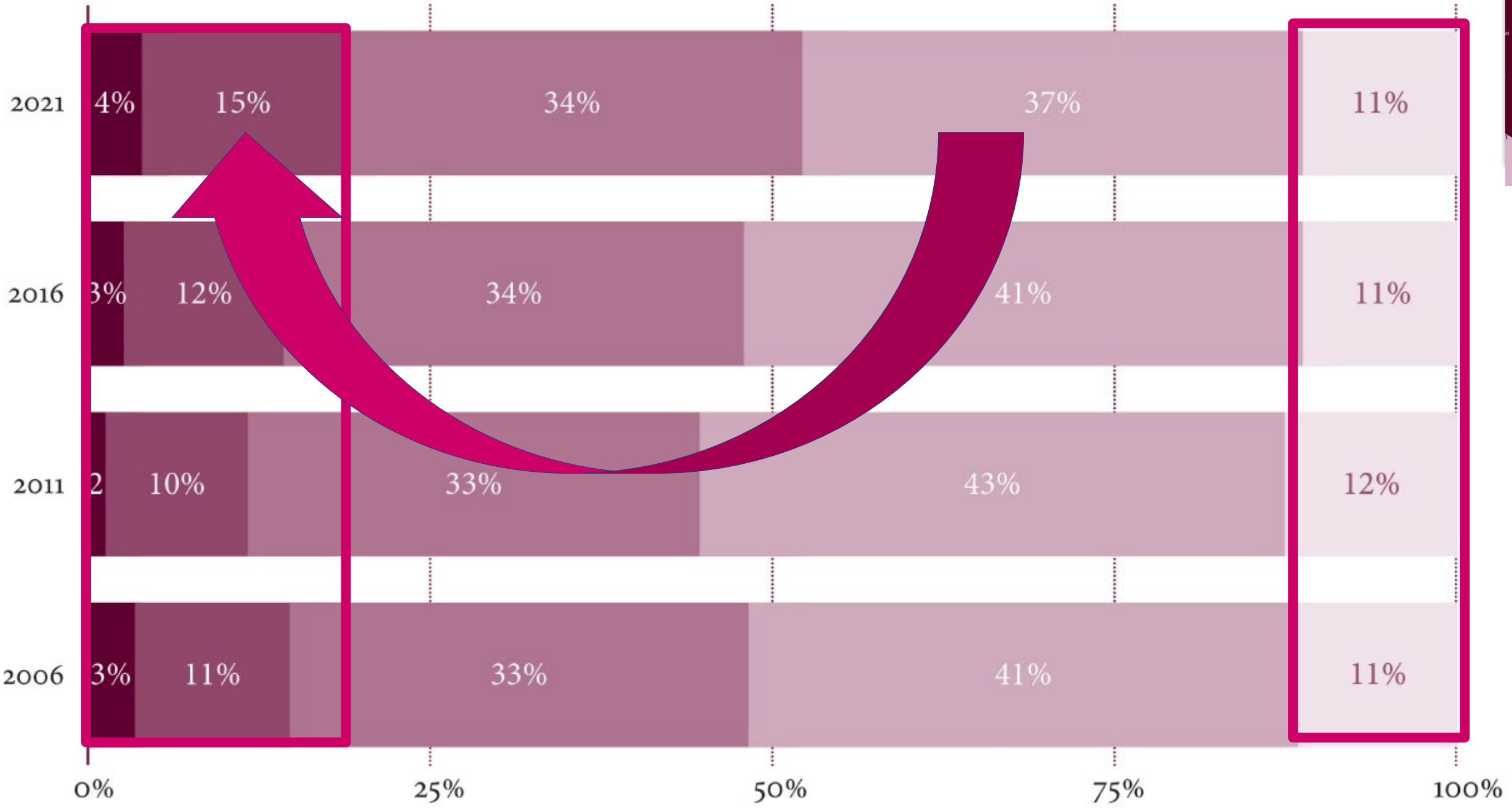
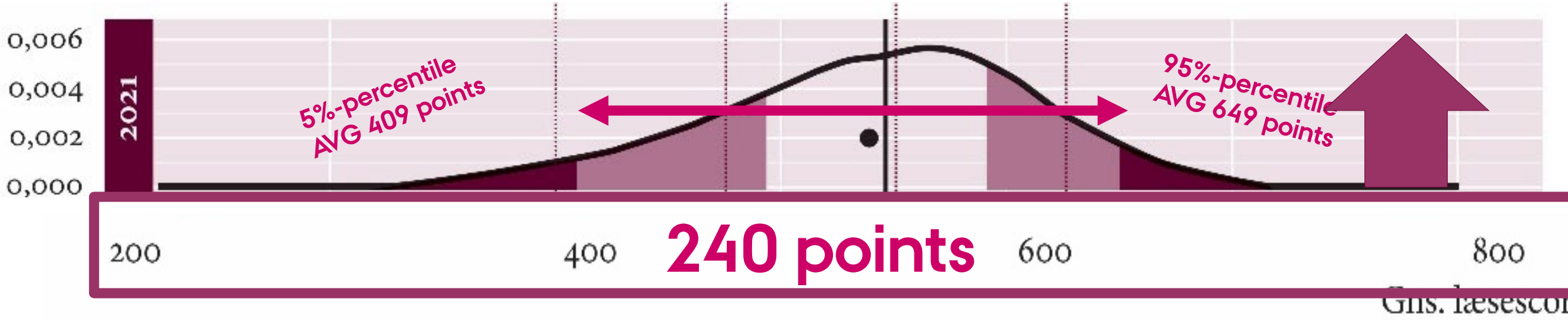
2022
År
PIRLS
PISA
500 points i PIRLS ≠
500 points in PISA


2021
4%
15%
34%
37%
11%
2016
3%
12%
34%
41%
11%
2011
2
10%
33%
43%
12%
2006
3%
11%
33%
41%
11%
0%
25%
50%
75%
100%

DISTRIBUTION – PIRLS 2021

- An avarage
- Distribution



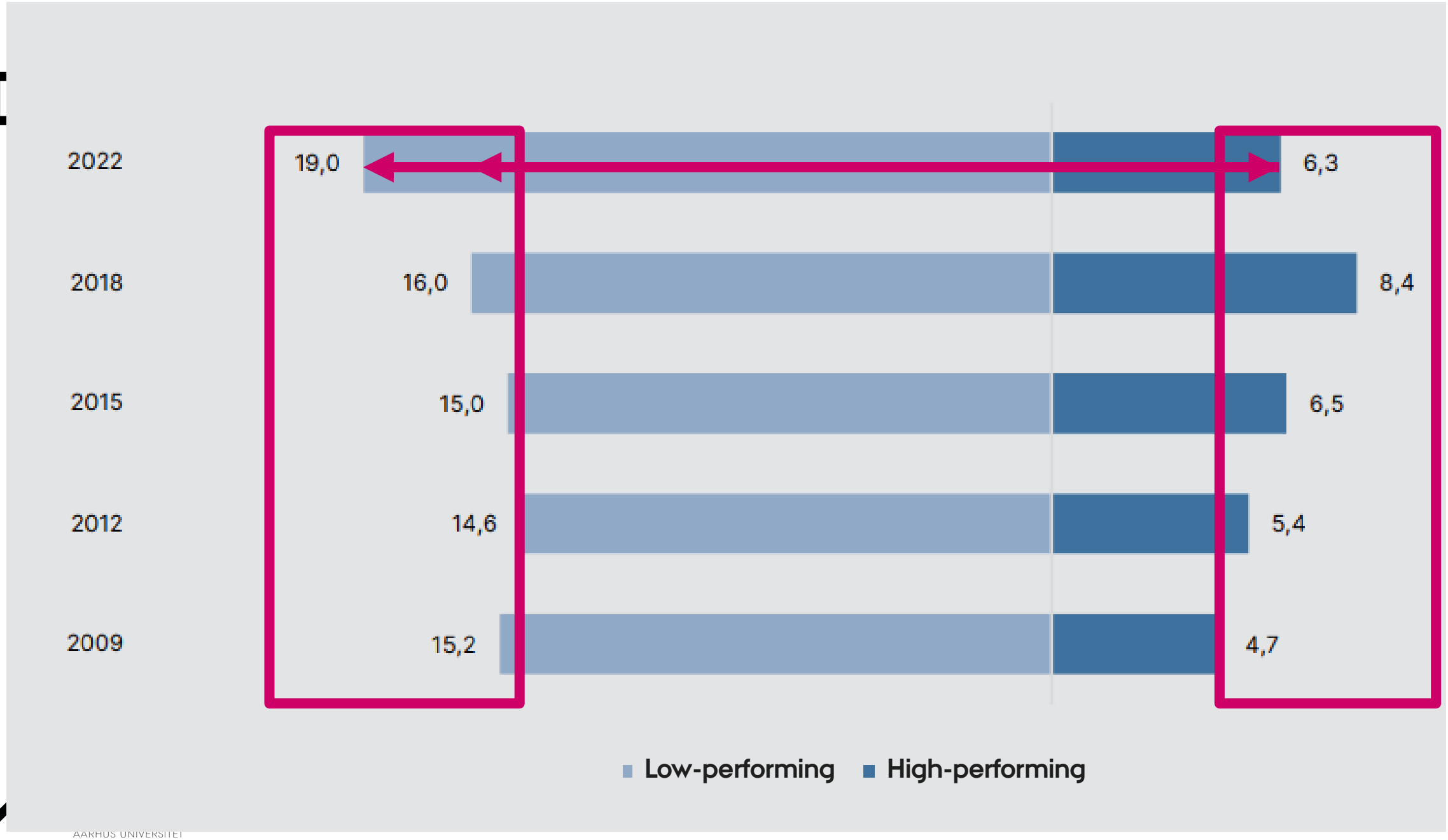
DISTRIBUTION - PISA 2022

Percentage of Danish students at proficiency levels

År	Under 1b	1b	1a	2	3	4	5	6	Gennemsnit
2022	0,8	4,4	13,8	26,3	29,3	19,1	5,6	0,7	489
2018	0,6	3,5	11,9	23,9	30,1	21,6	7,3	1,1	501
2015	0,5	3,3	11,2	24,1	32,4	22,0	5,9	0,6	500
2012	0,8	3,1	10,7	25,8	33,6	20,5	5,1	0,4	496
2009	0,4	3,1	11,7	26,0	33,1	20,9	4,4	0,3	495
2000		6,6	11,6	22,3	29,3	21,7	8,6		496

Anm.: Andele (i procent) af danske elever på det angivne niveau samt gennemsnittet på PISA-skalaen fordelt på år. I PISA 2018 var de lavt præsterende elever opdelt på niveauerne '1a', '1b' og 'under 1b'. For at kunne sammenholde med tidligere år er niveauerne '1c' og 'under 1c' i tabellen slået sammen til 'under 1b'.

Kilde: OECD (2023), Vol. I, kapitel 3, tabel I.B1.3.2 og I.B1.5.5 samt Bremholm & Bundsgaard (2019).


2022
19,0
6,3
2018
16,0
8,4
2015
15,0
6,5
2012
14,6
5,4
2009
15,2
4,7
Low-performing
High-performing

EXCLUDED STUDENTS

- PIRLS 2021: 6 % due to ”severe reading and writing difficulties”
- PISA 2022: 6 % due to ”dyslexia”

FUNCTIONAL READERS VS. ILLETERATES

PIRLS 2021	PISA 2022
Four reading comprehension processes	**Three reading comprehension processes**
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FUNCTIONAL READERS

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19% 25% 19%

6% Towards 6%

LEASI

Tabel 3.3 Hvor ofte gør du disse ting uden for skolen | Jeg læser for sjov. | Elevspørgeskema, 2016-2021, andele og elevscore.

Reading for fun ≈ FICTION

	Hver dag eller næsten hver dag	1-2 gange om ugen	1-2 gange om	Aldrig eller
2021				
Andele	21 (0,6)	32 (0,9)	25 (0,7)	22 (0,7)
Elevscore	520 (3,4)	542 (2,3)	556 (3,2)	543 (3,6)
2016				
Andele	21 (1,0)	39 (1,2)	26 (0,8)	15 (0,6)
Elevscore	529 (3,6)	551 (2,4)	561 (3,0)	547 (4,4)

Note: Standardfejl angivet i parentes.

It is reading literary texts in the leisure time that correlates with students' reading literacy

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STUDENTS' READING LTERACY

- **Declines** significantly over time in grade 4 and among 15-years old (PIRLS, PISA)
- The important facor is leisure reading of fiction

STUDENTS' READING LTERACY

- **Declines** significantly over time in grade 4 and among 15-years old (PIRLS, PISA)
- The important facor is leisure reading of fiction
- **How is it here (Bjørn's International School)?**

STUDENTS' ENJOYMENT OF READING

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STUDENTS' ENJOYMENT OF READING

- **VERY** strong correlation with reading literacy

How often do you do these things outside of school?

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
9) I read for fun				
10) I read to find out about things I want to learn				
7) I like to read things that make me think				
8) I like it when a book helps me imagine other worlds				

Scale Cut Scores

Very Much Like	Somewhat Like	Do Not Like
10.4	8.3	

R Reverse coded

STUDENT LIKE READING-SCALE

reading? Tell how much you agree with each of these

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
read				
one gave				

Very Much Like	Somewhat Like	Do Not Like
10.4	8.3	

se things outside of school?

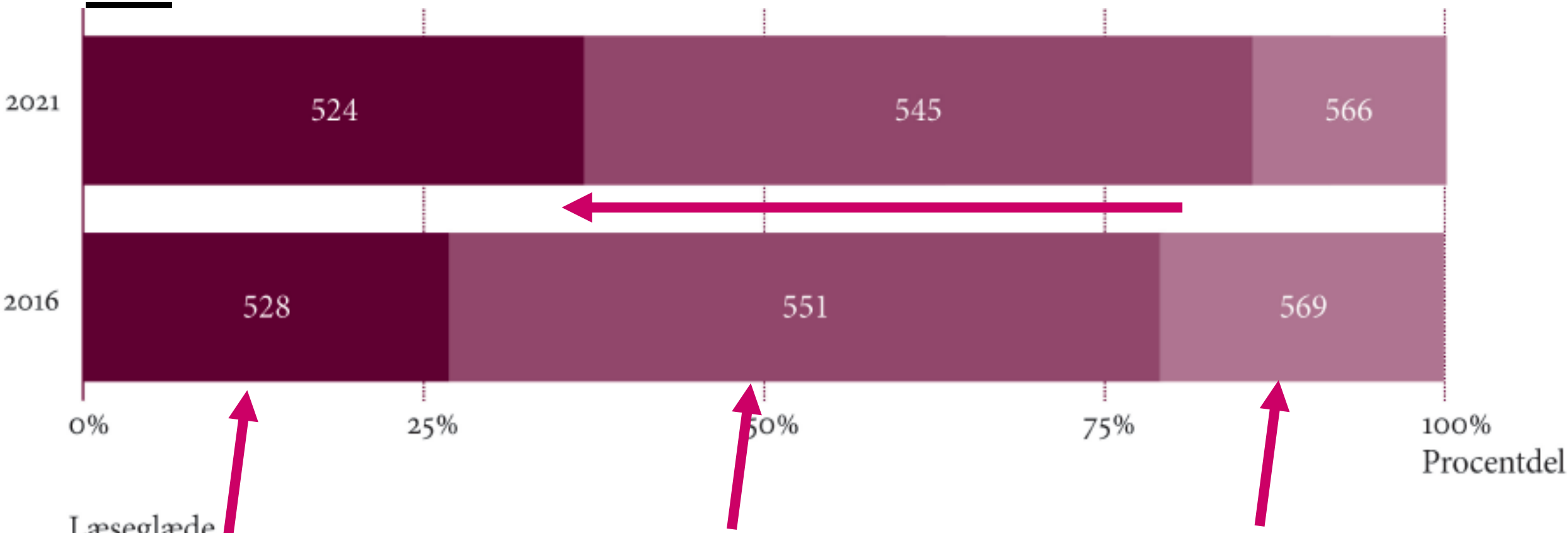
	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
iings I				

Very Much Like	Somewhat Like	Do Not Like
ale Cut Scores 10.4		8.3

INTRINSIC MOTIVATION

- Intrinsic Motivation Theory (Deci & Ryan, 1985)
- Intrinsically motivated readers find reading interesting and enjoy it for its own sake (Reynolds et al, 2025, p. 41)
- Intrinsically motivated readers have better reading skills (De Naegel et al., 2012; (Guthrie et al., 1999; Wigfeld et al., 2016)
- Relationship between reading skills and leisure reading (Bayrakter & Firat, 2020; Ganiyeva, 2021).

STUDENTS‘ ENJOYMENT OF READING



ENJOYMENT OF READING ACROSS GRADES

- *Læselyst Rudersdal 2024* [Enjoyment of Reading Rudersdal 2024] (Fougt & Augestad-Puck, 2025)
- All students and their parents in public schools, K0-9
- Students N = 5870
- Students n= 5463 = 95 %
- Parental n = 1964 parents = 2792 students = 48 %
- **VERY** strong survey on student level

EN.
AC
-

Grades

9.
8.
7.
6.
5.
4.
3.
2.
1.
0.

8
9
10
11
12

Enjoyment of reading

Referencegruppe

Dansk PIRLS 4. gennemsnit

DPU
AARH

IEA
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021

SOLIDUM PETIT IN PROFUNDIS
UNIVERSITAS ARHUSIENSIS

EN.
AC
-

Grades

9.
8.
7.
6.
5.
4.
3.
2.
1.
0.

6
9
12

Enjoyment of reading

Referencegruppe

Dansk PIRLS 4. gennemsnit

DF
AAF

IEA PIRLS 2021

SOLIDUM PETIT IN PROFUNDIS UNIVERSITAS ARHUSIENSIS

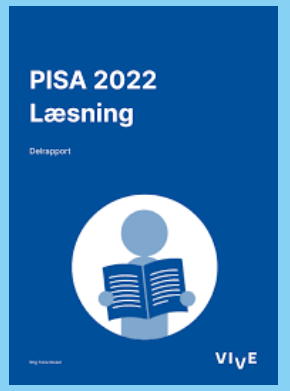
ENJOYMENT OF READING ACROSS GRADES

- **Declines** significantly throughout grades

ENJOYMENT OF READING ACROSS GRADES

- **Declines** significantly over time (PIRLS, PISA)
- **Declines** significantly throughout grades (Rudersdal)
- The important facor is **leisure reading of fiction**

STUDENTS' ENJOYMENT OF READING

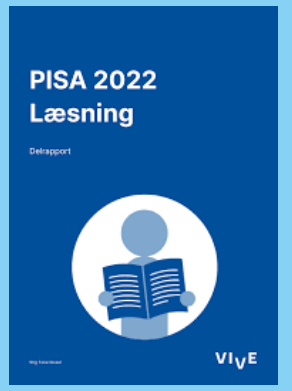


- **Declines** significantly over time (PIRLS, PISA)
- **Declines** significantly throughout grades (Rudersdal)
- **How is it at Bjørn's International School?**

SUMMING UP

- Students' **reading literacy** declines significantly over time (PIRLS, PISA)
- Students' **enjoyment of reading** declines significantly over time (PIRLS, PISA) and throughout grades (Rudersdal)
- The important facor is **leisure reading of fiction**

IN OTHER WORDS



- Students' **reading literacy** declines significantly over time (PIRLS, PISA)
- Students' **enjoyment of reading** declines significantly over time(PIRLS, PISA) and throughout grades (Rudersdal)
- The important facor is **leisure reading of fiction**

- **What can you do?**

PARENTS AND THE HOME

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PARENTS AND THE HOMES

- **Crusial** role
  - **Pre-**school
  - **In** school

PRESCHOOL ACTIVITIES AND READING LITERACY

- Long-lasting PIRLS-scale
  - Reading books
  - Telling stories
  - Singing songs
  - Play with the alphabet
  - Talking about daily life
  - Playing word games
  - Writing letters/words
  - Reading signs

	Pearsons r	p-værdi
Generelt	**0,080**	**0,000**
0.	0,903	0,042
1.	-0,07	0,922
2.	0,120	0,014
3.	0,139	0,010
4.	0,135	0,015
5.	0,152	0,010
6.	0,195	0,001
7.	0,154	0,010
8.	0,151	0,012
9.	0,148	0,027

PARENTS' ENJOYMENT OF READING

- and the correlation with students' reading literacy

	Very much like	Somewhat like	Do not like
Alle elever 2021			
Andele	39 (1,0)	42 (0,9)	19 (0,7)
Elevscore	557 (2,6)	539 (2,6)	514 (3,4)
Alle elever 2016			
Andele	44 (1,1)	38 (1,0)	17 (0,7)
Elevscore	564 (2,3)	542 (2,7)	530 (3,6)

SES

- 54% high
- 46% middle/low

- SES
- **ESSENTIAL**

Number of books in the home

1) 0-10
2) 11-25
3) 26-100
4) 101-200
5) Flere end 200

Number of children's books in the home

1) 0-10
2) 11-25
3) 26-50
4) 51-100
5) Flere end 100

Highest level of education for one of the parents

1) Uafsluttet grundskole
2) Folkeskolens afgangsprøve
3) Ungdomsuddannelse
4) Kort eller mellemlang videregående uddannelse
5) Lang videregående uddannelse eller ph.d.

Highest level of occupation for one of the parents

1) Har aldrig haft lønnet arbejde, andet eller faglært arbejde
2) Kontor-, salgs- og servicesektor
3) Ejer af mindre virksomhed
4) Ledelse på øverste plan og færdigheder på højeste niveau eller færdigheder på mellemniveau

SES

Parental reading at home in a normal week - time

Tabel 3.12 I en typisk uge, hvor meget tid bruger du normalt selv derhjemme på at læse?
Spørgsmål og elevscore opgjort efter ressourcer i hjemmet.

	Less than 1 hour	1-5 hours	6-10 hours	More than 10 hours
Alle elever 2021				
Andel	6 (0,4)	41 (0,8)	28 (0,8)	24 (0,8)
Score	509 (6,2)	531 (2,9)	549 (2,9)	556 (3,1)
Alle elever 2016				
Andel	7 (0,5)	45 (0,9)	30 (0,8)	18 (0,8)
Score	535 (5,0)	545 (2,8)	556 (2,9)	557 (4,1)
Andele efter ressourcer i hjemmet 2021				
Høj	3 (0,4)	30 (1,0)	34 (1,2)	33 (1,2)
Middel	11 (0,9)	53 (1,2)	22 (1,1)	14 (0,8)
Elevscore efter ressourcer i hjemmet 2021				
Høj	548 (11,9)	558 (3,6)	561 (3,4)	569 (3,0)
Middel	496 (6,3)	513 (3,4)	527 (4,1)	520 (6,2)

Note: Standardfejl angivet i parentes.
Øverste del er baseret på elever, der både har gennemført læseundersøgelsen, og som har svaret på elevspørgeskemaet. Den nederste del er baseret på elever, der også har gyldige besvarelser fra spørgeskemaet til hjemmet. Skalaen for ressourcer i hjemmet er blevet ændret fra 2016 til 2021, hvorfor vi kun inddrager opgørelsen for ressourcer i hjemmet for PIRLS 2021.

Tabel 3.13 Hvor ofte læser du for din egen fornøjelses skyld på [illegible] spørgeskem[illegible] til hjemm[illegible] andele og elevscore opgjort efter ressourcer i hjemmet.

Parental leisure reading at home in a normal week - frequency

	Daily	Weekly	Monthly	Never
Alle elever				
Andel	44 (1,0)	29 (0,8)	15 (0,6)	12 (0,6)
Score	550 (2,6)	540 (3,0)	527 (3,9)	526 (4,1)
Andele efter ressourcer i hjemmet				
Høj	53 (1,5)	29 (1,0)	12 (0,8)	6 (0,7)
Middel	34 (1,1)	29 (1,1)	18 (1,0)	19 (1,0)
Elevscore efter ressourcer i hjemmet				
Høj	565 (2,8)	563 (3,9)	550 (5,0)	555 (6,0)
Middel	521 (4,0)	513 (4,4)	511 (5,1)	514 (4,9)

Note: Standardfejl angivet i parentes.

Øverste del er baseret på elever, der både har gennemført læseundersøgelsen, og som har svaret på [illegible]ørge-skemaet. Den nederste del er baseret på elever, der også har gyldige besvarelser fra spørgeskemaet t[illegible]mmet.

IEA PIRLS 2021

Tabel 3.14 Forældrenes læseglæde. Skala baseret på spørgeskema til hjemmet, 2021, andele og elevscore opgjort efter ressourcer i hjemmet.

Parental enjoyment of reading

	Very much like	Like	Do not like
Alle elever 2021			
Andele	39 (1,0)	42 (0,9)	19 (0,7)
Elevscore	557 (2,6)	539 (2,6)	514 (3,4)
Alle elever 2016			
Andele	44 (1,1)	38 (1,0)	17 (0,7)
Elevscore	564 (2,3)	542 (2,7)	530 (3,6)
Andele efter ressourcer i hjemmet			
Høj	53 (1,3)	38 (1,1)	9 (0,8)
Middel	22 (1,1)	47 (1,4)	31 (1,2)
Elevscore efter ressourcer i hjemmet			
Høj	567 (2,7)	560 (3,1)	543 (6,2)
Middel	526 (5,2)	519 (3,4)	504 (3,9)

Note: Standardfejl angivet i parentes.

Øverste del er baseret på elever, der både har gennemført læseundersøgelsen, og som har svaret på elevspørgeskemaet. Den nederste del er baseret på elever, der også har gyldige besvarelser fra spørgeskemaet til hjemmet.

SE

Parental activities that stimulate written language IN SCHOOL

Tabel 3.15 Skriftsprogsstimulerende aktiviteter i [illegible]geskema til hjemmet, [illegible]hjemmet.

	Often	Sometimes	Never
Alle elever, 2021			
Andele	41 (0,9)	58 (0,9)	1 (0,2)
Elevscore	551 (2,6)	534 (2,5)	502 (9,7)
Alle elever, 2016			
Andele	36 (1,0)	63 (1,0)	1 (0,2)
Elevscore	564 (2,8)	542 (2,3)	522 (9,1)
Andele efter ressourcer i hjemmet			
Høj	48 (1,2)	51 (1,2)	1 (0,2)
Middel	32 (1,2)	67 (1,2)	2 (0,3)
Elevscore efter ressourcer i hjemmet			
Høj	568 (3,1)	557 (3,0)	535 (28,5)
Middel	521 (3,9)	514 (3,0)	486 (13,5)

Note: Standardfejl angivet i parentes.

Øverste del er baseret på elever, der både har gennemført læseundersøgelsen, og som har svaret på elevspørgeskemaet. Den nederste del er baseret på elever, der også har gyldige besvarelser fra spørgeskemaet til hjemmet.

IEA PIRLS 2021

SOLIDUM PETIT IN PROFUNDIS UNIVERSITAS ARHUSIENSIS

Written language skills AT SCHOOL START

S

Tabel 3.16 Skriftsproglige færdigheder inden 1. klasse. Skala baseret på [illegible]maet til hjemmet, 201[illegible] efter ressourcer i hjemmet.

	Very good	Good	Poor
Alle elever, 2021			
Andele	28 (0,8)	41 (0,8)	31 (0,8)
Elevsco			(2,9)
Alle elever, 2016			
Andele	27 (0,9)	42 (1,1)	31 (1,1)
Elevscore	579 (3,1)	550 (2,6)	524 (3,0)
Andele efter ressourcer i hjemmet			
Høj	32 (1,2)	40 (1,1)	28 (0,8)
Middel	23 (1,0)	43 (1,2)	34 (1,4)
Elevscore efter ressourcer i hjemmet			
Høj	585 (3,0)	561 (3,1)	539 (3,8
Middel	549 (4,5)	519 (3,1)	491 (3,6

Note: Standardfejl angivet i parentes.

Øverste del er baseret på elever, der både har gennemført læseundersøgelsen, og som har svaret på elevspørgeskemaet. Den nederste del er baseret på elever, der også har gyldige besvarelser fra spørgeskemaet til hjemmet.

THE IMPORTANCE OF HOME

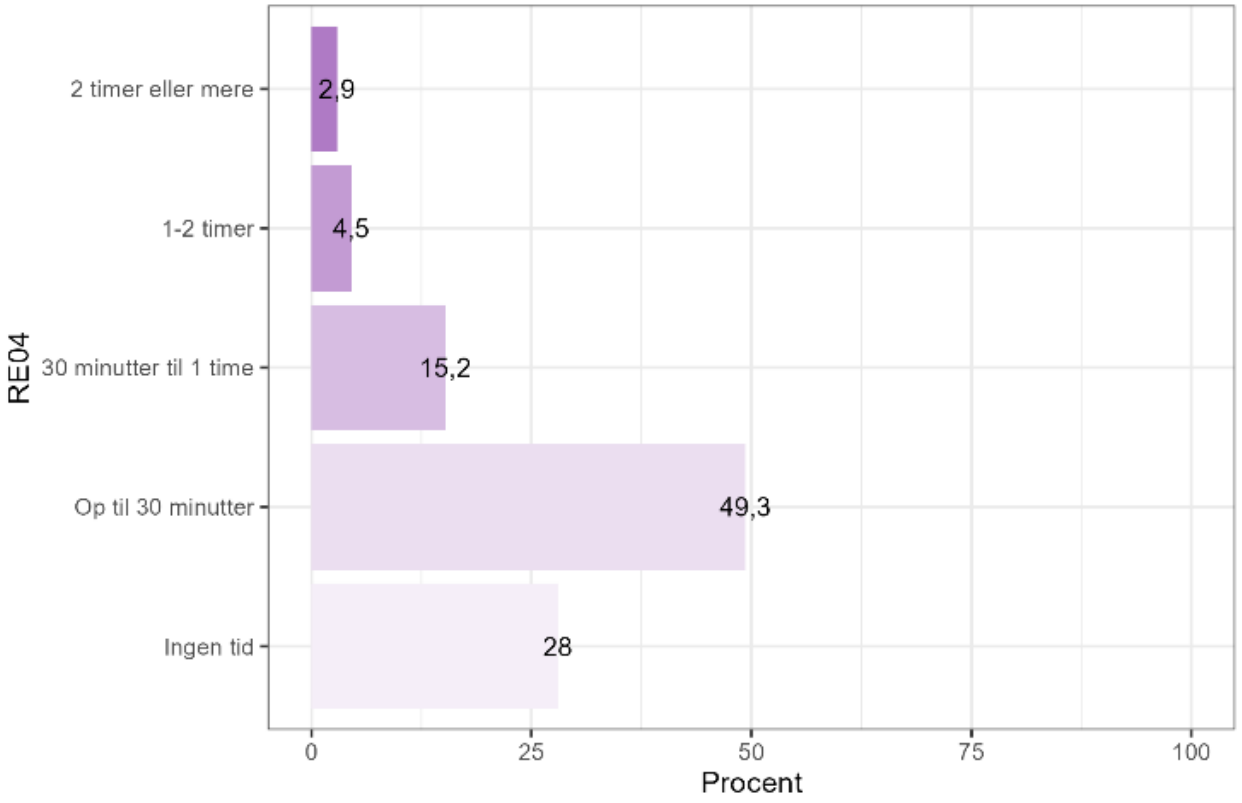
- Role models
- **CRUSIAL**
- **ESSENTIAL**

SUMMING UP

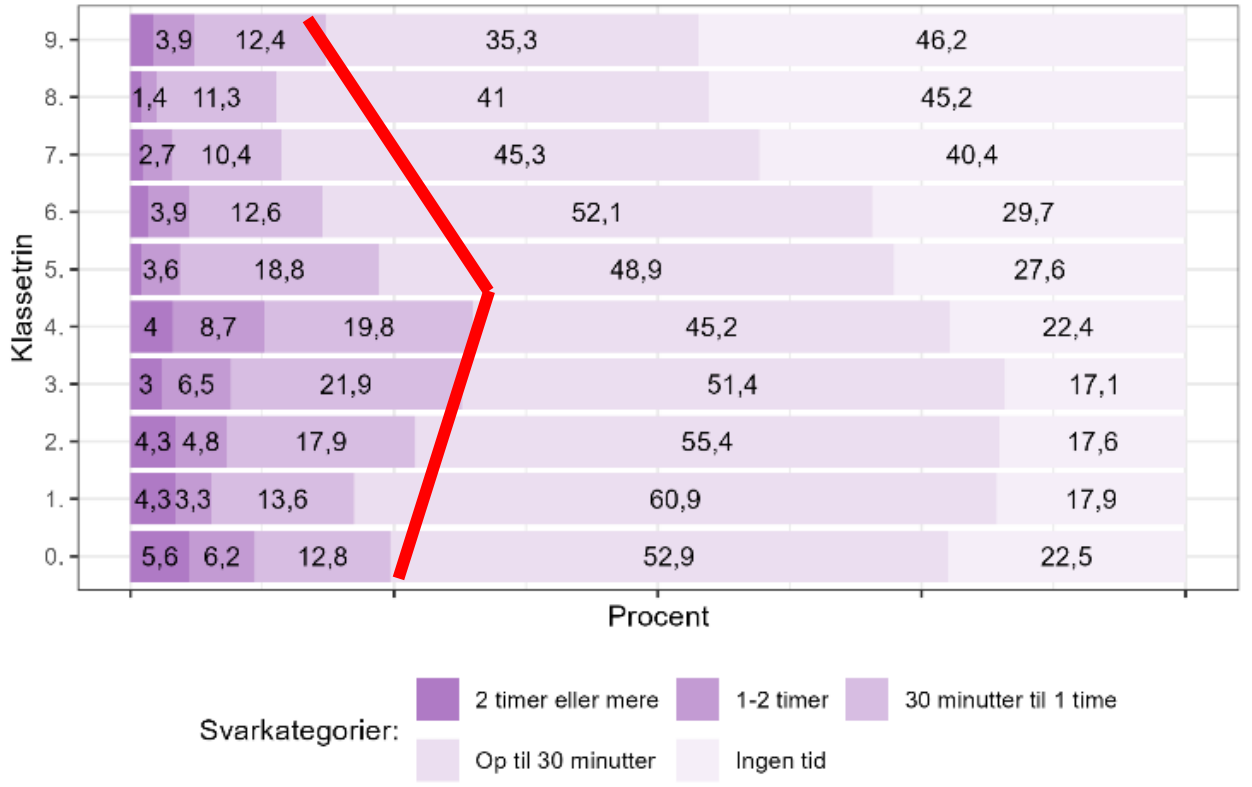
- Students' **reading literacy** declines significantly over time (PIRLS, PISA)
- Students' **enjoyment of reading** declines significantly over time (PIRLS, PISA) and throughout grades (Rudersdal)
- The important facor is **leisure reading of fiction of fiction in physical books**

STUDENTS' LEISURE TIME READING

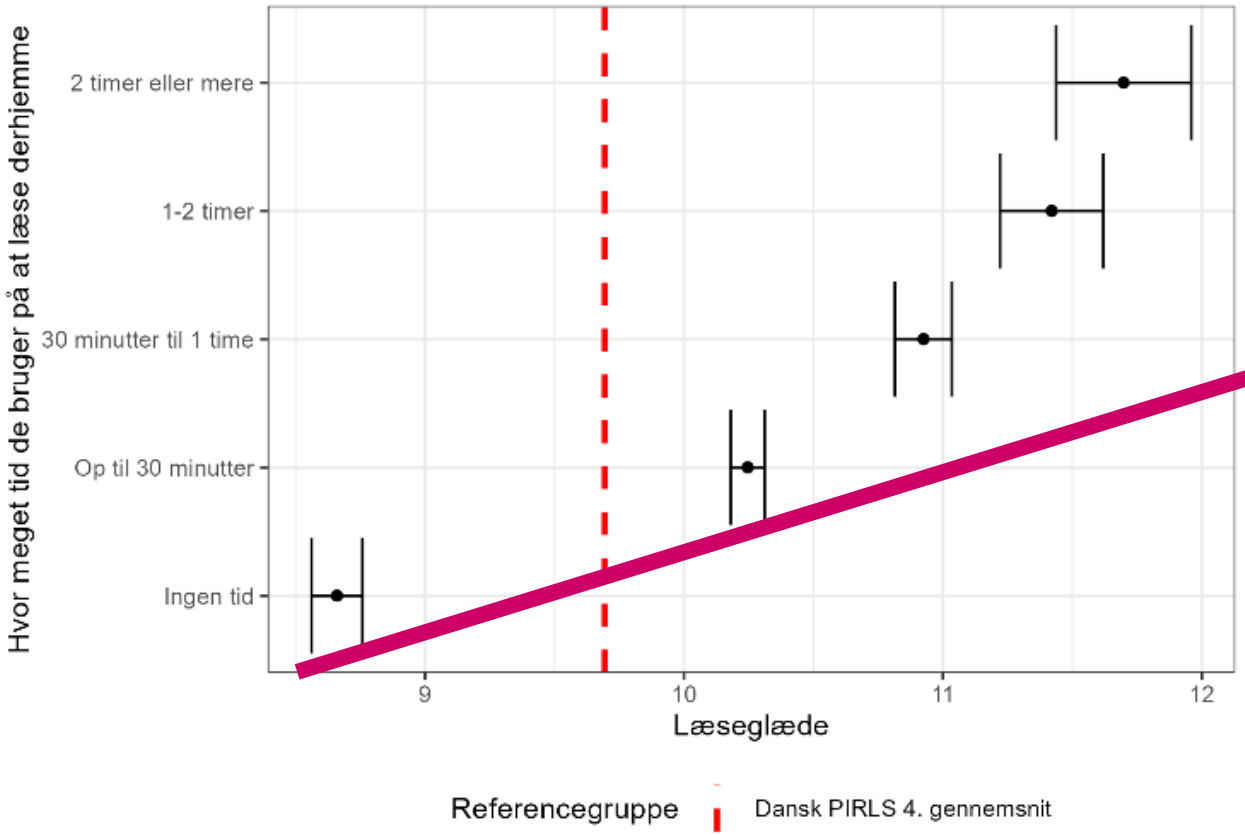
4. Student time spent on leisure reading

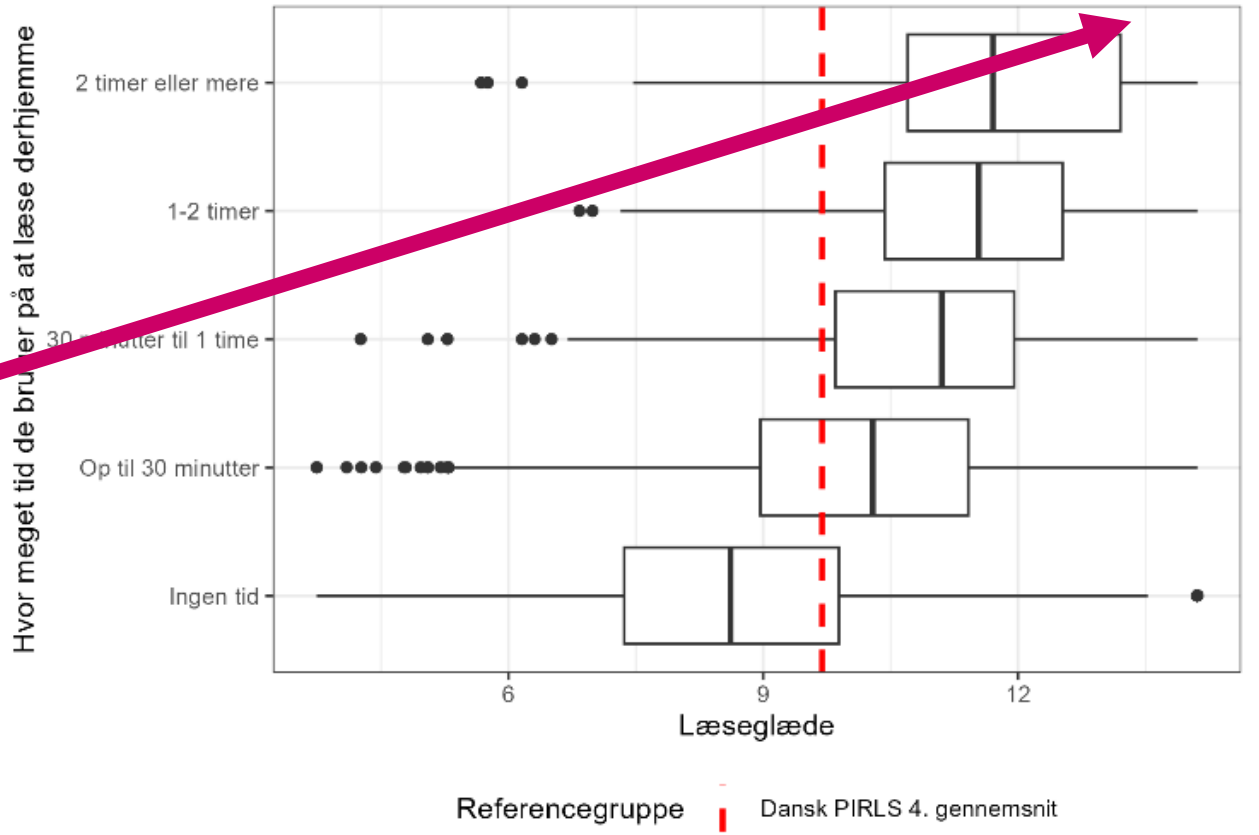


4. Student time spent on leisure reading - GRADES



LEISURE READING AND ENJOYMENT OF READING



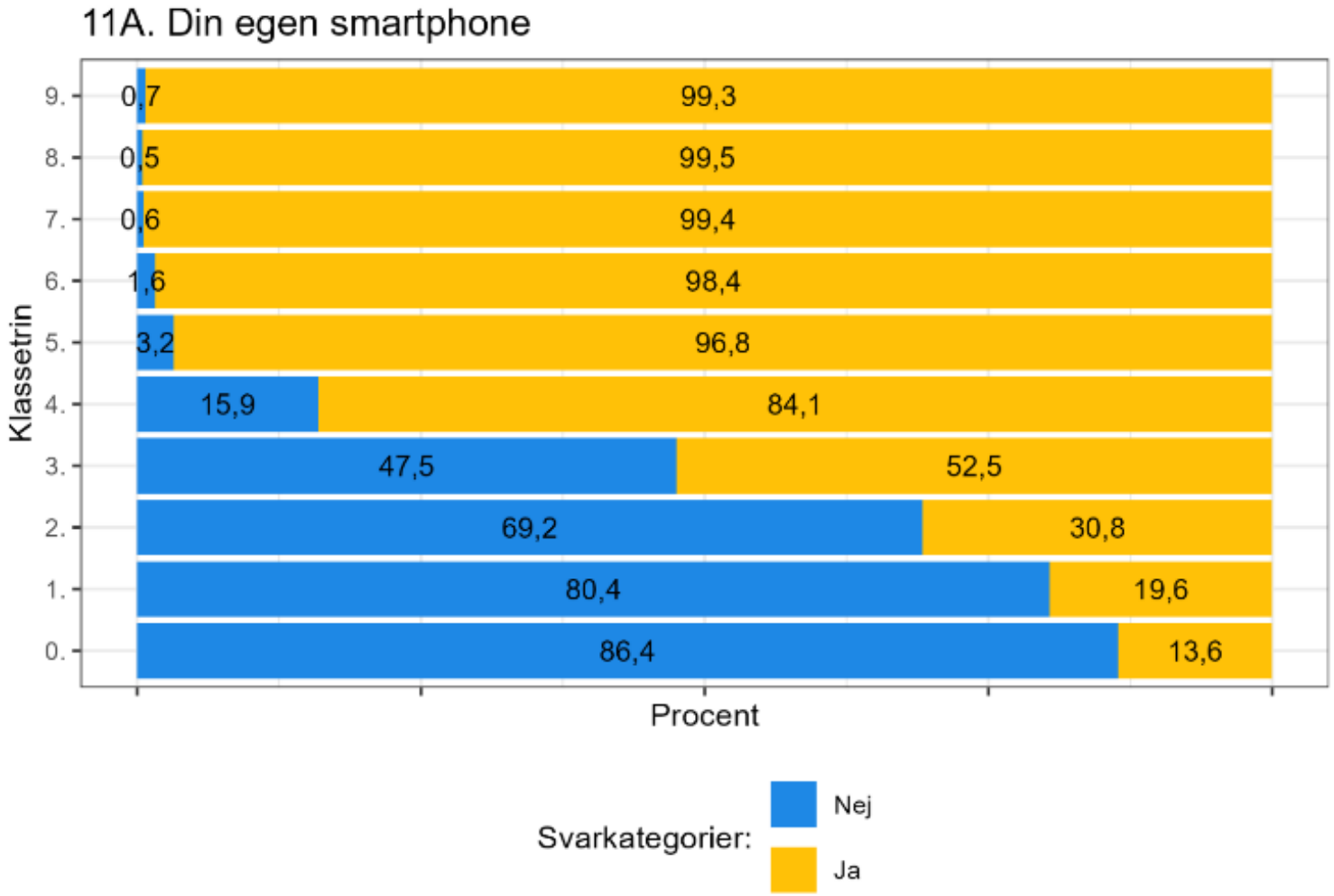


PARENTAL AND STUDENT READING

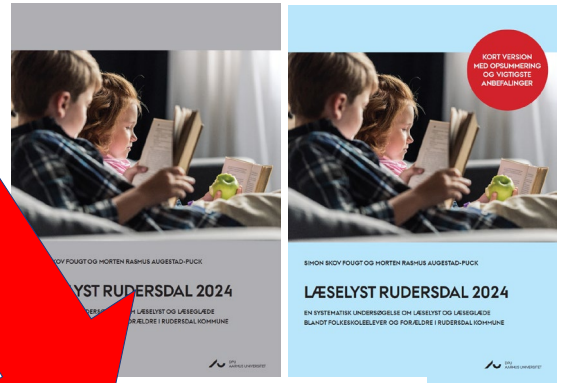
THE HOME!!

	Pearsons r	p-værdi
Gene-relt	0,188	0,000
0.	0,199	0,000
1.	0,248	0,000
2.	0,229	0,000
3.	0,304	0,000
4.	0,302	0,000
5.	0,335	0,000
6.	0,245	0,000
7.	0,220	0,000
8.	0,325	0,000
9.	0,235	0,000

SMARTPHONES

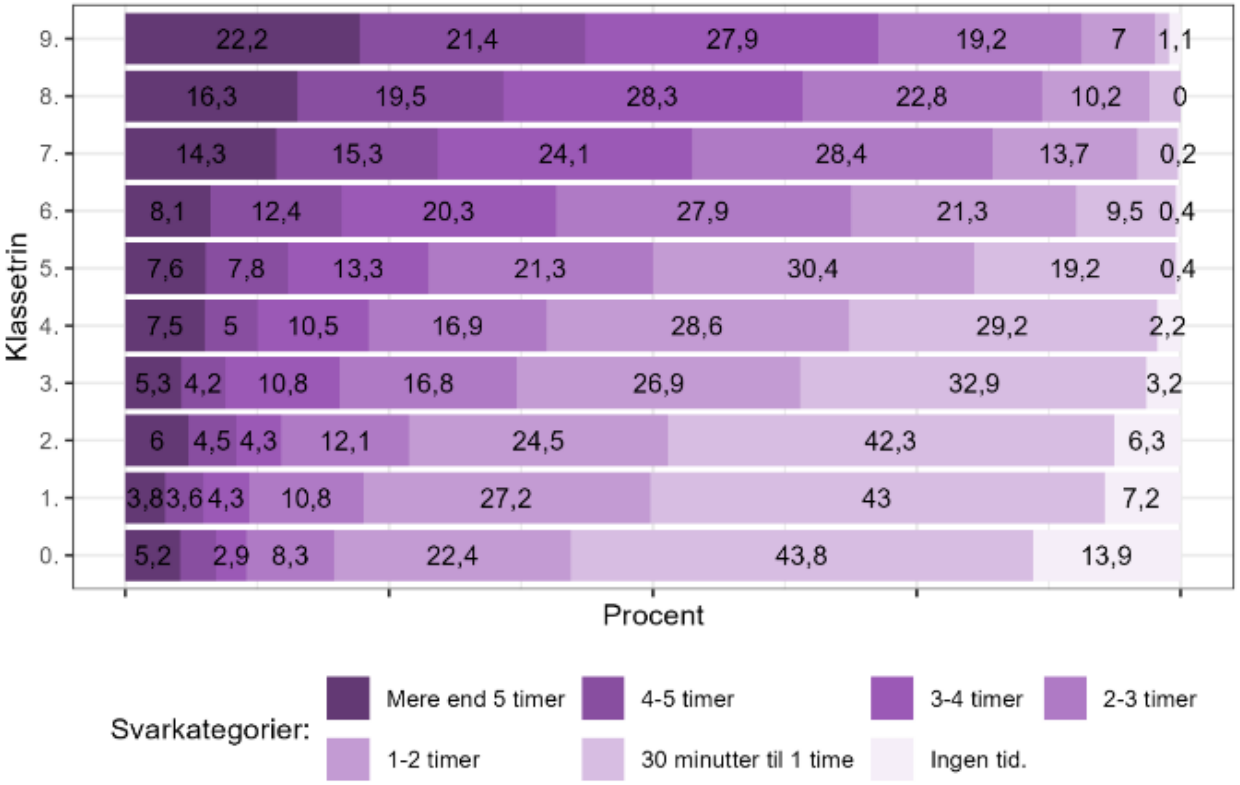


”SCREENS” AND CONTENT

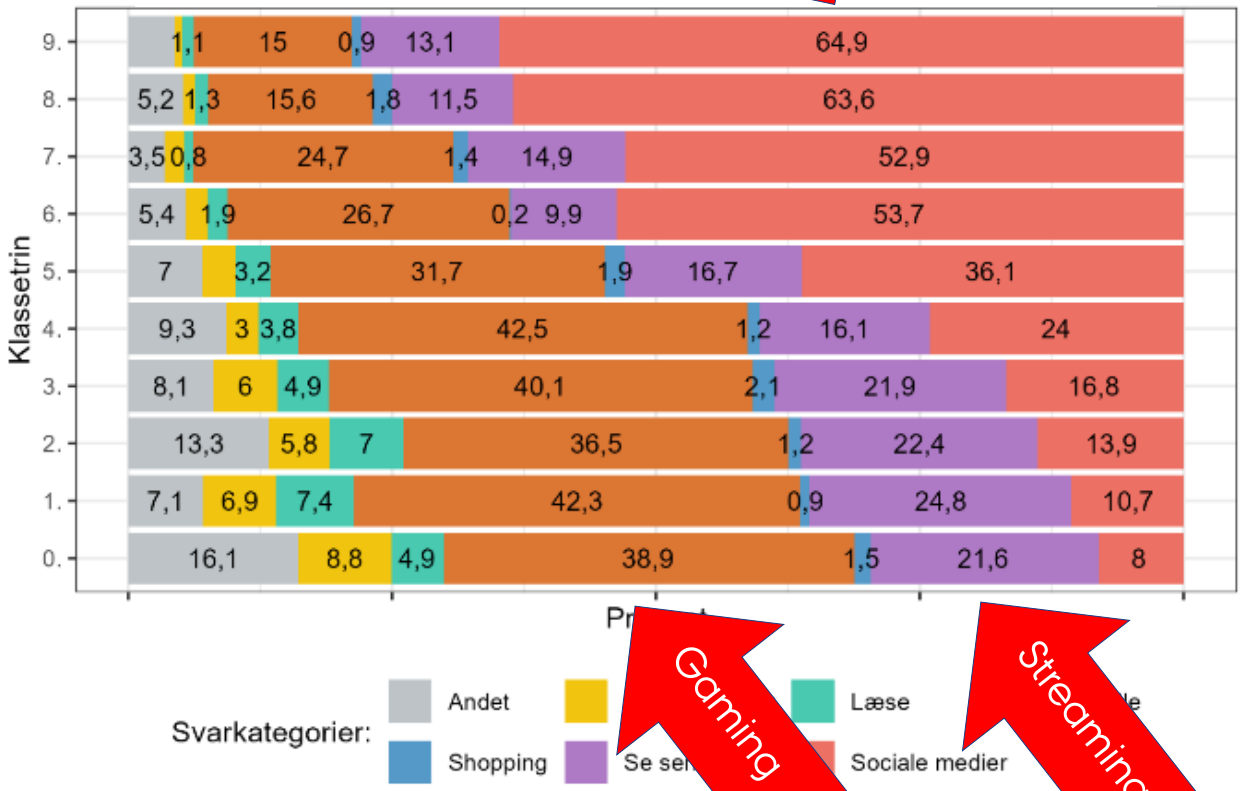


SoMe

12. Student time spent on screens



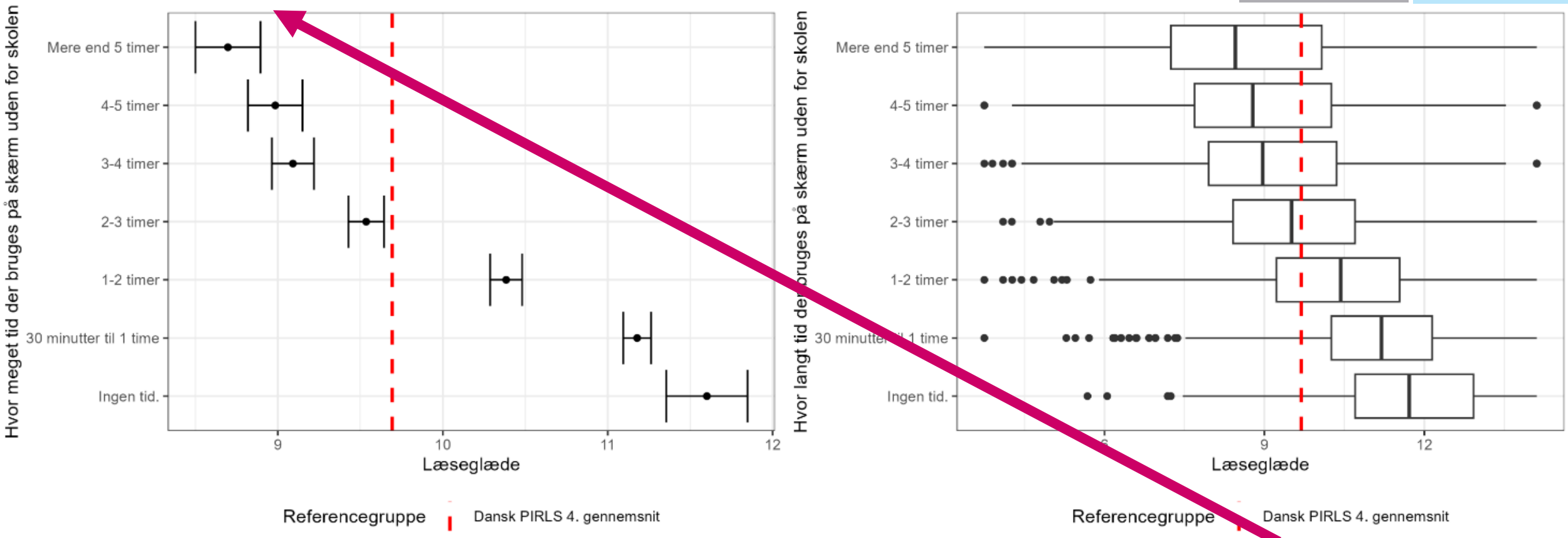
13. Most used - screentime



Gaming

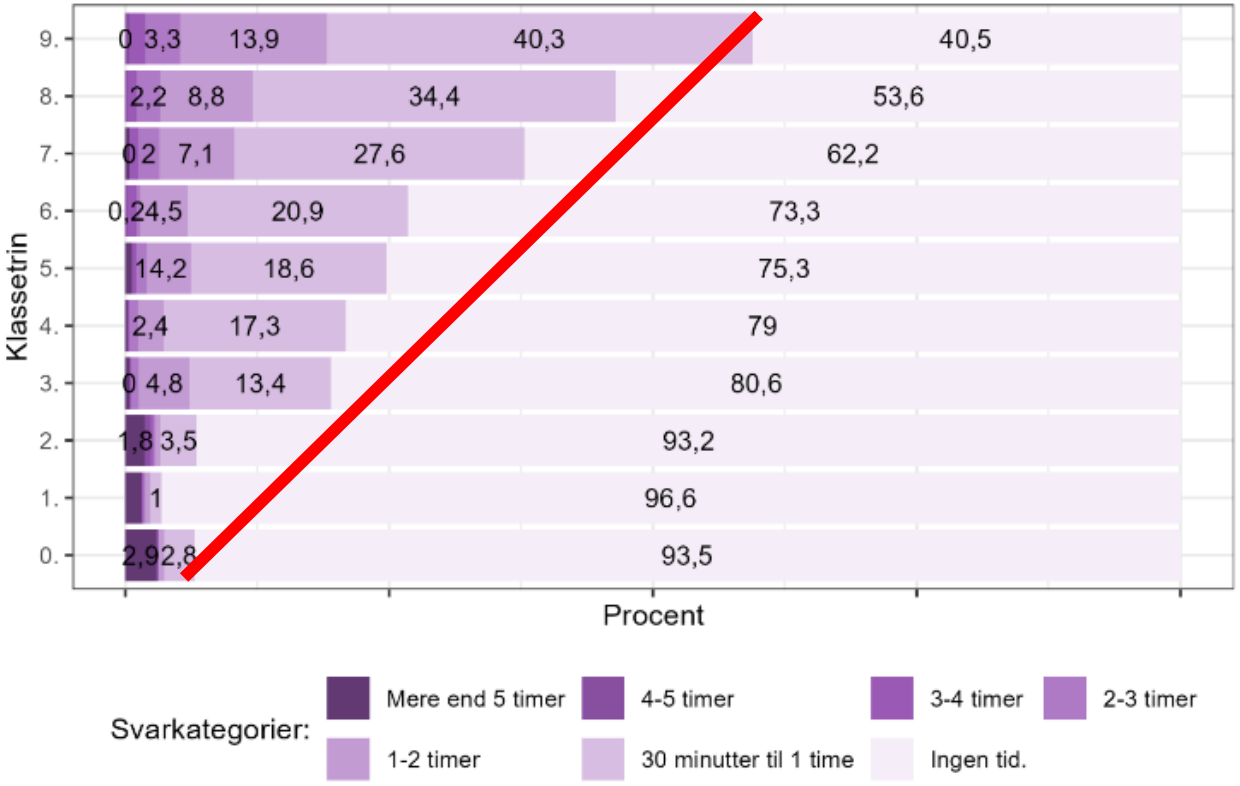
Streaming

LEISURE TIME SCREEN TIME

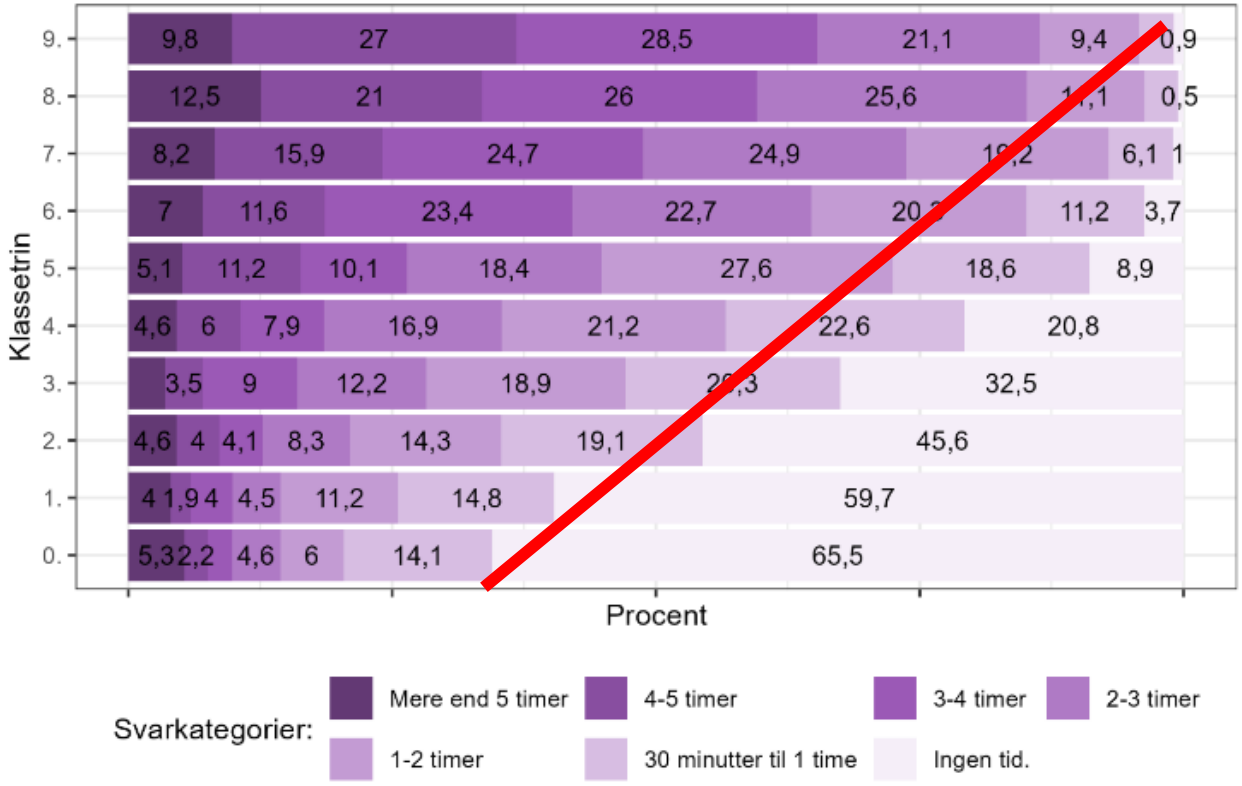


SOCIAL MEDIAS

14A. In school



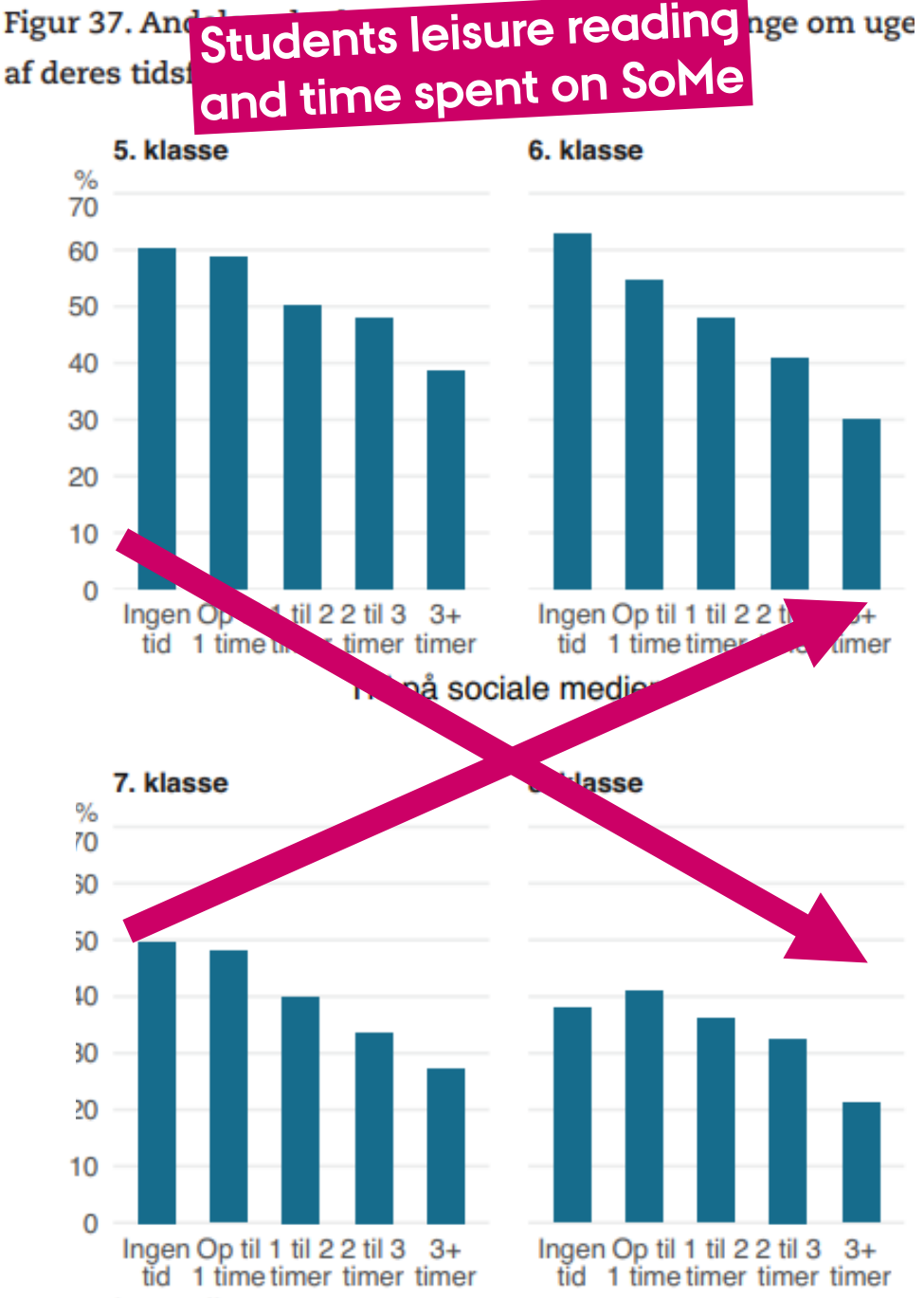
14B. Outside schools



SOCIAL MEDIAS

- *'Children and Youth Reading 2021'*
- Leisure Reading and Social medias

Students leisure reading and time spent on SoMe



PARENTAL RESPONSABILITY

- The **ESSENTIAL** problem is THE FIVE S'S
  - **S**ocial medias
  - **S**hopping
  - **S**pil
  - **S**treaming
  - **S**ex

- They **ALL** relate to students' free time
- **PARENTAL RESPONSABILITY**

PARENTAL RESPONSABILITY

- **BE ADULTS**
- It's parents who give their children a smartphone
  - Not the school
- Or a smartwatch
  - Not the school

- It's parents who give their children permission and space for the five S's
  - Not the school
- Privacy – it's the child's property.
- **NO F****** WAY!!!**
- **BE ADULTS**

PARENTAL RESPONSABILITY

- Children have no use for smartphones
  - They are not cognitively developed enough to control it
  - The frontal lobes
- Children have no use for social media.
- Children should not watch porn
- Children should not encounter inappropriate content
  - They are not cognitively developed enough to control it

- SmartWatch or Dumbphone
- Requires parental control

PARENTAL RESPONSABILITY

- Read with your child
- Read to your child
- Read what your child reads
- TALK ABOUT IT

- Let your child write

REFLEXION

- How can we ‘educate’ parents?

TEACHING LEARNING TO READ

DPU - DANMARKS INSTITUT FOR PÆDAGOGIK OG UDDANNELSE
AARHUS UNIVERSITET

JANUARY 21ST, 2026
BJØRN'S INTERNATIONAL SCHOOL

SIMON SKOV FOUGT
ASSOCIATE PROFESSOR

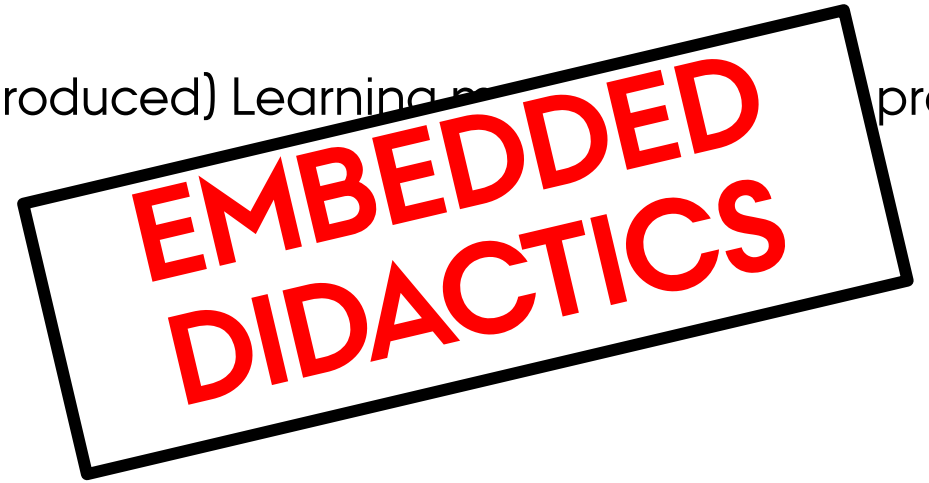
REFLEXION ALONE

- What characterizes my teaching learning to read?
- And my teaching materials?
- How is my teaching learning to read similar to my colleagues'?
- How is it different?

TEACHING MATERIALS

Didactic teaching materials: (Publisher-produced) Learning m… prepared for the purpose of teaching

- Content
- Method
- Goal
- Organization



Semantic teaching materials: Artifacts that are used as learning materials, but are not prepared for that purpose

- Content (e.g. a newspaper article, an Instagram post)

Functional teaching materials: (Digital) Aids, e.g. for production, analysis, etc.

- Some are prepared for the purpose of teaching (e.g. CDord)
- Others are not (e.g. Word) (Hansen 2010)

LEARNING THEORY

Behaviourism

- Psychology (Watson)
- Behaviour
- Pavlov: Conditioned Reflexes (Dogs)
- Regulation: "Reward and Punishment"

LEARNING THEORY

Instructivism

- Psychology
- Pour on
- Knowledge transfer
- Empty vessels
- Tank attendant pedagogy

LEARNING THEORY

Constructivism

- Psychology/Sociology
- Learning is a mental active process
- Piaget
- Learning = restructuring of mental schemas
- Which is individual-dependent
- The learner teacher - subjective

LEARNING THEORY

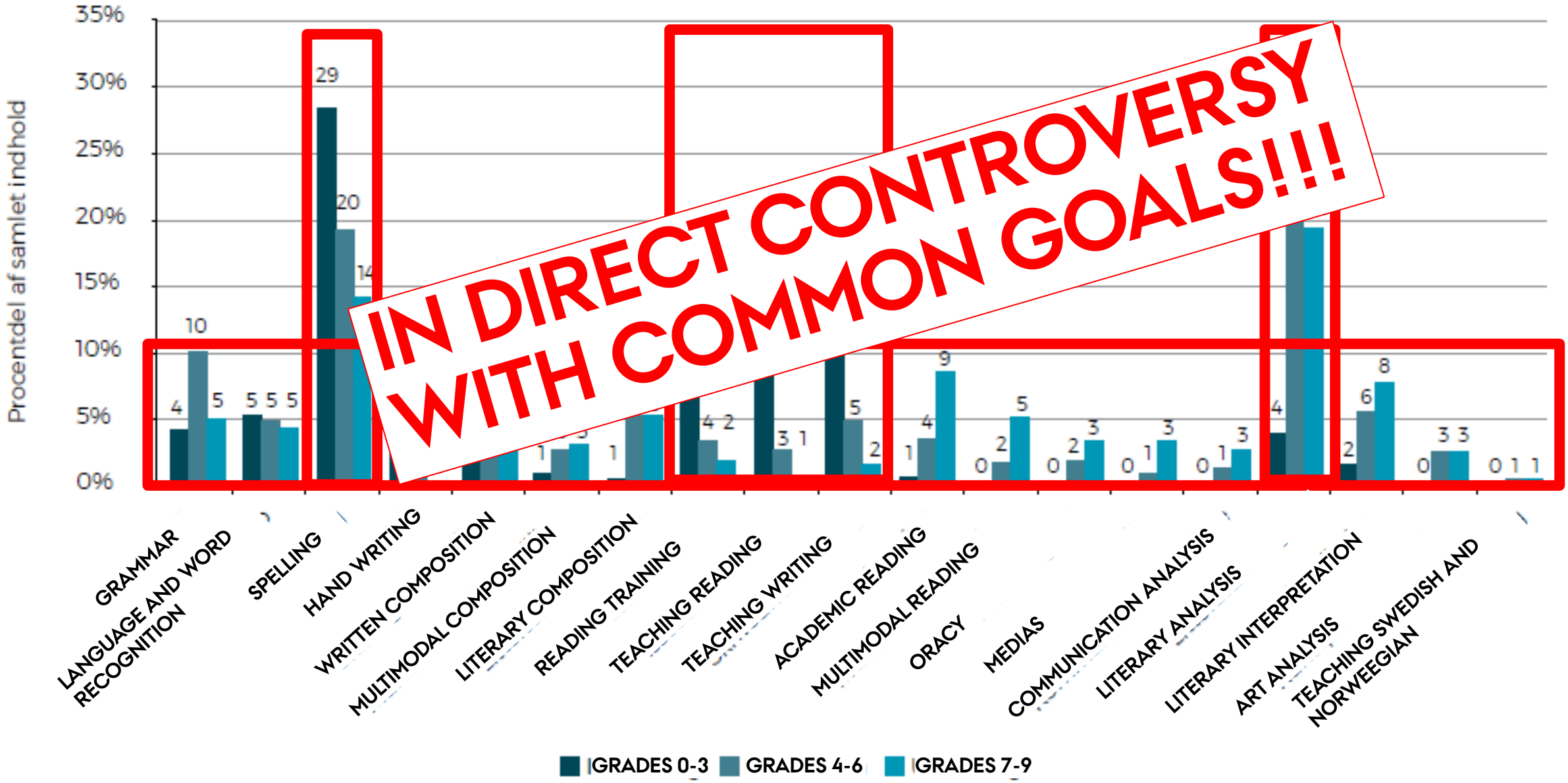
Social Constructivism

- Sociology
- Berger and Luckmann
- Learning is a Social Process
- Co-Construction of Knowledge
- Negotiation

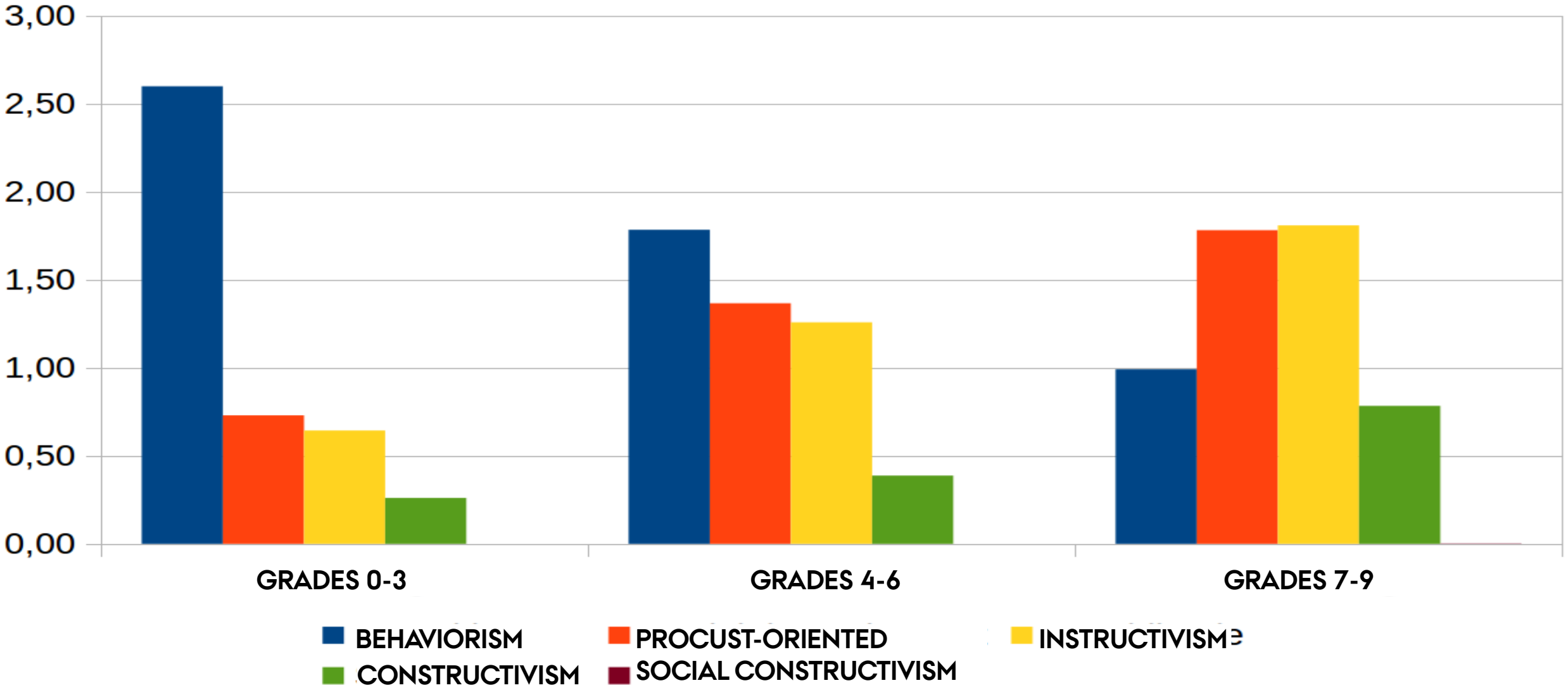
TEACHING MATERIALS AND SUBJECT SKILLS

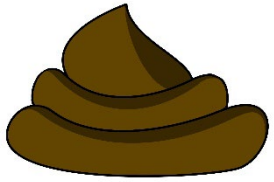
- Choosing a teaching material is the same as choosing a subject understanding
- Pretended and real understanding
  - Objective
  - Content
  - Actions (Bundsgaard 2010)

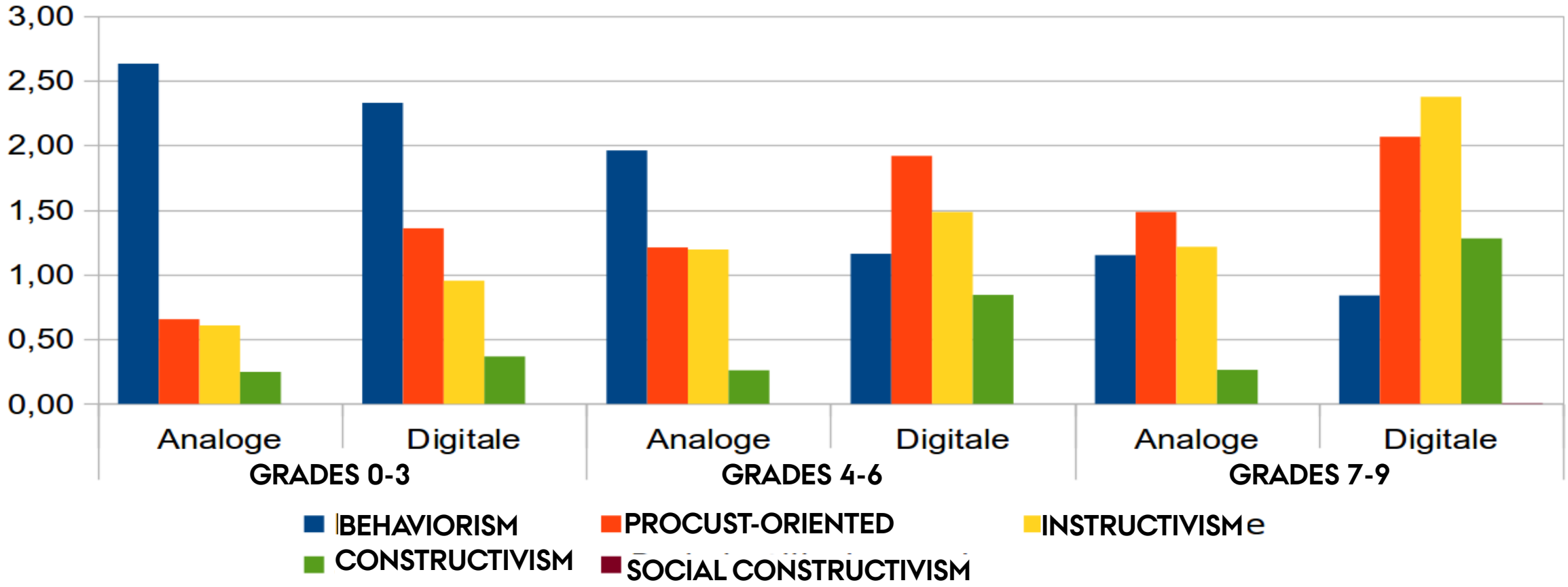
DANISH L1 AS SEEN THROUGH DIDACTIC TEACHING MATERIALS


Procentdel af samlet indhold
35%
30%
25%
20%
10%
5%
0%
IN DIRECT CONTROVERSY WITH COMMON GOALS!!!
GRAMMAR
LANGUAGE AND WORD RECOGNITION
SPELLING
HAND WRITING
WRITTEN COMPOSITION
MULTIMODAL COMPOSITION
LITERARY COMPOSITION
READING TRAINING
TEACHING READING
TEACHING WRITING
ACADEMIC READING
MULTIMODAL READING
ORACY
MEDIAS
COMMUNICATION ANALYSIS
LITERARY ANALYSIS
LITERARY INTERPRETATION
ART ANALYSIS
TEACHING SWEDISH AND NORWEEGIAN
GRADES 0-3
GRADES 4-6
GRADES 7-9

DIDACTIC TYPE



SAME  ANALOG AS WELL AS DIGITAL!



DANSH L1 SEEN THROUGH ITS TEACHING MATERIALS

- The subject is a spelling subject (especially in primary school)
- The subject's content is often taught repetitively (especially in primary school)
- The subject is also literary analysis (especially in secondary school)
- The subject is not much of a media subject or communication subject

SPELLING RESEARCH

- Jim Rice (1897): No relationship between spelling level and time spent
- Oliver Cromman (1902): Lack of spelling practice does not affect spelling level
- W. Cook (1912): Spelling rules are ineffective. Cannot be used in context
- Donald Hamill et al. (1977) Effective up to 3rd-4th grade, then not
- Stephen Krachen (2002): 3rd-4th grade students who are not directly taught spelling spell worse than students who are taught but the difference is completely equalized at 4th-5th grade
- Graham and Perin (2007): Isolated grammar instruction is directly harmful, especially for students with writing difficulties. Grammar teaching must be linked to students' writing
- KOMPIS project in Slagelse (2010)
- 25% of time is spent on grammar teaching (Mathiasen, 2011) Teachers say they are constructivists, but they work behavioristically

HOW DO YOU LEARN TO SPELL?

- By reading a lot
- By writing a lot
  - To something, for something

HOW DO YOU LEARN TO READ?

- By reading a lot
- By writing a lot
  - To something, for something

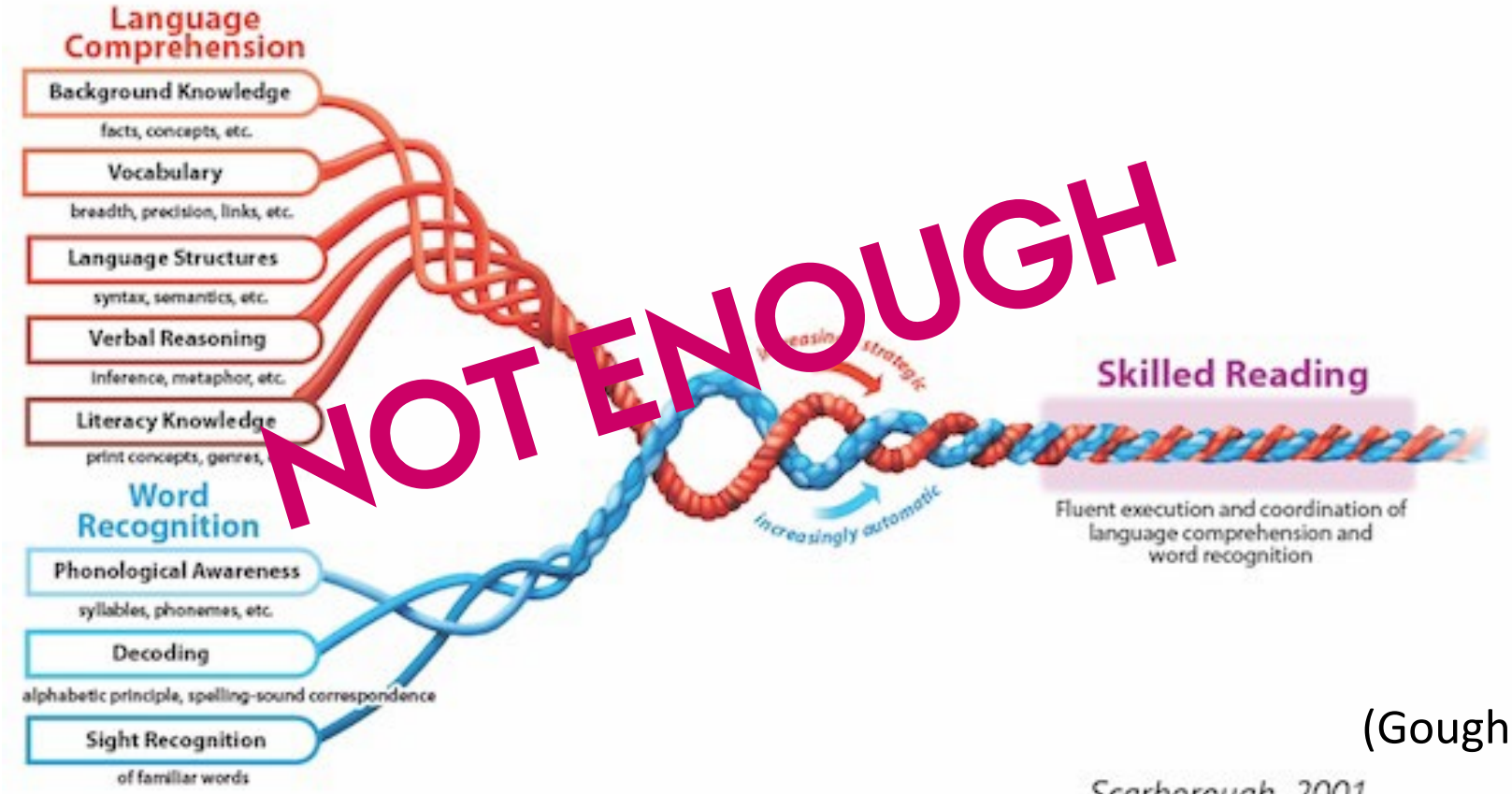
THEORETICAL APPROACHES TO LEARNING TO READ

Cognition: Letters

Social-cultural: Letters in context

Socio-semiotics: SIGNS in context

COGNITIVE CONSUMPRTION OF READING?



(Gough & Turner, 1986)

Scarborough, 2001

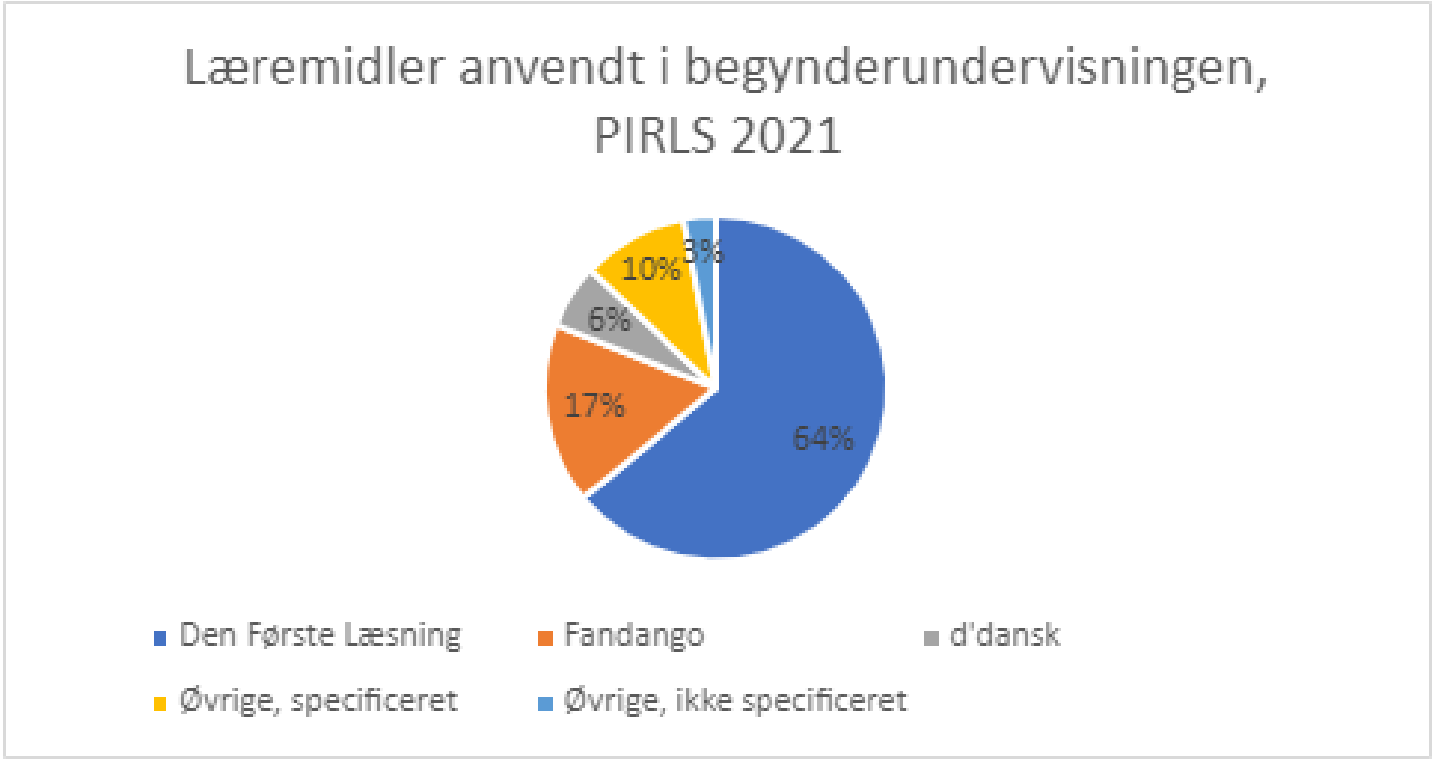
THE BALANCED VIEW OF READING

1. Explicit teaching of decoding, including phonological awareness and the alphabetic sound principle.
2. A lot of student reading and development of fluent reading through varied reading activities.
3. A rich text universe to support meaning-oriented reading activities.
4. Explicit teaching of reading comprehension and reading comprehension strategies.
5. A lot of writing as an integrated part of reading instruction, including a focus on the communicative function of writing.
6. Subject-wise varied and content-rich topics.
7. Differentiation, both in the balance between decoding and meaning-oriented activities and different learning prerequisites and needs. (Bremholm, 2017, pp. 85-86).

THE THREE MOST USED LEARNING TO READ-MATERIALS

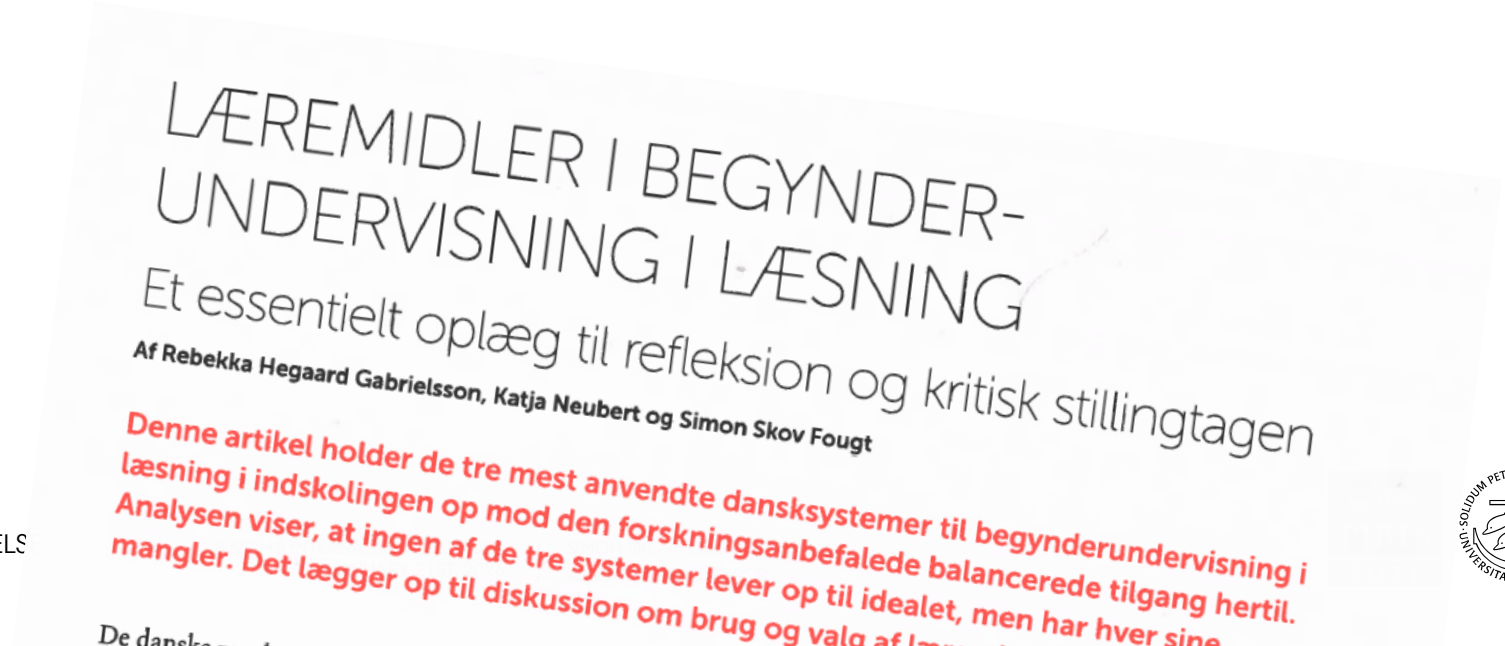
- PIRLS 2021, Teacher Questionnaire:
- Which Danish system has the class mainly worked with in the beginner reading lessons in grades 1-3?

- The first reading: 64%
- Fandango: 17%
- d'dansk: 6%



THE THREE MOST USED LEARNING TO READ-MATERIALS

- Analysis from the balanced approach
- Jesper Bremholm (2017): The First Reading
- PIRLS team: Fandango and d'dansk (2023)
- Læsepædagogen no. 1, Feb. 2024



LÆREMIDLER I BEGYNDER-UNDERVISNING I LÆSNING

Et essentielt oplæg til refleksion og kritisk stillingtagen

Af Rebekka Hegaard Gabrielsson, Katja Neubert og Simon Skov Fougt

Denne artikel holder de tre mest anvendte dansksystemer til begynderundervisning i læsning i indskolingen op mod den forskningsanbefalede balancerede tilgang hertil. Analysen viser, at ingen af de tre systemer lever op til idealet, men har hver sine mangler. Det lægger op til diskussion om brug og valg af

De dansk-

THE THREE MOST USED LEARNING TO READ-MATERIALS

- *The first reading:* The material is well-founded in the technical asp… of reading, but insufficient in relation to the meaning-oriented aspect…
- *Fandango:* The material in some respect… a balanced approach to beginner teaching with bot… …ing-oriented activities, but with a focus on (read) lite… …petence.
- *d'dar…* …t in line with the principles of a balanced approach to begini… …g in reading. However, the material is strongly dependent on teachers being able to obtain the recommended literature for working with texts.

NONE of them meets it

THE THREE MOST USED LEARNING TO READ-MATERIALS

	The First reading	Fandango	d'dansk
Decoding	✓✓✓	✓	✓✓
A lot of student reading	✓✓✓	✓	✓✓
A rich text universe	✓	✓✓	✓✓✓
Explicit teaching of reading comprehension	✓	✓	✓✓✓
Writing	✓	✓✓	✓✓
Varied and rich topics	✓	✓✓	✓✓✓
Differentiation	✓	✓	✓✓

NONE of them meets it

THE BALANCED VIEW OF READING

1. Explicit teaching of decoding, including phonological awareness and the alphabetic sound principle.
2. **A lot of student reading and development of fluent reading through varied reading activities.**
3. A rich text universe to support **meaning-oriented reading activities**.
4. Explicit teaching of reading comprehension and reading comprehension strategies.
5. **A lot of writing as an integrated part of reading instruction, including a focus on the communicative function of writing.**
6. **Subject-wise varied and content-rich topics.**
7. **Differentiation,** both in the balance between decoding and meaning-oriented activities and different learning prerequisites and needs. (Bremholm, 2017, pp. 85-86).

REFLEXION

- How do we teach learning to read?

TEACHING READING TO LEARN

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JANUARY 21ST, 2026
BJØRN'S INTERNATIONAL SCHOOL

SIMON SKOV FOUGT
ASSOCIATE PROFESSOR

REFLEXION ALONE

- What characterizes my teaching (reading)?
- And my teaching materials?
- How is my teaching (reading) similar to my colleagues'?
- How is it different?

MY PH.D.-PROJECT (2015)

- Lone's 7th grade is reviewing grammar les
- Lone is hitting on random stud
- Lone: "What word c ... parts of speech)
- Student: "(... wave underneath"
- ... called ad...?"
- Student: "Adverbitum?“ (Adverb)

Forms of school communication

MY PH.D.-PROJECT (2015)

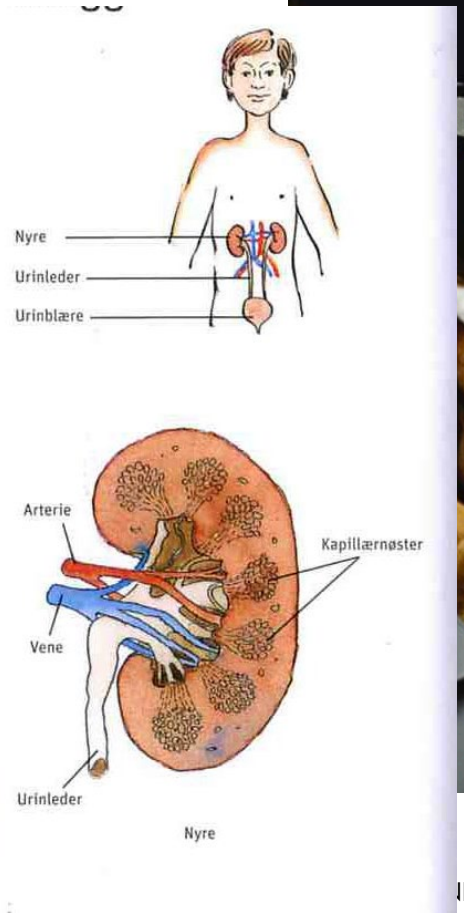
- Merete's 8th grade is working on the transition from roma
realism and has read the short story *Song of th*
Pontoppidan.
- Merete: "Why was there a
- The students a
- Mer more hands..."

Guess what the teacher is thinking

WHY MULTIMODALITY?

- Because today's text culture requires multimodal reading
- Because **multimodal reading** and **multimodal text production** enable students to discover how different modalities create meaning in different ways
- Because **multimodal text production** (transformation and transduction) contributes to learning subjects
- IT for production!

TO BECOME A GOOD MULTIMODAL READER, WE MUST PAY ATTENTION TO THE DIFFERENT WAYS IN WHICH MODALITIES CREATE MEANING = AFFORDANCES



CASE

- Chapter 1 describes a case where 5.b rewrites the fairy tale about *Little Red Riding Hood* into a rap text (transformation) - and chooses one of the texts from the box, which they then make into a music video (transduction)

Figur 9. Sammenblanding af dansk, arabisk, engelsk og tyrkisk står skrevet på whiteboardet med en ordsky (worlde.net) i baggrunden, mens der rappes. Igen filmes med flere mobiler fra forskellige vinkler for at kunne klippe.

SOCIAL SEMIOTICS

Transformation

- Transforming a text into a new version of the text in the same modality.
  - From fairy tale to rap

Transduction

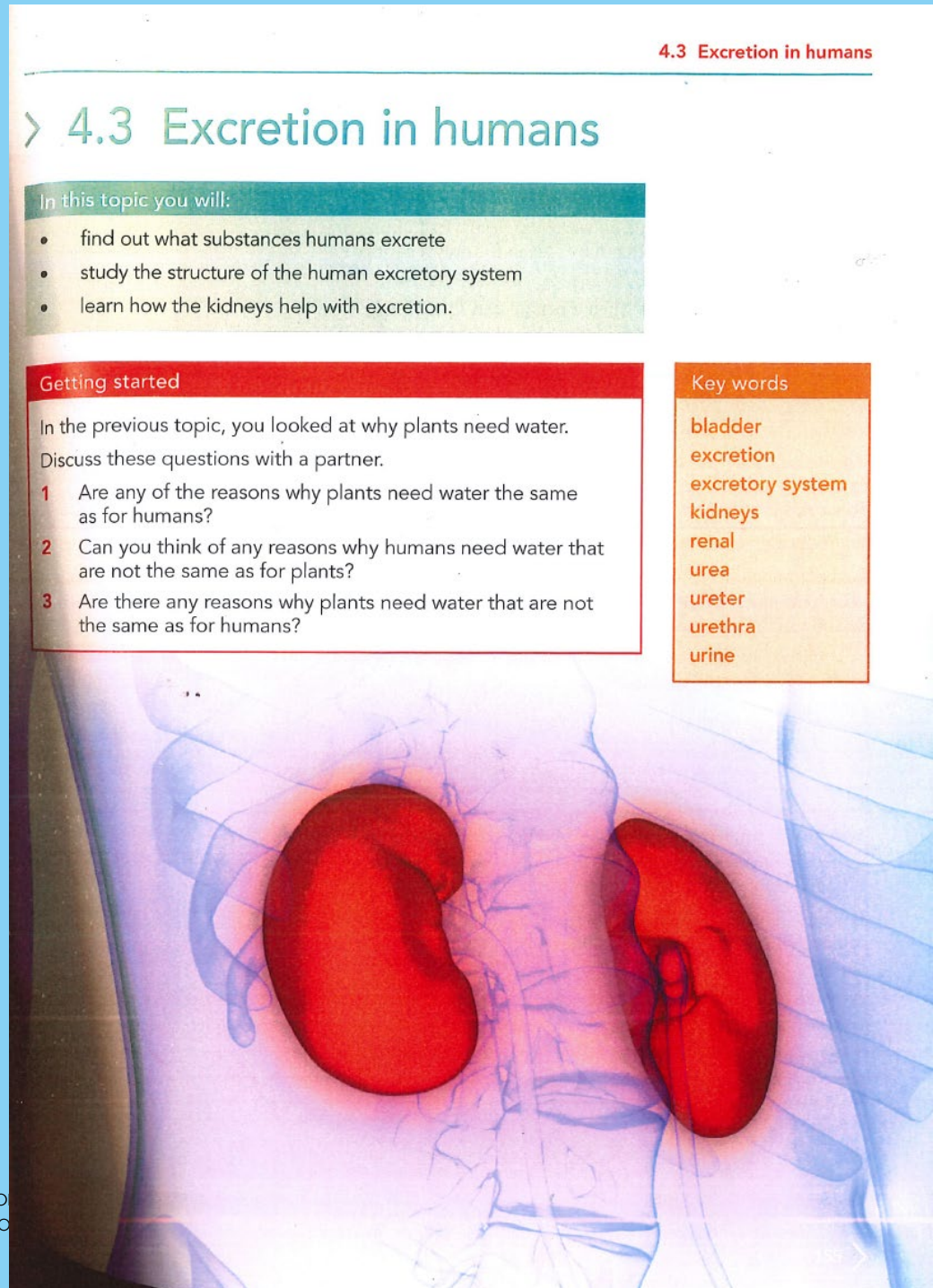
- Transforming a text into a new version of the text in a different modality.
  - From rap text to video

Figur 2. Eleverne arbejder med udkast til raptekst.

Eleverne har selv valgt lokationen (en trappe på skolen) og udarbejdet koreografi under vejledning af lærerne.

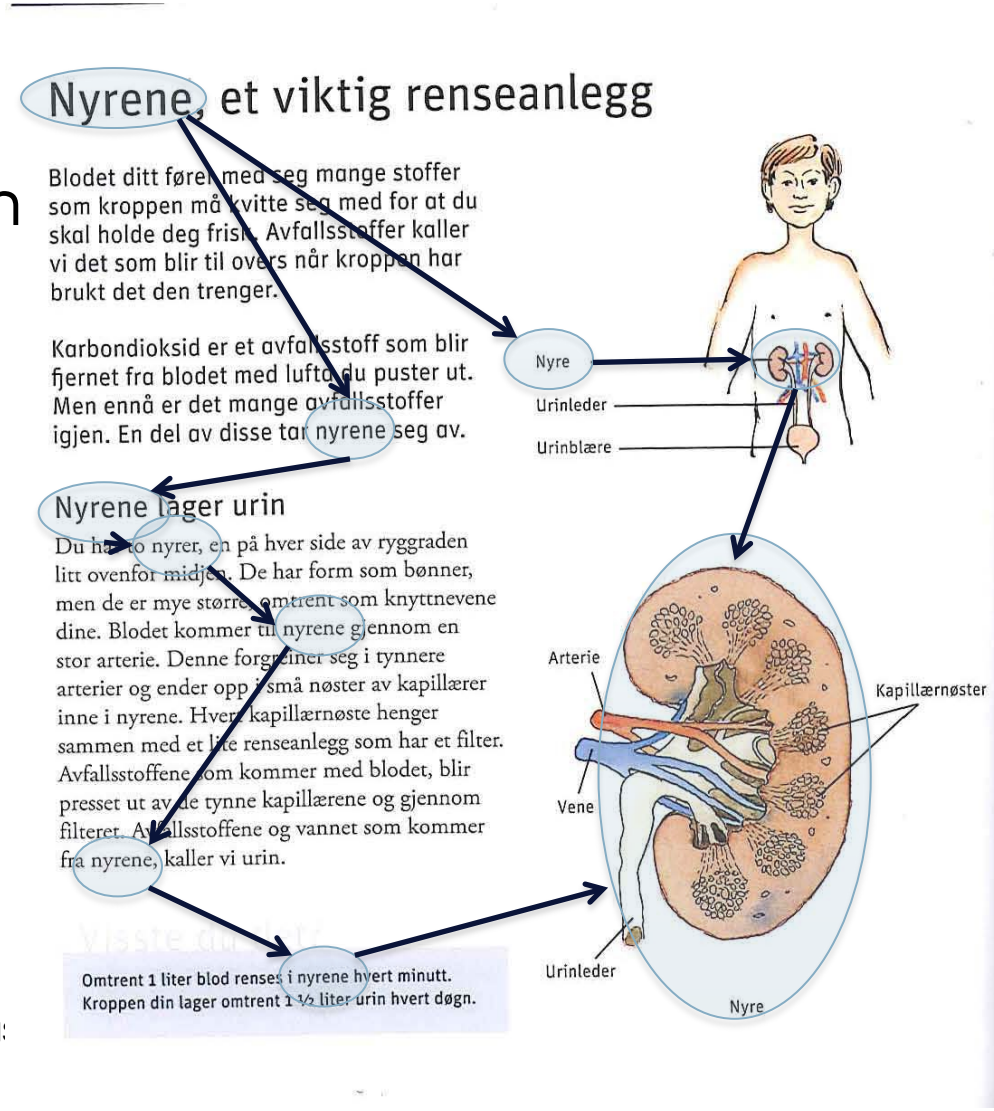
MULTIMODAL TEXTS REQUIRE A DIFFERENT READING APPROACH

- Take a brief look at the handout on kidneys
- Read it
- Does it make sense?



MULTIMODAL TEXTS REQUIRE A DIFFERENT READING APPROACH

- Kidneys and their function in the body
- 'Sewage treatment plant'
- Waste materials
- Blood



Urinen renner gjennom urinlederne ned til urinblæren. Den samler opp urinen. Når urinblæren begynner å bli full, kjenner du at du må tisse. Da kommer urinen ut gjennom urinrøret.

Urinveisinfeksjon

Av og til kommer bakterier inn i urinrøret og opp i urinblæren. Da kan det bli en infeksjon.

Hvis du har en urinveisinfeksjon, må du tisse mye oftere enn ellers. Det kan også svi og gjøre vondt når du tisser. Det er viktig å gå til lege hvis du tror du har en urinveisinfeksjon.
Jenter får oftere urinveisinfeksjon enn gutter. Det er fordi urinrøret er mye kortere hos jentene.

Visste du det?

Før i tiden var samene spesielt flinke til å utnytte alt på reinen de slaktet. Reinens urinblære er spesielt tøyelig og sterk. Den brukte de derfor til å lagre ting i. Først ble blæren ekstra godt rengjort, så klart.

Visste du det?

Hannhunder, hannulver og mange andre dyr tisser på stubber og steiner for å merke området sitt. Da lukter de andre dyrene at området er opptatt, og at det er best å holde seg unna.

93

MULTIMODAL TEXTS REQUIRE A DIFFERENT READING APPROACH

- Kidneys and their function in the body
- 'Sewage treatment plant'
- Waste materials
- Blood

Nyrene, et viktig renseanlegg

Blodet ditt fører med seg mange stoffer som kroppen må kvitte seg med for at du skal holde deg frisk. Avfallsstoffer kaller vi det som blir til overs når kroppen har brukt det den trenger.

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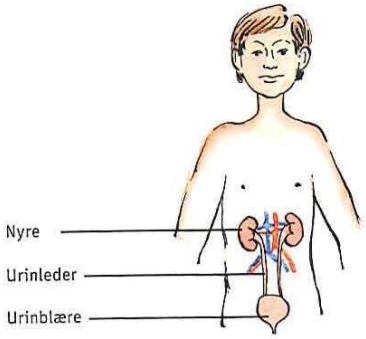

Nyrene lager urin

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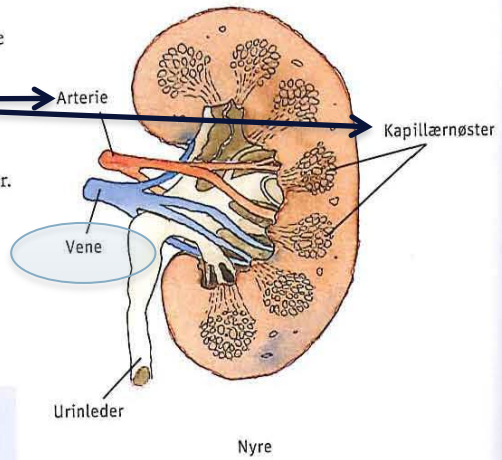

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Hannhunder, hannulver og mange andre dyr tisser på stubber og steiner for å merke området sitt. Da lukter de andre dyrene at området er opptatt, og at det er best å holde seg unna.

MULTIMODAL TEXTS REQUIRE A DIFFERENT READING APPROACH

- Kidneys and their function in the body
- 'Sewage treatment plant'
- Waste materials
- Blood

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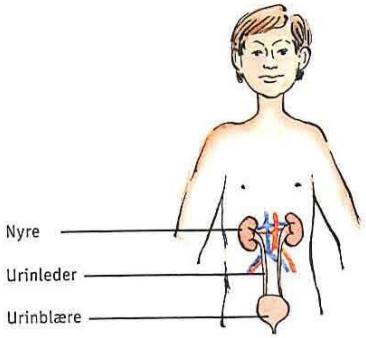

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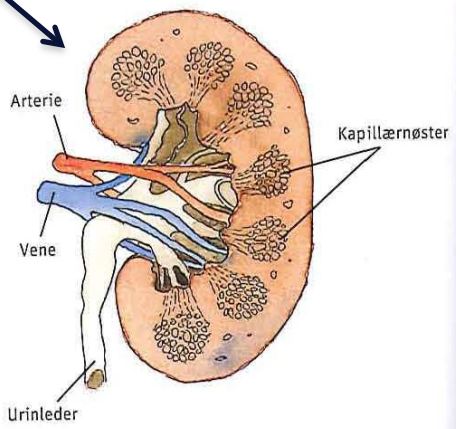

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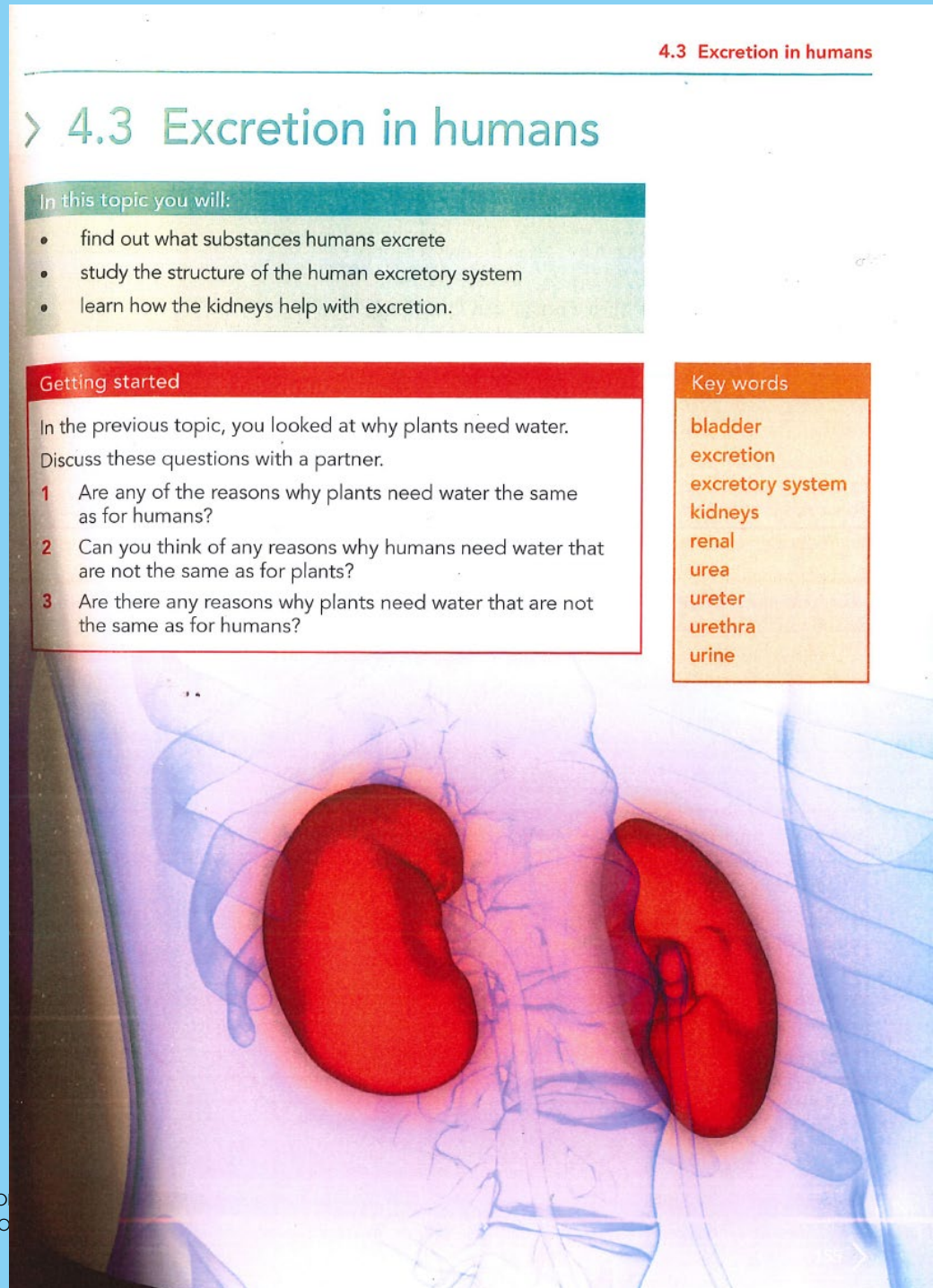
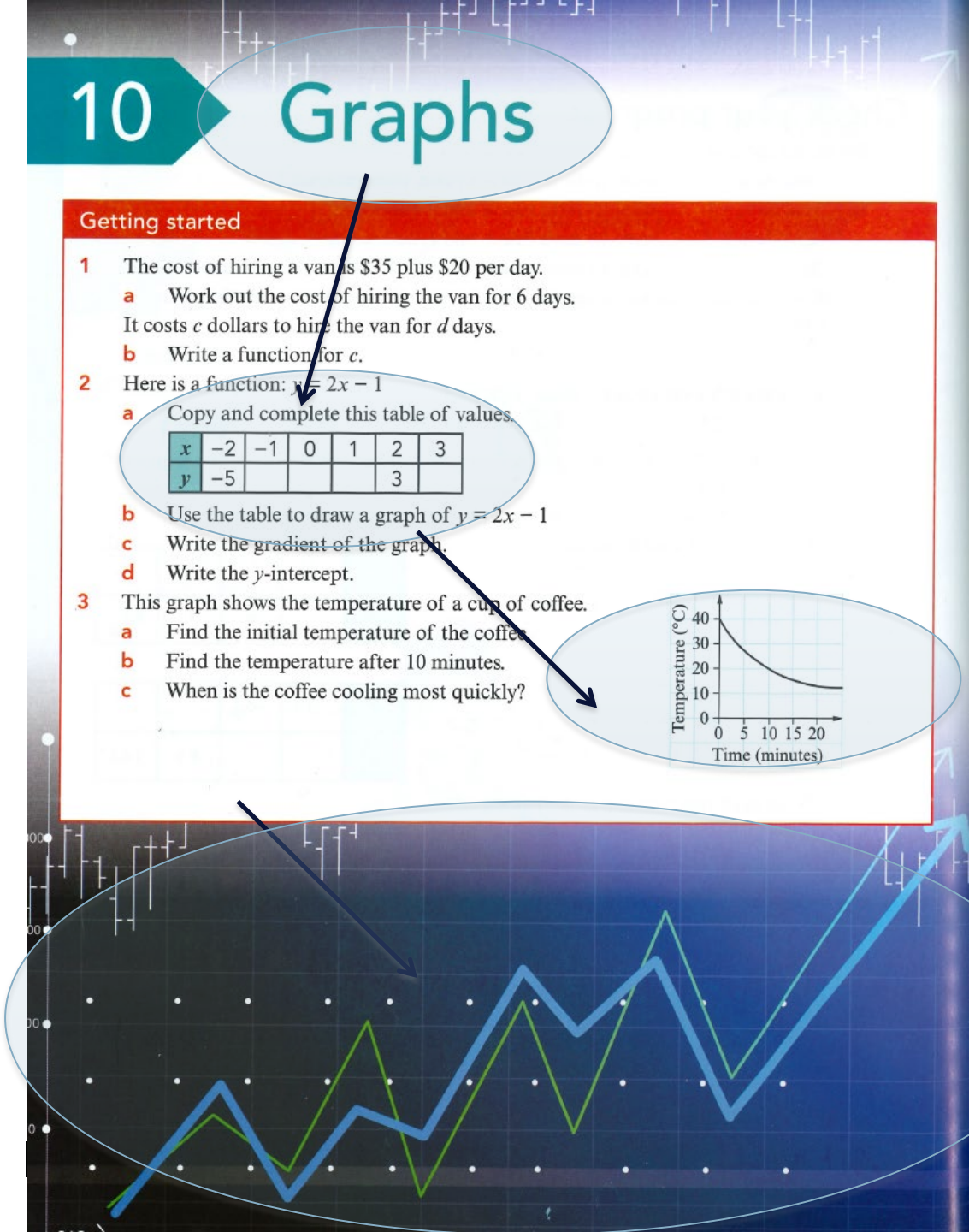
93

MULTIMODAL TEXTS REQUIRE A DIFFERENT READING APPROACH

- Turn back to the handout
- Draw
- Does it make sense?
- Concepts
- Combinations



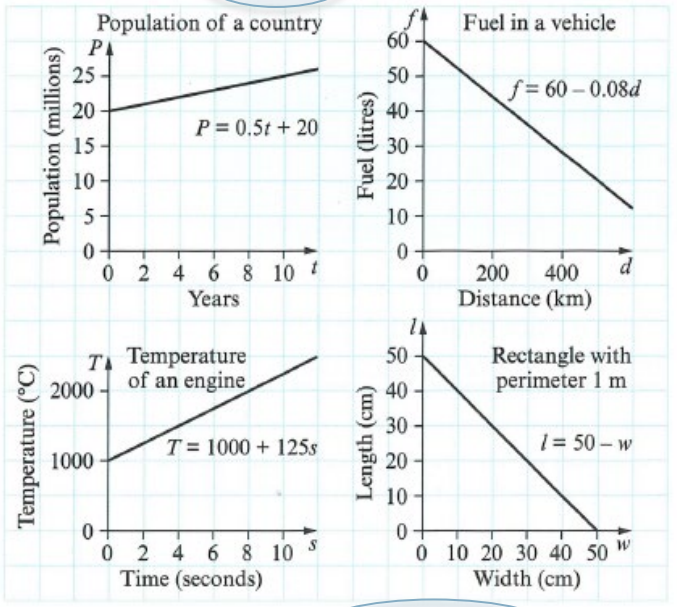
‘YOUR’ EXAMPLES



‘YOUR’ EXAMPLES

- Linear graphs
- Equation
- Tables of values
- Coordinates
- Point to plot

Here are some examples of linear graphs.



You can use the equation to make a table of values. The values give you coordinates of points to plot. In a linear graph, the points will be in a straight line.

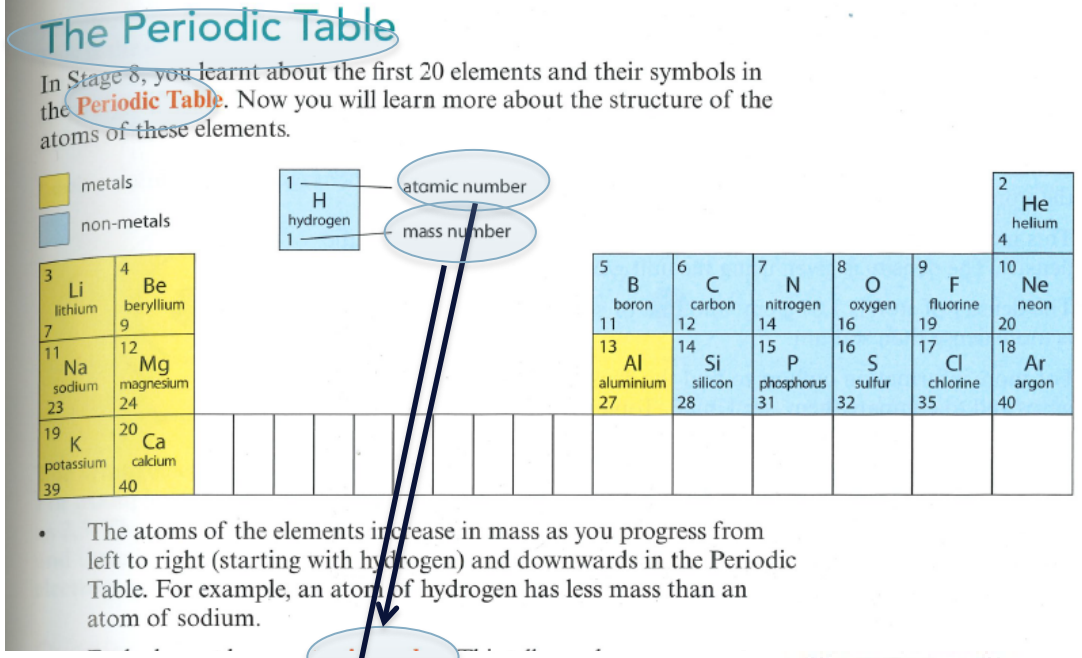
Often a graph is not a straight line.

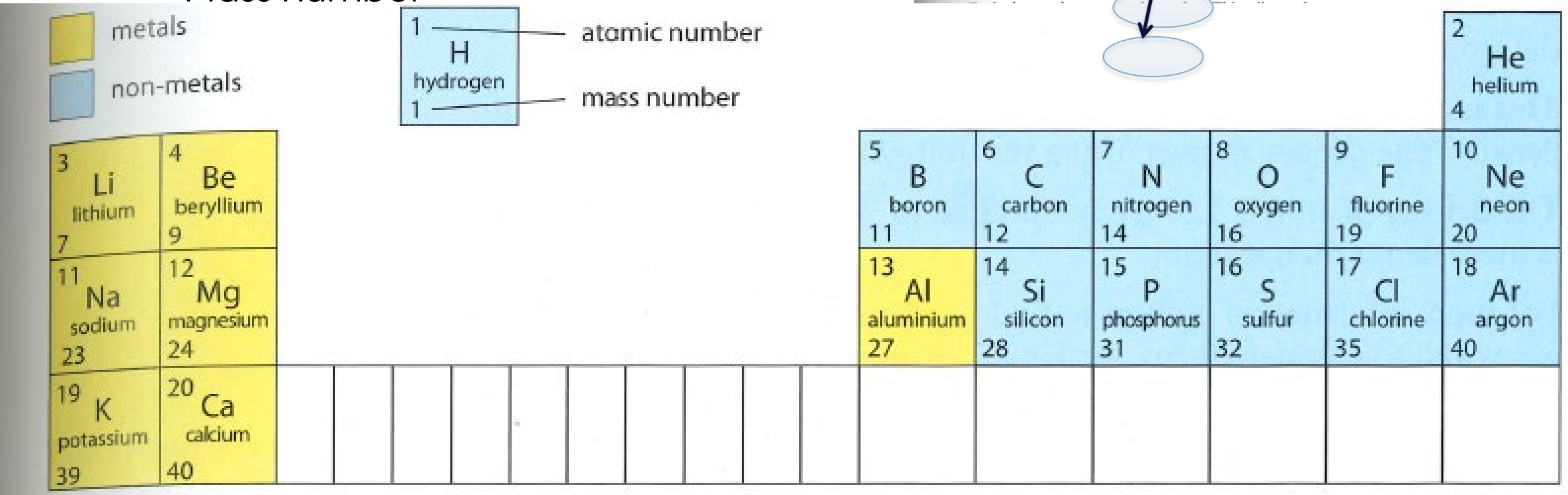
The ‘Population of a country’ graph might not continue in the same way in the future. The population might increase more quickly or more slowly or it might decrease in future years. What will the graph look like if this happens?

In this unit you will look in more detail at linear graphs. You will also look at some simple graphs that are not linear.

‘YOUR’ EXAMPLES

- Periodic Table
- Atomic number
- Mass number





‘YOUR’

- Colors
- List

Wealth and poverty in society

Objective

SJE3.IB – Recognise the difference between wants and needs.

We will learn:

- To tell the difference between a want and a need
- To consider what items are a necessity for a particular situation.

Key vocabulary

want need necessity
essential entitlement

i Everyone deserves to have the things they need. Wanting something is often a luxury that we are lucky to have.

1 Complete each sentence with the correct word.

want | need | need | want

‘I am very thirsty. Please can I have a drink? I really _____ one.’ said Milly.

‘For my birthday, I _____ a new phone, please!’ asked Amir.

Aisha and Mel _____ to go to the shop since a new toy has been released.

I missed breakfast today so I _____ to make sure I eat at lunchtime.

2 Look at the list of items for a camping trip. What do you think you would need the most? Put the items into the pyramid with the most important at the top and the least important at the bottom.

mobile phone | coat | water | torch | can of cola

book | tent | ball | food | teddy bear

‘YOUR’ E

- Illustrations?

Wealth and poverty in society

4 Draw a line to match up the examples with the correct word.

Keeping all the toys	Fair
Taking turns	Unfair
Sharing	Unfair
Eating all the cake	Fair

- What new thing have you learned?
- What had you not thought about before?

Objective

SJE1.IB – Appreciation that wealth does not make you a better person.

We will learn:

- to understand that we are all equally important
- that just because someone is richer than other people, it does not mean they are a better person.

Key vocabulary

rich, poor, equal, important, sharing, generous, safe, shelter

i Everyone deserves to be treated the same, whether they are rich or poor.

‘YOUR’

- Illustrations?

Getting started

1 What is the source of sound in this picture?
2 As the aeroplane flies higher into the air, will Zara be able to hear it?
3 Copy this sentence and choose the correct word to finish it:
As sound travels further from a source it becomes stronger/fainter.
4 Identify sources of sound in the classroom.

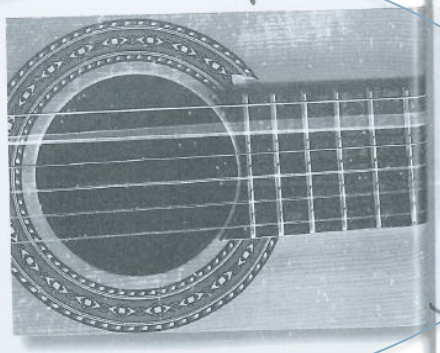
Look at this photograph of a bird singing. We hear the bird song with our ears.

How does sound travel from a source to our ears? Let’s investigate this.

Vibrations cause sounds

Sounds are made when things vibrate. A vibration is a very quick movement back and forth. You often cannot see vibrations, but you can feel them. Hold your hand on your throat and hum a tune. You will feel the vibrations and hear the sound.

You can see these guitar strings vibrate when you pluck them.



Think like a scientist 1

Investigate how sounds are made

You will need:
plastic wrap, elastic bands, rice grains, an empty glass jar, a metal baking tray, a wooden spoon, a pencil

- Put the plastic wrap over the jar. Keep the plastic wrap in place with an elastic band.
- Sprinkle a few rice grains over the plastic wrap.
- Hit the jar with the pencil. What happens to the rice?
- Hold the tin tray close to the jar and bang it with a spoon. What happens to the rice?
- Predict what will happen if you clap your hands next to the jar. Try it out.
- Was your prediction correct?

Sound travels because vibrations travel

Why did the rice grains move?
Find steps 1 to 3 on the drawing.

3. The plastic wrap vibrates. The rice grains vibrate and you see the rice grains move. You hear the sound.

1. The jar vibrates when you hit it.

2. The vibrations travel through air in the jar to the plastic wrap.

REFLEXION

- Take a look at one of your (multimodal) learning materials
- Prefarable in a paper copy og draw on your device
- Draw lines
- Explain to your students how to read it

READING GUIDES

DPU - DANMARKS INSTITUT FOR PÆDAGOGIK OG UDDANNELSE
AARHUS UNIVERSITET

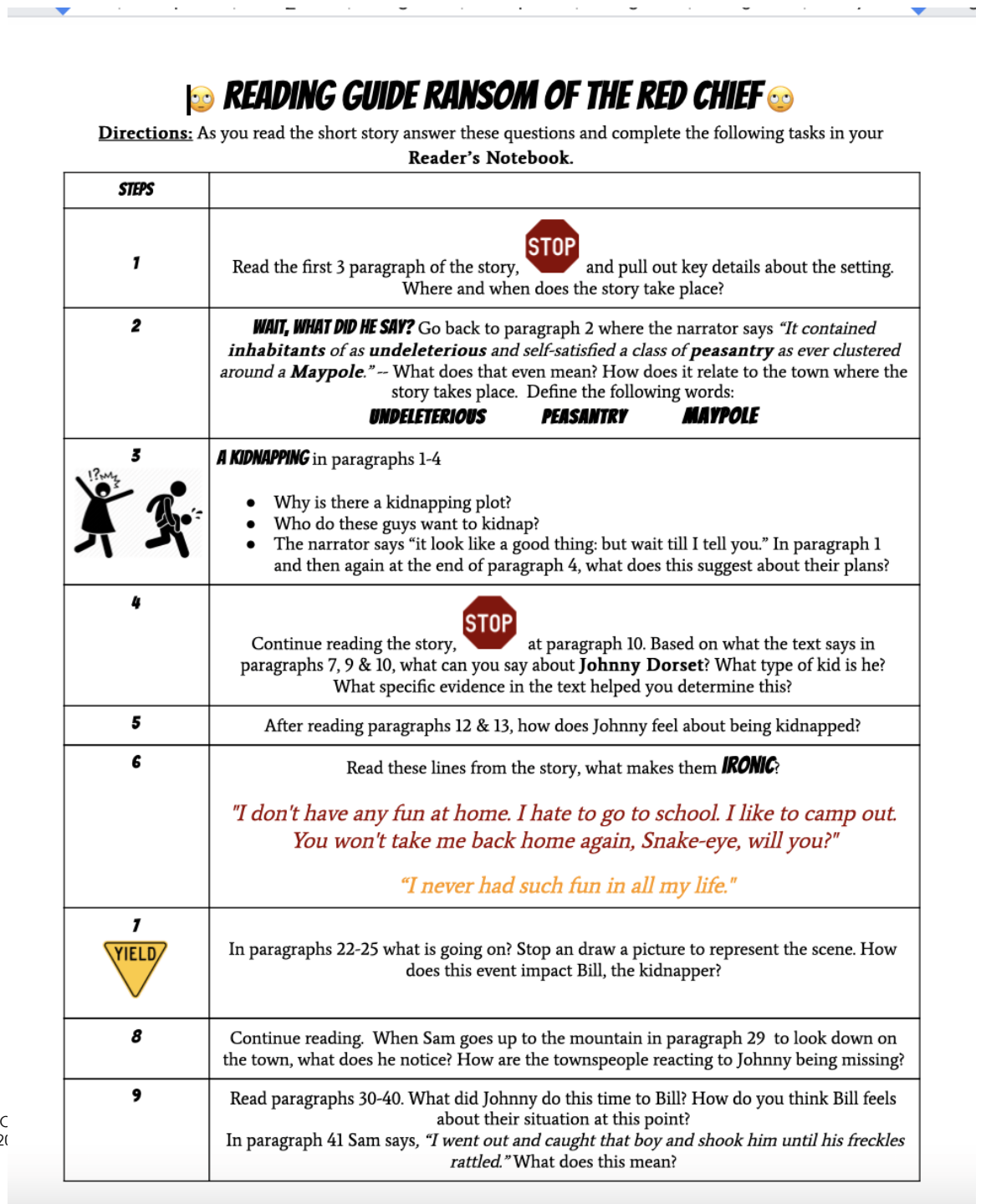
JANUARY 21ST, 2026
BJØRN'S INTERNATIONAL SCHOOL

SIMON SKOV FOUGT
ASSOCIATE PROFESSOR

WHAT IS A READING GUIDE?

Scaffolding your students' reading

- **Purpose**: To support students, especially struggling readers, in comprehending complex texts.
- **Content**: Questions about key points, vocabulary, structure, and prompts for strategies like inferring, summarizing, or making connections.
- **Usage**: Can be used individually, in small groups, or whole-class for any subject, turning difficult texts into manageable ones.



READING GUIDE RANSOM OF THE RED CHIEF

Directions: As you read the short story answer these questions and complete the following tasks in your **Reader's Notebook.**

STEPS	
1	Read the first 3 paragraph of the story, STOP and pull out key details about the setting. Where and when does the story take place?
2	**WAIT, WHAT DID HE SAY?** Go back to paragraph 2 where the narrator says *"It contained **inhabitants** of as **undeleterious** and self-satisfied a class of **peasantry** as ever clustered around a **Maypole**."* -- What does that even mean? How does it relate to the town where the story takes place. Define the following words: **UNDELETERIOUS** **PEASANTRY** **MAYPOLE**
3	**A KIDNAPPING** in paragraphs 1-4 • Why is there a kidnapping plot? • Who do these guys want to kidnap? • The narrator says "it look like a good thing: but wait till I tell you." In paragraph 1 and then again at the end of paragraph 4, what does this suggest about their plans?
4	Continue reading the story, STOP at paragraph 10. Based on what the text says in paragraphs 7, 9 & 10, what can you say about **Johnny Dorset**? What type of kid is he? What specific evidence in the text helped you determine this?
5	After reading paragraphs 12 & 13, how does Johnny feel about being kidnapped?
6	Read these lines from the story, what makes them **IRONIC**? *"I don't have any fun at home. I hate to go to school. I like to camp out. You won't take me back home again, Snake-eye, will you?"* *"I never had such fun in all my life."*
7 YIELD	In paragraphs 22-25 what is going on? Stop an draw a picture to represent the scene. How does this event impact Bill, the kidnapper?
8	Continue reading. When Sam goes up to the mountain in paragraph 29 to look down on the town, what does he notice? How are the townspeople reacting to Johnny being missing?
9	Read paragraphs 30-40. What did Johnny do this time to Bill? How do you think Bill feels about their situation at this point? In paragraph 41 Sam says, *"I went out and caught that boy and shook him until his freckles rattled."* What does this mean?

10 COMMANDS

1. **Reading comprehension is an active process.**
   The reading guide activates students in relation to the text
2. **Reading comprehension can be learned and developed through training**
   The reading guide trains students to relate actively to the text
3. **Reading comprehension is strengthened if reading comprehension strategies are used while reading**
   The reading guide trains the use of reading comprehension strategies

10 COMMANDS

4. **Reading comprehension is strengthened if you have a clear reading purpose**
   The reading guide clarifies the reading purpose
5. **Understanding a text requires that you acquire it, i.e. that you make it your own.**
   The reading guide supports students in making the text their own
6. **Expressing themselves in writing about a text strengthens understanding of the text**
   The reading guide uses writing as a tool for understanding

10 COMMANDS

7. **Expressing themselves orally about a subject is a central aspect of acquiring the subject**
   The reading guide gives students a professional basis for participating orally in teaching
8. **Subject texts are 'deficient' – much information is hidden 'between the lines'**
   The reading guide supports reading 'between the lines' (inference formation)
9. **Subject texts are often heterogeneous – not all content is equally important**
   The reading guide supports strategic and effective reading

10 COMMANDS

10. **Subject texts are often ‘thoughtless’ – they do not take sufficient account of their reader**
    The reading guide supports and equips students in relation to ‘thoughtless’ texts

CREATE YOUR OWN READING GUIDE

- Use the hand-out and create a reading guide for your students

QUESTIONS

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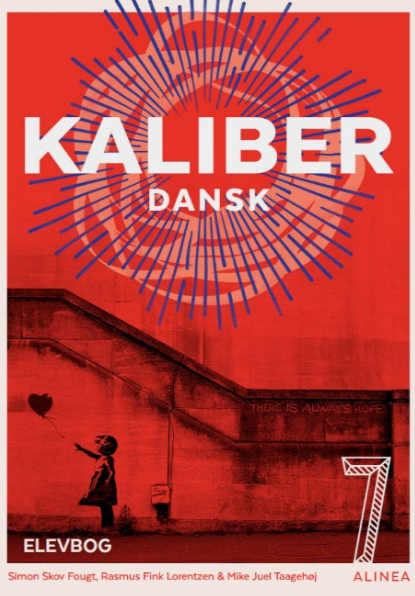
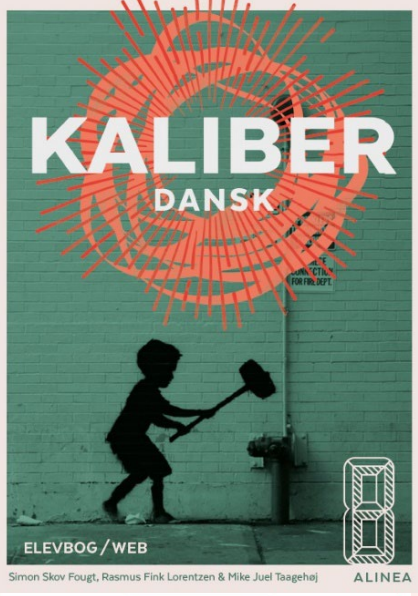
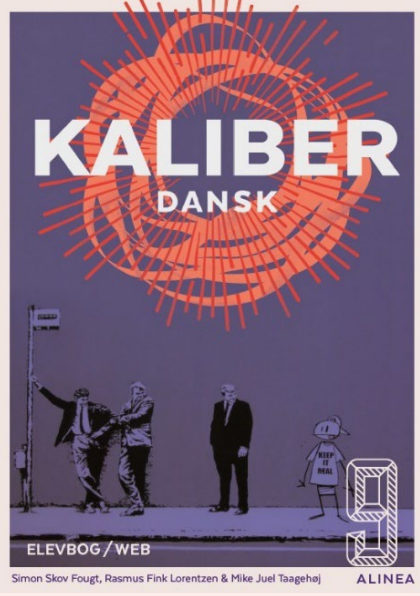
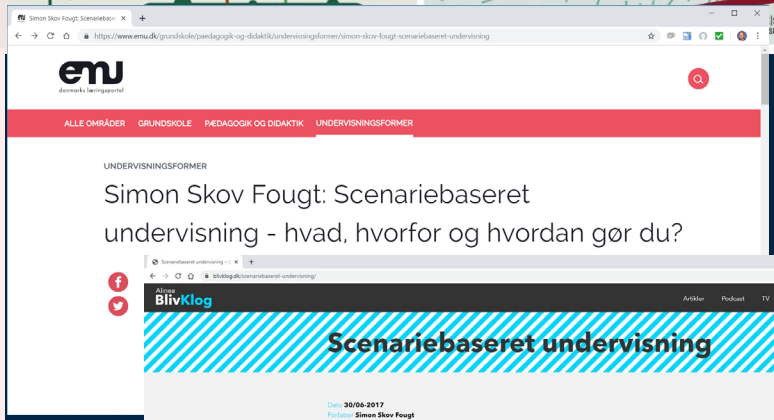
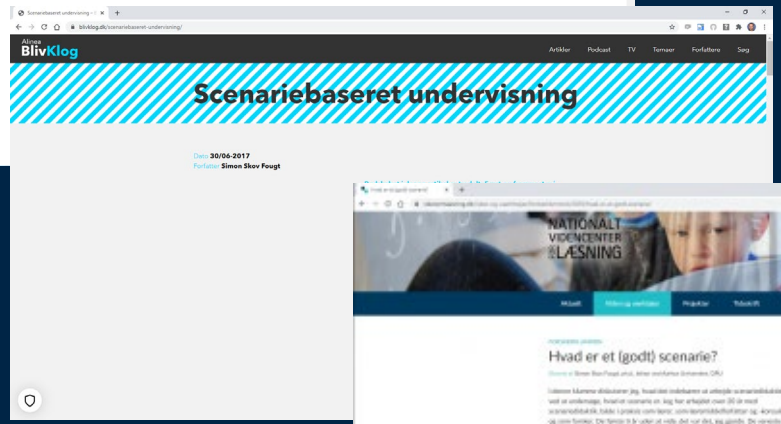
93 52 19 80

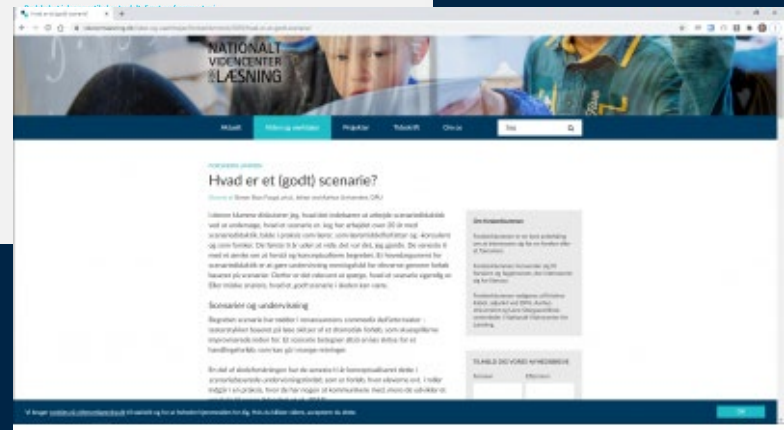












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