Record Nr. Autore Titolo	UNINA9910462397303321 Spencer Margaret Meek <1925-, > Achieving literacy : longitudinal studies of adolescents learning to read // Margaret Meek ; with Stephen Armstrong. [et al.]
Pubbl/distr/stampa	Abingdon, Oxon : , : Routledge, , 2012 1-280-77679-X 9786613687180 0-203-14753-7 1-136-51081-8
Descrizione fisica Collana	1 online resource (379 p.) Routledge library editions. Education ; ; v. 116
Altri autori (Persone)	ArmstrongStephen
Disciplina	428.00712
Soggetti	Language arts - Remedial teaching Literacy Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	First published in 1983 by Routledge & Kegan Paul.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Cover; Halftitle; Title; Copyright; Contents; Preface; Acknowledgements; 1. A view of the task; 2. Features Of The Starting Point; A language for life; Reading experts or expert readers?; The group gathers; 3. The compromise; Fiona; Elizabeth; Vicky; Steve; Judith; 4. Reading, without tests; 5. Early encounters; Opening moves; Andy and Fiona; Sharon and Vicky; Chris and Elizabeth; Trevor and Judith; John and Steve; My Holiday; What the teachers learned; 6. Two sources of evidence; The tape transcribed; What the video reveals; 7. What progress looks like Vicky and Tracy - confirming the role of the readerJudith and Trevor - what happens to the pupil's view of himself as a reader?; Elizabeth and Chris - progress exemplified; Small steps forward; Steve and Tom - a very special case; 8. Reflexions; The elusive joy; Implications and implementations; Notes
Sommario/riassunto	How children learn to read well and what kind of teaching helps them is a scarcely penetrated mystery. This book is a fascinating and informative research report by a group of teachers who set out to teach children who have failed to acquire a useful degree of literacy; in it they discuss their experiences. The authors are presenting evidence about a

1.

central and constant problem in education, an essential kind of
evidence which is often ignored, because it is so difficult to collect and
present. The report presents enough case-notes and recordings of
lessons and discussions to allow readers