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| 1. Record Nr.           | UNINA9910783625703321  |
| Autore                  | Millard Elaine   |
| Titolo                  | Differently literate : boys, girls, and the schooling of literacy // Elaine Millard  |
| Pubbl/distr/stampa      | London ; ; Washington, D.C. : , : Falmer Press, , 1997   |
| ISBN                    | 1-135-71387-1<br>1-135-71388-X<br>1-280-40614-3<br>0-203-16315-X<br>0-203-48637-4  |
| Descrizione fisica      | 1 online resource (224 p.)   |
| Disciplina              | 372.6/0941   |
| Soggetti                | Language arts - Great Britain<br>Reading - Great Britain<br>English language - Composition and exercises - Study and teaching - Great Britain<br>Literacy - Great Britain<br>Sex differences in education - Great Britain  |
| Lingua di pubblicazione | Inglese  |
| Formato                 | Materiale a stampa   |
| Livello bibliografico   | Monografia   |
| Note generali           | Description based upon print version of record.  |
| Nota di bibliografia    | Includes bibliographical references (p. 195-205) and index.  |
| Nota di contenuto       | Book Cover; Title; Contents; List of Tables; Acknowledgments; Introduction; Considering Gender and Literacy Research; The Influence of Gender on Schooling; The Teaching of Reading and Writing in School and Its Legacy; The Research Evidence; Pupils' Choice of Narrative Pleasures; How Do They Read?; Reading Beyond the Pleasure Principle; Reading into Writing; Analysis and Recommendations; Making Connections from Theory to Practice; From Research to Practice: A Concluding Summarywith Suggestions for the Organization of Work in the Classroom<br>Examples of Unstructured Stories of Reading Transcribed from Children's Work Collected in the Pilot StudyExamples of Story Openings Collected in the Second Phase of the Study and Analysed in Chapter 6; Titles of Books Recorded in the Questionnaires as Well Liked; References; Index |

## Sommario/riassunto

Presents research into the differences in boys' and girls' experiences of the reading and writing curriculum at home and in school. The book includes an outline of the theoretical debates on gender difference and academic achievement.

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