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Titolo	Reading and learning difficulties : approaches to teaching and assessment // Peter Westwood
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Descrizione fisica	1 online resource (145 p.)
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Soggetti	Learning disabilities Reading disability Reading (Primary)
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 and index.
Nota di contenuto	Cover; Reading and Learning Difficulties: Approaches to teaching and assessment; Copyright; Contents; Preface; 1 Learning to read; Emergent literacy; Moving beyond the emergent stage; The importance of phonological awareness; Examples of phonemic skill; Learning the alphabetic code; Phonic skills; Sight vocabulary; Comprehension; Comprehension strategies; 2 The reading process; What does skilled reading involve?; Accurate word Identification; Eye movements and reading; How words are recognised; Reading difficulties and vision; In-text supports for word identification; Semantic cues Syntactic cues Grapho-phonetic (or alphabetic) cues; Word identification: stages in development; Logographic stage; Alphabetic stage; Orthographic stage; Comprehending text; Levels of comprehension; A strategic approach to comprehension; Factors influencing reading comprehension; 3 Learning difficulties; Children with literacy problems; Possible causes of reading difficulty; Teachers' perceptions; Teaching methods, curricula and learning difficulties; The importance of a successful start; The impact of early failure: affective factors; Specific areas of difficulty

Language and metalinguistic problems
Phonological processing problems; Word recognition problems; Text-processing problems; Dyslexia; Definitions of dyslexia; Possible sub-types of dyslexia; Significant research findings; Is the concept of 'dyslexia' useful?; 4 General teaching approaches; Meaning-emphasis approaches; What are the strengths in whole language?; Does the whole language approach suit all children?; What are the weaknesses in whole language?; Skills-based approaches to reading instruction; Supplementary materials in a skills-based approach
Potential weaknesses in the skills-based approach
Swings of the phonics pendulum; The current position on the teaching of phonics; A balanced approach; 5 Specific teaching methods and strategies; Methods and strategies; Shared book experience; Language-experience approach; Guided reading; Directed reading-thinking activity; K-W-L strategy (Know. Want to know. Learned.); The 3 H strategy (Here. Hidden. In my Head.); PQRS reading strategy; Developing fluency; Repeated reading strategy; Listening to children read: the 'pause, prompt, praise' technique; Silent sustained reading
6 Teaching the basics: phonemic awareness, phonic skills and sight vocabulary
Developing phonemic awareness; Teaching phonic knowledge and phonic skills; Teaching phonics: where to begin; Moving beyond the beginning level; Building sight vocabulary; 7 Assessment; Changing emphasis in assessment procedures; The purposes for testing; Basic principles of diagnostic assessment; Assessment procedures; Observation; Dynamic assessment; Diagnostic interviews; Diagnostic testing; Diagnosing prior instruction; Specific examples of reading assessment; Assessing sight vocabulary; Decoding skills
Use of context

Sommario/riassunto

All teachers recognize how crucial the acquisition of good reading skills is. This book will help teachers understand how pupils learn and help them to meet those pupils' different needs through appropriate intervention. The book includes: clear explanations of different learning difficulties; guidelines on types of assessment; advice on how to select the best type of intervention and support.
