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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

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
