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Altri autori (Persone)	SolerJanet WearmouthJanice ReidGavin <1950->
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Nota di contenuto	Cover; Half Title; Series Page; Title Page; Copyright Page; Table of Contents; Preface; Acknowledgements; Introduction; 1 Policy contexts and the debates over how to teach literacy; Part 1 What is literacy: a simple or complex process?; 2 Literacy: in search of a paradigm; 3 Framing the issues in literacy education; Part 2 Are there increasing difficulties with literacy?; 4 Explanations of the current international 'literacy crises'; 5 Simply doing their job? The politics of reading standards and 'real books'; 6 When will the phonics police come knocking? 7 Literacy assessment and the politics of identities 8 Learning difficulties and the New Literacy Studies: a socially-critical perspective; Part 3 Political and historical considerations: curricula and programmatic responses to literacy difficulties; 9 A veteran enters the

Reading Wars: my journey; 10 Reading Recovery and Pause, Prompt, Praise: professional visions and current practices; 11 How inclusive is the Literacy Hour?; 12 Developmental dyslexia: into the future; Part 4 Impact of social class, culture, ethnicity and gender  
13 Texts in context: mapping out the gender differentiation of the reading curriculum  
14 The literacy acquisition of Black and Asian EAL learners: anti-racist assessment and intervention challenges; 15 Bilingualism and literacies in primary school: implications for professional development; 16 Psychosocial factors in the aetiology and course of specific learning disabilities; Part 5 How can political, social and cultural factors impact upon individual difficulties with literacy?; 17 Myths of illiteracy: childhood memories of reading in London's East End; 18 New times! Old ways?  
Part 6 Ethical and social justice issues  
19 Justice, literacy, and impediments to learning literacy; 20 Reforming special education: beyond 'inclusion'; Index

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### Sommario/riassunto

This book provides a range of interdisciplinary and international perspectives on difficulties in literacy development. The high-profile team of contributors provide ethical and policy discussions, as well as contextualising individual and collective strategies to addressing difficulties in literacy development. The chapters break new ground by encompassing a wide range of perspectives related to critical literacy, socio-cultural, cognitive, and psychological viewpoints, to help inform practice, policy and research into literacy difficulties. Issues addressed include: \*the diffe

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