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Diagnosis and Treatment; Record Keeping (See Appendix 2); Some Basic Principles of a Remedial Reading Programme; Summary; 8. The Concept of Linguistic Deprivation; Introduction; Defining Linguistic Deprivation; Some Implications for Teachers; Summary; 9. A Brief Note on Adult Illiteracy; Appendix 1. An Oral Reading Check List and Record Chart; Appendix 2. Specimen Case Study; Appendix 3. Some Useful Reading Series for Slow Readers; Appendix 4. Useful Booklets for Guidance in the Selection of Reading Materials  
Appendix 5. Tests of Reading Attainment and Diagnostic TestsBibliography; Index

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Sommario/riassunto

This book sets out a clear and logical framework for the teaching of reading throughout different age groups, whereby systematic progression can be developed within a structured framework. A detailed set of recommendations are offered and are both illustrated and justified, for the teacher to examine and use. Much has been written about the importance of skilled and efficient reading and language usage in the early years of education, but all too few teachers are aware of the need for the development of reading skills in an ordered sequence with older children as well. Problems such

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