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Nota di contenuto	Cover; Halftitle; Title; Copyright; Preface; Contents; Introduction; 1. Towards Literacy; 2. Language, Linguistics and Reading; Linguistics and Reading; Language, Concept Formation and Reading; Language Constraints and Reading; Reading as a Psycho-Linguistic Process; Reading as Skilled Behaviour; The Sub-Skills of Reading; A Simplified Model of the Reading Process; Summary; 3. Social Aspects of Reading; Literacy and Culture; Language and Culture; Socio-Linguistics and Reading; Reading in the Age of the Mass Media; Summary; 4. Reading in the Middle School; The Classification of Reading Skills Aids to the Development of Reading Skills The Qualities of Reading Experiences; Readability; Recreational Reading; Functional Reading; Some Wider Aspects of Language Study in the Middle School; Summary; 5. Reading in the Secondary School; The Specialist Role in the Secondary School; Functional Reading in the Secondary School; Reading, Language and the Curriculum; Recreational Reading in the Secondary School; Summary; 6. The Problem of Reading Failure; THE EXTENT OF READING FAILURE; The Classification of Reading Problems; Reading Failure in Adolescence; Summary 7. The Diagnosis and Treatment of Reading Problems Screening,

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 Tests  
Bibliography; 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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