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'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 identities8 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 curriculum14 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 issues19 Justice, literacy, and impediments to learning literacy; 20 Reforming special education: beyond 'inclusion'; Index

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
