

1. Record Nr.	UNINA9910962749003321
Titolo	Contextualising difficulties in literacy development : exploring politics, culture, ethnicity, and ethics // edited by Janet Soler, Janice Wearmouth, and Gavin Reid
Pubbl/distr/stampa	London ; ; New York : , : Routledge : , : Open University : , : University of Edinburgh, , 2002
ISBN	9781136486197 1136486194 9780415289016 0415289017 9781315015705 1315015706 9781136486128 1136486127 9780415289009 0415289009
Edizione	[1st ed.]
Descrizione fisica	xiii, 328 p. ; ; 24 cm
Altri autori (Persone)	SolerJanet WearmouthJanice ReidGavin
Disciplina	302.2/244
Soggetti	Reading disability - Social aspects Reading - Remedial teaching Educational sociology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
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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