



Teaching Early Reading and Phonics: Creative Approaches to Early Literacy

By Kathy Goouch, Andrew Lambirth

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Teaching Early Reading and Phonics: Creative Approaches to Early Literacy supports teachers using phonics in their teaching of early reading. The authors show how important it is to ensure that children acquire a wide range of reading strategies, while also setting out practical 'pointers' which will enable teachers to translate the theory into effective practice.

Readers will learn how to plan phonics within a rich, interactive and playful literacy pedagogy; how to construct relationships with the young readers in their classes and the texts around them; how to embed the teaching of phonics in carefully selected high quality materials – particularly in children's literature.

Written for practicing teachers, student teachers on initial teacher training courses at undergraduate and graduate levels, the book will also be useful for advisors working on continuing professional development.

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Review

'Informed by their own extensive teaching experience and research knowledge, Kathy Goouch and Andrew Lambirth provide the field with a principled and carefully argued text which should be owned, referred to and cherished by every teacher of young children. I hope it will also be read (properly!) by every politician who has been seduced by the idea of a quick, formulaic 'phonics first/only' approach to universal literacy' -

Tricia David, Emeritus Professor of Education Canterbury Christ Church University and Honorary Emeritus Professor of Early Childhood Education, University of Sheffield

'Authored by Kathy Goouch and Andrew Lambirth who have extensive knowledge and experience from their professional backgrounds as teachers, researchers and teacher educators, Teaching Early Reading and Phonics is a seminal text for all those involved in promoting literacy especially among the very young. In my view the beauty of this book is two-fold: firstly its argument is grounded in long established and more recent understanding about learning though the authors bring freshness, vigour and candour to this understanding as they address all relevant aspects of teaching reading and the role of phonics. Secondly is its directness in naming, explaining and addressing the misconceptions in current policy and practice on the teaching of reading so that the 'fight back' the book initiates invites a more thoughtful and professional direction for the way forward. This book most definitely 'stands out from the crowd' as a pivotal text that should be essential reading on the teaching of reading' -

Kathy Hall, University College Cork, Ireland

--B.S. Bennett"CHOICE Magazine" (09/01/2011)

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This easy-to-read book presents nonpolitical and sensible approaches to teaching reading...This reviewer really enjoyed this direct book and believes it will be excellent for beginning teachers and parents. Highly recommended

CHOICE

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(B.S. Bennett *CHOICE Magazine* 2011-09-01)

About the Author

Kathy Goouch is Professor of Early Education in the Research Centre for Children, Families and Communities at Canterbury Christ Church University. Kathy's career in education began in the 1970s as a teacher in London schools, later focusing on teaching very young children in school and kindergarten. She now enjoys teaching, researching and writing about babies and young children, their literacy and learning

and the people who care for them and help them to learn. She has contributed to conferences across the world and is developing research collaborations to contribute to understandings of international discourses of care. Kathy's research and publications are particularly focused on very early communication and interactions between adults and infants and her current research projects are attempting to understand the nature of relationships in baby rooms in nurseries.

Andrew Lambirth is Professor of Education in The Faculty of Education and Health at The University of Greenwich. Before joining Higher Education, he was a Primary School teacher in Peckham and Bermondsey in South East London. Andrew has published widely in the field of the teaching of Literacy and English including: *Primary English* (2005, Learning Matters), *Creativity and Writing: Developing Voice and Verve in the Classroom* (2005, Routledge) with Grainger and Gooch. *Understanding Reading and the Teaching of Phonics: Critical Perspectives* (2007, Open University) *Literacy on the Left: Reform and Revolution* (2007 Bloomsbury); *Making Poetry Matter* (2013 Bloomsbury) with Dymoke and Wilson. Andrew is currently President of the United Kingdom Literacy Association

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