

BEYOND INITIAL READING

John Potts

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Beyond Initial Reading

JOHN POTTS

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For
Mona and Mark

Preface

This book is the result of many years' study of the complex process which we call reading. More specifically, it is the outcome of some four years' research into the development of language and reading skills of 7–11-year-old children. As this study progressed I became increasingly convinced that reading should be regarded as a developmental process in which systematic progression is developed within a structured framework. Reading is also considered to be skilled behaviour and ultimate mastery of the reading process is dependent upon mastering a hierarchy of skills. It would seem logical to conclude from such a broad general view of reading that the many and varied skills which make up the totality should be developed at all stages and levels of education, from the primary school right through to institutions of higher education.

Much of the evidence submitted to the Bullock Committee on reading indicates the need for a fresh approach to the subject. It suggests adopting a wider perspective and sees the development of reading as extending beyond the primary school and into the secondary school.

In writing this book I had four general aims in view :

- (i) To increase awareness of the importance of skilled reading both as a study skill and as a means of enjoyment and recreation.
- (ii) To show that skilled reading is a necessary adjunct to all academic study.
- (iii) To suggest ideas for the systematic development of reading skills across the curriculum.
- (iv) To encourage a more active and stimulating approach to reading development and language study in middle and secondary schools.

Whilst the book is primarily aimed at teachers beyond the primary level, the author hopes that many parents and other interested adults might read it with profit. With this in view I have tried to avoid excessive use of technical language.

It would be an impossible task to list by name all those who have contributed to the writing of this book, but I would wish to express

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my sincere thanks to all my colleagues and friends in many and varied fields of education who have discussed reading problems with me. I am also deeply grateful to the children and students I have been privileged to serve during my teaching career; without their co-operation my own education would have been sadly lacking.

In particular I am indebted to Dr A. Crawford, Senior Lecturer in Psychology at the University of Liverpool, for her unfailing help and support without which this book would never have been written.

The writing of the book has been made easier by the skilful and expert typing of Mrs R. E. Wake, to whom I am very grateful; and by the loyalty and support of my wife throughout my many years of study.

Any shortcomings in the content of the book are my own responsibility.

J.P.

S. Katharine's College
Liverpool
July 1974

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