



## **Interdisciplinary Perspectives on Learning to Read: Culture, Cognition and Pedagogy (Routledge Psychology in Education)**

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*Interdisciplinary Perspectives on Learning to Read* brings together different disciplinary perspectives and studies on reading for all those who seek to extend and enrich the current practice, research and policy debates. The breadth of knowledge that underpins pedagogy is a central theme and the book will help educators, policy-makers and researchers understand the full range of research perspectives that must inform decisions about the development of reading in schools. The book offers invaluable insights into learners who do not achieve their full potential. The chapters have been written by key figures in education, psychology, sociology and neuroscience, and promote discussion of:

- comprehension
- gender and literacy attainment
- phonics and decoding
- digital literacy at home and school
- bilingual learners and reading
- dyslexia and special educational needs
- evidence based literacy
- visual texts.

This book encompasses a comprehensive range of conceptual perspectives on reading pedagogy and offers a wealth of new insights to support innovative research directions.

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