

# Suggested Readings

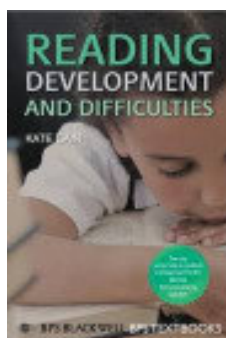
## Reading Development and Difficulties

Cain, K. (2010)

BPS Blackwell.

(272 pages).

ISBN: 978-1-4051-5155-9



*Reading Development and Difficulties* by Kate Cain is a useful book with relevant information about the development of reading. In this book, a considerable attention has been paid to teaching reading as a lot of children face difficulties with reading. It will be useful to researchers in psychology and those who work in more applied settings, such as education, and speech and language therapy. The book is also suitable for readers with limited background knowledge of the psychology of reading and aspiring to understand literacy acquisition.

This book brings together research on word reading and comprehension development, which are often treated separately, and provides a comprehensive and detailed introductory text to reading development and difficulties.

The key features of the book include:

It introduces issues in reading research and the skills involved in reading words and understanding text, from the point of view of both the beginner and the skilled reader. It outlines the similarities and differences between written and spoken language, and the advantages and disadvantages of different methodological approaches in this area. It also explores how failure to develop reading comprehension skills can create difficulties and disorders. Cain's book also provides a description of the implications of the research on the teaching of reading and of reading difficulties.

Cain presents a complex issue with a high degree of clarity, backed up by quality scientific evidence and sharp analysis, thus ensuring that readers get a deep understanding of the issues embedded in reading difficulties. She demonstrates how children learn to decipher single words and then to read whole sentences, and how they eventually co-relate the meanings of several sentences in order to understand reasonably complicated texts. The book reveals that there are two aspects to a child becoming a skilled reader, namely the development of word reading skills and the ability to extract the overall meaning of a text. In the first chapter of the book, the author explores an aspect of reading that is not given enough attention by teachers and educationists working with children who have difficulties in acquiring literacy, namely, 'word reading' and 'word recognition'. Another area that has been explored at length in this book is that of sight and word reading, both of which are often overlooked, particularly by teachers in the field of primary education. The author further examines memory, and provides insightful discussions on local and global coherence, and various models of text representation. Chapter 5 talks about the connection between reading and listening comprehension. Chapter 6 describes characteristics, types, and theories related to dyslexia. Strategies and advice on working with those who experience difficulties have been taken up in Chapter 8. The book concludes the discussion on reading difficulties with suggestions to practitioners of elementary education that once again underline the significance of reading skills and ability.

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