***Reading Development & Teaching* (2016)**
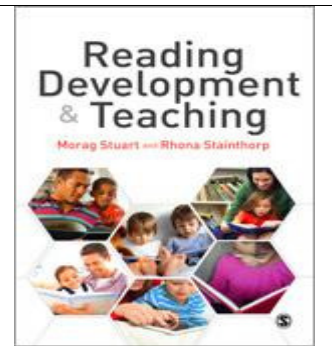Morag Stuart & Rhona Stainthorp
Sage
Pages: xiii+ 226
ISBN: 978-1-4462-4903-1
Cost: $43.00

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 Reading Development & Teaching focuses on how the multifaceted activity of reading is achieved, how this complex skill can be taught, how reading can be assessed and how difficulties associated with it can be intervened. The book aims to provide an insight into the processes that play a role in reading, how these processes develop as children learn to read, and the ways of teaching which can nurture the development of these processes. The book also addresses the issues of reading assessment and reading difficulties. Keeping in mind that reading in English is more difficult than in the alphabetic languages and needs a considerable amount of time and effort, the authors attempt to shed light on the processes involved in fluent reading to help teachers, families, and children.

 The book is organized in four parts. The first part of the book entitled 'Tutorial Review' includes two chapters. In the first chapter, the authors initially provide brief information about phonological system, with a particular focus on phonemes, morphemes and syllable. Secondly, they offer information about writing systems classified as logographic, syllabic and alphabetic writing systems. Next, they end the chapter with an elucidation of English orthography, which has a complex alphabetic writing system. The second chapter explicates the authors' model of Simple View of Reading (SVoR) and justify that SVoR can serve as a conceptual framework, but it does not provide a full description of reading since it is a complex activity that is difficult to understand. All in all, the first part of the book provides a clarification of linguistic elements involved in reading.

 The second part of the book, entitled as 'Reading the words on the page' consists of three chapters with a focus on visual word recognition and teaching word reading skills. In Chapter 3, the authors delineate what skilled reading is, which processes skilled readers go through in visual word recognition. They provide evidence that in visual word recognition skilled readers utilize two sets of processes: The first one is 'visual word recognition' which is the set of processes that help readers read the words on a page, and the other is 'phonological recoding processes' through which the readers comprehend the words on the page. Chapter 4 is devoted to the development of visual word recognition processes, which are also related with oral language as children in the pre-reading phase have a semantic lexicon. Hence, the authors concentrate on letters, learning about letters, sounds of letters, phonemes and establishing abstract letter units. They also give evidence that phoneme awareness and letter-sound knowledge underpin children's earliest orthographic representations. Then, they explain development of phonological recoding processes. After discussing their complex view of

reading by presenting separate processes, although they do not act in isolation in four chapters, the authors devote Chapter 5 to teaching word reading skills which is very significant although complex. In this comprehensive chapter, they attempt to offer answers to questions such as: 'When should we start to introduce activities to develop letter knowledge?', 'Are some letters easier to learn than others – and, what makes a letter easy to learn?', 'How can we help children distinguish letters from numbers?', 'Which should we teach first: upper or lower case letters?', 'What should we teach first: names or sounds?', 'What letter(s) should we start with?', and so on. The answers provided to these questions in the book prove very helpful for practitioners of teaching reading. All in all, the second part of the book reflects their model's structure and suggests how this view can be helpful in teaching reading.

The third part of the book, which is devoted to having an understanding of spoken and written language, includes two chapters. In Chapter 6, the authors delineate the language comprehension dimension of SVoR, which postulates that effective reading necessitates both word reading processes and language comprehension processes function together. They clarify the role of vocabulary, morphology, syntax, and pragmatics in language comprehension. Then, they focus on mental models of reading comprehension. They clearly point out the role of inferencing, understanding story structure and comprehension monitoring. After explaining what they mean by language comprehension and its complex nature, in Chapter 7, they introduce and illustrate another complex issue 'teaching reading comprehension' which necessitates a good command of vocabulary, syntactic skills and employing appropriate reading strategy or strategies when needed by readers. After discussing the findings about explicit and implicit vocabulary teaching separately, they cover the combined explicit and implicit vocabulary teaching approach, also suggested by National Reading Panel (NICH & HD, 2000). This chapter ends with a discussion of teaching reading strategies to children, which will enable them to comprehend effectively what they are reading. They included monitoring comprehension, using graphic organizers, questioning, and summarization. They emphasize the role of teachers' actively modelling the reading strategies and telling what they are doing while reading the text. They give importance to internalization of reading strategies by students. To sum up, this part of the book provides a clear description of what comprehension is and how to teach it.

The fourth part of the book comprises three chapters about assessing reading and reading difficulties. Chapter 8 focuses on reading assessment in classroom, at school and at national and international levels. At the international level, they first introduce Progress in Reading Literacy Studies (PIRLS), which has been conducted since 2001 every five years by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS data proves to be valuable for the ones who are interested in comparing the reading achievement and reading habits of fourth-grade students in more than 50 countries. The authors state the importance of reading assessment at the national level by illustrating the Standard Assessment Tasks (SATs). The book also provides information on group tests, assessment of individuals, and individual diagnostic tests. In Chapter 9, which is on teaching to overcome word reading difficulties, the authors first define what developmental dyslexia is by giving reference to the Rose Report (Rose, 2009). They indicate their view of identifying children with poor word reading skills and delineate the heterogeneity of developmental dyslexia. The authors end this chapter with their suggestions as to how to overcome phonological recoding and lexical processing weaknesses. In the last chapter, they focus on teaching children with reading comprehension difficulties who are different from dyslexic children. In order to teach reading to children with reading difficulties, the authors suggest two prominent approaches: the reciprocal teaching approach postulated by Palincsar and Brown (1984) and the Reading for Meaning programme (Clarke, Snowling, Truelove & Hulme, 2010). They also elaborate the role of working memory in reading comprehension and emphasize the role of improving

working memory on comprehension. To sum up, Part IV is a significant part to have a grasp of reading difficulties and dyslexia.

In general, with its 226 pages, four parts including 10 chapters, this book is an important textbook for those who want to arrive at a deeper understanding of how L1 learners of English start to read, what processes they go through as they read, how they improve their reading skill along with what reading difficulties are and how they should be overcome, and how reading should be assessed. The book has a good organization and format. Along the chapters, the authors provide a 'summary' section in the beginning of each chapter which gives information about the chapter and which links it to the previous one. At the end of each chapter, the authors summarize the chapter with 'closing words' sections. With its abundant uses of tables and figures throughout the chapters which are accessible, the book helps its readers visualize the information that has been stated and keep their attention and interest. Although the book reviews and discusses the findings of research with approximately 300 hundred references, the step by step approach to presenting information adds much to its accessibility to not only professionals of reading research but also everyone interested in reading.

Although there is a focus on reading strategies such as inferencing and comprehension monitoring, the authors have not addressed the rest of reading strategies employed by the skilled readers comprehensively which are helpful for comprehension. Even though the authors suggest their views about SVoR and reading assessment, this issue needs to be more comprehensive. To my mind, although the authors make suggestion about reading instruction, it would be better if they had provided more practical tips for teachers.

All in all, the book proves an invaluable resource for reading instructors, who want to improve their students reading skills and who intervene students with reading difficulties. This book can guide teachers of reading with its well-constructed synthesis of research findings and practical tips for reading instruction.

In conclusion, as the book mainly focuses on L1 reading, I am not one of the intended audience of the book because I am a learner and researcher of English as a Foreign Language (EFL) reading, a university-level L2 reading teacher, and a teacher educator. However, I had the opportunity to compare and draw conclusions about the similarities and differences of L1 reading and L2 reading. I believe that it is a great book for reading teachers and teachers who want to have skilled readers by improving their students' reading skills. Therefore, I recommend this book as a resource for not only novice but also experienced reading teachers who are keen on adapting and enhancing their teaching skills through understanding the processes that their students go through while reading. As the authors mention (p. 67), in this way, teachers can give children the opportunity to become accurate and fluent readers as quickly and easily as possible. Also, I recommend it as a reference book to teacher educators who teach how to teach reading to prospective teachers.

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