

## **Table of Contents**

### **A. Introduction**

#### **A1 Why study literacy? Texts:**

**Phillips, "One million illiterate children - but how many more will it take before this pernicious ideology is destroyed?"**

**Halpin, "Illiterate millions shame our schools"**

**Griffin, "Hooked on Phonics? We Should Lose This Addiction"**

#### **A2 Organisation of the book**

#### **A3. Keywords**

#### **A4. Encounters with Literacy**

##### **Texts:**

**Burningham, The Cupboard**

**Aiken, The Bread Bin**

**Gourdie, The Puffin Book of Handwriting: how to write well with everyday materials**

**Brockes, "The phoney graffiti war and the killing that shocked an estate"**

**Hall & Robinson, "Fhamida's register"**

**Cowan, "Putting it Out There: Revealing Latino Visual Discourse in the Hispanic Academic Program"**

**Farmland Dairies milk carton**

**Boiler settings**

**Powers, "Losing Our Souls, Bit by Bit"**

#### **A5 Academic study of literacy – mapping the field**

##### **A5.1 Meanings of 'Literacy' in Different Traditions**

##### **A5.2 Literacy acquisition**

##### **A5.3 Consequences of literacy**

##### **A5.4 Literacy as social practice**

##### **A5.5 New literacies**

### **B. Extensions**

#### **B1 Keywords B1.1 Educational terms**

**Stierer & Bloome, Reading words: a commentary of key terms in the teaching of reading**

#### **B1.2 Anthropological terms**

**Besnier, "Literacy"**

#### **B1.3 Psychological terms**

**Snow, "Introduction" to Preventing reading difficulties in young children**

#### **B2. Literacy acquisition**

##### **B2.1 Beginning to read**

**Adams, "Beginning to read: an overview"**

**B2.2 Whole language**

**Goodman, "Learning and Teaching Reading and Writing"**

**B2.3 Social challenges and policy**

**Snow, Preventing reading difficulties in young children**

**B2.4 Literacy in schools**

**Street & Street "The Schooling of Literacy"**

**B3. Consequences of literacy**

**B3.1 The great divide**

**Goody, The Domestication of the Savage Mind**

**B3.2 Testing the literacy thesis**

**Scribner & Cole, "Unpackaging Literacy"**

**B3.3 Autonomous vs. ideological models of literacy**

**Street, Literacy in Theory and Practice**

**B3.4 Demythologising literacy**

**Olson, The World on Paper**

**B4. Literacy as social practice**

**B4.1 Literacy practices**

**Barton & Hamilton, "Literacy practices"**

**B4.2 Literacy and identity**

**Bartlett & Holland, "Theorizing the Space of Literacy Practices"**

**B4.3 Multilingual literacies**

**Martin-Jones & Jones, "Multilingual Literacies: reading and writing different worlds"**

**B4.4 Literacies at work**

**Gowen, "I'm No Fool: Reconsidering American Workers & Their Literacies"**

**B4.5 The literacy thesis revisited**

**Reder & Davila, "Context And Literacy Practices"**

**C. Explorations**

**Exploring literacy as social practice**

**C1. Investigating literacy practices – an ethnographic perspective**

**C2. Literacy log**

**Literacy and education**

**C3. Phonics, whole language and English orthography**

**C4. Children's literature – code, content and practice**

**C5. Academic literacies**

**Literacy at large**

**C6. Workplace literacies**

**C7. Everyday writing in modern society**

**C8. International policy and practice in the literacy field**

**C9. "Literacy problems" and the mass media**

**Conclusion: Coming to terms with new literacies**