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Reading in policy and practice

Engagement, wonder, authenticity, purpose

- “Reading for Pleasure”
- The role of curriculum and assessment: freedom of choice v teaching to the test
- Reading in tandem with writing
- Reading in tandem with talk

Cox et al, *Opening Doors* (series)

→
The National Literacy Trust, [Reading for Pleasure](#)

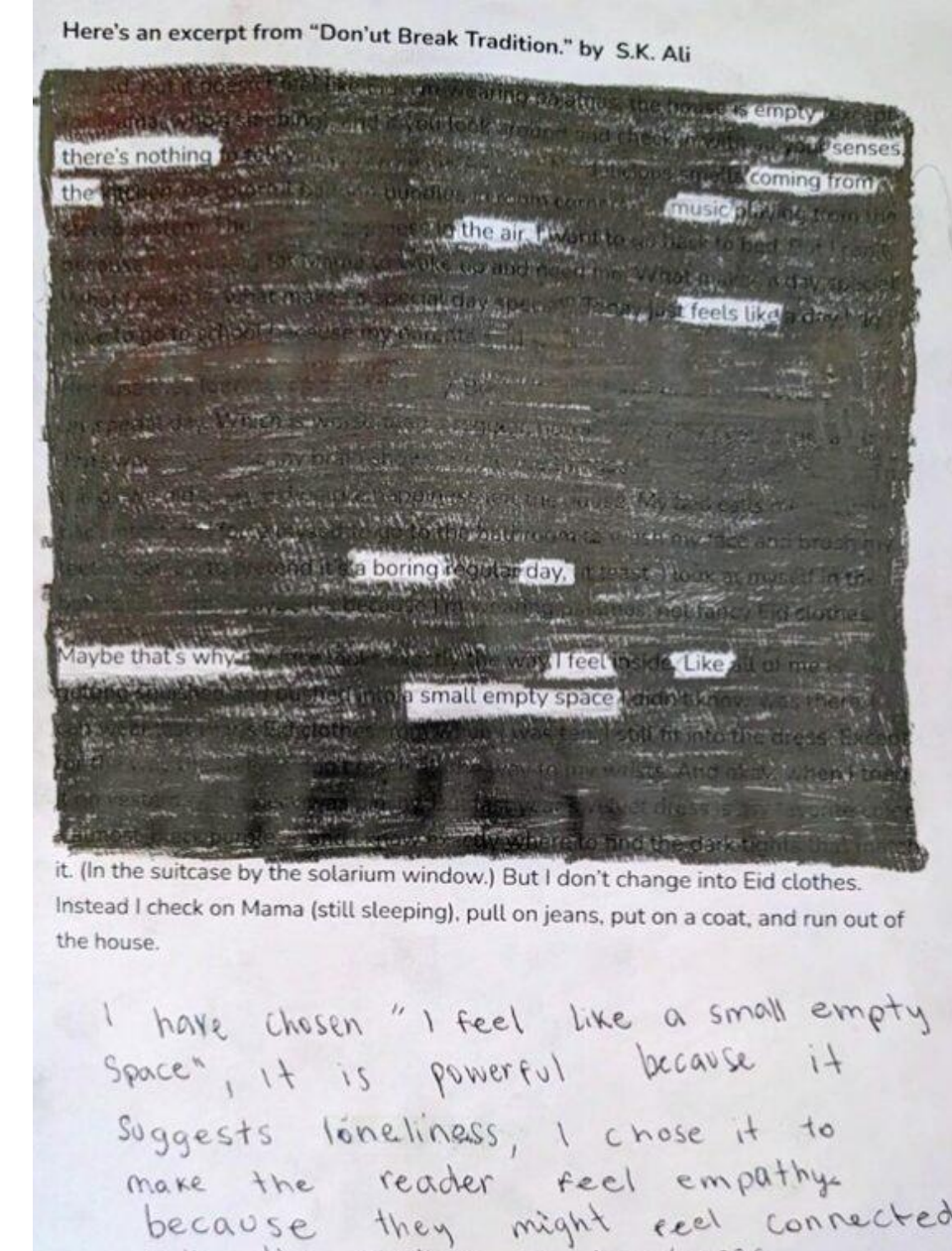
Close reading is creative reading

The challenge is to teach with more depth, opening up awareness of word power, inference and ambiguity without sacrificing the thrill of the text and of the wider themes.

Close reading can validate and encourage students' initial modes of engagement, rather than assuming a 'blank slate' model, where students are to be 'filled up' with the correct responses.

Close reading allows us not just to understand history, but to feel it, too.

Close reading, on its own, is not enough... close reading of texts, combined with acknowledgement and encouragement of students' aesthetic response, are likely to produce authentic readings for students to voice, discuss and evaluate. The English classroom should exemplify reading that is dynamic, that is both close and personal.



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