

# **Literate Well-being: Children and Reading in the Primary School**

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This paper will investigate the findings, recommendations and resultant curriculum manifestations of the recent Rose Review into the teaching of reading. It will question the practice and pedagogy of the teaching of reading since that review and ask a larger question about children's well-being and their growth as literate individuals.

By engaging in thinking about being literate as being one facet of well-being - it will aim to encourage those involved in the teaching of early readers and those involved in preparing teachers to be teachers of reading to resist technical views of reading.