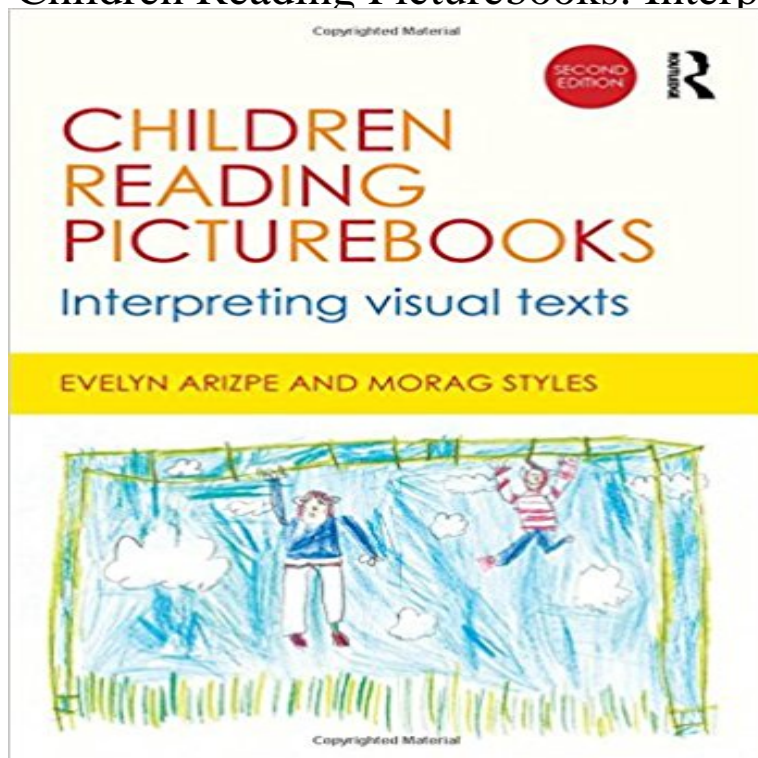


Children Reading Picturebooks: Interpreting visual texts



Children Reading Pictures has made a huge impact on teachers, scholars and students all over the world. The original edition of this book described the fascinating range of childrens responses to contemporary picturebooks, which proved that they are sophisticated readers of visual texts and are able to make sense of complex images on literal, visual and metaphorical levels. Through this research, the authors found that children are able to understand different viewpoints, analyse moods, messages and emotions, and articulate personal responses to picture books - even when they struggle with the written word. The study of picturebooks and childrens responses to them has increased dramatically in the 12 years since the first edition was published. Fully revised with a review of the most recent theories and critical work related to picturebooks and meaning-making, this new edition demonstrates how vital visual literacy is to childrens understanding and development. The second edition: Includes three new case studies that address social issues, special needs and metafiction Summarises key finding from research with culturally diverse children Draws upon new research on response to digital picturebooks Provides guidelines for those contemplating research on response to picturebooks This book is essential reading for undergraduate and postgraduate students of childrens literature as well as providing important reading for Primary and Early Years teachers, literacy co-ordinators and all those interested in picturebooks.

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