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Bibliography

KATE CAIN, BSc, DPhil (Sussex University), is a Reader in the Department of Psychology at Lancaster University. Her research focuses on the development of language comprehension in children with a particular interest in the cognitive and language-related skill deficits that lead to comprehension problems. She is an associate editor for the International Journal of Language and Communication Disorders and the Journal of Research in Reading.

Abstract (200 words or less)

Skilled reading involves two main components: word reading and text comprehension. In this article, I focus on three skills that have been shown to support the latter: integration and inference, comprehension monitoring, and knowledge and use of story structure. Research has shown that children with unexpectedly poor reading comprehension have difficulties with each of these text processing skills and that each skill contributes to development in reading comprehension during middle childhood. I conclude with some reflections on the
possible wider consequences of poor reading comprehension and implications for teaching.