

Guidelines for Journal of Early Childhood Literacy (JECL) Book Reviews.

About the journal

The journal encourages reviews of recently published books on issues related to the nature, function and use of literacy in early childhood, focusing on the 0-8 age range and where literacy is broadly defined. This may include the history, development, use, learning and teaching of literacy, as well as policy and strategy. The journal is multi-disciplinary and welcomes reviews of books from diverse disciplinary backgrounds including: education, psychology, literacy studies, sociology, anthropology, historical and cultural studies, applied linguistics and semiotics. JECL tends to favour research that is qualitative in nature, but also welcomes reviews of quantitative work. The journal is both a forum for debate about the topic of early childhood literacy and a resource for those working in the field.

Book reviewer guidance

Reviewed books may address theoretical, methodological, strategic or applied aspects of early childhood literacy. Reviews may be of recently launched books or they may revisit classic works that have had high impact on the reviewer and/or the field of early childhood literacy. Reviews may cover a body of work by a single significant 'author', or draw together several works around a key theme, such as: literacy and new technologies; early years literacy curricula; play-based literacy pedagogy, etc.

JECL is committed to taking advantage of the international community of its membership and in order to facilitate this, book reviews editors will ensure that book reviewers are from a different country to book authors. Usually, potential reviewers will be contacted directly by JECL book reviews editors. However, we are open to reviews of literacy-related websites and welcome suggestions for these from potential reviewers. JECL will arrange for publishers to provide free copies, or electronic access to books agreed to be reviewed, where possible. All submitted reviews will be evaluated by the book review editorial team. In some cases, whether for reasons of quality or lack of space in the journal, a submitted review may not be published.

Book Review Format

Reviews should be about and not exceed 1,500 words in length. If reviewers wish to exceed this word length they are encouraged to first contact one of the commissioning editors. Reviewers are encouraged to contextualize the book being reviewed, *focusing on the relevance of the work in the field of early literacy*, and connecting with the interests and concerns of the Early Childhood Literacy readership. A clear synopsis of the work being reviewed may be included, but reviewers are strongly encouraged to go beyond chapter-by-chapter reconstructions. Reviews should contextualize the work and situate it in terms of approaches to early literacy in a given time and place.

Include author, title and details of book being reviewed, as shown in the examples below:

Maureen Walsh, Multimodal Literacy: Researching Classroom Practice. Primary English Teaching Association Australia: Newtown, 2011. 106 pp. ISBN: 9781875622825, AU\$31.50 (pbk)

Janet Evans (ed.), Talking Beyond the Page: Reading and Responding to Picturebooks. Abingdon: Routledge, 2009. 194 pp. ISBN 978-0-415-47696-6, £23.99 (pbk)

Include reviewer details as follows:

Jennifer Rowsell, Brock University, Canada

Candace R. Kuby, University of Missouri, Columbia

If references are used in the review, please follow JECL manuscript style available at:

<http://www.uk.sagepub.com.elibrary.ioe.ac.uk/msg/ecl.htm#MANUSCRIPTSTYLE>. It is advisable to only include references where these are pivotal to the book's framing. References will be included in the 1500 wordcount.

Online submission

Please submit your review via the online system here

<https://journals.sagepub.com/author-instructions/ECL>

Book reviews editors

If you plan to write a review, or if you are interested in writing one in the future, please contact one of the following editors:

Kimberly Lenters kalenter@ucalgary.ca

Karen Daniels k.daniels@shu.ac.uk

Amanda Niland amanda.niland@sydney.edu.au