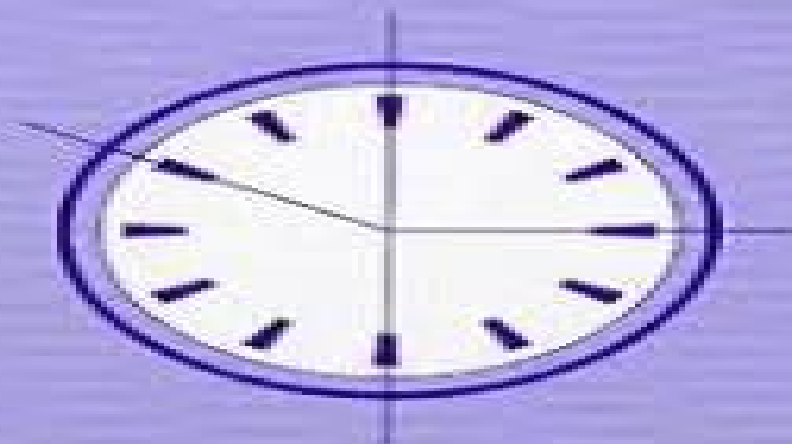


RESOURCE MATERIALS FOR TEACHERS

IMPLEMENTING THE LITERACY HOUR FOR PUPILS WITH LEARNING DIFFICULTIES



ANN BERGER, JEAN HENDERSON
AND DENISE MORRIS



Implementing Literacy Hour For Pupils With Learning Difficulties

Ann Berger, Denise Morris



Implementing Literacy Hour For Pupils With Learning Difficulties:

Implementing the Literacy Hour for Pupils with Learning Difficulties Ann Berger, Denise Morris, 2001 Teachers in mainstream and special schools who work with pupils with special educational needs will welcome this book which will help them to plan and teach the literacy hour to their pupils This second edition has been updated to link the revised objectives to the new 2001 QCA P levels It rewrites each of the reception objectives has to reflect the progression expected within these level descriptors can be used as a scheme of work and includes a case study of another school s scheme of work and sample planning sheets which have been adapted by the school It includes age appropriate activities and resources for pupils with severe profound and complex needs who will work from the earliest learning objectives for much of their education and provides support for teachers in developing targets for individual education plans The book offers a foundation for delivering the Literacy Hour on which teachers can build and the scheme can easily be extended to incorporate a program for older pupils both in Key Stages 3 and 4 and at post 16 With suggestions for books materials and suitable information and communication technology resources this book will equip any teacher concerned about the role the Literacy Hour should play in special education teaching

Implementing the National Numeracy Strategy for Pupils with Learning

Difficulties Ann Berger, Denise Morris, Jane Portman, 2000 The authors break down the Reception key objectives from the National Numeracy Framework into smaller steps Activities and resources are included for each objective as well as help on how to use the book as a basis for teacher s long term planning

The Effective Teacher's Guide to Moderate, Severe and Profound Learning Difficulties Michael Farrell, 2006 Written with the busy practitioner in mind the author draws on his extensive specialist knowledge to offer a sensible workable and practical approach for any teacher who wishes to understand and promote effective classroom inclusion for children with learning difficulties Concentrating on the realities of teaching and learning this book places learning difficulties in the context of policy and law examines and explains the relevant terms and definitions puts forward suggestions for provision looks at ways of assessing and raising achievement offers strategies to develop an inclusive responsive environment

Strategies to Promote Inclusive Practice Richard Rose, Christina Tilstone, 2003-08-29 This book considers current issues in the development of policies to promote inclusive education for pupils with special educational needs By examining issues from the perspective of individual pupils schools and local education authorities it raises critical commentary on the ways forward for a co ordinated approach to inclusion Strategies to Promote Inclusive Practice draws upon the experience and expertise of teachers policy makers and researchers who explore the many factors which need to be addressed in the development of a more inclusive education system The authors explore the link between theoretical perspectives and the production of policy as well as the potential for translating this into good classroom practice They provide examples of approaches which have proved successful in enabling pupils to become better equipped to address the needs of a wide range of pupils In considering the impact of recent policy legislation

and research the authors suggest that several models of inclusion may be necessary in order to become an inclusive education system This book will be of interest to students teachers policy makers and researchers who are concerned to advance the debate on inclusion towards a more pragmatic approach to providing for all pupils with special needs It is a companion text to *Promoting Inclusive Practice* edited by Christine Tilstone Lani Florian and Richard Rose RoutledgeFalmer 1998 which was the joint winner of the 1999 TES NASEN Academic Book Award *Commonsense Methods for Children with Special Educational Needs* Peter Westwood,2007-03-06 First Published in 2002 Routledge is an imprint of Taylor Francis an informa company *Reading and Learning Difficulties* Peter Westwood,2012-11-12 First Published in 2005 All teachers recognise how crucial is the acquisition of good reading skills This book will help teachers understand how pupils learn and will help them to meet those pupils different needs through appropriate intervention It includes Clear explanation of different learning difficulties Guidelines on types of assessment Advice on how to select the best type of intervention and support For teachers TAs Numeracy Co ordinators and SENCOs *Commonsense Methods for Children with Special Educational Needs* Peter S. Westwood,2003 The new edition of this important and successful book provides teachers with an immediate and comprehensive source of practical ideas for use in regular classrooms **Learning and Learning Difficulties** Peter Westwood,2013-05-24 This text explores a number of different perspectives and theories on human learning and motivation The author gives significant attention to different types of learning across the curriculum and examines effective types of teaching to facilitate different forms of learning Detailed consideration is given to factors that contribute to common learning problems in school and many practical suggestions are provided for preventing or overcoming some of these difficulties **Assessing Pupil's Performance Using the P Levels** Val Davis,Di Buck,2013-10-23 This book has been designed to provide guidance for special and mainstream schools in the assessment of pupils learning from Level P1 up to and including National Curriculum Level 1A It contains exemplification of the descriptions of attainment for reading writing and the three strands of mathematics identified in Planning Teaching and Assessing the Curriculum forPupils with Learning Difficulties produced by the QCA The book provides clarification of the performance criteria through illustrative examples and supports accurate and consistent teacher assessment of pupils working at these levels It enables effective monitoring of attainment and progression which will support the target setting process and demonstrates how assessments can be used to inform next steps in learning The authors include examples from special and mainstream schools on reading writing and mathematics The book also contains photocopiable proformas for your own use SENCOs and teachers in special and mainstream schools should find this book helps them to chart the progress of their pupils learning very effectively **Working Towards Inclusive Education** Peter Mittler,2012-06-25 This book provides a clearly written wide ranging overview of current key issues and challenges arising from the implementation of more inclusive policies and provision in education in this country and internationally The author sets policies for inclusive schools in the broader contexts of current

policies which aim to reduce poverty and social exclusion and the wider global background of the United Nations drive to promote Education for All The book draws a distinction between integration and inclusion and provides a critical analysis of the government's Program of Action and the revised National Curriculum and their implications for schools pupils and families

Special Educational Needs: The Key Concepts Philip Garner,2009-06-02 Exploring the complex issues that surround special educational needs SEN both in and out of the classroom this reader friendly text considers the impacts that these issues have upon the child the parent the teacher and the school as a whole Fully cross referenced and including suggestions for further reading with each entry areas discussed include pupil rights and empowerment parents and care workers curriculum and teaching inclusive approaches historical dimensions Providing an informative combination of practical historical and legal terms and concepts Special Educational Needs The Key Concepts is a highly useful resource accessible to a broad audience

Implementing the Code of Practice for Children with Special Educational Needs Ahmad F. Ramjhun,2013-07-04 This new edition has been revised to bring teachers and other education practitioners up to date with the revisions to the Code of Practice due to come into force in January 2002 The author was a member of a working party for the National Advisory Group for special educational needs with a remit to assist with the revision of the Code This book reports on the outcomes and details advice and guidance on the key tasks for its effective implementation

Teaching Young Children with Autistic Spectrum Disorders to Learn Liz Hannah,2001 This practical book is an invaluable resource for all who live and work with young children ages 3 to 7 who have autism spectrum disorders Accompanied by cartoon drawings the content includes key information and a range of very useful strategies helpful both to those who have little knowledge about autism and to experienced caregivers and teachers

Understanding Special Educational Needs Michael Farrell,2003-09-02 Teachers need to be fully equipped to respond to diversity in today's classrooms now more than ever before The Professional Standards for Qualified Teacher Status and Induction Standards are now the driving force behind initial teacher education and students will need to demonstrate their competence against these and in particular their understanding of Special Educational Needs in today's inclusive classrooms Each chapter of this indispensable text explores an important topic within SEN and directly relates it to the competencies making it an essential course companion Chapters on topics relating to the code of practice school policy literacy and numeracy ICT emotional and behavioural difficulties and dealing with parents all follow a similar template which includes a commentary on the relevant professional standards contextualising of the standards what teachers can do to promote effective practice Detailed referencing will lead students to pursue more detailed individual texts which address many of the issues in greater depth This is an ideal highly accessible text for student and new qualified teachers who need a reliable introduction to today's vital issues within Special Educational Needs

Professional Issues for Primary Teachers Ann Browne,Derek Haylock,2004-05-26 This book deals with the key professional issues faced by students on teacher training courses and practicing primary teachers

Researching

Learning Difficulties Jill Porter, Penny Lacey, 2005 The book will help readers to critically evaluate the implications of research reports for their own practice

Developing Inclusive School Practice Rita Cheminais, 2013-11-19 This practical and comprehensive book for Inclusion Coordinators SENCOs covers all the essential aspects of how to manage inclusion more effectively It informs coordinators about how to move inclusive policy and practice forward within a range of educational settings It views inclusion from an equal opportunities perspective relating to all pupils irrespective of their ability disability age gender ethnicity language and background The book explores appointing an inclusion coordinator the role of the inclusion coordinator time management for inclusion coordinators and what an inclusion policy should contain It covers auditing inclusive practice reviewing and evaluating inclusion OFSTED inspecting inclusion and the role of the governor for inclusion It also deals with additional target setting using the revised P scales and the Emotional Behavioural Development EBD scales to track and monitor pupil progress enhancing barrier free learning and participation opportunities and what to include in a parents carers guide on inclusion

The SENCO Handbook Elizabeth Cowne, 2012-06-14 Shortlisted for nasen Awards 2009 Book to Promote Professional Development SENCOs have a key role to play in developing and implementing an inclusive framework for meeting Special Educational Needs The fifth edition of this best selling SENCO Handbook provides up to date information and advice in relation to three key government publications Removing Barriers to Achievement The Government's Strategy for SEN 2004 Every Child Matters Change for Children in Schools 2004 and the Disability Discrimination Act 2005 particularly the disability equality duty and accessibility plan Elizabeth Cowne offers clear and practical guidance to SENCOs enabling them to meet the demands made on them by the latest legislation and practice This comprehensive companion introduces the reader to the key concepts and issues of SEN and inclusion provides detailed information for SENCOs head teachers and governors about developing whole school policy and practice for children and young people with SEN advises on essential aspects of the SENCOs role including the management of support staff working in partnership with parents and outside agencies and the improvement of teaching and learning enables those working in education to debate discuss and reflect on the issues presented in relation to their work in schools or other settings includes a photocopiable section of staff development activities gives information on further reading and source materials The SENCO Handbook remains essential reading for all those responsible for special educational needs working in early years primary secondary and FE settings

Routledge Library Editions: Special Educational Needs Various, 2021-07-29 This set of 62 volumes originally published between 1951 and 1999 amalgamates a wide breadth of literature on Special Educational Needs with a particular focus on inclusivity class management and curriculum theory This collection of books from some of the leading scholars in the field provides a comprehensive overview of the subject how it has evolved over time and will be of particular interest to students of Education and those undertaking teaching qualifications

Special Educational Needs Michael Farrell, 2004-01-23 This book provides a succinct overview of SEN policy and is likely to be a useful resource for

those undertaking accredited courses related to SEN and inclusion SENCO Update The combination of the theoretical and practical aspects of special educational needs makes this book a valuable resource for practitioners and should enable them to develop reflective and insightful practice Michael Shevlin Trinity College Dublin TES Extra Special Needs This is a comprehensive and thorough overview of the Special Educational Needs SEN landscape as it is in the UK today The book is very clearly aimed at specialists in the field and Michael Farrell incorporates developments that are sometimes ignored emotional intelligence for example There is a nice touch in that each chapter concludes with thinking points I could see that the book could make a sound basis for a training course on SEN based around these The book is highly readable though I expect it is more likely to be used as a reference text or as I suggested above as a basis for training However it is used it is invaluable as an up to date assessment of SEN in 2004 and highly recommended to anyone working or planning to work in this field Nurturing Potential Essential reading for every SENCO in fact for everyone involved in special educational needs By examining the background to key areas the book gives teachers managers and advisers the depth of understanding that is necessary to make informed choices about what constitutes the most effective practice Dr Tony Lingard Head of Learning Support Cambourne Science and Community College With its scope and depth of coverage this book provides a useful resource through combining background information theory and practice as well as the tools for further research for both novice and experienced practitioner Ms Lyn Hurst Headteacher This book provides a route map for special education Through examining related disciplines which illuminate the field it considers how special education can be better understood The author views issues in special education within the wider disciplines of history sociology law politics ethics economics medicine and psychology He looks at the national local and school frameworks in which special education operates and shows how provision for pupils with special educational needs is influenced by structures procedures and practices at national local and school levels Features include the ethics of preventing disability lessons history identifying value in sociological perspectives psychological and other Models of teaching aspects of the National Framework aspects of the Local Framework the School SEN Policy the Curriculum and School Organization This book is essential reading for teachers headteachers Special Educational Needs coordinators and all those who have an interest in special education and managing inclusion

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