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English Sarah Harris,2001 *Primary English: Teaching Theory and Practice* Dr Jane A Medwell,Professor David Wray,Mrs Elizabeth A Coates,Dr Hilary Minns,Dr Vivienne Griffiths,2011-10-31 The essential teaching theory and practice text for primary English Covering the essential skills of planning monitoring and assessment and class management it relates these specifically to primary English The 5th edition of this popular text includes new features making specific links to Every Child Matters and outlining how ICT can be embedded into the teaching of primary English This text is an essential guide for primary trainees on the theory and practice required for effective and creative English teaching Features are included to help the reader make essential links between theory and practice **The Really Practical Guide to Primary English** Diana Bentley,1999 This book contains clear chapter objectives suggestions for further reading on each topic and a glossary explaining key terms that the new or trainee teacher will need to understand The authors have all taught English in the primary setting are experienced teacher trainers and respected practitioners in their own specialist fields Key Stage 1 National Tests Practice Papers Simon James,1999-07 Achievement is vital at Key Stage 1 to ensure confidence in schoolwork and to maintain motivation This book is intended to familiarise parents and children with the format of the Key Stage 1 English Reading National Tests by providing questions and layouts similar to the official tests an answer section at the back of each book a clear marking system to evaluate children s performance and assess their level of achievement It also offers guidance for parents on what makes a good answer and includes a free story book *Primary English: Teaching Theory and Practice* Jane Medwell,David Wray,Hilary Minns,Vivienne Griffiths,Liz Coates,2014-07-18 The essential teaching theory and practice text for primary English Covering the skills of planning monitoring and assessment and class management it relates these specifically to primary English With full coverage of the theory and practice required for effective and creative English teaching this text is an essential guide for all trainees working towards QTS Practical guidance and features support trainees throughout to translate this learning to the classroom embed ICT in their lessons and to understand the wider context of their teaching This 7th edition is updated in line with the new National Curriculum *National Curriculum, Key Stage 1, Age 6-7* ,1999 *Questions of English* Jeanne Gerlach,Annette Patterson,Robin Peel,2002-11-01 The impact and content of English as a subject on the curriculum is once more the subject of lively debate Questions of English sets out to map the development of English as a subject and how it has come to encompass the diversity of ideas that currently characterise it Drawing on a combination of historical analysis and recent research findings Robin Peel Annette Patterson and Jeanne Gerlach bring together and compare important new insights on curriculum development and teaching practice from England Australia and the United States They also discuss the development of teacher training highlighting the variety of ways in which teachers build their own beliefs and knowledge about English *English: Reading* Sarah Harris,2002

Understanding and Applying Assessment in Education Damian Murchan,Gerry Shiel,2024-04-09 All teachers are

responsible for assessing the children they teach and the outcomes of any assessment are important for individual learners schools and wider education systems Designed as a pragmatic guide for new teachers and those training to teach this book is your one stop shop for understanding assessment in schools It covers formative and summative approaches used across primary and secondary education supporting a balanced overview with policy examples drawn from the UK Ireland and wider international contexts This updated second edition reflects recent trends in assessment and includes more balanced coverage across primary and secondary age phases with a broader range of examples across curriculum subject areas a new chapter on the potential of digital assessment for both formative and summative purposes the impact of the COVID 19 pandemic on assessment in general and examinations in particular Damian Murchan is Associate Professor in the School of Education at Trinity College Dublin Gerry Shiel is a Research Fellow at the Educational Research Centre Dublin Ireland

Teaching English, Language and Literacy Dominic Wyse, Helen Bradford, John-Mark Winstanley, 2023-09-07 Are you looking for one book that gives a comprehensive account of primary elementary and early years English language and literacy teaching Based on robust research evidence and practical examples of effective teaching this essential textbook critically evaluates curriculum policies and provides guidance for teachers on implementation of evidence based teaching in classrooms This fully revised fifth edition has a brand new chapter on Reading for Pleasure and has substantially rewritten chapters to reflect recent developments in research evaluations of new policy directions and new practical examples of teaching and learning The authors draw on their research scholarship and practice to offer advice on inclusion and equality including working effectively with multilingual pupils the importance of talk and interaction developing reading including motivating children to read and phonics teaching improving writing including grammar and punctuation planning and assessing the latest educational policy and practice This authoritative book is an essential introduction for anyone who teaches English language and literacy from the early years to primary school level and seeks to improve their professional practice Designed to help inform trainee teachers and tutors but also of great use to those teachers wanting to keep pace with the latest developments in their specialist subject this is an indispensable guide to the theory and practice of teaching English language and literacy

Special Educational Needs for Qualified and Trainee Teachers Rita Cheminais, 2014-11-20 This completely revised and updated edition previously published as *Special Educational Needs for NQTs and TAs* addresses the latest Teachers Standards and their application in meeting the most recent developments and changes in the special educational needs system and the new SEN Code of Practice Essential reading and an invaluable guide for all qualified newly qualified and trainee teachers this highly practical text relates to those accessing SEN training via teaching school alliances as well as Higher Education Full of tips and strategies on how to meet the needs of a diversity of children and young people with special educational needs in a range of educational settings chapters cover the latest Teachers Standards aligned to the most recent SEND changes the revised SEN Code of Practice the Children and Families Act and the Equality Act and its related

Duties teaching schools specialist leaders of education in SEN and new training models for building teacher capacity in SEN how to meet the latest OFSTED inspection requirements for SEND what works best in the effective teaching of pupils with SEN and those eligible for the pupil premium Featuring useful checklists templates and photocopiable downloadable resources to support professional development in SEN this practical resource contains a wealth of valuable advice in addition to signposting to further information This no nonsense down to earth authoritative text will provide essential reading for all experienced qualified newly qualified and trainee teachers as well as to those delivering SEND training in Higher Education local authorities and in teaching schools and their alliances Teaching Primary English David Wray, Jane Medwell, 2013-11-26 First published in 1994 Routledge is an imprint of Taylor Francis an informa company **The Primary English Encyclopedia** Margaret Mallett, 2008-03-25 A comprehensive user friendly and interesting reference book that explains key concepts ideas and current requirements in primary English Includes over 600 entries short definitions of key concepts e g parts of speech succinct explanations of current UK requirements extended entries on major topics such as speaking and listening reading writing drama bilingualism and children s literature up to date information and discussion of important issues key references and accounts of recent research findings a Who s Who of Primary English *The Neurodiversity Handbook for Trainee Teachers* Sarah Alix, 2023-07-26 Considering a neurodivergent world is vital in society today and even more so in the classroom This book will support your knowledge and development as a trainee teacher so you can better understand the complexities of working with neurodivergent pupils Starting with a model of difference rather than deficit this book will guide trainee teachers to understand neurodiversity within the classroom providing strategies which aim to support their students Dr Sarah Alix is Initial Teacher Training Programme Director with the Sigma Trust **Becoming a Teacher of Reading** Margaret Perkins, 2015-03-10 Learning to read is one of the most important life skills teachers can help a child develop Teaching reading is a vital part of a career in the classroom and engaging with the range of different learning styles children have is a real challenge Trainee teachers need to learn how to address this variety of learning needs and also meet the wider demands of the curriculum Margaret Perkins helps students meet these challenges to become a confident reflective teacher of reading by providing An in depth explanation of phonics teaching alongside other teaching approaches empowering trainees to choose the right approach for each individual child Key research findings so students can apply the latest thinking to their teaching practice School based activities and independent learning tasks to help apply theory to practice and develop teaching skills through self reflection Classroom scenarios of teacher child interactions that demonstrate how children learn and respond to different teaching strategies EBOOK: Raising Boys' Achievement in Primary Schools Molly Warrington, Mike Younger, 2006-06-16 Within the context of empirical research undertaken by the authors during the course of a 4 year research and intervention project on Raising Boys Achievement the book will focus on approaches that are successful in raising achievement for boys and the reasons for that success It will explore the whole

aspect of boys achievement and look at how primary schools are addressing the issue and the processes involved in schools working collaboratively and voluntarily to share good practice Case study material will be used to illustrate the different contexts in which the strategies have been studied and of great importance is the incorporation of boys and girls own perspectives on their educational experiences *Primary English: Knowledge and Understanding* Jane Medwell, David Wray, George Moore, Vivienne Griffiths, 2004-05-18 The essential subject knowledge text for primary English Secure subject knowledge and understanding is the foundation of confident creative and effective teaching The trainee teacher s guide to all the subject knowledge required to teach primary English Includes practical and reflective tasks to help deepen your understanding and self assessment tests to check your knowledge and identify areas where more study is needed This 10th edition has been updated throughout and is now linked to the ITT Core Content Framework **Coordinating English at Key Stage 1** Jenny Tyrrell, Narinderjit Gill, 2000 Provides advice and suggestions for improving practice and shows a coordinator can create policies and links that work exploit resources to the best effect and develop the knowledge and expertise that will raise school standards *Social Class and Educational Inequality* Iram Siraj, Aziza Mayo, 2014-06-05 This book examines the impact that parents and schools have on disadvantaged children who perform against the odds

Children Learning to Read: Curriculum and assessment issues Pamela Owen, Peter David Pumfrey, 1995 This is the second of a two volume publication which provides an international perspective on how children learn to read Research studies and classroom experiences from around the world are reported highlighting implications for the design implementation and evaluation of classroom reading programmes Contributions are included from the UK USA Canada Australia Jamaica and Israel with evidence drawn from over 18 countries Despite the contexted differences there are many common concerns and controversies From these three areas are identified the first is developing an improved understanding of the nature of children s early reading development the second is the consideration of the ways in which children s reading can be encouraged This volume addresses the issues of curriculum and assessment in the context of accountability

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