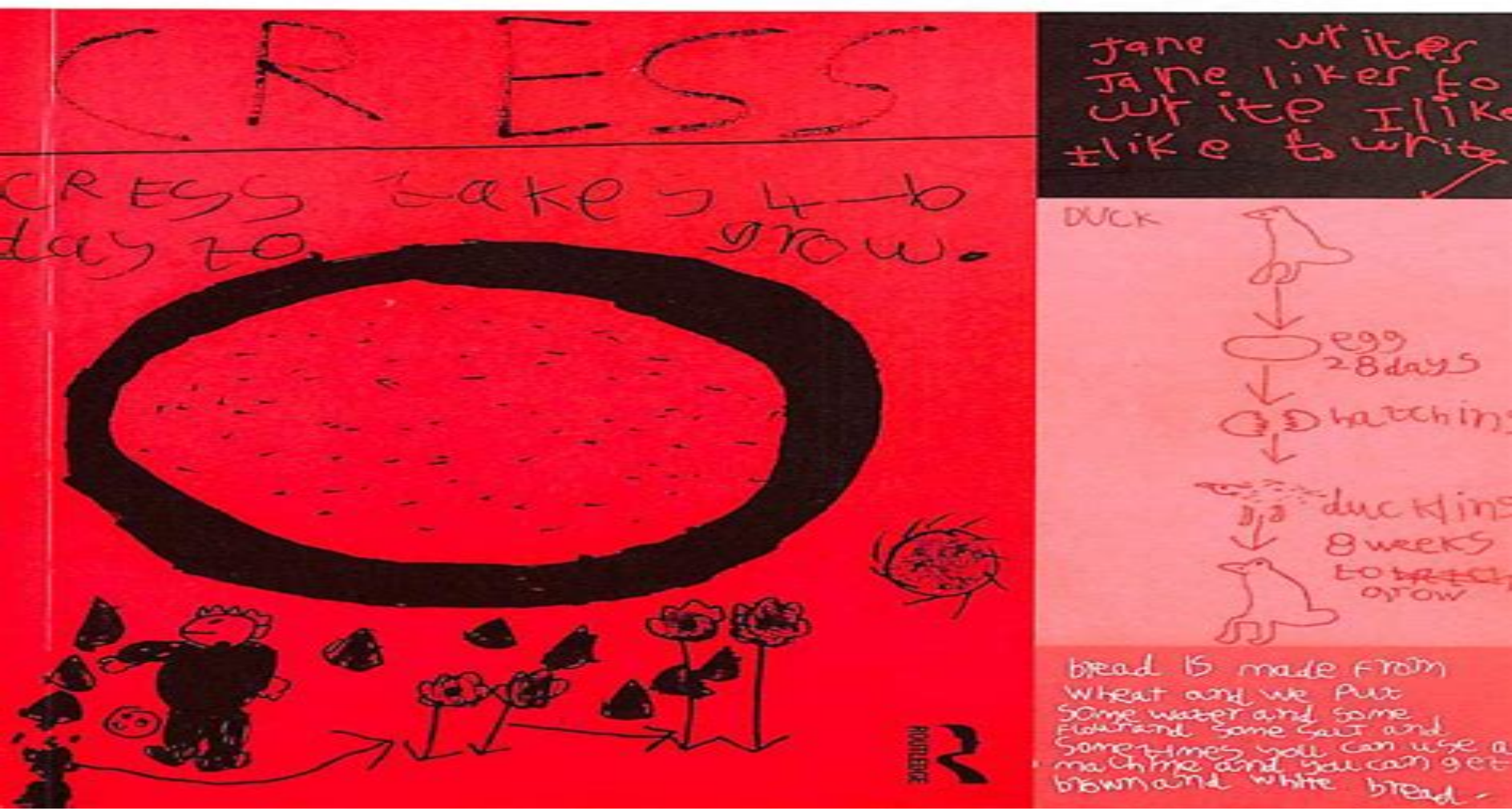


extending literacy

children reading and writing non-fiction

DAVID WRAY and MAUREEN LEWIS



Extending Literacy Children Reading And Writing Non Fiction

Xiang Xie



Extending Literacy Children Reading And Writing Non Fiction:

Extending Literacy Maureen Lewis, David Wray, 2005-06-21 One of the most problematic areas in the teaching and development of literacy appears to concern children's interactions with non-fiction books. Many surveys and reports have commented on the tendency for children to do little more than copy out sections of non-fiction texts. The Exeter Extending Literacy EXEL project was set up with the aim of exploring ways in which non-fiction might be used more effectively and profitably than this. In this book David Wray and Maureen Lewis outline the thinking behind the project and describe in detail the many useful teaching strategies and approaches which were developed in collaboration with primary teachers across the country. Teachers of children from five to fourteen will find this book both a stimulating account of a very influential development project and a useful source of practical teaching ideas.

Extending Literacy David Wray, 1997-06-02 One of the most problematic areas in the teaching and development of literacy appears to concern children's interactions with non-fiction books. Many surveys and reports have commented on the tendency for children to do little more than copy out sections of non-fiction texts. The Exeter Extending Literacy EXEL project was set up with the aim of exploring ways in which non-fiction might be used more effectively and profitably than this. In this book David Wray and Maureen Lewis outline the thinking behind the project and describe in detail the many useful teaching strategies and approaches which were developed in collaboration with primary teachers across the country. Teachers of children from 5 to 14 will find this book both an account of an influential development project and a useful source of practical teaching ideas.

Extending Literacy David Wray, Maureen Lewis, 1996

Early Years Non-fiction Margaret Mallett, 2003 How do we make sure children's first introduction to the world of non-fiction is enjoyable and life-enhancing? What criteria do we use to ensure a collection of quality books for pleasure? Mallett sets out to answer these questions in this book.

Choosing and Using Fiction and Non-Fiction 3-11 Margaret Mallett, 2010-07-02 Winner of the United Kingdom Literacy Association's Author Award 2011 for its contribution to extending children's literacy. Praise for the book: 'This book is about making readers. A compact summary of its contents would not do it justice. It is the account of a life's work and it deserves thanks and readers.' Margaret Meek Books for Keeps online Number 185 November 2010. This book is a cornucopia of varied pleasures offering something for all tastes presented with an awareness of the complexities of the field and communicated with commitment, enthusiasm and deep knowledge. Eve Bearne English 4/11 the primary school journal of The English Association Number 42 Summer 2011. *Choosing and Using Fiction and Non-Fiction* 3-11 is a guide to the many kinds of text we want children to encounter, use and enjoy during their nursery and primary school years. So children's non-fiction literature including autobiography, biography, information and reference texts is given equal status with fiction, nursery rhymes, picturebooks, novels, traditional tales, playscripts and poetry. The author addresses important issues and allows the voices of teachers, reviewers and children to be heard. The book supports teachers as they help children on their journey to becoming insightful and critical readers of non-fiction.

fiction and sensitive and reflective readers of fiction It also contains suggestions for practice which are in the spirit of the more flexible and creative approach to learning towards which primary schools are moving It includes help on using criteria to select quality texts of all kinds annotated booklists for each kind of text for different age groups suggestions for keeping a balance between print and screen based texts case studies showing teachers and children using texts in interesting and imaginative ways to support learning in English lessons and across the curriculum advice on developing children s visual and multimodal literacy guidance on using the school library and embedding study skills in children s wider purposes and learning critiques of key theoretical perspectives and research projects Although the main readership will be primary and student teachers it is hoped that the book will be of interest and use to anyone concerned with the role of texts in children s learning

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

Mastering Writing at Greater Depth Adam Bushnell,Angela Gill,David Waugh,Rob Smith,2023-02-09 This book provides teachers with support guidance background theory examples and practical advice for the teaching of writing at greater depth

Unlocking Creativity Robert Fisher,Mary Williams,2012-12-06 First Published in 2005 Promoting creativity can be a powerful way of engaging children in their learning Showing how creativity can be developed across the curriculum this book offers advice on how to Develop children s capacity for creative thinking and achievement use creativity to increase levels of motivation and self esteem teach the creative skills pupils need for success in learning and life Combining the latest research with practical ideas and tasks this multi dimensional book is a must for teachers students and educators who wish to know more about creativity in teaching and learning

Beyond Early Reading David Waugh,Sally Neaum,2025-02-28 This is an essential text for primary trainees and teachers While the focus in early reading is on systematic synthetic phonics it is important to see the bigger picture and understand that teaching reading is a continuum that involves more much than the mechanics of reading The book focuses on a range of issues to develop children who can read into children who do read including extending reading with proficient readers engaging disengaged readers sustaining interest in reading in the transition from primary to secondary and the importance of oracy in reading Additionally there is an exploration of the wider context of reading including international perspectives new literacies and the importance of reading to personal development Case studies and activities demonstrate practical applications with clear links to the underpinning theory while critical reflections challenge the reader and encourage deeper thought about the chapter content

Beyond Early Writing David Waugh,Adam Bushnell,Sally Neaum,2025-02-28 This essential text for primary trainees and teachers examines the key skill

of writing beyond the earliest school years Teaching writing involves much more than simply teaching the mechanics of spelling grammar and punctuation important though these are There are particular issues around writing in school including the fact that children s writing consistently lags behind their reading in external tests such as SATs boys relative lack of success and teachers lack of confidence in modelling writing This book addresses these topics as well as focusing on other pertinent practice issues such as working with proficient writers engaging disengaged writers and working with children who have EAL and SEN

Motivating Children with Specific Learning Difficulties Gad Elbeheri,Gavin Reid,John Everatt,2017-07-13 Motivating Children with Specific Learning Difficulties provides a comprehensive and definitive guide to what teachers need to know about motivation in pupils with Specific Learning Difficulties including dyslexia dyspraxia and ADHD Written by three of the world leaders in research on motivation and classroom learning this book seeks to provide teachers with an increased understanding of why particular strategies should be used with their pupils It recognises the challenge of motivating children with learning difficulties and looks to help teachers enhance their skills and self sufficiency The authors address what motivation is how to encourage it and the links between motivation and learning They consider a range of Specific Learning Difficulties in relation to literacy numeracy motor development and co ordination and attention factors in learning Key issues on learning differences are presented in order to identify and address pupils specific needs and the role parents and educators can play in motivation is also examined The information and reflections offered in this book will be of interest to teachers across the globe as well as postgraduate students working towards a qualification in Specific Learning Difficulties

How Children Learn to Write Dorothy Latham,2002-07-25 This book is a useful addition to any staff library What makes it different to many other similar books is that it shows teachers that speaking listening and reading create the foundations for writing Tested in schools staff said It is a very useful framework for action research based upon secure theory When deciding classroom strategies it is easy to find what you are looking for and the chapter summaries are very helpful Some of the staff development and training suggestions are very practical and we are trying them out We found the emphasis upon class novels and the class discussion that follows very important especially when linked to the excellent examples of children s writing This book may appear to some as theoretical and academic but this is why it will be valuable It does what the title says because it shows how children learn to write It starts at the beginning and saves diving into the latest trend Perhaps its best recommendation is that every school that was asked to look at it said It s good and we have ordered a copy John Lilly independent education consultant The chapter on the Taxonomy of Writing Purposes will be useful for planning and those on extending and enhancing writing will definitely be helpful in many day to day situations Nicholas Bielby Times Educational Supplement This book outlines the processes which are involved when children learn to write The author shows how certain strategies can improve children s progress in writing Dealing with the age range three to 13 the book addresses issues to do with the gender gap children with English as an additional language left handedness Dorothy

Latham includes ideas for sound and easy ongoing assessment of writing The book is written in line with the requirements of the English National Curriculum and The National Literacy Strategy Framework for England but is not limited to them Topics also covered include brain development and structures the acquisition of speech language and thinking working memory secretarial skills stages in compositional development writing purposes and cross curricular applications strategies for improving self generated writing using reading to improve writing using speech and drama to improve writing and ten ways to improve children s writing This book is for serving teachers in schools wishing to study the subject in further depth and as a source book for students Useful for school based staff INSET it provides simple activities for teachers to do and discuss

Challenging the More Able Language User Geoff Dean,2013-10-23 This revised and updated edition takes into account the greater recognition of language users in schools and the working parties which have been set up to enable the more able to enjoy opportunities to display and develop their special talents This new edition also explores models of language learning and offers some strands of linguistic development on which teachers of English literacy can build more specific developmental intentions This book will help teachers recognize challenge and support children who show advanced skills in reading and writing so that they can enable them to achieve their full potential Through exploring effective ways in which pupils can be assisted to develop linguistically teachers will be better prepared for planning appropriately differentiated activities for these pupils Areas covered include methods of challenging and improving able readers and writers and learning from alternative text sources The book will be particularly helpful to language coordinators in primary schools heads of English departments and teachers of English in secondary schools It will also be of interest to parents of able language users

Curriculum and Assessment in English 3 to 11 John Richmond,Andrew Burn,Peter Dougill,Mike Raleigh,Peter Traves,2017-04-21 Curriculum and Assessment in English 3 to 11 provides an overview of the subject in considerable breadth and depth and offers a clear balanced and forceful critique of the current UK language and literacy curriculum and of associated developments in that curriculum during the past twenty years

Developing Writing for Different Purposes Jeni Riley,David Reedy,2000-01-26 Jeni Riley and David Reedy share excellent examples of how primary school children worked on a non fiction text format A well informed book with a welcome dose of humour Nursery World The theoretical underpinning to this volume is rigorous and the case studies are both endearing and informative Early Years One of the insights of social theories of language which is now taken for granted is that language varies as the social context varies Kress 1997 This is a book that operationalizes this insight it charts young children s early attempts to write as they struggle to communicate meaning for a variety of purposes Each section deals with the appropriate research evidence on the development of children s competence in literacy and their growing awareness of genre and uniquely with a clear approach to teaching children from three to seven years The text combines the necessary theoretical underpinning plus the day to day practical experience of working with young children in order to develop their understanding of the different forms and

language of texts *Unlocking Writing* Mary Williams,2013-10-11 The underpinning theme of this book is how children develop as writers and how self awareness raises achievement It offers creative approaches to increasing pupil motivation and performance by involving amongst other things Drama and ICT The contributors offer practical advice on ways to meet the needs of boys able children SEN pupils and those learning English as an additional language how to plan effective lessons how to be flexible within the framework of the NLS and the role of assessment and how it contributes to self understanding Central to all classroom practitioners and students this innovative book improves general understanding of the process related to composition and transcription and helps to raise the standards of writing in all classrooms Teaching and Learning about Science Derek Hodson,2009-01-01 Findings generated by recent research in science education international debate on the guiding purposes of science education and the nature of scientific and technological literacy official and semi official reports on science education including recommendations from prestigious organizations such as AAAS and UNESCO and concerns expressed by scientists environmentalists and engineers about current science education provision and the continuing low levels of scientific attainment among the general population have led to some radical re thinking of the nature of the science curriculum There has been a marked shift of rhetorical emphasis in the direction of considerations of the nature of science model based reasoning inquiry based learning scientific argumentation and the use of language rich learning experiences reading writing talking to enhance concept acquisition and development These findings arguments and pronouncements seem to point very clearly in the direction of regarding science education as a study of scientific practice This book presents a comprehensive research based account of how such a vision could be assembled into a coherent curriculum and presented to students in ways that are meaningful motivating and successful The author takes what might be described as an anthropological approach in which scientists are studied as a socially economically and politically important community of people This group has its own distinctive language body of knowledge investigative methods history traditions norms and values each of which can be studied explicitly systematically and reflectively This particular approach was chosen for the powerful theoretical overview it provides and for its motivational value especially for students from sociocultural groups currently under served by science education and under represented in science The book which is both timely and important is written for teachers student teachers graduate students in education teacher educators curriculum developers and those responsible for educational policy It has the potential to impact very substantially on both pre service and inservice science teacher education programmes and to shift school science education practice strongly in the direction currently being advocated by prominent science educators **Primary English Across the Curriculum** ,2012-08-22 This book supports trainee teachers working towards primary QTS in teaching primary English across all areas of the curriculum Focused on teaching a more integrated and inclusive curriculum this text draws out meaningful cross curricular links and explores how the teaching of English can take place across the whole curriculum It examines how a teacher s effective use of

English is essential in supporting learning in all subjects and considers the role of the teacher in promoting English Chapters cover topics such as language literature EAL and thinking skills Incorporating the latest thinking in primary English and including exemplars of current good practice this practical guide encourages trainee teachers to explore learning and teaching in new ways About the Transforming QTS Series This series reflects the new creative way schools are beginning to teach taking a fresh approach to supporting trainees as they work towards primary QTS Titles provide full up to date resources focused on teaching a more integrated and inclusive curriculum and texts draw out meaningful and explicit cross curricular links

Creative Teaching: English in the Early Years and Primary Classroom Chris Horner, Victoria Ryf, 2007-06-11 Presenting a range of exciting activities that support the development of creative English lessons within the existing structures of the Foundation Curriculum and the National Curriculum this book is packed full of interactive and creative teaching strategies provides guidance on assessing creative work highlights opportunities for creative literacy activities across the curriculum covers ages 3 11

Mathematics Across the Curriculum Sue Fox, Liz Surtees, 2010-05-06 Mathematics is a core subject and using and applying mathematics in problem solving activities is crucial in enabling children to use their knowledge and skills in a range of situations Mathematics Across the Curriculum shows how to teach mathematical concepts through different subjects and discussing the reasoning and research behind using problem solving and investigation teaching techniques Best practice for planning and assessment classroom organisation and practice and use of resources are all discussed with clear links to recent research and government standards and initiatives Case studies from practicing teachers enable readers to easily relate the theoretical information to their classroom and teaching Mathematics Across the Curriculum is essential reading for all trainee and newly qualified teachers seeking to teach engaging inspiring and challenging mathematics lessons It will also be a useful resource for established teachers embarking on their Masters in Teaching and Learning MTL

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