## CONTENTS Promise using books as a basis again and the contract of the contract

	List of figures	XV
	List of website resources	XX
	List of activities  Acknowledgements	xxiii xlii
	Acknowledgements	XIII
	Introduction	1
	I.1 Making connections (X91000 Jaioos bas Jaoidos and Jaio	1
	1.2 Subject knowledge in English	3
	1.3 Long-term planning for English	5
	1.4 Planning and teaching sequence: from reading into	
	writing/composition via talk	7
	1.5 Using the material in this book	9
Part	One Spoken language	11
	Case study, upper primary: inferences and opinions with an arms	12
	Introduction to Part One abloasey 11 of 01	13
	P11.1 Principles Part Two with a cross the curriculum	13
	P11.2 Teaching spoken language	14
	P11.3 The spoken language curriculum	15
	P11.4 A note about Standard English	15
1	Developing talk	19
000	1.1 Theories of early language acquisition	20
	1.2 The development of bilingual/multilingual speakers	21
	1.3 Early language in the home	22
	1.4 Language at home and school – supporting the transition	24
		26
		20
	Case study, middle primary: finding out about children's home and community language experience	27

Children's perceptions about spokerplanduagemi moorassala

Managing assessment of spoken language no pnixhridt pnivoM

Spoken language for teaching and learning

Case study, early, middle and Upper primary: the edission

	1.6	Supporting language in the early years	30
	1.7	Functions, audiences, purposes and contexts for spoken language	31
	1.8	Children's perceptions about spoken language	31
		Case study, early, middle and upper primary: the classroom environment for spoken language	33
	1.9	Spoken language and inclusion	36
2	Spok	en language for teaching and learning	44
	2.1	The essential role of talk in learning	45
	2.2	Talk for teaching	47
	2.3	The repertoire of talk for teaching and its characteristics	48
	2.4	Moving thinking on	51
		Case study, early primary: teachers and children thinking together	51
		Case study, middle primary: maths word problem solving with 8 to 9 year olds	52
	2.5	Constructing productive classroom conversations	54
	2.6	The practical and social context	54
	2.7	Building vocabulary	55
	2.8	Teachers and their responses	56
	2.9	Talk for learning	57
		Case Study, lower primary: interrogatory talk and <i>Traction</i> Man with 6–7 year olds	57
	2.10	Talking in groups	58
	2.11	Planning for the repertoire of teaching and learning talk	60
		Case study, upper primary: inferences and opinions with 10 to 11 year olds	61
	2.12	Talking across the curriculum	63
	2.12	Children who speak English as an additional language	64
		A note of caution	64
15		P11.4 A note about Standard English	68
3		telling, drama and role play	
	3.1	The uses of story	69
	3.2	Stories in the home notiziupos apsugnal whee to zamoed T	70
	3.3	Personal stories sage laughtitum Vaughtid to thempoleveb ent 2.1	71
		Case study, middle primary: storytelling in the classroom	73
	3.4	Prompts for remembering story structures	75
	3.5	Frames and boxes	78
		Case study, upper primary: self-portrait stories	78
	3.6	Children telling stories	80

	3.7	Drama and role play see been also been do no do a trenoque of all		81
	3.8	The teacher's role in improvisational classroom drama		83
		Case study, upper primary: using books as a basis for		
		classroom improvisations		84
	3.9	A note about equity and inclusion		88
4	Planr	ning for, developing and assessing spoken language		91
301	4.1	Capturing spoken language achievement		92
	4.2	Talk behaviours		92
	4.3	Organising groups for spoken language		93
	4.4	The purposes of assessment		94
	4.5	Finding the evidence		95
	4.6	Managing assessment of spoken language		96
	4.7	Observing spoken language		96
	4.8	Involving children in assessment		97
	4.9	Vocabulary development: breadth and depth		98
	4.10	Planning for spoken language throughout a teaching sequence		99
		Case study, early primary: using the planning and teaching		
		sequence		100
	4.11	The features of successful talk for learning		105
		Case study, middle primary: planning for and assessing		105
		spoken language in history		105
	4.12	Describing progress in spoken language		108
	4.13	Bilingual or multilingual learners		111
	4.14	Children with language and communication difficulties		112
Dark	Two	Case study, early primary: teaching print concepts		117
Part	IWO	Reading strategies and a series		275
	Intro	duction to Part Two		119
	P2I.1	A history of debate about reading		119
	P21.2	What does 'reading' imply?		120
	P21.3	Principles about teaching reading		121
	P21.4	The reading curriculum		122
CUS.	10.7	Reading talking about and writing noetry		125
5	200	pectives on reading		125
	5.1	Perspectives on reading development		126
	5.2	Teachers as readers		133
	5.3	What can a developed reader do?		136
	5.4	Reading on screens		13/
		Case study, upper primary: reading a short film with 9 and 10 year olds	8.5	139
		Responding to children's poetry rategies anion strategies		

Contents

## Contents

	5.5	The components of a rich and balanced reading curriculum		141
	5.6	Reading by children: independent reading		150
6	Read	ing for pleasure		158
	6.1	Reading for pleasure, engagement and satisfaction		159
	6.2	The benefits of reading for pleasure		160
		Case study, middle primary: reading information for pleasure		164
	6.3	Children's attitudes to reading		164
	6.4	Reading for pleasure in the reading curriculum		165
26	6.5	Principles and whole school strategies for promoting engagement and enjoyment	4,4	168
	2.4	Case study, early primary: incorporating children's reading interests into curriculum planning	4.5	170
		Case study, early, middle and upper primary: developing a whole school approach to Reading for Pleasure – agency, access and choice		174
	6.6	Apps to support reading for pleasure		175
	6.7	Creating diverse, comfortable, supportive and social reading environments		176
	6.8	Expanding horizons		180
		Case study, upper primary: reading and enjoying Dickens		180
7	Early	reading including phonics		187
	7.1	Early reading development		188
	7.2	The reading wars		189
	7.3	The reading process		190
		Case study, early primary: teaching print concepts		191
	7.4	Reading strategies	OWI	199
	7.5	Reading behaviours		200
		Case study, early primary: reading fluently with expression and intonation	P21.	201
	7.6	Barriers to early progress in reading		203
	7.7	Reading in homes and communities		204
	7.8	Reading digital texts		205
8	Comp	rehension		212
	8.1	Defining reading comprehension		213
	8.2	The components of comprehension		215
	8.3	Teaching comprehension		215
	8.4	Inference		217
	8.5	The complexity of comprehension		218
	8.6	Comprehension strategies		219

	8.7	Reciprocal teaching	225
		Case study, middle primary: a small group reading session	
		using reciprocal teaching	226
	8.8	Fluency and comprehension	229
	8.9	Using film to support reading comprehension	230
	8.10	Reading comprehension across the curriculum	232
		Case study, upper primary: the Water Cycle	233
	8.11	Directed activities related to texts	234
	8.12	Skimming and scanning	235
0	13.9	Teaching handwriting	240
9		ribing and assessing progress in reading	
	9.1	Assessing reading second mulber advisorities to appear and Allia	241
	9.2	The problems of testing	242
	9.3	Types of reading assessment	243
	9.4	What is involved in becoming a reader?	244
	9.5	Developing and assessing range and repertoire	245
		Case study, upper primary: group reading a verse novel Rebound	248
	9.6	Assessing reading behaviours	251
	9.7	Assessing reading skills and strategies	253
	9.8	Planning and teaching for the range of learners: differentiation	254
	9.9	Children who experience difficulties with reading	255
	9.10	Diagnostic assessment	258
	9.11	Bilingual/multilingual readers	259
	9.12	Gender and reading	261
	9.13	Monitoring, recording and assessing progress in reading	263
10	Poetr	Case study middle primary allogias plastating legistating 7.21	274
138		Surrounded by poetry	275
	10.2	What is poetry?	277
		A model for teaching poetry	278
		The classroom environment for poetry	279
		The teacher's role	280
			282
	15.0	Performing poetry  Deading talking shout and writing poetry	283
	10.7	Reading, talking about and writing poetry	287
		Using personal experience	
	10.9	Poetry across the curriculum	290
	15.6	Case study, upper primary: Water Cycle rap	290
	10.11	Narrative poetry	293
		Case study, middle primary: The Tsunami Project – writing narrative poetry	293
	10.12	Responding to children's poetry	297

Par	t Thre	e Writing		30
	Intro	duction to Part Three		30
		What is writing for?		30
		Principles		30
		The writing curriculum		30
				16
11	What	writing involves		31
	11.1	Theories of writing development		31
	11.2	Teachers as writers		3
240	11.3	Teachers' writing histories		3
	11.4	The range of writing: type, medium, purpose, readership and function	9.1	3′
	11.5	Pupils' perceptions of writing		32
	11.6	Early writing development		32
	11.7	Writing and inclusion		32
		Case study, middle primary: supporting an EAL learner		
		in the classroom		32
020		Assessing reading skills and strategies		17
12		ing Composition		33
	12.1	The process of written composition		33
		Finding a writing voice		33
	12.3	Developing voice in the classroom		33
		Writing journals		33
		writing for pleasure		33
		Making space and time to write		34
		Professional writers in schools		34
		Writing narrative		34
	12.9	Making progress in narrative		34
	12.10	Narrative structure		34
		Case study, early primary: using story maps		34
		Case study, upper primary: writing narrative from different		
1282	40.44	points of view – The Island		34
		Writing non-fiction		34
		Variations on traditional forms of non-fiction		35
		Making progress in non-fiction writing		35
	12.14	Scaffolds and writing frames		35
13	Spelli	ing and handwriting		36
	13.1	The complexity of English spelling		36
	13.2	What good spellers do		36
		Responding to children's poetry seipetents noisnedenan		

	13.3	Teaching spelling point with writing prisongsid	363
	13.4	Spelling development	364
	13.5	Developing a repertoire of spelling strategies	365
		Case study, middle primary: spelling investigation – letter	
		patterns no to Journey to Jo burg by Beverley Naidoo	366
		Case study, upper primary: investigating morphemes	369
	13.6	The spelling environment	372
	13.7	Spelling homework and spelling tests	372
	13.8	The continuing importance of handwriting	375
	13.9	Teaching handwriting	376
		Case study, early primary: a handwriting lesson	380
	13.10	Keyboard skills	381
	13.11	Children who experience difficulties with handwriting	382
14	Gram	mar and punctuation	384
438	14.1	Research into teaching and learning sentence grammar	385
	14.2	The grammar of sentences	388
		Word classes	388
	14.4	Sentence combining	390
		Teaching grammar in context	390
		Case study, upper primary: explicit grammar teaching – noun phrases and verb choices	391
		Case study, early primary: questions, exclamations and statements	393
	14.6	Punctuation mulusimus edit azonse ypolondset	394
	14.7	Sentence punctuation	397
		Case study, middle primary: explicit punctuation teaching	397
15	Respo	onding to and assessing writing	401
	15.1	Response, feedback and assessment	402
	15.2	A note about differentiation	403
	15.3	Assessment, 'correcting' and response	404
	15.4	A note about correcting	405
	15.5	Self-evaluation, self-assessment and self-regulation	406
		Case study, early primary: developing a metalanguage	406
		Case study, early primary: proofreading and self-correcting aged 6	408
	15.6	Planning, teaching, writing, reviewing, planning	411
	15.7	Monitoring progress	411
		Case study, upper primary: responding to and assessing writing throughout a teaching sequence	412

Contents

	15.8	Diagnosing difficulties with writing		419
		Case study, middle primary: Amy, a 9-year-old writer		420
		Developing a repertoire of spelling strategieseart freq of noisoul	13.5	
Part	Four	21st century literacies		425
		Principles		
	Intro	duction to Part Four		427
	P4I.1	Opportunities and challenges		427
	P41.2	The 5 Cs spelling homework and spelling tests		428
16	Digita	al literacies		430
376	16.1	Digital literacy and the English curriculum		431
	11,0	Children's digital experiences at home and at school		432
	16.3	Reading on screen	13.10	434
		Reading digital texts		437
	11 4	Case study, early primary: reading apps		437
	16.5	Computer games		438
		Case study, upper primary: the Barnsborough project – virtual	CAF	
		worlds in the classroom	P AF	438
	16.6	Videogame narratives		440
	16.7	Digital composition		440
		Case study, early, middle and upper primary: composing with wikis, blogs, pods and vlogs		440
	16.8	Digital technology across the curriculum		442
		Case study, middle and upper primary: using digital technology across the curriculum		442
	16.9	Digital technology and inclusion		443
	45 7	Case study, early primary: using technology for support		443
	16.10	Making progress with digital texts		445
104	12.9	Making progress in parrative eniting enissesse bne of enibno		/=0
17		Response, feedback and assessment autometer and assessment		450
		Social semiotics and multimodality		451
		Reading and writing multimodal texts		453
	17.3	Multimodal teaching		455
	12.11	Case study, middle primary: starting from sound	15.5	458
	17.4	Composing multimodal texts		459
		Case study, upper primary: creating authors of non-fiction – writing and design		459
	17.5	Comics and graphic novels		461
		Case study, upper primary: pacing narratives using comic book conventions		462
	17.6	Describing progress in reading and composing multimodal texts		464

18	Critic	cal literacy	470
	18.1	The importance of critical literacy	471
	18.2	Teaching criticality – raising awareness	472
		Case study, middle primary: going global: reading and	
		responding to Journey to Jo'burg by Beverley Naidoo	472
	18.3	Teaching criticality – reading	476
	18.4	Rhetoric and argument	478
	18.5	Misinformation, disinformation and fake news	479
	18.6	Evaluating online information	480
	18.7	Analysing print media	481
	18.8	Making space for criticality	482
		Case study, upper primary: finding mirrors and looking	
		through windows	482
	18.9	Making a difference	484
		Case study, upper primary: learning to be responsible citizens	/ O.F.
		of the world	485
	Index	Inctions between reading instruction and reading for pleasure	490
		aiding for Pleasure padagogy	
		Role play area	
		Role play area	
		Role play area	
		Growing plants can be seemed as a second primary of the second primary second pri	
		ersonant and vowel phonemes and vowel phonemes and vowel phonemes	
		Planning for talk for teaching and learning	
		Simple story structure - Little Red Riding Hoodseigesters noisnederan	
		Mystery storybox	
		Dolls' house setting session using reciprocolytest builts extind 'slico'	
		Secret garden storybox xodyrots another testing perceptions survey	
		Fridge storybox xodynota epbin7	