

# Teaching Fiction in the Primary School

**Classroom Approaches to Narratives**

**Dennis Carter**

A David Fulton Book

# Read On Using Fiction In The Primary School

**Frances James, Ann Kerr**



## **Read On Using Fiction In The Primary School:**

**Read on** Stuart Marriott, 1995 Fiction has immense benefits for children It has powerful and positive effects on children s language development and also provides them with access to a limitless world of artistry and imagination and to vicarious experience which is both extensive and complex The purpose of this book is to provide both a rationale and a strategy for the use of fiction in primary schools A policy framework for fiction is described and ways in which stories can be appropriately used in teaching and learning in the classroom are proposed A range of practical ideas for classroom work with specific novels and stories is suggested The National Curriculum requires that children develop as enthusiastic independent and reflective readers This book will prove a valuable resource for that purpose Promoting Reading for Pleasure in the Primary School Michael Lockwood, 2008-06-24 Winner of the UKLA Author Award 2009 Lockwood has written a useful supportive book which will help teachers and librarians He describes the background and summarises the research and then proposes thoroughly practical programmes Carousel Michael Lockwood has produced an excellent practical overview and analysis of what works in the primary school to promote reading for pleasure Lockwood s work is grounded and valuable to those who need it most teachers in the classroom working hard to engender a love of reading English Drama Media This book is first class It puts the matter very clearly and succinctly and presents a great deal of evidence to support the argument that pleasure is not a frivolous extra but the very heart and essence of what reading is about It also gives readers plenty of ideas for carrying the principle into the classroom and for justifying it This is an excellent piece of work which I hope will find a place on every staffroom bookshelf Philip Pullman English primary school children are less likely to read for pleasure than their counterparts in many other countries This practical and focused book discusses the background to this situation and looks at how government initiatives have tried to address it Drawing on the author s own research project in order to identify good practice in promoting reading for enjoyment the book presents specific activities which teachers can use to develop their own whole school and classroom practice enabling them to put the fun back into reading Each chapter features case study material and provides examples of planning from schools that have successfully created thriving reading cultures through schemes such as reading assemblies book clubs library loyalty cards school book evenings and quizzes There is also an extensive annotated list of print and internet based resources Topics covered include Becoming a reading for pleasure school Promoting a love of reading in the early years Developing reading enjoyment in the later primary years Getting boys reading Promoting Reading for Pleasure in the Primary School is written for all those involved in education who would like to see as many children as possible develop a love of reading It will be particularly relevant for primary teachers teaching assistants trainee teachers advisers and consultants as well as teacher educators and researchers *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 **Coordinating Assessment Practice Across the Primary School** Mike Harrison,Mr Mike Harrison, Mike Wintle, 2003-10-04 Annotation This volume is dedicated to creating whole school policy and meeting the demands of co ordinating and managing several subjects within a small school **Choosing and Using Fiction and Non-Fiction 3-11** Margaret Mallett, 2019-10-30 Choosing and Using Fiction and Non Fiction 3 11 is a guide for primary teachers to the many kinds of texts children encounter use and enjoy in their nursery and primary school years providing an invaluable insight into the literature available Addressing important issues and allowing for the voices of teachers reviewers and children to be heard it contains suggestions of best practice which offer a more creative approach to learning Including both fiction and non fiction with genres ranging from picturebooks to biographies this fully updated second edition features New coverage on recent books Discussion of new changes in concepts of literacy particularly focused on technological advances in moving image media and virtual worlds The balance between print and screen based texts on developing children s visual and multimodal literacy Annotated booklists for each genre for different age groups New sections on equality diversity and translation Exploring fiction non fiction and poetry Choosing and Using Fiction and Non Fiction 3 11 is an invaluable resource supporting teachers as they help children on their journey to becoming insightful and critical readers of non fiction and sensitive and reflective readers of fiction Early Intervention for Reading Difficulties, Second Edition Donna M. Scanlon, Kimberly L. Anderson, Joan M. Sweeney, 2016-12-14 Grounded in a strong evidence base this indispensable practitioner guide and text has given thousands of teachers tools to support the literacy growth of beginning and struggling readers in grades K 2 The interactive strategies approach ISA is organized around core instructional goals related to enhancing word learning and comprehension of text The book provides guidance for assessment and instruction in whole class small group and one to one settings using the curricular materials teachers already have Purchasers get access to a companion website where they can download and print 26 reproducible forms in a convenient 8 1 2 x 11 size Of special value the website also features nearly 200 pages of additional printable forms handouts and picture sorts that supplement the book s content New to This Edition Incorporates the latest research on literacy development and on the ISA Describes connections to the Common Core State Standards CCSS Explains how to use the ISA with English learners Chapter on fluency Expanded coverage of morphological knowledge Companion website with downloadable reproducible tools and extensive supplemental materials *Primary English: Knowledge and Understanding* Jane Medwell, George Moore, David Wray, Vivienne Griffiths, 2009-06-29 A secure knowledge of primary English is essential for the trainee teacher Clear subject knowledge and understanding is the foundation of confident creative and effective teaching Written to help trainee primary teachers develop and consolidate

their knowledge of English this fourth edition has been completely revised and updated The text is structured around the current curriculum and incorporates the Primary National Strategy All content is linked to the 2007 QTS Standards and new links are made to the Early Years Foundation Stage Research Summaries include up to date references and new emphasis is put on links to primary modern foreign languages      *Special Method in Primary Reading and Oral Work with Stories* Charles Alexander McMurry,2020-08-05 Reproduction of the original Special Method in Primary Reading and Oral Work with Stories by Charles Alexander McMurry      **Primary English for Trainee Teachers** David Waugh,Wendy Jolliffe,Kate Allott,2023-03-15 What do I need know about English to teach it effectively in primary school How do children learn English How do I teach it What does a good primary English lesson look like This is the ultimate guide for primary trainee teachers grappling with these questions A comprehensive text supporting you to teach the National Curriculum for primary English it covers both subject knowledge and teaching theory and practice This new edition includes an updated chapter on Oracy Speaking and listening explorations of updated theory and reseach and new links to the Core Content Framework CCF

Lessons in Teaching Reading Comprehension in Primary Schools Suzanne Horton,Louise Beattie,Branwen Bingle,2015-07-13 Lesson planning in line with the new Primary National Curriculum Why do we teach children to read It is not merely to decode the words We teach them to derive meaning from the text to comprehend it To not just read the lines but to read between the lines and even read beyond the lines So how can you make teaching comprehension in primary schools effective and engaging How are you ensuring that children are finding meaning in what they read and how do we support more able readers to learn more What does a good reading lesson look like This book demonstrates the effective teaching of reading through exemplar lessons It discusses what makes them good lesson plans and how they can be adapted to suit different classes and different schools In particular this book helps you to meet the needs of more able readers particularly in years 5 and 6 outlining ways to challenge more able pupils to support them with the level 6 tests in Year 6 It helps you to cultivate your subject knowledge and invigorate your classroom teaching through focusing on what children need to learn and how to teach it Did you know that this book is part of the Lessons in Teaching series WHAT IS THE LESSONS IN TEACHING SERIES Suitable for any teacher at any stage of their career the books in this series are packed with great ideas for teaching engaging outstanding lessons in your primary classroom The Companion Website accompanying the series includes extra resources including tips lesson starters videos and Pinterest boards Books in this series Lessons in Teaching Grammar in Primary Schools Lessons in Teaching Computing in Primary Schools Lessons in Teaching Number and Place Value in Primary Schools Lessons in Teaching Reading Comprehension in Primary Schools Lesson in Teaching Phonics in Primary Schools      On First Reading Frances James,Ann Kerr,1993 On first reading presents invaluable ideas and creative activities for developing reading skills with children from four to seven Cover      **Young Children's Literacy Development and the Role of Televisual Texts** Naima Browne,2005-06-22 Explores and analyses the ways in which very

young children's developing literacy can be supported by their experience of watching TV and videos This book addresses ways teachers can use children's experience of watching stories on video or TV to feed back into their own story writing reading story telling and role play in the classroom Explores areas specifically highlighted in the National Curriculum for English and will benefit teachers developing their literacy teaching in light of the government Literacy Hour initiative

**Early Intervention for Reading Difficulties** Donna M. Scanlon, Kimberly L. Anderson, Joan M. Sweeney, 2016-12-12 This book has been replaced by Early Literacy Instruction and Intervention Third Edition ISBN 978 1 4625 5365 5

**Reading Circles, Novels and Adult Reading Development** Sam Duncan, 2012-02-23 Adult literacy teachers are constantly searching for effective engaging and distinctly adult ways to develop adult emergent reading and for at least the past two hundred years adults have formed themselves into reading circles to read and discuss novels on a weekly or monthly basis Why then are reading circles rarely used or studied in formal adult literacy provision This book explores adult reading development novel reading and reading circles in the context of a wider examination of reading pedagogies and practices in the English speaking world It discusses reading as both an individual and a communal act and investigates the relationship between literature and literacy development practice and pedagogy including a reassessment of the controversial approaches of reading aloud and phonics for adults Sam Duncan reviews a case study of an adult reading circle in a large London further education college and identifies the wider implications for the teaching and learning of adult emergent reading for the use and understanding of reading circles and for how we understand the novel reading experience more broadly

*Early Intervention for Reading Difficulties, First Edition* Donna M. Scanlon, Kimberly L. Anderson, Joan M. Sweeney, 2010-07-02 This book presents a research supported framework for early literacy instruction that aligns with multi tiered response to intervention RTI models The book focuses on giving teachers a better understanding of literacy development and how to effectively support children as they begin to read and write The authors interactive strategies approach is designed around essential instructional goals related both to learning to identify words and to comprehending text Detailed guidance is provided on ways to target these goals with K 2 students at risk for reading difficulties Assessment and instructional strategies for whole class small group and one to one settings are discussed in depth Numerous reproducible forms for documenting student learning are included

Resources in Education , 1997 **Studying Fiction** Jessica Mason, Marcello Giovanelli, 2021-04-19 Studying Fiction provides a clear rationale alongside ideas and methods for teaching literature in schools from a cognitive linguistic perspective Written by experienced linguists teachers and researchers it offers an overview of recent studies on reading and the mind providing a detailed guide to concepts such as attention knowledge empathy immersion authorial intention characterisation and social justice The book synthesises research from cognitive linguistics in an applied way so that teachers and those researching English in education can consider ways to approach literary reading in the classroom Each chapter draws on the latest research in cognitive stylistics and cognitive poetics

discusses a range of ideas related to the whole experience of conceptualising teaching fiction in the classroom and enacting it through practice provides activities and reflection exercises for the practitioner encourages engagement with important issues such as social justice emotion and curriculum design Together with detailed suggestions for further reading and a guide to available resources this is an essential guide for all secondary English teachers as well as those teaching and researching in primary and undergraduate phases

**Using Multiliteracies and Multimodalities to Support Young Children's Learning** Marie Charles, Bill Boyle, 2014-04-29 This is a timely book that effectively challenges the current emphasis on a homogeneous approach to teaching learning and assessment in early literacy It encourages us to engage with the real world complexity of young children's learning and offers a series of rich and detailed examples of this in practice Sally Neaum Teesside and Durham Universities and Author of Beyond Early Reading Grounded in classroom practice this practical book shows trainees and current teachers how to scaffold children's literacy using a creative and supportive approach It offers teaching strategies for Multiliteracies fiction expository instructions poetry recount and Multimodalities reading writing speaking listening performing illustrating and helps to develop a relationship between teacher and learner Chapter topics include socio dramatic play collaboration guided group teaching strategies integration of genres This clear and accessible book will be extremely valuable to students and practitioners on PGCE programmes B Eds Masters workshop and conference CPD and advanced Teaching Assistant training Marie Charles is a teacher formative assessment researcher and consultant Professor Bill Boyle was until recently Director of CFAS in the School of Education University of Manchester Both authors are regularly involved in school based research across England and international teacher training programmes

**Becoming an Outstanding Primary School Teacher** Russell Grigg, 2014-09-19 What is meant by outstanding teaching What makes the best teachers stand out from the rest How can I develop my own practice to become an outstanding teacher myself Whether you are training to become a primary school teacher or you are newly qualified and striving to improve your practice this fully updated second edition of Becoming an Outstanding Primary School Teacher will support inform and inspire you on your quest for excellence Throughout Russell Grigg draws on theory research and case studies of real classroom practice to discuss what it takes to become an outstanding primary teacher today This bestselling guide has been comprehensively revised to reflect the latest changes to the curriculum including the National Curriculum in England for 2014 and Scotland's Building Curriculum for Excellence It has also widened its scope to appeal to trainee and serving teachers reflecting the new Teachers Standards Key topics include defining and measuring outstanding teaching understanding the theory nature and scope of the curriculum developing thinking skills in the classroom understanding and meeting individual learning needs using ICT to improve pedagogy behaviour management monitoring assessment recording and reporting Becoming an Outstanding Primary Teacher will appeal to undergraduate and postgraduate students including those on school based programmes such as Teach First as well as more experienced teachers seeking inspiration

**Teaching Primary English** Eve Bearne, David Reedy, 2017-12-06 Teaching Primary English is a comprehensive evidence informed introduction designed to support and inspire teaching and learning in the primary school. Written in a clear and accessible way, it draws on the very latest research and theory to describe and exemplify a full and rich English curriculum. It offers those on teacher training courses as well as qualified teachers who are looking to develop their practice subject knowledge and guidance for effective, enjoyable classroom practice. Advice and ideas are supported by explicit examples of good teaching linked to video clips filmed in real schools, reflective activities, observational tasks, and online resources. Each chapter includes suggestions for great children's literature, considers assessment throughout, and offers support planning for diversity and special educational needs. Key topics covered include spoken language for teaching and learning, storytelling, drama and role play, reading for pleasure, early reading including phonics, poetry, writing, composition, spelling, and handwriting, grammar and punctuation, responding to and assessing writing, multimodal, multimedia, and digital texts. With a focus on connecting all modes of English, the global and the local, and home and school experience, this detailed, uplifting book will support you in developing a curious, critical approach to teaching and learning English. Additional content can be found on the fantastic supporting website. Features include video clips from within the classroom to demonstrate English teaching techniques, audio resources including an interactive quiz to check understanding and provide real life examples and case studies, downloadable resources to support teaching and incorporate into lesson plans.

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