

	Reading Focus	Description and Key Strategies	Use of film and image
RF 1	Decode	<p>Use a range of strategies, including accurate decoding of text to read for meaning. Consistently apply phonic knowledge until automation occurs. Read exception words fluently with confidence. Apply knowledge of root words, prefixes and suffixes.</p> <p>Read aloud with fluency and confidence.</p>	<p>Listen to films and animations with subtitles.</p> <p>Watch foreign language films with subtitles.</p>
RF 2	Inference and Deduction	<p>Make a judgement based on the evidence (clues) given.</p> <p>KS1 make judgements based on what is said and done.</p> <p>KS2 infer characters feelings' through thoughts and motives from their actions. Justify inferences with evidence</p> <p>Form opinions and hypothesis that is something is probably true because of other information that we already know. For example, we may deduce that a child in a lion's cage is in danger because we know lions are dangerous.</p>	<p>View body language and actions of characters in silent films to create inferences.</p> <p>Use film clues to deduce time and location. Compare past and future</p>
RF 3	Prediction	<p>Predict what might happen based on what has been read so far.</p> <p>Predict what may happen from events, actual and implied.</p>	<p>Make predictions based on scenes from the film. Look at prologues and predict what will happen in the whole film. Watch endings and predict what happened to get to that point.</p>
RF 4	Authorial Intent	<p>Discuss how language, structure and presentation contribute to meaning. Think about the choices the author has made.</p>	<p>Why has the director used a particular style? E.g. B&W what effect does this have on viewer?</p>
RF 5	Summarise, review, evaluate	<p>Being able to discuss what they have read, précis it and judge it's effectiveness against another text.</p> <p>Take turns in discussion, valuing what others say.</p>	<p>Describe what has happened in a scene, compare two similar scenes from different films. Compare film to a text.</p>
RF 6	Themes	<p>Become familiar with key stories and texts such as fairy tales, sci fi etc. Identify a range of themes and conventions across a wide range of texts.</p>	<p>Compare across film and text or between a number of films, finding themes or convention in common, e.g. loss, black and white etc.</p>
RF 7	Performance	<p>Learning to appreciate rhyme and poem and recite some by heart.</p> <p>Prepare texts to be read aloud and perform to show understanding through intonation, tone, volume etc Make meaning clear to the audience.</p>	<p>Watch performances of poetry, view readers making meaning explicit and emulate the style.</p>

Readers New National Curriculum 1

**Jane Medwell, David Wray, Hilary
Minns, Vivienne Griffiths, Liz Coates**



Readers New National Curriculum 1:

New Reading 360 Helena Rigby,1993 The New Reading 360 series is designed to provide a solid literary foundation for infants and build on previous literacy knowledge for juniors Teachers resources provide suggestions and tips for lessons and also include photocopiable masters for class use J-Reading n. 1-2013 ,2013 Assessing Reading 1: Theory and Practice Colin Harrison,Terry Salinger,2002-01-04 This book along with its companion volume Assessing Reading 2 Changing Practice in Classrooms was originally conceived as the major outcome from an international seminar on reading assessment held in England It focuses particularly on theoretical and methodological issues though with a clear series of links to practices in assessment especially state and national approaches to classroom based assessment in the USA the UK and in Australia at both primary and secondary levels Chapters offer new perspectives on the theories that underlie the development and interpretation of reading assessments national assessments and classroom based assessment challenging readers to think in different ways Primary English for Trainee Teachers David Waugh,Wendy Jolliffe,Kate Allott,2014-06-15 With chapter sequencing following the new Curriculum this book supports you to make use of the opportunities presented in the National Curriculum for effective and engaging Primary English teaching Covering all areas of the new National Curriculum for primary English and offering insight into effective teaching it helps you connect what you need to teach to how it can be taught It opens up the opportunities in the new curriculum for creative and imaginative teaching and covers all areas of children s literacy from poetry and literature to SPAG Throughout the text case studies of teaching are used as a starting point for learning and guidance on practical teaching strategies is included in all chapters A comprehensive guide to the teaching of primary English that will help you secure your subject knowledge and transform your teaching Includes the full National Curriculum Programme of Study for English key stages 1 and 2 as a useful reference for trainee teachers Other books in this series include Primary Science for Trainee Teachers and Primary Mathematics for Trainee Teachers

Teachers Resource Helena Rigby,Betty Root,1994 The New Reading 360 series is designed to provide a solid literary foundation for infants and build on previous literacy knowledge for juniors Teachers resources provide suggestions and tips for lessons and also include photocopiable masters for class use Progress in Reading Literacy in National and International Context. The Impact of PIRLS 2006 in 12 Countries Knut Schwippert,Jenny Lenkeit,2012 Since 2001 the International Association for the Evaluation of Educational Achievement IEA has been conducting in cycles of five years the Progress in International Reading Literacy Study PIRLS The PIRLS program encompasses trend studies designed to monitor progress in reading achievement in an internationally comparative context PIRLS 2001 and PIRLS 2006 both assessed primary school students in their fourth year of schooling Grade 4 in the majority of countries Progress in Reading Literacy in National and International Context is the second book to explore the influence of findings from the PIRLS surveys on different education systems It presents a compilation of insights from 12 of the 35 countries that participated in PIRLS 2006

These insights relate to the impact of PIRLS on the systemic governmental administrative and school level aspects of the education systems featured and exemplify how PIRLS has influenced research initiatives policy development and national capacity building The primary aim of this book and its predecessor Progress in Reading Literacy The Impact of PIRLS 2001 in 13 Countries edited by Knut Schwippert and published in 2007 has been to explore the opportunities that PIRLS findings hold for the development of education systems Five of the 12 countries participating in the current impact of PIRLS project contributed to the 2001 project For these countries the current book provided opportunity to view from a longitudinal perspective the transformative processes initiated in response to the findings of both surveys The book thus provides in depth information on the various aspects of the national education systems represented herein that have originated been restructured or otherwise been modified as a direct or an indirect consequence of the results of the 2001 and 2006 PIRLS surveys The book also gives a brief overview of the design implementation and main international findings of PIRLS 2001 and 2006 These introductory chapters are followed by country chapters each of which is written by authors with unique insider perspectives gained from their work in their home institutions within their national contexts Findings from these chapters are assembled in a comparative summary

The ICT Handbook for Primary Teachers David Hall, 2015-06-12 The ICT Handbook for Primary Teachers will help all those involved in primary education whether in training teaching or leadership roles to develop the ICT knowledge understanding and skills required to enhance children s learning in the classroom This new edition reflects the changes to the curriculum from 2014 It includes a new section on the Computing curriculum and an overview of the reorganisation of those online agencies that serve to support ICT Covering theory and practise this essential handbook explores and outlines the usefulness of a wide range of up to date ICT resources in a range of primary contexts and advice is offered on assessing whether ICT is preferable to other approaches for enhancing learning With reference to supplementary online resources providing activities multimedia resources and further reading the book covers the requirements of the new Computing curriculum the place for ICT in enhancing teaching and learning across the curriculum using ICT in core curriculum subjects and in cross curricular contexts different models of e learning interactive whiteboards tablet PCs mobile devices the Internet etc how ICT can be used to help pupils with special educational needs and using ICT for planning delivery assessment and recording This book is an indispensable guide to ICT for students on PGCE BEd and undergraduate teaching courses along with practising teachers SENCOs ICT coordinators and school leaders

The Balancing Act: An Evidence-Based Approach to Teaching Phonics, Reading and Writing Dominic Wyse, Charlotte Hacking, 2024-06-20 Dominic Wyse and Charlotte Hacking present a ground breaking account of teaching phonics reading and writing Created from a landmark study new research new theory and cutting edge teacher professional development this balanced approach to teaching seeks to improve all children s learning and therefore life chances The book dismantles polarised debates about the teaching of phonics and analyses the latest scientific evidence of what really works It shows in

vivid detail how phonics reading and writing should be taught through the creativity of some of the best authors of books for children By describing lessons inspired by real books it showcases why the new approach is more effective than narrow phonics approaches The authors call for a paradigm shift in literacy education The chapters show how and why education policies should be improved on the basis of unique analyses of research evidence from experimental trials and the new theory and model the Double Helix of Reading and Writing It is a book of hope for the future in the context of powerful elites influencing narrow curricula narrow pedagogy and high stakes assessments The Balancing Act will be of interest to anyone who is invested in young children s development It is essential reading for teachers trainee teachers lecturers researchers and policy makers world wide who want to improve the teaching of reading and writing in the English language *Monthly Catalog of United States Government Publications*, 1990

National Assessment of Educational Progress 1969-1983 Theodore B. Pratt, 1984 During its first 14 years of existence the National Assessment of Educational Progress NAEP was located at the Education Commission of the States ECS This annotated bibliography of 575 references lists all major publications by or about NAEP published between 1969 and 1983 References are in a classified arrangement by specific or special assessment Documents not dealing with a specific assessment are grouped by Methodological Publications Special Analyses and General and Miscellaneous Materials by NAEP are separated from materials about NAEP done by external organizations Subject Personal Author and Preparing Institution indexes are provided The compilation is based on materials documents and journal articles archived in the database of the Educational Resources Information Center ERIC and therefore most documents cited can be obtained through the ERIC Document Reproduction Service EDRS WTB

Handbook of Reading Assessment Sherry Mee Bell, R. Steve McCallum, 2015-07-30 The Handbook of Reading Assessment Second Edition covers the wide range of reading assessments educators must be able to use and understand to effectively assess and instruct their students Comprehensive and filled with numerous authentic examples the text addresses informal classroom based assessment progress monitoring individual norm referenced assessment and group norm referenced or high stakes testing Coverage includes assessment content relevant for English language learners and adults A set of test guidelines to use when selecting or evaluating an assessment tool is provided New and updated in the Second Edition Impact on reading assessment of Common Core Standards for literacy increased top down focus on accountability and high stakes tests innovations in computerized assessment of reading Latest developments in Response to Intervention RTI model particularly as they impact reading assessment International Reading Association standards for reading educators and brief discussion of International Dyslexia Association standards Types of reading assessment including discussion of formative versus summative assessment Expanded coverage of assessment of reading motivation Expanded coverage of writing assessment New and revised assessments across genres of reading assessment Companion Website numerous resources relevant to reading and writing assessment suggestions for evidence based instructional practices that can be linked to assessment

results PowerPoint slides test bank study guides application exercises The RoutledgeFalmer Reader in Language and Literacy Teresa Grainger,2004 For this essential collection of readings on literacy and language Teresa Grainger has carefully chosen journal articles and book chapters which offer significant and serious insights into the world of literacy in the twenty first century *The Routledge International Handbook of Early Literacy Education* Natalia Kucirkova,Catherine E. Snow,Vibeke Grøver,Catherine McBride,2017-03-31 The Routledge International Handbook of Early Literacy Education offers a pioneering overview of early literacy provision in different parts of the world and brings together interdisciplinary research evidence on effective literacy teaching to inform current and future practice and policy of early literacy From the problem of identification of literacy difficulties in a particular learning context to supporting the provision of early literacy through digital media the handbook deals with the major concerns and newest areas of interest in literacy research With an international and future vision it provides an accessible guide to the main debates and future trends in the global field of early literacy and informs academics policy makers practitioners educators and students about innovative early literacy research methods and instruction The three sections and 30 ground breaking chapters reflect a conceptual framework of questions asked by scholars and educators interested in looking beyond traditional definitions of literacy Part I provides contemporary insights collected by internationally renowned scholars on what literacy is and what it can offer to young children in the twenty first century Part II is a collection of detailed portraits of 14 countries regions or language communities and focuses on early literacy provision practice and policy from across the world Part III outlines key interventions and research endorsed practices designed to support home school connections and children s reading and writing skills as well as vocabulary phonological awareness and narrative abilities with examples drawn from various home school and community environments All chapters promote discussion critical analysis and questions for reflection and are written in jargon free language in an easy to use themed format This handbook is an indispensable reference guide for practising teachers and student teachers especially those undertaking postgraduate qualifications as well as early literacy researchers policy makers and school based literacy leaders **Resources in Education** ,1995 **Primary English: Teaching Theory and Practice** Jane Medwell,David Wray,Hilary Minns,Vivienne Griffiths,Liz Coates,2024-06-29 The essential teaching theory and practice text for primary English This comprehensive and popular text covers the professional knowledge skills and understanding required to be an effective teacher of primary English Practical guidance on the teaching and learning of phonics the importance of talk in the classroom and the teaching of handwriting and spelling Covers the teaching of writing in the early years KS1 and KS2 Includes strategies for developing reading comprehension Chapters cover inclusion assessment and organising and resourcing learning in the classroom This 10th edition has been updated and now includes links to the ITT Core Content Framework **Handbook of Research on Teaching the English Language Arts** Diane Lapp,Douglas Fisher,2011-01-18 Now in its third edition the Handbook of Research on Teaching the English Language

Arts sponsored by the International Reading Association and the National Council of Teachers of English offers an integrated perspective on the teaching of the English language arts and a comprehensive overview of research in the field. Prominent scholars, researchers and professional leaders provide historical and theoretical perspectives about teaching the language arts, focus on bodies of research that influence decision making within the teaching of the language arts, explore the environments for language arts teaching, reflect on methods and materials for instruction. Reflecting important recent developments in the field, the Third Edition is restructured, updated and includes many new contributors. More emphasis is given in this edition to the learner, multiple texts, learning and sharing one's knowledge. A Companion Website new for this edition provides PowerPoint slides highlighting the main points of each chapter.

Children Learning to Read: Emergent and developing reading Pamela Owen, Peter David Pumfrey, 1995. The first of two volumes which aims to provide an international perspective on how children learn to read, featuring research and classroom experiences from around the world. This title is concerned with fostering an improved understanding of the nature of children's early reading development.

The Guided Reader to Teaching and Learning Music Jonathan Savage, 2013-06-26. The Guided Reader to Teaching and Learning Music draws on extracts from the published work of some of the most influential education writers to provide insight, guidance and clarity about key issues affecting Music teachers. The book brings together key extracts from classic and contemporary writing and contextualises these in both theoretical and practical terms. The extracts are accompanied by a summary of the key ideas and issues, raised questions to promote discussion and reflective practice and annotated further reading lists to extend thinking. Taking a thematic approach and including a short introduction to each theme, the chapters cover: Analysing your own work as a music teacher; Concepts of musicality; Notions of musical development and progression; Pedagogies for teaching music musically; Music inside and outside the school; Formal, informal and non-formal approaches to music education; Productive methods of assessment and transition for music education; Creativity and music education; Supporting the gifted and talented in music; Using ICT within music education. Aimed at trainee and newly qualified teachers, including those working towards Masters level qualifications as well as practicing teachers, this accessible but critically provocative text will be an essential resource for all teachers that wish to deepen their understanding of Music Education.

Australian National Bibliography, 1978. The Literacy Game John Stannard, Laura Huxford, 2007-06-11. Containing invaluable insights from the original director of the National Literacy Strategy (NLS) and its director of training, this book provides the only systematic exploration of the reform programme. A vital introduction and critical appraisal for practitioners and students, *The Literacy Game* examines the origins, evolution and impact of the NLS and provides a fully comprehensive contribution to the teaching of literacy and the management of educational change. This illuminating text sets out the political background and context to literacy education in England over a decade from 1996 to 2006, explains and appraises the rationale and design underpinning the NLS, thereby rebutting some of the folk lore that has built up around it, provides an

example of the principles and practices of large scale system change links the NLS to wider global research on system change and educational reform evaluates the contribution of the NLS in advancing knowledge of the literacy curriculum in English and the development of pedagogy as a whole considers the impact and consequences of the NLS on standards of literacy The Literacy Game is an enlightening book which will appeal to all policy makers and academics who are keen to know what did and did not work in the NLS and why

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