

# Teaching Fiction in the Primary School

**Classroom Approaches to Narratives**

Dennis Carter

A David Fulton Book

# Read On Using Fiction In The Primary School

**Margaret Mallett**



## **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 [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

**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 *Disciplinary literacy in primary schools: Reading, writing and speaking across the curriculum* Shareen Wilkinson,2025-08-22 Drawing on the research evidence Disciplinary Literacy in Primary Schools offers both theoretical and practical examples of how teachers can support primary pupils in reading writing and speaking across the subject disciplines Shareen Wilkinson draws on twenty years experience in primary education to outline the ways in which disciplinary literacy can help pupils to read write and speak like scientists geographers and historians while exploring other areas across the curriculum This is an essential professional development resource for all Trust leads senior leaders local authority advisers teachers curriculum leads and subject leads who are passionate about having exemplary practice **Reflective Teaching in Primary Schools** Andrew Pollard,Dominic Wyse,Ayshea Craig,Caroline Daly,Sinead Harmey,Louise Hayward,Steve Higgins,Amanda McCrory,Sarah Seleznyov,2023-01-26 The book you can trust to guide you through your teaching career as the expert authors share tried and tested techniques in primary settings Dominic Wyse with Andrew Pollard have worked with top practitioners from around the UK to create a text that is both cohesive and that continues to evolve to meet the needs of today s primary school teachers This book uniquely provides two levels of support practical evidence based guidance on key classroom issues such as relationships behaviour curriculum planning teaching strategies and assessment evidence informed principles and concepts to help you continue developing your skills New to this edition More case studies and research summaries based on teaching in the primary school than ever before New reflective activities and guidance on key readings at the end of each chapter Updates to reflect recent changes in curriculum and assessment across the UK reflectiveteaching co uk provides a treasure trove of additional support *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

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**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

**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

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 **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

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.

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.

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. It 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

**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

**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

[Library of Congress Subject Headings](#) Library of Congress, 1992 *Library of Congress Subject Headings* Library of Congress. Cataloging Policy and Support Office, 2007

[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

**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 *Getting it Right for Boys ... and Girls* Wendy Bradford,Colin Noble,2002-01-04 Boys

underachievement is grabbing headlines in the education debate and it has never been more important to solve the problem This book offers clear and practical strategies to headteachers classroom teachers and other professionals for ways to address the issue The book looks at reasons for boys underachievement ways of adapting teaching styles to maximise learning gains for boys and girls guidance on how to plan successful pyramid whole school and classroom approaches practical strategies for subject leaders and teachers examples of successful case studies After introductory chapters examining whole school issues and strategies there are further subject specific chapters that advise on particular teaching approaches



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## **Table of Contents Read On Using Fiction In The Primary School**

1. Understanding the eBook Read On Using Fiction In The Primary School
  - The Rise of Digital Reading Read On Using Fiction In The Primary School
  - Advantages of eBooks Over Traditional Books
2. Identifying Read On Using Fiction In The Primary School
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Read On Using Fiction In The Primary School
  - User-Friendly Interface
4. Exploring eBook Recommendations from Read On Using Fiction In The Primary School
  - Personalized Recommendations
  - Read On Using Fiction In The Primary School User Reviews and Ratings
  - Read On Using Fiction In The Primary School and Bestseller Lists
5. Accessing Read On Using Fiction In The Primary School Free and Paid eBooks
  - Read On Using Fiction In The Primary School Public Domain eBooks

- Read On Using Fiction In The Primary School eBook Subscription Services
- Read On Using Fiction In The Primary School Budget-Friendly Options
- 6. Navigating Read On Using Fiction In The Primary School eBook Formats
  - ePub, PDF, MOBI, and More
  - Read On Using Fiction In The Primary School Compatibility with Devices
  - Read On Using Fiction In The Primary School Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Read On Using Fiction In The Primary School
  - Highlighting and Note-Taking Read On Using Fiction In The Primary School
  - Interactive Elements Read On Using Fiction In The Primary School
- 8. Staying Engaged with Read On Using Fiction In The Primary School
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Read On Using Fiction In The Primary School
- 9. Balancing eBooks and Physical Books Read On Using Fiction In The Primary School
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Read On Using Fiction In The Primary School
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Read On Using Fiction In The Primary School
  - Setting Reading Goals Read On Using Fiction In The Primary School
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Read On Using Fiction In The Primary School
  - Fact-Checking eBook Content of Read On Using Fiction In The Primary School
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks

### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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