

Title	Reading strategy	Observed behavior of student	Beginning to use the strategy	Sometimes uses the strategy	Often uses the strategy	Has mastered the strategy
<b>My Toys</b>	Left to right directionality	Does the student read across the line from left to right?				
<b>Getting Around</b>	Reading for meaning - does it make sense?	Does the student make sense when reading?				
<b>Where Are the Animals?</b>	Using initial letters to make meaning	Does the student use the first letter when encountering new words?				
<b>Animals at the Zoo</b>	Understanding concepts about print: punctuation, capital letters, periods, question marks, left to right directionality	Does the student stop at periods when reading? Does the student read across the line from left to right?				

**Early Emergent Stage: Guess Reading Level B (2)**

<b>On My Bike</b>	Matching the text and the pictures	Does the student match what they are reading with the pictures?				
<b>Can You Go Here?</b>	Using pictures to solve unknown words	Does the student look at the picture when reading an unfamiliar word?				
<b>At Grandpa's House</b>	Reading left to right with a return sweep	Does the student read the text with a return sweep?				
<b>Cakes for Sale</b>	Recognizing some high-frequency words	Does the student recognize high-frequency words?				
<b>The Dress-up Box</b>	Locating known and unknown words	Does the student use known words to read unknown words?				
<b>Going Shopping</b>	Using initial letters to confirm words	Does the student use the first letter to confirm a word?				
<b>Looking at You</b>	Understanding that a sentence does not always stop at the end of a line	Does the student read the text with a return sweep?				
<b>Animals on the Farm</b>	Matching story and illustrations	Does the student look at the illustration when reading?				

# Teachers Resource Emergent Stage 1a

**David Waugh, Wendy Jolliffe, Kate  
Allott**



## **Teachers Resource Emergent Stage 1a:**

**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 *A Quick Guide to Behaviour Management in the Early Years* Emily Bullock, Simon Brownhill, 2011-09-15 Managing the behaviour of young children can be a real challenge this book provides you with 100 tried and tested ideas for the long medium and short term It shows how to select and adopt the right approach how to analyze reflect on and modify practice to ensure consistency and fairness and that positive behaviour develops Each of the 100 ideas focuses on a single strategy and looks at structures and systems using fun child orientated resources rewarding good behaviour and managing sanctions the advanftages of various approaches case studies from practice adaptations of strategies for different settings and ages The book suggests lively strategies that keep behaviour management fresh and effective Advice is given to support children with Special Educational Needs and examples of behaviour management in different settings are shared An easily accessible guide for all practitioners working with children aged 3 to 8 **Literacy Assessment and Intervention for Classroom Teachers** Beverly A. DeVries, 2023-04-25 The Sixth Edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores all major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Substantively updated to reflect the needs of teachers in increasingly diverse classrooms the Sixth Edition addresses scaffolding for English language learners and the importance of using technology and online resources It presents appropriate instructional strategies and tailored teaching ideas to help both teachers and their students The valuable appendices feature assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities plus other resources New to the Sixth Edition Up to date and in line with national state and district literacy standards this edition covers the latest shifts in teaching and the evolution of these standards New material on equity and inclusive literacy instruction understanding the science of reading using technology effectively and reading and writing informational and narrative texts New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Revamped companion website with additional tools videos resources and examples of teachers using assessment strategies **Physical Education in the Early Years** Pauline Wetton, 2013-10-31

This book begins with an overview of the first months of a child's life with an indication of the major movement milestones which all children should reach before they enter the pre school phase. The rest of the book gives information about developing children's physical skills in dance games and gymnastics throughout the pre school and infant school phase. It also addresses many of the contemporary issues surrounding the delivery of the PE curriculum in schools including the assessment of pupils' performance. This book will help students, teachers and curriculum leaders deliver a sound PE education to children aged 3-7 and will also prove useful to all those involved in early years education. Pauline Wetton is currently a lecturer in education and an assistant director of sport at the University of Durham. The Teaching and Learning in the First Three Years at School series is edited by Joy Palmer.

**Resources in Education**, 2000-10      **Geography in the Early Years** Joanna Birch, Joy Palmer, 2004-09-09

This completely revised and updated second edition of *Geography in the Early Years* presents a lively and comprehensive overview of teaching and learning in geography. Theoretical aspects of early years teaching in geography are complemented by up to date research findings and illustrated with discussion, a wealth of case studies and suggestions for the development and implementation of sound geographical work in practice. In a practitioner friendly style, this book provides an examination of the essence of geography in terms of children's conceptions of the physical environment, a detailed description of geography in the national curriculum and of the place and nature of environmental education within early years teaching guidelines for taking a whole school approach in policy planning and organisation of geographical learning, examples of initial teacher training and continuing professional developments. This highly accessible, illuminating book will be immensely helpful to teachers, student teachers, policy makers and all other providers of education for children aged three to seven years.

**A Guide to Early Years and Primary Teaching** Dominic Wyse, Sue Rogers, 2016-04-20

How do people become effective teachers? This is the textbook students need to support them on this journey, no matter their training route or whether primary or early years is in focus. Through a unique pairing of academic research and teaching expertise, each chapter is collaboratively authored by an academic specialist and an experienced practitioner to provide a realistic and practical view of teaching children from years 3-11. The book combines all the major topics, theories and research students need to know along with up to date policy and legislation. Inventive and practical learning aids and carefully crafted online resources will help readers to understand helpful learning aims at the beginning and summaries at the end of every chapter guide students through each topic. Apply Spotlight on Practice features highlight real teaching examples. Putting it into Practice features provide advice on how key concepts can be employed in real life whilst classroom activities on the website provide further ideas for teaching. Reflect on key concepts as well as your own practice and values through the reflection points and author podcasts on the website outlining key issues to stimulate critical thinking. Go further with informative annotated further reading at the end of every chapter, links to relevant websites integrated throughout and carefully selected SAGE journal articles freely available on the website. This is an essential

textbook for use across all your primary and early years teaching courses whether students are training to be lower upper primary school teachers or early years practitioners including those on undergraduate or postgraduate teacher training courses and employment based routes      Science and Technology for the Early Years (2nd Edition) - Purposeful Play Activities Pauline Allen, 2012-07 Well planned play opportunities enable young children to learn and develop This book is divided into two sections The first contains ideas on how to design resource areas to stimulate purposeful play The second contains 120 planned science and technology activities divided into the following chapters All about people Changing materials food Animals Variety of materials Plants leaves and flowers Light and colours The outdoor environment Sound Exploring materials Movement and forces Joining materials Electricity The activities are clearly laid out with the Purpose Resources and Safety points given as well as Challenges which can be used to provide a focal point for each activity Assessment is an integral part of the book and the activities are linked to the seven areas of learning and development and the Early Learning Goals of the revised Statutory Framework for the Early Years Foundation Stage September 2012 as well as to the National Curriculum for Science in Key Stage 1 to provide a smooth transition for children as they move from the Foundation Stage to Year 1      *Intentional Leadership for Effective Inclusion in Early Childhood Education and Care* Mary Moloney, Eucharia McCarthy, 2018-05-11 Intentional leadership can unite motivate and empower all educators to work towards the common goal of creating a truly inclusive culture in which all children with or without disabilities are supported and enabled to fully participate in every aspect of daily life and learning This book recognises diverse manifestations of special educational needs from communication difficulties and delays in learning to social and physical disabilities and considers the ways in which these needs might be embraced within inclusive mainstream settings Key to this is robust and purposeful leadership that removes barriers to learning changes existing attitudes and values motivates staff and foregrounds holistic learning opportunities and experiences Chapters draw on theoretical models reflect on international and national policies and consider topics including the image of the child physical aesthetic and temporal aspects of the learning environment relational pedagogy long medium and short term planning the role of assessment collaborative working with parents families and other professionals In depth descriptions of behaviours and leadership strategies practice scenarios and activities support the reader's understanding Intentional Leadership for Effective Inclusion in Early Childhood Education and Care is a comprehensive guide for students teachers and practitioners involved in Early Childhood Education and Care Social Care and Early Intervention programmes      *Strong Foundations in Early Mathematics* Lorna Earle, Sam Parkes, 2023-01-11 Developing the building blocks for mathematics This book supports early years teachers and practitioners to enable children to build Strong Foundations in Mathematics It focuses on children's learning and development in mathematics in the critical reception year It supports trainee teachers and early years students to reflect on their own mathematics learning and how this influences their teaching and subject confidence It acknowledges the uniqueness of the early years and explores the

mathematical pedagogies of the EYFS Importantly the book challenges the assumption that early years mathematics is not proper maths

**Early Professional Development for Teachers** Frank Banks, Ann Shelton Mayes, 2012-10-12 Early Professional Development has recently been recognized throughout the UK as a key area for improving the quality of teaching and learning in schools All teachers need support to move from novice to expert Set out here is a range of articles to help them achieve that goal Included are practical strategies for investigating classrooms ideas about teaching and learning and key debates concerning professional development all selected with the aim of moving classroom practice forward This book offers teachers the opportunity to explore the latest debates on professional development as well as providing practical tips for use in the classroom and is a rich resource for those teachers committed to developing their teaching for the benefit of their pupils

Early Childhood Curriculum Resource Handbook ,1993

**National Curriculum In The Early Years** Dr Theo Cox, Theo Cox, 2014-05-01 The child centred principles of early years education which emphasize play and holistic learning are being challenged by the implementation of a subject based National Curriculum The contributors to this book explore this challenge and offer some ways of meeting it practically and productively Issues covered include pedagogical issues such as the cross curricular topic based teaching teacher s attitudes to subject knowledge assessment issues including baseline assessment at the age of five and parental attitudes to the National Curriculum and its content at Key Stage 1

*The Induction of Early Childhood Educators* Laura K. Doan, 2024-01-11 The Induction of Early Childhood Educators presents new strategies for reducing the number of educators who are leaving the field within the first five years of work Based on new research carried out with beginning early childhood educators in British Columbia Canada Laura K Doan proposes a set of new best practices in mentoring and inducting novice early childhood educators The book offers a clear insight into the needs identity challenges joys frustrations isolation triumphs and support that all new educators face The chapters cover a range of theoretical approaches such as communities of practice teacher efficacy adult learning theory and professional identity development and show how these can be applied to mentoring observations feedback and continuing professional development While the primary research was carried out in the Canadian context Doan shows how best practice can be applied elsewhere with examples from around the world

Australian National Bibliography ,1978

**The Early Childhood Educator Professional Development Grant** John A. Sutterby, 2011-10-06 Focuses on the implementation of professional development for early childhood educators describing a number of models for improving early childhood care This title provides future developers of professional development with a road map for what works and what might not be as effective

*Technology-enhanced Learning in the Early Years Foundation Stage* Moira Savage, Anthony Barnett, 2025-02-28 Discussing learning technologies in relation to young children often provokes a wide range of passionate responses from sceptics to enthusiasts This text explores the issues in a holistic pedagogical and research informed way It helps professionals unpick the complex issues involved understand the scope of available technology examine the interplay

between learning and specific technologies and more broadly create a vision for a technology enabled learning environment that is child centred playful creative and interactive Recurring case studies are analysed from a number of theoretical perspectives and the approach deliberately goes beyond the scope of understanding of the world to consider the contribution of technology enhanced learning to a range of different contexts and subject areas Throughout there are clear links to professional standards the Early Years Foundation Stage and the characteristics of effective learning

**Thinking and Learning About Mathematics in the Early Years** Linda Pound,2008-03-20 How can early years practitioners help young children to become not only numerate but aspiring mathematicians who love numbers shapes and mathematical comparisons The introduction of the Foundation Stage has led to practitioners seeking ways to teach maths which are more in line with the creative and playful ways young children learn other subjects Linda Pound draws on current thinking about children s mathematical development to show how you can encourage and enhance the numeracy skills of any child in the early years by linking maths to every day life situations and making it a playful and enjoyable cross curricular activity This highly practical and engaging text includes chapters on why maths is often seen as hard and what practitioners can do to help young children be more successful exploring shapes space measures and patterns how to make maths more fun and playful using games humour stories and rhymes using music and dance to enhance mathematical understanding encouraging children to see the connection between maths and everyday experiences through for example sorting matching and guessing creating an environment for mathematical development indoors and out Concluding with a chapter on how practitioners and parents can become more confident in their use of maths this user friendly text packed full of ideas is essential reading for practitioners in any early years setting Students on Early Education courses will also find much here to inspire them

**Diversity and Inclusion in Early Childhood** Chandrika Devarakonda,2025-04-18 Covering a range of concepts and taking a broad perspective of what inclusion entails this book offers an overview of current research policy and practice in diversity and inclusion in the early years With case studies and activities designed to help students relate to diverse situations the author discusses topics ranging from race gender and culture to SEND and traveller children This updated edition contains New chapter on Intersectionality New chapter on Poverty Inclusion New chapter on Medical Needs Inclusion Revised references to policy and legislation Updated content throughout to fit contemporary contexts

**Primary Languages: Effective Learning and Teaching** Cynthia Martin,2008-10-16 Primary languages are to be an entitlement for all pupils in KS2 from 2010 There is therefore a need to ensure that trainee primary teachers are equipped with the required skills knowledge and understanding to contribute to this process This book supports specialists and also non specialist trainees with an interest in MFL who may need to deliver languages across the curriculum providing them with a clear understanding of the methodology and helping them to develop linguistic competence and confidence

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