

# Teaching About Language in the Primary Years

Rebecca Bunting

A David Fulton Book

# Teaching About Language In The Primary Years

## Roehampton Student Texts

**Eddie Williams**



## **Teaching About Language In The Primary Years Roehampton Student Texts:**

**Teaching about Language in the Primary Years** Rebecca Bunting,1997 This work aims to help teachers to develop and encourage children s interest and understanding of language The author explains appropriate linguistic concepts to give teachers the knowledge necessary to provide good classroom practice in the primary and early secondary curriculum The theoretical perspectives which underpin the English language curriculum are supposed by examples from the classroom

*The Primary English Encyclopedia* Margaret Mallett,2008 This encyclopaedia includes short definitions and explanations of current UK requirements It includes an introduction identifying the heart of primary English and up to date information and key issues

*Philosophy and the Study of Education* Tom Feldges,2019-03-26 Combining contributions from international academics and practitioners this new text develops students ability to philosophise as well as learn about philosophy and education It considers issues concerned with the interface between education and wider society but goes beyond this to explore education and philosophy at a micro level the teacher learner relationship It challenges and empowers students to use philosophy as a tool within education as a set of theories to understand education and as a potential means to develop solutions to problems as they occur within practice Assuming no pre existing philosophical background Philosophy and the Study of Education explores complex topics including encouraging young people to criticise and challenge all authority the limits of a religious based education the desire for alternative facts or truths the second class status of vocational pursuits the inherent struggle in the teacher student relationship the relationship between emotion morality and autonomy in teaching Including discussion questions and further recommended reading this thought providing book will support and inspire all those on Education Studies Childhood Studies and Youth Studies courses in developing a critical perspective and understanding the true value of philosophy within education

**Which Degree?** ,1985

**Which Degree 1997** ,1996-05 One of a series this book gives information on Arts Humanities and language first degree courses It is divided into subject chapters with courses arranged alphabetically by title and institution Each course entry includes the course length mode of study UCAS code and entrance requirements

**Whitaker's Books in Print** ,1998

**Reading Under Control** Rebecca Bunting,Centre for Language Education and Research,1997 The aim of this text is to help students and teachers create a rich environment for reading and to develop a principled and secure understanding of the processes and practices involved so that they can bring and keep reading under control The book places the teaching of reading in a theoretical political and historical framework and presents coverage of all key issues Readers should be able to recognize evaluate and make considered use of the various beliefs approaches routines resources and assessment procedures that are found in schools Children s books are discussed and current reading schemes are assessed Individual teachers are couraged to develop their own practice on firm foundations

**Teaching Children's Fiction** C. Butler,2006-03-20 This book combines the work of nine leading teachers and scholars of children s literature from Europe and North America They

explore the various disciplines and perspectives that have contributed to the study of children's literature giving practical classroom suggestions Contains an up to date resources section

*Failing Boys?* Debbie Epstein,1998-11-16 *Failing Boys* Issues in Gender and Achievement challenges the widespread perception that all boys are underachieving at school It raises the more important and critical questions of which boys At what stage of education And according to what criteria The issues surrounding boys underachievement have been at the centre of public debate about education and the raising of standards in recent years Media and political responses to the problem of boys have tended to be simplistic partial and owe more to quick fixes than investigation and research *Failing Boys* provides a detailed and nuanced case study of the issues in the UK which will be of international relevance as the moral panic is a globalised one taking place in diverse countries The contributors to this book take seriously the issues of boys underachievement inside and outside school from a critical perspective which draws on the insights of previous feminist studies of education to illuminate the problems associated with the education of boys This will be a key text for educators policy makers students and teachers of education sociology gender studies and cultural studies and others interested in gender and achievement

*Differently Literate* Dr Elaine Millard,Elaine Millard,2002-09-26 Presents research into the differences in boys and girls experiences of the reading and writing curriculum at home and in school The book includes an outline of the theoretical debates on gender difference and academic achievement

*Inclusive Educational Practice* Teresa Grainger,Janet Tod,2013-10-28 First Published in 2001 An inclusive education is one which seeks to respond to individual differences through an entitlement of all learners to common curricula Armstrong and Barton 2000 This book attempts to respond to this definition of inclusion by examining the principles of the literacy curriculum and a range of pedagogic practices The complex relationships between inclusion literacy and learning are acknowledged and it is argued that quality learning in language and literacy can work towards increased equity and involvement within the classroom community

**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      *The Palgrave Handbook of Critical Social Psychology* Brendan Gough, 2025-05-19 This handbook is the second edition of a highly cited and impactful collection which was the first to bring together the latest theory and research on critical approaches to social psychological challenges Edited by a leading authority in the field the volume helped to establish critical social psychology as a discipline of study distinct from mainstream social psychology The book helps to explain how critical approaches to social processes and phenomena are essential to fully understanding them and covers the main research topics in basic and applied social psychology including social cognition identity and social relations alongside overviews of the main theories and methodologies that underpin critical approaches This second edition adds four new chapters from two UK authors one US and one from New Zealand on the subjects of Indigenous Psychologies M ori communities Deleuze and arts based research It also adds a new introduction from the editor This volume features a range of leading authors working on key social psychological issues and highlights a commitment to a social psychology which shuns psychologisation reductionism and neutrality It provides invaluable insight into many of the most pressing and distressing issues we face in modern society including the migrant and refugee crises affecting Europe the devaluing of black lives in the USA and the poverty ill health and poor mental well being that has resulted from ever increasing austerity efforts in the UK Including sections on critical perspectives critical methodologies and critical applications this volume also focuses on issues within social cognition self and identity This one stop handbook is an indispensable resource for a range of academics students and researchers in the fields of psychology and sociology and particularly those with an interest in social identity power relations and critical interventions      Global Trends in Translator and Interpreter Training Séverine Hubscher-Davidson, Michal Borodo, 2012-05-31 Analyzes topics and issues in translator and interpreter training focussing on areas that are new and underexplored yet crucial for translator interpreter practice

**British Education Index** ,2004      Current Research in Britain ,1998      **Books in Print** ,1991      The Routledge Handbook of Language and Identity Siân Preece, 2016-02-12 The Routledge Handbook of Language and Identity provides a clear and comprehensive survey of the field of language and identity from an applied linguistics perspective Forty one chapters are organised into five sections covering theoretical perspectives informing language and identity studies key issues for researchers doing language and identity studies categories and dimensions of identity identity in language learning contexts and among language learners future directions for language and identity studies in applied linguistics Written by specialists from around the world each chapter will introduce a topic in language and identity studies provide a concise and critical survey in which the importance and relevance to applied linguists is explained and include further reading The Routledge Handbook of Language and Identity is an essential purchase for advanced undergraduate and postgraduate students of Linguistics Applied Linguistics and TESOL Advisory board David Block Instituci Catalana de Recerca i Estudis Avan ats Universitat de Lleida Spain John Joseph University of Edinburgh Bonny Norton University of British Colombia

Canada     **Building Communities of Engaged Readers** Teresa Cremin, Marilyn Mottram, Fiona M. Collins, Sacha Powell, Kimberly Safford, 2014-06-20 Reading for pleasure urgently requires a higher profile to raise attainment and increase children's engagement as self-motivated and socially interactive readers *Building Communities of Engaged Readers* highlights the concept of Reading Teachers who are not only knowledgeable about texts for children but are aware of their own reading identities and prepared to share their enthusiasm and understanding of what being a reader means Sharing the processes of reading with young readers is an innovative approach to developing new generations of readers Examining the interplay between the will and the skill to read the book distinctively details a reading for pleasure pedagogy and demonstrates that reader engagement is strongly influenced by relationships between children teachers families and communities Importantly it provides compelling evidence that reciprocal reading communities in school encompass a shared concept of what it means to be a reader in the 21st century considerable teacher and child knowledge of children's literature and other texts pedagogic practices which acknowledge and develop diverse reader identities spontaneous inside text talk on the part of all members a shift in the focus of control and new social spaces that encourage choice and children's rights as readers Written by experts in the literacy field and illustrated throughout with examples from the project schools it is essential reading for all those concerned with improving young people's enjoyment of and attainment in reading     *Bridges and Barriers* Eddie Williams, 2014-06-03 Recent decades have seen sub-Saharan Africa decline in both economic and human terms The rich North has responded with a barrage of well-publicized initiatives from pop concerts to international commitments on debt relief aid trade and good governance Among the complex of factors necessary to sustain economic and human development education receives little media coverage although it is crucial However education must be effective This book argues that in Anglophone Africa education is not effective because of the use of English rather than children's first languages both as the medium of instruction and also as the language in which children are first taught to read Research is presented from Malawi and Zambia countries with contrasting language policies using evidence from tests in English and African languages small group discussions and classroom observation The findings show that English-medium policies in Africa do not give students any advantage in English over first language policies while the use of English discriminates against girls and rural children The book concludes that much education in Africa is a barrier rather than a bridge to learning because of the prevailing language ideology which has resulted in massive over-estimation of the value of English While appropriate language policies alone will not solve education and development difficulties in Africa they do have a positive contribution to make The evidence presented here suggests they are failing to make that contribution

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