



# Teaching Language And Literacy In The Early Years

**Marian R Whitehead**



## **Teaching Language And Literacy In The Early Years:**

Language & Literacy in the Early Years 0-7 Marian R Whitehead, 2010-03-03 Apart from any fair dealing for the purposes of research or private study or criticism or review as permitted under the Copyright Designs and Patents Act 1988 this publication may be reproduced stored or transmitted in any form or by any means only with the prior permission in writing of the publishers or in the case of reprographic reproduction in accordance with the terms of licenses issued by the Copyright Licensing Agency Enquiries concerning reproduction outside those terms should be sent to the publishers Book Jacket

*Literacy Development in Early Childhood* Beverly Otto, 2015-08-19 Written by an author with more than 25 years of experience in the emergent literacy field this popular text provides a comprehensive overview of literacy development from infancy through the primary grades emphasizing the role of oral language as a foundation for literacy home school connections and cultural influences on literacy development Chapters follow a logical sequence from identification of the signs of early literacy behaviors to developmentally appropriate strategies for enhancing those behaviors Observation and assessment forms for classroom use are integrated throughout This highly regarded guide helps teachers become thoughtful mediators in children s transactions with literacy Additional features Provides teachers with tools for reflective literacy instruction The text s organization and narrative encourages pre service teachers to become effective decision makers who select and implement instructional strategies based on their knowledge of individual children s emergent literacy behaviors and needs Explores literacy strategies through classroom and home based examples and vignettes Numerous vignettes and examples of teacher child interactions demonstrate literacy scaffolding in an applied and authentic manner Supports teachers in multicultural and urban settings An emphasis on linguistic and cultural diversity including an array of strategies for English language learners provides today s teachers with the knowledge to help all children succeed **Teaching**

**Language and Literacy in the Early Years** Diane Godwin, Margaret Perkins, 2013-01-11 The early years are increasingly recognized as a priority time for the education of children and language and literacy are key elements of any early childhood program This second edition provides an accessible text on the current research and thinking surrounding these areas and demonstrates clearly how this theory can work in practice The authors provide guidance on planning assessment and recording suggest appropriate activities resources and play ideas to help those who work with or are planning to work within the foundation stage The second edition includes specific reference to both the curriculum guidance for the Foundation Curriculum and the framework of teaching objectives for the National Literacy Strategy and puts these within a framework which acknowledges the centrality of play and talk in the early years The book is firmly grounded in the requirements of the Foundation curriculum and is a suitable textbook for undergraduate early childhood courses all those following routes into early years teaching and existing practitioners in all types of early years settings The book will also be appropriate reading for LEA advisers and those who inspect early years settings *Developing Language and Literacy with Young Children*

Marian R Whitehead,2007-04-25 In its third edition the author has included the latest research evidence relating to children aged from nought to eight Her writing embraces the value of play relationships bilingualism and multilingualism in creating a rich language and literacy environment Developing Language and Literacy with Young Children will appeal to a wide range of readers practitioners students and their tutors as well as parents and carers Early Years Update Highly readable Anybody working with babies and young children needs to have the knowledge that Whitehead clearly explains here SureStart One of the many excellent features of this book is the way it tackles the issue of bilingualism in early childhood Early Years Educator eye Praise for previous editions Marian Whitehead forces the reader to attend to the voice of the child against the encroachment of inappropriate curriculum demands Her total fascination for children s language development captures the reader in an enthusiastic and informed voyage through the most exciting and important aspect of human development language in the early years Early Years This is an excellent read for all parents and workers with young children The style of the book is friendly and accessible with beautifully produced photographs of children and indeed of their own work Marian Whitehead is not ashamed to draw on her experiences as a grandparent as well as highly competent theoretical researcher she does both with competence and humour This will prove an excellent source book for those involved in course design from childminders to university lecturers Child Language Teaching and Therapy Looking at the most exciting and important aspect of human development communication and language in the early years this accessible book gives carers parents teachers and other professionals who work and play with young children a confident understanding of children s communication and language development in the years from birth to age eight The book examines the wide range of elements that are typical of all our communication and language activities thinking feeling imagining talking listening drawing writing and reading The author emphasizes the importance of children s relationships and communications with the people who care about them spend time with them and share in the excitement of their developing languages and their investigations of literacy Taking a holistic approach she covers o early communication and language o the achievements of young bilinguals o the significance of stories narrative and language play o the emergence of literacy in homes early years settings and classrooms This highly readable guide discusses how to help babies become competent communicators Anybody working with babies and young children needs to have the knowledge that Whitehead clearly explains here SureStart

*Language and Literacy in the Early Years* Marian R Whitehead,2004-09-17 This book is essential reading for primary and early years students and practitioners in the field of language and literacy including classroom assistants and foundation year teachers

**Developing Language and Literacy 3-8** Ann Browne,2009-01-19 I would thoroughly recommend this as a book which enables and empowers at many levels of experience Every staff room should have a copy English Four to Eleven The Third Edition of Developing Language and Literacy 3 8 is an insightful introduction to teaching and learning English in the early years The new edition has been fully updated to reflect requirements for teaching English in the early years

including the new curriculum guidance for the Early Years Foundation Stage and the new Primary Framework It covers all aspects of language and literacy and draws on contemporary ideas research and classroom expertise to guide practice The book includes chapters on Speaking and Listening Reading Resources for Language and Literacy Writing Spelling Handwriting and Punctuation Bilingual Learners Language Literacy and Gender Children with Difficulties Involving Parents and Carers Assessment Planning Along with activities to promote reflective practice the author provides suggestions for further reading and useful websites Further resource material for each chapter accompanies the book on the SAGE website [www.sagepub.co.uk](http://www.sagepub.co.uk) Browne This book will be an essential guide for early years and primary trainee teachers Language and Literacy Development in Early Childhood Robyn Ewing,Jon Callow,Kathleen Rushton,2016-06-13 This book provides pre service and practising teachers with an integrated approach to language and literacy learning in early childhood Written by leading academics in the field it explores how children learn to talk play using language become literate and make meaning from birth through to the pre school years Emphasising the importance of imagination and the arts in language learning this book addresses a wide range of contemporary issues highlights the impact of diverse socioeconomic language and cultural backgrounds on young children s language and literacy development and shows how early childhood teachers can effectively partner with parents and caregivers to help children learn through and about language Case studies interviews reflective questions clear links to the Early Years Learning Framework and the Australian Curriculum and a rich array of practical and creative activities for use in early childhood environments help students connect theory and current research to practice

**Language and Literacy Learning in the Early Years** Susan B. Neuman,1993 A BOOK DESIGNED TO HELP PRESCHOOL TEACHERS ENHANCE DEVELOPMENTALLY APPROPRIATE LANGUAGE AND LITERACY ACTIVITIES FOR THEIR STUDENTS **Desirable Literacies** Jackie Marsh,Elaine Hallet,2008-11-03 What are the ways in which young

children learn to communicate Collating their extensive experience of language and literacy in the early years the contributors explore key aspects of this topic linking practical ideas for early years settings and classrooms to relevant theory and research This second edition is updated to take into account important developments in research policy and practice and now covers the 0 8 age range It also addresses developments in new media and the impact this has upon literacy in young children and offers chapters on new areas which have emerged in recent years such as multimodality media literacy creative arts and literacy Explored in the book are the relationship between play and literacy the role environmental print has in early literacy development the language and literacy development of young bilinguals ideas suggestions and justifications for the use of poetry a two year research project funded by Creative Partnerships and key issues relating to family literacy

**Helping Young Children Learn Language and Literacy** Carol Vukelich,James F. Christie,Billie Enz,2002 As a resource book designed for teachers of preschool and kindergarten students the text provides classroom strategies case studies classroom management techniques and home school connections to facilitate teaching the language arts Strategies

for the bilingual classrooms are also included

**One Child, Two Languages** Patton O. Tabors, 2008 Practical engaging guide to helping early childhood educators understand and address the needs of English language learners

Learning to Read the World Sharon E. Rosenkoetter, Joanne Knapp-Philo, 2006 The newborn is amazingly equipped to acquire language and literacy these early years are the foundation upon which later learning is built Drawing on current research the authors of Learning to Read the World examine the elements of beginning language and literacy and look at how families programs and communities can encourage beginning language and literacy in infants and toddlers

*Teaching and Learning Communication, Language and Literacy* Ann Browne, 2007-03-22 Teaching and Learning Communication Language and Literacy is a comprehensive guide to the teaching and learning of communication language and literacy in the foundation stage 3 5 years It draws on research findings and good practice to provide practical guidance about working with young children in nursery and reception classes The book examines how young children develop as learners and users of language and literacy and the contribution that home and school make to their learning It locates learning in a play based curriculum and provides a rationale for making play both a context and a resource for learning It also takes account of recent policy initiatives such as the Curriculum Guidance for the Foundation Stage the organization for literacy in reception classes and the foundation stage assessment profile Throughout the book a distinction is made between the organization and activities that are appropriate to nursery and reception children The book contains practical suggestions about activities and resources including ways of working with environmental print and found texts ICT TV and video as well as books The role of adults in supporting and extending learning is considered in detail

Literacy Development in the Early Years Lesley Mandel Morrow, 1993 Product Description A discussion of literacy development from birth to the primary school The book embraces an integrated language arts perspective and an interdisciplinary approach to literacy development as it addresses developing writing reading and oral language in the home and at school

**Supporting Language and Literacy Development in the Early Years** Marian R. Whitehead, 1999 This book presents a developmental view of language the emergence of literacy and the role of literature in the early years The age range covered is 0 6 years and child observations and case studies are used

*Literacy, Language and Early Childhood Education* Janet Fellowes, Grace Oakley, 2019 A comprehensive textbook on language and literacy development in early childhood Language Literacy and Early Childhood Education third edition focuses on language and literacy development in children from birth to age eight with a particular emphasis on four to eight year olds It describes pedagogical practices that will allow pre service teachers to plan for play based learning while also employing other approaches such as explicit teaching collaborative learning and learning through exploration and discovery Making explicit links to the Early Years Learning Framework and the Australian Curriculum this book is based on current research and theoretical perspectives and includes practical strategies and activities to equip pre service teachers with the knowledge and skills they need to effectively support young children s learning of language and literacy NEW TO THIS

EDITION All chapters have been updated with new references to current Australian and international research and new literature examples A new children's literature chapter emphasises links to the Australian Curriculum including the role of children's literature in teaching general capabilities and provides a foundation for references to the literature strand of the Australian Curriculum English throughout the book Icons throughout the text represent links to children's literature to develop students understanding of the diversity of literature available and to support their assignment work Chapter 24 Language Literacy and Digital Technologies has been updated to take into account ongoing developments in digital technologies and the ways they intertwine with literacies

Literacy Development in the Early Years: Helping Children Read and Write Lesley Mandel Morrow, 2013-08-27 An integrated language arts approach to literacy development that brings early childhood perspectives on how children learn in pre kindergarten through grade three together with explicit teaching of literacy skills and strategies teachers need to make it all work Pre service and in service teachers get a wealth of valuable information for making children active participants in the process of literacy development with this integrated approach to language arts The book encourages teaching reading writing listening thinking and viewing at the same time using each skill to develop the others and discusses both constructivist problem solving teaching and more explicit systematic instruction Through both theoretical and research based rationales plus extensive practical applications renowned author Lesley Mandel Morrow presents literacy development as an active process between children and adults to create meaning and real purpose and helps pre and in service teachers grasp the scope and complexity of early literacy development This comprehensive balanced approach to literacy teaching and learning covers oral language development word study phonological awareness phonics comprehension listening and writing The reader is provided with a complete picture of early literacy development

Literacy Cate Heroman, Candy Jones, 2004 Literacy The Creative Curriculum Approach shows teachers how to create literacy learning opportunities within the framework of a comprehensive integrated curriculum This book provides a review of the most up to date research about literacy development and thoroughly describes the seven components of literacy in detail literacy as a source of enjoyment vocabulary and language phonological awareness knowledge of print letters and words comprehension and books and other texts

**Language and Literacy 3-7** Jeni Riley, 2006-10-02 This practical guide considers the research evidence that is needed to inform enlightened practice and offers concrete suggestions and teaching approaches for early years settings and classrooms This comprehensive book shows the what the how and the why of innovative creative practice for teaching language and literacy The author clearly examines how young children learn to use both spoken and written language and shows how to assess plan and teach for the effective learning of speaking listening reading and writing Each chapter includes case studies learning and teaching suggestions and further reading and topics covered include

- o Learning to communicate
- o Developing spoken language in early years settings and classrooms
- o The links between oracy and literacy
- o The inter relatedness of the literacy process
- o Teaching literacy holistically
- o The assessment of

language and literacy o Supporting literacy in Keystage 1 teaching reading and teaching writing for different purposes o Children and books o Teaching children for whom English is an additional language o Language literacy learning and ICT

*Handbook of Early Childhood Education* Robert C. Pianta, Susan M. Sheridan, 2015-08-12 Comprehensive and authoritative this forward thinking book reviews the breadth of current knowledge about early education and identifies important priorities for practice and policy Robert C Pianta and his associates bring together foremost experts to examine what works in promoting all children s school readiness and social emotional development in preschool and the primary grades Exemplary programs instructional practices and professional development initiatives and the systems needed to put them into place are described The volume presents cutting edge findings on the family and social context of early education and explores ways to strengthen collaboration between professionals and parents



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