

Teaching Primary Literacy with ICT

Edited by Moira Monteith



Learning & Teaching with Information & Communications Technology
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Teaching Primary Literacy With Ict

Moira Monteith



Teaching Primary Literacy With Ict:

Teaching Primary Literacy with ICT Moira Monteith, 2002 Does the use of ICT benefit primary school children in learning to be literate today How does the use of ICT affect literacy Which teaching and learning practices are most effective when seeking to promote literacy goals through the use of ICT This important new text seeks to support school teachers in developing children's literacy skills through the use of information and communication technology The editor and contributors indicate where we are at present and where we may be going in terms of learning literacy using ICT basing their findings on research evidence and their own extensive experience in education Specific chapters deal with literacy learning in schools national literacy strategies as exemplified within the National Literacy Programme the effectiveness of software connections with oracy and the use of the internet Whilst the contributors note that ICT has much to offer in terms of providing valuable support to learners they also stress that the context where this learning takes place is vitally important and that technology alone can never take the place of good classroom practice *Teaching and Learning with ICT in the Primary School* Marilyn Leask, John Meadows, 2000 Teaching and Learning with ICT in the Primary School introduces teachers to the range of ways in which ICT can be used to support and extend the teaching and learning opportunities in their classrooms Chapters cover areas such as literacy numeracy science and their relationship with ICT managing curriculum projects using ICT creating and using multimedia applications Ideas and activities for teachers to try are based on tried and tested methods from innovative schools around the UK and abroad Practising teachers and students will find this an invaluable guide on how to work together to extend their skills and knowledge in the area of ICT **Meeting the Standards in Primary ICT** Steve Higgins, Nick Packard, 2004-12-30 This practical guide to using ICT in the primary classroom addresses all the concerns of student teachers and provides plenty of ideas and advice on how to incorporate ICT into classroom practice on a daily basis The authors bring together theory and practice to help prospective and new teachers acquire and develop the skills required for using ICT effectively Meeting the Standards in Primary ICT is split into three sections which will help assess the readers ICT skills knowledge and understanding discuss ways of incorporating ICT for teaching across the primary curriculum help the reader to think about ICT and their own professional learning and development This book will be an invaluable resource for all student teachers on primary training courses lecturers and mentors supporting trainees on these courses and newly qualified teachers NQTs Literacy and ICT in the Primary School Andrew Rudd, Alison Tyldesley, 2013-05-24 By clearly outlining how ICT can enhance and improve children's learning this book unlocks the full potential of ICT within the classroom Stimulating useful and free of jargon the book provides many practical examples to show teachers where when and how ICT can be used effectively within literacy teaching It provides advice on teaching creatively using ICT in the Foundation Stagemaking the most of your resources planning and assessment Rooted in the practical realities of the classroom this book will support both trainee and qua **Primary Computing and**

Digital Technologies: Knowledge, Understanding and Practice Keith Turvey, John Potter, Jeremy Burton, Jonathan Allen, Jane Sharp, 2016-09-14 What do you need to know to teach computing in primary schools How do you teach it This book offers practical guidance on how to teach the computing curriculum in primary schools coupled with the subject knowledge needed to teach it This Seventh Edition is a guide to teaching the computing content of the new Primary National Curriculum It includes many more case studies and practical examples to help you see what good practice in teaching computing looks like It also explores the use of ICT in the primary classroom for teaching all curriculum subjects and for supporting learning in every day teaching New chapters have been added on physical computing and coding and the importance of web literacy bringing the text up to date Computing is both a subject and a powerful teaching and learning tool throughout the school curriculum and beyond into many areas of children s learning lives This book highlights the importance of supporting children to become discerning and creative users of digital technologies as opposed to passive consumers **Teaching and Learning Using ICT in the Primary School** John Meadows, Marilyn Leask, 2012-10-12 Teaching and Learning with ICT in the Primary School introduces teachers to the range of ways in which ICT can be used to support and extend the teaching and learning opportunities in their classrooms Chapters cover areas such as literacy numeracy science and their relationship with ICT managing curriculum projects using ICT creating and using multimedia applications Ideas and activities for teachers to try are based on tried and tested methods from innovative schools around the UK and abroad Practising teachers and students will find this an invaluable guide on how to work together to extend their skills and knowledge in the area of ICT The ICT Handbook for Primary Teachers David Hall, 2010-01-04 Helps 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 *Meeting the Standards in Primary English* Eve English, 2005 This practical comprehensive and user friendly text will prove invaluable for students on Primary English courses lecturers and newly qualified English teachers **Teaching Primary English** Jackie Brien, 2011-12-12 Shortlisted for the UKLA Academic Book Award 2013 Literacy empowers learning across the whole curriculum and language is at the centre of all learning in primary education Aware of current curriculum developments and drawing from the latest research Teaching Primary English encourages teacher education students to develop a deeper understanding of the essential issues involved in teaching English in order to approach a career in the primary classroom with the confidence and knowledge required to succeed Taking a fresh approach to the main elements of teaching primary English Jackie Brien strikes an engaging balance between the practical requirements of English teaching and encouraging informed reflection on key aspects of primary literacy This is essential reading for everyone studying primary English on primary initial teacher education courses including undergraduate BEd BA with QTS postgraduate PGCE SCITT and employment based routes into teaching Jackie Brien is Curriculum Leader for English Communication Language and Literacy at the University of Chester Unlocking Speaking and Listening Pamela

Hodson,2011-10-07 Speaking and listening are key elements of the primary English National Curriculum they are also fundamental to children s language development and learning The need for teachers to develop children s talk in its own right and also to use talk as a means of learning is central to effective primary practice yet it is an area in which teachers often have little confidence The contributors offer creative and practical advice on teaching speaking and listening from the early years through Key Stages 1 and 2 underpinned by theory into the approach from publisher description *Unlocking Speaking and Listening* Deborah Jones,Pamela Hodson,2012-10-12 Written by expert contributors from Brunel University this vital resource offers practical advice on teaching speaking and listening creatively from the Foundation Stage through Key Stages One and Two

Teaching for Understanding Across the Primary Curriculum Lynn D. Newton,2002 The book discusses the complex nature of understanding and what it means to teach for understanding The processes and strategies that can support teaching for understanding are then exemplified in the context of different areas of the primary elementary 4 11 years school curriculum

The Primary ICT & E-learning Co-ordinator's Manual James Wright,2007-05-23 This book is absolutely wonderful It will be my new Bible I have used it loads already in preparation for my ICT Mark assessment Taking on the role of ICT co ordinator can be quite a daunting task but this step by step guide breaking things down into manageable chunks will be very supportive I love the blogging idea the comments made by the characters are very realistic This is just what new co ordinators need I wish I d had this when I took over co ordination of ICT Christine Beedham Primary ICT adviser Warrington Every primary school has the daunting task of embedding ICT and e learning into their curriculum This practical manual is the first part of a two volume set that together makes up a detailed two year training programme for primary ICT and e learning co ordinators The books combine key strategies and information with a weblog discussion from a group of virtual co ordinators who share their problems fears and successes over the two year programme based on the author s wide experience of working with new co ordinators and experienced staff on training programmes and in general support Book 1 is designed specifically for co ordinators new to the role who need starting points and broad support It presents a structured training programme split over three terms guiding co ordinators through the key stages of developing and implementing ICT policy and practice including o auditing existing school systems o reviewing and revising the school policy for ICT o reviewing the ways in which ICT is used as a teaching and learning tool across the curriculum o examining methods for the management of technical support services o establishing a clear overview of standards in ICT including a review of assessment procedures moderating work monitoring teaching and learning and creating E Portfolios The books have a companion website which will offer downloadable versions of the photocopiable sheets from the book as well as links to other sources of help and advice

Teaching Humanities in Primary Schools Pat Hoodless,Elaine McCreery,Paul Bowen,Sue Bermingham,2009-09-10 This book supports primary trainees in their learning and teaching approach to the core humanities subjects geography history and religion It promotes an integrated approach to these subject areas and

encourages trainees to reflect on the links between subjects across the curriculum from the Early Years Foundation Stage through to Key Stage 2 This edition has been updated to incorporate the revised Professional Standards for the Award of QTS and addresses key initiatives such as Excellence and Enjoyment Every Child Matters and the Primary National Strategy for Literacy and Mathematics **A Model of Teacher Professional Development** Susan Rodrigues, 2005 Teacher professional development is usually directed and governed by three agents politics pedagogy and innovation The book begins by considering existing literature and ideas on teacher professional development Chapter two briefly outlines some of the issues in science education that are of relevance to primary school science while also examining the PIPS model of teacher professional development Subsequent chapters focus on the methodology employed by the project including details of the evaluation as the data collected was instrumental in determining influential facets of the project The following chapters explore the notion of readiness risk reflection recognition resource and relevance These were deemed to be key elements that contributed to the success of the project in terms of promoting professional development and in terms of seeing tangible change in classroom practice There is a short chapter which outlines some of the other project findings and the book concludes with a chapter on the need and challenge for dynamic teacher professional development programmes that work in partnership with teachers rather than deliver things for teachers **The Primary Curriculum** Patricia Driscoll, Andrew Lambirth, Judith Roden, 2011-08-12 Lecturers why waste time waiting for the post to arrive Request and receive your e inspection copy today Providing an overview of the knowledge skills and understanding needed to teach the primary curriculum this book offers an informed critical approach to the teaching of core and foundation subjects in primary education Underpinned by contemporary research and current policy The Primary Curriculum combines coverage of key subject specific issues with relevant pedagogical approaches to teaching offering a comprehensive overview of each major subject of primary education Particular emphasis is placed on cross curricular and creative approaches to teaching intelligently across different subject areas within the current curriculum framework Curriculum progression from Foundation Stage through to Key Stage 2 is also emphasised The Primary Curriculum is an essential companion for all students on primary initial teacher education courses Patricia Driscoll and Judith Roden are established primary education authors and teach on initial teacher education courses at Canterbury Christ Church University Andrew Lambirth is Professor of Education at University of Greenwich ***Literacy in Early Childhood and Primary Education*** Claire McLachlan, 2013 Provides a comprehensive reader friendly introduction to literacy teaching and learning exploring both theoretical underpinnings and practical strategies **Primary English: Teaching Theory and Practice** Jane Medwell, David Wray, Hilary Minns, Vivienne Griffiths, Liz Coates, 2014-07-18 The essential teaching theory and practice text for primary English Covering the skills of planning monitoring and assessment and class management it relates these specifically to primary English With full coverage of the theory and practice required for effective and creative English teaching this text is an essential guide for all trainees

working towards QTS Practical guidance and features support trainees throughout to translate this learning to the classroom embed ICT in their lessons and to understand the wider context of their teaching This 7th edition is updated in line with the new National Curriculum *Learning to Teach Primary PE* Ian Pickup, Lawry Price, Julie Shaughnessy, Jon Spence, Maxine Trace, 2008-05-06 This book encourages effective teaching and learning in primary physical education supporting the reader in meeting the QTS Standards and beyond It explores the importance of PE for children's learning and advocates a developmental approach to teaching it also examines a model of professional practice based on personal reflection and self appraisal and emphasises the importance of continuing professional development A rich selection of practical activities is provided which cater for children's learning needs across the primary years Content is related to current agendas and issues including the Primary National Strategy Excellence and Enjoyment Every Child Matters and the forthcoming Olympics

The Teaching of Science in Primary Schools Wynne Harlen OBE, Anne Qualter, 2017-08-04 The Teaching of Science in Primary Schools provides essential information for all concerned with primary school education about all aspects of teaching science It pays particular attention to inquiry based teaching and learning because of the more general educational benefits that follow from using this approach These benefits are often expressed in terms of developing general scientific literacy and fostering the ability to learn and the motivation to continue learning This book also aims to help teachers focus on the big or powerful ideas of science rather than teaching a series of unrelated facts This leads children to an understanding of the nature and limitations of scientific activity This fully expanded and updated edition explores The compelling reasons for starting science in the primary school Within school planning in the context of less prescriptive national requirements The value of having in mind the big ideas of science The opportunities for children to learn through greater access to the internet and social networking The expanding sources of materials and guidance now available to teachers on line Greater attention to school and teacher self evaluation as a means of improving provision for children's learning The importance for both teachers and learners of reflecting on the process and content of their activities Other key aspects of teaching such as questioning the importance of discussion and dialogue the formative and summative roles of assessment and strategies for helping children to develop understanding skills positive attitudes and enjoyment of science are preserved So also is the learner centred approach with an emphasis on children learning to take some responsibility for their activities This book is essential reading for all primary school teachers and those on primary education courses

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