



# Talking Together With Young Children

**Rupert Wegerif**



## **Talking Together With Young Children:**

*Talking and Learning with Young Children* Michael Jones, 2015-11-18 Children learn to talk through interaction including involvement in many thousands of conversations with adults and other children These conversations provide the framework for exploring relationships understanding the world and learning in its widest sense This book explores how children learn to communicate using language how they use language to learn and the role of adults in the process It examines how adults can support children to learn by involving them in positive interactions meaningful conversation and by helping them play explore and talk with each other The book includes examples of children and adults talking and learning together case studies of successful approaches that support language and learning in early years settings points for reflection and practical tasks Informed by the author's own experience working with young children families and practitioners and from his involvement in the England wide Every Child a Talker ECaT project it links key research findings with successful practice to inspire practitioners to develop skills when talking with children influence how adults plan for talk in settings and gain insight into how language develops in the home

*Talking Together about an Autism Diagnosis* Rachel Pike, 2008 At The National Autistic Society we are often asked about how best to talk to someone about their autism diagnosis We feel that a person with autism has the right to know their diagnosis Wanting to protect someone from their diagnosis can feel like the kindest thing to do but in reality it often gets harder the longer it is delayed There are definite advantages to talking about the diagnosis but these vary between individuals Many people have commented that they would like to have known earlier because knowing their diagnosis came as a relief and a source of comfort This book offers a wealth of advice and guidance Aimed primarily at parents and carers of younger children it includes helpful information also for schools and for people working with adults with autism

*Talking with Young Children about Adoption* Mary Watkins, Susan Fisher, Susan M. Fisher, 1995-02-01 Discusses how young children make sense of the fact that they are adopted with 20 accounts of parents talking to their children about adoption

**Talking and Learning with Young Children** Michael Jones, 2015-11-18 Children learn to talk through interaction including involvement in many thousands of conversations with adults and other children These conversations provide the framework for exploring relationships understanding the world and learning in its widest sense This book explores how children learn to communicate using language how they use language to learn and the role of adults in the process It examines how adults can support children to learn by involving them in positive interactions meaningful conversation and by helping them play explore and talk with each other The book includes examples of children and adults talking and learning together case studies of successful approaches that support language and learning in early years settings points for reflection and practical tasks Informed by the author's own experience working with young children families and practitioners and from his involvement in the England wide Every Child a Talker ECaT project it links key research findings with successful practice to inspire practitioners to develop skills when talking with children influence how

adults plan for talk in settings and gain insight into how language develops in the home How to Recognise and Support Mathematical Mastery in Young Children's Play Di Chilvers, 2021-07-12 This book explains how young children develop mathematically in their earliest years and shows the support and teaching needed by adults to accelerate their progress and attainment helping them master mathematical concepts and skills The practical guidance has been carefully developed over a number of years and is based on research undertaken with primary schools in Sheffield as part of the Talk for Maths Mastery initiative It recognises that children's mathematical development is embedded within child led play and connected to deeper levels of thinking and wider dispositions for learning Maths is happening everywhere at any moment we just need to keep an open mind open eyes and listen Including case studies links to practice and reflective questions the chapters reveal what mastery orientation looks like from the children's perspective in their learning and covers children's serve and return conversational talk mathematical babies and their developmental momentum schematic patterns of thinking mathematical mark making child led play problem solving creative and critical thinking how adults can support children's mathematical talk thinking and mastery This book will help all early years practitioners and teachers working with children throughout the EYFS and KS1 build their understanding knowledge experience and confidence of engaging in early mathematics **Young**

**Children's Creative Thinking** Hiroko Fumoto, Sue Robson, Sue Greenfield, David J Hargreaves, 2012-04-20 The importance of promoting young children's creative thinking and the social relationships which support it is now seen as a vital element of good early childhood practice The authors push forward our understanding of what young children's creative thinking is and how it promotes young children's well being By drawing on research evidence they examine key issues from the perspectives of the child the parents or carers and early childhood practitioners and make links between theory and practice The book is divided into three key parts creative thinking social relationships and early childhood practice exploring perspectives in early childhood research experiences of young children parents and practitioners Chapters integrate practice research and conceptual understanding to meet the needs of undergraduate and postgraduate students on any Early Childhood course

*Talking Together : a Guide to Speech and Language Development in Young Children* Anne Gardner, Sweatman, Margaret, 1986 **Language and Literacy for the Early Years** Sally Neaum, 2012-08-22 This core text for early childhood studies and early years students focuses on communication language and literacy in the pre school years The text begins by discussing language acquisition and development covering development theory talking with babies and the factors that affect development It goes on to give guidance on how to support children's language acquisition through rhymes songs story books and storytelling Finally it examines the roots of literacy and asks what comes before phonics Interactive activities are included throughout to engage the reader and research focus features help students make essential links between theory and practice Teaching Speaking and Listening Ann Locke, 2013-09-05 This book offers a systematic yet flexible programme for teaching spoken language one step at a time It targets the essential spoken language skills crucial for every child's

educational development Conversation Listening Narrative Discussion and provides auditing tools checklists and guidance to help the non specialist teacher to build language literacy and communication skills This highly accessible book complete with online resources supports differentiated teaching by providing simple methods for monitoring individual development and reviewing progress The book includes practical realistic teaching objectives and classroom procedures advice on teaching methods and suggestions for activities This resource is specially designed to combine with other teaching programmes making spoken language teaching manageable within existing resources without specialist training There are downloadable tools and links online including a training pack to ensure that the whole school benefits from this tried and tested model Teachers teaching assistants literacy coordinators and SENCOs working in the early years and primary and anyone working with children of any age with spoken language difficulties will find this resource invaluable [Interthinking: Putting Talk to Work](#) Karen Littleton,Neil Mercer,2013-08-15 Written in an accessible and jargon free style Interthinking putting talk to work explores the growing body of work on how people think creatively and productively together Challenging purely individualistic accounts of human evolution and cognition its internationally acclaimed authors provide analyses of real life examples of collective thinking in everyday settings including workplaces schools rehearsal spaces and online environments The authors use socio cultural psychology to explain the processes involved in interthinking to explore its creative power but also to understand why collective thinking isn t always productive or successful With this knowledge we can maximise the constructive benefits of our ability to interthink and understand the best ways in which we can help young people to develop nurture and value that capability **Palin Parent-Child Interaction Therapy for Early Childhood Stammering** Elaine Kelman,Alison Nicholas,2020-04-02 Now available in a fully revised and updated second edition this practical manual is a detailed guide to the Palin Parent Child Interaction Therapy programme Palin PCI developed at the Michael Palin Centre for Stammering MPC Palin PCI builds on the principle that parents play a critical role in effective therapy and that understanding and managing stammering is a collaborative journey between the child parent and therapist This book emphasises a need for open communication about stammering offering a combination of indirect techniques such as video feedback interaction strategies and confidence building along with direct techniques to teach a child what they can do to help themselves This second edition Reflects the most up to date research in areas such as neurology genetics temperament and the impact of stammering on children and their families Offers photocopiable resources such as assessment tools information sheets and therapy handouts to support the implementation of Palin PCI Focuses on empowerment through building communication confidence in children who stammer and developing knowledge and confidence in their parents Based on a strong theoretical framework this book offers a comprehensive understanding of the Palin PCI approach in order to support generalist and specialist speech and language therapists as they develop their knowledge skills and confidence in working with young children who stammer and their families For more information about Alison and her work please visit

www.alisonnicholaslit.co.uk To learn more about Elaine and her work please visit www.michaelpalincenreforstammering.org

*The Articulate Classroom* Prue Goodwin, 2017-02-21 This is a classic edition of Prue Goodwin's acclaimed collection of articles by leading educationalists on the place of talk in the primary curriculum which now includes a preface from Lyn Dawes. A talking classroom is both a crucial part of every subject area and a subject in its own right. For all primary teachers committed to deepening their understanding of the pivotal role talk plays in learning, this book focuses attention on the importance of fully enabling pupils' learning potential. Articles grouped according to a flexible framework explore the importance of talk in learning, discursive and interactive classrooms, talking and learning in the early years, talk across the curriculum, the importance of storytelling and drama. The new introduction reflects on key research developments since the book was first published. *The Articulate Classroom* is an engaging introduction to the field which is still very relevant to today's readers. It will remain an indispensable guide for teachers looking to extend their skills and a unique chance for education researchers to gain an overview from experts in the field.

*Treating Traumatic Stress in Children and Adolescents* Margaret E. Blaustein, Kristine M. Kinniburgh, 2010-03-18 This book has been replaced by *Treating Traumatic Stress in Children and Adolescents* Second Edition ISBN 978 1 4625 3704 4

**Time to Talk** Jean Gross, 2013-05-21 *Time to Talk* provides a powerful and accessible resource for practitioners to help develop their own skills as well as supporting a whole school or setting approach to speaking and listening. Written by the government's former Communication Champion for children, it showcases and celebrates effective approaches in schools and settings across the country. Jean Gross helpfully summarises research on what helps children and young people develop good language and communication skills and highlights the importance of key factors: a place to talk, a reason to talk, and support for talk. This practical and engaging book also provides whole class approaches to developing all children and young people's speaking and listening skills, catch-up strategies for those with limited language, ways in which settings and schools can develop an effective partnership with specialists such as speech and language therapists to help children with more severe needs, examples of good practice in supporting parents/carers to develop their children's language skills, answers to practitioners' most frequently asked questions about speech and language. This book is for all school leaders, teachers, and Early Years practitioners concerned about the growing number of children and young people with limited language and communication skills.

*Narrator's Voice* Barbara Wall, 2016-01-07

**Record of the Convention** Western Arts Association, 1919

**Dialogic: Education for the Internet Age** Rupert Wegerif, 2013-01-04 *Dialogic Education for the Internet Age* argues that despite rapid advances in communications technology, most teaching still relies on traditional approaches to education built upon the logic of print and dependent on the notion that there is a single true representation of reality. In practice, the use of the Internet disrupts this traditional logic of education by offering an experience of knowledge as participatory and multiple. This new logic of education is dialogic and characterises education as learning to learn, think, and thrive in the context of working with multiple

perspectives and ultimate uncertainty The book builds upon the simple contrast between observing dialogue from an outside point of view and participating in a dialogue from the inside before pinpointing an essential feature of dialogic the gap or difference between voices in dialogue which is understood as an irreducible source of meaning Each chapter of the book applies this dialogic thinking to a specific challenge facing education re thinking the challenge and revealing a new theory of education Areas covered in the book include dialogical learning and cognition dialogical learning and emotional intelligence educational technology dialogic spaces and consciousness global dialogue and global citizenship dialogic theories of science and maths education The challenge identified in Wegerif s text is the growing need to develop a new understanding of education that holds the potential to transform educational policy and pedagogy in order to meet the realities of the digital age Dialogic Education for the Internet Age draws upon the latest research in dialogic theory creativity and technology and is essential reading for advanced students and researchers in educational psychology technology and policy

*Subject Teaching in Primary Education* Patrick Smith, Lyn Dawes, 2014-03-20 An essential read for trainee and newly qualified teachers covering all key areas of the primary curriculum There is a real sense of experienced and enthusiastic practitioners writing about what makes good and why with lots of clear practical examples of how to put ideas into practice Jackie Keith Deputy Head and Programme Leader for School Direct London East Teacher Training Alliance To be a successful teacher in primary schools you need to have an informed understanding of a wide range of subjects This book provides clear guidance of good practice teaching different subjects in primary education informed by current curriculum directions and full of practical advice for the classroom Key features Clear links to the 2014 National Curriculum in England In the classroom examples from schools demonstrate intelligent and engaging ways to teach different subjects Reflective questions challenge you to critically engage with what you have read and apply it to your own teaching This is essential reading for students on primary initial teacher education courses including university based PGCE BA QTS BEd school based SCITT School Direct and employment based routes into teaching

*The RoutledgeFalmer Reader in Language and Literacy* Teresa Grainger, 2004 For this essential collection of readings on literacy and language Teresa Grainger has carefully chosen journal articles and book chapters which offer significant and serious insights into the world of literacy in the twenty first century

*EBOOK: Starting from the Child: Teaching and Learning in the Foundation Stage* Julie Fisher, 2013-03-16 Starting from the Child supports early years practitioners to be advocates for young children and their learning needs In the fourth edition of this highly influential and inspirational book Julie Fisher outlines the important theories and research which should underpin best early years practice She takes a robust and principled stand against downward pressure to formalise young children s learning too soon and offers practical and meaningful ways to develop high quality learning and teaching in the early years Starting from the Child challenges all early years practitioners to consider How to build on children s innate desire to learn and their competence and autonomy as effective early learners How to plan environments indoors and out

that make learning irresistible How to plan for high quality child initiated learning to take place seamlessly alongside learning that is adult initiated The role of the adult in supporting and extending young children s learning How daily observation of children informs and underpins planning for their individual and unique learning needs Revised and updated throughout this fourth edition includes the latest research on early brain development and reference to recent government initiatives including the revised Early Years Foundation Stage Starting from the Child is essential reading not only for early years practitioners but for all those who manage and make decisions about early learning Julie draws on her extensive work with practitioners to present the everyday realities and complexities of their practice and to sound welcome notes of caution about the ways in which policy frameworks are used The book also reflects deeply held convictions about the moral and ethical responsibilities we have to teach young children in ways that respect their extraordinary enthusiasm for learning Professor Elizabeth Wood University of Sheffield UK The title says it all Julie takes the reader by the hand and says Look and listen give these children your full and respectful attention and they will teach you how to be with them All the practical ideas in the book support practitioners in using their skills and knowledge to recognise early childhood as valuable in its own right to be relished and enjoyed not to be rushed through or seen merely as preparation for the next stage Helen Moylett Early Years Consultant and writer Julie Fisher s work has been a staple of Early Childhood Education since the first edition of Starting from the Child in 1996 Her fourth edition does not disappoint and is a welcome development of her thinking This is a book for students teachers and other early years workers seeking to find their way through the conflicting needs of a rapidly changing area of work Nick Swarbrick Programme Lead for the Undergraduate Modular Programme in the School of Education Oxford Brookes University UK



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