Teach First Primary and Early Years Module 2 Reading List

Louise Cooney, Department of Learning and Leadership



Alexander *, R. (2004) 'Still no pedagogy? principle, pragmatism and compliance in primary education', Cambridge Journal of Education, 34(1), pp. 7–33. Available at: https://doi.org/10.1080/0305764042000183106.

Alexander, R.J. (2017) Towards dialogic teaching: rethinking classroom talk. Fifth edition. ©2017: [York], UK.

Allen, M. (2010) Misconceptions in primary science. Maidenhead: Open University Press. Available at:

http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/exter nal/AbstractView/S9780335239023.

Anghileri, J. (2006) Teaching number sense. 2nd ed. London: Continuum.

Askew, M. (2016) Transforming primary mathematics: understanding classroom tasks, tools and talk. Updated and revised edition. London: Routledge. Available at: https://doi.org/10.4324/9781315667256.

Bearne, E. et al. (2016) Teaching writing effectively: reviewing practice. Revised and updated. Edited by P. Dowson. Leicester: The United Kingdom Literacy Association.

Bibby, T., Lupton, R. and Raffo, C. (2017) Responding to poverty and disadvantage in schools: a reader for teachers. London: Palgrave Macmillan.

Bilton, H. (2010) Outdoor Learning in the Early Years: Management and Innovation [electronic resource]. 3rd edn. Hoboken: Taylor and Francis. Available at: http://UCL.eblib.com/patron/FullRecord.aspx?p=488016.

Black, P. and Wiliam, D. (2009) 'Developing the theory of formative assessment', Educational Assessment, Evaluation and Accountability, 21(1), pp. 5–31. Available at: https://doi.org/10.1007/s11092-008-9068-5.

Black, P.J., Wiliam, D., and King's College London. School of Education (1998) Inside the black box: raising standards through classroom assessment. [London]: King's College.

Bloomsbury Collections - Evidence-Informed Policy and Practice in Education - A Sociological Grounding (no date). Available at:

https://www.bloomsburycollections.com/book/evidence-informed-policy-and-practice-in-ed ucation-a-sociological-grounding/.

Bloomsbury Collections - Knowledge and the Future School - Curriculum and Social Justice (no date). Available at:

https://www.bloomsburycollections.com/book/knowledge-and-the-future-school-curriculum-and-social-justice/.

Boddington, N., King, A. and McWhirter, J. (2014) Understanding personal, social, health and economic education in primary schools. London: SAGE Publications. Available at: https://doi.org/10.4135/9781473921610.

Boyd, P., Hymer, B. and Lockney, K. (2015) Learning teaching: becoming an inspirational teacher. Northwich, [Cheshire]: Critical Publishing. Available at: https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=4067583.

Bringing Knowledge Back In (2007). Routledge. Available at: https://doi.org/10.4324/9780203073667.

Bryce-Clegg, A. (2013) Continuous provision in the early years: how to plan provision to make a positive impact on children's learning. London: Featherstone Education. Available at: https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=4585038.

Cannadine, D., Keating, J. and Sheldon, N. (2011) The right kind of history: teaching the past in twentieth-century England. Basingstoke: Palgrave Macmillan.

Catling, S. (2013) 'The need to develop research into primary children's and schools' geography', International Research in Geographical and Environmental Education, 22(3), pp. 177–182. Available at: https://doi.org/10.1080/10382046.2013.818187.

Catling, S. and Willy, T. (2009) Teaching primary geography. Exeter: Learning Matters. Available at:

http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780857253422

Chamberlain, L. and Kerrigan-Draper, E. (2016) Inspiring writing in primary schools. London: Learning Matters, an imprint of SAGE Publications Ltd.

Clark, D.B. (1996a) Schools as learning communities: transforming education. London: Cassell.

Clark, D.B. (1996b) Schools as learning communities: transforming education. London: Cassell.

Clark, R.M. (2016) Childhood in society for the early years. 3rd revised edition. London: Learning Matters, an imprint of SAGE Publications Ltd.

Clarke, S. (2014) Outstanding formative assessment: culture and practice. London: Hodder Education. Available at:

https://www.vlebooks.com/Product/Index/416781?page=0&startBookmarkId=-1.

Collins, S. (2016) Neuroscience for learning and development: how to apply neuroscience and psychology for improved learning and training. London: Kogan Page Limited.

Colwell, J. (2015) Readings for reflective teaching in early education. Edited by J. Colwell and A. Pollard. London, UK: Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc. Available at:

http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781472510914

Colwell, J. and Ince, A. (2021) Reflective teaching in early education. Second edition. London: Bloomsbury Academic. Available at: https://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=978135012762

https://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=978135012762 3.

Cotton, T. (2014) Understanding and Teaching Primary Mathematics [electronic resource]. 2nd ed. Florence: Taylor and Francis. Available at: http://UCL.eblib.com/patron/FullRecord.aspx?p=1682971.

Cowley, S. (2010) Getting the Buggers to Behave [electronic resource]. 4th edn. London: Bloomsbury Publishing. Available at: http://ucl.eblib.com/patron/FullRecord.aspx?p=592433.

Cremin, T. (2015) Teaching English Creatively [electronic resource]. 2nd edn. Hoboken: Taylor and Francis. Available at: http://UCL.eblib.com/patron/FullRecord.aspx?p=2034018.

Cremin, T. and Arthur, J. (2014) Learning to Teach in the Primary School [electronic resource]. 3rd edn. Hoboken: Taylor and Francis. Available at: http://UCL.eblib.com/patron/FullRecord.aspx?p=1638640.

Cross, A. and Board, J. (2014) Creative ways to teach primary science. Maidenhead, Berkshire, England: Open University Press, McGraw-Hill Education. Available at: https://ebookcentral.proquest.com/lib/UCL/detail.action?docID=1920720.

Cross, A. and Bowden, A. (2009) Essential primary science. Maidenhead, Berkshire: Open University Press. Available at: https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=480602.

Cummins, J. (2000) Language, power, and pedagogy: bilingual children in the crossfire. Clevedon: Multilingual Matters. Available at: https://doi.org/10.21832/9781853596773.

Curren, R.R. (2003) A companion to the philosophy of education. Malden, Mass: Blackwell. Available at: https://doi.org/10.1002/9780470996454.

Datta, M. (2000) Bilinguality and literacy: principles and practice. London: Continuum.

Dixon, L. and Hales, A. (2014) Bringing history alive through local people and places: a guide for primary school teachers. London: Routledge. Available at: https://doi.org/10.4324/9780203111963.

Dowling, M. (2010) Young children's personal, social and emotional development. 3rd ed. Los Angeles: SAGE.

Duffy, B. and Pugh, G. (2014) Contemporary issues in the early years. 6th ed. Los Angeles:

SAGE.

Dweck, C.S. (2006) Mindset: the new psychology of success. New York: Ballantine Books.

Dweck, C.S. (2012) Mindset. London: Robinson. Available at: https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=897458.

Elfer, P., Goldschmied, E. and Selleck, D.Y. (2012) Key persons in the early years: building relationships for quality provision in early years settings and primary schools. 2nd editon. Abingdon: Routledge.

Ellis, S. and Tod, J. (2009) Behaviour for learning: proactive approaches to behaviour management. London: Routledge.

Erricker, C., Bellchambers, E. and Lowndes, J. (2011) Primary religious education: a new approach : conceptual enquiry in primary RE [electronic resource]. London: Routledge. Available at: https://doi.org/10.4324/9780203842942.

Fisher, J. (2008) Starting from the child: teaching and learning in the foundation stage [electronic resource]. 3rd ed. Maidenhead: Open University Press. Available at: http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780335235117

Fisher, R (2013) 'Chapter 1: Thinking About Thinking', in Teaching thinking: philosophical enquiry in the classroom. Fourth edition. London: Bloomsbury Academic.

Fisher, Robert (2013) Teaching thinking: philosophical enquiry in the classroom. Fourth edition. London: Bloomsbury Academic.

Gallard, D. and Cartmell, K.M. (2015) Psychology and education. Abingdon, Oxon: Routledge.

Gaut, B. and Gaut, M. (2013) Philosophy for Young Children: A Practical Guide [electronic resource]. 1st ed. Florence: Taylor and Francis. Available at: http://UCL.eblib.com/patron/FullRecord.aspx?p=743943.

Gifford, S. (2005) Teaching mathematics 3-5: developing learning in the foundation stage [electronic resource]. Maidenhead: Open University Press. Available at: https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=287879.

Glazzard, J. and Stokoe, J. (2013) Teaching Systematic Synthetic Phonics and Early English [electronic resource]. 1st edn. Northwich: Critical Publishing. Available at: http://ucl.eblib.com/patron/FullRecord.aspx?p=1510746.

Graham, J. and Kelly, A. (eds) (2010) Writing under control. Third edition. London: Routledge. Available at: https://doi.org/10.4324/9780203717998.

Graham, J. and Kelly, A. (2012) Reading Under Control: Teaching Reading in the Primary School [electronic resource]. 3rd ed. Florence: Taylor and Francis. Available at: http://UCL.eblib.com/patron/FullRecord.aspx?p=995710.

Gray, C. and MacBlain, S. (2015) Learning theories in childhood. 2nd edition. Los Angeles: SAGE.

Hankin, L., Sharp, J. and Ward, S. (2006) Education studies: an issues-based approach. Exeter: Learning Matters.

Hansen, A. (ed.) (2020) Children's errors in mathematics. Fifth edition. London: Learning Matters.

Harlen OBE, W. and Qualter, A. (2014) The Teaching of Science in Primary Schools. 6th ed. Florence: Taylor and Francis. Available at: http://UCL.eblib.com/patron/FullRecord.aspx?p=1613823.

Harlen, W. and Qualter, A. (2009) The teaching of science in primary schools [electronic resource]. 5th ed. London: Routledge. Available at: http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780203717684

Hattie, J. (2012) Visible learning for teachers: maximizing impact on learning. London: Routledge. Available at: https://doi.org/10.4324/9780203181522.

Haylock, D. and Cockburn, A. (2008) Understanding mathematics for young children: a guide for foundation stage and lower primary teachers. Rev. and expanded ed. London: SAGE.

Haylock, D. and Manning, R. (2014) Mathematics explained for primary teachers. 5th edition. London: SAGE Publications. Available at: https://app.kortext.com/Shibboleth.sso/Login?entityID=https://shib-idp.ucl.ac.uk/shibboleth

&target=https://app.kortext.com/borrow/340556.

Heathcote, D. and Bolton, G.M. (1995) Drama for learning: Dorothy Heathcote's mantle of the expert approach to education. Portmouth, N.H.: Heinemann.

Ingleby, E. and Ingleby, Ewan (no date) Early Childhood Studies. Bloomsbury Academic. Available at:

https://www.bloomsburycollections.com/book/early-childhood-studies-a-social-science-pers pective/.

James, Mary; Pollard, Andrew (no date) TLRP's ten principles for effective pedagogy: rationale, development, evidence, argument and impact. Available at:

http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=det ailsTab&ct=display&fn=search&doc=UCL_IOE_EPR_DS7044&indx=1& amp;recIds=UCL_IOE_EPR_DS7044&recIdxs=0&elementId=0&renderMode =poppedOut&displayMode=full&frbrVersion=&frbg=&&dscnt=0 &scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&mo de=Basic&vid=UCL_VU1&srt=rank&tab=local&dum=true&vl(fre eText0)=James%2C%20M%20and%20Pollard%2C%20A%20%282011%29%20TLRP%E2%8 0%99s%20ten%20principles%20for%20effective%20pedagogy%3A%20rationale%2C%20d evelopment%2C%20evidence%2C%20argument%20and%20impact.%20Research%20Pap ers%20in%20Education&dstmp=1510230806851. Keenan, T., Evans, S. and Crowley, K. (2016) An introduction to child development. Third edition. Los Angeles: SAGE. Available at: https://contentstore.cla.co.uk/secure/link?id=61fee629-b1f7-e711-80cd-005056af4099.

Kelly, C. (2010) Hidden Worlds: Young Children Learning Literacy in Multicultural Contexts [electronic resource]. 1st edn. London: Institute of Education Press. Available at: http://ucl.eblib.com/patron/FullRecord.aspx?p=1816076.

Kerry, T. (2015a) Cross-curricular teaching in the primary school: planning and facilitating imaginative lessons. 2nd edition. Abingdon: Routledge. Available at: https://doi.org/10.4324/9781315766010.

Kerry, T. (2015b) Cross-curricular teaching in the primary school: planning and facilitating imaginative lessons. 2nd edition. Abingdon: Routledge. Available at: https://doi.org/10.4324/9781315766010.

Lowndes, J. (2012) The Complete Multifaith Resource for Primary RE: Ages 4-7 [electronic resource]. Hoboken: Taylor and Francis. Available at: http://ucl.eblib.com/patron/FullRecord.aspx?p=958333.

Luxford, H. and Smart, L. (2009) Learning through talk: developing learning dialogues in the primary classroom. Abingdon: Routledge.

MacBlain, S. (2014) How children learn. London: SAGE Publications.

Manning-Morton, J. (2013) Exploring Wellbeing In The Early Years [electronic resource]. 1st ed. Maidenhead: McGraw-Hill Education. Available at: http://UCL.eblib.com/patron/FullRecord.aspx?p=1595426.

Marks, R. (2016) Ability-grouping in primary schools: case studies and critical debates. Edited by I. Menter. Northwich: Critical Publishing.

Marshall, B. and Jane Drummond, M. (2006) 'How teachers engage with Assessment for Learning: lessons from the classroom', Research Papers in Education, 21(2), pp. 133–149. Available at: https://doi.org/10.1080/02671520600615638.

Mcculloch, G. and McCulloch, Gary (1997) 'Privatising the Past? History and Education Policy in the 1990s', British journal of educational studies, 45(1), pp. 69–82. Available at: https://www.jstor.org/stable/3122265.

Merz, C. and Furman, G.C. (1997) Community and schools: promise and paradox. New York ; London: Teachers College P.

Moore, A. (2012) Teaching and learning: pedagogy, curriculum and culture. 2nd ed. London: Routledge. Available at: https://www.taylorfrancis.com/books/9780203134061.

Myhill, D. (2016) Essential primary grammar. Bershire, England: Open University Press.

Myhill, D., Hopper, R. and Jones, S. (2006) Talking, listening, learning: effective talk in the primary classroom [electronic resource]. Maidenhead: Open University Press. Available at: http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780335226627

Newell, R. (2017) Big ideas in primary mathematics. Los Angeles: SAGE Publications.

Parents, Teachers and the 'Community of Practice'. The Qualitative Report. (no date). Available at: https://search.proquest.com/docview/195546874?accountid=14511.

Philosophy of Education Society of Great Britain (no date) 'Journal of philosophy of education'.

Pollard, A. (2019a) Reflective teaching in schools. 5th edition. London: Bloomsbury Academic.

Pollard, A. (2019b) Reflective teaching in schools. 5th edition. London: Bloomsbury Academic.

Pollard, Andrew and Pollard, Amy (2014a) Readings for Reflective Teaching in Schools [electronic resource]. 2nd edn. London: Bloomsbury Publishing. Available at: http://ucl.eblib.com/patron/FullRecord.aspx?p=1630374.

Pollard, Andrew and Pollard, Amy (2014b) Readings for Reflective Teaching in Schools. 2nd edn. London: Bloomsbury Publishing. Available at: http://ucl.eblib.com/patron/FullRecord.aspx?p=1630374.

Pope, G. (2014) Questioning Technique Pocketbook. New York: Management Pocketbooks. Available at: http://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1771997.

Riley, J. (2006) Language and literacy 3-7: creative approaches to teaching [electronic resource]. London: SAGE Publications Ltd. Available at: https://doi.org/10.4135/9781446213254.

Robson, S. (2016) 'Are there differences between children's display of self-regulation and metacognition when engaged in an activity and when later reflecting on it? The complementary roles of observation and reflective dialogue', Early Years, 36(2), pp. 179–194. Available at: https://doi.org/10.1080/09575146.2015.1129315.

Rogers, B. (2006) Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support. 2nd ed. London: Paul Chapman.

Rogers, S. and Wyse, D. (2016a) A guide to early years and primary teaching. London: SAGE Publications.

Rogers, S. and Wyse, D. (2016b) A guide to early years and primary teaching. London: SAGE Publications.

Siegler, R.S. et al. (2017) How children develop. Fifth edition. New York, NY: Worth Publishers, Macmillan Learning.

Smith, J. (2010) Talk, thinking and philosophy in the primary classroom. Exeter: Learning Matters. Available at: http://ebookcentral.proguest.com/lib/ucl/detail.action?docID=680162.

Stanley, S. (2012) Why Think?: Philosophical Play from 3-11 [electronic resource]. 1st ed. London: Bloomsbury Publishing. Available at: http://UCL.eblib.com/patron/FullRecord.aspx?p=943639.

Tarrant, P. and Holt, D. (2016) Metacognition in the primary classroom: a practical guide to helping children understand how they learn best. London: Routledge. Available at: https://www.taylorfrancis.com/books/9781315731636.

Tennent, W. et al. (2016) Guiding readers: layers of meaning : a handbook for teaching reading comprehension to 7-11-year-olds. London: UCL Institute of Education Press, University College London.

Tunnicliffe, S.D. (2015) Starting inquiry-based science in the early years: look, talk, think and do. Abingdon: Routledge. Available at: https://doi.org/10.4324/9781315771908.

Waugh, D., Jolliffe, W. and Allot, K. (eds) (2017) Primary English for trainee teachers. Second edition. London: Learning Matters, an imprint of SAGE Publications.

Whitehead, M.R. (2010) Language & Literacy in the Early Years 0-7 [electronic resource]. 4th ed. London: SAGE Publications. Available at: http://UCL.eblib.com/patron/FullRecord.aspx?p=743735.

Young, M. and Muller, J. (2013) 'On the powers of powerful knowledge', Review of Education, 1(3), pp. 229–250. Available at: https://doi.org/10.1002/rev3.3017.

Youth, multiculturalism and community cohesion. (no date). Available at: http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780230302242