## Teach First Primary and Early Years Module 2 Reading List

Louise Cooney, Department of Learning and Leadership



[1]

A. Pollard and A. Pollard, Readings for Reflective Teaching in Schools, 2nd ed., vol. Reflective Teaching. London: Bloomsbury Publishing, 2014 [Online]. Available: http://ucl.eblib.com/patron/FullRecord.aspx?p=1630374

[2]

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

[3]

J. Hattie, Visible learning for teachers: maximizing impact on learning. London: Routledge, 2012.

[4]

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

[5]

R. R. Curren, A companion to the philosophy of education, vol. Blackwell companions to philosophy. Malden, Mass: Blackwell, 2003.

[6]

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

[7]

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

[8]

Philosophy of Education Society of Great Britain, 'Journal of philosophy of education'.

[9]

C. S. Dweck, Mindset. London: Robinson, 2012 [Online]. Available: https://ebookcentral.proguest.com/lib/ucl/detail.action?docID=897458

[10]

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

[11]

D. Gallard and K. M. Cartmell, Psychology and education, vol. Foundations of education studies series. Abingdon, Oxon: Routledge, 2015.

[12]

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

[13]

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

[14]

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

[15]

James, Mary; Pollard, Andrew, 'TLRP's ten principles for effective pedagogy: rationale, development, evidence, argument and impact'. [Online]. Available: 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&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&mode=Basic&vid=UCL\_VU1&srt=rank&tab=local&dum=true&vl(freeText0)=James%2C%20M%20and%20Pollard%2C%20A%20%282011%29%20TLRP%E2%80%99s%20ten%20principles%20for%20effective%20pedagogy%3A%20rationale%2C%20development%2C%20evidence%2C%20argument%20and%20impact.%20Research%20Papers%20in%20Education&dstmp=1510230806851

[16]

R. Marks, Ability-grouping in primary schools: case studies and critical debates, vol. Critical guides for teacher educators. Northwich: Critical Publishing, 2016.

[17]

R. Alexander \*, 'Still no pedagogy? principle, pragmatism and compliance in primary education', Cambridge Journal of Education, vol. 34, no. 1, pp. 7–33, Mar. 2004, doi: 10.1080/0305764042000183106.

[18]

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

[19]

J. Cummins, Language, power, and pedagogy: bilingual children in the crossfire, vol. Bilingual education and bilingualism. Clevedon: Multilingual Matters, 2000.

[20]

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

[21]

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

[22]

B. Marshall and M. Jane Drummond, 'How teachers engage with Assessment for Learning: lessons from the classroom', Research Papers in Education, vol. 21, no. 2, pp. 133–149, Jun. 2006, doi: 10.1080/02671520600615638.

[23]

P. Black and D. Wiliam, 'Developing the theory of formative assessment', Educational Assessment, Evaluation and Accountability, vol. 21, no. 1, pp. 5–31, Feb. 2009, doi: 10.1007/s11092-008-9068-5.

[24]

G. Pope, Questioning Technique Pocketbook, vol. Teachers' Pocketbooks. New York: Management Pocketbooks, 2014 [Online]. Available: http://ebookcentral.proguest.com/lib/ucl/detail.action?docID=1771997

[25]

S. Clarke, Outstanding formative assessment: culture and practice. London: Hodder Education, 2014 [Online]. Available: https://www.vlebooks.com/Product/Index/416781?page=0&startBookmarkId=-1

[26]

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

[27]

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

[28]

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

[29]

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

[30]

J. Smith, Talk, thinking and philosophy in the primary classroom, vol. Achieving QTS. Cross-curricular. Exeter: Learning Matters, 2010 [Online]. Available: http://ebookcentral.proguest.com/lib/ucl/detail.action?docID=680162

[31]

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

[32]

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

[33]

S. Cowley, Getting the Buggers to Behave, 4th ed., vol. Getting the Buggers. London: Bloomsbury Publishing, 2010 [Online]. Available: http://ucl.eblib.com/patron/FullRecord.aspx?p=592433

[34]

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

[35]

S. Robson, '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, vol. 36, no. 2, pp. 179–194, Apr. 2016, doi: 10.1080/09575146.2015.1129315.

[36]

D. Waugh, W. Jolliffe, and K. Allot, Eds., Primary English for trainee teachers, Second edition., vol. Transforming primary QTS. London: Learning Matters, an imprint of SAGE Publications. 2017.

[37]

T. Cremin, Teaching English Creatively, 2nd ed., vol. Learning to Teach in the Primary School Series. Hoboken: Taylor and Francis, 2015 [Online]. Available: http://UCL.eblib.com/patron/FullRecord.aspx?p=2034018

[38]

J. Glazzard and J. Stokoe, Teaching Systematic Synthetic Phonics and Early English, 1st ed., vol. Critical Teaching. Northwich: Critical Publishing, 2013 [Online]. Available: http://ucl.eblib.com/patron/FullRecord.aspx?p=1510746

[39]

W. Tennent, D. Reedy, A. Hobsbaum, and N. Gamble, 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, 2016.

[40]

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

[41]

J. Riley, Language and literacy 3-7: creative approaches to teaching. London: SAGE Publications Ltd, 2006.

[42]

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

[43]

J. Graham and A. Kelly, Eds., Writing under control, Third edition. London: Routledge, 2010.

[44]

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

[45]

E. Bearne, L. Chamberlain, T. Cremin, M. Mottram, and United Kingdom Literacy Association, Teaching writing effectively: reviewing practice, Revised and Updated., vol. Ideas in practice. Leicester: The United Kingdom Literacy Association, 2016.

[46]

D. Haylock and R. Manning, Mathematics explained for primary teachers, 5th edition.

London: SAGE Publications, 2014 [Online]. Available:

https://app.kortext.com/Shibboleth.sso/Login?entityID=https://shib-idp.ucl.ac.uk/shibboleth.sso/Login?entityID=https://shib-idp.ucl.ac.uk/shibboleth.sso/Login?entityID=https://shib-idp.ucl.ac.uk/shibboleth.sso/Login?entityID=https://shib-idp.ucl.ac.uk/shibboleth.sso/Login?entityID=https://shib-idp.ucl.ac.uk/shibboleth.sso/Login?entityID=https://shib-idp.ucl.ac.uk/shibboleth.sso/Login?entityID=https://shib-idp.ucl.ac.uk/shibboleth.sso/Login?entityID=https://shib-idp.ucl.ac.uk/shibboleth.sso/Login?entityID=https://shib-idp.ucl.ac.uk/shibboleth.sso/Login?entityID=https://shib-idp.ucl.ac.uk/shibboleth.sso/Login?entityID=https://shib-idp.ucl.ac.uk/shibboleth.sso/Login?entityID=https://shibboleth.sso/Login?enti

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

[47]

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

[48]

M. Askew, Transforming primary mathematics: understanding classroom tasks, tools and talk, Updated and Revised edition. London: Routledge, 2016.

[49]

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

[50]

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

[51]

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

[52]

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

[53]

M. Allen, Misconceptions in primary science. Maidenhead: Open University Press, 2010

[Online]. Available:

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

[54]

W. Harlen and A. Qualter, The teaching of science in primary schools, 5th ed. London: Routledge, 2009 [Online]. Available:

http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780203717684

[55]

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

[56]

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

[57]

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

[58]

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

[59]

L. Dixon and A. Hales, Bringing history alive through local people and places: a guide for primary school teachers. London: Routledge, 2014.

[60]

T. Kerry, Cross-curricular teaching in the primary school: planning and facilitating imaginative lessons, 2nd edition. Abingdon: Routledge, 2015.

[61]

S. Catling and T. Willy, Teaching primary geography, vol. Achieving QTS: meeting the professional standards framework. Exeter: Learning Matters, 2009 [Online]. Available: http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780857253422

[62]

S. Catling, 'The need to develop research into primary children's and schools' geography', International Research in Geographical and Environmental Education, vol. 22, no. 3, pp. 177–182, Aug. 2013, doi: 10.1080/10382046.2013.818187.

[63]

T. Kerry, Cross-curricular teaching in the primary school: planning and facilitating imaginative lessons, 2nd edition. Abingdon: Routledge, 2015.

[64]

C. Erricker, E. Bellchambers, and J. Lowndes, Primary religious education: a new approach: conceptual enquiry in primary RE. London: Routledge, 2011.

[65]

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

[66]

R. Fisher, Teaching thinking: philosophical enquiry in the classroom, Fourth edition.

London: Bloomsbury Academic, 2013.

[67]

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

[68]

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

[69]

N. Boddington, A. King, and J. McWhirter, Understanding personal, social, health and economic education in primary schools. London: SAGE Publications, 2014.

[70]

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

[71]

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

[72]

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

[73]

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

[74]

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

[75]

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

[76]

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

[77]

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

[78]

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

[79]

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

[80]

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

[81]

S. D. Tunnicliffe, Starting inquiry-based science in the early years: look, talk, think and do. Abingdon: Routledge, 2015.

[82]

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

[83]

A. Pollard and A. Pollard, Readings for Reflective Teaching in Schools, 2nd ed. London: Bloomsbury Publishing, 2014 [Online]. Available: http://ucl.eblib.com/patron/FullRecord.aspx?p=1630374

[84]

J. Colwell and A. Ince, Reflective teaching in early education, Second edition. London: Bloomsbury Academic, 2021 [Online]. Available: https://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=978135012762 3

[85]

J. Colwell, Readings for reflective teaching in early education. London, UK: Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, 2015 [Online]. Available: http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781472510914

[86]

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

[87]

M. Young and J. Muller, 'On the powers of powerful knowledge', Review of Education, vol. 1, no. 3, pp. 229–250, Oct. 2013, doi: 10.1002/rev3.3017.

[88]

'Parents, Teachers and the "Community of Practice". The Qualitative Report.' [Online]. Available: https://search.proquest.com/docview/195546874?accountid=14511

[89]

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

[90]

'Bloomsbury Collections - Evidence-Informed Policy and Practice in Education - A Sociological Grounding'. [Online]. Available: https://www.bloomsburycollections.com/book/evidence-informed-policy-and-practice-in-ed ucation-a-sociological-grounding/

[91]

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

[92]

Bringing Knowledge Back In. Routledge, 2007 [Online]. Available: https://www.taylorfrancis.com/books/9780203073667

[93]

'Bloomsbury Collections - Knowledge and the Future School - Curriculum and Social Justice'. [Online]. Available:

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

[94]

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

[95]

Youth, multiculturalism and community cohesion. [Online]. Available: http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780230302242

[96]

G. Mcculloch and McCulloch, Gary, 'Privatising the Past? History and Education Policy in the 1990s', British journal of educational studies, vol. 45, no. 1, pp. 69–82, Mar. 1997 [Online]. Available: https://www.jstor.org/stable/3122265

[97]

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

[98]

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

[99]

E. Ingleby and Ingleby, Ewan, 'Early Childhood Studies'. [Online]. Available: https://www.bloomsburycollections.com/book/early-childhood-studies-a-social-science-perspective/

## [100]

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

## [101]

T. Keenan, S. Evans, and K. Crowley, An introduction to child development, Third edition. Los Angeles: SAGE, 2016 [Online]. Available: https://contentstore.cla.co.uk/secure/link?id=61fee629-b1f7-e711-80cd-005056af4099

## [102]

R. S. Siegler, J. Saffran, N. Eisenberg, J. S. DeLoache, E. T. Gershoff, and C. Leaper, How children develop, Fifth edition. New York, NY: Worth Publishers, Macmillan Learning, 2017.