

Teach First Primary and Early Years Module 2 Reading List

[View Online](#)

Louise Cooney,
Department of Learning and Leadership

1.

Pollard, A., Pollard, A.: Readings for Reflective Teaching in Schools. Bloomsbury Publishing, London (2014).

2.

Pollard, A.: Reflective teaching in schools. Bloomsbury Academic, London (2019).

3.

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

4.

Cremin, T., Arthur, J.: Learning to Teach in the Primary School. Taylor and Francis, Hoboken (2014).

5.

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

6.

Boyd, P., Hymer, B., Lockney, K.: Learning teaching: becoming an inspirational teacher. Critical Publishing, Northwich, [Cheshire] (2015).

7.

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

8.

Philosophy of Education Society of Great Britain: Journal of philosophy of education.

9.

Dweck, C.S.: Mindset. Robinson, London (2012).

10.

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

11.

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

12.

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

13.

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

14.

Moore, A.: Teaching and learning: pedagogy, curriculum and culture. Routledge, London (2012).

15.

James, Mary; Pollard, Andrew: TLRP's ten principles for effective pedagogy: rationale, development, evidence, argument and impact,
[http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_IOE_EPR_DS7044&indx=1&reclds=UCL_IOE_EPR_DS7044&reclxs=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](http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=UCL_IOE_EPR_DS7044&indx=1&reclds=UCL_IOE_EPR_DS7044&reclxs=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.

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

17.

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

18.

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

19.

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

20.

Black, P.J., Wiliam, D., King's College London. School of Education: Inside the black box:

raising standards through classroom assessment. King's College, [London] (1998).

21.

Tarrant, P., Holt, D.: Metacognition in the primary classroom: a practical guide to helping children understand how they learn best. Routledge, London (2016).

22.

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

23.

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

24.

Pope, G.: Questioning Technique Pocketbook. Management Pocketbooks, New York (2014).

25.

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

26.

Kelly, C.: Hidden Worlds: Young Children Learning Literacy in Multicultural Contexts. Institute of Education Press, London (2010).

27.

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

28.

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

29.

Myhill, D., Hopper, R., Jones, S.: Talking, listening, learning: effective talk in the primary classroom. Open University Press, Maidenhead (2006).

30.

Smith, J.: Talk, thinking and philosophy in the primary classroom. Learning Matters, Exeter (2010).

31.

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

32.

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

33.

Cowley, S.: Getting the Buggers to Behave. Bloomsbury Publishing, London (2010).

34.

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

35.

Robson, S.: 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, 179–194 (2016). <https://doi.org/10.1080/09575146.2015.1129315>.

36.

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

37.

Cremin, T.: *Teaching English Creatively*. Taylor and Francis, Hoboken (2015).

38.

Glazzard, J., Stokoe, J.: *Teaching Systematic Synthetic Phonics and Early English*. Critical Publishing, Northwich (2013).

39.

Tennent, W., Reedy, D., Hobsbaum, A., Gamble, N.: *Guiding readers: layers of meaning : a handbook for teaching reading comprehension to 7-11-year-olds*. UCL Institute of Education Press, University College London, London (2016).

40.

Graham, J., Kelly, A.: *Reading Under Control: Teaching Reading in the Primary School*. Taylor and Francis, Florence (2012).

41.

Riley, J.: *Language and literacy 3-7: creative approaches to teaching*. SAGE Publications Ltd, London (2006). <https://doi.org/10.4135/9781446213254>.

42.

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

43.

Graham, J., Kelly, A. eds: Writing under control. Routledge, London (2010).
<https://doi.org/10.4324/9780203717998>.

44.

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

45.

Bearne, E., Chamberlain, L., Cremin, T., Mottram, M., United Kingdom Literacy Association: Teaching writing effectively: reviewing practice. The United Kingdom Literacy Association, Leicester (2016).

46.

Haylock, D., Manning, R.: Mathematics explained for primary teachers. SAGE Publications, London (2014).

47.

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

48.

Askew, M.: Transforming primary mathematics: understanding classroom tasks, tools and talk. Routledge, London (2016). <https://doi.org/10.4324/9781315667256>.

49.

Cotton, T.: Understanding and Teaching Primary Mathematics. Taylor and Francis, Florence (2014).

50.

Gifford, S.: Teaching mathematics 3-5: developing learning in the foundation stage. Open University Press, Maidenhead (2005).

51.

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

52.

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

53.

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

54.

Harlen, W., Qualter, A.: The teaching of science in primary schools. Routledge, London (2009).

55.

Harlen OBE, W., Qualter, A.: The Teaching of Science in Primary Schools. Taylor and Francis, Florence (2014).

56.

Cross, A., Board, J.: Creative ways to teach primary science. Open University Press, McGraw-Hill Education, Maidenhead, Berkshire, England (2014).

57.

Cross, A., Bowden, A.: Essential primary science. Open University Press, Maidenhead, Berkshire (2009).

58.

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

59.

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

60.

Kerry, T.: Cross-curricular teaching in the primary school: planning and facilitating imaginative lessons. Routledge, Abingdon (2015). <https://doi.org/10.4324/9781315766010>.

61.

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

62.

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

63.

Kerry, T.: Cross-curricular teaching in the primary school: planning and facilitating imaginative lessons. Routledge, Abingdon (2015). <https://doi.org/10.4324/9781315766010>.

64.

Erricker, C., Bellchambers, E., Lowndes, J.: Primary religious education: a new approach : conceptual enquiry in primary RE. Routledge, London (2011).
<https://doi.org/10.4324/9780203842942>.

65.

Lowndes, J.: The Complete Multifaith Resource for Primary RE: Ages 4-7. Taylor and Francis, Hoboken (2012).

66.

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

67.

Gaut, B., Gaut, M.: Philosophy for Young Children: A Practical Guide. Taylor and Francis, Florence (2013).

68.

Manning-Morton, J.: Exploring Wellbeing In The Early Years. McGraw-Hill Education, Maidenhead (2013).

69.

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

70.

Stanley, S.: Why Think?: Philosophical Play from 3-11. Bloomsbury Publishing, London (2012).

71.

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

72.

Fisher, J.: Starting from the child: teaching and learning in the foundation stage. Open University Press, Maidenhead (2008).

73.

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

74.

Duffy, B., Pugh, G.: Contemporary issues in the early years. SAGE, Los Angeles (2014).

75.

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

76.

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

77.

Bilton, H.: Outdoor Learning in the Early Years: Management and Innovation. Taylor and Francis, Hoboken (2010).

78.

Bryce-Clegg, A.: Continuous provision in the early years: how to plan provision to make a positive impact on children's learning. Featherstone Education, London (2013).

79.

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

80.

Whitehead, M.R.: Language & Literacy in the Early Years 0-7. SAGE Publications, London (2010).

81.

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

82.

Pollard, A.: Reflective teaching in schools. Bloomsbury Academic, London (2019).

83.

Pollard, A., Pollard, A.: Readings for Reflective Teaching in Schools. Bloomsbury Publishing, London (2014).

84.

Colwell, J., Ince, A.: Reflective teaching in early education. Bloomsbury Academic, London (2021).

85.

Colwell, J.: Readings for reflective teaching in early education. Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, London, UK (2015).

86.

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

87.

Young, M., Muller, J.: On the powers of powerful knowledge. *Review of Education*. 1, 229–250 (2013). <https://doi.org/10.1002/rev3.3017>.

88.

Parents, Teachers and the 'Community of Practice'. *The Qualitative Report*., <https://search.proquest.com/docview/195546874?accountid=14511>.

89.

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

90.

Bloomsbury Collections - Evidence-Informed Policy and Practice in Education - A Sociological Grounding,
<https://www.bloomsburycollections.com/book/evidence-informed-policy-and-practice-in-education-a-sociological-grounding/>.

91.

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

92.

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

93.

Bloomsbury Collections - Knowledge and the Future School - Curriculum and Social Justice, <https://www.bloomsburycollections.com/book/knowledge-and-the-future-school-curriculum-and-social-justice/>.

94.

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

95.

Youth, multiculturalism and community cohesion.

96.

Mcculloch, G., McCulloch, Gary: Privatising the Past? History and Education Policy in the 1990s. British journal of educational studies. 45, 69-82 (1997).

97.

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

98.

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

99.

Ingleby, E., Ingleby, Ewan: Early Childhood Studies, <https://www.bloomsburycollections.com/book/early-childhood-studies-a-social-science-perspective/>.

100.

Clark, R.M.: Childhood in society for the early years. Learning Matters, an imprint of SAGE

Publications Ltd, London (2016).

101.

Keenan, T., Evans, S., Crowley, K.: An introduction to child development. SAGE, Los Angeles (2016).

102.

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