Primary_PP_CENG: Primary PGCE: Professional Practice - Curriculum English

View Online

Module leader: Isabel Macdonald.

Course start date: 29/08/2017

Adoniou, Misty. 'What Should Teachers Know about Spelling?' Literacy 48.3 (2014): 144–154. Web.

Bearne, Eve, and David Reedy. Teaching Primary English: Subject Knowledge and Classroom Practice. Abingdon, Oxon: Routledge, 2018. Web. <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781134810628>.

---. Teaching Primary English: Subject Knowledge and Classroom Practice. Abingdon, Oxon: Routledge, 2018. Web. <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781134810628>.

---. 'Teaching Primary English: Subject Knowledge and Classroom Practice'. Abingdon, Oxon: Routledge, 2018. Web. <https://contentstore.cla.co.uk/secure/link?id=39e141dc-89b2-e811-80cd-005056af4099>.

---. Teaching Primary English: Subject Knowledge and Classroom Practice. Abingdon, Oxon: Routledge, 2018. Web. <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781134810628>.

---. Teaching Primary English: Subject Knowledge and Classroom Practice. Abingdon, Oxon: Routledge, 2018. Web. <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781134810628>.

---. Teaching Primary English: Subject Knowledge and Classroom Practice. Abingdon, Oxon: Routledge, 2018. Web. <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781134810628>.

---. Teaching Primary English: Subject Knowledge and Classroom Practice. Abingdon, Oxon: Routledge, 2018. Web. <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781134810628>.

Bodman, Susan, and Glen Franklin. Which Book and Why: Using Book Bands and Book

Levels for Guided Reading in Key Stage 1. London: Institute of Education Press, 2014. Web. <https://contentstore.cla.co.uk/secure/link?id=6bfda027-8ab2-e811-80cd-005056af4099>.

Bradbury, Alice. 'The Impact of the Phonics Screening Check on Grouping by Ability: A "Necessary Evil" amid the Policy Storm'. British Educational Research Journal 44.4 (2018): 539–556. Web.

Building Communities of Engaged Readers. Routledge, 2014. Web. <https://www.taylorfrancis.com/books/9781315772585>.

'Development Matters - 2012 DFE'. Web. <https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AM ENDED.pdf>.

'DFE 2013 Early Years Outcomes A Non-Statutory Guide for Practitioners and Inspectors to Help Inform Understanding of Child Development through the Early Years'. Web. <https://www.foundationyears.org.uk/files/2012/03/Early_Years_Outcomes.pdf>.

Elborn, Sally. 'Section 4: Assessing Reading'. Handbook of Teaching Early Reading: More than Phonics. [Leicester]: United Kingdom Literacy Association. Web. <https://contentstore.cla.co.uk/secure/link?id=8df1f0c1-e5a8-e711-80cb-005056af4099>.

Glazzard, Jonathan, and Jane Stokoe. Teaching Systematic Synthetic Phonics and Early English. 1st ed. Northwich: Critical Publishing, 2013. Web. <http://ucl.eblib.com/patron/FullRecord.aspx?p=1510746>.

---. Teaching Systematic Synthetic Phonics and Early English. Second edition. Northwich: Critical Publishing, 2017. Web. <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=97819111065 24>.

Graham, Judith, and Alison Kelly. Writing under Control. 3rd ed. London: Routledge, 2010. Web. <http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&a mp;package_service_id=3637244550004761&institutionId=4761&customerId=4 760>.

---. Writing under Control. 3rd ed. London: Routledge, 2010. Web. <http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&a mp;package_service_id=3327306330004761&institutionId=4761&customerId=4 760>.

Great Britain. Department for Education. 'English Programmes of Study Key Stages 1 and 2'. N.p., 2013. Web. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment _data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf>.

'Independent Review of the Teaching of Early Reading Final Report (2006) Jim Rose'. Web. <http://dera.ioe.ac.uk/5551/2/report.pdf>.

Jerrim, John, and Gemma Moss. 'The Link between Fiction and Teenagers' Reading Skills: International Evidence from the OECD PISA Study'. British Educational Research Journal 45.1 (2019): 181–200. Web.

Jolliffe, Wendy. 'Chapter 2: Speaking and Listening: Spoken Language'. Book of Primary English for Trainee Teachers. 1st edition. Transforming primary QTS. London: SAGE, 2014. Web.
<https://contentstore.cla.co.uk/secure/link?id=88962647-1f92-e711-80cb-005056af4099>
.

Jolliffe, Wendy, Angela Carss, and David Waugh. 'Teaching Systematic Synthetic Phonics in Primary Schools'. 2nd ed. Los Angeles: SAGE, 2015. Web.
<https://contentstore.cla.co.uk/secure/link?id=13730b5c-83b2-e811-80cd-005056af4099>
.

'Letters and Sounds - GOV.UK'. N.p., n.d. Web.
<https://www.gov.uk/government/publications/letters-and-sounds>.

Mallett, Margaret. A Guided Reader to Early Years and Primary English: Creativity, Principles and Practice. London: Routledge, 2016. Web.
<http://www.tandfebooks.com/doi/book/10.4324/9781315697871>.

McGonigle, Sue. Creative Planning with Whole Texts. Leicester: UKLA, 2018. Web.
<http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3802234070004761&institutionId=4761&customerId=4760>.

---. Creative Planning with Whole Texts. Leicester: UKLA, 2018. Web.
<http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3802234070004761&institutionId=4761&customerId=4760>.

Medwell, Jane et al. Primary English: Knowledge and Understanding. 8th edition. London: SAGE/Learning Matters, 2017. Web.
<https://contentstore.cla.co.uk/secure/link?id=0b67e109-83b2-e811-80cd-005056af4099>
.

Medwell, Jane, and David Wray. 'Handwriting: What Do We Know and What Do We Need to Know?' Literacy 41.1 (2007): 10–15. Web.

Myhill, Debra, Susan Jones, and Helen Lines. 'Chapter 1: A Creative Pedagogy for Teaching Grammar'. Essential Primary Grammar. Bershire, England: Open University Press, 2016. 1–9. Web.
<https://contentstore.cla.co.uk/secure/link?id=aabc5aeb-4292-e711-80cb-005056af4099>
.

Perkins, Margaret. 'Chapter 8: Teaching Comprehension'. Becoming a Teacher of Reading. London: SAGE, 2015. 135–153. Web.
<https://contentstore.cla.co.uk/secure/link?id=65ca175e-3945-e711-80cb-005056af4099>
.

Tennent, Wayne et al. 'Chapter 3: Strategies for Teaching Comprehension'. Guiding Reading – Layers of Meaning. London: UCL Institute of Education Press, University College

London, 2016. 35–45. Web.
<https://contentstore.cla.co.uk/secure/link?id=de6cd570-4a92-e711-80cb-005056af4099>
.

Wyse, Dominic. Teaching English, Language and Literacy. 3rd ed. Milton Park, Abingdon, Oxon: Routledge, 2013. Web.
<http://www.tandfebooks.com.libproxy.ucl.ac.uk/isbn/9780203073520>.

Wyse, Dominic, and Christine Parker. The Early Literacy Handbook: Making Sense of Language and Literacy with Children Birth to Seven : A Practical Guide to the Context Approach. London: Practical Pre-School Books, 2012. Web.
<http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=2972758010004761&institutionId=4761&customerId=4760>.

---. The Early Literacy Handbook: Making Sense of Language and Literacy with Children Birth to Seven : A Practical Guide to the Context Approach. London: Practical Pre-School Books, 2012. Web.
<http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=2972758010004761&institutionId=4761&customerId=4760>.