

Primary_SP: Primary PGCE - Specialism Children's Literature and Language

Course start date: 29/08/2017

View Online



[1]

A. Lambirth 2007. Chapter 2. Poetry matters. United Kingdom Literacy Association. 4–10.

[2]

Andrew Lambirth et al. 1966. Poetry is happening but I don't exactly know how" Literacy Subject leaders perceptions of poetry in their primary schools. Literacy. 46, 2 (1966), 73–80.

[3]

Arizpe, E. et al. 2014. Chapter 9: Looking Together: Image-based Strategies for Inclusive Pedagogy. Visual journeys through wordless narratives: an international inquiry with immigrant children and The arrival. Bloomsbury Academic. 199–216.

[4]

Arizpe, E. et al. 2014. Visual journeys through wordless narratives: an international inquiry with immigrant children and The arrival. Bloomsbury Academic.

[5]

Arizpe, E. and Styles, M. 2016. Children reading picturebooks: interpreting visual texts. Routledge.

[6]

Arizpe, E. and Styles, M. 2003. Children reading pictures: interpreting visual texts. RoutledgeFalmer.

[7]

Baddeley, P. and Eddershaw, C. 1994. How do you read that bit? Reading the conventions. Not-so-simple picture books: developing responses to literature with 4-12 year olds. Trentham Books. 5-12.

[8]

Barrs, M. 2000. Barrs, M. (2000) The Reader in the Writer. Reading Vol 34:2, pp 54-60. UKLA. Reading (formerly Reading). 34, 2 (2000), 54-60.
DOI:<https://doi.org/10.1111/1467-9345.00135>.

[9]

Barrs, M. et al. 2001. The reader in the writer: the links between the study of literature and writing development at key stage 2. Centre for Language in Primary Education.

[10]

Barrs, M. et al. 1991. The reading book. CPLE.

[11]

Barrs, M. and Cork, V. 2001. Five pedagogies. The reader in the writer: the links between the study of literature and writing development at key stage 2. Centre for Language in Primary Education. 71-88.

[12]

Bell, J. and Waters, S. 2014. Doing your research project: a guide for first-time researchers. Open University Press.

[13]

Bromley, H. 2000. Ways into reading through game playing. Book-based reading games. Centre for Language in Primary Education. 4-9.

[14]

Bromley, H. 2000. Ways into reading through game playing. Book-based reading games. Centre for Language in Primary Education. 4-9.

[15]

Bromley, H. and Centre for Literacy in Primary Education (London, England) 2000. Book-based reading games. Centre for Language in Primary Education.

[16]

Bunting, J. et al. 2008. BookPower: literacy through literature : year 1. Centre for Literacy in Primary Education.

[17]

Bunting, J. et al. 2010. BookPower: literacy through literature : year 2. Centre for Literacy in Primary Education.

[18]

Bunting, J. et al. BookPower: literacy through literature : year 3.

[19]

Bunting, J. et al. 2005. BookPower: literacy through literature : year 5. Centre for Literacy in Primary Education.

[20]

Bunting, J. et al. 2006. BookPower: literacy through literature : year 6. Centre for Literacy in Primary Education.

[21]

Bunting, J. et al. Introduction. BookPower: literacy through literature : year 3. 5–12.

[22]

Bunting, J. 2012. Introduction - Bookpower: Literacy through literature. BookPower: literacy through literature : year 3. CLPE. 5–12.

[23]

Chambers, A. 2011. Tell me: children, reading and talk : with The reading environment. Thimble Press.

[24]

Chambers, A. 2011. The framework of 'tell me' questions. Tell me: children, reading and talk : with The reading environment. Thimble Press. 172–182.

[25]

Christine Braid and Brian Finch 2015. Ah, I know why...": children developing understandings through engaging with a picture book. Literacy. 49, 3 (2015). DOI:<https://doi.org/10.1111/lit.12057>.

[26]

Cliff Hodges, G. 2016. Researching and teaching reading: developing pedagogy through critical enquiry. Routledge.

[27]

Collins, F.M. 2005. 'She's sort of dragging me into the story!' Student teachers' experiences of reading aloud in Key Stage 2 classes. Literacy (formerly Reading). 39, 1 (Apr. 2005), 10–17. DOI:<https://doi.org/10.1111/j.1741-4350.2005.00392.x>.

[28]

Commeyras, M. et al. 2003. Teachers as readers: perspectives on the importance of reading in teachers' classrooms and lives. International Reading Association.

[29]

Corcoran, B. and Evans, E. 1987. Readers recreating texts. Readers, texts, teachers. Open University Press. 22–40.

[30]

Cremin, T. 2015. Chapter 1: Teaching English Creatively. Teaching English creatively. Routledge. 1–12.

[31]

Cremin, T. 2015. Chapter 8: Exploring fiction texts creatively. Teaching English creatively. Routledge. 101–115.

[32]

Cremin, T. et al. 2005. Creativity and writing: developing voice and verve in the classroom. Routledge.

[33]

Cremin, T. 2015. Teaching English creatively. Routledge.

[34]

Daniel, A.K. 2012. Chapter 4: Forging the tale anew: Adapting the story for classroom telling. Storytelling across the primary curriculum. Routledge.

[35]

Daniel, A.K. 2012. Chapter 5: The craft of classroom storytelling. Storytelling across the

primary curriculum. Routledge.

[36]

Daniels, H. 2002. Literature circles: voice and choice in book clubs and reading groups. Stenhouse Publishers.

[37]

Dombey, H. et al. 2010. Teaching reading: what the evidence says. United Kingdom Literacy Association.

[38]

Dominic Wyse [et. al] 2013. Chapter 3: Children's Literature. Teaching English, language and literacy. Routledge. 39-64.

[39]

Dymoke, S. et al. 2015. Making Poetry Happen: Transforming the Poetry Classroom. Bloomsbury Publishing.

[40]

Dymoke, S. et al. 2013. Making poetry matter: international research on poetry pedagogy. Bloomsbury Academic.

[41]

Ellis, S. and Barrs, M. 1995. Involving children in poetry and shaping poetry. Hands on poetry: using poetry in the classroom. Centre for Language in Primary Education.

[42]

Elton-Chalcraft, S. et al. 2008. Doing classroom research: a step-by-step guide for student teachers. Open University Press.

[43]

Evans, J. 2015. Challenging and controversial picturebooks: creative and critical responses to visual texts. Routledge.

[44]

Evans, J. 2009. Talking beyond the page: reading and responding to picturebooks. Routledge.

[45]

Fox, C. 1993. At the very edge of the forest: the influence of literature on storytelling by children. Cassell.

[46]

Fox, C. and Meek, M. 1993. Closing thoughts on story and education. At the very edge of the forest: the influence of literature on storytelling by children. Cassell. 190–194.

[47]

Gamble, N. 2013. Chapter 1: Developing personal knowledge about books. Exploring children's literature: reading with pleasure and purpose. SAGE. 1–16.

[48]

Gamble, N. 2013. Exploring children's literature: reading with pleasure and purpose. SAGE.

[49]

Goodwin, P. 2009. Chapter 9: Developing understanding of narrative, empathy and inference through picture books. Talking beyond the page: reading and responding to picturebooks. Routledge. 152–167.

[50]

Goodwin, P. 2011. The literate classroom. Routledge.

[51]

Grainger, T. et al. 2005. Artistic Voices: Drama. Creativity and writing: developing voice and verve in the classroom. Routledge. 101–119.

[52]

Great Britain. Department for Education and Skills 2007. Statutory framework for the early years foundation stage: setting the standards for learning, development and care for children from birth to five. DfES.

[53]

Grurgeon, E. et al. 2000. The art of storytelling for teachers and pupils: using stories to develop literacy in primary classrooms. David Fulton.

[54]

Hall, K. 2003. Introduction to part three: A socio cultural perspective on reading. Listening to Stephen read: multiple perspectives on literacy. Open UP. 115–124.

[55]

Hall, K. 2003. Listening to Stephen read: multiple perspectives on literacy. Open UP.

[56]

Hobsbaum, A. et al. 2012. Guiding Reading: A handbook for teaching guided reading at Key Stage 2. Institute of Education Press.

[57]

Johnson, J.E. 2014. Chapter 15: Play Provisions and Pedagogy in Curricular Approaches.

The SAGE handbook of play and learning in early childhood. SAGE Publications. 180–191.

[58]

Lewis, M. 2009. Chapter 10: Exploring non-fiction texts creatively. Teaching English creatively. Routledge. 128–141.

[59]

Lockwood, M.J. 2008. Chapter 2: Becoming a reading for pleasure school. Promoting reading for pleasure in the primary school. SAGE. 14–46.

[60]

Maine, F. 2015. Dialogic readers: children talking and thinking together about visual texts. Routledge.

[61]

Maitland, S. and Lee, A. 2012. Gossip from the forest: the tangled roots of our forests and fairytales. Granta.

[62]

Martin, T. 2011. Chapter 8: Readers making meaning responding to narrative. The literate classroom. Routledge. 37–47.

[63]

Martin, T. 1989. The strugglers: working with children who fail to learn to read. Open University Press.

[64]

McGeown, S. and United Kingdom Literacy Association 2013. Reading motivation and engagement in the primary classroom: theory, research and practice. United Kingdom

Literacy Association.

[65]

McGeown, S. and United Kingdom Literacy Association 2013. Reading motivation and engagement in the primary classroom: theory, research and practice. United Kingdom Literacy Association.

[66]

Moss, G. 2007. Literacy and gender: researching texts, contexts and readers. Routledge.

[67]

Moss, G. 2000. Raising Boys' Attainment in Reading: some principles for intervention. Literacy (formerly Reading). 34, 3 (Nov. 2000), 101-106.
DOI:<https://doi.org/10.1111/1467-9345.00143>.

[68]

Nikolajeva, M. 2013. Picturebooks and Emotional Literacy. The Reading Teacher. 67, 4 (Dec. 2013), 249-254. DOI:<https://doi.org/10.1002/trtr.1229>.

[69]

O'Sullivan, O. and McGonigle, S. 2010. Transforming readers: teachers and children in the Centre for Literacy in Primary Education Power of Reading project. Literacy. 44, 2 (2010), 51-59. DOI:<https://doi.org/10.1111/j.1741-4369.2010.00555.x>.

[70]

Parkinson, R. 2011. Storytelling and imagination: beyond basic literacy 8-14. Routledge.

[71]

Pearson, C. 2010. Acting up or acting out? Unlocking children's talk in literature circles. *Literacy*. 44, 1 (Apr. 2010), 3–11. DOI:<https://doi.org/10.1111/j.1741-4369.2010.00543.x>.

[72]

Pennac, D. and Blake, Q. 2006. *The rights of the reader* / Daniel Pennac ; translated by Sarah Adams ; illustrations and foreword by Quentin Blake. Walker Books.

[73]

Perkins, M. 2015. *Becoming a teacher of reading*. SAGE.

[74]

Perkins, M. 2011. Chapter 1: Making space for reading: teaching reading in the early years. *The literate classroom*. Routledge. 15–23.

[75]

Perkins, M. 2011. Making space for reading: teaching reading in the early years. *The literate classroom*. Routledge. 15–23.

[76]

Rob Parkinson 2011. Thinking about story, pp 3-22. *Routledge. Storytelling and imagination: beyond basic literacy 8-14*. Routledge. 3–22.

[77]

Roché, M. 2015. Chapter 1: Critical thinking and book talk. *Developing children's critical thinking through picturebooks: a guide for primary and early years students and teachers*. Routledge. 6–26.

[78]

Roché, M. 2015. Chapter 1: Critical thinking and booktalk. *Developing children's critical*

thinking through picturebooks: a guide for primary and early years students and teachers. Routledge. 6–26.

[79]

Rose, J. and Great Britain. Department for Education and Skills 2006. Independent review of the teaching of early reading: final report. DfES.

[80]

Rosenblatt, L.M. 1982. The literary transaction: Evocation and response. *Theory Into Practice*. 21, 4 (1982), 268–277. DOI:<https://doi.org/10.1080/00405848209543018>.

[81]

Rosie Flewitt et al. 2017. Chapter 2: Paley's approach to storytelling and story acting: research and practice. *Storytelling in early childhood: enriching language, literacy and classroom culture*. T. Cremin et al., eds. Routledge. 29–49.

[82]

Spencer, M.M. 1988. *How texts teach what readers learn*. Thimble Press.

[83]

Spencer, M.M. 1989. *How the book works, how the story goes. How texts teach what readers learn*. Thimble Press. 7–14.

[84]

Steele, S. 2015. Chapter 3: Lifting poetry off the page. *Making Poetry Happen: Transforming the Poetry Classroom*. Bloomsbury Publishing. 7–27.

[85]

Teresa Cremin 2014. Chapter 6: Reading Teachers: teachers who read and readers who teach. *Building communities of engaged readers: reading for pleasure*. Routledge.

[86]

United Kingdom Literacy Association 1966. Literacy. (1966).

[87]

United Kingdom Reading Association 1967. Reading: literacy and language. (1967).

[88]

Vivienne Smith 2016. Chapter 38: Children's Literature in the Classroom and the Curriculum. The SAGE handbook of curriculum, pedagogy and assessment. SAGE.

[89]

Warner, C. 2013. A climate for talk for reading. Talk for reading. United Kingdom Literacy Association. 8–15.

[90]

Warner, C. and United Kingdom Literacy Association 2013. Talk for reading. United Kingdom Literacy Association.

[91]

Waugh, D. et al. 2016. Sharing literature with children. Children's literature in primary schools. Learning matters. 19–34.

[92]

Waugh, D. et al. 2016. Sharing literature with children. Children's literature in primary schools. Learning matters. 19–34.

[93]

Waugh, D. et al. 2016. Sharing literature with children. Children's literature in primary schools. Learning matters. 19–34.

[94]

Wells, C.G. 2009. Chapter 10: The Sense of Story. The meaning makers: learning to talk and talking to learn. Multilingual Matters. 193–203.

[95]

Wells, G. 2009. The meaning makers: learning to talk and talking to learn. Multilingual Matters.

[96]

Wolpert, M. and Styles, M. 2016. Chapter 9: What else can this book do? Picturebooks as stage acts for reading. Children as readers in children's literature: the power of texts and the importance of reading. Routledge.

[97]

Wyse, D. 2013. Teaching English, language and literacy. Routledge.

[98]

Zipes, J. 2007. When dreams came true: classical fairy tales and their tradition. Routledge.

[99]

Language and education.

[100]

11AD. National curriculum in England: English programmes of study - GOV.UK. Department of Education.

[101]

2008. Promoting Reading for Pleasure in the Primary School. SAGE Publications Ltd.