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

Course start date: 29/08/2017



1

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

2.

Teresa Cremin: Chapter 6: Reading Teachers: teachers who read and readers who teach. In: Building communities of engaged readers: reading for pleasure. Routledge, Abingdon (2014).

3.

Spencer, M.M.: How the book works, how the story goes. In: How texts teach what readers learn. pp. 7–14. Thimble Press, Stroud (1989).

4.

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

5.

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

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

7.

Waugh, D., Neaum, S., Waugh, R.: Sharing literature with children. In: Children's literature in primary schools. pp. 19–34. Learning matters, London (2016).

8.

Dominic Wyse [et. al]: Chapter 3: Children's Literature. In: Teaching English, language and literacy. pp. 39–64. Routledge, Milton Park, Abingdon, Oxon (2013). https://doi.org/https://doi.org/10.4324/9780203073520.

9.

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

10.

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

11.

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

12.

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

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

14.

Perkins, M.: Making space for reading: teaching reading in the early years. In: The literate classroom. pp. 15–23. Routledge, London (2011).

15.

Warner, C.: A climate for talk for reading. In: Talk for reading. pp. 8–15. United Kingdom Literacy Association, Leicester (2013).

16.

Roché, M.: Chapter 1: Critical thinking and book talk. In: Developing children's critical thinking through picturebooks: a guide for primary and early years students and teachers. pp. 6–26. Routledge, London (2015). https://doi.org/10.4324/9781315760605.

17.

Arizpe, E., Styles, M.: Children reading picturebooks: interpreting visual texts. Routledge, Abingdon, Oxon (2016).

18.

Cremin, T.: Chapter 1: Teaching English Creatively. In: Teaching English creatively. pp. 1–12. Routledge, New York (2015).

19.

Cremin, T.: Chapter 8: Exploring fiction texts creatively. In: Teaching English creatively. pp. 101–115. Routledge, Abingdon, Oxon (2015).

20.

Arizpe, E., Colomer, T., Martínez-Roldán, C.: Chapter 9: Looking Together: Image-based Strategies for Inclusive Pedagogy. In: Visual journeys through wordless narratives: an international inquiry with immigrant children and The arrival. pp. 199–216. Bloomsbury Academic, London (2014). https://doi.org/10.5040/9781472593283.ch-009.

21.

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

22.

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

23.

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

24.

Grainger, T., Goouch, K., Lambirth, A.: Artistic Voices: Drama. In: Creativity and writing: developing voice and verve in the classroom. pp. 101–119. Routledge, London (2005).

25.

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

26.

Rob Parkinson: Thinking about story, pp 3-22. Routledge. In: Storytelling and imagination: beyond basic literacy 8-14. pp. 3-22. Routledge, London (2011).

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

28.

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

29.

Bromley, H.: Ways into reading through game playing. In: Book-based reading games. pp. 4–9. Centre for Language in Primary Education, London (2000).

30.

Daniel, A.K.: Chapter 4: Forging the tale anew: Adapting the stoy for classroom telling. In: Storytelling across the primary curriculum. Routledge, London (2012).

31.

Daniel, A.K.: Chapter 5: The craft of classroom storytelling. In: Storytelling across the primary curriculum. Routledge, London (2012).

32.

Rosie Flewitt, Teresa Cremin, Ben Mardell: Chapter 2: Paley's approach to storytelling and story acting: research and practice. In: Cremin, T., Flewitt, R., Mardell, B., and Swann, J. (eds.) Storytelling in early childhood: enriching language, literacy and classroom culture. pp. 29–49. Routledge, New York (2017). https://doi.org/10.4324/9781315679426.

33.

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

Johnson, J.E.: Chapter 15: Play Provisions and Pedagogy in Curricular Approaches. In: The SAGE handbook of play and learning in early childhood. pp. 180–191. SAGE Publications, Thousand Oaks, CA (2014).

35.

Steele, S.: Chapter 3: Lifting poetry off the page. In: Making Poetry Happen: Transforming the Poetry Classroom. pp. 7–27. Bloomsbury Publishing, London (2015).

36.

A. Lambirth: Chapter 2. In: Poetry matters. pp. 4–10. United Kingdom Literacy Association, Leicester (2007).

37.

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

38.

Andrew Lambirth, Susanna Steel, Sara Smith, 2012: Poetry is happening but I don't exactly know how" Literacy Subject leaders perceptions of poetry in their primary schools. Literacy. 46, 73–80 (1966).

39.

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

40.

Nikolajeva, M.: Picturebooks and Emotional Literacy. The Reading Teacher. 67, 249-254

(2013). https://doi.org/10.1002/trtr.1229.

41.

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

42.

Lockwood, M.J.: Chapter 2: Becoming a reading for pleasure school. In: Promoting reading for pleasure in the primary school. pp. 14–46. SAGE, Los Angeles (2008).

43.

Bromley, H.: Ways into reading through game playing. In: Book-based reading games. pp. 4–9. Centre for Language in Primary Education, London (2000).

44.

Bunting, J., Ellis, S., McGonigle, S., Vernon, J.: Introduction. In: BookPower: literacy through literature: year 3. pp. 5–12.

45.

Corcoran, B., Evans, E.: Readers recreating texts. In: Readers, texts, teachers. pp. 22–40. Open University Press, Milton Keynes (1987).

46.

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

47.

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

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

49.

Waugh, D., Neaum, S., Waugh, R.: Sharing literature with children. In: Children's literature in primary schools. pp. 19–34. Learning matters, London (2016).

50.

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

51.

Arizpe, E., Styles, M.: Children reading pictures: interpreting visual texts. RoutledgeFalmer, London (2003).

52.

Arizpe, E., Colomer, T., Martínez-Roldán, C.: Visual journeys through wordless narratives: an international inquiry with immigrant children and The arrival. Bloomsbury Academic, London (2014). https://doi.org/10.5040/9781472593283.

53.

Barrs, M., Cork, V., Centre for Literacy in Primary Education (London, England): 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, London (2001).

54.

Barrs, M., Thomas, A., Centre for Literacy in Primary Education (London, England): The reading book. CPLE, London (1991).

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

56.

Bunting, J., McGonigle, S., O'Sullivan, O., Ross, A., Centre for Literacy in Primary Education (London, England): BookPower: literacy through literature: year 1. Centre for Literacy in Primary Education, London (2008).

57.

Bunting, J., Ellis, S., Vernon, J.: BookPower: literacy through literature: year 2. Centre for Literacy in Primary Education, London (2010).

58.

Bunting, J., Ellis, S., McGonigle, S., Vernon, J.: BookPower: literacy through literature: year 3.

59.

Bunting, J., Barrs, M., Nicholson, D., Centre for Literacy in Primary Education (London, England): BookPower: literacy through literature: year 5. Centre for Literacy in Primary Education, London (2005).

60.

Bunting, J., Barrs, M., Nicholson, D., O'Sullivan, O., Centre for Literacy in Primary Education (London, England): BookPower: literacy through literature: year 6. Centre for Literacy in Primary Education, London (2006).

61.

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

Cliff Hodges, G.: Researching and teaching reading: developing pedagogy through critical enquiry. Routledge, Milton Park, Abingdon, Oxon (2016).

63.

Commeyras, M., Olson, J., Shockley Bisplinghoff, B., International Reading Association: Teachers as readers: perspectives on the importance of reading in teachers' classrooms and lives. International Reading Association, Newark, Del (2003).

64.

Cremin, T.: Teaching English creatively. Routledge, Abingdon, Oxon (2015).

65.

Cremin, T., Goouch, K., Lambirth, A.: Creativity and writing: developing voice and verve in the classroom. Routledge, London (2005). https://doi.org/10.4324/9780203391075.

66.

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

67.

Dymoke, S., Lambirth, A., Wilson, A.: Making poetry matter: international research on poetry pedagogy. Bloomsbury Academic, London (2013).

68.

Dymoke, S., Barrs, M., Lambirth, A., Wilson, A.: Making Poetry Happen: Transforming the Poetry Classroom. Bloomsbury Publishing, London (2015).

Dombey, H., Bearne, E., United Kingdom Literacy Association: Teaching reading: what the evidence says. United Kingdom Literacy Association, Leicester (2010).

70.

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

71.

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

72.

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

73.

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

74.

Goodwin, P.: The literate classroom. Routledge, London (2011).

75.

Grugeon, E., Gardner, P., De Montfort University. School of Education: The art of storytelling for teachers and pupils: using stories to develop literacy in primary classrooms. David Fulton, London (2000).

76.

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

77.

Hobsbaum, A., Gamble, N., Reedy, D.: Guiding Reading: A handbook for teaching guided reading at Key Stage 2. Institute of Education Press, London (2012).

78.

Promoting Reading for Pleasure in the Primary School. SAGE Publications Ltd, 1 Oliver's Yard,? 55 City Road,? London?? EC1Y 1SP? United Kingdom? (2008). https://doi.org/10.4135/9781446214251.

79.

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

80.

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

81.

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

82.

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

83.

Spencer, M.M.: How texts teach what readers learn. Thimble Press, Stroud (1988).

84.

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

85.

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

86

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

87.

Perkins, M.: Becoming a teacher of reading. SAGE, London (2015).

88.

Roché, M.: Chapter 1: Critical thinking and booktalk. In: Developing children's critical thinking through picturebooks: a guide for primary and early years students and teachers. pp. 6–26. Routledge, London (2015).

89.

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

90.

Waugh, D., Neaum, S., Waugh, R.: Sharing literature with children. In: Children's literature in primary schools. pp. 19–34. Learning matters, London (2016).

Warner, C., United Kingdom Literacy Association: Talk for reading. United Kingdom Literacy Association, Leicester (2013).

92.

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

93.

Wyse, D.: Teaching English, language and literacy. Routledge, Milton Park, Abingdon, Oxon (2013).

94.

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

95.

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

http://www.standards.dfes.gov.uk/eyfs/resources/downloads/statutory-framework.pdf, (2007).

96.

National curriculum in England: English programmes of study - GOV.UK, https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study, (11)AD.

97.

United Kingdom Literacy Association: Literacy. (1966).

98.

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

99.

Language and education.

100.

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

101.

Elton-Chalcraft, S., Hansen, A., Twiselton, S.: Doing classroom research: a step-by-step guide for student teachers. Open University Press, Maidenhead (2008).