

**Publications Catalogue 2009**  
The United Kingdom Literacy Association



# 2009

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# UKLA

The United Kingdom Literacy Association

*formerly The United Kingdom Reading Association*

## UKLA MINIBOOKS

UKLA Minibooks are ideal for teachers and trainees who need short but theoretically sound advice on literacy teaching accompanied by practical ideas for the primary classroom.

*New for 2009*

**NEW**

### **Dyslexia and Inclusion: supporting classroom reading with 7-11 year olds**

*Rosemary Anderson*

What do older primary aged dyslexic pupils do when they are faced with texts at school that are too difficult for them to read independently? The answer, based on findings from the author's research, is that they develop damaging coping strategies and operate on the margins of the classroom community. This book is full of practical advice that will help SENCOs, teachers and assistants to support dyslexic pupils in ways that promote effective learning and ensure inclusion. All the main types of classroom reading encountered are covered, including on-screen texts that are becoming such an integral part of the 21st century school experience.

*This book gives an interesting alternative perspective on dyslexia and provides excellent advice for practitioners... In the past I worked extensively with dyslexic pupils and would have found this book invaluable. In essence it offers a human perspective on a complex topic. The advice is both sensitive and constructive and very much in line with the current personalised learning agenda.*

*Rachael Levy, University of Cambridge Faculty of Education*

**Price £7** (members)      **£8** (non-members)  
ISBN 978 1 897638 4 46      Publisher UKLA 2008



**NEW**

### **Practical Bilingual Strategies for Multilingual Classrooms**

*Tözün İssa and Alayne Öztürk*

One of the challenges faced by Early Years and Primary teachers today is catering effectively for the variety of needs within their classrooms and settings. It can indeed be very challenging to provide appropriate and stimulating activities to facilitate access to the curriculum for bilingual children. The primary aim of this book is to provide some guidance for practitioners through tried and tested strategies to support bilingual learners in the appropriate Key Stages. Suggested activities reflect children's various linguistic and cultural experiences and highlight the importance of maintaining the role of the home language. The practical examples shown in this book reflect positive practice observed both at home and in some schools where such experiences are used most effectively.



*This minibook provides a very clear and comprehensive introduction to current theory and research. It suggests practical strategies for teachers in a variety of school situations... very accessible, with a wealth of teaching strategies to help learners on their journey to bilingualism. One of the strengths of this book is the importance it places on home school links and maintenance of home language.*  
*Anita Wood, lecturer, University of Exeter*

**Price £7** (members)      **£8** (non-members)  
ISBN 978 1 897638 4 53      Publisher UKLA 2008

### **Active encounters: Inspiring young readers and writers of non-fiction 4-11**

*Margaret Mallett*

How do teachers help children become enthusiastic and successful readers and writers of non-fiction? This book shows children learning actively and collaboratively, drawing on secondary sources to extend their understanding. The huge importance of the practitioner is recognised: as creator of powerful contexts where talk and questioning are encouraged; as promoter of the study skills young researchers need; and as expert on the exciting variety of print and electronic sources that awaken the imagination and inspire learning that goes far beyond the superficial.

**Price £7** (members)      **£8** (non-members)  
ISBN 978 1 897638 39 2      Publisher UKLA 2007



### **Classroom Action Research in Literacy: a Guide to Practice**

*Eve Bearne, Lynda Graham and Jackie Marsh*

There is now much more interest in teachers and practitioners carrying out their own action research projects. This book gives detailed and practical advice about the process of investigating - and changing - practice in literacy teaching, offering guidance, formats for recording and analysing information and providing case study examples of teachers' action projects.

*This Minibook is an excellent resource for supporting any teacher who wants to embark on an action research project. It is concise and easy to read and will encourage anyone who is unsure of the process to give it a go.*  
*Jess Hayes, teacher, Birmingham*

**Price £7** (members)      **£8** (non-members)  
ISBN 978 1 897638 38 5      Publisher UKLA 2007





## Poetry Matters REVISED AND REPRINTED

Andrew Lambirth

This is a book for teachers and student teachers looking for ways to energise their work with poetry in their classrooms. It sets out to help practitioners realise their own poetic potential and existing knowledge of poetry and rhyme. The book provides dynamic ideas and activities that put power back into poetics and will act as the perfect aid for teachers looking to develop children's language awareness without the strictures of isolated phonics instruction. Reading, performing, discussing, showing, writing, drawing - it's all here to make poetry matter for teachers and children.

**Price** £7 (members)      £8 (non-members)  
ISBN 978 1 897638 40 8      Publisher UKLA 2007



## Miscue Analysis in the Classroom REVISED AND REPRINTED

Robin Campbell

The second edition of this popular minibook remains focused on an adapted miscue analysis for use in busy classrooms. It also includes some new material and examples as well as a short section on invented spelling and an open critical look at miscue analysis. There are suggestions for the collection, description and analysis of miscues and sections on responding to miscues, running records and the use of miscue analysis to plan for literacy teaching.

Robin Campbell is Emeritus Professor of Primary Education at the University of Hertfordshire. He has taught in primary and secondary schools and was a primary school headteacher. He is the author of fifteen books including: *Literacy from Home to School: Reading with Alice* published by Trentham Books and the non-synthetic *Phonics Naturally* published in the USA by Heinemann

**Price** £7 (members)      £8 (non-members)  
ISBN 978 1 897638 36 1      Publisher UKLA 2007

## Storyline: Promoting Language Across the Curriculum

Steve Bell and Sallie Harkness

Storyline - a way of teaching language across the curriculum - is a teaching method valued in Sweden, Iceland and Holland for its ability to increase pupils' engagement and attainment. It provides a framework in which teachers and pupils jointly construct a curriculum that addresses children's interests and concerns while ensuring that core curricular knowledge and skills are taught.

Storyline adopts many of the ideas of 'storying' as pupils create settings and characters and explore incidents they create the plot and narrative for their own learning. This way of working recognises the importance of linking to learners' prior knowledge and models purposeful language and literacy, enterprise, democracy and good citizenship. It fosters imagination and creative thinking and develops a sense of purpose and achievement.

This book explains the Storyline way of working and illustrates how it creates a powerful partnership between teachers and learners

**Price** £7 (members)      £8 (non-members)  
ISBN 978 1 897638 35 4      Publisher UKLA 2006

## Making Reading Mean

Vivienne Smith

Have you ever noticed the different ways that children respond to texts and wondered why? Have you ever wanted to analyse how children think about a story and wished you knew how to help them think more deeply? This Minibook has been written to help teachers recognise common but unbalanced reading responses and gives valuable advice about how to help children engage with stories in more effective ways.

**Price** £7 (members)      £8 (non-members)  
ISBN 978 1 897638 34 7      Publisher UKLA 2005

## Literature Circles: Better Talking, More Ideas

Carole King and Jane Briggs

If you have ever wondered what Literature Circles are and how they can help children of all ages develop as keen, adventurous and critical readers then this is the book for you. The authors provide a rationale for the use of Literature Circles and tried and tested advice about running them in your classroom. For inspiration there are also two snapshots of circles in action.

**Price** £7 (members)      £8 (non-members)  
ISBN 978 1 897638 33 0      Publisher UKLA 2005





### Drama: Reading, Writing and Talking Our Way Forwards

*Teresa Grainger and Angela Pickard*

Do you want to motivate and involve your class? Do you want to make more use of drama in your literacy teaching? This accessible and inspiring book provides ideas, support and insights to enable you to plan drama. It highlights what children learn through drama and how drama can contribute to their development as readers, writers, speakers and listeners.

**Price £7** (members)      **£8** (non-members)  
ISBN 978 1 897638 32 3      Publisher UKLA 2004



### Tell me Another... Speaking, Listening and Learning Through Storytelling

*Jacqueline Harrett*

Storytelling techniques not only enhance children's speaking and listening skills, they help change children from superficial, deceptive or even inattentive listeners into more participatory and reflective listeners and learners who may also become more creative thinkers.

**Price £7** (members)      **£8** (non-members)  
ISBN 978 1 897638 28 6      Publisher UKLA 2004



### Children's Writing Journals

*Lynda Graham and Annette Johnson*

Writing journals give children the opportunity to become writers, rather than simply teaching them how to write. Writers choose to write and choose what to write. They write for fun, to share information and to explore what matters to them in their inner and outer worlds. In this Minibook, Lynda Graham and Annette Johnson explain how to set up and use writing journals in class. They discuss why they are important and provide compelling case study evidence to illustrate the effect that writing journals can have on children's attainment and their attitudes to writing.

**Price £7** (members)      **£8** (non-members)  
ISBN 978 1 897638 27 9      Publisher UKLA 2003

This series of 40 page A4 booklets is designed to provide guidance for busy professionals on practice and planning. With a brief background section about the principles of each topic, the booklets contain formats and examples of how these can be carried out in the classroom or Local Authority.

### Building Communities of Readers

*Teresa Cremin, Marilyn Mottram, Fiona Collins and Sacha Powell*

*Teachers as Readers: Building Communities of Readers* was an ongoing UKLA project designed to increase children's independent reading for pleasure. It achieved this aim by improving teachers' knowledge and use of children's literature, and enabling them to build stronger relationships with families and librarians, becoming Reading Teachers: teachers who read and readers who teach in the process.

This booklet outlines the structure and underlying principles of the project, giving guidance about how school literacy co-ordinators and Local Authorities can carry out similar projects. It includes surveys, questionnaires and detailed advice for running sessions with teachers and developing classroom practice. The materials provide support for professional development to extend teachers' knowledge and love of children's literature enabling them to expand their conceptions of what it means to be a reader in the 21st century. It also supports teachers in enriching their classroom practice, enabling them to build new networks and relationships and increase children's motivation, enthusiasm and pleasure in reading.

**Price £7** (members)      **£8** (non-members)  
ISBN 9781897638460      Publisher UKLA 2008

### Planning for Literacy

*Helen Wolstencroft*

One of the recurring issues in primary classrooms at present is the lack of confidence some teachers experience when required to plan a unit of work for their class from scratch. Based on the planning phases model used in the Primary Framework, this booklet makes successful planning practices explicit and provides support for shared dialogue between colleagues in schools and Local Authorities. With illustrated formats, each phase of the model is examined to show how planning can scaffold learning and the materials give suggestions about adapting planning to meet pedagogic, personal and professional needs. Particular attention is given to the integration of the phonic, spelling and sentence strands of the Primary Framework and the place of guided sessions within a unit.

**Price £7** (members)      **£8** (non-members)  
ISBN 9781897638477      Publisher UKLA 2009

NEW

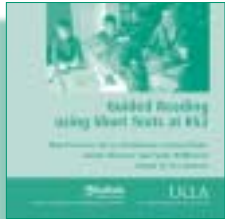


NEW



*New for 2009*

NEW



**Guided Reading using Short Texts at KS2**

*Pam Dowson, Kerry Henderson, Emma Poole, Sarah Thrower and Sally Wilkinson edited by Eve Bearne*

Created in collaboration with Suffolk Local Authority, this CDROM has been put together to help answer teachers' concerns about how to manage Guided Reading at Key Stage 2. The materials, with examples all developed by teachers, offer advice on how to choose texts to improve children's reading skills while genuinely engaging a group of young readers over an extended period of time. The suggestions and examples use short texts as a way of getting to higher level discussion quickly, helping children to respond critically.

The materials include a generic teaching sequence for working with a text over a period of several weeks with case study examples and teaching sequences for years 3,4 5 and 6 using:

- short stories and short novels
- complex picturebooks
- information texts including the internet
- poetry and song.

Each case study and teaching sequence gives examples of questions aimed at specific Assessment Focuses.

There are sections giving advice on managing groups, asking questions, working with Teaching Assistants and developing independent activities. The section on recording and assessing progress provides a detailed grid developed by Suffolk LA for making judgements and links with the recent developments in Assessing Pupil Progress.

**Price £8** (members)      **£9** (non-members)  
 ISBN 978 1 897638 48 4      Publisher UKLA 2009

*I found this CDROM very useful, particularly in the coverage of a range of genres for each year group and progression throughout Key Stage 2. The general guidance, case studies and teaching sequences make it easy to see how to apply Guided Reading strategies and the section on guide questions and the links to the Assessment Focuses are particularly helpful.*  
*Seren Freestone, teacher, Worcestershire*

**Desirable Literacies: Approaches to language and literacy in the early years**  
**NEW REVISED EDITION**

*Jackie Marsh and Elaine Hallett*

What are the ways in which young children learn to communicate? Collating their extensive experience of language and literacy in the early years, the contributors explore key aspects of this topic, linking practical ideas for early years settings and classrooms to relevant theory and research.

This second edition is updated to take into account important developments in research, policy and practice, and now covers the 0-8 age range. It also addresses developments in new media and the impact this has upon literacy in young children, and offers chapters on new areas which have emerged in recent years, such as multimodality, media literacy, creative arts and literacy.

**Price £21.99**  
 ISBN 978-1-84787-282-1      Publisher SAGE/UKLA 2008

NEW



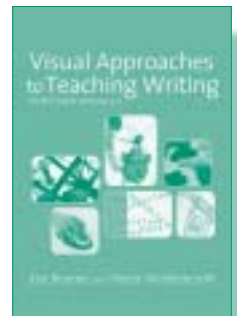
**Visual Approaches to Teaching Writing: Multimodal literacy 5-11**

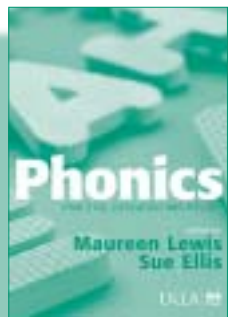
*Eve Bearne and Helen Wolstencroft*

At the heart of this book lies the conviction that an integrated approach to teaching which takes account of all the dimensions of text will help children achieve in writing and in multimodal composition. This practical guide includes examples of teaching sequences using film, drama, real-life observations, presentation software and the interactive whiteboard based on a flexible planning and teaching model. With accompanying CDROM of downloadable formats, presentational and IWB files, the book includes guidance for school-based CPD in developing multimodal teaching and learning.

*A must for teachers looking to put multimodal teaching approaches into practice, It will inform and excite those who are looking for innovative ways to support pupils in developing their writing skills.*  
*Times Educational Supplement*

**Price £20.99**  
 ISBN: 978 14129 30345      Publisher SAGE/UKLA 2007





**Phonics: Practice, Research and Policy**

*Maureen Lewis and Sue Ellis*

At a time when the government is urging English schools to implement a particular approach to the teaching of phonics, this book offers teachers and student teachers a practical, informed and balanced overview on the role of phonics in learning to read. With contributions from leading literacy experts the book includes chapters on:

- How children learn to read and how phonics helps
- Classroom approaches to phonics teaching
- Involving parents and carers
- Speaking and phonological awareness
- Spelling links
- Responses to the Rose Review on Early Reading
- Suggestions for staff development

It provides the information needed to make informed professional judgements in this controversial area.

*...a well-reasoned and balanced response to the Rose Report which will have a resonance for a wider audience. This is a welcome and timely book which will be an invaluable resource for teachers, students and lecturers who are involved in teacher education.*

*Journal of Early Childhood Education*

**Price £20.99**

ISBN 1 4129 3086 3

Publisher SAGE/UKLA 2006



**Literacy and Social Inclusion: closing the gap**

*edited by Eve Bearne and Jackie Marsh*

Published by Trentham Books

Inspired by the 2005 UKLA international conference *Closing the Gap: Literacy for All*, this book is essential reading for all those concerned with ensuring that literacy education meets the needs and interest of all learners and closes the gaps between home, community and school. Contributors renowned in the field, some of whom contributed to the conference, explore issues of literacy and social class, race, bilingualism, gender, language and sexuality offering an agenda for change.

Price **£17.99**

ISBN 978 1 85856 389 3

Published by Trentham Books 2007



**The Handbook of Primary English in Initial Teacher Education**

*Teresa Cremin and Henrietta Dombey (editors)*

The Handbook offers both new and experienced lecturers and tutors on PGCE, BA (QTS), SCITT and GTP programmes a wealth of information and ideas combining theory and practice for practical classroom activities for student teachers. Covering the broad range of topics that make up an effective teacher education programme in primary English, the contributors are all authorities on their subjects with substantial experience of teacher education.

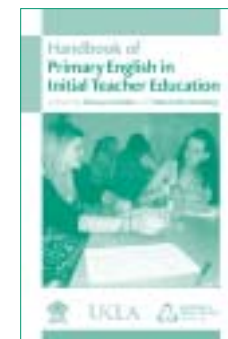
The book emerged from the English Subject Resource network, funded by the TDA and created by a consortium from UKLA, NATE (National Association of Teachers of English) and Canterbury Christ Church University.

*Whilst this book is primarily aimed at those new to ITE, more experienced tutors and practitioners will also find it useful... a highly recommended book that allows the new lecturer to feel that the plethora of research into the teaching of English is that little easier to navigate through.* **Liz Chamberlain, University of Winchester**

**Price £12** (UKLA and NATE members) **£15** (non-members)

ISBN 978 1 897638 37 1

Published jointly by UKLA and NATE 2007





### Improving Primary Literacy: Linking home and school

Anthony Feiler, Jane Andrews, Pamela Greenbough, Martin Hughes, Mary Scanlan and Wan Ching Yee with David Jobson

Parents can play an immense role in supporting their children’s literacy learning at home, but how can primary teachers enlist the support of parents in helping children to learn literacy? This book provides practical answers to key questions that are relevant to primary teachers and many parents. It presents new ways of linking home and school through a range of activities including:

- Teachers and children making videos to show parents how children learn literacy in school
- Parents and children taking photos of the ‘everyday’ literacy they use outside school
- Parents and teachers exchanging information through Home-School folders and diaries.

Particular attention is given to ways of working with parents from a diverse range of family backgrounds reflecting the multi-ethnic nature of many schools today.

**Price £17.99**

ISBN 978 0 415 36394 5

Published Routledge 2007



### Planning Creative Literacy Lessons

Andrew Lambirth

Building on guidance from the Primary Strategy for Literacy, this book ‘fills in the gaps’ left by the planning documentation. It provides teachers with structures and ideas to plan creatively and effectively and includes:

- clear and practical ways to plan units of work that link reading, writing, speaking and listening in exciting and active ways
- examples of effective practice using children’s work that highlight the effects of creative planning
- suggestions for texts and resources that can be included on half-termly and termly planning.

Written by a team of leading educationalists and teacher educators in the primary literacy field, this edited collection is a must-have for primary teachers wishing to inject creativity into the planning of their literacy lessons.

**Price £18.99**

ISBN 978 1 84312 280 7

Published Routledge 2006

### The Literate Classroom

Prue Goodwin (editor)

Updated to introduce topics within the context of the renewed Primary Strategy, this edited collection provides sound advice and practical suggestions about teaching literacy. It includes:

- New material on developing literacy through creativity
- Advice on how ICT can be used to extend and support literacy teaching
- Guidance on literacy teaching with bilingual pupils
- Original material on shared reading and writing.

Presenting a range of refreshing and challenging viewpoints, the contributors describe how the theory behind key areas of literacy teaching can be transformed into realistic learning experiences in the classroom.

**Price £18.99**

ISBN 978 1 84312 318 7

Published Routledge 2006



### The Really Useful Literacy Book: Being Creative with English in the Primary Classroom

Tony Martin, Chira Lovat and Glynis Wood

*The Really Useful Literacy Book* has been written with primary classroom teachers and teachers-in-waiting in mind. The Primary Strategy has had an impact in almost all primary schools, but many teachers are now looking to develop their practice in a more flexible way.

This book provides both inventive ideas for the classroom together with an accessible summary of theories underpinning them, which acts as a springboard for further inspiration. The authors of the book, all highly experienced literacy specialists, show the reader how to plan their own units of work, rather than simply teaching from pre-worked examples and use as their base four ‘big ideas’:

- Contents and coherence
- Motivation
- Skill building
- Content and process

These help lead the reader through a set of principles and practices which, when applied to familiar elements of the literacy strategy i.e narrative, non-fiction, traditional tales, poems, spoken and written language, will encourage the teacher to formulate their own exciting, creative and flexible literacy teaching.

They also show how to plan valuable cross-curricular links so that literacy is not seen as a separate compartment in the curriculum.

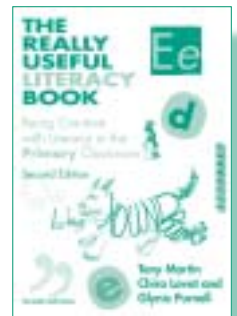
This book is an essential companion for teachers who want to move on from the rigid literacy hour format, but who do not want to lose the real progress that has been made in the development of their teaching strategies.

**Price: £18.99**

ISBN 0 415 32050 X

Published RoutledgeFalmer 2004

**Winner of the 2005 UKLA Author Award**





**Classroom Interactions in Literacy**

*Eve Bearne, Henrietta Dombey and Teresa Grainger (eds)*

- How important is professional knowledge?
- What are the key issues in the language and literacy agenda?

As well as answering these questions, the contributors to this book offer an informed view of the complex debates about interactive teaching and learning. Taking its inspiration from the UKLA 2002 conference, the book draws on a wide range of research and practice not only from conference presenters but from across the globe. At its heart are social and cultural issues and the nature of interaction between children and teachers; children and children; children and texts of all kinds.

**Price £19.99**

ISBN 0 335 21385 5

Published Open University Press, 2003

*Support literacy development in Africa*



**UKLA 'Bag of Books' gift cards**

*Ideal for birthday or Christmas presents*

*UKLA is selling gift cards the proceeds of which all go to buying books for African primary schools.*

*Cards cost £11 each (£10 donation + £1 for the card and envelope).*

*These attractive gift cards can be ordered via the UKLA website, where you can also read details of the project and find out about the schools we are currently supporting.*

**Understanding Children's Books: a guide for education professionals**

*Prue Goodwin (editor)*

Children's books play a vital role in education, and this book gives sound advice about choosing books that have the most to offer young children. Early years professionals, childcare professionals and teachers working from nursery to Key Stage 3 will find this book a fascinating and useful resource. Edited by Prue Goodwin, an acknowledged expert in the field of children's books, each chapter reflects on a different theme or genre and their role in educational settings, and recommends ten 'must reads' within each one. The themes covered include:

- books for babies
- literature for the very young
- narrative fiction
- books in translation
- poetry
- picture books
- graphic texts.

*With practical and thoughtful contributions from leaders in the field, this collection reminds us of the pleasures and satisfactions found in the rich and varied world of children's books, comics, traditional tales and information texts and the importance of sharing these delights with young readers. Eve Bearne, Faculty of Education, Cambridge University*

**Price £19.99**

ISBN 978 1 84787 032 2

Published SAGE 2008

**Exploring Children's Literature: Teaching the Language and Reading of Fiction**

*Nikki Gamble and Sally Yates*

**NEW EDITION**

This book provides a comprehensive guide to the range of genres and characteristic features of English language fiction written for children. It will help readers to:

- develop their understanding of literature within social, cultural and political reading practices
- extend their knowledge of language features and conventions of different genres
- develop skills in analytical and critical reading.

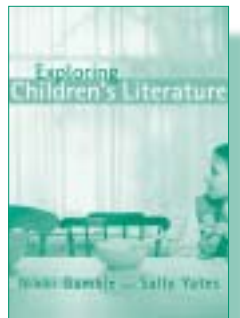
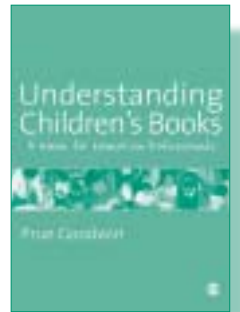
The scope of the first edition has been expanded from solely fiction to cover a range of contemporary literature, including poetry, plays and picturebooks. The case study material, investigative activities and practical exercises promote an active approach to learning.

**Price £19.99**

ISBN 978 1 4129 3013 0

Published SAGE 2007

**NEW**





## Understanding Reading Development

Colin Harrison

This book focuses on how to understand reading processes and what it means to develop reading comprehension. With a wide-ranging theoretical basis, the author makes new connections between work in critical theory, cognitive psychology and literacy. Key features include:

- how and why we read
- evaluating response to reading
- a whole school approach to developing reading.

This book is highly recommended for teachers, literacy coordinators and students and lecturers of masters and doctoral programmes with a reading or literacy focus.

*It is a great text for literacy researchers, for education students in masters programmes, and for teachers wanting a more advanced knowledge and understanding of reading processes and what it means to develop reading comprehension. Colin Harrison provides strongly stated opinion that is well-grounded in an understanding of the literature and linked to political, educational and social contexts. A scholarly work in the truest sense! He is able to discuss and yet not get caught up in debates surrounding children's reading development, and he is not afraid to articulate his position based on the best evidence and experience.*  
**Childforum, New Zealand**

*Colin Harrison's knowledge of the research on reading processes and comprehension is encyclopaedic... Compared to word-level factors, especially phonics, comprehension has been the poor relation in both research and teaching, so this book is just what is needed to redress the balance... This is essential reading for all those committed to improving literacy attainment at all levels.*

**Professor Greg Brooks, University of Sheffield**

**Price £21.99**

ISBN 978 076 1942511 Published SAGE 2004



## Early Years Non-Fiction: A Guide to Helping Young Researchers Use Information Texts

Margaret Mallett

How do we make sure children's first introduction to the world of non-fiction is enjoyable and life enhancing? This book addresses this and other important questions with a careful consideration of different kinds of quality non-fiction - books, posters, charts and software - available for the very young. Covering bath and board books, books and toys, alphabet books, books and software on concepts like number, opposites, colours and sizes and very early information and reference texts, the gamut of resources is

*continues over →*

investigated. At the end of each chapter there are annotated lists of different kinds of non-fiction, helpful notes and suggestions for further reading. Throughout reference is made to the Early Learning Goals.

**Price £22.99**

ISBN 0 415 25337 3

Published Routledge 2003

## Understanding Spelling

Olivia O'Sullivan and Anne Thomas

How do children learn to spell and what kinds of teaching support them most effectively? This practical guide for improving children's spelling is based on a unique three-year study of children's spelling in a number of classrooms and poses some important questions:

- What kinds of knowledge are involved in spelling?
- What are the links between learning to read and learning to spell?
- What kinds of systematic teaching and interventions make a difference to children's progress?

Packed with case studies, photographs and examples of children's work, this unique book sets out the most effective approaches to spelling and provides teachers with a broad set of principles on which to base their teaching.

*This book should be part of every school's library. It is a splendid, sound and helpful book which has a thoughtful but practical approach.*

**Eve Bearne, University of Cambridge Faculty of Education**

**Price £17.99**

ISBN 978 0 415 41988 8

Published Routledge 2007 in association with the Centre for Literacy in Primary Education

## Exciting Writing: Activities for 5 to 11 year olds

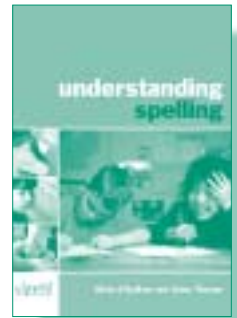
Jacqueline Harrett

Based on her experiences as a class teacher, Jacqueline Harrett's book is packed with exciting, creative ideas for teaching writing in the classroom. With activities for Key Stages 1 and 2 it shows busy classroom teachers how children's literacy is relevant across the curriculum.

Each chapter uses a different idea to get children writing, and the following are all used as starting points for lively literacy lessons:

- Imagination and visualization
- Picture books
- Photographs
- Paintings
- Films and TV
- Comics

*continues over →*



Primary school teachers, literacy co-ordinators, trainee teachers and anyone looking for engaging and imaginative ideas to help them teach writing in their classroom will find this book fits the bill.

*Exciting Writing* clearly describes many creative ways to engage children in writing. A number of different approaches are suggested, with activities that include the use of talk, picture books and other visual stimuli. It explains how these can be implemented effectively and easily in the classroom so that teachers, whatever their level of experience, can feel confident using them. The activities are manageable, with ideas to suit children of all abilities.

**Liz Sharp, Literacy Consultant, Milton Keynes LEA**

**Price £18.99**

ISBN 1 4129 1857 X

Published SAGE 2006

### Creativity and Writing

*Teresa Grainger, Kathy Goouch and Andrew Lambirth*

This accessible yet authoritative book considers and encourages flexible, playful and innovative practices in the teaching of writing, and shows how certain practices develop children's creative and linguistic potential and their overall skill as writers. Illustrated throughout with examples of children's writing and drawing, this book is divided into three sections:

- Part one provides a context for creativity in writing and introduces some of the theoretical background. The role of talk in the social processes of writing is considered and explored as an artistic phenomenon in its own right.
- Part two considers approaches which imaginatively develop 'voice and verve' in the writing classroom. By showing how children can stretch their spoken and written artistic voices, their range of fiction, drama, poetry and oral storytelling skills can be further developed.
- Part three encompasses the role of teachers as fellow 'artists' and gives examples of teachers developing their own 'voice and verve'. By looking closely at the characteristics of creative teachers, who take risks and interpret curricula imaginatively, the authors show how this potential lies in all teachers, whatever their experience.

Any teacher, literacy coordinator or student teacher wanting their pupils to become writers who communicate with power and passion will find this book nothing short of inspirational.

**Price £22.99**

ISBN 0 415 32885 3

Published Routledge 2004

### Dialogue and the Development of Children's Thinking: A sociocultural approach

*Neil Mercer and Karen Littleton*

This book draws on extensive research to provide a groundbreaking new account of the relationship between dialogue and children's learning development. It closely relates research findings to real-life classrooms, so that it is of practical value to teachers, and students concerned that children should be offered the best possible learning opportunities.

By using evidence of how the collective construction of knowledge is achieved and how engagement in dialogues shapes children's educational progress and intellectual development, the authors provide a text which is essential for educational researchers, postgraduate students of education and teachers.

**Price £24.99**

ISBN 978 0 415 40479 2

Published Routledge 2007

### Teaching Speaking and Listening in the Primary School

*Elizabeth Grugeon, Lorraine Hubbard,  
Carol Smith and Lyn Dawes*

Speaking and listening, along with reading and writing, are essential components of literacy and learning development within the Primary National Strategy. This best-selling introductory text updates teachers on national developments and best practice in speaking and listening in the classroom through:

- speaking and listening issues: a review
- oral and popular culture and media
- story-telling and drama
- planning for talk across the curriculum
- the impact of ICT, software, email, internet, computer games.

**Price £19.99**

ISBN 978 1 84312 255 5

Published Routledge 2006





### **Page to Stage: developing writing, speaking and listening skills in the primary school**

*James Carter*

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- activities to develop speaking and listening skills
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- guidelines for progressing through the process of writing and performing
- a three-stage model: preparation - writing - performance

**Price £16.99**

ISBN 978 1 84312 215 9      Published Routledge 2004

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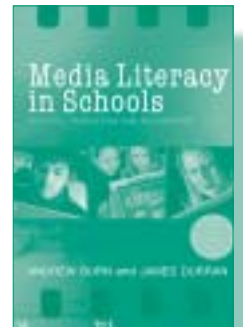
### **Media Literacy in Schools: Practice, Production and Progression with DVD**

*Andrew Burn and James Durran*

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**Price £21.99**

ISBN 978 1 4129 2216 6      Published SAGE 2007



### **Literacies Across Media: Playing the Text** 2ND EDITION

*Margaret Mackey*

The contemporary young reader learns from a very early age to read and interpret through a broad range of media. *Literacies Across Media* explores how a group of boys and girls, aged from 10 – 14, make sense of narratives in a variety of formats, including print, electronic book, video, DVD, computer game and CD-ROM. Margaret Mackey analyses how the activities of reading, viewing and playing intertwine and affect each other's development. The study breaks new ground in its illustration and exploration of the impact of cross-media fertilization on how young readers come to an understanding of how to make sense of stories. It is thought-provoking, fascinating and highly informative reading not only for theoreticians interested in the reading process but also teachers, librarians, parents and anybody involved with young people and their texts.

**Price £24.99**

ISBN 978 0 415 40747 2      Published Routledge 2007





### **Literacy and ICT in the Primary School: A creative approach to English**

*Andrew Rudd and Alison Tyldesley*

By clearly outlining how ICT can enhance and improve children's learning, this book unlocks the full potential of ICT within the classroom. Stimulating and free of jargon, the book provides many practical examples to show teachers where, when and how ICT can be used effectively within literacy teaching. It provides advice on:

- teaching creatively
- using ICT in the Foundation stage
- making the most of resources
- planning and assessment.

Rooted in the practical realities of the classroom, this book will support both trainees and qualified teachers in providing rich and creative literacy experiences through the use of technology.

**Price £17.99**

ISBN 978 1 84312 374 3      Published Routledge 2006



### **Literacy and Education: Understanding the New Literacy Studies**

*Kate Pahl and Jennifer Rowsell*

This practical guide offers a way to rethink, redefine and redesign language and literacy in the classroom to meet contemporary needs and skills. Special features include:

- multiple activities in each chapter
- theory boxes highlighting seminal research and theory
- suggestions for classroom design and planning ideas
- New Literacy Studies assessment frameworks
- vignettes of New Literacy Studies and multiliteracies classrooms
- a comprehensive glossary of terms.

Bringing together research, theory and practice, this book is a valuable resource for teachers-in-training, practising teachers and students studying literacy education at graduate level.

*This book is a must for all those involved in all levels of literacy education.*

*Julia Davies, University of Sheffield*

**Price £20.99**

ISBN 1 4129 0114 6      Published Paul Chapman Publishing 2005

### **Literacy Moves On: Using popular culture, new technologies and critical literacy in the primary classroom**

*Janet Evans (editor)*

The role of literacy within the twenty-first century primary classroom has changed. Popular culture and advancements such as email and text messaging can motivate children to become competent literacy users. Enhancing teachers' awareness of these developments and how they can use them to improve the literacy skills of their pupils, this edited collection includes:

- case studies showing what the developments look like in real classrooms
- contributions that bring together leading experts and voices in the field
- 'Implications for Practice' sections which show how theory can be translated into practice.

**Price £21.99**

ISBN 978 1 84312 249 4      Published Routledge 2004



### **Popular Culture, New Media and Digital Literacy in Early Childhood**

*Jackie Marsh (editor)*

This book critically examines the ways in which popular culture, media and digital technologies impact on the lives and literacy practices of young children.

By exploring children's engagement with popular culture, media and digital texts in the home, community and early years settings, the book evaluates empirical studies in the field and uses these to draw out vital new theoretical issues relating to children's techno-literacy practices.

From text messaging to Teletubbies, this book provides a long overdue analysis of a topic that is affecting the way children learn in different areas of the world. Anyone with an interest in literacy and early childhood will find this book a fascinating and illuminating read.

**Price £27.99**

ISBN 0 415 33573 6      Published RoutledgeFalmer 2004





**Reading on Screen Research Report**

*Eve Bearne, Chris Clark, Annette Johnson, Penny Manford, Marilyn Mottram and Helen Wolstencroft with Rosemary Anderson, Nikki Gamble and Lyn Overall*

This research was prompted by current concerns about changing reading habits as a result of new technologies, and about how the skills needed for reading on screen can be included in the reading repertoire. With support from QCA the Reading on Screen research examined on-screen reading in different curriculum areas with pupils aged 5-16 in four different areas. The report includes information about children’s out-of-school screen reading experiences; detailed observations and interviews with pupils of different ages; examples of classroom practice in teaching on-screen reading and a discussion of some of the implications for future classroom practice and assessment.

*Reading on Screen is a must read for all those interested in literacy teaching. A sound investment for any reflective practitioners who want to keep up with the fast paced, changing nature of education.*

*Rowena Watts, teacher, Cambridgeshire*

*Recognising that electronic texts are now very much part of a 21st century reading repertoire, this document provides a valuable insight into the processes children engage with when reading screen texts today. Based upon a variety of projects conducted within home and school settings, this research investigates whether the skills needed for reading paper-based texts are substantially different from reading texts on screen.*

*Through the rich description of children’s on-screen reading processes, this study identifies skills and strategies currently taught in schools which can be readily applied to the reading of screen texts as well suggesting those which may need to be introduced into the reading curriculum.*

*Rachael Levy, University of Cambridge*

**Price £5.50**

ISBN 978 1 897638 42 2 Published UKLA 2007

**Moving Literacy On: Evaluation Report on the British Film Institute Lead Practitioner Scheme for Moving Image Media Literacy**

*Jackie Marsh and Eve Bearne*

The BFI scheme was developed in order to establish ‘lead practitioners’ for moving image media literacy, eventually in all Local Authorities in England. In total 70 Local Authorities were involved and this evaluation focuses on 35 who had been involved in the scheme since October 2005. The lead practitioners in these authorities were trained by the BFI who had five key objectives for the scheme:

- Build an infrastructure at local authority level that will help to ensure the long term sustainability of moving image media education from Early Years through to KS3.
- Develop a cohort of lead practitioners who are confident in designing and disseminating curricula, resources, and training for other practitioners.
- Identify and explore specific learning outcomes and pedagogies related to moving image work in classrooms across Early Years and KS 1-3;
- Explore ways of integrating moving image media education into mainstream literacy practice.
- Develop ways of integrating the three sometimes separate dimensions of moving image media education (that is the creative, the critical, and the cultural).

This report evaluates the work against these key objectives. With case study examples to illustrate the findings and an appendix which outlines ways in which Local Authorities might develop work in moving image education themselves, this astute analysis presents a clear evaluation of the work whilst offering guidance for Local Authorities and schools on good practice in the use of moving image in the literacy curriculum.

**Price £8.00**

ISBN 978 1 897638 43 9 Published UKLA 2008







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