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## Read Free Guidance Phonics 1 Year And Reception Stage Foundation

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### KEY=YEAR - SLADE HARRISON

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### READ WRITE INC.: PHONICS HANDBOOK

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*OUP Oxford* This is the teacher's handbook introducing Read Write Inc. Phonics - a synthetic phonics reading scheme. It contains step-by-step guidance on implementing the programme, including teaching notes for lessons, assessment, timetables, matching charts and advice on classroom management and developing language comprehension through talk.

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### LETTERS AND SOUNDS

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### PRINCIPLES AND PRACTICE OF HIGH QUALITY PHONICS

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Folder contents: Notes on guidance booklet, Six-phase teaching programme booklet, 1 DVD, 1 poster. DfES ref: 00281-2007FLR-EN The PDF version of this document is licensed to be made available on this library catalogue via a PSI Licence to reproduce public sector information.

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### EARLY YEARS FOUNDATION STAGE PROFILE

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This fully bound book is an official government document compiled by childcare kingdom to be a useful handy resource. Visit [www.childcarekingdom.com](http://www.childcarekingdom.com) to stay up to date.

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### THE PHONICS AND SPELLING BOOK

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### WITH DICTATION EXERCISES

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*Createspace Independent Pub* Written to meet the requirements of the new National Curriculum for English Key Stage 1 and 2, The Phonics and Spellings Book is a complete phonics and spelling programme which has been used successfully with all abilities of children from preschool right up to secondary school, to improve their word attack skills both in reading (decoding) and in writing (encoding). The book includes word families from the academic words lists for secondary school requirement; these are the first three thousand words or 84% of written text coverage which are essential for achieving good grades in exams at both primary and secondary school. Sections in the book include: -Year 1 phonics tests papers -Comprehensive grapheme tests for all phases; with instructions -Step by Step Phonics and Learning to Read guidance -Complete spelling list which include academic words lists for secondary school -Graded dictation exercises which link the spelling lists to writing -Weekly Dictation sentences and passages for each year group -Ideas for fun and engaging teaching spelling activities This book can be used by teachers for whole class, group or individual work. Adults working with children on interventions programmes will find the grapheme tests helpful in identifying their specific needs. The book can also be effectively used for Private and Home tutoring where the learner needs to secure good word and vocabulary skills for performing well in exams. This is a one off purchase spelling book for up to end of secondary school requirement.

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### PHONICS AND EARLY READING ASSESSMENT (PERA) MANUAL

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This major NEW standardised assessment maps to the latest guidelines for teaching phonics and early reading, and the new Year 1 'phonics screen' assessment.

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### RECEPTION PHONICS TARGETED PRACTICE WORKBOOK

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### COVERS LETTER AND SOUND PHRASES 1 - 4

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*Collins* Level: Early Years Foundation Stage Subject: Phonics

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### THE IMPORTANCE OF TEACHING

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*The Stationery Office* England's school system performs below its potential and can improve significantly. This white paper outlines action designed to: tackle the weaknesses in the system; strengthen the status of teachers and teaching; reinforce the standards set by the curriculum and qualifications; give schools back the freedom to determine their own development; make schools more accountable to parents, and help them to learn more quickly and systematically from good practice elsewhere; narrow the gap in attainment between rich and poor. The quality of teachers and teaching is the most important factor in determining how well children do. The Government will continue to raise the quality of new entrants to the profession, reform initial teacher training, develop a network of "teaching schools" to lead training and development, and reduce the bureaucratic burden on schools. Teachers will be given more powers to control bad behaviour. The National Curriculum will be reviewed, specifying a tighter model of knowledge of core subjects so that the Curriculum becomes a benchmark against which school can be judged. Schools will be given more freedom and autonomy, the Academies programme extended and parents will be able to set up "Free Schools" to meet parent demand. Accountability for pupil performance is critical, and much more information will be available to aid understanding of a school's performance. School improvement will be the responsibility of schools, not central government. Funding of schools needs to be fairer and more transparent, and there will be a Pupil Premium to target resources on the most deprived pupils.

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### PHONIC HANDWRITING AND SPELLING

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'Nelson Phonic Handwriting and Spelling' provides lesson guidance and activities for the key skills of handwriting and spelling using the phonics sequence supplied by DfES Letters and Sounds and Jolly Phonics, which are by far the two main phonics courses used in UK schools.

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### NELSON PHONIC HANDWRITING AND SPELLING BLUE WORKBOOKS A (PACK)

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### BLUE WORKBOOKS A (X10 PACK)

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*Oxford University Press, USA* Nelson Phonics Handwriting and Spelling is a supplementary series aimed at Reception and Key Stage 1. It provides lesson guidance and activities for the key skills of handwriting and spelling using the phonics sequence supplied by DfES Letters and Sounds and can be linked to Jolly Phonics, which are the two main phonics courses in UK schools.

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### THE LITERACY GAME

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### THE STORY OF THE NATIONAL LITERACY STRATEGY

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*Routledge* Containing invaluable insights from the original director of the National Literacy Strategy (NLS) and its director of training, this book provides the only systematic exploration of the reform programme. A vital introduction and critical appraisal for practitioners and students, The Literacy Game examines the origins, evolution and impact of the NLS, and provides a fully comprehensive contribution to the teaching of literacy and the management of educational change. This illuminating text: sets out the political background and context to literacy education in England over a decade from 1996 to 2006 explains and appraises the rationale and design underpinning the NLS, thereby rebutting some of the folk-lore that has built up around it provides an example of the principles and practices of large-scale system change links the NLS to wider global research on system change and educational reform evaluates the contribution of the NLS in advancing knowledge of the literacy curriculum in English and the development of pedagogy as a whole considers the impact and consequences of the NLS on standards of literacy. The Literacy Game is an enlightening book which will appeal to all policy makers and academics who are keen to know what did and did not work in the NLS and why.

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## THE 2014 PRIMARY NATIONAL CURRICULUM IN ENGLAND

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### KEY STAGE 1 & 2 FRAMEWORK

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### MEETING THE STANDARDS IN PRIMARY ENGLISH

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#### A GUIDE TO THE ITT NC

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*Psychology Press* This straightforward guide to the professional standards and requirements for primary teachers illustrates the best ways of developing knowledge and how to acquire the skills needed to achieve QTS. Meeting the Standards in Primary English will: \* explain the Standards relating to English teaching \* link the theory associated with the teaching of English to the practical application \* look in detail at the teaching of reading, fiction, writing, speaking and listening, ICT in literacy and drama \* assist the understanding of grammar and language study \* consider the issues of continuing professional development. This practical guide to meeting the standards is invaluable for students on primary training courses, lecturers and mentors supporting trainees in English education programmes and newly qualified teachers (NQTs).

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#### NELSON PHONICS SPELLING AND HANDWRITING BLUE WORKBOOKS 2 (10)

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#### NELSON PHONIC HANDWRITING AND SPELLING YELLOW WORKBOOKS

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*Oxford University Press, USA* Nelson Phonics Handwriting and Spelling is a supplementary series aimed at Reception and Key Stage 1. It provides lesson guidance and activities for the key skills of handwriting and spelling using the phonics sequence supplied by DfES Letters and Sounds and can be linked to Jolly Phonics, which are the two main phonics courses in UK schools.

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### PISA 21ST-CENTURY READERS DEVELOPING LITERACY SKILLS IN A DIGITAL WORLD

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#### DEVELOPING LITERACY SKILLS IN A DIGITAL WORLD

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*OECD Publishing* Literacy in the 21st century is about constructing and validating knowledge. Digital technologies have enabled the spread of all kinds of information, displacing traditional formats of usually more carefully curated information such as encyclopaedias and newspapers.

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#### NELSON PHONIC SPELLING AND HANDWRITING

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#### TEACHING SYNTHETIC PHONICS

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*Learning Matters* The synthetic phonics approach is used in all primary schools in England. If you are a trainee or beginning primary school teacher, you need to demonstrate a confidence in the teaching of phonics to meet the Teachers' Standards and gain QTS. This is a practical, up-to-date guide to teaching children to read using synthetic phonics. It helps you to understand the theory behind phonics and how children's learning of reading can develop. It gives you practical teaching strategies and outlines how you can assess and diagnose reading problems. This second edition has been updated to include new chapters on the new Phonics Check in year 1 and overviews of popular phonics schemes used in England and Scotland.

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#### LITERACY PLAY FOR THE EARLY YEARS BOOK 4

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#### LEARNING THROUGH PHONICS

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*Routledge* This series of books uses fiction, non-fiction and poetry texts, as well as phonics, as a basis to help young children in the Early Years develop their literacy skills. It brings together the early learning goals of the foundation stage and the national literacy strategy objectives, using structured play, games and fun activities to put across the relevant teaching points in an enjoyable way, while simultaneously nurturing a love of literature. Each book presents structured activities based around suggested focus texts. To help practitioners save time in planning and organizing, the materials needed and the preparation required for each session are described in detail. The activities have been designed to cater to different achievement levels, and can be adapted or added to according to the needs of individual children and settings. Follow-up activities are also suggested, to bring in wider aspects of the Early Learning Goals and the NLS objectives. Elements of this book include exploring well-loved traditional stories and quality familiar modern stories by established authors; using the texts as a basis to focus on specific literacy goals and objectives; using the texts as a stimulus for games and play activities that help to teach literacy skills; planning and preparation for each literacy session, including materials needed and scripted sessions; ideas for working and playing with the whole group and smaller groups to consolidate the literacy skill; and extension ideas and activities.

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#### SUPPORTING READING

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*Routledge* Wilson and Scanlon focus on enhancing the reading skills of the pupils whom you support, analyzing how you can develop their skills, offering advice and guidance on a variety of learning styles and a breakdown of reading principles.

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#### DYSLEXIA

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#### AN INTRODUCTION GUIDE

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*John Wiley & Sons* This book is written for concerned parents and teachers. It describes all the basics needed for an insight into dyslexia and covers description, assessment, diagnosis, parental rights, legislation and the statutory "Statementing" process. This second edition has been fully revised, expanded and updated to incorporate latest research findings and modern practices, the Green Paper 'Meeting Special Educational Needs', the DFES National Literacy Strategy, the new (2002) Code of Practice (Special Educational Needs) together with the latest recommendations of professional bodies and supportive agencies. The book is descriptive and informative. Its aim is to assist, enable and support involved adults in their efforts best to meet the specialised needs of dyslexic children. Any controversial aspect of the subject is described objectively and impartially, both sides of the case being presented without bias. Dyslexia is described against the general background of the normal teaching and learning of reading in the mainstream education system. The Second Edition, generously illustrated throughout with drawings, diagrams, tables, flowcharts and graphs, contains an additional chapter, more appendices and an expanded glossary.

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#### THE SENCO SURVIVAL GUIDE

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#### THE NUTS AND BOLTS OF EVERYTHING YOU NEED TO KNOW

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*Routledge* Still the best 'all round' guide for SENCOs on the market! Pippa Whittaker, Curriculum Leader for Inclusion, City Academy, Bristol The SENCO Survival Guide is an informative resource, fully updated with the new 2014 SEND Code of Practice and containing practical advice to help SENCOs manage their responsibilities and lead their school

effectively towards a common goal. In light of current developments, this resource sets out the government's fresh agenda for whole school discussion and helps SENCOs in mainstream or special schools at every stage to manage changes in SEND policy and practice. With up to date information on the changes taking place to support learners with SEN and disabilities, this fully revised new edition also includes: strategies to break the cycle of SEND low achievement advice on crucial aspects of the SENCO role, including assessment, provision mapping, preparing for OFSTED, disability discrimination and equality advice on training, managing and deploying teaching assistants effectively ways in which the enhanced role of parents can be harnessed in order to achieve maximum success for learners with SEND. This book will give SENCOs the confidence, skills and knowledge to promote maximum achievement for learners with SEND in all schools, across all key stages and will support them in their role to develop and shape their schools' policies and practices on SEND. This book will also be of use to other members of staff looking for practical strategies to raise the attainment of all pupils with SEN and disabilities.

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#### **EXCEL A PARENT'S GUIDE TO PRIMARY ENGLISH AND MATHEMATICS, YEARS K-6 AGES 4-12**

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*Pascal Press*

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#### **BECOMING AN OUTSTANDING PRIMARY SCHOOL TEACHER**

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*Routledge* What is meant by outstanding teaching? What makes the best teachers stand out from the rest? How can I develop my own practice to become an outstanding teacher myself? Whether you are training to become a primary school teacher or you are newly qualified and striving to improve your practice, this fully updated second edition of *Becoming an Outstanding Primary School Teacher* will support, inform and inspire you on your quest for excellence. Throughout, Russell Grigg draws on theory, research and case studies of real classroom practice to discuss what it takes to become an outstanding primary teacher today. This bestselling guide has been comprehensively revised to reflect the latest changes to the curriculum, including the National Curriculum in England for 2014 and Scotland's Building Curriculum for Excellence. It has also widened its scope to appeal to trainee and serving teachers, reflecting the new Teachers' Standards. Key topics include: defining and measuring outstanding teaching; understanding the theory, nature and scope of the curriculum; developing thinking skills in the classroom; understanding and meeting individual learning needs; using ICT to improve pedagogy; behaviour management; monitoring, assessment, recording and reporting. *Becoming an Outstanding Primary Teacher* will appeal to undergraduate and postgraduate students, including those on school-based programmes such as Teach First, as well as more experienced teachers seeking inspiration.

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#### **READ WRITE INC. PHONICS**

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This pack contains ten copies of each Read Write Inc. Phonics Ditty Book, core Storybook and Non-fiction book, Green to Grey Levels. The Red Ditty Books offer children practice in reading short decodable passages that form a bridge between reading single words and whole sentences. Each book contains three fun passages with linked reading activities. The Storybooks and Non-fiction books (Green to Grey Levels) are carefully matched to childrens phonic knowledge so they can read them with accuracy, fluency and comprehension. The Storybooks include engaging stories such as fairy tales, myths and legends, rhyming stories and familiar settings. Activities at the start help children to practise the sounds and words they will encounter in the story. Questions to talk about at the end provide an extra opportunity for developing childrens comprehension. The Non-fiction books cover topics including space, cooking and camping. The clear design helps children learn how to read non-fiction features including captions, labels and diagrams. This pack is part of the wider Read Write Inc. Phonics programme, developed by Ruth Miskin. The programme is designed to create fluent readers, confident speakers and willing writers. It includes Handbooks, Sounds Cards, Word Cards, Storybooks, Non-fiction, Writing books and an Online resource. ReadWrite Inc. is fully supported by comprehensive professional development from Ruth Miskin Training.

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#### **THE NATIONAL CURRICULUM IN ENGLAND (2020 UPDATE)**

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In this UPDATED edition of the National Curriculum for England for Key Stages 1 and 2, you will find full programmes of study for all 11 original primary subjects plus three new subjects: Relationships Education; Relationships and Sex Education; and Health Education (to be taught in English schools in September 2020). The National Curriculum for England sets out the framework for the national curriculum at key stages 1 and 2. This statutory guidance includes information about the school curriculum and the national curriculum the aims for the national curriculum statements on inclusion, and on pupils' competence in numeracy and maths, language and literacy across the school programmes of study for KS 1 and 2 for all the subjects that are taught at these key stages.

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#### **SUPPORTING LITERACY**

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#### **A GUIDE FOR PRIMARY CLASSROOM ASSISTANTS**

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*Routledge* Classroom assistants are increasingly relied upon to support the most needy pupils, and they have had significantly less training than their colleagues with qualified teacher status. It is clear that these assistants need some very practical materials. This book provides photocopiable resources so that classroom assistants can get to work. The book covers all they need to know about literacy, it explains in very simple terms what is expected from them and: \*how the National Literacy Strategy works \*how to support reading, writing and spelling \*how to select fiction and non-fiction \*how to help children use computers It also covers issues such as: \*how to help children for whom English is not their first language \*how to help children with special needs \*how to set targets and monitor progress. As well as providing an invaluable manual for assistants, *Supporting Literacy* will be useful for SENCOs and English Co-ordinators who are training support staff and volunteers in primary schools. Learning Support Assistants and others following recognised courses (eg Specialist Teacher's Assistants) will find the book helpful in the study of children's literacy.

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#### **DYSLEXIA IN THE EARLY YEARS**

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#### **A PRACTICAL GUIDE TO TEACHING AND LEARNING**

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*Routledge* Packed full of activities, real-life case studies, tasks and suggestions, this informative book will equip teachers with the kind of practical knowledge needed to teach young children with dyslexia effectively. Tackling the subject in a clear and realistic way, the author encourages teachers to think critically in terms of the changing nature of special educational needs, and teaching and learning in early years. She addresses a variety of classroom issues, such as: assessment and identification of dyslexia summarising and commenting on current debates exploring the links between dyslexia, language, and social and emotional development the most effective instructional methods and teaching styles conducive to supporting pupils with dyslexia in early years settings. In addition the book considers the implications of current research for everyday classroom practice, makes recommendations for employing technologies and for accessing web-based information and resources.

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#### **A BROAD AND BALANCED CURRICULUM IN PRIMARY SCHOOLS**

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#### **EDUCATING THE WHOLE CHILD**

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*Learning Matters* Primary schools and teachers in England are tasked with providing a Broad and Balanced curriculum. As pressures of standardised testing and the focus on English and maths impact on teaching time, how can teachers ensure that they remain focused on this as an objective? How do we ensure that the curriculum truly is Broad and Balanced? How do ensure that we are educating the whole child? This book provides both discussion of the current challenges and practical guidance and support on how to tackle them. It informs and inspires new teachers to teach across the curriculum, and to empower the next generation of children to explore what is possible for them within their own future lives. This second edition includes new chapters on curriculum design; alternative environments and learning spaces.

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#### **UNDERSTANDING PRIMARY EDUCATION**

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#### **DEVELOPING PROFESSIONAL ATTRIBUTES, KNOWLEDGE AND SKILLS**

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*Routledge* *Understanding Primary Education* will help trainees and newly qualified teachers reflect on the professional decisions they need to make within their planning and classroom practice. The authors analyse key issues and policies within contemporary education through reference to research and pedagogical practice. They encourage readers to reflect on policy and practice and support them in articulating their own beliefs and values. A broad perspective of the curriculum is outlined with a focus on what curriculum breadth and balance looks like in practice. Readers are encouraged to consider questions such as: What are the purposes of education? What values are important in a pluralist society and what values might we share? In what ways can children be encouraged to be active participants within their communities?

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#### **READING PLANET: ROCKET PHONICS - TARGET PRACTICE - THE CHAOS MACHINE - ORANGE**

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*Hachette UK* Ruby and Charlie have invented an amazing machine for a school competition. The machine can do incredible things, but does it cause too much chaos for them to win the prize? Find out in this amusing comic-strip story! (Letter-sounds featured: /k/ /sh/ ch /j/ ge dge /uh/ o) The Chaos Machine is part of the Rocket Phonics teaching and learning programme from Reading Planet. Rocket Phonics ensures that every child achieves phonics success. This fully-decodable Target Practice reading book provides focused practice of a small group of letter-sounds. The book also includes useful notes and activities to support reading in school and at home as well as comprehension questions to check understanding. Reading age: 5-6/Year 1

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#### **TEACHING SYSTEMATIC SYNTHETIC PHONICS IN PRIMARY SCHOOLS**

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*Learning Matters* Systematic synthetic phonics is a key strategy in the teaching of reading. This text supports trainee teachers working towards primary QTS in how to use phonics effectively. It explores what works in phonics teaching, and why. It begins with the subject knowledge that underpins effective teaching and goes on to explore pedagogy from the early years to Key Stage 2. The book includes a review of different popular phonics programmes, set against the DfE (2011) criteria for high-quality phonics teaching. This second edition has been updated in line with the new National Curriculum, includes new guidance on the Year 1 phonics screening check and new lessons ideas and practical guidance for

teaching phonics.

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## **MOVING ON TO KEY STAGE 1**

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### **IMPROVING TRANSITION FROM THE EARLY YEARS FOUNDATION STAGE**

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*McGraw-Hill Education (UK)* **Moving On to Key Stage 1** offers a series of practical strategies for promoting learning that meets the needs of 5, 6 and 7 year old learners. It challenges some current practices in the the English primary curriculum and asks whether offering more opportunities for play and child-initiated learning alongside teacher-directed activity could offer children of this age a more appropriate balance of learning experiences.

### **MOVING ON TO KEY STAGE 1: IMPROVING TRANSITION INTO PRIMARY SCHOOL, 2E**

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*McGraw-Hill Education (UK)* **Moving On to Key Stage 1** has been highly influential in developing innovative, developmentally appropriate KS1 practice in schools across the country. This new edition offers teachers further powerful and persuasive arguments for continuing play-based learning into Year 1 and 2. This new edition contains: •Brand new research identifying the current concerns of teachers in KS1 and setting these in the context of the current 'school readiness' agenda •An updated chapter on how children learn most naturally age 5-7 years and how to capitalise on this •A revised chapter on play, which draws on teacher views about its benefits for KS1 children and the barriers they face in incorporating it into their practice •A new chapter offering messages from headteachers advocating a play-based approach, and providing examples of how it has raised standards •A fresh consideration of how to balance adult-led and child-led learning and the role of the teacher in supporting both The author has a deep understanding of the challenges facing teachers in developing this fusion of pedagogies, and this book offers every reader principled and inspiring ways of meeting these challenges with success. Julie Fisher is an independent Early Years Adviser and Visiting Professor of Early Childhood Education at Oxford Brookes University, UK. She has been Headteacher of two schools, a University lecturer and a Local Authority Lead Adviser for Early Years.

### **BUILDING COMMUNITIES OF ENGAGED READERS**

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#### **READING FOR PLEASURE**

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*Routledge* **Reading for pleasure** urgently requires a higher profile to raise attainment and increase children's engagement as self-motivated and socially interactive readers. **Building Communities of Engaged Readers** highlights the concept of 'Reading Teachers' who are not only knowledgeable about texts for children, but are aware of their own reading identities and prepared to share their enthusiasm and understanding of what being a reader means. Sharing the processes of reading with young readers is an innovative approach to developing new generations of readers. Examining the interplay between the 'will and the skill' to read, the book distinctively details a reading for pleasure pedagogy and demonstrates that reader engagement is strongly influenced by relationships between children, teachers, families and communities. Importantly it provides compelling evidence that reciprocal reading communities in school encompass: a shared concept of what it means to be a reader in the 21st century; considerable teacher and child knowledge of children's literature and other texts; pedagogic practices which acknowledge and develop diverse reader identities; spontaneous 'inside-text talk' on the part of all members; a shift in the focus of control and new social spaces that encourage choice and children's rights as readers. Written by experts in the literacy field and illustrated throughout with examples from the project schools, it is essential reading for all those concerned with improving young people's enjoyment of and attainment in reading.