

YOUNG RESEARCHERS

INFORMATIONAL READING AND WRITING IN
THE EARLY AND PRIMARY YEARS

ROUTLEDGE

MARGARET MALLET



Young Researchers Informational Reading And Writing In The Early And Primary Years

**Dr Jane A Medwell, Mr George E
Moore, Professor David Wray, Dr
Vivienne Griffiths**

Young Researchers Informational Reading And Writing In The Early And Primary Years:

Young Researchers Margaret Mallett,1999 Informational kinds of reading are crucial in every lesson This book looks at how we can encourage children from the very beginning to think of themselves as young researchers using skills and strategies for clear purposes It argues that the creative practitioner nurtures children s sense of wonder and curiosity about the world and all its phenomena Packed full of advice on how to use the most stimulating and exciting texts and the liveliest approaches the book celebrates the good practice of teachers and student teachers in a large number of classroom case studies The content includes a summary of the recent developments and a framework of principles to inform good practice in this challenging aspect of literacy chapters concentrating on particular age groups beginning with the nursery and ending with the later primary years and thus taking up an essentially developmental approach an assessment of recent research and how findings can be put to practical and creative use in the classroom A central message is that children benefit from collaborating with teachers and peers at every stage of finding out The spoken language energises informational reading and writing making the sharing of the fruits of children s research highly enjoyable This book will inspire you and lead to the very best practice *Teaching Informational Text in K-3 Classrooms* Mariam Jean Dreher,Sharon Bengé Kletzien,2015-09-19 Specifically designed for K 3 teachers this accessible guide describes ways to use informational text creatively and effectively in both reading and writing instruction The book presents lessons read alouds and activities that motivate students to engage with a wide variety of exemplary texts Links to the Common Core State Standards CCSS are explained throughout Key topics include how to build academic vocabulary balance fiction and nonfiction and address the needs of English language learners Examples from diverse classrooms and end of chapter discussion questions and engagement activities enhance the book s utility as a professional development resource Reproducible handouts and other tools can be downloaded and printed in a convenient 8 1 2 x 11 size **Resources in Education** ,1998 [Choosing and Using Fiction and Non-Fiction 3-11](#) Margaret Mallett,2019-10-30 [Choosing and Using Fiction and Non Fiction 3 11](#) is a guide for primary teachers to the many kinds of texts children encounter use and enjoy in their nursery and primary school years providing an invaluable insight into the literature available Addressing important issues and allowing for the voices of teachers reviewers and children to be heard it contains suggestions of best practice which offer a more creative approach to learning Including both fiction and non fiction with genres ranging from picturebooks to biographies this fully updated second edition features New coverage on recent books Discussion of new changes in concepts of literacy particularly focused on technological advances in moving image media and virtual worlds The balance between print and screen based texts on developing children s visual and multimodal literacy Annotated booklists for each genre for different age groups New sections on equality diversity and translation Exploring fiction non fiction and poetry [Choosing and Using Fiction and Non Fiction 3 11](#) is an invaluable resource supporting teachers as they help children on their journey to becoming insightful and critical readers of non fiction

and sensitive and reflective readers of fiction Making Progress in Writing Eve Bearne, 2003-08-29 Children's achievements in writing lag behind their achievements in reading speaking and listening National tests are beginning to expose this gap and inevitably it is raising concerns The issue is not without controversy but regardless of the politics of the situation national progress in children's writing is both needed and possible This new book from Eve Bearne makes a valuable contribution towards helping teachers close this gap Uniquely it follows the structure of the National Literacy Strategy whilst examining key areas such as bridging KS2 and KS3 writing and writing skills beyond the Literacy Hour Such a structure makes the book incredibly practical and easy to use providing essential information for both practitioners and academics **Language and Literacy in the Early Years** Marian R Whitehead, 2004-09-17 This book is essential reading for primary and early years students and practitioners in the field of language and literacy including classroom assistants and foundation year teachers *Early Years Non-fiction* Margaret Mallett, 2003 This lively and informative text examines children's first experience of non fiction during the pre school and foundation years Its careful consideration of different kinds of quality non fiction including books posters charts and computer software will provide a helpful framework from which Early Years teachers can work The book offers a rich resource of information with illustrative case studies and many examples of children's responses to non fiction providing coverage of pre school and foundation years for children up to 6 years of age references to research findings on the place of non fiction in early years and references to The National Literacy Strategy Early Learning Goals and the National Curriculum for English **The School Librarian** ,2002 Boletin Internacional de Bibliografia Sobre Educacion ,2003 **The British National Bibliography** Arthur James Wells, 2001

Let's Begin Reading Right Marjorie Vannoy Fields, Lois A. Groth, Katherine Spangler, 2004 Written from a constructivist viewpoint this popular book for future teachers of children from preschool through the primary grades focuses on how young children construct literacy and how teachers can support and guide that activity through developmentally appropriate teaching practices Advocates giving children a choice of the reading material from which they will learn and caution against grouping children solely by literacy ability Examines current research into emergent and holistic literacy and tie its findings to instructional practices that teach such skills as phonemic awareness phonics and spelling within the context of meaningful reading and writing tasks Increased coverage of assessment emphasizes performance based alternatives to standardized testing during early childhood and examines current recommendations in terms of developmentally appropriate practice Provides a strong explanation of shared and interactive writing Discusses literacy development in infants and toddlers For future or current teachers interested in literacy or reading methods in early childhood **International Bibliography of Book Reviews of Scholarly Literature Chiefly in the Fields of Arts and Humanities and the Social Sciences** ,2000

Primary Voices K-6 ,1994 American Book Publishing Record ,2006 *Subject Guide to Books in Print* ,1991

Choice ,2000 *Books In Print 2004-2005* Ed Bowker Staff, Staff Bowker, Ed, 2004 *Current Index to Journals in*

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