

1. Record Nr.	UNINA9910777323503321
Titolo	Differentiation and diversity in the primary school // edited by Eve Bearne
Pubbl/distr/stampa	London ; ; New York : , : Routledge, , 1996
ISBN	1-134-78830-4 1-134-78831-2 1-280-42906-2 9786610429066 0-203-13783-3
Descrizione fisica	1 online resource (285 p.)
Altri autori (Persone)	BearneEve <1943->
Disciplina	371.9/046/0941
Soggetti	Mainstreaming in education - Great Britain Education, Elementary - Curricula - Great Britain - Planning Classroom management - Great Britain Teaching - Great Britain
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Title; Copyright; Contents; List of contributors; Introduction; Part I Definitions and scope of differentiation; Introduction to Part I; 1 Thinking and talking about differentiation: 'It's like a bar of soap ...'; 2 Grounds for differentiation: Some values and principles in primary education considered; Part II Differentiation and literacy; Introduction to Part II; 3 Visual literacy: Access for all; 4 'Cushioned by confidence': Using picture books as a resource for differentiated learning; 5 'You think I'm thick, don't you?' Children's reading histories 6 Hearing impaired children in the mainstream classroom: The effects on literacy and learning Part III Mixed ability: the range of learners; Introduction to Part III; 7 Differentiation in physical education; 8 Differentiation in primary mathematics: Some dilemmas; 9 Science and special educational needs; 10 An ear to the ground: Learning through talking; 11 'Snjezana i Sedam Patuljaka': Developing language through writing bilingual texts; Part IV Issues of assessment; Introduction to Part IV; 12 Assessment and diversity

13 Teaching the art of detection: Differentiated approaches to learning and assessment, or how to give all the clues without spelling out the answers  
14 Back to basics: Planning for and assessing the progress of children with a range of learning difficulties; Conclusion: Constructing a policy for differentiation; Appendix: A framework for discussion; Index

---

Sommario/riassunto

Differentiation is a key part of effective teaching; structuring learning experiences to suit the needs of the individual child plays a major part in the quality of the education that child receives. However, even experienced teachers can often struggle to achieve this ideal when considering the needs of a class, which is likely to include pupils across the whole ability range, from students with learning difficulties through to gifted children. Written by practising teachers this collection: \* examines the definitions and scope of differentiation \* looks at the structuring and

---