

1. Record Nr.	UNINA9910778996203321
Autore	Tyrrell Jenny
Titolo	Coordinating English at key stage 1 [[electronic resource] /] / Jenny Tyrrell and Narinderjit Gill
Pubbl/distr/stampa	London ; ; New York, : Falmer Press, 2000
ISBN	1-280-40153-2 0-203-13842-2 0-203-16997-2
Descrizione fisica	1 online resource (209 p.)
Collana	Subject leader's handbooks
Altri autori (Persone)	GillNarinderjit
Disciplina	372.6/0941
Soggetti	English language - Study and teaching (Elementary) - Great Britain Interdisciplinary approach in education - 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 (p. 195-196) and index.
Nota di contenuto	Front Cover; Coordinating English at Key Stage 1; Copyright Page; Contents; Acknowledgments; Series editor's preface; Introduction; English coordinator or literacy coordinator?; Part one: The role of the English coordinator at Key Stage 1; Chapter 1. What is the role of the coordinator?; Chapter 2. Being a coordinator; Establishing your role; Getting started; Planning for success; Providing experiences of literacy; Modelling lessons - using Big Books; Using story (Yr2); Staffroom noticeboards; Sharing the curriculum initiative; Chapter 3. Strategies for staff development; Organising Inset Learning to manage meetingsPart two: What you need to know about English and literacy at Key Stage 1; Chapter 4. Establishing basic beliefs about literacy; Basic beliefs; Key Statement 1: The foundations of literacy are laid at home in the early years; Key Statement 2: We can build on those early foundations; Key Statement 3: The children need a language rich environment; Key Statement 4: All reading and writing experiences should be child centred, purposeful and meaningful; Chapter 5. How does all this fit within the Literacy Framework?; Reinforcing practice; Links with other subjects Children with English as an additional languageChildren with special needs; Part three: Developing and maintaining a policy for English at Key Stage 1; Chapter 6. Producing a policy document; Why do we need

a policy document for English?; Where to begin?; What to include?; Presenting the policy document; The policy as a vehicle for staff development; Relationship to the School Development Plan; Chapter 7. Planning; Where do we start?; Medium-term planning; And so to the short term; What about areas outside literacy?; Part four: Monitoring for quality; Chapter 8. Assessment; Why do we do it? When to do assessment; Assessment opportunities; Assessment during the Literacy Hour; Chapter 9. Baseline assessment; Getting the Baseline and setting the target; Looking at Baselines . . . starting points; Target setting using SAT results; Chapter 10. Evidence of achievement at Key Stage 1; Children's achievements in reading; Children's achievements in writing; Children's achievements in speaking and listening; Evaluating the data; The use of portfolios; Storing the data; Reporting to parents; Reporting to the junior department; Successful schools; Part five: Resources for learning Chapter 11. Managing resources and facilities; Resources for children; Funding; Resources for teachers; A final word, or two; References; Big Books; Index

Sommario/riassunto

This handbook has been specially written for primary teachers who have responsibility for coordinating English at Key Stage 1. It goes step by step through every stage of coordinating English in primary schools and provides valuable information for teachers who are new to being a subject leader, as well as those with more experience. Full of accessible advice and suggestions for improving practice, the handbook shows how a coordinator can create policies and links that work, exploit resources to the best effect, and develop the knowledge and expertise that will raise school standards.
