

1. Record Nr.	UNINA9910790650303321
Titolo	Unlocking writing : a guide for teachers // edited by Mary Williams
Pubbl/distr/stampa	Oxon [England] : , : Routledge , , 2013
ISBN	1-134-14345-1 1-138-18115-3 1-315-06969-5 1-134-14338-9
Descrizione fisica	1 online resource (369 p.)
Collana	Unlocking series Crossphase
Altri autori (Persone)	WilliamsMary
Disciplina	193
Soggetti	Creative writing (Primary education)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	First published 2002 by David Fulton.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Title Page; Copyright Page; Table of Contents; Acknowledgements; Notes on the contributors; Introduction; Notes; Further reading; 1. Getting the point: how children develop as writers; Developing writing in the early years; Developing a range of writing as children become older; How composition and transcription should work together; What is metacognition?; How can metacognitive awareness be developed?; Notes; Further reading; 2. Teaching 'write': writing in the Literacy Hour; Background; The Literacy Hour; How did teachers view writing in the Literacy Hour during its first two years? Concerns about writingGuided writing; A more flexible approach; Conclusion; Notes; Further reading; Children's Literature; 3. 'What's the worth?': thinking about writing at Key Stages 2 and 3; Introduction: writing is difficult; Reluctant writers; National Literacy Strategy: Evaluation; The National Writing Project (NWP); Thinking about writing; Classroom practice: thinking and talking about writing; Teaching writing; Teaching at the point of writing; Metacognition: externalisation of thinking; So, what's the worth?; Endnote; Notes; Further reading; Children's Literature 4. Writing aloud: drama and writingDrama's current status; Drama's motivational force; Contexts for communication; Drama and

metacognition; Conclusion; Notes; Further reading; Children's Literature; 5. Is neatness a virtue?: handwriting in the Literacy Hour; The role and changing status of handwriting; Learning to write using the Latin alphabet; Exploiting links between spelling and handwriting; Handwriting in Literacy Hour; Conclusion; Notes; Further reading; 6. Authenticity, modelling and style: writing and ICT; Introduction; Authenticity: audience and purpose Modelling and teacher questioning in the Literacy Hour Writing style; Conclusion; Notes; Further reading; Websites; 7. Keeping track: assessment in writing; The current context; The process approach to writing; Using writing frames; Breaking down the stages: what needs to be assessed?; Teaching and assessing non-fiction texts; Conclusion; Notes; Further reading; 8. Seven keys: developing writing for EAL pupils; Diversity and normality; Key principles for supporting EAL; Keys to developing vocabulary; Using key visuals; Developing keywords and story maps; Practical application; Metacognition Cultures of learning Notes; Further reading; Children's Literature; 9. How to Write Really Badly: supporting children with writing difficulties; Introduction; Children with writing difficulties in mainstream classes; Early identification of writing difficulties; Supporting children with writing difficulties during the Literacy Hour; Developing sustained writing; Supporting writing across the curriculum; Resources and routines for children with writing difficulties; Conclusion; Notes; Further Reading; Children's Literature; 10. Boys into writing: raising boys' achievement in writing Boys and motivation

Sommario/riassunto

<P>The underpinning theme of this book is how children develop as writers and how self-awareness raises achievement. It offers creative approaches to increasing pupil motivation and performance by involving, amongst other things, Drama and ICT.

</P><P></P><P>The contributors offer practical advice on ways to meet the needs of boys, able children, SEN pupils and those learning English as an additional language; how to plan effective lessons; how to be flexible within the framework of the NLS; and the role of assessment and how it contributes to self-understanding.

</P><P></P><P>Central to all c
