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Nota di contenuto	Front Cover; Don't Call it Literacy!; Copyright Page; Contents; Introduction: why literacy matters; Part one: literacy essentials; What we know about literacy in the UK; How much does a teacher of any subject need to know about literacy?; How to be effective as a literacy coordinator; How a consistent whole-school approach to literacy can help pupils to learn better; What Ofsted expects to see as evidence of whole-school literacy; Part two: speaking and listening; Essential knowledge at a glance; What research tells us about classroom talk; Exploring different types of talk How to organise group talk Why group work matters; Why body

language matters so much in teaching; How to enter the classroom; How to use the classroom space; How to avoid letting no-go zones develop in your classroom; Where and how to stand in class; How other aspects of body language can help to improve your communication; How to talk less; How to use language to manage transitions within lessons; How to explain things more clearly; How to make explanations more powerful; How to ask better questions; Part three: reading; What research tells us about reading

How to evaluate the types of reading demands made in your subject; How to build a reading culture; How to develop pupils' range of reading strategies; Reflecting on your own reading skills; How we skim texts; How we scan texts; How to encourage pupils to read texts actively; How to develop pupils' analytical skills in reading; How to help pupils to spell more accurately; How to help pupils to revise; How to help pupils to develop independent study skills; How to promote independent research; How do we promote 'reading for pleasure?'; Part four: writing; What research tells us about writing

Five things every teacher ought to know about writing; How to write: seven hints; How to improve the accuracy of your own writing; Evaluating the main writing ingredients needed for your subject; How to teach pupils to write; Helping pupils to write better; How to write a recount; How to write analytically; How to write discursively; How to write to evaluate; Writing to explain; Writing to inform; Writing instructions; Writing to persuade; Writing to report; Appendices: Glossary of grammatical terms; Subject-by-subject spelling lists; Week-by-week spellings; Reading list; Afterword; Index

Sommario/riassunto

"Every teacher in English is a teacher of English," said George Sampson, one of the early school inspectors, back in 1921. It's never been truer, or more relevant. Literacy has a major impact on young people's life-chances and it is every teacher's responsibility to help build their communication, reading and writing skills. However, this book isn't just about literacy; it's also about what great teachers do in their classrooms, about applying knowledge consistently across classrooms, in order to help pupils to become more confident in their subjects. This book shows every tea
