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1. Developing writers in primary and secondary school years / Debra Myhill and Honglin Chen -- 2. Children learning to write in early primary classrooms / Lisa Kervin, Brabara Comber and Annette Woods -- 3. Writing before school: The role of families in supporting children's early writing development / Cathy Nutbrown -- 4. Bringing more than a century of practice to writing pedagogy in the early years / Susan Feez -- 5. Teaching writing in digital times: Stories from the early years / Clare Dowdall -- 6. Developing textual competence: Primary students' mastery of noun groups in two factual text types / Helen Lewis -- 7. Apprenticing authors: Nurturing children's identities as writers / Teresa Cremin -- 8. Developing confident writers: Fostering audience awareness in primary school writing classrooms / Honglin Chen and Emma Rutherford Vale -- 9. Developing a pedagogy of empowerment: Enabling primary school writers to make meaningful linguistic choices / Susan Jones -- 10. Writing their futures: Students' stories of development and difference / Erika Matruglio and Pauline Jones -- 11. Wordsmiths and sentence-shapers: Linguistic and metalinguistic development in secondary writers / Debra Myhill -- 12. Growing into the complexity of mature academic writing / Beverly Derewianka -- 13. Articulating authorial intentions: Making meaningful connections between reading and writing in the secondary classroom / Helen Lines.

Sommario/riassunto

Writing development and pedagogy is a high priority area, particularly with standardised testing showing declines in writing across time and through the years of schooling. However, to date there are relatively few texts for teachers and teacher educators which detail how best to enable the children to become confident, autonomous and agentic writers of the future. *Developing Writers Across the Primary and Secondary Years* provides cumulative insights into how writing develops and how it can be taught across years of compulsory schooling. This edited collection is a timely and original contribution, addressing a significant literacy need for teachers of writing across three key stages of writing development, covering early (4-7 years old), primary (7-12 years old) and secondary years (12-16 years old) in Anglophone countries. Each section addresses two broader themes -- becoming a writer with a child-oriented focus and writing pedagogy with a teacher-oriented focus. Together, the book brings to bear rigorous research and deep professional understanding of the writing classroom. It offers a novel approach conceiving of writing development as a dynamic and multidimensional concept. Such an integrated interdisciplinary understanding enables pedagogical thinking and development to address more holistically the complex act of writing.
