**Creative Planning with Whole Texts** by Sue McGonigle

Children’s literature deserves a central role in the primary curriculum with its huge potential for a wide range of exciting language, literacy and arts based work that will excite children and draw them in to the pleasures that books and reading can bring. With guidance on how to choose books, the types of approaches to use and how to get about constructing a teaching sequence, and with online links to examples of literature-based planning, this Minibook offers a straightforward guide for students and teachers embarking on planning around a text for the first time or wishing to invigorate their practice.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 910543 92 4 Publisher: UKLA 2018

**Embedding media literacy across the secondary curriculum** by Julian McDougall and Helen Ward

In the face of ‘fake news’, students need to become critical readers of media. This Minibook draws on a co-creation project between teachers and students to develop media literacy resources for ICT, History, English and Geography in secondary schools. Accompanied by an online digital resource, with classroom and study materials and further reading, the case studies and teaching approaches in the book are combined with three core critical media learning objectives:

- Awareness - of representations, values and ideologies at work in media.
- Assessment - of audiences, sources, accuracy and purpose.
- Action - media agency, engagement and voice.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 910543 80 1 Publisher: UKLA 2017

**Film Education Literacy and Learning** by Becky Parry with Jeannie Hill Bulman

For many children, film and television drama are key early experiences of narrative. Such experience deserves to be valued in the classroom. However, simply valuing children’s existing media experience, whilst it may increase motivation, only scratches the surface of the potential of film education to support children’s literacy. This Minibook draws on many examples from practice and research to present a highly practical guide to film education, suggesting new approaches to learning progression.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 910543 50 4 Publisher: UKLA 2017

**Teaching comprehension through reading and responding to film** by Fiona Maine

Early fluent readers can struggle as they deal with increasingly complex written texts, and short films are the perfect resource for teaching comprehension strategies. They are also motivating and engaging texts for collaborative response and meaning-making. This Minibook offers insights into the transferable strategies that readers use when comprehending narratives. It draws on the experiences of a group of primary teachers and children who engaged in a ten week Film Talk project, suggesting activities and prompts for talk that might frame and support strategy development.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 910543 46 7 Publisher: UKLA 2015

**Evaluating Online Information and Sources** by Andrew K. Shenton & Alison J. Pickard

Locating information on the World Wide Web is now easier than ever before but the availability of so much material, of such varying quality, has brought its own problems. Young people need to develop an array of skills if they are to learn how to read such information critically. The Minibook begins with a theoretical perspective, exploring the nature of information evaluation then presents a teaching programme that can be followed in schools. A case study demonstrating a ‘textbook’ instance of how information may be appraised, offers a model for teaching the necessary skills.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 86 6 Publisher: UKLA 2014

**iPads and Tablets in the Classroom: Personalising children’s stories** by Natalia Kucirkova

Would you like to find out more about books created with iPads and tablets, which represent children’s stories in pictures, sounds and text? This Minibook is an introduction for Early Years and primary school practitioners interested in the potential of personalised stories made on tablets and iPads. The book offers a rationale for using new technologies to enhance children’s engagement in English, History and Mathematics lessons, and invites teachers to consider the potential of this approach for their practice.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1897638 90 3 Publisher: UKLA 2014

**Fifty years of literacy education: A history of the United Kingdom Literacy Association** by Margaret Cook & Alison Littlefair

The United Kingdom Literacy Association (previously the United Kingdom Reading Association) is a charity committed to the advancement of literacy education. This book charts the Association’s development over fifty years. It is hoped that the book will be of interest to those wishing to access a brief overview of changes to English literacy education over five decades, those concerned with patterns of professional development, and those interested in how a small organisation can maximise opportunities for influence without losing sight of its charitable aims.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 82 8 Publisher: UKLA 2014

**Talk for Spelling** by Tony Martin

Over recent years there has been a great deal of interest in ‘talk for writing’ and this book takes the idea further as it explores the ways in which talk strategies can be used for teaching spelling. In the Early Years and lower primary classes there has been a great deal of work to ensure phonics lessons are lively and interactive but this does not always continue into spelling lessons for older primary children. The teaching sequences in the book have been developed and tested in many classrooms and most can be used across the primary age range.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 53 8 Publisher: UKLA 2014
Storyline: Promoting Language Across the Curriculum by Steve Bell and Sallie Harkness

Storyline - a way of teaching language across the curriculum - is a teaching method valued in many countries for its ability to increase pupils’ engagement and attainment. It provides a framework in which teachers and pupils jointly construct a curriculum that addresses children’s interests and concerns while ensuring that core curricular knowledge and skills are taught. This way of working recognises the importance of linking to learners’ prior knowledge and models purposeful language and literacy, enterprise, democracy and good citizenship. It fosters imagination and creative thinking and develops a sense of purpose and achievement.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 74 3 Published 2013

Reading motivation and engagement in the primary school classroom: theory, research and practice by Sarah P. McGeown

Most school subjects rely on reading skills. As reading motivation is associated with children’s reading skill and development, identifying ways to boost motivation to read is crucial. By drawing on a substantial body of research, this Minibook provides an account of current theory and research into children’s reading motivation.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 71 2 Published 2013

Talk for Reading by Claire Warner

With many practical examples this book covers: teacher talk to model and teach reading strategies; classroom talk that promotes a positive climate and a reading for pleasure pedagogy based on social dynamic; and talk that can change, extend and enrich the way children think when they read both together and independently.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 69 9 Published 2013

Literature Circles: Better Talking, More Ideas by Carole King and Jane Briggs

Literature circles are an exciting way to explore children’s understanding of text, improve their reading skills and encourage the development of positive attitudes towards reading. The authors give examples of literature circles in action and offer tried and tested advice about how to help children develop as keen, adventurous and critical readers.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 33 0 Published 2012

Children’s Writing Journals by Lynda Graham and Annette Johnson

Writing journals give children the opportunity to become writers, rather than simply teaching them how to write. This book explains how to set up and use writing journals in class, why they are important and how they influence children’s attainment and attitudes to writing.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 27 9 Published 2012

Making Reading Mean by Vivienne Smith

Have you ever noticed the different ways children respond to texts and wondered why or wanted to analyse how children think about stories and wished to help them think more deeply? This Minibook helps teachers recognise common but unbalanced reading responses and gives advice about how to help children engage with stories more effectively.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 34 7 Published 2012

The Digital Literacy Classroom by Glenn Stone

The ideas offered in this Minibook provide a bridge between traditional literacy practice and new digital literacy pedagogy. It invites teachers to consider the value of digital literacies while exploring practical suggestions that build on existing practice. A rationale for moving towards digital literacy is also provided, set within the context of young people’s digital worlds.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 61 3 Published 2011

Miscue Analysis in the Classroom by Robin Campbell

Professor Robin Campbell describes the use of miscue analysis in the classroom, debating a number of issues related to teaching and assessing reading. This book is ideal for teachers and students who want to know more about miscue analysis in order to learn about their pupils’ reading development from the miscues that are produced during oral readings.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 36 1 Published 2011

Reading Magazines with a Critical Eye in the Primary School by Carolyn Swain

Young people devour magazines both at home and in the playground, yet this leisure reading doesn’t always have equal status with other texts in the classroom. Carolyn Swain explores how teachers can bridge the gap between home and school literacy through including magazines in the reading repertoire.

Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 51 4 Published 2009

Suitable for Secondary Schools

Buy online at www.ukla.org
UKLA Minibook Series

Drama: Reading, Writing and Speaking Our Way Forward by Teresa Cremin and Angela Pickard
This accessible and inspiring book provides ideas, support and insights to enable you to plan drama, both within your English time and across the curriculum. It highlights what children learn through drama and how drama can contribute to their development as readers, writers, speakers and listeners. The practical strategies and classroom examples offer imaginative ways forward for teachers and children alike.
Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 50 7 Published 2009

Tell Me Another… Speaking, Listening and Learning Through Storytelling by Jacqueline Harrett
Storytelling techniques not only enhance children’s speaking and listening skills, they help to transform children from superficial, deceptive or even inattentive listeners into more participatory and reflective listeners and learners across the curriculum. This book describes strategies to develop fluency in storytelling as a significant contributor to learning.
Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 49 1 Published 2009

Dyslexia and Inclusion: supporting classroom reading with 7-11 year olds by Rosemary Anderson
Full of practical advice, this book will help SENDCOs, teachers and assistants to support dyslexic pupils in ways that promote effective learning and ensure inclusion. All the main types of classroom reading encountered are covered, including on-screen texts that are such an integral part of the 21st century school experience.
Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 44 6 Published 2008

Practical Bilingual Strategies for Multilingual Classrooms by Tözun Issa and Alayne Özturk
This book offers guidance to practitioners for supporting bilingual learners in the primary school. Suggested activities reflect children’s various linguistic and cultural experiences and highlight the importance of maintaining the role of the home language. The practical examples shown in this book reflect positive practice observed both at home and in some schools where such experiences are used most effectively.
Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 45 3 Published 2008

Active Encounters: Inspiring young readers and writers of non-fiction 4-11 by Margaret Mallett
How do teachers help children become enthusiastic and successful readers and writers of non-fiction? This book shows how children can learn actively and collaboratively, drawing on secondary sources to extend their understanding. The practitioner is key: as creator of contexts where talk and questioning are encouraged; as promoter of study skills; and as expert on a variety of stimulating texts to inspire learning.
Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 39 2 Published 2007

Classroom Action Research in Literacy: a Guide to Practice by Eve Bearne, Lynda Graham and Jackie Marsh
Offering guidance, formats for recording and analysing information and providing case study examples of teachers’ action research projects, this book gives detailed and practical advice about the process of investigating - and changing - practice in literacy teaching.
Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 38 5 Published 2007

Poetry Matters by Andrew Lambirth
Reading, performing, discussing, showing, writing, drawing - it’s all here to make poetry matter for teachers and children. This book sets out to help practitioners realise their own poetic potential and existing knowledge of poetry and rhyme. It provides dynamic ideas and activities that act as the perfect aid for teachers looking to develop children’s language awareness without the strictures of isolated phonics instruction.
Price £9 (members) • £10 (non-members) • £7 (e-book) ISBN 978 1 897638 40 8 Published 2007

A new practical guide

NEW Using Technology to Improve Reading and Learning by Bernadette Dwyer and Colin Harrison
This book will help you to use technology successfully to enhance literacy development at all levels. This practical guide, based on the authors’ own classroom research as well as hundreds of published studies, supports teachers’ understanding of current technologies and how they can be used as tools to enhance student learning and achievement. Each chapter provides concrete strategies and resources that can be used to engage students, to promote creativity and collaboration, and to empower students to be ready for participation in today’s global society.
Price £17 (members) • £18 (non-members) • £12 (e-book) ISBN 978 1 910543 96 2 Publisher: UKLA 2018

Buy online at www.ukla.org
UKLA Ideas in Practice Series

NEW Power-up Literacy: technology and multimodality within the extended classroom by Petula Bhojwani and Craig Wilkie

Power Up Literacy provides all you need to inject excitement, awe and wonder into lessons bringing timeless texts to life, re-engaging even the most hard-to-reach learners, with tips and guidance on how to make the most effective use of technology and literacy techniques. Aware of challenging budgets in schools, the case studies describe practical classroom activities that can be delivered with free or low-cost technologies. Written accessibly, with printable class worksheets and bite-sized ‘techy tips’ throughout, all readers will feel able to try out the techniques whatever their ICT confidence level.

Price £14 (members) • £15 (non-members) • £11 (e-book) ISBN 978 1 910543 84 7 Publisher: UKLA 2018

REVISED AND UPDATED ‘I know what to write now!’ Engaging Boys (and Girls) through a Multimodal Approach by Petula Bhojwani, Bill Lord and Cath Wilkes

With an associated website, this innovative publication provides guidance for school based development as well as many useful tips to help teachers introduce multimodal strategies into teaching and learning about literacy including:

• frameworks to support professional development
• guidance on using a range of digital technologies
• case study examples and teaching sequences from Foundation Stage to Year 6
• links to film and resource websites.

Price £14 (members) • £15 (non-members) • £11 (e-book) ISBN 978 1 910543 84 9 Publisher: UKLA 2018

Teaching writing effectively: Reviewing practice by Eve Bearne, Liz Chamberlain, Teresa Cremin and Marilyn Mottram

This self-support book for teachers and subject leaders provides the basis for a thorough review of classroom practice in teaching writing. Bringing together key ideas about teaching writing from contributors with extensive experience of working with teachers to improve classroom writing, the book covers: - the role of the English subject leader; purposes for writing in the curriculum; teachers as writers; talk for writing; the writer’s voice; issues of diversity and inclusion; spelling, handwriting, grammar and punctuation; response to writing; and assessment.

Price £14 (members) • £15 (non-members) • £11 (e-book) ISBN 978 1 910543 76 4 Publisher: UKLA 2016

Handbook of Teaching Early Reading: more than phonics by Sally Elborn

This substantial Handbook offers practical guidance to those wishing to provide a full rich reading curriculum for children, taking a holistic view of what becoming a reader involves. In four sections: The reading curriculum; What the reading process involves; Comprehension; Assessing reading, the material is supported by vignettes of practice for Reception, Year 1 and Year 2, recommending teaching approaches and offering photocopiable formats for evaluating aspects of reading provision.

Price £19 (members) • £20 (non-members) • £18 (e-book) ISBN 978 1 897638 98 9 Publisher: UKLA 2015

Storyline: Creative Learning Across the Curriculum by Carol Omand

Storyline uses a creative approach to engage learners in purposeful learning through topics, offering opportunities for reflection, assessment, professional development and collaborative teaching. The book gives background information to the philosophy and practical application of the approach and includes planning grids suggesting ideas for Storyline topics.

Price £14 (members) • £15 (non-members) • £11 (e-book) ISBN 978 1 897638 78 1 Publisher: UKLA 2014

Literacy and community: developing a primary curriculum through partnerships by Eve Bearne and Rebecca Kennedy (editors)

There is current pressure on schools to design a curriculum that will answer to local needs and foster firmer links between school, homes and communities. This book describes projects which take a broad view of literacy and build on children’s home, community and cultural experience as a starting point for learning.

Price £14 (members) • £15 (non-members) • £11 (e-book) ISBN 978 1 897638 66 8 Publisher: UKLA 2011

Planning for Innovation in English Teaching by Gabrielle Cliff Hodges, Alison Binney and Emily Evans

With practical ideas for innovative planning in English teaching, this book can be used by individual teachers, colleagues within an English department, consultants working with teacher groups or initial teacher education lecturers to support their work with student teachers. Although the examples included here focus on teaching English at key stage 3, the underlying principles of innovation and critical enquiry are readily applicable to key stage 4, and to primary classrooms.

Price £14 (members) • £15 (non-members) • £11 (e-book) ISBN 978 1 897638 54 5 Publisher: UKLA 2010

Building Communities of Readers by Teresa Cremin, Marilyn Mottram, Fiona Collins and Sacha Powell

Teachers as Readers: Building Communities of Readers was a UKLA project designed to increase children’s independent reading for pleasure. It achieved this aim by improving teachers’ knowledge and use of children’s literature enabling them to build stronger relationships with families and librarians, so becoming Reading Teachers: teachers who read and readers who teach in the process. The materials are designed to extend teachers’ knowledge and love of children’s literature, and enable them to expand their conceptions of what it means to be a reader in the 21st century.

Price £14 (members) • £15 (non-members) • £11 (e-book) ISBN 9781897638460 Publisher UKLA 2008

Suitable for Secondary Schools
UKLA Teaching Grammar

Teaching Grammar Effectively at Key Stage 1 by Eve Bearne, Rebecca Kennedy and David Reedy
Why teach grammar at key stage 1? The answer is the same for any age group: when you know how language works, you have choices about how to get your message across. The materials include case studies and vignettes of practice, terminology checks and ‘Quick and Easy’ teaching suggestions covering all the grammatical features and terminology that children are required to know and use in the National Curriculum at Key Stage 1.


Teaching Grammar Effectively in Primary Schools by David Reedy and Eve Bearne
Understanding grammar is more than a matter of just learning to name parts of speech; it is a matter of understanding how language works so that we can say (or write) exactly what we want to say as effectively as possible. The material in this book covers all aspects of grammar in the National Curriculum for English explained through: case studies by teachers; vignette examples of practice; terminology checks and ‘Quick and Easy’ practical examples.

Price £14 (members) • £15 (non-members) • £11 (e-book) ISBN 978 1 897638 73 6 Publisher: UKLA 2013

English, Language and Literacy 3 to 19 Series
Owen Education in collaboration with UKLA

English, Language and Literacy 3 to 19: Summary by John Richmond & Peter Dougill and Mike Raleigh
The first in a series designed to inspire and inform debate about school strategy, this book draws on seminal studies and development work carried out over many years and acts as a summary for the other nine booklets in the series. It offers a critique of the National Curriculum for English, introduced in 2014 and 2015, and its associated assessment arrangements, proposing better-balanced, more rational alternatives for an English Curriculum.

Price £7 (members) • £7 (non-members) • £6 (e-book) ISBN 978 1 910543 34 4 Publisher: UKLA/Owen 2015

English, Language and Literacy 3 to 19: Talk by John Richmond
Drawing on authoritative work over many decades confirming the essential role of the spoken language in learning, this book offers a theoretical model for learning and talk. It critiques aspects of the National Curriculum orders for spoken language, introduced in 2014 or 2015 offering a rigorous and developmental alternative curriculum for spoken language 5 to 16, which values exploratory and collaborative talk as well as more form al and individual uses.

Price £7 (members) • £7 (non-members) • £6 (e-book) ISBN 978 1 910543 02 3 Publisher: UKLA/Owen 2015

English, Language and Literacy 3 to 19: Drama by John Richmond
This book summarises the work of some of the major writers on educational drama and welcomes the contribution that drama makes to children’s and young people’s learning and to the life of schools. It is critical of the UK government not granting drama official status as a National Curriculum subject in schools in England and proposes an outline curriculum for drama from 3 to 16 as a free-standing subject in the statutory curriculum.

Price £7 (members) • £7 (non-members) • £6 (e-book) ISBN 978 1 910543 14 6 Publisher: UKLA/Owen 2015

English, Language and Literacy 3 to 19: Writing 3 to 7 by John Richmond
Quoting major authorities on teaching early writing spanning more than 80 years, this book describes approaches to teaching writing most likely to give young children, by the time they are 7, strong, confident voices as writers and a growing mastery of the English writing system. It is critical of some aspects of the statutory framework for the Early Years Foundation Stage and of the requirements for writing at Key Stage 1 in the new National Curriculum for English, proposing an alternative curriculum for writing 3 to 7.

Price £7 (members) • £7 (non-members) • £6 (e-book) ISBN 978 1 910543 18 4 Publisher: UKLA/Owen 2015

English, Language and Literacy 3 to 19: Writing 7 to 16 by John Richmond
This book is sharply critical of aspects of the requirements for writing at Key Stage 2 in the National Curriculum for English, including the failure to acknowledge the impact of digital media and technology on writing, whilst welcoming some aspects of the orders for writing at Key Stages 3 and 4. It describes approaches to teaching writing most likely to give children and young people between the ages of 7 and 16 strong voices as writers and a confident control of the English writing system, proposing an alternative curriculum for writing 7 to 16.

Price £7 (members) • £7 (non-members) • £6 (e-book) ISBN 978 1 910543 26 9 Publisher: UKLA/Owen 2015

English, Language and Literacy 3 to 19: Reading 3 to 7 by John Richmond
Learning to read is a complex, meaning-making process which should give pleasure. This book is critical of simplistic understandings of reading which claim that one or other ‘method’ is the sole means by which children learn to read effectively and of the UK government’s imposition of synthetic phonics as the near-exclusive method of teaching beginning readers in early years settings and primary schools in England. It concludes by offering an alternative curriculum for reading 3 to 7 grounded in sound theory.

The booklet is a revised, expanded and updated version of John Richmond’s Teaching Reading: How To, published by UKLA in 2013.

Price £7 (members) • £7 (non-members) • £6 (e-book) ISBN 978 1 910543 22 1 Publisher: UKLA/Owen 2015
English, Language and Literacy 3 to 19: Reading 7 to 16 by Peter Traves

This book draws on many sources about how young readers between 7 to 16 come to enjoy and benefit from books and other texts. With chapters on reading for information, reading imaginative literature, the crucial importance of libraries in schools' provision, the role of the home in promoting reading and issues of diversity and inclusion, it partly welcomes and partly criticises the orders for reading in the National Curriculum for English at Key Stages 2, 3 and 4, and the new GCSE requirements, offering an alternative curriculum for reading 7 to 16.

Price £7 (members) • £7 (non-members) • £6 (e-book)  ISBN 978 1 910543 30 6  Publisher: UKLA/Owen 2015

English, Language and Literacy 3 to 19: Grammar and Knowledge about Language by John Richmond

This book welcomes grammar teaching pitched at an appropriate level for the age and intellectual maturity of learners, which introduces grammatical concepts and terminology in the context of authentic and pleasure-giving texts. However, competence in language is prior to analysis of language, and the booklet cites research which shows that decontextualised drills and exercises bring do not increase competence in writing. It criticises aspects of the National Curriculum orders for English and the spelling, punctuation and grammar test for pupils at Year 6, ending with proposals for an alternative curriculum for grammar teaching.

Price £7 (members) • £7 (non-members) • £6 (e-book)  ISBN 78 1 910543 06 1  Publisher: UKLA/Owen 2015

English, Language and Literacy 3 to 19: Media by Andrew Burn

Drawing on theoretical perspectives to make a case for the inclusion of media education across the whole age range of mandatory education, this book argues for a strong relationship between media education and English and drama, and for work which integrates these domains. It demonstrates what media education might look like across newspapers, film, animation, television, advertising, video games, comic strips, across the primary and secondary age range, offering a possible alternative media curriculum from 3 to 16.

Price £7 (members) • £7 (non-members) • £6 (e-book)  ISBN 978 1 910543 38 2  Publisher: UKLA/Owen 2015

English, Language and Literacy 3 to 19: English 16 to 19 by Angela Goddard

This book explains and evaluates the reforms to AS-/A-level English affecting courses in English Language, English Literature and English Language and Literature, each of which has a distinctive identity, shaped by debates about what 'English' means. The book offers examples of active, creative approaches to study in the three A-level subjects, proposing ways in which assessment needs to change in order to be relevant to modern literacies. It summarises the current situation with 'other than A-level' English qualifications for this age group, recommending the introduction of a GCSE-equivalent qualification for post-16 students.

Price £7 (members) • £7 (non-members) • £6 (e-book)  ISBN 978 1 910543 42 9  Publisher: UKLA/Owen 2015

UKLA CD Rom

Inclusive approaches to teaching literacy in the secondary school  Eve Bearne (editor)

What does it mean to take an inclusive approach to literacy teaching? These materials are based on the principle that a curriculum which genuinely engages and works for the students is one which takes account of the diversity of learners and provides for the variety that difference brings. Contributors to each section are experienced practitioners and the accounts of effective practice, selfreview formats, questionnaires and surveys are designed to support professional development by individual teachers, departments or the whole school.

The material covers: Literacy across the Curriculum; Reading; Writing; Spoken Language; 21st Century Literacies; Issues of Diversity and Bringing School and Community Together.

Price £12.00 (members) • £13.00 (non-members) Available as a CDROM and as an e-publication  ISBN 978 1 897638 48 4  Publisher UKLA 2015

Writers in Schools by Teresa Cremin, David Reedy and Ian Starling

This CD Rom offers support for professional development focused upon planning and organising Writers in Schools programmes, both in English and across the curriculum. The resource is designed for primary and secondary teachers, Local Authority personnel, student teachers and ITE lecturers.

Price £5.00  ISBN 978 1 897 638 56 9  Publisher UKLA 2010

Suitable for Secondary Schools

Buy online at www.ukla.org
Young Children Reading: at home and at school by Rachael Levy
Developing and supporting literacy is an absolute priority for all early years settings and primary schools, and something of a national concern. By presenting extensive research evidence, Rachael Levy shows how some tried and tested approaches to teaching reading may be counterproductive, causing young children to lose confidence in their abilities as readers. This book encourages critical reflection on the current reading curriculum, considering ways in which practice might be developed to match the changing literacy landscape of the 21st century.


Primary English Teaching by Robyn Cox (editor)
Primary English Teaching is a comprehensive introduction to language, literacy and learning in the primary school, exploring the theoretical issues that underpin pedagogical practice in the primary English language classroom. Using theory snapshots, task boxes and teaching ideas, it helps students not only understand the theory but also translate it into good practice. Diversity and aspects of special educational needs are considered throughout.


Digital Literacies: Social Learning and Classroom Practices Victoria Carrington and Muriel Robinson (editors)
Digital technologies are an everyday part of life and this book explores how they can be used in schools. With a practical focus, the examples and issues explored in this book will help teachers and students analyse their own practice and carry out small-scale research projects. Explaining the theoretical issues and demonstrating their practical implementation, this topical book will be an essential resource for all involved in literacy teaching.

Price £28.99 ISBN 9781847870384 Publisher SAGE/UKLA 2009

Desirable Literacies: Approaches to language and literacy in the early years by Jackie Marsh and Elaine Hallett
Collating their extensive experience of language and literacy in the early years, the contributors explore key aspects of this topic, linking practical ideas for early years settings and classrooms to relevant theory and research. This second edition is updated to take into account important developments in research, policy and practice, and now covers the 0-8 age range.

Price £32.99 ISBN 978 1 84787 282 1 Publisher SAGE/UKLA 2008

Visual Approaches to Teaching Writing: Multimodal literacy 5-11 by Eve Bearne and Helen Wolstencroft
At the heart of this book lies the conviction that an integrated approach to teaching which takes account of all the dimensions of text will help children achieve in writing and in multimodal composition. This practical guide includes examples of teaching sequences using film, drama, real-life observations, presentation software and the interactive whiteboard based on a flexible planning and teaching model.


Phonics: Practice, Research and Policy by Maureen Lewis and Sue Ellis
At a time when the government is urging English schools to implement a particular approach to the teaching of phonics, this book offers teachers and student teachers a practical, informed and balanced overview on the role of phonics in learning to read. With contributions from leading literacy experts the book provides the information needed to make informed professional judgements in this controversial area.

Teaching Writing: What the evidence says by Henrietta Dombey and colleagues

To many people outside our primary classrooms, the way to improve the teaching of writing seems obvious. Focus heavily on the basics, such as spelling and punctuation. Apply rigour, in the form of grammar teaching. Test frequently. But if we look at the research evidence, the answers are rather different. This booklet examines a range of research evidence from English speaking countries offering solid information to guide their journeys through this contentious territory.

Price £5.00 (paperback) • £5.00 (e-book)  ISBN 978 1 897638 72 9 Publisher UKLA 2013

Teaching Reading: How To by John Richmond

This pamphlet presents a view of the process of learning to read as a meaning-making activity in which the beginning reader uses a wide range of clues and strategies in order to develop competence and confidence; it opposes the simplistic notion that successful reading is only to do with making sound-to-symbol correspondences; and it challenges recent UK governments’ preoccupation with synthetic phonics as the only method which teachers should employ in order to teach children to read.

Price £5.00 (paperback) • £5.00 (e-book)  ISBN 978 1897638 70 5 Publisher UKLA 2013

Teaching Reading: What the evidence says by Henrietta Dombey and colleagues

In this important booklet Henrietta Dombey and colleagues in the UKLA and the International Reading Association draw on abundant evidence from both sides of the Atlantic to show that what actually works in the classroom is a more comprehensive, integrated and flexible approach. UKLA argues that phonics is not enough and Teaching Reading sets out a research-informed alternative approach.

Price £5.00 (only available as an e-book)  ISBN 978 1 897638 57 6 Publisher UKLA 2010

Beyond Words: Developing children’s understanding of multimodal texts edited by Eve Bearne for UKLA and Cary Bazalgette for MEA

Arising from the BFI ‘Reframing Literacy’ research project, the booklet Beyond Words and the dedicated material pack Reading Film are designed to provide guidance for primary teachers in identifying progression in pupils’ analysis of multimodal texts.

The dedicated material pack includes an introduction to film terminology, accounts of classroom talk, and examples of children’s own film making.

The booklet looks at multimodal texts more generally, describing progress in children’s reading, analysis and response to multimodal texts.

Price £7.00 (paperback) • £7.00 (e-book)  ISBN 978 1 897638 55 2 Publisher UKLA 2010
Making an Impact

These professional development materials are designed to support school leaders, senior managers, literacy subject leaders, advisers or consultants as they help teachers work collaboratively with colleagues to develop provision for new literacies within the school, in local clusters of schools or across the authority.

Making an Impact: Raising writing standards by Rebecca Kennedy and Eve Bearne

Designed to be used with UKLA’s Teaching Writing Effectively: reviewing practice, these materials provide the basis for:
- reviewing school and classroom provision for writing
- identifying key areas for development
- working on extended teaching sequences designed to raise standards
- assessing writing
- evaluating and embedding successful strategies.

Price £7.00  Only available as an e-publication  ISBN 978 1 897638 62 0  Publisher UKLA 2012

Making an Impact: Embedding new literacies by Rebecca Kennedy and Eve Bearne

These materials accompany UKLA’s Beyond Words: Developing children’s response to multimodal texts which offers a new framework for describing progress in engaging with new literacies.

Support is given for:
- planning and carrying out extended teaching sequences designed to improve children’s reading and composition of multimodal texts
- evaluating and embedding successful strategies
- developing school policy for new literacies.

Price £7.00  Only available as an e-publication  ISBN 978 1 897638 60 6  Publisher UKLA 2012

Making an Impact: Developing a Reading School by Rebecca Kennedy and Eve Bearne

These materials draw on the Building Communities of Readers projects offering a wealth of suggestions for ways in which teachers can develop reading for pleasure. The materials include sessions to support:
- reviews of teachers’ and children’s reading preferences and experiences
- planning for teaching the range of reading effectively
- the reading environment
- planning the school library
- developing independence in reading
- reading for pleasure and purpose
- involving parents and families in reading.

Price £7.00  Only available as an e-publication  ISBN 978 1 897638 63 7  Publisher UKLA 2012

Making an Impact: Teaching Grammar in Context by Rebecca Kennedy and Eve Bearne

Designed to be used with the UKLA book Teaching Grammar Effectively in Primary Schools, these professional development materials offer support for:
- preparing pupils for the spelling, punctuation and grammar test
- developing whole school policy about teaching grammar in context
- developing classroom practice in teaching grammar and punctuation through regular reading and writing provision.

Price £7.00  Only available as an e-publication  ISBN 978 1 897638 94 1  Publisher UKLA 2015

Raising Standards through Innovations in English Teaching: creativity and critical reflection by David Reedy and Eve Bearne

These professional development materials accompany Planning for Innovation in English Teaching by Gabrielle Cliff Hodges, Alison Binney and Emily Evans which looks at teaching English in the early years of secondary schooling using an enquiry-based planning model. Although the work was originally planned for key stage 3, teachers in key stages 2 and 4 will also find the ideas valuable.

Price £7.00  Only available as an e-publication  ISBN 978 1 89763 59 0  Publisher UKLA 2010

Suitable for Secondary Schools
### UKLA Minibook Series

<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Qty</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td><strong>NEW</strong> Creative Planning with Whole Texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td><strong>NEW</strong> Embedding Media Literacy Across the Secondary Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td><strong>NEW</strong> Film Education, Literacy and Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Teaching Comprehension Through Reading and Responding to Film</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Talk for Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Evaluating Online Information and Sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>iPads and Tablets in the Classroom: personalising children’s stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Fifty years of Literacy Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Storyline: Promoting Language Across the Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Reading Motivation and engagement in the primary school classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Talk for Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Literature Circles: Better Talking, More Ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Children’s Writing Journals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Making Reading Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>The Digital Literacy Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Miscue Analysis in the Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Reading Magazines with a Critical Eye in the Primary School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Drama: Reading Writing &amp; Speaking Our Way Forward</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Tell Me Another... Speaking, Listening &amp; Learning Through Story Telling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Practical Bilingual Strategies for Multilingual Classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Dyslexia &amp; Inclusion: supporting classroom reading with 7-11 year olds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Poetry Matters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Active encounters: Inspiring young readers &amp; writers of non-fiction 4-11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Classroom Action Research in Literacy: a Guide to Practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### English, Language and Literacy 3 to 19 Series

<table>
<thead>
<tr>
<th>Title</th>
<th>Qty</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing 3 to 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing 7 to 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading 3 to 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading 7 to 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Knowledge about Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 16 to 19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### UKLA Ideas in Practice Series

<table>
<thead>
<tr>
<th>Title</th>
<th>Qty</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEW</strong> Power-up Literacy: Technology and Multimodality within the Extended Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know what to write now! Engaging Boys (&amp; Girls) through a Multimodal Approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching writing effectively: Reviewing practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handbook of Teaching Early Reading: more than phonics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storyline: Creative Learning Across the Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy and Community: developing a primary curriculum through partnerships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning for Innovation in English Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Communities of Readers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NEW</strong> Using Technology to Improve Reading and Learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### UKLA Teaching Grammar

<table>
<thead>
<tr>
<th>Title</th>
<th>Qty</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Grammar Effectively in Primary Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Grammar Effectively at Key Stage 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### UKLA Research and Practice

<table>
<thead>
<tr>
<th>Title</th>
<th>Qty</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Reading: What the evidence says</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Writing: What the evidence says</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Reading: How To</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beyond Words: Developing children’s response to multimodal texts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### UKLA Cdom

<table>
<thead>
<tr>
<th>Title</th>
<th>Qty</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive approaches to teaching literacy in the secondary school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writers in Schools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Making an Impact

<table>
<thead>
<tr>
<th>Title</th>
<th>Qty</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising Standards in Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embedding New Literacies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing a Reading School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Grammar in Context</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Books available in the UKLA Catalogue

<table>
<thead>
<tr>
<th>Title</th>
<th>Qty</th>
<th>Cost</th>
</tr>
</thead>
</table>

### Postage and packing (see over for rates) £
Postage and packing:
• For orders up to £10 postage costs £3
• For orders up to £20 postage costs £4
• For orders up to £30 postage costs £5
For larger orders please request P&P prices

Payment (cash, cheque or debit/credit card) with personal orders
Invoices can be issued for official orders

PLEASE USE BLOCK LETTERS

Name ________________________________________________
Address ________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
Post Code ____________________________
(Please note that if paying by credit card this address must be the one known to your credit card company)

UKLA membership number ______________
(necessary to obtain discounts on UKLA books)

☐ I enclose a cheque for £ ____________ made payable to UKLA

☐ I have paid in cash the sum of £ ____________

☐ Please invoice to address above for £ ____________

☐ Please debit my credit/debit card

    Type of card __________________________

    Card No. __________________________

    Card Security number (last 3 digits of number on reverse side of card) __________

    Expiry Date _______________________

    Signature __________________________ Date ________________

Please return to:
UKLA, 9 Newarke Street, Leicester, LE1 5SN, United Kingdom
Tel: 0116 223 1664 • Fax: 0116 223 1665 • E-mail: admin@ukla.org
Alternatively buy online at www.ukla.org

UKLA