

Practical and Professional Books *for teachers*



This brochure highlights the key areas that have seen the most change in education in the last year. It gives introductions to each area with some interesting facts and figures, and lists all new books and backlist titles in those areas.

It is important to note that we publish books that cover all areas of education – including curriculum subjects, both primary and secondary, professional development and school leadership, as well as all the areas covered in this brochure. Some of these books are listed in the table on page 39.

English and Literacy: Page 2

There has been enormous focus on children's reading skills in 2008 with the National Year of Reading, and now the government is putting the spotlight on children's writing abilities with the Every Child a Writer scheme.

Early Years: Page 10

Early Years settings have seen the most change in the last few months with the introduction of the new Early Years Foundation Stage. Our books publishing has kept up-to-date with these changes in order to provide practitioners with all the information they need to be able to implement the changes in their settings.

Every Child Matters: Page 17

Since its implementation in 2003, Every Child Matters has been a major change to professionals in all educational settings. We have an outstanding range of ECM books, most written by the ECM guru Rita Cheminai that outline the ECM agenda and offer practical activities and resources for professionals to put into practice.

Special Educational Needs and Inclusion: Page 19

With over 250,000 children in the UK having some form of SEN, there is a real need for practical resources to help SENCos and teachers in mainstream schools and special schools. All our SEN books are written by well-regarded authors in the field of SEN and, reflect current theory and best practice that is easily accessible to all professionals.

Gifted & Talented: Page 31

There is now a trained leading Gifted and Talented Co-ordinator in nearly every secondary school and cluster of primary schools in the UK. This reflects the high importance now placed on the education of those children who are classed 'gifted' or 'talented'.

Thinking Skills: Page 32

Thinking Skills is now a high priority in the primary curriculum. Our Thinking Skills books can be used by all abilities of children and are placed in the Gifted and Talented section as extra resources that can be used to extend and challenge those more able pupils.

Teaching Assistants and Support Staff: Page 36

Teaching Assistants and all support staff are valuable members of staff in any school, they provide support to the teacher and also to the children. With more and more Teaching Assistants being employed each year and now with the HLTA courses, there is a demand for practical books that are written solely for the TA.

More New Books for Teachers: Page 39

Bookshops and POS Materials: Page 40

To see all new books publishing this year and key backlist titles order up a copy of our **Practical and Professional complete catalogue** – see page 40 for how to do this.

For Trade contacts please turn to page 40

JUMPSTART!

YOUR LESSONS

The 6 books in our lively Jumpstart! series are full of games and activities that any teacher can do quickly, at the beginning of a lesson or as a time-filler, with little preparation. They grab children's attention and get them focused on learning!

NEW
Jumpstart! Poetry
Games and activities for ages 7-12
Ple Corbett
September 2008; A5: 180pp
Pb: 978-0-415-46706-2 **£11.99**

NEW
Jumpstart! Storymaking
Games and activities for ages 7-12
Ple Corbett
November 2008; A5: 128pp
Pb: 978-0-415-46866-6 **£11.99**

NEW
Jumpstart! Creativity
Games & Activities for Ages 7 - 14
Stephen Bowkett
2007; A5: 176pp
Pb: 978-0-415-43273-3 **£11.99**

NEW
Jumpstart! Literacy
Key Stage 2/3 Literacy Games
Ple Corbett
2004; A5: 160pp
Pb: 978-1-84312-102-2 **£11.99**

NEW
Jumpstart! ICT
ICT activities and games for ages 7-14
John Taylor
2006; A5: 112pp
Pb: 978-1-84312-468-0 **£11.99**

NEW
Jumpstart! Numeracy
Maths activities and games for ages 5-14
John Taylor
2004; A5: 98pp
Pb: 978-1-84312-264-7 **£11.99**

NEW
Jumpstart! Drama
Games and Activities for Ages 5-11
Teresa Cremin, Roger McDonald, Emma Goff and Louise Blakemore
March 2009; A5: 104pp
Pb: 978-0-415-48245-6 **£11.99**

NEW
Jumpstart! Science
Games and Activities for Ages 5-11
Rosemary Feasey
March 2009; A5: 86pp
Pb: 978-0-415-46212-7 **£11.99**

English and Literacy

- In 2007, whilst 80% of children achieved a Level 4 in English (Key Stage 2 tests), only 67% achieved this result in writing
- Only 60% of boys achieve Level 4 in writing
- Only just over two-thirds of pupils achieve the expected writing standards at the end of primary school.

Every Child a Writer scheme

- £25m Every Child a Writer scheme offers intensive support to pupils struggling with writing
- Piloted with 2,500 children in 135 schools in nine local authority areas. And by 2011 a national roll-out will mean it reaches 45,000 children
- Attention is being paid to the development of independent creative writers.

Writing Models

Teachers who want to cut lesson planning time should welcome this series, revised in line with the new literacy framework in the second editions. Writing Models aims to help teachers cover every sort of writing type they need; fine tune lessons by following key teaching points for each model; and deliver the new literacy units to pupils of varying ability using different versions of the same model.

Each book in the series gives you:

- a bank of easy-to-use, photocopiable models for writing covering poetry, narrative and non-fiction
- key teaching points for each model
- simpler and harder examples for differentiation.



2ND EDITION

Writing Models Year 3

Pie Corbett

A David Fulton Book

December 2009: A4: 116pp

Pb: 978-0-415-47791-8: **£17.99**

1st Edition: Pb: 978-1-84312-094-0

2ND EDITION

Writing Models Year 4

Pie Corbett

A David Fulton Book

December 2009: A4: 128pp

Pb: 978-0-415-47792-5: **£17.99**

1st Edition: Pb: 978-1-84312-095-7

2ND EDITION

Writing Models Year 5

Pie Corbett

A David Fulton Book

December 2009: A4: 96pp

Pb: 978-0-415-47793-2: **£17.99**

1st Edition: Pb: 978-1-84312-096-4

2ND EDITION

Writing Models Year 6

Pie Corbett

A David Fulton Book

December 2009: A4: 96pp

Pb: 978-0-415-47794-9: **£17.99**

1st Edition: Pb: 978-1-84312-097-1

A4

Developing children's writing abilities boosts their confidence, creates enjoyment and relevance in the task and cultivates a range of decision-making and problem-solving skills that can then be applied across the curriculum. The Countdown Series provides all the support teachers need in helping children to improve their prose, poetry and non-fiction writing.

The Countdown Series saves valuable planning time and gives teachers all the flexibility they need – teachers might want to utilise either the self-study or 'countdown' aspects of the book, or simply dip into it for individual lesson activities to fit in with their own programmes of work. It includes:

- 60 stand-alone modules that cover all the essential aspects of writing a story
- countdown flowchart providing an overview showing how modules are linked and how teachers can progress through them with the children
- photocopiable activity sheets for each module that show how to make the decisions and solve the problems that all writers face along the road from first idea to finished piece of work
- teachers' notes for each module with tips and guidance including how modules could be used as stand-alone units, but also with suggestions for useful links between modules, and curriculum links
- a self-study component so that children can make their own progress through the materials, giving young writers a sense of independence in thinking about their work
- 'headers' for each module showing where along the 'countdown path' you are at that point.



NEW

Countdown to Creative Writing

Step by Step Approach to Writing Techniques for 7-12 Years

Stephen Bowkett

A David Fulton Book
October 2008: A4: 208pp
Pb: 978-0-415-46855-8: **£23.99**

NEW

Countdown to Non-Fiction Writing

Step by Step Approach to Writing Techniques for 7-12 Years

Steve Bowkett

A David Fulton Book
November 2009: A4: 160pp
Pb: 978-0-415-49259-1: **£22.99**

NEW

Countdown to Poetry Writing

Step by Step Approach to Writing Techniques for 7-12 Years

Steve Bowkett

A David Fulton Book
February 2009: A4: 160pp
Pb: 978-0-415-47752-9: **£22.99**

NEW

A4

Descriptosaurus

Supporting Creative Writing for Ages 8–14

Alison Wilcox



'Written with great clarity, creativity and a true understanding of what stimulates and engages the minds of children, *Descriptosaurus* is an essential resource for pupils, parents and professionals alike. This book is set to influence all who use it and create a generation of new young writers.' - Francine Oddoye, Deputy Head Teacher, Clifton Hall School, Scotland

'I think *Descriptosaurus* is a great book. Using it has really improved my writing. I can remember lots of the phrases and I now enjoy writing because I'm not stuck for ideas or words. I have also learnt how to use more interesting words as I can see how they can be used in phrases and sentences and these have inspired me to think up my own ideas' - Jamie Stewart (Aged 11)

'I have used *Descriptosaurus* as a teaching tool to improve descriptive writing. This has been very successful as it has given the children and me another technique to work with. It has particularly opened the children's eyes to another side of descriptive language and allowed them to raise the standard of their writing' - Katherine Vacher, Barfield School

Descriptosaurus is the first book for creative writing that is a thematic expansion of a dictionary and a thesaurus. It provides children with a comprehensive resource with which to expand their descriptive vocabulary, experiment with language and sentence structure and build up narratives based around the following areas:

- settings – landscapes, settlements and atmospheres
- characters – appearance, emotions and personality
- creatures – appearance, abilities and habitats.

This model was created as a result of feedback from children as to the resources they required to inspire and assist them with their writing. For reluctant writers or those faced with blank page syndrome, *Descriptosaurus* provides useful starting points to encourage putting pen to paper. Using *Descriptosaurus* will not only inspire children, it will build their confidence and dramatically improve the content of their writing.

A David Fulton Book

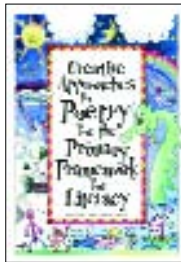
2008: A4: 248pp

Hb: 978-0-415-46835-0: £22.99

A4

Creative Approaches to Poetry for the Primary Framework for Literacy

Jan Foale and Linda Pagett



Creative Approaches to Poetry for the Primary Framework for Literacy supports teachers in planning, teaching and, most importantly, enjoying poetry with their pupils. With an emphasis on creative, cross curricular approaches the authors explore tried and tested methods of teaching poetry in an engaging and comprehensive manner. A carefully considered range of poems has been included in order to expand children's repertoires in a variety of poetic forms.

Chapters cover:

- how to develop a range of creative approaches to teaching poetry, involving visualisation, drama, choral speaking, performance, discussion and writing
- how to engage children from a variety of backgrounds and abilities in experiencing poetry in its many forms
- integrating the teaching of poetry with all other areas of the curriculum including ICT and citizenship
- effectively linking all work to the KS1 poetry units of the renewed Primary National Framework for Literacy
- an innovative model that takes children on a journey beginning before they meet the poem through to becoming poets themselves.

This accessible and user-friendly book includes informative case studies, photographs and children's work to demonstrate alternative routes to working with poetry. It will prove an invaluable resource for all primary teachers seeking to employ progressive and effective strategies in the teaching of poetry.

A David Fulton Book

2008: A4: 120pp

Pb: 978-0-415-46265-5: £16.99

Order your copies of the *Descriptosaurus* bookmark on page 40.



Creating Writers in the Primary Classroom

Practical Approaches to Inspire Teachers and their Pupils

Miles Tandy and Jo Howell



'This is an outstanding and accessible text, which has the potential to change practice. It will enhance the focus on text as a starting point in the renewed literacy framework for primary schools and support teachers in the development of 'talk for writing', giving them the theoretical background alongside so many practical

approaches.' – NATE

Creating Writers in the Primary Classroom offers an exciting and refreshing approach to teaching writing in the primary school with very practical suggestions to help build a community of writers. Building on the research of recent years and with whole-curriculum provision, it shows teachers how to actively engage children in the writing process, excite them about what they can achieve and help all children to think of themselves as writers.

The book begins with a clear analysis of what real writers really need and has chapters on working outdoors, using the very best of children's literature, drama and imaginative play, as well as sounds and images. It also features a chapter on practical, productive planning, including two case studies that show the approaches in use at schools. *Creating Writers in the Primary Classroom* is packed with practical advice, games and strategies for the classroom based on the authors' successful experience as teachers and in-service providers.

A David Fulton Book

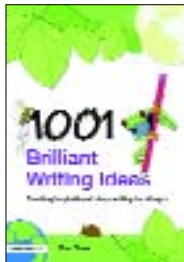
May 2008: A4: 144pp

Pb: 978-0-415-45267-0: **£18.99**

1001 Brilliant Writing Ideas

Teaching Inspirational Story-Writing for All Ages

Ron Shaw



How often do you hear your pupils cry 'What can I write about?'

1001 Brilliant Writing Ideas offers teachers endless ideas and inventive suggestions, opening up new opportunities for creative writing lessons. With over 1000 different 'story-starters' across a vast range of genres and narrative styles, this versatile book provides food for thought for pupils of a wide range of ages and abilities.

This highly practical and richly illustrated photocopiable resource:

- addresses the 'blank mind' dilemma, offering pupils a plethora of story-writing ideas and suggestions
- enables teachers to inspire pupils who struggle with creative writing
- provides prompts to set ideas into motion, whilst leaving plenty of scope for original and creative thought

A David Fulton Book

2007: A4: 88pp

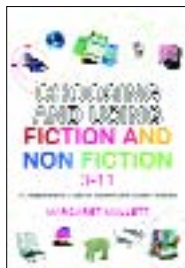
Pb: 978-0-415-44709-6: **£17.99**

A4

Choosing and Using Fiction and Non-Fiction 3-11

A Comprehensive Guide for Teachers and Student Teachers

Margaret Mallett, Fellow of the The English Association, UK



This informative guide provides a clear analysis of all the text types pupils will encounter during their primary years, and provides a strong grounding in relevant professional issues, useful journals and websites. It includes:

- detailed annotated lists of relevant books in each literacy category
- advice on how to help children use and enjoy books and other texts
- case studies that show they have helped to extend the responses of pupils.

This comprehensive yet accessible guide will aid all Early Years and primary teachers and literacy consultants in making quick and effective choices on what books to use when teaching a particular literacy element of the National Curriculum for England and the *Primary National Strategy*.

This book is essential reading for student teachers on PGCE and BED courses and for teachers undertaking continuing professional development in English, literacy or children's literature.

A David Fulton Book

September 2009: 246 x 174: 352pp

Pb: 978-1-84312-322-4: **£19.99**

Order your copies of the 1001 Brilliant Writing Ideas poster on page 40.



Teaching Children's Literature

Making Stories Work in the Classroom

Diane Duncan, University of Hertfordshire, UK



'A significant and inspiring contribution to the teaching of children's literature.' - Michael Morpurgo

'This is one of the best books I've looked at for a while.' - Graham Smith, PGCE course director, University of Northampton

'[The book] looks fantastic and spot on for our students.'

[The layout is] most pleasing and accessible.' -

Joanna Moxham, course director for BA QTS undergraduate ITT course

Drawing on a series of recently conducted classroom workshops and live interviews with the authors, this inspiring book examines five popular children's authors: Philip Pullman, J.K. Rowling, Michael Morpurgo, Anthony Browne, Jacqueline Wilson and the genre of comic books. Four genres are explored in detail: the picture book, written narrative, film narrative and comic books.

Teaching Children's Literature provides detailed literary knowledge about the chosen authors and genres alongside clear, structured guidelines and creative ideas to help teachers, student teachers and classroom assistants make some immensely popular children's books come alive in the classroom.

This accessible and inspiring text:

- includes a variety of discussion, drama, writing and drawing activities, with ideas for Social and Emotional Aspects of Learning which can be used to plan a unit of work or series of interrelated lessons for pupils aged between seven and fourteen years
- provides detailed, literary knowledge about the authors, their works, language, plot and characterisation, including exclusive transcripts of interviews with three contemporary children's book authors
- shows teachers how pupils can be encouraged to become more critical and knowledgeable about screen, picture and comic narratives as well as written narratives
- demonstrates how reading stories can help connect pupils and teachers to a broader pedagogy in ways which promote deeper thinking, learning and engagement.

This lively, informative and practical book will enable teachers, students and classroom assistants to plan inspiring and enjoyable lessons which will encourage them to teach children's literature in an entirely different and inventive way.

Routledge

2008: 246 x 189: 232pp

Pb: 978-0-415-42101-0: **£24.99**

The Essential Speaking and Listening

Talk for Learning at Key Stage 2

Lyn Dawes, Northampton University, UK and Cambridge University, UK



Talk is the medium through which children learn; and yet children may not realise why their contributions to classroom talk are so important. This book provides teachers with resources for developing children's understanding of speaking and listening, and their skills in using talk for learning.

The Essential Speaking and Listening will:

- help children to become more aware of how talk is valuable for learning
- raise their awareness of how and why to listen attentively and to speak with confidence
- encourage dialogue and promote effective group discussion
- integrate speaking and listening into all curriculum areas
- help every child make the most of learning opportunities in whole class and group work contexts.

The inclusive and accessible activities are designed to increase children's engagement and motivation and help raise their achievement. Children will be guided to make the links between speaking, listening, thinking and learning and through the activities they will also be learning important skills for future life.

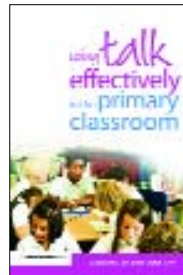
A David Fulton Book

2008: A4: 160pp

Pb: 978-0-415-44962-5: **£19.99**

Using Talk Effectively in the Primary Classroom

Richard Eke, University of the West of England, UK and **John Lee**, University of the West of England, UK



Drawing on their research into the quality, quantity and type of talk that happens in the everyday primary classroom, the authors offer insights into the most effective ways of using talk to improve teaching and learning.

Packed full of quotes from teachers and pupils in action, this innovative guide presents a range of practical ways that teachers can develop their interactions with their pupils to raise

standards in all primary schools.

A David Fulton Book

2008: 234 x 156: 144pp

Pb: 978-0-415-34281-0: **£19.99**

2ND EDITION

Teaching English, Language and Literacy

Dominic Wyse



'The book is comprehensive, up-to-date, critical and authoritative. It is also, above all, well written. It will undoubtedly become standard reading for the next generation of teachers in training and practising teachers will also learn a great deal from dipping into its contents.' – David Wray, Professor of Literacy Education, University of Warwick, UK

University of Warwick, UK

This fully updated second edition of *Teaching English, Language and Literacy* is an essential introduction for anyone learning to teach English at primary school level. Designed for students on initial teacher training courses, but also of great use to those teachers wanting to keep pace with the latest developments in their specialist subject. The book covers the theory and practice of teaching English, language and literacy and includes comprehensive analysis of the Primary National Strategy (PNS) Literacy Framework.

Each chapter has a specific glossary to explain terms and gives suggestions for further reading. This second edition covers key areas that students, teachers and English co-ordinators have to manage, and includes advice on:

- developing reading, including advice on choosing texts, and the role of phonics
- improving writing skills, including advice on grammar and punctuation
- planning and assessing speaking and listening lessons
- working effectively with pupils who are multilingual
- understanding historical developments in the subject
- the latest thinking in educational policy and practice,
- the use of multimedia
- maintaining good home-school links
- gender and the teaching of English language and literacy.

All these chapters include clear examples of practice, coverage of key issues, analysis of research, and reflections on national policy to encourage the best possible response to the demands of the National Curriculum.

Routledge

2007: 234 x 156: 304pp

Pb: 978-0-415-39980-7: **£18.99**

NEW

Children, their World, their Education

The State and Future of Primary Education

Final Report of the Primary Review Volume 1

Robin Alexander

What are the lives and needs of children and what is the condition of childhood today?

What are the conditions and prospects of the society and world in which today's children are growing up?

What is the present state and future prospects of England's public system of primary education?

These three central questions about childhood and the state and future prospects of primary education are addressed in *Children, their world, their Education*, the first of two volumes arising from the Primary Review - the most comprehensive and authoritative enquiry into English primary education since the publication of the Plowden Report in 1967. Written in an eminently accessible style, and based on data of extraordinary range and richness, this book presents the background, analysis and findings of the Primary Review, together with conclusions and recommendations for the future.

June 2009: 246x174: 304pp

Hb: 978-0-415-54870-0: **£80.00**

Pb: 978-0-415-54871-7: **£24.99**

Research in Primary Education

Final Report of The Primary Review

Robin Alexander

Research in Primary Education is the second of two volumes arising from The Primary Review - the most comprehensive enquiry into English primary education since the publication of the Plowden Report in 1967.

Containing 30 chapters based on the published research commissioned by The Primary Review, this authoritative collection of critical commentaries from over 70 contributors enables readers to dig deep into what research has to say about the present state and future prospects of primary education.

June 2009: 246x174: 704pp

Hb: 978-0-415-54869-4: **£125.00**



Active Homework

A4

NEW
SERIES

Everyone knows the usual homework drill: pupils take a worksheet home, fill it in, and return it to the teacher to be marked and recorded. With the government suggesting that by years 5 and 6 children should get 30 minutes of homework every evening, national tests to prepare for in year 6 and a sea of homework books with nothing but worksheets in them, it's no wonder that time-pressured teachers see their homework options as somewhat limited.

The Active Homework series offers teachers an all-round solution to this problem. Rather than being a set of worksheets that pupils have to 'fill in' and teachers have to 'mark and record', it's a suite of activities, aligned to the National Curriculum subject and topic areas, that children can do – and discuss – at home. If they want to, parents can comment or feedback to the teacher by using the evaluation slip provided. Teachers can reinforce learning during follow-up discussions in the classroom.

The activities will foster active and collaborative learning in pupils, are easy and quick for teachers to manage and, importantly, invite parents or other family members to get involved with the child's learning. Many of the activities are illustrated to increase appeal to pupils. They are all photocopiable and each includes:

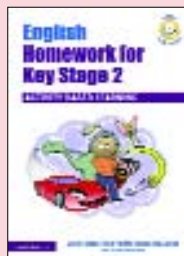
- a learning aim
- a short description of the activity with questions to think about and/or discuss
- a note about materials needed (these will be everyday household items)
- an optional evaluation/feedback section for the parent.

Everyone involved with homework will benefit from this refreshing approach. Pupils will be engaged with and encouraged to share their own learning. Parents will feel involved and valued. Teachers and schools will feel confident that they are covering the curriculum and helping their pupils become more independent learners.

English Homework for Key Stage 2

Activity-Based Learning

Andrea McGowan, Vicki Parfitt, Colin Forster and Dave Brookes

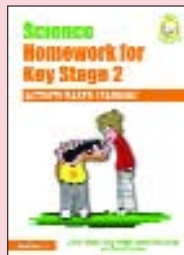


A David Fulton Book
August 2009; A4: 96pp
Pb: 978-0-415-47455-9: **£14.99**

Science Homework for Key Stage 2

Activity-Based Learning

Colin Forster, Vicki Parfitt, Andrea McGowan and Dave Brookes

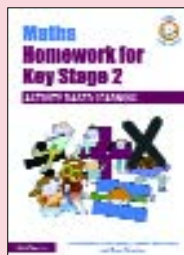


A David Fulton Book
August 2009; A4: 96pp
Pb: 978-0-415-47454-2: **£14.99**

Maths Homework for Key Stage 2

Activity-Based Learning

Colin Forster, Vicki Parfitt, Andrea McGowan and Dave Brookes



A David Fulton Book
2010; A4: 96pp
Pb: 978-0-415-49625-4: **£14.99**

AUTHOR/EDITOR	ISBN	TITLE	BINDING	IMPRINT	PUB DATE	PRICE
Andrew Burnett and Jackie Wylie	978-1-84312-438-2	Chataway	Pb	A David Fulton Book	2007	£18.99
James Carter	978-1-85346-805-6	Just Imagine	Pb	A David Fulton Book	2002	£21.99
James Carter	978-1-84312-215-9	Page to Stage	Pb	A David Fulton Book	2004	£16.99
Pie Corbett	978-1-85346-916-9	How to Teach Story Writing at Key Stage 1	Pb	A David Fulton Book	2003	£16.99
Pie Corbett	978-1-85346-833-9	How to Teach Fiction Writing at Key Stage 2	Pb	A David Fulton Book	2001	£16.99
Pie Corbett	978-1-85346-915-2	How to Teach Poetry Writing at Key Stage 3	Pb	A David Fulton Book	2002	£16.99
Lyn Dawes and Claire Sams	978-1-84312-202-9	Talk Box	Pb	A David Fulton Book	2004	£15.99
Anthony Feiler et al	978-0-415-36394-5	Improving Primary Literacy	Pb	A David Fulton Book	2007	£17.99
Teresa Grainger, Kathy Gooch and Andrew Lambirth	978-0-415-32885-2	Creativity and Writing	Pb	Routledge	2005	£22.99
Brenda Keogh, John Dabell and Stuart Naylor	978-1-84312-469-6	Active Assessment in English	Pb	Routledge	2007	£42.99
Andrew Lambirth	978-1-84312-280-7	Planning Creative Literacy Lessons	Pb	A David Fulton Book	2006	£19.99
Virginia Lowe	978-0-415-39724-7	Stories, Pictures and Reality	Pb	A David Fulton Book	2006	£24.99
Neil Macrae	978-1-85346-858-2	How to Teach Fiction Writing at Key Stage 3	Pb	Routledge	2002	£16.99
Olivia O'Sullivan and Anne Thomas	978-0-415-41988-8	Understanding Spelling	Pb	A David Fulton Book	2007	£17.99
Philomena Ott	978-0-415-38574-9	Activities for Successful Spelling	Pb	Routledge	2007	£42.99
Philomena Ott	978-0-415-40732-8	How to Manage Spelling Successfully	Pb	Routledge	2007	£35.99
Sue Palmer	978-1-84312-109-1	Speaking Frames -- Year 3	Pb	A David Fulton Book	2005	£16.99
Sue Palmer	978-1-84312-110-7	Speaking Frames -- Year 4	Pb	A David Fulton Book	2005	£16.99
Sue Palmer	978-1-84312-111-4	Speaking Frames -- Year 5	Pb	A David Fulton Book	2005	£16.99
Sue Palmer	978-1-84312-112-1	Speaking Frames -- Year 6	Pb	A David Fulton Book	2005	£16.99
Sue Palmer	978-1-85346-803-2	How to Teach Writing Across the Curriculum at Key Stage 2	Pb	A David Fulton Book	2001	£16.99
Terry Saunders	978-1-84312-141-1	Word Power: Activities for Years 3 & 4	Pb	A David Fulton Book	2005	£14.99
Terry Saunders	978-1-84312-142-8	Word Power: Activities for Years 5 & 6	Pb	A David Fulton Book	2005	£14.99
John Stannard and Laura Huxford	978-0-415-41701-3	The Literacy Game	Pb	Routledge	2007	£19.99

Early Years

- Close to 1 million childcare places in the UK
- 88% of 3 year olds now receive some form of Early Years education
- 80% of Early Years staff are now qualified to GNVQ level 2 and above

The Government's Children's Plan is a ten-year strategy to make England the best place in the world for children and young people to grow up. Following this plan have seen many changes in Early Years settings including: Children's Centres, Early Years Professional status, Early Years Foundation Stage and more qualifications for early years staff.

Children's Centres

The implementation of Children's Centres has meant that children under 5 years old and their families can receive "seamless integrated services and information". The Government aims to have Children's Centres in every community by 2010. There are currently approx 2,500 Children's Centres in the UK, with another 1,000 Centres planned by 2010.

Early Years Professional Status

The Early Years Professional Status (EYPS), launched in 2006 by the Children's Workplace Development Council is apparently equivalent to Qualified Teacher Status (QTS). The government's target is to have "an EYP in every Children's Centre by 2010 and an EYP in every full day care setting by 2015", including the private nurseries.

Early Years Foundation Stage

- The Early Years Foundation Stage (EYFS) came into force in September 2008.
- It provides a framework for early years practitioners to develop and care for children between 0-5.
- There have been six core areas of learning and development identified.
- From September 2008 it is compulsory for all early years' settings to comply to the framework in order to provide year 1 teachers with information about each child's development at the end of the EYFS.

CACHE/BTEC courses

The new Level 2 & 3 CACHE and BTEC courses in Child Care, Learning and Education have been designed to cover 0-16 age range, providing the students with greater opportunities for further specialisation in either childcare or youth work.

Practical Guidance in the EYFS



Edited by Sandy Green

This highly practical series links fully and comfortably to the Early Years Foundation Stage making the implementation of the practice guidance within early years setting easy. Each book provides a theoretical background on which good practice is based, helping practitioners provide children with a relevant, age appropriate, exciting and challenging curriculum in each area of learning. Each book includes:

- easy to implement practical ideas across all age groups
- suggestions for innovative use of everyday resources and/or popular books and stories
- how to consider each area of learning within its broadest context.

Personal, Social and Emotional Development in the Early Years Foundation Stage

Sue Sheppy



Using the clear and accessible material in this book practitioners will be guided through the process of helping children develop an understanding of themselves; to help them gain independence and to become excited and motivated about their learning. Practical examples and ideas are linked to the Early Learning goals to ensure that practitioners feel confident in their ability to support and develop

children's emotional well-being and social skills as well as develop their own knowledge and understanding of this important aspect of the EYFS.

A David Fulton Book

December 2008: 234 x 156: 192pp
Pb: 978-0-415-47180-0: **£16.99**

Creative Development in the Early Years Foundation Stage

Pamela May



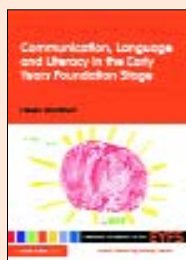
The clear and practical information in this book will help practitioners in supporting and developing the natural curiosity of children, helping them explore and express their own ideas through a variety of activities including music, art and dance. The author explores the balance between the necessary freedoms of choice that creativity requires and the control which thoughtful practitioners must exert.

A David Fulton Book

December 2008: 234 x 156: 144pp
Pb: 978-0-415-47653-9: **£16.99**

Communication, Language and Literacy in the Early Years Foundation Stage

Helen Bradford



Children's early communication needs careful nurturing and support. Practitioners will be both challenged and supported by this book which focuses on the skills needed for language and literacy and all aspects of children's interaction with others.

The learning opportunities for children need to be relevant for their age group, realistic and challenging. This book gives readers clear explanations and practical ideas to help them establish firm foundations on which children can grow in confidence and become skilful communicators.

A David Fulton Book

December 2008: 234 x 156: 134pp
Pb: 978-0-415-47427-6: **£16.99**

Physical Development in the Early Years Foundation Stage

Angela D. Nurse



This book will both raise the awareness of readers as to what physical development actually entails, and help them provide learning opportunities for young children that are relevant, realistic and challenging. The author guides practitioners in the provision of opportunities for children to be active and interactive and to use their senses to learn about the world around them.

A David Fulton Book

January 2009: 234 x 156: 112pp
Pb: 978-0-415-47905-9: **£16.99**

Knowledge and Understanding of the World in the Early Years Foundation Stage

Stella Louis



The information and practical ideas in this book will assist early years professionals in helping children make sense of their developing world, explore their environment and discover their own preferences.

Knowledge and understanding of the world cuts across all of the EYFS guiding themes and this book will encourage practitioners to think about and develop their

own understanding of the implications for inclusion, respect for oneself and for others irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, gender, disabilities or abilities.

A David Fulton Book

December 2008: 234 x 156: 176pp
Pb: 978-0-415-47304-0: **£16.99**

Problem Solving, Reasoning and Numeracy in the Early Years Foundation Stage

Anita M. Hughes



This book offers an in-depth understanding of children's thinking skills from a psychological perspective. The book introduces the Learning Tools model, a vital cognitive tool used by children to learn and solve problems, and gives practical ideas on how practitioners can use everyday materials to promote problem solving and early numeracy skills through play.

Readers are encouraged to reflect on their own practice and understanding to help them provide learning opportunities to meet the unique needs of all children in their setting.

A David Fulton Book

December 2008: 234 x 156: 160pp

Pb: 978-0-415-47654-6: **£16.99**

Planning for the Early Years Foundation Stage

Sandra Smidt



Planning for the Early Years Foundation Stage complements the six curriculum area books in this series by explaining the basis of clear planning and how it links to careful observation and assessment. Useful examples are provided throughout, *Planning for the Early Years Foundation Stage* will raise awareness of what is needed within early years settings, explain the who, when and why of observation,

assessment and planning, and make useful links to each of the other books in the series.

A David Fulton Book

February 2009: 234 x 156: 128pp

Pb: 978-0-415-47729-1: **£16.99**

Practical Guidance in the Early Years Foundation Stage Set

Pb: 978-0-415-47862-5: **£98.00**

NEW

3RD EDITION

Planning for Children's Play and Learning

Meeting Children's Needs in the Later Stages of EYFS

Jane Drake, Lead Children's Centre Teacher, Leeds



Review from 1st Edition -

'An excellent and accessible book with a lot of useful ideas. Provides cross-curricular learning in the Foundation Stage.' - Kate Wilkinson,

University of Chester, UK

Practitioners need help keeping up to speed with the latest developments in the Early Years.

Updated in line with current policy and practice, this new

edition fully reflects the Early Years Foundation Stage themes, principles, commitments and guidance, and recognises the importance of play as a context for teaching, learning and assessment. With explicit links to the EYFS learning and development grids and the early learning goals, it includes practical guidance and ideas on:

- creating stimulating learning environments indoors and out
- planning exciting focus activities and experiences
- responding to children's individual interests and supporting personalised learning
- sound observational practice and how to assess children's learning and development within the EYFS framework
- developing genuine partnerships with parents and learning links with home.

Incorporating 'Key Points for Good Practice' within each chapter, and direct links to the EYFS 'Principles into Practice' cards as well as EYP standards, this is a key text for all practitioners working with children in the later stages of the Early Years Foundation Stage. It is also ideal for students pursuing Qualified Teacher Status in the Early Years and Early Years Professional Status, and for those enrolled in courses in Early Childhood Studies and Foundation Degrees in Early Years.

A David Fulton Book

March 2009: 246 x 174: 224pp

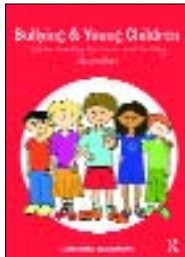
Pb: 978-0-415-48597-5: **£19.99**

Prev. Pb ISBN: 978-1-84312-151-0

Bullying & Young Children

Understanding the Issues and Tackling the Problem

Christine Macintyre, Independent Early Years Consultant, UK



What is it that makes some children bully and some become victims?

What can you do if despite your best efforts, a child keeps on taunting another?

The practice of bullying endures in all schools today. Despite the implementation of bullying policies, parents and staff can be equally perplexed: not really

understanding what they have or haven't done to allow it to happen.

Christine Macintyre explores this highly emotive topic, asking why as many as 1 in 12 school children are bullying victims, and will show in a highly practical way, what can be done to support the children and help staff improve their own practice.

This book will provide help and guidance on:

- enhancing the self-esteem of the affected children, showing how new-found confidence will enable children to offset the effects of being bullied or indeed being a bully
- how to tell parents their child is bullying or being bullied, and how to build up a meaningful and mutually supportive relationship with them
- creating a learning environment that prevents the desire for children to bully.

Based on case studies giving first hand accounts of real-life situations, and evaluations of strategies that have been tried and tested, this book suggests fresh and inspiring ways of tackling a problem faced by many practitioners today.

Routledge

April 2009: A4: 112pp

Pb: 978-0-415-48496-1: **£16.99**

Reclaiming Childhood

Freedom and Play in an Age of Fear

Helene Guldberg



Children are cooped up, passive, apathetic and corrupted by commerce or so we are told.

Reclaiming Childhood confronts the dangerous myths spun about modern childhood. Yes, children today are losing out on many experiences past generations took for granted, but their lives have improved in so many other ways. This book exposes the stark consequences on child development of both our low

expectations of fellow human beings and our safety-obsessed culture. Rather than pointing the finger at soft 'junk' targets and labelling children as fragile and easily damaged, Helene Guldberg argues that we need to identify what the real problems are – and how much they matter.

We need to allow children to grow and flourish, to balance sensible guidance with youthful independence. That means letting children play, experiment and mess around without adults hovering over them. It means giving children the opportunity to develop the resilience that characterises a sane and successful adulthood. Guldberg suggests ways we can work to improve children's experiences, as well as those of parents, teachers and 'strangers' simply by taking a step back from panic and doom-mongering.

Routledge

January 2009: 234 x 156: 216pp

Pb: 978-0-415-47723-9: **£16.99**

Nursery World/Routledge Essential Guides for Early Years Practitioners

The books in this exciting series have been written to closely mirror major modules in the GNVQ in Childcare (levels 1 & 2). Packed full of illustrations, practical ideas, support and advice, this series addresses the key issues arising from working in today's nursery and school environments.

View all books in this series at www.routledge.com/teachers



NEW

A4

Managing Extreme Behaviours in the Early Years

Angela Glenn, Early Years Consultant, Alicia Helps and Jacquie Cousins

Series: *Tried and Tested Strategies*



Increasing numbers of children attending pre-school provision have led to increasing referrals to the advisory services for behavioural issues. Children appear to be having difficulty conforming to social expectations in educational settings and are presenting us with more extreme behaviours. In spite of much advice already available in the form of written material, books

and TV programmes there appears to be an increase in behaviours reported and in practitioners searching for managing strategies. The suggested strategies are based upon long, varied experiences in real life situations and have a grounding in practice, designed to be manageable, realistic and relevant to educational settings. They cover the following behaviours:

- self harm
- hitting
- running away
- sexualised behaviour
- refusal to talk
- uncooperative behaviour
- aggressive behaviour.

Managing Extreme Behaviours in the Early Years, the fifth of the *Tried and Tested Strategies* series, is a ready-to-hand and easy to read guide for those dealing with problem behaviour and who do not always have the time to search for solutions.

A David Fulton Book

2008: A4: 96pp

Pb: 978-0-415-46709-4: £16.99

More titles in the Tried and Tested series:

Behaviour in the Early Years

978-1-84312-104-6: £16.99

Play and Learning in the Early Years

978-1-84312-336-1: £17.99

Ready to Read and Write in the Early Years

978-1-84312-337-8: £17.99

Removing Barriers to Learning in the Early Years

978-1-84312-338-5: £17.99

NEW

2ND EDITION

Understanding the Reggio Approach

Early Years Education in Practice

Pat Brunton, Educational Consultant and Linda Thornton, Educational Consultant



'Linda Thornton and Pat Brunton have been immersed in the field for many years and write authoritatively, with understanding and clarity. The book is thoroughly up to date and offers a useful reference source. This book is very welcome, it is accessible, readable and sound.' - (Review of the first edition in *ReFocus*, Journal of the UK Reggio Network, Summer 2005)

Understanding the Reggio Approach is a much needed source of information for those wishing to extend and consolidate their understanding of the Reggio Approach. Analysing the essential elements of the Reggio Approach to early childhood and its relationship to quality early years practice, this new edition is fully updated with the latest developments, including references to the Early Years Foundation Stage and a brand new chapter focusing on creativity.

This book:

- describes the key features of the Reggio Approach to early childhood and provides examples from infant-toddler centres and preschools in Reggio Emilia
- provides students and practitioners with the relevant information about a key pedagogical influence on high quality early years practice in the EYFS
- highlights the key ideas that practitioners should consider when reviewing and reflecting on their own practice
- can be used as the basis for continuing professional development and action research.

Written to support the work of all those in the field of early education and childcare, this is a vital text for students, early years and childcare practitioners, teachers, Early Years Professionals, Children's Centre professionals, lecturers, advisory teachers and setting managers.

A David Fulton Book

June 2009: 246 x 174: 144pp

Pb: 978-0-415-48247-9: £19.99



AUTHOR/EDITOR	ISBN	TITLE	BINDING	IMPRINT	PUB DATE	PRICE
Helen Bilton	978-1-84312-067-4	Playing Outside	Pb	David Fulton Publishers	2005	£17.99
Helen Bilton	978-1-85346-952-7	Outdoor Play in the Early Years - 2nd Edition	Pb	David Fulton Publishers	2002	£17.99
Helen Bilton, Karen James, Ann Wilson and Maggie Woonton	978-1-84312-350-7	Learning Outdoors	Pb	David Fulton Publishers	2005	£18.99
Debbie Chalmers	978-0-415-42169-0	Drama 3 - 5	Pb	Routledge	2007	£15.99
Allan Dyson and Lucy Meredith	978-1-84312-388-0	Feeding the Under 5s	Pb	David Fulton Publishers	2006	£18.99
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Christine MacIntyre	978-0-415-36215-3	Identifying Additional Learning Needs in the Early Years	Pb	Routledge	2005	£15.99
Pamela May, Erica Ashford and Gillian Bottle	978-1-84312-422-1	Sound Beginnings	Pb	David Fulton Publishers	2006	£17.99

AUTHOR/EDITOR	ISBN	TITLE	BINDING	IMPRINT	PUB DATE	PRICE
Jenny Mosley	978-0-415-34289-6	Circle Time for Young Children	Pb	Routledge	2005	£17.99
Janni Nicol	978-1-84312-433-7	Bringing the Steiner Waldorf Approach to your Early Years Practice	Pb	David Fulton Publishers	2007	£9.99
Angela D. Nurse	978-1-84312-423-8	The New Early Years Professional	Pb	David Fulton Publishers	2007	£18.99
Lynn Parker	978-1-84312-301-9	How to Keep Young Children Safe	Pb	David Fulton Publishers	2006	£17.99
Lynn Parker	978-1-84312-299-9	How to Avoid Illness and Infection	Pb	David Fulton Publishers	2006	£17.99
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Ann Roberts and Avril Harpley	978-1-84312-448-1	Helping Children to Stay Healthy	Pb	David Fulton Publishers	2006	£9.99
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Sandra Smidt	978-0-415-41604-7	A Guide to Early Years Practice - Third Edition	Pb	Routledge	2007	£18.99
Sandra Smidt	978-0-415-38570-1	The Developing Child in the 21st Century	Pb	Routledge	2006	£17.99
Linda Thornton and Pat Brunton	978-1-84312-430-6	Bringing the Reggio Approach to your Early Years Practice	Pb	David Fulton Publishers	2007	£9.99
Ruth Wilson	978-0-415-42872-9	Nature and Young Children	Pb	Routledge	2007	£17.99
Jan White	978-0-415-41211-7	Playing and Learning Outdoors	Pb	Routledge	2007	£14.99
Susan Young	978-0-415-43057-9	Music 3-5	Pb	Routledge	2008	£15.99

Every Child Matters

Every Child Matters

The Every Child Matters agenda was passed in 2003 and aims to structure children's services so that all children and young people regardless of social class or background have the same chance in life. It identified areas that are vital to children's lives including: education, health and safety. In response to this, services were set up to support all children and parents. These include extended schools, which provide help to children and parents outside of school hours, Sure Start centres, healthy schools and children's trusts.

NEW

The Pocket Guide to Every Child Matters

An At-a-Glance Overview for the Busy Teacher

Rita Cheminai



This pocket guide provides an at-a-glance overview and insight into Every Child Matters for busy trainee, newly qualified and experienced teachers, working with pupils in a range of educational settings, who want a quick point of reference in order to know how:

- the concept, aims and principles of Every Child Matters influences their practice

- to develop a shared vision and ethos for Every Child Matters
- Every Child Matters policy informs practice
- to develop effective teamwork and collaborative partnership working
- to embed Every Child Matters outcomes in personalised learning
- to monitor and evaluate the impact of Every Child Matters at classroom level.

The Pocket Guide to Every Child Matters is an invaluable, good value, user-friendly resource for all busy Children's Workforce practitioners, working directly with pupils in classrooms, offers practical tips and guidance, effective strategies, models of good practice and signposting to further sources of information. It features step-by-step advice, useful checklists and templates which can be customised to suit the context of a range of primary and secondary phase educational settings.

A David Fulton Book

November 2009: 234 x 156: 104pp

Pb: 978-0-415-47917-2: **£13.99**

Engaging Pupil Voice to Ensure that Every Child Matters **A4**

A Practical Guide

Rita Cheminai



Pupil voice is at the heart of Every Child Matters and is the driving force in acknowledging the rights, voice and choice of children and young people today.

This very practical up-to-the-minute book is an invaluable and essential resource for all those working directly with pupils in schools and other educational settings, who wish to strengthen the engagement of pupil voice in

their every day practice. This book covers:

- the origin, concept and principles of pupil voice
- the rights of children and young people in society today
- how the latest pupil voice national surveys and reports inform
- ECM practice at whole school, classroom and community levels
- effective practical approaches for gathering pupils views and enhancing their participation to inform and influence ECM decision-making
- evaluating the impact and outcomes of pupil voice on effecting change, in line with OFSTED and other national standards requirements.

Featuring helpful checklists, models of good practice, templates and photocopiable resources that can be used in pupil voice developmental work, this accessible user-friendly guide is packed with useful information and advice, as well as offering suggestions for further reading, websites and resources.

A David Fulton Book

2008: A4: 128pp

Pb: 978-0-415-46854-1: **£19.99**

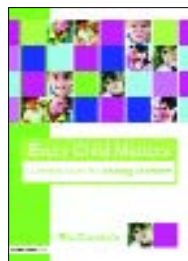
NEW

A4

Every Child Matters

A Practical Guide for Teaching Assistants

Rita Cheminais



This essential and groundbreaking resource for all practising and aspiring teaching assistants brings together all the crucial information necessary to support the full diversity of learners, from Early Years to Key Stage 4 in one comprehensive volume. Based on the revised National Occupational Standards for Teaching Assistants, this book effectively supports the

personalised learning and Every Child Matters (ECM) well-being of children and young people in schools.

Coverage includes:

- an overview of the Every Child Matters change for children programme and how this informs the role of the teaching assistant working in multi-disciplinary school personalised learning and well-being teams
- applying existing practical strategies to develop children and young people's skills as confident, collaborative and independent learners who experience positive ECM outcomes
- monitoring and evaluating the impact of teaching assistant support in improving the ECM outcomes
- how teaching assistants can meet the requirements of the OFSTED inspection process.

This accessible, user-friendly book provides a wealth of practical resources, including photocopiable materials, templates, and positive solution-focused advice to support busy teaching assistants.

Every Child Matters: A Practical Guide for Teaching Assistants provides a clear description of what the ECM agenda means for TAs and how it will impact on their role. It is also a valuable resource for all those line managing and supporting the continuing professional development of teaching assistants, from local authorities, FE and HE organisations.

A David Fulton Book

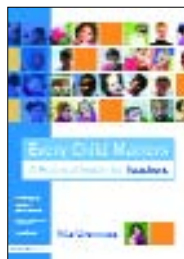
2008: A4: 152pp

Pb: 978-0-415-45876-4: **£16.99**

Every Child Matters

A Practical Guide for Teachers

Rita Cheminais



In this groundbreaking and forward-looking resource, Rita Cheminais clearly explains the impact of the Every Child Matters agenda for teachers working in a range of educational settings. Based on the latest national legislation and developments in education, the book provides an up-to-the-minute guide on how to respond to the exciting challenges and opportunities that lie ahead for

teachers as extended schools develop.

Coverage includes:

- an overview of the Every Child Matters Change for Children Programme and its impact on schools and teachers in learning communities
- new roles and responsibilities for teachers working with other paraprofessionals from within schools and from external services
- school self-evaluation, quality assurance and monitoring the five Every Child Matters outcomes aligned with the OFSTED inspection framework.

A David Fulton Book

2006: A4: 128pp

Pb: 978-1-84312-463-4: **£18.99**

Every Child Matters: A New Role for SENCos

A Practical Guide

Rita Cheminais



'This is an indispensable guide for SENCOs who are beginning to see their role change in light of the Every Child Matters policy agenda.' - *SENCO Update*

'Essential reading for SENCOs, and much of its content should be shared with headteachers, governing bodies and local authority advisers. It should also be

read by policymakers within the DfES and staff at the TDA.' - *SENCO Update*

'A very valuable book that will provide essential guidance for all SENCOs.' - *SNIP (Special Needs Information Press)*

Based on the latest national legislation and developments in education, *Every Child Matters* is an essential resource for SENCOs and senior managers, which will enable them to meet the new and diverse roles emerging for them as schools develop.

A David Fulton Book

2005: A4: 104pp

Pb: 978-1-84312-406-1: **£19.99**

A4

A4

SEN and Inclusion

- 1 in 10 children have a special educational need (over 250,000)
- Over 50,000 SENCOs with a further 50,000 support staff in mainstream school in the UK
- Government's Inclusion Policy encourages mainstream schools to take on more pupils with SEN - leading to demand for resources and materials
- Number of Special Schools remains stable - c.800 in the UK

Within special schools almost all the pupils will have a type of SEN. This means special schools have a lower ratio of teaching staff to pupils, and a broader range of other practitioners and support staff to help meet the individual needs of children that have been identified in the statements.

3 main types of special schools:

- Maintained special schools can be either community or foundation schools (as defined by the Education Act 1998). These are funded by the local authority and are broadly subject to the same legislative provisions as other schools.
- Non-maintained special schools (NMSS) are not maintained by the 'local authority' and are approved as special schools under section 342 of the Education Act 1996. They are non-profit making schools run by charitable trusts. NMSS schools are funded primarily through pupil fees charged to local authorities which place children there.
- Independent special schools are wholly funded by pupil fees and can be run on a profit making basis. Most pupils are placed by local authorities, but parents can also meet the cost of a place privately

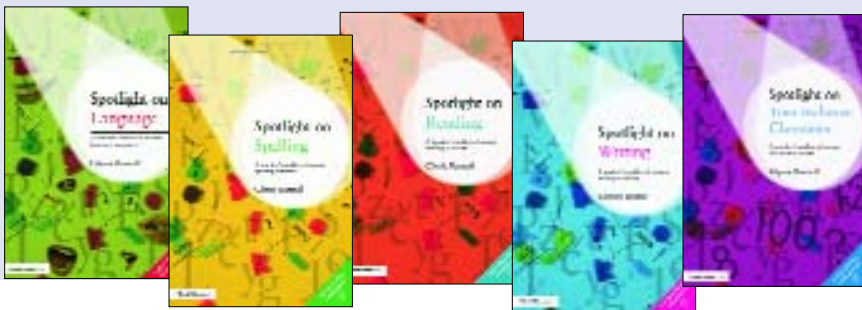
Spotlight On



These extremely practical resources provide busy teachers and teaching assistants with a collection of worksheets that can be used as instant, educationally appropriate learning activities written specifically with the inclusive classroom in mind.

All the books in this series:

- promote effective intervention and inclusion strategies for teachers and teaching assistants
- provide materials that are solidly grounded in an understanding of how children learn and the particular difficulties of children with special needs
- stimulate discussion and interaction
- can be used as part of an individual or small group learning programme for a child with special needs
- provide 'whole class' materials that can also engage older children or those with a higher level of achievement
- offer teachers quick, fun activities that never require additional resources, special materials or preparation.



NEW

Spotlight on Language

A Teacher's Toolkit of Instant Language Activities

Glynis Hannell

A David Fulton Book

November 2008: A4: 128pp

Pb: 978-0-415-47311-8: **£16.99**

NEW

Spotlight on Reading

A Teacher's Toolkit of Instant Reading Activities

Glynis Hannell

A David Fulton Book

November 2008: A4: 128pp

Pb: 978-0-415-47307-1: **£16.99**

NEW

Spotlight on Spelling

A Teacher's Toolkit of Instant Spelling Activities

Glynis Hannell

A David Fulton Book

November 2008: A4: 128pp

Pb: 978-0-415-47305-7: **£16.99**

NEW

Spotlight on Writing

A Teacher's Toolkit of Instant Writing Activities

Glynis Hannell

A David Fulton Book

November 2008: A4: 128pp

Pb: 978-0-415-47308-8: **£16.99**

NEW

Spotlight on Your Inclusive Classroom

A Teacher's Toolkit of Instant Inclusive Activities

Glynis Hannell

A David Fulton Book

November 2008: A4: 128pp

Pb: 978-0-415-47306-4: **£16.99**

NEW

A Handbook for Inclusion Managers

Steering your School towards Inclusion

Ann Sydney

Series: *David Fulton / Nasen*



This comprehensive and accessible text will help teachers to create and manage an inclusive school, covering a wide range of knowledge and skills including:

- recent legislation
- how to interpret data to judge how well different groups in your school are achieving
- where the money comes from
- getting the best from your staff
- how to get accreditation for your work on inclusion
- what inclusive teaching and learning looks like
- the Common Assessment Framework
- working with special schools
- community cohesion
- reporting to governors, parents and Ofsted
- working on an inclusion strategy.

A checklist of good practice enables teachers to keep track of how far they have come. Useful references to organisations, websites and publications are provided to make their life easier.

A David Fulton Book

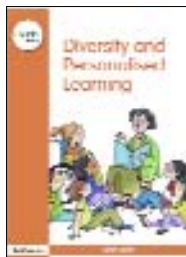
July 2009: 246 x 174: 160pp

Pb: 978-0-415-49198-3: **£19.99**

Diversity and Personalised Learning

John Visser

Series: David Fulton / Nasen



This book updates and draws on the earlier well known Nasen publication, 'Differentiation: Making it Work'. It is updated to take account of continuing research and professional activity, widening its remit to include diversity together with differentiation. The book builds on the continuing need and demand for a range of provision to be made available to meet the

special educational needs of children with learning difficulties and/or disabilities.

In addressing diversity and differentiation the book is positioned within the school improvement agenda. The book provides a balance between the teaching of individuals, and the broader teaching and learning context. Taking a cyclical approach, the author focuses on evidence-based outcomes, evaluation, and relevant aspects of technology, life-based issues, all set within the general business of teaching and learning.

A David Fulton Book

July 2009: A4: 80pp

Pb: 978-0-415-46752-0: **£18.99**

nasen
Helping Everyone Achieve

David Fulton/
nasen Series



We are delighted that the joint publishing agreement between nasen and David Fulton/Routledge has allowed us to publish an excellent library of books to support all of our colleagues working within the field of special

educational needs.

The partnership between nasen and David Fulton was established to ensure that relevant, up to date and diverse publications were available for schools. These publications were necessary to ensure that the best provision and practice was shared, enabling teachers and support staff to provide the best educational opportunities for all children and young people with special educational needs and disabilities.

Lorraine Petersen

Chief Executive Officer, nasen

Teaching Children English as an Additional Language

A Programme for 7-11 Year Olds

Caroline Scott, EAL Teacher and project leader, UK



Here is a typical classroom scenario: out of the 30 children, two-thirds speak a different language at home and only speak English at school. Even though many pupils' English skills are almost non-existent, teachers are expected to provide the national curriculum for every child in the class.

Teaching Children English as an Additional Language solves this

problem with a 10-week teaching programme of units and lesson activities for children aged 7–11 (Key Stage 2) new to English. It will help these children learn some very basic English sentences, questions and vocabulary, to get them through regular day-to-day routines more easily. By offering a flexible step by step approach this book helps EAL teachers to:

- identify learners' individual needs
- teach grammar and vocabulary
- support teaching through speaking and listening
- assess pupils to inform future planning.

The programme also contains emergency lessons to support learners in the first three days, cross curricular links, ways of using a home-school learning book and an opportunity for the child to make a booklet about themselves. It fosters the child's home language, incorporates different learning styles as well as including a wealth of carefully tailored, themed resources. The programme is complete with activities, resources and assessment materials and helpful tips on how to develop a successful EAL department.

A David Fulton Book

2008: A4: 208pp

Pb: 978-0-415-45231-1: **£24.99**

NEW

A4

P Levels in Mainstream Settings

Meeting the Needs of all Pupils

Lorraine Petersen and Ann Ferguson

Series: David Fulton / Nasen



This new and practical book will be an invaluable resource for SENCOs and other staff to learn how to use the P levels effectively. The P scales help teachers to set appropriate and achievable targets for pupils with special educational needs and also provide a framework of common performance measures for benchmark information, and for the calculation of value-added improvement for pupils working

at these levels.

From 2007 all schools have to be able to incorporate P level data in reporting on pupils' progress, this book gives ready-made objectives for using in individual education plans and helps teachers to differentiate work, across the curriculum, for pupils within a wide range of ability.

The easy to use contents follows the numbered levels and each section includes:

- a 'tips' box
- a 'strategy sheet'
- pupil-speak resources: issues/questions and responses
- checklists/planning grids.

This useful book provides practical, step-by-step guidance on how to use the P levels in mainstream schools to plan for pupils working below NC Level 1 and effectively meet their learning needs.

A David Fulton Book

September 2009: A4: 112pp

Pb: 978-0-415-43791-2: **£18.99**

Beating Bureaucracy in Special Educational Needs

A4

Jean Gross, University of Bristol, UK

Series: David Fulton / Nasen



Containing practical strategies for reducing the number of individual education plans and review meetings, *Beating Bureaucracy in Special Educational Needs* will help SENCOs to use existing systems for target setting, recording and planning – personalised systems that are used for all children as part of everyday teaching practices. The book showcases the work of four

schools that have successfully developed ways of planning provision, working with parents, and supporting staff development. Ready-to-use proforma in the book are also available online, and include:

- a model policy to give to Ofsted to explain why the school does not use IEPs
- an information sheet for parents
- curriculum planning formats
- strategy sheets that can be highlighted and given to class and subject teachers
- proformas for commonly used interventions that describe the intervention, its target group, its entry and exit criteria, and monitoring and evaluation arrangements.

Adopting the new and more effective ways of working presented here will reduce the bureaucratic burden on schools – whilst at the same time improving the impact of SEN provision on children's learning and well-being.

A David Fulton Book

2008: A4: 224pp

Pb: 978-0-415-44114-8: **£19.99**

Meeting SEN in the Curriculum series

All teachers are meeting more pupils with special needs in mainstream classrooms. Although there are general issues to be aware of subject specialists will always want specific guidance and examples. This series combines SEN expertise with subject knowledge to produce practical and immediate support, it covers:

- policy writing and how to do it
- simply explanation of SEN labels
- creating an inclusive classroom environment
- working with TA's

For all titles in this series see the backlist table on page 29



Most children at some stage or other in their school life come across something that they find difficult. A small minority of learners have difficulty in grasping the basic ideas presented in many lessons.

This series of practical 'how-to' books is for teachers, teaching assistants and SENCOs who are in need of fresh ideas to teach pupils in their care who are struggling with these basic skills.

The books are designed so that teachers can choose an appropriate activity for individuals or groups as part of a structured programme, or as a 'one-off' lesson for extra practice. The games and activities require no prior theoretical reading or knowledge and only a little preparation, so can be easily used by TAs or volunteer helpers in the classroom.

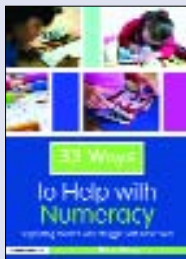
Series features:

- titles are A4 in format, and photocopiable
- include a double-page-per-activity layout
- activities are grouped into different basic skill areas, so teachers can choose the activity best suited for the child's needs
- record keeping is included to help keep track of what pupils have learned, and plan the next steps
- extension activities are given to challenge pupils and extend their learning.

33 Ways to Help with Numeracy

Supporting Children who Struggle with Basic Skills

Brian Sharp



This book is full of games and activities to help children realise that they can do maths and encourages them to begin to believe in their own abilities. All the activities explore numbers by 'doing' - using a range of physical and visual resources, some of which relate number to other applications, such as lengths, money, area, circles and time. The book is designed using

a range of different learning styles to build learners' confidence and self esteem, develop reasoning and thinking about physical number situations and encourage discussions between children and the teacher.

A David Fulton Book

October 2008: A4: 136pp

Pb: 978-0-415-46896-1: **£19.99**

33 Ways to Help with Reading

Supporting Children who Struggle with Basic Skills

Raewyn Hickey



Learning to read follows a usual pattern: letter sounds, letters coming together to form words, words coming together to make phrases and sentences which create meaning for the reader. Does it not seem logical then, that if children follow a sequence, they will learn to read? You already know this is not true for all children.

This book is packed full of practical, fun activities and games that help those children who are not able to follow the usual path of reading. They are designed so that pupils with a range of learning styles can benefit and keep them motivated to learn those 'hard-to-remember' basic skills. All the activities ensure that children are actively involved in their learning using logical, rhythmic, visual and kinesthetic intelligences.

A David Fulton Book

October 2008: A4: 120pp

Pb: 978-0-415-44887-1: **£19.99**

33 Ways to Help with Writing

Supporting Children who Struggle with Basic Skills

Raewyn Hickey

These practical and fun ideas incorporate a variety of learning styles, using kinaesthetic and auditory techniques, that put the emphasis on 'games' rather than 'work'. The activities are especially suitable for teaching assistants working with individuals or small groups. The book works step-by-step through practical activities which:

- keep children motivated and enjoying learning
- don't require extensive knowledge or experience from the adult
- are adult-led so children don't have the opportunity to repeat mistakes
- are grouped into different basic skills, so teachers can choose the activity best suited for the child's needs
- have clear, concise and pedagogically sound reasons for the activity
- include extension activity where appropriate to challenge pupils.

October 2009: A4: 96pp

Pb: 978-0-415-55340-7: **£19.99**

NEW

4TH EDITION

The Special Education Handbook

An A-Z Guide for Students and Professionals

Michael Farrell, Independent Education Consultant

Reviews of previous editions:



'This book will be especially useful to teachers in training, staff wanting to follow up specific aspects of particular disabilities and parents wanting to find out more about how the education system responds to children with special educational needs.' - *Special*

'I find it useful, easy to use and informative, just like a handbook should be, and am

happy to recommend it to colleagues and parents alike.' - *Special Children*

This acclaimed, best-selling and comprehensive guide, now in a fully updated fourth edition, is an essential reference book for anyone involved with special education.

All entries have been reviewed to reflect current practice and the book is enriched with extra resources, including references to useful Internet sites. Focusing on current educational frameworks in the UK and the USA, the author has gathered into one A to Z volume a wide range of information essential to good practice in mainstream and special schools. A thematic index helps the reader plot a course through topics of interest. The broad themes and areas covered are:

- basic terms, ideas and values
- venues relating to special education, and school organisation
- roles and responsibilities
- individual differences among learners with disabilities and disorders
- curriculum and assessment, resources and technology
- pedagogy and classroom organisation
- therapy and care.

Presented in a handy quick reference format *The Special Education Handbook* also provides a coherent account of the complexities of special education, combining a wealth of practical guidance with the latest research findings.

This clear and concise handbook is indispensable for all those involved in special education, including teachers, teaching assistants, parents, administrators and others.

A David Fulton Book

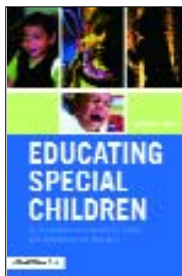
June 2009: 234 x 156: 240pp

Pb: 978-0-415-49020-7: **£21.99**

Educating Special Children

An Introduction to Provision for Pupils with Disabilities and Disorders

Michael Farrell



'This book is an authoritative overview of contributions from many disciplines to special education for young people with a wide range of disabilities. It is a vital resource for students and professionals alike.' - *Professor Alan Carr, Director of Clinical Psychology, University College Dublin, Ireland*

Educating Special Children is an indispensable companion for

anyone requiring an overview of provision that has proved effective for children with learning disorders and disabilities.

Dr Michael Farrell guides the reader through what can be labyrinthine complexities of special education, providing educators with a road map to the most effective methods of provision currently being used. By concentrating on individual disabilities and disorders and not relying on the education system of any one country, Dr Farrell explores issues surrounding:

- communication disorders and Autism and Asperger's syndrome
- developmental co-ordination disorders
- reading, writing and mathematics disorders
- disorders of conduct, anxiety and depression
- attention deficit hyperactivity disorder
- mild, moderate to severe, and profound cognitive impairment
- sensory impairments
- orthopaedic and motor disabilities, health impairments and traumatic brain injury.

In addition, this authoritative text provides advice and support that is relevant to educating pupils in a range of settings. The importance of multi-professional working is explored and analysed.

Based on many years of experience, and drawing on expertise from all corners of the globe, this is the definite guide to special education today.

A David Fulton Book

April 2008: 234 x 156: 384pp

Pb: 978-0-415-46315-7: **£19.99**

5TH EDITION

The SENCo Handbook

Working within a Whole-School Approach

Elizabeth Cowne, Institute of Education, University of London, UK



SENcos have a key role to play in developing and implementing an inclusive framework for meeting Special Educational Needs

The fifth edition of this best-selling *SENCo Handbook* provides up-to-date information and advice in relation to three key government publications: Removing Barriers to Achievement: The Government's Strategy for SEN (2004); Every

Child Matters: Change for Children in Schools (2004); and the Disability Discrimination Act (2005), particularly the disability equality duty and accessibility plan.

Elizabeth Cowne offers clear and practical guidance to SENcos enabling them to meet the demands made on them by the latest legislation and practice. This comprehensive companion:

- introduces the reader to the key concepts and issues of SEN and inclusion
- provides detailed information for SENcos, head teachers and governors about developing whole-school policy and practice for children and young people with SEN
- advises on essential aspects of the SENcos' role including the management of support staff, working in partnership with parents and outside agencies, and the improvement of teaching and learning.
- enables those working in education to debate, discuss and reflect on the issues presented in relation to their work in schools or other settings
- includes a photocopiable section of staff development activities
- gives information on further reading and source materials.

The SENCo Handbook remains essential reading for all those responsible for special educational needs working in early years, primary, secondary and FE settings.

Routledge

2008: A4: 144pp

Pb: 978-0-415-45367-7: **£22.99**

NEW

2ND EDITION

Living With Dyslexia

The Social and Emotional Consequences of Specific Learning Difficulties/Disabilities

Barbara Riddick

Series: David Fulton / Nasen



Based on interviews with children with dyslexia and their families, this insightful book presents first-hand accounts of just what dyslexia means for the children themselves and for the people around them. It looks at how children were first identified as having dyslexia, the social and emotional difficulties they encountered, their educational experiences, and the impact these events had on their

families. It also considers in detail how teachers and parents can best support children with specific learning difficulties. This includes looking at the cognitive, educational, social and emotional perspectives in order to gain a more complete understanding of dyslexia.

This new edition places the original findings within the context of current research and practice. It considers the findings of recent research into dyslexia and self-esteem, and coping strategies of children and adults with dyslexia and investigates the concept of dyslexia-friendly schools.

A David Fulton Book

July 2009: 234 x 156: 248pp

Pb: 978-0-415-47758-1: **£21.99**

Prev. Ed: Pb: 978-0-415-12501-7

NEW

2ND EDITION

Dyspraxia 5-14

A Practical Guide

Christine Macintyre

Series: David Fulton/Nasen



This fully revised and updated edition of Christine Macintyre's invaluable companion explains the difficulties faced by children with dyspraxia in growing up and offers suggestions as to how these might be alleviated.

In this book the children themselves, along with their parents and teachers, talk about how the difficulties change as the transition is made from primary to secondary school.

May 2009: 246x174: 136pp

Pb: 978-0-415-54396-5: **£19.99**

Prev Ed: Pb: 978-1-85346-784-4

Supporting Students with Dyslexia in Secondary Schools

Every Class Teacher's Guide to Removing Barriers and Raising Attainment

Moira Thomson



'This is a wonderful book well organised, accessible and jargon free. Particularly useful is the link to mainstream subject teaching. Without having to read the whole book, busy teachers and teaching assistants can dip in and out of the text in order to find appropriate strategies. This text should be on the shelf of every secondary

school library and cited as Suggested Reading in training courses.' - *Dr Lindsay Peer CBE, Chartered Psychologist, Peer Gordon Associates; Formerly Education Director, British Dyslexia Association*

This highly practical book focuses on the teaching and learning of students with dyslexia in the context of the mainstream secondary curriculum, and provides practical guidance for school managers and subject teachers by highlighting the barriers to learning experienced by dyslexic learners in today's curriculum.

Full of advice for removing – or minimising – these barriers, this book is packed full of strategies for supporting learning and raising the attainment of students with dyslexia. Teachers of students aged 11-19 will find valuable information on:

- how dyslexia affects dyslexic learners' access to and progress in the subject curriculum
- how secondary teachers can identify possible barriers to learning in their subject delivery
- the development and provision of appropriate support strategies for meeting the needs of dyslexic students
- good practice in the identification and assessment of dyslexia that may be masked by high ability or divergent behaviour.

The use of case studies helpfully highlights the impact of dyslexia on students as they transfer to secondary school. They illustrate how and why this condition may be mistaken for behavioural - or other - difficulties, consider whole-school issues and relate throughout the book to a practical framework of proven support strategies.

A David Fulton Book

2008: A4: 168pp

Pb: 978-0-415-47811-3: **£24.99**

2ND EDITION

Dyspraxia in the Early Years

Identifying and Supporting Children with Movement Difficulties

Christine Macintyre, Independent Early Years Consultant, UK

Series: David Fulton / Nasen



Today there are more children than ever before in need of a variety of additional support needs, and many of these children have poor movement as a key contributory factor. Even in children with no specific 'label', movement is being found to be linked to learning, and educational professionals need to understand what is amiss and how to support children who do

not meet their motor milestones at the correct time.

The brand new topic areas featured in this comprehensive and practical new edition include:

- a discussion of terminology and labelling (in light of current inclusion guidelines)
- a range of age specific activities
- a section on the neurology of dyspraxia, showing the motor pathways that are energised and define motor competence
- a greater emphasis on balance, coordination and control
- examples from children of how movement is dependent on planning, sequencing and organising
- more practical activities that can form the basis of a programme to support the children.

Practical strategies are provided throughout this authoritative book, so that teachers and other professionals can identify and understand movement difficulties, are empowered to support the children, and work effectively with the parents.

A David Fulton Book

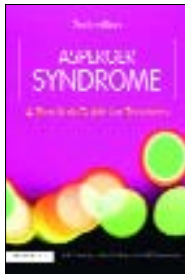
2008: 246 x 174: 128pp

Pb: 978-0-415-47684-3: **£19.99**

2ND EDITION**Asperger Syndrome**

A Practical Guide for Teachers

Val Cumine, Education Consultant, UK,
Julia Dunlop, Education Consultant, UK and
Gill Stevenson, Education Consultant, UK



This fully revised new edition is a clear and concise guide to effective classroom practice for teachers and support assistants working with children with Asperger Syndrome in mainstream schools and other non-specialist settings. The authors of this updated new edition:

- outline the underlying impairments and their educational implications
- consider the issues of assessment and diagnosis
- offer practical strategies for effective and realistic classroom intervention, including access to the national curriculum
- consider the behavioural challenges the child with Asperger Syndrome may pose
- explore the pathways through diagnosis and intervention
- show how the transitions made by students with Asperger Syndrome from school to college can be supported.

The book seeks to inform professionals meeting a child with Asperger Syndrome for the first time and equips them with effective educational and behavioural intervention strategies. This new edition is also updated with reference to Every Child Matters, the Disability Equality Duty and Access Inclusion Planning.

Professionals in special schools, INSET providers, educational psychologists, parents and carers will all find this book essential.

A David Fulton Book

July 2009: A4: 96pp

Pb: 978-0-415-48371-1: **£19.99**

2ND EDITION**Autism in the Early Years**

A Practical Guide

Val Cumine, Education Consultant, UK,
Julia Dunlop, Education Consultant, UK and
Gill Stevenson, Education Consultant, UK

Series: Resource Materials for Teachers



Anyone meeting a young child with autism for the first time will find this book invaluable. In a clear and sensitive style the authors:

- outline the characteristics of autism as they present themselves in the early years
- consider the nature of autism and the issues surrounding assessment and diagnosis
- offer practical strategies for effective and realistic intervention both at home and in a variety of early years settings
- explore possibilities for enhancing access to the early years curriculum.

The authors provide extensive material that will be equally accessible and relevant to parents following an early diagnosis of autism in their child.

This fully revised new edition includes new material that relates to new statutory requirements such as Every Child Matters and Disability Equality Duty as well as updates to different approaches to autism, assessment and behavioural issues. This classic text will provide much needed support and advice to anxious parents, teachers and professionals who are working together in an unfamiliar area.

A David Fulton Book

July 2009: A4: 112pp

Pb: 978-0-415-48373-5: **£19.99**

Prev.Ed: Pb: 978-1-85346-599-4

3RD EDITION

Attention Deficit Hyperactivity Disorder

What Can Teachers Do?

Geoff Kewley

Series: *David Fulton / Nasen*



This revised new edition provides teachers with a highly practical guide to dealing more effectively with ADHD, from initial recognition to effective management strategies via assessment and diagnosis.

ADHD causes a wide range of difficulties often leading to school failure, expulsion and emotional, behavioral and social problems. The book will help teachers, parents, doctors and

other professionals to properly understand ADHD and show them how to work together effectively to manage it, thereby offering the child a more positive future.

The author gives an overview of the condition based on the broad internationally recognised approach to ADHD, which takes account of its biological as well as environmental elements. Case studies throughout describe individuals who behave in different ways and practical strategies are offered throughout to both teachers and parents.

A David Fulton Book

November 2009: A4: 128pp

Pb: 978-0-415-49202-7: **£18.99**

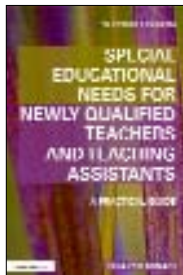
Prev.Ed:Pb: 978-1-84312-346-0

2ND EDITION

Special Educational Needs for Newly Qualified Teachers and Teaching Assistants

A Practical Guide

Rita Cheminais



This completely revised and updated edition, relevant to trainee, newly qualified and experienced teachers, as well as teaching assistants, covers the essential and most recent developments in Special Educational Needs (SEN), including Every Child Matters (ECM), which are important to effective classroom practice, and appropriate personalised learning approaches.

Rita Cheminais explores:

- the latest requirements of QTS Standards and the Occupational Standards for Supporting Teaching and Learning in Schools
- recent legislation and key official reports and documents relating to SEN and ECM
- practical tips and strategies on how to meet the needs of a diversity of pupils with additional educational needs (AEN)
- effective partnership working with multi-agency practitioners
- OFSTED inspecting SEN, Inclusion and ECM
- how to evaluate the impact of SEN/additional provision.

Featuring helpful checklists, templates and photocopiable resources that can support professional development, this practical resource contains lots of useful advice, as well as signposting to further information.

August 2009: A4: 96pp

Pb: 978-0-415-49583-7: **£19.99**

Prev. Ed: Pb: 978-1-85346-707-3

Effective Teacher's Guide to...Series

By focusing firmly on what really works in practice with children with special educational needs, this highly practical series will enlighten and inform any busy teacher eager to know more about individual difficulties, and who wants to make inclusion a reality for their pupils.

All books in the series concentrate on the educational implications of certain special educational needs. They also consider the legal obligations of schools, what teachers can do to support and encourage inclusive learning in their classroom, and where they can go for additional support and advice. Packed full of down-to-earth yet authoritative advice, and drawing on real-life case studies throughout, this series will provide teachers with everything they need to ensure their pupils with special needs are effectively and properly supported.

For all titles in this series see the backlist table on page 29



AUTHOR/EDITOR	ISBN	TITLE	BINDING	IMPRINT	PUB DATE	PRICE
Crispin Andrews	978-1-84312-164-0	Meeting SEN in the Curriculum: PE & Sports	Pb	A David Fulton Book	2005	£27.99
Harry Ayers and Francesca Gray	978-1-84312-266-1	An A to Z Practical Guide to Learning Difficulties	Pb	A David Fulton Book	2006	£19.99
Alan Combes	978-1-84312-169-5	Meeting SEN in the Curriculum: Citizenship	Pb	A David Fulton Book	2004	£27.99
Louise Davies and Elisabeth Barratt-Hacking	978-1-84312-166-4	Meeting SEN in the Curriculum: Design & Technology	Pb	A David Fulton Book	2005	£27.99
Kim Earle and Gill Curry	978-1-84312-161-9	Meeting SEN in the Curriculum: Art	Pb	A David Fulton Book	2005	£27.99
Michael Farrell	978-0-415-36039-5	The Effective Teacher's Guide to Autism and Communication Difficulties	Pb	Routledge	2005	£18.99
Michael Farrell	978-0-415-36038-8	The Effective Teacher's Guide to Behavioural, Emotional and Social Difficulties	Pb	Routledge	2005	£18.99
Michael Farrell	978-0-415-36040-1	The Effective Teacher's Guide to Dyslexia and other Specific Learning Difficulties	Pb	Routledge	2005	£18.99
Michael Farrell	978-0-415-36041-8	The Effective Teacher's Guide to Moderate, Severe and Profound Learning Difficulties	Pb	Routledge	2005	£21.99
Michael Farrell	978-0-415-36042-5	The Effective Teacher's Guide to Sensory Impairment and Physical Disability	Pb	Routledge	2005	£21.99
Michael Farrell	978-0-415-41686-3	The Special School's Handbook	Pb	Routledge	2007	£25.99
Michael Farrell	978-1-84312-407-8	Celebrating the Special School	Pb	A David Fulton Book	2006	£17.99
Vicki Goodwin and Bonita Thomson	978-1-84312-091-9	Making Dyslexia Work for You	Pb	A David Fulton Book	2006	£14.99
Glynis Hannell	978-1-84312-387-3	Dyscalculia	Pb	A David Fulton Book	2005	£18.99
Richard Harris and Ian Luff	978-1-84312-163-3	Meeting SEN in the Curriculum: History	Pb	A David Fulton Book	2004	£27.99
Carol Holden	978-1-84312-159-6	Meeting SEN in the Curriculum: Science	Pb	A David Fulton Book	2004	£27.99
Tim Hurst	978-1-84312-157-2	Meeting SEN in the Curriculum: English	Pb	A David Fulton Book	2004	£27.99
Hull Learning Services	978-1-84312-218-0	Supporting Children with Asthma	Pb	A David Fulton Book	2004	£13.99
Hull Learning Services	978-1-84312-219-7	Supporting Children with Autistic Spectrum Disorders	Pb	A David Fulton Book	2004	£13.99
Hull Learning Services	978-1-84312-228-9	Supporting Children with Behaviour Difficulties	Pb	A David Fulton Book	2004	£15.99

AUTHOR/EDITOR	ISBN	TITLE	BINDING	IMPRINT	PUB DATE	PRICE
Hull Learning Services	978-1-84312-220-3	Supporting Children with Cerebral Palsy	Pb	A David Fulton Book	2004	£13.99
Hull Learning Services	978-1-84312-227-2	Supporting Children with Motor Co-ordination Difficulties	Pb	A David Fulton Book	2004	£15.99
Hull Learning Services	978-1-84312-221-0	Supporting Children with Down's Syndrome	Pb	A David Fulton Book	2004	£13.99
Hull Learning Services	978-1-84312-222-7	Supporting Children with Dyslexia	Pb	A David Fulton Book	2004	£13.99
Hull Learning Services	978-1-84312-223-4	Supporting Children with Epilepsy	Pb	A David Fulton Book	2004	£13.99
Hull Learning Services	978-1-84312-226-5	Supporting Children with Fragile X Syndrome	Pb	A David Fulton Book	2004	£13.99
Hull Learning Services	978-1-84312-224-1	Supporting Children with Medical Conditions	Pb	A David Fulton Book	2004	£22.99
Hull Learning Services	978-1-84312-225-8	Supporting Children with Speech and Language Difficulties	Pb	A David Fulton Book	2004	£13.99
Dilwyn Hunt and Elisabeth Barratt-Hacking	978-1-84312-167-1	Meeting SEN in the Curriculum: Religious Education	Pb	A David Fulton Book	2004	£26.99
Richard Ives	978-1-84312-360-6	Special Needs and Drug Education	Pb	A David Fulton Book	2005	£17.99
Victoria Jaquiss and Diane Paterson	978-1-84312-168-8	Meeting SEN in the Curriculum: Music	Pb	A David Fulton Book	2005	£27.99
Sally McKeown	978-1-84312-165-7	Meeting SEN in the Curriculum: Modern Foreign Languages	Pb	A David Fulton Book	2004	£27.99
Sally McKeown	978-1-84312-160-2	Meeting SEN in the Curriculum: ICT	Pb	A David Fulton Book	2006	£27.99
Diane Montgomery	978-0-415-40925-4	Spelling, Handwriting and Dyslexia	Pb	A David Fulton Book	2006	£22.99
Philomena Ott	978-0-415-32454-0	Teaching Children with Dyslexia	Pb	A David Fulton Book	2006	£35.99
Gwasg Pia Cyf	978-1-84312-395-8	Teaching Pupils with Visual Impairment	Pb	A David Fulton Book	2007	£31.99
Madeleine Portwood	978-1-85346-573-4	Developmental Dyspraxia - 2nd Edition	Pb	A David Fulton Book	1999	£23.99
Brian Sharp	978-1-84312-158-9	Meeting SEN in the Curriculum: Maths	Pb	Routledge	2004	£27.99
Diane Swift	978-1-84312-162-6	Meeting SEN in the Curriculum: Geography	Pb	Routledge	2005	£27.99
Wendy Spooner	978-1-84312-404-7	The SEN Handbook for Trainee Teachers, NQTs and Teaching Assistants	Pb	A David Fulton Book	2006	£19.99

Gifted & Talented and Thinking Skills

Gifted describes learners who have the ability to excel academically in one or more subjects such as English, drama, technology

Talented describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an applied skill.

The 2007 Children's Plan is:

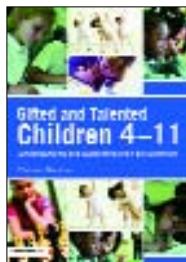
- improving the identification of gifted and talented learners, especially those who are underachieving and/or who come from disadvantaged backgrounds
- ensuring all schools have access to a trained Leading Teacher for gifted and talented education
- ensuring that gifted and talented learners make at least 2 levels of progress in each key stage, especially those who come from disadvantaged backgrounds more likely to be underachieving.

Gifted and Talented Children 4-11

A4

Understanding and Supporting their Development

Christine Macintyre, Independent Early Years Consultant, UK



Can you recognise and tell the difference between gifted and talented children? Do you know how to provide the support they need?

Responding directly to current thinking in education, this book raises practitioners' expectations, and shows you how to identify children in your class as gifted and talented.

Christine Macintyre addresses the nature/nurture debate in relation to gifted and talented children, and discusses related topics such as the norms of development and domains of learning.

Essential reading for all primary teachers and teaching assistants, this fascinating book is full of practical suggestions enabling you to:

- recognise the innate nature of giftedness
- provide the teaching required for talent to emerge
- understand the experiences of gifted and talented children
- develop activities to challenge and encourage your gifted and talented children to widen their repertoire of skills and abilities.

A chapter on neurological development is included to confront questions such as 'what is it that enables children to do well', and even 'Is there a gene for genius?' Contrasting and conflicting answers are shared and debated.

Finally, the issue of gifted and talented children with a learning difference/disability is raised and examples are given of how this ASD (asynchronous development) can hinder the recognition of gifts and talents in these children.

A David Fulton Book

2008: A4: 112pp

Pb: 978-0-415-46492-5: £19.99

NEW

A4

Teaching Problem-Solving and Thinking Skills through Science

Exciting Cross-Curricular Challenges for Foundation Phase, Key Stage One and Key Stage Two

Belle Wallace, Andrew Berry and Diana Cave



This highly practical resource book presents ways in which teachers can help to develop children's problem-solving and thinking skills through a range of exciting science topics. The book contains classroom-based activities which have been trialled and evaluated by teachers and children, and helpfully shows how the skills developed through rigorous scientific investigations

can be used across all areas of the curriculum.

The scientific curriculum requirements are extended with exciting and inspiring problem-solving activities that use scientific skills, for example:

- fair-testing
- pattern-seeking
- surveying
- classifying and identifying
- investigations over time
- designing
- testing and adapting an artefact
- open-ended exploration.

The book contains learning objectives for each activity, step by step guidelines for carrying out each problem-solving activity, basic equipment that's needed, examples of learner's work and guidelines for assessment. This book is a must-buy for all early years and primary school teachers keen to encourage an inclusive but differentiated approach to the development of problem-solving and thinking skills in their pupils.

A David Fulton Book

October 2008: A4: 168pp

Pb: 978-0-415-45035-5: **£19.99**

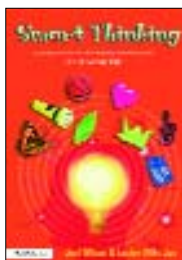
NEW

A4

Smart Thinking

A Programme for Developing Thinking Skills in 7 to 12 Year Olds

Jeni Wilson and Lesley Wing Jan



Smart Thinking helps primary school teachers to develop their pupil's capacities to become deep thinkers and independent learners. Supporting the creation of a thoughtful classroom that provides opportunities for pupil's negotiation, goal setting and decision making, this book encourages the teaching of reflection and metacognition, providing pupils with the tools

they need to be able to evaluate and regulate their own thinking.

Packed with ideas, planning tools and photocopiable proformas, this book will help teachers work with their pupils to help develop skills and dispositions which are beneficial and transferable to pupils of all ages and abilities.

Key aspects of teaching and learning covered include:

- planning for learning by setting individual goals
- selecting, using and monitoring appropriate strategies
- identifying own thinking processes
- making reasoned judgements
- asking powerful questions
- being careful observers.

This comprehensive resource is essential for all teachers who wish to empower their pupils to take responsibility for their learning and their interpersonal relationships.

A David Fulton Book

January 2009: A4: 128pp

Pb: 978-0-415-48700-9: **£19.99**

Thinking Skills

Thinking Skills is now a high priority in the primary curriculum. Thinking skills approaches are emerging as a powerful means of engaging teachers and pupils in improving the quality of learning in classrooms. Primarily, teaching thinking skills is embedded within the traditional curriculum but it can also be taught on its own as an individual lesson – this takes up teachers time so practical resources packed with quick activities to use in the classroom are great time-savers for busy teachers. Thinking skills is taught for all primary children of all abilities but can be used to extend and challenge more able pupils.



Thinking Lessons for Thinking Classrooms



Tools for Teachers

Carol McGuinness, Carol Curry, Angela Eakin and Noel Sheehy

Series: *Improving Practice (TLRP)*



Thinking Lessons for Thinking Classrooms will help primary schools seeking new ways to promote children's thinking. Focusing on skills such as: information processing, reasoning, enquiry, being creative, evaluating, problem-solving, decision-making and working with others, the book shows teachers how to design and teach thinking lessons across the curriculum. This practical

handbook is divided into 3 parts:

- What is 'thinking'?
- How can thinking-lessons be designed?
- How are they best taught?

It guides teachers on how to get started and provides plenty of examples of case studies from classroom teachers who have already used the methodology. A brief theoretical framework is also provided for teachers to interpret and to advance their current practice.

The book is based on a project called 'Activating Children's Thinking Skills', during which the authors found that an effective way of working with children was to teach a curriculum topic and a specific pattern of thinking, together. All the activities have been tried-and-tested in busy primary schools. For those teachers who are ready to advance their practice, it explores issues related to planning schemes of work, progression in developing thinking skills, observing and assessing thinking, as well as advice related to how teachers can share their practice.

Routledge

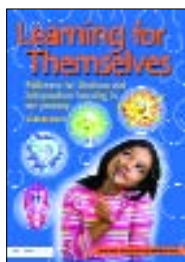
May 2009: A4: 144pp

Pb: 978-0-415-45454-4: **£19.99**

Learning for Themselves

Pathways for Thinking and Independent Learning in the Primary Classroom

Kath Murdoch and Jeni Wilson



In a world of rapidly changing knowledge which requires new and transferable skills, classrooms are increasingly being viewed as places where pupils learn how to learn. In order to help pupils develop new skills, teachers must encourage them to work independently and manage themselves as learners.

Learning for Themselves offers teachers a repertoire of effective

strategies and frameworks to nurture independent learning. The chapters are organised into four broad areas:

- learning preferences
- thinking
- inquiry
- personal challenges.

Each section includes learning tasks covering commonly addressed topics in primary school curriculums, with each task designed to be adapted by students and teachers to suit particular interests and a range of teaching and learning goals.

Photocopiable learning proformas for each task, and additional proforma resources are included to assist teachers and pupils when planning, managing, monitoring and keeping records associated with independent learning. Saving valuable planning time for teachers, this book offers a creative and effective way to encourage pupil's independence and will appeal to all teachers who aim to equip their pupils with transferable skills.

A David Fulton Book

January 2009: A4: 136pp

Pb: 978-0-415-48699-6: **£19.99**

The Improving Learning Series

Books in the Improving Practice series present tried-and-tested advice to encourage and support teachers in exploring new ways of enhancing learning experiences and improving educational outcomes of all sorts. Each book is eminently practical yet underpinned by research from the Teaching and Learning Research Programme (TLRP), the UK's largest ever coordinated education enquiry.

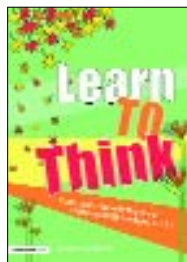
- *Improving Primary Literacy*, p11
- *Improving Primary Mathematics*, p14
- *Thinking Lessons for Thinking Classrooms*, p31
- *Promoting Effective Group Work in the Primary Classroom*, p59
- *Learning How to Learn*, p60



Learn to Think

Basic Exercises in the Core Thinking Skills for Ages 6-11

John Langrehr



Classroom questions have traditionally focused on testing the recall, understanding and application of content and methods. Research suggests that pupils require activities that encourage them to think flexibly about possibilities and to make independent judgements about information.

Learn to Think takes a cross-curriculum approach and offers a

wide range of exercises in all significant thinking skills areas:

- organisational
- analytical
- evaluative
- creative.

This book introduces the basic core thinking processes used to connect and make sense of information through a range of skill based sections which provide the basis of a thinking skills programme for pupils. It is complete with introductory notes and examples, pupil work sheets, suggested answers and further useful questions. The resources are fully photocopiable and are suitable for 6-11 year olds.

A David Fulton Book

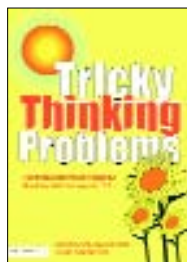
2008: A4: 96pp

Pb: 978-0-415-46590-8: **£15.99**

Tricky Thinking Problems

Advanced Activities in Applied Thinking Skills for Ages 6-11

John Langrehr and Jan Langrehr



Tricky Thinking Problems explores the advancement of creative and critical thinking, and the activities are designed to help pupils test and develop such processes. A series of fascinating challenges are used to stimulate cognitive organisation in areas such as categories, similarities, differences, ordering, analysing, predicting and many more.

Pupils will enjoy developing their range of different thinking skills as they complete the resources based on topics such as animals, weather, communications and food. Rather than being told which particular thinking skill to use, the questions are designed to encourage pupils to pick and choose a range of skills and apply them creatively. The resources are fully photocopiable and are suitable for 6-11 year olds.

A David Fulton Book

2008: A4: 68pp

Pb: 978-0-415-46591-5: **£14.99**

A4

2ND EDITION

Children as Philosophers

Learning Through Enquiry and Dialogue in the Primary Classroom

Joanna Haynes



Since the publication of the first edition of *Children as Philosophers* in 2002 there has been an enormous growth of interest in philosophy with children.

This fully revised second edition suggests ways in which you can introduce philosophical enquiry to your Personal, Social and Health Education and Citizenship teaching and across the curriculum.

The book demonstrates children's capacities to engage in sophisticated processes of dialogue and enquiry about a wide range of issues and underlines the importance of listening to children's ideas. The author discusses the pleasures and challenges for adults in managing discussion and responding to children's claims to knowledge in the philosophical arena. The author also addresses the well-established Philosophy for Children movement, developed in the USA and Australia and links this to the principles of Every Child Matters.

This fascinating book is an invaluable resource for all teachers and trainees seeking a thoughtful and contextualised introduction to the theory and practice of philosophical enquiry with children, including:

- expanded discussion on children's voice and participation at school
- the theory and practice of dialogical approaches to teaching and learning
- new evidence of the educational impact of philosophy with children in the classroom
- what should inform the professional choice of resources for teaching philosophy
- wider international debates about learning styles, skills and intelligence.

New reports are presented from children, teachers, from the fields of Gifted and Talented and Special Needs Education and from international research carried out over the last five years.

Routledge

2008: 216 x 138: 192pp

Pb: 978-0-415-44681-5: **£22.99**

Prev Ed. Pb: 978-0-7507-0946-0

A4

AUTHOR/EDITOR	ISBN	TITLE	BINDING	IMPRINT	PUB DATE	PRICE
Tim Alderman	978-1-84312-277-7	Meeting the Needs of Your Most Able Pupils: Science	Pb	David Fulton Publishers	2008	£26.99
Steve Barnes	978-1-84312-287-6	Meeting the Needs of Your Most Able Pupils: History	Pb	David Fulton Publishers	2007	£26.99
Jacque Buttriss and Ann Callander	978-1-84312-234-0	Think About It!	Pb	David Fulton Publishers	2006	£15.99
Louise Davies	978-1-84312-330-9	Meeting the Needs of Your Most Able Pupils: Design and Technology	Pb	David Fulton Publishers	2006	£26.99
Kim Earle	978-1-84312-331-6	Meeting the Needs of Your Most Able Pupils: Art	Pb	David Fulton Publishers	2006	£26.99
Jane Ferretti	978-1-84312-335-4	Meeting the Needs of Your Most Able Pupils: Geography	Pb	David Fulton Publishers	2007	£26.99
Erica Glew	978-1-84312-261-6	Meeting the Needs of Your Most Able Pupils: English	Pb	David Fulton Publishers	2007	£26.99
Dilwyn Hunt	978-1-84312-278-4	Meeting the Needs of Your Most Able Pupils: Religious Education	Pb	David Fulton Publishers	2007	£26.99
Gretchen Ingram	978-1-84312-332-3	Meeting the Needs of Your Most Able Pupils: MFL	Pb	David Fulton Publishers	2008	£26.99
Lynne McClure and Jennifer Piggott	978-1-84312-328-6	Meeting the Needs of Your Most Able Pupils: Mathematics	Pb	David Fulton Publishers	2007	£26.99
Dave Morley and Richard Bailey	978-1-84312-334-7	Meeting the Needs of Your Most Able Pupils: Physical Education & Sport	Pb	David Fulton Publishers	2006	£26.99
Jonathan Savage	978-1-84312-347-7	Meeting the Needs of Your Most Able Pupils: Music	Pb	A David Fulton Book	2006	£26.99
Ron Shaw	978-0-415-44710-2	Philosophy in the Classroom	Pb	A David Fulton Book	2007	£18.99
Belle Wallace	978-1-84312-107-7	Thinking Skills and Problem-Solving - An Inclusive Approach	Pb	A David Fulton Book	2005	£19.99

The Gifted and Talented Series provides specific guidance on:

- recognising high ability and multiple intelligences
- planning differentiation, extension and enrichment
- teacher questioning skills
- support for more able pupils with special educational needs
- homework
- recording and assessment
- beyond the classroom: visits, competitions, summer schools, masterclasses, links with universities, businesses and other organisations

All titles in this series are listed in the table above.



Teaching Assistants and Support Staff

- 130,000 teacher assistants and 180,000 volunteers working in primary schools in the UK

HLTA

Higher Level Teaching Assistants work closely with the teachers, supporting them and freeing them up to have more time to develop each child to his or her potential. HLTA also take on the role of training and managing new Teaching Assistants.

HLTA courses are now available from regional providers around the UK.

NEW

A4

Making the Most of Your Teaching Assistant

Good Practice in Primary Schools

Sue Briggs, Advisor for Educational Development Service, Warwickshire, UK and **Sue Cunningham**, Director of Inclusion in a secondary school, UK



Making the Most of Your Teaching Assistant is an essential handbook for every SENCo and teacher responsible for managing Teaching Assistants. Based firmly in the classroom and focused on supporting pupil progress it provides clear guidance and practical support in deploying, training and monitoring the effectiveness of Teaching Assistants. This easy-to-use book:

- sets the current context of the development of the role of Teaching Assistants within that of wider workforce reforms
- advises on how best to advertise, recruit and interview Teaching Assistants
- proposes a process for the successful induction of new Teaching Assistants
- explores a variety of ways in which you can deploy your Teaching Assistants, emphasizing the importance of teamwork and defining roles and responsibilities
- suggests how schools can monitor and evaluate the impact of the work of their Teaching Assistants on the academic and social progress of all their pupils
- provides forms and other resources that can be photocopied and used immediately to support the work of Teaching Assistants
- gives many examples of current best practice with scenarios and case studies based on real events in real schools.

This book is an invaluable source of information and advice for class teachers and leadership teams who seek to make the most effective use of the teaching assistants in their schools to support the teacher, the learning, the curriculum, and the school as a whole. Trainee and new teachers will find the book an invaluable resource in preparing to work alongside and manage teaching assistants in their classrooms.

A David Fulton Book

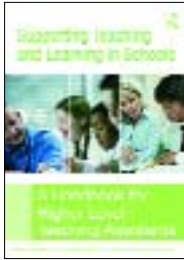
2008: A4: 96pp

Pb: 978-0-415-45721-7: **£19.99**

NEW

Supporting Teaching and Learning in Schools

A Handbook for Higher Level Teaching Assistants
Edited by **Sarah Younie**, De Montfort University, UK,
Susan Capel, Brunel University, UK and
Marilyn Leask, The Teacher Training Agency, UK



Supporting Teaching and Learning in Schools is an accessible, user-friendly handbook designed to provide practical guidance and ideas to support Higher Level Teaching Assistants (HLTAs). It covers the knowledge and skills needed by HLTAs to work effectively with pupils, teachers, parents and other professionals concerned with the well-being of children.

The book relates directly to the standards for HLTAs but also provides a deeper grounding in pedagogy and the role of the teacher and the HLTA in creating productive learning environments. The text is illuminated with examples of existing good practice, and a range of tried-and-tested strategies to help HLTAs develop in all aspects of their work.

It provides essential background knowledge, together with a range of activities designed to support learning, examining:

- the roles of the HLTA and teacher respectively, and interactively
- classroom management and interactions with pupils
- pupil differences
- the place of the HLTA within the school community
- professional development.

It is an invaluable resource for current and prospective HLTAs working across a wide range of subjects.

Routledge

2008: 246 x 174: 208pp

Pb: 978-0-415-35884-2: **£17.99**

NEW

2ND EDITION

A Handbook for Lunchtime Supervision

Practical Guide for Primary Schools

Shirley Rose

Review of 1st Edition: **'There are good case studies, training activities, clear explanations.'** - *TES*



Everything you need to know about supervising primary pupils during the lunchtime break is covered in this handbook. *Lunchtime Supervisors and Teaching Assistants* with all levels of experience will benefit from this book. Head teachers or senior managers of lunchtime teams can use it as a training manual.

This new edition is fully updated with links to Every Child Matters, recent changes in legislation on child protection and the career and development of Lunchtime Supervisor. It now includes two new chapters on healthy eating and the role of the Teaching Assistant at lunchtime.

It provides guidance on important issues and includes activities to supplement advice, and examples of good practice. Topics include:

- encouraging healthy eating
- health and safety issues
- how to cope with confrontational pupils
- the role of the Teaching Assistant at lunchtime
- building relationships with children and managing their behaviour
- the prevention of bullying
- games and activities for outdoor play and wet play
- issues for head teachers and managers of lunchtime teams.

September 2009: A4: 128pp

Pb: 978-0-415-49226-3: **£19.99**

Prev.Ed: 978-1-84312-068-1

AUTHOR/EDITOR	ISBN	TITLE	BINDING	IMPRINT	PUB DATE	PRICE
Susan Bentham and Roger Hutchins	978-0-415-35472-1	Practical Tips for Teaching Assistants	Pb	Routledge	2005	£16.99
Joan Dean	978-0-415-35234-5	A Teaching Assistant's Guide to Primary Education	Pb	Routledge	2005	£16.99
Sylvia Edwards	978-1-84312-208-1	Supporting Spelling	Pb	A David Fulton Book	2004	£15.99
Sylvia Edwards	978-1-84312-209-8	Supporting Writing	Pb	David Fulton Publishers	2004	£14.99
Glensy Fox	978-1-84312-081-0	A Handbook for Learning Support Assistants	Pb	A David Fulton Book	2003	£17.99
Linda Hammersley-Fletcher, Michelle Lowe and Jim Pugh	978-0-415-34568-2	The Teaching Assistant's Guide	Pb	Routledge	2006	£18.99
Elizabeth Holmes	978-0-415-41105-9	FAQs for TAs	Pb	Routledge	2007	£16.99
Gill Richards and Felicity Armstrong	978-0-415-43425-6	Key Issues for Teaching Assistants	Pb	Routledge	2007	£17.99
Anne Watkinson	978-0-415-45306-6	Leading and Managing Teaching Assistants	Pb	David Fulton Publishers	2007	£19.99
Angela Wilson and Julie Scanlon	978-1-84312-210-4	Supporting Reading	Pb	David Fulton Publishers	2004	£15.99
Angela Wilson	978-1-84312-211-1	Supporting Speaking and Listening	Pb	David Fulton Publishers	2004	£15.99

The Essential Guides for Teaching Assistants

NEW
SERIES

NEW

2ND EDITION

The Essential Guide for Experienced Teaching Assistants

Meeting the National Occupational Standards at Level 3

Anne Watkinson



This indispensable textbook and guide provides the underpinning knowledge to support all Teaching Assistants working towards Level 3 of the National Occupational Standards. This new edition incorporates and responds to all new materials required to meet the revised and expanded 2007 standards.

January 2009: A4: 254pp
Pb: 978-0-415-46049-1: **£18.99**
Prev.Ed: Pb: 978-1-84312-009-4

NEW

2ND EDITION

The Essential Guide for Competent Teaching Assistants

Meeting the National Occupational Standards at Level 2

Anne Watkinson



This new edition is fully revised and extended to incorporate and respond to all new materials required to meet the 2007 standards. Taking into account current initiatives including Workforce Remodelling and the Every Child Matters agenda, the book can be used to support NVQs, or other Teaching Assistant awards at level 2, or can be used simply to

supplement good practice.

2008: A4: 206pp
Pb: 978-0-415-46048-4: **£19.99**
Prev.Ed: Pb: 978-1-84312-008-7

AUTHOR/EDITOR	TITLE	ISBN	BINDING	IMPRINT	PUB DATE	PRICE
Sara Bubb	The Insider's Guide for New Teachers	978-0-415-49932-3	Pb	Routledge	Aug-09	£16.99
Janice Filer	Setting Up Parental Support in Schools and Early Years Settings	978-0-415-48065-9	Pb	A David Fulton Book	Nov-09	£22.99
Ian Gilbert	Why Do I Need a Teacher When I've got Google?	978-0-415-46833-6	Pb	Routledge	Oct-09	£12.99
Daphne Gutteridge and Vivien Smith	Using Circle Time for PSHE and Citizenship	978-0-415-44592-4	Pb	A David Fulton Book	Jan-08	£15.99
Christine Hatton and Sarah Lovesy	Young at Art	978-0-415-45478-0	Pb	A David Fulton Book	Oct-08	£19.99
Denis Hayes	Primary Teaching Today	978-0-415-47554-9	Pb	A David Fulton Book	Nov-08	£16.99
Elizabeth Holmes	NQT Handbook	978-0-415-44596-2	Pb	Routledge	Aug-08	£19.99
Elizabeth Holmes	FAQs for School Inspection	978-0-415-33499-0	Pb	Routledge	Dec-08	£18.99
Alan Howe et al	Science 5-11	978-0-415-48045-1	Pb	A David Fulton Book	Apr-09	£19.99
David Hudson	Good Teachers, Good Schools	978-0-415-47132-9	Pb	A David Fulton Book	Sep-08	£16.99
Pat Hughes	Principles of Primary Education	978-0-415-45324-0	Pb	A David Fulton Book	Apr-08	£21.99
Jim Lavin	Creative Approches to Physical Education	978-0-415-44588-7	Pb	Routledge	Apr-08	£17.99
Mal Leicester and Denise Taylor	Environmental Learning for Classroom and Assembly at KS1 & 2	978-0-415-46707-0	Pb	A David Fulton Book	Mar-09	£18.99
Elizabeth Peirce	Activity Assemblies to Promote Peace	978-0-415-46682-0	Pb	A David Fulton Book	Jun-08	£23.99
Richard Pring et al	Education for All	978-0-415-54722-2	Pb	Routledge	May-09	£19.99
Miles Tandy and Jo Howell	Creating Drama 4-7	978-0-415-48349-0	Pb	A David Fulton Book	Dec-09	£18.99
Miles Tandy and Jo Howell	Creating Drama 7-11	978-0-415-48350-6	Pb	A David Fulton Book	Dec-09	£19.99
Cyril Taylor	A Good School for Every Child	978-0-415-48253-0	Pb	Routledge	Feb-09	£19.99
John Taylor	Move on Maths 7-9	978-0-415-47153-4	Pb	Routledge	May-09	£22.99
John Taylor	Move on Maths 9-11	978-0-415-47154-1	Pb	A David Fulton Book	Mar-09	£22.99
Pat Thomson	School leadership - heads on the block	978-0-415-43075-3	Pb	Routledge	Feb-09	£22.99
Joe Winston and Miles Tandy	Beginning Drama 4-11	978-0-415-47583-9	Pb	A David Fulton Book	Oct-08	£19.99
Jan Winter et al	Improving Primary Mathematics	978-0-415-36393-8	Pb	Routledge	Feb-09	£19.99
Dominic Wyse and Pam Dowson	The Really Useful Creativity book	978-0-415-45696-8	Pb	Routledge	Oct-08	£19.99

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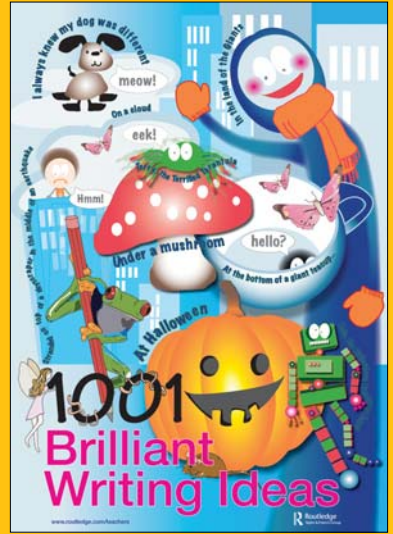
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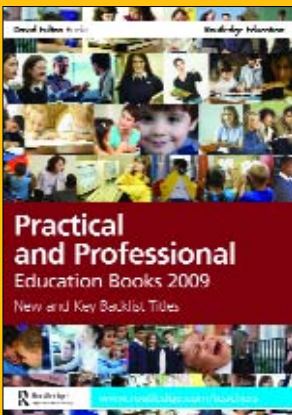
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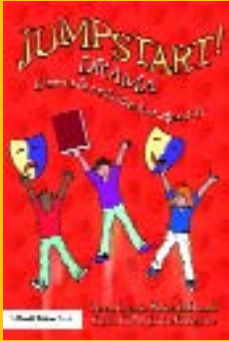


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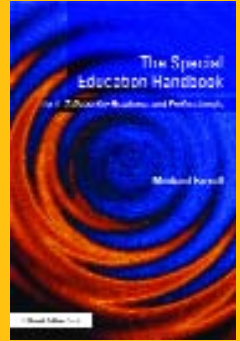
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