



**Harry Delaney**

**19<sup>th</sup> July 2014**

Your pebble, which has chosen YOU as its guardian and protector, will guide you throughout your life. When you are feeling lonely and afraid, hold your pebble. Strength will suddenly appear. When you are at a crossroads, hold your pebble. The answers you are looking for will mysteriously appear out of the silence. God will whisper to you, from the secret, heavenly realms of the angels. Clouds will disappear.

When you are filled with love and happiness, hold your pebble. Give thanks for all the wonderful things appearing in your world. But most of all, remember your time at this school. Give thanks for the people who have crossed your path. Clasp your pebble in your hand. Hold it. Touch it. Feel it. And always remember this: There is only ONE pebble in the world like yours – it's precious, special and unique. Just like you – so always remember that! And if you forget, hold your pebble – it will remind you of just how **SPECIAL** you are.

#### **GREAT, INEXPENSIVE IDEA FOR A LEAVERS' PRESENT**

This idea is my own, I've used it in Y6 many times. It's so simple – It can be used in secondary schools too. If you're after a 'present' for your leavers, this is great. Go to a beach, collect different pebbles of similar size for your class. Look for nice ones.

(Don't buy any of those 'shiny' ones from a shop – the natural look is always the best.)

I've written all the words on the cards. It's not from any book – it's all my own work.

Pile the pebbles up in the middle of the classroom in the last week, just before the children leave. They then 'choose' a pebble to take home. I used to laminate the above card and on the back, I'd always scribble a personal message and a head and shoulder cartoon sketch of the pupil, such as:

(All in normal handwriting!)

Rebecca – a fantastic, sporty girl who's always smiling! You're such a popular girl and a brilliant netball player too! Go for it in your new school. Success awaits you!! Love, Mr.Delaney...

(You know the type of thing!)

It's interesting that years and years later, I still bump into children who I've taught who tell me they've still got their pebble and card in a special place – and it reminds them of our school...

Thanks, PD

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# Kssats Writing Tasks 2007

**Sasha Matthewman**



## **Kssats Writing Tasks 2007:**

**Writing Under Control** Judith Graham, Alison Kelly, 2013-01-11 Now in its third edition and reflecting changes in the Primary National Strategy this best selling textbook introduces primary teachers to key issues in the teaching of writing Strongly rooted in classroom practice the book includes the history theory and practice of teaching writing children writing in and out of school EAL and gender issues in writing the development of writing across the years of the primary school planning classroom routines and organising resources balancing the composition and transcription elements in writing monitoring and assessing writing meeting individual needs managing specific learning difficulties in writing such as dyslexia With its companion Reading under Control also in its third edition this book provides undergraduate and postgraduate teachers with comprehensive guidance for the teaching of literacy

**Maths** Paul Broadbent, 2010-10 Complete coverage of the KS1 Math curriculum is provided in this accessible revision guide Your child can prepare for in school assessments and test with confidence The engaging characters motivate children to test their knowledge and improve their understanding of the topics covered in school

**KS1 Success English** Lynn Huggins- Cooper, 2007

**Science** Paul Broadbent, 2007-01-15 In this volume each topic takes up a double page spread with the sub topics arranged into sound bite text boxes for easy recollection A host of features point out key terms encourage additional learning and suggest fun ways to further explore the topics

**Challenging Learning** James Nottingham, 2015-10-22 Challenging Learning offers advice and techniques for helping children of all ages develop into confident thoughtful and independent learners Based around the acronym ASK Attitudes Skills and Knowledge this essential guide explores attitudes skills and knowledge to learning It considers the strategies that can help teachers to challenge their pupils to think more skilfully and logically and how to develop these techniques more effectively Drawing on the latest research from some of the most respected experts in the field Challenging Learning encourages independent thinking and a spirit of inquiry in pupils of all ages Through the use of rich examples of classroom interactions this book offers strategies that will help pupils to produce their own thoughtful conclusions develop their own concepts examine logic and remain open to alternatives Highlights include effective teaching strategies including FACTS the Teaching Target Model and the Learning Pit Models up to date research and theory from leading experts practical suggestions and principles to help you design and develop your own lessons For everyone living or working with children particularly teachers parents carers and youth workers this book shows some of the best ways to enhance children s learning including how to question praise give feedback and encourage more effectively

**The Primary English Encyclopedia** Margaret Mallett, 2017-02-24 This newly updated user friendly Primary English Encyclopedia addresses all aspects of the primary English curriculum and is an invaluable reference for all training and practising teachers Now in its fifth edition entries have been revised to take account of new research and thinking The approach is supportive of the reflective practitioner in meeting National Curriculum requirements in England and developing sound subject knowledge and good

classroom practice While the book is scholarly the author writes in a conversational style and includes reproductions of covers of recommended children s books and examples of children s writing and drawing to add interest The encyclopedia includes over 600 entries many expanded and entirely new for this edition including entries on apps blogging and computing short definitions of key concepts input on the initial teaching of reading including the teaching of phonics and the other cue systems extended entries on major topics such as speaking and listening reading writing drama poetry non fiction bilingualism and children s literature information on new literacies and new kinds of texts for children discussion of current issues and input on the history of English teaching in the primary years extended entries on gender and literacy important references for each topic advice on further reading and accounts of recent research findings and a Who s Who of Primary English and lists of essential texts updated for this new edition This encyclopedia will be ideal for student teachers on BA and PGCE courses preparing for work in primary schools and primary school teachers Anyone concerned with bringing about the informed and imaginative teaching of primary school English will find this book helpful and interesting

Choosing and Using Fiction and Non-Fiction 3-11 Margaret Mallett,2019-10-30 Choosing and Using Fiction and Non Fiction 3 11 is a guide for primary teachers to the many kinds of texts children encounter use and enjoy in their nursery and primary school years providing an invaluable insight into the literature available Addressing important issues and allowing for the voices of teachers reviewers and children to be heard it contains suggestions of best practice which offer a more creative approach to learning Including both fiction and non fiction with genres ranging from picturebooks to biographies this fully updated second edition features New coverage on recent books Discussion of new changes in concepts of literacy particularly focused on technological advances in moving image media and virtual worlds The balance between print and screen based texts on developing children s visual and multimodal literacy Annotated booklists for each genre for different age groups New sections on equality diversity and translation Exploring fiction non fiction and poetry Choosing and Using Fiction and Non Fiction 3 11 is an invaluable resource supporting teachers as they help children on their journey to becoming insightful and critical readers of non fiction and sensitive and reflective readers of fiction

**Meeting the Needs of Your Most Able Pupils: English** Erica Glew,2007 Primary Mathematics: Teaching Theory and Practice Claire Mooney,Mary Briggs,Mike Fletcher,Alice Hansen,Judith McCullouch,2009-05-26 This invaluable coursebook is designed for all trainees working towards Qualified Teacher Status QTS Covering the essential skills of planning monitoring and assessment and class management it relates these specifically to primary mathematics Separate sections examine management of mathematics learning and progression and misconceptions in mathematics topics The text is structured around the current curriculum and incorporates the Primary National Strategy Content is linked to the 2007 QTS Standards This fourth edition makes links with the Early Years Foundation Stage

*Ks1 Magical Sats English Workbook* Alison Head,2007-12 Based on appealing magical characters this new Workbook complements the KS1 English Revision Guide to fully prepare pupils for their SATs It is specifically aimed

at pupils working towards Level 2      **Teaching Secondary English as If the Planet Matters** Sasha Matthewman, 2010-12-14 This book is about teaching English with a commitment to environmental values drawing on ecocritical perspectives and examples of classroom practice      *Testing and Assessment* Great Britain. Parliament. House of Commons. Children, Schools and Families Committee, 2008 A certain amount of national testing at key points in a child's school career is necessary in order to provide a standardised means of measuring educational attainment But in recent years the Government has emphasised central control of the education system through testing and associated targets and performance tables placing test results in a new and more complex context with wide ranging consequences National test results are used for a wide variety of purposes across many different levels national local institutional and individual Is the current national testing system a valid means by which to achieve these purposes The Committee concludes that in some cases it is not In particular the use of national test results for the purpose of school accountability has resulted in some schools emphasising the maximisation of test results at the expense of a more rounded education for their pupils A variety of classroom practices aimed at improving test results has distorted the education of some children which may leave them unprepared for higher education and employment Teaching to the test and narrowing of the taught curriculum are widespread phenomena in schools resulting in a disproportionate focus on the core subjects of English mathematics and science The Government's proposals for the new single level tests and the new emphasis on the personalised approach to learning may have some positive effects But there is a need for structural modification of the current approach The Committee concludes that the national testing system should be reformed to decouple these multiple purposes in such a way as to remove from schools the imperative to pursue test results at all costs On the 14 19 diplomas the Committee notes that teachers feel unprepared for the new qualifications and there is anxiety about the limited amount of training they are due to receive      **The Complete Guide to Becoming an English Teacher** Jo Westbrook, 2009-12-01 Praise for the previous edition This is a text that should accompany every student teacher of English and find its way on to the shelf of all practising teachers This book excited me It is written in a style that makes you want to try out activities and take up challenges This book will encourage the student teacher to embrace the subject of English along with its associated values and debates ESCalate If I was training to teach English today this is the book I would want an extraordinarily professional handbook of good practice Geoff Barton Times Educational Supplement Teacher Magazine This essential companion for aspiring secondary English teachers has been extensively reworked to help students meet the very latest professional and academic standards while also equipping them with the knowledge and skills they will need for the beginning of their teaching career Focusing on the essentials needed to be a successful English teacher the authors combine subject knowledge with ideas examples and approaches for creating an effective vibrant learning environment and real examples of lesson plans and schemes of work Each chapter clearly links practice to theoretical and critical perspectives on teaching making this an ideal

text for students working towards M level credits or a Masters in Teaching and Learning There are also brand new chapters which explore in greater depth specific areas of contention and challenging issues including Diversities including global perspectives on teaching English The application and implications of using ICT Multi agency provision in personalising learning Research methodologies Transition from the training year and the first year as a teacher The latest requirements for Qualified Teacher Status are clearly signposted throughout and activities at the end of each chapter help to reinforce knowledge and encourage reflection Written by a team of highly respected authors this new edition should be on every secondary English student s bookshelf      *Learning to Teach in the Secondary School* Susan Capel, Marilyn Leask, Sarah Younie, 2013-08-15 Learning to teach involves hard work and careful preparation To become an effective teacher requires subject knowledge an understanding of your pupils and how they learn and the confidence to respond to dynamic classroom situations Learning to Teach in the Secondary School 6th edition offers a comprehensive in depth and practical introduction to the skills needed to qualify as a teacher and is designed to help you to develop those qualities that lead to good practice and a successful future in education With a focus on evidence based practice and written by expert practitioners 35 units cover key concepts and skills including Managing behaviour to support learning Ways pupils learn Planning lessons and schemes of work Motivating pupils Assessment Inclusion and special educational needs Using ICT and digital technologies Pupil grouping progression and differentiation Managing time workload and stress Getting your first teaching post This fully updated 6th edition includes five new units Primary secondary transition Developing critical thinking Creating a language rich classroom Education across the four home countries of the UK UK education in an international context The book contains many examples of how to analyse practice to ensure pupil learning is maximised Activities and tasks in each unit offer opportunities for you to analyse your own learning and performance Masters level tasks and annotated further readings respond to the requirements for teachers to engage in M level work Learning to Teach in the Secondary School provides practical help and support for many of the situations and potential challenges you are faced with in school Supported by the Learning to Teach Subjects in the Secondary School Series by the same editors it is an essential purchase for every aspiring secondary school teacher      **Children, Their World, Their Education** Cambridge Primary Review (Organization), 2010

Children Their World Their Education presents the findings and recommendations of the Cambridge Primary Review

*Teaching English, Language and Literacy* Dominic Wyse, Russell Jones, Helen Bradford, Mary Anne Wolpert, 2007-09-12 This text for primary school teachers and trainees wanting to keep pace with the latest developments in English covers the theory and practice of teaching English language and literacy closely related to the National Literacy Strategy

**Understanding Gender and Early Childhood** Jo Josephidou, Polly Bolshaw, 2020-01-31 Understanding Gender and Early Childhood is a comprehensive and accessible introduction into the main issues around gender and what these mean for our youngest children Drawing on key theories and research and illustrating each topic with case studies reflective questions

and a summary of key points students are encouraged to question why it is more relevant than ever to consider gender issues and to reflect critically on their own practice and on the practice of others The three parts examine gender in relation to the children the workforce and wider society concluding with inclusive suggestions for the future of the early years classroom Topics covered include how gender impacts on children s play learning and achievement the gender imbalance in the early years workforce and the impact of this on children the gendered ways in which people engage with children gender issues in children s health This book is an essential read for those studying on Early Years and Early Childhood courses along with practitioners and anyone else who wants to develop their understanding of the most pressing issues relating to gender and early childhood practice

**Science Education for Gifted Learners** Keith S. Taber,2007-04-13 Asks how science teachers can make their classes more stimulating and challenging for the most able students to encourage them to continue their science education beyond compulsory schooling

Closing the Reading Gap Alex Quigley,2020-03-31 Our pupils success will be defined by their ability to read fluently and skilfully But despite universal acceptance of reading s vital importance the reading gap in our classroom remains and it is linked to an array of factors such as parental wealth education and book ownership as well as classroom practice To close this gap we need to ensure that every teacher has the knowledge and skill to teach reading with confidence In Closing the Reading Gap Alex Quigley explores the intriguing history and science of reading synthesising the debates and presenting a wealth of usable evidence about how children develop most efficiently as successful readers Offering practical strategies for teachers at every phase of their teaching career as well as tackling issues such as dyslexia and the role of technology the book helps teachers to be an expert in how pupils learn to read as well as how they read to learn and explores how reading is vital for unlocking a challenging academic curriculum for every student With a focus on nurturing pupils will and skill to read for pleasure and purpose this essential volume provides practical solutions to help all teachers create a rich reading culture that will enable every student to thrive in school and far beyond the school gates

**Reading Development and Teaching** Morag Stuart,Rhona Stainthorp,2015-12-07 This textbook will prove invaluable to teacher educators teachers educational psychologists and any professional who is involved with teaching children to read It provides a detailed examination of the processes that are involved in achieving fluent word reading skills and ability to comprehend written texts Understanding these processes and their development empowers teachers to select appropriate evidence based teaching strategies and thus teach children more effectively The book is in four parts Part 1 provides the reader with a Tutorial Review covering essential knowledge about language and presenting the two dimensions of the Simple View of Reading Part 2 concentrates on the word reading dimension with chapters on processes in skilled word reading the development of these processes and practical advice on research validated teaching methods to develop children s word reading skills Part 3 turns to the language comprehension dimension with chapters on the comprehension of oral and written language and on teaching reading comprehension Part 4 introduces the reader to assessment practices and methods

of identifying children with difficulties in either or both dimensions of the Simple View and considers children with word reading difficulties and children with specific comprehension difficulties describing effective evidence based interventions for each type of difficulty



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