



Harry Delaney

19th 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.

Put 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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Stimulating Non-Fiction Writing! Emma Hughes-Evans, Simon Brownhill, 2019-01-25 Stimulating Non Fiction Writing Inspiring Children Aged 7 11 offers innovative and exciting ways to engage children in non fiction writing giving professionals the confidence and practical advice that they need to support children in producing quality non fiction texts in the classroom Packed full of interesting ideas resource suggestions and practical activities the book explores the various ways professionals can purposefully encourage child authors to develop their non fiction writing skills Tried and tested resources Gold star tips and practical suggestions are underpinned by research informed teaching strategies and academic information to strengthen professional practice associated with the teaching of non fiction writing By taking a stimulating approach to each text type and linking activities to known texts and stimuli the book offers differentiated advice for working with children in Lower and Upper Key stage 2 Chapters consider text types that include Instructions Persuasive texts Non chronological reports Correspondence texts Discussion texts This new text is the perfect guide for inspiring children aged 7 11 in the classroom and will energise and enrich classroom provision and practice by being an essential resource for teachers and students on teacher training courses

Primary English Curriculum Guide Christine Moorcroft, Ray Barker, 2013-11-26 First Published in 2001 The purpose of this curriculum guide is to help student teachers and newly qualified teachers to make a start on learning how to become competent teachers of English Despite the emphasis given in training courses to the teaching of English newly qualified teachers often feel underprepared for it and frequently mention their concerns about this These concerns can be partly explained by a general lack of confidence in this key area and partly by widespread media and political criticism of the teaching of literacy It is also because it is often difficult for a student to make the connection between observation of key teaching strategies and his or her own personal practice

The Times Index, 2008 Indexes the Times and its supplements

Bringing the English Curriculum to Life David Didau, 2024-04-12 Bringing the English Curriculum to Life builds on David Didau's groundbreaking book Making Meaning in English by showing how the principles of the original book can be applied in schools and classrooms Drawing together experiences of designing teaching supporting and assessing English across the schools within Ormiston Academies Trust OAT this book demonstrates what an ambitious coherently sequenced broad and balanced English curriculum with successful adaption for students with SEND can look like in practice Designed around the explicit teaching of the powerful conceptual knowledge students need to master the discipline the book offers a fully resourced English curriculum packed with teaching suggestions and examples of high quality practice Covering intent implementation and assessment and outlining in detail what is included in each module for KS3 and 4 the curriculum can be adopted in its entirety but is also flexible enough for departments to take modules and slot them into their own curriculum Providing an inspiring model for teaching English that enables all students to succeed this is an essential resource for all English teachers and school leaders responsible for curriculum development

Researching Dyslexia in Multilingual Settings Deirdre Martin, 2013-10-04 This volume draws together current research on dyslexia and literacy in multilingual settings across disciplines and methodologies The contributors all internationally recognised in the field address developmental and acquired literacy difficulties and dyslexia in a range of language contexts including EAL EFL The book uses theories and analytical frameworks of a critical nature to reveal prejudicial social practices and suggests future research directions towards a critical re consideration of current understandings of dyslexia in multilingual settings with a view to foregrounding the potential for interdisciplinarity The book also suggests ways forward for evidence informed practice and it will be a valuable resource for researchers practitioners and students alike

The Routledge Handbook of the English Writing System Vivian Cook, Des Ryan, 2016-07-15 The Routledge Handbook of the English Writing System provides a comprehensive account of the English writing system both in its current iteration and highlighting the developing trends that will influence its future Twenty nine chapters written by specialists from around the world cover core linguistic and psychological aspects and also include areas from other disciplines such as typography and computer mediated communication Divided into five parts the volume encompasses a wide range of approaches and addresses issues in the following areas theory and the English writing system discussing the effects of etymology and phonology the history of the English writing system from its earliest development including spelling pronunciation and typography the acquisition and teaching of writing with discussions of literacy issues and dyslexia English writing in use around the world both in the UK and America and also across Europe and Japan computer mediated communication and developments in writing online and on social media The Routledge Handbook of the English Writing System is essential reading for researchers and postgraduate students working in this area

Boys and Literacy Trisha Maynard, 2004-11-23 In recent years the issue of boys and literacy namely that they are worse at it compared to girls has become a key area of interest to all those concerned with the education of our children This book highlights the key factors causing this divide and discusses the implementation of new strategies to overcome it which have been the result of extensive qualitative research made by the author Trisha Maynard reports case study findings of a primary school whose staff wanted to explore and improve boys attitudes towards and attainment in literacy and in particular their difficulties with writing The book highlights issues concerning the reading and writing of stories what teachers understand by good story writing and the importance of teachers exploring boys and girls difficulties with literacy by themselves It provides significant insight into boys difficulties with writing as well as informing teachers how to find out about children s attainment

Commonsense Methods for Children with Special Needs and Disabilities Peter Westwood, 2020-11-25 This fully revised and updated eighth edition of Peter Westwood s book offers practical advice and strategies for meeting the challenge of inclusive teaching Based on the latest international research from the field it offers practical advice on both new and well tried evidence based approaches and strategies for teaching students with a wide range of difficulties As well as covering special educational needs learning

difficulties and disabilities in detail chapters also explore topics such as self management and autonomy managing behaviour and social skills The book offers sound pedagogical practices and strategies for adapting curriculum content designing teaching materials differentiating instruction for mixed ability classes and implementing inclusive assessment of learning Key features of this new edition include Additional information on linking all aspects of teaching to a Response to Intervention Model A focus on the increasing importance of digital technology in supporting the learning of students with special educational needs and disabilities Up to date resource lists for each chapter for those who wish to pursue a particular topic in greater depth Reflecting cutting edge international research and teaching practices this is an invaluable resource for practising and trainee teachers teaching assistants and other educational professionals looking to support students with special educational needs and disabilities

The Linguistic Challenge of the Transition to Secondary School Alice Deignan,Duygu Candarli,Florence Oxley,2022-12-30 This book provides a unique analysis and description of the linguistic challenges faced by school students as they move from primary to secondary school a major transition which some students struggle with emotionally and academically The study draws on a bespoke corpus of 2 5 million words of written materials and transcribed classroom recordings provided by the project s partner schools combines quantitative and qualitative approaches to the corpus data to explore linguistic variation across school levels registers and subjects describes the procedures of corpus compilation and analysis of written and spoken academic language showing how modern corpus tools can be applied to this far reaching social and educational issue uncovers differences and similarities between the academic language that school children are exposed to at primary and secondary school contrasting this against the backdrop of the non academic language that they encounter outside school This book is important reading for advanced students and researchers in corpus linguistics applied linguistics and teacher education It carries implications for policymakers and schools looking to support students at this critical point in their schooling The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license

Developing Readers in the Middle Years Elaine Millard,1994 Are there developmental stages in reading response Can these be promoted or accelerated by classroom experience The debate about standards in reading has largely ignored such questions and focused on the methods used to introduce children to print in the early years of school Less attention has been given to ways of nurturing the habit once the first stages are past Elaine Millard explores how assumptions about what is pleasurable in reading set an agenda for the middle years which ignores crucial differences in children s reading habits particularly those related to gender She argues that the more advanced reading skills of analysis evaluation and critical response can be introduced to children at this stage but that they require the support of a classroom context that encourages cooperation and which builds on shared habits of reading

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The EAL Teaching Book Jean Conteh,2023-05-24 As the

number of children for whom English is an Additional Language in schools increases how do teachers and trainees prepare to support them to succeed A complete guide to understanding learning from and teaching bilingual and EAL children in schools The text begins by asking who are EAL learners and challenges some of the misconceptions about this group It goes on to examine language in depth providing focused theory to help teachers and trainees better understand the wider context of children s needs This theory is supported by a wealth of information on practical teaching strategies and resources in the promoting learning section The text covers planning across the curriculum for EAL and offers day to day practical support for teachers The fourth edition is updated throughout and includes a new chapter on EAL and SEND *Brilliant Ideas for Using ICT in the Inclusive Classroom* Sally McKeown,Angela McGlashon,2019-02-13 Runner up in Teach Secondary s Technology and Innovation Awards 2014 sponsored by Lego Brilliant Ideas for using ICT in the Inclusive Classroom provides lots of simple practical ideas showing teachers and support staff how they can use ICT to boost the achievement of all pupils How can you use ICT to boost the achievement of all your pupils This practical teachers guide will help you to unlock the enormous potential of new technology in order to enhance pupils learning particularly for young people with additional needs Written by two of the UK s leading technology experts this invaluable and newly updated resource will enable you to use ICT effectively to make lessons more accessible motivating and fun With fifty illustrated case studies and twenty starter activities this practical resource will help you to introduce new technology into the inclusive classroom It has been specifically designed to help develop your pupils key skills such as problem solving developing concepts and communicating to different audiences In each activity the authors show why and how a particular resource was used and show how similar techniques can be implemented to open up the curriculum to your learners The authors include timely and realistic advice on how to use a range of technologies from the cheap and cheerful and even free to more sophisticated and specialist packages Find out about Apps Blogging Digital animation Podcasting Digital storytelling Wikis Geocaching Coding Games and gaming Sat nav Art packages Twitter Whether you re already techno savvy or looking to get started with ICT this book is full of brilliant ideas on how to engage learners of all abilities using technology If you re looking for inspiration on how to integrate creative uses of ICT with the curriculum this book will prove invaluable **The School Librarian** ,2005 **Linguistics and Language Behavior Abstracts** ,1998 *British Education Index* ,2002 **Current Index to Journals in Education** ,2000 **SATs KS1 Year 2 English Practice Papers 1-4 (Mock Tests A-B)** A. Matalia,2017-03-06 Latest 2017 specification KS1 Year 2 Age 6 7 English paper 1 Spelling 15 minutes paper 2 Grammar and Punctuation 20 minutes Paper 3 Reading 1 30 minutes and Paper 4 Reading 4 40 minutes Mock Test Papers This book contains 2 complete mock papers 8 test papers with answers Links are provided for mp3 files to undertake the spelling tests Actual KS1 tests are not strictly timed This pack provides 3 5 hours of work The book contains 78 pages Students write answers in the book Correct answers are provided at the back This book provides invaluable practice for those taking the new KS1 Year 2 English SATs and are like the real thing SATs KS1

Year 2 English Practice Papers 1-4 (Mock Tests A-B) Book 2 A. Matalia, 2017-12-31 Latest 2018 specification KS1 Year 2 Age 6 7 English paper 1 Spelling 15 minutes paper 2 Grammar and Punctuation 20 minutes Paper 3 Reading 1 30 minutes and Paper 4 Reading 4 40 minutes Mock Test Papers This book contains 2 complete mock papers 8 test papers with answers Links are provided for mp3 files to undertake the spelling tests Actual KS1 tests are not strictly timed This pack provides 3 5 hours of work The book contains 78 pages Students write answers in the book Correct answers are provided at the back This book provides invaluable practice for those taking the new KS1 Year 2 English SATs and are like the real thing Book 2 is more challenging than Book 1 **KS1 Writing & Spelling** Laura McDuell, 2005-01-01 These Practice Papers provide all the practice necessary for total success in the National Tests with brand new questions reflecting the latest curriculum changes Letts authors are examiners and teachers with proven records of helping children to achieve top grades The papers questions and format reflect the real National Tests and the answer section is clearly laid out and gives tips and advice *New KS1 SATs English Reading, Grammar, Punctuation and Spelling Practice Papers* Collins KS1, 2019-11-18 Level KS1 Subject English Suitable for 2020 SATs There s no better way to boost your child s confidence and make sure they re prepared for the 2020 SATs than with plenty of realistic practice This amazing SATs practice study resource from Collins includes two full sets of realistic practice papers in the style of the actual KS1 English test fully up to date for 2020 2 complete sets of KS1 Reading Grammar Punctuation and Spelling practice papers Answers and guidance for marking included to help your kids with SATs English Up to date for the 2020 Key Stage 1 tests Pairs perfectly with other books in the Collins KS1 SATs practice range for extra study For even more practice try our KS1 Reading SATs Question Book 9780008253127 KS1 Spelling SATs Question Book 9780008253141 KS1 Reading SATs Question Book 978000825312 or KS1 Grammar Punctuation and Spelling SATs Question Book 9780008253134 or Targeted Practice Workbooks for Year 1 9780008201647 and Year 2 9780008125172 9780008253141 KS1 Reading SATs Question Book 978000825312 or KS1 Grammar Punctuation and Spelling SATs Question Book 9780008253134 or Targeted Practice Workbooks for Year 1 9780008201647 and Year 2 9780008125172

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