



Developing Language and Literacy

Julia M. Carroll, Claudine Bowyer-Crane, Fiona J. Duff,
Charles Hulme and Margaret J. Snowling

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Developing Language And Literacy Effective Intervention In The Early Years

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Developing Language And Literacy Effective Intervention In The Early Years:

Developing Language and Literacy Julia M. Carroll, Claudine Bowyer-Crane, Fiona J. Duff, Charles Hulme, Margaret J. Snowling, 2011-01-06 *Developing Language and Literacy Effective Intervention in the Early Years* describes successful intervention programmes to improve the phonological skills vocabulary and grammar of young children at risk of reading difficulties Presents two structured intervention programmes to provide support for young children with language and literacy difficulties Describes clearly how to improve the language and foundation literacy skills of young children in the classroom Includes information about how to assess research and how to monitor and design intervention strategies for use with individual children Helps teachers to develop an understanding of the intervention and research process as a whole Additional journal content to support this title is available [click here](#)

Developing Language and Literacy Julia M. Carroll, Claudine Bowyer-Crane, Fiona J. Duff, Charles Hulme, Margaret J. Snowling, 2011-01-25 *Developing Language and Literacy Effective Intervention in the Early Years* describes successful intervention programmes to improve the phonological skills vocabulary and grammar of young children at risk of reading difficulties Presents two structured intervention programmes to provide support for young children with language and literacy difficulties Describes clearly how to improve the language and foundation literacy skills of young children in the classroom Includes information about how to assess research and how to monitor and design intervention strategies for use with individual children Helps teachers to develop an understanding of the intervention and research process as a whole Additional journal content to support this title is available [click here](#)

A Reading and Language Intervention for Children with Down Syndrome - Teacher's Handbook Kelly Burgoyne, Fiona Duff, Paula Clarke, Glynnis Smith, Sue Buckley, Margaret Snowling, Charles Hulme, 2012-12-11 *The Reading and Language Intervention for Children with Down Syndrome* RLI teaches language and literacy skills following evidence based principles adapted to meet the children's specific learning needs It is designed for pupils with Down syndrome aged 5 to 11 years The intervention is suitable for beginning readers through to those with reading ages up to 8 years and for students with a wide range of language abilities Teaching is adapted to meet individual needs through initial assessments of skills and regular monitoring of progress Together with two accompanying DVDs illustrating teaching techniques and a CD of resources the handbook offers teachers and teaching assistants the detailed guidance assessment tools and example teaching materials needed to implement the intervention

Developing Reading Comprehension Paula J. Clarke, Emma Truelove, Charles Hulme, Margaret J. Snowling, 2013-12-04 *Developing Reading Comprehension* In recent years the debate about teaching young children to read has tended to focus upon equipping them with the crucially important knowledge and skills they need to read words accurately in and out of context that is to say teaching them how the alphabet works for reading and spelling While such knowledge and skills are essential more is required for children to become literate fluent readers who understand what they read In short the goal of reading is comprehension This book scrupulously examines the

obstacles to reading comprehension and exemplifies what can be done to help children overcome them It is an important and timely contribution to securing high quality teaching of the range of attributes children need to become fully fledged readers Sir Jim Rose CBE The studies by Professors Charles Hulme and Maggie Snowling and their team over two decades based around the Reading Intervention Programme are the most sustained comprehensive and rigorous research series on reading yet conducted in the UK Their increasing focus on children who experience the most difficulty in reading is exactly where attention should be directed This volume summarises the team s achievements to date and is most eagerly awaited Greg Brooks Emeritus Professor of Education University of Sheffield Member of European High Level Group of Experts on Literacy Developing Reading Comprehension presents a landmark study from the top research team in the UK on how to improve reading comprehension It s an exemplary masters level textbook written with undergraduate level lucidity and approachability Colin Harrison Emeritus Professor of Literacy Studies in Education University of Nottingham A significant minority of children aged 7 11 despite being able to read fluently and accurately have difficulty extracting meaning from text This detailed guide offers three evidence based intervention programmes drawn from the cutting edge of educational psychology for improving the reading skills of children in this group It includes a definitive introduction to the characteristics of the poor comprehender profile and explains how to monitor and assess students experiences and learning outcomes With invaluable strategies for teachers psychologists and special educational needs coordinators the book will help professionals to support learners in their efforts to explore the full richness of language and to read with real understanding

Supporting Young Children with Communication Problems Myra Kersner, Jannet A. Wright, 2015-04-24 Now in its fourth edition formerly published as *How to Manage Communication Problems in Young Children* this invaluable guide to understanding and helping children whose speech and or language is delayed or impaired has been completely revised and updated and provides readers with Practical advice on how to recognise communication problems Strategies for supporting children with speech language and communication needs Best practice guide for parents and professionals working in partnership Contributions from a wide range of specialist speech and language therapists Reflecting new developments and current practice this book is of interest to parents early years practitioners students in education and speech and language therapy and anyone interested in pursuing a career with young children in the foundation years Written in an accessible style it assumes no prior knowledge and includes a range of practical suggestions for dealing with children with all kinds of communication difficulties

Mapping the Field Jane Martin, Marion Bowl, Gemma Banks, 2023-10-04 From its origins in the University of Birmingham s then Institute of Education in 1948 Educational Review has emerged as a leading international journal for generic educational research Seventy five years on Mapping the Field presents a detailed account of education theory and research policy and practice through the lens of key articles published in the journal over this timespan Volume II opens with Part I a collection of articles examining teachers job dis satisfaction and stress and the gendered

composition of the teaching workforce Articles in Part II trace a shift in academic focus from schools seen as families communities to the parent school relationship The concepts of inclusion and equality and strategies for their fulfilment in education are interrogated in Part III The volume concludes with Part IV in which diverse identities in the education field are represented Curated and introduced by the editors the articles included in both volumes of Mapping the Field represent a careful selection from the work of scholars whose ideas have been and continue to be influential in the field of education Overall this major text covers a wide range of topics and offers original insights into educational policy provision processes and practice from around the world Speech and Language Therapy Myra Kersner, Jannet A. Wright, 2013-03-01 Now in its second edition Speech and Language Therapy the decision making process when working with children reveals how recent research and changes in health and education services have affected the decision making process in the assessment and management of children with speech and language problems With individual chapters written by experts in their field this book illustrates how the decisions made by practitioners may vary within different work settings Shows how these decisions may need to be adapted when working with specific client groups Explores how such decisions are part of effective evidence based practice Offers an overview of the skills required by the developing professional Provides insight into working as a newly qualified therapist in the current job market Rigorously underpinned with current research and revised legislation this is an important textbook for speech and language therapy students potential students and specialist teachers in training Speech and Language Therapy the decision making process when working with children will also be relevant to newly qualified therapists therapists returning to the profession specialist teachers and Special Educational Needs Coordinators

Sound Linkage Peter J. Hatcher, Fiona J. Duff, Charles Hulme, 2014-02-25 The updated edition of this successful resource has been developed to support children with reading delays and dyslexia It contains a phonological training programme an explanation of how this programme can be embedded within a broader reading intervention a standardized test of phonological awareness and a methodology to grade children's reading books This third edition has been revised throughout to include the latest developments in the field These resources have been used with a wide range of children and found to be suitable for use with any reading delayed children irrespective of cognitive ability and age All activities are accompanied by a set of photocopiable record sheets a set of pictures and an appendix of additional activities useful in helping children master a particular skill or to reinforce existing learning The ten sections of activities within the guide include identification of words and syllables identification and supply of rhyming words identification and discrimination of phonemes and blending segmentation deletion substitution and transposition of phonemes within words **Essentials of Assessing, Preventing, and Overcoming Reading Difficulties** David A. Kilpatrick, 2015-08-10 Practical effective evidence based reading interventions that change students' lives Essentials of Understanding and Assessing Reading Difficulties is a practical accessible in depth guide to reading assessment and intervention It provides a detailed discussion of the nature and causes of

reading difficulties which will help develop the knowledge and confidence needed to accurately assess why a student is struggling Readers will learn a framework for organizing testing results from current assessment batteries such as the WJ IV KTEA 3 and CTOPP 2 Case studies illustrate each of the concepts covered A thorough discussion is provided on the assessment of phonics skills phonological awareness word recognition reading fluency and reading comprehension Formatted for easy reading as well as quick reference the text includes bullet points icons callout boxes and other design elements to call attention to important information Although a substantial amount of research has shown that most reading difficulties can be prevented or corrected standard reading remediation efforts have proven largely ineffective School psychologists are routinely called upon to evaluate students with reading difficulties and to make recommendations to address such difficulties This book provides an overview of the best assessment and intervention techniques backed by the most current research findings Bridge the gap between research and practice Accurately assess the reasons why a student struggles in reading Improve reading skills using the most highly effective evidence based techniques Reading may well be the most important thing students are taught during their school careers It is a skill they will use every day of their lives one that will dictate in part later life success Struggling students need help now and Essentials of Understanding and Assessing Reading Difficulties shows how to get these students on track

Key Perspectives on Dyslexia David Armstrong, Garry Squires, 2014-09-15 This indispensable book critically sets out the skills and knowledge required by a specialist educator for students who present with dyslexia The British Dyslexia Association Professional Criteria BDA 2012 provides an anchor throughout for this book's content Chapters are explicitly mapped to specific professional criteria offering the reader confidence that guidance in *Key Perspectives on Dyslexia* is underpinned by this internationally recognised professional framework Key issues in the education and care of those affected by dyslexia are critically explained and explored in this publication using both author's years of specialist experience in this field As established scholars both authors also suggest how research can inform and enrich how an educator responds to these issues The content of this book includes Detailed case studies disclosing how dyslexia presents in different individuals and which richly illuminate the issues considered by each chapter A concise examination of reading instruction in the context of typically developing students and in relation to those who present with dyslexia this incorporates an expert but accessible review of international policy and educational practice including influential findings from research Detailed guidance on how to identify possible dyslexia and key issues to consider in referral and assessment of those affected including associated models here such as Response to Intervention RTI Consideration of intelligence and in how this figures in relation to assessment for dyslexia including the possible role of intellectual disability ID Comprehensive evaluation of the role of behaviour in relation to dyslexia with guidance on how this can be used to inform a programme of support for students with social emotional or behavioural difficulties EBD SEBD Consideration of how the professional role of a specialist educator might travel across the English speaking world and also

beyond in China or India Key Perspectives on Dyslexia is an essential text for educators and will become a landmark guide for educational practice and policy *Essentials of Specific Learning Disability Identification* Vincent C. Alfonso, Dawn P. Flanagan, 2018-04-03 Practical up to date guidance on identifying Specific Learning Disability *Essentials of Specific Learning Disability Identification* provides accessible authoritative guidance on specific learning disability SLD with the most up to date information on assessment identification interventions and more Contributions by leading experts examine multiple theoretical orientations and various identification approaches for dyslexia dyscalculia dysgraphia and other common SLDs Emphasizing real world utility this book provides important information for professionals who work with children and youth at risk many of the SLD identification practices can be put to work immediately and the expert coverage offers many strategies and interventions for student support in the classroom This new second edition has been updated to align with the most current understanding of SLD manifestations diagnostic assessment and evidence based interventions and includes new material covering nonverbal learning disability speech language impairment general learning difficulties and differentially diagnosing SLD from other conditions Early SLD identification and the right kind of help can raise the trajectory of a child's life This book provides in depth information to facilitate accurate identification and appropriate intervention to help you help the children in your care Understand how SLD manifests in academic performance Learn theory and research based approaches to SLD identification Examine the latest information about new aspects of SLD determination Utilize appropriate and effective intervention strategies for student support If a child's learning disability is caught early and the correct type of support is provided that child gets the chance to develop the skills that lead to achievement in school and beyond As a high incidence disorder SLD affects 10-15 percent of the general population making successful identification an essential skill for those who work with children *Essentials of Specific Learning Disability Identification* provides authoritative guidance and practical methods that can help you start changing children's lives today **The SAGE Encyclopedia of Contemporary Early Childhood Education** Donna Couchenour, J. Kent Chrisman, 2016-03-15 The general public often views early childhood education as either simply babysitting or as preparation for later learning Of course both viewpoints are simplistic Deep understanding of child development best educational practices based on development emergent curriculum cultural competence and applications of family systems are necessary for high quality early education Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research accurate practical applications of research historical foundations and key facts from the field of contemporary early childhood education Through approximately 425 entries this work includes all areas of child development physical cognitive language social emotional aesthetic as well as comprehensive review of best educational practices with young children effective preparation for early childhood professionals and policy making practices and addresses such

questions as How is the field of early childhood education defined What are the roots of this field of study How is the history of early childhood education similar to yet different from the study of public education What are the major influences on understandings of best practices in early childhood education

Handbook of Early Childhood Special Education Brian Reichow, Brian A. Boyd, Erin E. Barton, Samuel L. Odom, 2016-06-21 This handbook discusses early childhood special education ECSE with particular focus on evidence based practices Coverage spans core intervention areas in ECSE such as literacy motor skills and social development as well as diverse contexts for services including speech language pathology physical therapy and pediatrics Contributors offer strategies for planning implementing modifying and adapting interventions to help young learners extend their benefits into the higher grades Concluding chapters emphasize the importance of research in driving evidence based practices EBP Topics featured in the Handbook include Family centered practices in early childhood intervention The application of Response to Intervention RtI in young children with identified disabilities Motor skills acquisition for young children with disabilities Implementing evidence based practices in ECSE classrooms Cultural ethnic and linguistic implications for ECSE The Handbook of Early Childhood Special Education is a must have resource for researchers professors upper level undergraduate and graduate students clinicians and practitioners across such disciplines as child and school psychology early childhood education clinical social work speech and physical therapy developmental psychology behavior therapy and public health

Developing Professional Practice 0-7 Catherine Knowles, 2009 Developing Professional Practice 0 to 7 provides a thoroughly comprehensive and cutting edge guide to developing the understanding and practical skills necessary for working within early years education Chapter content is directly linked to the early years professional standards and pedagogical features are incorporated throughout the book to guide the student Chapter objectives at the start of each chapter clearly set out the learning goals for that chapter Reflect and relate to practice sections throughout the book encourage the student

Research Compendium, 1998

Rutter's Child and Adolescent Psychiatry Anita Thapar, Daniel S. Pine, James F. Leckman, Stephen Scott, Margaret J. Snowling, Eric A. Taylor, 2017-12-26 Rutter's Child and Adolescent Psychiatry is the leading textbook in its field Both interdisciplinary and international it provides a coherent appraisal of the current state of the field to help researchers trainees and practicing clinicians in their daily work Integrating science and clinical practice it is a comprehensive reference for all aspects of child and adolescent psychiatry New to this full color edition are expanded coverage on classification including the newly revised Diagnostic and Statistical Manual of Mental Disorders DSM 5 and new chapters on systems neuroscience relationship based treatments resilience global psychiatry and infant mental health From an international team of expert editors and contributors this sixth edition is essential reading for all professionals working and learning in the fields of child and adolescent mental health and developmental psychopathology as well as for clinicians working in primary care and pediatric settings Michael Rutter has contributed a number of new chapters and a Foreword for this edition I greatly welcome this new

edition as providing both a continuity with the past and a substantial new look Professor Sir Michael Rutter extract from Foreword Reviews of previous editions This book is by far the best textbook of Child Adolescent Psychiatry written to date Dr Judith Rapoport NIH The editors and the authors are to be congratulated for providing us with such a high standard for a textbook on modern child psychiatry I strongly recommend this book to every child psychiatrist who wants a reliable up to date comprehensive informative and very useful textbook To my mind this is the best book of its kind available today Journal of Child Psychology and Psychiatry

Supporting Boys' Writing in the Early Years Julie Cigman, 2014-05-30 Julie Cigman uses a vast range of personal vignettes to explain best practice when encouraging boys to write The theory is brought to life with these recollections making this a very informative and enjoyable book to read The ideas for working together with boys are beautifully simple and are tried and tested This book would support both experienced practitioners and those who are just starting out because it is so accessible and uses examples in such a delightful way Kathy Brodie Early Years Consultant UK Early Years Consultant UK Julie Cigman has given us a practical and principled way forward in supporting boys writing This book is shot through with rich examples of effective practice and deserves to be widely used Young boys writing is brought alive for us in these pages and the groundedness in practice demonstrates how boys achievement in writing can be appropriately supported from an early age This is a book for everyone interested in promoting early literacy development An excellent read and a practical compendium Professor Cathy Nutbrown School of Education The University of Sheffield How do we give young children a writers voice and allow them to become creative and inspired writers Supporting Boys Writing in the Early Years shows you how you can help boys to become confident and capable writers by supporting them to write in ways that make sense to them on the move outside and inside in dens in bushes in mud or sprawled on the floor dressed as superheroes Drawing on four boys writing projects involving over 80 practitioners the book reveals that a playful child centred approach can allow boys and girls to develop a writers voice and raise attainment in writing as well as enhancing all aspects of young children s development With a strong focus on observation led assessment and planning the book is full of practical ideas to improve the writing environment and provide writing opportunities that will be enjoyable and motivating for children Featuring a wide range of case studies it covers the stages that children move through in learning to write how you can change and develop your learning environments to give children inspiring resources and opportunities to write helping children to find a purpose to write through their play practical ways to create a partnership with parents that builds on their strengths as educators at home This book will help you to create a truly enabling environment for writing and is essential reading for all those that want the children in their setting to become confident motivated and creative writers

The Cognitive Development of Reading and Reading Comprehension Carol McDonald Connor, 2016-02-26 Learning to read may be the most complex cognitive operation that children are expected to master and the latest research in cognitive development has offered important insights into how children succeed or fail at

this task The Cognitive Development of Reading and Reading Comprehension is a multidisciplinary evidence based resource for teachers and researchers that examines reading comprehension from a cognitive development perspective including the principal theories and methods used in the discipline The book combines research into basic cognitive processes genetics perception memory executive functioning and language with an investigation of the effects that context and environment have on literacy outcomes making clear how factors such as health family life community policy and ecology can influence children s cognitive development

Evidence Check 1 Great Britain. Parliament. House of Commons. Select Committee on Science and Technology,2009 This report HCP 44 session 2009 10 ISBN 9780215542663 from the Science and Technology Committee looks at literacy programmes evidence check and concludes that expectations by the Department for Children Schools and Families of the quality of the evidence base for reading programmes are worryingly low It urges the Government to commission randomised controlled trials RCTs The Committee also states it is particularly concerned about the quality of evidence demonstrating cost effectiveness of different programmes and further recommends that the Government reviews its guidelines on RCT design it says even Wikipedia is more thorough and informative The Committee also concludes that the Government s focus on early literacy interventions and phonics based teaching is based on the best available evidence the use of Reading Recovery is based on a lower quality of evidence than the Committee is comfortable with and that the decision to introduce Reading Recovery nationally is not evidence based The Committee further expressed alarm that there was a complete lack of randomised controlled trials using standardised test scores for the Reading Recovery programme in the UK school system before national implementation of the programme

The dawn of learning United States. Congress. House. Committee on Education and the Workforce. Subcommittee on Education Reform,2002

Unveiling the Magic of Words: A Review of "**Developing Language And Literacy Effective Intervention In The Early Years**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Developing Language And Literacy Effective Intervention In The Early Years**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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Developing Language And Literacy Effective Intervention In The Early Years Introduction

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