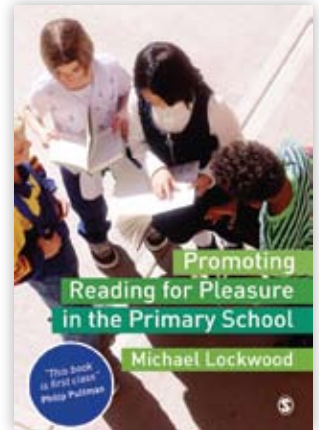
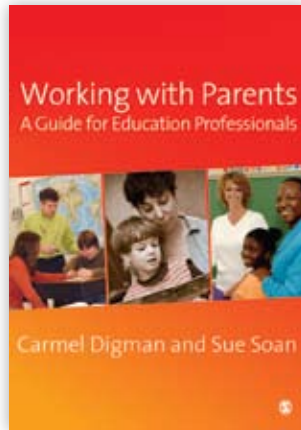
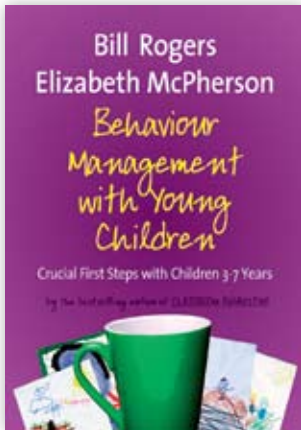


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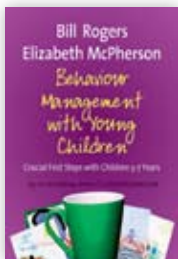


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## Behaviour Management with Young Children

Crucial First Steps with Children 3-7 years

**Bill Rogers** *Independent Educational Consultant, Victoria, Australia and Elizabeth McPherson*

'With their feet firmly planted in the reality of the classroom Bill and Elizabeth show how subtle changes to everyday interchanges between adults and pupils can have an enormous impact upon pupil success. It is amazing how simple yet effective the strategies outlined here are. It is a must for every staff room!' - **Jane Bellamy, Headteacher, Wold Newton School, Wold Newton, Driffield, East Riding of Yorkshire**

April 2008 • 176 pages  
Paper (978-1-84787-364-4) • £18.99



## Encouraging Positive Behaviour in the Early Years

A Practical Guide  
Second Edition

**Collette Drifte** *Freelance Writer and Educational Consultant, Northumberland*

'The author provides some really useful suggestions, practical strategies and case studies on encouraging positive behaviour in a clear, easy to follow format. The resources on the accompanying CD-Rom will be useful in supporting settings to develop policies and practice and in the training and development of staff' - **Jan Morrison, Independent Consultant and Trainer**

This exciting new edition of a much-loved book offers the reader:

- a CD-Rom with lots of downloadable and printable resources, including self-audits for settings, letters to parents, Individual Education Plans (IEPs), Play Plans, quizzes and crosswords
- coverage of new legislation and initiatives
- guidance on how to plan, write and review Play Plans, with examples.

September 2008 • 104 pages  
Paper (978-1-84787-375-0) • £21.99

## Running a Nurture Group

**Simon Bishop** *Nurture Group Teacher, Somerset*

'What an excellent book! **Running A Nurturing Group** does exactly what it says in the title and much more. The layout and framework must make it one of the most accessible books ever. Every chapter states its intention, unfolds and then is concisely summarised at the end. Then we have questionnaires, tick lists, case studies and PowerPoint presentations; just what tired teachers need to take on a new body of knowledge. There is a wonderful balance of practical suggestions and theory at all the times you feel you are in the hands of a dedicated, researcher and practitioner' - **Jenny Mosley, Founder of Quality Circle Time**

April 2008 • 136 pages  
Paper (978-1-4129-3527-2) • £24.99

## Learning with the Brain in Mind

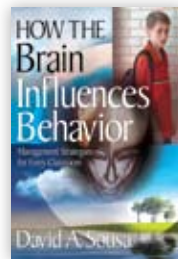
**Frank McNeil**

'During the past few decades we've seen an explosion of information about the human brain. Sorting through the research and determining which findings have applications in the classroom is a daunting prospect. Fortunately, Frank McNeil has undertaken this task, doing an excellent job. Clearly written, immediately practical, this is one of the best books I've read in the field. It belongs on every teacher's and administrator's desk!' - **Pat Wolfe, Ed.D. Author of Brain Matters: Translating Research to Classroom Practice and President of Mind Matters, Inc.**

**Learning with the Brain in Mind** offers a fresh approach to teaching, exploring recent findings in neuroscience and providing practical strategies that will help pupils to learn in more effective ways.

Promoting new thinking about learning and considering innovative strategies that arise from our understanding of how the brain works, this book will help teachers, parents and other educators enhance children's learning.

November 2008 • 160 pages  
Paper (978-1-4129-4526-4) • £19.99



## How the Brain Influences Behaviour

**David A Sousa** *International Educational Consultant*

Top-selling author David Sousa presents a new book that offers research-based insights about brain research and classroom management.

**How the Brain Influences Behaviour** helps teachers turn information on brain functions into practical classroom management strategies and activities.

A Corwin Press Publication  
September 2008 • 264 pages  
Paper (978-1-4129-5870-7) • £21.00



## Exploring Talk in School

Edited by **Neil Mercer** *University of Cambridge* and **Steve Hodgkinson** *Brighton University*

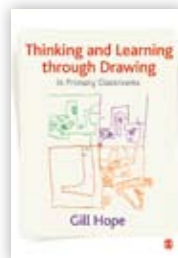
Classroom talk, by which children make sense of what their peers and teachers mean, is the most important educational tool for guiding the development of understanding and for jointly constructing knowledge. So what practical steps can teachers take to develop effective classroom interaction?

Bringing together leading international researchers, this book considers ways of improving classroom talk. Chapters cover:

- classroom communication and managing social relations
- talk in science classrooms
- using critical conversations in studying literature
- exploratory talk and thinking skills
- talking to learn and learning to talk in the mathematics classroom
- the 'emerging pedagogy' of the spoken word.

With an accessible blend of theory, research and practice, the book will be a valuable resource for teachers, teacher-trainers, policy makers, researchers and students.

September 2008 • 208 pages  
Paper (978-1-84787-379-8) • £20.99



## Working with Parents

**Carmel Digman** *Aylesham Primary School* and **Sue Soan** *Canterbury Christ Church University*

With the opening of Children's Centres and the implementation of the Every Child Matters agenda, multi-agency working is now a reality. This book will provide advice and guidance on successful strategies to employ when working with parents and interdisciplinary staff.

Using case studies to illustrate best practice across a range of age groups, the book looks at strategies for dealing with the effects of a range of issues on children.

September 2008 • 152 pages  
Paper (978-1-4129-4759-6) • £17.99

## Thinking and Learning Through Drawing

**Gill Hope** *Canterbury Christ Church University*

Children use drawing as a means through which they create, develop, communicate and record their thoughts and ideas. With an extensive background in teaching and researching children's uses of drawing, Gill Hope explains why drawing should be actively promoted as a means of supporting thinking and learning across a wide range of subject areas, and provides practical support for teachers. This informative and enjoyable book:

- widens teachers understanding of the multiple uses of drawing
- shows how children can be guided to use it to support thinking and learning
- explores the range of applications in which drawing can be used across all areas of the curriculum
- looks to the future and at the ever increasing importance of graphic literacy.

September 2008 • 192 pages  
Paper (978-1-84787-040-7) • £19.99



## Understanding Children's Books A Guide for Education Professionals

Edited by **Prue Goodwin** *Lecturer in Literacy and Children's Books*

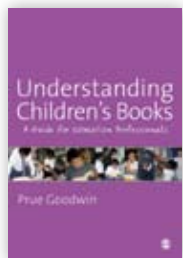
'With practical and thoughtful contributions from leaders in the field, this collection reminds us of the pleasures and satisfactions found in the rich and varied world of children's books... and the importance of sharing these delights with young readers' - **Eve Bearn**, *Faculty of Education, Cambridge University*

Children's books play a vital role in education, and this book helps you to choose books that have the most to offer young children. Each chapter reflects on a different theme or genre and their role in educational settings, and recommends ten 'must reads' within each one.

The themes covered include:

- books for babies
- literature for the very young
- narrative fiction
- books in translation
- poetry
- picture books
- graphic texts.

June 2008 • 144 pages  
Paper (978-1-84787-032-2) • £19.99



## Exploring Children's Literature Second Edition

**Nikki Gamble** *Associate Consultant, University of London and Director of the Write Away! consultancy* and **Sally Yates** *University of Chichester*

This is a comprehensive guide to the range of genres and characteristic features of English language fiction written for children, now covering a range of contemporary literature, including poetry, plays and picture books. It will help readers to:

- extend their knowledge of features and conventions of different genres
- develop skills in analytical and critical reading.

February 2008 • 224 pages  
Paper (978-1-4129-3013-0) • £19.99

## Promoting Reading for Pleasure in the Primary School

**Michael Lockwood**  
*University of Reading*

'This book is first class. It puts the matter very clearly and succinctly, and presents a great deal of evidence to support the argument that pleasure is not a frivolous extra, but the very heart and essence of what reading is about. It also gives readers plenty of ideas for carrying the principle into the classroom, and for justifying it... I hope will find a place on every staffroom bookshelf' - **Philip Pullman**

So much of the primary strategy has been focused on targets, SATS and the building blocks of reading that reading for pleasure has been sidelined. This practical and focused book discusses this situation and looks at how to put the 'fun' back into reading, providing whole school and classroom approaches to promoting reading for pleasure, both in fiction and non-fiction, and in popular cultural forms as well as literary ones.

Each chapter features case-study material and provides examples of planning from schools that have successfully created thriving reading cultures through schemes such as reading assemblies, library loyalty cards, school book evenings and quizzes. The book offers guidance on how to use school development plans and self-evaluation procedures to help plan for a positive reading environment. It also has an extensive, annotated section listing print and internet-based resources. Topics covered include:

- becoming a reading for pleasure school
- promoting a love of reading in the early years
- developing reading enjoyment in the later primary years
- getting boys reading

**Promoting Reading for Pleasure in the Primary School** is written for all those involved in education who would like to see as many children as possible develop a love of reading.

June 2008 • 168 pages  
Paper (978-1-4129-2967-7) • £19.99



## Teaching Science in the Primary Classroom

Second Edition

**Hellen Ward, Judith Roden, Claire Hewlett** and **Julie Foreman** all at *Canterbury Christ Church University*  
**Praiser for the First Edition:**

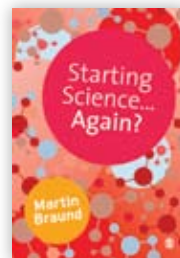
'Teaching Science in the Primary Classroom is a great resource that will help you turn the theory into straightforward fun science lessons. Well worth the money for students in training and experienced teachers needing some new inspiration' - **Child Education**

This exciting new edition of a popular book offers the reader:

- advice on how to link science to cross-curricular learning
- updated advice on planning and assessment
- more on games to use in science
- more on creativity
- more on questioning techniques
- a whole new chapter on using ICT.

There are lots of practical examples, and clear guidance on how to turn theory into creative and lively science lessons and activities.

September 2008 • 192 pages  
Paper (978-1-84787-377-4) • £18.99



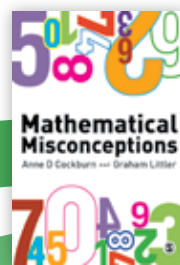
## Starting Science...Again? Making Progress in Science Learning

**Martin Braund** *York University*

Why do pupils' learning and motivation slow down markedly as they move from primary to secondary school? Why is this situation worse in science than in any other curriculum subject?

Presenting the views of teachers and pupils on progression, learning and application of science, the book suggests practical ways of improving teaching and learning in science. Each chapter includes examples of learning materials with notes on how these might be used or adapted by teachers in their own classroom settings.

October 2008 • 168 pages  
Paper (978-1-84787-009-4) • £18.99



## Developing Primary Mathematics Teaching

**Tim Rowland, Fay Turner, E Anne Thwaites** and **Peter Huckstep** all at *Cambridge University*

How can teachers improve their mathematics teaching? This book helps readers to become better, more confident teachers of mathematics by enabling them to focus critically on what they know and what they do in the classroom. Building on their close observation of primary mathematics classrooms, the authors provide those starting out in the teaching profession with a framework which acts as a tool of support for developing their teaching. Each chapter includes practical activities, lesson descriptions and extracts of classroom transcripts to help teachers reflect on effective practice. Video versions of these lessons are also available on a companion website.

October 2008 • 192 pages  
Paper (978-1-4129-4848-7) • £19.99

## Mathematical Misconceptions A Guide for Primary Teachers

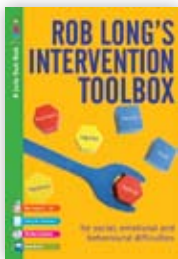
Edited by **Anne D Cockburn** *University of East Anglia, Norwich* and **Graham Littler** *University of Derby*

With contributors comprised of teachers, teacher educators, mathematicians and psychologists, **Mathematical Misconceptions** brings together information about pupils' work from four different countries, and looks at how children, from the ages of 3 - 11, think about numbers and use them. It explores the reasons for their successes, misunderstandings and misconceptions, while also broadening the reader's own mathematical knowledge. Chapters explore:

- the seemingly paradoxical number zero
- the ways in which children acquire number concepts.

This fascinating book will show primary school teachers how to engage children in the mysteries and delights of numbers.

September 2008 • 176 pages  
Paper (978-1-84787-441-2) • £19.99



## Rob Long's Intervention Toolbox

### For Social, Emotional and Behavioural Difficulties

#### Rob Long

'Rob Long's expertise is evident in every compartment of this 'toolbox'. His finely honed approach to social, emotional and behavioural difficulties will be of equal use to leadership teams setting policy as to the classroom teacher requiring insight on challenging behaviour. As with any toolbox, this book is a must to have to hand!' - **Jan Baker, Primary Headteacher**

**Rob Long's Intervention Toolbox** is written for education practitioners who support young people with problem behaviours that act as barriers to their successful engagement with school. Taking a multi-dimensional approach, the Toolbox provides solutions to deal with the multi-faceted nature of challenging behaviour.

There are also specific sections on both Aspergers Syndrome and Attention Deficit Hyperactivity Disorders with In Class Behaviour Plans for these learners, as well as an accompanying CD Rom including resources for putting strategies into practice and PowerPoint slides for training staff in using the Toolbox.

**Lucky Duck Books**  
December 2008 • 160 pages  
Paper (978-1-4129-4605-6) • £29.99

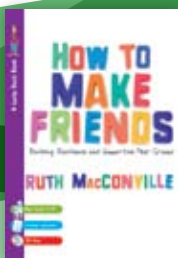
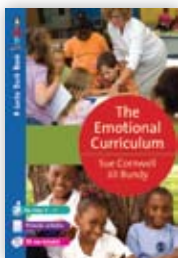
## The Emotional Curriculum

### A Journey Towards Emotional Literacy

#### Jill Bundy and Sue Cornwell

This book provides a comprehensive developmental framework for emotional literacy skills from nursery to year six, including extensive suggestions, activities and activity sheets which are printable from the CD-ROM.

**Lucky Duck Books**  
November 2008 • 110 pages  
Paper (978-1-4129-1237-2) • £19.99



## How to Make Friends

### Building Resilience and Supportive Peer Groups

#### Ruth MacConville

*Head of Special Educational Needs Service, London Borough of Ealing*

The book is based on the authors' practical experience in schools and is underpinned by research into the development of pro-social behaviour and friendship skills.

The 26 sessions each include a poster and a take away activity as well as full facilitator's notes for whole class introduction, pair and share tasks and a plenary. A unique feature of the programme is that it addresses the development of non-verbal communication, the ability to read social cues.

The programme is intended for whole class work but would also be suitable for small groups.

**Lucky Duck Books**  
July 2008 • 152 pages  
Paper (978-1-4129-2256-2) • £21.99

## Bullying: A Complete Guide to the Support Group Method

#### George Robinson and Barbara Maines

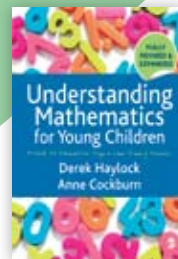
*both trainers and writers, Bristol*

Previously referred to as the No Blame Approach, the pioneering work of George and Barbara has been popular amongst practitioners seeking an alternative method to punishment for dealing with bullying in their setting.

Incorporating an updated edition of their bestselling 'Crying for Help', the book

- explains how the Support Group Method began
- gives step by step guidance on using the SGM
- includes real life accounts from a practitioner using the method
- answers frequently asked questions.

**Lucky Duck Books**  
June 2008 • 168 pages  
Paper (978-1-4129-3536-4) • £19.99



## Understanding Mathematics for Young Children

### A Guide for Foundation Stage and Lower Primary Teachers

#### Third Edition

#### Derek Haylock

*Education Consultant* and **Anne D Cockburn** *University of East Anglia, Norwich*

'This book will help teachers gain a depth of understanding that will make them confident in engaging children with real mathematical thinking' - **Dr J.E. Anghileri, Senior Lecturer in Mathematics and Mathematics Education, Faculty of Education, University of Cambridge**

'This is an updated version of a classic text which has been a best -seller among teachers and student teachers for many years. Being always strongly grounded in the classroom, it develops in a non-intimidating way teachers' own understanding of the mathematics they are teaching. Many insightful examples of children's thinking and appropriate activities help to illustrate the points. This is an essential book for teachers of Early Years and Key Stage 1' - **Margaret Brown, Professor of Mathematics Education, King's College London, UK**

This is a fully revised version of the authors' successful and much-used book, **Understanding Mathematics in the Lower Primary Years**, updated to include the current Foundation Stage Curriculum and the new Primary Framework in England. The authors give the reader a clearer understanding of the mathematical ideas behind the material they use in the classroom. They also show how children can be helped to develop an understanding of mathematics for themselves, rather than just learning recipes and routines with little meaning.

It is written for teachers and teacher trainees engaged in teaching mathematics to children aged 3 to 8 years. It is an essential student text and professional reference work for all teachers of children aged 3 to 8 years.

**November 2008 • 280 pages**  
Paper (978-1-4129-4726-8) • £20.99

## Developing the Gifted and Talented Young Learner

#### Margaret Sutherland

*University of Glasgow*

'This book is essential reading for all those involved in Early Years. It proves that good provision for Gifted and Talented is good provision for all children' - **Johanna M Raffan, Founder Director, NACE**

Do you want to know more about how you can influence and impact gifted young children's beliefs about their ability?

This book explores the way staff impact learner beliefs about ability and suggests ways that staff can support young children as they develop.

The book contains practical ideas for:

- giving feedback and praise
- structuring activities to help shape and recognise high ability
- creating a challenging learning environment

**September 2008 • 128 pages**  
Paper (978-1-4129-4632-2) • £18.99



**IC** These books are available for inspection to lecturers teaching appropriate courses. To request an inspection copy visit [www.sagepub.co.uk/inspectioncopy](http://www.sagepub.co.uk/inspectioncopy) and quote ref: 8512

## The Primary Drama Handbook



**Patrice Baldwin**

This book helps professionals to understand the importance and potential of drama for learning and offers step by step practical examples of how drama can work in schools across a range of curriculum subjects.

Drama motivates children and is a powerful way of building skills such as speaking and listening, enhancing children's self-esteem, and connecting learning creatively across the curriculum. The book presents information, advice and a range of practical material that helps to explain drama skills and strategies at an introductory level. It also contains a sample drama unit for each year group.

This book covers a wealth of topics, including:

- What do we mean by drama?
- Playing, players and plays
- Where is drama in the curriculum?
- Why is drama important ?
- Where and when can drama happen in schools?
- What is the role of the adult?
- How can we start drama?
- Agreeing a drama contract
- Introducing some basic drama strategies
- How to plan a drama lesson
- What happens if.... A section that gives short answers to common questions asked by those who are new to working with classes of children doing drama.

The book is ideal for primary NQTs and teaching assistants, as well as those more experienced teachers who are not yet confident using drama techniques and whole class drama.

September 2008 · 168 pages  
Paper (978-1-4129-2965-3) · £19.99

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