
“Literacy isn’t the responsibility of the English teacher alone - it’s the responsibility of every adult in every school. Building literacy into your everyday practice can seem like a daunting task, but these 100 highly-effective ideas from English expert Graham Tyrer will help you to develop both short- and long-term cross-curricular literacy strategies that work for everyone. Busy teachers, regardless of their subject specialism, will find ideas to help them promote competency and confidence in literacy for all students in their class.” – Back cover.

Active readers: tools and strategies for comprehension by Cheryl Lacey. Carlton South, Vic: Curriculum Corporation, 2008. 372.4 LAC

Separate volumes for lower, middle and upper primary. “Provides an overview of comprehension, six key comprehension strategies and resources to invite discussion and engage students in active reading behaviours.” – Publisher website.

All you need to teach... comprehension: reading with understanding by Angela Ehmer. South Yarra, Vic: Macmillan, 2009. 372.4 HEW

Provides teaching tips on a range of topics including levels of thinking; what makes comprehension difficult; supporting students to comprehend texts; and comprehension strategies. Separate volumes for ages 5-6; 8-10 & 10+.

Are humans wild at heart?: and other epic English projects for years 9-10 by Bianca & Lee Hewes. Moorabbin, Vic: Hawker Brownlow Education, 2016. 371.3 HEW

“Structured into three distinct parts, designed to help you feel supported in your PBL journey.” – Back cover.


This book “is filled with evidence-based teaching and learning strategies, innovative classroom practices and concrete, practical examples.” – Back cover. Includes links to Australian Curriculum: English material and NSW syllabus frameworks. For secondary teachers.

Best ever literacy survival tips: 72 lessons you can’t teach without by Lori D Oczkus. Newark, DE: International Reading Association, 2012. 372.6 OCZ

This “guide for busy teachers offers 12 practical chapters on the hottest literacy topics including independent reading, grouping strategies, formative assessments, nonfiction, fluency, comprehension, and more!” – Publisher website. For years K-8.


“The CAFE book, expanded second edition gives you a variety of tools to structure your literacy block and create an environment where your students are engaged readers and writers with resources that set them up for success. This CAFE system is all you need to support, guide, and coach your students toward the strategies that will move them forward.” – Publisher. For ages 5-13 years old.

A complementary book published in 2014, The daily 5: fostering literacy in the elementary grades (372.6 BOU), is also available. For ages 5-10 years old.

Effective writing instruction: evidence based classroom practices by Alison Davis. South Yarra, Vic: Eleanor Curtain, 2013. 372.6 DAV

“Explores key ideas about writing and presents numerous examples of how teachers can plan for and develop instruction. The accompanying CD contains graphic organisers that can be used for independent, pairs and small group work.” – Back cover. For primary school teachers.


This updated version of the printed syllabus now includes the National Literacy Learning Progression links.


“This print version of the current English K–10 Syllabus identifies the knowledge, understanding, skills, values and attitudes that NSW secondary school students are expected to develop.” – Publisher.
English teaching resource K-6. Sydney: Board of Studies, Teaching & Educational Standards NSW, 2015. 372.6 ENG

“This official NSW English teaching resource offers a series of teaching and learning experiences ... which are mapped to the NSW English K–10 Syllabus.” – Publisher.


“Each chapter explores practical ways to bring flipped learning into the English classroom, including: How to flip your class, and the four hurdles to flipping (thinking, technology, time and training).” – Back cover. For secondary school teachers.

Growing independent learners: from literacy standards to stations, K-3 by Debbie Diller. Portland, ME: Stenhouse, 2016. 372.4 DIL

“This comprehensive guide help[s] teachers plan standards-focused lessons and work stations, organize the classroom for independence, and use anchor charts to support learning goals and help students remember big ideas.” – Publisher website.

Guiding readers: making the most of the 18-minute guided reading lesson by Lori Jamison Rog. Markham, Ontario, Canada: Pembroke, 2012. 372.41 ROG

“Detailed and comprehensive, the book champions an integrated system of guiding readers that involves both fiction and nonfiction, as well as the texts that surround students in and out of school: websites, directions, instructions, schedules, signs, and more.” – Publisher website. For primary school teachers.

In the middle: a lifetime of learning about writing, reading, and adolescents by Nancie Atwell. 3rd ed. Portsmouth, NH: Heinemann, [2015]. 428 ATW

“Nancie provides: detailed procedures for organizing and launching a workshop classroom; hundreds of minilessons and reproducibles; hundreds of new pieces of student writing to use as mentor texts; new studies of eight genres; a new look at writing conferences, including red flags to notice and strategies for responding; techniques for conferring with readers; a revamping of her widely adopted literary letters as letter-essays that more than satisfy today’s standards for critical reading.” – Bookflap.

Jumpstart! literacy: games and activities for ages 7-14 by Pie Corbett. Abingdon, [UK]: Routledge, 2010 [c. 2004]. 372.6 COR

“This collection of simple to use, fun, multisensory games and creative lesson starters will jumpstart pupils' enthusiasm for literacy learning.” – Back cover.

Language and literacy development in early childhood by Robyn Ewing, Jon Callow & Kathleen Rushton. Port Melbourne, Vic: Cambridge University Press, 2016. 372.6 EWI

“Emphasising the importance of imagination, play and the creative arts in language learning, the authors address contemporary issues, including digital literacies and Aboriginal and Torres Strait Islander perspectives.” – Back cover.

Literacy across the curriculum pocketbook by Caroline Bentley-Davies. Alresford, UK: Teachers’ Pocketbooks, 2012. 372.6 BEN

“Great ideas and simple strategies to embed effective literacy skills across all subjects.” – Front cover. For primary and secondary teachers.

Literacy for the 21st century: a balanced approach by Gail Tompkins, Carol Margaret Smith, Rod Campbell, David Green. 3rd Australian ed. Melbourne, Vic: Pearson Education Australia, 2019. 372.6 TOM

“Developed for preservice teachers, practising teachers and those interested in English literacy teaching and learning, this product includes a range of vignettes drawn from classroom and university practice across Australia, examples that stand to authenticate the learning.” – Publisher. For preservice teachers of Foundation year to year 6.

Multiple paths to literacy: assessment and differentiated instruction for diverse learners, K-12 by Joan P Gipe and Janet C Richards. 9th ed. Boston: Pearson, 2019. 372.43 GIP

“The strategies and techniques presented are appropriate to, or easily modified for, any grade level from primary through secondary school. Throughout, teachers are encouraged to take into account each learner’s talents with the goal of tailoring instruction to meet their needs.” – Publisher.


“The resource offers 12 digitised downloadable clips from a variety of children’s TV programs and 44 teaching activities with associated student activity sheets.” – Back cover. For primary and lower-secondary teachers.


“Full of practical information about phonics as well as effective strategies for teaching phonics that teachers will find useful as they implement a quality reading program in the early years of schooling.” – Back cover.
**English literacy**

**Powerful practices for reading improvement** by Kathryn Glasswell et al. Camberwell, Vic: ACER Press, 2016. 418.4 GLA

“Powerful practices for reading improvement shares and unpacks a wealth of tools for innovative classroom reading instruction, building teacher knowledge, and enhancing the functioning of a schools professional learning community.” – Publisher website. Additional resources on accompanying USB. For primary and secondary teachers.

**Practical and purposeful literacy strategies** by Mary-Ellen Betts & Sam Phillips. Brookvale, NSW: Educational Supplies, 2005. 372.6 BET

“The use of dice, games, jigsaws and hoops encourages students to talk about their learning while engaged in fun activities. All the strategies in the book are based on the teacher modelling the learning experience and ‘thinking aloud’.” – Back cover. For years K-6.

**Reading and learning difficulties: approaches to teaching and assessment** by Peter Westwood. 2nd ed. Camberwell, Vic: ACER Press, 2016. 372.4 WES

“Provides guidance on how to develop flexible teaching methods to suit varied ways of learning … It explains why learning problems can sometimes occur and what can be done to prevent or overcome these difficulties.” – Publisher website.

**Reading & viewing for comprehension. [DVD]** Fitzroy, Vic: Australian Children's Television Foundation, 2012. 428 REA

A DVD-Rom resource developed “to support primary and lower secondary students in developing their comprehension skills.” – Distributor website.


“The reading book is a comprehensive guide to teaching reading. It contains research-based information that will support primary and middle school teachers to plan realistic and effective programmes that engage learners.” – Back cover. This is one of several volumes from Sheena Cameron and associates, available from the library, and a separate Hot topics guide describing the volumes is available.

**Reading conventions** by Lauren O'Brien. Taren Point, NSW: Teachers 4 Teachers, 2012. 372.4 OBR

“All forms of comprehension questioning are addressed, including literal, inferential, critical and interpretive. Each unit … [provides] practice for a number of key skills such as, predicting and confirming, creating mental images, finding the main idea, making connections between print and images, using prior knowledge and recognising narrative voice.” – Back cover. Six volumes for Years 1-6.


For many, this “has been a teacher’s most reliable resource for helping students experience deeper levels of understanding.” – Back cover. Includes a DVD of Linda working with students and a CD of full-colour learning tools which can be customised and printed. For years K-8.


“In this new edition of their groundbreaking book Strategies that work, Stephanie Harvey and Anne Goudvis share the work and thinking they’ve done since the second edition came out a decade ago and offer new perspectives on how to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers.” – Publisher. For ages 5-13 years old.


“By helping children speak the language of non-fiction in a fun engaging way before they attempt to write, the Talk for writing approach builds children's confidence and linguistic ability enabling them to craft their own writing.” – Publisher.

**Teaching language in context by Beverley Derewiaka & Pauline Jones. 2nd ed. South Melbourne: Oxford University Press, 2016. 372.6 DER

“As educators, our job is to make sure that all students have a good command of the language needed to succeed in school and beyond. In order to do this, teachers need to know about language and how it works.” – Publisher. For teachers of early childhood, primary and middle years.


“How do I influence students’ learning – what’s going to generate that light bulb ‘aha’ moment of understanding? In this sequel to their megawatt best seller Visible learning for literacy, Douglas Fisher, Nancy Frey, and John Hattie help you answer that question by sharing structures and tools for effective literacy instruction that have high-impact on learning – and insights on which stage of learning they have that high impact.” – Publisher website.

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“Take your students from surface to deep to transfer learning. It’s all about using the most effective practices – and knowing when those practices are best leveraged to maximize student learning.” – Publisher website.

Teaching strategies for literacy in the early years by Coral Swan. Norwood, SA: Australian Literacy Educators’ Assoc., 2009. 372.6 SWA

Presents “literacy strategies to support the learning of students in the first three years at school.” – Back cover.


“Many students continue to fall between the cracks, struggling to decode print, or reading words without knowing how to draw inferential meanings from the text ... In this book we present a literature-based approach to teaching language and literacy that’s anchored in storytelling.” - p. vii. This is one of many resources from the Primary English Teaching Association of Australia, available from the library. There is a separate Hot topics guide available that describes the resources.

Teaching writing and representing in the primary school years edited by Lynde Tan and Katina Zammit. Melbourne, Vic: Pearson Australia, 2016. 372.6 TEA

“Teaching writing and representing in the primary school years brings together academics and educators who are keen to broaden the notion of literacy and define it in relation to semiotic modes of representation and communication beyond language.” – Back cover.


“These easy-to-use strategies will ratchet up the engagement level of students by causing them to interact with content in all of their classes at the high levels required by the curriculum.” – Back cover. For F-12 teachers.


Three books (for lower, middle and upper primary, which can be borrowed separately) containing “fun, yet challenging, English lesson starters that explore spelling, punctuation and grammar.” – Publisher website. An accompanying DVD contains eight 3-minute video scenarios.


This book shows you: ‘How to use the right approach at the right time, so you can more intentionally design classroom experiences that hit the surface, deep, and transfer phases of learning; Which routines are most effective during these phases of learning, including word sorts, concept mapping, close reading, annotating, feedback, collaborative learning, reciprocal teaching, and many more; Why the 10 mind frames for teachers apply so well to curriculum planning and can inspire you to be a change agent in students’ lives – and part of a faculty that understands that visible learning is the result of a continual daily assessment of one’s impact on student learning.” – Back cover.

When writing with technology matters by Carol Bedard & Charles Fuhrken. Portland, ME: Stenhouse, 2013. 428 BED

“[The authors] provide detailed descriptions of elementary and middle school literacy projects that teachers can follow step-by-step or use as a guide when planning their own technology-based projects.” – Back cover. Teacher resource for years 1-8.

Words their way: word study for phonics, vocabulary, and spelling by Donald R Bear et al. 7th ed. Pearson, 2019. 372.632 WOR

“Words their way is a developmental approach to phonics, vocabulary and spelling instruction. Guided by an informed interpretation of spelling errors and other literacy behaviours, Words their way offers a systematic, teacher-directed, child-centred plan for the study of words from kindergarten to high school. Step by step, the chapters explain exactly how to provide effective word study instruction.” – Publisher website. This is the core text for Words their way. A number of companion volumes are also available from the library, and a separate Hot topics guide describing the volumes is available.

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