The alphabetic principle and beyond: surveying the landscape edited by Robyn Cox et al. 2019. 372.6 ALP

“The genesis of the idea for The alphabetic principle and beyond can be found in the current prioritising of reading and in discussions about how teachers might better understand practice.” – Back cover.

Assessment into practice: understanding assessment practice to improve students’ literacy edited by Heather Fehring. 2017. 372.6 ASS

“Each section reflects different levels of influence related to literacy assessment on teachers and schooling in Australia. From the macro-level of policy, the meso-level of education system requirements to the micro-level of daily literacy assessment practices.” – Back cover.

Becoming a meaning maker: talk and interaction in the dialogic classroom by Christine Edwards-Groves et al. 2017. 372.6 EDW

“Shows the ways meaning making for literacy learning is co-produced in talk and interaction practices that prioritise participating, understanding, managing, knowing and articulating, and sharing responsibility for generating learning-focused dialogues.” – Back cover.

Beyond the script: take three: drama in the English and literacy classroom by Robyn Ewing et al. 3rd ed. 2016. 372.6 EWI

This book focuses on integrating two art forms, educational drama and literature in the primary classroom.

Classroom talk: understanding dialogue, pedagogy and practice by Christine Edwards-Groves et al. 2014. 371.1 EDW

“Talk is ... a key element of effective pedagogy. This book will show how classroom practice unfolds in the dimensions of the language used in classrooms, the activities encountered in classroom literacy learning and the relational arrangements for teaching and learning.” – Back cover.

Classrooms of possibility: supporting at-risk EAL students edited by Jennifer Hammond et al. 2015. 428.24 CLA

The book addresses “the specific needs of at-risk EAL students by proposing ways in which teachers can better support such students to develop academic language and literacy.” – Back cover.

A closer look at spelling in the primary classroom by Grace Oakley et al. 2016. 372.632 OAK

“This book draws on research and theory, as well as classroom examples, to explain how to teach primary school students with diverse needs to use multiple strategies to spell.” – Publisher.

Conversations about text 1: teaching grammar using literary texts by Joanne Rossbridge and Kathy Rushton. 2010. 428.2 ROS

“An important feature is that outstanding classroom practitioners share their strategies, programs and in some cases whole units of work demonstrating how to work with literary texts.” – Back cover.

Conversations about text 2: teaching grammar using factual texts by Joanne Rossbridge and Kathy Rushton. 2011. 428.2 ROS

“This book focuses on teaching grammar in the context of factual texts in the primary and middle years, but different to the earlier book Conversations about text 1, the chapters are organised around genres rather than grammatical features: Describing, Instructing, Recounting, Explaining and Persuading.” – Back cover.

For the love of reading: supporting struggling readers by Kaye Lowe. 2016. 372.4 LOW

“This book leaves the reader with a broad perception and understanding of the journey of struggling readers and equips teachers with strategies and ideas to support their success.” – Back cover.

Grammar and meaning by Sally Humphrey, Louise Droga, Susan Feez. New ed. 2012. 372.61 HUM


Inspiring writing in primary schools by Liz Chamberlain. Australian ed. 2017. 372.4 CHA

“Packed with accessible advice, engaging examples of research-informed practice and new ideas for ways to involve and support young writers in your classroom.” – Back cover.
Primary English Teaching Association Australia publications

**Hot topics**

**Primary English Teaching Association Australia publications**

- **Literacy in the middle years: learning from collaborative classroom research** by Anne-Marie Morgan et al. 2014. 372.6 MOR

  This book looks at the work of teachers in both primary (Years 5-6) and early secondary (Years 8-9) classes. The teachers’ projects illustrate classroom practice in practical ways, supported by educational theory, to make the work accessible to teachers and useful for teacher educators.” – Back cover.

- **A literature companion for teachers** by Lorraine McDonald. 2nd ed. 2018. 372.6 MCD

  “With the 2016 Australian Curriculum: English v.8.3 as a starting point, the book offers explanations, interpretations and examples for each of the four Literature stands.” – Back cover.

- **Multimodal literacy: researching classroom practice** by Maureen Walsh. 2011. 372.6 WAL

  This book “highlights some of the literacy strategies needed for reading, using and producing multimodal texts.” – Back cover.

- **Picture books and beyond** edited by Kerry Mallan. 2014. 741.64 PIC

  “Examines a wide selection of picture books, graphic novels, films, e-picture books and apps that reflect the diversity of these evolving cultural artefacts, and their opportunities for education and delight.” – Back cover.

- **Put it in writing: context, text and language** by Joanne Rossbridge with Kathy Rushton. 2015. 372.6 RUS

  “Investigates a range of genres across curriculum areas, incorporates the notion of the flexibility of phases for looking at text stages with structures.” – Back cover.

- **The shape of text to come: how image and text work** by Jon Callow. 2013. 372.6 CAL

  “By presenting key concepts around multimodal texts and the role of visual language this book will guide readers through a framework that will enhance their understanding of visual grammar as well as build on concepts of written grammar.” – Back cover.

- **Standing on a book: stories from classrooms around Australia**. 2016. 372.6 STA

  “Standing on a book is a bold collection of stories written by students and compiled for teachers … Dive in, be amazed by the diversity of children's voices and concerns, hopes and fears.” – Back cover.

- **Talking the talk: snapshots from Australian classrooms** edited by Pauline Jones et al. 2018. 372.6 TAL

  This publication “addresses the role of interaction in learning to be literate. Through talk, teachers develop students’ conscious knowledge about texts, meanings and literate practice.” – Back cover.

- **Teaching English language learners in mainstream classes** by Margery Hertzberg. 2012. 428.24 HER

  “Mainstream teachers, who may have minimal or no specialist English language teaching assistance or experience, will find the strategies and support within this book extremely useful and relevant.” – Back cover.

- **Teaching with intent: scaffolding academic language with marginalised students** by Bronwyn Parkin, Helen Harper. 2018. 372.6 PAR

  “The authors use the discipline of science to demonstrate how language is a central pedagogic tool for intentional teaching and learning. Teachers are guided through the complete process in a clear and accessible style.” – Publisher.

- **Teaching with intent 2: literature-based literacy teaching and learning** by Bronwyn Parkin et al. 2019. 372.6 PAR

  “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. The approach is presented in a sequence of integrated strategies, focusing on an engaging age-appropriate text, which allows us to carefully build knowledge and dialogue about a text, about language, and about reading and writing.” – p. vii.

- **Tell me your story: confirming identity and engaging writers in the middle years** by Janet Dutton, Jacqueline Dwarte, Joanne Rossbridge, Kathy Rushton. 2018. 372.6 DUT

  “By embracing and confirming the student’s home language and personal story, identity texts lead to greater student engagement and better learning outcomes.” – Back cover.

- **Where do I start?: stimulating ideas for literacy-rich primary classrooms** by Robyn Wild. 2009. 028.7 WIL

  Looks at “the classrooms of effective, experienced teachers to show exactly what effective literacy teaching and learning looks like in practice” – Cover.

- **Writing like a writer: teaching narrative writing** by Libby Gleeson. New ed. 2014. 372.6 GLE

  “Provides teachers with clear descriptions and activities to help students create their own characters, dialogue, place, action and everything in between.” – Back cover.

- **Writing the future** by Kaye Lowe. 2019. 372.6 LOW

  “Writing the future presents the challenges for teachers: writing has changed, curriculum is changing, students are changing and the audience for writing is changing. Within this context of continuous change, writing is celebrated as a process that is, and has always been, a vehicle for developing the skills that connect us.” – Cover.