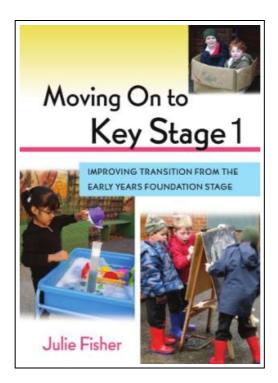
Moving On to Key Stage 1: Improving Transition from the Early Years Foundation Stage



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MOVING ON TO KEY STAGE 1: IMPROVING TRANSITION FROM THE EARLY YEARS FOUNDATION STAGE



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Open University Press. Paperback. Book Condition: new. BRAND NEW, Moving On to Key Stage 1: Improving Transition from the Early Years Foundation Stage, Julie Fisher, "This timely book will help teachers in KS1 to implement authoritative recommendations on transition from recent reviews of primary education, and convince senior managers and parents of the value of starting from the child. Its well-grounded arguments coupled with practical guidance will foster the development of principled and confident professional judgement." Wendy Scott, President, TACTYC "Julie is an excellent writer, leading her reader through the difficult arguments about what really matters in our work with young children. She explores the tensions around the different 'drivers' in Foundation Stage and Key Stage One teaching with sensitivity but with the same clear vision she shows in her earlier books. This is an important book for students, lecturers and teachers - and a must for heads and subject co-ordinators." Nick Swarbrick, Westminster Institute of Education, Oxford Brookes University, UK "Your common-sense, authoritative, warm and inspirational words.remind me beyond all doubt of why I went into teaching." Key Stage 1 teacher "Julie Fisher's newest contribution to the debate on transitions in England is written in her usual clear and accessible style, and with the breadth and confidence which all readers have come to expect of her." Liz Brooker, Institute of Education, University of London, UK This practical book offers a series of strategies for promoting learning that meets the needs and interests of Key Stage 1 pupils, ensuring that the move from the Early Years Foundation Stage to Key Stage 1 is a positive one. It includes: Descriptions and case studies of good practice that stem from established principles of learning and teaching Reflective practice prompts at the end of each chapter Julie Fisher considers recent evidence about how...

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