



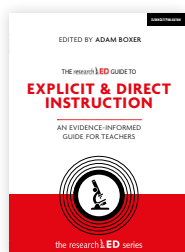
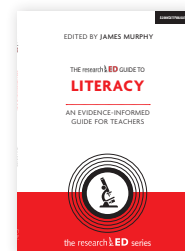
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What do we mean by literacy, why it matters and what happens if we don't get it right?

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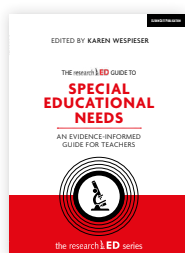
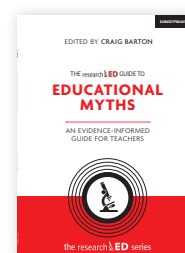


Guide to Explicit and Direct Instruction

The value and use of explicit instruction to improve academic outcomes is explored across a range of settings and subject areas. Incorporating compelling evidence from the cognitive sciences, the writers include: Kris Boulton; Greg Ashman; Gethyn Jones; Tom Needham; Lia Martin and Amy Coombe; Naveen Rivzi; Hannah Stoten; John Blake; Sarah Barker; Summer Turner; Sarah Cullen and Zig Englemann. *Editor: Adam Boxer.*

Guide to Educational Myths

The most damaging myths that continue to circulate in education settings are identified and discussed in this edition by a selection of evidence informed writers including: Clare Sealy, Tom Sherrington, Andrew Old, Mark Enser, Robert and Elizabeth Bjork, Harry Fletcher Wood, Greg Ashman and Doug Lemov. *Editor: Craig Barton.*

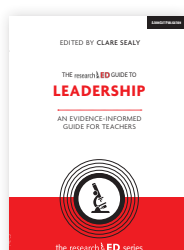
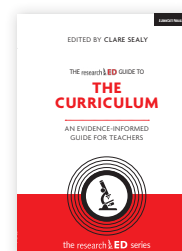


Guide to Special Educational Needs

The latest research surrounding students with special educational needs and how best to support and teach them is provided in this edition with contributions from: Richard Selfridge, Gary Jones, Oliver Caviglioli, Matthew Parker and Rob Webster, Anne Heavey, Kenny Wheeler, Hannah Stoten, Cassie Young, Sabrina Hobbs, Barney Agliss and Cath Murray. *Editor: Karen Wespieser.*

Guide to The Curriculum

In this edition, Clare Sealy explores how schools can get the most out of a rich curriculum, editing contributions from a wide range of writers. *Editor: Clare Sealy. Topic and contributors details will be available soon.*



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