Primary_SP: Primary PGCE - Literacy Specialism

Course start date: 07/09/2018



1.

Lambirth A. Chapter 3: Reading. In: Primary English Teaching: An Introduction to Language, Literacy and Learning. 1st ed. SAGE; 2011:23-36. https://contentstore.cla.co.uk/secure/link?id=af41b706-3945-e711-80cb-005056af4099

2.

Castles A, Rastle K, Nation K. Ending the Reading Wars: Reading Acquisition From Novice to Expert. Psychological Science in the Public Interest. 2018;19(1):5-51. doi:10.1177/1529100618772271

З.

Kirby JR, Savage RS. Can the simple view deal with the complexities of reading? Literacy. 2008;42(2):75-82. doi:10.1111/j.1741-4369.2008.00487.x

4.

Dombey, H. (2009) The simple view of reading. ITE English: Readings for discussion. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.430.2749&rep=rep1& type=pdf

5.

Education Endowment Foundation (2016) Improving Literacy in Key Stage 1 – Guidance Report.

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literac y-ks-1

Education Endowment Foundation (2016) Improving Literacy in Key Stage 2 – Guidance Report.

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literac y-ks2

7.

Preparing for Literacy | Education Endowment Foundation | EEF. https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literac y/

8.

Twiselton S. Seeing the Wood for the Trees: The National Literacy Strategy and Initial Teacher Education; pedagogical content knowledge and the structure of subjects. Cambridge Journal of Education. 2000;30(3):391-403. doi:10.1080/713657157

9.

Wray, DavidMedwell, JaneFox, RichardPoulson, Louise. The teaching practices of effective teachers of literacy. Educational Review. 52:75-84. https://search-proquest-com.libproxy.ucl.ac.uk/docview/235110188/1FC8C2E932D64BC4P Q/10?accountid=14511

10.

Medwell et al. Effective Teachers of Literacy.; 1998. http://www.leeds.ac.uk/educol/documents/000000829.htm

11.

Wray D. Teaching literacy: The foundations of good practice. Education 3-13. 1999;27(1):53-59. doi:10.1080/03004279985200091

12.

Shapiro LR, Solity J. Differing effects of two synthetic phonics programmes on early reading development. British Journal of Educational Psychology. 2016;86(2):182-203.

doi:10.1111/bjep.12097

13.

Westbrook J, Sutherland J, Oakhill J, Sullivan S. 'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms. Literacy. 2019;53(2):60-68. doi:10.1111/lit.12141

14.

Bradbury A. The impact of the Phonics Screening Check on grouping by ability: A 'necessary evil' amid the policy storm. British Educational Research Journal. 2018;44(4):539-556. doi:10.1002/berj.3449

15.

Reading Comprehension: From Theory to Practice | ESRC | Economic and Social Research Council.

https://www.researchcatalogue.esrc.ac.uk/grants/RES-451-25-4287/outputs/read/2556fc32-abe5-44fa-b31c-915b4059d3b0

16.

M P. Chapter 1: Knowing about the reading process (pp.1-22). In: Becoming a Teacher of Reading. SAGE; 2015. https://contentstore.cla.co.uk/secure/link?id=279ce337-d9b1-e811-80cd-005056af4099

17.

Reading for pleasure. https://researchrichpedagogies.org/research/reading-for-pleasure

18.

Darnell CA, Solity JE, Wall H. Decoding the phonics screening check. British Educational Research Journal. 2017;43(3):505-527. doi:10.1002/berj.3269

19.

Duff FJ, Mengoni SE, Bailey AM, Snowling MJ. Validity and sensitivity of the phonics screening check: implications for practice. Journal of Research in Reading. 2015;38(2):109-123. doi:10.1111/1467-9817.12029

20.

Mesmer HAE. Text Decodability and the First-grade Reader. Reading & Writing Quarterly. 2005;21(1):61-86. doi:10.1080/10573560590523667

21.

Murray BA, McIlwain MJ, Wang C hsuan, Murray G, Finley S. How do beginners learn to read irregular words as sight words? Journal of Research in Reading. 2019;42(1):123-136. doi:10.1111/1467-9817.12250

22.

Dominic Wyse and Usha Goswami. Synthetic Phonics and the Teaching of Reading. British Educational Research Journal. 2008;34(6):691-710. https://www.jstor.org/stable/40375536

23.

Carroll JM, Holliman AJ, Weir F, Baroody AE. Literacy interest, home literacy environment and emergent literacy skills in preschoolers. Journal of Research in Reading. 2019;42(1):150-161. doi:10.1111/1467-9817.12255

24.

Chlapana E. An intervention programme for enhancing kindergarteners' cognitive engagement and comprehension skills through reading informational texts. Literacy. 2016;50(3):125-132. doi:10.1111/lit.12085

25.

Hempel-Jorgensen A, Cremin T, Harris D, Chamberlain L. Pedagogy for reading for pleasure in low socio-economic primary schools: beyond 'pedagogy of poverty'? Literacy. 2018;52(2):86-94. doi:10.1111/lit.12157

Ford MP, Opitz MF. A National Survey of Guided Reading Practices: What We Can Learn from Primary Teachers. Literacy Research and Instruction. 2008;47(4):309-331. doi:10.1080/19388070802332895

27.

Gamble N. Exploring Children's Literature: Reading with Pleasure and Purpose. 3rd ed. SAGE; 2013.

28.

Hanke V. Guided reading: young pupils' perspectives on classroom practice. Literacy. 2014;48(3):136-143. doi:10.1111/lit.12019

29.

O'Sullivan O, McGonigle S. Transforming readers: teachers and children in the Centre for Literacy in Primary Education Power of Reading project. Literacy. 2010;44(2):51-59. doi:10.1111/j.1741-4369.2010.00555.x

30.

Hudson RF, Pullen PC, Lane HB, Torgesen JK. The Complex Nature of Reading Fluency: A Multidimensional View. Reading & Writing Quarterly. 2008;25(1):4-32. doi:10.1080/10573560802491208

31.

Jerrim J, Moss G. The link between fiction and teenagers' reading skills: International evidence from the OECD PISA study. British Educational Research Journal. 2019;45(1):181-200. doi:10.1002/berj.3498

32.

John C. Reading lessons: teacherâpupil interactions with text during three KS1 shared reading sessions. Literacy. 2009;43(3):123-133. doi:10.1111/j.1741-4369.2009.00537.x

Lockwood M. Attitudes to reading in English primary schools. English in Education. 2012;46(3):228-246. doi:10.1111/j.1754-8845.2012.01132.x

34.

Maine F, Hofmann R. Talking for meaning: The dialogic engagement of teachers and children in a small group reading context. International Journal of Educational Research. 2016;75:45-56. doi:10.1016/j.ijer.2015.10.007

35.

Meek M. How the book works, how the story goes. In: How Texts Teach What Readers Learn. Thimble Press; 1988:7-14. https://contentstore.cla.co.uk/secure/link?id=36330c91-7282-e711-80cb-005056af4099

36.

Reading For Pleasure: A research overview | National Literacy Trust. https://literacytrust.org.uk/research-services/research-reports/reading-pleasure-research-overview/

37.

Parry B. Popular culture, participation and progression in the literacy classroom. Literacy. 2014;48(1):14-22. doi:10.1111/lit.12027

38.

Maria Nikolajeva. PICTUREBOOKS AND EMOTIONAL LITERACY. The Reading Teacher. 2014;67(4):249-254. https://www.jstor.org/stable/24573569

39.

Pearson C. Acting up or acting out? Unlocking children's talk in literature circles. Literacy. 2010;44(1):3-11. doi:10.1111/j.1741-4369.2010.00543.x

Perkins M. How do children develop as readers? In: Becoming a Teacher of Reading. SAGE; 2015:62-82. https://contentstore.cla.co.uk/secure/link?id=b041b706-3945-e711-80cb-005056af4099

41.

Rosenzweig EQ, Wigfield A, Gaspard H, Guthrie JT. How do perceptions of importance support from a reading intervention affect students' motivation, engagement, and comprehension? Journal of Research in Reading. 2018;41(4):625-641. doi:10.1111/1467-9817.12243

42.

Ng C. Using student voice to promote reading engagement for economically disadvantaged students. Journal of Research in Reading. 2018;41(4):700-715. doi:10.1111/1467-9817.12249

43.

Varga A. Metacognitive perspectives on the development of reading comprehension: a classroom study of literary text-talks. Literacy. 2017;51(1):19-25. doi:10.1111/lit.12095

44.

Chapter 4: From the first marks to writing for a purpose in Riley, J. & Reedy, D. (2000) Developing writing for different purposes: Teaching about genre in the early years. In: Developing Writing for Different Purposes: Teaching about Genre in the Early Years. SAGE Publications Ltd; 2000. doi:10.4135/9781446219515

45.

Bearne E, Reedy D. Chapter 11: What writing involves in Bearne, E. & Reedy, D. (2018) Teaching Primary English: Subject knowledge and classroom practice. In: Teaching Primary English: Subject Knowledge and Classroom Practice. Routledge; 2018. https://contentstore.cla.co.uk/secure/link?id=755729f8-dcc7-e811-80cd-005056af4099 Conrad NJ, Kennedy K, Saoud W, Scallion L, Hanusiak L. Establishing word representations through reading and spelling: comparing degree of orthographic learning. Journal of Research in Reading. 2019;42(1):162-177. doi:10.1111/1467-9817.12256

47.

Jones S, Jones, Susan. How talk becomes text: Investigating the concept of oral reherasal in Early Years' classrooms. British journal of educational studies. 2009;57(3):265-284. https://doi.org/10.1111/j.1467-8527.2009.00438.x

48.

Lambirth A, Lambirth, Andrew. Exploring children's discourses of writing. English in education. 2016;50(3):215-232. https://doi.org/10.1111/eie.12111

49.

Dix S. Teaching writing: a multilayered participatory scaffolding practice. Literacy. 2016;50(1):23-31. https://doi.org/10.1111/lit.12068

50.

Dobson T, Stephenson L. "I think it fits in": using process drama to promote agentic writing with primary school children. Literacy. 2019;53(2):69-76. doi:10.1111/lit.12145

51.

Fisher R, Fisher, Ros. Whose writing is it anyway? Issues of control in the teaching of writing. Cambridge Journal of Education. 2006;36(2):193-206. https://doi.org/10.1080/03057640600718513

52.

Boscolo P. Chapter 20: Engaging and motivating children to write. In: Beard R, Myhill D, Mystrand M, Riley J, eds. The SAGE Handbook of Writing Development. SAGE; 2009. http://knowledge.sagepub.com.libproxy.ucl.ac.uk/view/hdbk_writingdev/SAGE.xml

53.

Treiman R, Kessler B, Caravolas M. What methods of scoring young children's spelling best predict later spelling performance? Journal of Research in Reading. 2019;42(1):80-96. doi:10.1111/1467-9817.12241

54.

Bearne E. Assessing children's written texts: a framework for equity. Literacy. 2017;51(2):74-83. doi:10.1111/lit.12105

55.

Carroll JM, Carroll JM. Chapter 3 – Principles of intervention: Screening, assessment and monitoring progress in Carroll, M., Bowyer-Crane, C., Duff, F., Hulme, C. & Snowling, M. (2011) in Developing Language and Literacy. In: Developing Language and Literacy: Effective Intervention in the Early Years. Wiley-Blackwell; 2011. http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService& ;package_service_id=2830937080004761&institutionId=4761&customerId=476 0

56.

Reading Comprehension: From Theory to Practice | ESRC | Economic and Social Research Council.

https://www.researchcatalogue.esrc.ac.uk/grants/RES-451-25-4287/outputs/read/2556fc32-abe5-44fa-b31c-915b4059d3b0

57.

Griffith R. Preservice teachers' in-the-moment teaching decisions in reading. Literacy. 2017;51(1):3-10. doi:10.1111/lit.12097

58.

Ellis S, Smith V. Assessment, teacher education and the emergence of professional expertise. Literacy. 2017;51(2):84-93. doi:10.1111/lit.12115

59.

Marshall B. Chapter 14: Assessment in English. In: Handbook of Primary English in Initial Teacher Education. National Association for the Teaching of English; 2007:227-238.

https://contentstore.cla.co.uk/secure/link?id=ae41b706-3945-e711-80cb-005056af4099

60.

Treiman R, Kessler B, Caravolas M. What methods of scoring young children's spelling best predict later spelling performance? Journal of Research in Reading. 2019;42(1):80-96. doi:10.1111/1467-9817.12241

61.

Clay MM. Chapter 3: Reducing reading and writing difficulties with an early intervention in Clay, M. (2005) Literacy Lessons Designed for Individuals – Part 1. In: Literacy Lessons Designed for Individuals: Part One: Why? When? And How?. Heinemann Education; 2005. https://contentstore.cla.co.uk/secure/link?id=72806741-c4c7-e811-80cd-005056af4099

62.

Holliman AJ, Hurry J. The effects of Reading Recovery on children's literacy progress and special educational needs status: a three-year follow-up study. Educational Psychology. 2013;33(6):719-733. doi:10.1080/01443410.2013.785048

63.

Clarke PJ, Snowling MJ, Truelove E, Hulme C. Ameliorating Children's Reading-Comprehension Difficulties. Psychological Science. 2010;21(8):1106-1116. doi:10.1177/0956797610375449

64.

Stuart M, Stainthorp R. Chapter 9 Teaching to overcome word reading difficulties (developmental dyslexia) in Stuart, M. & Stainthorp, R. (2016) Reading Development & Teaching. In: Reading Development and Teaching. SAGE Publications Ltd; 2016:166-179. doi:10.4135/9781473920170.n9

65.

Hatcher PJ, Hulme C, Snowling MJ. Explicit phoneme training combined with phonic reading instruction helps young children at risk of reading failure. Journal of Child Psychology and

Psychiatry. 2004;45(2):338-358. doi:10.1111/j.1469-7610.2004.00225.x

66.

Hurry J, Sylva K. Long-term outcomes of early reading intervention. Journal of Research in Reading. 2007;30(3):227-248. doi:10.1111/j.1467-9817.2007.00338.x

67.

Moss G. Raising Boys' Attainment in Reading: some principles for intervention. Literacy (formerly Reading). 2000;34(3):101-106. doi:10.1111/1467-9345.00143

68.

Slavin, R. What works for struggling readers? http://www.bestevidence.org.uk/assets/What_works_for_struggling_readers.pdf

69.

Vellutino FR, Fletcher JM, Snowling MJ, Scanlon DM. Specific reading disability (dyslexia): what have we learned in the past four decades? Journal of Child Psychology and Psychiatry . 2004;45(1):2-40. doi:10.1046/j.0021-9630.2003.00305.x