

# Primary\_SP: Primary PGCE - Literacy Specialism

Course start date: 07/09/2018

View Online



Anon. 2000. '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. 1 Oliver's Yard, 55 City Road, London EC1Y 1SP United Kingdom : SAGE Publications Ltd.

Anon. n.d.-a. 'Dombey, H. (2009) The Simple View of Reading. ITE English: Readings for Discussion.' Retrieved (<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.430.2749&rep=rep1&type=pdf>).

Anon. n.d.-b. 'Education Endowment Foundation (2016) Improving Literacy in Key Stage 1 – Guidance Report.'

Anon. n.d.-c. 'Education Endowment Foundation (2016) Improving Literacy in Key Stage 2 – Guidance Report.'

Anon. n.d.-d. 'Preparing for Literacy | Education Endowment Foundation | EEF'. Retrieved (<https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/>).

Anon. n.d.-e. 'Reading Comprehension: From Theory to Practice | ESRC | Economic and Social Research Council'. Retrieved (<https://www.researchcatalogue.esrc.ac.uk/grants/RES-451-25-4287/outputs/read/2556fc32-abe5-44fa-b31c-915b4059d3b0>).

Anon. n.d.-f. 'Reading Comprehension: From Theory to Practice | ESRC | Economic and Social Research Council'. Retrieved (<https://www.researchcatalogue.esrc.ac.uk/grants/RES-451-25-4287/outputs/read/2556fc32-abe5-44fa-b31c-915b4059d3b0>).

Anon. n.d.-g. 'Reading for Pleasure'. Retrieved (<https://researchrichpedagogies.org/research/reading-for-pleasure>).

Anon. n.d.-h. 'Reading For Pleasure: A Research Overview | National Literacy Trust'. Retrieved (<https://literacytrust.org.uk/research-services/research-reports/reading-pleasure-research-overview/>).

Anon. n.d.-i. 'Slavin, R. What Works for Struggling Readers?'

- Bearne, Eve. 2017. 'Assessing Children's Written Texts: A Framework for Equity'. *Literacy* 51(2):74–83. doi: 10.1111/lit.12105.
- Bearne, Eve, and David Reedy. 2018. '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*. Abingdon, Oxon: Routledge.
- Boscolo, Pietro. 2009. 'Chapter 20: Engaging and Motivating Children to Write'. in *The SAGE handbook of writing development*, edited by R. Beard, D. Myhill, M. Mystrand, and J. Riley. London: SAGE.
- Bradbury, Alice. 2018. 'The Impact of the Phonics Screening Check on Grouping by Ability: A "Necessary Evil" amid the Policy Storm'. *British Educational Research Journal* 44(4):539–56. doi: 10.1002/berj.3449.
- Carroll, Julia M., and Julia M. Carroll. 2011. '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*. Chichester, West Sussex: Wiley-Blackwell.
- Carroll, Julia M., Andrew J. Holliman, Francesca Weir, and Alison E. Baroody. 2019. 'Literacy Interest, Home Literacy Environment and Emergent Literacy Skills in Preschoolers'. *Journal of Research in Reading* 42(1):150–61. doi: 10.1111/1467-9817.12255.
- Castles, Anne, Kathleen Rastle, and Kate Nation. 2018. 'Ending the Reading Wars: Reading Acquisition From Novice to Expert'. *Psychological Science in the Public Interest* 19(1):5–51. doi: 10.1177/1529100618772271.
- Chlapana, Elissavet. 2016. 'An Intervention Programme for Enhancing Kindergarteners' Cognitive Engagement and Comprehension Skills through Reading Informational Texts'. *Literacy* 50(3):125–32. doi: 10.1111/lit.12085.
- Clarke, Paula J., Margaret J. Snowling, Emma Truelove, and Charles Hulme. 2010. 'Ameliorating Children's Reading-Comprehension Difficulties'. *Psychological Science* 21(8):1106–16. doi: 10.1177/0956797610375449.
- Clay, Marie M. 2005. '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?* Auckland, N.Z.: Heinemann Education.
- Conrad, Nicole J., Kathleen Kennedy, Wafa Saoud, Laura Scallion, and Laura Hanusiak. 2019. 'Establishing Word Representations through Reading and Spelling: Comparing Degree of Orthographic Learning'. *Journal of Research in Reading* 42(1):162–77. doi: 10.1111/1467-9817.12256.
- Darnell, Catherine A., Jonathan E. Solity, and Helen Wall. 2017. 'Decoding the Phonics Screening Check'. *British Educational Research Journal* 43(3):505–27. doi: 10.1002/berj.3269.

- Dix, Stephanie. 2016. 'Teaching Writing: A Multilayered Participatory Scaffolding Practice'. *Literacy* 50(1):23-31.
- Dobson, Tom, and Lisa Stephenson. 2019. '"I Think It Fits in": Using Process Drama to Promote Agentic Writing with Primary School Children'. *Literacy* 53(2):69-76. doi: 10.1111/lit.12145.
- Dominic Wyse and Usha Goswami. 2008. 'Synthetic Phonics and the Teaching of Reading'. *British Educational Research Journal* 34(6):691-710.
- Duff, Fiona J., Silvana E. Mengoni, Alison M. Bailey, and Margaret J. Snowling. 2015. 'Validity and Sensitivity of the Phonics Screening Check: Implications for Practice'. *Journal of Research in Reading* 38(2):109-23. doi: 10.1111/1467-9817.12029.
- Ellis, Sue, and Vivienne Smith. 2017. 'Assessment, Teacher Education and the Emergence of Professional Expertise'. *Literacy* 51(2):84-93. doi: 10.1111/lit.12115.
- Fisher, Ros and Fisher, Ros. 2006. 'Whose Writing Is It Anyway? Issues of Control in the Teaching of Writing'. *Cambridge Journal of Education* 36(2):193-206.
- Ford, Michael P., and Michael F. Opitz. 2008. 'A National Survey of Guided Reading Practices: What We Can Learn from Primary Teachers'. *Literacy Research and Instruction* 47(4):309-31. doi: 10.1080/19388070802332895.
- Gamble, Nikki. 2013. *Exploring Children's Literature: Reading with Pleasure and Purpose*. 3rd ed. Los Angeles: SAGE.
- Griffith, Robin. 2017. 'Preservice Teachers' in-the-Moment Teaching Decisions in Reading'. *Literacy* 51(1):3-10. doi: 10.1111/lit.12097.
- Hanke, Veronica. 2014. 'Guided Reading: Young Pupils' Perspectives on Classroom Practice'. *Literacy* 48(3):136-43. doi: 10.1111/lit.12019.
- Hatcher, Peter J., Charles Hulme, and Margaret J. Snowling. 2004. 'Explicit Phoneme Training Combined with Phonic Reading Instruction Helps Young Children at Risk of Reading Failure'. *Journal of Child Psychology and Psychiatry* 45(2):338-58. doi: 10.1111/j.1469-7610.2004.00225.x.
- Hempel-Jorgensen, Amelia, Teresa Cremin, Diane Harris, and Liz Chamberlain. 2018. 'Pedagogy for Reading for Pleasure in Low Socio-Economic Primary Schools: Beyond "Pedagogy of Poverty"?'. *Literacy* 52(2):86-94. doi: 10.1111/lit.12157.
- Holliman, Andrew J., and Jane Hurry. 2013. 'The Effects of Reading Recovery on Children's Literacy Progress and Special Educational Needs Status: A Three-Year Follow-up Study'. *Educational Psychology* 33(6):719-33. doi: 10.1080/01443410.2013.785048.
- Hudson, Roxanne F., Paige C. Pullen, Holly B. Lane, and Joseph K. Torgesen. 2008. 'The Complex Nature of Reading Fluency: A Multidimensional View'. *Reading & Writing Quarterly* 25(1):4-32. doi: 10.1080/10573560802491208.
- Hurry, Jane, and Kathy Sylva. 2007. 'Long-Term Outcomes of Early Reading Intervention'. *Journal of Research in Reading* 30(3):227-48. doi: 10.1111/j.1467-9817.2007.00338.x.

Jerrim, John, and Gemma Moss. 2019. 'The Link between Fiction and Teenagers' Reading Skills: International Evidence from the OECD PISA Study'. *British Educational Research Journal* 45(1):181-200. doi: 10.1002/berj.3498.

John, Claire. 2009. 'Reading Lessons: Teacherâpupil Interactions with Text during Three KS1 Shared Reading Sessions'. *Literacy* 43(3):123-33. doi: 10.1111/j.1741-4369.2009.00537.x.

Jones, Susan and Jones, Susan. 2009. 'How Talk Becomes Text: Investigating the Concept of Oral Reherasal in Early Years' Classrooms'. *British Journal of Educational Studies* 57(3):265-84.

Kirby, John R., and Robert S. Savage. 2008. 'Can the Simple View Deal with the Complexities of Reading?' *Literacy* 42(2):75-82. doi: 10.1111/j.1741-4369.2008.00487.x.  
Lambirth, Andrew. 2011. 'Chapter 3: Reading'. Pp. 23-36 in *Primary English teaching: an introduction to language, literacy and learning*. Los Angeles: SAGE.

Lambirth, Andrew and Lambirth, Andrew. 2016. 'Exploring Children's Discourses of Writing'. *English in Education* 50(3):215-32.

Lockwood, Michael. 2012. 'Attitudes to Reading in English Primary Schools'. *English in Education* 46(3):228-46. doi: 10.1111/j.1754-8845.2012.01132.x.

M, Perkins. 2015. 'Chapter 1: Knowing about the Reading Process (Pp.1-22)'. in *Becoming a teacher of reading*. London: SAGE.

Maine, Fiona, and Riikka Hofmann. 2016. 'Talking for Meaning: The Dialogic Engagement of Teachers and Children in a Small Group Reading Context'. *International Journal of Educational Research* 75:45-56. doi: 10.1016/j.ijer.2015.10.007.

Maria Nikolajeva. 2014. 'PICTUREBOOKS AND EMOTIONAL LITERACY'. *The Reading Teacher* 67(4):249-54.

Marshall, Bethan. 2007. 'Chapter 14: Assessment in English'. Pp. 227-38 in *Handbook of primary English in initial teacher education*. Sheffield: National Association for the Teaching of English.

Medwell et al. 1998. *Effective Teachers of Literacy*.

Meek, Margaret. 1988. 'How the Book Works, How the Story Goes'. Pp. 7-14 in *How texts teach what readers learn*. Stroud: Thimble Press.

Mesmer, Heidi Anne E. 2005. 'Text Decodability and the First-Grade Reader'. *Reading & Writing Quarterly* 21(1):61-86. doi: 10.1080/10573560590523667.

Moss, Gemma. 2000. 'Raising Boys' Attainment in Reading: Some Principles for Intervention'. *Literacy (Formerly Reading)* 34(3):101-6. doi: 10.1111/1467-9345.00143.

Murray, Bruce A., Mary Jane McIlwain, Chih-hsuan Wang, Geralyn Murray, and Stacie Finley. 2019. 'How Do Beginners Learn to Read Irregular Words as Sight Words?' *Journal of Research in Reading* 42(1):123-36. doi: 10.1111/1467-9817.12250.

- Ng, Clarence. 2018. 'Using Student Voice to Promote Reading Engagement for Economically Disadvantaged Students'. *Journal of Research in Reading* 41(4):700–715. doi: 10.1111/1467-9817.12249.
- O'Sullivan, Olivia, and Sue McGonigle. 2010. 'Transforming Readers: Teachers and Children in the Centre for Literacy in Primary Education Power of Reading Project'. *Literacy* 44(2):51–59. doi: 10.1111/j.1741-4369.2010.00555.x.
- Parry, Becky. 2014. 'Popular Culture, Participation and Progression in the Literacy Classroom'. *Literacy* 48(1):14–22. doi: 10.1111/lit.12027.
- Pearson, Caroline. 2010. 'Acting up or Acting out? Unlocking Children's Talk in Literature Circles'. *Literacy* 44(1):3–11. doi: 10.1111/j.1741-4369.2010.00543.x.
- Perkins, Margaret. 2015. 'How Do Children Develop as Readers?' Pp. 62–82 in *Becoming a teacher of reading*. London: SAGE.
- Rosenzweig, Emily Q., Allan Wigfield, Hanna Gaspard, and John T. Guthrie. 2018. 'How Do Perceptions of Importance Support from a Reading Intervention Affect Students' Motivation, Engagement, and Comprehension?' *Journal of Research in Reading* 41(4):625–41. doi: 10.1111/1467-9817.12243.
- Shapiro, Laura R., and Jonathan Solity. 2016. 'Differing Effects of Two Synthetic Phonics Programmes on Early Reading Development'. *British Journal of Educational Psychology* 86(2):182–203. doi: 10.1111/bjep.12097.
- Stuart, Morag, and Rhona Stainthorp. 2016. 'Chapter 9 Teaching to Overcome Word Reading Difficulties (Developmental Dyslexia) in Stuart, M. & Stainthorp, R. (2016) *Reading Development & Teaching*'. Pp. 166–79 in *Reading Development and Teaching*. 1 Oliver's Yard, 55 City Road London EC1Y 1SP : SAGE Publications Ltd.
- Treiman, Rebecca, Brett Kessler, and Markéta Caravolas. 2019a. 'What Methods of Scoring Young Children's Spelling Best Predict Later Spelling Performance?' *Journal of Research in Reading* 42(1):80–96. doi: 10.1111/1467-9817.12241.
- Treiman, Rebecca, Brett Kessler, and Markéta Caravolas. 2019b. 'What Methods of Scoring Young Children's Spelling Best Predict Later Spelling Performance?' *Journal of Research in Reading* 42(1):80–96. doi: 10.1111/1467-9817.12241.
- Twiselton, Samantha. 2000. '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* 30(3):391–403. doi: 10.1080/713657157.
- Varga, Anita. 2017. 'Metacognitive Perspectives on the Development of Reading Comprehension: A Classroom Study of Literary Text-Talks'. *Literacy* 51(1):19–25. doi: 10.1111/lit.12095.
- Vellutino, Frank R., Jack M. Fletcher, Margaret J. Snowling, and Donna M. Scanlon. 2004. 'Specific Reading Disability (Dyslexia): What Have We Learned in the Past Four Decades?' *Journal of Child Psychology and Psychiatry* 45(1):2–40. doi: 10.1046/j.0021-9630.2003.00305.x.

Westbrook, Jo, Julia Sutherland, Jane Oakhill, and Susan Sullivan. 2019. "'Just Reading': The Impact of a Faster Pace of Reading Narratives on the Comprehension of Poorer Adolescent Readers in English Classrooms'. *Literacy* 53(2):60–68. doi: 10.1111/lit.12141.

Wray, David. 1999. 'Teaching Literacy: The Foundations of Good Practice'. *Education* 3-13 27(1):53–59. doi: 10.1080/03004279985200091.

Wray, David, Medwell, Jane, Fox, Richard, Poulson, Louise. n.d. 'The Teaching Practices of Effective Teachers of Literacy'. *Educational Review* 52:75–84.