

Primary_SP: Primary PGCE - Literacy Specialism

Course start date: 07/09/2018

View Online



@article{Bearne_2017, title={Assessing children's written texts: a framework for equity}, volume={51}, DOI={10.1111/lit.12105}, number={2}, journal={Literacy}, author={Bearne, Eve}, year={2017}, month={May}, pages={74-83} }

@inbook{Bearne_Reedy_2018, address={Abingdon, Oxon}, title={Chapter 11: What writing involves in Bearne, E. & Reedy, D. (2018) Teaching Primary English: Subject knowledge and classroom practice}, url={https://contentstore.cla.co.uk/secure/link?id=755729f8-dcc7-e811-80cd-005056af4099}, booktitle={Teaching primary English: subject knowledge and classroom practice}, publisher={Routledge}, author={Bearne, Eve and Reedy, David}, year={2018} }

@inbook{Boscolo_2009, address={London}, title={Chapter 20: Engaging and motivating children to write}, url={http://knowledge.sagepub.com.libproxy.ucl.ac.uk/view/hdbk_writingdev/SAGE.xml}, booktitle={The SAGE handbook of writing development}, publisher={SAGE}, author={Boscolo, Pietro}, editor={Beard, Roger and Myhill, Debra and Mystrand, Martin and Riley, Jeni}, year={2009} }

@article{Bradbury_2018, title={The impact of the Phonics Screening Check on grouping by ability: A 'necessary evil' amid the policy storm}, volume={44}, DOI={10.1002/berj.3449}, number={4}, journal={British Educational Research Journal}, author={Bradbury, Alice}, year={2018}, month={Aug}, pages={539-556} }

@inbook{Carroll_Carroll_2011, address={Chichester, West Sussex}, title={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}, url={http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=2830937080004761&institutionId=4761&customerId=4760}, booktitle={Developing language and literacy: effective intervention in the early years}, publisher={Wiley-Blackwell}, author={Carroll, Julia M. and Carroll, Julia M.}, year={2011} }

@article{Carroll_Holliman_Weir_Barooddy_2019, title={Literacy interest, home literacy environment and emergent literacy skills in preschoolers}, volume={42}, DOI={10.1111/1467-9817.12255}, number={1}, journal={Journal of Research in Reading}, author={Carroll, Julia M. and Holliman, Andrew J. and Weir, Francesca and Barooddy, Alison E.}, year={2019}, month={Feb}, pages={150-161} }

@article{Castles_Rastle_Nation_2018, title={Ending the Reading Wars: Reading Acquisition From Novice to Expert}, volume={19}, DOI={10.1177/1529100618772271},

number={1}, journal={Psychological Science in the Public Interest}, author={Castles, Anne and Rastle, Kathleen and Nation, Kate}, year={2018}, month={Jun}, pages={5-51}

@article{Chlapana_2016, title={An intervention programme for enhancing kindergarteners' cognitive engagement and comprehension skills through reading informational texts}, volume={50}, DOI={10.1111/lit.12085}, number={3}, journal={Literacy}, author={Chlapana, Elissavet}, year={2016}, month={Sep}, pages={125-132} }

@article{Clarke_Snowling_Truelove_Hulme_2010, title={Ameliorating Children's Reading-Comprehension Difficulties}, volume={21}, DOI={10.1177/0956797610375449}, number={8}, journal={Psychological Science}, author={Clarke, Paula J. and Snowling, Margaret J. and Truelove, Emma and Hulme, Charles}, year={2010}, month={Aug}, pages={1106-1116} }

@inbook{Clay_2005, address={Auckland, N.Z.}, title={Chapter 3: Reducing reading and writing difficulties with an early intervention in Clay, M. (2005) Literacy Lessons Designed for Individuals - Part 1}, url={https://contentstore.cla.co.uk/secure/link?id=72806741-c4c7-e811-80cd-005056af4099}, booktitle={Literacy lessons designed for individuals: Part one: Why? when? and how?}, publisher={Heinemann Education}, author={Clay, Marie M.}, year={2005} }

@article{Conrad_Kennedy_Saoud_Scillion_Hanusiak_2019, title={Establishing word representations through reading and spelling: comparing degree of orthographic learning}, volume={42}, DOI={10.1111/1467-9817.12256}, number={1}, journal={Journal of Research in Reading}, author={Conrad, Nicole J. and Kennedy, Kathleen and Saoud, Wafa and Scillion, Laura and Hanusiak, Laura}, year={2019}, month={Feb}, pages={162-177} }

@article{Darnell_Solity_Wall_2017, title={Decoding the phonics screening check}, volume={43}, DOI={10.1002/berj.3269}, number={3}, journal={British Educational Research Journal}, author={Darnell, Catherine A. and Solity, Jonathan E. and Wall, Helen}, year={2017}, month={Jun}, pages={505-527} }

@article{Dix_2016, address={ENGLAND}, title={Teaching writing: a multilayered participatory scaffolding practice}, volume={50}, url={https://doi.org/10.1111/lit.12068}, number={1}, journal={Literacy}, publisher={Blackwell Publishing Limited}, author={Dix, Stephanie}, year={2016}, month={Jan}, pages={23-31} }

@article{Dobson_Stephenson_2019, title={“I think it fits in”: using process drama to promote agentic writing with primary school children}, volume={53}, DOI={10.1111/lit.12145}, number={2}, journal={Literacy}, author={Dobson, Tom and Stephenson, Lisa}, year={2019}, month={May}, pages={69-76} }

@article{Dominic Wyse and Usha Goswami_2008, title={Synthetic Phonics and the Teaching of Reading}, volume={34}, url={https://www.jstor.org/stable/40375536}, number={6}, journal={British Educational Research Journal}, publisher={Wiley}, author={Dominic Wyse and Usha Goswami}, year={2008}, pages={691-710} }

@article{Duff_Mengoni_Bailey_Snowling_2015, title={Validity and sensitivity of the phonics screening check: implications for practice}, volume={38},

DOI={10.1111/1467-9817.12029}, number={2}, journal={Journal of Research in Reading}, author={Duff, Fiona J. and Mengoni, Silvana E. and Bailey, Alison M. and Snowling, Margaret J.}, year={2015}, month={May}, pages={109-123} }

@article{Ellis_Smith_2017, title={Assessment, teacher education and the emergence of professional expertise}, volume={51}, DOI={10.1111/lit.12115}, number={2}, journal={Literacy}, author={Ellis, Sue and Smith, Vivienne}, year={2017}, month={May}, pages={84-93} }

@article{Fisher_Fisher, Ros_2006, address={ENGLAND}, title={Whose writing is it anyway? Issues of control in the teaching of writing}, volume={36}, url={https://doi.org/10.1080/03057640600718513}, number={2}, journal={Cambridge Journal of Education}, publisher={Carfax Publishing Company}, author={Fisher, Ros and Fisher, Ros}, year={2006}, month={Jun}, pages={193-206} }

@article{Ford_Opitz_2008, title={A National Survey of Guided Reading Practices: What We Can Learn from Primary Teachers}, volume={47}, DOI={10.1080/19388070802332895}, number={4}, journal={Literacy Research and Instruction}, author={Ford, Michael P. and Opitz, Michael F.}, year={2008}, month={Sep}, pages={309-331} }

@book{Gamble_2013, address={Los Angeles}, edition={3rd ed}, title={Exploring children's literature: reading with pleasure and purpose}, publisher={SAGE}, author={Gamble, Nikki}, year={2013} }

@article{Griffith_2017, title={Preservice teachers' in-the-moment teaching decisions in reading}, volume={51}, DOI={10.1111/lit.12097}, number={1}, journal={Literacy}, author={Griffith, Robin}, year={2017}, month={Jan}, pages={3-10} }

@article{Hanke_2014, title={Guided reading: young pupils' perspectives on classroom practice}, volume={48}, DOI={10.1111/lit.12019}, number={3}, journal={Literacy}, author={Hanke, Veronica}, year={2014}, month={Nov}, pages={136-143} }

@article{Hatcher_Hulme_Snowling_2004, title={Explicit phoneme training combined with phonic reading instruction helps young children at risk of reading failure}, volume={45}, DOI={10.1111/j.1469-7610.2004.00225.x}, number={2}, journal={Journal of Child Psychology and Psychiatry}, author={Hatcher, Peter J. and Hulme, Charles and Snowling, Margaret J.}, year={2004}, month={Feb}, pages={338-358} }

@article{Hempel-Jorgensen_Cremin_Harris_Chamberlain_2018, title={Pedagogy for reading for pleasure in low socio-economic primary schools: beyond 'pedagogy of poverty'?}, volume={52}, DOI={10.1111/lit.12157}, number={2}, journal={Literacy}, author={Hempel-Jorgensen, Amelia and Cremin, Teresa and Harris, Diane and Chamberlain, Liz}, year={2018}, month={May}, pages={86-94} }

@article{Holliman_Hurry_2013, title={The effects of Reading Recovery on children's literacy progress and special educational needs status: a three-year follow-up study}, volume={33}, DOI={10.1080/01443410.2013.785048}, number={6}, journal={Educational Psychology}, author={Holliman, Andrew J. and Hurry, Jane}, year={2013}, month={Oct}, pages={719-733} }

@article{Hudson_Pullen_Lane_Torgesen_2008, title={The Complex Nature of Reading

Fluency: A Multidimensional View}, volume={25}, DOI={10.1080/10573560802491208}, number={1}, journal={Reading & Writing Quarterly}, author={Hudson, Roxanne F. and Pullen, Paige C. and Lane, Holly B. and Torgesen, Joseph K.}, year={2008}, month={Dec}, pages={4-32} }

@article{Hurry_Sylva_2007, title={Long-term outcomes of early reading intervention}, volume={30}, DOI={10.1111/j.1467-9817.2007.00338.x}, number={3}, journal={Journal of Research in Reading}, author={Hurry, Jane and Sylva, Kathy}, year={2007}, month={Aug}, pages={227-248} }

@article{Jerrim_Moss_2019, title={The link between fiction and teenagers' reading skills: International evidence from the OECD PISA study}, volume={45}, DOI={10.1002/berj.3498}, number={1}, journal={British Educational Research Journal}, author={Jerrim, John and Moss, Gemma}, year={2019}, month={Feb}, pages={181-200} }

@article{John_2009, title={Reading lessons: teacherâpupil interactions with text during three KS1 shared reading sessions}, volume={43}, DOI={10.1111/j.1741-4369.2009.00537.x}, number={3}, journal={Literacy}, author={John, Claire}, year={2009}, month={Nov}, pages={123-133} }

@article{Jones_Jones, Susan_2009, address={ENGLAND}, title={How talk becomes text: Investigating the concept of oral rehearsal in Early Years' classrooms}, volume={57}, url={https://doi.org/10.1111/j.1467-8527.2009.00438.x}, number={3}, journal={British journal of educational studies}, publisher={Blackwell Publishing Limited}, author={Jones, Susan and Jones, Susan}, year={2009}, month={Sep}, pages={265-284} }

@article{Kirby_Savage_2008, title={Can the simple view deal with the complexities of reading?}, volume={42}, DOI={10.1111/j.1741-4369.2008.00487.x}, number={2}, journal={Literacy}, author={Kirby, John R. and Savage, Robert S.}, year={2008}, month={Jul}, pages={75-82} }

@inbook{Lambirth_2011, address={Los Angeles}, edition={1st ed}, title={Chapter 3: Reading}, url={https://contentstore.cla.co.uk/secure/link?id=af41b706-3945-e711-80cb-005056af4099}, booktitle={Primary English teaching: an introduction to language, literacy and learning}, publisher={SAGE}, author={Lambirth, Andrew}, year={2011}, pages={23-36} }

@article{Lambirth_Lambirth, Andrew_2016, address={ENGLAND}, title={Exploring children's discourses of writing}, volume={50}, url={https://doi.org/10.1111/eie.12111}, number={3}, journal={English in education}, publisher={National Association for the Teaching of English [etc.]}, author={Lambirth, Andrew and Lambirth, Andrew}, year={2016}, month={Sep}, pages={215-232} }

@article{Lockwood_2012, title={Attitudes to reading in English primary schools}, volume={46}, DOI={10.1111/j.1754-8845.2012.01132.x}, number={3}, journal={English in Education}, author={Lockwood, Michael}, year={2012}, month={Sep}, pages={228-246} }

@inbook{M_2015, address={London}, title={Chapter 1: Knowing about the reading process (pp.1-22)},

url={https://contentstore.cla.co.uk/secure/link?id=279ce337-d9b1-e811-80cd-005056af4099}, booktitle={Becoming a teacher of reading}, publisher={SAGE}, author={M, Perkins}, year={2015} }

@article{Maine_Hofmann_2016, title={Talking for meaning: The dialogic engagement of teachers and children in a small group reading context}, volume={75}, DOI={10.1016/j.ijer.2015.10.007}, journal={International Journal of Educational Research}, author={Maine, Fiona and Hofmann, Riikka}, year={2016}, pages={45-56} }

@article{Maria Nikolajeva_2014, title={PICTUREBOOKS AND EMOTIONAL LITERACY}, volume={67}, url={https://www.jstor.org/stable/24573569}, number={4}, journal={The Reading Teacher}, publisher={International Literacy Association}, author={Maria Nikolajeva}, year={2014}, pages={249-254} }

@inbook{Marshall_2007, address={Sheffield}, title={Chapter 14: Assessment in English}, url={https://contentstore.cla.co.uk/secure/link?id=ae41b706-3945-e711-80cb-005056af4099}, booktitle={Handbook of primary English in initial teacher education}, publisher={National Association for the Teaching of English}, author={Marshall, Bethan}, year={2007}, pages={227-238} }

@book{1998, title={Effective Teachers of Literacy}, url={http://www.leeds.ac.uk/educol/documents/000000829.htm}, author={Medwell et al}, year={1998} }

@inbook{Meek_1988, address={Stroud}, title={How the book works, how the story goes}, url={https://contentstore.cla.co.uk/secure/link?id=36330c91-7282-e711-80cb-005056af4099}, booktitle={How texts teach what readers learn}, publisher={Thimble Press}, author={Meek, Margaret}, year={1988}, pages={7-14} }

@article{Mesmer_2005, title={Text Decodability and the First-grade Reader}, volume={21}, DOI={10.1080/10573560590523667}, number={1}, journal={Reading & Writing Quarterly}, author={Mesmer, Heidi Anne E.}, year={2005}, month={Jan}, pages={61-86} }

@article{Moss_2000, title={Raising Boys' Attainment in Reading: some principles for intervention}, volume={34}, DOI={10.1111/1467-9345.00143}, number={3}, journal={Literacy (formerly Reading)}, author={Moss, Gemma}, year={2000}, month={Nov}, pages={101-106} }

@article{Murray_McIlwain_Wang_Murray_Finley_2019, title={How do beginners learn to read irregular words as sight words?}, volume={42}, DOI={10.1111/1467-9817.12250}, number={1}, journal={Journal of Research in Reading}, author={Murray, Bruce A. and McIlwain, Mary Jane and Wang, Chih-hsuan and Murray, Geralyn and Finley, Stacie}, year={2019}, month={Feb}, pages={123-136} }

@article{Ng_2018, title={Using student voice to promote reading engagement for economically disadvantaged students}, volume={41}, DOI={10.1111/1467-9817.12249}, number={4}, journal={Journal of Research in Reading}, author={Ng, Clarence}, year={2018}, month={Nov}, pages={700-715} }

@article{O'Sullivan_McGonigle_2010, title={Transforming readers: teachers and children in the Centre for Literacy in Primary Education Power of Reading project}, volume={44}, DOI={10.1111/j.1741-4369.2010.00555.x}, number={2}, journal={Literacy}, author={O'Sullivan, Olivia and McGonigle, Sue}, year={2010}, month={Jul}, pages={51-59} }

@article{Parry_2014, title={Popular culture, participation and progression in the literacy classroom}, volume={48}, DOI={10.1111/lit.12027}, number={1}, journal={Literacy}, author={Parry, Becky}, year={2014}, month={Apr}, pages={14-22} }

@article{Pearson_2010, title={Acting up or acting out? Unlocking children's talk in literature circles}, volume={44}, DOI={10.1111/j.1741-4369.2010.00543.x}, number={1}, journal={Literacy}, author={Pearson, Caroline}, year={2010}, month={Apr}, pages={3-11} }

@inbook{Perkins_2015, address={London}, title={How do children develop as readers?}, url={https://contentstore.cla.co.uk/secure/link?id=b041b706-3945-e711-80cb-005056af4099}, booktitle={Becoming a teacher of reading}, publisher={SAGE}, author={Perkins, Margaret}, year={2015}, pages={62-82} }

@article{Rosenzweig_Wigfield_Gaspard_Guthrie_2018, title={How do perceptions of importance support from a reading intervention affect students' motivation, engagement, and comprehension?}, volume={41}, DOI={10.1111/1467-9817.12243}, number={4}, journal={Journal of Research in Reading}, author={Rosenzweig, Emily Q. and Wigfield, Allan and Gaspard, Hanna and Guthrie, John T.}, year={2018}, month={Nov}, pages={625-641} }

@article{Shapiro_Solity_2016, title={Differing effects of two synthetic phonics programmes on early reading development}, volume={86}, DOI={10.1111/bjep.12097}, number={2}, journal={British Journal of Educational Psychology}, author={Shapiro, Laura R. and Solity, Jonathan}, year={2016}, month={Jun}, pages={182-203} }

@inbook{Stuart_Stainthorp_2016, address={1 Oliver's Yard, 55 City Road London EC1Y 1SP}, title={Chapter 9 Teaching to overcome word reading difficulties (developmental dyslexia) in Stuart, M. & Stainthorp, R. (2016) Reading Development & Teaching}, url={http://sk.sagepub.com/Books/reading-development-and-teaching/i679.xml}, DOI={10.4135/9781473920170.n9}, booktitle={Reading Development and Teaching}, publisher={SAGE Publications Ltd}, author={Stuart, Morag and Stainthorp, Rhona}, year={2016}, pages={166-179} }

@article{Treiman_Kessler_Caravolas_2019a, title={What methods of scoring young children's spelling best predict later spelling performance?}, volume={42}, DOI={10.1111/1467-9817.12241}, number={1}, journal={Journal of Research in Reading}, author={Treiman, Rebecca and Kessler, Brett and Caravolas, Markéta}, year={2019}, month={Feb}, pages={80-96} }

@article{Treiman_Kessler_Caravolas_2019b, title={What methods of scoring young children's spelling best predict later spelling performance?}, volume={42}, DOI={10.1111/1467-9817.12241}, number={1}, journal={Journal of Research in Reading}, author={Treiman, Rebecca and Kessler, Brett and Caravolas, Markéta}, year={2019}, month={Feb}, pages={80-96} }

@article{Twiselton_2000, title={Seeing the Wood for the Trees: The National Literacy Strategy and Initial Teacher Education; pedagogical content knowledge and the structure of subjects}, volume={30}, url={<https://doi.org/10.1080/713657157>}, DOI={10.1080/713657157}, number={3}, journal={Cambridge Journal of Education}, author={Twiselton, Samantha}, year={2000}, month={Nov}, pages={391-403} }

@article{Varga_2017, title={Metacognitive perspectives on the development of reading comprehension: a classroom study of literary text-talks}, volume={51}, DOI={10.1111/lit.12095}, number={1}, journal={Literacy}, author={Varga, Anita}, year={2017}, month={Jan}, pages={19-25} }

@article{Vellutino_Fletcher_Snowling_Scanlon_2004, title={Specific reading disability (dyslexia): what have we learned in the past four decades?}, volume={45}, DOI={10.1046/j.0021-9630.2003.00305.x}, number={1}, journal={Journal of Child Psychology and Psychiatry}, author={Vellutino, Frank R. and Fletcher, Jack M. and Snowling, Margaret J. and Scanlon, Donna M.}, year={2004}, month={Jan}, pages={2-40} }

@article{Westbrook_Sutherland_Oakhill_Sullivan_2019, title={'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms}, volume={53}, DOI={10.1111/lit.12141}, number={2}, journal={Literacy}, author={Westbrook, Jo and Sutherland, Julia and Oakhill, Jane and Sullivan, Susan}, year={2019}, month={May}, pages={60-68} }

@article{Wray_1999, title={Teaching literacy: The foundations of good practice}, volume={27}, DOI={10.1080/03004279985200091}, number={1}, journal={Education 3-13}, author={Wray, David}, year={1999}, month={Mar}, pages={53-59} }

@article{Wray, DavidMedwell, JaneFox, RichardPoulson, Louise, title={The teaching practices of effective teachers of literacy}, volume={52}, url={<https://search-proquest-com.libproxy.ucl.ac.uk/docview/235110188/1FC8C2E932D64BC4PQ/10?accountid=14511>}, journal={Educational Review}, author={Wray, DavidMedwell, JaneFox, RichardPoulson, Louise}, pages={75-84} }

@inbook{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_2000, address={1 Oliver's Yard, 55 City Road, London EC1Y 1SP United Kingdom }, url={<http://sk.sagepub.com/books/developing-writing-for-different-purposes>}, DOI={10.4135/9781446219515}, booktitle={Developing Writing for Different Purposes: Teaching about Genre in the Early Years}, publisher={SAGE Publications Ltd}, year={2000} }

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

@misc{Education Endowment Foundation (2016) Improving Literacy in Key Stage 1 – Guidance Report., url={<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>} }

@misc{Education Endowment Foundation (2016) Improving Literacy in Key Stage 2 – Guidance Report.,
url={ <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> } }

@misc{Preparing for Literacy | Education Endowment Foundation | EEF,
url={ <https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/> } }

@misc{Reading Comprehension: From Theory to Practice | ESRC | Economic and Social Research Council,
url={ <https://www.researchcatalogue.esrc.ac.uk/grants/RES-451-25-4287/outputs/read/2556fc32-abe5-44fa-b31c-915b4059d3b0> } }

@misc{Reading for pleasure,
url={ <https://researchrichpedagogies.org/research/reading-for-pleasure> } }

@misc{Reading For Pleasure: A research overview | National Literacy Trust,
url={ <https://literacytrust.org.uk/research-services/research-reports/reading-pleasure-research-overview/> } }

@misc{Reading Comprehension: From Theory to Practice | ESRC | Economic and Social Research Council,
url={ <https://www.researchcatalogue.esrc.ac.uk/grants/RES-451-25-4287/outputs/read/2556fc32-abe5-44fa-b31c-915b4059d3b0> } }

@misc{Slavin, R. What works for struggling readers?,
url={ http://www.bestevidence.org.uk/assets/What_works_for_struggling_readers.pdf } }