Primary_SP: Primary PGCE - Literacy Specialism

Course start date: 07/09/2018

1

Lambirth A. Chapter 3: Reading. Primary English teaching: an introduction to language, literacy and learning. Los Angeles: SAGE 2011:23–36.

2

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

3

Kirby JR, Savage RS. Can the simple view deal with the complexities of reading? Literacy. 2008;42:75–82. 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.

6

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

7

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

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;30:391–403. doi: 10.1080/713657157

9

Wray, DavidMedwell, JaneFox, RichardPoulson, Louise. The teaching practices of effective teachers of literacy. Educational Review. ;52:75–84.

10

Medwell et al. Effective Teachers of Literacy. 1998.

11

Wray D. Teaching literacy: The foundations of good practice. Education 3-13. 1999;27:53–9. 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;86:182–203. doi: 10.1111/bjep.12097

13

Westbrook J, Sutherland J, Oakhill J, et al. 'Just reading': the impact of a faster pace of

reading narratives on the comprehension of poorer adolescent readers in English classrooms. Literacy. 2019;53:60–8. 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;44:539–56. 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). Becoming a teacher of reading. London: SAGE 2015.

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;43:505–27. doi: 10.1002/berj.3269

19

Duff FJ, Mengoni SE, Bailey AM, et al. Validity and sensitivity of the phonics screening check: implications for practice. Journal of Research in Reading. 2015;38:109–23. doi: 10.1111/1467-9817.12029

20

Mesmer HAE. Text Decodability and the First-grade Reader. Reading & Writing Quarterly.

2005;21:61–86. doi: 10.1080/10573560590523667

21

Murray BA, McIlwain MJ, Wang C, et al. How do beginners learn to read irregular words as sight words? Journal of Research in Reading. 2019;42:123–36. doi: 10.1111/1467-9817.12250

22

Dominic Wyse and Usha Goswami. Synthetic Phonics and the Teaching of Reading. British Educational Research Journal. 2008;34:691–710.

23

Carroll JM, Holliman AJ, Weir F, et al. Literacy interest, home literacy environment and emergent literacy skills in preschoolers. Journal of Research in Reading. 2019;42:150–61. 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;50:125–32. doi: 10.1111/lit.12085

25

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

26

Ford MP, Opitz MF. A National Survey of Guided Reading Practices: What We Can Learn from Primary Teachers. Literacy Research and Instruction. 2008;47:309–31. doi: 10.1080/19388070802332895

27

Gamble N. Exploring children's literature: reading with pleasure and purpose. 3rd ed. Los Angeles: SAGE 2013.

28

Hanke V. Guided reading: young pupils' perspectives on classroom practice. Literacy. 2014;48:136–43. 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;44:51–9. doi: 10.1111/j.1741-4369.2010.00555.x

30

Hudson RF, Pullen PC, Lane HB, et al. The Complex Nature of Reading Fluency: A Multidimensional View. Reading & Writing Quarterly. 2008;25:4–32. 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;45:181–200. doi: 10.1002/berj.3498

32

John C. Reading lessons: teacherâpupil interactions with text during three KS1 shared reading sessions. Literacy. 2009;43:123–33. doi: 10.1111/j.1741-4369.2009.00537.x

33

Lockwood M. Attitudes to reading in English primary schools. English in Education. 2012;46:228–46. 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. How texts teach what readers learn. Stroud: Thimble Press 1988:7–14.

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;48:14–22. doi: 10.1111/lit.12027

38

Maria Nikolajeva. PICTUREBOOKS AND EMOTIONAL LITERACY. The Reading Teacher. 2014;67:249–54.

39

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

40

Perkins M. How do children develop as readers? Becoming a teacher of reading. London: SAGE 2015:62–82.

41

Rosenzweig EQ, Wigfield A, Gaspard H, et al. How do perceptions of importance support

from a reading intervention affect students' motivation, engagement, and comprehension? Journal of Research in Reading. 2018;41:625–41. 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;41:700–15. 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;51:19–25. 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. 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 2000.

45

Bearne E, Reedy D. Chapter 11: What writing involves in Bearne, E. & Reedy, D. (2018) Teaching Primary English: Subject knowledge and classroom practice. Teaching primary English: subject knowledge and classroom practice. Abingdon, Oxon: Routledge 2018.

46

Conrad NJ, Kennedy K, Saoud W, et al. Establishing word representations through reading and spelling: comparing degree of orthographic learning. Journal of Research in Reading. 2019;42:162–77. 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;57:265–84.

48

Lambirth A, Lambirth, Andrew. Exploring children's discourses of writing. English in education. 2016;50:215–32.

49

Dix S. Teaching writing: a multilayered participatory scaffolding practice. Literacy. 2016;50:23–31.

50

Dobson T, Stephenson L. "I think it fits in": using process drama to promote agentic writing with primary school children. Literacy. 2019;53:69–76. 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;36:193–206.

52

Boscolo P. Chapter 20: Engaging and motivating children to write. In: Beard R, Myhill D, Mystrand M, et al., eds. The SAGE handbook of writing development. London: SAGE 2009.

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;42:80–96. doi: 10.1111/1467-9817.12241

54

Bearne E. Assessing children's written texts: a framework for equity. Literacy. 2017;51:74–83. 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. Developing language and literacy: effective intervention in the early years. Chichester, West Sussex: Wiley-Blackwell 2011.

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;51:3–10. doi: 10.1111/lit.12097

58

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

59

Marshall B. Chapter 14: Assessment in English. Handbook of primary English in initial teacher education. Sheffield: National Association for the Teaching of English 2007:227–38.

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;42:80–96. 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. Literacy lessons designed for individuals: Part one: Why? when? and how?. Auckland, N.Z.: Heinemann Education 2005.

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;33:719–33. doi: 10.1080/01443410.2013.785048

63

Clarke PJ, Snowling MJ, Truelove E, et al. Ameliorating Children's Reading-Comprehension Difficulties. Psychological Science. 2010;21:1106–16. 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. Reading Development and Teaching. 1 Oliver's Yard, 55 City Road London EC1Y 1SP : SAGE Publications Ltd 2016:166–79.

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;45:338–58. 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;30:227–48. 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;34:101–6. doi: 10.1111/1467-9345.00143

68

Slavin, R. What works for struggling readers?

69

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