Primary_SP: Primary PGCE - Literacy Specialism

Course start date: 07/09/2018



Bearne, Eve. 2017. 'Assessing Children's Written Texts: A Framework for Equity'. Literacy 51 (2): 74–83. https://doi.org/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.

https://contentstore.cla.co.uk/secure/link?id=755729f8-dcc7-e811-80cd-005056af4099.

Boscolo, Pietro. 2009. 'Chapter 20: Engaging and Motivating Children to Write'. Electronic resource. In The SAGE Handbook of Writing Development, edited by Roger Beard, Debra Myhill, Martin Mystrand, and Jeni Riley. London: SAGE.

http://knowledge.sagepub.com.libproxy.ucl.ac.uk/view/hdbk_writingdev/SAGE.xml.

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. https://doi.org/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'. Electronic resource. In Developing Language and Literacy: Effective Intervention in the Early Years. Chichester, West Sussex: Wiley-Blackwell.

 $http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService\& amp; package_service_id=2830937080004761\& amp; institutionId=4761\& amp; customerId=4760.$

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. https://doi.org/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. https://doi.org/10.1177/1529100618772271.

'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. 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. https://doi.org/10.4135/9781446219515.

Chlapana, Elissavet. 2016. 'An Intervention Programme for Enhancing Kindergarteners' Cognitive Engagement and Comprehension Skills through Reading Informational Texts'. Literacy 50 (3): 125–32. https://doi.org/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. https://doi.org/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.

https://contentstore.cla.co.uk/secure/link?id=72806741-c4c7-e811-80cd-005056af4099.

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. https://doi.org/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. https://doi.org/10.1002/berj.3269.

Dix, Stephanie. 2016. 'Teaching Writing: A Multilayered Participatory Scaffolding Practice'. Literacy 50 (1): 23–31. https://doi.org/10.1111/lit.12068.

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. https://doi.org/10.1111/lit.12145.

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

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

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. https://doi.org/10.1111/1467-9817.12029.

'DEducation Endowment Foundation (2016) Improving Literacy in Key Stage 1 – Guidance Report.' n.d.

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

'DEducation Endowment Foundation (2016) Improving Literacy in Key Stage 2 – Guidance Report.' n.d.

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

Ellis, Sue, and Vivienne Smith. 2017. 'Assessment, Teacher Education and the Emergence of Professional Expertise'. Literacy 51 (2): 84–93. https://doi.org/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. https://doi.org/10.1080/03057640600718513.

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. https://doi.org/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. https://doi.org/10.1111/lit.12097.

Hanke, Veronica. 2014. 'Guided Reading: Young Pupils' Perspectives on Classroom Practice'. Literacy 48 (3): 136–43. https://doi.org/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. https://doi.org/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. https://doi.org/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. https://doi.org/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. https://doi.org/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. https://doi.org/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. https://doi.org/10.1002/berj.3498.

John, Claire. 2009. 'Reading Lessons: Teacherâpupil Interactions with Text during Three KS1 Shared Reading Sessions'. Literacy 43 (3): 123–33. https://doi.org/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. https://doi.org/10.1111/j.1467-8527.2009.00438.x.

Kirby, John R., and Robert S. Savage. 2008. 'Can the Simple View Deal with the Complexities of Reading?' Literacy 42 (2): 75–82. https://doi.org/10.1111/j.1741-4369.2008.00487.x.

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

Lambirth, Andrew and Lambirth, Andrew. 2016. 'Exploring Children's Discourses of Writing'. English in Education 50 (3): 215–32. https://doi.org/10.1111/eie.12111.

Lockwood, Michael. 2012. 'Attitudes to Reading in English Primary Schools'. English in Education 46 (3): 228–46. https://doi.org/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. https://contentstore.cla.co.uk/secure/link?id=279ce337-d9b1-e811-80cd-005056af4099.

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. https://doi.org/10.1016/j.ijer.2015.10.007.

Maria Nikolajeva. 2014. 'PICTUREBOOKS AND EMOTIONAL LITERACY'. The Reading Teacher 67 (4): 249–54. https://www.jstor.org/stable/24573569.

Marshall, Bethan. 2007. 'Chapter 14: Assessment in English'. In Handbook of Primary English in Initial Teacher Education, 227–38. Sheffield: National Association for the Teaching of English.

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

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

Meek, Margaret. 1988. 'How the Book Works, How the Story Goes'. In How Texts Teach What Readers Learn, 7–14. Stroud: Thimble Press.

https://contentstore.cla.co.uk/secure/link?id=36330c91-7282-e711-80cb-005056af4099.

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

Moss, Gemma. 2000. 'Raising Boys' Attainment in Reading: Some Principles for Intervention'. Literacy (Formerly Reading) 34 (3): 101–6. https://doi.org/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. https://doi.org/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. https://doi.org/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. https://doi.org/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. https://doi.org/10.1111/lit.12027.

Pearson, Caroline. 2010. 'Acting up or Acting out? Unlocking Children's Talk in Literature Circles'. Literacy 44 (1): 3–11. https://doi.org/10.1111/j.1741-4369.2010.00543.x.

Perkins, Margaret. 2015. 'How Do Children Develop as Readers?' In Becoming a Teacher of Reading, 62–82. London: SAGE.

https://contentstore.cla.co.uk/secure/link?id=b041b706-3945-e711-80cb-005056af4099.

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

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

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

'———'. n.d.

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

'Reading for Pleasure'. n.d.

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

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

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. https://doi.org/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. https://doi.org/10.1111/bjep.12097.

'Slavin, R. What Works for Struggling Readers?' n.d. http://www.bestevidence.org.uk/assets/What_works_for_struggling_readers.pdf.

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'. In Reading Development and Teaching, 166–79. 1 Oliver's Yard, 55 City Road London EC1Y 1SP: SAGE Publications Ltd. https://doi.org/10.4135/9781473920170.n9.

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. https://doi.org/10.1111/1467-9817.12241.

———. 2019b. 'What Methods of Scoring Young Children's Spelling Best Predict Later Spelling Performance?' Journal of Research in Reading 42 (1): 80–96. https://doi.org/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. https://doi.org/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. https://doi.org/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. https://doi.org/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. https://doi.org/10.1111/lit.12141.

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

Wray, DavidMedwell, JaneFox, RichardPoulson, Louise. n.d. 'The Teaching Practices of Effective Teachers of Literacy'. Educational Review 52: 75–84. https://search-proquest-com.libproxy.ucl.ac.uk/docview/235110188/1FC8C2E932D64BC4PQ/10?accountid=14511.