Primary_SP: Primary PGCE - Literacy Specialism

Course start date: 07/09/2018



[1]

A. Lambirth, 'Chapter 3: Reading', in Primary English teaching: an introduction to language, literacy and learning, 1st ed.Los Angeles: SAGE, 2011, pp. 23–36. Available: https://contentstore.cla.co.uk/secure/link?id=af41b706-3945-e711-80cb-005056af4099

[2]

A. Castles, K. Rastle, and K. Nation, 'Ending the Reading Wars: Reading Acquisition From Novice to Expert', Psychological Science in the Public Interest, vol. 19, no. 1, pp. 5–51, June 2018, doi: 10.1177/1529100618772271

[3]

J. R. Kirby and R. S. Savage, 'Can the simple view deal with the complexities of reading?', Literacy, vol. 42, no. 2, pp. 75–82, July 2008, doi: 10.1111/j.1741-4369.2008.00487.x

[4]

'Dombey, H. (2009) The simple view of reading. ITE English: Readings for discussion.' Available:

http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.430.2749&rep=rep1&type=pdf

[5]

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

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

[6]

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

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

[7]

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

[8]

S. Twiselton, '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, vol. 30, no. 3, pp. 391–403, Nov. 2000, doi: 10.1080/713657157. Available: https://doi.org/10.1080/713657157

[9]

Wray, DavidMedwell, JaneFox, RichardPoulson, Louise, 'The teaching practices of effective teachers of literacy', Educational Review, vol. 52, pp. 75–84, Available: https://search-proquest-com.libproxy.ucl.ac.uk/docview/235110188/1FC8C2E932D64BC4PQ/10?accountid=14511

[10]

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

[11]

D. Wray, 'Teaching literacy: The foundations of good practice', Education 3-13, vol. 27, no. 1, pp. 53-59, Mar. 1999, doi: 10.1080/03004279985200091

[12]

L. R. Shapiro and J. Solity, 'Differing effects of two synthetic phonics programmes on early

reading development', British Journal of Educational Psychology, vol. 86, no. 2, pp. 182–203, June 2016, doi: 10.1111/bjep.12097

[13]

J. Westbrook, J. Sutherland, J. Oakhill, and S. Sullivan, "Just reading": the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms', Literacy, vol. 53, no. 2, pp. 60–68, May 2019, doi: 10.1111/lit.12141

[14]

A. Bradbury, 'The impact of the Phonics Screening Check on grouping by ability: A "necessary evil" amid the policy storm', British Educational Research Journal, vol. 44, no. 4, pp. 539–556, Aug. 2018, doi: 10.1002/berj.3449

[15]

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

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

[16]

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

[17]

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

[18]

C. A. Darnell, J. E. Solity, and H. Wall, 'Decoding the phonics screening check', British Educational Research Journal, vol. 43, no. 3, pp. 505–527, June 2017, doi: 10.1002/berj.3269

[19]

F. J. Duff, S. E. Mengoni, A. M. Bailey, and M. J. Snowling, 'Validity and sensitivity of the phonics screening check: implications for practice', Journal of Research in Reading, vol. 38, no. 2, pp. 109–123, May 2015, doi: 10.1111/1467-9817.12029

[20]

H. A. E. Mesmer, 'Text Decodability and the First-grade Reader', Reading & Writing Quarterly, vol. 21, no. 1, pp. 61–86, Jan. 2005, doi: 10.1080/10573560590523667

[21]

B. A. Murray, M. J. McIlwain, C. Wang, G. Murray, and S. Finley, 'How do beginners learn to read irregular words as sight words?', Journal of Research in Reading, vol. 42, no. 1, pp. 123–136, Feb. 2019, doi: 10.1111/1467-9817.12250

[22]

Dominic Wyse and Usha Goswami, 'Synthetic Phonics and the Teaching of Reading', British Educational Research Journal, vol. 34, no. 6, pp. 691–710, 2008, Available: https://www.istor.org/stable/40375536

[23]

J. M. Carroll, A. J. Holliman, F. Weir, and A. E. Baroody, 'Literacy interest, home literacy environment and emergent literacy skills in preschoolers', Journal of Research in Reading, vol. 42, no. 1, pp. 150–161, Feb. 2019, doi: 10.1111/1467-9817.12255

[24]

E. Chlapana, 'An intervention programme for enhancing kindergarteners' cognitive engagement and comprehension skills through reading informational texts', Literacy, vol. 50, no. 3, pp. 125–132, Sept. 2016, doi: 10.1111/lit.12085

[25]

A. Hempel-Jorgensen, T. Cremin, D. Harris, and L. Chamberlain, 'Pedagogy for reading for

pleasure in low socio-economic primary schools: beyond "pedagogy of poverty"?', Literacy, vol. 52, no. 2, pp. 86-94, May 2018, doi: 10.1111/lit.12157

[26]

M. P. Ford and M. F. Opitz, 'A National Survey of Guided Reading Practices: What We Can Learn from Primary Teachers', Literacy Research and Instruction, vol. 47, no. 4, pp. 309–331, Sept. 2008, doi: 10.1080/19388070802332895

[27]

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

[28]

V. Hanke, 'Guided reading: young pupils' perspectives on classroom practice', Literacy, vol. 48, no. 3, pp. 136–143, Nov. 2014, doi: 10.1111/lit.12019

[29]

O. O'Sullivan and S. McGonigle, 'Transforming readers: teachers and children in the Centre for Literacy in Primary Education Power of Reading project', Literacy, vol. 44, no. 2, pp. 51–59, July 2010, doi: 10.1111/j.1741-4369.2010.00555.x

[30]

R. F. Hudson, P. C. Pullen, H. B. Lane, and J. K. Torgesen, 'The Complex Nature of Reading Fluency: A Multidimensional View', Reading & Writing Quarterly, vol. 25, no. 1, pp. 4–32, Dec. 2008, doi: 10.1080/10573560802491208

[31]

J. Jerrim and G. Moss, 'The link between fiction and teenagers' reading skills: International evidence from the OECD PISA study', British Educational Research Journal, vol. 45, no. 1, pp. 181–200, Feb. 2019, doi: 10.1002/berj.3498

[32]

C. John, 'Reading lessons: teacherâpupil interactions with text during three KS1 shared reading sessions', Literacy, vol. 43, no. 3, pp. 123–133, Nov. 2009, doi: 10.1111/j.1741-4369.2009.00537.x

[33]

M. Lockwood, 'Attitudes to reading in English primary schools', English in Education, vol. 46, no. 3, pp. 228–246, Sept. 2012, doi: 10.1111/j.1754-8845.2012.01132.x

[34]

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

[35]

M. Meek, 'How the book works, how the story goes', in How texts teach what readers learn , Stroud: Thimble Press, 1988, pp. 7-14. Available: https://contentstore.cla.co.uk/secure/link?id=36330c91-7282-e711-80cb-005056af4099

[36]

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

[37]

B. Parry, 'Popular culture, participation and progression in the literacy classroom', Literacy, vol. 48, no. 1, pp. 14–22, Apr. 2014, doi: 10.1111/lit.12027

[38]

Maria Nikolajeva, 'PICTUREBOOKS AND EMOTIONAL LITERACY', The Reading Teacher, vol. 67, no. 4, pp. 249–254, 2014, Available: https://www.jstor.org/stable/24573569

[39]

C. Pearson, 'Acting up or acting out? Unlocking children's talk in literature circles', Literacy, vol. 44, no. 1, pp. 3–11, Apr. 2010, doi: 10.1111/j.1741-4369.2010.00543.x

[40]

M. Perkins, 'How do children develop as readers?', in Becoming a teacher of reading, London: SAGE, 2015, pp. 62–82. Available: https://contentstore.cla.co.uk/secure/link?id=b041b706-3945-e711-80cb-005056af4099

[41]

E. Q. Rosenzweig, A. Wigfield, H. Gaspard, and J. T. Guthrie, 'How do perceptions of importance support from a reading intervention affect students' motivation, engagement, and comprehension?', Journal of Research in Reading, vol. 41, no. 4, pp. 625–641, Nov. 2018, doi: 10.1111/1467-9817.12243

[42]

C. Ng, 'Using student voice to promote reading engagement for economically disadvantaged students', Journal of Research in Reading, vol. 41, no. 4, pp. 700–715, Nov. 2018, doi: 10.1111/1467-9817.12249

[43]

A. Varga, 'Metacognitive perspectives on the development of reading comprehension: a classroom study of literary text-talks', Literacy, vol. 51, no. 1, pp. 19–25, Jan. 2017, 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, 1 Oliver's Yard, 55 City Road, London EC1Y 1SP United Kingdom: SAGE Publications Ltd, 2000. doi: 10.4135/9781446219515. Available: http://sk.sagepub.com/books/developing-writing-for-different-purposes

[45]

E. Bearne and D. Reedy, '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, 2018. Available:

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

[46]

N. J. Conrad, K. Kennedy, W. Saoud, L. Scallion, and L. Hanusiak, 'Establishing word representations through reading and spelling: comparing degree of orthographic learning', Journal of Research in Reading, vol. 42, no. 1, pp. 162–177, Feb. 2019, doi: 10.1111/1467-9817.12256

[47]

S. Jones and Jones, Susan, 'How talk becomes text: Investigating the concept of oral reherasal in Early Years' classrooms', British journal of educational studies, vol. 57, no. 3, pp. 265–284, Sept. 2009, Available: https://doi.org/10.1111/j.1467-8527.2009.00438.x

[48]

A. Lambirth and Lambirth, Andrew, 'Exploring children's discourses of writing', English in education, vol. 50, no. 3, pp. 215–232, Sept. 2016, Available: https://doi.org/10.1111/eie.12111

[49]

S. Dix, 'Teaching writing: a multilayered participatory scaffolding practice', Literacy, vol. 50, no. 1, pp. 23–31, Jan. 2016, Available: https://doi.org/10.1111/lit.12068

[50]

T. Dobson and L. Stephenson, '"I think it fits in": using process drama to promote agentic writing with primary school children', Literacy, vol. 53, no. 2, pp. 69–76, May 2019, doi: 10.1111/lit.12145

[51]

R. Fisher and Fisher, Ros, 'Whose writing is it anyway? Issues of control in the teaching of

writing', Cambridge Journal of Education, vol. 36, no. 2, pp. 193–206, June 2006, Available: https://doi.org/10.1080/03057640600718513

[52]

P. Boscolo, 'Chapter 20: Engaging and motivating children to write', in The SAGE handbook of writing development, R. Beard, D. Myhill, M. Mystrand, and J. Riley, Eds, London: SAGE, 2009. Available:

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

[53]

R. Treiman, B. Kessler, and M. Caravolas, 'What methods of scoring young children's spelling best predict later spelling performance?', Journal of Research in Reading, vol. 42, no. 1, pp. 80-96, Feb. 2019, doi: 10.1111/1467-9817.12241

[54]

E. Bearne, 'Assessing children's written texts: a framework for equity', Literacy, vol. 51, no. 2, pp. 74–83, May 2017, doi: 10.1111/lit.12105

[55]

J. M. Carroll and J. M. Carroll, '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, 2011. Available:

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

[56]

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

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

[57]

R. Griffith, 'Preservice teachers' in-the-moment teaching decisions in reading', Literacy, vol. 51, no. 1, pp. 3–10, Jan. 2017, doi: 10.1111/lit.12097

[58]

S. Ellis and V. Smith, 'Assessment, teacher education and the emergence of professional expertise', Literacy, vol. 51, no. 2, pp. 84–93, May 2017, doi: 10.1111/lit.12115

[59]

B. Marshall, 'Chapter 14: Assessment in English', in Handbook of primary English in initial teacher education, Sheffield: National Association for the Teaching of English, 2007, pp. 227–238. Available:

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

[60]

R. Treiman, B. Kessler, and M. Caravolas, 'What methods of scoring young children's spelling best predict later spelling performance?', Journal of Research in Reading, vol. 42, no. 1, pp. 80–96, Feb. 2019, doi: 10.1111/1467-9817.12241

[61]

M. M. Clay, '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, 2005. Available:

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

[62]

A. J. Holliman and J. Hurry, 'The effects of Reading Recovery on children's literacy progress and special educational needs status: a three-year follow-up study', Educational Psychology, vol. 33, no. 6, pp. 719–733, Oct. 2013, doi: 10.1080/01443410.2013.785048

[63]

P. J. Clarke, M. J. Snowling, E. Truelove, and C. Hulme, 'Ameliorating Children's Reading-Comprehension Difficulties', Psychological Science, vol. 21, no. 8, pp. 1106–1116, Aug. 2010, doi: 10.1177/0956797610375449

[64]

M. Stuart and R. Stainthorp, 'Chapter 9 Teaching to overcome word reading difficulties (developmental dyslexia) in Stuart, M. & Stainthorp, R. (2016) Reading Development & Teaching', in Reading Development and Teaching, 1 Oliver's Yard, 55 City Road London EC1Y 1SP: SAGE Publications Ltd, 2016, pp. 166–179. doi: 10.4135/9781473920170.n9. Available: http://sk.sagepub.com/Books/reading-development-and-teaching/i679.xml

[65]

P. J. Hatcher, C. Hulme, and M. J. Snowling, 'Explicit phoneme training combined with phonic reading instruction helps young children at risk of reading failure', Journal of Child Psychology and Psychiatry, vol. 45, no. 2, pp. 338–358, Feb. 2004, doi: 10.1111/j.1469-7610.2004.00225.x

[66]

J. Hurry and K. Sylva, 'Long-term outcomes of early reading intervention', Journal of Research in Reading, vol. 30, no. 3, pp. 227–248, Aug. 2007, doi: 10.1111/j.1467-9817.2007.00338.x

[67]

G. Moss, 'Raising Boys' Attainment in Reading: some principles for intervention', Literacy (formerly Reading), vol. 34, no. 3, pp. 101–106, Nov. 2000, doi: 10.1111/1467-9345.00143

[68]

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

[69]

F. R. Vellutino, J. M. Fletcher, M. J. Snowling, and D. M. Scanlon, 'Specific reading disability

(dyslexia): what have we learned in the past four decades?', Journal of Child Psychology and Psychiatry, vol. 45, no. 1, pp. 2–40, Jan. 2004, doi: 10.1046/j.0021-9630.2003.00305.x