

# Primary\_SP: Primary PGCE - Literacy Specialism

Course start date: 07/09/2018

View Online



Bearne, Eve, 'Assessing Children's Written Texts: A Framework for Equity', *Literacy*, 51.2 (2017), pp. 74–83, doi:10.1111/lit.12105

—, and David 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* (Routledge, 2018)  
<<https://contentstore.cla.co.uk/secure/link?id=755729f8-dcc7-e811-80cd-005056af4099>>

Boscolo, Pietro, 'Chapter 20: Engaging and Motivating Children to Write', in *The SAGE Handbook of Writing Development*, ed. by Roger Beard and others (SAGE, 2009)  
<[http://knowledge.sagepub.com.libproxy.ucl.ac.uk/view/hdbk\\_writingdev/SAGE.xml](http://knowledge.sagepub.com.libproxy.ucl.ac.uk/view/hdbk_writingdev/SAGE.xml)>

Bradbury, Alice, 'The Impact of the Phonics Screening Check on Grouping by Ability: A "Necessary Evil" amid the Policy Storm', *British Educational Research Journal*, 44.4 (2018), pp. 539–56, doi:10.1002/berj.3449

Carroll, Julia M., and others, 'Literacy Interest, Home Literacy Environment and Emergent Literacy Skills in Preschoolers', *Journal of Research in Reading*, 42.1 (2019), pp. 150–61, doi:10.1111/1467-9817.12255

—, and Julia 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* (Wiley-Blackwell, 2011)  
<[http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package\\_service\\_id=2830937080004761&institutionId=4761&customerId=4760](http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=2830937080004761&institutionId=4761&customerId=4760)>

Castles, Anne, Kathleen Rastle, and Kate Nation, 'Ending the Reading Wars: Reading Acquisition From Novice to Expert', *Psychological Science in the Public Interest*, 19.1 (2018), pp. 5–51, doi: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*', in *Developing Writing for Different Purposes: Teaching about Genre in the Early Years* (SAGE Publications Ltd, 2000), doi:10.4135/9781446219515

Chlapana, Elissavet, 'An Intervention Programme for Enhancing Kindergarteners' Cognitive Engagement and Comprehension Skills through Reading Informational Texts', *Literacy*, 50.3 (2016), pp. 125–32, doi:10.1111/lit.12085

Clarke, Paula J., and others, 'Ameliorating Children's Reading-Comprehension Difficulties', *Psychological Science*, 21.8 (2010), pp. 1106–16, doi:10.1177/0956797610375449

Clay, Marie M., '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?* (Heinemann Education, 2005)  
<<https://contentstore.cla.co.uk/secure/link?id=72806741-c4c7-e811-80cd-005056af4099>>

Conrad, Nicole J., and others, 'Establishing Word Representations through Reading and Spelling: Comparing Degree of Orthographic Learning', *Journal of Research in Reading*, 42.1 (2019), pp. 162–77, doi:10.1111/1467-9817.12256

Darnell, Catherine A., Jonathan E. Solity, and Helen Wall, 'Decoding the Phonics Screening Check', *British Educational Research Journal*, 43.3 (2017), pp. 505–27, doi:10.1002/berj.3269

Dix, Stephanie, 'Teaching Writing: A Multilayered Participatory Scaffolding Practice', *Literacy (ENGLAND)*, 50.1 (2016), pp. 23–31 <<https://doi.org/10.1111/lit.12068>>

Dobson, Tom, and Lisa Stephenson, '"I Think It Fits in": Using Process Drama to Promote Agentic Writing with Primary School Children', *Literacy*, 53.2 (2019), pp. 69–76, doi: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, 'Synthetic Phonics and the Teaching of Reading', *British Educational Research Journal*, 34.6 (2008), pp. 691–710  
<<https://www.jstor.org/stable/40375536>>

Duff, Fiona J., and others, 'Validity and Sensitivity of the Phonics Screening Check: Implications for Practice', *Journal of Research in Reading*, 38.2 (2015), pp. 109–23, doi:10.1111/1467-9817.12029

□□Education Endowment Foundation (2016) *Improving Literacy in Key Stage 1 – Guidance Report.*, n.d.  
<<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>>

□□Education Endowment Foundation (2016) *Improving Literacy in Key Stage 2 – Guidance Report.*, n.d.  
<<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>>

Ellis, Sue, and Vivienne Smith, 'Assessment, Teacher Education and the Emergence of Professional Expertise', *Literacy*, 51.2 (2017), pp. 84–93, doi:10.1111/lit.12115

Fisher, Ros and Fisher, Ros, 'Whose Writing Is It Anyway? Issues of Control in the Teaching

of Writing', *Cambridge Journal of Education* (ENGLAND), 36.2 (2006), pp. 193–206  
<<https://doi.org/10.1080/03057640600718513>>

Ford, Michael P., and Michael F. Opitz, 'A National Survey of Guided Reading Practices: What We Can Learn from Primary Teachers', *Literacy Research and Instruction*, 47.4 (2008), pp. 309–31, doi:10.1080/19388070802332895

Gamble, Nikki, *Exploring Children's Literature: Reading with Pleasure and Purpose*, 3rd ed (SAGE, 2013)

Griffith, Robin, 'Preservice Teachers' in-the-Moment Teaching Decisions in Reading', *Literacy*, 51.1 (2017), pp. 3–10, doi:10.1111/lit.12097

Hanke, Veronica, 'Guided Reading: Young Pupils' Perspectives on Classroom Practice', *Literacy*, 48.3 (2014), pp. 136–43, doi:10.1111/lit.12019

Hatcher, Peter J., Charles Hulme, and Margaret J. Snowling, 'Explicit Phoneme Training Combined with Phonic Reading Instruction Helps Young Children at Risk of Reading Failure', *Journal of Child Psychology and Psychiatry*, 45.2 (2004), pp. 338–58, doi:10.1111/j.1469-7610.2004.00225.x

Hempel-Jorgensen, Amelia, and others, 'Pedagogy for Reading for Pleasure in Low Socio-Economic Primary Schools: Beyond "Pedagogy of Poverty"?', *Literacy*, 52.2 (2018), pp. 86–94, doi:10.1111/lit.12157

Holliman, Andrew J., and Jane Hurry, '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 (2013), pp. 719–33, doi:10.1080/01443410.2013.785048

Hudson, Roxanne F., and others, 'The Complex Nature of Reading Fluency: A Multidimensional View', *Reading & Writing Quarterly*, 25.1 (2008), pp. 4–32, doi:10.1080/10573560802491208

Hurry, Jane, and Kathy Sylva, 'Long-Term Outcomes of Early Reading Intervention', *Journal of Research in Reading*, 30.3 (2007), pp. 227–48, doi:10.1111/j.1467-9817.2007.00338.x

Jerrim, John, and Gemma Moss, 'The Link between Fiction and Teenagers' Reading Skills: International Evidence from the OECD PISA Study', *British Educational Research Journal*, 45.1 (2019), pp. 181–200, doi:10.1002/berj.3498

John, Claire, 'Reading Lessons: Teacher–pupil Interactions with Text during Three KS1 Shared Reading Sessions', *Literacy*, 43.3 (2009), pp. 123–33, doi:10.1111/j.1741-4369.2009.00537.x

Jones, Susan and Jones, Susan, 'How Talk Becomes Text: Investigating the Concept of Oral Rehearsal in Early Years' Classrooms', *British Journal of Educational Studies* (ENGLAND), 57.3 (2009), pp. 265–84 <<https://doi.org/10.1111/j.1467-8527.2009.00438.x>>

Kirby, John R., and Robert S. Savage, 'Can the Simple View Deal with the Complexities of Reading?', *Literacy*, 42.2 (2008), pp. 75–82, doi:10.1111/j.1741-4369.2008.00487.x

Lambirth, Andrew, 'Chapter 3: Reading', in *Primary English Teaching: An Introduction to*

Language, Literacy and Learning, 1st ed (SAGE, 2011), pp. 23-36  
<<https://contentstore.cla.co.uk/secure/link?id=af41b706-3945-e711-80cb-005056af4099>>

— and Lambirth, Andrew, 'Exploring Children's Discourses of Writing', *English in Education* (ENGLAND), 50.3 (2016), pp. 215-32 <<https://doi.org/10.1111/eie.12111>>

Lockwood, Michael, 'Attitudes to Reading in English Primary Schools', *English in Education*, 46.3 (2012), pp. 228-46, doi:10.1111/j.1754-8845.2012.01132.x

M, Perkins, 'Chapter 1: Knowing about the Reading Process (Pp.1-22)', in *Becoming a Teacher of Reading* (SAGE, 2015)  
<<https://contentstore.cla.co.uk/secure/link?id=279ce337-d9b1-e811-80cd-005056af4099>>

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

Maria Nikolajeva, 'PICTUREBOOKS AND EMOTIONAL LITERACY', *The Reading Teacher*, 67.4 (2014), pp. 249-54 <<https://www.jstor.org/stable/24573569>>

Marshall, Bethan, 'Chapter 14: Assessment in English', in *Handbook of Primary English in Initial Teacher Education* (National Association for the Teaching of English, 2007), pp. 227-38  
<<https://contentstore.cla.co.uk/secure/link?id=ae41b706-3945-e711-80cb-005056af4099>>

Medwell et al, *Effective Teachers of Literacy* (1998)  
<<http://www.leeds.ac.uk/educol/documents/000000829.htm>>

Meek, Margaret, 'How the Book Works, How the Story Goes', in *How Texts Teach What Readers Learn* (Thimble Press, 1988), pp. 7-14  
<<https://contentstore.cla.co.uk/secure/link?id=36330c91-7282-e711-80cb-005056af4099>>

Mesmer, Heidi Anne E., 'Text Decodability and the First-Grade Reader', *Reading & Writing Quarterly*, 21.1 (2005), pp. 61-86, doi:10.1080/10573560590523667

Moss, Gemma, 'Raising Boys' Attainment in Reading: Some Principles for Intervention', *Literacy (Formerly Reading)*, 34.3 (2000), pp. 101-06, doi:10.1111/1467-9345.00143

Murray, Bruce A., and others, 'How Do Beginners Learn to Read Irregular Words as Sight Words?', *Journal of Research in Reading*, 42.1 (2019), pp. 123-36, doi:10.1111/1467-9817.12250

Ng, Clarence, 'Using Student Voice to Promote Reading Engagement for Economically Disadvantaged Students', *Journal of Research in Reading*, 41.4 (2018), pp. 700-15, doi:10.1111/1467-9817.12249

O'Sullivan, Olivia, and Sue McGonigle, 'Transforming Readers: Teachers and Children in the Centre for Literacy in Primary Education Power of Reading Project', *Literacy*, 44.2

(2010), pp. 51–59, doi:10.1111/j.1741-4369.2010.00555.x

Parry, Becky, 'Popular Culture, Participation and Progression in the Literacy Classroom', *Literacy*, 48.1 (2014), pp. 14–22, doi:10.1111/lit.12027

Pearson, Caroline, 'Acting up or Acting out? Unlocking Children's Talk in Literature Circles', *Literacy*, 44.1 (2010), pp. 3–11, doi:10.1111/j.1741-4369.2010.00543.x

Perkins, Margaret, 'How Do Children Develop as Readers?', in *Becoming a Teacher of Reading* (SAGE, 2015), pp. 62–82  
<<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., and others, 'How Do Perceptions of Importance Support from a Reading Intervention Affect Students' Motivation, Engagement, and Comprehension?', *Journal of Research in Reading*, 41.4 (2018), pp. 625–41, doi:10.1111/1467-9817.12243

Shapiro, Laura R., and Jonathan Solity, 'Differing Effects of Two Synthetic Phonics Programmes on Early Reading Development', *British Journal of Educational Psychology*, 86.2 (2016), pp. 182–203, doi: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](http://www.bestevidence.org.uk/assets/What_works_for_struggling_readers.pdf)>

Stuart, Morag, and Rhona 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* (SAGE Publications Ltd, 2016), pp. 166–79, doi:10.4135/9781473920170.n9

Treiman, Rebecca, Brett Kessler, and Markéta Caravolas, 'What Methods of Scoring Young Children's Spelling Best Predict Later Spelling Performance?', *Journal of Research in Reading*, 42.1 (2019), pp. 80–96, doi:10.1111/1467-9817.12241

—, Brett Kessler, and Markéta Caravolas, 'What Methods of Scoring Young Children's Spelling Best Predict Later Spelling Performance?', *Journal of Research in Reading*, 42.1 (2019), pp. 80–96, doi:10.1111/1467-9817.12241

Twiselton, Samantha, '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 (2000), pp. 391–403, doi:10.1080/713657157

Varga, Anita, 'Metacognitive Perspectives on the Development of Reading Comprehension: A Classroom Study of Literary Text-Talks', *Literacy*, 51.1 (2017), pp. 19–25, doi:10.1111/lit.12095

Vellutino, Frank R., and others, 'Specific Reading Disability (Dyslexia): What Have We Learned in the Past Four Decades?', *Journal of Child Psychology and Psychiatry*, 45.1 (2004), pp. 2–40, doi:10.1046/j.0021-9630.2003.00305.x

Westbrook, Jo, and others, '"Just Reading": The Impact of a Faster Pace of Reading Narratives on the Comprehension of Poorer Adolescent Readers in English Classrooms', *Literacy*, 53.2 (2019), pp. 60–68, doi:10.1111/lit.12141

Wray, David, 'Teaching Literacy: The Foundations of Good Practice', *Education 3-13*, 27.1 (1999), pp. 53–59, doi:10.1080/03004279985200091

Wray, David, Medwell, Jane, Fox, Richard, Poulson, Louise, 'The Teaching Practices of Effective Teachers of Literacy', *Educational Review*, 52 (n.d.), pp. 75–84  
<<https://search-proquest-com.libproxy.ucl.ac.uk/docview/235110188/1FC8C2E932D64BC4PQ/10?accountid=14511>>