

EYPEG151A: Literacy Practice in Writing and Comprehension

[View Online](#)

Module Leader: Glen Franklin.

Module Start Date: Tuesday 4th October at 5.15 p.m.

[1]

R. Beard, 'Chapter 8', in *Developing writing 3-13*, London: Hodder & Stoughton, 2000, pp. 170-190.

[2]

A. H. Dyson, 'Writing in Childhood Worlds', in *The SAGE handbook of writing development*, Los Angeles: SAGE, 2009, pp. 32-45 [Online]. Available:
<https://contentstore.cla.co.uk/secure/link?id=3559bd44-6e1b-e711-80c9-005056af4099>

[3]

D. R. Reutzel, 'Early Literacy Research: Findings Primary-Grade Teachers Will Want to Know', *The Reading Teacher*, vol. 69, no. 1, Jul. 2015 [Online]. Available:
[http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?frbrVersion=3&tabs=detailsTab&ct=display&fn=search&doc=TN_proquest1728646661&indx=1&reclds=TN_proquest1728646661&reclxs=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=3&frbg=&&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&vid=UCL_VU1&mode=Basic&srt=rank&tab=local∓dum=true&vl\(freeText0\)=Early%20Literacy%20Research%3A%20Findings%20primary-grade%20teachers%20will%20want%20to%20know&dstmp=1491575263458](http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?frbrVersion=3&tabs=detailsTab&ct=display&fn=search&doc=TN_proquest1728646661&indx=1&reclds=TN_proquest1728646661&reclxs=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=3&frbg=&&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&vid=UCL_VU1&mode=Basic&srt=rank&tab=local∓dum=true&vl(freeText0)=Early%20Literacy%20Research%3A%20Findings%20primary-grade%20teachers%20will%20want%20to%20know&dstmp=1491575263458)

[4]

R. T. Kellogg, 'Training writing skills: A cognitive developmental perspective', *Journal of Writing Research*, vol. 1, no. 1, pp. 1-26, Jun. 2008, doi: 10.17239/jowr-2008.01.01.1.

[5]

C. Bazerman, 'Bazerman, C. et al (2017) "Taking the long view on Writing Development" Research in the Teaching of English; Urbana, vol 51:3 pp. 351-360', 2017 [Online]. Available: <https://search.proquest.com/docview/1873998292?accountid=14511>

[6]

D. Myhill, S. Jones, A. Watson, and H. Lines, 'Playful explicitness with grammar: a pedagogy for writing', Literacy, vol. 47, no. 2, pp. 103-111, Jul. 2013, doi: 10.1111/j.1741-4369.2012.00674.x.

[7]

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, Sep. 2008, doi: 10.1080/19388070802332895.

[8]

G. S. Pinnell and I. C. Fountas, 'Research base for guided reading as an instructional approach'. 2010 [Online]. Available: http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf

[9]

R. M. Schwartz, 'Decisions, Decisions: Responding to Primary Students During Guided Reading', The Reading Teacher, vol. 58, no. 5, pp. 436-443, Feb. 2005, doi: 10.1598/RT.58.5.3.

[10]

R. Beard and A. Burrell, 'Investigating narrative writing by 9-11-year-olds', Journal of Research in Reading, vol. 33, no. 1, pp. 77-93, Feb. 2010, doi: 10.1111/j.1467-9817.2009.01433.x.

[11]

P. Bryant and T. Nunes, 'Chapter 22: Morphemes and children's spelling', in *The SAGE handbook of writing development*, Los Angeles: SAGE, 2009 [Online]. Available: http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-04-07T17%3A22%3A31IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20SAGE%20handbook%20of%20writing%20development&rft.aulast=Beard&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9781412948463&rft.isbn=9780857021069&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://knowledge.sagepub.com.libproxy.ucl.ac.uk/view/hdbk_writingdev/SAGE.xml&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002674536%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

[12]

W. Kintsch and K. A. Rawson, 'Chapter 12: Comprehension', in *The science of reading: a handbook*, vol. Blackwell handbooks of developmental psychology, Hoboken, NJ: Wiley InterScience, 2008, pp. 209-226 [Online]. Available: <http://dx.doi.org/10.1002/9780470757642>

[13]

J. Oakhill, K. Cain, and C. Elbro, *Understanding and teaching reading comprehension: a handbook*. London: Routledge, 2015 [Online]. Available: http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-08-23T11%3A41%3A58IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Understanding%20and%20Teaching%20Reading%20Comprehension%20A%20handbook&rft.aulast=Oakhill&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Oakhill,%20Jane&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9780415698306&rft.isbn=9781317628996&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://ucl.ebib.com/patron/FullRecord.aspx?p=1770605&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002686136%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

[14]

D. Wray, 'Chapter 5', in *Literacy and awareness*, London: Hodder and Stoughton in association with the United Kingdom Reading Association, 1994.

[15]

J. Wery and M. M. Thomson, 'Motivational strategies to enhance effective learning in teaching struggling students', *Support for Learning*, vol. 28, no. 3, pp. 103–108, Aug. 2013, doi: 10.1111/1467-9604.12027.

[16]

E. Bearne, 'Bearne, E. (2009). Multimodality, Literacy and Texts: Developing a Discourse. *Journal of Early Childhood Literacy*, 9(2), 156–187', *Written Communication*, vol. 2, no. 2, pp. 156–187, 2009, doi: <https://journals.sagepub.com/doi/abs/10.1177/1468798409105585>.

[17]

C. Jewitt, 'Jewitt, C. (2008). Multimodality and Literacy in School Classrooms. *Review of Research in Education*, 32(1), 241–267.', *Review of Research in Education*, vol. 32, no. 1, pp. 241–267, 2008, doi: <https://journals.sagepub.com/doi/10.3102/0091732X07310586>.

[18]

E. Bearne, 'Rethinking literacy: communication, representation and text', *Literacy (formerly Reading)*, vol. 37, no. 3, pp. 98–103, Nov. 2003, doi: 10.1046/j.0034-0472.2003.03703002.x.

[19]

A. K. Dallacqua, S. Kersten, and M. Rhoades, 'Using Shaun Tan's Work to Foster Multiliteracies in 21st-Century Classrooms', *The Reading Teacher*, vol. 69, no. 2, pp. 207–217, Sep. 2015, doi: 10.1002/trtr.1395.