

EYPEG151A: Literacy Practice in Writing and Comprehension

View Online



Module Leader: Glen Franklin.

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

Bazerman, C, '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
<<https://search.proquest.com/docview/1873998292?accountid=14511>>

Beard, Roger, 'Chapter 8', in Developing Writing 3-13 (London: Hodder & Stoughton, 2000), pp. 170-90

Beard, Roger, and Andrew Burrell, 'Investigating Narrative Writing by 9-11-Year-Olds', Journal of Research in Reading, 33.1 (2010), 77-93
<<https://doi.org/10.1111/j.1467-9817.2009.01433.x>>

Bearne, Eve, 'Bearne, E. (2009). Multimodality, Literacy and Texts: Developing a Discourse. Journal of Early Childhood Literacy, 9(2), 156-187', Written Communication, 2.2 (2009), 156-87
<<https://doi.org/https://journals.sagepub.com/doi/abs/10.1177/1468798409105585>>

———, 'Rethinking Literacy: Communication, Representation and Text', Literacy (Formerly Reading), 37.3 (2003), 98-103 <<https://doi.org/10.1046/j.0034-0472.2003.03703002.x>>

Bryant, Peter, and Terezinha Nunes, 'Chapter 22: Morphemes and Children's Spelling', in The SAGE Handbook of Writing Development (Los Angeles: SAGE, 2009)
<[Dallacqua, Ashley K., Sara Kersten, and Mindi Rhoades, 'Using Shaun Tan's Work to Foster Multiliteracies in 21st-Century Classrooms', The Reading Teacher, 69.2 \(2015\), 207-17
<<https://doi.org/10.1002/trtr.1395>>](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.au suffix=&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&rft.eisbn=&rft_id=info:oai/&req.language=eng></p>
</div>
<div data-bbox=)

Dyson, Anne Haas, 'Writing in Childhood Worlds', in *The SAGE Handbook of Writing Development* (Los Angeles: SAGE, 2009), pp. 32–45
<<https://contentstore.cla.co.uk/secure/link?id=3559bd44-6e1b-e711-80c9-005056af4099>>

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), 309–31 <<https://doi.org/10.1080/19388070802332895>>

Jewitt, Carey, 'Jewitt, C. (2008). Multimodality and Literacy in School Classrooms. Review of Research in Education, 32(1), 241–267.', *Review of Research in Education*, 32.1 (2008), 241–67 <<https://doi.org/https://journals.sagepub.com/doi/10.3102/0091732X07310586>>

Kellogg, Ronald T., 'Training Writing Skills: A Cognitive Developmental Perspective', *Journal of Writing Research*, 1.1 (2008), 1–26 <<https://doi.org/10.17239/jowr-2008.01.01.1>>

Kintsch, Walter, and Katherine A. Rawson, 'Chapter 12: Comprehension', in *The Science of Reading: A Handbook* (Hoboken, NJ: Wiley InterScience, 2008), Blackwell handbooks of developmental psychology, 209–26 <<http://dx.doi.org/10.1002/9780470757642>>

Myhill, Debra, Susan Jones, Annabel Watson, and Helen Lines, 'Playful Explicitness with Grammar: A Pedagogy for Writing', *Literacy*, 47.2 (2013), 103–11
<<https://doi.org/10.1111/j.1741-4369.2012.00674.x>>

Oakhill, Jane, Kate Cain, and Carsten Elbro, *Understanding and Teaching Reading Comprehension: A Handbook* (London: Routledge, 2015)
<[Pinnell, Gay Su, and Irene C. Fountas, 'Research Base for Guided Reading as an Instructional Approach', 2010
<\[http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Resear ch_Paper_2010.pdf\]\(http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Resear ch_Paper_2010.pdf\)>](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.spag e=&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&rft.eisbn=&rft_id=info:oai/&req.language=eng></p>
</div>
<div data-bbox=)

Reutzel, D. Ray, 'Early Literacy Research: Findings Primary-Grade Teachers Will Want to Know', *The Reading Teacher*, 69.1 (2015)
<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&recldxs=0&ele

mentId=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>

Schwartz, Robert M., 'Decisions, Decisions: Responding to Primary Students During Guided Reading', *The Reading Teacher*, 58.5 (2005), 436–43 <<https://doi.org/10.1598/RT.58.5.3>>

Wery, Jessica, and Margareta Maria Thomson, 'Motivational Strategies to Enhance Effective Learning in Teaching Struggling Students', *Support for Learning*, 28.3 (2013), 103–8 <<https://doi.org/10.1111/1467-9604.12027>>

Wray, David, 'Chapter 5', in *Literacy and Awareness* (London: Hodder and Stoughton in association with the United Kingdom Reading Association, 1994)