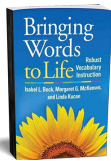


Essential reads for improving reading comprehension

We all know that reading comprehension is crucial for success in school and, alongside the academic effects, poor comprehension can also have a social and emotional impact. Some children have excellent word decoding skills but a number of factors may interfere with deriving meaning from written material.

We asked leading academics, Professor Christine Merrell from Durham University, Dr Paula J. Clarke from the University of Leeds and Dr Claudine Bowyer-Crane from the University of York for their advice.

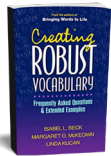
So, what should we read if we want to find out more about the process of learning to read and tackling specific difficulties of reading comprehension?



Bringing Words to Life: Robust Vocabulary Instruction

By Isabel L. Beck, Margaret G. McKeown, Linda Kucan

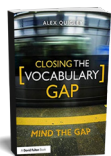
This highly recommended book is relevant to all teachers from nursery upwards. It provides research-based and practical strategies for vocabulary development with children from the earliest grades and into the later years. It is an accessible combination of theory and practice, as well as providing summaries of current research.



Creating robust vocabulary: Frequently asked questions and extended examples

By Isabel L. Beck, Margaret G. McKeown, Linda Kucan

A follow up to the incredibly popular Bringing Words to Life, this book is a response to questions about vocabulary issues and extended examples of instruction. A highly useful read for practitioners at any stage!



Closing the Vocabulary Gap

By Alex Quigley

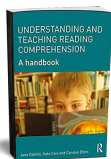
Quigley provides a valuable and practical guide for teachers to check their own vocabulary knowledge with extensive appendices that list words by their etymology, meaning and words with the same root.



Developing Reading Comprehension

By Paula J. Clarke, Emma Truelove, Charles Hulme, Margaret J. Snowling

This is a highly recommended text for dealing with specific reading comprehension difficulties in children aged between 7 and 11. It is research based but written to help teachers. The text provides evidence-based interventions for improving reading skills as well as guidance on assessment and monitoring.



Understanding and Teaching Reading Comprehension: A handbook

By Jane Oakhill, Kate Cain and Carsten Elbro

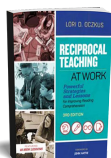
A great text for trainee and experienced teachers. A really useful and practical handbook, it offers easy to follow explanations of the research and looks at areas such as word reading and comprehension, development of comprehension skills, comprehension difficulties, assessment and teaching for improvement.



Understanding Reading Comprehension: Processes and Practices

By Wayne Tennent

This is a very accessible and detailed guide to the teaching of reading comprehension, suitable for trainee and experienced primary teachers. It provides an analysis of educational and psychological research, as well as offering practical classroom strategies and ideas for lessons.



Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension 3rd edition

By Lori D. Oczkus

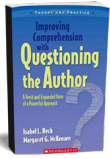
Extremely useful for key stage 2, but also good into key stage 3. Oczkus provides a comprehensive and real-world resource for teachers, full of lessons, mini-lessons and strategies to improve reading comprehension that incorporates four main strategies (predicting, questioning, clarifying, summarizing) which good readers use together to comprehend text.



Guiding Readers - Layers of Meaning: A handbook for teaching reading comprehension to 7-11-year-olds

By Wayne Tennent, David Reedy, Angela Hobsbaum, Nikki Gamble

This is a really useful, hands-on resource offering practical examples for implementing guided reading sessions for pupils aged between 7 and 11. Suitable for new and experienced teachers, the text gives practical advice in supporting pupils to develop strategies to extend their comprehension.



Improving comprehension with questioning the author

By Isabel L. Beck, Margaret G. McKeown

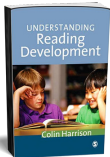
This is another excellent resource for practitioners from Beck and McKeown with a focus on comprehension. Bridging the research and practice divide, the authors provide readers with explanations of the evidence and guides on how to effectively integrate the findings through lesson ideas.



Reading Development and Difficulties

By Kate Cain

Kate Cain provides a valuable and scholarly introduction to reading development and focuses on the core aspects of word reading skills and reading comprehension, as well as providing a detailed examination of the specific problems that underlie reading difficulties.



Understanding Reading Development

By Colin Harrison

Great for primary practitioners. Recommended by Professor Christine Merrell (and found to be valuable in her development of the InCAS assessment), this scholarly text focuses on the process of learning to read and while it is suitable for literacy researchers, it is also written with teachers in mind.



Ending the Reading Wars: Reading Acquisition From Novice to Expert

By Castles, A., Rastle, K., & Nation, K. (2018). Psychological Science in the Public Interest, 19(1), 5–51.

Bridging the gap between research and practice, this article sets out a plan to end the 'reading wars,' the debate about how best to teach children to read which has divided, teachers, parents and politicians for decades.



Developing Language and Literacy: Effective Intervention in the Early Years

By Julia M. Carroll

Specifically for EYFS, this scholarly, research-based text is both reader-friendly and practical. Carroll provides a full and detailed discussion of two early-years intervention programmes developed to improve the phonological skills, vocabulary and grammar of young children at risk of reading difficulties.



The efficacy of early language intervention in mainstream school settings: a randomised control trial

Silke Fricke, Kelly Burgoyne, Claudine Bowyer-Crane, Maria Kyriacou, Alexandra Zosimidou, Liam Maxwell, Arne Lervåg, Margaret J. Snowling, Charles Hulme. Journal of Child Psychology and Psychiatry 49(4).422-432

A great read for those interested in EYFS research and the use of randomised control trials. This study examines how early intervention in nursery and reception years could improve children's oral language skills, which then impacts their later reading comprehension skills.



Improving early language and literacy skills: Differential effects of an oral language versus a phonology with reading intervention

By Claudine Bowyer-Crane, Margaret J. Snowling, Fiona J. Duff, Elizabeth Fieldsend, Julia M. Carroll, Jeremy Miles, Kristina Götz, Charles Hulme

This is a great piece of research which examines two different interventions and their impact on young children entering school with poor oral language skills. A must read for EYFS research practitioners!

Find out more:

Visit www.cem.org/incas to find out how CEM's InCAS assessment for children aged 5-11 helps teachers identify common reading problems.