



References for Wordworks Policy Briefings Nos 2 and 3

Adams, M. J. (1990). *Beginning to read*. Cambridge, MA: MIT Press.

Bialystok, E. (1995). Making concepts of print symbolic: understanding how writing represents language. *First Language*, 15, 317-338.

Blachman, B. A., Ball, E. W., Black, R. S. & Tangel, D. M. (1994). Kindergarten teachers develop phoneme awareness in low-income, inner-city classrooms. Does it make a difference? *Reading & Writing: An Interdisciplinary Journal*, 6, 1-18.

Blair, C. (2012). Treating a toxin to learning. *Scientific American Mind*. 23. 64-67.

Bodrova, E. & Leong, D.J. (1998). Scaffolding emergent writing in the zone of proximal development. *Literacy Teaching and Learning*, 3(2), 1-18.

Bodrova, E. & Leong, D.J. (2010). Curriculum and Play in Early Child Development. *Encyclopedia on Early Childhood Development*.
www.enfant-encyclopedie.com/pages/PDF/Bodrova-LeongANGxp.pdf (accessed September 2013)

Bodrova, E. & Leong, D.J. (2005). Uniquely Preschool: What research tells us about the ways young children learn. *Educational Leadership*. 63(1) 44-47.

Bodrova, E. & Leong, D.J. (2003). Chopsticks and counting chips: Do play and foundational skills need to compete for the teacher's attention in an early childhood classroom? *Young Children*, May, 10-17.

Bradley, L. & Bryant, P. (1983). Categorising sounds and learning to read: A causal connection. *Nature*, 301, 419-421.

Burns, M.S., Griffin, P. & Snow, C. (Eds.) (1999). *Starting off right: A guide to promoting children's reading success*. Washington, DC: National Academy Press. See also:
www.childtrends.org/?indicators=reading-to-young-children#sthash.scfPNtIk.dpuf

Bus, A. G., van IJzendoorn, M. H. & Pellegrini, A. D. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Education Research*, 65(1), 1-21.

Byrne, B. (1998). *The Foundation of Literacy. The child's acquisition of the alphabetic principle*. East Sussex: Psychology Press Ltd.

Byrne, B. (1996). The learnability of the alphabetic principle: Children's initial hypotheses about how print represents spoken language. *Applied Psycholinguistics*, 17, 401-426.

Canadian Language and Literacy Research Network (2009). *Foundations for Literacy: An Evidence-based Toolkit for the Effective Reading and Writing Teacher*.
http://foundationsforliteracy.cllrnet.ca/index.php/Foundations_For_Literacy (accessed October 2013)

Carey, B. (2013). Talking directly to toddlers strengthens their language skills, Stanford research shows. *Stanford Report*, 15 October 2013.
<http://news.stanford.edu/news/2013/october/ferald-vocab-development-101513.html> (accessed October 2013)

Carey, B. (2013). Language gap between rich and poor children begins in infancy, Stanford psychologists find. *Stanford Report*, 25 September 2013.
<http://news.stanford.edu/news/2013/september/toddler-language-gap-091213.html> (accessed October 2013)

Castles, A. & Coltheart, M. (2004). Is there a causal link from phonological awareness to success in learning to read? *Cognition*, 91, 77-111.

Center on the Developing Child at Harvard University (2011). Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function. *Working Paper No.11*. Harvard University. Cambridge, MA.

Crawford, P. (1995). Early literacy: Emerging perspectives. *Journal of Research in Childhood Education*, 10(1), 71-86.

De Witt, M.W., Lessing, A. & Lenayi, L. (2008). An investigation into the state of early literacy of preschool learners. *Journal for Language Teaching*, 42/2: 1-10.

Dickinson, D., McCabe, A. & Essex, M.J. (2006). A window of opportunity we must open to all: The case for preschool with high-quality support for language and literacy. In D. Dickinson, & S. Neuman (Eds). *Handbook of Early Literacy Research*. Vol 2: 11-28. New York: Guilford Press.

Dickinson, D. & Tabors, P. (2001). *Beginning literacy with language: Young children learning at home and at school*. Maryland: Paul H Brookes Publishing Company.

Durgunoglu, A., Nagy, W. & Hancin-Bhatt, B. (1993). Cross-language transfer of phonological awareness. *Journal of Educational Psychology*, 85, 453-465.

Ehri, L. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J. Metsala & L. Ehri (Eds). *Word recognition in beginning literacy*. Mahwah, NJ: Lawrence Erlbaum Associates.

Ehri, L. (2005). Learning to read words: Theory, findings and issues. *Scientific Studies of Reading*, 9(2), 167-188.

Fernald, A. & Weisleder, A. (2011). Early language experience is vital to developing fluency in understanding. In S. Neuman & D.K. Dickinson (Eds). *Handbook of Early Literacy Research*. Vol 3: 3-19. New York: Guilford Press.

Ferreiro, E. & Teberosky, A. (1982). *Literacy before schooling*. Portsmouth, NH: Heinemann.

Fleer, M. & Raban, B. (2006). "It's the thought that counts": A sociocultural framework for supporting early literacy and numeracy. *Journal of Australian Research in Early Childhood Education*, 13(2), 35-53.

Hart, B. & Risley, T. (1995). *Meaningful differences in the everyday experiences of young American children*. Baltimore: Paul H. Brookes.

Juel, C. (1988). Learning to read and write: a longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology*, 80(4), 437 - 447.

Kamii, C. & Manning, M. (1999). Before 'invented' spelling: Kindergartners' awareness that writing is related to the sounds of speech. *Journal of Research in Childhood Education*, 14(1), 16-25.

Katz, J. (2001). Playing at home: The talk of pretend play. In D. Dickinson & P. Tabors (Eds.). *Beginning literacy with language: Young children learning at home and at school*. Maryland: Paul H Brookes Publishing Company.

Klop, D. (2011). The relationship between narrative skills and reading comprehension: when mainstream learners show signs of specific language impairment. Unpublished PhD, Stellenbosch University, Stellenbosch.

Kuhne, C., O'Carroll, S., Comrie, B. & Hickman, R. (2013). Much More than Counting: Supporting mathematics development between birth and five years. The Schools Development Unit (UCT) and Wordworks. Cape Town.

Lonigan, C., Burgess, S. & Anthony, J. (2000). Development of Emergent Literacy and Early Reading Skills in Preschool Children: Evidence from a latent-variable longitudinal study. *Developmental Psychology*. Vol. 36, No. 5, 596-613.

Lonigan, C. J. & Whitehurst, G. J. (1998). Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low income backgrounds. *Early Childhood Research Quarterly*, 13, 263-290.

Maclea, M., Bryant, P. E. & Bradley, L. (1987). Rhymes, nursery rhymes and reading in early childhood. *Merrill-Palmer Quarterly*, 33, 255-282.

Mann, V., Tobin, P. & Wilson, R. (1987). Measuring phoneme awareness through invented spellings of kindergarten children. *Merrill-Palmer Quarterly*, 33, 365-391.

McClelland, M. (2012). The skill that will help your child get into college. *Huffington Post: Canada*. www.huffingtonpost.ca/megan-mcclelland/children-college_b_1764311.html (accessed October 2013)

Morrison, F., Ponitz, C. & McClelland, M. (2010). Self-regulation and academic achievement in the transition to school. In S. Calkins and M. Bell (Eds). *Child development at the intersection of emotion and cognition*. Washington, D.C.: American Psychological Association.

National Institute for Early Education Research (2006). Early Literacy: Policy and Practice in the Preschool Years. *Policy Brief*. NIEER: New Jersey.

National Scientific Council on the Developing Child (2004). Young children develop in an environment of relationships. *Working Paper No. 1*. Center on the Developing Child, Harvard University. Cambridge, MA.

O'Carroll, S. (2006). Supporting early literacy development in a disadvantaged community in SA. A focus on developmental change. Unpublished PhD, London University, London.

O'Carroll, S. (2011). An exploratory study of early letter-sound knowledge in a low socio-economic context in South Africa. *Reading and Writing*, 2, 7-25.

O'Carroll, S. & Hickman, R. (2012). Narrowing the Literacy Gap: Strengthening language and literacy development between birth and six years for children in South Africa. Wordworks: Cape Town.

Pelletier, J. (2011). Supporting early language and literacy. *What Works? Research into Practice*. No.37. http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ww_early_language.pdf (accessed September 2013)

Pramling Samuelsson, I. & Asplund Carlsson, M. (2008). The playing learning child: Towards a pedagogy of early childhood. *Scandinavian Journal of Educational Research*, Vol 52, No. 6, 623-641.

Quiroga, T., Lemos-Britton, E. M., Mostafapour, E., Abbott, R. D. & Berninger, V. W. (2002). Phonological awareness and beginning reading in Spanish-speaking ESL first graders: Research into practice. *Journal of School Psychology*, 40(1), 85-111.

Roberts, T.A. (2009). *No limits to literacy for preschool English learners*. California: Corwin.

Rosenkoetter, S. & Barton, L. (2002). Bridges to Literacy: Early Routines That Promote Later School Success. *Zero to Three*, 22(4), 33-38.

Sammons, P., Sylva, K., Melhuish, E., Siraj-Blatchford, I., Taggart, B., Grabbe, Y. & Barreau, S. (2007). The Effective Provision of Pre-School Education (EPPE) Project. *Summary Report – Influences on Children’s Attainment and Progress in Key Stage 2: Cognitive Outcomes in Year 5*.

<http://eppe.ioe.ac.uk/eppe3-11/eppe3-11%20pdfs/eppepapers/Tier%20%20short%20report%20-%20Final.pdf> (accessed November 2012)

Scarborough, H.S. & Dobrich, W. (1994). On the efficacy of reading to preschoolers. *Developmental Review*, 14, 245-302.

Seifert, K. (2004). Cognitive development and the education of young children. Paper prepared for Spodek, B. & Saracho, O. (Eds) (2005). *Handbook of Research on the Education of Young Children*. Mahwah, NH: Erlbaum.

<http://home.cc.umanitoba.ca/~seifert/cogchapweb.html> (accessed September 2013)

Sénéchal, M., Ouellette, G. & Rodney, D. (2006). The misunderstood giant: On the predictive role of early vocabulary in future reading. In D. Dickinson & S.B. Neuman (Eds). *Handbook of Early Literacy Research*. Vol 2, 173-184. New York: Guilford Press.

Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R. & Bell, D. (2003). *Researching Effective Pedagogy in the Early Years*. London, GB: Department for Education and Skills.

Stuart, M. (1995). Recognizing printed words unlocks the door to reading: How do children find the key? In E. Funnell & M. Stuart (Eds). *Learning to read: Psychology in the classroom*. Oxford: Blackwell.

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I. & Taggart, B. (2004). The Effective Provision of Pre-School Education (EPPE) Project. *Findings from Pre-school to end of Key Stage 1*.

<http://eppe.ioe.ac.uk/eppe/eppepdfs/RBTec1223sept0412.pdf> (accessed November 2012)

Tabors, P., Snow, C. & Dickinson, D. (2001). Homes and schools together: Supporting language and literacy development. In D. Dickinson, & P. Tabors (Eds). *Beginning literacy with language: Young children learning at home and at school*. Maryland: Paul H Brookes Publishing Company.

Taylor, S. & Coetzee, M. (2013). Estimating the impact of language of instruction in South African primary schools: A fixed effects approach. *Stellenbosch Economic Working Papers: 21/13*. University of Stellenbosch, Stellenbosch.

Teale, W. H. & Sulzby, E. (1986). *Emergent literacy: writing and reading*. Norwood, N.J.: Ablex.

Van Kleeck, A. & Schuele, M. (2010). Historical Perspectives on Literacy in Early Childhood. *American Journal of Speech-Language Pathology*, Vol 19, 341–355.

Willenberg, I. (2004). Getting set for reading in the rainbow nation. Emergent literacy skills and literacy environments of children in South Africa. Unpublished PhD. Harvard University, MA.