

Reading for pleasure research references

This research reference list comprises two sets:

1. Peer reviewed publications based upon the TaRs project and other OU research connected to reading for pleasure.
2. Non OU peer reviewed publications connected to reading for pleasure.

1. Publications based upon the TaRs project and other OU research connected to reading for pleasure. *Most of these publications are freely available at Open Research Online, www.oro.open.ac.uk*

Books

- Kucirkova, N. and Cremin, T. (2020) *Children Reading for Pleasure in the Digital Age: Mapping Reader Engagement*, London: Sage.
- Cremin, T. Mottram, M. Powell, S, Collins R and Safford K. (2014) *Building Communities of Engaged Readers: Reading for pleasure* London and NY: Routledge.
- Cremin, T. Mottram, M. Powell, S, Collins R and Drury, R. (2015) *Researching Literacy Lives: Building home school communities* London and NY: Routledge.
- Cremin, T., Mottram, M. Collins, F. and Powell, S. (2008) *Building Communities of Readers* London: PNS/UKLA.

Chapters

- Cremin, T. (2021) My journey from childhood reader to reading researcher in S. Morris, L. Rai, L. and K. Littleton, (Eds) *Voices of Practice: Narrative scholarship from the margins*, London: OUP
- Cremin, (2021) Building Reading Communities: in A. Gill, J. Stephenson and D. Waugh, *Developing a Love of Reading and Books, Learning Matters, Sage*.
- Cremin, T. and Durning, A. (2020) Developing reading for pleasure across the school: research and practice in Rolls, L. and Green, M. *Unlocking Research: intellectualising professional development in primary education*, London: Routledge.
- Cremin, T. (2020) Reading for pleasure: tensions and challenges in C. Daly and J Davison, *Debates in English Teaching*, pp.92-102, London: Routledge.
- Cremin, T. (2019) The personal in the professional in S. Ogier and T. Eade, *The Broad and Balanced Curriculum*, London, Sage
- Cremin, T. (2019) Teachers as readers and writers in V. Bowers *Debates in Primary Education*, London: Routledge.
- Cremin, T. and Swann, J. (2017) School librarians as facilitators of extracurricular reading groups in J. Pihl, K. Skinstad van der Kooij and T.C. Carlsten, (2017) (Eds) *Teacher and Librarian Partnerships in Literacy Education in the 21st Century*. pp. 118-137. Oslo: Sense Publishers: New Voices and New Knowledge in Educational Research.
- Cremin, T. and Swann, J. (2016) Literature in Common: Reading for Pleasure in School Reading Groups' in L. McKechnie, K. Oterholm, P. Rothbauer and K. I. Skjerdingsstad, (Eds) *Plotting the Reading Experience: Theory/Practice/Politics* pp. 279-300. Ontario, Wilfrid Laurier University Press.

- Cremin, T. (2014) Teachers researching literacy lives in A. Goodwyn, L. Reid and C. Durrant (Eds) *International Perspectives on Teaching English in a Globalised World* pp.40-52. London: Taylor and Francis/Routledge.
- Cremin, T. (2013) Exploring poetry teachers' positions and practices in S. Dymoke, A. Lambirth, and A. Wilson, *Making Poetry Matter: International research on Poetry Pedagogy* pp. 9-19 London: Bloomsbury.
- Cremin, T. (2010) Motivating children to read through literature in G. Gillon, J. Fletcher, and F. Parkhill, (Eds) *Motivating literacy learners in today's world* Auckland: New Zealand Council for Educational Research (NZCER)
- Cremin, T. (2010) Poetry teachers: teachers who read and readers who teach poetry in M. Styles, L. Joy and D Whitley (Eds) *Poetry and Childhood* pp.219-226 London: Trentham.
- Cremin, T. (2010) Reconceptualising reading in the 21st century in T. Concannon-Gibney, A. Kelly and K. Willoughby (eds) *Literacy in the 21st Century: perspectives, challenges and transformations* pp.27-36. Dublin, Reading Association of Ireland.
- Cremin, T. Bearne, E. Mottram, M. and Goodwin, P. (2009) Teachers as readers in the 21st Century in M. Styles and E. Arizpe (Eds.) (2009) *Acts of Reading: teachers, text and childhood*, pp.201-218. Staffordshire: Trentham Books.
- Cremin, T. (2007) Revisiting reading for pleasure: diversity, delight and desire in K. Goouch, and A. Lambirth, (eds.) *Understanding Phonics and the Teaching of Reading*, pp.166-190 Berkshire: McGraw Hill.

Papers

- Kuzmnikova, A. and Cremin, T. (forthcoming, 2021) Different fiction genres take children's memories to different places *Cambridge Journal of Education*.
- Hendry, H. (2019) Becoming a teacher of early reading: charting the knowledge and practices of pre-service and newly qualified teachers. *Literacy* 54 (1): 58-69.
- Rodriguez Leon, L. and Payler, J. (2021) Surfacing complexity in shared book reading: The role of affordance, repetition and modal appropriation in children's participation. *Learning Culture and Social Interaction*, <https://doi.org/10.1016/j.lcsi.2021.100496>
- Hempel-Jorgensen, A., Cremin, T., Harris D. and Chamberlain, L. (2018) Pedagogy for reading for pleasure in low socio-economic primary schools: beyond 'pedagogy of poverty'? *Literacy* 52 (2): 86-94. Shortlisted for Wiley Blackwell Research Paper Award 2018
- Cremin, T and Moss, G. (2018) Editorial: Reading for pleasure: supporting reader engagement *Literacy* 52(2): 59-61.
- Kucirkova, N. and Cremin, T. (2017) Personalised reading for pleasure with digital libraries: Towards a pedagogy of practice and design, *Cambridge Journal of Education* 1-19.
- Cremin, T., Mottram, M., Collins, F., Powell, S. and Safford, K. (2017) Teachers as readers: building communities of readers reprinted and translated from 2009 paper for *Caracteres* 56. 7-19. Journal of the Belgian Francophone Literacy Association.
- Kucirkova, N. Littleton, K. and Cremin. T. (2015) Reading for pleasure and digital books. *Cambridge Journal of Education*. 47 (1) 67-84.
- Cremin, T., Mottram, M., Collins, F., Powell, S. and Drury, R. (2012) Building Communities: Teachers researching literacy lives *Improving Schools*. 15(2): 101-115.
- Cremin, T., Mottram, M., Collins, F., Powell, S. and Safford, K. (2009) Teachers as Readers: Building

communities of readers *Literacy* 43 (1):11-19. Winner of the UKLA Wiley Blackwell Research Paper of the Year Award 2009.

Cremin, T., Mottram, M. Bearne, E. and Goodwin, P. (2008) Exploring teachers' knowledge of children's literature *Cambridge Journal of Education* 38 (4): 449-464.

Cremin, T., Bearne, E., Mottram, M. and Goodwin, P. (2008) Primary teachers as readers *English in Education* 42(1): 1-16.

Non OU publications on reading for pleasure

Aarnoutse, C. & van Leeuwe, J. (1998) Relation between reading comprehension, vocabulary, reading pleasure and reading frequency. *Educational Research and Evaluation*, 4, p.143-166.

Adoniou, M. (2015). 'It's very much taken as an insult if I say anything': do new educators have a right to speak their mind?, *Cambridge Journal of Education*, 45(4), 401-414.

Allington, R.L., McGill-Frazen, A., Camilli, G., Williams, L., Graff, J., Zeig, J., Zmach, C. et al. (2010) Addressing summer reading setback among economically disadvantaged elementary students. *Reading Psychology*, 31(5): 411-427.

All-party Parliamentary Literacy Group (2012) *Boys Reading Commission Final Report* compiled by the National Literacy Trust, 2012;
http://www.literacytrust.org.uk/assets/0001/4056/Boys_Commission_Report.pdf

All-party Parliamentary Libraries Group (2014) *The Beating Heart of the School: Improving educational attainment through school libraries and librarians* London: Chartered Institute of Library and Information Professionals.

Anderson, A., Anderson, J., and Gear, A. (2015). Family Literacy Programs as Intersubjective Spaces: Insights from Three Decades of Working in Culturally, Linguistically and Socially Diverse Communities. *Language and Literacy*, 17(2), 41-58.

Assaf, L. C. (2008) The professional identity of a reading teacher, *Teachers and Teaching: theory and practice*, 14 (3): 239-252.

Baker, L. and Scher, D. (2002). Beginning readers' motivation for reading in relation to parental beliefs and home reading experiences. *Reading Psychology*, 23, 239-269.

Baker, L., and Wigfield, A. (1999) Dimensions of children's motivation for reading and their relations to reading activity and reading achievement. *Reading Research Quarterly* 34, (4): 452-77.

Benevides, T. and Peterson S. S. (2010) Literacy attitudes, habits and achievements of future teachers, *Journal of Education for Teaching*, 36, (3): 291-302.

Bingham, G., Jeon, H., Kwon, K. and Lim, C. (2017). Parenting styles and home literacy opportunities: Associations with children's oral language skills. *Infant and Child Development*, 26(5), e2020.

Book, M. and Perala-Littunen, S. (2015). Responsibility in Home-School Relations - Finnish Parents' Views. *Children & Society*, 29(6), 615-625.

Bowers, J. and Davis S. (2013) *Why teachers should read more children's books*, Guardian Network Teacher Professional
<http://www.theguardian.com/teacher-network/teacherblog/2013/jul/25/teachers-read-more-childrens-books> accessed 6.08.13

Chamber, A. (1985) *Booktalk: Occasional Writing on Literature and Children*, London: BodleyHead.

Chambers, A. (1993) *Tell me, Children, Reading and Talk*, Stroud, Thimble Press.

- Chawla-Duggan, R. and Milner, S. (2016). Father involvement in young children's care and education: exploring boundaries and starting conversations. *Cambridge Journal of Education*, 46(4), 473-489.
- Clark, C and De Zoysa, S. (2011). *Mapping the interrelationships of reading enjoyment, attitudes, behaviour and attainment: An exploratory investigation*. London: National Literacy Trust.
- Clark, C. (2016). *Children's and Young People's Reading Today*. Findings from the 2015 National Literacy Trust's annual survey. London: National Trust.
- Clark C. and Rumbold, K (2006) *Reading for Pleasure: a research overview* London: National Literacy Trust.
- Clark, C, Woodley, J and Lewis, F. (2011) *The Gift of Reading in 2011: Children and young people's access to books and attitudes towards reading*. London: National Literacy Trust.
- Cliff-Hodges, G (2010) Rivers of reading: Using critical incident collages to learn about adolescent readers and their readership *English in Education* Vol.44(3) 180-199.
- Collins, F.M. and Kelly, A. (2013) 'Primary Student Teachers' Attitudes towards Poetry and Poetry Teaching' in *Poetry Matters: International Research Perspectives on Poetry Pedagogy*, London: Bloomsbury
- Collins, F.M. and Safford K. (2008) 'The Right Book for the Right Child at the right time': Primary teacher knowledge of Children's Literature, *Changing English* 15 (4): 415-422
- Comber, B. (2014). Literacy, poverty and schooling: what matters in young people's education? *Literacy*, 48(3), 115-123.
- Commeyras, M., Bisplinghoff, B.S. and Olson, J. (2003) *Teachers as Readers: Perspectives on the importance of reading in teachers' classrooms and lives*, Newark: International Reading Association.
- Cottle, M. and Alexander, E. (2014). Parent partnership and 'quality' early years services: practitioners' perspectives. *European Early Childhood Education Research Journal*, 22(5), 637-659.
- Court, J. (20011) (ed) *Read to Succeed: strategies to engage children and young people in their reading for pleasure*, London: Facet Publishing.
- Cox, K. E. and Guthrie, J. T. (2001) Motivational and cognitive contributions to students amount of reading, *Contemporary Educational Psychology*, 26:1, pp. 116-131.
- Cox, R. and Schaetzel, K. (2007) A preliminary study of pre- service teacher as readers in Singapore: prolific, functional or detached, *Language Teaching Research*, 11(3):300-316.
- Crossley, S. (2018). *The Troublemakers: The construction of 'troubled families' as a social problem*. Bristol: Policy Press.
- Davis, H., Gonzalez, J., Pollard-Durodola, S., Saenz, L., Soares, D. and Resendez, N. et al. (2016). Home literacy beliefs and practices among low-income Latino families. *Early Child Development and Care*, 186(7), 1152-1172.
- Department of Education (1998) *School Standards and Framework Act of 1998*. UK. 1-294.
- Department of Education (2013). *English programmes of study: key stages 1 and 2: National curriculum in England*. UK. 1-88.

- Department of Education (2014). *Early Years Foundation Stage Statutory Framework*. DFE-001692017. UK. 1-37.
- Department of Education, Employment, and Workplace Relations (2008). *Family - School Partnerships Framework: A guide for schools and families*. Australia. 1-43.
- Dombey, H. (2010) with Bearne, E., Cremin, T., Ellis, S., Mottram, M., O'Sullivan, O., Öztürk, A., Reedy, D., and Raphael, T. and Allington, R. *Teaching Reading: What the evidence says*, Leicester: United Kingdom Literacy Association.
- Dobbs-Oates, J., Pentimonti, J., Justice, L., and Kaderavek, J. (2015). Parent and child attitudinal factors in a model of children's print-concept knowledge. *Journal of Research in Reading*, 38(1), 91108.
- Dreher, M.J. (2003) Motivating teachers to read, *The Reading Teacher*, 56 (4): 338–340
- Dungworth, N., Grimshaw, S., McKnight, C. and Morris, A. (2004) Reading for pleasure?: A summary of the findings from a survey of the reading habits of year 5 pupils, *New Review of Children's Literature and Librarianship*, 10: 169-188
- Edmunds, K. M., and Bauserman, K. L. (2006) What teachers can learn about reading motivation through conversations with children. *Reading Teacher*, 59: 414-424.
- Education Standards Research Team, (ESARD) (2012) *Research evidence on reading for pleasure* May 2012, http://www.eriding.net/resources/pri_improv/121004_pri_imp_reading_for_pleasure
- Ellis, S. and Coddington, C. (2013) Reading engagement research in K. Hall, T. Cremin, Comber, B. and Moll L. (2013 (eds) *International Handbook of Research on Children's Literacy, Learning and Culture*, Oxford: Wiley Blackwell pp.228-240.
- Eren, A. (2015) 'Not only satisfied and responsible, but also hopeful': prospective teachers' career choice satisfaction, hope, and personal responsibility. *Cambridge Journal of Education*, 45(2), 149166.
- Evans, M.D.R. , Kelley, J., Sikora, J. and Treiman, D.J. (2010). Family scholarly culture and educational success: Books and schooling in 27 nations. *Research in Social Stratification and Mobility* 28, 171197. Friedrich, N., Anderson, J., and Morrison, F. (2014). Culturally appropriate pedagogy in a bilingual family literacy programme. *Literacy*, 48(2), 72-79.
- Gambrell, L. (2011) Seven Rules of Engagement: What's Most Important to Know About Motivation to Read, *Reading Teacher*, 65(3):172-178
- Garces-Bacsal, R., Tupas, R., Kaur, S., Paculdar, A., & Baja, E. (2018). Reading for pleasure: whose job is it to build lifelong readers in the classroom? *Literacy*, 52(2), 95-102.
- Goodwin, P. (2011) Creating young readers: teachers and Librarians at work in Court, J. (ed) *Read to Succeed: strategies to engage children and young people in their reading for pleasure*, London: Facet Publishing
- Gregory, E. and Williams, A. (2000) *City Literacies: Learning to Read Across. Generation and Cultures*, London, Routledge.
- Guthrie, J.T. and Davis, M.H. (2003) Motivating struggling readers in middle school through an engagement model of classroom practice, *Reading and Writing Quarterly*, 59: 5, pp. 414-424.
- Guthrie, J. T. and Wigfield, A. (2000) Engagement and motivation in reading, in M.L. Kamil,

- P.B. Mosenthal, P. D. Pearson, and R. Barr (eds), *Handbook of Reading Research* (3rd Ed.), New York: Longman.
- Guthrie, J.T., A. Wigfield, N.M. Humenick, K.C. Perencevich, A. Taboada, and P. Barbosa(2006). Influences of stimulating tasks on reading motivation and comprehension. *Journal of Educational Research* 99(4): 232–45.
- Hall, L.A. , Johnson, A., Juzwik , M., Stanton, E., Wortham, F..and Mosley, M. (2010) Teacher identity in the context of literacy teaching: Three explorations of classroom positioning and interaction in secondary schools, *Teaching and Teacher Education*, **26**, pp. 234-243.
- Hall, L. A. (2012). Rewriting identities: Creating spaces for students and teachers to challenge the norms of what it means to be a reader in school. *Journal of Adolescent and Adult Literacy*, *55*, 368-373.
- Heisey, N., and Kucan, L. (2010) Introducing science concepts to primary students through read-aloud: Interactions and multiple texts make the difference, *Reading Teacher* 63(8): 666-676.
- Helker, K. and Wosnitza, M. (2016). The interplay of students’ and parents’ responsibility judgements in the school context and their associations with student motivation and achievement. *International Journal of Educational Research*, *76*, 34-49.
- Hindin, A., Steiner, L.M. and Dougherty, S. (2017). Building our capacity to forge successful homeschool partnerships: Programs that support and honor the contributions of families. *Childhood Education*, *93*(1), 10-19.
- Hume, L., Lonigan, C., and McQueen, J. (2015). Children's literacy interest and its relation to parents’ literacy-promoting practices. *Journal of Research in Reading*, *38*(2), 172-193.
- Hurd, S., Dixon, M. and Oldham, J. (2006) Are low levels of book spending in primary schools jeopardising the National Literacy Strategy?, *The Curriculum Journal*, *17*:1, pp. 73-88.
- Jackson, J. (2016). Home reading versus school reading: When blinkered views disrupt learning. *New Zealand Journal of Educational Studies*, *51*(2), 245-255.
- Jensen, T. (2018). *Parenting the Crisis: The cultural politics of parent-blame*. Bristol: Policy Press
- Jung, Y. (2018). Associations between in-the-moment behaviour of children, family literacy program use, and Latina mother-child book reading. *Early Child Development and Care*.
- Kalb, G. and van Ours, J.C. (2013) *Reading to Young Children: A Head-Start in Life?* Melbourne Institute of Applied Economic and Social Research Working Paper No. 17/13. Available at SSRN: <http://ssrn.com/abstract=2267171> or <http://dx.doi.org/10.2139/ssrn.2267171>
- Kidd, C,D.and Castano, E. (2013) Reading Literary Fiction improves Theory of the mind, *Science*. *342* (6156):377-380.
- Knoester, M. and Plikuhn, M. (2016). Influence of siblings on out-of-school reading practices. *Journal of Research in Reading*, *39*(4), 469-485.
- Kostogriz, A. and Doecke, B. (2013). The ethical practice of teaching literacy. Accountability or responsibility? *Australian Journal of Language and Literacy*, *36*(2), 90-98.
- Krashen, S. (2004) *The Power of Reading: Insights from research*. Portsmouth, NH: Heinemann.

- Lauermann, F. and Karabenick, S.A. (2013). The meaning and measure of teachers' sense of responsibility for educational outcomes. *Teaching and Teacher Education*, 30, 13-26.
- Lehrer, J.S. (2018). Written communication with families during the transition from childcare to school: how documents construct and position children, professionals, and parents. *European Early Childhood Education Research Journal*, 26(2), 285-308.
- Leitão, N., Barratt-Pugh, C., Anderson, K., Barblett, L., & Haig, Y. (2015). Engaging children in reading for pleasure: a Better Beginnings Project linking libraries with primary schools. *Libri*, 65(1), 15-24.
- Levy, R. (2009) 'You have to understand words...but not read them': young children becoming readers in a digital age, *Journal of Research in Reading*, 32 (1), pp. 75-91.
- Lockwood, M. (2008) *Promoting reading for pleasure in the primary school* London: Sage.
- Logan, S. and Medford, E. (2011) Gender differences in the strength of association between motivation, competency beliefs and reading skill, *Educational Research*, 53 (1):85-94.
- Marsh, J. (2003b) One way traffic? Connections between literacy practices at home and in the nursery, *British Educational Research Journal*, 29(3), pp. 369-82.
- Martin, T. (2003) Minimum and maximum entitlements: literature at Key Stage 2, *Reading Literacy and Language*, 37, 1:14-17
- Matteucci, M. and Helker, K. (2018). Who is responsible for educational outcomes? Responsibility ascriptions for educational outcomes in a sample of Italian teachers, parents, and students. *Learning and Individual Differences*, 61, 239-249.
- Matthiesen, N.C.L. (2017). Working together in a deficit logic: home–school partnerships with Somali diaspora parents. *Race Ethnicity and Education*, 20(4), 495-507.
- Maybin, J. (2013) What counts as reading? PIRLS, EastEnders and the man on the flying trapeze *Literacy* 47(2): 59-66.
- Maynard, S., MacKay, S., Smyth, F. and Reynolds, K. (2007) *Young people's reading in 2005: the second study of young people's reading habits*, London, NCRCL Roehampton University and Loughborough, LISU, Loughborough University.
- McGeown, S.P., Johnston, R.S., Walker, J., Howatson, K., Stockburn, A. & Dufton, P. (2015): The relationship between young children's enjoyment of learning to read, reading attitudes, confidence and attainment, *Educational Research*, DOI:10.1080/00131881.2015.1091234
- McGeown, S., Norgate, R., & Warhurst, A. (2012). Exploring intrinsic and extrinsic reading motivation among very good and very poor readers. *Educational Research*, 54(3), 309-322.
- McGeown, S. P. *Reading Motivation and Engagement in the Primary Classroom: Theory, research and practice*. Leicester, UKLA. Minibook38.
- McKechnie, L., Oterholm, K., Rothbauer, P. and Skjerdingsstad, K.L. (Eds). *Plotting the Reading Experience: Theory/Practice/Politics* Ontario, Wilfrid Laurier University Press.
- Meek, M. (1991) *On Being Literate*, London, Bodley Head.
- Meek, M. (1998) Important reading lessons, in Cox, B. (ed.) *Literacy is not enough Essays on the importance of reading*, Manchester, Manchester University Press and Book Trust, pp.116-124.
- Merga, K.M. and Ledger, S. (2018). Parents' views on reading aloud to their children: beyond the early years. *Australian Journal of Language and Literacy*, 41(3), 177-189.

- Merga, M., and Roni, M. S. (2018). Empowering Parents to Encourage Children to Read Beyond the Early Years. *The Reading Teacher*, 72(2), 213-221.
- Meyer, F., Meissel, K., and McNaughton, S. (2017). Patterns of literacy learning in German primary schools over the summer and the influence of home literacy practices. *Journal of Research in Reading*, 40(3), 233-253.
- Moss, G. (2000) Raising boys' attainment in reading: some principles for intervention. *Reading*, 34(3):101–106.
- Moss, G. (2003) Analyzing Literacy events; mapping gendered configurations of readers, texts and contexts. In S. Goodman, T. Lillis, J. Maybin and N. Mercer (eds.) *Language, Literacy and Education: A Reader*. pp. 123–137 Stoke on Trent: Trentham Books,
- Moss, G., and McDonald, J.W. (2004) The borrowers: library records as unobtrusive measures of children's reading preferences. *Journal of Research in Reading*, 27: 401–412.
- Mullis, I.V.S., Martin, M.O., Foy, P., & Drucker, K.T. (2012) *Progress in International Reading Literacy Study in Primary Schools, 2011* Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Nathanson, S., J.Pruslow, R. Levitt (2008) The Reading Habits and Literacy Attitudes of Inservice and Prospective Teachers: Results of a Questionnaire Survey, *Journal of Teacher Education*, 59 (4): 313321
- National Literacy Trust (2005) *Children's and young people's reading habits and preferences: The who, what, why, where and when*, The National Literacy Trust, December 2005. OECD (2010) PISA 2009 Results: Learning to Learn – *Student Engagement, Strategies and Practices* (Volume III). <http://dx.doi.org/10.1787/9789264083943-en>.
- National Union of Teachers (2016). *Getting Everyone Reading for Pleasure*. Available online at: <https://www.teachers.org.uk/sites/default/files2014/reading-4-pleasure-10561.pdf> last accessed 28 October 2016
- Neumann, M. (2016). A socioeconomic comparison of emergent literacy and home literacy in Australian preschoolers. *European Early Childhood Education Research Journal*, 24(4), 555-566.
- Nicholas, M. and Paatsch, L. (2018). Mothers' views on shared reading with their two-year olds using printed and electronic texts: Purpose, confidence and practice. *Journal of Early Childhood Literacy*, 124.
- Ng, C. H. C., Bartlett, B., Chester, I., & Kersland, S. (2013). Improving reading performance for economically disadvantaged students: combining strategy instruction and motivational support. *Reading Psychology*, 34(3), 257-300.
- Nutbrown, C., Bishop, J. and Wheeler, H. (2015). Co-production of family literacy projects to enhance early literacy development. *Journal of Children's Services*, 10(3), 265-279.
- Nutbrown, C., Clough, P., Levy, R., Little, S., Bishop, J., Lamb, T., and Yamada-Rice, D. (2017). Families' roles in children's literacy in the UK throughout the 20th century. *Journal of Early Childhood Literacy*, 17(4), 551–569.
- Ofsted (2004) *Reading for Purpose and pleasure: an evaluation of the teaching of reading in primary schools*, London, OfSTED.

- Pennac, D. (1994) *Reads Like a Novel* translated by D. Gunn London: Quartet Books
- Picton, I. & Clark, C. (2015). *The Impact of Ebooks on the Reading Motivation and Reading Skills of Children and Young People: A study of schools using RM Books*. London: National Literacy Trust.
- Powell-Brown, A. (2004). Can you be a teacher of literacy if you don't love to read? *Journal of Adolescent and Adult Literacy*, 47 (4), 284-288.
- Preece, J. and Levy, R. (2018). Understanding the barriers and motivations to shared reading with young children: The role of enjoyment and feedback. *Journal of Early Childhood Literacy*, 1-24.
- Ross, C.S. McKechnie, L. and Rothbauer, P.M. (2006) *Reading Matters: What research reveals about reading, libraries and community* Westport: Libraries Unlimited.
- Rudland, N & Kemp, C. (2004). The professional reading habits of teachers: Implications for student learning. *Australasian Journal of Special Education*, 28 (1), 4-17.
- Sainsbury, M. and Clarkson, R. (2008) *Attitudes to reading at ages nine and eleven: full report*. Slough: NFER. Available online at: <http://www.nfer.ac.uk/nfer/publications/RAQ01> last accessed 29 October 2013.
- Sawyer, B., Cycyk, L., Sandilos, L. and Hammer, C. (2018). 'So many books they don't even all fit on the bookshelf': An examination of low-income mothers' home literacy practices, beliefs and influencing factors. *Journal of Early Childhood Literacy*, 18(3), 338-372.
- Schaffner, E., Schiefele, U. and Ulferts, H.(2013) Reading Amount as a Mediator of the Effects of Intrinsic and Extrinsic Reading Motivation on Reading Comprehension *Reading Research Quarterly*, 48(4): 369–385 .
- Smith, J.K., Smith, L.F., Gilmore, A., Jameson, M., (2012), Students' self-perception of reading ability, enjoyment of reading and reading achievement, *Learning and Individual Differences*, 22 (2):202-206.
- Spufford, F. (2002) *The Child that Books Built*, London, Faber and Faber.
- Sullivan, A. and Brown, M. (2013) *Social inequalities in cognitive scores at age 16: The role of reading*. CLS Working Paper 2013/10. London: Centre for Longitudinal Studies.
- Sverdlov, A. and Aram, D. (2016). What Are the Goals of Kindergarten? Teachers' Beliefs and Their Perceptions of the Beliefs of Parents and of Agents of the Education System, *Early Education and Development*, 27(3), 352-371.
- Swain, J. and Cara, O. (2018). The role of family literacy classes in demystifying school literacies and developing closer parent–school relations. *Cambridge Journal of Education*, 1-21.
- Swain, J., Cara, O. and Mallows, D. (2017). 'We occasionally miss a bath but we never miss stories': Fathers reading to their young children in the home setting. *Journal of Early Childhood Literacy*, 17(2), 176-202.
- Timmons, K. and Pelletier, J. (2014). Understanding the importance of parent learning in a schoolbased family literacy programme. *Journal of Early Childhood Literacy*, 15(4), 510-532.
- Tonne, I. and Pihl, J. (2012): Literacy education, reading engagement, and library use in multilingual classes, *Intercultural Education*, 23:3, 183-194.

- Topping, K. J. (2010) *What kids are reading: The book-reading habits of students in British schools*, London: Renaissance Learning UK.
- Trelease, J. (2013) (7th edition) *The Read-Aloud Handbook* New York: Penguin
- Twist, L., Sizmur, J., Bartlett, S. and Lynn, L. (2012) *PIRLS 2011 Reading achievement in England* Research Brief DFE-RB262
<http://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RB262>
- UN General Assembly (1986) *United Nation's Declaration of the Rights of Child*. Paris, United Nations, 44/25. Accessed 24 Jan 2019 from: <https://www.un.org/documents/ga/res/44/a44r025.htm>
- Van Laere, K., Van Houtte, M. and Vandebroek, M. (2018). Would it really matter? The democratic and caring deficit in 'parental involvement'. *European Early Childhood Education Research Journal*, 26(2), 187-200.
- Wadsworth, R. (2008) Using Read Alouds in Today's Classrooms: Read alouds benefit children of all ages and in all subjects pp. 1-3 in *Leadership Compass* 05:03 1-3 Alexandria, Virginia: NAESP Accessed on September 4th 2013 at <http://www.naesp.org/leadership-compass-archives-0>
- Wang, J. H. Y. and Guthrie, J. T. (2004) 'Modelling the effects of intrinsic motivation, extrinsic motivation, amount of reading, and past reading achievement on text comprehension between U.S. and Chinese students', *Reading Research Quarterly*, 39, pp. 162-186.
- Waugh, D. Neaum, S. and Waugh, R. (2013) *Children's Literature in Primary Schools*, London: Sage
- Whittingham, C. E., Hoffman, E. B. and Rumenapp, J. C. (2016). "It ain't 'nah' it's 'no'": Preparing preschoolers for the language of school. *Journal of Early Childhood Literacy*.
- Wiescholak, S., Hilkenmeier, J., Greiner, C. and Buhl, H.M. (2018). Six-year-olds' perception of home literacy environment and its influence on children's literacy enjoyment, frequency, and early literacy skills. *Reading Psychology*, 39(1), 41-68.
- Wilkins, J. and Terlitsky, A. (2015). Strategies for Developing Literacy-Focused Family-School Partnerships. *Intervention in School and Clinic*, 51(4), 203-211.