

Publications by Margaret M Clark OBE 2014 – September 2020 Margaret.clark@newman.ac.uk

Books:

2014a *Synthetic Phonics and Literacy Learning: An evidence-based critique*. Birmingham: Glendale Education. (Self-published).

___b *Learning to be Literate: Insights from research for policy and practice*. Birmingham: Glendale Education. (self-published). ISBN 978-0-9928931-0-1. NB This won the UKLA Academic Book Award in 2015 which led Routledge to publish the revised edition.

2016 *Learning to be Literate: Insights from research for policy and practice*. Revised Edition. Abingdon: Routledge. ISBN 978-1-138-18694-1 (HBK) 978-1-138-18695-8 (PBK) 978-1-315-64350-2 (EBK).

2017a *Reading the Evidence: Synthetic phonics and literacy learning*. (editor and contributor) Birmingham: Glendale Education. (self-published) Ebook downloadable from Amazon.co.uk and paperback. (This has six additional contributors from UK and Australia).

___ b *Understanding Research in Early Education: The relevance for the future of lessons from the past*. Third Edition. Abingdon: Routledge. (PBK) 978-1-138-63484-8 also EBK.

2018a *The Teaching of Initial Literacy: Policies, evidence and ideology* (editor and contributor). Birmingham: Glendale Education. (self-published). Ebook and paperback from Amazon.co.uk. (This has twelve additional contributors from USA, Australia, The Republic of Ireland, Northern Ireland and UK).

2018b (editor with Jonathan Glazzard and contributor) *The Phonics Screening Check 2012-2017: An independent enquiry into the views of Head Teachers, teachers and parents. A Final Report September 2018*. Available to download from Newman University. <https://www.newman.ac.uk/knowledge-base/the-phonics-screening-check-2012-2017/> (Also on this link are the Education Journal Special Issue 1 on Baseline Assessment 2018 and the Special Issue 2019 on the phonics Screening Check).

2020 with Jonathan Glazzard, Sue Reid, Colin Mills and Jude Sloan *Independent research into the impact of the systematic synthetic phonics government policy on literacy policy on literacy courses at institutions in England delivering Initial Teacher Education*. This can be read and downloaded from Newman University website. <https://www.newman.ac.uk/knowledge-base/independent-research-into-the-impact-of-the-systematic-synthetic-phonics-government-policy-on-literacy-courses-at-institutions-delivering-initial-teacher-education-in-england>.

Journal Articles

Primary First

2016 'The effects and costs of four years of the phonics check in primary schools'. *Primary First*. Issue 15:10-14.

2018 'The Progress in International Reading Literacy Study PIRLS 2016: observations and cautions'. *Primary First Issue 21*: 26-29.

Education Journal: A series of articles was published from 2013, an edited version of these is in Clark 2014b, updated in 2016. Articles on Baseline Assessment were reprinted in a Special Issue of the Education Journal in 2018 and on literacy in 2019. NB Both Special Issues can be read and downloaded from the same site as the independent survey report <https://newman.ac.uk/knowledge-base/the-phonics-screening-check-2012-2017>.

2015 'Encouraging and supporting reading in primary school in England: the next steps'. *Education Journal*. Issue 228: 15-19.

___ 'Evidence on the synthetic phonics check in and not in the Final NFER Research Report'. *Education Journal*. Issue 240: 16-19.

___ 'Further government expenditure on the Phonics Check: why, with the available evidence?' *Education Journal*. Issue 241: 17-18.

2016 'An appeal for a `research literate` teaching profession: what could be the implications for policy?' *Education Journal* Issue 281: 14-16.

___ 'Primary Assessment Conference: More Than a Score 3 December 2016'. *Education Journal* Issue 289: 29-31

2017 'Synthetic Phonics and Baseline Assessment under the Searchlight in 2017: are they value for money in a time of cuts?' *Education Journal* Issue 299: 16-19.

___ 'Using data and evidence in education: a report from the Westminster Forum on 30th March'. *Education Journal* Issue 302: 29-30.

___ 'Primary Assessment in England: Government Consultation Part I The place of phonics testing in primary schools'. *Education Journal* Issue 306: 12-14.

___ 'Evidence-based literacy policies and a research literate profession: How to meet the challenge'. *Education Journal* Issue 310: 18-19.

___ 'Scotland`s developing literacy policies: one response to PISA'. *Education Journal* Issue 311: 24-25.

___ 'A Different Response to PISA: Australia`s plans to adopt the Year 1 Phonics Screening Check from England`. *Education Journal* Issue 312: 20-23.

___ 'Australia plans to adopt the Year 1 Phonics Screening Check from England and recommend synthetic phonics as the method of teaching: why?' *Education Journal* Issue 313: 24-25.

___ `Reading the Evidence: synthetic phonics and literacy learning` *Education Journal* Issue 316: 14-17.

2018 'Teaching initial literacy: Policies. Evidence and ideology'. *Education Journal*. Issue 333: 14-17.

___ 'The Progress in International Reading Literacy PIRLS 2016: a cautionary tale'. *Education Journal* Issue 334: 22-25.

___ ‘The views of teachers, parents and children on the Phonics Screening Check: the continuing domination of politics over evidence’. *Education Journal* Issue 347: 20-23.

___ ‘The Phonics Screening Check: Intended and unintended effects on early years classrooms in England’. *Education Journal*. Issue 349: 29-33.

___ ‘How justified is it to dominate government policy on early literacy with synthetic phonics and the Phonics Screening Check? Evidence, effects and expenditure. Part I Recent evidence on effects and expenditure’. *Education Journal*. Issue 351: 18-21.

___ ‘How justified is it to dominate government policy on early literacy with synthetic phonics and the Phonics Screening Check? Part II A critique of the evidence.’ *Education Journal*. 352: 15-19.

___ ‘A knowledge-base from which to debate central government’s domination of literacy policy and practice in England. A plea for a research literate profession’. *Education Journal* Issue 359: 18-22. *

___ ‘Reception Baseline Assessment’ *Education Journal* Special Issue No. 1 24 October. (Reprint of six articles from 2017) Available on <https://www.newman.ac.uk/knowledge-base/the-phonics-screening-check-2012-2017>

2019a ‘Literacy policy, synthetic phonics and the Phonics Screening Check *Education Journal* Special Issue 379. Up to date introduction and reprint of articles marked with an asterisk. Available on <https://www.newman.ac.uk/knowledge-base/the-phonics-screening-check-2012-2017>

___ b ‘The Phonics Screening Check 2012-2019: a critique’. *Education Journal*. Issue 387: 23-26. This has also been published in the *Education Journal Review* Vol 26 No 1 49-56.

2020a ‘The future of early reading courses in initial teacher education institutions in England: Who controls the content?’ *Education Journal* 407: 16-20. Also published in *Literacy Today* 92: 9-13 and in *Education Journal Review* Vol. 26 No 2.

___ b ‘Independent research into the impact of the systematic synthetic phonics government policy on literacy courses in institutions in England delivering Initial teacher education’. *Education Journal*. 411: 18-23.

___ c ‘The future content of courses on teaching early reading in initial teacher education in England: evidence-based or controlled by government?’ *Education Journal*. Issue 421: 22-27. Also in *Literacy Today* 93: 10-15.

___ d ‘Class of COVID-19 – what next for education?’ *Education Journal*. Issue 421: 42.

Education Journal Review

2018 ‘What determines literacy policies: evidence or ideology? The power of politicians over policy and practice’. *Education Journal Review*. Vol 25 (2) 2-30.

___ ‘The progress in international reading literacy study PIRLS 2016: a cautionary tale’. *Education Journal Review* Vol.25 (2) 76-83.

My article in the *Education Journal* 2019b has also been published in the *Education Journal Review* in 2020 Vol 26 No 1 and 2020a in Vol 26 No 2.

2020.(in press) 'The teaching of early reading in primary schools in England. Does ideology trump evidence in the formation of government policy for primary schools and for the institutions involved in initial teacher education'. *Education Journal Review* in press Due in October.

Improving Schools

2016 'Learning to be Literate: insights from research for policy and practice'. *Improving Schools* Vol 19(2): 129-140.

Reclaiming Schools

2016 'Flawed Arguments for Phonics' in *The Measurement of Learning: how tests are damaging children and primary education Reclaiming Schools* London: NUT Nov. 2016.download from www.reclaimingschools.org.

Forum

2017 'Literacy Learning in the Twenty-first Century: how much have we learnt?' *Forum*. Vol. 59 (3): 483-493.

2019 'Early Education in England: the power of politicians over policy and practice'. *Forum* Vol. 61(1): 187-199.

Literacy Today

2019 'The Phonics Screening Check 2012-2019: a critique. December 2019 Issue 9: 12-15.

2020 'The future content of courses on teaching early reading in initial teacher education in England: evidence-based or controlled by government? Issue 93:10-15. Reprinted from the *Education Journal*.

Chapter in Book 2017 'Synthetic phonics and the phonics check' pages 88-90 in *Beyond the exam factory: alternatives to high-stakes testing*. Published by *More than a Score* based on a seminar at Oxford in March 2017. See www.morethanascore.co.uk

NB My published evidence on synthetic phonics and the Phonics Screening Check up to 2014 was summarised in Clark 2014 *Learning to be Literate* which won the UKLA Academic Book Award. Updated to 2015 in the revised edition Clark 2016 it was published by Routledge. Therefore, only the more recent articles are listed here and the two edited books with international contributors published in 2017 and 2018.

In a Special Issue of the *Education Journal* in 2019 the key recent articles are reprinted.

My articles on Baseline Assessment are available in *Education Journal Special Issue 1* and in a new chapter 10 in the Third Edition of *Understanding Research in Early Education: the relevance for the future of lessons from the past*. published in 2017. Routledge.

I have directed two recent researches with evidence relevant to government literacy policy, both available online, together with selected articles. They can be read and downloaded from the following two sites at Newman University.

1. Clark, M.M. and Glazzard, J. (eds) (2018) *The Phonics Screening Check 2012-2017: An independent enquiry into the views of Head Teachers, teachers and parents.* <https://www.newman.ac.uk/knowledge-base/the-phonics-screening-check-2012-2017>
2. Clark, M.M., Glazzard, J., Mills, C., Reid, S., and Sloan, J. (2020) *Independent research into the impact of the systematic synthetic phonics government policy on literacy courses at institutions delivering initial teacher education.* [https://www.newman.ac.uk/knowledge-base/independent-research-into-the-impact-of-the-systematic-synthetic-phonics-government-policy-on-literacy-courses-in-institutions-delivering-initial-teacher-education-in-england.](https://www.newman.ac.uk/knowledge-base/independent-research-into-the-impact-of-the-systematic-synthetic-phonics-government-policy-on-literacy-courses-in-institutions-delivering-initial-teacher-education-in-england)

In April 2020 we completed that independent survey of the literacy content of courses in England for initial teacher education for primary teachers. The evidence from the survey completed by 38 professionals was analysed, and from interviews of ten of those who completed the survey. The report has been available online since April 2020. An article on the government position at that time on synthetic phonics and its effect on early reading courses in institutions providing initial teacher education in England was published both in *Literacy Today* and the *Education Journal* in March 2020. The consultation document by Ofsted was published in January, shortly after we completed our survey, (comments could be sent until April 3). The final Ofsted Report was published in June, and it will be implemented by Ofsted in September 2020. An article summarising our research was published in the *Education Journal* in May 2020. That is available on the Newman University website with the research report. A further article was published in the *Education Journal* Issue 421 following the publication of the Ofsted Report in June 2020. A comprehensive article on the government phonics policy is in press and will be published in the *Education Journal Review* in October 2020.

Margaret M Clark September 2020