Families First

Teaching reading, writing and spelling to children and young people with literacy difficulties

Practice Guidance for Schools – May 2021

Staffordshire County Council

Practice Guidance on teaching reading, writing and spelling to children and young people with literacy difficulties

1. Introduction

1.1 Purpose

1.1.1 The purpose of this Guidance document is to provide clarity to teaching staff about the effective teaching, learning and assessment of all children and young people with literacy difficulties.

1.1.2 The document may also be used to provide information to parents/carers regarding how schools in Staffordshire most effectively meet the needs of children and young people with literacy difficulties.

1.1.3 The Local Authority has a statutory duty to meet the needs of all children with special educational needs, under The Equality Act (2010) and this Guidance has been drafted to reflect this commitment.

1.1.4 Staffordshire is a needs-led Local Authority and as such is responsible for meeting the needs of all children and young people with literacy difficulties including those with any diagnosis, including dyslexia - please refer to the British Psychological Society working definition of dyslexia (BPS, 1999). As definitions of dyslexia are open to broad interpretation and there is substantial variation in dyslexia identification, for the purposes of teaching and learning, Staffordshire County Council therefore recommend that schools adopt an assessment for intervention approach in order to identify and address the needs of all children and young people with literacy difficulties, as early as possible.

1.2 Principles

1.2.1 We believe that:

- All teachers need to be fully informed of the most up to date theory, research and practice in order to enable them to meet the needs of all children and young people with literacy difficulties;

- Any literacy difficulty needs to be identified as early as possible so children and young people can receive the support they need when they need it;

- Good quality assessment informs good quality, targeted intervention;

- All educational interventions should be evidence-based;

- Children and young people's response to intervention needs to be evaluated over time before any conclusions are drawn about their long-term educational needs;

- All children and young people with literacy difficulties should have fair access to the available resources;

1.3 Content

1.3.1 This paper outlines:

- Staffordshire County Council's guidance on teaching reading, writing and spelling to children and young people with literacy difficulties (including those diagnosed with dyslexia);

- The most up-to-date scientific and professional research in relation to the identification of, and intervention for, children and young people with literacy difficulties (Miciak & Fletcher, 2020; Castels, Rastle & Nation, 2019; Elliott & Grigorenko, 2014);

- How literacy needs may be best met in schools;

- The provision available in Staffordshire for meeting these needs.

2 Literacy

2.1 Staffordshire County Council is committed to promoting literacy for all children and young people and ensuring that there is fair access to available resources and expertise. Literacy is a broad term. For the purposes of this document, literacy refers to the skills required for processing written language. These include the ability to decode words, read fluently, read for meaning, spell and write, as well as other associated processes, such as developing oral language skills and vocabulary knowledge.

3. Development of literacy skills

3.1 Children acquire literacy skills at different ages and at differing rates often well before they reach school age, and as a result may start school with varying levels of literacy (Wolf, 2008). Early years education should be underpinned by exposure to language enriched environments where children have regular access to quality books, songs, rhymes, hearing wide ranging language and vocabulary, and regularly listening to stories.

3.2 Early years education should focus on the following skills that provide the foundation for learning to read:

- An interest in books and a motivation to read – this can be encouraged by children having access to a wide range of books and literature, and regularly reading to children.
- A wide vocabulary (knowledge of words and their meaning) – this can be encouraged by talking about the different vocabulary in the books that are being shared and using this vocabulary in discussions with the children.
- Awareness of print (knowing that print conveys meaning and that in English words are written and read from left to right) – this can be encouraged by touching the words as they are read, reading words in a range of contexts and purposes and discussing their meaning.
- Phonological awareness (ability to hear individual sounds and put them together to make words, and hear a word and split it into individual sounds) – this can be encouraged by playing oral word games such as I spy, what's

the word (listen to the sounds and state the word [synthesis]) and what are the sounds (listen to the word and state the sounds [segmentation]).

3.3   After a period of teaching, some children may demonstrate difficulty in learning to read, write and spell. If difficulties persist, this can lead to considerable distress and, in some cases, result in academic disengagement. It is important that delays are identified and addressed as soon as possible. Early identification and intervention for literacy difficulties with young children have to date been shown to be more effective than interventions for older children (Denton & Vaughn, 2010).

4.   Skill-based assessments

4.1   When a child or young person is not making the expected progress in their literacy skills teachers are, in the first instance, best placed to complete an accurate assessment which can be used to inform an appropriate intervention. These assessments typically measure phonological awareness, reading accuracy, reading fluency, reading comprehension, spelling, and writing and help the teacher to identify the specific areas of literacy that require improvement.

4.2   Detailed reading and spelling assessment materials that measure accuracy, fluency and generalisation are available, at no cost, to all Staffordshire schools. Please use the following links for Staffordshire EPS Reading Accuracy, Fluency and Generalisation Assessments and Staffordshire EPS Spelling Accuracy Assessments. These can be used as a baseline assessment to plan an intervention, a tool to measure progress and also be used to evaluate any reading or spelling intervention that is in place.

5.   The use of cognitive assessments for children and young people with literacy difficulties

5.1   Additional assessments are sometimes completed by specialist teachers and/or educational psychologists, who may use tests of cognitive functioning and/or general intelligence (IQ). Such tests sometimes demonstrate that a child or young person with literacy difficulties also encounters difficulties with one or more cognitive processes such as memory, information processing, problem solving and language. These difficulties tend to be more commonly found in children and young people with literacy difficulties although there is no clear and consistent pattern. Indeed, in some cases, those with literacy difficulties can show particular strengths in one or more of these areas. The key point that has been made in the research literature is that conclusions cannot be made about the cause of children's lack of progress in acquiring literacy skills, and therefore of an appropriate intervention, on the basis of their cognitive profile (Astle, Bathelt & Holmes, 2019).

6   Assessment over time

6.1   Assessment over time, involving close monitoring of the child or young person's response to teaching, is now accepted as the most effective way of: identifying literacy difficulties (Vaughn & Fuchs, 2003); informing intervention; determining the rate of progress (Snowling & Hulme, 2011); and signalling appropriate resourcing needs (Miciak & Fletcher, 2020).

6.2 Assessment over time is also referred to as Response to Intervention (RTI) where the aim is to ascertain progress in response to what is termed a well-founded intervention (Colenbrander, Ricketts & Breadmore, 2018). This is a more helpful measure of a child or young person's needs as it allows for investigation into the effectiveness of the teaching as well as the suitability of the interventions. In addition, this enables teaching staff to adjust their teaching accordingly and improve the rate of learning. It can be repeated at regular intervals and thus can provide a more detailed understanding of children and young people's daily and weekly progress.

7. Support in the classroom and specific literacy intervention

7.1.1 When planning a support package in the area of literacy it is important to consider all of the following:
- The emotional well-being and confidence of the child or young person and their motivation to engage and learn.
- The child/young person's ability to understand the content of lessons and the need for support within lesson to access the curriculum
- The child/young person's individual literacy skills and the need for a specific literacy intervention

7.1.2 A key principle underpinning this Guidance is that all children and young people are entitled to fair and equitable access to appropriate support that will maximise their ability to progress.

7.2 Emotional well-being, confidence and motivation

7.2.1 The emotional well-being and confidence of the child/young person should always be at the forefront of both class-based support and intervention planning. This should be done by involving the child/young person in the planning of the additional support, using motivating real books and literature of their choice and ensuring that they are fully informed about the purpose of the support and their rate of progress.

7.2.2 The focus of this approach is to provide the child/young person with evidence of their effort and progress in order to maintain their emotional well-being and raise their self-confidence. Ensuring that learning is suitably matched to skill levels will maximise learning and feelings of success.

7.3 Support in the classroom - Curriculum access

7.3.1 Accurate curriculum-based assessments alongside literacy skills assessments will determine whether the child or young person needs support across all areas of the curriculum or primarily in the areas that have a high literacy component. It is important that teachers do not under or overestimate the intellectual ability of their students and their literacy difficulties are not a barrier to their knowledge and progress in the curriculum area (Elliott & Nicholson, 2016).

7.3.2 In addition to Quality First Teaching reasonable evidence-based adjustments can be considered to compensate for any literacy difficulties (see Staffordshire Graduated Response Toolkit for more details). These could include alternative methods of supporting reading (e.g. reading pens, readers) and alternative methods of recording (e.g. scribes, touch typing, Dictaphones, voice-activated software). However, the circumstances under which they are used needs to be carefully considered, their impact systematically monitored and only introduced after full consultation with the

child or young person.

7.4 Specific literacy intervention - Skill development

7.4.1 An accurate assessment of literacy skills is required to identify the specific areas necessary to address. Please use the following links for Staffordshire EPS Reading Accuracy, Fluency and Generalisation Assessments and Staffordshire EPS Spelling Accuracy Assessments. The content of any intervention will depend on the areas of literacy causing concern and their associated pre-requisite skills. Please refer to Table 1 of the Appendix for more details of this.

7.4.2 Following the assessment of literacy skills, an intervention scheme may be identified by the school as an appropriate next step. Schools need to ensure that any intervention to be implemented is evidence-based and the effectiveness of the intervention is evaluated after a period of time. If further assessment shows that the child or young person has not made adequate progress, a more personalised bespoke intervention may be needed.

7.4.3 It is also important that the teaching methods used within any intervention have been shown to be effective by high-quality, scientific research.   Research emphasises that focusing on how and what children and young people are taught is more important than school structures, organisation, or where they are taught. Well-structured teaching has been shown to be more effective than other factors such as ability grouping, class size, individualised teaching, and resource expenditure (Hattie, 2009).

7.4.4 Research shows that teaching is most effective when it includes the following:

- Distributed practice, i.e. short, frequent teaching sessions, that incorporate practice of identified skills, and address areas such as memory deficits (Baddeley, 1997). The more often children and young people practise a skill the more likely it is to be mastered (Moreira, Pinto, Starling & Jaegar, 2019);
  - An example of this would be that a short focussed intervention of 5 minutes a day is more effective than two 20 minute sessions a week

- Teaching of skills to fluency, as well as accuracy (Haring & Eaton, 1978), by ensuring that there are sufficient opportunities for children and young people to practise and master emerging skills
  - An example of this would be expecting children to read known words (old learning) at speed and giving them opportunities to practise these

- Teaching of skills to generalisation in order to ensure that children and young people can apply their skills, knowledge and concepts to different contexts (Solity, 2015). Pupils are more likely to read and understand the meaning of words accurately the more diverse the context in which a word is seen (Adelman, Brown & Quesada, 2006; Nation, 2017)
  - An example of this would be the use of 'real books' that include a varied, diverse and extensive reading experience rather than the over reliance on books that contain highly decodable texts

- A structured approach that ensures one new skill is taught at a time (Solity, 2008);
  - An example of this would be targeting the reading of certain words or sounds rather than targeting reading and spelling of the words together

- More frequently occurring skills are taught before less useful skills (Carnine, Silbert & Kameenui, 1997)

- An example of this would be only teaching the first 100 most common words as they account for over 54% of written English, and not the next 50 words which only account for a further 5% (Solity, 2020; Solity & Vousden, 2009)

- Tasks that are interleaved, i.e. mixing old and new skills (Rohrer & Pashler, 2017; Brown, 1998) to minimise forgetting (Baddeley, 1997). All new learning should be made explicit;
  - An example of this would be teaching 2 new spelling words and then going over words already learnt rather than having 10 new spellings each week and not including any words previously learnt.

- The use of the Direct Instruction teaching approach (Engelmann & Carnine, 1982) to introduce and practise skills;
  - This is the use of the Model-Lead-Test teaching method (my turn, together, your turn) when teaching any new skills or correcting errors

- Ensuring children and young people are informed about the purpose of interventions, their achievements and their rate of progress (Adelman, Gordon, Brown & Quesada, 2006)
  - An example of this is explaining why you are teaching the first 100 words and then discuss the progress with the child or young person

- Peer-assisted learning (The Sutton Trust, 2013)
  - Example of this are the use of Paired Reading (Topping, 1995) and Co-operative Learning (Kagan & Kagan, 2015)

- Utilising trained teaching assistants to implement well-founded interventions (Adelman, Gordon, Brown & Quesada, 2006)
  - An example of this would be training some teaching assistants in Precision Teaching to implement across the school for all children who need it.

7.4.5 Research indicates the crucial role vocabulary knowledge and oral language skills play in the reading process (Hulme, Snowling, Caravolas & Carrol, 1995). The explicit teaching of vocabulary to support the development of children's spoken and written language, as well as teacher' language usage in the classroom, should be considered when planning any reading intervention. This should always be in the context of access to good quality literature, and teaching staff who aim to increase the enjoyment of reading through encouraging children and young people to discover and connect with books of their choice.

7.4.6 Cognitive interventions, such as computerised memory and 'brain' training, and other complementary measures, such as targeting visual processing through the use of coloured lenses and other visual or physical movement training exercises, have yet to demonstrate consistent effectiveness in improving reading skills (Pennington, 2010; Henderson, Tsogka & Snowling, 2013). With the exception of phonological awareness, addressing cognitive processes, such as working memory, in order to improve literacy attainments, is not supported in the scientific literature (Velluntino, Fletcher, Snowling & Scanlon, 2004; Hempenstall, 2019).

7.4.7 The multi-sensory teaching approach is sometimes referred to as a core feature of specialist literacy intervention. Children use their hearing, vision and touch when learning to read and write, and acting on this is typically a feature of sound early years' education. However, beyond the general use of such activities as part of an overall educational

programme, research does not indicate the use of specific multi-sensory approaches as key to improving the literacy skills of struggling readers (Brooks, 2007).

8.   Framework for support

8.1   The Code of Practice (2014) provides statutory guidance for organisations that work with children and young people with special educational needs and/or disabilities (SEND), on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014. The Code stipulates a process of Assess, Plan, Do, Review in identifying and meeting individual children and young people's SEND needs. This is also referred to as the graduated response approach – more guidance for schools can be found on www.staffordshire.gov.uk/graduatedresponse .

8.2   The Assessment Through Teaching (ATT) model (Ward, Crawford & Solity, 2017; Solity 1993) provides a rigorous framework for the Assess, Plan, Do, Review process. It supports teachers and teaching assistants, in monitoring the child and young person's access to the curriculum and their response to a skill-based intervention. This takes into account assessments over time and emphasises the importance of analysing the teaching when reviewing a child or young person's progress. Table 2 of the Appendix illustrates how this model is used to address literacy needs.

9.   Provision in Staffordshire

9.1   The majority of children and young people's needs in this area should be met using the graduated response approach as described in the SEND Code of Practice within mainstream schools via SEN Support. It is the school's statutory responsibility to meet these needs from their own resources via their delegated budget. Most children and young people's needs are met using a structured and systematic framework within school that incorporates the recommendations detailed above to varying intensity.

9.2   Schools can request training and guidance from specialist support services:

- In partnership with Entrust, the Local Authority have commissioned specific support packages that can provide additional support for individual pupils. Entrust can deliver a specialist support outreach programme for pupils in KS2 and KS3 who meet specified criteria. This support is delivered through a programme of 6-10 sessions of weekly 1:1 tuition. The aim of this support is to model evidence-based approaches for school staff who can then continue the programme in school. Further information can be found in the Entrust Specialist Centre process document.

- The Educational Psychology Service (EPS) offers advice, guidance and training on evidence-based literacy assessments, interventions and evaluation, underpinned by current research in teaching and learning. Educational Psychologists can offer advice on refining the Assessment-Through-Teaching process. The EPS have developed a series of 3 reading webinars that are available to all schools free of charge and include more details of the approach advocated in this Guidance. These can be accessed by clicking here.

9.3   Very occasionally, significant concerns about a child or young person's literacy levels and progress continue despite a rigorous Assess, Plan, Do, Review process implemented in school which has incorporated advice and recommendations from specialist support services. In such cases, further assessment can be requested from

the Local Authority through an Education, Health and Care (EHC) Needs Assessment (EHCNA), in line with the SEND Code of Practice. This may indicate the need for additional resources that can only be delivered via an EHC Plan. National statistics show that 3.4% of Staffordshire children and young people have an EHC Plan (DfE, 2019).

9.4   If an EHC Plan is required, responsibility for the monitoring of the child or young person's progress in response to intervention transfers to the Local Authority, in partnership with parents/carers and schools. This is facilitated through the Annual Review process. In exceptional circumstances, where a child or young person fails to progress despite access to additional resources as described, specialist provision may be identified.

10.   Partnership with parents/carers

10.1   Children and young people's literacy needs are best met when schools and parents/carers work closely in partnership, where there is mutual trust, and where information is transparent and shared. In line with the SEND Code of Practice, parents/carers must be included in discussions and fully informed about the Assess, Plan, Do, Review process undertaken in school to meet literacy needs. SENDIASS (Staffordshire Family Partnership) is available to help parents/carers access appropriate and independent advice and support in all areas of SEND (Tel: 01785 356921).

11. Appendix

Table 1: Areas of literacy and corresponding intervention

Area of concern identified	Recommended focus of the intervention
Word reading	Synthesis – this is a phonological skill (i.e. children or young people do not look at print) and refers to a child or young person's capability to hear individual sounds and put them together to make words Systematic phonic intervention that focuses on the most frequently occurring grapheme-phoneme correspondences (GPCs) in written English Teaching children and young people to correct the pronunciation of words that have been decoded accurately but lead to a non-word pronunciation (Dyson, Best, Solity & Hulme, 2017) Sight vocabulary intervention that focuses on the most frequently occurring phonically irregular words Vocabulary knowledge Generalising reading skills to real books
Comprehension	Word Reading to accuracy and fluency Oral language skills The following skills: literal, inference, summarising, simplifying syntactic and semantic complexities, critical skills, study skills The following knowledge: vocabulary, facts, reasoning skills, logic, schemata, syntax, specific topic knowledge
Spelling	Segmentation - this is a phonological skill (i.e. children or young people do not look at print) and refers to a child or young person's capability to hear a word and separate it into the individual sounds Writing letters to dictation Phonic, whole word, morphemic spelling interventions Generalising spelling skills into independent writing/recording
Writing	Letter and number formation Word formation Writing sentences Oral language skills

Table 2: Using the Assessment Through Teaching model to address literacy difficulties

Steps of Assessment through Teaching Framework	(In line with Code of Practice)	Practical Implications
Step One **ASSESS**	Baseline literacy assessment	Ensure assessment includes a collation of the most recent: ● Standardised tests (e.g. reading ages); ● Curriculum-based assessments (school assessment); ● Skill-based assessments (e.g. Staffordshire EPS reading/spelling accuracy and fluency assessment probes).
Step Two **PLAN**	Instructional content: Deciding what to teach	Organise whole class teaching so that: ● What is being taught is clear and is purposeful; ● Content is differentiated in line with all learning and language levels. Organise interventions so that: ● Accurate assessment has been completed to identify the areas of literacy that need targeting; ● The focus is on skills that are most useful and highly generalisable; ● Skills that are readily confused are separated; ● New skills are identified in order of priority and the most useful skills are taught first. Teach meta-cognitive skills so that: ● Children understand what is being taught and why ● Children can think and talk about their own learning and progress.
Step Three **PLAN / DO**	Instructional delivery: Deciding how to teach	Organise whole class teaching so that: ● Reasonable adjustments are in place to enable all students to access (read) and produce (write) the written word using alternative methods of reading and recording, as required. Whole class teaching is made explicit across the range of cognitive and linguistic skills through: ● Clear differentiation using relevant teaching aids; ● Modifying the demands of the task demand to match need; ● Direct instruction; ● Use of questioning and feedback. Organise specialist interventions so that: ● New skills are taught one at a time until they are mastered; ● All skills are taught to high levels of fluency (practice); ● New skills are taught directly and explicitly; ● Skills are taught consistently and in a range of contexts; ● Old and new learning are mixed.
Step Four **DO**	Classroom organisation	Organise the learning environment so that: ● All teaching and support staff are trained in determining what to teach and how to teach it; ● Alternative methods for reading and recording are accessible; ● Students are grouped amongst peers with a range of skill levels; ● There are frequent opportunities for practice; ● Teaching assistants and peers are used to the greatest effect.
Step Five **REVIEW**	Assess and evaluate learning	Ensure that the access to the curriculum is evaluated by assessing the effectiveness of the reasonable adjustments. Ensure that evaluation of interventions includes assessment of: ● Accuracy, fluency and generalisation ● New and old learning ● Principles and methods associated with Precision Teaching Ensure that children and young people are aware of their progress and the next steps in moving learning forward and support is given for building resilience in continuing to applying skills

12   References

Adelman, J.S., Gordon D.A. Brown, GDA., & Quesada, J.F. (2006). Contextual Diversity, Not Word Frequency, Determines Word-Naming and Lexical Decision Times, *Psychological* Science. 17(9), 814-823.

Astle, D.E., Bathelt, J., The CALM Team & Holmes, J. (2019). Remapping the cognitive and neural profiles of children who struggle at school. *Developmental Science,* 22(1), 1-17.

Baddeley, A. (1997). *Human Memory: Theory & Practice*. Hove: Psychology Press.

British Psychological Society. (1999; reprinted 2005). *Dyslexia, Literacy and Psychological Assessment: Report by a Working Party of the Division and Educational and Child Psychology of the British Psychological Society.* Leicester: British Psychological Society.

Brooks, G. (2007). *What works with pupils with literacy difficulties? The effectiveness of intervention schemes.* London: Department for Education and Skills.

Brown, G.D. (1998). Word recognition in Beginning Literacy Instruction: The ROAR model, in J.L. Metsala & L.C. Ehri (Eds.), *Word Recognition in Beginning Literacy. Mahwah, NJ: LEA.*

Carnine, D.W., Silbert, J. and Kameenui, E.J. (1997). *Direct Instruction Reading*. New Jersey: Prentice Hall.

Castles, A., Rastle, K., and Nation, K. (2018). Ending the Reading Wars: Reading Acquisition from Novice to Expert. *Psychological Science in the Public Interest,* 19(1) 5-51.

Colenbrander, D.,Ricketts, J. & Breadmore, H.L. (2018). Early Identification of Dyslexia - Understanding the Issues. *Language, Speech, and Hearing Services in Schools*, 49, 817-828.

Department of Education. (2019). *LA tables: Special Educational Needs in England* – January 2019.

Denton, C. A., & Vaughn, S. (2010). Preventing and remediating reading difficulties. *The promise of response to intervention: Evaluating current science and practice*, 78-112.

Dyson, H., Best, W., Solity, J.E. & Hulme, C. (2017). Training Mispronunciation Correction and Word Meanings Improves Children's Ability to Learn to Read Words. *Scientific Studies of Reading.* 21(5), 392-407.

Elliott, J.G. & Grigorenko, E.L. (2014). *The Dyslexia Debate*. Cambridge University Press: New York.

Elliott, J.G. & Nicolson, R. (2016). *Dyslexia: Developing the Debate.* Bloomsbury: London.

Engelmann, S., & Carnine, D. (1982). *Theory of Instruction: Principles & Practice.* New York: Irvington.

Haring, N.G. & Eaton, M.D. (1978). Systematic instructional procedures: An instructional hierarchy. In N.G. Haring (ed), *The Fourth R: Research in the classroom (p23-40)*. Columbus, Ohio: Charles E. Merrill.

Hart. B. & Risley, T.R. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore, Maryland: Brookes Publishing Company.

Hattie, J. (2009). *Visible Learning*. London: Routledge.

Hempenstall, K. (2019). Myths and Evidence. In J. Murphy & T. Bennett (Eds), *Literacy: An Evidence-Informed Guide for Teachers (p23-46)*, Woodbridge: John Catt

Henderson, L. M., Tsogka, N., & Snowling, M. J. (2013). Questioning the benefits that coloured overlays can have for reading in students with and without dyslexia. *Journal of Research in Special Educational Needs*, *13*(1), 57-65.

Higgins, S, Katsipataki, M., Kokotsaki, D., Coleman, D., Major, L.E. & Coe, R. (2013). *The Sutton Trust- Education Endowment Foundation Teaching and Learning Toolkit.* London: Education Endowment Foundation.

Hulme, C, Snowling, M, Caravolas, M and Carrol, J. (2005). 'Phonological skills are (probably) one cause of success in learning to read: A comment on Castles and Coltheart', *Scientific Studies of Reading*, 9(4), 351-365.

Kagan, S., & Kagan, M. (2015). *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing.

Moreira, B.F.T., Pinto, T.S.S., Starling, D.S.V. & Jaeger, A. (2019). Retrieval Practice in Classroom Settings: A Review of Applied Research. *Frontiers in Education.* 4, 1-16.

Nation, K. (2017). Nurturing a lexical legacy: reading experience is critical for the development of word reading skill, *Science of Learning*, 3, 1-4.

Pennington, B, F. (2011). Controversial therapies for dyslexia. *Perspectives on language and literacy: a quarterly publication of the International Dyslexia Association*, *37*.

Rohrer, D. & Pashler, H. (2017). Recent Research on Human Learning Challenges Conventional Instructional Strategies, *Educational Researcher*, 39(5) 406-412

Snowling, M. J., & Hulme, C. (2011). Evidence-based interventions for reading and language difficulties: Creating a virtuous circle. *British Journal of Educational Psychology*, 81(1), 1-23.

Solity, J.E. (1993). Assessment-through-teaching: A Case of Mistaken Identity. *Educational and Child Psychology*, 10(4), 27-47.

Solity, J.E. (2008). *The Learning Revolution.* London: Hodder Education.

Solity, J.E. (2015). The rhetoric and reality of evidence-based practice and teaching reading: How to bridge the curriculum gap. Occasional paper 141. *Centre for Strategic Education*.

Solity, J.E. (2020). Instructional psychology and teaching reading - Ending the reading wars. *The Educational and Developmental Psychologist*, 1-10. Doi10.1017/edp.2020.18.

Solity, J.E. & Vousden, J. (2009). Real books vs reading schemes: a new perspective from instructional psychology. *Educational Psychology,* 29(4), 469-511.

The Equality Act (2010). London: The Stationery Office.

Topping, K. (1995). *Paired Reading, Spelling and Writing.* Cassell.

Tunmer, W. & Chapman, J. (2012). Does Set for Variability Mediate the Influence of Vocabulary Knowledge on the Development of Word Recognition Skills? *Scientific Studies of Reading,* 16(2), 122-140.

Vaughn, S. & Fuchs, L.S. (2003). Redefining Learning Disabilities as Inadequate Response to Instruction: The Promise and Potential Problems. *Learning Disability: Research & Practice*, 18(3), 137-146.

Vellutino, F.R., Fletcher, J.M., Snowling, M.J. & Scanlon, D.M. (2004). Specific reading disability (dyslexia: What have we learned in the past four decades? *Journal of Child Psychology and Psychiatry,* 45(1), 2-40.

Ward, J., Crawford, S. and Solity, J. (2017). Applying Assessment Through Teaching and Instructional Psychology: An Alternative Model of Service Delivery to Raise Attainment in Primary Schools. *Educational & Child Psychology,* Vol 34(1), 94-109.

Wolf, M. (2008). *Proust and the Squid: The Story and Science of the Reading Brain*. London: Icon Books Limited.