

**GREG BROOKS**  
**MA (Cambridge), PGCE (Leeds), MA (Essex), PhD (Leeds)**  
**Emeritus Professor of Education, University of Sheffield, UK**

**Date and place of birth** 30 June 1944, West Ewell, Surrey, England

**Education**

1949-55 State-funded primary school in Epsom, Surrey  
1955-62 Wimbledon College (state-funded grammar school for Catholic boys, owned and largely staffed (then) by Jesuits)  
1963-66 Cambridge University; BA 1966, MA 1971  
1966-67 University of Leeds; Graduate Certificate in Education 1967  
1972-73 University of Essex; MA in Applied Linguistics 1973  
1977-80 University of Leeds; PhD 1985  
Topic: Phonological coding in silent reading

**Career**

1963, 1967-72, 1973-77 Secondary schools in France, Kenya and England  
1976-2002 Open University (part-time)  
1981-2000 National Foundation for Educational Research, Slough, England  
2001-07 University of Sheffield, including (2002-08) Director, Sheffield arm of National Research and Development Centre for Adult Literacy and Numeracy

**UK Reading Association (since 2003, UK Literacy Association)**

1980-2003 Member, Editorial Board of *Journal of Research in Reading* (Editor 1984-86 & 1994-95)  
1991-98 Representative on International Development in Europe Committee of IRA  
1999-2000 President  
2003- Honorary Life Member

**International Reading Association**

1998-2002 Chairperson, International Development in Europe Committee  
2002 Local arrangements chairperson, Edinburgh World Congress

**Federation of European Literacy Associations**

2013-17 Chairperson

**Honours**

2005 MBE (refused)  
2011- Reading Hall of Fame

**European literacy appointments**

2011-13 Member, European Union High Level Group of Experts on Literacy  
2014-16 Member, Management Board of European Union-funded (€4m) European Literacy Policy Network (ELINET)

## REVERSE CHRONOLOGICAL LIST OF PRINCIPAL PUBLICATIONS

BROOKS, G. (2016). *What Works for Children and Young People with Literacy Difficulties? The Effectiveness of Intervention Schemes*. 5<sup>th</sup> edition. Frensham: Dyslexia-SpLD Trust.  
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[http://www.interventionsforliteracy.org.uk/widgets/GregBrooks/What\\_works\\_for\\_children\\_fourth\\_ed.pdf](http://www.interventionsforliteracy.org.uk/widgets/GregBrooks/What_works_for_children_fourth_ed.pdf)

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BROOKS, G. and Tarling, R. (2012). 'Boosting the reading levels and attitudes of young people who have offended: a review of the evidence and the lessons learnt from an evaluation of *TextNow*.' *Youth Justice*, **12**, 3, 184-98.

(contributor to) European Commission (2012). *EU High Level Group of Experts on Literacy. Final Report*. Luxembourg: Publications Office of the European Union.  
[http://ec.europa.eu/education/literacy/what-eu/high-level-group/documents/literacy-final-report\\_en.pdf](http://ec.europa.eu/education/literacy/what-eu/high-level-group/documents/literacy-final-report_en.pdf)

BROOKS, G., Hannon, P. and Bird, V. (2012). 'Family literacy in England.' In Wasik, B. and Van Horn, B. (eds) *Handbook of Family Literacy*, 2<sup>nd</sup> edition. New York and London: Routledge, pp.325-38.

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BROOKS, G. (2011). 'Chapter 9: Adult literacy (Age 18 and beyond).' In Kamil, M.L., Pearson, P.D., Moje, E.B. and Afflerbach, P.P. (eds) *Handbook of Reading Research, vol.IV*. London and New York: Routledge, pp.177-96.

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*Executive summary - October 2009*. Coventry: Learning and Skills Improvement Service. [http://www.nrdc.org.uk/publications\\_details.asp?ID=162](http://www.nrdc.org.uk/publications_details.asp?ID=162)

Vorhaus, J., Howard, U., BROOKS, G., Bathmaker, A-M., and Appleby, Y. (2009). 'The impact of the "Skills for Life" infrastructure on learners: a summary of methods and findings.' In Reder, S. and Bynner, J. (eds) *Tracking Adult Literacy and Numeracy Skills: findings from longitudinal research*. New York and Abingdon, Oxon.: Routledge, 200-21.

Rhys Warner, J., Vorhaus, J., Appleby, Y., Bathmaker, A-M., BROOKS, G., Cole, P., Pilling, M. and Pearce, L. (2008). *The Learner Study: the impact of the Skills for Life strategy on adult literacy, language and numeracy learners. Summary report*.

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BROOKS, G., Giles, K., Harman, J., Kendall, S., Rees, F. and Whittaker, S. (2001). *Assembling the Fragments: a Review of Research on Adult Basic Skills*. London: Department for Education and Employment Research Report no.220. <http://www.education.gov.uk/publications/eOrderingDownload/RR220.pdf>

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