

**Publications (books and chapters in books) and a list of journals with articles  
by Margaret M Clark OBE up to May 2020**  
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(In brackets are the names of colleagues or students not listed in the title who contributed chapters in books I edited. An asterisk indicates actual reports of researches. \*\*Awarded a DLitt for these two published researches. \*\*\*Lecture delivered on award of Fellowship by the Scottish Council for Research in Education in 1988 for 'Distinguished Contribution to Educational Research'. In 2006 was awarded an OBE for services to early childhood education. In 2017 was elected to the Reading Hall of Fame for 'Distinguished contributions to literacy research, theory and/or practice')

**Books either as author or editor**

\*1957 *Left-handedness: Laterality characteristics and their educational implications*. London: University of London Press. Based on PhD.

1959 *Teaching Left-handed Children*. London: University of London Press. New edition 1974. London: Hodder and Stoughton. Summary based on PhD for parents and teachers. Also published in Dutch.

\*1970 *Reading Difficulties in Schools*. First edition Penguin. Second Edition 1979 Heinemann Educational. Research funded by SED.\*\*

1973 *Reading and Related Skills*. Edited with Alastair Milne. London: Ward Lock Educational. UKRA Conference proceedings. (Alastair Hendry and J. G. Morris)

\*1976 *Young Fluent Readers: What can they teach us?* London: Heinemann Educational. Research funded by SED.\*\*

\*1976 *Ascertainment for Special Education in Scotland*. With Thomas A.W.N. Mac Kay. Glasgow: University of Strathclyde. Research funded by SED.

\*1977 *Handicapped Children and Pre-school Education*. With Jean Riach and W. M Cheyne. Glasgow: University of Strathclyde. Research for The Warnock Committee.

\*1979 *Studies in Pre-school Education: Empirical studies in pre-school units in Scotland and their implications for educational practice*. Edited with W. M. Cheyne. London: Hodder and Stoughton. (Carol Lomax, William Donachy) Researches funded by SED and Dunbartonshire.

1980a *Further Three Rs for Education: Rigorous, relevant research*. Inaugural Lecture at University of Birmingham. Birmingham: University of Birmingham.

1980b *Reading and Writing for the Child with Difficulties*. Edited with Ted Glynn. Birmingham: University of Birmingham. Educational Review Occ. Pub. 8. Priorsfield Symposium. (Jennifer Barr and Morag Hunter)

\*1982a *Pupils with Learning Difficulties in the Secondary School: Progress in developing a whole school policy*. With Jennifer Barr and Frank McKee. Birmingham: University of Birmingham. SED funded research.

\*1982b *Pre-school Education and Children with Special Needs*. With Brenda Robson and Mary Browning. Birmingham: University of Birmingham. DES funded research.

1983 *Special Educational Needs and Children Under Five* (ed) Birmingham: Educational Review Occ. Pub. 9. Priorsfield Symposium. (Margery Browning and Brenda Robson).

- \*1984 *Early Education of Children with Communication Problems*. With Jennifer Barr and Wendy Dewhirst. Birmingham: University of Birmingham. DES funded research.
- 1985a *New Directions in the Study of Reading*. (ed) London: Falmer Press. (Wendy Sutton, Margaret Van Lierop, Jennifer Barr, Geoffrey Lewis).
- 1985b *Helping Communication in Early Education* (ed) Birmingham: Educational Review Occ. Pub. 11. (Elizabeth Coates, Wendy Dewhirst and Gill Payne).
- 1986-88 *Time for a Story, a Granada television series*, education consultant with Wendy Dewhirst and we also published a series of teachers' booklets.
- 1987 *Roles, Responsibilities and Relationships in the Education of the Young Child* (ed) Birmingham: Educational Review. Occ. Pub. 13. (Joyce Watt, Wendy Dewhirst and William Donachy).
- \*1988a *Children Under Five: Educational research and evidence*. London: Gordon and Breach. Report of a personal commission by Secretary of State for Education to evaluate research.
- 1988b *Reading Revisited: 21 years of reading research*. Paper given at award of SCRE Fellowship for outstanding contribution to educational research. Edinburgh: SCRE.\*\*\*
- 1989 *Understanding Research in Early Education: The relevance for the future of lessons from the past*. First edition, Gordon and Breach. Second Edition, 2005 Routledge. Third edition 2017.
- 1994 *Young Literacy Learners: How we can help them*. Leamington Spa: Scholastic.
- 1995 *Language Learning and the Urban Child*. Self-published.
- 1996 *Partnerships in Literacy. Accounts of small-scale school development projects supported by the Birmingham Year of Reading* (ed). Birmingham: Birmingham City Council.
- 1997 *Education in Scotland: Policy from pre-school to secondary*. Edited with Pamela Munn. London: Routledge. (Joyce Watt).
- 2007 *Early Childhood Education and Care: Policy and practice*. Edited with Tim Waller. London: Sage. (Gill McGillivray, Eileen Carmichael and Juliet Hancock).
- 2010 *Early Childhoods in a Changing World*. Edited with Stanley Tucker. Stoke on Trent: Trentham. (Allison Tatton and Eileen Carmichael).
- 2014a *Synthetic Phonics and Literacy Learning: An evidence-based critique*. Birmingham: Glendale Education. (Self-published)
- 2014b *Learning to be Literate: Insights from research for policy and practice*. Birmingham: Glendale Education. (self-published). Revised Edition 2016 Abingdon: Routledge. NB This contains edited versions of published papers and articles on literacy from 1970 to 2015 and a full list of my publications on literacy. This won the UKLA Academic Book Award. A revised edition was published by Routledge in 2016.
- 2017 *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).

2018 *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>.

### Chapters in edited books

(I gave papers at UKRA and UKLA international conferences in UK from 1967 on a number of occasions and each year the proceedings were published. These are listed in *Learning to be Literate: Insights from research for policy and practice* 2016: 189-192)

1951 *Proceedings and Papers of The Thirteenth International Congress of Psychology at Stockholm in 1951*. 'Lefthandedness – a survey of laterality characteristics and their educational implications'.

1967 *Discipline in Schools: A Symposium*. (ed) Lawrence Stenhouse. Oxford: Pergamon Press. 'Discipline: a developmental approach'.

1972 *The first R: Yesterday, today and tomorrow*. (ed) J.M Morris. London Ward Lock. 'The use of television with backward readers'.

1975 *Problems of Language and Learning* (ed) A. Davies. SSRC Symposium. London: Heinemann. 'Language and Reading: Research trends'.

1977 *Reading, Problems and Practices* (eds) J.F. Reid and H. Donaldson. London: Ward Lock. 'Reading considered in a language context'.

1978 *Special Education in Scotland*. (eds) W.B. Dockrell, W.R. Dunn and A. Milne. Edinburgh: SCRE. 'A study of ascertainment in Scotland, 1973-75'.

1982 *Reading, Writing and Multiculturalism*. (eds) D. Burnes, A. Campbell and R. Jones. Adelaide: Australian Reading Association. 'What can we learn from them: A comparison of the strengths and weaknesses of young fluent readers and children with reading difficulties'.

1983 *Psychological Aspects of Learning and Teaching*. (eds) K. Wheldall and R. Riding. London: Croom Helm. 'Language, communication and learning in the classroom'.

1984a *An Attitude of Mind: Twenty-five years of educational research in Scotland*. (ed) W.B. Dockrell. Edinburgh: SCRE. 'Issues and Evidence: Some educational researches and their educational implications for policy and practice'.

1984b *Awakening to Literacy* (eds) H. Goelman, A. Oberg and F. Smith Exeter, New Hampshire: Heinemann. 'Literacy at home and at school'.

1987 *Children's Creative Communication*. (ed) Ragnhild Soderberg. The Fourth International Congress for the Study of Child Language. Lund University Press. 'Literacy learning in creative contexts'.

1988 *Transitions and Early Education: What role for research?* (eds) Sally Brown and Rosemary Wake. Edinburgh: SCRE. 'Transitions and early education'.

1994 *Early Education: the quality debate*. (ed) Joyce Watt. Edinburgh: Scottish Academic Press. 'Environments for young children's learning: what can we learn from research?'

N.B. For full list of my publications on literacy, see *Learning to be Literate: insights from research for policy and practice*. 2016.

See [www.newman.ac.uk/24feb/4560](http://www.newman.ac.uk/24feb/4560) for summaries from research seminar on baseline assessments convened with Terry Wrigley at Newman University in February 2016.

### **Articles in the following journals on a range of topics**

The Lancet 1952; The British Journal of Educational Psychology 1971; Educational Analysis 1982; Journal of Child Psychology and Psychiatry 1987; Child International 1985; Concern 1985; Scottish Educational Review 1988; Education 3-13 1989; Educational Psychology 1989, 1992; Early Child Development and Care 1989; Child Education 1993; The Author 1998; Primary Practice 1996, 1998, 2001, 2, 3, 4; Special Children 2002; Education Journal 2003-2020; Literacy Today 2003; Race, Equality, Teaching 2012; Reading News 2013; Psychology of Education Newsletter 2015; Primary First 2015, 16; Improving Schools 2016 Forum 2017-2019; Improving Schools 2016.

### **Articles by Margaret M Clark OBE 2014 – May 2020 related to government policy on early reading and baseline assessment**

#### **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 published from 2013, appear in an edited version 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 30<sup>th</sup> 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://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://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.

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.

\_\_\_ b ‘

### **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. \*

### **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](http://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**

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

**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](http://www.morethanascore.co.uk)

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.

We have recently completed an 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 has been analysed and from interviews of ten of those who completed the survey. An article on the current government position 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 was published shortly after we completed our survey. Comments could be sent until April 3 and it will be implemented by Ofsted in September 2020. An article summarising our research was published in the *Education Journal* on Tuesday 12 May 2020. It is also available on the Newman University website with the research report.

**Margaret M Clark OBE May 2020**