Publications (books and chapters in books) and a list of journals with articles
by Margaret M Clark OBE up to May 2020
(margaret.clark@newman.ac.uk)

(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.

London: Hodder and Stoughton. Summary based on PhD for parents and teachers. Also published in
Dutch.

Educational. Research funded by SED.**

UKRA Conference proceedings. (Alastair Hendry and J. G. Morris)

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
(Carol Lomax, William Donachy) Researches funded by SED and Dunbartonshire.

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

1980b Reading and Writing for the Child with Difficulties. Edited with Ted Glynn. Birmingham:
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.


1986-88 *Time for a Story, a Granada television series,* education consultant with Wendy Dewhirst and we also published a series of teachers’ booklets.


1988b *Reading Revisited: 21 years of reading research.* Paper given at award of SCRE Fellowship for outstanding contribution to educational research. Edinburgh: SCRE.***


1994 *Young Literacy Learners: How we can help them.* Leamington Spa: Scholastic.


1996 *Partnerships in Literacy. Accounts of small-scale school development projects supported by the Birmingham Year of Reading* (ed). Birmingham: Birmingham City Council.


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


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).


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)


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 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**


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

**Primary First**


___ ‘Evidence on the synthetic phonics check in and not in the Final NFER Research Report’.


___ ‘Further government expenditure on the Phonics Check: why, with the available evidence?’


___ ‘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.


___ ‘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.


___ b ‘

Education Journal Review


___ ‘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


Forum


Literacy Today


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

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

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**