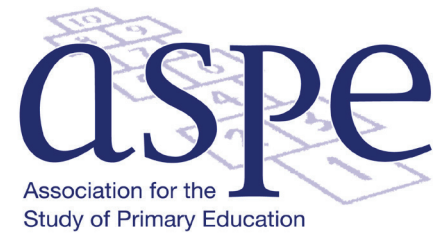


# Reading – Multiple Perspectives

Thursday 20 October 2022

CONFERENCE



Regent's University, Regent's Park, Central London NW1 4NS



**Professor  
Roger Beard**  
Reading – a  
personal and  
professional view

This **ASPE sponsored event** will be based on the celebrated Education 3-13 Special issues, edited by Emeritus Professor Roger Beard (UCL) and published a year ago. Roger will host the event at this first class venue. The event will generate rigorous debate, based on the content of each of the articles.

The following article authors have agreed to be present to outline their perspectives on reading through their carefully researched topics:

■ **Emeritus Professor Greg Brooks  
(University of Sheffield)**

The linguistic base of initial reading and spelling in English;

■ **Emerita Professor Rhona Stainthorp  
(University of Reading)**

Overview of evidence from psychological research: perspectives on the processes involved in word reading;

■ **Professor Gemma Moss  
(UCL)**

Understanding reading as a socially situated practice;

■ **Dr Sinéad Harmey  
(UCL)**

Perspectives on dealing with reading difficulties;

■ **Dr Victoria de Rijke  
(Middlesex University London)**

The contribution that children's literature has made to reading;

■ **Professor Jeff Bezemer  
(UCL)**

A critical review of how social semiotics has contributed to the study of reading;

...and through virtual link:

■ **Dr Anthony Wilson  
(University of Exeter)**

Poetry for Children

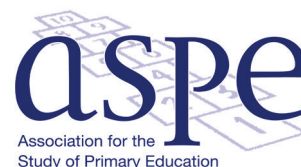
**There will be an opportunity to hear first-hand why each of these perspectives are important in Reading.**

For more information visit [www.aspe-uk.eu](http://www.aspe-uk.eu)



Venue : Regent's University

# The Presenters' Biographies



## Professor Roger Beard Reading – a personal and professional view

Roger is Emeritus Professor of Primary Education at University College London Institute of Education. He was previously

a primary school teacher, a lecturer at the University of Northampton and Reader in Literacy Education at the University of Leeds.

His books include *Children's Writing in the Primary School*, *Developing Reading 3-13*, *Developing Writing 3-13*, *Teaching Literacy: Balancing Perspectives and Reading Development and the Teaching of Reading* (co-edited with Jane Oakbill). He was lead editor for the Sage Handbook of Writing Development.

Roger's funded research includes a study of writing development in 9-11 year olds and an international seminar series on *Reconceptualising Writing 5-16* (both funded by the ESRC). His many publications include articles in the *Oxford Review of Education*, *Language and Education*, *Education 3-13* and the *Journal of Research in Reading*. He recently completed a book on *Language Play and Children's Literacy*, (co-authored with Andrew Burrell) and was elected to the *Reading Hall of Fame* in the USA in 2019.



## Professor Greg Brooks The linguistic base of initial reading and spelling in English

Greg Brooks PhD is an Emeritus Professor of Education of the University of Sheffield, where he held a personal Chair in 2002-07. He taught at secondary level in France, Kenya and Essex, and at higher education level in Kenya and Northern Ireland. Since 1977 he has been engaged in virtually full-time educational research, including 20 years at the National Foundation for Educational Research in Slough, and his time at Sheffield. His main focus has been literacy, especially its initial teaching (including phonics) and what works for those with literacy difficulties.



## Professor Gemma Moss Understanding reading as a socially situated practice

Gemma Moss is Professor of Literacy at the UCL Institute of Education and Director of the ESRC Education Research Programme. She is interested in the shifting relationships between policymakers, practitioners and stakeholders that are reshaping the literacy curriculum; and the use of research evidence and community-based deliberation to support the development of education policy and practice.



## Dr. Victoria de Rijke The Contribution that Children's Literature has made to Reading

Dr. Victoria de Rijke is Professor of Arts & Education at Middlesex University in London and co-Chief Editor of *Children's Literature in Education Journal*. Her 30-year teaching practice, research and publication is transdisciplinary across the fields of literature and the arts, children's literature, play and pedagogy, through the associations of metaphor. She is currently working on two books: *The Untimely Art of Scribble* (2022) and *Challenging Contemporary Thinking on Play* (2023). Defence of the children's literature genre, playful learning and the arts is her life's work.



## Professor Rhona Stainthorp How psychology helps us understand word reading

Rhona Stainthorp is Professor Emerita at the University of Reading. She began her working life as a teacher in a secondary school where she encountered pupils who were unable to read. This spurred her to study psychology at Birkbeck College to help understand the processes involved in learning to read. This led to a career researching the development and effective teaching of reading and writing and applying findings to the professional training of teachers. She was one of the authors of Appendix A of the Rose Review which recommended the use of the Simple View of Reading as a framework for guiding the teaching of early reading.



## Professor Jeff Bezemer A critical review of how social semiotics has contributed to the study of reading

Jeff Bezemer is professor of communication and head of the department of Culture, Communication and Media at UCL Institute of Education. He studied applied and educational linguistics at Tilburg University before joining the Institute of Education in 2004 to work with Gunther Kress and Carey Jewitt on multimodality, social semiotics and education. With Gunther he co-led a project on changes in visual representation in textbooks ('Gains and Losses'), and with Carey he co-led MODE, a programme of research and training around multimodality. He has published extensively in these areas, including two books: *Multimodality, Learning and Communication: A Social Semiotic Frame* (with Gunther Kress); and *Introducing Multimodality* (with Carey Jewitt and Kay O'Halloran).



## Dr. Sinéad Harmey Perspectives on dealing with reading difficulties

Dr Sinéad Harmey is a Lecturer in Literacy Education and National Leader for Reading Recovery based at the International Literacy Centre, Department of Learning and Leadership, IOE UCL's Faculty of Education and Society. Sinéad's career started as an early years' teacher before pursuing a PhD in Reading Literacy at the Ohio State University. Her research focuses on three interdependent fields: literacy development and instruction, review methodologies to ensure successful translation of research to practice, and early literacy intervention. Her research has been published in journals including *Journal of Writing Research*, *Reading Research Quarterly* and the *Journal of Early Childhood Literacy*.



## Dr Anthony Wilson Poetry for Children

Anthony Wilson is lead tutor for English on the Primary PGCE programme at the University of Exeter. His research is in the field of poetry pedagogy. His projects include Poetry Matters (ESRC, 2010-12), The Write Team (Paul Hamlyn, 2011), Choice and Control (EEF, 2013), and Teachers as Writers (ACE, 2017). His current project is Young Poets' Stories (Foyle Foundation) exploring the impact of mentoring on prizewinning young poets. He is editor of *Creativity in Primary Education* (Learning Matters, 2015), and co-editor of *Making Poetry Matter* (Bloomsbury, 2013) and *Making Poetry Happen* (Bloomsbury, 2015). He blogs at [www.anthonywilsonpoetry.com](http://www.anthonywilsonpoetry.com).

## PROGRAMME

09.30 Arrival/registration and refreshments

09.50 **Association for the Study of Primary Education (sponsor for this event)**  
**Paul Latham Chair of ASPE**

10.00 **Introduction: Professor Roger Beard**

### Reading – a personal and professional view

Roger will outline the origins of the conference, in a Special Issue of the international journal *Education 3-13* and the book that is based on the Special Issue (which is being published by Routledge). He will briefly reflect on his work as a teacher in schools and in higher education and revisit some landmark publications in reading research that have influenced his thinking.

Roger then will emphasise the profound benefits of reading before addressing perennial questions about how much children read, the key skills of reading and the centrality of reading comprehension, especially in the information age and its manifestations. He will suggest how the conference, and publications that underpin it, will offer some indications of what still needs to be done to bring more positive rewards from reading to greater numbers of children and young people, as well as celebrating what has already been achieved through bridging research, scholarship and practice.

10.15

## Session 1

**Emeritus Professor Greg Brooks**

### The linguistic base of initial reading and spelling in English

What do teachers of initial literacy need to know in order to teach that vital set of skills accurately, and to launch their pupils as independent readers and writers? I shall summarise the aspects most relevant to children entering formal schooling: spoken language (oracy) as the foundation of literacy; phonetics and the 44 phonemes of most accents of English; phoneme-grapheme and grapheme-phoneme correspondences; sequencing in phonics teaching (e.g. starting with satpin); vocabulary size according to acquisition of 'word families'; morphology and syntax; and the linguistic effects of reading to children. Some aspects will be discussed from two angles, first describing the full system, then summarising where 5-year-olds have reached in their development towards it. Only certain cognitive aspects are covered, and not the affective and psychomotor domains, hugely important though those are. While discussing phonetics, I shall explain why the following statement about the 'alphabetic code chart' in the DfE's 2022 Reading Framework is nonsense: 'To reflect different regional accents, the chart does not use the International Phonetic Alphabet (IPA).' I shall also ponder aloud about the government's insistence that primary-age children be tested on 'grammar'.

followed by:

**Professor Rhona Stainthorp**

### How psychology helps us to understand word reading;

This presentation considers evidence from psychological research, which enables us to understand the processes involved in word reading, how children develop word their reading skills and how to teach them to read words successfully. An important issue relating to learning to read words is the question of the development of memory which impacts on learning, particularly when pupils in the UK start their literacy education at a very young age. Psychological models of reading in alphabetic orthographies propose two routes to word reading: an indirect route requiring mapping of letters and sounds using phonological processes and a direct route, mapping visual identities of words onto meaning using visual processes and memory. The dual route paves the way to an understanding of what children need to achieve to be able to read words. Evidence about how people read words successfully has led to the development of effective teaching programmes and of tests to identify deficits when word reading does not develop optimally.

10.55 Questions/Comments

11.15 Break and Refreshments

11.45

## Session 2

**Professor Gemma Moss**

### Understanding reading as a socially situated practice

This presentation focuses on the distinctive contribution that sociological perspectives have made to understanding reading as a profoundly social and cultural activity, differentiated by the specifics of time and place, and what such perspectives can tell us about the changing dynamics to literacy pedagogy in an era of policy-driven education reform.

followed by:

**Dr Sinead Harmey**

### Perspectives on dealing with reading difficulties

Learning to read is an expectation rather than an exception in society today. Despite this, some children experience reading difficulties. The purpose of this presentation will be to provide a review of recent and seminal research on reading difficulties through the lenses of three perspectives: cognitive, social and cultural and interactive. The three perspectives will be discussed and the contribution they make to our understandings of how to support children with reading difficulties will be considered. The implications of these perspectives on instruction will be explored by examining one contentious contemporary debate in the field of reading instruction; choice of texts to support reading development. To conclude, an argument for a more holistic approach to reading difficulties will be provided with reference to two contemporary assessment tools.

12.25 Questions/Comments

# PROGRAMME *continued*

12.45 Break and Buffet Lunch

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**13.45**

## **Session 3**

**Professor Victoria de Rijke**

### **The contribution that children's literature has made to reading**

This presentation will explore the contribution that books, reading and stories (children's literature) have made to reading: its study, its material world, and the implications for teaching and learning to read with children's literature - particularly picture books - at the heart of that practice. The focus will be on a few select picture books as examples of children's literature's special contribution, from animal stories or fables as a 'creativity and criticality genre' par excellence, cross-writing, innovation and originality, to literature that demands complex transactions with texts that offer oppositional viewpoints and reading for empowerment. The presentation will take a critical stance on the reading wars and current competitive tensions present in learning to read and testing reading ability, versus reading aloud and for enjoyment. If children's literature, like any literature, is 'an exploration of writing, of the problems of articulating a world' with the reader attempting to 'capture its force' (Culler 1977), this power, as Meek (1992) long argued, is the defence against being victimized by the reductive power of 'functional literacy'. In an era demanding transliteracies, an argument for agential, visual reading will be made that acknowledges the reader as viewer, as player, as gatherer, for a notion of reading well beyond literacy.

followed by:

**Dr Anthony Wilson**

### **Poetry for Children (A pre-recorded session)**

Drawing on the seminal work of Louise Rosenblatt's reader-response theory in *The Reader, The Text, The Poem*, I argue that poems are essentially social in nature and open up a space in which conversation and interpretation can take place. With Rosenblatt I argue that until a reader engages with a poem, bringing to it a combination of her interest and experience, the text will lie dormant. I go on to argue that this implies a dialogic model of pedagogy and discourse about poetry which is currently inimical to the high stakes testing arrangements in the current context in England and the Anglophone world. Via the work of John Dewey, especially his notion of art as experience, I analyse the cultural and critical frameworks which influenced Rosenblatt innovations both directly and indirectly. This includes the tradition of the New Criticism, with its emphasis on empiricism and an assumed reader. For practitioners seeking a model of reader-response and classroom practice that promotes more than pre-prescribed comprehension questions, I offer examples of practice which prefigure the role of talk in aiding the reader's aesthetic and transactional interpretations of poems. I discuss the implications of these models on practice.

14.25 Questions/Comments

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**14.45**

## **Session 4**

**Professor Jeff Bezemer**

### **A critical review of how social semiotics has contributed to the study of reading**

The aim of this presentation is to critically review how social semiotics has contributed to the study of reading and to develop an agenda for further research. I consider the theoretical and methodological resources that social semiotics has developed to account for multimodal text in the contemporary semiotic landscape, and explore how they can be used to teach critical reading skills to young people to support their participation in different social domains. I reflect on the possibilities and limitations of different analytical frameworks, highlighting barriers and possibilities for advancing social semiotic scholarship on reading and beyond. I end with a sketch of a new research agenda for social semiotics, in the light of technological change and its implications for reading.

15.05 Questions/Comments

**15.15 A General Discussion**  
(refreshments will be serviced during discussion)

**15.45 Conference Summary**  
**Led by Professor Roger Beard**

16.00 Conference closure

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<https://www.eventbrite.co.uk/e/reading-multiple-perspectives-an-aspe-conference-tickets-392414982777>

All for only **£99** (includes booking fee, refreshments and buffet lunch)

Please note that ASPE has generously subsidised this event by £60 per head.

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