

## Professor Kathleen Rastle MAE, FAcSS, FBPsS

### **Personal Details**

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### **Career Summary and Highlights**

- World-leading cognitive psychologist with track record of influential publications articulating the mechanisms underpinning reading and reading acquisition; ~ 100 publications with over 18,000 citations (H=51) funded by grants from ESRC, BBSRC, British Academy, Leverhulme Trust, Nuffield Foundation, and overseas funders.
- Major research impacts on global policy and practice pertaining to reading instruction. Recognised through an ESRC '*Celebrating Impact*' Prize for International Impact (2020) and a REF 2021 impact case study rated as 'world leading' (4\*). Major stakeholder networks include international aid agencies, governments, charities, educational leadership organisations, and industry. Regular high profile public engagements to raise awareness of the science of reading e.g. invitation to the flagship *Talks at Google* series, contributions to BBC *More or Less*, and BBC *Word of Mouth*, and other media. Explore the impacts here: <https://www.rastlelab.com/impact>.
- Substantial impact on the trajectory of the discipline and wider social sciences nationally and internationally through a decade of leadership in ESRC, service on (international) research assessment panels including REF 2021, and prestigious learned society and editorial appointments.

### **Education**

PhD in Psychology (1997) Macquarie University, Sydney, Australia  
BA (1992), Pomona College, Claremont, California

### **Academic Positions**

Professor of Cognitive Psychology (2006-present), Royal Holloway, University of London  
(Reader 2004-2006; Senior Lecturer 2002-2004)

PI and Director, South East Doctoral Training Arc (SEDarC, from 2023, ca. £17m) with RHUL, Sussex, Surrey, Reading, Kent, Kingston.

Head of Department of Psychology (since 2015-2019), Royal Holloway, University of London

Associate Vice Principal for Research (2014-2015), Royal Holloway, University of London

ARC Research Fellow (2000-2002), Macquarie Centre for Cognitive Science, Sydney, Australia

Research Associate (1998- 2000), Department of Experimental Psychology, University of Cambridge

## **External Research Leadership Positions**

President, Experimental Psychology Society, UK (2022-2024)

Chair, ESRC Centres Panel (2023-2024)

Leadership of multi-disciplinary panels for all four Centres calls (Open; Community Participation & Connectedness; Climate Change & Health; Sustainable & Equitable Living)

Advisor, World Bank Policy Academy, USA (from 2022)

To provide advice and training on how the science of reading pertains to the World Bank's efforts to improve literacy in low- and middle-income countries.

Member, REF Panel UoA 4 (Psychology, Psychiatry, Neuroscience) for 2021 exercise

Chair, ESRC Steering Group for *Review of the PhD in the Social Sciences* (2019 – 2022)

Leadership of a multi-disciplinary group of academics, PhD students, and public sector and industry representatives driving a comprehensive examination of the UK social sciences PhD against major international competitors. Our findings have motivated very substantial changes to the structure and content of training in the ESRC Doctoral Training Partnerships from 2023. These changes will improve the training, experience, and employability of every ESRC PhD student (annual intake of 500 students reflecting £50 million per annum public investment) and will therefore play a major role in strengthening the foundation of UK social science. ESRC publicity <https://esrc.ukri.org/skills-and-careers/review-of-the-phd-in-the-social-sciences/>; final report <https://esrc.ukri.org/files/skills-and-careers/review-of-the-phd-in-the-social-sciences/>.

Member, ESRC Strategic Advisory Network (2019 - 2021)

Body of leading academics and expert users providing detailed support and advice to ESRC Council regarding social science research, training, and infrastructure. Included design of strategies and schemes, investment management, pre- and post-award interventions, social science advocacy and general policy issues.

Member, ESRC Research Committee (2015-2019)

Strategic body reporting to ESRC Council responsible for creating scientific, economic and societal impact through development and monitoring of ESRC policies for research funding and their portfolio of research investments. My role entailed special responsibility for early career researchers, including the design of new funding schemes as well as service on DTP Commissioning and relevant grant funding panels.

Chair, ESRC Grants Assessment Panel (2011-2015)

Led peer review and assessment of proposals submitted to responsive mode, knowledge exchange, and postdoctoral fellowship schemes; involved leadership of a diverse group of academics and users from different disciplines including Psychology, Linguistics, Education, Economics, Management, and Statistics / Methods.

International panel member, Excellence in Research for Australia exercise (2015)

Medical and Health Sciences Panel. Exercise involving assessment of medical and health sciences research in Australia.

## **Academic Honours and Prizes**

ESRC '*Celebrating Impact*' Prize for International Impact (2020)

Member of the Academia Europaea (Elected 2018)

Fellow of the Academy of Social Sciences (Elected 2018)

British Psychology Society Cognitive Section Prize (2018)  
Experimental Psychology Society Mid-Career Prize (2017)  
Fellow of the British Psychological Society (Elected 2011)  
Fellow of the Psychonomic Society, USA

### **Editorial Positions**

Editor in Chief

*Journal of Memory and Language* (2019 - 2023)

Main achievements as Editor are in Open Science: introduction of mandatory materials, data, and analysis code transparency; Registered Reports; and a Special Issue devoted to Replications.

Guest Editor:

Special Issue of *Language and Cognitive Processes*, 2005 (volume 20, pages 1-415)

Title 'Current Issues in Morphological Processing'

Associate Editor:

*Oxford Research Encyclopaedia*, 2022-2023

*Journal of Memory and Language*, 2015-2018

*Journal of Experimental Psychology: Human Perception & Performance*, 2011-2014

*Journal of Experimental Psychology: Learning, Memory, & Cognition*, 2007-2012

*Language and Cognitive Processes*, 2002-2007

Editorial Boards:

*Journal of Experimental Psychology: Learning, Memory, & Cognition*, 2012-2019

*Journal of Experimental Psychology: Human Perception and Performance*, 2002-2010

*Language, Cognition & Neuroscience*, since 2008

*Perception and Psychophysics*, 2003-2008

*Memory & Cognition*, 2005-2007

*European Journal of Cognitive Psychology*, 2005-2009

### **Significant Research Talks & Outreach (Selected Recent)**

Talks at Google (Google's Flagship Series), 'Learning to Read', 2022, Talk available [here](#).

EPS President's Lecture, 'Making a Difference with Experimental Psychology: Lessons from the 'Reading Wars'', 2023, Swansea. Talk available [here](#).

Podcasts (since 2023): [Thinking Deeply about Primary Education](#), [The Literacy View](#), [The Teacher Squad](#), [Inside your Ed](#), [Literacy Talks](#)

ResearchED (Oxford), Keynote 'Learning to Read', 2022, Oxford. Talk available [here](#).

UNESCO & French Ministry of Education, Keynote 'How Research in Psychology can Help us to End the 'Reading Wars'', 2019, Paris. Talk available [here](#).

DSF Language, Literacy & Learning, Keynote 'The Journey to Skilled Reading in English and Other Writing Systems', 2019, Perth.

EPS Mid-Career Prize Lecture, 'Writing Systems, Reading, & Language', 2017, Reading.

## Research Achievements

My research seeks to discover the mechanisms that underpin skilled reading, reading acquisition, and their relationship to spoken language. Reading is a fascinating scientific problem because unlike many other cognitive capabilities, it is a learned skill dependent on reorganisation of brain circuits evolved for other purposes. Learning to read is a process of building a system that allows us to use *language through vision*. It provides a model for asking questions about how humans learn a new body of knowledge; for example, how the system is shaped by statistical regularities in the environment, how instruction and long-term knowledge structures transform our perception of those regularities, and how general neurobiological constraints influence this learning.

My work has made deep impacts on our understanding of the ‘ingredients’ of reading skill; for example, understanding what is being learned, and how it is learned through interactions between instruction and text experience, often using morphology as a window onto these processes. I’ve articulated how written language differs from spoken language (for example, in communicating meaningful distinctions absent in spoken language), and I’ve shown why this is important for acquisition of a reading system able to process information at great speed. Likewise, my work has shown how the structure of writing systems becomes encoded in reading systems through the long process of acquisition, such that the skilled reading system becomes a ‘mirror’ of the writing system. Finally, my work has shown that while substantial information about written language is acquired via general statistical learning mechanisms, instruction is vital in learning to associate the visual symbols of writing to spoken language. This work capitalises principally on elegant behavioural designs, but I use neuroscientific and neuropsychological methods where these add value to understanding at a functional level of explanation. The theoretical rigour of my work also derives from use of computational models. My early work focused on modelling skilled reading in the symbolic tradition; my more recent work also capitalises on distributed-connectionist approaches and distributional semantic models.

My work has been deeply influential on the trajectory of psychological and linguistic approaches to understanding reading and writing, across languages and formats (e.g. Braille). It has also underpinned major impacts on how children around the world are taught to read, influencing outcomes for millions of children (see ‘Research Impact’). I’m particularly proud of work with colleagues from the World Bank just accepted involving over 500,000 pupils from 62 low- and middle-income countries demonstrating the need to align investments in literacy to reading science (Crawford et al., 2024).

Recent papers that I’m proud of are listed below; **full publication list is available in Appendix A.**

Crawford, M., Raheel, N., Korochkina, M. & Rastle, K. (2024). Global literacy goals constrained by inadequate foundational decoding skills for pupils in low- and middle-income countries. Accepted for publication *Nature Human Behavior*. Preprint available <https://osf.io/preprints/psyarxiv/2qxm9>

Rastle, K. (2019). Writing systems, reading, and language: EPS mid-career prize lecture. *Quarterly Journal of Experimental Psychology*, 72, 677-692. <https://osf.io/tzymg/>

Rastle, K., Lally, C., Davis, M.H., & Taylor, J.S.H. (2021). The dramatic impact of explicit instruction on learning to read a new writing system. *Psychological Science*, 32, 471-484. <https://osf.io/rtx5j/>. (One of the APS most impactful articles of 2021 <https://tinyurl.com/66k38kpt>).

Taylor, J.S.H., Davis, M.H. & Rastle, K. (2019). Mapping visual symbols onto spoken language along the ventral visual stream. *PNAS*, 116, 17723-17728.

Castles, A., Rastle, K. & Nation, K. (2018). Ending the “Reading Wars”: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19, 5-51.

## **Research Impacts**

It is hard to overstate the importance of reading for individuals, communities, and nations. Yet, a large proportion of children globally fail to learn to read. My research has driven major improvements in how children around the world are taught to read by bringing evidence into policy and practice decisions. These impacts earned an ESRC ‘*Celebrating Impact*’ Prize for International Impact (2020; see ESRC film [here](#)) and were described in an impact case study rated as ‘world leading’ (4\*) in REF 2021. (see **Appendix C and visit my website [www.rastlelab.com/impact](http://www.rastlelab.com/impact)**).

Much of this impact derives from my work on “Ending the Reading Wars” published in *Psychological Science in the Public Interest* (2018). This work distils the most important insights from the last 30 years of reading research into an accessible format designed to reduce the gap between the state of scientific understanding and public policy and practice. Despite being published only a few years ago, this work has already had a very high degree of attention, with over 400,000 downloads, over 1500 citations, and an Altmetric attention score in the top 5000 of the 26m papers ever tracked.

**High-Income Countries.** My work has motivated evidence-based changes to national strategies, curricula, guidance, and assessment around reading in the UK, USA, Australia and Canada. It has lifted knowledge amongst teachers, literacy practitioners, parents, and policy-makers of evidence-based practices, most notably around the importance of systematic phonics in the initial stages of learning to read. Through organisations such as Deans for Impact with massive reach, my work is transforming how tens of thousands of teachers annually are prepared to address literacy in their classrooms. Likewise, my research is cited in a host of primary school curriculum plans. The material presented in Appendix C illustrates how governments, educational leadership organisations, schools, special needs charities, and educational publishers are using my work to improve reading instruction policy and practice, and hence the impact that these organisations have on children learning to read.

**Low- and Middle-Income Countries.** Low literacy presents a huge problem in low- and middle-income countries. Yet, the science of reading has had almost no contact with the work of the international development community. My work with The World Bank is changing this: my research is at the heart of the World Bank’s 10-year strategy to “*End Learning Poverty*” in the developing world, and I am working closely with them as they implement the strategy in client countries. I am the Lead Literacy Advisor to the World Bank’s *Policy Academy* and through this role have brought reading science into strategies, initiatives, and capacity at the World Bank and partner agencies (e.g. UNICEF, Save the Children, Bill & Melinda Gates Foundation). I contributed to the World Bank’s *Architectures of Literacy* series, a set of accessible materials and structured pedagogies based on reading science, and suitable for pupils in low- and middle-income countries. This series is now being used in Mozambique, Niger, and Pakistan. These contributions are lifting the effectiveness of the World Bank’s \$7 billion annual expenditure on education and are transforming outcomes for children in some of the most disadvantaged communities in the world. Recently, our collaborative work demonstrating poor foundational decoding skills in over 500,000 pupils from 62 countries, and motivating a need to align investments in literacy to evidence from reading science, has been accepted for publication in *Nature Human Behavior*.

**Engagement & Media.** My work has featured in the *Times Education Supplement*, *Schools Week*, *Nursery World*, *SEN Magazine*, *APM Reports*, and a variety of education podcasts, as well as more general outlets (e.g. *NPR*, *New York Times*, *Chicago Sun Times*, *Telegraph*, *Le Monde*, *Evening Standard*). I have talked about reading on Michael Rosen’s *Word of Mouth* and Radio 4’s *More or Less*, and my research has also featured on Sky One’s *Duck Quacks Don’t Echo* and the BBC World News Impact Programme. I have been interviewed on most major literacy / education podcasts including *The Literacy View* and *Thinking Deeply About Primary Education*. I speak and write for major national organisations including ResearchED and the Teacher Development Trust, and receive frequent invitations to speak at high-profile education events (e.g. hosted by UNESCO, Bill & Melinda Gates Foundation, The Reading League, and International

Literacy Association). I'm working directly with government officials in the USA and South Africa to improve reading instruction and outcomes in their schools.

### **External Research Funding**

Over £6m career earnings from diverse funding sources including ESRC, BBSRC, Leverhulme Trust, Nuffield Foundation, British Academy, Royal Society, and overseas agencies (*see Appendix B for full list of awards*)

Outstanding track record of helping talented junior researchers to win fellowship funding held in my lab from EU (Ulicheva), ESRC (Crepaldi), Leverhulme Trust (McCormick), and British Academy (Mousikou, Tamminen, Cayado) schemes.

### **Lab Alumni Destinations**

- Dr Holly Cooper, postdoctoral scholar (2024 – present)
- Dr Teng Guo, postdoctoral scholar (2024 – present)
- Dr Maria Korochkina, postdoctoral scholar (2022 – present)
- Dr Anastasiya Lopukhina, postdoctoral scholar (2023 – present)
- Dr Jon Carr, postdoctoral scholar (2023- present)
- Dr Anastasia Ulicheva, postdoctoral scholar (2017-2022; now Pearson Education)
- Dr Chloe Newbury, postdoctoral scholar (2018-2021; now ONS)
- Miss Becky Crowley, research assistant (2018-2023, now postdoctoral scholar)
- Miss Oxana Grosseck (2019-2021; now studying PhD)
- Dr Lydia Vinals, postdoctoral scholar (2017-2018; now industry, data science)
- Dr Betty Mousikou, postdoctoral scholar (2012-2016; now Springer Nature)
- Dr Maria Ktori, postdoctoral scholar (2013-2016; now SISSA, Trieste)
- Dr Jasmin Sadat, postdoctoral scholar (2013-2014; now ERC)
- Dr Jo Taylor, postdoctoral scholar (2011-2017; now UCL)
- Dr Jakke Tamminen, postdoctoral scholar (2010-2015; now RHUL)
- Dr Davide Crepaldi, postdoctoral scholar (2008-2010; now SISSA, Trieste)
- Dr Marjolein Merckx, postdoctoral scholar (2007-2010; now industry)
- Dr Ivan Yuen, postdoctoral scholar (2007-2010; now Macquarie University)
- Mr Cheng-Yu Hsieh, PhD student (2022 – present)
- Miss Rebecca Lawrence , PhD student (2018 – 2022, now Oxford University Press)
- Mr Adam Jowett, PhD student (2016 – 2023, now UX Design)
- Benedetta Cevoli, PhD Student (2018 – 2022, now Speechmatics)
- Miss Clare Lally, PhD student (ESRC 1+3, 2016 – 2021, now UCL)
- Miss Nicky Dawson, PhD student (2015 – 2019, now Oxford)
- Dr Erin Hawkins, PhD student (2011-2014; now Cambridge)
- Dr Lesley Mitchell, PhD student (2006-2010; now British Dyslexia Association)
- Dr Elisabeth Otto, PhD student (ESRC 1+3, 2007-2011; now Clinical Psychologist)
- Dr Samantha McCormick, PhD student (ESRC +3, 2005-2008; now RHUL)

### **University Leadership Positions**

Head of Department, Psychology (2015-2019)

Substantial strategic and operational role involving leadership of large and highly successful Psychology department. Major achievements included supporting development of an outstanding research environment (3<sup>rd</sup> in REF 2021) and improvements to student satisfaction (93% overall satisfaction by end of my term) while delivering a very significant expansion in UG/PGT student numbers. I am also proud to have renewed our Athena Swan Silver award during my term.

Major responsibilities included: line management and leadership of staffing operations for department of approximately 80 full time academic, teaching, technical and administrative staff; academic and financial planning; leadership of teaching programmes involving nearly 1000 students including 9 undergraduate degrees, 3 MSc degrees, NHS-funded professional training and PhD study; leadership of department research capability, research culture and facilities.

#### Associate Vice Principal for Research (2014-2015)

Fractional (0.40 FTE) role supporting the office of the Vice Principal (Research) to achieve research and impact ambitions set out in the institutional strategic plan, working closely with senior management, academic colleagues and relevant professional services.

Major responsibilities included: chairing the university research committee; chairing the university ethics committee; representing the VP(Research) at all faculty research committees and in other outward facing capacities.

#### Director of Research, Psychology (2006-2014)

Responsible for the 2008 RAE and 2014 REF exercises, securing our department top-10 places.

## Appendix A Publications

### Bibliometric Information

- There are over 18,000 citations to my work according to Google Scholar (H=51).

### Books and Special Issues

Rastle, K., Chan, J., Cleary, A., Pexman, P., & Staub, A. (2023). Replicating Influential Findings in Memory and Language. Special Issue of *Journal of Memory and Language*.

Brysbaert, M. & Rastle K. (2020). *Historical and Conceptual Issues in Psychology* (Third Edition). Pearson Education, Harlow, UK. 630 pages.

Brysbaert, M. & Rastle, K. (2012). *Historical and Conceptual Issues in Psychology* (Second Edition). Pearson Education. Harlow, UK. 632 pages.

Brysbaert, M. & Rastle, K. (2009). *Historical and Conceptual Issues in Psychology*. Pearson Education: Harlow, UK, 544 pages.

Frost, R., Grainger, J., & Rastle, K. (Eds., 2005). *Current issues in morphological processing*. New York: Psychology Press. This book also appeared as a Special Issue of *Language and Cognitive Processes*, 20, 1-415.

### Invited Book Chapters and Encyclopedia Entries

Rastle, K. (2023). Understanding reading, understanding writing. *BPS Cognitive Psychology Bulletin*.

Rastle, K. (2022). Word recognition III: Orthography-Meaning. In Snowling M. et al. (Eds). *The Science of Reading (2<sup>nd</sup> Edition)*. Wiley.

Rastle K. (2019). The journey to skilled reading. In J. Murphy (Ed.), *The ResearchED Guide to Literacy*. John Catt Educational.

Rastle, K. (2018). Visual word recognition. In G. Gaskell & S.A Rueschemeyer (Eds) *Oxford handbook of psycholinguistics* Oxford: Oxford University Press.

Rastle, K. (2015). Visual word recognition. In Hickok, G. & Small, S. (Eds). *Neurobiology of Language*. Elsevier.

Rastle, K. (2013). Visual word recognition. In Pashler, H. (Ed.), *Encyclopedia of the Mind*. Thousand Oaks, CA: Sage Publications.

Rastle, K. & Merx, M. (2011). Semantic constraints on morphological processing. In Gaskell, G. & Zwitserlood, P. (Eds.) *Lexical representation: a multidisciplinary approach*. Mouton.

Rastle, K. (2007). Visual word recognition. In Gaskell, M.G. (Ed.), *Oxford handbook of psycholinguistics*. Oxford: Oxford University Press.



Rastle, K. & Coltheart, M. (2006). Is there serial processing in the reading system; and are there local representations?. In Andrews, S. (Ed.) *From inkmarks to ideas: Current issues in lexical processing*. Hove: Psychology Press.

Rastle, K. & Davis, M.H. (2003). Reading morphologically-complex words: Some thoughts from masked priming. Kinoshita, S. & Lupker, S.J. (Eds.) *Masked priming: State of the art*. Hove: Psychology Press.

## Editorials

Rastle, K., Chan, J., Cleary, A., Pexman, P., & Staub, A. (2023). Beware influential findings that have not been replicated. *Journal of Memory and Language*, 129, 104390.

Rastle, K. (2022). Improving reproducibility in *Journal of Memory and Language*. *Journal of Memory and Language*.

Rastle, K. (2022). Registered Reports in *Journal of Memory and Language*. *Journal of Memory and Language*.

Rastle, K. (2020). The Economic and Social Research Council to review UK doctoral training in the social sciences. Op-Ed in *Research Professional*, June.

Gerrig, R. & Rastle, K. (2019). New initiatives to support open science at the *Journal of Memory and Language*. *Journal of Memory & Language*, 104, 126-127.

Rastle, K. (2018). How can we increase the representation of women at senior levels in Psychology? Blog post for Psychonomic Society Diversity and Inclusion Digital Event <https://featuredcontent.psychonomic.org/author/krastle/>

## Outreach and Other Material

Rastle, K. (2024). The Literacy View Podcast (episode 73) available [here](#).

Rastle, K., (2024). The Teacher Squad Podcast (Spring Term 2024, episode 9) available [here](#).

Korochkina, M. & Rastle, K. (2024). What words do children encounter when they read for pleasure? *Nomanis*.

Rastle, K. (2023). Thinking Deeply about Primary Education. 'Morphology with Kathy Rastle' available [here](#).

Rastle, K. (2023). Literacy Talks Podcast (season 4, episode 10) available [here](#).

Rastle, K. (2023). Has England just become a 'reading superpower'? Inside your ED podcast. EDSK Think Tank. <https://www.edsk.org/inside-your-ed-podcast/>

Rastle, K., Lopukhina, A., & van Heuven, W. (2023). Can same language subtitles help children learn to read? *Children's Media Yearbook*.

Scientific Advisory Committee, Knowledge Matters Campaign (2023). Series of four essays published on the ASCD website advocating for knowledge rich classrooms.

- <https://www.ascd.org/blogs/setting-the-conditions-for-building-knowledge>
- <https://www.ascd.org/blogs/the-language-basis-of-knowledge>

- <https://www.ascd.org/blogs/helping-students-access-complex-knowledge-rich-texts>
- <https://www.ascd.org/blogs/setting-the-conditions-for-building-knowledge>

Rastle, K. (2022). How do children learn to read? Online training module prepared for The World Bank through its Literacy Policy Academy. <https://wbedpolicyacademy.org/home/literacy-policy-academy/>.

Crawford, M., Raheel, N., & Rastle, K. (2022). On International Literacy Day can we help children unstuck the words from the page? *World Bank Blogs*. <https://blogs.worldbank.org/education/international-literacy-day-can-we-help-children-unstick-words-page>

Rastle, K. (2020). The UK's reading age. *More or Less* with Tim Harford, BBC Radio 4.

Rastle, K. (2020). Writing systems: What are they, and how do they influence learning to read? Article in *emagazine*, the magazine of the English and Media Centre (educational charity serving English and media teachers).

Rastle, K. (2018). Ending the reading wars. Podcast for UKEdChat, edition 24, June 23, 2018. <https://ukedchat.com/2018/06/23/ukedpodcast-episode-24/>

Nation, K., Rastle, K., & Castles, A. (2018). Ceasefire in the reading wars. Feature article in *Times Education Supplement*, June 15, 2018. <https://www.tes.com/news/tes-magazine/tes-magazine/ceasefire-reading-wars>

Rastle, K. (2017). Reading: The science and the pleasure. *Word of Mouth* with Michael Rosen. BBC Radio 4. <https://www.bbc.co.uk/programmes/b07x2zdb>

Rastle, K. (2016). Testing is key to long-term learning. Blog post for Teacher Development Trust <http://tdtrust.org/testing-is-key-to-long-term-learning>

Rastle, K & Tamminen, J. (2016). Do smells disturb sleep? Duck Quacks Don't Echo, Sky One. <https://www.dropbox.com/s/3sfma0kcl5yiv1k/Duck%20Quacks%20Don%27t%20Echo%20%28720p%29.mp4?dl=0>

Rastle, K. & Tamminen, J. (2015). Learning a language? Sleep on it and you'll get the grammar. *The Conversation*, April 23. <https://theconversation.com/learning-a-language-sleep-on-it-and-youll-get-the-grammar-40605>.

## Publications in Peer-Reviewed Journals

Crawford, M., Raheel, N., Korochkina, M & Rastle, K. (accepted). Global literacy goals constrained by inadequate foundational decoding skills for pupils in low- and middle-income countries. Accepted for publication in *Nature Human Behavior*. Preprint available <https://osf.io/preprints/psyarxiv/2qxm9>

Carr J.W. & Rastle K. (2024). Why do languages tolerate heterography? An experimental investigation into the emergence of informative orthography. *Cognition*, 249, 105809. <https://doi.org/10.1016/j.cognition.2024.105809>. Data and analysis scripts available <https://osf.io/7auw6/>

- Sagi, R., Taylor, J.S.H., Neophytou, K., Cohen, T., Rapp, B., Rastle, K., & Ben Shachar, M. (2024). White matter associations with spelling performance. *Brain Structure & Function*.  
<https://doi.org/10.1007/s00429-024-02775-7>
- Bathelt, J., Rastle, K. & Taylor, J.S.H. (2024). Relationship between resting state functional connectivity and reading-related behavioural measures in 69 adults. *Neurobiology of Language*.  
[https://doi.org/10.1162/nol\\_a\\_00146](https://doi.org/10.1162/nol_a_00146)
- Mousikou, P., Strycharczuk, P., & Rastle, K. (2024). Acoustic correlates of stress in speech production. *Journal of Memory & Language*, 136, 104509. Data and analysis scripts available  
<https://osf.io/hngfb/>
- Korochkina, M., Marelli, M., Brysbaert, M., & Rastle, K. (2024). The children's and young people's books lexicon (CYP-LEX): A large-scale lexical database of books read by children and young people in the United Kingdom. *Quarterly Journal of Experimental Psychology*.  
<https://doi.org/10.1177/17470218241229694>. Data and analysis scripts available  
<https://osf.io/squ49/>
- Lombard, A., Ulicheva, A., Korochkina, M., & Rastle, K. (2024). The regularity of polysemy patterns in the mind: Computational and experimental data. *Glossa Psycholinguistics*.  
<https://doi.org/10.5070/G60111327>. Data and analysis scripts available <https://osf.io/uhy75/>
- Hsieh, C.Y., Marelli, M., & Rastle, K. (2023). Beyond quantity of experience: Exploring the role of semantic consistency in Chinese character knowledge. *Journal of Experimental Psychology: Learning, Memory & Cognition*, in press. Data and analysis scripts available <https://osf.io/thfq6/>.
- Lally, C., & Rastle, K. (2023). Orthographic and feature-level contributions to letter identification. *Quarterly Journal of Experimental Psychology*, 76(5), 1111–1119. <https://doi.org/10.1177/17470218221106155>
- Cevoli, B., Watkins, C., & Rastle, K. (2022). Prediction as a basis for skilled reading: Insights from modern language models. *Royal Society Open Science*, 9, 211837. Data and analysis scripts available  
<https://osf.io/ypeb2/>.
- Newbury, C., Crowley, R., Rastle, K. & Tamminen, J. (2022). Sleep deprivation and memory: Meta-analytic reviews of studies of sleep deprivation before and after learning. To appear in *Psychological Bulletin*. Data and analysis scripts available <https://osf.io/5givs/>.
- Ulicheva, A., Coltheart, M., Grosseck, O. & Rastle, K. (2021). Are people consistent when reading nonwords aloud on different occasions. *Psychonomic Bulletin & Review*.  
<https://doi.org/10.3758/s13423-021-01925-w>. Data, and analysis scripts available  
<https://osf.io/zhnsy/>.
- Lee, C., Lally, C., & Rastle, K. (2021). Masked transposition priming effects are observed in Korean in the same-different task. *Quarterly Journal of Experimental Psychology*, 74, 1439-1450. Stimuli, data, and analysis scripts available <https://osf.io/9w2zm/>.
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*Since publication (June, 2018), this paper had been downloaded over 350,000 times. It has an Altmetric attention score placing it within top 5000 of the 24 million articles every tracked in any field.*

*This paper received major coverage in the educational press, including the feature article position and cover story in the Times Education Supplement (<https://www.tes.com/news/tes-magazine/tes-magazine/ceasefire-reading-wars>), the Times Education Supplement weekly podcast (<https://www.tes.com/news/tes-podcast-football-grammar-expansion-and-reading-wars>), UKEdChat (<https://ukedchat.com/2018/06/12/science-reading-improves-literacy/>), as well as paper and online media (see Appendix C).*

*Professor D. Willingham, appointed by President Obama to National Board of Education Sciences (USA) said “This is a remarkable achievement. Masterful, comprehensive, clear review of a range of issues regarding reading achievement....This will be the definitive overview resource for years to come.”*

*Sir Jim Rose, Formerly Her Majesty’s Inspector and Director of Inspection for the Office for Standards in Education (OFSTED) said “This article is destined to go down in the annals of the ‘all-time-greats’. I just hope the value of it is fully realised by all those concerned with the teaching of reading, especially in teacher training.”*

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### **Published Conference Proceedings**

- Croot, K. & Rastle, K. (2004). Is there a syllabary containing stored articulatory plans for speech production in English? In *Proceedings of the Tenth Australian International Conference on Speech Science and Technology, 2004*, Sydney, Australia.
- Rastle, K., Older, L, & Tyler, L.K. (1999). Morphological impairment in acquired dyslexia: Distinguishing morphological, semantic, and orthographic information. *Brain and Language*, 69, 308-311.
- Rastle, K. & Coltheart, M. (1997). The empirical payoffs of computational modelling. *Proceedings of the meeting of the Australasian Cognitive Science Society, 1997*, Newcastle, Australia.

## **Selected Recent Conference Presentations, Colloquia, and Keynotes (last 5 years)**

Selected recent invited research seminars at e.g.

BCBL (San Sebastian), Edinburgh University, Stony Brook University, Hebrew University of Jerusalem, Bar-Ilan University, University of Bristol, UCL, MRC Cognition & Brain Sciences Unit, UCL, Exeter University, University of Munich, University of Cambridge, Warwick University, Reading University, Claremont Graduate School, Pomona College, University of Leuven, Université de Provence

Selected recent invited keynotes, symposia, and conference presentations at e.g.

Research Ed (2022), Google (Talks at Google Series, 2022), British Psychological Society (2022), International Literacy Association (2021), Reading League (2021), ResearchED Perth (2021), ExLing (2020), ResearchED Asia (2020), French Ministry of Education and UNESCO (2019), DSF Language, Literacy and Learning Conference, Perth (2019), Psychonomic Society, New Orleans (2018), British Psychological Society Prize Lecture, Liverpool (2018), Experimental Psychology Society, Leicester (2018), EPS Mid-Career Prize Lecture, Reading (2017), Science Showoff, London (2017), International Society for Morphological Processing, Trieste (2017), Multidisciplinary approaches to Braille Reading, Houston (2018), ResearchEd national conference, London (2015), Experimental Psychology Society, Oxford (2016), SISSA Summer School, Trieste (2016), International Society for Morphological Processing, Potsdam (2015), Language in Developmental and Acquired Disorders Royal Society (2013), British Psychological Society, Reading (2013)

## **Appendix B Research Funding**

British Academy (2024-2027, PFSS24\240027, £390,578)

Role: Mentor

“How do Tagalog readers learn to find the meaningful parts of words?”

ESRC DTP (2023-2029, ca £17 million)

Role: PI and Director of six-institution South East Doctoral Training Arc Consortium

ESRC IAA (2023-2028, £1.25 million)

Role: Academic Lead (wrote the bid and am Chair of its Steering Committee)

Leverhulme Trust Research Grant (2022-2025, RPG 2022-270), £183,437

Role: CI

“Is the cultural shift to written communication changing language?”

Nuffield Foundation (2023- 2026, EDO/FR-000023450), £338,144

Role: Principal Investigator

“Do same language subtitles help children learn to read?”

ESRC Research Grant (2022 - 2025, ES/W002310/1), £551,546 (80% fec)

Role: Principal Investigator

“Sensitivity to meaningful morphological information acquired through reading experience”

Leverhulme Trust Research Grant (2020 - 2023, RPG 2020-034), £231,700

Role: Principal Investigator

“Psychological influences on spelling and spelling change”

ESRC Research Grant (2021-2023, ES/V012215/1), £237,436 (80% fec)

Role: Co-Investigator

“Secondary analysis of data collected over a 20-year period by HM Inspector of Prisons”

SSHRC Research Grant (2022-2027), \$100,000 CAD

Role: Co-Investigator

“Optimizing phonics curricula by developing a computationally-explicit theory of reading instruction”

Korean Research Foundation (2017-2020), £160,946

Global Research Network Programme

Role: Foreign Investigator

“Precision of letter codes in Korean and artificial writing systems”

ESRC Research Grant (2017-2020, ES/P001874/1), £532,064 (80% fec)

Role: Principal Investigator

“Uncovering the role of sleep in the acquisition of linguistic knowledge”

Marie-Curie Fellowship (2018-2020, ID 747987), £154,622

Role: Mentor

In support of Dr Anastasia Ulicheva

“Constructing a theory of phonotactic processing during speaking”

ESRC Future Research Leaders (2017-2019, ES/N016440/1), £186,174 (80% fec)

Role: Mentor

In support of Dr Anastasia Ulicheva

“How do readers capitalise on morphological cues in English spelling?”

ESRC 1+3 studentship (2016-2019), ca. £80,000

Role: Supervisor

In support of Miss Clare Lally

“How does the nature of the writing system shape reading acquisition?”

British Academy Research Grant (2015-2016, SG151288), £9,529

Role: Principal Investigator

“Acoustic determinants of stress in speech perception”

Korean Research Foundation (2014-2017), £137,430

Global Research Network Programme

Role: Foreign Investigator

“Is orthographic coding universal? Studies of word recognition in Korean and in artificial writing systems”

ESRC Research Grant (2014-2017, ES/L002264/1), £479,262

Role: Principal Investigator

“The acquisition of print-to-meaning links in reading: an investigation using novel writing systems”

British Academy Postdoctoral Fellowship (2013-2016), £341,735

Role: Mentor

In Support of Dr. Jakke Tamminen

“Transforming specific memories into general knowledge during sleep”

Leverhulme Trust Research Grant (2013-2016, RPG-2013-024), £161,537

Role: Principal Investigator

“Moving beyond the monosyllable in models of skilled reading”

British Academy Postdoctoral Fellowship (2012-2015), £334,765

Role: Mentor

In Support of Dr. Betty Mousikou

“Toward a comprehensive theory of speech production”

ARC Discovery Grant (2012-2015), \$240,000

Role: Co-Investigator with M. Coltheart (Australia), D. Besner (Canada), & C. Mulatti (Italy)

“Building a model of the reading system: Behavioural and computational studies”

Leverhulme Trust Postdoctoral Fellowship (2011-2013), £58,000

Role: Mentor

In support of Dr. Samantha McCormick

“Mechanisms underlying orthographic word learning”

ESRC Research Grant (2010-2013, RES-062-23-2268), £373,707

Role: Principal Investigator

“Using a word learning paradigm to investigate three forms of generalization in the acquisition of lexical knowledge”

ESRC Research Grant (2010-2011, RES-000-22-3553), £98,826

Role: Principal Investigator

“Investigating orthographic effects on speech perception and speech production using a word learning approach”

University of Ghent sub-contract (2009-2010), £20,906

Role: Principal Investigator

“Megastudy of English Lexical Decision”

British Academy Research Grant (2009-2010, SG-51566), £5,175

Role: Principal Investigator

“Why ‘witless’ is not ‘lesswit’: The representation of morpheme position in visual word recognition”

ESRC Postdoctoral Fellowship (2008-2009, PTA-026-27-1825), £95,908

Role: Mentor

In support of Dr. Davide Crepaldi

“Towards a computational model of morphological processing”

British Academy Research Grant (2007-2008, SG-45216), £4,500

Role: Co-Investigator with Dr. Matt Davis (Cambridge)

“Route emphasis in morphological processing”

Leverhulme Trust Project Grant (2007-2010, F/07 537/AB), £125,139

Role: Principal Investigator

“Learning morphemes: Insights from skilled readers”

ESRC Research Grant (2007-2008, RES-000-22-1875), £98,881

Role: Principal Investigator

“Serial processing in reading aloud: an investigation across three languages”

Evaluation: Outstanding

BBSRC Research Grant (2007-2010, BB/E003419/1), £361,963

Role: Principal Investigator

“Selection for action: Interference effects on the articulation of speech sounds”

Royal Society International Activities Award (2006-2007), £3,260

Role: Principal Investigator

ESRC +3 studentship (2005-2008, PTA-0302-0050-0002), ca. £50,000

Role: Supervisor

In support of Mrs. Samantha McCormick

“Testing two theories of morpho-orthographic segmentation”

British Academy Research Grant (2005, SG-40911), £4,492

Role: Principal Investigator

“Developing a new technique for studying the speech perception – speech production relationship”

ESRC Research Grant (2004, RES-000-22-0464), £47,098

Role: Principal Investigator

“Towards a theory of morphological decomposition in early visual word recognition”

Evaluation: Outstanding

British Academy Research Grant (2003, SG-36123), £4,300

Role: Principal Investigator

“In search of the syllabary: Does syllable frequency influence syllable coarticulation?”

British Academy Visiting Fellowship (2003), £2,736

Role: Host

In support of Dr. Karen Croot

“Beyond abstract phonology: Toward a complete theory of speech production”

Royal Society Research Grant (2002), £9,158

Role: Principal Investigator

“Speech: a cross-disciplinary study”

Royal Society Travel Grant (2002), £693

Australian Research Council Discovery Grant (2002), AU\$24,000

“The perception and production of timing in speaking”

Australian Research Council Postdoctoral Fellowship (2000-2004), AU\$250,000

“Speech production and reading aloud: Towards a single model”

Resigned in 2002 because of my move to RHUL

British Academy Research Grant (1999), £4,980

“The time course of orthographic, semantic, and morphological activation in English word reading”

NSF Graduate Research Fellowship (1994-1996), ca. US\$70,000

Australian Overseas Postgraduate Research Award (1994-1996), AU\$30,000

Rotary Graduate Research Fellowship (1993), US\$20,000

## Appendix C Research Impacts

The following web links provide evidence of the non-academic impact of my work across all levels of the literacy ecosystem. These links are all examples **in which my research has been cited or linked** in policy documents or in the media, or on the websites of education organisations, charities, and schools.

### Policy Documents / Guidance

Advancing Arabic language teaching & learning (World Bank)

<https://openknowledge.worldbank.org/entities/publication/11233dfc-1a4c-5819-ab2f-bc80995911b2>

Improving Reading Abilities, Attitudes and Practices during COVID: Results from a Home-Based Intervention of Supplementary Texts for Young Readers in Cambodia (World Bank)

<https://openknowledge.worldbank.org/entities/publication/3d744203-1caf-4172-8f0c-18bda7ef6ebb>

Improving reading comprehension (New South Wales Department of Education)

[https://www.ccgedu.net/uploads/8/5/6/8/85683126/summary\\_improving\\_reading\\_comprehension.pdf](https://www.ccgedu.net/uploads/8/5/6/8/85683126/summary_improving_reading_comprehension.pdf)

Teaching phonics in writing (Victoria State Government)

[https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/english/literacy/Teaching\\_Phonics\\_in\\_Writing\\_Oct2023.pdf](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/english/literacy/Teaching_Phonics_in_Writing_Oct2023.pdf)

The Reading Framework (UK)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1168960/The\\_Reading\\_Framework\\_July\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168960/The_Reading_Framework_July_2023.pdf)

Ofsted Curriculum Review: English (UK)

<https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english#fn:123>

Secondary Literacy Guidance (Educational Endowment Foundation, UK)

[https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF\\_KS3\\_KS4\\_LITERACY\\_GUIDANCE.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf)

Literacy Unlocks Reading (Report by All Party Parliamentary Group on Literacy, UK)

[https://cdn.literacytrust.org.uk/media/documents/Language\\_unlocks\\_reading.pdf](https://cdn.literacytrust.org.uk/media/documents/Language_unlocks_reading.pdf)

Scottish Parliament Inquiry on Reading Instruction (UK)

[https://www.parliament.scot/S5\\_Education/Meeting%20Papers/20191030PublicPapersAmended.pdf](https://www.parliament.scot/S5_Education/Meeting%20Papers/20191030PublicPapersAmended.pdf)

Early Years Foundation Stage Reform Consultation (UK; submitted in evidence by UK Literacy Association)

[https://ukla.org/downloads/EYFS\\_Reforms\\_Consultation\\_-\\_UKLA\\_Response\\_Final.pdf](https://ukla.org/downloads/EYFS_Reforms_Consultation_-_UKLA_Response_Final.pdf)

Staffordshire County Council Literacy Guidance (UK)

<https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/School-toolkit/EPS-COVID-19-recovery-materials/EP-Recommended-Approach-to-Literacy/Staffordshire-Literacy-Guidance-2021.pdf>

Cambridgeshire Dyslexia Guidance (UK)

<https://www.cambridgeshire.gov.uk/asset-library/imported-assets/CAMBRIDGESHIRE%20DYSLEXIA%20GUIDANCE%20RESEARCH%20DOCUMENT%20FEBRUARY%202019.pdf>

Tasmania (Australia), Literacy Advisory Panel

Shifting to evidence-based approach to reading instruction based on science of reading

<https://www.dpac.tas.gov.au/literacy/home/framework-and-final-report>

NSW (Australia) State Government, Department of Education

<https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/guides/effective-reading-guide-K-2.pdf>

Victoria (Australia) State Government, Department of Education

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/effectivereading.aspx>

Introduction of Phonics Check (Australia)

<https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/phonics-screening-check#How1>

The 'notes' section of this link provides a reference to my work and links to a seminar that I gave at the University of Edinburgh (<https://soundcloud.com/user-770146497/in-conversation-with-anne-castles-systematic-and-explicit-phonics-instruction>)

Inquiry into the status of the teaching profession (Australia)

<https://www.aph.gov.au/DocumentStore.ashx?id=d5ad795e-cf0e-4c9e-a5de-ae592c7f7315&subId=666767>

Inquiry into Literacy Teaching in Tasmania (Australia)

[https://www.utas.edu.au/\\_data/assets/pdf\\_file/0007/1350943/4-Literacy-Review-Synthesis-Report\\_web.pdf](https://www.utas.edu.au/_data/assets/pdf_file/0007/1350943/4-Literacy-Review-Synthesis-Report_web.pdf)

Sample Initial Teacher Education Programme Outlines: Reading Instruction (Tasmania, Australia)

[https://www.aitsl.edu.au/docs/default-source/initial-teacher-education-resources/reading-instruction/sample-initial-teacher-education-program-outlines-reading-instruction.pdf?sfvrsn=6c65d73c\\_2](https://www.aitsl.edu.au/docs/default-source/initial-teacher-education-resources/reading-instruction/sample-initial-teacher-education-program-outlines-reading-instruction.pdf?sfvrsn=6c65d73c_2)

Right to Read (Ontario Human Right Commission)

<https://www.ohrc.on.ca/en/right-to-read-inquiry-report>

Ontario Human Rights Commission "Right to Read" Inquiry (Canada; my research cited within evidence presented by the International Dyslexia Association)

<https://www.idaontario.com/wp-content/uploads/2020/04/IDA-Ontario-Submission-to-the-OHRC-Right-to-Read-Inquiry-March-2020.pdf>

Ending Learning Poverty (World Bank)

<https://openknowledge.worldbank.org/bitstream/handle/10986/32553/142659.pdf?sequence=7>

Attaining the Learning Target (World Bank)

<https://thedocs.worldbank.org/en/doc/7ede3156f869a0645c26c92ebd61eddc-0090062021/original/Marcelareport.pdf>

Mass Literacy (State of Massachusetts)



<https://www.doe.mass.edu/massliteracy/>

Used my work to develop new early literacy curriculum for Massachusetts (K-3); I was the only non-US advisor to the project

### **Educational Publishers and Industry Providers**

Reading Eggs (UK)

<https://readingeggs.co.uk/schools/fastphonics/research/>

Piper Books (UK)

<https://piperbooks.wordpress.com/2019/12/01/ending-the-reading-wars-the-importance-and-limitations-of-decodable-readers/>

Pearson (UK)

<https://community.pearsoninternationalschools.com/news/classroom/277/277-Is-phonics-the-only-way-Different-approaches-to-teaching-reading>

Scholastic (UK)

<https://www.scholastic.co.uk/blog/Join-us-for-a-new-series-of-Reading-CPD-workshops-this-autumn-41885>

The Learning Bar (Canada)

<https://thelearningbar.com/author/staff/>

Learners Edge (USA)

<https://www.learnersedge.com/blog/science-reading>

Lexia Learning (USA)

<https://www.lexialearning.com/blog/got-literacy-if-not-then-turn-science-help>  
<https://www.lexialearning.com/resources/white-papers/trust-science-reading-inform-instruction>

Illuminate Education (USA)

<https://www.illuminateed.com/blog/2021/01/literacy-as-a-social-justice-issue/>

Reading Rockets (USA)

<https://www.readingrockets.org/research-by-topic/what-research-tells-us-about-reading-instruction>

Speech Sounds Pics (Australia)

<https://www.speechsoundpics.com/science-of-reading>

MultiLit (Australia)

<https://evidenceforlearning.org.au/assets/MiniLit/E4L-MiniLit-Evaluation-Report-FINAL-revised.pdf>

### **Literacy Charities and Advocacy Groups**

United Educators for Housing and Literacy (USA)

<https://uehl.org/literacy>

RIF (Reading is Fundamental; USA)

<https://www.rif.org/sites/default/files/theresearchbehindrfs.pdf>

Decoding Dyslexia (USA)

<https://www.decodingdyslexiamd.org/research.html>

Moms Rising USA (over 1 million members)

<https://www.momsrising.org/blog/thank-you-dyslexia-moms-now-can-we-get-some-back-up>

Dyslexia Victoria Support (Australia)

<https://dyslexiavictoriasupport.com/the-science-of-reading/>

Specific Learning Difficulties South Australia

<https://speld-sa.org.au/news/41-choosing-the-right-books-for-beginning-readers.html>

International Dyslexia Association (UK)

<https://dyslexiaida.org/where-does-having-a-heart-for-dyslexia-intervention-advocacy-start/>

### **Educational Support Organisations / Professional Learning / Think Tanks**

English & Media Centre (UK; calls my work “the most significant meta-research on reading”)

<https://www.englishandmedia.co.uk/blog/response-to-ofsted-curriculum-workshop>

Centre for Literacy in Primary Education (UK)

[https://www.kingsnorth.kent.sch.uk/\\_site/data/files/documents/english%20hub/8EFC789A162E201D151251A878DD9D67.pdf](https://www.kingsnorth.kent.sch.uk/_site/data/files/documents/english%20hub/8EFC789A162E201D151251A878DD9D67.pdf)

Thinking Reading (UK)

<https://thinkingreadingwritings.wordpress.com/2020/01/05/the-researched-guide-to-literacy/>

Educational Endowment Foundation (UK)

[https://educationendowmentfoundation.org.uk/public/files/Literacy\\_Development\\_Evidence\\_Review.pdf](https://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf)

Whiteboard Advisors (USA)

Links to my research in the Q&A with journalist Emily Hanford

<https://whiteboardadvisors.com/why-cant-kids-read-a-qa-with-emily-hanford/>

Kappan (USA)

Equates my research with “the science of reading movement”

<https://kappanonline.org/research-texts-elementary-school-conradi-smith-hiebert/>

Lit – The Literacy Group (USA)

<https://theliteracygroup.org/lit-library>

Move Learning Forward (USA)

<https://movelearningforward.schoolspecialty.com/science-of-reading-the-movement/>

Deans for Impact (USA)

[https://deansforimpact.org/wp-content/uploads/2017/01/The\\_Science\\_of\\_Early\\_Learning.pdf](https://deansforimpact.org/wp-content/uploads/2017/01/The_Science_of_Early_Learning.pdf)

Lit (USA) – my research featured on their homepage

<https://theliteracygroup.org/lit-library>

Collaborative Classroom (USA)

<https://info.collaborativeclassroom.org/the-settled-science-of-teaching-reading>

Thomas B. Fordham Institute (USA)

<https://fordhaminstitute.org/ohio/commentary/how-can-children-become-good-readers>

<https://fordhaminstitute.org/national/commentary/zombie-ideas-education>

ASCD (USA and global; 113,000 members from 129 countries)

<http://www.ascd.org/publications/educational-leadership/feb20/vol77/num05/Cracking-the-Reading-Code.aspx>

AERO (Australia's national education evidence body)

<https://www.edresearch.edu.au/resources/introduction-science-reading>

Little Learners Love Literacy (Australia)

<https://events.littlelearnersloveliteracy.com.au/why-phonics/>

Jet Education Services (Africa education think tank)

<https://www.jet.org.za/clearinghouse/projects/printed/resources/language-and-literacy-resources-repository/castles-et-al-2018.pdf/view>

eTale Africa

<https://dev.taleafrica.com/2021/01/08/ending-the-reading-wars-reading-acquisition-from-novice-to-expert/>

## **School Curriculum Plans**

Combe Down Primary School (UK)

<https://www.combedown.com/1108/english>

Townfield Primary School (UK)

<https://www.townfieldprimaryschool.co.uk/page/reading/102308>

Dovecote Primary School (UK)

<https://dovecote.nottingham.sch.uk/wp-content/uploads/2022/01/Reading-curriculum.pdf>

St Gabriel's CofE Primary School (UK)

<https://stgabrielshuyton.net/reading/>

Eastfield Primary School (UK)

<https://eastfieldprimary.org.uk/reading/>

Rainbow Education Multi-Academy Trust (UK)

<https://rainboweducationmat.co.uk/curriculum/>

A multi-academy trust of six schools in Liverpool and Lancashire; all school websites cite my work.

Shoreside Primary School (UK)

<https://shoresideprimary.co.uk/english-2/>

Garston Priming School (UK)

<https://garstonprimary.co.uk/english/>

St John's Church of England Academy (UK)

<http://www.stjohnsceaacademy.co.uk/curriculum-maps/english-2/reading/>

Grove Primary School (UK)

<https://www.groveprimaryschoolmalvern.co.uk/english-curriculum-intent/>

Croxteth Community Primary School (UK)

<http://www.croxtethprimary.co.uk/english/>

Sharpness Primary School (UK)

<https://www.sharpnessprimary.org.uk/perch/resources/documents/reading-curriculum-statement-1.pdf>

Heygreen Primary School (UK)

<http://heygreenblogs.net/english/>

## **Clinical and Educational Services**

Centre for Evaluation & Monitoring (leading provider of assessments for UK schools)

<http://www.cem.org/blog/10-essential-reads-to-improve-reading-comprehension/>

English Clinic (Australia)

<https://www.english.clinic/more-on-reading-and-spelling>

## **Practitioner Blogs**

Greenshaw Research School (UK)

<https://researchschool.org.uk/greenshaw/news/books-as-rocket-fuel>

Thinking about Teaching (Australia)

<https://thinkingaboutteaching.blog/2019/07/20/how-students-learn-reading-comprehension-more-tips-from-reading-science/>

Miss North's Resource Room (USA)

<https://missnorthsresourceroom.home.blog/2019/05/10/the-5-big-ideas-of-reading/>

Spelfabet (Australia)

<https://www.spelfabet.com.au/2018/06/nobody-advocates-phonics-only-literacy-instruction/>

John Bald (UK)

<https://johnbald.typepad.com/language/2018/06/ending-the-reading-wars-reading-acquisition-from-novice-to-expert-a-note-on-the-first-part-of-the-pa.html>

Pedro de Bruyckere (Netherlands)

<https://theeconomyofmeaning.com/2018/06/13/so-glad-this-review-is-open-access-ending-the-reading-wars-reading-acquisition-from-novice-to-expert/>

Sarah Peden (Canada)

<https://www.sarapeden.com/teachers-convention-cctca-resource>

Jodie Watson (Australia)

<https://www.nomanis.com.au/post/the-discipline-of-reading>

Emina McLean (Australia)

<https://www.eminamclean.com/post/how-to-teach-it-is-bigger-than-the-reading-wars>

Ian Hajnosz (UK)

<https://ianhajnosz.com/the-science-behind-the-most-important-skill-youve-never-thought-of-reading/>

## Media (substantive articles)

Tes (15 April, 2024)

[In the battle of books vs videos, there is a clear winner for literacy](#)

Chicago Sun Times (Jan 25, 2024; reprinted on Tri-States Public Radio and Northern Public Radio)  
Illinois Oks plan to revamp how reading is taught

<https://chicago.suntimes.com/education/2024/1/24/24049806/illinois-oks-plan-to-revamp-how-reading-is-taught>

<https://www.tspr.org/illinois-public-radio/2024-01-25/illinois-oks-plan-to-revamp-how-reading-is-taught>

<https://www.northernpublicradio.org/illinois/2024-01-25/illinois-oks-plan-to-revamp-how-reading-is-taught>

Education Week (Jan 5, 2024)

No, AI can't teach children to read. Yet.

<https://www.edweek.org/teaching-learning/opinion-no-ai-cant-teach-children-to-read-yet/2024/01>

Teachwire (August 24, 2023)

"Why you're never too young to study etymology"

<https://www.teachwire.net/news/ks3-english-vocabulary-etymology/>

Fort Worth Star Telegram (August 10, 2023)

"Fort Worth students are heading back to school. What's new this year?"

<https://www.star-telegram.com/news/local/education/article277438688.html>

Las Vegas Review Journal (November 3, 2023)

"Ohio sued for making schools teach phonics"

<https://www.reviewjournal.com/opinion/editorials/editorial-ohio-sued-for-making-schools-teach-phonics-2933605/>

Education Week (November 22, 2023)

"What is morphology? Should teachers include it in reading instruction?"

<https://www.edweek.org/teaching-learning/what-is-morphology-should-teachers-include-it-in-reading-instruction/2023/11>

Sunday Post (Scotland, July 16, 2023)

"Experts' petition demands new approach to reading and writing tuition in schools"

New York Times (1 September 2022)

<https://www.nytimes.com/2022/09/01/opinion/us-school-reading.html>

Chicago Sun Times (25 December 2022)

<https://chicago.suntimes.com/education/2022/12/25/23523556/reading-education-illinois-schools-teaching-research-cps>

Toronto Telegraph (24 March 2023)

<https://www.torontotelegraph.com/news/264114036/reading-struggles-dont-wait-to-advocate-for-your-child>

San Jose Mercury News (9 December 2022)

<https://www.mercurynews.com/2022/12/09/opinion-californias-approach-to-reading-education-isnt-working/>

East Bay Times (9 December 2022)

<https://www.eastbaytimes.com/2022/12/09/opinion-californias-approach-to-reading-education-isnt-working/>

Desert Sun (27 December 2022)

<https://eu.desertsun.com/story/opinion/2022/12/27/ca-students-are-struggling-to-read-literacy-teaching-needs-overhaul/69731449007/>

American Public Media

(Links to my research in their “science of reading list”)

<https://www.apmreports.org/story/2022/10/20/science-of-reading-list>

Education Week

<https://www.edweek.org/sponsor/illuminate-education/literacy-as-a-social-justice-issue>

Teacher Magazine (Australia)

[https://www.teachermagazine.com/au\\_en/articles/learning-to-read-and-explicit-teaching](https://www.teachermagazine.com/au_en/articles/learning-to-read-and-explicit-teaching)

APM Reports (USA)

<https://www.apmreports.org/story/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read>

Psychology Today (USA)

<https://www.psychologytoday.com/us/blog/reading-minds/201808/4-things-we-really-know-about-learning-read>

Teacher Magazine (Australia)

[https://www.teachermagazine.com/au\\_en/articles/learning-to-read-and-explicit-teaching](https://www.teachermagazine.com/au_en/articles/learning-to-read-and-explicit-teaching)

tes (UK)

<https://www.tes.com/magazine/archived/ceasefire-reading-wars>

<https://www.tes.com/magazine/archived/ban-bombast-and-stop-these-reading-wars-now>

<https://www.tes.com/magazine/teaching-learning/secondary/how-schools-can-support-teenage-literacy>

<https://www.tes.com/news/school-news/breaking-news/phonics-leads-easier-more-accurate-reading-new-research-finds>

Schools Week (UK)

<https://schoolsweek.co.uk/phonics-boosts-reading-accuracy-study-finds/>

<https://schoolsweek.co.uk/developing-pupils-vocabulary-is-about-more-than-words/>

Nursery World (UK)

<http://www.nurseryworld.co.uk/nursery-world/news/1160984/study-re-ignites-debate-about-use-of-phonics>

SEN Magazine (14 Sept 2017)

<https://senmagazine.co.uk/content/specific-needs/literacy/2179/in-support-of-phonics/> (reprinted in Nomanis Australia, December 2017)

ABC News (13 Jan 2018)

<https://www.abc.net.au/news/2018-06-13/phonics-study-hopes-to-end-reading-wars-once-and-for-all/9863204>

NPR (Jan 2, 2019)

<https://www.npr.org/2019/01/02/677722959/why-millions-of-kids-cant-read-and-what-better-teaching-can-do-about-it>

(Replayed on El Paso Public Radio, Omaha Public Radio, Miami South Florida Radio, North Colorado Public Radio, New Hampshire Public Radio, Northern Public Radio, North Carolina Public Radio, Boise State Public Radio, Virginia Public Radio, Arizona Public Radio, Kansas Public Radio, Northeastern Indiana Public Radio, Central Coast Public Radio, Wichita Public Radio, New Orleans Public Radio, Iowa Public Radio, New England Public Radio, Wyoming Public Radio, and many others).