Rhona Winifred Stainthorp

# Academic Qualifications

1994 PhD, Institute of Neurology, London University, *A longitudinal study of the development of reading strategies in 7 to 11 year old children*.

1986 MSc, Human Communication, Institute of Neurology, University of London.

1974 BSc (Hons1st Class,), Psychology, Birkbeck College, University of London.

1968 PGCE, University of Nottingham.

1967 BA (Hons), Politics, University of Nottingham.

# Professional Qualifications

2007 Fellow of the Royal Society of Medicine.

1992 Chartered Psychologist

1988 Associate Fellow, British Psychological Society

# Present appointment

Professor of Education, Institute of Education, University of Reading (appointed 2007, Part-time since 2011)

# Honorary appointment

2000 Van Strudder visiting professor, University of Wisconsin at Osh Kosh.

# Involvement with Professional Bodies

2013🡪Member of the scientific committee of the National Handwriting Association

1999 Elected voting member of the International Society for the Scientific Study of Reading.

1996 🡪 Member of the International Society for the Scientific Study of Reading.

1996 – 1998 Chair of the Committee of the Education Section of the British Psychological Society.

1996 – 1998 Member of the Council of the British Psychological Society.

1995 – 1997 Member of the British Dyslexia Association Accreditation Committee.

1994 – 2001 Member of the committee of the Handwriting Interest Group.

1992 🡪 Member of the United Kingdom Literacy Association.

# Previous Appointments

2005 Professor, School of Psychology and Human Development, Institute of Education, University of London (now University College London).

1998 Senior lecturer/Reader of Education, School of Psychology and Human Development, Institute of Education, University of London.

1998 Senior Lecturer, Department of Education Studies and Management, University of Reading.

1989-1998 Lecturer, Department of Education Studies and Management, University of Reading.

1987 Department of Psychology, Monash University, Melbourne, Australia: Distinguished Visitor.

1979-1989 Senior Lecturer, Division of Psychology and Philosophy, Bulmershe College of Higher Education.

1976-9 National Hospitals College of Speech Sciences: Head of Psychology Department.

1975-6 Bulmershe College of Higher Education: Lecturer in Psychology.

1968-73 Abbotsfield County Secondary School: Teacher, then Head of Social Studies Department.

## **Funded research**

‏2014 £1,500 UROP Transcription skills and writing in Key Stage 3

2013 £1,500 UROP Spelling irregular words

2007 £78,052 from the ESRC for an investigation of orthographic processes and their relation to reading in children with rapid automatized naming deficits (joint investigator with Dr Daisy Powell, Roehampton University and Professor Morag Stuart, Institute of Education, University of London).

2004 £228,569 from ESRC. A developmental investigation of cognitive processes in rapid automatised naming.

2001 £3,570 from DfEE for Phonics Strugglers research project.

2000 £33,500 from ESRC. Young Early Readers: A four-year follow-up study.

2000 £4,500 from the Nuffield Foundation. A survey of handwriting policies in primary schools.

2000 £20,000 from the British Journal of Educational Psychology to organise a leading edge conference on Literacy Research.

1999 Member of the Forum of Research in Literacy and Language group awarded £2,000 by the BPS to evaluate diagnostic literacy tests and develop a new diagnostic word reading assessment.

1996 £250 from University of Reading Small Grants fund for data collection on spelling and use of computers.

1993 £45,000 University of Reading, Research Endowment Trust for a longitudinal study of precocious readers.

1992 £250 from University of Reading Small Grants fund for a survey on left handed children and handwriting.

1989 £2,000 from the British Dyslexia Association for assessment materials

# Publications

## **Papers in peer reviewed academic journals**

Hsuan, C.-H., Tsai, H. J., & Stainthorp, R. (2018). The role of phonological and orthographic awareness in learning to read among Grade 1 and 2 students in Taiwan. *Applied Psycholinguistics*. ISSN 1469-1817 doi: 10.1017/S0142716417000194

Stainthorp, R. (2014) Dyslexia and remediation/education: where next? *Current developmental disorders reports, 1* (4), 260-266.

Powell, D., Stainthorp, R. & Stuart, M (2014) Deficits in Orthographic Knowledge in Children Poor at Rapid Automatized Naming (RAN) Tasks? *Scientific Studies of Reading, 18 (3),* 192-207.

Babayigit, S., & Stainthorp, R. (2013). Correlates of early reading comprehension: A componential analysis. *Educational Psychology: An International Journal of Experimental Psychology,* DOI: 10.1080/01443410.2013.785045

Stainthorp, R., Powell, D., & Stuart, M. (2013). The relationship between rapid naming and word spelling in English. *Journal of Research in Reading,* DOI: 10.111/j/1467-9817.2013.12002.x

Babayigit, S., & Stainthorp R. (2011). Modelling the relationships between cognitive-linguistic skills and literacy skills: new insights from a transparent orthography*. Journal of Educational Psychology. 103*(1),169-189.

Stainthorp, R., Powell, D., Stuart, M., Quinlan, P., & Garwood, H. (2010). Visual processing deficits in children with slow RAN performance. *Scientific Studies of Reading,* *14*, 266-292.

Babayigit, S., & Stainthorp, R. (2010). Component processes of early reading, spelling and narrative writing skills in Turkish: a longitudinal study, *Reading and Writing: An Interdisciplinary Journal, 23,* 539-568.

Stainthorp, R., & Rauf, N. (2009). An investigation of the influence of the transcription skills of handwriting and spelling on the quality of text writing by girls and boys in Key Stage 2. *Handwriting Today, 8,* 9-13.

Constantinidou, M., & Stainthorp, R.(2009). Reading speed and phonological deficits found in Greek children with reading problems. *Educational Psychology, 29,* 171-186.

Tsuji, H., & Stainthorp, R. (2008). An investigation of maternal communication styles during conversations with young children: Drawing on an analysis of the expression of communicative intentions in Japanese dyads. In T. Ogura, et al. *Studies in Language Sciences, 7,* 95-11. Tokyo: Kurosio Publishers.

Stuart, M., Stainthorp, R., & Snowling, M. (2008). Literacy as a complex activity: deconstructing the simple view of reading. *Literacy*, 42, 59-66.

Tennent, W., Stainthorp, R., & Stuart, M. (2008). Assessing reading at Key Stage 2: SATs as measures of children's inferential abilities*. British Educational Research Journal, 34*, 431-446.

Babayigit, S., & Stainthorp, R. (2007). Preliterate phonological awareness and early literacy skills: Evidence from Turkish. *Journal of Research in Reading, 30,* 394-413.

Blackford, E. & Stainthorp. R. (2007). The interpretation of Kodaly’s philosophy of music education by teachers working in England and Scotland. *Bulletin of the International Kodaly Society, 32,* 30-38.

Powell, D., Stainthorp, R., Stuart, M, Garwood, H & Quinlan, P. (2007). An experimental comparison between rival theories of rapid automatized naming performance and its relationship to reading. *Journal of Experimental Child Psychology, 98*, 46-68.

Mishra, R. & Stainthorp, R. (2007). The relationship between phonological awareness and word reading accuracy in Oriya and English: A study of Oriya-speaking fifth-graders. *Journal of Research in Reading, 30***,** 23-27.

Stainthorp, R. & Hughes, D. (2004b). What happens to precocious readers’ performance by the age of 11 years? *Journal of Research in Reading*, *27*, 357-372.

Stainthorp, R. (2004). W(h)ither phonological awareness? Literate trainee teachers’ lack of stable knowledge about the sound structure of words.  *Educational Psychology, 24*, 753-766.

Cowan, R., Stainthorp, R., Kapnogianni S., & Anastasiou, M. (2004). The development of calendrical skills. *Cognitive Development*, *19*, 169-178.

Stainthorp, R., & Hughes, D. (2004a). An illustrative case study of precocious reading ability. *Gifted Child Quarterly*, *48*, 107-120.

Goswami, U., Thompson, J., Richardson, U., Stainthorp, R,. Hughes, D., Rosen, S. & Scott, S. (2002). Amplitude envelope onsets and developmental dyslexia: A new hypothesis. *Proceedings of the National Academy of Sciences*, *99*, 10911-10916.

Stainthorp, R. (2002c). Raising standards for all? The National Literacy Strategy: An experiment in change for England and Wales. *Educational Psychology*, *22*, 473-487.

Stainthorp, R. (2002b). Reading for the 21st Century. In R. Stainthorp & P. Tomlinson (Eds.) Learning and teaching Reading. Monograph Series, *British Journal of Educational Psychology* (pp 1-6). Leicester: BPS

Stainthorp, R. (2002a). Writing is hard. *Psychology of Education Review*, *26*, 3-12.

Stainthorp, R. (2002a). Author’s response to Peer Commentary. *Psychology of Education Review*, *26*, 22-24.

Stainthorp, R. (2000). The National literacy Strategy and individual differences. *Journal of Research in Reading*. *23*, 297-307.

Stainthorp, R., & Hughes, D. (2000b). Family literacy activities in the homes of successful young readers. *Journal of Research in Reading*., *23*, 41-54.

Stainthorp, R., & Hughes, D. (2000a). Parents, teachers and able readers in Key Stage 1: Conversations with parents. *Reading,* *34* 124-129.

Stainthorp, R. (1999). The big national experiment: Questions about the National Literacy Strategy. *The Psychology of Education Review*, *23*, 3-8.

Stainthorp, R**.** (1999). Author’s response. The *Psychology of Education Review*, *23*, 21-23.

Stainthorp, R., & Hughes, D. (1998). Phonological sensitivity and reading: Evidence from precocious readers. *Journal of Research in Reading*, *21*, 53-68.

Stainthorp, R**.** (1997c). Learning to spell: Handwriting does not always beat the computer. *Dyslexia*, *3*, 229-234.

Stainthorp, R., & Hughes, D. (1997). Young Early Readers: The cognitive characteristics and educational experiences of children who can read before they go to school. In J. Chan, R. Li & J. Spinks (Eds.) *Maximising Potential: Proceedings of the 11th World Conference on Gifted and Talented Children* (pp. 540-546). Hong Kong: University of Hong Kong.

Stainthorp, R**.** (1997b). UnSATisfactory: or how the reading SATs may mask the level of achievement of young early readers. *Reading*, *31*, 35-38.

Stainthorp, R. (1997a). A Children’s Author Recognition Test; A useful tool in reading research. *Journal of Research in Reading*, *20*, 148-158.

Stainthorp, R. (1996). Young early readers. *Mindscape, Journal of the Queensland Association for Gifted and Talented Children,* *17*, 13-16.

Stainthorp, R., & Hughes, D. (1996b). Phonological awareness skills of children who are fluent readers before they begin school. *International Journal of Psychology*, *31*, 47.

Bentley, D., & Stainthorp, R. (1993). The needs of the left-handed child in the Infant classroom - writing is not always right. *Reading*, *27*, 4-9.

Norris, E., & Stainthorp, R. (1991. Reading tuition by elder siblings. *Reading*, *25*, 13-18.

Stainthorp, R. (1989). A balanced approach to the teaching of Reading. *Reading*, *23*, 69-79.

**Authored books and book chapters**

Stainthorp, R. (2016). Teaching reading. In Cook, V. & Ryan, D. *Handbooks of the English writing system.* London: Routledge.

Stuart, M. & Stainthorp, R. (2016). *Reading development and teaching.* London: Sage.

Stainthorp, R. (2006). A rose is a rows: a celebration of the importance of accurate word reading to ensure understanding of texts. Pp. 116-118. In M. Lewis & S. Ellis (Eds.) *Phonics: Practice, research and policy.* Paul Chapman Publishing: London.

Flynn, N., & Stainthorp, R. (2006). *The learning and teaching of reading and writing*. London: John Wiley.

Stuart, M., & Stainthorp, R. (2006). The searchlights model-the case for change. Appendix 1 in Independent review of the teaching of early reading (pp. 73-93) (The Rose Review). London: Department for Education and Skills.

Barnett, A., Stainthorp, R., Henderson, S., & Schieb, B. (2006). *Handwriting: Policy and practice in English primary schools*. London: Institute of Education, University of London.

Stuart, M., & Stainthorp, R. (2004). *The assessment of reading: A theoretically motivated review of currently available tests.* Viewpoint, occasional series, Institute of Education, University of London.

Stainthorp, R. (2003). Phonology and learning to read. Chapter 18 in N. Hall, J. Larsen, & J. Marsh (Eds.). *The handbook of early childhood literacy*. London: Sage.

Stainthorp, R., & Tomlinson (Eds.) (2002). *Learning and teaching reading*. Monograph Series, British Journal of Educational Psychology. Leicester: BPS .

Stainthorp, R., & Hughes, D. (1999). *Learning from children who read at an early age*. London: Routledge.

Stainthorp, R., & Hughes, D. (1996a). *Young early readers*. The Worcester Papers in Education, 1, 15-19.

Stainthorp, R., (1996). Teaching reading in the primary classroom. Chapter 7 in P. Croll and N. Hastings (Eds.) *Effective primary teaching - research based classroom strategies* (pp. 87-102). London: David Fulton.

Stainthorp, R., & Hughes, D. (1995). The cognitive characteristics of young early readers. Chapter 7 in B. Raban-Bisby, G. Brookes & S. Wolfendale (Eds.) *Developing Language and Literacy* (pp. 99-113). Stoke-on-Trent: Trentham Books.

Stainthorp, R. (1995). Some effects of context on reading. Chapter 4 in P. Owen and P. Pumfrey (Eds.) *Children learning to read: International concerns. Vol. 1 Emergent and developing reading: Messages for Teachers* (pp. 47-56). Basingstoke: Falmer.

Hallam, S., & Stainthorp, R. (1995). *Learning Processes. In Principles and Practices in Private Music Teaching.* Reading: University of Reading.

Stainthorp, R. (1989). *Practical Psychology for Primary Teachers*. Basingstoke: Falmer Press.

## **Papers and editorials in professional publications.**

Stuart, M., &Stainthorp, R. (2016) Supporting teachers in the teaching of reading, or what every teacher should know. *Patoss Bulletin,* 29 (1). ISSN 1476-1521

Stainthorp, R.(2009). Reviewing the primary curriculum in England:

the Rose and the Cambridge Reviews. *Learning Difficulties Australia Bulletin, 421,* 9-10.

Stainthorp, R. (2006). Open Dialogue peer review: A response to Stuart. *The Psychology of Education Review, 30,* 35 -37.

Stainthorp, R. (2003) Use it or lose it. *Literacy Today*, *34*, 16-17.

Stainthorp, R. (2002). Some new 3Rs: Researching really good readers. Invited editorial. *Wisconsin State Reading Association Journal*.

Stainthorp, R. (1998). Editorial. *Handwriting Review*, *12*, 5-9.

Stainthorp, R. (1997b). Editorial, *Handwriting Review*, *11*, 5-7.

Stainthorp, R**.** (1997a). Notes from the underground. The position of psychology in Initial Teacher Education. *Education Section Review*, *21*, 15-17.

Stainthorp, R. (1996). Editorial. *Handwriting Review*, *10*, 3-4.

Stainthorp, R. (1994b). The Natural History of a Handwriter. *Handwriting Review 1994*, 12-21.

Stainthorp, R. (1994a). Left in the lurch: 12 steps to help left-handed children. *Child Education, 71*, 62-63.

Stainthorp, R. *et* al. (1994c). All *Aboard: Teachers' Resource Book, stage 1 and 2.* Aylesbury: Ginn. Member of a writing team of 12.

Stainthorp, R. et al. (1994b). *All Aboard: Teachers' Resource Book, stage 3, 4 and 5*. Aylesbury: Ginn. Member of a writing team of 6.

Stainthorp, R. et al. (1994a). *All Aboard: Teachers' Resource Book, stage 6, 7 and* 8. Aylesbury: Ginn. Member of a writing team of 3.

Stainthorp, R., & Hughes, M. (1993). Issues in Teacher Education. *Handwriting Review 1993*, 69-71.

Stainthorp, R. (1992). Good theory can also be practically useful: a reply to Turner. *Education Section Review*, *16*, 19-21.

Schwieso, J., Hastings, N., & Stainthorp, R. (1992). Psychology and teacher education: reply to Tomlinson. *The Psychologist*, *5*, 112-113.

Needham, B., Powell C., & Stainthorp, R. (1992). Specialised teaching projects: an opportunity for learning. *Handwriting Review 1992*, 141-150.

# Editorial responsibilities

*Reading Research Quarterly*. Member of the Editorial Review Board(2006🡪)

*Educational Psychology*. Member of the Editorial Board (2002 🡪)

*Journal of Research in Reading*. Editor-in-chief (2007-2009)

*Journal of Research in Reading*. Co-editor (2004-2007)

*Journal of Research in Reading*. Member of the Editorial Advisory Group (1997-2004)

*British Journal of Educational Psychology*. Associate Editor (1997-2007)

*Handwriting Review* (1995-1998) Editor

*Psychology of Education Review*. Joint Editor (1994-5; 2002 - 2004)

Peer reviewer for: *Quarterly Journal of Experimental Psychology; International Journal of Early Years Education; Child Language; British Journal of Developmental Psychology; Journal of Educational Psychology; Journal of Experimental Child Psychology; Reading and Writing; Scientific Studies of Reading; Learning and Instruction; Reading and Writing: An Interdisciplinary Journal.*

## **Papers presented at International conferences**

2018 Invited Keynote address: Explicit instruction: Paving the way to independent reading. 2nd Connect’M conference, Malaysia

2017 Invited Keynote address Macquarie University Centre for Cognition and its Disorders, Workshop on Reading and Spelling.

2016 My Kindle and me: Attitudes to reading with e-books in school. XXIIIth Annual Conference of the Society for the Scientific Study of Reading, Oporto, Portugal.

2014 Spelling regular words exception words and pseudowords, and rapid naming: a

 Complex relationship. (Stainthorp, Powell and Coppin). XXIth Annual Conference of the Society for the Scientific Study of Reading, Santa Fe, USA

2013 National assessment of regular and nonword reading in the early years in England: Is there Valued Added? (Stainthorp, Powell & Chesson). XXth Annual Conference of the Society for the Scientific Study of Reading, Hong Kong.

2012 Precocious readers in their twenties: A long term follow-up. BPS Education Section Conference, Milton Keynes..

2011 Stories of success: precocious readers as young adults (Stainthorp and Hughes). XVIIlth Annual Conference of the Society for the Scientific Study of Reading, Florida USA.

2010 Does RAN performance contribute to word spelling? (Stainthorp, Powell, and Stuart). XVIIth Annual Conference of the Society for the Scientific Study of Reading, Berlin, Germany

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| 2009 The impact of transcription skills on text writing in children age 9-11 years  (Stainthorp). XIIIth Biennial Conference, European Association for Learning and Instruction, Free University, Amsterdam.  |
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2009 Do orthographic processes underlie the RAN-reading link? (Powell, Stainthorp and Stuart). XVIth Annual Conference of the Society for the Scientific Study of Reading, Boston, USA

2009 A longitudinal study of the relationship between RAN, phonological awareness and both text and single word reading (Stainthorp, Powell and Stuart). XVIth Annual Conference of the Society for the Scientific Study of Reading, Boston, USA

2008 The relationship between phonological awareness, phonological memory, rapid automatised naming (RAN) and reading in monolingual and bilingual English children. (Stainthorp, Powell, Stuart, Quinlan and Garwood). XXIXth International Congress of Psychology, Berlin

2008 A deficit in orthographic knowledge, but not orthographic learning, in children poor at Rapid Automatized Naming tasks. (Powell, Stainthorp and Stuart) XVth Annual Conference of the Society for the Scientific Study of Reading, Ashville, North Carolina, USA.

2007 The relationship between RAN and reading: A longitudinal study. (Stainthorp, Stuart, Powell, Garwood and Quinlan) XIVth Annual Conference of the Society for the Scientific Study of Reading, Prague, The Czech Republic.

2007 Are orthographic representations compromised in children with problems in Rapid Automatized Naming tasks? (Powell, Stainthorp, Stuart, Garwood and Quinlan) XIVth Annual Conference of the Society for the Scientific Study of Reading, Prague, The Czech Republic

2006 Perspectives for classroom practitioners: Using theory and empirical evidence to work out how to help children with reading and writing difficulties. Invited address. 7th Cyprus Dyslexia Conference, Nicosia, Cyprus.

2006 A preliminary report of causal factors underlying performance in rapid automatised naming (RAN) tasks: A role for early visual processes. (Stainthorp, Stuart, Powell, Garwood and Quinlan) XIIIth Annual Conference of the Society for the Scientific Study of Reading, Vancouver, Canada

2006 Reading, writing and rocket science. Invited address. The 19th Biennial Meeting of the International Society for the Study of Behavioural Development. Melbourne, Australia.

2005 The role of preliterate phonological awareness in early literacy development: evidence from Turkish(Babayigit and Stainthorp) 11th Biennial Conferenc,e European Association for Research in Learning and Instruction, Nicosia, Cyprus.

2005 The role of phonological awareness when learning to read an Alphasyllabary. (Mishra and Stainthorp) 11th Biennial Conferenc,e European Association for Research in Learning and Instruction, Nicosia, Cyprus.

2005 Phonological awareness and reading speed deficits in dyslexic Cypriot children. (Constantinidou and Stainthorp) XIIth Annual Conference of the Society for the Scientific Study of Reading, Toronto, Canada

2005 An investigation of maternal communicative styles during conversations with young children: drawing on the analysis of the expression of communicative intentions in Japanese (Tsuji and Stainthorp) 7th Annual Conference Japanese Society for Language Sciences.

‏2004 Word frequency, imageability and age of acquisition effects on word reading. (Stainthorp, Masterson and Stuart). XIth Annual Conference of the Society for the Scientific Study of Reading, Amsterdam , The Netherlands.

‏2004 Phonological awareness and reading speed deficits in reading disabled Greek speaking children. (Constantinidou and Stainthorp) 6th International Conference Athens Institute for Education and Research, Athens, Greece.

2003 Background music and classroom performance: a far from simple relationship. 10th Biennial Conference European Association for Learning and Instruction. Padua, Italy.

2003 Communicative intents expressed by children and their caregivers: a longitudinal observation of Japanese speaking dyads. (Tsuji and Stainthorp) 5th Annual Conference Japanese Society for Language Sciences, Kobe University, Japan.

2003 Does exceptional early reading ability affect writing quality? Xth Annual Conference of the Society for the Scientific Study of Reading, Boulder, Colorado, USA.

2002 Precocious readers: Evidence for positive Matthew Effects in reading. Invited presentation to the SIG, Basic Research in Reading, AERA Conference, New Orleans, USA.

2001 The long-term effects of early phonemic awareness. NATO Advanced Studies Institute, Tuscany, Italy.

2001 Are precocious readers still ahead by the age of 11 years? VIIIth Annual Conference of the Society for the Scientific Study of Reading, Boulder, Colorado, USA.

2001 An illustrative case of precocious reading ability. VIIIth Annual Conference of the Society for the Scientific Studies of Reading, Boulder, Colorado, USA.

2000 Helping all children to read: Recent developments in the UK. Invited address. Macquarie University Special Education Centre 25th Anniversary Conference, Sydney, Australia.

2000 When which is what or wear or where: Strategies in Spelling. Workshop. Macquarie University Special Education Centre 25th Anniversary Conference, Sydney, Australia.

1999 Student teachers’ performance on a test of phonological awareness. VIth Annual Conference of the Society for the Scientific Study of Reading, Montreal, Canada.

1998 A study of the development of the spelling of the past tense morpheme through a proof reading task. Vth Annual Conference of the Society for the Scientific Study of Reading, San Diego, USA.

1997 The literacy activities of young early readers. European Association for Research in Learning and Instruction, Annual Conference, Athens, Greece

1997 The nonword reading skills of precocious readers. IVth Annual Conference of the Society for the Scientific Study of Reading, Chicago, USA.

1996 Phonological awareness skills of children who are fluent readers before they begin school. XXVIth International Congress of Psychology, Montreal, Canada.

1996 It’s not how you spell it but the way that you say: A longitudinal study of spelling development. American Education Research Association, Annual Conference, New York.

1996 Young Early Readers. Keynote address. Queensland Association of Gifted and Talented Children, Annual Conference, Griffiths University, Brisbane, Australia.

1995 Young Early Readers: the cognitive characteristics and educational experiences of children who can read fluently before they go to school. Three papers presented jointly with D. Hughes to the 11th World Congress on Gifted and Talented Children, Hong Kong.

1994 Phonological awareness and learning to read. Association for Special Educational Needs Conference, Hamburg, Germany.

1993 Specialised Teaching Projects: An opportunity for learning. 1st International Australian Reading Association Conference, Melbourne, Australia.

## **Papers presented at conferences in the UK**

2009 The relationship between rapid automatized naming and word spelling (Stainthorp, Powell & Stuart). BPS Psychology of Education conference, Preston.

2009 Individual differences in rapid automatized naming (RAN) and their relationship to orthographic processes. (Powell, Stainthorp & Stuart) BPS Psychology of Education conference, Preston.

2008 Student teachers explicit levels of phonological awareness. BPS Psychology of Education conference, Milton Keynes.

2008 The simple view of reading: comprehension. What teachers need to know. UCET conference, Birmingham

2008 Text writing quality: Boys, girls, handwriting speed and spelling. (Stainthorp and Rauf). Festschrift for Shelia Henderson, Oxford-Brookes University.

2008 The teaching of early reading in English primary schools: The impact of the Rose Review (Stuart and Stainthorp). ESRC comprehension Seminar Series, University of Sussex.

2008 When are single deficits in rapid automatised naming associated with poor word reading? (Stainthorp, Stuart, Powell, Quinlan and Garwood) British Dyslexia Association Conference, Harrogate.

2007 RAN and reading a far from simple relationship (Stainthorp, Stuart, Powell, Garwood & Quinlan.) BPS Psychology of Education Section Annual Conference, Stoke-on-Trent.

2006Are RAN deficits related to individual differences in orthographic processing? (Stainthorp, Garwood, Powell, Quinlan & Stuart.) BPS Psychology of Education Section Annual Conference, Milton Keynes

2006Dissociations between rapid automatised naming (RAN) and phonological awareness (PA) skills in a large sample of British 7-9 year old children in mainstream schools*.* (Stuart, Garwood, Powell, Quinlan, & Stainthorp). BPS Psychology of Education Section Annual Conference, Milton Keynes.

2006Are RAN deficits related to individual differences in early visual processes? (Powell, Garwood, Quinlan, Stainthorp, & Stuart) BPS Psychology of Education Section Annual Conference, Milton Keynes.

2006 Single vs. double deficit accounts of reading difficulties: evidence from a large sample of seven to nine-year-old British children. (Stainthorp, Garwood, Powell, Quinlan, Stuart). British Psychological Society, Developmental Section, Annual Conference, Royal Holloway College, Egham.

2005 Writing: the ultimate juggling act. Invited address International Association for teachers of English as a foreign language conference, Cambridge.

‏2004‏ Early communicative gestures and their integration with speech: evidence from Japanese children. (Tsuji and Stainthorp). Child Language Seminar, University of the West of England.

2003 W(h)ither phonological awareness. Literacy for the 21st Century; School of Psychology and Human Development, Institute of Education Centenary Conference.

2002 Teachers' phonological awareness language and how it might affect children's learning. Early Literacy Intervention Interest Group Annual Colloquium, Institute of Education, University of London.

2001 Handwriting policy and practice in Primary schools. Joint paper with S. Henderson, A. Barnett & B. Scheib BPS Joint Education/Developmental Section Conference, Worcester.

2001 Positive Matthew effects in reading do not necessarily transfer to writing. Joint paper with D. Hughes. BPS Joint Education/Developmental Section Conference, Worcester.

2001 Phonological awareness and precocious reading ability: How long do individual differences last? BPS Joint Education/Developmental Section Conference, Worcester.

2001 The fate of precocious reading ability at the end of Key Stage 2. Joint paper with D. Hughes, UKRA Conference, Canterbury.

2001 Sounds letter reading and spelling: Accents and the NLS. Annual meeting of the Linguistics Association of Great Britain.

2001 Sounds and learning to read. Keynote address. Gloucester LEA Phonics Conference.

2000 Teachers perceptions of able readers. BPS Education Section Annual Conference, Loughborough

1999 Parents, teachers and able readers in Key Stage 1. United Kingdom Reading Association Annual Conference, Chester.

1998 Teachers’ classroom approaches with able readers in Key Stage 1. ESRC Research Seminar Series, Literacy: Integrating Research and Practice, London University, Institute of Education.

1998 Family literacy activities in the homes of young early readers. British Psychological Society, Education Section, Annual Conference, University of Exeter.

1997 Discussant: Symposium on Researching Authentic Literacies. British Education Research Association Conference, University of York.

1997 Young Early Readers: Insights about the development and early school experiences of a group of children who had become fluent readers at the age of 4 years 9 months, before starting school. Annual Conference of the European Association for Research in Learning and Instruction, Athens, Greece.

1997 Conversations with Young Early Readers. Annual Conference of the United Kingdom Reading Association, Manchester.

1997 Learning to spelling: handwriting does not always beat the computer. IVth International Conference of the British Dyslexia Association, University of York.

1996 Home - school liaison at the start of Primary School: A comparison between the UK and New South Wales. Conference of the British Education Research Association, Lancaster University.

1996 Young early readers, two years on. Annual Conference of the United Kingdom Reading Association, Northumbria University.

1995 The cognitive characteristics of young early readers. Education Section of the BPS, Annual Conference, Hull.

1995 Schools’ approaches to assessing the literacy abilities of children entering school at Key Stage 1. European Conference on Educational Research, University of Bath.

1994 The effect of context on reading words and non-words. 3rd. International British Dyslexia Association Conference, University of Manchester.

1994 Young Early Readers: a preliminary report. United Kingdom Reading Association Annual Conference, University of Warwick (joint paper with D.Hughes).

1994 Young Early Readers go to school. British Educational Research Association Conference, University of Oxford (joint paper with D. Hughes).

1993 Teachers' awareness of the needs of left handed children. BPS Education Section Annual Conference, Wokingham.

1993 The effect of context on reading words and non-words. 1st International Reading Conference, St. Martin's College, Lancaster.

1992 The needs of the left -handed child in the infant classroom. Writing is not always right! UKRA Annual Conference, University of Exeter (joint paper with D. Bentley).

1992 Learning to use a decoding strategy when reading: it takes longer than we think. UKRA Annual Conference, University of Exeter.

1991 Do we begin to teach children to read too early? Special Needs Conference, Middlesex Polytechnic.

1990 Handwriting and student teachers. Handwriting Interest Group Conference, University of Nottingham.

1989 Reading at home and at school. Annual Conference of British Educational Research Association, University of Newcastle (joint paper with J. Galloway).

1989 Developing a policy for the presentation of written work. Annual Conference of the British Educational Research Association, University of Newcastle (joint paper with M. Ripper).

1977 Problems encountered in teaching statistics to non-statisticians. Conference for Psychologists teaching Speech Therapists, London

## **Research Seminars**

2015 Learning to write: It takes longer than we think. Public Lecture series, Institute of Education, University of Reading.

2015 The home literacy environment. University College London, Institute of Education.

2014 Conceptualising the relationship between handing writing and spelling in transcription. Keynote address, National Handwriting Association, London.

2013 Orthography Matters. Keynote address, Inaugural conference of the Centre of Literacy and Multilingualism.

2013 Getting ready for reading in KS3. Department of Psychology, Oxford-Brookes University

2009 Handwriting in schools. Birmingham Local Educational Authority.

2009 The wonders of the alphabet. Inaugural lecture, University of Reading

2008 Aspects of RAN and reading. Department of Psychology, Oxford-Brookes University.

2008 Visual aspects of reading difficulties, Institute of Education, University of Reading.

2007 Reading and Phonological awareness in Oriya and English: Size Matters. Institute of Education, University of Reading.

2007 Rapid automatised naming and reading in primary school children:
Underlying cognitive processes. Department of Psychology University of Reading.

2006 The development of precocious reading ability. Department of Psychology, University of Warwick.

2006 Cognitive processes underlying Rapid Automatised Naming. Department of Communication Sciences, University of Sheffield.

2005 Individual differences in rapid automatised naming: A preliminary report. Annual workshop, Centre for Reading and Language, University of York.

2004 The National Literacy Strategy and International Standards. Institute of Education, University of Cambridge

2002 Longitudinal aspects of writing development from 5- to 11 years. Forum for Research in Language and Literacy annual research conference.

2001 Long-term individual differences in phonological awareness. Annual workshop, Centre for Reading and Language, University of York.

2001 Precocious readers. Department of Psychology, South Bank University.

2001 The skills of precocious readers. Annual research day, Association of Educational Psychologist, Northern Branch, Hartlepool.

2000 The word reading skills of precocious readers. Institute of Cognitive Neuroscience, UCL, London University.

2000 Able Readers. Educational Psychologists’ Group. Institute of Education University of London.

2000 Nonword reading by precocious readers. Child Development and Learning Institute of Education, University of London.

1999 Invited discussant, Annual workshop, Centre for Reading and Language, University of York.

1999 Storytelling by precocious readers. A linguistic analysis of oral storytelling by precocious readers when aged 5 and 6 years. Forum for Research in Language and Literacy annual research conference.

1999 Learning to teach reading and spelling. Invited paper presented to the “English teachers of Paris” research meeting.

1997 Humpty Dumpty effects in reading research. Faculty Research Seminar, FECS, University of Reading.

1996 The education of able readers. Invited series of lectures, Macquarie University, Special Education Centre, Sydney, Australia.

1996 Young early readers. Research colloquium, School of Education, Macquarie University, Sydney, Australia.

1996 Phonological awareness and young early readers. Annual workshop, Centre for Reading and Language, University of York.

1995 A balanced approach to the teaching of reading: what parents and teachers can do. Paper presented to SPRINT: a multi-professional standing conference of English speaking professionals in Education in Paris.

1994 The cognitive characteristics of Young Early Readers. Paper presented jointly with D. Hughes to the joint colloquium of Berkshire Psychological Services and the Department of Education Studies and Management, University of Reading.

1994 The development of spelling. Departmental Seminar, Department of Education Studies and Management, University of Reading.

1994 Models of reading development. Research Seminar, Institute of Education, University of London.

1993 Phonological skills and learning to read. Paper presented to the joint colloquium of Berkshire Psychological Services and the Department of Education Studies and Management, University of Reading.

1993 The development of strategies in reading. Department of Psychology, University of Reading.

1993 The effect of context on word and non-word reading. Department of Education Studies and Management, University of Reading.

1993 The effect of context on word and non-word reading. Department of Education, La Trobe University, Melbourne, Australia.

1993 The effect of context on word and non-word reading. Fred and Eleanor Schonell Special Education Centre, University of Queensland, Australia.

1993 The effect of context on word and non-word reading. Special Education Centre, Macquarie University, Sydney, Australia.

1993 The effect of context on word and non-word reading. Department of Education, University of New South Wales, Sydney, Australia.

1991 The development of strategies in reading. Department of Education Studies and Management, University of Reading.

1987 One route or two? The development of reading and spelling. Department of Psychology, Monash University, Melbourne, Australia.

# Higher degree supervision

## **Successful PhD students.**

Diana Hughes (1997) A longitudinal study of the development of writing in 4- to 7-year-old children. (University of Reading)

Hiromi Tsuji (2004) Developing a communicative mind: A longitudinal study of the development of communicative competence in Japanese children aged from 13 to 24 months. (Institute of Education, University of London).

Maria Constantinidou (2005) A study of the reading skills of reading disabled children compared to chronological and reading age matched control children in Cyprus. (Institute of Education, University of London).

Selma Babayigit (2006) The longitudinal and predictive roles of phonological awareness in literacy development: Evidence from Turkish (Institute of Education, University of London).

Sophia Cholidou (2006) The development of literacy amongst children in Greek kindergartens. (Institute of Education, University of London).

Naomi Flynn (2013). New Arrivals, New Challenges: The Experiences of Primary School Teachers Managing the English Language Acquisition of Primary School Children.

Elizabeth Blackford (2014). An investigation between cognitive processing and learning with specific reference to the potential beneficial effects of Kodaly based music tuition.

Anna Tsakalaki (2016). Spelling performance in different orthographies: evidence from typical and poor spellers in England and Greece

Denise Mosher (2018).

Teaching Experience

University of Reading (2007🡪)

MA English language teaching (Guangdong University of Foreign Studies) Quantitative research methods and dissertation supervision

MA Teaching and Learning: Programme director

MA modules taught:

 The development of reading and writing

 Child development and primary education

Enhancing pupil learning

PGCE Primary: Contributions to English subject knowledge and pedagogy - Phonics teaching; research methods; literacy development; handwriting; dyslexia

Institute of Education University of London (1998-2006)

BA Children’s Development and Learning: Module: Child development

MA/MSc in Child Development: cognitive development; development of memory; developmental cognitive neuropsychology; literacy; literacy difficulties; dissertation supervision.

MA in Literacy Learning and Literacy Difficulties: writing development, spelling development; handwriting; research methods; spelling difficulties; comprehension and production of texts; dissertation supervision.

MA in Adult Basic Skills Education: Teaching adult literacy – research based practice.

Diploma/ Certificate in Psychology of Education: development of perception.

Primary PGCE: reading, writing, spelling and handwriting; cognitive development; applied cognitive psychology for SEN.

University of Reading (including Bulmershe College) 1979-1998)-

MA Primary Education: Course leader

Course tutor for modules: Cognitive development and primary education; Reading, writing and remediation;

 Dissertation supervision.

MSc and BSc Speech and Language Therapy: Developmental and acquired dyslexias

GEST funded courses: Course leader and sole tutor

Remediating reading difficulties

Teaching reading at Key Stage 1

DPSE Teaching Children with Written Language Learning Difficulties: Course leader and sole tutor

BEd:

 Lectures on cognitive and language development

 Course tutor for Honours Elective on the teaching of literacy

 Dissertation supervision

PGCE Primary: Literacy education

Course leader: DPSE Special Educational Needs

 Module tutor for module: Language and literacy difficulties

BEd:

Lectures on the psychology of education; the development of language and literacy; teaching literacy; special educational needs

In-service BEd:

Lectures on the psychology of education; the psychology of reading.

# Administration Experience

Director Postgraduate Professional Development

Modular MA programme director

Departmental research tutor

Member of the Board for Research Degrees

Course leader MA Learning and Teaching of Reading and Writing

Chair of the Board for the Modular MA programme

Course leader MA Primary Education

Course Leader Diploma in Teaching Children with Written Language Learning Difficulties

Course Leader Diploma in Special Educational Needs

# External Examining

2018 PhD External Examiner, Macquarie University, NSW Australia

2016 PhD External Examiner Oxford-Brookes University

2014 PhD External Examiner. Brunel University

2014 PhD External Examiner, Macquarie University, NSW Australia

2014 PhD Internal Examiner, University of Reading

2014 PhD External Examiner, University of Lancaster

2013 PhD External Examiner, University of York

2013 PhD External Examiner, Macquarie University, NSW Australia

2012 PhD External Examiner, University of Western Australia, Australia

2011 PhD External Examiner, University of Central Lancashire

2010 PhD External Examiner, Macquarie University, NSW Australia

2010 PhD Internal Examiner, University of Reading

2009 MPhil External Examiner, University of York

2009 PhD Internal Examiner, University of Reading

2008 PhD External Examiner, University of Hull

2008 PhD External Examiner, University of Exeter

2006 PhD Internal Examiner, University College, University of London

2005 PhD Internal Examiner, Royal Holloway College, University of London

2005 MPhil External Examiner, University of Sheffield

2004-2008 External examiner, BSc Speech and language sciences, Leeds Metropolitan University.

2004‏ PhD External Examiner, Macquarie University, NSW Australia.

2003 PhD External Examiner, Department of Psychology, University of New England, Armidale, NSW Australia‏

2003 PhD External Examiner, Special Education Centre, Macquarie University, Australia.

2003 PhD Internal examiner, Royal Holloway and Bedford New College, University of London.

2003 PhD External examiner. Department of Experimental Psychology, University of Oxford.

2001 PhD Internal examiner. Kings College, University of London.

2000 PhD External examiner. School of Education, Oxford-Brookes University.

1999 PhD Internal examiner. Institute of Education, University of London.

1999 – 2003 External examiner, MSc Speech and Language Therapy, University College, London.

1999 PhD External examiner, School of Education, University of Manchester.

1999 - 2002 External examiner, BA, Department of Psychology, Roehampton Institute, University of Surrey.

1998 PhD External examiner, Department of Psychology, University of St. Andrews.

1998 PhD External examiner, Worcester College under the auspices of Coventry University.

1997 PhD External examiner, Department of Psychology, University of Bristol.

1996 PhD External examiner, Department of Education, University of Leicester.

1996 PhD Internal Examiner, Faculty of Education and Community Studies, University of Reading.

1996-9 External Examiner – MEd, EdD- University of Leeds.

1995-8 External Examiner - BSc Speech Sciences - Cardiff Institute, University of Wales.

1993-6 External Examiner - BA with QTS - St. Martin's College, Lancaster.

1991 PhD External examiner, Department of Education, University of Leicester.

1993-5 External Examiner - Articled Teacher Course - King Alfred's College, Winchester.

1991-5 External Examiner - PGCE - King Alfred's College, Winchester.

1977-9 External Examiner - psychology - College of Speech Therapists.

# Consultancy and extrmural activities relating to education

2019 Teaching phonics. Day training for West Berkshire LA.

2018🡪 Governor Birkbeck University, London

2018 When is a ghoti not a fish: Teaching children to read words in English DOES require phonics. Workshop SPRINT group Paris

2017🡪 Trustee Heather Van Der Lely Research Trust

2017 Teaching phonics day training: Bracknell LA; Reading LA

2017 Workshop on Reading and Spelling teaching Macquarie University Reading Clinic

2017 Phonics Roadshows for DfE National Training

2016 Analysis of further potential items for the Phonics Screener DfE

2015🡪 Governor Ascot Heath Infant School, Bracknell LA

2014 Analysis of potential items for the Phonics Screener, DfE

2014🡪English Subject Advisory Group Member

2013 Teaching phonics. Advice to the States of Guernsey

2013 Consultant to DfE for the further development of the National Phonics Screener

2012-2016 Member of the Expert advisory group re English in the National Curriculum

2011🡪 Language advisor for Alphablocks, CBeebies BBC TV.

2010-2015 Governor All Saints Junior School Reading Free school

2011 Consultant to DfE for the development of the National Phonics Screener

2011 Advisor to UK Government on reading in the primary curriculum

2010 Advisor to the UK Government Department for Education on the development of early literacy assessments. And the phonics screening check

2010 Advisor to the Department for Continuing Education and Lifelong Learning, Welsh Assembly Government on the Development of a Welsh Literacy Strategy.

2010-2016 Member of the Economic and Social Research Council (ESRC) Grant Advisory Panel for Psychology, Education and Linguistics.

2010 Consultant to the Ministry of Education and Training, to develop the curriculum for primary English language teaching. Funded by the British Council Vietnam.

2010 Consultant to the Ministry of Education and Training, Vietnam on the teaching of language. Funded by the British Council Vietnam.

2010 Consultant to the Ministry of Education, Malaysia providing follow up advice on the teaching of reading and review of the primary curriculum. Funded by the British Council.

2009🡪 Advisory partner to the EU funded Initial Training Network – Language, Cognition, & Gender

2009 External assessor MA/PGDip programme, Canterbury Christchurch University

2009 Consultant to the Ministry of Education, Malaysia providing advice on the teaching of reading and review of the primary curriculum. Funded by the British Council.

2008-2010 Advisor to the UK Government Department for Children Schools and Families on the quality of phonics programmes for teaching reading.

2007 Member of the periodic review team for the MA/PGDip. programme in education, Kingston University

2006 Member of Expert Phonics Group advising UK Government Department for Children Schools and Families on content of on-line materials for primary literacy teachers.

2006 Member of the core advisory group on Literacy Matters to the UK Government DfES.

2006 Co-author of appendix 1 to the Rose Review: The Effective Teaching of Early Word Reading.

2005 Core member of Nuffield Foundation group considering the position of psychology in teacher education.

2005🡪 Literacy programmes for Teachers’ TV.

2004 Contributor to BBC Radio 4 Woman’s Hour feature on the teaching of reading.

2003-4 Core member of the ESRC seminar series: Re-conceptualising Writing 5-16: cross-phase and cross-disciplinary perspectives.

2003 External assessor revalidation panel Dyslexia Institute Advanced Diploma and Certificate courses, University of York

2003 External member of the SPQR panel auditing the School of Education, University of Exeter

2002 Contributor to “Life as a child” BBC Radio 4

‏2002‏‏ External assessor, Advanced Diploma course in Dyslexia Teaching, University of York.

2001🡪 Consultancy to Cambridge University Press for the new Penpals handwriting programme.

1999 Language Consultant, HIT entertainment. Project to develop Oxford Reading Tree Magic Key animations for BBC TV.

1998 Contributor to programme on left-handedness, BBC Radio Scotland.

1997 Member of an advisory team for the National Literacy Strategy for word level work at Key Stage 1.

1997 Advisor to HMI on the guidelines for the inspection of literacy in Key Stage 1 and 2.

1997 Interview for BBC1 Breakfast programme about home schooling.

1996 Research into fluent readers. Talk for the Berkshire Primary Heads Association.

1996 Contributor to Woman’s Hour on handwriting BBC Radio 4.

1996 What we can learn from young early readers? Opening address, Annual Conference, Reading and Language Information Centre, The University of Reading.

1996 Motivating struggling readers. Oxford University Press, National Reading Conference, UMIST.

1996 Effective teaching of reading. INSET day, Crown Wood School, Bracknell

1996 Reading Readiness. INSET day, Northern consortium of independent schools, Yarm School, Yarm.

1996 Recognising dyslexia. INSET day, Radstock School, Earley.

1995 Helping struggling readers. Oxford University Press, Oxford Reading Tree Conference, University of Nottingham.

1995 The ways in which children think and learn. INSET day The Hurst School, Hampshire.

1995 The Jean Augur Memorial lecturer.

1995 Phonological awareness and learning to reading. INSET day for the Berkshire Language and Literacy service.

1995 How children think and learn. Phonological awareness and reading. INSET day for Wokingham Primary Headteacher group.

1994 Evaluating Worksheets and Textbooks. INSET Day, The Emmbrook School.

1994 🡪 Consultant to Oxford University Press new reading project: Oxford Web of Literacy.

1993 Member of National Curriculum Council group on the question of the needs of children with Specific Learning Difficulties.

1993 Strategies to help children read - teaching session for LEA NTA's.

1991 Signatory of the "Balance Manifesto", a manifesto for balance in the teaching of literacy and language skills.

1991 Readability, textbooks and worksheets: Special Needs INSET day, Holt Secondary School, Wokingham, Berkshire.

1990 Developmental reading problems: INSET course Suffolk Education Authority.

1990 Dyslexia and the National Curriculum: INSET course, Kent Education Authority.

1990 Models of reading development: seminars for MSc in Human Communication, Institute of Neurology, University of London.

1989 🡪 Consultant to Oxford University Press: "The Oxford Reading Tree”.

1988 – 91 Governor, Oaklands Infant School, Berkshire.

1983 – 86 Vice-chair, Wokingham Day Nursery Management Committee.

1981 Study Skills course: Twyford Comprehensive School, Ealing.