**Research on early years to inform Ofsted’s proposed new EIF**

**Members of TACTYC agree with the following statement from Ofsted, and offer further suggestions of research to support policy making in the early years, underpinned by understanding of early years pedagogy in relation to the prime and specific areas of learning in the Early Years Foundation Stage. These are followed by references related to Inclusion, EAL/Bilingualism, Assessment, School Readiness/Self-Regulation and Cultural Capital. Working with parents is another significant dimension.**

 “Early years educators need a wide range of specific knowledge, including on children’s physical and mental development, communication, and learning and teaching in specific subjects and areas of development. To teach early mathematics effectively, educators need to know how children develop mathematical understanding and how to assess this development. They need to know how children develop language and literacy, and how to teach early phonics (Education Endowment Foundation, 2018b). The types of knowledge early years teachers need are therefore similar too, but also distinct from those of teachers in the later years of primary and beyond. Like other teachers, they require subject knowledge and pedagogical knowledge (though the latter of course here refers to early years pedagogy), but there is a greater stress on knowledge of learners, learning and child development, due to the rapid development of children at this age, and on communication. Teachers need to know how children develop and learn and have a clear understanding of possible next steps in their development and learning. A study in the USA found that quality of the classroom environment was lower in classrooms when teachers lacked formal training in early childhood education (Pianta et al, 2002).

“Knowledge of context, in particular suitable learning environments, has also been put forward as particularly important to this phase of education (Education Endowment Foundation, 2018b). There is some evidence that teachers who are confident in their subject knowledge are better at recognising learning opportunities in children’s play (Anning & Edwards, 1999).” (*Ofsted p.11 inspection framework: overview of research January 2019, No. 180045)*

**Policy p.2**

**Early Years Pedagogy p.4**

**Prime areas of learning**

 **Communication and Language p.8**

 **Physical Development p.9**

**Personal, Social and Emotional Development p.9**

**Specific Areas of Learning**

 **Literacy p.10**

**Mathematics p.15**

**Understanding the World p.17**

**Expressive Arts and Design p.18**

**Inclusion p.19**

**EAL/Bilingualism p.19**

**Assessment p.20**

**School Readiness/Self-Regulation p.21**

**Cultural Capital p.23**

**Policy**

Alexander, R. (Ed) (2010) *Children, their World, their Education. Final report and recommendations of the Cambridge Primary Review*, pp 159 - 173 Routledge, London and New York

Aubrey, C., David, T., Godfrey, R. and Thompson L. (2000) [*Early childhood Educational Research*: issues in methodology and ethics](https://content.taylorfrancis.com/books/download?dac=C2004-0-18670-5&isbn=9781135711436&format=googlePreviewPdf) Abingdon: Routledge

BERA Early Childhood Special Interest Group and TACTYC: Association for Professional Development in Early Years (2014*) Early Years Policy Advice and Future Research Agendas* https://www.bera.ac.uk/project/early-years-policy-advice and http://tactyc.org.uk/wp-content/ uploads/2013/11/Early-Years-Policy-BERA-TACTYC.pdf

Clark, M.M. (2019) *A Knowledge Base from which to Debate Central Government’s Domination of Literacy Policy and Practice in England: a plea for a research-literate profession* Education Journal Issue 359: 18-22

Clark, M. M. (2017) *Understanding Research in Early Education: the relevance for the future of lessons from the past* Third Edition London: Routledge

Deans for Impact (2019) The Science of Early Learning <https://deansforimpact.org/wp-content/uploads/2017/01/The_Science_of_Early_Learning.pdf> Austin, Texas

Desforges C. and Abouchaar, A. (2003) *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review* DfES Research Report 433

Department for Education (2017) *Statutory framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five.* DfE: London

Department for Education (2013) *Early Years Outcomes: a non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years.* London: DfE Publications

Dahlberg, G. and Moss, P. (2005) *Ethics and Politics in Early Childhood Education* Oxford: Routledge Falmer

Early Education (2016) *Early Years Experts Challenge Recommendation for Review of Reception* Available at: <https://www.early-education.org.uk/press-release/early-years-experts-challenge-recommendation-review-reception>

Education Endowment Foundation (2018) *Education Endowment Foundation Early Years Toolkit* London: Education Endowment Foundation https://educationendowmentfoundation.org.uk/evidence-summaries/earlyyears-toolkit/

Feinstein, L., and Duckworth, K. (2006). *Development in the Early Years: its importance for school performance and adult outcomes* [Wider Benefits of Learning Research Report No. 20] Available at: <http://eprints.ioe.ac.uk/5970/1/Feinstein2006Development.pdf>

Field, F. (2010) *The Foundation Years: preventing poor children becoming poor adults* The report of the Independent Review on Poverty and Life Chances. London: Cabinet Office

Georgeson, J. and Campbell-Barr V. (eds) (2017) *Places for two-year-olds in the early years; supporting learning and development* London: Routledge

Heckman, J. (2011) *T*[*he Economics of Inequality: the value of early childhood education*](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0ahUKEwjV-qec5_nRAhUICMAKHbEUBqcQFggqMAI&url=http%3A%2F%2Ffiles.eric.ed.gov%2Ffulltext%2FEJ920516.pdf&usg=AFQjCNHIszxiCkJYZH9TxvX_bWh90e6LFg&sig2=vhWZYWSFojXFwIubTBVbOw) American Educator, 31

HMI (1989) *The Education of Children Under Five* London HMSO

Langston, A. and Abbott, L. (2002) *B****irth*** *to* ***Three Matters:*** *born to learn* DfES

Mathers S., Eisenstadt N., Sylva K., Soukakou E. and Ereky-Stevens K.  (2014) *Sound Foundations: a review of the research evidence on quality of early childhood education and care for children under three - implications for policy and practice*, London: Sutton Trust

Melhuish E., Gardiner J. and Morris S. (2018) *Study of Early Education and Development (SEED): impact study on early education use and child outcomes up to age four.* Research Report, DfE/University of Oxford: London

Melhuish, E., Quinn, L., Sylva, K., Sammons, P., Siraj-Blatchford, I. and Taggart, B. (2013) *Preschool affects longer term literacy and numeracy: results from a general population longitudinal study in Northern Ireland* School Effectiveness and School Improvement, International Journal of Research, Policy and Practice, 24 (2) 234-250

Melhuish E.C (2011) *The Early Years and Later Development: evidence and social policy*, Birkbeck: University of London

Melhuish, E. et al. (2008) *National Evaluation of Sure Start* London: NESS, Institute for the Study of Children, Families and Social Issues, Birkbeck College, University of London

Mortimore, P. (2013) *Education Under Siege: why there is a better alternative* Policy Press

Nutbrown, C. (2018) *Early Childhood Education Research: international perspectives* London, Sage

OECD (2015). *Starting Strong IV: Monitoring Quality in Early Childhood Education and Care* Paris: OECD

OECD (2015) *Review of Pedagogy* <https://www.oecd.org/unitedkingdom/early-childhood-education-and-care-pedagogy-review-england.pdf>

OECD (2012) *Quality Matters in Early Childhood, England*. OECD Publishing, Accessed from

 [http://dx.doi.org/10.1787/9789264176867-en on 03/08/2012](http://dx.doi.org/10.1787/9789264176867-en%20on%2003/08/2012)

OfSTED (2013) *Getting it Right First Time: achieving and maintaining high quality early years provision*, London: OfSTED

Parker I. (2013) *Early Developments: bridging the gap between evidence and policy in early years education,* London: IPPR

Payler, J., Wood, E., Georgeson, J., Davis, G., Jarvis, P., Rose, J., Gilbert, L., Hood, P., Mitchell, H. and Chesworth, E. (2017). *BERA-TACTYC Early Childhood Research Review 2003-2017* BERA, London

[Roberts‐Holmes](https://onlinelibrary.wiley.com/action/doSearch?ContribAuthorStored=Roberts-Holmes%2C+Guy), G. and Bradbury, A, (2016) *Governance, Accountability and the Datafication of Early Years Education in England* British Educational Research Journal 42:4 <https://doi.org/10.1002/berj.3221>

The Rumbold Report (1990) *Starting with Quality: the report of the Committee of Inquiry into the quality of the educational experience offered to 3- and 4-year olds* DfEE

Shonkoff J.P. and Phillips D.A. (2000) *From Neurons to Neighborhoods: the science of early childhood development,* Committee on Integrating the Science of Early Childhood Development National Research Council and Institute of Medicine, Washington, D.C.: National Academy Press

Sylva, K., Melhuish, E., Simmons, P., Siraj-Blatchford, I. and Taggart, B., Eds., (2015) *Effective Pre-school, primary and secondary education 3-14 project (EPPSE 3-14) Report from Key stage 3 Phase: influences on students’ development from age 11-14* DfE RB455

Sylva, K., Melhuish, E., Simmons, P., Siraj-Blatchford, I. and Taggart, B., Eds., (2010) *Early Childhood Matters: evidence from the Effective Pre-school and Primary Education Project,* Abingdon: Routledge

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B. Eds., (2004) *The Effective Provision of Pre-School Education [EPPE] Project: final report*. London, UK: Institute of Education, University of London

TACTYC (2017) *Dame Reena Keeble’s Effective Primary Teaching Practice Report – c*[*ollaborative open letter response*](http://tactyc.org.uk/wp-content/uploads/2016/11/Open-letter-to-TSC-re-Keeble-report-FINAL.docx) <http://tactyc.org.uk/consultations/>

Teaching Schools Council (TSC) (2016) *Effective Primary Teaching Practice*. Accessed: 9 January 2016. Available at: <http://tscouncil.org.uk/resources/effective-primary-teaching-practice-2016/>

Tickell C. (2011) *The Early Years: Foundations for Life, Health and Learning.* An Independent Report on the Early Years Foundation Stage to Her Majesty’s Government, London: Department for Education

Tickell, C. (2011). *The Early Years Foundation Stage Review: report on the evidence.* Available at: https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/184839/ DFE-00178-2011.pdf

UNESCO (2006). *Strong Foundations: early childhood education and care* EFA Global Monitoring Report, Paris: UNESCO

Waldfogel, J. and Washbrook, E. (2008) *Early Years Policy* Paper prepared for the Sutton Trust–Carnegie Summit: Social Mobility and Education Policy, London

**Whitebread, D., Kuvalja, M. & O’Connor, A. (2015)** Quality in Early Childhood Education – an international review and guide for policy makers. Report for the World Innovation Summit for Education. Dohar: WISE

**Early Years Pedagogy**

Adams, S., Alexander, E., Drummond, M.J., and Moyles, J. (1990) *Inside the Foundation Stage: recreating the reception year* ATL

Alexander, R. J. (2008) *Essays on Pedagogy* Routledge

Ang, L. (2014) *Preschool or prep school? Rethinking the role of early years education* Contemporary Issues in Early Childhood, 15(2), pp.185-199

Ang, L. and Ince, A. (2017) *Pedagogical Innovation and Leadership in the Early Years* London: Sheringham Nursery School and UCL Institute of Education

Athey, C. (2007) *Extending Thought in Young Children: a parent-teacher partnership* second edition London: Paul Chapman

Bernstein, B. (2000) *Pedagogy, Symbolic Control and Identity: Theory, Research, Critique*. London: Rowman and Littlefield

Bilton, H. & Crook, A. (2016) *Exploring outdoors ages 3-11: a guide for schools* Abingdon: Routledge

Bilton, H. (2010) *Outdoor Learning in the Early Years: management and Innovation* (3rd ed.) Abingdon: Routledge

Bradbury, A. and Roberts-Holmes, G. (2017) *Grouping in Early Years and Key Stage 1 ‘A Necessary Evil’*?  Report for National Education Union

Broadhead, P. and Burt, A. (2012). *Understanding Young Children’s Learning through Play: building playful pedagogies*, London: Routledge

Bruce, T. (2001) *Learning Through Play: babies, toddlers and the foundation years* Hodder and Stoughton

Callanan, M. (2017) *Good Practice in Early Education* DfE Research Report

<https://wwwfoundationyears.org.uk/files/2017/01/SEED-Good-Practice-in-Early-Education.pdf>

David, T., Goouch, K., Powell, S. and Abbott, L. (2003) *Birth to Three Matters: a review of the literature* DfES Research Report 444

David, T. (Ed) (1999) *Young Children Learning* London: Sage

David, T., Curtis, A., and Siraj-Blatchford (1992) *Effective teaching in the early years: fostering children's learning in nurseries and in infant classes*, OMEP

Department for Children, Schools and Families (2009) *Learning, Playing and Interacting* Nottingham: DCSF Publications

Department for Children, Schools and Families (DCSF) Evangelou, M., Sylva, K., Kyriacou, M., Wild, M. and Glenny, G. (2009) *Early Years Learning and Development: Literature Review*. London: DCSF

Dunlop, A-W. and Fabian, H. (2006) *Outcomes of Good Practice in Transition Processes for Children Entering Primary School* Paper commissioned for the EFA Global Monitoring Report 2007, Strong Foundations: early childhood care and education. Available at https://unesdoc.unesco.org/ark:/48223/pf0000147463

Early Childhood Education Forum (1998) *Quality in Diversity in Early Learning: a framework for early childhood practitioners* National Children’s Bureau

Early Years Curriculum Group (1998) *Interpreting the National Curriculum at Key Stage 1* Open University Press

Ephgrave, A. (2018) Planning in the Moment with Young Children: a practical guide for early years practitioners and parents Routledge

David, T., Goouch, K., Powell, S. and Abbott, L. 2003 *Birth to Three Matters: a review of the literature* DfES Research Report 444

David, T. (Ed) (1999) *Young Children Learning* London: Sage

Department for Children, Schools and Families (DCSF) (Evangelou, M., Sylva, K., Kyriacou, M., Wild, M. and Glenny, G.) (2009) *Early Years Learning and Development: literature review* London: DCSF

Dunlop, A-W. and Fabian, H. (2006) *Outcomes of Good Practice in Transition Processes for Children Entering Primary School* Paper commissioned for the EFA Global Monitoring Report 2007, Strong Foundations: early childhood care and education. Available at https://unesdoc.unesco.org/ark:/48223/pf0000147463

Edwards, C., Gandini, L., and Forman, G. (Eds) (2011) *The Hundred Languages of Children: Reggio Emilia approach - advanced reflections* Third Edition, Santa Barbara: Praeger

Elfer, P. (2012) *Emotion in Nursery Work: work discussion as a model of critical professional reflection* Early Years Journal of International Research and Development, 32, 2, 129- 41

Fisher, J. (2016) *Interacting or Interfering? improving interactions in the early years*. Maidenhead: Open University Press

Fisher, J. (2013) Starting from the Child: *teaching and learning in the foundation stage* Maidenhead, McGraw Hill Education

Fisher, J. (2011) *Building on the Early Years Foundation Stage: developing good practice for transition into Key Stage 1*, Early Years: An International Research Journal, 31(1) 31-42, DOI:10.1080/09575146.2 010.512557

Fisher, J. (2010) *Moving on to Key Stage One*. Maidenhead: Open University Press

Goouch, K. (2015) *Routledge International Handbook of Philosophies and Theories of Early Childhood Education and Care* Taylor and Francis

Goswami, U. (2015) *Children’s Cognitive Development and Learning* (CPRT Research Survey 3) York: Cambridge Primary Review Trust

Goswami, U. (2008) *Cognitive Development: the learning brain*. East Sussex: Psychology Press

Greene, V. et al (2014) *Two Year Olds in Schools: summary of delivery approaches and support needs* London: National Children’s Bureau and Frontier Economics (DfE Research Report Reference: DFE-RR348)

Hedges, H., and Cullen, J. (2012). *Participatory Learning Theories: a framework for early childhood pedagogy*. Early Child Development and Care, 182(7), 921–940. http://doi.org/10.1080/03004430.2011.597504

Her Majesty’s Inspectorate 1989 *The Education of Children Under Five* DES

 Hirsh-Pasek, K., Golinkoff, R.M., Berk, L. and Singer, D. (2009) *A mandate for Playful Learning in Preschool: presenting the evidence,* New York: Oxford University Press.

Jarvis, P., Newman, S. and Swiniarski, L. (2014). *On ‘becoming social’: the importance of collaborative free play in childhood.* International Journal of Play. 3(1), 53-68. Available at: http://www.tandfonline.com/doi/pdf/10.1080/21594937.2013.863440

Katz, L. and Chard, S. (2000) *Engaging Children’s Minds: the project approach* Greenwood Publishing Group

McGuiness, C., Sproule, L., Bojke, C., Trew, K. and Walsh, G. (2014) *Impact of play-based curriculum in the first two years of primary school: literacy and numeracy outcomes over seven years* British Educational Research Journal, 40(5), pp.772-795

McInnes, K., Howard, J., Crowley, K. and Miles, G. (2013) *The nature of adult–child interaction in the early years classroom: Implications for children’s perceptions of play and subsequent learning behaviour*. European Early Childhood Education Research Journal, 21(2), 268–282

McClelland, M., Acock, C.,Piccinin, A., Rhea, S.A. & Stallings, M. (2012) *Relations Between Preschool Attention Span: persistence and age 25 educational outcomes*Early Childhood Research Quarterly 28

Moss, P. (ed) (2013) *Early Childhood and Compulsory Education: reconceptualising the relationship* Abingdon: Routledge

Moyles, J. (Ed) (2015) *The Excellence of Play (Fourth Edition)* McGraw-Hill Education

Moyles, J. (2010) *Thinking about Play: developing a reflective approach* Open University Press

Moyles, J. Georgeson, J. & Payler, J. (Eds.) (2017) Beginning Teaching, Beginning Learning, (5th ed.) Maidenhead: Open University Press

Moylett, H. (Ed) (2013) *Characteristics of Effective Early Learning: helping young children become learners for life* Maidenhead: Open University Press

Mukjerji, P. and Dryden, L. (2014) *Foundations of Early Childhood: principles and practice* London: Sage

Murray, J. (2017) *Building Knowledge in Early Childhood Education: young children are researchers* Abingdon: Routledge

Neaum, S. (2016) *School Readiness and Pedagogies of Competence and Performance: theorising the troubled relationship between early years and early years policy*, International Journal of Early Years Education, Vol.245, No.3, 239-253

Nutbrown, C. (2006) *Threads of Thinking: young children learning and the role of early education.* London: Sage

Oberhuemer, P., Brooker, L. and Parker-Rees, R. (Eds) (2014) *Professional Issues in Work with Babies and Toddlers.* London: Routledge

Pascal, C. Bertram, T. and Cole-Albäck A. (2017) *The Hundred Review: what research tells us about effective pedagogic practice and children’s outcomes in the reception year* London: Early Excellence

Payler, J. & Scanlan, M. (2018) *The Importance of Child Development* in Arthur, J. and Cremin, T. (Eds.) Learning to Teach in the Primary School*,* (4th ed.) London, Routledge

Pound, L. (2009) *How Children Learn: contemporary thinking and theorists* Step Forward Publishing

Pramling Samuelsson, I. and Asplund Carlsson, M. (2008) *The Playing Learning Child: towards a pedagogy of early childhood*, Scandinavian Journal of Educational Research, 52:6, 623-641, DOI: 10.1080/00313830802497265

Robson, S. (2010*) Self-regulation and metacognition in young children’s self-initiated play and Reflective Dialogue’,* International Journal of Early Years Education, Vol. 18, No.3, 227-241

Rogers, R. (2012) *Planning an Appropriate Curriculum in the Early Years.* London: David Fulton

Rogers, S. and Evans, J. (2007) *Rethinking Role-play in the Reception Class*, Educational Research, 49(2) 153-167. DOI:10.1080/00131880701369677

Rogers, S., and Evans, J. (2008) *Inside role-play in early childhood education: Researching young children’s perspectives.* London: Routledge

Rogoff, B. (1990) *Apprenticeship in Thinking* Oxford: Oxford University Press

Rose, J. and Rogers, S. (2012) *The Role of the Adult in Early Years Settings* Maidenhead: Open University Press

Siraj-Blatchford, I., Sylva, K, Muttock,S., Gilden, R. and Bell, D. (2012) *Researching Effective Pedagogy in the Early Years  Research Report RR356*. DfE: London

Stephen, C., Ellis, J. and Martlew, J. (2010) *Taking active learning into the primary school: a matter of new practices?* International Journal of Early Years Education, 18(4) 315-329, DOI: 10.1080/09669760.2010.531916

Stevenson, H, and Yarker, P. (Eds) (2018) *Better Beginnings: an early years special* Forum Vol.60 no.3

Stewart, N. (2011) *How Children Learn: the characteristics of effective early learning* London: British Association for Early Education

Walsh, G.M., McGuinness, C., Sproule, L. and Trew, K. (2011) *Implementing a play-based and developmentally appropriate curriculum in Northern Ireland primary schools: what lessons have we learned?* Early Years, 30(1) 53-66

Walsh, G., Sproule, L., McGuinness, C. and Trew, K. (2011) *Playful Structure: a novel image of early years pedagogy for primary school classrooms*, Early Years, 31(2) 107-119

Waters, J. and Bateman, A. (2015) *Revealing the interactional features of learning and teaching moments in outdoor activity* European Early Childhood Education Research Journal, 23(2) 264-276. DOI:10.1080/1350293X.2013.798099

Weldermariam, K. T. (2014) *Cautionary Tales on Interrupting Children's Play: a study from Sweden*

Childhood Education Vol 90 (4): 265-271

Weisberg, D.S., Hirsh-Pasek, K. and Golinkoff, R.M. (2013) *Guided play: where curricular goals meet a playful pedagogy* Mind, Brain and Education, 7(2) pp.104-112

White, R., Prager, E.O., Schaefer, C., Kross, E., Duckworth, A.L. and Carlson, S.M. (2016) *The “Batman” Effect: improving perseverance in young children* Child Development, Vol.88, Issue 5

Whitebread, D. (2012) *Developmental Psychology and Early Childhood Education*. London: Sage

Whitebread, D., Anderson, H., Coltman, P., Page, C., Pino Pasternak, D. y Mehta, S. (2005) *Developing Independent Learning in the Early Years* Education 3-13, 33, 40-50

Wood. E. (2015) *The Capture of Play within Policy Discourses: a critical analysis of the UK frameworks for early childhood education* In J.L. Roopnarine, M. Patte, J.E. Johnson and D. Kuschner (Eds) International Perspectives on Children’s Play. Maidenhead: Open University Press, 187-198

Wood, E. A. (2014) *Free Choice and Free Play in Early Childhood Education: troubling the discourse* International Journal of Early Years Education, 22(1), 4–18

Zosh, J. M. et al (2017) *Learning Through Play: a review of the evidence*

<https://www.legofoundation.com/media/1063/learning-through-play_web.pdf>

Zosh, J. M. et al (2018) *Accessing the Inaccessible: redefining play as a spectrum*, Frontiers in Psychology, Aug 2; 9:1124. doi: 10.3389/fpsyg.2018.01124. eCollection 2018.02

**Prime areas of learning**

**Communication and Language**

Blackburn, C. and Aubrey, C. (2016) *Policy-to-practice context to the delays and difficulties in the acquisition of speech, language and communication in the early years*International Journal of Early Years Education. Dec 2016, Vol. 24 Issue 4, p414-434

Boardman, K. (2019) *“Too Young to Read”: Early years practitioners’ perceptions of early reading with under-threes.* International Journal of Early Years Education (in publication)

Evangelou, M., Brooks, G., and Smith, S. (2007) *The Birth to School Study: evidence on the effectiveness of PEEP, an early intervention for children at risk of educational under-achievement* Oxford Review of Education, 33(5), 581-609.

Iverson, J. (2010) *Developing Language in a Developing Body: the relationship between motor development and language development* University of Pittsburgh Child Language 37(2) @ 229 - 261

Kapalková, S., Polišenská, K. and Süssová, M. (2016) *The Role of Pictures and Gestures as a Support Mechanism for Novel Word Learning: a training study with 2-year-old children* Child Language Teaching and Therapy Feb 2016, Vol. 32 Issue 1, 53-64

King, S. and Dockrell, J. (2016) *Investigating Affordance of Opportunity for Young Children’s Language Interactions in a Nursery Setting: how can small group talk act as a forum for language learning*?  Journal of Early Childhood Research, 12/2016, Volume 14, Issue 4

National Reading Panel (2000) *Teaching Children to Read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* Washington, DC: National Institute of Child Health and Human Development

Romeo, R. et al (2018) *Beyond the 30-Million-Word Gap: children’s conversational exposure is associated with language-related brain function*[Psychological Science](https://www.researchgate.net/journal/0956-7976_Psychological_Science) 29(4)

Roulstone, S. Law, J. Rush, R. Clegg, J. & Peters, T. (2011) *Investigating the Role of Language in Children’s Early Educational Outcomes,* London: Department for Education, DFE-RR134.

Tizard, B. and Hughes, M. (2003) *Young Children Learning: talking and thinking at home and at school* (second edition) Oxford: Blackwell

Weisberg, D., Zosh, J. Hirsh-Pasek, K., Golinkoff, R. (2013) *Talking It Up: play, language development, and the role of adult support* American Journal of Play, v6 n1 p39-54 Fall 2013

[Zimmerman F](https://www.ncbi.nlm.nih.gov/pubmed/?term=Zimmerman%20FJ%5BAuthor%5D&cauthor=true&cauthor_uid=19564318)., [Gilkerson J](https://www.ncbi.nlm.nih.gov/pubmed/?term=Gilkerson%20J%5BAuthor%5D&cauthor=true&cauthor_uid=19564318)., [Richards J](https://www.ncbi.nlm.nih.gov/pubmed/?term=Richards%20JA%5BAuthor%5D&cauthor=true&cauthor_uid=19564318)., [Christakis D](https://www.ncbi.nlm.nih.gov/pubmed/?term=Christakis%20DA%5BAuthor%5D&cauthor=true&cauthor_uid=19564318)., [Xu D](https://www.ncbi.nlm.nih.gov/pubmed/?term=Xu%20D%5BAuthor%5D&cauthor=true&cauthor_uid=19564318)., [Gray S](https://www.ncbi.nlm.nih.gov/pubmed/?term=Gray%20S%5BAuthor%5D&cauthor=true&cauthor_uid=19564318)., [Yapanel U](https://www.ncbi.nlm.nih.gov/pubmed/?term=Yapanel%20U%5BAuthor%5D&cauthor=true&cauthor_uid=19564318). (2009) *Teaching by Listening: the importance of adult-child conversations to language development* [Pediatrics.](https://www.ncbi.nlm.nih.gov/pubmed/19564318) 2009 Jul;124(1):342-9. doi: 10.1542/peds.2008-2267

***See also section on literacy, below***

**Physical Development**

Archer, C. and Siraj, I. (2015) *Measuring the Quality of Movement-play in Early Childhood Education settings: linking movement-play and neuroscience* European Early Childhood Education Research Journal, 23(1) 21-42

Bilton, H., Bento, G. & Dias, G. (2017) *Taking the First Steps Outside*: *under threes learning and developing in the natural environment* Abingdon: Routledge

Cameron, C. E., Brock, L. L., Murrah, W. M., Bell, L. H., Worzalla, S. L., Grissmer, D. (2012). Fine motor skills and executive function both contribute to Kindergarten achievement. *Child Development, 83*, pp.129–124

Doherty, J. and Bailey, R. (2003) *Supporting Physical Development and Physical Education in the Early Years* Open University Press

Goddard Blythe, S. (2005) *Releasing Educational Potential Through Movement: a summary of individual studies carried out using the INPP Test Battery and Developmental Exercise Programme for use in schools with children with special needs* Child Care in Practice, 1(4), 415-432

O’Connor A., and Daly, A. (2016) *Understanding Physical Development in the Early Years* Routledge. <https://www.primedforlife.co.uk/publications>

Ouvry, M. (2008) *Exercising* ***Muscles and Minds:*** *outdoor play and the early years curriculum* National Children’s Bureau

White, J. (2016) *Every Child a Mover,* London: Early Education

Woodfield, L. (2004) *Physical Development in the Early Years* London: Continuum

**Personal, Social and Emotional Development**

Adams, K., Bull, R. and Maynes, M. (2016). *Early Childhood Spirituality in Education: towards an understanding of the distinctive features of young children’s spirituality,* European Early Childhood Education Research Journal, 24(5) 760-774

Alsford, E., Ralephata, A., Bolderson, S., Young, D., Pring, T. (2017) *The wrong side of the tracks: Starting school in a socially disadvantaged London borough* Child Language Teaching and Therapy 3(2), pp. 145-156

Aubrey, C. and Ward, K. (2013) *Early years practitioners’ views on early personal, social and emotional development.* Emotional and Behavioural Difficulties. Dec 2013, Vol. 18 Issue 4, 435-447

Broadhead, P. (2009) *Conflict resolution and children’s behaviour observing and understanding social and cooperative play in early years educational settings* *Early Years,* 29(2), 105-118

Broadhead, P. (2004). *Early Years Play and Learning: developing social skills and co-operation.* London: Routledge

Elfer, P. (2006) *Exploring Children’s Expressions of Attachment in Nursery* European Early Childhood Education Research Journal, 14(2), 81-93

Elfer, P. and Dearnley K. (2007) *Nurseries and Emotional Well-Being: evaluating an emotionally containing model of professional development*, Early Years, 27(3), 267-279

Garvey, D. (2018) *Nurturing Personal, Social and Emotional Development in Early Childhood: a practical guide to understanding brain development and young children’s behaviour* London: Jessica Kingsley

Goodman, A., Joshi, H., Nasim, B. and Tyler, C. (2015) *Social and emotional skills in childhood and their long‐term effects on adult life: A review for the Early Intervention Foundation.* London: Institute of Education/UCL

Jarvis, P., Newman, S. and Swiniarski, L. (2014) *On ‘becoming social’: the importance of collaborative free play in childhood. International Journal of Play* 3(1), 53-68. DOI:10.1080/21594937.2013.863440. Available at: http://www.tandfonline.com/doi/pdf/10.1080/21594937.2013.863440

Kington, A., Gates, P. & Sammons, P. (2013) *Development of Social Relationships, Interactions and Behaviours in Early Education Settings* Journal of Early Childhood Research 11, 3, 292-311.

Manning Morton, J. (2017) *Foundations of Being: understanding young children's emotional, personal and social development* London: Sage

O’Connor, A. (2013) *Understanding Transitions in the Early Years: supporting change through attachment and resilience*. London: Routledge

**Specific areas of Learning**

**Literacy**

Allington, R. (ed.) (2002) *Big Brother and the National Reading Curriculum: How ideology trumped evidence.* Portsmouth, NH: Heinemann

Allington, R. (2001) *What Really Matters for Struggling Readers: designing research-based programs* New York: Longman

Anderson, R. C., Wilson, P. T., & Fielding, L. G. (1988). Growth in reading and how children spend their time outside of school. *Reading Research Quarterly*, 2 (3) pp 285-30

Atkinson, L., Slade, L., Powell, D. and Levy, J.P. (2017) *Theory of Mind in Emerging Reading Comprehension: a longitudinal study of early indirect and direct effect*Journal of Experimental Child Psychology 164, pp. 225-238

Barrs, M., Ellis, S., Hester, H., Thomas, A*.* (1990) *Patterns of Learning: The primary language record and the national curriculum* CLPE 1990

Bayley, R. and Palmer, S. (2013) *Foundations of Literacy:* *a balanced approach to language, listening and literacy skills in the early years* Featherstone

Bissex, G. (1985) *Gnys At Wrk: a child learns to write and read* Harvard University Press

Bowers, J. & Bowers, P. (2017). Beyond phonics: The case for teaching children the logic of the English spelling system. *Educational Psychologist*, 52(2), 124-141

Boyle, B. and Charles, M. (2011) *‘The Three Hags and Pocohontas’*: writing skills. Literacy 45(1), 10-19

Boyle, B. and Charles, M. (2010) *Using socio-dramatic play to support a beginning writer: ‘Daniel, the doctor and the bleeding ball’* International Journal of Early Years Education, 18(3) 213-225, DOI: 10.1080/09669760.2010.521300

Bradford, H. and Wyse, D. (2013) *Writing and Writers: the perceptions of young children and their parents* Early Years 33(3), 252-265

Camilli, G., Wolfe, P. & Smith, M. (2006). *Meta-analysis and reading policy: Perspectives on teaching children to read.* The Elementary School Journal, 107(1), 27-36. Accessed at: <http://www.jstor.org/stable/10.1086/509525>

Campbell, S. Torr, J. and Cologon, K. (2014) *Pre-packaging Preschool Literacy: what drives early childhood teachers to use commercially produced phonics programmes in prior to school settings* Contemporary Issues in Early Childhood. 15 (1) 40-53

Centre for Language in Primary Education, CLPE with EMC, UKLA, NAAAE and NATE *Reading and Writing Scales* available at https://ukla.org/resources/collection/influencing-policies-through-research

Christie, J.F. and Roskos, K.A. (2006) *Standards, Science, and the Role of Play in Early Literacy Education* In D.G. Singer, R.M. Golinkoff and K. Hirsh-Pasek (Eds) Play = Learning. Oxford: Oxford University Press

Clark, C., and Douglas, J. (2011) *Young People’s Reading and Writing: an in-depth study focusing on enjoyment, behaviour, attitudes and attainment.* London: National Literacy Trust

Marsh, J. and Hallet, E. (2009) Desirable Literacies: approaches to language and literacy in the early years London: Sage

Clark, M.M. (2018) *The views of teachers, parents and children on the Phonics Screening Check: the continuing domination of politics over evidence* Education Journal Issue 347: 20-23

Clark, M.M. (2018) *The Phonics Screening Check: intended and unintended effects on early years classrooms in England* Education Journal Issue 349: 29-33

Clark, M.M. (2018) *How justified is it to dominate government policy on early literacy with synthetic phonics and the Phonics Screening Check? Evidence, effects and expenditure. Part I Recent evidence on effects and expenditure.* Education Journal Issue 351: 18-21 Available to download from Newman University <https://www.newman.ac.uk/knowledge-base/the-phonics-screening-check-2012-2017/>

Clark, M.M. (2018) *How justified is it to dominate government policy on early literacy with synthetic phonics and the Phonics Screening Check? Part II A critique of the evidence*.Education Journal Issue 352: 15-19

Clark, M. M. and Glazzard, J. (Eds) (2018) *The Phonics Screening Check 2012-2017: an independent enquiry into the views of Head Teachers, teachers and parents. Final Report September 2018* Available to download from Newman University. <https://www.newman.ac.uk/knowledge-base/the-phonics-screening-check-2012-2017/>

Clark, M. M. (Ed) (2018) *What Determines Literacy Policies: evidence or ideology? The power of politicians over policy and practice* Education Journal Review Vol. 35 No 2: 2-30

Clark, M. M. (Ed) (2018) *Teaching Initial Literacy: policies, evidence and ideology* Birmingham: Glendale Education

Clark, M. M. (Ed) (2017) *Reading the Evidence: synthetic phonics and literacy learning* Birmingham: Glendale Education

Clark, M. M. (2016) *The Progress in International Reading Study PIRLS 2016: a cautionary tale* Education Review Journal Vol 35 No 2: 76-83

Clark, M. M. (2016) *Learning to be Literate: insights from research for policy and practice* (revised edition) Abingdon: Routledge

Clark, M. M. (2013) *The Phonics Check for all Year 1 Children in England: its background, results and possible effects* Education Journal 177 (160) 6-8

Clark, M. M. (1994) *Young Literacy Learners: how we can help them* Leamington Spa: Scholastic Publications Ltd

Clay, M. (1979) *Reading: the patterning of complex behaviour* (Second edition) Auckland: Heinemann

Comber, B. (2016) *Literacy, Place and Pedagogies of Possibility*. London: Routledge

Comber, B. & Kamler, B. (2004) *Getting out of Deficit: pedagogies of reconnection*. Teaching Education, 15:3 pp 293-310

Compton, D., Miller, A., Elleman, A. & Steacy, L. (2014) *Have we forsaken reading theory in the name of “quick fix” interventions for children with reading disability?* Scientific Studies of Reading, 18(1), 55-73

Cremin, T. and Moss, G. (2018) [*Reading for pleasure: supporting reader engagement*](http://oro.open.ac.uk/55106) Literacy, 52 (2) pp 59-61

Cremin, T., Mottram, M., Collins, M., Powell, S. & Safford, K. (2014) *Building Communities of Engaged Readers* Reading for Pleasure. Oxon: Routledge

Cremin, T., Mottram, M., Powell, S., Safford, K. and Collins, F. (2009) [*Building Communities of Readers: research projects, resources and evaluations*](https://ukla.org/resources/details/teachers-as-readers-building-communities-of-readers-executive-summary)  https://ukla.org/downloads/teachers\_as\_readers.pdf

Cunningham, A.E. and Stanovich, K.E. (1998) *What Reading Does for the Mind* American Educator 22: 1&2 pp 8-15

Daniels, K. (2015) *Exploring Enabling Literacy Environments: Young children’s spatial and material encounters in early years classrooms* English in Education, 50(1), 12-34

Daniels, K. (2014) *Cultural Agents Creating Texts: a collaborative space adventure* Literacy, 48(2),103-111

DES (1975) *A Language for Life, The Bullock Report*. London: HMSO

DfE (2012) *Research Evidence on Reading for Pleasure* **DFE**-57519

Dombey, H., Maine, F. and Lambirth, A. (2016) Research Towards a Comprehensive Pedagogy for Reading and Writing available at https://ukla.org/resources/details/clpe-reading-and-writing-scales

Dyson, A. H. (2003) *“Welcome to the Jam": popular culture, school literacy, and the making of childhoods.* Harvard Educational Review, 73 (3) pp 328-361

Ellis, S. & Smith, V. (2017) *Assessment, Teacher Education and the Emergence of Professional Expertise* Literacy 51, 3, pp. 84-93

Ellis, S. and Moss, G. (2014) *Ethics, Education Policy and Research: the phonics question reconsidered* British Educational Research Journal. Vol. 40 No. 2: 241-260

Ferguson, N., Currie, L., Paul, M., and Topping, K. (2011) *The longitudinal impact of a comprehensive literacy intervention* Educational Research. 53(3), 237-256

Gamse, B.C., Jacob, R.T., (Horst, M., Boulay, B., Unlu, F., Bozzi, L., Caswell, L., Rodger, C., Smith, W.C. (2009) *Reading First Impact Study: Final Report* (NCEE 2009-4039). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

Gee, J.P. (2004) *Situated Language and Learning* London: Routledge

Goodman, K. (1993) *Phonics Phacts: a commonsense look at the most controversial issue affecting today’s classrooms* Harlow: Heinemann

Goouch, K. (2008) *Understanding Phonics and the Teaching of Reading: a critical perspective* Open University Press

Guthrie, J.T., Van Meter, P., Dacey-McCann, A., Wigfield, A., Bennett, L., Poundstone, C. C., Rice, M.E., Fairbisch, F.M., Hunt, B. and Mitchell, A.M. (1996) *Growth in Literacy Engagement: changes in motivations and strategies during concept-oriented reading instruction.* Reading Research Quarterly 31 (3) pp 306-332

Her Majesty’s Inspectorate for Education (HMIE) (2006) *Pilot Inspection of the Education Functions of Clackmannanshire Council in October 2005* SEED, Edinburgh

Hill, S. (2016) *Early Reading and Practice-inspired Research* Early Child Development and Care. 187 (3-4). 322-330. DOI: 10.1080/03004430.2016.1234468

Hulme, C. and Snowling, M. J. (2013) *Learning to Read: what we know and what we need to understand better* Child Development Perspectives. 7 (1) 1-5

Jordan, G.E., Snow, C.E. and Porsche, M.V. (2000). *Project EASE: The effect of a family literacy project on kindergarten students' early literacy skills*. Reading Research Quarterly, 35, pp 524-546

Kucirkova, N. (2016) *Personalisation: a theoretical possibility to reinvigorate children’s interest in storybook reading and facilitate greater book diversity* Contemporary Issues in Early Childhood. 17 (3). 304–316

Krashen, S. (2009) *Does Intensive Decoding Instruction Contribute to Reading Comprehension?* Knowledge Quest, 37(4), 72-74

Law, J. and King, T. (2014) *Screening Phonics in England: a cause for concern?* The On-line Educational Research Journal, available at: www.oerj.org/View?action=viewPDF&paper=111

Levy R. (2016) *A Historical Reflection on Literacy, Gender and Opportunity: implications for the teaching of literacy in early childhood education* International Journal of Early Years Education. 1-15

Levy, R. Little, S. Clough, P. Nutbrown, C. Bishop, J. Lamb, T. and Yamada-Rice, D. (2014) *Attitudes to Reading and Writing and their Links with Social Mobility*, *1914-2014: an evidence review. Final Report.* Commissioned by Booktrust

Levy, R. (2009) *Children's Perceptions of Reading and the Use of Reading Scheme Texts* Cambridge Journal of Education, 09/2009, Volume 39, Issue 3

Levy, R. (2008) *‘Third Spaces’ are Interesting Places: applying ‘third space theory’ to nursery-aged children’s constructions of themselves as readers* Journal of Early Childhood Literacy. 8 (1). 43-66

Lewis. M and Ellis, S. (Eds) (2006) Phonics: practice, research and policy London:Sage

Louden, W., Rohl, M., Barratt-Pugh, C., Brown, C., Cairney, T., Elderfield, J., House, H, Riviland, J. & Rowe, K. (2005) *In Teachers’ Hands: effective literacy teaching practice in early years of schooling.* Canberra, ACT: Australian Government, Department of Education, Science and Training

Luke, A. (1993) *The Social Construction of Literacy in the Primary School,* in L. Unsworth (ed) Literacy Learning and Teaching. Melbourne: MacMillan Education Australia pp 1-54

Machin, S., McNally, S. & Viarengo, M. (2016) “*Teaching to Teach” Literacy*. Centre for Economic Performance Discussion Paper 1425. London: London School of Economics and Political Science

Marsh, J. and Hallet, E. (2009) Desirable Literacies: approaches to language and literacy in the early years London: Sage

McGuinness C., Sproule, L., Bojke C., Trew K. and Walsh, G. (2014)  [*Impact of a Play-based Curriculum in the First Two Years of Primary School: literacy and numeracy outcomes over seven years*.](https://pure.qub.ac.uk/portal/en/publications/impact-of-a-playbased-curriculum-in-the-first-two-years-of-primary-school-literacy-and-numeracy-outcomes-over-seven-years%284a1233f9-8cbe-4e80-8c0c-b9aee0bed601%29.html) [British Educational Research Journal](https://pure.qub.ac.uk/portal/en/journals/british-educational-research-journal%2858b872e1-bb76-4434-b140-13c11ed2e746%29.html), Vol. 40, No. 5, 10.2014, pp. 772-795

Medwell, J., Wray, D., Poulson, L. and Fox, R. (1998) *Effective Teachers of Literacy*. Exeter: The Teacher Training Agency

Melhuish, E., Quinn, L., Sylva, K., Sammons, P., Siraj-Blatchford, I., and Taggart, B. (2013) *Preschool Affects Longer Term Literacy and Numeracy: results from a general population longitudinal study in Northern Ireland* School Effectiveness and School Improvement, 24(2), 234–250 http://doi.org/10.1080/09243453.2012.749796

National Reading Panel (2000) *Teaching Children to Read: an evidence-based assessment of the scientific research literature on reading and Its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development

Norbury, C. F., Gooch, D., Baird, G., Charman, T., Simonoff, E. and Pickles, A. (2016) *Younger Children Experience Lower Levels of Language Competence and Academic Progress in the First Year of School: evidence from a population study.*Journal of Child Psychology and Psychiatry, 57: 65–73

Paris, S. (2005) *Reinterpreting the Development of Reading Skills.* Reading Research Quarterly, 40(2), 186-202

Preece, J., and Levy, R. (2018) *Understanding the Barriers and Motivations to Shared Reading with Young Children: the role of enjoyment and feedback* Journal of Early Childhood Literacy <https://doi.org/10.1177/1468798418779216>

Pressley, M., Wharton-McDonald, R., Allington, R., Block, C.C., Morrow, L., Tracey, D., Baker, K., Brooks, G., Cronin, J., Nelson, E. and Woo, D. (2001) *A Study of Effective First Grade Literacy Instruction* Scientific Studies of Reading 5 (1) 35-58

Roskos, K. A. (Ed) (2017) *Play and Literacy in Early Childhood: research from multiple perspectives* Routledge

Scanlan, M. (2018) *Working with families to support literacy development* in Baldwin, L. with Chamberlain, L., Scanlan, M., Stockwell, S. & Suggett, N. English Subject Leadership in the Primary School,London: Routledge

Shapiro, L.R., and Solity, J. (2016) *Differing Effects of Two Synthetic Phonics Programmes on Early Reading Development* British Journal of Educational Psychology 86(2), 182-203

Simpson, J., and Everatt, J. (2005) *Reception Class Predictors of Literacy Skills* The British Journal of Educational Psychology, 75(2), 171–88. http://doi.org/10.1348/000709904X24780

Snow, C. E., & Matthews, T. J. (2016) *Reading and Language in the Early Grades* The Future of Children, 26(2), 57-74 (Ofsted ref 1998)

Snowling, M. & Hulme, C. (2011) *Evidence-based interventions for reading and language difficulties: Creating a virtuous circle*. British Journal of Educational Psychology*,* 81, 1-23

Stahl, K. (2011) *Applying New Visions of Reading Development in Today’s Classrooms*. The Reading Teacher: A Journal of Research-Based Classroom Practice, 65(1), 52-56

Strauss, S. & Altwerger, B. (2007) *The Logographic Nature of English Alphabetics and the Fallacy of Direct Intensive Phonics Instruction* The Journal of Early Childhood Literacy, 7(3), 299-319 http://journals.sagepub.com/doi/ abs/10.1177/1468798407083664

Suggate, S.P., Schaughency, E.A. & Reese, E. (2012) *Children Learning to Read Later Catch up to Children Reading Earlier* Early Childhood Research Quarterly, 28 (1), 33-48

Suggate, S. P. (2009) *School Entry Age and Reading Achievement in the 2006 Programme for International Student Assessment (PISA)* International Journal of Educational Research, 48, 151-161

Taylor, B.M, Pearson, P.D., Clark, K and Walpole, S. (2000) *Effective schools and accomplished teachers: lessons about primary grade reading instruction in low income schools.* Elementary School Journal, 101 pp 121-165.

Taylor, B.M. and Pearson, P.D. (2002) (Eds.) *Teaching Reading: Effective schools, accomplished teachers*. Mahwah, New Jersey: Lawrence Erlbaum Associates

Topping, K. J. (2010) *What kids are reading: The book-reading habits of students in British schools, 2010*. London: Renaissance Learning UK

Torgerson, C. J., Brooks, G. & Hall, J. (2006) London: Department for Education and Skills (DfES)

Torgerson, C. J., Brooks, G., Gascoine, L. and Higgins S. (2019) *Phonics: reading policy and the evidence of effectiveness from a systematic ‘tertiary’ review* Research Papers in Education, 34:2, 208-238, DOI: 10.1080/02671522.2017.1420816

Tough, J. (1977) *The Development of Meaning: a study of children’s use of language* London: Allen Unwin

United Kingdom Literacy Association. (2012) *UKLA analysis of schools’ response to the Year 1 phonics screening check*. Accessed at: www.teachers.org. uk/files/y1psc-survey- october-2012.pdf

Walker, M., Sainsbury, M., Worth, J., Bamforth, H. & Betts, H. (2015). *Phonics screening check evaluation: Final report*. Slough: National Foundation for Educational Research

Watts, Z. and Gardner, P. (2013) *Is Systematic Synthetic Phonics Enough? Examining the benefit of intensive teaching of high frequency words (HFW) in a year one class* Education 3 – 13. 41 (1) 100-109

Wells, G. (1986) *The Meaning Makers: children learning through language and using language to learn* New Hampshire: Heinemann

Wolfe, S. C. (2015) *Talking Policy into Practice: probing the debates around the effective teaching of early reading* Education 3 – 13. 43 (5) 498-513

Wyse, D. (2010) *Contextualised Phonics Teaching* iIn: K. Hall, U. Goswami, C. Harrison, S. Ellis & J. Soler (Eds), Interdisciplinary Perspectives on Learning to Read: culture, cognition and pedagogy, 130–148. London: Routledge

Wyse, D. & Goswami, U. (2008) *Synthetic Phonics and the Teaching of Reading.* British Educational Research Journal, 34(6), 691–710

Wyse, D. and Styles, M. (2007) *Synthetic Phonics and the Teaching of Reading: the debate surrounding England’s ‘Rose Report’* Literacy41 (1), 35-42

Ziegler, J. C., & Goswami, U. (2005) *Reading Acquisition, Developmental Dyslexia, and Skilled Reading Across Languages: A Psycholinguistic Grain Size Theory* Psychological Bulletin, 131(1), 3-29

**Mathematics**

Aubrey, C. and Durmaz, D. (2012) *Policy-to-practice Contexts for Early Childhood Mathematics in England* International Journal of Early Years Education, 20(1) 59-77, DOI: 10.1080/09669760.2012.664475

Bjorkland C. Magnusson M. Palmer H., (2018) *Teachers’ Involvement in Children’s Mathematizing – beyond dichotomization between play and teaching* European Early Childhood Education Research Journal, 26(4) 469-480

Carruthers, E. (2015) *Listening to Children’s Mathematics in School* in B. Perry, A. Gervasoni and A. MacDonald (Eds) Mathematics and Transition to School - International Perspectives. Sydney: Springer

Carruthers, E. and Worthington, M. (2011) *Understanding Children’s Mathematics: beginnings in play* Maidenhead: Open University Press

Carruthers, E. and Worthington, M. (2005) *Making Sense of Mathematical Graphics: the development of understanding abstract symbolism* European Early Childhood Education Research Journal, 13(1), 57-79

Carruthers, E. and Worthington, M. (2004) *Young Children Exploring Early Calculation* Mathematics Teaching, 187(June), 30-34

Cook, D. (1996) *Mathematical Sense Making and Role Play in the Nursery* Early Child Development and Care, 121(1), 55-66

Gifford, S. (2014) *A Good Foundation for Number Learning for Five-year-olds? An evaluation of the English Early Learning ‘Numbers’ Goal in the light of research* Research in Mathematics Education, 16(3), 219-233

Hiebert, J. (1984) *Children’s Mathematics Learning: the struggle to link form and understanding* The Elementary School Journal 84(5), 497–513

Hiebert, J. (1988) *A Theory of Developing Competence with Written Mathematical Symbols* Educational Studies in Mathematics 19(3), 333–355

Hughes, M. (1981) *Can Preschool Children Add and Subtract?* Educational Psychology 1(3), 207-219

Kaartinen, S. & Kumpulainen, K. (2012) *The Emergence of Mathematizing as a Culture of Participation in the Early Childhood Classroom* European Early Childhood Education Research Journal*,* 20(2), 263-281

MacDonald, A. (2012) *Young Children’s Photographs of Measurement in the Home* Early Years, 32 (1), 71-85

MacDonald, A. (2011) *Developing Measurement Concepts Within Context: Children’s representations of length* Mathematics Education Research Journal 23(1), p. 27-42

Merkley, R. and Ansari, D. (2016) *Why Numerical Symbols Count in the Development of Mathematical Skills: evidence from brain and behavior*Current Opinion in Behavioral Sciences, 10,p.14–20

Moffett, P. & Eaton, P. (2018) *The impact of the Promoting Early Number Talk project on the development of abstract representation in mathematics* European Early Childhood Education Research Journal, 26(4), 547-561

Munn, P. (2001) *British research on teaching and learning numeracy in the early years* in Askew, M. & Brown, M. Teaching and Learning Primary Numeracy: policy, practice and effectiveness. A review of British research for the British Educational Research Association in conjunction with the British Society for Research in the Learning of Mathematics, p. 33-38

Munn, P. (1995) *The role of organized preschool learning environments in literacy and numeracy development* Research Papers in Education, 10(2), 217-252

OECD (2003) *Mathematical Literacy* Retrieved from <http://www.oecd.org/education/school/programmeforinternationalstudentassessmentpisa/33707192.pdf>

Pape, S. J., & Tchoshanov, M. A. (2001) *The role of representation(s) in developing mathematical understanding Theory into Practice* 40(2), 118-127

Pound, L. (2008) *Thinking and Learning About Mathematics in the Early Years* London: Routledge

Soto-Calvo, E., Simmons, F.R., Willis, C., Adams, A.-M. (2015) *Identifying the cognitive predictors of early counting and calculation skills: evidence from a longitudinal study.* Journal of Experimental Child Psychology 140, pp. 16-37

Terwel, J., van Oers, B., van Dijka, I. & van den Eeden, P. (2009) *Are representations to be provided or generated in primary mathematics education? Effects on transfer* Educational Research and Evaluation, 15(1), 25-44

Van Oers, B. (2010). *Emergent mathematical thinking in the context of play* Educational Studies in Mathematics, 74(1), 23-37

Van Oers, B. (2010) *Communicating About Number: fostering young children’s mathematical orientation in the world*. In L. English & J. Mulligan. (eds), Reconceptualizing early mathematics learning (p. 183-203). New York: Springer

Whitebread, D. & Coltman, P. (2010) *Aspects of pedagogy supporting metacognition and self-regulation in mathematical learning of young children: evidence from an observational study* ZDM Mathematics Education, 42 (2), 163-178 https://doi. org/10.1007/s11858-009-0233-1 7.

Williams, Sir P. (2008) *The Independent Review of Mathematics Teaching in Early Years Settings and Primary Schools. Final Report*. Retrieved from: [http://childrensmathematics.net/williams\_maths\_review.pdf](http://childrens-mathematics.net/williams_maths_review.pdf)

Worthington, M. (2018) *Funds of knowledge: children’s cultural ways of knowing mathematics* in M-Y, Lai., T. Muir, & V. Kinnear. Forging connections in early mathematics teaching and learning (p. 239-258). Singapore: Springer

Worthington, M. and van Oers, B. (2015) *Children’s social literacies: Meaning making and the emergence of graphical signs and texts in pretence* Journal of Early Childhood Literacy. 17 (2) 147-175 [https://doi.org/10.1177%2F1468798415618534](https://doi.org/10.1177/1468798415618534)

Worthington, M. (2009) ‘*Fish in the water of culture’: signs and symbols in young children’s drawing* Psychology of Education Review, 33(1), 1-14

**Understanding the World**

[Bianchi, L & Feasey, R. (2011)](file://C:\\Users\\Wendy\\Documents\\Wendy\\TACTYC\\Bianchi, L & Feasey, R. (2011) Science Beyond the Classroom Boundaries for 3-7 Year Olds Maidenhead: Open University PressCreative Little Scientists Research-Rich Pedagogies https:\\researchrichpedagogies.org\\research\\creative-little-scientists) *[Science Beyond the Classroom Boundaries for 3-7 Year Olds](file://C:\\Users\\Wendy\\Documents\\Wendy\\TACTYC\\Bianchi, L & Feasey, R. (2011) Science Beyond the Classroom Boundaries for 3-7 Year Olds Maidenhead: Open University PressCreative Little Scientists Research-Rich Pedagogies https:\\researchrichpedagogies.org\\research\\creative-little-scientists)* [Maidenhead: Open University Press](file://C:\\Users\\Wendy\\Documents\\Wendy\\TACTYC\\Bianchi, L & Feasey, R. (2011) Science Beyond the Classroom Boundaries for 3-7 Year Olds Maidenhead: Open University PressCreative Little Scientists Research-Rich Pedagogies https:\\researchrichpedagogies.org\\research\\creative-little-scientists)

##### Birch, J. (2004) [*Geography in the Early Years* 2nd Edition](https://www.amazon.co.uk/Geography-Early-Teaching-Learning-Earlyyears/dp/0415320704/ref%3Dsr_1_8?keywords=environmental+education+in+the+early+years&qid=1554303222&s=gateway&sr=8-8) London: RoutledgeFalmer

Cremin, T., Glauert, E., Craft, A., Compton, A. and Stylianidou, F. (2015) *Creative Little Scientists: exploring pedagogical synergies between inquiry-based and creative approaches in Early Years science* Education 3-13. Aug. 2015, Vol. 43 Issue 4, 404-419

Cremin, T., Burnard, P. and Craft, A. (2006) *Pedagogy and possibility thinking in the early years* Thinking Skills and Creativity, 1(2), 108-119

De Boo, M (1999) *Enquiring Children, Challenging Teaching* Buckingham: Open University Press

Harlen, W (Ed.) (2010) *Principles and Big Ideas of Science Education* Hatfield: ASE

Howard, J. Gareth E. Miles, G.E. and Rees-Davies, L. (2012) *Computer use within a play-based early years curriculum* International Journal of Early Years Education, 20(2) 175-189, DOI: 10.1080/09669760.2012.715241

Marsh, J., Plowman, L., Yamada‐Rice, D., Bishop, J. Lahmar, J. Scott, F. (2018) *Play and creativity in young children's use of apps* British Journal of Education Technology. https://doi.org/10.1111/bjet.12622

Marsh J. Plowman L. Yamada-Rice D. Bishop J. and Scott F. (2016) *Digital play: a new classification* Early Years. 36 (3) 242-253. DOI:10.1080/09575146.2016.1167675

Marsh, J. (2004) *The Technoliteracy Practices of Young Children* Journal of Early Childhood Research. 2 (1) 51-66

McNerney K and Hall, N. (2017) *Developing a framework of scientific enquiry in early childhood: an action research project to support staff development and improve science teaching* Early Child Development and Care; Abingdon Vol. 187, Issue 2, pp206-220

Meier, D. and Sisk-Hilton, S. (2017) *Nature and Environmental Education in Early Childhood* The New Educator, 13:3, 191-194, DOI: [10.1080/1547688X.2017.1354646](https://doi.org/10.1080/1547688X.2017.1354646)

Palaiologou, I., (2014) *Children Under Five and Digital Technologies: implication for early years pedagogy* European Early Childhood Research Journal, 24(1), 5-24

Plowman, L., Stephen, C., and McPake, J. (2010) *Growing Up with Technology: young children learning in a digital world* London: Routledge

Price, S., Jewitt, C. and Crescenzi, L (2015) *The Role of IPads in Pre-school Children’s Mark Making Development* Computers and Education, 87, 131-141

Roberts-Holmes, G (2014) *Playful and Creative ICT Pedagogical Framing: a nursery school case study* Early Child Development and Care. 184(1), 1-14

Scottish Executive (2007) *A Curriculum for Excellence: active learning in the early years* [www.scotland.gov.Images/Building\_the\_Curriculum\_3\_tcm4-408069.pdf](http://www.scotland.gov.Images/Building_the_Curriculum_3_tcm4-408069.pdf)

Skjaevekand Y. (2017) *Learning History in Early Childhood: teaching methods and children's understanding*

<https://journals.sagepub.com/doi/abs/10.1177/1463949117692262>

Solly, K. (2014) *Adventure, Risk and Challenge in the Early Years* Routledge

Stead, D & Kelly, L. (2015) *Inspiring Science in the Early Years* Maidenhead: OUP

Stephen, C., Brooker, L., Oberhuemer, P. and Parker-Rees, R. (eds) (2019) *Digital Play and Technologies in the Early Years* London: Routledge.

Wolfe, S. and Flewitt, R. (2010) *New Technologies, New Multimodal Literacy Practices and Young Children’s Metacognitive Development* Cambridge Journal of Education. 40(4), 387-399

Worth, K. (2010) *Science in Early Childhood Classrooms* Collected Papers from SEED Conference <http://ecrp.uiuc.edu/beyond/seed/worth.html>

**Expressive Arts and Design**

Anning, A. and Ring, K. (2004) *Making sense of children’s drawings* Open University Press: McGraw Hill Education

Coates, E. and Coates, A. (2006) *Young children talking and drawing* International Journal of Early Years Education, 14(3), 221-241

Craft, A., McConnon, L, Matthews, A. (2012) *Child-initiated play and professional creativity: enabling four-year-olds’ possibility thinking* Thinking Skills and Creativity, 7(1), 48-61

Malloch, S. & Trevarthen, C. (eds) (2010) *Communicative Musicality: exploring the basis of human companionship* Oxford University Press.

Niland, A. (2015) *‘Row, Row, Row Your Boat’: singing, identity and belonging in a nursery.* International Journal of Early Years Education. 23(1), 4-16

Nutbrown, C. (2013) *Conceptualising Arts-Based Learning in the Early Years* Research Papers in Education, 28(2), 239-263

# Pound, L. and Harrison, C. (2003) *Supporting Musical Development in the Early Years* Open University Press

Wood, E. and Hall, E. (2011) *Drawings as spaces for intellectual play* International Journal of Early Years Education, 19(3-4) 267–281. DOI: 10.1080/09669760.2011.642253

Zachariou, A and Whitebread, D (2015) *Musical play and self-regulation: Does musical play allow for the emergence of self-regulatory behaviours?* International Journal of Play, 4(2) 116-13

**Inclusion**

Ang, L. (2010) *Critical perspectives on cultural diversity in early childhood: building an inclusive curriculum and provision* Early Years – An International Research Journal. Vol. 30 (1) 41 – 52

Borkett, P. A. (2018) *Inclusion and Cultural Diversity in the Early Years* London: Routledge

Bradbury, A. (2011) *Rethinking assessment and inequality: the production of disparities in attainment in early years education* Journal of Education Policy, 26(5) 655-676 http://doi.org/10.1080/02680939.2011.569572

Clough, P. and Nutbrown, C. (2004) *Special Educational Needs and Inclusion: multiple perspectives of preschool educators in the UK* Journal of Early Childhood Research, 2(2), 191–211. Available at: http://ecr.sagepub.com/cgi/doi/10.1177/1476718X04043015

Crutchley, R. (ed.) (2018) *Special Needs in the Early Years –partnership and participation* London: Sage

DfES (2004) *Removing Barriers to Achievement*.  Nottingham: DfES

Evangelou, M., Brooks, G., and Smith, S. (2007). *The Birth to School Study: evidence on the effectiveness of PEEP, an early intervention for children at risk of educational under- achievement.* Oxford Review of Education, 33(5), 581-609

Formosinho, J. and Figueiredo, I. (2014) *Promoting Equity in an Early Years Context: the role of participatory educational teams* European Early Childhood Education Research Journal, Vol 22 (3): 397-411

Francis, B. (2010) *Gender, Toys and Learning* Oxford Review of Education, 36(3) 325-344

Nutbrown, C. and Clough, P. (2009) *Citizenship and inclusion in the early years: understanding and responding to children’s perspectives on ‘belonging’* International Journal of Early Years Education Vol. 17, Issue 3

Papatheodorou, T. and Moyles, J. (eds.) *Cross-cultural perspectives on Early Childhood* London: Sage

Pearson, S. (2016). *Rethinking Children and Inclusive Education* – *opportunities and complexities* London. Bloomsbury

Rix, J. and Matthews, A. (2014) *Viewing the child as a participant within context* Journal of Disability & Society. 29 (9) 1428 – 1442

Sammons, P., Hall, J., Sylva, K., Melhuish, E., Siraj-Blatchford, I., and Taggart, B. (2013) *Protecting the Development of 5–11-year-olds from the Impacts of Early Disadvantage: the role of primary school academic effectiveness* School Effectiveness and School Improvement, 24(2), 251-268

Wood, E. and Cook, J. (2009) *Gendered discourses and practices in role play activities: a case study of young children in the English Foundation Stage* Educational and Child Psychology, 26(2) 19–30

**EAL/Bilingualism**

Arnot, M., Schneider, C., Evans, M., Liu, Y., Welply, O. and Tutt, D. (2014) *School Approaches to the Education of EAL Students: language development, social integration and achievement* Cambridge: The Bell Foundation

Bligh, C. and Drury, R. (2015) *Perspectives on the Silent Period for Emergent Bilinguals in England* Journal of Research in Childhood Education, 29(2), 259-274

Cortazzi, M., and Jin, L. (2007) *Narrative Learning, EAL and Metacognitive Development* Early Child Development and Care, 177(6–7), 645–660. http://doi.org/10.1080/03004430701379074

Drury, R. (2007) *Young Bilingual Learners at Home and School: researching multilingual voices* Stoke on Trent: Trentham Books

Drury, R. (2013) *How silent is the “Silent Period” for young bilinguals in early years settings in England?* European Early Childhood Education Research Journal, 21(3), 380–391. http://doi.org/10.1080/13502 93X.2013.814362

Guilfoyle, N. and Mistry, M. (2013) *How effective is role play in supporting speaking and listening for pupils with English as an additional language in the Foundation Stage?* Education 3-13. 41(1), 1-8

**Jin, L. and Cortazzi, M. (2007)** *Narrative Learning, EAL and Metacognitive Development*. Early Child Development and Care, 177 (6), pp. 645-660

Marshall, C. and Hobsbaum, A. (2015) *Sign‐Supported English: is it effective at teaching vocabulary to young children with English as an Additional Language?*International Journal of Language & Communication Disorders, 09/2015, Volume 50, Issue 5

Mueller Gathercole, V., Thomas, E., Jones, L., Viñas Guasch, N., Young, N. and Hughes, E. (2010) *Cognitive effects of bilingualism: digging deeper for the contributions of language dominance, linguistic knowledge, socio-economic status and cognitive abilities* International Journal of Bilingual Education and Bilingualism, 13(5), 617- 664

Mueller Gathercole, V., Kennedy, I., and Thomas, E. (2015) *Socioeconomic levels and bilinguals’ performance on language and cognitive measures* Bilingualism: Language and Cognition, 19(5) 1057-1078. Available from: http://journals.cambridge.org/abstract\_S1366728915000504

Safford, K., and Drury, R. (2013) *The “problem” of bilingual children in educational settings: policy and research in England* Language and Education, 27(1), 70–81. http://doi.org/10.1080/09500782.2012.685177

Whiteside, K., Gooch, D., and Norbury, C.F. (2016) *English Language Proficiency and Early School Attainment Among Children Learning English as an Additional Language* Child Development Volume 88, Issue 3 May/June 2017, 812–82

**Assessment**

Basford, J., and Bath, C. (2014) *Playing the assessment game: an English early childhood education perspective.* Early Years, 34(2), 119–132. http://doi.org/10.1080/09575146.2014.903386

Blandford, S., and Knowles, C. (2012) *Assessment for learning: a model for the development of a child’s self-competence in the early years of education* Education 3-13, 40(5), 487–499 http://doi.org/10.1080/03004279.2010.548818

Bradbury, A. (2014) *Early childhood Assessment: observation, teacher 'knowledge' and the production of attainment data in early years settings* Comparative Education, Vol 50 (3): 322-339

Campbell, T. (2013) *Stereotyped at seven? Biases in teacher judgements of pupils' ability and attainment (CLS Working Paper 2013/8),* London: The Centre for Longitudinal Studies.

Dunphy, E. (2010) *Assessing early learning through formative assessment: key issues and considerations* Irish Educational Studies, 29(1), 41–56. http://doi.org/10.1080/03323310903522685

Gipps, C. (1994) *Beyond testing: towards a theory of educational assessment* London: Falmer

Harlen, W. (2014) *Assessment, Standards and Quality of Learning in Primary Education* Pearson

More Than a Score (2017) *Beyond the Exam Factory: alternatives to high stakes testing* Northampton, NAPE, available at www.morethanascore.co.uk

Moss, P. and Dahlberg, G. (2008) *Beyond Quality in Early Childhood Education and Care – Languages of Evaluation* New Zealand Journal of Teachers’ Work, 5(1), 3-12

Nutbrown, C. (1998). *Early Assessment Examining the Baselines* Early Years, 19(1), 50–61 http://doi.org/10.1080/0957514980190107

Nutbrown, C. and Carter, C. (2009) *The tools of assessment: watching and learning* in Pugh, G. and Duffy, B. (2009) Contemporary Issues in the Early Years. London: Sage

Roberts Holmes. G. and Bradbury, A. (2016) *The Datafication of Primary and Early Years Education: playing with numbers* London: Sage

Roberts J., Donkin A. and Pillas D. (2014) *Measuring What Matters: technical report* London: UCL Institute of Health Equity

Save Childhood Movement (2016) *Too Much Too Soon* Available at:<http://www.toomuchtoosoon.org>

Siraj, I., Kingston, D. & Melhuish, E. (2015) *Assessing Quality in Early Childhood Education and Care: Sustained Shared Thinking and Emotional Well-being (SSTEW) Scale for 2-5-year-olds provision,* London: Institute of Education Press, Trentham Books.

Snowling, M.J., Hulme, C., Bailey A.M., Stothard, S.E. and Lindsay, G. (2011) *Language and Literacy Attainment of Pupils During Early Years and Through KS2: does teacher assessment at five provide a valid measure of children’s current and future educational attainments?* Better Communication Research Programme: DfE Research Brief DFE-RB 172a. DfE Publications: London

**School readiness/self-regulation**

Bernard, S., Proust, J. and Clement, F. (2015) *Procedural Metacognition and False Belief Understanding in 3- to 5-Year-Old Children* PLOS One, 10 (10): e0141321. doi:10.1371/journal.pone.0141321

Blair, C. and Raver, C. C. (2015) S*chool Readiness and Self-regulation: a developmental*

*psychobiological approach* Annual Review of Psychology, Vol 66: 711-731

Bryce, D., Whitebread, D. and Szucs, D. (2015) *The Relationships Among Executive Functions, Metacognitive Skills and Educational Achievement in 5 and 7-year-old Cchildren* Metacognition and Learning, 10(2), 181-198

Conkbayir, M. (2017) *Early Childhood and Neuroscience, Theory, Research and Implications for Practice* London: Bloomsbury

Deci, E. L., & Ryan, R. M. (1995) *Human autonomy: the basis for true self-esteem* In M. Kemis (ed.) Efficacy, agency, and self-esteem (31–49). New York: Plenum

Dee, T. and Sievertsen, H. (2015) *The Gift of Time? School starting age and mental health,* National Bureau of Economic Research Working Paper no, 2160. Cambridge, MA: NBER

Donaldson, M. (1978) *Children’s Minds* Glasgow: Fontana/Collins.

Eberhart, J, (2014?) *Play, Self-Regulation, Executive Function and the Classroom Context* <https://www.pedalhub.org.uk/play-piece/play-self-regulation-executive-function-and-classroom-context>

Gopnik, A. et al (1999) *The Scientist in the Crib: what early learning tells us about the mind* Perennial: Harper Collins

Gopnik, A. (2009) *The Philosophical Baby* London: Bodley Head

Grissmer, D., Grimm, K. J., Aiyer, S. M., Murrah, W. M., and Steele, J. S. (2010) *Fine Motor Skills and Early Comprehension of the World: two new school readiness indicators* Developmental Psychology, 46, 1008–1017

Huf, C. (2013) *Children’s Agency During Transition to Formal Schooling* Ethnography and Education, 8(1), 61-76

Hughes, C., Daly, I., Foley, S., White, N., and Devine, R.T. (2015) *Measuring the Foundations of School Readiness: introducing a new questionnaire for teachers - The Brief Early Skills and Support Index (BESSI)* British Journal of Educational Psychology 85(3), pp. 332-356

Jones, D. (2007). *Speaking, Listening, Planning and Assessing: the teacher’s role in developing metacognitive awareness* Early Child Development and Care, 177(6–7), 569–579. http://doi.org/10.1080/03004430701378977

Long, R. (2015), *Summer-born Children: Starting School,* House of Commons Briefing Paper no 07272, available at: <http://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7272>

McDowall Clark, R. (2016) *Exploring the Contexts for Early learning: challenging the school readiness agenda*, Abingdon: Routledge.

Moss, P. (2012) *Readiness, Partnership, a Meeting Place? Some thoughts on the possible relationship between early childhood and compulsory school education*Forum, 5(3), 355-368

Neaum, S. (2016) *School Readiness and Pedagogies of Competence and Performance: theorising the troubled relationship between early years and early years policy* Early Years, 24(3), 239-253

Norbury, C. F., Gooch, D., Baird, G., Charman, T., Simonoff, E. and Pickles, A. (2016) *Younger Children Experience Lower Levels of Language Competence and Academic Progress in the First Year of School: evidence from a population study,* Journal of Child Psychology and PsychiatryVol 57 (1): 65-73.

OfSTED (2014) *Are you ready? Good practice in school readiness*, London: OfSTED

Pretti-Frontczak, K., Harjusalo-Webb, S., Chin, M., Grisham-Brown, J., Acar, S., Heo, K., Corby, M. and Zeng, S. (2016) *Three Mistakes Made Worldwide in “getting children ready for school”* Young Exceptional Children, 18(1), pp.48-51

Quigley, A., Muijs, D. and Stringer, E. (2018) *Metacognition and Self-Regulated Learning: guidance report* Education Endowment Foundation. Available at: <https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf>

Robson, S. (2015) *Self-regulation and Metacognition in Young Children: does it matter if adults are present or not?* British Educational Research Journal, 45(2), 185-286

Robson, S. (2010*) Self-regulation and Metacognition in Young Children’s Self-initiated Play and Reflective Dialogue* International Journal of Early Years Education, Vol. 18, No.3, 227-241 <http://doi.org/10.1080/09669760.2010.521298>

Roebers, C. M., Röthlisberger, M., Neuenschwander, R., Cimeli, P., Michel, E., and Jäger, K. (2014) *The Relation between Cognitive and Motor Performance and their Relevance for Children’s Transition to School: A latent variable approach* Human Movement Science, 33, 284–297

Snow, K. (2006). *Measuring School Readiness: conceptual and practical considerations.* Early Education and Development, 17, 7–41

United Nations Children’s Fund (UNICEF) (2012) *School Readiness: a conceptual framework*. New York: UNICEF

Whitebread, D and Bingham, S. (2014) *School Readiness: starting age, cohorts and transitions in the early years* in: Moyles, J., Georgeson, J. and Payler, J. (eds.) Early Years Foundations: Critical Issues. 2nd ed. Berkshire: Open University Press 179-191

Whitebread, D. (2014) *Play and Self-Regulation* https://www.pedalhub.org.uk/play-piece/play-and-self-regulation

Whitebread, D. and O’Sullivan (2012) *Preschool Children’s Social Pretend Play: supporting the development of metacommunication, metacognition and self-regulation.* International Journal of Play 1(2) 197-213.

Whitebread, D., and Bingham, S. (2012). *School Readiness: a critical review of perspectives and evidence* OCCASIONAL PAPER NO 2. TACTYC Association for Professional Development in Early Years

Whitebread, D. & Jameson, H. (2010) *Play Beyond the Foundation Stage: story-telling, creative writing and self-regulation in able 6-7 year olds* In J. Moyles (Ed.), The Excellence of Play, 3rd Edition 95-107. Maidenhead: Open University Press

Whitebread, D., Coltman, D., Pino, P., Sangster, C., Grau, V., Bingham, S., Almeqdad, O. and Demetra, D. (2009) *The Development of Two Observational Tools for Assessing Metacognition and Self-regulated Learning in Young Children* Metacognition and Learning April 2009, Volume 4, Issue 1, 63–85

Whitebread, D., Bingham, S., Grau, V., Pino Pasternak, D. and Sangster, C. (2007) *Development of Metacognition and Self-Regulated Learning in Young Children: role of collaborative and peer-assisted learning.* Journal of Cognitive Education and Psychology, 6(3), 433-455

**Cultural Capital**

Brooker, L. (2003) *Learning How to Learn: parental ethnotheories and young children’s preparation for school* International Journal of Early Years Education, 11(2), 117–128. http://doi.org/10.1080/09669760304703

Brooker, L. (2002) *Starting School: young children learning cultures* Buckingham: Open University Press

Chesworth, L. (2016) *A Funds of Knowledge Approach to Examining Play Interests:* *listening to children’s and parents’ perspectives* International Journal of Early Years Education, DOI: 10.1080/09669760.2016.1188370

Curtin, A. & Hall, K. (2012) *Literacy as Shared Consciousness: a neurocultural analysis* International Handbook of Research in Children's Literacy, Learning and Culture. Oxford: Blackwell

*Hasan, R. (2005) The Ontogenesis of Ideology: an interpretation of mother child talk in Webster, J. (ed.) Language, Society and Consciousness: the collected works of Ruqaiya Hasan;* Vol. 1. London: Equinox

Heath, S. B.  (1983) *Ways with Words: language, life, and work in communities and classrooms* New York: Cambridge University Press

Moll, L., Amanti, C., Neff, D. and Gonzalez, N. (2001) *Funds of Knowledge for Teaching: using a qualitative approach to connect homes and classrooms* Theory into Practice, XXX1(2): 132-141

Mostafa, I. (2017) *Equality and Cultural Capital for Ethnic Minorities: embarking on the path of community learning and development* Author House

Nutbrown, C., Clough, P., Levy, R., Little, S., Bishop, J. and Lamb, T. and Yamada-Rice, D. (2016) *Families’ Roles in Children’s Literacy in the UK Throughout the 20th Century* Journal of Early Childhood Literacy 17(4)

Painter, C. (2007) *Language for Learning in Early Childhood* in Christie, F. & Martin, J.R. (eds) Language, Knowledge and Pedagogy London, Continuum: 131-155

Payler and Georgeson, (2017) *Social Class and Culture: building bridges* in Payler, J., Georgeson, J. and Moyles, J. (eds) *Beginning Teaching, Beginning Learning (5th edition)*. Maidenhead: Open University Press

Scanlan, M. (2010) *Opening the Box: literacy, artefacts and identity* Literacy, 44(1), pp. 28–36. DOI: 10.1111/j.1741-4369.2010.00544