



Dr Jessie Ricketts



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How can we promote reading in adolescence?



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Is there an issue?

- 20% of adolescents exhibit reading that is below acceptable standards (PISA 2015; Jerrim & Shure, 2016)
- PISA 2009 items...

Macondo 100 years of Solitude: Gabriel Garcia Márquez

Dazzled by so many and such marvellous inventions, the people of Macondo did not know where their amazement began. They stayed up all night looking at the pale electric bulbs fed by the plant that Aureliano Triste had brought back when the train made its second trip, and it took time and effort for them to grow accustomed to its obsessive toom-toom. They became indignant over the living images that the prosperous merchant Don Bruno Crespi projected in the theatre with the lion-head ticket windows, for a character who had died and was buried in one film, and for whose misfortune tears of affliction had been shed, would reappear alive and transformed into an Arab in the next one. The audience, who paid two centavos apiece to share the difficulties of the actors, would not tolerate that outlandish fraud and they broke up the seats. The mayor, at the urging of Don Bruno Crespi, explained by means of a proclamation that the cinema was a machine of illusions that did not merit the emotional outburst of the audience. With that discouraging explanation many felt that they had been the victims of some new and showy gypsy business and they decided not to return to the movies, considering that they already had too many troubles of their own to weep over the acted-out misfortunes of imaginary beings.

Question 5: MACONDO

Do you agree with the final judgement of the people of Macondo about the value of the movies? Explain your answer by comparing your attitude to the movies with theirs.

Reflect and evaluate

Supermarket Notice

Peanut Allergy Alert Lemon Cream Biscuits

Date of alert: 04 February

Manufacturer's Name: Fine Foods Ltd

Product Information: 1.25g Lemon Cream Biscuits (Best before 18 June and Best before 01 July)

Details: Some biscuits in these batches may contain pieces of peanut, which are not included in the ingredient list. People with an allergy to peanuts should not eat these biscuits.

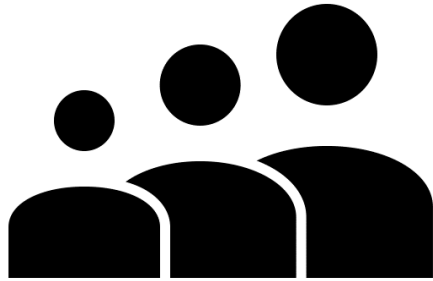
Consumer action: If you have bought these biscuits you may return the product to the place of purchase for a full refund. Or call 1800 034 241 for further information.

Multiple choice

Question 2: SUPERMARKET NOTICE

What is the purpose of this notice?

- A. To advertise Lemon Cream Biscuits.
- B. To tell people when the biscuits were made.
- C. To warn people about the biscuits.
- D. To explain where to buy Lemon Cream Biscuits.



- Adequate reading is crucial for accessing the curriculum
- Expectations of independence: focus on 'reading to learn'
- Poor reading will be a barrier to exam performance
- We know very little about reading in adolescence (some hints: Foorman et al., 2015; Reynolds & Turek, 2012; Francis et al., 1996)
 - Growth to 15y but slows over time?

Much is changing in adolescence

- Reading-related brain regions (Ben-Shachar et al., 2011)
- Language processing (Dawson et al., 2017)
- Reading behaviour?

Reading and Vocabulary Project



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Objectives of the project:

Objective 1. Test the relationship between reading ability, reading practice and vocabulary knowledge – *Longitudinal study*

Objective 2. Experimentally test the influence of independent reading on vocabulary acquisition – *Intervention study*

Objective 3. Measure the influences of SES and secondary school transition on growth in reading and vocabulary – *Longitudinal study*



Sanne van der Kleij

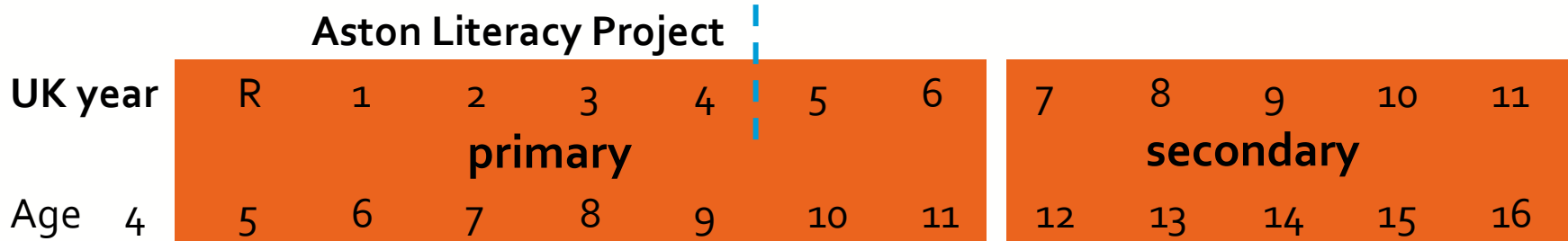


Jemma Baker

Laura Shapiro¹, Jessie Ricketts², Sanne van der Kleij¹, Adrian Burgess¹

¹ Aston University, ² Royal Holloway, University of London

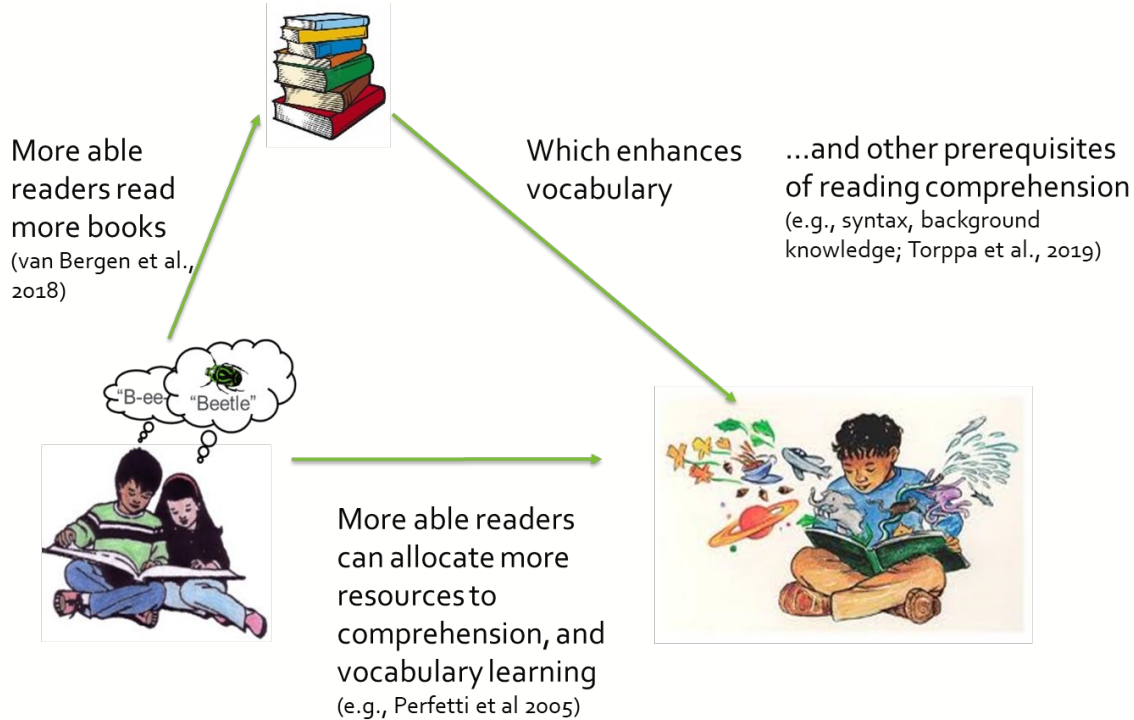
Update on the longitudinal study



n = 790

598 299 266 233
transition to secondary
(2018; 16 primary vs. 53 secondary)

What is the link between reading ability, reading activity and vocabulary?



What is the link between reading ability, reading activity and vocabulary?



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Both reading activity and reading *ability* independently predict vocabulary and reading comprehension

Better readers read more books; reading more books increases vocabulary

Being a better reader drives vocabulary directly

Improving word reading skills likely to have knock-on effects on vocabulary (and reading comprehension)

Interventions to support basic reading skills (e.g., decoding efficiency) should continue into early secondary school... BUT

Interventions that increase reading should also be beneficial...

van der Kleij, S.W., J., Burgess, A.P., Ricketts, J., & Shapiro, L.R. (2022). From bibliophile to sesquipedalian: Modelling the role of reading experience in vocabulary and reading comprehension. *Scientific Studies of Reading*.

Transition slump?



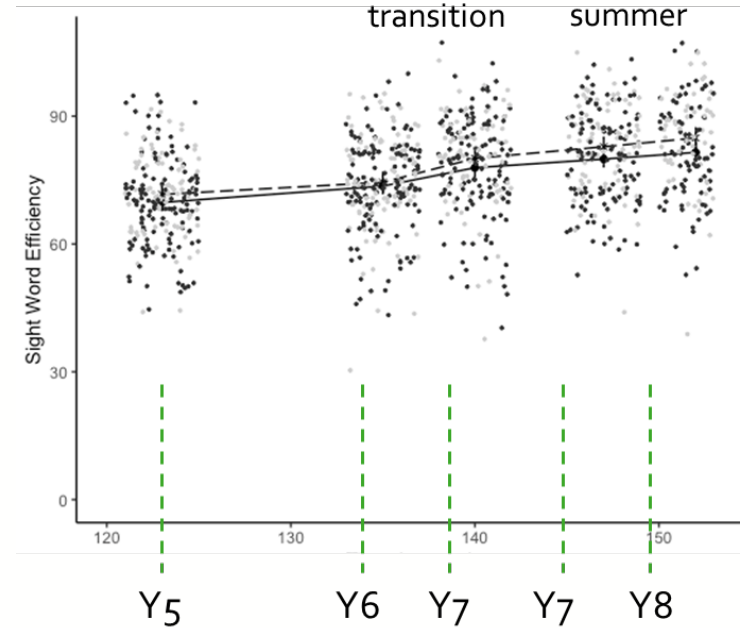
Across transition:

There is progress for word reading and everyday vocabulary

Standards maintained for reading comprehension and curriculum vocabulary

Transition summer looks the same as a non-transition summer: **no evidence for a slump**

Note: It matters how we measure vocabulary



SES differences?

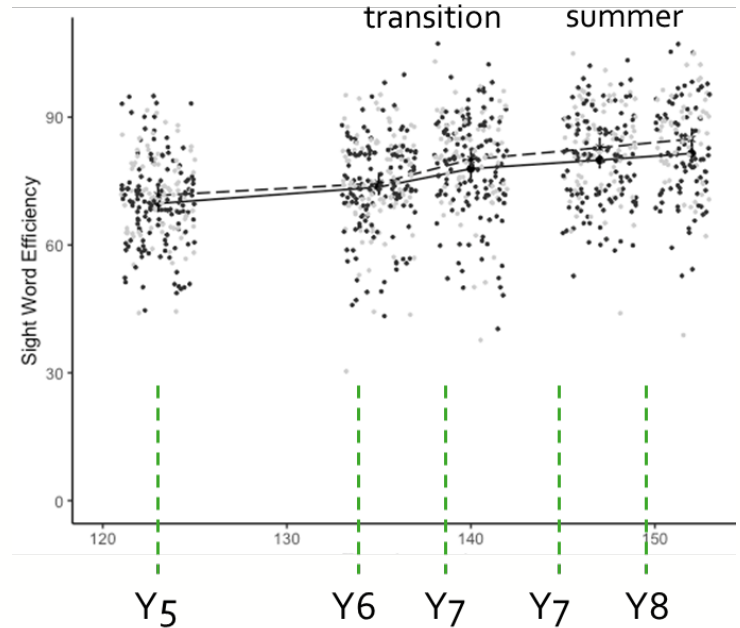


Greatest SES 'gaps' for reading comprehension and vocabulary

No gap for word reading

Gap not widening and not exacerbated by transition

Note: Variability – enormous, inevitable



The intervention (paused, but not underway!)



An experiment, can we:

Increase reading amount?

See changes in vocabulary knowledge?

Behavioural change approach

Goal setting, diary, text messages

Evidence-based principles

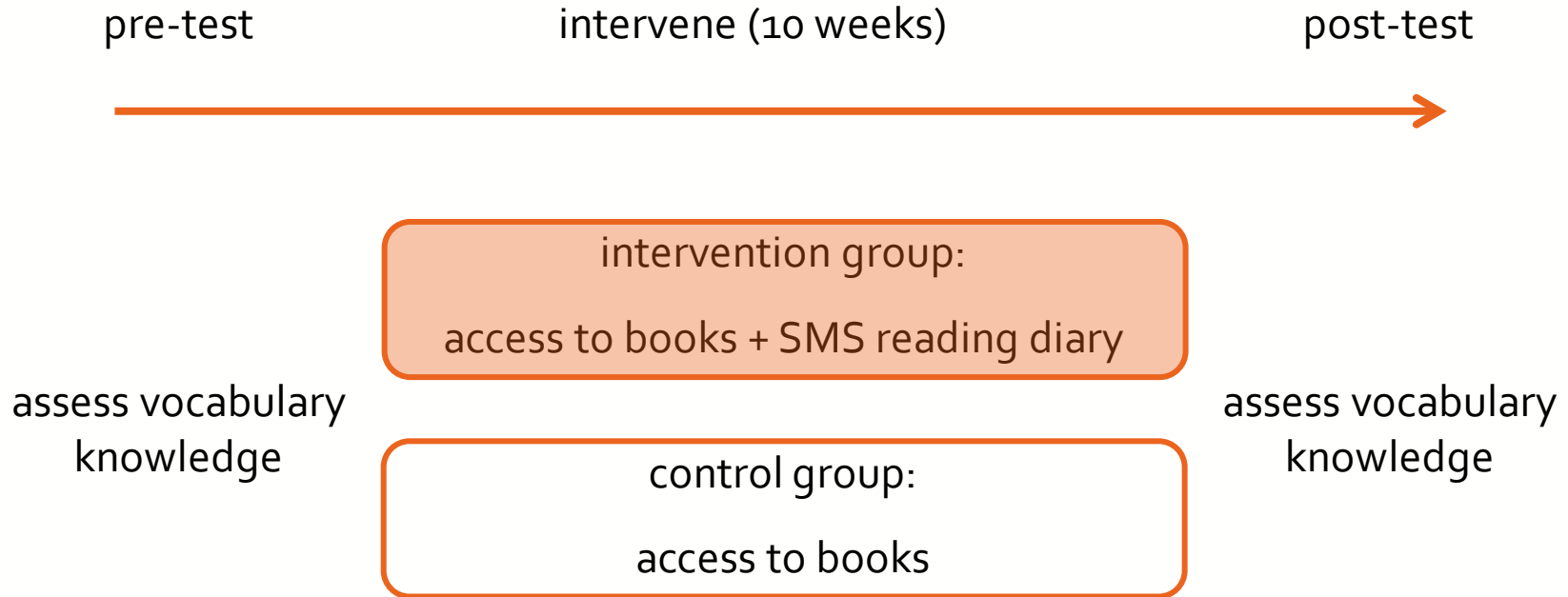
Access, choice (cf. Love to Read Project)

Registered report

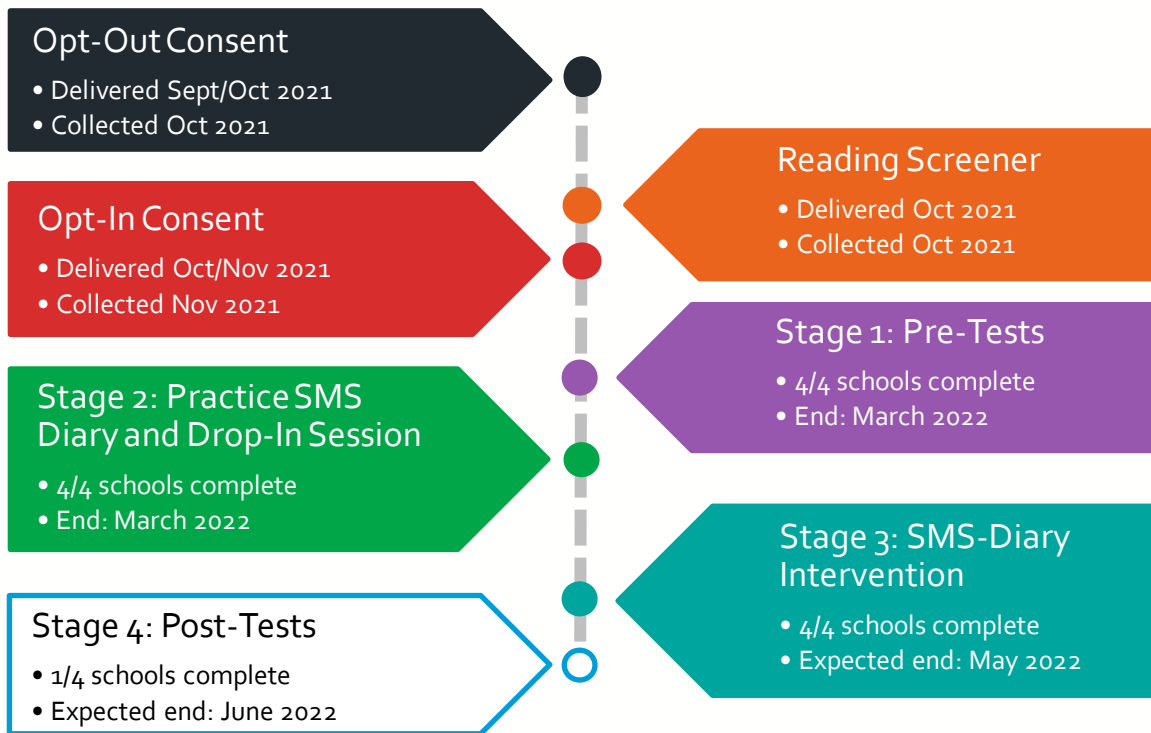


van der Kleij, S.W., Grønhoj, A., Vousden, J., Burgess, A.P., Shapiro, L.R.*, & Ricketts, J.* (Stage 1 Registered Report accepted, 2019). Does reading for pleasure support vocabulary learning? A naturalistic experiment to test the link between print exposure and vocabulary gain. *Scientific Studies of Reading*.

Can we increase reading amount?



Intervention Timeline



The books



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Oxford University Press – thank you!

4 books chosen (with help from young people)

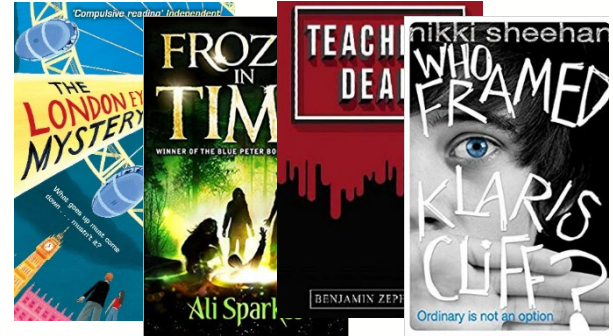
40 words

Oxford Children's Corpus

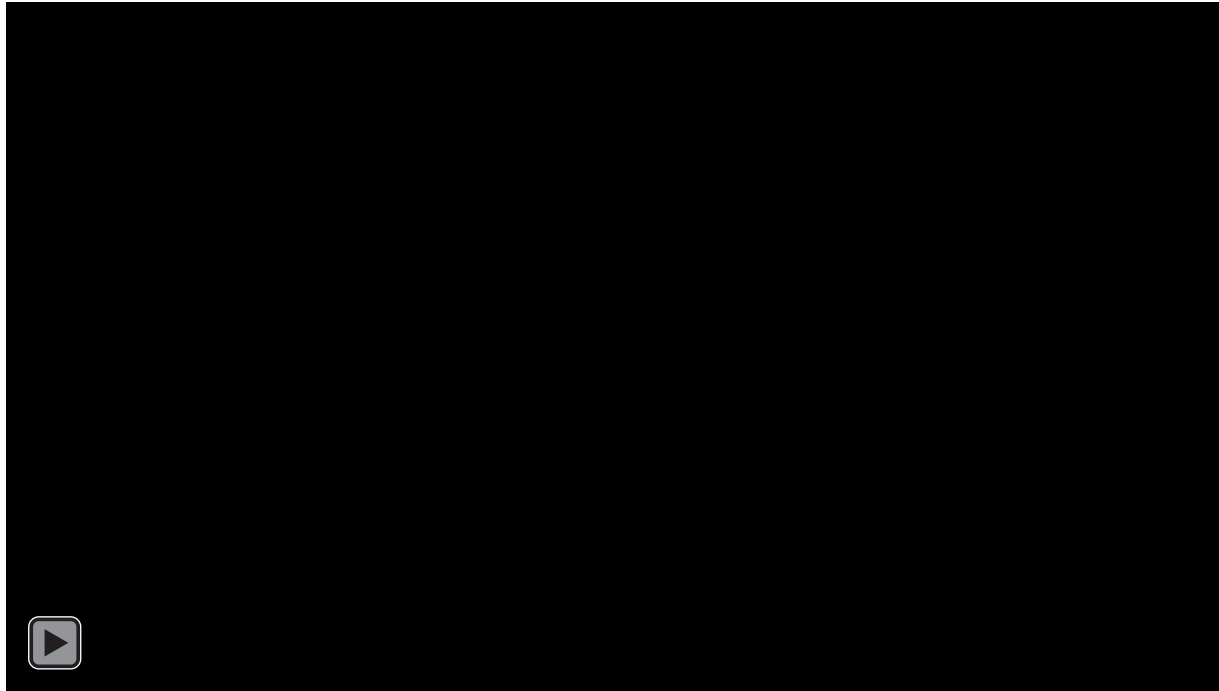
all words in all books included

we know which words appear on which pages

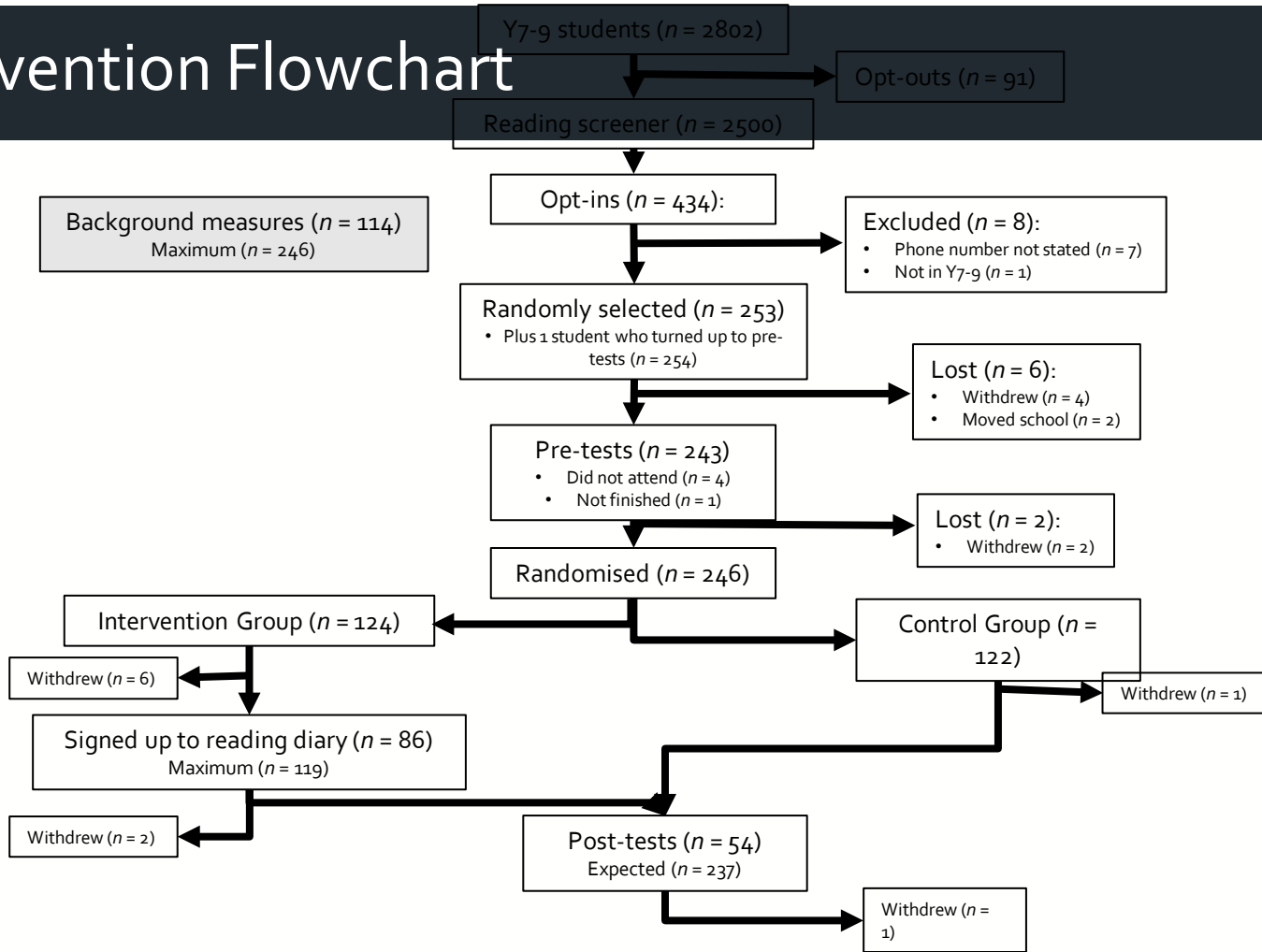
Use the diary to track page numbers and therefore exposures



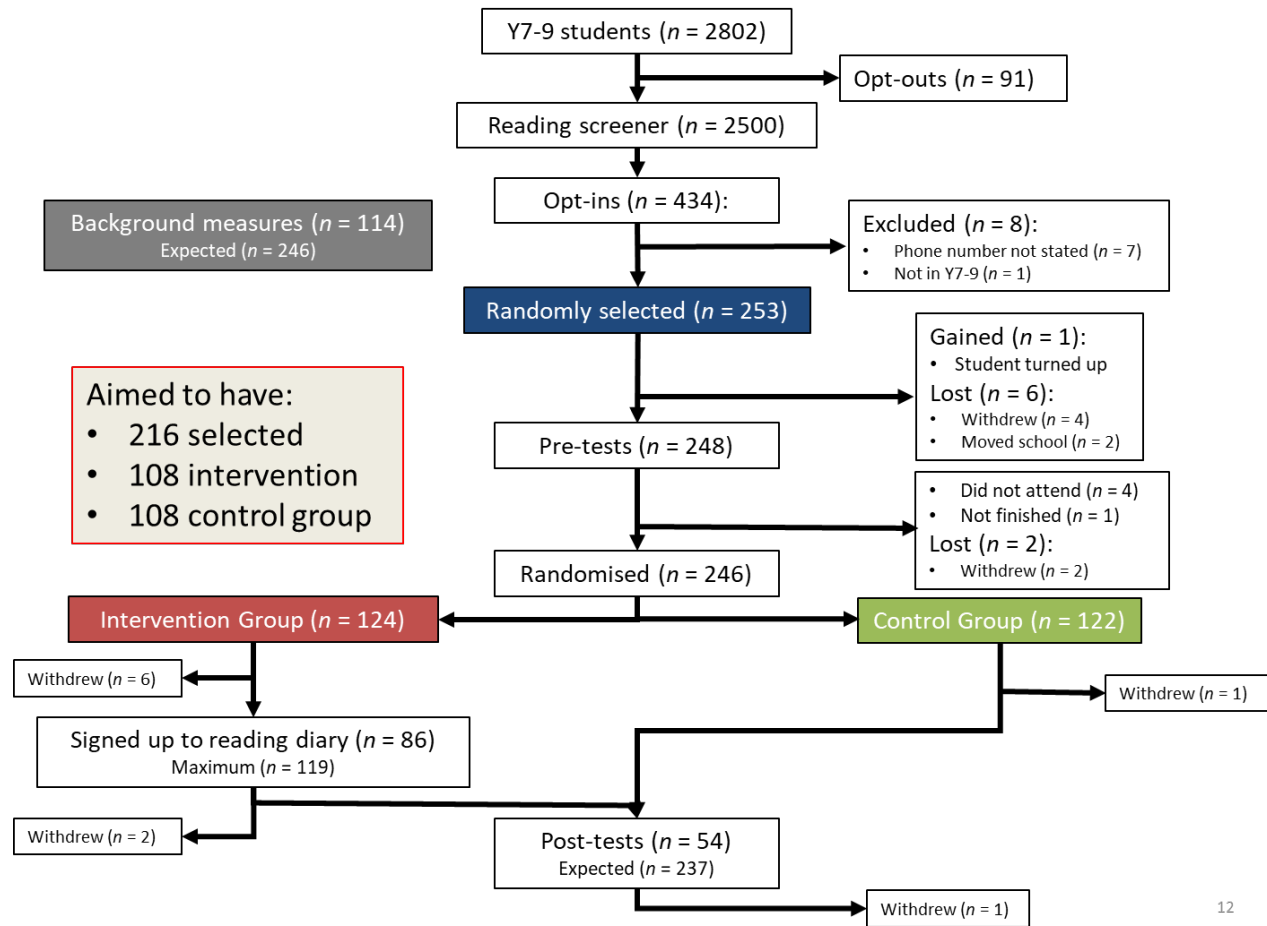
The diary



Intervention Flowchart



Flowchart



Findings: watch this space!



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Economic
and Social
Research Council



Next steps: theory of mind and reading



Children's fiction, but not non-fiction reading is associated with their Theory of Mind

No evidence for a developmental relation between reading exposure and ToM

Remaining questions:

What types of (fiction) reading materials might be beneficial?

What level of exposure to fiction is needed for benefits on children's social understanding?

What is theory of mind?

Understanding others' beliefs, desires, intentions, perspectives...

Check out our blog



<https://educationblog.oup.com/secondary/english/the-reading-and-vocabulary-project-what-happens-as-pupils-transition-from-primary-to-secondary-school>

Oxford Education Blog

The latest news and views on education from Oxford University Press.

Home

Early Years

Primary

Secondary

Children's

International Education

The Reading and Vocabulary Project: What happens as pupils transition from primary to secondary school?

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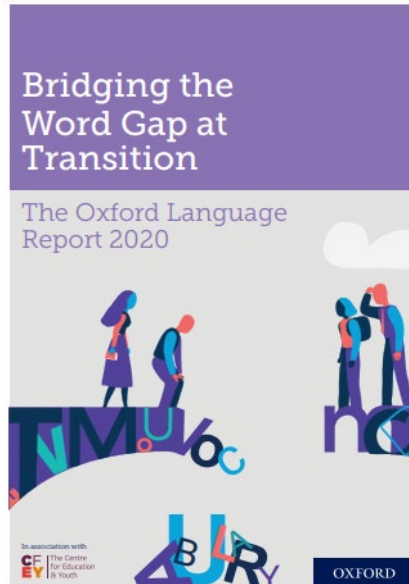
By Jemma Baker, Royal Holloway, University of London

New faces. New subjects. New opportunities. Transitioning from primary to

Some resources: OUP and GL assessment reports



- <https://reports.gl-assessment.co.uk/wordsmatter/>
- https://bit.ly/oup_transition



“

The pandemic and school closures will have impacted children in so many ways. However, these data seem to provide some good news.”

Dr Jessie Rickotts, Director of the Language and Reading Acquisition (LARA) Lab at Royal Holloway University



gl-assessment.co.uk/wordsmatter

#wordsmatter



WORDS OF
ENCOURAGEMENT:
Reading resilience during the pandemic

Some resources: newsletters and posters



To see or not to see: How does seeing spellings support vocabulary learning?

Summary of paper by: Danielle Coleman-Brander, Katharine Pace Miles, and Jessie Ricketts

What was the purpose of the study?

- There is growing evidence for 'orthographic facilitation': that presenting a word's written form aids learning for that word's spelling, pronunciation and meaning
- This study was a systematic review and investigated whether orthographic facilitation can be seen across previous empirical studies that have looked at word learning
- It also investigated when orthographic facilitation occurs, including looking at:
 - Aspects of word knowledge: orthography (spelling), phonology (pronunciation) and semantics (meaning)
 - Different groups: age groups (children, adults), typically developing children, children with developmental disorders (e.g. developmental language disorder, autism, dyslexia) and second language users
 - Whether the effect of orthographic facilitation is strongest in children with higher reading abilities

What is a systematic review?

- A systematic review is a method used to gather information and findings from many studies investigating a specific topic
- It involves establishing a strategy for searching for studies and criteria for which studies to include
- Searches are conducted and all studies that meet the criteria are considered for inclusion
- Searches can reveal less well known studies
- This reduces bias by addressing the tendency of researchers to just review the studies that they know of (which sometimes occurs in narrative reviews)
- Systematic reviews also involve quality assessment of studies so that this can be taken into account when interpreting findings
- Systematic reviews provide a reliable basis for decision making, e.g. which strategies to implement in the classroom and when/how to do so



Main findings

1. Seeing the spellings of words helps children to learn their spelling, pronunciation and meanings of those words
2. Children from various groups benefit from seeing the written forms of words (e.g. developmental language disorder, autism, dyslexia)
3. Evidence for orthographic facilitation is stronger for learning the spellings and sounds of words than their meanings.
4. All age groups in the study benefited from orthographic facilitation
5. There is mixed evidence about whether orthographic facilitation is stronger in better readers

Implications for teachers

- Providing the written form of a word will help children to learn it
- This seems to be the case for children who can read, irrespective of their age, SEN status and reading ability
- Naturalistic studies carried out in the classroom context are needed to explore how these findings, based on carefully controlled conditions, translate to education



LARA website:
<http://pc.rhul.ac.uk/sites/lara/information-for-teachers/>

LARA Language and Reading Acquisition
Newsletter December 2020
Department of Psychology
Royal Holloway, University of London

Working with schools and teachers
Our work with primary and secondary schools is funded on hold due to COVID-19 pandemic. Meanwhile, we are doing our best. That's why last year we continued support as available to us in this time.

Current projects
The Reading and Vocabulary project is funded by the Offender and Vulnerability project to investigate whether the amount of reading that children and adolescents do is important for reducing reoffending rates. We are working with Laura Franklin and Prof Adam Burgess at the University of Exeter.

OV (2018-2020)
The Opportunity for Voice Learning project is funded by the Offender and Vulnerability project to investigate how the amount of reading that children and adolescents do is important for reducing reoffending rates. We are working with Laura Franklin and Prof Adam Burgess at the University of Exeter.

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CONGRATULATIONS!
In 2020, UGHRs Ashwanya Thambiah, Alice Starr, Lauren Smith, Laurence Bonnet and Rebecca Blyth graduated with their colours. Grace Poulos and Jess Dwyer are continuing their PhDs. This year, we welcome Abigail White, Courtney Hodson, Selin Lee, Alice Waters to the LARA team and welcome back Ellie Gray and Amrita Bains back to the LARA team.

In the news...
• Jessie now writes a regular blog for the Times Educational Supplement (TES) <https://www.tes.com/author/jessie-ricketts>
• Watch out for a Tes feature next year <https://www.tes.com/author/jessie-ricketts>
• Jessie and Dr Laura Shapiro (Aston) recently wrote an op-ed for Schools Week <https://www.schweek.co.uk>

The Lab Team
LARA Director: Dr Jessie Ricketts
I am interested in reading and oral language development in childhood and adolescence, particularly in the role of vocabulary in reading both oral and written reading and reading comprehension, and, respectively, the role of reading in oral vocabulary acquisition. My research adopts a range of methodological approaches including longitudinal, cross-sectional and cross-learning studies to investigate acquisition, development and usage of vocabulary, working with typically developing children and children with developmental disorders such as reading comprehension, dyslexia, specific language impairment and oral specific disorders. I am also interested in the role of reading in the development of theoretical perspectives that have practical implications for policy and practice.

Research Assistants
Miss Jessica Dwyer: My current research is on adolescent sleep restriction during puberty, and how this affects word learning and memory. This research will use psycholinguistics to measure objective changes in sleep patterns between school term breaks and school term.

Miss Grace Poulos: My first year PhD student, investigating whether educational apps are really educational. I will be looking to work with children from a book in the form of preschool early literacy development. I will particularly assess at the different features app offer to children, and what which ones are best for learning, as well as which ones hinder it.

Miss Amrita Bains: Currently, I am a Graduate Research Assistant working on various projects including the Orthographic Facilitation Classroom project and the Reading and Vocabulary (OV) project. My research interests are understanding how reading development and language learning using both behaviour and neuroimaging techniques. In September, I also obtained a PhD regarding instruction for reading to reduce Frameworks underlying reading and motivation.

Abigail White, Courtney Hodson, Selin Lee, Alice Waters and Ellie Gray: We are first year undergraduate research assistants in the LARA lab. We are first and second year students in Psychology, and we assist lab members on a variety of projects.

Here's what lab meetings look like for us this year!

Acknowledgements



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Projects and collaborators

- VaRiSS: Nicky Dawson, Lucy Taylor, Charles Hulme, Arne Lervåg
- Reading and Vocabulary: Laura Shapiro, Sanne van der Kleij, Adrian Burgess
- Love to Read: Sarah McGeown, Laura Shapiro



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