### Professor Kathleen Rastle MAE, FAcSS, FBPsS

### Personal Details

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**Career Summary and Highlights**

* Internationally-leading cognitive psychologist with sustained record of influential publications articulating mechanisms underpinning aspects of language and learning; ~ 100 publications with over 14,000 citations.
* Sustained funding track record from multiple research councils, charities, and international agencies; including newly-awarded and current grants.
* Strong track record of developing research impacts on policy and practice in the area of literacy. Recognized through an ESRC ‘*Celebrating Impact*’ Prize for International Impact (2020), and a REF2021 impact case study. Major stakeholder networks including governments, international aid agencies, charities, and educational leadership organisations.
* Substantial experience of shaping the social sciences research landscape nationally and internationally through leadership roles in UKRI, participation in (international) research assessment exercises, and prestigious learned society and editorial appointments.
* Substantial strategic and operational leadership experience gained through institutional roles including Head of Department.

**Education**

PhD in Psychology (1997) Macquarie University, Sydney, Australia

BA (1992), Pomona College, Claremont, California

**Academic Positions**

Professor of Cognitive Psychology (2006-present), Royal Holloway, University of London

 (Reader 2004-2006; Senior Lecturer 2002-2004)

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

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

 (Fractional 0.40 post alongside substantive professorial appointment)

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

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

**External Research Leadership Positions**

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

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

Chair, ESRC Steering Group for Review of the PhD in the Social Sciences (2019 - present)

Leadership of a multi-disciplinary group of academics, policy and industry representatives, and PhD students driving a comprehensive examination of the UK social sciences PhD against major international competitors. ESRC announcement <https://esrc.ukri.org/skills-and-careers/review-of-the-phd-in-the-social-sciences/>; final report <https://esrc.ukri.org/files/skills-and-careers/review-of-the-phd-in-the-social-sciences/>.

Member, ESRC Strategic Advisory Network (2019 - 2021)

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

Member, ESRC Research Committee (2015-2019)

Strategic body reporting to ESRC Council responsible for creating scientific, economic and societal impact through development and monitoring of ESRC policies for research funding and their portfolio of research investments. My role entailed special responsibility for early career researchers, including the design of new funding schemes as well as the most recent commissioning of DTPs and NPIF Innovation Fellowships.

Member, ESRC Grants Delivery Board (2011-2015)

Body with devolved responsibility for allocation of research grants in responsive mode. Main responsibilities include determining the structure and operation of the grants assessment process, developing and implementing major elements of research grants policy.

Chair, ESRC Grants Assessment Panel (2011-2015)

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

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

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

**University Leadership Positions**

Head of Department, Psychology (2015-2019)

Substantial strategic and operational role involving leadership of large and highly successful Psychology department known for excellence in research (6th in REF2014), teaching (93% satisfied, NSS), and equalities (Athena Swan Silver).

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

Associate Vice Principal for Research (2014-2015)

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

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

**Academic Honours and Prizes**

ESRC ‘*Celebrating Impact*’ Prize for International Impact (2020)

Member of the Academia Europaea (Elected 2018)

Fellow of the Academy of Social Sciences (Elected 2018)

British Psychology Society Cognitive Section Prize (2018)

Experimental Psychology Society Mid-Career Prize (2017)

Fellow of the British Psychological Society (Elected 2011)

Fellow of the Psychonomic Society, USA

#### External Research Funding (see Appendix B for funding awards)

Substantial and continuous research funding including newly-awarded grant from ESRC. Funders include ESRC, BBSRC, Leverhulme Trust, British Academy, Royal Society, and overseas agencies including the Australian Research Council and National Research Foundation Korea. See Appendix B for specific grant awards.

**Research Impacts and Non-Academic Engagement (see Appendix C for impacts)**

Literacy has profound impacts on individuals, society, and the economy, and my work has been deeply influential in promoting evidence-based policy and practice for reading instruction around the world. I have considerable knowledge of how to translate scientific research into tangible impacts on policy and practice. My work was included as an impact case in REF 2021. Evidence of the impact of my work is available in Appendix C.

**Policy**. My work on articulating the neurocognitive processes of reading acquisition is at the heart of the recent decision to introduce state-wide phonics screening in Australia; to the introduction of a new literacy curriculum in the State of Massachusetts (Mass Literacy); and to the World Bank’s 10-year strategy to “End Learning Poverty” in the developing world. I am an Advisor to the World Bank regarding the implementation of this strategy, and also advised the Massachusetts Board of Education on improving literacy in their state.

**Practice**. My work has lifted knowledge amongst teachers, parents and policy-makers of evidence-based practices, most notably around the importance of systematic phonics in the initial stages of learning to read. Through major organisations such as Deans for Impact it is transforming how tens of thousands of teachers annually are prepared to address literacy in their classrooms. The material presented in Appendix C illustrates how teachers, schools, educational leadership organisations, special needs charities, and educational publishers are using my work to improve reading outcomes for children.

**Engagement**. I have substantial and ongoing engagement with professionals in education domains including teachers, teacher trainings, SENCOs, dyslexia charities, educational publishers to promote evidence-based policies and practices.

Speak and write for major national education organisations including ResearchEd (<https://tinyurl.com/y7cw6nm5>), AUSPELD (<https://auspeld.org.au/2020/12/14/a-special-talking-literacy-conversation/>) and the Teacher Development Trust (e.g. <https://tdtrust.org/testing-is-key-to-long-term-learning/prof-kathy-rastle>). Frequent invitations to give keynotes at major education events, most recently at events hosted by UNESCO (<https://www.reseau-canope.fr/congres-international-les-sciences-cognitives-dans-la-salle-de-classe/intervenants1549.html#bandeauPtf>), the Dyslexia-SPELD foundation (<https://dsf.net.au/Professional-Learning/literacy-language-and-learning-conference-2019/>), and a workshop involving the Gates Foundation, World Bank, UNICEF and Save the Children (March, 2020).

Ongoing engagement with policy leads and MPs in parliament around language and literacy in schools; recently contributed to a Parliamentary Seminar on Literacy chaired by Suella Braverman MP (Education Select Committee) [https://www.eventbrite.co.uk/e/measuring-literacy-registration-27167123598#](https://www.eventbrite.co.uk/e/measuring-literacy-registration-27167123598).

**Media.** My work has featured in the *Times Education Supplement* (including the cover story and a four-page feature on June 15, 2018; <https://www.tes.com/magazine/article/ceasefire-reading-wars>), *Schools Week*, *Nursery World*, *SEN Magazine, Deans for Impact*, *APM Reports* and more general outlets (e.g. *Telegraph, Le Monde, Wall St Journal, Evening Standard*), and has drawn comment from senior education figures in the UK, USA and Australia, including the Minister for Schools Rt. Hon. Nick Gibb MP. I have talked about reading on Michael Rosen’s “Word of Mouth” and Radio 4’s “More or Less”, and my research has also featured on Sky One’s “Duck Quacks Don’t Echo”, BBC World News Impact Programme, BBC documentary “Growing Children”.

**Editorial Positions**

Editor in Chief

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

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

Guest Editor:

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

 Title ‘Current Issues in Morphological Processing’

Associate Editor:

 *Journal of Memory and Language,* 2015-2018

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

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

 *Language and Cognitive Processes,* 2002-2007

Editorial Boards:

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

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

 *Language, Cognition & Neuroscience,* since 2008

 *Perception and Psychophysics,* 2003-2008

 *Memory & Cognition,* 2005-2007

 *European Journal of Cognitive Psychology,* 2005-2009

**Postgraduate Students and Postdoctoral Lab Members**

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

**Other External Service**

School Governor, GLF Multi-Academy Trust (2013-2017)

* Lightwater Village School
* Hammond Community Junior School

External Examiner

* BSc Psychology, University of York, 2012-2016
* MRes Psychology, Warwick University, 2014-2015

External Departmental / Research Reviews

* Research Funding for Psychology (2018, report commissioned by ESRC)
* Chinese University of Hong Kong (2017)
* University of Bristol (2015)
* University of Central Lancashire (2013)
* University of Lancaster (2013)

Learned Society Roles

* Nominations Committee, Psychonomic Society, 2021-present
* Diversity Committee, Psychonomic Society, 2020-present
* Search Committee, Digital Content Editor, Psychonomic Society, 2019
* EPS Plan S working group, 2019
* Nominations Committee, Psychonomic Society 2016-2018, 2021

**Appendix A**

**Publications**

**Bibliometric Information**

* There are over 14,000 citations to my work according to Google Scholar (H=46).

###### Books

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

Brysbaert, M. & Rastle, K. (2012). Historical and Conceptual Issues in Psychology (Second

 Edition). Pearson Education. Harlow, UK. 632 pages.

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

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

###### Invited Book Chapters and Encyclopedia Entries

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

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

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

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

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

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

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

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

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

###### Editorials, Outreach and Other Material

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

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

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

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

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

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

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

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

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

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

Rastle, K & Tamminen, J. (2016). Do smells disturb sleep? Duck Quacks Don’t Echo, Sky One. <https://www.dropbox.com/s/3sfma0kcl5yjv1k/Duck%20Quacks%20Don%27t%20Echo%20%28720p%29.mp4?dl=0>

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

**Publications in Peer-Reviewed Journals**

Newbury, C., Crowley, R., Rastle, K. & Tamminen, J. (2022). Sleep deprivation and memory: Meta-analytic reviews of studies of sleep deprivation before and after learning. To appear in Psychological Bulletin. Data and analysis scripts available <https://osf.io/5gjvs/>.

Ulicheva, A., Coltheart, M., Grosseck, O. & Rastle, K. (2021). Are people consistent when reading nonwords aloud on different occasions. Psychonomic Bulletin & Review. https://doi.org/10.3758/s13423-021-01925-w. Stimuli, data, and analysis scripts available <https://osf.io/zhnsy/>.

Lee, C., Lally, C., & Rastle, K. (2021). Masked transposition priming effects are observed in Korean in the same-different task. *Quarterly Journal of Experimental Psychology*, 74, 1439-1450. Stimuli, data, and analysis scripts available <https://osf.io/9w2zm/>.

Dawson, N., Rastle K., & Ricketts, J. (2021). Finding the man amongst many: A developmental perspective on mechanisms of morphological decomposition. *Cognition*, 211, 104605.

Dawson, N., Rastle, K., & Ricketts, J. (2021). Bridging form and meaning: Support from derivational suffixes in word learning. *Journal of Research in Reading*, 44 ,27-50.

Rastle, K., Lally, C., Davis, M.H., & Taylor, J.S.H. (2021). The dramatic impact of explicit instruction on learning to read a new writing system. *Psychological Science*, 32, 471-484. Preprint and data available <https://osf.io/rtx5j/>.

Chang, Y.N., Taylor, J.S.H., Rastle, K., & Monaghan, P. (2020). The relationships between oral language and reading instruction: Evidence from a computational model of reading. *Cognitive Psychology*, 123, 101336. Simulations available <https://github.com/yaningchang/Chang_Taylor_Rastle_Monaghan_AWL_Paper_for_CP>

Ulicheva, A., Harvey, H., Aronoff, M. & Rastle, K. (2020). Skilled readers’ sensitivity to meaningful regularities in English writing. *Cognition*, 195, 103810. Data available on <https://osf.io/hac5j/>.

Tamminen, J., Newbury, C.R., Crowley, R., Vinals, L., Cevoli, B., & Rastle, K. (2020). Generalisation in language learning can withstand total sleep deprivation. *Neurobiology of Learning and Memory, 173*, 107274. Data available on <https://osf.io/2kyrd/>.

Ulicheva, A., Marelli, M. & Rastle K. (2020). Sensitivity to meaningful regularities acquired through experience. *Morphology*, 275-296. Data available on <https://osf.io/rbxpn/>.

Cevoli, B., Watkins, C.J. & Rastle, K. (2020). What is semantic diversity and why does it facilitate visual word recognition? *Behavior Research Methods*, 53, 247-263. Data available on <https://osf.io/7hxvu/>.

Lally, C., Taylor, JSH, Lee, CH, & Rastle, K. (2020). Shaping the precision of letter position by varying properties of a writing system. *Language, Cognition & Neuroscience*, 35, 374-382. Data available on <https://osf.io/g74vp/>

Taylor, JSH, Davis, MH, & Rastle, K. (2019). Mapping visual symbols onto spoken language along the ventral visual stream. *PNAS, 116,* 17723-17728. Data available on <https://osf.io/fxy7j/>  and <https://neurovault.org/collections/4882/>.

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

Rastle K., Lally, C., & Lee, C.H. (2019). No flexibility in letter position coding in Korean. *Journal of Experimental Psychology: Human Perception & Performance*, 45, 458-473. Data available on <https://osf.io/rez7d/>.

Yablonski, M., Rastle, K., Taylor, J.S.H. & Ben Shachar, M (2019). Structural properties of the ventral reading pathways are associated with morphological processing in adult English readers. *Cortex*, 116, 268-285.

Rastle, K. (2019). The place of morphology in learning to read in English.  *Cortex*, 116, 45-54.

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

*Since publication (June, 2018), this paper had been downloaded over 230,000 times. It has an Altmetric attention score placing it within top 50 of the 300k articles of its age in any field.*

*This paper received major coverage in the educational press, including the feature article position and cover story in the Times Education Supplement (*[*https://www.tes.com/news/tes-magazine/tes-magazine/ceasefire-reading-wars*](https://www.tes.com/news/tes-magazine/tes-magazine/ceasefire-reading-wars)*), the Times Education Supplement weekly podcast (*<https://www.tes.com/news/tes-podcast-football-grammar-expansion-and-reading-wars>), UKEdChat ([*https://ukedchat.com/2018/06/12/science-reading-improves-literacy/*](https://ukedchat.com/2018/06/12/science-reading-improves-literacy/)*), as well as paper and online media including Sydney Morning Herald (*[*https://www.smh.com.au/education/call-off-the-reading-wars-phonics-wins-study-20180612-p4zkx8.html*](https://www.smh.com.au/education/call-off-the-reading-wars-phonics-wins-study-20180612-p4zkx8.html)*), ABC News (*[*http://www.abc.net.au/news/2018-06-13/phonics-study-hopes-to-end-reading-wars-once-and-for-all/9863204*](http://www.abc.net.au/news/2018-06-13/phonics-study-hopes-to-end-reading-wars-once-and-for-all/9863204)*), Science Daily (*[*https://www.sciencedaily.com/releases/2018/06/180612185145.htm*](https://www.sciencedaily.com/releases/2018/06/180612185145.htm)*)*

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

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

Rastle, K. & Taylor, J.S.H. (2018). Print-sound regularities are more important than print-meaning regularities in the initial stages of learning to read. *Quarterly Journal of Experimental Psychology*, 71, 1501-1505.

Ktori, M., Mousikou, P., & Rastle, K. (2018). Cues to stress assignment in reading aloud. *Journal of Experimental Psychology: General, 147,* 36-61. Data available on <https://osf.io/5736m/>

Dawson, N., Rastle, K. & Ricketts, J. (2017). Morphological Effects in Visual Word Recognition: Children, Adolescents and Adults. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 44, 645-654. Data available on <https://osf.io/jubfs/?view_only=361e9da970424715a77280fc956265aa>

Taylor, J.S.H, Davis, M.H. & Rastle, K. (2017). Comparing and validating methods of reading instruction using behavioural and neural findings in an artificial orthography. *Journal of Experimental Psychology: General, 146,* 826-858. Data available on <https://osf.io/wfc8u/>

***Prize Winning Paper****: British Psychology Society Cognitive Section Prize (2018)*

*Press coverage on TES (*[*https://www.tes.com/news/school-news/breaking-news/phonics-leads-easier-more-accurate-reading-new-research-finds*](https://www.tes.com/news/school-news/breaking-news/phonics-leads-easier-more-accurate-reading-new-research-finds)*), Nursery World (*[*http://www.nurseryworld.co.uk/nursery-world/news/1160984/study-re-ignites-debate-about-use-of-phonics*](http://www.nurseryworld.co.uk/nursery-world/news/1160984/study-re-ignites-debate-about-use-of-phonics)*), Schools Week (*[*http://schoolsweek.co.uk/phonics-boosts-reading-accuracy-study-finds/*](http://schoolsweek.co.uk/phonics-boosts-reading-accuracy-study-finds/)*), SEN Magazine and other outlets*

Chang, Y.N., Taylor, J.S.H., Rastle, K. & Monaghan, P. (2017). Exploring the relations between oral language and reading instruction in a computational model of reading. Proceedings of the 39th Annual Conference of the Cognitive Science Society, p 1740-1745.

Croot, K., Lalas, G., Biederman, B., Rastle, K., Jones, K., & Cholin, J. (2017). Syllable frequency effects in immediate but not delayed syllable naming in English. *Language Cognition & Neuroscience*, 32, 1119-1132.

Mousikou P., Sadat, J., Lucas, R., & Rastle K. (2017). Moving beyond the monosyllable in models of skilled reading: mega-study of disyllabic nonword reading.  *Journal of Memory & Language, 93*, 169-192. Data available on [https://www.sciencedirect.com/science/article/pii/S0749596X16301012 - s0200](https://www.sciencedirect.com/science/article/pii/S0749596X16301012#s0200)

Crepaldi, D., Hemsworth, L, Davis, C. & Rastle K. (2016). Masked suffix priming and morpheme positional constraints. *Quarterly Journal of Experimental Psychology, 69*, 113-128.

Tamminen, J., Rastle, K., Darby, J., Lucas, R., & Williamson, V.J. (2017). The impact of music on learning and consolidation of novel words.  *Memory, 25*, 107-121.

Ktori, M., Tree, J., Mousikou, P., Coltheart, M. & Rastle, K. (2016). Prefixes repel stress in reading aloud: evidence from surface dyslexia. Cortex, 74, 191-205.

Mousikou, P & Rastle, K (2015). Lexical frequency effects on articulation: A comparison of picture naming and reading aloud. *Frontiers in Psychology, 6*, 1571, p. 1-9

Hawkins, E.A. & Rastle, K. (2016). How does the provision of semantic information influence the lexicalization of new spoken words? *Quarterly Journal of Experimental Psychology*, 69, 1322-1339.

###### Tamminen, J., Davis, M.H., & Rastle, K. (2015). From specific examples to general knowledge in language learning. *Cognitive Psychology, 79*, 1-39.

*Press coverage on Telegraph* (<http://www.telegraph.co.uk/education/educationnews/11544701/Getting-enough-sleep-is-key-to-exam-success-research-says.html>) , *The Conversation* (<http://theconversation.com/learning-a-language-sleep-on-it-and-youll-get-the-grammar-40605>)

Rastle, K., Lavric, A., Elchlepp, H. & Crepaldi, D. (2015).  Processing differences across regular and irregular inflections revealed through ERPs.  *J. Experimental Psychology: Human Perception and Performance, 41,* 747-760.

Lee, C.H., Kwon, Y., Kim, K., & Rastle, K. (2015). Syllable transposition effects in Korean word recognition. *Journal of Psycholinguistic Research, 44*, 309-315.

Mousikou, B., Rastle, K., Besner, D., & Coltheart, M. (2015). The locus of serial processing in reading aloud: Orthography-to-phonology computation or speech planning? *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 41, 1076-1099.

Hawkins, E., Astle, D., & Rastle, K. (2015). Semantic advantage for learning new phonological form representations. *Journal of Cognitive Neuroscience, 27,* 775-786.

Mousikou, B., Roon, K., & Rastle, K. (2015). Masked primes activate feature representations in reading aloud. *Journal of Experimental Psychology: Learning, Memory & Cognition, 41,* 636-649.

Taylor, J., Rastle, K. & Davis, M.H. (2014). Interpreting response time effects in functional imaging studies. *Neuroimage*, *99*, 419-433.

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

Selected recent invited research seminars at e.g.

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

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

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

**Appendix B**

**Research Funding**

ESRC (2022-2025), £542,894 (80% fec)

Role: PI

“Sensitivity to meaningful morphological information acquired through reading experience”

ESRC (2021-2023), £237,436 (80% fec)

Role: CI

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

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

Role: PI

“Psychological influences on spelling and spelling change”

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

Global Research Network Programme

Role: Foreign Investigator

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

ESRC Research Grant (2017-2020), £532,064 (80% fec)

Role: Principal Investigator

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

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

Role: Mentor

In support of Dr Anastasia Ulicheva

“Constructing a theory of phonotactic processing during speaking”

ESRC Future Research Leaders (2017-2019), £229,916

Role: Mentor

In support of Dr Anastasia Ulicheva

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

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

Role: Supervisor

In support of Miss Clare Lally

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

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

Role: Principal Investigator

“Acoustic determinants of stress in speech perception”

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

Global Research Network Programme

Role: Foreign Investigator

“Is orthographic coding universal? Studies of word recognition

in Korean and in artificial writing systems”

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

Role: Principal Investigator

“The acquisition of print-to-meaning links in reading: an investigation

using novel writing systems”

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

Role: Mentor

In Support of Dr. Jakke Tamminen

“Transforming specific memories into general knowledge during sleep”

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

Role: Principal Investigator

“Moving beyond the monosyllable in models of skilled reading”

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

Role: Mentor

In Support of Dr. Betty Mousikou

“Toward a comprehensive theory of speech production”

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

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

 & C. Mulatti (Italy)

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

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

Role: Mentor

In support of Dr. Samantha McCormick

“Mechanisms underlying orthographic word learning”

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

Role: Principal Investigator

“Using a word learning paradigm to investigate three forms of

generalization in the acquisition of lexical knowledge”

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

Role: Principal Investigator

“Investigating orthographic effects on speech perception and speech

production using a word learning approach”

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

Role: Principal Investigator

“Megastudy of English Lexical Decision”

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

Role: Principal Investigator

“Why ‘witless’ is not ‘lesswit’: The representation of morpheme position

in visual word recognition”

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

Role: Mentor

In support of Dr. Davide Crepaldi

“Towards a computational model of morphological processing”

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

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

“Route emphasis in morphological processing”

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

Role: Principal Investigator

“Learning morphemes: Insights from skilled readers”

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

Role: Principal Investigator

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

Evaluation: Outstanding

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

Role: Principal Investigator

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

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

Role: Principal Investigator

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

Role: Supervisor

In support of Mrs. Samantha McCormick

“Testing two theories of morpho-orthographic segmentation”

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

Role: Principal Investigator

“Developing a new technique for studying the speech perception – speech

production relationship”

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

Role: Principal Investigator

“Towards a theory of morphological decomposition in early visual

word recognition”

Evaluation: Outstanding

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

Role: Principal Investigator

“In search of the syllabary: Does syllable frequency influence syllable

coarticulation?”

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

Role: Host

In support of Dr. Karen Croot

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

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

Role: Principal Investigator

“Speech: a cross-disciplinary study”

Royal Society Travel Grant (2002), £693

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

“The perception and production of timing in speaking”

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

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

Resigned in 2002 because of my move to RHUL

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

“The time course of orthographic, semantic, and morphological activation

in English word reading”

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

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

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

**Appendix C**

**Research Impacts**

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

**Policy Documents / Guidance**

Right to Read (Ontario Human Right Commission)

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

Ending Learning Poverty (World Bank)

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

Introduction of Phonics Check (Australia)

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

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

Inquiry into the status of the teaching profession (Australia)

<https://www.readkong.com/page/dyslexia-victoria-support-8068265>

Inquiry into Literacy Teaching in Tasmania (Australia)

<https://www.utas.edu.au/__data/assets/pdf_file/0007/1350943/4-Literacy-Review-Synthesis-Report_web.pdf>

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

<https://www.aitsl.edu.au/docs/default-source/initial-teacher-education-resources/reading-instruction/sample-initial-teacher-education-program-outlines-reading-instruction.pdf?sfvrsn=6c65d73c_2>

Mass Literacy (State of Massachusetts)

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

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

Secondary Literacy Guidance (Educational Endowment Foundation, UK)

<https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf>

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

<https://cdn.literacytrust.org.uk/media/documents/Language_unlocks_reading.pdf>

Scottish Parliament Inquiry on Reading Instruction (UK)

<https://www.parliament.scot/S5_Education/Meeting%20Papers/20191030PublicPapersAmended.pdf>

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

<https://ukla.org/downloads/EYFS_Reforms_Consultation_-_UKLA_Response_Final.pdf>

Cambridgeshire Dyslexia Guidance

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

**Educational Publishers and Industry Providers**

Learners Edge (USA)

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

Lexia Learning (USA)

<https://www.lexialearning.com/blog/got-literacy-if-not-then-turn-science-help>

<https://www.lexialearning.com/resources/white-papers/trust-science-reading-inform-instruction>

Reading Rockets (USA)

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

ABOUND (multimedia publisher; USA)

<https://aboundparenting.com/letters-sounds/>

Speech Sounds Pics (Australia)

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

Piper Books (UK)

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

Pearson (UK)

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

MultiLit (Australia)

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

Scholastic (UK)

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

Illuminate Education (USA)

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

**Literacy Charities and Advocacy Groups**

United Educators for Housing and Literacy (USA)

<https://uehl.org/literacy>

RIF (Reading is Fundamental; USA)

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

Decoding Dyslexia (USA)

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

Moms Rising (over 1 million members)

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

Dyslexia Victoria Support (Australia)

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

International Dyslexia Association (UK)
<https://dyslexiaida.org/where-does-having-a-heart-for-dyslexia-intervention-advocacy-start/>

Specific Learning Difficulties South Australia

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

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

Centre for Literacy in Primary Education (UK)

<https://www.kingsnorth.kent.sch.uk/_site/data/files/documents/english%20hub/8EFC789A162E201D151251A878DD9D67.pdf>

Lit – The Literacy Group (USA)

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

Move Learning Forward (USA)

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

English & Media Centre (UK; calls my work “the most significant metaresearch on reading”

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

Deans for Impact (USA)

<https://deansforimpact.org/wp-content/uploads/2017/01/The_Science_of_Early_Learning.pdf>

Lit (USA) – my research featured on their homepage

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

Collaborative Classroom (USA)

<https://www.collaborativeclassroom.org/wp-content/uploads/2019/09/MKT4419_The-Settled-Science-of-Teaching-Reading_whitepaper_final_REV.pdf>

Thomas B. Fordham Institute (USA)

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

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

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

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

Little Learners Love Literacy (Australia)

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

Thinking Reading (UK)

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

Research ED (UK)

<https://researched.org.uk/sessions/megan-dixon/>

Educational Endowment Foundation (UK)

<https://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf>

General Teaching Council for Scotland (UK)

<https://www.gtcs.org.uk/News/teaching-scotland/76-the-science-of-reading.aspx>

**School Curriculum Plans**

St Gabriel’s CofE Primary School (UK)

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

Eastfield Primary School (UK)

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

Rainbow Education Multi-Academy Trust (UK)

<http://rainboweducationmat.co.uk/>
A multi-academy trust of six schools in Liverpool and Lancashire; all school websites cite my work.

Shoreside Primary School (UK)

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

Garston Priming School (UK)

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

St John’s Church of England Academy (UK)

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

Grove Primary School (UK)

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

Croxteth Community Primary School (UK)

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

Sharpness Primary School (UK)

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

Heygreen Primary School (UK)

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

**Clinical and Educational Services**

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

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

English Clinic (Australia)

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

**Practitioner Blogs**

Thinking about Teaching (Australia)

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

Miss North’s Resource Room (USA)

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

Spelfabet (Australia)

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

John Bald (UK)

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

Pedro de Bruyckere (Netherlands)

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

Sarah Peden (Canada)

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

Jodie Watson (Australia)

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

Emina McLean (Australia)

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

Ian Hajnosz (UK)

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

**Media (substantive articles)**

APM Reports (USA)

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

Psychology Today (USA)

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

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