### **UKLA Wiley Research in Literacy Award Past winners**

**2024**

**Literacy**

[The literacies-as-events in the day of a life of an octogenarian: literacies of thriving as habits of a lifetime and (im)materially constituted](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fonlinelibrary.wiley.com%2Fdoi%2F10.1111%2Flit.12342&data=05%7C02%7CF.L.Maine%40exeter.ac.uk%7Cf8df232c200042892c0708dc11f8c7bb%7C912a5d77fb984eeeaf321334d8f04a53%7C0%7C0%7C638405007410345557%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=KLzyuGMoDG6avRuXNXW6SY8zoXnuDhApZ4DkriZfnqs%3D&reserved=0) by Rachel Heydon and Roz Stooke, Vol 57(3)

**Journal for Research in Reading (JRR)**

[*Reading motivation, well-being and reading achievement in second grade students*](https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-9817.12414) (Vered Vaknin-Nusbaum and Elizabeth D. Tuckwiller) Vol 46(1)

**2023**

**Literacy**

*Using young adult fiction to interrogate raciolinguistic ideologies in schools –* Ian Cushing and Anthony Carter. Published in Vol 56(2) pp106-119

**Journal for Research in Reading (JRR)**

*Dialect, density, language abilities and emergent literacy skills of prekindergarten children who speak African American English* Erika Baldwin, John Heilmann, Denise Finneran, Chi C. Cho, & Maura Moyle. Published in Vol 45(4) pp.567-586

**2022**

**Literacy**

Jungyoung Park and Zhihui Fang *Voice in adolescents’ informational writing.* Volume 55 Number 3, 2021, pp.172-180

**Journal of Research in Reading (JRR)**

Amy C. Crosson, Margaret G. McKeown, Puiwa Lei, Hui Zhao, Xinyue Li, Kelly Patrick, Kathleen Brown, Yaqi Shenelma. *Morphological analysis skill and academic vocabulary knowledge are malleable through intervention and may contribute to reading comprehension for multilingual adolescents. Volume 44, Issue 1, 2021, pp 154–174.*

**2021**

**Literacy**

Tessa Daffern and Noella Maree Mackenzie. *A case study on the challenges of learning and teaching English spelling: insights from eight Australian students and their teachers*. Volume 54, Number 3, September 2020.

**Journal of Research in Reading (JRR)**

Selma Babayigit and Lauren Shapiro *Component skills that underpin listening comprehension and reading comprehension in learners with English as first and additional language*. Volume 43, Issue 1, 2020, pp 78–97.

**2020**

**Literacy**

Candice Satchwell, *Collaborative writing with young people with disabilities: raising new questions of authorship and agency*, Vol 53. Issue 2, pages 77- 85.

**2019**

**Literacy**

Bobbie Kabuto, Family Narratives of Biliteracy Vol 52:3

**Journal of Research in Reading (JRR)**

Nouwens, S., Groen, M. A., Kleemans, T., and Verhoeven, L.

**2018**

**Literacy:**

Ellis, Sue and Smith, Vivienne. *Assessment, teacher education and the emergence of professional expertise.* (Vol 51, Number 2)

**Journal of Research in Reading (JRR)**

Frauke Meyer, Kane Meissel and Stuart McNaughton: *Patterns of literacy learning in German primary schools over the summer and the influence of home literacy practices (*Vol 40 Number 3: 233-253)

**2017**

Bailey, Chris, *Free the Sheep: improvised song and performance in and around a minecraft community* (Vol. 50, No. 2)

**2016**

**Journal of Research in Reading (JRR)**

Duff, Fiona., Mengoni, Silvana E., Bailey, Alison M. and Snowling, Margaret J. (2015) *Validity and Sensitivity of the Phonics Screening Check: Implications for Practice.* 38(2), pp. 109-123

**Literacy**

Wiltse, Lynne. (2015) *Not just ‘sunny days’: Aboriginal students connect out-of-school literacy resources with school literacy practices*. 49(2), pp. 60-68

**2015**

**Journal of Research in Reading (JRR)**
There was no award for the Journal of Research in reading this year.

**Literacy**
Jones, S. (2014) *How people read and write and they don’t even notice”: everyday lives and literacies on a midlands council estate.* Literacy, Vol.48 (2)

Highly Commended: Hanke,V. (2014) *Guided reading: young pupils’ perspectives on classroom practice.* Literacy,Vol.48 (3)

**2014**

**Journal of Research in Reading (JRR)**
Yvonne Griffiths and Morag Stuart (2013) *Reviewing evidence-based practice for pupils with dyslexia and literacy difficulties,* Journal of Research in Reading Vol 36 (1) 96-116

**Literacy**
Janet Maybin (2013) W*hat counts as reading? PIRLS, EastEnders and The Man on the Flying Trapeze.* Literacy 47 (2): 59-66

**2013**

**Journal of Research in Reading**
Bianco, M., Pellenq, C., Lambert, E., Bressoux, P., Lima, L., & Doyen, A.-L. (2012). Impact of early code-skill and oral-comprehension training on reading achievement in first grade. *Journal of Research in Reading,* 35 (4) 427-455.

**Literacy**
Lawson, H., Layton,L., Goldbart, J., Lacey,P., Miller,C. 2012. Conceptualisations of literacy and literacy practices for children with severe learning difficulties. Literacy 46(2): 101-8.

**2012**

**Journal of Research in Reading**
Melby-Lervag, M., Lervag, A., *Cross-linguistic transfer of oral language, decoding, phonological awareness and reading comprehensive: a meta-analysis of the correlational evidence*. Vol 34:1

**Literacy**
Moss, G., *Policy and the search for explanantions for the gender gap in literacy attainment.* Vol 45:3

**2011**

**Journal of Research in Reading**
Wing-Yin Chow, B., McBride-Chang,C., Cheung,H., *Parent-child reading in English as a second language: Effects on language and literacy development of Chinese Kindergarteners* Vol 33:3 pp 284-301

**Literacy**
Hall, C. & Thomson, P. *Grounded Literacies: the power of listening to, telling and performing community stories* Vol 44:2 pp 69-75.

Highly commended: Cliff Hodges, G.: ‘Reasons for reading : why literature matters’ Vol 44 no 2

**2010**

**Journal of Research in Reading**
Deacon, S. Hélène; Wade-Woolley, Lesly; Kirby, John R.*.Flexibility in young second-language learners: examining the language specificity of orthographic processing.* Vol. 32 (2) pp 215-229

**Literacy**
Clare Dowdall: *Impressions, improvisations and compositions: reframing children’s text production in social network sites****.*** Vol 43,2 pp. 91-99

**2009**

**Journal of Research in Reading**
Kendeou,P., Bohn-Gettler, C. White, M.J. & van den Broek, P. (2008) *Children’s inference generation across different media. Journal of Research in Reading,* Vol 31 (3) pp 259-272.

Highly commended: Mangen, A. (2008) *Hypertext fiction reading: haptics and immersion Journal of Research in Reading,* Vol 31, (4) pp 404-419.

**Literacy**
Cremin, T. Mottram, M., Collins, F., Powell, S. & Safford, K. (2009) *Teachers as readers: Building communities*

**2008**

**Journal of Research in Reading**
Kate Cain *Deriving word meanings from context: does explanation facilitate contextual analysis?* Vol 30:4 pp 347-378

Highly commended: Binder, K., Chace, K. H. & Manning, M. C. *Sentential and discourse context effects: adults who are learning to read compared with skilled readers* Vol30:4 pp 379-393

**Literacy**
Lynda Graham *Teachers are digikids too: the digital histories and digital lives of young teachers in English primary schools.* Literacy 42:1 pp10-18

Highly Commended: Naomi Flynn What do effective teachers of literacy do? Subject knowledge and pedagogical choices for literacy. Literacy 41:3 pp 137-146