Publications by Margaret M Clark OBE 2014 – March 2020 Margaret.clark@newman.ac.uk

Books:


2017a Reading the Evidence: Synthetic phonics and literacy learning. (editor and contributor) Birmingham: Glendale Education. (self-published) Ebook downloadable from Amazon.co.uk and paperback. (This has six additional contributors from UK and Australia).


2018a The Teaching of Initial Literacy: Policies, evidence and ideology (editor and contributor). Birmingham: Glendale Education.(self-published). Ebook and paperback from Amazon.co.uk. (This has twelve additional contributors from USA, Australia, The Republic of Ireland, Northern Ireland and UK).


Journal Articles

Primary First


Education Journal: A series of articles was published from 2013, an edited version of these is in Clark 2014b, updated in 2016. Articles on Baseline Assessment were reprinted in a Special Issue of the Education Journal in 2018 and on literacy in 2019. NB Both Special Issues can be read and downloaded from the same site as the independent survey report https://newman.ac.uk/knowledge-base/the-phonics-screening-check-2012-2017.


___ ‘Australia plans to adopt the Year 1 Phonics Screening Check from England and recommend synthetic phonics as the method of teaching: why?’ *Education Journal* Issue 313: 24-25.


‘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

‘How justified is it to dominate government policy on early literacy with synthetic phonics and the

‘A knowledge-base from which to debate central government’s domination of literacy policy and

‘Reception Baseline Assessment’ Education Journal Special Issue No. 1 24 October. (Reprint of six

2019a ‘Literacy policy, synthetic phonics and the Phonics Screening Check Education Journal Special
Issue 379. Up to date introduction and reprint of articles marked with an asterisk. Available on


2020 ‘The future of early reading courses in initial teacher education institutions in England: Who

Education Journal Review

2018 ‘What determines literacy policies: evidence or ideology? The power of politicians over policy and

‘The progress in international reading literacy study PIRLS 2016: a cautionary tale’. Education
Journal Review Vol.25 (2) 76-83. *

Improving Schools

2016 ‘Learning to be Literate: insights from research for policy and practice’. Improving Schools Vol
19(2): 129-140.

Reclaiming Schools

2016 ‘Flawed Arguments for Phonics’ in The Measurement of Learning: how tests are damaging children
and primary education Reclaiming Schools London: NUT Nov. 2016.download from
www.reclaimingschools.org.

Forum

483-493.

187-199.
Literacy Today


Chapter in Book 2017 ‘Synthetic phonics and the phonics check’ pages 88-90 in Beyond the exam factory: alternatives to high-stakes testing. Published by More than a Score based on a seminar at Oxford in March 2017. See www.morethanascore.co.uk

NB My published evidence on synthetic phonics and the Phonics Screening Check up to 2014 was summarised in Clark 2014 Learning to be Literate which won the UKLA Academic Book Award. Updated to 2015 in the revised edition Clark 2016 it was published by Routledge. Therefore, only the more recent articles are listed here and the two edited books with international contributors published in 2017 and 2018.

In a Special Issue of the Education Journal in 2019 the key recent articles are reprinted.


We have recently completed an independent survey of the literacy content of courses in England for initial teacher education for primary teachers. The evidence from the survey completed by 38 professionals is currently being analysed and from interviews of ten of those who completed the survey. An article on the current government position on synthetic phonics and its effect on early reading courses in institutions providing initial teacher education in England was published both in Literacy Today and the Education Journal in March 2020. My summary of the recent consultation document’s requirements with regard to early reading courses from Ofsted published in January 2020 is available on the UKLA website for members. The consultation was published shortly after we completed our survey. Comments can be sent until April 3 and it will be implemented by Ofsted in September 2020.

Margaret M Clark March 2020