

**Taking a developmental approach to Emerging Literacy
Practice Guidance – Background Research Articles: July 2017**

Alloway, T. P., Gathercole, S. E., Adams, A. M., Willis, C., Eaglen, R., & Lamont, E. (2005). Working memory and phonological awareness as predictors of progress towards early learning goals at school entry. *British Journal of Developmental Psychology*, 23(3), 417-426.

Bowyer-Crane, C., Snowling, M. J., Duff, F. J., Fieldsend, E., Carroll, J. M., Miles, J., ... & Hulme, C. (2008). Improving early language and literacy skills: Differential effects of an oral language versus a phonology with reading intervention. *Journal of Child Psychology and Psychiatry*, 49(4), 422-432.

Cameron, C. E., Brock, L. L., Murrah, W. M., Bell, L. H., Worzalla, S. L., Grissmer, D., & Morrison, F. J. (2012). Fine motor skills and executive function both contribute to kindergarten achievement. *Child development*, 83(4), 1229-1244.

Carson, K.L., Gillon, G.T. & Boustead, T.M. (2013). Classroom phonological awareness instruction and literacy outcomes in the first year of school. *Language, Speech and Hearing Services in Schools*, 44, 147-160.

Daly, C. J., Kelley, G. T., & Krauss, A. (2003). Relationship between visual-motor integration and handwriting skills of children in kindergarten: A modified replication study. *American journal of occupational therapy*, 57(4), 459-462.

Elliott, E. M., & Olliff, C. B. (2008). Developmentally appropriate emergent literacy activities for young children: Adapting the early literacy and learning model. *Early Childhood Education Journal*, 35(6), 551-556.

Elliott, E. M., & Olliff, C. B. (2008). Developmentally appropriate emergent literacy activities for young children: Adapting the early literacy and learning model. *Early Childhood Education Journal*, 35(6), 551-556.

Grissmer, D., Grimm, K. J., Aiyer, S. M., Murrah, W. M., & Steele, J. S. (2010). Fine motor skills and early comprehension of the world: two new school readiness indicators. *Developmental psychology*, 46(5), 1008.

Shapiro, L. R., & Solity, J. (2008). Delivering phonological and phonics training within whole-class teaching. *British Journal of Educational Psychology*, 78(4), 597-620.

Shapiro, L. R., Hurry, J., Masterson, J., Wydell, T. N., & Doctor, E. (2009). Classroom implications of recent research into literacy development: from predictors to assessment. *Dyslexia*, 15(1), 1-22.

Spira, E. G., Bracken, S. S., & Fischel, J. E. (2005). Predicting improvement after first-grade reading difficulties: The effects of oral language, emergent literacy, and behavior skills. *Developmental psychology*, 41(1), 225-234.

Storch, S. A., & Whitehurst, G. J. (2002). Oral language and code-related precursors to reading: evidence from a longitudinal structural model. *Developmental psychology*, 38(6), 934.

Suggate, S. (2016). A meta-analysis of the long-term effects of phonemic awareness, phonics, fluency, and reading comprehension interventions. *Journal of Learning Disabilities*, 49, 77-96.