



Working Together 2018:

The interplay between vocabulary and reading in children and adolescents

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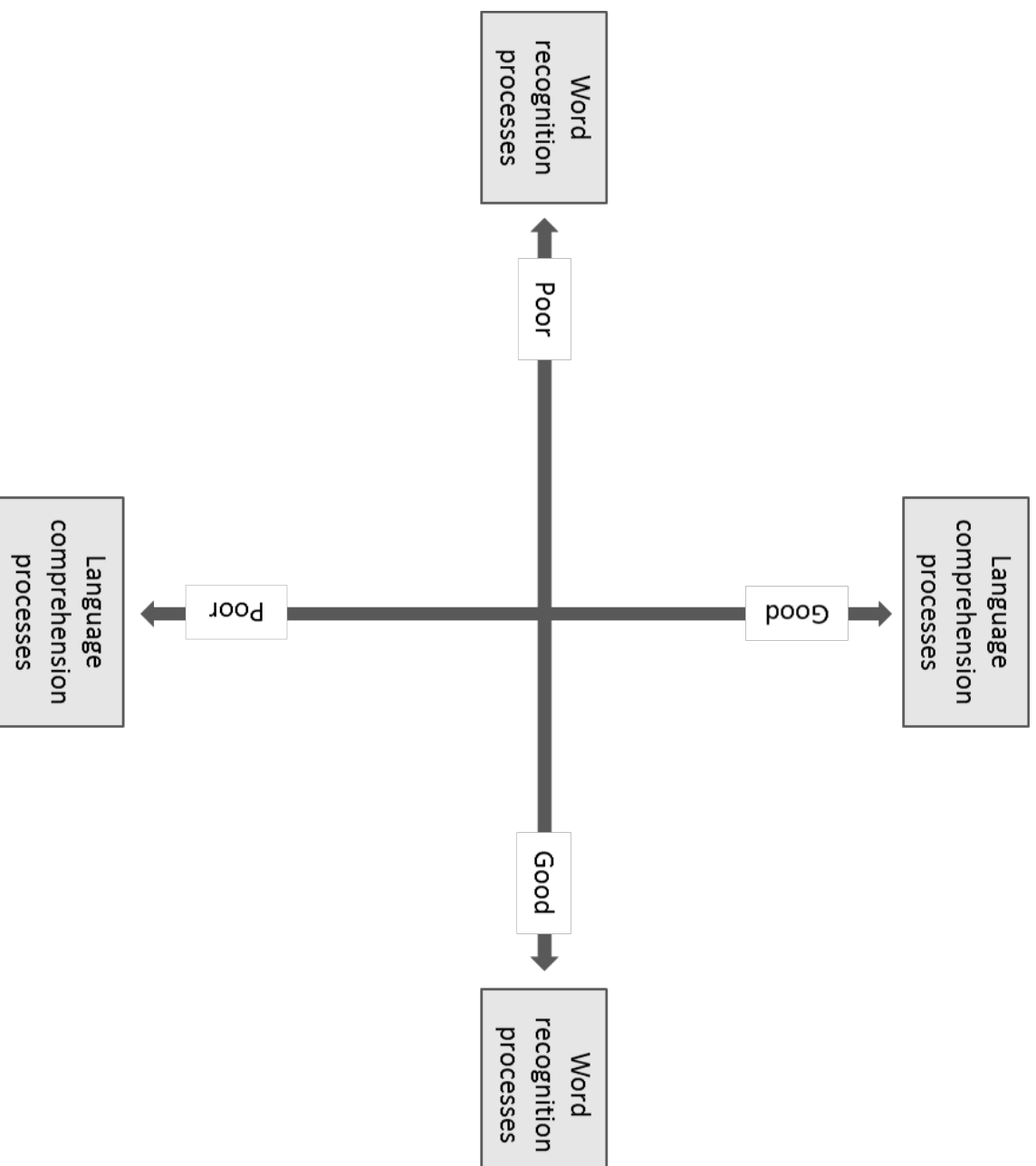


Jessie Ricketts
[@ricketts_lara](#)



**ROYAL
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What underpins reading success?



Simple View of Reading (Gough & Tunmer, 1986)

What underpins reading success?

Background knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language structures
syntax, semantics, etc.

Verbal reasoning
inference, metaphor, etc.

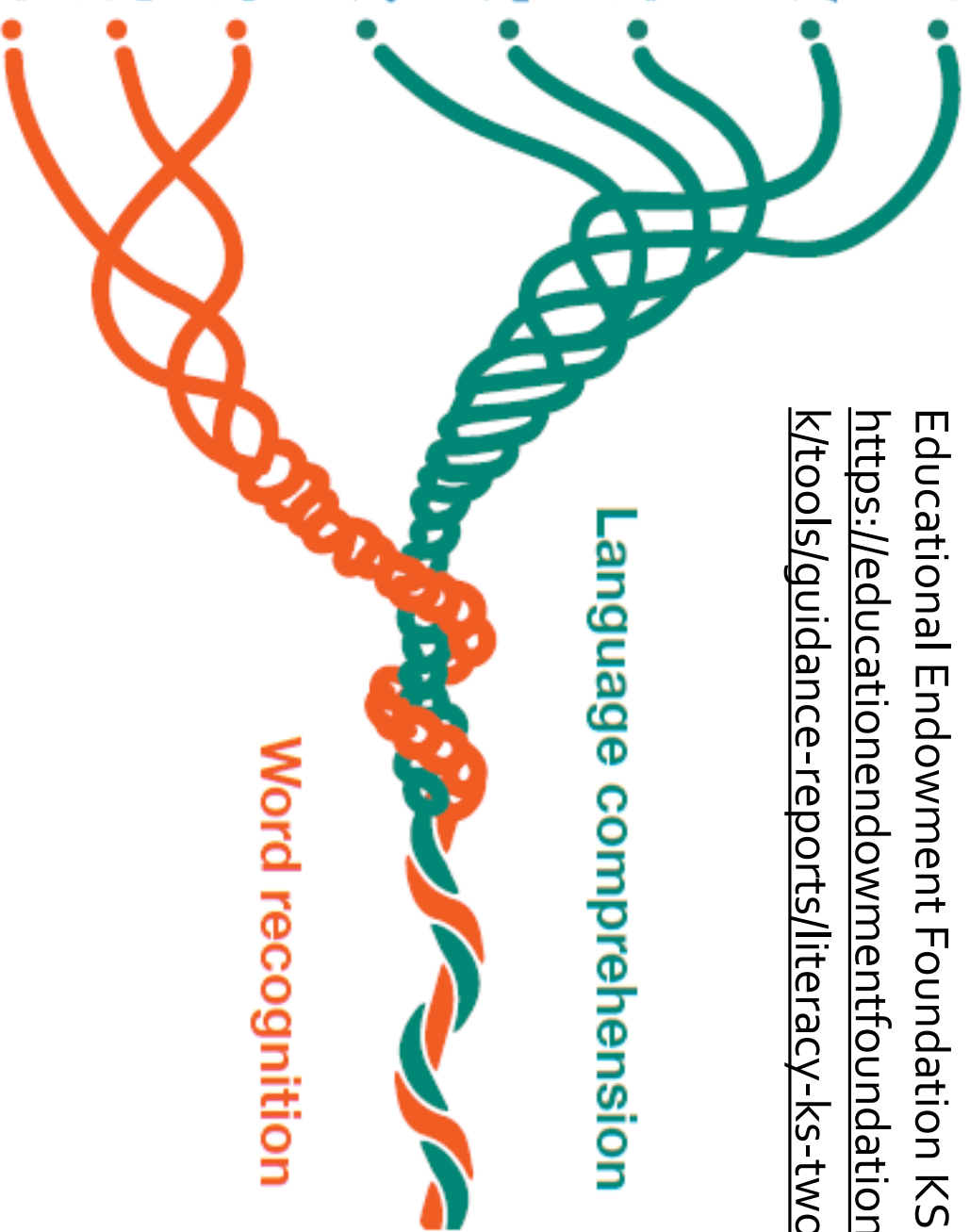
Literacy knowledge
print concepts, genres, etc.

Sight recognition
of familiar words.

Decoding
alphabetic principle,
spelling-sound correspondences.

Phonological awareness
syllables, phonemes, etc.

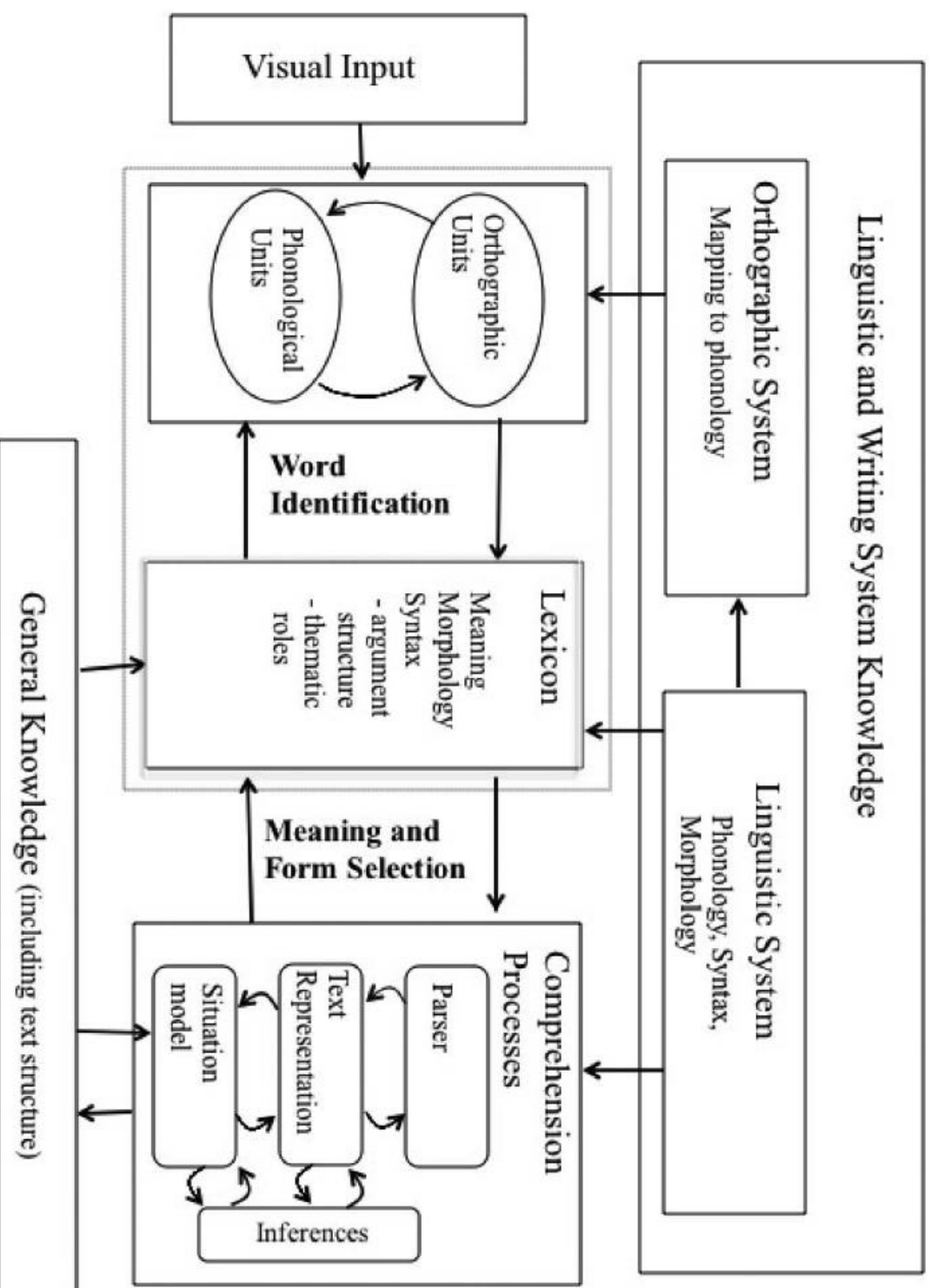
Educational Endowment Foundation KS2:
<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-two/>



Word recognition

Language comprehension

What underpins reading success?



Vocabulary and Reading: Reciprocity

- Vocabulary knowledge is important



- Vocabulary (and spoken language more broadly) and foundational reading skills increasingly downplayed in curriculum from upper primary (KS2)
 - Accessing the curriculum
 - Expectations of independence: 'reading to learn'
 - Exam performance

Plan for today

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- Vocabulary and Reading in Secondary Schools (VaRISS) project
 - Adolescence: Early secondary (KS3)
 - Vocabulary and reading development
 - Relationship between vocabulary and reading



- Reading and Vocabulary (RAV) project – just beginning...
 - Transition from primary to secondary (KS2 → KS3)
 - How does reading impact on vocabulary?



The VaRiSS project

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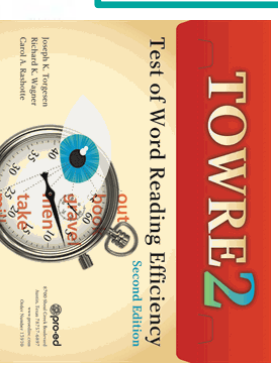
Phase 1	Phase 2	Phase 3
12.01 yrs (.33)	13.07 yrs (.34)	14.01 yrs (.33)
N = 208	N = 195	N = 186
48.6% girls	49.7% girls	48.4%

Measures:

- Oral vocabulary
- Word reading
- Reading comprehension



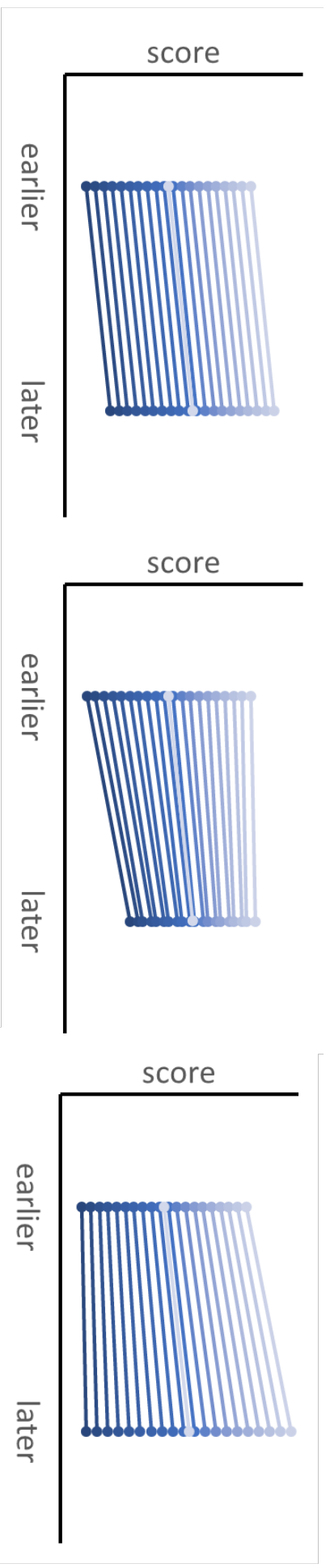
pump, chicken
cough, cello
delk, seldent



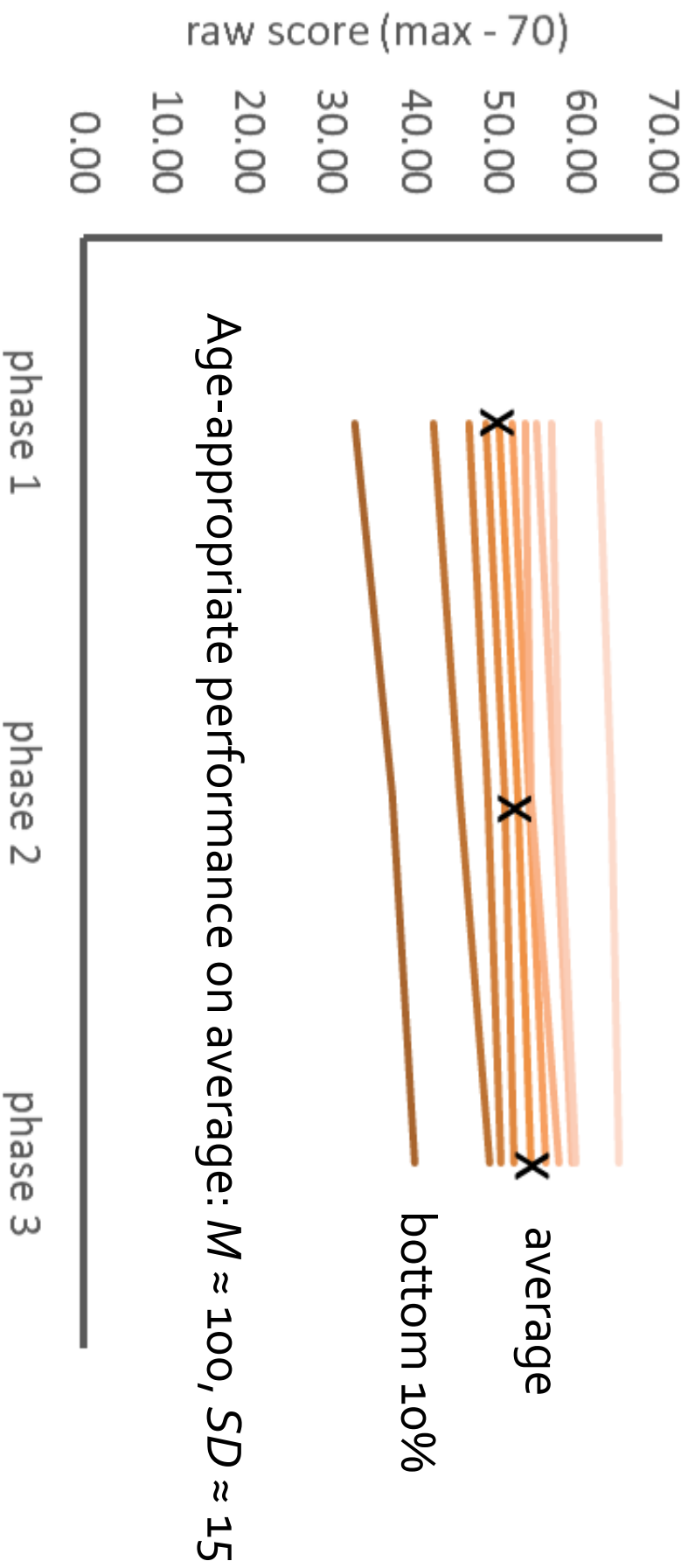
what does summer mean?

Development: three separable processes

- First longitudinal study tracking progress within adolescence
- Growth: Is there progress over time?
- Stability (Bornstein et al., 2014; 2016): Does pecking order stay the same over time?
- Spread: Is there evidence for Matthew effects (Pfost et al., 2014; Stanovich, 1986)? Compensation?

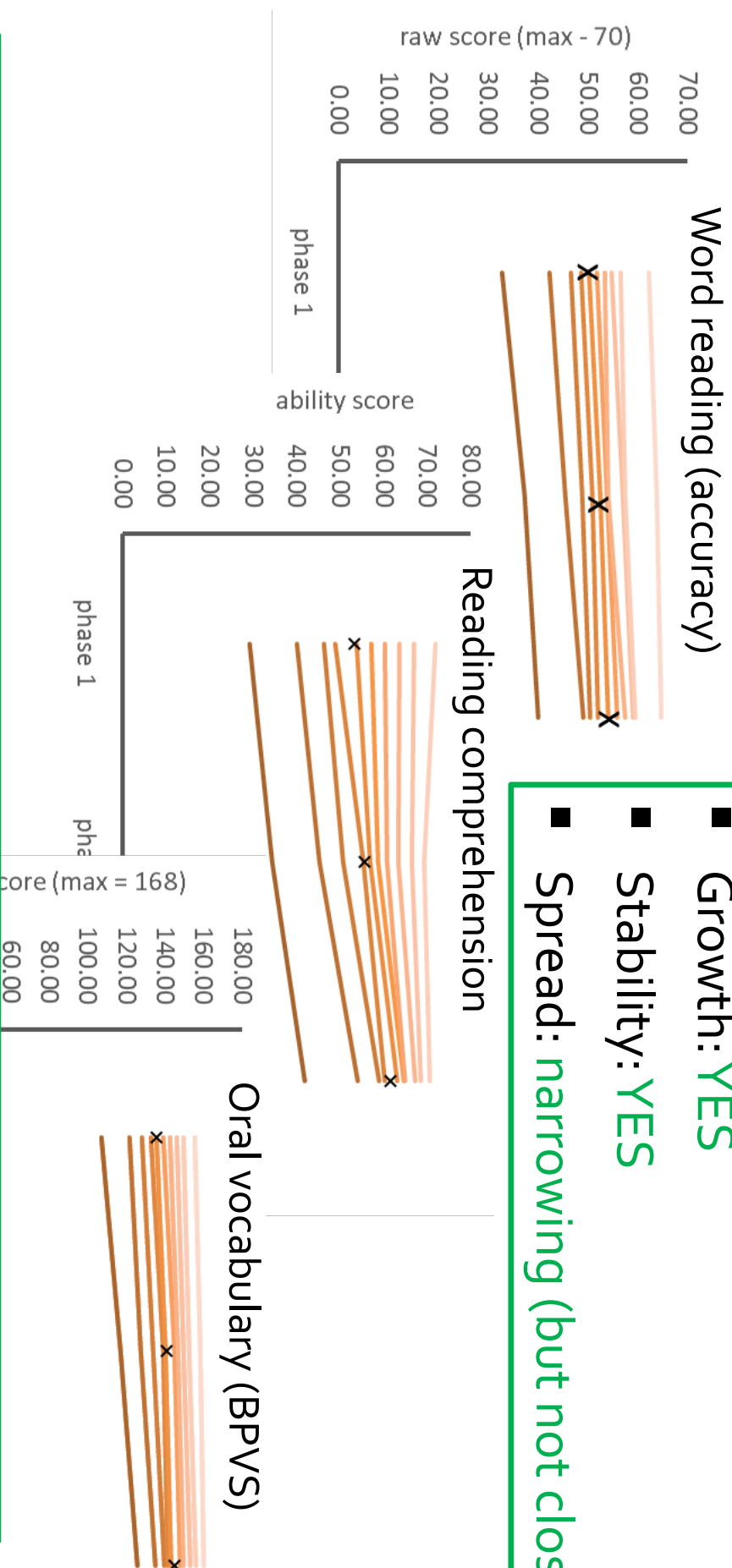


Word reading (accuracy)



- Significant growth (small but functionally relevant?)
- Very high stability
- Gap narrows
- Same pattern for reading comprehension and vocabulary

Development and change



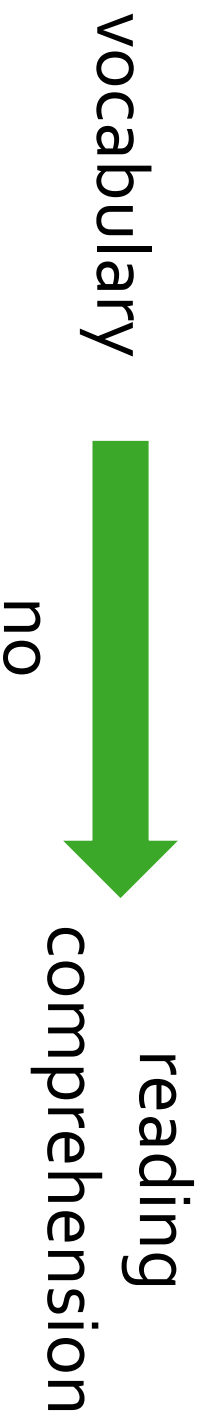
- Poorest performing 10-20%:
 - not exceeding levels of the average 9 year old (but 12 – 14 years)
 - can't assume they can access the curriculum, will constrain outcomes

Relationship between vocabulary and reading



- Do we see reciprocal relationships between vocabulary and reading comprehension in adolescence?
- Childhood (Verhoeven et al., 2011 but see Quinn et al., 2015)
- Only one study in adolescence (Reynolds & Turek, 2012)
 - Vocabulary → reading comprehension

Relationship between vocabulary and reading



Oral vocabulary and reading
comprehension and
indistinguishable

vocabulary
reading
comprehension

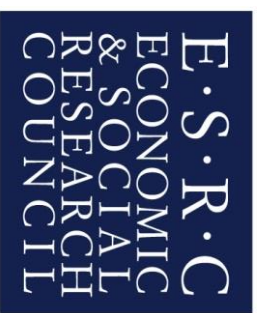
Summary

- Poorest performing 10-20%:
 - not exceeding levels of the average 9 year old (but 12 – 14 years)
 - can't assume they can access the curriculum, will constrain outcomes
- Significant growth (but commensurate with test norms)
 - small in real terms but may be functionally important
 - clearly learning new information (e.g. subject-specific vocab)
- High stability: rank order also preserved
- Evidence of compensation: narrowing of gaps (but not closing)
- Vocabulary and reading comprehension inextricably linked

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The RAV project

- Oxford Language Report (2018): teacher views
 - Vocabulary is a barrier for many
 - Word gap is increasing
 - We need more support, especially in upper primary and secondary
 - Resonates with last year's workshop
- How can reading support vocabulary learning?
 - Written text contains a richer and more varied vocabulary than oral language
 - Avid readers are exposed to a more diverse range of words
 - More able readers are better at using text to learn new words

Longitudinal study

Aston Literacy Project (complete)



- Pilot data (Year 5): more reading activity and reading ability associated with greater vocabulary knowledge
 - After accounting for school entry)
 - Support both reading ability and encourage reading activity
 - Supporting reading ability will also promote reading activity

This afternoon's workshop

- Use SMS-feedback to encourage reading activity
 - Based on established SMS-feedback interventions
- Questions:
 - Increased reading activity → increased vocabulary progress?
 - More able readers → more vocabulary progress?
 - Both?
- Should we intervene to support reading activity, reading ability, or both?



Thanks and acknowledgements

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 - RAV: Laura Shapiro, Adrian Burgess, Sanne van der Kleij
- LARA lab: <http://pc.rhul.ac.uk/sites/lara/>; @ricketts_lara
- VaRiSS project: www.variss.org; @varissproject; www.facebook.co.uk/varissproject
- ALP/RAV project: <http://www.aston.ac.uk/alp/>

