References

Areepattamannil S., Caleon I. S. (2013). Relationships of cognitive and metacognitive learning strategies to mathematics achievement in four high-performing east asian education systems. *J. Genet. Psychol.* 174 696–702.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. Guilford Press.

Banerjee P. A., Lamb S. (2016). A systematic review of factors linked to poor academic performance of disadvantaged students in science and maths in schools. *Cogent Educ.* 3 1–17.

Berkowitz R. (2021). School climate and the socioeconomic literacy achievement gap: Multilevel analysis of compensation, mediation, and moderation models. *Child. Youth Serv. Rev.* 130 1–10. 10.

Chunjin C. (2020). New findings in reading literacy assessment among students in the four provinces/municipalities of China in PISA 2018. *J. East China Norm. Univ. Educ. Sci.* 38 22–61.

Clark, C. & Rumbold, K. (2006). *Reading for pleasure: A research overview.* London: National Literacy Trust.

Clark, D. C., & Picton, I. (2024). *Reading in Secondary Students: What do we know?Reading in secondary students: What do we know?* (n.d.). National Literacy Trust. Retrieved 26 November 2025, from https://literacytrust.org.uk/research-services/research-reports/reading-in-secondary-students-what-do-we-know/

Department for Education (2022) *The reading framework—Teaching the foundations of literacy*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf

De Angelis, G. (2021). Multilingual Testing and Assessment. Multilingual Matters. http://ebookcentral.proquest.com/lib/soton-ebooks/detail.action?docID=6713567

Education Endowment Foundation (2018). *Improving literacy in secondary schools*. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4

Fengning S., Ge S., Xianjun S., Biyin Z. (2000). Relationship between middle school students' reading motivation and the amount and achievement of their reading. *J. Psychol. Sci.* 23 84–87.

Focus on reading in secondary years to drive up standards. (2025, October 21). [Press release]. GOV.UK. https://www.gov.uk/government/news/focus-on-reading-in-secondary-years-to-drive-up-standards

Hongbo W., Kaili L., Xianwei L. (2016). Effect of family environment on reading ability: The mediating effects of reading engagement and reading interest among junior high school students. *Acta Psychol. Sin.* 248–257

Joshi, R. M., & Aaron, P. G. (2012). Componential Model of Reading (CMR): Validation Studies. Journal of Learning Disabilities, 45(5), 387–390. https://doi.org/10.1177/0022219411431240

Lavan, G., & Talcott, J. (2020). *Brooks's What works for literacy difficulties?* The School Psychology Service Ltd. https://www.theschoolpsychologyservice.com/what-works/

Law Y. K. (2011). The role of teachers' cognitive support in motivating young Hong Kong Chinese children to read and enhancing reading comprehension. *Teach. Teach. Educ.* 27 73–84.

Lee J., Shute V. J. (2010). Personal and social-contextual factors in K–12 academic performance: An integrative perspective on student learning. *Educ. Psychol.* 45 185–202

Merga, M. K., Mat Roni, S., & Mason, S. (2020). Teachers' perceptions of their preparedness for supporting struggling literacy learners in secondary English classrooms. English in Education, 54(3), 265–284. https://doi.org/10.1080/04250494.2020.1775488

'Now the whole school is reading': Supporting struggling readers in secondary school. (2022). GOV.UK. Retrieved 26 November 2025, from https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school

O'Malley M., Voight A., Renshaw T. L., Eklund K. (2015). School climate, family structure, and academic achievement: A study of moderation effects. *Sch. Psychol. Q.* 30 142–157.

Pajares, F. (2003). *Self-efficacy beliefs, motivation and achievement in writing: A review of the literature.* Reading and writing quarterly, 19, 139-158.

Paris S., Oka E. (1986). Children's reading strategies, metacognition, and motivation. *Dev. Rev.* 6 25–56.

Petscher, Y. (2010). *A meta-analysis of the relationship between student attitudes towards reading and achievement in reading.* Journal of Research in Reading, 33(4), 335-355.

Phillipson to reveal phonics check national 'ambition'. (2025, October 15). https://schoolsweek.co.uk/national-ambition-revealed-for-90-of-kids-to-pass-phonics-check/

Puglisi, M. L, Hulme, C., Hamilton, L.G. & Snowling, M.J.(2017). *The Home Literacy Environment Is a Correlate, but Perhaps Not a Cause, of Variations in Children's Language and Literacy Development.* Scientific Studies of Reading, 21(6), 498-514.

Rickets, J. (2025). *Supporting reading in secondary school: Guidance and workbook for secondary school leaders.*

Silin H., Ziqiang X., Jiawei H. (2014). The relationship between family background and higher education enrollment opportunities and its trends. *China Youth Study* 46–52.

Solity, J. (2003). 'Teaching phonics in context: a critique of the National Literacy Strategy'., paper presented to DfES Seminar, Teaching Phonics in the National Literacy Strategy, 17th March 2003

Solity, J. & Vousden, J. (2009). *Real books vs reading schemes: a new perspective from instructional psychology.* Educational Psychology, 29(4), 469-511.

Telling the story: The English education subject report. (2024). GOV.UK. Retrieved 26 November 2025, from https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report

Whitehead, D. (2007). Literacy Assessment Practices: Moving from Standardised to Ecologically Valid Assessments in Secondary Schools. Language and Education, 21(5), 434–452. https://doi.org/10.2167/le801.0

Wyse, D., & Bradbury, A. (2022). The passion, pedagogy and politics of reading. *English in Education*, *56*(3), 247260. https://doi.org/10.1080/04250494.2022.2091987