

Chapters in Edited Books: 2006-Present

- Buckingham, J., Beaman, R., & Wheldall, K. (2023). Why poor children are more likely to become poor readers: The early years. In J. Martin, M. Bowl, & G. Banks (Eds.), *Mapping the Field: 75 Years of Educational Review: Vol. 2*. Routledge. (Reprinted from "Why poor children are more likely to become poor readers: The early years," 2014, *Educational Review*, 66(4), 428-446, <https://doi.org/10.1080/00131911.2013.795129>)
- Bell, N., Wheldall, K., & Buckingham, J. (2023). Assessment and progress monitoring. In K. Wheldall, R. Wheldall, & J. Buckingham (Eds.), *Effective instruction in reading and spelling*. MRU Press.
- Buckingham, J. (2023). Reading fluency. In K. Wheldall, R. Wheldall, & J. Buckingham (Eds.), *Effective instruction in reading and spelling*. MRU Press.
- Madelaine, A. (2023). Spelling. In K. Wheldall, R. Wheldall, & J. Buckingham (Eds.), *Effective instruction in reading and spelling*. MRU Press.
- Notley, A., & Bell, N. (2023). Developing vocabulary. In K. Wheldall, R. Wheldall, & J. Buckingham (Eds.), *Effective instruction in reading and spelling*. MRU Press.
- Oakhill, J., Cain, K., Elbro, C., & Buckingham, J. (2023). Reading comprehension. In K. Wheldall, R. Wheldall, & J. Buckingham (Eds.), *Effective instruction in reading and spelling*. MRU Press.
- Reynolds, M., Madelaine, A., Buckingham, J., Bell, N., Wheldall, K., Wheldall, R., & Notley, A. (2023). Planning for teaching and assessment. In K. Wheldall, R. Wheldall, & J. Buckingham (Eds.), *Effective instruction in reading and spelling*. MRU Press.
- Wheldall, K., & Bell, N. (2023). Evidence-based models of reading. In K. Wheldall, R. Wheldall, & J. Buckingham (Eds.), *Effective instruction in reading and spelling*. MRU Press.
- Wheldall, K., Wheldall, R., & Carter, M. (2023). Effective instruction and intervention. In K. Wheldall, R. Wheldall, & J. Buckingham (Eds.), *Effective instruction in reading and spelling*. MRU Press.
- Wheldall, K., Wheldall, R., Buckingham, J., & Bell, N. (2023). Introduction to the science of reading. In K. Wheldall, R. Wheldall, & J. Buckingham (Eds.), *Effective instruction in reading and spelling*. MRU Press.
- Wheldall, R., & Buckingham, J. (2023). Phonics and word reading. In K. Wheldall, R. Wheldall, & J. Buckingham (Eds.), *Effective instruction in reading and spelling*. MRU Press.
- Buckingham, J. (2022). Systematic phonics instruction belongs in evidence-based programs. In K. Wheldall, & N. Bell (Eds.), *Recent psychological perspectives on reading and spelling*. MultiLit.
- Wheldall, K., Wheldall, R., Bell, N., & Buckingham, J. (2022). Researching the efficacy of a reading intervention: An object lesson. In K. Wheldall, & N. Bell (Eds.), *Recent psychological perspectives on reading and spelling*. MultiLit.
- Buckingham, J., Wheldall, R., & Wheldall, K. (2019). Systematic and explicit phonics instruction: A scientific, evidence-based approach to teaching the alphabetic principle. In R. Cox, S. Feez & L. Beveridge (Eds.), *The alphabetic principle and beyond* (pp. 49-67). Primary English Teaching Association Australia. <https://catalogue.nla.gov.au/Record/8034559>
- Wheldall, K., Wheldall, R., & Buckingham, J. (2019). A non-categorical approach to teaching low-progress readers in the primary school. In J. Murphy (Ed.), *The researchED Guide to Literacy: An Evidence-informed Guide for Teachers*. John Catt Educational.
- Wheldall, K., Wheldall, R., Madelaine, A., Reynolds, M., Arakelian, S., & Kohonen, S. (2019). 'Just teach our kids to read': Efficacy of intensive reading interventions for both younger and older low-progress readers in schools serving remote Aboriginal communities. In J. Rennie & H. Harper (Eds.), *Literacy Education and Indigenous Australians: Theory, Research and Practice* (Vol. 19, pp. 221-246). Springer Singapore. <https://doi.org/10.1007/978-981-13-8629-9>
- Wheldall, K. & Beaman, R. (2011). Effective instruction for older low-progress readers: Meeting the needs of indigenous students. In C. Wyatt-Smith, J. Elkins & S. Gunn (Eds.), *Multiple perspectives on difficulties in learning literacy and numeracy* (pp. 255-273). Springer.
- Wheldall, K. (2010). When will we ever learn? Or the elephant in the classroom. In K. Wheldall (Ed.), *Developments in educational psychology* (2nd ed., pp. 1-13). Routledge. [Click to view manuscript](#)
- Beaman, R., Wheldall, K., & Kemp, C. (2010). Recent research on troublesome classroom behaviour. In K. Wheldall (Ed.), *Developments in*

educational psychology (2nd ed., pp. 135-152). Routledge. [Click to view manuscript](#)

Beaman, R., & Wheldall, K. (2010). Teachers' use of approval and disapproval in the classroom. In K. Wheldall (Ed.), *Developments in educational psychology* (2nd ed., pp. 153-180). Routledge. [Click to view manuscript](#)

Wheldall, K., & Bradd, L. (2010). Classroom seating arrangements and classroom behaviour. In K. Wheldall (Ed.), *Developments in educational psychology* (2nd ed., pp. 181-195). Routledge. [Click to view manuscript](#)

Madelaine, A., & Wheldall, K. (2010). Teacher judgment of reading performance. In K. Wheldall (Ed.), *Developments in educational psychology: How far have we come in 25 years?* (pp. 196-216). Routledge. [Click to view manuscript](#)