

Book review

Reading Success in the Primary Years

Reviewed by **James Chapman**, Professor of Educational Psychology, Massey University, New Zealand.

Reading Success in the Primary Years: An Evidence-Based Interdisciplinary Approach to Guide Assessment and Intervention, by Marleen F. Westerveld, Rebecca M. Armstrong and Georgina M. Barton. Springer Open Access, 2020.

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Most teachers of reading in the junior primary school work hard to continually improve their teaching in a desire to achieve better literacy learning outcomes for their students. Many teachers are frustrated with not knowing what to do better, especially for those students who struggle with learning to read. These teachers are aware that Australian children should be doing better in reading and literacy in general, but they feel they don't have the necessary tools to make a significant difference for their students. The research reported in this book should be of interest to all teachers who want to improve the literacy outcomes of their students. The authors have

undertaken challenging research in real Australian classrooms. Working with teachers, speech pathologists, school leadership teams and students, they describe and present results from a carefully designed research project that spanned two school years. Using a mixture of methods involving statistical analyses of results as well as in-depth interviews, the authors present findings that are important and relevant for teachers of reading and literacy in Years 1 to 4. Teachers who are motivated to do a better job for their students will find compelling approaches that can be adapted in their own classrooms. The authors provide excellent examples of up-to-date research and how this can be translated into practice. I recommend this useful book to all teachers of junior primary school students.