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| --- | --- | --- | --- | --- |
|  | 1. **Search** | 1. **Appraisal** | 1. **Synthesis** | 1. **Analysis** |
|  | **What** | **Completed by…** | **Deliverable** | **Status** |
|  | Literature review research question:  What are the influential item predictors in word recognition processes and how do they vary as a function of individual differences? | | | |
| 1 | preliminary scoping searches |  |  |  |
| Finalise review protocol |  |  |  |
| Completion of pilot searches |  |  |  |
| Completion of full searches |  |  |  |
| 2 | Quality Assessment |  |  |  |
| Risk of bias assessment |  |  |  |
| Piloting of data extraction form |  |  |  |
| 3 | Data extraction |  |  |  |
| Table of study characteristics completed |  |  |  |
| 4 | Data analysis |  |  |  |
|  | Draft Report |  |  |  |
|  | Draft editing |  |  |  |
|  | Final Report |  |  |  |

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| **P** | **P**opulation | Struggling or low literate readers across the age range, in contrast to skilled readers across the age range. Male and female. OR: Key stages (related to age expected levels of reading…): Age 7, 11; GCSE – 16 / 17 |
| I | Intervention / Incident | Failing to attain age expected levels of skill in reading |
| C | Comparison | Experimental paradigms for word recognition: Word naming / Lexical Decision / Masking Paradigm…there may be others for consideration; as a function of RT and accuracy? |
| O | Outcomes | Effect sizes of experiments: Variance explained? Cohen’s d / (Adjusted) R squared / Odds ratio? – standardized measures? |
| C | Context | United Kingdom? |

REVIEW PROTOCOL

* Background: Reading is a primary skill that is taught from early years in UK schools, yet many young people remain functionally illiterate when they leave school. The government has been moved to iterate and implement several policies to remediate this weakness both in immediate school leaver populations and older adult populations of low literate individuals. Much reading research is conducted with skilled undergraduate readers and typically developing children with an additional substantial body of research concerning patterns of word recognition found amongst dyslexic readers. The body of literature that does concern struggling readers is predominantly concerned with person centred constructs such as phonological skills and vocabulary skills, with less focus upon word attributes from the reading stimuli.
* Review Question: What are the influential item predictors in word recognition processes and how do they differ as a function of individual differences?
* Search Strategy: Keyword searches through Ebscohost / PsychInfo / PubMed. \*\*\*Keywords TBC
* Study selection criteria and procedures
* Study quality assessment checklists and procedures
* Data extraction strategy
* Synthesis of the extracted evidence
* Project timetable