PHDEG571B: Evidence Based Practice: Specific Learning Difficulties (Dyslexia): Module 2

Abrami, P. C. et al. 'Instructional Interventions Affecting Critical Thinking Skills and Dispositions: A Stage 1 Meta-Analysis'. Review of Educational Research 78.4 (2008): 1102–1134. Web.

Addressing Difficulties in Literacy Development. Routledge, 2002. Web. <http://www.tandfebooks.com/isbn/9781315015712>.

---. Routledge, 2002. Web. <http://www.tandfebooks.com/isbn/9781315015712>.

---. Routledge, 2002. Web. <http://www.tandfebooks.com/isbn/9781315015712>.

---. Routledge, 2002. Web. <http://www.tandfebooks.com/isbn/9781315015712>.

Alstad, Zachary et al. 'Modes of Alphabet Letter Production during Middle Childhood and Adolescence: Interrelationships with Each Other and Other Writing Skills'. Journal of Writing Research 6.3 (2015): 199–231. Web.

Backhouse, Gill, and Prue Ruback. Special Needs Language and Literacy Assessment Handbook. London: Hodder Education, 2011. Print.

---. Special Needs Language and Literacy Assessment Handbook. London: Hodder Education, 2011. Print.

Bird, Ronit. The Dyscalculia Toolkit: Supporting Learning Difficulties in Maths. Third edition. Los Angeles: SAGE, 2017. Print.

Birsh, Judith R. Multisensory Teaching of Basic Language Skills. 3rd ed. Baltimore, Md: Paul H. Brookes, 2011. Print.

Black, Paul, and Dylan Wiliam. 'Assessment and Classroom Learning'. Assessment in Education: Principles, Policy & Practice 5.1 (1998): 7–74. Web.

---. 'Assessment and Classroom Learning'. Assessment in Education: Principles, Policy & Practice 5.1 (1998): 7–74. Web.

Bourassa, Derrick, and Rebecca Treiman. 'Spelling in Children With Dyslexia: Analyses From the Treiman-Bourassa Early Spelling Test'. Scientific Studies of Reading 7.4 (2003): 309–333. Web.

Brooks, Greg and Dyslexia Trust. What Works for Children with Literacy Difficulties?: The

Effectiveness of Intervention Schemes. Research report (Great Britain. Department for Education and Skills). Nottingham: DfES, 2016. Web. <http://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-edition-Rev-Oct-2016.pdf>.

---. What Works for Children with Literacy Difficulties?: The Effectiveness of Intervention Schemes. Research report (Great Britain. Department for Education and Skills). Nottingham: DfES, 2016. Web. <http://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-edition-Rev-Oct-2016.pdf>.

Broomfield, Hilary, and Margaret Combley. Overcoming Dyslexia: A Practical Handbook for the Classroom. 2nd ed. London: Whurr, 2003. Print.

---. Overcoming Dyslexia: A Practical Handbook for the Classroom. 2nd ed. London: Whurr, 2003. Print.

Bryant, Diane Pedrotty et al. 'Vocabulary Instruction for Students with Learning Disabilities: A Review of the Research'. Learning Disability Quarterly 26.2 (2003): n. pag. Web.

Buckingham, David. Beyond Technology: Children's Learning in the Age of Digital Culture. 1st ed. Hoboken: Wiley, 2013. Web. <http://ucl.eblib.com/patron/FullRecord.aspx?p=1174290>.

Burden, Robert L., and Margaret J. Snowling. Dyslexia and Self-Concept: Seeking a Dyslexic Identity. London: Whurr, 2005. Print.

Carroll, Julia M. et al. Developing Language and Literacy. Chichester, UK: John Wiley & Sons, Ltd, 2011. Web. <http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835146280004761&institutionId=4761&customerId=4760>.

---. Developing Language and Literacy. Chichester, UK: John Wiley & Sons, Ltd, 2011. Web. <http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835146280004761&institutionId=4761&customerId=4760>.

---. Developing Language and Literacy. Chichester, UK: John Wiley & Sons, Ltd, 2011. Web. <http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835146280004761&institutionId=4761&customerId=4760>.

---. Developing Language and Literacy. Chichester, UK: John Wiley & Sons, Ltd, 2011. Web. <http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835453890004761&institutionId=4761&customerId=4760>.

---. Developing Language and Literacy. Chichester, UK: John Wiley & Sons, Ltd, 2011. Web. <http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835453890004761&institutionId=4761&customerId=4760>.

---. Developing Language and Literacy. Chichester, UK: John Wiley & Sons, Ltd, 2011. Web. <http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835453890004761&institutionId=4761&customerId=4760>.

Carter, Mark, and Kevin Wheldall. 'Why Can't a Teacher Be More Like a Scientist? Science, Pseudoscience and the Art of Teaching'. Australasian Journal of Special Education 32.1 (2008): 5–21. Web.

---. 'Why Can't a Teacher Be More Like a Scientist? Science, Pseudoscience and the Art of Teaching'. Australasian Journal of Special Education 32.1 (2008): 5–21. Web.

Chambers, Mary E., and David Sugden. Children with Developmental Coordination Disorder . London: Whurr, 2005. Print.

Chhabra, Vinita, and Peggy D. McCardle. The Voice of Evidence in Reading Research. Baltimore, Md: Paul H. Brookes, 2004. Print.

Chinn, Stephen J., and J. Richard Ashcroft. Mathematics for Dyslexics: A Teaching Handbook. 2nd ed. London: Whurr, 1998. Print.

Christensen, Carol A. 'The Role of Orthographic–Motor Integration in the Production of Creative and Well-Structured Written Text for Students in Secondary School'. Educational Psychology 25.5 (2005): 441–453. Web.

Clarke, Paula J., Margaret J. Snowling, et al. 'Ameliorating Children's Reading-Comprehension Difficulties'. Psychological Science 21.8 (2010): 1106–1116. Web.

---. 'Ameliorating Children's Reading-Comprehension Difficulties'. Psychological Science 21.8 (2010): 1106–1116. Web.

Clarke, Paula J., Charles Hulme, et al. Developing Reading Comprehension. 1st ed. Hoboken: Wiley, 2013. Web. <http://ucl.eblib.com/patron/FullRecord.aspx?p=1420227>. Cogan, Jenny, and Mary Flecker. Dyslexia in Secondary School: A Practical Handbook for Teachers, Parents and Students. London: Whurr, 2004. Print.

---. Dyslexia in Secondary School: A Practical Handbook for Teachers, Parents and Students . London: Whurr, 2004. Print.

---. Dyslexia in Secondary School: A Practical Handbook for Teachers, Parents and Students . London: Whurr, 2004. Print.

Compton, Donald L. et al. 'Selecting At-Risk Readers in First Grade for Early Intervention: A Two-Year Longitudinal Study of Decision Rules and Procedures.' Journal of Educational Psychology 98.2 (2006): 394–409. Web.

Crawley, Sharon J. Remediating Reading Difficulties. 6th ed. New York: McGraw-Hill, 2012. Print.

Denti, Lou, and Gilbert R. Guerin. Effective Practice for Adolescents with Reading and Literacy Challenges. New York: Routledge, 2008. Print.

Dignath, Charlotte, Gerhard Buettner, and Hans-Peter Langfeldt. 'How Can Primary School Students Learn Self-Regulated Learning Strategies Most Effectively?' Educational Research Review 3.2 (2008): 101–129. Web.

Donovan, Jennifer L., and Chloë R. Marshall. 'Comparing the Verbal Self-Reports of Spelling Strategies Used by Children With and Without Dyslexia'. International Journal of Disability, Development and Education 63.1 (2016): 27–44. Web.

Duff, Fiona J. et al. 'Reading with Vocabulary Intervention: Evaluation of an Instruction for Children with Poor Response to Reading Intervention'. Journal of Research in Reading 31.3 (2008): 319–336. Web.

---. 'Reading with Vocabulary Intervention: Evaluation of an Instruction for Children with Poor Response to Reading Intervention'. Journal of Research in Reading 31.3 (2008): 319–336. Web.

---. 'Reading with Vocabulary Intervention: Evaluation of an Instruction for Children with Poor Response to Reading Intervention'. Journal of Research in Reading 31.3 (2008): 319–336. Web.

---. 'Reading with Vocabulary Intervention: Evaluation of an Instruction for Children with Poor Response to Reading Intervention'. Journal of Research in Reading 31.3 (2008): 319–336. Web.

Duff, Fiona J., and Paula J. Clarke. 'Practitioner Review: Reading Disorders: What Are the Effective Interventions and How Should They Be Implemented and Evaluated?' Journal of Child Psychology and Psychiatry 52.1 (2011): 3–12. Web.

Duff, Fiona J., Marianna E. Hayiou-Thomas, and Charles Hulme. 'Evaluating the Effectiveness of a Phonologically Based Reading Intervention for Struggling Readers with Varying Language Profiles'. Reading and Writing 25.3 (2012): 621–640. Web.

---. 'Evaluating the Effectiveness of a Phonologically Based Reading Intervention for Struggling Readers with Varying Language Profiles'. Reading and Writing 25.3 (2012): 621–640. Web.

Dyslexia and Mathematics. Routledge, 2004. Web.
<http://www.tandfebooks.com/isbn/9780203390061>.

Dyslexia, Dyscalculia and Mathematics. Routledge, 2012. Web.
<http://www.tandfebooks.com/isbn/9780203803882>.

Ebbers, Susan M., and Carolyn A. Denton. 'A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties'. Learning Disabilities Research & Practice 23.2 (2008): 90–102. Web.

---. 'A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties'. Learning Disabilities Research & Practice 23.2 (2008): 90–102. Web.

---. 'A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties'. Learning Disabilities Research & Practice 23.2 (2008): 90–102. Web.

Fuchs, Lynn S., Douglas Fuchs, and Donald L. Compton. 'Rethinking Response to Intervention at Middle and High School'. School Psychology Review 39.1 (2010): 22–28. Web.

Gifford, Sue. 'Dyscalculia: Myths and Models'. Research in Mathematics Education 8.1 (2006): 35–51. Web.

Greenway, Carol. 'The Process, Pitfalls and Benefits of Implementing a Reciprocal Teaching Intervention to Improve the Reading Comprehension of a Group of Year 6 Pupils'. Educational Psychology in Practice 18.2 (2002): 113–137. Web.

Griffiths, Yvonne, and Morag Stuart. 'Reviewing Evidence-Based Practice for Pupils with Dyslexia and Literacy Difficulties'. Journal of Research in Reading 36.1 (2013): 96–116. Web.

---. 'Reviewing Evidence-Based Practice for Pupils with Dyslexia and Literacy Difficulties'. Journal of Research in Reading 36.1 (2013): 96–116. Web.

---. 'Reviewing Evidence-Based Practice for Pupils with Dyslexia and Literacy Difficulties'. Journal of Research in Reading 36.1 (2013): 96–116. Web.

---. 'Reviewing Evidence-Based Practice for Pupils with Dyslexia and Literacy Difficulties'. Journal of Research in Reading 36.1 (2013): 96–116. Web.

Hatcher, Peter J. et al. 'Efficacy of Small Group Reading Intervention for Beginning Readers with Reading-Delay: A Randomised Controlled Trial'. Journal of Child Psychology and Psychiatry 47.8 (2005): 820–827. Web.

---. 'Efficacy of Small Group Reading Intervention for Beginning Readers with Reading-Delay: A Randomised Controlled Trial'. Journal of Child Psychology and Psychiatry 47.8 (2005): 820–827. Web.

---. 'Efficacy of Small Group Reading Intervention for Beginning Readers with Reading-Delay: A Randomised Controlled Trial'. Journal of Child Psychology and Psychiatry 47.8 (2005): 820–827. Web.

Hatcher, Peter J., Fiona J. Duff, and Charles Hulme. Sound Linkage: An Integrated Programme for Overcoming Reading Difficulties. 3rd ed. Hoboken: Wiley, 2014. Web. <http://UCL.eblib.com/patron/FullRecord.aspx?p=1638365>.

---. Sound Linkage: An Integrated Programme for Overcoming Reading Difficulties. 3rd ed. Hoboken: Wiley, 2014. Web. <http://UCL.eblib.com/patron/FullRecord.aspx?p=1638365>.

Hatcher, Peter J., Charles Hulme, and Margaret J. Snowling. 'Explicit Phoneme Training Combined with Phonic Reading Instruction Helps Young Children at Risk of Reading Failure'. Journal of Child Psychology and Psychiatry 45.2 (2004): 338–358. Web.

Hattie, John. Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. London: Routledge, 2009. Web. <https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveSe

rvice&package_service_id=5482863310004761&institutionId=4761&customerId=4760>.

Hecht, Steven A. et al. 'The Relations between Phonological Processing Abilities and Emerging Individual Differences in Mathematical Computation Skills: A Longitudinal Study from Second to Fifth Grades'. Journal of Experimental Child Psychology 79.2 (2001): 192–227. Web.

Hindson, Barbara et al. 'Assessment and Early Instruction of Preschool Children at Risk for Reading Disability.' Journal of Educational Psychology 97.4 (2005): 687–704. Web.

Hoy, Monica M. P., Mary Y. Egan, and Katya P. Feder. 'A Systematic Review of Interventions to Improve Handwriting'. Canadian Journal of Occupational Therapy 78.1 (2011): 13–25. Web.

Hulme, Charles, and Margaret J. Snowling. Developmental Disorders of Language Learning and Cognition. 1st ed. Hoboken: Wiley, 2009. Web.
<http://UCL.eblib.com/patron/FullRecord.aspx?p=1166316>.

---. The Science of Reading: A Handbook. Blackwell handbooks of developmental psychology. Oxford: Blackwell Publishing, 2007. Web.
<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470757635>.

---. The Science of Reading: A Handbook. Blackwell handbooks of developmental psychology. Oxford: Blackwell Publishing, 2007. Web.
<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780470757635>.

Hunt, J. H. et al. 'Supplemental Mathematics Intervention: How and Why Special Educators Intensify Intervention for Students With Learning Disabilities'. Remedial and Special Education 37.2 (2016): 78–88. Web.

Hurry *, Jane et al. 'Transforming Research on Morphology into Teacher Practice'. Research Papers in Education 20.2 (2005): 187–206. Web.

Improving Literacy by Teaching Morphemes. Routledge, 2006. Web.
<http://www.tandfebooks.com/isbn/9780203969557>.

Jamieson, Claire, and Juliet Jamieson. Manual for Testing and Teaching English Spelling: A Comprehensive and Structured System for the Planning and Delivery of Spelling Intervention. London: Whurr, 2003. Print.

Jones, Anwen, and Katherineley Kindersley. Dyslexia: Assessing and Reporting : The Patoss Guide. [2nd ed.]. London: Hodder Education, 2013. Web.
<http://UCL.eblib.com/patron/FullRecord.aspx?p=1531896>.

Kelly, Kathleen, and Sylvia Phillips. Teaching Literacy to Learners with Dyslexia: A Multisensory Approach. 2nd ed. London: SAGE, 2016. Print.

LATHAM, GARY P., and EDWIN A. LOCKE. 'Enhancing the Benefits and Overcoming the

Pitfalls of Goal Setting'. Organizational Dynamics 35.4 (2006): 332–340. Web.

Lewis, Clive, Graham J. Hitch, and Peter Walker. 'The Prevalence of Specific Arithmetic Difficulties and Specific Reading Difficulties in 9- to 10-Year-Old Boys and Girls'. Journal of Child Psychology and Psychiatry 35.2 (1994): 283–292. Web.

MacKay, Neil. Removing Dyslexia as a Barrier to Achievement: The Dyslexia Friendly Schools Toolkit. 3rd ed. Wakefield: SEN, 2012. Print.

---. Removing Dyslexia as a Barrier to Achievement: The Dyslexia Friendly Schools Toolkit. 3rd ed. Wakefield: SEN, 2012. Print.

---. Removing Dyslexia as a Barrier to Achievement: The Dyslexia Friendly Schools Toolkit. 3rd ed. Wakefield: SEN, 2012. Print.

Marinac, Julie V. Phonological Core Dyslexia in Secondary School Students. San Diego: Plural Pub, 2008. Print.

---. Phonological Core Dyslexia in Secondary School Students. San Diego: Plural Pub, 2008. Print.

Marsh, Herbert W. and British Psychological Society. Education Section. Self-Concept Theory, Measurement and Research into Practice: The Role of Self-Concept in Educational Psychology. Vernon-Wall lecture. Leicester: British Psychological Society, 2006. Print.

Melby-Lervåg, Monica, Solveig-Alma Halaas Lyster, and Charles Hulme. 'Phonological Skills and Their Role in Learning to Read: A Meta-Analytic Review.' Psychological Bulletin 138.2 (2012): 322–352. Web. <http://ovidsp.ovid.com.libproxy.ucl.ac.uk/ovidweb.cgi?T=JS&CSC=Y&NEWS=N &PAGE=fulltext&AN=00006823-201203000-00006&LSLINK=80&D=ov ft>.

Mortimore, Tilly, ed. Dyslexia and Learning Style. West Sussex, England: Jhon Wiley & Sons, Ltd, 2008. Web. <http://doi.wiley.com/10.1002/9780470987940>.

---, ed. Dyslexia and Learning Style. West Sussex, England: Jhon Wiley & Sons, Ltd, 2008. Web. <http://doi.wiley.com/10.1002/9780470987940>.

Mortimore, Tilly, and Jane Dupree. Dyslexia-Friendly Practice in the Secondary Classroom. 1st ed. Achieving QTS Cross-Curricular Strand Series. London: SAGE Publications, 2008. Web. <http://UCL.eblib.com/patron/FullRecord.aspx?p=686461>.

Nash, Marysia. 'Developing Reading Comprehension'. Child and Adolescent Mental Health 19.2 (2014): 160–160. Web.

---. 'Developing Reading Comprehension'. Child and Adolescent Mental Health 19.2 (2014): 160–160. Web.

Nation, KateClarke, PaulaMarshall, Catherine MDurand, Marianne. 'Hidden Language Impairments in Children: Parallels Between Poor Reading Comprehension and Specific Language Impairment?' Journal of Speech, Language, and Hearing Research 47.1 199–211.

Web. <https://search.proquest.com/docview/232339801?accountid=14511>.

Nunes, Terezinha, Peter Bryant, and Jenny Olsson. 'Learning Morphological and Phonological Spelling Rules: An Intervention Study'. Scientific Studies of Reading 7.3 (2003): 289–307. Web.

Oakhill, Jane, Kate Cain, and Carsten Elbro. Understanding and Teaching Reading Comprehension: A Handbook. London: Routledge, 2015. Web. <http://ucl.eblib.com/patron/FullRecord.aspx?p=1770605>.

---. Understanding and Teaching Reading Comprehension: A Handbook. Hoboken: Taylor and Francis, 2014. Web. <http://ucl.eblib.com/patron/FullRecord.aspx?p=1770605>.

Oxley, Jonathan et al. Dyslexia: Perspectives for Classroom Practitioners. [Reading]: [British Dyslexia Association], 2004. Print.

---. Dyslexia: Perspectives for Classroom Practitioners. [Reading]: [British Dyslexia Association], 2004. Print.

---. Dyslexia: Perspectives for Classroom Practitioners. [Reading]: [British Dyslexia Association], 2004. Print.

Pashler, Harold et al. 'Learning Styles'. Psychological Science in the Public Interest 9.3 (2008): 105–119. Web.

Phillips, Sylvia, Kathleen S. Kelly, and Liz Symes. Assessment for Learners with Dyslexia-Type Difficulties. London: SAGE, 2013. Web. <http://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1534962>.

---. Assessment of Learners with Dyslexic-Type Difficulties. Los Angeles, California: SAGE, 2013. Web. <https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5482556120004761&institutionId=4761&customerId=4760>.

Rack, John, and Martin Turner. The Study of Dyslexia. New York: Kluwer Academic/Plenum Publishers, 2004. Print.

---. The Study of Dyslexia. New York: Kluwer Academic/Plenum Publishers, 2004. Print.

Reason, Rea, and Rene Boote. Helping Children with Reading and Spelling: A Special Needs Manual. London: Routledge, 1994. Web. <http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780203426845>.

Reid, Gavin. Dyslexia: A Practitioner's Handbook. 5th ed. Chichester, West Sussex: John Wiley & Sons, 2016. Web. <https://www-dawsonera-com.libproxy.ucl.ac.uk/abstract/9780470745496>.

---. Dyslexia: A Practitioner's Handbook. 4th ed. Chichester: Wiley-Blackwell, 2009. Web. <http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/ext

ernal/AbstractView/S9780470745496>.

---. Dyslexia: A Practitioner's Handbook. 5th ed. Chichester, West Sussex: John Wiley &
Sons, 2016. Print.

Roberts, Greg et al. 'Evidence-Based Strategies for Reading Instruction of Older Students
with Learning Disabilities'. Learning Disabilities Research & Practice 23.2 (2008): 63–69.
Web.

---. 'Evidence-Based Strategies for Reading Instruction of Older Students with Learning
Disabilities'. Learning Disabilities Research & Practice 23.2 (2008): 63–69. Web.

Roberts, Will, and Brahm Norwich. 'Using Precision Teaching to Enhance the Word Reading
Skills and Academic Self-concept of Secondary School Students: A Role for Professional
Educational Psychologists'. Educational Psychology in Practice 26.3 (2010): 279–298. Web.

Ron Nelson, J., Gregory J. Benner, and Jorge Gonzalez. 'Learner Characteristics That
Influence the Treatment Effectiveness of Early Literacy Interventions: A Meta-Analytic
Review'. Learning Disabilities Research and Practice 18.4 (2003): 255–267. Web.

Rose, Jim and Great Britain. Department for Children, Schools and Families. 'Identifying
and Teaching Children and Young People with Dyslexia and Literacy Difficulties'. 2009.
Web. <http://dera.ioe.ac.uk/14790/>.

---. Identifying and Teaching Children and Young People with Dyslexia and Literacy
Difficulties. [London]: Department for Children, Schools and Families, 2009. Web.
<http://dera.ioe.ac.uk/14790/>.

---. Identifying and Teaching Children and Young People with Dyslexia and Literacy
Difficulties. [London]: Department for Children, Schools and Families, 2009. Web.
<http://dera.ioe.ac.uk/14790/>.

---. Identifying and Teaching Children and Young People with Dyslexia and Literacy
Difficulties. [London]: Department for Children, Schools and Families, 2009. Web.
<http://dera.ioe.ac.uk/14790/>.

Sainsbury, Marian et al. 'Fallback in Attainment on Transfer at Age 11: Evidence from the
Summer Literacy Schools Evaluation'. Educational Research 40.1 (1998): 73–81. Web.

Santangelo, Tanya, and Steve Graham. 'A Comprehensive Meta-Analysis of Handwriting
Instruction'. Educational Psychology Review 28.2 (2016): 225–265. Web.

Scanlon, Donna M., and Kimberly L. Anderson. Early Intervention for Reading Difficulties:
The Interactive Strategies Approach. Solving Problems in Teaching of Literacy. New York:
Guilford Publications, 2011. Web.
<http://UCL.eblib.com/patron/FullRecord.aspx?p=544120>.

Scanlon, Donna M., Kimberly L. Anderson, and Joan M. Sweeney. Early Intervention for
Reading Difficulties: The Interactive Strategies Approach. Second edition. New York, NY:
Guilford Press, 2017. Print.

Seabrook, Rachel, Gordon D. A. Brown, and Jonathan E. Solity. 'Distributed and Massed
Practice: From Laboratory to Classroom'. Applied Cognitive Psychology 19.1 (2005):
107–122. Web.

Snowling, Margaret J. 'Early Identification and Interventions for Dyslexia: A Contemporary
View'. Journal of Research in Special Educational Needs 13.1 (2013): 7–14. Web.

---. 'Early Identification and Interventions for Dyslexia: A Contemporary View'. Journal of
Research in Special Educational Needs 13.1 (2013): 7–14. Web.

Snowling, Margaret J., and Charles Hulme. 'Evidence-Based Interventions for Reading and
Language Difficulties: Creating a Virtuous Circle'. British Journal of Educational Psychology
81.1 (2011): 1–23. Web.

---. 'Evidence-Based Interventions for Reading and Language Difficulties: Creating a
Virtuous Circle'. British Journal of Educational Psychology 81.1 (2011): 1–23. Web.

---. 'Evidence-Based Interventions for Reading and Language Difficulties: Creating a
Virtuous Circle'. British Journal of Educational Psychology 81.1 (2011): 1–23. Web.

---. 'Evidence-Based Interventions for Reading and Language Difficulties: Creating a
Virtuous Circle'. British Journal of Educational Psychology 81.1 (2011): 1–23. Web.

Snowling, Margaret J., and Joy Stackhouse. Dyslexia, Speech and Language: A
Practitioner's Handbook. 2nd ed. London: Whurr, 2006. Web.
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=97804700344
60>.

---. Dyslexia, Speech and Language: A Practitioner's Handbook. 2nd ed. London: Whurr,
2006. Web.
<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/ext
ernal/AbstractView/S9780470034460>.

---. Dyslexia, Speech and Language: A Practitioner's Handbook. 2nd ed. London: Whurr,
2006. Web.
<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/ext
ernal/AbstractView/S9780470034460>.

---. Dyslexia, Speech and Language: A Practitioner's Handbook. 2nd ed. London: Whurr,
2006. Web.
<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/ext
ernal/AbstractView/S9780470034460>.

---. Dyslexia, Speech and Language: A Practitioner's Handbook. 2nd ed. London: Whurr,
2006. Web.
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=97804700344
60>.

---. Dyslexia, Speech and Language: A Practitioner's Handbook. 2nd ed. London: Whurr,
2006. Web.
<https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/1klfcc3/TN_cdi_askewsholts_

vlebooks_9781118687758>.

Solity, Jonathan, and Janet Vousden. 'Real Books vs Reading Schemes: A New Perspective
from Instructional Psychology'. Educational Psychology 29.4 (2009): 469–511. Web.

Stirling, Johanna. Teaching Spelling to English Language Learners. Raleigh, United States:
Lulu, 2011. Print.

Stuart, Morag, Jackie Masterson, and Maureen Dixon. 'Spongelike Acquisition of Sight
Vocabulary in Beginning Readers?' Journal of Research in Reading 23.1 (2000): 12–27.
Web.

Stuart, Morag, and Rhona Stainthorp. Reading Development & Teaching. Los Angeles:
Sage, 2016. Web.
<http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&a
mp;package_service_id=3835388030004761&institutionId=4761&customerId=4
760>.

Sumner, Emma, Vincent Connelly, and Anna L. Barnett. 'The Influence of Spelling Ability on
Handwriting Production: Children with and without Dyslexia.' Journal of Experimental
Psychology: Learning, Memory, and Cognition 40.5 (2014): 1441–1447. Web.

Teaching Spelling. Routledge, 2014. Web.
<http://www.tandfebooks.com/isbn/9781315815909>.

The Routledge Companion to Dyslexia. Routledge, 2009. Web.
<http://www.tandfebooks.com/isbn/9780203549230>.

The SAGE Handbook of Writing Development. 1 Oliver's Yard, 55 City Road, London
EC1Y 1SP United Kingdom : SAGE Publications Ltd, 2009. Web.
<https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/luapog/UCL_LMS_DS5123341
7470004761>.

Thomson, Moira. Supporting Students with Dyslexia in Secondary Schools: Every Class
Teacher's Guide to Removing Barriers and Raising Attainment. London: Routledge, 2008.
Print.

Torgerson, Carole, Jill Porthouse, and Greg Brooks. 'A Systematic Review of Controlled
Trials Evaluating Interventions in Adult Literacy and Numeracy'. Journal of Research in
Reading 28.2 (2005): 87–107. Web.

Townend, Janet, and Martin Turner. Dyslexia in Practice: A Guide for Teachers. New York:
Kluwer, 1999. Print.

---. Dyslexia in Practice: A Guide for Teachers. New York: Kluwer, 1999. Print.

---. Dyslexia in Practice: A Guide for Teachers. New York: Kluwer, 1999. Print.

---. Dyslexia in Practice: A Guide for Teachers. New York: Kluwer, 1999. Print.

Vaughn, S., and J. M. Fletcher. 'Response to Intervention With Secondary School Students

With Reading Difficulties'. Journal of Learning Disabilities 45.3 (2012): 244–256. Web.

Wanzek, Jeanne et al. 'Reading Interventions for Struggling Readers in the Upper Elementary Grades: A Synthesis of 20 Years of Research'. Reading and Writing 23.8 (2010): 889–912. Web.

---. 'Reading Interventions for Struggling Readers in the Upper Elementary Grades: A Synthesis of 20 Years of Research'. Reading and Writing 23.8 (2010): 889–912. Web.

WRAY, DAVID. 'Comprehension Monitoring, Metacognition and Other Mysterious Processes'. Support for Learning 9.3 (1994): 107–113. Web.

Yeo, Dorian, ed. Dyslexia, Dyspraxia and Mathematics. Philadelphia, PA, USA: Whurr Publishers Ltd, 2002. Web. <http://doi.wiley.com/10.1002/9780470699096>.

Young-Loveridge, Jennifer M. 'The Relationship between Children's Home Experiences and Their Mathematical Skills on Entry to School'. Early Child Development and Care 43.1 (1989): 43–59. Web.