PHDE0049: Evidence Based Practice: Specific Learning Difficulties (Dyslexia)



Abrami, P. C., R. M. Bernard, E. Borokhovski, A. Wade, M. A. Surkes, R. Tamim, and D. Zhang. 2008. 'Instructional Interventions Affecting Critical Thinking Skills and Dispositions: A Stage 1 Meta-Analysis'. Review of Educational Research 78 (4): 1102–34. https://doi.org/10.3102/0034654308326084.

Addressing Difficulties in Literacy Development. 2002. Routledge. https://doi.org/10.4324/9781315015712.

Allison, Shaun, Andy Tharby, Doug Lemov, and Jason Ramasami. 2015. Making Every Lesson Count: Six Principles to Support Great Teaching and Learning. Bancyfelin, England: Crown House Publishing Limited.

http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4277149570004761&institutionId=4761&customerId=4760.

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

Banks, Rebecca, Sylvia Rodger, and Helene J. Polatajko. 2008. 'Mastering Handwriting: How Children with Developmental Coordination Disorder Succeed with CO-OP'. OTJR: Occupation, Participation and Health 28 (3): 100–109. https://doi.org/10.3928/15394492-20080601-01.

'BDA Technology | Technology Support for All Dyslexic People'. n.d. https://bdatech.org/.

Beck, Isabel L., Linda Kucan, and Margaret G. McKeown. 2013. Bringing Words to Life: Robust Vocabulary Instruction. 2nd ed. New York: Guilford Press. http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService& ;package_service_id=3631291290004761&institutionId=4761&customerId=476 0.

Begeny, John C., Rebecca A. Levy, and Stacey A. Field. 2018. 'Using Small-Group Instruction to Improve Students' Reading Fluency: An Evaluation of the Existing Research'. Journal of Applied School Psychology 34 (1): 36–64. https://doi.org/10.1080/15377903.2017.1328628.

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

Birsh, Judith R. 2011a. 'Chapter 22: Multisensory Teaching of Basic Language Skills'. In

Multisensory Teaching of Basic Language Skills, 3rd ed. Baltimore, Md: Paul H. Brookes. https://contentstore.cla.co.uk/secure/link?id=6d8f1977-9425-eb11-80cd-005056af4099.

———. 2011b. Multisensory Teaching of Basic Language Skills. 3rd ed. Baltimore, Md: Paul H. Brookes.

Black, Paul, and Dylan Wiliam. 1998. 'Assessment and Classroom Learning'. Assessment in Education: Principles, Policy & Practice 5 (1): 7–74. https://doi.org/10.1080/0969595980050102.

Brooks, Greg and Dyslexia Trust. 2016a. What Works for Children with Literacy Difficulties?: The Effectiveness of Intervention Schemes. Vol. Research report (Great Britain. Department for Education and Skills). Nottingham: DfES. http://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-ed ition-Rev-Oct-2016.pdf.

———. 2016b. What Works for Children with Literacy Difficulties?: The Effectiveness of Intervention Schemes. Vol. Research report (Great Britain. Department for Education and Skills). Nottingham: DfES.

http://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-ed ition-Rev-Oct-2016.pdf.

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

Burden, Robert, and Julia Burdett. 2005. 'Factors Associated with Successful Learning in Pupils with Dyslexia: A Motivational Analysis'. British Journal of Special Education 32 (2): 100–104. https://doi.org/10.1111/j.0952-3383.2005.00378.x.

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

Carroll et al, 2005. n.d. 'Literacy Difficulties and Psychiatric Disorders: Evidence for Comorbidity'.

https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/search?query=any,contains, Carroll,%20J,%20Maughan,%20B.,%20Goodman,%20R.%20%26%20Meltzer,%20H.%20(20 05)%20Literacy%20difficulties%20and%20%20Psychiatric%20disorders:%20evidence%20f or%20comorbidity.%20Journal%20of%20Child%20Psychology%20and%20Psychiatry,%204 6:5,%20pp%20524-532&tab=local&search_scope=CSCOP_UCL&vid=UCL_V U2&offset=0.

Carroll, Julia M., Claudine Bowyer-Crane, Fiona J. Duff, Charles Hulme, and Margaret J. Snowling. 2011a. Developing Language and Literacy. Chichester, UK: John Wiley & Sons, Ltd.

http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835146280004761&institutionId=4761&customerId=4760.

———. 2011b. Developing Language and Literacy. Chichester, UK: John Wiley & Sons, Ltd. https://doi.org/10.1002/9780470977460.

-----. 2011c. Developing Language and Literacy. Chichester, UK: John Wiley & Sons, Ltd. http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService& ;package_service_id=3835146280004761&institutionId=4761&customerId=476 0.

———. 2011d. Developing Language and Literacy. Chichester, UK: John Wiley & Sons, Ltd. https://doi.org/10.1002/9780470977460.

———. 2011e. Developing Language and Literacy. Chichester, UK: John Wiley & Sons, Ltd. https://doi.org/10.1002/9780470977460.

Carroll, Julia M., Barbara Maughan, Robert Goodman, and Howard Meltzer. 2005. 'Literacy Difficulties and Psychiatric Disorders: Evidence for Comorbidity'. Journal of Child Psychology and Psychiatry 46 (5): 524–32. https://doi.org/10.1111/j.1469-7610.2004.00366.x.

Carter, Mark, and Kevin Wheldall. 2008. 'Why Can't a Teacher Be More Like a Scientist? Science, Pseudoscience and the Art of Teaching'. Australasian Journal of Special Education 32 (1): 5–21. https://doi.org/10.1080/10300110701845920.

Castles, Anne, Kathleen Rastle, and Kate Nation. 2018. 'Ending the Reading Wars: Reading Acquisition From Novice to Expert'. Psychological Science in the Public Interest 19 (1): 5–51. https://doi.org/10.1177/1529100618772271.

Chai, Zhen, Cynthia O. Vail, and Kevin M. Ayres. 2015. 'Using an iPad Application to Promote Early Literacy Development in Young Children With Disabilities'. The Journal of Special Education 48 (4): 268–78. https://doi.org/10.1177/0022466913517554.

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

Clarke, Paula J., Margaret J. Snowling, Emma Truelove, and Charles Hulme. 2010. 'Ameliorating Children's Reading-Comprehension Difficulties'. Psychological Science 21 (8): 1106–16. https://doi.org/10.1177/0956797610375449.

Cogan, Jenny, and Mary Flecker. 2004. Dyslexia in Secondary School: A Practical Handbook for Teachers, Parents and Students. London: Whurr.

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

Dignath, Charlotte, Gerhard Buettner, and Hans-Peter Langfeldt. 2008. 'How Can Primary School Students Learn Self-Regulated Learning Strategies Most Effectively?' Educational Research Review 3 (2): 101–29. https://doi.org/10.1016/j.edurev.2008.02.003.

Dockrell, Julie E., Geoff Lindsay, and Vincent Connelly. 2009. 'The Impact of Specific Language Impairment on Adolescents' Written Text'. Exceptional Children 75 (4): 427–46. https://doi.org/10.1177/001440290907500403.

Donovan, Jennifer L., and Chloë R. Marshall. 2016. 'Comparing the Verbal Self-Reports of Spelling Strategies Used by Children With and Without Dyslexia'. International Journal of

Disability, Development and Education 63 (1): 27–44. https://doi.org/10.1080/1034912X.2015.1111302.

Dowker, Ann. 2017. 'Interventions for Primary School Children With Difficulties in Mathematics'. In The Development of Early Childhood Mathematics Education, 53:255–87. Elsevier. https://doi.org/10.1016/bs.acdb.2017.04.004.

Duff, Fiona J., and Paula J. Clarke. 2011. '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): 3–12. https://doi.org/10.1111/j.1469-7610.2010.02310.x.

Duff, Fiona J., Elizabeth Fieldsend, Claudine Bowyer-Crane, Charles Hulme, Glynnis Smith, Simon Gibbs, and Margaret J. Snowling. 2008. 'Reading with Vocabulary Intervention: Evaluation of an Instruction for Children with Poor Response to Reading Intervention'. Journal of Research in Reading 31 (3): 319–36. https://doi.org/10.1111/j.1467-9817.2008.00376.x.

Duff, Fiona J., Marianna E. Hayiou-Thomas, and Charles Hulme. 2012. 'Evaluating the Effectiveness of a Phonologically Based Reading Intervention for Struggling Readers with Varying Language Profiles'. Reading and Writing 25 (3): 621–40. https://doi.org/10.1007/s11145-010-9291-6.

Dunlosky, John, Katherine A. Rawson, Elizabeth J. Marsh, Mitchell J. Nathan, and Daniel T. Willingham. 2013. 'Improving Students' Learning With Effective Learning Techniques'. Psychological Science in the Public Interest 14 (1): 4–58. https://doi.org/10.1177/1529100612453266.

'Dyslexia : A Cognitive Developmental Perspective /Margaret Snowling'. n.d. https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/search?query=any,contains, snowling%20margaret&tab=local&search_scope=CSCOP_UCL&vid=UCL_VU 2&offset=0.

Ebbers, Susan M., and Carolyn A. Denton. 2008. 'A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties'. Learning Disabilities Research & Practice 23 (2): 90–102. https://doi.org/10.1111/j.1540-5826.2008.00267.x.

Feder, Katya P, and Annette Majnemer. 2007. 'Handwriting Development, Competency, and Intervention'. Developmental Medicine & Child Neurology 49 (4): 312–17. https://doi.org/10.1111/j.1469-8749.2007.00312.x.

FUCHS, DOUGLAS, and LYNN S. FUCHS. 2006. 'Introduction to Response to Intervention: What, Why, and How Valid Is It?' Reading Research Quarterly 41 (1): 93–99. https://doi.org/10.1598/RRQ.41.1.4.

Fuchs, Lynn S., Douglas Fuchs, and Donald L. Compton. 2010. 'Rethinking Response to Intervention at Middle and High School'. School Psychology Review 39 (1): 22–28. https://doi.org/10.1080/02796015.2010.12087787.

Gifford, Sue. 2006. 'Dyscalculia: Myths and Models'. Research in Mathematics Education 8 (1): 35–51. https://doi.org/10.1080/14794800008520157.

Graham, Steve, Xinghua Liu, Angelique Aitken, Clarence Ng, Brendan Bartlett, Karen R. Harris, and Jennifer Holzapfel. 2018. 'Effectiveness of Literacy Programs Balancing Reading and Writing Instruction: A Meta-Analysis'. Reading Research Quarterly 53 (3): 279–304. https://doi.org/10.1002/rrq.194.

'Great Professional Development Which Leads to Great Pedagogy: Nine Claims from Research - GOV.UK'. n.d.

https://www.gov.uk/government/publications/great-professional-development-which-leads-to-great-pedagogy-nine-claims-from-research.

Greenway, Carol. 2002. '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): 113–37. https://doi.org/10.1080/02667360220144557.

Griffiths, Yvonne, and Morag Stuart. 2013a. 'Reviewing Evidence-Based Practice for Pupils with Dyslexia and Literacy Difficulties'. Journal of Research in Reading 36 (1): 96–116. https://doi.org/10.1111/j.1467-9817.2011.01495.x.

———. 2013b. 'Reviewing Evidence-Based Practice for Pupils with Dyslexia and Literacy Difficulties'. Journal of Research in Reading 36 (1): 96–116. https://doi.org/10.1111/j.1467-9817.2011.01495.x.

Guskey, Thomas R. 2000. Evaluating Professional Development. Thousand Oaks, Calif: Corwin.

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

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

Hatcher, Peter J., Charles Hulme, Jeremy N.V. Miles, Julia M. Carroll, Janet Hatcher, Simon Gibbs, Glynnis Smith, Claudine Bowyer-Crane, and Margaret J. Snowling. 2005. 'Efficacy of Small Group Reading Intervention for Beginning Readers with Reading-Delay: A Randomised Controlled Trial'. Journal of Child Psychology and Psychiatry 47 (8): 820–27. https://doi.org/10.1111/j.1469-7610.2005.01559.x.

Hatcher, Peter J., Charles Hulme, and Margaret J. Snowling. 2004. 'Explicit Phoneme Training Combined with Phonic Reading Instruction Helps Young Children at Risk of Reading Failure'. Journal of Child Psychology and Psychiatry 45 (2): 338–58. https://doi.org/10.1111/j.1469-7610.2004.00225.x.

Hattie, John. 2009. Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement. London: Routledge.

https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveServ ice&package_service_id=5482863310004761&institutionId=4761&custome rld=4760. Hecht, Steven A., Joseph K. Torgesen, Richard K. Wagner, and Carol A. Rashotte. 2001. '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): 192–227. https://doi.org/10.1006/jecp.2000.2586.

Higgins, S., E. Hall, and V. Baumfield. 2005. 'A Meta-Analysis of the Impact of the Implementation of Thinking Skills Approaches on Pupils.' http://dro.dur.ac.uk/1890/.

Hoy, Monica M. P., Mary Y. Egan, and Katya P. Feder. 2011. 'A Systematic Review of Interventions to Improve Handwriting'. Canadian Journal of Occupational Therapy 78 (1): 13–25. https://doi.org/10.2182/cjot.2011.78.1.3.

Hunt, J. H., C. Valentine, D. P. Bryant, K. H. Pfannenstiel, and B. R. Bryant. 2016. 'Supplemental Mathematics Intervention: How and Why Special Educators Intensify Intervention for Students With Learning Disabilities'. Remedial and Special Education 37 (2): 78–88. https://doi.org/10.1177/0741932515597293.

Hurry *, Jane, Terezinha Nunes, Peter Bryant, Ursula Pretzlik, Mary Parker, Tamsin Curno, and Lucinda Midgley. 2005. 'Transforming Research on Morphology into Teacher Practice'. Research Papers in Education 20 (2): 187–206. https://doi.org/10.1080/02671520500078291.

Johnston & Watson. n.d. Teaching Synthetic Phonics in Primary Schools.

Johnston, Rhona S., Joyce E. Watson, and Scotland. Scottish Executive. Education Department. 2005. The Effects of Synthetic Phonics Teaching on Reading and Spelling Attainment: A Seven Year Longitudinal Study. Electronic resource. Edinburgh: Scottish Executive Education Department. http://dera.ioe.ac.uk/14793/.

Jolliffe, Wendy, Angela Carss, and David Waugh. 2015a. Teaching Systematic Synthetic Phonics in Primary Schools. 2nd ed. Los Angeles: SAGE.

———. 2015b. Teaching Systematic Synthetic Phonics in Primary Schools. 2nd ed. Los Angeles: SAGE.

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

'Letters and Sounds - GOV.UK'. n.d. https://www.gov.uk/government/publications/letters-and-sounds.

Locke, Edwin A., and Gary P. Latham. 2002. 'Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-Year Odyssey.' American Psychologist 57 (9): 705–17. https://doi.org/10.1037/0003-066X.57.9.705.

Melby-Lervåg, Monica, Solveig-Alma Halaas Lyster, and Charles Hulme. 2012. 'Phonological Skills and Their Role in Learning to Read: A Meta-Analytic Review.' Psychological Bulletin 138 (2): 322–52. https://doi.org/10.1037/a0026744.

Nash, Marysia. 2014. 'Developing Reading Comprehension'. Child and Adolescent Mental

Health 19 (2): 160–160. https://doi.org/10.1111/camh.12061_5.

Nation, KateClarke, PaulaMarshall, Catherine MDurand, Marianne. n.d. '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. https://search.proquest.com/docview/232339801?accountid=14511.

'National Handwriting Association – Charity Promoting Good Practice in Handwriting'. n.d. https://nha-handwriting.org.uk/.

Nunes, Terezinha, Peter Bryant, and Jenny Olsson. 2003. 'Learning Morphological and Phonological Spelling Rules: An Intervention Study'. Scientific Studies of Reading 7 (3): 289–307. https://doi.org/10.1207/S1532799XSSR0703_6.

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

Oxley, Jonathan, Michael Thomson, Great Britain. Department for Education and Skills. Special Educational Needs Division, and British Dyslexia Association. 2004a. Dyslexia: Perspectives for Classroom Practitioners. [Reading]: [British Dyslexia Association].

———. 2004b. Dyslexia: Perspectives for Classroom Practitioners. [Reading]: [British Dyslexia Association].

Pashler, Harold, Mark McDaniel, Doug Rohrer, and Robert Bjork. 2008. 'Learning Styles'. Psychological Science in the Public Interest 9 (3): 105–19. https://doi.org/10.1111/j.1539-6053.2009.01038.x.

Phillips, Sylvia, Kathleen S. Kelly, and Liz Symes. 2013a. Assessment of Learners with Dyslexic-Type Difficulties. Los Angeles, California: SAGE. https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveServ ice&package_service_id=5482556120004761&institutionId=4761&custome rld=4760.

———. 2013b. Assessment of Learners with Dyslexic-Type Difficulties. London: SAGE Publications.

https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/5qfvbu/UCL_LMS_DS51253450 980004761.

'Phonics Play'. n.d. https://www.phonicsplay.co.uk/WhatIsPhonics.htm.

Quigley, Alex. 2018. 'Metacognition and Self-Regulated Learning: Guidance Report - Digital Education Resource Archive (DERA)'. Education Endowment Foundation. https://dera.ioe.ac.uk/31617/?view=primo.

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

——. 2004b. The Study of Dyslexia. New York: Kluwer Academic/Plenum Publishers.

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

Roberts, Greg, Joseph K. Torgesen, Alison Boardman, and Nancy Scammacca. 2008. 'Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities'. Learning Disabilities Research & Practice 23 (2): 63–69. https://doi.org/10.1111/j.1540-5826.2008.00264.x.

Roberts, Will, and Brahm Norwich. 2010. '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): 279–98. https://doi.org/10.1080/02667363.2010.495215.

Ron Nelson, J., Gregory J. Benner, and Jorge Gonzalez. 2003. 'Learner Characteristics That Influence the Treatment Effectiveness of Early Literacy Interventions: A Meta-Analytic Review'. Learning Disabilities Research and Practice 18 (4): 255–67. https://doi.org/10.1111/1540-5826.00080.

Rose, Jim. 2006. 'Independent Review of the Teaching of Early Reading : Final Report - Digital Education Resource Archive (DERA)'. DfES. https://dera.ioe.ac.uk/5551/.

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

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

Rosenshine, Barak. n.d. 'PRINCIPLES of Instruction: Research-Based Strategies That All Teachers Should Know'. The Education Digest 78: 30–40. https://search.proquest.com/docview/1115474397?rfr_id=info%3Axri%2Fsid%3Aprimo.

Santangelo, Tanya, and Steve Graham. 2016. 'A Comprehensive Meta-Analysis of Handwriting Instruction'. Educational Psychology Review 28 (2): 225–65. https://doi.org/10.1007/s10648-015-9335-1.

Schunk, Dale H. n.d. 'Metacognition, Self-Regulation, and Self-Regulated Learning: Research Recommendations'. Educational Psychology Review 20: 463–67. https://search.proquest.com/docview/234321081?rfr_id=info%3Axri%2Fsid%3Aprimo.

Seabrook, Rachel, Gordon D. A. Brown, and Jonathan E. Solity. 2005. 'Distributed and Massed Practice: From Laboratory to Classroom'. Applied Cognitive Psychology 19 (1): 107–22. https://doi.org/10.1002/acp.1066.

'SEND Code of Practice: 0 to 25 Years - GOV.UK'. 11AD. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25.

Shanahan, Timothy. 2005a. 'National Reading Panel Report | Shanahan on Literacy'. 2005.

https://shanahanonliteracy.com/blog/can-i-still-rely-on-the-national-reading-panel-report.

———. 2005b. 'National Reading Panel Report | Shanahan on Literacy'. 2005. https://shanahanonliteracy.com/blog/can-i-still-rely-on-the-national-reading-panel-report.

Smythe, Ian. 2010. Dyslexia in the Digital Age: Making IT Work. London: Continuum.

Snowling, Margaret J. 2013a. 'Early Identification and Interventions for Dyslexia: A Contemporary View'. Journal of Research in Special Educational Needs 13 (1): 7–14. https://doi.org/10.1111/j.1471-3802.2012.01262.x.

———. 2013b. 'Early Identification and Interventions for Dyslexia: A Contemporary View'. Journal of Research in Special Educational Needs 13 (1): 7–14. https://doi.org/10.1111/j.1471-3802.2012.01262.x.

Snowling, Margaret J., and Charles Hulme. 2011a. 'Evidence-Based Interventions for Reading and Language Difficulties: Creating a Virtuous Circle'. British Journal of Educational Psychology 81 (1): 1–23. https://doi.org/10.1111/j.2044-8279.2010.02014.x.

———. 2011b. 'Evidence-Based Interventions for Reading and Language Difficulties: Creating a Virtuous Circle'. British Journal of Educational Psychology 81 (1): 1–23. https://doi.org/10.1111/j.2044-8279.2010.02014.x.

———. 2011c. 'Evidence-Based Interventions for Reading and Language Difficulties: Creating a Virtuous Circle'. British Journal of Educational Psychology 81 (1): 1–23. https://doi.org/10.1111/j.2044-8279.2010.02014.x.

Snowling, Margaret J., and Joy Stackhouse. 2006a. Dyslexia, Speech and Language: A Practitioner's Handbook. Electronic resource. 2nd ed. London: Whurr. http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780470034460

———. 2006b. Dyslexia, Speech and Language: A Practitioner's Handbook. 2nd ed. London: Whurr. https://www.dawsonera.com/abstract/9780470034460.

———. 2006c. Dyslexia, Speech and Language: A Practitioner's Handbook. Electronic resource. 2nd ed. London: Whurr.

http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780470034460

———. 2006d. Dyslexia, Speech and Language: A Practitioner's Handbook. Electronic resource. 2nd ed. London: Whurr.

https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/1klfcc3/TN_cdi_askewsholts_vl ebooks_9781118687758.

Solity, Jonathan, and Janet Vousden. 2009. 'Real Books vs Reading Schemes: A New Perspective from Instructional Psychology'. Educational Psychology 29 (4): 469–511. https://doi.org/10.1080/01443410903103657.

Stuart, Morag, and Rhona Stainthorp. 2016. Reading Development & Teaching. Los Angeles: Sage.

http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835388030004761&institutionId=4761&customerId=4760.

'Support for Spelling (National Strategies: Primary)'. 2009. Department for Children, Schools and Families. http://dera.ioe.ac.uk/2424.

Teaching Spelling. 2014. Routledge. https://doi.org/10.4324/9781315815909.

'The National Reading Panel Report. Practical Advice for Teachers.' 2005. Learning Point Associates / North Central Regional Educational Laboratory (NCREL). https://eric.ed.gov/?id=ED489535.

The SAGE Handbook of Writing Development. 2009. 1 Oliver's Yard, 55 City Road, London EC1Y 1SP United Kingdom : SAGE Publications Ltd. https://doi.org/10.4135/9780857021069.

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

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

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

Vaughn, S., and J. M. Fletcher. 2012. 'Response to Intervention With Secondary School Students With Reading Difficulties'. Journal of Learning Disabilities 45 (3): 244–56. https://doi.org/10.1177/0022219412442157.

Wanzek, Jeanne, Jade Wexler, Sharon Vaughn, and Stephen Ciullo. 2010. 'Reading Interventions for Struggling Readers in the Upper Elementary Grades: A Synthesis of 20 Years of Research'. Reading and Writing 23 (8): 889–912. https://doi.org/10.1007/s11145-009-9179-5.

"What Works": Interventions for Children and Young People with Speech, Language and Communication Needs'. n.d.

https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/search?query=any,contains, What%20works:%20interventions%20for%20children%20and%20young%20people%20wit h%20speech&tab=local&search_scope=CSCOP_UCL&vid=UCL_VU2&o ffset=0.

Wyse, Dominic. 2000a. 'Phonics—the Whole Story? A Critical Review of Empirical Evidence'. Educational Studies 26 (3): 355–64. https://doi.org/10.1080/03055690050137150.

———. 2000b. 'Phonics—the Whole Story? A Critical Review of Empirical Evidence'. Educational Studies 26 (3): 355–64. https://doi.org/10.1080/03055690050137150.

Young-Loveridge, Jennifer M. 1989. 'The Relationship between Children's Home Experiences and Their Mathematical Skills on Entry to School'. Early Child Development and Care 43 (1): 43–59. https://doi.org/10.1080/0300443890430105.