

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

[View Online](#)

Abrami, P. C., and others, 'Instructional Interventions Affecting Critical Thinking Skills and Dispositions: A Stage 1 Meta-Analysis', *Review of Educational Research*, 78.4 (2008), pp. 1102–34, doi:10.3102/0034654308326084

Addressing Difficulties in Literacy Development, (Routledge, 2002),
doi:10.4324/9781315015712

Allison, Shaun, and others, *Making Every Lesson Count: Six Principles to Support Great Teaching and Learning* (Crown House Publishing Limited, 2015)
<http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4277149570004761&institutionId=4761&customerId=4760>

Backhouse, Gill, and Prue Ruback, *Special Needs Language and Literacy Assessment Handbook* (Hodder Education, 2011)

Banks, Rebecca, Sylvia Rodger, and Helene J. Polatajko, 'Mastering Handwriting: How Children with Developmental Coordination Disorder Succeed with CO-OP', *OTJR: Occupation, Participation and Health*, 28.3 (2008), pp. 100–09,
doi: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, *Bringing Words to Life: Robust Vocabulary Instruction*, 2nd ed (Guilford Press, 2013)
<http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3631291290004761&institutionId=4761&customerId=4760>

Begeny, John C., Rebecca A. Levy, and Stacey A. Field, 'Using Small-Group Instruction to Improve Students' Reading Fluency: An Evaluation of the Existing Research', *Journal of Applied School Psychology*, 34.1 (2018), pp. 36–64, doi:10.1080/15377903.2017.1328628

Bird, Ronit, *The Dyscalculia Toolkit: Supporting Learning Difficulties in Maths*, Third edition (SAGE, 2017)

Birsh, Judith R., 'Chapter 22: Multisensory Teaching of Basic Language Skills', in *Multisensory Teaching of Basic Language Skills*, 3rd ed (Paul H. Brookes, 2011)

<<https://contentstore.cla.co.uk/secure/link?id=6d8f1977-9425-eb11-80cd-005056af4099>>

—, Multisensory Teaching of Basic Language Skills, 3rd ed (Paul H. Brookes, 2011)

Black, Paul, and Dylan Wiliam, 'Assessment and Classroom Learning', *Assessment in Education: Principles, Policy & Practice*, 5.1 (1998), pp. 7–74,
doi:10.1080/0969595980050102

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

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

Buckingham, David, *Beyond Technology: Children's Learning in the Age of Digital Culture*, 1st edn (Wiley, 2013) <<http://ucl.ebib.com/patron/FullRecord.aspx?p=1174290>>

Burden, Robert, and Julia Burdett, 'Factors Associated with Successful Learning in Pupils with Dyslexia: A Motivational Analysis', *British Journal of Special Education*, 32.2 (2005), pp. 100–04, doi:10.1111/j.0952-3383.2005.00378.x

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

Carroll et al, 2005., 'Literacy Difficulties and Psychiatric Disorders: Evidence for Comorbidity', n.d.
<[https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/search?query=any,contains,Carroll,%20J.%20Maughan,%20B.,%20Goodman,%20R.%20%26%20Meltzer,%20H.%20\(2005\)%20Literacy%20difficulties%20and%20%20Psychiatric%20disorders:%20evidence%20for%20comorbidity.%20Journal%20of%20Child%20Psychology%20and%20Psychiatry,%2046:5,%20pp%20524-532&tab=local&search_scope=CSCOP_UCL&vid=UCL_VU2&offset=0](https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/search?query=any,contains,Carroll,%20J.%20Maughan,%20B.,%20Goodman,%20R.%20%26%20Meltzer,%20H.%20(2005)%20Literacy%20difficulties%20and%20%20Psychiatric%20disorders:%20evidence%20for%20comorbidity.%20Journal%20of%20Child%20Psychology%20and%20Psychiatry,%2046:5,%20pp%20524-532&tab=local&search_scope=CSCOP_UCL&vid=UCL_VU2&offset=0)>

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

—, and others, *Developing Language and Literacy* (John Wiley & Sons, Ltd, 2011),
doi:10.1002/9780470977460

—, and others, *Developing Language and Literacy* (John Wiley & Sons, Ltd, 2011)
<<http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&>

mp;package_service_id=3835146280004761&institutionId=4761&customerId=4760>

—, and others, *Developing Language and Literacy* (John Wiley & Sons, Ltd, 2011), doi:10.1002/9780470977460

—, and others, *Developing Language and Literacy* (John Wiley & Sons, Ltd, 2011), doi:10.1002/9780470977460

—, and others, 'Literacy Difficulties and Psychiatric Disorders: Evidence for Comorbidity', *Journal of Child Psychology and Psychiatry*, 46.5 (2005), pp. 524–32, doi:10.1111/j.1469-7610.2004.00366.x

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), pp. 5–21, doi:10.1080/10300110701845920

Castles, Anne, Kathleen Rastle, and Kate Nation, 'Ending the Reading Wars: Reading Acquisition From Novice to Expert', *Psychological Science in the Public Interest*, 19.1 (2018), pp. 5–51, doi:10.1177/1529100618772271

Chai, Zhen, Cynthia O. Vail, and Kevin M. Ayres, 'Using an iPad Application to Promote Early Literacy Development in Young Children With Disabilities', *The Journal of Special Education*, 48.4 (2015), pp. 268–78, doi:10.1177/0022466913517554

Chhabra, Vinita, and Peggy D. McCardle, *The Voice of Evidence in Reading Research* (Paul H. Brookes, 2004)

Clarke, Paula J., and others, 'Ameliorating Children's Reading-Comprehension Difficulties', *Psychological Science*, 21.8 (2010), pp. 1106–16, doi:10.1177/0956797610375449

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

Denti, Lou, and Gilbert R. Guerin, *Effective Practice for Adolescents with Reading and Literacy Challenges* (Routledge, 2008)

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), pp. 101–29, doi:10.1016/j.edurev.2008.02.003

Dockrell, Julie E., Geoff Lindsay, and Vincent Connelly, 'The Impact of Specific Language Impairment on Adolescents' Written Text', *Exceptional Children*, 75.4 (2009), pp. 427–46, doi:10.1177/001440290907500403

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), pp. 27–44, doi:10.1080/1034912X.2015.1111302

Dowker, Ann, 'Interventions for Primary School Children With Difficulties in Mathematics',

in *The Development of Early Childhood Mathematics Education* (Elsevier, 2017), liii, pp. 255–87, doi:10.1016/bs.acdb.2017.04.004

Duff, Fiona J., and others, 'Reading with Vocabulary Intervention: Evaluation of an Instruction for Children with Poor Response to Reading Intervention', *Journal of Research in Reading*, 31.3 (2008), pp. 319–36, doi:10.1111/j.1467-9817.2008.00376.x

—, 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), pp. 3–12, doi:10.1111/j.1469-7610.2010.02310.x

—, 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), pp. 621–40, doi:10.1007/s11145-010-9291-6

Dunlosky, John, and others, 'Improving Students' Learning With Effective Learning Techniques', *Psychological Science in the Public Interest*, 14.1 (2013), pp. 4–58, doi: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_VU2&offset=0>

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), pp. 90–102, doi:10.1111/j.1540-5826.2008.00267.x

Feder, Katya P, and Annette Majnemer, 'Handwriting Development, Competency, and Intervention', *Developmental Medicine & Child Neurology*, 49.4 (2007), pp. 312–17, doi:10.1111/j.1469-8749.2007.00312.x

FUCHS, DOUGLAS, and LYNN S. FUCHS, 'Introduction to Response to Intervention: What, Why, and How Valid Is It?', *Reading Research Quarterly*, 41.1 (2006), pp. 93–99, doi:10.1598/RRQ.41.1.4

Fuchs, Lynn S., Douglas Fuchs, and Donald L. Compton, 'Rethinking Response to Intervention at Middle and High School', *School Psychology Review*, 39.1 (2010), pp. 22–28, doi:10.1080/02796015.2010.12087787

Gifford, Sue, 'Dyscalculia: Myths and Models', *Research in Mathematics Education*, 8.1 (2006), pp. 35–51, doi:10.1080/14794800008520157

Graham, Steve, and others, 'Effectiveness of Literacy Programs Balancing Reading and Writing Instruction: A Meta-Analysis', *Reading Research Quarterly*, 53.3 (2018), pp. 279–304, doi: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-lead>>

s-to-great-pedagogy-nine-claims-from-research>

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), pp. 113–37, doi:10.1080/02667360220144557

Griffiths, Yvonne, and Morag Stuart, 'Reviewing Evidence-Based Practice for Pupils with Dyslexia and Literacy Difficulties', *Journal of Research in Reading*, 36.1 (2013), pp. 96–116, doi:10.1111/j.1467-9817.2011.01495.x

—, and Morag Stuart, 'Reviewing Evidence-Based Practice for Pupils with Dyslexia and Literacy Difficulties', *Journal of Research in Reading*, 36.1 (2013), pp. 96–116, doi:10.1111/j.1467-9817.2011.01495.x

Guskey, Thomas R., *Evaluating Professional Development* (Corwin, 2000)

Hatcher, Peter J., and others, '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), pp. 820–27, doi:10.1111/j.1469-7610.2005.01559.x

—, Fiona J. Duff, and Charles Hulme, *Sound Linkage: An Integrated Programme for Overcoming Reading Difficulties*, 3rd edn (Wiley, 2014)
<<http://UCL.eblib.com/patron/FullRecord.aspx?p=1638365>>

—, Fiona J. Duff, and Charles Hulme, *Sound Linkage: An Integrated Programme for Overcoming Reading Difficulties*, 3rd edn (Wiley, 2014)
<<http://UCL.eblib.com/patron/FullRecord.aspx?p=1638365>>

—, 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), pp. 338–58, doi:10.1111/j.1469-7610.2004.00225.x

Hattie, John, *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement* (Routledge, 2009)
<https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5482863310004761&institutionId=4761&customerId=4760>

Hecht, Steven A., and others, '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), pp. 192–227, doi:10.1006/jecp.2000.2586

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

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), pp. 13–25, doi:10.2182/cjot.2011.78.1.3

Hunt, J. H., and others, 'Supplemental Mathematics Intervention: How and Why Special Educators Intensify Intervention for Students With Learning Disabilities', *Remedial and Special Education*, 37.2 (2016), pp. 78–88, doi:10.1177/0741932515597293

Hurry *, Jane, and others, 'Transforming Research on Morphology into Teacher Practice', *Research Papers in Education*, 20.2 (2005), pp. 187–206, doi:10.1080/02671520500078291

Johnston & Watson, *Teaching Synthetic Phonics in Primary Schools* (n.d.)

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

Jolliffe, Wendy, Angela Carss, and David Waugh, *Teaching Systematic Synthetic Phonics in Primary Schools*, 2nd ed (SAGE, 2015)

—, Angela Carss, and David Waugh, *Teaching Systematic Synthetic Phonics in Primary Schools*, 2nd ed (SAGE, 2015)

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

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

Locke, Edwin A., and Gary P. Latham, 'Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-Year Odyssey.', *American Psychologist*, 57.9 (2002), pp. 705–17, doi:10.1037/0003-066X.57.9.705

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), pp. 322–52, doi:10.1037/a0026744

Nash, Marysia, 'Developing Reading Comprehension', *Child and Adolescent Mental Health*, 19.2 (2014), pp. 160–160, doi:10.1111/camh.12061_5

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 (n.d.), pp. 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, 'Learning Morphological and Phonological Spelling Rules: An Intervention Study', *Scientific Studies of Reading*, 7.3 (2003), pp. 289–307, doi:10.1207/S1532799XSSR0703_6

Oakhill, Jane, Kate Cain, and Carsten Elbro, *Understanding and Teaching Reading*

Comprehension: A Handbook (Routledge, 2015)
<<http://ucl.ebilib.com/patron/FullRecord.aspx?p=1770605>>

Oxley, Jonathan, and others, *Dyslexia: Perspectives for Classroom Practitioners* ([British Dyslexia Association], 2004)

—, and others, *Dyslexia: Perspectives for Classroom Practitioners* ([British Dyslexia Association], 2004)

Pashler, Harold, and others, 'Learning Styles', *Psychological Science in the Public Interest*, 9.3 (2008), pp. 105–19, doi:10.1111/j.1539-6053.2009.01038.x

Phillips, Sylvia, Kathleen S. Kelly, and Liz Symes, *Assessment of Learners with Dyslexic-Type Difficulties* (SAGE, 2013)
<https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5482556120004761&institutionId=4761&customerId=4760>

—, Kathleen S. Kelly, and Liz Symes, *Assessment of Learners with Dyslexic-Type Difficulties* (SAGE Publications, 2013)
<https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/5qfvbu/UCL_LMS_DS51253450980004761>

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

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

Rack, John, and Martin Turner, *The Study of Dyslexia* (Kluwer Academic/Plenum Publishers, 2004)

—, and Martin Turner, *The Study of Dyslexia* (Kluwer Academic/Plenum Publishers, 2004)

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

Roberts, Greg, and others, 'Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities', *Learning Disabilities Research & Practice*, 23.2 (2008), pp. 63–69, doi:10.1111/j.1540-5826.2008.00264.x

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), pp. 279–98, doi:10.1080/02667363.2010.495215

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), pp. 255–67, doi:10.1111/1540-5826.00080

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

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

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

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

Santangelo, Tanya, and Steve Graham, 'A Comprehensive Meta-Analysis of Handwriting Instruction', Educational Psychology Review, 28.2 (2016), pp. 225-65,
doi:10.1007/s10648-015-9335-1

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

Seabrook, Rachel, Gordon D. A. Brown, and Jonathan E. Solity, 'Distributed and Massed Practice: From Laboratory to Classroom', Applied Cognitive Psychology, 19.1 (2005), pp. 107-22, doi:10.1002/acp.1066

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

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

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

Smythe, Ian, Dyslexia in the Digital Age: Making IT Work (Continuum, 2010)

Snowling, Margaret J., 'Early Identification and Interventions for Dyslexia: A Contemporary View', Journal of Research in Special Educational Needs, 13.1 (2013), pp. 7-14,
doi:10.1111/j.1471-3802.2012.01262.x

—, 'Early Identification and Interventions for Dyslexia: A Contemporary View', Journal of Research in Special Educational Needs, 13.1 (2013), pp. 7-14,
doi:10.1111/j.1471-3802.2012.01262.x

—, and Charles Hulme, 'Evidence-Based Interventions for Reading and Language Difficulties: Creating a Virtuous Circle', British Journal of Educational Psychology, 81.1

(2011), pp. 1–23, doi:10.1111/j.2044-8279.2010.02014.x

—, and Charles Hulme, 'Evidence-Based Interventions for Reading and Language Difficulties: Creating a Virtuous Circle', *British Journal of Educational Psychology*, 81.1 (2011), pp. 1–23, doi:10.1111/j.2044-8279.2010.02014.x

—, and Charles Hulme, 'Evidence-Based Interventions for Reading and Language Difficulties: Creating a Virtuous Circle', *British Journal of Educational Psychology*, 81.1 (2011), pp. 1–23, doi:10.1111/j.2044-8279.2010.02014.x

—, and Joy Stackhouse, *Dyslexia, Speech and Language: A Practitioner's Handbook*, 2nd ed (Whurr, 2006)

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

—, and Joy Stackhouse, *Dyslexia, Speech and Language: A Practitioner's Handbook*, 2nd ed (Whurr, 2006) <<https://www.dawsonera.com/abstract/9780470034460>>

—, and Joy Stackhouse, *Dyslexia, Speech and Language: A Practitioner's Handbook*, 2nd ed (Whurr, 2006)

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

—, and Joy Stackhouse, *Dyslexia, Speech and Language: A Practitioner's Handbook*, 2nd ed (Whurr, 2006)

<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), pp. 469–511, doi:10.1080/01443410903103657

Stuart, Morag, and Rhona Stainthorp, *Reading Development & Teaching* (Sage, 2016)

<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), Department for Children, Schools and Families, 2009 <<http://dera.ioe.ac.uk/2424>>

Teaching Spelling, (Routledge, 2014), doi:10.4324/9781315815909

'The National Reading Panel Report. Practical Advice for Teachers.', Learning Point Associates / North Central Regional Educational Laboratory (NCREL), 2005

<<https://eric.ed.gov/?id=ED489535>>

The SAGE Handbook of Writing Development, (SAGE Publications Ltd, 2009), doi:10.4135/9780857021069

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

Townend, Janet, and Martin Turner, *Dyslexia in Practice: A Guide for Teachers* (Kluwer, 1999)

——, and Martin Turner, *Dyslexia in Practice: A Guide for Teachers* (Kluwer, 1999)

Vaughn, S., and J. M. Fletcher, 'Response to Intervention With Secondary School Students With Reading Difficulties', *Journal of Learning Disabilities*, 45.3 (2012), pp. 244–56, doi:10.1177/0022219412442157

Wanzek, Jeanne, and others, 'Reading Interventions for Struggling Readers in the Upper Elementary Grades: A Synthesis of 20 Years of Research', *Reading and Writing*, 23.8 (2010), pp. 889–912, doi: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%20with%20speech&tab=local&search_scope=CSCOP_UCL&vid=UCL_VU2&offset=0>

Wyse, Dominic, 'Phonics—the Whole Story? A Critical Review of Empirical Evidence', *Educational Studies*, 26.3 (2000), pp. 355–64, doi:10.1080/03055690050137150

——, 'Phonics—the Whole Story? A Critical Review of Empirical Evidence', *Educational Studies*, 26.3 (2000), pp. 355–64, doi:10.1080/03055690050137150

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), pp. 43–59, doi:10.1080/0300443890430105