

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

View Online



1.
Carroll et al, 2005. Literacy difficulties and psychiatric disorders: evidence for comorbidity [Internet]. Available from:
[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%20of%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%20of%20comorbidity.%20Journal%20of%20Child%20Psychology%20and%20Psychiatry,%2046:5,%20pp%20524-532&tab=local&search_scope=CSCOP_UCL&vid=UCL_VU2&offset=0)
2.
Brooks G, Dyslexia Trust. What works for children with literacy difficulties?: the effectiveness of intervention schemes [Internet]. Nottingham: DfES; 2016. Available from:
<http://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-edition-Rev-Oct-2016.pdf>
3.
Carroll JM, Bowyer-Crane C, Duff FJ, Hulme C, Snowling MJ. Developing Language and Literacy [Internet]. Chichester, UK: John Wiley & Sons, Ltd; 2011. Available from:
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835146280004761&institutionId=4761&customerId=4760
4.
Castles A, Rastle K, Nation K. Ending the Reading Wars: Reading Acquisition From Novice to Expert. Psychological Science in the Public Interest. 2018 Jun;19(1):5–51.

5.

Duff FJ, Clarke PJ. Practitioner Review: Reading disorders: what are the effective interventions and how should they be implemented and evaluated? *Journal of Child Psychology and Psychiatry*. 2011 Jan;52(1):3-12.

6.

Griffiths Y, Stuart M. Reviewing evidence-based practice for pupils with dyslexia and literacy difficulties. *Journal of Research in Reading*. 2013 Jan;36(1):96-116.

7.

Rose J, Great Britain. Department for Children, Schools and Families. Identifying and teaching children and young people with dyslexia and literacy difficulties [Internet]. [London]: Department for Children, Schools and Families; 2009. Available from: <http://dera.ioe.ac.uk/14790/>

8.

Rose, Jim. Independent review of the teaching of early reading : final report - Digital Education Resource Archive (DERA) [Internet]. DfES; 2006. Available from: <https://dera.ioe.ac.uk/5551/>

9.

Snowling MJ. Early identification and interventions for dyslexia: a contemporary view. *Journal of Research in Special Educational Needs*. 2013 Jan;13(1):7-14.

10.

Snowling MJ, Hulme C. Evidence-based interventions for reading and language difficulties: Creating a virtuous circle. *British Journal of Educational Psychology*. 2011 Mar;81(1):1-23.

11.

Stuart M, Stainthorp R. Reading development & teaching [Internet]. Los Angeles: Sage; 2016. Available from:

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

12.

The National Reading Panel Report. Practical Advice for Teachers. Learning Point Associates / North Central Regional Educational Laboratory (NCREL) [Internet]. 2005; Available from: <https://eric.ed.gov/?id=ED489535>

13.

Birsh JR. Multisensory teaching of basic language skills. 3rd ed. Baltimore, Md: Paul H. Brookes; 2011.

14.

Hatcher PJ, Duff FJ, Hulme C. Sound Linkage: An Integrated Programme for Overcoming Reading Difficulties [Internet]. 3rd ed. Hoboken: Wiley; 2014. Available from: <http://UCL.ebib.com/patron/FullRecord.aspx?p=1638365>

15.

Kelly K, Phillips S. Teaching literacy to learners with dyslexia: a multisensory approach. 2nd ed. London: SAGE; 2016.

16.

Reid G. Dyslexia: a practitioner's handbook [Internet]. 5th ed. Chichester, West Sussex: John Wiley & Sons; 2016. Available from: <https://www-dawsonera-com.libproxy.ucl.ac.uk/abstract/9780470745496>

17.

Thomson M. Supporting students with dyslexia in secondary schools: every class teacher's guide to removing barriers and raising attainment. London: Routledge; 2008.

18.

Shanahan T. National Reading Panel Report | Shanahan on Literacy [Internet]. 2005. Available from: <https://shanahanonliteracy.com/blog/can-i-still-rely-on-the-national-reading-panel-report>

19.

Phillips S, Kelly KS, Symes L. Assessment of learners with dyslexic-type difficulties [Internet]. Los Angeles, California: SAGE; 2013. Available from: https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5482556120004761&institutionId=4761&customerId=4760

20.

Phillips S, Kelly KS, Symes L. Assessment of Learners with Dyslexic-Type Difficulties [Internet]. London: SAGE Publications; 2013. Available from: https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/5qfvbu/UCL_LMS_DS51253450980004761

21.

Backhouse G, Ruback P. Special needs language and literacy assessment handbook. London: Hodder Education; 2011.

22.

Black P, Wiliam D. Assessment and Classroom Learning. Assessment in Education: Principles, Policy & Practice. 1998 Mar;5(1):7-74.

23.

Carroll JM, Bowyer-Crane C, Duff FJ, Hulme C, Snowling MJ. Developing Language and Literacy [Internet]. Chichester, UK: John Wiley & Sons, Ltd; 2011. Available from: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835453890004761&institutionId=4761&customerId=4760

24.

FUCHS D, FUCHS LS. Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*. 2006 Jan 3;41(1):93-99.

25.

Snowling MJ, Stackhouse J. *Dyslexia, speech and language: a practitioner's handbook* [Internet]. 2nd ed. London: Whurr; 2006. Available from: <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780470034460>

26.

Snowling MJ, Hulme C. Evidence-based interventions for reading and language difficulties: Creating a virtuous circle. *British Journal of Educational Psychology*. 2011 Mar;81(1):1-23.

27.

Carroll JM, Bowyer-Crane C, Duff FJ, Hulme C, Snowling MJ. *Developing Language and Literacy* [Internet]. Chichester, UK: John Wiley & Sons, Ltd; 2011. Available from: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835146280004761&institutionId=4761&customerId=4760

28.

Chhabra V, McCardle PD. *The voice of evidence in reading research*. Baltimore, Md: Paul H. Brookes; 2004.

29.

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

30.

Hatcher PJ, Hulme C, Snowling MJ. Explicit phoneme training combined with phonic reading instruction helps young children at risk of reading failure. *Journal of Child Psychology and Psychiatry*. 2004 Feb;45(2):338–358.

31.

Carter M, Wheldall K. Why Can't a Teacher Be More Like a Scientist? Science, Pseudoscience and the Art of Teaching. *Australasian Journal of Special Education*. 2008 Apr 1;32(1):5–21.

32.

Carroll JM, Bowyer-Crane C, Duff FJ, Hulme C, Snowling MJ. *Developing Language and Literacy* [Internet]. Chichester, UK: John Wiley & Sons, Ltd; 2011. Available from: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835453890004761&institutionId=4761&customerId=4760

33.

Griffiths Y, Stuart M. Reviewing evidence-based practice for pupils with dyslexia and literacy difficulties. *Journal of Research in Reading*. 2013 Jan;36(1):96–116.

34.

Hattie J. *Visible learning: a synthesis of over 800 meta-analyses relating to achievement* [Internet]. London: Routledge; 2009. Available from: https://ucl.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5482863310004761&institutionId=4761&customerId=4760

35.

Snowling MJ, Hulme C. Evidence-based interventions for reading and language difficulties: Creating a virtuous circle. *British Journal of Educational Psychology*. 2011 Mar;81(1):1–23.

36.

Locke EA, Latham GP. Building a practically useful theory of goal setting and task

motivation: A 35-year odyssey. *American Psychologist* [Internet]. 2002;57(9):705–717. Available from: https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/1klfcc3/TN_apa_articles10.1037/0003-066X.57.9.705

37.

Addressing Difficulties in Literacy Development [Internet]. Routledge; 2002. Available from: <http://www.tandfebooks.com/isbn/9781315015712>

38.

Townend J, Turner M. *Dyslexia in practice: a guide for teachers*. New York: Kluwer; 1999.

39.

Oxley J, Thomson M, Great Britain. Department for Education and Skills. Special Educational Needs Division, British Dyslexia Association. *Dyslexia: perspectives for classroom practitioners*. [Reading]: [British Dyslexia Association]; 2004.

40.

Hatcher PJ, Hulme C, Miles JNV, Carroll JM, Hatcher J, Gibbs S, Smith G, Bowyer-Crane C, Snowling MJ. Efficacy of small group reading intervention for beginning readers with reading-delay: a randomised controlled trial. *Journal of Child Psychology and Psychiatry*. 2005 Oct 31;47(8):820–827.

41.

Carroll JM, Bowyer-Crane C, Duff FJ, Hulme C, Snowling MJ. *Developing Language and Literacy* [Internet]. Chichester, UK: John Wiley & Sons, Ltd; 2011. Available from: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3835453890004761&institutionId=4761&customerId=4760

42.

Hatcher PJ, Duff FJ, Hulme C. *Sound Linkage: An Integrated Programme for Overcoming Reading Difficulties* [Internet]. 3rd ed. Hoboken: Wiley; 2014. Available from:

<http://UCL.ebib.com/patron/FullRecord.aspx?p=1638365>

43.

Seabrook R, Brown GDA, Solity JE. Distributed and massed practice: from laboratory to classroom. *Applied Cognitive Psychology*. 2005 Jan;19(1):107–122.

44.

Rack J, Turner M. *The study of dyslexia*. New York: Kluwer Academic/Plenum Publishers; 2004.

45.

Solity J, Vousden J. Real books vs reading schemes: a new perspective from instructional psychology. *Educational Psychology*. 2009 Jul;29(4):469–511.

46.

Vaughn S, Fletcher JM. Response to Intervention With Secondary School Students With Reading Difficulties. *Journal of Learning Disabilities*. 2012 May 1;45(3):244–256.

47.

Cogan J, Flecker M. *Dyslexia in secondary school: a practical handbook for teachers, parents and students*. London: Whurr; 2004.

48.

Denti L, Guerin GR. *Effective practice for adolescents with reading and literacy challenges*. New York: Routledge; 2008.

49.

Duff FJ, Hayiou-Thomas ME, Hulme C. Evaluating the effectiveness of a phonologically based reading intervention for struggling readers with varying language profiles. *Reading and Writing*. 2012 Mar;25(3):621–640.

50.

Ebbers SM, Denton CA. A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties. *Learning Disabilities Research & Practice*. 2008 May;23(2):90–102.

51.

Fuchs LS, Fuchs D, Compton DL. Rethinking Response to Intervention at Middle and High School. *School Psychology Review*. 2010 Mar 1;39(1):22–28.

52.

Roberts G, Torgesen JK, Boardman A, Scammacca N. Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities. *Learning Disabilities Research & Practice*. 2008 May;23(2):63–69.

53.

Brooks G, Dyslexia Trust. What works for children with literacy difficulties?: the effectiveness of intervention schemes [Internet]. Nottingham: DfES; 2016. Available from: <http://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-edition-Rev-Oct-2016.pdf>

54.

Jolliffe W, Carss A, Waugh D. *Teaching systematic synthetic phonics in primary schools*. 2nd ed. Los Angeles: SAGE; 2015.

55.

Graham S, Liu X, Aitken A, Ng C, Bartlett B, Harris KR, Holzapfel J. Effectiveness of Literacy Programs Balancing Reading and Writing Instruction: A Meta-Analysis. *Reading Research Quarterly*. 2018 Jul;53(3):279–304.

56.

Ron Nelson J, Benner GJ, Gonzalez J. Learner Characteristics that Influence the Treatment Effectiveness of Early Literacy Interventions: A Meta-Analytic Review. *Learning Disabilities Research and Practice*. 2003 Nov;18(4):255-267.

57.

Snowling MJ. Early identification and interventions for dyslexia: a contemporary view. *Journal of Research in Special Educational Needs*. 2013 Jan;13(1):7-14.

58.

Wanzek J, Wexler J, Vaughn S, Ciullo S. Reading interventions for struggling readers in the upper elementary grades: a synthesis of 20 years of research. *Reading and Writing*. 2010 Sep;23(8):889-912.

59.

Johnston RS, Watson JE, Scotland. Scottish Executive. Education Department. The effects of synthetic phonics teaching on reading and spelling attainment: a seven year longitudinal study [Internet]. Edinburgh: Scottish Executive Education Department; 2005. Available from: <http://dera.ioe.ac.uk/14793/>

60.

Jolliffe W, Carss A, Waugh D. Teaching systematic synthetic phonics in primary schools. 2nd ed. Los Angeles: SAGE; 2015.

61.

Johnston & Watson. Teaching synthetic phonics in primary schools.

62.

Melby-Lervåg M, Lyster SAH, Hulme C. Phonological skills and their role in learning to read: A meta-analytic review. *Psychological Bulletin* [Internet]. 2012;138(2):322-352. Available from: <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=ovft>

63.

Wyse D. Phonics—the Whole Story? A critical review of empirical evidence. *Educational Studies*. 2000 Sep;26(3):355–364.

64.

Wyse D. Phonics—the Whole Story? A critical review of empirical evidence. *Educational Studies*. 2000 Sep;26(3):355–364.

65.

Phonics play [Internet]. Available from: <https://www.phonicsplay.co.uk/WhatIsPhonics.htm>

66.

Letters and sounds - GOV.UK [Internet]. Available from: <https://www.gov.uk/government/publications/letters-and-sounds>

67.

Clarke PJ, Snowling MJ, Truelove E, Hulme C. Ameliorating Children's Reading-Comprehension Difficulties. *Psychological Science*. 2010 Aug;21(8):1106–1116.

68.

Begeny JC, Levy RA, Field SA. Using Small-Group Instruction to Improve Students' Reading Fluency: An Evaluation of the Existing Research. *Journal of Applied School Psychology*. 2018 Jan 2;34(1):36–64.

69.

Nash M. Developing Reading Comprehension. *Child and Adolescent Mental Health*. 2014 May;19(2):160–160.

70.

Greenway C. 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*. 2002 Jun;18(2):113-137.

71.

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* [Internet]. 47(1):199-211. Available from:
<https://search.proquest.com/docview/232339801?accountid=14511>

72.

Oakhill J, Cain K, Elbro C. *Understanding and teaching reading comprehension: a handbook* [Internet]. London: Routledge; 2015. Available from:
<http://ucl.eblib.com/patron/FullRecord.aspx?p=1770605>

73.

Roberts W, Norwich B. 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*. 2010 Sep;26(3):279-298.

74.

Donovan JL, Marshall CR. Comparing the Verbal Self-Reports of Spelling Strategies Used by Children With and Without Dyslexia. *International Journal of Disability, Development and Education*. 2016 Jan 2;63(1):27-44.

75.

Hurry * J, Nunes T, Bryant P, Pretzlik U, Parker M, Curno T, Midgley L. Transforming research on morphology into teacher practice. *Research Papers in Education*. 2005 Jun;20(2):187-206.

76.

Snowling MJ, Stackhouse J. Dyslexia, speech and language: a practitioner's handbook [Internet]. 2nd ed. London: Whurr; 2006. Available from: <https://www.dawsonera.com/abstract/9780470034460>

77.

Nunes T, Bryant P, Olsson J. Learning Morphological and Phonological Spelling Rules: An Intervention Study. *Scientific Studies of Reading*. 2003 Jul;7(3):289–307.

78.

Oxley J, Thomson M, Great Britain. Department for Education and Skills. Special Educational Needs Division, British Dyslexia Association. *Dyslexia: perspectives for classroom practitioners*. [Reading]: [British Dyslexia Association]; 2004.

79.

Teaching Spelling [Internet]. Routledge; 2014. Available from: <http://www.tandfebooks.com/isbn/9781315815909>

80.

Support for spelling (National Strategies: primary) [Internet]. Department for Children, Schools and Families; 2009. Available from: <http://dera.ioe.ac.uk/2424>

81.

The SAGE Handbook of Writing Development [Internet]. 1 Oliver's Yard, 55 City Road, London EC1Y 1SP United Kingdom : SAGE Publications Ltd; 2009. Available from: https://ucl-new-primos.hosted.exlibrisgroup.com/permalink/f/luapog/UCL_LMS_DS51233417470004761

82.

Duff FJ, Fieldsend E, Bowyer-Crane C, Hulme C, Smith G, Gibbs S, Snowling MJ. Reading with vocabulary intervention: evaluation of an instruction for children with poor response to reading intervention. *Journal of Research in Reading*. 2008 Aug;31(3):319–336.

83.

Beck IL, Kucan L, McKeown MG. Bringing words to life: robust vocabulary instruction [Internet]. 2nd ed. New York: Guilford Press; 2013. Available from: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3631291290004761&institutionId=4761&customerId=4760

84.

Dockrell JE, Lindsay G, Connelly V. The Impact of Specific Language Impairment on Adolescents' Written Text. *Exceptional Children*. 2009 Jul;75(4):427–446.

85.

Townend J, Turner M. *Dyslexia in practice: a guide for teachers*. New York: Kluwer; 1999.

86.

'What Works': interventions for children and young people with speech, language and communication needs [Internet]. Available from: https://ucl-new-primos.hosted.exlibrisgroup.com/primos-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

87.

Santangelo T, Graham S. A Comprehensive Meta-analysis of Handwriting Instruction. *Educational Psychology Review*. 2016 Jun;28(2):225–265.

88.

Banks R, Rodger S, Polatajko HJ. Mastering Handwriting: How Children with Developmental Coordination Disorder Succeed with CO-OP. *OTJR: Occupation, Participation and Health*. 2008 Jun;28(3):100–109.

89.

Feder KP, Majnemer A. Handwriting development, competency, and intervention. *Developmental Medicine & Child Neurology*. 2007 Apr;49(4):312–317.

90.

Hoy MMP, Egan MY, Feder KP. A Systematic Review of Interventions to Improve Handwriting. *Canadian Journal of Occupational Therapy*. 2011 Feb;78(1):13–25.

91.

Snowling MJ, Stackhouse J. *Dyslexia, speech and language: a practitioner's handbook* [Internet]. 2nd ed. London: Whurr; 2006. Available from: <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780470034460>

92.

National Handwriting Association – Charity promoting good practice in handwriting [Internet]. Available from: <https://nha-handwriting.org.uk/>

93.

Dowker A. Interventions for Primary School Children With Difficulties in Mathematics. *The Development of Early Childhood Mathematics Education* [Internet]. Elsevier; 2017. p. 255–287. Available from: <https://linkinghub.elsevier.com/retrieve/pii/S0065240717300186>

94.

Bird R. *The dyscalculia toolkit: supporting learning difficulties in maths*. Third edition. Los Angeles: SAGE; 2017.

95.

Gifford S. Dyscalculia: myths and models. *Research in Mathematics Education*. 2006 Apr;8(1):35–51.

96.

Hecht SA, Torgesen JK, Wagner RK, Rashotte CA. 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*. 2001 Jun;79(2):192-227.

97.

Hunt JH, Valentine C, Bryant DP, Pfannenstiel KH, Bryant BR. Supplemental Mathematics Intervention: How and Why Special Educators Intensify Intervention for Students With Learning Disabilities. *Remedial and Special Education*. 2016 Mar 1;37(2):78-88.

98.

Young-Loveridge JM. The relationship between children's home experiences and their mathematical skills on entry to school. *Early Child Development and Care*. 1989 Jan;43(1):43-59.

99.

Snowling MJ, Stackhouse J. *Dyslexia, speech and language: a practitioner's handbook* [Internet]. 2nd ed. London: Whurr; 2006. Available from: https://ucl-new-primo.hosted.exlibrisgroup.com/permalink/f/1klfcc3/TN_cdi_askewsholts_vl_ebooks_9781118687758

100.

Buckingham D. *Beyond Technology: Children's Learning in the Age of Digital Culture* [Internet]. 1st ed. Hoboken: Wiley; 2013. Available from: <http://ucl.ebib.com/patron/FullRecord.aspx?p=1174290>

101.

Burden R, Burdett J. Factors associated with successful learning in pupils with dyslexia: a motivational analysis. *British Journal of Special Education*. 2005 Jun 28;32(2):100-104.

102.

Burden RL, Snowling MJ. Dyslexia and self-concept: seeking a dyslexic identity. London: Whurr; 2005.

103.

Carroll JM, Maughan B, Goodman R, Meltzer H. Literacy difficulties and psychiatric disorders: evidence for comorbidity. *Journal of Child Psychology and Psychiatry*. 2005 May;46(5):524-532.

104.

Chai Z, Vail CO, Ayres KM. Using an iPad Application to Promote Early Literacy Development in Young Children With Disabilities. *The Journal of Special Education*. 2015 Feb;48(4):268-278.

105.

Birsh JR. Chapter 22: Multisensory teaching of basic language skills. *Multisensory teaching of basic language skills [Internet]*. 3rd ed. Baltimore, Md: Paul H. Brookes; 2011. Available from: <https://contentstore.cla.co.uk/secure/link?id=6d8f1977-9425-eb11-80cd-005056af4099>

106.

Rack J, Turner M. *The study of dyslexia*. New York: Kluwer Academic/Plenum Publishers; 2004.

107.

Smythe I. *Dyslexia in the digital age: making IT work*. London: Continuum; 2010.

108.

BDA Technology | Technology support for all dyslexic people [Internet]. Available from: <https://bdatech.org/>

109.

Higgins S, Hall E, Baumfield V. A meta-analysis of the impact of the implementation of thinking skills approaches on pupils. [Internet]. 2005. Available from: <http://dro.dur.ac.uk/1890/>

110.

Abrami PC, Bernard RM, Borokhovski E, Wade A, Surkes MA, Tamim R, Zhang D. Instructional Interventions Affecting Critical Thinking Skills and Dispositions: A Stage 1 Meta-Analysis. *Review of Educational Research*. 2008 Sep 18;78(4):1102–1134.

111.

Dignath C, Buettner G, Langfeldt HP. How can primary school students learn self-regulated learning strategies most effectively? *Educational Research Review*. 2008 Jan;3(2):101–129.

112.

Dunlosky J, Rawson KA, Marsh EJ, Nathan MJ, Willingham DT. Improving Students' Learning With Effective Learning Techniques. *Psychological Science in the Public Interest*. 2013 Jan;14(1):4–58.

113.

Pashler H, McDaniel M, Rohrer D, Bjork R. Learning Styles. *Psychological Science in the Public Interest*. 2008 Dec;9(3):105–119.

114.

Rose J, Great Britain. Department for Children, Schools and Families. Identifying and teaching children and young people with dyslexia and literacy difficulties [Internet]. [London]: Department for Children, Schools and Families; 2009. Available from: <http://dera.ioe.ac.uk/14790/>

115.

Quigley, Alex. Metacognition and self-regulated learning: guidance report - Digital Education Resource Archive (DERA) [Internet]. Education Endowment Foundation; 2018. Available from: <https://dera.ioe.ac.uk/31617/?view=primo>

116.

Schunk, Dale H. Metacognition, Self-Regulation, and Self-Regulated Learning: Research Recommendations. *Educational Psychology Review* [Internet]. 20:463–467. Available from: https://search.proquest.com/docview/234321081?rfr_id=info%3Axri%2Fsid%3Aprimo

117.

Guskey TR. *Evaluating professional development*. Thousand Oaks, Calif: Corwin; 2000.

118.

Allison S, Tharby A, Lemov D, Ramasami J. *Making every lesson count: six principles to support great teaching and learning* [Internet]. Bancyfelin, England: Crown House Publishing Limited; 2015. Available from: http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=4277149570004761&institutionId=4761&customerId=4760

119.

SEND code of practice: 0 to 25 years - GOV.UK [Internet]. 11AD. Available from: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

120.

Great professional development which leads to great pedagogy: nine claims from research - GOV.UK [Internet]. Available from: <https://www.gov.uk/government/publications/great-professional-development-which-leads-to-great-pedagogy-nine-claims-from-research>

121.

Shanahan T. *National Reading Panel Report | Shanahan on Literacy* [Internet]. 2005. Available from: <https://shanahanonliteracy.com/blog/can-i-still-rely-on-the-national-reading-panel-report>

122.

Dyslexia : a cognitive developmental perspective /Margaret Snowling [Internet]. Available from:

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