

PHDE0066: Specific Learning Difficulties: Understanding Assessing and Teaching Children with SpLD

[View Online](#)

Anon. n.d.-a. 'Antoniazzi, D., Snow, P., & Dickson-Swift, V. (2010). Teacher Identification of Children at Risk for Language Impairment in the First Year of School. *International Journal of Speech-Language Pathology*, 12(3), 244-252. Doi:10.3109/17549500903104447'.

Anon. n.d.-b. 'Carroll, J. M. C., Bowyer-Crane, C., Duff, F., Hulme, C. & Snowling, M. J. (2011). *Developing Language and Literacy: Effective Intervention in the Early Years*. Chichester, UK: Wiley-Blackwell.'

Anon. n.d.-c. 'Early Years Foundation Stages (2014) Handbook'.

Anon. n.d.-d. 'Ehri, L. (2014). Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning. *Scientific Studies of Reading*, 18, 1, 5-21.'

Anon. n.d.-e. 'Florit, E. & Cain, K. (2011). The Simple View of Reading: Is It Valid for Different Types of Alphabetic Orthographies? *Educational Psychology Review*, 23, 4, 553-576.'

Anon. n.d.-f. 'Griffiths, P. (2015) Using Coloured Filters to Reduce the Symptoms of Visual Stress in Children with Reading Delay *Scandinavian Journal of Occupational Therapy*, 22:5,328-329.'

Anon. n.d.-g. 'Harries et al Using Coloured Filters to Reduce the Symptoms of Visual Stress in Children with Reading Delay.'

Anon. n.d.-h. 'Hoover, W. & Gough, P. (1990). The Simple View of Reading. *Reading and Writing: An Interdisciplinary Journal*, 2,127-160.'

Anon. n.d.-i. 'Hulme, C., & Snowling, M. J. (2014). The Interface between Spoken and Written Language: Developmental Disorders. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 369(1634), 20120395.'

Anon. n.d.-j. 'Karmiloff, K. & Karmiloff-Smith, A. (2001). *Pathways to Language: From Foetus to Adolescent*. Cambridge, MA: Harvard University Press'.

Anon. n.d.-k. 'Learning to Read Treiman and Kessler (2007)'.

Anon. n.d.-l. 'Learning to Read Words: Theory, Findings and Issues'.

Anon. n.d.-m. 'Peterson, R.L., & Pennington, B.F. & Olson, R.K. (2013). Subtypes of

Developmental Dyslexia: Testing the Predictions of the Dual-Route and Connectionist Frameworks. *Cognition*, 126, 1, 20-38.' Retrieved (https://ac.els-cdn.com/S0010027712001989/1-s2.0-S0010027712001989-main.pdf?_tid=0dcf5f7f-de62-498d-a5e0-136e8bb8ba35&acdnat=1542900423_b39217c0625e1f4e07f2bb501fee1a0d).

Anon. n.d.-n. 'Rose, J. (2009). Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties. London: DCSF.'

Bosse, Marie-Line. 2015a. 'Learning to Read and Spell: How Children Acquire Word Orthographic Knowledge'. *Child Development Perspectives* 9(4):222-26. doi: 10.1111/cdep.12133.

Bosse, Marie-Line. 2015b. 'Learning to Read and Spell: How Children Acquire Word Orthographic Knowledge'. *Child Development Perspectives* 9(4):222-26. doi: 10.1111/cdep.12133.

Bowyer-Crane, Claudine, Margaret J. Snowling, Fiona J. Duff, Elizabeth Fieldsend, Julia M. Carroll, Jeremy Miles, Kristina Götz, and Charles Hulme. 2008. 'Improving Early Language and Literacy Skills: Differential Effects of an Oral Language versus a Phonology with Reading Intervention'. *Journal of Child Psychology and Psychiatry* 49(4):422-32. doi: 10.1111/j.1469-7610.2007.01849.x.

Brady, Susan A., David Braze, and Carol A. Fowler, eds. 2011. *Explaining Individual Differences in Reading*. Psychology Press.

Cain, Kate and British Psychological Society. 2010a. *Reading Development and Difficulties*. Chichester: British Psychological Society and Blackwell.

Cain, Kate and British Psychological Society. 2010b. *Reading Development and Difficulties*. Chichester: British Psychological Society and Blackwell.

Cain, Kate and British Psychological Society. 2010c. *Reading Development and Difficulties*. Chichester: British Psychological Society and Blackwell.

Cain, Kate and British Psychological Society. 2010d. *Reading Development and Difficulties*. Chichester: British Psychological Society and Blackwell.

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

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

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. doi: 10.1111/j.1467-9817.2011.01495.x.

Griffiths, Yvonne, and Morag Stuart. 2013b. 'Reviewing Evidence-Based Practice for Pupils

with Dyslexia and Literacy Difficulties'. *Journal of Research in Reading* 36(1):96–116. doi: 10.1111/j.1467-9817.2011.01495.x.

Henderson, Lisa M., Natassa Tsogka, and Margaret J. Snowling. 2013. 'Questioning the Benefits That Coloured Overlays Can Have for Reading in Students with and without Dyslexia'. *Journal of Research in Special Educational Needs* 13(1):57–65. doi: 10.1111/j.1471-3802.2012.01237.x.

Nation, Kate. 2017. 'Nurturing a Lexical Legacy: Reading Experience Is Critical for the Development of Word Reading Skill'. *Npj Science of Learning* 2(1). doi: 10.1038/s41539-017-0004-7.

Siegler, Robert S., Judy S. DeLoache, and Nancy Eisenberg. 2006. *How Children Develop*. 2nd ed. New York: Worth Publishers.

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

Snowling, Margaret J., and Charles Hulme, eds. 2005a. *The Science of Reading: A Handbook*. Oxford, UK: Blackwell Publishing Ltd.

Snowling, Margaret J., and Charles Hulme, eds. 2005b. *The Science of Reading: A Handbook*. Oxford, UK: Blackwell Publishing Ltd.

Strong, Gemma K., Carole J. Torgerson, David Torgerson, and Charles Hulme. 2011. 'A Systematic Meta-Analytic Review of Evidence for the Effectiveness of the "Fast ForWord" Language Intervention Program'. *Journal of Child Psychology and Psychiatry* 52(3):224–35. doi: 10.1111/j.1469-7610.2010.02329.x.

Stuart, Morag, and Rhona Stainthorp. 2016. *Reading Development and Teaching*. 1 Oliver's Yard, 55 City Road London EC1Y 1SP : SAGE Publications Ltd.