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



'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' https://www.tandfonline.com/doi/pdf/10.3109/17549500903104447?needAccess=true

Bosse, Marie-Line, 'Learning to Read and Spell: How Children Acquire Word Orthographic Knowledge', Child Development Perspectives, 9.4 (2015), 222–26 https://doi.org/10.1111/cdep.12133>

———, 'Learning to Read and Spell: How Children Acquire Word Orthographic Knowledge', Child Development Perspectives, 9.4 (2015), 222–26 https://doi.org/10.1111/cdep.12133

Bowyer-Crane, Claudine, Margaret J. Snowling, Fiona J. Duff, Elizabeth Fieldsend, Julia M. Carroll, Jeremy Miles, and others, '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 (2008), 422–32 https://doi.org/10.1111/j.1469-7610.2007.01849.x

Brady, Susan A., David Braze, and Carol A. Fowler, eds., Explaining Individual Differences in Reading (Psychology Press, 2011) https://doi.org/10.4324/9780203817964>

Cain, Kate and British Psychological Society, Reading Development and Difficulties (Chichester: British Psychological Society and Blackwell, 2010)

———, Reading Development and Difficulties (Chichester: British Psychological Society and Blackwell, 2010)

———, Reading Development and Difficulties (Chichester: British Psychological Society and Blackwell, 2010)

———, Reading Development and Difficulties (Chichester: British Psychological Society and Blackwell, 2010)

'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.' https://onlinelibrary.wiley.com/doi/pdf/10.1002/9780470977460

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), 5–51 https://doi.org/10.1177/1529100618772271

———, 'Ending the Reading Wars: Reading Acquisition From Novice to Expert', Psychological Science in the Public Interest, 19.1 (2018), 5–51 https://doi.org/10.1177/1529100618772271

'Early Years Foundation Stages (2014) Handbook' http://dera.ioe.ac.uk/20892/1/2014_EYFS_handbook.pdf

'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.' https://www.tandfonline.com/doi/pdf/10.1080/10888438.2013.819356?needAccess=true

'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.' https://www.jstor.org/stable/pdf/23883165.pdf?refreqid=excelsior%3A397d239a0a3c338bf85b5803667d340c

'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.' https://www.tandfonline.com/doi/pdf/10.3109/11038128.2015.1033456?needAccess=true

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

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

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

https://www.tandfonline.com/doi/pdf/10.3109/11038128.2014.989903?needAccess=true

Henderson, Lisa M., Natassa Tsogka, and Margaret J. Snowling, '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 (2013), 57–65 https://doi.org/10.1111/j.1471-3802.2012.01237.x

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

https://link.springer.com/content/pdf/10.1007%2FBF00401799.pdf

'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.'

https://www.jstor.org/stable/pdf/24499203.pdf?refreqid=search%3A97222f0178b97c9e9

cbba1e4d08198a1>

'Learning to Read Treiman and Kessler (2007)' http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780198568971.001.0001/oxfordhb-9780198568971-e-040?print=pdf

'Learning to Read Words: Theory, Findings and Issues' https://www.tandfonline.com/doi/pdf/10.1207/s1532799xssr0902_4?needAccess=true Nation, Kate, 'Nurturing a Lexical Legacy: Reading Experience Is Critical for the Development of Word Reading Skill', Npj Science of Learning, 2.1 (2017) https://doi.org/10.1038/s41539-017-0004-7

'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.'

'Rose, J. (2009). Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties. London: DCSF.' http://dera.ioe.ac.uk/14790/7/00659-2009DOM-EN Redacted.pdf>

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

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

Snowling, Margaret J., and Charles Hulme, eds., The Science of Reading: A Handbook (Oxford, UK: Blackwell Publishing Ltd, 2005) https://doi.org/10.1002/9780470757642

———, eds., The Science of Reading: A Handbook (Oxford, UK: Blackwell Publishing Ltd, 2005) https://doi.org/10.1002/9780470757642

Strong, Gemma K., Carole J. Torgerson, David Torgerson, and Charles Hulme, '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 (2011), 224–35 https://doi.org/10.1111/j.1469-7610.2010.02329.x

Stuart, Morag, and Rhona Stainthorp, Reading Development and Teaching (1 Oliver's Yard, 55 City Road London EC1Y 1SP: SAGE Publications Ltd, 2016) https://doi.org/10.4135/9781473920170