

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

[View Online](#)

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*, vol. 9, no. 4, Dec. 2015, pp. 222-26, <https://doi.org/10.1111/cdep.12133>.

———. 'Learning to Read and Spell: How Children Acquire Word Orthographic Knowledge'. *Child Development Perspectives*, vol. 9, no. 4, Dec. 2015, pp. 222-26, <https://doi.org/10.1111/cdep.12133>.

Bowyer-Crane, Claudine, et al. 'Improving Early Language and Literacy Skills: Differential Effects of an Oral Language versus a Phonology with Reading Intervention'. *Journal of Child Psychology and Psychiatry*, vol. 49, no. 4, Apr. 2008, pp. 422-32, <https://doi.org/10.1111/j.1469-7610.2007.01849.x>.

Brady, Susan A., et al., editors. *Explaining Individual Differences in Reading*. Psychology Press, 2011, <https://doi.org/10.4324/9780203817964>.

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

———. *Reading Development and Difficulties*. British Psychological Society and Blackwell, 2010.

———. *Reading Development and Difficulties*. British Psychological Society and Blackwell, 2010.

———. *Reading Development and Difficulties*. 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, et al. 'Ending the Reading Wars: Reading Acquisition From Novice to Expert'. *Psychological Science in the Public Interest*, vol. 19, no. 1, June 2018, pp. 5-51, <https://doi.org/10.1177/1529100618772271>.

———. 'Ending the Reading Wars: Reading Acquisition From Novice to Expert'. *Psychological Science in the Public Interest*, vol. 19, no. 1, June 2018, pp. 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*, vol. 36, no. 1, Jan. 2013, pp. 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*, vol. 36, no. 1, Jan. 2013, pp. 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., et al. 'Questioning the Benefits That Coloured Overlays Can Have for Reading in Students with and without Dyslexia'. *Journal of Research in Special Educational Needs*, vol. 13, no. 1, Jan. 2013, pp. 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%3A97222f0178b97c9e9cbba1e4d08198a1>.

Karmiloff, K. & Karmiloff-Smith, A. (2001). *Pathways to Language: From Foetus to Adolescent*. Cambridge, MA: Harvard University Press.
<http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=281967&site=ehost-live&scope=site>.

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*, vol. 2, no. 1, Dec. 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.

https://ac.els-cdn.com/S0010027712001989/1-s2.0-S0010027712001989-main.pdf?_tid=0dcf5f7f-de62-498d-a5e0-136e8bb8ba35&acdnat=1542900423_b39217c0625e1f4e07f2bb501fee1a0d.

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., et al. *How Children Develop*. 2nd ed, Worth Publishers, 2006.

Snowling, Margaret J. 'Early Identification and Interventions for Dyslexia: A Contemporary View'. *Journal of Research in Special Educational Needs*, vol. 13, no. 1, Jan. 2013, pp. 7-14, <https://doi.org/10.1111/j.1471-3802.2012.01262.x>.

Snowling, Margaret J., and Charles Hulme, editors. *The Science of Reading: A Handbook*. Blackwell Publishing Ltd, 2005, <https://doi.org/10.1002/9780470757642>.

Snowling, Margaret J., and Charles Hulme, editors. *The Science of Reading: A Handbook*. Blackwell Publishing Ltd, 2005, <https://doi.org/10.1002/9780470757642>.

Strong, Gemma K., et al. 'A Systematic Meta-Analytic Review of Evidence for the Effectiveness of the "Fast ForWord" Language Intervention Program'. *Journal of Child Psychology and Psychiatry*, vol. 52, no. 3, Mar. 2011, pp. 224-35, <https://doi.org/10.1111/j.1469-7610.2010.02329.x>.

Stuart, Morag, and Rhona Stainthorp. *Reading Development and Teaching*. SAGE Publications Ltd, 2016, <https://doi.org/10.4135/9781473920170>.