## 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'. n. pag. Web.

<a href="https://www.tandfonline.com/doi/pdf/10.3109/17549500903104447?needAccess=true">https://www.tandfonline.com/doi/pdf/10.3109/17549500903104447?needAccess=true</a>.

Bosse, Marie-Line. 'Learning to Read and Spell: How Children Acquire Word Orthographic Knowledge'. Child Development Perspectives 9.4 (2015): 222–226. Web.

---. 'Learning to Read and Spell: How Children Acquire Word Orthographic Knowledge'. Child Development Perspectives 9.4 (2015): 222–226. Web.

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 49.4 (2008): 422–432. Web.

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

<a href="https://www.taylorfrancis.com/books/9781136732843">https://www.taylorfrancis.com/books/9781136732843>.</a>

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

- ---. Reading Development and Difficulties. Chichester: British Psychological Society and Blackwell, 2010. Print.
- ---. Reading Development and Difficulties. Chichester: British Psychological Society and Blackwell, 2010. Print.
- ---. Reading Development and Difficulties. Chichester: British Psychological Society and Blackwell, 2010. Print.

'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.' n. pag. Web.

<a href="https://onlinelibrary.wiley.com/doi/pdf/10.1002/9780470977460">https://onlinelibrary.wiley.com/doi/pdf/10.1002/9780470977460>.</a>

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. Web.

---. 'Ending the Reading Wars: Reading Acquisition From Novice to Expert'. Psychological Science in the Public Interest 19.1 (2018): 5–51. Web.

'Early Years Foundation Stages (2014) Handbook'. Web. <a href="http://dera.ioe.ac.uk/20892/1/2014">http://dera.ioe.ac.uk/20892/1/2014</a> 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.' n. pag. Web. <a href="https://www.tandfonline.com/doi/pdf/10.1080/10888438.2013.819356?needAccess=true">https://www.tandfonline.com/doi/pdf/10.1080/10888438.2013.819356?needAccess=true</a> >.

'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.' n. pag. Web. <a href="https://www.jstor.org/stable/pdf/23883165.pdf?refreqid=excelsior%3A397d239a0a3c338bf85b5803667d340c">https://www.jstor.org/stable/pdf/23883165.pdf?refreqid=excelsior%3A397d239a0a3c338bf85b5803667d340c</a>.

'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.' n. pag. Web.

<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. Web.

---. 'Reviewing Evidence-Based Practice for Pupils with Dyslexia and Literacy Difficulties'. Journal of Research in Reading 36.1 (2013): 96–116. Web.

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

< 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. Web.

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

<a href="https://link.springer.com/content/pdf/10.1007%2FBF00401799.pdf">https://link.springer.com/content/pdf/10.1007%2FBF00401799.pdf</a>.

'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.' n. pag. Web.

<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'. n. pag. Web. <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=ip,shib&amp;db=nlebk&amp;AN=281967&amp;site=ehost-live&amp;scope=site>">http://search.ebscohost.com/login.aspx?direct=true&amp;AN=281967&amp;site=ehost-live&amp;scope=site>">http://search.ebscohost.com/login.aspx?direct=true&amp;AN=281967&amp;site=ehost-live&amp;scope=site>">http://search.ebscohost.com/login.aspx?direct=true&amp;AN=281967&amp;site=ehost-live&amp;scope=site>">http://search.ebscohost.com/login.aspx?direct=true&amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;and=amp;a

'Learning to Read Treiman and Kessler (2007)'. N.p. Web. <a href="http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780198568971.001.0001/oxfordhb-9780198568971-e-040?print=pdf">http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780198568971.001.0001/oxfordhb-9780198568971-e-040?print=pdf</a>.

'Learning to Read Words: Theory, Findings and Issues'. n. pag. Web. <a href="https://www.tandfonline.com/doi/pdf/10.1207/s1532799xssr0902">https://www.tandfonline.com/doi/pdf/10.1207/s1532799xssr0902</a> 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): n. pag. Web.

'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.' N.p., n.d. Web. <a href="https://ac.els-cdn.com/S0010027712001989/1-s2.0-S0010027712001989-main.pdf?\_tid=0dcf5f7f-de62-498d-a5e0-136e8bb8ba35&amp;acdnat=1542900423\_b39217c0625e1f4e07f2bb501fee1a0d>.

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

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

Snowling, Margaret J. 'Early Identification and Interventions for Dyslexia: A Contemporary View'. Journal of Research in Special Educational Needs 13.1 (2013): 7–14. Web.

Snowling, Margaret J., and Charles Hulme, eds. The Science of Reading: A Handbook. Oxford, UK: Blackwell Publishing Ltd, 2005. Web. <a href="http://doi.wilev.com/10.1002/9780470757642">http://doi.wilev.com/10.1002/9780470757642</a>.

---, eds. The Science of Reading: A Handbook. Oxford, UK: Blackwell Publishing Ltd, 2005. Web. <a href="http://doi.wiley.com/10.1002/9780470757642">http://doi.wiley.com/10.1002/9780470757642</a>.

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 52.3 (2011): 224–235. Web.

Stuart, Morag, and Rhona Stainthorp. Reading Development and Teaching. 1 Oliver's Yard, 55 City Road London EC1Y 1SP: SAGE Publications Ltd, 2016. Web. <a href="http://sk.sagepub.com/Books/reading-development-and-teaching">http://sk.sagepub.com/Books/reading-development-and-teaching</a>.