

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

View Online



1.

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.

2.

Cain K, British Psychological Society. *Reading development and difficulties*. Chichester: British Psychological Society and Blackwell; 2010.

3.

Rose, J. (2009). *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*. London: DCSF. [Internet]. Available from: [http://dera.ioe.ac.uk/14790/7/00659-2009DOM-EN\\_Redacted.pdf](http://dera.ioe.ac.uk/14790/7/00659-2009DOM-EN_Redacted.pdf)

4.

Learning to Read Words: theory, findings and issues. Available from: [https://www.tandfonline.com/doi/pdf/10.1207/s1532799xssr0902\\_4?needAccess=true](https://www.tandfonline.com/doi/pdf/10.1207/s1532799xssr0902_4?needAccess=true)

5.

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.

6.

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

7.

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

8.

Strong GK, Torgerson CJ, Torgerson D, Hulme C. A systematic meta-analytic review of evidence for the effectiveness of the 'Fast ForWord' language intervention program. *Journal of Child Psychology and Psychiatry*. 2011 Mar;52(3):224–35.

9.

Henderson LM, Tsogka N, Snowling MJ. Questioning the benefits that coloured overlays can have for reading in students with and without dyslexia. *Journal of Research in Special Educational Needs*. 2013 Jan;13(1):57–65.

10.

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. [Internet]. Available from:  
[https://ac.els-cdn.com/S0010027712001989/1-s2.0-S0010027712001989-main.pdf?\\_tid=0dcf5f7f-de62-498d-a5e0-136e8bb8ba35&acdnat=1542900423\\_b39217c0625e1f4e07f2bb501fee1a0d](https://ac.els-cdn.com/S0010027712001989/1-s2.0-S0010027712001989-main.pdf?_tid=0dcf5f7f-de62-498d-a5e0-136e8bb8ba35&acdnat=1542900423_b39217c0625e1f4e07f2bb501fee1a0d)

11.

Bowyer-Crane C, Snowling MJ, Duff FJ, Fieldsend E, Carroll JM, Miles J, 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*. 2008 Apr;49(4):422–32.

12.

Bosse ML. Learning to Read and Spell: How Children Acquire Word Orthographic Knowledge. *Child Development Perspectives*. 2015 Dec;9(4):222–6.

13.

Harries et al Using coloured filters to reduce the symptoms of visual stress in children with reading delay. Available from:  
<https://www.tandfonline.com/doi/pdf/10.3109/11038128.2014.989903?needAccess=true>

14.

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. Available from:  
<https://www.tandfonline.com/doi/pdf/10.3109/11038128.2015.1033456?needAccess=true>

15.

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.

16.

Cain K, British Psychological Society. *Reading development and difficulties*. Chichester: British Psychological Society and Blackwell; 2010.

17.

Cain K, British Psychological Society. *Reading development and difficulties*. Chichester: British Psychological Society and Blackwell; 2010.

18.

Cain K, British Psychological Society. *Reading development and difficulties*. Chichester: British Psychological Society and Blackwell; 2010.

19.

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. Available from:  
<https://onlinelibrary.wiley.com/doi/pdf/10.1002/9780470977460>

20.

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.

21.

Snowling MJ, Hulme C, editors. *The Science of Reading: A Handbook* [Internet]. Oxford, UK: Blackwell Publishing Ltd; 2005. Available from:  
<http://doi.wiley.com/10.1002/9780470757642>

22.

Stuart M, Stainthorp R. *Reading Development and Teaching* [Internet]. 1 Oliver's Yard, 55 City Road London EC1Y 1SP : SAGE Publications Ltd; 2016. Available from:  
<http://sk.sagepub.com/Books/reading-development-and-teaching>

23.

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. Available from:  
<https://www.tandfonline.com/doi/pdf/10.3109/17549500903104447?needAccess=true>

24.

Bosse ML. Learning to Read and Spell: How Children Acquire Word Orthographic Knowledge. *Child Development Perspectives*. 2015 Dec;9(4):222–6.

25.

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. Available from:  
<https://www.jstor.org/stable/pdf/24499203.pdf?refreqid=search%3A97222f0178b97c9e9cbba1e4d08198a1>

26.

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

27.

Siegler RS, DeLoache JS, Eisenberg N. *How children develop*. 2nd ed. New York: Worth Publishers; 2006.

28.

Early Years Foundation Stages (2014) handbook [Internet]. Available from:  
[http://dera.ioe.ac.uk/20892/1/2014\\_EYFS\\_handbook.pdf](http://dera.ioe.ac.uk/20892/1/2014_EYFS_handbook.pdf)

29.

Snowling MJ, Hulme C, editors. *The Science of Reading: A Handbook* [Internet]. Oxford, UK: Blackwell Publishing Ltd; 2005. Available from:  
<http://doi.wiley.com/10.1002/9780470757642>

30.

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. Available from:  
<https://www.tandfonline.com/doi/pdf/10.1080/10888438.2013.819356?needAccess=true>

31.

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. Available from: <https://www.jstor.org/stable/pdf/23883165.pdf?refreqid=excelsior%3A397d239a0a3c338bf85b5803667d340c>

32.

Hoover, W. & Gough, P. (1990). The Simple View of Reading. *Reading and Writing: an Interdisciplinary Journal*, 2, 127-160. [Internet]. Available from: <https://link.springer.com/content/pdf/10.1007%2FBF00401799.pdf>

33.

Nation K. Nurturing a lexical legacy: reading experience is critical for the development of word reading skill. *npj Science of Learning*. 2017 Dec;2(1).

34.

Brady SA, Braze D, Fowler CA, editors. *Explaining Individual Differences in Reading* [Internet]. Psychology Press; 2011. Available from: <https://www.taylorfrancis.com/books/9781136732843>