Anne Castles

List of Publications by Year
in descending order

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120 papers	5,979 citations	101543 36 h-index	82547 72 g-index
124 all docs	124 docs citations	124 times ranked	3049 citing authors

#	Article	IF	Citations
1	Varieties of developmental dyslexia. Cognition, 1993, 47, 149-180.	2.2	866
2	Is there a causal link from phonological awareness to success in learning to read?. Cognition, 2004, 91, 77-111.	2.2	708
3	Ending the Reading Wars: Reading Acquisition From Novice to Expert. Psychological Science in the Public Interest: A Journal of the American Psychological Society, 2018, 19, 5-51.	10.7	547
4	Varieties of Developmental Reading Disorder: Genetic and Environmental Influences. Journal of Experimental Child Psychology, 1999, 72, 73-94.	1.4	190
5	Orthographic learning via self-teaching in children learning to read English: Effects of exposure, durability, and context. Journal of Experimental Child Psychology, 2007, 96, 71-84.	1.4	163
6	Cognitive Correlates of Developmental Surface Dyslexia: A Single Case Study. Cognitive Neuropsychology, 1996, 13, 25-50.	1.1	152
7	Tracking the acquisition of orthographic skills in developing readers: Masked priming effects. Journal of Experimental Child Psychology, 2007, 97, 165-182.	1.4	134
8	Getting to the bottom of orthographic depth. Psychonomic Bulletin and Review, 2015, 22, 1614-1629.	2.8	108
9	How does orthographic knowledge influence performance on phonological awareness tasks?. Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology, 2003, 56, 445-467.	2.3	106
10	Assessing the basic components of reading: A revision of the Castles and Coltheart test with new norms. Australian Journal of Learning Difficulties, 2009, 14, 67-88.	0.8	101
11	Can contrast sensitivity functions in dyslexia be explained by inattention rather than a magnocellular deficit?. Vision Research, 2001, 41, 3205-3211.	1.4	98
12	A Haplotype Spanning KIAA0319 and TTRAP Is Associated with Normal Variation in Reading and Spelling Ability. Biological Psychiatry, 2007, 62, 811-817.	1.3	83
13	Automatic activation of orthography in spoken word recognition: Pseudohomograph priming. Journal of Memory and Language, 2008, 58, 366-379.	2.1	75
14	Context effects on orthographic learning of regular and irregular words. Journal of Experimental Child Psychology, 2011, 109, 39-57.	1.4	74
15	Chicken or egg? Untangling the relationship between orthographic processing skill and reading accuracy. Cognition, 2012, 122, 110-117.	2.2	73
16	Predictors of Orthographic Learning of Regular and Irregular Words. Scientific Studies of Reading, 2013, 17, 369-384.	2.0	71
17	Contrast sensitivity in subgroups of developmental dyslexia. Vision Research, 2003, 43, 467-477.	1.4	69
18	Morphological processing during visual word recognition in developing readers: Evidence from masked priming. Quarterly Journal of Experimental Psychology, 2012, 65, 1306-1326.	1.1	69

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19	John Marshall and the developmental dyslexias. Aphasiology, 2006, 20, 871-892.	2.2	66
20	Neighbourhood Effects on Masked Form Priming in Developing Readers. Language and Cognitive Processes, 1999, 14, 201-224.	2.2	60
21	Sight Word and Phonics Training in Children With Dyslexia. Journal of Learning Disabilities, 2015, 48, 391-407.	2.2	58
22	Morpho-orthographic segmentation without semantics. Psychonomic Bulletin and Review, 2016, 23, 533-539.	2.8	58
23	Phonics training for English-speaking poor readers. The Cochrane Library, 2012, 12, CD009115.	2.8	57
24	Behaviour genetic analyses of reading and spelling: A component processes approach. Australian Journal of Psychology, 2004, 56, 115-126.	2.8	54
25	Masked Homophone and Pseudohomophone Priming in Children and Adults. Language and Cognitive Processes, 1998, 13, 625-651.	2.2	53
26	Early orthographic influences on phonemic awareness tasks: Evidence from a preschool training study. Journal of Experimental Child Psychology, 2011, 108, 203-210.	1.4	52
27	Visual temporal processing in dyslexia and the magnocellular deficit theory: The need for speed?. Journal of Experimental Psychology: Human Perception and Performance, 2011, 37, 1957-1975.	0.9	49
28	Parallel Processing of Whole Words and Morphemes in Visual Word Recognition. Quarterly Journal of Experimental Psychology, 2012, 65, 1798-1819.	1.1	47
29	Replication of reported linkages for dyslexia and spelling and suggestive evidence for novel regions on chromosomes 4 and 17. European Journal of Human Genetics, 2007, 15, 194-203.	2.8	45
30	The genesis of reading ability: What helps children learn letterâ€“sound correspondences?. Journal of Experimental Child Psychology, 2009, 104, 68-88.	1.4	44
31	Nonword reading: Comparing dual-route cascaded and connectionist dual-process models with human data.. Journal of Experimental Psychology: Human Perception and Performance, 2012, 38, 1268-1288.	0.9	44
32	Putting the learning into orthographic learning. Studies in Written Language and Literacy, 0, , 147-168.	1.0	44
33	When â€˜slimeâ€™ becomes â€˜smileâ€™: Developmental letter position dyslexia in English. Neuropsychologia, 2012, 50, 3681-3692.	1.6	43
34	Learning to be a good orthographic reader. Journal of Research in Reading, 2008, 31, 1-7.	2.0	42
35	Semantic involvement in reading aloud: Evidence from a nonword training study.. Journal of Experimental Psychology: Learning Memory and Cognition, 2008, 34, 1495-1517.	0.9	41
36	Early morphological decomposition during visual word recognition: Evidence from masked transposed-letter priming. Psychonomic Bulletin and Review, 2011, 18, 937-942.	2.8	40

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37	Genetic and environmental bases of reading and spelling: A unified genetic dual route model. Reading and Writing, 2006, 20, 147-171.	1.7	39
38	Phonics training for English-speaking poor readers. The Cochrane Library, 2018, 2018, CD009115.	2.8	39
39	Assessing spelling skills and strategies: A critique of available resources. Australian Journal of Learning Difficulties, 2009, 14, 113-150.	0.8	38
40	Lateralized auditory brain function in children with normal reading ability and in children withdyslexia. Neuropsychologia, 2013, 51, 633-641.	1.6	38
41	Getting to grips with the heterogeneity of developmental dyslexia. Cognitive Neuropsychology, 2013, 30, 1-24.	1.1	38
42	A Computational Model of the Selfâ€Teaching Hypothesis Based on the Dualâ€Route Cascaded Model of Reading. Cognitive Science, 2018, 42, 722-770.	1.7	38
43	Lapses of concentration and dyslexic performance on the Ternus task. Cognition, 2001, 81, B21-B31.	2.2	37
44	Word regularity affects orthographic learning. Quarterly Journal of Experimental Psychology, 2012, 65, 856-864.	1.1	36
45	Developmental Dyslexia and the Phonological Deficit Hypothesis. Mind and Language, 2014, 29, 270-285.	2.3	36
46	Cognitive Precursors of Reading: A Cross-Linguistic Perspective. Scientific Studies of Reading, 2022, 26, 111-124.	2.0	36
47	The nature of orthographic learning in self-teaching: Testing the extent of transfer. Journal of Experimental Child Psychology, 2016, 145, 79-94.	1.4	35
48	Orthographic learning, fast and slow: Lexical competition effects reveal the time course of word learning in developing readers. Cognition, 2017, 163, 93-102.	2.2	32
49	The dual route model and the developmental dyslexias. London Review of Education, 2006, , .	1.8	31
50	Developmental dissociations between lexical reading and comprehension: Evidence from two cases of hyperlexia. Cortex, 2010, 46, 1238-1247.	2.4	29
51	Children reading spoken words: interactions between vocabulary and orthographic expectancy. Developmental Science, 2018, 21, e12577.	2.4	28
52	The impact of progressive semantic loss on reading aloud. Cognitive Neuropsychology, 2007, 24, 162-186.	1.1	27
53	No evidence for a prolonged attentional blink in developmental dyslexia. Cortex, 2010, 46, 1317-1329.	2.4	27
54	Low self-concept in poor readers: prevalence, heterogeneity, and risk. PeerJ, 2016, 4, e2669.	2.0	26

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55	Phonological decoding or direct access? Regularity effects in lexical decisions of Grade 3 and 4 children. Quarterly Journal of Experimental Psychology, 2013, 66, 338-346.	1.1	25
56	Bedding down new words: Sleep promotes the emergence of lexical competition in visual word recognition. Psychonomic Bulletin and Review, 2017, 24, 1186-1193.	2.8	25
57	Orthographic processing and childrenâ€™s word reading. Applied Psycholinguistics, 2019, 40, 509-534.	1.1	25
58	Variations in Spelling Style among Lexical and Sublexical Readers. Journal of Experimental Child Psychology, 1997, 64, 98-118.	1.4	23
59	The role of neighbourhood density in transposed-letter priming. Language and Cognitive Processes, 2009, 24, 506-526.	2.2	23
60	Helping children with reading difficulties: some things we have learned so far. Npj Science of Learning, 2017, 2, 7.	2.8	23
61	Subtypes of developmental dyslexia and lexical acquisition. Australian Journal of Psychology, 1996, 48, 130-135.	2.8	22
62	Early morphological decomposition of suffixed words: Masked priming evidence with transposed-letter nonword primes. Applied Psycholinguistics, 2013, 34, 869-892.	1.1	22
63	Replicability of sight word training and phonics training in poor readers: a randomised controlled trial. PeerJ, 2015, 3, e922.	2.0	21
64	Cognitive modelling and the behaviour genetics of reading. Journal of Research in Reading, 2006, 29, 92-103.	2.0	20
65	Phonological processing deficits in specific reading disability and specific language impairment: same or different?. Journal of Research in Reading, 2013, 36, 280-302.	2.0	19
66	Paired-Associate Learning Ability Accounts for Unique Variance in Orthographic Learning. Scientific Studies of Reading, 2017, 21, 5-16.	2.0	19
67	Do â€˜blacheapâ€™ and â€˜subcheapâ€™ both prime â€˜cheapâ€™? An investigation of morphemic status and position in early visual word processing. Quarterly Journal of Experimental Psychology, 2018, 71, 1645-1654.	1.1	19
68	Visual processing speed as a marker of immaturity in lexical but not sublexical dyslexia. Cortex, 2019, 120, 567-581.	2.4	19
69	Computer use and letter knowledge in preâ€school children: A populationâ€based study. Journal of Paediatrics and Child Health, 2013, 49, 193-198.	0.8	18
70	Developmental disorders: what can be learned from cognitive neuropsychology?. Philosophical Transactions of the Royal Society B: Biological Sciences, 2014, 369, 20130407.	4.0	18
71	Australian Brain Alliance. Neuron, 2016, 92, 597-600.	8.1	18
72	Modelling the implicit learning of phonological decoding from training on whole-word spellings and pronunciations. Scientific Studies of Reading, 2016, 20, 49-63.	2.0	18

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73	Embedded stems as a bootstrapping mechanism for morphological parsing during reading development. Journal of Experimental Child Psychology, 2019, 182, 196-210.	1.4	18
74	The Attentional Blink in Developing Readers. Scientific Studies of Reading, 2009, 13, 334-357.	2.0	17
75	Tracking orthographic learning in children with different profiles of reading difficulty. Frontiers in Human Neuroscience, 2014, 8, 468.	2.0	17
76	Visual and Auditory Processing Impairments in Subtypes of Developmental Dyslexia: A Discussion. Journal of Developmental and Physical Disabilities, 2000, 12, 145-156.	1.6	16
77	A test of the magnocellular deficit theory of dyslexia in an adult sample. Cognitive Neuropsychology, 2006, 23, 1215-1229.	1.1	16
78	The locus of impairment in English developmental letter position dyslexia. Frontiers in Human Neuroscience, 2014, 8, 356.	2.0	15
79	Reading in children with temporal lobe epilepsy: A systematic review. Epilepsy and Behavior, 2017, 68, 84-94.	1.7	15
80	Disentangling the developmental trajectories of letter position and letter identity coding using masked priming.. Journal of Experimental Psychology: Learning Memory and Cognition, 2017, 43, 250-258.	0.9	15
81	Tracking the evolution of orthographic expectancies over building visual experience. Journal of Experimental Child Psychology, 2020, 199, 104912.	1.4	15
82	Taking the Book from the Bookshelf: Masked Constituent Priming Effects from Compound Words and Nonwords. Journal of Cognition, 2018, 1, 10.	1.4	15
83	Pirates at parties: Letter position processing in developing readers. Journal of Experimental Child Psychology, 2013, 115, 91-107.	1.4	14
84	Phonetic radicals, not phonological coding systems, support orthographic learning via self-teaching in Chinese. Cognition, 2018, 176, 184-194.	2.2	14
85	Orthographic learning in developmental surface and phonological dyslexia. Cognitive Neuropsychology, 2015, 32, 58-79.	1.1	13
86	Tracking the Relations Between Childrenâ€™s Reading and Emotional Health Across Time: Evidence From Four Large Longitudinal Studies. Reading Research Quarterly, 2022, 57, 555-585.	3.3	13
87	Sequential processing in hemispheric word recognition: The impact of initial letter discriminability on the OUP naming effect. Brain and Language, 2005, 93, 160-172.	1.6	12
88	Paired associate learning deficits in poor readers: The contribution of phonological input and output processes. Quarterly Journal of Experimental Psychology, 2019, 72, 616-633.	1.1	12
89	Detecting Different Types of Reading Difficulties: A Comparison of Tests. Australasian Journal of Special Education, 2012, 36, 112-133.	0.6	11
90	A Neuroethics Framework for the Australian Brain Initiative. Neuron, 2019, 101, 365-369.	8.1	11

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91	Learning morphologically complex spoken words: Orthographic expectations of embedded stems are formed prior to print exposure.. Journal of Experimental Psychology: Learning Memory and Cognition, 2021, 47, 87-98.	0.9	11
92	Auditory Temporal Pattern Discrimination and Reading Ability. Journal of Speech, Language, and Hearing Research, 2004, 47, 1237-1243.	1.6	10
93	Quantifying the reliance on different sublexical correspondences in German and English. Journal of Cognitive Psychology, 2014, 26, 831-852.	0.9	10
94	Variations within a subtype: Developmental surface dyslexias in English. Cortex, 2018, 106, 151-163.	2.4	9
95	Orthographic Learning in Children Who Are Deaf or Hard of Hearing. Language, Speech, and Hearing Services in Schools, 2019, 50, 99-112.	1.6	8
96	German and English Bodies: No Evidence for Cross-Linguistic Differences in Preferred Orthographic Grain Size. Collabra: Psychology, 2017, 3, .	1.8	8
97	Dyslexia (neuropsychological). Wiley Interdisciplinary Reviews: Cognitive Science, 2010, 1, 426-432.	2.8	7
98	Precursors to reading: phonological awareness and letter knowledge. , 2015, , 661-680.		7
99	Do nonword reading tests for children measure what we want them to? An analysis of year 2 error responses. Australian Journal of Learning Difficulties, 2018, 23, 153-165.	0.8	7
100	Teaching irregular words: What we know, what we don-t know, and where we can go from here. Educational and Developmental Psychologist, 2020, 37, 97-104.	0.7	7
101	Variations in the use of simple and context-sensitive grapheme-phoneme correspondences in English and German developing readers. Annals of Dyslexia, 2020, 70, 180-199.	1.7	7
102	Semantic and Phonological Decoding in Childrenâ€™s Orthographic Learning in Chinese. Scientific Studies of Reading, 2021, 25, 319-334.	2.0	7
103	Oral vocabulary knowledge and learning to read new words: A theoretical review. Australian Journal of Learning Difficulties, 0, , 1-26.	0.8	7
104	Children Processing Novel Irregular and Regular Words During Reading: An Eye Tracking Study. Scientific Studies of Reading, 2022, 26, 417-431.	2.0	5
105	Developing a comprehensive model of risk and protective factors that can predict spelling at age seven: findings from a community sample of Victorian children. Australian Journal of Learning Difficulties, 2015, 20, 83-102.	0.8	4
106	Orthographic Facilitation of Oral Vocabulary Acquisition in Children With Hearing Loss. Journal of Speech, Language, and Hearing Research, 2021, 64, 3127-3139.	1.6	4
107	Nap effects on preschool childrenâ€™s learning of letterâ€sound mappings. Child Development, 2022, 93, 1145-1153.	3.0	4
108	A pericallosal lipoma case with evidence of surface dyslexia. Cortex, 2019, 117, 414-416.	2.4	3

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109	The effects of spacing and massing on childrenâ€™s orthographic learning. Journal of Experimental Child Psychology, 2022, 214, 105309.	1.4	3
110	Teaching Children to Read Irregular Words: A Comparison of Three Instructional Methods. Scientific Studies of Reading, 2022, 26, 545-564.	2.0	3
111	The role of the magnocellular visual pathway in the attentional blink. Brain and Cognition, 2012, 78, 99-104.	1.8	2
112	Who are the noisiest neighbors in the hood? Using error analyses to study the acquisition of letter-position processing.. Journal of Experimental Psychology: Learning Memory and Cognition, 2018, 44, 1384-1396.	0.9	2
113	Orthographic facilitation of oral vocabulary acquisition in primary school children. Quarterly Journal of Experimental Psychology, 2023, 76, 1045-1056.	1.1	2
114	Oral vocabulary affects childrenâ€™s orthographic learning in Chinese. Reading and Writing, 2021, 34, 1369-1385.	1.7	1
115	Word and pseudoword superiority effects on letter position processing in developing and skilled readers.. Journal of Experimental Psychology: Human Perception and Performance, 2016, 42, 1989-2002.	0.9	1
116	The use of a rapid priming technique I: Adult language processing. South Pacific Journal of Psychology, 1999, 10, 85-91.	0.2	0
117	The use of a rapid priming technique I: Word recognition development in children. South Pacific Journal of Psychology, 1999, 10, 92-98.	0.2	0
118	Letter to Dr Nelson. Australian Journal of Learning Difficulties, 2005, 10, 5-7.	0.4	0
119	The science of reading: a handbook by SNOWLING, N. A. and HULME, C.. Journal of Research in Reading, 2006, 29, 454-455.	2.0	0
120	Corrigendum to â€œWhen â€˜slimeâ€™ becomes â€˜smileâ€™: Developmental letter position dyslexia in Englishâ€¦ Neuropsychologia, 2013, 51, 1143-1144.	1.6	0