

Anne Castles

List of Publications by Year in descending order

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120
papers

5,979
citations

116194

36
h-index

93651

72
g-index

124
all docs

124
docs citations

124
times ranked

3428
citing authors

#	ARTICLE	IF	CITATIONS
1	Varieties of developmental dyslexia. <i>Cognition</i> , 1993, 47, 149-180.	1.1	866
2	Is there a causal link from phonological awareness to success in learning to read?. <i>Cognition</i> , 2004, 91, 77-111.	1.1	708
3	Ending the Reading Wars: Reading Acquisition From Novice to Expert. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2018, 19, 5-51.	6.7	547
4	Varieties of Developmental Reading Disorder: Genetic and Environmental Influences. <i>Journal of Experimental Child Psychology</i> , 1999, 72, 73-94.	0.7	190
5	Orthographic learning via self-teaching in children learning to read English: Effects of exposure, durability, and context. <i>Journal of Experimental Child Psychology</i> , 2007, 96, 71-84.	0.7	163
6	Cognitive Correlates of Developmental Surface Dyslexia: A Single Case Study. <i>Cognitive Neuropsychology</i> , 1996, 13, 25-50.	0.4	152
7	Tracking the acquisition of orthographic skills in developing readers: Masked priming effects. <i>Journal of Experimental Child Psychology</i> , 2007, 97, 165-182.	0.7	134
8	Getting to the bottom of orthographic depth. <i>Psychonomic Bulletin and Review</i> , 2015, 22, 1614-1629.	1.4	108
9	How does orthographic knowledge influence performance on phonological awareness tasks?. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 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. <i>Australian Journal of Learning Difficulties</i> , 2009, 14, 67-88.	0.2	101
11	Can contrast sensitivity functions in dyslexia be explained by inattention rather than a magnocellular deficit?. <i>Vision Research</i> , 2001, 41, 3205-3211.	0.7	98
12	A Haplotype Spanning KIAA0319 and TTRAP Is Associated with Normal Variation in Reading and Spelling Ability. <i>Biological Psychiatry</i> , 2007, 62, 811-817.	0.7	83
13	Automatic activation of orthography in spoken word recognition: Pseudohomograph priming. <i>Journal of Memory and Language</i> , 2008, 58, 366-379.	1.1	75
14	Context effects on orthographic learning of regular and irregular words. <i>Journal of Experimental Child Psychology</i> , 2011, 109, 39-57.	0.7	74
15	Chicken or egg? Untangling the relationship between orthographic processing skill and reading accuracy. <i>Cognition</i> , 2012, 122, 110-117.	1.1	73
16	Predictors of Orthographic Learning of Regular and Irregular Words. <i>Scientific Studies of Reading</i> , 2013, 17, 369-384.	1.3	71
17	Contrast sensitivity in subgroups of developmental dyslexia. <i>Vision Research</i> , 2003, 43, 467-477.	0.7	69
18	Morphological processing during visual word recognition in developing readers: Evidence from masked priming. <i>Quarterly Journal of Experimental Psychology</i> , 2012, 65, 1306-1326.	0.6	69

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19	John Marshall and the developmental dyslexias. <i>Aphasiology</i> , 2006, 20, 871-892.	1.4	66
20	Neighbourhood Effects on Masked Form Priming in Developing Readers. <i>Language and Cognitive Processes</i> , 1999, 14, 201-224.	2.3	60
21	Sight Word and Phonics Training in Children With Dyslexia. <i>Journal of Learning Disabilities</i> , 2015, 48, 391-407.	1.5	58
22	Morpho-orthographic segmentation without semantics. <i>Psychonomic Bulletin and Review</i> , 2016, 23, 533-539.	1.4	58
23	Phonics training for English-speaking poor readers. <i>The Cochrane Library</i> , 2012, 12, CD009115.	1.5	57
24	Behaviour genetic analyses of reading and spelling: A component processes approach. <i>Australian Journal of Psychology</i> , 2004, 56, 115-126.	1.4	54
25	Masked Homophone and Pseudohomophone Priming in Children and Adults. <i>Language and Cognitive Processes</i> , 1998, 13, 625-651.	2.3	53
26	Early orthographic influences on phonemic awareness tasks: Evidence from a preschool training study. <i>Journal of Experimental Child Psychology</i> , 2011, 108, 203-210.	0.7	52
27	Visual temporal processing in dyslexia and the magnocellular deficit theory: The need for speed?. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2011, 37, 1957-1975.	0.7	49
28	Parallel Processing of Whole Words and Morphemes in Visual Word Recognition. <i>Quarterly Journal of Experimental Psychology</i> , 2012, 65, 1798-1819.	0.6	47
29	Replication of reported linkages for dyslexia and spelling and suggestive evidence for novel regions on chromosomes 4 and 17. <i>European Journal of Human Genetics</i> , 2007, 15, 194-203.	1.4	45
30	The genesis of reading ability: What helps children learn letter-sound correspondences?. <i>Journal of Experimental Child Psychology</i> , 2009, 104, 68-88.	0.7	44
31	Nonword reading: Comparing dual-route cascaded and connectionist dual-process models with human data.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2012, 38, 1268-1288.	0.7	44
32	Putting the learning into orthographic learning. <i>Studies in Written Language and Literacy</i> , 0, , 147-168.	1.0	44
33	When "slime" becomes "smile": Developmental letter position dyslexia in English. <i>Neuropsychologia</i> , 2012, 50, 3681-3692.	0.7	43
34	Learning to be a good orthographic reader. <i>Journal of Research in Reading</i> , 2008, 31, 1-7.	1.0	42
35	Semantic involvement in reading aloud: Evidence from a nonword training study.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2008, 34, 1495-1517.	0.7	41
36	Early morphological decomposition during visual word recognition: Evidence from masked transposed-letter priming. <i>Psychonomic Bulletin and Review</i> , 2011, 18, 937-942.	1.4	40

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37	Genetic and environmental bases of reading and spelling: A unified genetic dual route model. <i>Reading and Writing</i> , 2006, 20, 147-171.	1.0	39
38	Phonics training for English-speaking poor readers. <i>The Cochrane Library</i> , 2018, 2018, CD009115.	1.5	39
39	Assessing spelling skills and strategies: A critique of available resources. <i>Australian Journal of Learning Difficulties</i> , 2009, 14, 113-150.	0.2	38
40	Lateralized auditory brain function in children with normal reading ability and in children with dyslexia. <i>Neuropsychologia</i> , 2013, 51, 633-641.	0.7	38
41	Getting to grips with the heterogeneity of developmental dyslexia. <i>Cognitive Neuropsychology</i> , 2013, 30, 1-24.	0.4	38
42	A Computational Model of the Self-teaching Hypothesis Based on the Dual-route Cascaded Model of Reading. <i>Cognitive Science</i> , 2018, 42, 722-770.	0.8	38
43	Lapses of concentration and dyslexic performance on the Ternus task. <i>Cognition</i> , 2001, 81, B21-B31.	1.1	37
44	Word regularity affects orthographic learning. <i>Quarterly Journal of Experimental Psychology</i> , 2012, 65, 856-864.	0.6	36
45	Developmental Dyslexia and the Phonological Deficit Hypothesis. <i>Mind and Language</i> , 2014, 29, 270-285.	1.2	36
46	Cognitive Precursors of Reading: A Cross-Linguistic Perspective. <i>Scientific Studies of Reading</i> , 2022, 26, 111-124.	1.3	36
47	The nature of orthographic learning in self-teaching: Testing the extent of transfer. <i>Journal of Experimental Child Psychology</i> , 2016, 145, 79-94.	0.7	35
48	Orthographic learning, fast and slow: Lexical competition effects reveal the time course of word learning in developing readers. <i>Cognition</i> , 2017, 163, 93-102.	1.1	32
49	The dual route model and the developmental dyslexias. <i>London Review of Education</i> , 2006, , .	1.3	31
50	Developmental dissociations between lexical reading and comprehension: Evidence from two cases of hyperlexia. <i>Cortex</i> , 2010, 46, 1238-1247.	1.1	29
51	Children reading spoken words: interactions between vocabulary and orthographic expectancy. <i>Developmental Science</i> , 2018, 21, e12577.	1.3	28
52	The impact of progressive semantic loss on reading aloud. <i>Cognitive Neuropsychology</i> , 2007, 24, 162-186.	0.4	27
53	No evidence for a prolonged attentional blink in developmental dyslexia. <i>Cortex</i> , 2010, 46, 1317-1329.	1.1	27
54	Low self-concept in poor readers: prevalence, heterogeneity, and risk. <i>PeerJ</i> , 2016, 4, e2669.	0.9	26

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55	Phonological decoding or direct access? Regularity effects in lexical decisions of Grade 3 and 4 children. <i>Quarterly Journal of Experimental Psychology</i> , 2013, 66, 338-346.	0.6	25
56	Bedding down new words: Sleep promotes the emergence of lexical competition in visual word recognition. <i>Psychonomic Bulletin and Review</i> , 2017, 24, 1186-1193.	1.4	25
57	Orthographic processing and children's word reading. <i>Applied Psycholinguistics</i> , 2019, 40, 509-534.	0.8	25
58	Variations in Spelling Style among Lexical and Sublexical Readers. <i>Journal of Experimental Child Psychology</i> , 1997, 64, 98-118.	0.7	23
59	The role of neighbourhood density in transposed-letter priming. <i>Language and Cognitive Processes</i> , 2009, 24, 506-526.	2.3	23
60	Helping children with reading difficulties: some things we have learned so far. <i>Npj Science of Learning</i> , 2017, 2, 7.	1.5	23
61	Subtypes of developmental dyslexia and lexical acquisition. <i>Australian Journal of Psychology</i> , 1996, 48, 130-135.	1.4	22
62	Early morphological decomposition of suffixed words: Masked priming evidence with transposed-letter nonword primes. <i>Applied Psycholinguistics</i> , 2013, 34, 869-892.	0.8	22
63	Replicability of sight word training and phonics training in poor readers: a randomised controlled trial. <i>PeerJ</i> , 2015, 3, e922.	0.9	21
64	Cognitive modelling and the behaviour genetics of reading. <i>Journal of Research in Reading</i> , 2006, 29, 92-103.	1.0	20
65	Phonological processing deficits in specific reading disability and specific language impairment: same or different?. <i>Journal of Research in Reading</i> , 2013, 36, 280-302.	1.0	19
66	Paired-Associate Learning Ability Accounts for Unique Variance in Orthographic Learning. <i>Scientific Studies of Reading</i> , 2017, 21, 5-16.	1.3	19
67	Do 'blacheap' and 'subcheap' both prime 'cheap'? An investigation of morphemic status and position in early visual word processing. <i>Quarterly Journal of Experimental Psychology</i> , 2018, 71, 1645-1654.	0.6	19
68	Visual processing speed as a marker of immaturity in lexical but not sublexical dyslexia. <i>Cortex</i> , 2019, 120, 567-581.	1.1	19
69	Computer use and letter knowledge in pre-school children: A population-based study. <i>Journal of Paediatrics and Child Health</i> , 2013, 49, 193-198.	0.4	18
70	Developmental disorders: what can be learned from cognitive neuropsychology?. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2014, 369, 20130407.	1.8	18
71	Australian Brain Alliance. <i>Neuron</i> , 2016, 92, 597-600.	3.8	18
72	Modelling the implicit learning of phonological decoding from training on whole-word spellings and pronunciations. <i>Scientific Studies of Reading</i> , 2016, 20, 49-63.	1.3	18

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73	Embedded stems as a bootstrapping mechanism for morphological parsing during reading development. <i>Journal of Experimental Child Psychology</i> , 2019, 182, 196-210.	0.7	18
74	The Attentional Blink in Developing Readers. <i>Scientific Studies of Reading</i> , 2009, 13, 334-357.	1.3	17
75	Tracking orthographic learning in children with different profiles of reading difficulty. <i>Frontiers in Human Neuroscience</i> , 2014, 8, 468.	1.0	17
76	Visual and Auditory Processing Impairments in Subtypes of Developmental Dyslexia: A Discussion. <i>Journal of Developmental and Physical Disabilities</i> , 2000, 12, 145-156.	1.0	16
77	A test of the magnocellular deficit theory of dyslexia in an adult sample. <i>Cognitive Neuropsychology</i> , 2006, 23, 1215-1229.	0.4	16
78	The locus of impairment in English developmental letter position dyslexia. <i>Frontiers in Human Neuroscience</i> , 2014, 8, 356.	1.0	15
79	Reading in children with temporal lobe epilepsy: A systematic review. <i>Epilepsy and Behavior</i> , 2017, 68, 84-94.	0.9	15
80	Disentangling the developmental trajectories of letter position and letter identity coding using masked priming. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2017, 43, 250-258.	0.7	15
81	Tracking the evolution of orthographic expectancies over building visual experience. <i>Journal of Experimental Child Psychology</i> , 2020, 199, 104912.	0.7	15
82	Taking the Book from the Bookshelf: Masked Constituent Priming Effects from Compound Words and Nonwords. <i>Journal of Cognition</i> , 2018, 1, 10.	1.0	15
83	Pirates at parties: Letter position processing in developing readers. <i>Journal of Experimental Child Psychology</i> , 2013, 115, 91-107.	0.7	14
84	Phonetic radicals, not phonological coding systems, support orthographic learning via self-teaching in Chinese. <i>Cognition</i> , 2018, 176, 184-194.	1.1	14
85	Orthographic learning in developmental surface and phonological dyslexia. <i>Cognitive Neuropsychology</i> , 2015, 32, 58-79.	0.4	13
86	Tracking the Relations Between Children's Reading and Emotional Health Across Time: Evidence From Four Large Longitudinal Studies. <i>Reading Research Quarterly</i> , 2022, 57, 555-585.	1.8	13
87	Sequential processing in hemispheric word recognition: The impact of initial letter discriminability on the OUP naming effect. <i>Brain and Language</i> , 2005, 93, 160-172.	0.8	12
88	Paired associate learning deficits in poor readers: The contribution of phonological input and output processes. <i>Quarterly Journal of Experimental Psychology</i> , 2019, 72, 616-633.	0.6	12
89	Detecting Different Types of Reading Difficulties: A Comparison of Tests. <i>Australasian Journal of Special Education</i> , 2012, 36, 112-133.	0.8	11
90	A Neuroethics Framework for the Australian Brain Initiative. <i>Neuron</i> , 2019, 101, 365-369.	3.8	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.	0.7	11
92	Auditory Temporal Pattern Discrimination and Reading Ability. Journal of Speech, Language, and Hearing Research, 2004, 47, 1237-1243.	0.7	10
93	Quantifying the reliance on different sublexical correspondences in German and English. Journal of Cognitive Psychology, 2014, 26, 831-852.	0.4	10
94	Variations within a subtype: Developmental surface dyslexias in English. Cortex, 2018, 106, 151-163.	1.1	9
95	Orthographic Learning in Children Who Are Deaf or Hard of Hearing. Language, Speech, and Hearing Services in Schools, 2019, 50, 99-112.	0.7	8
96	German and English Bodies: No Evidence for Cross-Linguistic Differences in Preferred Orthographic Grain Size. Collabra: Psychology, 2017, 3, .	0.9	8
97	Dyslexia (neuropsychological). Wiley Interdisciplinary Reviews: Cognitive Science, 2010, 1, 426-432.	1.4	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.	0.2	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.	0.4	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.	1.2	7
102	Semantic and Phonological Decoding in Children's Orthographic Learning in Chinese. Scientific Studies of Reading, 2021, 25, 319-334.	1.3	7
103	Oral vocabulary knowledge and learning to read new words: A theoretical review. Australian Journal of Learning Difficulties, 0, , 1-26.	0.2	7
104	Children Processing Novel Irregular and Regular Words During Reading: An Eye Tracking Study. Scientific Studies of Reading, 2022, 26, 417-431.	1.3	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.	0.2	4
106	Orthographic Facilitation of Oral Vocabulary Acquisition in Children With Hearing Loss. Journal of Speech, Language, and Hearing Research, 2021, 64, 3127-3139.	0.7	4
107	Nap effects on preschool children's learning of letter-sound mappings. Child Development, 2022, 93, 1145-1153.	1.7	4
108	A pericallosal lipoma case with evidence of surface dyslexia. Cortex, 2019, 117, 414-416.	1.1	3

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109	The effects of spacing and massing on children's orthographic learning. <i>Journal of Experimental Child Psychology</i> , 2022, 214, 105309.	0.7	3
110	Teaching Children to Read Irregular Words: A Comparison of Three Instructional Methods. <i>Scientific Studies of Reading</i> , 2022, 26, 545-564.	1.3	3
111	The role of the magnocellular visual pathway in the attentional blink. <i>Brain and Cognition</i> , 2012, 78, 99-104.	0.8	2
112	Who are the noisiest neighbors in the hood? Using error analyses to study the acquisition of letter-position processing.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2018, 44, 1384-1396.	0.7	2
113	Orthographic facilitation of oral vocabulary acquisition in primary school children. <i>Quarterly Journal of Experimental Psychology</i> , 2023, 76, 1045-1056.	0.6	2
114	Oral vocabulary affects children's orthographic learning in Chinese. <i>Reading and Writing</i> , 2021, 34, 1369-1385.	1.0	1
115	Word and pseudoword superiority effects on letter position processing in developing and skilled readers.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2016, 42, 1989-2002.	0.7	1
116	The use of a rapid priming technique I: Adult language processing. <i>South Pacific Journal of Psychology</i> , 1999, 10, 85-91.	0.3	0
117	The use of a rapid priming technique I: Word recognition development in children. <i>South Pacific Journal of Psychology</i> , 1999, 10, 92-98.	0.3	0
118	Letter to Dr Nelson. <i>Australian Journal of Learning Difficulties</i> , 2005, 10, 5-7.	0.4	0
119	The science of reading: a handbook by SNOWLING, N. A. and HULME, C.. <i>Journal of Research in Reading</i> , 2006, 29, 454-455.	1.0	0
120	Corrigendum to "When "slime" becomes "smile": Developmental letter position dyslexia in English". <i>Neuropsychologia</i> , 2013, 51, 1143-1144.	0.7	0