

# Charles T Hulme

## List of Publications by Citations

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277  
papers

19,601  
citations

80  
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134  
g-index

292  
ext. papers

21,960  
ext. citations

4  
avg, IF

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#	Paper	IF	Citations
277	Is working memory training effective? A meta-analytic review. <i>Developmental Psychology</i> , <b>2013</b> , 49, 270-317	3.7	1148
276	Phonemes, rimes, vocabulary, and grammatical skills as foundations of early reading development: evidence from a longitudinal study. <i>Developmental Psychology</i> , <b>2004</b> , 40, 665-81	3.7	635
275	Memory for familiar and unfamiliar words: Evidence for a long-term memory contribution to short-term memory span. <i>Journal of Memory and Language</i> , <b>1991</b> , 30, 685-701	3.8	624
274	Oscillator-based memory for serial order. <i>Psychological Review</i> , <b>2000</b> , 107, 127-81	6.3	592
273	Phonological skills and their role in learning to read: a meta-analytic review. <i>Psychological Bulletin</i> , <b>2012</b> , 138, 322-52	19.1	591
272	Working Memory Training Does Not Improve Performance on Measures of Intelligence or Other Measures of "Far Transfer": Evidence From a Meta-Analytic Review. <i>Perspectives on Psychological Science</i> , <b>2016</b> , 11, 512-34	9.8	468
271	Ameliorating Early Reading Failure by Integrating the Teaching of Reading and Phonological Skills: The Phonological Linkage Hypothesis. <i>Child Development</i> , <b>1994</b> , 65, 41-57	4.9	430
270	Ameliorating Early Reading Failure by Integrating the Teaching of Reading and Phonological Skills: The Phonological Linkage Hypothesis. <i>Child Development</i> , <b>1994</b> , 65, 41	4.9	384
269	Neural systems predicting long-term outcome in dyslexia. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , <b>2011</b> , 108, 361-6	11.5	322
268	The Acquisition of Reading Comprehension Skill	227-247	319
267	The Foundations of Spelling Ability: Evidence from a 3-Year Longitudinal Study. <i>Journal of Memory and Language</i> , <b>2001</b> , 45, 751-774	3.8	305
266	Speech rate and the development of short-term memory span. <i>Journal of Experimental Child Psychology</i> , <b>1984</b> , 38, 241-253	2.3	299
265	Common patterns of prediction of literacy development in different alphabetic orthographies. <i>Psychological Science</i> , <b>2012</b> , 23, 678-86	7.9	276
264	Word-frequency effects on short-term memory tasks: Evidence for a reintegration process in immediate serial recall. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , <b>1997</b> , 23, 1217-1232	2.2	271
263	Phoneme awareness is a better predictor of early reading skill than onset-rime awareness. <i>Journal of Experimental Child Psychology</i> , <b>2002</b> , 82, 2-28	2.3	262
262	The development of phonological awareness in preschool children. <i>Developmental Psychology</i> , <b>2003</b> , 39, 913-23	3.7	239
261	Ameliorating children's reading-comprehension difficulties: a randomized controlled trial. <i>Psychological Science</i> , <b>2010</b> , 21, 1106-16	7.9	230

260	Modeling Item Length Effects in Memory Span: No Rehearsal Needed?. <i>Journal of Memory and Language</i> , <b>1995</b> , 34, 594-621	3.8	222
259	Segmentation, not rhyming, predicts early progress in learning to read. <i>Journal of Experimental Child Psychology</i> , <b>1998</b> , 71, 3-27	2.3	217
258	Rapid automatized naming (RAN) taps a mechanism that places constraints on the development of early reading fluency. <i>Psychological Science</i> , <b>2009</b> , 20, 1040-8	7.9	207
257	Words, nonwords, and phonological processes: Some comments on Gathercole, Willis, Emslie, and Baddeley. <i>Applied Psycholinguistics</i> , <b>1991</b> , 12, 369-373	1.4	189
256	Different patterns, but equivalent predictors, of growth in reading in consistent and inconsistent orthographies. <i>Psychological Science</i> , <b>2013</b> , 24, 1398-407	7.9	188
255	Learning to read: the role of short-term memory and phonological skills. <i>Journal of Experimental Child Psychology</i> , <b>1994</b> , 58, 112-33	2.3	187
254	Working memory development: The effects of speech rate, word length, and acoustic similarity on serial recall. <i>Journal of Experimental Child Psychology</i> , <b>1989</b> , 47, 72-87	2.3	185
253	Phoneme awareness is a key component of alphabetic literacy skills in consistent and inconsistent orthographies: evidence from Czech and English children. <i>Journal of Experimental Child Psychology</i> , <b>2005</b> , 92, 107-39	2.3	183
252	Concrete words are easier to recall than abstract words: Evidence for a semantic contribution to short-term serial recall.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , <b>1999</b> , 25, 1256-1271	2.2	182
251	Explicit phoneme training combined with phonic reading instruction helps young children at risk of reading failure. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2004</b> , 45, 338-58	7.9	165
250	Development of Sight Word Reading: Phases and Findings		164
249	The causal role of phoneme awareness and letter-sound knowledge in learning to read: combining intervention studies with mediation analyses. <i>Psychological Science</i> , <b>2012</b> , 23, 572-7	7.9	158
248	Improving early language and literacy skills: differential effects of an oral language versus a phonology with reading intervention. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2008</b> , 49, 422-32	7.9	158
247	The cognitive and linguistic foundations of early reading development: a Norwegian latent variable longitudinal study. <i>Developmental Psychology</i> , <b>2009</b> , 45, 764-81	3.7	157
246	Reading comprehension difficulties in children. <i>Reading and Writing</i> , <b>1992</b> , 4, 245-256	2.1	156
245	Sentence repetition is a measure of children's language skills rather than working memory limitations. <i>Developmental Science</i> , <b>2015</b> , 18, 146-54	4.5	150
244	The cognitive foundations of reading and arithmetic skills in 7- to 10-year-olds. <i>Journal of Experimental Child Psychology</i> , <b>2005</b> , 91, 113-36	2.3	148
243	Segmentation, not rhyming, predicts early progress in learning to read. <i>Journal of Experimental Child Psychology</i> , <b>1997</b> , 65, 370-96	2.3	145

242	Annual research review: the nature and classification of reading disorders--a commentary on proposals for DSM-5. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2012</b> , 53, 593-607	7.9	140
241	Phonemic Segmentation, Not Onset-Rime Segmentation, Predicts Early Reading and Spelling Skills. <i>Reading Research Quarterly</i> , <b>1997</b> , 32, 154-167	2.6	140
240	Efficacy of language intervention in the early years. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2013</b> , 54, 280-90	7.9	136
239	The Role of Phonology in Young Children Learning to Read Words: The Direct-Mapping Hypothesis. <i>Journal of Experimental Child Psychology</i> , <b>1994</b> , 57, 42-71	2.3	135
238	Deficits in output phonology: an explanation of reading failure?. <i>Cognitive Neuropsychology</i> , <b>1992</b> , 9, 47-72	2.3	132
237	Verbal Memory Span in Children: Speech Timing Clues to the Mechanisms Underlying Age and Word Length Effects. <i>Journal of Memory and Language</i> , <b>1994</b> , 33, 234-250	3.8	127
236	Evidence-based interventions for reading and language difficulties: creating a virtuous circle. <i>British Journal of Educational Psychology</i> , <b>2011</b> , 81, 1-23	3.2	125
235	The development of short-term memory span: separable effects of speech rate and long-term memory. <i>Journal of Experimental Child Psychology</i> , <b>1993</b> , 56, 431-42	2.3	123
234	Learning to read in Williams syndrome: looking beneath the surface of atypical reading development. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2001</b> , 42, 729-39	7.9	122
233	A longitudinal case study of developmental phonological dyslexia. <i>Cognitive Neuropsychology</i> , <b>1989</b> , 6, 379-401	2.3	120
232	Children's arithmetic development: it is number knowledge, not the approximate number sense, that counts. <i>Psychological Science</i> , <b>2014</b> , 25, 789-98	7.9	119
231	There is no convincing evidence that working memory training is effective: A reply to Au et al. (2014) and Karbach and Verhaeghen (2014). <i>Psychonomic Bulletin and Review</i> , <b>2016</b> , 23, 324-30	4.1	118
230	Paired-associate learning, phoneme awareness, and learning to read. <i>Journal of Experimental Child Psychology</i> , <b>2007</b> , 96, 150-66	2.3	118
229	The brain basis of the phonological deficit in dyslexia is independent of IQ. <i>Psychological Science</i> , <b>2011</b> , 22, 1442-51	7.9	115
228	Comprehension		113
227	Phonemes, rhymes, and intelligence as predictors of children's responsiveness to remedial reading instruction: evidence from a longitudinal intervention study. <i>Journal of Experimental Child Psychology</i> , <b>1999</b> , 72, 130-53	2.3	113
226	A systematic meta-analytic review of evidence for the effectiveness of the 'Fast ForWord' language intervention program. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2011</b> , 52, 224-35	7.9	103
225	Unpicking the Developmental Relationship Between Oral Language Skills and Reading Comprehension: It's Simple, But Complex. <i>Child Development</i> , <b>2018</b> , 89, 1821-1838	4.9	100

224	Learning to Read: What We Know and What We Need to Understand Better. <i>Child Development Perspectives</i> , <b>2015</b> , 7, 1-5	5.5	99
223	Language and verbal short-term memory skills in children with Down syndrome: a meta-analytic review. <i>Research in Developmental Disabilities</i> , <b>2011</b> , 32, 2225-34	2.7	99
222	The cognitive bases of learning to read and spell in Greek: evidence from a longitudinal study. <i>Journal of Experimental Child Psychology</i> , <b>2006</b> , 94, 1-17	2.3	99
221	The Foundations of Literacy Development in Children at Familial Risk of Dyslexia. <i>Psychological Science</i> , <b>2015</b> , 26, 1877-86	7.9	97
220	Children's Reading Comprehension Difficulties: Nature, Causes, and Treatments. <i>Current Directions in Psychological Science</i> , <b>2011</b> , 20, 139-142	6.5	97
219	Developmental dyslexia: predicting individual risk. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2015</b> , 56, 976-87	7.9	96
218	Children's Reading Comprehension Difficulties 248-265		96
217	The role of long-term memory mechanisms in memory span. <i>British Journal of Psychology</i> , <b>1995</b> , 86, 527-536	5.3	96
216	Phonological Skills Are (Probably) One Cause of Success in Learning to Read: A Comment on Castles and Coltheart. <i>Scientific Studies of Reading</i> , <b>2005</b> , 9, 351-365	3.8	93
215	Practitioner review: verbal working memory development and its disorders. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>1995</b> , 36, 373-98	7.9	93
214	Efficacy of small group reading intervention for beginning readers with reading-delay: a randomised controlled trial. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2006</b> , 47, 820-7	7.9	92
213	The development of executive function and language skills in the early school years. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2016</b> , 57, 180-7	7.9	90
212	Interventions for children's language and literacy difficulties. <i>International Journal of Language and Communication Disorders</i> , <b>2012</b> , 47, 27-34	2.9	88
211	Visual, kinaesthetic and cross-modal judgements of length by normal and clumsy children. <i>Developmental Medicine and Child Neurology</i> , <b>1982</b> , 24, 461-71	3.3	88
210	A comparison of phonological skills in children with reading comprehension difficulties and children with decoding difficulties. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>1995</b> , 36, 399-408	7.9	88
209	Phoneme Awareness, Visual-Verbal Paired-Associate Learning, and Rapid Automatized Naming as Predictors of Individual Differences in Reading Ability. <i>Scientific Studies of Reading</i> , <b>2012</b> , 16, 45-62	3.8	87
208	Time perception, phonological skills and executive function in children with dyslexia and/or ADHD symptoms. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2011</b> , 52, 195-203	7.9	86
207	Predicting Individual Differences in Learning to Read 155-172		85

206	Speech and language processing mechanisms in verbal serial recall. <i>Journal of Memory and Language</i> , <b>2006</b> , 55, 64-88	3.8	84
205	Phonological and semantic processes influence beginning readers' ability to learn to read words. <i>Journal of Experimental Child Psychology</i> , <b>1999</b> , 73, 183-207	2.3	84
204	Word-frequency and phonological-neighborhood effects on verbal short-term memory.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , <b>2002</b> , 28, 1019-1034	2.2	83
203	Perceptual judgments of normal and clumsy children. <i>Developmental Medicine and Child Neurology</i> , <b>1987</b> , 29, 250-7	3.3	82
202	Individual differences in RAN and reading: a response timing analysis. <i>Journal of Research in Reading</i> , <b>2005</b> , 28, 73-86	2.1	82
201	Modeling Reading: The Dual-Route Approach6-23		81
200	Recent Discoveries on Remedial Interventions for Children with Dyslexia521-537		81
199	White matter morphometric changes uniquely predict children's reading acquisition. <i>Psychological Science</i> , <b>2014</b> , 25, 1870-83	7.9	80
198	High- and low-frequency words are recalled equally well in alternating lists: Evidence for associative effects in serial recall. <i>Journal of Memory and Language</i> , <b>2003</b> , 49, 500-518	3.8	80
197	The Home Literacy Environment Is a Correlate, but Perhaps Not a Cause, of Variations in Children's Language and Literacy Development. <i>Scientific Studies of Reading</i> , <b>2017</b> , 21, 498-514	3.8	79
196	What's working in working memory training? An educational perspective. <i>Educational Psychology Review</i> , <b>2015</b> , 27, 617-633	7.1	78
195	Language profiles and literacy outcomes of children with resolving, emerging, or persisting language impairments. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2016</b> , 57, 1360-1369	7.9	77
194	The implausibility of low-level visual deficits as a cause of children's reading difficulties. <i>Cognitive Neuropsychology</i> , <b>1988</b> , 5, 369-374	2.3	76
193	Effects of word frequency and age of acquisition on short-term memory span. <i>Memory and Cognition</i> , <b>1994</b> , 22, 695-701	2.2	73
192	Early Reading Development in European Orthographies296-315		72
191	The Home Literacy Environment as a Predictor of the Early Literacy Development of Children at Family-Risk of Dyslexia. <i>Scientific Studies of Reading</i> , <b>2016</b> , 20, 401-419	3.8	72
190	The interface between spoken and written language: developmental disorders. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , <b>2014</b> , 369, 20120395	5.8	71
189	Efficacy of a reading and language intervention for children with Down syndrome: a randomized controlled trial. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2012</b> , 53, 1044-53	7.9	68

188	Maternal history of reading difficulty is associated with reduced language-related gray matter in beginning readers. <i>NeuroImage</i> , <b>2012</b> , 59, 3021-32	7.9	68
187	Reading disorders and dyslexia. <i>Current Opinion in Pediatrics</i> , <b>2016</b> , 28, 731-735	3.2	67
186	Word-frequency and phonological-neighborhood effects on verbal short-term memory. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , <b>2002</b> , 28, 1019-34	2.2	66
185	The procedural learning deficit hypothesis of language learning disorders: we see some problems. <i>Developmental Science</i> , <b>2018</b> , 21, e12552	4.5	65
184	Visual perceptual deficits in clumsy children. <i>Neuropsychologia</i> , <b>1982</b> , 20, 475-81	3.2	65
183	Effects of orthographic consistency, frequency, and letter knowledge on children's vowel spelling development. <i>Journal of Experimental Child Psychology</i> , <b>2005</b> , 92, 307-21	2.3	64
182	The effects of word co-occurrence on short-term memory: Associative links in long-term memory affect short-term memory performance.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , <b>2000</b> , 26, 796-802	2.2	64
181	Think before you speak: Pauses, memory search, and trace reintegration processes in verbal memory span.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , <b>1999</b> , 25, 447-463	2.2	64
180	Learning to read changes children's phonological skills: evidence from a latent variable longitudinal study of reading and nonword repetition. <i>Developmental Science</i> , <b>2011</b> , 14, 649-59	4.5	63
179	Kinaesthetic sensitivity of normal and clumsy children. <i>Developmental Medicine and Child Neurology</i> , <b>1987</b> , 29, 720-5	3.3	60
178	Preschool language profiles of children at family risk of dyslexia: continuities with specific language impairment. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2013</b> , 54, 958-68	7.9	56
177	The Role of Children's Phonological and Semantic Knowledge in Learning to Read Words. <i>Scientific Studies of Reading</i> , <b>2012</b> , 16, 504-525	3.8	55
176	Nonword-repetition ability does not appear to be a causal influence on children's vocabulary development. <i>Psychological Science</i> , <b>2012</b> , 23, 1092-8	7.9	55
175	Genetics of Dyslexia453-472		55
174	Abolishing the word-length effect. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , <b>2004</b> , 30, 98-106	2.2	52
173	Validity of a protocol for adult self-report of dyslexia and related difficulties. <i>Dyslexia</i> , <b>2012</b> , 18, 1-15	1.6	50
172	A deficit in rime awareness in children with Down syndrome. <i>Reading and Writing</i> , <b>2002</b> , 15, 471-495	2.1	50
171	The interaction of visual and motor memory for graphic forms following tracing. <i>The Quarterly Journal of Experimental Psychology</i> , <b>1979</b> , 31, 249-61		50

170	Phoneme isolation ability is not simply a consequence of letter-sound knowledge. <i>Cognition</i> , <b>2005</b> , 97, B1-11	3.5	49
169	Pathways to reading comprehension: A longitudinal study from 4 to 9 years of age.. <i>Journal of Educational Psychology</i> , <b>2019</b> , 111, 751-763	5.3	49
168	Predicting the Growth of Early Spelling Skills: Are There Heterogeneous Developmental Trajectories?. <i>Scientific Studies of Reading</i> , <b>2010</b> , 14, 485-513	3.8	47
167	Errors in proofreading: evidence for the use of word shape in word recognition. <i>Memory and Cognition</i> , <b>1983</b> , 11, 16-23	2.2	46
166	Comorbidities in preschool children at family risk of dyslexia. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2014</b> , 55, 237-46	7.9	45
165	Developmental dyslexia in adults: behavioural manifestations and cognitive correlates. <i>Dyslexia</i> , <b>2014</b> , 20, 191-207	1.6	43
164	Segmentation does predict early progress in learning to read better than rhyme: A reply to Bryant. <i>Journal of Experimental Child Psychology</i> , <b>1998</b> , 71, 39-44	2.3	43
163	Training reading and phoneme awareness skills in children with Down syndrome. <i>Reading and Writing</i> , <b>2008</b> , 21, 395-412	2.1	42
162	Phonemes, Rimes, and the Mechanisms of Early Reading Development. <i>Journal of Experimental Child Psychology</i> , <b>2002</b> , 82, 58-64	2.3	42
161	The effects of phonetic similarity and list length on children's sound categorization performance. <i>Journal of Experimental Child Psychology</i> , <b>1994</b> , 58, 160-80	2.3	42
160	Developmental Outcomes for Children at High Risk of Dyslexia and Children With Developmental Language Disorder. <i>Child Development</i> , <b>2019</b> , 90, e548-e564	4.9	41
159	Reading skills in children with Down syndrome: a meta-analytic review. <i>Research in Developmental Disabilities</i> , <b>2012</b> , 33, 737-47	2.7	41
158	Short-term memory impairments in Alzheimer-type dementia: evidence for separable impairments of articulatory rehearsal and long-term memory. <i>Neuropsychologia</i> , <b>1993</b> , 31, 161-72	3.2	40
157	Clumsy children--a review of recent research. <i>Child: Care, Health and Development</i> , <b>1986</b> , 12, 257-69	2.8	40
156	The effects of word length on memory for pictures: Evidence for speech coding in young children. <i>Journal of Experimental Child Psychology</i> , <b>1986</b> , 41, 61-75	2.3	40
155	Defining and understanding dyslexia: past, present and future. <i>Oxford Review of Education</i> , <b>2020</b> , 46, 501-513	1.6	40
154	The Automatic Activation of Sound-Letter Knowledge: An Alternative Interpretation of Analogy and Priming Effects in Early Spelling Development. <i>Journal of Experimental Child Psychology</i> , <b>1996</b> , 63, 416-35	2.3	37
153	Memory span development in Down's syndrome, severely subnormal and normal subjects. <i>Cognitive Neuropsychology</i> , <b>1987</b> , 4, 303-319	2.3	36



152	The growth of reading skills in children with Down Syndrome. <i>Developmental Science</i> , <b>2012</b> , 15, 320-9	4.5	35
151	Visual perception and drawing ability in clumsy and normal children. <i>British Journal of Developmental Psychology</i> , <b>1988</b> , 6, 1-9	2	35
150	Early language and executive skills predict variations in number and arithmetic skills in children at family-risk of dyslexia and typically developing controls. <i>Learning and Instruction</i> , <b>2015</b> , 38, 53-62	5.8	34
149	Evidence for the effectiveness of the Early Literacy Support programme. <i>British Journal of Educational Psychology</i> , <b>2006</b> , 76, 351-67	3.2	34
148	Social Correlates of Emergent Literacy 173-187		34
147	Developmental differences in the effects of acoustic similarity on memory span.. <i>Developmental Psychology</i> , <b>1984</b> , 20, 650-652	3.7	34
146	Patterns of rotary pursuit performance in clumsy and normal children. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>1988</b> , 29, 691-701	7.9	33
145	When does speech sound disorder matter for literacy? The role of disordered speech errors, co-occurring language impairment and family risk of dyslexia. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2017</b> , 58, 197-205	7.9	32
144	Writing Systems and Spelling Development 120-134		32
143	Visual, kinaesthetic and cross-modal judgments of length by clumsy children: a comparison with young normal children. <i>Child: Care, Health and Development</i> , <b>1984</b> , 10, 117-25	2.8	31
142	Developmental changes in speech rate and memory span: A causal relationship?. <i>British Journal of Developmental Psychology</i> , <b>1985</b> , 3, 175-181	2	31
141	Dyslexia and Developmental Language Disorder: comorbid disorders with distinct effects on reading comprehension. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2020</b> , 61, 672-680	7.9	31
140	Preschool morphological training produces long-term improvements in reading comprehension. <i>Reading and Writing</i> , <b>2016</b> , 29, 1269-1288	2.1	30
139	Current evidence does not support the claims made for CogMed working memory training. <i>Journal of Applied Research in Memory and Cognition</i> , <b>2012</b> , 1, 197-200	2.3	30
138	Reading with vocabulary intervention: evaluation of an instruction for children with poor response to reading intervention. <i>Journal of Research in Reading</i> , <b>2008</b> , 31, 319-336	2.1	30
137	The efficacy of early language intervention in mainstream school settings: a randomized controlled trial. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , <b>2017</b> , 58, 1141-1151	7.9	29
136	Serial and free recall in children can be improved by training: evidence for the importance of phonological and semantic representations in immediate memory tasks. <i>Psychological Science</i> , <b>2010</b> , 21, 1694-700	7.9	29
135	A critique of claims from Reynolds, Nicolson & Hambly (2003) that DDAT is an effective treatment for children with reading difficulties--'lies, damned lies and (inappropriate) statistics?'. <i>Dyslexia</i> , <b>2003</b> , 9, 127-33; discussion 134-5	1.6	28

134	The Development of Memory for Serial Order: A Temporal-contextual Distinctiveness Model. <i>International Journal of Psychology</i> , <b>1999</b> , 34, 389-402	1.9	28
133	Verbal Short-Term Memory Span in Speech-Disordered Children: Implications for Articulatory Coding in Short-Term Memory. <i>Child Development</i> , <b>1991</b> , 62, 415	4.9	28
132	Some experimental studies of multi-sensory teaching: the effects of manual tracing on children's paired-associate learning. <i>British Journal of Developmental Psychology</i> , <b>1987</b> , 5, 299-307	2	28
131	Training Mispronunciation Correction and Word Meanings Improves Children's Ability to Learn to Read Words. <i>Scientific Studies of Reading</i> , <b>2017</b> , 21, 392-407	3.8	27
130	The Question of Phonology and Reading		27
129	Further evidence for a parent-of-origin effect at the NOP9 locus on language-related phenotypes. <i>Journal of Neurodevelopmental Disorders</i> , <b>2016</b> , 8, 24	4.6	26
128	The benefit of orthographic support for oral vocabulary learning in children with Down syndrome. <i>Journal of Child Language</i> , <b>2013</b> , 40, 221-43	2.3	25
127	<b>2011,</b>		25
126	Longitudinal relationships between speech perception, phonological skills and reading in children at high-risk of dyslexia. <i>Developmental Science</i> , <b>2019</b> , 22, e12723	4.5	25
125	A Cross-Linguistic, Longitudinal Study of the Foundations of Decoding and Reading Comprehension Ability. <i>Scientific Studies of Reading</i> , <b>2019</b> , 23, 386-402	3.8	24
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