

Charles T Hulme

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

277
papers

19,601
citations

80
h-index

134
g-index

292
ext. papers

21,960
ext. citations

4
avg, IF

7.16
L-index

#	Paper	IF	Citations
277	Domain-specific skills, but not fine-motor or executive function, predict later arithmetic and reading in children. <i>Learning and Individual Differences</i> , 2022 , 95, 102141	3.1	
276	Early language intervention improves behavioral adjustment in school: Evidence from a cluster randomized trial. <i>Journal of School Psychology</i> , 2022 , 92, 334-345	4.5	
275	Teaching Children to Read 2022 , 209-233		0
274	Reading the Akshara Writing System 2022 , 372-389		1
273	Comorbidity of Reading Disorders 2022 , 439-459		0
272	Modeling the Development of Reading Comprehension 2022 , 280-297		
271	Learning to Read with a Language or Hearing Impairment 2022 , 460-485		
270	The Foundations of Literacy 2022 , 125-147		
269	Disorders of Reading 2022 , 391-394		
268	Reading and Reading Disorders in Chinese 2022 , 354-371		
267	Developmental Dyslexia 2022 , 416-438		2
266	Progress in Reading Science 2022 , 5-35		
265	Word Recognition II 2022 , 79-101		
264	Reading and Reading Disorders in Alphabetic Orthographies 2022 , 327-353		
263	Individual Differences in Learning to Read Words 2022 , 186-208		
262	Word Recognition III 2022 , 102-119		
261	The Genetics of Dyslexia 2022 , 491-514		

260	Learning to Read Words 2022 , 148-164		0
259	Children's Reading Comprehension Difficulties 2022 , 298-322		
258	The Neurobiology of Literacy 2022 , 533-555		
257	Early language screening and intervention can be delivered successfully at scale: evidence from a cluster randomized controlled trial. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2021 , 62, 1425-1434	7.9	4
256	A rare missense variant in the ATP2C2 gene is associated with language impairment and related measures. <i>Human Molecular Genetics</i> , 2021 , 30, 1160-1171	5.6	5
255	Is a procedural learning deficit a causal risk factor for developmental language disorder or dyslexia? A meta-analytic review. <i>Developmental Psychology</i> , 2021 , 57, 749-770	3.7	6
254	Speechreading in hearing children can be improved by training. <i>Developmental Science</i> , 2021 , 24, e13124	4.5	0
253	Sustained Attention, Not Procedural Learning, is a Predictor of Reading, Language and Arithmetic Skills in Children. <i>Scientific Studies of Reading</i> , 2021 , 25, 47-63	3.8	4
252	Preschool phonological, morphological and semantic skills explain it all: following reading development through a 9-year period. <i>Journal of Research in Reading</i> , 2021 , 44, 175-188	2.1	10
251	Early Handwriting Ability Predicts the Growth of Children's Spelling, but Not Reading, Skills. <i>Scientific Studies of Reading</i> , 2021 , 25, 304-318	3.8	6
250	Language difficulties are a shared risk factor for both reading disorder and mathematics disorder. <i>Journal of Experimental Child Psychology</i> , 2021 , 202, 105009	2.3	9
249	Annual Research Review: Reading disorders revisited - the critical importance of oral language. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2021 , 62, 635-653	7.9	20
248	Separable effects of the approximate number system, symbolic number knowledge, and number ordering ability on early arithmetic development. <i>Journal of Experimental Child Psychology</i> , 2021 , 208, 105120	2.3	4
247	Non-pharmacological interventions for stuttering in children six years and younger. <i>The Cochrane Library</i> , 2021 , 9, CD013489	5.2	1
246	Preschool pathways to reading comprehension: A systematic meta-analytic review. <i>Educational Research Review</i> , 2020 , 30, 100323	7.5	16
245	Reading and Oral Vocabulary Development in Early Adolescence. <i>Scientific Studies of Reading</i> , 2020 , 24, 380-396	3.8	18
244	The critical role of Arabic numeral knowledge as a longitudinal predictor of arithmetic development. <i>Journal of Experimental Child Psychology</i> , 2020 , 193, 104794	2.3	6
243	The effects of reading and language intervention on literacy skills in children in a remote community: An exploratory randomized controlled trial. <i>International Journal of Educational Research</i> , 2020 , 100, 101535	2.1	3

242	Introduction to the Special Issue Comorbidities between Reading Disorders and Other Developmental Disorders. <i>Scientific Studies of Reading</i> , 2020 , 24, 1-6	3.8	13
241	Speechreading Ability Is Related to Phonological Awareness and Single-Word Reading in Both Deaf and Hearing Children. <i>Journal of Speech, Language, and Hearing Research</i> , 2020 , 63, 3775-3785	2.8	3
240	Number knowledge and the approximate number system are two critical foundations for early arithmetic development.. <i>Journal of Educational Psychology</i> , 2020 , 112, 1167-1182	5.3	9
239	Dyslexia and Developmental Language Disorder: comorbid disorders with distinct effects on reading comprehension. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2020 , 61, 672-680	7.9	31
238	Children's Language Skills Can Be Improved: Lessons From Psychological Science for Educational Policy. <i>Current Directions in Psychological Science</i> , 2020 , 29, 372-377	6.5	22
237	Defining and understanding dyslexia: past, present and future. <i>Oxford Review of Education</i> , 2020 , 46, 501-513	1.6	40
236	A Longitudinal Study of Early Reading Development: Letter-Sound Knowledge, Phoneme Awareness and RAN, but Not Letter-Sound Integration, Predict Variations in Reading Development. <i>Scientific Studies of Reading</i> , 2020 , 24, 91-107	3.8	20
235	Developmental Outcomes for Children at High Risk of Dyslexia and Children With Developmental Language Disorder. <i>Child Development</i> , 2019 , 90, e548-e564	4.9	41
234	Mind the (Inferential) Gap: Giles et al. (2018) Provide No Convincing Evidence for a Causal Relationship Between Interceptive-Timing Ability and Arithmetic Attainment. <i>Psychological Science</i> , 2019 , 30, 1097-1098	7.9	0
233	Data on numerosity discrimination, inhibition and arithmetic during the early school years. <i>Data in Brief</i> , 2019 , 25, 104062	1.2	
232	Speech difficulties at school entry are a significant risk factor for later reading difficulties. <i>Early Childhood Research Quarterly</i> , 2019 , 49, 40-48	3.3	10
231	Procedural and declarative learning in dyslexia. <i>Dyslexia</i> , 2019 , 25, 246-255	1.6	3
230	Improving storytelling and vocabulary in secondary school students with language disorder: a randomized controlled trial. <i>International Journal of Language and Communication Disorders</i> , 2019 , 54, 656-672	2.9	7
229	A Cross-Linguistic, Longitudinal Study of the Foundations of Decoding and Reading Comprehension Ability. <i>Scientific Studies of Reading</i> , 2019 , 23, 386-402	3.8	24
228	The relationship between numerosity discrimination and arithmetic skill reflects the approximate number system and cannot be explained by inhibitory control. <i>Journal of Experimental Child Psychology</i> , 2019 , 184, 220-231	2.3	19
227	Learning correspondences between magnitudes, symbols and words: Evidence for a triple code model of arithmetic development. <i>Cognition</i> , 2019 , 187, 1-9	3.5	12
226	Pattern understanding is a predictor of early reading and arithmetic skills. <i>Early Childhood Research Quarterly</i> , 2019 , 49, 69-80	3.3	11
225	Stage 1 Registered Report: The relationship between handedness and language ability in children. <i>Wellcome Open Research</i> , 2019 , 4, 30	4.8	4

224	Stage 2 Registered Report: There is no appreciable relationship between strength of hand preference and language ability in 6- to 7-year-old children. <i>Wellcome Open Research</i> , 2019 , 4, 81	4.8	0
223	Pathways to reading comprehension: A longitudinal study from 4 to 9 years of age.. <i>Journal of Educational Psychology</i> , 2019 , 111, 751-763	5.3	49
222	Computerized Speechreading Training for Deaf Children: A Randomized Controlled Trial. <i>Journal of Speech, Language, and Hearing Research</i> , 2019 , 62, 2882-2894	2.8	5
221	The procedural deficit hypothesis of language learning disorders: We still see some serious problems. <i>Developmental Science</i> , 2019 , 22, e12813	4.5	2
220	Learning to read in Chinese: Evidence for reciprocal relationships between word reading and oral language skills. <i>Developmental Science</i> , 2019 , 22, e12745	4.5	19
219	Longitudinal relationships between speech perception, phonological skills and reading in children at high-risk of dyslexia. <i>Developmental Science</i> , 2019 , 22, e12723	4.5	25
218	Verbal task demands are key in explaining the relationship between paired-associate learning and reading ability. <i>Journal of Experimental Child Psychology</i> , 2018 , 171, 46-54	2.3	10
217	The procedural learning deficit hypothesis of language learning disorders: we see some problems. <i>Developmental Science</i> , 2018 , 21, e12552	4.5	65
216	Developmental changes in the cognitive and educational profiles of children and adolescents with 22q11.2 deletion syndrome. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2018 , 31, e177-e181	2.2	8
215	Unpicking the Developmental Relationship Between Oral Language Skills and Reading Comprehension: It's Simple, But Complex. <i>Child Development</i> , 2018 , 89, 1821-1838	4.9	100
214	Eye Movements During Visual Speech Perception in Deaf and Hearing Children. <i>Language Learning</i> , 2018 , 68, 159-179	5.1	10
213	Evaluation of a parent-delivered early language enrichment programme: evidence from a randomised controlled trial. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2018 , 59, 545-555	7.9	23
212	Effectiveness of a small-group vocabulary intervention programme: evidence from a regression discontinuity design. <i>International Journal of Language and Communication Disorders</i> , 2018 , 53, 947-958	2.9	3
211	Automatic Activation of Sounds by Letters Occurs Early in Development but is not Impaired in Children With Dyslexia. <i>Scientific Studies of Reading</i> , 2018 , 22, 137-151	3.8	6
210	Language Skills, but Not Frequency Discrimination, Predict Reading Skills in Children at Risk of Dyslexia. <i>Psychological Science</i> , 2018 , 29, 1270-1282	7.9	16
209	The phonological neighbourhood effect on short-term memory for order. <i>Memory</i> , 2017 , 25, 391-402	1.8	9
208	Oral language skills intervention in pre-school-a cautionary tale. <i>International Journal of Language and Communication Disorders</i> , 2017 , 52, 71-79	2.9	15
207	Early literacy and comprehension skills in children learning English as an additional language and monolingual children with language weaknesses. <i>Reading and Writing</i> , 2017 , 30, 771-790	2.1	13

206	Pattern Understanding: Relationships With Arithmetic and Reading Development. <i>Child Development Perspectives</i> , 2017 , 11, 239-244	5.5	23
205	Reading Intervention for Poor Readers at the Transition to Secondary School. <i>Scientific Studies of Reading</i> , 2017 , 21, 408-427	3.8	10
204	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> , 2017 , 58, 1141-1151	7.9	29
203	Training Mispronunciation Correction and Word Meanings Improves Children's Ability to Learn to Read Words. <i>Scientific Studies of Reading</i> , 2017 , 21, 392-407	3.8	27
202	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> , 2017 , 21, 498-514	3.8	79
201	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> , 2017 , 58, 197-205	7.9	32
200	Are the literacy difficulties that characterize developmental dyslexia associated with a failure to integrate letters and speech sounds?. <i>Developmental Science</i> , 2017 , 20, e12423	4.5	13
199	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> , 2016 , 23, 324-30	4.1	118
198	Screening for Language Delay: Growth Trajectories of Language Ability in Low- and High-Performing Children. <i>Journal of Speech, Language, and Hearing Research</i> , 2016 , 59, 1035-1045	2.8	8
197	Further evidence for a parent-of-origin effect at the NOP9 locus on language-related phenotypes. <i>Journal of Neurodevelopmental Disorders</i> , 2016 , 8, 24	4.6	26
196	Preschool morphological training produces long-term improvements in reading comprehension. <i>Reading and Writing</i> , 2016 , 29, 1269-1288	2.1	30
195	Precursors of Reading Difficulties in Czech and Slovak Children At-Risk of Dyslexia. <i>Dyslexia</i> , 2016 , 22, 120-36	1.6	6
194	Longitudinal evidence linking processing speed to the development of reasoning. <i>Developmental Science</i> , 2016 , 19, 1067-1074	4.5	23
193	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> , 2016 , 20, 401-419	3.8	72
192	Reading disorders and dyslexia. <i>Current Opinion in Pediatrics</i> , 2016 , 28, 731-735	3.2	67
191	The cognitive foundations of early arithmetic skills: It is counting and number judgment, but not finger gnosis, that count. <i>Journal of Experimental Child Psychology</i> , 2016 , 152, 327-334	2.3	19
190	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> , 2016 , 57, 1360-1369	7.9	77
189	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> , 2016 , 11, 512-34	9.8	468

188	The development of executive function and language skills in the early school years. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2016 , 57, 180-7	7.9	90
187	Sentence repetition as a marker of language skills in children with dyslexia. <i>Applied Psycholinguistics</i> , 2015 , 36, 203-221	1.4	24
186	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> , 2015 , 38, 53-62	5.8	34
185	Longitudinal relationships between language and verbal short-term memory skills in children with Down syndrome. <i>Journal of Experimental Child Psychology</i> , 2015 , 135, 43-55	2.3	22
184	Disorders of reading, mathematical and motor development 2015 , 702-718		1
183	Educational interventions for children's learning difficulties 2015 , 533-544		6
182	The Foundations of Literacy Development in Children at Familial Risk of Dyslexia. <i>Psychological Science</i> , 2015 , 26, 1877-86	7.9	97
181	What's working in working memory training? An educational perspective. <i>Educational Psychology Review</i> , 2015 , 27, 617-633	7.1	78
180	Developmental dyslexia: predicting individual risk. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2015 , 56, 976-87	7.9	96
179	Phonological and Semantic Knowledge Are Causal Influences on Learning to Read Words in Chinese. <i>Scientific Studies of Reading</i> , 2015 , 19, 409-418	3.8	16
178	Sentence repetition is a measure of children's language skills rather than working memory limitations. <i>Developmental Science</i> , 2015 , 18, 146-54	4.5	150
177	Learning to Read: What We Know and What We Need to Understand Better. <i>Child Development Perspectives</i> , 2015 , 7, 1-5	5.5	99
176	Copy Number Variation Screen Identifies a Rare De Novo Deletion at Chromosome 15q13.1-13.3 in a Child with Language Impairment. <i>PLoS ONE</i> , 2015 , 10, e0134997	3.7	15
175	Closing a Virtuous Circle: Reciprocal Influences Between Theory and Practice in Studies of Reading Intervention. <i>Journal of Research on Educational Effectiveness</i> , 2014 , 7, 300-306	1.4	5
174	Children's arithmetic development: it is number knowledge, not the approximate number sense, that counts. <i>Psychological Science</i> , 2014 , 25, 789-98	7.9	119
173	The interface between spoken and written language: developmental disorders. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2014 , 369, 20120395	5.8	71
172	Child and Symbol Factors in Learning to Read a Visually Complex Writing System. <i>Scientific Studies of Reading</i> , 2014 , 18, 309-324	3.8	22
171	Reading and language intervention for children at risk of dyslexia: a randomised controlled trial. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2014 , 55, 1234-43	7.9	18

170	Developmental dyslexia in adults: behavioural manifestations and cognitive correlates. <i>Dyslexia</i> , 2014 , 20, 191-207	1.6	43
169	Comorbidities in preschool children at family risk of dyslexia. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2014 , 55, 237-46	7.9	45
168	White matter morphometric changes uniquely predict children's reading acquisition. <i>Psychological Science</i> , 2014 , 25, 1870-83	7.9	80
167	Learning to read new words in individuals with Down syndrome: testing the role of phonological knowledge. <i>Research in Developmental Disabilities</i> , 2014 , 35, 1098-109	2.7	9
166	Is working memory training effective? A meta-analytic review. <i>Developmental Psychology</i> , 2013 , 49, 270-317	9.1	1148
165	The benefit of orthographic support for oral vocabulary learning in children with Down syndrome. <i>Journal of Child Language</i> , 2013 , 40, 221-43	2.3	25
164	Can Working Memory Training Ameliorate ADHD and Other Learning Disorders? A Systematic Meta-Analytic Review. <i>The ADHD Report</i> , 2013 , 21, 1-5	1.4	3
163	Training phoneme blending skills in children with Down syndrome. <i>Child Language Teaching and Therapy</i> , 2013 , 29, 273-290	0.9	15
162	Children's reading impairments: From theory to practice. <i>Japanese Psychological Research</i> , 2013 , 55, 186-202	2.0	20
161	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> , 2013 , 54, 958-68	7.9	56
160	Efficacy of language intervention in the early years. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2013 , 54, 280-90	7.9	136
159	Different patterns, but equivalent predictors, of growth in reading in consistent and inconsistent orthographies. <i>Psychological Science</i> , 2013 , 24, 1398-407	7.9	188
158	2013 ,		7
157	The growth of reading skills in children with Down Syndrome. <i>Developmental Science</i> , 2012 , 15, 320-9	4.5	35
156	Validity of a protocol for adult self-report of dyslexia and related difficulties. <i>Dyslexia</i> , 2012 , 18, 1-15	1.6	50
155	Evaluating the effectiveness of a phonologically based reading intervention for struggling readers with varying language profiles. <i>Reading and Writing</i> , 2012 , 25, 621-640	2.1	12
154	Current evidence does not support the claims made for CogMed working memory training. <i>Journal of Applied Research in Memory and Cognition</i> , 2012 , 1, 197-200	2.3	30
153	The Role of Children's Phonological and Semantic Knowledge in Learning to Read Words. <i>Scientific Studies of Reading</i> , 2012 , 16, 504-525	3.8	55

152	Reading skills in children with Down syndrome: a meta-analytic review. <i>Research in Developmental Disabilities</i> , 2012 , 33, 737-47	2.7	41
151	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> , 2012 , 53, 1044-53	7.9	68
150	Reaction time variability in children with ADHD symptoms and/or dyslexia. <i>Developmental Neuropsychology</i> , 2012 , 37, 453-72	1.8	21
149	Maternal history of reading difficulty is associated with reduced language-related gray matter in beginning readers. <i>NeuroImage</i> , 2012 , 59, 3021-32	7.9	68
148	The causal role of phoneme awareness and letter-sound knowledge in learning to read: combining intervention studies with mediation analyses. <i>Psychological Science</i> , 2012 , 23, 572-7	7.9	158
147	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> , 2012 , 53, 593-607	7.9	140
146	Interventions for children's language and literacy difficulties. <i>International Journal of Language and Communication Disorders</i> , 2012 , 47, 27-34	2.9	88
145	Nonword-repetition ability does not appear to be a causal influence on children's vocabulary development. <i>Psychological Science</i> , 2012 , 23, 1092-8	7.9	55
144	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> , 2012 , 16, 45-62	3.8	87
143	Phonological skills and their role in learning to read: a meta-analytic review. <i>Psychological Bulletin</i> , 2012 , 138, 322-52	19.1	591
142	Common patterns of prediction of literacy development in different alphabetic orthographies. <i>Psychological Science</i> , 2012 , 23, 678-86	7.9	276
141	Language and verbal short-term memory skills in children with Down syndrome: a meta-analytic review. <i>Research in Developmental Disabilities</i> , 2011 , 32, 2225-34	2.7	99
140	Evidence-based interventions for reading and language difficulties: creating a virtuous circle. <i>British Journal of Educational Psychology</i> , 2011 , 81, 1-23	3.2	125
139	2011 ,		25
138	Learning to read changes children's phonological skills: evidence from a latent variable longitudinal study of reading and nonword repetition. <i>Developmental Science</i> , 2011 , 14, 649-59	4.5	63
137	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> , 2011 , 52, 195-203	7.9	86
136	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> , 2011 , 52, 224-35	7.9	103
135	Children's Reading Comprehension Difficulties: Nature, Causes, and Treatments. <i>Current Directions in Psychological Science</i> , 2011 , 20, 139-142	6.5	97

134	Neural systems predicting long-term outcome in dyslexia. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2011 , 108, 361-6	11.5	322
133	The brain basis of the phonological deficit in dyslexia is independent of IQ. <i>Psychological Science</i> , 2011 , 22, 1442-51	7.9	115
132	Ameliorating children's reading-comprehension difficulties: a randomized controlled trial. <i>Psychological Science</i> , 2010 , 21, 1106-16	7.9	230
131	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> , 2010 , 21, 1694-700	7.9	29
130	Predicting the Growth of Early Spelling Skills: Are There Heterogeneous Developmental Trajectories?. <i>Scientific Studies of Reading</i> , 2010 , 14, 485-513	3.8	47
129	Rapid automatized naming (RAN) taps a mechanism that places constraints on the development of early reading fluency. <i>Psychological Science</i> , 2009 , 20, 1040-8	7.9	207
128	The cognitive and linguistic foundations of early reading development: a Norwegian latent variable longitudinal study. <i>Developmental Psychology</i> , 2009 , 45, 764-81	3.7	157
127	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> , 2008 , 49, 422-32	7.9	158
126	Reading with vocabulary intervention: evaluation of an instruction for children with poor response to reading intervention. <i>Journal of Research in Reading</i> , 2008 , 31, 319-336	2.1	30
125	The authors have replied as follows:. <i>Developmental Medicine and Child Neurology</i> , 2008 , 30, 689-691	3.3	1
124	Training reading and phoneme awareness skills in children with Down syndrome. <i>Reading and Writing</i> , 2008 , 21, 395-412	2.1	42
123	No evidence that an exercise-based treatment programme (DDAT) has specific benefits for children with reading difficulties. <i>Dyslexia</i> , 2007 , 13, 97-104; discussion 105-9	1.6	15
122	Paired-associate learning, phoneme awareness, and learning to read. <i>Journal of Experimental Child Psychology</i> , 2007 , 96, 150-66	2.3	118
121	Speech and language processing mechanisms in verbal serial recall. <i>Journal of Memory and Language</i> , 2006 , 55, 64-88	3.8	84
120	Language skills, learning to read and reading intervention. <i>London Review of Education</i> , 2006 ,	0.8	7
119	The cognitive bases of learning to read and spell in Greek: evidence from a longitudinal study. <i>Journal of Experimental Child Psychology</i> , 2006 , 94, 1-17	2.3	99
118	The distinctiveness of the word-length effect. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2006 , 32, 586-94	2.2	19
117	Word frequency and the mixed-list paradox in immediate and delayed serial recall. <i>Psychonomic Bulletin and Review</i> , 2006 , 13, 724-9	4.1	14

116	Evidence for the effectiveness of the Early Literacy Support programme. <i>British Journal of Educational Psychology</i> , 2006 , 76, 351-67	3.2	34
115	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> , 2006 , 47, 820-7	7.9	92
114	Phonological Skills Are (Probably) One Cause of Success in Learning to Read: A Comment on Castles and Coltheart. <i>Scientific Studies of Reading</i> , 2005 , 9, 351-365	3.8	93
113	The cognitive foundations of reading and arithmetic skills in 7- to 10-year-olds. <i>Journal of Experimental Child Psychology</i> , 2005 , 91, 113-36	2.3	148
112	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> , 2005 , 92, 107-39	2.3	183
111	Effects of orthographic consistency, frequency, and letter knowledge on children's vowel spelling development. <i>Journal of Experimental Child Psychology</i> , 2005 , 92, 307-21	2.3	64
110	Individual differences in RAN and reading: a response timing analysis. <i>Journal of Research in Reading</i> , 2005 , 28, 73-86	2.1	82
109	Phoneme isolation ability is not simply a consequence of letter-sound knowledge. <i>Cognition</i> , 2005 , 97, B1-11	3.5	49
108	Phonemes, rimes, vocabulary, and grammatical skills as foundations of early reading development: evidence from a longitudinal study. <i>Developmental Psychology</i> , 2004 , 40, 665-81	3.7	635
107	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> , 2004 , 45, 338-58	7.9	165
106	Abolishing the word-length effect. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2004 , 30, 98-106	2.2	52
105	The development of phonological awareness in preschool children. <i>Developmental Psychology</i> , 2003 , 39, 913-23	3.7	239
104	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> , 2003 , 9, 127-33; discussion 134-5	1.6	28
103	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> , 2003 , 49, 500-518	3.8	80
102	A deficit in rime awareness in children with Down syndrome. <i>Reading and Writing</i> , 2002 , 15, 471-495	2.1	50
101	Word-frequency and phonological-neighborhood effects on verbal short-term memory.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2002 , 28, 1019-1034	2.2	83
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