

Charles T Hulme

List of Publications by Year in descending order

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Version: 2024-02-01

258
papers

25,188
citations

5558

82
h-index

9311

143
g-index

292
all docs

292
docs citations

292
times ranked

9699
citing authors

#	ARTICLE	IF	CITATIONS
1	App-based morphological training produces lasting effects on word knowledge in primary school children: A randomized controlled trial.. Journal of Educational Psychology, 2022, 114, 833-854.	2.1	7
2	The nature and causes of children's grammatical difficulties: Evidence from an intervention to improve past tense marking in children with Down syndrome. Developmental Science, 2022, 25, .	1.3	4
3	Delivering language intervention at scale: promises and pitfalls. Journal of Research in Reading, 2022, 45, 342-366.	1.0	6
4	Editorial Perspective: Speaking up for developmental language disorder “ the top 10 priorities for research. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2022, 63, 957-960.	3.1	6
5	Domain-specific skills, but not fine-motor or executive function, predict later arithmetic and reading in children. Learning and Individual Differences, 2022, 95, 102141.	1.5	5
6	Early language intervention improves behavioral adjustment in school: Evidence from a cluster randomized trial. Journal of School Psychology, 2022, 92, 334-345.	1.5	4
7	Sustained Attention, Not Procedural Learning, is a Predictor of Reading, Language and Arithmetic Skills in Children. Scientific Studies of Reading, 2021, 25, 47-63.	1.3	16
8	Preschool phonological, morphological and semantic skills explain it all: following reading development through a 9â€‘year period. Journal of Research in Reading, 2021, 44, 175-188.	1.0	21
9	Early Handwriting Ability Predicts the Growth of Childrenâ€™s Spelling, but Not Reading, Skills. Scientific Studies of Reading, 2021, 25, 304-318.	1.3	16
10	Language difficulties are a shared risk factor for both reading disorder and mathematics disorder. Journal of Experimental Child Psychology, 2021, 202, 105009.	0.7	21
11	Annual Research Review: Reading disorders revisited “ the critical importance of oral language. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2021, 62, 635-653.	3.1	53
12	Early language screening and intervention can be delivered successfully at scale: evidence from a cluster randomized controlled trial. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2021, 62, 1425-1434.	3.1	11
13	A rare missense variant in the <i>ATP2C2</i> gene is associated with language impairment and related measures. Human Molecular Genetics, 2021, 30, 1160-1171.	1.4	10
14	Is a procedural learning deficit a causal risk factor for developmental language disorder or dyslexia? A meta-analytic review.. Developmental Psychology, 2021, 57, 749-770.	1.2	27
15	Speechreading in hearing children can be improved by training. Developmental Science, 2021, 24, e13124.	1.3	1
16	Separable effects of the approximate number system, symbolic number knowledge, and number ordering ability on early arithmetic development. Journal of Experimental Child Psychology, 2021, 208, 105120.	0.7	12
17	Non-pharmacological interventions for stuttering in children six years and younger. The Cochrane Library, 2021, 2021, CD013489.	1.5	6
18	A Longitudinal Study of Early Reading Development: Letter-Sound Knowledge, Phoneme Awareness and RAN, but Not Letter-Sound Integration, Predict Variations in Reading Development. Scientific Studies of Reading, 2020, 24, 91-107.	1.3	47

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19	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.	3.1	70
20	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.	2.8	35
21	Defining and understanding dyslexia: past, present and future. <i>Oxford Review of Education</i> , 2020, 46, 501-513.	1.4	116
22	Preschool pathways to reading comprehension: A systematic meta-analytic review. <i>Educational Research Review</i> , 2020, 30, 100323.	4.1	48
23	Reading and Oral Vocabulary Development in Early Adolescence. <i>Scientific Studies of Reading</i> , 2020, 24, 380-396.	1.3	30
24	The critical role of Arabic numeral knowledge as a longitudinal predictor of arithmetic development. <i>Journal of Experimental Child Psychology</i> , 2020, 193, 104794.	0.7	18
25	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.	1.2	4
26	Introduction to the Special Issue "Comorbidities between Reading Disorders and Other Developmental Disorders". <i>Scientific Studies of Reading</i> , 2020, 24, 1-6.	1.3	23
27	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.	2.1	20
28	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.	0.7	7
29	Pattern understanding is a predictor of early reading and arithmetic skills. <i>Early Childhood Research Quarterly</i> , 2019, 49, 69-80.	1.6	19
30	Developmental Outcomes for Children at High Risk of Dyslexia and Children With Developmental Language Disorder. <i>Child Development</i> , 2019, 90, e548-e564.	1.7	67
31	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.	1.8	1
32	Data on numerosity discrimination, inhibition and arithmetic during the early school years. <i>Data in Brief</i> , 2019, 25, 104062.	0.5	0
33	Speech difficulties at school entry are a significant risk factor for later reading difficulties. <i>Early Childhood Research Quarterly</i> , 2019, 49, 40-48.	1.6	20
34	Procedural and declarative learning in dyslexia. <i>Dyslexia</i> , 2019, 25, 246-255.	0.8	10
35	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.	0.7	17
36	A Cross-Linguistic, Longitudinal Study of the Foundations of Decoding and Reading Comprehension Ability. <i>Scientific Studies of Reading</i> , 2019, 23, 386-402.	1.3	50

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37	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.	0.7	28
38	Learning correspondences between magnitudes, symbols and words: Evidence for a triple code model of arithmetic development. <i>Cognition</i> , 2019, 187, 1-9.	1.1	22
39	The procedural deficit hypothesis of language learning disorders: We still see some serious problems. <i>Developmental Science</i> , 2019, 22, e12813.	1.3	4
40	Learning to read in Chinese: Evidence for reciprocal relationships between word reading and oral language skills. <i>Developmental Science</i> , 2019, 22, e12745.	1.3	36
41	Longitudinal relationships between speech perception, phonological skills and reading in children at high risk of dyslexia. <i>Developmental Science</i> , 2019, 22, e12723.	1.3	41
42	Pathways to reading comprehension: A longitudinal study from 4 to 9 years of age.. <i>Journal of Educational Psychology</i> , 2019, 111, 751-763.	2.1	89
43	Computerized Speechreading Training for Deaf Children: A Randomized Controlled Trial. <i>Journal of Speech, Language, and Hearing Research</i> , 2019, 62, 2882-2894.	0.7	8
44	Stage 1 Registered Report: The relationship between handedness and language ability in children. <i>Wellcome Open Research</i> , 2019, 4, 30.	0.9	4
45	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.	0.9	2
46	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.	0.7	15
47	The procedural learning deficit hypothesis of language learning disorders: we see some problems. <i>Developmental Science</i> , 2018, 21, e12552.	1.3	90
48	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.	1.3	12
49	Unpicking the Developmental Relationship Between Oral Language Skills and Reading Comprehension: It's Simple, But Complex. <i>Child Development</i> , 2018, 89, 1821-1838.	1.7	172
50	Eye Movements During Visual Speech Perception in Deaf and Hearing Children. <i>Language Learning</i> , 2018, 68, 159-179.	1.4	26
51	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.	3.1	33
52	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.	1.3	10
53	Language Skills, but Not Frequency Discrimination, Predict Reading Skills in Children at Risk of Dyslexia. <i>Psychological Science</i> , 2018, 29, 1270-1282.	1.8	24
54	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.	0.7	6

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55	The phonological neighbourhood effect on short-term memory for order. <i>Memory</i> , 2017, 25, 391-402.	0.9	11
56	Oral language skills intervention in pre-“school” a cautionary tale. <i>International Journal of Language and Communication Disorders</i> , 2017, 52, 71-79.	0.7	18
57	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.	1.0	16
58	Pattern Understanding: Relationships With Arithmetic and Reading Development. <i>Child Development Perspectives</i> , 2017, 11, 239-244.	2.1	31
59	Reading Intervention for Poor Readers at the Transition to Secondary School. <i>Scientific Studies of Reading</i> , 2017, 21, 408-427.	1.3	14
60	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.	3.1	45
61	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.	1.3	36
62	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.	1.3	125
63	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.	3.1	62
64	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.	1.3	23
65	Precursors of Reading Difficulties in Czech and Slovak Children At-Risk of Dyslexia. <i>Dyslexia</i> , 2016, 22, 120-136.	0.8	15
66	Longitudinal evidence linking processing speed to the development of reasoning. <i>Developmental Science</i> , 2016, 19, 1067-1074.	1.3	38
67	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.	1.3	113
68	Reading disorders and dyslexia. <i>Current Opinion in Pediatrics</i> , 2016, 28, 731-735.	1.0	116
69	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.	0.7	29
70	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.	3.1	108
71	Working Memory Training Does Not Improve Performance on Measures of Intelligence or Other Measures of “Far Transfer”. <i>Perspectives on Psychological Science</i> , 2016, 11, 512-534.	5.2	651
72	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, 180-187.	3.1	132

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73	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.	0.7	12
74	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.	1.5	60
75	Preschool morphological training produces long-term improvements in reading comprehension. <i>Reading and Writing</i> , 2016, 29, 1269-1288.	1.0	39
76	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, 324-330.	1.4	151
77	The Foundations of Literacy Development in Children at Familial Risk of Dyslexia. <i>Psychological Science</i> , 2015, 26, 1877-1886.	1.8	136
78	What's Working in Working Memory Training? An Educational Perspective. <i>Educational Psychology Review</i> , 2015, 27, 617-633.	5.1	98
79	Developmental dyslexia: predicting individual risk. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2015, 56, 976-987.	3.1	124
80	Phonological and Semantic Knowledge Are Causal Influences on Learning to Read Words in Chinese. <i>Scientific Studies of Reading</i> , 2015, 19, 409-418.	1.3	22
81	Sentence repetition is a measure of children's language skills rather than working memory limitations. <i>Developmental Science</i> , 2015, 18, 146-154.	1.3	197
82	Sentence repetition as a marker of language skills in children with dyslexia. <i>Applied Psycholinguistics</i> , 2015, 36, 203-221.	0.8	39
83	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.	1.9	44
84	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.	0.7	31
85	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.	1.1	22
86	Child and Symbol Factors in Learning to Read a Visually Complex Writing System. <i>Scientific Studies of Reading</i> , 2014, 18, 309-324.	1.3	31
87	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, 1234-1243.	3.1	28
88	Developmental Dyslexia in Adults: Behavioural Manifestations and Cognitive Correlates. <i>Dyslexia</i> , 2014, 20, 191-207.	0.8	55
89	Comorbidities in preschool children at family risk of dyslexia. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2014, 55, 237-246.	3.1	52
90	White Matter Morphometric Changes Uniquely Predict Children's Reading Acquisition. <i>Psychological Science</i> , 2014, 25, 1870-1883.	1.8	97

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91	Learning to read new words in individuals with Down syndrome: Testing the role of phonological knowledge. <i>Research in Developmental Disabilities</i> , 2014, 35, 1098-1109.	1.2	12
92	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.	0.9	5
93	Children's Arithmetic Development. <i>Psychological Science</i> , 2014, 25, 789-798.	1.8	156
94	The interface between spoken and written language: developmental disorders. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2014, 369, 20120395.	1.8	104
95	Is working memory training effective? A meta-analytic review.. <i>Developmental Psychology</i> , 2013, 49, 270-291.	1.2	1,416
96	The benefit of orthographic support for oral vocabulary learning in children with Down syndrome. <i>Journal of Child Language</i> , 2013, 40, 221-243.	0.8	28
97	Can Working Memory Training Ameliorate ADHD and Other Learning Disorders? A Systematic Meta-Analytic Review. <i>The ADHD Report</i> , 2013, 21, 1-5.	0.4	3
98	Training phoneme blending skills in children with Down syndrome. <i>Child Language Teaching and Therapy</i> , 2013, 29, 273-290.	0.4	17
99	Children's reading impairments: From theory to practice. <i>Japanese Psychological Research</i> , 2013, 55, 186-202.	0.4	26
100	Learning to Read: What We Know and What We Need to Understand Better. <i>Child Development Perspectives</i> , 2013, 7, 1-5.	2.1	142
101	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, 958-968.	3.1	68
102	Efficacy of language intervention in the early years. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2013, 54, 280-290.	3.1	162
103	Different Patterns, but Equivalent Predictors, of Growth in Reading in Consistent and Inconsistent Orthographies. <i>Psychological Science</i> , 2013, 24, 1398-1407.	1.8	257
104	Nonword-Repetition Ability Does Not Appear to Be a Causal Influence on Children's Vocabulary Development. <i>Psychological Science</i> , 2012, 23, 1092-1098.	1.8	74
105	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.	1.3	103
106	Phonological skills and their role in learning to read: A meta-analytic review.. <i>Psychological Bulletin</i> , 2012, 138, 322-352.	5.5	822
107	Common Patterns of Prediction of Literacy Development in Different Alphabetic Orthographies. <i>Psychological Science</i> , 2012, 23, 678-686.	1.8	358
108	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.	0.7	39

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109	The Role of Children's Phonological and Semantic Knowledge in Learning to Read Words. <i>Scientific Studies of Reading</i> , 2012, 16, 504-525.	1.3	76
110	Reading skills in children with Down syndrome: A meta-analytic review. <i>Research in Developmental Disabilities</i> , 2012, 33, 737-747.	1.2	50
111	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, 1044-1053.	3.1	93
112	Reaction Time Variability in Children With ADHD Symptoms and/or Dyslexia. <i>Developmental Neuropsychology</i> , 2012, 37, 453-472.	1.0	32
113	Maternal history of reading difficulty is associated with reduced language-related gray matter in beginning readers. <i>NeuroImage</i> , 2012, 59, 3021-3032.	2.1	76
114	The Causal Role of Phoneme Awareness and Letter-Sound Knowledge in Learning to Read. <i>Psychological Science</i> , 2012, 23, 572-577.	1.8	210
115	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.	3.1	190
116	Interventions for children's language and literacy difficulties. <i>International Journal of Language and Communication Disorders</i> , 2012, 47, 27-34.	0.7	115
117	The growth of reading skills in children with Down Syndrome. <i>Developmental Science</i> , 2012, 15, 320-329.	1.3	43
118	Validity of a Protocol for Adult Self-Report of Dyslexia and Related Difficulties. <i>Dyslexia</i> , 2012, 18, 1-15.	0.8	72
119	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.	1.0	13
120	Children's Reading Comprehension Difficulties. <i>Current Directions in Psychological Science</i> , 2011, 20, 139-142.	2.8	127
121	Language and verbal short-term memory skills in children with Down syndrome: A meta-analytic review. <i>Research in Developmental Disabilities</i> , 2011, 32, 2225-2234.	1.2	133
122	Evidence-based interventions for reading and language difficulties: Creating a virtuous circle. <i>British Journal of Educational Psychology</i> , 2011, 81, 1-23.	1.6	182
123	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, 649-659.	1.3	82
124	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.	3.1	116
125	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, 224-235.	3.1	132
126	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, 361-366.	3.3	404

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127	The Brain Basis of the Phonological Deficit in Dyslexia Is Independent of IQ. <i>Psychological Science</i> , 2011, 22, 1442-1451.	1.8	140
128	Ameliorating Children's Reading-Comprehension Difficulties. <i>Psychological Science</i> , 2010, 21, 1106-1116.	1.8	297
129	Serial and Free Recall in Children Can Be Improved by Training. <i>Psychological Science</i> , 2010, 21, 1694-1700.	1.8	37
130	Predicting the Growth of Early Spelling Skills: Are There Heterogeneous Developmental Trajectories?. <i>Scientific Studies of Reading</i> , 2010, 14, 485-513.	1.3	59
131	Rapid Automatized Naming (RAN) Taps a Mechanism That Places Constraints on the Development of Early Reading Fluency. <i>Psychological Science</i> , 2009, 20, 1040-1048.	1.8	245
132	The cognitive and linguistic foundations of early reading development: A Norwegian latent variable longitudinal study.. <i>Developmental Psychology</i> , 2009, 45, 764-781.	1.2	191
133	Training reading and phoneme awareness skills in children with Down syndrome. <i>Reading and Writing</i> , 2008, 21, 395-412.	1.0	55
134	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, 422-432.	3.1	200
135	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.	1.0	39
136	Kinaesthetic Sensitivity Of Normal And Clumsy Children. <i>Developmental Medicine and Child Neurology</i> , 2008, 29, 720-725.	1.1	78
137	Paired-associate learning, phoneme awareness, and learning to read. <i>Journal of Experimental Child Psychology</i> , 2007, 96, 150-166.	0.7	134
138	No evidence that an exercise-based treatment programme (DDAT) has specific benefits for children with reading difficulties. <i>Dyslexia</i> , 2007, 13, 97-104.	0.8	26
139	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.	0.7	109
140	The distinctiveness of the word-length effect.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2006, 32, 586-594.	0.7	22
141	Word frequency and the mixed-list paradox in immediate and delayed serial recall. <i>Psychonomic Bulletin and Review</i> , 2006, 13, 724-729.	1.4	18
142	Evidence for the effectiveness of the Early Literacy Support programme. <i>British Journal of Educational Psychology</i> , 2006, 76, 351-367.	1.6	46
143	Speech and language processing mechanisms in verbal serial recall. <i>Journal of Memory and Language</i> , 2006, 55, 64-88.	1.1	106
144	Language skills, learning to read and reading intervention. <i>London Review of Education</i> , 2006, , .	1.3	12

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145	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> , 2005, 47, 820-827.	3.1	123
146	Individual differences in RAN and reading: a response timing analysis. <i>Journal of Research in Reading</i> , 2005, 28, 73-86.	1.0	93
147	Phoneme isolation ability is not simply a consequence of letter-sound knowledge. <i>Cognition</i> , 2005, 97, B1-B11.	1.1	56
148	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.	1.3	116
149	The cognitive foundations of reading and arithmetic skills in 7- to 10-year-olds. <i>Journal of Experimental Child Psychology</i> , 2005, 91, 113-136.	0.7	173
150	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, 107-139.	0.7	216
151	Effects of orthographic consistency, frequency, and letter knowledge on children's vowel spelling development. <i>Journal of Experimental Child Psychology</i> , 2005, 92, 307-321.	0.7	72
152	Phonemes, Rimes, Vocabulary, and Grammatical Skills as Foundations of Early Reading Development: Evidence From a Longitudinal Study.. <i>Developmental Psychology</i> , 2004, 40, 665-681.	1.2	771
153	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, 338-358.	3.1	216
154	Abolishing the Word-Length Effect.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2004, 30, 98-106.	0.7	58
155	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, 127-133.	0.8	32
156	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.	1.1	92
157	The development of phonological awareness in preschool children.. <i>Developmental Psychology</i> , 2003, 39, 913-923.	1.2	283
158	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.	0.7	90
159	Phoneme Awareness Is a Better Predictor of Early Reading Skill Than Onset-Rime Awareness. <i>Journal of Experimental Child Psychology</i> , 2002, 82, 2-28.	0.7	306
160	Phonemes, Rimes, and the Mechanisms of Early Reading Development. <i>Journal of Experimental Child Psychology</i> , 2002, 82, 58-64.	0.7	47
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