

# Kate Nation

## List of Publications by Year in descending order

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Version: 2024-02-01

112  
papers

9,560  
citations

36271

51  
h-index

40954

93  
g-index

127  
all docs

127  
docs citations

127  
times ranked

5142  
citing authors

#	ARTICLE	IF	CITATIONS
1	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
2	Beyond phonological skills: broader language skills contribute to the development of reading. <i>Journal of Research in Reading</i> , 2004, 27, 342-356.	1.0	451
3	Semantic Processing and the Development of Word-Recognition Skills: Evidence from Children with Reading Comprehension Difficulties. <i>Journal of Memory and Language</i> , 1998, 39, 85-101.	1.1	401
4	Patterns of Reading Ability in Children with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2006, 36, 911-919.	1.7	390
5	Hidden Language Impairments in Children. <i>Journal of Speech, Language, and Hearing Research</i> , 2004, 47, 199-211.	0.7	350
6	Vocabulary Is Important for Some, but Not All Reading Skills. <i>Scientific Studies of Reading</i> , 2007, 11, 235-257.	1.3	318
7	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
8	A longitudinal investigation of early reading and language skills in children with poor reading comprehension. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2010, 51, 1031-1039.	3.1	267
9	Working Memory Deficits in Poor Comprehenders Reflect Underlying Language Impairments. <i>Journal of Experimental Child Psychology</i> , 1999, 73, 139-158.	0.7	256
10	Sensitivity to eye gaze in autism: Is it normal? Is it automatic? Is it social?. <i>Development and Psychopathology</i> , 2008, 20, 79-97.	1.4	244
11	Individual Differences in Contextual Facilitation: Evidence from Dyslexia and Poor Reading Comprehension. <i>Child Development</i> , 1998, 69, 996-1011.	1.7	240
12	Assessing reading difficulties: the validity and utility of current measures of reading skill. <i>British Journal of Educational Psychology</i> , 1997, 67, 359-370.	1.6	220
13	Developmental differences in sensitivity to semantic relations among good and poor comprehenders: evidence from semantic priming. <i>Cognition</i> , 1999, 70, B1-B13.	1.1	212
14	Neurocognitive outcomes of individuals with a sex chromosome trisomy: XXX, XYY, or XXY: a systematic review*. <i>Developmental Medicine and Child Neurology</i> , 2010, 52, 119-129.	1.1	195
15	Phonemic Segmentation, Not Onset-Rime Segmentation, Predicts Early Reading and Spelling Skills. <i>Reading Research Quarterly</i> , 1997, 32, 154-167.	1.8	184
16	Do infant vocabulary skills predict school-age language and literacy outcomes?. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2015, 56, 848-856.	3.1	183
17	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
18	Factors influencing syntactic awareness skills in normal readers and poor comprehenders. <i>Applied Psycholinguistics</i> , 2000, 21, 229-241.	0.8	151

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19	Do individuals with autism process words in context? Evidence from language-mediated eye-movements. <i>Cognition</i> , 2008, 108, 896-904.	1.1	150
20	Autism, language and communication in children with sex chromosome trisomies. <i>Archives of Disease in Childhood</i> , 2011, 96, 954-959.	1.0	150
21	Investigating individual differences in children's real-time sentence comprehension using language-mediated eye movements. <i>Journal of Experimental Child Psychology</i> , 2003, 86, 314-329.	0.7	148
22	Eye-movement patterns are associated with communicative competence in autistic spectrum disorders. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2009, 50, 834-842.	3.1	147
23	Phonological Processing Skills of Dyslexic Students in Higher Education: A Preliminary Report. <i>Journal of Research in Reading</i> , 1997, 20, 31-41.	1.0	138
24	Why Reading Comprehension Fails. <i>Topics in Language Disorders</i> , 2005, 25, 21-32.	0.9	136
25	Understanding Variability in Reading Comprehension in Adolescents With Autism Spectrum Disorders: Interactions With Language Status and Decoding Skill. <i>Scientific Studies of Reading</i> , 2011, 15, 191-210.	1.3	116
26	Defining and understanding dyslexia: past, present and future. <i>Oxford Review of Education</i> , 2020, 46, 501-513.	1.4	116
27	Reading skills in hyperlexia: A developmental perspective.. <i>Psychological Bulletin</i> , 1999, 125, 338-355.	5.5	111
28	Children's Reading Comprehension Difficulties. , 0, , 248-265.		109
29	Sound before meaning: Word learning in autistic disorders. <i>Neuropsychologia</i> , 2010, 48, 4012-4019.	0.7	95
30	Suppressing irrelevant information from working memory: Evidence for domain-specific deficits in poor comprehenders. <i>Journal of Memory and Language</i> , 2010, 62, 380-391.	1.1	95
31	Children's reading difficulties, language, and reflections on the simple view of reading. <i>Australian Journal of Learning Difficulties</i> , 2019, 24, 47-73.	0.2	93
32	Go or no-go? Developmental improvements in the efficiency of response inhibition in mid-childhood. <i>Developmental Science</i> , 2008, 11, 819-827.	1.3	91
33	General cognitive ability in children with reading comprehension difficulties. <i>British Journal of Educational Psychology</i> , 2002, 72, 549-560.	1.6	88
34	Phonological and semantic contributions to children's picture naming skill: Evidence from children with developmental reading disorders. <i>Language and Cognitive Processes</i> , 2001, 16, 241-259.	2.3	87
35	The relationship between knowing a word and reading it aloud in children's word reading development. <i>Journal of Experimental Child Psychology</i> , 2009, 103, 296-308.	0.7	85
36	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

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37	Language and the Development of Cognitive Control. <i>Topics in Cognitive Science</i> , 2010, 2, 631-642.	1.1	80
38	The influence of consistency, frequency, and semantics on learning to read: An artificial orthography paradigm.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2011, 37, 60-76.	0.7	80
39	Emotion recognition in faces and the use of visual context Vo in young people with high-functioning autism spectrum disorders. <i>Autism</i> , 2008, 12, 607-626.	2.4	79
40	Orthographic Facilitation in Oral Vocabulary Acquisition. <i>Quarterly Journal of Experimental Psychology</i> , 2009, 62, 1948-1966.	0.6	78
41	Nurturing a lexical legacy: reading experience is critical for the development of word reading skill. <i>Npj Science of Learning</i> , 2017, 2, 3.	1.5	77
42	Exploring Written Narrative in Children with Poor Reading Comprehension. <i>Educational Psychology</i> , 2006, 26, 55-72.	1.2	76
43	The nature and specificity of paired associate learning deficits in children with dyslexia. <i>Journal of Memory and Language</i> , 2014, 71, 71-88.	1.1	76
44	Context effects on orthographic learning of regular and irregular words. <i>Journal of Experimental Child Psychology</i> , 2011, 109, 39-57.	0.7	74
45	Predictors of Orthographic Learning of Regular and Irregular Words. <i>Scientific Studies of Reading</i> , 2013, 17, 369-384.	1.3	71
46	Using Eye Movements to Investigate Word Frequency Effects in Children's Sentence Reading. <i>School Psychology Review</i> , 2013, 42, 207-222.	1.8	71
47	Dissecting the relationship between language skills and learning to read: Semantic and phonological contributions to new vocabulary learning in children with poor reading comprehension. <i>International Journal of Speech-Language Pathology</i> , 2007, 9, 131-139.	0.5	69
48	The Role of Self-Teaching in Learning Orthographic and Semantic Aspects of New Words. <i>Scientific Studies of Reading</i> , 2011, 15, 47-70.	1.3	68
49	Self-ordered pointing as a test of working memory in typically developing children. <i>Memory</i> , 2007, 15, 526-535.	0.9	67
50	Dissociating crossmodal and verbal demands in paired associate learning (PAL): What drives the PAL-reading relationship?. <i>Journal of Experimental Child Psychology</i> , 2013, 115, 137-149.	0.7	65
51	When words fail us: insights into language processing from developmental and acquired disorders. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2014, 369, 20120403.	1.8	62
52	Investigating orthographic and semantic aspects of word learning in poor comprehenders. <i>Journal of Research in Reading</i> , 2008, 31, 117-135.	1.0	57
53	Becoming a written word: Eye movements reveal order of acquisition effects following incidental exposure to new words during silent reading. <i>Cognition</i> , 2014, 133, 238-248.	1.1	55
54	Lexical learning and lexical processing in children with developmental language impairments. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2014, 369, 20120387.	1.8	55

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55	Semantic diversity, frequency and the development of lexical quality in children's word reading. <i>Journal of Memory and Language</i> , 2018, 103, 114-126.	1.1	49
56	A case of exceptional reading accuracy in a child with Down syndrome: Underlying skills and the relation to reading comprehension. <i>Cognitive Neuropsychology</i> , 2006, 23, 1190-1214.	0.4	47
57	Form-meaning links in the development of visual word recognition. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2009, 364, 3665-3674.	1.8	47
58	Beginning readers activate semantics from sub-word orthography. <i>Cognition</i> , 2009, 110, 273-278.	1.1	46
59	Neural correlates of successful and partial inhibitions in children: An ERP study. <i>Developmental Psychobiology</i> , 2009, 51, 533-543.	0.9	46
60	Putting the learning into orthographic learning. <i>Studies in Written Language and Literacy</i> , 0, , 147-168.	1.0	44
61	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> , 1996, 63, 416-435.	0.7	42
62	Learning to be a good orthographic reader. <i>Journal of Research in Reading</i> , 2008, 31, 1-7.	1.0	42
63	Examining incidental word learning during reading in children: The role of context. <i>Journal of Experimental Child Psychology</i> , 2018, 166, 190-211.	0.7	41
64	Mutualistic Coupling Between Vocabulary and Reasoning in Young Children: A Replication and Extension of the Study by Kievit et al. (2017). <i>Psychological Science</i> , 2019, 30, 1245-1252.	1.8	41
65	Understanding words, understanding numbers: An exploration of the mathematical profiles of poor comprehenders. <i>British Journal of Educational Psychology</i> , 2010, 80, 255-268.	1.6	36
66	Shifting development in mid-childhood: The influence of between-task interference. <i>Developmental Psychology</i> , 2009, 45, 1465-1479.	1.2	35
67	Learning to read and learning to comprehend. <i>London Review of Education</i> , 2006, , .	1.3	33
68	Learning to Read Words. <i>Quarterly Journal of Experimental Psychology</i> , 2008, 61, 1121-1133.	0.6	32
69	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
70	Educational attainment in poor comprehenders. <i>Frontiers in Psychology</i> , 2014, 5, 445.	1.1	29
71	Learning Words Via Reading: Contextual Diversity, Spacing, and Retrieval Effects in Adults. <i>Cognitive Science</i> , 2019, 43, e12705.	0.8	29
72	Children reading spoken words: interactions between vocabulary and orthographic expectancy. <i>Developmental Science</i> , 2018, 21, e12577.	1.3	28

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73	Poor Comprehenders in the Classroom. <i>Journal of Learning Disabilities</i> , 2014, 47, 199-207.	1.5	27
74	Evaluation and revision of inferential comprehension in narrative texts: an eye movement study. <i>Language, Cognition and Neuroscience</i> , 2016, 31, 549-566.	0.7	27
75	Production of the English past tense by children with language comprehension impairments. <i>Journal of Child Language</i> , 2005, 32, 117-137.	0.8	25
76	Is children's reading "good enough"? Links between online processing and comprehension as children read syntactically ambiguous sentences. <i>Quarterly Journal of Experimental Psychology</i> , 2016, 69, 855-879.	0.6	21
77	Skewing the evidence: The effect of input structure on child and adult learning of lexically based patterns in an artificial language. <i>Journal of Memory and Language</i> , 2017, 95, 36-48.	1.1	21
78	Reading and genetics: an introduction. <i>Journal of Research in Reading</i> , 2006, 29, 1-10.	1.0	19
79	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
80	Early prediction of language and literacy problems: is 18 months too early?. <i>PeerJ</i> , 2015, 3, e1098.	0.9	19
81	Individual Differences in Contextual Facilitation: Evidence from Dyslexia and Poor Reading Comprehension. <i>Child Development</i> , 1998, 69, 996.	1.7	17
82	Working memory, reading ability and the effects of distance and typicality on anaphor resolution in children. <i>Journal of Cognitive Psychology</i> , 2015, 27, 622-639.	0.4	17
83	Density and length in the neighborhood: Explaining cross-linguistic differences in learning to read in English and Dutch. <i>Journal of Experimental Child Psychology</i> , 2015, 139, 127-147.	0.7	17
84	Anchoring and contextual variation in the early stages of incidental word learning during reading. <i>Journal of Memory and Language</i> , 2021, 118, 104203.	1.1	16
85	The Limitations of Orthographic Analogy in Early Reading Development: Performance on the Clue-Word Task Depends on Phonological Priming and Elementary Decoding Skill, Not the Use of Orthographic Analogy. <i>Journal of Experimental Child Psychology</i> , 2001, 80, 75-94.	0.7	15
86	Tracking the evolution of orthographic expectancies over building visual experience. <i>Journal of Experimental Child Psychology</i> , 2020, 199, 104912.	0.7	15
87	Comprehension Monitoring during Reading: An Eye-tracking Study with Children Learning English as an Additional Language. <i>Scientific Studies of Reading</i> , 2021, 25, 159-178.	1.3	15
88	Developmental language disorders. <i>Psychiatry (Abingdon, England)</i> , 2008, 7, 266-269.	0.2	14
89	Book Language and Its Implications for Children's Language, Literacy, and Development. <i>Current Directions in Psychological Science</i> , 2022, 31, 375-380.	2.8	14
90	Children's sensitivity to rime unit frequency when spelling words and nonwords. <i>Reading and Writing</i> , 1997, 9, 321-338.	1.0	11

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91	Picture naming and developmental reading disorders. <i>Journal of Research in Reading</i> , 2005, 28, 28-38.	1.0	11
92	Learning morphologically complex spoken words: Orthographic expectations of embedded stems are formed prior to print exposure.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2021, 47, 87-98.	0.7	11
93	The influence of item-level contextual history on lexical and semantic judgments by children and adults.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2020, 46, 2367-2383.	0.7	8
94	Both Semantic Diversity and Frequency Influence Children's Sentence Reading. <i>Scientific Studies of Reading</i> , 2020, 24, 356-364.	1.3	7
95	The Hardest Butter to Button: Immediate Context Effects in Spoken Word Identification. <i>Quarterly Journal of Experimental Psychology</i> , 2014, 67, 114-123.	0.6	5
96	Children's sensitivity to rime unit frequency when spelling words and nonwords. , 1997, , 7-24.		5
97	The Problem of Dyslexia: historical perspectives. <i>Oxford Review of Education</i> , 2020, 46, 409-413.	1.4	4
98	Online inference making and comprehension monitoring in children during reading: Evidence from eye movements. <i>Quarterly Journal of Experimental Psychology</i> , 2021, 74, 1202-1224.	0.6	4
99	Nap effects on preschool children's learning of letter-sound mappings. <i>Child Development</i> , 2022, 93, 1145-1153.	1.7	4
100	Developmental language disorders. <i>Psychiatry (Abingdon, England)</i> , 2005, 4, 114-117.	0.2	3
101	The effects of spacing and massing on children's orthographic learning. <i>Journal of Experimental Child Psychology</i> , 2022, 214, 105309.	0.7	3
102	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
103	Understanding children's reading comprehension difficulties. , 0, , 154-164.		2
104	Lexical connectivity effects in immediate serial recall of words.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2021, 47, 1971-1997.	0.7	2
105	Automaticity in Stimulus-Parity Synaesthesia. <i>I-Perception</i> , 2017, 8, 204166951773632.	0.8	1
106	is odd and is even: Meaning and physical form in stimulus-parity synaesthesia. <i>Quarterly Journal of Experimental Psychology</i> , 2018, 71, 2005-2021.	0.6	1
107	To Read but not to Read: Identifying and Understanding the Nature of Poor Reading Comprehension in Children. <i>Neuropsychology and Cognition</i> , 2004, , 119-129.	0.6	1
108	The effect of oral vocabulary training on reading novel complex words. <i>Quarterly Journal of Experimental Psychology</i> , 2023, 76, 1321-1332.	0.6	1

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109	Development and Dyslexia: Further Comments on Ellis, McDougall, and Monk. , 1997, 3, 9-11.		0
110	Preface. Philosophical Transactions of the Royal Society B: Biological Sciences, 2014, 369, 20130564.	1.8	0
111	The Role of Semantic and Phonological Skills in Learning to Read: Implications for Assessment and Teaching. Neuropsychology and Cognition, 1999, , 195-208.	0.6	0
112	Context Availability and Sentence Availability Ratings for 3,000 English Words and their Association with Lexical Processing. Journal of Cognition, 2022, 5, .	1.0	0