

Kate Nation

List of Publications by Year in descending order

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112
papers

9,560
citations

36303
51
h-index

40979
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. Psychological Science in the Public Interest: A Journal of the American Psychological Society, 2018, 19, 5-51.	10.7	547
2	Beyond phonological skills: broader language skills contribute to the development of reading. Journal of Research in Reading, 2004, 27, 342-356.	2.0	451
3	Semantic Processing and the Development of Word-Recognition Skills: Evidence from Children with Reading Comprehension Difficulties. Journal of Memory and Language, 1998, 39, 85-101.	2.1	401
4	Patterns of Reading Ability in Children with Autism Spectrum Disorder. Journal of Autism and Developmental Disorders, 2006, 36, 911-919.	2.7	390
5	Hidden Language Impairments in Children. Journal of Speech, Language, and Hearing Research, 2004, 47, 199-211.	1.6	350
6	Vocabulary Is Important for Some, but Not All Reading Skills. Scientific Studies of Reading, 2007, 11, 235-257.	2.0	318
7	Phoneme Awareness Is a Better Predictor of Early Reading Skill Than Onset-Rime Awareness. Journal of Experimental Child Psychology, 2002, 82, 2-28.	1.4	306
8	A longitudinal investigation of early reading and language skills in children with poor reading comprehension. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2010, 51, 1031-1039.	5.2	267
9	Working Memory Deficits in Poor Comprehenders Reflect Underlying Language Impairments. Journal of Experimental Child Psychology, 1999, 73, 139-158.	1.4	256
10	Sensitivity to eye gaze in autism: Is it normal? Is it automatic? Is it social?. Development and Psychopathology, 2008, 20, 79-97.	2.3	244
11	Individual Differences in Contextual Facilitation: Evidence from Dyslexia and Poor Reading Comprehension. Child Development, 1998, 69, 996-1011.	3.0	240
12	Assessing reading difficulties: the validity and utility of current measures of reading skill. British Journal of Educational Psychology, 1997, 67, 359-370.	2.9	220
13	Developmental differences in sensitivity to semantic relations among good and poor comprehenders: evidence from semantic priming. Cognition, 1999, 70, B1-B13.	2.2	212
14	Neurocognitive outcomes of individuals with a sex chromosome trisomy: XXX, XYY, or XXY: a systematic review*. Developmental Medicine and Child Neurology, 2010, 52, 119-129.	2.1	195
15	Phonemic Segmentation, Not Onset-Rime Segmentation, Predicts Early Reading and Spelling Skills. Reading Research Quarterly, 1997, 32, 154-167.	3.3	184
16	Do infant vocabulary skills predict school-age language and literacy outcomes?. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2015, 56, 848-856.	5.2	183
17	Orthographic learning via self-teaching in children learning to read English: Effects of exposure, durability, and context. Journal of Experimental Child Psychology, 2007, 96, 71-84.	1.4	163
18	Factors influencing syntactic awareness skills in normal readers and poor comprehenders. Applied Psycholinguistics, 2000, 21, 229-241.	1.1	151

#	ARTICLE	IF	CITATIONS
19	Do individuals with autism process words in context? Evidence from language-mediated eye-movements. <i>Cognition</i> , 2008, 108, 896-904.	2.2	150
20	Autism, language and communication in children with sex chromosome trisomies. <i>Archives of Disease in Childhood</i> , 2011, 96, 954-959.	1.9	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.	1.4	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.	5.2	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.	2.0	138
24	Why Reading Comprehension Fails. <i>Topics in Language Disorders</i> , 2005, 25, 21-32.	1.0	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.	2.0	116
26	Defining and understanding dyslexia: past, present and future. <i>Oxford Review of Education</i> , 2020, 46, 501-513.	2.0	116
27	Reading skills in hyperlexia: A developmental perspective.. <i>Psychological Bulletin</i> , 1999, 125, 338-355.	6.1	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.	1.6	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.	2.1	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.	0.8	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.	2.4	91
33	General cognitive ability in children with reading comprehension difficulties. <i>British Journal of Educational Psychology</i> , 2002, 72, 549-560.	2.9	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.	2.2	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.	1.4	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.	2.4	82

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37	Language and the Development of Cognitive Control. Topics in Cognitive Science, 2010, 2, 631-642.	1.9	80
38	The influence of consistency, frequency, and semantics on learning to read: An artificial orthography paradigm.. Journal of Experimental Psychology: Learning Memory and Cognition, 2011, 37, 60-76.	0.9	80
39	Emotion recognition in faces and the use of visual context Vo in young people with high-functioning autism spectrum disorders. Autism, 2008, 12, 607-626.	4.1	79
40	Orthographic Facilitation in Oral Vocabulary Acquisition. Quarterly Journal of Experimental Psychology, 2009, 62, 1948-1966.	1.1	78
41	Nurturing a lexical legacy: reading experience is critical for the development of word reading skill. Npj Science of Learning, 2017, 2, 3.	2.8	77
42	Exploring Written Narrative in Children with Poor Reading Comprehension. Educational Psychology, 2006, 26, 55-72.	2.7	76
43	The nature and specificity of paired associate learning deficits in children with dyslexia. Journal of Memory and Language, 2014, 71, 71-88.	2.1	76
44	Context effects on orthographic learning of regular and irregular words. Journal of Experimental Child Psychology, 2011, 109, 39-57.	1.4	74
45	Predictors of Orthographic Learning of Regular and Irregular Words. Scientific Studies of Reading, 2013, 17, 369-384.	2.0	71
46	Using Eye Movements to Investigate Word Frequency Effects in Children's Sentence Reading. School Psychology Review, 2013, 42, 207-222.	3.0	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. International Journal of Speech-Language Pathology, 2007, 9, 131-139.	0.5	69
48	The Role of Self-Teaching in Learning Orthographic and Semantic Aspects of New Words. Scientific Studies of Reading, 2011, 15, 47-70.	2.0	68
49	Self-ordered pointing as a test of working memory in typically developing children. Memory, 2007, 15, 526-535.	1.7	67
50	Dissociating crossmodal and verbal demands in paired associate learning (PAL): What drives the PAL–reading relationship?. Journal of Experimental Child Psychology, 2013, 115, 137-149.	1.4	65
51	When words fail us: insights into language processing from developmental and acquired disorders. Philosophical Transactions of the Royal Society B: Biological Sciences, 2014, 369, 20120403.	4.0	62
52	Investigating orthographic and semantic aspects of word learning in poor comprehenders. Journal of Research in Reading, 2008, 31, 117-135.	2.0	57
53	Becoming a written word: Eye movements reveal order of acquisition effects following incidental exposure to new words during silent reading. Cognition, 2014, 133, 238-248.	2.2	55
54	Lexical learning and lexical processing in children with developmental language impairments. Philosophical Transactions of the Royal Society B: Biological Sciences, 2014, 369, 20120387.	4.0	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.	2.1	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.	1.1	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.	4.0	47
58	Beginning readers activate semantics from sub-word orthography. <i>Cognition</i> , 2009, 110, 273-278.	2.2	46
59	Neural correlates of successful and partial inhibitions in children: An ERP study. <i>Developmental Psychobiology</i> , 2009, 51, 533-543.	1.6	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.	1.4	42
62	Learning to be a good orthographic reader. <i>Journal of Research in Reading</i> , 2008, 31, 1-7.	2.0	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.	1.4	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.	3.3	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.	2.9	36
66	Shifting development in mid-childhood: The influence of between-task interference.. <i>Developmental Psychology</i> , 2009, 45, 1465-1479.	1.6	35
67	Learning to read and learning to comprehend. <i>London Review of Education</i> , 2006, , .	1.8	33
68	Learning to Read Words. <i>Quarterly Journal of Experimental Psychology</i> , 2008, 61, 1121-1133.	1.1	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.	2.2	32
70	Educational attainment in poor comprehenders. <i>Frontiers in Psychology</i> , 2014, 5, 445.	2.1	29
71	Learning Words Via Reading: Contextual Diversity, Spacing, and Retrieval Effects in Adults. <i>Cognitive Science</i> , 2019, 43, e12705.	1.7	29
72	Children reading spoken words: interactions between vocabulary and orthographic expectancy. <i>Developmental Science</i> , 2018, 21, e12577.	2.4	28

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73	Poor Comprehenders in the Classroom. <i>Journal of Learning Disabilities</i> , 2014, 47, 199-207.	2.2	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.	1.2	27
75	Production of the English past tense by children with language comprehension impairments. <i>Journal of Child Language</i> , 2005, 32, 117-137.	1.2	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.	1.1	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.	2.1	21
78	Reading and genetics: an introduction. <i>Journal of Research in Reading</i> , 2006, 29, 1-10.	2.0	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.	1.1	19
80	Early prediction of language and literacy problems: is 18 months too early?. <i>PeerJ</i> , 2015, 3, e1098.	2.0	19
81	Individual Differences in Contextual Facilitation: Evidence from Dyslexia and Poor Reading Comprehension. <i>Child Development</i> , 1998, 69, 996.	3.0	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.	0.9	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.	1.4	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.	2.1	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.	1.4	15
86	Tracking the evolution of orthographic expectancies over building visual experience. <i>Journal of Experimental Child Psychology</i> , 2020, 199, 104912.	1.4	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.	2.0	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.	5.3	14
90	Children's sensitivity to rime unit frequency when spelling words and nonwords. <i>Reading and Writing</i> , 1997, 9, 321-338.	1.7	11

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91	Picture naming and developmental reading disorders. Journal of Research in Reading, 2005, 28, 28-38.	2.0	11
92	Learning morphologically complex spoken words: Orthographic expectations of embedded stems are formed prior to print exposure.. Journal of Experimental Psychology: Learning Memory and Cognition, 2021, 47, 87-98.	0.9	11
93	The influence of item-level contextual history on lexical and semantic judgments by children and adults.. Journal of Experimental Psychology: Learning Memory and Cognition, 2020, 46, 2367-2383.	0.9	8
94	Both Semantic Diversity and Frequency Influence Children's Sentence Reading. Scientific Studies of Reading, 2020, 24, 356-364.	2.0	7
95	The Hardest Butter to Button: Immediate Context Effects in Spoken Word Identification. Quarterly Journal of Experimental Psychology, 2014, 67, 114-123.	1.1	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. Oxford Review of Education, 2020, 46, 409-413.	2.0	4
98	Online inference making and comprehension monitoring in children during reading: Evidence from eye movements. Quarterly Journal of Experimental Psychology, 2021, 74, 1202-1224.	1.1	4
99	Nap effects on preschool children's learning of letter-sound mappings. Child Development, 2022, 93, 1145-1153.	3.0	4
100	Developmental language disorders. Psychiatry (Abingdon, England), 2005, 4, 114-117.	0.2	3
101	The effects of spacing and massing on children's orthographic learning. Journal of Experimental Child Psychology, 2022, 214, 105309.	1.4	3
102	Teaching Children to Read Irregular Words: A Comparison of Three Instructional Methods. Scientific Studies of Reading, 2022, 26, 545-564.	2.0	3
103	Understanding children's reading comprehension difficulties. , 0, , 154-164.		2
104	Lexical connectivity effects in immediate serial recall of words.. Journal of Experimental Psychology: Learning Memory and Cognition, 2021, 47, 1971-1997.	0.9	2
105	Automaticity in Stimulus-Parity Synaesthesia. I-Perception, 2017, 8, 204166951773632.	1.4	1
106	17 is odd and 17 is even: Meaning and physical form in stimulus-parity synaesthesia. Quarterly Journal of Experimental Psychology, 2018, 71, 2005-2021.	1.1	1
107	To Read but not to Read: Identifying and Understanding the Nature of Poor Reading Comprehension in Children. Neuropsychology and Cognition, 2004, , 119-129.	0.6	1
108	The effect of oral vocabulary training on reading novel complex words. Quarterly Journal of Experimental Psychology, 2023, 76, 1321-1332.	1.1	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.	4.0	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, .	1.4	0