

Kate Nation

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.

119
papers

7,391
citations

48
h-index

85
g-index

127
ext. papers

8,294
ext. citations

3.4
avg, IF

6.47
L-index

#	Paper	IF	Citations
119	The effects of spacing and massing on children's orthographic learning. <i>Journal of Experimental Child Psychology</i> , 2022 , 214, 105309	2.3	0
118	Teaching Children to Read 2022 , 209-233		0
117	Reading Comprehension 2022 , 235-237		
116	Reading the Akshara Writing System 2022 , 372-389		1
115	Comorbidity of Reading Disorders 2022 , 439-459		0
114	Learning to Read with a Language or Hearing Impairment 2022 , 460-485		
113	The Foundations of Literacy 2022 , 125-147		
112	Progress in Reading Science 2022 , 5-35		
111	Reading Comprehension I 2022 , 239-260		0
110	Reading and Reading Disorders in Alphabetic Orthographies 2022 , 327-353		
109	Individual Differences in Learning to Read Words 2022 , 186-208		
108	Word Recognition III 2022 , 102-119		
107	Learning to Read Words 2022 , 148-164		0
106	Children's Reading Comprehension Difficulties 2022 , 298-322		
105	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	1.8	0
104	Anchoring and contextual variation in the early stages of incidental word learning during reading. <i>Journal of Memory and Language</i> , 2021 , 118, 104203	3.8	12
103	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	3.8	7

102	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	2.2	5
101	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	2.2	6
100	Tracking the evolution of orthographic expectancies over building visual experience. <i>Journal of Experimental Child Psychology</i> , 2020 , 199, 104912	2.3	5
99	Defining and understanding dyslexia: past, present and future. <i>Oxford Review of Education</i> , 2020 , 46, 501-513	1.6	40
98	Both Semantic Diversity and Frequency Influence Children's Sentence Reading. <i>Scientific Studies of Reading</i> , 2020 , 24, 356-364	3.8	4
97	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	7.9	24
96	Children's reading difficulties, language, and reflections on the simple view of reading. <i>Australian Journal of Learning Difficulties</i> , 2019 , 24, 47-73	1.6	46
95	Learning Words Via Reading: Contextual Diversity, Spacing, and Retrieval Effects in Adults. <i>Cognitive Science</i> , 2019 , 43, e12705	2.2	21
94	Children reading spoken words: interactions between vocabulary and orthographic expectancy. <i>Developmental Science</i> , 2018 , 21, e12577	4.5	15
93	Examining incidental word learning during reading in children: The role of context. <i>Journal of Experimental Child Psychology</i> , 2018 , 166, 190-211	2.3	31
92	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	18.6	320
91	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	1.8	12
90	"17" is odd and "seventeen" is even: Meaning and physical form in stimulus-parity synaesthesia. <i>Quarterly Journal of Experimental Psychology</i> , 2018 , 71, 2005-2021	1.8	1
89	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	3.8	36
88	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	3.8	16
87	Nurturing a lexical legacy: reading experience is critical for the development of word reading skill. <i>Npj Science of Learning</i> , 2017 , 2, 3	6	47
86	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	3.5	25
85	Automaticity in Stimulus-Parity Synaesthesia. <i>I-Perception</i> , 2017 , 8, 2041669517736323	1.2	1

84	Evaluation and revision of inferential comprehension in narrative texts: an eye movement study. <i>Language, Cognition and Neuroscience</i> , 2016 , 31, 549-566	2.4	12
83	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, 855-79	1.8	13
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	13
81	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, 127-47	2.3	16
80	Do infant vocabulary skills predict school-age language and literacy outcomes?. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2015 , 56, 848-56	7.9	121
79	Early prediction of language and literacy problems: is 18 months too early?. <i>PeerJ</i> , 2015 , 3, e1098	3.1	13
78	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	5.8	45
77	Poor comprehenders in the classroom: teacher ratings of behavior in children with poor reading comprehension and its relationship with individual differences in working memory. <i>Journal of Learning Disabilities</i> , 2014 , 47, 199-207	2.7	23
76	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, 238-48	3.5	45
75	The hardest butter to button: immediate context effects in spoken word identification. <i>Quarterly Journal of Experimental Psychology</i> , 2014 , 67, 114-23	1.8	3
74	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	5.8	39
73	Educational attainment in poor comprehenders. <i>Frontiers in Psychology</i> , 2014 , 5, 445	3.4	18
72	Preface. Language in developmental and acquired disorders. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2014 , 369, 20130564	5.8	
71	The nature and specificity of paired associate learning deficits in children with dyslexia. <i>Journal of Memory and Language</i> , 2014 , 71, 71-88	3.8	65
70	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, 137-49	2.3	54
69	Using Eye Movements to Investigate Word Frequency Effects in Children's Sentence ReadingView all notes. <i>School Psychology Review</i> , 2013 , 42, 207-222	1.6	58
68	Predictors of Orthographic Learning of Regular and Irregular Words. <i>Scientific Studies of Reading</i> , 2013 , 17, 369-384	3.8	60
67	Context effects on orthographic learning of regular and irregular words. <i>Journal of Experimental Child Psychology</i> , 2011 , 109, 39-57	2.3	63

66	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	2.2	64
65	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
64	Autism, language and communication in children with sex chromosome trisomies. <i>Archives of Disease in Childhood</i> , 2011 , 96, 954-9	2.2	123
63	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	3.8	96
62	The Role of Self-Teaching in Learning Orthographic and Semantic Aspects of New Words. <i>Scientific Studies of Reading</i> , 2011 , 15, 47-70	3.8	55
61	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, 1031-9	7.9	213
60	Language and the development of cognitive control. <i>Topics in Cognitive Science</i> , 2010 , 2, 631-42	2.5	64
59	Understanding words, understanding numbers: an exploration of the mathematical profiles of poor comprehenders. <i>British Journal of Educational Psychology</i> , 2010 , 80, 255-68	3.2	28
58	Sound before meaning: word learning in autistic disorders. <i>Neuropsychologia</i> , 2010 , 48, 4012-9	3.2	75
57	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	3.8	78
56	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, 119-29	3.3	161
55	Orthographic facilitation in oral vocabulary acquisition. <i>Quarterly Journal of Experimental Psychology</i> , 2009 , 62, 1948-66	1.8	60
54	Form-meaning links in the development of visual word recognition. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2009 , 364, 3665-74	5.8	37
53	Beginning readers activate semantics from sub-word orthography. <i>Cognition</i> , 2009 , 110, 273-8	3.5	36
52	Neural correlates of successful and partial inhibitions in children: an ERP study. <i>Developmental Psychobiology</i> , 2009 , 51, 533-43	3	37
51	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, 834-42	7.9	126
50	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	2.3	70
49	Shifting development in mid-childhood: the influence of between-task interference. <i>Developmental Psychology</i> , 2009 , 45, 1465-79	3.7	30

48	Go or no-go? Developmental improvements in the efficiency of response inhibition in mid-childhood. <i>Developmental Science</i> , 2008 , 11, 819-27	4.5	69
47	Investigating orthographic and semantic aspects of word learning in poor comprehenders. <i>Journal of Research in Reading</i> , 2008 , 31, 117-135	2.1	48
46	Learning to be a good orthographic reader. <i>Journal of Research in Reading</i> , 2008 , 31, 1-7	2.1	35
45	Do individuals with autism process words in context? Evidence from language-mediated eye-movements. <i>Cognition</i> , 2008 , 108, 896-904	3.5	119
44	Developmental language disorders. <i>Psychiatry (Abingdon, England)</i> , 2008 , 7, 266-269		9
43	EPS Prize Lecture. Learning to read words. <i>Quarterly Journal of Experimental Psychology</i> , 2008 , 61, 1121-1133		25
42	Emotion recognition in faces and the use of visual context in young people with high-functioning autism spectrum disorders. <i>Autism</i> , 2008 , 12, 607-26	6.6	66
41	Sensitivity to eye gaze in autism: is it normal? Is it automatic? Is it social?. <i>Development and Psychopathology</i> , 2008 , 20, 79-97	4.3	206
40	Vocabulary Is Important for Some, but Not All Reading Skills. <i>Scientific Studies of Reading</i> , 2007 , 11, 235-257		261
39	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	2.3	138
38	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		56
37	Self-ordered pointing as a test of working memory in typically developing children. <i>Memory</i> , 2007 , 15, 526-35	1.8	54
36	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, 1190-214	2.3	33
35	Learning to read and learning to comprehend. <i>London Review of Education</i> , 2006 ,	0.8	22
34	Exploring Written Narrative in Children with Poor Reading Comprehension. <i>Educational Psychology</i> , 2006 , 26, 55-72	2.2	63
33	Reading and genetics: an introduction. <i>Journal of Research in Reading</i> , 2006 , 29, 1-10	2.1	16
32	Patterns of reading ability in children with autism spectrum disorder. <i>Journal of Autism and Developmental Disorders</i> , 2006 , 36, 911-9	4.6	320
31	Why Reading Comprehension Fails. <i>Topics in Language Disorders</i> , 2005 , 25, 21-32	1.3	104

30	Picture naming and developmental reading disorders. <i>Journal of Research in Reading</i> , 2005 , 28, 28-38	2.1	11
29	Developmental language disorders. <i>Psychiatry (Abingdon, England)</i> , 2005 , 4, 114-117		2
28	Production of the English past tense by children with language comprehension impairments. <i>Journal of Child Language</i> , 2005 , 32, 117-37	2.3	21
27	Hidden language impairments in children: parallels between poor reading comprehension and specific language impairment?. <i>Journal of Speech, Language, and Hearing Research</i> , 2004 , 47, 199-211	2.8	294
26	Beyond phonological skills: broader language skills contribute to the development of reading. <i>Journal of Research in Reading</i> , 2004 , 27, 342-356	2.1	356
25	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		1
24	Investigating individual differences in children's real-time sentence comprehension using language-mediated eye movements. <i>Journal of Experimental Child Psychology</i> , 2003 , 86, 314-29	2.3	127
23	General cognitive ability in children with reading comprehension difficulties. <i>British Journal of Educational Psychology</i> , 2002 , 72, 549-60	3.2	64
22	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	2.3	262
21	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		69
20	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	2.3	13
19	Factors influencing syntactic awareness skills in normal readers and poor comprehenders. <i>Applied Psycholinguistics</i> , 2000 , 21, 229-241	1.4	124
18	Developmental differences in sensitivity to semantic relations among good and poor comprehenders: evidence from semantic priming. <i>Cognition</i> , 1999 , 70, B1-13	3.5	178
17	Working memory deficits in poor comprehenders reflect underlying language impairments. <i>Journal of Experimental Child Psychology</i> , 1999 , 73, 139-58	2.3	222
16	Reading skills in hyperlexia: a developmental perspective. <i>Psychological Bulletin</i> , 1999 , 125, 338-55	19.1	85
15	The Role of Semantic and Phonological Skills in Learning to Read: Implications for Assessment and Teaching. <i>Neuropsychology and Cognition</i> , 1999 , 195-208		
14	Individual Differences in Contextual Facilitation: Evidence from Dyslexia and Poor Reading Comprehension. <i>Child Development</i> , 1998 , 69, 996-1011	4.9	194
13	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	3.8	338

12	Individual Differences in Contextual Facilitation: Evidence from Dyslexia and Poor Reading Comprehension. <i>Child Development</i> , 1998 , 69, 996	4.9	13
11	Assessing reading difficulties: the validity and utility of current measures of reading skill. <i>British Journal of Educational Psychology</i> , 1997 , 67 (Pt 3), 359-70	3.2	176
10	Phonological Processing Skills of Dyslexic Students in Higher Education: A Preliminary Report. <i>Journal of Research in Reading</i> , 1997 , 20, 31-41	2.1	127
9	Phonemic Segmentation, Not Onset-Rime Segmentation, Predicts Early Reading and Spelling Skills. <i>Reading Research Quarterly</i> , 1997 , 32, 154-167	2.6	140
8	Children's sensitivity to rime unit frequency when spelling words and nonwords. <i>Reading and Writing</i> , 1997 , 9, 321-338	2.1	11
7	Development and Dyslexia: Further Comments on Ellis, McDougall, and Monk 1997 , 3, 9-11		
6	Children's sensitivity to rime unit frequency when spelling words and nonwords 1997 , 7-24		1
5	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, 416-35	2.3	37
4	Understanding children's reading comprehension difficulties 154-164		2
3	Children's Reading Comprehension Difficulties 248-265		96
2	Putting the learning into orthographic learning. <i>Studies in Written Language and Literacy</i> , 147-168		28
1	Teaching Children to Read Irregular Words: A Comparison of Three Instructional Methods. <i>Scientific Studies of Reading</i> , 1-20	3.8	0