

Margaret J Snowling

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7581396/publications.pdf>

Version: 2024-02-01

111
papers

16,164
citations

28190

55
h-index

26548

107
g-index

211
all docs

211
docs citations

211
times ranked

6920
citing authors

#	ARTICLE	IF	CITATIONS
1	Visual Motion and Decision-Making in Dyslexia: Reduced Accumulation of Sensory Evidence and Related Neural Dynamics. <i>Journal of Neuroscience</i> , 2022, 42, 121-134.	1.7	16
2	Delivering language intervention at scale: promises and pitfalls. <i>Journal of Research in Reading</i> , 2022, 45, 342-366.	1.0	6
3	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.	1.0	21
4	Language difficulties are a shared risk factor for both reading disorder and mathematics disorder. <i>Journal of Experimental Child Psychology</i> , 2021, 202, 105009.	0.7	21
5	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.	3.1	53
6	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.	3.1	11
7	A rare missense variant in the <i>ATP2C2</i> gene is associated with language impairment and related measures. <i>Human Molecular Genetics</i> , 2021, 30, 1160-1171.	1.4	10
8	Shared storybook reading with children at family risk of dyslexia. <i>Journal of Research in Reading</i> , 2021, 44, 859-881.	1.0	2
9	Global motion evoked potentials in autistic and dyslexic children: A cross-syndrome approach. <i>Cortex</i> , 2021, 143, 109-126.	1.1	8
10	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
11	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
12	Defining and understanding dyslexia: past, present and future. <i>Oxford Review of Education</i> , 2020, 46, 501-513.	1.4	116
13	The Problem of Dyslexia: historical perspectives. <i>Oxford Review of Education</i> , 2020, 46, 409-413.	1.4	4
14	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
15	Screening for the Identification of Oral Language Difficulties in Brazilian Preschoolers: A Validation Study. <i>Language, Speech, and Hearing Services in Schools</i> , 2020, 51, 852-865.	0.7	2
16	Home language, school language and children's literacy attainments: A systematic review of evidence from low- and middle-income countries. <i>Review of Education</i> , 2019, 7, 91-150.	1.1	27
17	Understanding comorbidity of learning disorders: task-dependent estimates of prevalence. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2019, 60, 286-294.	3.1	39
18	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

#	ARTICLE	IF	CITATIONS
19	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
20	Dyslexia: A Very Short Introduction. , 2019, , .		22
21	Why do children read more? The influence of reading ability on voluntary reading practices. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2018, 59, 1205-1214.	3.1	52
22	On the validity and sensitivity of the phonics screening check: erratum and further analysis. <i>Journal of Research in Reading</i> , 2018, 41, 97-105.	1.0	2
23	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
24	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
25	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
26	Reading Intervention for Poor Readers at the Transition to Secondary School. <i>Scientific Studies of Reading</i> , 2017, 21, 408-427.	1.3	14
27	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
28	Phase 2 of CATALISE: a multinational and multidisciplinary Delphi consensus study of problems with language development: Terminology. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2017, 58, 1068-1080.	3.1	886
29	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
30	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
31	Child and environmental risk factors predicting readiness for learning in children at high risk of dyslexia. <i>Development and Psychopathology</i> , 2017, 29, 235-244.	1.4	54
32	CATALISE: A Multinational and Multidisciplinary Delphi Consensus Study. Identifying Language Impairments in Children. <i>PLoS ONE</i> , 2016, 11, e0158753.	1.1	498
33	Precursors of Reading Difficulties in Czech and Slovak Children At Risk of Dyslexia. <i>Dyslexia</i> , 2016, 22, 120-136.	0.8	15
34	Bilingualism and Biliteracy in Down Syndrome: Insights From a Case Study. <i>Language Learning</i> , 2016, 66, 945-971.	1.4	10
35	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
36	Reading disorders and dyslexia. <i>Current Opinion in Pediatrics</i> , 2016, 28, 731-735.	1.0	116

#	ARTICLE	IF	CITATIONS
37	Classroom literacy practices in low- and middle-income countries: an interpretative synthesis of ethnographic studies. <i>Oxford Review of Education</i> , 2016, 42, 36-54.	1.4	26
38	Oral language deficits in familial dyslexia: A meta-analysis and review.. <i>Psychological Bulletin</i> , 2016, 142, 498-545.	5.5	277
39	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
40	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
41	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
42	The Foundations of Literacy Development in Children at Familial Risk of Dyslexia. <i>Psychological Science</i> , 2015, 26, 1877-1886.	1.8	136
43	Developmental dyslexia: predicting individual risk. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2015, 56, 976-987.	3.1	124
44	Basic number processing in children with specific learning disorders: Comorbidity of reading and mathematics disorders. <i>Child Neuropsychology</i> , 2015, 21, 399-417.	0.8	67
45	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
46	Validity and sensitivity of the phonics screening check: implications for practice. <i>Journal of Research in Reading</i> , 2015, 38, 109-123.	1.0	18
47	Effects of orthographic consistency on eye movement behavior: German and English children and adults process the same words differently. <i>Journal of Experimental Child Psychology</i> , 2015, 130, 92-105.	0.7	65
48	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
49	Am I Dyslexic? Parental Self-Report of Literacy Difficulties. <i>Dyslexia</i> , 2014, 20, 297-304.	0.8	8
50	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
51	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
52	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
53	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
54	Cognitive Endophenotypes of Dyslexia. <i>Scientific Studies of Reading</i> , 2013, 17, 385-397.	1.3	46

#	ARTICLE	IF	CITATIONS
55	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
56	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
57	Accessing, Integrating, and Inhibiting Word Meaning in Poor Comprehenders. <i>Scientific Studies of Reading</i> , 2013, 17, 177-198.	1.3	45
58	Reading in an Alphasyllabary: Implications for a Language Universal Theory of Learning to Read. <i>Scientific Studies of Reading</i> , 2012, 16, 404-423.	1.3	76
59	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
60	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
61	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
62	Editorial: Seeking a new characterisation of learning disorders. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2012, 53, 1-2.	3.1	14
63	Interventions for children's language and literacy difficulties. <i>International Journal of Language and Communication Disorders</i> , 2012, 47, 27-34.	0.7	115
64	Changing concepts of dyslexia: nature, treatment and comorbidity. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2012, 53, e1-3.	3.1	34
65	The growth of reading skills in children with Down Syndrome. <i>Developmental Science</i> , 2012, 15, 320-329.	1.3	43
66	Validity of a Protocol for Adult Self-Report of Dyslexia and Related Difficulties. <i>Dyslexia</i> , 2012, 18, 1-15.	0.8	72
67	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
68	Identification of children at risk of dyslexia: the validity of teacher judgements using ‘Phonic Phases’™. <i>Journal of Research in Reading</i> , 2011, 34, 157-170.	1.0	23
69	Turning frogs into princes: can children make inferences from fairy tales?. <i>Reading and Writing</i> , 2010, 23, 19-29.	1.0	5
70	Ameliorating Children’s Reading-Comprehension Difficulties. <i>Psychological Science</i> , 2010, 21, 1106-1116.	1.8	297
71	Number-Processing Skills in Adults with Dyslexia. <i>Quarterly Journal of Experimental Psychology</i> , 2010, 63, 1361-1373.	0.6	39
72	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

#	ARTICLE	IF	CITATIONS
73	Speed of processing and reading disability: A cross-linguistic investigation of dyslexia and borderline intellectual functioning. <i>Cognition</i> , 2008, 107, 999-1017.	1.1	70
74	Specific Disorders and Broader Phenotypes: The Case of Dyslexia. <i>Quarterly Journal of Experimental Psychology</i> , 2008, 61, 142-156.	0.6	150
75	Children at family risk of dyslexia: a follow-up in early adolescence. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2007, 48, 609-618.	3.1	199
76	Reading and other learning disorders. , 2006, , 417-446.		9
77	Psychosocial outcomes at 15 years of children with a preschool history of speech-language impairment. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2006, 47, 759-765.	3.1	269
78	Samuel Torrey Orton award to Margaret J. Snowling: Citation acceptance speech of Samuel Torrey Orton award. <i>Annals of Dyslexia</i> , 2006, 56, 199-204.	1.2	0
79	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
80	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
81	The Development of Early Literacy Skills Among Children With Speech Difficulties. <i>Journal of Speech, Language, and Hearing Research</i> , 2004, 47, 377-391.	0.7	271
82	Developmental Dyslexia and Specific Language Impairment: Same or Different?. <i>Psychological Bulletin</i> , 2004, 130, 858-886.	5.5	970
83	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
84	Language and phonological skills in children at high risk of reading difficulties. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2004, 45, 631-640.	3.1	181
85	Specific reading disability (dyslexia): what have we learned in the past four decades?. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2004, 45, 2-40.	3.1	1,858
86	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
87	Family Risk of Dyslexia Is Continuous: Individual Differences in the Precursors of Reading Skill. <i>Child Development</i> , 2003, 74, 358-373.	1.7	413
88	The development of phonological awareness in preschool children.. <i>Developmental Psychology</i> , 2003, 39, 913-923.	1.2	283
89	A deficit in rime awareness in children with Down syndrome. <i>Reading and Writing</i> , 2002, 15, 471-495.	1.0	70
90	Rapid Auditory Processing and Phonological Ability in Normal Readers and Readers With Dyslexia. <i>Journal of Speech, Language, and Hearing Research</i> , 2001, 44, 925-940.	0.7	121

#	ARTICLE	IF	CITATIONS
91	The effects of global similarity between stimuli on children's judgment of rime and alliteration. <i>Applied Psycholinguistics</i> , 2001, 22, 327-342.	0.8	49
92	Auditory word identification and phonological skills in dyslexic and average readers. <i>Applied Psycholinguistics</i> , 2001, 22, 419-439.	0.8	45
93	Executive function and reading impairments in children reported by their teachers as "hyperactive". <i>British Journal of Developmental Psychology</i> , 2001, 19, 293-306.	0.9	58
94	Educational attainments of school leavers with a preschool history of speech-language impairments. <i>International Journal of Language and Communication Disorders</i> , 2001, 36, 173-183.	0.7	60
95	Levels of literacy among juvenile offenders: the incidence of specific reading difficulties. <i>Criminal Behaviour and Mental Health</i> , 2000, 10, 229-241.	0.4	71
96	Is Preschool Language Impairment a Risk Factor for Dyslexia in Adolescence?. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2000, 41, 587-600.	3.1	430
97	Is dyslexia a form of specific language impairment? a comparison of dyslexic and language impaired children as adolescents. <i>Annals of Dyslexia</i> , 2000, 50, 103-120.	1.2	70
98	Problems of behaviour, reading and arithmetic: Assessments of comorbidity using the Strengths and Difficulties Questionnaire. <i>British Journal of Educational Psychology</i> , 1999, 69, 571-585.	1.6	64
99	Frequency acuity and binaural masking release in dyslexic listeners. <i>Journal of the Acoustical Society of America</i> , 1999, 106, L53-L58.	0.5	71
100	Individual Differences in Contextual Facilitation: Evidence from Dyslexia and Poor Reading Comprehension. <i>Child Development</i> , 1998, 69, 996-1011.	1.7	240
101	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
102	A comparison of dyslexic and normal readers using orthoptic assessment procedures. <i>Dyslexia</i> , 1998, 4, 30-48.	0.8	9
103	Language-Impaired Preschoolers. <i>Journal of Speech, Language, and Hearing Research</i> , 1998, 41, 407-418.	0.7	690
104	Dyslexia as a Phonological Deficit: Evidence and Implications. <i>Child Psychology and Psychiatry Review</i> , 1998, 3, 4-11.	0.1	125
105	Grammar and phonology predict spelling in middle childhood. <i>Reading and Writing</i> , 1997, 9, 407-425.	1.0	25
106	Annotation: Contemporary Approaches to the Teaching of Reading. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 1996, 37, 139-148.	3.1	42
107	Deficits in output phonology: an explanation of reading failure?. <i>Cognitive Neuropsychology</i> , 1992, 9, 47-72.	0.4	146
108	The Nonword Reading Deficit in Developmental Dyslexia: A Review. <i>Reading Research Quarterly</i> , 1992, 27, 28.	1.8	663

#	ARTICLE	IF	CITATIONS
109	Social Correlates of Emergent Literacy. , 0, , 173-187.		42
110	Literacy and Cognitive Change. , 0, , 188-203.		32
111	Children's Reading Comprehension Difficulties. , 0, , 248-265.		109