Clare Wood

List of Publications by Year
in descending order

66 papers	1,804 citations	304743 22 h-index	302126 39 g-index
68 all docs	68 docs citations	68 times ranked	787 citing authors

#	Article	IF	Citations
1	Exploring the relationship between children's knowledge of text message abbreviations and school literacy outcomes. British Journal of Developmental Psychology, 2009, 27, 145-161.	1.7	157
2	Animated multimedia â€˜talking booksâ€™ can promote phonological awareness in children beginning to read. Learning and Instruction, 2003, 13, 33-52.	3.2	112
3	Txt msg n school literacy: does texting and knowledge of text abbreviations adversely affect children's literacy attainment?. Literacy, 2008, 42, 137-144.	0.9	110
4	Poor readers' ability to detect speech rhythm and perceive rapid speech. British Journal of Developmental Psychology, 1998, 16, 397-413.	1.7	103
5	Does speech rhythm sensitivity predict children's reading ability 1 year later?. Journal of Educational Psychology, 2010, 102, 356-366.	2.9	82
6	Parentâ€"child preâ€"school activities can affect the development of literacy skills. Journal of Research in Reading, 2002, 25, 241-258.	2.0	76
7	Metrical stress sensitivity in young children and its relationship to phonological awareness and reading. Journal of Research in Reading, 2006, 29, 270-287.	2.0	74
8	Exploring Relationships Between Traditional and New Media Literacies: British Preteen Texters at School. Journal of Computer-Mediated Communication, 2009, 14, 1108-1129.	3.3	66
9	The effect of text messaging on 9â€'and 10â€'yearâ€'old children's reading, spelling and phonological processing skills. Journal of Computer Assisted Learning, 2011, 27, 28-36.	5.1	65
10	Preschool Phonological Awareness and Subsequent Literacy Development. Educational Psychology, 1998, 18, 253-274.	2.7	60
11	Sensitivity to speech rhythm explains individual differences in reading ability independently of phonological awareness. British Journal of Developmental Psychology, 2008, 26, 357-367.	1.7	60
12	The contribution of sensitivity to speech rhythm and nonâ€'speech rhythm to early reading development. Educational Psychology, 2010, 30, 247-267.	2.7	59
13	Beginning readers' use of 'talking books' software can affect their reading strategies. Journal of Research in Reading, 2005, 28, 170-182.	2.0	47
14	A longitudinal study of children's text messaging and literacy development. British Journal of Psychology, 2011, 102, 431-442.	2.3	40
15	Interactions with talking books: phonological awareness affects boys' use of talking books. Journal of Computer Assisted Learning, 2006, 22, 382-390.	5.1	39
16	Modeling the Relationship Between Prosodic Sensitivity and Early Literacy. Reading Research Quarterly, 2014, 49, 469-482.	3.3	39
17	Understanding the nature and impact of young readersâ€™ literacy interactions with talking books and during adult reading support. Computers and Education, 2010, 54, 190-198.	8.3	36
18	Pilot study evaluating the impact of dialogic reading and shared reading at transition to primary school: early literacy skills and parental attitudes. Literacy, 2014, 48, 155-163.	0.9	36

#	ARTICLE	IF	CITATIONS
19	Grammatical understanding, literacy and text messaging in school children and undergraduate students: A concurrent analysis. Computers and Education, 2014, 70, 281-290.	8.3	35
20	Beginning to disentangle the prosody-literacy relationship: a multi-component measure of prosodic sensitivity. Reading and Writing, 2014, 27, 255-266.	1.7	33
21	A qualitative study investigating adolescents' understanding of aggression, bullying and violence. Children and Youth Services Review, 2013, 35, 685-693.	1.9	31
22	A cross-sectional study of prosodic sensitivity and reading difficulties. Journal of Research in Reading, 2012, 35, 32-48.	2.0	26
23	The role of relational reasoning in children's addition concepts. British Journal of Developmental Psychology, 2007, 25, 227-246.	1.7	25
24	The relationship between academic achievement, self-efficacy, implicit theories and basic psychological needs satisfaction among university students. Studies in Higher Education, 2022, 47, 259-269.	4.5	24
25	Exploring the longitudinal relationships between the use of grammar in text messaging and performance on grammatical tasks. British Journal of Developmental Psychology, 2014, 32, 415-429.	1.7	21
26	do i know its wrong: children's and adults' use of unconventional grammar in text messaging. Reading and Writing, 2014, 27, 1585-1602.	1.7	21
27	Examining the independent contribution of prosodic sensitivity to word reading and spelling in early readers. Reading and Writing, 2017, 30, 509-521.	1.7	21
28	The Routledge Handbook of Language and Digital Communication. , 0, , .		21
29	Rhyme Awareness, Orthographic Analogy Use, Phonemic Awareness and Reading: An examination of relationships. Educational Psychology, 2000, 20, 5-15.	2.7	20
30	The Contribution of Analogical Problem Solving and Phonemic Awareness to Children's Ability to Make Orthographic Analogies when Reading. Educational Psychology, 1999, 19, 277-286.	2.7	18
31	Editorial: Prosodic sensitivity and reading development. Journal of Research in Reading, 2006, 29, 253-257.	2.0	18
32	The role of lexical analogies in beginning reading: Insights from children's self-reports.. Journal of Educational Psychology, 2007, 99, 326-338.	2.9	17
33	Orthographic analogies and phonological priming effects. Journal of Research in Reading, 2002, 25, 144-159.	2.0	15
34	Patterns of analogical reasoning among beginning readers. Journal of Research in Reading, 2004, 27, 226-247.	2.0	15
35	Prosodic awareness and children's multisyllabic word reading. Educational Psychology, 2017, 37, 1222-1241.	2.7	14
36	Sensitivity to visual and auditory stimuli in children with developmental dyslexia. Dyslexia, 2008, 14, 116-141.	1.5	13

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37	The immediate and longer-term effectiveness of a speech-rhythm-based reading intervention for beginning readers. Journal of Research in Reading, 2018, 41, 220-241.	2.0	13
38	Beginning readers' use of talking books: styles of working. Literacy, 2005, 39, 135-141.	0.9	12
39	Text Messaging and Literacy - The Evidence. , 0, , .		12
40	Prosodic Competence as the Missing Component of Reading Processes Across Languages: Theory, Evidence and Future Research. Scientific Studies of Reading, 2022, 26, 165-181.	2.0	12
41	Use of text message abbreviations and literacy skills in children with dyslexia. Dyslexia, 2011, 17, 65-71.	1.5	10
42	Orthographic analogy use and phonological priming effects in non-word reading. Cognitive Development, 2001, 16, 951-963.	1.3	9
43	Children's patterns of reasoning about reading and addition concepts. British Journal of Developmental Psychology, 2010, 28, 427-448.	1.7	9
44	A longitudinal investigation of prosodic sensitivity and emergent literacy. Reading and Writing, 2021, 34, 371-389.	1.7	9
45	'It's Almost like Talking to a Person'. International Journal of Mobile and Blended Learning, 2013, 5, 78-93.	0.8	9
46	Use of predictive text in text messaging over the course of a year and its relationship with spelling, orthographic processing and grammar. Journal of Research in Reading, 2017, 40, 384-402.	2.0	8
47	A critical review of methods for eliciting voice from children with speech, language and communication needs. Journal of Research in Special Educational Needs, 2020, 20, 308-320.	1.1	8
48	Sensitivity to auditory and visual stimuli during early reading development. Journal of Research in Reading, 2007, 30, 443-453.	2.0	7
49	Teaching assistants, computers and classroom management. Labour Economics, 2019, 58, 21-36.	1.7	7
50	Do levels of pre-school alphabetic tuition affect the development of phonological awareness and early literacy?. Educational Psychology, 2004, 24, 3-11.	2.7	6
51	Evaluating a method for eliciting children's voice about educational support with children with speech, language and communication needs. British Journal of Special Education, 2020, 47, 170-207.	0.4	3
52	Decoding and comprehension skills mediate the link between a small-group reading programme and English national literacy assessments. British Journal of Educational Psychology, 2021, , e12441.	2.9	3
53	Orthographic Knowledge and Clue Word Facilitated Spelling in Children With Developmental Language Disorder. Journal of Speech, Language, and Hearing Research, 2021, 64, 3909-3927.	1.6	3
54	Behavioral Response Generation and Selection of Rejected-Reactive Aggressive, Rejected-Nonaggressive, and Average Status Children. Child and Family Behavior Therapy, 2002, 24, 1-19.	0.6	2

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55	Understanding Specific Learning Difficulties. , 0, , 10-51.		2
56	A small-scale comparison of the relative impact of dialogic and shared book reading with an adult male on boys' literacy skills. Journal of Early Childhood Literacy, 2013, 13, 555-572.	0.9	2
57	Digital Childhoods and Literacy Development: Is Textspeak a Special Case of an "Efficient Orthography". , 2017, , 201-216.		2
58	Developing a Visual Attention Assessment for Children at School Entry. Frontiers in Psychology, 2018, 9, 2496.	2.1	1
59	Evaluating the impact of book gifting on the reading behaviours of parents and young children. Early Years, 2023, 43, 75-90.	1.0	1
60	Children's Text Messaging and Traditional Literacy. , 2009, , 492-504.		1
61	Introduction: Developmental Psychology in Action. , 0, , 7-8.		0
62	Psychology and Education: Understanding Teaching and Learning. , 0, , 194-229.		0
63	Reprint of: Teaching assistants, computers and classroom management. Labour Economics, 2019, 59, 17-32.	1.7	0
64	Using Talking Books to Support Early Reading Development. , 2009, , 340-352.		0
65	Textism Use and Language Ability in Children. , 2015, , 770-778.		0
66	Eastern European parents' experiences of parenting a child with SEN in England. Educational Psychology in Practice, 0, , 1-20.	1.0	0