

Clare Wood

List of Publications by Year in descending order

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Version: 2024-02-01

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	Evaluating the impact of book gifting on the reading behaviours of parents and young children. <i>Early Years</i> , 2023, 43, 75-90.	1.0	1
2	The relationship between academic achievement, self-efficacy, implicit theories and basic psychological needs satisfaction among university students. <i>Studies in Higher Education</i> , 2022, 47, 259-269.	4.5	24
3	Prosodic Competence as the Missing Component of Reading Processes Across Languages: Theory, Evidence and Future Research. <i>Scientific Studies of Reading</i> , 2022, 26, 165-181.	2.0	12
4	A longitudinal investigation of prosodic sensitivity and emergent literacy. <i>Reading and Writing</i> , 2021, 34, 371-389.	1.7	9
5	Decoding and comprehension skills mediate the link between a smallâ€group reading programme and English national literacy assessments. <i>British Journal of Educational Psychology</i> , 2021, , e12441.	2.9	3
6	Orthographic Knowledge and Clue Word Facilitated Spelling in Children With Developmental Language Disorder. <i>Journal of Speech, Language, and Hearing Research</i> , 2021, 64, 3909-3927.	1.6	3
7	Evaluating a method for eliciting children's voice about educational support with children with speech, language and communication needs. <i>British Journal of Special Education</i> , 2020, 47, 170-207.	0.4	3
8	A critical review of methods for eliciting voice from children with speech, language and communication needs. <i>Journal of Research in Special Educational Needs</i> , 2020, 20, 308-320.	1.1	8
9	Reprint of: Teaching assistants, computers and classroom management. <i>Labour Economics</i> , 2019, 59, 17-32.	1.7	0
10	Teaching assistants, computers and classroom management. <i>Labour Economics</i> , 2019, 58, 21-36.	1.7	7
11	The immediate and longerâ€term effectiveness of a speechâ€rhythmâ€based reading intervention for beginning readers. <i>Journal of Research in Reading</i> , 2018, 41, 220-241.	2.0	13
12	Developing a Visual Attention Assessment for Children at School Entry. <i>Frontiers in Psychology</i> , 2018, 9, 2496.	2.1	1
13	Use of predictive text in text messaging over the course of a year and its relationship with spelling, orthographic processing and grammar. <i>Journal of Research in Reading</i> , 2017, 40, 384-402.	2.0	8
14	Prosodic awareness and childrenâ€™s multisyllabic word reading. <i>Educational Psychology</i> , 2017, 37, 1222-1241.	2.7	14
15	Examining the independent contribution of prosodic sensitivity to word reading and spelling in early readers. <i>Reading and Writing</i> , 2017, 30, 509-521.	1.7	21
16	Digital Childhoods and Literacy Development: Is Textspeak a Special Case of an â€Efficient Orthographyâ€. , 2017, , 201-216.		2
17	Textism Use and Language Ability in Children. , 2015, , 770-778.		0
18	Exploring the longitudinal relationships between the use of grammar in text messaging and performance on grammatical tasks. <i>British Journal of Developmental Psychology</i> , 2014, 32, 415-429.	1.7	21

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19	Beginning to disentangle the prosody-literacy relationship: a multi-component measure of prosodic sensitivity. <i>Reading and Writing</i> , 2014, 27, 255-266.	1.7	33
20	Grammatical understanding, literacy and text messaging in school children and undergraduate students: A concurrent analysis. <i>Computers and Education</i> , 2014, 70, 281-290.	8.3	35
21	Modeling the Relationship Between Prosodic Sensitivity and Early Literacy. <i>Reading Research Quarterly</i> , 2014, 49, 469-482.	3.3	39
22	do i know its wrong: children's and adults' use of unconventional grammar in text messaging. <i>Reading and Writing</i> , 2014, 27, 1585-1602.	1.7	21
23	Pilot study evaluating the impact of dialogic reading and shared reading at transition to primary school: early literacy skills and parental attitudes. <i>Literacy</i> , 2014, 48, 155-163.	0.9	36
24	A qualitative study investigating adolescents' understanding of aggression, bullying and violence. <i>Children and Youth Services Review</i> , 2013, 35, 685-693.	1.9	31
25	A small-scale comparison of the relative impact of dialogic and shared book reading with an adult male on boys' literacy skills. <i>Journal of Early Childhood Literacy</i> , 2013, 13, 555-572.	0.9	2
26	It's Almost like Talking to a Person. <i>International Journal of Mobile and Blended Learning</i> , 2013, 5, 78-93.	0.8	9
27	A cross-sectional study of prosodic sensitivity and reading difficulties. <i>Journal of Research in Reading</i> , 2012, 35, 32-48.	2.0	26
28	A longitudinal study of children's text messaging and literacy development. <i>British Journal of Psychology</i> , 2011, 102, 431-442.	2.3	40
29	The effect of text messaging on 9- and 10-year-old children's reading, spelling and phonological processing skills. <i>Journal of Computer Assisted Learning</i> , 2011, 27, 28-36.	5.1	65
30	Use of text message abbreviations and literacy skills in children with dyslexia. <i>Dyslexia</i> , 2011, 17, 65-71.	1.5	10
31	Does speech rhythm sensitivity predict children's reading ability 1 year later?. <i>Journal of Educational Psychology</i> , 2010, 102, 356-366.	2.9	82
32	Children's patterns of reasoning about reading and addition concepts. <i>British Journal of Developmental Psychology</i> , 2010, 28, 427-448.	1.7	9
33	Understanding the nature and impact of young readers' literacy interactions with talking books and during adult reading support. <i>Computers and Education</i> , 2010, 54, 190-198.	8.3	36
34	The contribution of sensitivity to speech rhythm and non-speech rhythm to early reading development. <i>Educational Psychology</i> , 2010, 30, 247-267.	2.7	59
35	Exploring Relationships Between Traditional and New Media Literacies: British Preteen Texters at School. <i>Journal of Computer-Mediated Communication</i> , 2009, 14, 1108-1129.	3.3	66
36	Exploring the relationship between children's knowledge of text message abbreviations and school literacy outcomes. <i>British Journal of Developmental Psychology</i> , 2009, 27, 145-161.	1.7	157

#	ARTICLE	IF	CITATIONS
37	Children's Text Messaging and Traditional Literacy. , 2009, , 492-504.		1
38	Using Talking Books to Support Early Reading Development. , 2009, , 340-352.		0
39	Sensitivity to visual and auditory stimuli in children with developmental dyslexia. <i>Dyslexia</i> , 2008, 14, 116-141.	1.5	13
40	Sensitivity to speech rhythm explains individual differences in reading ability independently of phonological awareness. <i>British Journal of Developmental Psychology</i> , 2008, 26, 357-367.	1.7	60
41	Txt msg n school literacy: does texting and knowledge of text abbreviations adversely affect children's literacy attainment?. <i>Literacy</i> , 2008, 42, 137-144.	0.9	110
42	The role of lexical analogies in beginning reading: Insights from children's self-reports.. <i>Journal of Educational Psychology</i> , 2007, 99, 326-338.	2.9	17
43	Sensitivity to auditory and visual stimuli during early reading development. <i>Journal of Research in Reading</i> , 2007, 30, 443-453.	2.0	7
44	The role of relational reasoning in children's addition concepts. <i>British Journal of Developmental Psychology</i> , 2007, 25, 227-246.	1.7	25
45	Editorial: Prosodic sensitivity and reading development. <i>Journal of Research in Reading</i> , 2006, 29, 253-257.	2.0	18
46	Metrical stress sensitivity in young children and its relationship to phonological awareness and reading. <i>Journal of Research in Reading</i> , 2006, 29, 270-287.	2.0	74
47	Interactions with talking books: phonological awareness affects boys' use of talking books. <i>Journal of Computer Assisted Learning</i> , 2006, 22, 382-390.	5.1	39
48	Beginning readers' use of 'talking books' software can affect their reading strategies. <i>Journal of Research in Reading</i> , 2005, 28, 170-182.	2.0	47
49	Beginning readers' use of talking books: styles of working. <i>Literacy</i> , 2005, 39, 135-141.	0.9	12
50	Patterns of analogical reasoning among beginning readers. <i>Journal of Research in Reading</i> , 2004, 27, 226-247.	2.0	15
51	Do levels of pre-school alphabetic tuition affect the development of phonological awareness and early literacy?. <i>Educational Psychology</i> , 2004, 24, 3-11.	2.7	6
52	Animated multimedia "talking books"™ can promote phonological awareness in children beginning to read. <i>Learning and Instruction</i> , 2003, 13, 33-52.	3.2	112
53	Behavioral Response Generation and Selection of Rejected-Reactive Aggressive, Rejected-Nonaggressive, and Average Status Children. <i>Child and Family Behavior Therapy</i> , 2002, 24, 1-19.	0.6	2
54	Orthographic analogies and phonological priming effects. <i>Journal of Research in Reading</i> , 2002, 25, 144-159.	2.0	15

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55	Parentâ€™child preâ€™school activities can affect the development of literacy skills. Journal of Research in Reading, 2002, 25, 241-258.	2.0	76
56	Orthographic analogy use and phonological priming effects in non-word reading. Cognitive Development, 2001, 16, 951-963.	1.3	9
57	Rhyme Awareness, Orthographic Analogy Use, Phonemic Awareness and Reading: An examination of relationships. Educational Psychology, 2000, 20, 5-15.	2.7	20
58	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
59	Poor readers' ability to detect speech rhythm and perceive rapid speech. British Journal of Developmental Psychology, 1998, 16, 397-413.	1.7	103
60	Preschool Phonological Awareness and Subsequent Literacy Development. Educational Psychology, 1998, 18, 253-274.	2.7	60
61	Introduction: Developmental Psychology in Action. , 0, , 7-8.		0
62	Understanding Specific Learning Difficulties. , 0, , 10-51.		2
63	Psychology and Education: Understanding Teaching and Learning. , 0, , 194-229.		0
64	Text Messaging and Literacy - The Evidence. , 0, , .		12
65	The Routledge Handbook of Language and Digital Communication. , 0, , .		21
66	Eastern European parentsâ€™ experiences of parenting a child with SEN in England. Educational Psychology in Practice, 0, , 1-20.	1.0	0