

READING, WRITING & DYSLEXIA

Autumn Term 2014

Course Handbook



Official course title: Reading, Writing and Dyslexia

Course organiser:

The course is organised by Jane Oakhill who is a member of Psychology teaching faculty. A visiting lecturer, Professor Carsten Elbro, will also be doing some teaching on this course.

Course description:

This course will explore how literacy skills develop in children, and will relate this development and abnormalities in development to theoretical models of skilled reading (both word reading and comprehension). The main topics covered will include: the beginnings of literacy and the course of reading development (including both word identification and comprehension processes); phonological and metalinguistic skills and reading; developmental reading problems (developmental dyslexia, hyperlexia and comprehension difficulties) their diagnosis and remediation; methods of teaching reading; the relation between reading and spelling development; writing systems and writing development.

Aims and Objectives:

The main aim of the course is to cover a wide range of topics in the area of skilled reading, reading development and reading difficulties. As well as providing practice in accessing, summarizing and critically evaluating the relevant literature, the course will also encourage students to consider theoretical issues, and how research questions can be addressed experimentally.

Type of course: Third year Option.

Method of assessment:

Seen examination. Duration 2 hours. 100%

Format of assessment:

Exam: Essay questions: Answer 2 out of a choice of 6

Formative assessment and feedback:

You will have an opportunity to produce and submit an essay plan (using a sample exam paper as inspiration). I will then arrange feedback on essay plans by topic, in small groups. Details to be confirmed.

Mitigating Evidence

For any piece of work where the student wishes to claim mitigating circumstances or impairment a MEC claim needs to be completed and submitted to the Student Life Centre.

Please access the links for further information.

- <http://www.sussex.ac.uk/studentlifecentre/mitigation>
- <http://www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks>

Plagiarism and Collusion

Plagiarism is the use, without acknowledgement, of the intellectual work of other people and the act of representing the ideas or discoveries of another as one's own written work submitted for assessment.

Collusion is the preparation or production of work for assessment jointly with another person or persons unless explicitly permitted by the examiners. An act of collusion is understood to encompass those who actively assist others as well as those who derive benefit from others.

Information on how to avoid plagiarism and collusion can be found here;

<http://www.sussex.ac.uk/s3/?id=33>

<http://www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks>

Teaching:

Teaching will be by lectures and seminars. Lectures and seminars will take place as follows (*but note that there are not two lectures and one seminar every week – see more detailed schedule below):

Lectures: Weeks 1-8 (see Sussex Direct for further information)

Tuesday 13.00 – 14.00

Thursday 14.00 – 15.00

Seminars: (see Sussex Direct for further information: there will be 2 seminar groups) in Weeks 3, 4, 7, & 9 only:

Group 1 Weds 11.00 – **12.30**

Group 2 Thursday **9.30** – 11.00

(*Note that seminars are 1.5 hours, not 2 hours as timetabled)

Each student will be expected to contribute actively to seminar presentations.

In each seminar, one or two students will be expected to give brief presentations of a set article or book chapter, on a topic that has been addressed in recent lectures. In these presentations, presenters should make use of brief notes, OHPs, handouts or other appropriate methods to:

- a) communicate a small number of ideas and/or some data that address the issues for discussion and to
- b) stimulate discussion.

More information about the format of seminars will be given during the introductory session in Week 1. It is important that you attend this orientation session.

Details of seminar reading/topic will be provided during the week prior to the seminar.

Schedule of lectures:

Teaching Week 1 (begins 22nd September)

Tuesday 23rd Introduction to the course
Thurs 24th Introduction to reading & writing systems
NO SEMINAR THIS WEEK

Week 2 (29th September)

Tuesday 30th Word recognition
Thurs 1st Oct Phonological skills & reading
NO SEMINAR THIS WEEK

Week 3 (6th October)

Tuesday 7th Phonological skills: Causal issues
Thurs 8th Metalinguistic skills & reading
SEMINAR 1: Phonological skills & reading

Week 4 (13th October)

Tuesday 14th Dyslexia 1
Thurs 15th Dyslexia 2
SEMINAR 2: Dyslexia

Week 5 (20th October)

Tuesday 21st Reading development 1
Thurs 22nd Reading development 2
NO SEMINAR THIS WEEK

Week 6 (27th October)

Tuesday 28th Spelling development
Thurs 29th Teaching reading
NO SEMINAR THIS WEEK

Week 7 (3rd November)

Tuesday 4th Comprehension
Thurs 5th Comprehension development
SEMINAR 3: Reading & spelling development (models)

Week 8 (10th November)

Tuesday 11th Comprehension problems
NO SEMINAR THIS WEEK

Week 9 (17th November)

SEMINAR 4: Comprehension difficulties

(there will also be an exam preparation session: to be arranged)

SUMMARY OF SEMINAR TOPICS:

SEMINAR 1 (week 3): Phonological skills and reading

SEMINAR 2 (week 4): Dyslexia

SEMINAR 3 (week 7): Reading & Spelling development

SEMINAR 4 (week 9): Comprehension difficulties

READING LISTS

There is no book that will cover the material for the whole course. However, a recent book by Kate Cain comes close and I strongly recommend it:

Cain, K. (2010). *Reading Development and Difficulties*. Blackwell.

* Note that you are not expected to read everything on the reading list!* But you should try to do at least some background reading each week to supplement and consolidate the lecture material. If you are writing an essay on a particular topic, or topics, you will need to read more widely, and go into the topic in more detail – summaries from textbooks will not suffice.

WEEK 1: INTRODUCTION TO READING & WRITING SYSTEMS

BASIC READING

There is no specific background reading for this week, though it would be a good idea to do some general reading by looking at relevant chapters in some of the main psycholinguistic text books, such as:

- Ellis, A.W. (1993). *Reading, Writing and Dyslexia* (2nd Ed). London: LEA. [LJ 1226 Ell]. Chaps 2-3.
- Gleason, J. B., & Ratner, N. B. (1998). *Psycholinguistics* (2nd Edition). Forth Worth: Harcourt Brace. [P 38 Gle] Chapter 4.
- Harley, T. (2008) *The Psychology of Language 3rd Edition*. Psychology Press. [OR, see Chapter 6 in the 2nd (2001) edition].
- Harris, M. and Coltheart, M. (1986). *Language Processing in Children and Adults*. London: Routledge and Kegan Paul.
- Rayner, K., Pollatsek, A., Ashby, J. & Clifton, C. (2012). *The Psychology of Reading*. New York: Psychology Press. Chapter 2.
- Underwood, G. and Batt, V. (1996) *Reading and Understanding*. Oxford: Blackwell. Chapters 1 and 2, also pps. 116-131.

For a more general introduction to language and linguistics, you might like to have a look at:

Fromkin, V. and Rodman, R. (1998) *An Introduction to Linguistics* (6th Edn). Harcourt Brace

WEEK 2: WORD RECOGNITION

BASIC READING

- Balota, D.A. (1994). Visual word recognition: The journey from features to meaning. In M.A. Gernsbacher (Ed.), *Handbook of Psycholinguistics* (p. 303-358). San Diego, CA: Academic Press. [P37 Han]
- Crowder, R., & Wagner, R. (1992). *The Psychology of Reading*. Oxford University Press. [QZ 1070 Cro]
- Ellis, A.W. (1993). *Reading, Writing and Dyslexia* (2nd Ed). London: LEA. [LJ 1226 Ell]. Chaps 2-3.
- Gleason, J. B., & Ratner, N. B. (1998). *Psycholinguistics* (2nd Edition). Forth Worth: Harcourt Brace. [P 38 Gle] Chapter 4.
- Harley, T. (2008) *The Psychology of Language 3rd Edition*. Psychology Press. [OR see Chapter 6 in the 2nd edition].

- Rayner, K., Pollatsek, A., Ashby, J. & Clifton, C. (2012). *The Psychology of Reading*. New York: Psychology Press. Chapter 3 (see also Chap. 5).
- Underwood, G. and Batt, V. (1996) *Reading and Understanding*. Oxford: Blackwell. Chapters 1 and 2, also pps. 116-131.
- Whitney, P. (1998). *The Psychology of Language*. Boston:Houghton Mifflin. [P 37 Whi] Chapter 6.

FURTHER READING

- Coltheart, M. (2005) Modeling Reading: The dual-route approach. In M.J. Snowling & C. Hulme (Eds). *The Science of Reading: A Handbook*. Oxford: Blackwell
- Coltheart, Curtis, Atkins & Haller (1993). Model of reading aloud: Dual route and parallel distributed processing approaches. *Psychological Review*, 100, 589-608.
- Lupker, S.J. (2005) Visual word recognition: Theories and findings. In M.J. Snowling & C. Hulme (Eds). *The Science of Reading: A Handbook*. Oxford: Blackwell
- Morton, J. (1969). Interaction of information in word recognition. *Psychological Review*, 76, 165-178.
- Seidenberg, M., & McClelland, J. (1989). A distributed developmental model of word recognition and naming. *Psychological Review*, 96, 523-568.
- Swinney, D. (1979). Lexical access during sentence comprehension: (Re)consideration of context effects. *Journal of Verbal Learning and Verbal Behavior*, 5, 219-227.
- Van Orden, G.C. (1987). A rows is a rose: Spelling, sound and reading. *Memory and Cognition*, 15, 181-198.
- Van Orden, G.C. (2005). The question of phonology and Reading. In M.J. Snowling & C. Hulme (Eds). *The Science of Reading: A Handbook*. Oxford: Blackwell

WEEK 2/3: PHONOLOGICAL SKILLS and READING

Phonological processing skills

Phonological processing refers to the mental operations that are involved when the phonological (or sound structure) of spoken language is utilized when reading written language. Three types of phonological processing skills have been investigated in relation to word reading development: phonological awareness, phonological coding in short-term memory, and phonological coding during lexical access (which is obviously dependent on phonological awareness).

Performance on measures of all three skills is related to early reading ability and is deficient in poor readers. In the first lecture we will consider the evidence relating each skill to word reading ability and the relations between these three phonological skills. In the second lecture, we will focus on the relation between word reading and phonological awareness, the skill that has received most research attention. In particular, we will consider the nature of the relation between reading and phonological awareness: Do children need to be able to identify sounds in spoken words to make good progress in reading, or does learning to read develop phonological awareness? We will also consider the size of the phonological unit: Which comes first, awareness of phonemes or awareness of onsets and rimes?

BACKGROUND READING

It is advisable to read either of the following:

Muter, V. (2003). *Early Reading Development and Dyslexia*. London: Whurr Publishers. [Chapters 2 & 3]

Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest*, 2, 31-74.

If you are unable to access either the Muter or the Rayner et al. references, take a look at ONE of the following chapters instead:

Garton, A., & Pratt, C. (1998). *Learning to be Literate. The Development of Spoken and Written Language* (2nd Ed). Oxford: Blackwell. [Chap. 9]

Goswami, U., & Bryant, P. E. (1990). *Phonological Skills and Learning to Read*. Hove: Erlbaum. [Chap. 1]

Snowling, M. (2000). *Dyslexia*. Oxford: Blackwell. [various sections in chapters 3 & 4]

Underwood, G., & Batt, V. (1996). *Reading and Understanding*. Oxford: Blackwell. [Chap. 3]

ADDITIONAL READING

Journal articles that will be covered in the lectures and will be useful for essays (see also related seminar reading):

Bryant, P. E., Maclean, M., Bradley, L. L., & Crossland, J. (1990). Rhyme, alliteration, phoneme detection and learning to read. *Developmental Psychology*, 26, 429-438.

Duncan, L. G., Seymour, P. H. K., & Hill, S. (2000). A small-to-large unit progression in metaphonological awareness reading? *Quarterly Journal of Experimental Psychology*, 53A, 1081-1104.

Duncan, L. G., Seymour, P. H. K., & Hill, S. (1997). How important are rhyme and analogy in beginning reading? *Cognition*, 63, 171-208.

Hatcher, P. J., Hulme, C., & Ellis, A. W. (1994). Ameliorating early reading failure by integrating the teaching of reading and phonological skills: The phonological linkage hypothesis. *Child Development*, 65, 41-57.

Macmillan, B. M. (2002). Rhyme and reading: A critical review of the research methodology. *Journal of Research in Reading*, 25, 4-42.

Muter, V., Hulme, C., Snowling, M., & Taylor, S. (1998). Segmentation, not rhyming, predicts early progress in learning to read. *Journal of Experimental Child Psychology*, 71, 3-27.

Muter, V., Hulme, C., Snowling, M., & Stevenson, J. (2004). Phonemes, rimes, vocabulary and grammatical skills as foundations of early reading development: evidence from a longitudinal study. *Developmental Psychology*, 40, 665-681.

Perfetti, CA, Beck, L, Bell, L, & Hughes, C. (1987). Phonemic knowledge and learning to read are reciprocal: A longitudinal study of first grade children. *Merrill-Palmer Quarterly*, 33, 283-319.

Stahl, S. A., & Murray, B. A. (1994). Defining phonological awareness and its relationship to early reading. *Journal of Educational Psychology*, 86, 221-234.

Stanovich, K. E., Cunningham, A. E., & Cramer, B. B. (1984). Assessing

- phonological awareness in kindergarten children: Issues of task comparability. *Journal of Experimental Child Psychology*, 38, 175-190.
- Troia, G. A. (1999). Phonological awareness intervention research: A critical review of the experimental methodology. *Reading Research Quarterly*, 34, 28-52.
- Wagner, R. K., Torgesen, J. K., Laughon, P., Simmons, K., & Rashotte, C. A. (1993). Development of young readers' phonological processing abilities. *Journal of Educational Psychology*, 85, 83-103.
- Wagner, R. K., Torgesen, J. K., Rashotte, C. A., Hecht, S. A., Barker, T. A., Burgess, S. R., Donahue, J., & Garon, T. (1997). Changing relations between phonological processing abilities and word level reading as children develop from beginning to skilled readers: A 5 year longitudinal study. *Developmental Psychology*, 33, 468-479.
- Wagner, R. K. & Torgesen, J. K. (1987). The nature of phonological processing and its causal role in the acquisition of reading skills. *Psychological Bulletin*, 101, 192-212.

WEEK 3: METALINGUISTIC AWARENESS

Reflecting on language: Metalinguistic skills and their relation to reading

When we use language, we usually extract the meaning without paying conscious attention to the structure of the language. Metalinguistic awareness refers to the ability to attend to this structure, to treat language as an object of thought. One example of this skill is phonological awareness, the ability to segment words into their constituent sounds, which was the focus of the previous two lectures. In this lecture we will consider the development of three other metalinguistic skills: word awareness, grammatical awareness, and pragmatic awareness.

We will look at the developmental path of each metalinguistic skill, and evaluate the evidence for a relation between each skill and reading ability. In particular, we will focus on grammatical awareness and its relation with the two components of reading ability: word recognition and text comprehension.

An important concern within this area of reading research is the adequacy of the research tools used to assess each skill. Throughout the lecture we will consider how task requirements might influence a child's performance on a particular measure and, therefore, our assessment of the child's competence.

BACKGROUND READING

An excellent account of the development of different metalinguistic skills:

Garton, A., & Pratt, C. (1998). *Learning to be Literate. The Development of Spoken and Written Language* (2nd Ed). Oxford: Blackwell. [Chap. 7]

Other summaries:

Gombert, J.E. (1992). *Metalinguistic Development*. New York: Harvester Wheatsheaf. [very detailed discussion of skills]

Tunmer, W. E. & Hoover, W. A. (1992). Cognitive and linguistic factors in learning to read. In P. Gough, L. Ehri & R. Treiman (Eds.), *Reading Acquisition* (pp.175-214). Hillsdale, NJ: LEA.

Tunmer, W. E., & Hoover, W. A. (1993). Language-related factors as sources of

individual differences in the development of word recognition skills. In G. B. Thompson, W. E. Tunmer, & T. Nicholson (Eds.), *Reading Acquisition Processes* (pp. 123-147). Clevedon, England: Multilingual Matters Ltd.

ADDITIONAL READING

Journal articles and book chapters that will be useful for essays, grouped according to skill type.

Word awareness:

Karmiloff-Smith, A., Grant, J., Sims, K., Jones, M.-C., & Cuckle, P. (1996).

Rethinking metalinguistic awareness: Representing and accessing knowledge about what counts as a word. *Cognition*, 58, 197-219.

Grammatical awareness:

Blackmore, A. M., Pratt, C., & Dewsbury, A. (1995). The use of props in a syntactic awareness task. *Journal of Child Language*, 22, 405–422.

Bowey, J. A. (1994). Grammatical awareness and learning to read: A critique. In E. M. H. Assink (Ed.), *Literacy Acquisition and Social Context*. New York: Harvester Wheatsheaf.

Gaux, C. & Gombert, J.E. (1999). Implicit and explicit syntactic knowledge and reading in pre-adolescents. *British Journal of Developmental Psychology*, 17, 169-188.

Nation, K., & Snowling, M. J. (2000). Factors influencing syntactic awareness skills in normal readers and poor comprehenders. *Applied Psycholinguistics*, 21, 229-241.

Pragmatic awareness:

Pratt, C., Tunmer, W.E., & Nesdale, A.R. (1989). Young children's evaluations of experience and non-experience based oral communications. *British Journal of Developmental Psychology*, 7, 83-92.

Empirical studies that include several metalinguistic skills:

Demont, E. & Gombert, J.E. (1996). Phonological awareness as a predictor of recoding skills and syntactic awareness as a predictor of comprehension skills. *British Journal of Educational Psychology*, 66, 315-332.

Gottardo, A., Stanovich, K. E., & Siegel, L. S. (1996). The relationships between phonological sensitivity, syntactic processing, and verbal working memory in the reading performance of third-grade children. *Journal of Experimental Child Psychology*, 63, 563–582.

Yuill, N. (1996). A funny thing happened on the way to the classroom: Jokes, riddles, and metalinguistic awareness in understanding and improving poor comprehension in children. In C. Cornoldi & J. Oakhill (Eds.), *Reading Comprehension Difficulties. Processes and Interventions* (pp. 193-220). Mahwah, NJ: Erlbaum.

WEEK 4: DYSLEXIA

Introductory reading

Elbro, C. (1999). Dyslexia: Core difficulties, variability, and causes. In J. Oakhill & R. Beard (Eds.), *Reading development and the teaching of reading. A psychological perspective* (pp. 131-156). Oxford: Blackwell LJ 1220 Rea

- Rayner, K., Pollatsek, A., Ashby, J. & Clifton, C. (2012). *The Psychology of Reading*. New York: Psychology Press. Chapter 12.
- Snowling, M. (2000). *Dyslexia. A cognitive developmental perspective. 2nd Edition*. Oxford: Blackwell.
- Vellutino, F. and Fletcher, J. (2005) Developmental Dyslexia. In M.J. Snowling & C. Hulme (Eds). *The Science of Reading: A Handbook*. Oxford: Blackwell

Definition, variability, and subtypes

- Lyon, G. R. (1995). Toward a definition of dyslexia. *Annals of Dyslexia*, 45, 3-27.
- Lyon, G. R., Shaywitz, S. E., & Shaywitz, B. A. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53, 1-14.
- Elbro, C., Nielsen, I. & Petersen, D. K. (1994). Dyslexia in adults: Evidence for deficits in non-word reading and in the phonological representation of lexical items. *Annals of Dyslexia*, 44, 205-226.
- Rack, J. P., Snowling, M. J. & Olson, R. K. (1992). The nonword reading deficit in developmental dyslexia: A review. *Reading Research Quarterly*, 27, 28-53.
- Siegel, L. S. (1988). Evidence that IQ scores are irrelevant to the definition and analysis of reading disability. *Canadian Journal of Psychology*, 42 (2) 201-215.
- Landerl, K., Wimmer, H., & Frith, U. (1997). The impact of orthographic consistency on dyslexia: A German-English comparison. *Cognition*, 63, 315-334.

Psycholinguistic perspectives

- Katz, R. B. (1996). Phonological and semantic factors in the object-naming errors of skilled and less skilled readers. *Annals of Dyslexia*, 46, 189-208.
- Wolf, M. (1986). Rapid alternating stimulus naming in the developmental dyslexias. *Brain and Language*, 27, 360-379.

Early prediction and prevention

- Blachman, B. (Ed.) (1997). *Foundations of reading acquisition and dyslexia: Implications for early intervention*. Mahwah, NJ: Erlbaum. (Esp. chapters by Brady, Ehri, and by Byrne et al.)
- Elbro, C., & Petersen, D. K. (2004). Long-term effects of phoneme awareness and letter name training. An intervention study with children at risk of dyslexia. *Journal of Educational Psychology*, 96(4), 660-670.
- Elbro, C., & Scarborough, H. S. (2004). Early identification. In T. Nunes & P. Bryant (Eds.), *Handbook of Children's Literacy* (pp. 339-359). Dordrecht: Kluwer.
- Schneider, W., Küspert, P., Roth, E., Visé, M., & Marx, H. (1997). Short- and long-term effects of training phonological awareness in kindergarten: Evidence from two German studies. *Journal of Experimental Child Psychology*, 66, 311-340.

Broader linguistic and cognitive correlates?

- Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology*, 80, 437-447.
- Elbro, C. & Arnbak, E. (1996). The role of morpheme recognition and morphological awareness in dyslexia. *Annals of Dyslexia*, 46, 209-240.
- Nicolson, R. I. & Fawcett, A. J. (1994). Reaction times and dyslexia. *The Quarterly Journal of Experimental Psychology*, 47A, 29-48.
- Ramus, F., Rosen, S., Dakin, S. C., Day, B. L., Castellote, J. M., White, S., & Frith, U. (2003). Theories of developmental dyslexia: Insights from a multiple case study of dyslexic adults. *Brain*, 126, 841-865.

Rochelle, K. S. H., & Talcott, J. B. (2006). Impaired balance in developmental dyslexia? A meta-analysis of the contending evidence. *Journal of Child Psychology and Psychiatry*, 47(11), 1159-1166.

Neurological studies

Bolger, D. J., Perfetti, C. A., & Schneider, W. (2005). Cross-Cultural Effect on the Brain Revisited: Universal Structures Plus Writing System Variation. *Human Brain Mapping*, 25(1), 92-104.

McCrorry, E. J., Mechelli, A., Frith, U., & Price, C. J. (2005). More than words: A common neural basis for reading and naming deficits in developmental dyslexia? *Brain: A Journal of Neurology*, 128(2), 261-267.

Price, C. J., & Devlin, J. T. (2003). The myth of the visual word form area. *Neuroimage*, 19, 473-481.

Pugh, K. R., Mencl, W. E., Shaywitz, B. A., Shaywitz, et al. (2000). The angular gyrus in developmental dyslexia: Task-specific differences in functional connectivity within posterior cortex. *Psychological Science*, 11(1), 51-56.

Genetics

Plomin, R. & DeFries, J. C. (1998, May). The genetics of cognitive abilities and disabilities. *Scientific American*, 1998, 40-47.

Grigorenko, E. L. (2005). A conservative meta-analysis of linkage and linkage-association studies of developmental dyslexia. *Scientific Studies of Reading*, 9(3), 285-316.

Grigorenko, E. L., Wood, F. B., Meyer, M. S., Pauls, J. E., Hart, L. A., & Pauls, D. L. (2001). Linkage studies suggest a possible locus for developmental dyslexia on chromosome 1p. *American Journal of Medical Genetics*, 105(1), 120-129.

Byrne, B., Coventry, W. L., Olson, R. K., Samuelsson, S., Corley, R., Willcutt, E. G., Wadsworth, S., & DeFries, J. C. (2009). Genetic and environmental influences on aspects of literacy and language in early childhood: Continuity and change from preschool to Grade 2. *Journal of Neurolinguistics*, 22, 219-236.

Samuelsson, S., Byrne, B., Quain, P., Wadsworth, S., Corley, R., DeFries, J. C., Willcutt, E., & Olson, R. (2005). Environmental and Genetic Influences on Prereading Skills in Australia, Scandinavia, and the United States. *Journal of Educational Psychology*, 97(4), 705-722.

Comparisons between developmental dyslexia and varieties of acquired dyslexia

Frith, U. (1985). Beneath the surface of developmental dyslexia. In K.E. Patterson, J.C. Marshall, & M. Coltheart (eds.), *Surface dyslexia. Neuropsychological and cognitive studies in phonological reading* (pp. 301-330). London: Lawrence Erlbaum. RC 394.W6 Sur

Bryant, P. & Impey, L. (1986). The similarities between normal readers and developmental and acquired dyslexics. *Cognition*, 24, 121-137.

Castles, A. & Coltheart, M. (1993). Varieties of developmental dyslexia. *Cognition*, 47, 149-180.

Stanovich, K. E., Siegel, L., Gottardo, A., Chiappe, P., & Sidhu, R. (1997). Subtypes of developmental dyslexia: Differences in phonological and orthographic coding. In B. A. Blachman (Ed.), *Foundations of reading acquisition and dyslexia. Implications for early intervention* (pp. 115-141). Mahwah, NJ: Lawrence Erlbaum.

WEEKS 5: READING DEVELOPMENT

INTRODUCTORY READING:

- Byrne, B. (1998) *The Foundation of Literacy*. Hove: Psychology Press.
- Cunningham, A.E., Stanovich, K.E. and West, R.F. (1994) Literacy Environment and the Development of Children's Cognitive Skills. In Assink, E.M.H. (Ed) *Literacy Acquisition and Social Context*. Harvester Wheatsheaf.
- Ehri, L. (1991) Development of the Ability to Read Words. In R. Barr, M.L. Kamil, P. Mosenthal and P.D. Pearson (Eds). *Handbook of Reading Research, Vol. II*. Longman. LJ 1220 Han
http://books.google.co.uk/books?id=qGFQ36UDJt0C&pg=PA383&lpg=PA383&dq=%22development+of+the+ability+to+read+words%22&source=bl&ots=A623Xr_qe4&sig=kToBhpbkK3BYD2g4PZiQDiaPXgs&hl=en&ei=kGYFS9-8I9Cw4QbR7eXLCw&sa=X&oi=book_result&ct=result#v=onepage&q=%22development%20of%20the%20ability%20to%20read%20words%22&f=false
- Garton A. and Pratt, C. Chapter 9
- Harris, M. and Coltheart, M. (1985) *Language Processing in Children and Adults*. Routledge and Kegan Paul. Chapter 4
- Juel, C. (1991) Beginning Reading. In R. Barr, M.L. Kamil, P. Mosenthal and P.D. Pearson (Eds). *Handbook of Reading Research, Vol. II*. Longman. LJ 1220 Han .
- McGuinness, D. (1998) *Why Children Can't Read: and What We Can Do About It*. Penguin.
- Oakhill and Garnham, A. (1988), Chapter 4 (up to p86).
- Oakhill, J.V. (1993) Developing skilled reading. In R. Beard (Ed) *Teaching Literacy: Balancing Perspectives*. Hodder and Stoughton. LJ 1200 Tea
- Oakhill, J.V. (1995) Learning to be Literate. In D. Bancroft, M. Das Gupta, V. Lee, P. Light, T. Nunes and K. Richardson (Eds) *Cognitive and Language Development*. Open University Press. .
- Rayner, K., Pollatsek, A., Ashby, J. & Clifton, C. (2012). *The Psychology of Reading*. New York: Psychology Press. Chapter 10 & 11 (to p. 325).
- Taylor, I. and Taylor, M.M. (1983) *The Psychology of Reading*. Academic Press. Chapter 14.

MODELS OF WORD READING AND READING DEVELOPMENT

For brief summaries, see:

- Bielby, N. (1994) *Making Sense of Reading*. Scholastic. Chapter 4. LL 52200 Bie .
- Ellis, A. (1993) *Reading, Writing and Dyslexia* (2nd edition). Lawrence Erlbaum. Chapter 7.
- Harris and Coltheart (1985) p87--
- Stuart, M. and Coltheart, M. (1988). Does reading develop in a sequence of stages? *Cognition*, 30, 139-183 [Introduction to paper only].
- Juel, C. (1991) Beginning Reading.. In R. Barr, M.L. Kamil, P. Mosenthal and P.D. Pearson (Eds). *Handbook of Reading Research, Vol. II*. Longman. See pp 764-774. LJ 1220 Han

For a summary of the evidence for stage models, see:

- Rayner, K., Pollatsek, A., Ashby, J. & Clifton, C. (2012). *The Psychology of Reading*. New York: Psychology Press. Chapter 10.

Juel (chapter above) pp 768-9

For fuller accounts and critiques, see:

Bowman, M., & Treiman, R. (2008). *Are young children logographic readers and spellers?* *Scientific Studies of Reading*, 12, 185-202.

<http://pages.wustl.edu/treiman/publications-0>

Frith, U. (1985) Beneath the surface of developmental dyslexia. In K.E. Patterson, J.C. Marshall and M. Coltheart (Eds) *Surface Dyslexia*. Lawrence Erlbaum. Pages 305-313. .

Ehri, L. (1992) Reconceptualizing the the development of sight word reading and its relationship to recoding. In P. Gough, L. Ehri and R. Treiman (Eds) *Reading Acquisition*. Lawrence Erlbaum Associates. QZ 1070 Rea .

Ehri, L. C. (1995). Phases of development in learning to read words by sight. *Journal of Research in Reading*, 18, 116-125.

Ehri, L. (2005). Development of sight word reading: Phases and findings. In M.J. Snowling & C. Hulme (Eds). *The Science of Reading: A Handbook*. Oxford: Blackwell

Seymour, P.H.K. and MacGregor, C.J. (1984) Developmental dyslexia: A cognitive experimental analysis of phonological, morphemic and visual impairments. *Cognitive Neuropsychology*, 1, 43-83. Pages 46-52.

Marsh,G., Friedman, M., Welch, V. and Desberg, P. (1981) A cognitive developmental theory of reading acquisition. In G.E. MacKinnon and T.G. Waller (Eds) *Reading Research: Advances in Theory and Practice, Vol 3*. New York: Academic Press. Pages 201 - 208, 208 - 215.

THE USE OF SENTENCE CONTEXT AND READING ACQUISITION.

For a summary of the work in this area, see:

Oakhill and Garnham (1988), pp 84-86 and 125-126.

Stanovich, K. (1980) Toward an interactive-compensatory model of individual differences in the development of reading fluency. *Reading Research Quarterly*, XVI, 32-71.

For more detailed accounts of the relevant research, see:

West, R. and Stanovich, K. (1978) Automatic contextual facilitation in children of three ages. *Child Development*, 49, 717-727.

Schwantes, F.M., Boesl, S.L. and Ritz, E.G. (1980) Children's use of context in word recognition: A psycholinguistic guessing game. *Child Development*, 51, 730-736.

Simpson, G.B. and Lorschach, T.C. and Whitehouse, D. (1983) Encoding and contextual components of word recognition in good and poor readers. *Journal of Experimental Child Psychology*, 35, 161-171.

Bowey, J.A. (1985) Contextual facilitation in children's oral reading in relation to grade and decoding skill. *Journal of Experimental Child Psychology*, 40, 23-48.

Gough, P. and Wren, S. (1999) Constructing meaning: The role of decoding. In J. Oakhill and R. Beard (Eds). *Reading Development and the Teaching of Reading*. Oxford: Blackwell.

WEEK 6: SPELLING DEVELOPMENT

BACKGROUND READING

Brown and Ellis's "Handbook of Spelling" is generally useful, in particular the following four chapters (the first two in particular):

- Treiman, R. (1994) Sources of information used by beginning spellers. In G.D.A. Brown, and N.C. Ellis (Eds) *Handbook of Spelling: Theory, Process and Intervention*. Chichester: Wiley.
- Ellis, N.C. (1994). Longitudinal studies of spelling development. In G.D.A. Brown, and N.C. Ellis (Eds) *Handbook of Spelling: Theory, Process and Intervention*. Chichester: Wiley.
- Brown, G.D.A. and Ellis, N.C. (1994) Issues in spelling research: An overview. In G.D.A. Brown, and N.C. Ellis (Eds) *Handbook of Spelling: Theory, Process and Intervention*. Chichester: Wiley.
- Barry, C. Spelling routes (or roots or rutes) (1994). In G.D.A. Brown, and N.C. Ellis (Eds) *Handbook of Spelling: Theory, Process and Intervention*. Chichester: Wiley. [gives a good account of the dual route theory]

Perfetti, Rieben and Fayol's book, "Learning to Spell" also has some very useful chapters, in particular, those by:

- Treiman & Cassar
Bosman & van Orden
Ehri, L.

Pollo, T. C., Treiman, R., & Kessler, B. (2008). [Three perspectives on spelling development](http://pages.wustl.edu/treiman/publications-0). In E. J. Grigorenko & A. Naples (Eds.), *Single-word reading: Cognitive, behavioral, and biological perspectives*. (pp. 175-189). Mahwah, NJ: Erlbaum.

<http://pages.wustl.edu/treiman/publications-0>

Read, C., & Treiman, R. (in press). [Children's invented spelling](http://pages.wustl.edu/treiman/publications-0). In M. Piattelli-Palmarini & R. C. Berwick (Eds.), *Rich grammars from poor inputs: Essays in honor of Carol Chomsky*. New York: Oxford University Press.

<http://pages.wustl.edu/treiman/publications-0>

Bryant, P.E. and Bradley, L. (1980) Why children sometimes write words which they do not read. In U. Frith (Ed). *Cognitive Processes in Spelling*. London: Academic Press.

Ehri, L. (2005). Development of sight word reading: Phases and findings. In M.J. Snowling & C. Hulme (Eds). *The Science of Reading: A Handbook*. Oxford: Blackwell

Goswami, U. and Bryant, P.E. (1990) *Phonological skills and learning to read*. See chapters 3 and 4 (from page 75, but the whole chapter is relevant more generally).

WEEK 6: TEACHING READING

BACKGROUND READING:

OAKHILL AND GARNHAM (1988), Chapter 4.

HARRIS AND COLTHEART, Chapter 4

CROWDER AND WAGNER, Chapter 10

- Rayner, K., Pollatsek, A., Ashby, J. & Clifton, C. (2012). *The Psychology of Reading*. New York: Psychology Press. Chapter 11 (p. 326 on).
- Adams, M.J.(1993) Beginning to read: An overview. In: R. Beard (Ed) *Teaching Literacy: Balancing Perspectives* Hodder and Stoughton. LJ 1200 Tea
- Bielby, N. (1994) *Making Sense of Reading: The New Phonics and its Practical Implications*. Scholastic. LL 52200 Bie
- Bradley & Bryant, (1985) *Children's Reading Problems*. Oxford:Blackwell. Especially chapters 7 & 8.
- Byrne, B. (1998) *The Foundation of Literacy*. Hove: Psychology Press.
- Campbell, R. (1995) *Reading in the Early Years Handbook*. Open University Press.
- Johnson, D.D. & Baumann, J.F. (1984). Word Identification. In P.D. Pearson (ed) *Handbook of Reading Research*. London: Longman
- McGuinness, D. (1998) *Why Children Can't Read: and What We Can Do About It*. Penguin.
- Taylor and Taylor (1983) *The Psychology of Reading*. Academic Press: Chapters 14 and 15.
- Snow, C.E. and Juel, C. (2005). Teaching children to read: What do we know about how to do it? In M.J. Snowling & C. Hulme (Eds). *The Science of Reading: A Handbook*. Oxford: Blackwell
- Wren, S. (2002) Ten Myths of Reading Instruction:
<http://www.sedl.org/pubs/catalog/items/read98.html>

MORE SPECIALISED READING:

- Beard, R. and Oakhill, J.V. (1994) *Reading by Apprenticeship?* NFER. LJ 1220 Bea.
- Campbell, R. *Reading in the Early Years Handbook*. Open University Press, 1995.
- Liberman, I.Y and Liberman, A.M. (1992) Whole language versus code emphasis: Underlying assumptions and their implications for reading instruction. In: P. Gough, L. Ehri and R. Treiman (Eds) *Reading Acquisition*. Lawrence Erlbaum Associates. QZ 1070 Rea.
- Macmillan, B. M. (2002). Rhyme and reading: A critical review of the research methodology. *Journal of Research in Reading*, 25, 4-42.
- Nation, K., Allen, R., & Hulme, C. (2001). The limitations of orthographic analogy in early reading development: performance on the clue word task depends upon phonological priming and elementary decoding skill, not the use of orthographic analogy. *Journal of Experimental Child Psychology*, 80, 75-94.
- Rozin, P. & Gleitman, L. (1977). The structure and acquisition of reading. II: The reading process and the acquisition of the alphabetic principle. In A.S. Reber and D.L. Scarborough (eds) *Towards a Psychology of Reading*. Hillsdale, N.J.:Lawrence Erlbaum Assoc.
- Stauffer, R.G. *The Language-experience Approach to the Teaching of Reading*. Harper & Row.

WEEK 7: COMPREHENSION PROCESSES AND TEXT REPRESENTATION

INTRODUCTORY READING will be from the following books, which should be available in the main library (maybe in the Reserve Collection). The book by Rayner, Pollatsek, Ashby & Clifton (2012) is likely to be the most useful one for this part of the course.

Crowder, R., & Wagner, R. (1992). *The Psychology of Reading*. Oxford University Press. Chapter 7.

Ellis, A.W. (1993). *Reading, Writing and Dyslexia* (2nd Ed). London: Lawrence Erlbaum Associates. Chapter 5.

Harley, T.A. (2008) *The Psychology of Language: From Data to Theory*. (3rd Edition) Psychology Press. Chapter on Comprehension. [OR, see Chapter 11 in the 2nd Edition]

Kintsch, W. and Rawson, K. (2005). Comprehension. In M.J. Snowling & C. Hulme (Eds). *The Science of Reading: A Handbook*. Oxford: Blackwell

Oakhill, J. & Garnham, A. (1988). *Becoming a skilled reader*. Oxford: Blackwell. pp. 19-35.

Rayner, K., Pollatsek, A., Ashby, J. & Clifton, C. (2012). *The Psychology of Reading*. New York: Psychology Press. Chapter 9.

Whitney, P. (1998). *The Psychology of Language*. Boston: Houghton Mifflin. Chapter 8. [P 37 Whi]

ADDITIONAL READING, GENERAL:

Garnham, A. (1985) *Psycholinguistics: Central topics*. London: Methuen.

Garnham, A., & Oakhill, J. V. (1992). Discourse processing and text representation from a mental models perspective. *Language and Cognitive Processes*, 7, 193-204.

Singer, M. (1994). Discourse inference processes. In M. A, Gernsbacher (Ed.), *Handbook of psycholinguistics*, (pp.479-515). San Diego, CA: Academic Press. P 37 Han

van den Broek, P. (1994) Comprehension and memory of narrative texts. In M. A, Gernsbacher (Ed.), *Handbook of psycholinguistics*, (pp.539-). San Diego, CA: Academic Press. P37 Han

Fletcher, C.A. (1994) Levels of representation in memory for discourse. In M. A, Gernsbacher (Ed.), *Handbook of psycholinguistics* P37 Han

Glenberg, A.M., Kruley, P. and Langston, W.E. (1994) Analogical processes in comprehension. In M. A, Gernsbacher (Ed.), *Handbook of psycholinguistics*, (pp.609-). San Diego, CA: Academic Press. P37 Han. [Note: Chapters 19-22 of the Handbook are also relevant to this general topic]

Zwann, R.A. (1999). Situation models: The mental leap into imagined worlds. *Current Directions in Psychological Science*, 8, 15-18.

ADDITIONAL READING, MORE ADVANCED:

Rumelhart, D. (1975). Notes on a schema for stories. In D.G. Bobrow & A.M. Collins (Eds.), *Representation and understanding*, New York: Academic Press.

Kintsch, W. (1988). The use of knowledge in discourse processing: A construction-integration model. *Psychological Review*, 95, 163-182.

Johnson-Laird, P. N. (1983) *Mental models*. Cambridge: Cambridge University Press, Chapter 14.

Zwann, R.A.(1998) Situation models in language comprehension and memory.
Psychological Bulletin, 123,162-185.

WEEK 7: THE DEVELOPMENT OF COMPREHENSION SKILLS

Background reading (comprehension):

- Bishop, D (1997) *Uncommon understanding : development and disorders of language comprehension in children* Hove: Psychology Press. See Chapter 7.
- Oakhill, J.V. & Cain, K. (2004). The development of comprehension skills. In T. Nunes & P.E. Bryant (Eds). *Handbook of Literacy*. Dordrecht: Kluwer.
- Oakhill, J.V. and Cain, K. (2007). Introduction to comprehension development. In Cain, K. and Oakhill, J.V. (Eds) (2007). *Children's Comprehension problems in oral and written language*. Guilford Press.
- Oakhill, J.V. and Garnham, A. (1988) *Becoming a Skilled Reader*. Blackwell. Chapter 5, to p121 (it would also be helpful to read chapter 2)
- Oakhill, J.V. and Yuill, N.M. (1995) Comprehending Written Language. In E. Funnell and M. Stuart (Eds.) *Learning to Read: Psychology in the Classroom*. Oxford: Blackwell .
- Oakhill, J. V., Cain, K., & Bryant, P. E. (2003). The dissociation of word reading and text comprehension: Evidence from component skills. *Language and cognitive processes*, 18, 443-468.
- Meneghetti, C., Carretti, B., & de Beni, R. (2006). Components of reading comprehension and scholastic achievement. *Learning and individual differences*, 16, 291-301.
- Perfetti, C.A., Landi, N. and Oakhill, J .V. (2005). The acquisition of reading comprehension skill. In M.J. Snowling & C. Hulme (Eds). *The Science of Reading: A Handbook*. Oxford: Blackwell
- Perfetti, C.A., Marron, M.A., and Foltz, P. W. (1996). Sources of comprehension failure: Theoretical perspectives and case studies. In C. Cornoldi and J. Oakhill (Eds.) *Reading Comprehension Difficulties: Processes and Remediation*. Mahwah, N.J.: Lawrence Erlbaum Associates. LJ 1226 Rea.

WEEK 8: COMPREHENSION PROBLEMS

- Cain, K. and Oakhill, J.V. (2004) Reading comprehension difficulties. In T. Nunes & P.E. Bryant (Eds). *Handbook of Literacy*. Dordrecht: Kluwer.
- Cain, K. and Oakhill, J.V. (2007). Reading comprehension difficulties: correlates, causes, and consequences. In Cain, K. and Oakhill, J.V. (Eds). *Children's comprehension problems in oral and written language*. Guilford Press.
- Cornoldi, C. and Oakhill, J.V. (1996) *Reading Comprehension Difficulties*. Mahwah, N.J.: Lawrence Erlbaum Associates. LJ 1226 Rea
- Garner, R. (1987) *Metacognition and Reading Comprehension*. Hillsdale, N.J.: Ablex. See, especially, chapter 3.
- Nation, K. (2005). Children's reading comprehension difficulties. In M.J. Snowling & C. Hulme (Eds). *The Science of Reading: A Handbook*. Oxford: Blackwell
- Oakhill, J.V. and Garnham, A. (1988) *Becoming a Skilled Reader*. Blackwell. Chapter 5 pp121-end.

- Oakhill, J.V. (1994) Individual differences in children's text comprehension. In M.A. Gernsbacher (Ed). *Handbook of Psycholinguistics*. Academic Press. P37 Han
- Oakhill, J.V. and Cain, K. (2007). Issues of causality in children's reading comprehension. In D.S. McNamara (Ed.) *Reading Comprehension Strategies: Theory, Interventions and Technologies*. Mahwah, N.J.: LEA.
- Perfetti, C. (1985) *Reading Ability*. Chapters 5-7.
- Perfetti, C.A. (1994) Psycholinguistics and reading ability. In M.A. Gernsbacher (Ed). *Handbook of Psycholinguistics..* Academic Press. P37 Han
- Stothard, S. (1994) The nature and treatment of reading comprehension difficulties in children. In Hulme, C. and Snowling, M. *Reading Development and Dyslexia*. Whurr, 1994.