

# Author index

- Adams, MJ 168, 170, 186, 260, 263  
 Adams, C et al. 83, 84, 91  
 Alston, J 244, 245  
 Armstrong, S and Ainley, M 94  
 Asher, SR and Coie, JD 283
- Baddeley, AD 144, 145, 146, 150, 153  
 and Hitch, GJ 144  
 Wilson, BA and Watts, FN 145
- Badian, N 65
- Ball, EW and Blachman, BA 167
- Barton, S 289
- Beery, KE 231
- Benson, DF 46
- Bernhardt, B and Major, E 21
- Bernstein Ratner, NE 19
- Bird, J, Bishop, DVM and Freeman, NH  
 27, 29
- Bishop, DVM 88, 132  
 and Adams, C 27, 29, 79, 90  
 and Snowling, MJ 12, 14, 74, 154
- Blachman, B 171  
 et al. 182
- Blakemore, SJ and Frith, U, 272
- Borkowski, JG 208
- Botting, N 79
- Bowey, J 61
- Bowyer-Crane, C and Snowling, MJ 139,  
 141
- Bradley, L 126, 183  
 and Bryant, P 55, 64, 66, 167, 171,  
 180, 213, 217
- Brady, HV and Richman, LC 155
- Brady, SA 146, 149  
 et al. 57
- Bramley, W 176, 262
- Brimer, MA  
 and Dunn, LM 187  
 and Simpson 217
- Bristow, J, Cowley, P and Daines, B 147,  
 158, 160, 161
- Brooks, P, Everatt, J and Weeks, S 218
- Brooks, RB 298, 299
- Broomfield, H and Combley, M 215
- Broomfield, J and Dodd, B 15
- Brown, A 168, 234
- Brown, B and Henderson, SE 233
- Bruce, LJ 55, 183
- Bruck, M 5, 103
- Brumfitt, S 279, 280
- Brunswick, N et al 46
- Bryant, PE and Bradley, L 180, 198
- Burden, R 290, 295
- Burns, RB 280
- Buttler, RJ 289, 295
- Buzan, T 146, 159, 274
- Byrne, B 57  
 and Fielding-Barnsley, R 167, 182, 189  
 et al. 57
- Cain, K 133  
 and Bryant, PE 149  
 and Oakhill, JV 129, 131  
 Oakhill, JV and Bryant, PE 132  
 et al. 131, 132
- Caravolas, M 4  
 Hulme, C and Snowling, MJ 5
- Carroll, JM and Snowling, MJ 14
- Carver, C 183
- Castles, A and Coltheart, M 7

- Catts, HW 74  
et al. 302
- Clark-Klein, S and Hodson, B 25, 93
- Clay, MM 168, 170, 175, 180, 181, 184,  
190, 192
- Clegg, J et al 16
- Cogan, J and Flecker, M 276
- Compton, DL et al 59
- Constable, A 19, 21, 93
- Conti-Ramsden, G and Botting, N 90
- Cooley, CH 282
- Cooper, C 297
- Cowan, N 148
- Cottrell, S 272
- Cragg, L and Nation, K 132
- Craik, FIM and Tulving, E 147
- Creemers, BPM 256, 276
- Cross, M 283
- Cunningham, AE 167
- Daniel, B  
and Wassell, S 279, 282, 291, 297,  
299, 300  
et al. 299
- Davies, A and Ritchie, D 175, 216
- Deavers, R and Solity, J 214
- De Jong, P 146, 149
- Denkla, MB and Rudel, RG 58
- Dennis, M  
and Barnes, MA 136  
Lazenby, AL and Lockyer, L 136
- Dewart, H and Summers, S 81
- Dockrell, J and Messer, M 290
- Dodd, B et al. 94
- Duncan, LG, Seymour, PHK and Hill, G  
67
- Dunn, LM et al 20, 86, 190
- Dutton, K 245
- Eckert, MA et al. 42, 50
- Edwards, J and Lahey, M 154
- Ehri, L 258, 259  
et al. 212
- Elbro, C, Borstrom, I and Petersen, D  
65
- Eliez, S et al. 41, 42, 50
- Elkonin, DB 259
- Elliott, CD, Murray, DJ and Pearson, LS  
68, 153, 168, 183, 186, 192
- Elliott, CD Smith, P and McCulloch, K  
134, 138, 190
- Elliott, J 280, 281, 288, 291
- Erikson, EH 291
- Erwin, P 281
- Farmer, M, Riddick, B and Sterling, C  
280
- Fawcett, AJ and Nicolson, RI 8, 46, 52  
Singleton, CH and Peer, L 150  
et al. 46, 52
- Fergusson, DM and Lynskey, MT 283
- Flavell, JH and Wellman, HM 157
- Flowers, DL et al. 42
- Flynn, J 63, 73  
and Rahbar, M 63
- Foorman, BR et al. 182
- Frances, J 300
- Frederickson, N, Frith, U and Reason, R  
71
- Freeth, D et al. 312, 317
- Frey, D and Carlock, CJ 283
- Frith, U 24, 101, 104, 198, 201, 210
- Galaburda, AM 40  
and Kemper, TL 40  
and Livingston, M 51  
et al. 40
- Gallagher, A, Frith, U and Snowling, MJ  
62, 170
- Gallagher, TM and Watkin, KL 307
- Gardner, H 74–97
- Gardner, MF 230, 231
- Gathercole, SE 147  
and Baddeley, AD 58, 144, 145, 154  
and Hitch, GJ 148  
Baddeley, AD and Wills, C 58  
et al. 154
- Gentry, JR 201
- German, DJ 87
- Gilligan, R 297
- Gillon, G 212, 327
- Goodman, K 104
- Goodman, R 289
- Goswami, U 216  
and Bryant, PE 171, 214
- Goulandris, N K 4, 98–127  
and Snowling, MJ 150
- Grantham, P 279

- Griffiths, YM and Snowling, MJ 8
- Grigorenko, EL 47  
et al. 137
- Grogan, S 149
- Gross, J 269
- Grotberg, E 297
- Grunwell, P 94
- Hagley, F 139
- Hamachek, DE 291
- Hannavy, S 323
- Hannon, B and Daneman, M 133
- Hannon P 323
- Hansen, J and Bowey, JA 58
- Harter, S 279, 281, 287, 288, 289  
and Pike, R 287, 289
- Hatcher, J 253–277  
and Snowling, MJ 259
- Hatcher, PJ 167–97, 259, 262  
Hulme, C and Ellis, AW 57, 167, 171,  
182, 192, 196, 211, 213, 263  
Hulme, C and Snowling, MJ 13, 188,  
196  
et al. 182, 189, 191
- Henderson, SE  
and Green, D 232  
and Henderson, L 232  
and Sugden, DA 230
- Henry, MK and Redding, NC 267
- Hesketh, A and Conti-Ramsden, G 94
- Hitch, GJ et al. 150
- Holligan, C and Johnston, RS 149
- Holloway, J 272
- Honey, P and Mumford, A 314
- Horne, MD 282
- Hornsby, B and Shear, F 175, 325
- Howard, SJ 19
- Howell, J and Dean, E 94, 327
- Hulme, C  
and Roodenrys, S 60  
Maughn, S and Brown, GDA 144, 150  
Snowling, MJ and Quinlan, P 100
- Humphreys, P, Kaufmann, WE and  
Galaburda, AM 40
- Iversen, S and Tunmer, WE 167, 186
- Jamieson, C  
and Jamieson, J 203, 213, 216, 217
- and Simpson, S 198–228
- Johnston and Anderson 149
- Joyner, M Kurtz-Costes, B 157,158
- Kaplan, PS 287–291
- Katz, RB et al. 57
- Knox, E and Conti-Ramsden, G 282
- Kremer, J et al. 280, 281
- Lake, M and Steele, A 163
- Larivee, LS and Catts, HW 27
- Larsen, JP et al. 41
- Law, J, Luscombe, M and Roux, J 306  
et al. 15, 306, 324
- Lawrence, D 280, 293, 294
- Layton, L and Deeny, K 311
- Leather, CV and Henry, LA 149
- Leitao, S, Hogben, J and Fletcher, J 30,  
92
- Levine, M 147
- Lewis, A 254, 269
- Lewis, C and Salway, A 233
- Lieberman, IY et al 55
- Lindamood, C and Lindamood, P 214,  
327
- Lindsay, G  
and Dockrell, J 281  
et al. 15
- Lishman, WA 36–53
- Lloyd, S 175, 176  
and Wernham, S 214
- Locke, A 311  
and Beech, M 311  
Ginsborg, J and Peers, I 34 305, 306,  
323
- Lown, J 280, 283
- Lundberg, I, Frost, J and Petersen, O  
176
- Luthar, SS 297, 299
- McCartney, E and Van der Gaag, A 306
- McCormick, M 25, 93
- McDougall, S et al 60
- McGuinness, D 176
- McKissock, C 293
- MacMillan, B 67
- McNamara, DS and Scott, JL 155
- Magnusson, E and Naucler, K 27
- Mahon, M, Crutchley, A and Quinn, T

- 92
- Maines, B and Robinson, G 280
- Manis, F, Seidenberg, M and Doi, L 59
- Mann, VA et al. 57
- Manolson, A 311
- Ward, B and Doddington, N 311
- Marshall, J, Stojanovik, V and Ralph, S 15
- Maslow, AH 281
- Meichenbaum, D 300
- Michael, B 235, 239
- Miller, GA 147
- Mitchell, JE 146, 155, 156, 159, 160, 161, 163
- Moely, BE et al. 163
- Mooney, S and Smith, PK 282
- Moseley, D 267
- Mruck, CJ 283
- Muter, V 54–73
- and Diethelm, K 68
- and SnowlingMJ, 56, 60, 61
- Hulme, C and Snowling, MJ 67, 94–5, 186
- et al. 13, 56, 57, 61, 68, 170
- Naglieri, JA 235
- Nagy, WE and Anderson, RC 133
- Nash, P 278–301
- and Latham, E 290, 295, 296
- et al. 281, 282, 284, 294, 298, 301
- Nash, W 300
- Nathan, L 82
- and Simpson, S 34, 95
- et al. 14, 27, 29, 90, 308
- Nation, K 128–142, 322
- and Snowling, MJ 6, 9, 61, 105, 129, 130, 131, 132, 140, 141
- Clarke, P and Snowling, MJ 134, 138
- et al. 132, 141
- Neale, M 71, 129, 183
- et al. 114, 125
- Nelson, D and Stojanovik, V 80
- Nelson, NW 78
- Nicolson, RI and Fawcett, AJ 46, 52, 66
- Nippold, M 19
- Norwich, B 256, 269
- Nunes, A 93
- Oakhill, JV 129, 130, 131, 139
- and Kyle, F 149
- and Yuill, N 133
- Olson, RK 6
- Fosberg, H and Wise, B 6
- et al. 189
- Ostler, C 276,
- and Ward, F 272
- Palinscar, AS and Brown, AL 133
- Palmer, S 145, 148, 149, 160, 161
- Paris, SG and Upton, LR 131
- Pascoe, M et al. 19
- Passenger, T, Stuart, M and Terrell, C 149
- Passy, J 214, 327
- Paulesu, E et al. 6, 43–45, 47
- Peer, L and Reid, G 256, 272
- Pelletier, PM, Ahmad, SA and Rourke, BP 135, 136
- Pennington, BF
- and Lefly, DL 12
- et al. 149
- Perfetti, CA 130
- et al. 55
- Perin, D 103
- Pert, S and Letts, C 92
- Philips, BM and Lonigan, CJ 323
- Pickering, SJ 148
- and Gathercole, S 149, 153
- Place, M et al 294, 299
- Plaut, DC 5
- Popple, J and Wellington, W 34, 95, 306, 326
- Pressley, M and McCormick, CB 281
- Quinton, D et al. 283
- Rack, JP 149
- and Hatcher, J 207, 260
- Hulme, C and Snowling, MJ 171
- Snowling, MJ and Olson, R 6, 61
- Raitano, NA et al. 14
- Ramus, F et al. 8, 149
- Rasbash, J et al. 187
- Raven, JC 77
- Read, C 99
- Rees, R 311
- Reid, J et al. 306
- Renfrew, C 90

- Rice, M 280  
 and Wexler, K 89
- Richman, LC and Wood, KM 135
- Riddick, B 254
- Rinaldi, W 161
- Rohl, M and Pratt, C 58
- Roodenrys, S et al. 150
- Rourke, BP 135
- Rust, J, Golombok, S and Trickey, G 69, 138
- Rustin, L and Kuhr, A 282
- Rutter, M 297  
 and Rutter, M 299  
 and Yule, W 2  
 et al. 2
- Santrock, JW 291
- Sawyer, D 66
- Scarborough, H 9, 62, 64, 66
- Schaffer, HR 283
- Schneider, W  
 and Naslund, JC 65  
 and Sodian, B 48
- Schonell, FJ and Schonell, FE 183
- Searleman, A and Herrman, D 153
- Seidenberg, MS and McClelland, JL 5, 100
- Semel, E, Wiig, EH and Secord, WA 20, 85, 154
- Share, DL et al. 170
- Shaw, R 90
- Shaywitz et al. 2, 44–46, 53
- Sheridan, MD 235
- Shriberg, L et al. 15, 76, 307
- Simos, PG et al. 48, 49
- Simpson, S 212
- Simpson, J and Everatt, J 66
- Singleton, C  
 Thomas, K and Horne, J 149  
 Thomas, K and Leedale 154
- Skuse, D 307
- Smith, F 104
- Snow, CE and Juel, C 326
- Snowling, MJ 1–14, 60, 74, 116, 118, 128, 302  
 and Frith, U 137  
 and Hulme, C 149  
 and Stackhouse, J 93, 320–8  
 Bishop, DVM and Stothard, SE 3, 9, 31
- Chiat, S and Hulme, C 58
- Gallagher, A and Frith, U 10–12, 62–63, 76, 190
- Goulandris, N and Defty, N 103
- Stackhouse, J and Rack, JP 7, 23, 111
- Stothard, SE and MacLean, J 69, 111, 186  
 et al. 186
- Stackhouse, J 14, 15–35, 308  
 and Wells, B 22–25, 34, 74, 110, 302  
 et al. 21, 92
- Stainthorp, R and Hughes, D 322
- Stanovich, KE and Siegel, LS 4
- Stein, J and Talcott, J 4, 8  
 and Walsh, V 51
- Stothard, S E  
 and Hulme, C 129, 132, 138  
 et al. 14, 31, 308
- Stuart, M and Coltheart, M 106
- Stuart, M, Dockrell, J and King, D 311
- Sturmer, R et al. 154
- Swanson, HL 145
- Tabachnik, B and Fidell, L 65
- Tallal, P et al 52
- Taylor, J 229–252
- Temple, C et al. 49
- Thompson, T 288
- Thomson, M 217, 252
- Tod, J 260
- Tomblyn, JB and Buckwater, PR 307
- Torgesen, J  
 and Bryant, P 66  
 Wagner, RK and Rashotte, CA 113  
 et al. 171, 191, 260
- Townend, J and Turner, M 262
- Treiman, R 25, 55, 99  
 Weatherston, S and Berch, D 110
- Troia, GA 6
- Tuley, AC 267, 276
- Tunmer, WE 61, 215  
 and Chapman, JW 61  
 Herriman, ML and Nesdale, AR 168
- Turley-Ames, K and Whitfield, MM 155
- Van der Lely, H  
 and Ullman, MT 89  
 Rosen, S and McLelland, A 89

- et al. 90
- Van Ijzendoorn, NH and Bus, AG 61
- Vance, M 150, 151, 154  
and Mitchell, JE 143–166
- Varnhagen, CK, McCallum, M and  
Burstow, M 201
- Vellutino, F 3  
and Scanlon, D 61  
et al. 3
- Vernon, PE 123–124, 204
- Vitale, and Bullock 153
- Wade, B and Moore, M 308
- Wagner, RK  
and Torgesen, JK 149, 171  
Torgesen, JK and Rashotte, CA 56, 58,  
691  
et al. 56, 58, 59
- Walker, J et al. 263
- Watson, BU and Miller, TK 149
- Webster, PE and Plante, AS 27
- Wechsler D 20, 69, 87, 153
- Weiss, C et al 15
- Wellington, W and Wellington, J 18, 80
- Wells, B 19
- Wernham, S and Lloyd, S 262
- Westwood, P 253
- Whitehurst, GJ et al 182
- Whitmarsh, E 247
- Wilkinson, G 205
- Williams, D 311
- Williams, P 214, 327  
and Stackhouse, J 95  
et al. 95
- Wilson, BA and Moffatt, N 161
- Wilson, J 215
- Witruck, E, Ho, CSH and Schuster, U  
149
- Wolf, MA 59  
and Bowers, P 59  
and O'Brien, B 58
- Wood, J, Wright, JA and Stackhouse, J  
314
- Worling, DE, Humphries, T and  
Tannock, R 136
- Wright, JA 306  
and Kersner, M 306, 307  
and Wood, J 302–319  
Wood, J and Stackhouse, J 314
- Yopp, HK 176
- Yuill, N and Oakhill, JV 129, 132
- Ziegler, JC and Goswami, U 4
- Zivianni, J 244

# Subject index

- Active Literacy Kit 176, 262  
 Alpha to Omega 325  
 alphabetic phase 24, 99, 100  
 Alphabetic Principle 1, 57, 61, 99, 102  
 187  
 Ann Arbor Learning Inventory (LI) 153  
 Asperger syndrome 232  
 Assessment of Comprehension and  
 Expression (ACE) 83, 84, 85, 88, 91,  
 93  
 Attention Deficit Hyperactivity Disorder  
 (ADHD) 8–9, 206, 207, 232  
 Autism 136, 137, 141, 322
- bilingual children  
 assessment 91, 92  
 Bookstart 306  
 Bradley Test of Auditory Organisation  
 126
- brain  
 anatomy 37–40  
 cerebral blood flow and dyslexia 42  
 dysfunction and dyslexia 51–52  
 dyslexia 46–53  
 Magnetic Resonance Imaging (MRI)  
 and dyslexia 41–42, 44–46, 49  
 Magnetoencephalography (MEG) and  
 dyslexia 47–49, 51  
 Positron Emission Topography (PET)  
 and dyslexia 6–7, 43–47  
 structure and dyslexia 40–42, 50–51
- British Ability Scales 134, 135, 138, 153,  
 192–3  
 Basic Number Skills 183, 186,  
 Reading Test 68, 134, 135, 168, 183,  
 186, 189, 190, 191, 192  
 British Picture Vocabulary Scales 20, 86,  
 190  
 Burt Test 196  
 Bus Story Test 90
- Carver Word Reading Test 183  
 Children's Nonword Repetition Test  
 (CNRep) 58 154  
 Children's Communication Checklist  
 (CCC-2) 81, 82  
 Clinical Evaluation of Language  
 Fundamentals (CELF) 20, 85, 86, 88,  
 154  
 Cognitive Profiling System (CoPS) 154  
 Comprehensive Test of Phonological  
 Processing (CTOPP) 71, 72  
 computational models of reading 5–6  
 Cued Articulation 214, 327
- decoding 128, 129  
 Developmental Co-ordination Disorder  
 (DCD) 230–2, 235–6  
 Diagnostic Evaluation of Articulation  
 and Phonology (DEAP) 94

- discrepancy definition of dyslexia 2–3
- Distar 293
- Draw a person 235–7
- dysgraphia 103
- dyslexia 2–14, 102–4, 322–3, 327
- 'at risk' 10–12, 62–3
  - brain activity 6–7, 42–53
  - brain structure 40–42, 50
  - brain dysfunction 51–52
  - cerebral blood flow 42
  - cognitive deficits 3–4
  - co-morbidity 8–9
  - discrepancy definition 2, 3
  - 'Dyslexic Brain' 36–53
  - family history 62
  - handwriting 232
  - heritability 6–7, 62
  - individual differences 7
  - intervention 49–50, 206–227
  - managing needs in the classroom 253–77
  - memory 149–150, 154, 158, 161
  - phonological processing difficulties 3–4, 6–8, 10–12, 60–62, 69–71
  - psychosocial aspects 280, 293–7
  - spectrum of disorder 13–14
  - speech problems 18
  - spelling 102–4, 202–228
  - verbal deficit hypothesis 3
- Dyslexia Early Screening Test (DEST) 66, 67
- Dyslexia Institute Literacy Programme (DILP) 263
- Dyspraxia 8, 20, 26–27, 231, 322
- Early Literacy Support (ELS) Scheme 182, 189–192, 196
- Early Word Reading Test 168, 190, 193
- early years practitioners 302–19
- 'at risk' 307–9
  - interagency collaboration 305–7
  - interdisciplinary training 312–19
  - language and literacy 309–11, 327
- ecological perspective 253–7
- Education Action Zones 304–5, 312
- English Picture Vocabulary Test 187
- ergonomics
- handwriting 233–5, 243, 248
- Expression, Reception and Recall of Narrative Instrument 91
- garden-variety poor readers 323
- Graded Nonword Reading Test 69, 111, 186
- Graded Word Spelling Test 123, 124, 204
- Grammar and Phonology Screening Test (GAPS) 90
- grammar 1, 13
- grammatical awareness 61
- handwriting 229–52
- dyslexia 264, 267
  - intervention 247–50
  - resource list 251–2
  - speed 243–6, 250
- Health Action Zones 304
- health visitors 303, 306, 307, 310, 318, 319
- hyperlexia 9 135, 137, 322
- Individual Education Plan (IEP) 260
- intelligence
- definitions of dyslexia 2
  - see also* British Ability Scales and Wechsler Intelligence Scale for Children
- interdisciplinary
- early years practitioners 304–7
  - intervention 324–8
  - training 312–19
- intervention
- dyslexia 49–50, 206–227, 261–7, 277
  - handwriting 247–50
  - memory difficulties 155–63
  - psychosocial aspects 290–7, 300
  - sound links in reading 167–197
  - speech and language difficulties 160, 324–8
  - spelling 206–11, 216–227
- It Takes Two to Talk 311
- Jolly Phonics 156, 176, 214, 262
- language abilities 1
- language difficulties
- see* speech and language difficulties
- late talking 14
- Letterland 156
- letters

- formation 239–43, 247–8  
 knowledge 57, 67, 237–9  
 names 170, 176, 197, 199, 213–14  
 reading 262–3  
 Sound Linkage 171, 175–180, 191  
 sounds 170, 171, 176, 197, 199–201,  
 214, 215  
 spelling 199–203  
 lexical representations 22, 23  
 lexicon 23, 104  
 Life at School Profile (LASP) 290, 295  
 Literacy Screening Battery (LSB) 73  
 Living Language 311  
 logographic stage 24, 99, 101
- Magical Spelling Pack 161  
 Magnetic Resonance Imaging (MRI)  
 41–2, 44–6, 49  
 Magnetoencephalography (MEG) 47–9,  
 51  
 mainstream 186–92  
   intervention 324–8  
   managing dyslexia 253–77  
 Me-As-A-Learner Scale (MALS) 290, 295  
 memory 230–231  
   intervention 155–63  
   long term memory 146–7  
   phonological working memory 58  
   reading 57–8  
   short term memory 143–164  
   working memory 144–6, 149, 153, 154  
 metacognition 273  
   memory 157–8  
   spelling 208, 209, 213, 215, 220, 225,  
   228  
 Metaphon 94, 327  
 morphology 1  
 motor skills  
   handwriting 230–2, 247  
 Movement Assessment Battery for  
   Children (Movement ABC) 230  
 multidisciplinary  
   *see* interdisciplinary  
 multisensory teaching 180, 325, 327  
   dyslexia 255, 261, 263, 270  
   spelling 207–9, 215–8
- naming speed 58–59  
 National Curriculum 78, 91, 255, 257,  
 303, 305  
 National Literacy Strategy 170, 182,  
 196, 201, 217, 237, 255  
 Neale Analysis of Reading Ability 71, 114,  
 115, 125, 129–30, 134, 137, 138, 139,  
 183  
 Neurolinguistic Spelling Strategy 161  
 nonwords 110  
   auditory discrimination  
   predicting reading difficulties  
   reading 7–8, 61, 110–113, 124  
   repetition 58, 154  
 Nuffield Dyspraxia Programme 95, 214,  
 327
- occupational therapists 231, 247, 303,  
 304, 318, 326  
 onset-rime 55–6, 179, 214, 215  
 orthographic stage 24, 100
- Phoneme Manipulation Tasks 177–80  
 phonemes 177, 179  
   blending 55–6, 177–9  
   deletion 55–7, 171, 179  
   segmentation 55–57, 67, 171, 177–9  
 Phonological Abilities Test (PAT) 67–71,  
 94, 186  
 Phonological Assessment Battery  
   (PHAB) 71, 73  
 Phonological Assessment of Child  
   Speech (PACS) 94  
 phonological awareness 23, 34, 55–6,  
 167–97  
   at-risk children 10–11  
   brain activity 43–45, 47, 50  
   dyslexia 3–4, 6–8, 60, 61, 69–71  
   intervention 176–81, 183–92, 261–3  
   predicting reading 55–58, 64–8, 71–2  
   reading 101–2, 167–197, 302, 321–5,  
   327  
   Sound Linkage Test 171  
   speech and language difficulties 27–9  
   spelling 211  
 Phonological Awareness Training  
   Programme (PAT) 215  
 phonological core-variable difference 4  
 Phonological Linkage Hypothesis 57  
 physiotherapists 231, 247, 303, 304, 326  
 Pictorial Scale of Perceived Competence

- and Social Acceptance for Young Children 289
- Positron Emission Topography (PET) 6–7, 43–7
- pragmatics 1, 13
- Pragmatics Profile of Everyday Communication Skills in Children 81
- pronunciation 243, 245, 249
- prosody 20–21
- psychosocial aspects 278–301
  - assessment 286–90
  - intervention 290–7, 300
  - reading and language impairments 278–301
- Raven's Progressive Coloured Matrices 77
- Reading 54–73, 98–104, 167–97
  - assessment 98, 104–116, 126, 167–72, 175
  - at-risk children 186–96, 323
  - books (graded) 175
  - classification of errors 105–107
  - intervention 167–97, 324–8
  - memory 57–58, 148–50
  - models 5–6, 99–102, 258–9
  - phonological awareness 4–5, 10–12, 55–6, 64–72, 167–97
  - practising sound links 167–97
  - predicting achievement 54–63, 68
  - predicting difficulties 53, 63–68
  - psychosocial aspects 278–301
  - screening tests 66–73, 167–72
  - Sound Linkage 171, 176–180
  - speech and language difficulties 1, 320–8
    - see also* reading comprehension
  - reading comprehension 9–10, 128–142
    - assessment 113–115, 129–130, 137–41
    - case studies 134–7
    - difficulties 9–10, 128–142
    - inferences 130–1
    - intervention 324–8
  - Neale Test 114, 115, 125, 129–130, 134, 137, 138, 139, 183
  - Non-Verbal learning Difficulty (NLD) 135, 136, 141
  - oral language skills 131–132
  - phonological skills 132
  - predicting achievement 61
  - prognosis 133, 141
  - speech and language difficulties 30–31, 320–8
- remediation
  - see intervention*
- resilience 297–300
- rhymes and rhyming 67, 183
  - Sound Linkage 171, 179
- Rice-Wexler Test of Early Grammatical Impairment 89
- Schonell Graded Word Spelling Test, 183, 196
- segmentation 171
  - phonemes 55–6, 57, 67, 171, 177, 179
  - Sound Linkage Programme 171, 177–80
  - spelling 200–202
  - syllables 55–6, 67, 177
- Self-esteem 278–81, 283, 291, 298
  - assessment 286–8, 290
  - intervention 290–7, 300
  - reading and language impairments 279–82
- Self-Image Profiles for Adolescents (SIP-A) 289
- Self-Image Profiles for Children (SIP-C) 289, 295, 296
- Self Perception Programme for Adolescents 289
- Self-Perception Profile for Children 288
- Semantics 1, 5, 321–2
- Sentence Completion for Depression (SCD-15) 289–90
- short-term memory 143–166
  - assessment 150–5
  - development 147–8
  - intervention 155–64
  - literacy 148–50
  - models 144–6
  - phonological awareness 149
  - verbal 57, 58
- Simultaneous Oral Spelling (SOS) 217, 218
- sound categorization 64–5
- Sound Linkage
  - case study 192–6

- programme 34, 176–80, 262  
 reading intervention 167–97  
 Test 171, 190, 196  
 Sound Practice – Phonological  
   Awareness in the Classroom 311  
 South Tyneside Assessment of  
   Phonology (STAP) 94  
 speech and language difficulties 1,  
   15–35  
   assessment and identification 16–21,  
     74–97  
   comprehension 79–80  
   early years practitioners 302–19  
   intervention 324–8  
   long-term outcome 31–33  
   phonological awareness 23, 27–29  
   predicting outcome 27–29  
   prosody 20–21  
   psycholinguistics 22–24, 33–4  
   psychosocial aspects 278–301  
   reading 9–14, 27–33  
   sequencing problems 18  
   sounds and blends 16–18  
   speech output 92–95  
   spelling 17–18, 20–21, 24–33, 93, 125  
   stammering 19  
   word finding difficulties 19  
   written language difficulties 320–8  
 speech and language therapists 303,  
   304, 306, 307, 310, 319  
   at-risk children 212, 228  
   interdisciplinary working 302–19  
   intervention 160, 324–8  
   spelling 212  
 speech rate 59, 60, 67, 70  
 Specific Language Impairment (SLI) 13,  
   74, 75, 81–85, 94  
   *see also* speech and language  
   difficulties  
 spelling 24–25, 98–104, 198–228  
   assessment 98, 116–126, 203–6  
   development 24, 199–202  
   developmental models 99–102  
   dyslexia 202–28, 263, 266, 267  
   intervention 326–8  
   Sound Linkage 180, 183–6, 189–96  
   speech and language difficulties 320–8  
   suggested teaching order 220–3  
   teaching 206–228  
   spelling errors 116–125, 204–6  
     dyslexia 102–104, 202  
     speech and language difficulties  
       17–18, 20–21, 24–5, 27, 32  
   stammering and stuttering 19  
   Standard Attainment Tests (SATs)  
     29–31, 243  
   Strengths and Difficulties Questionnaire  
     (SDQ) 289  
   Suffolk Reading Scale 139, 140  
   surface dyslexia 7  
   Sure Start 306, 312, 327  
   syllables 199–220  
   teachers and teaching  
     handwriting 229–50  
     interagency collaboration 306–7  
     managing dyslexia 253–77  
     managing STM difficulties 156–164  
     identification of reading difficulties  
       63–4, 73  
     identification of speech and language  
       difficulties 81–82, 75  
     intervention studies 183–96  
     psychosocial intervention 292–4, 301  
     reading 167–97  
     reading comprehension difficulties  
       136  
     speech and language 311  
     speech and language difficulties 324–8  
     spelling 201–228  
   Teaching Talking 311  
   Test for the Reception of Grammar  
     (TROG) 88–89, 132  
   Test of Awareness of Language Segments  
     (TALS) 66  
   Test of Phonological Awareness (TOPA) 66  
   Test of Visual-Perception Skills 230  
   Test of Word and Grammatical  
     Awareness 90  
   Test of Word-Finding 87–88  
   Test of Word Knowledge 87  
   Test of Word Reading Efficiency  
     (TOWRE) 113  
   Testing and Teaching English Spelling  
     203  
   Vernon Spelling Test 123, 124, 204  
   visual factors 230, 231  
   VMI – Developmental Test of Visual

- Motor Integration-3R 231  
Visual Motor Skills – Revised 231  
vocabulary 61–2, 86–88  
  British Picture Vocabulary Scales 20, 86  
  Test of Word Finding 87  
  Test of Word Knowledge 87  
Wechsler Intelligence Scale for Children  
  (WISC) 20, 69, 87, 138, 153  
Wechsler Objective Reading Dimensions  
  (WORD) 69, 138, 139  
Wide Range Achievement Test (WRAT)  
  205
- Word Analysis Test 183  
Words in Words 218, 219  
working memory 144–6, 149, 153–4  
Working Memory Test Battery for  
  Children (WMTB-C) 153, 154  
writing  
  assessment 170–2  
  dyslexia 266  
You Make the Difference 311