BIBLIOGRAPHY:

- Ackerman, P.T., Anhalt, J.M., & Dykman, R.A. (1986). 'Inferential word decoding weakness in RD children', Learning Disability Quarterly, 9, 315-324.
- Ackerman, P.T., & Dykman, R.A. (1993). 'Phonological processes, confrontational naming, and immediate memory in dyslexia', *Journal of Learning Disabilities*, 26(9), 597-619.
- Ackerman, D., & Mont, H. (1991). Literacy for All: a Whole Language Approach to the English National Curriculum for Pupils with Severe and Complex Learning Difficulties. Manchester University School of Education.
- Adams, M.J. (1990). Beginning to Read: Thinking and Learning about Print. Cambridge, MA: MIT Press.
- Adams, M.J., & Bruck, M. (1993). 'Word recognition: The interface of educational policies and scientific research', Reading and Writing: An Interdisciplinary Journal, 5, 113-139.
- Aguiar, L., & Brady, S. (1991). 'Vocabulary acquisition and reading ability', Reading and Writing: An Interdisciplinary Journal, 3(3/4), 413-425.
- ALBSU (Adult Literacy and Basic Skills Unit). (1991). Extending Reading Skills. London: ALBSU.
- ALBSU (Adult Literacy and Basic Skills Unit). (1992). The Basic Skills of Young Adults. The Social Statistics Research Unit, London: ALBSU.
- ALBSU (Adult Literacy and Basic Skills Unit). (1994). Making Reading Easier. London: ALBSU.
- ALBSU (Adult Literacy and Basic Skills Unit). (1995). Read and Write Together: BBC Education.
- Alegria, J., & Morais, J. (1991). Segmental analysis and reading acquisition. In L. Rieben, & C.A. Perfetti (Eds), Learning to Read: Basic Research and its Implications Hillsdale, New Jersey: Lawrence Erlbaum Associates pp.135-148.
- Alegria, J., Pinot, E., & Morais, J. (1982). 'Phonetic analysis and memory codes in beginning readers', Memory & Cognition, 104, 451-456.

- Alexander, R. (1992). Policy and Practice in Primary Education. London: Routledge.
- Alexander, A., Anderson, H. Heilman, P., Voeller, K, & Torgesen, T. (1991).
 'Phonological awareness training and remediation of analytic decoding deficits in a group of severe dyslexics', Annals of Dyslexia, 41, 193-206.
- Alexander, R., Rose, J., & Woodhead, C. (1994). Curriculum Organisation and Classroom Practice in Primary Schools: A Discussion Paper. Department of Education and Science.
- Allington, R.I. (1983). 'The reading instruction provided readers of differing reading abilities', *The Elementary School Journal*, 83, 548-559.
- Anderson, M. (1992). Intelligence and Development: A Cognitive Theory. Oxford: Blackwell Publishers.
- Anderson, R.C., Hiebert, E.H., Scott, J., and Wilkinson, I. (1985). Becoming a Nation of Readers. Washington, DC: National Institute of Education.
- Arter, J.A., & Jenkins, J.R. (1977). 'Examining the benefits and prevalence of modality considerations in special education'. *Journal of Special Education*, 11, 281-298.
- Backman, J. Bruck, M. Hebert, M, & Seidenberg, M. (1984). 'Acquisition and use of spelling-sound correspondences in reading'. *Journal of Experimental Child Psychology*, 38, 114-133.
- Badian, N.A. (1993). 'Phonemic awareness, naming, visual symbol processing, and reading', Reading and Writing: An Interdisciplinary Journal, 5(19), 87-100.
- Badian, N. A. (1994). 'Do dyslexic and other poor readers differ in readingrelated cognitive skills?', Reading and Writing: An Interdisciplinary Journal, 6, 45-63.
- Bakker, D.J. (1992). 'Neuropsychological classification and treatment of dyslexia', Journal of Learning Disabilities, 25(2), 102-109.
- Bakker, D.J., Bouma, A., & Gardien, C. (1990). 'Hemisphere-specific treatment of dyslexia subtypes: a field experiment', *Journal of Learning Disabilities*, 23(7), 433-438.
- Bakker, D.J., & Moerland, R, (1981). 'Are there brain-tied sex differences in reading?' In A. Ansara, N. Geschwind, A. Galaburda, M. Albert, & N. Gartrell (Eds), Sex Differences in Dyslexia. Towson, Maryland: The Orton Dyslexia Society, pp.109-118.

- Ball, E. W. (1993), 'Phonological awareness: what's important and to whom?', Reading and Writing: An Interdisciplinary Journal, 5(2)142-160.
- Ball, E.W., & Blachman, B.A. (1988). 'Phoneme segmentation training: Effect on reading readiness', Annals of Dyslexia, 38, 203-225.
- Ball, E.W., & Blachman, B.A. (1991). 'Does phoneme segmentation training in kindergarten make a difference in early word recognition and developmental spelling?', Reading Research Quarterly, 26, 49-66.
- Bald, J. (1994, 8 July). Phonics arising. Times Educational Supplement, p. 17.
- Barber, M. (1996). Young People and their Attitudes to School: An Interim Report of a Research Project in the Centre for Successful Schools. Keele: Keele University.
- BBC1, (1994, October 24). Panorama programme on why boys are failing. London
- Beard, R. (1994) Coming to terms with the written word. *Times Educational Supplement*, , 30 September, p. 8.
- Beck, I.L. (1981). Reading problems and instructional practices. In G.E. Mackinnon & T.G. Waller (Eds), Reading research: Advances in Theory and Practice New York: Academic Press, vol 2, pp.53-95.
- Becker, W.C. & Gersten, R. (1982). 'A follow-up of Follow Through: The later effects of the direct instruction model on children in fifth and sixth grades', American Educational Research Journal, 19, 75-92.
- Bialystok, E. & Niccols, A. (1989). 'Children's control over attention to phonological and semantic properties or words', *Journal of Psycholinguistic Research*, 18(4), 36-386.
- Biemiller, A. (1977-8). 'Relationships between oral reading rates for letters, words, and simple text in the development of reading achievement', Reading Research Quarterly, 13, 223-253.
- Biemiller, A. (1979). 'Changes in the use of graphic and contextual information as functions of passage difficulty and reading achievement level', *Journal of Reading Behaviour*, 11, 307-319.
- Bishop, J.E. (1993). 'Word processing: Stroke patients yield clues to brain's ability to create language', The Wall Street Journal, , 12 October, p. A14.
- Blachman, B.A. (1984). 'Relationship of rapid naming ability and language analysis skills to kindergarten and first-grade reading achievement', Journal of Educational Psychology, 76, 610-622.

- Blachman, B.A. (1987). The alternative classroom reading program for learning disabled and other low-achieving children. In R. Bowler (Ed.), Intimacy with Language: A Forgotten Basic in Teacher Education. Baltimore: The Orton Dyslexic Society, pp.49-55
- Blachman, B.A. (1994). 'What we have learned from longitudinal studies of phonological processing and reading, and some unanswered questions: A response to Torgesen, Wagner, and Rashotte', Journal of Learning Disabilities, 27(5), 287-291.
- Blachman, B.A., Ball, E. W., Black, R. S., Tangel, D. M. (1994). 'Kindergarten teachers develop phoneme awareness in low-income, inner-city classrooms', Reading and Writing: An Interdisciplinary Journal, 6(1), 1-18.
- Blatchford, P., Ireson, J., & Joscelyne, T. (1994). 'The initial teaching of reading: what do teachers think?', Educational Psychology, 14(3), 331-344.
- Bleismer, E.P., & Yarborough, B.H. (1965). 'A comparison of ten different beginning reading programs in first grade. Phi Delta Kappan, June 46 (10), 500-504.
- Blumenfeld, S.L. (1990). N.E.A. Trojan horse in American Education. Boise, Idaho: The Paradigm Company.
- Boder, E. (1973). 'Developmental dyslexia: A diagnostic approach based on three atypical reading-spelling patterns', *Developmental Medicine and Child Neurology*, 15, 663-687.
- Body, W. (1990). Help Your Child with Reading. BBC Education.
- Bowers, P.G., & Swanson, L.B. (1991). 'Naming speed deficits in reading disability: multiple measures of a single process', *Journal of Experimental Child Psychology*, 51, 195-219.
- Bowey, J.A., & Francis, J. (1991). 'Phonological analysis as a function of age and exposure to reading instruction', Applied Psycholinguistics, 12, 91-121.
- Bradley, L. (1987). Categorising Sounds, Early Intervention and Learning to Read: A Follow-Up Study. Paper presented at the BPS London Conference.
- Bradley, L., & Bryant, P. (1983). 'Categorising sounds and learning to read A causal connection', Nature, 303, 419-421.
- Bradley, L., & Bryant, P. (1985). Rhyme and Reason in Reading and Spelling. MI: University of Michigan Press.

- Brigham, F.J. (1992). Spatial learning and instruction of children with learning disabilities. In T. E. Scruggs & M. A. Mastropieri (Eds). Advances in Learning and Behavioural Disabilities. Connecticut: Jai Press.
- Bristow, P.S. (1985). 'Are Poor Readers Passive Readers?: Some evidence, possible explanations, and potential solutions', The Reading Teacher, 39, 318-325.
- Brooks, E. (1994). Dyslexia: Letter to the Editor (from the Director of the Dyslexia Institute, Staines). The Sunday Times, 1 May.
- Brooks, G., Gorman, T., Kendall, L. & Tate, A. (1992). What Teachers in Training are Taught about Reading. The working papers. National Foundation for Educational Research.
- Brooks, G., Pugh, A.K., & Schagen, I. (1996). Reading Performance at Nine. Slough: NFER.
- Brouininks, R. (1969). 'Auditory and visual perceptual skills related to the reading performance of disadvantaged boys', *Perceptual and Motor Skills*, 29, 179-186.
- Brown, I.S., & Felton, R.H. (1990). 'Effects of instruction on beginning reading skills in children at risk for reading disability', Reading and Writing: An Interdisciplinary Journal, 12(3), 223-241.
- Bruck, M. (1990). 'Word recognition skills of adults with childhood diagnoses of dyslexia', Developmental Psychology, 26, 439-454.
- Bruck, M., & Treiman, R. (1992). 'Learning to pronounce words: The limitations of analogies', Reading Research Quarterly, 27(4), 375-387.
- Brunner, M.S. (1993). Retarding America. Portland, Oregon: Halcyon House.
- BSA (The Basic Skills Agency) (1994). Basic Skills in Prisons: Assessing the Need. London: BSA.
- Buffery, A.W.H. (1976). Sex differences in the neuropsychological development of verbal and spatial skills. In R.M. Knights and D.J. Bakker (Eds), The Neuropsychology of Llearning Disorders: Theoretical Applications. Baltimore: University Park Press.
- Buffery, A. W. H., & Gray, J. A. (1972). Sex differences in the development of spatial and linguistic skills. In C. Ounsted & D. C. Taylor (Eds), Gender Differences: Their Ontogeny and significance. Edinburgh: Churchill Livingstone.
- Bullock Report (1975). A Language for Life: Report of the Commission of Inquiry Appointed by the Secretary of State for Education and Science

- under the Chairmanship of Sir Alan Bullock. London: Department of Education and Science.
- Burkard, T. (1996). 'Phonological training in reception year', British Journal of Curriculum and Assessment, 6(3), 7-10.
- Byrne, B. (1991). Experimental analysis of the child's discovery of the alphabetic principle. In L. Rieben, & C.A. Perfetti (Eds), *Learning to Read: Basic Research and its Implications*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, pp.75-84.
- Byrne, B. (1992). Studies in the acquisition procedure for reading: Rationale, hypothesis, and data. In P. B. Gough, L. Ehri, & R. Treiman (Eds), Reading Acquisition. Hillsdale, NJ: Erlbaum, pp.1-34.
- Byrne, B., & Fielding-Barnsley, R. (1989). 'Phonemic awareness and letter knowledge in the child's acquisition of the alphabetic principle', *Journal* of Educational Psychology, 81, 313-321.
- Byrne, B., & Fielding-Barnsley, R. (1990). 'Acquiring the alphabetic principle: a case for teaching recognition of phoneme identity', Journal of Educational Psychology, 81, 313-321.
- Byrne, B. & Fielding-Barnsley, R. (1991). 'Evaluation of a program to teach phonemic awareness to young children', *Journal of Educational Psychology*, 85(1), 104-11.
- Byrne, B. & Fielding-Barnsley, R. (1993). 'Evaluation of a program to teach phonemic awareness to young children: a 1-Year follow-up', Journal of Educational Psychology, 85(10), 104-111.
- Byrne, B, & Fielding-Barnsley, R. (1995). 'Evaluation of a programme to teach phonemic awareness to young children: A 2- and 3- year follow-up and a new preschool trial', *Journal of Educational Psychology*, 87 (3), 488-503.
- Byrne, B., Freebody, P., & Gates, A. (1992). 'Longitudinal data on the relations of word-reading strategies to comprehension, reading time, and phonemic awareness', Reading Research Quarterly, 27, 140-151.
- Byrne, B., & Ledez, J. (1983). 'Phonological awareness in reading disabled adults', Australian Journal of Psychology, 35, 345-367.
- Calfee, R. (1983). 'The mind of the dyslexic', Annals of Dyslexia, 33, 9-28.
- Calfee, R. (1995). 'A behind-the-scenes look at reading acquisition', Issues in Education, 1(1), 77-82.

- Calfee, R., Lindamood, P. & Lindmood, C. (1973). 'Acoustic-phonetic skills and reading: kindergarten through twelfth grade', *Journal of Educational Psychology*, 64(3), 293-298.
- Camp, L.W., Winbury, N.E., & Zinna, D.R. (1981). 'Strategies for initial reading instruction', Bulletin of the Orton Society, 31, 175-189.
- Cary, L., & Verhaeghe, A. (1994). 'Promoting phonemic analysis ability among kindergartners: effects of different training programs', Reading and Writing: An Interdisciplinary Journal, 6(3), 251-278.
- Cato, V. & Whetton, C. (1991). An Enquiry into LEA Evidence on Standards of Reading of 7 Year Old Children – A Report by the National Foundation for Educational Research, DES.
- Cato, V., Fernandes, C., Gorman, T. Kispal, A., & White, J. (1992). The Teaching of Initial Literacy: How Do teachers Do It? National Foundation for Educational Research.
- Center, Y., Wheldall, K. & Freeman, L. (1992). 'Evaluating the effectiveness of reading recovery: A critique', Educational Psychology, 12(3 & 4), 263-274.
- Chall, J. S. (1967). Learning to Read: The Great Debate. New York: McGraw-Hill.
- Chall, J. S. (1979). The great debate: Ten years later with a modest proposal for reading stages. In L.G. Resnick, & P.A. Weaver (Eds), *Theory and Practice of Early Reading*. Hillsdale, NJ: Erlbaum Associates, vol 1, pp.29-56.
- Chall, J. S. (1983). Learning to Read: The Great Debate (2nd ed). New York: McGraw-Hill.
- Chall, J. S. (1989). "Learning to read: The great debate 20 years later A response to 'debunking the great phonics myth", Phi Delta Kappan, March, 521-537.
- Chall, J. S. (1995). Ahead to the Greeks. Issues in Education, 1(1), 83-85.
- Chapman, J.W., Lambourne, R., & Silva, P. A. (1990). 'Some antecedents of academic self-concept: a longitudinal study', British Journal of Educational Psychology, 60, 142-152.
- Chapman, J., & Tunmer, W. (1991). 'Recovering reading recovery', Australia and NewZealand Journal of Developmental Disabilities, 17, 59-71.
- Chazan, M. (1972). A critical appraisal of standards and progress in reading. In J. Morris (Ed.). The first R. London: NFER.

- Clarke, K. (1991). Primary Education: A Statement by the Secretary of State for Education and Science. Stanmore: DES.
- Clay, M. (1985). The Early Detection of Reading Difficulties. Auckland, New Zealand: Heinemann.
- Clay, M. (1991). Becoming Literate: The Construction of Inner Control. Auckland, New Zealand: Heinemann.
- Clay, M. (1992). A second chance to learn literacy: by different routes to common outcomes (the reading recovery programme). In T. Cline (Ed.), The Assessment of Special Educational Needs: International Perspectives. NY: Routledge, Chapman, & Hall Inc.
- Clay, M. (1993). Reading Recovery: A Handbook for Teachers in Training. Auckland: Heinemann Educational.
- Content, A., Kolinsky, R., Morais, J., & Bertelson, P. (1986). 'Phonetic segmentation in prereaders: Effect of corrective information', *Journal of Experimental Child Psychology*, 42, 49-72.
- Coventry LEA (1981). Towards a Language Policy; A Discussion Paper on Reading for Heads and Staff. Coventry: Elm Banks Teacher's Centre.
- Cowling, K. (1994). Toe by Toe. 8 Green Rd., Baildon, West Yorkshire, BD17 5LH.
- Cox, B. (1989, June). English for Ages 5 to 16. London: Department for Education and Science and the Welsh Office. HMSO.
- Cox, B. (1994, 4 July). Comment in a leaflet distributed at a conference entitled, Will the New National Curriculum proposals raise standards? King's College, London University, Kensington Campus.
- Cunningham, A.E. (1990). 'Explicit versus implicit instruction in phonemic awareness', Journal of Experimental Child Psychology, 50, 429-444.
- Cunningham, A.E., & Stanovich, K. (1993). Children's literacy environments and early word recognition skills. Reading and Writing: An Interdisciplinary Journal, 5, 193-204.
- Davidson, M. & Jenkins, J. R. (1994). 'Effects of phonemic processes on word reading and spelling', Journal of Educational Research, 87(3), 148-157.
- Davies, A. & Ritchie, D.(1996). THRASS Teaching Handwriting, Reading, and Spelling Skills. London: Collins Educational.

- Davies, J. & Brember, I. (1994). The first mathematics assessment tasks at Key Stage 1: issues raised by a five-school study. British Educational Research Journal, 20, 35-40.
- Davies, J, Brember, I., & Pumfrey, P. (1995). 'The first and second reading Standard Assessment Tasks at Key Stage 1: a comparison based on a five-school study', Journal of Research in Reading, 18, 1-9.
- Defior, S. & Tudela, P. (1994). 'Effect of phonological training on reading and writing acquisition', Reading and Writing: An Interdisciplinary Journal, 6(3), 279-320.
- DES (Department of Education and Science) (1978). Primary Education in England. A Survey by HMI Inspectors of Schools.
- DES (Department of Education and Science) (1991a). Testing 7 Year Olds in 1991: Results of the National Curriculum Assessments in England. London: HMSO.
- DES (Department of Education and Science) (1991b). How Is Your Child Doing at School? A Parent's Guide to Testing. London: DES.
- DES (Department for Education and Science) (1992a, February). The Government's Expenditure Plans 1992-93 to 1994-95. London: HMSO, p. 18.
- DES (Department of Education and Science) (1992b). English Key Stages 1, 2, and 3: A Report by H M Inspectorate on the Second Year, 1990-91. London: HMSO.
- DfE (1989). HMI Report: Reading Policy and Practice at Age 5-14. London: HMSO.
- DfE (Department for Education) (1992). Testing of 7 Year Olds in 1992: Results of the National Curriculum Assessments in England. London: HMSO.
- DfE (Department for Education) (1994a). Testing of Seven and Eleven Year Olds in 1994: Results of the National Curriculum Assessments in England. London: HMSO.
- DfE (Department for Education) (1994b, June 15). House of Commons session 1993-1994: Department of Education Expenditure Plans 1994-1995 -Minutes of Evidence. London: DFE
- DfE (Department for Education) (1995). Testing of 7 Year Olds in 1994: Results of the National Curriculum Assessments in England. London: HMSO.

- DfEE (Department for Education and Employment) (1996a). Results of the 1995 National Curriculum Assessment of 11 Year Olds in England. London: DfEE.
- DfEE (Department for Education and Employment) (1996b). Results of the 1995 National Curriculum Assessment of 7 Year Olds in England. London: DfEE.
- DfEE (Department for Education and Employment) (1996c). Key Stage I English Tasks 1996: Reading and Writing Teacher's Handbook. London: DfEE.
- DfEE (Department for Education and Employment) (1996d). The Government Expenditure Plans 1996-97 to 1998-99. Department for Education and Employment and Office for Standards in Education Departmental Report. London: HMSO.
- Doe, B. (1994, 11 March). Silent role in disputes over special needs. Times Educational Supplement.
- Dombey, H. (1990-91). Memorandum by the Faculty of Education, Brighton Polytechnic. In A. Markham, Letter to the Clerk of the Committee from the Dean of the Faculty of Education, Brighton Polytechnic. DFE, House of Commons Session Third Report, Volume II, Minutes of evidence and appendices, Appendix 13, 80-91.
- Dombey, H. (1992). Words and Worlds: Reading in the Early Years of School. National Association of Teachers of English.
- Dombey, H. (1994a, 23 November). Letter to the editor. Times Educational Supplement.
- Dombey, H. (1994b, 29 November). Reading teaching. Letter to the editor, in the Education section, Guardian, p.6.
- Doncaster Local Education Authority (1983). Reading. Produced by the teaching support service Doncaster Metropolitan Borough Council.
- Douglas, J. (1969). The Home and the School. London: Macgibbons & Kee.
- Dyslexia Institute. (1996). Units of Sound: An Audiovisual Reading Development Programme. Staines: The Dyslexia Institute.
- Ehri, L.C. (1983). A critique of five studies related to letter-name knowledge and learning to read. In L.M. Gentile, M.L. Kamil, and J. S. Blanchard (Eds), Reading Research Revisited, (143-153). Columbus, Ohio: Charles E. Merrill.

- Ehri, L.C. (1985). Effects of printed language acquisition on speech. In D. Olson, N. Torrance, & A. Hidyard (Eds), Literacy, Language, and Learning. New York: Cambridge University Press, pp.333-367.
- Ehri, L.C. (1989). 'The development of spelling knowledge and its role in reading acquisition and reading disability', Journal of Learning Disabilities, 22, 336-365.
- Ehri, L.C. (1991). Learning to read and spell words. In L. Rieben, & C.A. Perfetti (Eds), Learning to Read: Basis Research and its Implications. Hillsdale, New Jersey: Lawrence Erlbaum Associates, pp.57-74.
- Ehri, L.C. (1992). Reconceptualizing the development of sight word reading and its relationship to recoding. In P. B. Gough, L. C. Ehri, & R. Treiman, (Eds), Reading Acquisition. Hillsdale, NJ: Erlbaum Associates, pp.107-143
- Ehri, L.C. (1995). 'Phases of development in learning to read words by sight', Research in Reading, 18(2), 116-125.
- Ehri, L.C., & Robbins, (1992). 'Beginners need some decoding skill to read words by analogy', Reading Research Quarterly, 27, 12-26.
- Ehri, L.C., & Wilce, L.S. (1983). 'Development of word identification speed in skilled and less skilled beginning readers', Journal of Educational Psychology, 75, 3-18.
- Ehri, L.C., Wilce, L. & Taylor, B. (1987). 'Children's categorization of short vowels in words and the influence of spellings', Merrill-Palmer Quarterly, 33, 393-21.
- Ellis, N. (1990a). 'Reading, phonological skills and short-term memory: Interactive tributaries of development', Journal of Research in Reading, 13(2), 107-122.
- Ellis, A. W. (1993). Reading, Writing, and Dyslexia: a Cognitive Analysis.
 Hove, UK: Lawrence Erlbaum, ch.7
- Enfield, M. L. (1987). A cost-effective classroom alternative to 'pull-out programs'. In R.F. Bowler (Ed.), *Intimacy with Language: A Forgotten Basic in Teacher Education*. Baltimore: Orton Dyslexic Society, pp.45-55.
- Englemann, Z. (1993). Zig Englemann's closing address on standards. Twenty Years of Effective Teaching. Paper presented at the 20th Annual Eugene Conference and Celebration of the Association for Direct Instruction. Eugene, Oregon, USA.
- Engelmann, Z., & Bruner, E. (1983). Reading Mastery I and II: DISTAR Reading, Chicago, ILL: Science Research Associates.
- Etting, O. (1993, 21 November). Shut state schools. Sunday Telegraph, p. 33.

- Evans, M., & Carr, T. (1985). 'Cognitive abilities, conditions of learning and the early development of reading skill', Reading Research Quarterly, 20, 327-350.
- Feitelson, D. (1973). Adaptive teaching practices. In M.A. Just & P.A. Carpenter (1987), The Psychology of Reading and Language Comprehension. Boston: Allyn & Bacon.
- Feldman, E., Levin, B., Fleischmann, J., Jallad, B., Kushch, A., Gross-Glenn, K., Rabin, M., & Lubs, H. (1995). 'Gender differences in the severity of adult familial dyslexia', Reading and Writing: An Interdisciplinary Journal, 7, 155-161.
- Felton, R.H. (1993). 'Effects of instruction on the decoding skills of children with phonological-processing problems', Journal of Learning Disabilities, 26(9), 583-589.
- Felton, R.H., & Brown, I.S. (1990). 'Phonological processes as predictors of specific reading skills in children at risk for reading failure', Reading and Writing: An Interdisciplinary Journal, 2, 39-59.
- Finucci, J.M., & Childs, B. (1981). In A. Ansara, N. Geschwind, A. Galaburda, M. Albert, & N. Gartrell. Sex Differences in Dyslexia, . Maryland: The Orton Dyslexia Society, pp.1-10.
- Fisher, C. W., & Berliner, D. C. (1985). (Eds), Perspectives on Instructional Time. London: Longman.
- Fleischer, L.S., Jenkins, J.R., & Pany, D. (1979). 'Effects on poor readers' comprehension of training in rapid decoding', Reading Research Quarterly, 15, 30-48.
- Flesch, R. (1983). Why Johnny Still Can't Read: A New Look at the Scandal of our Schools. New York: Harper Colophon.
- Flowers, L. (1993). 'Brain basis for dyslexia: A summary of work in progress', Journal of Learning Disabilities, 26(9), 575-582.
- Flynn, J., Deering, W., Goldstein, M, & Rahbar, M. H. (1992).
 'Electrophysiological correlates of dyslexic subtypes', Journal of Learning Disabilities. 25(2), 130-141.
- Foorman, B.R., & Francis, D.J. (1994). 'Exploring connections among reading, spelling, and phonemic segmentation during first grade',. Reading and Writing: An Interdisciplinary Journal, 6(1), 65-92.

- Foorman, B.R., Francis, D.J., Novy, D.M., & Liberman, D. (1991). 'How letter-sound instruction mediates progress in first-grade reading and spelling', *Journal of Educational Psychology*, 83, 456-469.
- Forell, E. R. (1985). "The case for conservative reader placement", The Reading Teacher, 35, 857-862.
- Fox, R (1991). Meaning well. In Standards in Reading: Perspectives 44. Outdoor Education Media.
- Fox, B., & Routh, D.K. (1980). 'Phonemic analysis and severe reading disability in children', Journal of Psycholinguistic Research, 9, 115-119.
- Fox, B., & Routh, D.K. (1984). 'Phonemic analysis and synthesis as word attack skills: Revisited', Journal of Educational Psychology, 76, 1059-1064.
- Foxman, D, Gorman, T., & Brooks, G. (1992-1993, December). Standards in Literacy and Numeracy. National Commission on Education Briefing, No. 10. London: Heineman.
- Frith, U. (1985). Beneath the surface of developmental dyslexia. In K.E. Patterson, J.C. Marshall, & M. Coltheart (Eds), Surface Dyslexia. Hillsdale, New Jersey: Erlbaum Associates, pp.301-330
- Froese, V. (1982). 'Classics in reading: A survey', The Reading Teacher, 36(Dec), 303-307.
- Gallaburda, A. M. (1994). 'Developmental dyslexia and animal studies: at the interface between cognition and neurology', Cognition, 50, 133-149.
- Gallagher, A. & Frederickson, N. (1995). 'The phonological assessment battery (PhAB): an initial assessment of its theoretical and practical utility', Education and Child Psychology, 12(1), 53-67.
- Garrod, S. (1995). Reading for Meaning: Decoding versus Matching Expectations. Reading 2000: Recent advances in the science of reading, Human Communication Research Centre Seminar, University of Glasgow, 7 April, 1995.
- Gersten, R., & Keating, T. (1987). 'Long-term benefits from direct instruction', Educational Leadership, 45, 28-31.
- Glasgow University, (1994). Human Communications Research Centre project on eye movements and reading. Glasgow University.
- Gleitman, L. R., & Rozin, P. (1977). The structure and acquisition of reading. Relation between orthography and structural language. In A. S. Reber & D. L. Scarborough (Eds), Toward a Psychology of Reading. Hillsdale, NJ: Erlbaum, pp.1-53.

- Glynn, T., Bethune, N., Crooks, J., Ballard, K., & Smith, J. (1989). 'Reading recovery in context: Implementation and outcome', Educational Psychology, 12(3/4), 249-261.
- Gold, K. (1994, June 17). Whatever happened to Liz Waterland? Times Educational Supplement, section 2, p. 1-2.
- Goldstein, D.M. (1976). 'Cognitive-linguistic functioning and learning to read in preschoolers', Journal of Educational Psychology, 68, 680-688.
- Goodman, K. (1965). 'Cues and miscues in reading: a linguistic study', Elementary English, 42, 640.
- Goodman, K. (1988). List of dos and don'ts when a reader encounters an unfamiliar word. Whole Language Teachers Newsletter.
- Goodman, K. (1992a). 'I didn't found whole language', The Reading Teacher, 46(3), 188-199.
- Goodman, K. (1992b). 'Why whole language is today's agenda in education', Language Arts, 69, 354-363.
- Goodman, K. (1994). 'Deconstruction the rhetoric of Moorman, Blanton, and McLaughlin: a response', The Reading Research Quarterly, 29(4), 340-346.
- Gorman, T. & Fernandes, C. (1992). Reading in Recession. National Foundation for Educational Research.
- Gorman, G., White, J., Brooks, G., & English, T. (1989). Language for Learning: A Summary Report on the 1988 APU Surveys of Language Performance. Assessment Matters, No. 4. London: SEAC
- Goswami, U. (1988). 'Orthographic analogies and reading development', Quarterly Journal of Experimental Psychology, 40, 239-268.
- Goswami, U. (1994a). 'Phonological skills, analogies, and reading development', Reading, 28(2), 32-37.
- Goswami, U. (1994b). 'How do children learn to read', SPA, summer, 26-28.
- Goswami, U. (1995). 'Phonological development and reading by analogy: what is analogy, and what is it not?', Journal of Research in Reading, 18(2), 139-145.
- Goswami, U., & Bryant, P. (1990). Phonological Skills and Learning to Read. Hove, East Sussex: Lawrence Erlbaum Associates Ltd.
- Gough, P.B. (1983). Context, form, and interaction. In K. Rayner (Ed.), Eye Movements in Reading: Perceptual and Language Processes. Orlando Florida: Academic Press, pp.203-211.

- Gough, P.B. (1993). 'The beginning of decoding', Reading and Writing: An Interdisciplinary Journal, 5, 181-192.
- Gough, P.B. (1995). 'The new literacy: caveat emptor', Journal of Research in Reading, 18(2), 79-86.
- Gough, P.B., Alford, J.A., & Holley-Wilcox, P. (1981). Words and contexts. In O.J.L. Tzeng, & H. Singer (Eds), Perception of Print: Reading Research in Experimental Psychology. Hillsdale, NJ: Erlbaum, pp.85-102
- Gough, P.B., Ehri, L., & Treiman, R. (1992). (Eds), Reading Acquisition. Hillsdale, NJ: Erlbaum.
- Gough, P.B., & Hillinger, M.L. (1980). 'Learning to read: An unnatural act', Bulletin of the Samuel Orton Society, 30, 179-196.
- Gough, P.B. & Juel, C. (1987). Is there reading without phonological awareness? paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Gough, P.B., & Juel, C. (1991). The first stages of word recognition. In L. Rieben & C. Perfetti (Eds), Learning to Read: Basic Research and its Implications. Hillsdale, NJ: Erlbaum, pp.47-56
- Gough, P.B., Juel, C., Griffith, P.L. (1992). Reading, spelling, and the orthographic cipher. In P. B. Gough, L. C. Ehri, & R. Treiman (Eds), Reading Acquisition. Hillsdale, New Jersey: Lawrence Erlbaum Associates, ch.2.
- Gough, P.B., & Tunmer, W.E. (1986). 'Decoding, reading, and reading disability', Remedial and Special Education, 7, 6-10.
- Gough, P.B., & Walsh, M. (1991). Chinese, Phoenicians, and the orthographic cipher of English. In S. Brady & D. Shankweiler (Eds), *Phonological Processes in Literacy*. Hillsdale, NJ: Erlbaum Associates, pp.199-209.
- Government Statistical Service. (1994a, March). Statistical Bulletin: Pupil-Teacher Ratios and Information on the Length of the Taught Week – for Each Local Education Authority in England. London: DFE.
- Graham, K. (1993, 3 October). Is teaching too hard for teachers? Letter to the editor. Sunday Times, p. 4.
- Graham, S. (1984). 'Teacher feelings and student thought: an attributional approach to affect in the classroom', *Elementary School Journal*, 85, 91-104.

- Green, A. & Steedman, H. (1993). Educational Provision, Educational Attainment and the Needs of Industry: A Review of Research for Germany, France, Japan, the USA and Britain. Report Series Number 5, Institute of Education, University of London and National Institute of Economic and Social Research.
- Groff, P. (1979). 'Reading ability and auditory discrimination: A further consideration', Academic Therapy, 14, 313-319.
- Groff, P. (1992). 'Is RT a whole language journal?', Letters to the editors. The Reading Teacher, 46(1), 7.
- Grogan, S. C. (1995). 'Which cognitive abilities at age four are the best predictors of reading ability at age seven?', Journal of Research in Reading, 18(1), 24-31.
- Gutierrez, & Slavin, (1992). 'Achievement effects of the nongraded elementary school: A best evidence synthesis', Review of Educational Research, 62(4), 333-376.
- Hadfield, G. (1992, 19 July). Teacher reveals how her training squeezed out 3Rs. Sunday Times.
- Hall, K. (1994). 'Conceptual and methodological flaws in the evaluation of the "first" British reading recovery programme', British Educational Research Journal, 20(1), 121-128.
- Halpern, D. (1992). Sex Differences in Cognitive Abilities. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Hargreaves, D. (1994, 19 June). Blueprint for a better way of teaching. Sunday Times, p. 16.
- Harris, A.J., & Sipay, E.R. (1990). How to Increase Reading Ability. New York: Longman.
- Harris, A.J., Serwer, B.L., Gold, L., & Morrison, C. (1967). A Third Progress Report on the CRAFT Project: Teaching Reading to Disadvantaged Primary Grade Urban Negro Children (ERIC Document Reproduction Service No. ED015841).
- Harrison, B., Zollner, J., & Magill, W. (1996). 'The hole in whole language: An analysis of the basic skills of 615 students', Australian Journal of Remedial Education, 27(5), 6-17.
- Harter, R.M. (1991). Event-related potential indices: Learning disabilities and visual processing. In J. E. Obrzut & G. W. Hynd, G. W. (Eds), Neuropsychological Foundations of Learning Disabilities: A Handbook of Issues, Methods, and Practice. London: Academic Press, ch.17.

- Hastings, N. & Schwieso, J. (1995). 'Tasks and tables: the effect of seating arrangemens on task engagement in primary classrooms', Educational Research, 37(3), 279-292.
- Hatcher, P., Hulme, C., & Ellis, A. (1994). 'Ameliorating early reading failure by integrating the teaching of reading and phonological skills: The phonological linkage hypothesis', Child Development, 65, 41-57.
- Hayes, D. P. (1988). 'Speaking and writing: Distinct patterns of word choice', Journal of Memory and Language, 27, 572-585.
- Hayman, E., & Simpson, A. (Eds). (1996). Public finance trends 96: A statistical background to public spending and revenues. London: HMSO.
- Henderson, M. (1959). A six year experimental study of two methods of teaching reading in elementary school. Paper presented at the American Education Research Association Convention, Chicago.
- Henry, M. K. (1991). 'Introduction: The role of decoding in reading research and instruction', Reading and Writing: An Interdisciplinary Journal, 5(2), 105-112.
- Hetherington, P. (1994, April 12). Success chalked up by making reading the golden rule. Guardian, p. 7.
- HMI (1989, February). Aspects of Reading in English in the Junior School. HMI (Wales), Occasional paper.
- HMI (1989-1990). English Key Stage 1: A Report by HMI on the First Year. DFE.
- HMI (Autumn, 1990). The Teaching and Learning of Reading in Primary Schools. DFE.
- HMI (Suffolk) (1991). The Teaching and Learning of Reading. DFE.
- HMI (1992). The Teaching and Learning of Reading in Primary Schools 1991. London: DES.
- Hogenson, D. L. (1974). 'Reading failure and juvenile delinquency', Orton Society Annual Bulletin, 24, p. 165.
- Hohn, W.E., & Ehri, L.C. (1983). 'Do alphabet letters help pre-readers acquire phonemic segmentation skill?', Journal of Educational Psychology, 75, 752-762.
- Hoien, T., Lundberg, I., Stanovich, K., & Bjaalid, I., (1995). 'Components of phonological awareness', Reading and Writing: An Interdisciplinary Journal, 7(2), 171-188.

- Holmes, J. (1994, August 27). 'Fast words speed past dyslexics', New Scientist, no. 1940, p.9.
- Hornsby, B., & Shear, F. (1976, 1980, 1st & 3rd editions). Alpha to Omega: The A-Z of Teaching Reading, Writing, and Spelling. Oxford: Heinemann.
- House of Commons, Education, Science, & Arts Committee. (1990-91a).
 House of Commons Report: Standards of Reading in Primary Schools.
 Volume I. London: HMSO.
- House of Commons, Education, Science, & Arts Committee. (1990-91b). House of Commons Report: Standards of Reading in Primary Schools. Volume II. London: HMSO.
- Hu, C.F., & Catts, H.W. (1993). 'Phonological recoding as a universal process?', Reading and Writing: An Interdisciplinary Journal, 5(3), 325-337.
- Hurford, D., Darrow, L., Edwards, T., Howerton, C., Mote, C., Schauf, J., & Coffey, P. (1993). 'An examination of phonemic processing abilities in children during their first-grade year', *Journal of Learning Disabilities*, 28(3), 167-177.
- Hurford, D., Schauf, J., Bunce, L., Blaich, T., & Moore, K. (1994). 'Early identification of children at-risk for reading disabilities', Journal of Reading Disabilities, 27(6), 371-382.
- Hymas, C. (1993, 26 September). Knowing alphabet at age of 7 is too demanding, say teachers. Sunday Times.
- Hynd, G.W. (1992). 'Neurological aspects of dyslexia: Comment on the balance model', *Journal of Learning Disabilities*, 25(2), 110-112.
- Hynds, J. (1994, October 18-19). Reading Roadshow. The National Association for Special Needs Conference, The Business and Design Centre, Islington, London.
- Iacoboni, M. & Zaidel, E. (1996). 'Hemispheric independence in word recognition: Evidence from unilateral and bilateral presentations', Brain and Language, 53, 121-140.
- ILEA (Inner London Educational Authority). (1985). Improving Primary Schools: A Report of the Committee on Primary Education. Chaired by Mr. Norman Thomas.
- Institute of Education, (1992). The External Programme, Diploma in Education, Curriculum Studies and the Primary School. London: University of London.

- IRA (The International Reading Association) (27 October, 1995). Personal communication with Scott Walters, at the IRA head office, Newark, Delaware, USA.
- Ireson, J., Blatchford, P, & Joscelyne, T. (1995). 'What do teachers do? Classroom activities in the initial teaching of reading', Educational Psychology, 15(3), 245-257.
- Iverson, S., & Tunmer, W.E. (1993). 'Phonological processing skills and the reading recovery program', Journal of Educational Psychology, 85, 112-126.
- Johnson, D., & Baumann, J. (1984). Word identification. In P.D. Pearson, R. Barr, M. Kamil, & P. Mosenthal (Eds), Handbook of Reading Research. New York: Longman.
- Johnston, P.H. (1985). 'Understanding reading disability', Harvard Educational Review, 55, 153-157.
- Johnston, R.S. & Thompson, G.B. (1989). 'Is dependence on phonological information in children's reading a product of instructional approach?', Journal of Experimental Child Psychology, 48, 131-145.
- Johnston, R. (1995, January). Personal communication about methods of teaching reading in Scotland. University of St. Andrew's, Fife, Scotland.
- Johnston, R., & Holligan, C. (1991). 'Reading difficulties and learning to read: insights from academic research', Reading, April, 2-4.
- Jorm, A.F., & Share, D.L. (1983). 'Phonological recoding and reading acquisition', Applied Psycholinguistics, 4(2), 103-147.
- Jorm, A.F., Share, D.L., Maclean, R., & Matthews, R. (1984). 'Phonological recoding skills and learning to read: A longitudinal study', Applied Psycholinguistics, 5, 201-207.
- 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.
- Juel, C. (1994). Learning to Read and Write in One Elementary School. New York: Springer-Verlag.
- Juel, C. (1995). 'The messenger may be wrong, but the message may be right', Journal of Research in Reading, 18(2), 146-153.
- Juel, C., Griffith, P., & Gough, P. (1986). Acquisition of literacy: a longitudinal study of children in first and second grade. *Journal of Educational Psychology*, 78, 243-255.

- Juel, C., & Roper-Schneider, D. (1985). 'The influence of basal readers on first grade reading', Reading Research Quarterly, 20, 134-152.
- Just, M. A., & Carpenter, P. A. (1987). The Psychology of Reading and Language Comprehension. Newton, MA: Allyn & Bacon.
- Kail, M. (1992). Are sex or gender relevant categories to language performance? in M. Haug, R. E. Whalen, C. Aron, & K.L, Olsen. (Eds), The Development of Sex Differences and Similarities in Behaviour. Boston: Kluwer Academic Publishers.
- Kane, I. (Chairman of the Universities Council for Education of Teachers) (1996, 7 June). Quoted by J. Gardiner, Rearranging tables will not be enough. *Times Educational Supplement*, p. 7.
- Kent, M. (1996, 31 May). Reading report reveals U-turn by inspectors. Times Educational Supplement, p. 20.
- Kerlinger, F. N. (1986). Foundations of Behavioural Research. New York: Holt, Rinehart, & Winston.
- Kershner, J. & Micallef, J. (1991). 'Cerebral laterality in dyslexic children: Implications for phonological word decoding deficits', Reading and Writing: An Interdisciplinary Journal, 3(3/4), 395-412.
- Kilroy (1994). Television programme on dyslexia. Produced by BBC1 television. London.
- Kirkham, S. (1993, 19 March). Outlook variable. Times Educational Supplement.
- Kline, C.I. (1994). 'Reading, writing and 'rithmetic taught without a measuring stick', Effective School Practices, summer, 13-14.
- Knights, R. M., & Bakker, D. J. (Eds). (1979). The Neuropsychology of Learning Disorders: Theoretical Approaches. Baltimore: University Park Press.
- Ladybird series, (1992). Say the Sounds Phonic Reading Scheme (Books 1-8).
 Loughborough, LEIC: Ladybird Books.
- Lamb, B. (1994). A National Survey of UK Undergraduates' Standards of English. London: The Queen's English Society.
- Landwehrmeyer, B., Gerling, J., & Wallesch, C.W. (1990). 'Pattern of task-related slow brain potentials in dyslexia', Archives of Neurology, 47, 791-797.

- Layard, R. (1996, June). Presentation at the Institute of Directors meeting, London, England.
- Leather, C.V. & Henry, L.A. (1994). 'Working memory span and phonological awareness tasks as predictors of early reading ability', Journal of Experimental Child Psychology, 58, 88-111.
- Leland, C.H. (1991). An assessment model for whole language classrooms. In F. Satow, & Gatherer, B. (Eds), Literacy without Frontiers. Proceedings of the 7th European and 28th UKRA Annual Conference, Herriot-Watt University, Edinburgh, July 1991.
- Lennox, C. & Siegel, L. (1996). 'The development of phonological rules and visual strategies in average and poor spellers', Journal of Experimental Child Psychology, 62, 60-83.
- Levy, B.A. (1981). Interactive processes during reading. In A. Lesgold, & C. Perfetti (Eds), Interactive Processes in Reading. Hillsdale, NJ: Erlbaum, pp.1-35.
- Liberman, I. (1982). A language-oriented view of reading and its disabilities. In H. Myklebust (Ed.). Progress in Learning Disabilities. New York: Grune & Stratton, vol.5, pp.81-101.
- Liberman, I.Y., & Liberman, A.M. (1990). 'Whole language vs. code emphasis: Underlying assumptions and their implications for reading instruction', Annals of Dyslexia: 40, 51-78.
- Liberman, I.Y., & Liberman, A.M. (1992). Whole language versus code emphasis: underlying assumptions and their implications for reading instruction. In Gough, P.B., Ehri, L. C., & Treiman, R. (Eds), Reading Acquisition. NJ: Lawrence Erlbaum Associates, pp.343-365.
- Liberman, I, & Shankweiler, D. (1985). 'Phonology and the problem of learning to read and write', Remedial and Special Education, 6, 8-17.
- Liberman, I.Y., & Shankweiler, D. (1991). Phonology and beginning reading: A tutorial. In L. Rieben, & C. A. Perfetti (Eds), Learning to Read: Basic Research and its Implications. Hillsdale, New Jersey: Lawrence Erlbaum Associates, pp.3-18.
- Liberman, I.Y., Shankweiler, D. Fischer, F.W., & Carter, B. (1974). 'Explicit syllable and phoneme segmentation in the young child', *Journal of Experimental Child Psychology*, 18, 201-202.
- Lie, A. (1991). 'Effects of a training program for stimulating skills in word analysis in first-grade children', Reading Research Quarterly, 26, 234-250.

- LINC materials, (1990). Carter, R. (ed.), Knowledge about Language and the Curriculum: The LINC reader. London: Hodder & Stoughton.
- Lindamood, C. H., & Lindamood, P. C. (1975). The ADD Program, Auditory Discrimination in Depth: Books 1 and 2. Hingham, MA: DLM Teaching Resources.
- Lloyd, S. (1993, September). Phonics Prevents Failure. Paper presented at the Reading Reform Foundation conference, London, England.
- Lloyd, S. (1992). The Phonics Handbook, Chigwell, Essex: Jolly Learning Ltd.
- Locurto, C. (1990). "The malleability of IQ as judged from adoption studies', Intelligence, 14, 275-292.
- Lovett, M. W., Ransby, M. J., Hardwick, N. Johns, M.S. & Donaldson, S. A. (1989). 'Can dyslexia be treated? Treatment-specific and generalized treatment effects in dyslexic children's response to remediation', *Brain and Language*, 37, 90-121.
- Lundberg, I, Frost, J. & Petersen, O.P. (1988). 'Effects of an extensive program for stimulating phonological awareness in preschool children', Reading Research Quarterly, 23(2), 263-285.
- Lyon, G. R. (1985). 'Identification and remediation of learning disability subtypes: Preliminary findings', Learning Disabilities Focus, 1, 21-25.
- Lyon, G. R. (1992). Current and future research in dyslexia: NICHD perspectives. Paper presented at the meeting of The Orton Dyslexia Society, Cincinnati, Ohio, USA.
- Maclean, M., Bryant, P. E., & Bradley, L. (1987). 'Rhymes, nursery rhymes and reading in early childhood', Merrill-Palmer Quarterly, 33, 255-282.
- Majsternek, D. & Ellenwood, A. (1995). 'Phonological awareness and beginning reading: Evaluation of a school-based screening procedure', Journal of Learning Disabilities, 28(7), 449-456.
- Manis, F. R., & Morrison, F. J. (1985). Reading disability: a deficit in rule learning? In L.S. Siegel & F.J. Morrison (Eds), Cognitive Development in Atypical Children. New York: Springer-Verlag, pp.1-26.
- Mann, V. (1986). 'Phonological awareness: the role of reading experience', Cognition, 24, 65-92.
- Mann, V. (1991a). Phonological abilities: Effective predictors of future reading ability. In L. Rieben, & C. A. Perfetti (Eds), Learning to Read: Basic Research and its Implications. NJ: Lawrence Erlbaum Associates, pp.121-134.

- Mann, V. (1991b). Phonological awareness and early reading ability: one perspective. In D.J. Sawyer & B.J. Fox (Eds), Phonological Awareness in reading: An Evolution of Current Perspectives. NY: Springer-Verlag, pp.191-216.
- Mann, V., & Liberman, I.Y. (1984). 'Phonological awareness and short-term memory', Journal of Learning Disabilities, 17, 592-599.
- Manning, A., & Harste, J. (1994). 'Teacher research: Demonstrations of possibilities', Reading, April, 2-4.
- Masonheimer, P.E., Drum, P.A., & Ehri, L.C. (1984). 'Does environmental print identification lead children into word reading?', Journal of Reading Behaviour, 16, 257-271.
- Mather, N. (1992). 'Whole language reading instruction for students with learning disabilities: Caught in the cross fire', Learning Disabilities Research and Practice, 7, 87-95.
- May, F. (1986). Reading as Communication: An Interactive Approach. Columbus, Ohio: Merrill Publishing.
- Maxwell, J. (1977). Reading Progress from a Survey of Attainment and Teaching Practices: Age 8-15 in Scotland. NFER.
- McDowell, E.E. (1982). 'Specific aspects of prompting and fading procedures in teaching beginning reading', Perceptual and Motor Skills, 55, 1103-1108.
- McGuinness, D. (1981). Auditory and motor aspects of language development in males and females. In A. Ansara, N. Geschwind, A. Galaburda, M. Albert, & N. Gartrell (Eds), Sex Differences in Dyslexia. Towson, Maryland: The Orton Dyslexia Society.
- McKenna, M. Robinson, R., & Miller, J. (1990). 'Whole language: a research agenda for the nineties', Educational Researcher, 19, 3-6.
- McKenna, M., Stratton, B., Grindler, M. & Jenkins, S. (1995). 'Differential effects of whole language and traditional instruction on reading attitudes', *Journal of Reading Behaviour*, 27(1), 19-43.
- McNee, M. (1990). Step by Step: A Day-By-Day Programme of Intensive, Systematic Phonics for All Ages. Norfolk: Mona McNee.
- Meek, M. (1982). Learning to Read. London: Bodley Head.
- Meek, M. (Ed.), (1988). How Texts Teach What Readers Learn. Stroud: Thimble Press.

- Menard, M., Kosslyn, S., Thompson, W., Alpert, N. & Rauch, S. (1996). 'Encoding words and pictures: A positron emission tomography study', Neuropsychologia, 34(3), 185-194.
- Moeller, T.G. (1993). 'Self-esteem: how important is it to improving academic performance?' Virginia Journal of Education, 87(2), 6-11.
- Moeller, T.G. (1994). 'What research says about self-esteem and academic performance', The Education Digest, 59(5), 34-37.
- Moller, D. (1994). 'Exclusive schools poll: What parents really want', Reader's Digest, 145, October, 49-55.
- Moorman, G. B., Blanton, W. E., & McLaughlin, T. (1994). 'The rhetoric of whole language', Reading Research Quarterly, 29(4), 309-329.
- Morais, J. (1991). Phonological awareness: A bridge between language and literacy. In D. Sawyer, & B.J. Fox (Eds), Phonological Awareness in Reading: The Evolution of Current Perspectives. New York: Springer-Verlag, p.31-71.
- Morais, J., Alegria, J., & Content, A. (1987). 'The relationship between segmental analysis and alphabetic literacy: An interactive view', European Journal of Cognitive Psychology, 7, 1-24.
- Morais, J. & Kolinsky, R. (1994). 'Perception and awareness in phonological processing: the case of the phoneme', Cognition, 50, 287-297.
- Morris, J.M. (1966). Standards and Progress in Reading. The National Foundation for Educational Research.
- Morris, J.M. (1974-1983). Language in Action. London and Basingstoke: Macmillan Education.
- Morris, J.M. (1983). Phonics 44. London and Basingstoke: Macmillan Education.
- Morris, J.M. (1990, 1994). The Morris-Montessori Word List. London: London Montessori Centre.
- Morris, J.M. (1993). Texts for reading assessment. In D. Wray (Ed.), Literacy: Text and Context. United Kingdom Reading Association.
- Mortimore, J. & Mortimore, P. (1984). Secondary School Examinations: The Helpful Servants, Not the Dominating Master. Institute of Education, University of London: Heinemann Education.
- Mortimore, P., Sammons, P., Stoll, L., Lewis, D., Ecob, R. (1988a). School Matters. The Junior Years. Somerset, England: Open Books.

- Mortimore, P., Sammons, P., Stoll, L., Ecob, R., & Lewis, D. (1988b). 'The effects of school membership on pupils' educational outcomes', Research Papers in Education, 3(1), 3-26.
- NASEN, (1994). NASEN Newsletter, 9(1).
- NATE (National Association for the Teaching of English) (1986). The First Twenty-One Years: 1963-1984. London: Spider Web.
- Nelson, T. & Sons. (1991). General Introduction: Story Chest. Hong Kong, Australia, Canada: Thomas Nelson & Sons.
- Nicholson, R.I., & Fawcett, A.J. (1990). 'Automaticity: a new framework for dyslexia research?', Cognition, 35, 159-182.
- Nicholson, T. (1989). A comment on Reading Recovery. New Zealand Journal of Educational Studies, 24, 95-97.
- Nicholson, T. (1991). 'Do children read words better in context or in lists? A classic study revisited', Journal of Educational Psychology, 83(4), 444-450.
- NUT, National Union of Teachers. (1992). Testing and Assessing 6 and 7 Year Olds - Final Report: The evaluation of the 1992 Key Stage 1 National Curriculum Assessment. NUT and School of Education, Leeds.
- Obrzut, J.E. (1991). Hemispheric activation and arousal asymmetry in learning-disabled children. In J.E. Obrzut & G.W. Hynd (Eds), Neuropsychological Foundations of Learning Disabilities: A Handbook of Issues, Methods, and Practice. London: Academic Press, ch.8.
- O'Connor, R.E., Jenkins, J.R., Leicester, N. & Slocum, T.A. (1993). 'Teaching phonological awareness to young children with learning disabilities', Exceptional Children, 59(6), 532-546.
- O'Connor, R.E., Jenkins, J.R., Cole, K.N., & Mills, P.E. (1993). Two approaches to reading instruction with children with disabilities: does programme design make a difference? Exceptional Children, 59 (4), 312-323.
- O'Connor, R.E., & Jenkins, J.R., (1995). 'Improving the generalization of sound/symbol knowledge: Teaching spelling to kindergarten children with disabilities', The Journal of Special Education, 29(3). 255-275.
- Ofsted (Office for Standards in Education) (1993a). Boys and English: A Report from the Office of Her Majesty's Chief Inspector of Schools. London: HMSO.
- Ofsted (Office for Standards in Education) (1993b). English Key Stages 1, 2, 3 and 4: Fourth Year, 1992-93. London: HMSO.

- OFSTED (Office for Standards in Education) (1994). Primary Matters: A Discussion on Teaching and Learning in Primary Schools.
- OFSTED (Office for Standards in Education) (1995). Reporting Pupil's Achievement.
- OFSTED (Office for Standards in Education). (1996). The Teaching of Reading in 45 inner London Primary Schools. A Report by Her Majesty's Inspectorate in Collaboration with the LEAs of Islington, Southwark and Tower Hamlets.
- Ogden, J. A. (1996). 'Phonological dyslexia and phonological dysgraphia following left and right hemispherectomy', Neuropsychologia, 34(9), 905-918.
- Ohnmacht, D. C. (1969). The Effects of Letter knowledge on Achievement in Reading in First Grade. Paper presented at the American Educational Research Association, Los Angeles.
- Open School (1995). Soundworks: Early Literacy Training Programme. Park Rd., Dartington, Totnes, Devon, TQ9 6EQ.
- Osborn, M. & Broadfoot, P. (1991, April). PACE Primary Assessment, Curriculum and Experience: A Study of Educational Change under the National Curriculum, Bristol Polytechnic, University of Bristol. The Impact of Current Changes in English Primary Schools on Teacher Professionalism. Paper presented at the American Educational Research Association conference, Chicago, USA.
- Parkinson, J. (1994, 7 October). Letters: The proof is in the Recovery. Times Educational Supplement, p. 17.
- Patten, J. (1994a, 10 March). Turn off the television and tune into reading. Department for Education News, p. 2.
- Patterson, K.E., & Coltheart, V. (1987). Phonological processes in reading: A tutorial review. In M. Coltheart (Ed.), Attention and Performance. Hillsdale, NJ: Lawrence Erlbaum Associates, vol.12, pp.421-447
- Pearce, L. (1994, 12 March). Report on partnership in literacy projects. Acquisition of Literacy for Life: Teachers and Parents Sharing Responsibility. United Kingdom Reading Association Seminar, Institute of Education, Cambridge.
- Peer, L. (1994). Dyslexia: The Training and Awareness of Teachers. London: British Dyslexia Association.
- Pennington, B. (1991). Diagnosing Learning Disorders: A Neuropsychological Framework. New York: Guildford Press.

- Perfetti, C.A. (1985). Reading Ability. New York: Oxford University Press.
- Perfetti, C.A. (1991). Representations and awareness. In L. Rieben, & C. Perfetti (Eds), Learning to Read: Basic Research and its Implications. Hillsdale, New Jersey: Lawrence Erlbaum Associates, pp.32-44.
- Perfetti, C.A. (1995a). Recent Advances in Reading Research and their Applications. Reading 2000: Recent advances in the science of reading, Human Communication Research Centre Seminar, University of Glasgow, 7 April, 1995.
- Perfetti, C.A. (1995b). 'Cognitive research can inform reading education', Journal of Research in Reading, 18(2), 106-115.
- Perfetti, C.A., & Lesgold, A.M. (1979). Coding and comprehension in skilled reading and implications for reading instruction. In L.B. Resnick & P. Weaver (Eds), Theory and Practice of Early Reading. Hillsdale, NJ: Erlbaum Associates, vol.1, pp.57-84.
- Perfetti, C.A., Goldman, S., & Hogaboam, T. (1979). 'Reading skill and the identification of words in discourse context', Memory & Cognition, 7, 273-282.
- Perfetti, C. Beck, I, Bell, L. & Hughes, C. (1987). 'Phonemic knowledge and learning to read are reciprocal: a longitudinal study of first grade children', Merrill-Palmer Quarterly, 33(3), 283-319.
- Pflaum, S.W., Walberg, H.J., Karegianes, M.L., & Rasher, S.P. (1980). 'Reading instruction: A quantitative analysis', *Educational Researcher*, 9, 12-18.
- Plowden, B., Chairman of Council. (1967). Children and their Primary Schools: A Report of the Central Advisory Council for Education. DES: HMSO.
- Pratt, A., & Brady, S. (1988). 'Relation of phonological awareness and reading ability in children and adults', *Journal of Educational Psychology*, 71, 487-503.
- Pumfrey, P.D. (1991, December). Apres le deluge. In P.D. Pumfrey (Ed.), Reading Standards: Issues and Evidence. Papers presented at a DECP symposium during the London conference for the British psychological society. London: DECP (Division of Education and Child Psychology of the British Psychological Society.
- Pumfrey, P.D., Elliott, C.D., & Tyler, S. (1991). Objective testing: Insights or illusions? In P. Pumfrey (Ed.), Reading Standards: Issues and Evidence. Papers presented at a DECP Symposium during the London Conference of the British Psychological Society, December, 1991, pp. 39-48.

- Pumfrey, P.D. & Reason, R. (1991). Specific Learning Difficulties: Dyslexia Challenges and Responses. London: Routledge Press, ch.9
- Pyke, N. (1994a, 13 May). Coded messages. Times Educational Supplement, p. 2.
- Pyke, N. (1994b, 6 May). A special need for deep pockets. Times Educational Supplement.
- 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.
- Rayner, K. (1993). 'Eye movements in reading: recent developments', Current Directions in Psychological Science, 2(3).
- Rayner, K. (1995). What the Eye tells the Brain during Reading. Reading 2000: Recent advances in the science of reading, Human Communication Research Centre Seminar, University of Glasgow, 7 April, 1995.
- Rayner, K., & Bertera, J.H. (1979). 'Reading without a fovea. Science', 206, 469-469.
- Rayner, K., & Pollatsek, A. (1989). The Psychology of Reading. Englewood Cliffs, NJ: Prentice-Hall.
- Read, C., & Ruyter, L. (1985). 'Reading and spelling skills in adults of low literacy', Remedial and Special Education, 6(6), 37-42.
- Redfern, A. & Edwards, V. (1992). How Schools Teach Reading. Reading and Language Information Centre, University of Reading.
- Reid, I. & Stratta, E. (Eds). (1989). Sex Differences in Britain. London: Gower Publishing, pp.103-132.
- Reitsma, P. (1988). 'Reading practice for beginners. Effects of guided reading, reading-while-listening, and independent reading with computer-based speech feedback', Reading Research Quarterly, 23, 219-235.
- Rieben, L. & Perfetti, C.A. (1991). Learning to Read: Basic Research and Its implications. Hillsdale, NJ: Erlbaum Associates.
- Rodgers, B. (1986). 'Change in the reading attainment of adults: A longitudinal study', British Journal of Developmental Psychology, 4, 1-17.
- Rohl, M. & Tunmer, W. (1988). 'Phoneme segmentation skill and spelling acquisition', Applied Psycholinguistics, 9, 335-350.
- Root, B. (1989). Help Your Child Learn to Read. Osborne Publishing.

- Rosenshine, B. & Stevens, R. (1984). Classroom instruction in reading. In P. D. Pearson, R., Barr, M. L., Kamil, & P. Mosenthal (Eds), Handbook of Reading Research. New York: Longman., pp.745-799.
- Rosner, J. (1975). Helping Children Overcome Learning Difficulties. New York: Walker & Co.
- Routh, D.K., & Fox, B. (1984). Mm...is a little bit of May: Phonemes, reading, and spelling. In K. D. Gadow & P. Bialen (Eds), Advances in Learning and Behavioural Disabilities. Greenwich, CT: JAI Press, vol.3.
- Rozin, P., Poritsky, S., & Sotsky, R. (1971). 'American children with reading problems can easily learn to read English represented by Chinese characters', Science, 71, 1264-1267.
- Rumsey, J., Andreason, P., Zametkin, A., Aquino, T., King, A., Hamberger, S., Pikus, A. Rapoport, J, & Cohen, R. (1992). 'Failure to activate the left temporoparietal cortex in dyslexia', Archives of Neurology, 49, 527-534.
- Rusted, J. & Coltheart, V. (1979). 'The effect of pictures on the retention of novel words and prose passages', Journal of Experimental Child Psychology, 28, 516-524.
- Sammons, P. (1995). Gender, Ethnic and Socio-Economic Differences in Attainment and Progress: A Longitudidinal Analysis of Student Achievement over Nine Years. Institute of Education, University of London.
- Sammons, P., Nuttall, D., & Cuttance, P. (1993). 'Differential school effectiveness: results from a reanalysis of the inner London education authority's junior school project data', British Educational Research Journal, 19(4), 381-404.
- Sammons, P., Nuttall, D., Cuttance, P., & Thomas, S. (1993). Continuity of School Effects: A Longitudinal Analysis of Primary and Secondary School Effects on GCSE Performance. Institute of Education, University of London, Department of Curriculum Studies.
- Sammons, P., Thomas, S., Mortimore, P., Owen, C. & Pennell, H. (1994).
 Assessing School Effectiveness: Developing Measures to Put School Performance in Context. London: Institute of Education for OFSTED.
- Saunders, R.J. & Solman, T.T. (1984). 'The effect of pictures on the acquisition of a small vocabulary of similar sight-words', British Journal of Educational Psychology, 54, 265-275.
- Sawyer, D. J. (1992). 'Language abilities, reading acquisition, and developmental dyslexia: A discussion of hypothetical and observed relationships', Journal of Learning Disabilities, 25(2), 82-95.

- Sawyer, D. & Fox, B. (1991). (Eds), Phonological Awareness in Reading: The Evolution of Current Perspectives. New York: Springer-Verlag.
- SCAA (School Curriculum and Assessment Authority), (November, 1994a).
 National Curriculum Final Draft Orders: General Requirements for English: Key Stages 1-4. London: DFE.
- SCAA (School Curriculum and Assessment Authority). (1994b). Desirable
 Outcomes for Children's Learning on Entering Compulsory Education.
 London:DFE.
- SCAA (School Curriculum and Assessment Authority) (May, 1994c). English in the National Curriculum – Proposals. London: DFE.
- SCAA. (1994d). School assessment folder: Key Stage 1. Information and Guidance about Assessment Arrangements in 1994. London: DFE.
- SCAA. (1994e). Assessment Handbook for English En2 Reading: En 3/4/5 Writing. Key Stage 1. London: DFE.
- Schickedanz, J. A. (1990). 'The jury is still out on the effects of whole language and language experience approaches for beginning reading: A critique of Stahl and Miller's study', Review of Educational Research, 60(1), 127-131.
- Schwantes, F. M. (1991). 'Children's use of semantic and syntactic information for word recognition and determination of sentence meaningfulness', *Journal of Reading Behaviour*, 23, 335-350.
- Scottish Education Department. (1985). HMI of Schools: Borgue Primary School, Dumfries and Galloway Regional Council. Report of an Inspection in February, 1985.
- Scottish Education Department (1988). Assessment of Achievement Programme: AAP 1988. Edinburgh: HMSO, p. 11.
- Scottish Education Department. (1989). English Language 1989 Assessment of Achievement Programme. Edinburgh: HMSO.
- Scottish Education Department (1992). English Language 1992 Assessment of Achievement Programme. Edinburgh: HMSO.
- Scottish Education Department (Edinburgh) (1995). Personal communication with the Principal Research Officer.
- Scottish Education Department (Fife) (1995). Personal communication with the Early Years Advisor.
- Scottish Office of Statistical Services. (1994, October). Statistical Bulletin: Educational Series. Edinburgh: The Government Statistical Service.

- Seaton, N. (1993). Teacher Training: Public Funding for Progressivism? No.18. York: The Campaign for Real Education.
- Seaton, N. (1994a). 'Developments in education', The Lantern: Supporting the Policy and Philosophy of the British Housewives League. vol.1(4), 2-7.
- Seymour, P.H.K. (1990). Developmental dyslexia. In M.W. Eysenck (ed.), Cognitive Psychology: An International Review. Chichester: Wiley, pp.135-196.
- Seymour, P.H.K., & Elder, H.M. (1986). 'Beginning reading without phonology', Cognitive Neuropsychology. 3, 1-36.
- Seymour, P.H.K., & Evans, H.M. (1994). 'Levels of phonological awareness and learning to read', *Reading and Writing: An Interdisciplinary Journal*, 6(3), 221-250.
- Shanahan, T. (1987). 'The early detection of reading difficulties by Marie M. Clay', Journal of Reading Behaviour, 19, 117-119.
- Share, D.L., & Jorm, A.F. (1987). 'Segmental analysis: Co-requisite to reading, vital for self-teaching, requiring phonological memory', Cahiers de Psycholgie Cognitive, 7, 509-513.
- Share, D.L., & Silva, P.A. (1987). 'Language deficits and specific reading retardation: Cause or effect?', British Journal of Disorders of Communication, 22, 219-226.
- Share, D.L., & Stanovich, K.E. (1995a). 'Cognitive processes in early reading development: Accommodating individual differences into a model of acquisition', Issues in Education, 1(1), 1-58.
- Share, D.L., & Stanovich, K.E. (1995b). 'Accommodating individual differences in critiques: Replies to our commentators', Issues in Education, 1(1), 105-121.
- Shephard, G. (1995, 17 April). Quoted by O'Leary, J. Militants defy Labour and NUT leaders. Times, p. 1.
- Shore, R.E., & Marascuilo, L. (1974). 'Programmed approach versus conventional approach using a highly consistent sound-symbol system of reading in three primary grades', Journal of Educational Research, 25, 11-31.
- Silver, A.A., & Hagin, R.A. (1990). Disorders of Learning in Childhood. New York: Wiley.
- Singh, N.N. & Solman, R.T. (1990). 'A stimulus control analysis of the picture-word problem in children who are mentally retarded: the blocking effect', Journal of Applied Behaviour Analysis, 23, 525-532.

- Smith, F. (1971). Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to read. New York: Holt, Rinehart, & Winston.
- Smith, F. (1973) Psycholinguistics and reading. New York: Holt, Rinehart, & Winston, p. 190.
- Smith, F. (1978). Understanding Reading (2nd edn). New York: Holt, Rinehart & Winston, pp.7-8.
- Smith, F. (1986). What's the Use of the Alphabet? Victoria, BC: Abel Press, Reading and Language Information Centre.
- Smith, F. (1988). Understanding Reading (4th edn). Hillsdale, NJ: Lawrence Erlbaum Association.
- Smith, H. (1994a, 11 January). Ban on trendy teaching leads to boost for young readers. Evening Standard, p. 14.
- Smith, F. (1994b). Understanding Reading (5th edn.). NJ: Lawrence Erlbaum Associates.
- Snowling, M.J. (1980). 'The development of grapheme-phoneme correspondence in normal and dyslexics readers', Journal of Experimental Child Psychology, 29, 294-305.
- Snowling, M. J. (1987). Dyslexia: A Cognitive Developmental Perspective. Oxford: Basil Blackwell.
- Snowling, M. (1995). 'Phonological processing and developmental dyslexia', Research in Reading, 18(2), 132-138.
- Solman, R.T., Singh, N.N., & Kehoe, E.J. (1992). 'Pictures block the learning of sight words', Educational Psychology, 12(2), 143-153.
- Sowden, P.T., & Stevenson, J. (1994). 'Beginning reading strategies in children experiencing contrasting teaching methods', Reading and Writing: An Interdisciplinary Journal, 6(2), 109-124.
- Speed, A. (1994, April). Seen, but not always heard. Times Educational Supplement, p. 4.
- Stahl, S.A. (1988). 'Is there evidence to support matching reading styles and initial reading methods? A reply to Carbo', *Phi Delta Kappan*, 70, 317-322.
- Stahl, S.A. (1990). 'Riding the pendulum: a rejoinder to Schickedanz and McGee and Lomax', Review of Educational Research, 60 (1), 141-151.
- Stahl, S.A., McKenna, M.C., & Pagnucco, J. (1994). 'The effects of whole language instruction: An update and a reappraisal', Educational Psychologist, 29(4), 175-185.

- Stahl, S.A., & Miller, P.D. (1989). 'Natural language approaches to beginning reading: A quantitative research synthesis', Review of Educational Research.
- Stanovich, K.E. (1980). 'Toward an interactive-compensatory model of reading: A confluence of developmental, experimental, and educational psychology', Remedial and Special Education, 5, 11-19.
- Stanovich, K.E. (1981). 'Relationship between word decoding speed, general name-retrieval ability, and reading progress in first-grade children', Journal of Educational Psychology, 73, 809-815.
- Stanovich, K. (1984). 'An interactive-compensatory model of reading: A confluence of developmental, experimental, and educational psychology', Remedial and Special Education, 5, 11-19.
- Stanovich, K. (1986). 'Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy', Reading Research Quarterly, 21, 360-407.
- Stanovich, K. (1988). 'Explaining the difference between the dyslexic and the garden-variety poor reader. The phonological-core variable-difference model', Journal of Learning Disabilities, 21(10), 590-604.
- Stanovich, K. (1991). Changing models of reading and reading acquisition. In L. Rieben, & C.A. Perfetti (Eds), Learning to Read: Basic Research and its Implications. Hillsdale, New Jersey: Lawrence Erlbaum Associates, pp.19-32.
- Stanovich, K.E. (1992). Speculations on the causes and consequences of individual differences in early reading acquisition. In P. B. Gough, L. C. Ehri, & R. Treiman (Eds), *Reading Acquisition*. Hillsdale, NJ: Erlbaum Associates, pp.307-342
- Stanovich, K. & Stanovich, P. (1995). 'How research might inform the debate about early reading acquisition', Journal of Research in Reading, 18(2), 87-105.
- Start, K. B., & Wells, B. K. (1972). The Trend of Reading Standards. The National Foundation for Educational Research.
- Sternberg, R. (1985). Beyond IQ: a triarchic theory of human performance. In D. Detterman & R. Sternberg (Eds), How and How Much Can Intelligence Be Increased?. Norwood, NJ: Ablex, pp.141-146
- Stevenson, J. (1992). 'Identifying sex differences in reading disability: Lessons from a twin study', Reading and Writing: An Interdisciplinary Journal, 4(4), 1-9.

- Stevenson, H.W., Parker, T., & Wilkinson, A. (1976). 'Longitudinal study of individual differences in cognitive development and scholastic achievement', Journal of Educational Psychology, 68(4), 377-400.
- Stoner, J. C. (1991). 'Teaching at-risk students to read using specialized techniques in the regular classroom', Reading and Writing: An Interdisciplinary Journal, 3(1), 19-30.
- Stuart, M. (1995). 'Through printed words to meaning: issues of transparency', Journal of Research in Reading, 18(2), 126-131.
- Stuart, M. & Masterson, J. (1992). 'Patterns of reading and spelling in 10year-old children related to prereading phonological abilities', Journal of Experimental Child Psychology, 54, 168-187.
- Sylva, K., & Hurry, J. (1995). Early Intervention in Children with Reading Difficulties: An Evaluation of Reading Recovery and a Phonological Training. London: School Curriculum and Assessment Authority.
- Taylor, P., & Miller, S. (1994). Our Children, Our Future Primary Education Today. Primary Schools Research and Development Group.
- The Citizen (December 1993). Article regarding children in Gloucestershire with special educational needs. Cited by Seaton, N. The Campaign for Education Newsletter.
- Thomas, S., Pau, H., & Goldstein, H. (1994). Report on the analysis of the 1992 examination results. London: Association of Metropolitan Authorities.
- Times Educational Supplement, (1996, 7 June). Despatches from the home reading background. TES Primary Update, TES, p.16.
- Tizard, B., Blatchford, P. Burke, J., Farquhar, C. & Plewis, I. (1988). Young Children at School in the Inner City. Hove, Sussex: Lawrence Erlbaum Associates.
- Torgesen, J.K., Morgan, S.T., Davis, C. (1992). 'Effects of two types of phonological awareness training on word learning in kindergarten children', Journal of Educational Psychology, 84(3), 364-370.
- Torgesen, J.K., Wagner, R.K., & Rashotte, C.A. (1994). 'Longitudinal studies of phonological processing and reading', *Journal of Learning Disabilities*, 27(5), 276-286.
- Treiman, R., Goswami, U, & Bruck, M. (1990). 'Not all nonwords are alike: Implications for reading development and theory', Memory & Cognition, 18, 559-567.

- Tregenza, A. (1994). Knowsley Reading Project Report in Literacy Today, vol.1, October.
- Tunmer, W.E. (1991). Phonological awareness and literacy acquisition. In L. Rieben, & C.A. Perfetti (Eds), Learning to Read: Basic Research and its Implications. Hillsdale, New Jersey: Lawrence Erlbaum Associates, pp.105-120
- 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. Hillsdale, NJ: Erlbaum, pp,175-214
- Tunmer, W.E., & Hoover, W.A. (1993). 'Phonological recoding skill and beginning reading', Reading and Writing: An Interdisciplinary Journal, 5 (2),161-180.
- Tunmer, W.E., Herriman, M.L., & Nesdale, A.R. (1988). 'Metalinguistic abilities and beginning reading', Reading Research Quarterly, 23, 134-158.
- Tunmer, W.E., & Nesdale, A.R. (1985). 'Phonemic segmentation skill and beginning reading', Journal of Educational Psychology, 77, 417-427.
- Tunmer, W.E., & Rohl, M. (1991). Phonological awareness and reading acquisition, In D.J. Sawyer, & B.J. Fox (Eds), Phonological Awareness in Reading: The Evolution of Current Perspectives. New York: Springer-Verlag, pp.1-30.
- Turner, M. (1990). Sponsored Reading Failure. IPSET.
- Turner, M. (1991, 10 January). A disturbing report however you read it. Daily Telegraph, p 12.
- Turner, M. (1991a). Reading, Learning and the National Curriculum. CPS Policy Challenge, April 1991. London: Centre for Policy Studies.
- Turner, M. (1991b). 'The reading debate: Finding out', Support for Learning, 6(3), 9-102.
- Turner, M. (1995). Personal communication concerning number of LEAs from which data were analysed.
- Tyk, I. (1993). The Butterfly Book: A Reading and Writing Course by Irina Tyk. Potter's Bar: Irina Tyk.
- Uhry, J. & Shepherd, M. (1993). 'Segmentation and spelling instruction as part of a first-grade reading programme: Effects on several measures of reading', Reading Research Quarterly, 28, 218-233.

- UKRA (United Kingdom Reading Association) (1994). Proceedings of the 31st UKRA annual conference, Institute of Education, Cambridge, March 1994.
- University of Edinburgh, Centre for Research on Learning and Instruction (1994). Manual of Instructions: Edinburgh Reading Tests, Stage 1, Ages 7:0 to 9:0. London: Hodder & Stoughton, pp. 3, 24, 34.
- University of London. (1992). The External Programme Display Rack 7: Diploma in Education Curriculum Studies and the Primary School.
- van den Bosch, K., van Bon, W., & Schreuder, R. (1995). 'Poor readers' decoding skills: Effects of training with limited exposure duration', Reading Research Quarterly, 50(1), 110-125.
- Vandever, T.R., & Neville, D.D. (1976). 'Transfer as a result of synthetic and analytic reading instruction', American Journal of Mental Deficiency, 80(5), 498-503.
- Vellutino, F.R. (1979). Dyslexia: Theory and Practice. Cambridge, MA: MIT Press.
- Vellutino, F, (1991). 'Introduction to three studies on reading acquisition: convergent findings on theoretical foundations of code-oriented versus whole-language approaches to reading instruction', Journal of Educational Psychology, 83(4), 437-443.
- Vellutino, F.R., & Scanlon, D.M. (1984). 'Converging perspectives in the study of the reading process: reaction to the papers presented by Morrison, Seigal, and Ryand, and Stanovich', Remedial and Special Education, 5, 39-44.
- Vellutino, F., & Scanlon, D.M. (1987). 'Phonological coding, phonological awareness, and reading ability: Evidence from a longitudinal and experimental study', Merrill-Palmer Quarterly, 33, 321-363.
- Vellutino, F.R., & Scanlon, D.M. (1991). The effects of instructional bias on word identification. In L. Rieben, & C.A. Perfetti (Eds), Learning to Read: Basic Research and its Implications. Hillsdale, New Jersey: Lawrence Erlbaum Associates, pp.189-204
- Vernon, P.E. (1967). The Scottish Council for Research in Education: The Standardisation of a Graded Word Reading Test. University of London Press.
- Wagner, R. (1988). 'Causal relations between the development of phonological processing abilities and the acquisition of reading skills: A meta-analysis', Merrill-Palmer Quarterly, 34, 261-279.

- 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.
- Walker, C. & Newman, I. (1995). 'What teachers believe', Educational Research, 37(2), summer.
- Wallach, L. & Wallach, M.A. (1976). The Teaching All Children to Read Kit. Chicago: University of Chicago Press.
- Warnock, M. (1994, 30 September). Crack the code for the vulnerable 20 per cent. Times Educational Supplement, p. 20.
- Waterland, L. (1985). Read With Me: An Apprenticeship Approach to Reading. Stroud: Thimble Press, p. 9.
- Webster, A., Beveridge, M., & Reed, M. (1996). 'Conceptions of literacy in primary and secondary school teachers', *Journal of Research in Reading*, 19(1). 36-45.
- White, K.R., Taylor, M.J., & Moss, V.D. (1992). 'Does research support claims about the benefits of involving parents in early intervention programmes?', Review of Educational Research, 62(1), 99-125.
- Williams, E. (1996, 22 March). Exam advisers brought to book. Times Educational Supplement, p. 15.
- Williams, J.P. (1979). The ABD's of reading. In L. Resnick, & P. Weaver (Eds), Theory and Practice of Early Reading. Hillsdale, New Jersey: Lawrence Erlbaum Associates, vol..3, pp.184-189.
- Williams, J.P. (1980). 'Teaching decoding with a special emphasis on phoneme analysis and phoneme blending', Journal of Educational Psychology, 72, 1-15.
- Williams, J. (1985). Explicit decoding instruction. In J. Osborn, P. Wilson, & R. Anderson. (Eds), Foundations for a Literate America. Arlington: Lexington Books.
- Williams, S. & McGee, R. (1994). 'Reading attainment and juvenile delinquency', Journal of Psychology and Psychiatry, 35(3), 444-459.
- Willows, D. M. (1978). 'A picture is not always worth a thousand words: pictures as distractors in reading', Journal of Educational Psychology, 70(2), 255-262.
- Willows, D. (1996). (Personal communication). Study conducted in Ontario schools. Research to be published. Ontario Institute for Studies in Education, Toronto, Ontario, Canada.

- Wimmer, H., Landerl, K., Linortner, R., & Hummer, P. (1991). 'The relationship of phonemic awareness to reading acquisition: More consequence than precondition but still important', Cognition, 40, 219-249.
- Wimmer, H., & Goswami, U. (1994). 'The influence of orthographic consistency on reading development: word recognition in English and German children', Cognition, 51, 91-103.
- Wise, B.W., Olson, R.K., & Treiman, R. (1990). 'Subsyllabic units in computerized reading instruction: Onset-rime versus postvowel segmentation', Journal of Experimental Child Psychology, 49, 1-19.
- Woodhead, C. (1996a, June 3). Interview on Panorama, BBC television programme.
- Woodhead, C. (1996b, 7 May). Conspiracy of silence on failing schools 'must be broken'. Times, p. 1-2.
- Wray, D. (1994, 18 March). A sound idea: David Wray welcomes additions to the phonics library. Times Educational Supplement, p. 19.
- Wray, D., & Medwell, J. (1994). 'Student teachers and teaching reading', Reading, November, 43-45.
- Wright, A. (1994a). 'Evaluation of reading recovery in Surrey: A reply to Kathleen Hall', British Educational Research Journal, 20(1), 129-135.
- Wright, A. (1994a). The trouble with boys. In C. Hymas & J. Cohen (1994, 19 June), The Sunday Times, p. 14.
- Wu, H., & Solman, R.T. (1993). 'Effective use of picture as extra stimulus prompts', British Journal of Educational Psychology, 63, 144-160.
- Yates, G.C.R. & Yates, S.M. (1993). "Teacher effectiveness research: towards describing user-friendly classroom instruction', Effective School Practices, summer.
- Yopp, H.K. (1988). 'The validity and reliability of phonemic awareness tests', Reading Research Quarterly, 23, 159-177.