

Morag Stuart

List of Publications by Year in descending order

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Version: 2024-02-01

40
papers

1,605
citations

279798

23
h-index

302126

39
g-index

40
all docs

40
docs citations

40
times ranked

996
citing authors

#	ARTICLE	IF	CITATIONS
1	Training teachers for phonics and early reading: developing research-informed practice. <i>Journal of Research in Reading</i> , 2021, 44, 301-318.	2.0	5
2	Tracking the effects of dyslexia in reading and spelling development: A longitudinal study of Greek readers. <i>Dyslexia</i> , 2018, 24, 170-189.	1.5	12
3	Deficits in Orthographic Knowledge in Children Poor at Rapid Automatized Naming (RAN) Tasks?. <i>Scientific Studies of Reading</i> , 2014, 18, 192-207.	2.0	26
4	Spelling of derivational and inflectional suffixes by Greek-speaking children with and without dyslexia. <i>Reading and Writing</i> , 2014, 27, 337-358.	1.7	29
5	Constructing fictional stories: A study of story narratives by children with autistic spectrum disorder. <i>Research in Developmental Disabilities</i> , 2014, 35, 2438-2449.	2.2	41
6	Reviewing evidence-based practice for pupils with dyslexia and literacy difficulties. <i>Journal of Research in Reading</i> , 2013, 36, 96-116.	2.0	29
7	The relationship between rapid naming and word spelling in English. <i>Journal of Research in Reading</i> , 2013, 36, 371-388.	2.0	22
8	Children's printed word database: Continuities and changes over time in children's early reading vocabulary. <i>British Journal of Psychology</i> , 2010, 101, 221-242.	2.3	92
9	Visual Processing Deficits in Children With Slow RAN Performance. <i>Scientific Studies of Reading</i> , 2010, 14, 266-292.	2.0	34
10	Literacy as a complex activity: deconstructing the simple view of reading. <i>Literacy</i> , 2008, 42, 59-66.	0.9	51
11	Assessing reading at Key Stage 2: SATs as measures of children's inferential abilities. <i>British Educational Research Journal</i> , 2008, 34, 431-446.	2.5	7
12	An experimental comparison between rival theories of rapid automatized naming performance and its relationship to reading. <i>Journal of Experimental Child Psychology</i> , 2007, 98, 46-68.	1.4	147
13	A Developmental Model of Reading Acquisition Based upon Early Scaffolding Errors and Subsequent Vowel Inferences. <i>Educational Psychology</i> , 2006, 26, 33-53.	2.7	13
14	Learning to read: developing processes for recognizing, understanding and pronouncing written words. <i>London Review of Education</i> , 2006, , .	1.8	3
15	Phonemic analysis and reading development: some current issues. <i>Journal of Research in Reading</i> , 2005, 28, 39-49.	2.0	28
16	Getting ready for reading: A follow-up study of inner city second language learners at the end of Key Stage 1. <i>British Journal of Educational Psychology</i> , 2004, 74, 15-36.	2.9	39
17	Use of apostrophes by six to nine year old children. <i>Educational Psychology</i> , 2004, 24, 251-261.	2.7	4
18	Children's early reading vocabulary: Description and word frequency lists. <i>British Journal of Educational Psychology</i> , 2003, 73, 585-598.	2.9	47

#	ARTICLE	IF	CITATIONS
19	The effects of rime- and phoneme-based teaching delivered by Learning Support Assistants. <i>Journal of Research in Reading</i> , 2003, 26, 211-233.	2.0	43
20	Phonological awareness in monolingual and bilingual English and Greek five-year-olds. <i>Journal of Research in Reading</i> , 2003, 26, 3-18.	2.0	68
21	The relationship between phonological awareness and the development of orthographic representations. <i>Reading and Writing</i> , 2002, 15, 295-316.	1.7	38
22	Title is missing!. <i>Reading and Writing</i> , 2001, 14, 571-598.	1.7	13
23	The role of scaffolding errors in reading development: Evidence from a longitudinal and a correlational study. <i>British Journal of Educational Psychology</i> , 2001, 71, 1-13.	2.9	27
24	Spongelike acquisition of sight vocabulary in beginning readers?. <i>Journal of Research in Reading</i> , 2000, 23, 12-27.	2.0	43
25	Phonological processing and early literacy. <i>Journal of Research in Reading</i> , 2000, 23, 55-66.	2.0	35
26	Inferring Sublexical Correspondences from Sight Vocabulary: Evidence from 6- and 7-year-olds. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 1999, 52, 353-366.	2.3	16
27	Getting ready for reading: Early phoneme awareness and phonics teaching improves reading and spelling in inner-city second language learners. <i>British Journal of Educational Psychology</i> , 1999, 69, 587-605.	2.9	102
28	Interacting Processes in the Development of Printed Word Recognition. <i>Neuropsychology and Cognition</i> , 1999, , 105-120.	0.6	2
29	Inferring Sublexical Correspondences from Sight Vocabulary: Evidence from 6- and 7-year-olds. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 1999, 52, 353-366.	2.3	6
30	Learning to read at home and at school. <i>British Journal of Educational Psychology</i> , 1998, 68, 3-14.	2.9	16
31	Sublexical Inferences in Beginning Reading: Medial Vowel Digraphs as Functional Units of Transfer. <i>Journal of Experimental Child Psychology</i> , 1998, 69, 85-108.	1.4	34
32	Through printed words to meaning: issues of transparency. <i>Journal of Research in Reading</i> , 1995, 18, 126-131.	2.0	3
33	KJ: A developmental deep dyslexic. <i>Cognitive Neuropsychology</i> , 1995, 12, 793-824.	1.1	57
34	Learning to read: A longitudinal study. <i>Education 3-13</i> , 1993, 21, 19-25.	1.0	4
35	Beginning reading with phonology. <i>British Journal of Psychology</i> , 1992, 83, 1-12.	2.3	24
36	Patterns of reading and spelling in 10-year-old children related to prereading phonological abilities. <i>Journal of Experimental Child Psychology</i> , 1992, 54, 168-187.	1.4	66

#	ARTICLE	IF	CITATIONS
37	10. Phonological Awareness at Four, Reading and Spelling at Ten: What's the Connection?. <i>Mind and Language</i> , 1991, 6, 156-160.	2.3	1
38	Processing Strategies in a Phoneme Deletion Task. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 1990, 42, 305-327.	2.3	46
39	Factors influencing word recognition in pre-reading children. <i>British Journal of Psychology</i> , 1990, 81, 135-146.	2.3	20
40	Does reading develop in a sequence of stages?. <i>Cognition</i> , 1988, 30, 139-181.	2.2	312