



## Reading List

**Section 3 Factors that Mask Dyslexia** – ability, behaviour and multilingualism.  
*Required*

1. **Montgomery D (ed)** 2003 *Gifted & Talented Children with Special Educational Needs: Double Exceptionality* London NACE/Fulton publication – **chapter 3**
2. **Thomson M** 2006 *Supporting Gifted & Talented Pupils in the Secondary School* London Sage **chapter 3** *Underachievement*
3. **Peer, L & Reid, G** (eds) 2000 *Multilingualism, Literacy and Dyslexia – A Challenge for Educators* London, David Fulton **chapter 1**
4. **Steigal L & Smythe I** (2004) *Dyslexia and English as an Additional Language (EAL): towards a greater understanding* **chapter 7** IN **Reid G & Fawcett A** (eds) 2004 *Dyslexia in Context: Research, policy and practice* London WHURR
5. **Thomson M** 2007 *Supporting Dyslexic Pupils in the Secondary Curriculum* Edinburgh Dyslexia Scotland **Booklet 1.8** *Information for Pupil Support (guidance and behaviour support teachers)* <http://www.supportingdyslexicpupils.org.uk/>

*Optional*

**Deponio P, Landon J & Reid G** (2000) *Dyslexia and Bilingualism: Implications for assessment teaching and learning* **chapter 7** IN **Peer, L & Reid, G** (eds) 2000 *Multilingualism, Literacy and Dyslexia – A Challenge for Educators* London, David Fulton

**Everatt J, Adams E & Smythe I** (2000) *Bilingual Children's Profiles on Dyslexia Screening Measures* **chapter 5** IN **Peer, L & Reid, G** (eds) 2000 *Multilingualism, Literacy and Dyslexia – A Challenge for Educators* London, David Fulton

**Thomson M** 2006 *Supporting Gifted & Talented Pupils in the Secondary School* London Sage **chapter 4** pages 29-33