



**LLCd Symposium.
KEY NOTE SPEAKER**

Name: Charles Hulme

Affiliation: Professor of Psychology, University College London, UK

Brief Bio: Charles Hulme holds a personal Chair in Psychology at the University College London. He completed his doctorate under the supervision of Peter Bryant and Donald Broadbent at the University of Oxford before taking up his first academic position as Lecturer at York in 1978.

Charles was awarded the British Psychological Society's Spearman Medal in 1985 and he was the joint recipient of the Dina Fietelson Award of the International Reading Association for research on reading intervention, 1998. He was formerly editor in chief of *Scientific Studies of Reading* (2005-2008), the official journal of the Society for the Scientific Study of Reading, and is currently (2007-2010) Associate Editor of *Psychological Science* the flagship journal of the Association for Psychological Science.

Further information: <http://www.york.ac.uk/psychology/staff/faculty/ch1/>

Title of Presentation: The Theory and Practice of Reading Intervention.

Abstract: There is considerable evidence that learning to read depends critically upon a child's language and phonological skills. I will present evidence from a number of recent studies by our group showing that progress in learning to read aloud (decode) depends critically upon two foundation skills: access to phonemes in speech and knowledge of letter-sounds. Reading comprehension, in addition depends upon higher-level language skills including vocabulary knowledge and grammatical skills. These theoretical findings have implications for interventions to treat and prevent reading failure in children. Recent intervention studies by our group demonstrate that interventions that target phonemic skills and letter sound knowledge help to ameliorate decoding problems in children, while interventions to boost vocabulary and grammatical skills are also effective in boosting the language skills that are the foundation for reading comprehension skills.