

# CURRICULUM VITAE

## Personal details

Full name and title: Distinguished Professor Anne Castles  
Address: Department of Cognitive Science  
Macquarie University  
Sydney NSW 2109  
AUSTRALIA

## Qualifications

1993: PhD Macquarie University  
1987: BSc (Hons. Class 1) Australian National University

## Current appointments

2018- Scientific Director, Macquarie University Centre for Reading  
2007 - Distinguished Professor of Cognitive Science, Macquarie University

## Previous appointments

2011- 2017 Deputy Director and Reading Program Leader, ARC Centre of Excellence in Cognition and its Disorders  
2011 - 2015 Head, Department of Cognitive Science, Macquarie University  
2013 Senior Visiting Research Fellow, St John's College, The University of Oxford  
2010-2011 Director, Macquarie Centre for Cognitive Science (MACCS), Macquarie University  
2010-2011 Head, Institute of Human Cognition and Brain Sciences, Macquarie University  
2004-2006 Associate Professor, Department of Psychology, The University of Melbourne  
1999-2004 Senior Lecturer, Department of Psychology, The University of Melbourne  
2001-2002 Senior Research Fellow, Macquarie Centre for Cognitive Science, Macquarie University  
1996 Visiting Research Fellow, Department of Psychology, University of Colorado at Boulder  
1993-1998 Lecturer, Department of Psychology, The University of Melbourne

## Awards and Society Memberships

2020 *Economic and Social Research Council "Celebrating Impact" Award, for Outstanding International Impact*  
2017-18 President, *Learning Difficulties Australia*  
2017 Eminent Researcher Award, *Learning Difficulties Australia*

2016-	Member, Steering Committee, <i>Australian Brain Alliance</i>
2016	Senior Visiting Fellow Award, Coventry University
2015-	Fellow, <i>Royal Society of NSW</i>
2014	Distinguished Professor Award, Macquarie University
2010-	Fellow, <i>Academy of Social Sciences of Australia</i> (FASSA)
2008-2013	Member, <i>Australian Academy of Science</i> (AAS), National Committee for Brain and Mind
1996-	Member, <i>The Psychonomic Society</i>
1997-	Member, <i>Society for the Scientific Study of Reading</i> (SSSR)
2011-	Member, <i>European Society for Cognitive Psychology</i> (ESCoP)
1993-	Member, <i>Australasian Experimental Psychology Society</i> (AEPC)
2011-	Chair, Steering Committee, <i>NSW Centre for Effective Reading</i>
2009-	Member, Council, <i>Learning Difficulties Australia</i>
2009	<i>Macquarie University Innovation Award</i> (2009), McArthur, G., Castles, A., & Jones, P. Highly Commended for the Macquarie Online Test Interface: <a href="http://www.motif.org.au">www.motif.org.au</a>
1989-92	<i>Australian Postgraduate Research Award</i> (priority stipend). Macquarie University

## Editorial Boards

2014-	Editorial Board, <i>Annals of Dyslexia</i>
2013 -	Editorial Board, <i>Journal of Experimental Child Psychology</i>
2011 -	Editorial Board, <i>Cortex</i>
2010-	Associate Editor, <i>Cognitive Neuropsychology</i>
2001-	Editorial Board, <i>Scientific Studies of Reading</i>
2006-2010	Associate Editor, <i>Journal of Research in Reading</i>
2009-2012	Editorial Board, <i>Public Library of Science (PLOS) - One</i>
2003-2009	Editorial Board, <i>Journal of Cognitive Psychology</i>
2007	Guest Editor, <i>Journal of Research in Reading</i> , Special issue on Orthographic Processes in Reading

## Competitive Research Grants

### External

*ARC Discovery Grant* (2020-2023). When reading takes off: Children's word learning during independent reading. **Castles, A.**, Nation, K., Beyersmann, L. & Reichle, E. (584,433)

*ESRC Research Grant* (2015-17). Nurturing a lexical legacy: understanding the transition from novice-to-expert in children's reading development. Nation, K. & **Castles, A.** (£649,084)

*ARC Discovery Grant* (2015-19). Making words stick: Lexical consolidation effects in learning to read. **Castles, A.**, Nation, K. & Gaskell G. (\$661,200)

*NHMRC Project Grant (2013-16)*. How language develops, what goes wrong, and why it matters: Following the Early Language in Victoria Study to age 13. Reilly, Wake, Bavin, Eadie, Mensah, Bretherton, Gold, **Castles** (\$857,242).

*ARC Centre of Excellence (2011 – 2018)*. Centre of excellence in the study of cognition and its disorders. Crain, Coltheart, **Castles**, Hodges, Rhodes et al (\$21,000,000)

*ARC Discovery Project Grant (2009 – 2012)*. Learning to read words: Beyond alphabetic skills. **Castles, A.** & Nation, K. (\$200,000)

*NHMRC Project Grant (2008 - 2012)* A randomised control trial of treatments for children with different types of reading difficulty. McArthur, G., Coltheart, M., & **Castles, A.** (\$840,000)

*ARC Discovery Project Grant (2008-2012)* Children's difficulties in learning to read: Causes and consequences of poor letter-sound knowledge. McArthur, G., Coltheart, M., & **Castles, A.** (\$454,000)

*NHMRC Project Grant (2006-9)* Understanding how language and reading problems develop: a population-based longitudinal study from infancy to age 7. Reilly, S., Prior, M., **Castles, A.**, Wake, M., Bavin, E., Carlin, J. Bretherton, L. (\$633,550)

*ARC Discovery Project Grant (2006-8)* Reconciling cognitive and perceptual accounts of dyslexia: The neural rate deficit hypothesis. **Castles, A** & Stuart, G (\$155,000)

*ARC Discovery Project Grant (2004 – 2006)*. Does phonological awareness help children learn to read? **Castles, A.** & Coltheart, M. (\$160,000).

*ARC Research Networks Grant (2004 - 2008)* Enabling Human Communication: Tough problems in human communication with bold but informed solutions drawing on sound, speech, and language research capabilities. Dale, R., Burnham, D., Coltheart, M., Nickels, L.A., **Castles A.**, et al (\$2,000,000).

*ARC Network Seed Funding Grant (2004)*. Developmental disorders of Language: Causes and treatments. Coltheart, M., **Castles, A.** et al., (\$20,000).

*ARC Network Seed Funding Grant (2004)*. Brain and Behaviour Network. Murphy, M., **Castles, A.** et al (\$10,000).

*ARC Discovery Project Grant (2003 – 2006)*. Language specific speech perception: A mechanism for language acquisition. Burnham, D., Davis, C., Bowey, J., **Castles, A.** & Luksaneeyanawin, L (\$215,000).

*NHMRC Project Grant (2003 – 2005)*. Molecular genetics of dyslexia: A component processes approach. Coltheart, M., **Castles, A.** & Bates, T. (\$345,000).

*ARC Large Grant (2001 – 2003)*. Word recognition development in children: continuation of a longitudinal study. **Castles, A.** & Davis, C. (\$98,000).

*ARC Large Grant (2000 – 2002)*. Visual and auditory processing in subtypes of dyslexia. **Castles, A.**, Stuart, G. & Nicholls, M. (\$70,000).

*ARC Large Grant (1997 – 2000)*. Tracking the acquisition of word recognition skills in developing readers. **Castles, A.**, Davis, C., & Forster, K.I. (\$79,000).

## **Publications**

### Books and edited volumes

**Castles, A** & Nation, K (Eds.) (2008). *Orthographic Processes in Reading. Special issue of the Journal of Research in Reading, 31*, Oxford: Blackwell Publishing.

### Refereed journal articles

- McArthur, G., Badcock, N., **Castles, A.**, & Robidoux, S. (in press; accepted 1/5/2021). Tracking the relations between children's reading and emotional health across time: Evidence from four large longitudinal studies. *Reading Research Quarterly*.
- Salins, A., Leigh, G., Cupples, L., & **Castles, A.** (in press; accepted 6/4/2021). Orthographic facilitation of oral vocabulary acquisition in children with hearing loss. *Journal of Speech, Language, and Hearing Research*.
- Li, L., Marinus, E., **Castles, A.**, & Wang, H-C. (in press; accepted 4/1/2021). Oral vocabulary affects children's orthographic learning in Chinese. *Reading and Writing*.
- Beyersmann, E., Wegener, S., Nation, K., Prokupczuk, A., Wang, H. C. & **Castles, A.** (2021). Learning morphologically complex spoken words: orthographic expectations of embedded stems are formed prior to print exposure. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 47, 87-98.
- Li, Luan., Marinus, E., **Castles, A.**, Hsieh, M.L., & Wang, H-C. (in press; accepted June 10, 2020). Semantic and phonological decoding in children's orthographic learning in Chinese. *Scientific Studies of Reading*.
- Wegener, S., Wang, H-C., Nation, K. & **Castles A.** (2020). Tracking the evolution of orthographic expectancies over building visual experience. *Journal of Experimental Child Psychology*, 199, p. 1-17.
- Colenbrander, D., Wang, H-C., Arrow, T. & **Castles, A.** (2020). Teaching irregular words: What we know, what we don't know, and where we can go from here. *The Educational and Developmental Psychologist*, 37, 2, p. 97-104
- Schmalz, X., Robidoux, S., **Castles, A.** & Marinus, E. (2020). Variations in the use of simple and context-sensitive grapheme-phoneme correspondences in English and German developing readers. *Annals of Dyslexia*, 70, 180-199.
- Stefanac, N., Spencer-Smith, M., Brosnan, M., **Castles, A.**, Bellgrove, M. (2019). Visual processing speed as a marker of immaturity in lexical but not sublexical dyslexia. *Cortex*, 120, 567-581.
- Eckert, M.A., Vaden, K.I., Roberts, D.I, **Castles, A.**, & Dyslexia Data Consortium (2019). A pericallosal lipoma case with evidence of surface dyslexia. *Cortex*, 117, 414-416.
- Beyersmann, E., Grainger, J., **Castles, A.** (2019). Embedded stems as a bootstrapping mechanism for morphological parsing during reading development. *Journal of Experimental Child Psychology*, 182, 196-210.
- Deacon, S.H., Pasquarella, A., Marinus, E., Tims, T., & **Castles, A.** (2019). Orthographic processing and children's word reading. *Applied Psycholinguistics*, 40, 509-534.
- Litt, R., Wang, H-C., Sailah, J., Badcock, N. & **Castles A.** (2019). Paired associate learning deficits in dyslexia: the contribution of phonological input and output processes. *Quarterly Journal of Experimental Psychology*, 72, 616-633.
- Wass, M., Ching, T., Cupples, L., Wang, H-C., Lyxell, B., Martin, L., Button, L., Gunnourie, M., Boisvert, I., McMahon, C., & **Castles, A.** (2019). Orthographic learning in children who are deaf or hard of hearing. *Language, Speech and Hearing Services in Schools*, 50, 99-112.
- Beyersmann, E., Kezilas, Y., Coltheart, M., **Castles, A.**, Ziegler, J.C., Taft, M., & Grainger, J. (2018). Taking the book from the bookshelf: Masked constituent priming effects from compound words and nonwords. *Journal of Cognition*, 1, 1-13.

- McArthur, G., Sheehan, Y., Badcock, N. A., Francis, D. A., Wang, H. C., Kohnen, S., Banales, E., Anandakumar, T., Marinus, E. & **Castles, A.** (2018). Phonics training for English speaking poor readers. *Cochrane Database of Systematic Reviews*, *11*, 1-139.
- Marinus, E., Kohnen, S., Robidoux, S., Kezilas, E., & **Castles, A.** (2018). Who are the noisiest neighbors in the hood? Using error analyses to study the acquisition of letter-position processing. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *44*, 1384-1396.
- Heathcote, L., Nation, K., **Castles, A.**, & Beyersmann, L. (2018). Do 'blacheap' and 'subcheap' both prime 'cheap'? An investigation of morphemic status and position in early visual word processing. *Quarterly Journal of Experimental Psychology*, *71*, 1645-1654.
- Kohnen, S, Nickels, L., Geigis, L., Coltheart, M., McArthur, G., & **Castles, A.** (2018) Variations within a subtype: Developmental surface dyslexias in English. *Cortex*, *106*, 151-63.
- Castles, A.**, Rastle, K., & Nation, K. (2018). Ending the “Reading Wars”: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, *19*, 5-51.
- Li, L., Wang, H-C., **Castles, A.**, Hsieh, M-L., & Marinus, E. (2018). Phonetic radicals, not phonological coding systems, support orthographic learning via self-teaching in Chinese. *Cognition*, *176*, 184-194.
- Castles, A.**, Polity, V., Pritchard, S., Anandakumar, T. (2018). Do nonword reading tests for children measure what we want them to? An analysis of Year 2 error responses. *Australian Journal of Learning Difficulties*, *23*, 153-165.
- Pritchard, S., Coltheart, M., Marinus, E., & **Castles, A.** (2018). A computational model of the self-teaching hypothesis based on the dual-route cascaded model of reading. *Cognitive Science*, *42*, 722-770.
- Wegener, S., Wang, H-C., de Lissa, P., Robidoux, S., Nation, K., & **Castles, A.** (2018). Children reading spoken words: Interactions between vocabulary and orthographic expectancy. *Developmental Science*, *21*, 1-9.
- McArthur, G., & **Castles, A.** (2017) Helping children with reading difficulties: Some things we have learned so far *NPJ Science of Learning*, *2*, 7.
- Tamura, N., **Castles, A.**, & Nation, K. (2017). Orthographic learning, fast and slow: lexical competition effects reveal the time course of new word learning in developing readers. *Cognition* *163*, 93-102.
- Schmalz, X., Robidoux, S., **Castles, A.**, Coltheart, M., & Marinus, E. (2017). German and English bodies: No evidence for cross-linguistic differences in preferred grain size. *Collabra: Psychology*, *3*(1), 5.
- Wang, HC., Wass, M., & **Castles, A.** (2017). Paired-associate learning ability accounts for unique variance in orthographic learning. *Scientific Studies of Reading*, *21*(1), 5-16.
- Lah, S., **Castles, A.**, & Smith, M-L. (2017). Reading in children with temporal lobe epilepsy: A systematic review. *Epilepsy and Behavior*, *68*, 84-94.
- Kezilas, Y., McKague, M., Kohnen, S., Badcock, N., & **Castles, A.** (2017). Disentangling the developmental trajectories of letter position and letter identity coding using masked priming. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *43*(2), 250-258.
- Wang, HC., Savage, G., Gaskell, G., Paulin, T., Robidoux, S., & **Castles, A.** (2017). Bedding down new words: Sleep promotes the emergence of lexical competition in visual word recognition. *Psychonomic Bulletin and Review*, *24*, 1186-1193.

- McArthur, G., Kohnen, S., Banales, E., & **Castles A.** (2016). Low self-concept in poor readers: Prevalence, heterogeneity and risk. *PeerJ*, 4, e2669.
- Kezilas, Y., Kohnen, S., McKague, M., Robidoux, S., & **Castles, A.** (2016). Word and Pseudoword Superiority Effects on Letter Position Processing in Developing and Skilled Readers. *Journal of Experimental Psychology: Human Perception and Performance*. 42(12), 1989-2002.
- Tucker, R., **Castles, A.**, Laroche, A., & Deacon, S.H. (2016). The nature of orthographic learning in self-teaching: Testing the extent of transfer. *Journal of Experimental Child Psychology*, 145, 79-94.
- Pritchard, S.C., Coltheart, M., Marinus, E., & **Castles, A.** (2016). A computational model of the implicit acquisition of phonological decoding via training on whole-word spellings and pronunciations. *Scientific Studies of Reading*, 20, 49-63.
- Richards, L. R., Michie, P. T., Badcock, D. R., Bartlett, P. F., Bekkers, J. M., Bourne, J. A., **Castles, A.**, Egan, G. F., Fornito, A., Hannan, A. J., Hickie, I. B., Mattingley, J. B., Schofield, P. R., Shum, D. H. K., Stuart, G. J., Vickers, J. C. & Vissel, B (2016) Australian Brain Alliance. *Neuron*. 92, 597-600.
- Beyersmann, E., Ziegler, J., **Castles, A.**, Coltheart, M., Kezilas, Y., & Grainger J. (2016). Morpho-orthographic segmentation without semantics. *Psychonomic Bulletin and Review*, 23, 533-539.
- Serry, T., **Castles, A.**, Mensah, F. K., Bavin, E. L., Eadie, P., Pezic, A., Prior, M., Bretherton, L., & Reilly, S. (2015). Developing a comprehensive model of risk and protective factors that can predict spelling at age seven: findings from a community sample of Victorian children. *Australian Journal of Learning Difficulties*, 20(1), 83-102.
- McArthur, G., Kohnen, S., Jones, K., Eve, P., Banales, E., Larsen, L., & **Castles, A.** (2015). Replicability of sight word training and phonics training in poor readers: A randomised controlled trial. *PeerJ*, 3, e922.
- Schmalz, X., Marinus, E., Coltheart, M., & **Castles, A.** (2015). Getting to the bottom of orthographic depth. *Psychonomic Bulletin and Review*, 22, 1614 – 1629.
- Wang, H-C., Nickels, L., & **Castles, A.** (2015). Components of orthographic learning: Evidence from two cases with dyslexia. *Cognitive Neuropsychology*, 32, 58-79.
- McArthur, G.M., **Castles, A.**, Kohnen, S., Larsen, L., Jones, K., Anandakumar, T., & Banales, E. (2015). Sight word and phonics training in children with dyslexia. *Journal of Learning Disabilities*, 48(4), 391-407.
- Schmalz, X., Marinus, E., Robidoux, S., Palethorpe, S., **Castles, A.**, & Coltheart, M. (2014). Quantifying the reliance on different sublexical correspondences in German and English. *Journal of Cognitive Psychology*, 26(8), 831-852.
- Wang, H-C., Marinus, E., **Castles, A.**, & Nickels, L. (2014). Tracking orthographic learning in children with different profiles of reading difficulty. *Frontiers in Human Neuroscience*, 8, 468.
- Kezilas, Y., Kohnen, S., McKague, M., & **Castles, A.** (2014). The locus of impairment in English developmental letter position dyslexia. *Frontiers in Human Neuroscience*, 8, 356.
- Castles, A.**, Kohnen, S., Nickels, L., & Brock, J. (2014). Developmental disorders: What can be learned from cognitive neuropsychology? *Philosophical Transactions of the Royal Society B*, 369(1634), 20130407.
- Castles, A.**, & Friedmann, N. (2014). Developmental dyslexia and the phonological deficit hypothesis: A commentary on Dehaene (2009). *Mind and Language*, 29, 270-285.

- Johnson, B., McArthur, G., Hautus, M., Reid, M., Brock, J., **Castles, A.**, & Crain, S. (2013). Lateralized auditory brain function in children with normal reading ability and in children with dyslexia. *Neuropsychologia*, *51*, 633-641.
- McArthur, G., Jones, K., Anandakumar, K., **Castles, A.**, Larsen, L. & Coltheart, M. (2013). A Test of Everyday Reading Comprehension (TERC). *Australian Journal of Learning Difficulties*, *18*, 35-85.
- Wang, H., Nickels, L., Nation, K., & **Castles, A.** (2013). Predictors of orthographic learning of regular and irregular words. *Scientific Studies of Reading*, *17*, 369-384.
- McArthur, G. & **Castles, A.** (2013). Is phonological processing in specific reading disability and specific language impairment the same or different? *Journal of Research in Reading*, *36*, 280-302.
- Beyersmann A. E, Duñabeitia, J. A., Carreiras, M., Coltheart, M., & **Castles A.** (2013). Early morphological decomposition of suffixed words: Masked priming evidence with transposed-letter nonword primes. *Applied Psycholinguistics*, *34*, 869-892.
- McArthur, G., Kohnen, S., Larsen, L., Jones, K., Anandakumar, T., Banales, E. & **Castles, A.** (2013). Getting to grips with the heterogeneity of developmental dyslexia. *Cognitive Neuropsychology*, *30*, 1-24.
- Castles, A.**, Mclean, G.T.M., Bavin, E., Bretherton, L., Carlin, J., Prior, M., Ukoumunne, O., Wake & Reilly, S. (2013). Computer use and letter knowledge in pre-school children: a population-based study. *Journal of Paediatric and Child Health*, *49*, 193-198.
- Kohnen, S. & **Castles, A.** (2013). Pirates at parties: Letter position coding in developing readers. *Journal of Experimental Child Psychology*, *115*, 91-107.
- Schmalz, X., Marinus, E., & **Castles A.** (2013). Phonological decoding or direct access? Regularity effects in lexical decision in Grade 3 and 4 children. *The Quarterly Journal of Experimental Psychology*, *66*, 338-346.
- Kohnen, S., Nickels, L., **Castles, A.**, Friedmann, N. & McArthur, G. (2012). When 'slime' becomes 'smile': Developmental letter position dyslexia in English. *Neuropsychologia*, *50*, 3681-3692.
- Moore, D.M. Porter, M.A., Kohnen, S., & **Castles, A.** (2012) Detecting different types of reading difficulties: A comparison of tests. *Australian Journal of Special Education*, *36*, 112-133.
- Pritchard, S., Coltheart, M., Palethorpe, S., & **Castles, A.** (2012). Nonword reading: Comparing Dual-Route Cascaded and Connectionist Dual-Process Models with Human Data. *Journal of Experimental Psychology: Human Perception and Performance*, *38*, 1268-1288.
- Beyersmann, A. E., Coltheart, M., & **Castles, A.** (2012). Parallel processing of whole-words and morphemes in visual word recognition. *The Quarterly Journal of Experimental Psychology*, *65*, 1306-1326.
- McArthur G., Eve P.M., Jones K., Banales E., Kohnen S., Anandakumar T., Larsen L., Marinus E., Wang H-C. & **Castles A.** (2012). Phonics training for English speaking poor readers. *Cochrane Database of Systematic Reviews*, *12*, 1-104.
- Wang, H., **Castles, A.**, & Nickels, L. (2012). Word regularity affects orthographic learning. *The Quarterly Journal of Experimental Psychology*, *65*, 856-864.
- Beyersmann, A. E., **Castles, A.**, & Coltheart, M. (2012). Morphological processing during visual word recognition in developing readers: Evidence from masked priming. *The Quarterly Journal of Experimental Psychology*, *65*, 1306-26.

- Deacon, S.H., Benere, J. & **Castles, A.** (2012). Chicken or egg? Untangling the relationship between orthographic processing and reading. *Cognition*, 122, 110-117.
- Stuart, G., Lambeth, S.E., Day, R.H., Gould, I.C. & **Castles, A.** (2012). The role of the magnocellular visual pathway in the attentional blink. *Brain and Cognition*, 78, 99-104.
- Castles, A.**, Wilson, K., & Coltheart, M. (2011). Early orthographic influences on phonemic awareness tasks: Evidence from a pre-school training study. *Journal of Experimental Child Psychology*, 108, 203-210.
- McLean, G., Stuart, G., Coltheart, V. & **Castles, A.** (2011). The need for speed? Visual temporal processing in developmental dyslexia. *Journal of Experimental Psychology: Human Perception and Performance*, 37(6), 1957-1975.
- Beyersmann, A. E., **Castles, A.**, & Coltheart, M. (2011). Early morphological decomposition during visual word recognition: Evidence from masked transposed-letter priming. *Psychonomic Bulletin and Review*, 18, 937-942.
- Jones, K., **Castles, A.**, & Kohnen, S. (2011). Subtypes of developmental dyslexia: Recent developments and directions for treatment. *ACQuiring Knowledge in Speech, Language and Hearing*, 13, 79-83.
- McArthur, G., **Castles, A.**, Kohnen, S., Larsen, L., Jones, K., Barriball, E., Anandakumar, T (2011). Phonics training for English speaking poor readers (protocol). *Cochrane Database of Systematic Reviews*, 5, 1-9.
- Wang, H., **Castles, A.**, Nickels L., & Nation, K. (2011). Context effects on orthographic learning of regular and irregular words. *Journal of Experimental Child Psychology*, 109, 39-57.
- Castles, A.**, McLean, G.M.T. & McArthur, G. (2010). Dyslexia (neuropsychological). *Wiley Interdisciplinary Reviews: Cognitive Science (WIREs)*, 1, 426-432.
- McLean, G.M.T., **Castles, A.**, Coltheart, V. & Stuart, G. (2010). No evidence for a prolonged attentional blink in developmental dyslexia. *Cortex*, 46, 1317-1329.
- Castles, A.**, Crichton, A. & Prior M. (2010). Developmental dissociations between lexical reading and comprehension: Evidence from hyperlexia. *Cortex*, 46, 1238-1247.
- McLean, G., Stuart, G., Visser, T. & **Castles, A.** (2009). The attentional blink in developing readers. *Scientific Studies of Reading* 13, 334-355.
- Kohnen, S., Nickels, L., & **Castles, A.** (2009). Assessing spelling skills and strategies: A critique of available resources. *Australian Journal of Learning Difficulties*, 14, 113-150.
- Castles, A.**, Coltheart, M., Larsen, L., Jones, P., Saunders, S. & McArthur, G. (2009). Assessing the basic components of reading: A revision of the Castles and Coltheart test with new norms. *Australian Journal of Learning Difficulties*, 14, 67-88.
- Kinoshita, S., **Castles, A.** & Davis, C. (2009). The role of neighborhood density in transposed-letter priming. *Language and Cognitive Processes*, 24, 506-526.
- Castles, A.**, Coltheart, M., Wilson, K., Valpied J. & Wedgwood J. (2009). The genesis of reading ability: What helps children learn letter-sound correspondences? *Journal of Experimental Child Psychology*, 104, 68-88.
- McKay, A., Davis, C., Savage G., & **Castles, A.** (2008). Semantic involvement in reading aloud: Evidence from a nonword training study. *Journal of Experimental Psychology: Learning, Memory & Cognition*, 34, 1495- 1517.
- Castles, A.**, & Nation, K. (2008). Learning to be a good orthographic reader. *Journal of Research in Reading*, 31, 1-7.



- Taft, M., **Castles, A.**, Davis, C. & Lazendic, G. (2008) Activation of orthography in spoken word recognition: Masked auditory form priming. *Journal of Memory and Language*, 58, 366-379.
- Castles, A.**, Davis, C., Cavalot, P. & Forster, K. I. (2007). Tracking the acquisition of orthographic skills in developing readers: masked form priming and transposed-letter effects. *Journal of Experimental Child Psychology*, 97, 165-182.
- Luciano, M., Lind, P.A., Duffy, D.L., **Castles, A.**, Coltheart, M., Wright, M.J. Montgomery, G.W, Martin, N.G. & Bates, T. C. (2007). A Haplotype Spanning KIAA0319 and TTRAP Is Associated with Normal Variation in Reading and Spelling Ability. *Biological Psychiatry*, 62, 811-817.
- McKay, A., **Castles, A.**, Davis, C. & Savage, G. (2007). The impact of progressive semantic loss on reading aloud. *Cognitive Neuropsychology*, 24, 162-186.
- Bates, T. C., **Castles, A.**, Luciano, M., Wright, M., Coltheart, M & Martin, N. (2007). Genetic and environmental bases of reading and spelling: A unified genetic dual route model. *Reading and Writing*, 20, 147-171.
- Nation, K., Angell, P. & **Castles, A.** (2007). Orthographic learning via self-teaching in children learning to read English: effects of exposure, durability and context. *Journal of Experimental Child Psychology*, 96, 71- 84.
- Bates, T.C., Luciano, M., **Castles, A.**, Coltheart M., Wright M.J., & Martin N.G. (2007). Replication of reported linkages for dyslexia and spelling and suggestive evidence for novel regions on chromosomes 4 and 17. *European Journal of Human Genetics*, 15, 194-203.
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- Castles, A.**, Bates, T., & Coltheart, M. (2006). John Marshall and the developmental dyslexias. *Aphasiology*, 20, 871-892.
- Weekes, B. S., **Castles, A.** & Davies, R. (2006). Effects of consistency and age of acquisition on reading and spelling among developing readers. *Reading and Writing*, 19, 133-169.
- Castles, A.** (2006). The dual route model and the developmental dyslexias. *London Review of Education*, 4, 49-61.
- Castles, A.**, Bates, T, Coltheart, M, Wright, M & Martin, N. (2006). Cognitive modelling and the behaviour genetics of reading. *Journal of Research in Reading*, 29, 92-103.
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- Castles, A.**, Datta, H., Gayan, J., & Olson R. K. (1999). Varieties of developmental reading disorder: Genetic and environmental influences. *Journal of Experimental Child Psychology*, 72, 73-94.
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- Castles, A.**, Coltheart, M., Savage, G., Bates, A., & Reid, L. (1996). Morphological processing and visual word recognition: Evidence from acquired dyslexia. *Cognitive Neuropsychology*, 13, 1041-1057.
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#### Edited book chapters

- Castles, A.**, & Nation, K. (forthcoming). Learning to read words. In M. Snowling, C. Hulme, & K. Nation (Eds.) *The science of reading: A handbook* (2<sup>nd</sup> Edition).

- Castles, A., & Kohnen, S.** (2019). Cognitive approaches to the identification of children with dyslexia. In J. A. Washington, D. Compton & P. McCardle (Eds.) *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy*. Baltimore: Brookes Publishing
- Nation K., & **Castles, A.** (2017). Putting the learning in orthographic learning. In K. Cain, D. Compton & R. Parilla (eds.) *Theories of Reading Development*. Amsterdam: John Benjamins, 148-168.
- Marinus, E., & **Castles A.** (2015). Precursors to reading: Phonological awareness and letter knowledge. In E. Bavin & L. Naigles (Eds.) *Handbook of Child Language (2<sup>nd</sup> Ed.)* pp 661-680. Cambridge: Cambridge University Press.
- Friedmann, N., & **Castles, A.** (2013). Reading impairments: Dyslexias in Hebrew. In G. Khan (Ed.), *Encyclopedia of Hebrew Language and Linguistics*. Boston: Brill Academic.
- Castles, A.** & Nation, K. (2006). How does orthographic learning happen? In S. Andrews (Ed.), *From inkmarks to ideas: Challenges and controversies about word recognition and reading*. New York: Psychology Press.
- Castles, A., Davis, C. & Forster, K. I.** (2003). Word recognition development in children: Insights from masked priming (pp 345-360). In S. Kinoshita & S. Lupker (Eds.), *Masked priming: State of the Art*. New York: Psychology Press.
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#### Refereed Full Conference Proceedings

- Reid, M., Johnson, B., McArthur, G., **Castles A.** & Hautus, M. (2010). Auditory processing in the dyslexic brain In ASCS09: *Proceedings of the 9<sup>th</sup> Conference of the Australasian Society for Cognitive Science*. Edited by Wayne Christensen, Elizabeth Schier, and John Sutton. Sydney: Macquarie Centre for Cognitive Science, pp 293-297.
- Warms, T., **Castles, A.** & Davis, C. (2000). Phonological awareness in aphasia. In A. Ferguson (Ed), *Proceedings of the 7<sup>th</sup> Meeting of the Aphasiology Symposium of Australia*, 38-54.

#### Book Reviews

- Castles, A.** (2006) Review of M. Snowling & C. Hulme (Eds.), *The science of reading: A handbook*. *Journal of Research in Reading*, 29, 454-455.
- Castles, A.** (1997). The basis of developmental dyslexia: Neural, cognitive genetic or all three? Review of C. H. Chase, G. D. Rosen & G. F. Sherman (Eds), *Developmental dyslexia*. *International Journal of Disability, Development and Education*, 44,, 389-392.

#### **Keynotes and Invited Talks**

- Castles, A** (2019, May). *Becoming expert: The time course of word learning in developing readers*. Invited colloquium presentation, University of Iowa, USA.
- Castles, A.** (2018, July). *Cognitive approaches to the identification of children with dyslexia*. Invited presentation, The Dyslexia Foundation Extraordinary Brain Symposium XVII, Cathedral Peak, South Africa.
- Castles, A.** (2017, October) *Becoming Expert: Word learning in developing readers*. Invited

- colloquium presentation, University of NSW, Sydney.
- Castles, A.** (2017, September). *The time course of word learning in developing readers*. Invited colloquium presentation, University of Sydney, Sydney.
- Castles, A.** (2016, September). *Learning to read words: Understanding the transition from novice to expert*. Invited colloquium presentation, Centre for Literacy and Language, Coventry University.
- Castles, A.** (2015, November). *Putting the learning into orthographic learning*. Invited colloquium presentation, Department of Psychology, University of Western Australia.
- Castles, A.** (2015, April). *Putting the learning in orthographic learning*. Keynote presented at the Reading and Spelling: Development, Disorders and Remediation Conference, Macquarie University, Sydney.
- Castles, A.** (2014, August). *Assessing reading and diagnosing dyslexia*. Invited paper presented at the Learning Difference Convention, Sydney.
- Castles, A.** (2014, February). *Models of reading and dyslexia*. Invited colloquium presentation, IDEALAB Winter School, Macquarie University.
- Castles, A.** (2013, May). *The phonological deficit: cause or consequence of reading disorders?* Keynote Address, International Workshop on Reading and Developmental Dyslexia, San Sebastian, Spain.
- Castles, A.** (2013, May). *Subtypes of developmental dyslexia: New directions*. Keynote Address. Forum for Research in Literacy and Language, Reading, United Kingdom.
- Castles, A.** (2013, April). *How do children become skilled word readers and what can go wrong?* Invited colloquium presentation, Department of Education, University of Oxford.
- Castles, A.** (2013, April). *Dyslexia and cognitive models of reading*. Keynote Address, Wolfson Lecture Series on Neuroscience and Education, University of Oxford.
- Castles, A.** (2013, February). *Learning to read words: Beyond phonological skills*. Invited colloquium, Department of Psychology, University of Oxford.
- Castles, A.** (2013, January). *Varieties of Developmental Dyslexia: Beyond surface and phonological subtypes*. Invited symposium presentation, European Workshop on Cognitive Neuropsychology, Bressanone, Italy.
- Castles, A.** (2011, October). *Learning to read words: Beyond phonological skills*. Invited colloquium, University of Sydney.
- Castles, A.** (2011, August). *Causes of developmental disorders: What can we learn from cognitive neuropsychology?* Keynote Address, Australian Cognitive Neuropsychology and Cognitive Neuropsychiatry Research Forum, Sydney.
- Castles, A.,** Rabbitts, B., Kohnen, S. & Nation, K. (2009, June). *Context effects in orthographic learning via self-teaching: Are they modulated by prior knowledge of phonology and meaning?* Invited symposium presentation, 16th Annual Conference of the Society for Scientific Studies in Reading, Boston, USA.
- Kohnen, S., **Castles, A.** & Nickels, L. (2009, June). *Spelling training improves rule-based and irregular-word spelling but not orthographic learning*. Invited symposium presentation, 16th Annual Meeting of the Society for Scientific Studies in Reading, Boston, USA.
- Castles A.** (2008, October). *Varieties of dyslexia: Genetic and environmental influences*. Invited colloquium, Prince of Wales Medical Research Institute, Sydney.

- Castles, A.** (2008, Sept). *Learning to read words: Beyond phonological skills*. Keynote Address, British Psychological Society Developmental Meeting, Oxford Brookes University.
- Castles, A.** (2008, Sept). *Does phonemic awareness assist reading acquisition: Insights from a training study of pre-literate children*. Invited colloquium, Department of Psychology, Royal Holloway, University of London.
- Castles, A.** (2007, Sept). *Evidence-based practice and reading research*. Keynote Address, Future Directions in Literacy: International Conversations, University of Sydney.
- Castles, A. & Coltheart, M.** (2007, July). *Does phonological awareness help children learn to read?* Invited paper presented at the Australian Human Development Association Conference, Sydney, Australia.
- Castles, A.** (2006, March). *Cognitive modelling and the behaviour genetics of reading*. Invited colloquium, Department of Psychology, Monash University.
- Castles, A.** (2005, April). *The dual route model and the developmental dyslexias*. Keynote Address, Spring Meeting of the Experimental Psychology Society, University of Essex.
- Castles, A.** (2004, December). *Is lexical processing lexical?* Invited paper presented at the Sydney Workshop on Words (SWOW), University of NSW, Sydney.
- Castles, A. & Stuart, G.** (2004, July). *Perceptual deficits in dyslexia*. Invited colloquium, Brain Sciences Institute, Swinburne University.
- Castles, A.** (2004, April). *Does phonological awareness help children learn to read?* Invited colloquium. Department of Psychology, La Trobe University.
- Castles, A., Bates, T., Coltheart, M. Gillespie, N, Wright, M., Martin, N** (2004, June), *Behavior genetic analyses of reading & spelling: A component processes approach*. Invited symposium presentation, Eleventh Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, The Netherlands.
- Bates, T., Castles, A., Coltheart, M. Gillespie, N, Wright, M., Martin, N** (2004, June), *Behavior genetic analyses of reading & spelling: A component processes approach*. Invited symposium presentation, Eleventh Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, The Netherlands.
- Castles, A.** (2002, April). *Phonological awareness and reading: Rethinking the causal link*. Invited colloquium. University of NSW.
- Castles, A.** (2002, March). *Understanding subtypes of developmental dyslexia: Converging approaches*. Invited colloquium. University of Western Sydney.
- Castles, A & Davis, C.** (2001, April). *Brief encounters: How precisely are words initially represented in children and adults?* Invited paper presented at Masked Priming: State of the Art Workshop, Macquarie University, Sydney.
- Castles, A.** (1996, December). *Genetic influences on subtypes of developmental dyslexia*. Invited colloquium, Department of Psychology, University of Canterbury at Kent.
- Castles, A.** (1996, November). *Genetic factors in developmental surface and phonological dyslexia*. Invited colloquium, Department of Psychology, University of Southern California, Los Angeles.
- Castles, A.** (1996, October). *A behavioural genetic analysis of subtypes of developmental dyslexia*. Invited Colloquium, Department of Psychology, The University of Colorado at Boulder.

#### **Conference Presentations (past 10 years)**

- Castles, A., Polito, V., Pritchard, S., Anandakumar, T. & Coltheart, M.** (2019, April). *Do*

- nonword reading tests for children measure what we want them to? An analysis of Year 2 error responses.* Paper presented at the 46th Annual Conference of the Australasian Society of Experimental Psychology (EPC), Wellington, New Zealand.
- Wegener, S., Wang, H.-C., Nation, K. & **Castles, A.** (2019, April). *Orthographic skeletons: What form do they take?* Paper presented at the 46th Annual Conference of the Australasian Society of Experimental Psychology (EPC), Wellington, New Zealand.
- Castles, A.**, Wang, H.-C., Gaskell, G., Weighall, A., Pascoe, J., & Nation, K. (2018, July). *Nap effects on preschool children's learning of letter-sound correspondences.* Paper presented at the 5th Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Brighton, UK.
- Li, L., Wang, H.-C., **Castles, A.**, Hsieh, M., & Marinus, E. (2018, July). *Orthographic learning in Chinese: A role for semantic decoding?* Paper presented at the 5th Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Brighton, UK.
- Castles, A.**, Wang, H.-C., Gaskell, G., Weighall, A., Pascoe, J., & Nation, K. (2018, April). *Nap effects on preschool children's learning of letter-sound correspondences.* Paper presented at the 45th Annual Conference of the Australasian Society of Experimental Psychology (EPC), Hobart, Tasmania.
- Li, L., Wang, H.-C., **Castles, A.**, Yu, L. L., Marinus, E. (2018, April). *Eye-tracking the effect of semantic decoding in learning to read in Chinese.* Paper presented at the Australian Eye-tracking Conference, Sydney.
- Kung, C., Schmidt, E., de Lissa, P., **Castles, A.**, Kinoshita, S., Johnson, B.W., & Demuth, K. (2017, December). *Children do not use subvocal prosody to process commas.* Paper presented at the 48th Annual Meeting of the Australian Linguistics Society, The University of Sydney.
- Castles, A.**, Tamura, N & Nation, K. (2017, April). *Lexical competition effects reveal the time course of written word learning in developing readers.* Paper presented at the Developing Lexicon: Representations and Processing Workshop, Macquarie University, Sydney.
- Marinus, E., Kezilas, Y., Kohnen, S., Robidoux, S., & **Castles, A.** (2017, April). *The Developing Lexicon: The acquisition of letter-position processing in reading.* Poster session presented at the Developing Lexicon: Representations and Processing Workshop, Macquarie University, Sydney.
- Castles, A.**, & Kohnen, S. (2017, March). *Assessing reading and spelling: The MOTIf online test interface.* Paper presented at the Language, Literacy and Learning Conference, Perth Convention and Exhibition Centre, Perth.
- McArthur, G., **Castles, A.**, Kohnen, S., & Banales, E. (2017, March). *Low self-concept in poor readers: Prevalence, heterogeneity, and risk.* Paper presented at the Language, Literacy and Learning Conference, Perth Convention and Exhibition Centre, Perth.
- Li, Y., Kinoshita, S., Sowman, P., & **Castles, A.** (2016, November). *Early feedback from frontal to occipito-temporal cortex during visual word recognition.* Poster session presented at the 6th Australian Cognitive Neuroscience Society Conference (ACNS), Shoal Bay.
- Lah, S., Nickels, L., **Castles, A.**, & Hodges, J.R. (2016, August). *Memory and reading in children with temporal lobe epilepsy.* Paper presented at the ARC Centre of Excellence in Cognition and its Disorders Annual Workshop, The Fairmont Resort, Leura.
- Li, L., Wang, H.-C., **Castles, A.**, & Marinus, E. (2016, August). *How children learn to read in Chinese: Examining the role of phonological decoding in Chinese orthographic*

- learning*. Poster session presented at the ARC Centre of Excellence in Cognition and its Disorders Annual Workshop, The Fairmont Resort, Leura.
- Wegener, S., Wang, H.-C., de Lissa, P., Robidoux, S., Nation, K., & **Castles, A.** (2016, August). *Orthographic learning in children can commence before written words are seen: Evidence from eye movements*. Poster session presented at the ARC Centre of Excellence in Cognition and its Disorders Annual Workshop, The Fairmont Resort, Leura.
- Wegener, S., Wang, H.-C., de Lissa, P., Robidoux, S., Nation, K., & **Castles, A.** (2016, August). *Orthographic learning in children can commence before written words are seen: Evidence from eye movements*. Paper presented at the ARC Centre of Excellence in Cognition and its Disorders Annual Workshop, The Fairmont Resort, Leura.
- Kezilas, Y., Kohnen, S., McKague, M., Robidoux, S., & **Castles, A.** (2016, July). *Letter position processing and the development of orthographic knowledge*. Paper presented at the 23rd Annual Meeting Society for the Scientific Study of Reading (SSSR), University of Porto, Portugal.
- Litt, R., Wang, H.-C., **Castles, A.**, Sailah, J., & Badcock, N.A. (2016, July). *Phonological output deficits in dyslexia are not the result of impaired acquisition: evidence from paired associate learning*. Invited colloquium at the Royal Holloway, University of London, London, UK.
- Tamura, N., **Castles, A.**, & Nation, K. (2016, July). *Children's learning and lexicalisation of novel written words via reading experience*. Poster session presented at the 23rd Annual Meeting Society for the Scientific Study of Reading (SSSR), University of Porto, Portugal.
- Tucker, R., **Castles, A.**, Laroche, A., & Hélène Deacon, S. (2016, July). *What is the role of decoding in the transfer of orthographic learning? Sounding it out and how simple words affect complex ones*. Paper presented at the 23rd Annual Meeting Society for the Scientific Study of Reading (SSSR), University of Porto, Portugal.
- Wang, H.-C., de Lissa, P., **Castles, A.**, & Sowman, P. (2016, July). *Orthographic learning in the brain: An MEG study of novel word learning*. Paper presented at the 23rd Annual Meeting Society for the Scientific Study of Reading (SSSR), University of Porto, Portugal.
- Wegener, S., Wang, H.-C., de Lissa, P., Nation, K., & **Castles, A.** (2016, July). *Do spoken words give rise to orthographic 'skeletons'? Effects of vocabulary knowledge and spelling predictability on silent reading during the initial orthographic exposure*. Paper presented at the 23rd Annual Meeting Society for the Scientific Study of Reading (SSSR), University of Porto, Portugal.
- Schmidt, E., Kung, C., de Lissa, P., **Castles, A.**, Kinoshita, S., Johnson, B.W., & Demuth, K. (2016, May). *The use of subvocal prosody in the processing of sentences*. Paper presented at the CCD Developing Mind Series: Developmental Perspectives on Language Processing Workshop, Macquarie University, Sydney.
- Castles, A.**, Wegener, S., Wang, H.-C., de Lissa, P., & Nation, K. (2016, April). *Orthographic learning commences before written words are seen: Evidence from eye movements*. Paper presented at the 43rd Annual Australasian Experimental Psychology Conference (EPC), Melbourne.
- Kezilas, Y., McKague, M., Kohnen, S., Badcock, N., & **Castles, A.** (2016, April). *Investigating the developmental trajectory of masked transposed-letter priming effects in primary school children and adults*. Paper presented at the 43rd Annual Australasian Experimental Psychology Conference (EPC), Melbourne.
- Savage, G., Wang, H.-C., Paulin, T., & **Castles, A.** (2015, November). *Bedding down lexical representations of written words: Sleep consolidates new learning*. Poster session presented at the ARC Centre of Excellence in Cognition and its Disorders Annual Workshop, Macquarie University, Sydney.

- Deacon, H., Times, T., Marinus, E., & **Castles, A.** (2015, July). *Testing the self-teaching hypothesis: Does orthographic learning predict gains in word reading?* Paper presented at the 22nd Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Hawaii, USA.
- Litt, R., **Castles, A.**, Wang, H.-C., Sailah, J., & Badcock, N. (2015, July). *Task demand matters: Re-interpreting paired associate learning deficits in dyslexia.* Paper presented at the 22nd Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Hawaii, USA.
- McArthur, G., Kohnen, S., Jones, K., Eve, P., Banales, E., Larsen, L., & **Castles, A.** (2015, July). *The reliability of sight word training and phonics training in children with poor reading.* Paper presented at the 22nd Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Hawaii, USA.
- Savage, G., **Castles, A.**, & Wang, H.-C. (2015, July). *Bedding down lexical representations of written words: Sleep consolidates new learning.* Poster session presented at the 22nd Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Hawaii, USA.
- Schmalz, X., Robidoux, S., **Castles, A.**, Coltheart, M., & Marinus, E. (2015, July). *Body-N effects: Are there cross-linguistic differences?* Paper presented at the 22nd Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Hawaii, USA.
- Tamura, N., **Castles, A.**, & Nation, K. (2015, July). *The prime-lexicality effect as an indicator of children's orthographic learning: Effects of exposure and context.* Paper presented at the 22nd Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Hawaii, USA.
- Wang, H.-C., Wass, M., & **Castles, A.** (2015, July). *Paired associate learning ability accounts for unique variance in orthographic learning.* Paper presented at the 22nd Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Hawaii, USA.
- Kezilas, Y., Kohnen, S., McKague, M., & **Castles, A.** (2015, April). *The development of letter position processing in primary school readers: Does orthographic knowledge play a role?* Poster session presented at the 42nd Annual Australasian Experimental Psychology Conference (EPC), Sydney.
- Litt, R., **Castles, A.**, Wang, H.-C., Sailah, J., & Badcock, N.A. (2015, April). *Task demand matters: Re-interpreting paired associate learning deficits in dyslexia.* Poster session presented at the Reading and Spelling: Development, Disorders and Remediation Conference, Macquarie University.
- Litt, R., Nation, K., Badcock, N.A., & **Castles, A.** (2015, April). *Deconstructing paired associate learning deficits in children with dyslexia.* Poster session presented at the 42nd Annual Australasian Experimental Psychology Conference (EPC), Sydney.
- McArthur, G., Kohnen, S., Jones, K., Eve, P., Banales, E., Larsen, L., & **Castles, A.** (2015, April). *The reliability of sight word training and phonics training in poor readers: A randomised controlled trial.* Paper presented at the 42nd Annual Australasian Experimental Psychology Conference (EPC), Sydney.
- Pritchard, S.C., Coltheart, M., Marinus, E., & **Castles, A.** (2015, April). *Modelling orthographic learning via self-teaching in a dual-route framework.* Paper presented at the 42nd Annual Australasian Experimental Psychology Conference (EPC), Sydney.
- Wang, H.-C., Paulin, T., Savage, G., & **Castles, A.** (2015, April). *Sleep facilitates novel written word learning.* Paper presented at the 42nd Annual Australasian Experimental Psychology Conference (EPC), Sydney.
- Wang, H.-C., Wass, M., & **Castles, A.** (2015, April). *Paired-associate learning ability predicted written word learning.* Poster session presented at the Reading and Spelling:



- Development, Disorders and Remediation Conference, Macquarie University, Sydney.
- Pritchard, S.C., Coltheart, M., Marinus, E., & **Castles, A.** (2014, November). *A computational model of learning to read via self-teaching*. Poster session presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach, USA.
- Kezilas, Y., Kohnen, S., McKague, M., & **Castles, A.** (2014, August). *Identifying the source of anagram errors in English-speaking children with letter position dyslexia*. Poster session presented at the ARC Centre of Excellence in Cognition and its Disorders Annual Workshop, Macquarie University, Sydney.
- Schmalz, X., Marinus, E., Robidoux, S., Coltheart, M., & **Castles, A.** (2014, August). *Development of lexical and sublexical processing in German and English*. Poster session presented at the ARC Centre of Excellence in Cognition and its Disorders Annual Workshop, Macquarie University, Sydney.
- Kezilas, Y., Kohnen, S., McKague, M., & **Castles, A.** (2014, July). *Identifying the source of anagram errors in English-speaking children with letter position dyslexia*. Poster session presented at the 13th International Workshop on Language Production, Geneva, Switzerland.
- Kezilas, Y., Kohnen, S., McKague, M., & **Castles, A.** (2014, July). *Letter position dyslexia and the acquisition of letter position coding skills in developing readers*. Colloquium at the Departamento de Metodología, Universitat de Valencia, Valencia, Spain.
- Kezilas, Y., Kohnen, S., McKague, M., & **Castles, A.** (2014, July). *Letter position dyslexia and the acquisition of letter position coding skills in developing readers*. Colloquium at the Laboratoire de Psychologie Cognitive, Aix-Marseille Université, Marseille, France.
- Schmalz, X., Marinus, E., Coltheart, M., & **Castles, A.** (2014, July). *What is orthographic depth?* Colloquium at the Washington University, St Louis, USA.
- Schmalz, X., Marinus, E., Robidoux, S., Coltheart, M., & **Castles, A.** (2014, July). *Development of lexical and sublexical processing in German and English*. Poster session presented at the Society for the Scientific Studies of Reading (SSSR) conference, Santa Fe, USA.
- Wang, H.-C., Marinus, E., **Castles, A.**, & Nickels, L. (2014, July). *Orthographic learning in children with different reading profiles*. Paper presented at the 21st Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Santa Fe, USA.
- Castles, A.**, & McArthur, G. (2014, June). *Understanding dyslexia: Assessment*. Invited presentation given at the Round Table Meeting with The Hon Christopher Pyne MP (Minister for Education and Training), Adelaide.
- McArthur, G., & **Castles, A.** (2014, June). *Understanding dyslexia: Treatment*. Invited presentation given at the Round Table Meeting with The Hon Christopher Pyne MP (Minister for Education and Training), Adelaide.
- Schmalz, X., Marinus, E., Robidoux, S., Coltheart, M., & **Castles, A.** (2014, May). *Development of lexical and sublexical processing in German and English*. Paper presented at the Psycholinguistics in Flanders, Ostenden, Belgium.
- Castles, A.**, Kohnen, S., & McArthur, G. (2014, April). *Variations within a 'subtype': Phonological dyslexia*. Paper presented at the 41st Annual Australasian Experimental Psychology Conference (EPC), Brisbane.
- Kezilas, Y., Kohnen, S., McKague, M., & **Castles, A.** (2014, April). *Investigating the cause of anagram errors in developmental letter position dyslexia*. Paper presented at the 41st Annual Australasian Experimental Psychology Conference (EPC), Brisbane.
- Kohnen, S., **Castles, A.**, Geigis, L., Coltheart, M., Nickels, L., & McArthur, G. (2014, April). *Variations within a 'subtype': Surface dyslexia*. Paper presented at the 41st Annual

- Australasian Experimental Psychology Conference (EPC), Brisbane.
- Wang, H.-C., Marinus, E., Castles, A., & Nickels, L. (2014, April). *Tracking orthographic learning in children with different types of dyslexia*. Paper presented at the 41st Annual Australasian Experimental Psychology Conference (EPC), Brisbane.
- Castles, A.** (2014, February). *Models of reading and dyslexia*. Colloquium at the IDEALAB Winter School, Macquarie University, Sydney.
- Kezilas, Y., Kohnen, S., Mckague, M., & **Castles, A.** (2013, November). *Identifying the locus of impairment in letter position dyslexia*. Paper presented at the 7th Australian Cognitive Neuropsychology and Cognitive Neuropsychiatry Research Forum (ACNCN), Sydney.
- Kohnen, S., **Castles, A.**, Geigis, L., Anandakumar, T., Nickels, L., & McArthur, G.M. (2013, November). *Subtypes of a subtype: Three developmental surface dyslexias*. Paper presented at the 7th Australian Cognitive Neuropsychology and Cognitive Neuropsychiatry Research Forum (ACNCN), Sydney.
- Castles, A.**, Kohnen, S., & McArthur, G.M. (2013, November). *Subtypes of developmental phonological dyslexia*. Paper presented at the 7th Australian Cognitive Neuropsychology and Cognitive Neuropsychiatry Research Forum (ACNCN), Sydney.
- McArthur, G.M., **Castles, A.**, Kohnen, S., Larsen, L., Jones, K Anandakumar, T., & Banales, E. (2013, September). *Phonics and sight word training in children with dyslexia*. Paper presented at the Children's Hospital Education Research Institute Conference, Westmead Hospital, Sydney.
- Schmalz, X., Marinus, E., Robidoux, S., **Castles, A.**, & Coltheart, M. (2013, August). *Quantifying the reliance on sublexical strategies in German and English reading*. Poster presented at the 18th Conference of the European Society for Cognitive Psychology (ESCoP), Budapest, Hungary.
- McArthur, G.M., Banales, E., Kohnen, S., & **Castles, A.** (2013, July). *Self-esteem in children with developmental dyslexia*. Paper presented at the 20th Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Hong Kong.
- Kohnen, S., Nickels, L., **Castles, A.**, Friedmann, N., & McArthur, G. (2013, June). *When 'slime' becomes 'smile': Developmental letter position dyslexia in English*. Invited poster session presented at the Royal Society's satellite meeting at Chicheley Hall on Language in developmental and acquired disorders, Chicheley, UK.
- Schmalz, X., Marinus, E., Robidoux, S., Coltheart, M., & **Castles, A.** (2013, May). *Developmental trends in reliance on lexical and sublexical strategies*. Poster presented at the International Workshop on Reading and Developmental Dyslexia (IWORDD), San Sebastian, Spain.
- Marinus, E., Kohnen, S., Schmalz, X. & **Castles, A.** (2012, July). *Who are the noisiest neighbours in the hood?* Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading (SSSR), Montreal, Canada.
- Castles, A.**, Anandakumar, T., Nation, K., & Forster, K. I. (2012, April). *The prime lexicality effect in developing readers*. Paper presented at the Australasian Experimental Psychology Conference, Sydney, Australia.
- Marinus, E., Kohnen, S., Schmalz, X. & **Castles, A.** (2012, April). *Different neighbours in the hood: the impact of higher-frequency substitution, deletion and transposition neighbours in developing readers*. Poster presented at the Australasian Experimental Psychology Conference, Sydney, Australia.
- Schmalz, X., Marinus, E., **Castles, A.** (2012, April). *Regularity effects in lexical decision of developing readers*. Poster session presented at the Experimental Psychology Conference, Sydney, Australia.

- Castles, A., & Kohnen, S.** (2011, September). *Pirates at parties: Letter-position coding in children*. Paper presented at the 17<sup>th</sup> meeting of the European Society for Cognitive Psychology (ESCoP), San Sebastian, Spain.
- de Lissa, P., McArthur, G., & **Castles, A.** (2011, August). *Insights into the development of orthographic familiarity through Fixation-Related Potentials: An eye for detail*. Presentation given at the 16th European Conference on Eye Movements, Marseille, France.
- Marinus, E., & **Castles, A.** (2011, July). *Noisy neighbors: interference in the orthographic lexicon*. Paper presented at the SSSR, St. Petersburg, Florida, USA.
- Castles, A., & Kohnen, S.** (2011, April). *Pirates at parties: Letter-position coding in developing readers*. Paper presented at the 38<sup>th</sup> Australasian Experimental Psychology Conference, Auckland, New Zealand.
- Pritchard, S., Coltheart, M. & **Castles A.** (2011, April). *Comparing the non-word reading performance of the Connectionist Dual-Process and Dual-Route Cascaded models of reading aloud*. Paper presented at the 38<sup>th</sup> Australasian Experimental Psychology Conference, Auckland, New Zealand.
- Wang, H., **Castles, A., & Nickels, L.** (2011, April). *The effects of word regularity and reading skills on orthographic learning*. Paper presented at the 38<sup>th</sup> Australasian Experimental Psychology Conference, Auckland, New Zealand.
- de Lissa, P., McArthur, G., & **Castles, A.** (2011, April). *Electrophysiology markers of orthographic familiarity: Insights from Fixation-Related Potentials*. Paper presented at the 38<sup>th</sup> Australasian Experimental Psychology Conference, Auckland, New Zealand.
- Beyersmann, E., **Castles, A., & Coltheart, M.** (2011, April). *Morphological processing during visual word recognition in developing readers: Evidence from masked priming*. Paper presented at the 38<sup>th</sup> Australasian Experimental Psychology Conference, Auckland, New Zealand.

## Research supervision

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### PhD and Doctoral supervisions

- Murray, L. (current). Oral vocabulary and reading irregular words.
- Salins, A (current). Orthographic facilitation of vocabulary learning in hearing impaired children. Macquarie University
- Li, L (current). *Orthographic learning in non-alphabetic languages*. Macquarie University
- Li, Y (2018). *Neural indices of automatic word recognition*. Macquarie University
- Wegner, S. (2018). *Interactions between vocabulary and orthographic knowledge in children learning to read*. Macquarie University
- Haidry, S. (2017). *Investigating reading and dyslexia in Urdu*. IDEALAB student, Macquarie University
- Kezilas, Y (2015). *Letter position coding in developing readers*. Macquarie University.
- Bariball, E (2015). *Training working memory in developmental dyslexia*. Macquarie University
- Schmalz, X. (2015). *Cross-linguistic studies of reading acquisition*. Macquarie University
- Larsen, L. (2014). *The effect of treating the nonlexical reading route*. Macquarie University.

- de Lissa, P (2013). *Orthographic learning: Evidence from fixation-related potentials*. Macquarie University.
- Pritchard, S. (2013). *Computational modelling of reading development*. Macquarie University.
- Wang, H. (2012). *Orthographic learning in normal and impaired readers*. Macquarie University.
- Beyersmann, L. (2011). *Morphological processing during visual word recognition in skilled and developing readers*. Macquarie University.
- McLean, G. (2010) *The need for speed: Visual temporal processing in dyslexia*. Macquarie University.
- Warm, T. (2005) *Phonological awareness in aphasia*. The University of Melbourne.
- McKay, A. (2005) *The role of semantics in reading aloud*. The University of Melbourne.
- De'ath, E. (2004) *Language in low birth weight children*. The University of Melbourne.
- Crichton, A. (2005) *Lexical and nonlexical reading in hyperlexia*. The University of Melbourne.
- Hart, L. (2004) *Developmental phonological and surface dyslexia*. Macquarie University.
- Lindell, A. (2003) *Hemispheric asymmetries in visual word recognition*. The University of Melbourne.
- Williams, M. (2001) *Visual Processing in subgroups of developmental dyslexia*. The University of Melbourne.

I have also supervised more than 30 Masters, Honours and Graduate Diploma students.

## Teaching

I have taught extensively in the areas of cognition, cognitive development and cognitive neuropsychology at both undergraduate and graduate levels (see Table 2). I have acted as Convenor of most of these units, and also chaired the University of Melbourne Undergraduate Psychology Programme from 2003-2006. Student evaluations are uniformly high and can be provided on request.

Table 2. Summary of courses taught.

<i>Years Taught</i>	<i>Course Title (where taught)</i>	<i>Year Level</i>	<i>Class Size</i>
2013-	Delusions and Disorders of Mind and Brain (MQ)	1	1000
2001-2002, 2007-16	Cognitive Neuropsychology (MQ)	Grad	10
1993-1995, 1997-2005	Cognitive Psychology (Melb)	2	350
2000-2005	Cognitive and Neurological Development (Melb)	3	100
1998-2003	Brain, Cognition and Behaviour (Melb)	3	150
1993-1995	Cognitive Science (Melb)	3	60
1995-1998	Cognitive Neuropsychology (Melb)	3	60
1995-1998	Research and Reporting Skills (Melb)	2	30
1994, 1995-1997	Current Issues in Cognitive Psychology (Melb)	4	30

## University service and administration

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### Macquarie University

2011- 15	Head, Department of Cognitive Science
2010-11	Head, Institute of Human Cognition and Brain Sciences
2010-11	Director, Macquarie Centre for Cognitive Science
2010-	Member, Faculty Board, Faculty of Human Sciences
2009-	Member, various university promotions panels, Levels B-E
2008-9	Member, Selection Panel, Centres and Networks Scheme
2008	Member, Selection Panel, Macquarie University Innovation Fund
2008	Chair, Selection Committee, Faculty of Human Sciences Postdoctoral Research Fellowships
2007-	Presented numerous Faculty of Human Sciences workshops and seminars, including “How to give a good talk”, “How to write a rejoinder” and “Social media for academics”

### The University of Melbourne

2003-2005	Convenor, Undergraduate Studies Programme, School of Behavioural Science
2003-4	Member, Faculty Medicine, Dentistry & Health Sciences Academic Programmes Committee (Undergraduate)
2003-4	Member, Faculty Medicine, Dentistry & Health Sciences International Committee
	Member, Faculty of Science Staff-Student Liaison Committee
	Member, Department Research Planning and Budgets Committee
1995-1996	Convenor, Departmental Colloquium Series
1998:	Deputy Convenor, Psychology 2
1997	Co-ordinator, 2nd and 3rd year Cognitive Psychology course restructure

### **Media (past 10 years)**

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- Our kids are not learning how to read, teacher says. The Australian. 2 August 2018. (Castles, A.)
- How can children become good readers? The Thomas B. Fordham Institute. 2 August 2018. (Castles, A.)
- Science versus slurs: The phonics debate. Greg Ashman Blog. 1 August 2018. (Castles, A.)
- Phonics study hopes to end reading wars once and for all. ABC news. 13 June 2018. (Castles, A.)
- Call off the reading wars, phonics wins: study. The Sydney Morning Herald. 12 June 2018. (Castles, A.)
- Beyond the 'Reading Wars': How the science of reading can improve literacy. ScienceDaily. 12 June 2018. (Castles, A.)
- How does oral vocabulary knowledge help children learn to read? Teacher. 23 January 2018. (Wegener, S., & Castles, A.)
- Australia jumps up world rankings in reading. ABC Radio Adelaide, The World Today. 7 December 2017. (Castles, A.)
- The reading ability of Australian students has improved. ABC News Perth. 5 December 2017. (Castles, A.)

- Australia's world literacy ranking has increased to 14th worldwide in terms of reading. ABC News Sydney, Evenings with The Business. 5 December 2017. (Castles, A.)
- Australia has lifted its world ranking in reading for the first time in a decade. ABC News Brisbane. 5 December 2017. (Castles, A.)
- Australia has moved from 27th to 21st in the Progress in International Reading Literacy Study. ABC News Sydney. 5 December 2017. (Castles, A.)
- Australia's world literacy ranking has increased to 14th worldwide in terms of reading. ABC News, Sydney, News Breakfast. 5 December 2017. (Castles, A.)
- Australia has been ranked 21 out of 50 countries in the Progress in International Reading Literacy Study. ABC Radio Adelaide. 5 December 2017. (Castles, A.)
- Education experts are pleased Australian students improved in international reading. ABC Radio Sydney. 5 December 2017. (Castles, A.)
- Australia has ranked 21 out of 50 countries in the Progress and International Reading Study. ABC Radio Melbourne. 5 December 2017. (Castles, A.)
- Education experts are pleased Aussie students have improved in international reading rankings. Triple J, Sydney. 5 December 2017. (Castles, A.)
- The proposed introduction of a phonics screening check in Australia.. ABC News. 17 August 2017. (Castles, A.)
- Children's literacy study links hearing words to reading ability for first time, researchers say. ABC News. 18 July 2017. (Wegener, S., Castles, A.)
- How building your child's spoken word bank can boost their capacity to read. The Conversation. 18 July 2017. (Wegener, S., Castles, A.)
- Did you hear? New words easier to read when kids hear them first. This Week @ MQ. 18 July 2017. (Wegener, S., Castles, A.)
- New children's literacy study links hearing words to reading ability for first time. ABC Lateline. 18 July 2017. (Wegener, S., Castles, A.)
- New children's literacy study links hearing words to reading ability for first time. ABC News Afternoons. 18 July 2017. (Wegener, S., Castles, A.)
- New children's literacy study links hearing words to reading ability for first time. ABS News 24. 18 July 2017. (Wegener, S., Castles, A.)
- Junior brains studied at Holy Cross by Macquarie University. The Daily Telegraph. 2 June 2017. (Beyersmann, E. Castles, A.)
- How brains train. Central Coast Express Advocate. 31 May 2017. (Beyersmann, E. Castles, A.)
- Can Barbara Arrowsmith-Young's cognitive exercises change your brain? Sydney Morning Herald. 22 April 2017. (Castles, A., Bishop, D.)
- Can Barbara Arrowsmith-Young's cognitive exercises change your brain? Canberra Times. 22 April 2017. (Castles, A., Bishop, D.)
- Can Barbara Arrowsmith-Young's cognitive exercises change your brain? Brisbane Times. 22 April 2017. (Castles, A., Bishop, D.)
- Phonics tests: why some children struggle to read. Sydney Morning Herald. 11 April 2017. (Castles, A.)
- 'Like learning the telephone book': the reading challenge for schools. The Northern Daily Reader. 11 April 2017. (Castles, A.)
- Australia urged to use phonics in reading strategy as British schools minister tours country. ABC Online. 11 April 2017. (Castles, A.)
- Interview: phonics. ABC News. 11 April 2017.
- Phonics tests: Why some children struggle to read. The Canberra Times. 11 April 2017.
- 'Like learning the telephone book': the reading challenge for schools. Newcastle Herald. 11 April 2017.
- How should schools be helping kids with dyslexia reach their peak? ABC Radio: ABC Nightlife. 10 April 2017.

- What's in a word? The debate over dyslexia. The Medical Republic. 23 March 2017.
- Why Australia should trial the new phonics screening check. The Conversation. 2 December 2016.
- Outside the Square: Dyslexia Education and Advocacy Films. Outside the Square. 4 July 2016.
- Guest Blog: Are sight words unjustly slighted? ReadOxford blog. 1 July 2016.
- Books just the type to help tame dyslexia. The Australian. 16 April 2016.
- Anne Castles and Cognitive Disorders. Macquarie Pioneering Minds. 8 March 2016.
- Developing minds: Unravelling the mysteries of childhood development. Naturejobs - Spotlight on Australia. 15 October 2015.
- PLC faith in radical program. West Australian. 27 May 2015.
- 'Brain-training'... or learning as we like to call it. The Learning Staircase. 19 August 2014.
- Interview with Professor Anne Castles about research into dyslexia. 936 ABC Hobart, Statewide Mornings. 17 June 2014.
- Opening remarks at the dyslexia policy roundtable, Adelaide. Pyne Online. 13 June 2014.
- Why the label 'dyslexia' matters. Driver Youth Trust. 25 April 2014.
- Technology is the key to the ABCs. Nick Jr Parents. 24 March 2014.
- Should we do away with dyslexia? The Conversation. 20 March 2014.
- Computer use gives preschoolers literacy boost. MCSA Early Childhood Practices eNewsletter. 1 March 2014.
- Study: Videogames may help dyslexia. Pando Daily. 18 February 2014.
- Videogames may help dyslexia: study. The Conversation. 14 February 2014.
- Pre-school computers boost ABC knowledge. Early Learning Review. 30 April 2013.
- The Arrowsmith Method. Stateline, ABC 1. 16 November 2012.
- Experts question effectiveness of program. Sydney Morning Herald. 5 November 2012.
- Brain-Training...or learning, as we like to call it. The Conversation. 5 October 2012.
- Nasty NAPLAN results: what should parents do next? The Conversation. 14 September 2012.
- Top team from the get-go. Sydney Morning Herald. 1 September 2012.
- Learning Lines. Illawarra Mercury. 25 August 2012.
- Hallowed Ground: the Future of Reading. A National Year of Reading event, Customs House Library. 23 August 2012.
- Dyslexic condition turns slime into smile. ABC Science Online. 3 August 2012.
- Monkey See, Monkey Do. Monkey Read? Science Now. 12 April 2012.

#### National and State Policy contributions

2017	Member, Expert Advisory Panel, South Australian Department of Education trial of the UK Phonics Screening Check.
2014	"Understanding dyslexia". Presentation at National Policy Roundtable on Dyslexia, convened by the Hon. Christopher Pyne, Minister for Education.
2013	Invited to Roundtable Discussion on education reform convened by the Minister for School Education, Early Childhood and Youth, the Hon. Peter Garrett (unable to attend as on sabbatical, but sent a representative in my place).
2012	Signatory, Open Letter to Federal and State Ministers of Education on reforms needed to improve literacy levels in Australian children.
2010	Contributed to the Report of the National Dyslexia Working Party, presented to the Hon. Bill Shorten, Federal Parliamentary Secretary for Disabilities and Children's Services.
2009	Workshop Participant, Review of the National K-10 English Curriculum, Australian Curriculum and Assessment Reporting Authority (ACARA).

### Professional Development and Outreach

- 2019      *Learning to read: Some insights from cognitive science*. Professional Development Workshop, Australian Institute for Teaching and School Leadership.
- 2017      *Synthetic phonics and dyslexia*. Professional Development Workshop given at the Southern Region Student Services Network of Catholic Education meeting, Melbourne.
- 2014      *Dyslexia assessment and intervention*. Professional Development Workshop, Communicate Speech Pathology, Sydney.
- 2012      “How does reading work?” All-Day Professional Development Workshop run by CCD Reading Program for special education teachers and clinicians.
- 2012      Panel Member, *Hallowed Ground: The Future of Reading*. City of Sydney Library event to mark the National Year of Reading.
- 2012      “Assessing reading difficulties”. Professional Development Workshop for Catholic Schools Network.
- 2010      “Dyslexia in adolescence”. Professional Development Workshop, Galston High School, Sydney.
- 2009      “Assessing reading difficulties.” Professional Development Workshop for Hunter/Central Coast Education Training Day.
- 2009      Panel Member, Macquarie University Women In Science Day.
- 2008      “Language and learning to read”. All-Day Workshop for Human Communication Science (HCSNet) Summerfest.