

BDA 10th International Conference Abstract Site - Second Call

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<p>A symposium proposer should fill in the details of all papers within the symposium. She/he is also responsible for contacting the symposium presenters about acceptance/rejection of the symposium. Your contribution is a:</p>	<p>Symposium: 4 Spoken Research Papers on a Specific Topic</p>
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<p>Title of the proposed Symposium (max 100 characters)</p>	<p>Nonword and irregular word reading in young children</p>
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<p>Content and relevance of the Symposium (max 600 characters)</p>	<p>In 2012, a Year 1 phonics screening check (including 20 nonwords and 20 regular words) was introduced for all six-year olds in the UK. Talks 1 and 2 present evidence that irregular word reading has declined and nonword reading has improved as a consequence. Second, we look at how different cognitive skills are involved in the two types of reading. The dual-route theory hypothesizes two separate routes for reading nonwords/regular words (phonological recoding route) and irregular words (lexical route). Talks 3 and 4 investigate the predictors of lexical and phonological reading respectively.</p>
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Author 1, Affiliation 1, Email 1, (Co-author(s) and affiliation(s))	Daisy A. Powell, University of Reading, D.A.Powell@reading.ac.uk, Lynette Atkinson, University of Reading, Rhona Stainthorp, University of Reading.
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Title of Paper 1 (max 100 characters)	The roles of print exposure, vocabulary and decoding in early irregular word and nonword reading
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Purpose of study 1. What is your study about and why is it important/relevant, given the topic of the symposium? (max 600 characters)	Over the last decade there has been policy shift to a greater emphasis on phonics in early literacy instruction, with the advent of the national “phonics screening check” (PSC) in 2012. Phonological skills reliably predict alphabetic decoding, but less is known about the impact of this policy shift on children’s developing orthographic knowledge, or sight vocabulary. We examined the role of home literacy, print exposure, vocabulary and decoding skills on word level reading, contrasting those learning to read before (Year 4 at test) and after (Year 1 and 2) the recent policy change.
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Method of study 1. How did you set up your study: Participants, Design, Procedures, Instruments, Statistical Analysis? (max 600 characters)	Participants were 90 children attending Year 1, 2 and 4 of a state maintained primary school in Berkshire. Children in Years 1 and 2 had participated in the PSC, and experienced slightly more phonics-intensive reading instruction. Reading was assessed using a standardized measure of nonword, regular and irregular word reading. Vocabulary and print exposure were also assessed, and parents completed a home literacy questionnaire.
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<p>Results and Conclusion of study 1. What came out of your study and what does it mean in terms of the topic of the symposium? (max 600 characters)</p>	<p>Standard scores were significantly lower on irregular than regular words for the younger, but not the older group. In the younger group, print exposure accounted for unique variance in irregular word reading over and above vocabulary and alphabetic decoding skills, unlike in the older group where vocabulary and decoding was the only unique predictor. Findings suggest that recent emphasis on phonics may support alphabetic decoding abilities but with a slight cost for irregular word reading, emphasizing the importance of print exposure for orthographic development.</p>
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<p>Author 2, Affiliation 2, Email 2, (Co-author(s) and affiliation(s))</p>	<p>Laura R. Shapiro, Aston University, L.R.Shapiro@aston.ac.uk, Anna J. Cunningham, Coventry Univeristy, Caroline Witton, Aston University, Joel B. Talcott, Aston University, Adrian P. Burgess, Aston University</p>
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<p>Title of Paper 2 (max 100 characters)</p>	<p>Examining profiles of reading difficulties at age 6: lexical versus phonological deficits</p>
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<p>Purpose of study 2. What is your study about and why is it important/relevant, given the topic of the symposium? (max 600 characters)</p>	<p>We aimed to characterise the skill-profiles of children at the end of their second year of synthetic phonics instruction (UK Year 1). The study coincided with the second year of the phonics screening check (2013), a UK government commissioned assessment of all Year 1 pupils' reading progress which includes a nonword reading test. We aimed to measure the proportions of children showing different types of reading difficulty (nonword vs. irregular word deficits) and to examine differences in the skill-profiles of these groups.</p>
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<p>Method of study 2. How did you set up your study: Participants, Design, Procedures, Instruments, Statistical Analysis? (max 600 characters)</p>	<p>We recruited pupils from 16 schools delivering synthetic phonics programmes (717 children). We assessed children's progress at school entry and at the end of Reception and Year 1 using a bespoke set of tasks that isolated key components of reading related skills plus standardised reading assessments which enabled classification of different types of reading deficit: phonological (PD – a deficit in nonwords only), lexical (LD – a deficit in irregular words only) and mixed (MD) at the end of Year 1.</p>
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<p>Results and Conclusion of study 2. What came out of your study and what does it mean in terms of the topic of the symposium? (max 600 characters)</p>	<p>A PD profile was rare (2%) compared with LD or MD profiles (9% each). The PD group performed significantly better on orthographic choice, exception and regular word reading compared to the other deficit groups but did not differ on nonverbal reasoning or vocabulary.</p> <p>The incidence of PDs may have been reduced by synthetic phonics teaching and preparation for the phonics check. The children with a LD or MD showed the greatest difficulties overall. Further work is needed to examine how reading programs can encourage children with LD or MD profiles to develop a more effective lexical strategy.</p>
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<p>Author 3, Affiliation 3, Email 3, (Co-author(s) and affiliation(s))</p>	<p>Janet Vousden, Coventry University, Janet.Vousden@coventry.ac.uk, Michelle Ellefson, University of Cambridge</p>
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<p>Title of Paper 3 (max 100 characters)</p>	<p>The development of irregular word reading: the role of word knowledge</p>
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<p>Purpose of study 3. What is your study about and why is it important/relevant, given the topic of the symposium? (max 600 characters)</p>	<p>Previous research indicates that there are links between vocabulary knowledge and reading, especially for irregular words. So far, few studies have explored the nature of these links at an item level. i.e. does knowing a word help you read it (e.g., Nation & Cocksey, 2009)? This longitudinal study explores the link between different forms of vocabulary knowledge and reading irregular words.</p>
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<p>Method of study 3. How did you set up your study: Participants, Design, Procedures, Instruments, Statistical Analysis? (max 600 characters)</p>	<p>One hundred and twenty beginning readers aged 5 – 7-years-old were assessed on two different forms of item-specific word knowledge of 120 irregular words (knowledge of meaning and knowledge of the spoken form of a word), their ability to read those words, and their ability to correct a phonically regular translation of the irregular word to its correct irregular form. General vocabulary knowledge and decoding were measured with standardized tests.</p>
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<p>Results and Conclusion of study 3. What came out of your study and what does it mean in terms of the topic of the symposium? (max 600 characters)</p>	<p>Results at item-level and participant-level indicated significant relationships between word-knowledge and irregular word reading ability, such that knowing the spoken form of an irregular word is a useful cue to reading it. Results also indicated that spoken form knowledge cues reading by supporting the ability to correct a phonically regular approximation of an irregular word. These results suggest that encouraging children to use their oral vocabulary during decoding could be a fruitful avenue for developing skills to read irregular words.</p>
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Author 4, Affiliation 4, Email 4, (Co-author(s) and affiliation(s))	Anna J. Cunningham, Coventry University, Anna.Cunningham@coventry.ac.uk, Caroline Witton, Aston Univeristy, Joel B. Talcott, Aston University, Adrian P. Burgess, Aston University, Laura R. Shapiro (Aston University)
Title of Paper 4 (max 100 characters)	Phoneme awareness and letter-knowledge/decoding skills: A reciprocal relationship?
Purpose of study 4. What is your study about and why is it important/relevant, given the topic of the symposium? (max 600 characters)	The influence of phoneme awareness (PA) on the development of letter knowledge and decoding skills is well established, but much less is known about the reciprocal influence of these skills on the development of phoneme awareness. It may be that learning letters in the first year of school stimulates an awareness of phonemes by making the sounds in words explicit (the phonological hypothesis). Alternatively, it could be that learning to read in general allows children to use orthographic information solve to phoneme awareness tasks (the orthographic hypothesis).
Method of study 4. How did you set up your study: Participants, Design, Procedures, Instruments, Statistical Analysis? (max 600 characters)	We tested 707 children at three time points across the first two years of school (Reception – Year 1). Tests of phoneme awareness (nonword phoneme isolation and deletion), letter-sound knowledge, and decoding (regular and nonword reading) were administered. Structural equation models were built to show longitudinal relationships.

Results and Conclusion of study 4. What came out of your study and what does it mean in terms of the topic of the symposium? (max 600 characters)	Phoneme awareness predicted letter knowledge, and letter knowledge predicted phoneme awareness from the beginning to the end of Reception. In contrast, while phoneme awareness predicted decoding, decoding did not predict phoneme awareness in Year 1. Results currently support the phonological hypothesis. In addition, a strong association between those scoring 0 for phoneme deletion and later reading impairment suggests that children would benefit from having basic phoneme awareness in place before they begin phonics-based reading programs.
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