# Literacy Acquisition Predictors in a Transparent Orthography

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## Introduction

In clinical psychology, a child can normally only be diagnosed with dyslexia if two years have passed since the onset of literacy instruction. However, it is thought that certain pre-literate abilities can be reliable indicators of future literacy acquisition development. Numerous longitudinal studies with English-speaking populations have demonstrated that the two main predictors of reading and spelling ability are phoneme awareness and letter knowledge\(^1\,^2\). However, it has been argued that, due to its very deep orthography, and differences in teaching methods, English may not provide the most appropriate model for literacy development in other European languages\(^3\,^4\).

## Tasks

**RAN**

**Phoneme Awareness**

\(/k\) - /a\ - /t\ = cat

**Match word to picture**

<table>
<thead>
<tr>
<th>Picture</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Picture 1" /></td>
<td>norm</td>
</tr>
<tr>
<td><img src="image2.png" alt="Picture 2" /></td>
<td>perm</td>
</tr>
<tr>
<td><img src="image3.png" alt="Picture 3" /></td>
<td>hueso</td>
</tr>
<tr>
<td><img src="image4.png" alt="Picture 4" /></td>
<td>azor</td>
</tr>
</tbody>
</table>

## Method

This is a longitudinal study which will follow a sample of 180 native Spanish-speaking (transparent orthography) children over three years from kindergarten to the end of second grade. We will measure the cognitive and psicolinguistic skills at 6 time points.

## Implications

Being able to assess these abilities would provide the capability to determine if a child is at risk of having reading problems before literacy instruction has begun, a time when intervention can have a more powerful effect. The possibility of identifying these children and their deficits, in order to start counterbalancing them early on, would be of significant benefit to education centres.

## References: