

Contents

List of Contributors	v
Preface	vii
Introduction UTA FRITH	1
PART I <i>Spelling Instruction and Spelling Reforms</i>	
1 From Webster to Rice to Roosevelt <i>The Formative Years for Spelling Instruction and Spelling Reform in the U.S.A.</i>	9
From Noah to Noah Webster; Noah Webster; Webster's spellings; The mid-nineteenth century reforms; Joseph Mayer Rice; The futility of the spelling grind; The organised assault on English spelling; Epilogue	
RICHARD L. VENEZKY	
PART II <i>Spelling and Language</i>	
2 Linguistic Information in Spelling	33
What writing systems convey; Stress assignment: results on reading aloud; The role of the final <i>e</i> in reading aloud tasks; Results on spelling; The perceived origins of words; Some differences between reading and spelling; <i>e</i> cancellation tasks; Summary and conclusions	
PHILIP T. SMITH	
3 Orthographic Awareness	51
Principles of English spelling; The spelling reform task; Phonetic transcription and the spelling reform task; Idiographic approaches; Conclusions	
ROBERT G. BAKER	

- 4 American Black English and Spelling 69
 Dialects; Empirical evidence on the relation between dialect and spelling; Educational implications
 PETER DESBERG, DALE E. ELLIOTT and
 GEORGE MARSH

PART III *Spelling and Word Recognition*

- 5 The Reader's Implicit Knowledge of Orthographic Structure 85
 Orthographic pattern and recognition thresholds; Orthographic pattern and comparison times; The active principles of orthographic regularity; Phonological factors in visual recognition; Orthographic regularity and reading ability; Does holistic word perception conceal spelling?; Reading and spelling; Conclusions
 LESLIE HENDERSON and JACKIE CHARD
- 6 The Logogen Model and Orthographic Structure 117
 Introduction; The logogen model 1977; Reasons for the change in the model; Extensions to the logogen model; A little data with analysis; Some evidence from a case study; Conclusions
 JOHN MORTON
- 7 Reading and Searching for Spelling Errors 135
 The search task; Phonological coding in reading; Experiment 1: A comparison of the detectability of semantic, phonemic and orthographic errors in text; Experiment 2: Detecting spelling errors in normal and scrambled texts; Experiment 3: The effect of errors on sentence acceptability decisions; Conclusions; Appendix
 GILLIAN COHEN

PART IV *Spelling Strategies*

- 8 Spelling and Reading by Rules 159
 Rules in reading and in spelling; Rationale for the tests and description of methods; Tests used for selection of subjects and validation of the selection; Tests of the hypothesis that Phoenicians have had more practice using rules; Tests of the segmental analysis hypothesis; Test of the hypothesis that Phoenicians are more prone to learn rules in general; Results and discussion; Summary; Appendix: tests used
 JONATHAN BARON, REBECCA TREIMAN,
 JENNIFER F. WILF and PHILIP KELLMAN

- 9 Visual and Phonological Strategies in Reading and Spelling 195
 Visual-orthographic and phonological strategies in good and poor readers; Experiment 1: Lexical access in reading; Experiment 2: Spelling regular and irregular words; Overview
 RODERICK W. BARRON
- 10 Visual Factors in Spelling 215
 When does a word look right?; Experiment 1: Spelling alternatives seen in zigzag and normal writing; Experiment 2: Is it useful to write down spelling alternatives?; General discussion
 YVETTE J. TENNEY
- 11 Visual Imagery and Individual Differences in Spelling 231
 Rules are not sufficient for perfect spelling; Experiment 1: Distinguishing between phonologically and visually similar spelling alternatives; Experiment 2: Effects of imagery and spelling ability on estimating the number of letters in a word; Discussion; Conclusion
 JOHN A. SLOBODA
- PART V *Spelling Errors*
- 12 Spelling Errors in Handwriting: A Corpus and a Distributional Analysis 251
 Introduction; Establishing the corpus of spelling errors; Distributional analyses; Discussion and conclusion; Appendix: The error corpus
 ALAN M. WING and ALAN D. BADDELEY
- 13 Slips of the Pen 287
 Introduction; Description of the samples; The classification of slips; What slips may tell us about writing; Conclusion
 NORMAN HOTOPF
- PART VI *Spelling and Development*
- 14 The Development of Orthographic Images 311
 Word identity amalgamation theory; Orthography as a representational system; Comparison of silent and pronounced

letters in orthographic memory; Memory for visual forms of pseudowords; Nature of orthographic images; Functions of orthographic images; Development of orthographic images; Summary

LINNEA C. EHRI

15 The Development of Strategies in Spelling 339

Substitution strategies in reading and their relation to spelling; Decoding strategies in reading and their relation to spelling; Analogy strategies in reading; Evidence for the use of phonemic strategies in spelling; The evidence for analogy strategies in spelling; The study; Pedagogical implications

GEORGE MARSH, MORTON FRIEDMAN,
VERONICA WELCH and PETER DESBERG

16 Why Children sometimes Write Words which they do not Read 355

The cues involved in learning to read and to write; The phonological strategy; The visual strategy; Reading and spelling; The experiments; Theory of learning to read and write

PETER E. BRYANT and LYNETTE BRADLEY

PART VII *Spelling and Language Disorders*

17 Phonological Awareness and Phonological Representation: Investigation of a Specific Spelling Problem 373

Introduction – the problem; Mapping the phenomenon; Attempts to relate the problem to speech; Two theories; Conclusions and implications

TONY MARCEL

18 Spontaneous Spelling by Language-Disordered Children 405

The study; Spelling error differences; Analysis of spelling errors; Discussion; Appendix: corpus of spelling errors

RICHARD F. CROMER

19 The Spelling Abilities of Profoundly Pre-lingually Deaf Children 423

The relationship between spelling and speaking; Experiment 1: To what extent do deaf children normally use phonological

and graphemic information to generate spelling patterns for real words?; Experiment 2: Can deaf children be forced to recode nonsense words presented in written form, in a phonological code for memory storage?; Experiment 3: Can deaf children graphemically represent nonsense words which they had to encode via lip reading, and if so, does their written output match their spoken output of the same words?; Summary and conclusion

BARBARA DODD

PART VIII *Spelling and Dyslexia*

- 20 Lexical and Non-lexical Processing of Spelling in Dyslexia 443
 Introduction; Method; Graphemic-pictorial dissociation; The non-lexical channel; The lexical-semantic channel; Coding and production of spelling; Discussion; Summary
 PHILIP H. K. SEYMOUR and
 CONSTANTINOS D. PORPODAS
- 21 Analysis of Spelling Errors in Normal and Dyslexic Children 475
 Critique of spelling error classification schemes; The W.E.S.T., a new spelling test; Spelling error analysis in normal and dyslexic children; Implications for theories of dyslexia; The dual route of reading hypothesis; The dual route of spelling hypothesis; Differences between reading and spelling; Causes of spelling retardation
 HAZEL E. NELSON
- 22 Unexpected Spelling Problems 495
 Good readers who are atrocious spellers; The three groups of subjects defined; Phonetic and nonphonetic spelling errors; Phonetic spelling of nonsense words; Preferred phonetic spellings of nonsense words; Three stages in the spelling process; Stage three: beyond sound-letter correspondence rules; Reading strategies in good and poor spellers; Summary
 UTA FRITH
- Bibliography 517
- Author Index 545
- Subject Index 553