Official course title: Reading, Writing and Dyslexia

Course organiser:

The course is organised by Jane Oakhill who is a member of Psychology teaching faculty. A visiting lecturer, Professor Carsten Elbro, will also be doing some teaching on this course.

Course description:

This course will explore how literacy skills develop in children, and will relate this development and abnormalities in development to theoretical models of skilled reading (both word reading and comprehension). The main topics covered will include: the beginnings of literacy and the course of reading development (including both word identification and comprehension processes); phonological and metalinguistic skills and reading; developmental reading problems (developmental dyslexia, hyperlexia and comprehension difficulties) their diagnosis and remediation; methods of teaching reading; the relation between reading and spelling development; writing systems and writing development.

Aims and Objectives:

The main aim of the course is to cover a wide range of topics in the area of skilled reading, reading development and reading difficulties. As well as providing practice in accessing, summarizing and critically evaluating the relevant literature, the course will also encourage students to consider theoretical issues, and how research questions can be addressed experimentally.

Type of course: Third year Option.

Method of assessment:

Seen examination. Duration 2 hours. 100%

Format of assessment:

Exam: Essay questions: Answer 2 out of a choice of 6

Formative assessment and feedback:

You will have an opportunity to produce and submit an essay plan (using a sample exam paper as inspiration). I will then arrange feedback on essay plans by topic, in small groups. Details to be confirmed.

Teaching:

Teaching will be by lectures and seminars. Lectures and seminars will take place as follows (*but note that there are not two lectures and one seminar every week – see more detailed schedule below):

Information on the following can be found at the link below:

- submitting your work
- missing a deadline
- late penalties
• MEC – mitigating evidence
• Exams
• Help with managing your studies and competing your work
• Assessment Criteria
http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment

Lectures: Weeks 2-9 (see website for rooms)
Tuesday 10.00 – 11.00
Friday 12.00-13.00

Seminars: (see website for rooms and group allocations: there will be 2 seminar groups) in Weeks 4, 6, 8, & 10 only:
Group 1 Weds 11.00 – 12.30
Group 2 Thursday 9.30 – 11.00
(*Note that seminars are 1.5 hours, not 2 hours as timetabled)

Each student will be expected to contribute actively to seminar presentations.

In each seminar, one or two students will be expected to give brief presentations of a set article or book chapter, on a topic that has been addressed in recent lectures. In these presentations, presenters should make use of brief notes, OHPs, handouts or other appropriate methods to:
 a) communicate a small number of ideas and/or some data that address the issues for discussion and to
 b) stimulate discussion.

More information about the format of seminars will be given during the introductory session in Week 1. It is important that you attend this orientation session.

Details of seminar reading/topic will be provided during the week prior to the seminar.

Schedule of lectures:

Week 1 (begins 21st September)
Tuesday 22nd Introduction to the course
Friday 25th Introduction to reading & writing systems
NO SEMINAR THIS WEEK

Week 2 (28th September)
Tuesday 29th Word recognition
Friday 2nd Oct Phonological skills & reading
NO SEMINAR THIS WEEK

Week 3 (5th October)
Tuesday 6th Phonological skills: Causal issues
Friday 9th Dyslexia 1
NO SEMINAR THIS WEEK

Week 4 (12th October)
Tuesday 13th Dyslexia 2
Friday 16th Metalinguistic skills & reading
SEMINAR 1: Dyslexia

**Week 5 (19th October)**
Tuesday 20th  Reading development 1  
Friday 23rd  Reading development 2  
SEMINAR 2: Phonological skills & reading

**Week 6 (26th October)**
Tuesday 27th  Spelling development  
Friday 30th  Teaching reading  
NO SEMINAR THIS WEEK

**Week 7 (2nd November)**
Tuesday 3rd  Comprehension  
Friday 6th  Comprehension development  
SEMINAR 3: Reading & spelling development (models)

**Week 8 (9th November)**
Tuesday 10th  Comprehension problems  
Friday 13th  NO LECTURE (but exam prep. Session to be arranged for Week12)

**Week 9 (16th November)**
SEMINAR 4: Comprehension difficulties  

(there will also be an exam preparation session: to be arranged)

**SUMMARY OF SEMINAR TOPICS:**
SEMINAR 1 (week 4): Dyslexia  
SEMINAR 2 (week 5): Phonological skills and reading  
SEMINAR 3 (week 7): Reading & Spelling development  
SEMINAR 4 (week 9): Comprehension difficulties
READING LISTS

There is no book that will cover the material for the whole course. However, a recent book by Kate Cain comes close and I strongly recommend it:

* Note that you are not expected to read everything on the reading list!* But you should try to do at least some background reading each week to supplement and consolidate the lecture material. If you are writing an essay on a particular topic, or topics, you will need to read more widely, and go into the topic in more detail – summaries from textbooks will not suffice.

INTRODUCTION TO READING & WRITING SYSTEMS

BASIC READING

There is no specific background reading for this week, though it would be a good idea to do some general reading by looking at relevant chapters in some of the main psycholinguistic text books, such as:


For a more general introduction to language and linguistics, you might like to have a look at:


WORD RECOGNITION

BASIC READING


FURTHER READING


PHONOLOGICAL SKILLS and READING

Phonological processing skills

Phonological processing refers to the mental operations that are involved when the phonological (or sound structure) of spoken language is utilized when reading written language. Three types of phonological processing skills have been investigated in relation to word reading development: phonological awareness, phonological coding in short-term memory, and phonological coding during lexical access (which is obviously dependent on phonological awareness).

Performance on measures of all three skills is related to early reading ability and is deficient in poor readers. In the first lecture we will consider the evidence relating each skill to word reading ability and the relations between these three phonological skills. In the second lecture, we will focus on the relation between word reading and phonological awareness, the skill that has received most research attention. In particular, we will consider the nature of the relation between reading and phonological awareness: Do children need to be able to identify sounds in spoken words to make good progress in reading, or does learning to read develop phonological awareness? We will also consider the size of the phonological unit: Which comes first, awareness of phonemes or awareness of onsets and rimes?

BACKGROUND READING
It is advisable to read either of the following:


If you are unable to access either the Muter or the Rayner et al. references, take a look at ONE of the following chapters instead:


**ADDITIONAL READING**

Journal articles that will be covered in the lectures and will be useful for essays (see also related seminar reading):

Stanovich, K. E., Cunningham, A. E., & Cramer, B. B. (1984). Assessing...


**METALINGUISTIC AWARENESS**

**Reflecting on language: Metalinguistic skills and their relation to reading**

When we use language, we usually extract the meaning without paying conscious attention to the structure of the language. Metalinguistic awareness refers to the ability to attend to this structure, to treat language as an object of thought. One example of this skill is phonological awareness, the ability to segment words into their constituent sounds, which was the focus of the previous two lectures. In this lecture we will consider the development of three other metalinguistic skills: word awareness, grammatical awareness, and pragmatic awareness.

We will look at the developmental path of each metalinguistic skill, and evaluate the evidence for a relation between each skill and reading ability. In particular, we will focus on grammatical awareness and its relation with the two components of reading ability: word recognition and text comprehension.

An important concern within this area of reading research is the adequacy of the research tools used to assess each skill. Throughout the lecture we will consider how task requirements might influence a child’s performance on a particular measure and, therefore, our assessment of the child’s competence.

**BACKGROUND READING**

An excellent account of the development of different metalinguistic skills:


Other summaries:


**ADDITIONAL READING**

**Journal articles and book chapters that will be useful for essays, grouped according to skill type.**

**Word awareness:**

**Grammatical awareness:**

**Pragmatic awareness:**

**Empirical studies that include several metalinguistic skills:**

**DYSLEXIA**

**Introductory reading**

Reading, Writing & Dyslexia 9 Autumn Term 2015-16


**Definition and variability**


**Psycholinguistic perspectives**


**Early prediction and prevention**


**Broader linguistic and cognitive correlates?**


**Neurological studies**


**Genetics**


**READING DEVELOPMENT**

**INTRODUCTORY READING:**


MODELS OF WORD READING AND READING DEVELOPMENT

For brief summaries, see:

Chapter 7.
Harris and Coltheart (1985) p87--
Cognition, 30, 139-183 [Introduction to paper only].
Pearson (Eds). Handbook of Reading Research, Vol. II. Longman. See pp 764-774. LJ 1220 Han

For a summary of the evidence for stage models, see:
Juel (chapter above) pp 768-9

For fuller accounts and critiques, see:
Scientific Studies of Reading, 12, 185-202.
http://pages.wustl.edu/treiman/publications-0
Frith, U. (1985) Beneath the surface of developmental dyslexia. In K.E. Patterson,
Pages 305-313. .


**THE USE OF SENTENCE CONTEXT AND READING ACQUISITION.**

For a summary of the work in this area, see:


For more detailed accounts of the relevant research, see:


**SPELLING DEVELOPMENT**

**BACKGROUND READING**

Brown and Ellis's "Handbook of Spelling" is generally useful, in particular the following four chapters (the first two in particular):


Barry, C. Spelling routes (or roots or rutes) (1994). In G.D.A. Brown, and N.C. Ellis (Eds) *Handbook of Spelling: Theory, Process and Intervention*. Chichester: Wiley. [gives a good account of the dual route theory]

Perfetti, Rieben and Fayol’s book, “Learning to Spell” also has some very useful chapters, in particular, those by:

Treiman & Cassar
Bosman & van Orden
Ehri, L.


Goswami, U. and Bryant, P.E. (1990) *Phonological skills and learning to read*. See chapters 3 and 4 (from page 75, but the whole chapter is relevant more generally).

TEACHING READING

BACKGROUND READING:

OAKHILL AND GARNHAM (1988), Chapter 4.

HARRIS AND COLTHEART, Chapter 4

CROWDER AND WAGNER, Chapter 10


MORE SPECIALISED READING:


**COMPREHENSION PROCESSES AND TEXT REPRESENTATION**

**INTRODUCTORY READING** will be from the following books, which should be available in the main library (maybe in the Reserve Collection). The book by Rayner, Pollatsek, Ashby & Clifton (2012) is likely to be the most useful one for this part of the course.


**ADDITIONAL READING, GENERAL:**


Fletcher, C.A. (1994) Levels of representation in memory for discourse. In M. A, Gernsbacher (Ed.), *Handbook of psycholinguistics* P37 Han


**ADDITIONAL READING, MORE ADVANCED:**


**THE DEVELOPMENT OF COMPREHENSION SKILLS**

Background reading (comprehension):


Oakhill, J.V. and Garnham, A. (1988) *Becoming a Skilled Reader*. Blackwell. Chapter 5, to p121 (it would also be helpful to read chapter 2)


---

**COMPREHENSION DIFFICULTIES**


Treiman, R. (Eds.). Oxford Handbook of Reading. [PDF will be made available on course website]

Chapter 5 pp121-end.


