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A quantitative analysis of the effectiveness of contiguous, graphemic and phonological interventions on measures of reading and spelling acquisition

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Abstract

Although research has established that phonological awareness is a predictor of future reading skill, the effects of variant vs contiguous presentations of grapheme-phoneme correspondences as part of a teaching program have not been examined. A variant presentation is one in which there is a mismatch between the letter and sound or sound and letter correspondences and a contiguous representation is one in which there is a consistent match between the letter and sound information. Three 10 hour interventions were designed to determine the effects of two variant and one contiguous presentation of grapho-phonological information on five measures of reading and four measures of spelling. The Contiguous intervention class significantly ($p < 0.05$) outperformed both the Grapheme and Phoneme intervention classes in reading regular words, and spelling exception words and nonwords. This suggests that the presentation of contiguous grapho-phonological information contributes to reading and spelling outcomes more than variant presentations.

[Link to full text paper pdf \(396KB\)](#)

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