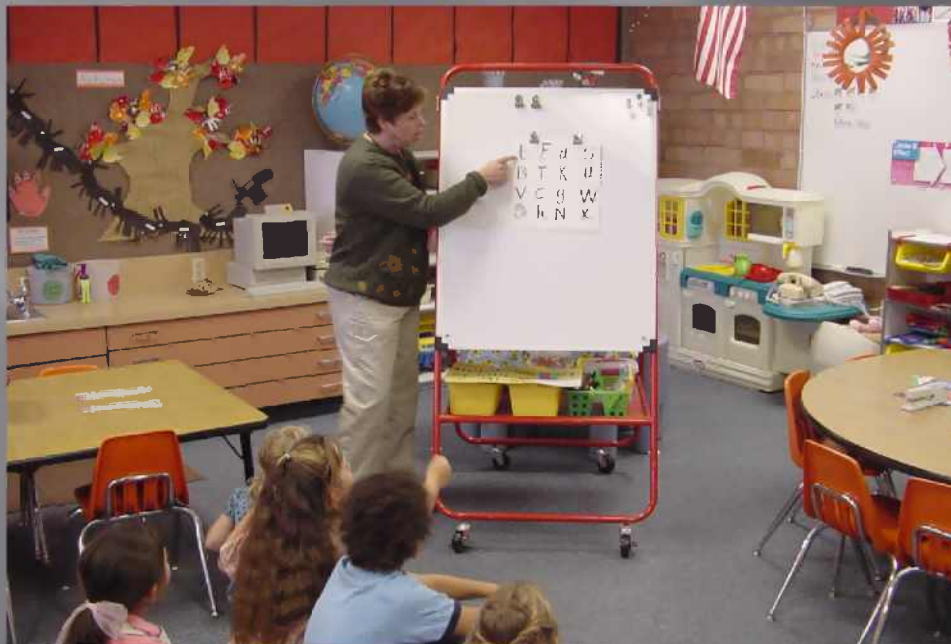


KNOWING LETTER NAMES:

A Strong Predictor of Future Reading and Writing Success for Young Children



Letter Naming – Research

- Learning letter names follows **similar** patterns across languages (Treiman, Levin, & Kessler, 2007).
- Letter naming is a **strong predictor** (along with phonological awareness) of phonics acquisition and reading fluency (Evans, Bell, Shaw, Moretti, & Page, 2006; National Reading Panel, 2000; Treiman, weatherston, & Berch, 1994; Stage, Shepard, Davidson, & Browning, 2001).



Letter Naming - Research



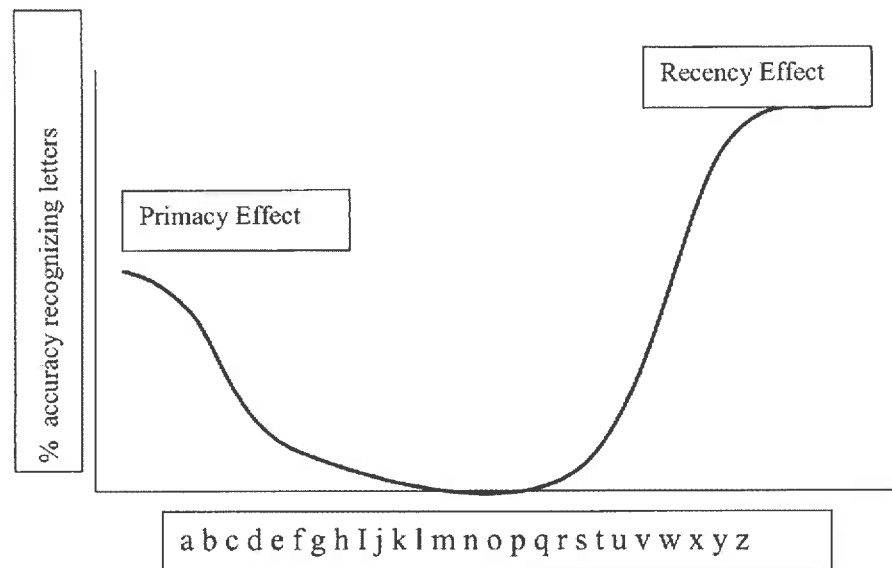
- Knowing letter names accurately **and** fluently explain significant amounts of variance in later reading ability (Richey, 2004; Richey & Speece, 2006).
- **Writing** manuscript letters is an important part of learning letter names and in preventing later writing disabilities in young children (Schlagel, 2007).
- Knowing letter **names** is a better predictor of later reading than knowing letter **sounds** because learning letter names helps children acquire letter sounds because many letter names contain the letter sounds (Share, 2004; Treiman, Tincoff, Rodriguez, Mousaki, & Francis, 1998).

Letter Naming - Teaching and Learning

- Learning letter names can be facilitated in a variety of ways (Justice, Pence, Bowles & Wiggins, 2006):

- Letters that occur in children's names
- Alphabetic order

(the bowed serial position curve effects are likely to be found with this approach)



Letter Naming – Teaching and Learning

- **Letter pronunciation effect** (where the sound of the letter is also in the name)
- **Letter frequency effects** (letters that occur most frequently in written language)
- **Explicit handwriting instruction and guided practice of correct manuscript letter formation** (using correct models as shown below)

