



From Spelling to Reading & Reading to Spelling

A study by Conrad (2009) found that children were better able to spell words they had practiced reading and to better read words they had practiced spelling. The lessons focused on orthographic understanding of the words and it was found that generalizations were made to new words with a similar orthographic pattern. The transference from spelling into reading was particularly strong.

Conrad also found that generalizations to new instances across a skill also occurred, suggesting that children were able to abstract out the common orthographic pattern to aid in reading or spelling new words. Thus, in addition to building word-specific orthographic representations, children were also able to increase their general orthographic knowledge through specific instruction in this area in reading and spelling.

So whether students have a spelling or a reading problem, it is highly recommended that you work on developing both their reading and spelling skills, with a specific focus on teaching the underlying orthographic knowledge embedded in individual words. This strategy is one of the keys to the success of the Cracking the ABC Code spelling and reading programs (www.crackingtheabccode.com).

Reference

Conrad, N. (2008). From Reading to Spelling and Spelling to Reading: Transfer Goes Both Ways. *Journal of Educational Psychology*. 100 (4), 869