

Summary

Although vision is our primary and obvious medium for reading, we must not forget that we are scanning the written representation of spoken language. So that each word does not appear to be unique we must learn to generalise from one written word to another. To do this we must consider the linguistic content of the visual pattern, its aural and spoken counterpart.

The categorisation of sounds is an important factor in the development of reading skill, and of particular importance to backward readers in learning to spell. Normal children seem to develop these skills as their reading progresses but backward readers do not.

One way to tell whether a student can determine when words share a common element is to see if he can categorise them according to sound. The student's ability to categorise words in this way can be assessed by asking him to determine the odd word out of four spoken words, three of which share a common element, as in the examples in this manual.

Suggestions are made which may be relevant for remedial teaching.

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