

# Let's Optimise Early Literacy!

Models for Exploring the Impacts of Orthographic Disadvantage Towards Optimising Literacy Development.

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CQUniversity

45<sup>th</sup> Annual IARLD Conference  
(International Academy for  
Research in Learning Disabilities)  
University of Florida, Gainesville, Florida  
25-26 October 2023

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1

### Literacy Component Model

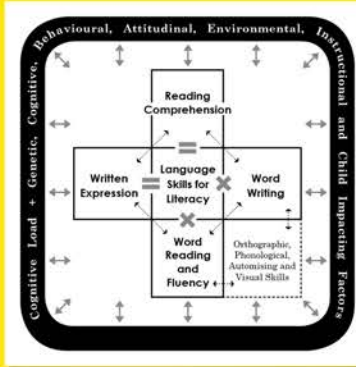


Figure 11: Discussed in Research Tour 7: Literacy Components and Quadrants  
Article: Knight, B. A., Galley, S. A., & Apple, K. T. (2021). The Literacy Component Model: A pragmatic universal paradigm. *International J. of Innovation, Creativity and Change*, 15(7).

2

### Transition from Early to Sophisticated Literacy (TESL) Model

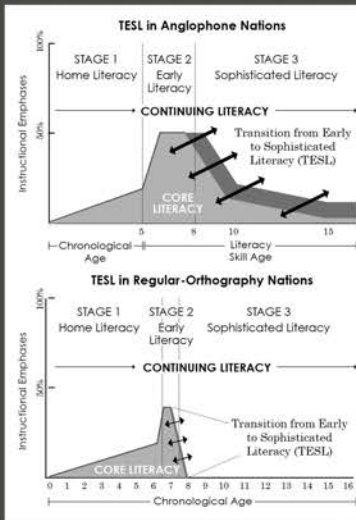


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3

### Differential Disadvantage Model

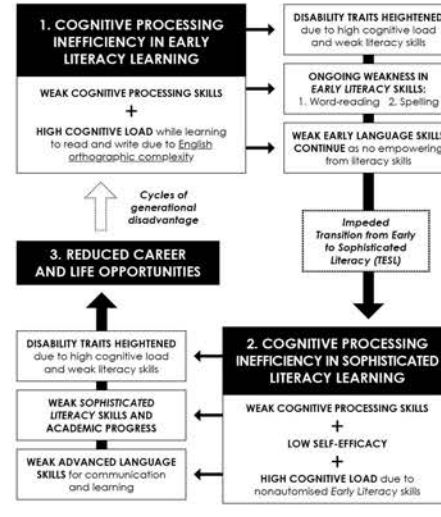
#### 1. Differential disadvantage against regular-orthography weak readers

Disadvantage through not experiencing the strong expediting of early-literacy development that children who learn to read and write regular-orthographies experience. They miss out on the following benefits:

- Ease of learning to read and write words once letter-sounds are known.
- Cognitive-processing weakness and low intelligence not preventing mastery of word-reading and word-writing.
- Word-reading and spelling being mastered in the first school years.
- Very low magnitude of word-reading and spelling difficulties.
- Word-reading remediation being of short duration and highly successful.
- *Early Literacy* mastery expediting
  - Independent reading, writing and learning.
  - Language development.
  - *Sophisticated Literacy* learning.

#### 2. Differential disadvantage against Anglophone peers

Disadvantage built from extent of weak cognitive processing & other language skills:



Figures 17a and 17b: Discussed in Research Tour 10: A Multiple Deficits 1/3s Phonological Basis?  
Article: Galley, S. A., & Knight, B. A. (2011a). Differential disadvantage of Anglophone weak readers due to English orthographic complexity and cognitive processing weakness. *Australasian Journal of Special Education*, 35(1), 72-96.

4

### Orthographic Advantage Theory Model

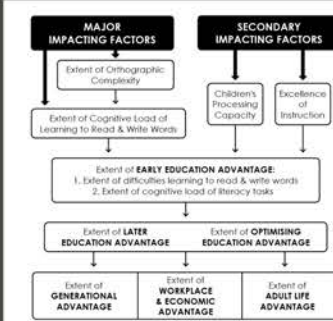


Figure 16: Discussed in Research Tour 9: Needs for Workload Research  
Article: Knight, B. A., Galley, S. A., & Gargeth, P. S. (2019). Orthographic Advantage Theory: National advantage and disadvantage due to orthographic differences. *Asia Pacific Journal of Developmental Differences*, 4(1), 5-28. Appendix of tables: Key Features of Orthographic Advantage Theory: National advantage and disadvantage due to orthographic differences. [www.literacyplus.com.au](http://www.literacyplus.com.au)

5

### The 10 Changes Model

- Key directions towards impressively-improved education
- Needs for Australia and Anglophone nations to explore and research areas of potential improvement.
- Regular-orthography nations have the strong positives of Orthographic Advantage:
- Low cognitive load in early literacy
  - Rapid easily acquired early literacy
  - Few struggling readers and spellers
  - Lower child and teacher workload
  - Easier, effective, less expensive education
- Anglophone nations have the strong negatives of Orthographic Disadvantage:
- High cognitive load across early literacy
  - Slow, difficult literacy development
  - Excessive literacy difficulties
  - Very high child and teacher workload
  - Difficult, insufficiently effective, expensive education
- Research shows orthography is key:
- Regular-orthography nations have strong, effective early-literacy and intervention.
  - Anglophone nations struggle badly in these areas.
- CHANGE 1: Understand how orthographies matter: English spelling is dragging us down.  
CHANGE 2: Own our struggling reader woes. End hypocrisy and pretence.  
CHANGE 3: Weigh workload: Our children and teachers are working far too hard.  
CHANGE 4: One-size education does not fit all: Teach to the decidedly different instructional needs of upper-third and lower-third readers.  
CHANGE 5: End our data deficiency: Build strong knowledge on word-reading levels.  
CHANGE 6: Enrich every child: Ensure effective, supportive, tailored education.  
CHANGE 7: Insist on easier early-literacy development: Reach regular-orthography nations' achievement levels.  
CHANGE 8: Investigate the potential of irregular beginner orthographies: Research shows they're key.  
CHANGE 9: First, play to learn: Start Standard English word-reading instruction from mid-Year 2.  
CHANGE 10: Build needed research knowledge as quickly as possible: Use collaborative school-based research.
- Figure 1: Discussed in The 10 Changes  
Book: Galley, S. A. (2023) *The Research Tours: The Impacts of Orthographic Disadvantage*, Vol. 2. Jussea Reading Woes Mackay, Qld. Australia: Literacy Plus.

All models are included in, and discussed in **The Research Tours: The Impacts of Orthographic Disadvantage** (Galley, 2023)





# Let's consider 5 useful models?

Models developed by Dr Susan Galletly with Prof Bruce Knight & colleagues:

1. **The Literacy Component Model**  
*(Knight, Galletly & Aprile, 2021)*

2. **Transition from Early to Sophisticated Literacy (TESL) Model**  
*(Galletly & Knight, 2011a)*

3. **The Differential Disadvantage Model**  
*(Galletly & Knight, 2011b)*

4. **The Orthographic Advantage Theory Model**  
*(Knight, Galletly & Gargett, 2019)*

5. **The 10 Changes Model**  
*(Galletly, 2023).*

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Models for Exploring the Impacts of Orthographic Disadvantage Towards Optimising Literacy Development.

1. **Literacy Component Model**  
A diagram showing the components of literacy: Reading Comprehension, Writing, Spelling, and Grammar. It also includes a flowchart of the Literacy Component Model.

2. **Transition from Early to Sophisticated Literacy (TESL) Model**  
Two graphs showing the transition from early to sophisticated literacy. The top graph is for 'TESL in Anglophone Nations' and the bottom graph is for 'TESL in Regular Orthography Nations'. Both graphs show 'Cognitive Literacy' on the y-axis and 'Orthographic Age' on the x-axis.

3. **Differential Disadvantage Model**  
A flowchart showing the process of literacy development. It starts with 'COGNITIVE PROCESSING EFFICIENCY IN EARLY LITERACY LEARNING' leading to 'IMPROVED TRANSLATION FROM EARLY TO ADVANCED LITERACY'. This is influenced by 'COGNITIVE PROCESSING EFFICIENCY IN EARLY LITERACY LEARNING' and 'IMPROVED TRANSLATION FROM EARLY TO ADVANCED LITERACY'. It also shows 'COGNITIVE PROCESSING EFFICIENCY IN EARLY LITERACY LEARNING' leading to 'IMPROVED TRANSLATION FROM EARLY TO ADVANCED LITERACY'.

4. **Orthographic Advantage Theory Model**  
A flowchart showing the process of literacy development. It starts with 'COGNITIVE PROCESSING EFFICIENCY IN EARLY LITERACY LEARNING' leading to 'IMPROVED TRANSLATION FROM EARLY TO ADVANCED LITERACY'. This is influenced by 'COGNITIVE PROCESSING EFFICIENCY IN EARLY LITERACY LEARNING' and 'IMPROVED TRANSLATION FROM EARLY TO ADVANCED LITERACY'. It also shows 'COGNITIVE PROCESSING EFFICIENCY IN EARLY LITERACY LEARNING' leading to 'IMPROVED TRANSLATION FROM EARLY TO ADVANCED LITERACY'.

5. **The 10 Changes Model**  
A list of 10 changes in literacy development. The changes are: 1. Increased cognitive processing efficiency, 2. Increased orthographic knowledge, 3. Increased spelling accuracy, 4. Increased reading fluency, 5. Increased reading comprehension, 6. Increased writing fluency, 7. Increased writing accuracy, 8. Increased writing comprehension, 9. Increased writing motivation, and 10. Increased writing confidence.



# Why are models needed?

## Because

- Orthographies make a MASSIVE difference!
- English readers lag far behind children in the world's many regular-orthography nations, e.g., Finland, Estonia, Poland, Spain, Greece, Italy, Korea, Taiwan, China, Japan.
- Anglophone nations such as Australia, UK & USA need to close this gap. Currently, by international standards,
  - They don't manage orthographic complexity well enough for beginning learners.
  - Their children's greatest risk factor for vastly slow literacy development, and high likelihood of severe difficulties is being born in an Anglophone nation.

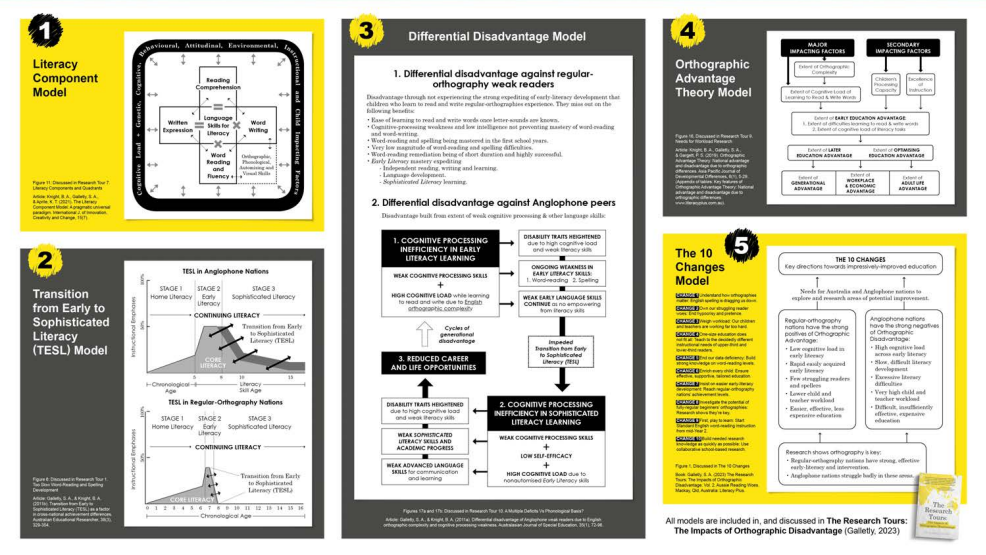
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**1 Literacy Component Model**  
A diagram showing the relationship between 'Functional, Methodical, Environmental' factors and 'Language Skills for Literacy'. It includes sub-components like 'Reading Comprehension', 'Written Expression', 'Word Writing', 'Reading and Fluency', and 'Orthographic Processing'.

**2 Transition from Early to Sophisticated Literacy (TESL) Model**  
Two graphs comparing 'TESL in Anglophone Nations' and 'TESL in Regular-Orthography Nations'. The graphs plot 'Functional Literacy' against 'Chronological Age' (0-18), showing a 'Transition from Early to Sophisticated Literacy' around age 10-12.

**3 Differential Disadvantage Model**  
A flowchart showing the cycle of disadvantage: '1. COGNITIVE PROCESSING INEFFICIENCY IN EARLY LITERACY LEARNING' leads to '2. COGNITIVE PROCESSING INEFFICIENCY IN SOPHISTICATED LITERACY LEARNING', which leads to '3. REDUCED CAREER AND LIFE OPPORTUNITIES'. It also shows '1. DIFFERENTIAL DISADVANTAGE AGAINST REGULAR-ORTHOGRAPHY WEAK READERS' and '2. DIFFERENTIAL DISADVANTAGE AGAINST ANGLOPHONE PEERS'.

**4 Orthographic Advantage Theory Model**  
A flowchart showing 'NATIVE IMPACTING FACTORS' (Level of Orthographic Complexity, Depth of Cognitive Load) leading to 'LEVEL OF EARLY EDUCATION ADVANTAGE' (Level of orthographic exposure, Level of cognitive load of literacy skills), which then leads to 'LEVEL OF LATER EDUCATION ADVANTAGE' (Level of orthographic exposure, Level of cognitive load of literacy skills) and 'LEVEL OF ADVANTAGE' (Cognitive Advantages, Academic Advantages, Career Advantages).

**5 The 10 Changes Model**  
A diagram showing 'Key directions towards improved education' leading to 'THE 10 CHANGES'. It lists 10 changes: 1. Needs for Australia and Anglosphere nations in regular and research areas of general improvement; 2. Regular orthography nations have the strong positive of Orthographic Disadvantage; 3. Low cognitive load when early literacy; 4. Rich, explicit, repeated early literacy; 5. Easy, structured, readable and system; 6. Large, visible and teacher-mediated; 7. Explicit, effective, visible, repetitive education; 8. Research shows orthography is key; 9. Regular orthography nations have strong, effective early literacy and intervention; 10. Anglophone nations struggle badly in these areas.

# What's an orthography?

A spelling system! Each orthography's level of complexity creates its  
(1) Extent of cognitive load in lessons and across literacy development, &  
(2) Demands for effective cognitive-processing skills in beginning learners.

English is excessively complex: it's at outlier level.

It creates extremely high cognitive load and demands for effective cognitive-processing in 4.5 to 5 year old beginning learners.

Nations such as Taiwan & China use two orthographies: their main orthography & a beginners' orthography for when children first learn to read and write. This ensures low cognitive load & demands, and rapid easy early-literacy development

	No of letters	No of sounds	No of Spelling Patterns (GPCs)
English	26	44	>>560
Finnish	23	23	23
Italian	22	25	33
Korean	24	24	~24
Welsh	29	29	~29



# Most nations use regular orthographies: children are very soon confident, skilled readers & writers.

## Finland:

- 2/3 reading well at start of Grade 1,
- Most have adult-level word-reading and spelling accuracy early in Grade 1,
- Approximately 3% have difficulties:
  - Most catch-up to adult-level accuracy by Grade 2.
  - Those with severest delay catch up by Grade 4.

## Australia, UK, USA:

- 2/3 are at high-school level by Grade 6 (word-reading) & Grade 9 (spelling),
- At least 1/3 have major difficulties, using English norms.
  - At least 2/3 have difficulties, using regular-orthography norms.
- Many leave school with major word-reading & spelling weakness.

# Reading the research can be fascinating!

## Step 1. Read great summaries, e.g.,

1. My recently released book, ***The Research Tours: The Impacts of Orthographic Disadvantage*** or
2. Knight, Galletly & Gargett (2017) *Managing cognitive load as the key to literacy development: Research directions suggested by crosslinguistic research and research on Initial Teaching Alphabet (i.t.a.)*. In R. Nata (Ed), *Progress in Education* (Vol. 45, pp. 61-150). NY: Nova Science. (Available on ResearchGate.net)
3. Downloads at [susangalletly.com.au](http://susangalletly.com.au)

## Step 2. Locate & explore the studies discussed in those summaries, that seem enticing.



Orthographic impacts	Awesome Foursome	Awful Foursome
EARLY LITERACY DEVELOPMENT	• Easy & Rapid	• Difficult & Slow
TEACHING AND LEARNING	• Low Cognitive Load	• Massive Cognitive Load
SCHOOL EFFECTIVENESS	• Minimal Difficulties	• Maximized Difficulties
ACADEMIC LEARNING	• Time-Rich Schools	• Very Time-Poor Schools
	• Low Support Needs	• Very High Support Needs
	• Empowered Subject Learning	• Impeded Subject Learning

How can Australia fix this?

Do as Taiwan, Japan and China do and implement a beginner orthography! They changed to 2-stage early literacy in the 1940-50s with overwhelming success!

For more information visit [www.susangalletly.com.au](http://www.susangalletly.com.au)

### Book 2 Now Released!

***The Research Tours: The Impacts of Orthographic Disadvantage*** is now available at all major online book stores. Get your copy today!



# So let's briefly consider five useful models for exploring orthographic disadvantage impacts, towards optimising early-literacy development!

Because ...

- Orthographies make a **MASSIVE** difference!
- English readers lag far behind!
- Anglophone nations need to close this gap!

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### 1 Literacy Component Model

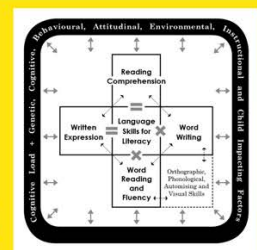


Figure 11. Discussed in Research Tour 1. Literacy Components and Quadrants. Author: Knight, S. A., Galletly, S. A., & Alph, K. T. (2021). The Literacy Component Model: An orthographic complexity paradigm. *International Journal of Innovation, Creativity and Change*, 10(1).

### 2 Transition from Early to Sophisticated Literacy (TESL) Model

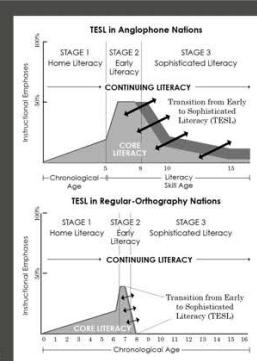


Figure 8. Discussed in Research Tour 1. Transition from Early to Sophisticated Literacy. Author: Galletly, S. A. & Knight, S. A. (2019). Transition from Early to Sophisticated Literacy (TESL) as a factor in orthographic disadvantage. *International Journal of Innovation, Creativity and Change*, 10(1), 22-34.

### 3 Differential Disadvantage Model

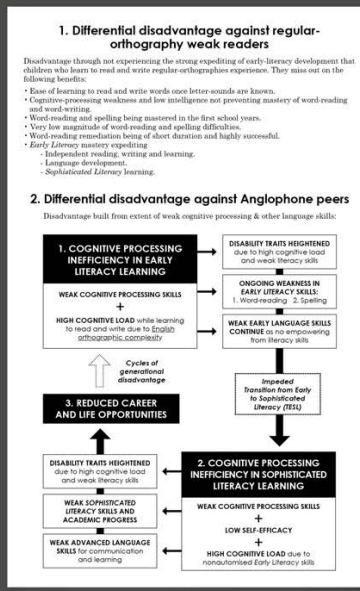


Figure 17a and 17b. Discussed in Research Tour 10. A Multiple Deficits (vs Phonological Deficit) Model. Author: Galletly, S. A. & Knight, S. A. (2017a). Differential disadvantage of Anglophone weak readers: links to English orthographic complexity and cognitive processing patterns. *Available Online at Journal of Innovation, Creativity and Change*, 10(1), 12-16.

### 4 Orthographic Advantage Theory Model

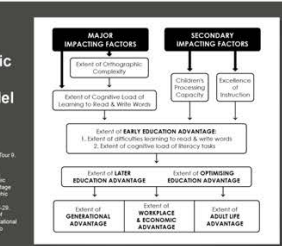


Figure 10. Discussed in Research Tour 8. Models for Literacy Research. Author: Knight, S. A., Galletly, S. A., & Galletly, S. A. (2021). Orthographic Advantage Theory Model: Exploring the Impacts of Orthographic Complexity on Literacy Development. *International Journal of Innovation, Creativity and Change*, 10(1), 5-23.

### 5 The 10 Changes Model

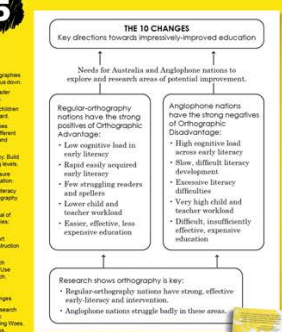


Figure 1. Discussed in The 10 Changes Model. Author: Galletly, S. A. (2023). The Research Tour: The Impacts of Orthographic Disadvantage. Vol. 2. Available Online at: [susangalietty.com.au/models](http://susangalietty.com.au/models). Mackay, QLD, Australia: Literacy Plus.

All models are included in, and discussed in **The Research Tours: The Impacts of Orthographic Disadvantage** (Galletty, 2023)



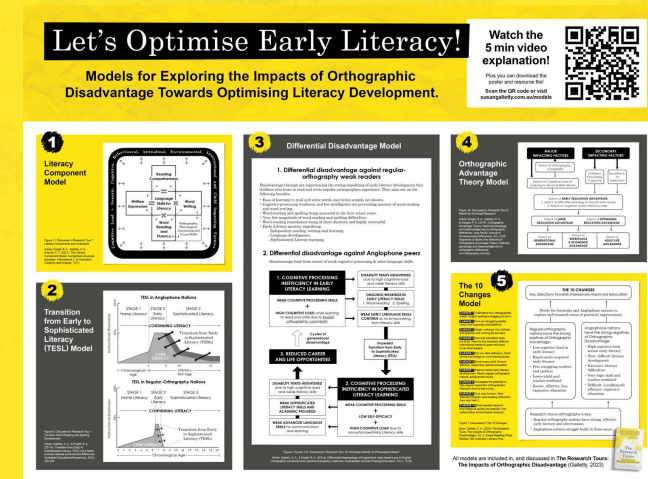


# Each has its research publication

Five models developed by Dr Susan Galletly with Prof Bruce Knight & colleagues:

1. The Literacy Component Model  
(*Knight, Galletly & Aprile, 2021*)
2. Transition from Early to Sophisticated Literacy (TESL) Model (*Galletly & Knight, 2011a*)
3. The Differential Disadvantage Model (*Galletly & Knight, 2011b*)
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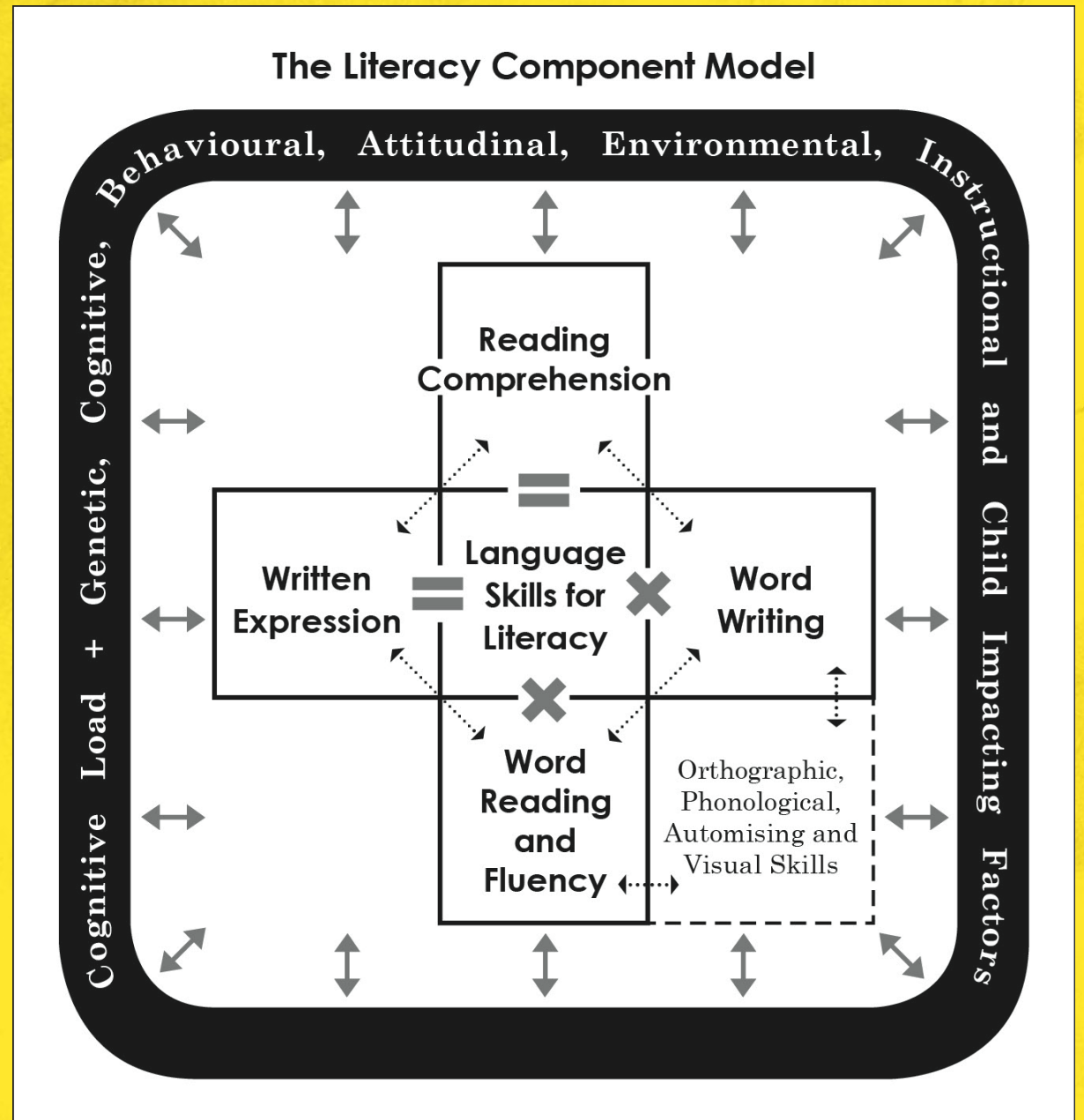
1

# The Literacy Component Model

Figure 11, discussed in Research Tour 7:  
*Literacy Components and Quadrants*

Article: Knight, Galletly, & Aprile (2021). *The Literacy Component Model:*

*A pragmatic universal paradigm.* International J. of Innovation, Creativity and Change, 15(7).



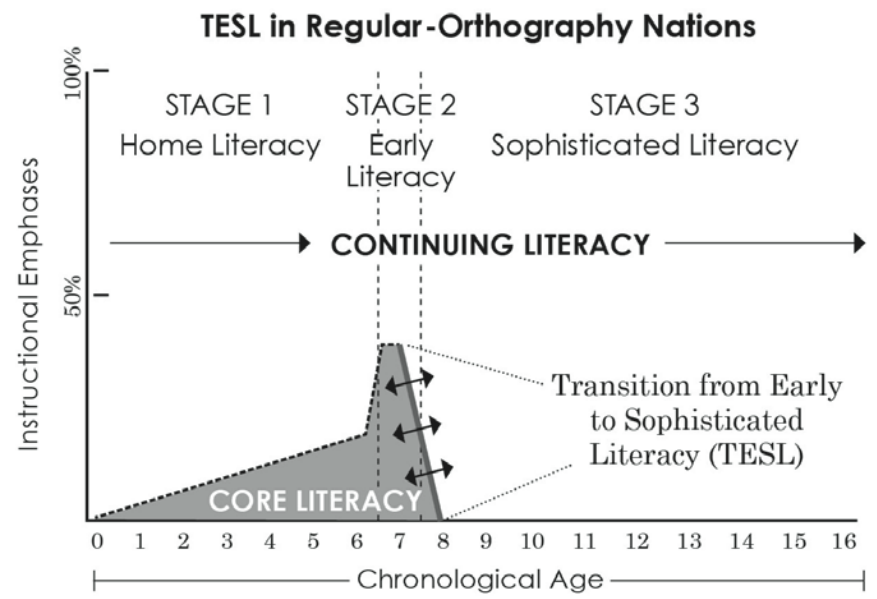
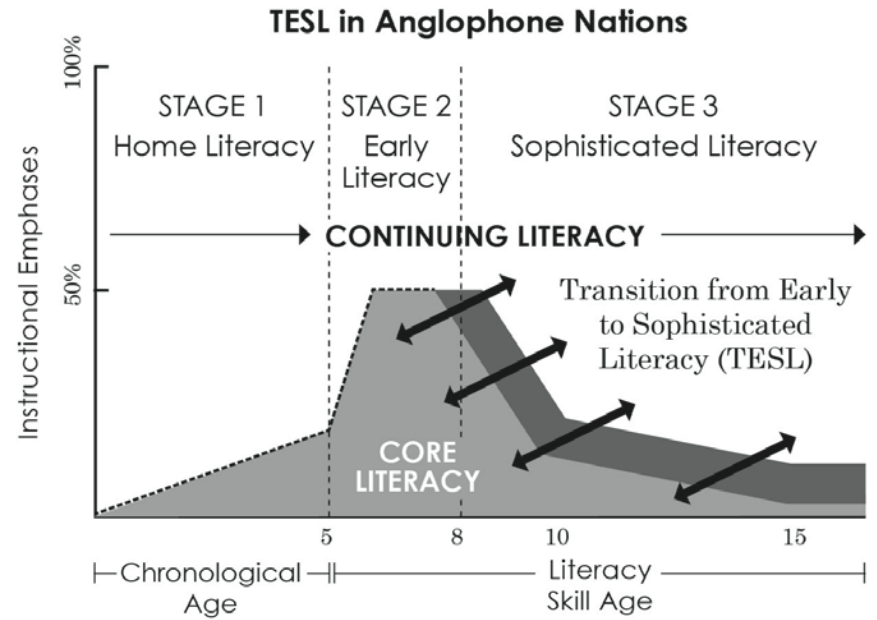


# 2

## Transition from Early to Sophisticated Literacy Model

**Figure 6**, discussed in Research Tour 1:  
*Too Slow Word-Reading and Spelling Development*

**Article:** Galletly, S. A., & Knight, B. A. (2011b).  
Transition from Early to Sophisticated Literacy  
(TESL) as a factor in cross-national achievement  
differences. *Australian Educational Researcher*,  
38(3), 329-354.



# 3

# The Differential Disadvantage Model: Part 1

Figure 17a, discussed in  
Research Tour 10:

*A Multiple Deficits Vs  
Phonological Basis?*

Article: Galletly & Knight (2011a)  
*Differential disadvantage of  
Anglophone weak readers due to  
English orthographic complexity  
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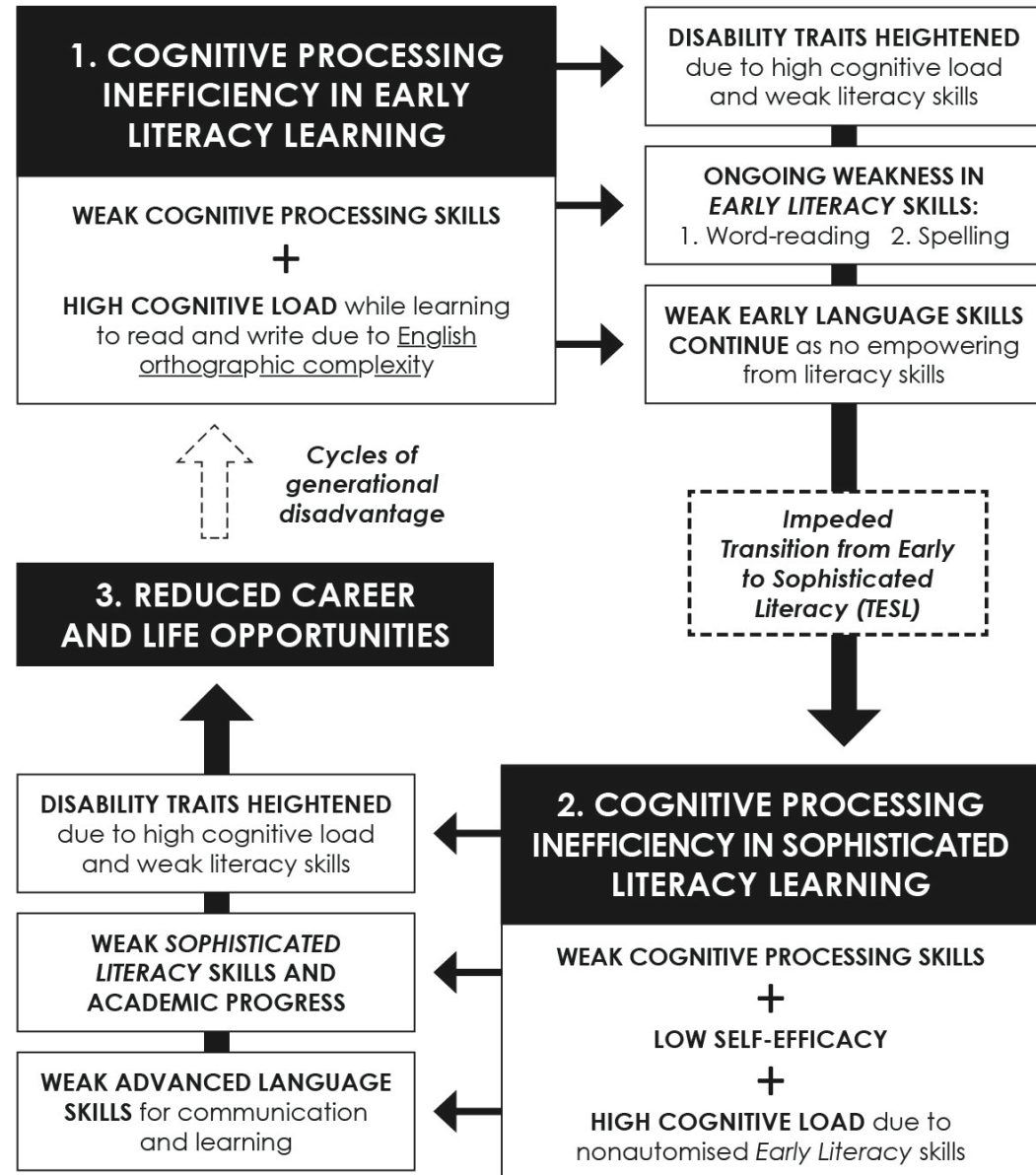


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# The Differential Disadvantage Model: Part 2

## 2. Differential disadvantage against Anglophone peers

Disadvantage built from extent of weak cognitive processing & other language skills:



# 4

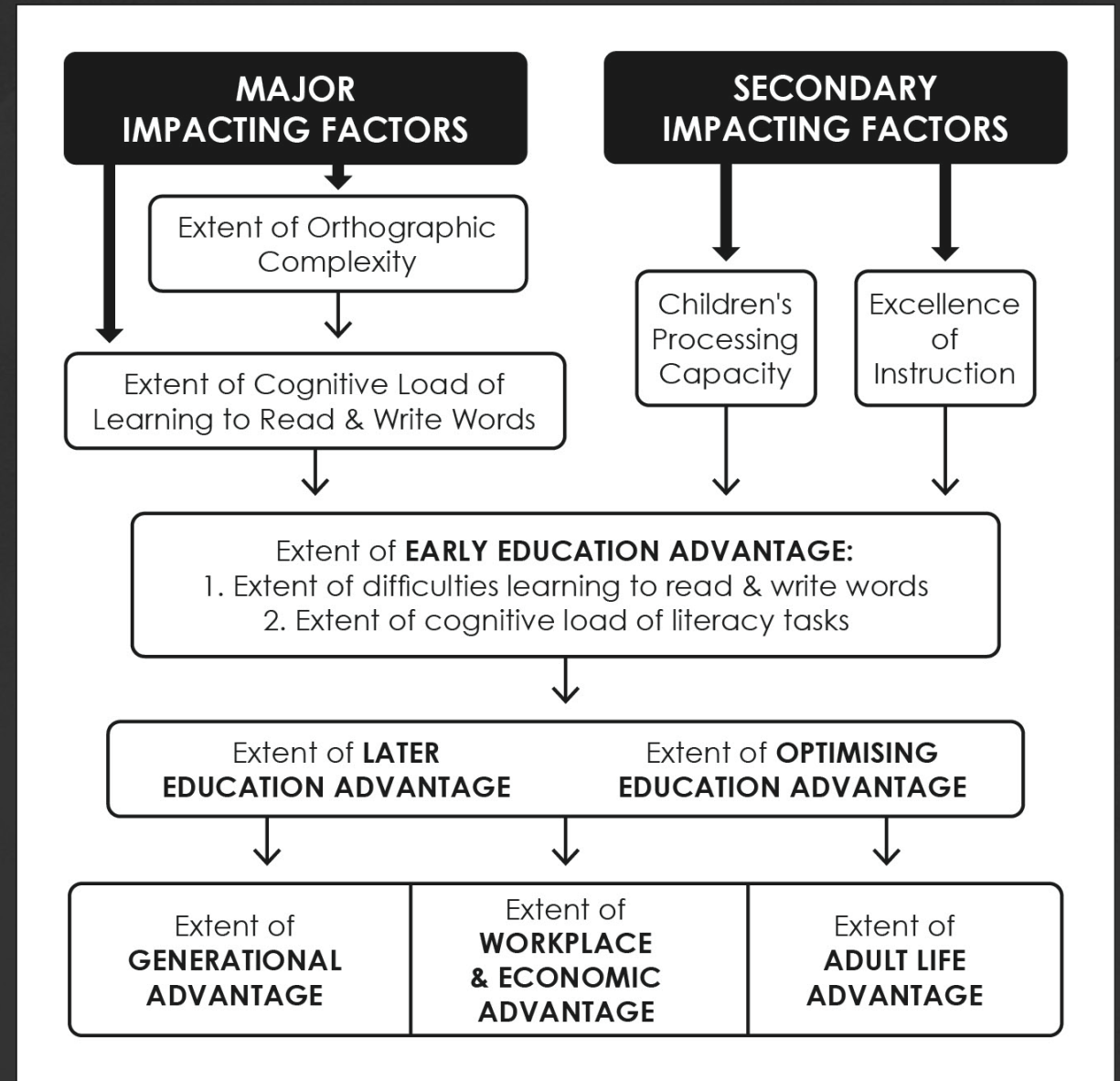
## Orthographic Advantage Theory Model

**Figure** 16, discussed in Research Tour 9: *Needs for Workload Research*

**Article:** Knight, Galletly, & Gargett (2019). *Orthographic Advantage Theory: National advantage and disadvantage due to orthographic differences*. Asia Pacific J. of Developmental Differences, 6(1), 5-29.

**Appendix of tables:** *Key Features of Orthographic Advantage Theory*.

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# 5

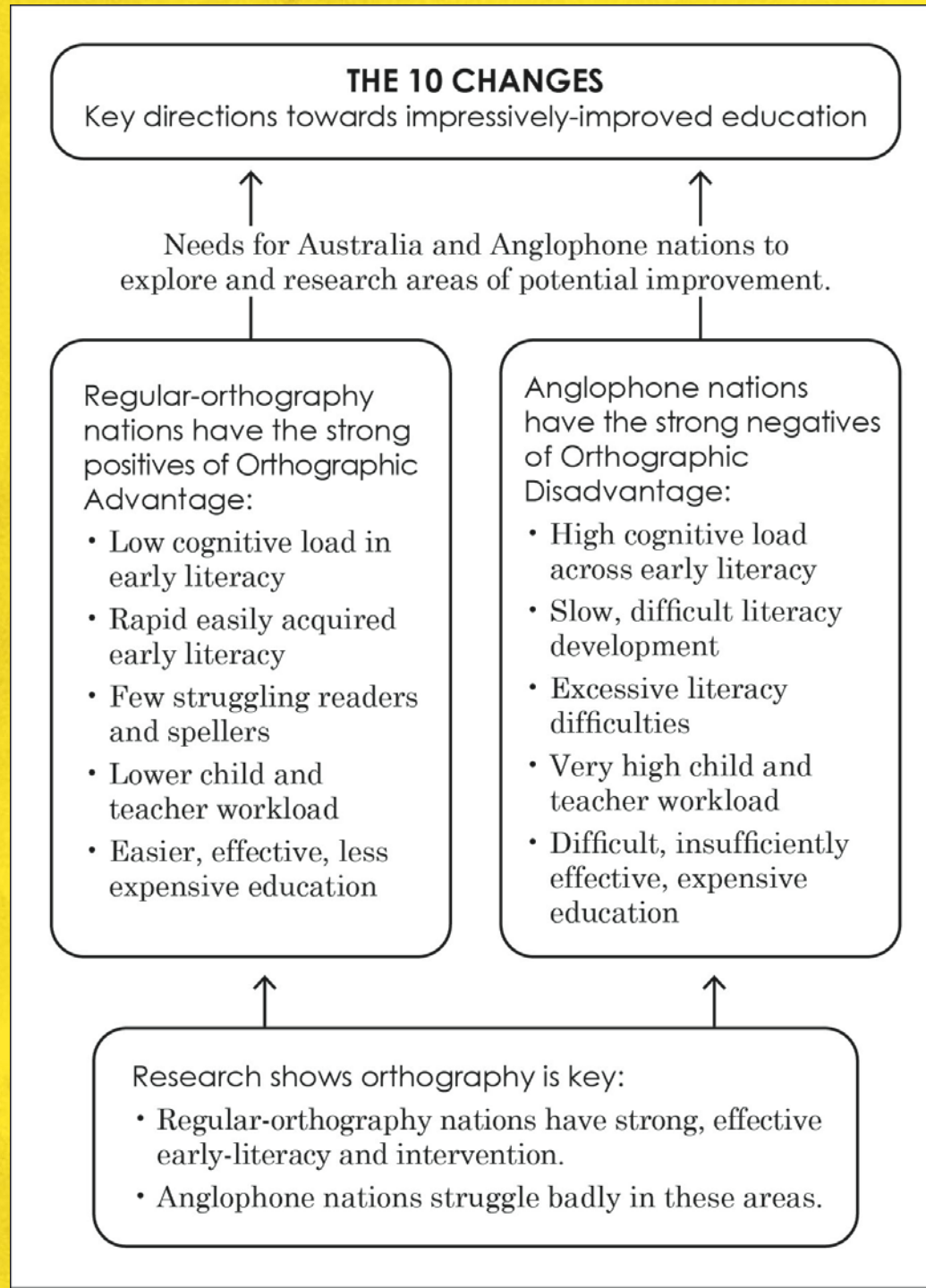
## The 10 Changes Model

Figure 1, discussed in  
Chapter: *The 10 Changes*.

**Book:** Galletly, S. A. (2023)  
*The Research Tours: The  
Impacts of Orthographic  
Disadvantage.*

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# 5

## The 10 Changes Model

**CHANGE 1** Understand how orthographies matter:

English spelling is dragging us down.

**CHANGE 2** Own our struggling reader woes:

End hypocrisy and pretence.

**CHANGE 3** Weigh workload:

Our children and teachers are working far too hard.

**CHANGE 4** One-size education does not fit all:

Teach to the decidedly different instructional needs of upper-third and lower-third readers.

**CHANGE 5** End our data deficiency:

Build strong knowledge on word-reading levels.

**CHANGE 6** Enrich every child:

Ensure effective, supportive, tailored education.

**CHANGE 7** Insist on easier early-literacy development:

Reach regular-orthography nations' achievement levels.

**CHANGE 8** Investigate the potential of fully-regular beginners' orthographies:

Research shows they're key.

**CHANGE 9** First, play to learn:

Start Standard English word-reading instruction from mid-Year 2.

**CHANGE 10** Build needed research knowledge as quickly as possible:

Use collaborative school-based research.

### THE 10 CHANGES

Key directions towards impressively-improved education

Needs for Australia and Anglophone nations to explore and research areas of potential improvement.

Regular-orthography nations have the strong positives of Orthographic Advantage:

- Low cognitive load in early literacy
- Rapidly acquired early literacy
- Few struggling readers and spellers
- Lower child and teacher workload
- Easier, effective, less expensive education

Anglophone nations have the strong negatives of Orthographic Disadvantage:

- High cognitive load across early literacy
- Slow, difficult literacy development
- Excessive literacy difficulties
- Very high child and teacher workload
- Difficult, insufficiently effective, expensive education

Research shows orthography is key:

- Regular-orthography nations have strong, effective early-literacy and intervention.
- Anglophone nations struggle badly in these areas.



# Reading the research can be fascinating!

**Step 1. Read great summaries, e.g.,**

**1. The articles about the five models.**

**2. The Research Tours: The Impacts of Orthographic Disadvantage or**

**3. Knight, Galletly & Gargett (2017) *Managing cognitive load as the key to literacy development: Research directions suggested by crosslinguistic research and research on Initial Teaching Alphabet (i.t.a.)*. In R. Nata (Ed), *Progress in Education* (Vol. 45, pp. 61-150). NY: Nova Science. (Available on ResearchGate.net)**

**4. Downloads at [susangalletly.com.au](http://susangalletly.com.au)**

**Step 2. Locate & explore studies discussed:**



Dr Susan Galletly

susangalletly.com.au

Aussie Reading Woes

The 10 Changes

For more information visit [www.susangalletly.com.au](http://www.susangalletly.com.au)

## The High Cost of Orthographic Disadvantage

**What's an orthography?**  
The spelling system a nation uses.

Orthographic complexity dictates how hard it is to learn to read and write. English is one of the world's hardest orthographies - it's damaging for at-risk children. Most nations use highly regular spelling - their at-risk children have strong success.

**Kid in regular orthography take just months to read and spell well.**  
+ Many have adult-level accuracy from Grade 1.

**Kids in Anglophone nations take ≥ 6-9 years to read and spell well.**  
+ Many children & adults have major difficulties.

Orthographic impacts	Awesome Foursome	Awful Foursome
EARLY LITERACY DEVELOPMENT	• Easy & Rapid	• Difficult & Slow
TEACHING AND LEARNING	• Low Cognitive Load	• Massive Cognitive Load
SCHOOL EFFECTIVENESS	• Minimal Difficulties	• Maximized Difficulties
ACADEMIC LEARNING	• Time-Rich Schools	• Very Time-Poor Schools
	• Low Support Needs	• Very High Support Needs
	• Empowered Subject Learning	• Impeded Subject Learning

**How can Australia fix this?**

Do as Taiwan, Japan and China do and implement a beginner orthography! They changed to 2-stage early literacy in the 1940-50s with overwhelming success!

If a research lined-up beginner orthographies, e.g. ITA and Pictop, we need to explore!

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- (Appendix of tables: Key features of Orthographic Advantage Theory: [www.literacyplus.com.au](http://www.literacyplus.com.au)).