

Let's Optimise Early Literacy!

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

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1

Literacy Component Model

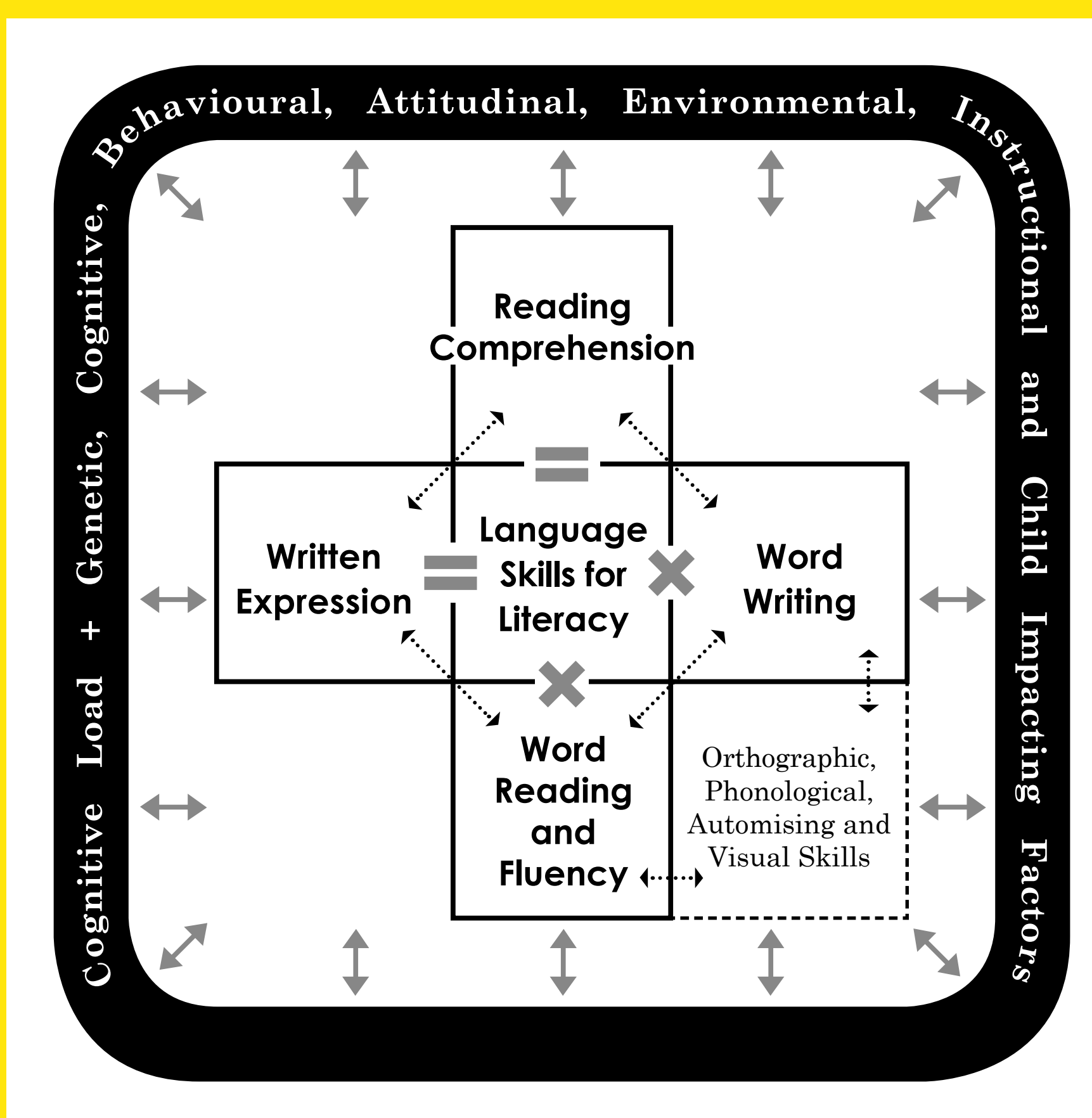


Figure 11: Discussed in Research Tour 7. Literacy Components and Quadrants
Article: Knight, B. A., Galletly, S. A., & Aprile, K. T. (2021). The Literacy Component Model: A pragmatic universal paradigm. *International J. of Innovation, Creativity and Change*, 15(7).

2

Transition from Early to Sophisticated Literacy (TESL) Model

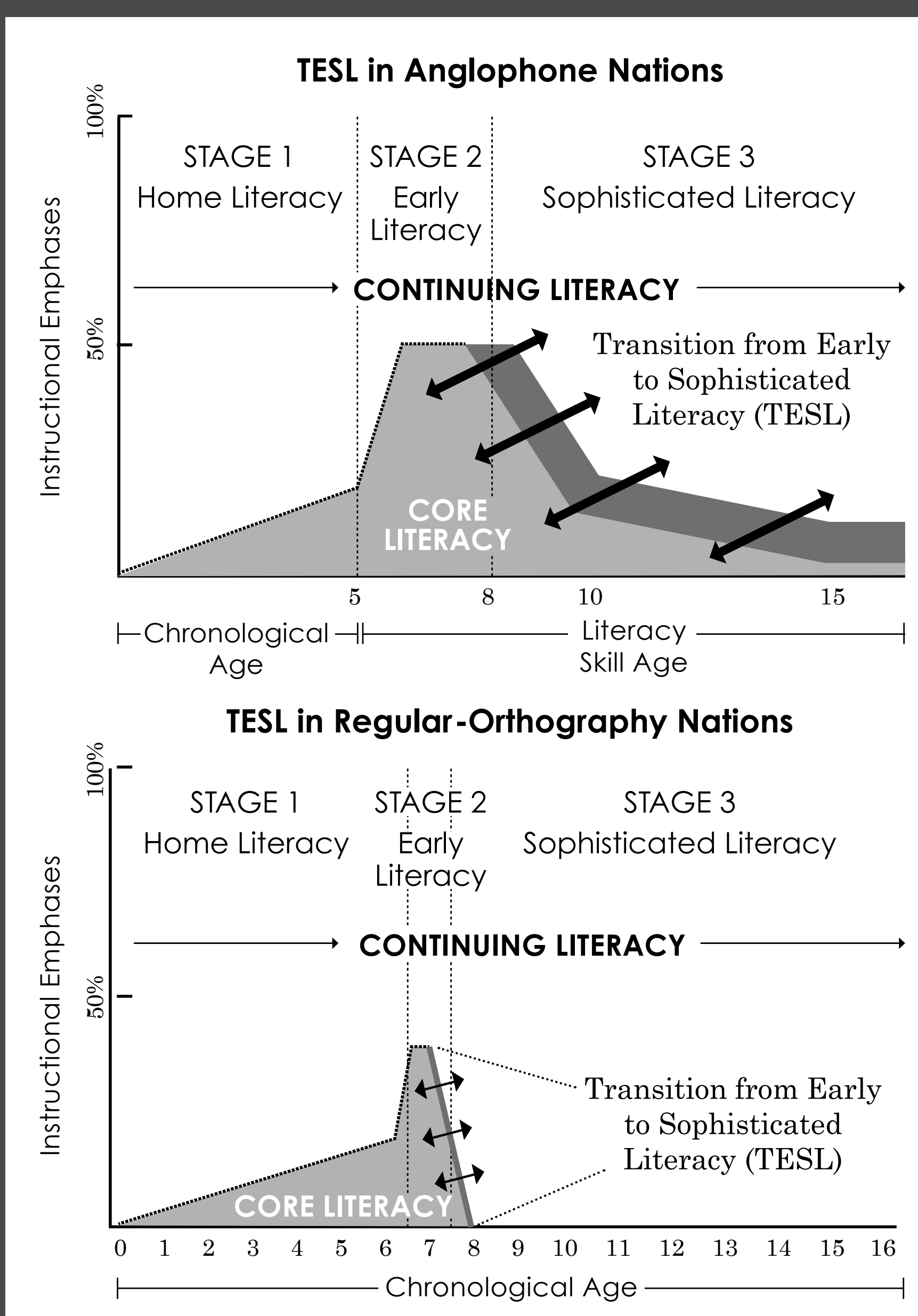


Figure 6: Discussed in Research Tour 1. Too Slow Word-Reading and Spelling Development
Article: Galletly, S. A., & Knight, B. A. (2011b). Transition from Early to Sophisticated Literacy (TESL) as a factor in cross-national achievement differences. *Australian Educational Researcher*, 38(3), 329-354.

3

Differential Disadvantage Model

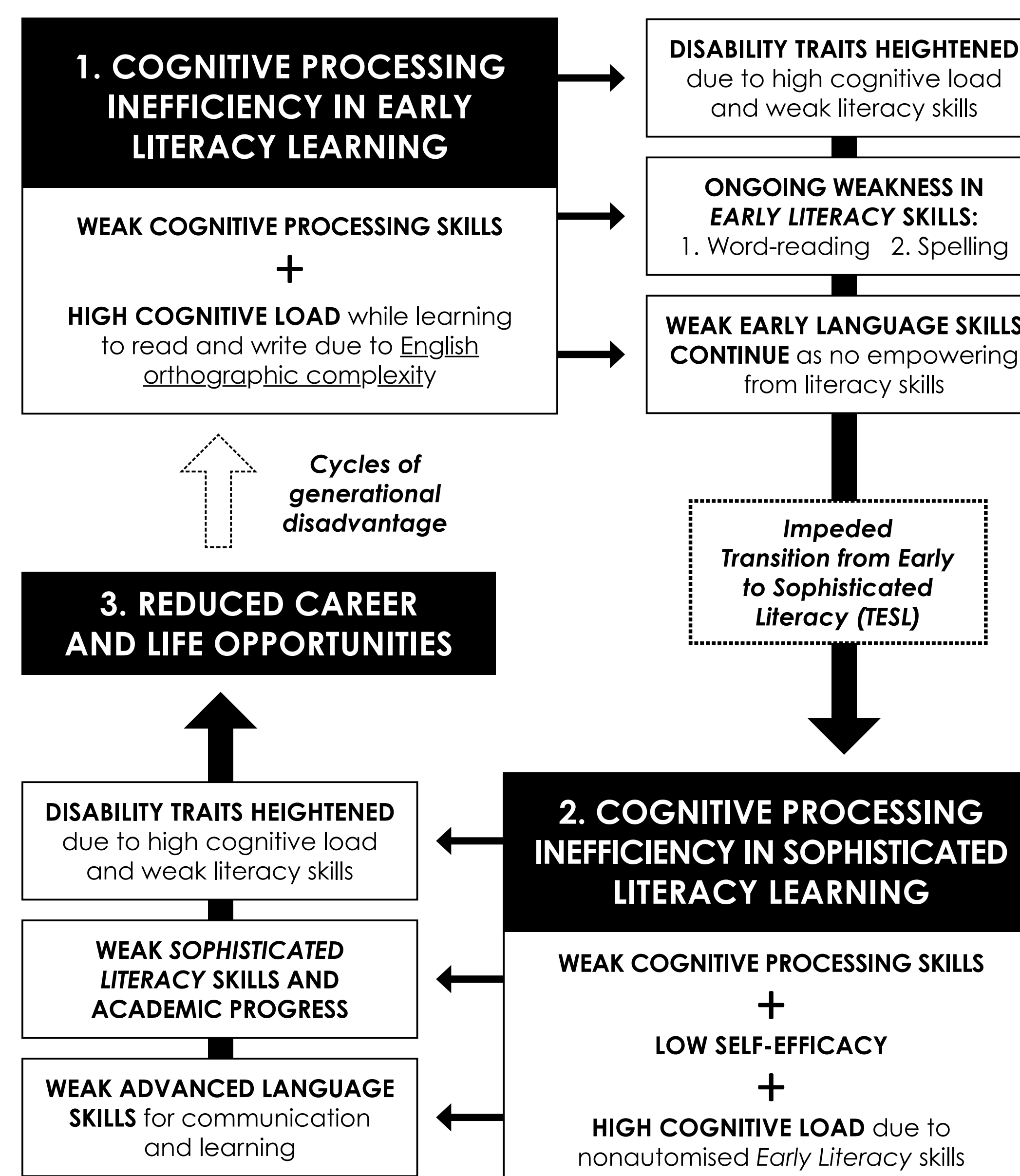
1. Differential disadvantage against regular-orthography weak readers

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 Vs Phonological Basis?

Article: Galletly, 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

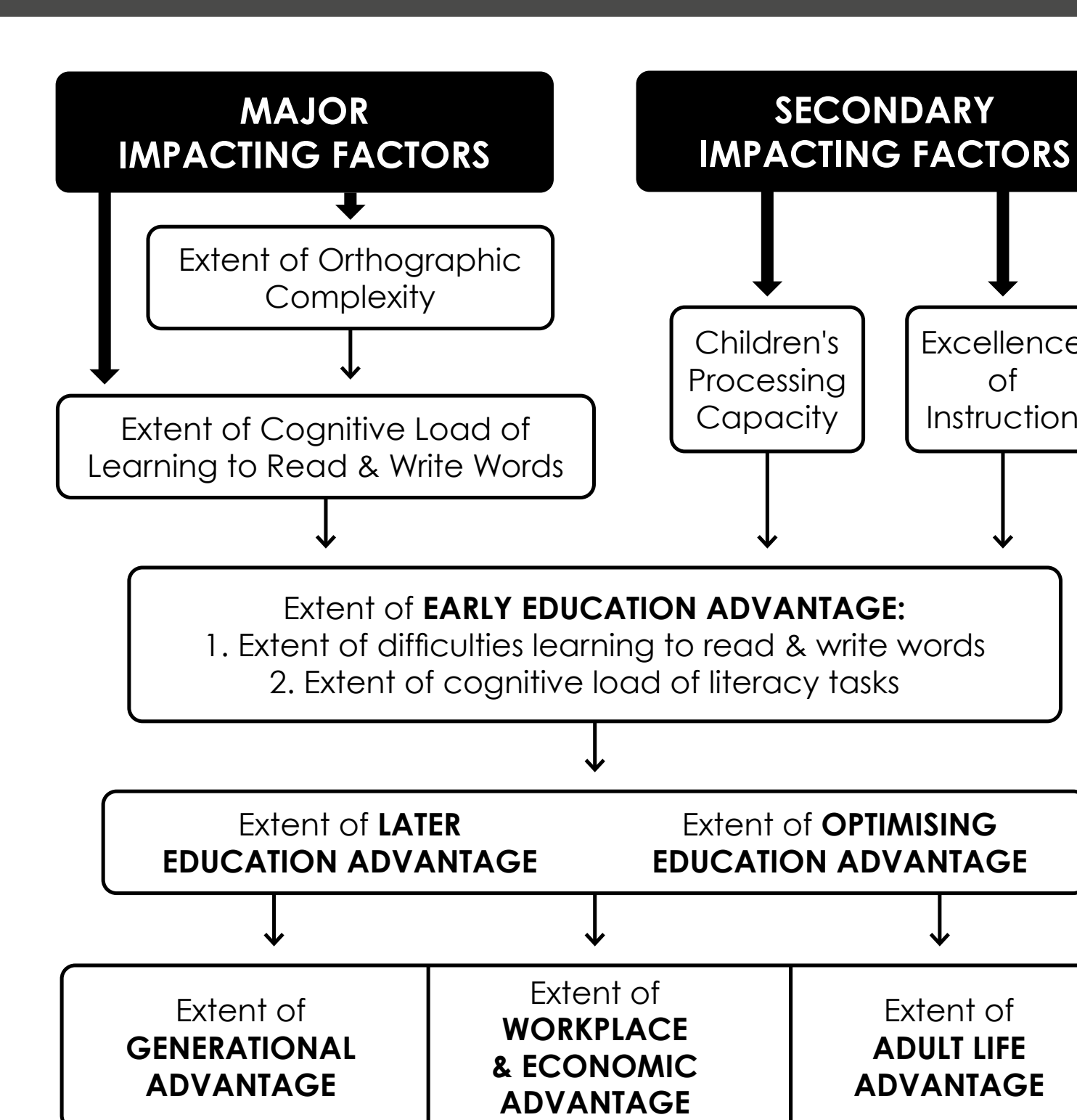


Figure 16. Discussed in Research Tour 9. Needs for Workload Research
Article: Knight, B. A., Galletly, S. A., & Gargett, P. S. (2019). Orthographic Advantage Theory: National advantage and disadvantage due to orthographic differences. *Asia Pacific Journal of Developmental Differences*, 6(1), 5-29. (Appendix of tables: Key features of Orthographic Advantage Theory: National advantage and disadvantage due to orthographic differences. www.literacyplus.com.au).

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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 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.

Figure 1. Discussed in The 10 Changes
Book: Galletly, S. A. (2023) *The Research Tours: The Impacts of Orthographic Disadvantage*. Vol. 2. Aussie Reading Woes. Mackay, Qld, Australia: Literacy Plus.

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

