

Contents

Preface	vii
I <i>Overview</i>	vii
II <i>Acknowledgments</i>	x
1 Creative beginning spelling	1
I <i>The original data</i>	2
II <i>The nature of spelling</i>	2
III <i>Children's spelling patterns</i>	3
A Vowels	3
B Preconsonantal nasals	11
C Homography	19
D Initial /tr/ clusters	19
E Retroflex vowels and syllabic sonorants	27
F Intervocalic taps	29
G Past tense and plural endings	30
H The relation between /s/ and /z/: experiments	32
IV <i>The creative spellers</i>	34
A Other studies of preschoolers	36
V <i>Conclusion</i>	38
2 Spelling in the primary grades	42
I <i>Lists of spelling 'demons'</i>	43
A Post-hoc analysis of Gates	45
II <i>Current research</i>	46
A Fisher	48
B Gerritz	49
C Beers and Gentry	50
D Marino	54
E Treiman	57

III	<i>Conclusion</i>	58
3	Dialects and spelling	60
I	<i>The concept of dialect</i>	60
A	Relevance of dialect-spelling studies to linguistic theory	62
II	<i>Dialect studies</i>	63
A	Social dialects	63
B	Regional dialects	71
III	<i>Conclusions</i>	74
4	Beginning spelling in other languages	76
I	<i>Why study other languages?</i>	76
II	<i>Studies in other languages</i>	80
A	Preconsonantal nasals	80
B	Consonants	91
C	Vowels	95
D	Beginning spelling in a 'regular' orthography	96
5	Toward a theory of spelling development	99
I	<i>Foundations</i>	99
A	Young children's conceptions of written language	99
B	Segmentation	107
C	Spelling and Piaget's theory of cognitive development	111
D	Spelling and reading	115
II	<i>A conception of spelling development</i>	118
A	For parents and teachers	122
Appendix	I Phonetic transcriptions used in this book	127
Appendix	II Examples of young children's spellings	128
Appendix	III Frequencies of spellings	131
	Bibliography	150
	Index	158