

How the development associated with spoken and written language are related among typical and atypical readers?

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The Jyväskylä Longitudinal study of Dyslexia (JLD) has followed children with and without familial risk for dyslexia from birth to adulthood. The results reveal how the spoken and written language are related and inform e.g. how the steps taken during the early development of expressive and receptive speech are associated with different steps of learning the written language from the initial acquisition of the decoding skill to full literacy. JLD has motivated us to develop digital tools for preventive interventions for children who can be identified to be at risk of facing severe difficulties in learning to read. This will happen if learners are not helped to open the bottlenecks they would otherwise face during early stages of their reading-related career.