This archive contains files containing data from

Project ES/L008270/1.

The role of automatic letter-speech sound integration in reading development and dyslexia

The following files have been archived:

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| **File name** | **Description** |
| LSI\_Cross\_sectional.dta | Stata file containing cross-sectional dataset of 155 children, with variables relating to reading and phonological awareness and automatic letter-sound integration |
| LSI\_Cross\_sectional\_PrimingTask.dta | Item level data for children in LSI\_Cross\_sectional.dta on the automatic letter-sound integration priming task |
| LSI\_Dyslexia.dta | Stata file containing dataset of 131 children (20 children with dyslexia and reading age matched and chronological age matched control groups), with variables relating to reading and phonological awareness and automatic letter-sound integration.  |
| LSI\_Dyslexia\_PrimingTask.dta | Item level data for children in LSI\_Dyslexia.dta on the automatic letter-sound integration priming task |
| LSI\_Cross\_sectional&Dyslexia\_measures.docx | Description of measures used in LSI\_Cross\_sectional.dta and LSI\_Dyslexia.dta |
| LSI\_Longitudinal.dta | Stata file containing a longitudinal dataset of 191 children, with variables relating to reading and phonological awareness and automatic letter-sound integration taken at 4 time points during the first year of school. |
| LSI\_Longitudinal\_measures.docx | Description of measures used in LSI\_Longitudinal.dta |
| PAL\_Reading.dta | Stata file containing a dataset with variables relating to reading performance and 6 types of paired associate learning (PAL) in 97 8- to 10-year old children.  |
| PAL\_Reading\_measures.docx | Description of measures used in PAL\_Reading.dta |

Journal papers relating to this data:

Clayton, F. J., & Hulme, C. (2018). Automatic Activation of Sounds by Letters Occurs Early in Development but is not Impaired in Children with Dyslexia. *Scientific Studies of Reading*, *22*(2), 137-151.

Clayton, F. J., Sears, C., Davis, A., & Hulme, C. (2018). Verbal task demands are key in explaining the relationship between paired-associate learning and reading ability. *Journal of Experimental Child Psychology*, *171*, 46-54.

Clayton, F. J., West, G., Sears, C., Hulme, C., & Lervag, A. (in prep). A longitudinal study of early reading development: Letter-sound knowledge, phoneme awareness and RAN, but not letter-sound integration, predict variations in reading development