

**Grant Number**: ES/H031685/1

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**Project title**: Tracking changes in the influence of broad auditory and specific phonological skills on beginning and intermediate reading performance

The following files have been archived:

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| File name | File description (Short description of content, sample size, format, any linking between different types of data, i.e. survey and interviews/focus groups) |
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| Year2Sample\_Data\_and\_codebook.xlsx |

 | Data from the 570 Year 2 participants from the Aston Literacy Project who were assessed at one time point only. No links to any other data sets. File includes 2 tabs with the dataset and metadata. The data are children’s scores on reading and related assessments at Year 2 (age 6-7).  |
| Cunningham2015\_PublishedVersion.pdf  | Manuscript of paper published in Cognition (2015) based on data from the 570 Year 2 participants included in the excel file: Year2Sample\_Data\_and\_codebook.xlsx |
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| ChildConsentForm.docx |

 | Consent form for child participants at beginning of study (2011). Consent was gained at every time point. |
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| SchoolApprovalLetter.docx |

 | Consent form for School Leadership Team at beginning of study (2011). Consent was gained at every time point. |
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| LettertoParents.docx |
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 | Letter sent to parents at beginning of study (2011). Parents were contacted at every time point. |
| InformantionSheet\_Teachers.docx | Information Sheet for Teachers at beginning of study (2011). Teachers were updated at every time point. |

**Publications**: (based on this data, if any)

Cunningham, A.J., Witton, C., Talcott, J.B., Burgess, A.P., & Shapiro, L.R. (2015). Deconstructing phonological tasks: The contribution of stimulus and response type to the prediction of early decoding skills, Cognition, 143 , pp. 178-186.