

## **Oral language growth differences between children with persistent and resolving literacy difficulties**

### **Authors**

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### **Abstract**

**Purpose:** The purpose of the present longitudinal study was to examine whether the growth rate of oral language skills differs between children with persistent literacy difficulties (LD) and children with resolving LD from Grade 2 to Grade 3.

**Method:** From an initial sample of 240 Greek-speaking children, 158 children were classified as having LD based on their performance on standardized reading and spelling tests in both Grades 1 and 2. The reading and spelling skills of children with LD were reassessed in Grade 3 to determine whether they presented a persistent LD profile (N = 114) or a resolving LD profile (N = 44). Children were also assessed on phonological awareness, morphological awareness, vocabulary and rapid automatized naming in Grades 2 and 3.

**Results/Conclusions:** A series of repeated measures ANOVAs showed that children with resolving LD presented a significantly higher growth rate on morphological awareness than children with persistent LD from Grade 2 to Grade 3. No other significant difference was observed in the growth rate for the rest of oral language skills between the two groups. The present results underline the important role of morphological awareness development as a supportive factor for assisting children to overcome their early LD, and thus, they provide valuable insights for early LD intervention policy.