

## Phonological and writing skills at the end of the second grade in Croatian speaking children with and without dyslexia

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Croatian is an orthographically transparent language with alphabetic writing system which has some specific features such as letters containing diacritics (č, ć, đ, š, ž) (Barić et al., 2005), making learning to write in Croatian a unique process. Phonological skills seem to contribute more to reading in languages that have more deviations from simple one-to-one grapheme-phoneme correspondence (Míguez-Álvarez, Cuevas-Alonso, and Saavedra, 2022), but the contribution of phonological skills has been less studied with respect to writing. Writing is a complex skill, and it seems unavoidable to consider written composition as multidimensional, which contributes to the understanding of the different roles of known writing factors such as accuracy, complexity, and quality that are important for early written expression (García, Crespo, and Bermúdez, 2017).

The purpose of this study was to examine the relationship between phonological and writing skills. Phonological skills were measured with the phonological awareness (PA), rapid automatized naming (RAN), and phonological working memory (PWM) task, while writing skills were measured with the sentence construction task which had two components: adherence to writing conventions (AWC) and productivity (P). For productivity three measures were calculated: a) total number of words (TNW), b) total number of correct words (TNCW) and c) total number of errors (TNE).

Preliminary analysis showed that there are significant correlations between the total scores on PA and AWC ( $r=0.25$ ,  $p<0.05$ ), TNW ( $r=0.341$ ,  $p<0.01$ ), TNCW ( $r=0.441$ ,  $p<0.01$ ), TNE ( $r=-0.296$ ,  $p<0.01$ ), as well as PWM and AWC ( $r=0.25$ ,  $p<0.05$ ), TNCW ( $r=0.356$ ,  $p<0.01$ ), TNE ( $r=-0.309$ ,  $p<0.05$ ). The result of the simple linear regression was statistically significant for TNW ( $R^2 = 0.131$ ,  $F(3, 64) = 3.209$ ,  $p=0.029$ ) and TNCW ( $R^2 = 0.233$ ,  $F(3, 64) = 6.489$ ,  $p<0.001$ ). The obtained findings will be discussed from the theoretical and developmental perspective, considering the features and specificities of Croatian orthography.

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