

Abstract

The dissertation presents three research studies concerning *orthographic knowledge* and *orthographic learning* among Danish children. A main purpose of the studies was to investigate the significance of different types of linguistic competence for spelling skills in an early and a later phase of literacy development. Another main purpose was to investigate whether explicit training in one type of linguistic competence – knowledge of conditional spelling patterns – would facilitate orthographic learning of new words during independent reading among children in 3rd Grade.

Overall, the results from the three studies suggest that children's memory for new word spellings can be enhanced by closely linking spelling instruction to activities with independent reading. Furthermore, the results suggest that different aspects of orthographic knowledge should be subject to direct spelling instruction, including knowledge of conditional spelling patterns.