

## **Visual-ortografic abilities in reading process: a propose to review the omophone words comprehension test.**

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Recent studies in the field of neuropsychology suggest that reading processes involve two mechanisms: a phonological and a visual-ortographic (lexical) one. The phonological competences and the development of non-words reading abilities have been object of numerous searches; on the visual-ortographic competences, instead, there's still a debate concerning both the acquisition of these abilities from the child and the evaluation of lexical skills. This study introduces a revision related to the procedure of administration of the test 7 ("Comprehension of homophone words") contained in the "Battery for the evaluation of developmental dyslexia" created by Sartori, Job and Tressoldi. We presume that the execution of this test involves additional mechanisms to the simple visual-ortographic discrimination of the homophone words and that other variables intervene, between which the syntactic-semantic analysis of the items. The test we propose is similar in the items and in the procedure of answer (multiple choice) to the test 7 of Sartori et al. The test is made of 12 couples of homophonic not-homographic words (i.e. *Lacca-l'acca*) for each of which children have to choose the correct meaning between 4 alternatives of answers.

The difference with the test of Sartori et al. consists in a different way of stimuli presentation, that is the meaning of the alternatives of answer is proposed figuratively with some sketches. This study analyses the results obtained with 63 children attending the primary school, divided into two groups: normal readers and dyslexics. The performance at this test has been then compared with the results obtained by the same subjects in reading a passage and non-words tasks and in writing homophonic words. It is concluded that sounded competences increase with age. Phonological reading abilities improve progressively from the second to the fourth class, visual-ortographic competences are acquired beginning from third class and they are preceded by good performances in non-words reading tasks (non lexical phonology).

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