These experiments included 4 conditions: name initial, name final, control initial, and control final using CONSONANTS as the target letters.

**RESULTS**

**Correlation Coefficients**

- **Proportion Correct**:
  - Name initial: 0.95
  - Name final: 0.96
  - Control initial: 0.92
  - Control final: 0.94

**DISCUSSION**

In spelling, children showed equal letter cues at both the beginnings and the ends of two-letter words. There was evidence for a special status of initial-letter cues in that the difference between spelling name and control conditions was larger in initial position than in final position. However, the children derived significant benefit from even final-letter cues in spelling. Comparing the reading and spelling results, it appears that beginners rely on systematic spelling-sound relationships to a greater extent when writing to sound and then when learning to pronounce the letters in words than when hearing the words. This suggests that the children in this study had not yet mastered the spelling of every letter.

**IMPLICATIONS**

To assess the usefulness of these findings, we must ask how often children are able to interpret pairs of letters that make sense based on knowledge that children possess. For many children, the availability of links between print and speech that are located at the beginnings of two-letter words may force children to use any alphabetic strategy they have available at a given time. Development may involve the acquisition of new systematic spelling-sound relationships rather than a logographic approach to spelling. A second factor is that the phonological awareness of children is limited to a logographic approach in learning about print. One factor is the availability of links between print and speech that are located at the beginnings of two-letter words. Children typically start to learn the names of letters at an early age. They appear to use this information to form their first partial connections between print and speech. A second factor is that the phonological awareness of children is limited to a logographic approach in learning about print. One factor is the availability of links between print and speech that are located at the beginnings of two-letter words. Children typically start to learn the names of letters at an early age. They appear to use this information to form their first partial connections between print and speech. A second factor is that the phonological awareness of children is limited to a logographic approach in learning about print. One factor is the availability of links between print and speech that are located at the beginnings of two-letter words. Children typically start to learn the names of letters at an early age. They appear to use this information to form their first partial connections between print and speech. A second factor is that the phonological awareness of children is limited to a logographic approach in learning about print.