

Tuesday 14 May, 1-2pm, Chandler House G10

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The development of number writing in early primary school

In everyday life we commonly use various numerical codes and can easily switch between them, e.g. III, 3, three. Transcoding, for example from spoken number words (e.g. 'five') to written Arabic digit strings (e.g. 5), is an important skill typically acquired in early primary school. Similarly to letters, children still mirror write digits from memory at the beginning of primary school, but this resolves by Year 2 for the majority of children. In this talk I will first present a study investigating the frequency and possible correlates of mirror writing of single digits in early primary school. Then I will focus on problems for number transcoding of double-digit numbers that are related to the syntactical structure of the number words which can vary between languages. Finally, I will present data from our cross-linguistic longitudinal study showing that while error patterns differ between languages, number transcoding of multi-digit numbers is a significant longitudinal predictor of mathematical performance independent of language.