



Number	Author(s)	Study Year	Study Title	Country(s)	Language(s)	Age Group(s)	DLD group N	Identification Measure(s)	Modality	Genre	General Writing Performance	Spelling	Grammar	Length & Complexity	Writing Process (Rate, Organization, Planning)	Oral vs. Written	Genre Comparison	Issues with Writing Measures	Age-Matched TL Control Group	Language Age/Ability Match Group	Literacy Age/Ability Match Group
46	McCarthy et al	2012	Is weak oral language associated with poor spelling in school-age children with specific language impairment, dyslexia or both?	USA	English	Children (4th grade)	61	Kindergarten diagnosis of SLI (TOLD-P-2; narrative); CELF-3	Handwritten	Single word spelling (TWS-3)	N/A	Poorer spelling for children with SLI-dyslexia, but those with only SLI performed similar to those with TL; more orthographic spelling errors regardless of dyslexia comorbide	N/A	N/A	N/A	N/A	N/A	N/A	Yes	No	No
47	Vandewalle et al	2012	Auditory processing and speech perception in children with specific language impairment: relations with oral language and literacy skills	Belgium	Dutch	Children (1st & 3rd grade)	18	Reynell Developmental Language Scales; Language Tests for Children; Schlichting Test for Language Production	Handwritten	Single word spelling	N/A	Poorer spelling in 1st and 3rd grade only for subgroup of children with SLI and concomitant literacy delay	N/A	N/A	N/A	N/A	N/A	N/A	Yes	No	No
48	Broc et al	2013	Lexical spelling in children and adolescents with specific language impairment: variations with the writing situation	France	French	Children & Adolescents (7 - 18 years)	24	BILO2; N-EEL; BILO3C; LZMA	Handwritten	Single word spelling, pseudoword spelling, written narrative	N/A	Poorer spelling of single words, pseudowords, and of words in narrative context; Children made more spelling errors than adolescents; DLD group made more phonologically implausible error	N/A	Fewer total words in narratives	N/A	N/A	Fewer spelling errors in narrative than single word spelling from dictation; more errors in pseudowords and irregular real words than regular real words	Yes	No	No	
49	Williams et al	2013	Written language skills in children with specific language impairment	UK	English	Children & Adolescents (8 - 10 years)	15	TROG-2; BPVS-III; CELF-4	Handwritten	Persuasive letter (from prompt); single word spelling test	N/A	Greater proportion of spelling errors	No difference in grammar and usage	Less lexical diversity; no difference in total words or different word classes (nouns and verbs)	Poorer organization and cohesion	N/A	N/A	N/A	Yes	Yes	No
50	Larkin et al	2013	Delay or deficit? Spelling processes in children with specific language impairment	UK	English	Children & Adolescents (8 - 11)	15	TROG-2; BPVS-III; CELF-4	Handwritten	Single word spelling; nonword spelling; morpheme spelling	N/A	Poorer single word spelling; poorer phonological spelling of nonwords; no difference in orthographic spelling; poorer morphological spelling	N/A	N/A	N/A	N/A	N/A	N/A	Yes	Yes	No
51	Critten et al	2014	Inflectional and derivational morphological spelling abilities of children with Specific Language Impairment	UK	English	Children & Adolescents (8 - 10 years)	33	CELF-4	Handwritten	Single word spelling	N/A	Poorer spelling of single words; poorer spelling of derivational forms than inflected; DLD group made more phonologically implausible spelling errors	N/A	N/A	N/A	N/A	N/A	N/A	Yes	Yes	No
52	Deacon et al	2014	The representation of roots in the spelling of children with specific language impairment	Canada	English	Children & Adolescents (7 - 10 years)	17	CELF-4	Handwritten	Single word spelling	N/A	Poorer spelling of single words; no difference in spelling of derivational and inflected forms	N/A	N/A	N/A	N/A	N/A	N/A	Yes	Yes	No
53	Dockrell et al	2014	Exploring writing products in students with language impairments and autism spectrum disorders	UK	English	Children & Adolescents (6 - 12 years)	93	CELF-4 UK; BAS-II; BPVS-III; TROG-E	Handwritten	Handwriting fluency; single-word spelling; narrative prompt	16 students with LI did not write at all; poorer handwriting fluency than students with ASD	Poorer spelling than students with ASD	Less grammatical accuracy than students with ASD	Fewer words than students with ASD	N/A	N/A	N/A	No	No	No	
54	Justice et al	2015	Empirically Based Profiles of the Early Literacy Skills of Children With Language Impairment in Early Childhood Special Education	USA	English	Children (4 - 5 years)	50	Parent Report; CELF-P	Handwritten	Name writing	Poor name writing performance (relative to scale used)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No	No	No
55	Dockrell & Connelly	2015	The role of oral language in underpinning the text generation difficulties in children with specific language impairment	UK	English	Adolescents (10 years)	23	CELF-R; BAS-II; BPVS-II	Handwritten	Narrative (WOLD); single-word spelling	Poorer overall performance on WOLD scores; poorer capitalization scores	Poorer single-word spelling; more frequent spelling errors in text; greater proportion of orthographically inaccurate spelling errors	Poorer scores on WOLD sentence structure and grammar	Poorer scores on WOLD vocabulary; fewer total words; fewer different words; shorter mean length of sentence; no difference in word class use (nouns, verbs)	Poorer scores on WOLD organization and coherence	N/A	N/A	Participants read back writing	Yes	Yes	No
56	Werfel & Krimm	2015	Utility of the Spelling Sensitivity Score to Analyze Spellings of Children with Specific Language Impairment	USA	English	Children & Adolescents (7 - 11 years)	31	CELF-4	Handwritten	Single word spelling	N/A	Poorer single word spelling (percentage correct, word and element level linguistic knowledge)	N/A	N/A	N/A	N/A	N/A	N/A	Yes	No	No
57	Favart et al	2016	The management of cohesion in written narratives in students with specific language impairment: Differences between childhood and adolescence	France	French	Children & Adolescents (7 - 18 years)	24	BILO2; N-EEL; BILO3C; LZMA	Handwritten	Narrative composition	N/A	N/A	Fewer and less diverse use of anaphors (children only); Adolescents with DLD used fewer commas than TD adolescents	Fewer total words; Children wrote shorter narratives than adolescents	Less density and diversity of cohesive devices (children only)	N/A	N/A	Participants read back writing	Yes	No	No
58	Koutsoftas	2016	Writing Process Products In Intermediate-Grade Children With and Without Language-Based Learning Disabilities	USA	English	Children & Adolescents (8 - 12 years)	32	Case review; parent report	Handwritten	Narrative prompt	Poorer overall writing quality scores	Poorer spelling in both first and final drafts	No difference in grammatical accuracy	Fewer sentences in both first and final drafts	No differences in idea generation or organization at the planning stage; no differences in rates of revision between drafts	N/A	N/A	N/A	Yes	No	No
59	Koutsoftas & Petersen	2017	Written cohesion in children with and without language learning disabilities	USA	English	Children & Adolescents (9 - 12 years)	25	IEP Review; CELF-4	Handwritten	Narrative and Expository (prompts)	N/A	Greater proportion of spelling errors	N/A	Fewer total words	No difference in time spent writing; more conjunctive ties; fewer complete cohesive ties; less complex cohesive ties	N/A	N/A	More frequent use of referential cohesive devices in narratives; more completed cohesive ties in narratives more complex cohesive ties in expository	Yes	No	No
60	Pavelko et al	2017	The development of writing skills in 4-year-old children with and without specific language impairment	USA	English	Children (4 years)	22	ALL	Handwritten	Letter writing, name writing, single word writing, sentence writing (picture description and retell)	Poorer letter writing, name writing, single word writing, and sentence retell writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes	No	No
61	Shen & Troia	2017	Teaching Children With Language-Learning Disabilities to Plan and Revise Compare-Contrast Texts	USA	English	Children & Adolescents (9 - 11 years)	3	OWLS-II; case review	Handwritten	Compare-contrast prompt; expository prompt	Qualitatively poor % correct writing sequences (i.e., two adjacent words correctly spelled, capitalized, punctuated) at baseline; poor overall writing quality at baseline relative to scale	N/A	N/A	Students wrote qualitatively short essays at baseline; essays post treatment were significantly longer	Students did not spend any time planning or revising their essays at baseline; qualitatively poor inclusion of text structure elements at baseline	N/A	N/A	Participant spelling and grammar was corrected prior to assigning writing quality scores	No	No	No
62	Pavelko et al	2018	The Contributions of Phonological Awareness, Alphabet Knowledge, and Letter Writing to Name Writing in Children With Specific Language Impairment and Typically Developing Children	USA	English	Children (4 years)	22	ALL	Handwritten	Name writing	Slower acquisition of fundamental skills to support name writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes	No	No
63	Stuart et al	2019	Written verb use and diversity in children with Developmental Language Disorder: stepping stones to academic writing	UK	English	Children & Adolescents (9 - 10)	30	CELF-4 UK; case review; BAS-II	Handwritten	Narrative (WOLD)	Poorer overall performance on WOLD scores; poorer capitalization scores	N/A	Poorer scores on WOLD sentence structure and grammar; no differences in uses of verb argument structures	Poorer scores on WOLD vocabulary; fewer words; fewer total verbs; fewer different verbs	Poorer scores on WOLD organization and coherence	N/A	N/A	Participants read back writing	Yes	Yes	No
64	Snowling et al	2019	Developmental Outcomes for Children at High Risk of Dyslexia and Children With Developmental Language Disorder	UK	English	Children (8 years)	67	CELF-4; TROG	Handwritten	Single word spelling	N/A	Poorer single word spelling regardless of dyslexia comorbidity	N/A	N/A	N/A	N/A	N/A	N/A	No	No	No
65	Pratt et al	2020	Emergent Literacy in Spanish-Speaking Children With Developmental Language Disorder: Preliminary Findings of Delays in Comprehension- and Code-Related Skills	Mexico	Spanish	Children (4 - 5 years)	15	BELE	Handwritten	Name writing	Lower name writing scores	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes	No	No
66	Botting	2020	Language, literacy and cognitive skills of young adults with developmental language disorder (DLD)	UK	English	Adults (24 years)	83	CELF-4	Self Report	Self report of difficulty with writing	Greater percentage of DLD group reported difficulty with writing in everyday tasks	N/A	N/A	N/A	N/A	N/A	N/A	No direct measure of writing	Yes	No	No
67	Joye et al	2020	The Spelling Errors of French and English Children With Developmental Language Disorder at the End of Primary School	UK, France	English, French	Children & Adolescents (8 - 12 years)	34	Individual subtests of: LZMA2; BALE; CELF-4; TROG-2; BPVS-3	Handwritten	Narrative, single word spelling	N/A	Greater proportion of misspelled words in narratives; poorer single word spelling; French: more phonological errors in narratives and single word spelling, more orthographic and semantic errors in narratives; English: more phonological and orthographic errors in single word spelling; Both: more morphological spelling errors in single word spelling	N/A	Fewer total words	N/A	N/A	N/A	Yes	Yes	No	
68	Dynia & Solari	2021	Print Knowledge in Children With Autism Spectrum Disorder: Do Child and Family Variables Play a Role?	USA	English	Children (4 - 6 years)	93	IEP Review	Handwritten	Name writing	No difference in name writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yes	No	No
69	Williams et al	2021	Orthographic Knowledge and Cue Word Facilitated Spelling in Children With Developmental Language Disorder	UK	English	Children & Adolescents (5 - 11 years)	37	CELF-5	Handwritten	Single word and nonword spelling	N/A	Poorer single-word and nonword spelling (orthographic acceptability, vowel accuracy, phonological plausibility)	N/A	N/A	N/A	N/A	N/A	N/A	Yes	Yes	No
70	Moonsamy	2021	Written narratives of Grade 5 learners with developmental language difficulties: A group discussion intervention study	South Africa	English	Adolescents (10 - 13 years)	10	Case review	Handwritten	Narrative prompt	Low macro- and microstructure scores at pre-intervention relative to scale	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No	No	No
71	Ralli et al	2021	Written text production in Greek-speaking children with Developmental Language Disorder and typically developing peers, in relation to their oral language, cognitive, visual-motor coordination, and handwriting skills	Greece	Greek	Children (2nd grade)	30	Case review; Word Finding Vocabulary Test 4th ed)	Handwritten	Alphabet writing; narrative prompt	Poorer alphabet writing fluency	Greater proportion of spelling errors	Greater proportion of subject-verb agreement errors	Fewer total words; fewer different words; fewer clauses	N/A	N/A	N/A	N/A	Yes	No	No
72	Andreou & Aslanoglou	2022	Written Language Production in Children With Developmental Language Disorders	Greece	Greek	Children (6 - 9 years)	31	Case Review	Handwritten	Narrative	Fewer content words	Greater proportion of misspelled words	Fewer nouns	Fewer total words; fewer different words; no difference in clause use	N/A	N/A	N/A	N/A	Yes	No	No