

Supplemental Material S3. Nonword reading stimuli from Experiment 1.

E7^a nonwords		L7^a nonwords	
Spelling	Pronunciation^b	Spelling	Pronunciation^b
doum	/daʊm/	loth	/lɑθ/
daif	/def/	lish	/lɪʃ/
fape	/fep/	luthe	/luð/
foit	/fɔɪt/	rel	/rɛl/
futt	/fʌt/	riz	/rɪz/
mipe	/maɪp/	roysh	/rɔɪʃ/
meaf	/mɪf/	sathe	/seð/
moave	/mov/	shithe	/ʃaɪð/
nime	/naɪm/	shar	/ʃɑr/
neave	/niv/	sheth	/ʃeθ/
noop	/nup/	seash	/siʃ/
poff	/pɒf/	suzz	/sʌz/
pote	/pot/	thaz	/ðæz/
pud	/pʌd/	thice	/θaɪs/
tife	/taɪf/	thouse	/ðaus/
tem	/tɛm/	thear	/θɪr/
toove	/tuʋ/	thoal	/θoʌl/
vadd	/væd/	zal	/zæʌl/
voum	/vaʊm/	zoyth	/zɔɪθ/
voin	/vɔɪn/	zuss	/zʌs/

^aThe stimuli for this study comprised either early- (E) or late- (L) developing consonant phonemes, with seven phonemes per group: E7 and L7. ^bResponses were marked as correct if the participant pronounced the nonword identically to a target pronunciation (any legal pronunciation of the onset consonant and rime unit). Because of the ambiguity in determining the need for voiced or voiceless “th” in the initial position of nonwords, either phoneme was scored as correct when used in the initial position of any “th” nonword.