

Supplementary material

Table S 1. Communalities

BPVS vocabulary	.772
test of word finding	.784
TROG sentence comprehension	.774
CELF sentence repetition	.744
Test of active/passive sentences	.712
Verb agreement and tense test	.852
Astop reflexive d'	.690
Astop syntactic d'	.763
Phab Rhyme	.684
Phab Spoonerisms	.825
Phab rapid digit naming	.721
Digit span	.590
Nonword repetition	.807
ABX nonword discrimination	.756
picture word matching	.533
articulation	.716
ood-oot categorisation	.335
PEPSC chunking input	.766
PEPSC chunking output	.290
PEPSC focus input	.734
PEPSC focus output	.710
PEPSC prosody input	.597
PEPSC prosody output	.759

Table S 2. Component matrix from the principal component analysis.

	Component				
	1	2	3	4	5
BPVS vocabulary	.840	-.126	.161	-.154	.000
test of word finding	.867	-.109	.000	-.140	-.021
TROG sentence comprehension	.848	-.019	.121	-.178	.094
CELF sentence repetition	.828	-.017	-.102	-.217	-.031
Test of active/passive sentences	.662	-.002	.363	-.372	-.062
Verb agreement and tense test	.902	-.154	.081	-.090	.016
Astop reflexive d'	.617	.310	.437	-.017	.146
Astop syntactic d'	.782	.201	.334	.006	.022
Phab Rhyme	.783	-.054	-.175	.036	-.188
Phab Spoonerisms	.799	.067	-.357	.108	-.207
Phab rapid digit naming	.663	.146	-.410	.181	-.243
Digit span	.751	.040	-.130	-.039	-.079
Nonword repetition	.686	-.477	.016	.317	.089
ABX nonword discrimination	.850	-.077	-.056	.139	.064
picture word matching	.548	-.170	.233	.063	.382
articulation	.462	-.633	-.171	.193	.188
ood-oot categorisation	.510	.069	-.211	.161	-.002
PEPSC chunking input	.486	.430	-.368	-.274	.366
PEPSC chunking output	.410	-.230	-.021	-.261	.023
PEPSC focus input	.527	.474	-.347	.060	.329
PEPSC focus output	.508	.104	.107	-.140	-.641
PEPSC prosody input	.402	.003	.185	.632	-.045
PEPSC prosody output	.406	.513	.324	.475	-.029

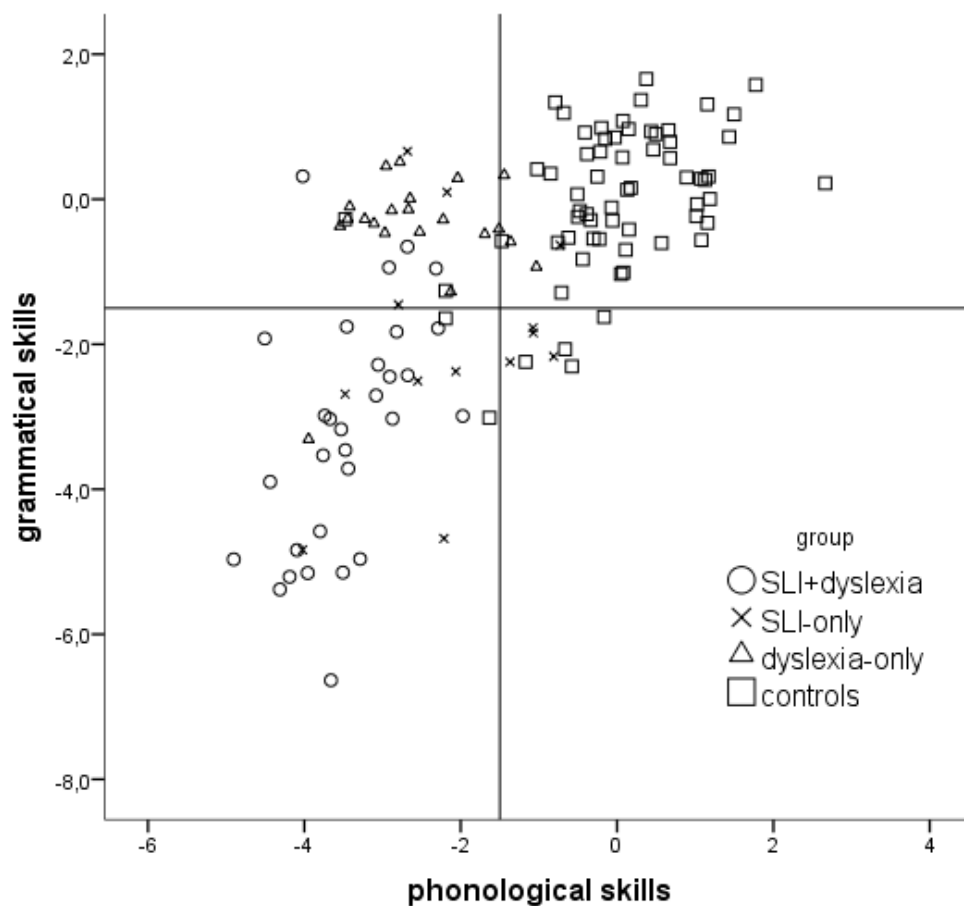


Figure S 1. Distribution of individual children according to their phonological and grammatical skills.

Lines correspond to a -1.5 SD threshold.