| Author | Year | Purpose | Intervention name | Targeted reading skills |
| --- | --- | --- | --- | --- |
| Pindiprolu et al (2019) | 2019 | Evaluate the effects of parent implemented Funnix and Headsprout reading programs on the acquisition of basic early literacy skills of students with reading difficulties | Funnix, Headsprout | word reading, reading fluency, reading comprehension, phonological skills, phonics, vocabulary |
| Moser et al (2017) | 2017 | Examine the effectiveness of word structure practice using application software with fourth grade readers. | 8 great word patters | reading fluency, vocabulary, reading comprehension, word reading |
| Potocki et al (2015) | 2015 | Determine the effects of a computerized training program on the reading skills of normal readers, poor decoders, poor comprehenders, and general poor readers (inferred). | Chassymo, Locotex | word reading, reading fluency, reading comprehension |
| Rosas et al (2017) | 2017 | Evaluate the impact of an explicit, sustained, and direct intervention of the phonic aspects of reading in Chilean children enrolled in their first year of primary education, from a low SES and at risk of manifesting reading difficulties. | Graphogame | word reading, phonological skills, phonics, rapid automatized naming |
| Saine et al (2010) | 2010 | Build a model of the predictive value of word-level reading fluency in three contrastive groups whose reading acquisition has been supported differently, that is, via participation in remedial reading intervention or computer assisted remedial reading intervention or mainstream instruction. A second aim was to identify the most effective types of intervention for children with different profiles of compromised prereading skills before school age. | Graphogame | word reading |
| Callaghan et al (2016) | 2016 | Evaluate the effectiveness of the commonly used the Lexia Reading Core5 intervention, with 4- to 6-year-old pupils in Northern Ireland | Lexia Reading Core 5 | phonological skills |
| Cazzell et al (2017) | 2017 | Evaluate the effects of a CFR program with self-determined response intervals on sight-word acquisition in two elementary students with intellectual dis ability. | Researcher-developed: Computer-based flashcard reading | word reading |
| Chai (2017) | 2017 | Evaluate the effectiveness of using a researcher-developed iPad app with a 0- to 5-s constant time delay procedure to improve phonological awareness skills of young children with mild developmental delays in a small-group arrangement in a rural public elementary school in Southwest United States. | Touch Sound | phonological skills |
| Schmitt et al (2018) | 2018 | Determine whether the final version website with games based on these five media properties and played at home could meaningfully promote literacy development among low- and middle-SES preschool and kindergarten students | PBS KIDS Island | phonics, phonological skills, word reading, vocabulary |
| Comaskey et al (2009) | 2009 | Explore the effectiveness of a Web-based literacy programme that delivered two distinct phonics programmes. | A Balanced Reading Approach for Canadians Designed to Achieve Best Results for All | phonological skills, reading skills (not specified) |
| Solheim et al (2018) | 2018 | Investigate the efficacy of an early reading intervention delivered alongside formal reading instruction to Norwegian 6-year old's to be at risk for RD at school entry through a group randomised controlled trial, with a two-year long term follow up after intervention. | Graphogame, On track ABC | phonics, phonological skills, word reading, rapid automatized naming, vocabulary |
| Ecalle et al (2009) | 2009 | Examine the effects of a computer-assisted learning program in which syllabic units were highlighted inside words in comparison with a CAL program in which the words were not segmented, i.e. One requiring whole word recognition. | Researcher-developed (name not provided) | phonological skills, word reading |
| Wood et al (2013) | 2013 | Evaluate the effects of a supplemental phonemic instruction program using computer-assisted reciprocal peer tutoring with embedded audio prompting | Researcher-developed (name not provided) | phonological skills |
| Ecalle et al (2013) | 2013 | Determine whether a software based on grapho-syllabic training is efficient in French poor readers in Grade 2 in comparison with two groups, grapho-phonemic training group and a control group. | Grapho-syllabic training, Grapho-phonemic training | word reading |
| Ecalle et al (2013) | 2013 | Examine the long-term effect of grapho-syllabic training proposed to French 1st graders and followed to the end of second grade. | Grapho-syllabic training, Grapho-phonemic training | word reading, reading comprehension |
| Kyle et al (2013) | 2013 | Assess the efficacy of graphogame as a supplementary CARI for students learning to read in English | Graphogame | vocabulary, word reading, spelling, phonological skills |
| Fan et al (2018) | 2018 | Determine if Mandarin-speaking EFL children improve word reading and spelling accuracy after instruction with phonoblocks on the words taught in the instruction and similar new words. | Phonoblocks | reading skills (not specified), spelling |
| Kleinsz et al (2017) | 2017 | Investigate the effects of two types of reading training administered in parallel to different subgroups of poor readers. | Grapho-syllabic training, Comprehension training | word reading, reading comprehension, phonological skills, vocabulary |
| Gustafson et al (2015) | 2015 | Compare three different interventions, one focused on bottom-up processing, that is, phonological abilities and word decoding skills, and another on top-down processing and comprehension and an intervention that combines phonological training and comprehension training. | COMPHOT, Omega-Interactive Sentences | reading comprehension, word reading, phonological skills |
| Karemaker et al (2010) | 2010 | Investigate if the whole-word multimedia software ‘ORT for Clicker’ facilitates developing literacy skills in Year 1 children that are struggling with learning to read. | Oxford Reading Tree for Clicker | phonological skills, phonological skills |
| Messer et al (2018) | 2018 | Determine whether the use of a computer computer-assisted intervention that uses visual mnemonics as part of the tutorial process helps the development of reading abilities. | Trainertext | phonological skills, rapid automatized naming, spelling |