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In the first-grade group, the ANOVA revealed a significant effect of lexical frequency, $F1$ (1, 19) = 165.69, $p <$ .001, MSE = 212; $F2$ (1,118) = 65.35, $p < $ .001, MSE = 1612. More high-frequency words than low-frequency words were identified (76% vs. 50%, respectively). A significant effect of fixation position was also found. There were more correct identifications when the viewing position corresponded to the middle of the word (79% in P2 and P3) than to the beginning (62% in P1) or the end (59% and 39% in P4 and P5, respectively), $F1$ (4, 76) = 69.25, $p < $ .001, MSE = 158; $F2$ (4, 472) = 65.45, $p < $ .001, MSE = 503. No interaction was found between the two factors (see Figure 1), $F1$ (4,76) = 1.89, p = .12, MSE = 165; $F2$ (4, 472) = 1.86, p = .12, MSE = 503.