

## Abstract

This study investigated the role of phonetic in reading process as pronunciation cue when children reading unfamiliar Chinese characters. The study is reported which invited twenty first-graders and twenty third-graders from local primary schools be the participants. There are statistically significant correlation between reading abilities and the use of analogies. The results of the study suggest that children who have better reading abilities are also better in making analogies when reading Chinese characters. Moreover, young as first-graders can successfully decode the new characters to make analogies with the phonetic cue even they had never learnt before. This finding suggests that children do not have to learn this skill explicitly. Therefore, children are able to make analogies when they read the unfamiliar characters, this would be an important skill during reading process.