

Abstract

The current study investigated the relative importance of Chinese phonological awareness, morphological awareness and orthographic skill in reading among Chinese-speaking children at different ages from a developmental perspective. Seventy-eight primary one, three and five students were recruited. After controlling age, non-verbal intelligence and vocabulary knowledge, results of regression showed that morphological awareness significantly predict reading ability in primary one students while orthographic skill significantly predict reading ability in primary three students. Phonological awareness was not found to be a significant predictor among the three group participants. A relative importance of the three variables in predicting reading seems not salient in the study. The results can be interpreted in terms of the unique characteristics of Chinese language as well as the way students learn Chinese at schools. Inadequate samples as well as the design of the reading test are the shortcomings of the present study.

Keywords: phonological awareness, morphological awareness, orthographic skill