

## ABSTRACT

Tasks tapping phonological awareness, morphological awareness, orthographic awareness, visual spatial skills and Chinese word reading were administered to 63 non-Chinese and Chinese primary school students in Hong Kong. Non-Chinese students relied on orthographic knowledge and visual spatial skills when decoding familiar words and unfamiliar words respectively. For Chinese students morphological awareness and phonologic awareness were associated with reading familiar words and visual spatial skills were uniquely correlated to decoding unfamiliar words.