

Abstract

The current research project is a two-year longitudinal study and aims to examine (1) whether orthographic awareness exerts influence on reading comprehension when SES and age were controlled for, and (2) whether orthographic awareness predicts reading comprehension when word recognition and vocabulary knowledge were involved in mediation. The participants are one hundred and ninety-eight Cantonese speaking primary 1 students from Hong Kong. Students' scores on orthographic awareness, word recognition, vocabulary knowledge, and the performance of reading comprehension in their primary 1 and 3 were analysed using multiple linear regression and multivariate path analysis. Results revealed that orthographic awareness predicted reading comprehension (T2) only when SES and age were controlled for. The mediation analysis supported the hypothesis that orthographic awareness exerted influence via the mediation of both word recognition and vocabulary knowledge. However, orthographic awareness no longer predicted reading comprehension when both mediators were considered. This study has verified the Simple view of reading (SVR) model (Hoover & Gough, 1990). To improve children's reading comprehension performance for lower form students, teachers may include activities targeting skills including word recognition, vocabulary knowledge, and orthographic awareness.

Keywords: orthographic awareness, word recognition, vocabulary knowledge, reading comprehension