

Abstract

Measures of Chinese character recognition, vocabulary, and interest in reading were administered to 100 primary 2 students in Hong Kong while questionnaires on parental support for literacy were administered to the parents of these primary 2 students. Home literacy environment, particularly the frequency and interactive nature of joint parent-child reading activities and the supply of reading materials, was a strong predictor of reading even when the level of maternal education, age and verbal IQ of the children were statistically controlled. Although the interest in reading of the students did not significantly correlate with reading itself, it did correlate with three out of four measures of home literacy environment.