

Abstract

This study investigated the effects of parent-child joint writing on the language and literacy skills of 80 Hong Kong Chinese kindergarteners. Children were pretested on nonverbal IQ, wording reading and definition in Chinese, orthographic awareness tasks, dictation, and single character reading. Then they were randomly assigned to three conditions: stroke training (ST), semantic radical training (SR), or control. Though there were no interaction effects across time were found among three conditions, within-group improvement across the 8-week training suggested that parent-child writing could facilitate Chinese word writing and reading. Specially, the SR condition yielded greater improvement compared with the control condition. The findings of the study highlighted the potential effect of parent-child joint writing and orthographic knowledge on children's Chinese language and literacy skills.