

Abstract

Developmental dyslexia is common in Hong Kong primary school students and there are various school policies that aim at helping children with dyslexia. However, the role of parents and home environment in general is rarely looked into. Besides, Hong Kong students are commonly Chinese-speaking, or more specific, Cantonese-speaking. There is very little research that looks into Cantonese-speaking children with dyslexia and how parents can help. Hence, this study was conducted to investigate the effects of home literacy practices on predicting Chinese reading ability and development of Chinese reading ability of Hong Kong students. The results revealed a certain degree of correlation between home literacy practices and Chinese reading ability and can be used as a reference for future studies.