We examined bidirectional influences of literacy skills in multilingual contexts, using longitudinal data from a randomized control trial of a literacy intervention for children learning to read in Kiswahili and English, two official languages in Kenya. Overall results supported bidirectionality of relations, such that children’s literacy skills in the two languages were reciprocally related over time. However, directionality of relations differed as a function of language status and literacy instructional approach. The relation from English to Kiswahili was found across intervention conditions, but the relation from Kiswahili to English was found only among children who had received explicit instruction in Kiswahili reading. These results are discussed in light of theory and practice for language and literacy acquisition in multilingual contexts.