

Promoting Reading across the Curriculum and Progressive Development of Reading Skills in the Primary English Classroom

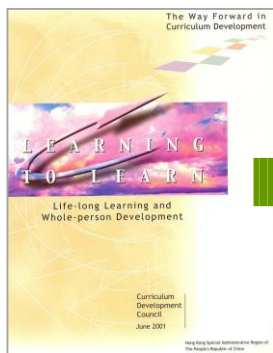
30 April 2024

English Language Education Section
Curriculum Development Institute
Education Bureau

Workshop Objectives

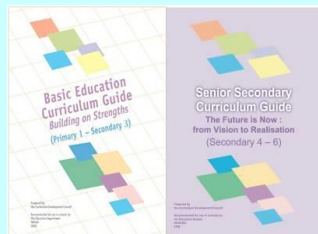
- ◆ To enhance teachers' capacity in promoting reading across the curriculum through integrating students' knowledge, skills and learning experiences gained in different KLAs;
- ◆ To explore effective strategies to enhance students' interest and skills in reading, and connect their reading and writing experiences;
- ◆ To inspire teachers with suggestions and hands-on activities on planning the school English Language curriculum to ensure the progressive development of students' reading skills; and
- ◆ To share good practices on promoting RaC at the primary level

Ongoing Renewal of the School Curriculum



The Learning to Learn Curriculum Reform (2001)

BECG (2002) / SSCG (2009)



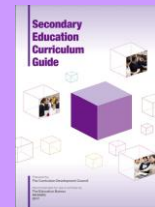
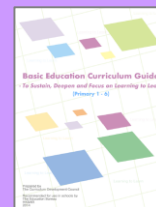
8 KLA Curriculum Guides (2002)



Various Subject Curriculum Guides

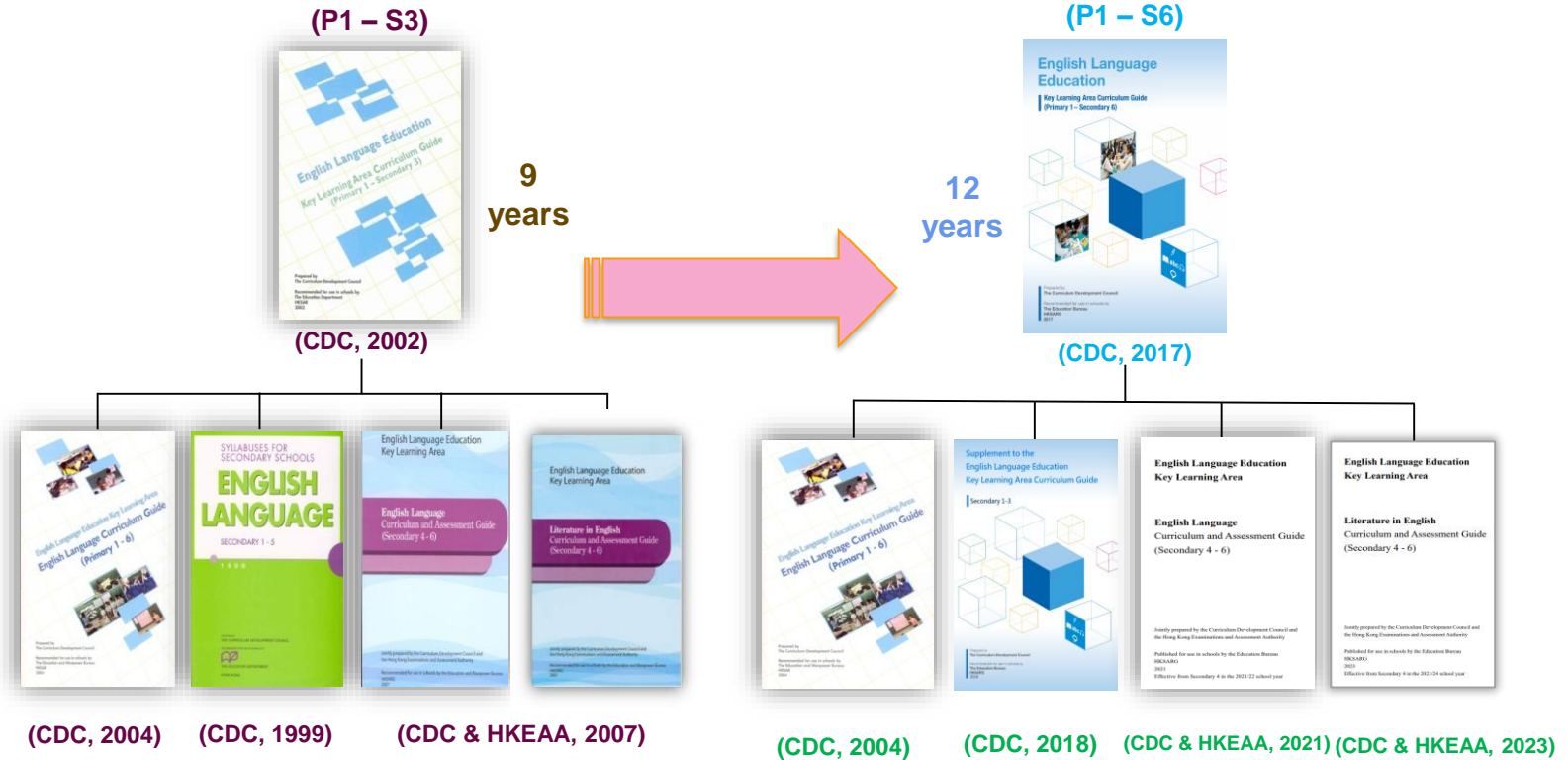


BECG (2014) SECG (2017) PEGC (Pilot Version) (2022)



KLA Curriculum Guides & Subject curriculum guides / supplements (2017)

Updating of English Language Education Curriculum Documents



*“Cultivate Values for Leaders of Tomorrow
Create Space to Foster Whole-person Development”*

Primary Education Curriculum Guide (PECG)
(Pilot Version) (2022)
Chinese version only



Seven Major Renewed Emphases

Strengthening **values education** (including life education, national education and national security education)

Enhancing **assessment literacy** for promoting learning and teaching effectiveness

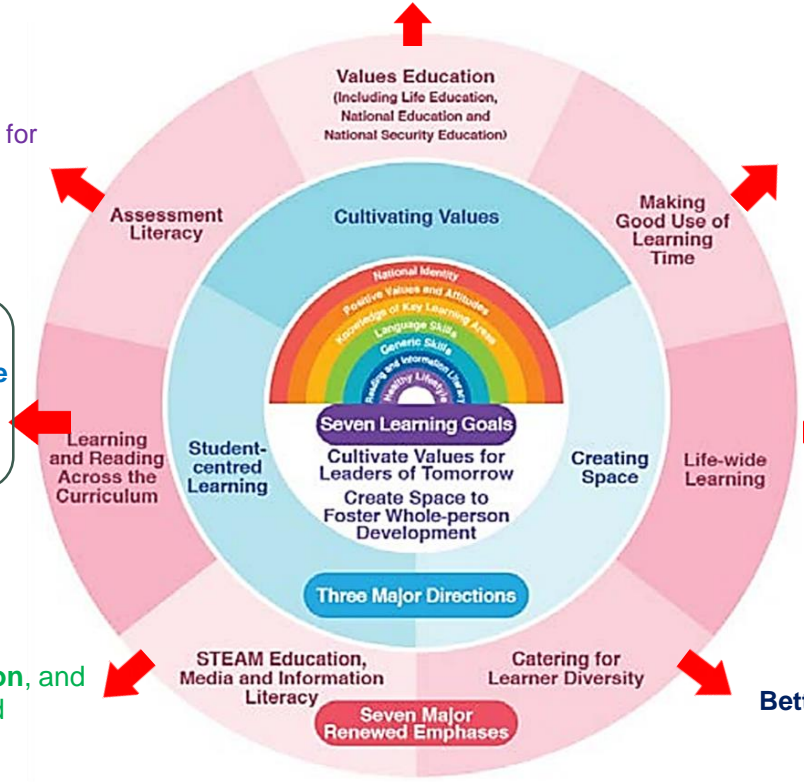
Making good use of learning time and creating space to **promote a balanced physical and mental development**

Strengthening **cross-curricular learning** and **reading across the curriculum** for developing lifelong learning capabilities

Enriching **life-wide learning experiences** and promoting whole-person development

Reinforcing **STEAM education**, and nurturing students' media and information literacy

Better catering for learner diversity



Progressive Development of Reading Skills from KS1 to KS2



1. Understanding the **basic conventions** of written English

Following **left to right** directionality

Using knowledge of **basic letter-sound relationships** to read out **simple words**

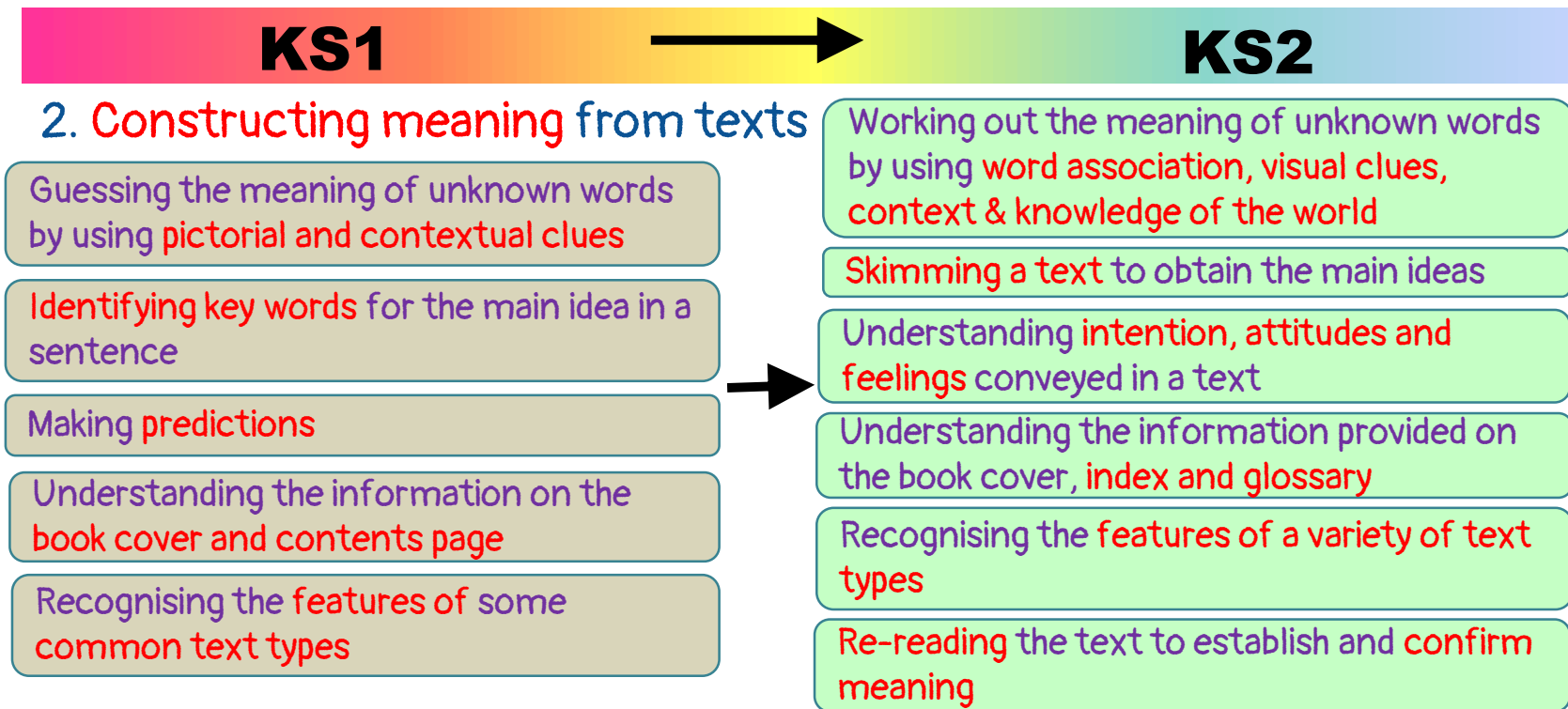
Sight reading **common words**



Using knowledge of **letter-sound relationships** to read aloud a **variety of simple texts**

Sight reading a **wide range of common words**

Progressive Development of Reading Skills from KS1 to KS2



Progressive Development of Reading Skills from KS1 to KS2



3. Locating information and ideas

Scanning a text using strategies such as looking at **repeated words**, **words in bold**, **italics** or **capital letters**

Locating **specific information** in a short text in response to **questions**

Scanning a text by using strategies such as looking at **headings** and **repeated phrases**

Identifying **details** that support the **gist** or **main ideas**

Progressive Development of Reading Skills from KS2 to KS3

KS2



KS3

Constructing meaning from texts and locate information and ideas

Working out the meaning of unknown words by using word association, visual clues, context & knowledge of the world

Recognising recurrent patterns in language structure

Skimming and scanning a text to obtain the main ideas and locating specific information

Recognising the features of a variety of text types

Understanding intention, attitudes and feelings conveyed in a text

Re-reading the text to establish and confirm meaning

Understanding, interpreting and analysing different written texts

Making use of knowledge of the world to make sense of the written text

Understanding how sentences and parts of a sentence relate to each other

Understanding the use of discourse markers

Identifying implied meanings through making inferences

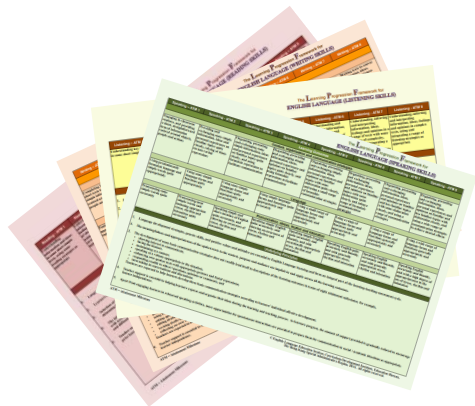
Understanding different feelings, views and attitudes

Acquiring, extracting and organising information relevant to specific tasks

What is the Learning Progression Framework (LPF)?

The LPF:

- represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Objectives of the English Language curriculum;
- is made up of Attainment Milestones organised under the four language skills and divided into eight levels of attainment;
- helps teachers better understand and articulate learners' performance; and
- helps teachers plan strategically how to enhance English Language learning, teaching and assessment.



LPF for Reading

Depth of processing
understanding \Rightarrow inferring \Rightarrow interpreting



Reading - ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate



Text complexity

Abstractness

Organisation

Information load
(length, density)



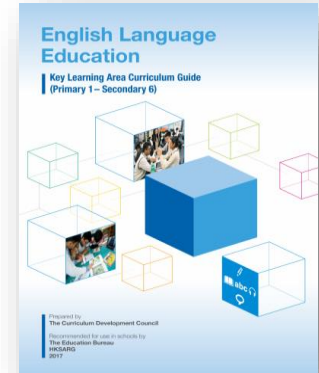
Range and application
of reading strategies

The LPF for English Language (Reading) – Underlying Principles

- ❖ Language development strategies, generic skills, and positive values and attitudes (all 4 skills)
- ❖ Exposure to a variety of text types and reading purposes (e.g. reading for academic development, reading for pleasure)
- ❖ Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts
- ❖ The interplay between tasks and texts when designing tasks for learners
- ❖ The provision of support is gradually reduced to promote learner independence (all 4 skills)

Reasons for Promoting RaC

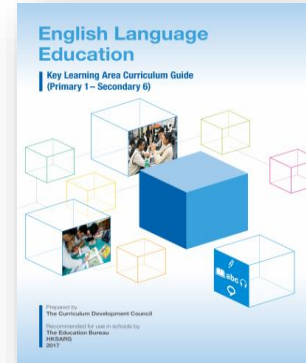
To **broaden** students' **knowledge base**, help them **connect** their **learning experiences** and provide opportunities for **integrating and applying knowledge and skills** developed in different KLAS/subjects



English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017) (p.9)

Reasons for Promoting RaC

To provide opportunities for students to **develop** a **wide range of reading skills**, **extend learning of the content** and connect their learning experiences across KLAs



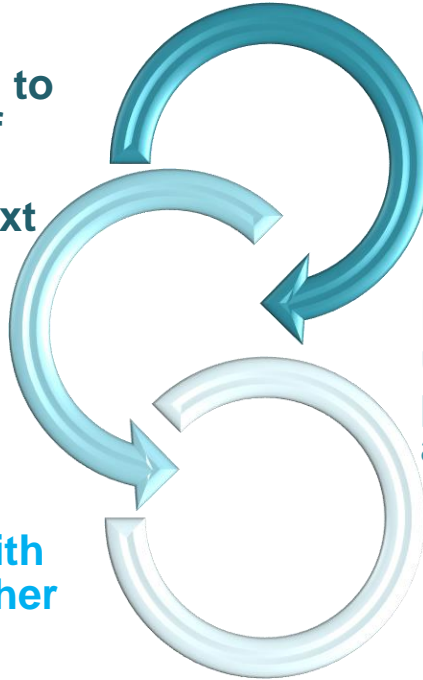
English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017) (p.47)

Roles of English Teachers in Promoting RaC

Maximise students' exposure to text types to increase awareness of the structures and features of different text types

Develop students' ability in understanding and producing English texts for a variety of purposes

Collaborate with teachers of other KLAs



When implementing RaC, English teachers are encouraged to:

- identify reading materials in both print and non-print forms

- develop reading skills and strategies

- design reading activities

- collaborate with teachers of other KLAs to develop learning activities

Possible Directions When Planning for RaC

Key Stage 1 (P1 – 3)

Caring and Sharing

- Keeping pets
- I am a good citizen
- People who help us
- We can
- Good days and bad days

Fun and Games

- Bright ideas
- Show time
- Play safe
- Sports and games we play

Me, My Family and Friends

- Feelings
- This is me!
- My favourite things
- Me and my family
- This is my home
- Me and my friends

Key Stage 2 (P4 – 6)

Changes

- Now and then
- Respect for life
- Wishes and dreams
- Growing up
- A changing world

Food and Drink

- Favourite food and drink
- We can cook
- Eating out
- Healthy eating

Happy Days

- Festivals
- Special events
- Entertainment and leisure
- Hobbies
- A bag of laughs

Common
themes/ topics

Possible Directions when Planning for RaC

Text types

General English:
*A **recipe**

Other KLAs:
*A **procedural text**
about doing an
experiment

Common features:
***Procedures** – a set of
actions for doing
something
***Instructions** – a list of
materials and steps



Leaflet on
“Reaping Multiple
Benefits through
Promoting
Reading across
the Curriculum in
the Primary
English
Classroom”

Pathway to Successful Implementation of RaC

The road map below shows how RaC can be promoted at class or school levels.



01

Identify the needs of students, take into consideration the school development plan and decide on who to involve:

- teachers within the English panel and/or from other departments
- students within the same level or of all levels.



02

Make a plan with due consideration on the following:

- objectives
- roles of teachers/ different departments
- timeline
- learning outcomes.



Introduce the topic, the related concepts and text features in lessons of content subjects.

05

04

Design learning materials and activities that help develop students' understanding of the selected topic, rhetorical function or text type.



03

Decide on an entry point (e.g. theme/topic, rhetorical function, text type) and select high-interest books, preferably with the help of the teacher librarian or with reference to the EDB's RaC booklists/catalogue of Hong Kong Public Libraries. The chosen books, be they in print or non-print form (e.g. BookFix), should contain the content / target features that align with the learning objectives.



(EDB's RaC booklists)



(BookFix)

06

Develop reading skills and strategies necessary for understanding and analysing the target language items, text features and text types in English lessons and prepare students for a smooth interface from KS2 to KS3. Go through part of the chosen book(s) with students to spark their interest in the topic. Encourage them to read the remaining parts or other books of the same theme/series in their spare time in groups or independently.



07

Leverage the support from the school library to organise reading activities such as book talks and book displays on the related topic/theme/series. Make use of the Promotion of Reading Grant if funds are needed.



(Promotion of Reading Grant)



08

To promote RaC at the school level, make it the “talk of the school”, e.g. sharing reading experience in the morning assembly, setting up a reading wall, organising cross-curricular reading activities in whole school events such as STEM Fair, English Day and Cultural Week. These activities can come in different shapes and sizes, ranging from quizzes and book crossing to readathon.

09

Evaluate the effectiveness of the implementation of RaC and see whether the objectives set have been achieved. Make suggestions that inform successful implementation in the future.



Implementing RaC



Case Sharing 1: Healthy Eating

Developing Reading Skills
through Introducing
Information Texts at Primary 2

Case Sharing 2: Fantastic Festivals

Strengthening Reading Skills
through Connecting Learning
Experiences in English Language
and Visual Arts at Primary 4

Case Sharing 3: Wonders of Nature

Promoting Reading across the
Curriculum through Enhancing
Reading Skills at Primary 6

Reflection on Curriculum Planning and LTA Strategies

What are the reading skills introduced in the school English Language curriculum?

What teaching strategies do you use to develop students' reading skills progressively?

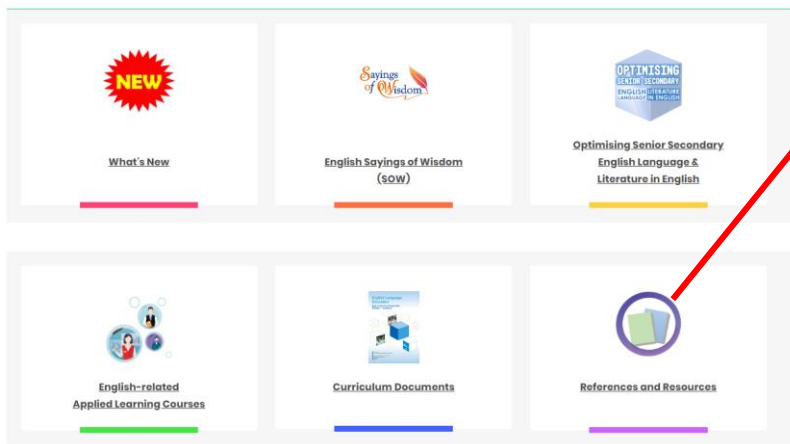
How do you assess and facilitate the development of students' reading skills?

English Language Education Section, ELE Section



Position

Every learner is entitled to English Language education. As a Key Learning Area, English Language Education seeks to develop learners' English proficiency for study, work and leisure; provide them with opportunities for personal and intellectual development, and extend their knowledge and experience of other cultures through the English medium; and help them overcome the challenges of the rapidly changing and keenly competitive knowledge-based society of Hong Kong.



References and Resources

- [New](#)
- [Primary Level](#)
- [Secondary Level](#)
- [Course Materials for Professional Development Programmes](#)
- [EDB One-stop Portal for Learning and Teaching Resources](#)



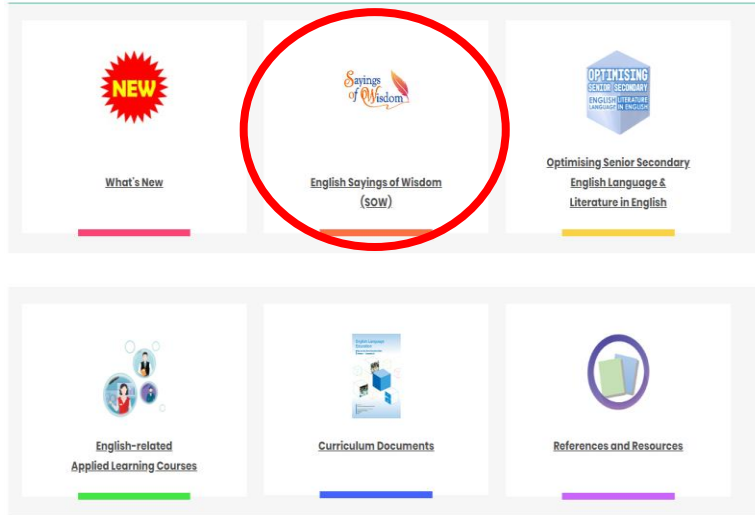
Curriculum Documents



PDPs (Slides)



References & Resources



Learning and teaching resources on writing a letter to express love and gratitude



A school-based activity "Week of Love & Growth"



Learning and teaching resources on "Soyings of Wisdom"



Resources for Promotion of Reading

A Treasury of LITERARY CLASSICS ~Primary Level~

Fairy Tales Series

Web Version

[The Elves and the Shoemaker by the Brothers Grimm](#)

[The Emperor's New Clothes by Hans Christian Andersen](#)

[The Fox and the Horse by the Brothers Grimm](#)

[The Ugly Duckling by Hans Christian Andersen](#)

[Little Red Riding Hood by Charles Perrault](#)



Chinese Fables and Tales Series 1

& 2

Web Version

Key Stages 1 and 2 (Primary 1 to 6)

[Fanning the Pillow and Warming the Quilt](#)

[Grinding an Iron Rod into a Needle](#)

[Pulling up the Crops to Help Them Grow](#)

[Putting Yourself in Someone's Shoes](#)

[Whole-hearted Devotion](#)

Key Stage 2 (Primary 4 to 6)

[Gaining New Insights from Reviewing Old Knowledge](#)

[Going Three-tenths of an Inch into the Wood](#)

[Holding a Book in the Hand All the Time](#)

[Quitting Halfway](#)

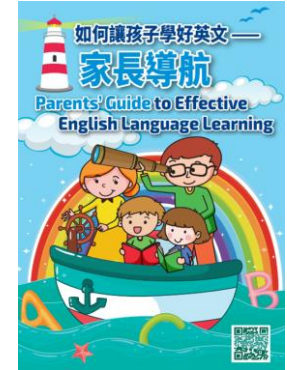
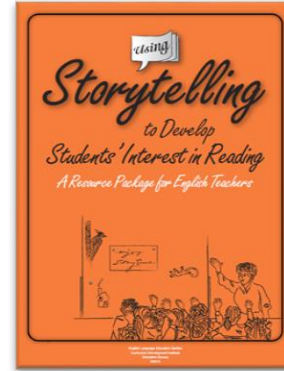
[Sending Goose Feathers from Thousands of Miles Away](#)

Resources for Promotion of Reading



Literacy Development

- Using Storytelling to Develop Students' Interest in Reading - A Resource Package for English Teachers (2015)
- Teaching Phonics at Primary Level (2017)
- Parents' Guide to Effective English Language Learning (2019)

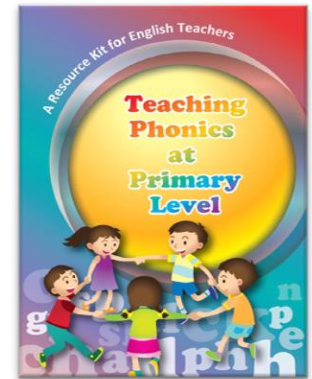


Cross-curricular Learning

Keep the school environment clean KS2



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Curriculum Development Institute
Education Bureau
2023



Conclusion

- ❖ Maintaining progression in areas such as the development of language skills, generic skills across key stages; and
- ❖ Collaborating with other KLAs to provide opportunities for students to enrich their knowledge and demonstrate their skills learnt in different KLAs.