Reading Across the Curriculum
(Secondary 1 - 3)

A Reading Programme was initiated in different Key Learning Areas (KLAs) for junior secondary students.

About the Project

1. The project aims to promote reading across the curriculum and prepare students for using English to learn at the senior secondary level.

2. The English KLA focuses on the teaching of reading skills and strategies. Other KLAs focus on the teaching of content vocabulary, subject specific skills and text-types.

3. Teachers are trained in the theories and practices of inter-disciplinary study by a university lecturer.

Implementation

There are two phases of implementation:

Phase One

•   Two English lessons are allocated for the reading programme.

•   The reading programme consists of reading materials and reading tasks designed by various subject teachers.

•   The English teacher makes use of the materials and tasks designed to teach reading strategies and reading skills on the one hand, and the content vocabulary and subject specific skills on the other.

•   Students have to keep a file of their work to review their progress in reading.

•   The skills and knowledge taught in this programme are assessed formally in the examination.

Phase Two

•   This is a consolidation of Phase One.

•   A list of non-fiction readers (graded) of various subjects has been drawn up. Students are required to read books chosen from the list.

•   As students are supposed to have grasped the essential reading skills, they are expected to practise those skills outside normal class time. (The school cannot afford to allocate extra periods for this purpose.)

•   The effectiveness of the programme will be reviewed on completion of this phase.

Special features

1. The English KLA takes the leading role in the project, as there is a very clear vision of preparing students for learning in English at S4.

2. There is a good use of community resources by tapping expertise from the tertiary level. This helps to create space for teachers and develop them professionally.

3. The second phase is important for sustaining the impact on learning generated in the first phase.