Promoting Shared Reading and Developing Phonics and Vocabulary Building Skills : "Using My Five Senses" (Primary 1 - 3)

This exemplar shows how:

- teachers help young learners see connections in their learning when they link the storybook to the coursebook and other resource materials, rather than treating them separately without integration;

- shared reading and other enjoyable learning activities can help enhance learner motivation and confidence;

- teachers provide meaningful contexts for developing not only learners' reading skills, but also a range of other language and enabling skills, such as phonics and vocabulary building, which are important for successful language learning; and

- teachers help learners develop their generic skills, notably communication skills and creativity, as well as the fundamental intertwining ways of learning and using knowledge, such as communicating, conceptualizing and inquiring.

Learning and Teaching Process

Planning Stage

Teachers work as a team to:

1. identify the theme/module to work on;

2. choose a storybook that is suitable for the learners (e.g. an interesting and relevant topic, appealing illustrations, an appropriate degree of difficulty in language); and

3. identify the vocabulary items, letter-sounds, communicative functions, and grammar items and structures to focus on.

Resources	Theme/ Module	Vocabulary Items	Letter-sound	Communicative Functions, Grammar Items and Structures
Storybook: ● *It's pink, I think* Coursebook Other resources: ● *Picture dictionaries* ● *Other storybooks* ● *Advertisements*	Using My Five Senses	● Colours: *red, yellow, green...* ● Clothing: *dress, socks, jacket...*	***k*** in *pin**k*** *thin**k*** *blac**k*** *soc**k*** *par**k***	● Use the simple present tense to express likes and dislikes: *Do you like...?* *Yes, I do. / No, I don't.* ● Ask simple questions to obtain information: *What colour is...?*

Learning and Teaching Stage

In the shared reading sessions, learners:		*Impact on Learning*
• listen to the teacher's reading of the story presented in a big book and in the process predict the meanings of new words and story content (e.g. using realia or the context and picture cues in the book) • read aloud part of the story together (e.g. all the questions "*Do you like my ...?*") and then chime in at other parts of the story in groups (e.g. "*Yes, I do.*" / "*I like your socks.*")		*Learners* ➡ *develop an interest in learning English when they are engaged in enjoyable reading activities* ➡ *internalize the rhythm and target language items through reading aloud and group reading* ➡ *develop their reading and vocabulary building skills through using the context and picture cues to make guesses about the story content and meanings of new words*
• pay attention to, identify and frame the target letter-sound (e.g. **k** in pin**k** and thin**k**) and later make a word train/wall with words from the coursebook and other resources		*Learners* ➡ *develop their awareness of the basic sound patterns and phonics skills* ➡ *build up their confidence and skills in attempting to read new words through the application of their phonics skills*
• participate in activities with fun elements (e.g. singing the song "*Do you like my dress?*") and show understanding of vocabulary items by playing a game on matching pictures and word cards of clothing items		*Learners* ➡ *develop keenness to participate in activities leading to improvement of their knowledge and skills in the language* ➡ *have fun and internalize the target language items through singing*

- express their personal experiences ⁄ imaginative ideas by creating their own stories, providing a new ending, or acting out the story

- conduct a survey through which they can express their likes and dislikes

Learners

➡ *practise and consolidate the vocabulary items, communicative functions, and grammar items and structures through re-writing a story and carrying out a survey instead of doing meaningless mechanical exercises such as filling in blanks with correct articles/prepositions/ verbs in isolated sentences without meaningful contexts*

➡ *develop their creativity through giving expression to their imaginative ideas*

➡ *develop their communication skills when they conduct the survey*

- collect words on a theme related to the story (e.g. clothing, colours) from various sources (e.g. coursebook, picture dictionaries, other storybooks, advertisements) and organize them into meaningful groups (e. g. vocabulary books ⁄ word trees)

Learners develop

➡ *their vocabulary building and study skills through actively collecting words to compile a vocabulary book / word tree or a diagram around a theme, rather than memorizing a list of unrelated words out of context*

➡ *their information skills through organizing words into meaningful groups and referring to them as a resource for spelling help when writing*

In other English lessons, when teachers use the coursebook/other resource materials, they:		Impact on Learning
• draw learners' attention to the target vocabulary items, letter-sounds, communicative functions, and grammar items and structures		➡ *Learners see connections between their learning experiences and become more motivated in learning English*
• make reference to the shared reading experience (e.g. encouraging learners to add words they learn in the coursebook/ other resource materials to the vocabulary book/word train/word wall)		➡ *Learners carry out self-directed learning when collecting words from various texts that they come across (e.g. coursebook, picture dictionaries and other storybooks)*