

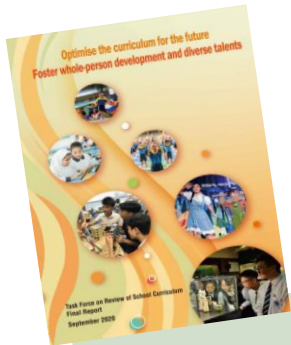
Promoting Reading across the Curriculum and Progressive Development of Reading Skills in the Primary English Classroom

June 2022
English Language Education Section
Curriculum Development Institute
Education Bureau

Workshop Objectives

- Enhancing teachers' capacity in promoting reading across the curriculum through integrating students' knowledge, skills and learning experiences gained in different KLAs;
- Exploring effective strategies to enhance students' interest and skills in reading, and connect their reading and writing experiences; and
- Inspiring teachers with suggestions and hands-on activities on planning the school-based English Language curriculum to ensure the progressive development of students' reading skills.

Holistic Review of the Primary and Secondary Curricula



The Task Force on Review of School Curriculum was set up in Nov 2017 to holistically review the primary and secondary curricula.

To collect views, the Task Force met with different stakeholder groups and individuals extensively and conducted a 3-month public consultation between late June and mid-October 2019.

The Task Force also took into consideration the impact of “suspending classes without suspending learning” during the outbreak of COVID-19.

The review report entitled “Optimise the curriculum for the future, Foster whole-person development and diverse talents” was released in Sep 2020.

The report presents a set of directional and interconnected recommendations.



Directional Recommendations of the Task Force on Review of School Curriculum

I. Whole-person Development



Reinforce the importance of whole-person development and create space for students' balanced development

II. Values Education and Life Planning Education



Accord higher priority to values education in schools, including strengthening life education, and moral, civic, and national education; and start life planning education early at the upper primary and junior secondary levels

III. Creating Space and Catering for Learner Diversity



Cater for students' diverse interests, abilities and career aspirations through curriculum and assessment differentiation at the senior secondary level in our school system, as well as provide guidance for students to pursue multiple pathways of their choices

IV. Applied Learning



Further promote Applied Learning as a valued senior secondary elective subject

V. University Admissions



Enhance the flexibility of university admissions for students with different talents

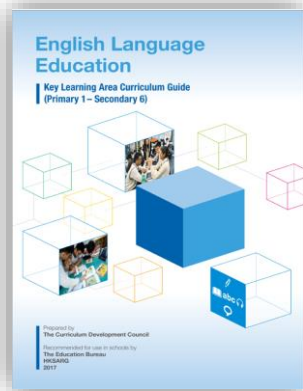
VI. STEM Education



Strengthen STEM education in primary and secondary schools so as to develop students' capacity to apply knowledge and skills acquired in different STEM-related subjects in an integrated and creative manner to solve daily problems

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1. Progressive Development of Reading Skills



Reading Skills (Appendix 5, A42-A43)

Appendix 5

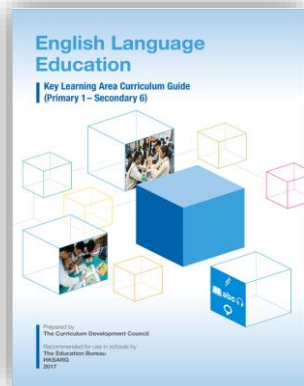
Reading Skills

Key Stages 1 – 2 (P1 – 6)

KS1 (P1 – 3)	KS2 (P4 – 6)
<ul style="list-style-type: none"> • Understand the basic conventions of written English <ul style="list-style-type: none"> - follow left to right directionality - identify and name all the letters of English alphabet - recognise the beginning and end of sentences - distinguish between capital and small letters - sight read common, phonically irregular words (e.g. are, a, you) - recognise known clusters of letters - recognise unknown words (e.g. in, chin, thin) - recognise familiar words in new texts - use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts - use knowledge of basic letter-sound relationships to read aloud simple words and short simple texts - use phonological strategies to decode words (e.g. identifying the onsets and rimes in words, breaking words up into syllables) 	<ul style="list-style-type: none"> • Construct meaning from texts <ul style="list-style-type: none"> - recognise common abbreviations and contracted forms (e.g. Mr., Mrs., 10:00 a.m., 3:00 p.m., She's clever.) - work out the meaning of unknown words by recognising the base word within other words (e.g. mother/grandmother, rain/rainy) - guess the meaning of unfamiliar words by using contextual or pictorial clues - identify key words for the main idea in a sentence - confirm meaning by re-reading a sentence or paragraph - understand the connection between ideas by identifying cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my) - understand the information provided on the book cover (e.g. title, author, illustrator), contents page and page numbers

- **Construct meaning from texts**
 - use known parts of words or word association to work out the meaning of unknown words (e.g. happy/unhappy, care/careless, bath/bathroom)
 - work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world
 - recognise recurrent patterns in language structure (e.g. word structure, word order, sentence structure)
 - understand the information provided on the book cover, spine or blurb, index and glossary
 - recognise the format, visual elements and language features of a variety of text types (e.g. journals, letters, menus, reports)
 - read written language in meaningful chunks

Progressive Development of Reading Skills from
Key Stage 1 to Key Stage 2



Reading Skills (Appendix 5, A44)

Key Stages 3 – 4 (S1 – 6)

KS3 (S1 – 3)

- *Understand, interpret and analyse different written and multimodal texts*
 - make use of knowledge of the world to make sense of the text
 - acquire, extract and organise information relevant to specific tasks
 - understand how visual elements create meaning
 - relate facts, opinions and information from a variety of print and non-print sources
 - understand different feelings, views and attitudes
 - differentiate fact from opinion
 - identify implied meanings through making inferences
 - recognise how writing conventions affect meaning and cohesiveness
 - understand how sentences and parts of a sentence relate to each other
 - understand the use of discourse markers
 - know what a word or phrase refers to in the previous or subsequent context

KS4 (S4 – 6)

- *Understand, interpret and analyse a variety of written and multimodal texts*
 - use linguistic and contextual clues, knowledge of features of different text types and knowledge of the world to determine the meaning of the text
 - identify main and supporting ideas
 - relate cause to effect
 - relate evidence to conclusions
 - recognise the rhetorical functions performed by sentences in the development of a text
 - follow and evaluate the development of a point of view or argument
 - distinguish different points of view and arguments
 - discriminate between different degrees of formality
 - appreciate the stylistic variations between text types
 - interpret how linguistic and structural devices as well as visual elements achieve certain effects
 - understand and appreciate the tone, mood and intention of the writer and his/her attitude to the theme or topic*
 - understand the different types of meaning of words, and the semantic associations

Progressive Development of Reading Skills from
Key Stage 2 to Key Stage 3

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.

Learning Outcomes

ATM

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LPF for Reading

Depth of processing
understanding ⇒ inferring ⇒ 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**

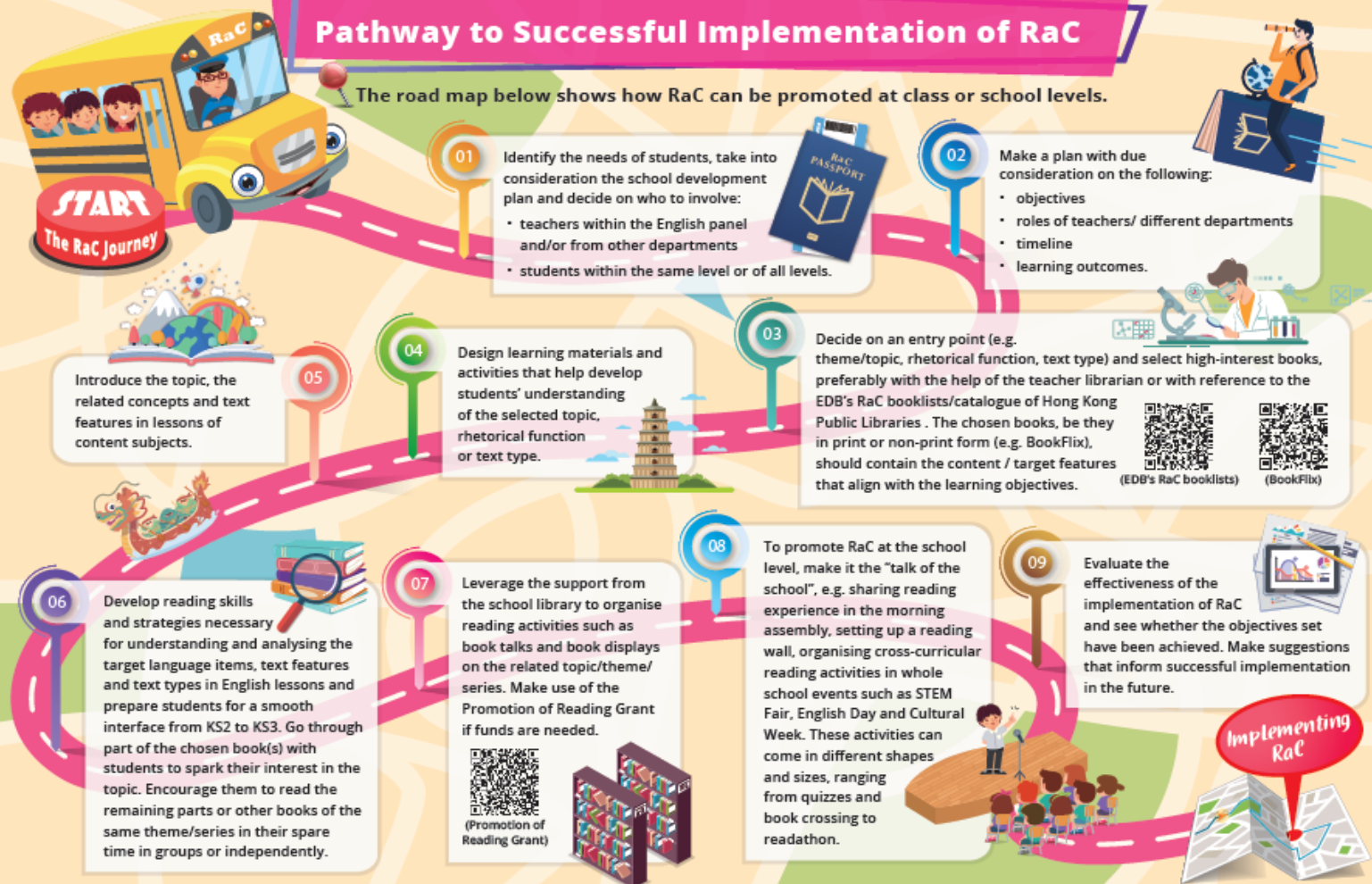
2. Reading across the Curriculum (RaC)



*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.



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Case Sharing 1: Developing Students' Reading Skills through Teaching Information Texts at Primary 2

Learning and Teaching Resources on Teaching Information Texts (Primary)

Key Stage 1

● How Does Your Salad Grow [DOC](#) [DOC](#) [DOC](#) [DOC](#) [DOC](#)

● Healthy Snacks [DOC](#) [DOC](#) [DOC](#) [DOC](#)

Key Stage 2

● Loving Our Friends [DOC](#) [DOC](#) [DOC](#) [DOC](#) [DOC](#) [DOC](#)

● Planning a family day-trip to the Hong Kong Wetland Park [DOC](#) [DOC](#) [PDE](#) [DOC](#) [DOC](#) [PDE](#) [DOC](#)
[DOC](#) [DOC](#) [DOC](#)

Visit the web page and gain more ideas about using information texts in the primary English classroom:

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Information%20texts/Pri%20Info%20Texts.html>



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Case Sharing 2: Promoting Reading across the Curriculum through Developing Reading Skills at Primary 5

EMM Videos on Fantastic People

Videos on "Fantastic People"



Videos on "Fantastic People" are multimedia materials produced to supplement the modules and themes "We love Hong Kong" and "Special people" in the English Language curriculum at Key Stage 2.

Visit the web page and gain more ideas about the videos and activity booklet:

www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/fantastic_ppl.html



Fantastic People Videos Activity Booklet



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Fantastic People Videos
Activity Booklet (2021)

E-book on Famous Scientists

E-book on Famous Scientists

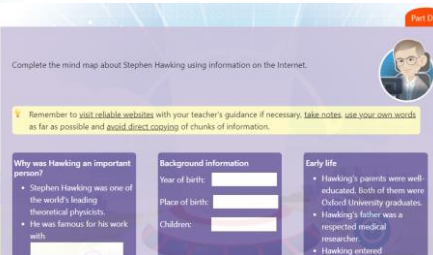
- 1 Preface
- 2 Reading Tasks
- 3 Writing Tasks
- 4 Download



Six reading tasks



Writing tasks & Graphic organisers

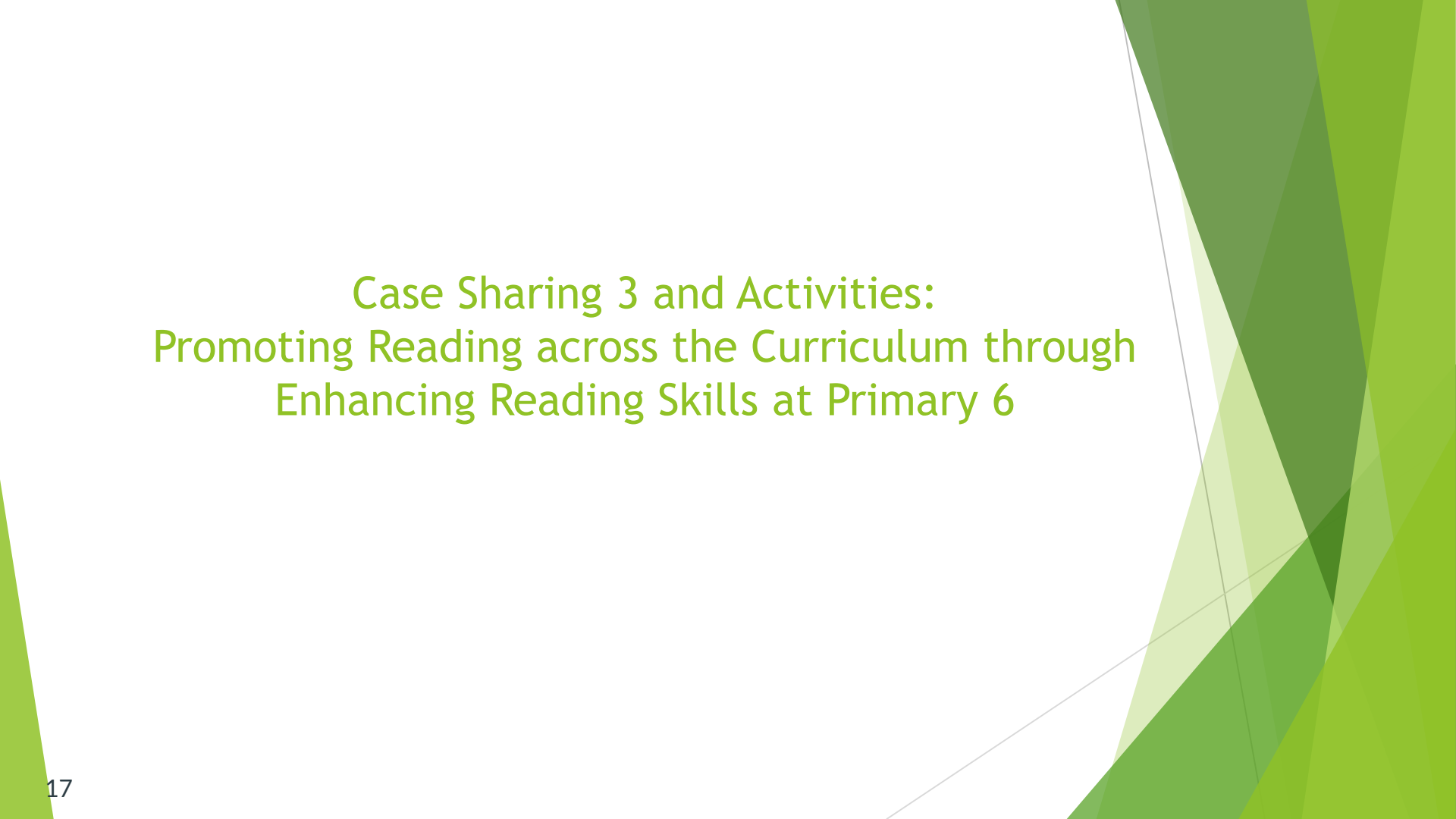


The e-book is produced to supplement the modules and themes “Inventions” and “Amazing People” in the English Language curriculum at Key Stage 2.

Interactive features are included, e.g. embedded audio files for reading passages, mouseover glossary and answer-checking functions.

www.edb.gov.hk/Famous_Scientists



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Case Sharing 3 and Activities: Promoting Reading across the Curriculum through Enhancing Reading Skills at Primary 6

Some Reflection

- ▶ Strategic and complementary use of printed (e.g. textbooks) and non-printed information texts (e.g. videos, leaflets) for promoting RaC and progressive development of reading skills and strategies
- ▶ Reading skills in the school-based English Language curriculum, teaching strategies and assessment

Concluding Remarks

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