

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

2 June 2023

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-based 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

**BECG (2002) / SSCG**



**8 KLA Curriculum Guides (2002)**



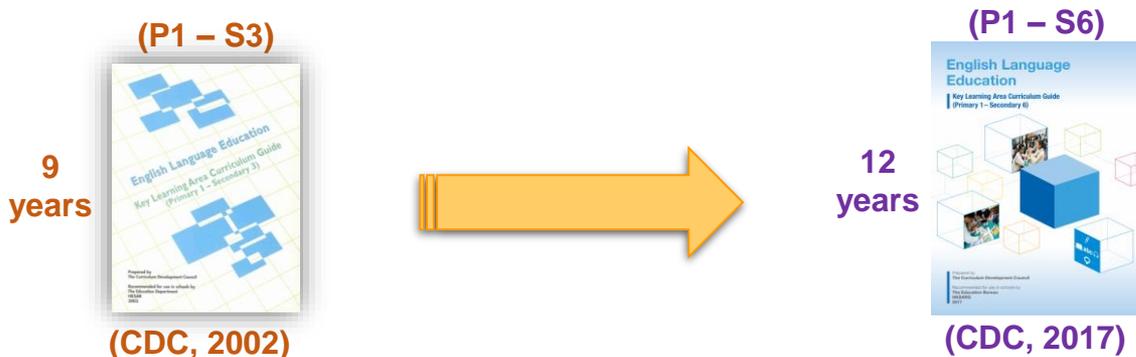
**Various Subject Curriculum Guides**



**PECG (Pilot / SECG (2017)  
Version) (2022) (S1-S6)  
(P1-P6)**

**KLA Curriculum Guides (2017)  
&  
Subject Curriculum Guides /  
Supplements**

# Updating of Curriculum Documents



[Effective from S4 in the 2021/22 s.y.]

<http://www.edb.gov.hk/elec>



# Primary Education Curriculum Guide (PECG) (Pilot Version) (2022)

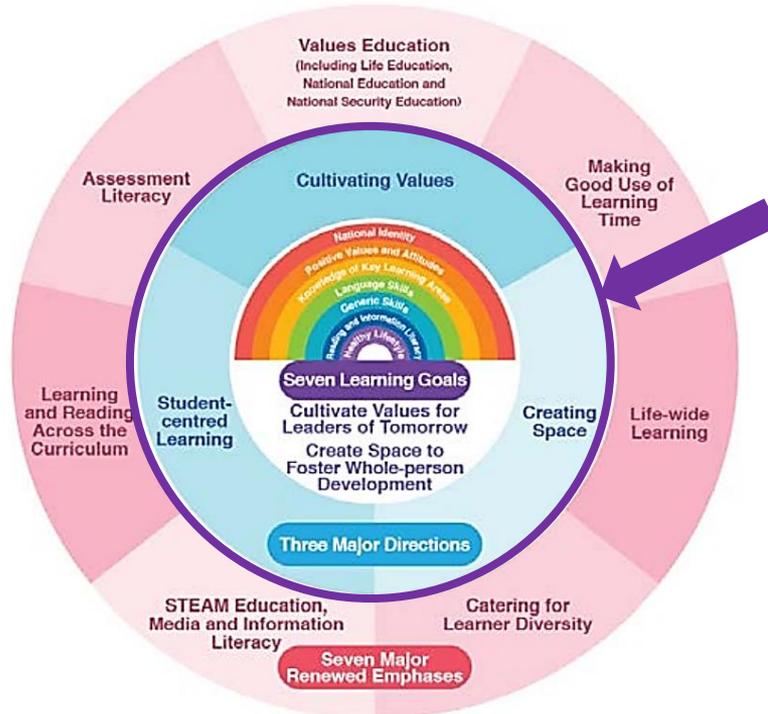
\*Chinese version only\*

*"Cultivate Values for Leaders of Tomorrow"*

*"Create Space to Foster Whole-person Development"*

<https://www.edb.gov.hk/pecg>

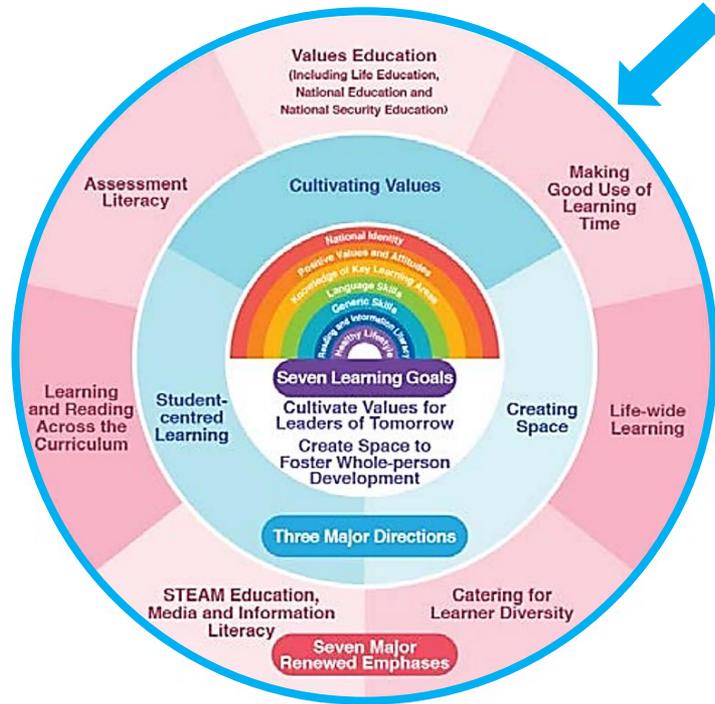




## Three Major Directions:

- Cultivating Values
- Creating Space
- Student-centred Learning

EDB circular memorandum: No. 154/2022 Annex 2

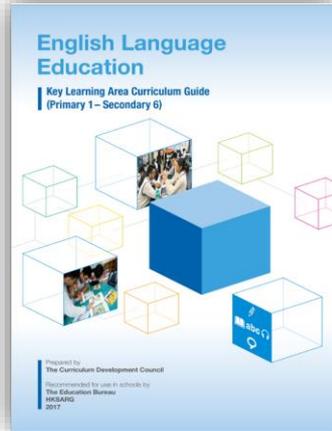


## Seven Major Renewed Emphases:

- Strengthening values education (including life education, national education and national security education)
- Making good use of learning time and creating space to promote a balanced physical and mental development
- Enriching life-wide learning experiences and promoting whole-person development
- Better catering for learner diversity
- Reinforcing STEAM education, and nurturing students' media and information literacy
- Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities
- Enhancing assessment literacy for promoting learning and teaching effectiveness

EDB circular memorandum: No. 154/2022 Annex 2

## Appendix 5



## Reading Skills (Appendix 5, A42-A43)

### Reading Skills

#### Key Stages 1 – 2 (P1 – 6)

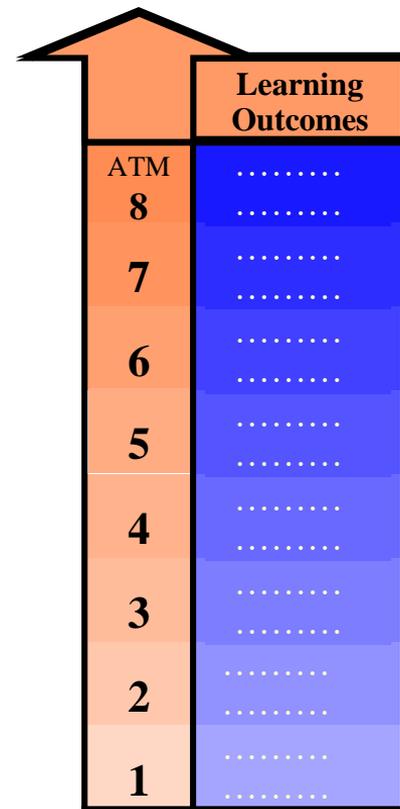
KS1 (P1 – 3)			
<ul style="list-style-type: none"> <li>• <i>Understand the basic conventions of written English</i> <ul style="list-style-type: none"> <li>- follow left to right directionality</li> <li>- identify and name all the letters of the English alphabet</li> <li>- recognise the beginning and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

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

# 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 ⇒ 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

## 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)

## Considerations when Promoting Reading across the Curriculum (RaC)

- ❖ Identifying reading materials in both print and non-print forms that connect students' learning experiences in different KLAs;
- ❖ Developing reading skills and strategies necessary for understanding and analysing language use in English texts;
- ❖ Designing reading activities that reinforce students' ability to integrate the knowledge, skills and learning experiences gained in different KLAs; and
- ❖ Collaborating with teachers of other KLAs to develop learning activities that provide students with opportunities to consolidate the knowledge and skills acquired across KLAs



## 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 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](#) [PDF](#) [DOC](#) [DOC](#) [PDF](#) [DOC](#)

[DOC](#) [DOC](#) [DOC](#)

Visit the webpage 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>



## Case Sharing 2: Wonderful Water

Promoting Reading across the Curriculum  
through Strengthening Reading Skills at Primary 4

# Resources on Promoting Positive Values and Attitudes: English Sayings of Wisdom (SOW)



[www.edb.gov.hk/sow](http://www.edb.gov.hk/sow)

**Sayings of Wisdom**

ENTER

Get inspired and learn English with sayings of wisdom  
繼續英語名言 啟迪智慧心靈

“Nothing is impossible to a willing heart.”  
John Heywood

Get inspired and learn English with sayings of wisdom  
繼續英語名言 啟迪智慧心靈

“One good turn deserves another.”  
“Count your blessings.”  
“Gratitude turns what we have into enough.”

Get inspired and learn English with sayings of wisdom  
繼續英語名言 啟迪智慧心靈

“All roads lead to Rome.”

Sayings of Wisdom Curriculum Development Institute Education Bureau 教育統籌局發展課程

Sayings of Wisdom Curriculum Development Institute Education Bureau 教育統籌局發展課程

Sayings of Wisdom Curriculum Development Institute Education Bureau 教育統籌局發展課程

# Resources on Promoting Positive Values and Attitudes: A Treasury Chest of Literary Classics

## Promoting Values Education in the English Language Curriculum

Primary Level

Secondary Level

Resources

Year



A Treasury of Literary Classics (Primary Level)

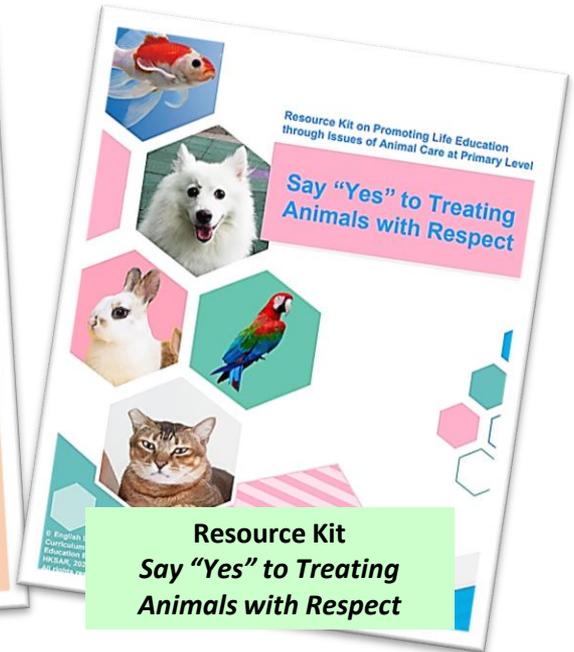
Updated in 2023 (Online)

[https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/values\\_ed\\_pri.html](https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/values_ed_pri.html)

# Resources on Promoting Positive Values and Attitudes: an e-book, videos and a resource kit



## Videos and Activity Booklet *Fantastic People*



## Case Sharing 3: Wonders of Nature

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

## Reflection on Teachers' Roles in Developing Students' Literacy Skills

- ❖ 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 through asking different levels of questions, giving feedback and using graphic organisers to help students process and organise information texts; and
- ❖ Connecting students' reading and writing experiences through providing support to students on how to use appropriate formats, conventions and language features in writing information texts

## Reflection on School-based Curriculum Planning and LTA Strategies

1. What are the reading skills introduced in your school-based English Language curriculum?
2. What teaching strategies do you use to develop your students' reading skills progressively?
3. How do you assess and facilitate the development of your students' reading skills in different key stages?