

Cultivating Students' Interest in Reading and Promoting Reading across the Curriculum in the Primary English Classroom

19 June 2025

English Language Education Section

Curriculum Development Institute

Education Bureau

Objectives

- Enhancing teachers' understanding of cultivating students' interest and skills in reading, and connecting their reading and writing experiences;
- Promoting Reading across the Curriculum (RaC) through integrating students' knowledge, skills and learning experiences gained in different KLAs; and
- Inspiring teachers with good practices on promoting RaC in the primary English classroom

Ongoing Renewal of the School Curriculum



Respond to local,
regional and
global contextual
changes

Build on existing
strengths and
practices of
schools

Curriculum
enhancement to
benefit student
learning

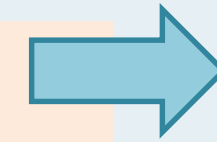
Primary Education Curriculum Guide (PECG) (2024)

“Cultivate Values for Leaders of Tomorrow

Create Space to Foster Whole-person Development”

Chinese version only

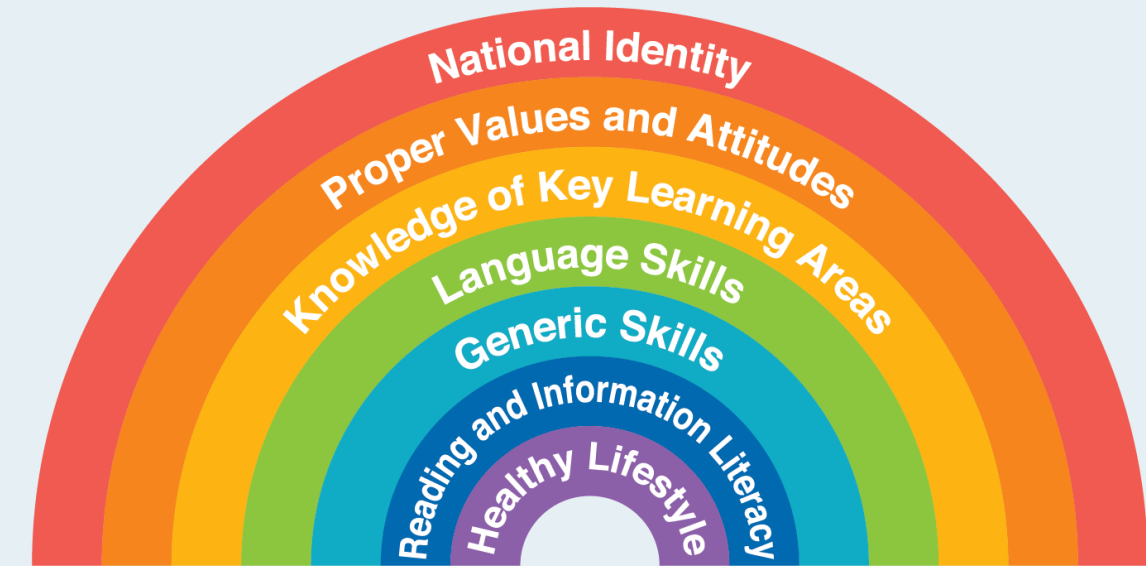
(<https://www.edb.gov.hk/pecg>)



Primary Education Curriculum Guide (PECG) (2024)

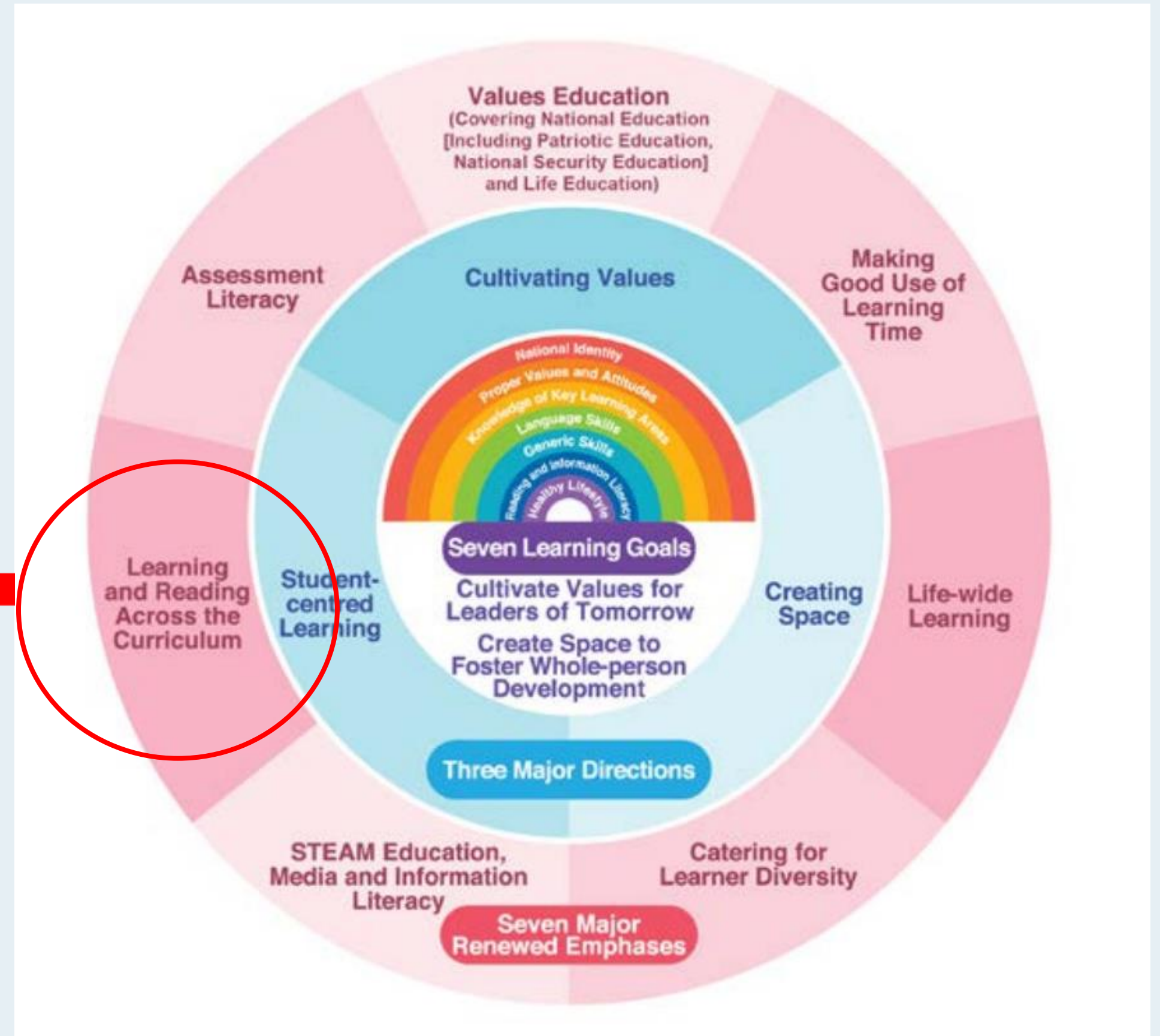
The Updated Seven Learning Goals of Primary Education

1. Understand our country and the Chinese culture, and cultivate a sense of belonging and national identity towards our country through national education and national security education;
2. Know how to distinguish right from wrong, fulfil their duties as members of the family, society and our country, and demonstrate proper values and attitudes such as perseverance, respect for others, integrity and benevolence, as well as thoughtful and sensible judgements and behaviour;
3. Be equipped with a solid knowledge base and perspectives across the eight Key Learning Areas (KLAs) to facilitate personal growth and development;
4. Be proactive in biliterate and trilingual communication;
5. Develop generic skills and inquiry thinking holistically, and learn independently and actively;
6. Cultivate an interest in extensive reading and develop an active reading habit, and use information and information technology in a rational and responsible manner;
7. Lead a healthy lifestyle, develop personal hobbies and talents, take pleasure in engaging in different communities, and foster interests and essential skills to appreciate aesthetic and physical activities in order to achieve balanced physical and psychological development.

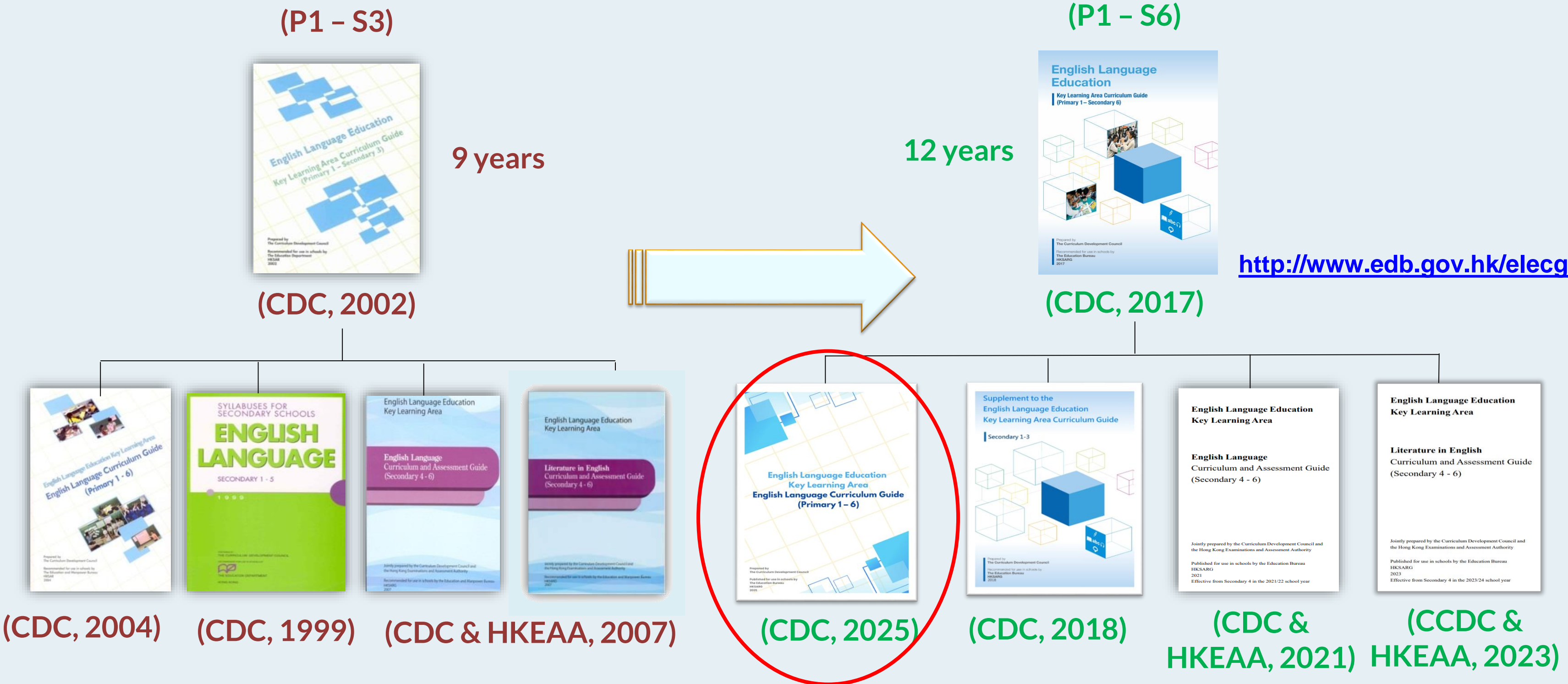


Primary Education Curriculum Guide (PECG) (2024)

Strengthening cross-curricular learning and reading across the curriculum to develop students' lifelong learning capabilities



Updating of Curriculum Documents



Cultivation of Reading Interest

- Create a reading-rich environment
- Promote positive reading habits
- Make reading fun and engaging
- Support various kinds of reading activities

Families

- Teach reading skills explicitly
- Promote Reading across the Curriculum (RaC)
- Organise and join various kinds of reading activities
- Engage various stakeholders to promote reading in school

Schools

- Provide community reading resources
- Foster a city-wide reading culture

Community

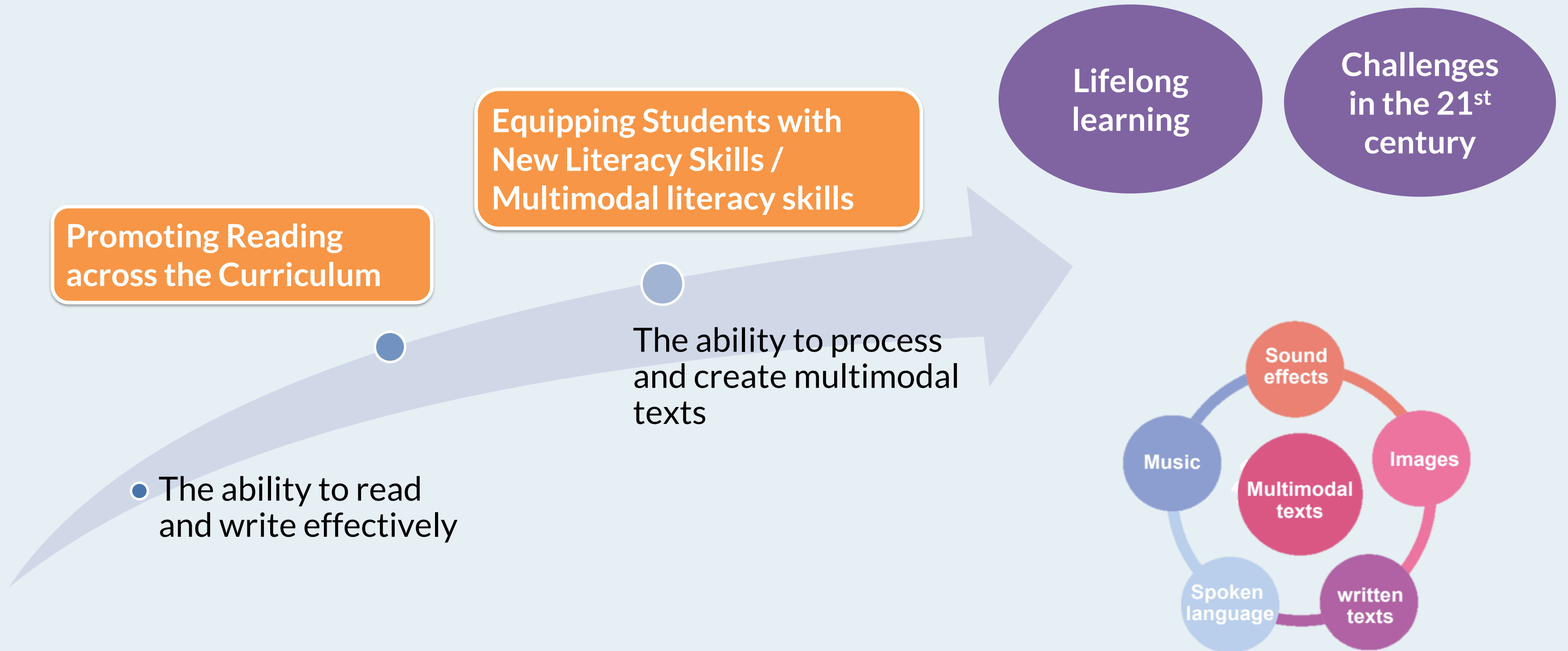
Some Reading Activities



Some Considerations on Cultivating Students' Reading Interest

- **Create a positive reading environment**
- **Offer diverse reading materials**
- **Engage family support**
- **Connect with students' own experiences and interest**
- **Build strong reading skills**
- **Collaborate with teachers of other KLAs**

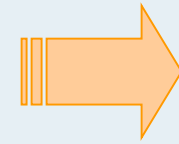
Literacy Development in the English Classroom



Reading Journey across Key Stages

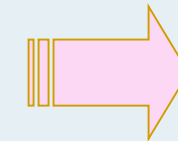
Primary

- Exposing students to a range of reading materials (including information books)
- Incorporating Reading Workshops into the school English Language curriculum and teaching reading skills explicitly



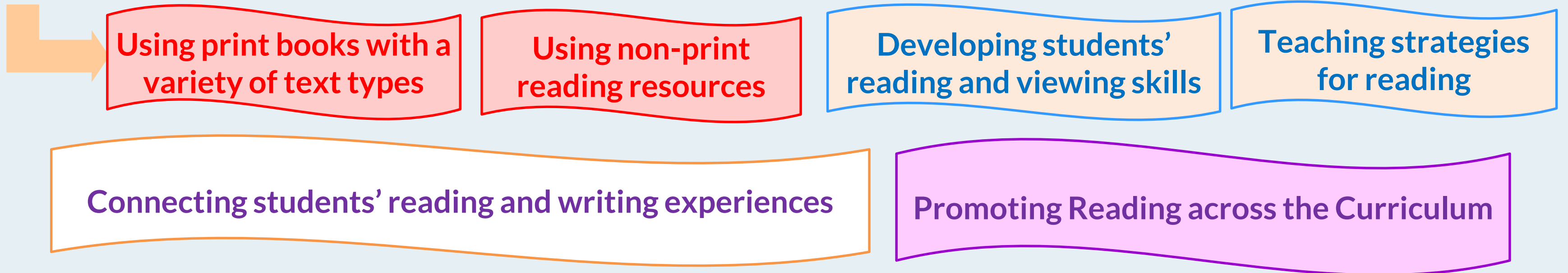
Junior Secondary

- Exposing students to a wide range of text types (both print and non-print)
- Promoting Reading across the Curriculum and Language across the Curriculum
- Exposing to a wide spectrum of reading and viewing materials

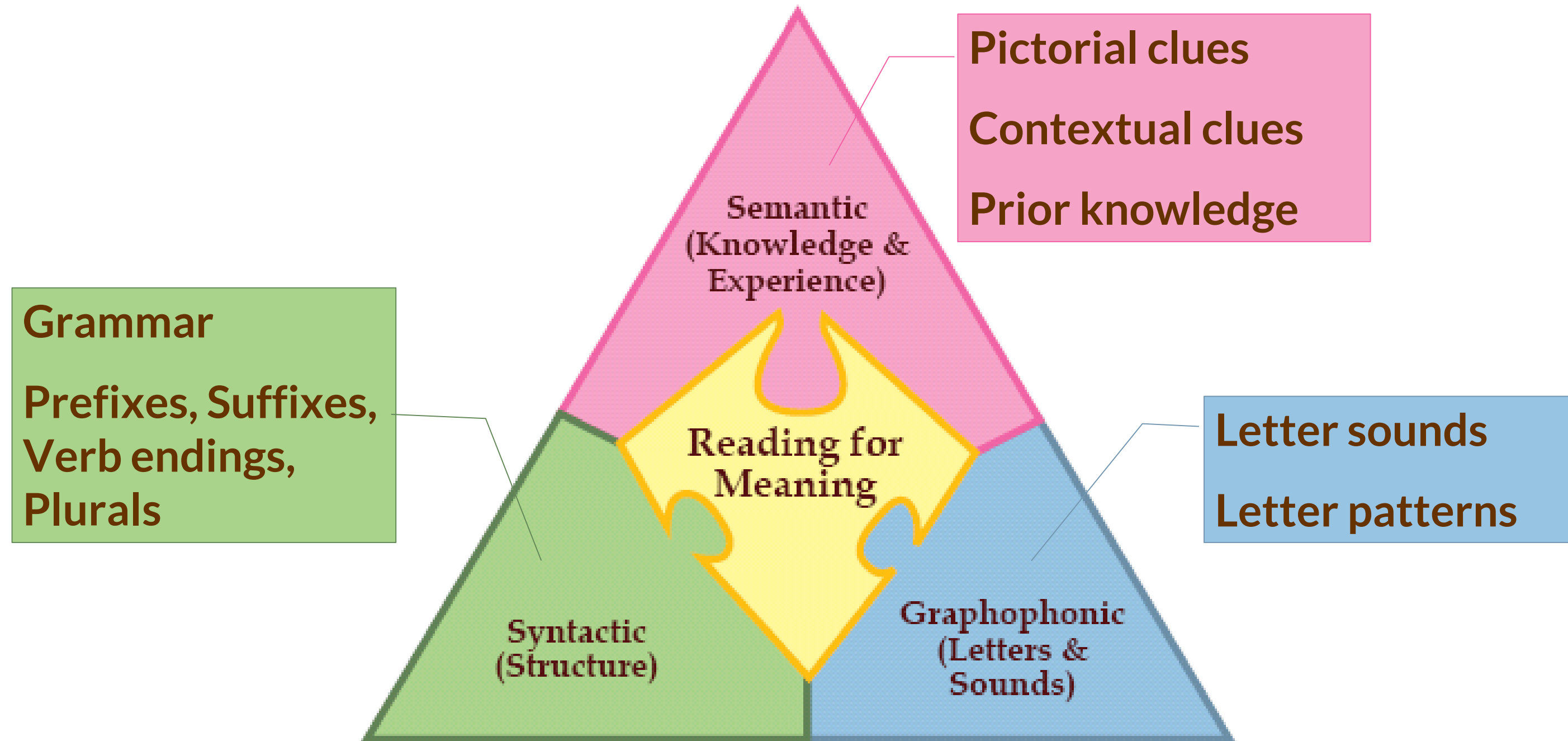


Senior Secondary

- Exposing students to a wider range of more complex texts (both print and non-print)
- Incorporating elements of the creative use of English into the English Language curriculum
- Extending students' language exposure and use of English for academic purposes



Reading Strategies



Progressive Development of Reading Skills from KS1 to KS2

KS1



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

KS1



KS2

2. Constructing meaning from texts

Guessing the meaning of unknown words by using pictorial and contextual clues

Identifying key words for the main idea in a sentence

Making predictions

Understanding the information on the book cover and content page

Recognising the features of some common text types

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

Skimming a text to obtain the main ideas

Understanding intention, attitudes and feelings conveyed in a text

Recognising the features of a variety of text types

Re-reading the text to establish and confirm meaning

Progressive Development of Reading Skills from KS1 to KS2

KS1



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 locating 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 and multimodal texts

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

Progressive Development of Reading Skills

Cognitive processes involved in reading

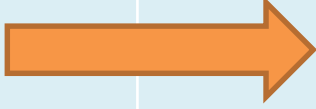
Understanding

- Locating information
- Working out meaning of words and phrases
- Connecting ideas
- Identifying main ideas and supporting details
- Distinguishing facts from opinions
- Organising information and ideas



Inferring

- Inferring feelings
- Deducing information and ideas
- Comparing information and ideas
- Working out main ideas and themes



Interpreting

- Analysing information and ideas
- Synthesising
- Evaluating
- Justifying

Underlying principles

Activating prior knowledge and experiences in processing a wide range of texts for different reading purposes

Depth of Processing

Text complexity

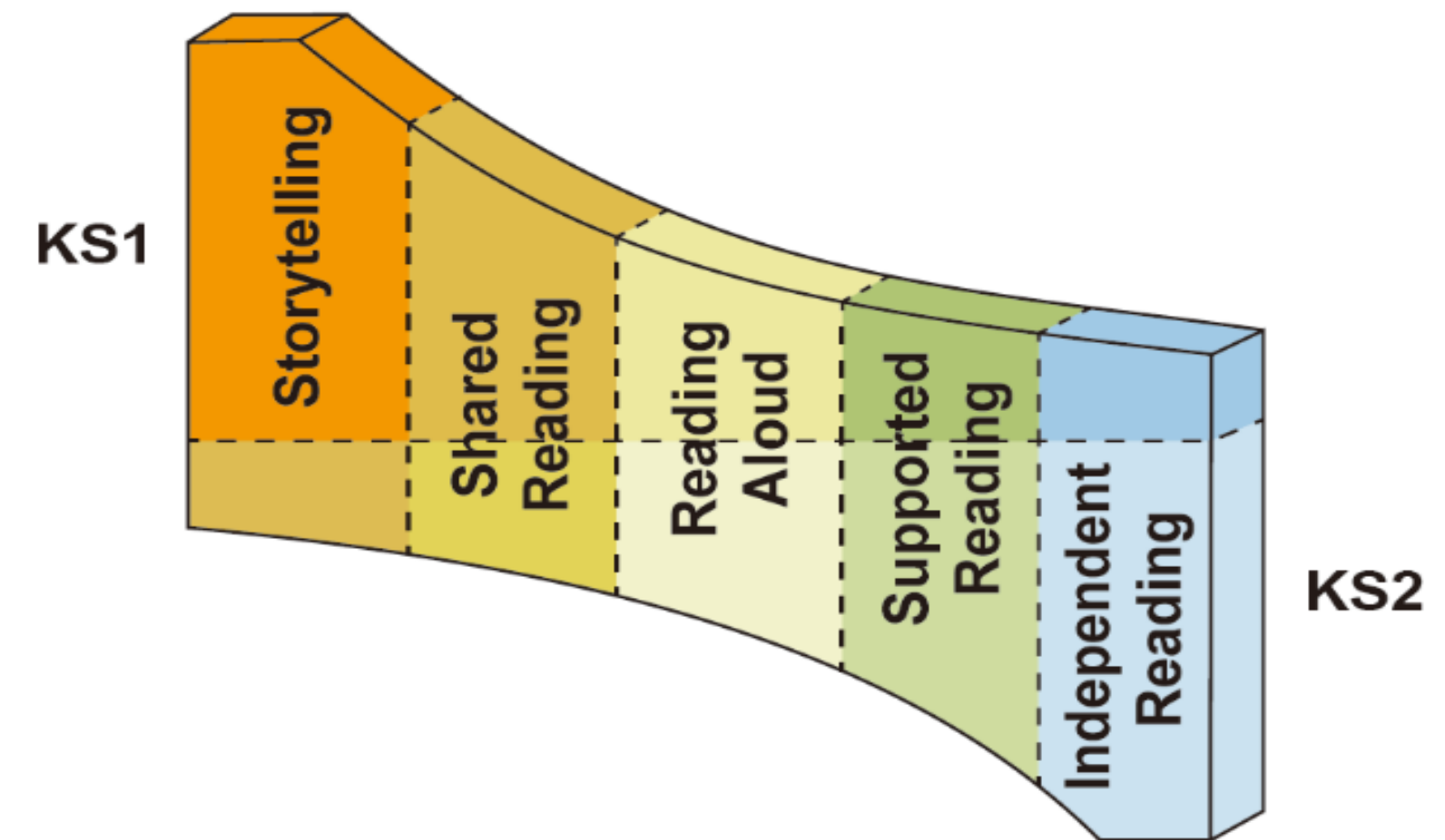
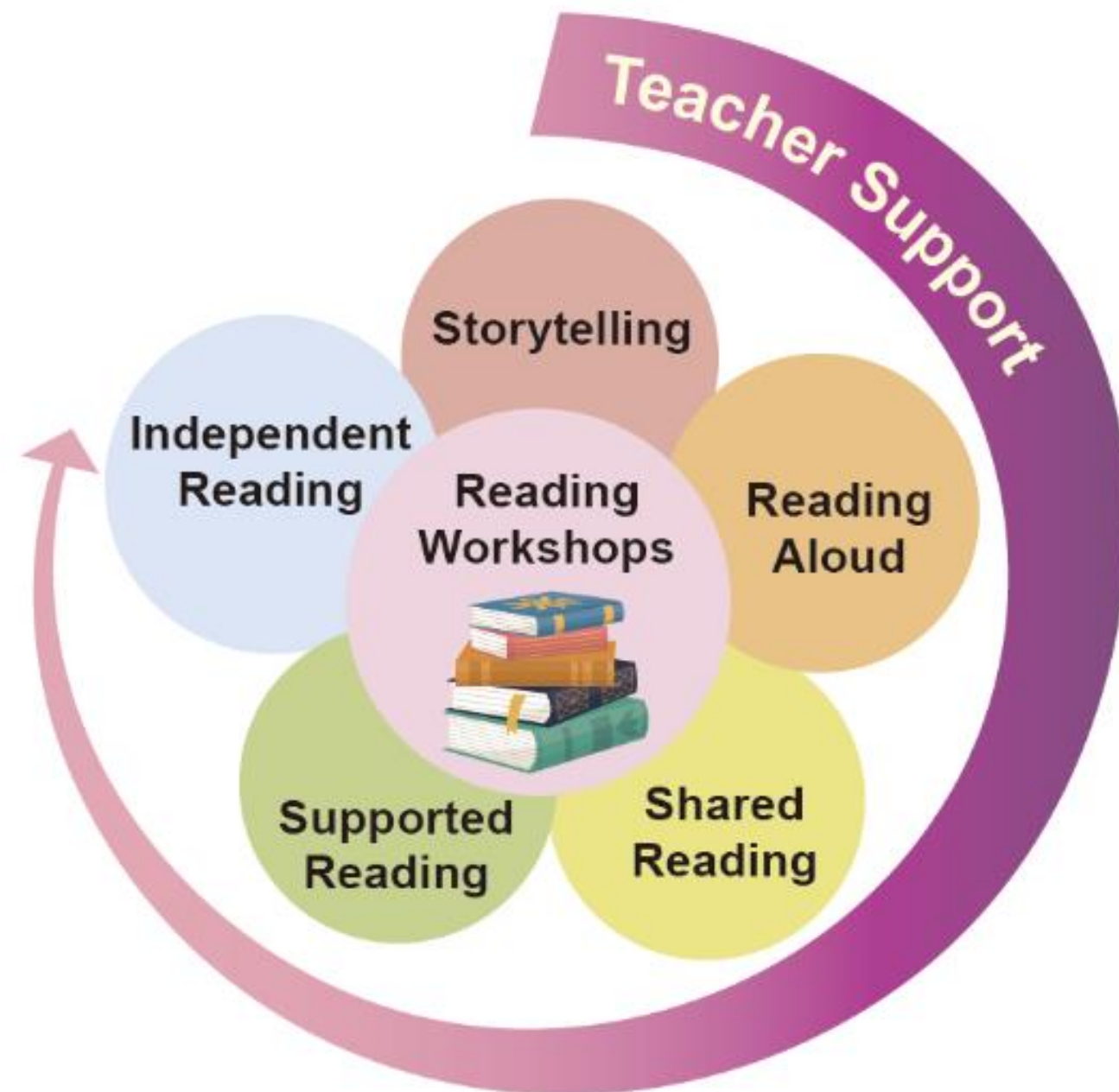
Abstractness

Organisation

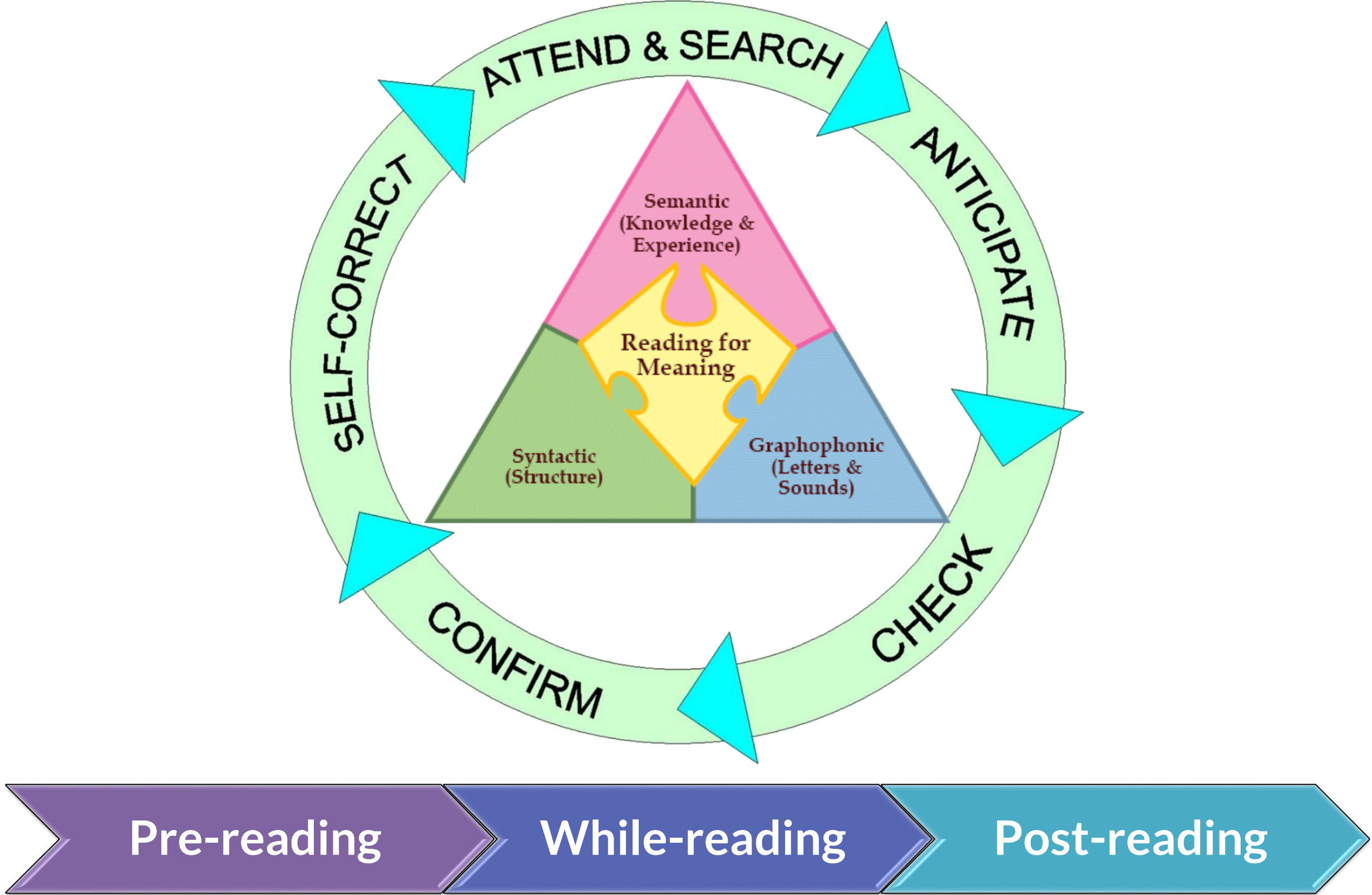
Density of information

Range and application of reading strategies

Teaching Strategies for Reading



The Reading Process



Some Considerations on Selecting Reading Materials

Fiction

- ❖ **Clear beginning / middle / end**
- ❖ **Topic related to students' experiences and interest**
- ❖ **Texts allowing rich opportunities for discussion and follow-up tasks ...**

Non-fiction

- ❖ **Current, age-appropriate, accurate and reliable information**
- ❖ **Graphics that explain and enhance the text**
- ❖ **References to find more information ...**

From Reading to Writing

Connecting students' reading and writing experiences

Creating space by organising the school English Language curriculum more coherently

Enhancing the implementation of Reading Workshops

- ❖ Ensuring the progressive development of reading skills and strategies
- ❖ Providing opportunities for students to develop their creativity and critical thinking skills
- ❖ Introducing the features of different text types explicitly



Connecting students' reading and writing experiences

- ❖ Making alignment between the General English programme and Reading Workshops to design writing tasks with meaningful contexts
- ❖ Exposing students to authentic readers to enrich their writing ideas and language used

Reasons for Promoting RaC

- Sharpen students' reading skills and strategies and help them connect their learning experiences, and broaden knowledge acquired in different KLAs
- Provide students with extended learning experiences to further develop their literacy skills, proper values and attitudes and world knowledge

When implementing RaC, English Language teachers are encouraged to:

	<ul style="list-style-type: none">• identify English reading materials in both print and non-print forms with a variety of text types
	<ul style="list-style-type: none">• integrate RaC into Reading Workshops to develop students' reading skills and strategies, thinking skills and other skills necessary for processing information texts
	<ul style="list-style-type: none">• collaborate with teachers of other KLAs to conduct curriculum mapping, identify appropriate reading materials, design cross-curricular learning activities, adjust teaching schedules and assess students' performance
<i>ELCG (2025)</i>	<ul style="list-style-type: none">• develop students' reading to learn capabilities and reading habits• promote values education using relevant reading contexts

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.



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. BookFlix), should contain the content / target features that align with the learning objectives.



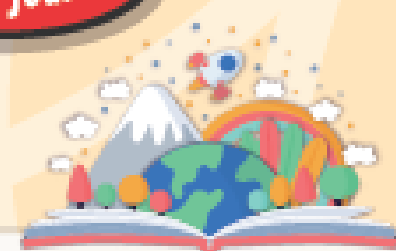
(EDB's RaC booklists)



(BookFlix)

05

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



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.

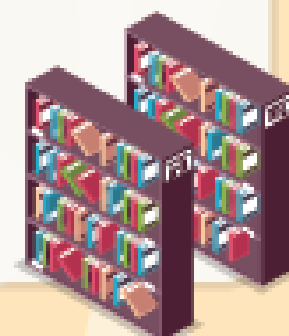


07

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.

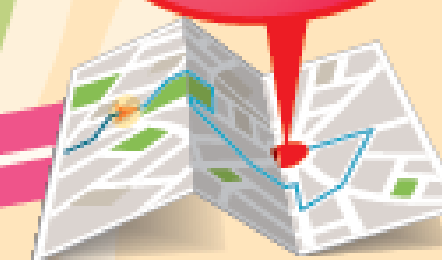


09

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



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

Reflection on Curriculum Planning and LTA Strategies

Planning

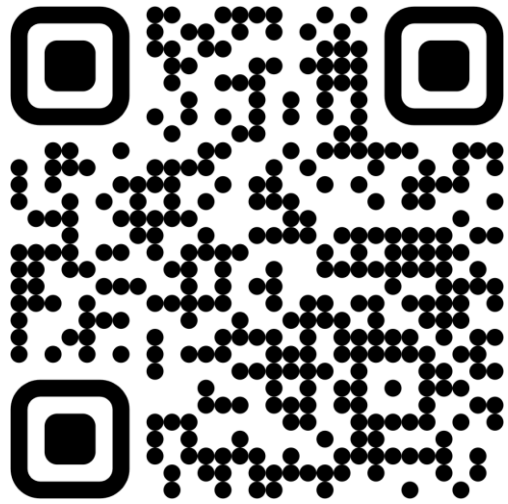
What are the reading skills introduced in the school English Language curriculum?

Implementation

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

Evaluation

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



www.edb.gov.hk/ele

References and Resources



ENGLISH
LANGUAGE
EDUCATION
www.edb.gov.hk

References and Resources

English Language

Primary Level

[Language Skills Development](#)

[Other Categories](#)

Secondary Level

[Language Skills Development](#)

[Other Categories](#)

Literature in English

Senior Secondary Level

[Learning and Teaching Resources](#)

English-related Applied Learning Courses

Senior Secondary Level

[Curriculum Information](#)

Position



[What's New](#)



[SOW Campaign](#)



[References & Resources](#)

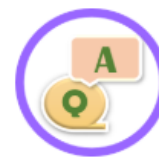
Direction



[Professional Development Programmes](#)



[Curriculum Documents & Relevant Information](#)



[Questions and Answers](#)



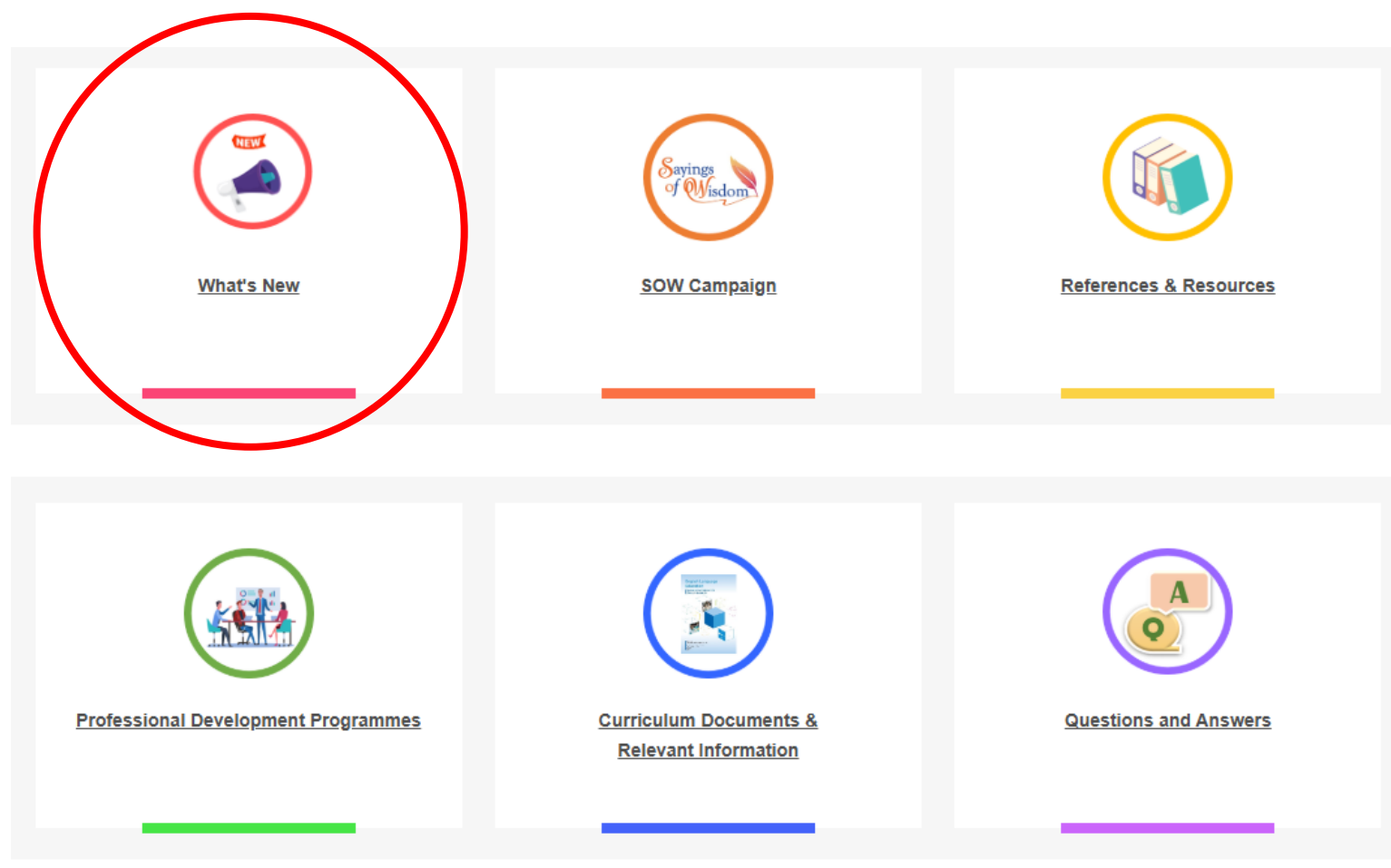
Curriculum Documents



PDPs (Slides)



References & Resources



ELE
ENGLISH LANGUAGE EDUCATION

SOW Campaign 2024/25



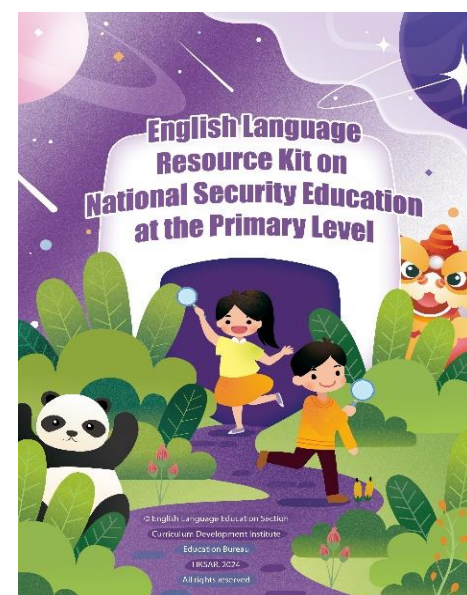
L&T resources on “SOW the Reading Seed – Inspire and Be Inspired”



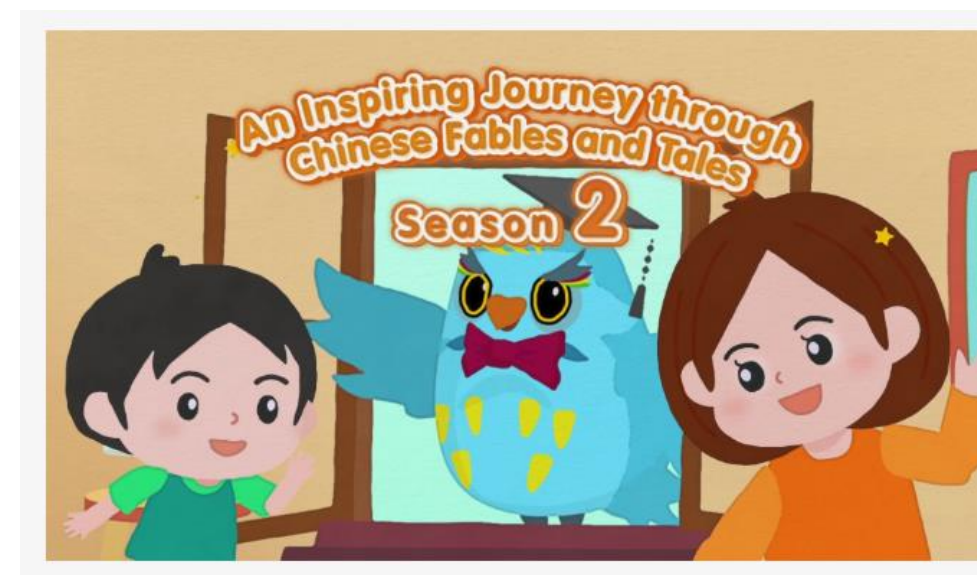
"In Love We Share, In Love We Grow" Thematic Book Series



Student Activities



English Language Resource Kit on National Security Education at the Primary Level



English Animation Series “An Inspiring Journey through Chinese Fables and Tales” (Season 2)

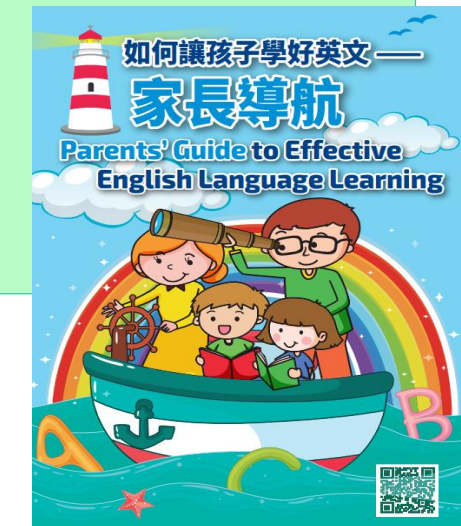
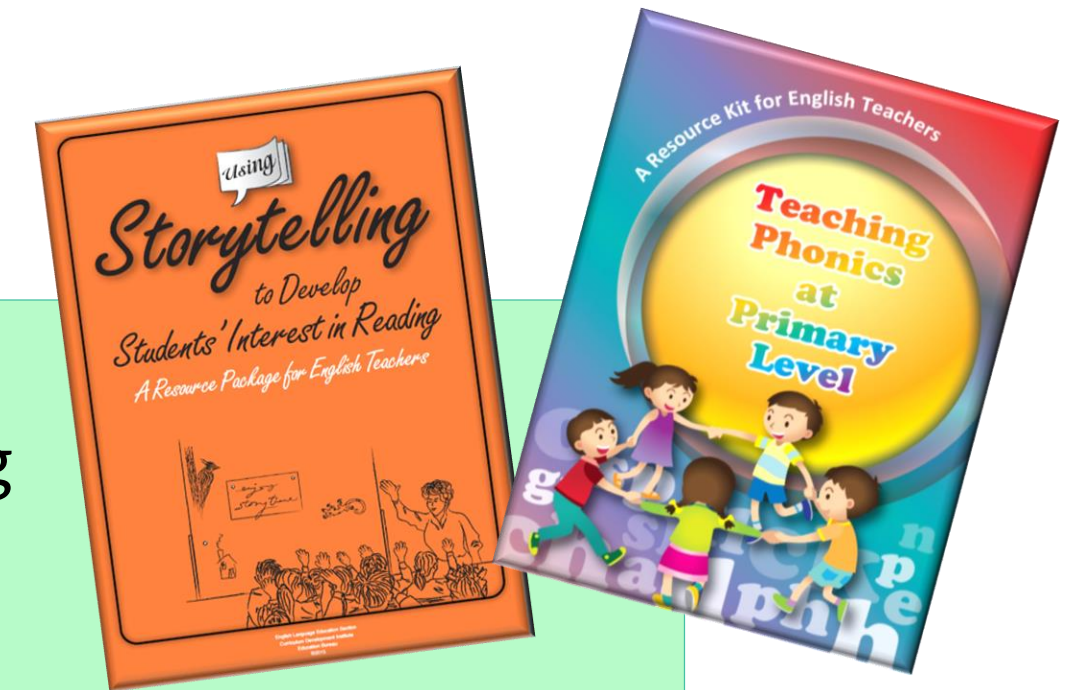


A Collection of English Learning Activities for the Promotion of Values Education: Examples from the School-based Activity “Week of Love and Growth”

Literacy Development

Resources in support of the ELE KLACG (2017)

- ✓ 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

- ✓ Fantastic People Videos and Activity Booklet
https://www.edb.gov.hk/Fantastic_People
- ✓ e-Book Traditional Chinese Festivals
https://www.edb.gov.hk/chinese_festivals




Leaflets

https://www.edb.gov.hk/pri_reading

PROMOTION OF READING IN SCHOOLS

Reading is the key to unlocking students' full potential, enabling them to open up a world of possibilities. It has been a key task in curriculum development since the launch of the curriculum reform in 2001 and is always one of the top priorities in school plans and curriculum. However, are you, as an English teacher, baffled with the following questions about promoting reading?




- How can I get different stakeholders on board to promote reading?
- What resources can I use when promoting reading?
- How can I help students connect ideas and concepts acquired in different KLAs through reading?
- How can I motivate my students to read?
- How can I collaborate with other KLAs/subject departments to promote Reading across the Curriculum (RaC)?
- What's the role of the school library in the promotion of reading?

Read on to be informed, inspired and equipped with ideas for promoting reading!

READING-RELATED RESOURCES


The English Language Education (ELE) Section provides numerous resources to enhance the learning and teaching of reading skills and promote reading at the primary and secondary levels. They include resource packages, recommended book lists, reading assessment tasks, professional development programmes, ETV programmes, etc. Come visit our website and explore the resources at http://www.edb.gov.hk/eie_reading.



Reaping Multiple Benefits through Promoting Reading across the Curriculum in the Primary English Classroom

"Reading enjoyment is more important for children's educational success than their family's socio-economic status." (Organisation for Economic Co-operation and Development)

Inspiring students to love reading and to develop into avid readers is perhaps one of the greatest missions of all English Language teachers. Different studies have shown that students who enjoy reading and read regularly reap various benefits. Yet, research has also shown that motivation to read decreases with age. This is especially true to students who move from primary to secondary school and have to cope with the increasing academic and English demands because of the possible change of medium of instruction in various subjects. To sustain students' interest in reading and equip them with the skills for academic success, reading across the curriculum (RaC) seems to be the best remedy. RaC aims to sharpen students' reading strategies while helping them establish meaningful links between concepts and ideas acquired in different Key Learning Areas (KLA). Inherent in RaC is the opportunity for reading for purpose (whether it is for information or research) and pleasure. English Language teachers can introduce books with a wide variety of interesting topics related to different KLAs to spice up their lessons, develop their students' reading strategies and connect their learning experiences.



While a thematic approach is often used as an entry point for promoting RaC, considerations could also be given to the following:


Text Types	Rhetorical Functions & Language Items	Text Features
<ul style="list-style-type: none">Expository textBiographyInformation report...	<ul style="list-style-type: none">Using the simple present tense to present factsUsing sequence markers to illustrate stepsUsing 'both' & 'neither' to make comparisons...	<ul style="list-style-type: none">Using graphs to illustrate trendsUsing headings and subheadings to organise information and ideasUsing bullet points to provide more details...

Let's Make a Difference: Unleashing Students' Potential in Learning English at Primary Level

Students are unique individuals. They have different motivation, interests, personalities, abilities, learning styles and socioeconomic background, and thus they have diverse learning needs. These needs may vary at different stages of learning. Therefore, helping students of different abilities to unleash their potential through effective adaptation of curriculum, a variety of learning, teaching and assessment strategies, as well as appropriate selection of learning materials and activities is one of the most important tasks for schools and teachers.


In respect of learning and teaching English Language, most schools have accumulated experience in catering for students' diverse learning needs such as adopting graded learning tasks and activities, arranging remedial and enrichment classes and offering summer bridging programmes. However, as English Language teachers, do you still have questions about other effective strategies to better cater for students' needs?

In this leaflet, we will explore more strategies to cater for learner diversity and to address students' diverse learning needs at different key learning stages.




Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching

Assessment usually conjures up images of a marked written assignment, an end-of-term examination or a report card. However, these do not capture the full extent of how assessment operates in the English Language classroom. Assessment not only provides information about students' achievements in relation to the learning targets and objectives, but also shows where the learners are in their learning, where they need to go and how best to get there. The word "assess" comes from a Latin word that means "to sit beside", implying an active partnership between teachers and students, and among students. To achieve these, Assessment for Learning (AFL) and Assessment as Learning (AaL) should go hand in hand. As illustrated in the diagram below, the ultimate goal of AFL and AaL is to improve learning and teaching and nurture lifelong language learners through enhancing their intrinsic motivation and metacognitive strategies.



ASSESSMENT-RELATED RESOURCES

The English Language Education (ELE) Section provides support for schools to develop effective strategies and practices for assessing students. A variety of resources (e.g. references, professional development programme materials, the assessment task bank) are available for teachers' use. For details, come visit our website at http://www.edb.gov.hk/eie_assessment.



https://www.edb.gov.hk/Pri_RaC

https://www.edb.gov.hk/eie_assessment

e-Resources from the Hong Kong Public Libraries

Naxos Spoken Word Library

Audio Books

English e-Books

Britannica Collective



Britannica Collective provides over 1,000 non-fiction titles published by Britannica Educational Publishing, covering a broad spectrum of subjects such as Art & Literature, Mathematics, Science & Technology, Social Studies, History and Sports. Some e-books even provide teacher notes categorised by reading level, making them great for early learners to high school students, and suitable for parent-child reading. New books will be added to provide readers with more trusted materials. The e-books are mainly in English, with some in Spanish.

Download User Guide



Naxos Spoken Word Library

"Naxos Spoken Word Library" is an online collection of English audiobooks with titles on religion, philosophy, great epics and tales, history, biographies and music education. They are read by university professors and well known broadcasters in the pure English and American accents. You can enjoy your leisure time, learn English through listening and reading, or find bedside stories for your kids in it!

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newest popular random available now 37k

NEW ADDITIONS FOR CHILDREN...

Over 360 titles chosen by our librarians >

Magazines Kids Teens Mystery & Thriller

GUIDES

Our librarians curate these guides to help you explore our catalog.

Cinderella

THE wife of a rich man fell sick, and when she felt that her end drew nigh, she called her only daughter to her bedside, and said, 'Always be a good girl, and I will look down from heaven and watch over you.'

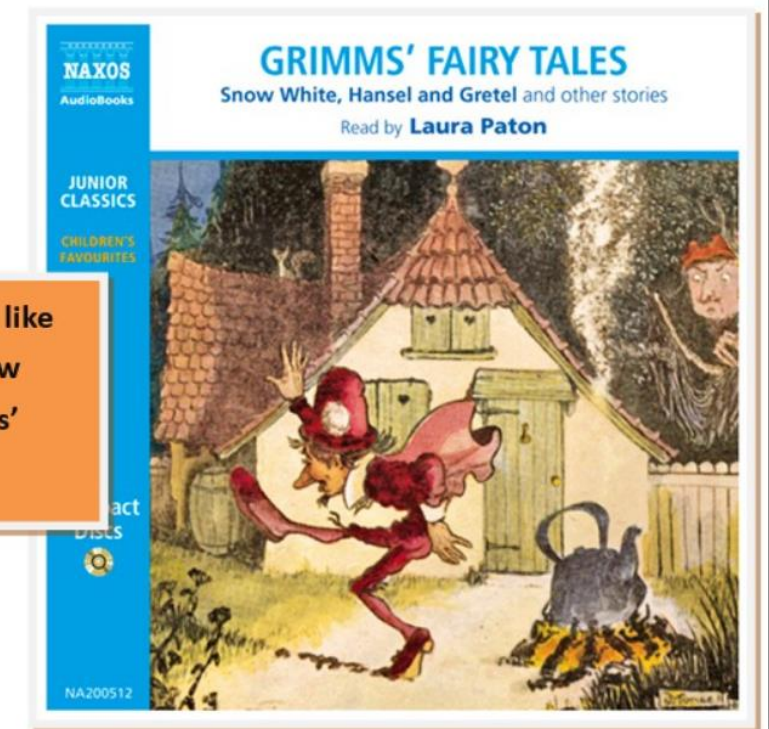
Soon afterwards she shut her eyes and died, and was buried in the garden, and her little girl went every day to her grave and wept, and was always good and kind to all about her. And the snow fell and spread a beautiful white covering over the grave. But by the time the spring came, and the sun had melted it away again, her father had married another wife. This new wife had two daughters of her own, that she brought home with her. They were fair in face but foul at heart, and it was now a sorry time for the poor little girl.

'What does the good-for nothing thing want in the kitchen? It should first earn its eat bread should first earn it. Away with the kitchen!'

Then they took away her fine clothes, and gave her a ragged dress, and she had to rise early before daylight, to bring the water. To besides that, the sisters plagued her in all sorts of ways, and she had no bed to lie on, but she had to sleep on the hearth among the ashes; and as this, of course, they called her Cinderella.

It happened once that the father was going to the market, and he said to Cinderella, 'Fine clothes,' said the first.

You can choose some of the stories like the Frog Prince, Cinderella and Snow White from the well known Grimms' Fairy Tales as bedtime stories.



<https://www.hkpl.gov.hk/en/e-resources/e-books/home/198641>

Conclusion

- Cultivating students' reading interest through working with different parties and utilising community reading resources;
- Developing students' reading skills and strategies through explicit teaching in General English programme and Reading Workshops; and
- Connecting students' learning experiences and nurturing in them proper values and attitudes through the promotion of Reading across the Curriculum