

# **Professional Development Programme**

## **Nurturing Secondary Students into Competent Lifelong Readers**

**Dr. Patrick Leung**


**Centre for Applied English Studies, HKU**

# Workshop Objectives


- To explore ways to enhance and sustain students' motivation and interest in reading
- To introduce learning and teaching strategies that promote the development of knowledge, skills, and proper values and attitudes conducive to lifelong reading
- To share effective curriculum practices in creating a reading atmosphere and promoting Reading across the Curriculum within and beyond the classroom



**1. Why does reading matter for today's secondary school students: personally, academically and for lifelong learning?**



**2. How are changing contexts and emerging trends reshaping what it means to be a reader in Hong Kong secondary schools?**



**3. What practical approaches can teachers use, both within and beyond the English classroom, to nurture our students into motivated and competent lifelong readers?**

**1. Why does reading matter for today's secondary school students?**

# Importance of Reading

## Personal development

Building empathy and perspective-taking

Fostering self-awareness and identity formation

## Cognitive and intellectual development

Enhancing critical thinking and analytical skills

Vocabulary growth and language proficiency

## Academic achievement

Reading as a foundation for success across subjects

Impact on writing and communication skills

## Lifelong learning and competencies

Developing information literacy and adaptability

Cultivating curiosity and independent learning

# Competent Readers: Qualities, Traits and Strategies

**Knowledge and skills**  
(What they *can do*)

Strong word reading  
(accurate, efficient,  
fluent)

Strong language  
comprehension (to build  
meaning from text)

**Strategic behaviours**  
(What they *do while reading*)

Monitoring and repair  
strategies  
(metacognition)

Comprehension  
strategies (e.g.,  
prediction, inference)

Vocabulary strategies  
(especially for academic  
texts)

Text-structure and  
“disciplinary” strategies

**Reading dispositions/traits**  
(How they *approach* reading)

Self-efficacy and  
resilience

Purposeful, flexible  
reading

Curiosity and  
engagement

**Habits and behaviours**  
(What they *tend to do over  
time*)

Read regularly and  
widely

Choose texts that offer  
both success and  
challenge

Use reading to learn

# Implications for Language Teachers

**Strategic behaviours**  
(What they *do while reading*)

**Monitoring and repair strategies**  
(metacognition)

**Comprehension strategies** (e.g., prediction, inference)

**Vocabulary strategies**  
(especially for academic texts)

**Text-structure and “disciplinary” strategies**

- Competent readers can actively build meaning, monitor understanding and repair breakdowns → Explicit teaching, modelling and practising reading strategies, not just “read and answer questions”
- Students need repeated opportunities to apply strategies across genres (narrative, argument, explanation) and tasks (skim, close read, compare, evaluate)

# Implications for Language Teachers

- Enjoyment, self-efficacy and reading frequency are strongly linked to competence → A classroom should strive to build choice, success and belonging

## Reading dispositions/traits (How they *approach* reading)

Self-efficacy and  
resilience

Purposeful, flexible  
reading

Curiosity and  
engagement

## Habits and behaviours (What they *tend to do over time*)

Read regularly and  
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Choose texts that offer  
both success and  
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Use reading to learn

# Primary → Secondary Transition

- The text demands rise sharply: Dense expository/academic texts, heavier vocabulary load (Tiers 2 & 3), longer sentences, more inference across paragraphs, etc.
- Genres and text conventions in different academic disciplines differ significantly (lab report vs. textbook explanation vs. math word problems)
- Some students who enter secondary school with inadequate decoding, weak vocabulary or background knowledge, or lingering fluency issues may not be able to cope with these demands

Do not understand → disengage

Reading across the Curriculum

# Primary → Secondary Transition

- Less structured reading support and less “reading aloud” or “shared reading”
  - Primary schools: Reading is highly scaffolded (e.g., guided reading, regular teacher read-aloud, explicit comprehension talk)
  - Secondary schools: Reading is often treated as something students already have → Reading lessons are often: “Read this independently and answer the reading comprehension questions.”
- If reading becomes mainly test preparation and worksheets, students may stop associating reading with pleasure/curiosity.

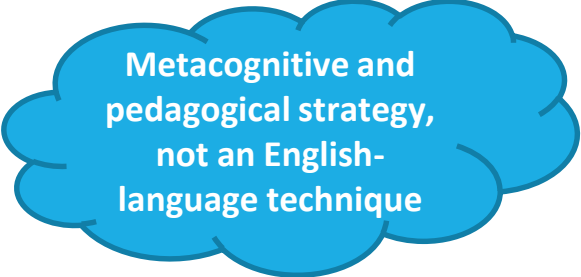
**Some students do need continued modelling  
(e.g., how to monitor, clarify, infer)**

# Primary → Secondary Transition

- Heavier homework, commuting, after-school activities, etc. reduce time for leisure reading
- Secondary school students become more sensitive to failure in front of others. Struggling readers may avoid reading to protect self-image. This avoidance may look like reading disengagement.
- Digital entertainment competes strongly. Without a reading habit, attention stamina for text can weaken.
- Peer norms can make reading seem “uncool” or “not for people like me”

# Addressing Primary → Secondary Transition

- Establish shared reading expectations across departments (e.g., a simple, common strategy: clarify → question → summarise → infer → monitor)
- Conduct early low-stakes diagnostics and use results to target support
  - word reading/fluency (speed/accuracy)
  - vocabulary knowledge
  - comprehension (including inference)



Metacognitive and pedagogical strategy, not an English-language technique

# Addressing Primary → Secondary Transition

- Teach secondary school students how to read secondary school texts (i.e., explicit strategy instruction)
  - Regular think-aloud modelling (e.g., clarifying unknown words, unpacking long sentences, inference with evidence)
  - “Fix-up strategy” routine when meaning breaks (e.g., re-read, slow down, paraphrase, use morphology/context, ask a question)
  - Graphic organisers aligned to text structures (e.g., problem-solution, claim-evidence, compare-contrast)

# Addressing Primary → Secondary Transition

- Reading across the Curriculum (e.g., teach disciplinary reading explicitly)

## Science

Definitions

Processes

Cause-effect explanations

## History

Sourcing

Bias

Corroboration

## Geography

Data

Explanation

Evaluation

# Addressing Primary → Secondary Transition

- Use age-appropriate repeated reading, assisted reading and multi-syllabic decoding support
- Provide intervention that is time-limited, targeted and stigma-free (e.g., small groups, discreet scheduling)
- Ensure every student:
  - ✓ has a “next book” plan
  - ✓ experiences early success with accessible texts
  - ✓ is explicitly taught classroom reading routines (e.g., annotation, note-taking, evidence quoting)

**2. How are changing contexts and emerging trends reshaping what it means to be a reader in Hong Kong secondary schools?**

# Emerging Trends in Reading

- Print + digital complementarity

## Trends in Reading

- Digital reading is increasingly recognised as a legitimate pathway into wider reading, especially for students who are disengaged, older or from lower-income backgrounds
- Different formats serve different purposes (e.g., depth, stamina, access, engagement, convenience)

## Implications for Schools

- Schools should move towards blended reading ecologies: class libraries + ebooks + online articles + multimodal texts, rather than treating digital reading as a “lesser” alternative or “not real reading”
- Reading promotion should emphasise agency and relevance (e.g., choice, identity, interest)

**Print:** for deep reading and academic study

**Digital:** for breadth, access and motivation

# Emerging Trends in Reading

- Reading becomes multimodal: visual, audio, interactive, platform-based

## Trends in Reading

- Reading increasingly involves multiple modes: linguistic + visual + audio + spatial-temporal
- People “read” across comics/graphic novels/manga, audiobooks, short-form online texts, subtitled videos, games and narrative-rich media

## Implications for Schools

- “Reading across the Curriculum” should include visual literacy and critical multimodal analysis (e.g., how images support meaning, how memes persuade, how design shapes interpretation)
- More emphasis on transmodal production: students translate meaning across modes (e.g., prose → comic; article → infographic; chapter → podcast episode) as a route to deeper comprehension

# New Multimodal Text Types and Literary Forms

Micro fiction

Flash fiction

Graphic novels

Webtoons

Fanfiction

Interactive stories

WhatsApp chats

Memes

Short videos with captions

Infographics

# Emerging Trends in Reading

- Comics/graphic novels/manga are treated as serious reading

## Trends in Reading

- Comics remain popular and appealing because of visual richness, approachability, relaxation and identity connection
- Comics support comprehension, sequencing, inference and “slow looking”

## Implications for Schools

- Cross-curricular use (science processes, historical narratives, language learning)
- Critical visual literacy lessons (e.g., paneling, perspective, colour, omission, framing)

# Emerging Trends in Reading

- Audiobooks have gained popularity: “listening as literacy”

## Trends in Reading

- Listening is increasingly positioned as a core literacy pathway, not a shortcut
- Audiobooks support engagement, well-being, vocabulary exposure and inclusion (e.g., dyslexia, EAL, low motivation), while not replacing decoding and print reading

## Implications for Schools

- Reading-while-listening (paired text + audio) as an evidence-informed strategy
- More structured critical listening tasks (e.g., pause-and-predict, inference checks, summary, bias detection)

Commute listening?

# Emerging Trends in Reading

- Reading becomes social and recommendation-driven (platform cultures)

## Trends in Reading

- People increasingly discover texts through peer networks and digital recommendation systems (e.g., BookTok)
- Reading connects with broader media franchises (e.g., film/TV/game tie-ins), and motivation rises when texts align with hobbies

## Implications for Schools

- Student-led recommendations
- “If you liked..., try...” pathways across formats (novel ↔ comic ↔ audiobook ↔ film ↔ game lore)
- Reading communities that extend beyond classroom walls (authentic audiences; online communities used safely)

# Emerging Trends in Reading

- Rising demand for critical literacy (misinformation, credibility, persuasion)

## Trends in Reading

- Reading now includes evaluating credibility, detecting manipulation, checking sources and understanding platform ecosystems

## Implications for Schools

- Promotion from “read more” to “read well across media”
- Fact-check routines and source triangulation
- Explicit teaching of how images, headlines and algorithms shape interpretation

# Contemporary readers

**Move fluently  
across formats  
(print, screen,  
audio, visual,  
interactive)**

**Choose texts  
purposefully  
based on task,  
interest and  
well-being**

**Read critically  
across media  
(e.g.,  
credibility, bias,  
design,  
algorithmic  
influence)**

**Discuss and  
create, not only  
consume (e.g.,  
multimodal  
composition,  
transmodal  
redesign)**

**Sustain reading  
for pleasure as  
a basis for  
lifelong  
learning  
adaptability**

# **Developing Multimodal Literacy**

# Possible Classroom Practice 1

- Teach an explicit “multimodal meta-language” (i.e., the grammar of modes)

## Visual mode (e.g., comics and infographics)

- Framing
- Saliency
- Gaze
- Colour
- Symbol
- Angle
- Sequence
- Panel layout

## Aural mode (e.g., audiobooks and podcasts)

- Pace
- Intonation
- Emphasis
- Silence
- Music cues

## Spatial-temporal mode (e.g., webpages and short videos)

- Reading path
- Scrolling
- Screen layout
- Timing
- Transitions

## Linguistic mode

- Register
- Modality
- Claims/evidence
- Cohesion
- Hedging

# Possible Classroom Practice 2

- Follow a multimodal reading framework

Notice visual elements (e.g., colours, layout, images, icons, font size)

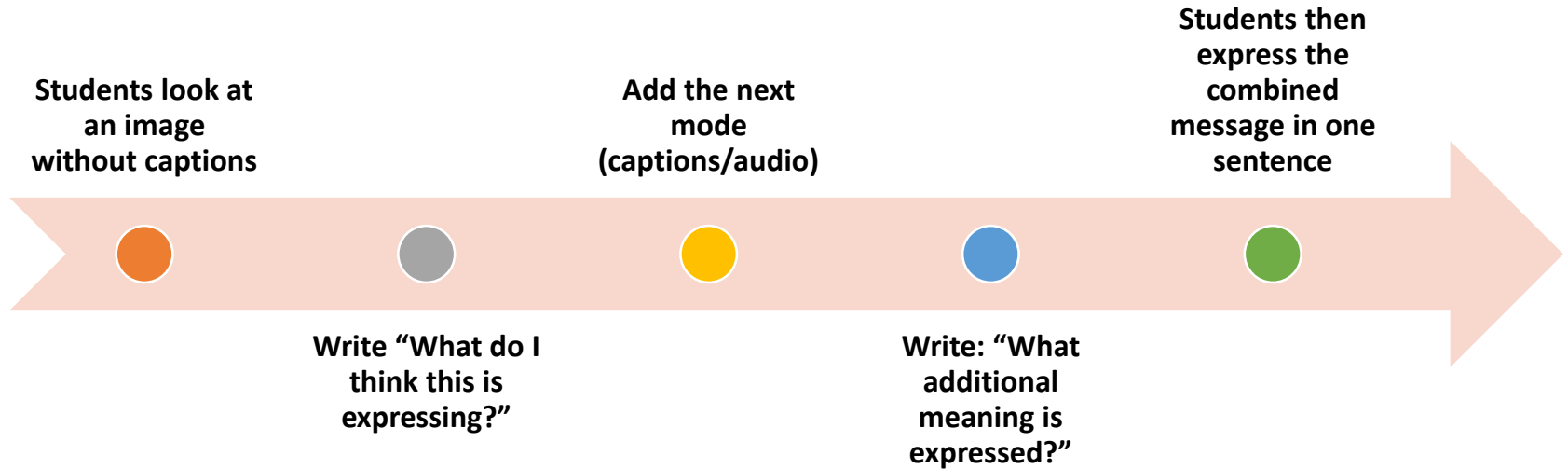
Focus on words and key phrases (e.g., titles, labels, captions, data, small print)

Interpret and evaluate (e.g., message, author's purpose, bias, audience)

Relate to other texts or personal experience

# Possible Classroom Practice 3

- Interpret one meaning-making mode at a time



# Possible Classroom Practice 4

- Create transmodal tasks (i.e., translate meaning across modes to deepen comprehension)

Original mode	Translated mode
Article	Infographic (must preserve claim-evidence relationship)
Textbook passage	Comic storyboard (panel sequencing + dialogue choices)
Speech	Podcast script (tone, emphasis, pauses)
Data table	Narrative explanation (cause/effect, cautions)

# **Developing Visual Literacy**

# Possible Classroom Practice 1

- Use a consistent routine: Notice → Interpret → Evaluate

## Notice

(What do you see/hear?  
What stands out?)

## Interpret

(What meaning is being  
suggested? What is  
implied?)

## Evaluate

(Who made this? For what  
purpose? What is missing?  
Is it credible?)

Particularly useful for comics, ads,  
infographics, video clips, social media posts,  
textbook diagrams

# Possible Classroom Practice 2

- Connect new literacy skills to Reading across the Curriculum

Traditional mode	New literacy
Science textbook	Interactive simulations + online articles + infographics about climate change
History textbook passage	Photos + timelines + primary source documents on websites
Maths word problems in textbook	Real-life data tables + graphs + online statistics dashboards

# Possible Classroom Practice 3

- Use comics/graphic texts to teach inference, sequencing and viewpoint

## Panel-to-panel inference

- What happens in the picture? What must we infer?

## Dialogue vs narration

- How do voice, stance and reliability change?

## Angle and framing

- Who has power? What is positioned as important?

## Rewrite activity

- Remove images, students write missing description, then compare to original

# **Supporting Digital Reading**

# Possible Classroom Practice 1

- Teach purposeful navigation and attention control (especially on screens)

Headings/subheadings

Hyperlinks and what they signal

Captions, legends, sidebars

“Argument spine” vs optional details

Digital texts often invite skimming



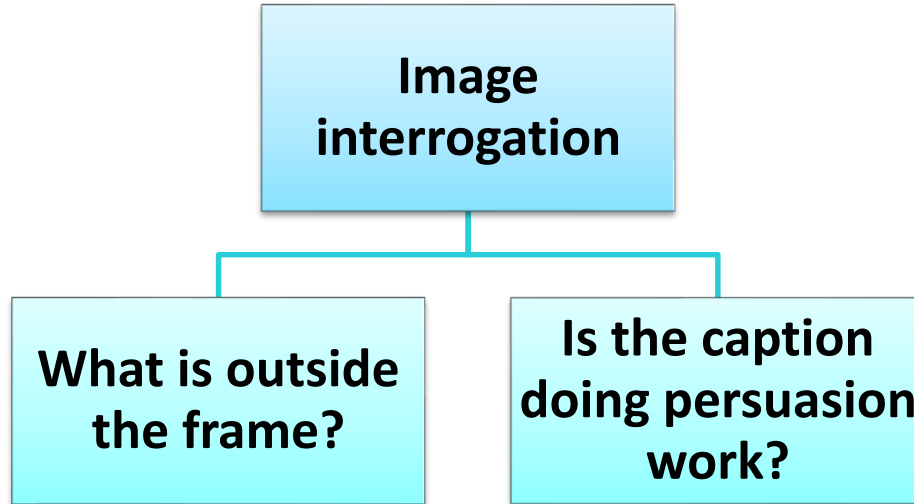
Students must explain why they chose to scroll/click (metacognitive control)

# Possible Classroom Practice 2

- Turn students' out-of-class digital reading into language learning opportunities
  1. Once a week, students screenshot an English post, meme, short article etc. they encounter → Share: "What is it?" "Why did you read it?" "Which words/phrases caught your eye?"
  2. Take a still image from a YouTube video or an Instagram post → Students write a title, write a 2-3 sentence caption or write a short comment/reply

# Possible Classroom Practice 3

- Teach credibility and multimodal misinformation detection



Students identify the author behind the text (e.g., “About” page, funding sources, affiliations)



Open new tabs: “What do other (credible) sources say?”



Trace the claim to its original study/data/video



Understand different evidence types (e.g., data, expert consensus, eyewitness, anecdote, sponsored content)

# Classroom Practice: Progressive Development

Decode multimodal texts (navigation + vocabulary of modes)



Interpret (inference across words/images/sound)

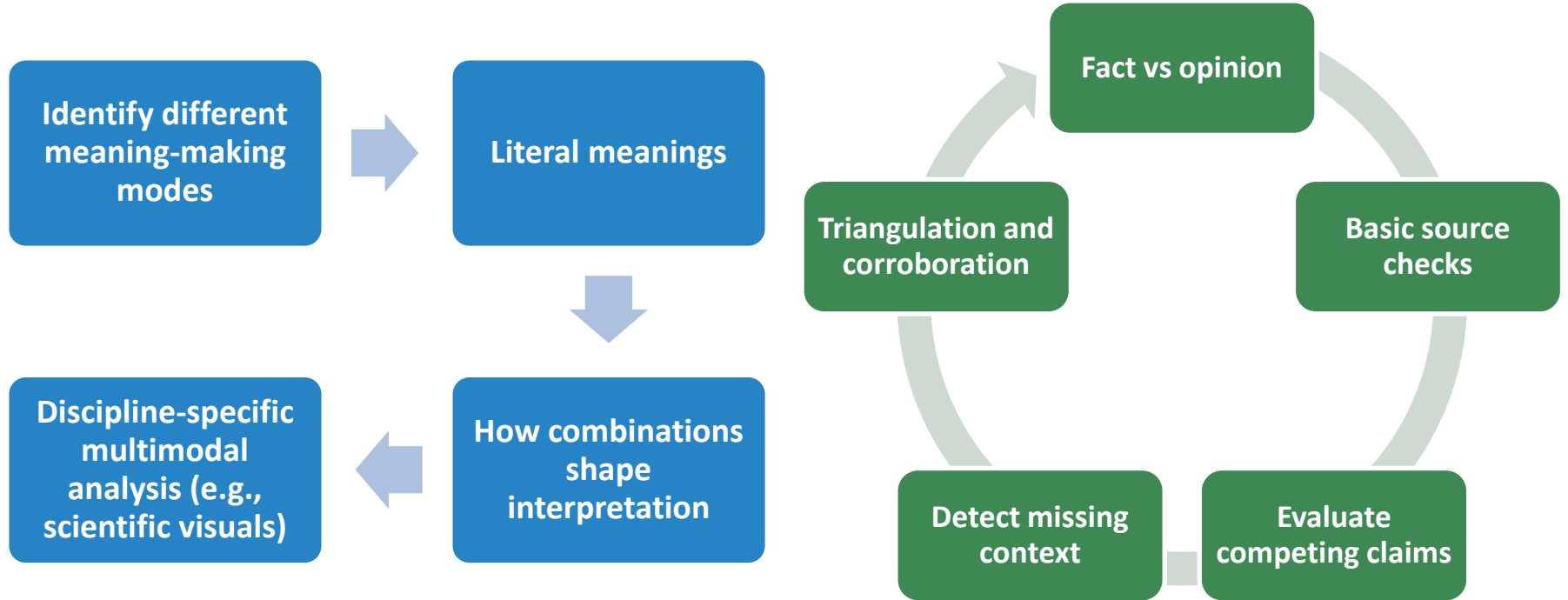


Evaluate (credibility, bias, audience, ethics)



Design (create multimodal texts with rationale)

# Curriculum Planning for Progressive Development



**Another emerging, rapidly  
evolving trend in reading...**

# Reading in the AI Era

- In 2025, young people's most common AI-reading uses were:
  - word meaning (35.4%)
  - summarising to read faster (33.0%)
  - translation (30.1%)
  - explaining main ideas (19.6%)
  - alternative interpretations (11.0%)
  - cultural/historical context (11.0%)
  - text-to-speech (9.9%)
  - recommendations (9.8%)

**AI-mediated reading**

A "reader" = someone who can coordinate multiple supports (glossary, summary, translation, explanation) while still constructing meaning themselves

# Reading in the AI Era

- Reading: “finding meaning” or “judging meaning”?
  - Is the AI explanation accurate? Biased? Oversimplified? Inappropriate for this subject?
- In 2025, only 42.8% of young people said they checked AI outputs because they could be wrong, while 25.1% admitted just copying AI outputs for homework (up from 20.9% in 2024)

# Reading in the AI Era

- Overreliance + reduced reading stamina and engagement
- Young people: AI helps them learn when adults are not around (50.8%) >>>  
AI makes them feel more independent for reading/writing (15.5%)
- Teachers: 51.4% were concerned about engagement with learning, and 48.6% felt AI might decrease the perceived value of developing reading skills

# Reading Skills Needed in the AI Era

- Critical AI-reading skills (to judge and verify)
  - ❑ Detect typical AI weaknesses (e.g., hallucinations, missing nuance, fabricated quotes/references)
  - ❑ Verify with the source text (not just “does it sound right?”)
    - “Where in the text is that?”
    - “What sentence/line supports this inference?”
  - ❑ Triangulate information quickly (e.g., compare with another credible source; check author, date, context)
  - ❑ Spot what is missing (e.g., AI summaries often drop qualifiers, counter-arguments and evidence)

# Reading Skills Needed in the AI Era

- Writing better AI prompts for reading-related outputs
- Reading-focused prompt skills include:
  - ❑ asking for structured support (e.g., “give 3 claims + evidence lines + uncertainties”)
  - ❑ requesting multiple interpretations (e.g., “give two readings and what evidence each relies on”)
  - ❑ demanding text-bound answers (e.g., “only use information from the passage”; “quote phrases”)

# Reading Skills Needed in the AI Era

- Metacognitive reading control to prevent AI autopilot
  - ❑ Set a purpose (e.g., skim vs close read)
  - ❑ Monitor comprehension (e.g., “What don’t I understand yet?”)
  - ❑ Decide when not to use AI (e.g., first read independently; use AI only after annotating)

# Possible Classroom Practice 1

- “Read first, AI second”


3-5 minutes independent read + annotate



Write a 1-2 sentence gist without AI



Then use AI for vocabulary, alternative interpretation, summary, etc.



Correct / refine your original gist and locate where the text supports changes

# Possible Classroom Practice 2

- Check AI-output
  - Students must highlight:
    - ❑ 2 places where AI is well-supported by the text
    - ❑ 1 place where AI is misleading/unsupported/too vague, with correction
- Vague? Add a specific example
  - Unsupported? Find a quote or fact
  - Wrong? → Correct it with a reliable source

Fact-check: Verify the information against a reputable source (e.g., textbooks, government websites)

Teach students the formula:  
**Claim + Evidence + Reasoning = Argument**

Frame AI as a brainstorming tool.  
Human editing >>> machine generation

# Possible Classroom Practice 3

- Human as reviewers and editors

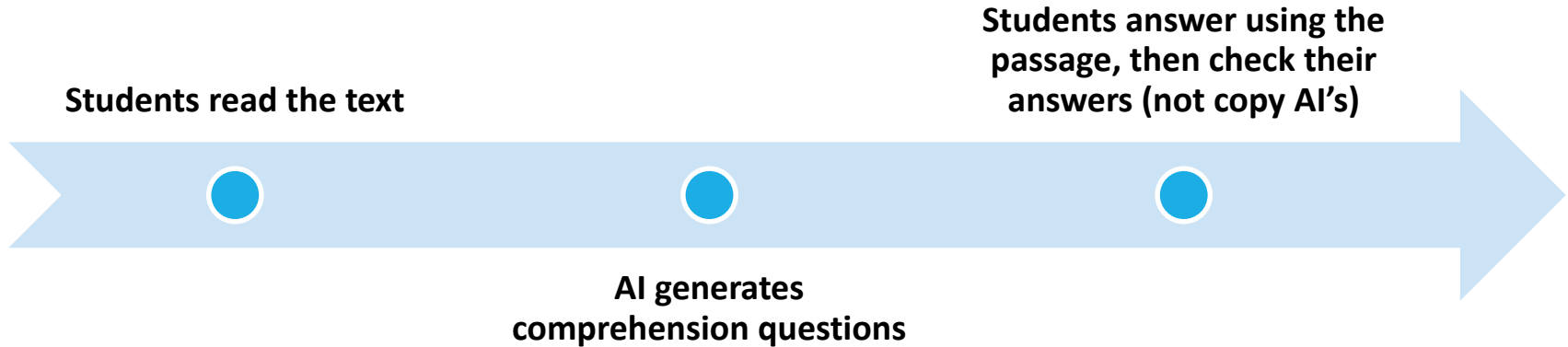
Compare a text with an AI summary (e.g., What is missing? What is oversimplified?)

AI-generated infographic critique (e.g., accuracy, bias, audience fit, evidence)

AI prompting skills (e.g., students revise prompts to improve specificity and justify changes)

# Possible Classroom Practice 4

- AI as a question generator, not an answer machine



An AI-era reader is someone who can comprehend texts **independently** and can also use AI to **extend** access and deepen interpretation, while critiquing, verifying and ethically **integrating AI support** rather than replacing reading with it.

**3. What practical approaches can teachers use, both within and beyond the English classroom, to nurture our students into motivated and competent lifelong readers?**

# Progressive Development of Reading Skills

## The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)

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

**Attainment milestones**



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
Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>
<ul style="list-style-type: none"> <li>recognise some high frequency words (e.g. the, you)</li> <li>decode words by using knowledge of letter-sound relationships</li> <li>process simple sentences by using knowledge of basic conventions of written English (e.g. basic punctuation)</li> <li>follow predictable texts by recognising the repeated use of sentence patterns</li> <li>follow instructions and signs by recognising key words with visual support</li> <li>master basic book concepts (e.g. titles and names of authors)</li> <li>locate specific information by recognising simple formats (e.g. birthday or invitation cards)</li> </ul>	<ul style="list-style-type: none"> <li>work out the meaning of words by using knowledge of letter-sound relationships</li> <li>recognise common contracted forms by connecting them to their full forms</li> <li>process simple sentences by identifying meaningful chunks</li> <li>locate specific information by identifying key words</li> <li>follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns)</li> <li>identify characters, setting and sequence of events in stories</li> <li>make predictions about the content from the titles, illustrations or contents page</li> </ul>	<ul style="list-style-type: none"> <li>work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms)</li> <li>process some compound and complex sentences</li> <li>locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes)</li> <li>identify main ideas and some supporting details explicitly stated in the text</li> <li>make predictions about the text by identifying key words</li> <li>infer information, ideas and feelings by using clues in close proximity</li> <li>identify simple stylistic features (e.g. personification)</li> </ul>	<ul style="list-style-type: none"> <li>work out the meaning of words and phrases by using semantic and syntactic clues</li> <li>locate details which support the main ideas from different parts of a text</li> <li>follow ideas by recognising simple text structures and understanding the use of cohesive devices</li> <li>infer feelings of characters from pieces of information in narrative texts</li> <li>deduce information and ideas by using semantic and syntactic clues</li> </ul>	<ul style="list-style-type: none"> <li>work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues</li> <li>follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues</li> <li>organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs)</li> <li>distinguish facts from opinions by using semantic and syntactic clues</li> <li>identify the stylistic features in texts (e.g. flashback in narrative texts)</li> </ul>	<ul style="list-style-type: none"> <li>work out the literal and implied meaning of words and expressions by using semantic and syntactic clues</li> <li>gather, distil and summarise more extensive information and ideas from texts</li> <li>compare alternative views and arguments in texts by using graphic forms and making notes (e.g. drawing headings, using point form, and own shorthand and symbols)</li> <li>deduce themes based on information and ideas from texts</li> <li>identify writers' attitudes clearly signalled in texts</li> </ul>	<ul style="list-style-type: none"> <li>work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues</li> <li>analyse the development of ideas, views or arguments in texts</li> <li>interpret ideas and opinions presented in different texts and draw conclusions</li> <li>analyse texts for themes, intended audience and writers' attitudes by reviewing</li> <li>understand the use of stylistic features in texts (e.g. the use of rhetorical questions and hyperboles in speeches for emphatic purposes)</li> </ul>	<ul style="list-style-type: none"> <li>justify interpretations of writers' intention by using well-chosen evidence from texts</li> <li>synthesise ideas and opinions presented in different texts and draw conclusions</li> <li>analyse texts for themes, intended audience and writers' attitudes by understanding their social and cultural implications</li> <li>analyse the use of different text types in presenting a message</li> <li>appreciate the rhetoric of texts by understanding the use of stylistic features in texts and the effects achieved</li> </ul>

Specific examples of what students are able to do

# Possible Uses of the LPF

- Design school-based curriculum based on students' needs and proficiency: Descriptors/assessment criteria become the syllabus
- Use the outcome statements to set clear learning goals **The "What"**
- Make the outcome statements the lesson objectives
- Inform lesson and activity design **The "How"**
- Encourage self-assessment and peer feedback using "Can Do" language **The "Where am I now?"**
- Track progress and personalise learning **The "What's next?"**
- Inform the design of activities/initiatives beyond the English Language classroom

# Vertical Planning

- From junior forms' basic comprehension to senior forms' more sophisticated reading to support disciplinary studies
- **Example: "Healthy eating"**

## Secondary 1

- Building foundational understanding
- e.g., Read: short, visual, concrete, familiar topic → Task: literal comprehension

## Secondary 3

- Developing critical thinking and evaluation
- e.g., Read: longer, includes data, multiple perspectives → Task: distinguish fact vs. opinion, identify cause-effect, inference

## Secondary 5

- Analysing arguments and synthesising information
- e.g., Read: multiple sources, contrasting views, more abstract/academic → Task: compare, evaluate, synthesise, write a reasoned response

# Reading across the Curriculum

- Collaborating with subject teachers to scaffold content-area reading
- **Example: “Healthy eating”**
- English focuses on social issues + opinions
- Science focuses on the biological processes of how the body digests sugar

# Enhancing Enjoyment in Reading

1. Book sharing clubs with sister schools
2. Mini-class library with different levels and genres
  - Science teacher: “Science Stories” corner with short science articles or “science in the news” clippings
  - History teacher: articles/comics/short biographies relating to the period being studied
3. Invite recommendations from students and parents

# Enhancing Enjoyment in Reading

4. Monthly “free-choice reading time” where students read anything in English, including comics, websites or lyrics (as long as they actually read)
5. “3-word review” of any book/text (e.g., “Funny, surprising, sad”)
6. Reading logs with simple sentence stems (e.g., “I chose this because...”  
“This part surprised me because...”)
7. Students write mini “Science Book/Article of the Week” cards to be displayed in the science laboratory

# Enhancing Enjoyment in Reading

8. Quick “book talks”: 1-minute informal oral recommendation
9. Reading assemblies: Short sharing by students and teachers of texts that impacted them (e.g., a news article, a biography, a poem, Bible text)
10. “Student Reading Recommendation of the Month”: Reading wall (at school main entrance) where students pin book covers, screenshots or short comments
11. Cross-curricular reading weeks: Each KLA sets up a reading corner/poster with recommended texts (print + online + multimedia)
12. Book Characters Day

# Language and Literary Appreciation

1. After reading, students identify one word/phrase/sentence they “like” and write why (e.g., meaning, sound, image)
2. “Beautiful Line of the Week”: Each week, one student shares a line from their reading and explains what they notice
3. RaC – Economics: Students notice the language of data (e.g., key verbs “increase”, “decrease”, “fluctuate”) and common hedging words (e.g., “may”, “could”, “likely”)
4. RaC – Science: “Keyword Wall” where new technical terms from readings are displayed with pictures and simple definitions

# Co-curricular Ideas + Classroom Language Work

1. Classroom: Students choose their “Beautiful Line of the Week”

Co-curricular: Print these lines (with student name & class) and place them along hallways/staircases

2. Classroom: Students copy/collect interesting phrases from their reading logs

Co-curricular: Librarians display these with small comment tags (e.g., “I like how the writer uses personification here because...”)

# EDB's SOW Campaign

## SOW Readathon



The **SOW Readathon** is open to all primary and secondary schools in Hong Kong and will be held within the period of **November 2025 – June 2026**. Schools are invited to register and recruit students as SOW Reading Rangers. Registered schools will organise an array of learning activities within and beyond the classroom, based on students' needs and interests, to promote reading, appreciation of SOW as well as proper values and attitudes, and actively engage students in performing their roles as SOW Reading Rangers.

**[EDBCM No. 169/2025]**

### Registration

Interested schools should complete the Registration Form in [fillable PDF format](#) and return it by email to [ele@edb.gov.hk](mailto:ele@edb.gov.hk) by **6:00 p.m. on 28 November 2025 (Friday)**. [Registration](#)

### References and Resources

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/sow/Readathon.html>

# “SOW Your Discovery” Multimodal Composition Contest (Primary/Secondary)



The “**SOW Your Discovery**” **Multimodal Composition Contest** (the Contest) aims to develop a zeal for reading among students, enhance their language skills and multimodal literacy, unleash their creativity and foster their development of proper values and attitudes. Students are invited to read a book of their choice and create a multimodal text to share a saying of wisdom (SOW) taken from the book and their discovery from the book (e.g. new knowledge/ skills/ lessons learnt/ insights/ understanding) in a succinct yet creative way. The multimodal composition should echo the overarching theme “SOW the Reading Seed – Discover as You Read” and/or the two sub-themes “Dream Big, Read Bigger” and “Wisdom Unites, Stories Connect” of the SOW Campaign 2025/26.

## Announcement of Results

Late June

## Important Dates

## Submission Deadline

# Practices to Support Struggling Readers

## Adjust the input

- e.g., Use shorter or simplified texts on the same topic as the rest of the class, provide glossed vocabulary, use more visuals or graphic versions (e.g., comics, infographics) as stepping stones

## Adjust what they need to do

- e.g., fewer questions, but focused on key comprehension, give partially completed graphic organisers (e.g. timeline with some events filled in), allow oral responses before written ones

## Add support strategies

- e.g., pre-teach 4-6 key words with pictures/actions before reading, use paired reading: stronger + weaker student reading aloud together, allow the use of simple bilingual dictionary or translation apps with guidance, text-to-speech and speech-to-text tools

# Sourcing Quality English Reading Materials

- Criteria for selecting quality reading materials (e.g., text complexity and accessibility, authenticity and relevance)

Proficiency levels,  
interests, length

Relevant to syllabus  
topics / RaC themes

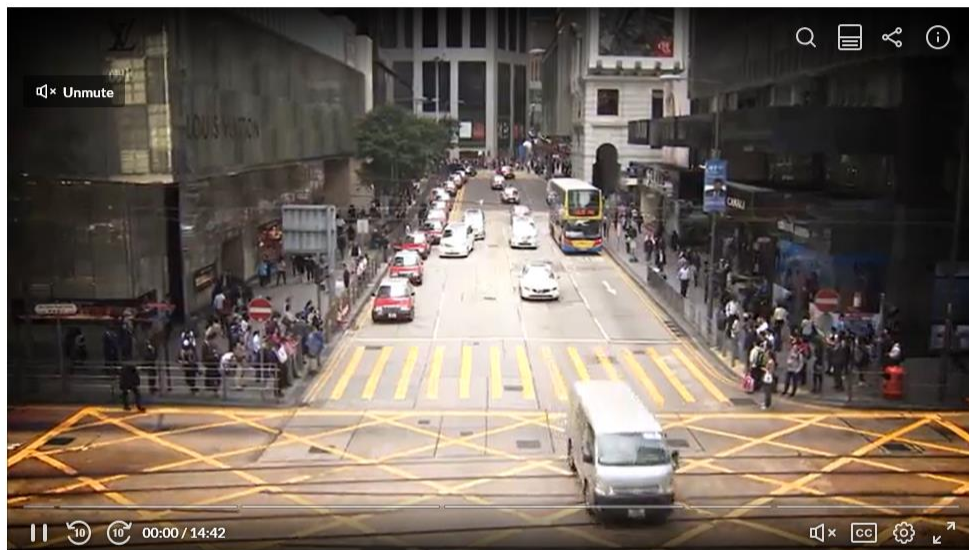
Purposes (e.g.,  
pleasure reading, RaC,  
projects, extensive  
reading programmes)

Engaging hook,  
interesting visuals,  
surprising angles

Help students grow  
(e.g., new knowledge,  
new perspectives,  
new vocabulary)

# Sourcing Quality English Reading Materials

- Diversified text types (e.g., literary texts, informational texts, multimodal and digital texts)
- Sources and platforms (e.g., local and international publishers, digital libraries, free e-book platforms, open resources)
- Strategies for building a school reading collection (e.g., student-driven book selection, thematic collections for RaC, rotating and refreshing reading materials)



## Enhancing Students' Language Skills with Multi-modal Texts (English subtitles available)

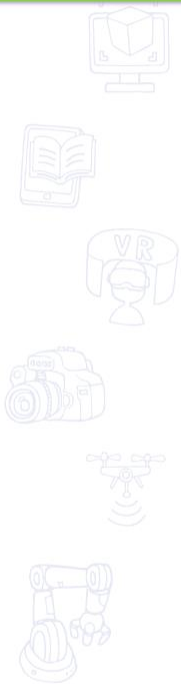
0 779

Details Attachments Share Q

This programme explores how teachers are using multi-modal texts, for example, videos, pictures, graphics, etc, to engage

[https://emm.edcity.hk/media/Enhancing+Students+Language+Skills+with+Multi-modal+Texts+%28English+subtitles+available%29/0\\_ziwoltc2/281490702](https://emm.edcity.hk/media/Enhancing+Students+Language+Skills+with+Multi-modal+Texts+%28English+subtitles+available%29/0_ziwoltc2/281490702)

### Related Media

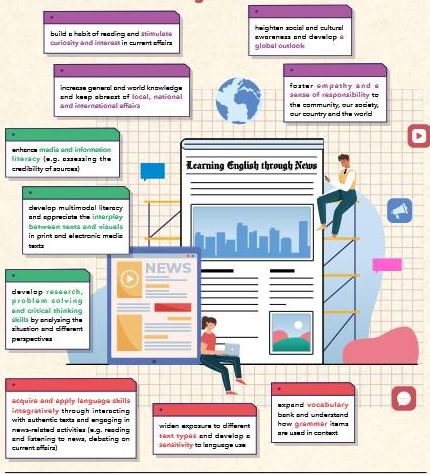


# Learning English through News

English Language Education Section | Curriculum Development Institute | Education Bureau | ©2023

Reading news enriches our life and offers great educational values. News covers a wide range of topics at the local, national and global levels from economy, sports, business and commerce, current world affairs, entertainment, lifestyle and culture to science and technology and many more, providing a rich resource for students to enhance language and personal development. The multiple benefits of news reading are shown in the infographic below:

## Benefits of News Reading



## Developing a School News Literacy Programme: Unlocking the Power of News Reading in English Learning and Teaching

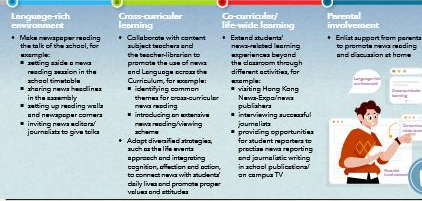
To promote news reading and develop students' literacy skills, higher-order thinking and proper values and attitudes, a News Literacy Programme can be designed with clear learning focus and the strategic use of news articles (both printed and electronic). With careful planning and implementation, not only can the school News Literacy Programme broaden students' horizons and foster their self-directed learning, but it can also complement the promotion of different curriculum initiatives in school, such as values education (including national education, national security education and media and information literacy) and Language across the Curriculum.



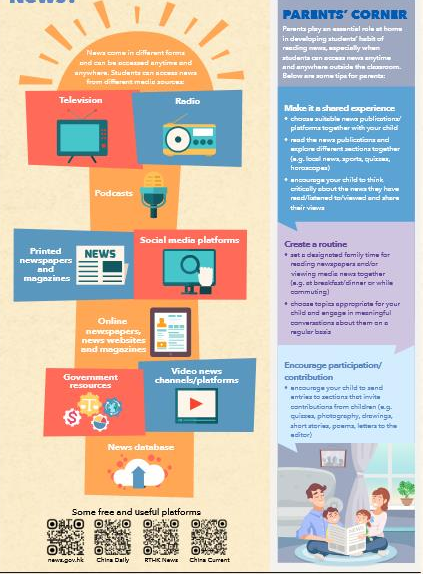
## Task and Activity Design



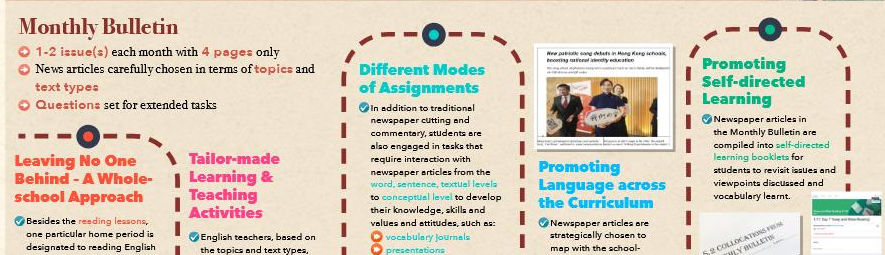
## Whole-school Curriculum Planning



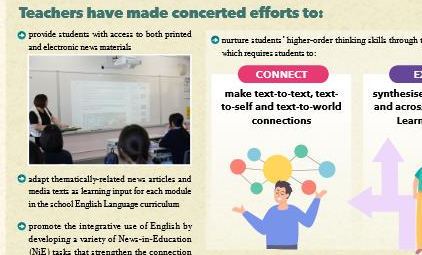
## How Do Students Access News?

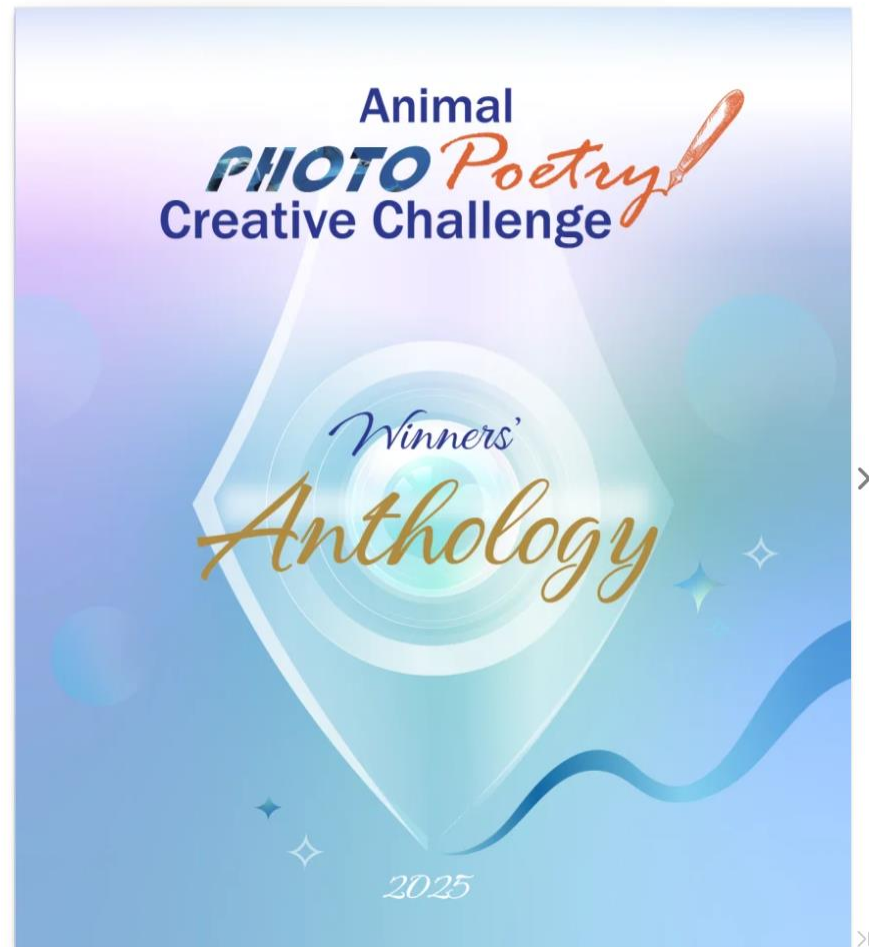


## Promoting News Reading through Issuing a Monthly Bulletin in Hong Kong Chinese Women's Club College



## Developing a School News Literacy Programme: The Case of The True Light School of Hong Kong







Home > Curriculum Development and Support > Key Learning Areas > English Language Education > SOW

## SOW Readathon Video Series

The "**SOW Readathon Video Series**" showcases success stories of fostering a school-wide reading culture in the school English Language curriculum and the reading journeys of the Outstanding SOW Reading Ambassadors in the SOW Readathon 2024/25. In the series, the Reading Captains share their insights into helping students build confidence and unlock the joy of English reading while the Reading Rangers share how books, their life-long companions, help them navigate through challenges, develop proper values and attitudes and discover the world.



### Reading Rangers (Primary Level)

#### Wings of Imagination



#### Voyage of Time and Dreams



Class  
library

School  
library

# Book Auditing

Reading  
corner

ERS  
boxes

## Type of book

- Fiction
- Non-fiction
- Comic / graphic novel
- Poetry
- Picture book
- Joke book

## Topic

- Biographies
- Science and nature
- History and people
- Geography and culture
- Arts and creativity
- Technology
- Sport and hobbies

## Genre

- Fantasy
- Science fiction
- Adventure
- Mystery
- Humour
- Historical fiction
- Animal stories
- Realistic fiction
- Fairy tales and folk tales

# Key Principles of Extensive Reading

**Easy and  
varied reading  
materials**

**Learner  
choice**

**Reading for  
pleasure**

**Silent and  
individual  
reading**

# Building Reading Culture: Good Practices

10-15 minutes  
independent reading 2-4  
times/week, with teacher  
reading too

Provide choice with  
guidance (curated lists,  
reading ladders, “if you  
liked X, try Y”)

60-second reading  
conferences, book talks,  
quick peer  
recommendations

Track  
minutes/books/genres  
tried, not only test scores

Broaden what counts as  
reading (e.g., short non-  
fiction, magazines, graphic  
novels, graded readers,  
bilingual texts where  
appropriate)

Build social reading (e.g.,  
buddy reading, paired  
discussion, reading clubs)

Celebrate reading as useful  
(e.g., learning new  
things/words) as well as  
enjoyable

# **Building Reading Culture at Schools: Authentic Practices**

# Building Reading Culture

1. Start with a clear whole-school purpose and role design
  - Define two parallel strands of work:
    - a) Targeted support (1:1 / small group intervention for struggling readers)
    - b) Whole-school reading-for-pleasure culture building (ethos, visibility, routines, promotion)

# Building Reading Culture

1. Start with a clear whole-school purpose and role design
  - Make reading leadership visible:
    - Build regular reading time (e.g., assemblies, Drop Everything and Read) rather than only operating from the library
    - Co-run high-profile initiatives with students

# Building Reading Culture

2. Use student voice to diagnose motivation barriers and “reader identity”
  - Run a short “reader identity” questionnaire:
    - a) What do you read (e.g., print, e-books, web fiction, comics/graphic novels, sports news, fan fiction)?
    - b) What do you listen to (e.g., audiobooks/podcasts)?
    - c) What are your current interests (e.g., sports idols, celebrities, genres, games)?
    - d) Why don't you borrow books? (e.g., stock relevance, time, confidence, “library isn't for me”, language level)

# Building Reading Culture

2. Use student voice to diagnose motivation barriers and “reader identity”
  - Validate all forms of reading to reduce stigma (especially for reluctant readers who read comics/online text but do not call themselves “readers”)

# Building Reading Culture

3. Stock library books based on student interests
  - Audit library/classroom collections against student interest clusters (e.g., sports stars, manga, horror, romance, true crime, self-help, STEM non-fiction, biographies)
  - Buy books based on relevance + currency:
    - Update outdated non-fiction (e.g., current sports figures, modern issues, contemporary careers)
    - Promote “high-interest, accessible texts” so students can finish books and feel successful

# Building Reading Culture

4. Pilot initiatives and be willing to drop what does not work
  - Treat initiatives as prototypes:
    - Test with one year level first (e.g., Secondary 1) before scaling
    - Collect quick feedback after the first week
  - Differentiate by age group:
    - Older students need faster pacing, more mature texts and more autonomy

# Building Reading Culture

5. Create a school reading podcast/video series
  - A monthly video-style podcast aligned with teen media habits
    - Use a familiar format (e.g., short segments, quick pacing, conversational tone)
    - Co-host with a teacher who understands teen media trends
    - Release consistently (e.g., monthly) to keep quality high and workload sustainable
    - Sync each episode to a library theme/book club theme to convert engagement into library visits

# Building Reading Culture

6. Create “immediate borrowing moments”
  - Schedule viewing right before borrowing opportunities:
    - Morning registration → library open at recess/lunch
    - Library lesson week → show episode at the start, then borrow immediately
    - DEAR time → follow with “optional library visit”
  - Create a clearly labelled “Featured in this podcast/video episode” shelf

# Building Reading Culture

7. Use both extrinsic and intrinsic rewards
  - Extrinsic (especially for younger forms)
    - Points, certificates, inter-class tallies, small privileges
  - Intrinsic (especially for older students)
    - Relevance of stock, autonomy of choice, mature themes, identity/aspiration links (e.g., career reading, financial literacy)

# Building Reading Culture

8. Choice + access + confidence matter
  - Provide multiple difficulty levels on the same theme (easy reads, graphic versions, bilingual supports where available)
  - Encourage listening pathways (e.g., audiobooks/podcasts) as legitimate reading engagement
  - Promote peer talk around texts (e.g., book chat, short reviews) to build confidence and belonging

**Thank you!**