

Promoting Reading and Reading across the Curriculum in the Primary English Classroom

29 May 2026

English Language Education Section

Curriculum Development Institute

Education Bureau

Ongoing Renewal of the School Curriculum

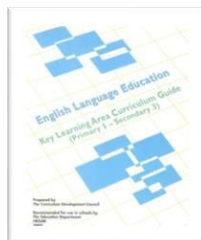


Responding to
local, regional
and global
contextual
changes

Building on
existing
strengths and
practices of
schools

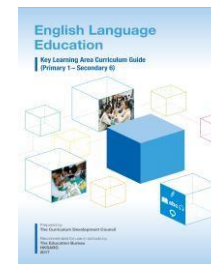
Enhancing
curriculum to
benefit student
learning

(P1 – S3)



9 years

(P1 – S6)



(CDC, 2017)

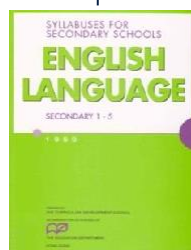
12 years



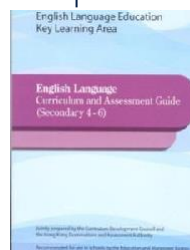
(CDC, 2002)



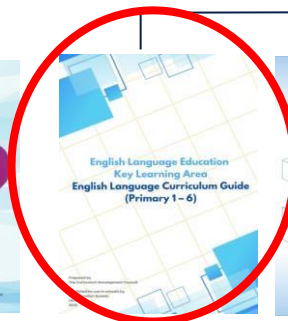
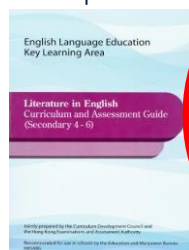
(CDC, 2004) (CDC, 1999)



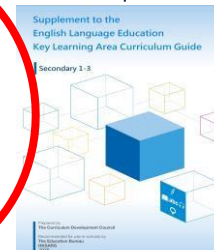
(CDC, 1999)



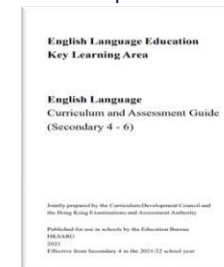
(CDC & HKEAA, 2007)



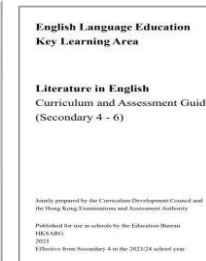
(CDC, 2025)



(CDC, 2018)



**(CDC & HKEAA,
2021)**



**(CCDC & HKEAA,
2023)**



- Reading across the Curriculum



- e-Learning and Information Literacy



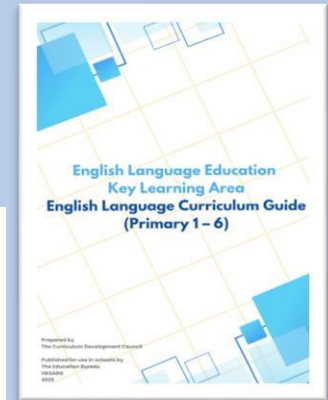
- Assessment Literacy



- Values Education



ELCG (2025)



MAJOR UPDATES OF THE ENGLISH LANGUAGE CURRICULUM GUIDE (PRIMARY 1 – 6)



READING ACROSS THE CURRICULUM (RaC)

Rationale for Promoting RaC

- Connecting students' learning experiences
- Establishing meaningful links among concepts and ideas acquired in different KLAs and broadening students' knowledge base
- Helping students develop proper values and attitudes
- Enhancing their reading to learn capabilities and developing their reading habits

Implementation Strategies

Reading skills development

- Encouraging students to read a variety of texts on different themes
- Guiding them to process reading texts in a more in-depth way
- Providing opportunities for them to apply and consolidate the reading skills learnt

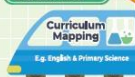
Roles of English teachers

- Collaborating with the teacher-librarian in sourcing a good range of English reading materials
- Highlighting subject-specific language features in RaC materials
- Developing students' reading skills and generic skills (e.g. creativity)
- Creating an environment conducive to English learning

Collaboration with teachers of other KLAs

- Conducting curriculum mapping
- Identifying common entry points (e.g. themes)
- Drawing up an overall plan
- Developing and evaluating learning materials and activities

Cross-curricular Collaboration



E-LEARNING & INFORMATION LITERACY

Rationale for Promoting e-Learning and Information Literacy

- Complementing the traditional mode of learning
- Enhancing interaction within and beyond the classroom
- Addressing students' diverse learning needs
- Developing their capabilities for self-directed learning
- Promoting the effective and ethical use of information

Implementation Strategies

- Adopting a repertoire of e-learning strategies (e.g. using a range of e-resources and e-learning tools) to enhance learning and teaching effectiveness
- Using e-assessment to promote assessment for learning and assessment as learning
- Strengthening students' capacity to process and create multimodal texts
- Providing opportunities for students to learn at their own pace
- Guiding students to evaluate the accuracy and reliability of information and new technologies (e.g. Augmented Reality, Virtual Reality, Artificial Intelligence)



[https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/Pri ELCG Major%20Updates_Leaflet.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/Pri%20ELCG%20Major%20Updates_Leaflet.pdf)

LEARNING & TEACHING RESOURCES IN SUPPORT OF THE MAJOR UPDATES

Reading across the Curriculum

e-Learning and Information Literacy



e-book on famous scientists



Animation series on Chinese fables and tales



A collection of reading activities on literary classics and Chinese fables and tales



SOWT values resource kits

Values Education



Anthology of students' creative works



Leaflet on Reading across the Curriculum



Leaflet on assessment



Pamphlet and fact sheet on assignments, dictation and assessment

Assessment Literacy

ASSESSMENT LITERACY

Formative and Summative Assessments

Summative Assessment

Assessment of Learning (AoL)

- Reporting students' progress
- Indicating the levels students have attained
- Showing what they know/can do over a period of time

Formative Assessment

extending AoL to AoL

Assessment for Learning (AfL)

- Helping students understand their progress through timely feedback from teachers
- Adjusting teaching strategies to meet students' needs

Assessment as Learning (AaL)

- Involving students actively in regulating their learning process
- Enabling students to reflect on their learning, monitor their progress, evaluate their performance, and plan for the next step in learning



Assessment and Assignment Policies

- Reviewing the frequency and quantity of tests and examinations to create space for students' whole-person development
- Adopting different modes of assessment and assignments to address students' diverse learning needs

Examples of assessment activities:



Portfolios



Shared writing and process writing



VALUES EDUCATION



Rationale for Promoting Values Education in the School Curriculum

Helping students to:

- become informed and responsible citizens
- develop a sense of national identity and an awareness of national security
- foster whole-person development

Approaches to incorporating values education into the English Language curriculum

Implementation strategies

- "Organic integration"
- "Natural connection"
- "Diversified strategies"
- "Mutual coordination"
- "Learning within and beyond the classroom"
- "Whole-school participation"

- Designing English learning activities for students to develop language skills and explore a variety of value-laden issues related to their everyday life experiences
- Highlighting the proper values and attitudes embedded in the learning materials
- Integrating aptly national security education (NSE) into the English Language curriculum

English Language Education
Key Learning Area Curriculum Framework
of National Security Education (2025)



Example activities:



Reading an article about Yuan Longping and viewing a video about farming



Writing and delivering a short speech about cherishing food

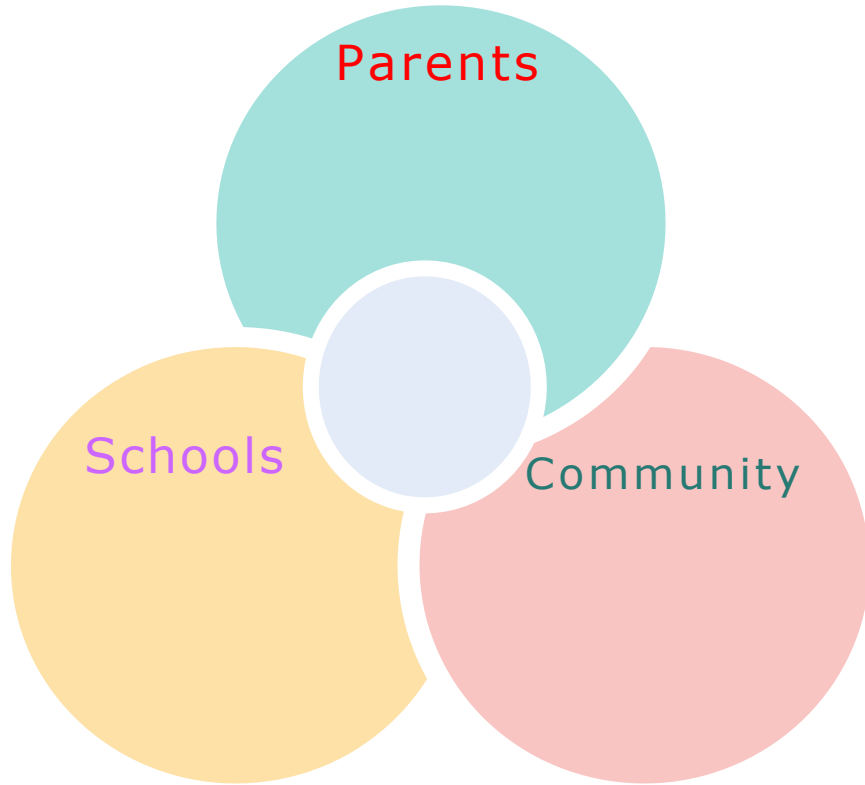


English Language Resource Kit on National Security Education at the Primary Level



https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/Pri_ELCG_Major%20Updates_Leaflet.pdf

Parents & Schools



Creating a reading-rich environment

Developing positive reading habits

Making reading fun and engaging

Supporting various kinds of reading activities

Community



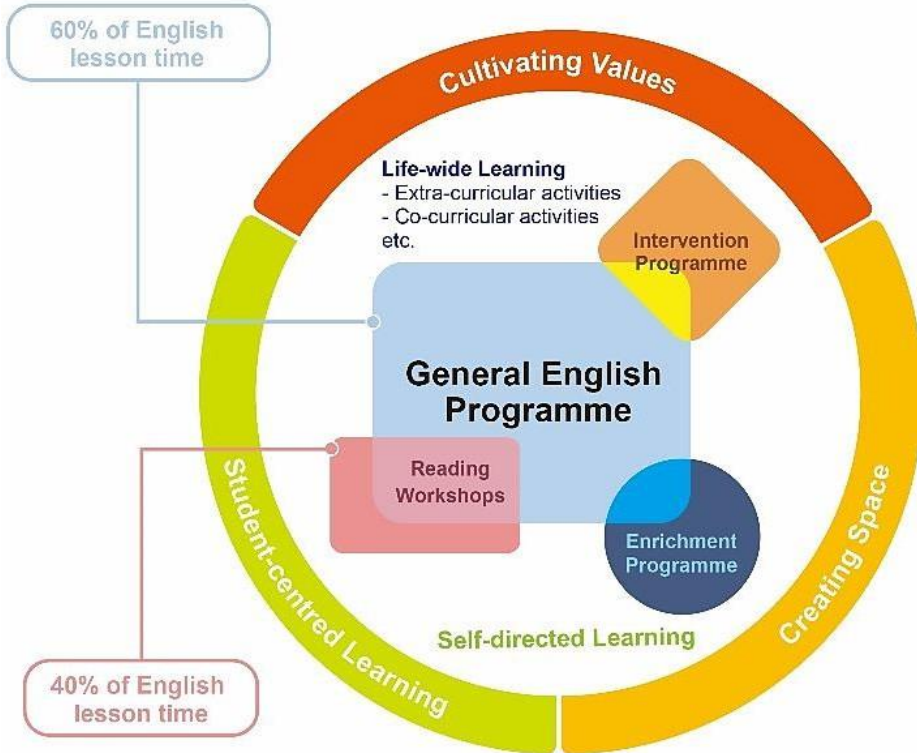
Calendar for Promotion of Reading Activities

Student Activities

Teacher Professional Development Programmes

Date	Activity Name	Participant Group
21/04/2025 – 04/05/2026	<u>2026 National Reading Week –</u>	
	I. “Reading Across Horizons” Shared Reading Session cum Joint Primary and Secondary School 30-minute Read	Primary and Secondary
	II. “A Voyage with Books Series” Multimodal Reading Resources Exhibition	

Components of a School English Language Curriculum

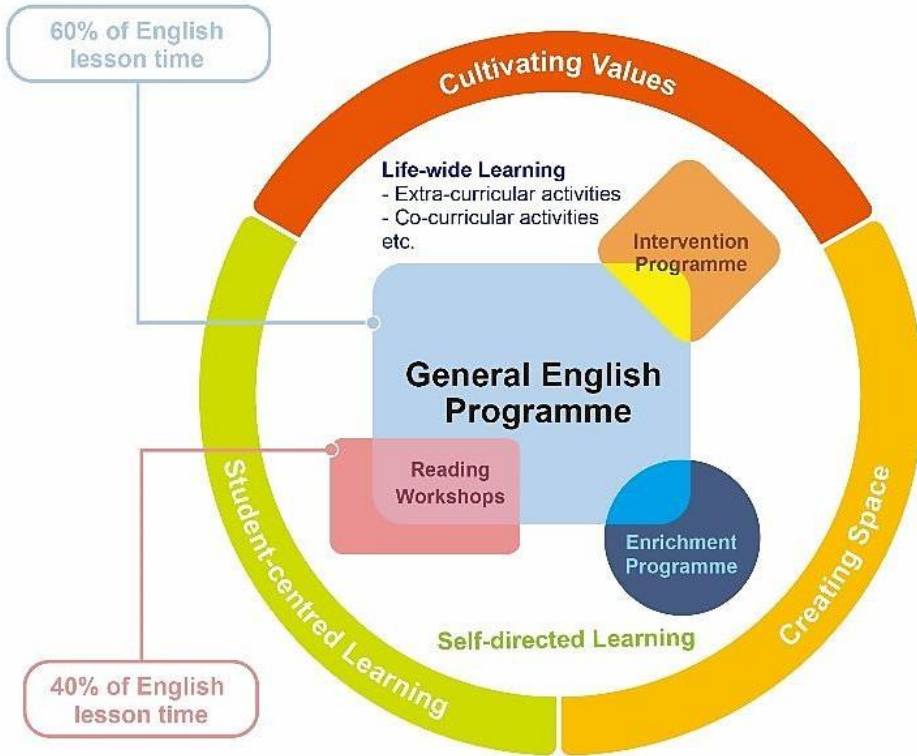


General English (GE) Programme

- About **60% of the lesson time** can be allocated to the GE Programme.
- A **task-based approach** and the concept of **Modules**, **Units** and **Tasks** are used to organise the learning and teaching of the GE Programme.
- **Suggested modules** and **units** are available in **Appendix 10**.

Extracted from the English Language Education Key Learning Area
English Language Curriculum Guide (Primary 1 – 6) p.40

Components of a School English Language Curriculum

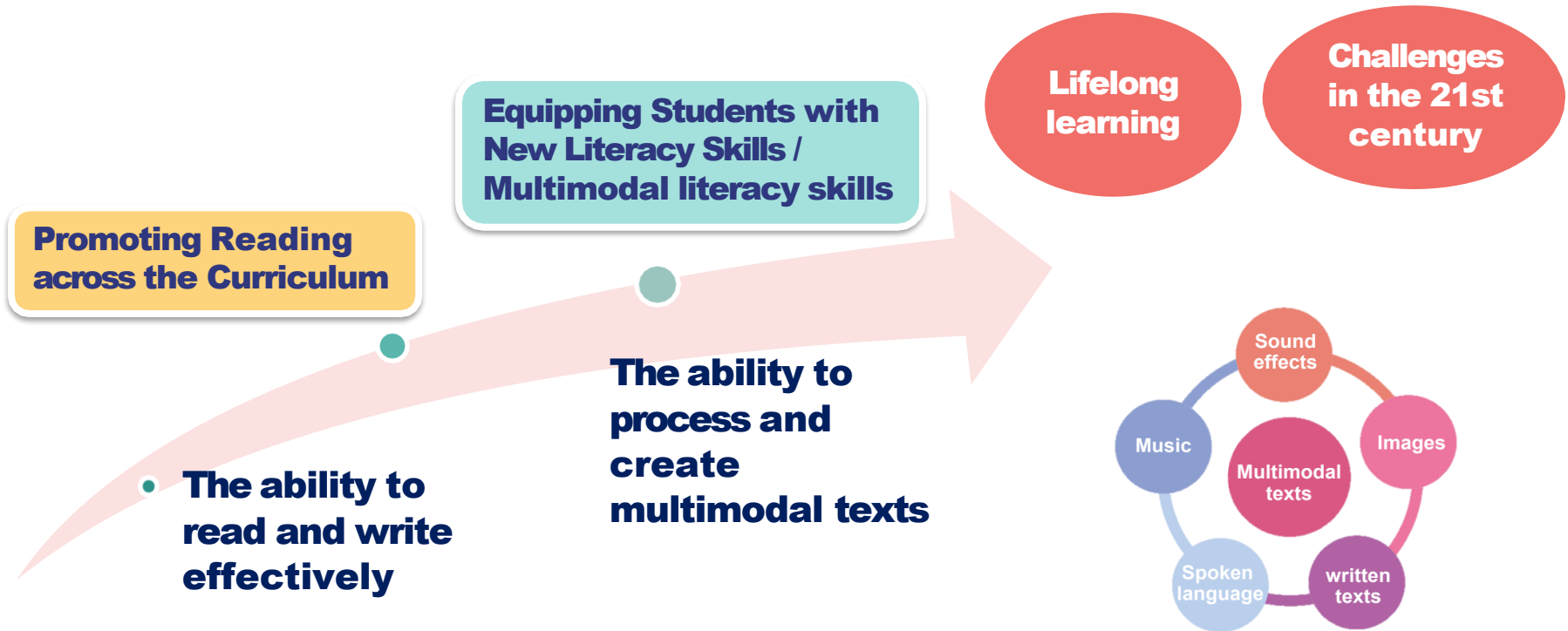


Extracted from the English Language Education Key Learning Area
English Language Curriculum Guide (Primary 1 – 6) p.40

Reading Workshops

- Reading Workshops take up **40% of the total lesson time for English Language** and are specially devoted to the development of reading skills.
- It is recommended to **link Reading Workshops with the GE programme** to enrich students' learning.
- Effective implementation requires **clear objectives, meaningful tasks, suitable reading materials**, and alignment with the school's English curriculum.
- **Five reading strategies** are recommended.
- **Real books** are preferred to boost students' interest and engagement.
- For more details, please refer to **Sections 3.2, 4.3, and Appendix 11.**

Literacy Development in the English Classroom



Reading Journey across Key Stages

Primary

- Exposing 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 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 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

Using print books with a variety of text types

Using non-print reading resources

Developing students' reading and viewing skills

Connecting students' reading and writing experiences

Promoting Reading across the Curriculum

Using Print Reading Resources

Making inventions

Amazing animals

Helping our community

**Using real books with a variety
of text types**

Using Non-print Reading Resources

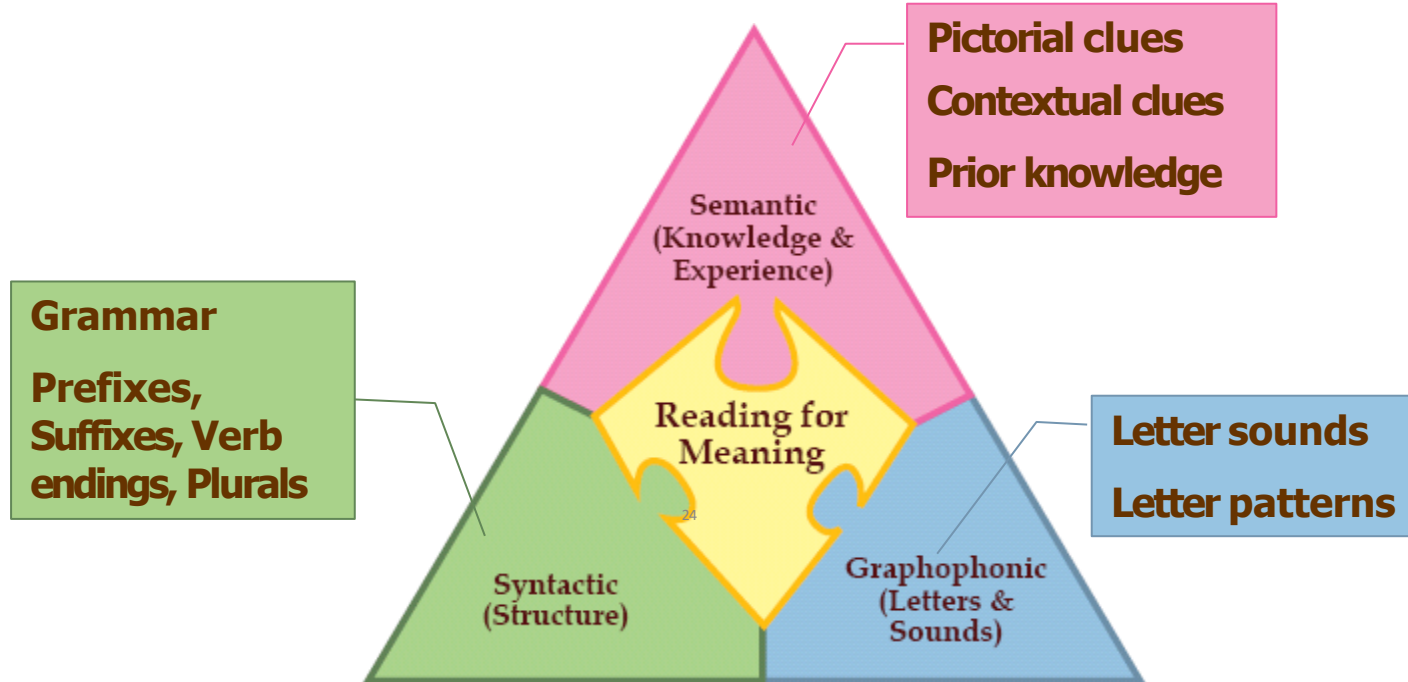
Digital Multimodal Texts

(e.g. interactive books, audio books)

- Animations and/or audio files with narrations (reading texts provided)
- Technological features (e.g. interactive tools, embedded video clips, built-in dictionary, interactive activities)

**Using multimodal texts to address
the different learning styles and needs of students**

Reading Strategies



Reference: the English Language Education Key Learning Area
English Language Curriculum Guide (Primary 1 – 6) Appendix 11

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**

Reference: the English Language Education Key Learning Area English
Language Curriculum Guide (Primary 1 – 6) Appendix 5

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

Rereading 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

Reference: the English Language Education Key Learning Area
English Language Curriculum Guide (Primary 1 – 6) Appendix 5

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

Rereading 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

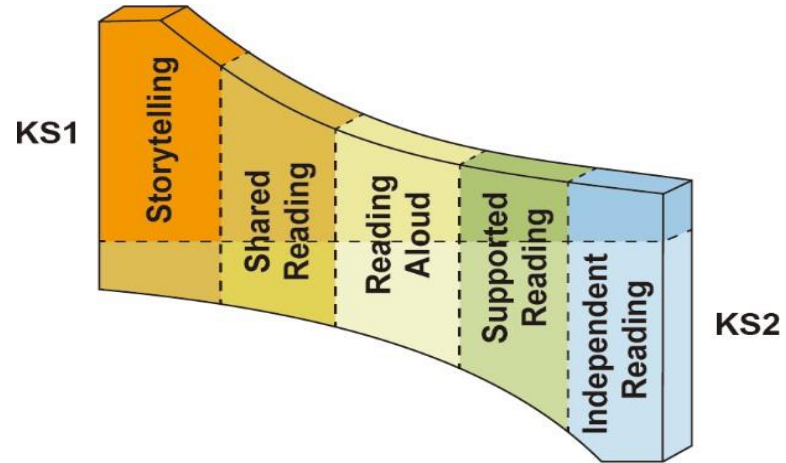
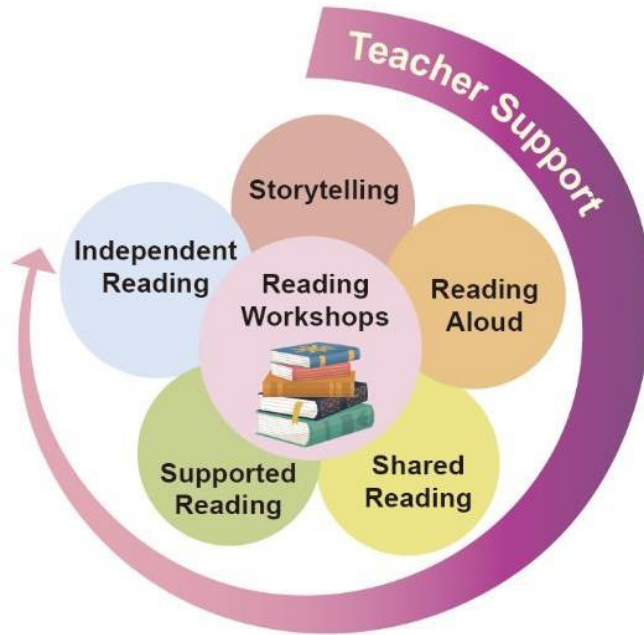
Understanding the use of discourse markers

Identifying implied meanings through making inferences

Understanding different feelings, views and attitudes

Acquiring, extracting and organising information relevant to specific tasks

Teaching Strategies for Reading



Reference: the English Language Education Key Learning Area English
Language Curriculum Guide (Primary 1 – 6) Appendix 11

The Reading Process



Reference: the English Language Education Key Learning Area English
Language Curriculum Guide (Primary 1 – 6) Appendix 11

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**

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



(EDB's RaC booklists)



(BookFlix)

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.

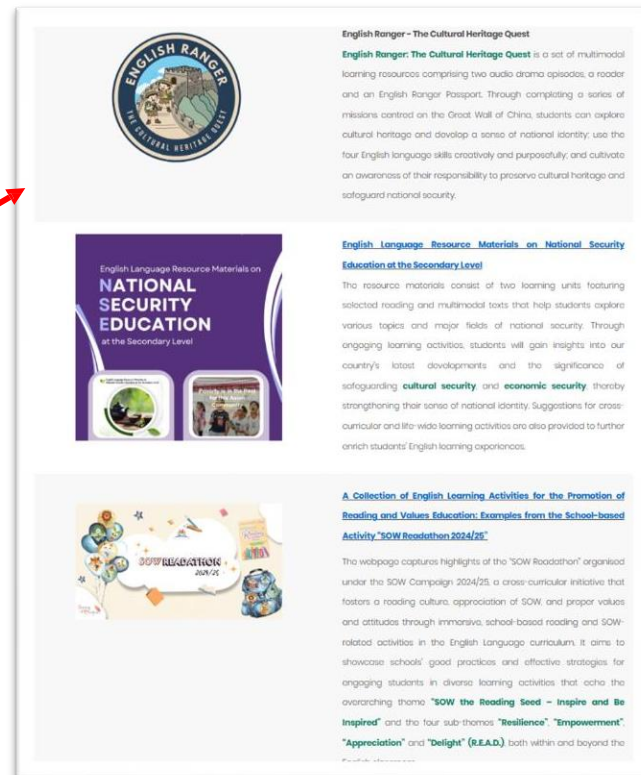
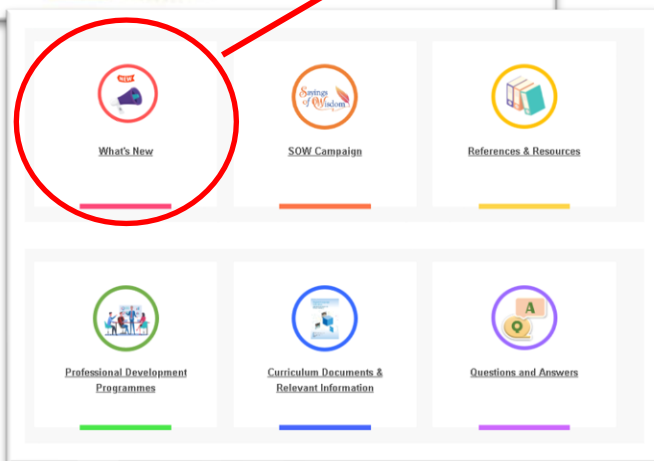
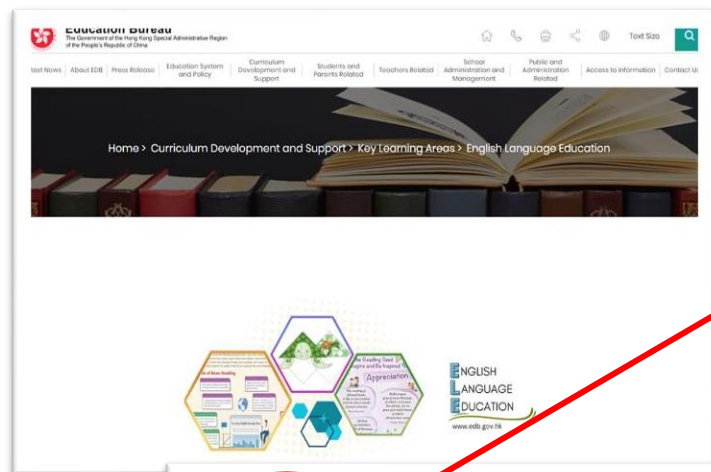


Implementing RaC



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

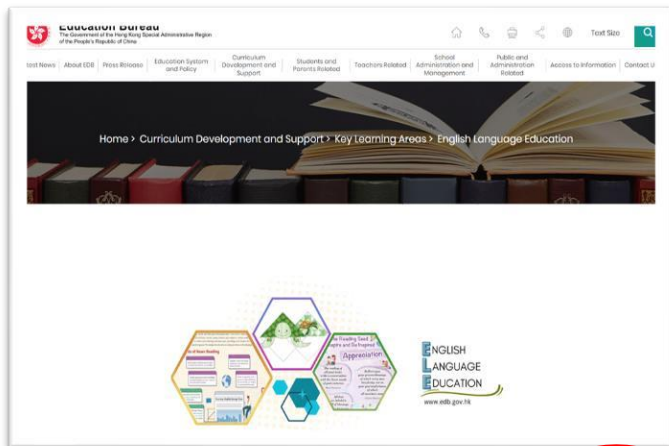
References and Resources



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



References and Resources



English Language

Primary Level

[Language Skills Development](#)

[Other Categories](#)

Other Categories (Primary Level)



Curriculum Planning



Assessment



Cross-curricular Learning



Catering for Learner Diversity



Self-directed Learning



Values Education



Vocabulary Learning



Language Arts



Phonics



Dictation



SEED Projects



Parents' Booklets



What's New



SOW Campaign



References & Resources



Professional Development Programmes



Curriculum Documents & Relevant Information



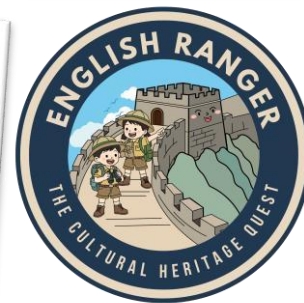
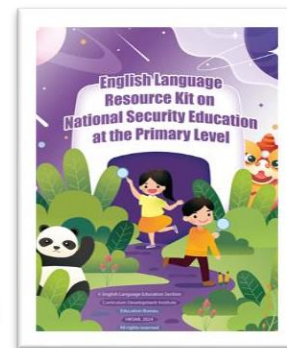
Questions and Answers

Cross-curricular Learning



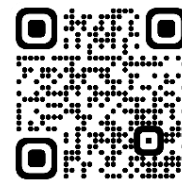
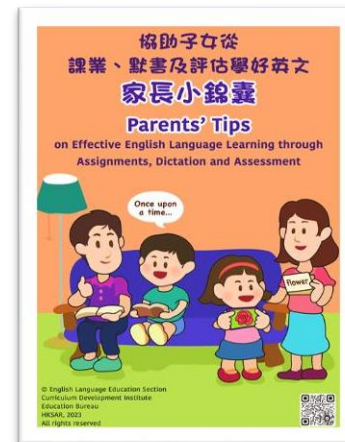
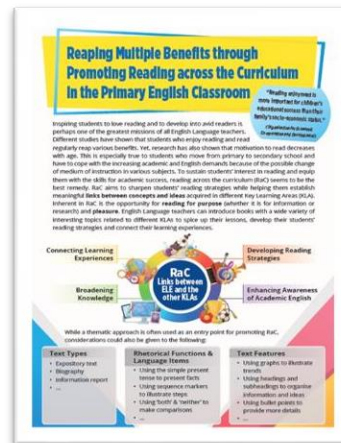
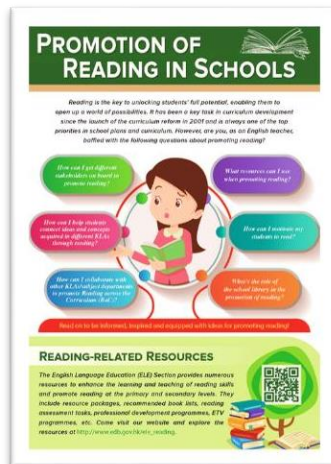
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/resource%20pri_cross-KLA.html

Values Education / National Education / National Security Education



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

References and Resources





SOW CAMPAIGN 2025/26

SOW THE READING SEED: *DISCOVER AS YOU READ*

**Wisdom Unites,
Stories Connect**



**Dream Big,
Read Bigger**





SOW READATHON

2024/25



SOW Readathon Video Series



The 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.



Reading Captains –
The Door of Fun



Reading Rangers –
Wings of Imagination



Reading Rangers –
Voyage of Time and
Dreams



Reading Captains –
The Door of Confidence



Reading Rangers –
Power of Mind and Soul



Reading Rangers –
Cosmos of Curiosity

Student Showcase Pilot Scheme – “Speak Your Mind!”



The Student Showcase Pilot Scheme, “**Speak Your Mind!**” (the Pilot Scheme) aims to boost students’ confidence, creativity and engagement in speaking English; empower them to think and express themselves creatively; and provide a platform for them to showcase their speaking talents and broaden their English-speaking experiences through multimodal communication.

Students are invited to create a short video of one to three minutes on a topic of their choice. The video should either feature students speaking in English or include their own voiceover narration in English. Selected student works will be published at regular intervals on the designated [YouTube channel](https://www.youtube.com/@speakyrmind) for public viewing.

<https://www.youtube.com/@speakyrmind>

