ENHANCING STUDENTS’ READING PERFORMANCE THROUGH THE USE OF EFFECTIVE TEACHING STRATEGIES

English Language Education Section
Curriculum Development Institute
Education Bureau
March 2016
Objectives

- To review the effective learning and teaching strategies for reading
- To share and discuss print and non-print resources and effective learning activities to develop students’ reading skills
- To promote Reading across the Curriculum (RaC) in the reading workshops
- To provide hands-on activities for the participants to design and plan appropriate reading activities
Workshop Overview

Part 1

• Understanding students’ literacy skills development
• Planning a school-based reading programme
• Making use of the five teaching strategies for reading

Break

Part 2

• Selecting print and non-print reading resources and designing appropriate reading activities
• Promoting Reading across the Curriculum
• Hands-on practice
Let’s mingle with one another

How do you usually teach reading?

What do you think about teaching reading at the primary level?

Do your students enjoy reading?

What kind of resources do you use for teaching reading?
Understanding Students’ Literacy Skills Development
... literacy is dependent upon schooling. Indeed, in many societies schooling and literacy have been almost synonymous... (David Olson, 2013)
The Reading Strategies & Process

L.I.F.T Literacy Instruction For Teachers (English Language Education Section, CDI, EDB 2007), p.8
Planning a School-based Reading Programme
Components of a School-based English Language Curriculum

English Language Curriculum Guide (Primary 1 - 6) (CDC, 2004)
Reading Workshops

Closely linked to the learning and teaching that takes place in the **General English Programme**

- **Reading as a springboard for higher order thinking skills, creativity, and other language skills**

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

- **Adopting effective teaching strategies**

- **Providing coherent and connected learning experiences** for the students

- **Helping students develop and practise reading skills through reading real books**
Considerations in Planning School-based Reading Workshops (1)

Students’ Reading Skills Development
Key Reading Skills

Locate information and ideas

Construct meaning from texts

Understand the basic conventions of written English

*English Language Curriculum Guide (P1-6) (CDC, 2004), pp.55-57*
Progressing in the Development of Reading Skills from KS1 to KS2

KS1

1. Understand the **basic conventions** of written English
   - Follow left to right directionality
   - Use knowledge of basic letter-sound relationships to read out simple words
   - Sight read common words

KS2

- Use knowledge of letter-sound relationships to read aloud a variety of simple texts
- Sight read a wide range of common words
2. **Construct meaning from texts**

**KS1**
- Guess the meaning of unknown words by using pictorial and contextual clues
- Identify key words for the main idea in a sentence
- Make predictions
- Understand the information on the book cover and contents page
- Recognise the features of some common text types

**KS2**
- Work out the meaning of unknown words by using word association, visual clues, context & knowledge of the world
- Skim a text to obtain the main ideas
- Understand intention, attitudes and feelings conveyed in a text
- Understand the information provided on the book cover, index and glossary
- Recognise the features of a variety of text types
- Re-read the text to establish and confirm meaning

*Progressing in the Development of Reading Skills from KS1 to KS2*
Progressing in the Development of Reading Skills from KS1 to KS2

3. Locate information and ideas

**KS1**
- Scan a text by looking at repeated words, words in bold, italics or capital letters
- Locate specific information in a short text in response to questions

**KS2**
- Scan a text by using strategies such as looking at headings and repeated phrases
- Identify details that support the gist or main ideas
# Progressive Development of Reading Skills

## Depth of Processing

### Cognitive processes involved in reading

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<thead>
<tr>
<th>Understanding</th>
<th>Inferring</th>
<th>Interpreting</th>
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<tbody>
<tr>
<td>- Locating information</td>
<td>- Inferring feelings</td>
<td>- Analysing information and ideas</td>
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<tr>
<td>- Working out meaning of words</td>
<td>- Deducing information and ideas</td>
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<td>and phrases</td>
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<td>- Connecting ideas</td>
<td>- Working out main ideas and themes</td>
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### Underlying principles

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

- Abstractness
- Organisation
- Density of information

Range and application of reading strategies
Considerations in Planning School-based Reading Workshops (2)
Making Use of the Five Teaching Strategies for Reading
Five Teaching Strategies for Reading

- Storytelling
- Reading Workshops
- Reading Aloud
- Shared Reading
- Supported Reading

Teacher Support

KS1: Storytelling
KS2: Shared Reading, Reading Aloud, Supported Reading, Independent Reading

Activity 1 – How much do you know about the five teaching strategies for reading?

- Work in groups of 3-4.
- Read the information about the teaching strategy.
- Discuss if the texts are appropriate for the use of the teaching strategy.
- Share with others.
These strategies need not be developed one at a time or in a strict sequence at different stages of learning. With each teaching strategy, students should be involved in reading different text types for a variety of purposes.

Teacher should plan for:

- reading to their pupils (Reading Aloud and Storytelling)
- reading with their pupils (Shared Reading and Supported Reading)
- reading by their pupils (Independent Reading)

[Link to Literacy Instruction for Teachers (LIFT)]
Deciding on the Teaching Strategies for Reading

Supports? Challenges?

• If there are many challenges and few supports, the text is probably best for storytelling or reading aloud.

• If there are more challenges than supports, the text is probably more suitable for use as a shared reading text.

• If there is a good balance of supports and challenges, the text is probably a good choice for a supported reading text.

• If there are many supports and a few challenges, the text is probably suitable as a text for independent reading.
Considerations in Planning School-based Reading Workshops (3)
Selecting print and non-print reading resources
General Principles in Selecting Reading Materials

- Appealing layouts and illustrations
- Varying text complexity, from simple to complex
- Variety of text types
- Content relevant to students' needs and interests
- Nurturing positive values and attitudes (life-long learning and whole-person development)
- Linkage between texts
## A variety of text types

<table>
<thead>
<tr>
<th>Categories of Text Types</th>
<th>Examples of Text Types for Key Stage 1</th>
<th>Additional Examples of Text Types for Key Stage 2</th>
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<td><strong>Narrative Texts</strong></td>
<td>• Cartoons and comics</td>
<td>• Autobiographies</td>
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<td>• Diaries</td>
<td>• Biographies</td>
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<td>• Fables and fairy tales</td>
<td>• Myths</td>
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<td>• Poems</td>
<td>• Plays</td>
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<td>• Stories</td>
<td>• Tongue twisters</td>
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<td><strong>Information Texts</strong></td>
<td>• Labels</td>
<td>• Announcements</td>
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<td>• Menus</td>
<td>• Children’s encyclopedias</td>
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<td>• Notices</td>
<td>• Dictionaries</td>
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<td>• Picture dictionaries</td>
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<td>• Rules</td>
<td>• Maps and legends</td>
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<td>• Signs</td>
<td>• News reports</td>
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<td>• Time-tables</td>
<td>• Pamphlets</td>
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<td><strong>Exchanges</strong></td>
<td>• Cards</td>
<td>• Emails</td>
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<td>• Conversations</td>
<td>• Formal letters</td>
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<td>• Personal letters</td>
<td>• Telephone conversations</td>
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<tr>
<td><strong>Procedural Texts</strong></td>
<td>• Directions</td>
<td>• Procedures</td>
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<td></td>
<td>• Instructions</td>
<td>• Recipes</td>
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<td><strong>Explanatory Texts</strong></td>
<td>• Captions</td>
<td>• Explanations of how and why</td>
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<td>• Illustrations</td>
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<td><strong>Persuasive Texts</strong></td>
<td>• Advertisements</td>
<td>• Brochures</td>
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<td>• Posters</td>
<td>• Discussions</td>
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<td>• Expositions</td>
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*English Language Curriculum Guide (Primary 1-6) (CDC, 2004), p.17*
Selecting Reading Materials -

Contents relevant to students’ needs and interests

Students’ personal experiences

Reading texts
Connecting reading texts with students’ personal experiences

- Tying in with **movies** with the same titles or characters, e.g. Harry Potter, Shrek

- Using fairy tales **with a twist**, e.g. The true story of the 3 little pigs

- Using books with **linked themes**, e.g. study, school life and work
Lifelong learning
Challenges in the 21st century

Promoting RaC
Communicative Functions for General Purposes vs Rhetorical Functions for Academic Purposes

Equipping Students with New Literacy Skills

Promoting Literacy across the Curriculum

Literacy Development in the English Classroom

The ability to read and write effectively

Processing & creating multimodal texts

Multimodal texts
audio
linguistic
spatial
gestural
visual
Some Available e-Resources for Learning and Teaching of Reading

- **Educational websites**
  
  e.g.
  
  - The Primary English E-learning Resources (PEER) Website
    (http://peer.edb.hkedcity.net/)

- **E-books**
  (including Interactive Books and Audio Books with/without animation)

  e.g.

  - Hong Kong Public Libraries resources: Naxo’s Spoken Word Library
    (http://www.hkpl.gov.hk/en/e-resources/e-books/disclaimer/7578/naxos-spoken-word-library)

- **Apps with reading materials, interactive games/activities**

- **On-line reading platforms**
## Interactive Books in PEER

### Modules

<table>
<thead>
<tr>
<th>Changes</th>
<th>No.</th>
<th>Texts</th>
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<tbody>
<tr>
<td>1. Superhero High</td>
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<td>2. My Favourite Clothes</td>
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<td>3. My Secret Team</td>
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<td>4. The Animal Shelter</td>
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<tr>
<th>Food and Drink</th>
<th>No.</th>
<th>Texts</th>
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<tbody>
<tr>
<td>1. The Greedy Hippo</td>
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<thead>
<tr>
<th>Happy Days</th>
<th>No.</th>
<th>Texts</th>
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<tbody>
<tr>
<td>1. The Lantern</td>
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<td>2. The Haunted House</td>
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<td>3. The Lucky Envelope</td>
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<td>4. Computer Game: Dinosaur Dig</td>
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<td>5. The Animal Orchestra</td>
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<td>6. Santa’s Little Helper</td>
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<td>7. Christmas is my Favourite Day</td>
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<td>8. Adventure Sports</td>
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<tr>
<td>9. My Favourite Day</td>
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<td>10. No Dogs, Please!</td>
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<td>11. The First Marathon</td>
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<td>12. The Twins’ Week</td>
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<td>13. The Mummy</td>
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<table>
<thead>
<tr>
<th>Modules</th>
<th>No.</th>
<th>Texts</th>
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<tbody>
<tr>
<td>Relationships</td>
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<tr>
<td>1. World Records</td>
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<td>2. Why Anansi has Thin Legs</td>
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<tr>
<td>3. My Dad</td>
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<td>4. Monster Shopping Trip</td>
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<tr>
<td>5. The Treasure Map</td>
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<tr>
<th>The Magic of Nature</th>
<th>No.</th>
<th>Texts</th>
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<tbody>
<tr>
<td>1. Look out, Angel!</td>
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<td>2. Planet Earth Museum</td>
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<td>3. The Snowman</td>
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<td>4. The Cold Planet</td>
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<td>5. Ali and the Magic Carpet</td>
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<tr>
<th>We Love Hong Kong</th>
<th>No.</th>
<th>Texts</th>
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<tbody>
<tr>
<td>1. What will I be When I Grow up</td>
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<td>2. Jobs</td>
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<td>3. Eric the Engine</td>
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<td>4. Pyramids in Paris</td>
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<td>5. Spycat</td>
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<td>6. The Great Race</td>
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Suggested modules for KS2 (from 2004 ELCG, p.A5)
Promoting Reading across the Curriculum (RaC)
Overall Aims of the School Curriculum

- To provide all students with essential life-long learning experiences for **whole-person development** in the domains of ethics, intellect, physical development, social skills and aesthetics, according to individual potential, so that all students can become **active, responsible and contributing members of society, the nation and the world**.

- To help students to learn how to learn through **cultivating positive values, attitudes**, and a commitment to **life-long learning**, and through **developing generic skills** to acquire and construct knowledge.

Basic Education Curriculum - Guide Building on Strengths (Primary 1 - Secondary 3) (2002), Booklet 1 p.2
Nurturing positive values and attitudes

School-based Major Concerns:
- Creating a caring school campus
- Nurturing responsible, considerate and polite students, family members and citizens

Curriculum planning in different KLAs/subjects

English Language
- Nurturing positive values and attitudes through reading and identifying values, attitudes and beliefs expressed in the text
How can teachers promote RaC?

1. Identify reading materials with suitable entry points
2. Help students develop the reading skills and strategies necessary for understanding language features
3. Collaborate with teachers of other KLAs
4. Design reading activities that reinforce students’ ability to integrate the knowledge, skills and learning experiences gained in other KLAs
Example 1:

Major Concern of the School

- Creating a caring school campus
- Nurturing responsible, considerate and polite students, family members and citizens

Features:
- Related to students’ daily life experience
- Develop positive values and attitudes

Nurturing positive values and attitudes through reading and identifying values and attitudes expressed in the text

Modules:
- KS1 Me and my friends
- KS2 Relationships

English Language

Reading Workshops

General English

KS1 Storytelling

KS2 Supported Reading

Units:
- KS1 Me and my friend
- KS2 Successful people
Analysis on Language used in arguments:

- Language to fight for Oreos
- Elaborations on interest and love of Oreos
- Phrases to put the blame on others

Focus Questions:
- How do we get along with our friends?
- What are the qualities of a good friend?
Reading Workshops at KS1 “Oreos”

Analysis on Language used in arguments:

- Language to make negative comments
- Language to make negative and personal critics
- Language to make apologies

A good friend should be ...
- Considerate: able to see things from different perspectives
- Responsible: having the courage to make apologies

Relating to students’ own experience and sharing about their own conflict with a good friend

Whole-person development

Lesson learnt

Analysis on Language used in arguments:

Ray: I don’t like you. You’re not my friend. Huh!
Ryan: (Turning their body against each other.)
Teacher: Oh, dear, dear. This is very sad.
(Took the packet of Oreo, went back to his desk and brought a piece of paper.)
Teacher: So, tell me, Ryan. What color is the piece of paper?
Ryan: It’s white.
Ray: WHAT? Are you crazy? Go back to Primary 1. Learn your colors. It’s black.
Ryan: Black? It’s white. You need to get your eyes checked!
Teacher: Wow, wow, wow. Before we have another big argument, can you two friends change places?
The two friends change places. After they change places, the teacher turns to Ray and Ryan.
Teacher: So, tell me, what color is the piece of paper?
Ryan: Oh, I am sorry. I was wrong. It is black.
Ray: No no no no no no no no no no no no! I was wrong. You are right. It is white.
Teacher: Well, actually boys. You’re both right and you’re both wrong because the piece of paper is not black or white. It’s black and white.
So the next time that you get into an argument with one of your friends, perhaps you could remember what Ray and Ryan did and how they change places and to see things from their friends’ point of view, because most things in life are not black or white, they’re black and white.
Reading Workshops at KS2 (Non-fiction)

101 Ways to Save the Planet Before Bedtime
Written by Paul Mason

Focus questions:
- How can we live a green life to save the planet?
- What are the green tips we can share with others?

Useful tips to live a green life:
- at home
- at school
- in the community

Whole-person development:
- Nurturing responsible, considerate and polite students, family members and citizens

Tips to save energy
Tips to reduce waste

Example 2:
Example 3:
Using a story with a theme that can promote reading across the curriculum

• Story: Bali

• Features/characteristics of the story:
  - simple and clear storyline
  - themes to promote RaC
  - morals to develop positive values and attitudes

• Reading skill:
  - identify characters, setting and sequence of events in stories
Major Concern of the School
- Creating a caring school campus
- Nurturing responsible and considerate students

Bali – Everything is connected. /
We should care about others.

Let’s take the role of KS2 students and experience the storytelling session!
Hands-on Practice
Activity 2 – Planning reading lessons

- Work in pairs.
- Select 1-2 reading text(s) that you find suitable for your KS2 students.
- Consider which of the five teaching strategies for reading can be used and how the chosen reading text(s) can promote RaC and/or nurture positive values and attitudes in your KS2 Reading Workshops.
- Design a brief lesson plan to try out at least one of the teaching strategies for reading.
- Share with others.
THANK YOU