

Enhancing a Smooth Interface in the Development of Literacy Skills at Primary Level

English Language Education Section
Curriculum Development Institute
Education Bureau
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Objectives

- To enhance teachers' professional knowledge on the **progressive development of literacy skills**
- To discuss **the planning and implementation of the school-based English Language curriculum** to ensure the progressive development of literacy skills and the smooth interface from KS1 to KS2
- To provide **suggestions and hands-on activities** on how to use textbooks, readers and other resources for designing and conducting learning, teaching and assessment activities to support the development of literacy skills

Warm-up activity

- Share the current practice to enhance the smooth interface from KS1 to KS2
- Share your ways to develop students' reading and writing skills



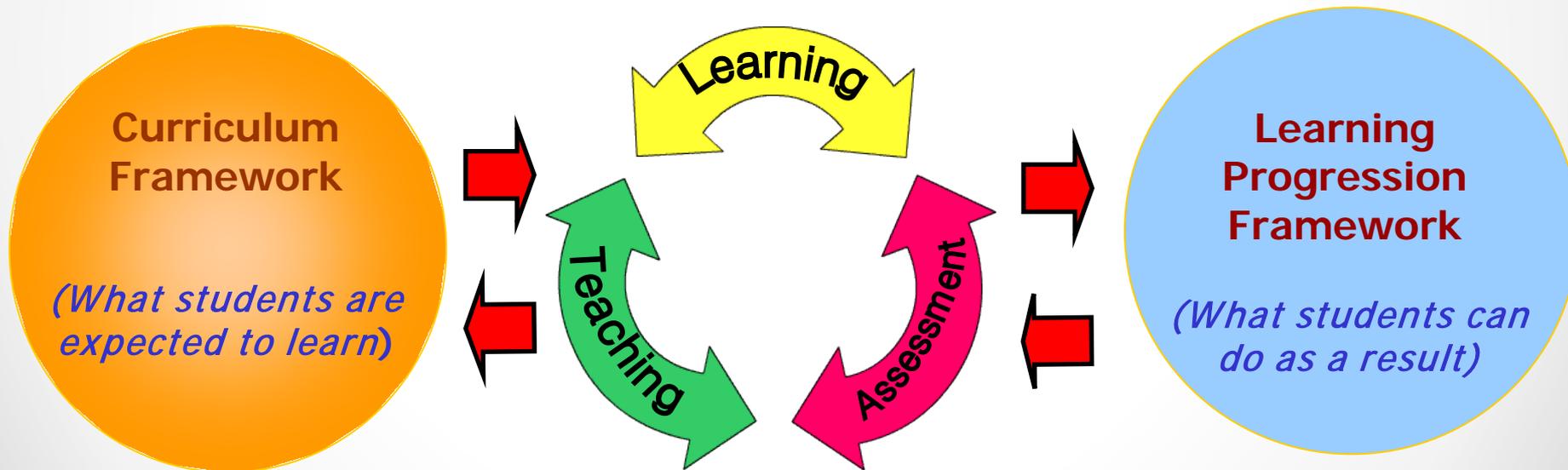
Using the Learning Progression Framework (LPF) to Enhance Students' Literacy Skills

Relationships between Curriculum Framework and Learning Progression Framework (LPF)

Goals

Process

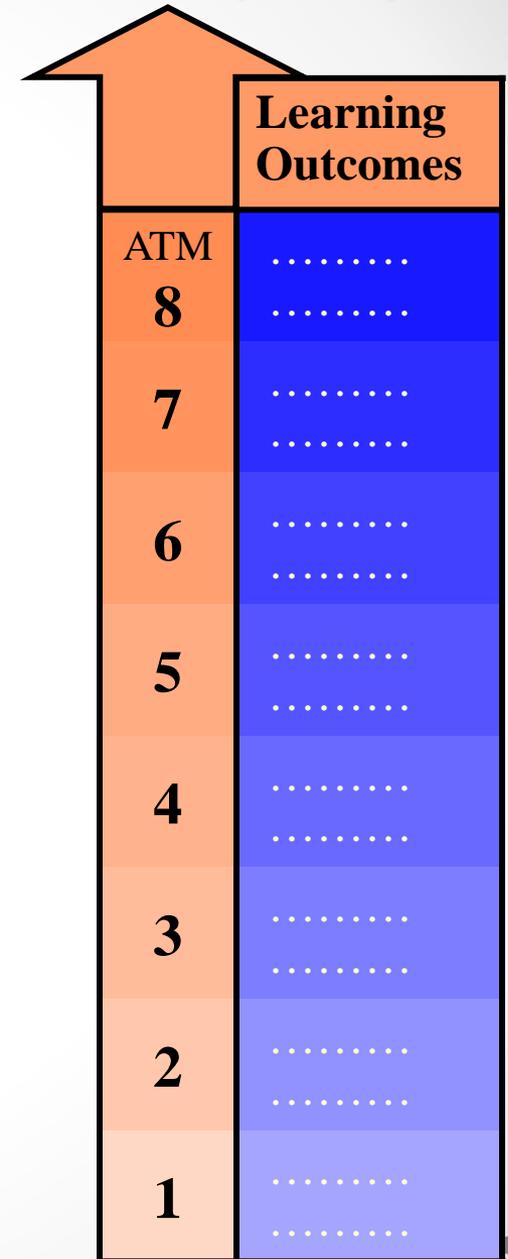
Attainment



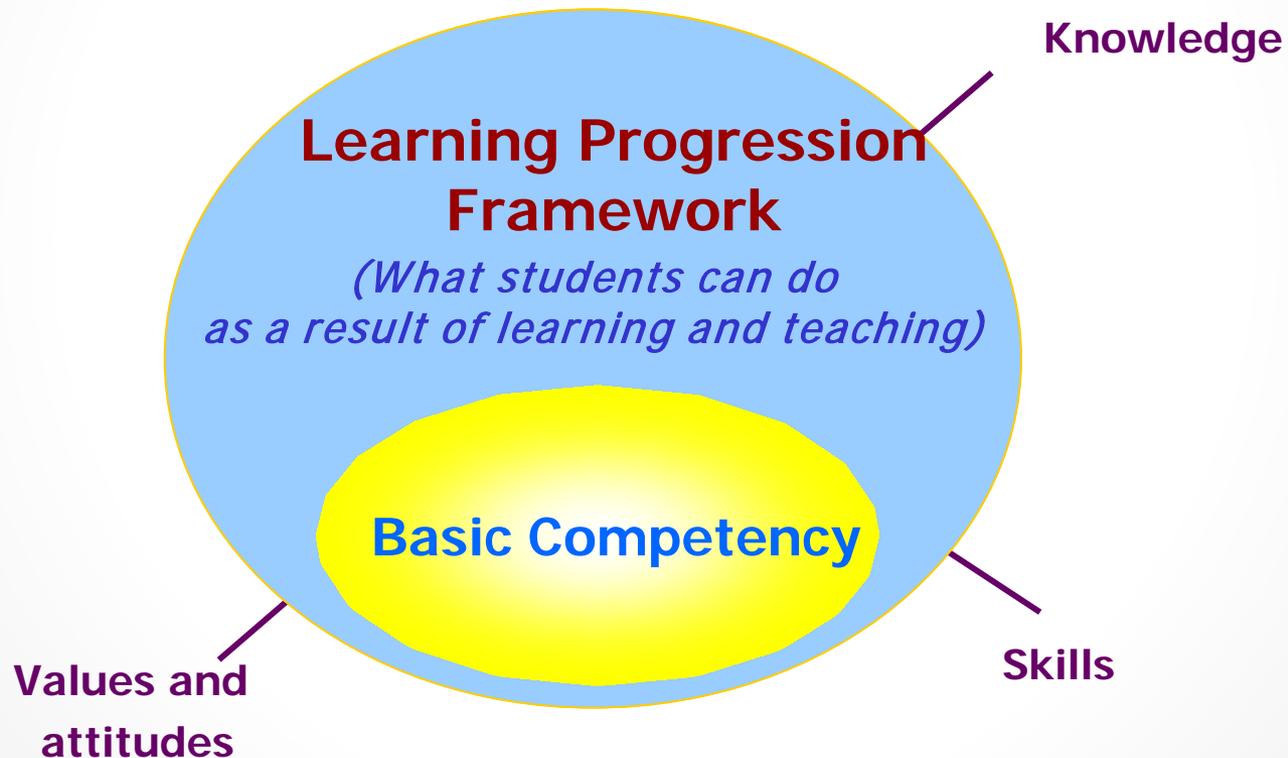
What is a Learning Progression Framework (LPF)?

The LPF:

- **represents the growth** of learners on a developmental continuum as they work towards the Learning Targets and Objectives of the English Language curriculum;
- **is made up of Learning Outcomes** organised under the four language skills and divided into eight levels of attainment;
- **helps teachers better understand and articulate learners' performance;** and
- **helps teachers plan strategically how to enhance English Language learning, teaching and assessment.**



Relationship between the Curriculum Framework, LPF and BC



Underlying Principles in the LPF

The Underlying Principles form an integral part of the LPF and include:

- the language development strategies, generic skills, and positive values and attitudes (all 4 skills)
- the provision of support and the need to encourage learner independence (all 4 skills)
- the meaningfulness and appropriateness of the texts to the context, purpose and audience (Speaking and Writing)
- the interplay between tasks and texts – the adjustment made to task demands and text complexity to cater for learner diversity (Listening and Reading)



Aspects of Progression shown in the Productive and Receptive Skills

Speaking	Productive Skills	Writing
The outcome statements show the progression in terms of:		
<ul style="list-style-type: none">• Content, Organisation and Communication Strategies• Language• Pronunciation, Stress, Rhythm and Intonation	<ul style="list-style-type: none">• Content• Organisation• Language and Style	
Underlying Principles	Underlying Principles	

Reading	Receptive Skills	Listening
The outcome statements show the progression in terms of:		
<ul style="list-style-type: none">• Depth of processing information, ideas and feelings• Text complexity• Range and application of strategies		
Underlying Principles		

Development of Reading Skills

KS1
(ATM 1-2)



KS2
(ATM 3-5)

- Recognise some high frequency words
- Decode words by using knowledge of letter-sound relationship
- Follow predictable texts by recognising the repeated use of sentence patterns
- Locate specific information by recognising simple formats and key words
- Follow ideas by understanding simple cohesive devices
- Identify characters, setting and sequence of events in stories
- Make predictions about the content

- Work out the meaning of words and phrases by using knowledge of **word formation, semantic and syntactic clues**
- Locate specific information by recognising simple text structures
- Locate details that support the main ideas from different parts of a text
- **Identify main ideas and some supporting details** explicitly stated in the text
- Make predictions about the likely development of the text by identifying key words
- Follow ideas by recognising simple text structures and cohesive devices
- **Infer information, ideas and feelings** by using clues in close proximity
- Infer feelings of characters
- **Distinguish facts from opinions**

Discussion 1

In groups,

Read the interview and the questions, then

- comment on the questions set
- suggest more questions or teaching points to further develop students' reading skills

LPF for Reading

Depth of Processing

Development of a full range of reading skills through Reading Workshops

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

Text complexity

Abstractness

Organisation

Density of information

Range and application of reading strategies

Discussion 2

In groups,

1. Sequence the two articles and
2. Comment on students' performance in terms of
 - content
 - language and
 - organisation of ideas

Students' writing performance at KS1

- Able to write a short narrative or descriptive text
- **Provide basic information**, e.g. setting, events, resolutions
- **Round up a text** in a short sentence
- Limited choice of vocabulary and sentence structure
- The use of language and tenses may not be very consistent

Students' writing performance at KS2

- start with a 'macro' **topic sentence**
- Use a variety of sentence structures to **elaborate ideas**
 - ◆ provide two conditions under which different types of activities take place (several clauses apart)
 - ◆ use a wide variety of starting phrases to list activities, e.g. 'we can either go... or do...', 'we prefer to...'
- **round up a text** with a change of mode, e.g. rather than talking about preferences and activities, adding a reflection emotion.

How does this relate to literacy development in the curriculum?

How do you **combine** ideas in text?

Sequencing and cohesion

How do you **rearrange** ideas in text?

*Knowing which segments
can be moved*

How do you **add details** to text?

*Knowing where and how
to add/elaborate ideas*

How do you **angle the reader to** ideas in your
text (info + emotion)?

*Expressing your own
feelings*

Development of Writing Skills

KS1
(ATM 1-2)



KS2
(ATM 3-5)

- Complete formulaic expressions in greeting cards
- Write captions for drawings
- Write brief descriptions of objects, people, places or events
- Write simple signs
- Give a brief ending to simple stories
- List out their favourite things
- Name people or things followed by some descriptions about them
- Use a range of simple vocabulary on familiar topics
- Use some simple adjectives to describe things and feelings
- Use simple present tense to describe present states and habitual actions
- Use imperatives to express obligations

- Write and reply to short letters to share personal experiences
- Write short and simple descriptions of objects, people, places and events with some details
- Write simple stories with a setting, a simple plot and simple characterisation
- Establish links using a small range of cohesive devices
- Arrange ideas in a short text using simple means (e.g. sequencing event chronologically, providing explanation, using topic sentences) to show a generally clear focus
- Structure the text using paragraphs, including introductory and concluding statement
- Use of a small range of adjectives and adverbs
- Use a small range of tenses
- Use modals for communicative functions
- Show an awareness of using some stylistic features (e.g. dialogues, headings)

Discussion 3

In groups,

1. Read the input provided in the textbook in the development of writing skills
2. Comment on the pros and cons of the design in this unit

1. What can be done in curriculum planning to enhance literacy skills development?

Vertical (Cross levels)

- Text types
- Language structures
- Reading and writing strategies introduced
- Marking focus / assessment criteria

Horizontal (Same level, different classes)

- Learning and teaching objectives
- Learning and teaching materials
- Providing scaffolding and appropriate challenge for students
- Expected learning outcome for learners of different abilities

2. Which activities help develop this ability?

- **Getting ideas** about how to approach writing through *reading*
- Introducing *thinking tools* to develop students' creativity and critical thinking skills
- Helping students to enrich the writing *in stages*
 - lexical substitution
 - lexical expansion

Example 1
Connecting
students' reading
and writing
experiences

Example 2
Developing
students' writing
skills & creativity

Example 3
Vocabulary
building
strategies

Example 1: Connecting students' Reading and Writing Experiences

GE
Programme

Textbook unit

- Topic: Special jobs, e.g. lawyer, fashion designer
- Vocabulary: names of occupations, adjectives and adverbs to describe the jobs
- Language structures:
 - ◆ using “wants to be” to talk about dreamed jobs;
 - ◆ using adverbs and adjectives to write about job requirements;
 - ◆ Using “might” to write about the advantages of the job
- Text type coverage: interviews, personal profiles

Information text

- Helping students to understand the main idea of the book
- Guiding students to read with a clear purpose
- Relating the topic to the local context,
- Connecting reading and writing:
 - ◆ writing a short profile for Lee Wai-sze
 - ◆ designing a poster for students' dream jobs

Reading
Workshops

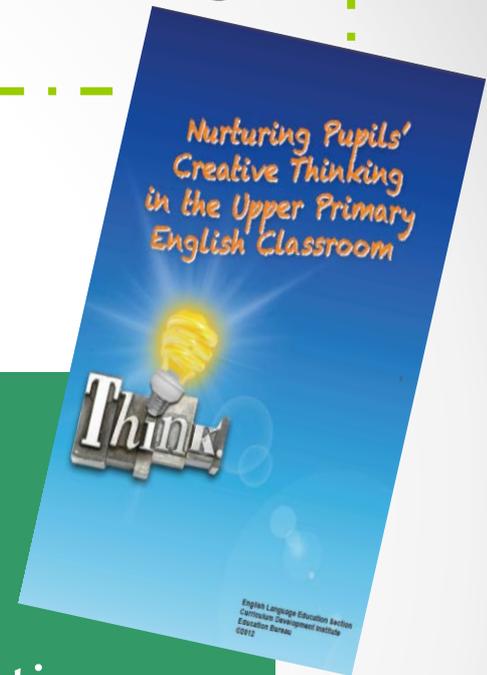
Example 2:

Integrating creative thinking skills into the teaching of reading and writing

- Providing opportunities for students to write creatively and critically

Some principles:

1. Go beyond the given information
2. Allow time to think
3. Strengthen creative abilities, e.g.
 - look at a situation from several perspectives
 - break away from traditional patterns of thought
 - teach creative thinking techniques



Module: We love Hong Kong
Unit: We love Cheung Chau

Fun with the Bun Festival

Read an information text
"Come & Celebrate the Bun Festival"



Write an autobiography in the role of a Ping An Bun



Re-design the Bun-scrambling Competition to make it safer & more interesting to play & write the instructions



Play the game & share views

RAFT Strategy used:

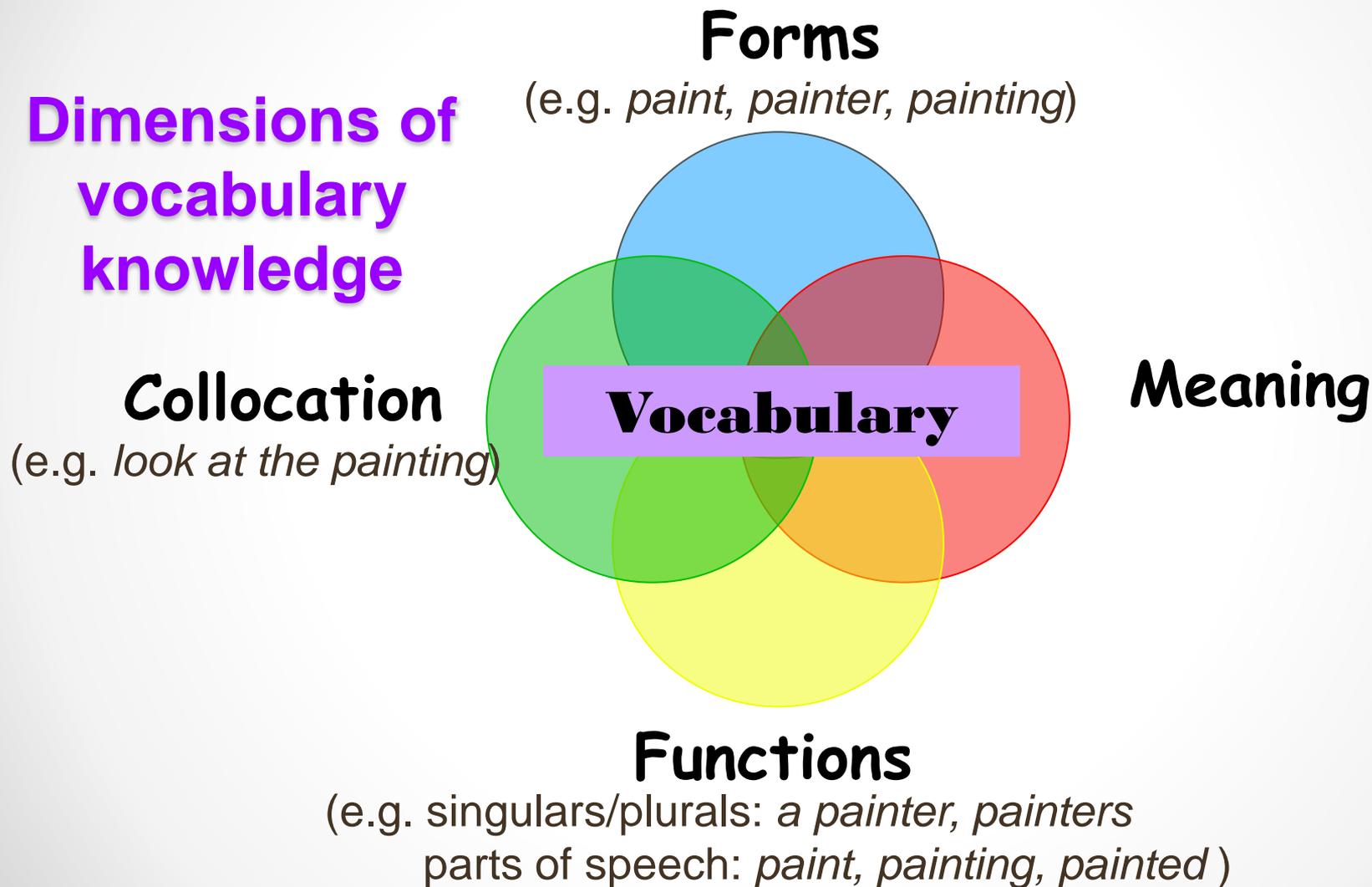
- Re-read factual information **from the perspective of a bun**
- Write an **autobiography** in the role of a Ping An Bun

SCAMPER technique used:

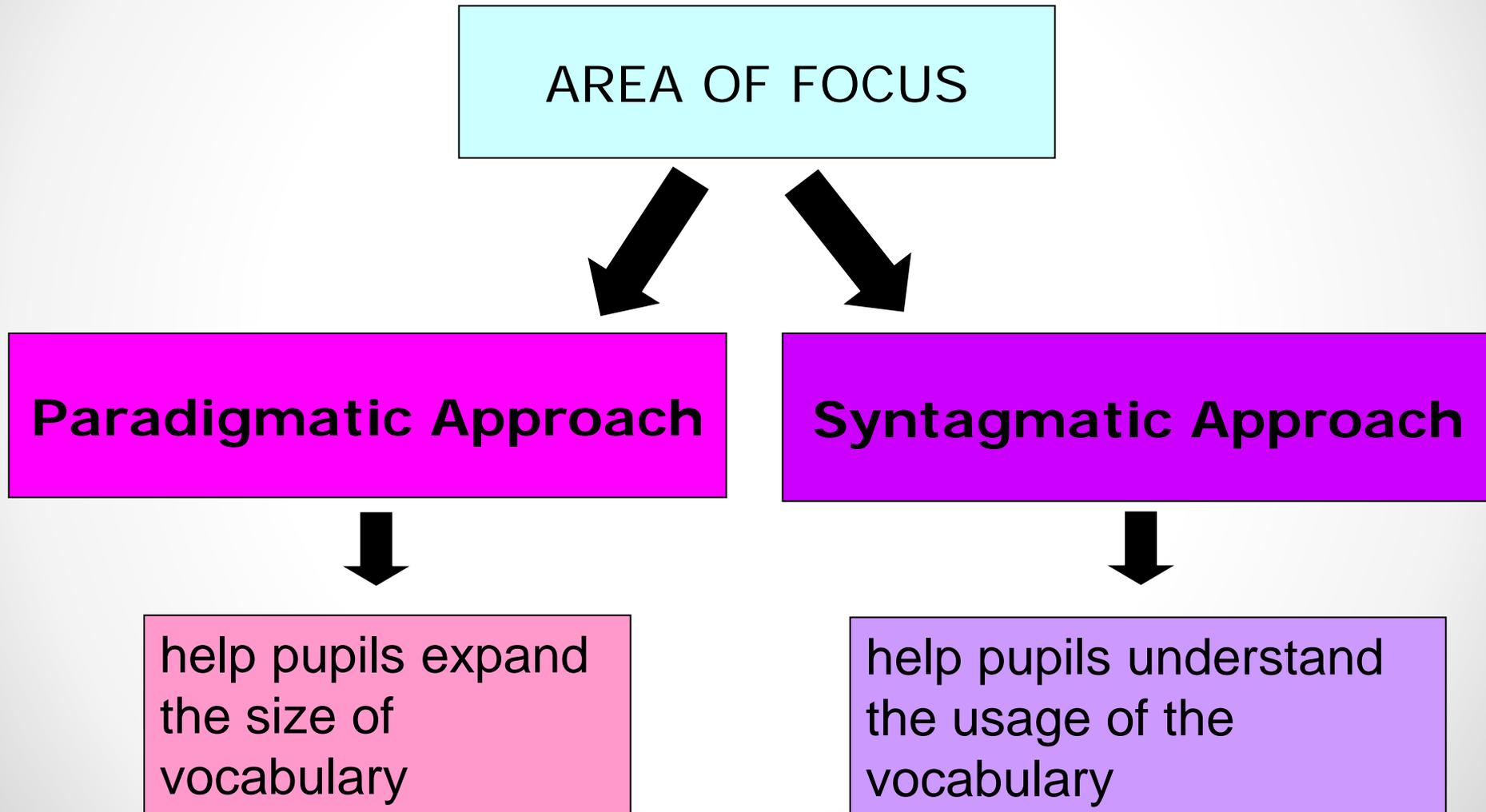
- Re-read factual information about the competition
- Make creative changes to goal, equipment, rules, number of players of the game
- Write the instructions

Example 3:

Improving Students' Vocabulary Building Strategies



Approaches in vocabulary learning



Hands-on activity

With reference to the LPF and Chrysanthemum (P.6-13), work in a group to

- set 3 level-appropriate questions/tasks to develop KS2 students' reading skills

AN EXAMPLE-CONNECTING STUDENTS' LEARNING EXPERIENCES IN THE G.E. PROGRAMME & READING WORKSHOPS

Key Stage / Level: KS2 / P4

Module / Unit: Connecting with other people / Making friends

G.E. Programme



Reading Workshops

Knowing me, Knowing you

Chrysanthemum

Print

Narrative Text

(Poem)

Non-print /PrintText
(Story)

- Introducing the theme: making friends
- Learning vocabulary items about activities they do with friends

Writing Task

Write a story about Chrysanthemum studying at my school



Conclusion:

Using the LPF to Enhance Learning and Teaching

😊 To provide reference for understanding students' learning progress

😊 To plan and review the school based curriculum

😊 To facilitate teachers in giving quality feedback

☹️ To provide a checklist of dos and don'ts in each and every lesson

☹️ To record only

☹️ To set benchmarks

Tips to Ensure Smooth Interface in the Development of Literacy Skills

Discussions 1 & 3

- Analysing the existing questions and adding new questions to further stretch students' reading skills
- Analysing the pros and cons of the tasks provided in the textbook and design appropriate tasks for students to consolidate the language and skills learnt in meaningful contexts

Discussion 2

- Comparing the writing performance of a P3 and P6 student
- Identifying the areas for strengthening KS2 students' writing skills

Examples 1 to 3

- Connecting reading and writing experiences
- Stimulating students' creative writing ideas by introducing thinking tools
- Developing students' vocabulary building skills