INCORPORATING E-LEARNING INTO THE KS2 READING WORKSHOPS

English Language Education Section
Curriculum Development Institute
Education Bureau
OBJECTIVES

- To highlight the progressive development of reading skills from Key Stages 1 to 2
- To demonstrate how to incorporate e-Learning in planning and conducting KS2 Reading Workshops, with a view to enhancing students’ literacy skills development through supported and independent reading
- To provide hands-on activities on the use of e-resources to facilitate the development of KS2 students’ reading skills in Reading Workshops
Understanding Students’ Progressive Development of Reading Skills
... literacy is dependent upon schooling. Indeed, in many societies schooling and literacy have been almost synonymous... (David Olson, 2013)
THE READING STRATEGIES & PROCESS

ATTEND & SEARCH

ANTICIPATE

SELF-Correct

CONFIRM

Semantic
(Knowledge & Experience)

Reading for Meaning

Syntactic
(Structure)

Graphophonic
(Letters & Sounds)

L.I.F.T Literacy Instruction For Teachers (English Language Education Section, CDI, EDB 2007), p.8
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 the development of higher order thinking skills, creativity and other language skills

Adopting effective teaching strategies

Using real books of a variety of text types

Providing coherent and connected learning experiences for the students

Helping students develop and practise reading skills through reading real books
READING WORKSHOPS

Healthy snacking habits

Thematicallly-linked real books of different text types

Understanding Technology and Inventions

Having fun in games and activities
CONSIDERATIONS IN PLANNING & CONDUCTING SCHOOL-BASED READING WORKSHOPS

Students’ Reading Skills Development

- Effective Use of Teaching Strategies
- Flexible Use of Available Resources
Key Reading Skills

Locate information and ideas

Construct meaning from texts

Understand the basic conventions of written English
**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**
**PROGRESSING IN THE DEVELOPMENT OF READING SKILLS FROM KS1 TO KS2**

### KS1

1. **Construct meaning from texts**
   - 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

1. **Construct meaning from texts**
   - 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
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

<table>
<thead>
<tr>
<th>Understanding</th>
<th>Inferring</th>
<th>Interpreting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locating information</td>
<td>Inferring feelings</td>
<td>Analysing information and ideas</td>
</tr>
<tr>
<td>Working out meaning of words and phrases</td>
<td>Deducing information and ideas</td>
<td>Synthesising</td>
</tr>
<tr>
<td>Connecting ideas</td>
<td>Comparing information and ideas</td>
<td>Evaluating</td>
</tr>
<tr>
<td>Identifying main ideas and supporting details</td>
<td>Working out main ideas and themes</td>
<td>Justifying</td>
</tr>
<tr>
<td>Distinguishing facts from opinions</td>
<td></td>
<td></td>
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<tr>
<td>Organising information and ideas</td>
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</tbody>
</table>

## 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
CONSIDERATIONS IN PLANNING & CONDUCTING SCHOOL-BASED READING WORKSHOPS

- Students’ Reading Skills Development
- Effective Use of Teaching Strategies
- Flexible Use of Available Resources
FIVE TEACHING STRATEGIES FOR READING

FIVE TEACHING STRATEGIES FOR READING

With each teaching strategies, 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)

**Literacy Instruction for Teachers (LIFT)**
Five Teaching Strategies for Reading

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 & CONDUCTING SCHOOL-BASED READING WORKSHOPS
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

Linkage between texts

Nurturing positive values and attitudes (life-long learning and whole-person development)
SELECTING READING MATERIALS
CONTENTS RELEVANT TO STUDENTS’ NEEDS AND INTERESTS

Students’ personal experiences

Reading texts
The Role of e-Learning in Learning and Teaching
DEFINITION OF E-LEARNING

E-Learning refers to an open and flexible learning mode involving the use of the electronic media, including use of digital resources and communication tools to achieve learning objectives. The essence of e-Learning is the use of technology to deliver learning content more effectively and the learning process in e-Learning environments is expected to consider three key elements for maximising learning opportunities conducive to 21st century skills development. They include blending formal and informal learning approaches, balancing individualised and collaborative learning to help learners to increase awareness of learning achievement and collecting evidence of improvement.

Extracted from Consultation Document on The Fourth Strategy on Information Technology in Education: Learning to Learn and Learning to Excel A Holistic Approach
Learning and Teaching

e-Learning Environment

Teaching Design

- Tools
- Resources
- Contents

Learning Flow
Enhancement of Learning & Teaching

- Catering for learner diversity and different learning styles
- Engaging students in interactive and collaborative work through online discussions and sharing of ideas
- Encouraging students to become active users of English when they apply their reading, listening, critical thinking skills while processing information on the Internet
- Providing opportunities for students to take charge of their own learning through online conferencing to negotiate the learning goals
- Developing students' knowledge management skills and preparing them for future study or work and lifelong learning

Learning and Teaching

e-Learning Environment

- Learning Flow

- Tools
- Resources
- Contents
Incorporating e-Learning in Planning and Conducting KS2 Reading Workshops
CONSIDERATIONS IN PLANNING & CONDUCTING SCHOOL-BASED READING WORKSHOPS

Effective Use of Teaching Strategies
Flexible Use of Available Materials

Students’ Reading Skills Development
CHARACTERISTICS OF QUALITY E-RESOURCES

Involving good models of English use

Consisting of user-friendly design, and appropriate graphics, sound and animation to increase students’ motivation and support learning

Promoting the integrated use of language skills

Promoting interactive learning by encouraging student input, allowing students to work at their own pace and providing feedback to them

To be supported by teaching approaches based on sound pedagogical principles
**INTEGRATING THE USE OF E-RESOURCES IN KS2 READING WORKSHOPS – EXAMPLE 1**

**G.E. Programme**

Knowing me, Knowing you

**Reading Workshops**

**Print & E-book (audio book)**

Narrative Text (Story)

Print

Information Text (Exposition)

**Writing Task**

Write a story about Chrysanthemum studying at my school

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

**Chrysanthemum**

**Relationships**
Reading Skills and Strategies

- Introduce book concept by using the information in the cover and blurb.
- Use an e-book with animations, voice over and background music to facilitate students’ understanding of the main idea of the story:
  - Divide the e-book into several parts: setting, the problems faced by Chrysanthemum and the resolution.
  - Set questions for students to find out more about the text while viewing the e-book.
  - Play the relevant parts of the e-book.
  - Ask students to read the printed text of the relevant part to find out / confirm answers to the questions.
- Understand intention, attitudes, feelings conveyed in a text by recognising features such as the choice of vocabulary and use of language.

3 focus questions:

- What makes a good name?
- What is a friend?
- Do you think Victoria is a friend of Chrysanthemum? Why?

Vocabulary Building Skills

- Use synonyms to help students understand the meaning of unknown words in authentic readers (e.g. “jealous” is similar to “envious” & “begrudging”).

Forms and Functions

- Use adjectives & adverbs to describe feelings, e.g. absolutely perfect.

Text Types

- Recognise the features of a story.

Writing Task

- Write a story about Chrysanthemum studying at my school.

Applying Generic Skills in a complementary manner, e.g. critical thinking skills, creativity, communication skills.
Incorporating the Use of E-Resources in KS2 Reading Workshops – Example 2

G.E. Programme

What do you want to be?
The best job for me

Print
Narrative Text
(story, with news articles incorporated)

Print
Exchanges
(Interview)

- Introducing the theme: the most suitable jobs
- Learning vocabulary items about jobs and adjectives describing people

E-book
(Interactive text)
Information Text
(Exposition)

Guide Dogs

Writing Task –
Design an information leaflet about guide dogs

31
2 focus questions:
• Do you think you and your family can raise a guide dog puppy?
• What should we do when we see guide dogs on the street?

Reading Skills and Strategies
Use different e-features (e.g. masking, highlighting) of an interactive text to
• encourage prediction of the content using pictorial clues and the title of the text, as well as personal experience
• work out the meaning of unfamiliar words (e.g. volunteer, bumpy terrain, obstacles, harness, navigate) by using syntactic/contextual/pictorial clues and knowledge of the world
• identify details that support main ideas (e.g. characteristics of guide dogs)
• follow ideas by understanding the use of cohesive devices and making connection between ideas (e.g. how guide dogs are trained)

Vocabulary Building Skills
• Use word formation, word association and affixes to help students decode the meaning of unknown words in an authentic text (e.g. “blinded”, “blindfolded”, “partially sighted”, “overhead”)

Forms and Functions
• Use of action verbs to describe duties of guide dogs

Writing Task – Design an information leaflet about guide dogs

Applying Generic Skills in a complementary manner, e.g. critical thinking skills, creativity, communication skills
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
Primary English E-learning Resources (PEER)

The Primary English E-learning Resources (PEER) Website

The Primary English E-learning Resources (PEER) website is designed and developed in support of the English Language Curriculum Guide (Primary 1 – 6) (CDC, 2004). It aims to provide quality e-learning resources to enrich the English learning experience at upper primary level. PEER consists of a total of 60 learning units, which have been carefully organised and arranged. Units are based on different modules suggested in the Curriculum Guide. Each learning unit takes about 15 minutes of class time and comes with detailed teachers’ notes and a worksheet. All multi-media resources included are from the website http://learnenglishkids.britishcouncil.org/en/. Lesson plans have been developed by British Council Hong Kong. Teachers are encouraged to integrate the learning units into their English lessons to enhance teaching and support student learning.

http://peer.edb.hkedcity.net/
## Interactive Books in PEER

### Modules

<table>
<thead>
<tr>
<th>Changes</th>
<th>No.</th>
<th>Texts</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Superhero High</td>
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<tr>
<td>2.</td>
<td></td>
<td>My Favourite Clothes</td>
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<tr>
<td>3.</td>
<td></td>
<td>My Secret Team</td>
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<tr>
<td>4.</td>
<td></td>
<td>The Animal Shelter</td>
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</table>

<table>
<thead>
<tr>
<th>Food and Drink</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>The Greedy Hippo</td>
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</table>

<table>
<thead>
<tr>
<th>Happy Days</th>
<th>No.</th>
<th>Texts</th>
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<tbody>
<tr>
<td>1.</td>
<td></td>
<td>The Lantern</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>The Haunted House</td>
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<tr>
<td>3.</td>
<td></td>
<td>The Lucky Envelope</td>
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<td>4.</td>
<td></td>
<td>Computer Game: Dinosaur Dig</td>
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<tr>
<td>5.</td>
<td></td>
<td>The Animal Orchestra</td>
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<tr>
<td>6.</td>
<td></td>
<td>Santa’s Little Helper</td>
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<td>7.</td>
<td></td>
<td>Christmas is my Favourite Day</td>
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<tr>
<td>8.</td>
<td></td>
<td>Adventure Sports</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>My Favourite Day</td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>No Dogs, Please!</td>
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<tr>
<td>11.</td>
<td></td>
<td>The First Marathon</td>
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<tr>
<td>12.</td>
<td></td>
<td>The Twins’ Week</td>
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<tr>
<td>13.</td>
<td></td>
<td>The Mummy</td>
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</table>

<table>
<thead>
<tr>
<th>Relationships</th>
<th>No.</th>
<th>Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>World Records</td>
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<tr>
<td>2.</td>
<td></td>
<td>Why Anansi has Thin Legs</td>
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<tr>
<td>3.</td>
<td></td>
<td>My Dad</td>
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<tr>
<td>4.</td>
<td></td>
<td>Monster Shopping Trip</td>
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<tr>
<td>5.</td>
<td></td>
<td>The Treasure Map</td>
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<thead>
<tr>
<th>The Magic of Nature</th>
<th>No.</th>
<th>Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Look out, Angel!</td>
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<tr>
<td>2.</td>
<td></td>
<td>Planet Earth Museum</td>
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<tr>
<td>3.</td>
<td></td>
<td>The Snowman</td>
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<tr>
<td>4.</td>
<td></td>
<td>The Cold Planet</td>
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<tr>
<td>5.</td>
<td></td>
<td>Ali and the Magic Carpet</td>
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</table>

<table>
<thead>
<tr>
<th>We Love Hong Kong</th>
<th>No.</th>
<th>Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>What will I be When I Grow up</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Jobs</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Eric the Engine</td>
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<tr>
<td>4.</td>
<td></td>
<td>Pyramids in Paris</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Spycat</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>The Great Race</td>
</tr>
</tbody>
</table>

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Suggested modules for KS2 (from 2004 ELCG, p.A5)
## A Snap Shot from PEER

<table>
<thead>
<tr>
<th>Learning Units</th>
<th>Image</th>
<th>Modules</th>
<th>Language Forms / Functions</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Lantern</strong></td>
<td>![Image]</td>
<td>Happy Days</td>
<td>Simple past tense to describe activities or events in a story, Simple present tense to describe habitual actions</td>
<td>Festivals</td>
</tr>
<tr>
<td>Read about an Islamic festival called Ramadan where people use special festive lanterns to light up the nights.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Have You Got a Pet?</strong></td>
<td>![Image]</td>
<td>Relationships</td>
<td>Simple present to express opinions, Adjectives for describing pets</td>
<td>Pets</td>
</tr>
<tr>
<td>What pets do John, Lily and Owen have? Watch the video and find out.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>People at Work</strong></td>
<td>![Image]</td>
<td>We Love Hong Kong</td>
<td>Simple present tense to describe habitual actions</td>
<td>Jobs</td>
</tr>
<tr>
<td>How many words for jobs do you know? Listen to this song to learn some more.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Favourite Toys</strong></td>
<td>![Image]</td>
<td>Changes</td>
<td>Adjectives to describe objects, Simple present to express opinions</td>
<td>Toys</td>
</tr>
<tr>
<td>Do you have a teddy bear? Do you love it as much as this boy loves his?</td>
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</tbody>
</table>

**E-books**

**Interactive Books**
- Narrations, pictures and/or animations provided
- Basic interactions which allow students to touch screen and have more control in the reading process
- Examples:
  - PEER
  - Free apps for tablets
  - Non-print paired books of related themes

**Audio Books**
- Reading text/script provided
- Audio file with narrations and simple sound effects
- Examples:
  - Free audio books online [http://lightupyourbrain.com/stories/](http://lightupyourbrain.com/stories/)
Effective use of E-books (1)

An audio book: 
**Grimm: The Elves and the Shoe Maker**

- Introducing the setting and characters to students
- Pre-teaching some difficult words to students
- Setting questions for students to work on
- Involving students in discussion and confirming answers
- Helping students to use different reading skills to work out the answers

**Supported Reading**

- **Pupils read silently** to themselves and work on the reading task set for them
- Teacher identifies difficulties/ intervenes when necessary
- Revisit the text for focused discussions to reinforce different skills
- Extend questioning beyond the kinds of questions that only require pupils to react to factual content
  - **Discuss the main ideas** by asking a variety of knowledge and comprehension questions
  - Promote critical thinking by asking synthesis, analysis and evaluation questions of the reading content
Effective use of E-books (2)

An interactive book from PEER – The Greedy Hippo

- **Introducing the character, Hippo, to students**

- **Asking students to discuss the following:**
  1. Why were the animals angry with Hippo?
  2. How would you describe Hippo? Why?

- **Follow-up discussion/activities:**
  1. What was the biggest problem with Hippo?
  2. What advice would you give to Hippo?
  3. Add one more character to the story.
  4. Change the ending of the story.

Independent Reading

- **Pupils read silently to themselves**

- **Conduct discussions on the content to explore characters, plot, or content in greater depth**

- **Extend the content of the book through follow-up activities**
  e.g. evaluate, reflect and make comparison with other books
Hands-on Practice