Implications on Curriculum Planning to Facilitate Reading across the Curriculum

By
Ms Pamela CHAN
Seconded Teacher

25 April 2009
Incorporating Reading across the Curriculum into the School-based English Language Curriculum

- Effective Use of Real Books
- Reading across the Curriculum
- Connecting Students’ Learning Experiences
- Flexible Use of Teaching Strategies
1. Effective Use of Real Books

- Choose informational texts with content-area links

- Identify content and language objectives, e.g.
  - applying the KLA-specific ideas explored in reading texts in real-life or simulated situations
  - using vocabulary / language structures in activities with links to the specific KLA
2. Flexible Use of Teaching Strategies

Less teacher support to engage students in silent reading

More teacher support to expose students to a variety of reading texts

Developing students’ reading strategies and using effective pre-, while- and post-reading questions/tasks to help students to read for meaning, and to interact with the text and the context, i.e. to understand the text and relate it to everyday life experience.
3. Connecting Students’ Learning Experiences

- Find out what students learn in other KLAs,

- Collect information / ask colleagues about students’ needs and weaknesses in English use in the specific KLA, e.g. vocabulary & sentence structures

- Identify the language features specific to the KLA, e.g. passive constructions & imperatives
Assessment for Learning

- Sharing of learning intentions
- Sharing the purposes of reading-related activities
- Providing timely feedback
- Reviewing the progress
- Developing good reading skills and strategies
- Connecting EL learning experiences with other KLAs
- Becoming more motivated, interactive, creative and reflective