

students with abundant non-verbal contextual clues to support their understanding and internalisation of the text (Huang, 2006).

The S2W approach aims to support students to internalise a living library of texts, vocabulary, structures and language features that can be used for their own creative writing (Corbett & Strong, 2018 and Satriani, 2019) and in doing so counters possible student language deficit. Students cannot create out of nothing. They need rich experiences as well as a language bank to draw upon. Adequate oral language and competence is a fundamental requirement for the development of reading and as such can be a predictor of reading proficiency (Huang, 2006). Furthermore, reading for pleasure and exposure to reading is considered the single most important indicator of a students' future success (OECD, 2000). To achieve this reading success, an accompanying well-resourced reading spine ensures wider exposure to a variety of texts.

S2W views stories and texts themselves as essential and dynamic learning and teaching resources. The project seeks to equip teachers with the ability to select and tailor appropriate texts. S2W models selection of texts that encourage student familiarity, use appropriate visual prompts (in text mapping) and assist teachers to master performance of oral retelling (Satriani, 2019). The learning and teaching resources should not only be suitable for the students but also appropriate for the teachers to use in oral performance (Wallin, 2015). The Curriculum Development Institute (2020) promotes reading and writing across the curriculum as it allows students to engage in content, organisation and language features. S2W aims to mirror these guidelines by making connections between knowledge and skills acquired across different key learning areas using fiction and non-fiction texts.

Corbett, P., & Strong, J. (2018) *Talk for Writing in the Early Years*. Open University Press, Berkshire

Corbett, P., & Strong, J. (2017) *Talk for Writing Across the Curriculum*. Open University Press, London

Curriculum Development Institute. (2020) *Connecting Students' Learning Experiences through Promoting Reading and Writing Across the Curriculum in the Junior Secondary English Classroom*. Hong Kong Special Administrative Region Government, Hong Kong

Dondi M., Klier, J., Panier, F. and Schubert, J. (2021) *Defining the skills citizens will need in the future world of work*. Retrieved on 29/09/21 from <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/defining-the-skills-citizens-will-need-in-the-future-world-of-work>

Huang, H. (2006) The Effects of Storytelling on EFL Young Learners' Reading Comprehension and Word Recall. *English Teaching & Learning*, 30(3), 51-74

	<p>Organisation for Economic Co-operation and Development (OECD). (2002) <i>Reading for Change</i>. Retrieved on 20/9/21 from https://www.oecd.org/education/school/programmeforinternationalstudentassessmentpisa/33690904.pdf</p> <p>Satriani, I. (2019) Storytelling in teaching literacy: Benefits and challenges. <i>English Review: Journal of English Education</i>, 8(1), 113-120</p> <p>The Curriculum Development Council. (2017) <i>English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)</i>. Hong Kong Special Administrative Region Government, Hong Kong</p> <p>Wallin, J. (2015) <i>Storytelling and language development</i>. Retrieved on 29/09/21 from https://muep.mau.se/bitstream/handle/2043/18896/EX%20FINAL.pdf?sequence=2&isAllowed=y</p>	
<p>Key Emphases (Please check and ✓ the appropriate box(es). You can choose more than one box.)</p>	<p>Dimension</p> <p>Focus</p>	<p><input checked="" type="checkbox"/> Curriculum planning <input checked="" type="checkbox"/> Learning and Teaching <input checked="" type="checkbox"/> Assessment</p> <p><input checked="" type="checkbox"/> Values Education (including MCE, NSE & BLE)</p> <p><input type="checkbox"/> Chinese history & Chinese culture</p> <p><input checked="" type="checkbox"/> Reading / Language across the Curriculum</p> <p><input type="checkbox"/> STEM & IT Education</p> <p><input type="checkbox"/> Entrepreneurial Spirit</p> <p><input type="checkbox"/> Life-wide Learning</p> <p><input type="checkbox"/> Gifted Education</p> <p><input type="checkbox"/> L&T of Chinese as a second language</p> <p><input checked="" type="checkbox"/> Catering for Learner Diversity</p> <p><input type="checkbox"/> Self-directed Learning</p> <p><input type="checkbox"/> Whole-person Development</p> <p><input checked="" type="checkbox"/> Others (please specify *)</p> <p>- Writing</p> <p>- Learning and Teaching of Text Grammar</p> <p>- Integrated Use of Generic Skills</p>
<p>Deliverables (Please check and ✓ the appropriate box(es). You can choose more than one box.)</p>	<p><input checked="" type="checkbox"/> Exemplars to be used for curriculum documents</p> <p><input checked="" type="checkbox"/> Learning & teaching packages, self-learning packages for teachers</p> <p><input checked="" type="checkbox"/> Workshops and seminars</p> <p><input type="checkbox"/> Others (please specify) : _____</p>	
<p>Duration and Nature of the</p>	<p>From September mm 2022 yy August mm 2023 yy</p> <p style="text-align: center;">to</p>	

Project	<input checked="" type="checkbox"/> New <input type="checkbox"/> Ongoing (started from _____ mm _____ yy)	
Name of Advisor(s) / Consultant (s) to be invited	/	
Officer i/c	Name: Lionell Goss HORN	Post: PM(I&P)
	Tel No.: 3549 8354	Fax No.: 2334 8707

Please use a separate sheet for each project.