Collaborative Research & Development ("Seed") Project for 2022/23

Section	Native-speaking English Teacher Section							
Title of the Project (Project Code)	Speaking to Writing (S2W) – Using oral performance as a foundation to the writing of texts in Key Stage (KS) 2 (NT1422)							
Class Level (Please check and √ the appropriate box.)	☐ Kindergarten ☑ Primary ☐ Secondary ☐ Primary and Secondary Please specify levels: Primary 4 to 6							
Brief Description (e.g. Objectives, expected outcomes)	A recent international study (Dondi, et al., 2021) involving 18,000 participants across 15 countries identified proficiency in communication (including storytelling) as strongly associated with higher income groups. Storytelling is highlighted as one of the distinct elements of talent that will helps students thrive in 21st century study, work and life. The English Language Education Key Learning Area Curriculum Guide of The Curriculum Development Council (2017) also attaches importance to the participating in the telling and construction of stories using performative means (Experience Strand). The Speaking to Writing (S2W) project seeks to use 'speaking the text' and oral performance as a foundation to the learning and teaching of writing in Key Stage (KS) 2. The project harnesses the notion of "talking the text" (Corbett & Strong, 2018) through memorable, meaningful repetition as a basis for language acquisition. The objectives of the S2W Seed project are to: • enhance teachers' capacity to use the 3 Cs (copy, change and create) to build student confidence in moving away from a model text to plan and write their own;							
	 collaborate with teachers to collect and analyse data from cold and hot tasks to support the planning of literacy units; develop a framework to help students move from regular oral retelling, to innovate and create their own texts; and explore how effective internalising text patterns is in supporting students to write their own texts. S2W offers an integrated approach to literacy where expressive oral retelling of both fiction and non-fiction is used as a bridge to reading and writing texts. First students listen to a text that is orally performed by the teacher using a visual map as reference. Then students learn to participate and orally re-tell the text using the same map (click the link to view The Gingerbread Man example). The internalised text is then used as the basis for adaptation and writing. The use of effective pitch, tone and intonation, visual aids (story-mapping) and strategic body language provides 							

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

	Organisation for Economic Co-operation and Development (OECD). (2002) Reading for							
	Change.	Retrieved		on	• ,	20/9/21	,	from
	https://www.oecd.	org/education/scl	hool/prog	rammefo	rinternation	alstudenta	ssessmentp	isa/3
	3690904.pdf							
	Satriani, I. (2019) Journal of English	_	_	eracy: B	enefits and c	challenges.	. English Re	view:
	The Curriculum E Area Curriculum Region Governme	Guide (Primary	,	, ,			•	_
	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							
Key	Dimension	☑ Curriculum	planning	☑ Lea	rning and To	eaching	Assessm	ent
Emphases (Please check and √ the appropriate box(es). You can choose more than one box.)	Focus	✓ Values Educe ☐ Chinese hist ✓ Reading / La ☐ STEM & IT ☐ Entrepreneur ☐ Life-wide La ☐ Gifted Educa ☐ L&T of Chin ✓ Catering for ☐ Self-directed ☐ Whole-perso ✓ Others (pleated of the company of the	ory & Changuage a Education rial Spirit earning ation nese as a s Learner I I Learning on Develo se specify and Teach	econd la Diversity pment	ture Curriculum anguage	n		
Deliverables	Exemplars to be used for curriculum documents							
(Please check and √ the	☑ Learning & teaching packages, self-learning packages for teachers							
appropriate box(es). You	✓ Workshops and seminars							
can choose more than one box.)	Others (please specify):							
Duration and Nature of the	From Sept	ember mm	2022	yy to	August	mm	2023	уу

Project	☑ New	Ongoing	(started from	mm	 yy)
Name of Advisor(s) / Consultant (s) to be invited					
Officer i/c	Name: Lionell Goss H	ORN	Post	PM(I&P)	
	Tel No.: 3549 8354		Fax 1	No.: 2334 8707	

[#] Please use a separate sheet for each project.