

# NET

## SCHEME NEWS

ISSUE 29



教育局  
Education Bureau



## THE POWER OF PARTNERSHIPS IN THE NET SCHEME



***"If you want to go fast, go alone.  
If you want to go far, go with others." - African proverb***

When it comes to educational change, we place emphasis on its sustainability and impact in diverse contexts, not its speed. Experience tells us that educational change does not take place in a linear fashion. It can be progressive and retrogressive. In the course of promoting change, as Fullan (2007)<sup>1</sup> puts it, we are muddling through as there are no simple solutions. To effect positive change, we have to reflect on and learn from our own and others' experience. We have to build and keep the momentum for change moving lest complacency should creep in. That explains the importance of lateral learning among professionals and the value of learning communities through which we generate and share knowledge, inspire each other and build our capacity to improve learning and teaching.

Maximising the impact of the NET Scheme is, in many respects, similar to promoting and fostering educational change. Aligned with the reform taking place locally and overseas, the NET Scheme builds schools' capacity to support curriculum innovations and to create more engaging learning experiences. To achieve this, we do not and cannot rely on the effort of one accomplished professional; nor should we expect there are readily available solutions that can guarantee success. What we need to do is to keep exploring and maximising the potential of the NET Scheme, which is engaging over 800 native English-speaking educators. The expertise, diverse cultural and work experiences of these professionals, together with their networks, can help support and foster change at various levels. We also need to develop partnerships within and across schools, and within and beyond our profession, so that those who are ready have plenty of opportunities to make a contribution and make a difference.

In this issue, we share stories about how we develop partnerships to support our initiatives and maximise the impact of the NET Scheme. Among our partners, we have, of course, our students, parents and teachers, including NETs. We also have teacher educators, other government departments such as the Leisure and Cultural Services Department and Radio Television Hong Kong, affiliated organisations like HKEdCity, and external organisations like the European Union (EU) Office.

Two of the stories are about the promotion of debating. With the increasing popularity of debating in secondary schools and the importance attached to it as an elective module in the senior secondary curriculum, we plan to promote debating and public speaking in primary schools. We aim to provide our primary students with more opportunities to develop confidence and competence in expressing themselves in English. In November 2015, we held our first cluster meeting on primary debating in Kwun Tong Government Primary School (Sau Ming Road), where the NET, Steve Madden, has spent years promoting debating and, with the support of the Native English-speaking Teachers' Association (NESTA), has successfully held inter-school debating competitions engaging upper primary students from 10-plus primary schools annually since 2010.



Primary debating cluster meeting

The one who stole the limelight was Steve's former student, Brielle, now a Secondary 2 student. We were all impressed by Brielle's confidence and eloquence when he shared how he had been developing interest and skills in debating since Primary 4. Through this we can see that by providing the right opportunities and support, we can help our students achieve their potential.



Those who attended our Primary Literacy Expo last May should be aware of the range of literacy programmes and collaborative research and development projects we are implementing to promote reading and to develop students' literacy skills. To facilitate the development of *Space Town*, a refined version of our Primary Literacy Programme – Reading and Writing (PLP-R/W), we tap into the power of technology and have been collaborating with HKEdCity to digitise the PLP-R/W readers, which are now available on their EdBookshelf. With the professional advice from HKEdCity, we

<sup>1</sup> Fullan, M. (2007). The new meaning of educational change, 4th Edition. New York: Teachers College Press.

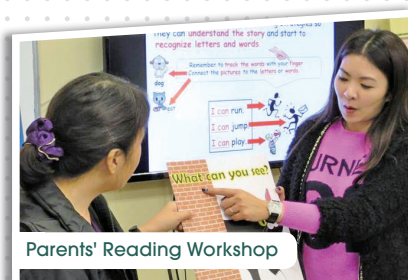


have also developed the Reading Town App for PLP-R/W P1 readers, which provides a fun and interactive interface for lower primary students to develop interest and skills in reading. App development for P2 and P3 is also under way. For secondary students, we are collaborating with HKEdCity to develop an electronic resource package on short stories using a selection of winning entries from our Shorts competitions from 2010 to 2014.

This school year, we are piloting a partnership project, *Storytelling for Children*, jointly with the Leisure and Cultural Services Department. Twenty-plus NETs, including some of our Section's native English-speaking officers, have volunteered to design and conduct weekend storytelling sessions in public libraries. With its initial success, we are planning to engage more NETs and we are seeking support from NESTA and HKPNETs Forum to promote this initiative.



Storytelling in public libraries



Parents' Reading Workshop

It is said that home is the best place to instil in our children a love of reading. In this respect, parents are among our most valued partners. Since the start of this school year, we have been working closely with a school in Sheung Shui to engage parents in promoting reading and the use of the Reading Town App. The story by the school's Advisory Teacher, Gary Knight, shows how the engagement of parents has improved home-school communication and collaboration and strengthened the support for children's reading. We are grateful to these parent helpers for joining us in this partnership.

On 11 December 2015, we had a fun-filled award presentation ceremony to celebrate another successful calendar design competition that the EU Office jointly organised with us. Apart from demonstrating their artistic talent, the students of the four participating schools learnt about the European countries chosen for their painting through the research they did for the competition. All the winning entries are now beautifully displayed in the EU Calendar 2016. We thank our EU partners for offering our students this opportunity.



2016 EU Calendar



Puppetry workshop at HKU

While we keep exploring and developing ways to enrich our students' English learning experiences, empowerment of our teachers has always been our priority. With the resounding success of our pilot puppetry competitions in the past school year, we have had favourable responses, and the number of schools taking part this year has more than doubled. For this, we have strengthened our training for participating teachers and the feedback has been very encouraging. Apart from serving teachers, we are also catering for the needs of our aspiring teachers. In November 2015, we held a workshop for a group of Year 4 Bachelor of Education English (Primary) students. The lecturer, Benjamin Moorhouse, was inspired by the power and potential of puppetry to create an engaging language learning environment when he was serving as an Advisory Teacher in the NET Section. Now as a tertiary educator, he would love to "introduce the next generation of teachers to puppetry". The article contributed by Ben gives a vivid description of how his students "explored the art of turning stories into scripts, learnt about the five essential rules of puppetry and created their own puppets".

To add to your reading pleasure, we have designed an online quiz with questions about different stories in this issue and prizes for the first two readers who can answer all the questions correctly.

Get your smartphone ready, take the quiz and win a prize!

## QUIZ

Here's your chance to win a Book Coupon! Simply take the NET Scheme News Quiz by going to <http://goo.gl/forms/ZXnR9YWgIR> or scanning the QR Code. The first two to get all the answers correct will be the happy winners.



**DON'T MISS THE CHANCE!**

Mr Joe Leung  
Chief Curriculum Development Officer



## BATTLE OF THE BOOKS COMPETITION



As the NET at Yaumati Catholic Primary School (Hoi Wang Road), I wanted an activity that would stretch my more able students. I had heard about the Battle of the Books Competition (BoB) and it seemed like an ideal opportunity to provide my students with quality, contemporary reading material.

The purpose of the Primary Modified Battle of the Books Competition is to encourage primary students at local schools to read for pleasure. Students are exposed to quality literature written by prominent authors in the area of young adult literature. The 12 titles are selected by a group of Primary NETs with the help of experienced school librarians. This is no easy task as the books have to be sufficiently robust to provide 50 questions but not be too obscure or difficult for local students.

The key issue is that participants improve their reading and comprehension skills and acquire a broader knowledge of the kind of literature that is available for them which in turn benefits them and raises the profile of reading for pleasure within schools. The importance of this became clear as I integrated the books into school activities in fun and exciting ways.

Whilst students have to be reasonably fluent readers to be able to read and understand the books, students only read as many books as they want to. Some of my students read 10 books but most about 3 or 4. The more copies of books your school purchases the better, as it is easier to spread the reading material around and the more flexibility you will have in regards to activities such as weekly book clubs. Also, the sooner your students start reading, the more activities you can integrate into their learning experiences. For this reason, the reading list is published as quickly as possible each year and practice questions are provided to schools to enable the students to practise beforehand and familiarise themselves with the format. This provided us with hours of entertainment preparing for the competition during recess while also encouraging the students to read the books.

On 19 June 2015, HKBUAS Wong Kam Fai Secondary and Primary School hosted the first Primary Modified Battle of the Books Competition. Four schools, including my own, competed against each other. HKBUAS Wong Kam Fai Secondary and Primary School won first prize in a fast and furious competition where the first and several other rounds were completed without any mistakes. We had a lot of fun and the students got very excited and really enjoyed themselves. Each school also received a collection of books as a prize for taking part. Details are available on the Battle of the Books website <https://sites.google.com/site/hkbattleofthebooks/home> where anyone wishing to join the competition in 2016/17 can register.

**Neil Stewart, PNET, Yaumati Catholic Primary School (Hoi Wang Road)**





## PRIMARY DEBATING



Debating has been around for thousands of years. Citizens in ancient Athens used to gather to discuss the issues confronting their city-state before voting. Although for not quite as long, secondary students in Hong Kong have also been taking part in English debating competitions for many years.

As a Primary NET, I have organised a number of extra-curricular activities (ECAs) over the years, including English games, writing to penpals overseas, quizzes and so on. But debating didn't cross my mind. I used to think that debating was completely out of reach of primary students' capability as it was always talked about as a secondary activity. Nonetheless, five years ago, I decided to give it a go. We started by having a friendly match with another school and soon after that, I held a competition at my school with eight schools taking part. The students really enjoyed the experience and after that there was no going back!

My school now has a thriving debating club, which meets once a week after school. Debating can be rather challenging for our students. I always tell my students that debating is like selling a car. You may not even like the car but your job is to convince someone to buy your arguments (and the car) by highlighting its strengths.

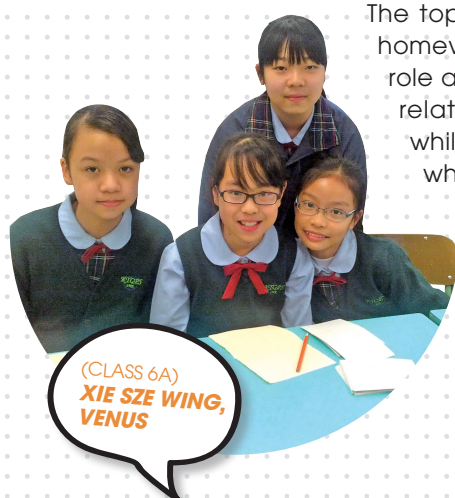
They are taught how to brainstorm topics, research the main arguments and find evidence to back them up by doing research on the Internet. Then, they learn how to prepare speeches using concise arguments in order to make their points clear in the limited time available during the debate. They also need to study the opposing arguments and prepare possible rebuttals. In addition, students learn about the importance of timing and presentation. They need to ensure that they address the audience clearly and make regular eye contact. Students include appropriate facial expressions and body language and vary their voice to show that they believe in the arguments they are putting across.



The topics debated in the past include homework, school uniform, electronic gadgets, Hong Kong's role as an international city and e-books. Although the topics don't always relate directly to the content in students' textbooks, the skills involved while preparing the debates are the same as those we aim to develop when we teach English. Debating reinforces vocabulary and grammar and develops students' listening and speaking skills as well as their overall confidence in using English in an authentic environment.

Debating is also fun as it has a competitive edge to it. I would urge primary NETs out there to give it a go.

Steven Madden, PNET, Kwun Tong Government Primary School (Sau Ming Road)



English debating can teach me to cooperate with my classmates. I can also improve my vocabulary.



Debating is interesting. I can learn new debating skills. I can also learn some new words to improve my English.

## PROFESSIONAL DEVELOPMENT OPPORTUNITIES – THE FIRST EVER PRIMARY DEBATING CLUSTER MEETING



Several workshops organised by the EDB on debating have been well attended recently. Mr Ian Sanderson, the NESTA secondary debating coordinator, and I, hosted the first ever primary debating cluster meeting at Kwun Tong Government Primary School (Sau Ming Road) on 24 November. Around 20 teachers from a number of schools attended – many with no prior experience of debating.

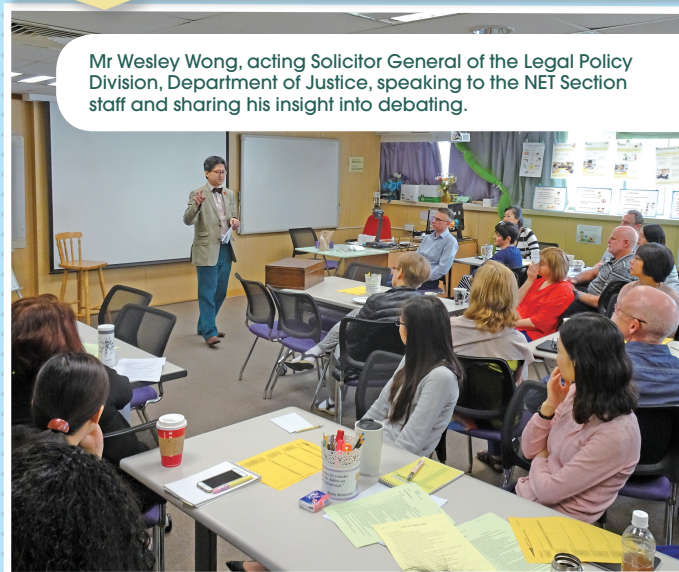
Mr Joe Leung, the head of the NET Section of the EDB, attended along with a number of EDB Advisory Teachers and Regional NET Coordinators. The teachers were given an introduction to debating, watched a demo debate and met a former primary school student who talked about his experience. There was also an informal discussion about primary debating and how it could be developed in schools. It is likely that there will be other primary debating cluster meetings in other areas of Hong Kong. If you are interested in hosting one, please get in touch.

In particular, I would like to thank Ms Kit Yong, an advisory teacher at the NET Section, EDB, for coordinating the event. We look forward to further cooperation with the EDB with a view to providing as many opportunities as possible for primary school students to debate in Hong Kong.

**Steven Madden, PNET, Kwun Tong Government Primary School (Sau Ming Road)**



## Experience Sharing by Veteran Debater, Wesley Wong, 20 Nov 2015

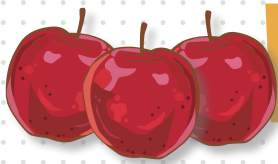


Mr Wesley Wong, acting Solicitor General of the Legal Policy Division, Department of Justice, speaking to the NET Section staff and sharing his insight into debating.

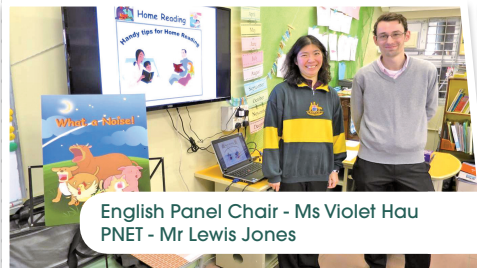


Mr Joe Leung (left) presenting a token of thanks to Wesley (right)





## PARENT NETWORKS - FROM ROOTS TO FRUITS TUNG KOON SCHOOL (SHEUNG SHUI)



English Panel Chair - Ms Violet Hau  
PNET - Mr Lewis Jones



Buddy Reading



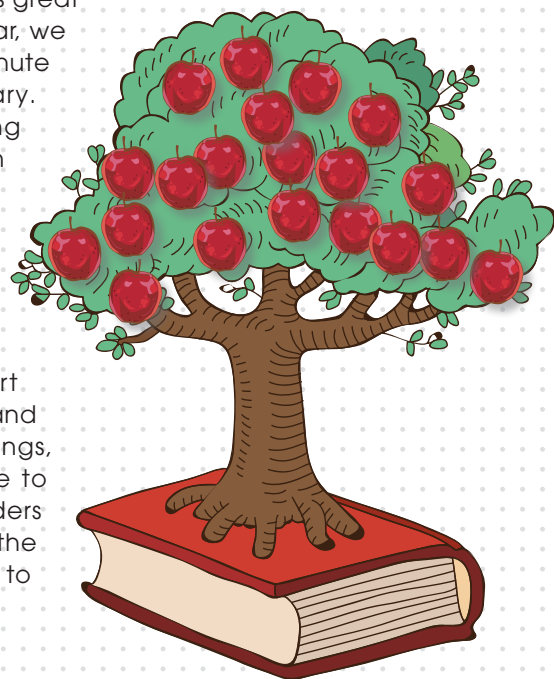
Parents' Reading Workshop

Tung Koon School (Sheung Shui) began as a rural village school in 1959. Set amongst a grove of trees in a garden setting, the school promotes environmental education and harmony. The school Principal Mr Chow believes in environmental education and is active in school-based programmes that teach the values of sustainability. Tung Koon School began with six classrooms but, due to rapid growth in the New Territories and an influx of cross-border students, has expanded to 16 classes and continues to grow. The school has now acquired a small campus with modern buildings for classrooms, a library, computers and administration offices.

The success of the school can be credited to more than urban development and population growth. Tung Koon School has an energetic staff of teachers and has developed a strong network with various stakeholders in the school community. The school's administration, English Panel and NET are strong supporters of parent involvement and have seen the direct benefits of collaboration. The Principal Mr Chow proudly stated, "Our English department has done an excellent job of continuing to foster strong community ties through conducting English language workshops. We always welcome parents into our school and show how accessible English can be; workshops are a great vehicle for this. Parents learn new skills in English (storytelling, phonics) and teachers receive further insight into general student learning through informal conversations with their parents. It's great because the workshops lead into practical situations. Last year, we launched our 'Reading Mums' group, who conducted 20-minute lunchtime storytelling sessions with P1 students in the library. The children enjoyed seeing and listening to the 'Reading Mums' and it was nice to see the parents sharing the English stories. All the parents were a little nervous initially, but the supportive nature of the group shone through and they all helped each other. We are proud of our good networks with the parents, and are thankful to them for making a big difference in our students' English learning."

It is well known that a strong network of parent support improves home-school communication and, in turn, social and academic success for the students. From humble beginnings, Tung Koon School has planted healthy roots that continue to grow due to effective collaboration with various stakeholders in the school community and positive networking out into the local Sheung Shui community. The school will surely continue to develop and enjoy more fruits of success.

Gary Knight, Advisory Teacher, NET Section





## LIBRARIES COME ALIVE WITH ENGLISH STORIES



English learning starts at an early age in Hong Kong. From kindergarten, children learn the names of the people, animals, places and things that populate their imaginations and their storybooks.

In primary and secondary schools, NETs work with their colleagues to combine images and text to bring English to life. While this happens naturally in classrooms and reading rooms, students also connect with English through the stories they read and the films they watch outside school time. Many schools have a home-reading programme where students read illustrated stories with their parents.

While the contribution of Hong Kong's NETs is gaining recognition among schools and parents, a collaborative project between the NET Section and the Leisure and Cultural Services Department (LCSD) has been providing chances for NETs to bring their creative arts to the wider community. This initiative bolsters the weekend English Storytelling for Children Programme already running in public libraries.

The project kicked off at a briefing session at the Central Library on a Saturday morning in September 2015. Storytellers heard about the English extension activities offered by libraries and shared some storytelling strategies. Storytelling sessions got up and running in October and will continue for the rest of the school year in various locations around Hong Kong, Kowloon and the New Territories. From September to November 2015, 7 NETs conducted 26 storytelling sessions in six libraries (Tai Po, Lockhart Road, Hong Kong Central, Tuen Mun, Chai Wan and North Point) with a total attendance of 579 children. Another 12 sessions are being held from December to February 2016 by six NETs.

The NETs themselves are relishing this opportunity to take the excitement of words into the wider community. Tanya Hart, who is reading stories at Tuen Mun Public Library, reports some youngsters returning weekly for the storytelling sessions. She finds her young English learners react positively to well-illustrated stories full of action and comedy and they love 'acting out' the character roles.

Allen Ng, at Chai Wan Public Library, has his listeners making alphabet trees after the story. Mike Shaw's listeners at Tai Po stated that they 'loved Peter Pan and the stories very much' and the sessions were a 'good chance to learn English and make new friends'. They think the stories are 'funny and interesting'.

Jack Ching, who is Assistant Librarian at Tai Po Public Library, said that the library had 'received a lot of positive feedback from those who attended, and that parents had observed that their kids loved the storytelling and activities very much'. Gary Lo, Senior Librarian of the LCSD, said the storytelling project was very successful. Some of the comments collected from the feedback forms include: 'We really liked your stories. We learned not to be greedy.'; 'Hope to have longer class.'; 'See you again. We are your fans.'; and 'More similar activities should be organised.'

If responses remain so positive, the programme may be continued in the next school year. If you're interested, look out for announcements later in 2016.

**Peter Broe, Regional NET Coordinator, NET Section.**









## HKU LEARNS ABOUT THE POWER OF PUPPETS



I have known for a long time the benefits of making English language learning fun and meaningful for the learner. I also know the challenges of creating the right environment for students to play with language and love learning. I was lucky enough to spend a brief time working with the Advisory Teaching Team at the Native-speaking English Teacher (NET) Section, CDI, Education Bureau. During that time, I was introduced to puppetry and its ability to bring English learning alive. It creates a rich environment for students to be creative and to interact in English. After I moved to the Faculty of Education, the University of Hong Kong, I wanted to introduce the next generation of English teachers to puppetry.

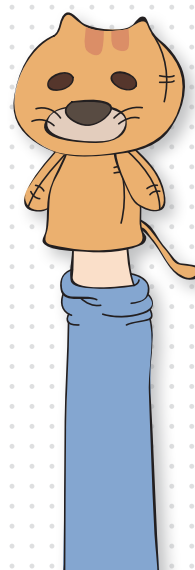
On 18 November, 2015, we were very privileged to have the puppetry team members from the NET Section visit the university. They gave an action-packed, educational and practical workshop on the use of puppets with English learners to our 4<sup>th</sup> year Bachelor of Education – English (Primary) students.

Throughout the three-hour workshop, my students explored the art of turning stories into scripts, learnt about the five essential rules of puppetry and created their own puppets. This all culminated in them performing a short puppet show that entertained and educated their classmates. It was a great experience as my students could learn by doing. They explored the challenges their students would face as well as the immense satisfaction of making a puppet from scratch and performing their own show.

They learned that puppetry is not just about formal competitions; puppets can be used to give reluctant speakers a voice, to model conversations, to stimulate students' creativity, to increase motivation and to develop interest in learning English.

My students had an amazing educational experience. I have never heard so much laughter and joy in my lectures before. Thank you for bringing the power of puppets to HKU. I hope that from this experience my students will have confidence and passion to use puppets in their future English lessons. We hope to have the puppetry team back again soon!

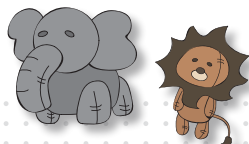
**Benjamin Luke Moorhouse, Lecturer,  
English Language Education,  
Faculty of Education, The University of Hong Kong**



### Here are some of their thoughts about the workshop and puppetry:



To me, the use of puppets in the language classroom is new as we have never had any similar workshops before. It was particularly practical for the guest speakers to talk about the contexts in which puppets can be used, e.g. in a news report and interviews. This actually provided me with new ideas.



**RACHEL**



I think that puppetry as a teaching tool provides teachers with one of the most inexpensive aids in the classroom. Teaching English through Puppetry enables children with different learning abilities to get involved in an imaginary world...The puppet acts as a mask behind which the child is able to hide and this encourages students to take a risk to produce language. It is not embarrassing to produce something wrong when you are backstage. The kids can also learn to co-operate when working in a small group to produce their own puppet show. There are many opportunities for sequencing, organising, verbalising, sorting information and gaining self-confidence. Next year, when I become a teacher, I will propose this kind of course to my principal, as an ECA.



**KIMMY**



“The workshop was informative and practical. Overall it has inspired me to use puppetry in the classroom as a means to enhance learners' interaction and genuine use of the English language. It has also made me think that as English teachers, we need to experiment with creative arts such as puppetry and drama to provide valuable learning opportunities for our learners.

**REKHA**



## NET SECTION COLLABORATION (SECONDARY)

### With HKU - Classroom Management

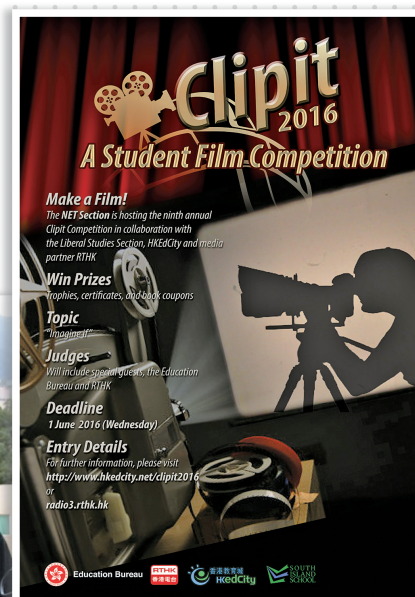
For the second consecutive year the NET Section collaborated with HKU's Faculty of Education. In October 2015, our Regional NET Coordinator, Phillip Weber, conducted a workshop entitled Initial Conditions for the English Language Classroom for lecturer Tanya Kempston's class. The workshop focused on the classroom environment, cooperative learning structures and quality interactions. Again, the session was well received. According to Ms Kempston, "The students were really engaged and enjoyed the workshop tremendously. It was grounded in relevant theory and united theory with practice in a way that was relevant to them and their experience of teaching and learning."

### With RTHK, HKedCity, South Island School, Chinese International School - Clipit 2016: A Student Film Competition

Clipit 2016, organised by the NET Section, is a film competition open to students from government and aided primary schools in Hong Kong and secondary schools offering the Three-year Senior Secondary English Language Curriculum. Over the past eight years, collaboration has taken place between the NET Section and different sections of the EDB as well as with local filmmakers and media personalities. Now in its ninth year, collaboration on the Clipit Competition will include the Liberal Studies Section, HKedCity, media partner RTHK, South Island School and Chinese International School. For details, contact your Regional NET Coordinator!



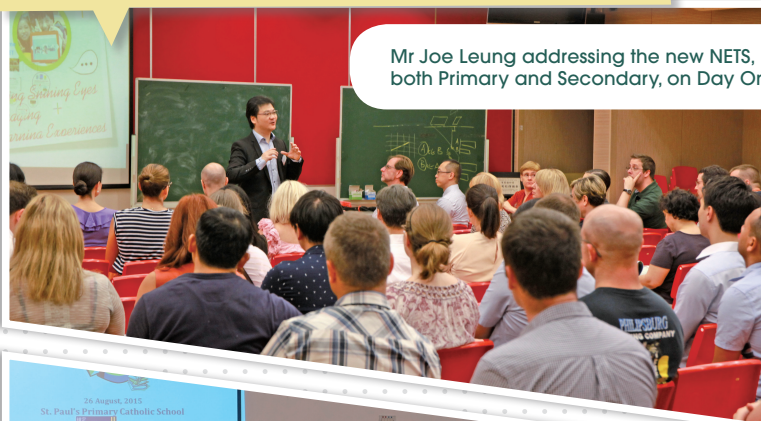
RTHK crew (left to right): Thomas Latter, Alyson Hau, Aleksandr Solum





## HIGHLIGHTS OF NET SECTION ACTIVITIES

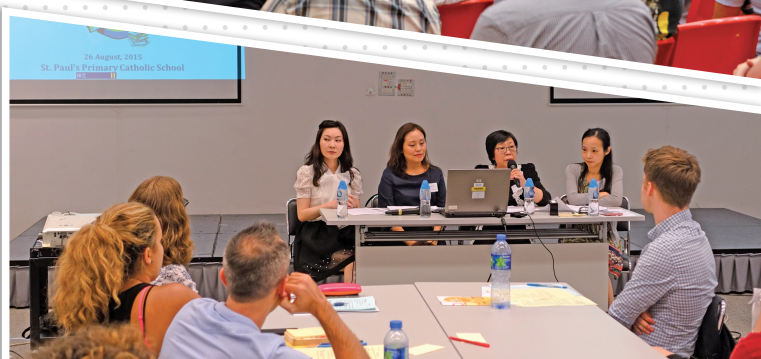
### NET Induction, 24 & 26 Aug 2015



Mr Joe Leung addressing the new NETs, both Primary and Secondary, on Day One



The new primary NETs learning about teaching strategies



Induction for new primary NETs – experience sharing session presented by St Paul's Primary Catholic School on Day Two



New NETs learning to speak Cantonese and having fun

Meeting, mingling and sharing



New NETs and NET Section staff with Mr John Guest, veteran presenter at the Survival Cantonese session

### Visit by Mrs Marion Lai, Permanent Secretary for Education, PS(Ed), 25 Sep 2015



PS(Ed) Mrs Marion Lai (right) in a workshop conducted by the NET Section

PS(Ed) sitting with a focus group

PS(Ed) getting closer to the workshop participants

PS(Ed) joining a group discussion



### NET Section and Crossroads Foundation - Team Building, 30 Oct 2015



### Professional Development on Puppetry in Nov 2015 - Puppets Bringing English Language Learning to Life

Puppet practice



Workshop participants hard at work



### Establishing Partnership between the NET Section & the English Schools Foundation, 17 Dec 2015



Mr David Whalley, Director of ESF (4<sup>th</sup> from left), smiling for a group photo with members of the NET Section



## EU Calendar Drawing Competition 2015-2016 School Briefing Sessions and Students' Work

### Hong Kong Red Cross John F. Kennedy Centre



### Yaumati Kaifong Association School



### CCC Kei Tsz Primary School





## Pun U Association Wah Yan Primary School (AM & PM)

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### Prize Presentation - 11 Dec 2015



Jolita Pons (left), Head of Political, Press and Information Section of the EU, together with Kay Beadman (right), Advisory Teacher and judge of the competition



Left to right: Mr Joe Leung, NET Section, Mr Jari Sinkari, Consul General of Finland, overall winner Ryan Ng of Pun U Association Wah Yan Primary School, and Mr Vincent Piket, Head of the EU Office to HK and Macao



Hong Kong Red Cross John F. Kennedy Centre



Pun U Association Wah Yan Primary School (AM & PM)



Yaumatei Kaifong Association School



CCC Kei Tsz Primary School



## NET SECTION e-RESOURCES

### SHORTS 2010-2014: STUDENT-CENTRED SHORT STORIES FOR READING AND APPRECIATION

In response to the implementation of the New Senior Secondary English Language curriculum in the 2009/10 school year, the Regional NET Coordinating Team of the NET Section launched *Shorts: A Short Story Writing Competition* in 2010 to support the delivery of the Elective Module, Learning English through Short Stories. Six competitions later, with more than 400 entries from over 150 schools, it is time to take stock and celebrate five years of outstanding student achievement in the Shorts competition. The result is the e-resource package *Shorts 2010-2014: Student-centred short stories for reading and appreciation*.

The Shorts resource package is a collection of some of the best entries that have graced the tables of our judging panels during the first five years of the competition. The stories were selected not only for their well-crafted plots and use of effective writing techniques, but also for the opportunities they offer for use as instructional texts. The selected short stories are organised into chapters by story genre (e.g. fables and fantasy, ghost stories) or theme (e.g. relationships, trial and tribulations).

From supernatural encounters to real-life conflicts, and from sibling rivalry to forbidden love, there is bound to be something in this collection of short stories that will appeal to our students' emotions and imagination and trigger their interest in becoming writers themselves, following on from these prize-winning student authors.

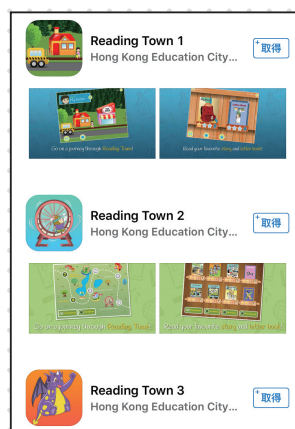
To get a taste of the short stories, please visit: [www.edb.gov.hk/enet/shorts](http://www.edb.gov.hk/enet/shorts).

#### EDB ONE-STOP PORTAL

A series of theme-based learning and teaching resource packages, which can be integrated with or used to supplement the school-based English curriculum, has been developed and uploaded to the EDB One-Stop Portal for all schools. These packages can be accessed at <http://www.hkedcity.net/edbosp/> by entering the package title in the search bar. The package titles are:

*The Giant Carrot*  
*The Terrific Chef*  
*A Festival of Poems*  
*Biographies of Famous People*  
*The Big Buddy*  
*Giving Back (to be uploaded in August, 2016)*

#### READING TOWN SERIES



Reading Town is a developmental literacy series of apps designed to support early readers. There are over 200 storybooks and letter books (from PLP-R/W and Space Town) which include interactive features to encourage children to read, listen, record and play games. They are available free on Google Play Store and Apple App Store for all primary schools. Reading Town 1, 2 and 3 can be used in the classroom and at home.

#### PLP-R/W e-BOOKS

All 237 PLP-R/W e-books (from Unit 1 to Unit 18) are included in the HKEdCity NET Series package. Schools can access them (at \$0 cost) via the EdMall platform by using the School Purchaser account.

The link is: [https://edmall.hkedcity.net/store/index.php?dispatch=products.view&product\\_id=20695&sl=EN](https://edmall.hkedcity.net/store/index.php?dispatch=products.view&product_id=20695&sl=EN).

Once a school has made the purchase, all teachers and students in the school can access the e-Read Portal and download any of the 237 PLP-R/W e-books, and read them via the EdBookShelf (either the web version or tablet App) anytime and anywhere.

The subscription period is current until 31 Aug 2019 for the NET Series package. Schools can subscribe again after the expiry date as per their needs.

For teachers' reference, administrative reports such as records of reading will be provided and they can be exported to Excel files for further analysis.

#### Our Newsletter and Proofreading Teams

##### NEWSLETTER TEAM

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This newsletter is prepared by the NET Section, CDI, EDB.  
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