

2011 Reading Fair
Parallel Sharing Session

HHCKLA Buddhist Wisdom Primary School

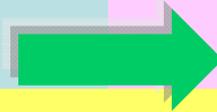
**Enhancing the Progressive Development of
Reading Skills from KS1 to KS2**

**Presenters: Ms Jane LEUNG
Ms Annie LAM
Ms Dorothy CHAU**

16/4/2011

Progressive Development of Reading Skills from KS1 to KS2

KS1



KS2

Construct meaning from texts

- guess the topic and the likely development of the topic **by using personal experiences and knowledge of the world**
- skim a text to obtain general impression and the gist or main ideas **with teacher support**
- **confirm meaning** by **re-reading a sentence or paragraph**

- **predict the likely development of a topic by recognizing key words,** using personal experiences, and **making use of context and knowledge of the world**
- skim a text to obtain a general impression and the gist or main ideas
- **re-read the text to establish and confirm meaning**
- read written **language in meaningful chunks**

Progressive Development of Reading Skills from KS1 to KS2

KS1



KS2

Construct meaning from texts

- **self-correct** by using strategies such as **checking understanding against predictions, re-reading, using context, reading further to clarify, asking for help**
- **understand intention, attitudes and feelings** conveyed in a text by **recognizing features** such as the choice and use of language

Summary of the story

Book:

The Trouble with Oatmeal

Class:

Primary 5

Contents

<i>Chapter 1</i>	The Trouble with Tree	4
<i>Chapter 2</i>	A Great Idea	8
<i>Chapter 3</i>	A Quiz	11
<i>Chapter 4</i>	The Answers	13
<i>Chapter 5</i>	The Trouble with Brady	15
<i>Chapter 6</i>	The Trouble with Oatmeal	18
<i>Chapter 7</i>	All Sorts	20
<i>Chapter 8</i>	Oatmeal and Brady	23
<i>Chapter 9</i>	Two Surprises	27
<i>Chapter 10</i>	Five More Surprises!	31

Enhancing the Progressive Development of Reading Skills from KS1 to KS2

What do we demonstrate?

Helping students to...

- move from reading short simple texts to **more extended texts** and
- develop a **deeper understanding of the text**

Enhancing the Progressive Development of Reading Skills from KS1 to KS2

How do we move from short simple texts to **extended texts**?

Using supported reading to help students...

- **construct meaning from the text**
- **understand the connection between ideas across the chapters**

Enhancing the Progressive Development of Reading Skills from KS1 to KS2

How do we develop **a deeper understanding** of the text?

- design questions, prompts and tasks to help students construct meaning from the text to **understand the intention, attitudes and feelings of the writer**

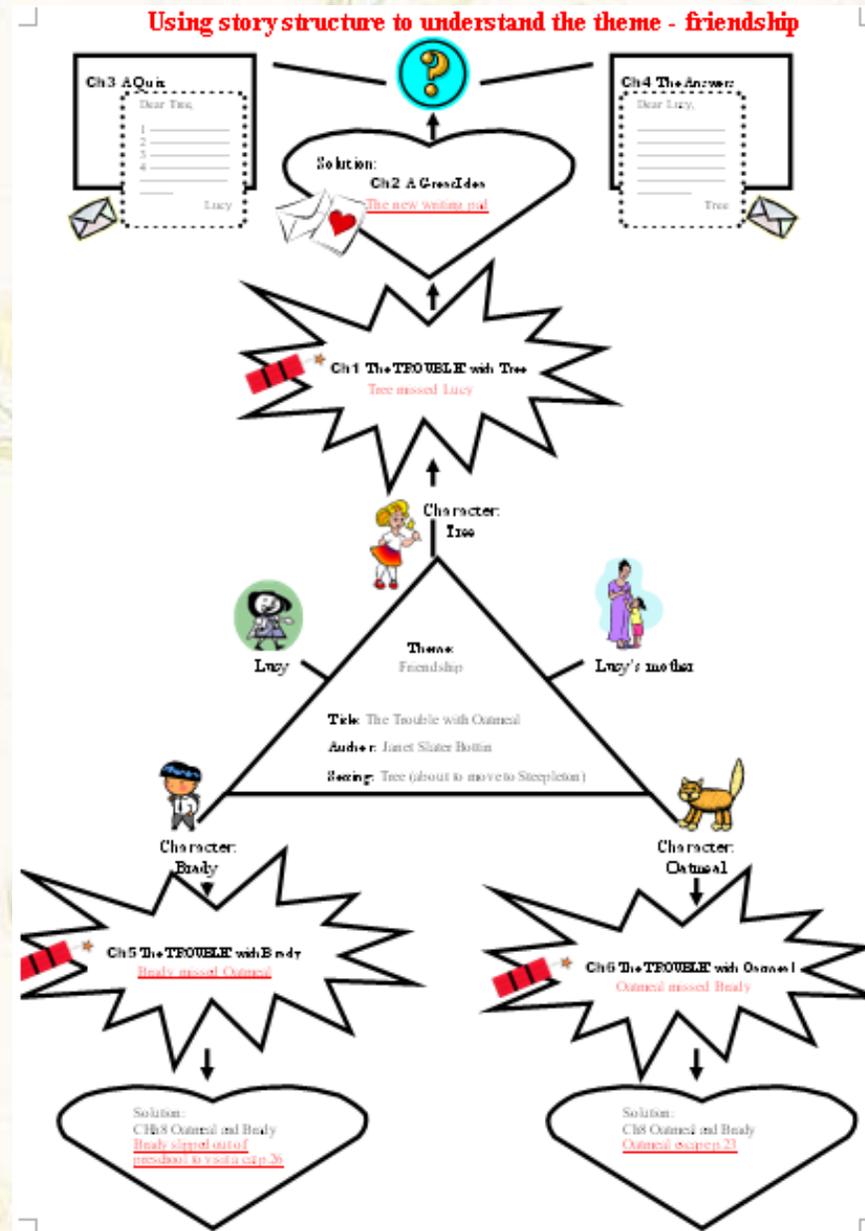
While observing the demonstration lesson...

- 1. How do we help students understand the connection between ideas across chapters in the book?**
- 2. How do we help students understand the writer's intention and the message of the book?**
- 3. How do we support the development and application of a range of reading skills at KS2?**

Apply knowledge of story structure

...to help students understand the connection between ideas across chapters in the book

Guide students to observe the problem-solution pattern of each character to understand the theme about friendship



Extend questioning & provide adequate support

...to help students understand the writer's intention and the message of the book → **Go beyond the factual content**

Model inferring Brady's feelings

Practise inferring Oatmeal's feelings

Understand the theme

Compare the behaviour of two characters

- Brady keeps staring at Tree and Oatmeal's old house.
- Brady calls "Twee" and "Oatmeeel" through the hedge



Brady missed Oatmeal

- Oatmeal looks out of the window from the windows
- Oatmeal prowls and meows around the apartment



Oatmeal missed Brady

Bring a critical perspective to texts

What's the writer's message?



Book dedication

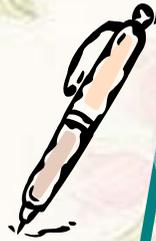
Design tasks that require synthesis & analysis of the reading content

...to support the development and application of a range of reading skills at KS2

Encourage purposeful re-reading to apply a range of reading skills to establish meaning

Encourage students to draw together clues / ideas cross the chapters

Dear Brady,
I miss you.



.....
.....
.....
.....
.....
.....

Oatmeal

What would Oatmeal want to know / ask Brady about her old empty house?

What did Oatmeal see in Steepleton?
What would she like to tell Brady?

The background of the image is a repeating pattern of small, stylized flowers in various colors (pink, yellow, blue) and green leaves, set against a light cream background. There are also small, colorful checkered squares scattered throughout the pattern.

Thank you