

**Supporting Students' Progression from
'Learning to Read' to 'Reading to Learn' through the
Implementation of Reading Workshops of the
English Language Curriculum at KS2**

**English Language Education Section
Curriculum Development Institute
Education Bureau**

Progressing in the Development of Reading Skills from KS1 to KS2

KS1



KS2

1. Understand the **basic conventions** of written English

Follow left to right directionality

Use knowledge of basic letter-sound relationships to read out simple words

Sight read common words

Use knowledge of letter-sound relationships to read aloud **a variety of simple texts**

Sight read **a wide range** of common words

Progressing in the Development of Reading Skills from KS1 to KS2

KS1



KS2

2. Construct meaning from texts

Guess the meaning of unknown words by using pictorial and contextual clues

Identify key words for the main idea in a sentence

Make predictions

Understand the information on the book cover and contents page

Recognise the features of some common text types

Work out the meaning of unknown words by using **word association, visual clues, context & knowledge of the world**

Skim a text to obtain the main ideas

Understand intention, attitudes and feelings conveyed in a text

Understand the information provided on the book cover, **index and glossary**

Recognise the features of **a variety of text types**

Re-read the text to establish and **confirm meaning**

Progressing in the Development of Reading Skills from KS1 to KS2

KS1



KS2

3. **Locate** information and ideas

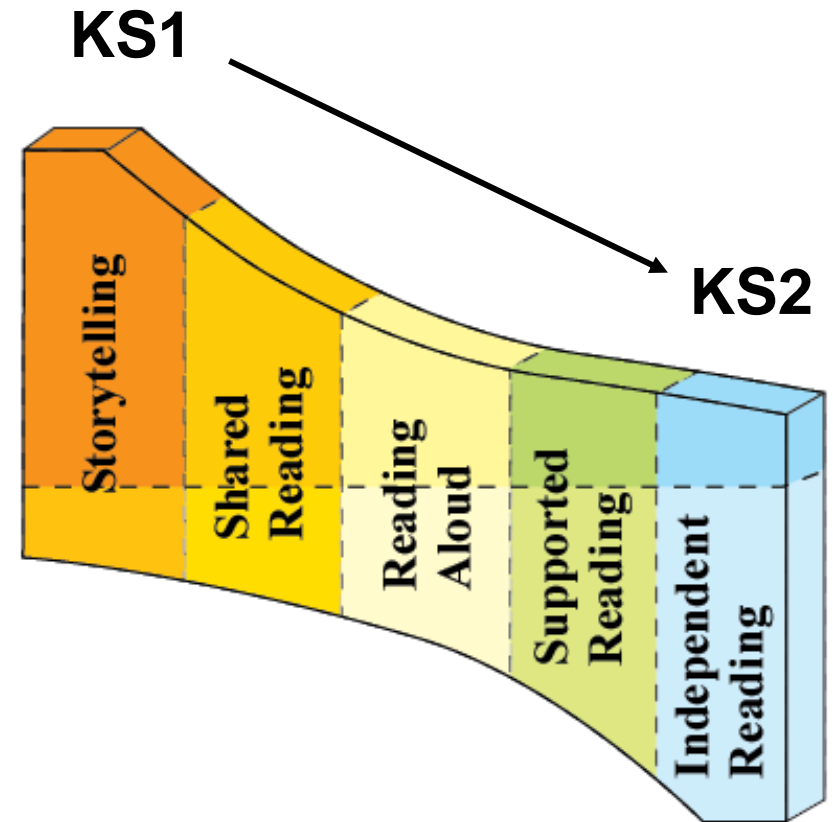
Scan a text by looking at repeated words, words in bold, italics or capital letters

Locate specific information in a short text in response to questions

Scan a text by using strategies such as looking at **headings** and **repeated phrases**

Identify details that support the gist or main ideas

Teaching Strategies for Reading





Key features and benefits

Supported Reading

1. An effective strategy that provides the instructional setting to teach reading strategies and skills
2. An appropriate occasion to present manageable challenges that **encourage reading for meaning**
3. A teaching strategy to enable pupils to **practise new strategies** for making sense of a text
4. An effective strategy to encourage pupils to take control of the first reading, **give a critical response**, and talk about messages and meaning in the text
5. A good opportunity to **foster critical thinking** through **questioning**
6. An opportunity to **develop positive attitudes** by involving pupils in discussion



Key features and benefits

Independent Reading

- A teaching strategy to conduct with young learners who have acquired some skills and strategies in reading, through shared reading and supported reading
- A good opportunity for pupils to **try out the reading strategies they have developed** in a new context
- A teaching strategy requiring **little teacher support and a lot of pupil input**

Sharing by Candy Lui

HKFYG

Lee Shau Kee Primary School

Identify the theme

Level:	P.5
Module:	The magic of nature
Unit:	That's our Earth
Text type:	Newsletter article

Textbook ---- a newsletter article

(The Earth needs your help!)

Problems:

- not many energy sources
- not enough clean water
- not enough space for the rubbish

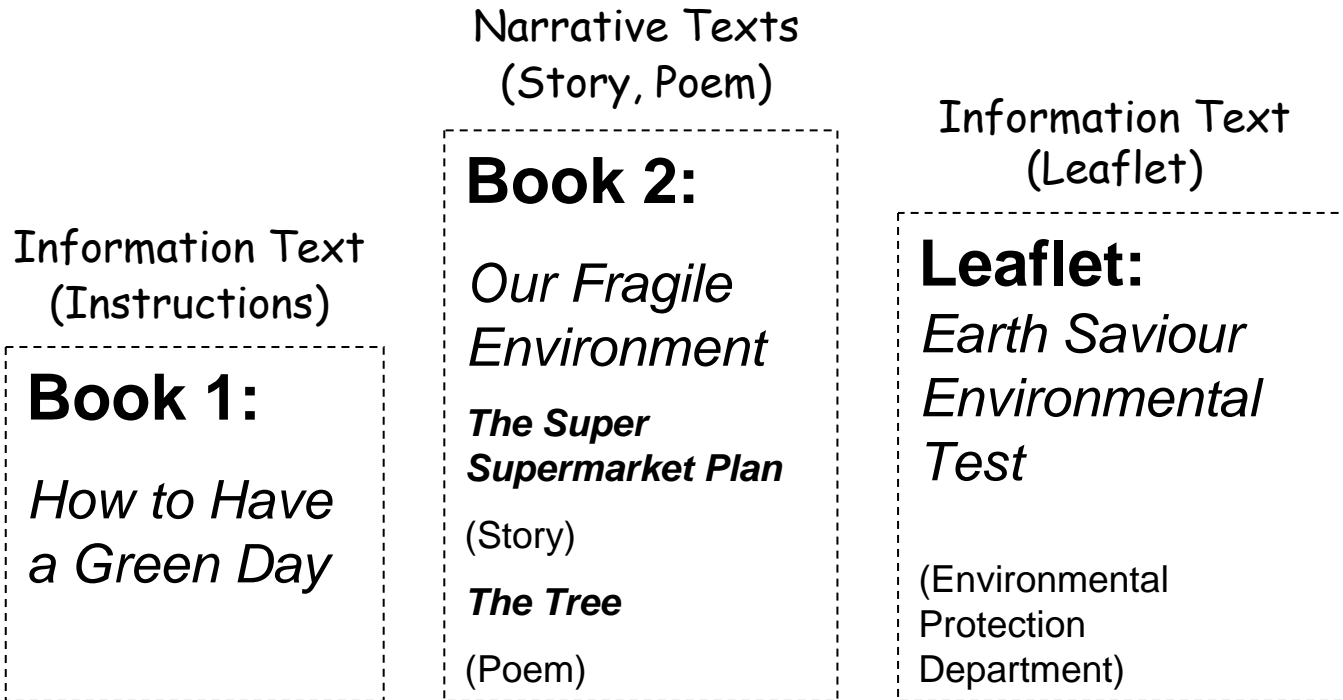


Starting point

Some solutions:

- turn off the lights when we do not need them
- use less water
- recycle clothes

Reading materials



Criteria:

- relevant topic
- level of difficulty
- variety of text types
- linkage between the texts

Reading Workshops

Have you helped save the Earth?

Book 1

Q. How can we help save the Earth in our school and at home?

Book 1:

How to Have a Green Day

Information Text
(Instructions)

Book 2

Q. How can we help save the Earth in our daily life (besides what we can do at home and at school)?

Q. Why do we need to save our Earth?

Book 2:

Our Fragile Environment

Narrative Texts
(Story, Poem)

Leaflet

Q. How much have we done to save the Earth?

Leaflet:

*Earth Saviour
Environmental Test*

(Environmental Protection Department)

Information Text
(Leaflet)



Book 1:

*How to Have
a Green Day*

How to Have a Green Day
(Supported Reading)

Some highlights

Reading Skills and Strategies

- Connect different reading materials to activate prior knowledge about the topic
- Use the book cover and the blurb to encourage prediction about the content
- Use the contents page to understand how the text is organised and structured
- Use the introductory chapter to guide pupils to read
- Use key words to locate main ideas
- Re-read to clarify ideas

Connect different reading materials to activate prior knowledge about the topic

Book 1:

How to Have a Green Day

Develop students' critical thinking skills:

- Compare and contrast ideas
- Connect different reading materials.

Prepare students to

read for meaning

Worksheet R5

Part B: How much do you know about 'green day'? **What have you learnt before?** Use the following table to compare what you have learnt and what you want to know.

What do you already <u>know</u> ?	What do you <u>want</u> to know more from the book?
<p>Think about the newsletter article 'The Earth needs your help!' you read from the textbook.</p> <p>What have you learnt?</p> <p>How can we have a green day? Write down the information from the article.</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>We want to find out more about Green Day</p> <p>How?</p> <p>Let's know more about green day! <u>How to have a green day</u></p>



Which of the **wh-words** will the book say more about? _____

Use the blurb to encourage prediction about the content

Worksheet R6

Book 1:

*How to Have
a Green Day*

Develop students' reading skills:

- Understand the information provided on the blurb

Reader: *How to Have a Green Day*

Use the blurb and the contents page to find out the important ideas of the book

Part A: Read the blurb to see if the book can tell you the answers to the wh-questions you asked about Green Day.

How to Have a Green Day

Blurb

... Follow the instructions in this book, and make sure you have a green day every day ...

When to have a green day?

What is 'Green Day'?

Who to have a green day?

How to have a green day?

Follow the instructions

Find out more about
Green Day

Why to have a green day?

Use the contents page to understand how the text is organised and structured

Worksheet R6

Book 1:

How to Have a Green Day

Introductory chapters

Instructions

Reading tools

Develop students' reading skills:

- Understand the information provided on the contents page

Part B: Read the contents page. Find out what the important ideas of the book are and how they are ordered.

Contents page

Contents

What does green mean?	3
What do you need to be green?	5
Getting up	6
Going to school	11
At school	12
After school	16
Going to bed	20
Summary	22
Glossary	23
Index	24

(extracted from How to Have a Green Day)

1. On what page(s) can you find the introductory chapter(s)? P. _____

2. On what page(s) can you find the reading tools ✂ ? P. _____

_____, _____ and _____ are tools that help us read the other chapters of the book.

3a. Are all the other chapters about instructions for having a green day? (Yes / No)

3b. On what page(s) can you find these instructions? P. _____

3c. How many chapters are about instructions? _____ chapters

Use the introductory chapter to guide pupils to read

Worksheet R7

Book 1:

*How to Have
a Green Day*

Develop students'
reading skills:

- Understand the main ideas

Part B: Find out the most useful paragraph in the introductory chapter that can help you to read the other chapters of the book.

Introductory chapter		
Heading of the introductory chapter: _____		
<input checked="" type="checkbox"/> Tick the most useful paragraph.		
Paragraph 1 is about	<input type="checkbox"/> what <input type="checkbox"/> when <input type="checkbox"/> why <input type="checkbox"/> how <input type="checkbox"/> who green means.	This paragraph gives us the _____ of 'green'. <input type="checkbox"/>
Paragraph 2 is about	<input type="checkbox"/> what <input type="checkbox"/> when <input type="checkbox"/> why <input type="checkbox"/> how <input type="checkbox"/> who cars, power stations and factories are bad.	The bullet points ● tell us the _____ why cars, power stations and factories are bad for nature. <input type="checkbox"/>
Paragraph 3 is about	<input type="checkbox"/> what <input type="checkbox"/> when <input type="checkbox"/> why <input type="checkbox"/> how <input type="checkbox"/> who to be green.	The bullet points 🚗 🏭 🌳 🚲 in this paragraph are the different _____ for being green. <input type="checkbox"/>
Paragraph 4 is about	<input type="checkbox"/> what <input type="checkbox"/> when <input type="checkbox"/> why <input type="checkbox"/> how <input type="checkbox"/> who we try to be more green.	This paragraph gives everyone the _____ for trying to be more green. <input type="checkbox"/>

Use key words to locate main ideas

Worksheet R9

Book 1:

*How to Have
a Green Day*

Part A: Choose a time of the day to start with. What instructions can help you to be green when you wash yourself in the morning? How do the instructions help us to save the planet?

***How to Have a
Green Day***
(Page 10)

Instructions for being green:

Ways to find instructions for being green in the morning:

Instructions that tell us
what **to do**

Look for **action word**

Instructions that tell us
what **not to do**

Look for **'Don't'**

read for meaning

Develop students' reading skills:

- Use key words to find out the main ideas
- Develop cross-referencing skills

Being green means:

- using less gas, oil, coal and electricity
- saving water
- recycling more
- less rubbish.

Which page can help you understand how the instructions save the planet?
Let's read p...

Let's follow the instructions for being green in the morning.

We can save our planet by _____.

Apply the knowledge learnt in a new context

Book 1:

*How to Have
a Green Day*

Apply knowledge acquired from reading by **designing a new page** about a green classroom to add to the book

Develop students' critical thinking skills and creativity

Worksheet R11

Task: Design a new page for *How to Have a Green Day*. The title is 'In the classroom'.

In the classroom



During lessons, _____



After lessons, _____

What page number should it be?

P. _____

Give a critical response

Book 2:

Our Fragile Environment

• ***The Super Supermarket Plan*** (Story)

The Super Supermarket Plan
(Supported Reading)

Some highlights

Reading Skills and Strategies

- Use the features of a narrative to understand the writer's message in the text
- Connect different parts of the story (beginning & ending) to identify the central issues /problems
- Compare and contrast ideas
- Understand cause-and-effect relationships

Use the features of a narrative to understand the writer's message in the text

Book 2:

Our Fragile Environment

• *The Super Supermarket Plan*

(Story)

Worksheet R13

Why is the supermarket plan **Super** ?

Underline your answers on the left.

Who are the characters?

Where would they be?

What would they do?

Why do they want to do that?

What will the supermarket plan be?

What is the 'good idea'?

Why is the idea '**good**'?

What is the **writer's message**?

Setting
Characters
Problems

Events
Solutions

Title

Beginning paragraph

Ending paragraph

Make use of the title, the beginning and ending paragraphs to understand the writer's message:

people should think about the environment when they shop

Compare and contrast ideas

Book 2:

Our Fragile Environment

• *The Super Supermarket Plan*

(Story)

Guide students to compare the choices that the children and the shoppers make

Events of the story

The first shopper's choice:

Cheapa Tuna
(uses nets to catch tuna fish)

The second shopper's choice:

Milk in plastic bottle

The third shopper's choice:

Toilet paper with
flowers printed on them

The children's suggestion:

Other brands
(those that don't use nets to
catch tuna fish)

The children's suggestion:

Milk in cardboard carton

The children's suggestion:

Plain paper

→ *The **Super** Supermarket Plan* ←

Understand cause-and-effect relationships

Book 2:

Our Fragile Environment

The Super Supermarket Plan

(Story)

Worksheet R14

Choose the 'right' things in a supermarket to buy to make shopping more green!

Part A: Many shoppers do not think about the environment when they go shopping. The writer and his friends have a super plan. Find out the children's suggestions for the shoppers to make shopping more green. Fill in the following table.

	Things shoppers buy:	Why bad?	The children's suggestions:	Why do the suggestions help the environment?
Shopper 1	1.			
Shopper 2	2.			
Shopper 3	3.			

read for meaning

Give a critical response



Reading tips:

When you are reading the content of the book, connect the main ideas (the children's suggestions) to the title *The Super Supermarket Plan*. You will see why the children's plan is super to the environment. The connection gives us a better understanding of the writer's message.

Look at the **title** again.
That's why the supermarket plan
is **Super**

Book 2:

***Our Fragile
Environment***

The Tree

(Poem)

The Tree
(Supported Reading)

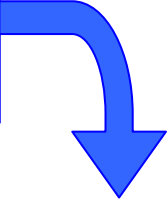
Some highlights

Reading Skills and Strategies

- Understand the main ideas and the writer's message
- Understand the use of metaphors
- Identify values, attitudes and beliefs expressed in the poem

Identify values, attitudes and beliefs expressed in the poem

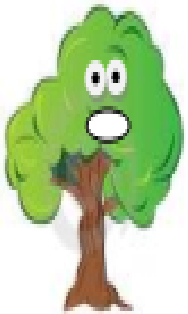


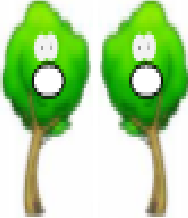
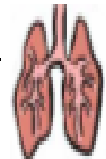
Understand the use of metaphors



Worksheet R15

Book 2:
Our Fragile Environment
• The Tree
(Poem)

How does the writer describe the tree?

The tree is ...	What do the trees do for us?	What do you do for the trees?
 <p>= The tree is _____ (metaphor)</p>		
 <p>= They are _____ (metaphor)</p>	<p>The writer uses metaphors to tell us what the trees do for us. I think the trees are _____</p>	
 <p>= They are _____ (metaphor)</p> 		

read for meaning

The writer uses metaphors to tell us what the trees do for us. I think the trees are _____

Give a critical response

Which line in the poem tells us the writer's message? Line _____ and the message is _____

**Develop positive values through writing
a 'thank-you' letter to Mr. Tree**

Book 2:

***Our Fragile
Environment***

The Tree

(Poem)

Worksheet R16

Thank you

(Draw what the trees do for us.)

***Dear Mr. Tree,
Thank you very much. You _____***

Give a critical response

**Provide opportunity
for students to show
care and concern for
the environment.**

Leaflet:

*Earth Saviour
Environmental Test*

(Environmental Protection
Department)

**Leaflet
(Supported Reading)**

Some highlights



Reading Skills and Strategies

- Understand the features and layout of the text

Review and revise ideas after assessing one's behaviour

Worksheet R17

Leaflet: Earth Saviour Environmental Test

(Environmental Protection
Department)

	Always	Sometimes	Seldom / Never		Scores
<i>Tick the appropriate boxes.</i>					
Clothing					
1. Send unwanted clothing to charity shops or the needy					
2. Wash twice before buying					
3. Choose clothing with natural fibres, e.g. cotton and wool					
4. Dry your clothes in the sunshine or fresh air after washing					
Eating					
1. Don't use disposable utensils					
2. Use food containers instead of seal tight bags when you bring food to school					
3. Buy foods with simple packaging					
4. Buy fresh foods					
Living					
1. Turn off all lights and electric appliances when leaving the room					
2. Open windows instead of using air-conditioners					
3. Turn off the faucet when brushing teeth and washing face					
4. Take showers instead of baths					
Travelling					
1. For a short distance, walk when very young					
2. Choose less polluting forms of transport such as MTR and railways					
3. Walk when very young instead of using lift					
4. Bring your own water to the school					
Save Paper					
1. Use both sides of paper					

Which area do I have the **best** score?

Which area can I do better?

+

+

+

+

+

Are you an Earth Saviour?

I am a real Earth Saviour.

not far from being an Earth Saviour.

not an Earth Saviour.

Which area can you do better?

I should _____

Give a critical response

read for meaning

Thank you!