

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**

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Progressive Development of Reading Skills from KS1 to KS2

KS1



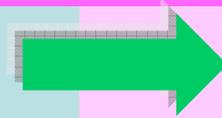
KS2

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**

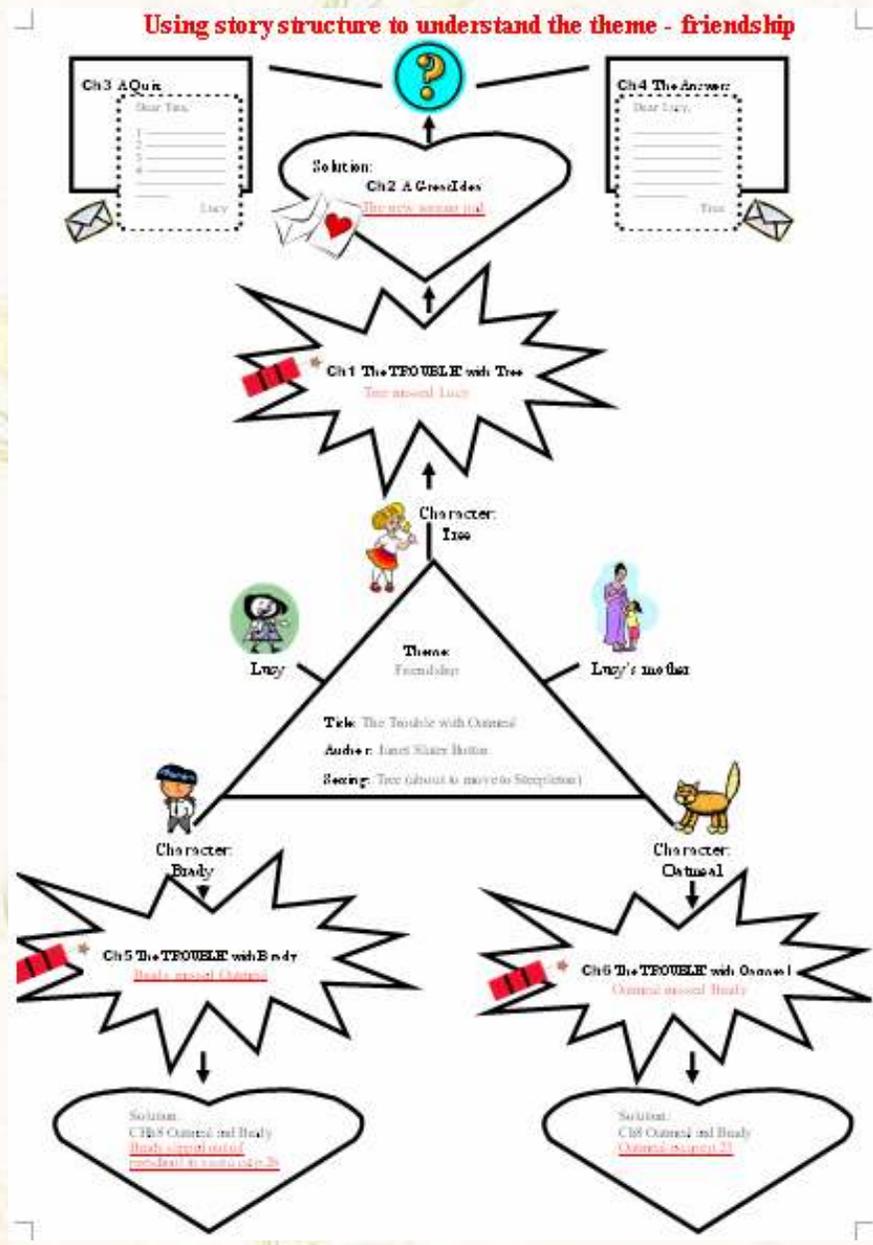
While observing the demonstration lesson...

- 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 "Oatmeeeel" 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

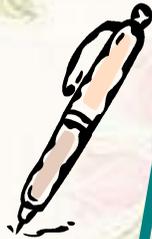
Design tasks that require synthesis & analysis of the reading content

...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 features a repeating pattern of stylized tulips in yellow, pink, and blue, interspersed with small hearts in various colors and patterns (checkered, plaid, and solid). The tulips have green stems and leaves. The overall aesthetic is soft and decorative.

Thank you