

Enhancing the Progressive Development of Reading Skills from KS2 to KS3

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

Progressing in the Development of Reading Skills from KS2 to KS3

KS2



KS3

Construct meaning from texts
and **locate information** and ideas

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

Recognise recurrent patterns in language structure

Skim and scan a text to obtain the main ideas and locate specific information

Recognise the features of a variety of text types

Understand intention, attitudes and feelings conveyed in a text

Re-read the text to establish and confirm meaning

Understand, **interpret** and **analyse**
different written texts

Make use of knowledge of the world to make sense of the written text

Understand **how sentences and parts of a sentence relate** to each other

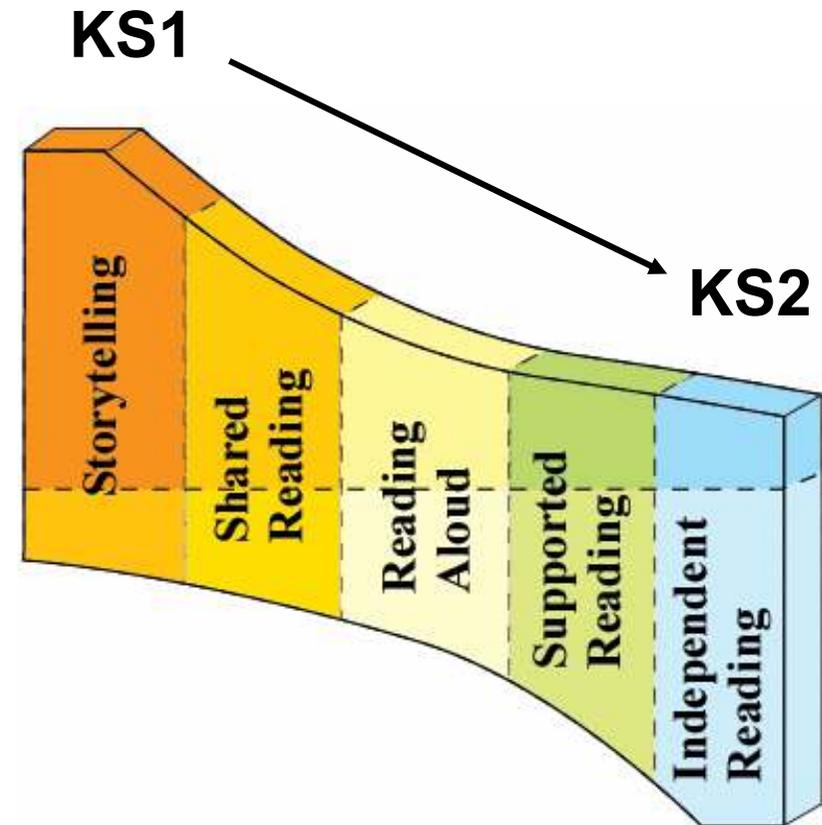
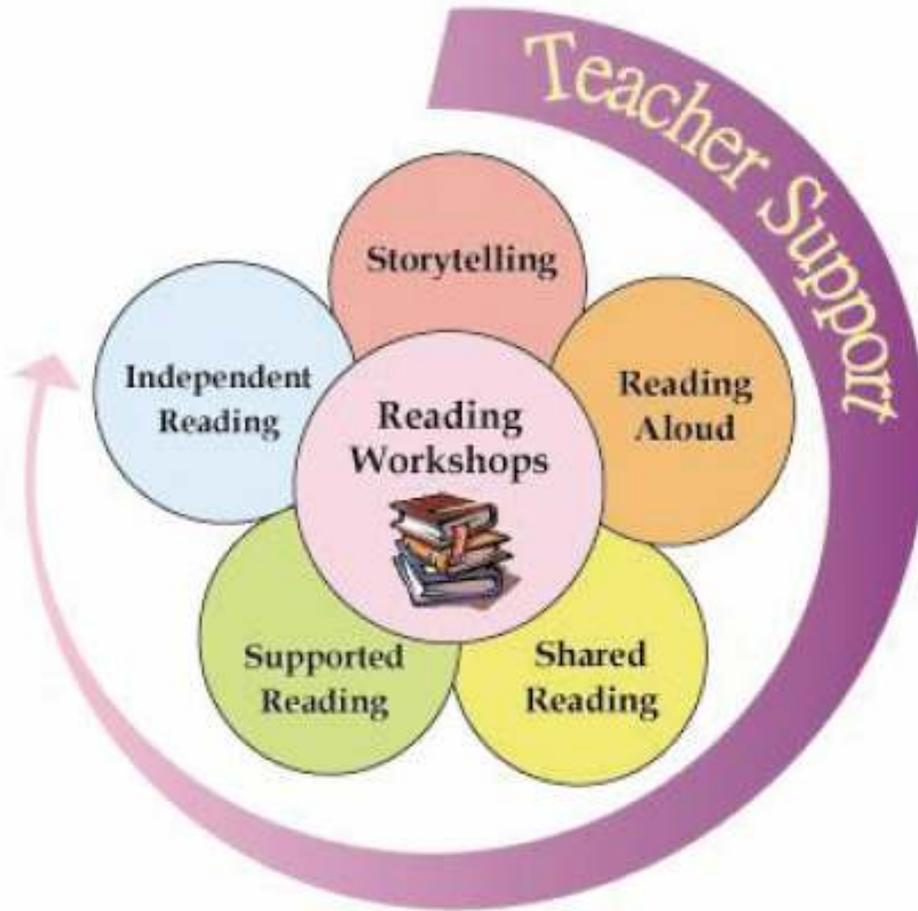
Understand the **use of discourse markers**

Identify implied meanings through **inferencing**

Understand different feelings, **views** and attitudes

Acquire, extract and organise information relevant to specific tasks

Teaching Strategies for Reading

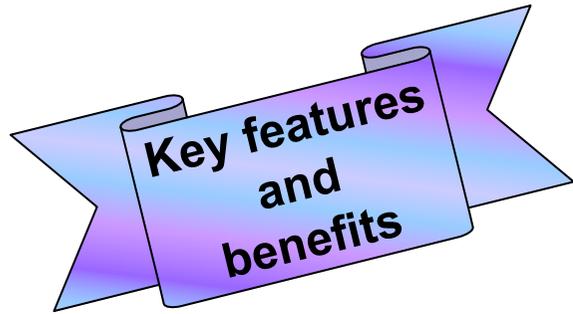




Key features and benefits

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



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 Ms Candy Lui

HKFYG

Lee Shau Kee Primary School

Contents

- Objectives of the Seed Project on Enhancing the Implementation of the Reading Workshops at KS2
- Sharing of tryout experiences -
Using **strategic scaffolding**, **questioning** and **prompting** to help pupils progress in the development of reading skills and strategies
- Impact on pupil learning

Objectives of the Seed Project on Enhancing the Implementation of the Reading Workshops at KS2

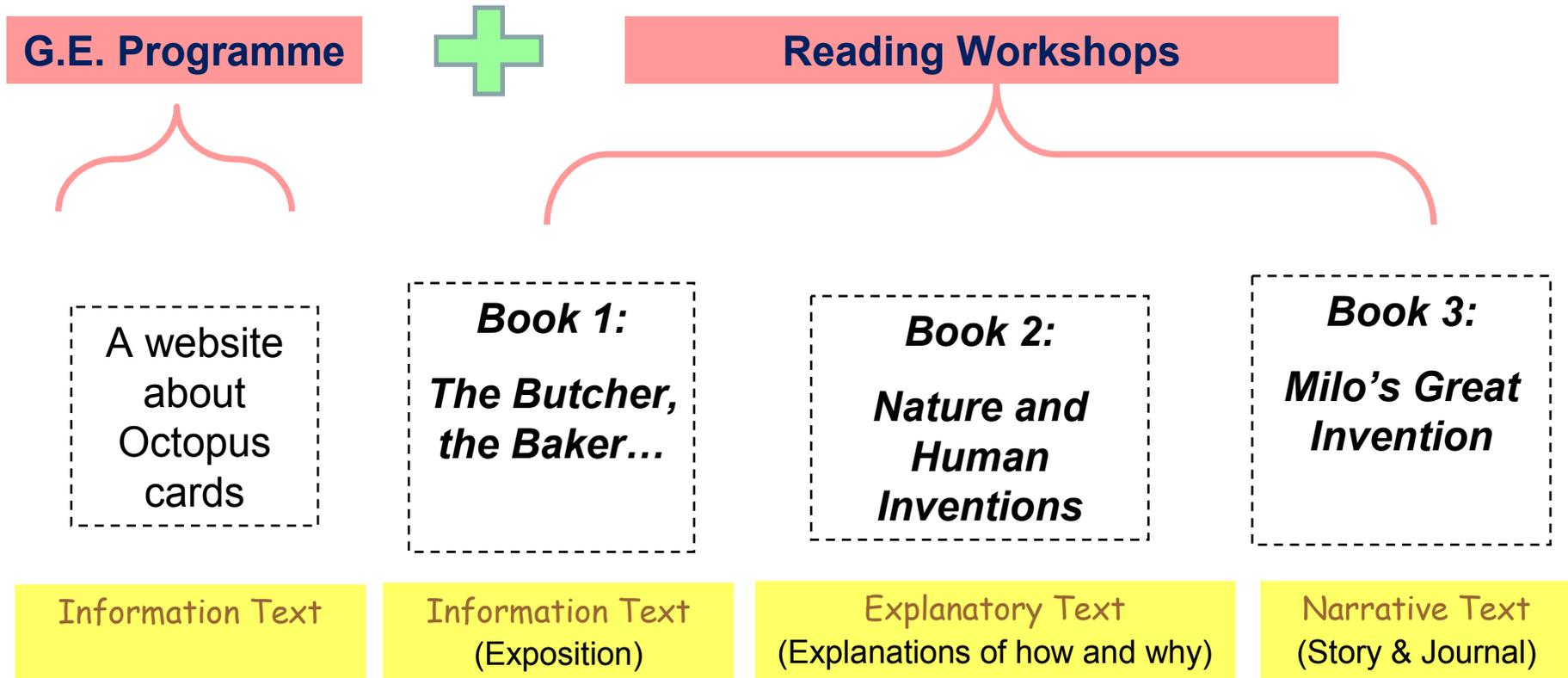
- To help pupils **progress** in the development of reading skills and strategies
- To widen pupils' exposure to **a variety of text types**, including both narrative and information texts
- To help pupils develop **critical thinking skills** and creativity
- To promote **reading across the curriculum**
- To enhance the **interface** between the primary and secondary levels

Sharing of Tryout Experiences in Implementing Reading Workshops at KS2

**Using strategic scaffolding, questioning and prompting
to help pupils progress in the development
of reading skills and strategies**

Theme: Understanding Technology and Inventions

Reading materials



Selection criteria:

- relevant topic

- linkage between the texts

- variety of text types

- level of difficulty

Focus Questions

Theme: Understanding Technology and Inventions

A website
about
Octopus
cards

- Q: What small invention is important to people in HK?
- Q: What are the uses of an Octopus card?
- Q: How does technology change the way we live?

Book 1:
*The Butcher,
the Baker...*

- Q: How did technology change the way people worked in history?
- Q: What inventions were important to people in history and why?

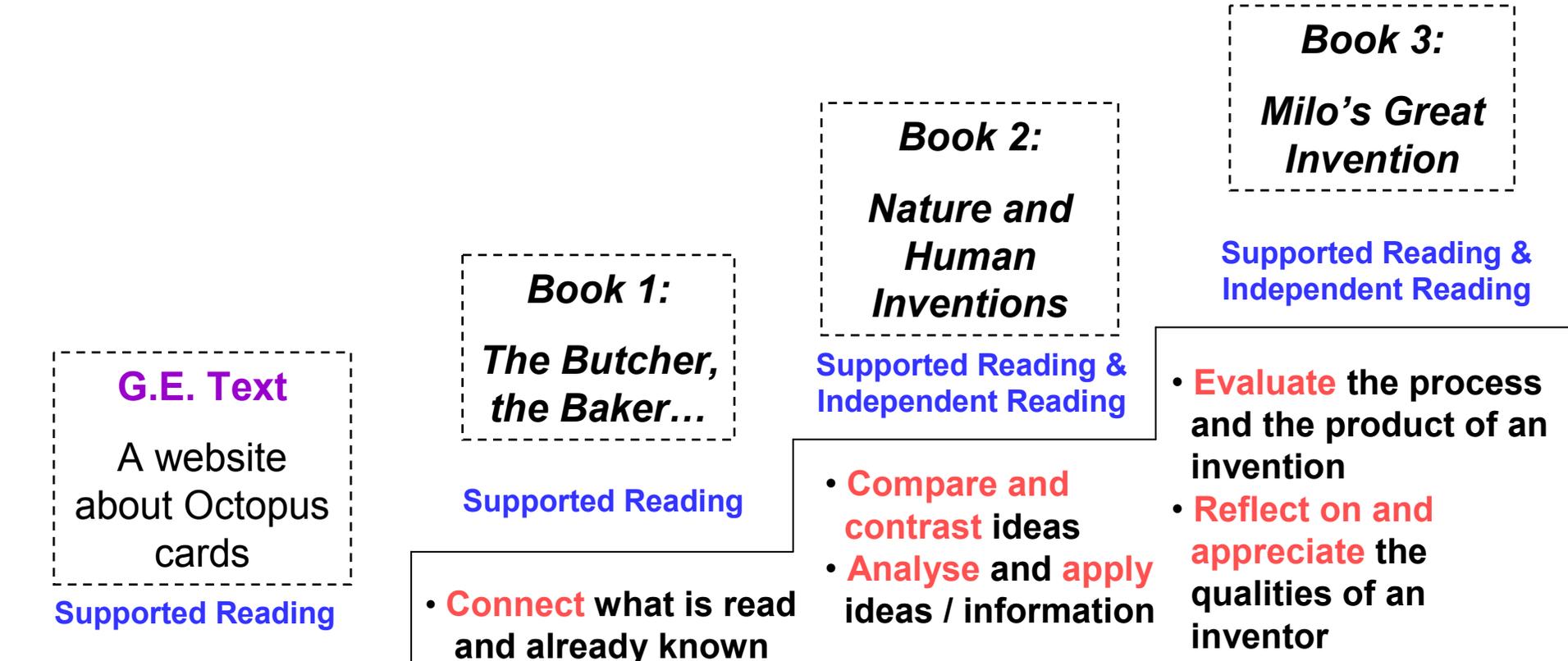
Book 2:
*Nature and
Human
Inventions*

- Q: What can inventors learn from nature?
- Q: How do human inventions work like animal body parts?

Book 3:
*Milo's Great
Invention*

- Q: Why is Milo's invention great?
- Q: What can we learn from inventors?

Theme: Understanding Technology and Inventions



- **Acquire** vocabulary and language structures
- **Develop** basic concepts (Impact of technology on people's everyday life)

- **Connect** what is read and already known (Impact of technology on people's work)
- **Integrate** information

- **Compare and contrast** ideas
- **Analyse and apply** ideas / information

- **Evaluate** the process and the product of an invention
- **Reflect on and appreciate** the qualities of an inventor

Moving from Learning to Read
to Reading to Learn

Theme: Understanding Technology and Inventions

Book 1:

The Butcher, the Baker...

Q: How did technology change the way people worked in history?

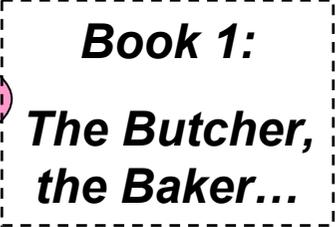
Q: What inventions were important to people in history and why?



Some highlights



The Butcher, the Baker...
(Supported Reading)



Book 1:
***The Butcher,
the Baker...***

Reading Skills and Strategies

- Use the chapter snapshots to find out the key messages of each chapter
- Identify recurrent use of time phrases to understand a text about history
- Distinguish the main ideas from supporting details
- Extract and organise information by using graphic organisers to facilitate comparison
- Re-read the text to develop broader concepts

Use the chapter snapshots to find out the key messages of each chapter

The Butcher, the Baker...

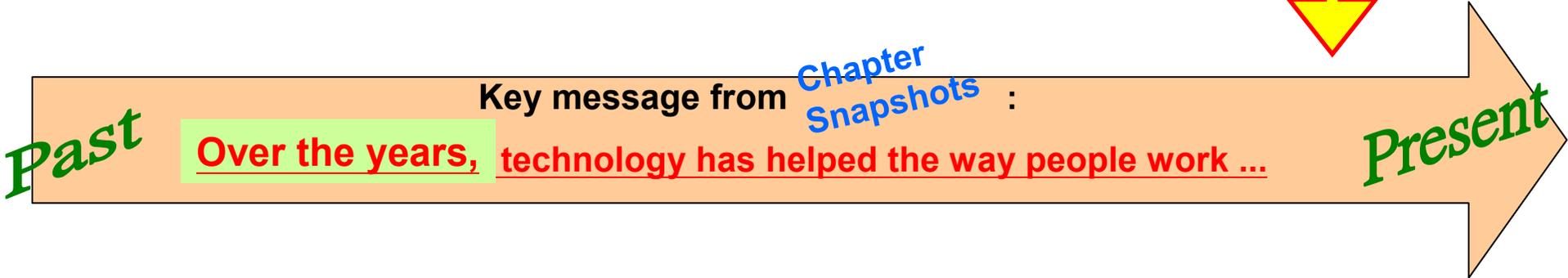
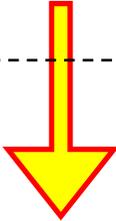
Q: How did technology change the way people worked in history?

Pupil: Where should I begin?

Make effective use of the reading tools – use Chapter Snapshots to find out the key message of Chapter 4

Contents Page

Chapter Snapshots



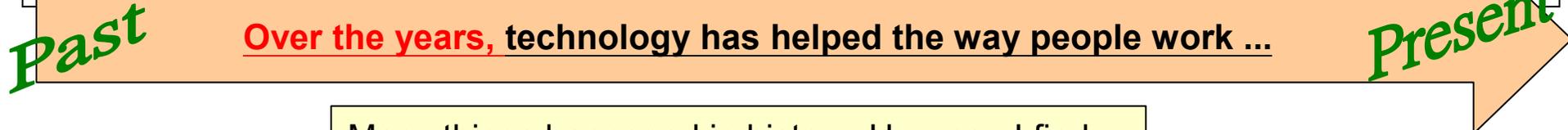
Introduce a visual timeline to develop the concept of changes over time

Identify recurrent use of time phrases to understand a text about history

The Butcher, the Baker...

Q: How did technology change the way people worked in history ?

<p>4 How Technology Has Helped Us</p> <p>As time went by.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>P.16</p>	<p>At first.....</p> <p>.....</p> <p>..... Over time..</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>P.17</p>	<p>Years ago.....</p> <p>.....</p> <p>When machines were invented,.....</p> <p>.....</p> <p>Today.....</p> <p>.....</p> <p>.....</p> <p>P.18</p>	<p>.....</p> <p>.....</p> <p>Over the years.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>P.22</p>
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Pupil

Many things happened in history. How can I find out the changes technology has brought to people?

Pupil

Yes! I see words about time like, 'as time went by', 'at first' and many others.

Teacher

What are the key messages in Chapter 4?
What words can help you know about changes **over the years**?
Do you see any words about **time**?

Use questioning and prompting to guide pupils to identify recurrent use of time phrases in a text about history

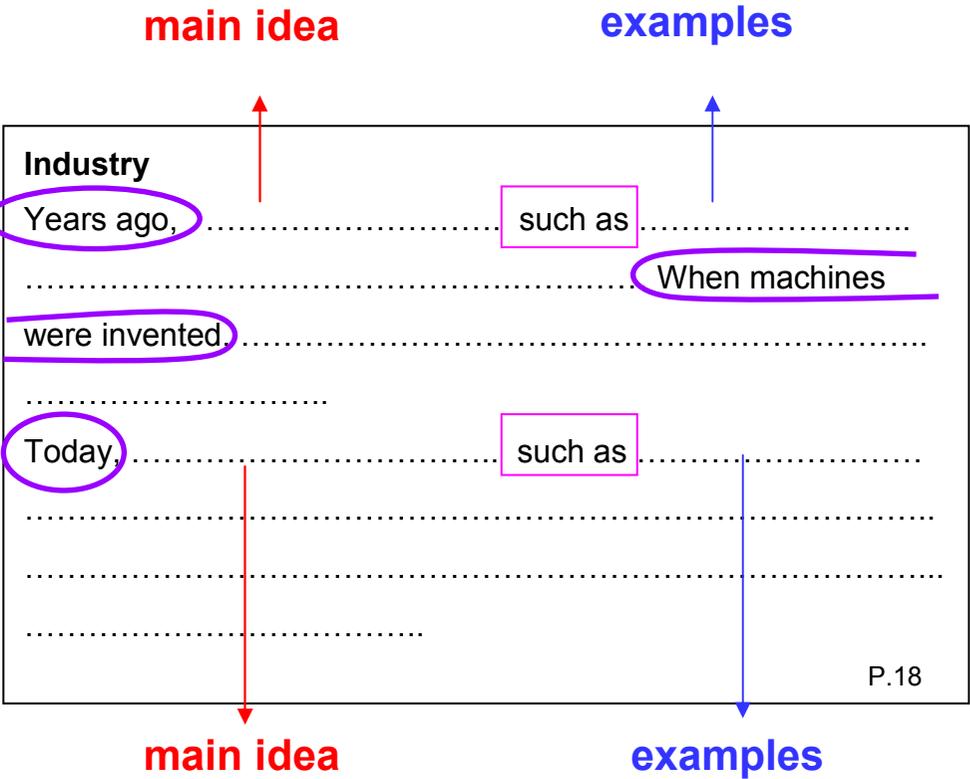
Distinguish the main ideas from supporting details

The Butcher, the Baker...

Q: How did technology change the way people worked in history ?

Teacher

- What happened years ago?
 - What happened when machines were invented?
 - What happens today?
- Look for key words and find out the main ideas. Which words can help you find examples to show the main ideas?



Use prompting to guide pupils to distinguish the main ideas from supporting details

Organise information by using graphic organisers to facilitate comparison

The
Butcher,
the
Baker...

Q: How did technology change the way people worked in history ?

Teacher

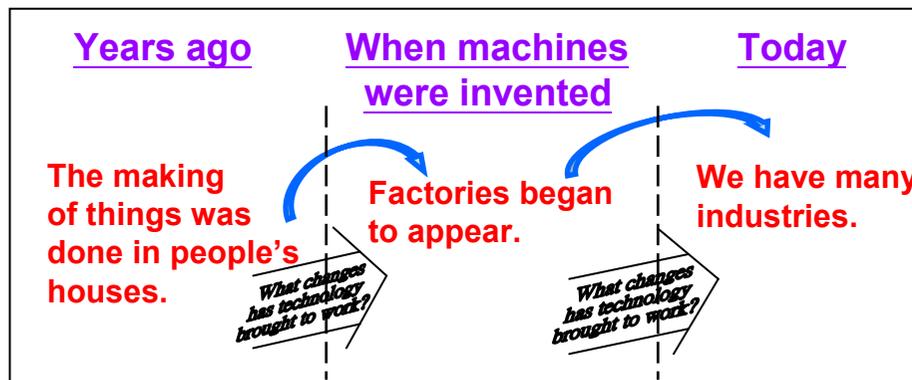
Now write down the main ideas in the table and **compare** things that happened at different times.

What **changes** has technology brought to work?

Industry

Years ago, the making of things
.....was done in people's houses. When
machines were invented factories began to appear.
.....
Today, we have many industries
.....
.....
.....

P.18

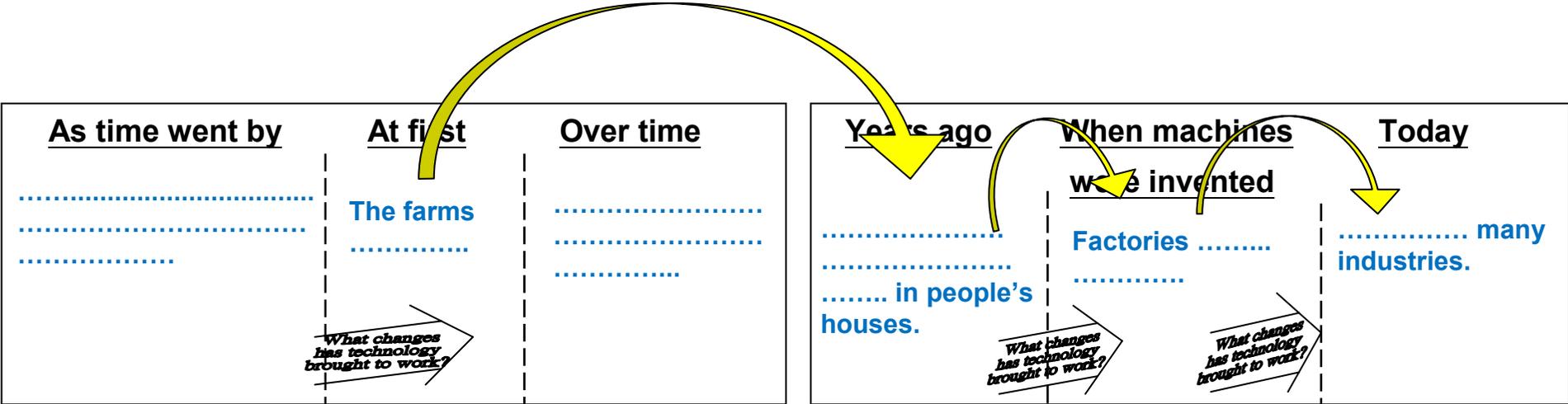


Guide pupils to organise information using a table to facilitate comparison

Re-read the text to develop broader concepts

The Butcher, the Baker...

Q: How did technology change the way people worked in history?



Teacher

Then, **how** has technology changed the way people worked over the years?

Pupil

Let me re-read ...
Yes. I learn that people's work has **become easier, more convenient, more efficient ...**

Extend questioning to guide pupils to construct new meaning through critical re-reading

Theme: Understanding Technology and Inventions

Book 2:

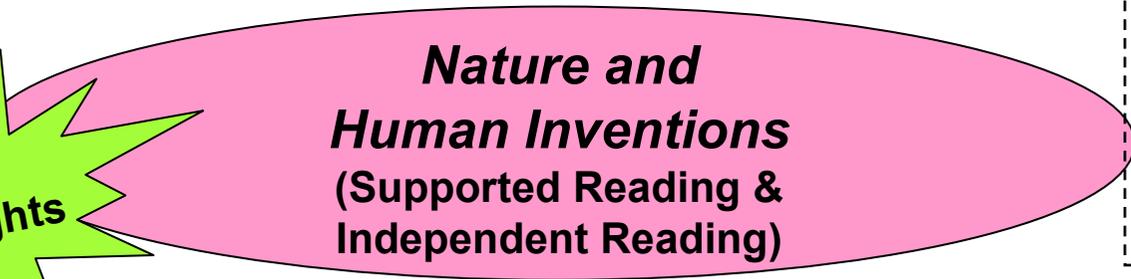
Nature and Human Inventions

Q: What can inventors learn from nature?

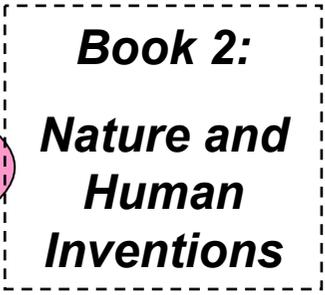
Q: How do human inventions work like animal body parts?



Some highlights



***Nature and
Human Inventions***
(Supported Reading &
Independent Reading)



**Book 2:
*Nature and
Human
Inventions***

Reading Skills and Strategies

- Connect different parts of the book to understand the writer's key messages
- Compare how animals use the body parts and how humans use inventions

Connect different parts of the book to understand the writer's key messages

Book 2:
Nature and
Human
Inventions

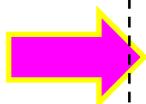
Q: How do human inventions work like animal body parts?

Title

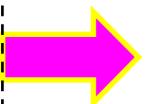
Contents Page

Introductory Chapter

Book 2:
Nature and
Human
Inventions



Nature and
Human Inventions
Contents
Nature
How.....
How.....



Nature and Human
Inventions
.....
.....
.....
.....
.....

Title: Nature and Human Inventions

Introductory
Chapter:

From the Introductory Chapter,
I understand that **animals** have
special body parts that help them
to grip, keep safe, move fast and
find food.



From the Introductory Chapter,
I understand that **humans** also need
to do these things – grip, keep safe,
move fast and find food.



Humans make
inventions that
work like animal
body parts.

Guide pupils to use different parts of the book, the layout and graphics,
to connect ideas and construct meaning

Compare how animals use the body parts and how humans use inventions

Book 2:
Nature and
Human
Inventions

Q: How do human inventions work like animal body parts?

Prompting

What do animals do with the special body parts?
What do humans do with the inventions?

Look for action words!

	Animal body parts	How animals use their body parts	Human inventions	How humans use their inventions
Ch 2	Limpet - suction foot	hold on.....	Suction cups	put glass windows.....
Ch 3	Tortoise - shells	pull its head	Helmets	protect
Ch 4				
Ch 5				

- Guide pupils to**
- look for action words to understand how animals use the body parts and how humans use inventions
 - construct a table to make comparison
- Encourage pupils to apply the reading strategies acquired to read other chapters independently**

Theme: Understanding Technology and Inventions

Book 3:

Milo's Great Invention

Q: Why is Milo's invention great?

Q: What can we learn from inventors?



Some highlights



Milo's Great Invention
(Supported Reading &
Independent Reading)



Book 3:
***Milo's Great
Invention***

Reading Skills and Strategies

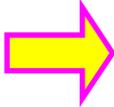
- Use the features of a story to establish a purpose for reading
- Infer the writer's key message by evaluating how the character solved his problem
- Read the text independently from different perspectives to confirm meaning and reinforce the writer's message

Use the features of a story to establish a purpose for reading

Book 3:
Milo's
Great
Invention

Q: Why is Milo's invention great?

Beginning



Milo's Great Invention
p.3

Milo's problem:

Milo didn't love peas.
He needed to get rid of peas.

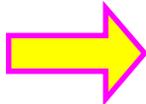
Middle



?

What did Milo do to solve his problem?

Ending



Milo's Great Invention
p.24

Milo's solution

Milo invented 'Peas-Be-Gone'.

Mom's solutions

Milo's mom suggested:
(1) just say 'I don't like peas'
(2) put peas in mashed potatoes

**Guide pupils to read purposefully
using the text type features of a story**

Infer the writer's key message by evaluating how the character solved his problem

Book 3:
Milo's
Great
Invention

Q: Why is Milo's invention great?

Milo's ways to solve his problem with peas:

How did Milo solve his problem with peas?
(Circle all action words.)

Sept 25 Journal

Milo's Great Invention	Milo's Great Invention
p.4	p.5

	Good	Poor	
• stared at the peas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>hid the peas in shirt pocket</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>would invent a machine to get rid of peas</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>would start working on the machine</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Did the actions work well?
Yes / No
(Underline the result of each action.)

Sept 26 Journal

Milo's Great Invention	Milo's Great Invention
p.8	p.9

	Good	Poor	
• <u>got the peas off the plate</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>fed the peas to the dog</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>cut a hole in the table</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>thought of a way to get rid of peas</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Prompting

- How many ways did he **try**?
- How many ways did he **think about** getting rid of peas?
- How many times did he **fail**?



What does **the writer** want to tell us?

Use strategic scaffolding and prompting to guide pupils to evaluate how the character solved his problem to find out the writer's key message

Read the text independently from different perspectives
to confirm meaning and reinforce the writer's message

Book 3:
Milo's
Great
Invention

Q: What can we learn from inventors?

Milo's perspective

Pupil

With teacher's help, we have already read **Milo's journals** to understand how Milo invented his machine.

Supported Reading

Writer's perspective

Teacher

Now read Milo's story of invention told by the writer on your own.

Independent Reading

Teacher

- What steps did Milo take to solve his problem?
- What did these actions tell us about making inventions?
- Is it easy to make an invention? Why?
- What can we learn from inventors?

Set reading tasks to require pupils
to read independently to confirm meaning and reinforce the writer's message

Impact on pupil learning

- Pupils are exposed to **different text types**, including both **information texts** and **narrative texts**
- Pupils have gained knowledge about the **features of different text types** (e.g. exposition, explanation, story, journal)
- Pupils are more able **to apply a broader range of reading skills and strategies** to handle different text types (e.g. making effective use of different reading tools, distinguishing main ideas from supporting details, making inferences, organising information using graphic organisers)
- Pupils are more ready **to give a critical response** to the book content
- Pupils are **more confident and interested in reading English books**, including information texts

Thank you!