

## Promoting Shared Reading and Developing Phonics and Vocabulary Building Skills : “Using My Five Senses” (Primary 1 - 3)

This exemplar shows how:

- teachers help young learners see connections in their learning when they link the storybook to the coursebook and other resource materials, rather than treating them separately without integration;
- shared reading and other enjoyable learning activities can help enhance learner motivation and confidence;
- teachers provide meaningful contexts for developing not only learners’ reading skills, but also a range of other language and enabling skills, such as phonics and vocabulary building, which are important for successful language learning; and
- teachers help learners develop their generic skills, notably communication skills and creativity, as well as the fundamental intertwining ways of learning and using knowledge, such as communicating, conceptualizing and inquiring.

### Learning and Teaching Process

#### *Planning Stage*

Teachers work as a team to:

1. identify the theme/module to work on;
2. choose a storybook that is suitable for the learners (e.g. an interesting and relevant topic, appealing illustrations, an appropriate degree of difficulty in language); and
3. identify the vocabulary items, letter-sounds, communicative functions, and grammar items and structures to focus on.

Resources	Theme/ Module	Vocabulary Items	Letter- sound	Communicative Functions, Grammar Items and Structures
Storybook: ● <i>It’s pink, I think</i>	Using My Five Senses	● Colours: <i>red, yellow, green...</i>  ● Clothing: <i>dress, socks, jacket...</i>	<b>k</b> in <i>pink think black sock park</i>	● Use the simple present tense to express likes and dislikes: <i>Do you like...? Yes, I do. / No, I don’t.</i>  ● Ask simple questions to obtain information: <i>What colour is...?</i>
Coursebook				
Other resources: ● <i>Picture dictionaries</i> ● <i>Other storybooks</i> ● <i>Advertisements</i>				

**Learning and Teaching Stage**

<b>In the shared reading sessions, learners:</b>		<b>Impact on Learning</b>
<ul style="list-style-type: none"> <li>listen to the teacher's reading of the story presented in a big book and in the process predict the meanings of new words and story content (e.g. using realia or the context and picture cues in the book)</li> </ul>		<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>➔ <i>develop an interest in learning English when they are engaged in enjoyable reading activities</i></li> <li>➔ <i>internalize the rhythm and target language items through reading aloud and group reading</i></li> <li>➔ <i>develop their reading and vocabulary building skills through using the context and picture cues to make guesses about the story content and meanings of new words</i></li> </ul>
<ul style="list-style-type: none"> <li>read aloud part of the story together (e.g. all the questions “<i>Do you like my ...?</i>”) and then chime in at other parts of the story in groups (e.g. “<i>Yes, I do.</i>” / “<i>I like your socks.</i>”)</li> </ul>		<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>➔ <i>develop their awareness of the basic sound patterns and phonics skills</i></li> <li>➔ <i>build up their confidence and skills in attempting to read new words through the application of their phonics skills</i></li> </ul>
<ul style="list-style-type: none"> <li>pay attention to, identify and frame the target letter-sound (e.g. <b>k</b> in <i>pink</i> and <i>think</i>) and later make a word train/wall with words from the coursebook and other resources</li> </ul>		<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>➔ <i>develop keenness to participate in activities leading to improvement of their knowledge and skills in the language</i></li> <li>➔ <i>have fun and internalize the target language items through singing</i></li> </ul>
<ul style="list-style-type: none"> <li>participate in activities with fun elements (e.g. singing the song “<i>Do you like my dress?</i>”) and show understanding of vocabulary items by playing a game on matching pictures and word cards of clothing items</li> </ul>		

<ul style="list-style-type: none"> <li>● express their personal experiences/ imaginative ideas by creating their own stories, providing a new ending, or acting out the story</li> </ul>		<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>➔ <i>practise and consolidate the vocabulary items, communicative functions, and grammar items and structures through re-writing a story and carrying out a survey instead of doing meaningless mechanical exercises such as filling in blanks with correct articles/prepositions/ verbs in isolated sentences without meaningful contexts</i></li> </ul>
<ul style="list-style-type: none"> <li>● conduct a survey through which they can express their likes and dislikes</li> </ul>		<ul style="list-style-type: none"> <li>➔ <i>develop their creativity through giving expression to their imaginative ideas</i></li> <li>➔ <i>develop their communication skills when they conduct the survey</i></li> </ul>
<ul style="list-style-type: none"> <li>● collect words on a theme related to the story (e.g. clothing, colours) from various sources (e.g. coursebook, picture dictionaries, other storybooks, advertisements) and organize them into meaningful groups (e.g. vocabulary books/ word trees)</li> </ul>		<p><i>Learners develop</i></p> <ul style="list-style-type: none"> <li>➔ <i>their vocabulary building and study skills through actively collecting words to compile a vocabulary book / word tree or a diagram around a theme, rather than memorizing a list of unrelated words out of context</i></li> <li>➔ <i>their information skills through organizing words into meaningful groups and referring to them as a resource for spelling help when writing</i></li> </ul>

<b>In other English lessons, when teachers use the coursebook/other resource materials, they:</b>		<b><i>Impact on Learning</i></b>
<ul style="list-style-type: none"> <li>draw learners' attention to the target vocabulary items, letter-sounds, communicative functions, and grammar items and structures</li> </ul>		<ul style="list-style-type: none"> <li>➔ <i>Learners see connections between their learning experiences and become more motivated in learning English</i></li> </ul>
<ul style="list-style-type: none"> <li>make reference to the shared reading experience (e.g. encouraging learners to add words they learn in the coursebook/ other resource materials to the vocabulary book/ word train/word wall)</li> </ul>		<ul style="list-style-type: none"> <li>➔ <i>Learners carry out self-directed learning when collecting words from various texts that they come across (e.g. coursebook, picture dictionaries and other storybooks)</i></li> </ul>