

# The Key Stage 2 Integration Programme (KIP)

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The three-year Seed Project KIP starting in September 2009 is a timely response to the success of the PLP-R and PLP-R/W and schools' increasing use of formative and summative assessment data to understand their students' learning needs. It is designed to support:

- PLP-R (KS1) schools so they can continue the comprehensive and innovative literacy experiences for their students; and
- non-PLP-R schools which would like to participate in the NET Section's literacy programmes.

Upon proceeding to Key Stage 2, students may have had either a limited or more extensive exposure to a range of language experiences and innovative learning opportunities. A literary approach in KS2 builds on and reinforces the prior knowledge and skills they have accumulated in KS1 and incorporates innovative teaching strategies that support and extend students' development capacities.

KIP commences in P4 with an introduction to (for non-PLP-R schools) or continuation of (for PLP-R schools) shared reading and guided reading. This reading foundation serves as a springboard for students to further engage in authentic writing, speaking and listening experiences. Writing workshops, through shared writing, cooperative learning, shared reading and guided reading, allow students and teachers to engage in a range of learning and teaching opportunities. This develops self-managed writing skills in students that prepare them to become independent, effective writers in readiness for the challenges in Key Stage 3.

There are, at present, 19 schools implementing the Programme involving 85 teachers and 3,335 students. There will be a further 17 schools implementing the Programme in September 2011.

## Guided Reading Workshops in KS2

Guided reading is a teaching strategy that aims to scaffold students as they read a common text in small groups. Students in the group, usually six to eight, have a similar learning need and they read with the support of the teacher, using a common text that is appropriate to their reading level (able to read 90-95% of the words). Through the use of a learner-centred approach, students are guided to apply reading strategies which they have seen modelled through shared reading. In the process, students are encouraged to decode, predict and self-correct. This risk-taking is scaffolded with feedback, praise and encouragement.

During guided reading, when students omit or misread a word, teachers should guide them to decode it using **graphophonic, syntactic and semantic** strategies. Teachers should ask appropriate questions and

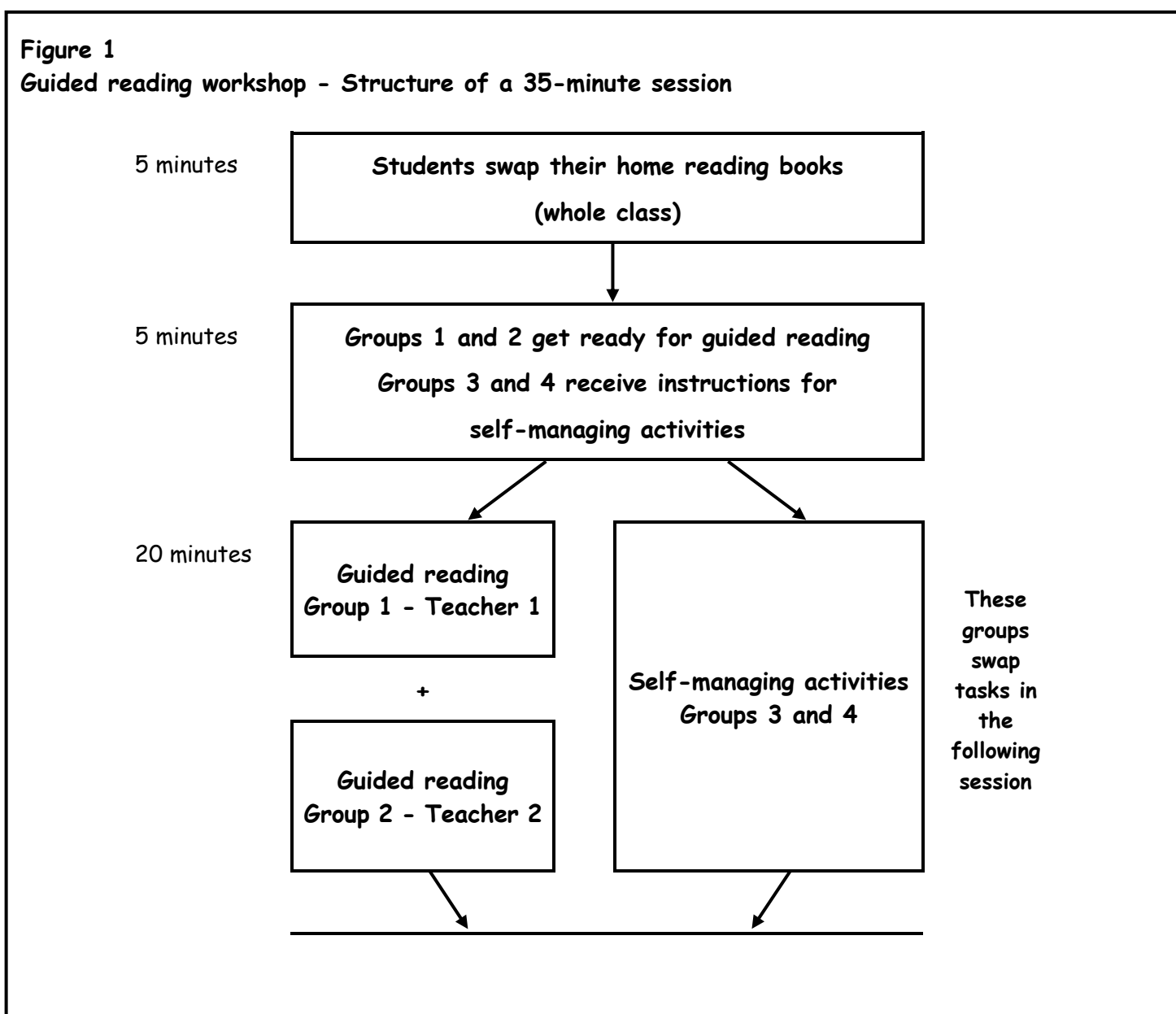
encourage students to articulate their thinking and ask what strategies they could use, and what strategy they did use when they successfully read a difficult word.

## Structure of the Guided Reading Workshop

In a guided reading workshop, students work in small groups for a short intensive interactive experience with their teacher. Groups are not larger than 10 students so a class could break into three or four groups.

A guided reading session in KIP usually involves two teachers to manage a guided reading group each, whilst the other half of the class engages in "self-managing" activities, usually related to a previously studied guided reading book. The two halves of the class swap activities in the following session or in the middle of the session.

Each guided reading workshop involves a series of stages. The following suggested structures (Figures 1 and 2) are based on a 35-minute session and a 50 to 70-minute session. This may vary across schools.



75 minutes

Packing up

**Figure 2**

**Guided reading workshop - Structure of a 50 to 70-minute session**

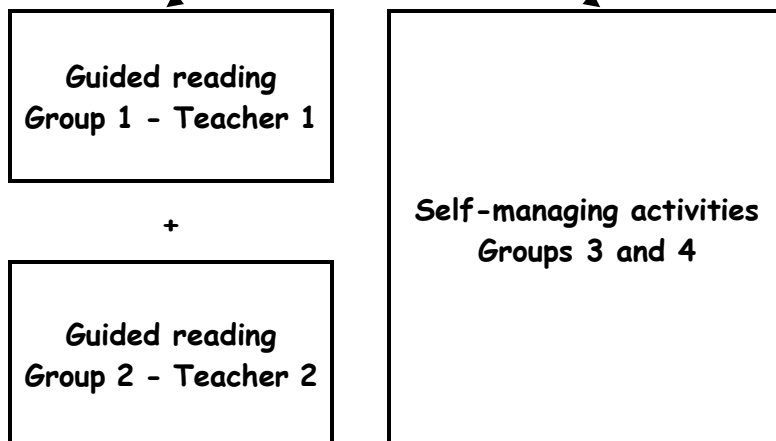
5 minutes

Students swap their home reading books  
(whole class)

5 minutes

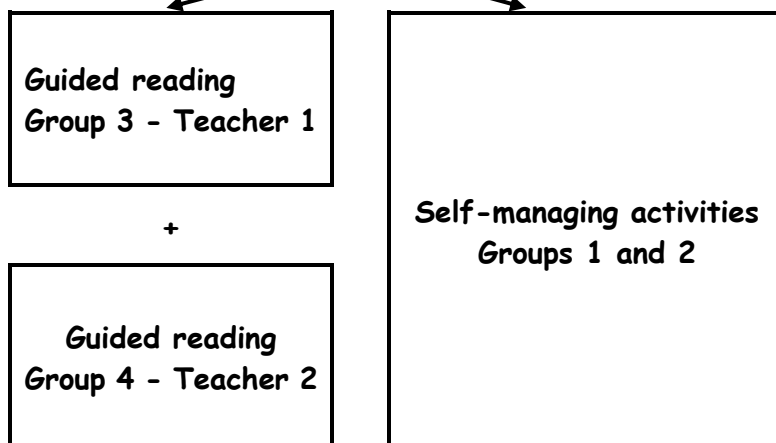
Instructions for self-managing activities  
(whole class)

15-25 minutes



Groups swap tasks

15-25 minutes



5-10 minutes

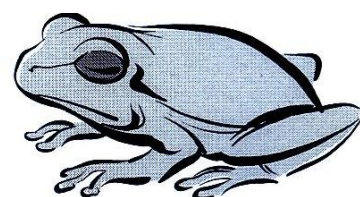
(Optional) Consolidation activity  
Packing up

**Reading Fair 2011**  
**Using Guided Reading as a Catalyst to Building Confident Readers**  
by  
**Ma On Shan Ling Liang Primary School**  
Teachers: Ms LI Wai Yi, Ellen and Ms LEUNG Ching Man, Jennifer  
  
Facilitators: Ms Christina SUEN and Ms Michele DAVIS  
NET Section, CDI, EDB, HKSAR

**P5 Guided Reading Lesson: 'Frog Alert'**

Written by Keith Pigdon Level 18 (Oxford UP *AlphaWorld*)

ISBN: 978-0195559408



**Learning objectives**

Students:

- use reading strategies to read aloud with accuracy
- discuss strategies that assist their reading
- skim, analyse and discuss the structure of an information report (contents page, subtitles, topic sentence, glossary, pictures)
- identify the main idea of each page of an information report
- use context to make meaning of new words and text
- apply knowledge of phonics, syllables and rhyme to decode new vocabulary

**1. Before the Reading**

(5 mins) **Text type questions**

**Syntactic strategies:**  
Information as text types

**Syntactic strategies:**  
Structure of information report: title page, contents page, sub-headings, glossary, index

1. Issue the book. Ask:

- ? Look at the cover. What is the title?
- ? Do you think this book is a story or information book?
- ? Browse through the book. Is your guess (information) correct?
- ? Why do you think it is an information report?  
(elicit words e.g. it has facts, contents page, index, photographs, glossary, headings/subheadings)
- ? Do you recall other information reports?  
(answers may include "Bears" and "Fish" in P4 KIP)



**Title page**

2. Turn to the title page. Ask:
  - ? What do you think 'Frog Alert' means? If unsure, explain the meaning (watch out, look out, danger, beware)
  - ? Do you think frogs are dangerous or scary? Why / why not?
  - ? Why would the title have the word 'alert' in it?  
(Students may say that the frogs are in danger because of problems in the environment. If they do not, say "Let's find out.")

**Semantic strategies:**  
Inferring, predicting, justifying

**Contents page**

3. Turn to the contents page. Ask:
  - ? On what page will you find out what this book is about?
  - ? On page 6, what do you think "in water and on land" is about? (habitat, where they live/are found)
  - ? On what page can you find out why frogs are important?
  - ? Do you think this book will be interesting? Why / why not? (Ask a few students and elicit full sentence answers.)

**Syntactic strategies:**  
Structure of information text

**Semantic strategies:**  
Predictions, information, ideas and opinion in text

**2. Reading the Text - Whole Group Reading Aloud**

**Introduction**

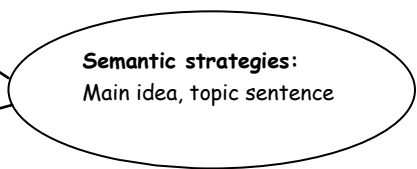
(10 mins)

4. Ask:
  - ? Point to the subheading on this page. What does it say?
  - ? What is an introduction?
5. Ask whole group to read aloud pages 4 and 5.
  - Do not read with the students.
  - Expect word accuracy and phonetic accuracy during reading.
  - If words are read inaccurately, guide students to relevant reading strategies, e.g.
    - "What is a small word inside this word?" (e.g. in - introduction)
    - "Cut the word up." (e.g. in / tro / duc / tion)
    - "How many syllables are there in this word?" (e.g. a / lert)
6. Stop to quickly discuss words that students do not know e.g.
  - wetlands*
    - ? Let's go back to this word. What does this word say?
    - ? What are the two words in this word (wet/lands)
    - ? Can you point to the wetlands in the picture?
    - ? Can you now think what 'wetlands' means?
  - harmed*

**Graphophonic strategies:**  
Accurate pronunciation

**Semantic and graphophonic strategies:**  
Word formation, phonics

- ? What is the base word of this word? Take off the 'ed'.
  - ? Look at the whole sentence. What do you think it means?
  - ? Can you think of another word we could say? (hurt, damaged, makes them sick)
7. Explain: "Look at the first sentence. This usually tells us the main idea, what the page is about. We call it the topic sentence."
8. Silently re-read the topic sentence.



**Following pages**

9. Turn to pages 6 and 7. Ask:
- ? Point to the subheading on this page. What does it say?
  - ? What words do you know already?
  - ? What do you predict this page will be about?
  - ? Why do you think that?
  - ? Where is the topic sentence?
  - ? Was your guess correct?
10. Ask whole group to read aloud pages 6 and 7, starting with the topic sentence. Again:
- Do not read with the students.
  - Expect word accuracy and phonetic accuracy during reading.
  - If words are read inaccurately, guide students to relevant reading strategies, e.g.
    - "Cut the word up." (e.g. a / dult)
    - "Can you see a small word in this word?" (grow - growth)
    - "Read on and come back. It might make sense then." (e.g. The ...lays eggs. The adult lays eggs)
    - "Do you know a word that rhymes? (e.g. arm, harm)
    - "Does it look like a word you know?" (e.g. cycle - bicycle)



11. Explore new concepts:
- Tadpole:*
- ? Read page 6 silently. What do you think a tadpole is?
  - ? What other words in the sentence helped you?
  - ? Is there a tadpole in the picture?
- Hurt:*
- ? Read page 7 silently. On page 5, we learned the word 'harmed'. Is there a synonym for 'harmed' on this page? (hurt)
  - ? Why would the frogs get hurt?
  - ? Can you find a word that means 'dirty' or 'poisoned'? (polluted)
  - ? What is the base word? Take off the 'd'?
  - ? Who has heard the word 'pollution' before?

**Syntactic strategies:**  
Simple past tense - '-ed'

- ? Discuss Ss' experience of the word 'pollution'.
- ? Do pictures help you understand the information in this book? Why / why not?

12. Ask Ss to listen as you clearly pronounce 'harmed' and 'polluted'. Ask:

- ? What tense are these words?
- ? What do you notice about the sound of the 'ed' in each word?

13. Ask Ss to look out for 'ed' words as they read. Some say 'd' and others 'ed'.

### 3. Reading the Text – Individual Reading Aloud

#### Other pages

(10 mins)

**Syntactic strategies:**  
Structure of information text

14. Ask students to track silently as each student reads a paragraph or page.

15. Consolidate the concepts of subheading, topic sentence and main idea. Start each page by asking:

- ? Point to the subheading on this page. What does it say?
- ? What do you predict this page will be about?
- ? Why do you think that?
- ? Where is the topic sentence?
- ? Was your idea correct?

16. As each student to read aloud. Continue to:

- focus on word accuracy, using reading strategies in Points 5 & 10
- discuss unfamiliar words, using reading strategies in Points 6 & 11
- use this time as a formative assessment to observe reading skills.

17. Occasionally, revise the main idea:

- ? Can you re-tell what the page is about?
- ? Does your answer match the topic sentence?

18. Stop when all students have read some text. If there is no time to finish the book, Ss may complete it at home, in G.E. or activity time.

### 4. Revisiting the Text – Silent Reading and Comprehension

#### Glossary and conclusion

(5 mins)

**Syntactic knowledge:**  
Structure of information text

19. Turn to the last page. Ask: Can you recall what a glossary is?

20. Ask Ss to scan the page.

- ? What is the word that means 'an area where many trees grow'?
- ? What is the meaning of 'tadpole'?
- ? Invite students to ask each other glossary questions.

21. Ask students to revisit the title of the book 'Frog Alert', by silently reading (not scanning) page 14. Ask:

**Semantic strategies:**  
Inferring, interpreting, justifying

? What is the problem here?

22. Repeat for other pages — read silently, then discuss the problem.

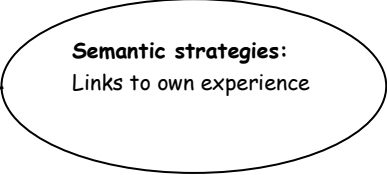
23. Conclude by asking students:

? Why is this book called 'Frog *Alert*'?

? Did you learn something new from this information report?

? Tell your partner two new things you have learned.

? How would you find out about other animals if you were asked?



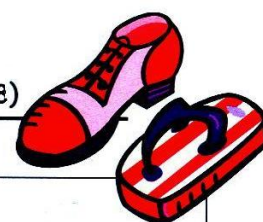
**Semantic strategies:**  
Links to own experience



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NET Section, CDI, EDB, HKSAR

**P5 Guided Reading Lesson: 'The Shoe Thief'**

Written by Jack Gabolinsky, (*Rigby Sails*, Level 18, ISBN: 978-1418920548)



**Learning objectives**

Students:

- use reading strategies to read aloud with accuracy
- discuss strategies that assist their reading
- discuss what a recount is and explore its features - setting, characters, re-tell
- discuss the problem-solution structure of the text
- discuss different ways verbs are written in past tense
- note different spellings for the 'long e' sound
- predict what will happen in a story
- use silent reading to strengthen and consolidate their comprehension of the text
- use context to make meaning of new words and text

**1. Before the Reading**

**Text type questions**

(2 mins)

1. Issue the book. Ask:

? Look at the cover. What is the title?

? What is a 'thief'?

(If Ss do not know, explain using the word 'steal' in a definition, e.g. "A thief is someone who *takes* or *steals* things from other people.")

? Do you think this book will be a story or information book?

? Browse through the book. Is your guess (story / narrative) correct? Why do you think you were correct?

(elicit ideas, e.g. the pictures tell a story, there are characters, no

Knowledge of text type structures:  
Title page, contents page, characters, setting

contents page)

? Do you think this story is true? What do we call stories that are not true? (elicit fiction)

2. Ask students (Ss) to read aloud the title page.

## 2. Reading the Text - Whole Group Reading Aloud

Page 2

(10 mins)

3. Allow Ss to briefly look at the picture. Ask:

? Where is this story set?

4. Ask the group to read aloud the first sentence. Ensure Ss accurately pronounce - 'thief', 'street', 'stealing'.

5. Continue to read the page.

- Do not read with the students.
- If words are read inaccurately, guide students to use relevant reading strategies, e.g.
  - "Cut the word up" (e.g. off / ice / r)
  - "Can you find a small word inside this word?" (e.g. 'steal' in 'stealing')
  - "Does it look like another word on this page?" (e.g. 'thief', 'chief')

6. Ask:

- ? Who is telling the story?
- ? Can you point to the main character in the picture?
- ? Does the story give his name? (elicit 'no')
- ? How is he referred to in the story? Find the pronoun 'I'.

7. Ask Ss to find the word 'stealing' in the first sentence:

- ? Can you scan the page to find the simple past tense word for steal or stealing? (stole)
- ? What did the thief steal from Mr Higgins? (repeat the answer in past tense: "Yes, he *stole* his old boots.")
- ? What did the thief steal from Mrs Donald? (say, "Yes, he *stole* her dancing shoes.")
- ? What did the thief steal from the main character? (say, "Yes, he *stole* his super-cool sneakers.")
- ? What do you think 'super-cool' means?
- ? So what is the problem in this story?
- ? How might they solve it?

8. Discuss possible unfamiliar words, e.g.

*officers*

- ? How do you say this word?
- ? Do you see a small word in 'officer'? (off: office)

**Graphophonic strategies:** Accurate pronunciation

**Graphophonic and syntactic strategies:** Syllabification, small words

**Syntactic strategies:** Grammar in context: Use 'I' and 1<sup>st</sup> person in narratives

**Syntactic strategies:** Simple past tense, pronunciation, spelling

**Semantic strategies:** Context and pictorial clues to make meaning

**Semantic strategies:** Inferring, predicting, justifying

- ? What is a police officer? Do you know another word? (policeman)
- ? Why do we use 'police officer' rather than 'policeman'? (elicit that women can also be police officers)

*disappearing*

- ? Let's go back to the word here (point to 'disappearing')
- ? How do we say it? Let's cut it up: dis / ap / pear / ing (then pronounce correctly for students)
- ? If we read this sentence again, what is another word we could use instead of 'disappearing'?

**Pages 4 and 5:**

9. Ask Ss to continue to read aloud the page, using appropriate reading strategies.
10. Explore the phonics in the vocabulary:
  - ? Point to 'chief'. How do you read this word?
  - ? What word on page 5 does it rhyme with? ('thief')
  - ? What sound do the letters "ie" make in these words?
  - ? What words on page 3 have the same middle sound (elicit: 'street', 'stealing')
  - ? How is the 'ie' sound spelt in these words?
11. Ask: What do you think will happen next?

**Graphophonic strategies:** Phonics, spelling rules

**Semantic strategies:** Inferring, interpreting, justifying

**Pages 6 and 7:**

12. Ask Ss to continue to read aloud, using reading strategies, e.g.
  - "Take off the 'ed'." (e.g. sniffed - sniff)
  - "Did you see that base word on another page?" (e.g. stealing - steal)
  - "Read on and come back. It might make sense then." (e.g. he...around; he sniffed around)
  - "How many syllables are there?" (e.g. dis/a/ppear/ing)
13. Stop to quickly discuss words that students do not know, e.g.

*sneakers*

- ? Can you work out what the word means?
- ? What words helped you?
- ? Who has a pair of sneakers?
- ? What other words mean sneakers?

**Semantic strategies:** Context and pictorial clues, inferring, justifying

*super-cool*

- ? Who can guess what this word means? (elicit e.g. trendy, fashionable, fantastic)
- ? Did you know that word already or did the story help you?
- ? How did the sentences help you?



? Who has heard people use this word 'cool'?

14. Revisit the text for to develop the narrative structure of problem and solution:

? How does the main character try to solve the problem of the shoe thief?

? Why do you think the dog has the name *Catcher*?

? What word means using the nose to smell? (*sniff/sniffed*)

? Did *Catcher* want to help? What words tell you this? (*sniffed around; barked and ran out to the street; he was on the trail*)

? What does 'on the trail' mean?

**Semantic strategies:**  
Opinions, predictions,  
reasons; listening

### 3. Reading the Text – Individual Reading Aloud

Following pages:

(10 mins) 15. Ask Ss to track silently as each student reads a paragraph. Continue:

- focusing on word accuracy, using reading strategies in Points 5 & 6
- discussing unfamiliar words, using reading strategies in Points 8, 13

16. If time, on each double page: develop the concepts of main idea and retelling: "Can you **retell** what happened in this part of the story?"

17. Focus on past tense verbs:

? Find the word [thought, barked, etc].

18. Practise pronunciation of '-ed' in words:

? Point out '-ed' words. What tense is each word?

? What is the present tense of that word?

- Listen to how I say this '-ed' word.

? What do you notice about the sound of the 'ed' on each word? (elicit that it sounds like 't', not 'e+d')

**Semantic strategies:**  
Main idea, retelling

### 4. Revisiting the Text – Silent Reading and Comprehension

Learning about a recount

(10 mins) 19. p.17:

? How did the problem get solved?

? Did you enjoy this story? Why / why not?

20. Explain, "This kind of story is called a 'recount'. It is like a narrative."

? What does a recount tell? (p.18)

- Look how the story is recounted in pictures.

? What word means 'the end'? (elicit 'conclusion')

21. Review past tense verbs in the story:

? Is a recount set in the present, past or future?

**Semantic strategies:**  
Classifying, conclusions  
about narrative texts

**Syntactic and semantic  
strategies:** Past tense as a  
text type feature



- ? What is the past tense word for: sniff (p.10) stick up (p.10)  
think (p.12) catch (p.15) stand (p.15)

22. Ask students to silently read (not scan) page 16. Ask:

- ? How many '-ed' words end with the sound 'd' not '-ed'? (wagged, licked, laughed)

**Semantic strategies:**  
Silent reading for  
comprehension and  
consolidation

23. Link to students' own experience:

- ? Who has had something go missing? Did you solve the problem?
- ? Have you had a dog take something? If yes, tell us what happened.

**Semantic strategies:**  
Links to own experience

24. If no time to finish the book, tell Ss to complete at home, in G.E. or self-managing activity time.