

**Promoting Reading across the Curriculum  
(RaC) - Developing a broader knowledge  
base through reading to learn in transition  
from primary to secondary education**

# Why Reading across the Curriculum?

## Background of the school

- English proficiency: **Average to high**
- **Great learner diversity** in **KS2**: NAS and NCS
- ✓ Promoting **reading** as a major school concern from 2011 to 2014
- ✓ Achievement: **Reading culture** fostered



**Enhancing cross-curricular  
collaboration**



**Promoting reading  
English non-fiction books**

# Promoting RaC as a school development focus in three-year school development plan from 2014 to 2017

Supported by  
School Library

English

General  
Studies

## The four-step planning process

1. Identify  
targets

2. Identify  
measures

3. Define  
success  
criteria

4. Establish monitoring  
and evaluation  
mechanisms

# The four-step planning process

1. Identify targets
2. Identify measures
3. Define success criteria/expected outcomes
4. Establish monitoring & evaluation mechanisms

# Conducting **SWOT analysis** to diagnose the school needs

**S**trengths

**W**eaknesses

**O**pportunities

**T**hreats

# Factors to consider when conducting SWOT analysis

**Students'  
needs &  
readiness**

**Teachers'  
needs and  
readiness**

**New trends  
in education**

**School major  
concerns**

**Availability of  
resources**

# HOW?

Departmental  
exercise:  
book inspection

School plan  
Subject plan

QA inspection

Use data effectively to  
conduct an evidence-based  
evaluation to draft the plan and  
set priorities

formal meetings

# SWOT

## Strengths

1. The extensive reading scheme and morning reading sessions were effective to foster a reading culture.
2. Supportive principal – with extra resources of other grants to put into promotion of RaC
3. Supportive teacher-librarian in promoting reading at school
4. Collaborative and sharing culture developed through effective use of co-planning lesson time

**Evaluate the effectiveness of the existing measures**



# SWOT

## Strengths

5. Students' **reading ability** is generally **good**.
6. The **reading curriculum in P4** was **enriched** after the **mini-tryout RaC project** conducted by English panel heads in 14/15.
7. **Committed panel heads**
8. A number of English teachers have **rich experience of teaching GS**.

Student level

Curriculum level

Teacher level

## Weaknesses

1. The less proficient students **lack interest** in reading English books.
2. Students **seldom read non-fiction**.
3. A wide range of **learner diversity** (e.g. NCS and NAC), especially in KS2
4. **Explicit teaching of reading skills and strategies is not infused** in all year levels in the reading curriculum.
5. The GE curriculum in KS2 has not addressed the **interface** between primary and secondary education.

Student level

Curriculum level

# SWOT

## Threats

No immediate threats are identified at this stage.

## Opportunities

1. e-Learning is promoted and resources like iPads and IT support are available

School level

2. PEEG grant

- A growing number of graduates got promoted to secondary schools with many content subjects taught in English

Curriculum level

# after conducting SWOT analysis

**Conducting SWOT analysis to  
diagnose the school needs  
and inform strategic planning**



## **Promoting RaC –**

**1. Broadening students' knowledge base  
through reading to learn**

**1. Facilitating better transition from  
primary to secondary education**

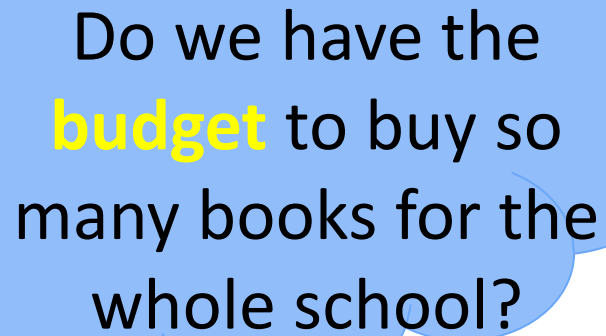
# The four-step planning process

1. Identify targets

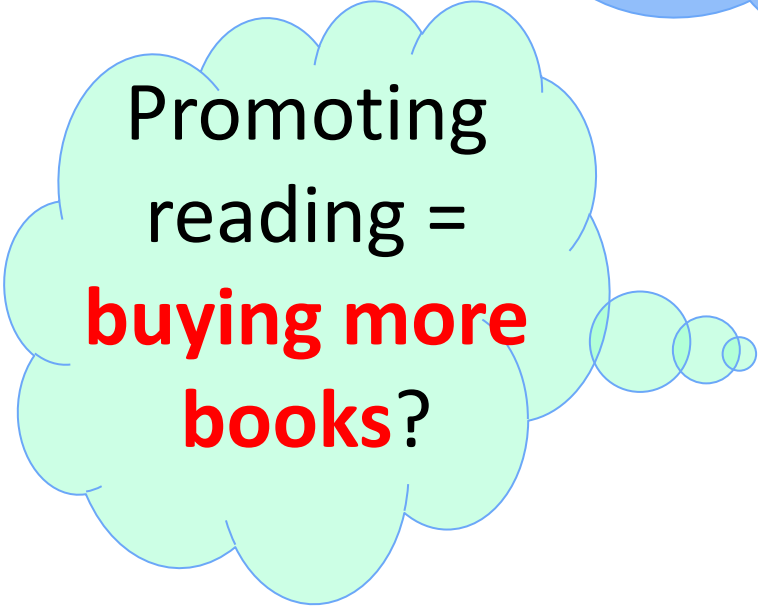
2. Identify measures

3. Define success criteria/expected outcomes


4. Establish monitoring & evaluation mechanisms



Do we have the **budget** to buy so many books for the whole school?



Promoting reading = **buying more books?**



How to bring about changes with **sustainable impact?**

# Considerations for setting targets and measures

Curriculum leaders need to ensure the measures proposed are:

**S**pecific

**M**easurable

**A**ligned

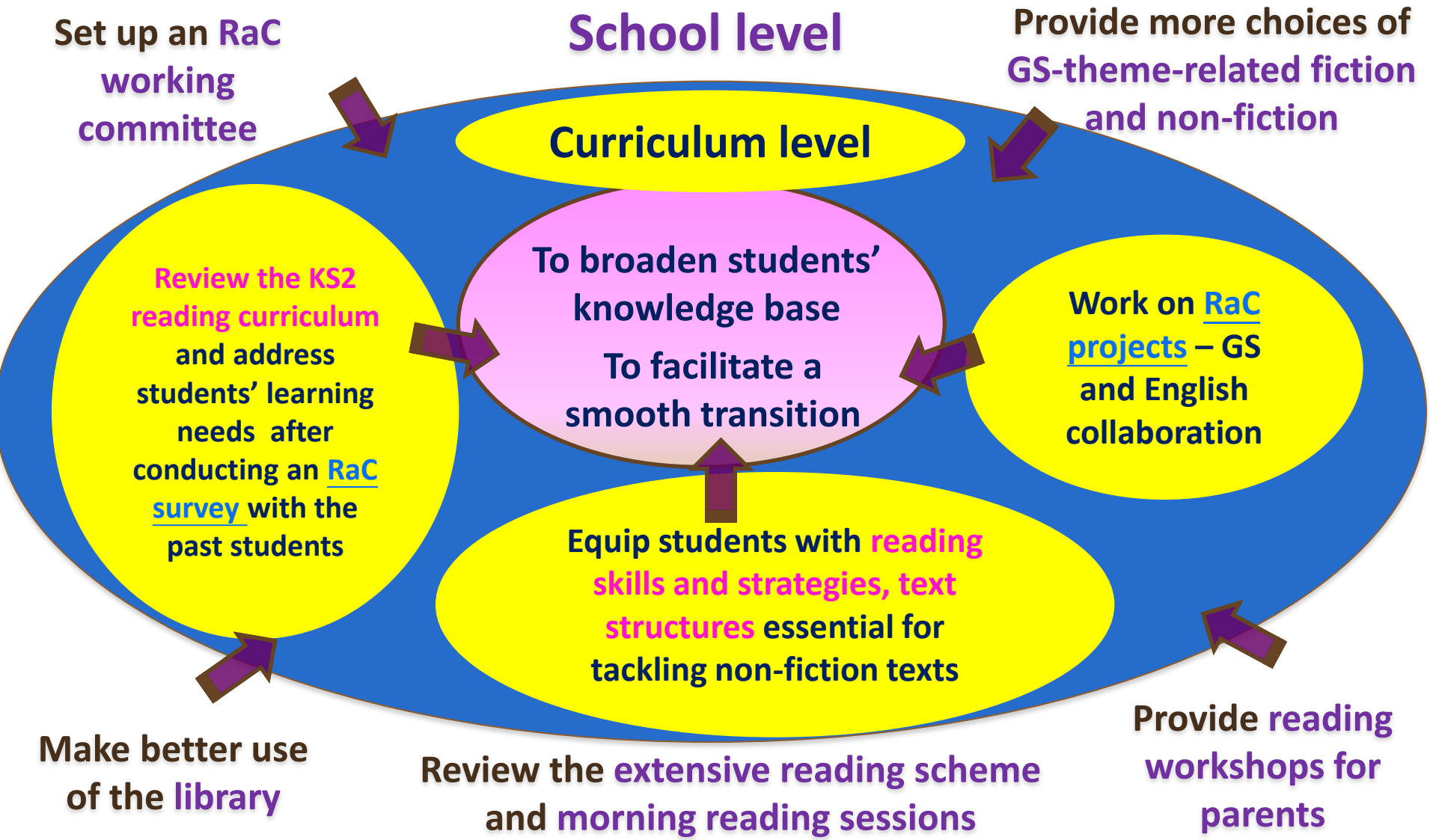
**R**ealistic

**T**ime-bound

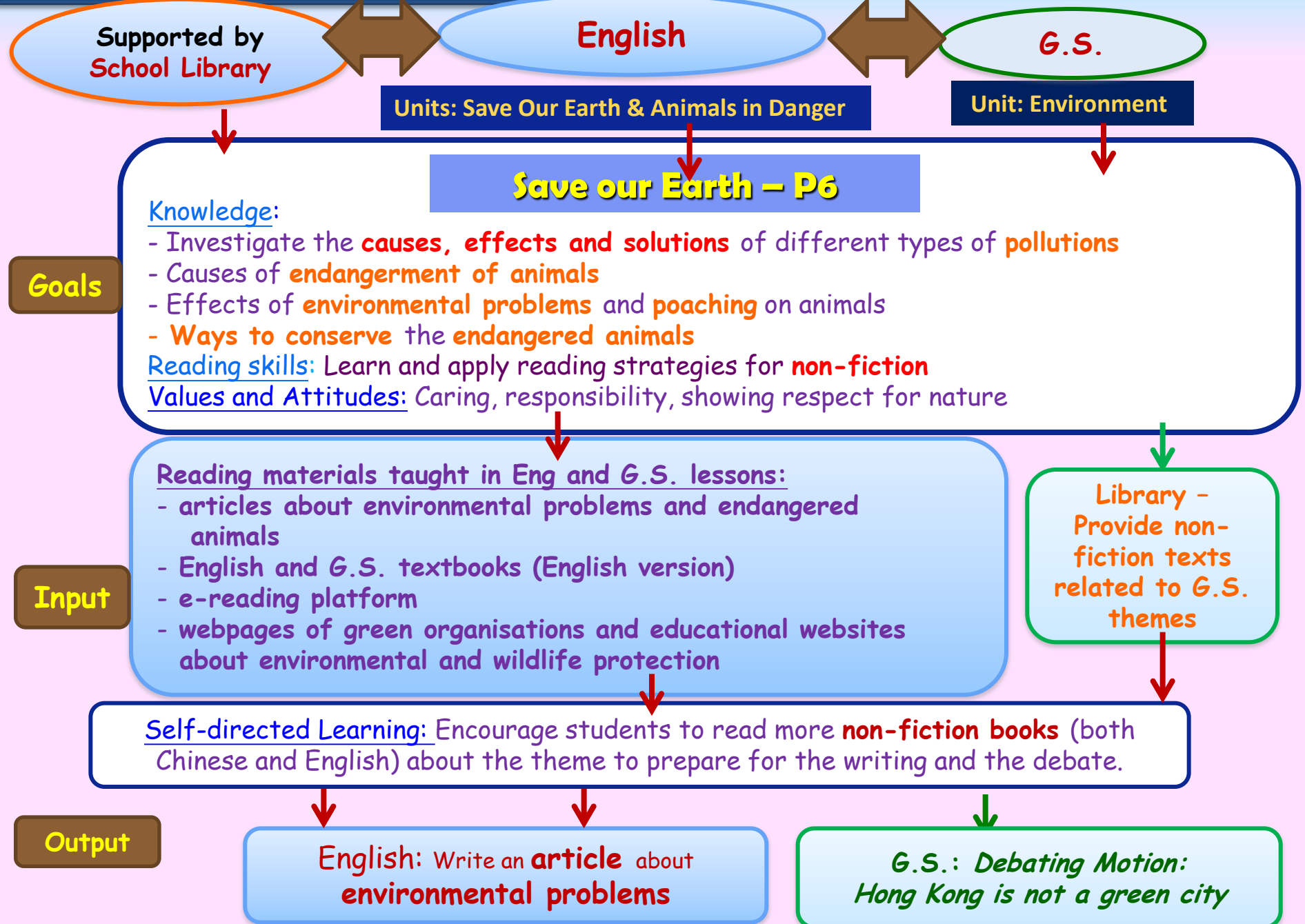


# Specific

- state clearly **WHAT** - measures/strategies



# Design of the RaC project



Explicit teaching of **text features, reading skills and strategies** in tackling non-fiction texts in P4-6

1.

**Making inferences**

2.

**Working out meaning of unknown words using contextual clues and world knowledge**

3.

**Recognising text type (description)**

4.

**Locating specific information**

5.

**Identifying key words for main idea**

6.

**Understanding connection between ideas by identifying pronouns**

7.

**Recognising main idea and supporting details**

**Introduce the concept that writers use different text structures to organise information**

Description	Cause and effect	Problem and solution
Sequence		Compare and contrast

# Specific

- state clearly

## Curriculum level

Implementation plan – Promoting RaC

Targets	Measures/Strategies	Time Scale	Success Criteria <i>(setting measurable and observable outcomes – qualitative + quantitative data)</i>	Evaluation <i>(using existing tools to evaluate outcomes)</i>	Sustainability	Resource required	IC
<p>- Enriching the P4-6 English reading curriculum - Co-planning RaC projects</p>	<p>Helping students master knowledge and skills across different subjects</p>				<p>The experience of revising the reading curriculum and devising RaC projects will be shared and transferred to other year levels.</p>		

**How**  
How to sustain the effects of the proposed measures?

# Specific

- state clearly

Curriculum level

## Implementation plan – Promoting RaC

Targets	Measures/Strategies	Time Scale	Success Criteria <i>(setting measurable and observable outcomes – qualitative + quantitative data)</i>	Evaluation <i>(using existing tools to evaluate outcomes)</i>	Sustainability	Resource required	IC
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- Enriching the P4-6 English reading curriculum  
- Co-planning RaC projects

Helping students master knowledge and skills across different subjects

P.4-6 teachers of English and G.S. subjects  
Teacher-librarian  
Support service by LLSS

Released English Panel Heads  
G.S. panel heads

### Who

- Who will be the teacher(s)-in-charge?
- Are teachers of different departments clear about the roles to take and duties being delegated?

## Implementation plan – Promoting RaC

Targets	Measures/Strategies	Time Scale	Success Criteria <i>(setting measurable and observable outcomes – qualitative + quantitative data)</i>	Evaluation <i>(using existing tools to evaluate outcomes)</i>	Sustainability	Resource required	IC
<ul style="list-style-type: none"> <li>- Enriching the P4-6 English reading curriculum</li> <li>- Co-planning RaC projects</li> </ul>	<p>Helping students master knowledge and skills across different subjects</p>		<p><b>3 sets of school-based materials developed:</b></p> <ul style="list-style-type: none"> <li>- framework for unit planning</li> <li>- unit plans</li> <li>- target text structures and text features, reading skills and strategies identified in each reading text</li> </ul>				

- Did I define measurable and observable outcomes for the objectives?

# Aligned

# Curriculum level

- with and set
- with the identified

## Implementation plan – Promoting RaC

Targets	Measures/Strategies	Time Scale	Success Criteria <i>(setting measurable and observable outcomes – qualitative + quantitative data)</i>	Evaluation <i>(using existing tools to evaluate outcomes)</i>
<ul style="list-style-type: none"><li>- Enriching the P4-6 English reading curriculum</li><li>- Co-planning RaC projects</li></ul>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"><li>- teaching students reading skills and strategies, and text structures</li><li>- selecting multimodal and diversified reading texts to cater for learner diversity</li></ul>		<p>W1,2,3</p> <div data-bbox="780 801 1682 1299"><h3>Weaknesses</h3><ol style="list-style-type: none"><li>1. The less proficient students <b>lack interest</b> in reading English books.</li><li>2. Students <b>seldom read non-fiction</b>. <span data-bbox="1335 1001 1518 1065">Student level</span></li><li>3. A wide range of <b>learner diversity</b> (e.g. NCS and NAC), especially in KS2</li><li>4. <b>Explicit teaching of reading skills and strategies is not infused</b> in all year levels in the reading curriculum.</li><li>5. The GE curriculum in KS2 has not well addressed the <b>interface</b> between primary and secondary education. <span data-bbox="1421 1196 1605 1260">Curriculum level</span></li></ol></div>	



# Realistic and time-bound

## Curriculum level

- manageable for teachers and students

Implementation plan – Promoting RaC

Targets	Measures/Strategies	Time Scale	Success Criteria <i>(setting measurable and observable outcomes – qualitative + quantitative data)</i>	Evaluation <i>(using existing tools to evaluate outcomes)</i>	Sustainability	Resource required	IC
	Helping students master knowledge across different subjects through working on RaC projects	<b>Project 1:</b> Feb – June 2016 <b>Project 2:</b> Sep 2016 – Jan 2017 <b>Project 3:</b> Feb – June 2017					

- Is the schedule of implementation clearly spelt out in the plan?
- Are teachers' concerns well addressed?

# Considerations for setting targets and measures

Promoting reading  
**Connect the new measures with the existing ones**  
buying more books?

Understand the school context and stakeholders' needs to set priorities  
Don't have the budget to buy too many books for the whole school?

# The four-step planning process

1. Identify targets
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# Considerations for defining success criteria

- align with the objective & measure set
- use a variety of evaluation tools
- collect quantitative and qualitative data to inform teaching

Qualitative data

Quantitative data

## Implementation plan – Promoting RaC

Targets	Measures/Strategies	Time Scale	Success Criteria <i>(setting measurable and observable outcomes – qualitative + quantitative data)</i>	Evaluation <i>(using existing tools to evaluate outcomes)</i>
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Using **e-learning platform** to provide students with more opportunities to share reading experience with peers

- Students show a **higher interest in writing posts on e-learning platform** to share their reading experience.
- About **70% and 80% of students** (in average and more able classes respectively) can **use either audio / video presentation** to do book sharing on the e-learning platform.

# Establishing monitoring & evaluation mechanisms

How can we monitor every RaC project in P4-6?

What areas shall we monitor?  
What not?

# Considerations for establishing monitoring & evaluation mechanisms

- State clearly:

- **WHAT** targets to achieve by **WHEN**

- **WHAT** relevant evidence/data to collect

- **WHO, WHEN & HOW** to collect & analyse the evidence/data

# Relevant evidence/data to collect

**Minutes of co-planning meetings**

**Student reading records and reading logs**

**Informal discussions**

**Evaluation reports on implementation of RaC projects**

**Analysis of reading assessment data**

**Views of colleagues collected through formal meetings and peer LO**



# Considerations for establishing monitoring & evaluation mechanisms

What	When	How	Why
Something done or not	Towards the project	Quantity	Be Accessible
Something done well or not	On-going ~ process Build check-points		Appraise, but to render outcome

**Only monitor key issues**

**Prioritise when monitoring**

# Considerations for establishing monitoring & evaluation mechanisms with sustainability

How to bring about  
**Document the processes**  
changes with  
**and experiences**  
sustainable impact?

# Considerations for establishing monitoring & evaluation mechanisms with sustainability

Implementation plan – Promoting RaC

Targets	Measures/Strategies	Time Scale	Success Criteria <i>(setting measurable and observable outcomes – qualitative + quantitative data)</i>	Evaluation <i>(using existing tools to evaluate outcomes)</i>	Sustainability
<ul style="list-style-type: none"> <li>- Enriching the P4-6 English reading curriculum</li> <li>- Co-planning RaC projects</li> </ul>					<ul style="list-style-type: none"> <li>- A resource bank of RaC will be set up to keep documentation of resources developed.</li> </ul>

# **Considerations for establishing monitoring & evaluation mechanisms with sustainability**

- Document the processes and experiences
- Build in teacher development

# Considerations for establishing monitoring & evaluation mechanisms with sustainability

Teacher level

## Implementation plan – Promoting RaC

Targets	Measures/Strategies	Time	Success Criteria <i>(setting measurable and achievable outcomes – quantitative)</i>	Evaluation <i>(using existing tools to evaluate outcomes)</i>	Sustainability
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- Enriching the P4-6 English reading curriculum
- Co-planning RaC projects

*Engage teachers' participation to enhance ownership*

*Invite teachers to share their experiences to spread the impact*

- The cross-subject co-planning culture is developed.

- Seed teachers to lead RaC projects in KS1

# The four-step planning process

1. Identify targets
2. Identify measures
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**Use resources effectively & strategically** to facilitate the implementation of the plan

# Use human and space resources effectively & strategically

