



聖文德天主教小學

St. Bonaventure Catholic Primary School

School-based Curriculum Development (Primary) Section  
Education Bureau  
2023 Learning in Action Seminar

**Using e-reading materials and a variety of post-reading tasks to  
enhance students' reading motivation and language skills**

Presenters:

- Ms HO Tsz-ching, Renata (Senior Curriculum Development Officer, EDB)
- Mr LEE Kwok-chiu (School Head)
- Ms CHEUNG Ka-yin, Cherry (Vice English Panel Head)
- Ms TSE Tsz-ching, Nicole (Vice English Panel Head)

# **Rundown**

**ELE KLA Curriculum Guide & Directions**

**Findings from PISA**



**About St. Bonaventure Catholic Primary School**



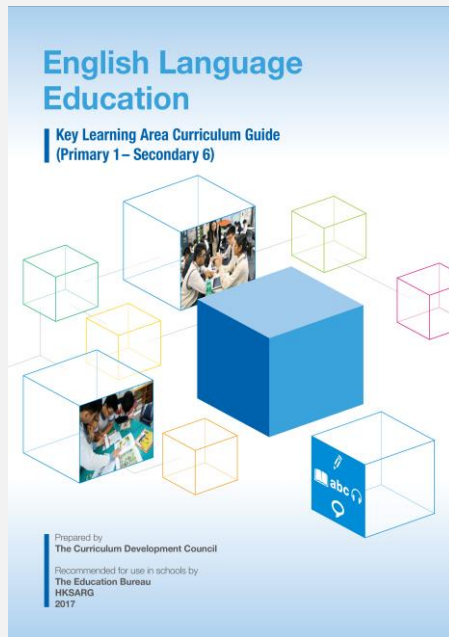
**Experience sharing**



**Way forward**

# ELE KLA Curriculum Guide & Directions

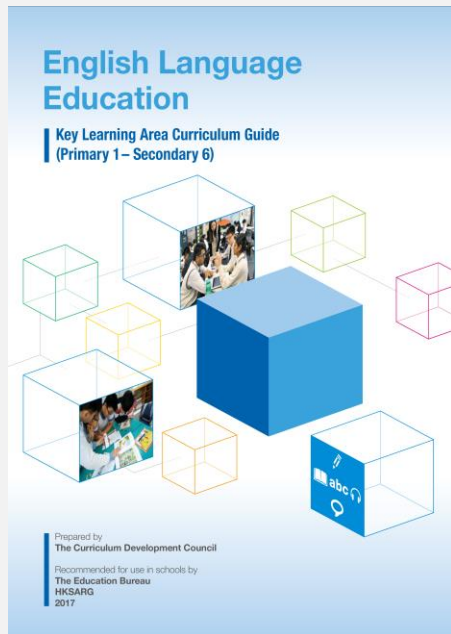
Schools are encouraged to create a language-rich environment by:



- inviting students to **read a wide range of materials with different subject content and text types** to facilitate the development of a culture of “reading to learn” and “Reading across the Curriculum” (RaC), and **designing appropriate tasks** for students to **appreciate the value of reading**

ELE KLACG (P1-S6) (2017)

# ELE KLA Curriculum Guide & Directions



ELE KLACG (P1-S6) (2017)

## Existing Strengths

Adopting a student-centred approach focusing on the four language skills

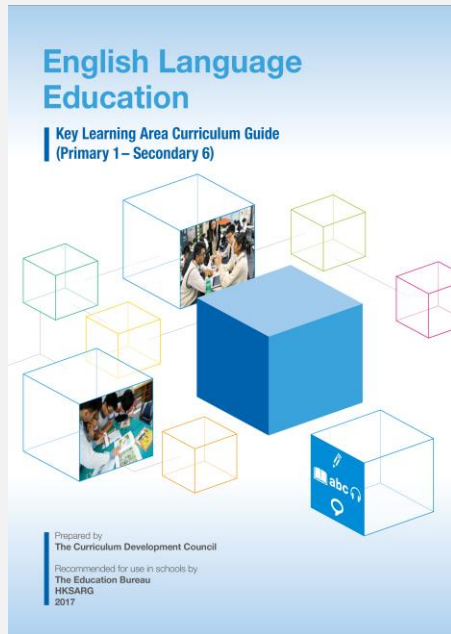
Exposing students to a wide range of text types to enhance their reading proficiency

## Strategies for Development

Adopting a student-centred approach that provides ample **opportunities for purposeful, integrative and creative use of the language**

Maximising students' exposure to a wide range of text types, including **both creative and information texts**, to enhance their literacy and appreciation skills and heighten their **awareness of the structures and features of different text types**

# ELE KLA Curriculum Guide & Directions



ELE KLACG (P1-S6) (2017)

## Existing Strengths

Adapting and making good use of textbooks, readers and other resources

Facilitating the development of a reading culture

## Strategies for Development

Enhancing language learning through the **flexible use of a wide variety of quality resources** and **multimodal texts** to develop students' new literacy skills

Facilitating the development of **information literacy** and an **RaC culture** through the use of **both printed and electronic reading materials**

**What difficulties do you usually encounter  
when teaching reading?**

# Our difficulties

Vocabulary range

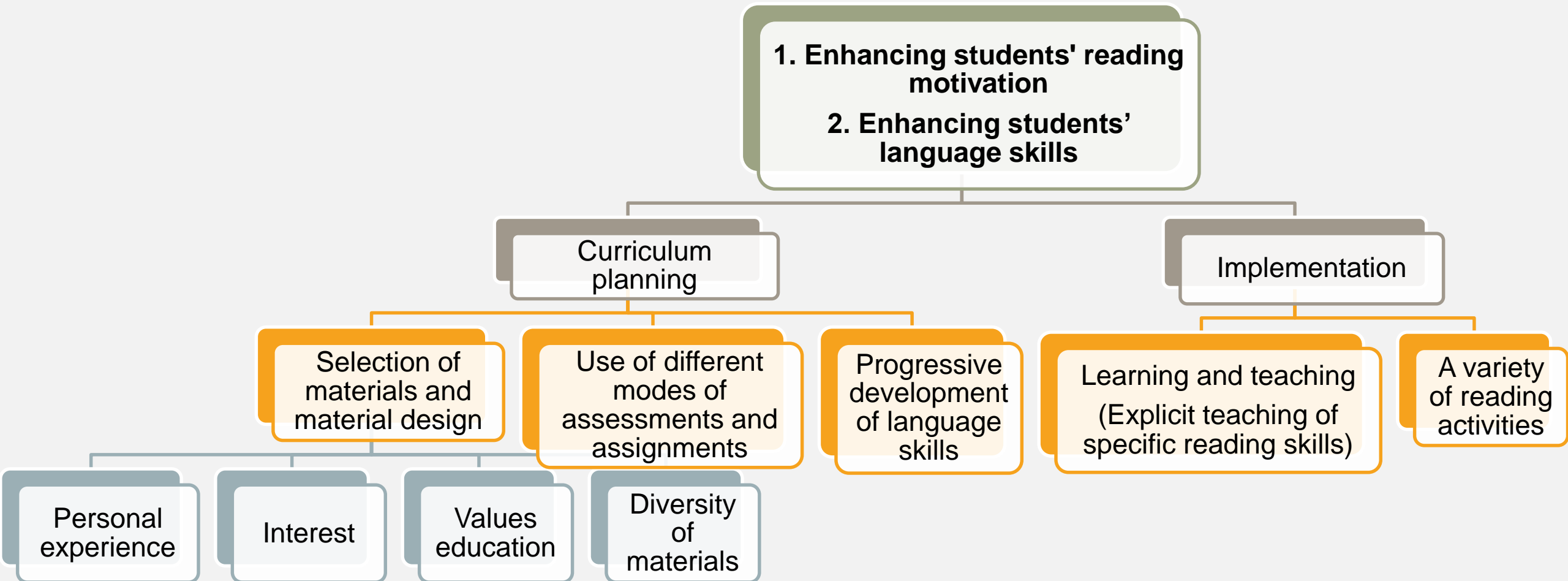
Reading skills and strategies

Reading motivation

Reading habit

Time

# To work towards the goals





## About St. Bonaventure Catholic Primary School

### School beliefs & Our mission

The School Motto '**Ubi Humilitas, Ibi Sapientia**' (謙誠智慧) means 'where there is humility, there is wisdom'.

We strive to create a **happy environment**, promoting our students to grow up in wisdom with an attitude of humility and sincerity.

### Background information

- P.2–6: Ability Grouping
- P.1–3: 2 lessons with NETs –Phonics & Reading

### Development focuses

- Enriching students' experiential learning experience
- Enhancing students' reading motivation

## P3 e-reader list

Term 1	
Fiction	Non-fiction
☐ Digger and Daisy Go Camping (WS)	☐ Family Vacations (WS)
☐ Sports We Play (WS)	☐ The World is Waiting for You (WS)

Term 2	
Fiction	Non-fiction
☐ A Super Special Soup (WS)	☐ What's on My Plate? (WS)
☐ Be Positive (WS)	☐ Let Us Find Ads on Food Packages (WS)
	☐ One Apple Tree (WS)

Term 3	
Fiction	Non-fiction
☐ Scaredy Squirrel Has a Birthday Party (WS)	☐ Celebrate February (WS)
☐ Happy Birthday, Big Bad Wolf (WS)	☐ Birthdays Around the World (WS + Padlet)
☐ Freda Stops a Bully (Padlet)	☐ Are You a Bully? (Google Form)
☐ Red Cat Blue Cat (Padlet)	

## P5 e-reader list

Term 1	
Fiction	Non-fiction
• Jeffrey and the Sloth	-
Term 2	
• The Trouble with Time Travel	• Incredible Places to Stay
Term 3 (In progress)	
• The Lost and Found Weekend	• Mother's Day Crafts
	• Cool Crafts
	• Father's Day Crafts & Gifts

Selection of  
materials

**Personal  
experience**

**Interest**

**Values  
education**

**Diversity of  
materials**

**Level of  
difficulty**

**Subject  
knowledge**



## Some examples

- **make predictions** about the content from the titles, illustrations or contents page
- make predictions about the likely development of the text by identifying key words
- **follow ideas** by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns)
- **work out the meaning of words and phrases** by using knowledge of word formation (e.g. prefix, suffix), semantic clues (e.g. synonyms) and syntactic clues
- **infer feelings of characters** from pieces of information in narrative texts
- **organise information and ideas** in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs)
- **identify details** that support the gist or main ideas

# Explicit teaching of specific reading skills

## Obtaining information about the book from the book covers and tables of contents

Many children love Pokémon. They want to know more about me. Which chapter should I show them?

I like **reading** a lot! Which page should I turn to?

Yes, you are right!  
I'm a **bookworm**.

# Explicit teaching of specific reading skills

## Working out the meaning of unfamiliar words

### Considerations

1. Using pictorial clues
2. Using contextual clues
3. Confirming the meaning  
using different strategies

## Explicit teaching of specific reading skills

### Working out the meaning of unfamiliar words

1. Visit a **brick-and-mortar** library to appreciate physical books.
2. Visit a brick-and-mortar library to appreciate **physical** books.
3. Confirm the meaning of '**physical**' by using it in another context

3. Which one is 'brick-and-mortar library'?

A. physical library

B. e-library

1. Using pictorial clues
2. Confirming the meaning and applying in another context



# Promotion of values education

## The Ten Priority Values and Attitudes



## Vision and Mission of HK Catholic Schools

- Truth
- Justice
- Love
- Life
- Family

## Teachers' observations

- Positive thinking
- Care for others
- Respect for others
- Empathy
- Bravery

Selection of  
materials and  
material design

# Promotion of values education

## Positive thinking

### Task : Positive Self Talk Activities

When you feel sad, scared or anxious, you will start to have negative thoughts about yourself! Try to send yourself positive messages. Here are some suggestions. You may colour the ideas you love

I am  
healthy.

I can do it  
and I will  
do it.

I am  
important.

I choose  
to start  
today with  
a smile.

I will keep  
trying.

I am kind.

I am calm  
and I am  
in control.

I am kind  
to others.

I am kind  
to others.

Today is  
going to be  
an awesome  
day.

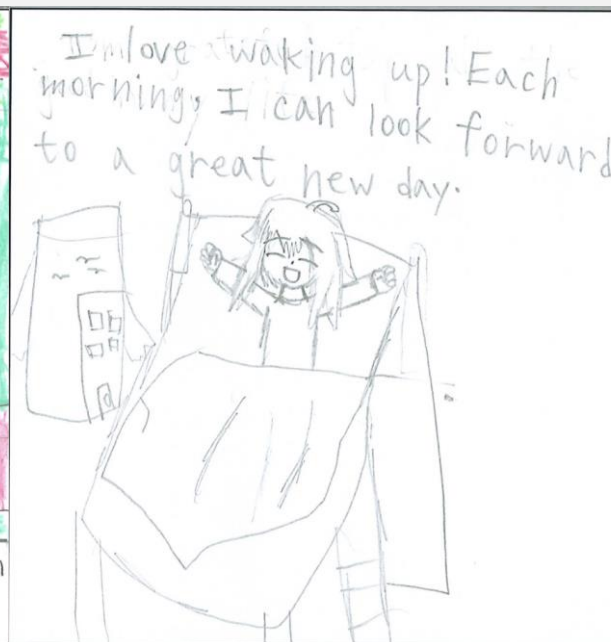
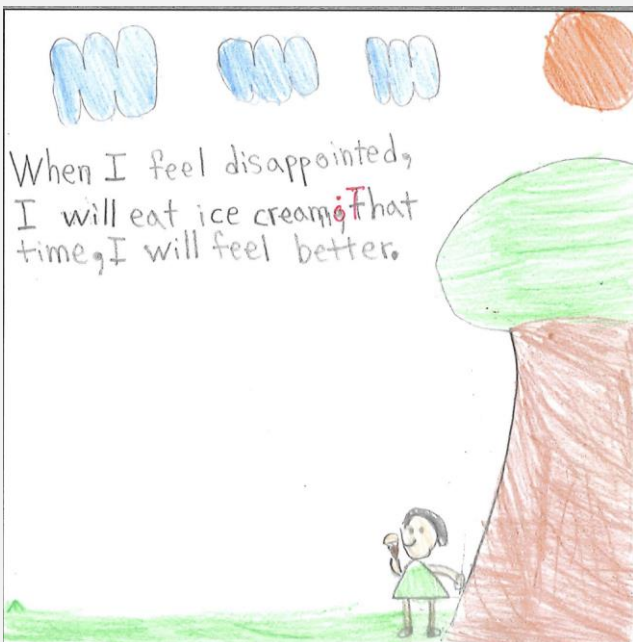
I can get  
through  
it.

I love to  
\_\_\_\_\_.

What can you do when you feel disappointed / when someone says something mean about you? Choose one activity you want to do in the nature. Draw a picture and write about your feeling. Then you may share with your best friend.



## Students' work



Write three positive messages that you can use.

1. Today is going to be an awesome day. ✓
2. I will keep trying. ✓
3. I am kind to others. ✓

Write three positive messages that you can use.

1. I can be happy. ✓
2. I am wise. ✓
3. I can do it by myself. ✓

Selection of  
materials

# Promotion of values education

## Gratitude & appreciation

Empathy

Respect for others

Care for others

Term 1	
Fiction	Non-fiction
<input type="checkbox"/> Digger and Daisy Go Camping (WS)	<input type="checkbox"/> Family Vacations (WS)
<input type="checkbox"/> Sports We Play (WS)	<input type="checkbox"/> The World is Waiting for You (WS)

Term 2	
Fiction	Non-fiction
<input type="checkbox"/> A Super Special Soup (WS)	<input type="checkbox"/> What's on My Plate? (WS)
<input type="checkbox"/> Be Positive (WS)	<input type="checkbox"/> Let Us Find Ads on Food Packages (WS)
	<input type="checkbox"/> One Apple Tree (WS)

Term 3	
Fiction	Non-fiction
<input type="checkbox"/> Scaredy Squirrel Has a Birthday Party (WS)	<input type="checkbox"/> Celebrate February (WS)
<input type="checkbox"/> Happy Birthday, Big Bad Wolf (WS)	<input type="checkbox"/> Birthdays Around the World (WS + Padlet)
<input type="checkbox"/> Freda Stops a Bully (Padlet)	<input type="checkbox"/> Are You a Bully? (Google Form)
<input type="checkbox"/> Red Cat Blue Cat (Padlet)	

Use of different  
modes of  
assessments and  
assignments

# A variety of post-reading activities

Use of e-platforms (P3)

Make room for creativity

Encourage teacher-student and student-student interaction

**C. Think of a special day for celebration.**

Make a poster or a video to share about your special day on padlet.

You can also write a short description about the day

e.g. National Love Your Pet Day is on 20<sup>th</sup>

February. Pets keep us company especially

during the COVID-19 pandemic. I give

my pet a huge big hug and yummy snacks. I

buy some pet toys to play with it too.

Use of different  
modes of  
assessments and  
assignments

## A variety of post-reading activities

Group activities (P3)

Connect to students' personal experience  
Create an authentic context

Lockdown party planning checklist

An invitation to the lockdown party

### B. Task

Under the pandemic, you can still throw yourself a **LOCKDOWN** \_\_\_\_\_ **party**. Prepare a party planning checklist. Tick the box(es) of or write the possible preparation work on the lines given.

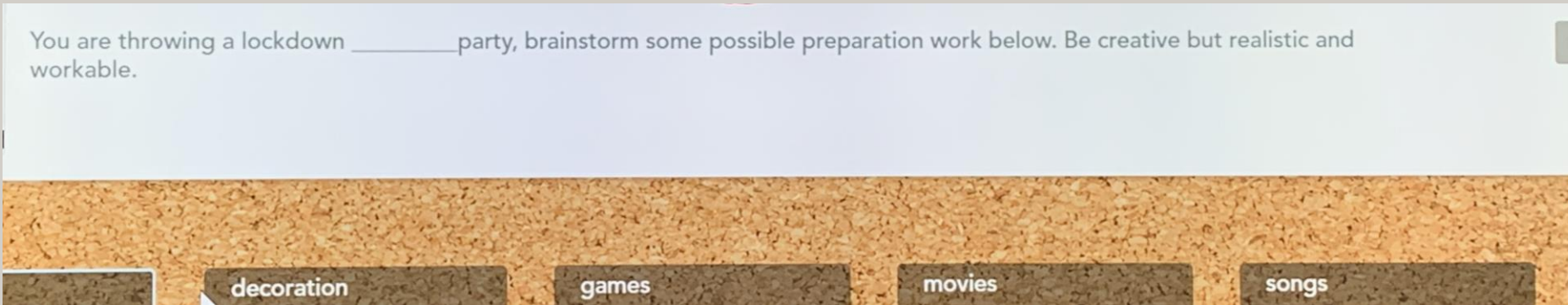


Use of different  
modes of  
assessments and  
assignments

# A variety of post-reading activities

## Group activities

## Connect to students' personal experience



. Make an invitation card.

In the cookie of life,  
friends are the chocolate chips.

Use of different  
modes of  
assessments and  
assignments

## **A variety of post-reading activities**

**Connect the reading experience to the main writing task (P5)**

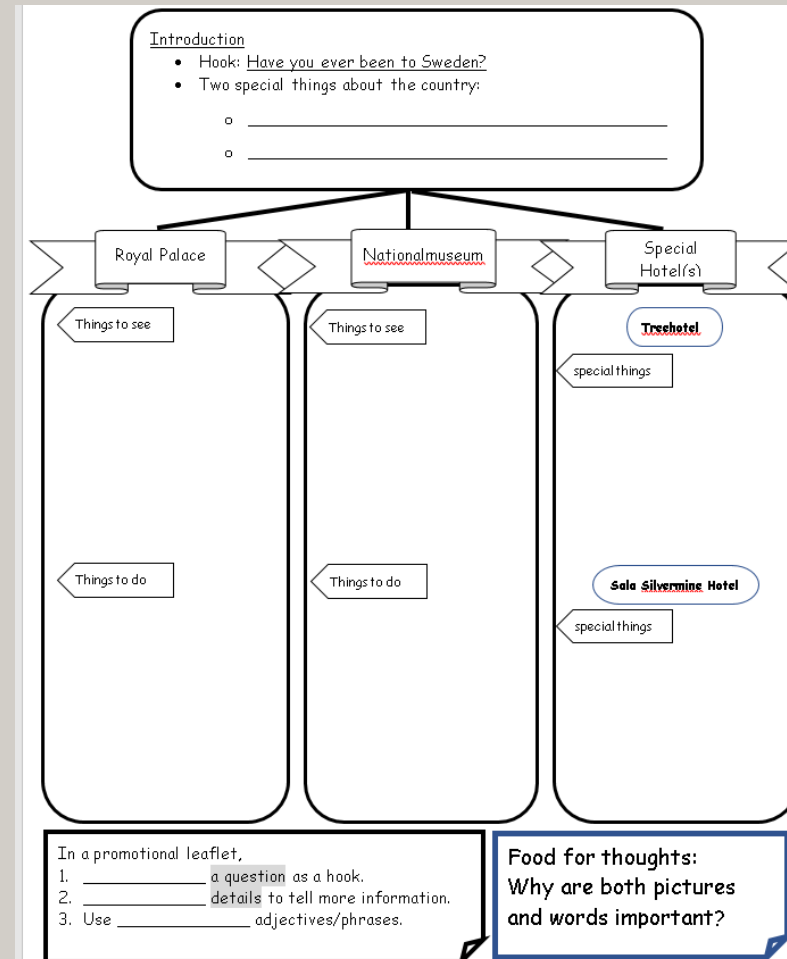
**Authentic reading materials such as hotel reviews on hotel booking websites**



# Noticing the language features of a promotional leaflet

A. Read the promotional leaflet. Circle the positive adjectives/phrases in the **introduction** that makes you think Sweden is an attractive country to visit!

## Text deconstruction



Use of different  
modes of  
assessments and  
assignments

# A variety of post-reading activities

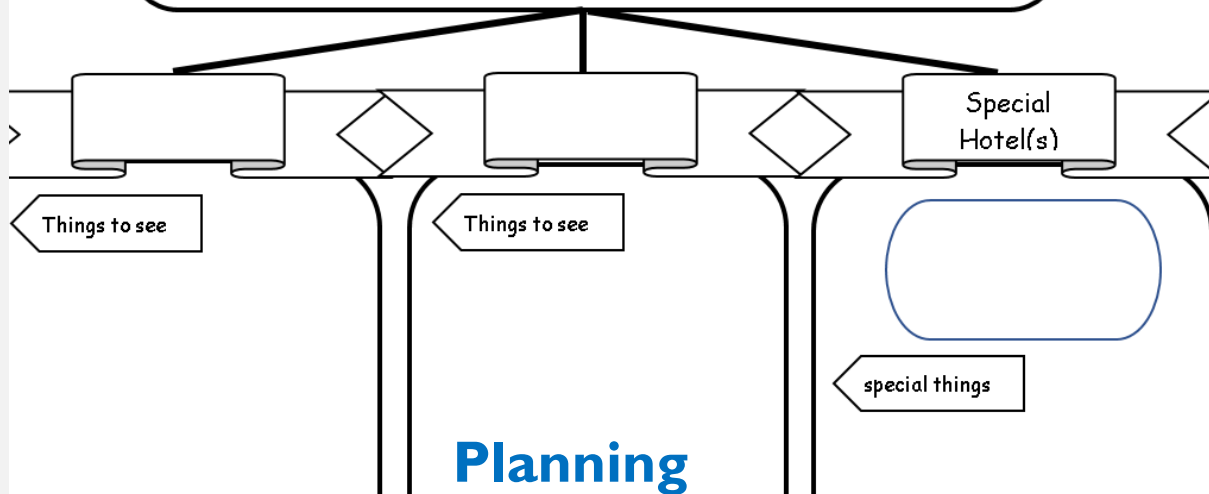
## Producing a promotional leaflet using an e-platform

C. Read the reader 'Incredible Places to Stay' and choose between **Kenya** and **Canada** to create a promotional leaflet. Finish the plan after doing some research.

Country: \_\_\_\_\_

### Introduction

- Hook: \_\_\_\_\_
- Two special things about the country:
  - \_\_\_\_\_
  - \_\_\_\_\_



on an  
A1 paper or turn it into a colour for soft copy with pictures using Canva. Write at least 70 words.

Word Bank

Things to see in different countries	
Canada	Kenya
<ul style="list-style-type: none"><li>• Niagara Falls</li><li>• Banff National Park and the Rocky Mountains</li><li>• Toronto's CN Tower</li><li>• Old Quebec</li><li>• Whistler</li><li>• Ottawa's Parliament Hill</li><li>• St. John's Signal Hill National Historic Site</li><li>• Old Montreal</li><li>• Vancouver Island</li><li>• Bay of Fundy</li><li>• Victoria's Inner Harbour</li></ul>	<ul style="list-style-type: none"><li>• <u>Sheldrick</u> Wildlife Trust</li><li>• Giraffe Centre</li><li>• Nairobi National Park</li><li>• Tsavo East</li><li>• Mara River</li><li>• Diani Beach</li><li>• Karen Blixen Museum</li><li>• Mount Kenya</li><li>• Mara Temple</li><li>• <u>Karura</u> Forest</li><li>• Nairobi National Museum</li><li>• Lake Nakuru</li></ul>
Attracting People to Visit	Positive Adjectives/Phrases
<ul style="list-style-type: none"><li>• What are you waiting for?</li><li>• (Something) is waiting for you.</li><li>• Come and have an adventure.</li><li>• Start your journey here in (a place).</li></ul>	<ul style="list-style-type: none"><li>• a _____</li><li>• c _____</li><li>• f _____</li><li>• l _____</li><li>• p _____</li><li>• full of _____</li><li>• full of wonders</li></ul>

Canva

Use of Canva to produce the work

Use of different  
modes of  
assessments and  
assignments

# A variety of post-reading activities

**Connect the reading experience to the main writing task (P5)**  
**Create an authentic context**

Principal Lee wants to take all P.5 students on a school trip. A student has written an e-mail to him proposing where to go. Read the email.

To : [kclee@sbeps.edu.hk](mailto:kclee@sbeps.edu.hk)

From : [amylee@sbeps.edu.hk](mailto:amylee@sbeps.edu.hk)

Subject : P.5 school trip ideas

## Writing an email to the School Head

Dear Principal Lee,

How are you? I am very excited to know that you will take us on a school trip. There are a lot of places in Hong Kong I have never been to. Among them all, I would like to go to Sai Kung. Even though a lot of classmates may prefer theme parks like Ocean Park or Disneyland, I think Sai Kung is a unique place that offers a lot to learn.

Sai Kung is also known as the 'back garden' of Hong Kong. There are traditional fishing villages, beautiful scenery, relaxing hiking trails, wonderful beaches and islands. It is unlike any other places in the city. My cousin has been there four times. He shared his experience with me and highly recommended the place.

Firstly, after arriving Sai Kung, I suggest going to the Volcano Discovery Centre. We can learn about the formation of Hong Kong's rock columns, volcanic history and features of the geosites, broadening our horizons.

Use of different  
modes of  
assessments and  
assignments

# A variety of post-reading activities

Connect the reading experience to the main writing task (P5)  
Create an authentic context

A. Identify the different parts of an e-mail. Name different features by writing the correct letters in the boxes.

A. Sender	B. Receiver	C. Subject	D. Introduction
E. Background	F. Activity 1	G. Activity 2	H. Closing

To : [kclee@sbcps.edu.hk](mailto:kclee@sbcps.edu.hk)

From : [amylee@sbcps.edu.hk](mailto:amylee@sbcps.edu.hk)

Subject : P.5 school trip ideas

Paragraph 1 (How are you? I am very excited...)

Paragraph 2 (Sai Kung is also known as...)

Paragraph 3 (Firstly, after arriving Sai Kung, I suggest...)

Paragraph 4 (Next, we can take a speedboat...)

Paragraph 5 (I have put a lot of time...)

*Food for thought...*

1) How does Amy help Principal Lee know the order of the activities in the email?

☺ The use of ' \_\_\_\_\_ ' and ' \_\_\_\_\_ '.

☺ Can you think of other words we can use?

2) If you were Principal Lee, what would you think about when organising a school trip for students?

# A variety of post-reading activities

## Connect the reading experience to the main writing task (P5) Create an authentic context

B. Read Amy's email on P.1 again. Finish the mind map below.

Suggested place: _____	Introduction	Reasons for the suggestion: _____ _____
Basic information about the place: _____	Background	Special features of the place: • _____ • _____ • _____ • _____
Others: _____		
Activity 1 Place to go: _____	Things to do or learn there: • _____ • _____ • _____	
Activity 2 Place to go: _____	Things to do or learn there: • _____ • _____	
Examples: _____		

C. Matching - What famous tourist spots can you find in Hong Kong? Match the names of the spots with the activities you can do there by filling in the letters.

1. Mai Po	( ) ( )
2. West Kowloon Cultural District	( ) ( )
3. Sai Kung	( ) ( )

A	visit Yim Tin Tsai and learn about how salt was produced in the past
B	know more about the floating seafood market and appreciate the fishermen's hard work
E	visit M+ and appreciate different artworks
F	learn about wetlands
G	watch different kinds of birds and learn how to protect the nature
H	visit Hong Kong Palace Museum and see the special exhibitions featuring Chinese art and culture

You may know more about the above places using the QR codes below:

1. Mai Po	2. West Kowloon Cultural District	3. Sai Kung
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## A variety of post-reading activities

**Some vocabulary items and phrases students used in the writing:**

- **...highly recommend...**
- **...appreciate the exhibitions of different artists...**
- **...so creative and fascinating**
- **...paradise for birds**
- **...closely interact with...**
- **...immerse yourself in...**
- **...a high rating of...**
- **...capture the view of ...**
- **... full of wonders and excitement**
- **...explore peaceful scenery and relaxing water waves**

## **Impact on students' learning**

😊 **Students' reading motivation**

😊 **Students' language skills**

## **Impact on the school English curriculum**

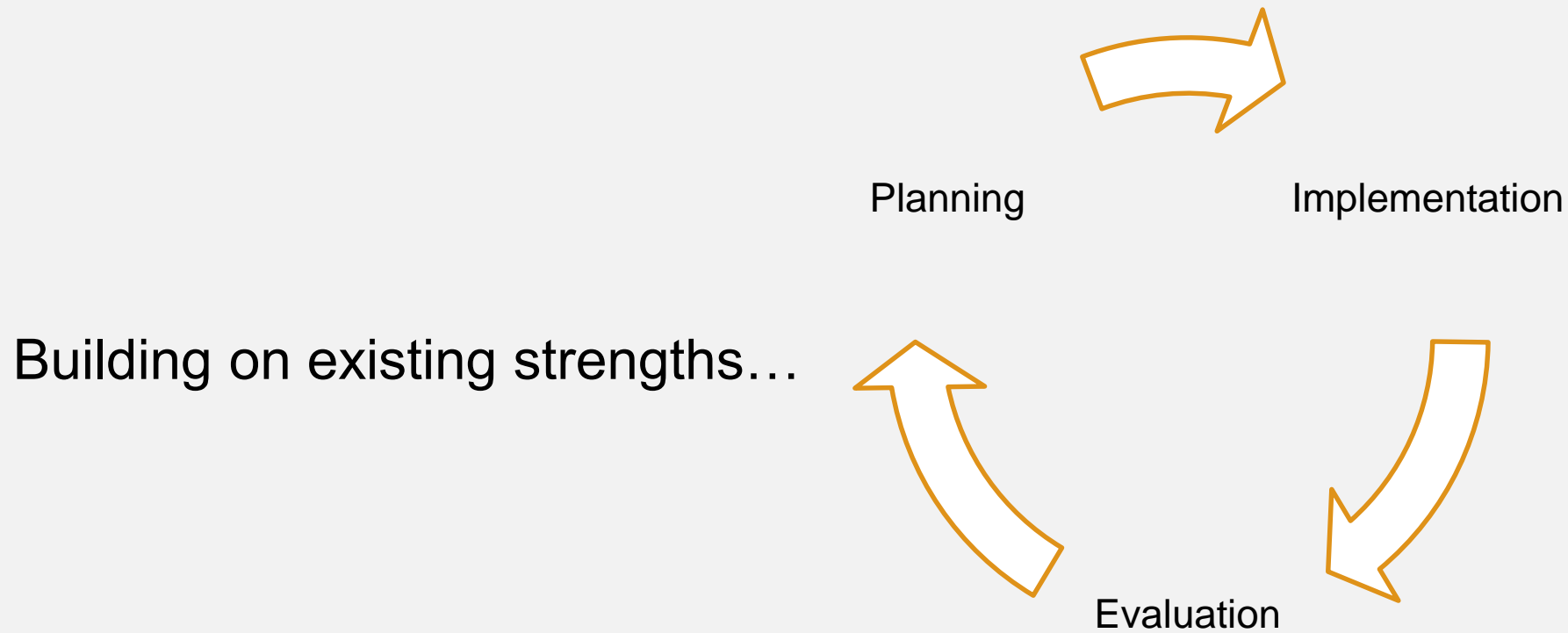
😊 **Provide students with more exposure to a wider range of text types**

😊 **More flexible use of different quality resources and multimodal texts to develop students' new literacy skills**

😊 **Provide more opportunities for purposeful, integrative and creative use of the language**

😊 **Adopt a student-centred approach**

😊 **facilitate ongoing curriculum renewal**



## Way forward

**Promoting the good practices to other year levels**

**Enhancing students' information literacy**

**Developing an RaC culture**



# References

Curriculum Development Council (2017). English Language Education Key Learning Area Curriculum Guide: Primary 1-Secondary 6. Hong Kong: Hong Kong Government Printer.

OECD (2002), *Reading for Change: Performance and Engagement across Countries: Results from PISA 2000*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/9789264099289-en>.

OECD (2021), *21st-Century Readers: Developing Literacy Skills in a Digital World*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/a83d84cb-en>.

**Thank you!**