

# **Primary Literacy Programme – Reading & Writing (Key Stage 1)**

## **Parent Support Package Bilingual Version**

**Advisory Teaching Team  
NET Section, CDI, EDB  
2008-2009**



# Rationale of PLP-R/W

## 小學識字計劃 - 閱讀/寫作的理念

---

“...it is essential that in the primary English classroom, learners are given the opportunity and support to develop the four language skills...”

ELCG, 2004 pp.133

「 .....教師在小學英文教學課堂內，應給予學生運用英語的機會，並提供適當的支援，以提升他們聽、說、讀、寫的能力.....」

ELCG, 2004 pp.133



# Aim of PLP-R/W (KS1)

## PLP-R/W 的目標

---

To develop students' **four language skills** with a focus on **reading** and **writing** through a sustainable Primary Literacy Programme

目標是透過持續地進行小學識字計劃，不單給予學生**聽**、**說**、**讀**、**寫**的語文訓練，更特別提升他們的**讀**、**寫**能力。



# Why is PLP-R/W incorporated into the school English Programme?

為甚麼要在英文科加入PLP-R/W ?

---

## PLP-R/W

- ❑ caters for learner diversity
- ❑ provides children with focused support through small group teaching
- ❑ tracks and profiles children's progress
- ❑ 照顧學生個別差異
- ❑ 透過小組教學，提供全面支援
- ❑ 記錄學生的學習進程



# How does PLP-R/W fit into the school English Programme (KS1)?

## PLP-R/W (KS1) 如何配合英文科教學?

---

- ❑ The Programme begins in **Key Stage I**, (all P.1 classes)
- ❑ **50%** of English teaching time is devoted to PLP-R/W
- ❑ **A print-rich environment** (English Room and classroom) enhances student learning
  
- ❑ 參與年級：由**初小開始**，包括所有小一班別
- ❑ PLP-R/W佔英文科**百分之五十**的教學時間
- ❑ 讓學生在**豐富的語言環境**中進行學習



# Use of textbooks

## 教科書的運用

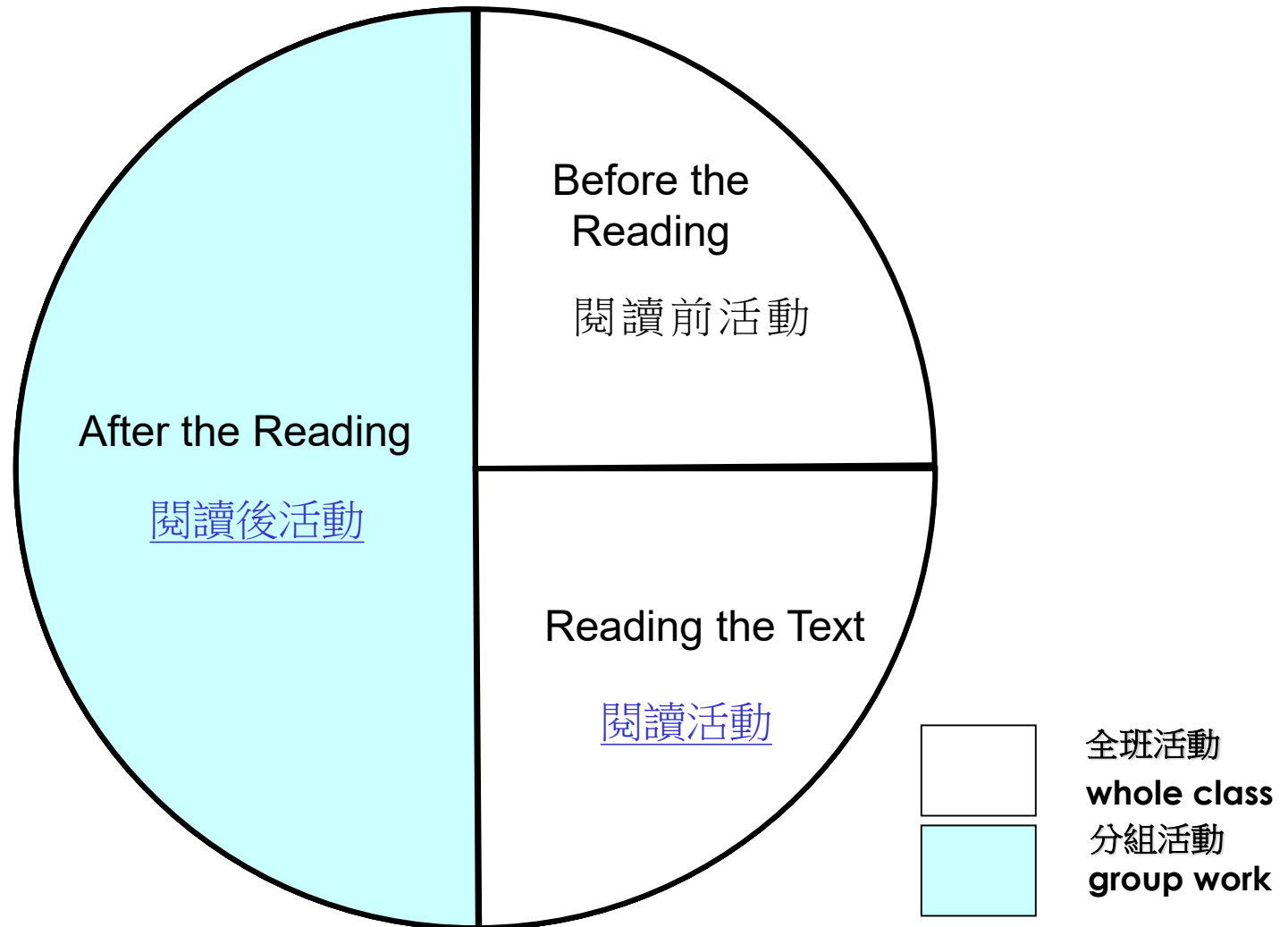
---

- ❑ As the PLP-R/W takes up 50% of the General English lessons, teachers **will not be able** to cover all the pages in the textbook
- ❑ The children will still be taught the same **language structures** as recommended in the curriculum, but teachers will use a **wider range of resources** to support their teaching
- ❑ PLP-R/W佔了英文科百分之五十的教學時間，老師**絕對不可能**教授整本教科書
- ❑ 老師利用**更豐富的教學資源**，使學生更有效地學習課程指引所建議的**句式**



# What do children do in PLP-R/W reading sessions?

## 學生在閱讀課的學習



# What do children do in PLP-R/W reading session (cont'd)

## 學生在閱讀課的學習 (續)

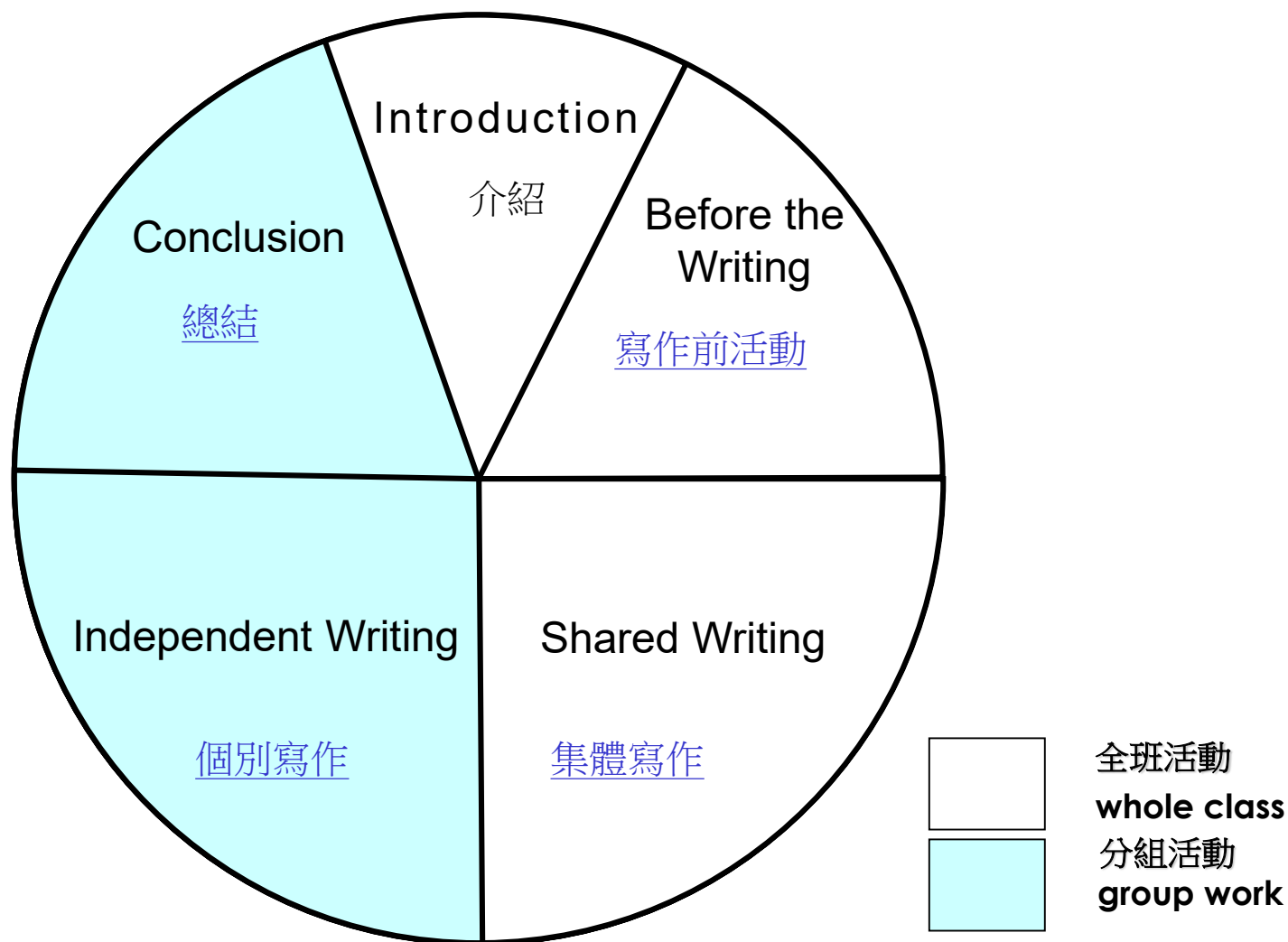
---

- ❑ Children learn vocabulary and language structures in a **meaningful context**
- ❑ Children learn to read and **decode** new words by using **reading strategies and skills**, e.g. **phonics**
- ❑ Children apply what they have learnt when doing **meaningful tasks**
  
- ❑ 學生在**有意義的情景下**學習字彙和英文句式
- ❑ 學生學習運用**閱讀技巧和策略**（例如：**語音法**）幫助閱讀及拼讀英文生字
- ❑ 學生能應用所學，完成**有意義的相關課業**



# What do children do in PLP-R/W writing sessions?

## 學生在寫作課的學習





# What do children do in PLP-R/W writing session (cont'd)

## 學生在寫作課的學習 (續)

---

- ❑ Children **build on and consolidate** the learning from the reading sessions
- ❑ Children learn to **apply** the taught vocabulary and language structures in their writing, in **meaningful contexts**
- ❑ Children will write in **whole sentences** and thus develop **independent writing skills**
- ❑ 學生在寫作課中**鞏固及建構**從閱讀課所學到的知識
- ❑ 學生嘗試運用已學習的字彙和英文句式進行**情景寫作**
- ❑ 學生運用**完整**的句子寫作



# Marking and Assessment

## 批閱及評估

---

- ❑ Children will be assessed **regularly** using **formative assessment**
- ❑ Whenever possible children's work will **now** be marked **during lessons**, so that **immediate formative feedback** can be given
- ❑ **Marking and corrections** will **focus** on the content of the lesson
- ❑ The teacher will work with the children, **supporting** them with their corrections
- ❑ 老師運用**進展性評估**來**持續地觀察**學生學習進程
- ❑ 老師盡可能在**課堂批閱**學生的寫作，以便**即時**給予有效的回饋
- ❑ 老師的**批閱**及學生的寫作**改正**均集中在該課節的**教學重點**
- ❑ 老師**協助**學生改正寫作



# Dictation

## 默書

---

### Usual Practice

- ❑ Rote learning
- ❑ Too frequent
- ❑ Too much time for preparation

### 一般做法

- ❑ 死記硬背
- ❑ 次數太多
- ❑ 太多時間準備

### New Practice

- ❑ Tests phonics skills
- ❑ At the end of a unit
- ❑ Reasonable time for preparation

### 新做法

- ❑ 考核語音
- ❑ 每一單元之後
- ❑ 適當時間準備



# What is the PLP-R/W Home Reading Programme?

## 甚麼是 PLP-R/W 家庭閱讀計劃?

---

- It is part of the Primary Literacy Programme – Reading and Writing [PLP-R/W] (KS1)
- Every week each student will be given **two books** to consolidate the **sounds** and **language structures** they learn during that week
- 這是 Primary Literacy Programme – Reading and Writing [PLP-R/W] (KS1)的一部分。
- 學生每星期將會閱讀**兩本**圖書，以鞏固已學習的**字母發音**及**英文句式**。



# Why have a Home Reading Programme?

## 家庭閱讀計劃的目的

---

- ❑ To foster the students' **independence** and **motivation** in learning to read and reading to learn
- ❑ To promote and support the creation of a **home environment** that will **encourage** students to learn to read in English at home
- ❑ To promote the reading of **appropriate English texts**
  
- ❑ 培養及提升學生閱讀的**獨立能力**與**動機**
- ❑ 提倡及支持家長於家中建立一個**鼓勵**孩子**閱讀英文的環境**
- ❑ 提倡學生閱讀**合適**的英文圖書



# Why have a Home Reading Programme? (cont'd)

## 家庭閱讀計劃的目的(續)

---

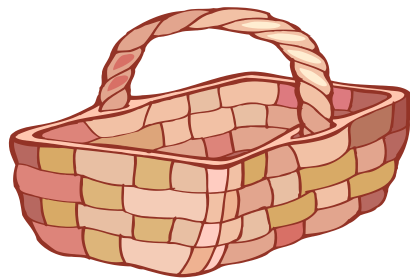
- Parental support is crucial in establishing and maintaining children's lifelong reading habits
- Parents can provide a positive role model by reading regularly themselves
- Reading with parents is a valuable and enjoyable activity
- It strengthens the bond between parent and child
- 家長的支持是建立及維持兒童閱讀習慣的關鍵因素
- 家長能為兒童樹立學習的模範
- 親子閱讀是非常有價值及愉快的學習經驗
- 親子閱讀能增進親子關係

# The logistics of the Home Reading Programme

## 家庭閱讀計劃運作模式

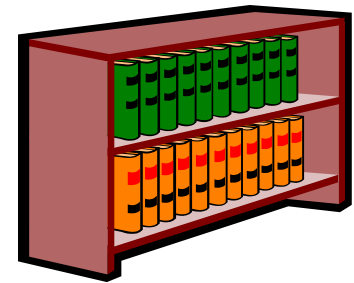
Teacher makes sure books have been returned, checks the entries in the Home Reading Booklet before the Literacy Session.

閱讀課前教職員點收圖書，檢查家庭閱讀冊是否已填妥



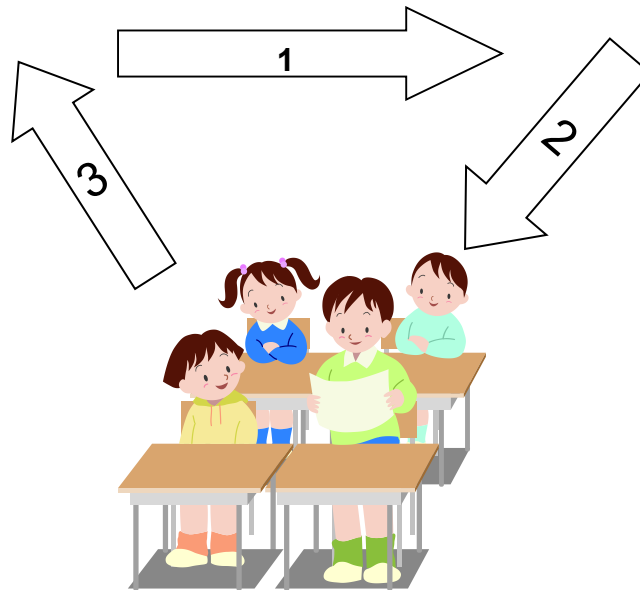
After a week, your child returns his/her books to a designated place for his/her class before the Literacy Session.

學生於下一週交還圖書，並於閱讀課前把圖書放回指定位置



Teacher gives your child two books during the Literacy Session. Your child records the titles of the books in the Home Reading Booklet.

教師於閱讀課時派發兩本圖書給學生。學生在家庭閱讀冊上登記書名





# The Home Reading Letter Books

## 家庭閱讀拼音書

---

These books have been designed to support the letter sounds that are currently being taught

這些書是特別為支援學生掌握及鞏固已學習的字母發音而設計





# The Home Reading Letter Books (cont'd)

## 家庭閱讀拼音圖書(續)

---

How can parents support children with these books?

- ❑ Encourage children to tell you what the **sound** is
- ❑ **Read** the words **together**
- ❑ Look at the **pictures** and ask the children to tell you **what's happening**

家長如何利用這些拼音圖書支援學生？

- ❑ 鼓勵學生說出該**字母的音**
- ❑ 與學生**一同**閱讀
- ❑ 鼓勵學生利用書本的**圖畫描述故事**

# The Home Reading Small Books

## 家庭閱讀小圖書

---

These books have been designed to support the language structures that are currently being taught

這些書是為支援學生掌握及鞏固已學習的英文句式而設計





# The Home Reading Small Books (cont'd)

## 家庭閱讀小圖書 (續)

---

How can parents support children with these books?

- Read the book **together**
- Look at the **pictures** and ask the children to tell you **what's happening**

家長如何利用這些小圖書支援學生？

- 與學生**一同**閱讀
- 鼓勵學生利用書本的**圖畫描述故事**



# The Home Reading Booklet

## 家庭閱讀冊

---

NAME OF SCHOOL \_\_\_\_\_

NAME \_\_\_\_\_

CLASS \_\_\_\_\_



**Home  
Reading  
Booklet**

# In my Reading Log, my parent signs & ticks ...

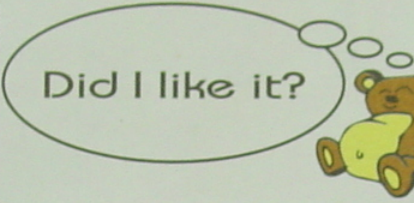
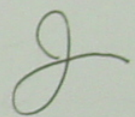
How many times I have read this book: ( 1, 2, 3 ... )	Parent's Signature 家長簽署	# Parent's Remarks 家長備註 ✓ in the appropriate circle 在適當的圓圈內加上 ✓
		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
		<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

# Parent's Remarks (Mode of reading): A. I read to my child 父母唸書給孩子聽 B. My child read to me 孩子唸書給父母聽  
# 家長備註 (閱讀模式): C. My child read with me 與孩子一同閱讀 D. My child read alone 孩子自行閱讀

**INSTRUCTION PAGE**

© NET SECTION, EMB, HKSARC

# My Reading Log

	Date	Title*	Did I like it? 	How many times I have read the book: (1, 2, 3 ...)	Parent's Signature 家長簽署	# Parent's Remarks 家長備註 ✓ in the appropriate circle 在適當的圓圈內加上 ✓
<b>1</b>	10-3-06	The Party	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	3		<input type="radio"/> A <input checked="" type="radio"/> B <input checked="" type="radio"/> C <input checked="" type="radio"/> D
<b>2</b>	17-3-06	The Hungry Bear	<input type="radio"/> <input type="radio"/> <input type="radio"/>			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
<b>3</b>			<input type="radio"/> <input type="radio"/> <input type="radio"/>			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
<b>4</b>			<input type="radio"/> <input type="radio"/> <input type="radio"/>			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

\*Books with tapes

- A. I read to my child 父母唸書給孩子聽   
 B. My child read to me 孩子唸書給父母聽  
 C. My child read with me 與孩子一同閱讀   
 D. My child read alone 孩子自行閱讀



# People involved in PLP-R/W

## PLP-R/W 的持分者

---

- ❑ Pupils
- ❑ Principal
- ❑ Primary School Master/Mistress (Curriculum Development)
- ❑ English Panel Chair
- ❑ Advisory Teacher
- ❑ Coordinator
- ❑ Local English teachers
- ❑ Native-speaking English Teacher
- ❑ Classroom Assistant
- ❑ Parents
- ❑ School librarians
- ❑ 學生
- ❑ 校長
- ❑ 課程發展主任
- ❑ 英文科科主任
- ❑ 外籍英語教師計劃諮詢教師
- ❑ 英語閱讀及寫作計劃統籌教師
- ❑ 本地英語教師
- ❑ 外籍英語教師
- ❑ 課室助理
- ❑ 家長
- ❑ 圖書主任





# Why are parents involved in the PLP-R/W?

## 為甚麼家長須參與 PLP-R/W ?

---

- ❑ Understand and support the use of different teaching approaches and assessment
- ❑ Research shows parental involvement is correlated with children's success
- ❑ Home can provide a strong foundation for learning
- ❑ 了解及支持不同的教學模式及評估
- ❑ 研究顯示兒童的學習成功與家長的參與有密切的關係
- ❑ 家庭能為兒童提供奠定良好學習基礎的機會



# Why are parents involved in the PLP-R/W? (cont'd)

## 為甚麼家長須參與 PLP-R/W? (續)

---

- ❑ Parents can **encourage good habits** for learning
- ❑ **Encourage** children to write without the fear of making mistakes
- ❑ **Appreciate** children's writing
- ❑ **Celebrate** their effort
  
- ❑ 家長能鼓勵兒童養成良好的**學習習慣**
- ❑ **鼓勵**兒童寫作，無懼犯錯
- ❑ **讚賞**兒童的文章
- ❑ **肯定**兒童的努力



# Creating a positive Home Reading Culture

## 創造正面的家庭閱讀文化

---

How to help your child to form good reading habits?

- ❑ **Each day**, make a time when you and your child can sit together and **enjoy reading books**
- ❑ **Encourage** your child to read
- ❑ **Praise** his/her achievements, no matter how small or simple they seem

怎樣培養孩子在家中閱讀習慣？

- ❑ **每天**抽取時間與學生一同**享受閱讀**的樂趣
- ❑ **鼓勵**學生閱讀
- ❑ **讚賞**學生的成就（無論該成就是大或小）



# Creating a positive Home Reading Culture (cont'd)

## 創造正面的家庭閱讀文化 (續)

---

- ❑ Read **interesting stories** to your child in both English and Chinese
- ❑ Take your child to the **public library**
- ❑ Encourage your child to **notice and read English in the environment**
- ❑ 給孩子朗讀**有趣**的中、英文圖書
- ❑ 與孩子一同往**公共圖書館**借閱圖書
- ❑ 鼓勵孩子**留意和閱讀**周遭與英語有關的事物



# Creating a positive Home Reading Culture (cont'd)

## 創造正面的家庭閱讀文化 (續)

---

After the reading, **occasionally** ask your child questions to consolidate his/her understanding of the book:

- ❑ Did you like the story? Why?
- ❑ Will you read it again? Why?
- ❑ Which character(s) did you like the best/least in the story?

### 閱讀後的提問建議指引

- ❑ 你喜歡這圖書嗎？為什麼？
- ❑ 你會再讀這圖書嗎？為什麼？
- ❑ 你喜歡故事中哪一位人物/哪一個情節？



# Creating a positive Home Reading Culture (cont'd)

## 創造正面的家庭閱讀文化 (續)

---

After the reading (cont'd)

- ❑ Did you like the ending of the story? Why? Why not?
- ❑ Can you think of a different way the story could have ended?
- ❑ Show me your favourite picture/illustrations.

閱讀後的提問建議指引(續)

- ❑ 你喜歡故事的結局嗎？為什麼？
- ❑ 你會怎樣改寫這故事的結局？
- ❑ 請指出圖書中你最喜歡的圖畫。

# Questions and Answers

## 答問時間

---



# Shared Reading

## 集體閱讀





# Small Group Teaching

## 小組教學

---



# Small Group Activity

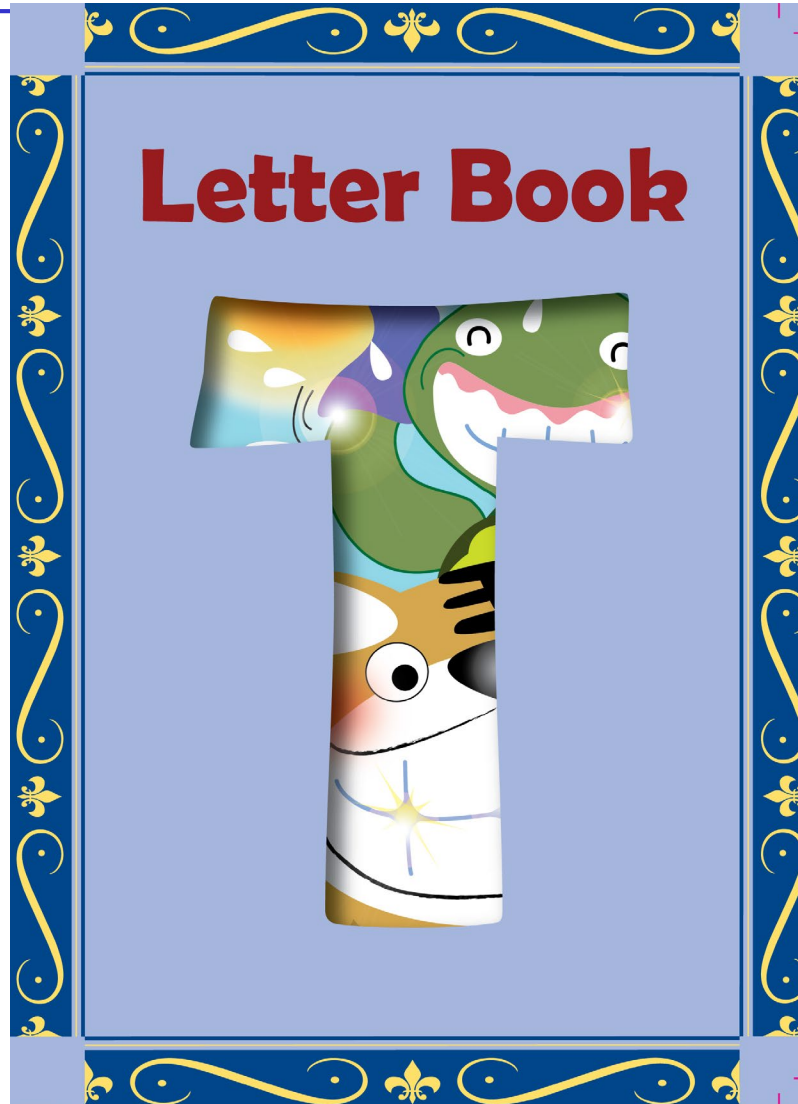
## 小組活動

---



# Letter Book T

## 字母書 - T



# Letter Book T

## 字母書 - T



**tiger**

2



**turtle**

3

# Letter Book T

## 字母書 - T



**teeth**

**tap**



# Small Book - *My Bag*

## 小圖書 - *My Bag*



# Small Book - *My Bag*

## 小圖書 - *My Bag*



My name is Tom.

2



This is my bag.

3

# Small Book - *My Bag*

## 小圖書 - *My Bag*



This is my cap.



This is my ball.





# Before the Writing

## 寫作前活動



# Shared Writing

## 集體寫作



# Shared Writing

## 集體寫作



# Independent Writing

## 個別寫作



# Independent Writing

## 個別寫作



# Conclusion

## 總結



# Conclusion

## 總結

