<table>
<thead>
<tr>
<th>A. Reading</th>
<th>Performance of the pupils</th>
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</table>
| - Run the P. 1 Reading programme to motivate P. 1 pupils by providing enjoyable reading materials and activities.  
- The buddy reading programme was run during recess.  
- Run the Reading Weeks in P. 2 to P. 6 levels. | 1. The P. 1 Reading programme was successful as it has started to arouse the pupils’ interest in reading. And the buddy reading programme could help the less able pupils to build up their confidence in reading.  
2. 2 English Reading Weeks were held in each term. Pupils enjoyed listening to the stories and doing the activities.  
(For the above points, please refer to the 04-05 Annual Report Of The School-based Development Plan)  
3. A Reading Club was run by the Net teacher every other Friday. Pupils were stimulated to read more English stories.  
4. P. 1 to P. 3 pupils did better in the section of Reading Comprehension in the exams.  
5. Teachers need to do more in this aspect as fewer pupils were eager to borrow English books. |
| - Devise the reading comprehension exercises for P. 1 to P. 3 levels.  
- Encourage pupils to read books borrowed from the school library, the class library and books brought from the English Extensive Reading Scheme. | |
| B. Writing | |
| - Revise the worksheets and guided writing exercises for pupils.  
- Project work was done in the second term. | 1. Guided writing exercises and worksheets were revised to improve pupils’ writing skill.  
2. A task based project work was done in order to broaden pupils’ writing experience. |
| C. Speaking | |
| - Co-teach in P. 1 Phonics lessons.  
- Encourage pupils to listen to and respond in English during lessons and outside classrooms. | 1. It proved that the phonics lessons could help the P. 1 pupils read and spell new words with less difficulty. Phonics were also taught in P. 2 to P.5. It helped to improve pupils’ pronunciation.  
2. Pupils showed an effort to participate in pair work and group work in class.  
3. English Speaking Days were held in December, 2004. Pupils had more chances to communicate in English. |
- Revise the format of the Oral Exam paper

4. Pupils are more familiar with the format of the Oral paper in the BCA.

### D. Listening

- Use English as the medium of instructions in English lessons.

1. Most pupils could understand what the teacher said in class. It showed an improvement in their listening ability.
2. A Net teacher joined the team teaching in P. 1 and P. 6 levels. It seemed that most pupils could understand the teaching of the Net teacher.

### E. Language Arts

- Plan interesting and communicative activities for pupils.

1. An English Week was held in December, 2004. Pupils enjoyed using English during the week. Some activities about Halloween were run in October, 2004. Pupils used English through participating in the activities.
2. An English Club was set up. The NET teacher came to the school every other Friday to run games and activities for the pupils.
3. An English Story Telling Competition was held in July, 2005 to arouse pupils’ interest in using English.
4. Some P. 5 pupils joined the English Ambassador Scheme and used English to interview the tourists at the airport in July, 2005. The pupils liked this activity very much.

- Run the English Club
- Run an English Story Telling Competition
- Run the English Ambassador Scheme

Suggestions for improvement:

1. Our teachers should join more English seminars about the teaching of reading as reading becomes more and more important.

2. More fund should be allocated so that we can buy more teaching aids and carry out more interesting English activities.
NTWJWA Leung Sing Tak Primary School (Tseung Kwan O)

Report on: Evaluation P1 Reading Scheme

September 2004 to July 2005

Principal: Mr Antonio Cheng
English Panel Chair: Ms Dai Ai Lin
Net Teacher: Mrs Lynn Pretty

Introduction

The P1 reading programme was introduced as part of an overall school plan to arouse pupils’ reading interest. The objectives of the reading programme were to;

- give pupils confidence with spoken English through reading aloud,
- help pupils learn vocabulary in a context,
- motivate pupils by providing enjoyable reading materials and activities,
- and encourage a love of books and instil a reading habit.

The majority of the pupils in P1 are foreign language learners rather than second language learners and are unable to communicate in English. They have been introduced to reading and writing at Kindergarten but are unable to recall most of what they have learnt and some are unable to form letters.

The P1 reading programme consisted of three components; the reading lessons or workshops, the phonics lessons and the buddy reading programme. The three components were integrated with each other and the main course book so that much of the vocabulary and language structures were recycled.

The English Language Curriculum Guide (2004) suggest that up to half the English lessons could be used for reading workshops and be specially devoted to the development of reading skills. A double lesson every fortnight was devoted to the reading workshop and one lesson every week was devoted to improving phonic skills. The buddy reading programme was run during recess.

Reading Workshops

Use of leveled readers

Leveled or graded readers were used to teach reading. These readers are designed to teach native speakers to read. They use little vocabulary which is often repeated throughout the book. The lowest level uses
between eight and twelve words for each book. The pupils were given their own copy of each book.

**The lesson structure**

The lessons were structured, so that the first half of the session used a whole class approach and was spent teaching the vocabulary, reading the book as a whole class and role-play or memory game. Phonic skills were practiced whenever new vocabulary was introduced giving them greater phonological awareness.

The second half of the lesson was spent with a teacher listening to every child read individually while the other children rotated in groups through five different activities. These activities included a worksheet and games to practice vocabulary. Each activity lasted about five minutes until music was played as a signal for the children to stop and move on to the next activity. These activities included group and individual work.

Listening to pupils read individually gave the pupils confidence in reading English and gave the teachers instant feedback on the pupils reading ability and suitability of the books.

**Homework and Folders**

Pupils finished the worksheet and read the book to parents for homework. Pupils also had an exercise book which recorded the vocabulary in each reader and the reading attempts to parents and buddies in the buddy reading programme. Pupils were given a folder to keep worksheets, readers and the vocabulary book.

**Assessment of reading skills**

At the end of the first term, the pupils’ reading ability was assessed. The results showed that pupils who read at home usually had a reading level two grades higher than pupils who did not. Pupils who regularly read to parents at home were more likely to use the buddy reading session at recess. During the second term, pupils were given books from two to three levels higher and the books were taught over two double lessons. These books contained whole sentences and had a simple story line. Most children were able to read the books at the end of the two double lessons.

**Use of English During Activities**

During the first term, pupils needed to learn how to organize themselves in groups. They were allowed to do this in their native language. During the second term pupils were taught a phrase before each activity that they could use during the activity. Examples of these phrases are; ‘It’s my/your turn’ ‘What’s this word?’ ‘I have it’. Pupils were encouraged to use these phrases as often as possible and there was a space available in their vocabulary books for stamp or chop if they used that weeks phrase to communicate during an activity. Most children were able to use the phases during activities in subsequent lessons, but were unable to communicate in English otherwise.

**Strategies for encouraging confidence and fluency**

The P1 teachers and the buddies from the buddy reading scheme prompted the pupils while reading, rather than correcting them and complimented them on their reading ability in order to allow the pupils to
gain confidence and fluency when reading. At the beginning of the first term children showed a tendency not to pronounce the final sound of words. Errors such as this were usually corrected as a whole class rather than on an individual basis.

**Introduction to Pair work Reading**

Upper primary pupils often feel uncomfortable with reading to their friends, so the teachers felt a need to introduce pair work reading during the reading lessons in the second term so that children became comfortable reading to a classmate. This activity was closely monitored to ensure pupils behaved properly and helped each other.

**Use of the English Room**

The reading workshop was usually held in the English room which is bright and colourful. Children were excited to be in the room rather than their classroom and this added to the overall enjoyment of their lesson. The chairs and tables in this room are light and can be moved or removed from the room altogether to suit the activities. The room was set up before the children arrived with chairs arranged in a horseshoe at the front for shared reading and different activities set up on the tables. The pupils associate the room with English and having fun and were more likely to come to the English room at recess.

**Buddy Reading Programme**

The buddy reading programme was run during recess on Friday’s (10.15-10.35 and 12.15-12.30). The P1 pupils read books to the ‘buddies’ that they had been taught as part of the P1 reading programme. The buddies consisted of 11-15 volunteers from P4 and P5. The buddies attended an extra training session after school on alternate Mondays from 3.30-4.15 to build confidence and to ensure that the buddies themselves helped the readers become confident readers. The P1 English teachers monitored the buddy reading sessions on alternate Fridays when the Net was not at the school. Miss Lau also provided invaluable help during recess when the Net was present. Teachers and buddies also encouraged a fun but safe atmosphere for the children to improve their reading skills. Children could play games introduced in previous lessons or read any books taught in the lessons. The programme provided good extra reading practice for P1 and was primarily set up to provide reading practice for children who were unable to read the books at home to anyone. However, the more able pupils were the most frequent visitors to the English room. The P4 and P5 ‘buddies’ benefited from the extra vocabulary and phonics. They were generally well motivated pupils who enjoyed coaching young children. Although their ability to use English was varied, this did not affect their ability to teach the P1 children. It was a very popular activity with both the P1 readers and the ‘buddies’ and it was a very effective use of the English Room at recess with around thirty pupils in the English room using English to read or play games during most sessions. Unfortunately these sessions were also very short as pupils (both buddies and readers) were often delayed finishing their lessons and pupils had to leave the room before the end of recess.
The buddies stamped the readers’ vocabulary books with chops every time they read a book. They also stamped a chop next to their own name on a buddies name list. The buddies encouraged the readers to read books before playing games.

**Phonics**

Actions were taught with the letter to help children remember the sounds. A text book was used as a basis for most lessons but sounds were covered in a different order so that more common sounds were taught first and care was taken not to introduce similar sounds together. Short vowels were introduced gradually throughout the year so that pupils could practise blending vowels and consonants. Activities were used which gave pupils practice at blending the individual sounds learnt both in terms of reading and of recognizing individual phonemes within words to help with spelling. Wherever possible, words from their readers and the main text book were used as examples to build up recognition of letter blends and sounds.

Phonic wheels were used to teach children to read three letter words with the help of rhyme. At the end of the year the more able pupils were able to read and spell three letter words and the less able ones could guess the word and read the initial consonant correctly.

A Phonic reader was also used in the first term, but the pupils found the vocabulary difficult to remember and confusing as the words were very similar (pan, nap,).

**The Guide for Parents**

The parents were given a presentation at the beginning of the year to introduce the P1 reading programme. They were also given a guide which was explained how to help their child improve their reading skills. This guide was explained to them by the class teacher.

**Evaluation**

**Teachers’ observation**

The teachers agreed that children looked forward to the lessons and were generally well motivated during the lessons.

The teachers used phonics when introducing vocabulary during their other English lessons and they noticed that the children used phonics to help them with dictation.

When language was used in the reader and then used in the main text book, teachers were able to work through that part of text book quickly. Some teachers believe that the readers that just used words from the text book would be better, whereas others believe that we need to expose the pupils to a great variety of different vocabulary.

**Parents Questionnaire**

The parents were given a questionnaire which asked five questions about their reading habits with their children and their children’s attitude to reading English.
From the results of question 1 (How often do you read English story book with your child?), it is clear that less than half the parents regularly read with their children and question 2 shows that 36.5% of the parents never did the reading homework with the pupils even though only 11.1% did not enjoy reading the books (question 3). The parents’ comments at the end of the questionnaire showed that some parents did not believe their English was good enough to help their children.

From question 4 we can see that only 36.5% of the parents were happy to say that their children were becoming confident readers. However the NET believes that only 5-10% of the children in each class were not becoming confident readers yet. The difference may be in the expectations of the parents and teacher but the parents are likely to be correcting every mistake when they do listen to their children read, so that the children may be less confident when they read to their parents.

Question 5 showed that 71.4% of parents thought that their children enjoyed the reading lessons whereas only 11.1% thought that their children did not.

Question 6 showed that 49.2% of the parents thought the books were suitable. 12.7% of parents thought the books were too difficult, whereas only 3.2% thought that the books were too easy.

Most other comments were positive, suggesting that the programme increased the pupils’ interest in learning English.

Conclusion

The P1 reading programme has started to arouse the pupils’ interest in reading as most children enjoyed the books and activities. The pupils read confidently to one another and their teachers and can reuse language learnt. They often try to guess how to read difficult words, showing that they are developing good reading strategies.

Recommendations

The teachers think the reading programme was successful and that a reading programme which included enjoyable activities with an integrated phonics programme and a buddy reading scheme would start to arouse students’ interest in reading.
Major concern: To improve the basic learning skills

For year 2004 – 2005: To improve pupils’ English reading skill

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<thead>
<tr>
<th>Strategies / Tasks</th>
<th>Time Scale</th>
<th>Successful Criteria</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Run the Reading Weeks</td>
<td>2 weeks in each term</td>
<td>60% pupils enjoy listening to stories and doing the related activities</td>
<td>Questionnaire was done in May, 2005. It showed that more than 60% pupils enjoyed listening to the stories and doing the related activities.</td>
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<tr>
<td>Teach stories in P. 1 level</td>
<td>whole year</td>
<td>60% P. 1 pupils enjoy the lessons with reading activities</td>
<td>Classroom observation was used to collect data. It showed that more than 60% pupils enjoyed the lessons with reading activities. For details, please read the attached “Report on: Evaluation P. 1 Reading Scheme September 2004 to July 2005”.</td>
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<tr>
<td>Join the Extensive Reading Scheme</td>
<td>whole year</td>
<td>An increase of 5% or more in the number of books borrowed from the library</td>
<td>Pupil who borrowed 8 English books could get a prize. There were 134 pupils getting prizes last year. But there were only 82 pupils this year. It showed a decrease of 39% in the number of books borrowed from the library.</td>
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