

Quality English Language Education: Enhancing Language Abilities of Primary School Learners



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優質教育基金
Quality Education Fund



Centre for Enhancing English Learning and Teaching (CEELT)
Faculty of Education
The Chinese University of Hong Kong

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Enhancing Language Abilities of Primary School Learners

By Prof Barley Mak, Dr Jin Tan, Ms Liu Li, Ms Juliet Cheung,

Ms Alice Choy and Ms Selena Tam

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ISBN 978-988-17530-7-6

First published in August 2013

Published by Quality Education Fund Secretariat

Room 3602, 36/F, Hopewell Centre,

183 Queen's Road East, Wanchai, Hong Kong

Website: <http://qef.org.hk>

Email: qefenq@edb.gov.hk

Printed in Hong Kong

Preface

This resource package is one of the deliverables of the *Consolidation and Redevelopment Work on Quality Education Fund English Language (Primary) Projects*, designed to provide useful learning and teaching resources for teachers. By consolidating the successful pedagogic experiences derived from the existing Quality Education Fund (QEF) projects on English Language (Primary), it is hoped that the resource package can facilitate effective dissemination of good practices to teachers and contribute to the promotion of quality education in Hong Kong.

The QEF has selected 57 projects with good teaching practices in support of the development of the resource package. According to the characteristics of the learning and teaching activities implemented in the QEF projects, six modules have been developed for the resource package. They are Phonics, Reading, E-learning, Drama, Intervention Programmes and Enrichment Programmes (refer to Appendix 1 for the list of corresponding QEF projects for each module).

The modules of the resource package serve as exemplars to guide teachers to extend learners' language abilities through adopting learning and teaching activities as well as teaching strategies proven to be successful in the QEF projects. Apart from deriving good practices from the QEF projects, the modules of the resource package follow the guidelines suggested by the *English Language Curriculum Guide (Primary 1–6)* and the recommendations of supporting literature.

Executive Summary

The *Consolidation and Redevelopment Work on Quality Education Fund English Language (Primary) Projects* (C&R Work) was commissioned by the Quality Education Fund (QEF) and conducted by the Centre for Enhancing English Learning and Teaching (CEELT) of the Faculty of Education at The Chinese University of Hong Kong (CUHK). It aims to consolidate success factors from 57 existing QEF projects regarding English Language education at the primary level and to re-develop a resource package for dissemination purposes.

The study of the C&R Work adopted a meta-study approach to evaluate 57 existing QEF projects. Data were collected by means of school reports on QEF projects, lesson plans, questionnaires and follow-up interviews. By employing meta-data-analyses and meta-theory, project impacts, success factors, good practices and sustainability of the existing projects were identified. There are two meta-data-analyses. The first meta-data-analysis was conducted to categorize the 57 projects into six modules, based on their objectives, outcomes and deliverables. The second meta-data-analysis includes content analysis, analysis of the quantitative results and analysis of the findings from the interviews. The content analysis was conducted to identify the project impact, success factors, good practices and sustainability of the projects. The quantitative survey aims to compare these factors among different modules. Interviews were conducted to further understand how the projects were implemented in different school settings.

The meta-study has concluded that the 57 existing projects provided successful English learning experience in six areas, which are Phonics, Reading, English E-learning, Drama, Intervention Programmes and Enrichment Programmes. Findings revealed that Phonics-related projects, Reading-related projects and Drama-related projects were engaging, motivating and contextualized. A collaborative and reflective culture among teachers was also developed. Most of the E-learning projects were related to building hardware and only a few were related to enhancing English learning in the classroom. For Intervention Programmes and Enrichment Programmes, many teachers did not have a clear understanding of “Intervention” and “Enrichment”. The topics of these projects were very diverse and it was not easy to sustain these projects.

The recommendations from the meta-study are as follows:

- Phonics-related projects should be integrated into the regular English Language curriculum. Phonics activities in the Phonics Module could focus on teaching phonics within a context and could be highly motivating.
- Schools should capitalize on the Primary Literacy Reading Programme and integrate a reading scheme as part of the English Language curriculum. Various kinds of engaging reading activities should be included. These activities should aim at helping students learn to appreciate readers and developing their creativity.
- E-learning projects should be designed based on the meta-theory literature on Computer-Assisted Language Learning activities.
- Schools should set up a goal for the drama activities, develop criteria for selecting students and choosing suitable roles, choose themes that students like and develop teachers’ expertise before and during the implementation of the Drama-related projects.

- Intervention projects should aim at focusing on a particular area of language, providing additional support for students' English learning inside or outside the classroom and developing a system to identify students with various kinds of learning difficulties.
- Enrichment projects should focus on providing enriching experiences for gifted learners or more able learners as well as developing learners' higher-order thinking skills, creativity, personal and social skills, and generic skills.

Acknowledgements

This resource package has received the generous support of many individuals. I would like to express my gratitude to the Quality Education Fund (QEF) for commissioning the Centre for Enhancing English Learning and Teaching (CEELT) of the Faculty of Education at The Chinese University of Hong Kong to undertake the *Consolidation and Redevelopment Work on Quality Education Fund English Language (Primary) Projects (C&R Work)* and its valuable comments on this resource package.

I would like to thank Ms Candy Watkiss and Ms Karen Cheung, who have been keen to share their experiences on the implementation of the resource package in the dissemination seminar. Also, I am grateful for those teachers, among whom is Ms Sheila Kwok, for their assistance in trying out this resource package. Input from many students regarding the learning activities included in this resource package has also been greatly appreciated.

My heartfelt appreciation goes to my project team members, Ms Juliet Cheung, Ms Alice Choy and Ms Selena Tam for their dedication and efforts in supporting the production of this resource package. Particular acknowledgement to Dr Jin Tan and Ms Liu Li for their assistance in shaping the research framework of the C&R Work; to Ms Lowetta Chan for her aided support for the resource package; and to Ms Grace Ng, Mr Raymond Chan and Mr Andrew Tsoi for their administrative support for the project. I would also like to extend my sincere thanks to Dr Betty Jean Gran for her professional advice in enriching the resource package.

With the concerted efforts of all parties concerned, I hope this resource package will further enhance the learning and teaching of English in Hong Kong and beyond.

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1. How to use this resource package

This resource package includes six modules, which are sequenced according to suggested target group, from lower primary to upper primary. Each module contains eight sections, namely *Theme*, *Target group*, *Suggested time*, *Expected learning outcomes*, *Learning objectives*, *Teachers' notes*, *Lesson plan*, and *Supporting materials*. Teachers are encouraged to plan and adapt the modules to suit their school contexts as well as to cater for learners' abilities and needs.

Theme and Target group

The modules of the resource package cover a range of themes with reference to those suggested by the *English Language Curriculum Guide (Primary 1–6)*, and include all primary levels as follows:

Module	Theme	Target group*
Phonics	My favourite things	Primary 1 and 2 learners
Reading	Food I like; food I don't like	Primary 3 learners
E-learning	My dream job	Primary 4 learners
Drama	Festivals around the world	Primary 5 and 6 learners
Intervention Programmes	Endangered animals	Primary 5 and 6 learners
Enrichment Programmes	Project Go Green	Primary 6 learners

*Depending on learners' abilities and needs, the module can be used by other target groups.

Suggested time

Time allocation is provided for each module in the resource package. *Suggested time* is meant to be indicative only; teachers are advised to adjust time needed for each learning and/or teaching activity according to learners' abilities and needs.

Expected learning outcomes and Learning objectives

The *Expected learning outcomes* section suggests the targets that learners need to reach at the end of the modules, while the *Learning objectives* section more specifically expresses what skills and strategies should be developed in each activity in order to achieve the learning outcomes. The learning outcomes and objectives of both sections are developed with reference to the *English Language Curriculum Guide (Primary 1–6)*.

Teachers' notes

The *Teachers' notes* section provides suggestions on module planning, such as the selection of materials, teaching strategies, revision of activities to cater for learner diversity, and other important issues to note depending on the nature of the module.

Lesson plan

The *Lesson plan* section is presented in a table, which comprises *Learning and teaching activities*, *Focus (skills/forms/functions)*, *Supporting materials* and *Related learning outcome(s)*.

The *Learning and teaching activities* section provides detailed teaching steps, guiding questions and links to websites with useful materials for the activities of the module. Teachers may feel free to change the sequence of the activities according to learners' abilities and needs. Reminders for teachers (marked with the symbol ) on alternative teaching suggestions as to how to carry out the activities are also included.

Focus (skills/forms/functions) indicates the language and generic skills, as well as the language forms and communication functions addressed in each activity of the *Lesson plan*.

The *Supporting materials* section shows learning and teaching materials needed for each activity and it is aligned with the corresponding teaching steps for teachers' easy reference.

The *Related learning outcome(s)* section lists which *Expected learning outcomes* (refer to *Expected learning outcomes and Learning objectives*) are addressed for each activity. For example, number "1" indicates that the activity addresses the first *Expected learning outcomes*, and so on. By referring to *Related learning outcome(s)*, teachers can plan the activities of the module in a more convenient way.

Supporting materials

Complementing the *Lesson plan* section, the *Supporting materials* section contains ready-made worksheets and guidelines for teachers' use and reference. The section is indicated by different page number prefixes for the six modules as follows:

Module	Page number prefix
Phonics	PH
Reading	RD
E-learning	IT
Drama	DM
Intervention Programmes	IN
Enrichment Programmes	EN

Graded worksheets are also provided to cater for learners' diverse needs. Worksheets indicated with the symbol ★ are designed for more able learners. Teachers are encouraged to adopt or adapt the graded worksheets according to learners' needs and levels.

2. Module on Phonics: Good practices in implementing school-based curriculum through teaching phonics

Phonics instruction is believed to be an important strategy to develop learners' fluency in reading (Villaume and Brabham, 2003). It has been found that teaching phonics can facilitate the mapping of spoken words to written words in systematic ways by means of the development of alphabetic principles (Villaume and Brabham, 2003). The learning and teaching of phonics in context is recommended in the *English Language Curriculum Guide (Primary 1–6)* (Curriculum Development Council, 2004) as phonics is a useful strategy to help learners recognize basic letter-sound relationships and apply phonics knowledge in reading and spelling.

The positive impact of integrating phonics instruction into the regular curriculum on reading achievement has been revealed in a lot of literature (Batjes and Brown, 1997; Appleton, Karson and Mendez, 2002). In the UK, the integration of phonics in the teaching of reading in the National Curriculum was proposed by the Qualifications and Curriculum Authority in 2000 (Qualifications and Curriculum Authority, 2000). The National Reading Panel in the US also found that phonics instruction is effective in enhancing children's success in learning to read (National Reading Panel, 2000). In Hong Kong, the *English Language Curriculum Guide (Primary 1–6)* (Curriculum Development Council, 2004) suggests that the learning and teaching of phonics should be covered in Key Stage 1 through explicitly teaching phonics in context as part of the regular English Language curriculum.

The learning and teaching of phonics usually refers to the integration of phonics activities in the English programme and reading workshops. Teachers can incorporate activities such as shared reading to help learners develop strategies for decoding in reading and encoding in writing in the follow-up activities. The *English Language Curriculum Guide (Primary 1–6)* (Curriculum Development Council, 2004) also recommends some purposeful activities and games to help learners consolidate phonics skills, such as keeping personal phonics books, playing phonics tic-tac-toe and phonics board-games, etc. Practically, some selected QEF projects included phonics activities in a school-based General English curriculum, such as Phonics bingo and Phonics fizz buzz. It was found that learners enjoyed the learning process during such practice. In addition to classroom practice, some selected QEF projects implemented other school-based activities, such as setting up a reading corner in the classroom, setting up a phonics book corner in the library as well as sharing phonics resources on an e-learning platform to enhance learners' phonological awareness.

In this module, the good practices generated from the projects can be categorized under four headings:

- Enhancing teachers' professionalism in teaching phonics through launching phonics training workshops
- Developing learners' phonological awareness through integrating phonics strategies as daily practice into the school-based General English curriculum
- Developing learners' proficiency, confidence and competence in using English through launching school-based phonics activities
- Facilitating parent-school collaboration through launching phonics workshops for parents

Passages in italics below are direct quotations from projects:

Project number and title	Good practices generated from the project
1999/1875 English Teaching Support Network for Tsuen Wan Primary Schools	<p data-bbox="651 815 1394 887"><u>Enhancing teachers' professionalism in teaching phonics through launching phonics training workshops</u></p> <ul style="list-style-type: none"> <li data-bbox="671 927 1394 1144">● <i>Upon the availability of tailor-made phonics package, we put...teachers through an intensive training to make them acquainted with the use of new teaching aids as well as the integrated use of skills through activities approach such as drama, dancing, music and choral speaking.</i> <li data-bbox="671 1151 1394 1249">● <i>After an intensive training, the teachers should be able to start practicing what they have learnt and be a "trainer" themselves.</i> <li data-bbox="671 1256 1394 1397">● <i>There was increased stimulation of learning between teachers. There was increased improvement in the teachers' knowledge, skills and use of English.</i> <p data-bbox="651 1442 1394 1547"><u>Developing learners' phonological awareness through integrating phonics strategies as daily practice into the school-based General English curriculum</u></p> <ul style="list-style-type: none"> <li data-bbox="671 1588 1394 1839">● <i>TW-ETSN [the Project] has adopted five teaching strategies (shared reading; project learning; drama; songs, poems and rhymes; and creative writing) to help bring these ideals [create a memorable and enjoyable learning experience; life-long learning and whole-person development] to life in the classroom.</i> <li data-bbox="671 1845 1394 2020">● <i>Phonics is a way of teaching reading and spelling that includes the teaching of basic letter-sound relationship. It enhances fluency in both reading and writing of the learners through applying the knowledge of letter sounds and spelling patterns.</i>

Project number and title	Good practices generated from the project
	<p><i>Phonics also helps listening and speaking relationships, allowing for clarity in words, and enhancing communication integrating the four skills.</i></p> <ul style="list-style-type: none"> ● <i>Show and tell allows learners to learn and practise language...in context. This multi-faceted activity can also be used by the teacher as a means of formative and summative assessment [for speaking]. In 5-10 minutes a day, Show and tell can become an invaluable part of your day in the classroom.</i> ● <i>By using the phonics package known as “Primary Phonics 2” designed by the TW-ETSN team, learners [got] improved in [their] phonics performance [phonics awareness].</i> ● <i>Through story-telling and singing...children improved their reading fluency and gained confidence in using English.</i> ● <i>When learning a language based on letter-sound relationships, teaching phonics can build learners’ confidence in attempting to sound out new words; help learners improve spelling and develop learner independence and autonomy in learning by giving them word attack skills.</i> <p><u>Developing learners’ proficiency, confidence and competence in using English through launching school-based phonics activities</u></p> <ul style="list-style-type: none"> ● <i>Children experienced Reader’s theatre and Read across Hong Kong activities while their parents attended informative workshops. Reader’s Theatre gave children (a) relaxed (relaxing) and safe environment to practice (practice) their reading skills, extend their vocabulary and build their confidence.</i> ● <i>Schools have highlighted a variety of approaches and activities to make reading a more enjoyable experience for learners. These include peer reading; Learners’ workshops; Reading and project learning; Big book reading and Phonics activities’ creating your own materials; Setting up an English corner; Parents’ workshops; Readers’ theatre; Using big book in conjunction with multiple copies of small books; E-books; Parental involvement in schools; Reading at home.</i> <p><u>Facilitating parent-school collaboration through launching phonics workshops for parents</u></p> <ul style="list-style-type: none"> ● <i>The parents who had active involvement in the</i>

Project number and title	Good practices generated from the project
	<p><i>project had favourable perceptions of TW-ETSN.</i></p> <ul style="list-style-type: none"> ● <i>With the keen support of parents like those attending the family phonics training, the future of English education for children in Tsuen Wan looks bright. If there is to be real long-term change in education, it must have the backing of the parents. The seeds have been sown, the journey begun: with the support of parents, we must now look onwards and upwards.</i>
<p>2000/1335 Reading and Spelling with Phonics - The Letterland Way</p>	<p><u>Enhancing teachers' professionalism in teaching phonics through launching phonics training workshops</u></p> <ul style="list-style-type: none"> ● <i>Teachers gained a lot through the sharing sessions. Teachers enriched phonics skills acquired through their training and co-teaching. Phonics teaching at the regular lessons will enhance teachers' level of professionalism.</i> <p><u>Developing learners' phonological awareness through integrating phonics strategies into daily practice into the school-based General English curriculum</u></p> <ul style="list-style-type: none"> ● <i>The regular phonics teaching in English lessons, such as playing bingo games, word building, sound discrimination by doing listening activities, listening to the stories, singing songs. Learners became more confident in reading and spelling.</i> ● <i>In primary 1 and 2 classes, we put phonics in context by sharing big books. Learners could frame the letter sounds and think of other words. It increased their phonological awareness.</i> <p><u>Developing learners' proficiency, confidence and competence in using English through launching school-based phonics activities</u></p> <ul style="list-style-type: none"> ● <i>P1 to P6 learners can borrow the phonics readers from the Central Library [school library]. The learners can tackle new words by reading more library books. They are more confident to read aloud the difficult words.</i> ● <i>The school utilized phonics resources on CD-Roms in the computer room... these games motivated their [learners'] learning and the learners could revise the words independently.</i> ● <i>Learners enjoy learning English because they are more confident to read and write when they know more about phonics.</i> ● <i>The teachers created a lot of activities to</i>

Project number and title	Good practices generated from the project
	<p><i>consolidate the learning of phonics... Learners have more confidence to tackle new words.</i></p> <p><u>Facilitating parent-school collaboration through launching phonics workshops for parents</u></p> <ul style="list-style-type: none"> ● <i>The NET has conducted two phonics workshops for parents. Parents can grasp some basic ideas to help their children to revise phonics at home. The feedback is very enthusiastic and positive.</i>
<p>2008/0268 A Phonics Interactive Learning Programme to Lay a Solid Foundation for Reading and Self-learning for Primary Students</p>	<p><u>Enhancing teachers' professionalism in teaching phonics through launching phonics training workshops</u></p> <ul style="list-style-type: none"> ● <i>The combination of tailor-made short stories and phonics teaching allows teachers to deliver multimedia learning content and develop a series of interactive pedagogy. As a result, our teacher become more experienced in designing, integrating and implementing phonics and IT-enriched courseware to facilitate the needs of effective teaching and learning.</i> <p><u>Developing learners' phonological awareness through integrating phonics strategies as daily practice into the school-based General English curriculum</u></p> <ul style="list-style-type: none"> ● <i>We have successfully implemented a school-based phonics programme and courseware as part of the school-based curriculum. With the skills developed, we are confident that we will able to boost our learners' all-round learning. Progressively, this will develop learners' read-to-learn culture, language proficiency and self-learning habit.</i> ● <i>By consolidating the new phonics elements with the existing school-based curriculum, our teachers are able to reinforce learners' phonics skills from different possible channels.</i> ● <i>With the assistance of video, audio, animation, and other multimedia designs within the programme, our learners find the courseware attractive for learning English, especially for learning phonics... they develop a basic awareness of the difference between pronunciations and sounds...learning phonics become interesting and meaningful to them.</i>

Project number and title	Good practices generated from the project
	<p data-bbox="667 174 1394 282"><u>Developing learners' proficiency, confidence and competence in using English through launching school-based phonics activities</u></p> <ul data-bbox="667 322 1394 465" style="list-style-type: none"> <li data-bbox="667 322 1394 465">● <i>Learners are encouraged to make a positive trail and learn from their own errors... this can build up their confidence, learning interests, and... thus their self-learning habit is established.</i> <p data-bbox="667 506 1394 537"><u>Facilitating parents' collaboration with school activities</u></p> <ul data-bbox="667 577 1394 721" style="list-style-type: none"> <li data-bbox="667 577 1394 721">● <i>Under the project, parents also get cost-free access on the programme. They are able to be actively involved in learners' learning... they can support and monitor their learning at home.</i>

The following is an exemplar module for Primary 1 and 2 learners, demonstrating how teachers can make use of a variety of activities to develop learners' phonological awareness so as to develop their confidence and proficiency in reading and improve their spelling. *Expected learning outcomes* and *Teachers' notes* of the exemplar module are based on the *English Language Curriculum Guide (Primary 1–6)* (Curriculum Development Council, 2004), good practices derived from QEF projects and a literature review. A *Lesson plan* has been developed to show teaching steps and teaching strategies in details, with related language skills, language forms and communicative functions (as proposed by the *English Language Curriculum Guide (Primary 1–6)*) listed in *Focus (skills/forms/functions)*. *Supporting materials* have also been created to facilitate the implementation of learning activities in class.

Theme

My favourite things

Target group

Primary 1 and 2 learners

Suggested time

8 lessons x 35 minutes (teachers may adjust the teaching time to suit learners' needs)

Expected learning outcomes

In this module, learners are expected to:

1. identify and discriminate amongst sounds
2. read aloud simple words and short simple texts using knowledge of basic letter-sound relationships
3. work out sounds of unfamiliar words using phonological strategies
4. develop their independent learning strategies through activities and games
5. develop their language proficiency through applying phonological strategies in reading and spelling

Learning objectives

By the end of the lessons, learners will be able to:

- identify basic consonant sounds and discriminate amongst a small range of initial and final sounds
- identify basic vowel sounds and discriminate amongst different middle vowel sounds in words
- recognize known clusters of letters in unknown words, e.g. in, chin, thin
- use phonological strategies to decode words, e.g. identifying the onsets and rimes in words, breaking words up into syllables
- develop independent learning strategies through keeping personal phonics book and playing interactive phonics games
- make a picture dictionary and recognize the sound when listening/link sound to spelling when listening and writing
- develop confidence and proficiency in reading aloud through participating in Readers' theatre

Teachers' notes

Selection of materials

- Teachers are encouraged to adapt the lyrics of popular songs or nursery rhymes for Activity 1 to motivate learners.
- Teachers are advised to use nursery rhymes or simple reading texts in Activity 2.

Teaching ideas

- Teachers are advised to select monosyllabic words from the texts in Activity 2 to

show learners how to work out the letter-sound relationships. The selected monosyllabic words can be reused in Activities 3 – 7.

- Teachers are encouraged to plan the sequence of sounds they wish to teach at the beginning of school year so as to ensure a good coverage of letter-to-sound correspondences.
- Teachers are advised to teach one or two letter sounds per week so as to leave time for learners to practise the sounds.
- The activities suggested in the lesson plan are multi-level activities which can be transferred to other levels of learners. Teachers are encouraged to use the same activities in practising other sounds so that learners are familiar with the rubrics and concentrate on the target sound to practise.
- Teachers can start lessons with songs or games to revise the letter sounds they have learnt. The following activities can be used as motivating activities:
 - Activity 1: Sing a song
 - Activity 5: Phonics fizz buzz (learners take turns to count 1-30 and produce the selected letter sound instead of 3 and its multiples)
 - Activity 6: Phonics bingo
- Teachers are encouraged not to only focus on phonics drilling exercises. A phonics game corner can be set up for learners to play in pairs or in groups to practice phonics skills and knowledge after the lessons. The context of the games should be changed according to the context of lessons. The following games can be put in the game corner:
 - Activity 4: Memory game
 - Activity 5: Phonics fizz buzz
 - Activity 6: Phonics bingo
 - Activity 7: Phonics tic-tac-toe
- Teachers are encouraged to conduct post-reading activities to teach phonics, so that learners can learn phonics in context. All teaching activities in the lesson plan can be conducted in reading workshops.
- Teachers are advised to put interactive games or exercise on an e-learning platform for learners to practise at home or with their parents.

Adaptation to cater for learner diversity

- Teachers can assign shy and passive learners to work with more able ones in Activity 8. The participation of a mixed group in Readers' theatre can raise learners'

confidence in using English.

- Teachers can adopt different levels of materials to suit learners' needs in the following activity:
 - Activity 6: Phonics bingo
 - Activity 7: Phonics tic-tac-toe

Professional development

- Teachers are encouraged to participate in a phonics workshop before implementing phonics activities or to read the phonics activities suggested in *Phonics in Action* (available on: <http://resources.edb.gov.hk/phonics/>) developed by the Curriculum Development Council.

Lesson plan

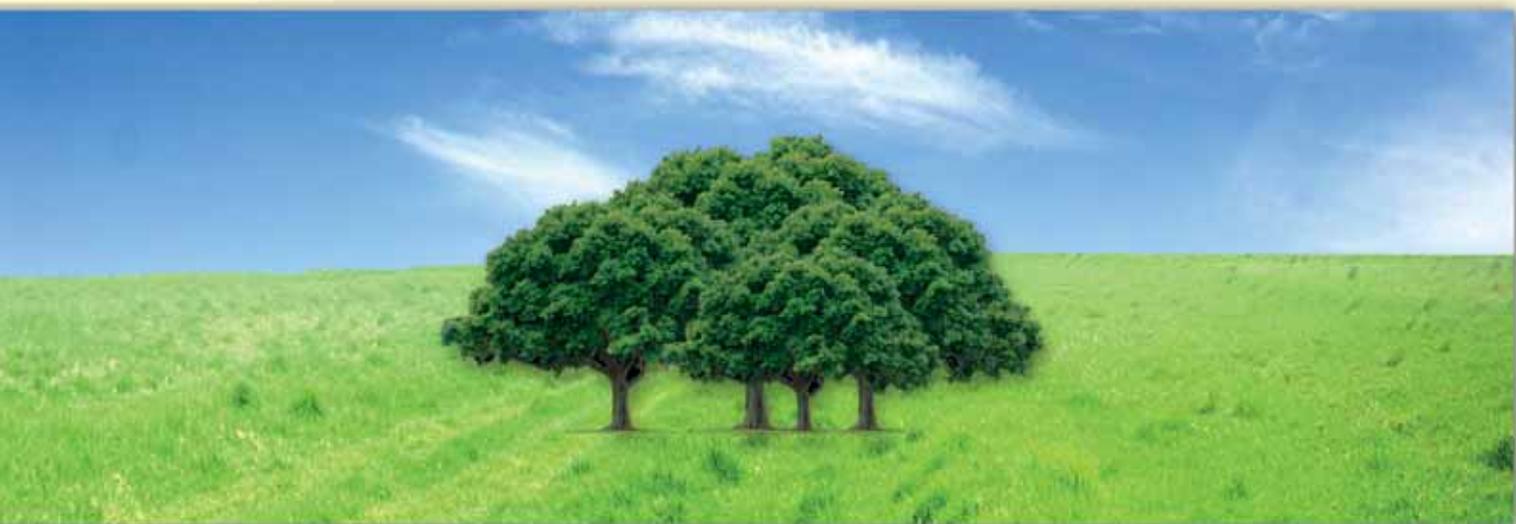
Learning Teaching and activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>Pre-task</p> <p>Activity 1: Sing a song</p> <ol style="list-style-type: none"> Learners sing a song or a nursery rhyme with adapted lyrics, e.g. <i>Ten Teddy Bears</i>. (Melody: “Ten Little Indians”) Learners can do the actions while singing the song, e.g. count their fingers to represent one to ten. <p> Please note that the rime “ear” in the word “bear” (/eə/) does not have the same pronunciation as the target rime “ear” (/ɪə/) in our lesson plan.</p>	<p><u>Language form</u></p> <ul style="list-style-type: none"> ● text types <ul style="list-style-type: none"> ■ songs <p><u>Values and Attitudes</u></p> <ul style="list-style-type: none"> ● appreciate the beauty of the language through enjoying singing songs and reading simple rhymes 	Ten teddy bears (PH-1)	1, 2
<p>While-task</p> <p>Activity 2: Shared reading</p> <ol style="list-style-type: none"> Teacher introduces a story and highlights the target phonics sound after reading, e.g. an online phonics story about toys. (Story: <i>Mox’s Shop</i> available on http://www.starfall.com/n/level-a/learn-to-read/play.htm?f) Frame the letter “o” in “mop” ask learners to identify the short “o” letter sound. Then frame the word “mop” and demonstrate how to read the word from “o”, to “op” and “mop”. Teacher asks learners to find words from the story with short vowel “o”, e.g. <u>fox</u>, <u>shop</u>, <u>Bob</u>, <u>hog</u>, <u>mop</u>. Learners can work in pairs to read aloud the new words with short vowel “o” to their partners. Learners enter the words with short vowel “o” into their phonics books. 	<p><u>Language form</u></p> <ul style="list-style-type: none"> ● text types <ul style="list-style-type: none"> ■ stories <p><u>Reading skills</u></p> <ul style="list-style-type: none"> ● use knowledge of basic letter-sound relationships to read aloud simple words and short simple texts ● use phonological strategies to decode words, e.g. identifying the onsets and rimes in words, breaking words up into syllables <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> ● pronounce correctly letters of the alphabet and words in isolation 	/	1, 2, 3, 4, 5

Learning Teaching and activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>6. Teacher posts the words with short vowel “o” on the bulletin board for learners’ reference.</p> <p>7. Teacher can post the reading text on an e-learning platform for learners to read the story again after the lesson.</p> <p> More able learners can read related phonics sound video, e.g. “ot”, “og”.</p>			
<p>Activity 3: Building a word tree</p> <ol style="list-style-type: none"> Teacher uses letter sets to help learners develop the concept of onset and rime. Teacher shows a new word, e.g. <u>gear</u>, and asks learners to find out the small word “ear” and try to read aloud the word by adding the letter sound “g” with the small word ‘ear’. Teacher tells learners to identify the small word “ear” and work out the reading and spelling of these words, e.g. dear, fear, hear, near, rear, sear, year. Learners can post the new words on the “ear” word tree. Learners can make use of the words to make simple sentences, e.g. I hear with my ears. Little teddy bear plays with gears. Learners enter the new words in their phonic books. 	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> use phonological strategies to decode words, e.g. identifying the onsets and rimes in words, breaking words up into syllables recognize the known clusters of letters in unknown words <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> pronounce correctly letters of the alphabet and words in isolation <p><u>Generic skills</u></p> <ul style="list-style-type: none"> communication skills problem solving skills 	<p>My favourite toy (PH-2)</p> <p>Word tree (PH-3)</p>	<p>2, 3, 4, 5</p>
<p>Activity 4: Memory game</p> <ol style="list-style-type: none"> Learners work in pairs. Twelve cards with either “onsets” or “rimes” are put face down on the desk. 	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> use phonological strategies to decode words, e.g. identifying the onsets 	<p>Memory game (PH-4)</p>	<p>1, 2, 3</p>

Learning Teaching and activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>3. Learners take turns to turn over two cards, one from each group, and reading the sounds aloud. If the two cards can make a word, learners can keep the cards and get one point. If learners cannot read aloud the word, they put the cards face down again. Learners with the most cards or most points win the game.</p>	<p>and rimes in words, breaking words up into syllables</p> <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> pronounce correctly letters of the alphabet and words in isolation <p><u>Generic skills</u></p> <ul style="list-style-type: none"> communication skills problem solving skills 		
<p>Activity 5: Phonic fizz buzz</p> <ol style="list-style-type: none"> Learners take turns to count 1–30 and produce the selected letter sound instead of three and its multiples. Teacher can take a bag with letter sound flashcards and draw a card from the bag to decide the target sound to practise at the beginning of every lesson. Teacher makes use of actions to represent letter sounds, e.g. write the letter “t” in the air while reading aloud the letter sound of “t”. Learners start counting “1, 2, t, 4, 5, t, 7, 8, t...” in turns and teacher writes the numbers “1, 2...” to facilitate the counting. If any learners make a mistake in counting, the counting starts again from “1”. Learners are encouraged to do the action while reading the letter sound of “t”. Teachers can extend this activity to other letter sounds. 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> pronounce correctly letters of the alphabet and words in isolation 	/	2, 3, 4, 5
<p>Activity 6: Phonics bingo</p> <ol style="list-style-type: none"> Teacher gives out a bingo sheet to each learner. Learners circle the word on 	<p><u>Listening skills</u></p> <ul style="list-style-type: none"> identify basic consonant sounds, e.g. pot, hot and 	Phonics bingo (3x3) (PH-5)	1, 3, 4

Learning Teaching and activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
<p>the bingo sheet when they listen to the teacher reading out the words. The first one to get three words in a line and shout “bingo” wins the game.</p> <p>✍ More able learners can fill in the initial sound to create their own bingo sheet before the game.</p>	<p>discriminate amongst a small range of initial and final sounds in words, e.g. mop/pop, hot/hop</p>	<p>Phonics bingo (5x5) (PH-5★)</p>	
<p>Activity 7: Phonics tic-tac-toe</p> <ol style="list-style-type: none"> Teacher shows the tic-tac-toe grid on the board. Learners take turns to decide which space on the board to target and answer the corresponding question, e.g. read aloud “hear”; what is the letter sound of “t”? If the answer is correct, learners can put an “x” or an “o” in the space. The first group to get three in a row wins. Learners can work in pairs to play the game after class. 	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> recognize known clusters of letters in unknown words <p><u>Speaking skills</u></p> <ul style="list-style-type: none"> pronounce correctly letters of the alphabet and words in isolation <p><u>Generic skills</u></p> <ul style="list-style-type: none"> communication skills collaboration skills <p><u>Value and attitudes</u></p> <ul style="list-style-type: none"> participate actively and work with others to complete a task, respecting their rights 	<p>Phonics tic-tac-toe (PH-6)</p>	<p>1, 2, 3, 4, 5</p>
<p>Post-task</p> <p>Activity 8: Readers’ theatre</p> <ol style="list-style-type: none"> Learners read the Readers’ theatre story “The toy party”. Learners take turns to play different roles in the Readers’ theatre. 	<p><u>Speaking skills</u></p> <ul style="list-style-type: none"> imitate appropriate stress, rhythm and intonation <p><u>Generic skills</u></p> <ul style="list-style-type: none"> creativity collaboration skills <p><u>Value and attitudes</u></p> <ul style="list-style-type: none"> appreciate the beauty of language through performing plays and choral speaking 	<p>The toy party (PH-7)</p>	<p>2, 3, 4, 5</p>
<p>Assessment – Spelling bee</p> <ol style="list-style-type: none"> Teacher reads out the word and asks learners to fill in the 	<p><u>Listening skills</u></p> <ul style="list-style-type: none"> identify basic consonant sound, e.g. 	<p>Spelling bee (PH-8)</p>	<p>1, 3, 5</p>

Learning Teaching and activities	Focus (skills/forms/functions)	Supporting materials	Related learning outcome(s)
initial sound/vowel/ending sound.	pot, hot and discriminate between a small range of initial and final sounds in words, e.g. mop/ pop, hot/ hop		
<p>Extended activity Activity 9: Make a picture dictionary</p> <ol style="list-style-type: none"> Learners make a chapter of the picture dictionary. Learners start a new page according to the alphabetical order, e.g. a for toy airplane; b for ball; c for toy car and so on. Learners are encouraged to draw pictures of the words and understand the meanings of words. Learners enter the words they have learnt in their own dictionary. Learners are encouraged to go to the library corner to read phonics readers. Learners are encouraged to read short stories about the letter sounds on the e-learning platform. 	<p><u>Language form</u></p> <ul style="list-style-type: none"> text types <ul style="list-style-type: none"> picture dictionaries <p><u>Writing skills</u></p> <ul style="list-style-type: none"> Provide personal ideas and information based on a model or framework <p><u>Generic skills</u></p> <ul style="list-style-type: none"> creativity 	/	1, 3, 4



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ISBN 978-988-17530-7-6



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