



**The** Primary Literacy Programme – Reading (PLP-R) is currently going in its fourth year, and with every year it gains momentum. We strive to continuously update and improve the running and management of the programme to ensure our children benefit the most they can, and fulfil their own potential. We have implemented the programme across primary 1, 2 and 3. This means that the students can now enjoy the benefits of the programme for three consecutive years. Hopefully, reaching that all important goal of reading English, both fluently and independently.



Learning together

**The** programme primarily offers guidance and direction in literacy, focusing predominantly on reading and the acquisition of reading skills. It also encourages the learner to be creative and express him or herself more confidently. Furthermore, we integrate Language structures and components from the General English Programme too. This, we feel, helps the students understand the language better and marries the two individual styles of teaching together nicely. During recess periods the students are able to come into the room and read or play an English game or participate in an activity. The PLP-R room itself is brightly decorated and appeals to all the children, offering a warm, language rich environment for the students to study in.

**The** programme has been running successfully for several years now, in over 130 schools across Hong Kong. Indicating that the programme is not only popular with both teachers and students but it is also successful and effective as a language learning tool. Children perform better when they receive explicit and systematic teaching. The PLP-R programme is perfect

for this and enables the children from a very early age to tackle the triggers of learning a new language. You only learn to read

once, so it's crucial to develop and nurture the correct skills necessary to enhance the children's reading skills. Reading is fundamental to learning any language. Therefore, children who are immersed in the programme, can only benefit from the advantages offered by this teaching process.

**With** every year that passes we notice significant improvement in our student's reading ability across the board. The results show that primary 1 students have improved by 77% overall, primary 2 students showing a 72% overall improvement and with primary 3 students showing a 60% overall improvement. Thus, 69% of all students in the programme have shown an overall significant increase in their reading ability, with specific individuals literally improving above and beyond the scale used to measure progress.



Questions & answers

**In** addition, the programme is complemented by 'stakeholder' involvement. Here, you the parents, participate directly in the learning process.



Eager to participate

Here parents actively participate in the programme. Their involvement helps the children read more effectively. Children are given specific books to take home, which are appropriate to their own personal reading level. Here the parents read along with their children helping them to grow in confidence and ability. An obvious benefit of this particular element of the programme is that the parents can monitor their child's progress efficiently. Here we find the parent's role in the process is extremely significant to their child's development. Finally, not only do the students really enjoy learning English in the PLP-R lessons, but the teachers really enjoy teaching it too. This joint admiration for the programme ensures that the entire learning process is not only very effective but also great fun for all concerned too.



Guided reading



# 華富邨寶血小學

Precious Blood Primary School (Wah Fu Estate) 2010年1月

校址：華富邨瀑布灣道廿七號

網址：www.pbps.edu.hk

電話：2551 1211

經過不斷的耕耘，英語閱讀計劃(PLP-R)已進展至第四年。我們繼續精益求精，優化管理運作，務求發揮學生潛能。PLP-R 課程在小一至小三實施，成功營造英語環境，致力提昇學生閱讀能力，讓學生朝自主學習的目標邁進。



個人學習表現

計劃旨在透過教導學生閱讀技巧，啟發學生閱讀能力，達到「學會閱讀」的效果。同時又鼓勵學生運用創意，勇於表達自己。為使學生能夠深化學習，我們將教科書內的句子結構融合進閱讀課語境中，不但鞏固所學，也可鼓勵學生學以致用，兩套截然不同的教學策略融合在同一課節中，可謂天衣無縫。小息時段英語活動室也不乏熱心學習英語的學生，閱讀室美輪美奐的佈置和輕鬆和諧的氣氛，一直深受學生愛戴。如此理想的學習環境可謂「語境教學」課室的 最佳典範。



注重細節

老師歡迎，其成功之處跟它的理念不無關係：兒童學習閱讀，既需要明確的教導，也需要有系統的課程，才可均衡發展。

英語閱讀計劃(PLP-R)針對學習英語的困難，教導學生正確的閱讀技巧。廣泛閱讀乃學習語言之根本，要讓學生多閱讀，愛閱讀，方可讓學習英語達到最佳效果。



閱讀策略

每年學生的閱讀能力均有明顯提升：去年就讀小一、小二和小三學生的閱讀程度



增加詞彙

分別提昇了百份之七十七、七十二和六十。平均百分之六十九學生的閱讀能力顯著進步，個別學生更超越所有可量

度閱讀能力的標準。對於學生的發展，我們認為家長的角色極為重要，家校合作精神則充分體現在英語閱讀計劃中，家長可直接參與學習歷程：我們按學生的閱讀程度，向學生編配圖書，而家長在家伴讀。如此不但提昇學生閱讀英語的信心和能力，也可提高學習的效率。

任教英語 閱讀計劃的教師無不感到愉快，學生也跟我們一樣，每星期總懷著興奮的心情來上英語閱讀課，各方對英語



潛力的發掘

閱讀計劃的欣賞和支持，使整個學習英語歷程有效又有趣。