



Native-speaking English Teacher Section
Curriculum Development Institute
Education Bureau

Keys 2 Literacy Development (Keys2)

is a programme that aims to develop students' reading and writing skills progressively throughout Key Stage 2. It incorporates a variety of learning and teaching strategies to enrich schools' English language curricula. By strengthening and building upon skills previously learned in Key Stage 1, Keys2 further paves the way for students to develop their reading and writing skills. The Programme provides different sets of *keys* to help students unlock the future doors of literacy development and prepare them for Key Stage 3.

Units of Work

To scaffold students to become capable and confident readers and writers of English, the units contain the following elements:

- a variety of authentic books and text types
- links between reading and writing
- analysis of text type features
- various learning tools and student-centred activities to consolidate skills learned



Teaching of Writing

Shared Writing and *Process Writing* approaches are used to help students further improve their writing. Opportunities for teachers to observe students' performance and give feedback are provided.



Formative Assessment

Time is allocated regularly in each unit for on-going formative assessment to support student learning through:

- high-frequency words self-assessment
- end-of-lesson 'Thumb Gestures' reflection 👍👎👉
- end-of-unit self-assessment form
- writing checklist
- student portfolio



e-Learning

e-Learning options (e.g. websites and apps) are recommended in the lesson plans.

Professional Development

On-going professional development for Keys2 is provided through:

- Centralised Professional Development Workshops
- School-based Professional Development Workshops
- Co-planning sessions
- 'Teacher Talk' in the units of work
- Resource CDs (PD packages and PD videos for teachers)

Metacognitive Skills

To equip students with a repertoire of metacognitive strategies to improve their learning, tasks are designed to scaffold students' learning. Teacher modelling is used to help students to:

- develop an awareness of their thinking process and learning strategies
- develop the ability to self-assess their learning (e.g. high-frequency words self-assessment, students' self-reflection form, writing checklist)

Catering for Learner Diversity

Learner diversity is catered for in the units of work through:

- differentiated texts and tasks
- differentiated self-managing activities
- resources designed for different learning styles

