



St. Paul's Convent School
(Secondary Section)

FROM PAGES TO FILM: ENGAGE, EMPOWER, EMBRACE

Mr Robert Sanchez TSUI
CHANDIRAMANI Vidhi Mahesh
CHANDIRAMANI Nidhi Mahesh
DHILLON Sabrina Kaur

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Disclaimer

To enhance the teaching content, teachers can exercise their professional judgment and consult relevant scholarly work when adopting the learning and teaching resources prepared by educators and other teachers. In support of the implementation of the English Language Education KLA Curriculum, teachers can also select appropriate parts of the resources for classroom learning or extended learning based on pedagogical consideration and the learning needs of students.

What should you expect today?



How did we align the reading programme with Filmit?



How do we get students started with reading and filming?



How do we help our students read actively?

Plant the reading seed

Overarching aim: Empower students with the skills to spark their creativity



In-class

Intensive reading for skills development

Multimodal responses to express ideas, thoughts and experiences



Out-of-class

Extensive reading to build a love of reading, expand world knowledge, and develop positive values and attitudes

Together we **grow**

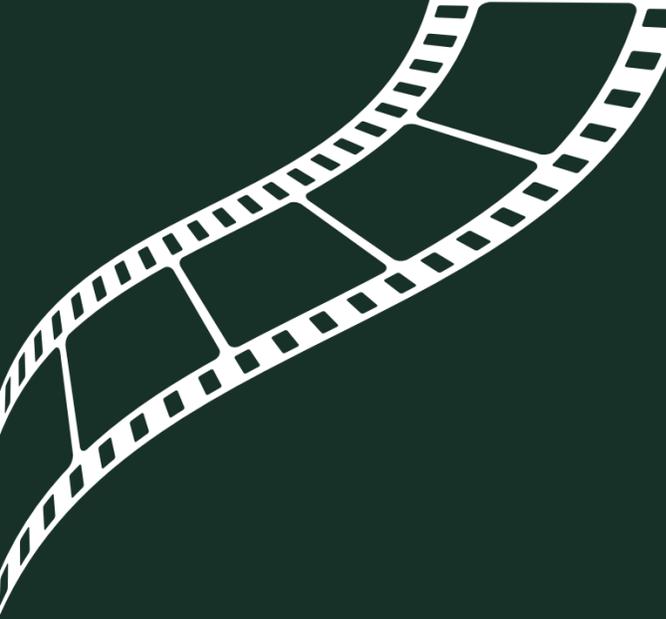


In class — Multimodal teaching for literacy skills

- Teachers provide a variety of multimodal input to enrich lessons.
- Students present their reading gains through creating purposeful multimodal texts.

Outside class — Strong bonding and targeted coaching

- Teachers get to know students' interests, set goals and coach them for competitions.
- Students use Campus TV to learn script development, filming and editing.



How is filming and reading similar ?





**Both show the
audience what is
happening through
different perspectives**

READING



- **Language techniques**
- **Cliff hangers**

FILMING



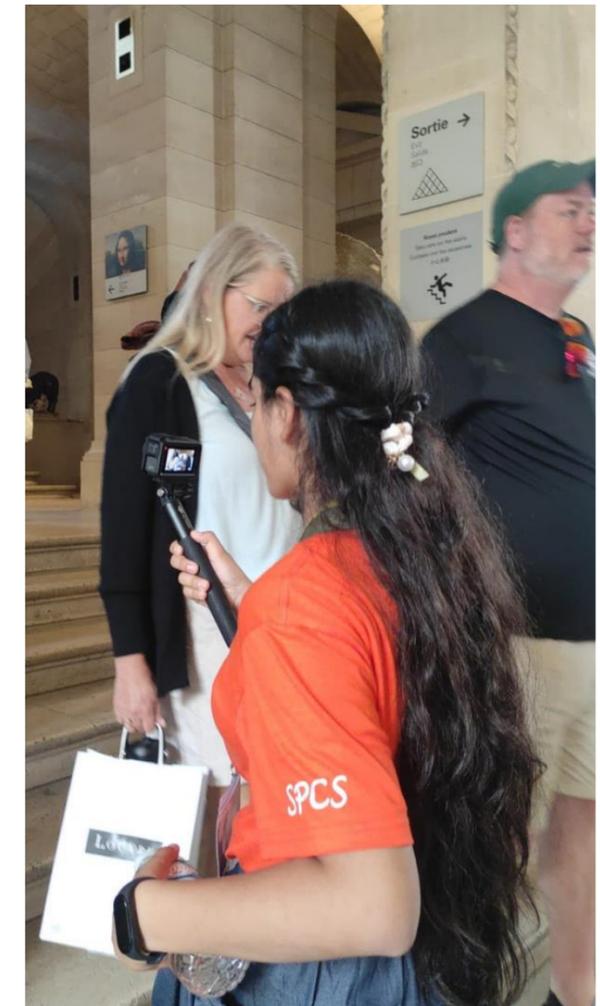
- **Dim lights**
- **Close-up shots**
- **Panning shots**



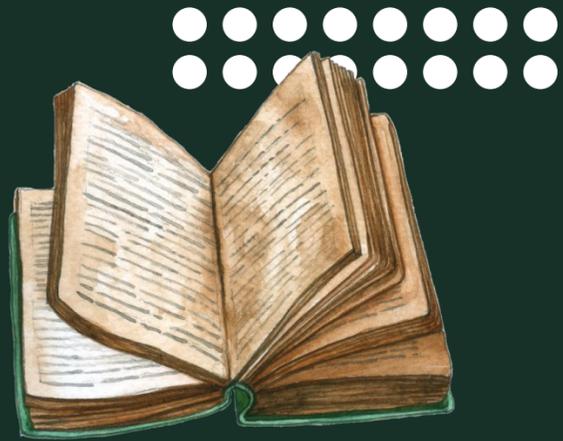
What I've learnt through filming



- Can control my audience's narrative
- Can choose what to highlight
- Can always change something if I do not like it



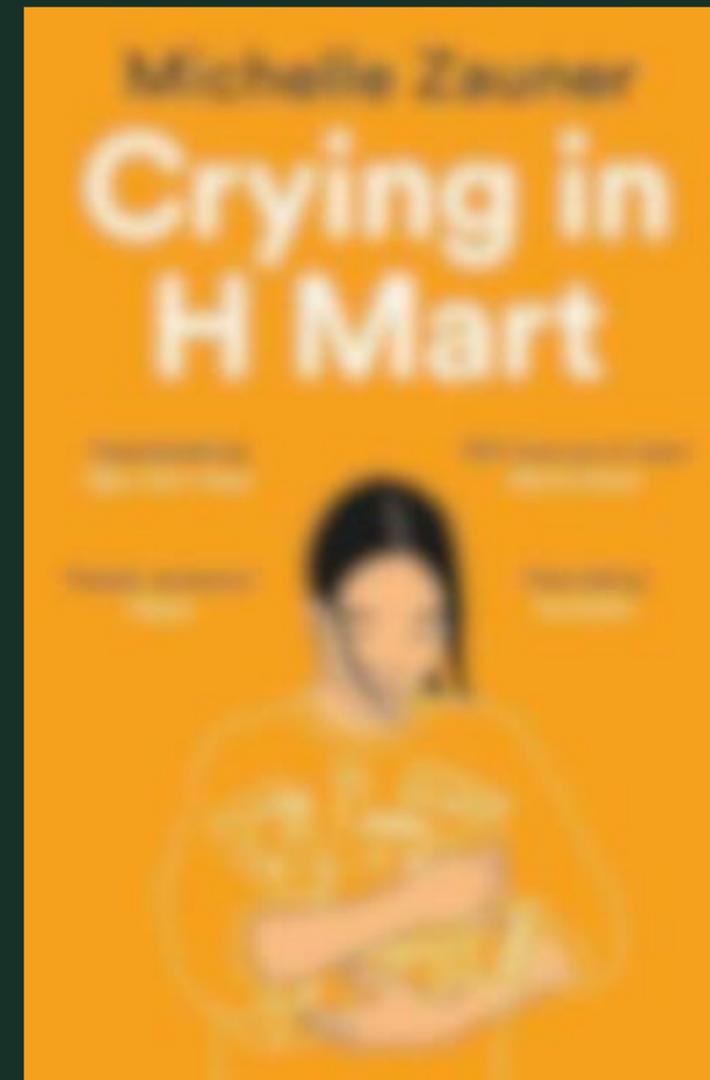
How this helps me now (while reading or not)



- Thinking one step ahead
- Pay attention to small details
- Choose to look at the brighter side



Why reading fuels whole-person development



- **Starting conversations may be challenging but small steps create opportunities**
- **Shared interests spark authentic connections**
- **Genuine interactions encourage self-awareness and growth**

How meaningful connections support growth?



The impact of genuine connection on growth

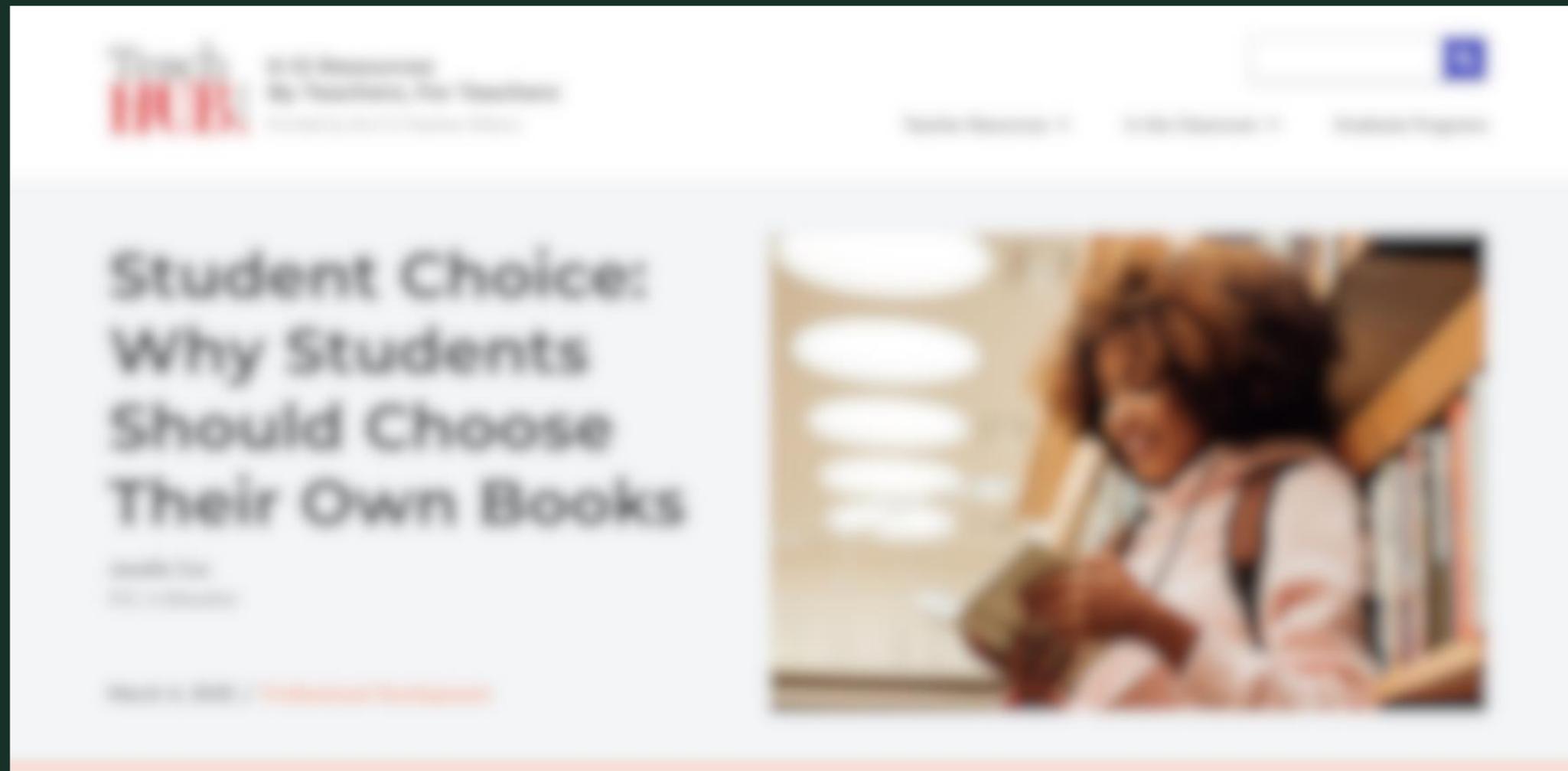
- **Confidence is gained through vulnerability and openness.**
- **True connection is built on shared stories and presence.**
- **Compassion and authenticity deepen relationships.**



**How do we encourage
youngsters like us to read ?**



Let them **choose**
what they would like to read !



Let them **choose** what they would like to read !

The Power of Choice

Think about the last time you read a book you loved. Chances are, you chose it because it intrigued you, aligned with your interests, or was highly recommended.

In some research studies on students, when they get to select their own books, they take ownership of their reading experience, which naturally increases their investment in it.

Choice also empowers students. It sends a message that their preferences, interests, and opinions matter.

Whether the graphic novels, fiction series, or nonfiction about animals, every student has unique preferences, and honoring those helps build their confidence and sense of individuality.

Research also **shows the power of choice**. Students who select their own reading material are more likely to finish their books, retain information, and develop a habit of regular reading.

Harvard conducted an experiment at the University of Maryland found that when students are given limited choices from a collection of books, it helps improve their performance on standardized tests, particularly the reading comprehension section.

By giving them the freedom, you're nurturing intrinsic motivation, something every educator strives for.



Problem:

Children are not reading.

Solution:

Let them choose what they want to read!





Current Situation :
Children are reading...

Problem :
They are not actively reading.



To be understood

I'll remember all the good times where I could move freely,
while not worrying about mere dimes and pennies.

I'll remember of my childhood and my hobbies,
of writing down in cursive on our copies,
of reading the books of Thea Stilton,
or geeking about Percy Jackson.

I'll then wish of doing them once more,
but now my hands can't handle no more,
the weight of a pen or of a book,
oh Lord! How I wish I could be understood.

By Chandiramani Vidhi Mahesh

**YOU WILL NOT APPRECIATE THE ART,
UNTIL YOU UNDERSTAND THE ART.**

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Images for Student Choice: Why Students Should Choose Their Own Books - <https://www.teachhub.com/professional-development/2025/03/student-choice-why-students-should-choose-their-own-books/>

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