Keys 2 Literacy Development (Keys2)

Objectives of Keys2

- To enhance student learning and teacher knowledge of literacy skills especially in reading and writing

- To introduce and reinforce effective learning and teaching strategies in reading and writing

- To support students in a gradual development of reading and writing skills

- To enrich KS2 literacy development using different text types

- To cater for students' individual learning needs

Key Features

- Programme Design

  (a) Text type coverage

  (b) Linkage between reading and writing

  (c) PD opportunities

- Formative Assessment Tools

- Gradual Release of Responsibility Model

- Ways to Cater for Learner Diversity

Programme Design
(a) Text types introduced in P4-6

	Unit 1	Unit 2	Unit 3	Unit 4
P4	Narrative (Story)	Narrative (Recount)	Narrative (Story)	Narrative (Fairy tale)
P5	Information (Animal Report)	Narrative & Exchange (Letter)	Persuasive (Article)	Narrative (Myth)
P6	Personal Narrative (Autobiography)	Information (Survey Report)	Explanatory (Explanation)	Procedural (Science Experiment)

Remarks

* The table indicates the text types introduced for reading and writing lessons.

* The reading text types are aligned with the writing tasks.

Programme Design
Unit of Work

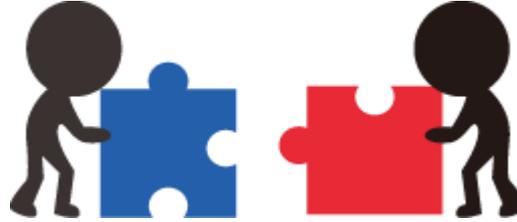## Unit Overview

- 13 single lessons

  (Some recommended to be taught as double)

  - 4 lessons focus on reading skills

  - 9 lessons focus on process writing

(b) Linkage between Reading and Writing

Text Deconstruction

Text Construction

- Organisation
- Language features
- Vocabulary

Build on skills from previous units

Programme Design
(c) Professional Development Opportunities

CPD

Keys2 — Professional Development Schedule

Keys2 Professional Development for New Teachers 2016/17

This section will be offering **centralised professional development** for **teachers new to the Programme.** These workshops will take place over **two full days for each programme in August 2016** at the **NET Section Office in Tsuen Wan.** Please register on the Training Calendar (http://tcs.edb.gov.hk) for these workshops from **6 July 2016** onwards.

Months	Dates	Venue	Centralised Professional Development Topics	Course IDs
Aug 2016	23 (Tue)	NET Section (Tsuen Wan Office)	Day 1 (Time: 9 am – 5 pm) • Introduction • The Teaching of Reading	CDI020161150
	25 (Thur)	Room 1120, 11/F, Tsuen Wan Multi-storey Carpark Building, 174-208 Castle Peak Road, Tsuen Wan (Tsuen Wan MTR Station, Exit B)	Day 2 (Time: 9 am – 5 pm) • The Teaching of Writing	CDI020161151
	29 (Mon)		P. 5 Cluster Meeting	N/A

Remarks:
- These CPD workshops are for those teachers who are **new** to Keys2.
- P.5 Cluster Meeting is by invitation.

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Teacher PD Videos

READING WITH EXPRESSION 2

BOOK - NO QUEEN TODAY

Keys2 PD Package

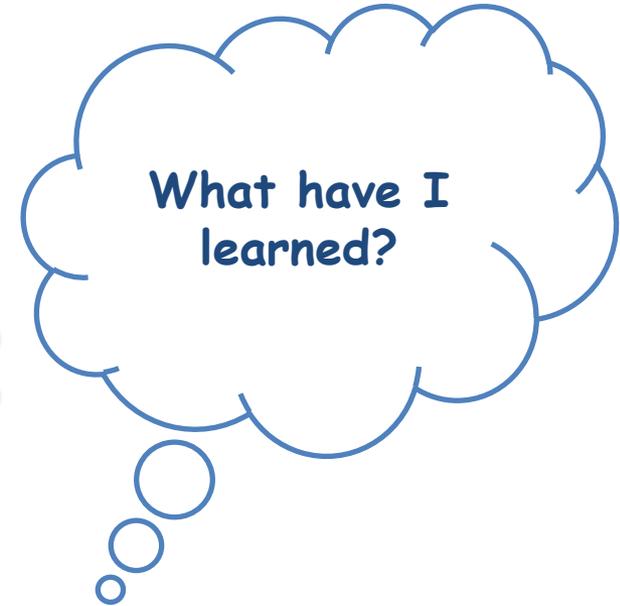|	Noise and Behaviour Meters
	Classroom Management
	Cooperative learning
	Formative and summative assessment
	Guided and self-managing activities Reading
	Home reading
	Language rich environment

Teacher Talk

After the Reading (10 minutes)	**Activity 4: Inference Game** 1. Get students into groups of 4. 2. Show the PowerPoint (3.1c) and play the game. (TT)	Have the following resources ready: PowerPoint - Millionaire game (3.1c)
	Activity 5: Conclusion	Have the following resources ready:
	I reflect on my learning	
	1. Re-read the learning intentions. 2. Check understanding using Thumb Reflection	

Formative Assessment Tools

What have I learned?

Assessment in Keys2

The following are means to collect information to inform the learning and teaching:

- High-frequency word self-assessment

- Writing Checklist

- Thumb Reflection

- End-of-unit Reflection Form

ASSESSMENT INFO

High-frequency Word (HFW) Self-assessment

- Assess students' knowledge about the HFW in the book

Name: _____(   )   Class: _____   Date: _____

High Frequency Words – Pre Unit 1 Self-Assessment: I'm Going to the Moon   Total HFW: 65

		Yes (✓) No (x)			Yes (✓) No (x)			Yes (✓) No (x)			Yes (✓) No (x)
1	a		21	friend		41	not		61	will	
2	an		22	from		42	off		62	with	
3	and		23	going		43	only		63	yes	
4	are		24	gone		44	party		64	you	
5	as		25	had		45	ride		65	your	
6	ask		26	have		46	said				
7	back		27	he		47	so				
8	be		28	high		48	sure				
9	big		29	his		49	that				
10	black		30	I		50	the				
11	brown		31	I'm		51	then				
12	can		32	into		52	they				
13	climb		33	jump		53	to				
14	come		34	left		54	too				
15	do		35	little		55	up				
16	don't		36	live		56	we				
17	down		37	long		57	what				
18	far		38	my		58	when				
19	fast		39	new		59	where				
20	fly		40	no		60	who				

Keys 2 Literacy Development (Keys2)

Writing Checklists

Recount Checklist

Organisation Checklist

Self   I have included: Peer

- [ ] an orientation that gives information about who, when, where   [ ]
- [ ] at least **three** events in my recount   [ ]
- [ ] a conclusion for my recount   [ ]

Language Checklist

Self   I have included: Peer

- [ ] adjectives   [ ]
- [ ] connectives to show the order of events   [ ]
- [ ] connectives to tell 'why'   [ ]
- [ ] talking sentences   [ ]

Story Checklist

Organisation Checklist

Self   I have included: Peer (___)

- [ ] a title   [ ]
- [ ] an orientation   [ ]
- [ ] 3 events   [ ]
- [ ] a problem that is linked to the last event   [ ]
- [ ] a resolution that solves the problem   [ ]

Language Features

Self   I have included: Peer

- [ ] past tense   [ ]
- [ ] connectives to show time   [ ]
- [ ] connectives to give more information   [ ]
- [ ] dialogue   [ ]
- [ ] talking verbs   [ ]
- [ ] adjectives   [ ]

Fairytale Checklist

Organisation Checklist

Self   I have included: Peer (____)

- [ ] a title   [ ]
- [ ] an orientation   [ ]
- [ ] 3 events   [ ]
- [ ] a problem   [ ]
- [ ] a resolution that solves the problem with **a magic element**   [ ]

Language Checklist

Self   I have included: Peer

- [ ] past tense   [ ]
- [ ] connectives to:
  - ➤ show sequence of events   [ ]
  - ➤ give more information   [ ]
- [ ] sentence starters   [ ]
- [ ] dialogue   [ ]
- [ ] talking verbs   [ ]
- [ ] adjectives   [ ]

Self Reflection: Thumb Reflection

Display the learning intentions and explain.

Check understanding using Thumb Reflection

Self Reflection:
End-of-unit Reflection Form

Student Self-reflection Form (3.13)

Keys2 Unit 3 No Queen Today

Name: _____ ( ) Class: 4 _____ Date: _____

Read the sentences below and circle the thumb that best describes how you feel.

	Yes, I can	Sometimes I can	No, I can't

Reading

a) I infer by using clues to understand what the author suggests but does not write.

b) I understand unfamiliar words by reading on and re-reading.

Writing

a) I can use a mind-map to organise my ideas.

b) I can draft my writing.

c) I can revise my writing by adding adjectives and connectives 'when'.

d) I can revise my writing by adding talking verbs when using dialogue.

e) I can use the editing code to edit my writing.

f) I can write a story including an orientation, events, a problem and a resolution.

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Objective: I reflect on my learning

Student Self-reflection Form

Name: _____ ( ) Class: 4 C Date: 3rd November,15

Read the sentences below and circle the thumb that best describes how you feel.

	Yes, I can	Sometimes I can	No, I can't

Reading

a) I can read a new word if it looks like one I know.

b) I use the picture to help me read a word.

Writing

a) I can use a mind-map to organise my ideas.

b) I can draft my writing.

c) I can revise my writing by adding more adjectives and the connective 'because'.

d) I can use the editing code to edit my writing.

e) I know the features of the Lost Pet Poster (title, introduction, body and conclusion).

f) I am proud of my Lost Pet Poster.

Ways to Cater for Learner Diversity

Learner Diversity Folder (LD)

- Different resources for teachers to choose from according to students' needs

LD

SMA

Enrichment

Intervention

Choices provided

Self-managing Activities (SMA)

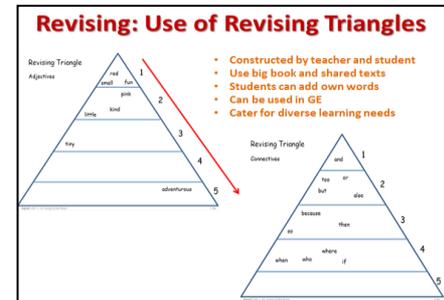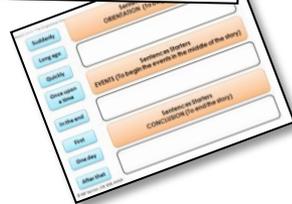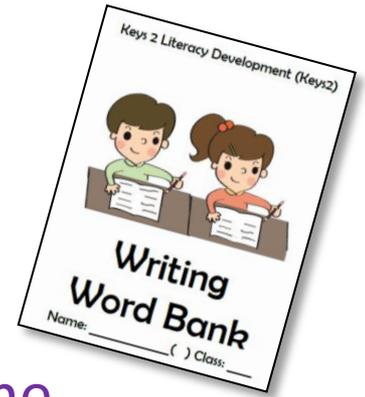- Activities to help students consolidate the skills learned

Resources

Reading

- Reading Comprehension Posters
- Games and Activities
- Mind-maps

Writing

- Mind-maps
- Drafting Frame
- Writing Word Bank
  – Revising Triangles
- Publishing Templates

Publishing Templates

A specific publishing template is introduced in each unit

Suggestions on different free apps for publishing are provided in each unit

Suggestions for e-Learning

Here are some user-friendly apps that allow you to create the story. Students can design their own story individually, in pairs or in groups as a consolidation activity.

Name of Web: StoryJumper **Customer support:** https://www.youtube.com/channel/UC7OlYwOl73CLvFypDHCrxSw	storyjumper
Name of App: bookcreator **Available on** iPhone, iPad, iPod touch **Tutorial:**. https://www.youtube.com/watch?v=TE5DTD87-lE	FREE
Name of App: Publisher Free **Available on** iPhone, iPad, Andriod	
Name of App: Picturebook **Available on** iPhone, iPad, iPod touch **Tutorial:**. https://www.youtube.com/watch?v=wojaVgugBnQ	

Unit of Work: e-version
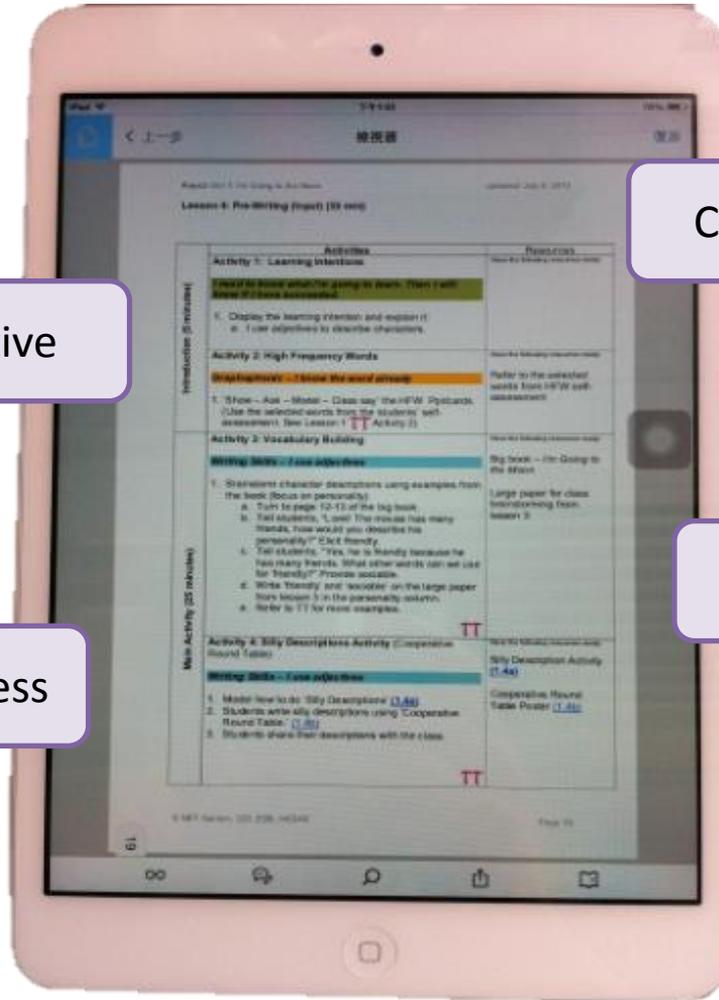
Convenient

Interactive

Easy to share

Easy to access

AT School Support

- Co-planning

- Classroom support

- School-based curriculum development

School Commitment

- New teachers to attend **CPD**

- Allocate time for **school-based professional development**

- Timetable **co-planning time**

- **Purchase books**

- **Allocate a budget** for printing and laminating resources

- Assign a **storage area** for books and resources

Feedback from Teachers

Displaying the learning intentions enabled students to have a better understanding of the lesson.

The use of graphic organisers and pre-writing helped students make their writing better.

Revising triangles gave them a good start on thinking about using better words instead of simple words for their writing.

What's done in the writing process such as drafting, revising, editing and publishing helped students to develop their writing techniques progressively.

Most of the students could demonstrate their understanding of the reading and writing skills through the activities.

Good linkage between reading and writing.