

# Key Stage 2

Integration Programme (KIP)

Parent Support Package



Advisory Teaching Team  
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pen it  
we put the long side at the  
and fold the left corner down.  
Then, we folded th-









SKH Holy Spirit  
Ma On Shan



其他







How to make a paper dog?  
First, fold the paper in half.  
Next, fold the paper again.  
After that, put a long side at the top  
Then, fold two  
After that

Billy Chan, Ke









First, fold the paper in half.  
Next, fold the paper in half again.  
Then, fold the paper in half again.  
After that, cut out the monster's body.  
Finally, glue the monster's body onto the paper.

First, fold the paper in half.  
Next, fold the paper in half again.  
Then, fold the paper in half again.  
After that, cut out the monster's body.  
Finally, glue the monster's body onto the paper.





How to make a ...  
Susan, Eagle @

404



# The Rationale of KIP

A literacy approach in Key Stage 2 **builds on and reinforces** the prior knowledge and skills that students have acquired in Key Stage 1 and incorporates innovative teaching strategies that **support and extend** students' developing capacities.





# The Aim of KIP

To assist students with the **transition** from Key Stage 1 to Key Stage 2 and prepare them for Key Stage 3 (secondary), with a focus on learner diversity.





# The Features of KIP

## KIP

- caters for **learner diversity**;
- provides students with focused support through **small group teaching** and
- provides **meaningful context** for English participation





# The Use of Textbooks

- In conjunction with the textbook teachers will use a **wider range of resources** to support their teaching.
- As part of the General English programme is devoted to KIP, **the textbook will be adapted.**
- Students will not be required to purchase as many workbooks as previously.





# P4 (2009-2010)

## Term 1

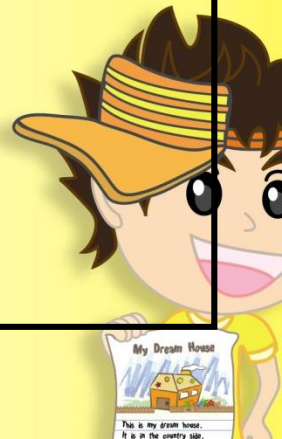
### Focus on

- Shared Reading
- Guided Reading
- Self-managing Activities
- Introductory Process Writing
- Textbook Integration
- Home Reading

## Term 2

### Focus on

- Writing workshops integrating reading strategies
- Guided Reading
- Self-managing Activities
- Textbook Integration
- Home Reading





# Reading





# The Structure of a Reading Workshop

- The reading sessions consist of both **Shared Reading** and **Guided Reading**.
- The programme begins with **Shared Reading**, during which the teacher uses **big books** as the method of instruction.
- Following this, **Guided Reading** becomes the method of instruction, whereby the teacher uses **levelled reading books** to conduct the sessions in **small groups**. This continues throughout the rest of the year.



# The Reading Workshops

- The reading books cover a variety of text types that provide a link between reading and writing.
- The students learn vocabulary and language structures in a **meaningful context**.
- The students continue to develop **reading strategies and skills**.
- Open ended questioning and group discussion help students **develop thinking skills** and allow for **learner diversity**.





# What do the students do in a Shared Reading Workshop?



Before the Reading



Reading the Text



After the Reading

whole class

group  
work



# What do the students do in a Guided Reading Workshop?



Before the Reading



Reading the Text



After the Reading

group work





# Writing



# P4 (2009-2010)

## Term 1

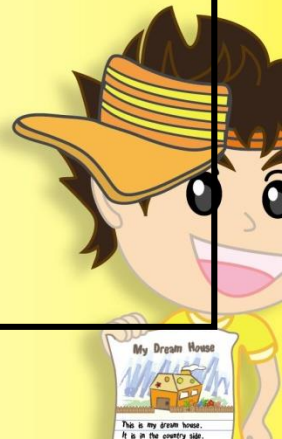
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- Shared Reading
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- Textbook Integration
- Home Reading

## Term 2

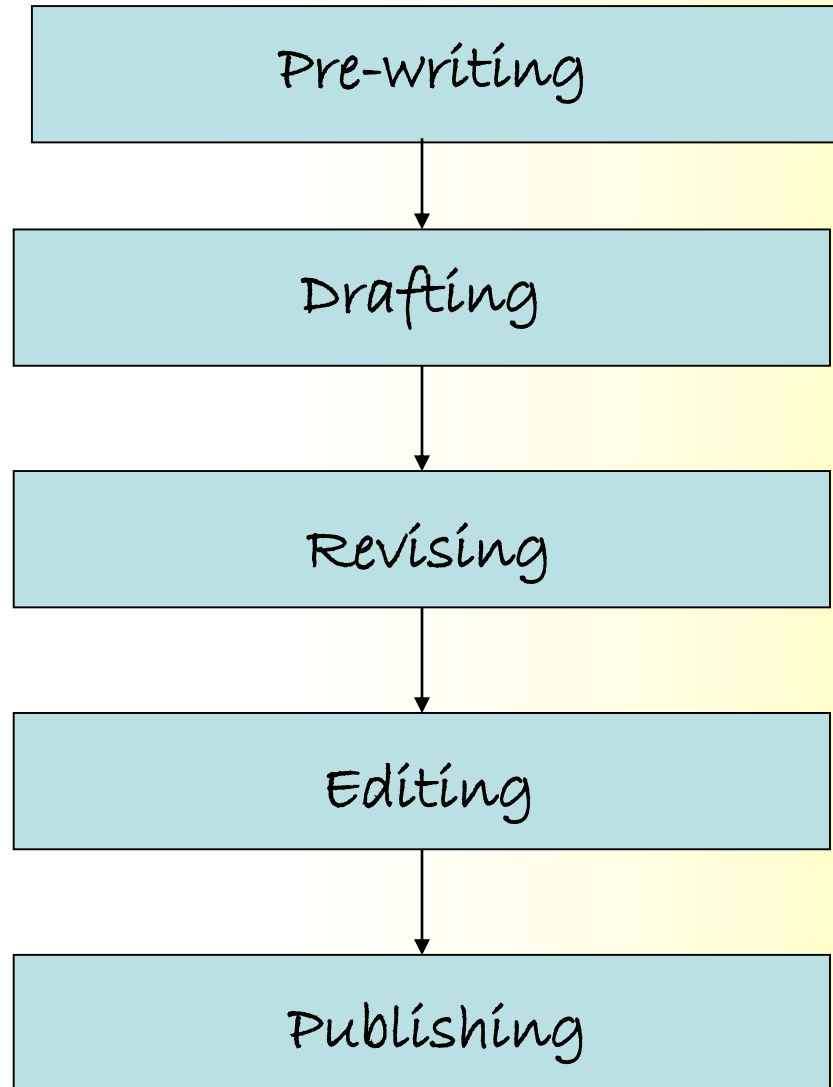
### Focus on

- Writing workshops integrating reading strategies
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- Textbook Integration
- Home Reading





# The Stages of Process Writing



**First and  
second double  
periods**

**Third double  
period**



# The Word Bank Booklet







Word	Sentence	Picture

## High Frequency Words



ride	same	shoe	soon
right	sauce	show	square
river	saucer	sing	start
road	saw	sister	still
roll	scissors	sit	stop
rough	see	six	such
round	seven	sleep	sugar
run	shall	small	sure
said	she	so	take
salt	shirt	some	talk



# The KIP Home Reading Programme

Every week your child will take home the book that they used during Guided Reading to practise and consolidate the **reading skills** and **language structures** that they learnt in the reading sessions.



Home Reading  
Booklet



Home Reading Books





# Parents in Partnership with KIP

- Research shows **parental involvement** is related to children's success and can provide a **strong foundation** for learning.
- Parents can provide **a positive role model** by reading regularly themselves.
- **To be aware that** different teaching approaches and assessment will be used.



# The KIP Home Reading Programme



Reading with Mum



Reading with Dad



Reading with Grandma





# The KIP Home Reading Programme

Why do you think a Home Reading programme is important?

How can you support the programme?



# Questions





***We thank the following schools for allowing the use of photographs taken in the classroom..***

Carmel Alison Lam Primary School, Shatin

King's College Old Boys Association Primary School No. 2, Sheung Wan

Kowloon Bay St. John the Baptist Catholic Primary School

Lam Tsuen Public Wong Fook Memorial Primary School, Tai Po

Ng Wah Catholic Primary School, San Po Kong

Sau Mau Ping Catholic Primary School, Sau Mau Ping

Sharon Lutheran School, Mong Kok

SKH Holy Spirit Primary School, Ma On Shan

SKH Ling Oi Primary School, Yuen Long



# Thank You





# The End



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Key Stage 2 Integration Programme  
(KIP)

MY ENGLISH HOME READING RECORD

MY ENGLISH Book

School: \_\_\_\_\_

Name: \_\_\_\_\_

Class : \_\_\_\_\_ ( )



# How can I help my child to read at home?

- ★ **Find a space where they can read quietly.**
- ★ **Put aside a special reading time at night and on the weekends.**
- ★ **Encourage them to read to you or to a family member as often as possible.**
- ★ **Praise their efforts.**
- ★ **Read to them in English and/or your first language.**
- ★ **Borrow a variety of books from the public library that match their reading ability.**
- ★ 高小級英文科綜合計劃 (KIP)
- ★ 如何協助子女在家中閱讀英文圖書?
  - 提供讓他們安靜閱讀的空間
  - 安排於晚上及週末特定的閱讀時間
  - 鼓勵子女讓父母或家庭成員聆聽他們閱讀
  - 讚賞子女努力的表現
  - 運用英語 / 母語給子女閱讀圖書 / 講說故事
  - 利用公共圖書館的資源協助子女借閱各類適合他們程度的圖書
- ★ 請提醒貴子弟愛惜圖書並記著每星期把圖書交回學校。
- ★ **Please remind your child to take care of the books and remember to return the book each week.**
- "The more that you read, the more things you will know.  
The more that you learn, the more places you'll go."**

Dr. Seuss



## Books I have read

**9**

Title

Author

Date:

Parent's Signature:

**10**

Title

Author

Date:

Parent's Signature:



### Writing Tips

**I liked/didn't like the pictures/illustrations/photos  
because they were**

**funny, sad, interesting,  
strange, good, bad**



My Dream House

This is my dream house.  
It is in the country side.



Other books I have read, e.g. borrowed from the library, been given or bought.

No.	Title of the book	
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		

☆ "Read, read, read." William Faulkner ☆



# Guided Reading Books





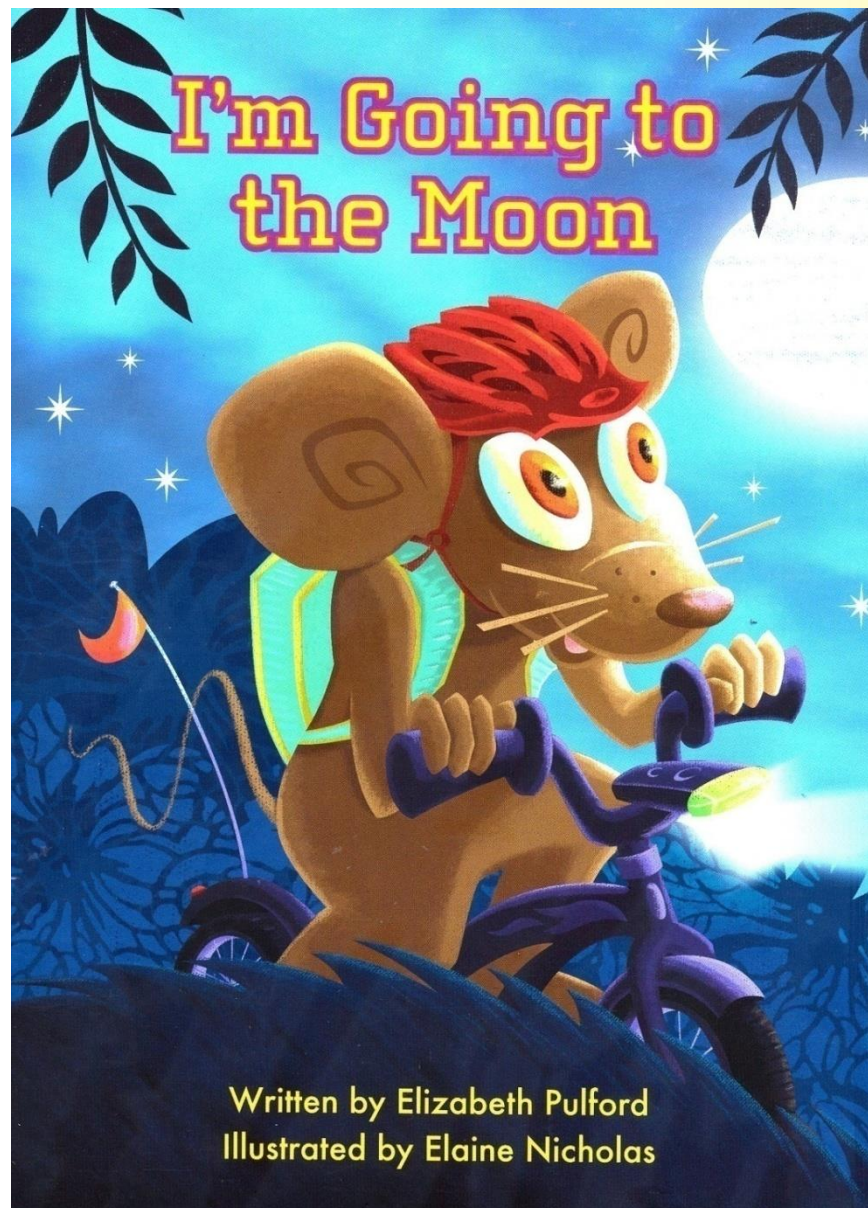
# Guided Reading Books





# An Example of Home Reading Books





***"I'm Going to the Moon", by Elizabeth Pulford, Gilt Edge Publishing, Armidale, NZ, 2006***