



# Early support for students with weak English literacy skills

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# Start intervention early!

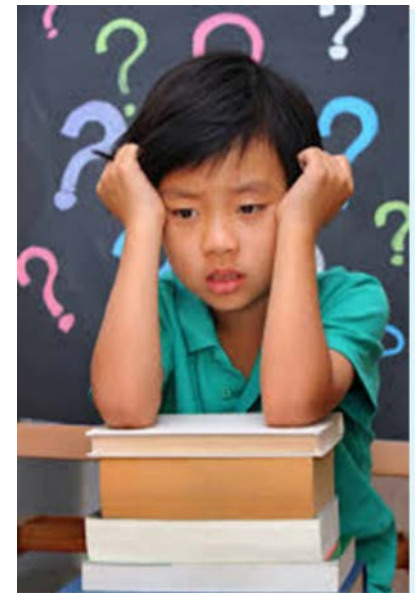
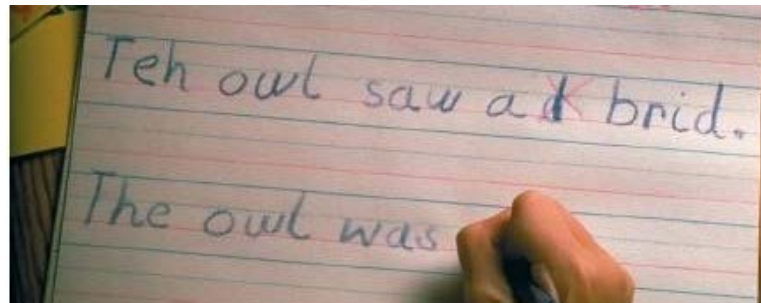
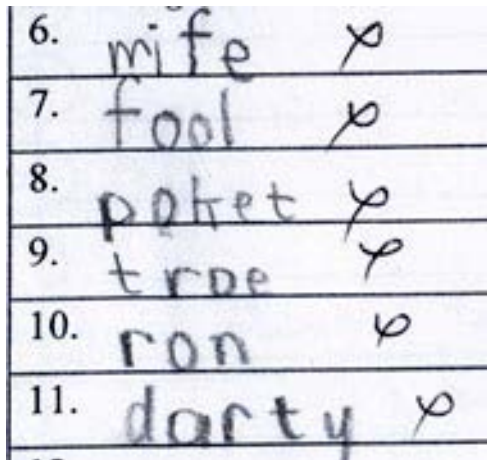
Because there is long-term positive outcomes of early literacy instruction.

(Partanen, M. & Siegel, L.S. (2014))

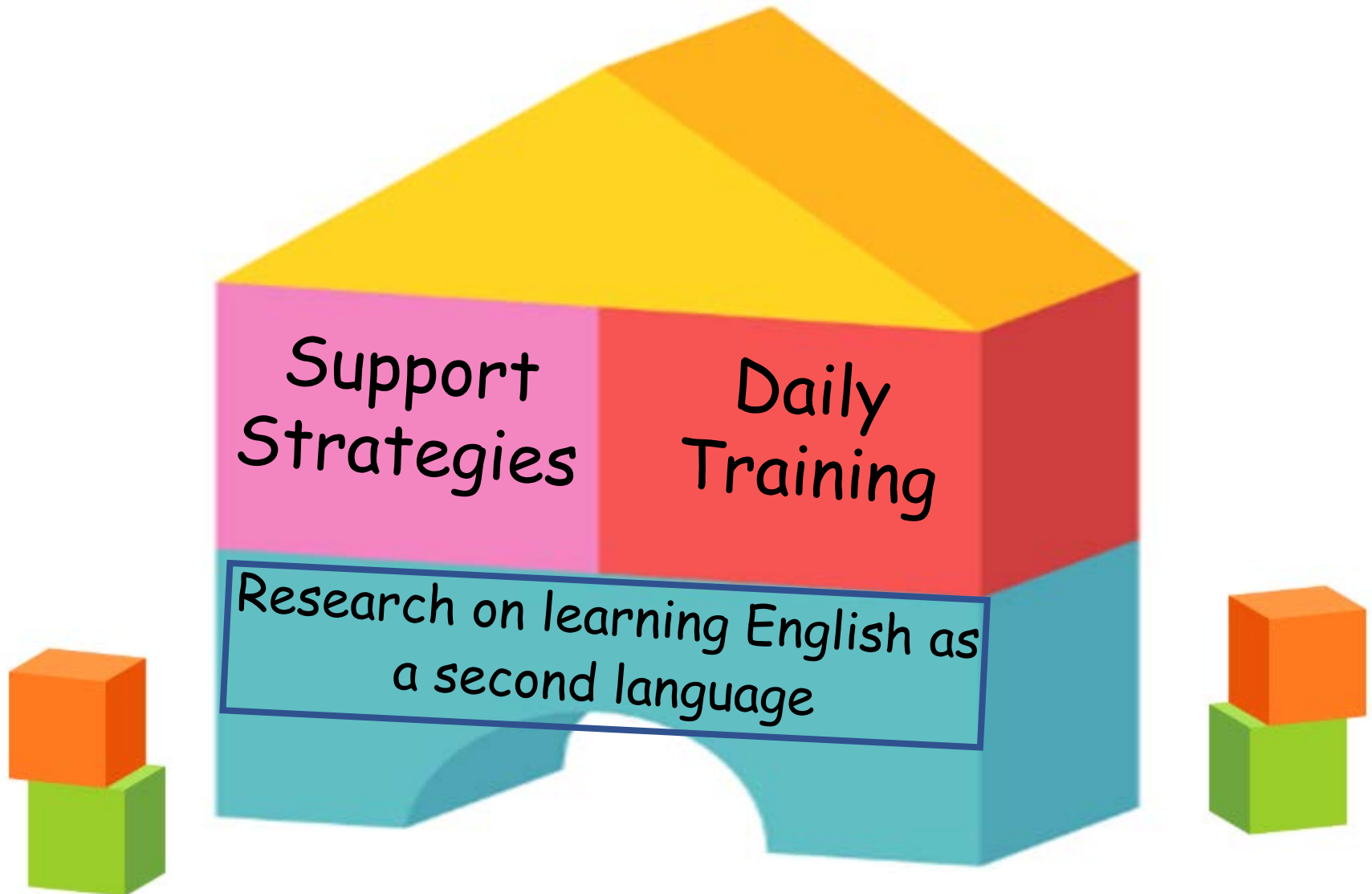


# Why learning English is so hard for some of our local children?

- Different rule systems from Chinese
- Limited explicit teaching of related skills for learning English
- Little chance to hear and speak English at school and at home
- Experience of repeated failure, leading to low motivation

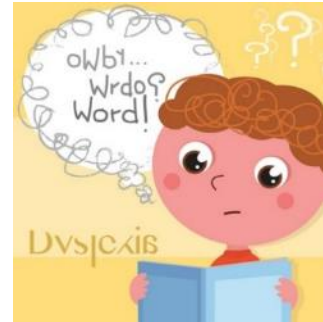


# Today's Sharing



# Research on learning English as a second language - Implications for designing support strategies

1. Theme-based & contextualised teaching 主題式 & 情境化教學
  - Use of interesting stories that match students' level of learning
  - Learn and apply the language in context
2. Explicit, systematic instructions 具體而有系統地施教
  - Small-step teaching
  - Introduce different reading and spelling strategies explicitly e.g., 拼字方法 (形、音、義)
3. Multisensory teaching 多感官教學
  - Enhance motivation and memory



Help students become an active learner!

Education is the kindling of a flame, not  
the filling of a vessel —Socrates

「教育不是灌輸，而是點燃火  
焰。」——蘇格拉底

## 4. Facilitate English learning with our mother tongue (Chinese)

- Reading Chinese and English both require a combination of phonological awareness, morphological awareness, as well as orthographic processing skills (Yang, M., Cooc, N. & Sheng, 2017)
- At the beginning stage of L2 acquisition, learners are more inclined to rely on the connection between L1 and L2 translation equivalents to access the meaning of L2 words (Kroll & Stewart, [1994](#))
- It is beneficial to use the mother tongue to facilitate second language learning.

# Today's Sharing





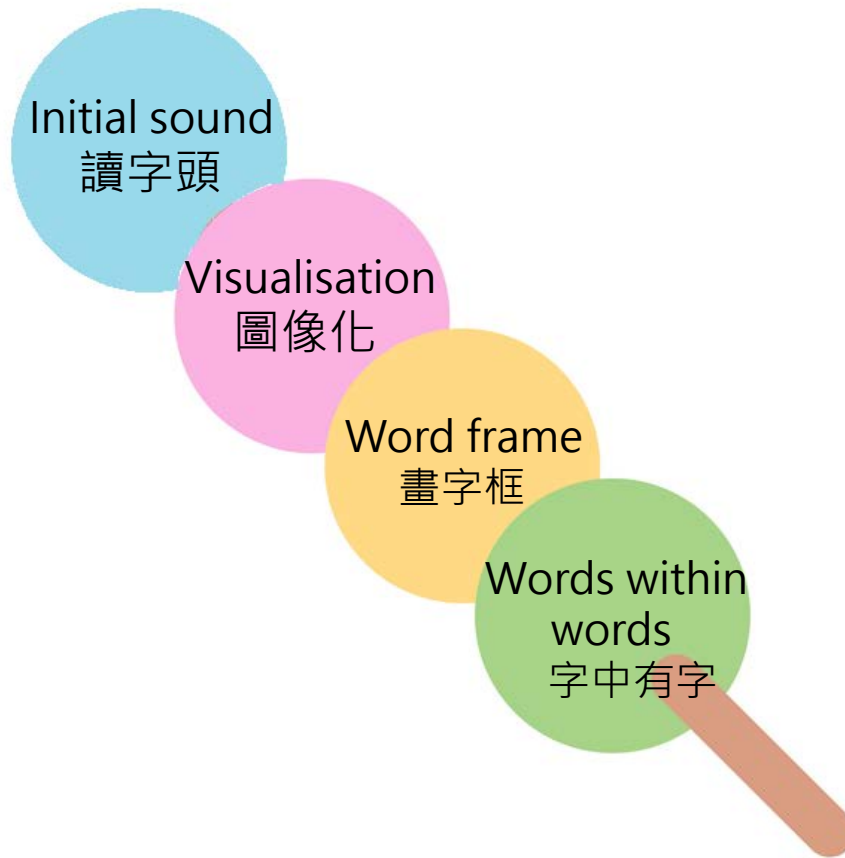
# 1. Theme-based & contextualised teaching - Vocabulary Building

<p>The Magic School  </p> 	<p>Hi, I am Elsa.</p> 
<p>I <b>go</b> to a magic school.</p> 	<p>I <b>see</b> my friends every day.</p> 
<p>We like to <b>play</b> hide-and-seek.</p> 	<p>We <b>fly</b> and <b>run</b> around. It is fun!</p> 

## 2. Explicit, systematic instructions

Introducing spelling tips to children

串字四寶



## a. Initial sound 讀字頭

Sound  
音



6.	mife	x
7.	fool	x
8.	pket	x
9.	tree	x
10.	ron	x
11.	darty	x



Initial sound  
讀字頭

g



I go to a magic school.

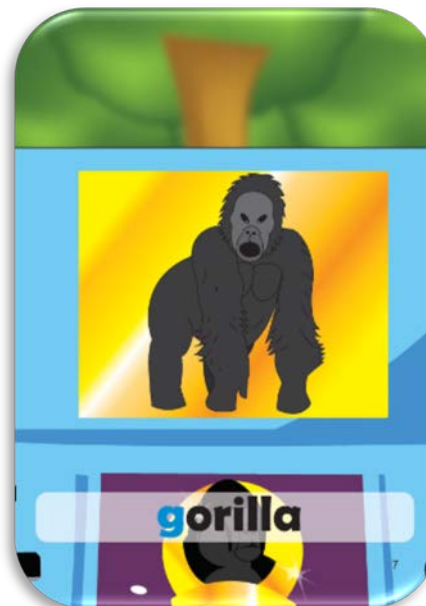
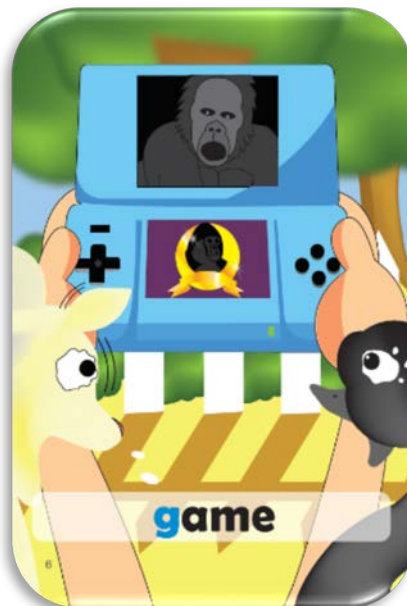
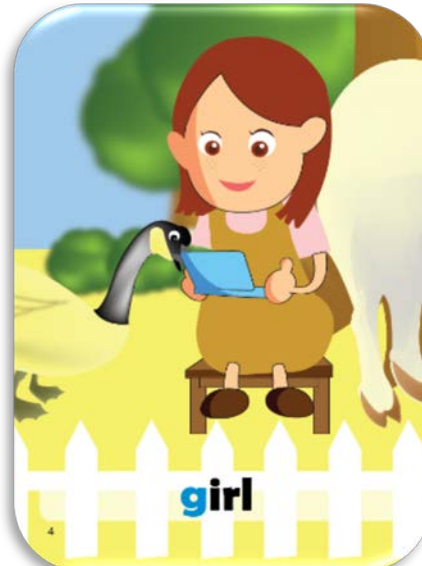
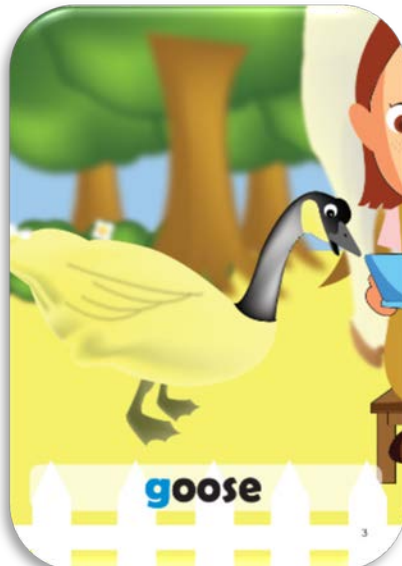
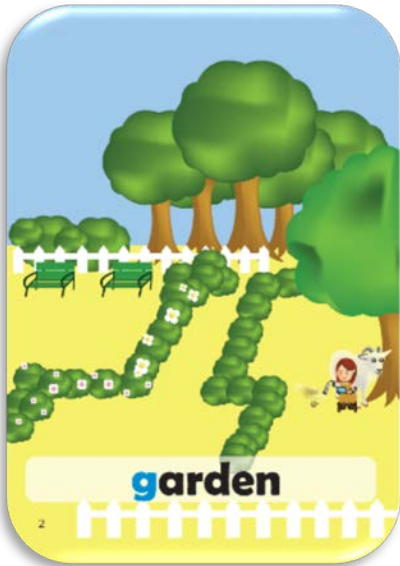


I **g**o to a magic school, **g-g-g**.

# Small-step teaching example

1. **Teach** what sound “g” makes in words
2. **Look** at words with the “g” sound, and circle the “g”
3. **Decode** new words with the “g” sound e.g. **glass**, **glove** & **gate**
4. **Copy** words with the “g” sound
5. **Write** words from memory with the “g” sound





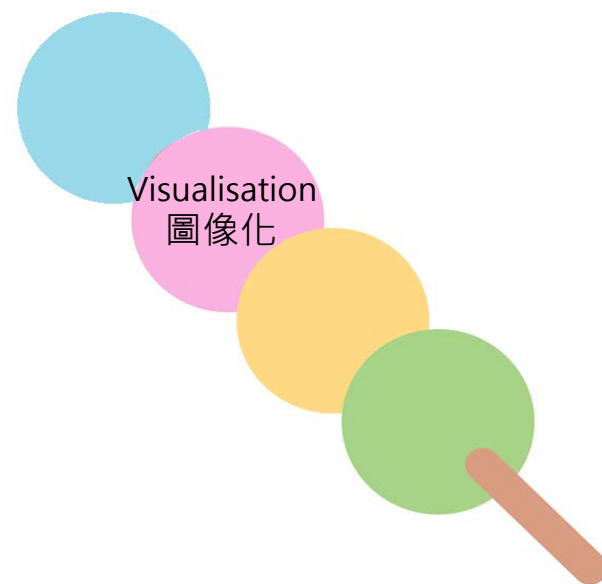
g

## b. Visualisation 圖像法



Form  
形

Meaning  
義



---

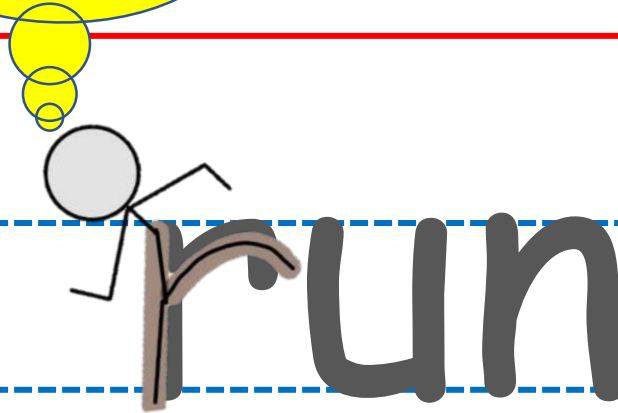
see

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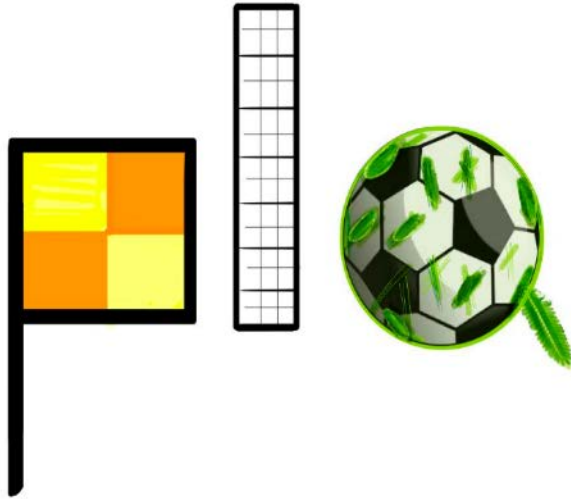
**Add meaningful pictures  
related to the whole word /  
specific letter(s) using  
colour pencils / markers**



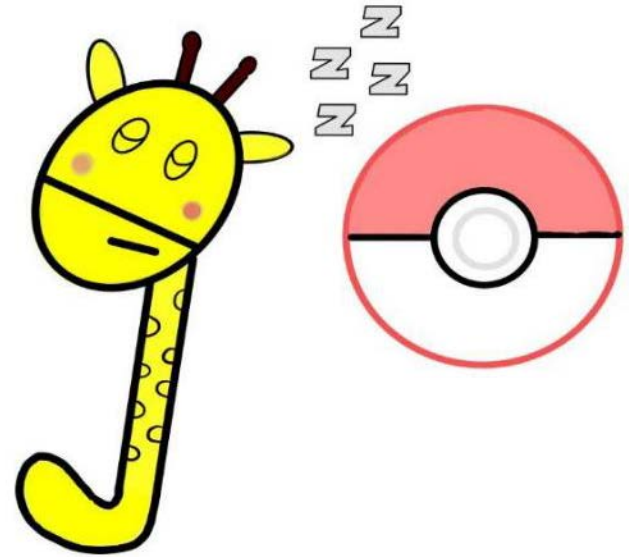
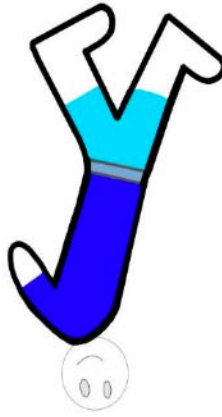
# Consolidation Activities

Let's draw!

go play fly



I play football.



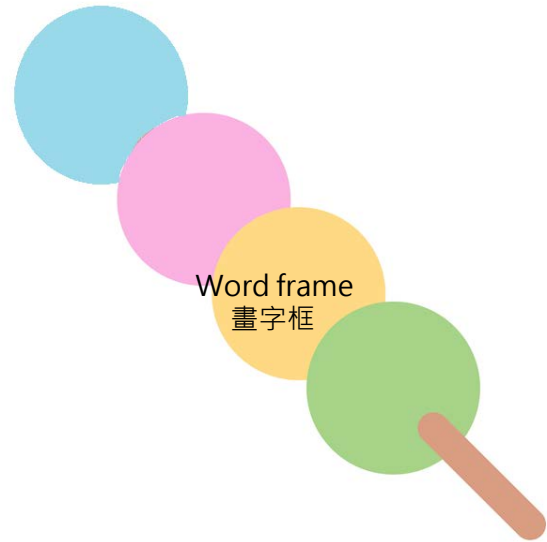
Giraffes go to bed.

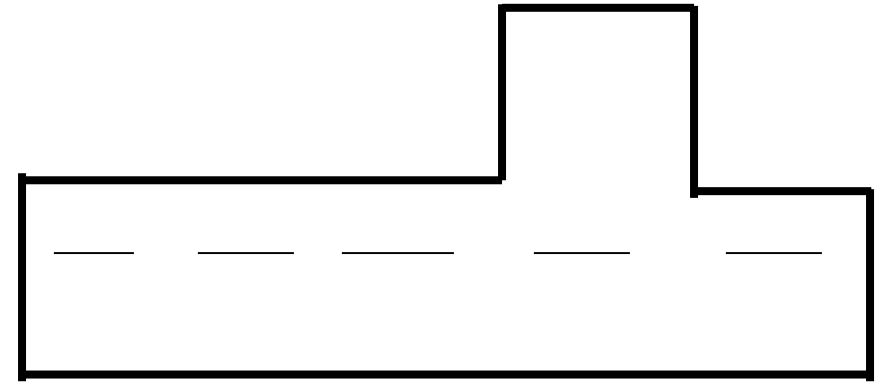
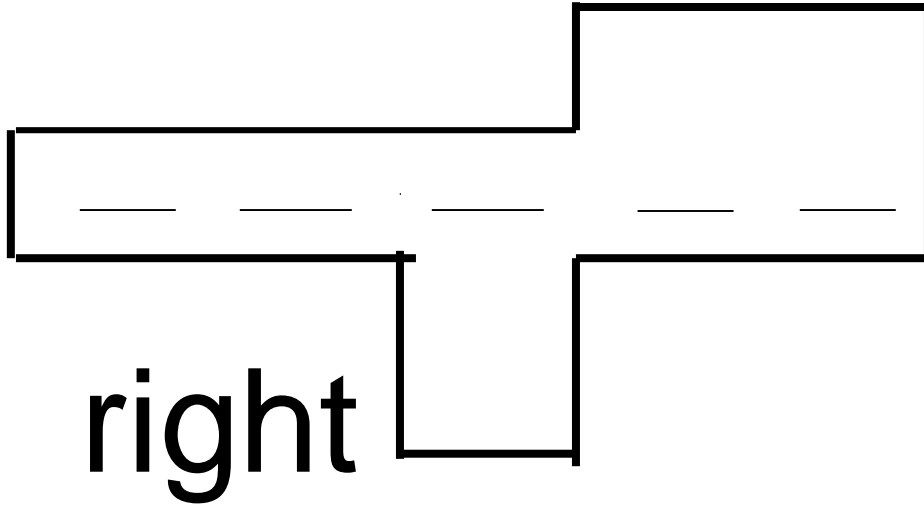
play



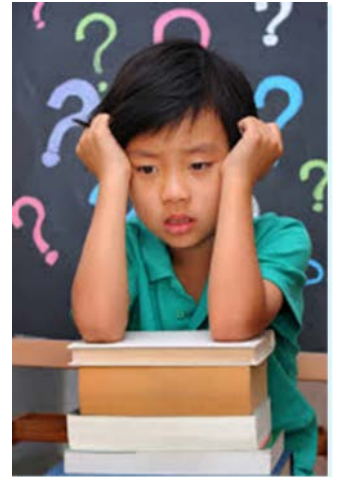
# Form 形

## c. Word frame 畫字框



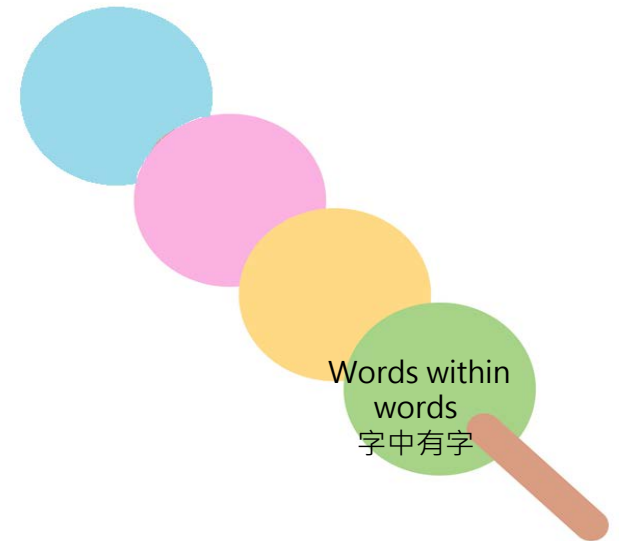
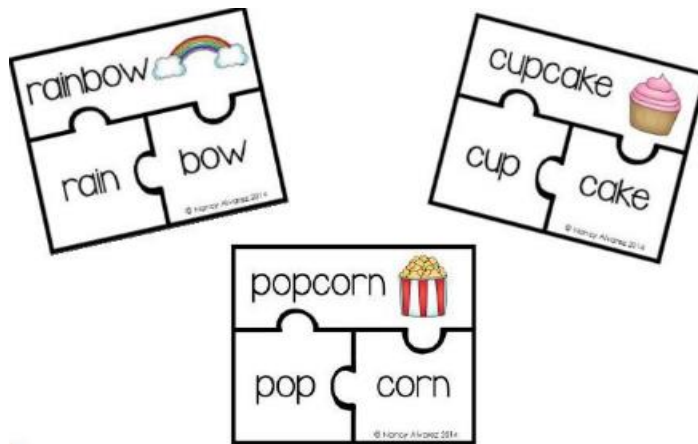


write



## d. Words within words 字中有字

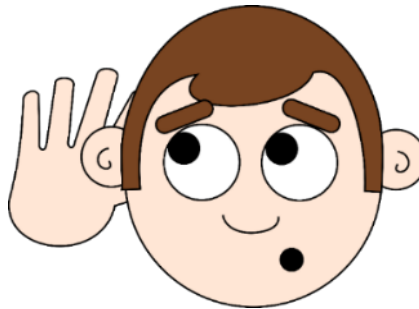
Meaning  
義



Words within  
words  
字中有字



hear



I can hear songs with my ears.

open

Hint:



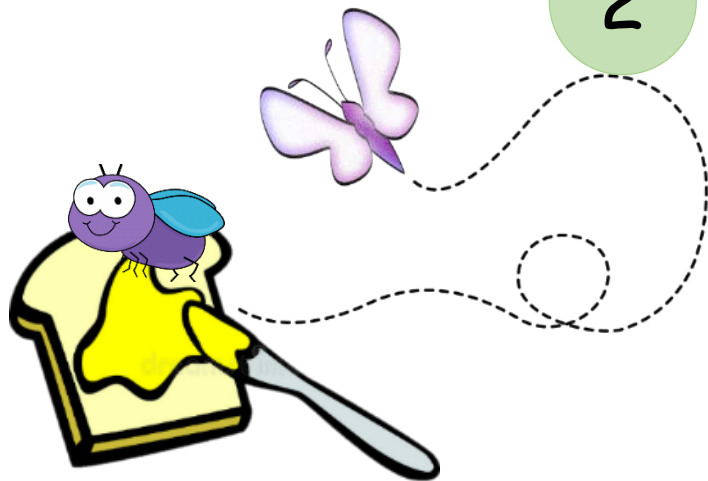
I use a pen to open a can.



# butterfly

2

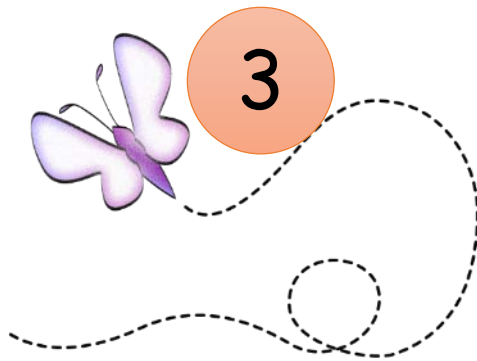
1



There is a fly on the butter.

The fly and butterfly fly away.

# butterfly



Tips:  
Ask child to find the words  
they know

# 3. Multisensory teaching

## 多感官教學



Examples:

Multisensory reading materials, including pictures, puzzles, PowerPoint presentations, songs, dramatic performances, rhymes, cartoons, masks, drawings, pictures, flashcards, posters, animations, photos, videos, toys, puppets and realia.

Reading activities consisted of the following activities: read and match; read and perform; read and correct the mistakes; read and color; and read and stick



**Motivation** and memory!

<https://www.researchgate.net/publication/328803118>

*HAVE FUN*

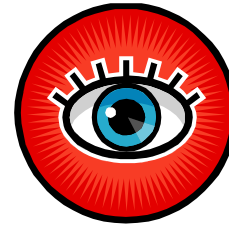


Help students become an active learner!

# Multisensory



***Auditory***



***visual***

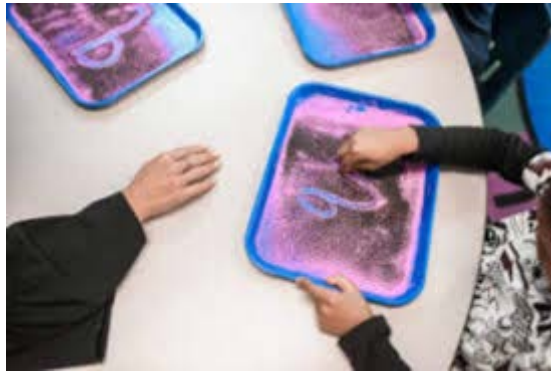


***Tactile***



***Kinesthetic***

# Multisensory



# Multisensory

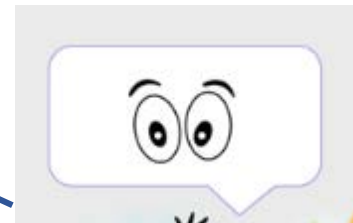
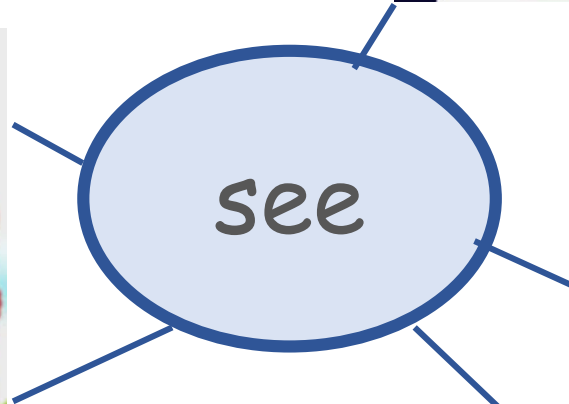
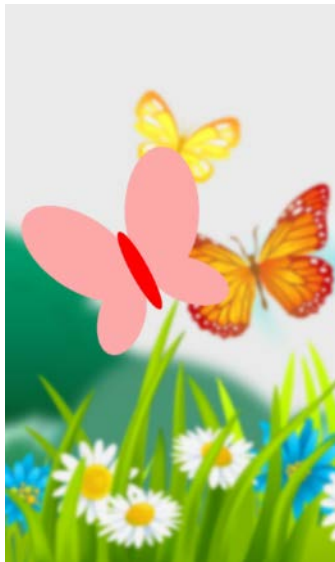
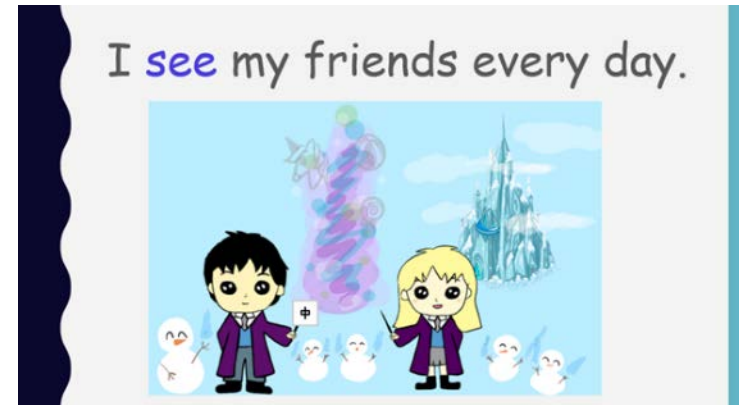


Lace a Sight Word  
*literacy activity*





# Multisensory





# Multisensory





# Sing a SONG

Sing A Rainbow

Red and yellow and pink and green

Purple and orange and blue

I can sing a rainbow

Sing a rainbow

Sing a rainbow too

K.I.C.K. kick kick kick

K.I.C.K. kick kick kick



K. I. C. K kick a ball

K. I. C. K kick a bell

Ding dong ding dong ding

ding dong

K. I. C. K kick kick kick

# Consolidation Activities/Games

- ✓ Multisensory fun tasks

## 字頭大風吹



## 字頭拼拼樂





Names \_\_\_\_\_

# sight word tic-tac-toe

Write each player's word in a box below. Then take turns playing tic-tac-toe with the words. The first player to get three in a line wins!



Player 1
Word to


Player 2
Word you

to	to	
<del>you</del>	<del>you</del>	<del>you</del>
	to	

you		to
	to	
you		to

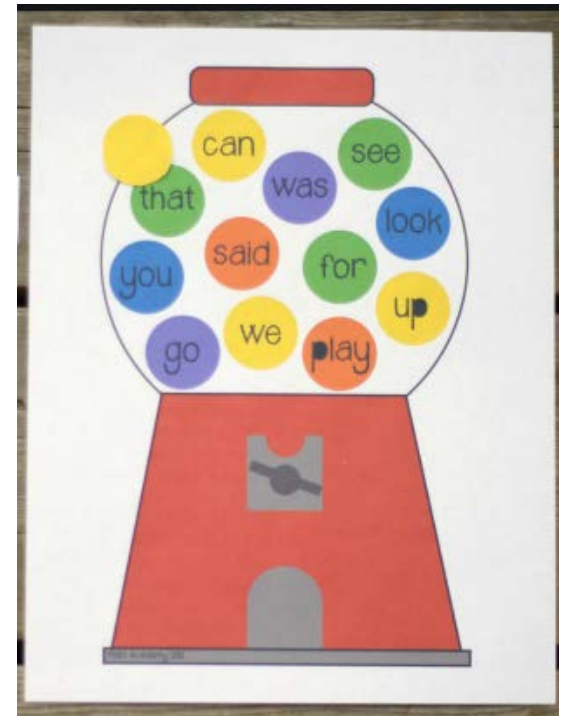
© Playdough to Plato

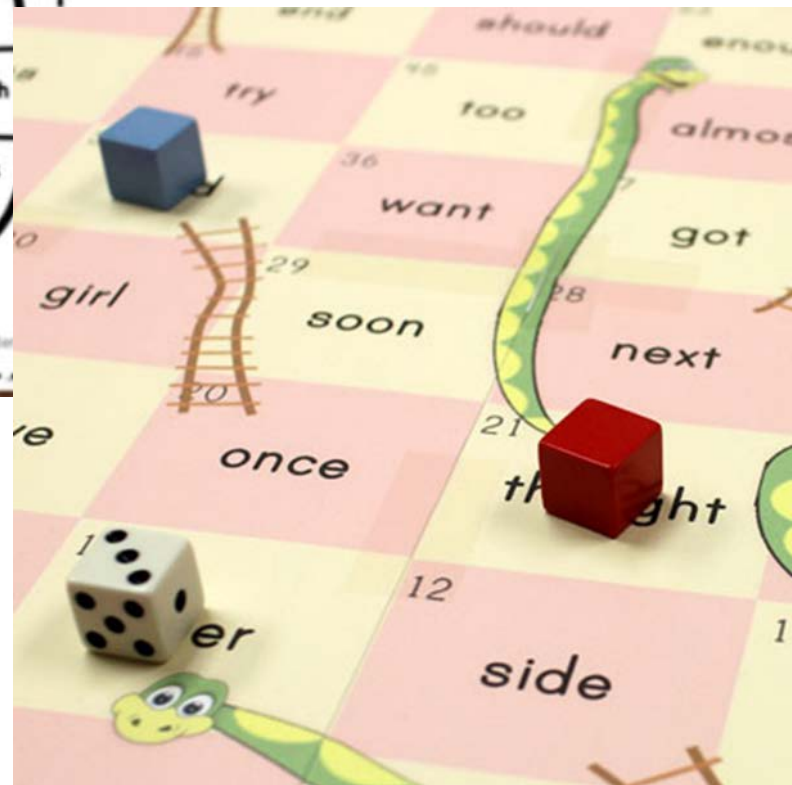




B	I	N	G	O
think	old	by	ask	of
then	put	from	any	give
as	over		after	fly
open	again	could	once	an
every	from	give	put	any









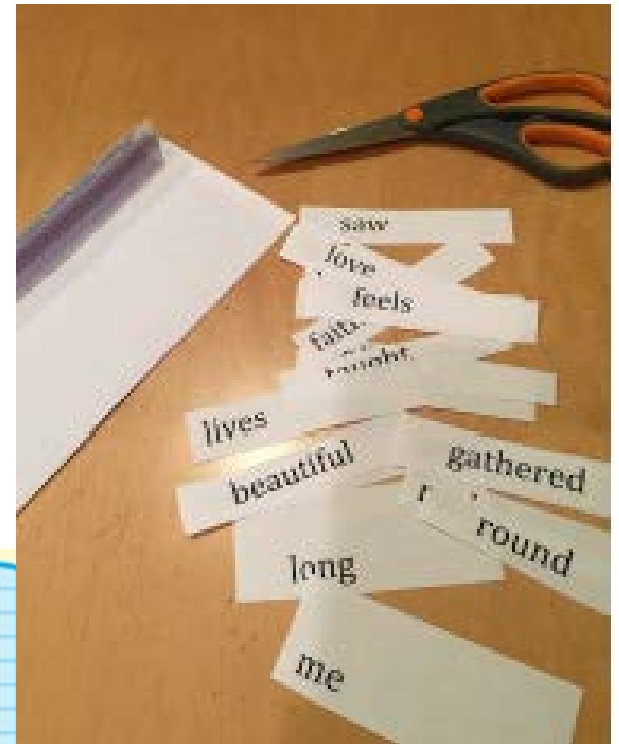
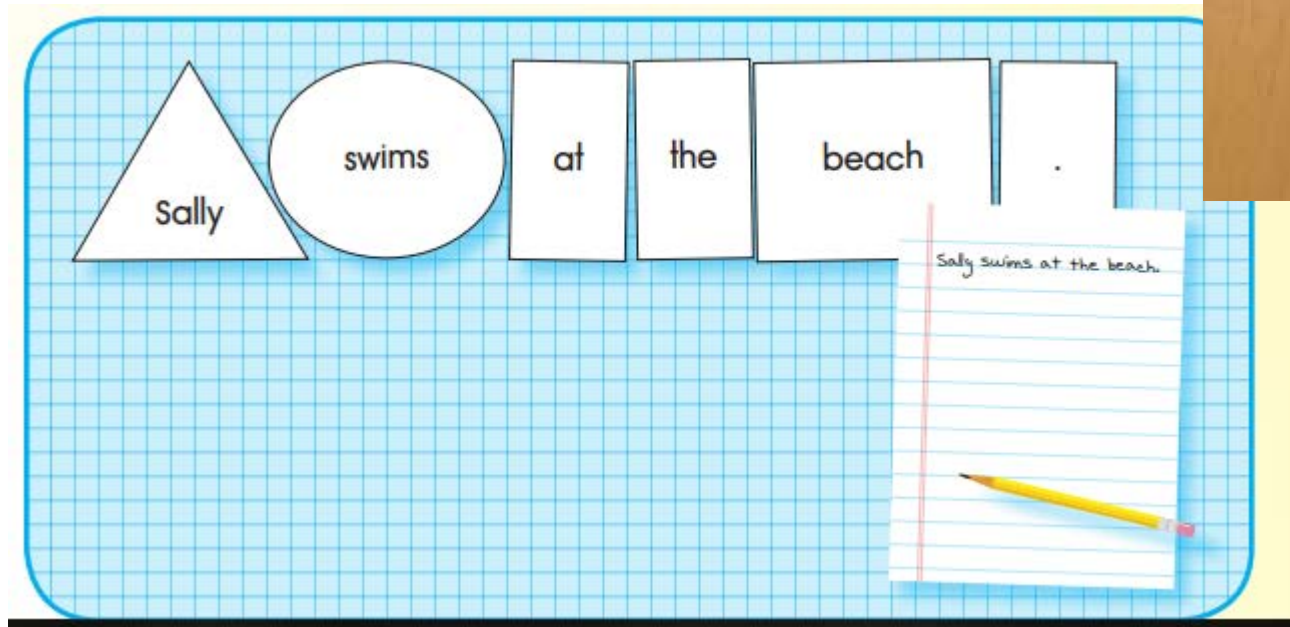


# Envelope game

who

what

where

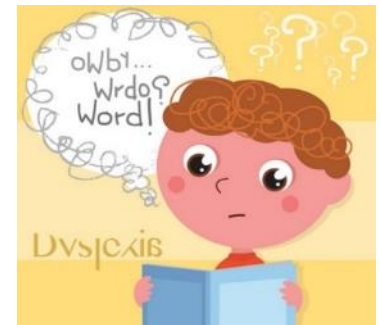


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3. Multisensory teaching 多感官教學
  - Enhance motivation and memory
4. Facilitate English learning with our mother tongue (Chinese)



# Daily training - Read, Dictate and Copy 讀默寫

- Target: 5 words each week
- Time: 15-20 minutes daily
- Read and tell (閱讀及解釋生字)  
Dictate (默寫生字)  
Copy (抄寫生字)



讀默寫 示範片段





English Group  
DATAPAC 默寫工作紙

Name: \_\_\_\_\_ Class: \_\_\_\_\_ ( \_\_\_\_\_ ) Date: \_\_\_\_\_

Dictate

Copy

1

Dictate

Copy

2

Dictate

Copy

3

Dictate

Copy

4

Dictate

Copy

5

# Daily training - Reading Fluency 讀字流暢度練習

English Group - 讀字爭霸戰 1 (Lesson 2&3) Record Sheet

		Student A	Student B	Student C	Student D
1.	go				
2.	I				
3.	a				
4.	play				
5.	to				
6.	fly				
7.	am				
8.	we				
9.	see				
10.	around				
11.	my				
12.	run				
Result (Time)					



# Conclusion

- Theme-based & contextualised teaching
- Understand students' different learning difficulties and needs
- Explicit teaching of different strategies (Form形 Sound音 Meaning義)
- Multisensory teaching
- Repeated practice through fun activities and daily training



Transfer skills to everyday learning



Initial sound  
讀字頭

Visualisation  
圖像化

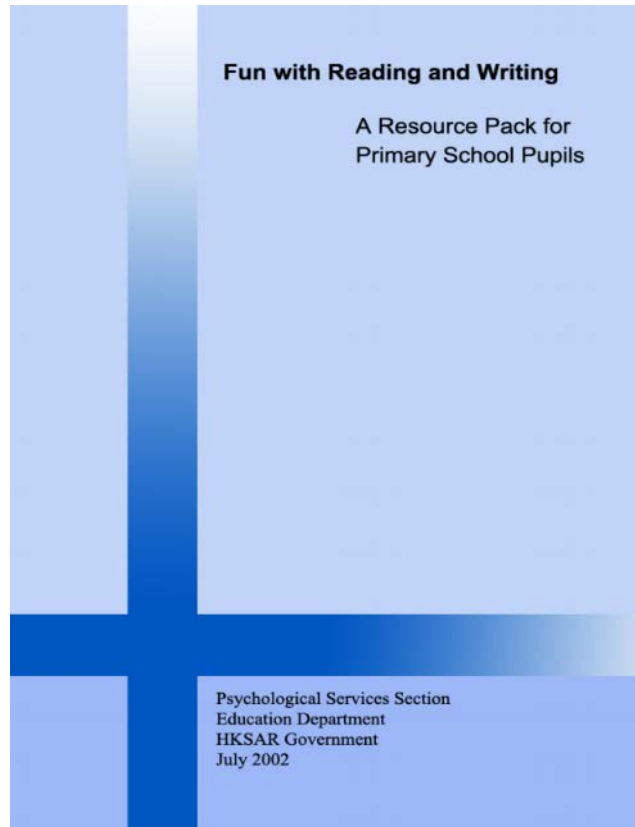
Word frame  
書字框

Words within  
words  
字中有字



# Other resources

## Resource Pack: Fun with Reading and Writing



[https://www.hkedcity.net/cms\\_files/cms-sen/1-1000/386b03b1ba38a4a7eaaa5e8331e2d5f2245/Fun%20with%20reading%20and%20writing.PDF](https://www.hkedcity.net/cms_files/cms-sen/1-1000/386b03b1ba38a4a7eaaa5e8331e2d5f2245/Fun%20with%20reading%20and%20writing.PDF)

# Other resources

支援有讀寫困難的學童·家長錦囊

教育局→特殊教育→特殊教育資源中心→讀寫困難



[https://www.edb.gov.hk/attachment/tc/edu-system/special/resources/serc/download/SpLD\\_Parent\\_tips\\_games.pdf](https://www.edb.gov.hk/attachment/tc/edu-system/special/resources/serc/download/SpLD_Parent_tips_games.pdf)



[https://www.edb.gov.hk/attachment/tc/edu-system/special/resources/serc/download/SpLD\\_Parent\\_tips\\_daily\\_training.pdf](https://www.edb.gov.hk/attachment/tc/edu-system/special/resources/serc/download/SpLD_Parent_tips_daily_training.pdf)

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- Partanen M., & Siegel L.S. (2014). Long-term outcome of the early identification and intervention of reading disabilities. *Reading and Writing*, 27, 665–684.
- Yang, M., Cooc, N., and Sheng, L. (2017). An investigation of cross-linguistic transfer between Chinese and English: a meta-analysis. *Asian Pac. J. Second Foreign Lang. Educ.* 2, 15–26.
- <https://www.researchgate.net/publication/328803118>
- <https://www.fcrr.org/student-center-activities/kindergarten-and-first-grade>