

# LANGUAGE AND LITERACY ROUTINES

In K2 and K3

K2及K3年級的  
語言與閱讀技能發展日常規劃

# OUTCOMES FOR THE DAY

Develop understanding of:

- Handwriting
- Guided Reading
- Home Reading
- Phonics
- Chinese Characters



With a focus on how to help at home

今天我们将关注以下焦点：

- 指导阅读
- 亲子阅读
- 音标
- 手写字体
- 中文汉字词认读

以及家长在家可以如何辅助

# HANDWRITING

- Handwriting Policy
- Pre Cursive Script
- What and why
- Useful links
- 手写字体
- 有助于以后连笔
- 是什么以及为什么
- 有帮助的链接



# GUIDED READING

Guided Reading is a focused, differentiated approach to building reading skills in young children.

Students work in groups based on ability level and need.

Students in the group all read the same text under the guidance of the teacher who focuses on specific skills and asks targeted questions.



指导阅读是一个帮助幼儿建立有效阅读策略的方法，它既有针对性，对不同阅读级别做出了区别。

小朋友根据阅读水平和阅读需要分小组阅读。

在成人（老师）的指导下，同一小组的小朋友阅读相同的书，同时老师会关注特别的技能发展并问相关的问题。



## Guided Reading Record (English Schemes)

Text:			Level:	Date:
Reading Focus:			Key questions/page no:	
Name	Focus	Phonics		

# HOME READING

- Books are sent home each week, after Guided Reading group.
- Parents are asked to read the book every couple of days with their child.
- Please sign, or make a comment, in the Reading Record Books to show you have done so.
- 每周，在学校的指导阅读完成后，中英文阅读书籍将会发回家。
- 要求家长每周花一些时间陪同孩子做亲子阅读。
- 当您做完亲子阅读后，请您在阅读记录簿（猫头鹰本子）上签名并留下任何评语。



# K2 READING ROUTINES

- Oxford Reading Tree wordless picture books
  - On Mondays - Daphne reads book in Chinese
  - On Thursdays - Theresa reads book in English
  - Books are changed every Monday
  - Books to remain in child's book bag
- 牛津阅读丛书之无词图书
  - 每周一 中文指导阅读 (Daphne)
  - 每周四 英文指导阅读 (Theresa, 使用同一本书)
  - 每周一更换图书
  - 请确保指导阅读的图书一直放在书袋里



# K3 READING ROUTINES

- Every Monday K3 are given new English readers. Teacher assesses the focus for the week. e.g. Look at the cover of the book, can you tell me what you think the story of the book will be about?
- Every Wednesday K3 are given new Chinese readers. Teacher assesses the focus for the week. e.g. Can you tell me what you think the story is about by looking at the pictures in the book.
- Every Friday flashcards of the English sounds learnt in the past week are sent home.
- Please practice reading the English readers every day for a few minutes and the English flashcards every second day.
- Every morning when your child arrives to school, they take out their book bag and place it into their reading shape group container.
- 每周一，新的英语阅读书籍将会发给每个小朋友。同时老师会针对某一个焦点进行评估。比如从这本书的封面，你能告诉我这个本书会是什么内容吗？
- 每周三，新的中文阅读书籍将会发给每个小朋友。同时老师会针对某一个问题进行评估。比如你能告诉我这一页的图片告诉了你什么吗？
- 每周五，该周学过的英语语音闪卡将会发给每个小朋友。
- 请陪同孩子每天阅读英语阅读书籍，每两天复习一次英语闪卡。
- 每天早上来到学校，每个小朋友都要把他们的文件袋拿出来并放进自己组的小方盒中。





# READING WITHOUT WORDS

- Book handling skills
- Learning how stories work

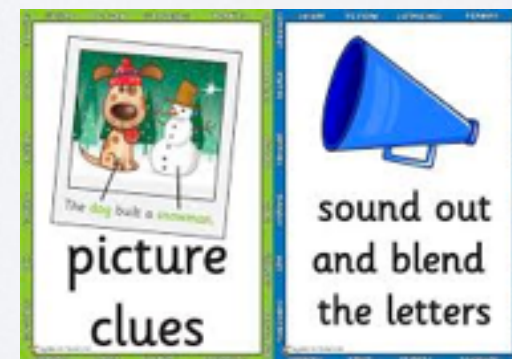


- Oxford Reading Tree family characters
- **Before** reading - talk together
- **During** reading - read vocabulary words together and respond to pictures
- **After** reading - retell and explore

- 学会如何使用图书
- 了解故事的结构
- 常用 单词
- 阅读前 – – 一起讨论
- 阅读中 – – 一起读单词 讨论图画的内容
- 阅读后 – – 复述故事 继续讨论

# FOCUS SKILLS

- Is the child reading from left to right?
- Is the child pointing to the word while reading?
- What is the title of the book?
- Can the child name the characters in the book?
- Can the child recognise sight words learnt thus far?
- Can the child recognise punctuation marks? !,?
- Can the child blend sounds into new words
- What can you see in the picture?
- What do you think the story is about? Tell me in your own words.
- 您的孩子是否是从左至右阅读的?
- 在阅读时, 您的孩子是否能做到指读?
- 这本书的名字是什么?
- 您的孩子能否说出书中主要角色的名字?
- 您的孩子能否指出已经学过的英语高频词
- 您的孩子是否认识标点符号?
- 您的孩子能否使用英语闪卡造新的词汇?
- 请您的孩子告诉您图片里都有什么。
- 请您的孩子用自己的话复述故事。



# PHONICS

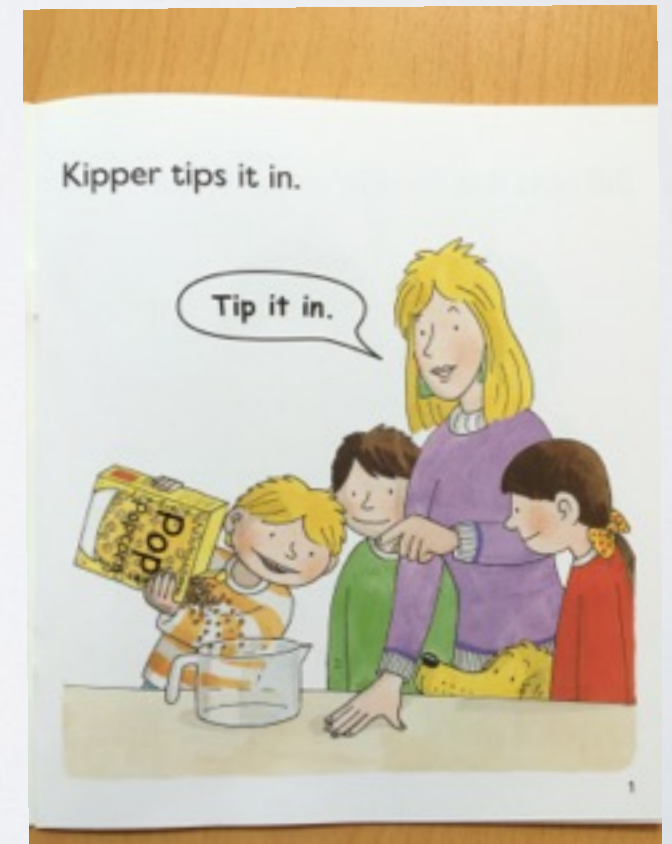
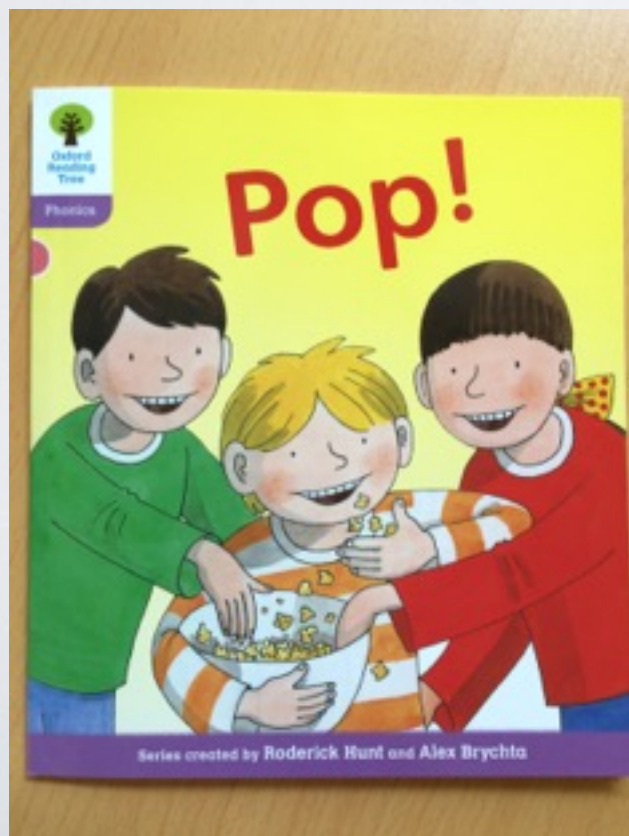
- Phase 2: Learn to blend and segment with letters to read and write short words
- Practise phonics at home: flash cards, audio recordings, writing, games
- 第二阶段：学习字母和单词的发音以及读写短小的单词
- 使用闪卡、音频、录音、书写或游戏的方式练习语音





- Phonics integrated with reading

- 在阅读中练习英文语音：

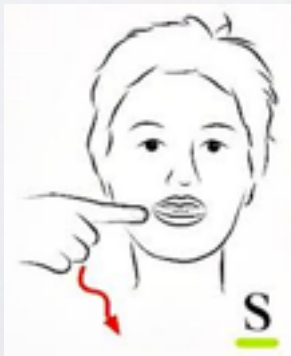


# PHONICS

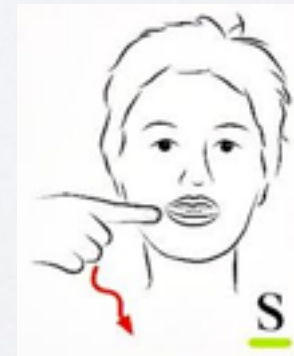
- English letters are pronounced by their sounds and not by the name of the letter.

Aa

- Children hear the word cat by sounding out each letter.
- Each sound is complimented with the use of cued articulation. Cued articulation is a set of hand cues teaching the individual sounds in a word. Each hand movement represents one sound and the cue gives clues as to how and where the sound is produced.
- Let us practice together sounds s, a, t together.



- 英语字母的发音是我们平时说的音标而不是读音
- 当孩子们听到单词cat时，他们听到的是这个单词如何拼读而不是如何拼写的。
- 每一个音标都有对应的Cued Articulation。这个是一个把手势和发音融合在一起的教学方法。每一个手势代表着一个音，而手运动的方向意味着发音部位以及如何发音。
- 让我们一起练习以下音： s, a, t。





# CHINESE CHARACTER ROUTINES

- Teach - Monday and Tuesday
  - Review - From Tuesday to Thursday
  - Assessment - Every Friday
- 周一 /周二 新汉字教学
  - 周二/周三至周四 复习
  - 周五 检查



# CHINESE CHARACTER LEARNING

每周所学汉字的数量

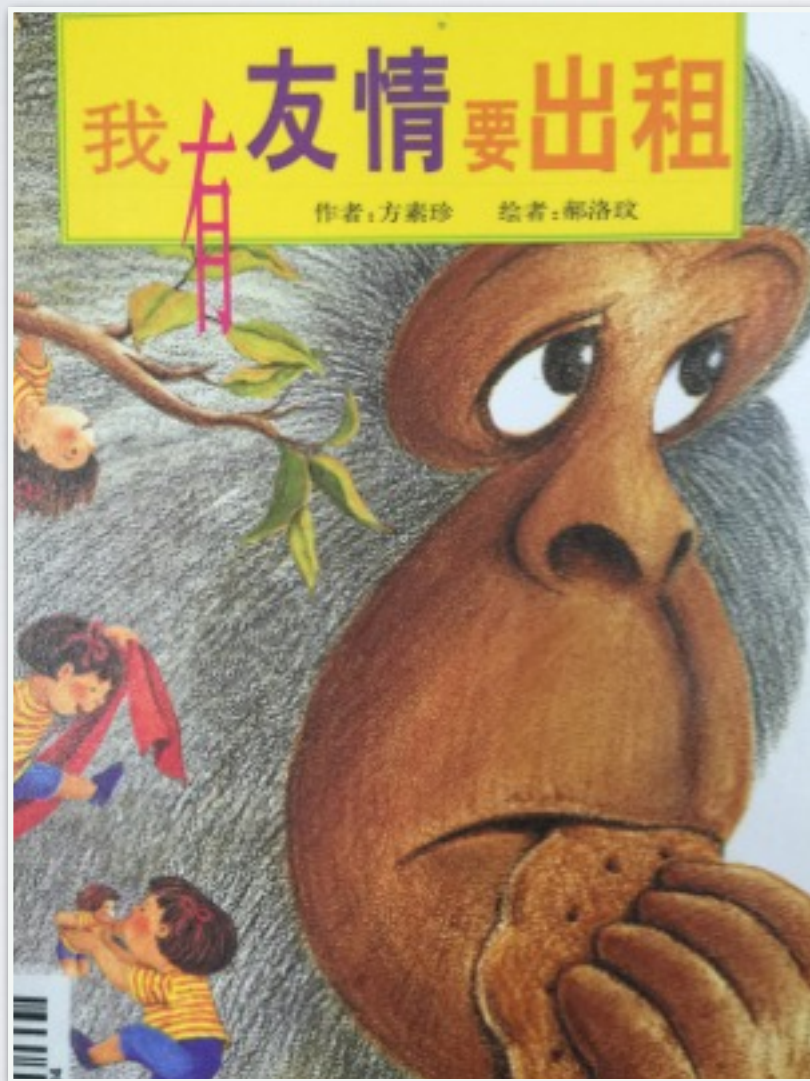
每周6个（中班）

每周10个（大班）

# CHOOSING CHINESE CHARACTERS

汉字教学的素材来源

围绕主题的故事或活动





# CHINESE CHARACTER LEARNING

汉字教学的素材来源

中国汉字教材

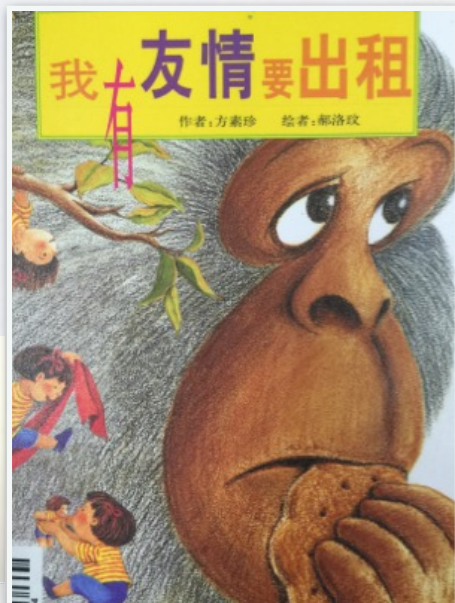




# HOW DO TEACHERS TEACH CHARACTERS IN CLASS

## • 汉字教学法

- Flash cards
- The history of Chinese characters
  - 闪卡的应用:图字对标 —— 初步认知 (结合图卡结合 —— 忘记图)
  - 汉字的演变
- Themed stories, activities or famous books about Chinese characters
  - 主题教学线
- Dramatization
  - 表演教学法



友情  
出租  
免费  
朋友



火

消防员



# ASSESS IN CLASS

## 检查与复习

- 次日或隔日复习（汉字比赛，游戏）
- 周五逐一检查（反馈）

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# CHINESE CHARACTER ROUTINES

- How can parents help at home?
  - Spend 5-10 minutes everyday, go through with the flashcards.
  - Suggested activities could be: find correspondent pictures together (through internet or take photos) for learning, ask child how they learned characters at school, play guessing/matching games for reviewing, etc.
- 在家里，家长如何练？
  - 每天花5-10分钟，带着孩子们过一遍闪卡，可以是新的卡，也可以是已经学过的卡。
  - 一些建议的活动：一起找对应图片（可以在网上找或者从现实中拍），询问他们在学校老师是如何教的，玩字图配对游戏等。





# CHINESE GUIDED READING

- How to 'read' Chinese reading scheme books in class and at home?
  - Read for comprehension
  - Read for good reading habits and strategies
  - Read twice a week
- 如何在家做中文亲子阅读?
  - 中文阅读的目的是理解
  - 帮助小朋友养成良好的阅读习惯和阅读策略
  - 一周两次左右即可

