

普通話朗誦

班別	學生姓名	成績	班別	學生姓名	成績	班別	學生姓名	成績	班別	學生姓名	成績
2F	陳柳蕙	亞軍	2B	朱卓軒	優良	3B	吳碧怡	優良	4B	鍾銘輝	優良
4A	藍凱欣	亞軍	2B	童巧兒	優良	3B	黃怡君	優良	5A	吳昕霖	優良
5A	陳澤禧	亞軍	2F	黎鈞沂	優良	4A	劉倩宜	優良	5A	劉楷皓	優良
6A	楊子焜	優異	3A	劉楷悅	優良	4A	黃綺琪	優良	5A	鍾穎詩	良好
P. 1, 2	普通話集誦隊	優良	3B	黃仁浩	優良	4B	黃曼欣	優良	6A	巢靖言	良好
2A	李健樞	優良	3B	李美琪	優良	4B	李明玉	優良	6A	嚴正為	優良

中文朗誦

班別	學生姓名	成績	班別	學生姓名	成績	班別	學生姓名	成績	班別	學生姓名	成績
P. 5, 6 中文集誦隊		亞軍	5B	林鋸淳	優良	6A	楊子焜	優良	2C	莊雅施	良好
5C	李萃翹	優異		呂寶欣		6A	林曉嵐	優良	2C	吳王姬	良好
5C	麥詠瑤	優異	5B	蔡慧怡	優良	6B	藍凱晴	優良	3D	陳曉彤	良好
2A	周紀彤	優良	5B	李子君	優良	6B	羅可婷	優良	3E	藍菀茜	良好
2B	麥依愛	優良	5C	黎詩惠	優良	6D	林婷鳳	優良	5B	梁振傑	良好
2D	何志釗	優良	5C	王嘉穎	優良	6D	張展睿	優良	5B	梁柏軒	良好
2D	林子鴻	優良	5E	陳麗穎	優良	6D	馬家婷	優良	5E	陳宇陞	良好
3D	黃敏晴	優良	5E	劉穎詩	優良	6E	黃寶妮	優良	5F	梁凱晴	良好
3E	柯倚權	優良	5F	鄔亭珊	優良	6E	呂幸兒	優良	5F	劉子軒	良好
5B	陳希為	優良	6A	呂天忻	優良	6F	陳樂彤	優良	5F	袁浩榮	良好
	曾福澄		6A	呂天怡	優良	1B	周蒨沂	良好	6F	馬可盈	良好
5B	繆思行	優良	6A	麥依靈	優良	1E	廖嘉寶	良好			

英文朗誦

班別	學生姓名	成績	班別	學生姓名	成績	班別	學生姓名	成績
2B	麥依愛 Mak Yi Oi	亞軍	4A	王紫滢 Wong Tsz Ying	優良	6C	賴曉蓓 Lai Hiu Pui	優良
6E	梁芷晴 Leung Tsz Ching	亞軍	4A	陳煥榆 Chan Wun Yu	優良	6D	羅世豪 Lo Sai Ho	優良
6C	黃雯昕 Wong Man Yan	優良	4B	冼家融 Aaron Sin Ga Yung	優良	6D	蔡曉晴 Choi Hiu Ching	優良
英文集誦隊		優良	4D	林澤鈞 Lam Chak Kwan	優良	6E	梁俊彥 Leung Chun Yin	優良
2A	倪浩宇 Ngai Ho Yu	優良	4D	嚴敬曦 Yim King Hei	優良	6F	陳樂彤 Chan Lok Tung	優良
2B	張愛靈 Cheung Oi Ling	優良	5A	朱詠恩 Chu Wing Yan	優良	4C	詹詠恩 Jim Wing Yan Eunice	良好
2B	蔡佩芸 Choi Pui Wan	優良	5A	鍾穎詩 Chung Wing Sze	優良	4C	鍾凱欣 Chung Hoi Yan	良好
2B	梁泳欣 Leung Wing Yan	優良	5A	吳昕霖 Ng Yan Lam	優良	6D	鄧梓浩 Deng Zi Hao	良好
3B	馮月廷 Fung Yuet Ting	優良	5C	陳幸怡 Chan Hang Yee	優良	5D	伍淑怡 Ng Shuk Yee	良好
3E	陳建諮 Chan Kin Chi	優良	5D	鍾曉瑩 Chung Hiu Ying	優良	5A	陳澤禧 Chan Chak Hei	良好
3E	藍菀茜 Lam Wat Sin	優良	6A	麥依靈 Mak Yi Ling	優良	6F	馬可盈 Ma Ho Ying	良好
4A	陳昊楊 Chan Ho Yeung	優良	6B	李穎欣 Lee Wing Yan	優良	6B	嚴凱祺 Yim Hoi Ki	良好



Our NETs : Mr. Terry Arthur, Mr. Steve Isaacson, Miss Ritika Sethi

## **(1) Mr. Terry Arthur -- PLP-R/W programme**

The Primary Literacy Programme –Reading and Writing (PLP-R/W) has been in operation at C.C.C. Kei Faat Primary School (Yau Tong) for the past three years.

This programme was introduced to the primary schools in Hong Kong as a result of the review of the English Language Curriculum Guide by the Education Bureau. As part of the curriculum reform, it was suggested that school based English programmes should include Reading and Writing Workshop components.

The Native-speaking English Teacher (NET) Section supported the curriculum reform through the development and implementation of the PLP-R/W Programme in primary schools. This programme aims to facilitate the professional development of the English teachers and improve the literacy levels of the students through a sustainable literacy programme with a focus on reading and writing.

Research has established that in a balanced literacy programme, reading and writing have an equal importance.

The objectives of the PLP-R/W Programme include:

- 1.) The promotion and use of innovative and appropriate learning and teaching practices and methods to support the learning of reading and writing in English.
- 2.) The fostering of students' independence and motivation in reading and writing.
- 3.) Supporting the development of school-based English literacy programmes.
- 4.) The promotion of parental involvement in achieving the objectives of the PLP-R/W Programme.



Another major objective of the Programme is to develop a holistic approach to English across the PLP-R/W and GE (General English) lessons.

C.C.C. Kei Faat Primary School (Yau Tong) has been involved in the NET Scheme for many years and for the past three years has been part of the PLP-RW Programme.



This year (2010-2011) the programme is operating in P.1, P.2 and P.3 with each year level having its own NET teacher and P.1 and P.3 an additional Classroom Assistant (C.A.). These outstanding resources coupled with the valuable on-going support from the Education Bureau which includes the provision of a vast array of reading books, the allocation of an Advisory Teacher (A.T.) from the NET Section of the Bureau and the conducting of the various professional development seminars and teacher in-service courses have enabled the PLP-R/W Programme to be comprehensively implemented in our school.

This very successful implementation could not have been possible without the innovative educational thinking and vision of the School Principal, Miss Leung, the English Panel Chairs, Miss Tang and the Senior English Teacher (SET) and co-ordinator of the PLP-R/W Programme, Mrs Chee.

The parents at large and the Parent Association, in particular, have played a very important part in the success of the Programme by enthusiastically embracing the idea of the Programme, by willingly assisting their children with the home reading component and by spending countless hours in covering the reading books and the preparation of resources.

However all of the above time, efforts and resources would be to no avail if it was not for the commitment, co-operation and expertise of the Local English Teachers (LET) who are by far the single most important aspect of the Programme's success story.



This is not to forget the integral part played by the students in the success of the PLP-R/W Programme. They have immersed themselves in the programme with great gusto and enthusiasm, with a willingness to try and experiment or in other words "to have a go", with a mindset to work hard and finally to smile and enjoy.



Everyone involved in the school-based development of the English Curriculum in P.1, P.2 and P.3 has been on a steep learning curve during the past three years and so it is now time for consolidation and maintenance so that the Programme will become deeply entrenched in the School's English Programmes and hence sustainable which will ultimately contribute to the improvement of the literacy levels of all students.

This phase will be driven by the integration of all aspects of the PLP-R/W Programme into the G.E. lessons. PLP-R/W will not be a stand alone concept but an integral and vital part of English lessons. Therefore the integration role will be a core aspect of the English Curriculum in the foreseeable future.

With the PLP-R/W Programme up and running, parental support is essential for its continued success. Parents can assist their children by encouraging them to read, write, speak and listen to all things English and to "have a go", don't be afraid to make a mistake, smile and enjoy

## **(2) Mr. Steve Isaacson**

Hello. My name is Mr. Isaacson. I am your new native English teacher this year, for levels P4, P5 and P6. I moved to Hong Kong two years ago, from the USA. I love it here! My co-workers and our students have made me feel very welcome to be here.



The main thing that I teach is reading. Whenever you are reading a book, how can you understand what it says better and easier? How can you enjoy it more?

Here are a couple tips:

1. Look at the cover of the book before opening it. What does the Title say? What do any pictures tell you about the characters or the mood of the story? Don't forget to look at the back cover too! What does the 'blurb' say? Now, try to imagine, or predict, what might happen in the story. As you begin to read the book, you can see if what you predicted really came true in the story or not.



2. Keep asking yourself questions! If I was any character in the story, how would I react differently in this situation? Could I do any better? Why would I do better? What kind of knowledge, values or skills would I bring to this character, if I truly thought that I was this character? These kinds of questions will help us to empathize and relate to the characters we are reading about. If you care more about what you are reading, then you will read it better, and remember more about it.

## **(3) Miss Ritika Sethi**



Hello. This is Ritika Sethi. I have been teaching English in Hong Kong for six years. My experience in teaching English to non-natives has been very challenging as I don't have to only teach but also develop an interest in the students to learn the language. Teaching in local schools gives me immense pleasure and satisfaction when I see children gain confidence in the four skills, i.e. reading, writing, speaking and listening.

My aim is to make children proficient in all these four skills so that they don't shy away from the language and at the same time inspire them to learn English more enthusiastically!

