



## CHIJ Kellock

“As a child my father used to tell me that reading undoes poverty. It’s a stepping stone for anyone to pursue what they want in life.”

Mrs Shashi Kumar (Sri),  
Level Head, English Language, Middle Primary

In CHIJ Kellock, there is something for everyone. Students are exposed to a variety of different reading activities that are tailored to build their reading interest and capacity. Reading activities are anchored in the teaching and learning framework – Stretch, Strengthen and Support.

“I like to share stories with my girls, regardless of whether they are high ability or weaker readers. For the high ability readers, I introduce books every now and then, and encourage them to share among themselves. For the weaker readers, it is more of reading together with them.”

Ms Koh Wee Mong, Teacher, Chinese Language

# STRETCH

CHALLENGE THE AVID READERS TO GO FURTHER

## BOOK CAFÉ

Reading and eating?  
The best combination yet!

"I really, really like Book Café because the teachers teach you about authors from other countries. For my level, we were assigned London. They introduced J. K. Rowling and Beatrix Potter. They let us try shepherd's pie and English tea to expose us to the culture, and shared about English books and genres with us."

Charisse Lee, Primary 4



## BLIND DATE WITH A BOOK

First introduced by a teacher to her Primary 2 class, this idea was adopted and expanded upon for English Fortnight. Students wrapped up a book that they had read, and wrote a brief summary on the wrapper. Then, they found a partner to exchange books with.

To ensure that everyone could participate, students who were unable to afford a book were given one to read..

## LIBRARY ALL-STAR PARTY @ THE LIBRARY

Top borrowers and students who regularly participate in library programmes get exclusive invitations to the All Stars Party, where they get to play fun reading-related games.

**"One of the games at the All Stars Party that I tried out was the book hunt. It was very interesting and fun to hunt for books because there are different types and you can use the call number to find them."**

Dayanita Saminathan, Primary 3



# STRENGTHEN

REINFORCE THE READING  
CULTURE IN SCHOOL

## SUPER STORYTASTIC

"Initially it was more of a storytelling session for lower primary students. Then we were inspired by NLB's Super Storytastic programme at the public libraries. We have adapted it for our students who are at risk in terms of their ability to read. We are also targeting the reluctant readers."

Mrs Kumar

Super Storytastic is helmed by parent volunteers, who conduct engaging storytelling sessions for the younger students. They make use of books that have been selected by the English department.

Parent volunteers tune the students in and role-play the characters in the stories to keep the students hooked.

Upper Primary students go through an adapted version, in which books are recommended. Instead of simply telling stories, movie clips and trailers are used to get students interested in the books.

## DROP EVERYTHING AND READ (DEAR)

"During DEAR, we allow them to bring in their own electronic devices. It doesn't have to be a hardcopy book. Somehow, that's a motivation factor for them to read and have access to more books."

Mrs Kumar

A protected period is set aside every morning for teachers and students to read. Music is piped in to create a conducive atmosphere for reading.



# SUPPORT

PROVIDE THE NECESSARY HELP FOR WEAKER READERS

## READING DADS AND MUMS

"We have very supportive parents who come in early in the morning even before some of the students get in. They prepare materials for the programmes. If everyone plays a part, then I think any reading programmes which we put forth will eventually see some success."

Mrs Kumar

Parent volunteers guide Primary 3 and 4 students who are weak in their Mother Tongue languages through storybooks, and thus help to strengthen the students' language capabilities.

## BUDDY READING

Primary 5 students guide Primary 1 to 2 students to read. The teachers extract familiar characters from the textbooks, and craft their own mini stories around the characters. With these, students quickly learn to read independently.

"For me, I feel that reading is one of the most important skills to learning a language. When I was in Primary 1, my Chinese teacher told us fantastic stories. We asked her how she knew so much, and her reply was that she read a lot. That really inspired me to read."

Ms Koh

