



STORY SEEDS PROGRAMME REPORT

2021-2022



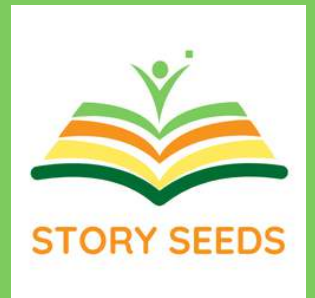
THE NEED FOR STORY SEEDS

Story Seeds believes that the ability to read and the cultivation of a reading habit are essential to children's academic and life-long development.

Unfortunately, many children from low socioeconomic status families in Hong Kong lack exposure to proper reading and education resources, resulting in reading difficulties and language delays. These children are more likely to shy away from education as they grow older, limiting their academic development and deterring them from socio-economic advancement.

Story Seed's mission is to work with children from underserved families in their last year of kindergarten. In doing so, we hope to equip them with foundational reading abilities and ignite their reading interest and habit before they begin their formal education journey.

Reading is a civil right and every child deserves an opportunity to lead a better life.



MEET OUR TEAM



Vivian Chung
Co- Founder



Sally Ng
Co-Founder



Myolie Lau
Teacher



Ho
Project
Coordinator



Candy Lee
Consultant



Cindy Wong
Consultant

PROGRAMME DETAILS

STORY SEEDS STUDENTS

During the 2021-2022 school year, we partnered with two organizations that work closely with families on social welfare as well as families living in subdivided flats.

We recruited eight kindergarten students from the Society for Community Organization (SoCO) and eight students from Yan Oi Tong Pang Hung Cheung Kindergarten (YOT) to join two Story Seeds programmes. All students were from families with low socioeconomic backgrounds with little English exposure.



OUR CURRICULUM

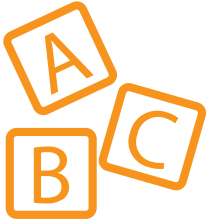
As the charity arm of Story Jungle Education Centre, The Story Seeds K3 program is developed based on 20 years of experience in teaching students in Hong Kong, working with schools and the local education system, as well as conducting parents' workshops and teacher training.

We hired dynamic teachers and designed 40 sets of booklets especially to facilitate after-class home learning. Parents are also involved, with a set of materials for guardian support, including a manual, videos, and audio clips.

We focused on five dimensions of the English language: 1) alphabet recognition; 2) sight word acquisition; 3) vocabulary acquisition; 4) phonemic awareness; 5) point-and-read reading skills.

Our program shows a critical impact, it was a great success, and the statistics speak for themselves.

OUR 5-DIMENSION METHOD



Alphabet Recognition

Identification, recall and writing of 26 upper and lowercase letters



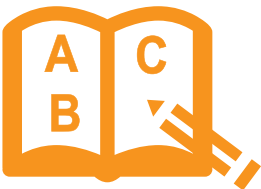
Sight Word Acquisition

Based on 30 must-know high-frequency words



Vocabulary Acquisition

40 theme-based vocabulary according to EDB Primary 1 guidelines



Phonemic Awareness

The basis for phonics learning
A great predictor of later reading success



Point-and-Read

Develop effective reading ability practice
Increase print knowledge and build reading habit





OUR IMPACTS

56%

POINT-AND-READ ABILITY

It is an uplifting result that our students' point-and-read ability shows a 56% improvement.

26%

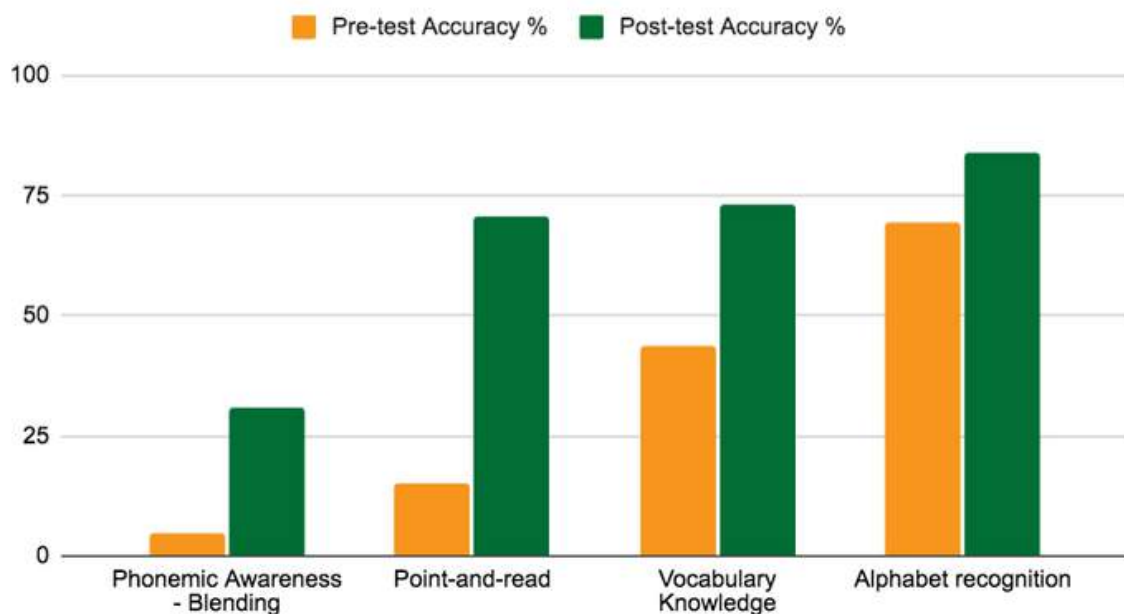
INCREASED PHONEMIC AWARENESS

Our students have shown significant improvements in their phonemic awareness skills with a 26% increase.



To test the effectiveness of the programme, a pre-test and post-test was designed to examine the students' English abilities. Both tests focus on five dimensions: 1) alphabet recognition; 2) sight word acquisition; 3) vocabulary acquisition; 4) phonemic awareness; 5) point-and-read reading skill. The pre-test was conducted before the first lesson of the intervention and then students attended weekly 1-hour lessons via Zoom for 3-7 months. A post-test was then conducted at the end of the programme.

Students' Pre-test and Post-test Performance Accuracy



Overall, the improvement we witnessed among the students exceeded our expectations. In addition to the academic advancement that the students received, we also received glowing reports from the parents of the students, revealing that their children's socioemotional levels had improved during the course as well. Parents noted that they had seen increases in their child's confidence and abilities. Some teachers even said the children had started teaching some of the methods to their peers. Based on all of these measures, it is safe to assume that the programme has greatly helped students to develop foundational English reading abilities and interest which will aid them in their future primary education studies.

FEEDBACK AND VIDEOS CLIPS

Story Seeds' parents noted that they had seen increases in their child's confidence and abilities. Some teachers even said the children had started teaching some of the methods to their peers. Based on all of these measures, we are encouraged to see our programme has greatly helped students develop foundational English reading abilities and interest which will aid them in their future primary education studies.

Please check out Story Seeds students' impressive progress and take a look at what our parents and teachers have to say about our programme in the videos below!

1. Peggy's Point and Read at Home:

<https://youtu.be/Qycrkfaek80>



2. Serena and Mum Reading in Class

<https://youtu.be/ODDJiz2edXM>



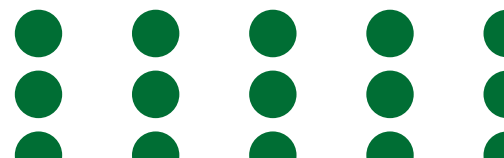
3. Teacher's feedback

<https://youtu.be/cCNrbHZ-P7o>



4. Parent's feedback

<https://youtu.be/rwQ092I8dZU>





THANK YOU!

We are so grateful for the support we have received from our donors, supporters, and partners this year! Together, we can continue to make a huge impact in the lives of children and their families who have found these programmes transformative.

This coming year, we look forward to reaching even more students by providing them with the seeds of language knowledge that can serve as a foundation to grow their confidence and skills in English, both now and throughout their lives. We look forward to witnessing and sharing more success stories in the future as we partner together to inspire the love of learning in the next generation.