

Research on Primary School English Teaching from the Perspective of Large-Unit Teaching

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Abstract: With the continuous advancement of the new curriculum reform, primary school English teaching has transformed from the previous fragmented teaching mode to a teaching mode aiming at cultivating students' core literacy. Large-unit teaching provides strong support for the innovation and progress of primary school English teaching. Reading is an indispensable and important link in primary school English teaching, as well as an effective way for students to accumulate language knowledge and improve their language ability. Based on this, this paper expounds the practical significance of primary school English reading teaching from the perspective of large-unit teaching, analyzes its key implementation points, and puts forward specific practical strategies. It intends to provide certain reference for primary school English teachers to carry out large-unit reading teaching, so as to better help the development of students' core literacy in English.

Keywords: Large-unit teaching; Primary school English; Reading teaching

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1. Introduction

At present, some primary school English teachers still adopt fragmented teaching in reading teaching, that is, taking single reading texts as the carrier. They ignore the internal logical connection between various reading materials in the unit, making it difficult for students to form a systematic language knowledge system and further improve their core literacy in English ^[1]. From the perspective of large-unit teaching, when carrying out primary school English reading teaching, teachers need to take the unit theme as the overall guideline, break the limitation of single-text reading, and organically integrate reading resources, teaching objectives, and teaching tasks within the unit. This highlights the relevance and systematicity of teaching and helps students build a more complete knowledge framework ^[2]. Therefore, as a primary school English teacher in the new era, it is necessary to explore the specific implementation strategies of reading teaching from the perspective of large-unit teaching, so as to further improve teaching quality.

2. Practical significance of primary school English reading teaching from the perspective of large-unit teaching

2.1. Breaking the limitation of fragmented teaching and constructing a systematic language knowledge system

Traditional primary school English reading teaching takes a single text as the teaching unit. Teachers mainly explain vocabulary and sentence patterns in the discourse and train students' reading skills. The reading teaching of each text is independent of each other, lacking internal connection, which easily leads to the fragmentation of students' learned knowledge and makes it impossible to form a complete knowledge system^[3]. Reading teaching from the perspective of large-unit teaching takes the unit theme as the overall guideline, and integrates all reading materials in the unit. Teachers need to sort out the logical relationship between various reading materials, allowing students to connect scattered language knowledge in the process of thematic inquiry, which helps students build a systematic knowledge system and lay a good foundation for future English learning^[4].

2.2. Optimizing teachers' teaching concepts and improving teaching competence

Large-unit teaching puts forward higher requirements on teachers' teaching ability and professional literacy. On the one hand, teachers need to break traditional teaching concepts, establish a holistic unit teaching philosophy, carefully study textbooks, explore the core content of unit themes, organically integrate teaching resources, and design corresponding teaching objectives and tasks based on the overall unit arrangement^[5]. On the other hand, teachers need to continuously learn new teaching theories and methods, and improve their ability in textbook interpretation, resource integration, and teaching design. Therefore, carrying out primary school English reading teaching from the perspective of large-unit teaching can effectively renew teachers' teaching concepts, improve their teaching ability, and lay a good teacher foundation for the improvement of primary school English teaching quality.

3. Key implementation points of primary school English reading teaching from the perspective of large-unit teaching

3.1. Determining unit themes suitable for students' reality

The unit theme is the center of large-unit reading teaching and the foundation of integrating teaching resources and designing teaching tasks^[6]. When determining unit themes, teachers should follow primary school students' age characteristics and cognitive level and life experience, combine textbook content, and ensure that the themes are directional, interesting, and practical^[7]. The theme should be close to students' real life, able to stimulate their inquiry interest, and allow reading learning to be carried out in familiar situations. It should also be overarching, able to cover the main content of all reading materials in the unit, so as to realize the organic connection of various reading materials. The difficulty of the theme should be moderate, neither too simple nor too difficult, so that students at all levels can achieve development.

3.2. Designing hierarchical and progressive reading tasks

Reading teaching from the perspective of large-unit teaching focuses on the hierarchy and coherence of teaching tasks^[8]. Therefore, primary school English teachers should design progressive reading tasks from shallow to deep and from easy to difficult according to students' cognitive rules, so as to gradually improve

students' reading ability. Task design is based on the unit theme and continuously expanded throughout the whole reading teaching process. Pre-class tasks mainly provide basic perception for students, including previewing core vocabulary and initially understanding the general idea of reading materials, laying the foundation for in-class reading. In-class tasks require students to conduct detailed analysis and research on texts, sorting out text context and analyzing main sentence patterns, and exploring thematic connotation, so as to improve students' reading and thinking abilities. After-class assignments leave room for expansion, allowing students to carry out extracurricular reading and reading exercises and thematic expression, consolidate learning outcomes, and improve language application ability ^[9]. At the same time, task design needs to take into account the development needs of students at different levels, setting basic tasks, improvement tasks, and challenging tasks, so that every student can make progress in completing tasks.

4. Practical strategies of primary school English reading teaching from the perspective of large-unit teaching

4.1. Scientifically integrating teaching resources to consolidate the foundation of unit teaching

Primary school reading teaching from the perspective of large-unit teaching should break the constraints of textbooks and scientifically integrate various teaching resources to provide rich material support for reading teaching. On the one hand, teachers should excavate textbook resources, sort out the internal connection of various reading materials in the unit, and connect vocabulary, sentence patterns, and grammar knowledge with reading materials. Teachers can integrate various reading materials in the unit, rely on the core theme of the unit, connect core vocabulary and key sentence patterns related to the theme, and achieve in-depth integration of knowledge and reading materials ^[10]. On the other hand, teachers should expand extracurricular resources, introduce picture books, nursery rhymes, and short passages related to the unit theme to enrich reading content and broaden students' reading horizons. Multimedia resources such as pictures and videos can also be used to help students better understand reading materials.

4.2. Precisely designing teaching objectives to grasp the direction of unit teaching

Teaching objectives are the guidelines for reading teaching. From the perspective of large-unit teaching, teachers are required to base their teaching on unit themes, closely follow core literacy goals, accurately set overall unit teaching objectives and single-text teaching objectives, and ensure that the teaching direction does not deviate ^[11]. The overall unit teaching objectives should cover language ability, cultural awareness, thinking quality, and learning ability, determining the overall goal of the unit reading teaching. Single-text teaching objectives should be based on the overall unit objectives, determining specific teaching content and requirements according to the characteristics of each text, so that each lesson serves the overall unit goals. Teachers should master core vocabulary and key sentence patterns related to the unit theme, understand various short passages themed on the unit, analyze and summarize passage content, and cultivate corresponding emotional attitudes and values. Single-text objectives can be divided into sorting out text context, mastering core sentence patterns, analyzing similarities and differences according to the focus of each passage, and ensuring the hierarchy and coherence of teaching objectives.

4.3. Optimizing classroom teaching process to improve unit teaching efficiency

From the perspective of large-unit teaching, teachers need to design a coherent and efficient teaching process based on the overall unit, so that reading teaching of each class can be organically connected. The teaching process of “unit introduction—single-text inquiry—unit integration—expansion and extension” can be adopted to gradually promote reading teaching around the unit theme^[12]. In the unit introduction session, situational creation, audio playback, and questioning guidance are adopted to introduce the unit theme and stimulate students’ reading interest. In the single-text inquiry session, students read each text one by one to sort out content context and master key knowledge points. In the unit integration session, students are guided to review reading materials in the unit, summarize the core connotation of the theme, integrate learned knowledge, and form a systematic knowledge system. In the expansion and extension session, extracurricular reading, thematic seminars, and language application activities are carried out based on the unit theme to consolidate reading outcomes and improve language application ability. In practice, teachers can introduce unit core content with audio materials related to the theme, guide students to analyze thematic descriptions and interactions in reading texts lesson by lesson, teach combined with themed situations in textbooks, and finally integrate unit knowledge, allowing students to describe relevant things in English and apply what they have learned.

4.4. Attaching importance to individual differences and implementing hierarchical unit teaching

Primary school students have great differences in English foundation and reading ability^[13]. Therefore, in reading teaching from the perspective of large-unit teaching, teachers should attach importance to such differences and carry out hierarchical teaching to enable every student to make progress through reading learning. Teachers can design hierarchical tasks according to the characteristics of reading materials. Students with a weak foundation complete basic tasks such as reading passages and finding core sentences related to the theme. Students with a medium foundation complete improvement tasks such as sorting out text context and describing core content in simple English. Students with a good foundation complete challenging tasks such as expressing and expanding around the theme, combined with personal reality. In addition to individual tutoring for underachievers in class, enough independent inquiry time should be reserved for students with a good foundation and strong self-learning ability to explore thematic connotation.

4.5. Improving unit teaching evaluation to promote quality and efficiency

Unit teaching evaluation is an important part of large-unit reading teaching, which can fully reflect students’ learning outcomes and teachers’ teaching effects^[14]. Therefore, teachers should break the traditional single evaluation method and build a diversified evaluation system combining formative and summative evaluation. Formative evaluation mainly investigates students’ performance in preview, classroom participation, task completion, and group cooperation through classroom observation, homework feedback, group evaluation, and self-reflection. Taking unit reading as an example, teachers can examine students’ completion of preview and classroom exercises from the aspects of reading participation and dialogue imitation, enabling students to reflect on and evaluate each other, so as to grasp the whole learning process. Summative evaluation mainly inspects the overall learning effect of the unit. Comprehensive reading tasks such as reading tests, achievement displays, and thematic expression can be designed to assess students’ reading ability, language application, and core literacy development. Teachers should reflect on teaching problems according to

evaluation results and adjust teaching plans to achieve the goal of promoting learning and teaching through evaluation ^[15].

5. Conclusion

In a word, primary school English reading teaching from the perspective of large-unit teaching takes the cultivation of students' core literacy as the fundamental starting point. It is a reform of the traditional fragmented teaching mode with important practical significance. Primary school English teachers should establish large-unit teaching philosophy, carefully study textbooks, integrate teaching resources, accurately set teaching objectives and tasks, attach importance to individual differences, improve the unit teaching evaluation system, integrate core literacy cultivation into the whole process of reading teaching, continuously explore and reflect, flexibly adjust teaching plans and methods according to actual teaching conditions, promote the in-depth development of primary school English reading teaching reform, and lay a solid foundation for students' lifelong English learning.

Disclosure statement

The author declares no conflict of interest.

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