Primary Literacy Programme - Reading and Writing (KS1)

Teacher Manual
P1, P2 and P3

2010
Native-speaking English Teacher Section
Curriculum Development Institute
Education Bureau
Hong Kong Special Administrative Region (HKSAR)

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Section 1: The Programme

1.1 Introduction

Curriculum Reform 2004
In 2004, the revised English Language Curriculum Guide (ELCG) was launched. As part of the curriculum reform it was suggested that the school-based English programmes should include a 40% Reading Workshop component.

NET Section and Primary Literacy Programme – Reading (Key Stage 1)
The Native-speaking English Teacher (NET) Section supported the curriculum reform through the development of the pilot Primary Literacy Programme – Reading (Key Stage 1) [PLP-R (KS1)]. The pilot PLP-R was launched in 104 schools in 2004 and 67 schools in 2006. This Programme aims to facilitate the professional development of the English teachers and improve the literacy levels of the students.

An evaluation of the Programme occurred during the first two years. After two years a major review occurred, which has resulted in the production of revised teaching, learning and professional development materials.

A Balanced Literacy Programme
The ELCG (2004) reiterates that learners should be given real-world tasks that reflect the integration of all language skills.

According to Milne (2005) reading and writing have an equal importance in a balanced literacy programme. Smith and Elley (1997) reiterates that reading and writing are two subheadings for literacy and that the “reciprocal interaction” between these two language skills is beneficial to both. “In a balanced language programme, writing plays a key role in helping a child match symbol with sound. Writing is a sequential process…writers must record every letter. Reading is not such a linear process…rather a series of jumps with many regressions.”

Fountas and Pinnell (1997) confirm “when students are learning how to think about text as readers, they are also learning how to notice and use the craft of writing.” Learning Media, Reading for Life (1997) suggests that “reading goes hand in hand with writing, and teachers should make this link clear to learners.”

The Primary Literacy Programme – Reading/Writing (KS1) [PLP-R/W (KS1)] was produced by the Advisory Teaching Team (ATT), Native-speaking English Section (NET), Education Bureau (EDB). It provides direction and guidance for the teaching of literacy with a focus on reading and writing, as well as the tools necessary for the assessment of student needs and the knowledge of how they read and write. It advocates setting up supportive language-rich whole school and classroom environments and establishing classroom and resource management systems. It promotes the use, by teachers, of the five reading teaching strategies: Storytelling, Reading Aloud, Shared Reading, Guided Reading and Independent Reading; and the two writing teaching strategies: Shared Writing and Process Writing.

One of the major objectives of the Programme is to develop a holistic approach to English across the PLP-R/W and the General English lessons. To support the teachers in this approach, resources that link the PLP-R/W units to the GE materials are provided. This Integration Support Package includes schemes of work, lesson plans and activity sheets, which could be used in the GE lessons.

This Teacher Manual explains how the Programme should be implemented. The units of work, big books, small books and letter books, Home Reading Booklet, My
First Dictionary, portfolio pages, audio recordings and Integration Support Packages support this implementation. These programme materials are introduced to teachers through a series of professional development workshops.

1.2 Rationale

Children in their early years of school are developing literacy in their first language. They need explicit and systematic teaching to ensure that this development occurs. This also applies to children learning literacy in their second language. Learning to read only happens once. Therefore, children’s understanding of concepts of print, which they have developed in their first language, should contribute to their reading development in their second language. They do, however, still need to adapt to a new set of sound/symbol correspondences, and for Hong Kong children, a new script, punctuation and directionality when they read in English. The teaching of writing enhances oral development and reinforces the language structures and vocabulary that learners acquire in reading. Therefore, an English as a second language literacy programme, is essential to ensure that Hong Kong children do learn these new skills and strategies.

Reading and writing are fundamental to learning a language. Children’s language acquisition will be enhanced when they are immersed in a literacy programme.

1.3 Aims

To provide professional development for key stakeholders and to foster the English language proficiency of students through a sustainable literacy programme with a focus on reading and writing.

1.4 Objectives

- Promote the use of innovative and appropriate learning and teaching practices and methods to support the learning of reading and writing in English
- Foster students’ independence and motivation in reading and writing
- Promote the use of appropriate English resources for the learning and teaching of reading and writing in English
- Promote the interrelationship between planning and assessment in the process of teaching reading and writing
- Foster teachers’ understanding of formative assessment as the practice of continuously looking for specific information to inform learning and teaching
- Provide directions and guidance for setting up, implementing and maintaining classroom routines and management systems
- Promote and support the creation and management of an environment that will encourage students to learn to read and write in English
- Support the development of school-based English literacy programmes
- Promote the involvement of parents in achieving the objectives of the PLP-R/W(KS1)
- Involve all relevant stakeholders, including Principals, Primary School Master/Mistress Curriculum Development (PSMCD), sponsoring bodies and EDB personnel, in the achievement of the objectives of the PLP-R/W (KS1)
1.5 Links to EDB Curriculum Documents

The Programme incorporates key elements of the EDB’s curriculum document, English Language Curriculum Guide (Primary 1-6) [ELCG] 2004.

The ELCG recommends programming a Reading Workshop component for 40% of the School-based English Language Programme. The PLP-R/W (KS1) supports the development and implementation of a school’s Reading Workshop component as well as writing as part of the school’s English Language Programme. The PLP-R/W (KS1) requires schools to allocate 50% of their English lesson time for the Programme. Schools are also expected to integrate the PLP-R/W (KS1) within their GE Programme.

1.6 Overview

The diagram below provides a synopsis of how all the elements of the Programme fit together. At the heart of the Programme is the child’s Reading, Writing and English Language development. The Programme consists of four Components, which are: Teaching Reading and Writing, Assessment, Classroom Management and Whole-school and Classroom Environment. The implementation of the Programme must be supported by commitment from and collaboration between all the stakeholders as well as the school-home connection. The Programme incorporates recommendations provided by the ELCG. Its implementation is supported by professional development sessions for stakeholders and the provision of the PLP-R/W resources for schools.
Programme Overview

Professional Development

EDB Curriculum Documents

Assessment

Teaching

Reading and Writing

Language Skills

Classroom Management

Whole-school and Classroom Environment

Resources

Parent Support

Commitment of Stakeholders

Collaboration between Stakeholders

Stages and Suggested Three-year Timeline

Setting Up - Year 1

○ Focus on Shared Reading and Shared Writing

Implementation - Year 2

○ Focus on Guided Reading (GR) and Guided Writing (GW)

Integration

Integrating R/W and GE lessons, using the ELCG and applying the GE themes and language structures

Independence - Year 3

○ Optional unit adaptation

○ Option of developing own unit

Optional: Year 4

○ Develop own unit using commercial book
Setting Up Stage
This Stage supports the setting up of whole-school and classroom environments, classroom management routines and systems, assessment routines and the use of teaching strategies, especially Storytelling, Reading Aloud, Independent Reading, Shared Reading and Shared Writing. The students are introduced to two of the four stages of writing, copying and controlled. The Home Reading Programme is also introduced. Teachers may decide to adapt different aspects of the Programme to cater for student and school needs.

Implementation Stage
The Implementation Stage provides guidance for the establishment of the teaching strategies including the introduction of Guided Reading and Guided Writing, Process Writing and Independent Writing. The students are introduced to the remaining two stages of writing, guided and independent. During this Stage formative and summative assessment strategies are established as integral parts of the teaching and learning process. In particular they help with the formation of ability groups for Guided Reading and Guided Writing.

Integration Stage
The Integration Stage is the phase in which PLP-R/W (KS1) learning and teaching content and strategies are applied in other GE lessons. This is the main focus of the PLP-R/W and happens continually during the Setting Up, Implementation and Independence Stages.

Independence Stage
The Independence Stage is the phase in which teachers adapt and plan their own units of work.

Progression through the Stages will vary according to the school, teacher and/or student readiness.

Components

The four Components are:
- Teaching Reading and Writing
- Assessment
- Classroom Management
- Whole-school and Classroom Environment.
The content of each Component will be described in Sections 2, 3, 4 and 5.

Exit Descriptors have been developed for each of the Components. They provide guidelines for the learning and teaching and organisational content of the PLP-R/W (KS1) (see Section 6).

The Programme provides directions and support for setting up and establishing the Components and developing and maintaining them.

**Materials**

The Programme provides the teacher with a selection of materials, which will further develop the learning and teaching in the classroom. The materials include:

- Teacher Manual – providing pertinent information for the teacher to implement the Programme in the school
- Books (big books, small books and letter books) – introduce and reinforce the taught language structures, phonics, high frequency and content words
- Unit of work, Hear We Go, for use before the Setting Up units (P1) to help develop phonological awareness and establish classroom routines
- Unit of work, Hear We Go, for use before the Implementation units (P2) to further develop phonological awareness
- Unit of work, Hear We Go, for use before the Implementation units (P3) to further develop phonological awareness
- Units of work – providing direction and guidance for classroom environment, classroom management and routines, assessment and integration with the GE lessons and implementing the teaching of reading and writing
- Resources – providing video clips, song CDs, posters, worksheets, writing activity sheets, photos, information, exemplars and My First Dictionary, portfolio pages, PD workshops
- Integration Support Package – providing lesson plans and worksheets to support teachers with integrating the PLP-R/W with GE lessons
- Home Reading Booklet – used by the students and parents for recording books read and for making comments and responses to books.
Units of Work
Units of work have been developed to provide direction and support for teachers as they work their way through the Setting Up, Implementation and Independence Stages. Each unit of work is based around a book and consists of eight literacy sessions, four sessions for reading and four for writing. Each unit of work provides opportunities for students to develop reading and writing skills and strategies. There is a learning and teaching developmental sequence to the units of work. Advice is given in Section 6 about this sequence.

The Reading and Writing Skills Frameworks (see below and Section 3) underpin the planning of the learning, teaching and assessment of reading and writing.

The Hear We Go Units of Work are for P1, P2 and P3 students, at the beginning of the year, to help develop the students’ phonological awareness and the classroom routines they will follow during the subsequent units.

Teachers can adapt a unit of work depending on student and school needs but there are criteria that need to be considered (see Section 6) before decisions are made.

Integration of the reading and writing with the GE lessons is essential but this will need to be collaboratively planned with all teachers involved in the PLP-R/W (KS1).

Textbook adaptation – PLP-R/W’s resources (e.g. big books, small books) are closely linked to the grammar items and structures that are recommended in the ELCG. Similar grammar items and structures will also be covered in the textbooks. In order to facilitate learning and teaching and to ensure effective teaching of the grammar items and structures listed in the ELCG, textbook adaptation must be done systematically. Teachers are supported with integration through professional development and the Integration Support Package.

The unit of work framework is to be used when teachers are ready for developing school-based units of work as part of the Independence Stage.

Reading and Writing Skills Frameworks
The Reading and Writing Skills Frameworks provide descriptions of Reading and Writing Skills that are based on those from the ELCG. There are three levels: I, II, III. The learning and teaching in the units of work provides opportunities for students to work towards the development of the Level I, II and III Reading and Writing Skills. The units of work also provide opportunities for teachers to assess the students’ progress towards the development of these Reading and Writing Skills.

Teaching Team
The teaching team consists of the local English teacher (LET), the native-speaking English teacher (NET) and the classroom assistant (CA).

The roles of the team will vary depending on the teaching of reading or writing strategies, the groupings of the students, the literacy session section and the needs of the students. All members of the teaching team need to teach and plan collaboratively.

The team will need the support of other stakeholders, which includes the principal, PSMCD, English panel chair (EPC), parents and other teachers.
Literacy Session Organisation
The literacy sessions in the units of work have been designed to be approximately 60 minutes (equal to two 35 minute lessons) each for reading and writing. Schools may need to make adjustments if the timetabled literacy session is less than 60 minutes. During the literacy sessions, the students will participate in whole class, large group, small group and individual activities.

Shared Reading Sessions

The Setting Up Stage sections for Reading are:
- Before the Reading: Whole class – approximately 15 minutes – introducing the lesson objectives, revisiting previous learning, high frequency words, phonics, songs, rhymes and chants
- Reading the Text: Whole class – approximately 15 minutes – Reading the Text, or Storytelling
- After the Reading: Whole class and group work – approximately 30 minutes – After the Reading/After the Storytelling activities and Independent Reading, Concluding the Session

A typical Setting Up Stage Unit of Work Reading Session consists of:
- Before the Reading: The NET or LET starts the Session with a song or rhyme with the students grouped as a whole class at the front of the classroom. The NET and LET co-teach this section and the CA helps to monitor and support the students.
- Reading the Text: The NET and LET co-teach the reading activities and the CA helps monitor and support the students
- After the Reading: With the students seated in three/four groups, the teaching team alternates between them, supporting, guiding, assessing and providing feedback. The activities the students engage in, and duration, will depend on the number, size and composition of these groups and the number of staff members in the classroom. The CA monitors and supports the other groups that are not with a teacher. The students complete the reading activities and Independent Reading. The CA organises the borrowing of books for the students to take home. When concluding the session, the NET and LET end the session as a whole class usually with Reading Aloud, sharing of work or singing a song or rhyme. The CA helps to monitor and support the students.
Shared Writing Sessions

### Time Allocation of a Shared Writing Session (60 minutes)

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The Setting Up Stage sections for Writing are:
- **Introduction**: Whole class – approximately 10 minutes – introducing the lesson objectives, revisiting previous learning, high frequency words, phonics, songs, rhymes and chants
- **Before the Writing**: Whole class – approximately 10 minutes – Shared Reading
- **Shared Writing**: Whole class – approximately 30 minutes, OR
- **Shared Writing and Independent Writing**: Whole class and group work – approximately 30 minutes, OR
- **Independent Writing**: Whole class – approximately 30 minutes
- **Conclusion**: Whole class – approximately 10 minutes

A typical Setting Up Stage Unit of Work Writing Session consists of:
- **Introduction**: The NET or LET starts the Session with a song or rhyme with the students grouped as a whole class at the front of the classroom. The NET and LET co-teach this section and the CA helps to monitor and support the students.
- **Before the Writing**: The NET and LET co-teach the writing activities and the CA helps monitor and support the students
- **Shared Writing**: The NET and LET co-teach the writing activities and the CA helps monitor and support the students, OR
- **Independent Writing**: With the students seated in four groups, the teaching team alternates between them, supporting, guiding, assessing, conferencing and providing feedback. The activities the students engage in, and the duration, will depend on the number, size and composition of these groups and the number of staff members in the classroom. The CA monitors and supports the other groups that are not with a teacher. The students complete the writing activities.
- **Conclusion**: The NET, LET and CA sit with one/two groups and read the home readers.
Guided Reading Sessions
The literacy sessions in the Implementation Stage units of work 7 to 12, in Weeks 2 and 4, have Before the Guided Reading section as a whole class activity. For the During Guided Reading section, the students work in ability groups for Guided Reading and related activities. Then in the After Guided Reading section, the students come back together as a whole class.

Guided Writing Sessions
In the Implementation Stage units of work 10, 11 and 12 (P2), it is suggested that schools trial Guided Writing. Week 4 of the units of work 13 to 18 (P3) have Before the Guided Writing section as a whole class activity. For the During Guided Writing section, the students work in ability groups for Guided Writing and related activities. Then in the After Guided Writing section, the students come back together as a whole class.
It is important that these sections occur in the sequence listed above. However, the duration of each section will depend on the needs of the students and may vary from week to week and over time.

The learning and teaching in the literacy sessions in the Implementation Stage units of work include all the sections.

### 1.7 Roles and Responsibilities of Stakeholders

The PLP-R/W (KS1) requires a collaborative team approach. Team members each have specific roles and responsibilities. To facilitate the effective implementation of the Programme, it is recommended that:

- **Principal**
  - Supports and promotes the Programme in the school
  - Adopts a positive attitude towards change and innovative practice in English language learning and teaching and assessment in the school
  - Balances teachers’ workload to facilitate effective planning, teaching and professional development
  - Provides weekly planning time
  - Appoints a senior teacher as co-coordinator of the Programme
  - Selects local teachers who are enthusiastic and prepared to carry the Programme for more than one year
  - Provides a classroom assistant
  - Provides an English Room
  - Ensures that parents are informed about the Programme
  - Supports school-based curriculum development, e.g. integrating the PLP-R/W with the GE lessons through textbook adaptation

- **English Panel Chair (EPC)**
  - Supports and promotes the Programme in the school
  - Liaises with other teachers
  - Is involved in the planning of the Programme
  - Supports innovative practice and change
  - Is involved in teaching in the Programme where practical
  - Supports school-based curriculum development, e.g. integrating the PLP-R/W with the GE lessons through textbook adaptation

- **Primary School Mistress/Master for Curriculum Development (PSMCD)**
  - Is familiar with content and progress of the Programme
  - Makes cross-curricular links and supports collaboration between all teachers
  - Supports and promotes skills and strategies from the Programme in other curriculum areas

- **Advisory Teacher (AT)**
  - Works collaboratively with members of the Advisory Teaching Team (ATT) and English teachers to facilitate the Programme in schools
  - Supports the use and development of effective resources
  - Provides curriculum support to staff involved
  - Supports staff development programmes
  - Provides classroom support
• **Local English Teacher (LET)**
  - Works collaboratively with members of the ATT and English teachers to facilitate the Programme in schools
  - Promotes and supports the Programme and the development of literacy in the school
  - Engages and participates in co-planning and co-teaching
  - Works with the NET to disseminate innovative/effective teaching methods and curriculum resources among the teachers
  - Supports the development of curriculum materials
  - Implements good teaching and learning strategies/activities
  - Works collaboratively on school-based curriculum development, e.g. integrating the PLP-R/W with the GE lessons through textbook adaptation
  - Attends professional development sessions
  - Explains the Programme to parents in informal settings

• **Native-speaking English Teacher (NET)**
  - Promotes and supports the Programme and the development of literacy in the school
  - Engages and participates in co-planning and co-teaching
  - Disseminates innovative/effective teaching methods and curriculum resources among the teachers
  - Undertakes the development and implementation of good teaching strategies/activities and curriculum materials
  - Works collaboratively on school-based curriculum development, e.g. integrating the PLP-R/W with the GE lessons through textbook adaptation
  - Attends professional development sessions
  - Provides support for the English panel through school-based professional development sessions
  - Develops an effective bank of resources which includes lesson plans and teaching materials

• **Co-ordinator**
  - Promotes and supports the Programme and the development of literacy in the school
  - Informs the principal of progress
  - Liaises with the ATT
  - Facilitates effective implementation of the Programme
  - Co-ordinates management of resources
  - Also carries out the PNET Scheme SET duties
  - Engages and participates in co-planning and co-teaching

• **Librarian**
  - Promotes and supports the Programme and the development of literacy in the school
  - Suggests and promotes quality English reading resources throughout the school
• **Classroom Assistant (CA)**
  – Assists in establishing the English, whole-school and classroom environment
  – Supports teachers in the classroom, e.g. works with small groups
  – Maintains resources
  – Is involved in briefing as necessary
  – Attends professional development sessions
  – Assists in the setting up and the maintaining of the Home Reading Programme

• **Parents/Guardians**
  – Support the Programme
  – Provide home support where possible and appropriate
  – Acknowledge, encourage and support children’s efforts in reading and writing
  – Attend school-based information sessions related to the Programme
Section 2: Teaching Reading and Writing

2.1 Introduction

During the first years of school, the foundations of literacy are established. The skills and competencies that students acquire at this stage will “serve them throughout their lifetime” (Fountas & Pinnell, 2001, p.2).

Teachers’ practices and expectations are a vital part of this process as their vision for the students’ achievement affects what they, the students, will become as readers and writers. As teachers, the objectives should be that they not only “…learn to read and write but also to learn the many purposes of reading and writing.” Literacy should be an integral part of their lives (Fountas & Pinnell, 2001, p.2).

PLP-R/W is a literacy programme in which reading and writing are integrated and taught holistically. In this section, the teaching practices for reading and writing for the PLP-R/W will be described in detail.

People develop their own literacy practices in order to communicate through listening, speaking, reading and writing. They draw upon these literacy practices in their first language to help them acquire literacy in their second language. These practices are influenced by experiences:
- prior to school
- at school
- at home
- within their community.

They are also influenced by the:
- cultural background
- second language opportunities outside the classroom
- attitude to literacy, especially reading.

The PLP-R/W (KS1) acknowledges and values each student’s first language literacy practices and influences and builds on these through the suggested learning and teaching in the units of work. Teachers, when planning curricula, need to consider the influence of the literacy practices their students use in their first language, e.g. directionality, reading environment at home.

2.2 Reading

Reading helps to develop thinking skills, enriches knowledge, enhances language proficiency and broadens life experience. Emphasis has to be placed on motivating learners and providing them with proper guidance and opportunity to enhance their learning capacity through reading.

Language teachers can help promote reading through encouraging students to read a wide range of materials with different subject content and text types. Teachers should select or develop appropriate tasks or activities based on the reading, in which learners find meaning and pleasure, so that they will learn to appreciate the value of reading and become motivated to make reading a lifelong habit.

Reading should be promoted in schools and integrated into regular English language lessons with the other skills of listening, speaking and writing. It should also be promoted across all KLAs and in the whole-school curriculum. Further, schools should help learners develop the habit of reading by encouraging them to read outside class time, such as during morning assembly, recess and after school.
“Learning to read in a first language...is critical to success in learning to read in a second language” (Braunger & Lewis, 1998, p.23).

Research findings include the following:

- Many oral language experiences in both languages are critical – these include conversations and reading aloud (i.e. reading to)
- Print-rich environment is important to success in learning both languages
- Authentic opportunities to read and write in both languages should be available in the classroom
- Mastery of English vocabulary is a key determinant of reading comprehension when English is the second language
- When learners are allowed to transfer their reading skills from their first language to the second language, their confidence is supported. (L.I.F.T. Literacy Instruction for Teachers. Learning Media New Zealand. 2003)

A widely held belief, supported by many researchers, is that reading activity leads to many other cumulative advantages. Good readers have many more opportunities to accumulate extensive vocabularies, which in turn, assist them to read more, learn more word meanings, and thereby read even better. Poorer readers, on the other hand, who may read slowly and without enjoyment, read less, resulting in slower vocabulary development, which may discourage further reading growth (Ng, 2000).

“Learning to read is no longer sufficient for preparing students for a knowledge-based and life-long learning society. They have to be equipped with the skills of ‘Reading to Learn’. Possession of these skills enhances students’ overall learning capacity for life-long learning and whole-person development.” (Basic Education Curriculum Guide, 2002, 3B Reading to Learn p.1)

2.3 The Process of Reading

The PLP-R/W (KS1) provides the framework and support for the teaching of the process of reading and writing. Reading involves the development of reading skills and attitudes to help the students ‘read with understanding’ (English Language Education KLA Curriculum Guide (P1-S3), 2002, p. 93).

In order to develop these skills and attitudes, young readers need to be taught to use reading strategies, draw on their developing literacy practices and learn to take on various roles, or ways of interacting with a text.

Reading Skills

The PLP-R/W (KS1) provides opportunities for students to develop literacy skills with a focus on reading and writing skills.

The reading skills are:
- Understanding the basic conventions of written English
- Constructing meaning from texts
- Locating information and ideas.

(ELCG, 2004, pp.69-70)

In the process of developing reading skills, learners from an early stage acquire, develop and apply:
- knowledge of the use of written symbols
- knowledge of letter-sound relationships
- skills of word recognition
• grammar knowledge
• skills in contextual understanding.

“Successful integration of reading skills into the English Language curriculum will help young learners develop a positive attitude towards learning to read and reading to learn” (ELCG, 2004, p.A27).

Reading Strategies
The PLP-R/W (KS1) provides opportunities for students to learn and practise reading strategies that will help them to “scan texts, sound out letters, analyse structures and interpret the sentences into meaningful messages” (ELCG, 2004, p.A28).

These are:
• Semantic strategies – finding out about meanings, e.g. word meanings, common expressions, picture cues
• Syntactic strategies – finding out about language structures, e.g. sentence structure, word order, text organisation
• Graphophonic strategies – finding out about:
  – the sounds of language, e.g. rhyme, alliteration, onset and rime, individual sounds
  – the relationships between sounds and letters and about combining sounds (blending), e.g. differences between letter sounds and letter names, alphabetic principle, analogy and letter clusters
  – language in print, e.g. letter and word shapes, letter clusters, sight words, punctuation, layout

The following diagram from the ELCG (2004) shows the interrelationship between the three reading strategies.

(ELCG, 2004, p.A28)

Vocabulary
Vocabulary development refers to the development of knowledge of stored information about the meanings and pronunciations of words necessary for communication. It is important for emergent reading because when a student comes to a word and sounds it out, he/she is also determining if the word makes sense based on his/her understanding of the word. If a student does not know the meaning
of the word, there is no way to check if the word fits, or to make meaning from the sentence.

When formal reading instruction begins, a limited vocabulary may impede the student’s ability to read fluently with meaning. Language learning experiences, which are purposeful, meaningful, challenging, contextually rich and age appropriate should be developed to build the English vocabularies of students.

The PLP-R/W (KS1) includes opportunities for the explicit learning and teaching of vocabulary.

2.4 Teaching Reading

Teachers can use different teaching strategies to help students develop and practise their reading skills and attitudes through the use of reading strategies and by taking on different reading roles.

The PLP-R/W (KS1) through the units of work incorporates the use of the teaching strategies listed below. Their use provides for the diverse needs of all students and even though there is a focus on reading, they also allow for the learning and teaching of the other literacy skills – listening, speaking and writing.

Teaching Strategies

- **Reading Aloud** involves the teacher reading aloud a text and demonstrating a positive attitude to reading, reading behaviour and book orientation. Students are provided with opportunities to enjoy a variety of texts and to engage with the text afterwards through activities, such as discussion and mime.

- **Storytelling** involves the teacher telling a story with the use of pictures or real objects, e.g. puppets or storyboards, to support the students’ understanding of the content. Students are provided with opportunities to participate in the story and develop some listening and basic reading skills. After Storytelling activities can include retelling the story or role-play.

- **Shared Reading** involves teachers modelling, instructing and explaining reading skills and strategies through sharing the reading process with students. They read and reread the text, e.g. a big book or picture book, involving the students more and more with the reading. Students are provided with opportunities to learn and develop the skills, strategies and confidence needed to participate in Guided and Independent Reading as well as the Home Reading Programme. They complete After Reading activities either as a whole class, in groups or individually.

- **Guided Reading** involves teachers working with individual students or small groups of students with similar learning needs. Teachers provide opportunities for students to practise effective strategies they have been taught in Shared Reading sessions. Students read books at their Instructional Reading Level (Section 8).

- **Independent Reading** involves teachers providing uninterrupted time for students to practise and integrate skills and strategies they have learned in Shared and Guided Reading sessions as well as enjoy the reading experience. The students read books at their Independent Reading Level (Section 8).
• **Home Reading** involves teachers selecting books to be read at home with the guidance and encouragement of parents or guardians. The students will practise the strategies and skills they have learned during Shared and Guided Reading. The letter books revisit and consolidate the sounds taught in class while the small books revisit and consolidate the taught language structures.

**Shared Reading**

More detail about the use of Shared Reading is included here because it is this teaching strategy that provides a structure for most of the learning and teaching in the PLP-R/W (KS1) and an organisation for the use of the other teaching strategies. It is important that the teacher reads the text more than once, using the subsequent readings to reinforce specific teaching points.

**Why do we use Shared Reading?**

**Reading with learners:**

- allows the teacher to act as the reader while actively involving children (modelling)
- is invaluable for those with little previous experience of books
- provides essential orientation for those whose first language is not English
- builds on children's previous experiences of language and books
- draws attention to the conventions of print
- clearly demonstrates strategies such as one-to-one matching
- provides opportunities for teaching reading skills, including letter-sound relationships, i.e. phonics
- allows children to enjoy familiar patterns of language and to explore new ones.

(ELCG, 2004, p.A32)

The Shared Reading approach supports English language learners by:

- Modelling the conventions of spoken English within an authentic context
- Enabling them to construct their own meaning from the illustrations and Shared Reading of the text
- Increasing their exposure to a wide variety of different text types and vocabulary
- Developing their awareness of visual and phonological information in English
- Providing a secure learning environment for them to join in and share a reading experience
- Developing positive attitudes towards learning to read in English.


The PLP-R/W (KS1) provides a learning and teaching sequence for the Shared Reading teaching strategy for reading and the activities to be included. This sequence is:

- Before the Reading
- Reading the Text
- After the Reading

**Before the Reading**

During this part, teachers will familiarise the students with the cover of the book, find out about the students’ prior knowledge and experiences that relate to the book’s content and pre-teach relevant vocabulary that will help the students to understand the contents and read some of the text.

The following are some suggestions for the different focuses that teachers can take during Before the Reading and the sorts of ‘teacher talk’ they can use. The purpose of the ‘teacher talk’ is to engage the students with the new text and to model the ‘self-talk’ that proficient readers use.
1. Identifying the purpose of the book (the text type)
   - Is this a story or an information book?
   - Are these pictures or photographs?
   - Who/what is on the cover?
   - What can you see?
   - What could the book be about?
   - Is he/she happy/sad/angry? Why could this be?

2. Relating previous knowledge and experiences to the topic
   - What/who is that?
   - Where is that?
   - When could this be happening?
   - What is he/she doing?
   - Where is he/she going?
   - What noise does it make?

3. Establishing prior knowledge of vocabulary
   - What is that?
   - This is a _____?

4. Pointing out the title, author, illustrator, photographer
   - I’m going to point to the title. Let’s read it together.
   - Who is the author? Let’s read it together.
   - Who is the illustrator? Let’s read it together.

5. Making predictions
   - What could happen?
   - What do you think this story is about?

6. Pre-teaching unknown vocabulary (that has picture cues on the cover)
   - This word is ____________.
   - Read it with me.
   - Let’s sound it out.

7. Skimming the text
   - Let’s go through the book quickly.
   - What can you see in this picture?
   - We know this word. What does it say?
   - What do you think will happen next?
   - We’ve seen this before, what was it?

Reading the Text
During this part the teacher can use the following activities to:
   - focus students on specific teaching points
   - make sure students are engaged with the book
   - model how experienced readers read
   - model how readers use different reading strategies.

1. In the first reading, the teacher leads the reading (using pointer) – modelling the fluency and expression
   - I’ll read the text aloud. You read along with me silently.

2. In subsequent readings the teacher encourages students to join in
   - Let’s read this together.
   - This time we’ll read it together.
3. Modelling reading strategies
• What is this word?
• Let’s work it out.
• Did that make sense?
• Does it fit with the meaning/words that have gone before?
• Does this sound right?
• Would we say it like that?
• Does this look right?
• Do the sounds match the letters?
• What clues do the pictures give?

4. Interpreting responses
• Did you enjoy the story? Do you understand?
• Teachers need to observe and listen to student responses to identify any fluency and phrasing needs, their understanding and their motivation.

5. Emphasising teaching points that will help students develop reading skills. The following categories can be used to plan for this:
   a) Layout
      • What is this? How do we use it? What is its purpose? These are labels. Labels are the names of parts of a picture.
   b) Content
      • What do we know/did we find out about _______? What was the story about? What will happen next?
   c) Structure or organisation
      • Who are the main characters? What is the setting? When does the story happen? How do we ____? What does the picture show?
   d) Vocabulary
      • What is this word? Can you find it again on this page?
   e) Grammatical features
      • What is the tense? What is this thinking verb? Can you find the adjective that describes the ____?
   f) Letter and sounds
      • What is that letter/sound?
   g) Conventions of print
      • What is this mark? What is it used for? How does it make us say this sentence? Where do we start to read?

After the Reading
After the Reading activities are whole class, group and individual work.

After the Reading activities can be:
• rereading the text while, e.g. asking questions, asking students to point out focus language and structures and matching word cards to text in the book
• completing activities, e.g. games, work sheets, writing activities, drawing pictures, completing cross-curricular activities (collage, learning a song, creating a drama performance) and role play.

After the Reading activities give students opportunities to develop their understanding about:
• the purpose of a text (the text type)
• how it has been written (structural and language features)
• what it means
• how they could use it
• what the author meant by writing it.
These activities develop further the reading skills that have been focused on during the reading of the text, e.g. layout, content, text type structure, vocabulary, grammar, letters and sounds, conventions of print.

**Guided Reading**
Guided Reading is introduced in the Implementation Stage of PLP-R/W (KS1). Guided Reading is usually conducted in small groups with similar reading ability. The small group allows the teacher to encourage students to take control of their reading.

There are opportunities to help readers practise reading strategies, monitor their own reading, search for information, self correct and discover how to overcome challenges. There is a focus on promoting learning behaviours that will support students’ further learning, which is necessary for independent reading.

Teachers can:
- observe and evaluate the reading process in action
- give readers time to employ known strategies and skills, demonstrating how to look for and use available clues to understand the messages contained in text
- teach new reading strategies if appropriate.

Through the reading activities, students are introduced to language structures, vocabulary, reading skills and strategies. Through the writing activities, they develop, consolidate and practise these and learn to express themselves through written communication.

### 2.5 Writing

Writing is a complex process and teachers have a vital role in helping children, as they work through the challenges that allow them to become competent and confident writers (Pinnell and Fountas, 2000).

Through effective teaching of the writing process, children have the potential of becoming writers who:
- understand both the constraints and possibilities of written language conventions
- can organise and structure various kinds of texts
- understand that texts have multiple purposes and a range of audiences.  
  (Pinnell and Fountas, 2000)

Communication through the medium of writing is a necessary part of everyday life (ELCG, 2004) and may be for personal, academic, commercial and other purposes and audiences. It is essential that students are given opportunities to learn and
practise the skills necessary to express their ideas clearly, accurately and in a form and format appropriate to the purpose and audience required.

Literacy teachers are in a position to create situations in which such learning takes place.

“Effective literacy teaching involves teaching children, not simply following a set program (sic)…It is about teaching …students to be good readers and writers of stories, informational pieces, and the extensive range of literacy processes that will be required of them in school and later in life.”


More details about the use of Shared Writing is included here because this teaching strategy provides a structure for most of the learning and teaching in the PLP-R/W (KS1) and a platform for the other teaching strategy – Process Writing.

In this section, the steps of Shared Writing are described, from the initial sharing of the writing of others, as a model and stimulus for students, to the revision and editing of students' writing. During each of these steps, the teacher has a significant role, in interacting with the students and working as a partner in the evolution of their writing endeavours.

Research findings support the importance of this writing partnership and include the following ideas:

- Shared Writing demonstrates the links between spoken and written text as teachers use the children’s ideas to create a story (Milne, 2005; Pinnell and Fountas, 2000)
- children learn to see themselves as writers
- reading, talking and listening come together to create writing independence
- learner diversity is acknowledged and catered for
- there is a focus on children's own language and knowledge. (Pinnell and Fountas, 2000, p. 237)

There should be an emphasis on the process of writing as well as the product. In the process of writing, students activate their knowledge, take in information, generate ideas, organise and reorganise ideas, and sometimes recreate meanings.

2.6 The Process of Writing

The PLP-R/W (KS1) provides the framework and support for the teaching of the process of writing. Writing involves the development of writing skills to help the students master the mechanics of writing and at the same time develop skills in writing with meaning.

Writing Skills
The writing skills are:

- using the basic conventions of written English
- presenting information, ideas and feelings clearly and coherently.

(ELCG, 2004, pp. 69-70)

Four Stages of Writing
The PLP-R/W (KS1) provides opportunities for students to learn and develop their writing skills through four stages. These are:

Copying

- It is necessary to help students to acquire and apply concepts about basic conventions in writing and put language into use at an early stage of learning
• Copying activities help students reinforce the language that they have come across for a communicative purpose
• It need not be a mechanical and boring exercise.

Controlled Writing
• In controlled writing, students are given a limited choice in what language to use, and few errors are likely to occur
• Students can have some initial writing practice within a safe setting.

Guided Writing
• It provides explicit teaching through lessons focused on the specific needs of individuals and conferring with individuals within a small group
• Students are encouraged to use the language they know and to write for a range of purposes and audiences with substantial assistance from the teacher.

Independent Writing
• Students activate their linguistic knowledge in new contexts
• They make use of their creativity and express personal ideas and feelings
• They need to be assisted in getting started and in organising their ideas
• Guidance and language preparation are required for independent and free writing
• Teachers need to encourage students to take risks, to innovate and then to reflect on their work in order to improve it by themselves.


Text types
• Different types of spoken or written texts have different purposes and are intended for different audiences
• Students should be introduced to the purpose and audience of the text as well as to its structure and language features
• Students need to be exposed to different examples of the same text type
• The knowledge and skills also enable them to produce texts of the same type when it is required.

(ELCG, 2004, p.158)
### Overview of Text Types

<table>
<thead>
<tr>
<th>DEFINITION</th>
<th>EXAMPLES (From the ELCG)</th>
<th>PURPOSE</th>
<th>STRUCTURE</th>
<th>LANGUAGE FEATURES</th>
</tr>
</thead>
</table>
| NARRATIVE  | A narrative text tells an imaginative story, although some narratives may be based on facts. Narratives are written in many different forms and each form has distinctive characteristics. | ✷ stories  
✷ fables and fairytales  
✷ myths  
✷ poems  
✷ rhymes  
✷ songs  
✷ cartoons and comics  
✷ jokes and riddles  
✷ tongue twisters | ✷ to entertain | ✷ orientation  
✷ initiating events  
✷ complications  
✷ problems  
✷ resolution (may be repeated in episodes) | ✷ defined characters  
✷ descriptive language  
✷ dialogue  
✷ usually past tense |
|            | A recount retells or recounts past experiences. Recounts are generally based on the direct experiences of the author but may also be imaginative or outside the author’s experience. Young children often write recounts which follow directly from their ‘news telling’. | ✷ newspaper accounts  
✷ letters  
✷ journals  
✷ diaries  
✷ records  
✷ personal recounts  
✷ recounts  
✷ biographies  
✷ autobiographies | ✷ to retell events | ✷ orientation  
✷ events in time-order  
✷ re-orientation (optional)  
✷ evaluation in the form of a personal comment (optional) | ✷ specific participants  
✷ linking words to do with time, e.g. later, after, before  
✷ action verbs  
✷ simple past tense |
<table>
<thead>
<tr>
<th>INFORMATION TEXTS</th>
<th>DEFINITION</th>
<th>EXAMPLES (From the ELCG)</th>
<th>PURPOSE</th>
<th>STRUCTURE</th>
<th>LANGUAGE FEATURES</th>
</tr>
</thead>
</table>
|                   | Reports are factual texts that present information clearly and succinctly. The stages of a report are context-specific and relate very closely to its purpose. | • charts  
• coupons  
• expositions  
• labels  
• leaflets  
• lists  
• menus  
• notices  
• personal descriptions  
• picture dictionaries  
• product information  
• rules  
• signs  
• tables  
• time-tables  
• announcements  
• catalogues  
• children’s encyclopaedia  
• dictionaries  
• directories  
• information reports  
• maps and legends  
• news reports  
• pamphlets  
• questionnaires  
• weather reports | • to provide readers with information | • general classification  
• description  
• summary (optional) | • generalised subjects  
• impersonal objective language  
• timeless present tense  
• subject specific vocabulary |
<table>
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<tr>
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<th>PURPOSE</th>
<th>STRUCTURE</th>
<th>LANGUAGE FEATURES</th>
</tr>
</thead>
</table>
| **EXCHANGES** | Exchanges are spoken or written communications for which a response is generally expected. | - cards  
- conversations  
- notes and messages  
- personal letters  
- postcards  
- e-mails  
- formal letters  
- telephone conversations | • to communicate  
• simple statement/s  
• personal comments | • present or past tense  
• saying or thinking verbs  
• action verbs  
• imperative verbs  
• nouns, noun groups  
• adjectives |
| **PROCEDURAL TEXTS** | Procedural texts follow a discernible pattern—listing sequences of actions or steps to show the way to do something. Procedural texts can be oral or written. | - instructions  
- recipes  
- procedures  
- directions | • to deal with the way to do things  
• goal  
• materials  
• method  
• evaluation (optional) | • detailed factual description  
• reader referred to in a general way or not mentioned at all, e.g. draw a line  
• linking words to do with time, e.g. after, when, as soon as  
• tense is timeless |
| **EXPLANATORY TEXTS** | An explanation is an oral or written text that seeks to explain why things come to be the way they are, or to analyse how things work. | - explanation of how and why  
- captions  
- illustrations | • to explain why things come to be  
• to explain how things work  
• phenomenon  
• explanation  
• sequence | • generalised non-human participants  
• cause and effect relationships  
• some passives, e.g. is driven by...  
• timeless present tense, e.g. soil is deposited...  
• technical terms |
<table>
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<th>PURPOSE</th>
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<th>LANGUAGE FEATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSUASIVE TEXTS</td>
<td>A persuasive text is the critical evaluation of ideas involving argument, persuasion or debate.</td>
<td>• advertisements  • posters  • brochures  • discussions  • expositions</td>
<td>• to argue or persuade</td>
<td>• thesis  • argument (supporting reasons)  • reiteration (may include a call for action)</td>
</tr>
</tbody>
</table>

Adapted from the Education Department of Western Australia 2004, Writing Resource Book, Rigby, Western Australia and the English Language Curriculum Guide, 2004
Grammar
Grammar learning depends on meeting the same form again and again in different contexts, so that an ever-fuller understanding of when and how a form is used develops:

“Children need to hear written language so they can learn its structure and take in new information and ideas.” (Pinnell & Fountas, 1998, p.4)

“Ample opportunities should be given to students…to become familiar with the language form and to use it in a purposeful and meaningful way, so that links between form, meaning and use can be forged.” (ELCG, 2004, p.160)

Through involvement with a wide range of written and oral texts, children are “…expanding their vocabularies and their repertoire of language structures, knowledge that is important in beginning literacy.” (Pinnell & Fountas, 1998, p.4)

Phonics
It is seen as beneficial to learn phonics and spelling for authentic purposes (Pinnell & Fountas, 1998). In the PLP-R/W (KS1), the sounds introduced are linked to the vocabulary that will be used in the reading and writing. When students are in the role of writer, their phonemic knowledge is used to support them to write with correct spelling and to attempt to spell unknown words. Ideally, phonics and spelling instruction are conceptualised “…within a broad framework of literacy learning that is content-rich, and includes a range of teaching approaches from highly supportive instruction to encouraging the children’s independent action and practice (Pinnell & Fountas, 1998, p. xvi).” This is the phonics practice in the PLP-R/W (KS1).

Vocabulary
Structured vocabulary development is vital in the teaching of writing. When students do not have adequate or appropriate words to understand others or to express themselves, written communication will be hindered. The actual words that students encounter, acquire and use vary according to the context. New vocabulary items should be introduced in meaningful contexts and learnt vocabulary items should be regularly revisited and practised in new contexts (ELCG, 2004, p.165). A language-rich environment that extends the core vocabulary can encourage students to explore new words from the environment.

2.7 Teaching Writing

Teachers can use different teaching strategies to help students develop and practise their writing skills through the use of writing strategies.

The PLP-R/W (KS1) through the units of work incorporates the use of the teaching strategies listed below. Their use provides for the diverse needs of all students and even though there is a focus on writing, they also allow for the learning and teaching of the other literacy skills – listening, speaking and reading.

Teaching Strategies
Shared Writing

- It is a powerful teaching strategy and the principal means of teaching writing
- It is much more than the teacher merely scribing for students, writing down their ideas like an enthusiastic secretary
- The whole class and the teacher compose the text collaboratively.

(ELCG, 2004)
The PLP-R/W (KS1) provides a learning and teaching sequence for the Shared Writing teaching strategy for writing and the activities to be included. This sequence is:

- Introduction
- Before the Writing
- Shared Writing
- Independent Writing
- Conclusion.

Within this sequence, the nine steps for the teaching of Shared Writing are embedded.

**Introduction**
During this part of the session, teachers will revisit the songs, chants and rhymes, phonics, and high frequency words with the students. Specific strategies such as *Look, Say, Name, Cover, Write, Check* are introduced.

**Before the Writing**
During this part of the session, activities are used to focus the students on the target language structure(s) and vocabulary that they will need to do their writing in the later parts. The Shared Writing steps are:

**Step 1:** Share read a text (e.g. book, recipe, poem)
- Introduce book cover
- Picture walk
- Read once.

**Step 2:** Identify the purpose and audience, and structure of the text
- Ask students questions to establish the purpose of the text, e.g. *What do we use a recipe for?*
- Ask the students who will be reading the text (the level/content of text reflects the reader, e.g. different text for P.1 or P.6 students, informal/formal letter)
- Ask the students about the structure of the text, e.g. orientation of a narrative; address, salutation, and date for a letter
- Display the text structure in the classroom for students’ reference.

**Step 3:** Deconstruct the text by identifying the language features
- Share read the text
- Highlight the different aspects of the text
- Display in the classroom for students’ reference.

**Shared Writing**
The teacher models the writing while interacting with the students and ‘shares’ the pen. The Shared Writing steps are:

**Step 4:** Gather and share information, ideas and language by using strategies such as brainstorming, building mind maps, listing
- Examples of strategies for gathering information are: brainstorming, building mind maps, listing of notes or reminders, sequencing pictures/diagrams, timelines, pictures of one or more characters with labelling, setting/character using models and puppets, writing frames
- Ask students questions that remind them of the previous language structures and vocabulary that they have learnt
- Display in the classroom for students’ reference.
Step 5: Make decisions about content of the Shared Writing (making choices)
- Use the information gathered to decide which vocabulary/language structures (e.g. character, setting, adjectives, food) will be used in the Shared Writing.

Step 6: Rehearse text orally and record
- Ask students to suggest opening sentences/phrases
- Continue recording ideas to build the text
- Teacher chooses words to write or teacher selects students to write
- Ask students to suggest how to complete the text
- Remind students to refer to the writing plan and classroom environment to support their suggestions
- Record the text on strips of paper (to support logical sequencing of the text).

Step 7: Arrange the text in a logical order, using the shared text to support
- Display the strips of paper
- Build the text by asking students to sequence the strips through rereading
- Display the newly sequenced text on the flip chart and read.

Independent Writing
Students work individually to apply and practise the taught language structures in their writing. Students are encouraged to self check their writing using the Writer’s Checklist. Teacher interacts with the students to further support their writing development. The Shared Writing steps are:

Step 8: Revisit, revise and edit the text
- Revisit the text through rereading
- Revise the text by asking students to extend the text using vocabulary from the mind map/environment (e.g. colours, size)
- Teacher may need to identify SOME errors that have not been taught and show students how to revise
- Edit by encouraging students to read the text and identify any errors (e.g. punctuation, plurals, pronouns, etc.)
- Use a different coloured pen for revising and editing.

Step 9: Publish
- Students MUST be given the opportunity to produce a published version of their writing
- This can be in a variety of formats (e.g. whole class book, origami book, class display, whole-school display, school website sharing)
- Every student’s work SHOULD be displayed over a period of time.

Conclusion
Students are encouraged to share their writing with their peers. This is the time when they celebrate their achievements. The session may conclude with a song, chant, rhyme, or reading aloud.

Process Writing
- It focuses on the development of writing skills through the various steps involved in drafting and redrafting a piece of work
- Teachers need to develop students’ skills in the various steps of the writing process, i.e. pre-writing, drafting, revising and editing.
- **Pre-writing**
  - Students are mainly involved in generating and organising ideas
  - Strategies that teachers can use to help students generate ideas include brainstorming, free writing, questioning, role-play, reading, listening, and interviewing
  - For organising a piece of writing, students can be engaged in listing, mind mapping, outlining and identifying the purpose and audience.

- **Drafting**
  - Students focus on getting the content right and leave matters like grammar, punctuation and spelling until later
  - They can be involved in class or peer conferencing, during which they share ideas about the content and the development of the writing, i.e. the beginning, ending and the relationships between the parts
  - Examining the text structure of a relevant text type that students have come across may be useful
  - Students will then write their text developing their ideas through sentences and paragraphs using cohesive devices.

- **Revising**
  - The teacher and other students respond to individual students’ writing, helping them to rethink, revise, and edit
  - Individual students or the group re-read(s) the draft, concentrating on how to convey the content effectively
  - Students combine ideas and rearrange their order, add or delete details and substitute words or phrases with more appropriate ones to make the writing clearer.

- **Editing**
  - Students proofread the draft, focusing on grammar, spelling and punctuation
  - They make necessary changes, using available resources such as dictionaries, word books or glossaries
  - They can also seek support from the teacher or peers
  - They then write the final draft to present their ideas, using the appropriate format, conventions and language features.

**Guided Writing**

Guided Writing is introduced in the Implementation Stage of PLP-R/W (KS1). In Guided Writing, groups of writers are taught and/or revise strategies and skills those writers need at that particular time. These specific skills and strategies include learning to write different text types through selecting and applying the appropriate language structures.

Guided Writing:
- enables the teacher to tailor the teaching to the needs of the group
- provides the teacher with the opportunity to extend and challenge the Early Fluent students
- enables Emergent students to revisit skills and strategies previously taught
- allows the teacher to observe the learning progress of students and respond accordingly
- encourages students to participate actively
- builds confidence
- allows the teacher to give immediate and effective feedback.

There are opportunities for writers to:
- revise and extend their writing according to their abilities
- practise writing strategies
• monitor their own writing
• move their writing forward
• move towards independence.

In PLP-R/W:
• students produce a draft
• teachers analyse the students’ draft writing
• teachers decide on a teaching focus for a group based on the needs identified for that group
• teachers decide how to scaffold the class/group(s) to develop the specific focus.

There is a focus on promoting learning behaviours that will support students’ further learning, which is necessary for independent writing.

Teachers can:
• observe and evaluate the writing process in action
• give writers time to employ known strategies and skills to support their own writing, e.g. seeking information from the environment
• encourage students to apply the previously learnt sentence structures and vocabulary to new contexts.

The PLP-R/W units of work provide teachers with suggestions for possible teaching focuses for the different text types and writing tasks.

2.8. Questioning

One of the most important techniques used to teach literacy is questioning. Students need to spend most of their time engaging with texts. Effective questioning enhances the quality of students’ engagement with texts. Most of this will be done by teachers, but students will also ask questions of their teachers, of each other and of themselves. Questioning occurs during the use of every teaching strategy.

Questioning can be used to:
• engage students
• evaluate books shared, work completed, by teachers and students
• check understanding
• relate content to students’ experiences and prior knowledge
• analyse content
• facilitate the use of reading strategies
• prompt and elicit responses from students.

During effective questioning:
• Teachers can collect a lot of information about learners’ knowledge and skills in the language through appropriate use of a variety of question types
• Questions can be content-centred questions that go beyond the surface meaning
• Open-ended questions that ask learners to analyse, synthesise or evaluate information are more useful than closed ones.

(ELCG, 2004, pp. 199-200)

Metacognition and Self-talk
For students to become independent learners, metacognitive teaching or teaching about self-talk and self-questioning, is required. The process models or demonstrates ways in which students can reflect on their own learning. Through such reflection, used to focus attention on teaching points, they are often able to solve their own problems. When students are encouraged to
develop the skills and habits of self-questioning in reading and writing, their independent literacy endeavours are more likely to be successful. The encouragement of self-talk and modelling can also be a powerful tool in empowering students as second language learners.

The following are some examples of the types of questions and ‘self-talk’ that teachers can model, showing how students can help themselves construct meaning from a text. These metacognitive strategies will lead the students to becoming critical readers and writers:

1. Cross-check
   - Is this the right word?
   - Should I check to see if it’s the right word?
   - I’ll read that again and see if it makes sense.
   - I’ll try another word. It might make more sense.
   - Did I spell the words correctly?
   - Did I use a full stop at the end of the sentences?
   - Did I use a capital letter correctly?

2. Confirm
   - Yes, that sounds right.
   - Yes, that looks right.
   - Yes, that makes sense.

3. Predict
   - What could the word be? Will I try sounding it out? It looks like a word I know.
   - What will happen to the (character)?
   - What sound does the word start with? What letter has that sound?
   - Can I write this using a different sentence?
   - What other words can I use?

4. Self-correct
   - No, that’s not right. I’ll have another try.
   - I’ll try sounding it out.
   - That does not sound/look right. Let me check around the room.

5. Attend and search
   - I think I know how to say that word; we read it aloud last week.
   - I think I know what the word means; I read it before in this book.
   - The picture will give me a clue.
   - I’ll use my dictionary.
   - I’ll ask the teacher.
Section 3: Assessment

3.1 Introduction

Planning and assessment are interrelated aspects of the teaching process. In authentic education, what teachers plan to teach and what they assess should be aligned.

In 2000, the Curriculum Development Council reported, “Hong Kong has relied on written tests and examinations as major methods of public assessment as well as within schools. Written tests and examinations assess the products of learning such as memory, understanding of knowledge and concepts at a certain point in time. However, independent learning capabilities and other learning experiences are better reflected in the process of learning rather than in tests and examinations” (Learning to Learn, 2000, p.81).

The Curriculum Development Council cites Black and William (1998) and Sadler (1998) who make the following recommendations:

- Firm evidence shows that formative assessment is an essential component of classroom work and that its development can raise standards of achievement...
- Frequent short tests are better than infrequent long ones
- New learning should be tested within about a week of first exposure
- Be mindful of the quality of test items and work with other teachers and outside sources to collect good ones.

(Black & William, 1998)

The PLP-R/W (KS1) aims to develop teachers’ skills in formative assessment of reading and writing. Through a hands-on approach, teachers can come to see the value of formative assessment and how it can complement current summative practices.

3.2 The Reading and Writing Skills Frameworks

The PLP-R/W (KS1) is underpinned by the Reading and Writing Skills Frameworks which list skills and attitudes based on the Hong Kong English Language Key Learning Area, KS1. The Reading and Writing Skills Frameworks are provided at the end of this section.

Links to the Hong Kong Curriculum

The Reading and Writing Skills Frameworks are an interpretation of the Hong Kong English Language Education Key Learning Areas. The skills shown in the Frameworks are based on the reading and writing skills outlined in Key Stage 1 (KS1) of the Key Learning Areas. Therefore, working with these Frameworks can enable teachers to develop the skills and attitudes required of the Hong Kong curriculum.

The Frameworks are the basis of planning and teaching and, therefore, the basis of what will be assessed.
A Holistic View of Reading and Writing in KS1
The Frameworks show a holistic picture of reading and writing skills and attitudes for KS1. It is not realistic to expect that teachers can develop activities to cover all of these in the minimum time required in the PLP-R/W (KS1). However, the Frameworks are presented for teachers to gain a holistic view of reading and writing, and this may assist teachers wishing to link other English lessons and activities to the Programme. (See overview of Reading and Writing skills taught in P1 and P2 later in this section.)

The Levels of the Reading and Writing Skills Frameworks
The levels within the Reading and Writing Skills Frameworks do not represent a complete continuum. The KS1 skills in the Frameworks have been nominally levelled to assist the development of specific learning and assessment activities in the PLP-R/W (KS1), and to assist teachers to manage the formative assessment required for the Programme.

The levels of skills and attitudes are not prescriptive. Students may develop at different rates and in different ways – for example, some students may demonstrate skills faster than others then may slow down in their progress and vice versa; others may demonstrate skills non-sequentially.

3.3 Formative Assessment in the Hong Kong Curriculum
The PLP-R/W (KS1) supports the Hong Kong curriculum in relation to assessment: “Assessment serves the overall purpose of providing information about learners’ progress and achievements in relation to the Learning Targets and Objectives, thereby helping learners, teachers and parents understand learners’ strengths and weaknesses, and plan for further improvement. Assessment may serve formative or summative purposes:

- Formative assessment (assessment for learning) is ongoing assessment which teachers conduct continuously to look for specific information about learners’ progress to inform learning and teaching. It is usually informal and carried out during the learning and teaching process.

- Summative assessment (assessment of learning) is more formal overall assessment that happens only periodically (e.g. at the end of the term or year) to measure attainment and provide a comprehensive summary of learners’ achievements at that particular point of time. It is usually carried out through a test or examination” (ELCG, 2004, p.191)

The Reading and Writing Skills Frameworks of the PLP-R/W (KS1) are the basis of planning and teaching. Therefore it is the basis of what will be assessed, through mostly formative assessment techniques.
Formative Assessment Cycle
Formative assessment involves a cycle of teaching skills that teachers will apply throughout the PLP-R/W (KS1):

- **Teach**
- **Observe** (watch and listen)
- **Question** (seek, probe, prompt)
- **Analyse and use assessment information**
- **Record Assessment information**
- **Formative feedback**

Adapted from ELCG, 2004, p. 192

During teaching and student activities, teachers should **observe** and **question** students to diagnose their understanding, and use that opportunity to re-teach, if needed, **immediately** and later. Teachers should provide verbal **formative feedback** to students during the lessons. Observing and questioning is the most important formative assessment you can use. Teachers should **seek opportunities** during the lessons to ask questions and give feedback to students.

As teachers observe, question and give feedback, it is important that they **record** the information so it can be **analysed** to understand both individual and class progress. Assessment information is then **used** to inform future planning and teaching.

The following diagram describes how assessment is reflected within the range of PLP-R/W (KS1) materials.
ASSESSMENT IN THE PLP-R/W (KS1)

Reading Skills Framework

- The reading skills in the framework underpin the teaching, learning and assessment activities for the reading sessions in the units of work.
- The KS1 reading skills and attitudes have been levelled for the purpose of the PLP-R/W (KS1). There are three levels.

Writing Skills Framework

- The writing skills in the framework underpin the teaching, learning and assessment activities for the writing sessions in the units of work.
- The KS1 writing skills and attitudes have been levelled for the purpose of the PLP-R/W (KS1). There are three levels.

The Units of Work

- The symbol (A) in the units of work indicates what, when and how to assess. In the units of work, each session will indicate in grey, the focus reading or writing skills for teachers to teach, observe and record.
- The units of work provide Group Unit Checklists for the focus reading and writing skills. Other assessment techniques, like Student Record Sheets, are provided in PD assessment packs.
- Teachers should refer to the Teacher Placement Grid when planning which groups to work with.
Reading & Writing Portfolio

- As students complete learning activities, teachers will have opportunities to collect their work. This information should be kept in portfolios (one per student).
- Information in the portfolios might include student work samples, high frequency word lists, letter/sound lists, and the skills frameworks.
- Portfolio pages are supplied to schools and can be used in the portfolios.

Reading & Writing Profiles

- All students in the class are listed on a class Reading/Writing Skills Profile. There is one profile page for each of the three levels of the Reading/Writing Skills Framework.
- When teachers have gathered enough information to make professional judgments about students’ progress, they can then record this on the Reading/Writing Skills Profile by ticking, dating or other method.
3.4 Assessment in the Units of Work

Setting Up Stage
The activities in the Units of Work are designed to provide opportunities for students to develop and practise reading and writing skills. At the beginning of each activity, the skills are identified and highlighted in grey.

Throughout the Units of Work, the symbol (A) is placed beside activities that provide an opportunity to observe and record student learning. The symbol (P) reminds teachers that the student worksheets or record sheets can be stored in each student’s portfolio.

The Group Unit Checklists are located at the end of the unit. Rather than observing all students, teachers can select a focus group for each lesson. During planning meetings teachers can decide which groups to assess and how. Each of the Units of Work contains a Teacher Placement Grid (TPG). In co-planning, teachers use the TPG to plan how and which group they work with and assess. The Group Unit Checklists may be reproduced with room for student names in a group or the whole class, whichever suits the teachers’ style of recording.

Each reading worksheet and writing activity sheet has a focus on Reading or Writing Skill(s), which are written at the bottom. This keeps teachers focused on what to observe and record on the Checklists. Teachers should give instant feedback while discussing these with students and give praise for effort and achievement.

Each writing activity sheet also has a Writer’s Checklist (train) located at the bottom. Teachers should encourage students to use this checklist to develop their writing behaviours. Teachers can observe and record how successfully each student uses the focus writing skill and the writer’s checklist for a particular task and purpose.

Teachers will need to decide together how to collect the assessment information and be in agreement about what they are observing. A marking code on worksheets and other Student Record Sheets is one strategy for consistent assessment. Refer to Assessment Package 1 and Assessment Section in the Units of Work for more information. Anecdotal notes can also be included on worksheets when appropriate.

Ideally, students should be observed a number of times before concluding that the student has achieved the reading or writing skills.

Teachers can set up individual portfolios for their students. Students can be taught how to put their own work into their own portfolios.

In preparation for Guided Reading, during the Implementation Stage teachers need to determine the level of books that each student can read at instructional level (see 3.6 Matching Students to Book Levels) for Guided Reading.

Implementation Stage
In the Implementation Stage of the PLP-R/W (KS1), the assessment procedures of the Setting Up Stage continue. However, Guided Reading is now introduced. Later, teachers may use Running Records to assess individual students’ reading (see Section 3.1.2 Assessment for Guided Reading). Guided Writing is also introduced in this stage. Students’ work is analysed to determine a teaching focus for each group.
3.5 Collecting Information – Using Assessment Techniques

The units of work cover Reading and Writing Skills across Levels I, II and III. Each unit of work lists a range of Reading and Writing Skills to be developed through the learning activities.

Throughout the units of work, advice is offered about what, when and how to gather information and assess in this way.

A significant principle of authentic assessment is that assessment tasks should match students’ learning experiences and the teaching methods they have experienced. Formative assessment information is therefore collected through the following techniques in the PLP-R/W (KS1):

- Observation – watching, listening, questioning (seeking, probing, prompting)
- Worksheets – Reading and Writing Skills are listed on the bottom of the worksheets; this keeps teachers focused on what to observe and record
- Student Record Sheets – for example, high frequency word lists, reading attitudes questionnaire, book lists, self-assessment sheet
- Anecdotes – when teachers see or hear students demonstrating reading and writing skills, strategies and behaviours, the skills are written in a note book. This might occur outside the classroom or in a different lesson.

Formative assessment requires teachers to assess:

- during lessons – it is recommended that teachers plan assessment opportunities into their session: for example, what Reading and Writing Skills will be assessed, which students will be assessed, which teachers will assess the students in what part of the session will the assessment take place, and what is realistic for the teachers given their other responsibilities?
- after lessons – completed reading worksheets and writing activity sheets can be stored in a Student Portfolio (see Section 3.11) which teachers can analyse to check student progress.

3.6 Matching Students to Book Levels

A significant assessment technique used in the PLP-R/W (KS1) is the process of matching students to book levels. Matching students with books will help teachers to:

- guide students to choose books which are at their independent level for Independent and Home Reading
- group students according to their instructional level for Guided Reading.

Before the end of the Setting Up Stage, teachers must organise to match all students to book levels. The Matching Students to Book Levels Kit that includes benchmark books, questions and recording sheets, can be used to match students to book levels.

Independent and Home Reading

Students should only take home books they can read independently so they experience success and develop a love of reading. Students who read at independent level have ≥ 96% word accuracy and 100% comprehension of a text. Developing an ability to select appropriate books is an important part of becoming an independent reader. In the beginning, teachers play an important role in this regard. Eventually however, students will become more confident and competent at doing this.
Guided Reading
Guided Reading involves using books for specific teaching purposes. Teachers will make decisions about which books they will use with a group, depending on the needs of the group. Matching students to book levels will also help to establish groups of students who have a similar reading ability. Other assessment information should complement the matching process when deciding on Guided Reading groups. Students who read at instructional level have 90-95% word accuracy and ≥ 75% comprehension of a text.

Reviewing Student Book Levels
Students develop in different ways and at different rates especially in the early years, so it is important to review student book levels at different points in time. This can be done using:

- the above matching process
- teacher’s professional judgement based on knowledge about the number of books students have read, information from the Reading Skills Profile, observations and collaborative teacher discussions.

Refer to Section 2 for information about Shared and Guided Reading.

3.7 Recording Assessment Information – Group Unit Checklists

In time, teachers will have collected assessment information through observation checklists, observing worksheets, Group Unit Checklists and anecdotal notes. This information needs to be centrally recorded on the Group Unit checklist in the units of work. Teachers might choose to do this at the end of each lesson, midway through the unit or at the end.

It is unlikely that teachers can complete the checklists for every reading and writing skill for every student during the first few units of work. However, with only some information on the Group Unit Checklist, teachers will start to see patterns that can be useful for their planning.

3.8 Recording Assessment Information – Reading and Writing Skills Profiles

Teachers in the PLP-R/W (KS1) will start by teaching units of work based on the Reading and Writing Skills Framework. Later, teachers will adapt or develop their own units of work, which will also use the reading skills and writing skills from the frameworks. In time, teachers should have a sound amount of assessment information about their students on the Class Unit Checklists and in students’ Portfolios. Teachers can translate this information to a Reading or Writing Skills Profile.

The Reading and Writing Skills Profiles are other instruments on which students’ reading and writing progress can be recorded. They can provide information about individual students and the whole class.

The Reading and Writing Skills Profiles are provided at the end of this section. Profile templates for reading and writing are provided:

1. Templates showing all the Reading and Writing Skills of the Frameworks – not all the skills and attitudes of the Frameworks can be taught in the
minimum time of the PLP-R/W lessons. However, all skills are listed on the Profiles so that teachers may:

- track students’ progress in learning activities beyond the PLP-R/W (KS1) lessons, if desired
- record any reading and/or writing skills and behaviours not identified in units of work, but which teachers may observe
- track students’ progress when teachers start designing their own units of work in the Independence Stage of PLP-R/W (KS1).

2. A blank template, allowing teachers to organise information in their own way.

How and When to Record Information on the Reading and Writing Skills Profiles
The Profiles are like a checklist. Depending on time and preference, teachers can mark what students know and can do in any number of ways – ticks, dates or colour-coded marks (e.g. blue for Unit 1, red for Unit 2; or blue for Term 1 and red for Term 2).

Times to analyse information could be:

- part-way through a unit so the teachers can determine if further planned activities need modification for individuals, groups and/or the whole class
- weekly, if time and plans allow
- at the end of the unit to inform planning for the next unit
- at the end of term 1
- at the end of the year.

At the end of the school year, students in the class may change so a new Reading Skills Profile may need to be developed. It is suggested that:

- teachers pass on the existing Profiles for next year’s teachers to access
- teachers from the previous and upcoming year discuss how the class and individuals have progressed
- teachers commence with new Reading and Writing Skills Profiles for the new class.

3.9 Analysing Assessment Information

As teachers gain experience in observing and recording students’ progress, they can stop at points in time to transfer the information to the Group Unit Checklist, and later, to the Reading and Writing Skills Profiles.

When assessment information is recorded on the Group Unit Checklist and/or Reading Skills Profile teachers can analyse it thoroughly to view the progress of both the class and individual students. Once a range of marks appears on the Group Unit Checklist and/or Profile, patterns will emerge and inform future teaching. Teachers can consider the cause of the patterns and respond accordingly. For example, if many students have no code, date or marking for a reading skill, the reasons could be:

- Reading skill too hard for students and needs re-teaching or a new way to learn it
- Students may be able to do it but have not yet been observed or recorded.

Analysis is best done as a team. Together, the teaching team can make conclusions about class progress and individual student progress. This should inform planning for immediate and future teaching, such as:

- learning experiences
• resources
• groupings
• intervention/extension for individuals, small groups and whole class
• classroom management, and so on.

Reviewing Student Groupings
It is recommended that teachers, in their weekly planning meetings, identify a group of five or six students to be observed in some depth the following week. This way, over time, each student will have had some intense observation for assessment purposes.

This assessment will also have an impact on classroom groupings. Refer to Section 4: Classroom Management.

It is important that students are ability-grouped according to the tasks. Teachers can use any assessment information collected to support their decisions regarding grouping. These groupings should be regularly reviewed to ensure that students’ movement between groups is flexible and relates to their needs and development.

3.10 Marking

As stated in the ELCG (2004 p.200):
“Most teachers’ feedback, e.g. grades or marks on worksheets, homework and tests, tends to focus on the results of learning. After receiving grades or marks, learners usually move on to a new task and activity and work for another set of grades or marks. This kind of feedback does not often improve learning because learners are not informed about how they can build on their strengths and address their weaknesses.”

For feedback to be worthwhile and impact on students’ progress and learning it “…should be motivating, specific, constructive and clearly linked to the success criteria that have been established between the teacher and the learners at an earlier stage.”

Conferencing
While students are working on their writing tasks, teachers have opportunities to provide clear and constructive feedback to students based on the agreed success criteria (e.g. writer’s checklist on worksheet). There might also be opportunities for other incidental teaching and assessment during such conferencing.

3.11 Using Reading and Writing Portfolios

Portfolios as Formative Assessment
It is suggested that teachers may want to take aspects or components of the units of work and write them in their summative assessment.

“A portfolio is a collection of a learner’s work that demonstrates progress in the development of knowledge, skills, values and attitudes in a given area. Portfolios provide useful information and invaluable evidence for teachers to keep track of what learners know and can do in the area being assessed in order to carry out assessment for learning. Samples of the learner’s...written work such as...writing tasks can be included in a portfolio. A good portfolio is characterised by clear learning intentions, learner’s involvement in choosing what goes into the portfolio and the use of success criteria to define quality performance. It provides a basis for communication between learners, teachers and parents, and self-reflection through which learners share what they think and feel about themselves and their work.”

(ELCG, 2004, p.198)
Samples of learners’ written work such as worksheets, stories, high frequency word lists and Group Unit Checklists can be included in a portfolio. Students can analyse their work to see their strengths and weaknesses and plan some personal goals. Students can take their portfolios home to share their work with parents/guardians, while teachers can refer to portfolios to analyse students’ learning.

The Portfolio Contents
Portfolio pages supplied for the PLP-R/W (KS1) include:

- introduction page for parents/guardians in English and Chinese
- Reading Skills Framework
- Writing Skills Framework
- letter/sound relationship sheet
- high frequency word lists (one for each unit of work)
- student work samples – for example, those suggested in the units of work.

Possible portfolio contents for the PLP-R/W (KS1)

- observation checklists
- reading observations and anecdotes
- self-assessment samples
- peer-assessment samples
- individual reading profile
- stories that have been written and read aloud
- other assessment samples e.g. photographs.

3.12 Assessment for Guided Reading

Guided Reading maximises teacher opportunities to assess and teach individuals intensively and quickly. The teacher’s prompts and questions are critical, e.g., “What sounds can you see in that word?” “Which is the difficult part in that word?” “Try that again and look at the first sound.” “How many little pigs are there?” “Where did the little pig build his house?” The teacher ensures that the responsibility rests with the student as they move towards independence.

The teacher can observe and evaluate the reading process in action, give the reader time to employ known strategies and skills, and show how to look for and use available clues to understand the messages contained in text.

Guided Reading provides the perfect opportunity to assess students’ reading development, either through Running Records, or observing and discussing the reader’s reading behaviour and recording this for future teaching and learning. Informal anecdotal records can be as simple as notes in a note-book, check-lists, or even comments written on post-its.

The Guided and Home Reading books have a progression of difficulty. The books are colour coded to reflect this progression - Emergent Readers (yellow), Early Readers (blue) and Early Fluent Readers (red). The progression of difficulty corresponds with the reading indicators as defined by the NET Section. The stages are indicative only. Students may demonstrate characteristics of two stages e.g. some emergent and some early. However, Hornsby states, “at certain times in their schooling, most children do exhibit specific behaviours, understandings and attitudes that tend to ‘cluster’ into what we call ‘bands’ or ‘stages’. While well-defined stages do not exist, it is useful for teachers to understand [these clusters] so they are able to observe, assess children more carefully and make more appropriate decisions about the teaching/learning opportunities that present themselves.” (2000, p.15).
### 3.13 Reading Indicators

<table>
<thead>
<tr>
<th><strong>An Emergent Reader:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>expects books to be enjoyable and exciting</td>
<td></td>
</tr>
<tr>
<td>anticipates the storyline using the illustrations</td>
<td></td>
</tr>
<tr>
<td>uses his/her prior knowledge to relate to texts</td>
<td></td>
</tr>
<tr>
<td>is establishing one-to-one matching, directionality and use of return sweep</td>
<td></td>
</tr>
<tr>
<td>recognises some letters and words</td>
<td></td>
</tr>
<tr>
<td>recognises and names some letters of the alphabet</td>
<td></td>
</tr>
<tr>
<td>is developing an awareness of letter-sound relationships and rime</td>
<td></td>
</tr>
<tr>
<td>recognises parts of a book such as the title, cover, author, and illustrator</td>
<td></td>
</tr>
<tr>
<td>understands that the text and illustrations carry a message</td>
<td></td>
</tr>
<tr>
<td>can identify some punctuation</td>
<td></td>
</tr>
<tr>
<td>uses pictures as useful clues to meaning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>An Early Reader:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>expects books to be informative</td>
<td></td>
</tr>
<tr>
<td>anticipates the storyline using the title</td>
<td></td>
</tr>
<tr>
<td>expects to construct meaning from a variety of texts and illustrations</td>
<td></td>
</tr>
<tr>
<td>is beginning to cope with a greater variety of text types and themes</td>
<td></td>
</tr>
<tr>
<td>is beginning to use letter-sound relationships to decode unfamiliar words</td>
<td></td>
</tr>
<tr>
<td>understands concepts about print, such as one-to-one matching and directionality</td>
<td></td>
</tr>
<tr>
<td>recognises an increasing number of high-frequency words</td>
<td></td>
</tr>
<tr>
<td>can identify an increasing variety of punctuation</td>
<td></td>
</tr>
<tr>
<td>self-corrects while reading simple texts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>An Early Fluent Reader:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>is beginning to cope with less predictable structures within a text</td>
<td></td>
</tr>
<tr>
<td>can integrate sources of information efficiently, e.g. letter-sounds, punctuation, illustrations</td>
<td></td>
</tr>
<tr>
<td>is able to summarise and begins to make inferences from the text and illustrations</td>
<td></td>
</tr>
<tr>
<td>knows that texts are written for a variety of purposes</td>
<td></td>
</tr>
<tr>
<td>recognises some features of fiction and non-fiction texts</td>
<td></td>
</tr>
<tr>
<td>reads a variety of writing in different styles</td>
<td></td>
</tr>
<tr>
<td>can retell a story</td>
<td></td>
</tr>
<tr>
<td>self-corrects when meaning is lost while reading simple texts</td>
<td></td>
</tr>
</tbody>
</table>
### 3.14 Assessment for Guided Writing

Guided Writing maximises teacher opportunities to assess and teach individuals intensively. The teacher analyses a draft of each student’s writing to determine a teaching focus for each group based on the needs identified. The teacher can refer to the Writing Skills Framework to assist with this process. In small groups the teacher scaffolds the students to develop the specific writing focus.

### 3.15 Writing Indicators

#### An Emergent Writer:
- is able to use a drawing to help convey ideas
- attempts to express one or two simple ideas using pictures, words and/or sentences
- is beginning to record own experiences or responses to a task with support
- demonstrates some sense of directionality
- usually leaves spaces between words
- can form recognisable letters
- attempts to record dominant sounds
- uses some familiar words to express own ideas
- begins to use capital letters and full stops
- begins to put words in logical order
- spells some high frequency words correctly
- transfers words encountered in the environment
- uses words appropriate to the subject matter and text type with teacher support

#### An Early Writer:
- writes sentences that make sense
- attempts to write their own ideas
- attempts to use different sentence structures
- records experiences, observations, and responses with some clarity
- uses more punctuation correctly
- uses upper and lower case letters appropriately
- leaves spaces between words consistently
- spells an increasing number of high-frequency words correctly
- records most dominant sounds accurately
- shows evidence of checking work
- uses words appropriate to the subject matter and text type with some support
An Early Fluent Writer:

| Shows clarity in the way ideas, thoughts and details are expressed |
| Develops ideas logically and supports them with details |
| Uses words appropriate to the subject matter and text type |
| Attempts complex sentences |
| Writes multiple sentences on a topic |
| Attempts to use paragraphs |
| Spells most high-frequency words correctly |
| Uses spelling patterns and sound knowledge to spell unknown words |
| Demonstrates correct use of major grammatical conventions |
| Shows evidence of revising, editing, and checking |

### 3.16 Reporting

Reporting need not be based solely on report cards. Teachers can report to students, parents and the English panel as students are working through a unit. This type of reporting has a number of purposes. It provides information to:

- **Classroom teachers** to plan the next unit, groupings, intervention and enrichment strategies, projects, ECA, etc.
- **Parents / Guardians** about their child’s progress and how they can support their child’s learning
- **Students** so they can understand their own learning (learning to learn) and set their own goals
- **The English panel** to inform strategic plans, school-based programmes, resource purchases, intervention and enrichment strategies, and others.

There are a number of ways that information can be reported to parents/guardians. A combination of reporting tools is best, for example:

- Teachers may choose to send the portfolio or work samples from the portfolio home for parents/guardians. Students can share and discuss their work with them
- Parent-teacher conferences during and/or at the end of the term
- Student-parent-teacher conferences
- Parent briefings
- Report card.
### 3.17 Reading Skills Framework and Profiles

<table>
<thead>
<tr>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hold the book up the right way</strong></td>
<td><strong>Hold the book up the right way</strong></td>
<td><strong>Hold the book up the right way</strong></td>
</tr>
<tr>
<td><strong>Follow text from top to bottom, left to right</strong></td>
<td><strong>Follow text from top to bottom, left to right</strong></td>
<td><strong>Follow text from top to bottom, left to right</strong></td>
</tr>
<tr>
<td><strong>Turn pages correctly</strong></td>
<td><strong>Turn pages correctly</strong></td>
<td><strong>Turn pages correctly</strong></td>
</tr>
<tr>
<td><strong>Indicate the cover, beginning and end of a book</strong></td>
<td><strong>Indicate beginning and end of a sentence</strong></td>
<td><strong>Use a range of punctuation when reading</strong></td>
</tr>
<tr>
<td><strong>Recognise some reading terminology – letter name/sound, picture, illustration, illustrator, author, title, cover, story</strong></td>
<td><strong>Recognise and use more reading terminology – information, word, punctuation terms</strong></td>
<td><strong>Recognise and use more reading terminology – sentence, more punctuation terms</strong></td>
</tr>
<tr>
<td><strong>Recognise some high frequency words</strong></td>
<td><strong>Recognise more high frequency words</strong></td>
<td><strong>Recognise more high frequency words</strong></td>
</tr>
<tr>
<td><strong>Recognise some key words in familiar text and in classroom environment</strong></td>
<td><strong>Recognise more key words in familiar text and in classroom environment</strong></td>
<td><strong>Recognise key words in unfamiliar text</strong></td>
</tr>
<tr>
<td><strong>Recognise that sentences are made up of words</strong></td>
<td><strong>Recognise syllables in words</strong></td>
<td><strong>Recognise small words in larger words</strong></td>
</tr>
<tr>
<td><strong>Name some letters (upper and lower cases)</strong></td>
<td><strong>Identify all upper and lower case letters</strong></td>
<td><strong>Identify all upper and lower case letters</strong></td>
</tr>
<tr>
<td><strong>Show difference between some upper and lower case letters</strong></td>
<td><strong>Show difference between all upper and lower case letters</strong></td>
<td><strong>Show difference between all upper and lower case letters</strong></td>
</tr>
<tr>
<td><strong>Recognise numerals in text</strong></td>
<td><strong>Recognise numerals in text</strong></td>
<td><strong>Recognise numerals in text</strong></td>
</tr>
<tr>
<td><strong>Recognise numerals in text</strong></td>
<td><strong>Identify some initial blends in words</strong></td>
<td><strong>Identify some initial blends in words</strong></td>
</tr>
<tr>
<td><strong>Recognise initial consonant digraphs in words (e.g. ch, ph, sh, th, wh)</strong></td>
<td><strong>Identify initial consonant digraphs in words (e.g. ch, ph, sh, th, wh)</strong></td>
<td><strong>Identify some final blends in words</strong></td>
</tr>
<tr>
<td><strong>Recognise all initial sounds in words</strong></td>
<td><strong>Recognise some final sounds in words</strong></td>
<td><strong>Recognise some final consonant digraphs in words (e.g. ch, ck, ng)</strong></td>
</tr>
<tr>
<td><strong>Recognise some final sounds in words</strong></td>
<td><strong>Recognise some medial sounds in words (i.e. short vowels)</strong></td>
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</tr>
<tr>
<td><strong>Identify and use more letter/sound relationships</strong></td>
<td><strong>Recognise initial consonant digraph sounds (e.g. ch, sh, th)</strong></td>
<td><strong>Recognise some initial blend sounds in words</strong></td>
</tr>
<tr>
<td><strong>Blend cvc words</strong></td>
<td><strong>Recognise final consonant digraph sounds (e.g. ch, ck, ng)</strong></td>
<td><strong>Recognise some initial blend sounds in words</strong></td>
</tr>
<tr>
<td><strong>Recognise onset and rimes</strong></td>
<td><strong>Read cvc words</strong></td>
<td><strong>Recognise some initial blend sounds in words</strong></td>
</tr>
<tr>
<td><strong>Use letter/sound relationships to attempt to read new words</strong></td>
<td><strong>Identify and use more letter/sound relationships</strong></td>
<td><strong>Recognise some initial blend sounds in words</strong></td>
</tr>
<tr>
<td><strong>Join in during Shared Reading</strong></td>
<td><strong>Read more high frequency words</strong></td>
<td><strong>Recognise small words in larger words</strong></td>
</tr>
<tr>
<td><strong>Imitate pronunciation and intonation when reading familiar texts</strong></td>
<td><strong>Recognise numerals in text</strong></td>
<td><strong>Identify all upper and lower case letters</strong></td>
</tr>
<tr>
<td><strong>Read words and repetitive language patterns with teacher support</strong></td>
<td><strong>Identify more initial blends in words</strong></td>
<td><strong>Show difference between all upper and lower case letters</strong></td>
</tr>
<tr>
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<td><strong>Recognise some initial blend sounds in words</strong></td>
</tr>
</tbody>
</table>
## Attitudes

<table>
<thead>
<tr>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoy listening to various texts</td>
<td>Enjoy listening to various texts</td>
<td>Enjoy listening to various texts</td>
</tr>
<tr>
<td>Express personal response to text, e.g. laughter, surprise</td>
<td>Express personal response to text, e.g. laughter, surprise</td>
<td>Express personal response to text, e.g. laughter, surprise</td>
</tr>
<tr>
<td>Read with others for enjoyment</td>
<td>Read with others for enjoyment</td>
<td>Read with others for enjoyment</td>
</tr>
<tr>
<td>Sustain independent reading</td>
<td>Sustain independent reading</td>
<td>Sustain independent reading</td>
</tr>
<tr>
<td>Participate effectively in Home Reading Programme</td>
<td>Participate effectively in Home Reading Programme</td>
<td>Participate effectively in Home Reading Programme</td>
</tr>
<tr>
<td>Request 'story/reading' time</td>
<td>Request 'story/reading' time</td>
<td>Request 'story/reading' time</td>
</tr>
<tr>
<td>Talk about known texts</td>
<td>Talk about known texts</td>
<td>Talk about known texts</td>
</tr>
<tr>
<td>Recommend texts to others</td>
<td>Recommend texts to others</td>
<td>Recommend texts to others</td>
</tr>
<tr>
<td>Return to favourite books to be re-read and enjoyed</td>
<td>Return to favourite books to be re-read and enjoyed</td>
<td>Return to favourite books to be re-read and enjoyed</td>
</tr>
</tbody>
</table>

- The list of attitudes indicates possible behaviours that reveal students' attitudes towards reading. Not all behaviours will be demonstrated and additional behaviours may be observed. Students may demonstrate a positive attitude at one level, and attitudes may change at another level. This change in attitudes would need to be considered and responded to accordingly.
### 3.18 Writing Skills Framework and Profiles

<table>
<thead>
<tr>
<th>ELCG</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use the left to right directionality sequence</strong></td>
<td>• Write from left to right and from top to bottom of the page</td>
<td>• Write from left to right and from top to bottom of the page</td>
<td>• Write from left to right and from top to bottom of the page</td>
</tr>
<tr>
<td><strong>Use print script</strong></td>
<td>• Use print script in writing</td>
<td>• Use print script in writing</td>
<td>• Use print script in writing</td>
</tr>
<tr>
<td><strong>Combine letters to form words</strong></td>
<td>• Realise that spoken words have a written form</td>
<td>• Realise that spoken words have a written form</td>
<td>• Realise that spoken words have a written form</td>
</tr>
<tr>
<td></td>
<td>• Write groups of letters to make words</td>
<td>• Write groups of letters to make words</td>
<td>• Write groups of letters to make words</td>
</tr>
<tr>
<td><strong>Space letters, words and sentences</strong></td>
<td>• Recognise correct spacing of letters, words and sentences</td>
<td>• Recognise correct spacing of letters, words and sentences</td>
<td>• Recognise correct spacing of letters, words and sentences</td>
</tr>
<tr>
<td><strong>Use capital and small letters</strong></td>
<td>• Use capital letters at the beginning of the names of people and titles</td>
<td>• Use capital letters at the beginning of the names of places, days of the week, months of the year</td>
<td>• Use capital letters in abbreviations, initials and acronyms</td>
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<td></td>
<td>• Use capital letters at the beginning of sentences</td>
<td>• Use capital letters at the beginning of sentences</td>
<td>• Use capital letters at the beginning of sentences</td>
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<td></td>
<td>• Use capital letter for the pronoun 'I'</td>
<td>• Use capital letter for the pronoun 'I'</td>
<td>• Use capital letter for the pronoun 'I'</td>
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<tr>
<td><strong>Use basic sentence punctuation</strong></td>
<td>• Use full stops at the end of sentences</td>
<td>• Use full stops in abbreviations</td>
<td>• Use full stops between initials</td>
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<td></td>
<td>• Use apostrophes in contractions</td>
<td>• Use apostrophes for possession</td>
<td>• Use apostrophes for possession</td>
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<td></td>
<td>• Use question marks at the end of questions</td>
<td>• Use question marks at the end of questions</td>
<td>• Use question marks at the end of questions</td>
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<td></td>
<td>• Use commas in lists of items</td>
<td>• Use commas after &quot;yes&quot; and &quot;no&quot;; and before and after addressing a person</td>
<td>• Use commas after &quot;yes&quot; and &quot;no&quot;; and before and after addressing a person</td>
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<td></td>
<td>• Use exclamation marks at the end of sentences to show strong feelings</td>
<td>• Use exclamation marks at the end of sentences to show strong feelings</td>
<td>• Use exclamation marks at the end of sentences to show strong feelings</td>
</tr>
<tr>
<td><strong>Put words in a logical order to make meaningful phrases or sentences</strong></td>
<td>• Recognise and write own name</td>
<td>• Recognise and write own name</td>
<td>• Recognise and write own name</td>
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<td></td>
<td>• Copy meaningful phrases or sentences in correct sequence</td>
<td>• Copy meaningful phrases or sentences in correct sequence</td>
<td>• Copy meaningful phrases or sentences in correct sequence</td>
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<td></td>
<td>• Understand own writing conveys a message for others</td>
<td>• Understand own writing conveys a message for others</td>
<td>• Understand own writing conveys a message for others</td>
</tr>
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<td></td>
<td>• Begin to put words in logical order to make meaningful phrases or sentences</td>
<td>• Put words in logical order to make meaningful phrases or sentences independently</td>
<td>• Put words in logical order to make compound sentences and questions</td>
</tr>
<tr>
<td><strong>Reproduce sentences based on teacher’s model and use words from print in the environment</strong></td>
<td>• Transfer words encountered in talk, or reading, to writing</td>
<td>• Transfer sentence ideas encountered in talk, or reading, to writing</td>
<td>• Transfer sentences on a topic of interest that has been covered in class</td>
</tr>
<tr>
<td></td>
<td>• Find words in class lists, word charts, word banks and simple dictionaries to use in writing</td>
<td>• Find words in class lists, word charts, word banks and simple dictionaries to use in writing</td>
<td>• Find words in class lists, word charts, word banks and simple dictionaries to use in writing</td>
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<tr>
<td></td>
<td>• Write some regular and irregular high frequency words with correct spelling</td>
<td>• Write more regular and irregular high frequency words with correct spelling</td>
<td>• Write more regular and irregular high frequency words with correct spelling</td>
</tr>
<tr>
<td></td>
<td>• Begin to use knowledge of letter/sound relationship to spell words</td>
<td>• Use knowledge of letter/sound relationship to spell words</td>
<td>• Use knowledge of letter/sound relationship to spell words</td>
</tr>
<tr>
<td></td>
<td>• Begin to use knowledge of rime to spell words</td>
<td>• Use knowledge of rime to spell words</td>
<td>• Use knowledge of rime, rhythm and repetition in writing</td>
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<td>ELCG</td>
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<td>Level II</td>
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<tr>
<td>Provide personal ideas and information based on a model or framework provided</td>
<td>- Participate in whole class brainstorming activities to elicit ideas and information before writing</td>
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<td></td>
<td>- Share, draw and write ideas about a set topic to plan own writing by using a model or framework provided</td>
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<td>- Contribute to whole-class shared writing activities</td>
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<td>- Write to communicate messages, direct experiences or feelings</td>
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<td>- Share ideas for writing with peers and the teacher</td>
<td>- Participate in whole class brainstorming activities to elicit ideas and information before writing</td>
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<td>- Share ideas for writing with peers and the teacher</td>
<td>- Share, draw and write ideas about a set topic to plan own writing by using a model or framework provided</td>
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<td></td>
<td>- Contribute to whole-class and group shared writing activities</td>
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<td></td>
<td>- Organise the structure of writing more effectively</td>
<td>- Contribute to whole-class and group shared writing activities</td>
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<td></td>
<td>- Share ideas for writing with peers and the teacher</td>
<td>- Develop a personal style of writing</td>
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<td>- Share ideas for writing with peers and the teacher</td>
<td>- Share ideas for writing with peers and the teacher</td>
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<td>Use appropriate cohesive devices, e.g. and, but, or, too</td>
<td>- Use a connective, such as ‘and’, to change a simple sentence into a compound sentence based on teacher’s model</td>
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<td>- Use a variety of connectives, such as ‘and’, ‘but’, ‘or’, to change a simple sentence into a compound sentence</td>
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<tr>
<td>Use concepts of order and time, e.g. last night, this morning</td>
<td>- Discuss time order to sequence and organise writing</td>
<td>- Use time order to sequence and organise writing</td>
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<td>- Discuss time order to sequence daily events</td>
<td>- Use time order to sequence daily events</td>
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<td>- Discuss time order to sequence daily events</td>
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<tr>
<td>Use appropriate formats and conventions of short written texts such as greeting cards, notes, personal letters, signs</td>
<td>- Recognise some text types</td>
<td>- Recognise more text types</td>
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<td></td>
<td>- Identify the purpose and audience of some text types</td>
<td>- Identify the purpose and audience of more text types</td>
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<td>- Use words appropriate to the subject matter and text types of writing</td>
<td>- Use words appropriate to the subject matter and text types of writing</td>
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<td>- Use language features in some text types</td>
<td>- Use language features in some text types</td>
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<td>- Recognise more text types</td>
<td>- Recognise more text types</td>
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<td></td>
<td>- Select the purpose and audience for writing</td>
<td>- Use words appropriate to the subject matter and text types of writing</td>
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<td>- Use language features in some text types</td>
<td>- Use language features in some text types</td>
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<tr>
<td>Gather and share information, ideas and language by using strategies such as brainstorming, building concept maps, listing and observing</td>
<td>- Participate with shared ideas to brainstorm a set topic with the whole class</td>
<td>- Participate with relevant ideas to brainstorm a set topic with the whole class, small group, in pairs and individually</td>
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<td>- Make observations and list ideas with the whole class on a set topic</td>
<td>- Make observations and list ideas with the whole class on a set topic</td>
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<td>- Complete a simple mind map with the whole class</td>
<td>- Complete mind maps with the whole class and small group</td>
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<tr>
<td>Express imaginative ideas with the help of cues</td>
<td>- Share, draw and express imaginative ideas in response to visual cues</td>
<td>- Share, draw, express imaginative ideas and write in response to visual cues</td>
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<td></td>
<td>- Share, draw, express imaginative ideas and write in response to visual cues</td>
<td>- Share, draw, express imaginative ideas and write in response to a variety of cues</td>
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<tr>
<td>Use available resources such as word books</td>
<td>- Use completed simple mind map and list to organise ideas before writing, based on teacher’s model</td>
<td>- Use completed mind maps and lists to organise ideas before writing</td>
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<td>- Transfer information from reading to writing</td>
<td>- Transfer information from reading to writing</td>
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<td>- Transfer knowledge of text structure to writing</td>
<td>- Transfer knowledge of text structure to writing</td>
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<td>- Use knowledge of other texts as model for writing</td>
<td>- Use knowledge of other texts as model for writing</td>
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<td>- Transfer knowledge of text structure to writing</td>
<td>- Use knowledge of other texts as model for writing</td>
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© NET Section, CDI, EDB, HKSAR
<table>
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<th>ELCG</th>
<th>Level I</th>
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</table>
| **Present information, ideas and feelings clearly and coherently** | • Choose the key ideas of writing with teacher support  
• Transfer ideas from whole class discussion to writing  
• Read back what has been written to clarify meaning with teacher support  
• Add or delete words to clarify meaning with teacher support  
• Recognise some misspelled words, punctuation and grammar with teacher support | • Choose the key ideas and language features of writing with teacher support  
• Transfer ideas from whole class and small group discussion to writing  
• Read back what has been written to clarify meaning with teacher support  
• Add or delete words to clarify meaning with teacher support  
• Recognise some misspelled words, punctuation and grammar with teacher support | • Make decisions about content of writing  
• Transfer ideas from whole class and small group discussion to writing  
• Read back what has been written to clarify meaning with teacher support  
• Add or delete words to clarify meaning with teacher support  
• Recognise some misspelled words and attempt corrections independently  
• Attempt to correct punctuation independently |
| **Draft, revise and edit short written texts with teacher support** | • Use Writer’s Checklist and other resources to make corrections with teacher support  
• Reread own draft aloud and revise the draft when responding to teacher’s feedback  
• Complete and show own writing to others with teacher support  
• Talk about own writing and begin to self evaluate with teacher’s support  
• Set simple goals for writing with teacher support | • Use Writer’s Checklist and other resources to make corrections with teacher support  
• Reread own draft aloud and revise the draft when responding to teacher’s and peers’ feedback  
• Complete and show own writing to others  
• Talk about own writing to peers and evaluate own writing  
• Set simple writing goals | • Use Writer’s Checklist to improve own writing  
• Reread own draft aloud and revise the draft when responding to teacher’s and peers’ feedback  
• Present own writing in different ways  
• Reflect on own writing, taking into account the interests and needs of potential readers  
• Set own writing goals |

| **Attitude** | • Enjoy sharing and gathering ideas  
• Display confidence in using English  
• Write for enjoyment  
• Write to get things done  
• Write spontaneously for self or chosen audience  
• Display appreciation of the beauty of the language | • | • |
| Name | Read the book in the right way | Followed from top to bottom, left to right | Turn pages correctly | Recognise some reading terminology—letter name/sound, picture, illustration, author, title, story | Recognise some high-frequency words | Recognise some initial sounds in words | Identify some letter/sound relationships | Track text during Shared Reading | Imitate intonation when joining in reading of familiar texts | Imitate words and repetitive language patterns, e.g. formulaic expressions | Relate pictures to words | Use illustrations on cover to predict story development | Identify some nouns and verbs | Retell a story by sequencing pictures | Begin to develop receptive language | Respond to small talk about characters and situations in familiar texts | Share personal responses about texts | Choose books based on cover and pictures | Read with others for enjoyment | Enlist further support for reading difficulties | Return to favourite books to be re-read and enjoyed |}

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# Reading Skills Profile Level II

<p>| Name | Indicate beginning and end of a sentence | Recognise all new spoken language patterns, sounds, intonation | Recognise new key words in familiar, text-based materials | Recognise syllables in words | Identify all upper and lower case letters | Identify and use more key word derivatives | Recognise and use more reading terminology – information, word, punctuation terms | Recognise more high frequency words | Recognise more key words in familiar text and in classroom environment | Recognise numerals in text | Identify initial consonant digraphs in words (e.g. ch, ph, sh, wh) | Recognise all initial sounds in words | Recognise some final sounds in words | Recognise some medial sounds in words (i.e. short vowels) | Recognise some initial blend sounds in words | Identify and use more letter/sound relationships | Blend cvc words | Recognise onset and rime | Identify and use more letter/sound relationships | Use letter/sound relationships to attempt to read new words | Join in during Shared Reading | Imitate pronunciation and intonation when reading familiar texts | Read words and repetitive language patterns with teacher support | Use pictures to assist reading familiar texts | Use pictures to interpret and predict content of text | Identify and use more language items e.g. adjectives | Retell a story with teacher assistance | Continue to develop receptive language | Begin to develop expressive language | Read a range of simple texts, e.g. letters, words, labels, signs, simple books | Respond to simple tasks about characters, cause-effect, sequence of events, main idea | Take risks and make approximations when reading | Share personal responses about texts | Continue to find pictures, letters and words in classroom environment and books | Develop and use alphabetic texts, e.g. word banks | Scan cover and text for information, e.g. pictures, letters, key words, headings, sentences | Choose books based on size of print, other features and recommendations/advice | Enjoy listening to various texts | Express personal response to text, e.g. laughter, surprise | Read with others for enjoyment | Sustain independent reading | Participate effectively in Home Reading Programme | Request ‘story/reading’ time | Talk about known texts | Recommend texts to others | Return to favourite books to be re-read and enjoyed |
| Name | Use a range of punctuation when reading | Recognize and use more reading terminology – sentence, more punctuation terms | Read more high frequency words | Recognize known key words in unfamiliar text | Recognize small words in larger words | Identify more initial blends in words | Identify some final blends in words | Identify final consonant diagraphs in words (e.g. sh, ch, ng, th) | Recognize many final sounds in words | Recognize more medial sounds in words (i.e. long vowels) | Recognize more initial blend sounds in words | Recognize more initial digraph sounds e.g. ph, wh | Recognize some final consonant digraph sounds (e.g. ch, ck, ng) | Identify and use more letter sound relationships | Blend cvc words | Segment onset and rimes | Use letter sound relationships to read new words | Read about accurately simple familiar texts | Imitate rhythm, pronunciation and intonation when reading familiar texts | Read known words and repetitive language patterns in new contexts | Use pictures to assist reading familiar texts | Continue to use pictures to interpret and predict content of text | Identify and use more language items e.g. connectives | Retell a story using for example, a story map | Continue to develop receptive language | Continue to develop expressive language | Read simple fiction and non-fiction texts | Respond to simple tasks about characters, cause-effect, sequence of events, main idea | Use some self-correcting strategies with teacher assistance, e.g. re-reading, pausing, reading on | Share personal responses about texts | Access various classroom texts to find information, e.g. wall charts, IT, books | Continue to develop and use simple alphabetic texts including simple dictionaries | Scan cover, page number, contents page and text for information | Independently choose books based on size and amount of print, layout, interest, readability | Enjoy listening to various texts | Express personal response to text, e.g. laughter, surprise | Read with others for enjoyment | Sustain independent reading | Participate effectively in Home Reading Programme | Request ‘story/reading’ time | Talk about known texts | Recommend texts to others | Return to favourite books to be reread and enjoyed |</p>
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## Writing Skills Profile Level 1

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<tr>
<th>Name</th>
<th>Write from left to right and from top to bottom of the page</th>
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<tbody>
<tr>
<td></td>
<td>Use print script in writing</td>
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<td></td>
<td>Realise that spoken words have a written form</td>
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<td>Write groups of letters to make words</td>
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<td>Recognise correct spacing of letters, words and sentences</td>
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<td>Use capital letters at the beginning of the names of people and titles</td>
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<td>Use capital letters at the beginning of sentences</td>
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<td>Form most upper and lower case letters in handwriting correctly</td>
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<td>Recognise and write own name</td>
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<td>Copy meaningful phrases or sentences in correct sequence</td>
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<td>Understand own writing conveys a message for others</td>
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<td>Begin to put words in logical order to make meaningful phrases or sentences</td>
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<td>Use a connective, such as 'and', to change a simple sentence into a compound sentence based on teacher's model</td>
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<td>Discuss time order to sequence and organise writing</td>
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<td>Recognise some text types</td>
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<td>Identify the purpose and audience of some text types</td>
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<td>Share, draw and express imaginative ideas in response to visual cues</td>
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<td>Transfer information from reading to writing</td>
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<td>Use knowledge of other texts as model for writing</td>
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<td>Choose the key ideas and language features of writing with teacher support</td>
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<td>Set simple goals for writing with teacher support</td>
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<td>Writing Skills Profile Level II</td>
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<td>Use full stops at the end of questions.</td>
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<td>Use question marks at the end of questions.</td>
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<td>Use quotation marks at the end of quotations.</td>
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<td>Use full stops at the end of abbreviations.</td>
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<td>Use capital letters at the beginning of the names of places, days of the week, months of the year.</td>
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<td>Use full stops in abbreviations.</td>
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<td>Use neat and legible handwriting.</td>
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<td>Independently transfer sentence ideas encountered in talk, or reading, to writing.</td>
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<tr>
<td>Write more regular and irregular high frequency words with correct spelling.</td>
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<tr>
<td>Use knowledge of letter/sound relationship to spell words.</td>
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<tr>
<td>Use knowledge of rime to spell words.</td>
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<tr>
<td>Use rime and knowledge of high frequency words to make meaningful sentences.</td>
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<tr>
<td>Use knowledge of whole class shared writing activities.</td>
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<tr>
<td>Organise the structure of writing more effectively.</td>
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<tr>
<td>Use one-time frame or sequence and copy the writing.</td>
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<tr>
<td>Participate with relevant ideas in brainstorming with the whole class, in small groups, in pairs and individually.</td>
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<tr>
<td>Identify the purpose and audience of more text types.</td>
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<tr>
<td>Recognise more text types.</td>
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<tr>
<td>Choose the key ideas and language features of writing with support.</td>
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<tr>
<td>Complete a simple mind map with the whole class and small group.</td>
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<tr>
<td>Use completed simple mind maps and lists to organise ideas before writing.</td>
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<tr>
<td>Choose the key ideas and language features of writing with minimal support.</td>
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<tr>
<td>Complete a mind map with the whole class and small group.</td>
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<tr>
<td>Transfer ideas from whole class and small group discussion to writing.</td>
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<tr>
<td>Reread own draft aloud and revise the draft when responding to teacher's and peers' feedback.</td>
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<tr>
<td>Complete and show own writing to others.</td>
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<tr>
<td>Talk about own writing to peers and evaluate own writing.</td>
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<tr>
<td>Set simple writing goals.</td>
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<tr>
<td>Reflect and review own writing to extend own writing.</td>
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© NET Section, CDI, EDB, HKSAR
<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Use capital letters in abbreviations, initials and acronyms.</td>
</tr>
<tr>
<td>Use full stops between initials.</td>
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<tr>
<td>Use commas after &quot;yes&quot; and &quot;no&quot;, and before and after addressing a person.</td>
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<tr>
<td>Put words in logical order to make compound sentences and questions.</td>
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<tr>
<td>Transfer sentences on a topic of interest that has been covered in class.</td>
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<tr>
<td>Use knowledge of rhyme, rhythm and repetition in writing.</td>
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<tr>
<td>Develop a personal style of writing.</td>
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<tr>
<td>Use a variety of connectives, such as &quot;and&quot;, &quot;but&quot;, &quot;or&quot;, to change a simple sentence into a compound sentence.</td>
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<tr>
<td>Use time order to sequence daily events.</td>
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<tr>
<td>Select the purpose and audience of more text types.</td>
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<tr>
<td>Complete mind maps with the whole class, small group, in pairs and individually.</td>
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<tr>
<td>Share, draw and express imaginative ideas in response to a variety of cues.</td>
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<tr>
<td>Make decisions about content of writing.</td>
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<tr>
<td>Recognize some misspelled words and attempt corrections independently.</td>
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<tr>
<td>Attempt to correct punctuation independently.</td>
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<tr>
<td>Use Writer's Checklist to improve own writing.</td>
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<tr>
<td>Present own writing in different ways.</td>
</tr>
<tr>
<td>Reflect on own writing, taking into account the interests and needs of potential readers.</td>
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<tr>
<td>Set own writing goals.</td>
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<tr>
<td>Writing Skills Profile Template</td>
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Section 4: Classroom Management

4.1 Introduction

The routines and management systems suggested by the PLP-R/W (KS1) revolve around the literacy session. The literacy sessions involve students completing activities as a whole class and in groups. The Hear We Go unit of work and the Setting Up Stage units of work provide direction and guidance for the setting up of these routines and management systems.

4.2 Routines

Decide your expectations and be consistent about implementing rules and routines. Most routines will be established in the first few weeks, but teachers may take their time and introduce new routines at a pace that suits themselves and their students. Steps involved in establishing routines should be revisited to make sure that students and teachers are familiar with them and their purposes. Teachers need to make sure that routines will be suitable for their particular school situation. If not they should be changed.

Teachers and the classroom assistants will demonstrate and model routines. They will provide invaluable support for the reinforcement of routines and on-task behaviour.

Classroom language, both functional and instructional, will need to be learned, practised and applied in different situations. Students will need to understand instructions and directions given and use appropriate language to express themselves as they complete activities, use established routines and communicate with others in the classroom.

Routines need to be consistent across all English lessons so that students gain security from knowing what to do, as well as knowing the consequences if routines are not followed. Knowing the routines will help the students to develop a sense of purpose, order and direction about their work. Students need to be taught to take responsibility for completing activities.

Some of the classroom routines for students that will need to be established are:

- working as a whole class
- working in groups
- working in pairs
- working individually
- working independently
- knowing what to do when an activity is finished
- moving around the classroom
- entering and exiting the classroom
- responding to teacher instructions or directions
- recognising an appropriate noise level
- finding, using and returning materials
- knowing what to do when they need help
- independent reading
- taking books home for home reading.
4.3 Getting to Know Each Other

Time will also be well spent getting to know the students as a class and individually. Teachers can do this through:

- active listening and observing
- interacting during the Literacy Sessions and at other times
- shared activities and games
- small group activities
- assessment
- records from the previous year
- talking with parents.

4.4 A Positive and Supportive Climate

Teachers will need to build a positive and supportive classroom climate. Establish expected behaviour patterns right from the start. Students should be encouraged to take risks, explore and experiment. Teachers should encourage, praise and celebrate progress and achievements. Students should feel that it is OK to make mistakes and that it is a necessary part of learning. They must feel that they are respected as individuals and that they will not be embarrassed in front of other people. Emphasis should be on positive reinforcement.

Students should feel a sense of belonging and so classroom management must include strategies to make sure that all students feel included. These will include the use of whole class activities, such as choral reading, reading aloud, singing and class projects. Using inclusive language is also important, e.g. ‘Wow, look at all the work we’ve done today!’

Students will also need to learn how to work collaboratively with each other and the teaching team. They will need to learn how to listen as well as interact. They will need to learn how to help each other, to take turns, to disagree and to resolve conflicts. Teachers will show them how to treat each other through demonstrations of listening actively to them and treating them with respect. Interpersonal skills may need to be demonstrated and explicitly taught.

4.5 Management Systems

Whole Class

PLP-R/W (KS1) sessions generally commence with a whole class activity with the students sitting at the front of the English Room. Clear rules and expectations should be introduced and consistently reinforced in all English lessons, e.g. the zero noise signal. Some of the rules and expectations are:

- Respect for each other’s space
- Appropriate handling of resources such as notebooks, pencils and phonics fans
- Moving to and from the whole-class area
- Appropriate noise level for different activities.

Teachers should work with students to establish agreed class rules. These rules should be addressing a range of issues and stated positively, e.g. “Speak quietly” instead of “Don’t talk”. They should also be consistent across all English lessons. Consequences should also be made explicit to all students.
Grouping

Students work in groups to enhance their learning. Group work enables teachers to support students’ specific learning needs. Students are expected to develop independence during group work.

The organisation of groups should be carefully planned to ensure the effective interaction of students in groups and maximum benefits for learning.

Types of Group

- Mixed ability controlled - arranged by teachers for specific purposes
- Mixed ability uncontrolled - selected at random by teachers or students
- Ability - grouped according to similar ability to perform a task
- Friendship - formed by the students
- Interest - formed by students because of shared or common interests
- Needs - arranged by teachers for students with common immediate needs (remediation, extension, enrichment).

During the Setting Up Stage, units of work direct teachers to place students in mixed ability groups. This grouping situation asks no more of students than to sit together and work individually in a group context or do group work. Teachers may decide to group the students according to their abilities to give more focused support during group/individual work, as time goes on. Teachers will be directed in the units of work to develop the skills gradually that students will need to work more inclusively and cooperatively as a group.

In the Implementation Stage, units of work advise teachers to form ability groups for Guided Reading and Guided Writing. Teachers will make decisions about the composition of these groups based on the assessment information they have collected. The composition of the groups will need to be fluid and regularly reviewed through observation and assessment. Ability groups are appropriate and beneficial for Guided Reading and Guided Writing, but students should not feel they have been ‘labelled’ in any way.

Developing Group Work

To ensure a well functioning group, the teachers will need to teach students the following:

- how to follow instructions
- routines that will support forming groups, e.g. responding to teacher instructions
- how to ask and answer questions
- how to ask for help
- how to use and share resources
- how to work cooperatively
- how to share information
- the roles of group leaders and other members of a group.

Group Management

The following are some ideas for managing groups:

- Provide clear, simple instructions for tasks
- Modelling the task before the students complete it
- Ensure the task provided is appropriate for the student
- Work with a group to ensure they start the task
- Seat students so that there is a role model of good behaviour at each group
- Train students to know what to do if they finish early
- Ensure there is adequate equipment for each student on the table
- Consider whether there are any students who cannot work together
• Use the zero noise signal to stop students and remind them of the appropriate noise level
• Provide enough room at the table/work station for each student
• Model an appropriate level of voice in the class
• Encourage group responsibility, e.g. students remind others in the group how to behave
• Establish specific expectations for the students and share
• Establish a reward system for appropriate behaviour, e.g. stickers
• Be consistent with your expectations
• Focus on students who are behaving appropriately, not students who are disruptive
• In co-planning meetings, regularly review behavioural expectations and management practices
• Ensure that behavioural expectations and management practices are consistent across all lessons and year levels.

4.6 Collaborative Planning and Teaching

Collaborative Planning
PLP-R/W (KS1) is structured for co-teaching in every session. In order to co-teach effectively, teachers and their classroom assistant need to meet regularly in scheduled co-planning meetings to clarify the units of work, and their roles and responsibilities. It is also important to review the lesson contents and resources and adapt them to the needs of students.

To ensure that planning meetings are effective and impact positively on teaching and learning, the following should be considered at each meeting:

• Reflect on the previous sessions by referring to the completed reflection sheets in the unit of work and make adjustments to teaching strategies e.g. timing
• Make sure everybody is teaching the correct session
• Read through each activity to ensure all teachers understand how to carry out their activities e.g. how to play Pelmanism game
• Teachers know their roles as Teacher 1 (T1) or Teacher 2 (T2), or which activity they are teaching
• Make sure all resources are prepared for the session
• Discuss the reading skill(s) being taught and adapt the reading worksheets/activities to meet the needs of the students if necessary
• Discuss the writing skill(s) being taught and decide what is expected of the students for each piece of writing, e.g. if the students are to use adjectives, will the early fluent students be expected to use one adjective for each sentence, early students use one adjective for every 1 or 2 sentences, and the emergent students to use one adjective for the whole piece of writing
• Complete the Teacher Placement Grid (Session 1) or review which groups/students each teacher will be assessing
• Decide what the focus of the assessment will be
• Decide if the worksheet is to be placed in the Portfolio
• If there are behaviour management issues, how are they going to be handled? E.g. CA to remove disruptive child to another part of the room
• Read through the Integration Support Package and decide how they will use the textbook to support the PLP-R/W (KS1).

Teacher Placement Grid (TPG)
The TPG has been designed to help teachers plan their roles during group work. Teachers should decide which groups they will work with, assess, and the focus of
their support, e.g. marking and hearing students read the worksheet or conferencing and editing with students.

Collaborative Teaching
The PLP-R/W (KS1) sessions are designed for three adults in the classroom – T1, CA and/or T2. Teachers should take turns to be T1 or T2 to ensure each of them will have a chance to lead the lessons during the whole-class activities. The roles suggested in the units of work should be followed as closely as possible. Roles during group work will be designated using the TPG during the planning meetings.
Section 5: Environment

5.1 Introduction

“The language-rich environment created in schools can arouse learners’ curiosity and interests in observing language use in the real world…Learners who are exposed to the use of English in an attractive and stimulating environment, as well as natural and authentic situations develop interests and positive attitudes towards learning English” (ELCG, 2004, p.110).

5.2 The English Room and Classrooms

All schools in the PLP-R/W are expected to establish an English Room to support the teaching strategies and learning of English. The layout of the room, the language-rich environment, and the organisation of the resources all contribute to the effective implementation of the literacy programme.

Layout
When setting up the room, consider the following:
- movement around the English Room
- class size
- an area at the front of the room, for Shared Reading and Shared Writing, large enough to accommodate the whole class
- shape and size of furniture
- work areas with tables, chairs and equipment for group work
- work areas and quiet areas
- space for storage
- a variety of spaces for display
- an area for students to work/read independently and quietly.

Resource Organisation
Most of the planning and organising of the classroom environment must be completed before the new year begins. For example:
- furniture and equipment
  - flip chart
  - big book stand
  - book shelves
  - tables and chairs
  - carpet/stools
  - storage space
- books
  - big books
  - small books for Independent Reading (levelled)
  - small books for Home Reading (levelled)
  - small books for Guided Reading (levelled)
- resources, e.g. stationery (glue, scissors, pencils, coloured pencils, erasers, pencil sharpeners)
- unit of work materials are prepared and stored for easy access and long term use.

Areas, furniture, equipment and objects can be labelled so that students learn to read environmental print. The vocabulary can become part of the instructional and functional language learned and used.
Language-rich Environment
Teaching and learning of literacy and language should be supported by a language-rich environment.

The unit of work often makes reference to the environment as part of the teaching process. By frequently drawing students’ attention to the language resources around the room, teachers can encourage students to use them as a reference for spelling, checking writing when editing, independent writing, and after-reading activities.

The following need to be displayed for the current and past units of work:
- high frequency words
- content words
- phonics
- target language structures
- student work
- class books.

Ideas to create a general language-rich English room environment:
- alphabet chart and chants
- days of the week
- colours and numbers
- word bank
- instructional and functional language
- labels
- poems and songs
- date and weather charts
- games
- interest table with real objects from the units of work
- information about title, author, illustrator, etc.

A variety of books for Independent Reading should be displayed to allow students to browse and enjoy books.

5.3 The Whole School
An environment that encourages and supports the learning of English as well as English literacy skills needs to extend beyond the English Room. Students need to have opportunities to engage and interact with authentic and diverse situations. They need to be able to practise and apply what they have learned outside the English Room.

Schools can create a language rich environment by:
- providing greater opportunities for learners to use English for purposeful communication both inside and outside the classroom
- making use of learner-centred instruction to promote learner independence
- making greater use of literary or imaginative texts to promote critical thinking and encourage free expression and creativity
- assigning quality homework to provide language practice in meaningful contexts and discouraging meaningless mechanical drills
- facilitating the development of a “reading to learn” culture through encouraging learners to read a wide range of materials with different subject content and text types, and designing appropriate tasks for learners to appreciate the value of reading
- promoting the development of strategies, values and attitudes that are conducive to effective, independent and lifelong learning.

(English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 3), 2002)
The following are ideas for creating a whole-school language rich environment:

- Inform stakeholders (principals, sponsoring body, parents) about the PLP-R/W (KS1) through meetings, assemblies and displays
- Organise opportunities for students to interact with others in English – their own classmates, school staff, including other teachers, other students and visitors, as well as parents and community members
- Provide role models for engaging in reading, writing, speaking and listening activities
- Organise for students’ own spoken and written communication to be sent or read to the intended readers
- Organise teachers, other students and other adults, including parents and principals to read to students
- Create an English presence – label school areas and equipment
- Organise whole-school activities, e.g. English days, assemblies, extra curricula activities
- Organise language arts activities, e.g. competitions, performances, radio, television, audio and digital recordings, readers’ theatre
- Make sure there is a well-equipped library with books at different reading levels to cater for different interests
- Provide quiet reading corner/s or spaces
- Have easy access to reading materials in different parts of the school, such as in classrooms and student activity rooms
- Display posters, signs, notices and charts to stimulate/encourage reading around the school
- Organise theme-based book exhibitions
- Invite book shop representatives, book agents and publishers to come and display books and other reading resources
- Involve parents and other students in supporting less experienced students and those having difficulties learning English, i.e. a Buddy Reading Programme, Big Brother/Sister Programmes, Reading Mums/Dads, Reading Clubs
- Establish a network of parents to support the teaching of reading in English
- Liaise with other schools to organise English activities
- Invite other schools to participate in or watch school performances
- Inform parents about suitable activities to take their children to during holidays.
Section 6: Units of Work

6.1 Introduction

The units of work have been designed to support teachers in implementing the Primary Literacy Programme – Reading and Writing (KS1) [PLP-R/W (KS1)] as well as provide support for them to develop their knowledge of and skills in, the teaching of reading and writing. The units of work incorporate curriculum requirements recommended in the English Language Education Curriculum Guide published in 2004.

The development of the units of work was informed by a number of different sources. They were based on the Hong Kong curriculum documents as well as other reputable curriculum reference materials (see Reference Section).

6.2 Learning and Teaching Scope and Sequence

The PLP-R/W (KS1) P1 units of work Learning and Teaching Scope and Sequence Table 6.1 supplies an overview of the learning and teaching content of all the units of work in the Setting Up Stage. These should provide teachers with the information for both short and long-term planning. They will also help teachers with integration of the PLP-R/W (KS1) and the GE programme. The Learning and Teaching Scope and Sequences include the reading and writing skills, focus language structures and attitudes that will be covered.

6.3 Hear We Go - Phonological Awareness Units

The goal of these units is to build students' confidence through a variety of speaking and listening activities and develop their linguistic awareness, particularly their phonological awareness, in a way that cognitively prepares them for learning to read and write. It also aims to support teachers in establishing the specific routines expected in PLP-R/W (KS1).

In P1 the unit is for the first two weeks of the Programme and in P2 and P3, it is for the first week. Ideally, however, the activities, including songs, chants and rhymes, should be included regularly in English lessons throughout the year.

Initially, the activities should follow the suggested sequence, to allow students to acquire and develop the skills and learning outcomes as intended.

The activities have been designed to allow students to settle into the school and the Programme, and at the same time to acquire and develop:

- an understanding of instructional language
- routines
- important features of classroom language
- phonological aspects of speaking and listening.

As in all classroom activities, students will demonstrate a range of skills and abilities in undertaking these activities. Teachers should adapt their expectations accordingly. Teachers are also encouraged to develop and adapt these activities to meet the interests and needs of the students.

Overview of the Hear We Go Unit

Each lesson is designed to introduce and develop a particular dimension of linguistic/phonological awareness and each is designed to lay the groundwork for the next. The activities throughout the unit are sequenced in order of the complexity or sophistication of their expectations.
The lessons will develop the following phonological awareness skills:

<table>
<thead>
<tr>
<th>Listening Activities &amp; Games</th>
<th>Children will have a sharpened ability to listen selectively to sounds</th>
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<tbody>
<tr>
<td>Rhyming</td>
<td>Children will be exposed to the sounds of words through rhymes</td>
</tr>
<tr>
<td>Awareness of Syllables</td>
<td>Children will become more aware that words are made up of syllables</td>
</tr>
<tr>
<td>Words and Sentences</td>
<td>Children will become more aware that language consists of a series of words</td>
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</tbody>
</table>

**Brief Description of the Activities in the Unit**

**Listening Activities and Games:** The purpose of the activities and games is to familiarise the children with the basic classroom language of the activities before moving them into more difficult listening games and to introduce them to the challenge of listening attentively. In the initial activities, the children are asked to identify everyday sounds and then are moved into activities such as following oral directions that require them to listen to oral language in socially meaningful contexts.

**Rhyming:** Rhyme directs children to the sound-structure and/or sound only. It creates an awareness that language is meaningful and also has form. As children’s knowledge of rhyme increases, enlarged rebus text versions (poems, nursery rhymes, songs, rhyming stories) can be revisited with the children for purposes of exploring print.

**Awareness of Syllables:** Children are provided with the opportunity to listen to words that can be divided into smaller components, called syllables. Within these units of work “Syllabic Awareness” is touched on only briefly.

**Words and Sentences:** These activities introduce children to the idea that language consists of sentences and these sentences consist of words. This is the initial step on the road to discovering that oral language is made up of layers of smaller and smaller linguistic units.

**Movement**

Finally, movement is an essential part of this programme and is incorporated into each session to help the students to learn the chants, rhymes, rhyming stories and songs that are being taught. Initially the movements are simple but gradually become a little more difficult as the sessions progress. Once again, children will display a range of abilities and teachers will need to provide extra support to those children who have difficulty. The movements and actions accompanying the chants, rhymes, rhyming stories and songs have been specially chosen to cross the midline to develop effective communication gradually between the right and left sides of the brain.
6.4 Setting Up Stage Units of Work Overview

The units of work use big books as a focus for the teaching of reading and writing. They have been written for P1.

They incorporate:
- Storytelling
- opportunities for Reading Aloud
- guidance for assessment
- suggestions for the setting up of a classroom environment that supports literacy development in English
- a learning and teaching sequence to support the development of classroom management routines for teaching reading and writing as well as for whole-class and group work
- phonics teaching
- group work activities that have been adapted to meet the needs of students.

They also include:
- Group Unit Checklists – reading skills, writing skills, sounds and high frequency words
- General English Lessons Weekly Planner
- unit materials, e.g. pictures and vocabulary for initial sounds, high frequency word cards, etc.
- worksheets
- writing activity sheets.

Each Setting Up Stage (P1) unit of work contains instructions for preparation and a sequence of learning and teaching activities.

- **Sections of the Shared Reading Lessons:**
  - Before the Reading (15 minutes)
    - Warm up activities (songs, poems)
    - Phonological Awareness and Phonics teaching
    - High frequency words
  - Reading the Text (15 minutes)
    - Shared Reading/Storytelling
    - Questioning
  - After the Reading (30 minutes)
    - Students practising reading skills
    - Sharing and conclusion

- **Sections of the Shared Writing Lessons:**
  - Introduction (10 minutes)
    - Warm up (songs and poems)
    - Vocabulary building
  - Before the Writing (10 minutes)
    - Shared Reading
    - Text orientation
  - Shared Writing (15 minutes)
    - Oral discussion (topic, purpose and writing skills)
    - Teacher models writing
    - Teacher and students construct the text
  - Independent Writing (15 minutes)
    - Students produce their text, based on the teacher’s model
  - Conclusion (10 minutes)
6.5 Implementation Stage Units of Work Overview

The units of work use big books as a focus for the teaching of reading and writing with more emphasis on learner diversity. They have been written for P2.

They incorporate:
• opportunities for Reading Aloud
• Guided Reading
• Guided Writing
• guidance for assessment
• suggestions for the setting up of a classroom environment that supports literacy development in English
• a learning and teaching sequence to support the development of classroom management routines for teaching reading and writing as well as for whole class and group work
• phonics teaching
• group work activities that have been adapted to meet the needs of students.

They also include:
• Group Unit Checklists – Reading skills, Writing skills, sounds and high frequency words
• General English Lessons Weekly Planner
• unit materials, e.g. pictures and vocabulary for initial sounds, high frequency word cards, etc.
• worksheets
• writing activity sheets.

Each Implementation Stage (P2) unit of work contains instructions for preparation and a sequence of learning and teaching activities.

• **Sections of the Shared Reading Lessons:**
  - Before the Reading (15 minutes)
    o Warm up activities (songs, poems)
    o Phonological Awareness and Phonics teaching
    o High frequency words
  - Reading the Text (15 minutes)
    o Shared Reading/Storytelling
    o Questioning
  - After the Reading (30 minutes)
    o Students practising reading skills
    o Sharing and conclusion

• **Sections of the Shared Writing Lessons:**
  - Introduction (10 minutes)
    o Warm up (songs and poems)
    o Vocabulary building
  - Before the Writing (10 minutes)
    o Shared Reading
    o Text orientation
  - Shared Writing (15 minutes)
    o Oral discussion (topic, purpose and writing skills)
    o Teacher models writing
    o Teacher and students construct the text
  - Independent Writing (15 minutes)
    o Students produce their text, based on the teacher’s model
  - Conclusion (10 minutes)
Sections of the Guided Reading Lessons:
- Before the Reading (10 minutes)
  - Warm up activities (songs, poems)
  - Phonological Awareness and Phonics teaching
- During Guided Reading (40 minutes)
  - Guided Reading
  - Group activity
- After Guided Reading (10 minutes)
  - Students practising reading skills
  - Sharing and conclusion

Sections of the Guided Writing Lessons:
- Before Guided Writing (10 minutes)
  - Shared Writing time
  - Text orientation
- During Guided Writing (40 minutes)
  - Guided Writing
  - Independent Writing
- After Guided Writing (10 minutes)
  - Sharing and conclusion

Unit of Work Curriculum Framework
The units of work were written with reference to and support the implementation of the English Language Education Key Learning Area (ELEKLA, 2004), English Language Curriculum Guide (ELCG) (Primary 1-6), The Education and Manpower Bureau, HKSAR, 2004.

Adaptation
Schools may need to adapt the units of work to meet the needs and abilities of their students. They should adhere to the following:
- the text of the big book
- the number of sessions for each unit of work
- the session’s learning and teaching sequence
- Storytelling and Reading Aloud
- the teaching of reading and writing as a focus
- opportunities for formative assessment
- the coverage of the reading and writing skills in each unit
- the roles of the teaching team.

Catering for Learner Diversity
For the first four P1 units, students are generally working in mixed ability groups. From Unit 5 in P1 onwards, provision is made for students to be grouped according to ability. Teachers are encouraged to group the students in four groups as this is recommended when teaching Guided Reading and Guided Writing in P2.

In the units of work, the resources are designed to cater for students at different levels.

From Unit 5 in P1 onwards, twelve small books will be provided to cater for a progression of difficulty based on the big book. The worksheets and activity sheets are similarly graded.
6.6 The Four Component Exit Descriptors for Each Stage

The Stages of the PLP-R/W (KS1) have been designed to provide teachers with direction for the setting up and establishing of their school-based programmes. Teachers will find the units of work provide the support to progress through the stages. The Exit Descriptors for all stages will give teachers guidance in fulfilling the requirements of each stage and give teachers a more detailed description of the four components of the Programme. They may find it useful to discuss the Exit Descriptors at planning meetings to check and assess their progress and achievements in the programme.

The following tables are:

6.1 Setting Up Stage Exit Descriptors
6.2 Implementation Stage Exit Descriptors
6.3 Independence Stage Exit Descriptors
## Setting Up Stage Exit Descriptors

### 1. Teaching Reading

<table>
<thead>
<tr>
<th>Students will have:</th>
<th>Teachers will have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participated in Shared Reading learning and teaching sequences</td>
<td>Observed and questioned students to see what they know and can do in class</td>
</tr>
<tr>
<td>Participated in the Storytelling learning and teaching sequences</td>
<td>Provided verbal formative feedback to students about their learning</td>
</tr>
<tr>
<td>Participated in Reading Aloud strategies</td>
<td>Planned classroom management strategies and teacher roles to create assessment opportunities in class</td>
</tr>
<tr>
<td>Joined in whole class reading activities</td>
<td>Used assessment techniques (observation checklists, worksheets, Group Unit Checklists and anecdotal notes) to assess Reading and Writing Skills</td>
</tr>
<tr>
<td>Selected books or booklets to &quot;read&quot; independently</td>
<td>Tracked student learning on Group Unit Checklists</td>
</tr>
<tr>
<td>Shared books with others</td>
<td>Used the skills from the Reading and Writing Frameworks as the basis of any modification to activities or materials</td>
</tr>
<tr>
<td>Engaged with a book for a short period</td>
<td>Maintained a simple Portfolio system for student work</td>
</tr>
<tr>
<td>Taken home a book or booklet and returned it to the designated place within a week</td>
<td>Determined students’ Independent Reading Levels for Home Reading</td>
</tr>
<tr>
<td>‘Teachers will have:</td>
<td>Determined students’ Instructional Reading Levels for Guided Reading</td>
</tr>
<tr>
<td>Established the organisation of the teacher roles during the Literacy Sessions</td>
<td>Reported assessment information to stakeholders</td>
</tr>
<tr>
<td>Prepared learning and teaching resources provided with the units of work</td>
<td>4. Classroom Management</td>
</tr>
<tr>
<td>Organised and acquired other teaching resources asked for in the units of work</td>
<td>Students will have:</td>
</tr>
<tr>
<td>Established the home reading routine</td>
<td>Responded to and expressed greetings, requests and apologies</td>
</tr>
<tr>
<td>Established an independent reading routine with students selecting unlevelled books</td>
<td>Responded to instructional language related to moving from whole class to group situations</td>
</tr>
<tr>
<td>2. Teaching Writing</td>
<td>Responded to and expressed instructional language related to the teaching of reading and writing</td>
</tr>
<tr>
<td>Students will have:</td>
<td>Students will have:</td>
</tr>
<tr>
<td>Participated in Shared Writing learning and teaching sequences</td>
<td>Moved from whole class to group areas correctly</td>
</tr>
<tr>
<td>Participated in Copying</td>
<td>Participated in sections of the Literacy Session, e.g. Whole Class, Group Work</td>
</tr>
<tr>
<td>Participated in Controlled Writing</td>
<td>Completed successfully activities from the units of work</td>
</tr>
<tr>
<td>Contributed in whole class writing activities</td>
<td>Collected resources needed and put them back where they belong</td>
</tr>
<tr>
<td>Shared ideas for writing with peers and teachers</td>
<td>Responded to group name and go to allocated seating</td>
</tr>
<tr>
<td>Referred to the environment to support own writing</td>
<td>Worked independently in group settings, sharing resources and not disrupting others</td>
</tr>
<tr>
<td>Participated in whole class brainstorming activities</td>
<td>Obeyed class rules</td>
</tr>
<tr>
<td>Undertaken simple editing tasks</td>
<td>Responded to a zero noise signal</td>
</tr>
<tr>
<td>Completed some writing tasks independently</td>
<td>Used teacher and classroom assistant names</td>
</tr>
<tr>
<td>Teachers will have:</td>
<td>Teachers will have:</td>
</tr>
<tr>
<td>Established the organisation of the teacher roles during the Literacy Sessions</td>
<td>Demonstrated and taught instructional and functional language to help establish routines</td>
</tr>
<tr>
<td>Established mixed ability groups with children working effectively</td>
<td>Established Literacy Session section routines</td>
</tr>
<tr>
<td>Established ability groups when appropriate</td>
<td>Established ability groups when appropriate</td>
</tr>
<tr>
<td>3. Assessment</td>
<td>3. Assessment (Cont’d)</td>
</tr>
<tr>
<td>Students will have:</td>
<td>Students will have:</td>
</tr>
<tr>
<td>Gained some confidence when teachers observe, question and offer feedback</td>
<td>Established time management for the learning and teaching during each session</td>
</tr>
<tr>
<td>Participated in conferencing with teachers</td>
<td>Established rules, e.g. appropriate noise levels, getting attention</td>
</tr>
<tr>
<td>Kept Student Record Sheets of letters / sounds and High Frequency Words that they recognise</td>
<td>Established appropriate use of co-teaching strategies and approaches</td>
</tr>
<tr>
<td>Begun to use the Writer’s Checklist to check their writing with teacher support</td>
<td>Established regular, timetabled, structured co-planning with reflection</td>
</tr>
<tr>
<td>Placed work samples in their portfolios</td>
<td>Used the Teacher Placement Grid to support group work</td>
</tr>
<tr>
<td>Maintained Home Reading record booklet</td>
<td>Used the zero noise signal</td>
</tr>
</tbody>
</table>
### 5. Whole School and Classroom Environment

<table>
<thead>
<tr>
<th>Students will have:</th>
<th>Teachers will have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Been involved in setting up aspects of the English Room, e.g. charts, thematic display</td>
<td>Revisited the songs, chants, rhymes, content words, phonics and high frequency words</td>
</tr>
<tr>
<td><strong>Teachers will have:</strong></td>
<td><strong>Teachers will have:</strong></td>
</tr>
<tr>
<td>Set up furniture, equipment and areas</td>
<td>Revisited the focus language structures and grammar items</td>
</tr>
<tr>
<td>Prepared resources from the units of work</td>
<td>Revisited the games and activities from the units of work</td>
</tr>
<tr>
<td>Established a class library</td>
<td>Used instructional and functional language</td>
</tr>
<tr>
<td>Organised and stored books to be used for Independent/Home Reading</td>
<td>Made links to the prior knowledge and experiences about the topic of the big books</td>
</tr>
<tr>
<td>Organised and stored resources and equipment</td>
<td>Modelled and used reading strategies</td>
</tr>
<tr>
<td>Established and maintained filing systems for teacher resources and student records</td>
<td>Retold a story from the units of work</td>
</tr>
<tr>
<td>Labelled objects and areas inside and outside the English Room</td>
<td>Reinforced rules and expectations</td>
</tr>
<tr>
<td>Produced and displayed charts</td>
<td>Used the same zero noise signal</td>
</tr>
<tr>
<td>Regularly reviewed and changed the displays according to the teaching focus</td>
<td>Used the same positive reinforcement systems (rewards/sanctions)</td>
</tr>
<tr>
<td>Displayed students’ work</td>
<td>Used activities suggested in the Integration Package</td>
</tr>
<tr>
<td></td>
<td>Displayed and used charts in classrooms</td>
</tr>
</tbody>
</table>
## Implementation Stage Exit Descriptors

**By the end of the Implementation Stage:**

### 1. Teaching Reading

**Students will have:**
- Used records of student learning to inform future teaching and learning

**Teachers will have:**
- Reported assessment information to stakeholders

**Students will have:**
- Participated in Shared and Guided Reading activities

**Teachers will have:**
- Taken home books at their independent levels

**Students will have:**
- Selected and read books at their independent levels during Independent Reading

**Teachers will have:**
- Demonstrated the ability to work independently

**Established flexible Guided Reading groups based on formative assessment**

**Planned appropriate lessons and activities for the reading groups**

### 4. Classroom Management

**Students will have:**
- Demonstrated the ability to use appropriate noise level and behaviour when working independently

**Teachers will have:**
- Established time management of their learning and teaching during each Session

### 2. Teaching Writing

**Students will have:**
- Established appropriate use of co-teaching strategies and approaches

**Teachers will have:**
- Participated in Shared and Guided Writing activities

**Students will have:**
- Referred to the environment to support own writing

**Teachers will have:**
- Undertaken simple editing tasks

**Students will have:**
- Completed more writing tasks independently

**Teachers will have:**
- Established Guided Writing groups based on formative assessment

**Students will have:**
- Established the routines and strategies for Guided Writing

**Teachers will have:**
- Planned appropriate lessons and activities for the writing groups

**Students will have:**
- Prepared differentiated learning and teaching resources for the writing groups

**Teachers will have:**
- Established Independent Reading routines

### 3. Assessment

**Students will have:**
- Set up displays of student work

**Teachers will have:**
- Responded to teacher questioning and feedback

**Teachers will have:**
- Use activities suggested in the Integration Package

### 5. Whole School and Classroom Environments

**Students will have:**
- Maintained Home Reading records

**Teachers will have:**
- Refined their classroom management to maximise assessment opportunities

**Students will continue to:**
- Responded to teacher questioning and feedback

**Teachers will continue to:**
- Assessed students during Guided Reading and Writing

**Teachers will continue to:**
- Reviewed students' reading levels for Guided Reading groupings

### 6. Integration

**Teachers will have:**
- Maintained a Portfolio which demonstrates their progress to parents

**Teachers will have:**
- Reviewed students' reading levels for Guided Reading groupings

**Teachers will have:**
- Assisted students to use their Portfolios as a source of self-assessment
Independence Stage Exit Descriptors

By the end of the Independence Stage, teachers should consider the following exit descriptors, when developing their own units of work:

<table>
<thead>
<tr>
<th>1. Teaching Reading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will have:</strong></td>
<td>Undertaken simple editing tasks</td>
</tr>
<tr>
<td>Participated in Shared Reading learning and teaching sequences</td>
<td>Completed some writing tasks independently</td>
</tr>
<tr>
<td>Participated in Storytelling learning and teaching sequences</td>
<td>Shared their writing with others</td>
</tr>
<tr>
<td><strong>Teachers will have:</strong></td>
<td></td>
</tr>
<tr>
<td>Joined in whole class reading activities</td>
<td>Made links to the prior knowledge and experiences about the topic of the big books</td>
</tr>
<tr>
<td>Selected books to read independently</td>
<td>Adapted the units of work to meet the needs of their students</td>
</tr>
<tr>
<td>Read aloud familiar and unfamiliar books</td>
<td>Planned and incorporated own activities within the units of work to meet the needs of their students</td>
</tr>
<tr>
<td>Participated in Guided Reading group activities</td>
<td>Used the Writing Skills Framework to support the planning and writing of their own units of work</td>
</tr>
<tr>
<td>Taken home books at their independent level</td>
<td>Used assessment information to inform their planning and writing of the units of work</td>
</tr>
<tr>
<td>Started to use a range of reading cues to decode unknown words</td>
<td>Integrated their own units of work with their GE programme</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers will have:</strong></td>
<td>Reviewed and revised their own units of work</td>
</tr>
<tr>
<td>Made links to the prior knowledge and experiences about the topic of the big books, small books and guided readers</td>
<td>Continued to plan and teach Guided Writing</td>
</tr>
<tr>
<td>Talked again about the understandings of the cover</td>
<td></td>
</tr>
<tr>
<td>Pre-taught or revisited vocabulary from the big book</td>
<td>Students will have:</td>
</tr>
<tr>
<td>Revised book conventions</td>
<td>Continued to demonstrate descriptors from previous stages</td>
</tr>
<tr>
<td>Modelled and used reading strategies</td>
<td>Used Student Record Sheets and Portfolios to reflect on their learning</td>
</tr>
<tr>
<td>Provided activities about the structure and features of the text in the big book</td>
<td>Accepted that formative assessment is part of their learning process and have confidence to attempt new skills and strategies</td>
</tr>
<tr>
<td>Told a story using props</td>
<td>Teachers will have:</td>
</tr>
<tr>
<td>Provided opportunities for Independent Reading or sharing books with others</td>
<td>Continued to demonstrate descriptors from previous stages</td>
</tr>
<tr>
<td>Read aloud books of their choice</td>
<td>Used the Reading and Writing Skills Frameworks to identify skills to be developed in Units of Work</td>
</tr>
<tr>
<td>Adapted the units of work to meet the needs of their students</td>
<td>Designed appropriate assessment techniques and tasks for Units of Work</td>
</tr>
<tr>
<td>Planned and incorporated own activities within the units of work to meet the needs of their students</td>
<td>Reported assessment information to stakeholders</td>
</tr>
<tr>
<td>Used the Reading Skills Framework to support the planning and writing of their own units of work</td>
<td></td>
</tr>
<tr>
<td>Used assessment information to inform their planning and writing of the units of work</td>
<td>Students will have:</td>
</tr>
<tr>
<td>Integrated their own units of work with their GE programme</td>
<td>Worked independently during group activities without adult support</td>
</tr>
<tr>
<td>Reviewed and revised their own units of work</td>
<td>Moved independently from activity to activity without supervision</td>
</tr>
<tr>
<td>Continued to plan and teach Guided Reading</td>
<td>Teachers will have:</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will have:</strong></td>
<td>Established routines for students to work independently without adult support</td>
</tr>
<tr>
<td>Participated in Shared Writing learning and teaching sequences</td>
<td>Used group work activities that cater for learner diversity</td>
</tr>
<tr>
<td>Joined in whole class writing activities</td>
<td></td>
</tr>
<tr>
<td>Participated in Guided Writing group activities</td>
<td>Students will have:</td>
</tr>
<tr>
<td>Referred to the environment to support own writing</td>
<td>Used the environment to support their independent learning</td>
</tr>
<tr>
<td>Participated in whole class brainstorming activities</td>
<td>Teachers will have:</td>
</tr>
<tr>
<td>Maintained a language-rich environment to support the students’ independent learning</td>
<td></td>
</tr>
</tbody>
</table>

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Section 6: Units of Work
## 6.7 P1 UNITS OF WORK: LEARNING AND TEACHING SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>My Sister</th>
<th>My Friend, Oscar</th>
<th>Grandma and the Birthday Cake</th>
<th>A Paper Plate Mask</th>
<th>Where Am I?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Type</strong></td>
<td>Narrative text: story, description</td>
<td>Narrative text: story, description</td>
<td>Narrative text: story, description</td>
<td>Narrative text: story, rhyme</td>
</tr>
<tr>
<td><strong>Reading Skills Level</strong></td>
<td>I/II</td>
<td>I/II</td>
<td>I/II</td>
<td>I/II</td>
</tr>
<tr>
<td><strong>Writing Skills Level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Letter Sounds</strong></td>
<td>Initial sounds: t, o, a</td>
<td>Initial sounds: m, s, n</td>
<td>Initial sounds: i, e, t</td>
<td>Initial sounds: j, p, y, l</td>
</tr>
<tr>
<td><strong>New High Frequency Words</strong></td>
<td>my, in, a, am, this, a, to, on, she, the, no, yes, go, at, red, cool, blue</td>
<td>teacher,  paper, plate, mask, eyes, nose, mouth, ears, hair, glue, pink</td>
<td>name, Kimmy, Jenny, friend, Miss Ip, teacher, paper, plate, mask, eyes, nose, mouth, ears, hair, glue, pink</td>
<td>panda, tiger, turtle, boating, grey, shark, shirt, donkey, hat, goat, purple, jacket, pink, kangaroo, shorts, gorilla, shoes, monkey, comes</td>
</tr>
<tr>
<td><strong>Content Words</strong></td>
<td>Miss So, teacher, teachers, Mr Harry, pencil, eraser, books, boy, boys, girl, group, mat, Oscar, friend, ducks, dog, fox, desk, ree, yeah, head, oh</td>
<td>Miss So, teacher, teachers, Mr Harry, pencil, eraser, books, boy, boys, girl, group, mat, Oscar, friend, ducks, dog, fox, desk, ree, yeah, head, oh</td>
<td>Miss So, teacher, teachers, Mr Harry, pencil, eraser, books, boy, boys, girl, group, mat, Oscar, friend, ducks, dog, fox, desk, ree, yeah, head, oh</td>
<td>Miss So, teacher, teachers, Mr Harry, pencil, eraser, books, boy, boys, girl, group, mat, Oscar, friend, ducks, dog, fox, desk, ree, yeah, head, oh</td>
</tr>
<tr>
<td><strong>Main Task and Unit Outcomes</strong></td>
<td>Class Big Book Students will practice writing skills through completing pages for a class big book which is based on the idea of My Favourite Toy. The finished class big book will be shared read in the class.</td>
<td>Small Book, My Class Each student will produce a book called My Class, which includes a floor plan of their classroom with labels of equipment; an introduction to their group members; and descriptions of their friends and teachers.</td>
<td>Description of Our Cake Students will participate in whole class experience – making a cake. Students will look at the format, words, language structures and purpose of the writing. The students will have the opportunity to apply their previous knowledge of language structures to describe the cake.</td>
<td>Procedure for a Monster Mask Students will write and present a procedural text, and participate in whole class experience – making a mask. They will read, discuss, compose and identify the purposes of a procedural text. Through this process, the students will then present and evaluate their work.</td>
</tr>
<tr>
<td><strong>Grammar Items and Structures</strong></td>
<td>Use the demonstrative pronoun 'this' to refer to objects and things.</td>
<td>Use the demonstrative pronoun 'this' to refer to objects and things.</td>
<td>Use the demonstrative pronoun 'this' to refer to objects and things.</td>
<td>Use the demonstrative pronoun 'this' to refer to objects and things.</td>
</tr>
<tr>
<td><strong>Storytelling</strong></td>
<td>Granny Monster's Birthday Party</td>
<td>The Race</td>
<td>Cinderella (modified)*</td>
<td>Cinderella (modified)*</td>
</tr>
<tr>
<td><strong>Reading Aloud</strong></td>
<td>The Gingerbread Man</td>
<td>Three Billy Goats Gruff</td>
<td>May and Grandma</td>
<td>Grandma Monster's Birthday Party</td>
</tr>
<tr>
<td><strong>Shared Reading</strong></td>
<td>Refer to the suggested book list. Teachers find their own relevant books.</td>
<td>Refer to the suggested book list. Teachers find their own relevant books.</td>
<td>Refer to the suggested book list. Teachers find their own relevant books.</td>
<td>Refer to the suggested book list. Teachers find their own relevant books.</td>
</tr>
<tr>
<td><strong>Guided Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Independent Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Home Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Shared Writing</strong></td>
<td>Copying and Controlled Writing</td>
<td>Copying and Controlled Writing</td>
<td>Copying and Controlled Writing</td>
<td>Copying and Controlled Writing with some editing</td>
</tr>
<tr>
<td><strong>Guided Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Independent Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Song</strong></td>
<td>Hello Song</td>
<td>Goodbye Song</td>
<td>Rainbow Song</td>
<td>Pat Your Finger on Your Nose</td>
</tr>
<tr>
<td><strong>Poem/Rhyme/Chant</strong></td>
<td>Alphabet charts, 't', 'b', 'j' and 'a'</td>
<td>Action Alphabet</td>
<td>Wash the Dishes, Dry the Dishes</td>
<td>Alphabet charts, 't', 'b', 'j' and 'a'</td>
</tr>
</tbody>
</table>

*modified* refers to the book list.
**General English Links**

* (Items in bold are new)

**CONTENT WORDS**
1. Numbers
2. Colours
3. Teachers’ names and classmates’ names
4. Stationery and classroom equipment, e.g. desk, clock, door, etc
5. Vocabulary for toys
6. Vocabulary for family, food and birthday party
7. Vocabulary for colour
8. Vocabulary for food
9. Action words
10. Body features

**CONTENT WORDS**

**HIGH FREQUENCY WORDS**
Revise learned high frequency words at the beginning or end of every lesson.

**PHONICS**
Revise taught letter names and sounds.

* In this unit, the storytelling lesson has been removed to allow more time. It is highly recommended that the storytelling be incorporated into another lesson.
### Reading Activities, Worksheets and Skills

#### My Sister
- PHONOLOGICAL AWARENESS ACTIVITIES – VOCABULARY BUILDING ACTION ACTIVITY, SONGS, CHANTS AND RHYMES
- Begin to develop receptive language - Identify some letter/sound relationships

#### My Friend, Oscar
- PHONOLOGICAL AWARENESS ACTIVITIES – SONGS, CHANTS AND RHYMES
- Begin to develop receptive language - Identify some letter/sound relationships

#### Grandma and the Birthday Cake
- PHONOLOGICAL AWARENESS ACTIVITIES – SONGS, CHANTS AND RHYMES
- Begin to develop receptive language

#### A Paper Plate Mask
- PHONOLOGICAL AWARENESS ACTIVITIES – SONGS AND CHANTS
- Begin to develop receptive language

### PHONETIC AWARENESS

#### ACTIVITIES –SONGS AND CHANTS

- **BUILDING ACTION ACTIVITY, SONGS, CHANTS AND RHYMES**
  - Begin to develop receptive language

- **PHONOLOGICAL AWARENESS ACTIVITY – FLASHCARDS AND SENTENCE MAKING**
  - Recognise some high frequency words

- **PHONICS ACTIVITY – SOUND BOX AND PHONICS FANS**
  - Recognise some initial sounds in words

- **SHARED READING**
  - Use illustrations on cover to predict story
  - Recognise some reading terminology – letter, name/sound, picture, illustration, author, title, cover, story
  - Scan cover and text for information, e.g., pictures, letters, words
  - Hold book up the right way
  - Follow text from top to bottom, left to right
  - Turn pages correctly
  - Share personal responses about texts

- **PHONICS ACTIVITY – SOUND BOX**
  - Recognise some initial sounds in words

- **SENTENCE MAKING**
  - Recognise some high frequency words

#### WORKSHEET – MONSTER MASKS
- Make paper plate masks

#### LISTENING ACTIVITY, COLOUR LISTENING ACTIVITY
- Gingerbread Man
  - Scan cover and text for information, e.g., pictures, letters, words
  - Identify and use more language items, e.g., adjectives
  - Respond to simple tasks about characters and sequences of events and/or main idea

#### VOCABULARY FLIP BOOK
- Relate pictures to words

#### COLOUR BINGO
- Identify and use more language items, e.g., adjectives

#### INDEPENDENT READING
- Use illustrations on cover to predict story
  - Follow text from top to bottom and left to right
  - Relate pictures to words

### WHERE AM I?

#### PHONOLOGICAL AWARENESS ACTIVITIES – SONGS AND CHANTS
- Begin to develop receptive language

#### HIGH FREQUENCY WORD ACTIVITY – FLASHCARDS AND SENTENCE MAKING
- Recognise some high frequency words

#### PHONICS ACTIVITY – SOUND BOX, NOTEBOOKS AND ‘AT’ CHANT
- Recognise some initial sounds in words

#### SHARED READING
- Use illustrations on cover to predict words

#### SHARED READING
- Use illustrations on cover to predict story

#### INDEPENDENT READING
- Read aloud accurately simple familiar texts
  - Imitate pronunciation and intonation when reading familiar texts

### Sections

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<td><strong>VOCABULARY BUILDING ACTIVITY</strong> – LOOK, SAY, SPELL, COVER, WRITE, CHECK - Write some regular and irregular high frequency words with correct spelling - Identify some letter/sound relationships</td>
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<td><strong>SHARED WRITING</strong> - Use capital letters at the beginning of the names of people and titles - Show difference between some upper and lower case letters - Recognise some initial sounds in words - Write from left to right and from top to bottom of the page - Recognise and write own name - Copy meaningful phrases or sentences in correct sequence - Use words appropriate to the subject matter and text types of writing - Contribute to whole-class shared writing activities - Write words encountered in talk, or reading, to writing - Read back what has been written</td>
<td>**INDEPENDENT WRITING – WRITING ACTIVITY SHEETS: BUBBLE SHAPE, MY BAG, MY TOY - Copy meaningful phrases or sentences in correct sequence - Identify and use more language items, e.g. adjectives - Indicate the cover, beginning and end of the book</td>
<td><strong>SHARING</strong> - Complete and show own writing to others with teacher support</td>
<td>**INDEPENDENT WRITING – WRITING ACTIVITY SHEETS: PANDAS, MONKEYS, TURTLES - Use words appropriate to the subject matter and text types of writing - Find words in class lists, word charts, word banks and simple dictionaries to use in writing - Copy meaningful phrases or sentences in correct sequence - Complete and show own writing to others with teacher support</td>
<td>**INDEPENDENT WRITING – WRITING ACTIVITY SHEETS: DRESS THE TOY MONKEY, MY ANIMAL DOLL - Use words appropriate to the subject matter and text types of writing - Complete a simple mind map individually with the teacher support - Copy meaningful phrases or sentences in correct sequence - Complete a simple mind map with the whole class - Use completed simple mind map to organise ideas before writing, based on teacher's model</td>
<td>**INDEPENDENT WRITING – WRITING ACTIVITY SHEETS: BUBBLE SHAPE, MY BAG, MY TOY - Copy meaningful phrases or sentences in correct sequence - Identify and use more language items, e.g. adjectives - Indicate the cover, beginning and end of the book</td>
<td><strong>SHARING</strong> - Copy meaningful phrases or sentences in correct sequence - Imitate intonation when joining in reading familiar texts</td>
</tr>
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</table>
6.8 P2 UNITS OF WORK: LEARNING AND TEACHING SCOPE AND SEQUENCE

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<table>
<thead>
<tr>
<th>Text Type</th>
<th>Narrative text: story</th>
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<td><strong>Our Cousins in Canada</strong></td>
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<tr>
<td><strong>Soupman</strong></td>
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<td><strong>Henry Hamster’s Week</strong></td>
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<tr>
<th>Reading Skill Level</th>
<th>I/I/I</th>
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<tbody>
<tr>
<td><strong>Letter sounds</strong></td>
<td>Initial sounds: sh, th, wh, ch, n</td>
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<tr>
<td><strong>New High Frequency words</strong></td>
<td>Items (in bold are new)</td>
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<tr>
<td><strong>Content Words</strong></td>
<td>to, too, away, so, ten, are, big, two, four, put, them, in, your, here, is, my, it, has, a, of, running, runs, sad, day, Sunday, Monday, and, now, every, how, when, where, here, some, they, see, play, and, here, I, am, out, today, going, go, by, must, keep, not, first, them, big, funny, look, again, jump, sit, down</td>
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<td><strong>Grammar Items and Structures</strong></td>
<td>Revisited: He is going to the computer room. (We see some big dinosaurs. Who is going? What happens?)</td>
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<td><strong>Main Task and Unit Outcomes</strong></td>
<td>Students will use a mind map and story frame to write an alternate ending for the story. The Magic Science Museum. Each student will produce a concertina book.</td>
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<tr>
<td><strong>Song</strong></td>
<td>Wheels on the Bus</td>
<td>Daddy’s Taking us to the Beach</td>
<td>Who Am I?</td>
<td>You Look, You Love Me</td>
<td>Thank You</td>
<td>What’s the Weather?</td>
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<tr>
<td><strong>Poem/Rhyme/Chant</strong></td>
<td>Alphabet Chants, ‘’i’’, ‘’j’’ and ‘’k’’ Chant</td>
<td>Alphabet Chant, ‘’l’’ and Action Alphabet</td>
<td>‘’n’’ Chant, ‘’o’’ Chant and ‘’r’’ Chant</td>
<td>‘’u’’ Chant, ‘’v’’ Chant, ‘’w’’ Chant and ‘’x’’ Chant</td>
<td>‘’y’’ Chant</td>
<td>‘’z’’ Chant and ‘’a’’ Chant</td>
</tr>
</tbody>
</table>

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*In P2, the storytelling lesson has been removed to allow more time. It is highly recommended that the storytelling be incorporated into another lesson.*
### The Magic Science Museum

**Grammar Items**
1. Use nouns or noun phrases to identify objects.
2. Use the personal pronouns "he", "she", "it" and "they" as objects to identify people and animals.
3. Use the interrogative pronouns "who" and "what" to find out specific information about characters and events in a story.
4. Use the simple present tense to talk about present states.
5. Use adjectives to describe people, show position or order.
6. Use the interrogative adverb "how" to ask about a person's feelings.
7. Use the introductory "there" to express that something exists or happens.
8. Use phrasal verbs to indicate actions.
9. Use the interrogative adverb "when" and "where" to ask about the settings in a story.
10. Use prepositions to indicate position.

**CONTENT WORDS**
- Vocabulary for ordinal numbers, places and objects in a museum; action words and describing words for feelings.

### At the Beach

**Grammar Items**
1. Use nouns or noun phrases to identify objects related to a beach visit.
2. Use the personal pronouns "I", "we", "she", "he", "it" and "they" as subjects to identify people and animals.
3. Use the interrogative pronoun "what" to find out specific information about characters and events in a story.
4. Use the simple present tense to talk about present states and express interests, feelings and opinions.
5. Use phrasal verbs to indicate actions.
6. Use the interrogative adverb "how" to ask about a person's feelings.
7. Use the interrogative adverb "where" to ask about the settings in a story.
8. Use prepositions to talk about position.
9. Use the personal pronouns "my", "our", "his", "her" and "your" to show possession or connection.
10. Use the possessive adjectives "my", "our", "his", "her" and "your" to show possession or connection.

**CONTENT WORDS**
- Vocabulary for places and objects at a beach; 'ing' words for present continuous tense; and describing words for feelings.

### Our Cousins in Canada

**Grammar Items**
1. Use nouns or noun phrases to refer to people and places.
2. Use the personal pronouns "I", "we", "she", "he", "it", "they" as objects to identify people and animals.
3. Use the interrogative pronoun "who" and "what".
4. Use the personal pronouns "he", "she", "it" and "they" as subjects to identify people and animals.
5. Use the interrogative adverb "there" and "how".
6. Use the possessive adjectives "my", "our", "his", "her" and "your" to show possession or connection.
7. Use the interrogative adverb "how" and "where".
8. Use prepositions or prepositional phrases to indicate places.
9. Use capitalisation in first words of sentences, names of people and places; and use full-stops at the end of sentences.
10. Use adjectives to describe people, animals and objects.
11. Use nouns or noun phrases to identify people, animals, events and objects.
12. Use demonstrative pronouns "this" and "these" to refer to people and things.
13. Use adverbs or adverb phrases to express similar opinions.
14. Use the personal pronouns "me", "us", "him", "her", "it" and "them" as objects to identify people and animals.
15. Use question and exclamation marks.
16. Use commas before and after addressing a person.
17. Use apostrophes in contractions.
18. Use formulaic expressions to begin and end personal letters.

**CONTENT WORDS**
- Vocabulary for family members, people at school, places, objects, activities, action words and adjectives to describe people, animals, objects, weather and feelings.

### A Tale of Two Turtles

**Grammar Items**
1. Use nouns or noun phrases to identify people, animals, events and objects.
2. Use the interrogative pronoun "who" and "what".
3. Use the personal pronouns "he", "she", "it" and "they" as objects to identify people and animals.
4. Use the possessive adjectives "my" and "our" to show possession or connection.
5. Use the interrogative adverb "how" to express facts about day, date and weather.
6. Use adjectives to describe relatives, tastes.
7. Use adjectives to show quantities and prices.
8. Use simple present tense to express interests.
9. Use the modal "can" to seek information.
10. Use auxillary verbs "can", "may", "will" and "do" to seek specific information about a person.
11. Use interrogative pronouns "who", "what" and "how" to find out specific information about a person.
12. Use nouns or noun phrases to indicate time and day.
13. Use interrogative adverb "when" to ask about time.
14. Use preposition or prepositional phrases to indicate days and time.
15. Use the possessive adjectives "my", "our", "his", "her", "it" and "them" as objects to identify people and animals.
16. Use interrogative adverb "how" to ask about social events.
17. Use adverbs or adverb phrases to express similar opinions.
18. Use commas in lists of items.

**CONTENT WORDS**
- Vocabulary for food items, money (dollars and cents), different tastes.

### Souperman

**Grammar Items**
1. Use proper nouns to refer to people and places.
2. Use plural forms of countable nouns to refer to more than one object.
3. Use the personal pronouns "I", "we", "he", "she", "it" and "they" as objects to identify people and animals.
4. Use the possessive adjectives "my" and "our" to show possession or connection.
5. Use the interrogative adverb "how" to express facts about day, date and weather.
6. Use adjectives to describe relatives, tastes.
7. Use adjectives to show quantities and prices.
8. Use simple present tense to express interests.
9. Use the modal "can" to seek information.
10. Use auxillary verbs "can", "may", "will" and "do" to seek specific information about a person.
11. Use nouns or noun phrases to indicate time and day.
12. Use interrogative adverb "when" to ask about time.
13. Use preposition or prepositional phrases to indicate days and time.
14. Use the possessive adjectives "my", "our", "his", "her", "it" and "them" as objects to identify people and animals.
15. Use interrogative adverb "how" to ask about social events.
16. Use adverbs or adverb phrases to express similar opinions.
17. Use commas in lists of items.

**CONTENT WORDS**
- Vocabulary for food items, money (dollars and cents), different tastes.

### Henry Hamster’s Week

**Grammar Items**
1. Use nouns or noun phrases to identify people, animals, events and objects.
2. Use proper nouns to refer to people and days.
3. Use personal pronouns "I", "he", "she", "it" and "they" as objects to identify people.
4. Use possessive adjectives, "his", "her" and "their" to show possession or connection.
5. Use adjectives to describe people, animals, objects and conditions and show quantities.
6. Use the modal "can" to seek information.
7. Use the connective "and" to link similar ideas or add information.
8. Use simple present tense to talk about present states, express interests, feelings and opinions.
9. Capitalisation in first words of sentences, names of people and places.
10. Use full-stops at the end of sentences.
11. Use interrogative pronouns "who", "what" and "how" to find out specific information about a person.
12. Use nouns or noun phrases to indicate time and day.
13. Use interrogative adverb "when" to ask about time.
14. Use preposition or prepositional phrases to indicate days and time.
15. Use the possessive adjectives "my", "our", "his", "her", "it" and "them" as objects to identify people and animals.
16. Use interrogative adverb "how" to ask about social events.
17. Use adverbs or adverb phrases to express similar opinions.
18. Use commas in lists of items.

**CONTENT WORDS**
- Vocabulary for sports, sports equipment, time, days of the week, feelings, size, and movement.

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Section 6: Units of Work
PHONOLOGICAL AWARENESS
• Continue to develop receptive language.
• Continue to develop expressive language.
• Continue to develop reading.
• Continue to develop writing.

HIGH FREQUENCY WORD ACTIVITY – FLASHCARDS AND SENTENCE MAKING
Recognise more high frequency words.

PHONICS ACTIVITY – SOUND BOX
PHONICS FANS OR NOTEBOOKS
Recognise more initial sounds in words.
Recognise onset and rime.
Identify initial consonant digraphs in words, e.g. ch, sh, th, wh.

WORKSHEETS – PHONICS GAME
Identify and use more letter/sound relationships.

WORKSHEET – PARTS OF A POSTCARD, FEATURES OF A POSTCARD
Scan for information.
- Use pictures to interpret and predict content of text.
- Use letter/sound relationships to identify new words.

GUIDED READING
Identify some reading terminology – letter, name/sound, picture, illustration, author, title, cover, story.
Read a range of simple texts, e.g. letters, words, labels, signs and simple books.

INDEPENDENT READING
Choose books based on cover and pictures.
Read aloud accurately simple familiar texts.

HIGH FREQUENCY WORD ACTIVITY – FLASHCARDS AND SENTENCE MAKING
Recognise more high frequency words.

PHONICS ACTIVITY – TURTLE GAME, HUNTING ACTIVITY
Identify initial consonant digraphs in words.
- Use pictures to interpret and predict content of text.
- Identify initial consonant digraphs in words, e.g. ch, sh, th, wh.

GROUP ACTIVITIES – MATCHING GAME, SEQUENCING STORY CARDS
Continue to develop expressive language.
- Relate pictures to words.
- Relate pictures to words.

GROUP ACTIVITIES – GUESSING GAME, MATCHING INITIAL NOTES TO REFLECT NOTES, MAKE A WORD
Continue to develop receptive language.
Continue to develop expressive language.
Relate pictures to words.
Relate pictures to words.

SHARING
Enjoy sharing and gathering ideas.
- Develop and use alphabetic texts, e.g. word banks.
- Respond to simple tasks about characters, cause-effect, sequence of events and/or main idea.

INDEPENDENT READING
Choose books based on cover and pictures.
Read aloud accurately simple familiar texts.

GROUP WORK
Enjoy sharing and gathering ideas.
- Develop and use alphabetic texts, e.g. word banks.
- Display confidence in using English.

INDEPENDENT READING
Choose books based on cover and pictures.
Read aloud accurately simple familiar texts.

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A Tale of Two Turtles
Soupamman
Henry Hamster's Week

HIGH FREQUENCY WORD ACTIVITY – PHONICS GAME, FLASHCARDS, PHONICS FANS OR NOTEBOOKS
Recognise more high frequency words.

PHONICS ACTIVITY – TURTLE GAME
Identify initial consonant digraphs in words.
- Use letter/sound relationships to read new words.

GROUP ACTIVITIES – MATCHING INITIAL NOTES TO REFLECT NOTES
Identify initial consonant digraphs in words.
- Respond to simple tasks about characters, cause-effect, sequence of events and/or main idea.

GROUP ACTIVITIES – MATCHING INITIAL NOTES TO REFLECT NOTES
Identify initial consonant digraphs in words.
- Use pictures to interpret and predict content of text.
- Relate pictures to words.
- Relate pictures to words.

GROUP ACTIVITIES – GUESSING GAME, MATCHING INITIAL NOTES TO REFLECT NOTES
Continue to develop receptive language.
Continue to develop expressive language.
Relate pictures to words.
Relate pictures to words.

SHARING
Enjoy sharing and gathering ideas.
- Develop and use alphabetic texts, e.g. word banks.
- Display confidence in using English.

INDEPENDENT READING
Choose books based on cover and pictures.
Read aloud accurately simple familiar texts.

GROUP WORK
Enjoy sharing and gathering ideas.
- Develop and use alphabetic texts, e.g. word banks.
- Display confidence in using English.

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- Respond to simple tasks about characters, cause-effect, sequence of events and/or main idea.

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Continue to develop receptive language.
Continue to develop expressive language.
Relate pictures to words.
Relate pictures to words.

SHARING
Enjoy sharing and gathering ideas.
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Henry Hamster's Week

HIGH FREQUENCY WORD ACTIVITY – PHONICS GAME, FLASHCARDS, PHONICS FANS OR NOTEBOOKS
Recognise more high frequency words.

PHONICS ACTIVITY – TURTLE GAME
Identify initial consonant digraphs in words.
- Use letter/sound relationships to read new words.

GROUP ACTIVITIES – MATCHING INITIAL NOTES TO REFLECT NOTES
Identify initial consonant digraphs in words.
- Respond to simple tasks about characters, cause-effect, sequence of events and/or main idea.

GROUP ACTIVITIES – GUESSING GAME, MATCHING INITIAL NOTES TO REFLECT NOTES
Continue to develop receptive language.
Continue to develop expressive language.
Relate pictures to words.
Relate pictures to words.

SHARING
Enjoy sharing and gathering ideas.
- Develop and use alphabetic texts, e.g. word banks.
- Display confidence in using English.

INDEPENDENT READING
Choose books based on cover and pictures.
Read aloud accurately simple familiar texts.

GROUP WORK
Enjoy sharing and gathering ideas.
- Develop and use alphabetic texts, e.g. word banks.
- Display confidence in using English.

INDEPENDENT READING
Choose books based on cover and pictures.
Read aloud accurately simple familiar texts.
### Vocabulary Building Activity – Fun Dictation
- Write more regular and irregular high frequency words with context and spelling.

### Shared Writing
- Use words appropriate to the subject matter and text types of writing.
- Transfer information from reading to writing.
- Relate a story using a story map.
- Participate in whole class brainstorming activities to elicit ideas and information before writing.
- Read back what has been written to clarify meaning.
- Share and express imaginative ideas in response to visual cues.
- Use language features in some text types.

### Shared Writing
- Use words appropriate to the subject matter and text types of writing.
- Transfer information from reading to writing.
- Relate a story using a story map.
- Share ideas for writing with peers and the teacher.
- Share and express imaginative ideas in response to visual cues.
- Share, draw and write ideas about a set topic to plan own writing by using a model or framework provided.
- Complete a simple mind map with the whole class.
- Transfer sentence ideas encountered in talk or reading, to writing.
- Put words in logical order to make meaningful phrases or sentences independently.

#### Shared Writing
- Transfer information from reading to writing.
- Share, draw and write ideas about a set topic to plan own writing by using a model or framework provided.
- Use words appropriate to the subject matter and text types of writing.
- Use language features in some text types.
- Reread own draft aloud and revise the draft when responding to teacher's feedback.
- Transfer sentence ideas encountered in talk, or reading, or writing.
- Put words in logical order to make meaningful phrases or sentences independently.

#### Shared Writing
- Read back what has been written to clarify meaning.
- Add or delete words to clarify meaning with teacher support.
- Recognise some misspelled words and attempt corrections independently.
- Use other resources to make corrections.

#### Publish
- Share, draw and express imaginative ideas.
- Talk about own writing to peers and evaluate own writing.

### At the Beach

#### Vocabulary Building Activity – Word Building and Fun Dictation
- Use knowledge of letter/sound relationships to spell words.

#### Shared Writing – Model Writing A Paragraph to Describe A Photo
- Use words appropriate to the subject matter and text types of writing.
- Transfer information from reading to writing.
- Contribute to the whole class shared writing activities.
- Share ideas for writing with peers and the teacher.
- Use language features in some text types.
- Identify and use more language items, e.g. adjectives.
- Understand own writing conveys a message for others.
- Participate in whole class brainstorming activities to elicit ideas and information before writing.

#### Independent Writing – Photo Album
- Use words appropriate to the subject matter and text types of writing.
- Use language features in some text types.
- Organise structures of writing more effectively.
- Reread own draft aloud and revise the draft when responding to teacher's feedback.
- Identify and use more language items, e.g. adjectives.
- Understand own writing conveys a message for others.
- Put words in logical order to make meaningful phrases or sentences independently.
- Use capital letters, full stops, question marks and commas appropriately.

#### Revise, Revise and Edit
- Read back what has been written to clarify meaning.
- Add or delete words to clarify meaning.
- Reorganise some misspelled words.
- Use other resources to make corrections.

#### Publish
- Complete and show own writing to others with teacher’s support.
- Display confidence in using English.

### In the Park

#### Vocabulary Building Activity – SPELLAWAY and FUN Dictation
- Use knowledge of letter/sound relationships to spell words.
- Use knowledge of key words.

#### Shared Writing – Describe Yourself As A Pet, Model Writing A Postcard
- Use words appropriate to the subject matter and text types of writing.
- Transfer information from reading to writing.
- Contribute to the whole class shared writing activities.
- Share ideas for writing with peers and the teacher.
- Understand own writing conveys a message for others.
- Participate in whole class brainstorming activities to elicit ideas and information before writing.

#### Independent Writing – I am a (Animal), Name and Address Card, Write a Postcard
- Use words appropriate to the subject matter and text types of writing.
- Use language features in some text types.
- Organise structures of writing more effectively.
- Reread own draft aloud and revise the draft when responding to teacher's feedback.
- Identify the purpose and audience of some text types.
- Put words in logical order to make meaningful phrases or sentences independently.
- Use commas after "yes" and "no"; and before and after addressing a person.

#### Revise, Revise and Edit
- Read back what has been written to clarify meaning.
- Add or delete words to clarify meaning.
- Reorganise some misspelled words.
- Use other resources to make corrections.

#### Publish
- Complete and show own writing to others with teacher’s support.
- Display confidence in using English.

### In the Forest

#### Vocabulary Building Activity – SPELLAWAY and Word Building
- Use words appropriate to the subject matter and text types of writing.
- Transfer information from reading to writing.
- Continue to develop expressive language.
- Use known words and repetitive language patterns in new contexts.
- Participate with shared ideas to brainstorm a set topic with the whole class and small groups.
- Transcribe words encountered in talk, or reading, to writing.

#### Guided Writing – Leaflet
- Set simple goals for writing with teacher support.
- Understand own writing conveys a message for others.
- Share ideas for writing with peers and the teacher.
- Recognise more text types.

#### Independent Writing – Food Items, Leaflet
- Participate with relevant ideas to brainstorm a set topic in small group and individually.
- Use knowledge of other texts as model writing.
- Transfer ideas from whole class and small group discussion to writing.
- Use words appropriate to the subject matter and text types of writing.
- Recognise numerals in text.
- Use a connective such as 'because' to clarify meaning.

#### Guided Writing – Leaflet
- Relate pictures to words.
- Understand own writing conveys a message for others.
- Organise the structure of writing more effectively.
- Identify and use more language items, e.g. adjectives and connectives.

#### Independent Writing – Book Report
- Organise the structure of writing more effectively.
- Use language features such as 'because' to change a simple sentence into a compound sentence based on teacher's model.
- Use capital letters at the beginning of the names of places, days of the week, months of the year.
- Talk about own writing and begin to self evaluate with teacher's support.
- Use Writer's Checklist and other resources to make corrections with teacher’s support.
- Use words appropriate to subject matter and text type of writing.
- Transfer information from reading to writing.
- Use neat and legible handwriting.
- Attempt to correct punctuation independently.
- Transfer knowledge of text structure to writing.
- Use Writer’s Checklist to improve own writing.
Mouse to Mouse

**Letter sounds**

- a, all, and, are, at, can, do, don't, down, from, he, her, his, in, is, it, like, me, of, on, out, play, see, she, so, than, to, up, want, we, what, where, you, you.

- know, light, off, on, please

**New High Frequency Words**

(Items in bold are new)

- fast, family, ask/asked, Mike, computer, mouse, bedroom, writing, e-mail, friend, Mabel, by, meet, tonight, kitchen, bathroom, window, writes, back, can't, Coco, cat, door, shut, living room, sleeping, soft, cushion, wants, catch, house, creeping, jumping, armchair, sliding, smooth, coffee table, swinging, ears, noise, running, soft, falling, awake, looking, naughty

**Content Words**

- tales, books, look, bottle, boxes, case, colouring, coupon, crayons, cute, days, dirty, divin, dogs, dollars, dress, acted, facts, fresh, French, fixed, good, grey, happy, hat, jacket, juice, magazine, magazines, may, mouth, packages, pencil, people, pink, pizza, rubbish, sea, skirt, slices, stickers, swimming, T-shirt, throw, water, wearing, winner

**Main Task and Unit Outcomes**

- e-mails
  - The main focus of this unit is to exchange information using e-mails. Students will take on the role of a cat and write e-mails to another cat to plan how they can catch the mice living in their house.
  - Magazine
    - The main focus of this unit is for each student to produce a magazine. The magazine will include:
      - front cover
      - a contents page, and
      - articles on different text types, e.g. captions, posters, recipe, poem.

**Revised:**

- Today is hot
- What do you want to do?
- Where can Coco find a mouse?
- Do you want to play if the kitchen? We can't read in the bathroom.
- Mabel is sleeping out of this study. Hi Mabel.
- Use the connective "or" to show choices or express alternative.
- E.g. See you in the living room.

**Grammar items and Structures**

- Use simple present tense to talk about present states, expressions and needs.
- Use imperative to express prohibitions.
- Don't throw rubbish into the sea.
- Use "can" help you?
- Use general determiners, "some, many, a lot of" to show quantities.
- Some water

**Revisiting:**

- Hi your magazine.
- It's from the group of twelve things.
- It's from the group of twelve things.
- Put the sweets on to make a happy face.
- They are good at diving and swimming because they have big tails.
- I'm going to make a plan of our machine.
- What is he name?
- Polly took the awful junk.
- We help but he put the plan in the wrong hole.
- Use humorous adjectives to express about coins and location.
- E.g. Where did the children start to build the machine?
- Use connectives "first, next, after that, then, finally" to express sequence of events.
- E.g. First we found the box... after that Betty got... Use simple past tense to talk about past activities, events or states.
- E.g. Joe tried but he dropped the cans.
- Use possessive or prepositional phrases to describe objects or people.
- E.g. He's like an egg plant.

**6.9 PLP-RW P3 UNITS OF WORK: LEARNING AND TEACHING SCOPE AND SEQUENCE**

**Narrative text (Poem)**

- Narrative text (Comic and Story)
- Narrative text (Personal Recount)
- Narrative text (Diary)

**Revision:**

- Long vowel 'o' sound (o-e, oa, oe, ow)
- Long vowel 'u' sound (u-e, ue, ew)
- Revision: "l", "r", "s" Blends
- Revision: long vowel 'i' (i-e, ie, igh, y)
- Revision: long vowel 'a'

**Diary**

- Sunday, July, airport, afternoon, met, Uncle Luke, Aunt Ruby, cousin, June, dim sum, restaurant, Mum, Mum, shopping, showed, panda, bear, cute, likely, happiness, memory, Monday, weather, fine, The Peak, morning, took, kids, photos, park, bedtime, diary, Tuesday, Mongkok, lost, looked, everywhere, bookshop, bought, wrote, Wednesday, Sai Kung, seafood, sampled, bled, aki, Thursday, rained, games, home, Dad, cooked, dinner, Friday, cable cars, hills, Big Buddha, Saturday, sad, note, June's dear, Amy, enjoyed, visiting, Hong Kong, fun, loved, everywhere, cupboards.

**Poesy Lantern**

- The main focus of this unit is for students to listen, read, respond, plan, write and simple poems. Students will be supported as they work towards creating a simple descriptive poem which incorporates similes. Poems will be published on a three dimensional shape (i.e. a milk carton) representing a machine.

**Reading-Aloud**

- (Teachers find their own relevant books.)
- (Teachers find their own relevant books.)
- (Teachers find their own relevant books.)

**Guided Reading**

- (Teachers find their own relevant books.)
- (Teachers find their own relevant books.)
- (Teachers find their own relevant books.)

**Shared Reading**

- (Teachers find their own relevant books.)
- (Teachers find their own relevant books.)
- (Teachers find their own relevant books.)

**In P3, the storytelling lesson has been removed to allow more time. It is highly recommended that the storytelling be incorporated in another lesson.
### Mouse to Mouse
1. Use adjectives to describe weather.
2. Use the interrogative pronoun “what” to find out specific information.
3. Use the interrogative adverbs “when” and “where” to ask about time and location.
4. Use the auxiliary verb “do” to seek information.
5. Use the personal pronouns “I” and “we” as subjects to identify people and animals.
6. Use nouns or noun phrases to identify people, animals, events and objects.
7. Use the definite article “the” to refer to a specific person, animal, event, time or object.
8. Use the simple present tense to talk about present states or express opinions.
9. Use phrasal verbs to indicate actions.
10. Use the personal pronouns “me” and “you” as objects to identify people and animals.
11. Use prepositions or prepositional phrases to indicate places.
12. Use capitalisation and full-stops.
13. Use question marks.
14. Use commas before and after addressing a person.
15. Use formulaic expressions to begin and end personal letters.
16. Use apostrophes in contractions.
17. Use the connective “or” to show choices or express alternative.
18. Use imperatives to make requests.

### Cool Kids
1. Use nouns or noun phrases to identify people, animals, events and objects.
2. Use nouns or noun phrase to refer to quantities or units.
3. Use simple continuous tense to describe actions taking place at the time of speaking.
4. Use interrogative adverbs “what” and “where” to ask about time and location.
5. Use prepositions/prepositional phrases to indicate means, places and positions.
6. Use interrogative pronouns “who” and “what” to find out specific information about a person, object or event.
7. Use connecting “and” to link similar ideas or add information.
8. Use adjectives to describe people, animals, objects and show quantities.
9. Use capitalisation, full-stops and commas.
10. Use simple present tense to talk about present states, express opinions and needs.
11. Use imperatives to give instructions and express prohibitions.
12. Use modal “can” to seek information.
13. Use general determiners, “some”, “many” and “a lot of” to show quantities.

### The Pirate, the Parrot and Fun at the Bun Festival
1. Use nouns or noun phrases to identify people, animals, events and objects.
2. Use nouns or noun phrases to indicate time, days and dates.
3. Use proper nouns to refer to people and places.
4. Use personal pronouns as subjects to identify people, animals and objects.
5. Use adverbs or adverb phrases to indicate positions.
6. Use adjectives to describe people, animals, objects and conditions.
7. Use interrogative adverbs to ask about time and location.
8. Use interrogative pronouns to find out specific information about a person, object or event.
9. Use adjectives to describe people, animals, objects and conditions.
10. Use general determiners to show quantities, adjectives to describe people, animals, objects and conditions.
11. Use simple present tense to talk about present states, express simple truths, interests, feelings, options and needs.
12. Use simple continuous tense to describe actions taking place at the time of speaking.
13. Use adverbs or adverb phrases to express similar opinions.
14. Use capitalisation, full-stops, question marks, exclamation marks and apostrophes.
15. Use imperatives to give instructions, express prohibitions and make requests.
16. Use imperative nouns “It” to describe a situation.
17. Use verbs “am”, “is” and “are” to seek information.
18. Use modal “may” to ask permission.
19. Use commas after “yes” and “no”.
20. Use formulaic expressions to express approval or encouragement and show concern.

### Green Earth Project Week
1. Use nouns or noun phrases to identify people, animals, events and objects.
2. Use nouns or noun phrases to indicate time and days.
3. Use proper nouns to refer to people and places.
4. Use personal pronouns as subjects to identify people, animals and objects.
5. Use impersonal pronouns “It” to express facts about time, day, date and weather.
6. Use adjectives to describe people, animals, objects and weather.
7. Use possessive adjectives to show possession or connection.
8. Use prepositions to indicate time.
9. Use connectives “and”, “but”, “or” and “because”.
10. Use connectives “first, next, then” and “finally” to express sequence of events.
11. Use capitalisation, full-stops, commas, exclamation marks and apostrophes.
12. Use simple past tense to talk about past activities, events or states.
13. Use verbs “was” and “were” to seek information.
14. Use auxiliary verb “did” to seek information.
15. Use nouns or noun phrases to identify people, animals, events and objects.
16. Use proper nouns to refer to people.
17. Use personal pronouns as subjects to identify people.
18. Use adjectives to describe people and conditions.
19. Use general determiners to show quantities, adjectives to describe people, animals, objects and conditions.
20. Use verbs “was” and “were” to seek information.

### Amy’s Diary
1. Use nouns or noun phrases to identify people, animals, events and objects.
2. Use nouns or noun phrases to indicate time and days and show possession.
3. Use proper nouns to refer to people and places.
4. Use personal pronouns as subjects to identify people.
5. Use adjectives to describe people and conditions.
6. Use simple present tense to talk about present states.
7. Use simple present tense to express simple truths.
8. Use simple present tense to express feelings and opinions.
9. Use connectives “and” and “but”.
10. Use capitalisation in first words in sentences and names of titles.
11. Use full-stops at the end of sentences.
12. Use exclamation marks at the end of the poem to show strong feelings.
13. Use prepositions or prepositional phrases to describe objects or people.

### Florence and Drago
1. Use nouns or noun phrases to identify people, animals, events and objects.
2. Use proper nouns to refer to people.
3. Use personal pronouns as subjects to identify people.
4. Use adjectives to describe people and conditions.
5. Use simple present tense to talk about present states.
6. Use simple present tense to express simple truths.
7. Use simple present tense to express feelings and opinions.
8. Use connectives “and” and “but”.
9. Use capitalization in first words in sentences and names of titles.
10. Use full-stops at the end of sentences.
11. Use exclamation marks at the end of the poem to show strong feelings.
12. Use prepositions or prepositional phrases to describe objects or people.
**Phonological Awareness Activities – song structures**  
- Continue to develop receptive language.  
- Continue to develop expressive language.

**High Frequency Words, Phrases and Sentences**  
- Flash cards, sentence making  
- Continue to read high frequency words.

**Phonics Activities – long vowel ‘a’ (i.e., i.e., i.e., i.e., i.e.p) pictures and word cards, read aloud Sound Book O**  
- Identify some medial sounds in words (i.e., long vowel sounds).  
- Identify and use more letter/sound relationships.  
- Recognise and use more reading terminology – diary.  
- Continue to use pictures to interpret and predict content of text.  
- Scan and cover text for information, e.g., pictures, letters, key words, headings, sentences.  
- Continue to develop expressive language.  
- Read with others for enjoyment.  
- Use letter/sound relationships to attempt to read new words.  
- Share personal responses about characters, cause-effect, sequence of events and/or main idea.  
- Read aloud accurately simple familiar texts.  
- Use a range of punctuation when reading.

**Phonics Activities – long vowel ‘o’ (oa, oe, ee, ey, e) pictures and word cards, read aloud Sound Book O**  
- Identify some medial sounds in words (i.e., long vowel sounds).  
- Identify and use more letter/sound relationships.  
- Recognise and use more reading terminology – diary.  
- Continue to use pictures to interpret and predict content of text.  
- Scan and cover text for information, e.g., pictures, letters, key words, headings, sentences.  
- Continue to develop expressive language.  
- Read with others for enjoyment.  
- Use letter/sound relationships to attempt to read new words.  
- Share personal responses about characters, cause-effect, sequence of events and/or main idea.  
- Read aloud accurately simple familiar texts.  
- Use a range of punctuation when reading.

**Reading, Sharing and Independent Reading**  
- Read aloud accurately simple familiar texts.  
- Continue to develop expressive language.

**Reading Activities – Workbooks and Skills**  
- Read aloud accurately simple familiar texts.  
- Share personal responses about characters, cause-effect, sequence of events and/or main idea.  
- Read aloud accurately simple familiar texts.  
- Use a range of punctuation when reading.

**Reading, Sharing and Independent Reading**  
- Read aloud accurately simple familiar texts.  
- Continue to develop expressive language.

**Worksheets – Design Your Own House, What Do Naughty Cats Do? Reply from Ida**  
- Relate pictures to words.  
- Read aloud accurately simple familiar texts.
Primary Literacy Programme – Reading and Writing (KS1):

**Writing Aims and Skills**

- **Vocabulary building activity – high frequency words**
  - Write more regular and irregular high frequency words with correct spelling.

- **Shared Writing**
  - Put words in logical order to make compound sentences and questions.
  - Participate in whole class brainstorming activities to elicit ideas and information before writing.
  - Choose the key ideas and language features of writing with teacher support.
  - Use words appropriate to subject matter and text types of writing.

- **Vocabulary building activity – high frequency word flash cards, sentence making, Spellaway**
  - Recognise more high frequency words.
  - Write more regular and irregular high frequency words with correct spelling.

- **Shared Writing**
  - Choose the key ideas and language features of writing with teacher support.
  - Good links to whole-class shared writing activities.
  - Find words in class lists, word charts, word banks and simple dictionaries to use in writing.
  - Use words appropriate to subject matter and text types of writing.

- **Vocabulary building activity – Magic frequency word flash cards, sentence making, Spellaway**
  - Recognise more high frequency words.
  - Write a range of simple texts, e.g. table.
  - Identify more language items, e.g. present and past tense.

- **Shared Writing**
  - Read text by sequencing pictures.
  - Choose the key ideas and language features of writing with teacher support.
  - Contribute to whole-class shared writing activities.

- **Independent Writing – Recount Framework, My Recount**
  - Use words appropriate to the subject matter and text types of writing.
  - Identify and use more language items, e.g. present and past tense, connectives of sequence.

- **Independent Writing – Students’ Comic Book (SCB)**
  - Share and express imaginative ideas and write in response to a variety of cues.
  - Focus on whole class brainstorming activities.
  - Write a description of the same place.
  - Use Writer’s Checklist to improve own writing.

- **Guided Writing**
  - Reread own draft and revise the draft when responding to teacher’s feedback.
  - Talk about own writing and begin to self evaluate with teacher support.
  - Reflect on own writing, taking into account the interests and needs of potential readers.
  - Identify and use more language items, e.g. verbs and prepositions.

- **Publishing**
  - Present own writing in different ways.
  - Display confidence in using English.

- **Worksheets - Design Your Own House, My Recount, __’s Diary**
  - Share, draw and express imaginative ideas and ideas in response to a variety of cues.
  - Present own writing in different ways.
  - Identify and use more language items, e.g. nouns, verbs, adjectives, connectives.

- **Guided Writing**
  - Reread own draft and revise the draft when responding to teacher’s feedback.
  - Add or delete words to clarify meaning with teacher support.
  - Reflect on own writing, taking into account the interests and needs of potential readers.
  - Use vocabulary in a variety of contexts.

- **Revisit and Edit**
  - Recognise more text types.
  - Use words appropriate to the subject matter and text types of writing.
  - Use language features in some text types.

- **Publishing**
  - Present own writing in different ways.
  - Complete and show own writing to others.

- **Self-evaluation**
  - Set own writing goals.
  - Write spontaneously for self or chosen audience.

**Mouse to Mouse**

- **Vocabulary building activities – Word Shapes 1, Word Shapes 2, Wordsearch**
  - Show difference between all upper and lower case letters.

- **Writing Aims and Skills**
  - Put words in logical order to make compound sentences and questions.
  - Reflect on own writing, taking into account the interests and needs of potential readers.
  - Use vocabulary in a variety of contexts.

- **Guided Writing**
  - Reread own draft and revise the draft when responding to teacher’s feedback.

- **Publishing**
  - Present own writing in different ways.
  - Complete and show own writing to others.

**Cool Kids**

- **Vocabulary building activities – high frequency word flash cards, sentence making, Spellaway**
  - Recognise more high frequency words.
  - Write a range of simple texts, e.g. table.
  - Identify more language items, e.g. present and past tense.

- **Shared Writing**
  - Read text by sequencing pictures.
  - Choose the key ideas and language features of writing with teacher support.
  - Contribute to whole-class shared writing activities.

- **Independent Writing – Recount Framework, My Recount**
  - Use words appropriate to the subject matter and text types of writing.
  - Identify and use more language items, e.g. present and past tense, connectives of sequence.

- **Publishing**
  - Present own writing in different ways.
  - Complete and show own writing to others.

**The Pirate, the Parrot and Run at the Bun Fun**

- **Vocabulary building activities – high frequency word flash cards, sentence making, Spellaway**
  - Recognise more high frequency words.
  - Write a range of simple texts, e.g. table.
  - Identify more language items, e.g. present and past tense.

- **Shared Writing**
  - Read text by sequencing pictures.
  - Choose the key ideas and language features of writing with teacher support.
  - Contribute to whole-class shared writing activities.

- **Independent Writing – Recount Framework, My Recount**
  - Use words appropriate to the subject matter and text types of writing.
  - Identify and use more language items, e.g. present and past tense, connectives of sequence.

- **Publishing**
  - Present own writing in different ways.
  - Complete and show own writing to others.

- **Self-evaluation**
  - Set own writing goals.
  - Write spontaneously for self or chosen audience.

**Green Earth Project Week**

- **Vocabulary building activities – high frequency word flash cards, sentence making, Spellaway**
  - Recognise more high frequency words.
  - Write a range of simple texts, e.g. table.
  - Identify more language items, e.g. present and past tense.

- **Shared Writing**
  - Read text by sequencing pictures.
  - Choose the key ideas and language features of writing with teacher support.
  - Contribute to whole-class shared writing activities.

- **Independent Writing – Recount Framework, My Recount**
  - Use words appropriate to the subject matter and text types of writing.
  - Identify and use more language items, e.g. present and past tense, connectives of sequence.

- **Publishing**
  - Present own writing in different ways.
  - Complete and show own writing to others.

- **Self-evaluation**
  - Set own writing goals.
  - Write spontaneously for self or chosen audience.

**Amy’s Diary**

- **Vocabulary building activities – high frequency word flash cards, sentence making, Spellaway**
  - Recognise more high frequency words.
  - Write a range of simple texts, e.g. table.
  - Identify more language items, e.g. present and past tense.

- **Shared Writing**
  - Read text by sequencing pictures.
  - Choose the key ideas and language features of writing with teacher support.
  - Contribute to whole-class shared writing activities.

- **Independent Writing – Recount Framework, My Recount**
  - Use words appropriate to the subject matter and text types of writing.
  - Identify and use more language items, e.g. present and past tense, connectives of sequence.

- **Publishing**
  - Present own writing in different ways.
  - Complete and show own writing to others.

- **Self-evaluation**
  - Set own writing goals.
  - Write spontaneously for self or chosen audience.

**Florence and Drago**

- **Vocabulary building activities – high frequency word flash cards, sentence making, Spellaway**
  - Recognise more high frequency words.
  - Write a range of simple texts, e.g. table.
  - Identify more language items, e.g. present and past tense.

- **Shared Writing**
  - Read text by sequencing pictures.
  - Choose the key ideas and language features of writing with teacher support.
  - Contribute to whole-class shared writing activities.

- **Independent Writing – Recount Framework, My Recount**
  - Use words appropriate to the subject matter and text types of writing.
  - Identify and use more language items, e.g. present and past tense, connectives of sequence.

- **Publishing**
  - Present own writing in different ways.
  - Complete and show own writing to others.
# 6.10 P1, P2 and P3 Reading and Writing Skills

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**Note:** The table is not fully transcribed due to the limitations of the display format. The entries indicate the presence or absence of specific skills and are marked with '■'.
## Reading Skills Level III

| Unit                                           | Use a range of punctuation when reading                                                                 | Recognise and use more reading terminology – sentence, more punctuation terms | Read more high frequency words | Recognise small words in larger words | Identify some final blends in words | Recognise many final sounds in words | Recognise more initial blends in words | Identify more final blends in words | Identify some final consonant digraph sounds (e.g. ch, ck, ng) | Identify final consonant digraphs in words (e.g. ch, ck, ng) | Read aloud accurately simple familiar texts | Use letter/sound relationships to read new words | Use pictures to assist reading unfamiliar texts | Identify and use more letter/sound relationships | Continue to develop receptive language | Continue to develop expressive language | Respond to some self-correcting strategies with teacher assistance, e.g. rereading, reading on, pausing | Share personal responses about texts | Expresses personal response to text, e.g. laughter, surprise | Scan cover, page number, contents page and text for information | Independently choose books based on size and amount of print, layout, personal interest and readability | Sustain independent reading | Participate effectively in Home Reading Programme | Request 'story/reading' time | Talk about known texts | Return to favourite books to be read and enjoyed |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------|--------------------------------------|-------------------------------------|------------------------------------|-------------------------------------|--------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------|---------------------------------------|---------------------------------|---------------------------------|---------------------------------|------------------------------------------------|----------------------------------|---------------------------------|------------------------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| My Sister                                     |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| My Friend, Oscar                              |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| Grandma and the Birthday Cake                 |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| A Paper Plate Mask                            |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| Where Am I?                                  |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| Fun Time at the Zoo                           |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| The Magic Science Museum                      |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| At the Beach                                  |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| Our Cousins in Canada                         |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| A Tale of two Turtles                         |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| Souperman                                     |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| Henry Hamster’s Week                          |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| Mouse to Mouse                                |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| Cool Kids                                     |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| The Pirate, the Parrot and Fun at the Bun Festival |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| Green Earth Project Week                      |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| Amy’s Diary                                   |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |
| Florence and Drago                            |                                                                                                         |                                                                                |                                |                                      |                                     |                                    |                                     |                                     |                                                               |                                                               |                                   |                                     |                                    |                                 |                                 |                                 |                                                                                   |                                   |                                 |

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## Writing Skills Level I

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- Write from left to right and from top to bottom of the page
- Use print script in writing
- Recognise correct spacing of letters, words and sentences
- Recognise capital letters at the beginning of the names of people and titles
- Use capital letters for the personal pronoun 'I'
- Use full stops at the end of sentences
- Use apostrophes in contractions
- Form most upper and lower case letters in handwriting correctly
- Recognise and write own name
- Copy meaningful phrases in correct sequence
- Understand own writing conveys a message for others
- Begin to put words in logical order to make meaningful phrases or sentences
- Write some regular and irregular high frequency words with correct spelling
- Write groups of letters to make words
- Recognise correct spacing of letters, words and sentences
- Use capital letters at the beginning of sentences
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- Form most upper and lower case letters in handwriting correctly
- Recognise and write own name
- Copy meaning...
## Writing Skills Level 1

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<th>Discuss time order to sequence and organise writing</th>
<th>Recognise some text types</th>
<th>Identify the purpose and audience of some text types</th>
<th>Use words appropriate to the subject matter and text types of writing</th>
<th>Participate with shared ideas to brainstorm a set topic with the whole class</th>
<th>Make observations and list ideas with the whole class</th>
<th>Complete a simple mind map with the whole class</th>
<th>Share, draw and express imaginative ideas in response to visual cues</th>
<th>Use completed simple mind map and list to organise ideas before writing based on teacher’s model</th>
<th>Transfer information from reading to writing</th>
<th>Transfer knowledge of text structure to writing</th>
<th>Choose the key ideas of writing with teacher support</th>
<th>Transfer ideas from whole class discussion to writing</th>
<th>Read back what has been written to clarify meaning with teacher support</th>
<th>Add or delete words to clarify meaning with teacher support</th>
<th>Recognise some misspelled words, punctuation and grammar with teacher support</th>
<th>Use Writer’s Checklist and other resources to make corrections with teacher support</th>
<th>Reread own draft aloud and revise the draft when responding to teacher’s feedback</th>
<th>Complete own writing and begin to self-evaluate with teacher’s support</th>
<th>Set simple goals for writing with teacher support</th>
<th>Enjoy sharing and gathering ideas</th>
<th>Display confidence in using English</th>
<th>Write for enjoyment</th>
<th>Write spontaneously for self or chosen audience</th>
<th>Display appreciation of the beauty of language</th>
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<td>Use capital letters at the beginning of the names of places, days of the week, months of the year</td>
<td>Use full stops in abbreviations</td>
<td>Use apostrophes for possession</td>
<td>Use question marks at the end of questions</td>
<td>Use exclamation marks at the end of sentences to show strong feelings</td>
<td>Put words in logical order to make meaningful phrases or sentences independently</td>
<td>Write more regular and irregular, high frequency words with correct spelling</td>
<td>Use knowledge of inter-sound relationship to spell words</td>
<td>Use knowledge of rime to spell words</td>
<td>Contribute to whole-class and group shared writing activities</td>
<td>Organise the structure of writing more effectively</td>
<td>Use time order to sequence and organise daily events</td>
<td>Discuss time order to sequence daily events</td>
<td>Recognise more text types</td>
<td>Identify the purpose and audience of more text types</td>
<td>Participate with relevant ideas to transform a set topic with the whole class, small group, pairs and independently</td>
<td>Complete mind maps with the whole class and small group</td>
<td>Share, draw, express imaginative ideas and write in response to visual cues</td>
<td>Choose the key ideas and language features of writing with teacher support</td>
<td>Transfer ideas from whole-class and small group discussion to writing</td>
<td>Share own ideas and revise the draft when responding to teacher and peers’ feedback</td>
<td>Complete and show own writing to others</td>
<td>Talk about own writing to peers and evaluate own writing</td>
<td>Set simple writing goals</td>
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</tbody>
</table>

- Put words in logical order to make compound sentences and questions
- Use capital letters in abbreviations, initials and acronyms
- Use commas after "yes" and "no", and before and after addressing a person
- Use full stops between initials
- Use knowledge of lettersound relationship to spell words
- Use knowledge of rime, rhythm and repetition in writing
- Transfer sentences on a topic of interest that has been covered in class
- Develop a personal style of writing
- Use a variety of connectives, such as "and", "but", "or", to change a simple sentence into a compound sentence
- Use time order to sequence daily events
- Select the purpose and audience for writing
- Complete mind maps with the whole class, small group, in pairs and individually
- Share, draw, express imaginative ideas and write in response to a variety of cues
- Make decisions about content of writing
- Recognise some misspelled words and attempt corrections independently
- Attempt to correct punctuation independently
- Use Writer’s Checklist to improve own writing
- Present own writing in different ways
- Reflect on own writing, taking into account the interests and needs of potential readers
- Set own writing goals
### 6.11 P1, P2 and P3 Language Items

#### LANGUAGE ITEMS FOR KS1

<table>
<thead>
<tr>
<th>Language Item</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Sister</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Florence and Drego</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>

#### Nouns

<table>
<thead>
<tr>
<th>Use nouns/noun phrases to</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify people, animals, events and objects</td>
<td>He is a teacher. I like dogs. Today is my birthday. This is a beautiful bag.</td>
</tr>
<tr>
<td>indicate time, days and date</td>
<td>It is half past ten now. Today is Monday. It’s 2nd July today.</td>
</tr>
<tr>
<td>show possession</td>
<td>It is Peter’s toy car.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use singular forms of countable nouns to</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>refer to one person, animal, event and object</td>
<td>I have a bicycle.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use plural forms of countable nouns to</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>refer to more than one person, animal, event and object</td>
<td>Jo has two brothers. She has four balloons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use plural nouns to</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>refer to clothes and some other things that people wear</td>
<td>Where are my shorts? Miss Lee wears glasses.</td>
</tr>
<tr>
<td>refer to uncountable objects</td>
<td>I have milk for breakfast.</td>
</tr>
<tr>
<td>refer to general things which are not used in numbers</td>
<td>This is good work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use uncountable nouns to</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>refer to people and places</td>
<td>Ann is a taxi-driver. Mr. Wu lives in Kowloon.</td>
</tr>
</tbody>
</table>
## LANGUAGE ITEMS FOR KS1

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pronouns</strong></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td>Use the personal pronouns, &quot;I, we, you, he, she, it and they&quot; as subjects to</td>
<td>• Identify people, animals and objects</td>
</tr>
<tr>
<td></td>
<td>• I have a cat. It is very naughty. ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Use the personal pronouns, &quot;me, us, you, him, her, it, them&quot; as objects to</td>
<td>• Identify people, animals and objects</td>
</tr>
<tr>
<td></td>
<td>• Mr. Chan is a good teacher. We like him very much. ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Use the impersonal pronoun &quot;it&quot; to</td>
<td>• Express facts about time, date and weather</td>
</tr>
<tr>
<td></td>
<td>• It is nine o’clock. It is Wednesday today. It is 25 July today. It is sunny today. ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Use the introductory &quot;there&quot; to</td>
<td>• Express that something exists / existed or happens / happened</td>
</tr>
<tr>
<td></td>
<td>• Once upon a time, there were three little pigs. Look, there is a fire over there. ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Use demonstrative pronouns &quot;this, that, these, those&quot; to</td>
<td>• Refer to people and things</td>
</tr>
<tr>
<td></td>
<td>• These are my classmates. That is a magic hat. ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Use the interrogative pronouns &quot;who, what, how&quot; to</td>
<td>• Find out a person’s identity</td>
</tr>
<tr>
<td></td>
<td>• Who is she? ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td></td>
<td>• Find out time</td>
</tr>
<tr>
<td></td>
<td>• What is the time? ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>• Find out specific information about a person, object or event</td>
</tr>
</tbody>
</table>
|  | • What is his name? ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
<table>
<thead>
<tr>
<th>Determiners</th>
<th>Examples</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the indefinite articles, &quot;a, an&quot; to refer to a person, animal, event, time or object in general</td>
<td>Hong Kong is a big city. Wait a minute. Lily eats an apple every day.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Use the definite article, &quot;the&quot; to refer to a specific person, animal, event, time or object</td>
<td>The baby smiled. The kitten is naughty. My friends came to the party.</td>
<td>✓</td>
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<tr>
<td></td>
<td>refer to people or things that are unique</td>
<td>The King was kind. The moon is very bright.</td>
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<tr>
<td>Use the demonstratives, &quot;this, that, these, those&quot; to refer to people or objects</td>
<td>This boy is polite. Those pictures are beautiful.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Use the general determiners, &quot;a lot of, all, any, every, many, more, most, much, no, some&quot; to show quantities</td>
<td>All the balloons in the shop are red. Is there any bread in the box? I can see many people. One more song please. There is not much water in the glass. Put some pictures on the wall.</td>
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<td>✓</td>
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</tbody>
</table>
## LANGUAGE ITEMS FOR KS1

### Adjectives

<table>
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<tr>
<th>Use adjectives to</th>
<th>Examples</th>
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<tbody>
<tr>
<td>• describe people, animals, objects and conditions</td>
<td>My father is tall. The hungry baby is crying. She likes fat cats. The sky is blue.</td>
</tr>
<tr>
<td>• show quantities</td>
<td>I have three rulers.</td>
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<tr>
<td>• show position or order</td>
<td>Mary sits in the second row.</td>
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<tr>
<td>• describe weather</td>
<td>Today is cold.</td>
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</table>

Use adjective phrases to

| • describe age | I am six years old. |
| • describe height | She is 120 centimetres tall. |
| • describe length | This box is 10 centimetres long. |

Use the possessive adjectives, "my, our, your, his, her, its, their," to

| • show possession or connection | My brother is cute. His eyes are big. |

### Adverbs

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<thead>
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<th>Use adverbs / adverb phrases to</th>
<th>Examples</th>
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<tbody>
<tr>
<td>• express degree</td>
<td>I like my school very much.</td>
</tr>
<tr>
<td>• indicate positions</td>
<td>Here it is. Put the books there.</td>
</tr>
<tr>
<td>• express similar opinions</td>
<td>Mr. Chan is kind. Miss Lee is kind too.</td>
</tr>
</tbody>
</table>

Use the interrogative adverbs, "how, when, where" to

| • ask about age | How old are you? |
| • ask about prices | How much is the robot? |
| • ask about quantities | How many people are there? |
| • ask about time | When can I come? |
| • ask about location | Where are you? |
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### Prepositions

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<thead>
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<th>Use prepositions/prepositional phrases to</th>
<th>Examples</th>
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<tbody>
<tr>
<td>indicate days and dates</td>
<td>See you on Monday. I have a test on 1st October.</td>
</tr>
<tr>
<td>indicate directions</td>
<td>Look! The monkey is climbing up the tree.</td>
</tr>
<tr>
<td>indicate means</td>
<td>We go home by bus.</td>
</tr>
<tr>
<td>indicate places</td>
<td>The children are in the park. How many animals are there on the farm? I live in Shatin.</td>
</tr>
<tr>
<td>indicate position</td>
<td>The cat is under the table. Look at the picture on the wall. I put the ruler in my bag. Stand by the door. Joe is sitting in front of Amy.</td>
</tr>
<tr>
<td>indicate time</td>
<td>He goes to school at half past seven. I play the piano at night. They go to the library in the morning. Christmas is in December. It is hot in summer.</td>
</tr>
</tbody>
</table>

### Connectives

<table>
<thead>
<tr>
<th>Use the connectives, “and, but, or” to</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>link similar ideas or add information</td>
<td>He has fish and rice for lunch.</td>
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<tr>
<td>link contrasting ideas</td>
<td>Mr. Wong is rich but he is not happy.</td>
</tr>
<tr>
<td>express alternatives</td>
<td>You can go there by bus or on foot.</td>
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## LANGUAGE ITEMS FOR KS1

### Capitalisation & Punctuation

<table>
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<th>Use capitalisation in</th>
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<tr>
<td>• first words of sentences</td>
<td>• Butterflies are beautiful.</td>
</tr>
<tr>
<td>• the pronoun, &quot;I&quot;</td>
<td>• My brother and I always play video games at home.</td>
</tr>
<tr>
<td>• names of people and titles</td>
<td>• Kitty is a good girl. She is very helpful. Mr. Wong is a fireman.</td>
</tr>
<tr>
<td>• names of places</td>
<td>• I live in Causeway Bay.</td>
</tr>
<tr>
<td>• days of the week</td>
<td>• We have reading lessons every Wednesday.</td>
</tr>
<tr>
<td>• months of the year</td>
<td>• My birthday is in February.</td>
</tr>
<tr>
<td>• abbreviations and initials</td>
<td>• Where is the CD? Please see Miss R. Chan after lunch.</td>
</tr>
</tbody>
</table>

### Use full stops

<table>
<thead>
<tr>
<th>Use full stops</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>• at the end of sentences</td>
<td>• The sun rises in the east.</td>
</tr>
<tr>
<td>• in abbreviations and initials</td>
<td>• Mr. Lee is my English teacher. Please see Miss R. Chan after lunch.</td>
</tr>
</tbody>
</table>

### Use question marks

<table>
<thead>
<tr>
<th>Use question marks</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• at the end of questions</td>
<td>• Where is the library?</td>
</tr>
</tbody>
</table>

### Use exclamation marks

<table>
<thead>
<tr>
<th>Use exclamation marks</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• at the end of sentences to show strong feelings</td>
<td>• What a good idea!</td>
</tr>
</tbody>
</table>

### Use commas

<table>
<thead>
<tr>
<th>Use commas</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• in lists of items</td>
<td>• I like apples, oranges, mangoes and grapes.</td>
</tr>
<tr>
<td>• after &quot;yes&quot; and &quot;no&quot;</td>
<td>• Would you like some tea? Yes, please. No, thank you.</td>
</tr>
<tr>
<td>• before and after addressing a person</td>
<td>• Hello, John. Sam, can you help?</td>
</tr>
</tbody>
</table>

### Use apostrophes

<table>
<thead>
<tr>
<th>Use apostrophes</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>• to show possession</td>
<td>• This is Mary’s schoolbag.</td>
</tr>
<tr>
<td>• in contractions</td>
<td>• Hello, I’m John. I like sports but I don’t like playing basketball.</td>
</tr>
</tbody>
</table>
**LANGUAGE ITEMS FOR KS1**

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Use the simple present tense to</td>
<td></td>
</tr>
<tr>
<td>• describe habitual actions</td>
<td>I brush my teeth every day.</td>
</tr>
<tr>
<td>• talk about present states</td>
<td>My father is a policeman.</td>
</tr>
<tr>
<td>• express simple truths</td>
<td>Lemons are sour. Cows eat grass.</td>
</tr>
<tr>
<td>• express interests, feelings and opinions</td>
<td>I like swimming. She is afraid of snakes. Mr. Cheung is a nice teacher.</td>
</tr>
<tr>
<td>Use the present continuous tense to</td>
<td></td>
</tr>
<tr>
<td>• describe actions taking place at the</td>
<td>They are singing in the playground now.</td>
</tr>
<tr>
<td>time of speaking</td>
<td></td>
</tr>
<tr>
<td>Use the simple past tense to</td>
<td></td>
</tr>
<tr>
<td>• talk about past activities or events</td>
<td>Daddy washed the dishes.</td>
</tr>
<tr>
<td>• talk about past states</td>
<td>I was a fat baby.</td>
</tr>
<tr>
<td>• describe activities or events in a</td>
<td>Alice opened the pink box. A little fairy jumped out.</td>
</tr>
<tr>
<td>story</td>
<td></td>
</tr>
<tr>
<td>Use the verbs &quot;am, is, were, has, have,</td>
<td></td>
</tr>
<tr>
<td>had&quot; to</td>
<td></td>
</tr>
<tr>
<td>• seek information</td>
<td></td>
</tr>
<tr>
<td>• Is she a nurse?</td>
<td></td>
</tr>
<tr>
<td>• Were they hungry?</td>
<td></td>
</tr>
<tr>
<td>• Have you any pets?</td>
<td></td>
</tr>
<tr>
<td>Use the auxiliary verbs &quot;am, are, do,</td>
<td></td>
</tr>
<tr>
<td>does, did&quot; to</td>
<td></td>
</tr>
<tr>
<td>• seek information</td>
<td></td>
</tr>
<tr>
<td>• Are they playing basketball?</td>
<td></td>
</tr>
<tr>
<td>• Do you speak English?</td>
<td></td>
</tr>
<tr>
<td>• Does he like sweets?</td>
<td></td>
</tr>
<tr>
<td>• Did he cry?</td>
<td></td>
</tr>
</tbody>
</table>
# LANGUAGE ITEMS FOR KS1

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the modals, “may, can, will” to</td>
<td></td>
</tr>
<tr>
<td>• ask permission</td>
<td>• Can I start now?  May I go out?</td>
</tr>
<tr>
<td>• talk about abilities</td>
<td>• I can dance.  I cannot play the piano.</td>
</tr>
<tr>
<td>• offer help</td>
<td>• Can I help you?</td>
</tr>
<tr>
<td>• make requests</td>
<td>• Will you help me, please?</td>
</tr>
<tr>
<td>• seek information</td>
<td>• Can you swim?</td>
</tr>
<tr>
<td>Use imperatives to</td>
<td></td>
</tr>
<tr>
<td>• give instructions and directions</td>
<td>• Switch on the lights.  Turn left.</td>
</tr>
<tr>
<td>• express prohibitions</td>
<td>• Don’t walk on the grass.</td>
</tr>
<tr>
<td>• make requests</td>
<td>• Give me a crayon, please.</td>
</tr>
<tr>
<td>Use phrasal verbs to</td>
<td></td>
</tr>
<tr>
<td>• indicate actions</td>
<td>• I get up at seven o’clock.  The mouse ran away.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P1</th>
<th>P2</th>
<th>P3</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Sister</td>
<td>My Friend, Oscar</td>
<td>Grandma and the Birthday Cake</td>
</tr>
<tr>
<td>A Paper Plate Mask</td>
<td>Fun Time at the Zoo</td>
<td>The Magic Science Museum</td>
</tr>
<tr>
<td>Where am I?</td>
<td>At the Beach</td>
<td>Our Cousins in Canada</td>
</tr>
<tr>
<td>A Tale of Two Turtles</td>
<td>Superman</td>
<td>Henry Hamster’s Week</td>
</tr>
<tr>
<td>Mouse to Mouse</td>
<td>Cool Kids</td>
<td>The Pirate, the Parrot and Fun at the Bun Festival</td>
</tr>
<tr>
<td>Green Earth Project Week</td>
<td>Amy’s Diary</td>
<td>Florence and Drago</td>
</tr>
</tbody>
</table>
### LANGUAGE ITEMS FOR KS1

<table>
<thead>
<tr>
<th>Formulaic expressions for Interpersonal Communication</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use formulaic expressions to greet people and respond to greetings</td>
<td>• Good morning. Hello. How are you?</td>
</tr>
<tr>
<td>• introduce oneself and others</td>
<td>• I am Peter. This is my sister, Sally.</td>
</tr>
<tr>
<td>• express and respond to thanks</td>
<td>• Thank you. Thank you very much. You’re welcome.</td>
</tr>
<tr>
<td>• express good wishes</td>
<td>• Happy Birthday! Happy New Year!</td>
</tr>
<tr>
<td>• offer invitations</td>
<td>• Will you come to the party?</td>
</tr>
<tr>
<td>• accept or decline invitations</td>
<td>• Yes, thank you. Sorry, I can’t. Sorry, I cannot come on Friday.</td>
</tr>
<tr>
<td>• accept or decline offers</td>
<td>• Yes, please. No, thank you.</td>
</tr>
<tr>
<td>• make and respond to apologies</td>
<td>• Sorry, I don’t know. I’m sorry. That’s all right.</td>
</tr>
<tr>
<td>• make and respond to requests</td>
<td>• Can you pass the spoon, please? Here you are.</td>
</tr>
<tr>
<td>• ask for repetition or rephrasing</td>
<td>• Pardon? Sorry, I can’t hear you.</td>
</tr>
<tr>
<td>• get attention or interrupt in speech</td>
<td>• Excuse me.</td>
</tr>
<tr>
<td>• express lack of comprehension</td>
<td>• Sorry, I don’t understand.</td>
</tr>
<tr>
<td>• express approval and encouragement</td>
<td>• Good. Very good. Well done!</td>
</tr>
<tr>
<td>• take leave</td>
<td>• Good-bye.</td>
</tr>
<tr>
<td>• begin and end personal letters</td>
<td>• Dear Susan, Write soon. Hope to see you soon. Love; Yours,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MY SISTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Friend, Oscar</td>
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<td>A Tale of Two Turtles</td>
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<td>Souperman</td>
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<td>Amy’s Diary</td>
</tr>
<tr>
<td>Florence and Drago</td>
</tr>
</tbody>
</table>
Section 7: Integration Stage

7.1 Introduction

Schools are expected to allocate 50% of their English lesson time for the PLP-R/W (KS1). Teachers will need to consider how to fit the PLP-R/W (KS1) into their existing English language programme.

The teachers will need to look at the textbooks and other resources they are using, and decide how they will:
• integrate the PLP-R/W (KS1) so that the learning and teaching content in the units of work are part of the General English Programme, e.g. for review or consolidation of PLP-R/W content
• integrate the teaching of language skills, using teaching strategies, suggested in the PLP-R/W (KS1) and in Hong Kong curriculum documents, with their English language programme
• create ‘curriculum space’ for the PLP-R/W (KS1) along with the General English Programme by adapting their General English resources, e.g. textbook.

“Teachers help the pupils to learn to read and read to learn through careful selection of reading materials that share some commonality with the learning going on in the General English Programme and that are conducive to the development of specific reading skills and strategies” (ELCG, 2004, p.112).

7.2 Integration of the PLP-R/W (KS1) and the GE Programme

The Integration Support Package was developed with reference to the six most commonly used textbooks in Hong Kong to support the integration of the PLP-R/W (KS1) with the GE lessons. This package includes the following for the other 50% of the English lessons:
• Scheme of Work
• Lesson plans
• Optional resources
• Suggestions for classroom activities and homework
• Suggestions for revisiting and consolidating the activities done in the PLP-R/W sessions.

Scheme of Work
The Scheme of Work shows how the language structures, grammar items and the content words from the textbook units have been matched to the PLP-R/W (KS1) units. The following process was undertaken:
• Using the PLP-R/W unit overview for each of the PLP-R/W units, the language structures and grammar items being taught in each unit were identified
• Textbook units were matched to the PLP-R/W units, i.e. language structures and grammar items were matched as closely as possible.

Lesson Plans and Classroom Activities
The Integration Support Package provides a four-week plan for each PLP-R/W (KS1) unit. Using the PLP-R/W unit overview, the language structures and grammar items for each week are identified. Further Activities are suggested to consolidate what is being taught in the PLP-R/W (KS1) units.

The four language skills are also reinforced by the Integration Support Package through different classroom activities and worksheets.
Optional Resources and Homework
Optional resources have been developed to support the consolidation of the language structures, grammar items and content words during the lessons or for homework.

It is recommended that teachers refer to the Integration Support Package during co-planning meetings to make decisions about PLP-R/W and GE lesson integration. A school-based discussion package will support schools with integrating the PLP-R/W units and the GE lessons.

7.3 Integrating the Teaching of Literacy/Language Skills

Teachers may decide to integrate the teaching materials and strategies included in the PLP-R/W (KS1) as well as in Hong Kong curriculum documents to develop not only reading and writing skills but also listening and speaking skills in English.

7.4 Creating Curriculum Space

If teachers are using textbooks or other resources then, before making any changes to their current programmes, teachers need to:

- keep the Learning Targets and Objectives of a Key Stage in mind and identify the focus of each unit or module
- match the General English content against the school’s English curriculum and make sure there is a balanced coverage of the Learning Targets and Objectives.

Teachers will need to look for opportunities to:

- Omit certain parts of the textbook – the early fluent learners may omit the easy parts and the emergent learners may omit the more difficult parts
- Use different parts of the textbook flexibly for different groups of learners – the parts that overlap with what has already been taught should be omitted; the parts that are insufficient should be supplemented with other materials
- Adapt the activities to make them more attractive to their learners – the interesting activities can be extended to promote further learning; the less interesting can be modified or removed.

(English Language Education Key Learning Area Curriculum Guide (P1-S3), 2002, pp.116-117)
Suggested Process For Textbook Adaptation

**WHAT IS TO BE TAUGHT?**

**Step 1**
Look at the first 4 weeks of the Scheme of Work. Decide which language focuses will be taught.

**Step 2**
Decide which language focuses will be taught in PLP-R/W and revisited in the GE lessons.

**Step 3**
Decide which additional language focuses will be taught in GE lessons.

**Step 4**
Look at the content words in PLP-R/W. Decide if there are extra related content words to be taught in the textbook.

**Step 5**
Look at the high frequency words in PLP-R/W. Decide if there are extra related high frequency words to be taught in the textbook.

**Step 6**
High frequency words, phonics or content words need to be revisited in each lesson. How? Songs, chants and poems need to be revisited. How?

**Step 7**
Language focuses in PLP-R/W need to be revisited. How?

**Step 8**
The three Reading Strategies need to be practised through additional activities. How?

**Step 9**
Look at the worksheets provided for GE lessons. Do the students need more practice in the skills?

**Step 10**
Plan meaningful homework that reinforces and allows students to practise what they have learnt.

**DESIGNING ACTIVITIES FOR GE LESSONS**
Section 8: Books

8.1 Introduction

To provide students with a holistic learning experience across the literacy sessions and GE lessons, the PLP-R/W (KS1) provides schools with big books, small books and letter books which contain some of the language structures and grammar items that are suggested in the ELCG (2004). These books also expose students to phonics, high frequency words and vocabulary which can be consolidated in the GE lessons.

8.2 Big Books and Small Books

The rationale for producing the big books and small books to support the PLP-R/W (KS1) is to:

• provide mileage text and a stimulus for writing
• enhance and strengthen the established teaching philosophy and methods from the ELCG (2004)
• integrate the PLP-R/W (KS1) and the GE Programme.

The books are written using:

• a progression of high frequency words and a developmental phonics programme
• interesting storylines that match the students’ background experiences
• sentence structures that reflect those in the GE Programme
• a range of text types

and to:

• relate these books to the modules that the students are studying
• match the progression of the books with the module time frame
• control the illustrations to best support the text.

The small books are written to be used as home readers to support the story-line, language structures and vocabulary of the big book. As the small books are read at home it is essential that the text is a repetition of that in the big books. This ensures that the students are exposed to the language structures and vocabulary before attempting to read the book. The small books offer a further opportunity for mileage reading and the development of a high frequency word vocabulary. They also encourage students to read independently.

Guided Reading Books:

Starting from Unit 5 P1 onwards, the small books may be used as guided readers. To support Guided Reading, the small books cover a range of texts and match the abilities of the student cohort.

Text in the Guided Reading books follows a progression of difficulty based on the Big Book. This progression is:

• Repetition of the language from the current big book using predominantly simple sentences with occasional revision of words from previous PLP-R/W books (yellow books)
• Repetition of the language from the current big book with more complex sentences and more regular revision of words from previous PLP-R/W books (blue books)
• Repetition of the language from the current big book with complex sentences, revision of words from previous PLP-R/W books and occasional words not in the books, but likely to be “familiar” to the students either through local usage or General English lessons and exposure to the textbook (red books).
8.3 Letter and Sound Books

Each Letter Book is based around an initial sound, rime, digraph, long vowel or blend. The target sounds and words in the units of work are revisited in the Letter Books. This helps students practise the target sounds at home. The illustrations tell a story to hold students’ attention and interest and develop their awareness of visual cues.

The Learning and Teaching Scope and Sequence Table 8.1 supplies an overview of the learning and teaching content of all the books in the P1 Setting Up Stage, and table 8.2 P2 Implementation Stage. These should provide teachers with the information for both short and long-term planning. They will also help teachers with integration of the PLP-R/W (KS1) and the GE Programme.
## BIG BOOKS

<table>
<thead>
<tr>
<th>Text Type</th>
<th>Narrative text: story, description</th>
<th>Narrative text: story, description</th>
<th>Narrative text: story, description</th>
<th>Narrative text: story, description</th>
<th>Narrative text: story, story, rhyme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Skills Level</strong></td>
<td>II</td>
<td>III</td>
<td>II</td>
<td>III</td>
<td>III</td>
</tr>
<tr>
<td><strong>Writing Skills Level</strong></td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I/II</td>
<td>I/II</td>
</tr>
</tbody>
</table>

### New High Frequency Words

- panda, tree, turtle, looking, grey, shark, swimming, near, crabs, smiling, monkeys, behind, fat, short, hair, waving, dolphins, diving, front, flying, air, oh, dear, Mr Harry

### Content Words

- my name is Tom.
- (I am/she is) (six/five) years old.
- This is (Miss So/Mr Harry).
- (She/He) is my teacher.
- I have two teachers.
- Miss So has ten pencils/erasers/books.
- They are yellow.
- They are on the desk/on the mat/in a play.
- We like books.
- (We have/They have) (four girls/nine girls/ducks) and (six boys/one boy/one fox) in [our group/our class].
- Mr Harry has a group.
- Oscar is (my friend/this fox).
- He is in the group.
- What is on his head?
- Is Oscar (a duck/the fox)?
- Yeah!

### Language Focus

- **•** My name is Tom.
- **•** (I am/she is) (six/five) years old.
- **•** This is (Miss So/Mr Harry).
- **•** (She/He) is my teacher.
- **•** I have two teachers.
- **•** Miss So has ten pencils/erasers/books.
- **•** They are yellow.
- **•** They are on the desk/on the mat/in a play.
- **•** We like books.
- **•** (We have/They have) (four girls/nine girls/ducks) and (six boys/one boy/one fox) in [our group/our class].
- **•** Mr Harry has a group.
- **•** Oscar is (my friend/this fox).
- **•** He is in the group.
- **•** What is on his head?
- **•** Is Oscar (a duck/the fox)?
- **•** Yeah!

### Fun Time at the Zoo

- It is fun at the zoo.
- The elephant/snake/donkey/goat/monkey has (a/this) [pink dress/yellow T-shirt/brown hat/purple jacket].
- Where is the (snake/donkey/goat/kangaroo/gorilla/monkey)?
- Here comes the elephant.
- Run! Monkey, run!
- The elephant has the monkey and... the pink dress, the yellow T-shirt, the brown hat, the purple jacket! / the green shorts and the red shoes.

## LETTER BOOKS

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Books</strong></td>
<td>tiger, turtle, test, tap, toe, ten, toes</td>
<td>money, mouse, man, milk, mango, monkey, moon</td>
<td>cat, can, cup, cap, camera, car</td>
<td>foot, finger, fox, face, fire</td>
<td>desk, duck, dog, door, dig, dinosaur</td>
<td></td>
</tr>
<tr>
<td><strong>Letter Books</strong></td>
<td>baby, bed, book, banana, bag, ball, bird, bear, boy</td>
<td>sun, sandwich, sand, sock, six, socks, seven, socks</td>
<td>lamb, leg, lion, leaf, lemon, lips</td>
<td>wallet, watch, window, wings, wave, wall</td>
<td>garden, goose, girl, goat, gorilla, game</td>
<td></td>
</tr>
<tr>
<td><strong>Letter Books</strong></td>
<td>rat, ring, rabbit, road, red, rainbow</td>
<td>horse, hat, hair, hamster, house, hand</td>
<td>yellow yo-yo, yellow yacht, yarn, yell, yumm</td>
<td>unty, up, underwear, under, umbrella, uh oh</td>
<td>kite, Kimmy, key, kitten, kiss, king</td>
<td></td>
</tr>
<tr>
<td><strong>Letter Books</strong></td>
<td>apple, axe, ant, alligator, ankle, ambulance</td>
<td>on, ox, orange, off, octopus</td>
<td>envelope, escalator, elephant, elbow, egg, exit</td>
<td>ink, insect, in, Indian, igloo</td>
<td>bush, run, fun, sun</td>
<td></td>
</tr>
</tbody>
</table>

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I can see a monkey behind the tree.
A spider is on my knee.
Buzz!
No!
Oh no!
Oh dear!

**Language Focus**

<table>
<thead>
<tr>
<th>Small Books</th>
<th>My Sister</th>
<th>My Friend, Oscar</th>
<th>Grandma and the Birthday Cake</th>
<th>A Paper Plate Mask</th>
<th>Where Am I?</th>
<th>Fun Time at the Zoo</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB 1.1 – My Bag • This is...</td>
<td>SB 2.1 – Ten Books and Ten Pencils • I have...</td>
<td>SB 3.1 – We like... • We like... and...</td>
<td>SB 4.1 – The Mask • Take...</td>
<td>SB 5.1.1 – What Can I See? • What can I see?</td>
<td>SB 6.1.1 – Here Comes the Snake • Here comes the (snake/monkey/kangaroo/goat/donkey/gorilla/elephant).</td>
<td></td>
</tr>
<tr>
<td>SB 1.1 – My Bag • This is...</td>
<td>SB 2.1 – Ten Books and Ten Pencils • I have...</td>
<td>SB 3.1 – We like... • We like... and...</td>
<td>SB 4.1 – The Mask • Take...</td>
<td>SB 5.1.2 – Can I See? • I can see (two/three) [pandas/dolphins] (under/behind/in front of) [the tree/me].</td>
<td>SB 6.1.2 – Run, Snake, run! • Run! (Snake/Monkey/Gorilla), run!</td>
<td></td>
</tr>
<tr>
<td>SB 1.1 – My Bag • This is...</td>
<td>SB 2.1 – Ten Books and Ten Pencils • I have...</td>
<td>SB 3.1 – We like... • We like... and...</td>
<td>SB 4.1 – The Mask • Take...</td>
<td>SB 5.1.3 – Where is the Big Bird? • Where is the big bird?</td>
<td>SB 6.1.3 – Dancing in the Pink Shoes • Here comes the (elephant/hippopotamus/donkey/goat/tiger).</td>
<td></td>
</tr>
<tr>
<td>SB 1.1 – My Bag • This is...</td>
<td>SB 2.1 – Ten Books and Ten Pencils • I have...</td>
<td>SB 3.1 – We like... • We like... and...</td>
<td>SB 4.1 – The Mask • Take...</td>
<td>SB 5.2.1 – Can They See Me? • I can see (two/five/ten) [sharks/crabs/turtles].</td>
<td>SB 6.2.1 – Where is the Elephant? • Where is the (elephant/donkey/kangaroo/mouse/monkey/gorilla)?</td>
<td></td>
</tr>
<tr>
<td>SB 1.1 – My Bag • This is...</td>
<td>SB 2.1 – Ten Books and Ten Pencils • I have...</td>
<td>SB 3.1 – We like... • We like... and...</td>
<td>SB 4.1 – The Mask • Take...</td>
<td>SB 5.2.2 – Monkeys • There are (six/two/three) [fat/small/big] (pandas/monkeys/tigers).</td>
<td>SB 6.2.2 – Where is the Banana? • Where is the (tree/banana/gorilla)?</td>
<td></td>
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<tr>
<td>SB 1.1 – My Bag • This is...</td>
<td>SB 2.1 – Ten Books and Ten Pencils • I have...</td>
<td>SB 3.1 – We like... • We like... and...</td>
<td>SB 4.1 – The Mask • Take...</td>
<td>SB 5.2.3 – The Flying Monkeys • The two small monkeys are flying in the air.</td>
<td>SB 6.2.3 – Dancing at the Zoo • It is fun time at the zoo.</td>
<td></td>
</tr>
<tr>
<td>SB 1.1 – My Bag • This is...</td>
<td>SB 2.1 – Ten Books and Ten Pencils • I have...</td>
<td>SB 3.1 – We like... • We like... and...</td>
<td>SB 4.1 – The Mask • Take...</td>
<td>SB 5.3.1 – Dolphins and Sharks • There are (three/two/six) [red/small/grey] (crabs/turtles/dolphins/sharks).</td>
<td>SB 6.3.1 – The Monkey has the Pink Dress • The monkey has a (pink/yellow/brown) [dress/T-shirt/hat] and (yellow/green/purple) shoes.</td>
<td></td>
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<tr>
<td>SB 1.1 – My Bag • This is...</td>
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<td>SB 3.1 – We like... • We like... and...</td>
<td>SB 4.1 – The Mask • Take...</td>
<td>SB 5.3.2 – The Flying Monkeys • How many (monkeys/dolphins/ducks) are there?</td>
<td>SB 6.3.2 – The Monkey and the Shoes • The (monkey/snake/donkey/gorilla) has a [pink/yellow/brown] [dress/T-shirt/hat] and (yellow/green/purple) shoes.</td>
<td></td>
</tr>
<tr>
<td>SB 1.1 – My Bag • This is...</td>
<td>SB 2.1 – Ten Books and Ten Pencils • I have...</td>
<td>SB 3.1 – We like... • We like... and...</td>
<td>SB 4.1 – The Mask • Take...</td>
<td>SB 5.3.3 – The Big Black Spider • How many (tigers/birds/spiders) are there?</td>
<td>SB 6.3.3 – Here Comes the Monkey • The (elephant/mouse/monkey) has a [pink/green/purple] [dress/hat/jacket] and (red/yellow) [shoes/T-shirt/socks].</td>
<td></td>
</tr>
<tr>
<td>SB 1.1 – My Bag • This is...</td>
<td>SB 2.1 – Ten Books and Ten Pencils • I have...</td>
<td>SB 3.1 – We like... • We like... and...</td>
<td>SB 4.1 – The Mask • Take...</td>
<td>SB 5.4.1 – Two Fat Ducks • How many (monkeys/dolphins/ducks) are there?</td>
<td>SB 6.4.1 – Fun Time • It is fun time at the zoo.</td>
<td></td>
</tr>
<tr>
<td>SB 1.1 – My Bag • This is...</td>
<td>SB 2.1 – Ten Books and Ten Pencils • I have...</td>
<td>SB 3.1 – We like... • We like... and...</td>
<td>SB 4.1 – The Mask • Take...</td>
<td>SB 5.4.2 – I Can See Why • Why are the (dolphins/turtles/crabs) [flying/swimming/running] (in/near/at) [the tree/me]?</td>
<td>SB 6.4.2 – At the Zoo • It is fun time at the zoo.</td>
<td></td>
</tr>
<tr>
<td>SB 1.1 – My Bag • This is...</td>
<td>SB 2.1 – Ten Books and Ten Pencils • I have...</td>
<td>SB 3.1 – We like... • We like... and...</td>
<td>SB 4.1 – The Mask • Take...</td>
<td>SB 5.4.3 – Why are the Tigers Running? • Why are the (tigers/birds/spiders) [flying/swimming/running] (in/near/at) [the tree/me]?</td>
<td>SB 6.4.3 – Fun Time in our Classroom • It is fun time (in/on) [the/park [pet shop/bus/toy shop/park/Tai O/school/classroom]].</td>
<td></td>
</tr>
</tbody>
</table>
8.5 P2 BOOKS: LEARNING AND TEACHING SCOPE AND SEQUENCE

**New High Frequency Words**

- The Magic Science Museum
- At the Beach
- Our Cousins in Canada
- A Tale of Two Turtles
- Souperman
- Henry Hamster's Week

**Content Words**

- He is/She is
- Two, where
- Here is
- He is
- With
- My/His/Her
- Sunshine, happy, Dad, busy, Mum, helping, right
- Dad!
- We are going in the morning.
- Do you have a pet?
- Wake up, Dad!
- I have a pet pony.
- (His/Her) name is
- Jim, Kim, Tim
- Zip, zoom, zoo, six, six
- A glass/bag/packet of milk/thousand/sugar.
- It doesn’t taste sour.
- How much is our soup?
- Where are all the people going?
- They are going to our restaurant.
- Yummy, yummy, yummy.

**LETTER BOOKS**

- BB 7 - The Magic Science Museum
- BB 8 - At the Beach
- BB 9 - Our Cousins in Canada
- BB 10 - A Tale of Two Turtles
- BB 11 - Souperman
- BB 12 - Henry Hamster's Week

**Letter Sounds**

- Quiz: letter question, quick, queen, quick
- V Book: vegetables, violin, vest, van, victory
- B Book: shell, ship, shoe, shot
- O Book: oat, pot, pot, dot
- IP Book: jot, zip, dip, zip, zap

**Letter Books**

- Qu Book: question, quiet, queen, quick
- V Book: vegetable, violin, vest, van, victory
- B Book: shell, ship, shoe, shot
- O Book: oat, pot, pot, dot
- IP Book: jot, zip, dip, zip, zap

**Action Alphabet**

- Happy Chants 1
- Happy Chants 2

**Teacher Manual**

- Primary Literacy Programme – Reading and Writing (KS1)
- 8.5 P2 BOOKS: LEARNING AND TEACHING SCOPE AND SEQUENCE
- New High Frequency Words
- Content Words
- Letter Sounds
- Letter Books
- Action Alphabet

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We are going to (the airport/Canada).

We like our presents.

You are my best friend.

We are very excited.

This is me with my (mum/dad/Aunt Pam/Uncle Charles/cousin/pet, Ben/Cherry).

We are very happy.

The Science Museum is magic.

This is me with my (mum/dad/Aunt Pam/Uncle Charles/cousin/pet, Ben/Cherry).

(He/She) is [digging/making sandwiches/helping Mum/running/swimming/sleeping].

We like ice-skating.

It is Monday (morning/lunch time).

(Mum//Dad/Rex/I) [is/am] (happy/tired).

We are going to visit (the monkeys/the pandas/the sharks/Grandpa and Grandma/Aunt Pam and Uncle Charles/Ben and Cherry).

They are on the (first/second/third/fourth/fifth) floor.

They are on fifth floor, too.

We do not like ice-skating.

We are at the beach.

We are going to visit (the monkeys/the pandas/the sharks/Grandpa and Grandma/Aunt Pam and Uncle Charles/Ben and Cherry).

They are on the (ground/second/third/sixth/seventh/eighth) floor.

We do like lions and zebras.

We are very excited.

We like the (dinosaurs/lions/kangaroos).

We must not run in the (museum/computer room/mirror room).

We must keep quiet.

You must not climb on the (dinosaurs/lions/kangaroos).

It is fun in the Science Museum.

Who’s (putting birthday presents/putting notes in a parcel/writing notes to Ben and Cherry/waiting for the plane)?

These are our presents for (Aunt Pam/Uncle Charles/cousin, Ben and Cherry/parcel/notes/presents).

These are our parcels/notes/presents from (Aunt Pam and Uncle Charles/Ben and Cherry/Grandpa and Grandma).

We are near the bus stop.

The bus is here.

We can see some (sand/shells/rocks/boys and girls/hats and towels/shells and crabs/hats and towels/boys and girls/sharks and dolphins).

Who’s waiting for a birthday present?

The (monkey/panda/dolphin/elephant) is waiting.

The (monkey/panda/dolphin/elephant/boy) likes (bananas/bamboo/apples/chocolate).

We see some (lions and zebras/monkeys and elephants/goats/spiders and snakes) in the picture.

(Rex/I) touches [touch] the picture.

[Rex/I] [is] scared.

Who’s your best friend?

This is my best friend.

We are near the bus stop.

This is me with my (mum/dad/Aunt Pam/Uncle Charles/cousin/pet, Ben/Cherry).

We do not like ice-skating.

We are going to visit (the monkeys/the pandas/the sharks/Grandpa and Grandma/Aunt Pam and Uncle Charles/Ben and Cherry).

They live in the (zoo/the park/the water/Kowloon/Canada).

We are very excited.

(Mum/Dad/Rex/I) [is/am] (happy/tired).
The octopus, the gorillas, the giraffes and Henry Hamster like running. They all love running. They love basketball.

Yes, Henry Hamster and Jenny Hamster like running together on Friday afternoon.

Let's have (yummy/chicken/seafood/beef/tomato/pork) soup.

The (octopus/gorillas/giraffes) [is/are] too (fast/big/tall).

Poor little Henry Hamster!

Happy little Henry Hamster goes running with the octopus, the gorillas and the giraffes.

Happy little Henry Hamster goes to play (tennis/football/basketball) at [nine/ten/two] o'clock on (Monday/Tuesday/Wednesday) [morning/afternoon].

People don't come to my restaurant.

Little Henry Hamster goes running on (Thursday/Friday/Saturday) morning.

But he is going on (Sunday) morning.

I need (phone the shop/see/clean the windows/clean the walls) to (wash the dishes/empty the dishes). I need to (Clean the floor with the new broom). I need to (Get the broom).

I am tired.

Henry Hamster goes to play (tennis/football/basketball) at [nine/ten/two] o'clock on (Monday/Tuesday/Wednesday) [morning/afternoon].

Happy little Henry Hamster goes running on (Thursday/Friday/Saturday) afternoon.

Tired little Henry Hamster goes to sleep on (Sunday) morning and on (Sunday) afternoon.
<table>
<thead>
<tr>
<th>SB 10.4.1 – Let’s Get Together</th>
<th>SB 11.4.1 – I Can Help</th>
<th>SB 12.4.1 – Who Loves Running?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tim/Tammy) is writing a postcard to [Tammy/Tim].</td>
<td>It’s time for soup.</td>
<td>The happy (hamster/octopus/orangutan) loves running every day but … he doesn’t go running on Sunday.</td>
</tr>
<tr>
<td>Hi (Tammy/Tim).</td>
<td>I can help too.</td>
<td>They go walking on Sunday.</td>
</tr>
<tr>
<td>Let’s get together.</td>
<td>How many people are eating our soup?</td>
<td></td>
</tr>
<tr>
<td>From, (Tim/Tammy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They are together now.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SB 11.4.2 – A Postcard from a Friend</th>
<th>SB 11.4.2 – Seafood Soup</th>
<th>SB 12.4.2 – The Animals Love Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Monkey/Elephant) is writing a postcard to [Elephant/Monkey].</td>
<td>It’s time for (crab/fish/turtle) soup.</td>
<td>The happy (giraffe/octopus/gorilla/orangutan) loves [running/walking/jumping/swimming/diving/flying] every day but not on Sunday.</td>
</tr>
<tr>
<td>Hi (Elephant/Monkey).</td>
<td>Where are all the (crabs/fish/turtles) going?</td>
<td>They sleep on Sunday.</td>
</tr>
<tr>
<td>Let’s meet soon.</td>
<td>Now it’s time for yummy shark soup.</td>
<td></td>
</tr>
<tr>
<td>From, (Monkey/Elephant)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When can I come to visit you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come to visit me in summer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They are together now.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SB 12.4.3 – Animal Sports</th>
<th>SB 12.4.3 – Animal Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>The happy (giraffe/octopus/gorilla/seagull) loves [running/walking/jumping/swimming/diving/flying] every day but not on Sunday.</td>
<td>The happy (giraffe/octopus/gorilla/seagull) loves [running/walking/jumping/swimming/diving/flying] every day but not on Sunday.</td>
</tr>
<tr>
<td>What (does/do) [he/she/the animals] do on Sunday?</td>
<td>All the animals sleep on Sunday.</td>
</tr>
<tr>
<td>All the animals sleep on Sunday.</td>
<td></td>
</tr>
</tbody>
</table>
Language Focus

(BB 13 – Mouse to Mouse)"Hi Readers/Dearest Reader, What do you like to do? Do you like (reading/to dress up your dog)?"

(BB 14 – Cool Kids)"Hi, (Aunt Fifi/Katarina/Eva/Kids)."

(BB 15 – The Pirate, the Parrot and Fun at the Bun Festival)"Mike and Mabel doesn’t cook lunch."

(BB 16 – Green Earth Project Week)"Yeah!"

(BB 17 – Amy’s Diary)"The dolphins are not happy (of/from/into) the cans/people throw rubbish into."

(BB 18 – Fire and Florene)"Hello, (Charlie Cheng/family/asleep)."

High Frequency Words

• the, is, to, he, she, it, you, do, what, you, want, what, play, so, let, soon, she, we, see, on, her, a, one, can, out, of, and, are, up, down, they, from, if, about, because, so, pretty, only, bring, may, which, that, yes, its, when, are, and, are, for, look, how, they, come, you, I, like, the, me, too, not, going on, how, we, to, a, there, big, is, does, no, he, may, get, off, first, of, have, or, same, at, yes, thank, very, this, which, that, help, my, with, be, any, well, done, good, nice, as

Narrative text: story

Exchange text: e-mail

Information text: magazine

Narrative text: comic

Narrative text: recount

Narrative text: diary

Narrative text: poem

Hi Readers/Dearest Reader, What do you like to do? Do you like (reading/to dress up your dog)?


Mike and Mabel doesn’t cook lunch.

The dolphins are not happy (of/from/into) the cans/people throw rubbish into.

Hey, (Charlie Cheng/family/asleep).
lamb.
- Its wool is white as snow.
- And everywhere that Mary goes, Mary goes.
- The lamb is sure to go.

- You can't catch me!
- I'm Pete the Parrot!
- Help!
- My beak, my beak!
- Oh, poor Pete!
- Come with me, Pete!

### LETTER BOOKS

<table>
<thead>
<tr>
<th>LETTER BOOKS</th>
<th>BB 13 – Mouse to Mouse</th>
<th>BB 14 – Cool Kids</th>
<th>BB 15 – The Pirate, the Parrot and Fun at the Bun Festival</th>
<th>BB 16 – Green Earth Project Week</th>
<th>BB 17 – Amy’s Diary</th>
<th>BB 18 – Florence and Drago</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Sounds</strong></td>
<td><strong>Long vowel i</strong></td>
<td><strong>Long vowel a</strong></td>
<td><strong>Long vowel e</strong></td>
<td><strong>Long vowel o</strong></td>
<td><strong>Long vowel u</strong></td>
<td><strong>Blends</strong></td>
</tr>
<tr>
<td>I BOOK (i-e)</td>
<td>Mike, five, white, bike, nice, kite, like</td>
<td>A BOOK (a-e):</td>
<td>E BOOK (e-e):</td>
<td>O BOOK (o-e):</td>
<td>U BOOK (u-e):</td>
<td><strong>'l' Blends</strong> – black, class, flower, glue, play, sleep</td>
</tr>
<tr>
<td>(ie): feathers, tie, cries, die</td>
<td>name, Kate, bake, cake, plate, plate, save, Jake</td>
<td>steve, Chinese, Eve, Japanese, Cantonese</td>
<td>bone, home, stone, hole</td>
<td>cute, flute</td>
<td><strong>'r' Blends</strong> – bread, cry, draw, friend, green, present, tree</td>
<td></td>
</tr>
<tr>
<td>I BOOK (i):</td>
<td>ネズミ, five, white, bike, nice, kite, like</td>
<td>A BOOK (a):</td>
<td>E BOOK (e):</td>
<td>O BOOK (o):</td>
<td>U BOOK (u):</td>
<td><strong>'s' Blends</strong> – scared, skirt, small, snake, spider, stand, swim</td>
</tr>
<tr>
<td>(igh): night, sunlight, light, fight, right</td>
<td>Daisy, walls, train, rain, mail, snail</td>
<td>sweets, cheese, green, sheep, sleep</td>
<td>load, boat, coat, oatmeal, roast</td>
<td>Joe, goes, hoe, toe, woe</td>
<td><strong>Revision i/a</strong></td>
<td><strong>Revision of blends</strong></td>
</tr>
<tr>
<td>(iy):</td>
<td>Saturday, play, May, away, day</td>
<td>beach, heat, eat, ice cream, scream, dream</td>
<td>Joe, goes, hoe, toe, woe</td>
<td>Joe, goes, hoe, toe, woe</td>
<td>blow, flew, grew, new</td>
<td><strong>Revision of blends</strong></td>
</tr>
</tbody>
</table>
### SMALL BOOKS

<table>
<thead>
<tr>
<th>BB 13 – Mouse to Mouse</th>
<th>BB 14 – Cool Kids</th>
<th>BB 15 – The Pirate, the Parrot and Fun at the Bun Festival</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SB 13.1.1 – Writing an e-mail</strong>&lt;br&gt;(Mike/Mabel/Coco) is awake.&lt;br&gt;(He/She) is [creeping/running] out of the (bedroom/living room/kitchen).&lt;br&gt;They are all writing an e-mail.&lt;br&gt;Hi,&lt;br&gt;See you in the living room.</td>
<td><strong>SB 14.1.1 – The Dog Fashion Contest</strong>&lt;br&gt;This is the Dog Fashion Contest.&lt;br&gt;(Bacon/Gatsby/Spike) is very [pretty/cute/excited].&lt;br&gt;What is (she/he) wearing?&lt;br&gt;[She/he] is wearing [her/his] [pink skirt red and yellow jacket/that with a feather on it].</td>
<td><strong>SB 15.1.1 – May I go to the Bun Festival?</strong>&lt;br&gt;(Aunt Eve, Bella and Steve/A big Chinese junk/They) [are/is] (waiting for the ferry/coming to the pier/getting on board).&lt;br&gt;Mum, may I go to the Bun Festival the pirate junk?&lt;br&gt;[Yes/No], you [may/may not].&lt;br&gt;Me too!&lt;br&gt;May I go on board/dog fishing/have lunch/have a bun/join the bun race?&lt;br&gt;Not me!&lt;br&gt;The bun tower at Cheung Chau is very tall.</td>
</tr>
<tr>
<td><strong>SB 13.1.2 – Where are they Going?</strong>&lt;br&gt;(Mike/Mabel/Coco/Mr and Mrs Lee) [are/is] awake.&lt;br&gt;(He/She/They) [are/is] (creeping/running) out of the (bathroom/study/kitchen).&lt;br&gt;(Mike and Mabel/Coco/Mr and Mrs Lee) [are/is] jumping up and down on the (coffee table/soft cushion/armchair).&lt;br&gt;They are all writing an e-mail.</td>
<td><strong>SB 14.1.2 – Who is the Winner?</strong>&lt;br&gt;This is the Dog Fashion Contest.&lt;br&gt;(Bacon/Gatsby/Spike) is very [pretty/cute/excited].&lt;br&gt;What is (she/he) wearing?&lt;br&gt;[She/he] is wearing [her/his] (red and yellow jacket/pink and yellow hat with a feather on it).&lt;br&gt;He's a very happy winner!</td>
<td><strong>SB 15.1.2 – May I Join the Bun Race?</strong>&lt;br&gt;(Aunt Eve, Bella and Steve/A big Chinese junk/They) [are/is] (waiting for the ferry/coming to the pier/getting on board).&lt;br&gt;Mum, may I go to the Bun Festival on Cheung Chau/that pirate junk?&lt;br&gt;[Yes/No], you [may/may not].&lt;br&gt;Me too!&lt;br&gt;May I go on board/Pang the Pirate and Pete the Parrot/catch a fish/have fish for lunch/have a bun with my fish/join the bun race?&lt;br&gt;Not me!&lt;br&gt;The bun tower at Cheung Chau is very tall.</td>
</tr>
</tbody>
</table>
| **SB 13.1.3 – Who is Jumping on the Bed?**<br>(Mike/Mabel/Coco/Mr and Mrs Lee) [are/is] awake.<br>(He/She/They) wants to play.<br>[Mike and Mabel/Coco/Mr and Mrs Lee] [are/is] creeping (out of/into) the (bathroom/study/kitchen/bedroom).<br>Mr and Mrs Lee are asleep.<br>They are jumping up and down on the bed. | **SB 14.1.3 – Do you like to dress Up Your Dog?**<br>Do you like to dress up your dog?<br>What is (Bacon/Gatsby/Spike/Barbet) wearing?<br>[She/he] is wearing [her/his] [pink and blue skirt/black and white T-shirt/hat with a feather on it].<br>All the dogs are very excited. | **SB 15.1.3 – Little Pang**<br>Little Pang is talking to his dad.<br>Mum, how are we going to the Bun Festival?<br>We're going on a ferry/junk. |}

### Language Focus

| **SB 13.2.1 – Can Coco Catch a Mouse?**<br>Coco is awake.<br>Coco wants to catch a mouse.<br>Where can Coco find a mouse?<br>Can she find (one in her house/a mouse tonight/it on the light)?<br>Meeow! | **SB 14.2.1 – Pink Dolphins**<br>Pink dolphins live (in the sea/near Hong Kong).<br>[Mother/baby] dolphins are [pink/grey].<br>Pink dolphins are not happy because people throw rubbish into the sea.<br>This makes the water dirty.<br>Can you help? | **SB 15.2.1 – The Surprise**<br>Aunt Eve, Steve and Bella are waiting for Aunt Fifi and Katarina.<br>Mum, how are we going to the Bun Festival?<br>We're going on a ferry/junk.<br>What's the ferry/junk coming?<br>We're not going on a ferry.<br>How are we going to the Bun Festival?<br>It's a surprise/a pirate junk/here. |}

| **SB 13.2.2 – The Cat and the Snake**<br>Where is the big black snake?<br>The big black snake (cat/rat) is awake.<br>They want to catch a mouse.<br>Can they find (one in the house/a mouse tonight)?<br>Yow!<br>They can find one on the light. | **SB 14.2.2 – Dolphins in Hong Kong**<br>Pink dolphins live (in the sea/near Hong Kong).<br>They are good at swimming/diving.<br>Mother dolphins are pink but the babies are grey.<br>They are cute.<br>The dolphins are not happy because people throw rubbish into the sea.<br>This makes the water dirty.<br>How can you help? | **SB 15.2.2 – How are we going to the Bun Festival?**<br>Aunt Eve, Steve and Bella are waiting for Aunt Fifi and Katarina.<br>Mum, how are we going to the Bun Festival?<br>We're going on a ferry with Aunt Fifi and Katarina/big junk. |}

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<table>
<thead>
<tr>
<th>SB 13.2.3 – Coco is Hungry</th>
<th>SB 14.2.3 – Hong Kong’s Pink Dolphins</th>
<th>SB 19.2.3 – Going to Cheung Chau</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Coco wants to catch a (mouse/fish).</td>
<td>• Pink dolphins live in the sea near Hong Kong.</td>
<td>• (Aunt Eve, Steve and Bella/They) are waiting for [Aunt Fifi and Katarina/the junk].</td>
</tr>
<tr>
<td>• Where can Coco find a (mouse/fish)?</td>
<td>• They are good at diving and swimming.</td>
<td>• I like the Bun Festival.</td>
</tr>
<tr>
<td>• Can she find one in her house/a mouse tonight/one on the light/one in her dish?</td>
<td>• You can see some near Tai O.</td>
<td>• We're going on a (ferry with Aunt Fifi and Katarina/big junk).</td>
</tr>
<tr>
<td>• She cannot find a mouse tonight.</td>
<td>• The mother and father dolphins are pink but the baby dolphins are grey.</td>
<td>• Are you excited?</td>
</tr>
<tr>
<td>• She can find one in her dish.</td>
<td>• People throw rubbish into the sea.</td>
<td>• Yes, we are.</td>
</tr>
<tr>
<td>• Meeeow!</td>
<td>• (This/It) makes [the water/dolphins] (very dirty/sick).</td>
<td>• Here are Aunt Fifi and Katarina.</td>
</tr>
<tr>
<td></td>
<td>• They are good at diving and swimming.</td>
<td>• When’s the ferry coming, Aunt Fifi?</td>
</tr>
<tr>
<td></td>
<td>• The mother and father dolphins are pink but the baby dolphins are grey.</td>
<td>• We’re not going on a ferry.</td>
</tr>
<tr>
<td></td>
<td>• People throw rubbish into the sea.</td>
<td>• It’s (a surprise/here).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Wait and see.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Good.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I like (junks/big junks).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• When’s the junk coming?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Is it coming soon, Aunt Fifi?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SB 13.3.1 – An e-mail to Mike</th>
<th>SB 14.3.1 – Food in Mega Mall</th>
<th>SB 15.3.2 – Are there any Buns for me?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mabel is writing an e-mail to Mike.</td>
<td>• (Spike/Barbet/Gaysha/Bacon) is in Mega Mall.</td>
<td>• (Mike/Mabel), the computer mouse, is in the [bedroom/study].</td>
</tr>
<tr>
<td>• Hi (Mika/Mabel),</td>
<td>• Which food do (he/she/they) like best?</td>
<td>• He is writing an e-mail to his friend, Mabel.</td>
</tr>
<tr>
<td>• Do you want to play in the kitchen or the bathroom?</td>
<td>• They like (tasty food/Gail’s Fast Food) best.</td>
<td>• Hi (Mabel/Mike),</td>
</tr>
<tr>
<td>• (Mika/Mabel) is writing to (Mabel/Mike).</td>
<td>• They buy slices of pizza, packets of French fries and a very big bottle of orange juice.</td>
<td>• Do you want to play in the bathroom or the kitchen?</td>
</tr>
<tr>
<td>• We can’t (can) play in the [kitchen/bathroom].</td>
<td>• They like free food.</td>
<td>• (Mabel/Mike) is writing to [Mika/Mabel].</td>
</tr>
<tr>
<td>• The cat is in the kitchen.</td>
<td>• We can’t meet in the bathroom or the kitchen.</td>
<td>• She is writing back to Mike.</td>
</tr>
<tr>
<td>• Eeek!</td>
<td>• We can’t meet here!</td>
<td>• They like free food.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• She is writing back to Mike.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Let’s meet in the living room.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• We can’t meet here!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• OK, see you in the kitchen.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• See you.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Eeek!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Meeeow!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SB 13.3.2 – Where can we Play?</th>
<th>SB 14.3.2 – In Mega Mall</th>
<th>SB 15.3.2 – Are there any Buns for me?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• (Miki/Mabel),</td>
<td>• (Spike/Barbet/Gaysha/Bacon) is in Mega Mall.</td>
<td>• Bella is hungry.</td>
</tr>
<tr>
<td>• Mike is writing an e-mail to Mabel.</td>
<td>• Which food do (he/she/they) like best?</td>
<td>• Are there any (yummy buns/sweet buns/buns for me)?</td>
</tr>
<tr>
<td>• Hi (Mabel/Mike),</td>
<td>• Spike has a coupon.</td>
<td>• Yes.</td>
</tr>
<tr>
<td>• Do you want to play in the bathroom or the kitchen?</td>
<td>• It is for four free slices of pizza, three packets of French fries and a bottle of orange juice.</td>
<td>• (Yummy/Sweet/A lot of) buns, [yummy/sweet/a lot of] buns.</td>
</tr>
<tr>
<td>• (Mabel/Mike) is writing to [Mika/Mabel].</td>
<td>• They are free.</td>
<td>• Which (yummy/sweet) bun can I have?</td>
</tr>
<tr>
<td>• We can’t meet in the bathroom or the kitchen.</td>
<td>• They buy slices of pizza, packets of French fries and a very big bottle of orange juice.</td>
<td>• Have this (yummy/sweet) bun.</td>
</tr>
<tr>
<td>• The doors are shut.</td>
<td>• We can’t meet here!</td>
<td>• Buns for you, buns for you.</td>
</tr>
<tr>
<td>• Let’s meet in the living room.</td>
<td>• We can’t meet here!</td>
<td>• May I have a lot of buns?</td>
</tr>
<tr>
<td>• Eeek!</td>
<td>• We can’t meet here!</td>
<td>• Oh, no, Peta!</td>
</tr>
<tr>
<td>• We can’t meet here!</td>
<td></td>
<td>• Stop!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SB 13.3.3 – Let’s Meet</th>
<th>SB 14.3.3 – Free Coupons</th>
<th>SB 15.3.3 – The Hungry Bun</th>
</tr>
</thead>
<tbody>
<tr>
<td>• (Miki/Mabel),</td>
<td>• (Spike/Barbet/Gaysha/Bacon) is in Mega Mall.</td>
<td>• Once upon a time there was a very hungry bun...</td>
</tr>
<tr>
<td>• The computer mouse, is in the [bedroom/study].</td>
<td>• Spike has a coupon.</td>
<td>• Wow.</td>
</tr>
<tr>
<td>• He is writing an e-mail to his friend, Mabel.</td>
<td>• (He/She) has a coupon for a free pizza/three free packets of French fries/three free bottles of orange juice/four free bowls of noodles and a bowl of rice).</td>
<td>• There are a lot of (pirates/parrots).</td>
</tr>
<tr>
<td>• Hi (Mabel/Mike),</td>
<td>• They all bring their coupons.</td>
<td>• A lot of (pirates/parrots), a lot of (pirates/parrots).</td>
</tr>
<tr>
<td>• What do you want to do tonight?</td>
<td>• They meet at Gail’s Fast Food.</td>
<td>• (I’m He’s) [Hungry/sweet and tasty].</td>
</tr>
<tr>
<td>• Do you want to play in the kitchen or the bathroom?</td>
<td>• Which food do they like best?</td>
<td>• Which (pirates/parrots) can I have?</td>
</tr>
<tr>
<td>• She is writing back to Mike.</td>
<td></td>
<td>• Have this pirate with the hat.</td>
</tr>
<tr>
<td>• Let’s meet in the kitchen and eat cheese.</td>
<td>• They like free food.</td>
<td>• Yummy, yummy.</td>
</tr>
<tr>
<td>• OK, see you in the kitchen.</td>
<td></td>
<td>• This pirate is good.</td>
</tr>
<tr>
<td>• See you.</td>
<td>• They are free.</td>
<td>• Sweet and tasty, sweet and tasty.</td>
</tr>
<tr>
<td>• Eeek!</td>
<td></td>
<td>• Burp!</td>
</tr>
<tr>
<td>• Meeeow!</td>
<td></td>
<td>• Oh, excuse me!</td>
</tr>
</tbody>
</table>

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Section 8: Books
### Section 8: Books

#### SB 13.4.1 – Sliding
- Wheee!
- (Mike/Mabel/Coco) is sliding on the coffee table.
- Eek!
- They are all falling off.

#### SB 14.4.1 – Cat and Mouse
- Can I help you?
- May I have that (green/pink) [mouse/cat] trap, please?
- Yes.
- Eek!
- Meow!

#### SB 15.4.1 – We’re Hungry
- It’s lunch time.
- (I’m/She’s/He’s/We’re) hungry.
- Does (Pete the Parrot/Pang the Pirate/Aunt Fifi) cook lunch?
- No, (Pete the Parrot/Pang the Pirate/Aunt Fifi) doesn’t cook.
- You can have buns.

#### SB 13.4.2 – They are Naughty
- (Mike/Mabel/Coco), the [computer mouse/cat], is naughty.
- (He/She) is [sliding/swinging/jumping] (on/from) the [coffee table/light/soft armchair].
- They are all very naughty.

#### SB 14.4.2 – The Mouse Trap
- Can I help you?
- May I have a (mouse/cat) trap, please?
- Yes.
- Which one do you want?
- I want the (green/blue) one, please.
- OK.
- Eek!
- Meow!

#### SB 15.4.2 – When’s Lunch?
- I’m hungry.
- When’s lunch?
- It’s at twelve thirty.
- Does (Pete the Parrot/Pang the Pirate/Aunt Fifi) cook lunch?
- No, (he/she) doesn’t.
- A (parrot/pirate) doesn’t cook.
- Me too!
- I’m very, very hungry!
- You can have fish for lunch.
- Fish for lunch.

#### SB 13.4.3 – Who is Naughty?
- Wheee!
- (Mike/Mabel/Coco), the [computer mouse/cat], is (sliding/swinging/jumping up and down) (on/from) the [smooth coffee table/light/soft armchair].
- (He/She) is very naughty.
- Mr and Mrs Lee are awake.
- Mike, Mabel and Coco are creeping out of the living room.

#### SB 14.4.3 – The Cat Trap
- Can I help you?
- May I have a (mouse/cat) trap, please?
- How much are they?
- (Ten/Twenty) dollars.
- Which one do you want?
- I want the (green/purple) one, please.
- OK.
- Eek!
- Meow!

#### SB 15.4.3 – What’s for Lunch?
- I’m (hungry/very hungry).
- When’s lunch?
- Are there any (fish/crab/eels)?
- It’s (at twelve thirty/twelve thirty).
- Does (Pete the Parrot/Pang the Pirate/Aunt Fifi) cook lunch?
- No, (he/she) doesn’t.
- A (parrot/pirate) doesn’t cook.
- I’m very, very hungry!
- You can have seafood for lunch.
- Seafood for lunch.
### SMALL BOOKS

#### BB 16 – Green Earth Project Week
- **SB 16.1.1 – Green Earth Week**
  - Last week was Green Earth Week.
  - We had to build a machine.
  - (First/Next/After that) we got [at two] (huge/big) [box/cone/bowls].
  - Joe helped.
  - On Friday we got some cans and a lot of other things.
  - Our machine ran around in circles!

- **SB 16.1.2 – Our Rubbish Machine**
  - Last week our class started a Green Earth Project.
  - We had to build a machine to clean up rubbish.
  - (First/Next/After that) we got (at two) (huge boxes/cones/bowls).
  - (With/They) [was/were] (old/big).
  - Joe helped.
  - He got in the box.
  - He put the cone on his head.
  - On Friday we got some shiny cans and a lot of other things.
  - Our machine ran around in circles!

- **SB 16.1.3 – Our Green Earth Machine**
  - Last week our class started a Green Earth Project.
  - We had to build a machine to clean up rubbish.
  - (First/Next/After that) we got (at two) (huge boxes/cones/bowls).
  - (With/They) [was/were] (old/big).
  - Joe helped.
  - He got in the box.
  - He put the cone on his head.
  - He picked up the bowls.
  - On Friday, we got some shiny cans and a lot of other things.
  - Wow!
  - Our machine liked rubbish and children.
  - We all ran around in circles.

- **SB 16.2.1 – My Group**
  - It was Green Earth Week.
  - We had to build a machine to clean up rubbish.
  - (Mr Lo/Joe) put [in the plug] (into groups/in the wrong hole).
  - (We/She/He/Me) [was/were] (excited/worried).
  - (Rose/Betty/Joe and I) [was/were] in the (gold/red/green) group.
  - We started to build our machine.
  - I was not excited.
  - Bang!

- **SB 16.2.2 – Group Work**
  - It was Green Earth Week.
  - Mr Lo talked to us about pollution.
  - We had to build a machine to clean up rubbish.
  - (Mr Lo/Joe) put [in the plug] (into groups/in the wrong hole).
  - (We/She/He/Me) [was/were] (excited/worried).
  - (Rose/Betty/Joe and I) [was/were] in the (gold/red/green) group.
  - Her group started to build a (another) machine.
  - We started our machine.
  - I was not excited.
  - Bang!
  - There was a lot of smoke.

#### BB 17 – Amy’s Diary
- **SB 17.1.1 – A Happy Day**
  - We went to (The Peak/Sai Kung/a restaurant) (in the morning/in the afternoon/in dinner time).
  - We met (Uncle Luke/Aunt Ruby/Dad).
  - He started to make some soup for his dragon friends.
  - (First/Next/After that/Then) he put in lots and lots of [hot chilli sauce/red hot peppers/spicy beef/black pepper].
  - (It/They) [was/were] (old/red/big).
  - Joe helped.
  - (First/Next/After that/Then) we got [us/the plug] (into groups/in the wrong hole).
  - June bought a diary.
  - (Rose/Betty/Joe and I) [was/were] in the (gold/red/green) group.
  - He said, “I'll walk with you.”
  - At school he sat behind two boys, and no one even knew.
  - Today I was very sad.

- **SB 17.1.2 – We were Tired**
  - We had to build a machine to clean up rubbish.
  - (First/Next/After that) we (went to/went on/went) [the park/a sampan/home].
  - (After that/Then) we [went to/went on/went] (the park/a sampan/home).
  - We were very tired so we went to bed.

- **SB 17.1.3 – A Day out in Hong Kong**
  - We went to (The Peak/Sai Kung/a seafood restaurant) (in the morning/in the afternoon/at dinner time).
  - We met (Uncle Luke/Aunt Ruby/Dad).
  - Then Drago ate the chilli soup, and tears poured from their eyes.
  - Finally he stirred the soup in the huge pot.
  - All the dragons came.
  - They ate all the soup and clapped their paws.

- **SB 17.2.1 – Amy’s Diary**
  - Today was fun.
  - I met my cousin, June.
  - (June and I/June) [went towent on/went] (The Peak/a restaurant/a cable car/home).
  - June bought a diary.
  - June and I wrote in our diaries.
  - Today I was very sad.

- **SB 17.2.2 – Naughty Charlie**
  - When (Drago went to his Art class/Charlie Cheng stole his paint brush), [he sat between two boys/he never made a noise].
  - Rumble and roar, rumble and roar, a dragon’s life is free.
  - Joe helped.
  - (First/Next/After that/Then) we got [us/the plug] (into groups/in the wrong hole).
  - June bought a diary.
  - (Rose/Betty/Joe and I) [was/were] in the (gold/red/green) group.
  - She took her dragon by the paw.
  - Then Drago looked in Charlie’s eyes as smoke poured from his nose.

#### BB 18 – Florence and Drago
- **SB 18.1.1 – Chilli Soup**
  - (Florence/Drago/Charlie Cheng) ate a slice of bread.
  - (Florence/Drago/Charlie Cheng) had some chilli soup.
  - The tears poured from their eyes.

- **SB 18.1.2 – Hot and Spicy Food**
  - (Sweet Florence/Drago/Charlie Cheng) ate [a slice of bread, some pies and some cakes].
  - (Sweet Florence/Drago/Charlie Cheng) had some hot chilli soup, some spicy noodles and some rice.
  - They jumped up and down as the tears poured from their big, red eyes.

- **SB 18.1.3 – Drago’s Soup**
  - Drago got a huge pot of water.
  - He started to make some soup for his dragon friends.
  - (First/Next/After that) we got [a/two] (huge box/cone/bowls).
  - (First/Next/After that/Then) he put in lots and lots of [hot chilli sauce/red hot peppers/spicy beef/black pepper].
  - (First/Next/After that/Then) he put in lots and lots of [hot chilli sauce/red hot peppers/spicy beef/black pepper].
  - (First/Next/After that/Then) he put in lots and lots of [hot chilli sauce/red hot peppers/spicy beef/black pepper].
  - (First/Next/After that/Then) he put in lots and lots of [hot chilli sauce/red hot peppers/spicy beef/black pepper].
  - (First/Next/After that/Then) he put in lots and lots of [hot chilli sauce/red hot peppers/spicy beef/black pepper].
  - (First/Next/After that/Then) he put in lots and lots of [hot chilli sauce/red hot peppers/spicy beef/black pepper].

- **SB 18.2.1 – The Art Class**
  - (Mr Lo/Joe) put [us/the plug] (into groups/in the wrong hole).
  - June/seafood/a diary/the ride) to (The Peak/in a restaurant/in a bookshop/on the cable car/to the airport).
  - She never made a noise.
  - And Drago said, “Just look here, boy!”
  - And to his feet he rose.
  - Drago said, “Just look here, boy!”
  - At school he sat behind two boys, and no one even knew.
  - He said, “I’ll walk with you.”
  - He said, “I’ll walk with you.”
  - He said, “I’ll walk with you.”

- **SB 18.2.2 – Naughty Charlie**
  - (Sweet Florence/Drago/Charlie Cheng) ate some chilli soup as Drago ate some pies.
  - (Sweet Florence/Drago/Charlie Cheng) ate some chilli soup as Drago ate some pies.
  - Then Drago ate the chilli soup, and tears poured from their eyes.
  - Rumble and roar, rumble and roar, a dragon’s life is free.
  - So, if I wish to show myself, then you can all see me.
  - Finally he stirred the soup in the huge pot.
  - All the dragons came.
  - They ate all the soup and clapped their paws.
SB 16.2.3 – Smoke in the Jungle

- Last week there was a lot of smoke in the jungle.
- The animals were worried.
- Out came the (gorilla/monkey/snake/giraffe/elephant)
- (He/She) ran [around/into] [in circles/the tree/ the pond].
- He wanted to look.
- He came to look too.
- Yeah!
- The elephant saved the animals.

SB 17.2.3 – My Diary of Happiest Memories

- Today was fun.
- I met June.
- (She/June) [showed/gave] me her panda bear/her panda.
- We went/went on/went [a restaurant/The Peak/the park in the afternoon/boating/shopping].
- Her panda bear was cute.
- We took [lots of photos/a photo of June].
- Yeah!
- We [went to/went on/went/played] [a restaurant/The Peak/the park in the afternoon/a boat/shopping/in the mirror room/the park/home].
- We were tired.
- We fell asleep.

SB 16.3.1 – Polly's New Machine

- Polly drew a plan.
- She started to build a machine.
- She found [a cone/a lot of cans/a huge box/other things].
- She picked up the [huge box/the cone and the cans/the other things].
- She painted [it/them].
- Her machine was wonderful.
- Polly was very excited.

SB 17.3.1 – A Long Ride

- It was a long ride (over the hills/up to The Peak/to Sai Kung).
- We went on the [cable car/bus/minibus].
- We went on the (cable car/bus/minibus). We went on the (cable car/bus/minibus).
- We we tired.
- We fell asleep.

SB 16.3.2 – Polly and Dolly

- (Polly/She) [wanted/drew] a (friend/ plan).
- She started to build a machine.
- She found a (big/huge) [cone/box] and (some/a lot of) [cans/other things].
- She picked up the [huge box/big cone and the cans/the other things] and she painted [it/them].
- She called her machine 'Dolly'.
- She gave her a hug.
- Polly had a friend at last.
- Dolly and Polly were happy.

SB 17.3.2 – We Took Lots of Photos

- We went on the (cable car/bus/minibus).
- We went on the (cable car/bus/minibus).
- We went on the (cable car/bus/minibus).
- We fell asleep.
- She liked to (play/swim/dig/go) [in/around] [the park/the zoo/the shop/school].
- She went down/jumped in the [slide/slingshot].
- She dug/picked up [a hole/pick up] [the fish/the monkeys/all the rubbish].
- The children were very excited.

SB 18.3.1 – Florence's Diary

- I ate some pies and a slice of bread.
- I ate some pies and a slice of bread.
- I ate some pies and a slice of bread.
- We took [the Big Buddha/lots of photos/Hong Kong/a sampan].
- We took [the Big Buddha/lots of photos/Hong Kong/a sampan].
- Dragos and I had chilli soup.
- Dragos and I had chilli soup.
- Dragos and I had chilli soup.
- We were tired.
- We fell asleep.

SB 16.3.3 – Happy Dolly

- Polly was a very happy machine.
- She liked to (play/swim/dig/go) [in/around] [the park/the zoo/the shop/school].
- She went down/jumped in the [slide/slingshot].
- She dug/picked up [a hole/pick up] [the fish/the monkeys/all the rubbish].
- The children were very excited.

SB 17.3.3 – A Very Long Day

- It was a long ride (over the hills/up to The Peak/to Sai Kung).
- We were tired.
- We fell asleep.
- She [wanted/drew] a (friend/ plan).
- She picked up the [huge box/big cone and the cans/the other things] and she painted [it/them].
- She called her machine 'Dolly'.
- She gave her a hug.
- Polly had a friend at last.
- Dolly and Polly were happy.

SB 18.3.2 – Drago's Diary

- No one could see him.
- Dragos and I had chilli soup.
- Dragos and I had chilli soup.
- We were tired.
- We fell asleep.
- No one could see him.
- Dragos and I had chilli soup.
- Dragos and I had chilli soup.
- We were tired.
- We fell asleep.
- She [wanted/drew] a (friend/ plan).
- She picked up the [huge box/big cone and the cans/the other things] and she painted [it/them].
- She called her machine 'Dolly'.
- She gave her a hug.
- Polly had a friend at last.
- Dolly and Polly were happy.

SB 18.3.3 – Charlie's Diary

- For breakfast Florence and I ate a slice of bread.
- Then we both had chilli soup.
- Tears poured from Florence's eyes.
- (I didn't cry/No one could see me) because [I'm a dragon/I hid myself].
- Florence and I walked to school together.
- I like to hide myself.
- Today Florence went to her English class so I hid myself behind her.
- I was very (quiet/angry).
- She sat between two boys.
- One of them was Charlie Cheng.
- Today Florence went to her Art class.
- When Charlie Cheng stole her paint brush, Florence was very upset.
- So, I rose to my feet and rumbled and roared as smoke poured from my nose.
### SB 16.4.1 – Polly Went Clang and Clunk
- Polly picked up (a cone/bowl/Mr Lo).
- Polly went (clang/clunk).
- Polly ran around in circles.
- Out came (a tiny cone/bowl/Mr Lo).
- Oh, no!

### SB 17.4.1 – It Rained
- We (played in the park/bought seafood) [in the morning/in the afternoon/at dinner time].
- Then it rained, so we went home.
- We ate the seafood at home.

### SB 18.4.1 – Florence Had a Pet Dragon
- Florence had a pet dragon.
- Rumble and roar, rumble and roar.
- A dragon’s life is free.
- So, if I wish to hide myself, then no one can see me.
- Can I walk to school with you?
- (You/No one) can [walk with me/see you].
- Florence went to her Art class.
- Charlie Cheng took her paint brush.
- Just look here, boy!
- Look into my eyes!

### SB 16.4.2 – Polly the Depollutionator
- (Polly the Depollutionator/Polly) picked up [a cone/two bowls/Mr Lo].
- Polly went (clang/clunk).
- Polly ran around in circles.
- Wow!
- Out came (a tiny cone/two bowls/a tiny Mr Lo).
- (She/The children) [was/were] (very excited/nervous).
- Oh, no!

### SB 17.4.2 – What a Rainy Day!
- The weather was fine, so we (played in the park/bought seafood) [in the morning/in the afternoon/at dinner time].
- Then it rained, so we went home.
- We ate the seafood at home.

### SB 18.4.2 – Florence’s Pet Dragon
- Florence had a pet dragon.
- Rumble and roar, rumble and roar.
- A dragon’s life is free.
- So, if I wish to hide myself, then no one can see me.
- You are so noisy, Drago. Can I walk to school with you?
- Yes, you can walk with me.
- No one can see you.
- OK. I can hide myself.
- Florence went to her Art class.
- Where can I sit?
- Sit behind me and don’t make a noise.
- Charlie Cheng took her paint brush.
- Just look here, boy!
- Look into my eyes!

### SB 16.4.3 – Holly Came to Town
- Polly’s friend came to visit.
- Her name was Holly the Depollutionator.
- Holly picked up (a car/bus).
- Holly went (clang/clunk).
- Holly ran around in circles.
- Out came a tiny (car/bus).
- Polly was not happy.
- Polly took Holly to the dump.
- Holly was very happy.
- Polly was very happy too.

### SB 17.4.3 – Fun on a Rainy Day
- (In the morning/in the afternoon/At dinner time), the weather was fine, so we [played basketball in the park/played tennis in the park/bought seafood].
- Then it rained, so we ran home and (Mum cooked lunch/played computer games).
- Then it rained, so we ran home.
- We ate the seafood at home.
- It was yummy.

### SB 18.4.3 – Fun in the Kitchen
- Drago and Florence were in the kitchen.
- Rumble and roar, rumble and roar.
- A dragon’s life is free.
- Dragons are very happy when they make fire.
- Oh, (good/my poor pizza/dear/no)! Come with me.
- Drago and Florence started to cook.
- Can you make fire to (cook my pizza/cook my pork chops/light my candles)?
- Too much (fire/fire again)! I’m happy to do that.
- Florence was upset.
- Look at my pork chops.
- Ummm, no.
- I don’t think that’s a good idea.
8.7 Selecting Books or Other Texts

Introduction
Generally speaking, when choosing any book or other text for the teaching of reading, teachers should consider:

a) the teaching of reading strategies
b) the teaching or learning purpose of the book or other text
c) the level of difficulty of a book or other text
d) its cultural and age appropriateness
e) catering for the interests of their students (including gender differences, i.e. boys tend to like non-fiction books)
f) its text type
g) possible thematic and language links with the General English Programme.

Schools will be supported by the ATT in the selection procedure. ATs will make themselves available to help teachers select the appropriate books.

Selecting Books for Different Purposes
Different books or other texts should be selected to support the use of different Teaching Strategies for reading:

Shared Reading and Supported Reading
The main teaching of reading for English occurs through Shared and Supported Reading. When choosing a book or other text, teachers should consider that:

- approximately 75%-80% of the text can be read by the average students in the class
- there needs to be enough appropriate text to support the teaching focus AND the duration of the proposed reading unit of work.

Guided Reading
Guided Reading provides a time for students in small groups to apply and practise the reading skills and English language they have learned with the guidance and support of their teacher. Students need to be grouped according to ability and needs.

When choosing the readers for a Guided Reading lesson, teachers should consider that the readers:

- are at the Instructional Level of the students, i.e. they can read approximately 90% of the text
- provide opportunities for the students to:
  - practise using reading strategies
  - review and revisit English language they have learned.

Teachers may find that some students may not know all the vocabulary in the book. Teachers should encourage students to use reading strategies to read the unknown words. They may need to explain the meaning of the words.

Multiple copies of Guided Reading books are needed. Guided Reading books are usually unfamiliar to students to increase their motivation and allow them to use prediction strategies.
Independent and Home Reading
Independent and Home Reading provide opportunities for students to practise and apply reading skills and the language structures they have learned in the classroom. Students will probably need supervision and the support of a teacher or parent to help with difficult words.

When choosing readers teachers should ensure that:
- the readers are at the Independent Level of the students, i.e. they can read approximately 96% or more of the text
- there is a variety of subject matter and text type.

A variety of Independent Reading books should be available in the classroom at all times and for students to take home to read. It is a good idea for schools to have separate collections of books available for Guided, Independent and Home Reading.

Reading Aloud and Storytelling
Readers are a very important part of the reading programme and have been carefully designed to help develop a child’s reading ability. They have a specific purpose. However, books of ‘literary worth’ should also be considered as part of the reading programme and be used for Storytelling and Reading Aloud.

Such books may have:
- text that uses English in a clever, humorous or interesting way, e.g. use of descriptive adjectives, more complex sentences
- text that uses literary devices, e.g. metaphors, similes, alliteration
- pictures that support the text in an original, humorous or interesting way
- pictures that tell more of a story or provide more information than the text provides.

8.8 Matching Students to Book Levels

Using a Benchmark Kit

a) The graded texts with accompanying comprehension questions will be used
b) The student will begin by reading a Level 1 text.
Preparing Students
1) One or two teachers may be needed to administer this exercise. If there are two teachers, one teacher will be the instructor; the other will be the recorder/observer.
2) Fill in the school’s name, student’s name, class level, the name of the book and its level on the Student Recording Sheet (see Matching Students to Book Levels Kit).
3) Put the student at ease.
4) Introduce yourselves if necessary.
5) Ask the student his/her name.
6) Give the student instructions, if necessary, in Cantonese.
7) Show the student the book. Briefly discuss the cover and what the book may be about. Together read the title, e.g. This book is called ‘The Party’. Can you read that? It is about a birthday party. Tell me what you see here.

Listening to the Student Read
1) After discussing the book cover, say to the student, Now I would like you to read the story to me.
2) Listen to the student reading the text.

Checking Word Accuracy
To establish a word accuracy percentage, listen to and observe a student reading a text. Count the number of miscues. Miscues include:
- incorrect words (then instead of there)
- substitutions (big instead of large)
- omissions (leaving out a word)
- insertions (adding an extra word)
• words told by the teacher
• no response.

Make sure:
• each word is read correctly, but allow for a variation in pronunciation, as English will be the student’s second/foreign language
• that proper nouns misread, are only counted as one miscue, no matter how many times they occur again in the text
• words the student self-corrects are not counted as miscues
• if the student asks for help, say, What do you think it might be? Try it again. What would make sense? Can you sound it out? Will the picture give you a clue? Only say the word as a last resort. Told answers count as miscues. No teaching is needed
• to count the miscues and record the results on the Student Recording sheet at the end of the reading
• if the student reads at least \( \geq 90\% \) words accurately, they should also be able to answer at least 3 questions correctly to read the next level, i.e. \( \geq 75\% \)
• to use progressively harder texts until the student has reached frustration level (< 90% word accuracy or answers < 75% comprehension questions)
• to record the word accuracy results on the Student Miscue Sheet for each book read. Use the word accuracy table to calculate the word accuracy percentage
• the student leaves feeling positive about the experience. Praise his or her efforts.

Checking Comprehension Accuracy
Use the questioning sheet as a guide for asking questions. Students are required to answer four questions.

• When asking a specific comprehension question, go to the relevant page and give the student a moment to revisit the text
• Ask the questions provided for each text (see Matching Students to Book Levels Kit). Repeat the question to make sure that it has been heard correctly and understood
• Ask the questions without any prompts or scaffolds (you may rephrase the question). This is to ensure the student’s comprehension level is determined as precisely as possible
• Focus on the student’s understanding of the text. Accept answers which are grammatically incorrect. Sometimes a gesture will provide an answer
• Mark questions answered correctly on the Student Miscue Sheet
• Calculate the comprehension accuracy percentage. Use the word accuracy table and the Student Recording Sheet
• If the student has difficulty answering in English, Cantonese may be used to ask questions and may be used by the student to respond.

Interpreting the Results
The word accuracy and comprehension accuracy are used to indicate reading levels for students. The reading levels can then be used to help with the selection of books suitable for Independent, Guided and Home Reading. When the student’s Instructional and Independent Level are identified, record these on the Student Record Sheet.
Section 9: Home Reading Programme

9.1 Introduction

The key to the success of the Home Reading Programme is a positive and informed school-home connection as well as positive and informed interaction between the parent/guardian and child. Research has shown that reading at home greatly enhances the acquisition of reading skills, strategies and fluency. The main aim of the ‘take-home’ reading programme is that children will share positive reading experiences with other people who are significant in their lives (Hornsby, 2000).

The Home Reading Programme (HRP) provides students with opportunities to:

- share positive reading experiences with parents, guardians and other people who are significant in their lives
- practise the skills and strategies they have learned during the Literacy Sessions
- develop positive attitudes to reading and a lifelong interest in and enjoyment of books
- revisit and consolidate the language structures and grammar items
- revisit and consolidate the vocabulary introduced in the literacy sessions.

9.2 Objectives

To:

- foster the students’ independence and motivation in learning to read and reading to learn
- involve parents in developing their children’s reading skills and strategies
- promote and support the creation of a home environment that will encourage students to learn to read in English at home
- promote the reading of appropriate English texts.

9.3 Materials

The Home Reading Programme begins in Week 1 of the first unit, My Sister. The home reading books (small books) reinforce the language structures and vocabulary in the big book. From unit 5 P1 onwards the text in the home reading books will follow a progression of difficulty.

The HRP materials provided by the PLP-R/W (KS1) are:

- Home Reading Booklet
- Parent Guidelines and a translated version (see 9.6)
- Small books and letter books
- My First Dictionary

The small books, letter books and My First Dictionary are included in the resources for the units of work.

Schools will need to select and purchase books for students who are reading at Independent Level 3 or above to support the Home Reading Programme. The ATT will help schools to select these books that will match with students’ reading ability levels. Teachers may also decide to use books for the Home Reading Programme that students have already read during the Guided Reading.
Schools can provide the Parent Guidelines to parents before or at the beginning of the school year. The same information is contained in the Home Reading Booklet.

The schools will be provided with enough copies of the Home Reading Booklet for each student for each year. Students and parents will be asked to complete pages, such as the one below. Students will also use their My First Dictionary to write down words that they can read and write. The booklet may be included with the Student Portfolio contents when reporting to parents.

A page from the Home Reading Booklet

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>*Title</th>
<th>Do you like it?</th>
<th>How many times I have read the book? (1, 2, 3...)</th>
<th>Parent’s Signature</th>
<th># Parent’s Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>🙁 ☹ ☺</td>
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<td>3</td>
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<td>☹ ☹ ☺</td>
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<tr>
<td>4</td>
<td></td>
<td></td>
<td>☹ ☹ ☺</td>
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<td></td>
</tr>
</tbody>
</table>

* Books with Tapes

# A. I read to my child.
B. My child read to me.
C. My child read with me.
D. My child read alone.

A home reading bag should be provided by the schools or the parents for each student and it will contain:
- the borrowed books
- Home Reading Booklet
- My First Dictionary
- tape or CD with a recording of the text of the borrowed book (if necessary).
9.4 Roles and Responsibilities

Teachers and CA will work together to complete the following:

<table>
<thead>
<tr>
<th>Time</th>
<th>Things to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the school year begins</td>
<td>• organise a system for storing books</td>
</tr>
<tr>
<td></td>
<td>• make sure each student has a home reading bag, Home Reading Booklet and My First Dictionary</td>
</tr>
<tr>
<td></td>
<td>• organise and deliver Parent Workshop with AT</td>
</tr>
<tr>
<td></td>
<td>• have the audio CDs ready for the home readers (optional)</td>
</tr>
<tr>
<td>At the start of the first term</td>
<td>• set up the returning and borrowing procedure in the first co-planning meeting:</td>
</tr>
<tr>
<td></td>
<td>- who is giving out and collecting the books</td>
</tr>
<tr>
<td></td>
<td>- the day when students bring their book bags back to school</td>
</tr>
<tr>
<td></td>
<td>• give the Parent Guidelines to the parents before and/or with the first borrowed book/booklet about the HRP</td>
</tr>
<tr>
<td></td>
<td>• provide opportunities for students to develop a home reading routine during class</td>
</tr>
<tr>
<td>During the second term</td>
<td>• send home a questionnaire for collecting information about the student’s home reading environment. This questionnaire will help teachers decide on the support that some students may need to ensure the success of the HRP</td>
</tr>
<tr>
<td></td>
<td>• provide opportunities for students to conference periodically about their book choices</td>
</tr>
<tr>
<td></td>
<td>• match the students to book levels (students at independent level 3 or above need to take home commercially bought levelled books)</td>
</tr>
</tbody>
</table>
Students
Each student will:
• take home two books once a week to read independently
• read the books to himself/herself and also aloud to someone at home
• spend at least 10-15 minutes a day reading, either the home reading books or other books in English
• read the books aloud to someone else, e.g. a friend, sibling, parent, pet or favourite toy
• talk about the books to someone at home
• look after the borrowed books
• pack the home reading bag, making sure it contains the borrowed books, the *Home Reading Booklet* and the tape or CD (if included)
• return the books to the assigned place before the Literacy Session.

Parents/Guardians
Parents/Guardians will:
• spend time reading to/with their child every day
• show their child how to take care of the borrowed books and remind him/her to do so
• make sure their child returns the borrowed books before each literacy session
• complete and sign the entries into the child’s Home Reading Booklet
• help their child write words the child can read in My First Dictionary
• help their child pack the home reading bag on the day the home reading books need to be returned
• support the development of their child’s English reading skills and strategies
• share with their child his/her reading successes
• encourage their child to read independently and silently
• provide a quiet, comfortable space for reading
• provide other sources of English reading material.

See Section 10: Parent Support for more details about the roles and responsibilities of parents.

Home Reading Conferencing
The following are a list of suggested questions that the teachers or the CA may use for a discussion of books read at home.

• Was it a story or an information book?
• Was it easy to read?
• Did you like the story? Why?
• Did you have any difficulties? What were they?
• Will you read it again? Why?
• What was your favourite page? Why?
• What was the book about?
• Who would like to read this book?
• Did you share this book? Who with?
• What did you do when you came to a word you didn’t know?
### 9.5 Procedure for Borrowing Books

Teacher/CA/monitor makes sure books have been returned, checks the entries in the Home Reading Booklet and then replaces them where they are usually stored in the Reading Room before the Literacy Session.

After a week, the students return their books to a designated place for their class before the Literacy Session.

Each student is given books during the Literacy Session with guidance from the teacher/CA/monitor. Student’s name and book names are recorded in the Home Reading Booklet.

### 9.6 Information for Parents

The following pages include information that can be used as handouts for parents to support their child with the Home Reading Programme, and the questionnaire that can be sent home to collect information about the student’s home reading environment. This questionnaire will help teachers decide on the support that some students may need to ensure the success of the HRP. The information should be distributed at the parent workshops.
Parent Guidelines

The Home Reading Programme (HRP) provides your child with opportunities to:

- share positive reading experiences with parents, guardians and other people who are significant in their lives
- practise the skills, strategies and language structures they have learned during the Literacy Sessions
- develop positive attitudes to reading and a lifelong interest in and enjoyment of books.

It is essential that you encourage your child to read. This can be done by:

- being a good role model and reading yourself
- providing a home reading environment that includes a range of books
- encouraging your child to read at home
- reading with your child
- supporting the school’s HRP.

The Home Reading Routine

You make sure that you and your child have completed entries in the Home Reading Booklet and that your child’s books and booklet are packed in the home reading bag.

After a week, your child returns his/her books to a designated place for his/her class before the Literacy Session.

Your child is given books during the Literacy Session with guidance from the teacher. Your child’s name and the book names are recorded in the Home Reading Booklet.

The Home Reading Materials

Each child will have a home reading bag that contains:

- borrowed books
- Home Reading Booklet
- My First Dictionary
- Tape/CD with a recording of the text of the borrowed books (if necessary).
Home Reading Activities

Organise your child to spend at least 10-15 minutes each day completing one or more of these activities with the home reading book:

- read to your child
- read together
- your child reads to you
- your child reads aloud to him/herself
- your child reads silently to him/herself
- your child reads to someone else.

During the weekend and holidays, help your child choose another English book to read together or alone from the library or book shops.

Supporting the Home Reading Programme

You should:

- attend information sessions about reading run by the school and read any information that is sent home
- help your child pack the home reading bag on the evening before it is due to be returned
- remind your child to return the home reading bag to the designated place
- show your child how to take care of the borrowed books, tapes, Home Reading Booklet and bag and remind him/her to do so
- make sure you and your child complete the Home Reading Booklet
- if your child is really struggling to read the book, let the teacher know
- help your child write words they can read in My First Dictionary
- share with your child their reading successes
- encourage your child to read independently and silently
- provide a quiet, comfortable space for reading
- provide other sources of English reading material.

The key to the success of the Home Reading Programme is a positive and informed school-home connection as well as positive and informed interaction between the parent/guardian and child. Research has shown that reading at home greatly enhances the acquisition of reading skills, strategies and fluency. The main aim of the ‘take-home’ reading programme is that children will share positive reading experiences with other people who are significant in their lives (Hornsby, 2000).
家長指引

家庭閱讀計劃為孩子提供下列的機會:
• 與父母、家人及朋友一同分享閱讀的經驗
• 溫習課堂上學會了的閱讀技巧/能及知識
• 養成良好的閱讀態度；從而建立終生閱讀的愛好

鼓勵孩子閱讀，家長可考慮以下建議:
• 養成閱讀習慣，以身作則，成為孩子的榜樣
• 在家中提供有利的閱讀環境，並存放不同類型的讀物
• 鼓勵孩子在家中閱讀
• 與孩子一同閱讀
• 支持學校推行的家庭閱讀計劃

家庭閱讀計劃運作模式

請家長督促孩子填妥家庭閱讀冊，並把借閱圖書及閱讀冊，一併放進閱書袋，帶回學校

你的孩子須於下一週退還圖書，並於閱讀課前把圖書放回指定位置

你的孩子會由老師指導選取適合他閱讀的圖書，並且在家庭閱讀冊內登記書名

家庭閱讀計劃物料

你的孩子會備有一個書袋，當中包括:
• 借閱的圖書（每週一本）Thank
• 家庭閱讀冊
• 家長指引（於家庭閱讀冊內）
• 「我的首本字典」
• 隨書附上的錄音帶或 CD（如有需要）
家庭閱讀活動

1. 請為孩子安排每日十至十五分鐘的固定閱讀時間，利用借閱的圖書進行下列一項或以上的活動：
   • 朗讀圖書給孩子聽
   • 讓孩子讀圖書給你聽
   • 讓孩子與你一同朗讀圖書
   • 讓孩子自行朗讀圖書
   • 讓孩子安靜默讀圖書
   • 讓孩子朗讀圖書給家中其他成員聽，例如：祖父母、兄姊

2. 請在週末抽空帶你的孩子到圖書館或書店，另選一本英文圖書與你一同閱讀或讓孩子自行閱讀。

家長可如何支持家庭閱讀計劃？

• 抽空出席學校舉辦的閱讀講座，並細閱所有派發給家長的相關資料
• 在還書日協助你的孩子整理書袋，並提醒你的孩子於閱讀課前把書袋交還到已安排的特定位置
• 鼓勵你的孩子愛護借回家的圖書、錄音帶（如配備）、家庭閱讀手冊及書袋
• 確認你和你的孩子填妥家庭閱讀冊內的記錄
• 告訴老師你的孩子遇到閱讀困難
• 協助你的孩子把生字寫在他/她的「我的首本字典」內
• 與孩子分享他/她的閱讀成果
• 鼓勵你的孩子默讀及嘗試自行閱讀
• 為你的孩子提供一個舒適寧靜的閱讀環境及提供其他種類的中英文圖書

家庭閱讀計劃的推行及成效有賴家長與學校之間的緊密合作，與及家長與孩子之間的溝通。相關的教育研究結果亦顯示家庭閱讀大大提昇孩子的閱讀能力及技巧。
Questionnaire

School Support for Your Child’s Reading at Home

This questionnaire aims at collecting information about the support you may need to support your child’s reading at home. Your information will be very helpful to the Primary Literacy Programme – Reading and Writing (KS1) at school.

Name of Student: ___________________________  Class: _________

Name of Parent: ____________________________

Phone Contact Number: _____________________

Please circle the appropriate number.

1. My child reads at home. 1 2 3
2. My child reads English books. 1 2 3
3. a. I read at home. (e.g. Chinese books, newspaper, magazines) 1 2 3
   b. I read at home. (e.g. English books, newspaper, magazines) 1 2 3
4. a. I buy Chinese books (excluding textbooks and supplementary exercise books) for my child. 1 2 3
   b. I buy English books (excluding textbooks and supplementary exercise books) for my child. 1 2 3
5. I take my child to the library to borrow books. 1 2 3
6. I read to /with my child. 1 2 3
7. I would like to attend parents’ reading workshops. 1 2 3
   If yes, I would prefer:
     □ Saturday morning
     □ Saturday afternoon
     □ Weekday evenings
     □ Others (Please specify): __________________________
8. To help my child to read, I would like the school to provide the following support:
   __________________________________________________________________
   __________________________________________________________________
9. Other Comments (if any):
   __________________________________________________________________
   __________________________________________________________________
問卷調查
學校於閱讀計劃中為家長提供的支援

本問卷主要為配合此閱讀及寫作計劃搜集資料，以供校方參考，為家長提供支援，你的意見對本計劃的推行將大有幫助。

學生姓名：______________________________________ 班別：______
家長姓名：______________________________________
聯絡電話：______________________________________

請圈出適當的出現情況

<table>
<thead>
<tr>
<th></th>
<th>從不</th>
<th>間中</th>
<th>時常</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 我的孩子在家中閱讀。</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. 我的孩子閱讀英文圖書。</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. a. 我在家中的閱讀 (如中文圖書、報章、雜誌等)。</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. 我在家中的閱讀 (如英文圖書、報章、雜誌等)。</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. a. 除教科書及補充練習，我會買中文圖書給我的孩子。</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. 除教科書及補充練習，我會買英文圖書給我的孩子。</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. 我帶孩子上圖書館借閱圖書。</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. 我唸圖書給孩子聽。/我與孩子一同閱讀。</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. 我會參與家長閱讀坊。</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>如需，我希望可安排在以下時間：</td>
<td></td>
<td></td>
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<tr>
<td>□ 週六上午；</td>
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<td>□ 週六下午；</td>
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<tr>
<td>□ 平日晚上；</td>
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<tr>
<td>□ 其他 (請註明)：______________________________</td>
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<tr>
<td>8. 為幫助孩子閱讀，我需要校方提供下列支援：</td>
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<tr>
<td>9. 其他意見 (如有)：</td>
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</tbody>
</table>
Section 10: Parent Support

10.1 Introduction

Parents can help lay strong foundations for their children’s future learning. They can play an active role in preparing their children for school as well as supporting them during the school years. A supportive home environment will develop a child’s willingness to learn. A child will also benefit from a home and community life that provides a variety of stimulating experiences.

Research shows that children’s success at school is influenced positively by the following factors:

- positive role models
- parental acceptance and encouragement of good habits for learning
- stimulation of curiosity for learning.

The development of literacy begins with the child’s first attempts to communicate with people in his/her family. The child’s family is the most important influence on the development of literacy during the first, formative years before school begins and during the first few years of primary school.

The PLP-R/W (KS1) recognises the importance of parental support for literacy and especially for the child’s reading development, not only in their first language but also in their second language.

10.2 At Home

At home, parents can provide their child with support in learning to read in their first language and in English. The following strategies are examples of ways they can support their child at home.

Being a good role model for their children by reading themselves

- Setting a good example as a reader, e.g. reading every day at home, including Chinese magazines, books or newspapers; adding to a home library
- Involving their child with reading, e.g. pointing out words, discussing pictures, reading aloud in English, Putonghua or Cantonese
- Involving their child in the selection of reading material, e.g. going to the book shop or library together
- Sharing books and common interests
- Showing their child how to care for books and how much they value their own collection.
Providing a supportive home reading environment

- Creating a book-rich environment at home
- Setting up a quiet reading area or corner at home
- Providing regular reading times by turning off the television, encouraging younger children to play quietly and keeping the reading time relaxed, comfortable and pleasurable
- Having a collection of familiar and favourite books at home for their child to revisit regularly
- Having a range of reading material at home that their child can enjoy browsing through, even if he/she cannot read the material independently
- Taking their child to events, such as storytelling events held in the local library
- Guiding their child with the selection of a good book that is at their child’s reading ability level, i.e. looking at the front and back cover and then inside the book to decide if it is interesting and whether it is too easy or too difficult (their child can read just about every word)
- Guiding their child to select books that are not too difficult
- Watching English TV programmes with their child, e.g. cartoons, educational programmes, documentaries.

Reading with their child

- Making reading fun – a time that the parents and their child can enjoy together
- Encouraging the habit of reading by setting aside 10 to 15 minutes a day for reading
- Reading a variety of books, such as a home reader from school, a bedtime story book, a library book or an ‘old favourite’
- Reading aloud to their child so he/she will learn the pleasure of the spoken language and of text read aloud
- Asking their child to read to them
- Asking a friend or relative to read aloud to their child
- Organising for their child to listen to books on tape, while he/she is looking at or reading the book either with the use of headphones or by involving all the family in listening to the recording
- Listening to their child read, not so they can correct him/her but to develop their child’s confidence in being able to read
- Encouraging their child to read silently on his/her own
- Helping their child when he/she comes to an unfamiliar word (before telling him/her the word) by making suggestions, such as he/she makes a guess, searches the pictures for a clue, sounds out the first letter or reads on and then tries again
- Developing their child’s vocabulary by encouraging their child to enjoy reading and rereading a book, as this is an effective way to learn vocabulary
- Giving positive reinforcement to encourage more reading, e.g. praise, continuing with reading time together, buying another book by a favourite author or about a favourite topic.
Talking about a book
- Talking about a book in English or Cantonese after their child has read it
- Asking questions, such as:
  - Did you like the book?
  - Why did you like it/not like it?
  - What was your favourite page?
  - What was it about?
  - Who were the characters (if it is a story)?
  - What did you learn from the book?
  - Has anything like this happened to you?
  - What else do you know about the topic?
  - What did you do when you came to a word you didn’t know?
  - Who else would like this book? Why?
- Relating the book that has been read to their child’s experiences or knowledge of the topic
- Developing their child’s oral language skills by talking about the book or related topics.

10.3 At School

At school, parents can support their child’s reading development in many ways, including:
- Supporting the implementation of the PLP-R/W (KS1) in their child’s class
- Attending information sessions about the PLP-R/W (KS1)
- Understanding and supporting their child’s progress and achievements in reading in Chinese and in English
- Understanding and supporting the school’s use of different teaching approaches and assessment
- Sharing with their child his/her reading successes at school
- Understanding and supporting the Home Reading Programme (HRP) (see Section 9: Home Reading Programme for more details)
- Becoming involved with whole school and classroom projects and events to foster positive reading environments, e.g. read-a-thons, book or reading clubs, putting up displays, having a cake stall to raise money for books
- Becoming a Reading Mum or Dad at school and reading with students in the classroom or other places in the school, such as the library
- Going on excursions with teachers and students to places, such as libraries, museums, art galleries.
Section 11: Independence Stage

11.1 Introduction

The PLP-R/W (KS1) has been designed to support teachers in the development, ultimately, of their own integrated programmes with a focus on reading and writing. Teachers can use the units of work throughout the year but eventually they will need to develop literacy/language programmes with a focus on reading and writing that will meet the needs of their students.

Teachers can use the units of work as models for the learning and teaching sequences, assessment and activities of their own units.

11.2 Adapting a Unit of Work

Starting from the first unit of work in P3, schools may be supported through professional development to adapt certain activities in the units to cater for the needs of their students. Schools will be provided with a framework of a unit and teachers will work together with the support of the Advisory Teachers (ATs) to plan activities and resources suitable for their students.

Why do we need to adapt a unit of work?
- The units of work need to match the needs of the students in the school
- Adaptation will encourage teachers to expand their own knowledge
- Teachers will develop their skills in small steps
- Teachers will have more ownership of the Programme
- Teachers will be able to use the assessment information collected to inform their planning and cater for learner diversity.

11.3 Developing Own Units of Work

Schools have the option of continuing with the teaching of reading and writing in a similar manner to the PLP-R/W through joining and implementing the Key Stage 2 Integration Programme (KIP). This Programme uses Shared and Guided Reading as well as Shared Writing and Process Writing as the main teaching strategies for teaching reading and writing. Schools also have the option to continue PLP-R/W in KS2 by writing their own units of work based on commercial books.

The following documents produced as part of the PLP-R/W (KS1) will provide schools with information to help them develop their reading and writing programmes. These are:
- The Reading Skills Framework (in the Teacher Manual)
- The Writing Skills Framework (in the Teacher Manual)
- The Reading Strategies Overviews (in the Teacher Manual)
- The Learning and Teaching Scope and Sequence (in the Teacher Manual)
- The units of work
- The Exit Descriptors (in the Teacher Manual)
- The Integration Support Package.

Other documents and resources schools will need are:
- The English Language Education Curriculum Guide (P1-P6), 2004
- Curriculum reference material (see References Section in the Teacher Manual)
• School plans for English
• Books for Shared and Guided Reading
• The textbook and the accompanying workbook
• Planning template
• Teaching resources provided by publishers and CDI.

11.4 Developing School-based Curriculum

When planning school-based curriculum development, schools will need to consider the requirements of the Hong Kong curriculum documents, including the recommended components of the English language programme:

• General English Programme
• Reading Workshop
• Intervention Programme
• Enrichment Programme.

The PLP-R/W (KS1) supports the development of a school’s Reading Workshop component. It also supports the schools in developing their students' writing skills using the Reading Workshop as the input. When schools are planning their own school-based curriculum, they will need to consider how to integrate the teaching of literacy/language skills into the other components of their English language programme.

The Hong Kong curriculum documents recommend that teachers consider the components and the relationship of these with the:

• Learning Targets and Objectives
• resources available
• learning time available.

The documents also recommend that schools:

• build on existing good practices in English language teaching
• adopt a learner-centred approach to encourage learner independence
• provide greater opportunities for learners to use English for purposeful communication, both inside and outside the classroom
• provide opportunities and the environment for learning and practising the four language skills
• use a variety of text types
• make greater use of literary or imaginative texts to develop critical thinking and encourage free expression and creativity
• promote language development strategies, values and attitudes that are conducive to effective independent and lifelong learning.

The Hong Kong curriculum documents provide a curriculum framework with all the detail necessary to implement the recommended directions. This framework is summarised in the following diagram:
Aims:

- To provide every learner of a second language with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and
- To enable every learner to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.

Key Emphases:

Four Key Tasks – Moral and Civic Education, Project Learning, Reading to learn, Information Technology ... and Catering for Learner Diversity, Learner Independence, Assessment for Learning, Cross-curricular Learning, Life-wide Learning, Language Arts, Task-based learning, Grammar in context, Phonics in context, Text types, Vocabulary learning, Speaking, Other

Learning Objectives:

1. Language Forms and Functions
2. Language Skills
3. Language Development Strategies

Learning Targets:

1. Subject Targets
2. Strand Targets:
   - Interpersonal, Knowledge, Experience

Flexible and diversified Modes of School-based Curriculum Development

+ Effective learning and teaching and assessment

(English Language Education KLA Curriculum Guide (P1-S3), 2002)
Steps in Developing School-based Curriculum

When planning school-based curriculum development, schools need to go through a series of steps. These steps are:

- Identify a need
- Identify a school-based curriculum development team – roles and responsibilities
- Diagnose needs
- Consult curriculum documents
- Establish aims and objectives for the curriculum project
- Establish timelines
- Identify approaches
- Identify resources
- Develop school-based curriculum
- Select objectives, content, assessment activities and strategies
- Develop lesson plans
- Implement learning and teaching
- Evaluate the school-based curriculum.

The steps are described in more detail in the following table:
## STEPS TO DEVELOP SCHOOL-BASED CURRICULUM

Examples – modules, units, tasks, whole school subject overviews, key stage overviews, grade level overviews

### A. PLANNING A SCHOOL-BASED CURRICULUM

1. Identify a need
   A need may be identified because:
   - it has emerged as an issue or a trend in the school
   - evaluation or diagnosis has revealed a need
   - it is requested or expected by school management or the central curriculum

2. Identify SBCD team – roles and responsibilities
   - Seek the principal’s approval to ensure support
   - Involve EPC and PSMCD although they need not be on the core team
   - Create a core team of people to make decisions and oversee the tasks
   - Nominate chairperson for the core team
   - Appoint others to support as needed (e.g. librarian for resource purchasing, secretary for typing, PSMCD for advice, teachers for feedback on drafts)
   - Clarify roles and responsibilities of working group and support staff
   - Acknowledge people’s contributions

3. Diagnose need/s
   Seek strengths and constraints relating to:
   - school culture and context
   - students needs, abilities and interests
   - teacher readiness
   - resources
   - school-based curriculum goals

4. Consult curriculum documents
   - English Language Education Key Learning Area Curriculum Guide (P1–S3)
   - English Language Education KLA – English Language Curriculum Guide (P1–6)
   - Learning to Learn
   - existing school-based curriculum (e.g. units and modules)

5. Establish aims and objectives for the curriculum project
   - based on diagnosis of needs
   - based on EDB curriculum
   - based on school strategic plan
   - based on school English curriculum overviews

6. Establish timelines
   - Decide what tasks are required to develop the school-based curriculum
   - Prioritise these tasks on a timeline

### B. DEVELOPING THE SCHOOL-BASED CURRICULUM

9. Select objectives, content, assessment activities and strategies
   Select content for the learning and teaching:
   - Identify specific learning objectives, targets and outcomes
   - Select strategies and activities that are appropriate to the content and students’ needs
   - Select strategies and activities from EDB, commercial, school and personal resources
   - Select or design assessment activities that assess learning targets, objectives and outcomes (formative and summative)

10. Develop lesson plans
    - Sequence and develop the learning, teaching and assessment activities
    - Ensure assessment activities are compatible with learning activities

### C. EVALUATING SCHOOL-BASED CURRICULUM

12. Evaluate the school-based curriculum
    - curriculum development process
    - usefulness of resources
    - effectiveness of strategies and activities
    - appropriateness of assessment activities
    - student performance (learning and progress)
The Hong Kong curriculum recommends that the school-based curriculum team identifies their curriculum needs by finding out more details about:

1. School context/culture
2. Student needs, abilities and interests
3. Teacher readiness
4. Resources available
5. School-based curriculum goals
6. EDB support.

School-based curriculum needs to be the result of a common vision held by the people who will be involved in its development. School-based curriculum development takes time, effort and commitment. It cannot be achieved unless the effort is collaborative. However, school-based curriculum provides more specifically for a school’s needs. Teachers and other stakeholders who have been involved with the development process will be more committed to its implementation. Teachers will gain more satisfaction from the teaching involved and students will benefit more from learning that is relevant.

An integrated, school-based approach to the teaching of English that includes opportunities for developing literacy/language skills will benefit the students. It is not enough to learn the vocabulary and grammar of a language, learners also need to be taught to communicate through listening, speaking, reading and writing. It is the responsibility of teachers and school authorities to provide these opportunities in ways that are relevant to the student and that can be applied outside the classroom to the students’ community, school and home contexts.

11.5 Curriculum Overviews

These overviews can be used by the teachers to develop their own units of work.

Reading Strategies Overviews

These overviews (Table 11.1) provide teachers with more information about the reading strategies that students in Key Stage 1 should be exposed to initially and then gradually, explicitly taught.

There is no definite sequence to the teaching of each of the strategies: rather it is better that the learning and teaching relates to the context of the Shared Reading text. When teachers plan their own reading programme, they will need to make sure that they provide opportunities for their students to develop a balance of the reading strategies for Key Stage 1 within the context of their reading programme.

Text Types Overview

This overview in Section 2 provides more information about the structural organisation and language features that students in Key Stage 1 should be exposed to and then gradually, explicitly taught.

It must be pointed out that students in Key Stage 1 are expected to write some of the text types independently. Teachers jointly construct examples of text types with their students. Students demonstrate an understanding of the process involved by writing independently.

Teachers will find these overviews useful when they are planning their own school-based curriculum.
Developing Generic Skills in the English Language
The Hong Kong curriculum documents stress the importance of incorporating the nine types of generic skills to enable students to 'learn how to learn'. Teachers will find the overview in Table 11.2 to be a useful reference when planning their school-based curriculum. It will be necessary to provide opportunities for students to develop these skills as part of their learning and teaching programmes.

Dimension Targets for English Language
The Hong Kong curriculum documents provide ‘interrelated strands’, which used to be called ‘dimensions’, as ‘content organisers’. The major function of the recommended content is to develop 'knowledge, skills, values and attitudes as a holistic process'. Table 11.3 provides an overview of the three strands: Interpersonal, Knowledge and Experience. This overview will provide teachers with a reference when planning their school-based curriculum. Providing content from each of the strands will ensure students have opportunities for:

- Creative, personal responses and expression
- A broader and more balanced English language curriculum
- Insights into the nature of literature in English.

(English Language Education Key Learning Curriculum Guide (P1-S3). 2002)
### Key Stage 1 Reading Strategies Overviews

#### 1. Graphophonic Reading Strategies Overview

**Students will recognise the letter/sound relationships of:**

<table>
<thead>
<tr>
<th></th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td>upper and lower case letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>initial letters/sounds, <em>i.e.</em> <em>a to z</em></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>initial consonant digraphs, <em>e.g.</em> <em>ch, sh, th, wh</em></td>
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<td></td>
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<tr>
<td>initial two-letter blends, <em>e.g.</em> <em>bl, br</em></td>
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</tr>
<tr>
<td>final letters/sounds, <em>i.e.</em> <em>a to z</em></td>
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<td></td>
</tr>
<tr>
<td>final blends, <em>e.g.</em> <em>ck, ss, ll</em></td>
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<tr>
<td>medial short vowel sounds, <em>e.g.</em> <em>cat, leg, pig, hot, cut</em></td>
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<tr>
<td>cvc words, <em>e.g.</em> <em>cat, dog, run</em></td>
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<tr>
<td>onsets / rimes, <em>e.g.</em> <em>c-at, sh-op, b-all</em></td>
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<tr>
<td>cvcc words, <em>e.g.</em> <em>duck, milk, ball</em></td>
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<tr>
<td>final consonant digraphs, <em>e.g.</em> <em>ch, sh, th, wh</em></td>
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</tr>
<tr>
<td>long medial vowels, <em>e.g.</em> <em>ai, ay</em></td>
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</tbody>
</table>

To be gradually exposed to and explicitly taught during Key Stage 1

#### Graphophonic Reading Strategies Overview - Phonological

**Students will recognise:**

<table>
<thead>
<tr>
<th></th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td>that sentences are made up of words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>initial sound in words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>words that start with the same sound</td>
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<td></td>
<td></td>
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<tr>
<td>final sound in words</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>words that rhyme</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>medial sound in words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that words are divided into sounds</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>that sounds can be blended to make words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that one syllable words are divided into onsets and rimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that two words can combine to make one word</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that new words can be made by adding a letter/s</td>
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<td></td>
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<tr>
<td>that new words can be made by substituting a letter/s</td>
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<td></td>
</tr>
<tr>
<td>that large words are made of syllables</td>
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</tbody>
</table>
### Key Stage 1 Reading Strategies Overviews

#### Graphophonic Reading Strategies Overview - Graphological

<table>
<thead>
<tr>
<th>Students will recognise:</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td>book conventions, e.g. layout</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>concepts of print, e.g. directionality</td>
<td></td>
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<td></td>
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<tr>
<td>that sentences are made up of words</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>words are made up of letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>upper and lower case letters</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>letter style, size and shapes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sight words, e.g. high frequency, key words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>letter clusters, e.g. syllables, affixes, onsets, rimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that two words can combine to make one word</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that new words can be made by adding a letter/s</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that new words can be made by substituting a letter/s</td>
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<td></td>
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<tr>
<td>small words in larger words</td>
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</tbody>
</table>

#### Semantic Reading Strategies Overview

<table>
<thead>
<tr>
<th>Students will gain meaning through:</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td>picture/text relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>picture/word relationships</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>vocabulary, e.g. key words</td>
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<tr>
<td>prior knowledge</td>
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</table>

#### Syntactic Reading Strategies Overview

<table>
<thead>
<tr>
<th>Students will gain meaning through:</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
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</thead>
<tbody>
<tr>
<td>language forms, e.g. nouns, verbs, adjectives</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>formulaic expressions</td>
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<td></td>
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<tr>
<td>punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>letter clusters</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>sentence structural patterns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a variety of sentence types, e.g. statements/questions etc</td>
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</tbody>
</table>

To be gradually exposed to and explicitly taught during Key Stage 1
### Developing Generic skills in the English Language

#### Key Stage 1 learners:

<table>
<thead>
<tr>
<th>Descriptors of expected achievements across the school curriculum</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaboration Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding working relationships</td>
<td></td>
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<tr>
<td>• Clarify and accept various roles and responsibilities of individual members in a team and will be willing to follow team rules</td>
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<tr>
<td>• Recognise that individuals as well as the team have to take the consequences for their own actions</td>
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<tr>
<td><strong>Developing attitudes which contribute to good working relationships</strong></td>
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</tr>
<tr>
<td>• Be open and responsive to others' ideas; appreciate, encourage and support the ideas and efforts of others</td>
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<tr>
<td>• Be active in discussing and posing questions to others, as well as in exchanging, asserting, defending and rethinking ideas</td>
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<tr>
<td>• Recognise and avoid stereotypes; withhold premature judgment until the facts are known</td>
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<tr>
<td>• Be willing to adjust their own behaviour to fit the dynamics of the group</td>
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<td></td>
</tr>
<tr>
<td><strong>Achieving effective working relationships</strong></td>
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</tr>
<tr>
<td>• Select a strategy and plan cooperatively to complete a task in a team</td>
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<tr>
<td>• Understand the strengths and weaknesses of members and build on the strengths to maximize the potential of the team</td>
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<tr>
<td>• Liaise, negotiate and compromise with others</td>
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<tr>
<td>• Reflect on and evaluate the strategy used by the group and make necessary adjustments</td>
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</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Comprehend and act appropriately on spoken instructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use clear and appropriate means of communication, both verbal and non-verbal, to express meaning and feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Read and write simple texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td></td>
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<tr>
<td>• Strengthen creative abilities: fluency, flexibility, originality, elaboration, sensitivity to problems, problem defining, visualization, imagination, analogical thinking, analysis, synthesis, evaluation, transformation, intuition, logical thinking etc</td>
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<tr>
<td>• Develop creative attitudes and attributes: imagination, curiosity, self-confidence, independent judgment, persistence and commitment, tolerance for ambiguity, openness to new and unusual ideas/methods/approaches, deferment of judgement, adaptability, willingness to take sensible risks, etc</td>
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<tr>
<td>• Use and apply the Creative Problem Solving (CPS) Model and creative thinking techniques: brainstorming, 6W thinking technique, 6 hats method, attribute listing, idea checklists, synectics, mind mapping, etc</td>
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<tr>
<td><strong>Critical Thinking Skills</strong></td>
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<td></td>
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<tr>
<td>• Extract, classify and organize information from a source</td>
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<tr>
<td>• Identify and express main ideas, problems or central issues</td>
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<tr>
<td>• Understand straightforward cause-and-effect relationships</td>
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<tr>
<td>• Distinguish between obvious fact and opinion</td>
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<tr>
<td>• Recognize obvious stereotypes, assumptions, inconsistencies and contradictions</td>
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<tr>
<td>• Formulate questions, make predictions/estimations and hypotheses</td>
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<tr>
<td><strong>Problem-solving Skills</strong></td>
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<tr>
<td>• Develop ideas about the problem and identify sources of information and help</td>
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<tr>
<td>• Identify, under guidance, different ways of tackling the problem</td>
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<tr>
<td>• Choose and implement a solution plan, using support and advice given</td>
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<tr>
<td>• Follow the given step-by-step methods to check and describe the outcomes</td>
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<tr>
<td><strong>Self-management Skills</strong></td>
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<tr>
<td>• Self-assessment</td>
<td>Self-reflection</td>
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<tr>
<td>• Self-confidence</td>
<td>Self-discipline</td>
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<tr>
<td>• Adaptability/ability to work diversely</td>
<td>Self-motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Responsibility</td>
<td>Emotional stability</td>
<td></td>
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<tr>
<td><strong>Study Skills</strong></td>
<td></td>
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<tr>
<td>• Identify the main points and ideas in different types of straightforward reading materials</td>
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<tr>
<td>• Use different forms of writing to present main ideas clearly</td>
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<tr>
<td>• Collect information from given sources, organize them into predetermined categories and analyse them according to preset guidelines</td>
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<tr>
<td>• Understand the need to set up a study plan and follow a given plan to meet short-term targets</td>
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</tbody>
</table>

### Dimension Targets for English Language (KS1)

**Key Stage 1 learners will:**

<table>
<thead>
<tr>
<th>Interpersonal Strand (IS)</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• establish and maintain relationships and routines in carrying out classroom activities</td>
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<tr>
<td>• converse about feelings, interests and experiences</td>
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<tr>
<td>• exchange short simple messages such as greeting cards and notes</td>
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<tr>
<td>• express preferences in making simple arrangements with others for carrying out events</td>
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<tr>
<td>• obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role-play</td>
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</table>

**Knowledge Strand (KS):**

<table>
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<tr>
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<th>Level I</th>
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<tr>
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<tr>
<td>• provide or find out and present simple information on familiar topics</td>
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<tr>
<td>• interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions</td>
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<tr>
<td>• state opinions using information and ideas in simple spoken and written texts</td>
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<tr>
<td>• recognise and solve simple problems in given situations</td>
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<tr>
<td>• clarify own written expression with support from the teacher</td>
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<tr>
<td>• recognise some obvious features of the English language in simple spoken and written texts such as the direction of writing in English, the characteristics of an alphabetic script and the sound patterns of English; and apply this awareness to one’s initial learning and use of language</td>
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**Experience Strand (ES):**

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<tr>
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<th>Level I</th>
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<tr>
<td>• develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes, singing songs and choral speaking</td>
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<tr>
<td>• respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as:</td>
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<tr>
<td>- Making predictions</td>
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<tr>
<td>- Making simple evaluative remarks</td>
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<tr>
<td>- Drawing pictures, making simple models or objects</td>
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<tr>
<td>- Creating captions</td>
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<td></td>
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<tr>
<td>- Describing one’s related experiences</td>
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<tr>
<td>- Participating in the telling of stories</td>
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<tr>
<td>• give expression to imaginative ideas through oral, written and performative means such as:</td>
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<tr>
<td>- Supplying captions to and/or describing sequences of pictures that depict a scene, object or character</td>
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<tr>
<td>• give expression to one’s experience through activities such as making illustrations of selected events and describing and/or providing captions for them</td>
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</tbody>
</table>

Section 12: Professional Development

12.1 Introduction

Professional development is essential for all stakeholders (e.g. principals, EPCs, PSMCDs, ATs, LETs, NETs, co-ordinators, librarians, CAs, parents/guardians) in order to ensure an understanding of the aims and objectives of the PLP-R/W (KS1) and to outline roles and responsibilities. This is provided through:

- initial briefing seminars
- preparatory centralised workshops
- on-going school-based and centralised professional development
- cluster meetings.

12.2 Professional Development Programme and Resources

Initial Briefings
For the principals, EPCs, coordinators and NETs
- To inform stakeholders of their roles, responsibilities and commitment necessary for the successful implementation of the Programme
- To inform stakeholders of the requirements for implementing the programme, e.g. resources, staffing, rooms and time-tabling.

Preparatory Workshops
- To deliver preparatory workshops, which will provide the NET/LET participants with the knowledge and skills to implement the Setting Up Stage of the Programme in their schools
- To introduce the content of the various resources, e.g. Teacher Manual, units of work
- To develop an understanding of reading and writing theory and teaching strategies and provide opportunity for practice
- To provide participants with a knowledge of assessment theory and its application
- To enable participants to understand and practise a variety of classroom management strategies
- To develop an understanding of the importance of supportive, language-rich, whole-school and classroom environments and resources.

On-going Professional Development
- To provide ongoing school-based workshops, seminars and meetings to enable the teachers to implement the programme
- To provide centralised workshops when appropriate.

Cluster Meetings
- To facilitate professional experience sharing and networking.

Centralised Professional Development Workshops (*needs basis)
- Overview of PLP-R/W (KS1)
- Hear We Go
- Integration
- Units of Work
- Assessment
- Parent Support
- Reading Aloud and Storytelling
- Collaborative Lesson Planning*
• Effective Co-teaching Practice*

School-Based Professional Development Workshops (*needs basis)
P1
• Planning and Teaching of Reading Strategies*
• Matching Students to Book Levels
• Choosing and Levelling Reading books*
P2
• Guided Reading 1
• Guided Writing
• Summative Assessment*
P3
• Guided Reading 2
• Assessment for Guided Reading

School-based Professional Development Discussion Packages (*needs basis)
P1
• Integration and Co-planning P1
• Procedural Text (Recipe)
• Information Text (Label and Description)
• Environment*
• Group Work - Classroom Management*
• Catering for Learner Diversity
• Assessment*
P2
• Integration and Co-planning P2
• Narrative Text (Story)
• Exchange Text (Note, E-mail and Postcard)
• Excursion*
P3
• Co-planning for Guided Writing
• Narrative (Diary and Recount)
• Narrative (Poem)

PLP-R/W Resources
• Teacher Manual
• Units of work
• Integration Support Packages
• Parent Support Package

PLP-R Resources
• Resource Package Section A – Environment
• Resource Package Section B – Reading
• Classroom Management, Achieving Exit Descriptors Booklet and Game
• Classroom Management, Group Management Booklets and Activity
• Resources for Supporting a Reading Programme
• Home Reading and Independent Reading
• Parent Support Package 1
• Parent Support Package 2
- Assessment Package 1 – How to Collect and Record Assessment Information (for reading)
- Assessment Package 2 – Using Portfolios to Assess Reading; and Making an Assessment Plan
- Phonics
- Questioning
References

Curriculum References
Curriculum Development Council. (1997). Syllabuses for Primary Schools - English Language. Hong Kong: HKSARG.


Curriculum Development Council. (2004). English Language Education Key Learning Area English Language Curriculum Guide (Primary 1-6). Hong Kong: HKSARG.

Other References


Learning Materials Production, Open Training and Education Network-Distance Education. (2000). *Let’s read, Supervisor handbook*. NSW Department of Education and Training.


Ng, S. M. (2000). *Parents and Children: Reading and Learning Together*. Hong Kong: CECES.


# Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articulation</strong></td>
<td>The production of speech sounds in the mouth and throat.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>The process of collecting, analysing and recording information about student progress and achievement to inform future learning and teaching.</td>
</tr>
</tbody>
</table>
| **Blend**          | i] The process of combining sounds into larger units: clusters, syllables, words. This assists in word recognition when reading.  
                     ii] A combination of two or more consonant sounds, particularly at the beginning and end of words, e.g. \textit{bl, str, nt, nd}. |
| **Blurb**          | A short description of the book for promotional purposes. It is usually found on the back cover of the book. |
| **Book conventions** | The page and book layout – how a book is put together, e.g. title page, contents page, front and back cover. |
| **Collaborative teaching** | Teaching methodology that requires teachers to have equal participation and responsibility in the classroom. |
| **Concepts about print** | The structure and function of written texts. Examples of the structure of English print are: it has spaces between words; varying word lengths and left to right and top to bottom directionality. |
| **Content words**  | Subject-specific vocabulary.                                               |
| **Context**        | All those things, which influence, act upon and are connected with the language choices made when creating or interpreting texts. |
| **Continuous assessment** | See Formative assessment.                                                  |
| **Conventions**    | The structures and features of texts, including spelling, grammar, punctuation and text layout. |
| **Cue**            | A signal or prompt.                                                       |
| **CVC**            | Consonant-vowel-consonant word pattern, e.g. \textit{c-a-t = cat}.         |
| **CVCC**           | Consonant-vowel-consonant-consonant word pattern, e.g. \textit{m-i-l-k = milk}. |
| **Directionality** | The direction that readers read print. English texts usually are read horizontally from left to right and from top to bottom. Chinese texts traditionally are read vertically from right to left, from top to bottom. |
| **Decoding**       | A strategy used to identify an unknown word, e.g. saying the sound represented by individual letters or letter combinations, blending them together and arriving at a pronunciation. |
| **Digraph**        | Two letters that together represent one speech sound, e.g. \textit{ch, ai, ee, sh}. |
Drafting  
The process or result of putting ideas into writing in a rough form, often edited later for publication.

Early reading  
Continuing stage of reading where students begin to demonstrate more reading behaviours, e.g. apply reading strategies.

Early fluent reading  
Continuing stage of reading where students begin to consistently demonstrate more reading behaviours, e.g. apply reading strategies.

Editing  
The process of refining writing.

Emergent reading  
Initial stage of reading where students begin to demonstrate reading behaviours.

Encoding  
A strategy used to spell an unknown word using the knowledge of letter/sound relationships.

Expressive language  
Language that a person uses to produce his/her own speech and writing.

Fiction texts  
Texts about imaginary people, things or events.

Final sound  
A sound at the end of a word, e.g. *cat*, *wash*.

Flexible grouping  
Forming and dissolving groups according to the goal of the lesson.

Fluency  
The ability to read at an appropriate rate smoothly.

Formative assessment  
The practice of building a cumulative profile of student progress and achievement. This usually takes place during day-to-day classroom activities and involves informal interaction and observation of the student. It may include more formal assessment procedures. It provides a broader profile of the student than formal testing. Formative and summative assessment complement each other to form a comprehensive profile of student achievement.

Formulaic expressions  
Language which is learned in chunks (e.g. greetings). It often relates to specific contexts (e.g. ordering a meal in a restaurant). Second language learners usually begin by learning these expressions.

Functional language  
Language needed for communicating with others in a social environment.

Genre  
Category of written texts, e.g. mystery, fantasy.

Graphophonic  
Letter/sound relationships.

Guided reading  
A procedure that enables teachers to guide small groups of students of similar ability, reading a common text with the aim of teaching and practising reading strategies.

Guided writing  
The provision of scaffolded support to a small group of students
with similar needs.

<table>
<thead>
<tr>
<th><strong>High frequency words</strong></th>
<th>Words occurring frequently in written or spoken texts, e.g. <em>the</em>, <em>at</em>, <em>I</em>, <em>you</em>.</th>
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</thead>
<tbody>
<tr>
<td><strong>Illustrations</strong></td>
<td>Pictures to go with written or spoken text that explains the content of the text or provides more information, e.g. drawing, photograph, diagram.</td>
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<tr>
<td><strong>Imitating</strong></td>
<td>Copying or mimicking the reading style or speech of others.</td>
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<tr>
<td><strong>Independent reading</strong></td>
<td>Students self select books to read without teacher support.</td>
</tr>
<tr>
<td><strong>Indicator</strong></td>
<td>A description of literacy behaviours.</td>
</tr>
<tr>
<td><strong>Integration</strong></td>
<td>The teaching of the language skills of listening, speaking, reading and writing in conjunction with each other.</td>
</tr>
<tr>
<td><strong>Initial sound</strong></td>
<td>A sound at the beginning of a word, e.g. <em>cat</em>, <em>ship</em>.</td>
</tr>
<tr>
<td><strong>Instructional language</strong></td>
<td>Language used by teachers to facilitate classroom management.</td>
</tr>
<tr>
<td><strong>Intonation</strong></td>
<td>The rise and fall in the pitch of the voice as well as the degree of loudness placed on different syllables, which adds more meaning to the words being expressed.</td>
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<tr>
<td><strong>Language features</strong></td>
<td>The grammatical structures and word selection appropriate for different text types.</td>
</tr>
<tr>
<td><strong>Letter clusters</strong></td>
<td>Letters that are grouped together, e.g. <em>bl</em>, <em>str</em>, <em>tch</em>, <em>tion</em>, <em>ly</em>.</td>
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<tr>
<td><strong>Levelled texts</strong></td>
<td>The levelling of texts allows teachers to match books with an individual student’s reading ability.</td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
<td>The ability to inject one’s own thoughts and intentions into messages received and messages sent, and to transform and then act upon aspects of the world via spoken and written words. Literacy is using the processes of language authentically.</td>
</tr>
<tr>
<td><strong>Literary texts</strong></td>
<td>Spoken and written texts that explore and interpret human experience, usually in such a way as to evoke in the reader or listener a reflective, imaginative and/or emotional response.</td>
</tr>
<tr>
<td><strong>Literacy practice</strong></td>
<td>Ways of communicating every day through listening, speaking, reading and writing that is influenced by culture, society and identity.</td>
</tr>
<tr>
<td><strong>Medial sound</strong></td>
<td>A sound in the middle of a one-syllable word, e.g. <em>cat</em>, <em>beach</em>.</td>
</tr>
<tr>
<td><strong>Metacognition</strong></td>
<td>Thinking about one’s thinking.</td>
</tr>
<tr>
<td><strong>Modelling</strong></td>
<td>A teaching and learning practice involving explicit demonstration of the thinking behind how and why something is done.</td>
</tr>
<tr>
<td><strong>Non-fiction texts</strong></td>
<td>Texts about real people, facts and events.</td>
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</tbody>
</table>
Non-literary texts  Texts that present information to inform, instruct, enlighten or persuade the reader or listener.

Onset and rime  The separate sounds in a one-syllable word. The onset is the initial consonant or consonant cluster of a word, e.g. sun, chop, strike.
The rime is the part of a one-syllable word that starts with a vowel, and usually has a final consonant, e.g. tea, sun, strike, watch.

Phonemic awareness  The awareness of the individual sounds that make up spoken words.

Phonics  The relationship between sounds and their letters. This assists in word recognition when reading, and with spelling when writing.

Phonological awareness  An ability to recognise, combine and manipulate the different sound units of spoken words.

Positive reinforcement  The rewarding of effort and achievement in order to encourage more of the same in the future.

Predicting  The use of prior knowledge to anticipate what is going to occur in a text before or during reading.

Print-rich environment  An environment filled with meaningful print.

Pronunciation  The way a certain sound or sounds are produced and perceived by the hearer, including how the spoken word relates to its written form, e.g. in the word knife the k is not pronounced.

Reading  The act of constructing meaning from print using prior knowledge of the world, of language and of the written code.

Reading aloud  A reading procedure that involves the teacher reading aloud to students.

Rebus  A word game or puzzle in which words have to be guessed from pictures or letters that suggest the sound that make them, e.g. R U 18? is a rebus for Are you 18?

Receptive language  Spoken and written language that a person understands.

Retell  To read a text and then reconstruct it in a way that reveals the parts of the text that are significant to the reader and the links that the reader makes between aspects of the text.

Rhythm  Rhythm is the more or less regular alternation of light beats and heavy beats (stresses) in speech or music. Some poetry uses very regular rhythm patterns.

Scaffolding  Strategic leads, prompts and support given to students in the form of modelling, sharing, guiding and conferencing.

Schwa  The sound ‘uh’.
Segments

i] To break a one syllable word into its individual sounds, e.g. c-a-t; ch-ar-t; g-r-ou-n-d. This assists with reading, and spelling when writing.

ii] To break a one syllable word into onset and rime, e.g. c-at; ch-art; gr-ound. This assists with reading, and spelling when writing.

Semantic

The meaning of text.

Share the pen

A process in which teacher and students compose and construct texts collaboratively.

Shared reading

An interactive reading procedure in which students see the text, observe a good model (usually the teacher) reading and are invited to read along.

Shared writing

An interactive procedure in which students see the construction of a text by a good model (usually the teacher) and are invited to contribute ideas and suggestions.

Sight words

Words that readers recognise at sight. They do not need to decode them using phonics or other reading strategies.

Story frame

A summary of a story with important information about the key elements missing. Using correct sentence structure and connecting words, the students write extended text to provide the missing elements of the story.

Story map

A visual representation of the main features of a story. It can be constructed at the end of a reading or be an ongoing process as the story is progressing. It usually has labels.

Summative assessment

The practice of making judgements about student achievement at certain relevant points in the learning and teaching programme, such as at the end of a unit of work, or at the end of a term or end of school year. Formal assessment activities such as tests, projects and assignments are generally used. Formative and summative assessment complement each other to form a comprehensive profile of student achievement.

Syllable

A rhythmic unit of speech consisting minimally of one vowel sound and maximally of a vowel sound preceded by and/or followed by a consonant or a consonant cluster. Words with only one unit (cat, fright, jail) are called monosyllabic; words with more than one unit (su/per, cow/ard, pro/duc/tion) are polysyllabic.

Synopsis

A brief summary of the book.

Syntactic

The structure and grammar of the language, e.g. the word order pattern in sentences.

Text

Any meaningful stretch of language organised to communicate, including written, spoken, visual and electronic forms.
Text types  

Texts that have recognisable purposes, predictable structures and language features common to each one. Texts can be literary or non-literary and can be a combination of text types, e.g. a guidebook may contain a procedural text (the path or route) and a report (information about exhibits).