

English Language Education Key Learning Area

English Language Curriculum Guide (Primary 1 – 6)

Prepared by
The Curriculum Development Council

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Preamble

This *English Language Curriculum Guide (Primary 1 – 6)* (2025) (this Guide) is prepared by the Curriculum Development Council (CDC)¹ for use in primary schools. It is based on the Updated Seven Learning Goals of Primary Education², the directional recommendations set out in the *Task Force on Review of School Curriculum Final Report* (2020), the *English Language Curriculum Guide (Primary 1 – 6)* (2004) and other official curriculum documents, including the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)* (2017) and the *Primary Education Curriculum Guide (PECG)* (2024). Reference has also been made to the *Secondary Education Curriculum Guide* (2017), the *Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1 – 3)* (2018) and the *English Language Curriculum and Assessment Guide (Secondary 4 – 6)* (2021). It should be read in conjunction with all related documents.

This Guide supersedes the 2004 version. In preparing this Guide, the CDC Committee on English Language Education has taken into consideration the concerns, needs and suggestions of various key stakeholders including schools, principals, teachers and students. Views on the major updates gathered from the school briefing cum feedback collection session, the focus group interviews and the territory-wide school survey conducted in 2025 are also incorporated.

The CDC will keep the subject curriculum under review and evaluation in light of schools' implementation experiences as well as the changing needs of students and society. All comments and suggestions on this Guide may be sent to:

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¹ The CDC is an advisory body giving recommendations to the Hong Kong Special Administrative Region Government (HKSARG) on all matters relating to school curriculum development from kindergarten to secondary levels. Its membership includes heads of schools, teachers, parents, employers, academics from tertiary institutions, professionals from related fields or related bodies, representatives from the Hong Kong Examinations and Assessment Authority (HKEAA), and officers from the Education Bureau.

² For the Updated Seven Learning Goals of Primary Education, please refer to the *Primary Education Curriculum Guide* (2024), Annex 1 of EDBC No.17/2024, as well as Appendix 1 of this Guide.

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Membership of the CDC Committee on English Language Education

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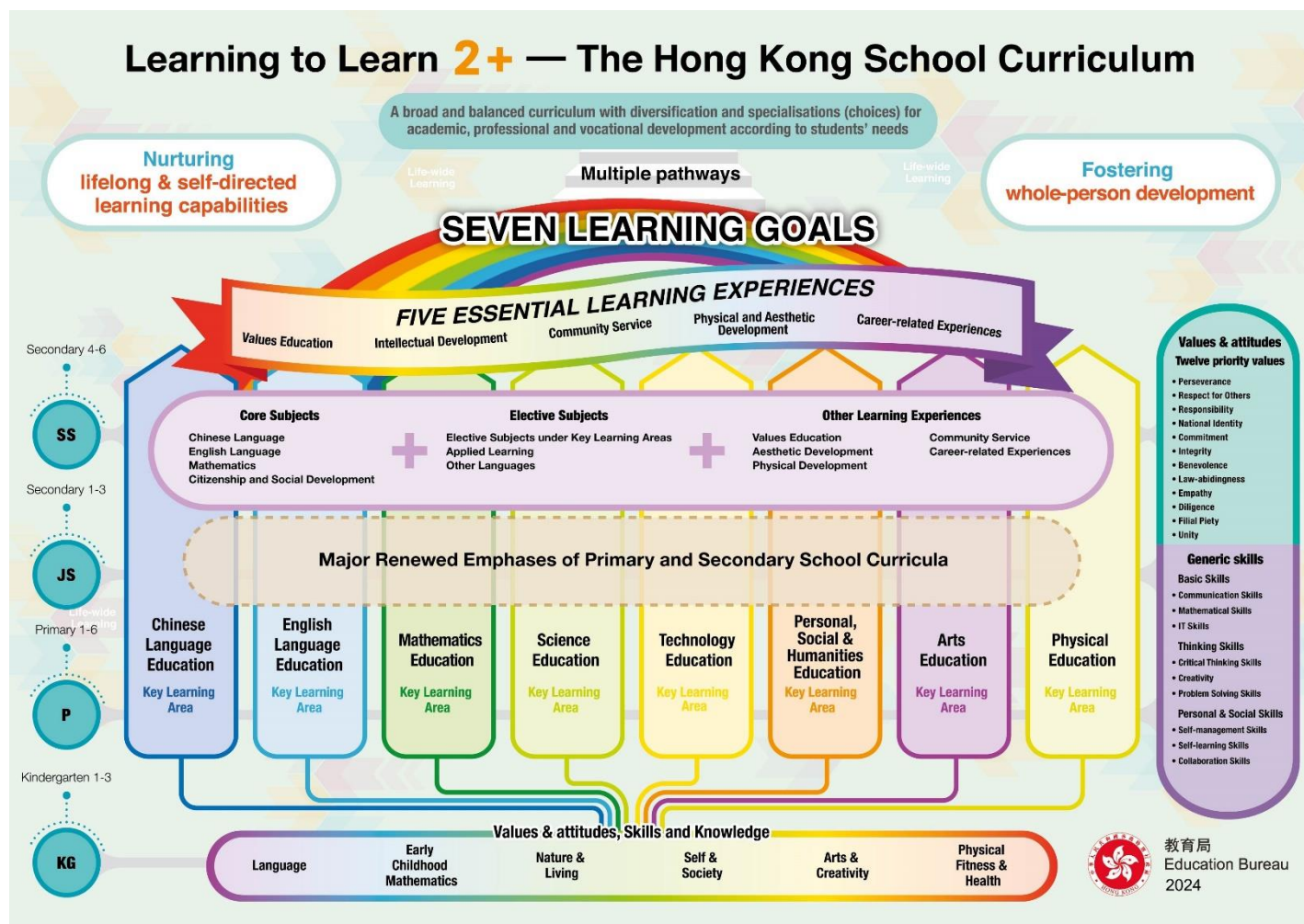
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Chapter 1

Introduction



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Note:

The major renewed emphases of primary and secondary school curricula cover: values education, good use of learning time, STEAM education and media and information literacy (MIL), etc.

Figure 1 Learning to Learn 2+ – The Hong Kong School Curriculum

Chapter 1 Introduction

1.1 Background

Under the ongoing renewal of the school curriculum, the *Kindergarten Education Curriculum Guide* and the *Secondary Education Curriculum Guide* were updated in 2017, followed by the updating of various Key Learning Area (KLA) Curriculum Guides, including the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (2017) (ELE KLACG)*. In the same year, the Task Force on Review of School Curriculum (Task Force)¹ was set up to holistically review the primary and secondary curricula. Six directional recommendations of the Task Force were set out in the Final Report titled “Optimise the curriculum for the future, Foster whole-person development and diverse talents” in 2020. Primary schools are recommended to accord higher priority to values education, create space for whole-person development and strengthen STEM education (stepped up as STEAM education from 2022 onwards). In 2024, the *Primary Education Curriculum Guide (PECG)*, incorporating relevant recommendations made in the Final Report of the Task Force, the Updated Seven Learning Goals of Primary Education (see [Appendix 1](#)), as well as the Three Major Directions and Seven Major Renewed Emphases (MREs), was released for schools’ implementation with a view to meeting the needs of students and keeping abreast of the latest curriculum development and social development.

Following the recommendations set out in the *PECG* (2024), the *English Language Curriculum Guide (Primary 1 – 6) (2004)* is updated for renewal and putting forth new emphases to reflect the changing contexts. The *English Language Curriculum Guide (Primary 1 – 6) (2025)* (this Guide) reinforces the curriculum emphases outlined in the *ELE KLACG* (2017) and provides the overall direction as well as the learning targets and objectives for the development of the English Language curriculum at the primary level.

¹ The Task Force on Review of School Curriculum was set up following the announcement in the 2017 Policy Address by the Chief Executive of the HKSARG.

Schools should make reference to the following curriculum documents for a better understanding of the interface between various key stages, as well as the curriculum planning and strategies for enhancing learning, teaching and assessment at different key stages in the subject of English Language:

- *Kindergarten Education Curriculum Guide* (2017)
- *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)* (2017)
- *Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1 – 3)* (2018)
- *English Language Curriculum and Assessment Guide (Secondary 4 – 6)* (2021)

The above curriculum documents can be downloaded from the following EDB website:
<https://www.edb.gov.hk/en/curriculum-development/renewal/guides.html>.

1.2 Position of the English Language Education KLA in the School Curriculum

English Language Education is one of the eight KLAs² in the school curriculum. As a KLA, English Language Education aims to provide primary school students with a wide range of contexts and learning experiences to:

- develop their English language proficiency;
- enhance their personal and intellectual development;
- extend their understanding of other cultures through the English medium; and
- nurture their generic skills as well as proper values and attitudes to prepare them for effective integration into national development and the challenges of the rapidly changing world.

² A Key Learning Area (KLA) is an important part of a curriculum. It is founded on fundamental and connected concepts within major fields of knowledge which should be acquired by all students. A KLA provides a context for the development and application of generic skills, subject-specific skills as well as proper values and attitudes through appropriate use of learning and teaching activities and strategies. Knowledge in KLAs, Generic Skills, and Values and Attitudes are the three interconnected components of the curriculum framework.

1.3 Rationale and Direction for Development

English is the language of global communication. With the rapid development of the Internet and technology, English learning helps students gain access to knowledge from around the world, develop proper values and attitudes and expand their world views. Students' mastery of English is vital as it opens up new possibilities for intellectual and social development, educational attainment, personal fulfilment, cultural understanding and, in future, career advancement.

The English Language curriculum framework aims to build on the existing good practices in the learning and teaching of English Language in primary schools in Hong Kong. It provides suggestions on how schools can sustain and deepen the good efforts made, focus on new areas in view of the challenges and opportunities brought by significant developments in various aspects, and provide students with meaningful language learning experiences that help them foster whole-person development and lifelong learning, develop proper values and attitudes, and prepare them for adapting to the rapid changes and demands of society and the modern world.

1.3.1 Building on Strengths

Over the past years, a strong partnership has been developed between the Education Bureau (EDB) and the school sector, resulting in considerable achievements in the implementation of the English Language curriculum. In many primary English Language classrooms, emphasis has been placed not only on helping students master language forms and functions and develop language skills, but also on enhancing their learning experiences by creating an English-rich environment. There have also been deliberate attempts to develop a reading culture, introduce a variety of text types, address diverse learning needs, and promote “assessment *for* learning” (AfL) and “assessment *as* learning” (AaL). Such efforts are well appreciated, and teachers are encouraged to build on the existing effective practices to enrich students' learning experiences through:

- developing a coherent school English Language curriculum that helps connect students' learning experiences across KLAs as well as within and beyond the classroom;
- adopting a greater variety of strategies to address the diverse learning needs of students, including students with special educational needs (SEN) and students who are gifted;

- providing more opportunities for the learning and teaching of language forms, functions and skills for purposeful communication as well as the development of language awareness and appreciation skills through the use of creative and information texts in both print and non-print forms;
- strengthening values education (covering national education [including patriotic education, national security education] and life education);
- developing students' capabilities for self-directed and lifelong learning; and
- strengthening assessment literacy in the subject panel with due consideration given to students' learning enhancement, interests and abilities, extending formative assessment from AfL to AaL, engaging students in the assessment process to promote self-reflection and self-directed learning.

1.3.2 Major Renewed Emphases of Curriculum Development



Figure 2 The Updated Seven Learning Goals of Primary Education



Figure 3 The Three Major Directions and Seven Major Renewed Emphases of the Ongoing Renewal of the Primary School Curriculum

To enhance curriculum planning for attainment of the Updated Seven Learning Goals of Primary Education, schools should follow the three major directions of cultivating values, creating space and promoting student-centred learning in the next stage of ongoing renewal of their school curriculum at the KLA and subject levels. With a view to supporting students in achieving the Updated Seven Learning Goals, the seven MREs are introduced to provide schools with strategies and action plans to delineate the areas that schools need to sustain, deepen and focus on in developing their distinctive school curriculum with reference to the central curriculum framework.

The past decades have witnessed significant economic, scientific, technological and social developments in our country, society and around the world. It is important to prepare our students well for the challenges and opportunities arising from the changes (e.g. the Belt and Road Initiative, the development of the Guangdong-Hong Kong-Macao Greater Bay Area), which are envisaged to facilitate regional and international co-operation, development as well as intercultural exchange. Schools should consider their own contexts and develop a school curriculum that fosters whole-person development and lifelong learning, and equips students with the knowledge and skills essential for further studies and future careers. Besides sustaining and deepening the accomplishments in curriculum implementation, it is necessary to focus on the MREs in school curriculum planning and set the direction for their implementation at the subject level, and where appropriate, at the cross-KLA level.

Reading across the Curriculum (RaC)

Reading across the curriculum (RaC) aims to enhance students' reading to learn capabilities and help them establish meaningful links among concepts and ideas acquired in different KLAs. RaC provides ample opportunities for students to broaden their knowledge base, enhance generic skills, in particular critical thinking, explore proper values and attitudes as well as apply and consolidate reading skills and strategies developed in language lessons. Schools are encouraged to integrate RaC into the Reading Workshops in the primary English Language curriculum. Teachers can identify suitable reading materials with topics related to non-language subjects to provide relevant contexts to connect students' learning experiences, draw their attention to the subject-specific language features (e.g. text structures, rhetorical functions and language items) and enhance students' reading skills and strategies through meaningful language practices.

To foster a culture of “reading to learn”, time can be allocated for cross-curricular reading within and beyond the classroom. Collaboration among different stakeholders, such as English teachers, non-language subject teachers, teacher-librarians and parents, is crucial in developing students' interests and habits in reading a variety of texts, including non-fiction texts and paired texts on different themes, as well as processing reading materials in a more in-depth way.

Values Education

As an essential element of whole-person education, values education aims at fostering students' proper values and attitudes through the learning and teaching of various KLAs/subjects and the provision of relevant experiences. Schools can identify the priority values and attitudes (i.e. perseverance, respect for others, responsibility, national identity, commitment, integrity, benevolence, law-abidingness, empathy, diligence, filial piety and unity), with due consideration of their school mission, school context, stakeholders' views, students' needs and major concerns, and integrate them into the school curriculum. Teachers can make effective use of a wide array of learning and teaching resources, which provide contexts for students to explore a variety of value-laden issues related to their everyday life experiences and stimuli for critical and imaginative responses.

Assessment Literacy

Assessment is a vital and integral part of the learning-teaching-assessment (LTA) cycle. Assessment literacy should be strengthened in the subject panel, with due consideration given to learning enhancement. Schools should formulate assessment and assignment policies that promote AfL and extend it to AaL. Teachers are encouraged to use different modes of assessment and assignments to collect evidence to inform learning and teaching, and engage students in the assessment process to promote self-reflection and self-directed learning. Students learn to set goals based on expected learning outcomes, develop metacognitive skills to reflect on their learning progress, and make improvement based on the quality feedback from their teachers and peers. Schools should also review and streamline the frequency and quantity of tests and examinations to create space for balanced physical and psychological development and foster students' whole-person development.

Information Technology in Education (ITE)

Advances in technology have had a significant impact on education. New and emerging technologies challenge the traditional process of learning and teaching, and the way assessment is done. The wide application of digital technologies in daily life allows easy worldwide communication and instant access to a vast array of information. Schools are encouraged to leverage information technology to enhance learning, teaching and assessment through e-learning, and promote information literacy to better prepare students for the challenges in the rapidly changing digital world.

e-Learning refers to an open and flexible learning mode involving the use of electronic media such as digital resources and communication tools to achieve the learning objectives. Teachers can integrate e-learning into the design of learning, teaching and assessment activities to complement the traditional mode of learning (i.e. adopting blended learning), enhance learning and teaching effectiveness, and accommodate the diverse needs of students.

Information literacy, which refers to the essential abilities and attitudes that lead to effective and ethical use of information, is crucial to lifelong learning and self-directed learning. The incorporation of information literacy into the school curriculum provides opportunities for students to develop the skills and attitudes to manage and make good use of the vast amount of information across different channels or media.

Traditionally, “literacy” refers to the ability to read and write effectively to achieve desired goals or outcomes and develop one’s knowledge and potential. With the rapid development of IT and social media, “literacy” has taken on a new meaning as texts are no longer a linear form of presentation limited to words but are composed of various modes of communication (e.g. images, animations, sounds, graphics). Students, therefore, need to be equipped with new literacy skills to process and create multimodal texts in which messages are conveyed in different modes (e.g. linguistic, audio, visual, gestural, spatial), and the skills to search for and manage information.

A wide array of strategies (e.g. “Flipped Classroom”, web-based virtual classroom) and e-learning resources (e.g. e-learning platforms/applications, learning management systems (LMS)) are effective in supporting learning, teaching and assessment, facilitating the use of technologies in enhancing learning and teaching effectiveness and assessment literacy. Teachers are encouraged to adopt a blended mode of learning by integrating online and offline learning activities flexibly to cater for students’ diverse learning needs, facilitate learning beyond the classroom and promote self-directed learning.

STEAM Education

STEAM is an acronym that refers to the academic disciplines of Science, Technology, Engineering, the Arts and Mathematics. In the Hong Kong curriculum context, STEAM education is promoted through the Science, Technology, Arts and Mathematics Education KLAs.

The objectives of promoting STEAM education in relation to student learning are to:

- develop among students a solid knowledge base and to enhance their interest in science, technology, arts and mathematics for further studies and future careers in face of the changes and challenges in the contemporary world; and
- strengthen students' ability to apply knowledge and skills acquired in different STEAM-related subjects in an integrated and creative manner to solve daily problems, and to nurture students' creativity, collaboration skills and problem solving skills, as well as to foster the innovation as required in the 21st century.

In support of STEAM education, schools are encouraged to step up cross-curricular/KLA collaboration such as RaC or project learning to broaden students' knowledge base, help them connect their learning experiences and provide opportunities for integrating and applying knowledge and skills developed in different KLAs/subjects, thus developing their lifelong learning capabilities.

Making Good Use of Learning Time

Learning time includes lesson time (teacher-student contact hours in settings not limited to the classroom), school time other than lesson time (such as recess, lunch breaks, after-school time, open days, examination days) as well as the time spent outside school including holidays. Curriculum planning is no longer limited to classroom learning and lesson time. Schools should further optimise curriculum planning to create space for students and foster whole-person development, encouraging them to use their "learning time" effectively for diversified and meaningful learning activities to explore personal interests.

Please refer to **Chapter 3 "Curriculum Planning"** of this Guide for more details on how to incorporate the above MREs into the school English Language curriculum.

1.4 Strategies for Development

The ongoing renewal of the school curriculum and that of the English Language Education KLA curriculum is to make the school curricula rigorous and forward-looking in enhancing students' capacity to learn and nurturing in them the values, competencies and qualities which are essential for learners of the 21st century. It aims to achieve the Updated Seven Learning Goals of the primary and secondary education upon the completion of the two levels of education. Schools and teachers need to exercise their professionalism and enhance their school English Language curriculum in light of their school contexts and strengths, and their students' learning needs, interests and abilities.

Schools are encouraged to build on their strengths and achievements over the past years. Taking into account the school context, teachers' readiness and learning needs of their students, they should adopt the three major directions of cultivating values, creating space and promoting student-centred learning set out in **Section 1.3.2**, select those MREs relevant to their needs, and set priorities for incorporation into their school English Language curriculum.

In this light, some strategies for development are suggested below:

- **Promoting student-centred learning and better catering for learner diversity:**
 - The Learning to Learn curriculum reform since 2001 has promoted a student-centred approach and curriculum and pedagogical changes that foster students' active learning, engagement and ownership. These are conducive to developing students' learning to learn capabilities, whole-person development and lifelong learning.
 - Emphasis continues to be placed on promoting a student-centred curriculum that provides students with multifarious learning experiences. Student-centred learning should be further enhanced to explore and cater for students' diverse abilities, interests and aspirations. Students who have a strong sense of ownership of their learning and an awareness of their learning process are highly motivated learners with capabilities to learn effectively. It is also important for students to develop metacognitive skills. They learn how to set goals, monitor and reflect on their learning experiences.

- While students grow and learn at different paces and in different ways, they all have ever-improving capabilities to learn and perform to the best of their ability. Schools should effectively cater for their students' learning needs and develop their potential by adapting the curriculum and employing a variety of learning and teaching strategies (e.g. adopting quality learning materials and activities, enhancing interactive learning, varying the input and expected output for different students, incorporating e-learning to address diverse abilities and learning styles). Student-centredness emphasises giving due attention to students' needs, interests and abilities and embracing learner diversity. Schools and English teachers generally take this into account in the pedagogical design of English lessons. Teachers can further guide students at Key Stages 1 and 2 to play a more active role in their learning. Student-centred learning can be enhanced with the focus on developing the capabilities for self-directed learning and taking greater responsibility for their learning.
- **Enriching the school English Language curriculum and maximising the integrative and creative use of English:** The task-based approach is recommended as it provides meaningful contexts where students can learn and use English integratively, purposefully and creatively. The promotion of the integrative and creative use of English helps enrich students' language learning experiences and it can be achieved through the effective use of language arts. Imaginative texts (e.g. stories, poems) are by nature open to multiple interpretations, encouraging students to be creative and adventurous as they appreciate the richness and variety of the language. Teachers can make use of a wide range of imaginative texts that provide relevant contexts for the integrative use of language and generic skills (e.g. creativity, critical thinking skills, communication skills) to engage students in responding and giving expression to real and imaginative experiences, as well as exploring and experimenting with creative language use.
- **Planning the curriculum holistically to create space and ensure a smooth interface:** Schools are expected to build on their progress and strengths accomplished over the years, focus on the major directions and MREs and deepen the outcomes of good practices and sustain the momentum of "Learning to Learn 2+". They should plan their curriculum holistically, setting priorities in light of the major directions and the MREs, and taking into consideration their schools' vision and mission, contexts, and students' growth and learning needs. Given schools'

experiences and successes in their implementation, the updated Four Key Tasks³ are to be infused into the school curriculum following the principles of “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom” and “whole-school participation”. The interface between key stages of learning should be strengthened to enable students to make the transition to the next key stage of learning successfully. Furthermore, space should be created for students to develop their interests, rest and lead a healthy lifestyle. In this regard, lesson time should be optimised while assessment and assignments should be streamlined and reduced where appropriate.

- **Enhancing teachers’ professional capacity:** Learning and teaching effectiveness and the provision of quality learning experiences to students hinge much on teachers’ professional capacity. With respect to English language teaching, it is essential that schools strategically plan and enhance their English teachers’ professional development and have their English teachers engage in different modes of professional development activities for self-enhancement and advancement.
- **Strengthening Reading across the Curriculum (RaC):** Motivating students and enhancing their learning to learn capabilities through reading have been emphasised and promoted by schools and their English panels over the past years. Building on existing strengths and experience, schools should continue to foster students’ reading habit and reading skills development, with due emphasis placed on RaC to help students establish meaningful links among concepts and ideas acquired in different KLAs. Teachers can identify entry points such as suitable themes/topics, reading resources (e.g. information texts in printed or electronic form, multimodal texts) and implement RaC through cross-KLA collaboration and effective use of the flexible lesson time. For further details, please refer to Chapter 4 of this Guide and Chapter 4 of the *ELE KLACG* (2017).

³ The updated Four Key Tasks are:

- Moral and Civic Education: Towards Strengthening Values Education
- Reading to Learn: Towards Reading across the Curriculum
- Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines
- Information Technology for Interactive Learning: Towards Self-directed Learning

For details, please refer to the *ELE KLACG* (2017).

- **Strengthening values education (covering national education [including patriotic education, national security education] and life education):** In addition to developing students' language skills, values education should be promoted in the school English Language curriculum as it is essential for fostering students' whole-person development. In English Language, the General English Programme, Reading Workshops and the Enrichment Programme can, on their own or integratively in units of teaching, provide rich contexts for infusing and fostering proper values in students. To help students become informed and responsible citizens with a sense of national identity and an awareness of national security, relevant themes, topics and everyday life events can be identified. A variety of learning and teaching resources can be selected to provide contexts for exploring value-laden issues and for critical and creative responses. Opportunities can also be provided for students to practise the target proper values and attitudes in their daily lives. The connection between English Language and various cross-curricular domains can be strengthened through designing learning activities such as projects, reading and analysing the biographies of successful persons, and appreciating songs and lyrics. Holistic planning of the school curriculum can be enhanced with values education infused at the school, the KLA and cross-KLA levels.
- **Strengthening cross-curricular learning and enriching life-wide learning experiences:** Schools have accrued much experience in implementing cross-curricular learning through project learning, one of the Four Key Tasks, over the past years. They should continue to promote cross-curricular learning, progressing from project learning towards the integration and application of knowledge and skills across disciplines, so that students have increasing opportunities to integrate and apply knowledge and skills across the relevant subjects, be empowered with the capabilities necessary for lifelong learning, creativity and innovation, and become independent and self-directed learners. Schools can incorporate life-wide learning in their school English Language curriculum using the flexible lesson time, which should not exceed 22% of the total lesson time as recommended in the *PECG* (2024), to enrich students' learning experiences, broaden their knowledge base, and engage them in meaningful language practices and purposeful use of the language.

- **Adopting a variety of learning and teaching strategies:** A variety of learning and teaching strategies should be adopted and e-learning should be leveraged to support and facilitate both classroom and self-directed learning. Students can be guided to develop metacognitive skills, set goals, develop self-directed learning capabilities, and assume greater responsibility for their learning. Students' exposure to a wide range of text types, including both creative and information texts, should continue to be maximised to enhance their literacy and appreciation skills, and heighten their awareness of the structures and features of different text types, so that they will be better able to process and produce multimodal texts. Their awareness of text grammar will be enhanced as they learn to explore the grammatical features associated with different text types. The school English Language curriculum should also be enriched with greater emphasis on the creative use of English to develop students' potential, promote literary appreciation and develop students' sensitivity to language use.

Chapter 2

Curriculum Framework

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Chapter 2 Curriculum Framework

The curriculum framework for English Language Education is the overall structure for organising learning, teaching and assessment for the subjects of English Language at the primary and secondary levels and Literature in English, which is an elective subject offered at the senior secondary level. The framework comprises a set of interlocking components including:

- subject knowledge and skills, which are expressed in the form of learning targets under the Interpersonal, Knowledge and Experience Strands, as well as learning objectives;
- generic skills; and
- proper values and attitudes.

Below is a diagrammatic representation of the framework:

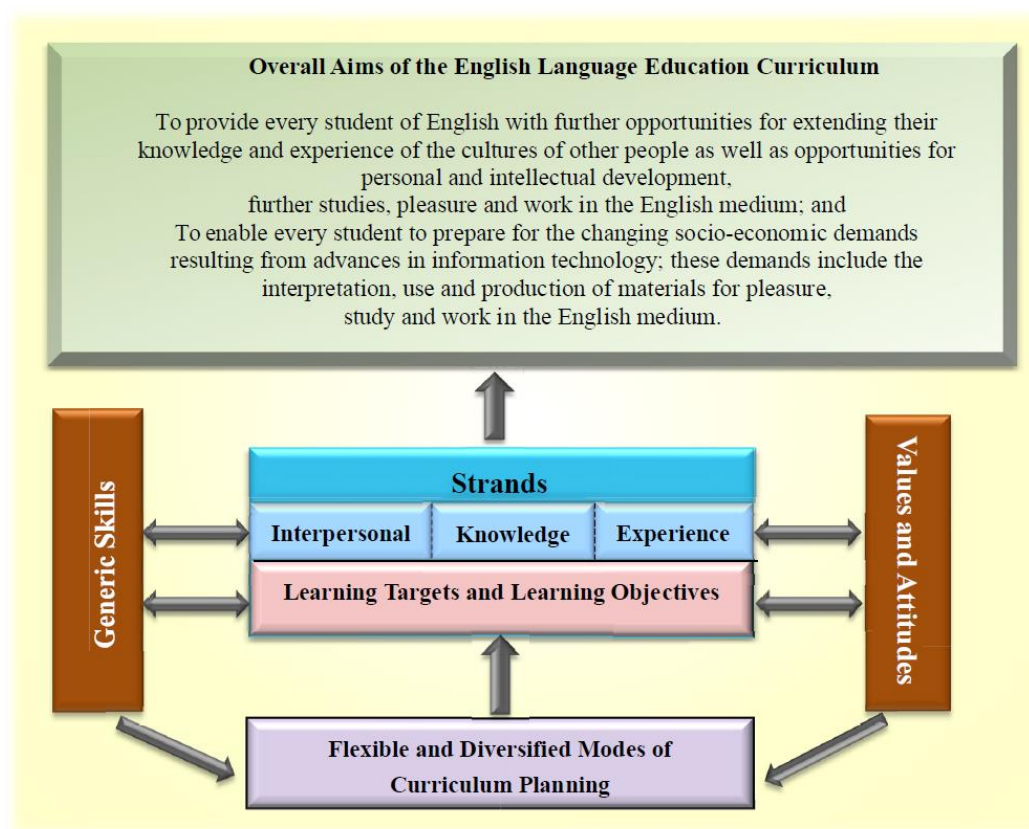


Figure 4 English Language Education Curriculum Framework

The framework sets out what students should know, value and be able to do at various stages of schooling. It gives schools and teachers flexibility and ownership to plan and develop their school English Language curriculum to meet the needs of their students.

2.1 Aims and Subject Target

2.1.1 Aims

The overall aims of the English Language Education curriculum are to:

- provide every student of English 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
- enable every student 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.

2.1.2 Subject Target

The subject target of English Language is for students to develop an ever-improving capability to use English:

- to think and communicate;
- to acquire, develop and apply knowledge; and
- to respond and give expression to experience;

and within these contexts, to develop and apply an ever-increasing understanding of how language is organised, used and learnt.

2.2 Strands, Learning Targets and Learning Objectives

2.2.1 Strands and Learning Targets

Strands are categories for organising the curriculum. Their major function is to organise content for the purpose of developing knowledge, skills and values and attitudes as a holistic process. The three interrelated strands in the English Language Education KLA are Interpersonal Strand, Knowledge Strand and Experience Strand. They define the broad purposes of learning English Language and give rise to meaningful tasks and contexts in which language skills, knowledge of the language, and values and attitudes can be developed to achieve the subject target. The learning targets of English Language set out what students are expected to learn throughout the different stages of schooling in the subject. The learning targets are complementary to the interrelated strands and can be grouped under each strand. The list of learning targets for Key Stages 1 and 2 under the various strands are provided in **Appendix 2**.

Strand Targets

The subject target is supported by three interrelated strands:

- Interpersonal Strand
- Knowledge Strand
- Experience Strand

The targets within the three strands are:

Interpersonal Strand (IS)

To develop an ever-improving capability to use English

- to establish and maintain relationships;
- to exchange ideas and information; and
- to get things done.

Knowledge Strand (KS)

To develop an ever-improving capability to use English

- to provide or find out, interpret and use information;
- to explore, express and apply ideas; and
- to solve problems.

Experience Strand (ES)

To develop an ever-improving capability to use English

- to respond and give expression to real and imaginative experience.

2.2.2 Learning Objectives

The learning objectives describe explicitly the essential focuses of learning and what students are expected to learn and use at Key Stages 1 and 2 in order to work towards the learning targets for the key stages. They serve as a reference list for curriculum, lesson and activity planning.

Apart from the learning objectives pertaining to the development of generic skills and proper values and attitudes, the subject-specific learning objectives for English Language are organised under the following general areas:

- language forms and communicative functions;
- language skills and language development strategies; and
- attitudes specific to English language learning.

Language Forms and Communicative Functions

In order to develop an ever-improving capability to use English for the various purposes identified in the learning targets, students need to master different aspects of the language system such as text types, vocabulary and grammar, and be able to make use of this knowledge in completing tasks. It is not sufficient for students merely to know the rules and focus on the forms. They must also learn how to apply such knowledge to engage in purposeful communication in real-life or simulated situations. Meaningful use of language items should be given as much emphasis as mastery of their forms. The

following parts will discuss how different aspects of the English language system can be dealt with to facilitate learning and teaching.

Text types

Text types refer to different forms of speech and writing. They are organised in different ways and use different structures according to the purposes they serve. The intended purpose and audience of each text type determine its structural, stylistic and linguistic features. It is important to introduce a variety of text types to students at the primary level. In this digital era with the prevalence of new technologies and communication channels, information and ideas are often presented in the form of multimodal texts. Conscious learning and explicit teaching of different text types including multimodal texts enable students to become more effective readers and proficient language users, and equip them with essential skills for study and work in the 21st century. Progressively equipping our students with essential new literacy skills for researching and processing web-based materials for completing authentic tasks, creating multimodal texts and solving real-life problems enables them to thrive in their future.

Students need to acquire familiarity with features of different text types, and should be able to use them in real-life communication. Different text types provide meaningful contexts for the learning and purposeful use of specific language items and vocabulary. For example, when students read a recount of a school function held a year ago, they see how the past tense is used to record past events. Similarly, when they read or write rules for a game, they practise the use of imperatives to give instructions. Mastery of an authentic text (e.g. the ability to read a set of instructions for assembling a toy) gives students a strong feeling of achievement and motivates them for further development.

The selection of text types depends on students' needs, experiences and interests, and it may also partly depend on the resource materials available for students. While primary students may only be required to produce a limited range of text types in writing and speaking, they can be exposed to other text types through reading and listening. Complexity increases within and across text types according to the level of learning. It is possible that the same text type may have more than one defined purpose. For example, posters can be persuasive texts as well as information texts, while the main purpose of posters is seen as more persuasive than informative in most authentic situations. Please refer to **Appendix 3** for the list of text types that students are expected to have encountered at Key Stages 1 and 2. The list is not intended as a checklist. Rather,

it suggests the variety and range of texts that students may be exposed to and produce at each key stage.

Vocabulary

Vocabulary is best introduced in context using reading, listening or multimodal texts, and practised through tasks and language games. A judicious combination of tasks organised under modules and units helps students progress towards the learning targets, because it provides experience in relevant uses of English for particular purposes.

Tasks address students' needs and interests and provide authentic contexts for vocabulary use. The vocabulary items that students encounter, acquire and use at each key stage vary with the tasks and amount of language support that students experience in the learning process. Students need to be exposed to a wide range of vocabulary items, such as phrasal verbs, idioms and fixed expressions to help them communicate and carry out various learning tasks effectively. It is not advisable to prescribe a vocabulary list out of context or provide a list of unfamiliar words with explanations and their different parts of speech for rote learning.

In selecting vocabulary, it is necessary for teachers to predict the vocabulary that students will need for the meaningful completion of tasks and then decide how the vocabulary items are to be introduced through interesting contexts and through fiction and non-fiction, language arts, and multimodal texts.

The choice of vocabulary should take into consideration students' needs and interests in using English. Teachers may begin with words that students need to:

- follow classroom routines, commands, directions, requests and activities in the classroom;
- identify or describe people, things and events in the family, school and their daily experiences; and
- express personal experiences and imaginative ideas, which are essential for fostering motivation and enjoyment in learning.

Then, teachers should move to words that students need to:

- understand and express opinions on general topics;
- appreciate and interpret texts of different types for enjoyment and personal enrichment, and to pave the ways for further studies; and
- express a wide range of ideas and experiences for communicative purposes and for pleasure and self-fulfilment.

In addition, it is essential to introduce students to a range of vocabulary building strategies such as:

- using knowledge of word formation;
- using knowledge of collocations;
- using knowledge of lexical relations;
- guessing meaning and inferencing with available clues;
- using dictionaries and thesauri;
- creating word webs to record words learnt; and
- retaining words using mnemonics.

Gradually, students become intrinsically motivated and intellectually inquisitive. They will build on their own existing vocabulary and further explore the meanings of words for enjoyment on their own initiative.

Language items and communicative functions

Language items include a range of grammatical forms and structures that students need to develop as they perform various communicative functions. The range and complexity in the use of language items and communicative functions increase at more advanced key stages of learning. Language items learnt should be consolidated and extended to a greater level of complexity when students move towards a higher level of learning. The lists of language items and communicative functions for Key Stages 1 and 2 are provided in **Appendix 4**.

Language Skills and Language Development Strategies

In order for students to be able to use English effectively for the various purposes described in the learning targets, it is essential that they develop competence in the skills of listening, speaking, reading and writing. Students also need to develop language development strategies in order to be responsible for their own learning and

become motivated, independent and self-directed learners. The lists of language skills and language development strategies for Key Stages 1 and 2 are provided in **Appendix 5**.

Attitudes Specific to English Language Learning

The development of positive attitudes, along with knowledge and skills, is an integral part of the English Language Education curriculum. Opportunities for exploring, developing and encouraging positive attitudes should be provided in all English learning tasks. Some positive attitudes (e.g. confidence in using English) should be further developed when students move towards a higher level of learning. Some other positive attitudes (e.g. awareness of English as an international language of communication) will only be consciously developed in specific tasks. The list of attitudes specific to English language learning for Key Stages 1 and 2 is provided in **Appendix 6**.

2.2.3 Generic Skills

The component of generic skills is fundamental in enabling students to learn how to learn. The following nine generic skills have been identified as essential for student learning for the 21st century in the school curriculum:

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

The nine generic skills are to be developed through learning and teaching in all KLAs. The English Language curriculum provides greater opportunities for the development of collaboration skills, communication skills, creativity, critical thinking skills, problem solving skills and self-learning skills.

When completing a more complicated learning task, the generic skills are often applied in an integrative manner rather than in isolation. Some generic skills are more likely to be used together. For example, collaboration skills are often used with communication skills and problem solving skills; critical thinking skills tend to be used with problem solving skills and creativity. The former cluster of generic skills can be referred to as “collaborative problem solving skills” and the latter as “holistic thinking skills”.

Schools are encouraged to plan learning and teaching activities in a holistic manner by taking students' learning needs and cognitive development into consideration and helping them develop clusters of skills effectively.

Details of the nine generic skills, and examples and suggestions of how the English Language curriculum contributes to the development and integrative use of the generic skills are provided in **Appendix 7**.

2.2.4 Proper Values and Attitudes

Values underpin our conduct and decisions. Attitudes are personal dispositions, which may affect our behaviour positively or negatively. Students need to develop proper attitudes for healthy development. Among all values and attitudes, perseverance, respect for others, responsibility, national identity, commitment, integrity, benevolence, law-abidingness, empathy, diligence, filial piety and unity have been identified as the priority values and attitudes.

In line with one of the MREs of the ongoing renewal of the primary school curriculum, i.e. strengthening values education (covering national education [including patriotic education, national security education] and life education), a higher priority should be accorded to values education in schools with a view to achieving the Updated Seven Learning Goals of Primary Education. National education, Constitution and Basic Law education and national security education are all essential for helping students develop into good nationals who have a sense of national identity, respect the rule of law and abide by the law, hence safeguarding national security. Therefore, schools should enhance students' understanding of our country, nurture their respect for diverse opinions, foster their love for peace, and emphasise the importance of abiding by the rule of law. Students' media literacy, i.e. the competence of critically evaluating the truthfulness of information and using IT ethically in circulating and interpreting information, should also be developed and reinforced.

In the English Language curriculum, as in other KLAs/subjects, values and attitudes should be developed through the approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom” and “whole-school participation”. These values and attitudes should be fostered through learning and teaching, with ample opportunities for students to develop and reinforce them through learning activities and tasks.

To help students become informed and responsible citizens, schools should promote proper values and attitudes in accordance with their school mission, school context, stakeholders’ views, students’ needs and major concerns, and infuse them into the school curriculum. A variety of learning experiences in KLAs, moral, civic and national education, life-wide learning, etc. can strengthen values education through:

- deepening students’ understanding of proper values and attitudes;
- nurturing their empathy and proper attitudes towards life; and
- promoting learning-by-doing in authentic situations.

Values and attitudes can be effectively developed through learning activities. Examples of how the English Language curriculum can facilitate the development of values and attitudes for Key Stages 1 and 2 are provided in **Appendix 8**.

2.3 Curriculum Organisation

2.3.1 Learning Time

Curriculum planning is no longer limited to classroom learning and lesson time. Schools should further optimise curriculum planning to encourage students to use their learning time effectively for diversified and meaningful learning activities. In the English Language Education KLA, learning is not confined to English lessons or school hours. Students' learning time includes:

- lesson time (i.e. English lessons, though the venue is not limited to the classroom);
- school time other than lesson time (e.g. assemblies, recess, lunch breaks, activities before/after school, open days, post-examination activity days); and
- time outside of school (e.g. weekends, holidays, time after school).

The *PECG* (2024) recommends that, as a core subject, English Language should account for not less than 16% of the total lesson time for the primary curriculum. (For the time allocation for each KLA/subject in primary schools, please refer to **Appendix 9**.)

To cater for learner diversity, schools are encouraged to allocate additional learning time to conduct differentiation programmes (e.g. pull-out remedial/enrichment programmes) and cross-curricular activities (e.g. programmes such as Reading across the Curriculum (RaC)), and make flexible use of the time during and outside school hours to integrate English learning into students' own learning time and life-wide learning.

The percentage of flexible lesson time in the primary curriculum has been increased from 19% to 22% to increase the flexibility for whole-school curriculum planning and create space for cross-curricular learning. Schools have flexibility in planning curriculum-related activities and foster students' whole-person development in consideration of the new modes of learning beyond the classroom. With due consideration to holistic planning at the whole-school and KLA levels, schools can flexibly make timetabling arrangements to enrich students' English learning experiences in collaboration with other parties.

The following timetable illustrates how to make flexible use of the learning time during and outside school hours:

	MON	TUE	WED	THU	FRI	
<ul style="list-style-type: none">• Talks• Verse-speaking• Show-and-tell etc.	Before school	• Let’s Read Together etc.		• Story Time		• Project Display
	Assembly					
		General English		General English		
	Reading Workshops					
	Recess					
<ul style="list-style-type: none">• Pleasurable Reading Time• Enrichment Programmes: (e.g. Book Clubs, Learning English through Sports, Campus TV)• Drama Competitions• Storytelling Competitions• Visits• Projects• Writing Labs• English Fun Days etc.					Reading Workshops	
	Recess					
			General English			
	Lunch					
	Tutorial					
			Integrated Lesson	Integrated Lesson	Integrated Lesson	Interest Groups
		Weekly assembly				
	After school	• Intervention Programme • Story Time		• Chat with our NETs • Drama Workshops		• Verse-speaking etc.
	<ul style="list-style-type: none">• Song Dedication• Language Games• Pleasurable Reading Time etc.		<ul style="list-style-type: none">• English Corner / Library Activities• Video Hours• School Radio Station• Online Learning• Ambassador Programmes etc.		<div>HOLIDAYS<ul style="list-style-type: none">• Visits• Projects• Exchange tours• Home Reading Express• Games Days• Creative Writing Packages• Variety Shows• Writing Letters and e-Mails etc.</div>	

Figure 5 Suggested Allocation of Learning Time

Note: The suggested allocation of learning time and activities is for schools' reference only. Schools are encouraged to use their professional autonomy to maximise the use of learning time. They can select or design their own activities appropriate to their students' needs and their school context, in order to provide students with a wide range of learning experiences.

Please refer to **Section 3.7** of this Guide for more suggestions on how to make plans for the use of lesson time allocated to English Language.

2.3.2 Modules of Learning

The structure of modules, units and tasks is recommended for organising the learning and teaching of the primary English Language curriculum. A module is an organising focus which can be broken down into units and tasks that are thematically or conceptually related. Suggested modules and units for Key Stages 1 and 2 can be found in **Appendix 10**. These themes and concepts are explored through tasks and help students make connections between their learning experiences. Extended tasks and projects can be further developed from tasks to help students develop further knowledge and skills.

Well-sequenced tasks can be designed to provide students with opportunities to use English to learn in purposeful and authentic situations and facilitate cross-curricular learning, as themes/topics can be the focus for connecting knowledge and learning experiences across different subjects.

Teachers may develop modules of their own by selecting relevant textbook units, set texts and/or authentic resource materials to suit the needs, interests and abilities of their particular group of students. While learning modules can be enriched or developed by designing activities that extend and deepen learning experiences of the more able students, they can also be adapted or developed for the less able students to help them progress. Different learning activities and modes of assessment can be incorporated into the learning modules to develop students' multiple intelligences and generic skills, stimulate their learning and sustain their interests. Exploring real-life topics and concepts through tasks also lends itself well to providing students with ample hands-on practice to consolidate learning. The proper values and attitudes can be nurtured by making use of everyday life events and involving students in discussing, sharing their experiences and making self-reflection.

Figure 6 below shows how units and tasks can be developed and organised within the module “Me, My Family and Friends”, which is one of the modules suggested for students at Key Stage 1.

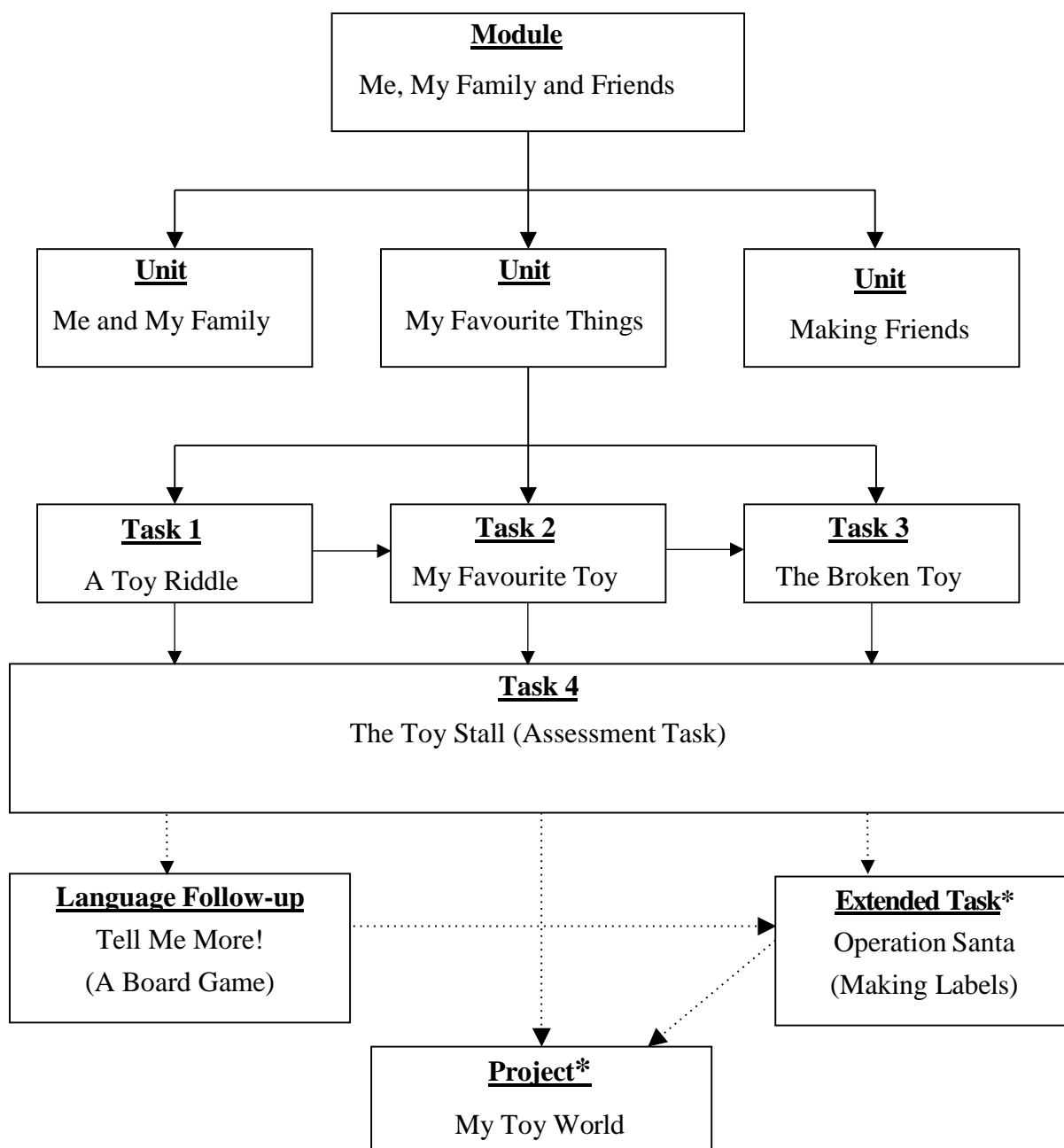


Figure 6 Example Units and Tasks under the Module “Me, My Family and Friends”

* Extended tasks and projects can be developed from tasks in a unit or module to help students develop knowledge, skills, values and attitudes conducive to lifelong learning.

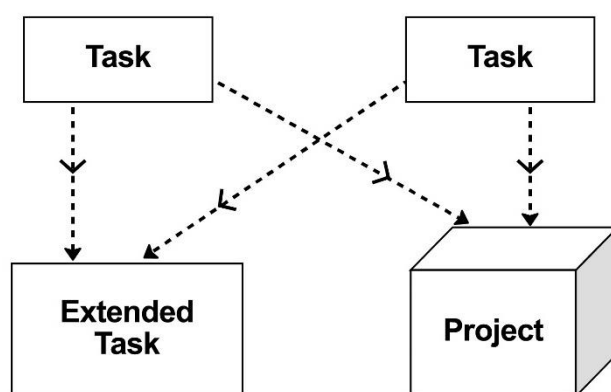


Figure 7 Relationship among Tasks, Extended Tasks and Projects

For suggestions on task-based learning and teaching, please refer to **Section 4.2**.

The modular approach can also make it easier to link classroom learning to real-life experience. For example, events that take place in the local and international communities can be drawn upon to develop modules that broaden students' knowledge of the world as well as develop their language proficiency.

Where appropriate, teachers can incorporate and integrate language arts elements (e.g. drama, poems, songs), non-language arts elements (e.g. information texts), and multimodal materials into the theme-based modules to cater for the needs, interests and abilities of their particular group of students, as well as to extend and enrich their learning experiences.

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Chapter 3

Curriculum Planning

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Chapter 3 Curriculum Planning

This chapter provides guidelines to help schools and teachers develop a flexible and balanced curriculum that suits the needs, interests and abilities of their students and the contexts of their schools, in accordance with the central framework provided in **Chapter 2** of this Guide.

3.1 Guiding Principles

The primary English Language curriculum allows for flexibility and innovation in curriculum planning. A balanced and coherent English Language curriculum emphasising the active role of students in the learning process and providing a variety of learning experiences should be developed. When planning and developing the school English Language curriculum, schools and teachers are encouraged to:

- identify the direction for school curriculum development and set clear focuses (e.g. strengthening Reading across the Curriculum (RaC), enriching the curriculum with more emphasis on creative language use) for a specific year level and across year levels to ensure horizontal coherence and vertical alignment in curriculum planning, with due attention given to the smooth transition between different key stages;
- aim for a balanced and comprehensive coverage of the learning targets and objectives, ensuring that the learning tasks or activities stress the integration of skills and a balance of learning experiences in the Interpersonal, Knowledge and Experience Strands;
- work closely to plan and devise appropriate and purposeful language learning materials, tasks, activities and projects to develop students' language abilities, learning to learn strategies, creativity, critical thinking skills, information literacy and proper values and attitudes conducive to lifelong learning;
- set and work on clear and manageable curriculum goals to develop a progressive and appropriate curriculum that serves to bring about pleasurable, meaningful and productive language learning experiences;
- create a language-rich environment (e.g. English Days, drama performances, puppetry activities) to engage students in the active use of English;
- promote RaC through exposing students to English texts (both fiction and non-fiction) with themes from different Key Learning Areas (KLAs) and organising cross-curricular activities and project learning;

- adapt textbooks and other language learning resources and supplement them with interesting authentic materials and e-resources to suit students' needs and develop a broader range of literacy skills;
- make flexible use of learning time (e.g. rescheduling lesson time, implementing long and short days, using time during and outside school hours for school-based programmes and co-curricular activities such as watching videos or movies, taking part in drama workshops) to promote language learning and address students' learning needs;
- enrich and extend students' language learning experiences across a growing range of contexts and authentic settings through English-related life-wide learning activities (e.g. visits, drama performances);
- promote learner independence and autonomy by engaging students in language learning activities beyond lesson time (e.g. pre-lesson preparation for "Flipped Classroom"); and
- implement assessment and assignment policies that promote "assessment *for* learning" (AfL) and "assessment *as* learning" (AaL), as well as diversified modes of assignments and assessment to inform learning and teaching.

3.2 Central Curriculum and School Curriculum Development

This Guide provides a central curriculum which, in the form of an open and flexible framework, sets out the following key learning elements that schools are encouraged to include in their school curriculum to help students achieve lifelong language learning capabilities:

- subject knowledge and skills, which are expressed in the form of learning targets under three interrelated strands as well as learning objectives;
- generic skills; and
- proper values and attitudes.

Because of its flexibility, this framework allows schools to pursue innovative practices in curriculum planning and implementation. Schools are strongly encouraged to capitalise on it and develop their school English Language curriculum based on the general direction provided in the central curriculum, taking into consideration factors such as students' needs, interests and abilities, teacher readiness and the school context. For example, schools may focus on increasing motivation in learning through the promotion of RaC, extending students' learning experiences through the promotion of the creative use of English, or fostering independent and lifelong learning through the

promotion of language development strategies, e-learning and self-directed learning. Please see **Section 1.4** of this Guide for the suggested strategies for renewing the school English Language curriculum.

Please refer to Chapter 2 of the *Primary Education Curriculum Guide (PECG)* (2024) for details on the planning of a whole-school curriculum.

Components of a School English Language Curriculum

There are various ways to organise and implement a school English Language curriculum. Schools may consider including, but should not limit themselves to, the following four key components:

- General English Programme
- Reading Workshops
- Intervention Programme
- Enrichment Programme

The following figure serves to illustrate the relationships between these four key components in terms of:

- the learning and teaching of knowledge and skills in the English Language as expressed in the form of learning targets and objectives;
- the use of learning and teaching resources; and
- the use of learning time.

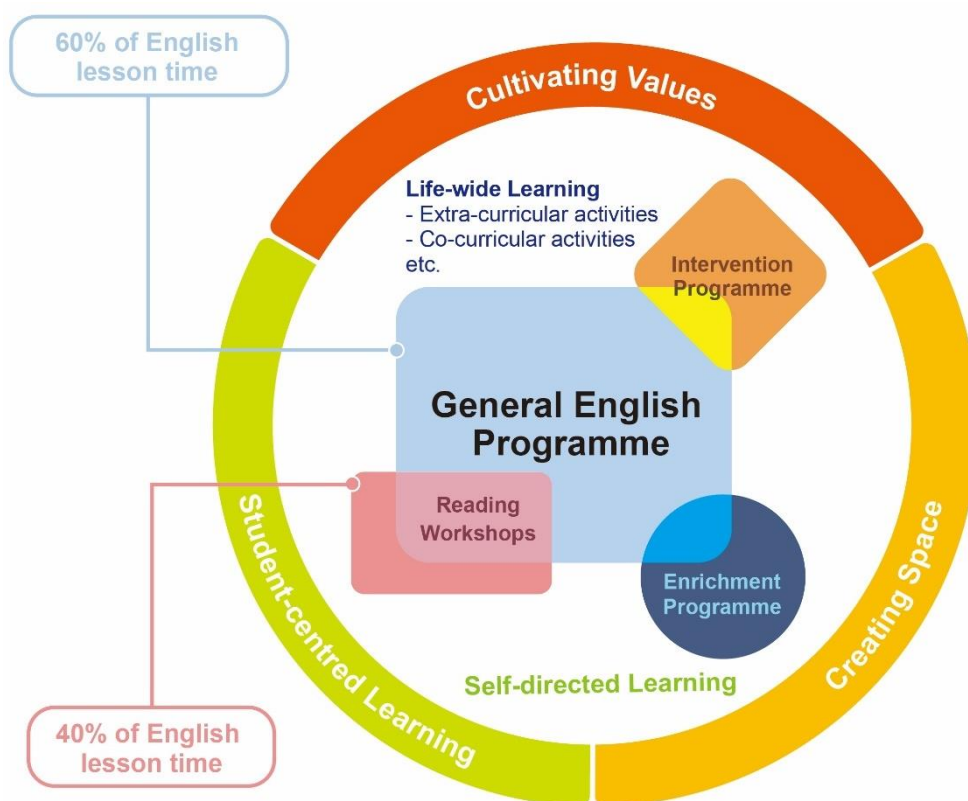


Figure 8 Components of a School English Language Curriculum

A coherent school English Language curriculum should be developed to help better connect students' learning experiences across KLAs as well as within and beyond the classroom. Students' self-directed learning using learning time beyond lesson time should also be fostered.

General English Programme

The General English (GE) Programme focuses on intensive learning and teaching of the English Language knowledge and skills set out in the English Language curriculum framework for all students. It is implemented during the English lessons in the school timetable and may take up more than half of them. For example, about 60% of the lesson time can be allocated to the GE Programme. A task-based approach and the concept of Modules, Units and Tasks are used to organise the learning and teaching of the English Language in the GE Programme. Please refer to **Section 2.3.2** Modules of Learning for details and **Appendix 10** for suggested modules and units for Key Stages 1 and 2. English textbooks, if adopted for the GE Programme, should be used for integrative language development, as advocated in the task-based approach. Students participate in pedagogical and real-world tasks to develop the four language skills for

effective communication for the various purposes set out in the learning targets. Please refer to **Chapter 4** for further details on the suggested learning and teaching strategies.

Reading Workshops

Reading Workshops are specially devoted to the development of reading skills. Through involving students in actively reading authentic texts, including real books, and using effective teaching strategies of reading (e.g. shared reading, supported reading), as well as interactive activities and meaningful tasks, Reading Workshops can help students develop literacy skills and acquire language knowledge such as grammar and vocabulary in appropriate contexts. The use of fiction and non-fiction or information books/texts taken or adapted from authentic contexts – of a variety of text types where appropriate – can enrich students' language input, nurture their reading habit and encourage the creative use of English. The use of paired books or paired texts – adopting a fiction and a non-fiction text connected in some way (e.g. on the same topic) – can enrich their reading experiences and help them make connections to the world.

Reading Workshops are conducted on a regular basis. They take up about 40% of the lesson time and may be conducted independent of the GE Programme. It is however desirable to connect Reading Workshops with the GE Programme and other English programmes or activities (e.g. cross-curricular activities) as this will help students find their English Language learning experiences coherent and related. The lessons, which use a variety of reading resources and promote the integrated use of language skills, can focus on connecting reading and writing to enhance students' holistic learning experiences. The adoption of meaningful tasks provides good opportunities for students to apply language knowledge (e.g. text structures, text features, rhetorical functions such as comparing and contrasting) and concepts and ideas related to non-language subjects in relevant contexts, and generate writing ideas from reading texts and activities. The use of real books boosts students' interests and helps them become lifelong readers of English. It also facilitates students' cultivation of proper values and attitudes, and their application and consolidation of language skills.

Teachers use various reading activities and strategies to engage students in whole-class, group and individual work in Reading Workshops. Students are supported in their development of reading skills and strategies. Teacher support gradually diminishes as students progress from Key Stage 1 to Key Stage 2. At the same time, more learner input is expected as students become more mature in their cognitive development and experience of the world. Please refer to **Section 4.3** and **Appendix 11** for further details and discussion about the learning and teaching of reading skills and the suggested reading activities and strategies to be used in Reading Workshops.

Intervention Programme

The Intervention Programme is a short, focused programme, which provides timely support for students who have exhibited difficulties in learning English. The learning objectives of an Intervention Programme are based on those of the regular GE Programme.

A task-based approach, which does not exclude the use of some short and form-focused pre-task grammar exercises, is recommended to teachers conducting the Intervention Programme. Features of an Intervention Programme are additional time, additional opportunities and focused learning. Schools may incorporate an Intervention Programme for remediation and support, or as an additional programme focusing on particular areas of learning. It may be conducted during class time in a withdrawal mode or outside class time. Making use of the available resources for remedial teaching of English is a possible way of running an Intervention Programme for students at different levels. Please refer to **Appendix 12** for suggestions on the design of an Intervention Programme.

Enrichment Programme

The Enrichment Programme is designed to extend the abilities of the more able students through different activities conducted during or after class time, inside or outside the school premises. However, developing the potential of the more able or gifted students need not be confined to an additional enrichment programme. In the mainstream English Language classroom, teachers may design challenging tasks based on the prior knowledge and learning experiences already provided in the regular GE Programme to extend or intensify gifted students' language learning experiences. They can adopt a range of teaching strategies to provide appropriate learning opportunities to match these students' exceptional abilities and facilitate their effective mastery of more advanced

skills and knowledge in the learning of English Language. Given the open and flexible curriculum framework, teachers can reinforce the following:

- optimising the flexibility to address differences in the rate, depth and pace of learning;
- promoting creativity and original thinking;
- encouraging students to pursue independent projects or study based on their interests and abilities; and
- empowering students to assume ownership of their learning.

Please refer to Section 4.3.4 of the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (ELE KLACG)* (2017) for the pedagogies and measures to cater for the needs of gifted students. Teachers may also seek and provide opportunities to further develop gifted children’s capabilities in learning English through self-directed learning and life-wide learning.

3.3 Curriculum Planning Strategies

Consideration should be given to the following when planning the school English Language curriculum.

3.3.1 Literacy Development and Multimodal Literacy

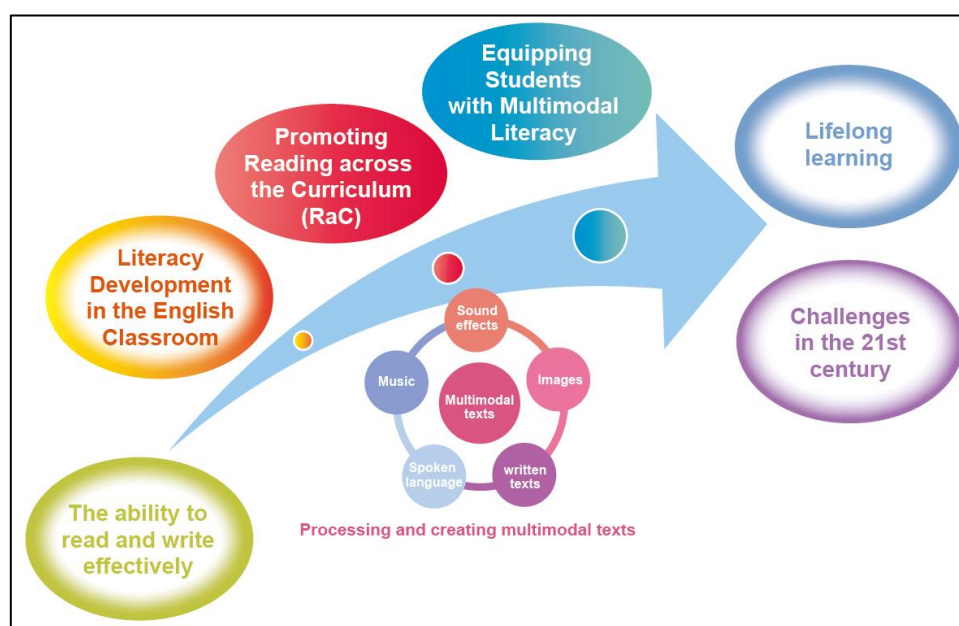


Figure 9 Literacy Development and Multimodal Literacy

Literacy refers to the ability to read and write effectively to achieve the desired goals or outcomes and develop one's knowledge and potential. It involves the ability to understand, examine, interpret, evaluate and create written texts or materials in varying contexts. Helping students master the literacy skills (i.e. reading and writing skills) is central to language learning at school.

With the rapid development of information technology, literacy has taken on a new meaning as new literacy. New literacies arising from emergent technologies in an information age and multimodal texts are often involved, in which messages are conveyed through different modes of representation (e.g. linguistic, audio, visual, gestural, spatial). Relevant multimodal literacy skills as well as generic skills – more notably, communication skills, critical thinking skills, creativity, collaboration skills and information technology skills, should be progressively developed in the school English Language curriculum to strengthen students' capacity to process and create multimodal texts as they navigate the new world of information.

Teachers can guide students to understand beyond the literal meaning of the texts, critically analyse and evaluate what the authors imply and give critical and/or creative responses. Students should be guided to become independent readers by progressively developing their learning to learn capabilities, such as using online dictionaries and applying phonics skills, vocabulary building skills and reference skills⁴. Non-fiction, information texts of a variety of content that suit students' developmental levels and appeal to the interests of different students can be increasingly adopted, for instance, in the form of paired books on the same or similar themes but providing differing perspectives.

Promoting Reading to Learn – motivating students and enhancing their learning to learn capabilities through reading – should continue to be set by schools as a sustainable task. Due emphasis should be placed on RaC to help students establish meaningful links among concepts and ideas acquired in different KLAs and provide them with extended learning experiences to further develop their literacy skills, proper values and attitudes and world knowledge. Printed or electronic materials of different text types that provide meaningful contexts to illustrate the purposeful use of specific language items and vocabulary can be brought into the classroom. With a range of digital media that are becoming more prevalent in our everyday lives, students should be encouraged to embrace reading beyond the classroom as a habit. In this light, students' information

⁴ For reference skills, please refer to **Appendix 5** on Language Development Strategies.

literacy – particularly for evaluating information, distinguishing between facts and opinions and using information ethically – need to be well fostered.

3.3.2 Integrating Classroom Learning and Independent Learning

Learning is most effective when students play an active role in the learning process and eventually take charge of their own learning. The promotion of learner autonomy and independence should start at an early age. Self-directed learning is regarded as an integral part of students' ultimate achievements. Students should be guided to develop language development strategies and metacognitive skills (e.g. goal setting, choosing resources and strategies for learning) in order to be responsible for their own learning and become motivated, independent and self-directed learners. They should also be engaged in self-directed learning outside class time. At the primary level, teachers can help students:

- learn how to learn;
- use a range of language development strategies;
- develop self-learning skills;
- make choices as to what, when and how they want to learn;
- carry out self-assessment and reflection;
- learn to plan, monitor and evaluate the strategies adopted and their own learning effectiveness; and
- develop the knowledge, skills and strategies, attitudes and perseverance to foster lifelong language learning.

3.3.3 Extending Language Learning beyond the Classroom

Language learning taking place beyond the confines of the classroom can provide relevant, pleasurable and meaningful learning experiences for students. Schools can:

- encourage students to use English not only during but also outside class time;
- utilise resources to enhance the language environment and provide students with enjoyable learning experiences through various types of co-curricular activities (e.g. language games, storytelling, puppet shows, drama, choral speaking, reading clubs, short radio plays, movies) and engage students in self-learning in their leisure time using quality resources (e.g. Education Bureau (EDB) resources); and

- enrich students' learning experiences in real-life settings and widen their exposure to authentic language use through English-related life-wide learning activities (e.g. organising visits, talks, voluntary work and drama performances, joining storytelling sessions offered by public libraries by children's book writers and NETs, going to plays or live theatre shows in English, inviting English-speaking guests to exchange ideas and share experiences).

3.3.4 Promoting e-Learning and Information Literacy

Schools are encouraged to enhance students' learning experiences through making effective use of information technology to enhance interaction within and beyond the classroom and promote self-directed learning. To facilitate the implementation of the English Language curriculum through e-learning, schools can:

- create an IT-friendly environment (e.g. easy access to the Internet and e-resources) for students to seek, share and use information and resources for learning as well as to interact with teachers, other students and people around the world;
- provide room for professional capacity building to enhance teachers' repertoire of strategies in implementing e-learning in the school English Language curriculum;
- make use of a range of e-resources and e-learning tools to motivate students, engage them in self-learning and interactive learning and enhance learning and teaching effectiveness; and
- use e-assessment that facilitates the understanding of students' learning progress, the provision of feedback and the implementation of AfL or AaL.

In light of the vast amount of information in the digital age, teachers can:

- work closely with the teacher-librarian and information technology co-ordinator to create a favourable learning environment for teachers to select quality e-resources and make judicious use of them in lessons and learning activities, and for students to have access to quality information and reading materials;
- provide students with opportunities to apply information technology skills to process and create multimodal texts (e.g. producing audio/video recordings and e-books), and share information and ideas through e-platforms such as the school intranet;
- heighten students' awareness of the accuracy, reliability and judicious use of information, as well as new technologies (e.g. Artificial Intelligence technologies);

- guide students to identify the bias and stereotypes conveyed in texts which students commonly encounter;
- design learning activities and projects that require students – depending on their level of cognitive development – to evaluate, extract, organise and synthesise information and ideas from a number of sources, and create new ideas of their own; and
- promote ethical use of information (e.g. acknowledging sources of information properly, preventing cyberbullying) and respect for intellectual property rights.

e-Learning facilitates learning both within and beyond the classroom. Children and adolescents tend to spend more time on the Internet and electronic devices for learning and recreation. Teachers and parents should note that excessive or improper use of these products pose potential health effects and risks to students, which include but are not limited to decreased physical fitness and vision problems. Students should limit screen time and choose screen activities wisely under the guidance of teachers and parents, be physically active and do more outdoor activities, and engage in interactive activities in real life.⁵

3.3.5 Strengthening Values Education

Cultivating values is one of the three major directions of the ongoing renewal of the primary school curriculum. Strengthening values education (including national education [covering the Constitution and Basic Law education, national security education, and patriotic education], moral and civic education, life education, health education, sex education, media and information literacy education, education for sustainable development, etc.) is one of the seven major renewed emphases (MREs) to be focused on with a view to helping students achieve the Updated Seven Learning Goals of Primary Education. Values education can be promoted in the learning and teaching of all subjects, life-wide learning activities, service-learning experiences, creation of positive campus atmosphere, etc. The English Language curriculum provides a flexible framework for promoting a wide range of proper values and attitudes, including the priority values and attitudes (i.e. perseverance, respect for others, responsibility, national identity, commitment, integrity, benevolence, law-abidingness, empathy, diligence, filial piety, unity). Through careful curriculum planning, students can be provided with opportunities to explore a wealth of value-laden issues (e.g.

⁵ For details of the relevant health effects and other risks, as well as recommendations on the healthier and safer use of the Internet and electronic screen products, please visit the website of the Department of Health, HKSAR Government.

respect for others, animal rights and protection, environmental protection and responsibilities, sustainability) in order to:

- deepen their understanding of proper values and attitudes from multiple perspectives and develop their capabilities to analyse issues in a rational and objective manner; and
- nurture their awareness and abilities to reflect on and apply their beliefs, including identifying, clarifying and evaluating values and attitudes as appropriate in different situations, and adopt proper values and attitudes as the guiding principles in making judgements and decisions.

Please refer to **Appendix 13** for details of the implementation of national security education in the English Language Curriculum and examples of learning and teaching activities for Key Stages 1 and 2.

Schools are encouraged to focus on the proper values and attitudes that align with their school mission and major concerns, and take into consideration stakeholders' views and students' needs when planning to promote values education in the English Language curriculum. Based on the understanding of the school context and students' needs, interests and abilities, teachers can flexibly use, adapt and develop theme-based modules and units and related learning and teaching resources and everyday life events, which provide stimuli for critical and imaginative responses. Values education can be incorporated into the school English Language curriculum by connecting students' learning experiences in the GE Programme and Reading Workshops. Language arts materials (e.g. short stories, fables, poems, songs) which deal with issues such as human relationships, growing up, diligence and the natural environment, can be used as resources for simulating activities to enable students to develop proper values, think from different perspectives and make thoughtful and reasonable judgements. Non-fiction materials (e.g. documentaries, biographies, news/magazine articles) which present students with inspiring stories of people, controversial issues and thought-provoking happenings in the world can be used to generate topics for discussion to foster proper values and attitudes in students. Schools can optimise EDB resources for promoting values education alongside enhancing English learning and teaching. Cross-curricular activities can also be developed in collaboration with other KLAs or domains to inculcate and reinforce proper values and attitudes in students.

The materials mentioned above should be complemented with well-designed learning activities not only to guide students to consider and accommodate diverse views,

remove bias, re-prioritise choices and show respect for multiculturalism, but also to provide them with opportunities to practise the language skills in meaningful contexts. Some examples of these activities include:

- storytelling and reader's theatre on books or texts about interpersonal relationships;
- writing creative responses on the theme of a short story;
- comparing the life stories of two successful people or the ways to face adversities;
- designing pamphlets and posters which introduce the cultures and traditions of our nation and other countries;
- writing an alternative ending, a possible sequel, or an imaginary dialogue based on a story; and
- doing projects in which students investigate real-life problems from various perspectives and present their findings and suggestions in modes of their choice.

3.3.6 Cross-curricular Planning

To enable students to explore knowledge and gain experience in a more comprehensive and coherent manner, teachers can adopt a cross-curricular approach when planning their whole-school curriculum. RaC can be promoted to create a favourable environment for English learning and connect students' learning experiences with different subjects/KLAs or disciplines (e.g. STEAM education). In the context of the primary English Language curriculum, teachers of English help students master the accurate use of English (e.g. vocabulary, grammar), text types and text features, and both their language proficiency and understanding of the reading texts (e.g. information texts) are enhanced. Through authentic learning tasks set in English, students' learning experiences across subjects/KLAs can be integrated and reinforced. Students' generic skills, in particular critical thinking and collaborative problem solving skills, are fostered and their language skills for processing and producing information texts are enhanced.

When students make connections among ideas and concepts, their motivation will be enhanced. The knowledge they acquire, the language and thinking skills and attitudes they develop in each KLA will also be deepened. To promote cross-curricular learning and RaC, teachers of English can:

- collaborate with teachers of other KLAs (e.g. curriculum mapping, identifying entry points for cross-curricular learning activities, setting realistic common goals);

- source a good range of thematic, level-appropriate English reading materials in both print and non-print forms to connect students' learning experiences across KLAs;
- develop students' reading skills and strategies necessary for processing information texts in English and provide opportunities for application and consolidation in collaboration with other KLAs;
- collaborate with the school librarian in sourcing for and procuring library resources and resources in support of the promotion of reading to learn and RaC;
- create a learning environment that motivates students to connect their learning across subjects, for instance, by posting up quotes by famous people in related fields on campus, organising cross-curricular activities and competitions involving the use of English for presentations, conducting life-wide learning activities (e.g. visiting museums);
- make effective use of the flexible lesson time and conduct learning tasks and activities to help students consolidate the knowledge and skills acquired across KLAs; and
- create opportunities for students to develop a broad range of generic skills that can be applied in other KLAs (e.g. self-learning skills, critical thinking skills).

3.3.7 Promoting the Creative Use of English through Language Arts

Promoting the creative use of English helps enrich and extend students' language learning experiences, through which students' potential can be realised and their sensitivity to language use can be developed. When designing the school English Language curriculum, teachers can make use of a broad range of language arts materials (e.g. short stories, fables, fairy tales, poems, songs, advertisements) to promote literary appreciation and heighten students' awareness of the language used and effects achieved.

Relevant English learning activities (e.g. creative writing, reading and producing multimodal texts, choral speaking, puppetry and drama performance, film appreciation, talks or writing workshops conducted by authors) can be arranged as appropriate, to widen students' language exposure and provide opportunities for them to interact with literary/imaginative texts and explore the creative use of language. Students' creative thinking and use of English can also be nurtured by introducing them to creative thinking tools for generating new and creative ideas. For more information on promoting the creative use of English through language arts, please refer to **Section 4.5**.

3.4 Managing the Curriculum

Strategic Planning for Curriculum Implementation

To manage the English Language curriculum effectively, school heads, primary school curriculum leaders, English Language panel chairpersons, English Language teachers, Native-speaking English Teachers (NETs) and teacher-librarians need to collaborate. When doing so, they are encouraged to remember the importance of:

- keeping abreast of the developments and innovations in the English Language curriculum, and aligning language learning with the school vision and culture and the central curriculum framework;
- developing a school language policy which clearly defines the scope of learning to cater for students' needs and interests, for instance, creating an English-rich environment in the school, cultivating students' interest in learning English and promoting RaC, making flexible timetabling arrangements, and maximising their exposure to and opportunities to use English;
- steering holistic curriculum planning and implementation in the English panel, suitably infusing the MREs with clear focuses set and complemented by professional development that well aligns with curriculum development;
- encouraging team-building and collaboration among teachers of English and between teachers of English and teachers of other KLAs;
- creating time for professional development – including facilitating curriculum leaders' and teachers' understanding and grasp of the MREs and fostering collaboration, experience sharing and knowledge building among the teaching staff;
- promoting flexible deployment and use of resources; and
- encouraging "AfL and AaL and using evidence to make informed changes to the curriculum.

Depending on the school context, the roles different key players assume may vary from school to school. For more information on the key roles they may play, please refer to Section 3.2.6 of the *ELE KLACG* (2017).

3.5 Smooth Transition between Different Key Stages

Building a Strong Interface

Educational transitions are crucial processes for students. Students need to adapt to the changes in the learning mode and the school environment during the transition from Kindergarten to Primary 1, and from one key stage to the next. The progressive development of knowledge, skills and attitudes at Key Stages 1 and 2 lays a solid foundation for students' continued learning and development at the secondary level. A strong interface can be achieved by strengthening the vertical continuity of curriculum development across key stages, holistic curriculum planning, and professional exchanges with kindergartens and secondary schools for better mutual understanding of their curriculum and pedagogical practices.

Given its importance to all students, parents and schools are encouraged to collaborate closely to ensure a smooth transition from one level of schooling to another to cater for student learning and adjustment needs. With students gaining confidence in using English at each key stage of learning, they will gradually develop their independent learning abilities and good learning habits.

The framework of learning targets for the English Language Education curriculum in **Appendix 2** is designed to facilitate continuity and a smooth transition across the levels. It reflects the purposes of learning and using English from Primary 1 to Primary 6 and suggests how the learning and teaching of English should be developed from one key stage to the next. Reference should also be made to the learning targets of Key Stages 3 and 4 to ensure continuity and a smooth interface.

To ease the transition process and sustain students' interest in learning English at different stages of schooling, some suggestions are provided below. The suggestions are applicable across key stages and should be introduced based on students' needs.

Lower Primary (Key Stage 1)

While continuing the suggestions for kindergartens⁶ as appropriate, schools can also:

- organise learning and teaching using modules, units and tasks to help students connect their English learning experiences;

⁶ Please refer to the sub-section "Kindergartens" on p.45 of the *ELE KLACG* (2017).

- use interesting and meaningful activities (e.g. games, songs, rhymes, stories, role plays) to motivate students;
- introduce a variety of reading materials, including both creative and information texts, and teach basic reading skills explicitly to help students decode words, foster their interest in reading, develop good reading habits and promote the creative use of English;
- introduce phonics skills through reading and task-based learning activities to help students recognise the basic letter-sound relationships and apply such knowledge for reading and spelling (i.e. decoding and encoding words);
- teach grammar in context through reading materials and adopt task-based activities to develop students' language skills and generic skills (e.g. communication skills, creativity);
- diversify the modes of assignments and assessment in light of the learning/assessment objectives and to better cater for students' diverse learning styles; and
- avoid pen-and-paper dictation in the first few months of Primary 1 to provide a stress-free learning environment for students to learn English.

Upper Primary (Key Stage 2)

While continuing the above suggestions as appropriate, schools can also:

- introduce a greater variety of themes and text types, including literary or imaginative texts and information texts, to further develop students' reading skills, engage them in meaningful interactions and the creative use of English with a wide range of print and non-print resources in English;
- provide opportunities for students to communicate and express their own ideas and opinions in different forms (e.g. role plays, spoken response to suggestions, presentation slides, journal entries) for a variety of purposes and audience;
- provide opportunities for students to develop their reference and information skills and practise the integrative use of language for authentic communication in a multimedia environment;
- engage students in extended English learning tasks and projects on an individual or group basis and engage them in self or peer assessment to develop their capabilities to become independent and self-directed learners;
- enhance grammar learning by providing a wide range of materials at text level and activities in which students have to apply what they have learnt in context, to enable them to see how the choice of language items is affected by the context and

text types, and how grammar contributes to the coherence and the structure of a text;

- reduce or avoid the use of mechanical grammar drills; and
- introduce the features of different text types explicitly to facilitate the smooth transition between Key Stages 2 and 3 for upper primary students, so that they can progressively and successfully cope with the academic and English demands from various subjects at the secondary level.

As students progress from the primary level to the secondary level, the language and cognitive demands in learning increase. It is crucial to equip students with the language knowledge and learning skills to meet the challenges ahead.

- The language demand grows in terms of formality (e.g. learning topics with contexts ranging from students' everyday life to formal situations) as well as complexity (e.g. from simple texts to complex texts). While students continue to develop their English language skills for general purposes, they may also need to acquire language skills for academic purposes to support them in learning non-language subjects through English. In this regard, teachers can help students establish meaningful links among concepts and ideas acquired in different KLAs and develop students' literacy skills through promoting RaC and strengthening cross-KLA collaboration.
- Secondary students are expected to communicate more abstract and complex ideas in a variety of contexts using more advanced language items and structures. It is therefore essential to plan holistically at the primary level to progressively develop students' independent learning capabilities (e.g. study skills, self-directed learning skills, higher-order thinking skills).

While continuing the above suggestions, schools can also refer to suggestions for secondary schools as appropriate. For more information about transitions between kindergarten and primary levels, primary and secondary levels, and junior and senior secondary levels, see Chapter 9 of the *PECG* (2024), Section 3.3.1 of the *ELE KLACG* (2017) and Booklet 8 of the *Secondary Education Curriculum Guide (Secondary 1 — 6)* (2017).

3.6 Collaboration within the English Language Education KLA and Cross-KLA Links

To achieve the focuses set out in this Guide, close collaboration among curriculum leaders is necessary. Students' whole-person development and balanced physical and mental development are of great significance. Schools and teachers are encouraged to reflect on the curriculum intent when planning and implementing the curriculum, with space and opportunities duly created for students to develop capabilities for lifelong learning. It is important to strengthen the alignment between school curriculum planning and the realisation of the Updated Seven Learning Goals and MREs. Curriculum leaders need to have accurate and thorough understanding of these key emphases and the ongoing and future directions of the curriculum renewal. Schools need to facilitate teachers' accurate interpretation, deepened understanding and enhanced professional capacity for successful curriculum implementation.

Regular consultation with parents should be organised through parent-teacher meetings. Schools may also consider networking and collaborating with other schools, tertiary institutions and/or organisations on professional development concerning curriculum leadership and implementation of the English Language curriculum, in particular, ways of providing students with more opportunities for life-wide learning.

3.6.1 Collaboration within the English Language Education KLA

Close communication in the form of formal or informal meetings, experience sharing, collaborative lesson planning and observation, professional development days or communities of practice should be maintained and organised within the KLA/the subject panel. More sharing of learning resources and a culture of support and collaboration are encouraged among teachers of English. The school, being a learning organisation, accords attention to “knowledge management”⁷, so that knowledge, information, data and resources can be effectively stored, retrieved, updated and shared for improved efficiency, making informed decisions, expediting innovation, and building a rich store of professional and institutional knowledge. Space and opportunities should be created for professional exchanges and collaboration among panel members, and participation in in-house or external professional development programmes/events should be encouraged, with subsequent sharing, application and consolidation of the knowledge as appropriate.

⁷ A brief definition of “Learning Organisation” and “Knowledge Management” respectively is given in Section 3.5 of the *PECG* (2024).

3.6.2 Collaboration with Other KLAs

Schools are encouraged to establish cross-curricular linkage when developing their school English Language curriculum. When effectively used, this approach enables students to learn English more effectively through exposing them to a wide range of themes or topics as well as enhancing subject learning in other KLAs.

To facilitate planning and implementation of cross-curricular learning, teachers of English and those of other KLAs have to work collaboratively to:

- decide on the themes or topics to establish meaningful cross-curricular links;
- draw up an overall plan of learning targets and objectives, relevant learning activities and schedule of work;
- develop students' skills in "Reading to Learn" and RaC through progressively providing exposure to a wide range of materials with different themes and text types (e.g. paired texts on the same or similar topics and/or from different perspectives) conducive to constructing and applying knowledge and language learning;
- design tasks and activities in meaningful contexts to help students connect the concepts and ideas acquired in different KLAs; and
- develop and evaluate the learning, teaching and assessment materials and activities.

3.7 Flexible Use of Learning Time

The *PECG* (2024) recommends that, as a core subject, English Language accounts for not less than 16% of the total lesson time at the primary level (Key Stage 1 and Key Stage 2). Schools are strongly encouraged to make flexible use of the learning time during and outside school hours to facilitate English learning and teaching. Confining the learning of English to the classroom may hinder students from developing and applying knowledge and skills coherently and integratively. Schools may capitalise on their professional autonomy to maximise the use of lesson time, leading to the achievement of a wider range of learning targets and objectives.

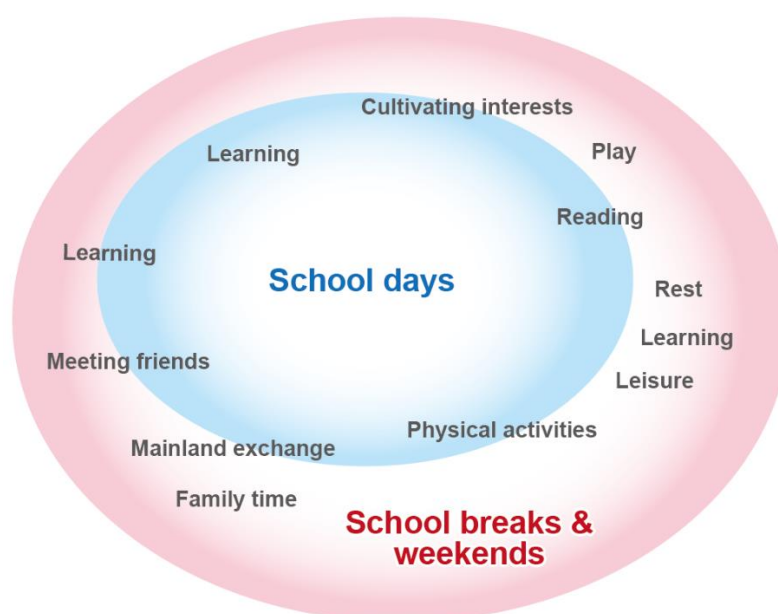


Figure 10 Notion of Learning Time

It is important to note that curriculum planning is no longer limited to classroom learning and lesson time. Schools should further optimise curriculum planning to encourage students to use their “learning time” effectively for diversified and meaningful learning activities.

Suggestions on how teachers can make plans for the use of lesson time allocated to the subject of English Language for each key stage from Primary 1 to Primary 6 (Key Stage 1 and Key Stage 2) are provided below:

Primary (Key Stage 1 and Key Stage 2)

Two key components, namely the GE Programme and Reading Workshops, can be included in the primary English Language curriculum. The GE Programme, which accounts for about 60% of the total lesson time for English Language, focuses on the learning and teaching of English knowledge and skills and their integrative use. Activities such as dictation and listening, some of which are part of integrated tasks, can be conducted in the lesson time allocated to the GE Programme. In Reading Workshops, which take up about 40% of the total lesson time for English Language, teachers are encouraged to help students “learn to read” and “read to learn” through careful selection of reading materials that complement, or are related to, the GE Programme. The component of Reading Workshops is not confined to the development of reading skills and strategies. Activities that build on the reading materials can also be designed to develop students’ listening, speaking and writing skills as well as proper

values and attitudes. Further, the school English Language curriculum can be organised more coherently and space can be created simultaneously by:

- developing a unit of teaching that connects the GE Programme with Reading Workshops through common themes/topics/issues and learning objectives; and
- encouraging cross-curricular collaboration and conducting RaC, cross-curricular activities and/or projects.

Schools are strongly encouraged to make flexible use of the learning time during and outside school hours to facilitate learning and teaching. Confining the learning of English to the classroom, compartmentalising lessons into the learning and teaching of the language skills, and designating lessons for dictations or drills for examinations in a rigid manner are not encouraged as they may not facilitate students' construction and application of knowledge and skills in a coherent and integrative manner. Instead, schools can:

- arrange for more double period (or triple period as appropriate) sessions per week or cycle and include half-day or whole-day activity sessions shared among different KLAs in the school timetable to allow continuous stretches of time for extended tasks, projects, visits, student or professional performances;
- set aside a short, regular period of time per day for reading, in addition to the regular lesson time, to help students develop reading skills and strategies and a good reading habit for lifelong learning;
- plan their timetable and calendar flexibly (e.g. adjusting the number and arrangement of lessons in each term to cater for the special requirements of the learning programmes, exploring the use of Saturdays and long holidays to encourage life-wide learning and independent learning);
- make use of e-learning platforms and online forums appropriate for primary students to facilitate interaction and instant feedback and support the building of a learning community among teachers and upper primary students or more advanced students as appropriate;
- introduce to students the use of web-based resources in the form of online interactive learning platforms and multimodal materials such as e-books and videos for self-directed learning outside class according to their learning interests, progress and needs; and
- make good use of the flexible lesson time and holistically plan and arrange students' learning time, addressing and connecting curriculum to the MREs as appropriate.

Chapter 4

Learning and Teaching

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Chapter 4 Learning and Teaching

This chapter provides guidelines for effective learning and teaching of the English Language curriculum. It is to be read in conjunction with Chapter 4 of the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (ELE KLACG)* (2017).

4.1 Guiding Principles for Learning and Teaching of English Language

The major guiding principles for the learning and teaching of English Language at the primary level are set out below:

- Student-centredness is a significant notion in the learning and teaching of English Language. Learning effectiveness is enhanced when teachers take into account students' needs, interests and abilities, which may vary at different stages and in different settings. Teachers should make use of the open and flexible curriculum framework presented in **Chapter 2** of this Guide to plan for a balanced and coherent school curriculum. They should, with a view to embracing learner diversity, adapt the curriculum appropriately, employ a variety of teaching methods and strategies, and select suitable learning materials and activities.
- Helping students achieve the learning targets calls for the effective and flexible use of a wide range of teaching approaches and strategies. Depending on the learning context, teachers should design, choose and use approaches and strategies that motivate students, enhance their fluency and confidence in using English, facilitate personal and intellectual development, foster cultural understanding, and support the development of generic skills.
- Context is important to the learning and teaching of English Language. Meaningful contexts provide opportunities for the use of the language for purposeful communication. Teachers should design contextualised learning tasks under modules and units to engage students in meaningful practice and purposeful use of the language.
- Language learning and teaching should always be connected to real life. As language use in everyday life is often integrative, opportunities for applying different language knowledge and skills integratively to complete tasks should be provided in the learning and teaching of English Language. A diversity of learning contexts and activities should be adopted to enable students to explore, develop and apply the language. The task-based approach, under which the language skills and other learning elements are interwoven in communicative tasks, should

therefore be adopted to enable students to interact naturally in, and appreciate the richness and complexity of, the language.

- Schools are encouraged to enhance English Language learning, arouse interest and broaden learning experiences through flexible use of a variety of resources for students to listen to, read, view, write and create, such as quality textbooks and different types of print and non-print resources. In addition, relevant community resources should be tapped to provide students with opportunities for life-wide learning.

4.2 Task-based Learning and Teaching

In implementing the English Language curriculum framework, it is recommended that a task-based approach be used. Tasks are purposeful and contextualised activities in which students draw together a range of elements in their framework of knowledge and skills to convey meaning and achieve the desired outcomes. In the process, they are engaged in exploring issues and solutions and learning to use the language skills and functions, grammar items and structures, vocabulary, and text types and text features for meaningful communication. The use of tasks also provides opportunities for the development of language learning strategies, generic skills, learner independence, and proper values and attitudes conducive to lifelong learning.

Tasks are characterised by an emphasis on active participation, flexible differentiation and purposeful communication among the students through a variety of modes and media. Every English learning task should have the following five features:

- A task should have **a purpose** and involve students in using English to achieve the various purposes set out in the learning targets and objectives (see **Chapter 2** of this Guide for details).
- A task should have **a context** from which the purpose for using English emerges.
- A task should involve students in **a mode of thinking and doing**.
- A task should have **a process** which requires students to draw upon their framework of knowledge and skills.
- A task should engage students in carrying out a purposeful activity leading towards **a product**.

Language learning tasks can be designed to help students develop the capabilities for learning. They provide opportunities for students to connect and apply the knowledge and skills acquired purposefully in authentic contexts so as to achieve deep learning. An effective English task which contributes to deep learning should embody the following characteristics:

- It involves communicative language use in which students' attention is focused on meaning as well as linguistic structures.
- It is authentic and close to the real world and daily life experiences of students. Therefore, the texts (including oral, written and multimodal) which students process and produce are often authentic and relevant. Through engaging with these tasks, students progressively develop the skills and attributes necessary for the 21st century (e.g. holistic thinking skills, information literacy, social awareness). They are also guided to take the initiative to learn, negotiate meaning and make choices in what, when and how to learn.
- It provides language learning opportunities for students to manipulate and practise specific language forms, develop language skills, practise the integrative use of language, apply language development strategies and use language meaningfully and creatively.
- It is easily adapted to suit students of different abilities.
- It involves the effective use of information technology to facilitate self-directed learning and address the different needs of students.

In light of primary students' abilities, learning needs and styles, teachers in primary schools need to consider the following in using a task-based approach in the English classroom:

- Teachers should be open-minded and flexible enough to accept students' attempts and efforts, in order to foster confidence and risk-taking.
- To achieve communicative competence, ample opportunities should be provided for students to talk in English with one another in school, and to explore or negotiate meaning and ways to do things in the context of tasks. In the process, intellectual growth is also promoted.
- An activity can motivate students when it is comprehensible and purposeful, and at the same time provides some degree of challenge and a sense of achievement.

- In an effective communicative task, students are allowed time for processing information, formulating questions and responses, and making connections. Through the process of observing, discovering, experimenting, practising, discussing and sharing, students' communication skills can be developed.
- Learning tasks involving information and ideas from other subjects or Key Learning Areas (KLAs) contribute to the development of the students' framework of knowledge and skills.

The concept of modules, units and tasks is recommended for organising the learning and teaching of the English Language curriculum. For details, please see **Section 2.3.2** Modules of Learning in this Guide.

Pedagogical and Real-world Tasks

Most tasks adopted in the Hong Kong primary English classroom are pedagogical tasks. They replicate real-world tasks and are introduced to develop students' confidence in using English in real-life situations. Depending on students' needs and the contexts used, tasks can be of a small or large scale, carried out within and/or beyond the classroom, and conducted individually or collaboratively for students to experience using English as a means of communication and enjoyment.

Exercises

A judicious combination of tasks and supporting exercises can help students learn successfully. Exercises focus upon and practise specific grammar points or language items and structures such as vocabulary, sentence structures or phonics. Teachers should avoid giving mechanical drills as exercises since they can undermine young learners' interest in learning English. e-Learning resources, some of which may be language games, can be used to motivate students and facilitate independent and interactive learning. As post-task support and for remedial purposes, specially designed exercises are necessary to support students who have not mastered the use of specific grammar points and language structures. A cluster of well-planned tasks and exercises can enhance students' confidence, interest and skills in learning English at an early stage. Please refer to **Appendices 14** and **15** for details.

Extended Tasks and Projects

Extended tasks and projects are optional activities in a framework of modules, units and tasks. They may be given as an extension and provide more challenging opportunities for students to further develop their knowledge and skills. They are suitable for use with students of different abilities and at all levels of learning. Students can be engaged in extensive reading and viewing, as well as self-directed learning.

Extended tasks challenge students in the integrated use of previously acquired knowledge and skills in new contexts. Students of different abilities may all be given extended tasks, but teachers will need to have variable expectations. Through carrying out extended tasks, students apply different parts of their language resource in an integrated manner.

Projects involve topic-based study conducted by students individually or collaboratively, and are designed to foster independence. Although projects share all the five features of tasks, they require students to take more responsibility for their own learning and work more independently. It is necessary that teachers provide guidance, check progress and give feedback at different stages of a project. Please refer to **Appendix 16** for details. Projects provide authentic opportunities for students to develop generic skills and positive attitudes towards learning English. They also help students develop reasoning and problem solving skills. Students identify a topic of interest, plan their own work and work at their own pace. In the process, they search for and organise information, review and compile it, design a way of presenting the findings, present them, and then evaluate their own work. They also generate innovative solutions to problems or create new ideas or things to enhance their creative capacity (e.g. designing a product for solving certain problems faced by the needy in society). Projects need not be of a very large scale, nor do they always lead to the production of a piece of written work. The product of a project may be an oral presentation, a simple performance or a displayed item. Choices can be offered to students to cater for their learning needs and peer assessment is promoted for students to learn from peers.

4.3 Language Skills

4.3.1 Integrative Use of Skills

Most real-life activities involve the use of more than one language skill. Since real-world tasks involve the interaction of language skills in an integrative manner, it is essential that in the primary English classroom, students are given the opportunity and support to develop the four language skills in ways that reflect such integration. In order to develop the ability to communicate effectively for the various purposes described in the learning targets, students need to be given the opportunity to experience the integrative use of skills for authentic communication. They need to participate in pedagogical tasks or simulations, which replicate real-world tasks and enable them to focus on the integrative use of the skills in meaningful contexts. Where possible, these classroom learning experiences should develop the four language skills and rehearse them in a natural and combined manner, even though there will be certain components focusing on only one or two skills at a time. The starting point is to examine relevant contexts of language use in order to establish the natural occurrence and sequencing of language skills appropriate to different situations.

Students in primary schools can be given tasks organised under modules and units. These tasks may form a sequence of activities in which the successful completion of prior activities contributes to succeeding ones. The purpose and context of each task decides the coverage and sequencing of the language skills to be used.

Teachers may also capitalise on cross-curricular learning and the promotion of STEAM education, and collaborate with the KLAs involved. They may design tasks, activities and projects to encourage students to apply their language skills, work out innovative solutions to problems or create new ideas or things, which facilitate the purposeful use of English and enhance students' creative capacity.

Another way of providing students with the opportunity to use the four language skills in an integrated, communicative way is by using themes with cross-curricular links and engaging them in doing projects. Both provide a useful way for students to integrate their learning experiences and the use of the four language skills.

Please refer to **Section 4.2** for suggestions on using a task-based approach to the learning and teaching of English.

Development of the Integrative Use of Skills in the School Reading Workshops

It is suggested in **Section 3.2** that one of the components of the school English programme is a series of Reading Workshops, which aim at developing students' reading skills at an early stage of language development. Young learners enjoy listening to stories and reading books and this context is also suitable for the development of other language skills. The learning and teaching activities in these Reading Workshops do not focus on reading skills alone. Teachers can provide their students with opportunities to use skills in an integrative manner at different stages of a workshop in a natural and authentic way. For example:

Students develop their listening, speaking and reading skills when they:

- are introduced to the books through storytelling, reading aloud or shared reading;
- answer questions related to the content of the books and discuss with the teacher or their peers in the while-reading stage;
- pay attention to the letter-sound relationships of words in the books and enter words into their phonics books with teacher support;
- learn songs, action rhymes and poems related to the themes and content of the books; and
- role-play the characters in the books, act out or dramatise parts of the books.

Students develop their reading and writing skills when they:

- rewrite part of the books collaboratively after discussion;
- write about their feelings and comments on the story plot and/or characters;
- develop a mind map for the story plot or ideas;
- compile a class word bank by grouping words from the books under themes; and
- write captions under pictures based on the content of the book.

Students develop their listening, speaking, reading and writing skills when they participate in a variety of communicative games which can also help them internalise grammar items and structures learnt from the books.

4.3.2 Learning and Teaching of Language Skills and Multimodal Literacy

To enable students to communicate effectively in English, they should be given the opportunity and support to develop the four language skills of listening, speaking, reading and writing in meaningful contexts and in an integrative manner. With the advancement of information technology, multimodal texts are prevalent and literacy is extended to cover also multimodal literacy (i.e. the ability to use more than one mode of communication, media or technological tools for effective communication and information management). New literacy skills are given increasing attention in the learning and teaching of English worldwide. To address such changes, there is a need to provide more opportunities for students to view and create multimodal texts in today's English Language classroom. Students may create their e-books using e-learning tools, enlivening their work by adding digital images, videos, sounds and music, and other multimodal tools.

Listening Skills

Effective listening skills are essential for successful interpersonal communication, whether in socialising with English-speaking people or in getting things done. Good listening ability increases opportunities for leisure and entertainment. In the process of listening, the listener activates various types of knowledge (e.g. knowledge of a topic, the culture or the context) in order to construct a personal interpretation of what has been said. Successful listening requires the interpretation of contextual information such as physical setting, the number of listeners and speakers, their roles, and their relationship to each other. Listening can be demanding because students often have little control over the speed and complexity of the listening texts, and they cannot re-listen in real-life situations. Listening to what the teacher says in the primary English classroom and understanding it are of key importance in the development of listening skills. Teacher language in the classroom is authentic and purposeful. Successful listening to the teacher can enhance motivation, and the feedback on listening difficulties can be provided immediately.

At the primary level, the listening skills to be developed include skills for

- identifying and discriminating sounds, stress and intonation; and
- listening for explicit and implicit meaning.

Development of Listening Skills through Task-based Activities

Good listening skills enable students to understand what they hear in English even before they can communicate effectively in the language. Teachers need to engage students in various types of tasks and activities to help them develop and practise their listening skills. Good task-based listening activities provide students with a purpose for listening and enable them to acquire skills in a meaningful context. Listening activities are more effective if the purposes and contexts are as close to authentic situations as possible. There are two main types of task-based listening activities: activities that require students to listen and make non-linguistic responses (e.g. listen and colour); and activities that require learners to listen and make linguistic responses (e.g. listen and complete a written plan for the weekend's activities).

The following example serves to highlight how listening skills can be developed through a series of task-based activities.

Task: The Chinese New Year Fair

In the task, each group of students is required to make a handicraft for a Chinese New Year Fair in school.

- Students learn or revise some relevant vocabulary items and grammar structures in preparation for the task. For example, the teacher plays a game of bingo with the students to help them identify words beginning with different letter sounds. This practice helps them discriminate the initial sounds of the target vocabulary items.
- Students listen to an audio recording in which two children discuss what and how to prepare for a Chinese New Year Fair in school. They also listen to short descriptions of the materials used to make the handicraft. They complete a matching activity. They circle the pictures of these materials on a task sheet. In this activity, students recognise the stress in connected speech to identify the main ideas. They also recognise the differences in the use of intonation to indicate the speaker's preferences and feelings in the discussion.
- After this activity, the teacher invites the class to share their observations about the use of intonation or recurrent sentence structures in the discourse. If necessary, the teacher replays a selected part to highlight the learning point.
- Students work in groups and discuss the handicraft they want to make with some of the materials mentioned in the dialogue. They also write a short text to describe

the handicraft they are going to make and how they are going to make it. During the group discussion, they find out the group members' preferences and the materials to be used for making the handicraft. In this way, they listen for main ideas and supporting details.

- When all groups are ready, a game of “Twenty Questions” begins. Each group describes the materials they will use to make the handicraft, and their classmates ask questions and guess what is to be made. In this activity, students listen for specific information.
- The whole class can then choose the ideas they like best and make the handicraft for an activity or a stall to be included in the Chinese New Year Fair.

Other Considerations for the Development of Listening Skills

- Teachers should use a variety of task-based activities that require students to listen and do, listen for information, and listen to stories, to help them develop their listening skills. These activities need not be conducted formally with worksheets and audio recordings. If teachers can introduce them as games and as regular classroom interactions, students will develop good listening skills even at an early stage of learning.
- To develop good listening habits, students need to be given opportunities to practise listening to the whole recording once to get the gist or main ideas the first time they listen. In subsequent listening, they should be guided to locate and understand specific details as well as develop listening strategies, which include but are not limited to being attentive, activating prior knowledge, listening to important words instead of every word that is spoken, and anticipating the possible development of the spoken discourse.
- It is useful to expose students to authentic listening materials covering a wide range of text types such as advertisements, announcements, and telephone conversations in order to prepare them for listening to English in real-life situations. If the materials seem to be too demanding or difficult for the students, teachers may set simple tasks while maintaining the real life settings. The content of the listening materials should increase in complexity as students progress from Key Stage 1 to Key Stage 2.
- Schools are encouraged to adopt different teaching strategies to promote reading to learn, including storytelling, reading aloud and shared reading, which provide the best opportunity for students to develop their listening skills. These are contexts in which young learners are relaxed and enjoy their English lessons. With the use of appropriate facial expressions, gestures, stress and intonation in

storytelling and reading aloud, teachers can help students understand the explicit and implicit meaning of what they hear. Students may also develop their phonological awareness, if the teacher focuses their attention on words which have a common sound as a post-reading activity.

- Poems, songs and rhymes are very useful resources to help students recognise English sound patterns. They are fun to learn and can help students discriminate sounds and identify the stress in connected speech. Students will develop sensitivity towards the sounds and rhythm of the English Language. They may also begin to appreciate the beauty of the language and develop positive attitudes towards learning English.
- Resources such as educational television programmes, cartoons, short videos, audio books, e-books and web-based listening materials can be useful materials for students to pick up correct pronunciation, stress and intonation. These materials usually provide good models of speech and pronunciation from native speakers of English. Multimedia listening materials can engage students in an interactive mode of learning. These materials allow students to work at their own pace and help them become independent learners. The multimodal cues of these resources render useful support to students. For instance, non-verbal communication cues such as facial expressions can enhance students' understanding of the speaker's intent, thus helping them interpret the meaning of the spoken content.
- Teachers can also encourage students to listen to spoken English in their daily life (e.g. the announcements on the MTR, programmes on English-medium television channels, multimodal materials accessible online or offline).
- English used for classroom management is fully contextualised and appropriate to the setting. Listening and responding to teacher's instructions in English is an authentic situation through which students can develop their listening skills.

Speaking Skills

Speaking plays an important role in everyday life. Effective oral communication involves the use of correct pronunciation, stress, rhythm, intonation, grammar and vocabulary as well as an appropriate choice of topic content. Students must also learn how to interact with others including developing skills for opening, maintaining and ending an oral interaction, engaging the audience through eye contact, and speaking at a volume appropriate to the situation. The teacher's model in the use of English for teaching, maintaining classroom routines and interactions, and for social interaction is of vital importance in exemplifying this. Various types of oral activities are needed to help students acquire speaking skills for the various purposes described in the learning

targets. Students should also be encouraged to use English as a means of communication within and beyond the classroom.

At the primary level, the speaking skills to be developed include skills for

- presenting information, ideas and feelings clearly and coherently; and
- participating effectively in an oral interaction.

Development of Speaking Skills through Task-based Activities

Task-based activities provide a purpose and a meaningful context for students to practise the different speaking skills and strategies. In preparing students to carry out a speaking task, in addition to teaching the target grammar items and structures required by the task, the teacher also needs to provide adequate support to help students in the interactive aspects of the task (e.g. how to discuss the topic, argue for a choice, seek information, or get help from others). During the task, the teacher observes students' performance and provides timely support and feedback.

The following example shows how speaking skills can be developed through task-based activities.

Task: An Interview with Our Teacher

After teaching the unit “My Favourite Things” in the module on “Me, My Family and Friends”, the teacher asks students to form groups, and each group interviews a teacher they like in English. They draft and practise questions in the interview (e.g. asking about the teacher's likes and dislikes, hobbies and personal views of the class or being a teacher). Before conducting the interview, students also work in groups to discuss appropriate language to be used for starting, carrying on and ending the interview. After conducting the interview, the groups select, organise information collected and present their findings orally or do a dramatic performance.

With appropriate teacher support, students are provided with opportunities to practise and develop their speaking skills and interactive strategies at different stages of the task.

- When asking questions in the interview, students have to convey meaning clearly and coherently, using correct pronunciation, stress, intonation, grammar and vocabulary. Students are advised to use appropriate gestures and facial expressions when they are asking for information and seeking clarification during the interview. They are also reminded to maintain eye contact with the interviewee and speak in a tone and at a volume appropriate to the situation.
- Before conducting the interview, students practise how to open, maintain and end a conversation. They establish a relationship with the interviewee by using appropriate formulaic expressions for greeting (e.g. Good morning, Miss Wong.). During the interview, they repeat questions if they are not understood (e.g. Do you like our class? Do you like teaching us?). They may also practise asking for repetition or rephrasing (e.g. Pardon?), checking understanding (e.g. Did you say “purple”, Miss Wong?) or spelling (e.g. How do you spell “purple”?). After the interview, they use formulaic expressions to express thanks (e.g. Thank you very much.) and take leave (e.g. Goodbye.).
- When the groups present their oral reports or perform their dramas, students can be asked to do peer observation or assessment, making judgements as to whether their classmates have conveyed their ideas clearly and coherently (i.e. judgements on selection and organisation of information and ideas, and on use of correct pronunciation, stress, rhythm and intonation). They can also be asked to focus on the behaviour of a good speaker (e.g. facing the audience, speaking at an appropriate pace and volume). The purpose is to turn the class into a learning community with an understanding that errors are a normal part of learning and that members can continually improve their capability, given the appropriate trust and mutual support.

Other Considerations for the Development of Speaking Skills

- In selecting, adapting or designing a speaking activity, teachers need to check whether the activity embodies such characteristics as the following:
 - it requires students to speak a lot in English;
 - it is interesting and draws on students’ personal experiences;
 - it is realistic and simulates a real-life situation;
 - it requires students to exchange information or express feelings; and
 - it allows students to work collaboratively or creatively with peers.

- Oral interactions are often indivisible from the learning and teaching activities of an English task, and can be well integrated into any listening, reading, viewing or writing tasks to support the development of different language skills. Various types of oral activities are needed to help students acquire speaking skills for the various purposes described in the learning targets. Students should also be encouraged to use English as a means of communication both within and beyond the classroom.
- Speaking tasks, activities and/or games considered effective in developing primary students' speaking skills and competence in oral communication, while not exhaustive, include:

<ul style="list-style-type: none"> - information-gap activities - show-and-tell - jigsaw activities - guessing activities - “spot-the-difference” picture activities - ranking activities - matching activities 	<ul style="list-style-type: none"> - role play - doing a short play/drama - problem solving activities - giving a short speech - multimodal texts production (e.g. voice/video recording activities, creating a simple e-book)
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- To prepare students for speaking tasks, teachers may predict what language will be appropriate and determine how to support students in carrying out the tasks effectively. Generic skills can be practised integratively in the process. There may be times when disguised drills, meaningful and purposeful rehearsals and practices are necessary before, during or after the tasks.
- Show-and-tell is a suitable speaking and listening activity for students in primary schools. It is a whole-class sharing activity in which one student after another gets up, takes the centre stage, and talks about something of his or her own choice – often some objects brought from home. Other students are expected to listen quietly and not to interrupt. In the process, they relate the information provided by the speakers to their existing knowledge to build personal meaning. They are also encouraged to ask questions about the objects which the speaker is discussing. In order to help students develop greater confidence in speaking before an audience, students may rehearse in groups before the performance.
- Teachers need to understand that with young learners, fluency should be emphasised before accuracy. The development of fluency depends on the nurturing of confidence in a supportive environment. Teachers should encourage students to participate actively in oral activities and help them develop confidence in speaking up. In communicative tasks, the focus should be on what students say (i.e. the message) rather than the accuracy of the English they use.

- For formative assessment, teachers can walk round the classroom and listen to groups of students engaged in speaking tasks. While guidance and assistance may be necessary, frequent interruptions and corrections should be avoided as they can be demotivating. Examples of good performance as well as common mistakes should be noted down for post-task discussion and follow-up remedial work with students. Students may do peer assessment and self-assessment if appropriate.
- When designing speaking activities, teachers should identify and make use of resources that will motivate students best and give them pleasurable language experiences (e.g. songs, rhymes, poems, stories, dramas and accounts). These resources help students acquire sensitivity towards English sounds, stress and rhythm, and in turn the acquisition of correct pronunciation and oral fluency. The content – fictional or informational, and/or cross-curricular in nature – provide ideas and information for students to talk about.
- Multimedia learning resources can be effective in arousing students' interest. Audio books provide good models to assist students to develop correct pronunciation and oral fluency. With teacher guidance, students can choose and use multimedia resources for self-directed and independent learning.
- Opportunities should be provided for promoting self-directed learning through the use of e-learning tools (e.g. e-platforms, software applications). e-Learning tools allow students to practise at their own pace and strengthen their speaking skills.
- Students need to speak with correct pronunciation so that other speakers of English can understand them. The use of phonics can help in this and should be introduced at the junior level. Phonetic symbols, however, should only be selectively introduced to students at a much later stage since students may confuse the symbols with the letters of the alphabet. For information about the learning and teaching of phonics, please refer to **Section 4.8**.
- Daily classroom interaction provides the most authentic situation in which students can learn to speak English. The use of classroom instructions and explanations in English by the teacher, and the use of clarifying questions or requests for permission to do something by the students are authentic pieces of communication. Classroom English can be simple and context-dependent, and so it is easy to understand. With the aid of a good teacher model and with appropriate guidance, encouragement and persistence, students gradually develop the skills and the confidence to use English within and beyond the classroom for communication.

Reading Skills

In everyday life, students read for different communicative purposes. They need adequate reading skills and ability for academic and intellectual purposes too. Mastery of reading skills is important for the acquisition of new knowledge in both formal education and lifelong learning.

To help primary students lay a strong foundation for lifelong learning, key reading skills must be developed at an early stage of learning. These include:

- understanding the basic conventions of written English;
- constructing meaning from texts/multimodal texts; and
- locating information and ideas.

These skills enable students to locate useful information, read with understanding, fluency, accuracy and enjoyment. In the process of developing these skills, they also acquire, apply and develop their knowledge of written symbols, letter-sound relationships and grammar, and understand how the semiotic modes/elements interact to convey meaning from an early stage of learning.

Learning to read is not an automatic process. Teachers should teach reading skills and strategies explicitly through modelling/think-aloud to show students what reading skills and strategies and enabling skills (e.g. word attack skills, phonic skills, reference skills) to apply, so that students model on the teacher's thought processes in understanding more difficult or complex texts.

Development of Reading Skills through Task-based Activities

Reading effectiveness depends on having a purpose for reading and previous knowledge. Task-based reading activities provide a purpose and a context for reading. Based on an understanding of the students' semantic, syntactic and graphophonic knowledge, teachers design or select activities to involve students in reading for meaning. Students acquire and practise specific reading skills before, during and after the reading process.

The following example serves to highlight how reading skills can be developed through task-based reading activities:

Task: Treasure Hunt

Students read a story about a boy searching for his birthday gift at home. They find out how the boy finds the gift on his birthday, by following a series of instructions written on cards and hidden in different places in the home. With support from the teacher, students understand how to use imperatives and vocabulary items for giving instructions.

After reading the story, students work in groups of five and prepare materials for a treasure hunt in the school hall. First, each group discusses and decides where to hide something considered valuable (e.g. some “stickers” for redeeming free drinks from the school tuck shop). They work collaboratively and write a sequence of instructions on cards, which are then hidden in different locations in the school hall. To be able to include more directions than those given in the book, the students also study common road signs and look up children’s word books. When all groups are ready, they start searching for the treasure hidden by other groups. To find the treasure, each group must work together to read, understand and follow the instructions. In the process, they practise specific reading skills at different stages of the task.

- When students are reading the story, they come across familiar words in printed form. While reading, they practise the skills of constructing meaning from text. They use visual clues, context and knowledge of the world to work out the meaning of unknown words (e.g. Stop at the shelf and turn to page 5 of the book *The Happy Prince*). They also learn to recognise the imperative pattern which is repeated throughout the instructions (e.g. Turn left. Take three steps forward.).
- When students are writing their instructions, they draft, revise and edit their work with a real-life purpose. In the process, they correct and improve their work by using strategies such as rereading the story and asking for help from their peers or the teacher.
- When students are hunting for the treasure, they read the instructions set by other groups. They locate specific information and recognise familiar words in printed form. They also see how grammar patterns are related to meaning when they recognise the recurrent use of imperatives for instructions, and when they infer the meaning of unfamiliar words by using contextual clues.

Development of Reading skills in the School Reading Workshops

- Teachers need to understand that learning to read is not an automatic process. Students need to be taught to read through a variety of strategies and techniques. In addition to using a task-based approach to reading, reading skills are best developed in the context of reading real books and authentic materials. This prepares students for learning to read on their own and becoming lifelong learners. It is suggested in **Section 3.2** that one of the major components of the school English Language curriculum should be a series of Reading Workshops conducted during English lessons. Teachers can develop students' reading skills in Reading Workshops.
- The following effective teaching strategies for reading can be adopted in the primary English Language curriculum, particularly in Reading Workshops, to help students learn and practise the reading skills and strategies in learning to read:
 - storytelling
 - reading aloud
 - shared reading
 - supported reading
 - independent reading

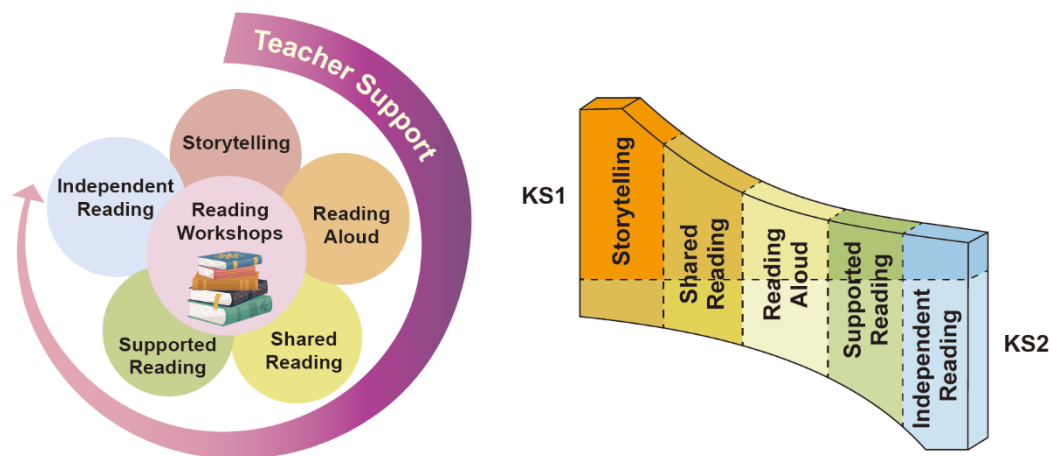


Figure 11 Five Effective Teaching Strategies for Reading

- These strategies help students practise listening to, looking at, and deriving meaning from words, sentences, texts and images in the development of reading skills. They need not be developed one at a time or in strict sequence at different stages of learning. Due to students' cognitive development, world experience and psychological needs, more storytelling, reading aloud and shared reading may be done with students at Key Stage 1, in which more teacher support is required. As

students become more mature at Key Stage 2, more supported reading and independent reading may be carried out and more student input is required. For details, please refer to **Appendix 11**.

- In reading and viewing, teachers can guide students to note how the choice of language items and visual images/multimodal texts is affected by the context. For instance, when exploring biographies, teachers can help students understand the use of verbs in the past tense for narrating past events. In addition, students can examine the use of the past tense in describing photos with people involved and events on timelines. Similarly, when viewing a documentary on an animal species, students can explore the various multimodal texts adopted to enhance comprehension. This includes footage depicting the animal's life cycle, accompanied by charts, maps and photos that provide additional information on factors contributing to its thriving, stability or the dangers it faces. The deliberate use of the visual images and sound effects in the documentary effectively helps deliver the message of protecting the endangered species.
- With the rapid development of information technology, teachers can promote e-reading and develop students' multimodal literacy through modelling screen reading to guide students to engage with e-texts and develop their learning to learn capabilities. Teachers can take the opportunity to demonstrate to students the pleasure and importance of reading and the behaviour exhibited by a proficient reader. Teachers can model to students, for instance, how to decode unfamiliar words, make inferences and identify the main ideas in a text.

Other Considerations for the Development of Reading Skills

- Building on the existing strengths and experience in promoting reading, primary schools should continue to promote Reading across the Curriculum (RaC), to help students establish meaningful links among concepts and ideas acquired in different KLAs and further enhance their interest in reading and ability to process reading texts in a more in-depth way. Teachers can identify suitable reading materials with topics related to non-language subjects to connect primary students' learning experiences and provide them with opportunities to develop reading skills and strategies to read for information. With careful preparation, teachers can sometimes introduce interesting reading texts that involve concepts or language, which may initially appear challenging to young second language learners. Different text types have their own particular textual structure, style, grammar features and vocabulary. Information texts such as leaflets and texts on cross-curricular themes need to be introduced to students at an early stage of learning,

so that they learn to appreciate the value of reading for information and develop reading skills and strategies for processing information texts.

- Teachers can guide students to understand multimodal texts by helping them develop knowledge of the text types, how the author organises and presents the texts, and the visual elements that create meaning and/or meet the author's purpose. Teachers can guide students – especially at Key Stage 2 – to work out messages conveyed using the supportive images, and relate facts, opinions and information from different parts of a multimodal text. Reading and viewing may also be connected with writing to help primary students develop the skills needed to create short, purposeful and innovative multimodal texts, preparing them to further develop multimodal literacy at Key Stages 3 and 4.
- Asking relevant and stimulating questions can help students develop the skills for locating and interpreting information in a text, and enable teachers to check students' knowledge and comprehension of the text. Challenging questions related to students' application, analysis, synthesis and evaluation of the reading content help students develop critical thinking skills and appropriate attitudes towards reading. Open-ended questions and follow-up questions prompt students to think creatively and in greater depth. In addition, students can formulate their responses individually, in pairs or groups with more "wait time".
- To make sense of a printed text, students need to develop a bank of sight vocabulary, before reading texts aloud or silently. Being able to recognise some written words swiftly leaves the reader free to concentrate on the meaning of the text. These words are usually function words such as "a, the, and". The "Look and Say Method" and the use of flash cards, activities and games can effectively help students read and recognise these words at an early stage of learning. "Sight Vocabulary" is further discussed in **Section 4.7**.
- Phonics activities are effective in helping students develop confidence and interest in reading. The use of phonics helps students decode unfamiliar words in reading aloud, and encode words in spelling, but it does not necessarily help students read for meaning, especially in second language learning. "Phonics" is further discussed in **Section 4.8**.
- Multimedia resources (i.e. interactive e-books, online reading platforms, audio books, podcasts) are useful resources for boosting students' interest and confidence in reading. Their interactive features enable students to work at their own pace and according to their needs and interests. Students may also develop a positive attitude towards independent learning.

Writing Skills

In real life, people often communicate with each other in writing, whether through pen-and-paper or electronic means. They can also record information which will last over time, and present information, ideas and feelings for a variety of purposes and audiences. Writing is an essential element in English lessons and it can be made enjoyable. It enhances oral development and reinforces the language structures and vocabulary that students acquire. Writing provides students with the opportunity to develop their communication skills to inform, influence and entertain others as well as to demonstrate their creativity and critical thinking. Tasks, which may be set at various levels of difficulty, provide students with an authentic context and purpose for writing. There should be an emphasis on the process of writing as well as the product. Students may work in groups, pairs or individually.

At the primary level, the writing skills to be developed include the skills for:

- using the basic conventions of written English;
- producing simple multimodal texts; and
- presenting information, ideas and feelings clearly and coherently.

Development of Writing Skills through Task-based Activities

In primary schools, students go through four stages in developing their writing skills (i.e. copying, controlled writing, guided writing, independent writing). Different writing activities help them develop writing skills in these four stages.

- Copying is necessary to help students 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 through reading or listening. Teachers may engage students in jotting down useful words and sentences they come across for reference and for making their vocabulary books, which is meaningful. For example, primary students may find it interesting, whether to record on paper or use electronic devices, to:
 - copy words from source materials such as textbooks or storybooks onto cards to label objects in the classroom;
 - create mind maps with theme-based vocabulary items, which are suitably grouped or categorised;

- copy words onto pictures for the display board or for making their own picture dictionaries;
 - copy information from a label or a wrapping as an aid to a show-and-tell activity in class and/or for future reference; and
 - add new vocabulary items related to familiar or known words (e.g. their synonyms, antonyms, affixes, word families).
- 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. Re-ordering words to work out five sentences on the daily activities of a child and sequencing these five sentences to form a paragraph is an example of controlled writing. Creating a riddle by providing new words or sentences to substitute for those in a familiar riddle for a class competition, and writing a different version of a story or poem by providing new words or sentences to substitute for the appropriate parts of the original one, are also examples of controlled writing.
 - In guided writing, 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. Completing a poster for the school's fund-raising day and designing an advertisement for books or sports shoes, using a given model as a framework while incorporating their own ideas, are examples of guided writing. Practising the use of connectives in presenting a summary of a survey on the classmates' favourite colours or sports, or writing about a visit to the Hong Kong Central Library based on an outline discussed in class are other examples of guided writing suitable for students in primary schools.
 - In independent writing, students activate their linguistic knowledge in new contexts. They make use of their creativity and express personal ideas and feelings. In primary schools, students still 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. Free writing tasks based on students' imagination and experiences are suitable for independent writing and can stimulate students' creativity and the development of their critical thinking skills. Writing invitation cards to friends for a Christmas party, introducing a children's website to classmates, writing a short narrative about a baby animal's adventure in their own school or in Ocean Park, creating a poem about a talking toy or pet are suitable activities for independent writing.

The following is an example showing how to develop skills in the writing process through task-based activities:

Task: Writing about Experiences at an English Camp

This task suggests how to engage students in a writing task based on their experiences at an English Camp.

Before the camp, students read a leaflet about the facilities in the campsite with support from the teacher. They find out details about the different activities (e.g. when and where the activities are held, what they should bring). Then they fill in a form to send to the teacher, indicating their preferences for camp activities and why they should be given a chance to join them (e.g. by choosing from a list of reasons).

By the end of the camp, students are invited to work in groups to introduce an activity they enjoy most. Through shared writing, the teacher demonstrates to the students how to gather and present information. After that, students who like the same activity work together to discuss how to present the available information. The process approach is adopted to involve students in the development of a piece of work through collaboration. Their work produced is posted in the school library for everyone in the school to read.

- In the first pre-task activity, students read a leaflet about the campsite and fill in a form. Through this activity, they learn vocabulary items and other things that may be useful for the writing task. They need to understand and copy appropriate words from the leaflet. They also present personal information when they fill in their names, class etc. as well as personal views on activities that they would like to engage in. In the process, students develop skills in presenting information and in persuasion, using neat and legible handwriting in print script and capital and small letters.
- In the second pre-task activity, the teacher demonstrates the writing process pointing out explicitly the appropriate format, conventions and language features in writing an informational report (e.g. the use of the simple past tense to present information and ideas, the use of paragraphs to organise main ideas and supporting details).
- In the while-task stage, students write about one of the activities in groups. They first gather and share information and ideas by using strategies such as listing and questioning. They plan their writing by using a range of techniques such as combining ideas and ordering ideas. They discuss the appropriate format,

conventions and features to produce the first draft. Then they reread their work, revise the ideas and organisation, and if necessary, add or delete details and edit their work by making changes to incorrect spelling, punctuation and grammar with teacher or peer support. When they present their writing, students are encouraged to use layout and visual support such as photographs and drawings.

Other Considerations for the Development of Writing Skills

- Teachers need to develop a sense of community and sharing among the students so that writing can become a collaborative and cooperative effort. Shared writing occurs when the whole class composes a text collaboratively, with the teacher writing on the blackboard or interactive whiteboard. Shared writing is an effective teaching strategy to help primary school students progress from the stage of guided writing to independent writing. The activity usually begins with the teacher and the class discussing the topic for the writing task, clarifying the purpose and audience for the writing, and discussing the format, conventions and language features to be used. The teacher takes the class through the following processes of writing as he or she writes on the blackboard or interactive whiteboard:
 - The class and the teacher brainstorm ideas, and the teacher records these either on pieces of paper, or as a list/lists.
 - The class and the teacher discuss which ideas should come at the beginning, middle and end of the writing. Then the teacher arranges the ideas in the order in which they will appear in the text to form a plan.
 - Working from the plan, the class and the teacher begin to compose the writing. The class puts forward ideas to the teacher orally and the teacher writes them down.
 - The initial ideas are reworked, words are changed and sentences are composed until the first draft is complete.
 - The first draft is read through, revised and edited before the teacher and the class produce the final draft together.
 - The final draft is then displayed in the classroom.
- Process Writing focuses on the development of writing skills through the various steps involved in drafting and redrafting a piece of work. In primary schools, teachers need to develop students' skills in the various phases of the writing process, viz. pre-writing, drafting, revising and editing. Where appropriate, teachers are encouraged to make effective use of e-learning resources to support students in drafting, revising and editing their work.

- 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 such as 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, 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 reread(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, glossaries or collaborative editing software applications. 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.
- Assessment of students' writing skills is on-going during the process of writing. Teachers need to give feedback and suggestions on drafting and revising. Students should be guided to identify areas for improvement and correct their own or their peers' mistakes by adopting task-specific assessment rubrics. Feedback from teachers and peers should be substantial and positive for students to progressively learn how to make improvement. While mistakes in students' writing provide a good reason and context for grammar learning and teaching, teachers should appreciate students' attempts to use their grammar knowledge to communicate ideas.
- Dictation is an activity that helps students practise the skills of listening, spelling and handwriting in controlled or guided situations. It should be used as a teaching strategy rather than a testing device. Please refer to **Section 4.9** for more discussion on the role of dictation in the learning and teaching of English in primary schools.

- Connecting reading with writing is important as reading materials of different text types are useful resources as models of writing. Exposure to and discussion about a variety of text types help students understand the conventions, structures, styles and language features of written texts. Teachers should design writing tasks (e.g. responding to the fictional or informational texts students have just read) for students to apply and practise the language and content knowledge learnt.
- Level of task complexity and teacher support vary according to key stages, class levels, students' language abilities and cognitive development, etc. Teachers may also motivate students to form a writing habit and do independent writing (e.g. journal writing in English).

Details of the four language skills to be developed at Key Stages 1 and 2 can be found in **Appendix 5**. Teachers can make reference to the Learning Progression Framework (LPF) for English Language (at <http://www.edb.gov.hk/LPFenglish>) when planning holistically for the progressive development of students' listening, speaking, reading and writing skills across key stages of learning. Please refer to **Section 5.2.4** for more information about the LPF for English Language.

4.4 Reading across the Curriculum (RaC)

Primary schools should continue to develop students' reading to learn capabilities and reading habits through promoting RaC to sharpen students' reading skills and strategies and help them connect their learning experiences and broaden knowledge acquired in different KLAs. Relevant contexts should be identified to provide students with extended learning experiences to further develop their literacy skills, proper values and attitudes and world knowledge. In addition, RaC prepares students to cope with the increasing language demands upon transitioning to secondary schooling, especially when there is the need to acquire language skills for academic purposes to support them in learning non-language subjects through English.

In implementing RaC, English Language teachers are encouraged to:

- identify English reading materials in both print and non-print forms, with suitable entry points (e.g. themes, text types, language features) to establish meaningful links with different KLAs and provide relevant contexts for developing students' proper values and attitudes and world knowledge.
- integrate RaC into Reading Workshops to develop students' reading skills and strategies, thinking skills as well as skills necessary for processing information

texts (e.g. guiding students to use different graphic organisers to deconstruct and organise information and ideas).

- source and adopt real books with a variety of text types, digital multimodal texts (e.g. interactive e-books, animated books, webpages) and paired texts as appropriate. Paired texts are thematically related texts but of different text types to deepen students' understanding of the issue and develop different reading strategies.
- collaborate with teachers of other KLAs:
 - to conduct curriculum mapping taking into consideration students' learning needs across KLAs at the same year level or across levels (e.g. a horizontal or vertical curriculum map with possible entry points for RaC);
 - to design cross-curricular learning tasks and activities together to reinforce students' ability to integrate the knowledge, skills and learning experiences gained in different KLAs;
 - to adjust the teaching schedules of English Language and non-language subject(s) so that the learning activities designed for the common themes/topics can be conducted at around the same time;
 - to identify appropriate reading materials with topics related to non-language subjects; and
 - to assess students' performance and offer feedback in the process of cross-curricular learning activities or project work.

Teachers can refer to the leaflet *Reaping Multiple Benefits through Promoting Reading across the Curriculum in the Primary English Classroom* (2020) for more information about the implementation of RaC.

4.5 Creative Use of English

The promotion of the creative use of English develops students' language skills, provides them with opportunities for personal and intellectual development, and extends their knowledge and experience of other cultures in the English medium. Schools and teachers are encouraged to make greater use of literary/imaginative texts to promote students' free expression and creativity as well as develop their critical thinking. The promotion of RaC, cross-curricular learning and the use of fiction and non-fiction of a good range of text types help enrich the English Language curriculum. Students practise their language skills in a richer language environment and develop sensitivity to language use and cultural awareness. In the learning process, teachers are advised to:

- use real books and texts taken or adapted from authentic contexts of a variety of text types, enrich students' language input and pleasure of reading, nurture their reading habit and encourage the creative use of English;
- adopt effective strategies of teaching reading (e.g. shared reading, supported reading, reciprocal teaching);
- stimulate students' imagination, sharpen their aesthetic sensitivity, provide opportunities for the development of generic skills and proper values and attitudes, promote the sharing of experiences, and foster intercultural awareness and understanding; and
- encourage students to use English creatively to respond and give expression to real and imaginative experiences by
 - introducing students to creative thinking tools (e.g. mind mapping, the RAFT strategy⁸) as well as the use of figurative language (e.g. simile, personification); and
 - designing learning tasks/writing tasks (e.g. express whether they agree or disagree, like or dislike the story or the content of the information text; comment on the development of the story or the characters, and give their personal response; rewrite any part of the story or write their own stories altogether).

Language Arts Activities

At the primary level, the motivation for second language learning usually comes through pleasure and enjoyment. Language arts activities seek to exploit the potential that English offers for pleasurable experiences and the development of language awareness. Activities that give expression to real and imaginative experiences, not only help students work towards the learning targets under the Experience Strand, but also provide opportunities for language practice and use.

In the implementation of the English Language curriculum, the use of a wide range of language arts materials such as songs, rhymes, poems, stories, tongue twisters and plays is advocated. Exposure to a variety of language arts materials provides opportunities for the development of cultural awareness and generic skills, in particular critical thinking skills and creativity. As far as possible, language arts activities should be

⁸ The RAFT strategy is an acronym which stands for **R**ole, **A**udience, **F**ormat and **T**opic – the four elements to be considered in every piece of writing. In doing the writing, students may have to take on the role of someone (or something). From this new perspective, they write to a specific audience. The students can consider the format or text type to adopt and the topic to write about. For details of the RAFT strategy and other relevant strategies, please refer to the resource package *Nurturing Pupils' Creative Thinking in the Upper Primary English Classroom* (2012).

integrated into learning modules to stimulate students' thinking and creativity, to help them make connections to the knowledge they have acquired and to guide them to express their observations, thoughts, feelings and communicate their emotions and personal experiences.

When young learners are engaged in language arts activities such as singing songs and making up rhymes, English becomes a source of pleasure and entertainment. This helps them develop interest and a positive attitude towards learning English. The following outlines some language arts activities suitable for students at the primary level:

- ***Singing:***

Singing with the teacher, with peers and/or along with the song when it is being played is enjoyable and risk-free. It helps students overcome shyness and boosts their confidence in using a second language. Catchy tunes and lively melodies make songs fun to learn and easy to remember. Students also have favourite songs that are popularised by movies, TV programmes and the media. The repetition and chorus in songs help young learners gain fluency and control over the pronunciation and use of the repeated words and phrases. Many songs are suitable for students at the primary level. Singing can be introduced as an activity for Reading Workshops, the General English (GE) programme and co-curricular activities. Teachers can play the songs with or without the lyrics. Before singing, the teacher can go through the lyrics with students and help them learn the pronunciation if necessary. Students joining at the beginning or during the chorus derive pleasure and build confidence in using English. The often repetitive vocabulary, grammar items and structures in the songs or chorus may be easily memorised and internalised. The teacher may guide students in substituting words or phrases in the lyrics to add fun to the learning experience and for exploiting the creative use of language.

- ***Listening to stories and storytelling:***

Through storytelling, young learners develop their listening skills and confidence in reading English books on their own. In storytelling, teachers use simple language, rich facial expressions and appropriate gestures to help students understand the content of the stories. Teachers' questions help prompt students to respond to the content of the stories, elicit proper values and develop critical and creative thinking. Students need opportunities to become storytellers themselves. They may retell their favourite stories from reading, or create their own stories.

Storytelling can be collaborative or individual and can be easily linked with dramatic plays and creative writing tasks.

- ***Show-and-tell:***

Young learners are eager to talk about what they like and learn what their peers like. Show-and-tell is an interactive and meaningful language activity. Students can bring to class something they want to talk about, e.g. their favourite toys, storybooks they have read, songs they like or poems they have created, photographs or drawings they have, or a trip they have gone on. The teller prepares at home and is encouraged to be creative. Their peers participate by asking questions after the show. The teacher has to model questioning and encourage elaboration and clarification. This can be a group activity as well as a class activity from Key Stage 1 onwards.

- ***Others:***

Other language arts activities include role plays, dramas, listening to, reading aloud and making up rhymes and tongue twisters. Role-playing characters in a story or play helps students develop empathy, critical thinking, collaboration skills, creativity and positive attitudes in the use of English for purposeful communication. Rhymes and tongue twisters usually contain elements of fun or playing with the language. As young learners repeat rhymes and tongue twisters, they manipulate the sounds and intonations of familiar and new language. Some rhymes involve learners in movements and are called action rhymes. Doing the actions while reciting helps young learners understand and remember the rhymes, so they are more suitable for students at Key Stage 1. Making up rhymes and tongue twisters provides opportunities for learners to experiment with words and sounds and develop creativity, so this kind of activity is more suitable for students at Key Stage 2.

4.6 Grammar

4.6.1 Learning and Teaching Grammar in Context

Grammar is a means to an end rather than a body of knowledge to be learnt for its own sake. Grammar is best learnt in meaningful contexts, where students are exposed to authentic language use and can make connections between language forms and functions. The task-based approach to English language learning readily facilitates the learning and teaching of grammar as it provides a context and purpose for engaging

students in using English for task completion. Students can then gain a better understanding of how, why and when to use particular language items and structures.

Task-based grammar learning can take place in the following stages:

- Pre-task: Before the task, the teacher identifies the language items and structures needed for completing the task and considers the language support required by students. The teacher then engages students in games, exercises or activities to help them understand and practise the forms and functions of the target language items and structures.
- While-task: During the task, students apply their grammar knowledge in an authentic context that involves meaningful use of the target language items and structures to complete the task. Students are guided to evaluate their own learning and reflect on how grammar makes meaning in the process.
- Post-task: Extended tasks or projects which provide new contexts for the use of the language items and structures previously learnt can be provided for further application and consolidation purposes. Concepts about the use of the target language items and structures are consolidated and reinforced.

Reading texts can serve to introduce the context of a task. They can also serve to show how grammar items and structures are used to convey meaning. Texts with repeated structures can facilitate the learning and teaching of grammar in the primary English classroom by exemplifying how the same structure can be used in different sentences. Through shared reading, the teacher can draw the students' attention to the use of specific grammar items and structures in context. After repeated reading and rereading of the same text over a period of several days, students will internalise the target grammar items and structures. Then teachers can design appropriate follow-up activities or tasks to help students use the grammar items and structures for communication in a new context. It is a good idea to engage students in games, which provide them with the opportunities to play with language and explore it in a meaningful, fun-filled context.

The learning and teaching of grammar is also effective in the context of improving writing skills. For example, students are usually asked to go through stages of drafting, revising and then editing their work in process writing. Teachers can help students improve their writing by guiding them to draw upon their knowledge of grammar when revising and editing. It helps when the teacher sets a limited and specific focus in the process of editing and redrafting. Students may be asked to focus on subject-verb

agreement when they edit their first draft, and the use of tenses and punctuation when they edit their second draft.

Although mastery of the use of the linguistic system is a basic requirement for using the language to communicate one's meaning effectively, teachers are advised to give emphasis to the development of fluency in their students. Too much emphasis on accuracy will intimidate the students, since they will always be frightened of making mistakes and this will discourage them from taking risks and exploring what they can do with the language.

4.6.2 Learning and Teaching of Text Grammar

The task-based approach often involves the use of different types of texts (e.g. information, literary, imaginative and persuasive texts). It provides opportunities for the learning and teaching of text grammar, which enables students to see how the choice of language items is affected by the context and how the context shapes the tone, style and register of a text. In extending grammar learning from the sentence level to the text level, teachers can guide students to note the forms and functions of the target language items through exploring the salient grammar features (e.g. imperatives, passive voice, relative clauses) of a text and making hypotheses about the communicative functions they perform in awareness raising activities such as guided discovery activities. Teachers are encouraged to select a variety of text types (e.g. letters, blogs, instructions, biographies), themes and content so that students can understand the features associated with a particular text type and apply the knowledge and language skills acquired in writing and creating relevant texts.

4.7 Vocabulary

Vocabulary is best introduced in context such as through language games and tasks. Tasks address students' needs and interests, and provide authentic contexts for vocabulary use. Teachers need to make plans for vocabulary learning and teaching at different stages of learning so that new vocabulary items are introduced in a meaningful context (e.g. conducting a survey about the prices of items to buy in shops) and learnt vocabulary items are revisited and practised in new contexts. The actual words that students encounter, acquire and use vary according to the context. It is, therefore, not advisable to prescribe a vocabulary list out of context for each key stage.

Teachers should teach reading skills and strategies, word attack skills and vocabulary building strategies explicitly. They can model how they work out or guess the meaning of unknown words using contextual or pictorial clues, read meaningful chunks of words, and construct meaning from texts. Purposeful tasks and activities engage students in applying reading skills (e.g. locating key words/specific information, skimming a text to obtain a general impression and the gist or main ideas, word attack skills). In addition, reading extensively is effective in helping students acquire vocabulary in natural contexts.

Sight vocabulary refers to the words that students recognise instantly and automatically. Teachers need to help students develop a bank of known words that they recognise on sight, through deliberately highlighting some words during the reading and rereading of familiar stories in shared reading sessions. Supported reading sessions may also focus on discussions of interesting words students come across in the reading text.

High-frequency words are important-to-know sight words. Mastery of them frees students to concentrate on the meaning of the text being read. The known words become the anchor they can depend on, as they encounter unknown words. Sight words include **function words** and **content words**, and require different strategies in the learning and teaching process.

Vocabulary Building Skills

Developing vocabulary building skills provides a crucial foundation for students to become competent language learners and users. Explicit teaching of vocabulary building skills empowers students to carry on learning on their own, since they can guess the meaning of unknown words and organise known words for use in new contexts. Teachers can guide students and illustrate how to guess and infer meaning using pictorial and contextual clues. In Reading Workshops as well as in other English lessons, teachers demonstrate how proficient readers make use of semantic, syntactic and graphophonic knowledge to guess and infer the meaning of unknown words. The use of big books and think-aloud is effective with young learners as the enlarged texts enable all students to see how the teacher makes use of available clues to work out the meaning of unknown words. In supported reading, the teacher can guide students to make intelligent guesses using real books when they encounter new words. It is essential to introduce students to a range of vocabulary building strategies such as:

- using knowledge of **word formation**: e.g. affixation (adding prefixes and suffixes to the base word), compounding (the formation of words with two or more separate words);
- using knowledge of **derivation**: e.g. “excite”, “exciting”, “excited”, “excitement”; “song” and “singer” from “sing”;
- using knowledge of **collocations** or **word association**: e.g. “pay attention”, “to make the bed”, “for the time being”; and
- using knowledge of **lexical relations**: e.g. “excellent” and “wonderful”, “excellent” and “terrible” (*synonyms* and *antonyms*).

Gradually, students become intrinsically motivated and intellectually inquisitive. They will build on their own existing vocabulary and further explore the meanings of words for enjoyment on their own initiative. They can take an active role in learning vocabulary. They may keep a vocabulary book for recording words or simple expressions which they come across in their everyday life and in different contexts. Learning tools such as mind maps help them sort and organise the words in group categories. Not just the meanings but also sample sentences can be jotted down for illustrating the context and usage. They may make use of dictionaries and, eventually, thesauri (which contain synonyms, antonyms and similar words/phrases) to find out the meanings of words and explore related words. They may also learn to retain or expand their vocabulary using mnemonics.

4.8 Phonics

Phonics is a useful strategy in the learning and teaching of reading. It teaches the basic letter-sound relationships and the application of knowledge such as syllables, onsets and rimes. Phonics helps students recognise the relationships between letters and/or combinations of letters and their sounds, work out the sounds of unfamiliar words and develop their confidence and proficiency in reading aloud. Phonics skills also help young learners develop strategies in discriminating sounds, in listening and speaking in English, and use accurate spelling in writing.

Nevertheless, teachers need to understand the limitation of phonics. The letter-sound relationships are irregular in many English words and phonics rules do not always apply (e.g. “or” in short and doctor, “s” in sugar and song are pronounced differently). Phonics does not enable young learners to find out the meaning of unknown words. Teachers also need to help students develop skills in reading for meaning.

It is recommended that the learning and teaching of phonics should be covered at Key Stage 1. Teachers should foster phonics as an enabling skill at an early stage through reading and task-based learning activities. This enables young learners to learn and apply phonics skills for reading and spelling. Short, interesting and purposeful activities or games can also help young learners practise the target letter sounds in context.

Learning and Teaching Phonics in context

Schools are advised to incorporate phonics learning into the school English programme, instead of adopting and implementing a separate phonics programme. It is not recommended that some regular English lessons be assigned to the learning and teaching of phonics.

Students need to be helped to develop an awareness of the letter-sound relationships in English words through explicit teaching at an early stage of learning. Learning and teaching phonics in context helps young learners retain what they have learnt and transfer the knowledge and skills in new situations. Most primary students learn phonics fast but also forget the letter-sound relationships very easily if they do not apply the knowledge and skills in meaningful contexts.

Phonics can be taught and practised in the schools' General English Programme as well as Reading Workshops. Shared reading lessons in Reading Workshops provide a good setting to incorporate the teaching of phonics as an exploration or application of previous knowledge, and as a kind of follow-up activity. Students may have learnt some letter sounds before and they can be guided to apply their knowledge and skills to sound out similar but new words in the texts. They can also learn one or two letter sounds that appear frequently in a reading text. Then they can apply what they have learnt in context every time they read aloud the same text and transfer the skills when they read other texts. Learning through doing is more effective with young learners. Teachers can refer to the resource kit *Teaching Phonics at Primary Level* (2017) for teaching ideas of phonics and learning activities.

Selecting and Sequencing Letter Sounds

There are two main groups of letter sounds: consonants and vowels. Consonant letter sounds include consonants with a single letter (e.g. d, k, s), consonant digraphs (e.g. ch, sh, th) and consonant blends (e.g. bl, dr, st). Vowel letter sounds include short vowels

(e.g. a, i, o), long vowels (e.g. ay, ee, oa) and other vowels (e.g. ar, u, ou). These sounds may appear in the initial, medial or ending part of words.

Teachers working in the same school need to develop a plan on the letter sounds to cover and the sequence for introducing them. Selection and sequencing can be based on whether words bearing the letter sounds occur frequently in the learning resources and on whether the letter sounds are likely to cause difficulties to students in reading and spelling. Both consonant and vowel letter sounds need to be covered in a school year to provide students with opportunities to practise blending and chunking letters and syllables, as well as working out the pronunciation and spelling of a whole word.

4.9 Dictation

Dictation is an activity that helps students practise the integrative use of listening and spelling skills. Well-designed dictation activities are conducive to the development of phonics skills, note-taking skills and writing skills. While dictation is used as an assessment tool, dictation marks are not the only indicator of students' English level and do not fully reflect their English learning performance and potential. Dictation as a means of promoting autonomy in language learning and “assessment *for* learning” (AfL) should be explored.

Dictation helps develop students' listening skills, e.g. discriminating sounds, stress and intonation. Like all English learning activities, dictation should be contextualised to illustrate the communicative use of language. It enables students to practise and apply their listening skills, phonics skills and grammar knowledge, such as applying knowledge of letter-sounds and/or using their grammar knowledge to work out the correct words or spelling in the texts. It is useful to teach students what to look for when they check their own work in dictation and in other kinds of writing. The habit of self-correcting and editing can start early.

Students must not be asked to memorise large chunks of texts or long lists of words to prepare for dictation. Rote learning would only undermine their learning interest. Sentences or passages from textbooks instead of passages from set readers should be assigned for dictation. The purpose of using set readers, for instance, is for exposure rather than for intensive learning, whereas a small number of useful vocabulary items selected from the readers may be assigned for dictation to enrich students' vocabulary in writing. Formulaic expressions (e.g. Here you are.) and classroom instructions (e.g. Pass the books to the front.) should not be included in dictation because they are for

daily conversation. The spoken way of giving the date differs greatly from its written form. Students should not be asked to write the spoken form in full words, as it will only induce a wrong concept.

Regular or timely review of the frequency and quantity of dictation should be undertaken to avoid undue pressure on students and to optimise dictation as an effective learning activity. For instance, schools should refrain from conducting pen-and-paper dictation in the first few months of Primary 1 to provide a stress-free learning environment for students to learn English. Excessive use of dictation should be avoided and the dictation results should not take up more than 10% of the total subject marks.

Effective dictation activities can enhance students' language skills and knowledge. The following are variations of dictation activities that teachers may conduct:

- **Phonics dictation** enhances students' phonological awareness (i.e. letter-sound relationships, application of the knowledge). Phonics dictation engages students in filling in the target letter sounds (e.g. initial consonants 'b' or 'p', letter patterns such as 'ough' (pronounced as /ʌf/) as in "rough", "enough"), as they hear the words in context.
- **Theme-based free dictation** encourages students to collect more vocabulary items related to the theme they are learning by looking up readers, storybooks, information books, their English textbooks, etc. It is commonly used to promote autonomy in learning and consolidate the learning of vocabulary under different themes. Bonus marks are often given to the correct extra words students have collected.
- **Picture dictation** can help teachers check whether students understand the listening text. Instead of writing down words, students are asked to draw or complete a picture based on what the teacher reads to them. This can involve the drawing/labelling of objects as well as identifying the quantities and positions of the objects.
- **Dicto-comp/dictogloss** is a combination of dictation and composition. Students listen to the teacher's reading of a short text at normal speed twice, try to understand the meaning and jot down familiar words during the second reading. Then they work in groups and reconstruct the text collaboratively using their notes/key words. With the teacher as facilitator, students revise and edit their writing, paying attention to language accuracy, thus practising their writing skills. Dicto-comp/dictogloss can be adapted as follows:

- Students listen to the teacher's reading of a story at normal speed. Then, as in traditional dictation, they listen to the teacher's reading of five to seven sentences from the story but in jumbled order three times. In the first reading, students just listen and do not write down any words. In the second reading, the teacher breaks each sentence into sensible groups so that students can write down the sentences in their dictation books. Then the teacher reads the sentences a third time for students to check their work. Students then reconstruct the text by arranging the sentences in the right order in groups or individually.
- Students listen to the teacher's reading of a story at normal speed. Then they listen to the teacher's reading of some words from the story and fill in a mind map or a concept map. The class and the teacher discuss the mind map and work out the sequence of the words according to the content of the story. Based on this sequence, the class and the teacher compose the story in a shared writing activity.
- **Keywords dictation** encourages students to use the vocabulary they have learnt in a new context. About 15-20 key words or phrases from an interesting text or a short story are chosen. The teacher dictates these words to students in exactly the same order in the text without showing them the text. Students then write a new text using the words provided, e.g. using words/phrases to describe something new.

Teachers can refer to the resource package *Using Dictation to Develop Pupils' Listening and Writing Skills* (2011) for more information.

4.10 Adopting e-Learning within and beyond the English Language Classroom

Teachers should leverage information technology to enhance learning, teaching and assessment through e-learning, and promote information literacy. They should make judicious use of digital resources and communication tools to achieve the learning objectives, integrating e-learning through, for instance, adopting blended learning, computer applications, e-platforms, the "Flipped Classroom" strategy, to enhance learning and teaching effectiveness, accommodate learner diversity and develop students' potential.

The following examples illustrate how e-learning can be integrated into the English Language classroom:

Strengthening Interaction and Motivation with the Use of e-Platforms

- To encourage more interaction, teachers can upload a discussion topic to an e-platform for a group of students. The students can be invited to express their ideas on the topic and leave messages in response to the comments made by their peers. Interaction among students and between teachers and students is no longer confined to the classroom as students can communicate with their teachers and one another without geographical or time constraints.
- The use of e-platforms also enhances students' motivation in using English for communication. Students can be required to submit their work which can be written, oral or multimodal, by uploading it to the platform. Realising that their work will be shared with and/or evaluated by their peers, students are more likely to exercise extra caution, which provides a drive for them to try their best in completing the task.

Making Effective Use of Lesson Time with the “Flipped Classroom” Strategy

- To prepare students for a writing lesson, teachers can select or record a short video clip about the language features of the text type concerned, and upload it to an e-platform for students to watch prior to the lesson. The video clip can include an illustration of the text structure, the related language items and their communicative functions. During the lesson, teachers can check students' understanding of the language and text features, clarify their misconception and conduct more cognitively demanding activities such as an in-depth analysis of the text to further enhance students' understanding of the various features.
- The use of the “Flipped Classroom” strategy can promote self-directed learning, cater for the needs of students with different proficiency levels and facilitate effective use of lesson time. Students watch the assigned video clip at their own pace in their own time while teachers make good use of the lesson time by engaging students in activities that generate quality interaction and/or require higher-order thinking skills.

Teachers should encourage students to make use of different e-learning tools (e.g. online dictionaries, search engines) and features of various e-resources (e.g. the interactive features of e-books/webpages) to facilitate their understanding of some abstract concepts and complex ideas and develop language learning strategies. Teachers should also guide students to think critically and evaluate the data or information on the Internet, and check their accuracy and reliability as well as any biases or stereotypes

embedded in the data and information. Thus, **information literacy** is promoted and students are nurtured the ability and attitude for making effective and ethical use of the vast amount of information.

Students should be allowed to take charge of their own learning (e.g. setting learning goals, monitoring learning progress, conducting self-reflection) with the use of e-learning tools and e-resources to develop **metacognitive skills**, which are essential for future studies or work and lifelong learning. Students' interaction and mutual support, peer learning and feedback can also be fostered when they are engaged in collaborative work through the use of e-platforms as appropriate, creating new ideas for task completion.

Lesson time can be optimised for the teacher to guide students to engage in meaningful learning activities and tasks for more in-depth as well as extended learning. Teachers should consider making meaningful use of e-learning resources and incorporating a variety of learning and teaching activities in the English classroom.

4.11 Life-wide Learning

Life-wide learning emphasises learning in real contexts and authentic settings. It also emphasises extending and enriching students' learning experiences, as well as facilitating student learning, which should be closely linked with the curriculum and across KLAs. Students' self-reflection, life skills and study skills are fostered. Their self-directed learning capabilities are developed and the knowledge, skills, proper values and attitudes, generic skills, etc. are all nurtured. Thus, their whole-person development is promoted.

Language learning can take place within and beyond the confines of the classroom. They should also enrich and extend students' language learning experiences by creating a language-rich environment to support life-wide learning. Students should be encouraged to interact with peers, teachers and foreigners in English within and beyond the classroom. Teachers should:

- encourage students to seek and create opportunities to learn and use English in natural and realistic settings (e.g. watching films or TV programmes in English, collecting authentic materials or samples of the use of English in the community and sharing them with peers and teachers);

- provide students with greater exposure to authentic and integrative use of English (e.g. inviting poets and writers to give talks in English, using the media as a language learning resource);
- maximise the use of space and resources in school (e.g. ensuring students' easy access to non-print reading materials on e-learning platforms, setting up an English corner or posting authentic materials and students' work on the bulletin boards or the school's intranet to facilitate wide reader access);
- promote learning through co-curricular activities and English-related competitions (e.g. participating in English radio programmes and inter-school activities/competitions); and
- make use of community resources involving the use of English (e.g. listening to stories and talks in public libraries, watching puppet shows and drama, paying visits to museums and participating in community services).

It is important that the students of all language abilities are given equal opportunities to take part in different kinds of life-wide learning activities to extend their experience in the use of the language and to enhance the development of generic skills, proper values and attitudes conducive to both language and whole-person development.

4.12 Creating a Language-rich Environment

The learning environment is important in arousing students' interests in learning and using English. A language-rich environment incorporates, for example,

- the use of English in all English lessons and beyond:
 - teachers should teach English through English and encourage students to interact with one another in English. Classroom English forms part of the learning objectives for students in primary schools. From primary one, students should be taught to understand and follow simple instructions and be supported to take part in learning activities in English effectively. Relevant classroom language, including the language needed for quality interaction in group discussions, has to be selected and taught. Teachers are encouraged to refer to **Appendix 17** for the suggested items; and
 - students should be encouraged to seek opportunities to interact in English with teachers and the NET outside the classroom;
- the provision of an English-rich environment in school:
 - around the school premises, there should be space for boards to display authentic materials in English, such as posters and mobiles;

- staircases are good places to display signs, slogans and students' work;
- the corridors, walls or even the lift lobby can be used to display more students' work such as writings and project work; and
- the covered playground can be used for displays or language activities. Books or other materials can be made easily available for independent learning;
- the layout and decorations of the classrooms or special areas such as the English corner, English Room and school library, and the provision of relevant resource materials in these areas:
 - a word wall, a display board with students' written work and stimulating surroundings with posters and mobiles can all create a language-rich environment. Even a piece of string hung on the wall can provide display space for word cards, formulaic expressions and rhymes; and
 - a well-stocked classroom library and an English corner displaying students' story presentations, mini dramas and other performances. Self-directed learning corners can be equipped with computers for online self-learning and stocked with interesting learning materials;
- a lively and encouraging school and classroom atmosphere:
 - established through daily routines or practices such as morning reading time, show-and-tell activities or reciting during assembly; and
 - fostered through special occasions such as drama performances, celebration of festivals and English Days.

The language-rich environment created in schools can arouse students' curiosity and interests in observing language use in the real world. For example, teachers can ask them to observe and collect materials illustrating the use of English in the community (such as advertisements, signs), watch television programmes in English at home, take the initiative to interact with English-speaking people, or search for information on the Internet.

Students who are exposed to the use of English in a stimulating environment and authentic situations develop interests and positive attitudes towards learning English. School management, teachers and parents need to work together to create a more motivating and language-rich environment for students to use English for purposeful communication both within and beyond the classroom.

4.13 Learner Independence and Self-directed Learning

To enable students to become motivated and independent language learners, teachers should promote self-directed learning (SDL). This mode of learning has the benefit of helping students develop the essential skills, strategies and attitudes for lifelong learning. Teachers are encouraged to:

- help students develop enabling skills (e.g. phonics skills, vocabulary building skills), metacognitive skills and SDL skills;
- create opportunities for students to make choices or decisions in their learning by providing a good variety of interesting and creative texts (e.g. literary, information and multimodal texts), learning materials (e.g. e-books, animations, videos) and activities (e.g. drama, projects) to explore their interests;
- develop language learning tasks or activities that may involve the use of e-learning platforms to foster students' habit of independent learning outside class;
- help students set realistic learning goals;
- help students develop a positive attitude towards self-assessment and peer assessment so that they participate actively in these activities, have ownership of their learning, and continuously develop self-directed learning abilities;
- help students consolidate their learning by recapitulating the learning objectives at the end of each lesson and prompting them to reflect on how these objectives were achieved; and
- help students improve their work through providing constructive feedback.

4.14 Meaningful Assignments

Meaningful English assignments help monitor students' progress towards the learning targets and objectives set out in the teaching schedule, consolidate their learning and extend their understanding of language use. Through assignments, teachers identify students' strengths and weaknesses and thus adjust their teaching strategies and provide students with timely feedback. Students understand their learning progress through teachers' and/or peer's feedback, reflect on their own learning and make improvement. Assignments can prepare students for new learning and facilitate self-directed learning. Meaningful tasks or activities, instead of mechanical drills, should be assigned to provide language practice. Appropriate use of IT is encouraged to add variety and motivate students to learn English.

At the primary level, when designing English assignments, with cross-curricular collaboration or relevant components as appropriate, teachers can take the following into consideration:

- ***Well-defined goals:*** The assignments should align with the curriculum and have clear learning goals, not being too hard or easy but motivating students to do their best. Students should also understand the requirements and how to accomplish them well.
- ***Strengthening reading:*** The assignments should be conducive to developing students' interest in and habit of reading in English, to foster in them a solid foundation for lifelong learning.
- ***Diversification:*** Different types and formats of assignments can be assigned to motivate students to learn and suit their learning needs and styles. Interesting and challenging tasks such as creative writing, producing e-books, giving oral reports on an interesting topic relevant to the theme being studied, as well as doing pre-lesson preparation for a “Flipped Classroom” lesson, completing graphic organisers to consolidate learning and establish links between ideas can be assigned. Students at the lower primary level may read English stories with their parents and tell stories to their parents or family members.
- ***Thinking and collaboration skills:*** The assignments should, where possible, foster students' thinking skills and deepen their understanding of a specific topic, or nurture students' communication and collaboration skills through group work. The development of problem solving skills and creativity can be incorporated to foster students' creative use of English and build their confidence.
- ***Meaningful, purposeful and relevant to daily life:*** Contexts and themes familiar to students should be adopted to consolidate learning and to explore topics that interest them more deeply.
- ***Learning resources*** such as libraries, e-learning tools (e.g. software applications, e-platforms), multimedia resources produced by the Education Bureau (EDB), and community resources should be adopted to develop students' learning to learn and independent learning capabilities.

Meaningful assignments not only motivate students to learn independently during and after class, but also connect what they have learnt with the content of the next lesson. Quality assignments should naturally fit into students' schedules after school and enhance their motivation for learning in the long run without taking up all their time. Timely review of the school assignment and assessment policies should be undertaken to streamline both the frequency and quantity of assignments and assessments,

including holiday English assignments, to create space to foster students' whole-person development and a healthy lifestyle.

Teachers should ensure that students know the meaning and purpose of the assignments as well as the requirements and expectations on them. Teachers should also note that:

- whereas young learners should develop the writing skill of using neat and legible handwriting, the practice should be meaningful and contextualised by integrating language practice with handwriting practice, for instance, students may be asked to make their own small books after shared reading a big book by rewriting sentences in different ways. Speech bubbles may be turned into a short text. Students may also create a gadget or product and label a well-drawn presentation with neat and legible handwriting. On the other hand, meaningless and mechanical exercises like penmanship and copying should be avoided or adopted with caution.
- speaking activities can be given as follow-up work, for instance, to tell the most interesting part of a book, story, poem or rhyme as pair work in class or to a family member after school. Students may also do book recommendations by producing recordings for posting in the relevant section of their school intranet. They can be asked to practise this at home, and their recorded speeches can be given feedback by their teachers or classmates.
- students do not mind listening to the same story or song again and again especially if it is their favourite. Teachers may play the story or song using electronic devices. Students will find it easier to acquire native-like intonation and pronunciation if the recordings are performed by native speakers of English. Their confidence to use English and read English books will be nurtured and so will their habit and readiness to read independently at an early stage of learning. The habit of reading silently for a short period of time (e.g. 30 minutes) each day may be nurtured through the common morning reading session, home reading and reading to their family members.
- holiday reading can be assigned. Students may read books with themes related to books used in Reading Workshops or choose books they like for themselves. Students should however not be asked to do a book report on each of the books read, as this can be demotivating.
- in a task-based approach to the learning and teaching of English, students are provided with the necessary language input for carrying out tasks in class. Assignments that help students apply the target language items in new contexts can be given. For example, they may build a concept map or web to display the vocabulary items used in a task and other relevant words they find interesting from

other sources such as independent reading materials or online resources. They may also do parallel writing tasks using the target grammar items to express their own experiences or feelings.

- extended tasks are open-ended tasks that are usually more challenging than learning tasks. They can be assigned as homework to allow students more time to carry them out. Similarly, topic-based projects engage students in searching for, collecting and compiling information from various sources. Cross-curricular projects usually encourage students to connect their learning in other KLAs and students may explore the use of English at a pace and depth which they find manageable. Criteria for success should be agreed and shared between the teacher and the class before the projects begin. Teachers need to estimate the time needed and give timely feedback when extended tasks or projects are undertaken.

Providing Guidance

To ensure that assignments would not become burdensome for students and can be completed independently, it is important for teachers to provide sufficient guidance, explanation, information and materials beforehand. The guidance provided can take the following forms:

- spelling out the objectives and requirements;
- explaining difficult vocabulary or expressions to bridge gaps in comprehension;
- giving examples to illustrate and model what students are expected to do to familiarise them with less familiar formats and when the instructions may not be understood by the whole class;
- ensuring opportunities for peer support, for example, through brainstorming in discussions and oral presentations; and
- providing students with adequate guidance and continuous feedback in the process for them to accomplish the work on their own.

Feedback on Assignments

- On top of scores, grades and written comments, specific and constructive feedback should be given to students to help them understand their strengths and weaknesses and to enhance their learning. Quality feedback, including encouraging remarks and verbal praises, where appropriate, must be given to all types of assignments so that students' efforts are recognised.

- There is no one best way of marking English assignments, and not all assignments need to be marked by the teacher. Effective marking should be meaningful, manageable and motivating. Different types of work call for different treatments. For example, the emphasis on assessing an oral presentation should be primarily on content and fluency. When marking compositions, the emphasis can be placed on content, accuracy, style and/or organisation. Depending on the pedagogical purposes and assessment objectives, teachers may select area(s) to focus on when providing feedback to students on different writing tasks. On the other hand, assignments that target at developing students' fluency in writing should not be marked in detail. Teachers should instead give encouraging verbal remarks and guide students how to make further improvements. Nevertheless, students need to know the learning goals and be able to reflect on their writing, enrich it and do self-editing. Besides, peer feedback is an effective means to help students evaluate each other's work and reflect on their own learning. For example, students can be asked to give a grade (e.g. giving stars to show their appreciation to their classmates' performance in projects), or write short comments to make suggestions. They should also be given time to compare each other's projects and ask questions about them to optimise the class interaction and discussion, thereby creating a rich and fruitful learning experience.
- Consistency in marking ensures fairness in assessment. Teachers are encouraged to work out and abide by standardised scoring guides to provide reliable information on students' performance and progress.
- Peer feedback helps students learn how to assess the learning outcomes of their own and others' efforts, and develop the positive attitude of appreciating others and accepting different opinions.
- Self-evaluation should be encouraged to help students understand their learning progress and weaknesses so as to adjust their learning plan and strategies.

Please refer to (a) the *ELE KLACG* (2017), Section 4.2.7 Meaningful Homework, pp.71-72; and (b) **Chapter 5 Assessment** of this Guide for further discussion on optimising English assignments to promote the effectiveness of learning and teaching, strengthening AfL and extending it to “assessment *as* learning” (AaL).

4.15 Catering for Learner Diversity in the English Language Classroom

Every class is made up of individuals who are different in terms of motivation, learning styles, preferences, needs, interests and abilities. Teachers can cater for learner diversity

through effective curriculum planning and appropriate learning, teaching and assessment strategies.

4.15.1 Curriculum Planning

In light of one of the Updated Seven Learning Goals of primary education (i.e. developing generic skills and inquiry thinking holistically, and learning independently and actively), student-centred learning should underpin the planning and design of the curriculum and learning experiences.

To accommodate the needs of different students of the same year level or the same class, the concept of modules, units and tasks can be adopted to organise learning and teaching. For the more able students, learning modules can be developed with challenging units and tasks that aim at expanding and enriching their learning experiences; whereas for the less able ones, learning modules should be designed with the inclusion of units and tasks that aim at helping them overcome their weaknesses in language learning and make progress (e.g. practising particular language forms). It is also important to make good use of learning time and create space so that every student has the opportunity to realise their full potential.

4.15.2 Learning, Teaching and Assessment Strategies

Curriculum Adaptation

Teachers can suit the specific needs, interests, abilities and learning styles of varied groups of students by trimming learning content and materials, making additions or a combination of both. Teachers need to employ their subject knowledge, professional skills and understanding of the students to select and use appropriate methods to help students work towards the learning targets and objectives. It is a good practice for teachers teaching the same year level to meet and decide on how the English Language curriculum may be adjusted for a particular class or group of students. Expansion or reduction of the learning content should be done carefully and should not adversely affect students' progress towards the learning targets and objectives at Key Stage 2 and beyond. Adaptation may enable students to learn at the level and pace that suit them best. It is important to pass on a clear record of how the English Language curriculum has been adapted in a particular year to ensure that the teachers in the subsequent year know the needs of the students and achieve curriculum continuity.

Learning Tasks and Exercises

The learning targets describe the intended learning goals for all students, but the means by which they work towards the common learning targets may differ in a range of ways. The following shows how differentiation of learning tasks and/or exercises, accompanied by the setting of personalised learning goals as appropriate based on students' own needs, can cater for learner diversity:

- The same task or exercise is provided to all students in the class but the output required and/or the amount and form of support given vary.
- Further support is provided to the less advanced students by, for example,
 - giving them more focused practice on particular knowledge, strategies and skills;
 - giving them more clues and guidance in the task sheets; and
 - rephrasing some of the guiding questions.
- A variety of tasks or exercises that are graded according to difficulty are provided to students so that they work on tasks that match their stage of progress or learning styles.

Hence, differentiation is in terms of content, process and/or the product, and may involve the learning environment.

Teaching Methods

Teachers should employ a variety of teaching techniques, including:

- motivating students' interest and setting challenging yet manageable tasks;
- using a variety of questions;
- using open-ended tasks;
- teaching enabling skills (e.g. the use of graphic organisers, vocabulary building skills);
- introducing new concepts and demonstrating new skills through modelling and thinking aloud;
- giving quality verbal and written feedback during lessons and on assignments;
- flexibly employing different kinds of class groupings;
- enhancing class interaction and opportunities for students to share and discuss in groups;
- giving individual attention and scaffolding during class teaching;

- engaging students in active/self-directed learning (e.g. e-learning) to enhance learning autonomy and allow them to learn at their own pace; and
- making use of English-related life-wide learning activities.

Teachers should create an atmosphere of trust to encourage students to be adventurous, allowing them to make choices, find answers to their own questions and pursue their own interests for improvement.

Assessment

To keep track of students' learning progress and demonstrate their learning and achievements, teachers are encouraged to:

- promote formative assessment to provide effective and timely feedback, both formal and informal;
- adopt different modes of assessment (e.g. short assignments, assessment tasks, projects, questioning) to address the needs of students, identify their strengths and weaknesses and decide on the appropriate content and learning and teaching strategies;
- decide on the appropriate quantity and frequency to create space for promoting whole-person development;
- help students develop the necessary skills to assess and monitor their own learning through self-assessment so as to enable them to learn better;
- promote peer assessment through which students can develop a better understanding of the learning objectives and assessment criteria, and what is expected of them; and
- use e-assessment to help identify students' strengths and weaknesses and facilitate analysis of their performance.

Enhancing assessment literacy for promoting learning and teaching effectiveness is one of the seven Major Renewed Emphases of the Ongoing Renewal of the primary school curriculum. AfL is to be strengthened through:

- adopting diversified modes of assessment;
- making use of various assessment tools; and
- making effective use of assessment data.

Extending AfL to AaL can be through:

- greater involvement of students in the learning-teaching-assessment (LTA) process;
- enhancing students' self-directed learning capabilities through introducing metacognitive strategies (e.g. setting learning goals) and enabling skills (e.g. dictionary skills, research skills, phonics skills, vocabulary building strategies);
- discussing samples of student work and providing constructive feedback to students as they learn;
- using different kinds of assessment forms (e.g. K-W-H-L charts, SWOT tables) to facilitate self-reflection;
- modelling learning strategies (e.g. note-taking skills) through think-aloud; and
- guiding students to keep track of their own learning.

The final outcome of the efforts to cater for learner diversity should be to enhance students' pleasure and satisfaction in learning, as well as their confidence, motivation, concentration and persistence, and knowledge and skills.

For more information on the learning and teaching strategies that teachers can adopt to cater for learner diversity, support students with special educational needs (SEN), and maximise the potential of gifted students in the mainstream English Language classroom, please refer to Sections 4.3.2, 4.3.3 and 4.3.4 of the *ELE KLACG* (2017). Teachers can also refer to the leaflet *Let's Make a Difference: Unleashing Students' Potential in Learning English at Primary Level* (2021) for strategies to cater for learner diversity.

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Chapter 5

Assessment

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Chapter 5 Assessment

This chapter discusses the purposes of assessment in learning and teaching English Language and provides suggestions on enhancing learning and teaching effectiveness through assessment. It is to be read in conjunction with Chapter 5 of the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (ELE KLACG)* (2017) and the *Primary Education Curriculum Guide (PECG)* (2024).

5.1 Purposes of Assessment

Assessment is the practice of collecting and interpreting information about student learning and serves a variety of purposes. It is an integral part of the learning, teaching and assessment cycle. In the context of the English Language curriculum, assessment serves the principal aim of promoting learning by providing information about students' achievements in relation to the learning targets and objectives, thereby helping students, teachers and parents understand students' learning progress and enabling them to plan for further improvement.

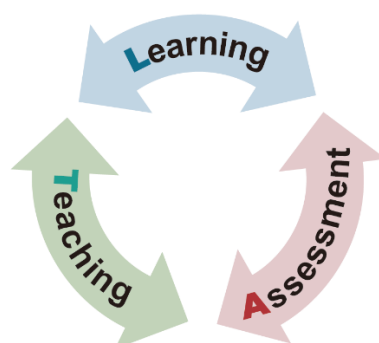


Figure 12 The Learning, Teaching and Assessment Cycle

Formative and Summative Assessments

Assessment may serve formative and summative purposes. As shown in **Appendix 18**, formative and summative assessments are two common school assessment practices. Formative assessment focuses on the ongoing evaluation of students' performance and abilities. It is often informal and carried out during the learning process. It typically involves close attention to small “chunks” of learning, and may take place on a daily basis. The main aim of formative assessment is to improve learning and teaching through:

- diagnosing students’ strengths and learning problems or difficulties;
- providing quick guidance, quality feedback, timely support and enrichment for students; and
- reviewing and improving teaching plans and strategies.

Summative assessment focuses on determining progress in learning and evaluating students’ performance and abilities. It is normally undertaken at the end of a period of instruction (e.g. end of a school term, a school year or a key stage of schooling) and reviews much larger “chunks” of learning. Its main purposes are to:

- provide a comprehensive summary of students’ learning achievements during the period and their performance at that particular point of time; and
- help teachers check whether the major aspects of the learning targets and objectives have been achieved.

Assessment of, for and as Learning

Summative assessment is closely related to “assessment *of* learning”, while formative assessment comprises “assessment *for* learning” and “assessment *as* learning”. The table below explains the three complementary assessment concepts, their relationship and the different purposes they serve.

Formative	Assessment <i>of</i> Learning (AoL)	AoL describes the level students have attained in learning and shows what they know and can do over a period of time. It gives an overview of the previous learning of students and is mainly used for reporting purposes.
	Assessment <i>for</i> Learning (AfL)	AfL integrates assessment into learning and teaching. It assists students to understand what they are learning, what they have attained, and what is expected of them, and helps teachers collect evidence of students’ learning so that teachers can provide students with timely feedback and refine their teaching strategies.
	Assessment <i>as</i> Learning (AaL)	AaL engages students in reflecting on and monitoring their progress of learning through strengthening their roles and responsibilities in relation to their learning. Students are actively involved in regulating the learning process, evaluating their own performance against the learning goals, and planning for the next step in learning.

Summative assessment does not necessarily have to end up merely as a tool for reporting the results of learning. It can also generate information for providing useful quality feedback to students for further improvement. This is AfL in a broad sense. Building on their existing strengths, schools are encouraged to extend formative assessment from AfL to AaL, which empowers students to reflect on their own learning and develop their habit of mind and skills to monitor and evaluate their own progress. Teachers are also advised to adopt more diversified modes of assessment and make the best use of assessment data to inform learning and teaching.

5.2 Promoting Formative Assessment in the School English Language Curriculum

5.2.1 Effective Planning of Learning, Teaching and Assessment

The English Language Education Key Learning Area (KLA) provides opportunities for the development of verbal and linguistic knowledge as well as generic skills such as collaboration skills, communication skills, creativity, critical thinking skills, problem solving skills and self-learning skills. In order to collect valid evidence of students' learning towards the different learning targets and objectives for English Language, different modes of assessment should be adopted (e.g. role plays for interpersonal communication, projects for integrative use of knowledge and skills, discussions for collaboration, presentations and performances for creativity). Over-reliance on pen-and-paper tests cannot adequately assess students' performance in achieving all the learning targets and objectives.

The planning of learning, teaching and assessment should also include strategies to ensure that students understand what they are going to learn (the learning intentions) and the criteria that will be applied in assessing their performance (the success criteria). Sharing of learning intentions is different from giving task instructions (i.e. what teachers want the students to do during the task), though both are usually conducted at the beginning of a lesson. The former helps students focus on what they will learn, whereas the latter on what they will do. Whenever possible, teachers are encouraged to involve students in deciding on the learning intentions and determining the success criteria, so that they can develop a sense of ownership and commitment in their learning.

Teachers need to be aware that some students are stronger in intelligences other than the verbal or linguistic ones (e.g. visual/spatial, bodily/kinesthetic or interpersonal intelligence). Therefore, it is essential that schools develop a balanced curriculum to provide all students with opportunities to enhance their intelligence strengths and make progress in areas that are more challenging to them. To provide the impetus for learning, English teachers should harness as many intelligences as they can, in addition to the verbal or linguistic ones that they naturally focus on by:

- aiming for a balanced and comprehensive coverage of the learning targets and objectives within and across year levels, ensuring that there is a wide and varied range of learning experiences in the three Strands (Interpersonal, Knowledge and Experience) and different modules (e.g. The World Around Us, Using My Five Senses, Relationships, Changes);
- planning and devising appropriate and purposeful language learning materials, activities, tasks and projects to develop students' language abilities, critical thinking skills, creativity, learning to learn capabilities, and proper values and attitudes conducive to lifelong learning;
- exposing students to a variety of text types (e.g. stories, forms, posters, tables, diaries, menus, plays, weather reports) which are characterised by specific language and stylistic features so that students can be helped to develop appropriate language knowledge, and students with different learning interests and styles can be stimulated to learn English and become proficient language users; and
- providing opportunities for students to use a combination of their intelligences and choose how they will present their knowledge and skills (e.g. writing stories with the support of illustrations, singing, presenting survey findings in tables or graphs, drawing pictures or making models to express their imaginative ideas, acting out stories or plays, designing questionnaires and interviewing people to obtain information, designing puzzles and riddles for the whole class to solve) so that they can develop enjoyment in and commitment to learning.

Teachers can refer to the leaflet *Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching* (2020) to gain more ideas.

5.2.2 Different Modes of Formative Assessment

Different assessment activities provide appropriate contexts for carrying out formative assessment through observation, effective questioning and quality feedback in the learning and teaching process. In addition to teachers, the assessors can include, but are not limited to, the students themselves, their peers and parents. Ways of giving feedback can be diversified, including oral or written forms. Figure 13 shows examples of assessment activities that can be adopted in schools.

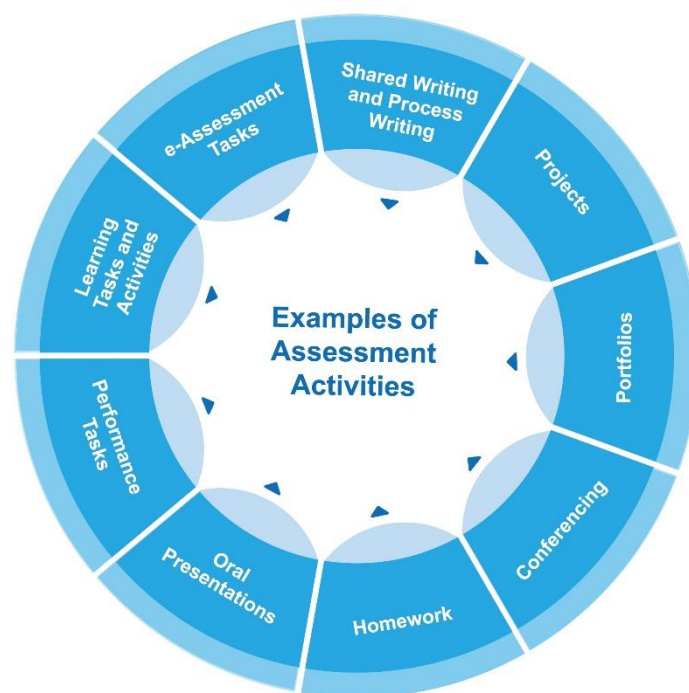


Figure 13 Examples of Assessment Activities

Shared Writing and Process Writing

Shared writing and process writing are two effective approaches that help students develop skills and confidence in writing.

In shared writing, the whole class composes a text collaboratively with the teacher. There is less pressure on the students as the teacher takes the class through the different stages of writing, making use of the opportunity to identify students' needs and provide timely and appropriate feedback to enhance their writing skills. Shared writing can be followed by process writing.

Process writing involves a well thought-out process consisting of the recursive stages of planning (i.e. brainstorming, researching, outlining), drafting (i.e. writing, rewriting, revising) and finalising (i.e. editing). At appropriate stages of the writing process, teachers can give feedback on students' drafts. With adequate preparation, students can also be invited to provide feedback on their peers' drafts as well as their own. Based on the feedback, students can improve their drafts with suitable revisions. Initial feedback can focus on ideas, organisation and text type conventions. Thereafter, feedback can be given on language (including grammar and other language items) and style. An example of a feedback sheet on reviewing and editing is provided in **Appendix 19**.

Projects

Teachers should assess the process as well as the product when assessing students' performance in project work. They can use a variety of means such as observation and conferencing to monitor the process of students' work. Continuous feedback should be given with the aim of stimulating students' critical reflection and helping them improve their learning. Areas to be considered in assessing projects include:

- content (e.g. relevance of ideas, coverage of topic);
- organisation (e.g. logical development of ideas, connection of ideas);
- language use (e.g. appropriateness, fluency, style, accuracy);
- generic skills (e.g. communication, creativity, critical thinking, collaboration, problem solving); and
- attitudes (e.g. confidence in using English, keenness to participate in activities, respect for others, an awareness of the potential influence of language use on others' feelings).

Portfolios

A portfolio is a purposeful collection of a student's work (e.g. samples of oral or written work) that demonstrates progress in the development of knowledge, skills, and values and attitudes in a given area over a period of time. Portfolios provide information and evidence for teachers to keep track of what students know and can do in the area being assessed. They serve as a basis for communication among students, teachers and parents, and for self-reflection. Through portfolios, students share their learning process, their work, their strengths and weaknesses, and ways to make improvements. Guidelines for setting and assessing portfolios are provided in **Appendix 20**.

Conferencing

Conferencing involves a discussion between a teacher and an individual student or a small group of students. Teachers ask open-ended questions that encourage discussion and give students ample opportunities to express their views. It also provides opportunities for teachers to identify students' learning needs, monitor and discuss learning progress, and give feedback. Effective conferencing is focused and has specific, achievable goals (e.g. revising the writing to make the messages clearer and better connect with the readers).

It is necessary to create a trusting atmosphere to facilitate effective conferencing. Teachers may contribute in a variety of ways (e.g. offering feedback on ideas and language use, modelling a revision or editing technique, discussing problem solving or time management techniques), depending on the conference goals and the needs of individual students. Before ending the conference, it is important to summarise what has been covered and set plans for follow-up action.

Homework

Homework is assigned to students for completion beyond the classroom, typically at home. It should be designed to help students prepare for learning activities at school and consolidate their understanding, fostering good study habits and self-directed learning skills. Homework should be meaningful and manageable, catering to the diverse learning needs of students. Schools should review their homework policies in a timely manner to ensure the quality and appropriate quantity of homework, creating space for students' whole-person development.

Oral Presentations

Oral presentations provide opportunities for students to use language for purposeful communication. They are the products of tasks which students have been engaged in. For example, in a project on environmental pollution, students may collect relevant information through various means, including interviewing their classmates or family members. They can then present their findings and insights orally, aided by multimedia such as drawings, photos and presentation slides. Through using an evaluation checklist, the teacher can assess students' performance and give them feedback for improvement. Other students can also be invited to comment on their classmates' performance based

on the criteria listed in the checklist. Examples of feedback sheets relating to evaluating students' oral presentations are provided in **Appendices 21** and **22**.

Performance Tasks

Performance tasks can be adopted for students to demonstrate their learning and understanding of the target language items. These tasks entail the application of language knowledge for a communicative purpose specific to a given context, and are set on the basis of specific performance criteria. The products can take a variety of forms, be it linguistic (e.g. designing a poster, acting out a story, doing a role play, carrying out an interview and survey, producing a short recording or video clip) or non-linguistic (e.g. making origami based on oral instructions, drawing the setting for a story, producing charts and graphs to present survey findings). Performance tasks are particularly suitable for young learners who may not be too advanced in writing skills development. They allow students to demonstrate learning and apply knowledge and skills in hands-on activities or authentic situations, which adds an experiential element to the learning and assessment process.

Performance tasks have a strong formative component and allow teachers to provide quality feedback to students throughout the process. To maximise students' learning, the success criteria for the final product can be shared with students before the assessment. This would not only deepen their understanding of the task requirements but also facilitate peer and self-assessment.

Learning Tasks and Activities

When carrying out well-designed learning tasks and activities, students demonstrate their progress towards the learning targets and objectives. Such tasks may include games, quizzes, group discussions, show-and-tell and role play, which are commonly used in the learning and teaching process. In these tasks, teachers need to conduct appropriate pre-task, while-task and post-task activities with other supporting language activities where students are encouraged to actively engage in constructing and applying knowledge in order to complete the task satisfactorily. Evidence of learning collected should form the basis of feedback to promote further learning, while it is not always necessary to record students' performance formally.

Assessment Tasks and e-Assessment Tasks

The design of learning tasks and assessment tasks is basically the same. Assessment tasks provide appropriate contexts for students to demonstrate and apply their language knowledge, skills and strategies, generic skills as well as values and attitudes. When conducting assessment tasks, teachers do not provide pre- and while-task activities to help students complete them. Students are required to carry out the assessment tasks independently. Based on students' performance in the assessment tasks, teachers then develop appropriate plans and strategies to enhance learning and teaching.

e-Assessment tasks can be distributed, completed and marked automatically and administered electronically. They are powerful tools for teachers to understand the strengths and weaknesses of their students, cater for learner diversity, provide timely feedback and promote AfL. Students can complete the e-assessment tasks at their own pace in their own time, understand their learning progress from the instant feedback, and learn from each other by observing the work of their peers on e-learning platforms, thus developing their capabilities for self-directed learning.

Some e-assessment platforms are equipped with adaptive functions which can match items to students' ability levels, and provide instant feedback so that students can have more active involvement in monitoring their own learning. Teachers are encouraged to make flexible use of e-assessment platforms, such as the Student Assessment Repository (STAR) platform developed by the EDB. Please refer to **Section 5.2.4** for details.

5.2.3 Learning and Teaching Processes for Effective Formative Assessment

The following are some learning and teaching processes that facilitate effective use of the different modes of formative assessment outlined above.

Observation

By observing students' body language, their facial expressions, how they use language in class, how they respond to learning tasks and how they interact during group work, teachers can gain insights into students' affective, linguistic and cognitive development as well as their attitude towards language learning.

Effective Questioning

Teachers can collect a lot of information about students' knowledge and skills in the language, as well as their values and attitudes towards specific topics or learning in general, 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 students to analyse, synthesise or evaluate information are more useful than closed-ended ones in developing students' higher-order thinking skills. Appropriate use of wait-time and prompts is also essential in the process of soliciting responses from students.

Effective Feedback

To promote learning, students need to be informed not only about their performance but also how to build on their strengths and address their weaknesses to make further improvement. Much of this information will come as feedback from teachers but some will be through students' direct involvement in assessing each other's, or their own work.

Effective feedback should align with the assessment criteria and the learning objectives. It should be timely and specific, enabling students to understand where they are in the learning process and what they should do next. It should also be positive and constructive, acknowledging students' efforts and perseverance. It provides practical and feasible suggestions for improvement. For instance, teachers may point out how students can edit and enrich their writing, use contextual clues to work out meaning, or use knowledge of text structures and features to process different text types. They can share sample student work to help students understand the expectations and ways to improve. Students can be progressively nurtured to make use of feedback and self-reflection to plan for improvement, take ownership of and extend their learning, develop metacognitive skills essential to AaL, and become self-directed learners.

One efficient and effective means of collecting and providing feedback for students is the use of feedback sheets (or checklists) for various formative assessment tasks or activities. Examples of feedback sheets for common types of formative assessment are provided in **Appendices 19, 21 – 27**.

Peer and Self-assessment as Learning Activities

In addition to giving feedback, teachers are advised to provide opportunities for peer assessment and self-assessment. Peer assessment enables students to learn among themselves and encourages interaction. Self-assessment promotes reflective thinking, which is vital for developing students' capacity for lifelong and self-directed learning. Meaningful peer and self-assessment does not mean the mere provision of assessment forms for students to evaluate themselves or their peers. Instead, teachers are advised to guide students throughout the assessment process, discuss or negotiate with them the success criteria, provide sample work for discussion or illustration of the expected standards, and explicitly introduce metacognitive strategies (e.g. goal setting, the use of reflection tools such as K-W-H-L charts) that enhance the depth and quality of students' self-reflection. Examples of self-assessment forms that encourage students' self-reflection and enhance their metacognitive skills are provided in **Appendices 21, 24 and 25**.

5.2.4 Tools to Support Schools in Implementing Formative Assessment

The Learning Progression Framework (LPF) and the Student Assessment Repository (STAR) for English Language are tools developed by the Education Bureau (EDB). They provide concrete descriptions of students' attainment and useful statistical data, enabling teachers to guide students to understand and monitor their own learning performance, identify areas of strengths and weaknesses, and draw up plans for progressing to the next level of achievement.

The Learning Progression Framework (LPF) for English Language

The LPF (<http://www.edb.gov.hk/LPFenglish>) provides a common scale and language for teachers to describe students' performance and progress in English Language learning. It consists of different levels of learning outcomes (LOs) and descriptors about the growth of students on a continuum as they work towards the learning targets and objectives set out in the English Language curriculum. The continuum is divided into eight attainment milestones (ATMs) for each of the four language skills (i.e. listening, speaking, reading and writing), from the basic level (ATM 1) to the advanced level (ATM 8).

While the ATMs are expressed in the form of outcome statements, which give general descriptions of students' performance, pointers are specific examples of what students

are able to do in demonstrating the LOs, which support the outcome statements. It should be noted that the pointers are meant to elucidate the LOs. They are neither prescriptive nor exhaustive, and must not be regarded as a checklist for English language development.

As these ATMs can provide a clear focus and direction for learning, teaching and assessment throughout primary and secondary education, schools are encouraged to make reference to the LPF when planning and reviewing the school English Language curriculum and assessment, instead of relying solely on the Basic Competency Descriptors for the Territory-wide System Assessment (TSA), which represent only part of the essential knowledge and skills to be acquired by students in relation to the learning targets and objectives for Key Stages 1 – 3.

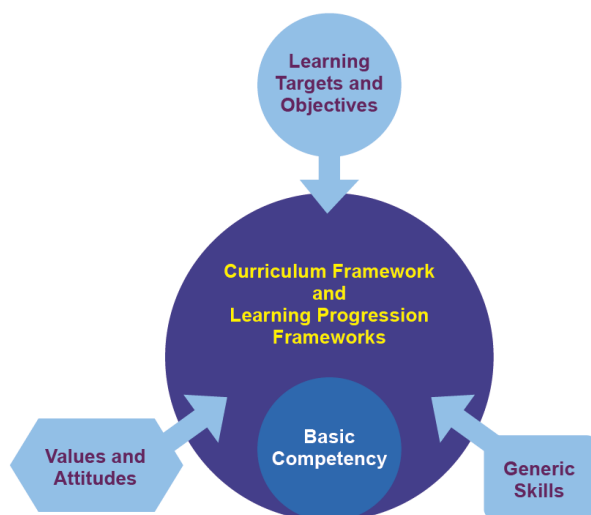


Figure 14 Relationship between the Curriculum Framework, Learning Progression Framework and Basic Competency

The Student Assessment Repository (STAR) Platform

The STAR platform, accessible via <https://star.hkedcity.net/en>, is an online assessment platform developed by the EDB to enhance teachers' assessment literacy and improve students' learning by means of technology. The STAR platform provides a range of assessment items and online assessment data such as reports and qualitative descriptions of students' performance to help schools understand students' attainment and plan remediation and progression.

Formative assessment involves collecting evidence of students' learning (e.g. through classroom observation, class activities, assignments, quizzes), providing feedback and devising follow-up measures to promote better learning. However, formative

assessment does not need to be conducted by teachers only. Students can also play an important role in it. To this end, peer review or evaluation, which is a valuable form of formative assessment, is encouraged as it enhances interaction and collaboration among students and enables them to understand each other's points of view. Schools are also encouraged to extend AfL to AaL to allow greater involvement of students in the learning, teaching and assessment process.

AaL can be promoted at an early stage of schooling. Opportunities should be provided to develop young learners' learning strategies (e.g. phonics skills, information skills, vocabulary building strategies) and awareness to reflect on their own learning through the use of appropriate guiding questions and teachers' demonstration. Later on, students should be encouraged to set personalised learning goals, formulate plans to attain them, and monitor their own learning performance and strategies. When students engage in this ongoing metacognitive experience, they will develop a habit of mind to continually review their learning progress and make improvement. In this way, students gradually take ownership of and responsibility for their own learning.

5.3 Implementation and Design of Summative Assessment

Teachers are encouraged to use assessment tasks to evaluate students' performance against the learning targets and objectives. When designing internal summative assessment tasks or papers, teachers should take into consideration the following:

- There is an appropriate, balanced and adequate coverage of the learning targets and objectives. Summative assessment can comprise a number of tasks or activities that cover the major aspects of learning and teaching over a period of time. It is not confined to pen-and-paper tests only. Different assessment modes (e.g. performance tasks, presentations) should be adopted to promote the attainment of various learning outcomes (e.g. language knowledge, generic and subject-specific skills) and to allow students of varied abilities, interests and learning styles to demonstrate their achievements.
- The design of the assessment tasks or activities stresses the importance of purposeful use of English for communication in meaningful contexts, the integrated use of the four language skills, and a balance of learning experiences in the Interpersonal, Knowledge and Experience Strands. Assessment tasks should be contextualised, related to students' experience and well-connected between parts to make the assessment an engaging learning experience for students. Open-ended questions, which can stimulate thinking and facilitate students' integrative

and creative use of language, can be included.

- The scope and level of difficulty of assessment items, tasks or papers suit the abilities and needs of students. Students should be given opportunities to attempt questions which vary in terms of linguistic and cognitive demands so that they can be reasonably challenged and progress along the developmental continuum.
- A variety of text types is included to provide relevant contexts for students to use the vocabulary, communicative functions and text features they have learnt for meaningful and purposeful communication.
- The rubrics are clear, concise and correct. The choice of words is appropriate to students' ability as well as the level of difficulty of the tasks.
- Task-specific criteria and marking schemes are agreed upon by teachers of the same level when deciding the extent to which the learning targets and objectives have been achieved. This in turn forms a solid basis for the diagnostic use of data gathered from internal assessments to inform learning and teaching.
- Due acknowledgement is given to fluency and effective expression of ideas in students' performance in addition to accuracy.

An example of summative assessment tasks at the primary level is provided in **Appendix 28**.

5.4 Internal and External Assessments

Internal assessment refers to the assessment practices adopted in schools to track and evaluate student learning and it can be summative or formative in nature. In contrast, external assessment refers to the standardised assessment conducted territory-wide for all schools after a period of schooling. While internal and external assessments serve to complement each other, the purpose of internal assessment is not confined to preparing students for external assessments. Internal assessment should cover a wider range of learning outcomes and objectives and reflect students' achievements in areas not easily assessed in external assessments (e.g. their learning attitudes).

5.4.1 Internal Assessment

A well-devised internal assessment policy enables teachers to:

- review and monitor the progress of student learning;
- modify and improve teaching strategies for the needs and interests of students; and
- ascertain that the curriculum goals are achieved.

In formulating the internal assessment policy, due emphasis should be placed on formative assessment to make AfL and AaL an integral part of learning and teaching in the classroom. The range of assessment tasks covered in **Section 5.2.2 Different Modes of Formative Assessment** (e.g. projects, portfolios, process writing) as well as summative assessment tasks designed along the principles stated in **Section 5.3 Implementation and Design of Summative Assessment** can be adopted as internal assessment to promote the attainment of the learning outcomes in English Language.

Schools should review their assessment and assignment policies and determine the suitable frequency and modes of assessment. They should also avoid assignments that focus on copying. In addition to informing learning and teaching, data from internal assessment also provide evidence to facilitate communication with different stakeholders regarding students' performance. As schools are encouraged to make use of both formative and summative assessments to gain a comprehensive picture of students' performance and abilities, there is a need to ensure that the reporting system reflects students' achievements in both. Schools are encouraged to reduce reliance on grades and marks in the reporting system and provide more qualitative and informative feedback to help students and parents understand students' learning performance, including their level of mastery of language knowledge, generic and subject-specific skills, as well as their learning attitudes.

Schools may consider using the LPF for English Language to develop a set of school-based criteria or descriptors. This helps students understand their performance in assessment tasks or activities, and engage in self-reflection and plan for improvement. Parents can be guided to use such information to gain a better picture of how their children are progressing towards the intended learning outcomes, what their children's strengths and weaknesses are, and where assistance is necessary. This will provide a firm foundation for home-school cooperation.

5.4.2 External Assessment

In addition to internal assessment, students are required to take various external assessments at different key stages of learning for different purposes. Below are some examples:

Pre-Secondary One Hong Kong Attainment Test (Pre-S1 HKAT) for English Language

The Pre-S1 HKAT facilitates the assessment of the performance of Secondary One (S1) entrants in English Language so that appropriate support measures can be designed. The sampled results of the Pre-S1 HKAT are also used as the scaling tool in the revised Secondary School Places Allocation (SSPA) System to scale the internal assessment results of the coming cohort of Primary 6 students proceeding to S1.

Territory-wide System Assessment (TSA) for English Language

The TSA is a territory-wide assessment administered at P3, P6 (implemented in odd numbered years since 2012) and S3. It facilitates AfL by providing schools with objective data on students' overall performance in English Language at the end of Key Stages 1 – 3. The TSA reports and school reports provide information about students' strengths and weaknesses against specific Basic Competencies. They help schools and teachers review their teaching strategies and curriculum plans in supporting student learning between key stages or year levels. The territory-wide data also help the Government review policies and provide focused support to schools. More information of the assessment can be accessed at: http://www.hkeaa.edu.hk/en/sa_tsa/tsa.

Use of Assessment Data from External Assessments

While external assessments, such as the TSA and Pre-S1 HKAT, are conventionally perceived as summative assessment, the data from these assessments can be used for reviewing the whole-school curriculum and effectiveness of the learning and teaching strategies. The TSA, administered at the end of P3, P6 and S3, provides objective data about students' strengths and weaknesses against specific Basic Competencies for schools and teachers to formulate and review plans on enhancing students' English Language learning at the school level. Similarly, the assessment data from the Pre-S1 HKAT help secondary schools identify the strengths and weaknesses of their incoming Secondary 1 students, adopt appropriate measures as well as adjust the whole-school curriculum and teaching strategies to address their learning needs.

5.5 Reporting

Schools need to maintain a record of students' performance as evidence of their progress. Students' performance can be reflected in grades or marks substantiated with comments in the form of an attachment (i.e. a short written report or a checklist on a separate sheet). These comments provide parents with more qualitative information on their children's learning in English. Teachers are encouraged to give comments that are positive and forward-looking, pointing out students' strengths and weaknesses and giving suggestions on ways in which they may improve. At the end of a period (e.g. end of a school term or school year), teachers can prepare a summary of students' achievements in relation to the learning targets and objectives. This is usually given out as a school report. The function of the school report is to give parents a comprehensive picture of their children's performance in English Language learning, including their strengths and weaknesses, and areas for further improvement.

When reporting to parents, teachers should take into consideration students' performance in the different modes of assessment recorded throughout the school term or school year. The different modes may reflect students' performance in the integrative use of language or their achievements in individual skill-based assessment activities. Students' achievements in dictation, which has traditionally been regarded as a central form of assessment of learning, can be included but it should not carry a heavy weighting in the overall performance of the students. Any weighting of more than 10% on dictation is considered inappropriate. For a discussion on the use of dictation as a learning activity rather than an assessment tool, please refer to **Section 4.9**.

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Chapter 6

Effective Use of Learning and Teaching Resources

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Chapter 6 Effective Use of Learning and Teaching Resources

6.1 Quality Textbooks and Other Learning and Teaching Resources

Quality textbooks and other resource materials are crucial to learning and teaching. The English Language Education curriculum framework encourages the use of a wide range of learning and teaching materials, including textbooks, for effective language education. Quality learning and teaching resources enrich students' experience, broaden their perspectives and enhance their cultural understanding. The materials that function most effectively are those that suit the students' age, learning needs, interests and abilities.

6.1.1 Textbooks

Quality textbooks, supplemented by other related and stimulating learning and teaching resource materials, can help students work towards the learning targets by developing adequate language knowledge and skills, generic skills, and proper values and attitudes.

6.1.2 Choosing Textbooks

Schools can make reference to the Recommended Textbook List (RTL), Recommended e-Textbook List (eRTL), Guiding Principles for Quality Textbooks and the circular memorandum on Schools' Selection of Quality Textbooks and Learning and Teaching Resources from the EDB "Textbook Information" webpage when selecting textbooks for their students: <https://www.edb.gov.hk/en/curriculum-development/resource-support/textbook-info/index.html>.

Schools should choose textbooks according to the needs, interests and abilities of their students, taking into account:

- what the students already know and what they need to learn;
- what will enhance their motivation and learning effectiveness;
- whether the approach and coverage of the materials facilitate the development of the knowledge, skills, values and attitudes promoted in the English Language curriculum;
- whether opportunities for meaningful and appropriate use of English for purposeful communication are provided and language skills are practised in an integrated manner;

- the appropriateness of the content, examples, exercises and illustrations;
- whether a range of text types is introduced at the level appropriate to the students;
- the design and organisation of the tasks and activities, e.g.
 - whether grammar is learnt and taught in context and through tasks,
 - whether enabling skills such as phonics and vocabulary building skills are built in to facilitate lifelong language learning,
 - whether opportunities are provided for students to develop generic skills and higher-order thinking skills;
- the quality of the language used;
- whether independent/self-directed learning is encouraged;
- the strategies to cater for learner diversity; and
- whether the content contains cross-curricular elements to enhance learning by helping students connect English to other learning experiences.

6.1.3 Using Textbooks

Teachers should exercise their professional judgement and use textbook materials flexibly according to the needs, interests and abilities of their students. They should not feel obliged to use a textbook from cover to cover. They are free to select or adapt relevant parts to suit their teaching purposes. If deemed desirable, parents should be advised on the rationale for this at appropriate meetings.

The following points should be considered when textbooks are used:

- The learning targets and objectives of a key stage are attended to and the focus of each unit is identified.
- The textbook content is matched against the school's English Language curriculum to ensure that there is a balanced coverage of the learning targets and objectives, not only at a particular year level but also across year levels.
- The textbooks are used selectively and teachers adapt tasks or activities to cater for students' needs and interests. The more able students may skip the easier parts and the less able students may skip the more difficult parts.
- The textbooks are used flexibly according to students' needs. The parts that overlap with what has already been taught should be omitted, and the parts that are insufficient should be supplemented with other materials.
- The activities are adapted to make them attractive to students. The interesting activities can be extended to promote further learning, and the less interesting activities can be modified or removed.

- Extended tasks and projects are designed to help students develop further knowledge and skills through activities such as extensive reading and viewing, and to encourage independent and self-directed learning.

6.1.4 Other Learning and Teaching Resources

Teachers can make use of a wide range of learning and teaching resources other than textbooks to arouse students' interest, broaden their learning experiences, enhance learning effectiveness and meet students' different learning needs and styles. Language arts materials (e.g. stories, poems, songs, rhymes, cartoons), information books, children's magazines, children's encyclopaedias, picture dictionaries, language games, multimedia resources and information technology (IT) tools available online or offline, and authentic materials are all useful resources to support learning at the primary level. Teachers can also make use of community resources to provide life-wide learning opportunities for students.

6.1.5 Choosing Other Resources

Given the variety of resources available on the market, teachers should exercise their professional judgement when choosing resource materials for promoting English learning. The following are some considerations:

- The accuracy of the content should be ensured. The resources should align with the curriculum aims and objectives. They should be relevant to students' experiences and prior knowledge, and suit their needs, interests and abilities. The content should be interesting and challenging, and the language used should be accurate, authentic and purposeful but not too difficult for students. Resources which involve excessive use of mechanical drills and decontextualised use of English are not beneficial to the learning of English.
- To promote reading to learn, teachers should not confine their choices of reading resources to stories, plays and rhymes. They should ensure that the selection covers a wide range of text types, including information texts appropriate to the level of the students. Teachers can choose reading materials on different themes relevant to the interests and daily experiences of their students. Books on different subjects can also be chosen to help students establish cross-curricular linkage in their learning and promote Reading across the Curriculum.
- The Internet is a powerful resource for language learning. Teachers should guide students in respecting intellectual property rights and choosing online materials

appropriate to their linguistic and cognitive abilities and develop activities to prepare them adequately for Internet-based tasks.

- Teachers may consider using multimedia resources and IT tools (e.g. e-books, application software (apps), interactive games, activities) to enhance student motivation and promote self-directed learning. However, given the variation in quality, care should be exercised in the choice of these materials. Good multimedia and IT resources should display the following characteristics:
 - They involve good models of English use.
 - The teaching approach is based on sound pedagogical principles.
 - The design is user-friendly, and graphics, sound and animation are used appropriately to increase students' motivation and support learning.
 - The activities promote the integrated use of language skills.
 - The resources promote interactive learning by encouraging student input, allowing students to work at their own pace and providing feedback to them.
- The maps included in the resources should be accurate and only contain essential information suitable for student learning. Reference should be made to the requirements and standard maps of the Ministry of Natural Resources of the People's Republic of China for all maps of China. When using images of the national flag, national emblem, regional flag and regional emblem in the development of resources, the following should be noted:
 - avoid drawing the national flag, national emblem, regional flag and regional emblem on your own;
 - use real photos to show the national flag, national emblem, regional flag, regional emblem;
 - use the files of the national flag, national emblem, regional flag and regional emblem downloaded from the Protocol Division Government Secretariat; and
 - follow the relevant requirements stipulated by the Protocol Division Government Secretariat on the use of these images.

6.1.6 Using Other Resources

- Language arts materials such as rhymes and poems can provide pleasurable experiences for students who want to have fun with English sounds and rhythms. Storybooks and information books on special themes can cultivate students' interest in reading and therefore are conducive to the development of a reading to learn culture. Multimedia resources and IT tools can engage students in an interactive mode of learning and develop learner independence. Language games provide pleasure in learning and create an opportunity for students to practise the

target language items and use the language for interaction. Ideas on how to make use of different resources for effective English Language learning and teaching are discussed in **Chapter 4**.

- In planning lessons with the use of other resources, teachers should make sure that the use of the resources helps students work towards the planned learning targets and objectives. The use of the resources should be purposeful and integrated with the school English Language curriculum.
- Setting up a school library or a class library that provides a wide variety of learning materials is an effective means of fostering students' interest in reading, providing them with enjoyment and greater exposure to English. The resources can also help build up students' knowledge of English and promote autonomy in learning.
- Schools can make use of community resources to provide life-wide learning opportunities for students. Schools may organise visits to community facilities, such as museums, with tasks and projects as learning activities. Inter-school functions involving non-Chinese speaking students will also generate opportunities for meaningful use of English outside the classroom and for cultural exchange.

6.2 Resources in Support of Curriculum Development

6.2.1 Education Bureau (EDB) Resources

A number of print and electronic resource materials have been developed by the EDB to support the planning and implementation of the English Language curriculum. They include:

- curriculum documents;
- learning and teaching resource kits;
- multimedia resources; and
- leaflets or pamphlets providing supplementary notes on the learning and teaching of English.

More information about these resource materials can be accessed at the webpage of the English Language Education Section: <https://www.edb.gov.hk/ele>.

For multimedia resources, including videos and animations, English teachers can also refer to the website of the EDB Educational Multimedia (EMM): <https://emm.edcity.hk>.

6.2.2 Community Resources

Many parties in the community can make useful contribution to life-wide language learning. Schools and teachers are encouraged to explore learning opportunities available in the community to enrich students' English learning experiences and extend their learning beyond the classroom.

Government Departments and Non-governmental Organisations (NGOs)

Government departments and NGOs offer a range of programmes, services and activities conducted in English, providing good opportunities for meaningful use of English outside the classroom to enrich students' language learning experiences.

Schools may work in partnership with these departments and organisations and arrange activities (e.g. visiting museums, libraries and resource centres, watching shows and performances). They may also encourage their students to browse the websites of the Government departments and NGOs for access to various community resources.

Parents

Parental involvement in their children's education contributes greatly to the latter's academic, social and emotional growth. Schools may invite parents to serve as volunteer partners in organising English-related activities, or solicit their support for their children's participation in language learning activities.

Alumni

Schools are encouraged to draw on the alumni's expertise and resources in supporting students' language learning by inviting them to share their language learning experiences or provide services.

Employers

Employers' support may be sought for sponsoring language activities or funding award and scholarship schemes related to English learning. Some companies have customer service centres with information and resources in English, and some offer English guided tours. Schools are encouraged to make use of these resources to make language learning more interesting, meaningful and authentic.

6.3 Resource Management in Schools

It is important that the use of school resources, which include learning and teaching materials, facilities, equipment and human resources, is maximised to support student learning. The following are some suggestions to achieve this goal:

- making good and flexible use of grants to purchase useful learning and teaching resources;
- making flexible and appropriate use of a wide variety of quality print, non-print and e-learning resources;
- building a resource bank of teacher-designed and student-generated materials, including reference books, audio-visual materials, e-learning resources, and useful learning and teaching packages;
- selecting learning and teaching resources which are appropriate to students' needs, interests and abilities;
- maintaining a record of resources; and
- providing students with access to the wide range of resources and facilities (e.g. a substantial collection of language learning materials in print and non-print format, easy access to the Internet and e-learning tools) within and beyond lesson time in the school library or English corner.

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Appendices

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The Updated Seven Learning Goals of Primary Education

Building on kindergarten education, primary education continues to develop students' learning capabilities and interests, and also lays a solid foundation in students to deepen their knowledge, skills, values and attitudes when they proceed to secondary education. The learning goals of the three stages are coherent and inextricably related. The updated seven learning goals **emphasise the importance of nurturing a sense of belonging to our country, the Chinese culture, values education, active learning, STEAM education, media and information literacy, a healthy lifestyle and balanced physical and psychological development.** We expect students to achieve the updated learning goals upon completion of primary education:



The Updated Seven Learning Goals of Primary Education

1. Understand our country and the Chinese culture, and cultivate a sense of belonging and national identity towards our country through national education and national security education;
2. Know how to distinguish right from wrong, fulfil their duties as members of the family, society and our country, and demonstrate proper values and attitudes such as perseverance, respect for others, integrity and benevolence, as well as thoughtful and sensible judgements and behaviour;
3. Be equipped with a solid knowledge base and perspectives across the eight Key Learning Areas (KLAs) to facilitate personal growth and development;
4. Be proactive in biliterate and trilingual communication;
5. Develop generic skills and inquiry thinking holistically, and learn independently and actively;
6. Cultivate an interest in extensive reading and develop an active reading habit, and use information and information technology in a rational and responsible manner;
7. Lead a healthy lifestyle, develop personal hobbies and talents, take pleasure in engaging in different communities, and foster interests and essential skills to appreciate aesthetic and physical activities in order to achieve a balanced physical and psychological development.

For details, please refer to Section 1.5 of Chapter 1 of the *PECG* (2024).

<https://www.edb.gov.hk/pecg>

Learning Targets for Key Stages 1 and 2 (P1 – 6)

English Language Learning Targets for Key Stage 1 (P1 – 3)		
Interpersonal Strand	Knowledge Strand	Experience Strand
<p>a. to establish and maintain relationships and routines in carrying out classroom activities</p> <p>b. to converse about feelings, interests and experiences</p> <p>c. to exchange short simple messages through activities such as writing greeting cards and notes</p> <p>d. to express preferences in making simple arrangements with others for carrying out events</p> <p>e. to obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role play</p>	<p>a. to provide or find out and present simple information on familiar topics</p> <p>b. to interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions</p> <p>c. to state opinions using information and ideas in simple spoken and written texts</p> <p>d. to recognise and solve simple problems in given situations</p> <p>e. to clarify one's own written expression with support from the teacher</p> <p>f. to 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 the language</p>	<p>a. to 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</p> <p>b. to respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as:</p> <ul style="list-style-type: none"> • making predictions • making simple evaluative remarks • drawing pictures, making simple models or objects • creating captions • describing one's related experiences • participating in the telling of stories <p>c. to give expression to imaginative ideas through oral, written and performative means such as:</p> <ul style="list-style-type: none"> • supplying captions to and/or describing sequences of pictures that tell a story • supplying captions to and/or describing pictures that depict a scene, object or character • experimenting with simple sound and word patterns in creating rhymes and poems based on given models <p>d. to give expression to one's experience through activities such as making illustrations of selected events and describing and/or providing captions for them</p>

English Language Learning Targets for Key Stage 2 (P4 – 6)		
Interpersonal Strand	Knowledge Strand	Experience Strand
<p>a. to establish and maintain relationships and routines in school and other familiar situations</p> <p>b. to converse about feelings, interests, preferences, ideas, experiences and plans</p> <p>c. to exchange messages through activities such as writing simple letters, making telephone calls and sending postcards and invitations</p> <p>d. to participate with others in making choices and decisions for carrying out events</p> <p>e. to obtain and provide objects, services and information in classroom situations and through activities such as interactive games and simple open-ended role play</p>	<p>a. to provide or find out, organise and present information on familiar topics</p> <p>b. to interpret and use given information through processes or activities such as matching, sequencing, describing, classifying, comparing, explaining, predicting, drawing conclusions; and to follow instructions</p> <p>c. to identify ideas in simple spoken and written texts, form opinions and express them</p> <p>d. to recognise and solve simple problems in given situations, and describe the solutions</p> <p>e. to see the need for clarifying one's own written expression and then make changes with support from the teacher and classmates</p> <p>f. to understand some aspects of how the English language works, including how grammatical features contribute to meaning and how simple texts are organised; and apply this understanding to one's learning and use of the language</p>	<p>a. to develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs and presenting short simple plays</p> <p>b. to respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as:</p> <ul style="list-style-type: none"> • making predictions • making inferences • making evaluative comments • describing one's feelings towards characters and events • relating things to one's experiences • imagining oneself to be a character in the story and describing one's feelings and reactions • participating in dramatic activities <p>c. to give expression to imaginative ideas through oral, written and performative means such as:</p> <ul style="list-style-type: none"> • constructing with appropriate support simple stories that show some understanding of the setting and events • providing simple oral and written descriptions of a situation, object or character • creating simple rhymes and poems with support from the teacher <p>d. to give expression to one's experience through activities such as providing simple oral and written accounts of events and one's reactions to them</p>

Note: Additional features embodied in KS2 are presented in bold.

Examples of Text Types for Key Stages 1 and 2 (P1 – 6)

A text is produced for a given purpose. Hence, the text types listed below can be of different natures such as narrative, informational, procedural, expository, persuasive, depending on the purposes they serve. Teachers might like to draw students' attention to both the conventions and features of a particular text type and the purpose the text serves in the learning and teaching process.

Text Types for KS1 (P1–3)	Additional Text Types for KS2 (P4–6)
<ul style="list-style-type: none"> • Advertisements • Captions • Cards • Cartoons and comics • Charts • Conversations • Coupons • Diaries • Directions • Fables and fairy tales • Forms • Illustrations • Instructions • Labels • Leaflets • Lists • Menus • Notes and messages • Notices • Personal descriptions • Personal letters • Personal recounts • Picture dictionaries • Poems • Postcards • Posters • Product information • Rhymes • Riddles • Rules • Signs • Songs • Stories • Tables • Timetables 	<ul style="list-style-type: none"> • Accounts • Announcements • Autobiographies • Biographies • Blogs • Brochures • Catalogues • Children's encyclopaedias • Dictionaries • Directories • Discussions • Emails • Explanations of how and why • Formal letters • Informational reports • Jokes • Journals • Maps and legends • Myths • News reports • Pamphlets • Plays • Procedures • Questionnaires • Recipes • Telephone conversations • Tongue twisters • Weather reports • Webpages

Language Items and Communicative Functions for Key Stages 1 and 2 (P1 – 6)

Language items include a range of grammatical forms and structures that students need to develop and they perform different communicative functions. The following serves to outline the language items and communicative functions that students are expected to learn at Key Stages 1 and 2. As the choice of language varies according to contextual elements, teachers are encouraged to provide meaningful contexts in which the language items can be used for purposeful communication.

Key Stages 1 and 2 (P1 – 6)

The table below outlines the communicative functions that students are expected to learn in KS1 – 2.

Communicative Functions for KS1 (P1 – 3)	Additional Communicative Functions for KS2 (P4 – 6)
<ul style="list-style-type: none"> - Ask a person's name and make other simple enquiries - Ask and describe what people are doing - Ask and tell the time, days and dates - Ask permission to do simple things - Bid farewell - Describe the weather - Describe what people do regularly and when and how they do it - Express and respond to oral and written prohibitions - Express and respond to thanks - Express basic needs and wants - Express good wishes - Express inability to understand or respond to something - Express likes and dislikes - Give a simple description of oneself and others in terms of name, age, members of the family, occupations, personal characteristics, habits and abilities - Give and respond to simple rules and instructions - Greet people and respond to greetings - Identify common animals and plants, and give simple descriptions - Identify common objects and describe their sizes, shapes and colours - Identify common signs in Hong Kong - Identify names of some places in Hong Kong - Introduce oneself - Make and respond to apologies - Make simple requests - Seek and provide information and elucidation - State opinions and express feelings - Talk about locations - Talk about past events - Talk about personal possessions - Talk about prices and quantities 	<ul style="list-style-type: none"> - Ask and describe what people do regularly and when and how they do it - Ask for and give explanations - Describe simple processes, situations and conditions - Describe the manner and frequency with which people carry out actions, and the purposes and results of these actions - Draw others' attention to people and things and describe them briefly - Express concern and sympathy - Express preferences, ideas and plans - Give a simple account of past events and what people did in the past - Identify names of some cities and countries - Make excuses and give responses - Make predictions and refer to future actions - Make simple comparisons of various kinds - Make simple conditional statements - Make simple suggestions - Offer one's services - Open, maintain and close telephone conversations - Set regulations and give warnings - Talk about future events, actions and processes

The following tables serve to illustrate the relationships between some of the language items and communicative functions that students are expected to learn in KS1 and KS 2.

Nouns

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		Examples
Use nouns or noun phrases to <ul style="list-style-type: none"> identify people, animals, events and objects indicate time, days and dates show possession 	He is <u>a teacher</u> . I like <u>dogs</u> . This is <u>a beautiful bag</u> . Today is my <u>birthday</u> . It is <u>half past ten</u> now. Today is <u>Monday</u> . It is <u>2nd July</u> today. It is <u>Peter's toy car</u> .	Use nouns or noun phrases to <ul style="list-style-type: none"> indicate conditions refer to quantities or units 	I have <u>a headache</u> . I need <u>a piece of paper</u> . I bought <u>a pair of trousers</u> yesterday.
Use the singular form of countable nouns to <ul style="list-style-type: none"> refer to one person, animal, event and object 	I have <u>a bicycle</u> .	Use “-ing” nouns or noun phrases to <ul style="list-style-type: none"> refer to activities 	I enjoy <u>singing</u> . My brother likes <u>collecting stamps</u> .
Use the plural form of countable nouns to <ul style="list-style-type: none"> refer to more than one person, animal, event and object 	Jo has two <u>brothers</u> . She has four <u>balloons</u> .	Use plural nouns to <ul style="list-style-type: none"> refer to some tools and other things that people use 	You can use <u>scissors</u> to cut the thread. Put on your <u>headphones</u> .
Use plural nouns to <ul style="list-style-type: none"> refer to some clothes and other things that people wear 	Where are my <u>shorts</u> ? Miss Lee wears <u>glasses</u> .	Use collective nouns to <ul style="list-style-type: none"> refer to a group of people 	Our <u>class</u> is very smart. The shopkeeper called <u>the police</u> .
Use uncountable nouns to <ul style="list-style-type: none"> refer to uncountable objects refer to general things which are not used with numbers 	I have <u>milk</u> for breakfast. This is good <u>work</u> .	Use the possessive form of nouns to <ul style="list-style-type: none"> refer to a point in time 	I have to hand in the project in a <u>week's</u> time.
Use proper nouns to <ul style="list-style-type: none"> refer to people and places 	<u>Ann</u> is a taxi driver. Mr. Wu lives in <u>Kowloon</u> .	Use proper nouns to <ul style="list-style-type: none"> refer to cities and countries refer to festivals refer to organisations and events 	Her uncle lives in <u>London</u> . He visited <u>Japan</u> last year. <u>Easter</u> is coming. He is a member of the <u>Cubs</u> . Which country will host the next <u>Olympic Games</u> ?

Pronouns

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		Examples
Use the personal pronouns “I, we, you, he, she, it, they” as subjects to <ul style="list-style-type: none"> identify people, animals and objects 	<u>I</u> have a cat. <u>It</u> is very naughty.	Use the impersonal pronoun “it” to <ul style="list-style-type: none"> talk about a situation 	<u>It</u> is quiet here.
Use the personal pronouns “me, us, you, him, her, it, them” as objects to <ul style="list-style-type: none"> identify people, animals and objects 	Mr. Chan is a good teacher. We like <u>him</u> very much.	Use the possessive pronouns “mine, ours, yours, his, hers, its, theirs” to <ul style="list-style-type: none"> show possession 	Is this your lunch box? Where is <u>mine</u> ? My cat is brown. <u>Hers</u> is white.
Use the impersonal pronoun “it” to <ul style="list-style-type: none"> express facts about time, day, date and weather 	<u>It</u> is nine o’clock. <u>It</u> is Wednesday today. <u>It</u> is 2 nd July today. <u>It</u> is sunny today.	Use the indefinite pronouns “someone, anyone, everyone, no one, somebody, anybody, everybody, nobody, something, anything, everything, nothing” to <ul style="list-style-type: none"> refer to people, events and objects in a general and indefinite way 	<u>Somebody</u> has left a green umbrella in the music room. There’s <u>no one</u> outside. Is there <u>anything</u> in that box?
Use the introductory “there” to <ul style="list-style-type: none"> express that something exists/ existed or happens/ happened 	Once upon a time, <u>there</u> were three little pigs. Look! <u>There</u> is a fire over there.	Use the reflexive pronouns “myself, ourselves, yourself, yourselves, himself, herself, itself, oneself, themselves” to <ul style="list-style-type: none"> emphasise that the object of a verb is the same as the subject emphasise that someone does something without any help from anyone else 	The boy cut <u>himself</u> when he was preparing dinner. You must finish the work <u>yourself</u> by Thursday. This time the children must find the way home <u>themselves</u> .
Use the demonstrative pronouns “this, that, these, those” to <ul style="list-style-type: none"> refer to people and things 	<u>These</u> are my classmates. <u>That</u> is a magic hat.	Use the relative pronouns “which, who, that, whose, where” to <ul style="list-style-type: none"> link ideas or add information to a noun or noun phrase 	The boy <u>who</u> usually waters the plants is called John.

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		Examples
Use the interrogative pronouns “who, what” to <ul style="list-style-type: none"> • find out a person’s identity • find out time • find out specific information about a person, object or event 	<u>Who</u> is she? <u>What</u> is the time? <u>What</u> is his name?	Use the reciprocal pronouns “each other, one another” to <ul style="list-style-type: none"> • indicate that people do the same thing and feel the same way 	My twin brother and I are proud of <u>each other</u> . Our classmates often help <u>one another</u> .
		Use the interrogative pronoun “which” to <ul style="list-style-type: none"> • find out one’s preferences 	<u>Which</u> would you like, the apple or the orange?

Determiners

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		Examples
Use the indefinite articles “a, an” to <ul style="list-style-type: none"> refer to a person, animal, event, time or object in general* 	Hong Kong is <u>a</u> big city. Wait <u>a</u> minute. Lily eats <u>an</u> apple every day.	Use the general determiners “a few, a little, both, each, enough, several, too many, too much, plenty of” to <ul style="list-style-type: none"> show quantities 	<u>A</u> few students in my class wear glasses. I found <u>a little</u> ice cream in the refrigerator. <u>Both</u> my sister and I will come to see you. Some people stood because there were not <u>enough</u> chairs.
Use the definite article “the” to <ul style="list-style-type: none"> refer to a specific person, animal, event, time or object refer to people or things that are unique 	<u>The</u> baby smiled. <u>The</u> kitten is naughty. My friends came to <u>the</u> party. <u>The</u> King was kind. <u>The</u> moon is very bright.	Use the general determiners “another, other” to <ul style="list-style-type: none"> show the same type of things or people 	Please give me <u>another</u> pencil. You may also read <u>other</u> pages of the book.
Use the demonstratives “this, that, these, those” to <ul style="list-style-type: none"> refer to specific people or objects 	<u>This</u> boy is polite. <u>Those</u> pictures are beautiful.	Use the interrogative determiners “which, whose” to <ul style="list-style-type: none"> find out about a specific person or object find out which person something belongs to 	<u>Which</u> room is bigger? <u>Whose</u> handbag is this?
Use the general determiners “a lot of, all, any, every, many, more, most, much, no, some” to <ul style="list-style-type: none"> show quantities 	<u>All</u> balloons in the shop are red. Is there <u>any</u> bread in the box? I can see <u>many</u> people. One <u>more</u> song, please. There is not <u>much</u> water in the glass. Put <u>some</u> pictures on the wall.		

* No article is used with plural and uncountable nouns to refer to people, animals, events, time or objects in general, e.g. Milk is good for you.

Adjectives

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		Examples
Use adjectives to <ul style="list-style-type: none"> • describe people, animals, objects and conditions • show quantities • show position or order • describe weather 	My father is <u>tall</u> . The <u>hungry</u> baby is crying. She likes <u>fat</u> cats. The sky is <u>blue</u> . I have <u>three</u> rulers. Mary sits in the <u>second</u> row. Today is <u>cold</u> .	Use “-ing” adjectives to <ul style="list-style-type: none"> • describe effects that someone/something has/had on one’s feelings 	This teacher is <u>interesting</u> . The football match was <u>exciting</u> .
Use adjective phrases to <ul style="list-style-type: none"> • describe age • describe height • describe length 	I am <u>six years old</u> . She is <u>120 centimetres tall</u> . This box is <u>10 centimetres long</u> .	Use “-ed” adjectives to <ul style="list-style-type: none"> • describe feelings that someone has/had about something 	All of us are <u>interested</u> in the game. The children were <u>excited</u> about the picnic.
Use the possessive adjectives “my, our, your, his, her, its, their” to <ul style="list-style-type: none"> • show possession or connection 	<u>My</u> brother is cute. <u>His</u> eyes are big.	Use adjectives to <ul style="list-style-type: none"> • make comparisons 	Our shoes are <u>similar</u> , but our socks are <u>different</u> .
		Use comparative adjectives or adjective phrases to <ul style="list-style-type: none"> • make comparisons 	John’s hair is <u>longer</u> than Tom’s. Peanut butter is <u>better</u> than butter. This dress is <u>more beautiful</u> than that one.
		Use superlative adjectives or adjective phrases to <ul style="list-style-type: none"> • make comparisons 	John is the <u>tallest</u> boy in the class. Mary is the <u>best</u> reader in the class. This is the <u>most comfortable</u> chair.

Verbs

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		Examples
Use the simple present tense to <ul style="list-style-type: none"> • describe habitual actions • talk about present states • express simple truths • express interests, feelings and opinions 	I <u>brush</u> my teeth every day. My father <u>is</u> a policeman. Lemons <u>are</u> sour. Cows <u>eat</u> grass. I <u>like</u> swimming. She <u>is</u> afraid of snakes. Mr. Cheung <u>is</u> a nice teacher.	Use the simple present tense to <ul style="list-style-type: none"> • express needs • express preferences • express thoughts and ideas • talk about schedules • talk about future possibilities or plans 	I <u>need</u> a new schoolbag. I <u>like</u> playing volleyball more than basketball. I <u>think</u> Siu Man is correct. The train <u>leaves</u> at 3:00 p.m. If it <u>rains</u> , we shall stay at home.
Use the present continuous tense to <ul style="list-style-type: none"> • describe actions taking place at the time of speaking 	They <u>are singing</u> in the playground now.	Use the simple past tense to <ul style="list-style-type: none"> • express past conditions • express past needs, interests and feelings • express past thoughts 	I <u>had</u> a cold last week. I <u>enjoyed</u> the movie last night. I <u>thought</u> the visit was interesting.
Use the simple past tense to <ul style="list-style-type: none"> • talk about past activities or events • talk about past states • describe activities or events in a story 	Daddy <u>washed</u> the dishes. I <u>was</u> a fat baby. Alice <u>opened</u> the pink box. A little fairy <u>jumped</u> out.	Use the past continuous tense to <ul style="list-style-type: none"> • refer to actions which were going on when a second one took place • refer to actions which were in progress at a given time in the past 	They <u>were watching</u> TV when the fire broke out. At 3:00 p.m. yesterday, we <u>were playing</u> hide-and-seek under a tree.
Use the verbs “am, is, are, was, were, has, have, had” in interrogative sentences to <ul style="list-style-type: none"> • seek information 	<u>Is</u> she a nurse? <u>Were</u> they hungry? <u>Have</u> you any pets?	Use the present perfect tense to <ul style="list-style-type: none"> • relate past events to the present 	I <u>have done</u> my homework already. Mary <u>hasn’t sent</u> the letter yet.
Use the auxiliary verbs “am, is, are, do, does, did” in interrogative sentences to <ul style="list-style-type: none"> • seek information 	<u>Are</u> they playing basketball? <u>Do</u> you speak English? <u>Does</u> he like sweets? <u>Did</u> he cry?	Use the future tense to <ul style="list-style-type: none"> • talk about future events, actions and processes 	He <u>will go</u> swimming tomorrow.

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		Examples
Use the modals “can, may, will” to <ul style="list-style-type: none"> • talk about abilities • ask permission • offer help • make requests • seek information 	I <u>can</u> dance. I <u>cannot</u> play the piano. <u>Can</u> I start now? <u>May</u> I go out? <u>Can</u> I help you? <u>Will</u> you help me, please? <u>Can</u> you swim?	Use “be + going to” to <ul style="list-style-type: none"> • describe events that will occur quite soon 	It <u>is going to</u> rain.
Use imperatives to <ul style="list-style-type: none"> • give instructions and directions • express prohibitions • make requests 	<u>Switch on</u> the lights. <u>Turn left</u> . <u>Don't walk</u> on the grass. <u>Give</u> me a crayon, please.	Use the auxiliary verbs “was, were, has, have, will, shall” in interrogative sentences to <ul style="list-style-type: none"> • seek information 	<u>Were</u> you doing your homework when he called? <u>Has</u> he seen this movie? <u>Have</u> you ever been to Japan? <u>Will</u> he join us after school?
Use phrasal verbs to <ul style="list-style-type: none"> • indicate actions 	I <u>get up</u> at seven o'clock. The mouse <u>ran away</u> .	Use the modals “can, could, may, might, must, ought to, shall, should, will, would” to <ul style="list-style-type: none"> • express obligations and prohibitions • make requests • express future possibilities • express duties • make suggestions • make offers or invitations • express preferences Use imperatives to <ul style="list-style-type: none"> • give warnings • make suggestions 	You <u>can't</u> stay here. I <u>must</u> work harder. You <u>shouldn't</u> throw rubbish out of the window. <u>Could</u> you take some photographs for us? We <u>might</u> go to an English Camp this summer. She is our class prefect. She <u>ought to</u> collect the exercise books from us. <u>Shall</u> we go on a picnic? <u>Would</u> you like to come with me? I <u>would</u> like some tea. <u>Break</u> it, and you will pay for it. <u>Let's</u> take a rest.

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		Examples
		Use phrasal verbs to <ul style="list-style-type: none"> • indicate actions • indicate conditions • show prohibitions 	I don't want to <u>throw away</u> the toys. The car <u>broke down</u> . <u>Keep off</u> the grass.
		Use infinitives* to <ul style="list-style-type: none"> • talk about activities 	The teacher <u>asked</u> Mary <u>to read</u> the story.

* Some verbs such as “let, make” are used with an infinitive without “to”, e.g. My teacher let me bring my favourite toy to school last Tuesday.

Adverbs

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		Examples
Use adverbs or adverb phrases to <ul style="list-style-type: none"> • express degree • indicate positions • express similar opinions 	I like my school <u>very much</u> . <u>Here</u> it is. Put the books <u>there</u> . Mr. Chan is kind. Miss Lee is kind, <u>too</u> .	Use adverbs or adverb phrases to <ul style="list-style-type: none"> • express degree • express frequency • express general practice • describe manner • express similar opinions • express time 	Don't make <u>so much</u> noise. The uniform is <u>too small</u> for me. Susan <u>always</u> goes to school by bus. My aunt <u>often</u> visits us. My friends <u>sometimes</u> go camping during long holidays. I <u>seldom</u> go to the cinema. Peter <u>never</u> plays video games. I <u>usually</u> take a bath before dinner. I do my homework <u>carefully</u> . Susan doesn't like swimming, <u>either</u> . See you <u>soon</u> .
Use the interrogative adverbs "how, when, where" to <ul style="list-style-type: none"> • ask about age • ask about prices • ask about quantities • ask about time • ask about location 	<u>How</u> old are you? <u>How</u> much is the robot? <u>How</u> many people are there? <u>When</u> can I come? <u>Where</u> are you?	Use the interrogative adverbs "how, when, why" to <ul style="list-style-type: none"> • express concern • ask about ways of doing something • ask about distance • ask about the length of a period of time • ask about time • ask about reasons 	<u>How</u> are you getting on? <u>How</u> do you come to school? <u>How</u> far is it from here to Mongkok? <u>How</u> long have you lived here? <u>When</u> do they have P.E. lessons? <u>Why</u> did she get up so early?

Prepositions

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		Examples
Use prepositions or prepositional phrases to • indicate days and dates • indicate directions • indicate means • indicate places • indicate positions • indicate time	See you <u>on</u> Monday. I have a test <u>on</u> 2 nd October. Look! The monkey is climbing <u>up</u> the tree. We go home <u>by</u> bus. The children are <u>in</u> the park. How many animals are there <u>on</u> the farm? I live <u>in</u> Shatin. The cat is <u>under</u> the table. Look at the picture <u>on</u> the wall. I put the ruler <u>in</u> my bag. Stand <u>by</u> the door. Joe is sitting <u>in front of</u> Amy. He goes to school <u>at</u> half past seven. I play the piano <u>at</u> night. They go to the library <u>in</u> the morning. Christmas is <u>in</u> December. It is hot <u>in</u> summer.	Use prepositions or prepositional phrases to • describe objects • describe people • indicate a time in the future • indicate directions • indicate festivals • indicate periods of time • indicate positions	Miss Lee lives in the house <u>with</u> the red door. Who's that woman <u>in</u> a blue dress? I'll be back <u>in</u> a minute. Walk <u>along</u> this street and you will find a fast food shop. We had a big party <u>at</u> Christmas. Uncle John has stayed with us <u>for</u> a month. I have put the key <u>on the top of</u> the shelf. The restaurant is <u>next to</u> the post office.

Connectives

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		Examples
Use the connectives “and, but, or” to <ul style="list-style-type: none"> • link similar ideas or add information • link contrasting ideas • show choices or express alternatives 	He has fish <u>and</u> rice for lunch. Mr. Wong is rich <u>but</u> he is not happy. You can go there by bus <u>or</u> on foot.	Use the connectives “because, since, although, so, so that, when, while, therefore, first, next, then, if, unless, either... or, neither... nor” to <ul style="list-style-type: none"> • give reasons • link contrasting ideas • show results • show purposes • express time • express sequences • express conditions • show choices or express alternatives • show two things that are not true or possible 	I’m late <u>because</u> I missed the bus. <u>Since</u> the rain is so heavy, we can only stay at home. <u>Although</u> Jane is shortsighted, she does not wear glasses. She swims every morning, <u>so</u> she is healthy. The dog barked at the burglar. <u>Therefore</u> , he ran away. He drank some hot milk <u>so that</u> he could sleep well. The dog barked <u>when</u> the postman came. Wendy ate all the chips <u>while</u> her grandfather was sleeping. <u>First</u> , he takes out a large bag. <u>Next</u> , he opens it quickly. <u>Then</u> he takes out a rabbit. <u>If</u> it is sunny tomorrow, we will go on an outing. We wear shorts <u>unless</u> it is very cold. You can have <u>either</u> soup <u>or</u> salad. <u>Neither</u> Man Yee <u>nor</u> I enjoyed the movie.

Capitalisation and Punctuation

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		Examples
Use capitalisation in <ul style="list-style-type: none"> • first words of sentences • the pronoun “I” • names of people and titles • names of places • days of the week • months of the year • abbreviations and initials 	<u>B</u> utterflies are beautiful. My brother and <u>I</u> play games at home. <u>K</u> itty is a good girl. She is very helpful. <u>M</u> r. <u>W</u> ong is a fireman. I live in <u>C</u> auseway <u>B</u> ay. We have music lessons every <u>W</u> ednesday. My birthday is in <u>F</u> ebruary. Where is the <u>C</u> D? Please see Miss <u>R</u> . Chan after lunch.	Use capitalisation in <ul style="list-style-type: none"> • first words in direct speech • key words in titles of books • names of cities and countries • names of festivals • names of organisations and events 	The teacher said, “ <u>W</u> ho can help me count the books?” The title of the book is <u>M</u> onsters in the <u>H</u> ills. My aunt won an air ticket to <u>P</u> aris. I like the <u>D</u> ragon <u>B</u> oat Festival. You can get the leaflet from the <u>H</u> ong <u>K</u> ong <u>T</u> ourist <u>A</u> ssociation. Are you coming to the <u>S</u> chool <u>O</u> pen <u>D</u> ay?
Use full stops <ul style="list-style-type: none"> • at the end of sentences • in abbreviations and initials 	The sun rises in the east. Mr. Lee is my English teacher. Please see Miss R. Chan after lunch.	Use commas <ul style="list-style-type: none"> • in complex sentences • to divide direct speech from the rest of the sentence • to write an address • around a phrase for modifying the preceding noun 	When I was five years old, I had my first birthday party. “I have finished all my homework,” said Peter. Alice answered, “I’ve made a lot of friends.” She lives at 200 Water Road, Kowloon. Miss Lee, my class teacher, will take us to the Central Library next week.
Use question marks <ul style="list-style-type: none"> • at the end of questions 	Where is the library?	Use colons to <ul style="list-style-type: none"> • indicate direct speech in play scripts • introduce examples, explanations or lists 	Chris: Take a look at my photo. Mary: Oh! You look so cute in that cap. You can choose one gift: a lollipop, an ice cream or a bar of chocolate.
Use exclamation marks <ul style="list-style-type: none"> • at the end of sentences to show strong feelings 	What a good idea!	Use quotation marks <ul style="list-style-type: none"> • to denote direct speech 	“How was your first day at school?” asked Mrs. Chan.

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		Examples
Use commas <ul style="list-style-type: none"> • in lists of items • after “yes” and “no” • before and after addressing a person 	I like apples ₁ oranges ₁ mangoes and grapes. Would you like some tea? Yes ₁ please. No ₁ thank you. Hello ₁ John. Sam ₁ can you help?		
Use apostrophes <ul style="list-style-type: none"> • to show possession • in contractions* 	This is Mary’s schoolbag. Hello, I’m John. I like sports but I don’t like playing basketball.		

* It is more natural to use contractions in spoken English, e.g. “I’m six years old.” However, some young students may find it too demanding to learn the full form and the contracted form at the same time, e.g. “I am/I’m”, “cannot/can’t”. They may also confuse contractions with plural forms and possessive forms of nouns, e.g. “The dog’s barking.”, “The dogs are running.”, “The dog’s tail is long.” As students progress towards the later stage of KS1 and when they are able to master the meaning and use of full forms, they can be exposed to the use of contracted forms in appropriate contexts.

Formulaic Expressions for Interpersonal Communication

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		Examples
Use formulaic expressions to <ul style="list-style-type: none"> • greet people and respond to greetings • introduce oneself and others • express and respond to thanks • express good wishes • offer invitations • accept or decline invitations • accept or decline offers • make and respond to apologies • make and respond to requests • ask for repetition or rephrasing • get attention or interrupt in speech • express lack of comprehension • express approval or encouragement • take leave • begin and end personal letters 	Good morning. Hello. How are you? I am Peter. This is my sister, Sally. Thank you. Thank you very much. You're welcome. Happy Birthday! Happy New Year! Will you come to the party? Yes, thank you. Sorry, I can't. Sorry, I cannot come on Friday. Yes, please. No, thank you. Sorry, I don't know. I'm sorry. That's all right. Can you pass the spoon please? Here you are. Pardon? Sorry, I can't hear you. Excuse me. Sorry, I don't understand. Good. Very good. Well done! Good-bye. Dear Susan, Write soon. Hope to see you soon.	Use formulaic expressions to <ul style="list-style-type: none"> • make and respond to suggestions • show agreement or disagreement • open telephone conversations • identify oneself in telephone conversations • show concern • express and respond to good wishes • begin and end formal letters 	Let's go to Stanley this weekend. That's a good idea. I'm sorry. I can't. Yes, I agree. No, I don't think so. Hello. May I speak to Tony, please? Speaking. This is Peter. What's wrong? Take care. Merry Christmas. Same to you. Dear Mr. Lee, Yours sincerely,

Sentence Patterns

The following nine basic sentence patterns are for teachers' reference. Primary students may learn to construct sentences following these patterns. Familiarity with these patterns also enables students to edit their writing on their own. With enough exposure, they will master the patterns for use in appropriate contexts. It must be emphasised that the use of grammar rules and terms should be kept to a minimum, especially in teaching KS1 students. Teachers should refer to the grammar items and introduce compound and complex sentences at appropriate stages of learning. Please refer to **Section 4.6** for further discussion on the approaches to learning and teaching grammar.

The sentence patterns listed as examples for KS1 should be consolidated and extended to cover more patterns and communicative functions in KS2. Teachers should not plan for the learning and teaching of the passive constructions of all possible patterns. It is recommended that passive constructions of simple language forms be introduced to students only when there is a genuine communicative purpose for using the passive.

KS1 (P1 – 3)		KS2 (P4 – 6)	
	Examples		Examples
• Subject + Verb	The baby is sleeping. Sit down*.	• Subject + Verb + Indirect Object + Direct Object	My mother gave me a sandwich.
• Subject + Verb + Object	I am brushing my teeth.	• Subject + Verb (Be) + Complement (Possessive Pronoun)	That lunch box is mine.
• Subject + Verb (Be) + Complement (Noun or Adjective)	Jo is a nurse. He is tall.	• Passive construction	The poem is written by Anthony Browne.
• Subject + Verb + Complement (Gerund)	I like swimming.		
• It/There/This + Verb (Be) + Noun/Noun phrase	It is two o'clock. There are ten balloons. This is a hamster.		
• Subject + Verb + Adverb phrase	The children are playing in the park.		

* "You" is the implied subject of imperative sentences.

Types of Sentences

The following three types of sentences, formed with the nine sentence patterns mentioned before, can be used to achieve various communicative functions and learning targets in KS1 – 2.

Types of Sentences	KS1 (P1 – 3) Examples	KS2 (P4 – 6) Examples
Use declarative sentences to • make statements	Ben is singing. Susan loves dogs. My brother is strong. The children like reading. There are many flowers. Mary came at two o'clock.	The Headmaster will sing us a song. The pictures are hers. The computer was stolen.
Use interrogative sentences to • ask questions	Is Mr. Wong cooking? May I close the door? Are you hungry? Do you like swimming? Are there many books? Is the dog playing in the garden?	Will May send you some flowers? Have you brought yours? Were the doors closed?
Use imperative sentences to • give commands or make requests	Don't shout. Draw a cat. Be quiet. Stop talking.	Bring me something to drink, please.

Note:

Students in KS1 – 2 may need to recognise and use exclamations to express feelings and attitudes, as in the following examples:

- Wonderful!
- Hurray, more cakes!
- Oh dear! I'm sorry.
- Oh! Look! How beautiful!
- How kind of you!
- What a lovely picture!
- What a lovely baby he is!
- Well done!

These exclamatory expressions may not necessarily fall into the nine sentence patterns. Learning the sentence patterns for all these exclamatory expressions is too demanding and unnecessary for primary students. It is recommended that students be exposed to and practise some exclamatory expressions in appropriate contexts.

Language Skills and Language Development Strategies for Key Stages 1 and 2 (P1 – 6)

Language skills include the skills of listening, speaking, reading and writing. They enable students to communicate effectively for the various purposes described in the Learning Targets. Language development strategies are the strategies that students need to develop in order to become motivated, independent and responsible for their own learning. Teachers should make reference to the following lists and help students develop the language skills and language development strategies in a progressive manner.

Listening Skills

Key Stages 1 and 2 (P1 – 6)

KS1 (P1 – 3)	KS2 (P4 – 6)
<ul style="list-style-type: none"> • <i>Identify and discriminate sounds, stress and intonation</i> <ul style="list-style-type: none"> - identify basic consonant sounds (e.g. <u>p</u>en, <u>t</u>hin, <u>h</u>ead, <u>b</u>all, <u>r</u>ang) and discriminate between a small range of initial and final sounds in words (e.g. <u>w</u>alk/<u>t</u>alk, cat/<u>c</u>ap) - identify a small range of consonant blend sounds (e.g. <u>bl</u>ack, <u>mi</u>lk, <u>sch</u>ool) and discriminate between a small range of initial and final consonant blend sounds in words (e.g. <u>gl</u>ass/<u>gr</u>ass) - identify basic vowel sounds and discriminate between different middle vowel sounds in words (e.g. <u>h</u>ot, <u>t</u>ape, <u>s</u>it/<u>sa</u>t) - recognise features of language use (e.g. alliteration, rhyme, onomatopoeia, rhythm) in simple spoken texts - recognise the stress in an utterance - recognise the difference in the use of intonation in simple questions, statements, commands and warnings 	<ul style="list-style-type: none"> • <i>Identify and discriminate sounds, stress and intonation</i> <ul style="list-style-type: none"> - identify consonant blend sounds (e.g. <u>cr</u>y, <u>le</u>ft) and discriminate between different initial and final consonant blend sounds in words (e.g. <u>sm</u>oke/<u>sn</u>ake, <u>ma</u>sk/<u>ma</u>st) - identify long vowel sounds (e.g. <u>bo</u>y, <u>ch</u>ain, <u>ca</u>re) and discriminate between different long vowel sounds in words (e.g. <u>de</u>ar/<u>pe</u>ar, <u>dr</u>ew/<u>dr</u>y) - recognise the stress in words (e.g. <u>en</u>joy, <u>w</u>onderful) - recognise the stress in connected speech - recognise differences in the use of intonation in expressing approval, disapproval, queries and doubts

KS1 (P1 – 3)	KS2 (P4 – 6)
<ul style="list-style-type: none"> • Listen for explicit and implicit meaning <ul style="list-style-type: none"> - identify key words in short utterances by recognising the stress - identify the gist or main ideas in simple spoken texts (e.g. short stories) with the help of cues - locate or provide specific information in response to simple instructions or questions - recognise the connection between ideas supported by appropriate cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my) - recognise pronoun references, e.g. <u>The children</u> are in the park. <u>They</u> are playing happily. - recognise repeated expressions in simple spoken texts - recognise language patterns and vocabulary items previously encountered in new spoken texts - guess the topic and the likely development of the topic by using personal experiences and knowledge of the world - work out the meaning of unknown words using contextual or pictorial clues - recognise that audio clues (e.g. music, tone, volume) convey meaning - recognise that clues from gestures and facial expressions convey speakers' intention, feelings and opinions 	<ul style="list-style-type: none"> • Listen for explicit and implicit meaning <ul style="list-style-type: none"> - identify the gist or main ideas by recognising the stress in connected speech - locate specific information in spoken texts (e.g. jotting down details of messages) - understand the connection between ideas supported by cohesive devices (e.g. although, at last, because, before, first, if) - predict the likely development of a topic by recognising key words, using personal experiences, and making use of context and knowledge of the world - use audio clues (e.g. tone, volume, rhythm, speed of delivery, silence), contextual clues and knowledge of the world to work out the meaning of simple spoken/multimodal texts - understand the speakers' intention, attitudes and feelings through their choice and use of language, gestures and facial expressions

Speaking Skills

Key Stages 1 and 2 (P1 – 6)

KS1 (P1 – 3)	KS2 (P4 – 6)
<ul style="list-style-type: none"> • Present information, ideas and feelings clearly and coherently <ul style="list-style-type: none"> - pronounce correctly letters of the alphabet and words in isolation (e.g. girl /g3:l/) - pronounce correctly words in connected speech by linking words together and using appropriate stress (e.g. Thank you / 'θæŋkjʊ:/) - produce simple phrases and sentences involving repetition or lists (e.g. I like bananas, apples and oranges.) - use simple phrases and sentences to communicate with others with the help of cues - connect ideas by using cohesive devices (e.g. and, but, or) - imitate appropriate stress, rhythm and intonation - give a simple description to express meaning of an unknown word in response 	<ul style="list-style-type: none"> • Present information, ideas and feelings clearly and coherently <ul style="list-style-type: none"> - use appropriate registers when speaking to familiar interlocutors such as teachers and peers (e.g. May I go to the toilet?) - apply grammar rules such as subject-verb agreement correctly (e.g. Peter plays football every Sunday.) - connect ideas by using cohesive devices (e.g. also, at last, before) - use gestures, props (e.g. objects, visual images, animations) and facial expressions to convey meaning and intention - use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings

KS1 (P1 – 3)	KS2 (P4 – 6)
<p>to the teacher's prompts</p>	
<ul style="list-style-type: none"> • <i>Participate effectively in an oral interaction</i> <ul style="list-style-type: none"> - open an interaction by <ul style="list-style-type: none"> ✧ using simple formulaic expressions to greet someone politely ✧ introducing oneself briefly ✧ eliciting a response (e.g. How are you?) - maintain an interaction by <ul style="list-style-type: none"> ✧ using single words and formulaic expressions to acknowledge, agree and disagree, ask questions and reply ✧ providing information in response to factual or yes/no questions ✧ verbalising inability to understand or asking for slower repetition of an utterance (e.g. Pardon?) ✧ asking for spelling (e.g. Can you spell "Mary" for me?) ✧ repeating questions and answers if they are not understood ✧ getting help from other students or the teacher (e.g. Can you help me?) - close an interaction by <ul style="list-style-type: none"> ✧ using simple formulaic expressions (e.g. Goodbye.) 	<ul style="list-style-type: none"> • <i>Participate effectively in an oral interaction</i> <ul style="list-style-type: none"> - open an interaction by <ul style="list-style-type: none"> ✧ greeting someone in an appropriate manner ✧ introducing oneself giving some details ✧ eliciting a response by asking questions or providing information on a topic (e.g. I've borrowed three very interesting books. Would you like to have a look?) - maintain an interaction by <ul style="list-style-type: none"> ✧ controlling participation in an interaction or group activities, e.g. taking one's turn at the right moment and recognising others' desire to speak (e.g. It's my turn ... It's your turn now.) ✧ asking and responding to others' opinions (e.g. Do you like that book? What do you think of (name of a character in the book)?) ✧ acknowledging, agreeing or disagreeing, asking questions, replying, adding or giving examples and explaining, using formulaic expressions where appropriate ✧ self-correcting or rephrasing questions and answers if they are not understood ✧ predicting the likely development of a conversation and responding accordingly - close an interaction by <ul style="list-style-type: none"> ✧ using appropriate formulaic expressions (e.g. See you tomorrow.) ✧ giving reasons (e.g. Sorry, I have to see my teacher now.)

Reading Skills**Key Stages 1 and 2 (P1 – 6)**

KS1 (P1 – 3)	KS2 (P4 – 6)
<ul style="list-style-type: none"> • <i>Understand the basic conventions of written English</i> <ul style="list-style-type: none"> - follow left to right directionality - identify and name all the letters of the English alphabet - recognise the beginning and end of sentences - distinguish between capital and small letters - sight read common, phonically irregular words (e.g. are, a, you) - recognise known clusters of letters in unknown words (e.g. in, chin, thin) - recognise familiar words in new texts - use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts - use knowledge of basic letter-sound relationships to read aloud simple words and short simple texts - use phonological strategies to decode words (e.g. identifying the onsets and rimes in words, breaking words up into syllables) 	<ul style="list-style-type: none"> • <i>Understand the basic conventions of written English</i> <ul style="list-style-type: none"> - sight read a wide range of common, phonically irregular words (e.g. have, said, was) - use knowledge of basic letter-sound relationships to read aloud a variety of simple texts
<ul style="list-style-type: none"> • <i>Construct meaning from texts</i> <ul style="list-style-type: none"> - recognise common abbreviations and contracted forms (e.g. Mr., Mrs., 10:00 a.m., 3:00 p.m., She's clever.) - work out the meaning of unknown words by recognising the base word within other words (e.g. mother/grandmother, rain/rainy) - guess the meaning of unfamiliar words by using contextual or pictorial clues - identify key words for the main idea in a sentence - confirm meaning by rereading a sentence or paragraph - understand the connection between ideas by identifying cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my) - understand the information provided on the book cover (e.g. title, author, illustrator), contents page and page numbers - guess the topic and the likely development of the topic by using personal experiences and knowledge of the world - recognise the format, visual elements and language features of some common text types (e.g. signs, stories) - make predictions about stories, characters, topics of interest using pictorial clues and the book cover - skim a text to obtain a general impression and the gist or main ideas with teacher 	<ul style="list-style-type: none"> • <i>Construct meaning from texts</i> <ul style="list-style-type: none"> - use known parts of words or word association to work out the meaning of unknown words (e.g. happy/unhappy, care/careless, bath/bathroom) - work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world - recognise recurrent patterns in language structure (e.g. word structure, word order, sentence structure) - understand the information provided on the book cover, spine or blurb, index and glossary - recognise the format, visual elements (e.g. font, colour, size, images) and language features of a variety of text types (e.g. journals, letters, menus, reports) - read written language in meaningful chunks - understand the connection between ideas by identifying cohesive devices (e.g. also, at last, because, first, however, if, therefore) - predict the likely development of a topic by recognising key words, using personal experiences, and making use of the context and knowledge of the world - reread the text to establish and confirm meaning - self-correct by using strategies such as checking understanding against predictions, rereading, using the context, reading further to clarify, asking for help

KS1 (P1 – 3)	KS2 (P4 – 6)
<p>support</p>	<ul style="list-style-type: none"> - recognise the presentation of ideas through headings, paragraphing, spacing, italics, bold print, punctuation - understand intention, attitudes and feelings conveyed in a reading text / multimodal text by recognising features such as the choice and use of language, and images - skim a text to obtain a general impression and the gist or main ideas
<ul style="list-style-type: none"> • <i>Locate information and ideas</i> <ul style="list-style-type: none"> - locate specific information in a short text in response to questions - scan a text to locate specific information by using strategies such as looking at repeated words, words in bold, italics or capital letters 	<ul style="list-style-type: none"> • <i>Locate information and ideas</i> <ul style="list-style-type: none"> - scan a text to locate specific information by using strategies such as looking at headings and repeated phrases - identify details that support the gist or main ideas

Writing Skills**Key Stages 1 and 2 (P1 – 6)**

KS1 (P1 – 3)	KS2 (P4 – 6)
<ul style="list-style-type: none"> • <i>Use the basic conventions of written English</i> <ul style="list-style-type: none"> - use the left to right directionality sequence - use print script - combine letters to form words - space letters, words and sentences - use capital and small letters - use basic sentence punctuation - use neat and legible handwriting 	<ul style="list-style-type: none"> • <i>Use the basic conventions of written English</i> <ul style="list-style-type: none"> - use cursive script - use paragraphs, capitalisation and conventional punctuation
<ul style="list-style-type: none"> • <i>Present information, ideas and feelings clearly and coherently</i> <ul style="list-style-type: none"> - put words in a logical order to make meaningful phrases or sentences - reproduce sentences based on the teacher's model and use words from print in the class - provide personal ideas and information based on a model or framework provided - use appropriate cohesive devices (e.g. and, but, or, too) - use concepts of order and time (e.g. last night, this morning) - use appropriate formats and conventions of short written texts (e.g. greeting cards, notes, personal letters, signs) - gather and share information, ideas and language by using strategies such as brainstorming, building concept maps, listing and observing - express imaginative ideas with the help of cues - use available resources such as word books - make changes to incorrect spelling, punctuation and grammar, and add details if necessary - draft, revise and edit short written/multimodal texts with teacher support 	<ul style="list-style-type: none"> • <i>Present information, ideas and feelings clearly and coherently</i> <ul style="list-style-type: none"> - gather and share information and ideas by using strategies such as brainstorming, questioning and interviewing - plan and organise information, and express own ideas and feelings by <ul style="list-style-type: none"> ✧ identifying purpose and audience for a writing task ✧ deciding on the sequence of content - use appropriate cohesive devices (e.g. also, at last, because, however, therefore) - write paragraphs which develop main ideas - present main and supporting ideas and, where appropriate, with elaboration - use a small range of language patterns (e.g. different verb forms and sentence patterns) - use appropriate formats, visual elements, conventions and language features when writing/creating a variety of text types (e.g. journals, emails, procedures, e-leaflets) - use story structure that comprises setting, characters, problems, events, and solutions - draft, revise and edit written/multimodal texts with teacher and/or peer support by <ul style="list-style-type: none"> ✧ using a range of techniques such as combining ideas, rearranging the order of ideas, adding details, deleting irrelevant ideas, and substituting words or phrases with more appropriate ones ✧ rereading the draft and correcting spelling, punctuation, grammar and vocabulary ✧ using available references or resources (e.g. dictionaries, glossaries) ✧ presenting writing using appropriate layout and visual support (e.g. illustrations, tables, charts)

Language Development Strategies**Key Stages 1 and 2 (P1 – 6)**

KS1 (P1 – 3)	KS2 (P4 – 6)
<ul style="list-style-type: none"> • Develop thinking skills <ul style="list-style-type: none"> - distinguish between positive and negative values - recognise and solve simple problems in a given situation - generate new ideas and meanings by using an object, a picture or other visual devices as a springboard for new ideas or ways of thinking • Develop reference skills <ul style="list-style-type: none"> - use given materials to find out required information - locate simple information in materials (e.g. price lists and menus) - use organised information to check spelling or meaning (e.g. locating vocabulary cards in a word bank) - classify the materials and put them into files of different topics or themes with teacher support • Develop library skills <ul style="list-style-type: none"> - observe some simple class library rules (e.g. when to return the book, not to write or draw on the book) - find books of interest from the class library with reference to the simple coding system (e.g. different colours or labels for different topics) • Develop information skills <ul style="list-style-type: none"> - extract information and ideas from texts with the help of visual clues - apply simple IT skills to search and process information and ideas in multimodal texts - organise words into alphabetical order and refer to them as a resource for spelling when writing 	<ul style="list-style-type: none"> • Develop thinking skills <ul style="list-style-type: none"> - recognise and solve simple problems with reasons - compare and contrast ideas to find similarities and differences - find out, organise and classify information on familiar topics - make inferences from given information - identify values, attitudes and beliefs expressed in texts - develop simple and valid rules as a basis for action - review and revise ideas in light of new information or evidence - generate new ideas and meanings by using an idea or a description as a springboard for new ideas or ways of thinking • Develop reference skills <ul style="list-style-type: none"> - use an English dictionary to check meaning or spelling - categorise the materials of different topics or themes into different files for easy access - use children's encyclopaedias for finding out required information - use directories for purposes such as locating places, services and addresses • Develop library skills <ul style="list-style-type: none"> - obtain information from the different parts of a publication (e.g. the cover, title, table of contents, blurb) - use library classification systems to find specific reading materials • Develop information skills <ul style="list-style-type: none"> - skim and scan through texts or listen to locate relevant information and ideas - focus on important information in reading materials through a variety of emphasis techniques (e.g. underlining, starring, colour coding) - share prudently information and ideas through the use of online communication tools - organise words into alphabetical order or under a theme and refer to them as a resource for checking spelling or meaning

KS1 (P1 – 3)	KS2 (P4 – 6)
<ul style="list-style-type: none"> • Plan, manage and evaluate one's own learning <ul style="list-style-type: none"> - concentrate on one's work - make use of opportunities to learn and use English in the classroom (e.g. trying to talk to the teacher and classmates in English) - review samples of one's own writing over time and note the improvement in areas (e.g. accuracy) • Develop self-motivation and positive attitudes <ul style="list-style-type: none"> - participate actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties - tell the teacher one's feelings concerning English learning in general and specific tasks • Work with others <ul style="list-style-type: none"> - ask others for help with the meaning and pronunciation of words - work with others to complete a task 	<ul style="list-style-type: none"> - extract relevant information and ideas and record them by using strategies such as making simple notes as a study aid - review at intervals materials such as notes - classify or reclassify information and ideas into meaningful groups, either mentally, in drawing or in writing, and make reference to them from time to time • Plan, manage and evaluate one's own learning <ul style="list-style-type: none"> - plan a timetable for study and test/examination revision - prepare for an upcoming task by practising the necessary language forms and functions - evaluate one's own progress in learning English through different means (e.g. reviewing samples of one's own work over time, noting the improvement in areas such as accuracy, organisation of ideas and social appropriateness) - seek or create opportunities to learn and use English in natural, realistic settings such as selecting materials of interest including multimodal materials and increasing challenge to read for pleasure, joining an international pen-pal club, watching English TV or listening to English radio programmes • Develop self-motivation and positive attitudes <ul style="list-style-type: none"> - make positive statements to oneself as an encouragement before and while engaging in a language task - push oneself to take risks in an English learning situation although there is the possibility of making mistakes or encountering difficulties - discover and express one's own feelings, attitudes and motivation concerning English learning in general and specific language tasks through means such as discussing with others, including the teacher, and sharing one's own English learning experiences with others • Work with others <ul style="list-style-type: none"> - ask questions to clarify information and seek correction - appreciate the use of English by others - work cooperatively with others and treat others' suggestions positively to complete a task - offer help to others in English learning situations when appropriate

**Attitudes Specific to English Language Learning
for Key Stages 1 and 2 (P1 – 6)**

Attitudes to be developed at KS1 (P1 – 3)	Attitudes to be developed at KS2 (P4 – 6)
<ul style="list-style-type: none"> • Enjoyment of reading • Confidence in using English • Keenness to participate in activities leading to improvement of knowledge and skills in the language • Sensitivity towards language use in the process of communication • Appreciation of the beauty of the language 	<ul style="list-style-type: none"> • Enjoyment of reading independently • Awareness of English as an international language of communication • Respect for the different cultures of the English speaking world

Developing Generic Skills in the English Language Education KLA

Communication Skills

Communication skills refer to the abilities to achieve the desired outcomes or goals in a process where two or more people interact (be it in a face-to-face or virtual context) through expressing or receiving messages using verbal and non-verbal means. To communicate effectively, students should learn to listen, speak, read and write competently. Not only should they express themselves in an accurate, organised and proper manner, but they should also understand and respect others' views and expectations, and use appropriate information and means to convey a message in accordance with the purpose, context and audience. They should also evaluate the effectiveness of their communication and identify areas for improvement to achieve the best results.

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
Key Stage 1 (P1 – 3) Students will learn to <ul style="list-style-type: none"> comprehend and act appropriately on spoken instructions comprehend the explicit messages conveyed in information from different media use clear and appropriate means of communication, both verbal and non-verbal, to express meaning and feelings work and discuss with others to accomplish simple tasks 	Students <ol style="list-style-type: none"> interact with teachers and classmates in classroom situations and activities (e.g. understanding and responding to simple instructions or a short sequence of simple instructions, participating in action rhymes and shared reading) understand, respond to and make short simple requests and instructions understand the gist or main ideas in simple spoken, written and multimodal texts use appropriate expressions to exchange greetings use short expressions to establish and maintain routines and relationships in the classroom context provide, use and exchange simple information on familiar topics converse about feelings, interests, experience and ideas on familiar topics enjoy and respond to short, simple imaginative texts and give expression to their experiences and imaginative ideas by simple means and based on models (e.g. completing simple stories, poems, rhymes) discuss and work with others to complete a task using simple English

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
<p>Key Stage 2 (P4 – 6)</p> <p>Students will learn to</p> <ul style="list-style-type: none"> comprehend and respond to different types of texts comprehend and infer the messages conveyed in information from different media use spoken, written, graphic and other non-verbal means of expression to convey information and opinions, and to explain ideas work and negotiate with others to develop ideas and accomplish tasks 	<p>Students</p> <ol style="list-style-type: none"> understand, enjoy and respond to short imaginative texts, and give expression to their experiences in short descriptions, simple stories, plays, rhymes and poems based on models use short notes, short personal letters, chat rooms and emails to exchange information with others on a wider range of familiar topics make inferences from given information presented in spoken, written and multimodal texts (e.g. cartoons and comics, songs, labels, signs, advertisements, audio books, e-books) make and respond to simple requests for information on familiar topics find out, interpret, organise and present simple information on a wider range of familiar topics including family and friends (e.g. constructing short texts such as simple instructions, rules and regulations) express opinions and converse about preferences, ideas, and plans participate with others meaningfully in games, structured situations, simulation and role-play activities including planning and carrying out events and making simple choices and decisions to get things done understand some aspects of how the English language works, including how grammatical features contribute to meaning and how simple texts (e.g. conversations, notices, posters, advertisements, recipes, stories, emails) are organised; and apply this understanding to their learning and use of the language to convey meaning in different text types

Mathematical Skills¹

Mathematical skills include the ability to perform computations and estimations of numbers in various forms, to describe spatial relationships between objects, to perform measurements, to manage data, to employ logical reasoning for drawing valid conclusions, and to apply mathematical concepts in different contexts.

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
<p>Key Stage 1 (P1 – 3)</p> <p>Students will learn to</p> <ul style="list-style-type: none"> • perform comparison and basic computations of whole numbers • describe shapes, sizes and positions • apply the knowledge of measurement and use appropriate units and tools for measurement • present data by means of, and retrieve information from, simple charts and graphs • perform simple deductions with the use of basic logical concepts such as “and”, “or”, “all”, “some”, “because”, “if ... then” and “contradiction” • apply simple mathematical knowledge in daily life 	<p>Students</p> <ol style="list-style-type: none"> 1. provide or find out and present simple information on familiar topics (e.g. telling and comparing the quantity, the weight and height of classroom objects, recognising the shapes of shape poems, telling the size and position of objects with prepositions and units of measurement, telling time by the hour) 2. understand, interpret, use and present simple information which involves numerical and graphic forms or spatial concepts through processes or activities such as labelling, matching, describing and classifying (e.g. classifying and labelling the shapes of various food items, indicating the position of rooms on simple floor plans) 3. make connections between ideas in simple texts by understanding the use of simple cohesive devices (e.g. “and”, “because”, “but”)

¹ In the context of generic skills, Mathematical Skills refer to the ability to apply mathematics in different key learning areas and subjects. The concepts and skills of the Mathematics subject to be applied are only those generally applicable to various disciplines.

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
<p>Key Stage 2 (P4 – 6)</p> <p>Students will learn to</p> <ul style="list-style-type: none"> • perform computations and simple estimations, involving whole numbers, fractions, decimals and percentages such as estimating expenses • use simple geometric properties such as symmetry, parallel and perpendicular to describe shapes, sizes and positions more accurately • apply strategies and formulae in measurement • collect and process data, present data by means of suitable charts and graphs, and retrieve information from charts and graphs • perform deductions such as syllogism and provide counter examples • apply mathematical concepts in daily life 	<p>Students</p> <ol style="list-style-type: none"> 1. provide or find out, organise and present simple information, patterns and trends on familiar topics (e.g. telling time by the quarter, the minute and the second, writing a recipe by listing the amount of ingredients needed, presenting the results of surveys in graphic forms) 2. understand, interpret, use and present simple information through processes or activities such as describing, classifying, comparing, explaining, predicting and drawing conclusions to solve simple real-life problems (e.g. telling what and how much food to buy for the school outing, estimating expenses of preparing a farewell party, asking for or giving directions)

Information Technology Skills

Information technology skills refer to the ability to use IT critically to search, select, analyse, manage, and share information. Mastery of IT skills facilitates collaborative learning, problem-solving and self-directed learning.

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
<p>Key Stage 1 (P1 – 3)</p> <p>Students will learn to</p> <ul style="list-style-type: none"> • operate computers or mobile devices • input Chinese characters • use e-resources to support learning with the help of teachers • recognise some methods to locate and access information with given searching criteria • generate, present and safely share ideas with IT tools in learning activities 	<p>Students use IT tools, devices and platforms, software applications, and e-resources (including the Internet) to</p> <ol style="list-style-type: none"> 1. provide, sort, classify and use simple information from a given variety of electronic sources (e.g. searching for pictures and information about pets on the Internet and preparing a short oral presentation) 2. state opinions and solutions to simple problems based on information and ideas in simple spoken and written texts stored in electronic format such as interactive books (e.g. creating a list of food items for a school picnic with illustrations using word processing software) 3. give expression to imaginative ideas or their own experiences (e.g. using word processing software to create captions or labels for their own drawings based on an imaginative story) 4. initiate and respond to simple requests (e.g. using a software application to prepare a greeting card or an invitation card and send it with IT tools) 5. enjoy and respond to short, simple imaginative texts and participate in games and role plays in virtual space (e.g. listening to and reading an electronic storybook and completing related tasks)

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
<p>Key Stage 2 (P4 – 6)</p> <p>Students will learn to</p> <ul style="list-style-type: none"> • use a variety of software applications for word-processing, calculation, image-processing and other learning activities • produce multimedia presentations with simple design • search, select and prudently share information via computer networks and other media • process information and produce user-generated content² using IT tools 	<p>Students use IT tools, devices and platforms, software applications, and e-resources (including the Internet) to</p> <ol style="list-style-type: none"> 1. provide, find out, organise, interpret, use and present information from a variety of electronic sources and display it in different forms such as texts, graphs, pictures, diagrams and sounds (e.g. searching for relevant information for a project on sports on the Internet and giving a multimedia presentation) 2. state and express opinions based on information and ideas (e.g. using an online communication tool to respond to and exchange opinions on given topics) 3. solve problems and present the solutions (e.g. consulting an electronic dictionary or encyclopaedia to find out relevant information, using presentation software to organise and present the solution) 4. give expression to imaginative ideas or their own experience (e.g. using word processing or multimedia software to make a multimedia storybook, present poems or create an anthology of students' work) 5. initiate and respond to a range of messages such as simple letters, postcards, invitations and requests (e.g. using e-cards to send greetings and wishes to friends, or emails to invite schoolmates to join a school function) 6. enjoy and respond to short imaginative texts; and participate in simulations and role plays using software applications and on the Internet (e.g. listening to and reading an electronic storybook, rewriting the story into a short play, reading a poem on the Internet and writing their own poem based on it)

² User-generated content refers to content that is produced and shared by end-users of digital media.

Critical Thinking Skills

Critical thinking is drawing out meaning from available data or statements, and examining and questioning their accuracy and credibility in order to establish one's views and evaluate the arguments put forward by oneself and others.

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
<p>Key Stage 1 (P1 – 3)</p> <p>Students will learn to</p> <ul style="list-style-type: none"> • extract, classify and organise information • identify and express main ideas, problems or core issues • understand straightforward cause-and-effect relationships • distinguish between obvious fact and opinion • notice obvious contradictions, seek clarifications and make simple predictions • draw simple but logical conclusions not contradictory to given evidence and data 	<p>Students</p> <ol style="list-style-type: none"> 1. provide, use, interpret and present simple information on familiar topics (e.g. preparing a simple class project/sharing on animals) 2. identify main ideas in simple spoken and written texts, and state opinions (e.g. listening to a conversation about what children are doing at recess in the playground and expressing opinions about their behaviours) 3. understand cause-and-effect relationships conveyed in simple written and spoken texts (e.g. causes and consequences in stories) 4. distinguish between obvious fact and opinion, positive and negative values and recognise inconsistencies in behaviours (e.g. recognising the moral of a simple story with teacher support) 5. ask questions, make predictions and draw logical conclusions with the aid of objects, pictures or other visual devices about development of events and characters based on information given in simple narrative texts

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
<p>Key Stage 2 (P4 – 6)</p> <p>Students will learn to</p> <ul style="list-style-type: none"> • make deductions/inferences from sources • cross-reference other sources to determine the reliability of a source • understand the concepts of relevance and irrelevance • distinguish between fact and opinion as well as source and evidence • recognise obvious inconsistencies, omissions, assumptions, stereotypes and bias • formulate appropriate questions, and make reasonable predictions and hypotheses • draw logical conclusions based on adequate data and evidence, and make predictions about consequences 	<p>Students</p> <ol style="list-style-type: none"> 1. interpret and use information in spoken and written texts, and make deductions and inferences from different sources (e.g. listening to a telephone conversation about arrangements of activities and reading about the likes and dislikes of the people involved to decide on the best activity for the group) 2. understand different versions (spoken or written) of a news story (e.g. a traffic accident or a robbery), identify main ideas, evaluate their reliability, decide on relevance, distinguish between fact and opinion, compare and connect ideas to find similarities and differences and reconstruct the event or form views about its cause or who the suspect is 3. make predictions, inferences and evaluative comments about characters and events in simple narrative texts (e.g. expressing their own ideas to complete a story with illustrations or providing a different ending to a story) 4. identify values, attitudes and beliefs expressed in texts (e.g. reading an article about shoplifting and expressing personal views with teacher support) 5. identify and question bias and omissions in texts such as posters and advertisements 6. formulate questions and hypotheses, and develop simple reasoning as a basis for action (e.g. suggesting some measures to prevent pollution) 7. review and revise ideas in light of new information or evidence (e.g. revising their writing after discussing with classmates and/or the teacher)

Creativity

Creativity brings in changes or transformations and is manifested in new ideas, acts or products. It emerges spontaneously or through deliberate processes of divergent and convergent thinking. It involves the integration of general or domain-specific knowledge for a meaningful purpose.

Although the expected achievements of students in this generic skill cannot be suitably classified according to key stages, development of creativity involves the following *abilities, dispositions and favourable factors for nurturing creativity*. Teachers should note that the following descriptions are for students at **Key Stages 1 – 4 (P1 – S6)** and some of them may not be applicable to primary students.

1. Abilities

Abilities	Descriptions	Examples of implementation in English Language Education
Sensitivity	<ul style="list-style-type: none"> To discern details from observation and quickly respond to stimulus 	Students identify and appreciate novel ideas and language use in imaginative texts such as poems, short stories, films, jokes and advertisements, and are sensitive to sounds, word choice, images and figurative use of language
Fluency	<ul style="list-style-type: none"> To generate numerous ideas promptly 	Students respond and give expression to experiences, events or characters within a time limit (e.g. giving a personal response to an issue in class discussion, giving a one-minute presentation on a given topic)
Flexibility	<ul style="list-style-type: none"> To adapt varied ideas and to initiate new thoughts for action 	Students adapt ideas and present opinions from different perspectives and explore alternative approaches to solving problems
Originality	<ul style="list-style-type: none"> To produce unusual, novel and unique ideas 	Students exercise their imagination to produce novel ideas in the form of spoken, written or multimodal texts, or through performative means (e.g. creating a new ending to a story)
Elaboration	<ul style="list-style-type: none"> To expand, refine and embellish ideas 	Students exercise their imagination to enrich and expand ideas (e.g. using sensory language to enrich descriptions in a story)

2. Dispositions

Dispositions	Descriptions	Examples of Implementation in English Language Education
Curiosity	<ul style="list-style-type: none"> To show interest and desire to find out more 	Students engage in a range of interesting, open-ended and complex activities to cultivate the essential qualities and attitudes for the development of creativity
Risk-taking	<ul style="list-style-type: none"> To show courage and determination to deal with uncertainties or ambiguities 	
Imagination	<ul style="list-style-type: none"> To enjoy fantasising and generating new ideas 	
Complexity	<ul style="list-style-type: none"> To be attracted to intricacies and novelty; to embrace challenges 	

3. Favourable Factors for Nurturing Creativity³

Favourable Factors	Corresponding actions	Examples of Implementation in English Language Education
Place	<ul style="list-style-type: none"> To foster a supportive environment (open, inviting and accepting atmosphere; resourceful, safe yet stimulating environment) 	To strengthen students' creativity through providing a creative and English-rich environment (e.g. displaying posters and students' work involving the use of creative language) and opportunities for appreciating and evaluating each other's creative ideas and work
Person	<ul style="list-style-type: none"> To recognise and accommodate the wide range of attributes and dispositions of students (strengths, weaknesses, learning styles, learning needs, motivation and readiness) To identify and develop students' potential for creative acts 	To provide a wide variety of learning experiences by exposing students to creative and imaginative texts, engaging them in solving real-life problems, arousing their interest in visual and performing arts, and providing opportunities for creating and presenting innovative products to suit different learning needs and styles

³ Mooney, R. L. (1975). A conceptual model for integrating four approaches to the identification of creative talent. In C. W. Taylor & F. Barron (Eds.), *Scientific Creativity: Its Recognition and Development* (pp. 331-340). New York, NY: Robert E. Krieger.

Favourable Factors	Corresponding actions	Examples of Implementation in English Language Education
Process	<ul style="list-style-type: none"> • To open up alternatives for students to explore personal interest • To provide interesting and stimulating themes conducive to arousing creative acts and satisfying a craving • To expose students to various stages of creating new ideas, acts or products (preparation, incubation, illumination and verification) • To value attempts to present new ideas and encourage further refinements 	To provide opportunities for students to produce creative work and research into topics of their own interest, set learning goals and choose their own way of gathering information and presenting findings through projects or portfolios
Product	<ul style="list-style-type: none"> • To encourage creative actions and output (ideas, plans, methods, solutions, products, theories) • To value the creative experience and celebrate students' creative output • To encourage students to persuade others (especially experts in the field) to accept the creative output 	To facilitate students' expression of ideas, views and feelings through various means (e.g. oral, written and performative tasks), provide opportunities for them to introduce or justify their work, and appreciate others' creative work

Problem Solving Skills

Problem solving involves using various skills to resolve a difficulty. The process includes investigating the problem, synthesising information and generating ideas to determine the best course of action. Students need to adjust and evaluate strategies, as well as consolidate experience for knowledge construction.

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
<p>Key Stage 1 (P1 – 3)</p> <p>Students will learn to</p> <ul style="list-style-type: none"> • develop ideas about the problem and identify related sources of information • identify, under guidance, one or more ways of tackling the problem • choose and implement a solution plan, using support and advice given • follow the given step-by-step methods to check and describe the outcomes 	<p>Students</p> <ol style="list-style-type: none"> 1. recognise and solve simple problems in given situations (e.g. choosing an appropriate present for a classmate) 2. plan and make simple arrangements with others for carrying out tasks (e.g. preparing a duty roster for a class picnic) 3. use, locate and organise information with teacher support (e.g. classifying the materials and putting them into files of different topics or themes)

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
<p>Key Stage 2 (P4 – 6)</p> <p>Students will learn to</p> <ul style="list-style-type: none"> • identify the problem and describe its main features • propose alternative courses of action for solving it • plan and try out the selected option, obtain support and make changes when needed • develop an appropriate method to measure the effectiveness of the solution plan adopted • gain insights from the problem solving process 	<p>Students</p> <ol style="list-style-type: none"> 1. recognise and solve simple problems (e.g. figuring out the rules of a game) 2. make and respond to simple requests and describe the solutions (e.g. suggesting, in groups, a series of activities for a visitor to the school and comparing and selecting activities to draw up a schedule) 3. find out, organise and classify information on familiar topics, recommend action and evaluate results (e.g. comparing descriptions of books, working out a shopping list and developing ways to find out whether they have made good choices) 4. use directories for purposes such as locating places, services and addresses (e.g. studying brochures to identify appropriate activities and venues for a visit) 5. evaluate their own progress in learning English through means such as reviewing samples of their own work over time and noting the improvement in different areas 6. learn from past experience of solving problems (e.g. scanning a text to locate specific information by using strategies such as looking for headings and repeated phrases)

Self-management Skills

Self-management skills comprise essential life skills and desirable personal qualities such as maintaining emotional stability, making decisions and exercising self-discipline. Self-management skills enable students to embrace challenges encountered on a personal or team basis.

The expected achievements of the students in this generic skill are classified according to different levels of mastery. Teachers should note that the following descriptions are for students at **Key Stages 1 – 4 (P1 – S6)** and some of them may not be applicable to primary students, in particular, the skills at the “Mastering” level.

Elements of Self-management Skills	Beginning	Developing	Mastering
Self-worth	Students will learn to		
	<ul style="list-style-type: none"> express positive statements about themselves 	<ul style="list-style-type: none"> identify and apply personal skills, values and attitudes to overcome challenges 	<ul style="list-style-type: none"> uphold, synthesise and renew their own beliefs and values
Examples of Implementation in English Language Education	Students <ol style="list-style-type: none"> identify and accept their own strengths and weaknesses in learning and maintain their self-esteem make positive statements about themselves as an encouragement before and while engaging in a language task 		
Goal setting and tracking	Students will learn to		
	<ul style="list-style-type: none"> set goals to assist their learning and personal development 	<ul style="list-style-type: none"> set and keep track of realistic goals 	<ul style="list-style-type: none"> set, keep track of, and be reflective on and accountable for goals which work towards achieving excellence in life
Examples of Implementation in English Language Education	Students <ol style="list-style-type: none"> set meaningful and realistic goals for the learning of English Language plan their studies and make preparations for completing tasks such as practising the necessary language elements and functions, gathering information, data and ideas in support of their learning reflect on their strengths and weaknesses and adopt appropriate strategies to work towards excellence 		

Elements of Self-management Skills	Beginning	Developing	Mastering
Decision making	Students will learn to		
	<ul style="list-style-type: none"> • make decisions in daily life situations with supporting reasons 	<ul style="list-style-type: none"> • list out and evaluate the pros and cons of a suggestion, and make prediction about the consequences of a decision 	<ul style="list-style-type: none"> • consider all factors such as technical, ethical, resource and community considerations before making a decision
Examples of Implementation in English Language Education	Students analyse and evaluate data and information to make informed decisions based on criteria and principles (e.g. advising their friends on how to stay healthy, helping your community stay green)		
Confidence, resilience and adaptability	Students will learn to		
	<ul style="list-style-type: none"> • develop confidence and resilience in performing simple tasks and appreciate the progress made 	<ul style="list-style-type: none"> • demonstrate motivation, confidence, commitment and adaptability when faced with new or difficult situations, and derive satisfaction from accomplishments and efforts made 	<ul style="list-style-type: none"> • demonstrate confidence and adaptability in adversities, tolerate ambiguities and appreciate lessons learnt from mistakes
Examples of Implementation in English Language Education	<p>Students</p> <ol style="list-style-type: none"> 1. show confidence in using English in activities (e.g. performing tasks through working in groups or individually and making judgements independently) 2. participate actively in tasks although there are risks of making mistakes or encountering difficulties and uncertainties 3. become aware of the potential influences (both positive and negative) of language use on other people's feelings and direction of thinking to reach a consensus 		
Appropriate expression of emotions	Students will learn to		
	<ul style="list-style-type: none"> • understand, accept and appropriately express emotions 	<ul style="list-style-type: none"> • describe their feelings such as joy and disappointment, and identify factors contributing to these feelings 	<ul style="list-style-type: none"> • use appropriate means to contain or release their emotions

Elements of Self-management Skills	Beginning	Developing	Mastering
Examples of Implementation in English Language Education	<p>Students</p> <ol style="list-style-type: none"> 1. discover and express their own feelings, attitudes and motivation concerning English learning in general and specific language tasks, through means such as sharing their own English learning experiences and discussing with others, including the teacher 2. appreciate the use of English by others 3. show respect for different cultures through appreciating texts and films originating from different countries and cultures 		
Managing resources	Students will learn to		
	<ul style="list-style-type: none"> • demonstrate care for personal properties and shared materials 	<ul style="list-style-type: none"> • treasure and make good use of time, money and other resources 	<ul style="list-style-type: none"> • suggest ways for effective, equitable and ethical use of resources
Examples of Implementation in English Language Education	Students seek or create opportunities to make appropriate and ethical use of resources such as selecting materials of interest and increasing challenge to read for pleasure, interacting on online platforms created by the teacher, watching English TV programmes, listening to radio programmes or making use of community resources to learn and use English		
Keeping promises to others	Students will learn to		
	<ul style="list-style-type: none"> • keep promises and fulfil obligations 	<ul style="list-style-type: none"> • assess feasibility before making promises 	<ul style="list-style-type: none"> • make determined efforts to keep promise, take responsibility and make up for broken promises obliged by circumstances
Examples of Implementation in English Language Education	<p>Students</p> <ol style="list-style-type: none"> 1. identify and assume different roles (e.g. leader, partner, organiser, participant) in group activities (e.g. in language games or project work) 2. make good efforts to fulfil their roles in completing collaborative tasks (e.g. project work) 		
Self-discipline	Students will learn to		
	<ul style="list-style-type: none"> • exercise self-control against distractions, and focus on and complete given tasks at hand within a given time 	<ul style="list-style-type: none"> • extend self-control in scope and duration over personal impulses through developing positive thinking and self-affirmation 	<ul style="list-style-type: none"> • exercise self-control naturally as a habit of mind

Elements of Self-management Skills	Beginning	Developing	Mastering
Examples of Implementation in English Language Education	Students devise study plans, monitor their progress in learning and develop good habits of language learning		
Reflective Practice	Students will learn to		
	<ul style="list-style-type: none"> • review their learning readily to know more about themselves and how they work 	<ul style="list-style-type: none"> • form habits of reviewing their learning and identify factors that contribute to or hinder their learning effectiveness 	<ul style="list-style-type: none"> • sustain self-improvement by paying attention to and making judicious use of feedback
Examples of Implementation in English Language Education	Students reflect positively on their learning experiences, evaluate their own progress or achievements against set goals and make use of feedback obtained from teachers and peers to improve performance		

Self-learning Skills

Self-learning skills refer to the ability to initiate, plan, carry out, evaluate and adjust learning activities autonomously. Students with advanced self-learning skills can select or design effective strategies for in-depth learning. These skills help students enhance their academic performance and self-efficacy. Self-learning skills form the core part of lifelong learning and help students acquire new knowledge to adapt to the fast-changing world.

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
<p>Key Stage 1 (P1 – 3)</p> <p>Students will learn to</p> <ul style="list-style-type: none"> • consciously listen and read to learn, and actively present their learning • concentrate and pay attention to instructions • identify and retain main ideas • collect information from given sources and organise it into pre-determined categories • try out different means to present ideas and demonstrate learning • develop simple learning plans to meet short term targets • show interest in enquiring further 	<p>Students</p> <ol style="list-style-type: none"> 1. concentrate on their work, follow teachers' instructions and participate in classroom activities (e.g. preparing a few details about their favourite sports and sharing with the class) 2. locate and extract specific information and main ideas from given short texts with the help of visual clues (e.g. identifying what a poster is about by looking at the illustrations and key words) 3. organise words into alphabetical order or thematic categories and refer to them as a resource for spelling help (e.g. making vocabulary cards and classifying them into files of different topics or themes with teacher support) 4. plan, manage and evaluate their own learning (e.g. reviewing their own work over time and noting the improvements in areas such as handwriting and spelling) 5. seek opportunities to learn and use English in the classroom (e.g. trying to ask questions in English) 6. make plans to achieve short term learning targets (e.g. being able to participate effectively in a simple oral interaction with peers at the end of term)

Descriptors of expected achievements across the school curriculum	Examples of implementation in English Language Education
<p>Key Stage 2 (P4 – 6)</p> <p>Students will learn to</p> <ul style="list-style-type: none"> • take the initiative in the enquiry learning area selected by themselves • actively locate required information from different media • take the initiative in identifying and organising main points from different sources (e.g. note-taking, mind mapping) • decide on the most suitable means to present ideas and demonstrate learning • seek help appropriately when necessary • manage time to complete tasks according to a plan • make use of feedback to reflect on the effectiveness of different learning tactics 	<p>Students</p> <ol style="list-style-type: none"> 1. use the library classification system and Internet search engines to find relevant and specific reading and viewing materials 2. seek or create opportunities to learn and use English in natural, realistic settings (e.g. listening to English songs) 3. read/view printed and multimodal texts to locate relevant information and main ideas and present them through different media 4. obtain information from different parts of a publication (e.g. making use of the book cover, title, table of contents and blurb) 5. use a variety of emphasis techniques to focus on important information in reading materials (e.g. underlining, starring or colour-coding the key words or key points) 6. organise words and expressions into alphabetical order or under a theme and refer to them as a resource for checking spelling or meaning 7. use techniques such as note-taking and mind-mapping to organise ideas in writing (e.g. the various issues to consider in planning a Christmas party) 8. take action to seek appropriate assistance in learning when needed (e.g. browsing reference materials, asking for help from peers and teachers when editing a piece of writing) 9. develop a timetable for study and test or examination revision and practise the target language forms and functions for a task 10. evaluate their own progress in learning English (e.g. reviewing their own work over time, evaluating their performance with the help of teachers' feedback)

Collaboration Skills

Problem solving, planning and making decisions in a small group require collaboration skills, namely the skills of communication, appreciation, negotiation, making compromises and asserting leadership. Students with these skills will be able to effectively engage in and contribute to tasks involving teamwork.

The expected achievements of students in this generic skill cannot be suitably classified according to key stages. Teachers should note that the following descriptions are for students at **Key Stages 1 – 4 (P1 – S6)** and some of them may not be applicable to primary students.

1. Understanding the nature of group work	Examples of implementation in English Language Education
<p>Students will learn to</p> <ul style="list-style-type: none"> • recognise the need for team work and that the team has a shared responsibility • recognise that individuals as well as the team have to take the consequences for their own actions 	<p>Students</p> <ol style="list-style-type: none"> 1. recognise rules and regulations, as well as the obligations and responsibilities of individuals and the team, in and outside the school setting 2. identify and accept different roles in collaborative work

2. Desirable dispositions for group work	Examples of implementation in English Language Education
<p>Students will learn to</p> <ul style="list-style-type: none"> • be open and responsive to others' ideas; appreciate, encourage and support the ideas and efforts of others • be active in discussing and posing questions to others, as well as in exchanging, asserting, defending and rethinking ideas • recognise and avoid stereotyping; withhold premature judgement until the facts are known • be willing to adjust their own behaviour to fit the dynamics of various groups and situations 	<p>Students show readiness or initiative to</p> <ol style="list-style-type: none"> 1. appreciate the use of English by others 2. offer help to others in English learning situations when appropriate 3. respect others' views in a group/class discussion 4. form impartial judgements and adhere to fair and unbiased views in a team task 5. make personal adjustments to facilitate the completion of a team task

3. Skills for group work		Examples of implementation in English Language Education
Goal setting	<p>Students will learn to</p> <ul style="list-style-type: none"> • select a strategy and plan co-operatively to complete a task as a team 	Students adopt appropriate strategies to plan for a task with team members
Role taking	<p>Students will learn to</p> <ul style="list-style-type: none"> • understand the strengths and weaknesses of members and maximise the potential of the team • clarify and accept various roles and responsibilities of individual members in a team and be willing to follow team rules 	<p>Students</p> <ol style="list-style-type: none"> 1. assume different roles in group work and role play, and follow the rules agreed by the team 2. offer help to others in English learning situations when appropriate
Synergising	<p>Students will learn to</p> <ul style="list-style-type: none"> • liaise with members for views and resources • negotiate and compromise with others 	<p>Students</p> <ol style="list-style-type: none"> 1. appreciate the use of English by others 2. respect others' views in a group/class discussion 3. listen to others' opinions and respond appropriately in a group 4. express views and suggestions, draw conclusions and make decisions in a group 5. work cooperatively with others and treat others' suggestions positively to complete a task 6. employ negotiation skills to reach a consensus or a compromise
Reflection	Students will learn to reflect on and evaluate the strategy used by the group and make necessary adjustments	Students assess the effectiveness of the strategies adopted in completing the team task and make changes flexibly

Collaborative Problem Solving Skills

Collaborative problem solving skills, an example of integrative use of generic skills, refer to students' ability to solve problems with synergised efforts through effective division of labour, as well as incorporation of information from multiple sources of knowledge, perspectives and experiences. Compared to individual problem solving, collaborative problem solving has distinct advantages because it enhances the creativity and quality of solutions through stimulation brought by the ideas of other group members⁴. In the 21st century, it is particularly important for people with different perspectives and talents to solve problems as a team with the effective use of communication technology.

The expected achievements of the students in collaborative problem solving skills are classified according to different levels of mastery. Teachers should note that the following descriptions are for students at **Key Stages 1 – 4 (P1 – S6)** and some of them may not be applicable to primary students, in particular, the skills at the “Mastering” level.

Beginning	Developing	Mastering
Collaboration		
Students will learn to		
<ul style="list-style-type: none"> • be ready to act responsively to reach the goals with team members • follow the rules and instructions set for the team work • participate actively in the team and contribute to achievement of the team goals 	<ul style="list-style-type: none"> • share other team members' perspectives on a problem and establish a common understanding • identify and capitalise on the talents and potential of members • be able to work with different people and accept the adjustments in plans and roles in changing situations 	<ul style="list-style-type: none"> • treasure working as a team and take the initiative to foster synergy for attaining the team goals • show mutual respect and support when dealing with difficult people and situations • take the initiative to propose or make adjustments to the plans and roles in changing situations

⁴ Adapted from OECD 2015 PISA Framework

Beginning	Developing	Mastering
Communication		
Students will learn to		
<ul style="list-style-type: none"> comprehend messages with an open mind and ask questions to identify the problem and team goals express oneself clearly to team members by verbal and/or non-verbal means show courage in sharing new or unconventional ideas 	<ul style="list-style-type: none"> ask meaningful questions that clarify the vision, goals and viewpoints for better solutions respond specifically to queries raised during the problem solving process enhance mutual understanding through effective means and with a respectful attitude 	<ul style="list-style-type: none"> negotiate for consensus and foster a co-operative atmosphere to resolve conflicts take the initiative in introducing new resources and exploring further ideas to facilitate the team to progress further
Problem Solving		
Students will learn to		
<ul style="list-style-type: none"> propose solutions or strategies to solve a problem complete the task assigned to one's role in the team 	<ul style="list-style-type: none"> select a problem solving strategy and develop an action plan execute actions that comply with the planned distribution of roles and make adjustments when necessary 	<ul style="list-style-type: none"> select a problem solving strategy and prepare alternative plans monitor and evaluate individual and team effectiveness

Holistic Thinking Skills

Critical thinking skills, creativity and problem solving skills are conventionally categorised as higher order thinking skills. These three skills can be combined and employed integratively as holistic thinking skills to deal with complex issues. Holistic thinking skills enable students to deploy critical thinking skills to assess the validity of given information, creativity to explore other possibilities, and problem solving skills to examine the feasibility of each alternative.

The expected achievements of students in holistic thinking skills are classified according to different levels of mastery. Teachers should note that the following descriptions are for students at **Key Stages 1 – 4 (P1 – S6)** and some of them may not be applicable to primary students, in particular, the skills at the “Mastering” level.

Beginning	Developing	Mastering
Critical Thinking: Enquiring and Assessing		
Students will learn to		
<ul style="list-style-type: none"> ask questions to explore matters that attract interest identify main ideas and clarify meaning in information 	<ul style="list-style-type: none"> pose questions to explore issues related to their immediate contexts comprehend complementary and contradictory information 	<ul style="list-style-type: none"> pose questions that probe complex and abstract ideas about issues beyond local context and contemporary period synthesise points from complementary and contradictory information
Creativity: Generating		
Students will learn to		
<ul style="list-style-type: none"> come up with new ideas by linking imagination and reality create analogies by matching two ideas brainstorm suggestions 	<ul style="list-style-type: none"> draw parallels between known and new scenarios and use ideas, patterns and trends to consider new possibilities produce alternative or unconventional solutions suspend judgement to consider alternative ideas and actions 	<ul style="list-style-type: none"> generate a large number of raw ideas combine good ideas to make even better ideas use existing knowledge in a novel way temporarily suspend pragmatic and rational thinking to allow new possibilities to emerge

Beginning	Developing	Mastering
Critical Thinking and Problem Solving: Analysing and Comparing		
Students will learn to		
<ul style="list-style-type: none"> realise real world constraints in drafting solutions compare advantages and limitations of various solutions 	<ul style="list-style-type: none"> estimate the cost and benefit of possible solutions from multiple perspectives rate and select solutions according to criteria such as feasibility, desirability and ethical considerations 	<ul style="list-style-type: none"> compare the possible outcomes of each solution against both their own and prevailing values mediate opposing viewpoints and acknowledge the limitation of one's view synthesise different considerations into a solution
Creativity and Problem Solving: Predicting and Fine-tuning		
Students will learn to		
<ul style="list-style-type: none"> ask "what if" questions consider ways of tackling possible consequences 	<ul style="list-style-type: none"> make adjustments to avoid possible pitfalls (e.g. ambiguity, stereotyping, misunderstandings) in the planning and presentation of solutions consider alternative courses of action in changing situations 	<ul style="list-style-type: none"> fine-tune plans with reference to new developments be sensitive to stakeholders' reactions anticipate adverse impacts and suggest precautionary or compensatory measures accordingly
Problem Solving: Executing and Monitoring		
Students will learn to		
<ul style="list-style-type: none"> choose a solution and devise an implementation plan, using support and advice given turn the plan into workable parts with measures for implementation 	<ul style="list-style-type: none"> execute the plan, monitor progress and revise the strategies when necessary realise the adverse effects of over-reacting and using emotional words 	<ul style="list-style-type: none"> monitor the progress with established check points or criteria suggest ways to catch up with delays or optimise the results manage over-reactions and strong emotions

Beginning	Developing	Mastering
Problem Solving and Critical Thinking: Evaluating and Reflecting		
Students will learn to		
<ul style="list-style-type: none"> • reflect on whether the task is accomplished • be open to comments and feedback 	<ul style="list-style-type: none"> • evaluate the quality of outcomes and the solution process • invite and evaluate feedback 	<ul style="list-style-type: none"> • evaluate the effectiveness of solutions with due regard for positive values • anticipate possible problems arising from the solution • make judicious use of comments and feedback

Development of Values and Attitudes for Key Stages 1 and 2 (P1 – 6)

Examples of Implementation in the English Language Education	
Key Stage 1 (P1 – 3)	Key Stage 2 (P4 – 6)
<p>Students</p> <ul style="list-style-type: none"> • develop confidence in using English through performing tasks individually or in groups • show keenness to participate in activities leading to improvement of knowledge and skills in the language and not worry about making mistakes • develop sensitivity towards language use in the process of communication • appreciate the beauty of the language through enjoying singing English songs and reading simple rhymes, etc. • show care and concern towards others through expressing good wishes • participate actively and work with others to complete a task, respecting their rights • develop self-motivation through telling the teacher their feelings concerning English learning in general and in specific tasks • evaluate their own learning through reviewing samples of their writing over time and note the improvement or lack of it in areas such as accuracy and the organisation of ideas • distinguish between positive and negative values 	<p>Students</p> <ul style="list-style-type: none"> • develop confidence in using English through working individually and in groups, making judgements independently • appreciate the use of English by others and offer help to others when appropriate • work cooperatively with others and treat others' suggestions positively to complete a task • develop enjoyment of reading through reading children's stories and poetry, etc. • appreciate the beauty of the language through performing plays and choral speaking • show care towards others through expressing concern, sympathy and offering help to others in English learning situations when appropriate • develop self-motivation through participating in activities (although there is the possibility of encountering difficulties), discovering and expressing their own feelings and attitudes concerning English learning through discussing with others, including the teacher • evaluate their own progress in learning English by reviewing samples of their own work over time and noting the improvement or lack of it in areas such as accuracy, organisation of ideas and social appropriateness • develop simple and valid rules as a basis for action • identify values, attitudes and beliefs expressed in texts • show awareness of English as an international language of communication • show understanding and respect for the different cultures of the world through participating in learning activities concerning themes of other places (e.g. Halloween, Ramadan) • recognise that there are different types of work in the community through learning the names of occupations and types of work in English and show respect

Time Allocation for Each KLA/Subject in Primary Schools

KLA/Subject		Percentage of Lesson Time Allocation (%)
Chinese Language Education		Not less than 23%
English Language Education		Not less than 16%
Mathematics Education		Not less than 11%
General Studies for Primary Schools ¹ (Not less than 11%)	Primary Humanities	Not less than 7%
	Primary Science	Not less than 7%
Arts Education		Not less than 9%
Physical Education		Not less than 5%
Flexible lesson time		Not more than 22%²
Total lesson time over 6 years		4752 hours (792 hours × 6) (100%)

¹ Building on the foundation of the current curriculum of General Studies for Primary Schools, Primary Humanities and Primary Science should be implemented in all primary schools in Hong Kong starting from the 2025/26 school year.

² In view of the need for all primary schools in Hong Kong to start implementing Primary Humanities and Primary Science in the 2025/26 school year, the flexible lesson time will be updated to account for no more than 22% of the total lesson time.

Suggested Modules and Units for Key Stages 1 and 2

Key Stage 1 (P1 – 3)

Caring and Sharing

- Keeping pets
- I am a good citizen
- People who help us
- We can
- Good days and bad days

Fun and Games

- Bright ideas
- Show time
- Play safe
- Sports and games we play

Me, My Family and Friends

- Feelings
- This is me!
- My favourite things
- Me and my family
- This is my home
- Me and my friends

Places and Activities

- School days
- Let's go shopping
- Ready to read
- Holiday time
- Out for fun

The World Around Us

- Sunrise, sunset
- Wonderful seasons and weather
- Amazing animals and plants
- What is in the park?
- Same and different

Using My Five Senses

- Looking and seeing
- Sounds and noises
- Taste it, touch it
- Colours around us
- Shapes and numbers

Key Stage 2 (P4 – 6)

Changes

- Now and then
- Respect for life
- Wishes and dreams
- Growing up
- A changing world
- Technology

Food and Drink

- Favourite food and drink
- We can cook
- Eating out
- Healthy eating

Happy Days

- Festivals
- Special events
- Entertainment and leisure
- Hobbies
- A bag of laughs

Relationships

- Families
- Knowing our neighbours
- Beautiful people
- Making friends
- Send a message
- East meets West and more

The Magic of Nature

- Wonders of nature
- Out in space
- The lost world
- Fascinating oceans
- Taking care of our earth

We Love our Home

- Jobs people do
- Knowing more about my community
- Travelling around
- Special people, special things
- Treasure our country

My Neighbourhood

- Home and school
- Rules and behaviours
- Streetwise

Beauty

- Beautiful words

The Development of Reading Skills

A. Developing a Reading to Learn Culture

Reading plays a very important role in second language learning. It helps students develop their vocabulary and understand how the English language is organised and used. In a reading to learn culture, reading not only provides a source of satisfaction and pleasure, but it also serves as a means to seek information; acquire, develop and apply knowledge; develop thinking skills; broaden horizons and enhance language proficiency. English teachers in primary schools should provide experiences for students to learn to read and develop a reading to learn culture.

Learning to read is not an automatic process. Students need to be taught to read. The teaching of reading does not need to be delayed until students have acquired a degree of competence in spoken English. Students can learn to read at the same time as they develop their oral competence in the new language. Reading contributes to oral language development, providing topics and associated language for students to use in speech. With the use of a variety of teaching strategies and techniques, teachers should guide students to learn to read from an early stage of learning, helping them develop the skills of deriving meaning from words, sentences and texts.

The progress from learning to read to reading to learn is cumulative rather than linear. Teachers should plan the curriculum holistically to progressively develop students' reading skills and strategies across key stages of learning. To develop a reading to learn culture, Reading across the Curriculum (RaC) should be promoted through cross-curricular collaboration and the flexible use of a variety of reading materials, including multimodal texts. Through reading to learn, students can apply, practise and further develop their reading skills. More importantly, using reading as a means to learn, they develop useful lifelong learning skills.

B. Purposes of Developing a Reading to Learn Culture in Young Learners

Through reading, students in primary schools:

- acquire and construct knowledge;
- engage in academic, aesthetic, social and personal development;
- prepare for lifelong learning;
- improve their language proficiency;
- develop generic skills such as communication, creativity and critical thinking skills; and
- enhance their learning capacity.

C. Key Skills in Learning to Read

To help students become lifelong learners, key reading skills must be developed at an early stage of learning. These include learning to:

- understand the basic conventions of written English;
- construct meaning from texts; and
- locate information and ideas.

These key skills help students read with understanding, fluency, accuracy and enjoyment. Please refer to **Appendix 5** for a detailed description of the reading skills to be developed by students at Key Stages 1 and 2.

In the process of developing reading skills from an early stage, students acquire, apply and develop:

- knowledge of the use of written symbols;
- knowledge of letter-sound relationships;
- skills in word recognition;
- grammar knowledge; and
- skills in contextual understanding.

Successful integration of the above reading skills into the English Language curriculum will help students develop a positive attitude towards learning to read and reading to learn. Therefore it is of vital importance that the key skills are taught and learnt in a context where students feel confident about their abilities as readers and acquire and maintain positive attitudes to reading.

D. The Reading Process and Reading Strategies

The Reading Process

The reading process is the way in which the reader gains meaning from what he/she has read. The reader uses different sources of information from the text (clues) as well as what he/she already knows about the world to construct meaning.

Attend and Search:	The reader focuses on the text and looks for specific information, such as known words and information in pictures and diagrams.
Anticipate:	The reader forms expectations about the print based on what he/she already knows and what he/she finds in the text.
Check:	The reader checks that his/her attempt makes sense and matches it to information he/she already has.
Confirm:	The reader accepts his/her attempt.
Self-correct	The reader notices a mismatch, tries again, and produces an accurate response.

Reading Strategies

Successful readers use a variety of techniques or reading strategies to help them scan texts, sound out letters, analyse sentence structures, and interpret the sentences into meaningful messages. These strategies can be grouped into three distinct categories – semantic, syntactic and graphophonic.

Semantic Strategies

Students read for meaning and identify unfamiliar words by:

- using clues in the pictures provided (pictorial clues) and in the context of the story (contextual clues); and
- comparing what they are reading to what they already know (prior knowledge).

Syntactic Strategies

Students study sentence structures and identify unfamiliar words, by, for example:

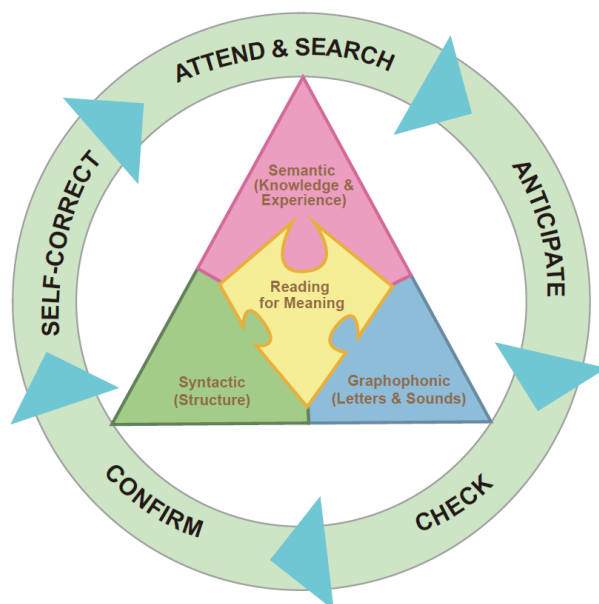
- looking at verb tense and subject-verb agreement (grammar); and
- attending to spelling patterns and identifying root words (prefixes, suffixes, verb endings and plurals).

Graphophonic Strategies

Students associate spoken sounds with printed letters. They identify unfamiliar words by:

- sounding out individual letters and letter combinations (letter sounds); and
- looking at letter sequence and “chunks” within words (letter patterns).

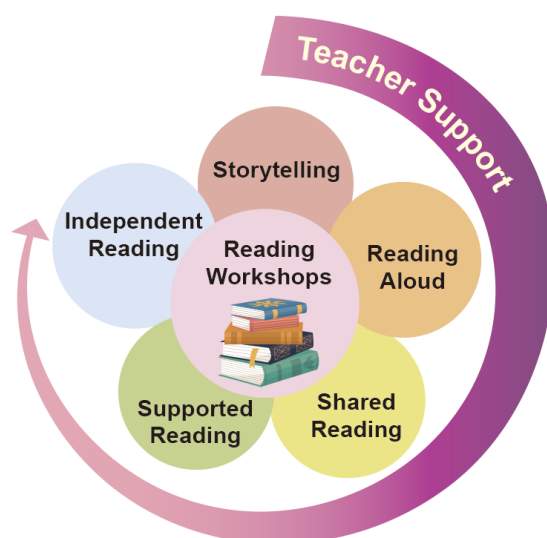
The three kinds of strategies are interdependent and are often used together. By drawing on these strategies as they read in a coordinated way, students gain competence in reading.



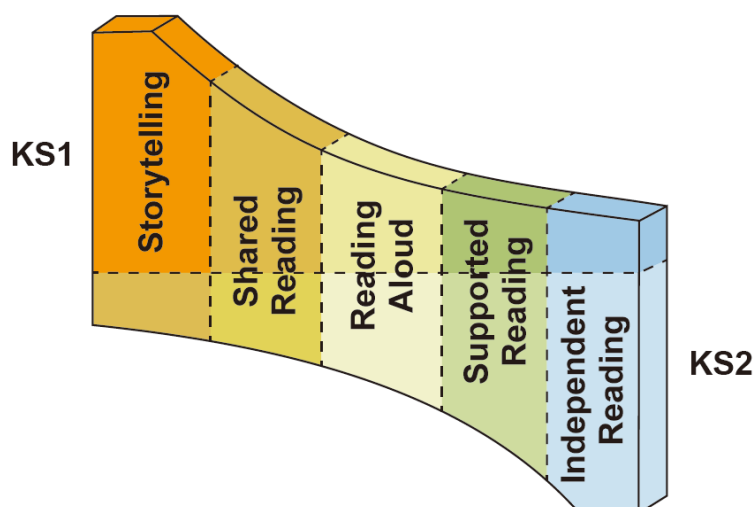
E. Teaching Strategies for Reading

Teachers may adopt the following effective teaching strategies to help students learn and practise the key skills and apply the reading strategies in learning to read:

- storytelling
- reading aloud
- shared reading
- supported reading
- independent reading



These strategies need not be developed one at a time or in strict sequence at different stages of learning. However, due to students' cognitive development, world experience and psychological needs, a great deal of storytelling, reading aloud and shared reading activities may be implemented for students at Key Stage 1, in which more teacher support is required. As students become more mature at Key Stage 2, more supported reading and independent reading may be advocated, and more student input is required.



Storytelling

What is storytelling?

Storytelling is one of the teaching strategies for reading. It provides students with an enjoyable learning experience. With good use of intonation, gestures and facial expressions, teachers help young second language learners understand the flow of stories told in English. This learning experience stimulates emergent readers' interest in reading, helps them develop good listening skills and basic reading skills, as well as instils in them proper values and attitudes. Storytelling, unlike reading aloud, does not necessarily require the use of books. Teachers may tell stories based on real books, authentic texts or their own ideas.

Why do we use storytelling?

Storytelling enables students to:

- develop skills in listening for explicit and implicit meaning;
- listen to and take part in the story;
- work with narrative texts with teacher support;
- read the same texts later with teacher support or on their own;
- give expression to their imaginative ideas;
- respond to imaginative experiences with increasing understanding;
- develop proper values and attitudes; and
- become more independent by writing about or describing their own experiences.

How do we conduct storytelling?

In storytelling, the teacher:

- displays pictures or real objects and tells students that he or she is going to tell a story about them;
- introduces the setting and characters of the story and invites students to guess what the story is about;
- throughout the process of storytelling, takes on the roles of the characters and the narrator by adjusting the intonation, gestures and facial expressions accordingly;
- uses pictures or relevant props to enhance understanding of the main events or supporting details in the story;
- invites students to join in at appropriate parts of the story by predicting the next part;
- asks stimulating questions to check students' understanding of the story;
- invites students to mime each character;
- invites students to sequence some pictures based on the content of the story just told;
- invites students to act out part of the story, using relevant props to remind them of the content of the story; and
- invites students to discuss the events in the story after storytelling.

How do we select books for storytelling?

Select:

- real books with or without words
- books or texts which students may use in shared reading and struggle with when reading on their own
- books or texts which students may read on their own
- narrative texts with a clear storyline
- narrative or non-narrative texts with a theme introduced elsewhere in the curriculum
- longer narrative poems or rhymes
- shorter poems that young learners might try to learn by hearing and reading with the teacher

Reading Aloud

What is reading aloud?

Reading aloud regularly is an effective way for teachers to stimulate students' interest in reading. Reading aloud time is short preferably, but provides a very good opportunity for emergent readers to observe the teachers' positive attitudes towards reading and for literate behaviour to be shaped (e.g. how to hold a book, how to read aloud using good intonation, pace and pronunciation, and how to interact with the content of a book). Reading aloud time is also an appropriate occasion to introduce a variety of text types to emergent, developing and fluent readers.

In reading aloud, teachers demonstrate not only how to read words and sentences, but also how to pause to reflect punctuation.

Different students may interact with what they listen to in different ways. Some may listen carefully while others may raise questions. The shared experience provides the basis for discussion and opportunities to which everyone can contribute.

Why do we use reading aloud?

Reading aloud to students:

- allows them to enjoy stories they cannot yet read;
- models how to read aloud with fluency;
- confirms that stories have a purpose and make sense;
- exposes them to a wide variety of books;
- highlights the many rewards that reading can bring; and
- can involve students of all levels and abilities.

How do we conduct reading aloud?

In reading aloud, the teacher:

- starts with an introduction or a discussion of the book cover to help students predict what they are going to hear
- reads the whole book or text aloud to students, using natural pace, pause, intonation and stress. Teachers do not have to show the reading text to students in reading aloud, but sometimes the book can be shown for the purpose of demonstrating specific skills (e.g. decoding the words on the page or helping students see pictures of what is being read aloud). Students may also be reading from their own copy of the text while they are listening to the teacher's reading. This is one way of preparing them to become skilful readers
- demonstrates how to read not only the words but how to pause for features of written texts such as punctuation
- should not ask a lot of comprehension questions to check or challenge students' understanding of what they have just heard. But there may be one or two questions to stimulate them to think more about the content
- ends with an invitation to reread the book which will be displayed in the classroom or the library

How do we select books for reading aloud?

Select:

- real books and authentic texts taken from newspapers, magazines etc. with a variety of text types
- books or texts which students may struggle with when reading on their own
- books or texts which students will be invited to read on their own
- a variety of text types (e.g. stories, biographies, instructions) with a theme introduced elsewhere in the curriculum
- narrative texts with a clear storyline
- narrative poems
- short poems that students might try to learn by listening to and reading with the teacher

Shared Reading

What is shared reading?

Shared reading is an effective teaching strategy in which the teacher and the class read aloud a common text together. Repeated reading and rereading of the whole text over a period of several days helps students develop, practise and apply reading skills and strategies. It also provides a supported reading experience, in which students can participate confidently and cooperatively.

Why do we use shared reading?

Reading with students:

- allows the teacher to act as the reader while actively involving students (modelling);
- is invaluable for those with little previous experience of books;
- provides essential orientation for those whose first language is not English;
- builds on their previous experience 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); and
- allows them to enjoy familiar patterns of language and to explore new ones.

How do we conduct shared reading?

In shared reading, the teacher:

- places the book on an easel, invites students to sit around him or her and makes sure that each of them can see the words and illustrations of the book clearly
- draws students' attention to the book title, author's name and illustrations on the book cover. Experienced readers may be introduced to other parts of the book (e.g. the spine, the blurb, the contents page) to further develop their book knowledge
- guides students to predict the content of the book and activates their prior knowledge
- opens the book and reads aloud the story or information text once, using natural pace, pause, intonation and stress
- uses a pointer to help students follow the left to right directionality
- does not stop to explain vocabulary or ask comprehension questions in the first reading, but points to the illustrations on the page to help students understand the flow of the story or information text better
- guides students to reread the story/text a second time, inviting them to join in whenever they feel comfortable to do so, such as reading aloud key words, whole phrases, whole sentences and paragraphs, and to discuss their predictions and compare how they vary from the content of the text
- rereads the story or information text a second time, inviting students to join in whenever they feel comfortable to do so
- involves students more and more in reading of the book until they can read the whole book aloud confidently
- (starting from the second day) begins each shared reading lesson by conducting some warm-up activities (e.g. singing songs, saying action rhymes, inviting the class to read the book aloud in groups and individually)
- (to be conducted over several days) rereads the book a few times with students, engaging them more and more in reading aloud with him or her (e.g. students start by reading aloud only key words, then whole phrases, whole sentences and finally whole pages)
- models and teaches reading strategies through "think-aloud" – a technique that allows students to learn what good readers do when they come across a problem
- guides students to interact with the text and helps them internalise their reading skills and strategies,
- uses students' reactions and responses as a way of assessing their fluency and their understanding or use of the strategies being taught

- conducts post-reading activities to teach phonics (e.g. draws students' attention to one or two letter sounds which occur frequently in the book by circling or framing them in the big book, invites students to read the letter sound aloud and to present it in a word tree, conducts activities to help students practise phonics skills)
- conducts different post-reading activities (e.g. role play, singing or games) to help students internalise the language items encountered in the book

How do we select books for shared reading?

Select:

- big books or predictable books with appealing illustrations which enhance and support the texts
- narrative texts with an easy-to-follow storyline and special features like repeated use of sentence structures and vocabulary
- information texts with key features like a list of contents, index, glossary and headings
- simple plays which students are going to perform
- poems and action rhymes

Supported Reading

What is supported reading?

Supported reading is an effective strategy for students who have developed some skills and strategies in reading. In supported reading, students practise learning to read and experience reading to learn at the same time. They read, talk and think their way through a text. In the process, they develop their awareness of the styles, structures and organisations of particular text types. They are also guided to think critically about the content. It is through supported reading that students try out and experience what real reading is like within a supported environment.

Why do we use supported reading?

Supported reading:

- gives students the opportunity to read, talk, and think their way purposefully through a new story or an information text;
- provides a setting for good instructional teaching of the alphabet, phonics, and vocabulary;
- lets students learn and practise new strategies for making sense of a story or an information text;
- presents manageable challenges that encourage reading for meaning;
- encourages students to take control of the first reading, to give a critical response, and to talk about messages and meaning in the text;
- allows the teacher to identify areas of need and provide support accordingly;
- helps students develop positive attitudes towards reading; and
- motivates students to read widely and frequently.

How do we conduct supported reading?

In supported reading, the teacher:

- introduces the book
- activates students' prior knowledge through discussing the book cover, the book title, illustrations, and gets students to make predictions about the content
- discusses with students one or two features of the text that relate to the purpose for reading (e.g. a diagram, a timeline) and discusses any unfamiliar vocabulary
- shares the purpose of reading and sets the reading task
- invites students to read part of the book aloud or silently
- draws students' attention to the use of words and structures in the text
- discusses the main ideas in the story or information text
- explores the characters and plot of the book in great depth
- discusses the reading content, evaluating it, reflecting on it and making comparison with other books
- discusses and raises students' awareness of the features of different text types, including the style, organisation and grammar
- extends the reading through follow-up activities, and links it with other books

How do we select books for supported reading?

Select:

- books with good quality illustrations and with topics that will interest students
- books or texts providing inspiring, entertaining or thought-provoking content to engage students in discussion
- books with language which is vivid yet accessible to students
- short stories, poems, and selected pages of informational reports which students can read at one go

Independent Reading

What is independent reading?

Independent reading means getting students to read on their own. As with supported reading, it is usually conducted with students who have acquired some skills and strategies in reading, through reading aloud and shared reading. Students should be engaged in independent reading when teachers are confident that they have the ability to read a whole book in one go. The teacher will still play a very important role in introducing the book, providing guidance in the course of reading, and highlighting features of the book, when students have finished reading it.

Why do we use independent reading?

Independent reading by students:

- encourages the practice and further development of literacy skills;
- develops fluency through rereading;
- encourages reading from a wide range of sources;
- develops confidence through building up reading "mileage";
- challenges the readers to solve a range of problems independently; and

- gives readers opportunities to develop tastes and preferences.

How do we conduct independent reading?

In independent reading, the teacher:

- introduces the book
- discusses the book cover, the book title and gets students to make predictions about the content
- draws students' attention to the features of the specific text type and provides general guidelines on the skills and strategies to be used
- asks students to pay special attention to the grammar and vocabulary commonly found in a particular text type
- invites students to read the book silently
- discusses the story or content of the book with students – evaluating it, reflecting on it and making comparison with other books
- explores the characters, plot or content of the book in greater depth
- extends the story or content of the book through follow-up activities, and links it with other books

How do we select books for independent reading?

Select:

- books or texts which students are familiar with in terms of text types and themes
- books or texts with good quality illustrations and interesting topics to develop students' interest in reading
- books or texts providing inspiring, entertaining or thought-provoking content to engage students in discussion
- books or texts with simple but challenging language
- short stories, poems, and selected sections of news reports which students can read in one go

F. Connection Between the Five Strategies for Teaching Reading

Teachers should note the importance of the following when implementing the framework of effective reading activities:

- Teachers need to allocate an appropriate proportion of their total curriculum time to reading activities. Each of the five strategies has its specific learning purposes and requires an appropriate amount of time to be devoted to it. It is suggested that a series of Reading Workshops are conducted regularly during part of the time assigned for English lessons, and that these workshops be used to incorporate the five teaching strategies and the skills which need to be focused on. For details, please refer to **Section 3.2**.
- The younger the students, the more time should be spent on storytelling, reading aloud and shared reading; the older the students, the more time should be spent on supported and independent reading.
- The beginners, i.e. the P1 and P2 students, should also be provided with opportunities to be engaged in supported and independent reading, provided that appropriate support is given through careful choice of reading texts by teachers.

- “Reading cycles” including all or some of the reading activities can be introduced during the school year to allow students to start learning to read and practise reading to learn from an early stage of learning. In each “reading cycle”, teachers help students explore a specific theme through introducing books of different text types and using different teaching strategies. Gradually teachers give less and less support to students in their reading, while students take up greater responsibility in their learning and become more skilful users of the key skills and strategies.

Choice of Books

- Features of books suitable for each of the reading activities are discussed in “How do we select books for ...”. Teachers need to understand that very often the same book can be used for more than one activity.
- Short narratives with simple storylines are suitable for storytelling and reading aloud to ensure success in listening with understanding among young second language learners. They can be used for shared reading for the purpose of helping students develop their phonics skills, and internalise language items through reading and rereading the same text over a period of a few days. With appropriate content, follow-up discussions can be conducted to sharpen students’ awareness of the features of particular text types. Further discussions can also be held with a focus on the evaluation of the content (e.g. the cause and effect of the main character’s behaviour). Then another narrative on a similar theme, with a similar text structure and use of language, may be introduced to students for independent reading.
- Storytelling or reading of familiar books aloud before shared reading, supported reading or independent reading may also be useful, since most young learners enjoy listening to the same story again and again.

Exploring Different Text Types

- Apart from narrative texts (e.g. stories), schools should also include some non-narrative and information texts among the collection of books chosen. Students should be introduced to reading information texts at an early stage, so that they will appreciate the value of reading for information and knowledge.
- Each text type has particular purposes, text structure, grammar features and vocabulary. To become lifelong readers, students can be exposed to these features in shared reading and supported reading, so that they are equipped with the necessary knowledge, skills and strategies for independent reading.

Cross-curricular Linkage and Reading across the Curriculum

It is important and necessary for students to integrate their learning experiences across different subjects. Some reading texts may involve concepts that are quite difficult to explain in English to young second language learners. Reading across the Curriculum (RaC) provides an entry point to establish meaningful links between concepts and ideas acquired in different Key Learning Areas and sharpen students’ reading skills and strategies. If teachers pay attention to cross-curricular links in the books chosen for teaching reading, students will be more able to understand and apply the concepts associated with other subjects and understand the reading texts/readers better.

Questions to Stimulate Critical Thinking and Promote Values Education

- Setting questions for supported reading and independent reading can provide students with a purpose for reading. Such questions may be of the following types:
 - knowledge
 - comprehension
 - application
 - analysis
 - synthesis
 - evaluation
- Asking questions to find out whether students have understood a text can help them develop skills for locating information in the text. Stimulating questions can help students develop critical thinking skills. Questions requiring students to apply, analyse, synthesise or evaluate content in the text may provide a suitable context for discussion involving critical thinking by students. Proper values and attitudes can be fostered and enhanced as appropriate.
- The following examples help explain the six types of questions. They are the questions which teachers may ask during or after students have read the book “The Little Red Hen”. This is a story about a hen who wants to make some bread to eat. However, her three friends refuse to help her, and so when the bread is ready, she eats it all.
 - Knowledge
 - ♦ What are the four steps in making bread?
 - Comprehension
 - ♦ Look at the picture. Why is Little Red Hen eating all the bread by herself?
 - Application
 - ♦ Can you tell us the steps in making a sandwich?
 - Analysis
 - ♦ Is Little Red Hen bad to her friends? Are her friends bad to her? Can you explain their relationship?
 - Synthesis
 - ♦ What poster would you design to introduce this story?
 - Evaluation
 - ♦ How would you feel if you were the Cat, the Dog or the Duck in the story?
 - ♦ What can you learn about the hard work of Little Red Hen?

Template for Developing and Conducting an Intervention Programme to Support Less Able Students in English Language Learning

A. Purpose

To provide a short, focused programme and timely support for students who have exhibited learning difficulties in the English Language subject

B. Features of an Intervention Programme

- Short, focused and timely
- Additional opportunities
- Additional time
- Focused learning

C. Suggested Mode of an Intervention Programme

- Small group size
e.g. one teacher to eight students
- Regular, additional meetings for a short period of time
e.g. two 35-minute sessions per week

D. Incorporating Intervention Programme

- As part of the remedial programme
- As additional support programme

E. Causes of Major English Language Learning Problems

Students:

- ☹ Lack of knowledge and appropriate strategies to enhance spelling, pronunciation, reading and writing

Teachers:

- ☹ Not giving enough support to overcome difficulties e.g. in dealing with abstract concepts
- ☹ Not paying enough attention to psychological needs

F. Planning for an Intervention Programme

- Collect data for analysis comprehensively and identify areas of problems
 - Don't rely on data from written work only
 - Include data from listening and speaking through observation
- Consider other factors which have an impact on learning
e.g. motivation, learning style, understanding and following rubrics or verbal instructions
- Identify possible causes of learning problem areas
- Identify learning needs and learning styles

Common Problem Areas

- Spelling
- Pronunciation
- Language Forms and Communicative Functions
- Concept and Meaning

- Motivation, Attitudes and Confidence

Identifying Teaching Focus

- Make reference to the problem areas
- Predict possible forthcoming learning problems in the same area by referring to the textbooks or other learning/teaching resources
- Decide which and how many areas to focus on

Designing Tasks and Activities

- Design focused, appropriate learning activities based on current and future learning
- Cater for students' learning interests, styles and needs
- Provide meaningful contexts for learning
- Elicit students' responses through questioning techniques
- Provide scaffolding for task completion and different modes of support in learning tasks, e.g. visual cues for visual learners
- Provide support to develop skills for current learning and long-term learning needs
- Build on what students are able to do
- Do not overwhelm them with too demanding and difficult tasks
- Include revisiting content related to the regular English programme
- Avoid mechanical drilling over the same items

Designing Mini-projects

Provide opportunities for students to:

- learn, relearn, practise and use the target language items and skills in new contexts; and
- develop strategies for learning to learn.

G. Note the following in designing tasks, activities and mini-projects for the five common problem areas

Spelling and Pronunciation

Need to help students:

- apply letter-sound knowledge based on phonological awareness; and
- apply skills to facilitate accurate spelling.

Language Forms and Communicative Functions

- Focus on different elements of the language forms, one at a time
- Teach grammar in context explicitly through highlighting the form
- Provide activities to use the form for communication (i.e. through functions)

Concept and Meaning

Cater for students' learning style and needs:

- Multi-sensory learning style
- Understanding comes through hands (doing), eyes (seeing) and ears (listening)
- Use real objects in teaching abstract concepts so that students can see, touch and manipulate
- Use demonstration to supplement verbal instructions

Motivation, Attitudes and Confidence

- Set short, easy but meaningful tasks
- Use games or activities with fun elements
- Use short and simple rhymes or chants
- Avoid too many competitions
- Set achievable yet challenging learning goals for different students

Adopting Varied Teaching Techniques

- Adjust the teaching style to support the less able students during their regular English lessons
- Use simple classroom English, gestures and facial expressions to help students understand the instructions and explanations
- Provide clear instructions for students by introducing tasks with a clear and simple framework, setting goals at the beginning and putting emphasis on important information

Collecting Evidence of Learning and Providing Feedback

- Observe students' performance in various activities to inform learning and teaching, e.g. written tasks, role play
- Provide timely, specific and constructive feedback to students to help them make improvement and consolidate their learning

Designing Appropriate Evaluation Tools

- Adopt diversified modes of assessment to evaluate students' learning, e.g. oral and written work, projects, performance tasks

English Language Education Key Learning Area Curriculum Framework of National Security Education (2025)

Introduction

This curriculum framework¹ illustrates how elements of national security education (NSE) can be integrated into and tied in with the development of language skills in the English Language Education Key Learning Area at the primary and secondary levels. To cater to students' abilities and learning needs, possible topics in the respective key stages of English Language and Literature in English are given, thereby allowing students to learn progressively and facilitating schools in planning the content of NSE. Schools should aptly integrate NSE into the curriculum planning and teaching of various learning areas/subjects through “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom” and “whole-school participation”. In addition, schools should also refer to the Curriculum Framework of National Security Education in Hong Kong (2025) and other relevant curriculum documents to implement NSE more effectively.

1. Learning Objectives

- 1.1 The English Language Education curriculum comprises two closely related subjects: English Language (a core subject for Key Stages 1 to 4) and Literature in English (an elective subject for Key Stage 4).
- 1.2 The overall aims of the English Language Education curriculum are to provide students 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 them to prepare for the changing socio-economic demands, which include the interpretation, use and production of materials for pleasure, study and work in the English medium, resulting from advances in information technology.
- 1.3 The development of positive attitudes, along with knowledge and skills, is an integral part of the English Language Education curriculum. Opportunities for exploring, developing and encouraging positive attitudes, including national identity and awareness of safeguarding national security, should be provided in all English learning tasks.
- 1.4 To foster the holistic planning and systematic implementation of NSE in the English Language Education Key Learning Area, schools should integrate NSE elements organically into and connect them naturally with the suggested modules and units of the English Language curriculum; and relevant set texts and components of the Literature in English curriculum.
- 1.5 Schools should also ensure a progression when implementing NSE across year levels/key stages (i.e. from enriching students' understanding of the latest developments of our country and the major fields of national security to engaging them in reflecting on and applying what they have learnt about national security, thereby raising their awareness of safeguarding national security), and enrich, connect and extend students' learning experiences through selecting relevant learning materials, organising learning activities within and beyond the English classroom, and cross-curricular and life-wide learning activities in collaboration with other subject departments.

¹ This framework is presented in the form of examples, which are not exhaustive. Schools are encouraged to adopt or adapt the learning and teaching activities based on students' learning needs and abilities.

2. Learning Focuses²

English Language Education Key Learning Area – English Language <u>Key Stage 1 (Lower Primary)</u>		Curriculum Framework of National Security Education in Hong Kong (2025)
Modules, Units and Learning Elements/ Objectives (Examples)	Learning and Teaching Activities (Examples)	Related Learning Elements ³ / Major Field of National Security (Examples)
Module: The World Around Us Unit: Amazing animals and plants Learning Elements/ Objectives: <ul style="list-style-type: none"> • To learn about the text features of different text types • To describe animals, call for action and write a pledge with appropriate language items 	<ul style="list-style-type: none"> • Reading an article to learn about the wild animals in our country's national parks and our country's conservation efforts and achievements • Viewing a short video about China's tigers to understand how our country saved the Siberian tigers from extinction and resolved human-tiger conflicts • Collecting information about an endangered animal in our country and writing a riddle about the animal to promote understanding about and love for animals • Applying the concepts of reduce, reuse, replace and recycle to create posters with slogans on ways to protect the environment and save resources • Writing a pledge to take action and protect the environment to safeguard ecological security, and reading aloud the promises in class 	<ul style="list-style-type: none"> • 1.5 Have a preliminary understanding of and appreciate some of our country's achievements that can be reflected in daily life (e.g. economy, society, culture, sports, ecological conservation, technology) • 1.7 Understand some major fields of national security covered by a holistic approach to national security • Related major field of national security: Ecological Security

² The learning focuses include only examples at the primary level. Please access the full version via this [link](#).

³ The related learning elements are taken and translated from the Curriculum Framework of National Security Education in Hong Kong (2025).

English Language Education Key Learning Area – English Language <u>Key Stage 2 (Upper Primary)</u>		Curriculum Framework of National Security Education in Hong Kong (2025)
Modules, Units and Learning Elements/ Objectives (Examples)	Learning and Teaching Activities (Examples)	Related Learning Elements/ Major Field of National Security (Examples)
<p>Module: The Magic of Nature</p> <p>Unit: Wonders of nature, Taking care of our earth</p> <p>Learning Elements/ Objectives:</p> <ul style="list-style-type: none"> • To learn about the text features of different text types • To call for action, write a blog post and present information with appropriate language items and structures 	<ul style="list-style-type: none"> • Reading a travel blog about a famous national park in our country to learn about the wild animals in our country and understand our country's achievements in conservation • Viewing a short video about the ecological measures in our country to preserve natural habitats (e.g. the mangroves in Shenzhen) after learning related elements in General Studies / Primary Humanities (e.g. the natural environment and people's life in China / along Huang He, Chang Jiang and Zhu Jiang), and discussing in groups how preserving nature can benefit both the wild animals and humans • Writing a blog post for a national park to promote understanding about and love and care for the endangered animals that live there • Organising an English game booth at school (e.g. a board game about endangered species) to show concern for the endangered animals and call for action, and preparing a presentation in a school assembly to promote the event and safeguard ecological security 	<ul style="list-style-type: none"> • 2.5 Understand our country's recent developments, achievements, and contributions (e.g. infrastructure, innovation and technology, aerospace technology, healthcare, ecological conservation) and take pride in them • 2.20 Care for oneself, family, society, our country, and nature, and contribute to safeguarding national security • Related major field of national security: Ecological Security

3. Suggested Learning and Teaching Activities (Examples) (From Lower Primary to Senior Secondary)

The suggestions below are only examples. Schools are encouraged to design learning and teaching activities to implement NSE based on school contexts and the school-based curriculum.

✧ **Classroom learning activities**

Please make reference to the “Learning and Teaching Activities (Examples)” in the tables above.

✧ **English-related life-wide learning activities**

Schools should enrich and extend students’ language learning experiences, with NSE elements integrated in real contexts and authentic settings through life-wide learning activities (e.g. organising an “Anti-Scam Day” to raise students’ awareness of safeguarding our country’s societal security).

✧ **Project learning and cross-curricular activities**

Teachers of the English Language Education Key Learning Area can work collaboratively with teachers of other subjects (e.g. Primary Humanities, Chinese History, Citizenship, Economics and Society, and Citizenship and Social Development) in designing cross-curricular projects to help students connect their learning experiences, provide opportunities for applying language skills and language learning strategies, and maximise learning that integrates language and content.

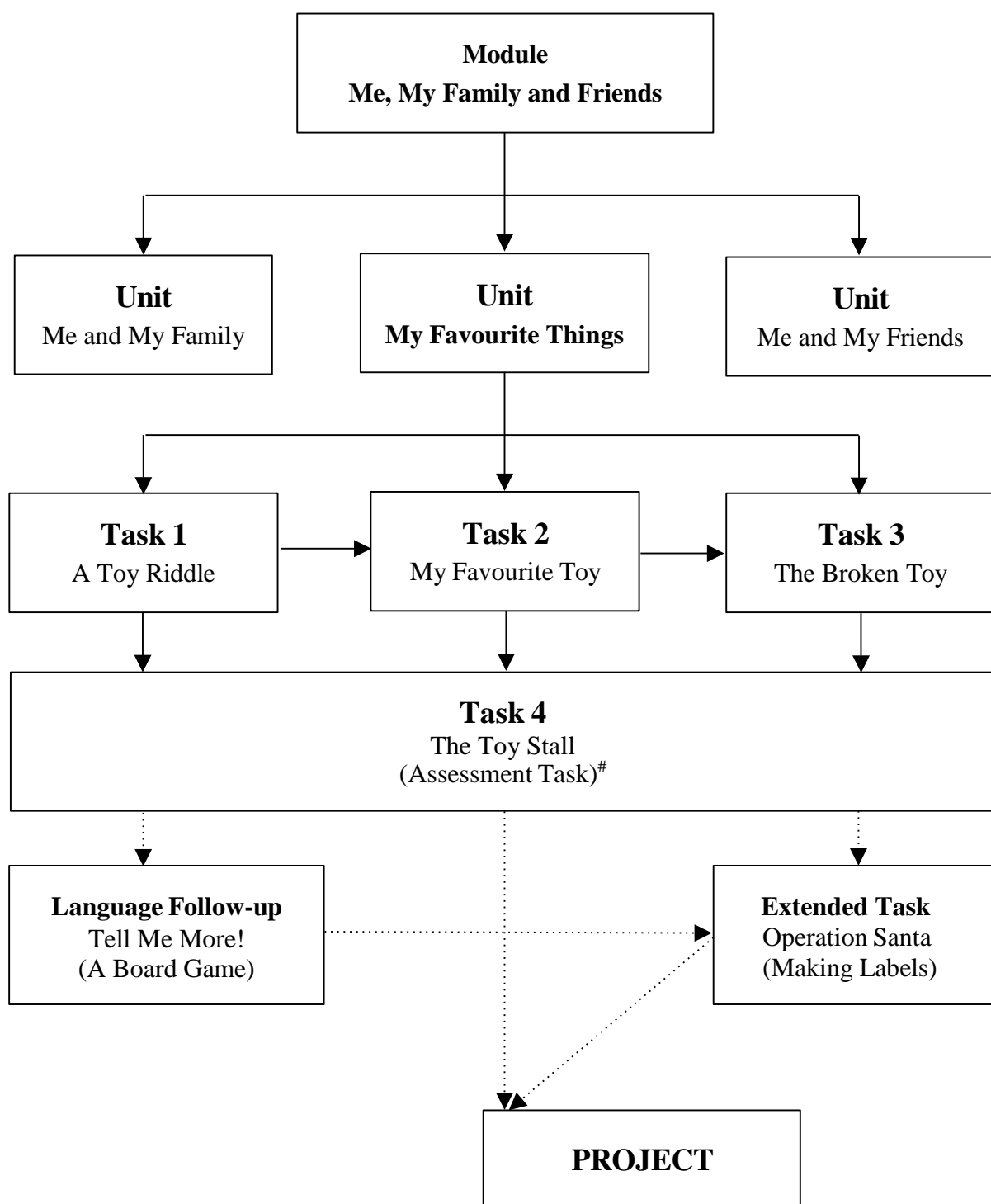
✧ **Online and self-directed learning activities**

Schools are encouraged to leverage technology and promote self-directed learning, advising students to make use of suitable learning resources within and outside the school campus to enhance their understanding of national security.

Disclaimer:

The examples in this document are meant to inspire and encourage schools to further explore possible learning and teaching activities to incorporate NSE into the English Language Education curriculum, and are by no means exhaustive. Schools are advised to adapt the suggestions with reference to their students’ needs and abilities to cater for learner diversity, and to tie in with other themes and proper values and attitudes for promoting values education and NSE in a sustainable manner.

Sample Tasks* for Key Stage 1



* Adapted from materials co-developed by the English Language Education Section, Curriculum Development Institute, Education and Manpower Bureau (renamed as Education Bureau from 2007 onwards), and Teachers of English Language Education Centre (TELEC), the University of Hong Kong.

Task 4 can be used as a learning task or alternatively used as an assessment task. It is not necessary to conduct an assessment task in every learning unit.

Sample Task 1: A Toy Riddle
Module: Me, My Family and Friends
Unit: My Favourite Things

Learning Targets

To develop an ever-improving capability to use English:

- to obtain and provide objects and information in simple classroom situations and through games (ISe, Key Stage1)
- to recognise and solve simple problems in given situations (KSd, Key Stage1)
- to clarify one's own written expression with support from the teacher (KSe, Key Stage1)
- to recognise some obvious features of the English Language in simple spoken and written texts; and apply this awareness to one's initial learning and use of the language (KSf, Key Stage1)
- to give expression to one's experience through describing an object (ESd, Key Stage1)

Task Description

Students read the story "The Old Toys". They learn vocabulary items on names of toys and for describing the parts of toys. Then they write a riddle about one of the toys in the story. The riddles written by students can be put into a riddle book for the book corner in the classroom or they can be put on cards for class/inter-class activities.

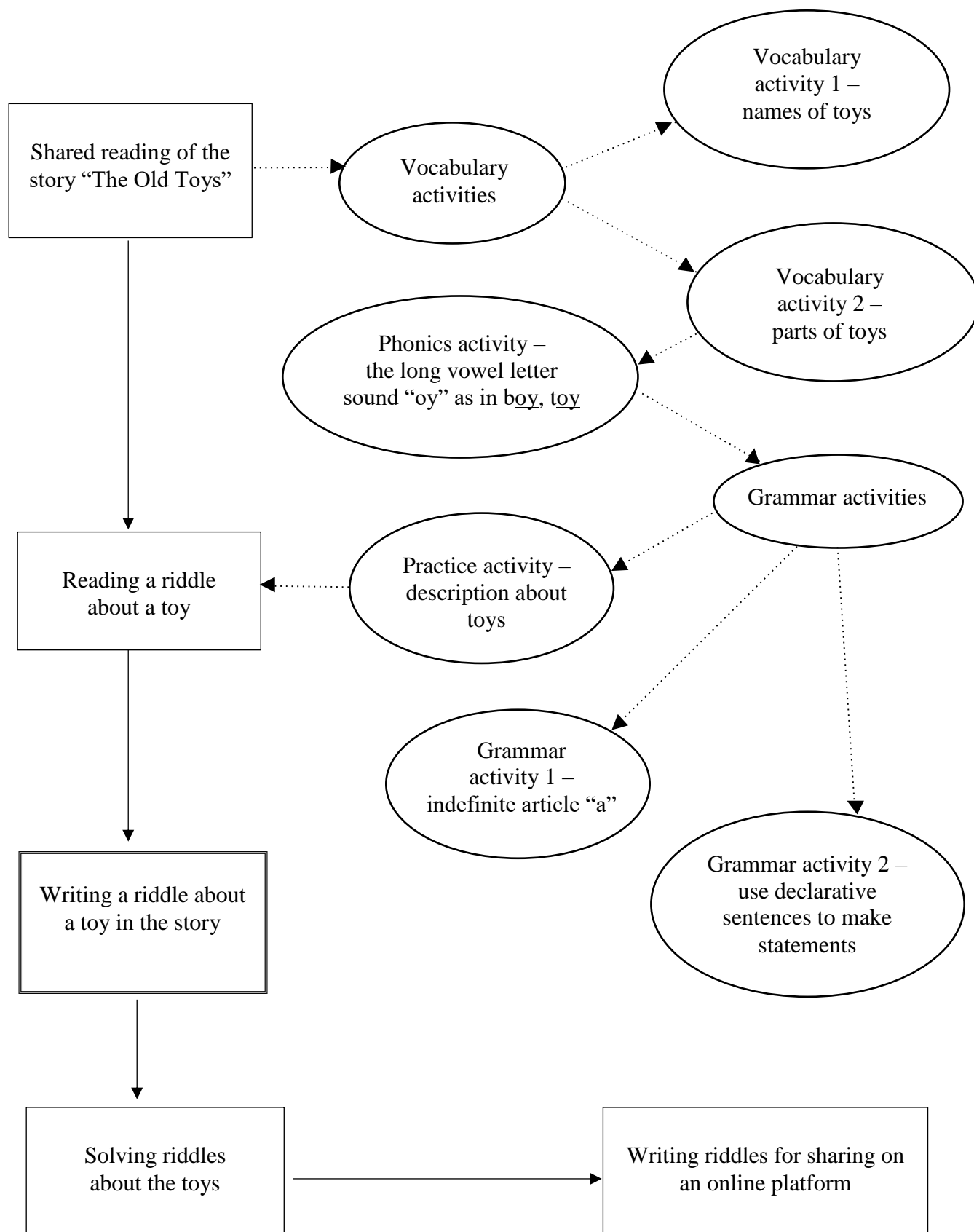
Learning Objectives

Generic skills: communication skills, problem solving skills, collaboration skills

Proper values and attitudes: independent, confident, with a desire to learn, cooperative

Text Types	Vocabulary	Language Items, Communicative Functions	Language Skills	Attitudes Specific to English Language Learning
<ul style="list-style-type: none"> - Stories - Riddles 	<ul style="list-style-type: none"> - Toys <ul style="list-style-type: none"> • toy rabbit • toy plane • toy car • doll • teddy bear - Parts of toys <ul style="list-style-type: none"> • legs • arms • eyes • wheels • batteries - Sizes <ul style="list-style-type: none"> • long • short • big 	<ul style="list-style-type: none"> - Use nouns or noun phrases to identify toys and different parts of toys (e.g. It's my <u>toy rabbit</u>. It has four <u>legs</u>.). - Use the interrogative pronoun "what" to find out specific information (e.g. <u>What</u> is it?). - Use adjectives to show quantities (e.g. It has <u>four</u> wheels.). - Use adjectives to describe sizes (e.g. It has <u>short</u> hair.). - Use the simple present tense to talk about present states (e.g. It <u>is</u> a doll.). - Use the indefinite article "a" to make general statements (e.g. It is <u>a</u> toy plane.). - Use the personal pronoun "it" as subject to identify toys (e.g. <u>It</u> does not have a tail.). - Use question marks at the end of questions (e.g. What is it?). - Use the language pattern "Subject + Verb + Object" to describe toys (e.g. It has two wings.). - Use declarative sentences to make statements (e.g. It is a robot.). 	<ul style="list-style-type: none"> - Listening <ul style="list-style-type: none"> - Identify basic vowel sounds. - Identify the main ideas in simple spoken texts with teacher support. - Locate specific information in response to simple instructions or questions. - Speaking <ul style="list-style-type: none"> - Imitate appropriate stress, rhythm and intonation. - Pronounce correctly words in connected speech by linking words together and using appropriate stress. - Reading <ul style="list-style-type: none"> - Use knowledge of basic letter-sound relationships to read aloud simple words and short simple texts. - Guess the meaning of unfamiliar words by using contextual and pictorial clues. - Writing <ul style="list-style-type: none"> - Use basic sentence punctuation. - Use neat and legible handwriting. - Reproduce sentences based on teacher's model and use words from print in the environment. 	<ul style="list-style-type: none"> - Develop confidence in using English. - Develop keenness to participate in activities leading to improvement of knowledge and skills.

Procedures for Sample Task 1



Sample Task 2: My Favourite Toy

Module: Me, My Family and Friends

Unit: My Favourite Things

Learning Targets

To develop an ever-improving capability to use English:

- to establish and maintain relationships and routines in carrying out classroom activities (ISa, Key Stage1)
- to converse about feelings, interests and experiences (ISb, Key Stage1)
- to obtain and provide objects and information in simple classroom situations and through games (ISc, Key Stage1)
- to provide and present simple information on familiar topics (KSA, Key Stage1)
- to recognise and solve simple problems in given situations (KSd, Key Stage1)
- to clarify one's own written expression with support from the teacher (KSe, Key Stage1)
- to recognise some obvious features of the English Language in simple spoken and written texts; and apply this awareness to one's initial learning and use of language (KSf, Key Stage1)
- to give expression to one's experience through describing an object (ESd, Key Stage1)

Task Description

Each student brings a toy to school or chooses one from those provided by the teacher. They play a guessing game to revise the names of toys and the ways to describe them. Then they write descriptions about their toys to prepare for the show-and-tell activity. When it is necessary or desirable, they look up children's reference books, e.g. picture dictionaries or word books, to find appropriate words to describe their toys. The students within each group take turns to describe their toys. Then each group selects a representative to describe his or her toy to the rest of the class. The toys and their descriptions can be displayed in the classroom for sharing.

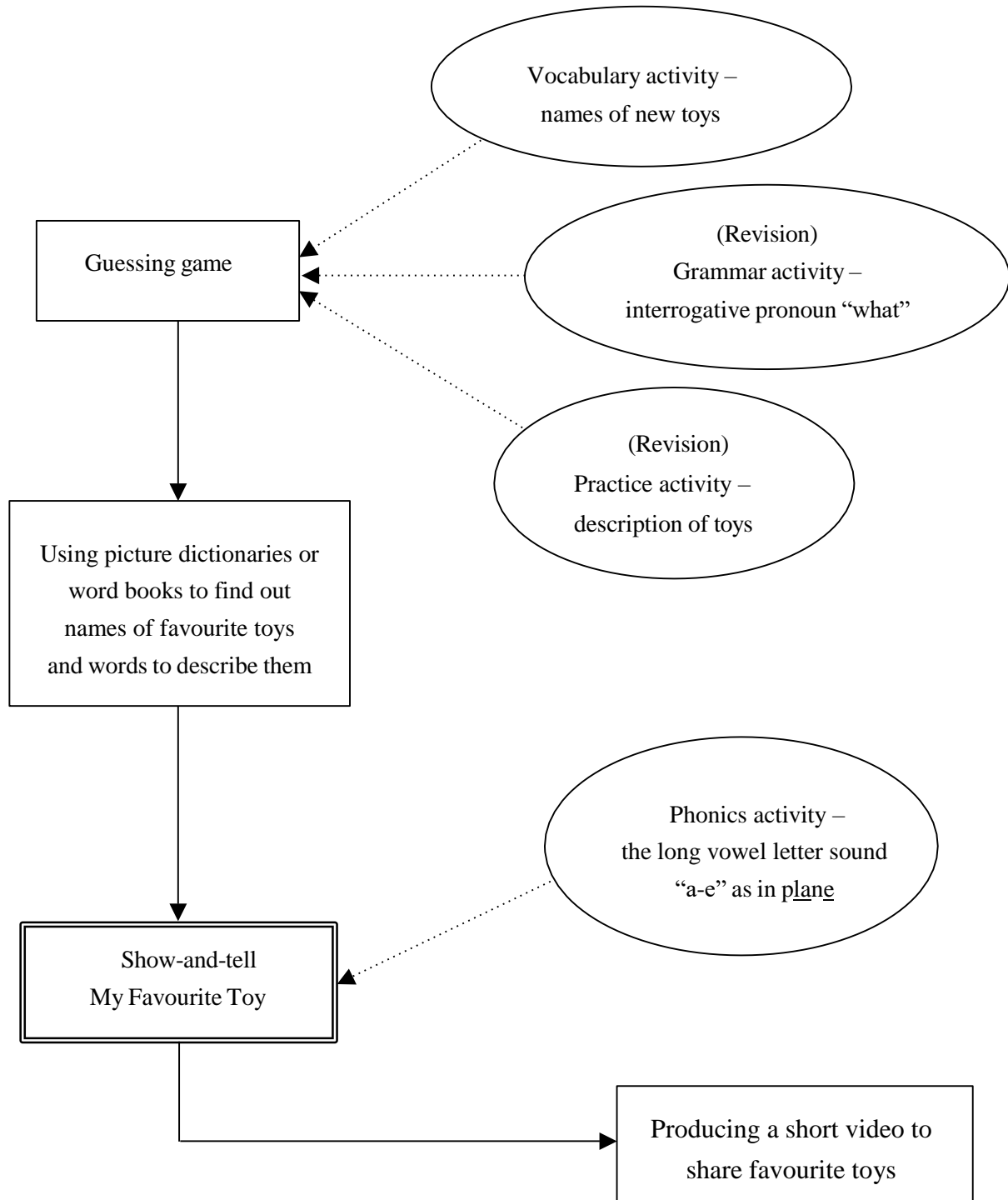
Learning Objectives

Generic skills: communication skills, creativity

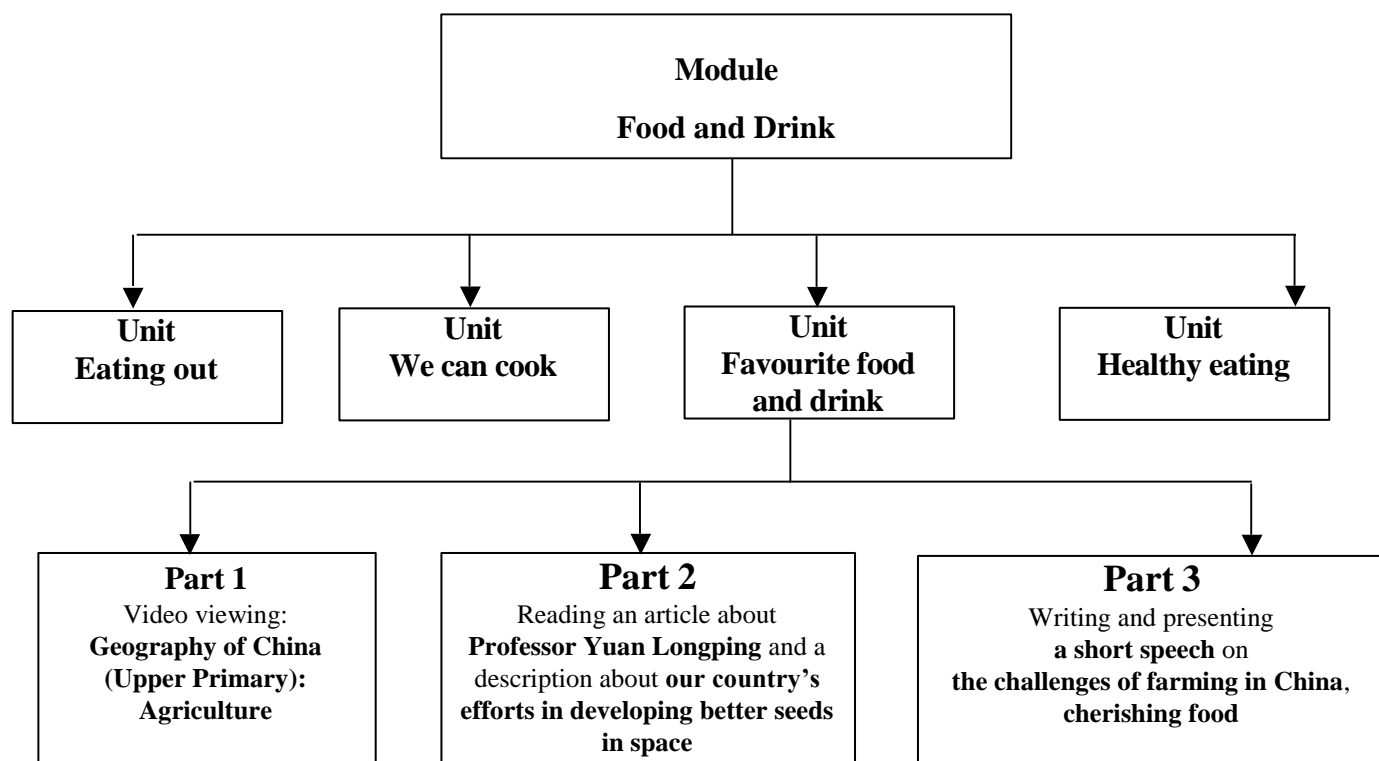
Proper values and attitudes: independent, confident, with a desire to learn

Text Types	Vocabulary	Language items, Communicative Functions	Language Skills	Attitudes Specific to English Language Learning
Picture dictionaries	Toys <ul style="list-style-type: none"> • toy rabbit • toy plane • toy car • doll • teddy bear Parts of toys <ul style="list-style-type: none"> • legs • arms • eyes • wheels • batteries Sizes <ul style="list-style-type: none"> • long • short • big 	Use nouns or noun phrases to identify toys and parts of toys (e.g. The <u>toy rabbit</u> has two long <u>ears</u> .). Use the interrogative pronoun "what" to find out specific information (e.g. <u>What</u> is it?). Use adjectives to describe quantities (e.g. It has <u>four</u> wheels.). Use adjectives to describe sizes (e.g. It has a <u>long</u> tail.). Use the simple present tense to talk about present states (e.g. It <u>has</u> two big eyes.). Use the personal pronoun "it" as subject to identify toys (e.g. <u>It</u> is an animal.). Use the indefinite article "a" to make general statements (e.g. This is <u>a</u> toy phone.). Use the demonstratives "this, these" to refer to toys and parts of toys (e.g. <u>This</u> is my favourite toy. <u>These</u> are the wheels.). Use the simple present tense to express interests, feelings and opinions (e.g. I <u>like</u> my toy car.). Use the language pattern "Subject + Verb + Object" to describe the toys (e.g. The toy plane has batteries.). Use declarative sentences to make statements (e.g. This toy has two wings.).	Listening <ul style="list-style-type: none"> - Identify basic vowel sounds. - Identify the main ideas in simple spoken texts with teacher support. Speaking <ul style="list-style-type: none"> - Pronounce correctly words in connected speech by linking words together and using appropriate stress. - Maintain an interaction by providing information in response to factual or yes/no questions. Reading <ul style="list-style-type: none"> - Locate specific information in a short text in response to questions. Writing <ul style="list-style-type: none"> - Use basic sentence punctuation. - Use neat and legible handwriting. - Put words in a logical order to make meaningful phrases or sentences. - Reproduce sentences based on teacher's model and use words from print in the environment. - Provide personal ideas and information based on a model or framework provided. - Draft, revise and edit short written texts with teacher support. 	Develop confidence in using English. Develop sensitivity towards language use in the process of communication. Develop keenness to participate in activities leading to improvement of knowledge and skills.

Procedures for Sample Task 2



Sample Tasks for Key Stage 2



Sample Tasks on Cherishing Food*

Modules: Food and Drink

Unit: Favourite food and drink

The sample task on Cherishing Food is developed with the following aims, learning objectives and procedures:

Aims

The sample task aims to support English Language teachers in:

- developing students' language skills through engaging them in various reading, viewing, writing and speaking activities;
- integrating elements of national security education into the school English Language curriculum;
- raising students' awareness of the importance of safeguarding national security;
- cultivating in students a sense of belonging to our country, an affection for the nation and a sense of national identity; and
- fostering students' development of proper values and attitudes (e.g. commitment, diligence, perseverance).

Task Description

Students take on the role as English ambassadors. They learn more about our country's efforts in securing a stable agricultural production, and develop an awareness of the importance of cherishing food to safeguard food security. They first reflect on the purpose of planting or farming at school, and activate their prior knowledge about the major source of food in Hong Kong. Then, they view the video "Geography of China (Upper Primary): Agriculture" to learn about farming in our country and the efforts in safeguarding food security. After that, they read an article about the contributions of Professor Yuan Longping in boosting grain harvests to help secure food supply in our country as well as in other countries. They also read a description about our country's efforts in developing better seeds in space and reflect on the achievements of our country in securing food supply. To consolidate learning, they write a speech and present it on the school's Food Appreciation Day to tell their schoolmates about the challenges of farming in our country and encourage them to cherish food in their daily lives.

Learning Objectives

Content

To develop an understanding of the following:

- the kinds of plants or crops grown in our country, the challenges in farming and the solutions to these problems;

* The sample task on Cherishing Food is included in the "English Language Resource Kit on National Security Education at the Primary Level", which can be accessed via the following link: https://www.edb.gov.hk/NSE_elepri. Teachers are encouraged to read the resource kit for ideas on integrating elements of national security education into the school English Language curriculum.

- the life and contributions of Professor Yuan Longping in boosting grain harvests to secure food for people in our country and around the world; and
- our responsibility of cherishing food to safeguard food security

Language

To develop language knowledge and skills through:

- practising viewing skills (e.g. working out the messages conveyed using visual elements and supportive graphics)
- reading information texts (e.g. locating specific information, working out the meaning of unknown words; understanding the connection between ideas; understanding intention, attitudes and feelings conveyed in a text)
- writing a speech to inform schoolmates of how our country tackles the problems of agriculture and encourage them to cherish food using the language learnt (e.g. writing a speech with a proper greeting and an appropriate ending; using the simple past tense to talk about past events)
- delivering the speech (e.g. speaking with appropriate intonation, stress and pauses)

Procedures

Part 1

Video viewing: Students reflect on the purpose of planting or farming at school, and activate their prior knowledge about the major source of food in Hong Kong. Then, they view the video “Geography of China (Upper Primary): Agriculture” to learn about farming in our country and the efforts in safeguarding food security. Graphic organisers are used to help students understand the video.

Part 2

Reading: Students read an article about Professor Yuan Longping to understand his contributions in boosting grain harvests. They also read a short description about our country’s efforts in developing better seeds in space, and reflect on the achievements of our country in securing food supply for people in our country and around the world.

Part 3

Writing and Speaking: Students write and present a short speech to tell schoolmates about the challenges of farming in our country and encourage them to cherish food in their daily lives, thereby cultivating an awareness of food security. Students are encouraged to refer to the tips for practising delivering the speech and the assessment criteria to improve the content and delivery of their speech.

Template for Project Learning

(A) Preparation

- | | |
|--|--|
| <p>1. Level</p> <p>2. Title/Topic of Project</p> <p>3. Related Module(s)/Unit(s)</p> <p>4. Learning Targets</p> <ul style="list-style-type: none"> • Interpersonal Strand • Knowledge Strand • Experience Strand <p><i>(Please refer to <u>Section 2.2.1</u>)</i></p> <p>5. Learning Objectives</p> <ul style="list-style-type: none"> • Language forms <ul style="list-style-type: none"> - Text types - Vocabulary - Language items • Communicative functions • Language skills • Language development strategies • Attitudes specific to English Language learning <p><i>(Please refer to <u>Section 2.2.2</u>)</i></p> <p><i>Note 1: Cross-curricular components could be incorporated in the design of projects to connect students' learning experiences and provide opportunities for them to apply knowledge and skills in an integrative manner.</i></p> <p><i>Note 2: To cater for learner diversity and promote self-directed learning, it is important to allow students to make choices when carrying out project work.</i></p> <p>6. Generic Skills</p> <ul style="list-style-type: none"> • Communication skills • Collaboration skills • Creativity • Critical thinking skills, etc. <p><i>(Please refer to <u>Section 2.2.3</u>)</i></p> <p><i>Note 3: The integrative development of students' collaborative problem solving skills and holistic thinking skills could be built in, where appropriate.</i></p> <p>7. Proper Values and Attitudes</p> <ul style="list-style-type: none"> • Perseverance • Respect for others • Responsibility • National identity • Commitment, etc. <p><i>(Please refer to <u>Section 2.2.4</u>)</i></p> | <p>8. Time Allocation</p> <ul style="list-style-type: none"> • Number of lessons • Amount of time required by students outside class time to prepare and present the project <p>9. Resources</p> <ul style="list-style-type: none"> • Textbooks • Newspapers • Web resources • e-Learning resources • Pamphlets • Posters etc. <p>10. Parties Involved and their Roles</p> <ul style="list-style-type: none"> • Parents • Community members (e.g. nurses, doctors, police, librarians in public libraries) • School head and other teachers • Teacher-librarian • Guest speaker(s) etc. <p>11. Products</p> <p><i>(May be multimodal or performative in nature to cater for learner diversity)</i></p> <ul style="list-style-type: none"> • An oral presentation • A written report • A booklet • An e-book • A poster • A pamphlet • A debate • An exhibition • Web materials • A playlet or role play • A variety show • A three-dimensional model • A short video or an audio recording • A newspaper • A party etc. |
|--|--|

(B) Learning, Teaching and Assessment Process

A variety of learning and teaching activities are to be designed to equip students with relevant knowledge and skills. When planning the learning, teaching and assessment process, the teacher is encouraged to consider how he or she can guide or support students in the following areas with reference to the various stages in carrying out project learning.

1. Idea Initiation

Guide students to participate actively in discussion to:

- formulate a topic or question for investigation;
- set a clear purpose and scope for the project;
- explore possible product(s); and
- agree on criteria for success.

2. Enquiry Process

Students collect various types of information through different channels and engage in thinking and discussion to build up their knowledge of the topic. In the process, they are supported and given input in the following areas.

Input and Support

- Language input
The language and skills required for the project should be developed through a range of language learning activities designed in relation to the Learning Targets and Learning Objectives. The teacher should also consider when and how to provide such input.
- Categories of generic skills
 - (i) Problem management
Guide students to:
 - view the topic or question for investigation from different perspectives; and
 - explore ways to approach the topic or question for investigation with creativity, critical thinking and problem solving skills.
 - (ii) Information management
Guide students to acquire, organise and present information in verbal, numerical and graphic mode, making use of mathematical skills, information technology skills and self-learning skills. For example, teachers can explore with the class:
 - what type of information is required;
 - where to collect the information; and
 - how to select, organise and present the information collected.
 - (iii) Personal management
Guide students to learn to manage their work through the development of collaboration skills, communication skills and self-management skills. For example, teachers can explore with the class:
 - how to discuss with members to develop a work plan;
 - how to cooperate with members in completing the work; and
 - how to discuss with members regarding distribution of work.

Feedback

Teachers should plan how to monitor students' project work and give continuous and timely feedback on it. They need to think about when and how to give feedback.

3. Knowledge Building, Sharing and Reflection

Guide students to:

- analyse and consolidate information;
- discuss and come to a conclusion;
- think about ways for presenting the project;
- assess the work in relation to the success criteria; and
- reflect on the whole project.

English for Classroom Interaction

The items listed below are grouped according to their nature and use. Words in brackets may vary, depending on the contexts. They are only for teachers' reference. They are neither prescriptive nor exhaustive.

Teachers' List

Greetings

- | | |
|----------------------|--|
| • Hello, (Stella). | • Goodbye, class. |
| • Good afternoon. | • Good morning, (Paul). How are you today? |

Classroom routine

- | | |
|---|---|
| • Stand up. | • I'll read this word again. Please pay attention to the pronunciation. |
| • Sit down. | • Louder, please. |
| • Who's absent today? | • Please, speak up. |
| • Put up/down your hands. | • Sorry, I can't hear you. |
| • Raise your hands. | • Please, say it again. I can't hear you. |
| • Look at the blackboard. | • I beg your pardon. |
| • Any volunteers? | • Pardon? |
| | • Try again. |
| • Take out your books. | • Write your name here. |
| • Can you take out your books? | • Write down the date. |
| • Please put away your books. | • Write on every other line. |
| • Turn to page (3). | • How do you spell (February)? |
| • Look at (the picture). | • Could you spell that, please? |
| • Who's on duty today? | • Use (a pencil) to do your corrections. |
| • Clean the blackboard, please. | |
| • Give me (a ruler), please. | • Please hurry up. |
| • Can I have your (diary), please? | • Please go back to your seat. |
| | • Go back to your seat now. |
| • Please repeat. | • There will be a test next (Friday). |
| • Please say after me. | |
| • I want you to repeat after me. | |
| • Class, please say this sentence after me. | |

Classroom management

- | | |
|-----------------------------|---|
| • Look at me. | • Quiet, please. |
| • Please listen to me. | • Stop talking now. |
| • Speak in English, please. | • Please work quietly. |
| • Pay attention. | • Don't make any noise, please. |
| | • Would you please keep quiet for a moment? |
| • Don't move around. | • Please keep your voice down. |
| • Turn around, please. | |
| • Look up for a moment. | |
| • Stay in your seat. | |
| • Sit up straight. | |

Distribution and collection of materials

- Get the books from the shelf.
- Please go to the staff room and get the books back.
- Give out the exercise books, please.
- Pass the worksheets to the back.
- Pass the books to the front.
- I'd like to collect the workbooks now.
- Please put the books on the shelf.

Elicitation

- How do you come to school?
- How do you make (a sandwich)?
- When do you go to (the English Room)?
- Where did you get the idea?
- Who is (the class librarian)?
- Why are you late?
- Why do you think so?
- Why did you say that?
- What did you do in the recess?
- Whose book is this?

Instructions for activities

- Work in pairs.
- Work with your neighbour.
- Work in groups of (four).
- I want you to get into groups of (three).
- (Benny), join this group, please.
- Would you like to join this group?
- There should be (four) students in one group.
- There are too many students in your group.
- One student will be the group leader.
- Group leaders, please come out and collect the materials.
- Work on your own, please.
- Try to do it by yourself.
- I want more ideas.
- Don't show it to your partner.
- Don't let your partner see the picture.
- Show your drawing to your group now.
- Tell your group members how to do it.
- Let's do a role play. (student A) will play the part of (the doctor) and (student B) will be (the patient).
- Read the dialogue with your partner.
- How do you say that in English?
- You need (a game board) and (a dice).
- The student who can get the most cards is the winner.
- (student A) should speak first.
- You may begin.
- Group (A) is going to present their project to you.
- Please hurry up.
- Time is up.
- Stop (writing) now.

Instructions for exercises, worksheets or assessment forms and papers

- Circle the right word.
- Underline the answer.
- Colour the picture.
- Join the dots.
- Match the words with the pictures.
- Listen and draw lines.
- Write the letter/number in the brackets.
- Tick the correct answer.
- Fill in the blank with a suitable word.
- Choose and write the correct word in the brackets.
- Put the words/sentences into the correct order.
- Finish the sentence.
- Complete the table.
- Answer the questions.
- Read the instructions carefully.

Instructions for exercises, worksheets or assessment forms and papers

- Put a tick/cross in the box.
- Label the picture.
- Fill in the missing word.
- Let's look at the checklist together. Did they speak clearly and loudly enough?
- Do you think they are doing well? Put ticks on this checklist to tell them.

Instructions for assignments

- Do this exercise now.
- Finish exercise (3) on page (23).
- Do your corrections tonight.
- Study page (32) of your textbook for dictation next week.
- Finish page (23) in the workbook.
- Complete Worksheet (3) at home.
- Hand in your work tomorrow.
- Prepare pages (1) to (6) for our (mini drama) next (Monday).
- Read the story again tonight.
- Tell/Read aloud the story to your father or mother tonight.
- Your homework will be to read the story aloud (three) times to yourself.

Discussion on reading texts

- What is the title of this book?
- Who is the author?
- Can you point to the name of the illustrator?
- Look at the book cover. What is the story about? Can you guess?
- When did the story happen?
- Where did the story happen?
- What will happen next?
- Draw a picture to show me.
- Write down any rhymes that you hear.
- Write down any examples of words starting with the ("p") sound.
- What is (a spaceship)? Look at the picture on page (12). Can you find (a spaceship) in this picture? Point to (the spaceship) in this picture.
- What is he doing?
- What can you see in this picture?
- Do you think (the monster) is right? Why?
- What do you think of (Little Red Hen)?
- Could you tell me more about (Johnny's adventure)?
- If you were (the King), what would you do?
- What else would you do?
- Now you are (Miss Lee). What will you say?

Feedback to learners

- Right.
- You are right.
- That's it.
- That's correct.
- Exactly.
- Good.
- Well done!
- Very good!
- How clever you are!
- Excellent!
- That's nice.
- Interesting idea.
- What a bright idea!
- Try again.
- You're quite close.
- Not quite.
- Nearly.
- Not exactly.
- You nearly got it correct.
- A good try/guess.

Feedback to learners

- | | |
|---------------------------|------------------------|
| • Fine. | • You're almost right. |
| • Terrific! | • Can anyone help him? |
| • Fantastic! | • You can do better. |
| • You've done a good job. | • Don't give up. |

Students' List

Greetings

- | | |
|--------------------|---------------------------------|
| • Hello, (Paul). | • Good afternoon, (Mr. Chan). |
| • Good morning. | • Goodbye, (Tina). |

Requests

- | | |
|---|---|
| • May I leave the room? | • Can you repeat that please, (Miss Fung)? |
| • May I be excused? | • Sorry. I can't see the blackboard, (Mr. Lai). |
| • I want to go to the toilet, please. | |
| • May I have (some paper)? | |
| • May I borrow your (ruler)? | |
| • May I turn on the fan? | • I don't know the word in English. |
| • I'm cold. Can I close the windows? | • I don't know how to say it. |
| • Sorry, I can't hear you. | • I beg your pardon. |
| • Excuse me, (Mr. Lee). I can't hear you. | • Pardon? |

Responses

- | | |
|---------------------------|-----------------|
| • Thank you, (Miss Li). | • Here you are. |
| • Thank you very much. | |

Apologies

- | | |
|---------------------------|--|
| • Excuse me. | • Sorry, I'm late. |
| • Pardon me? | • Sorry, I have forgotten to bring my book. |
| • Sorry, (Mrs. Wong). | • I'm sorry. I have forgotten to do my homework. |
| • I'm sorry, (Mr. Lam). | • I am sorry. I haven't got one/any. |

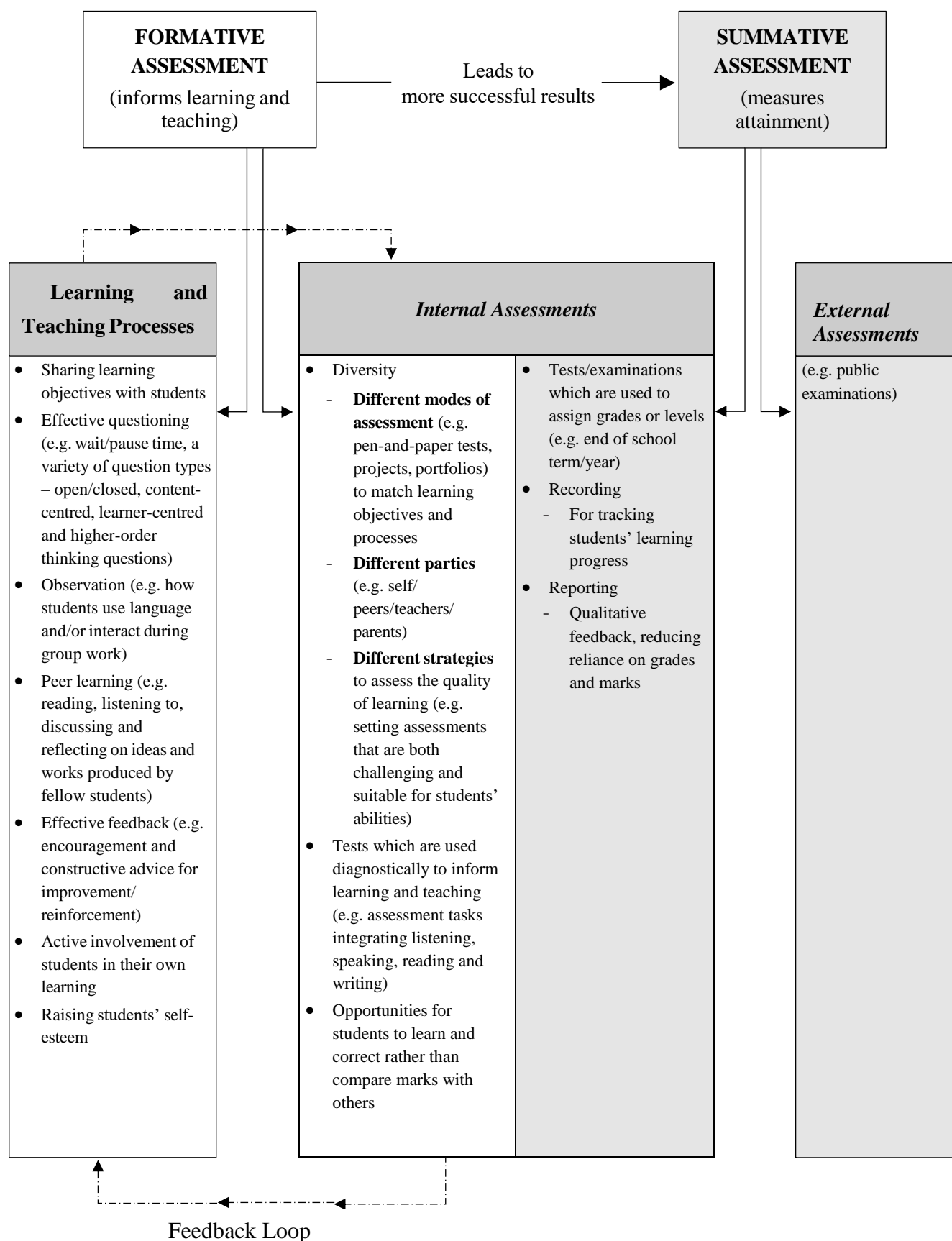
Offer

- | | |
|-----------------------------------|---|
| • Can I help you? | • Would you like some (colour pencils)? |
| • Would you like to sing with us? | |

Pair work and group work

- | | |
|--|---|
| • Do you agree? | • What is (a dwarf)? |
| • Do you think so? | • How do you spell (kangaroo)? |
| • Can we use this word? | • Can/ could you spell (James), please? |
| • We can use this word. | • How do you say that in English? |
| • You can use this word to describe (the fireworks). | • Can you say it again, please? |
| • Yes, you're right. | • What can we do? |
| • I agree with you. | • Any suggestions? |
| • I agree because (everyone enjoys singing). | • How about (dancing)? |
| • That's a good idea. | • What about (dancing)? |
| • I don't agree. | • Let's call him (Bobby). |
| • I disagree. I think (Little Red Hen is rude). | • Shall we write down our ideas? |
| • I don't think so. | • We can ask (Miss Wong). |
| • I don't think it's right. | • Shall we ask (Miss. Wong)? |
| • (Going on a picnic) is a better idea. | • It's my turn. |
| • What's the meaning of (giant)? | • Your turn, please. |
| • What does (rowing a boat) mean? | • Whose turn is it? |
| | • How clever you are! |
| | • What an interesting game! |

A Framework of School Assessment Practices



(Adapted from Shirley Clarke)








Feedback Sheet

Writing: Reviewing and Editing (Generic)


















Peer Assessment and Self-assessment Form

1. Teachers CHOOSE and agree with the students on some criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each student with the selected criteria on it.
3. With teacher's guidance, students read and understand the assessment criteria on the feedback sheet or assessment form for assessing their own performance in writing.
4. Both the teacher and the students can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self-assessment, peer assessment, etc.

Circle the right number of smileys. More smileys mean better work.

1. Peer Assessment – Reviewing <ul style="list-style-type: none"> ■ Is my partner's writing clear? ■ Is my partner's writing interesting? ■ Does my partner put the ideas in the best order? 	  
2. Peer Assessment – Editing <ul style="list-style-type: none"> ■ Does my partner use the tenses correctly? ■ Does my partner use singular and plural forms correctly? ■ Does my partner spell all the words correctly? ■ Does my partner use correct punctuation? 	   

Circle the right number of smileys. More smileys mean better work.

1. Self-assessment – Reviewing <ul style="list-style-type: none"> ■ I understand my topic. ■ Ideas are written in my own words. ■ I have completed all the tasks. ■ The meaning of each sentence is clear. 	   
2. Self-assessment – Editing (e.g. capital letters, grammar) <ul style="list-style-type: none"> ■ I use complete sentences. ■ I start each sentence with a capital letter. ■ I make sure all proper nouns begin with a capital letter. ■ I end each sentence with a full stop, an exclamation mark, or a question mark. ■ I follow all the rules of grammar and punctuation that I know. ■ I spell each word correctly using clues from the question to help me. ■ I indent for every new paragraph. ■ My writing is neat and easy for others to read. ■ Each sentence has a subject and a verb. ■ Each sentence has a full stop at the end. ■ My handwriting is clear. ■ I use capital letters to begin names (people, places, dates, books ...) 	            

Guidelines for Setting and Assessing Portfolios

- 1. Determine the learning/assessment aims in setting the portfolio assignment.**
To engage students in purposeful learning, the aims and assessment criteria of the portfolio should be clearly explained to the students in straightforward language.
- 2. Determine the activities that will make up the portfolio.** Whenever possible, teachers should enhance students' involvement and ownership of their own learning by allowing them to make choices on matters such as the topic, materials and approach(es) in carrying out and completing their work. This will facilitate reflection and selection, which are important learning experiences that portfolios should offer students. It is also advisable to encourage students to communicate directly with the reader (in the form of, say, an introductory letter or journal entries) explaining why or how the items are selected for inclusion.
- 3. Determine what will be assessed.** For formative assessment purposes, the teacher can decide on whether to assess the portfolio as a single entity or specific parts of the portfolio (e.g. an introductory letter to the portfolio, the design of a questionnaire, an oral progress report) to reflect the learning process, or a combination of both.
- 4. Set general and task specific criteria before developing the portfolio assignment.** Teachers should consider developing an initial feedback sheet that incorporates both general criteria and any known task specific criteria and go over them carefully with students at the start. Students should be encouraged to use the feedback sheet to facilitate self-reflection and peer feedback during the process of portfolio development.
- 5. Help students understand the task specific criteria for any task or activity they will carry out.** This is clearly important and may involve negotiating with students to develop new criteria or feedback sheets to suit the task or activity.
- 6. Allow time for portfolio development.** Portfolios require time for development and therefore teachers need to work out the times by which portfolios are due to be completed so that they do not all have to be handed in at the same time.
- 7. Build in formative feedback mechanisms** throughout the process of portfolio development to provide self-reflection, peer feedback and teacher feedback opportunities in the form of written progress reports, teacher-student conferences, student diaries, and feedback sheets.

Feedback Sheet

Speaking: Oral Presentation (Generic)

1. Teachers CHOOSE and agree with the students on some criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each student with the selected criteria on it.
3. With teacher's guidance, students read and understand the assessment criteria on the feedback sheet or assessment form for assessing students' performance in the oral presentation.
4. Both the teacher and the students can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self-assessment, peer assessment, etc.

Circle the right number of smileys. More smileys mean better work.

1. Overall impression

- | | |
|---------------------------------------|-------|
| ■ Interest in giving the presentation | 😊😊😊😊😊 |
| ■ Confidence | 😊😊😊😊😊 |
| ■ Good preparation | 😊😊😊😊😊 |

2. Presentation Techniques

- | | |
|--|-------|
| ■ Audibility/Loudness of voice | 😊😊😊😊😊 |
| ■ Clarity of speech/Clear articulation | 😊😊😊😊😊 |
| ■ Eye contact | 😊😊😊😊😊 |
| ■ Facial expression | 😊😊😊😊😊 |
| ■ Gesture | 😊😊😊😊😊 |
| ■ Fluency | 😊😊😊😊😊 |
| ■ Pronunciation | 😊😊😊😊😊 |
| ■ Pace | 😊😊😊😊😊 |
| ■ Pause | 😊😊😊😊😊 |
| ■ Intonation | 😊😊😊😊😊 |

3. Organisation

- | | |
|--|-------|
| ■ Introduction (announcing the topic / setting the scene to gain interest) | 😊😊😊😊😊 |
| ■ Body (details & explanations) | 😊😊😊😊😊 |
| ■ Conclusion (summary & closing statements) | 😊😊😊😊😊 |

4. Content

- | | |
|-----------------------------|-------|
| ■ Relevance to the topic | 😊😊😊😊😊 |
| ■ Clarity of idea | 😊😊😊😊😊 |
| ■ Original & creative ideas | 😊😊😊😊😊 |

5. Language

- | | |
|--|-------|
| ■ Complete sentences | 😊😊😊😊😊 |
| ■ Correct grammar | 😊😊😊😊😊 |
| ■ Choice of words, including connectives | 😊😊😊😊😊 |





















Feedback Sheet

Speaking: Oral Presentation (Generic)














Peer Assessment Form

1. Teachers CHOOSE and agree with the students on some criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each student with the selected criteria on it.
3. With teacher's guidance, students read and understand the assessment criteria on the feedback sheet or assessment form for assessing their classmate's oral presentation.
4. Both the teacher and the students can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self-assessment, peer assessment, etc.

Colour the right number of stars. More stars mean better work.

1. Did my classmate speak clearly and loudly enough? Did my classmate look at us most of the time?	    
2. Do I like my classmate's presentation?	    
3. Did my classmate talk about ...? (the topic, e.g. the food and drink items for the picnic)	    
4. Did my classmate tell me more about ...? (the topic, e.g. explain what/why/how)	    

Circle the right icon(s):

1. The best part of the presentation was ...	 (Introduction)	 (Body)	 (Conclusion)	
2. My classmate is good at ...	 Attitude	 Techniques	 Organisation	
	 Content	 Language		
3. My classmate can do even better next time in...	 Attitude	 Techniques	 Organisation	
	 Content	 Language		

Feedback Sheet

Speaking: Group Discussion (Generic)

1. Teachers CHOOSE and agree with the students on some criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each student with the selected criteria on it.
3. With teacher's guidance, students read and understand the assessment criteria on the feedback sheet or assessment form for assessing their performance in the group discussion.
4. Both the teacher and the students can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self-assessment, peer assessment, etc.

Circle the right number of smileys. More smileys mean better work.

1. Content

- Adequacy of overall content 😊😊😊😊😊
- Clarity of ideas 😊😊😊😊😊
- Relevance of ideas 😊😊😊😊😊
- Originality/Creativity 😊😊😊😊😊

2. Communication strategies

- Ability to use strategies such as:
 - making an opening 😊😊😊😊😊
 - explaining 😊😊😊😊😊
 - clarifying (e.g. offering examples) 😊😊😊😊😊
 - agreeing 😊😊😊😊😊
 - disagreeing 😊😊😊😊😊
 - taking turns 😊😊😊😊😊
 - questioning 😊😊😊😊😊
 - self-correcting 😊😊😊😊😊
 - suggesting 😊😊😊😊😊
 - summarising 😊😊😊😊😊
 - making a conclusion 😊😊😊😊😊
- Demonstrating
 - Confidence 😊😊😊😊😊
 - Interest in discussion 😊😊😊😊😊
 - Respect for others 😊😊😊😊😊
 - Effective use of non-verbal features (e.g. eye contact, gestures, movements, pauses) 😊😊😊😊😊

3. Collaboration & responsibility

- Helping each other 😊😊😊😊😊
- Sharing of workload 😊😊😊😊😊
- Considering different ideas before making decisions 😊😊😊😊😊

Feedback Sheet

Speaking: Group Discussion (Generic)

Self-assessment Form

1. Teachers CHOOSE and agree with the students on some criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each student with the selected criteria on it.
3. With teacher's guidance, students read and understand the assessment criteria on the feedback sheet or assessment form for assessing their own performance in the group discussion.
4. Both the teacher and the students can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self-assessment, peer assessment, etc.

Circle the right number of smileys. More smileys mean better work.

How many smileys will you give to yourself?

- | | |
|---|-------|
| 1. Did I speak clearly and loudly enough? | 😊😊😊😊😊 |
| 2. Did I understand what my classmates say? | 😊😊😊😊😊 |
| 3. Did I ask questions in the discussion? | 😊😊😊😊😊 |
| 4. Did I suggest ... for the ... (topic)? | 😊😊😊😊😊 |
| 5. Did I explain why I ... (topic)? | 😊😊😊😊😊 |
| 6. Did I accept the ... my classmates ...? | 😊😊😊😊😊 |

How many smileys will you give to your group?

- | | |
|---|-------|
| 7. Did we work together well? | 😊😊😊😊😊 |
| 8. Did we achieve the objectives? | 😊😊😊😊😊 |
| 9. Did all group members feel free to talk? | 😊😊😊😊😊 |
| 10. Did all group members listen to one another? | 😊😊😊😊😊 |
| 11. Did all group members have opportunities to share their ideas? | 😊😊😊😊😊 |
| 12. Did the group consider a number of ideas before coming to a decision? | 😊😊😊😊😊 |

Answer these questions:

13. Who helped me? In what ways did he/she help me?

14. Who did I help? How did I help him/her?

15. How can I do better?

16. We will do better next time in ... by ...

Feedback Sheet

Group Project (Generic)

Self-assessment Form

- 1 Teachers CHOOSE and agree with the students on some criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each student with the selected criteria on it.
3. With teacher's guidance, students read and understand the assessment criteria on the feedback sheet or assessment form for assessing their own performance in the group project.
4. Both the teacher and the students can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self-assessment, peer assessment, etc.

Title of the project: _____

A. Project as a whole

How many smileys will you give to yourself? Circle the right number of smileys. More smileys mean better work.

1.	I liked doing the project.	
2.	I worked hard.	
3.	I think my project/brochure/game is good because: e.g.	
Content	<ul style="list-style-type: none"> ➤ it has a lot of interesting and useful information ➤ I have written at least three thoughtful ideas or explanations 	
Organisation and design	<ul style="list-style-type: none"> ➤ I have given my project an interesting name ➤ the table of contents and headings are clear ➤ each paragraph has one main idea ➤ I have explained the topic with interesting and clear pictures, tables, photos, diagrams, etc. ➤ I have labelled the pictures, photos, diagrams, etc. clearly ➤ it is neat, colourful and attractive 	
Language	<ul style="list-style-type: none"> ➤ the spelling, punctuation, and grammar are correct ➤ it has good choice of words ➤ my writing is neat and easy for others to read 	
4.	I think I am good at: e.g. <ul style="list-style-type: none"> ➤ performing my duties as a group member by <ul style="list-style-type: none"> - listening to my group members - working well with my group members ➤ taking part in collecting information ➤ sharing ideas or information with group members ➤ sharing my work with my group members ➤ producing a product ➤ presenting our work to other classmates 	

B. Process in doing the project

Ask yourself the following questions. Circle the right number of smileys. More smileys mean better work.

1. Was I punctual in completing my parts?	😊😊😊😊😊
2. Did I work well with my group members?	😊😊😊😊😊
3. Did all group members have opportunities to share their ideas?	😊😊😊😊😊
4. Did all group members listen to one another?	😊😊😊😊😊
5. Did the group consider a number of ideas before coming to a decision?	😊😊😊😊😊

Answer the questions:

6. What did I learn from the project?
7. Who helped me? How?
8. Who did I help? Why? How?
9. How can I do better next time?

Feedback Sheet

Group Project (Generic)

Teacher Assessment Form

1. Teachers CHOOSE and agree with the students on some criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each student with the selected criteria on it.
3. With teacher's guidance, students read and understand the assessment criteria on the feedback sheet or assessment form for assessing their performance in the group project.
4. Both the teacher and the students can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self-assessment, peer assessment, etc.

Title of the project: _____

A. Project as a whole

Circle the right icons.

		Well done	Good	Satisfactory	Needs improvement
1.	You have worked hard.	★	★	★	★
2.	Your project/brochure/game is good because: e.g.				
Content	<ul style="list-style-type: none"> ➤ it has a lot of interesting and useful information ➤ you have written at least three thoughtful ideas or explanations 	★	★	★	★
Organization and design	<ul style="list-style-type: none"> ➤ you have given your project an interesting name ➤ the table of contents and headings are clear ➤ each paragraph has one main idea ➤ you have explained the topic with interesting and clear pictures, tables, photos, diagrams, etc. ➤ you have labelled the pictures, photos, diagrams, etc. clearly ➤ it is neat, colourful and attractive 	★	★	★	★
Language	<ul style="list-style-type: none"> ➤ the spelling, punctuation, and grammar are correct ➤ it has good choice of words ➤ your writing is neat and easy for others to read 	★	★	★	★

		Well done	Good	Satisfactory	Needs improvement
3.	You are good at: e.g. ➤ performing your duties as a group member by - listening to your group members - working well with your group members ➤ taking part in collecting information ➤ sharing ideas or information with group members ➤ sharing your work with your group members ➤ producing a product ➤ presenting your work to other classmates	★ ★ ★ ★ ★ ★ ★ ★	★ ★ ★ ★ ★ ★ ★ ★	★ ★ ★ ★ ★ ★ ★ ★	★ ★ ★ ★ ★ ★ ★ ★

B. Process in doing the project






Circle the right icons.


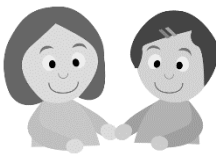

I think:

		Well done	Good	Satisfactory	Needs improvement
1.	All group members were punctual in completing their parts.	★	★	★	★
2.	The group worked well together.	★	★	★	★
3.	All group members had opportunities to share their ideas.	★	★	★	★
4.	All group members listened to one another.	★	★	★	★
5.	The group considered a number of ideas before coming to a decision.	★	★	★	★

Feedback Sheet Collaborative Work Peer Assessment Form

1. Teachers CHOOSE and agree with the students on some criteria from the areas and items below regarding feedback to be given as appropriate to the specific task.
2. They then prepare a feedback sheet or an assessment form for each student with the selected criteria on it.
3. With teacher's guidance, students read and understand the assessment criteria on the feedback sheet or assessment form for assessing their own performance in the collaborative work.
4. Both the teacher and the students can use the individual task-specific feedback sheet to enhance learning and teaching through conferencing, class discussion, self-assessment, peer assessment, etc.

		Circle the right words.		
Contribution & Responsibility				
■ Collecting information		a lot	some	little or none
■ Sharing information with group members		a lot	some	little or none
■ Being punctual		on time	sometimes late	always late
■ Performing duties well as a group member		very well	OK	not so good
■ Sharing equally		always	sometimes	does not

	Write a, b or c.
Value Others' Viewpoints ■ Listening to other group members a. is always talking and not listening b. listens but sometimes talks too much c. listens and speaks a fair amount	
■ Cooperating with group members a. usually agrees b. sometimes agrees c. never agrees	
■ Making fair decisions a. usually wants to have things his or her way b. usually sides with friends c. always considers all views	

Sample Assessment Tasks (KS2)

Notes to Teachers

Design of the Assessment Paper

This set of assessment paper, which consists of three parts, is designed under the theme of “Winter World Festival”. The thematically-linked tasks aim to assess students’ mastery of the four language skills in a meaningful and interesting context, which makes the assessment less intimidating.

Brief Descriptions of the Paper

Reading and Writing Part

- The reading part provides a number of tasks leading to the winning of two free tickets to the Winter World Festival. It includes reading three texts about the festival and answering some comprehension questions in the form of a quiz.
- The writing part assesses students’ communication skills and creativity. It includes writing an invitation card and a diary entry. The invitation card activity involves the use of information from the three reading texts. It is followed by the writing of the diary entry on a day spent at the Winter World Festival.

Listening Part

- This part includes a listening task in which students are required to complete a quiz while listening to a conversation between an ice-cream chef and three children about some fun facts about ice-cream. To allow for the natural flow of conversation as in authentic situations, there will not be any “beep” sounds in the recording.

Speaking Part

- This part includes two speaking tasks. The first task involves selecting and reading aloud the information extracted from the three reading texts about the Winter World Festival. The ending consonants (“-s” and “-d”), which are the testing points for phonics skills in this task, are underlined in the extracts to raise students’ awareness of pronouncing the sounds accurately. The second task is an experience-sharing activity based on the student’s choice in the first task. Teachers can conduct this assessment task using the suggested questions.

Adaptation of the Paper

This set of assessment paper contains questions of different levels of difficulty. Schools are encouraged to modify or adapt the design and contents of the paper according to the school assessment policy. The following are suggestions on marks and time allocation:

- Reading and Writing 60% (50 minutes)
- Listening 20% (20 minutes)
- Speaking 20% (6 minutes per student)

9th Hong Kong Winter World Festival

Experience the Fun of Snow and Ice!

Information:

Dates	From 17 th December, 20XX (Saturday) to 31 st December, 20XX (Saturday)
Venue	Victoria Park (Causeway Bay)
Opening hours	Weekdays: 9:00 am - 9:00 pm (Wednesday: closed) Weekends: 8:30 am - 10:00 pm
Transportation	- By MTR: Exit A2 at Tin Hau Station - By Tunnel Bus: No.102, 106, 108, 112 or 116 from Kowloon to Hong Kong Central Library
Entrance fee	Adults: \$100 Full-time students, children aged 5 or below and elderly aged 65 or above: \$50
Tickets	- At Ticket Box Office: near the main entrance of Victoria Park - On the Internet: www.winterworld.com.hk - By telephone: 1111 7898
Organiser	Hong Kong Wonderland
Programme	- Snowflakes Wonderland - The Ice-cream Dream Factory
Enquiries	1111 6377

Get Two Tickets for Free!

Answer the questions in “Quiz Time” and return it to us before 5 p.m. on 4th December, 20XX

Address: **Hong Kong Wonderland**

Room 2104, Ho King Building, 16 Fa Yuen Street, Mongkok, Kowloon

Snowflakes Wonderland



Come to have fun in our Snowflakes Wonderland this winter. You can visit the following three houses for different activities:

- House 1 – Snowman Snowman
 - Come and make a snowman in a snow-covered white castle. There are spades, buckets, carrots, branches and buttons for you to make your own snowman.
- House 2 – Ice-skating with Polar Bears
 - Our ice-skating teachers will dress up as polar bears. They will teach you how to skate in the learner zone.
- House 3 – Igloo Dining
 - Try special seafood in an igloo restaurant.
 - Enjoy a cup of hot chocolate and our yummy homemade soup.

Remarks:

House 1 and House 2: The room temperature is around 0°C. You should come in warm clothing.

House 2: Children under 5 years old must be with an adult when joining the activities.

Ice-cream Dream Factory



Are you an ice-cream lover? Come to our Ice-cream Dream Factory. You can learn some interesting and fun facts about ice-cream, e.g. how big the biggest ice-cream cake in the world is. Also, you can taste different kinds of ice-cream and learn how to make your dream ice-cream from a well-known ice-cream chef, Dave Well. He will teach you a simple and fun way to make ice-cream. He will show you how to decorate your own ice-cream cone with chocolate flakes, strawberry jam and some fresh fruit.

Workshop Time:

Morning:

9:15 – 10:00 am	Lick Lick Yum Yum – Ice-cream tasting
10:30 – 11:30 am	Mix with joy for a dream to enjoy – Ice-cream making

Afternoon:

1:00 – 1:45 pm	Scoops of fun facts about ice-cream
3:00 – 4:00 pm	Mix with joy for a dream to enjoy – Ice-cream making

Evening:

6:15 – 7:00 pm	Lick Lick Yum Yum – Ice-cream tasting
7:30 – 8:30 pm	Mix with joy for a dream to enjoy – Ice-cream making

Remarks:

Children under 5 years old must be accompanied by an adult when joining the workshop.

Reading and Writing Part

Task A: Would you like two free tickets to the Winter World Festival? Read the brochure “9th Hong Kong Winter World Festival” and complete the quiz below.




Quiz Time

Challenge 1 <Information >

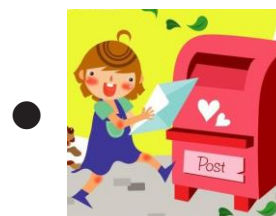
- When can you visit the Winter World Festival? Circle all the dates. The starting date is circled for you.

December 20XX						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- How much do these people have to pay? Write the answers on the lines in the table below.

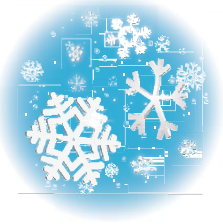

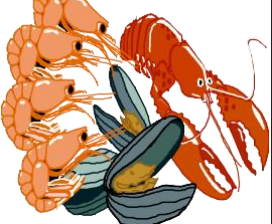
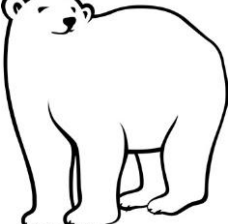
Entrance Fee	
	\$ _____
	\$ _____
	\$ _____

3. How can people buy tickets? Draw lines to the pictures. (You may draw more than one line.)



Challenge 2 <Snowflakes Wonderland>

1. Write “House 1”, “House 2”, “House 3” under the pictures.

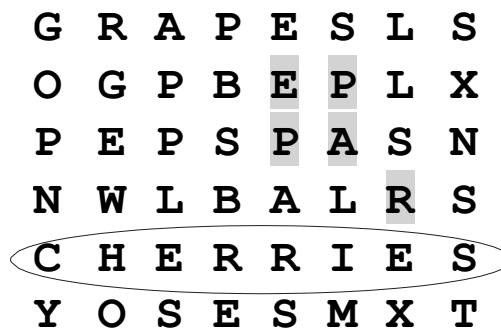
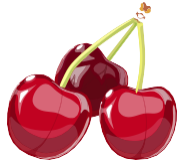
			
e.g. House 1			

2. The room temperature in House 1 and House 2 is around _____. To keep warm, people have to wear warm clothing like a jacket, _____ and _____.
3. _____ can help you learn ice-skating. Meet them in _____ in Snowflakes Wonderland.
4. The remarks say: Children under 5 years old must be with an adult when joining the activities. Why?

It is because _____

Challenge 3 <Ice-cream Dream Factory>

1. You can decorate your ice-cream with four kinds of fruit at the Ice-cream Dream Factory. Find the words for the four kinds of fruit shown in the pictures below and circle them in the word search puzzle. The first one is done for you.



2. You can learn how to _____ from Mr Dave Well.
3. Children can learn interesting facts about “The biggest ice-cream cake in the world” from _____ pm to _____ pm.
4. What can you do at the “Lick Lick Yum Yum” workshop?
-

Task B: Congratulations! You are the winner! Here are the free tickets.



Now, write an invitation card to a friend and ask him/her to go with you.

To: _____

Please come to _____ with me!

Date: _____

Meeting time: _____

Meeting place: _____

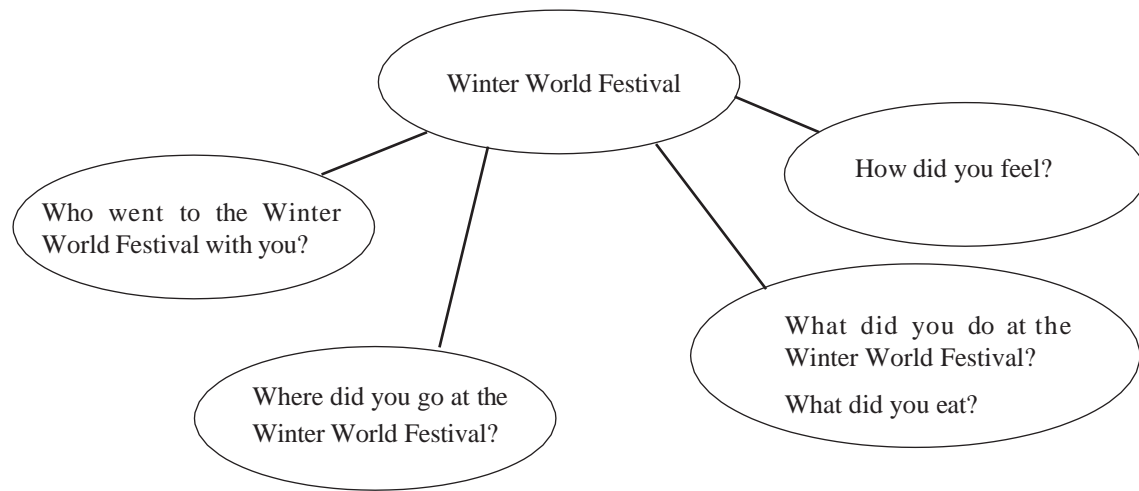
Things we can do: _____

Please reply as soon as possible.

From: _____



Task C: After visiting the Winter World Festival today, you are writing a diary entry about it. Write 40 – 50 words. The following questions may help you.



Date _____

Weather_____[illegible]

Listening Part

Listen to the conversation between the ice-cream chef, Dave Well, and the children about some ice-cream fun facts. Complete the quiz to get a prize.

Fun Facts about Ice-cream

1. How tall are the door and the ice-cream sundae?

Write your answer inside the brackets.



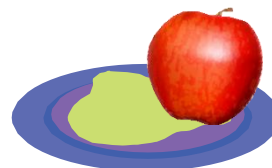
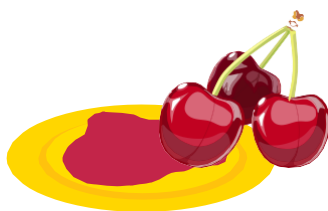
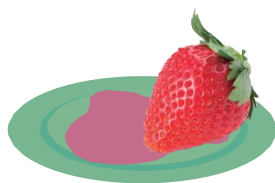
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() m

(The biggest ice-cream sundae)

2. What is the most popular sauce for ice-cream topping? Circle the correct picture.



3. On average, how many licks do people need to finish a scoop of ice-cream?
_____ licks.



4. What country celebrates National Ice-cream Day every year? Circle the correct picture.



5. When is National Ice-cream Day in that country? Circle it in the calendar below.

JULY 20XX						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Speaking Part

Task A: You visited the Winter World Festival last week and collected the leaflets below. Choose ONE and read it aloud to your teacher.



Snowflakes Wonderland

Come and have fun in our Snowflakes Wonderland this winter. You can make your snowman in a white castle, enjoy some seafood, hot chocolate and yummy soup in an igloo restaurant and go ice-skating with Polar Bears.

(39 words)

OR



Ice-cream Dream Factory

Are you an ice-cream lover? Come to our Ice-cream Dream Factory with your mum and dad. You can learn how to make your dream ice-cream from David. He will teach you some fun ways to beautify your cone with grapes and chocolate chips.

(46 words)

Task B: Your teacher would like to know more. Talk with your teacher about the leaflet you have chosen.

Speaking Part

Suggested questions for teachers:

Snowflakes Wonderland



1. What is the weather like in winter/December in Hong Kong?
2. Does it snow in Hong Kong? Would you like to play in snow? Why?
3. What do you usually wear in winter?
4. Name one activity you do in winter. Why?

Ice-cream Dream Factory



1. Do you like eating ice-cream? Why?/Why not?

If "Yes", ask the following questions:	If "No", ask the following questions:
a. What ice-cream do you like most? b. Where can you buy it? c. If you have five cups of ice-cream, who would you like to share the ice-cream with? Why?	a. What do you like to eat? b. Why do you like eating...? c. Where can you get...?

2. Do you know how to make ice-cream? Would you like to try? Why?/Why not?

Listening Part

Tapescript

A Scoop of Fun Facts about Ice-cream

- Dave : Welcome children and parents! I think you are all ice-cream lovers, aren't you? Are you ready for the quiz?
- kids : Yes!
- Dave : I'd like to share with you some fun facts about ice-cream. Do you have a quiz card with you?
- kids : Yes!
- Dave : Great! Listen carefully and finish the questions on the card. You can get a free ice-cream cone if you get all the answers correct. Sounds nice?
- kids : Yeah! We like ice-cream!
- Dave : To start with, do you like ice-cream sundaes? Do you know how big an ice-cream sundae can be?
- kid 1 : Can it be bigger than a teddy bear?
- Dave : Much bigger! You know the biggest ice-cream sundae is taller than a door! A door is 2 metres tall but the ice-cream sundae is 1 metre taller than the door!
- kid 2 : Wow! It must be very big! Was it topped with chocolate sauce?
- Dave : I think so! Guess what the most popular topping for ice-cream is?
- kid 1 : Nuts?
- kid 3 : Cherries?
- kid 2 : Chocolate sauce?
- Dave : Bingo! It is chocolate sauce. Do you want to try some ice-cream, kids?
- kids : Yes!
- Dave : How fast can you finish a scoop of ice-cream?
- kid 3 : I can finish it in 2 minutes!
- Dave : Guess how many licks you need to finish one scoop of ice-cream. You know 'licks'? (the sound of licking)
- kid 2 : Is it thirty?
- kid 1 : Thirteen? That's impossible!
- kid 2 : No, I mean THIRTY, three zero!
- Dave : No, it's more than thirty, but it's a good try! Any more answers?

kid 1 : Is it fifty?

Dave : You've got it! It takes an average of 50 licks to finish a single scoop of ice-cream. Interesting, right?

People in the USA eat a lot of ice-cream. They have a National Ice-cream Month in July. The third Sunday in July is their National Ice-cream Day!

kid 3 : Is it the first Sunday?

Dave : No, it's the **THIRD** Sunday. Do you know why they celebrate it on a Sunday?

kid 2 : Is it a holiday?

Dave : Maybe, it's because most people come to buy ice-cream on Sundays! Children, if you want to know more about ice-cream, you can go to the computer and surf the Internet. Now it's time for you to complete the quiz. You have five minutes to finish.

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Glossary

Glossary

This glossary is aimed at facilitating readers' understanding of the meaning of some key terms used in this Guide.

assessment as learning

Assessment as learning refers to students' use of learning tasks and feedback to enhance their own learning. During the process, students actively develop an understanding of their learning, critically assess their learning effectiveness, adjust learning strategies, plan for follow-up actions, and set future learning goals. When implementing assessment as learning, feedback from teachers or self- and peer assessments help students reflect on their own learning, and identify their strengths and areas for improvement.

assessment for learning

Assessment for learning is a formative and diagnostic kind of assessment where teachers collect ongoing information about students' learning progress, provide timely and quality feedback and adjust their teaching strategies for improving student learning.

assessment of learning

Assessment of learning refers to the assessment designed to provide evidence for making judgments on student achievement against learning targets, objectives or standards at a certain point of time.

basic competency

Basic competency refers to the basic standard that students should attain by the end of each key stage of learning. Students should achieve the basic competency (i.e. essential subject knowledge and skills) set for the various key stages (Key Stage 1 to Key Stage 3) in order to progress to the next stage of learning.

co-curricular activities

This term denotes events or activities which complement formal classroom learning. Such activities provide students with learning experiences within and beyond the classroom, including the actual environment in the community and workplaces. Traditionally they are known as extra-curricular activities and form an integral part of the school curriculum.

communicative function

The communicative function of an utterance denotes the purpose it fulfills in communication, e.g. to make a request, apologise or express an idea.

conferencing

This term is used to refer to a discussion held between a student or small group of students and the teacher to identify learning needs, monitor and discuss learning progress and give feedback.

cross-curricular approach

This term refers to a way of organising learning and teaching which makes use of connections in knowledge and skills across different KLAs or subjects. The approach encourages learning beyond the boundaries of KLAs or subjects. It helps build personal knowledge and raise students' awareness of the conceptual and action-related links between different disciplines.

curriculum framework

A curriculum framework provides a structure which helps schools flexibly plan and develop their own curricula based on the central curriculum to meet the varied needs of students. The major components of a curriculum framework are knowledge and concepts, generic skills, and values and attitudes relevant to each Key Learning Area. The framework sets out the knowledge, skills and values and attitudes that students should learn and develop at different key stages.

e-Learning

e-Learning refers to an open and flexible learning mode involving the use of the electronic media, including the use of digital resources and communication tools to achieve the learning objectives. The essence of e-learning is to enhance learning and teaching effectiveness in schools and to develop students' necessary qualities (e.g. self-directed learning capabilities). Teachers should develop an e-learning repertoire, thereby enhancing, modifying and complementing some existing learning and teaching strategies.

formative assessment

Formative assessment involves the on-going evaluation of students' performance and progress to determine how well the learning and teaching is being done. It can be carried out as part of the everyday learning and teaching process, through observing students' performance. Teachers may choose to assess one or two learning targets and objectives to explore students' strengths and weaknesses and give appropriate feedback. (See "assessment for learning" as well.)

high-frequency words

These are words that occur very frequently in English, e.g. "the", "of", "and", "a", "to", "in", "is", "you", "it". Because they are so commonly used, these are words that students need early on in their learning. Early familiarity with a bank of high-frequency words will help students listen and read with understanding and confidence. (See "sight vocabulary" as well.)

generic skills

Generic skills are skills, abilities and attributes which are fundamental in helping students acquire, construct and apply knowledge. They are developed through the learning and teaching that take place in different subjects or key learning areas, and are transferable to different learning situations. Nine types of generic skills are identified in the Hong Kong school curriculum, i.e. Collaboration Skills, Communication Skills, Creativity, Critical Thinking Skills, Information Technology Skills, Mathematical Skills, Problem Solving Skills, Self-learning Skills and Self-management Skills.

information literacy

Information literacy refers to an ability or attitude that guides an effective and ethical use of information. It aims to help students i) identify the need for information; ii) locate, evaluate, extract, organise and present information; iii) create new ideas; iv) cope with the dynamics in the information world; and v) use information ethically (e.g. upholding intellectual property rights and understanding online respect and responsibility) and refrain from immoral practices (e.g. cyber bullying and infringement of intellectual property rights).

Key Learning Area (KLA)

KLA is a way of organising the school curriculum around fundamental concepts of major knowledge domains. It aims at providing a broad, balanced and coherent curriculum for all students through engaging them in a variety of essential learning experiences. The Hong Kong curriculum has eight KLAs, namely, Chinese Language Education, English Language Education, Mathematics Education, Personal, Social and Humanities Education, Science Education, Technology Education, Arts Education and Physical Education.

Key Stage (KS)

There are four stages of schooling from lower primary to senior secondary levels, i.e. Key Stage 1 (P1 – P3), Key Stage 2 (P4 – P6), Key Stage 3 (S1 – S3), and Key Stage 4 (S4 – S6).

language form

This term refers to formal elements of a language, such as pronunciation, spelling, vocabulary, grammar items and structures, and discourse features. It refers to the form that language takes, rather than its meaning.

learning community

A learning community refers to a group of people who have shared values and goals, and who work closely together to generate knowledge and create new ways of learning through active participation, collaboration and reflection. Such a learning community may involve not only students and teachers, but also parents and other parties in the community.

learning outcomes

Learning outcomes refer to what students should be able to do by the end of a particular stage of learning. Learning outcomes are developed based on the learning targets and objectives of the curriculum for the purpose of evaluating learning effectiveness. Learning outcomes also describe the levels of performance that students should attain after completing a particular key stage of learning and serve as a tool for promoting learning and teaching.

learning targets and learning objectives

Learning targets set out broadly the knowledge/concepts, skills, values and attitudes that students need to learn and develop.

Learning objectives define specifically what students should know, value and be able to do in each strand of the subject in accordance with the broad subject targets at each key stage of schooling. They are to be used by teachers as a source list for curriculum, lesson and activity planning.

learning-teaching-assessment (LTA) cycle

This term refers to the ongoing spiral process, in which assessment is regarded as an integral part of learning and teaching.

life-wide learning (LWL)

This term has been coined to refer to students' learning in real contexts and authentic settings, many of which exist outside the classroom. Such experiential learning enables students to achieve certain learning goals that are more difficult to attain through classroom learning alone.

modelling

Modelling refers to the process by which the teacher serves as an example of the behaviour to be learnt by the students. For example, the teacher can model how the students should read aloud, or how they might generate ideas for a written assignment, and then review and edit their text.

pedagogical task

This term refers to a learning activity specifically designed to enable students to focus on an aspect of knowledge, or practise a particular skill or strategy, or develop a particular positive value or attitude. A pedagogical task is not a real-life one, but provides a deliberate learning focus on something or practises something, preparing students to engage more confidently in real-life tasks. For example, in order to prepare learners to interview tourists in the real world, the teacher might introduce a pedagogical task that invites them to focus on all the questions that they might want to ask, and on the appropriate question forms for this.

phonics

Phonics is the teaching of the basic letter-sound relationships and the application of this knowledge to facilitate reading and spelling.

phonological awareness

This term refers to awareness of the sound, rhythm, stress and intonational patterns of a language.

Reading across the Curriculum (RaC)

RaC aims to provide opportunities for students to broaden their knowledge base, as well as apply and consolidate reading skills and strategies developed in language lessons. Non-language KLAs provide authentic contexts for the promotion of RaC. Teachers of non-language KLAs can select appropriate English/Chinese reading materials with related themes/topics to help students connect their learning experiences and raise their awareness of the language features typical in the texts.

reading aloud

The act of reading aloud can be a strategy for teaching reading for the purposes of modelling and stimulating students' interest in reading, i.e. a teacher reads aloud a text to students. It can also be a learning activity in which students read aloud a text for different purposes.

reading cycle

A reading cycle is a series of Reading Workshops focusing on a specific theme to be explored through introducing books of different text types and using different teaching strategies. (See "Reading Workshop" as well.)

reading to learn

Reading is a means to develop students' competence in and love for reading. Both are essential ingredients of effective lifelong learning. Students read to seek information, acquire, develop and apply knowledge, develop thinking skills, cultivate an open mind, broaden horizons and improve their language proficiency. Students can also achieve a quality life through reading for diverse interests, pleasure and needs.

Reading Workshops

Reading Workshops are one of the recommended components of the school English Language curriculum. The workshops should be conducted on a regular basis to help students develop not only reading skills and strategies to handle different text types, but also other language skills and language development strategies. (See “reading cycle” as well.)

real-world task

A real-world or real-life task is an activity which has a real purpose engages students in a real-life situation, so that they are using English to think, learn, communicate or get things done. Interviewing tourists in order to write a report for a school magazine, for example, would be a real-world or real-life task.

school curriculum

Schools and teachers are encouraged to adapt the central curriculum to develop their school curriculum to help their students achieve the subject targets and overall aims of education. Measures may include readjusting the learning targets, varying the organisation of contents, adding optional studies and adapting learning, teaching and assessment strategies. A school curriculum is therefore the outcome of a balance between official recommendations and the autonomy of the schools and teachers.

self-directed learning (SDL)

Self-directed learning refers to the skill that a learner possesses. A self-directed learner takes the initiative and responsibility for learning with or without the assistance of others. He/she may identify his/her learning needs, formulate goals, and choose resources and strategies for learning. SDL enhances students’ sense of agency or control and metacognitive skills. SDL may be interpreted as self-regulated learning, self-learning or independent learning in other contexts.

sight vocabulary

The term refers to words that students recognise and spell instantly and automatically in reading and writing. They are usually high-frequency words.

success criteria

A success criteria is a set of specified criteria describing how to recognise successful performance in relation to a particular learning objective.

summative assessment

This term refers to the evaluation of learner performance and attainment at the end of a period of time, e.g. at the end of a school term or year. (See “assessment of learning” as well.)

supported reading

A term coined to refer to strategies used for assisting or supporting students in their reading as they progress towards becoming independent readers. For example, the teacher may ask some focus questions or give some prompts to the readers. Supported reading is like “guided reading” in nature and purpose but not in the way the latter is usually organised. Often in “guided reading”, there are about only six to eight students working in a group with the teacher at a time. In view of the local school contexts and the traits of Chinese students, supported reading is recommended as a teaching strategy to be used with both small and large groups of students.

text types

The term can be used to refer to different spoken or written types of text which serve different purposes, take different shapes, and embody different linguistic and stylistics features, e.g. emails, poems, advertisements, telephone conversations.

values and attitudes

Values constitute the foundation of the attitudes and beliefs that influence one’s behaviour and way of life. They help form principles underlying human conduct and critical judgement, and are qualities that students should develop. Some examples of values are rights and responsibilities, commitment, honesty and national identity. Closely associated with values are attitudes. The latter supports motivation and cognitive functioning, and affects one’s way of reacting to events or situations. Since both values and attitudes significantly affect the way a student learns, they form an important part of the school curriculum.

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**Membership of the
Curriculum Development
Council Committee on
English Language Education**

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English Language Education
(September 2023 – August 2025)**

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