



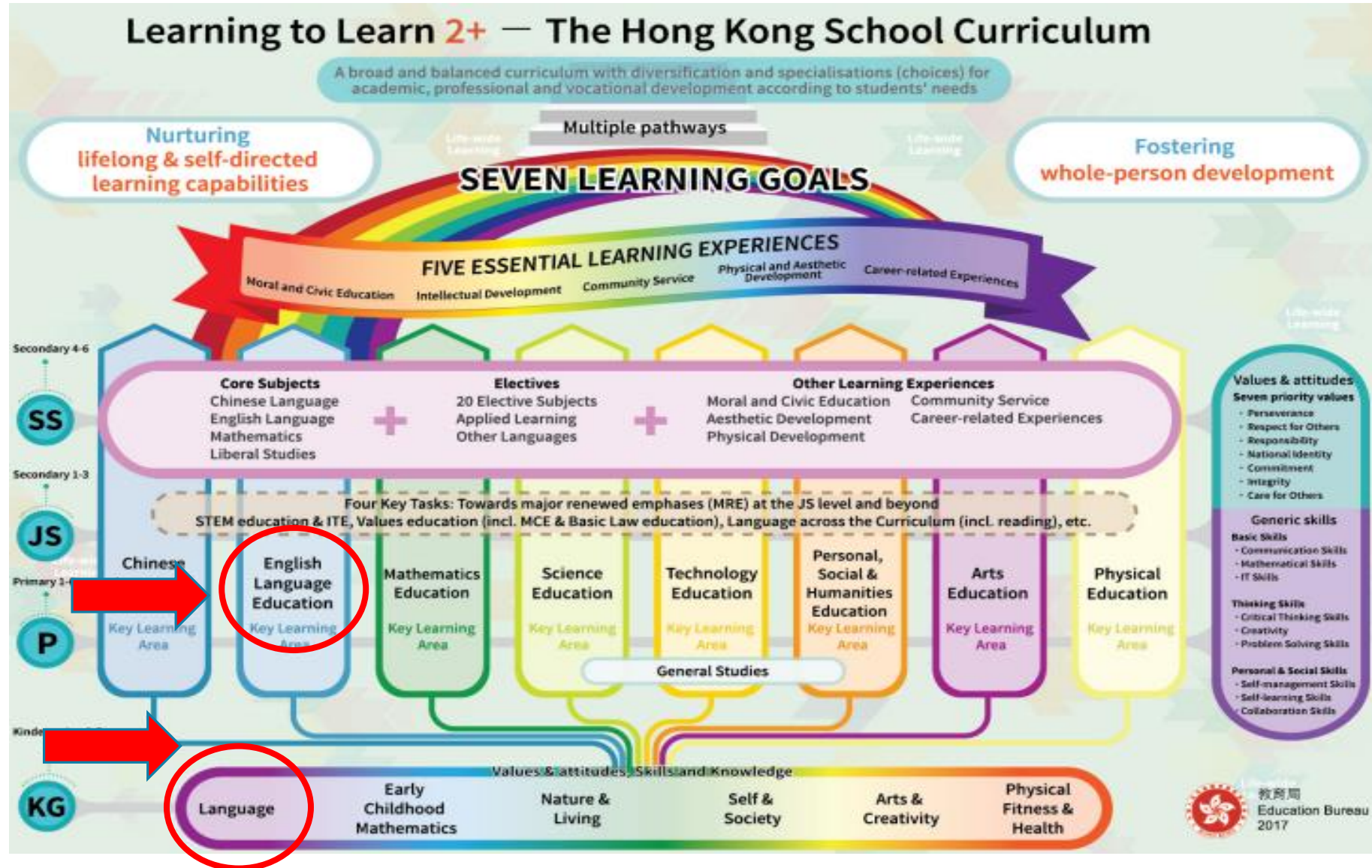
ONGOING RENEWAL OF THE SCHOOL CURRICULUM: HOLISTIC PLANNING OF THE ENGLISH LANGUAGE CURRICULUM ACROSS KEY STAGES

English Language Education Section
Curriculum Development Institute
Education Bureau
28 June 2021

OBJECTIVES

- Introduce major updates of the English Language Education Key Learning Area Curriculum Guide (P1-S6) (2017);
- Enhance curriculum leaders' capacity in undertaking holistic planning of the English Language curriculum at the primary level; and
- Provide hands-on activities and suggestions to facilitate teachers' knowledge in planning the school-based English Language curriculum for Key Stage 1 and Key Stage 2.

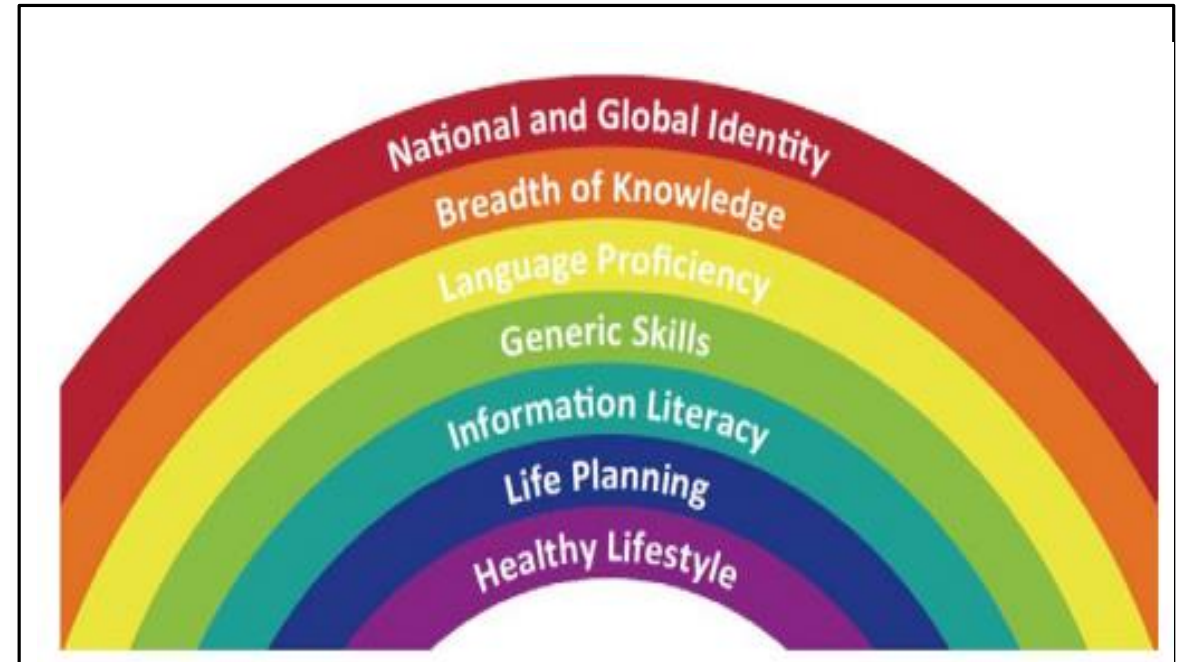
PART 1: ENGLISH LANGUAGE EDUCATION AT THE PRE-PRIMARY, PRIMARY AND SECONDARY LEVELS



SEVEN LEARNING GOALS OF PRIMARY AND SECONDARY EDUCATION



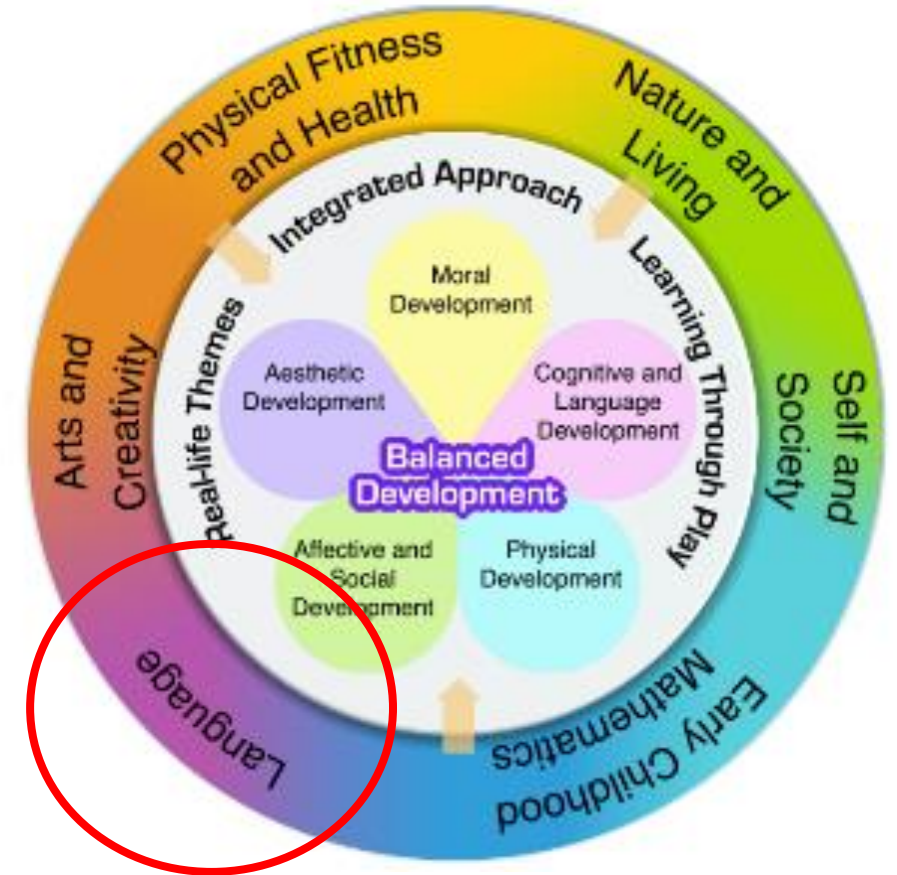
<https://www.edb.gov.hk/en/curriculum-development/7-learning-goals/primary/index.html>



<https://www.edb.gov.hk/en/curriculum-development/7-learning-goals/secondary/index.html>

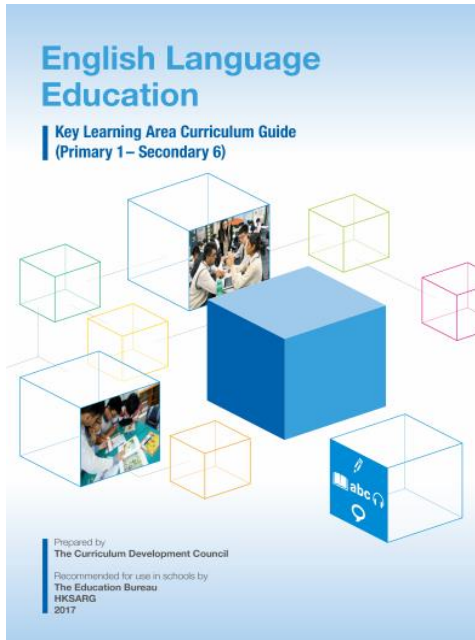
PRE-PRIMARY LEVEL

- Have balanced development in the domains of ethics, intellect, physique, social skills and aesthetics;
- Develop interest in learning, have an inquisitive mind and eagerness to explore;
- Cultivate positive values and attitudes; and
- Have good living habits and develop a strong and healthy body.

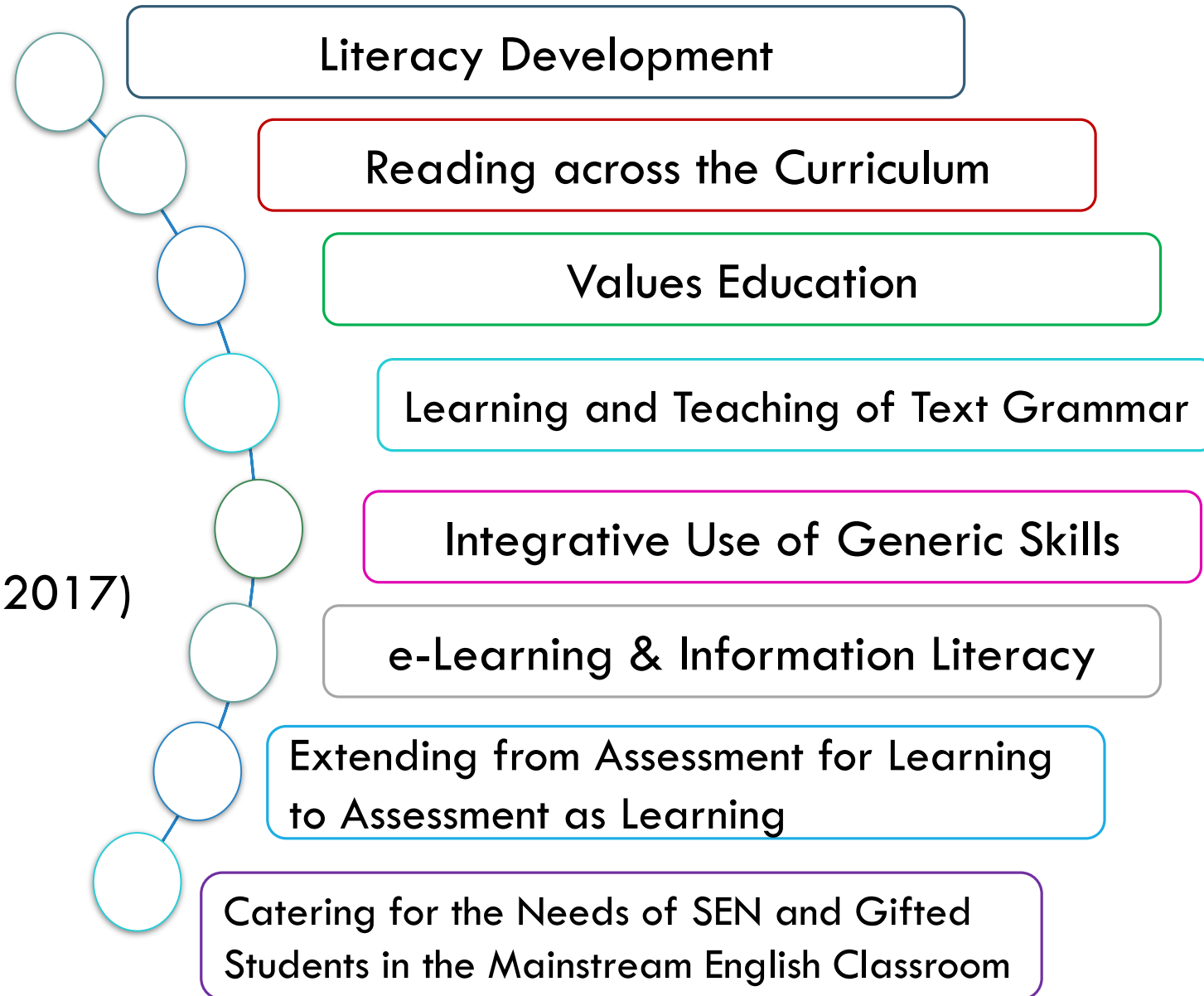


Kindergarten Education Curriculum Guide (2017)

Major Updates of the ELE KLACG (P1-S6)



ELE KLACG (P1-S6)(2017)



CONNECTION BETWEEN READING AND WRITING

**Enhancing the
implementation of
READING Workshops**

**Connecting students'
READING and
WRITING experiences**

- Introducing features of different text types explicitly
- Exposing students to different types of texts to enrich their ideas and language used
- Ensuring progressive development of reading skills and strategies
- Providing opportunities for students to develop their creativity, critical thinking skills and application of skills



- Making alignment between the GE programme and Reading Workshops to design writing tasks with meaningful contexts

CONSIDERATION FOR TEACHERS IN PROMOTING RAC

identify reading materials
in both print and non-print
forms that connect **students'**
learning experiences in
different KLAs

collaborate with teachers of
other KLAs to develop learning
activities that provide students
with opportunities to **consolidate**
the knowledge and skills
acquired across KLAs

develop reading skills
and strategies necessary
for **understanding and**
analysing language use
in English texts

design reading activities
that reinforce students'
ability to **integrate the**
knowledge, skills and
learning experiences
gained in different KLAs

VALUES EDUCATION

Nine Priority Values and Attitudes

Perseverance

Respect for Others

Responsibility

National Identity

Commitment

Integrity

Care for Others

Law-abidingness

Empathy

Promoting Values Education in Different Domains

Moral and Ethical Education

Basic Law Education

National Security Education

Human Rights Education

Civic Education

Constitution Education

Media Education

Life Education

Education for Sustainable Development

Others

RESOURCES ON PROMOTING POSITIVE VALUES AND ATTITUDES: ENGLISH SAYINGS OF WISDOM (SOW)



Sayings
of Wisdom

ENTER



SOWIT - Videos

Find out more about the messages conveyed by the English Sayings of Wisdom (SOW). Click to view the videos and download the lesson plans and activity sheets.

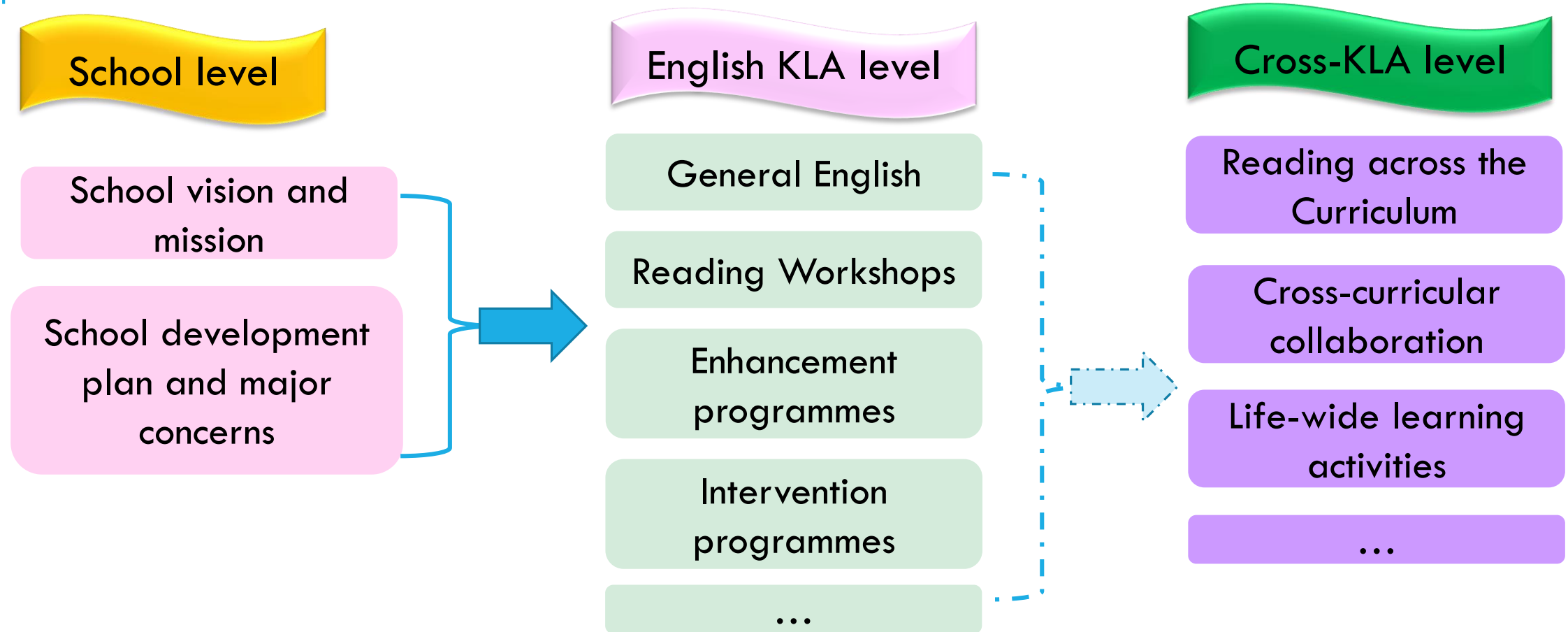


www.edb.gov.hk/sow

SOW a Grateful Heart

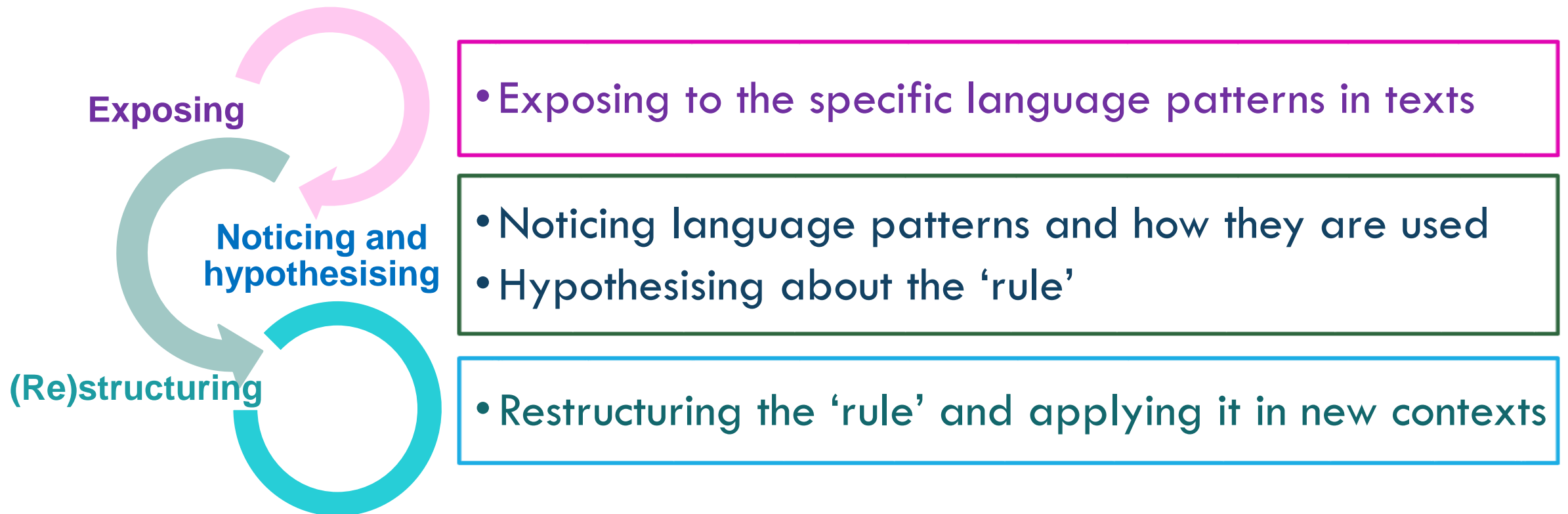
- Count your blessings.
- Gratitude turns what you have into enough.
- Gratitude is the sign of noble souls.
- One good turn deserves another.
- Never look a gift horse in the mouth.

CONSIDERATION WHEN INCORPORATING VALUES EDUCATION INTO ENGLISH LANGUAGE CURRICULUM



TEACHING OF TEXT GRAMMAR

Teaching grammar **through texts** enables students to see how the **choice of language items** is affected by the **context** and how it **shapes the tone, style and register of a text**.



INTEGRATIVE USE OF GENERIC SKILLS

Two examples :

Holistic thinking skills:

the use of critical thinking skills, problem solving skills and creativity

Collaborative problem solving skills:

the use of collaboration skills, communication skills and problem solving skills

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



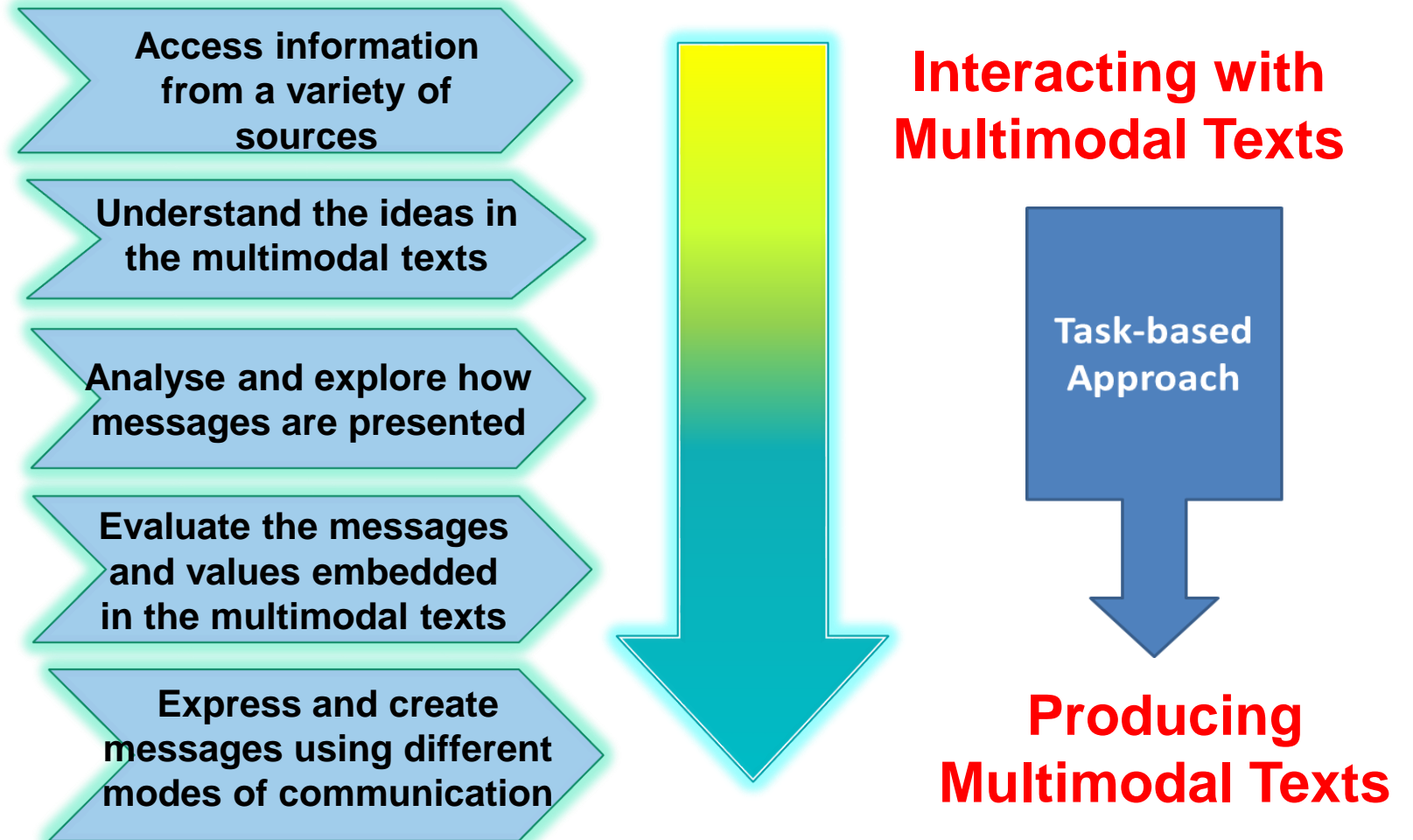
To prepare students for more complicated tasks

PEDAGOGY TO ENHANCE LITERACY DEVELOPMENT

TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE

To develop learning, teaching and assessment activities for a unit of work:

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.



E-LEARNING AND INFORMATION LITERACY IN ENGLISH LANGUAGE CURRICULUM

Good multimedia and IT resources should:

- ✓ involve good models of English use;
- ✓ be based on sound pedagogical principles;
- ✓ be user-friendly, increase motivation and support learning;
- ✓ promote the integrated use of language skills; and
- ✓ encourage student input, allow them to work at their own pace and provide feedback to them.

FORMATIVE ASSESSMENT

	Purpose	Key Assessor
Assessment for/as Learning (AfL / AaL)	<ul style="list-style-type: none">• Quality feedback for learners, which entails timely support and enrichment• Information for teachers to review the learning objectives, lesson plans and teaching strategies• Students' self-monitoring & self-correction or adjustment	Teacher / Students

STRATEGIES TO PROMOTE ASSESSMENT AS LEARNING

Introducing study skills to students

teaching enabling skills (e.g. dictionary skills, research skills, phonics skills and vocabulary building skills)

modelling of learning strategies (e.g. note-taking skills) through think-aloud

providing opportunities for students to practise the skills that need to be learned or mastered

Guiding students to monitor their own learning

guiding students to set own goals

understanding expected learning outcomes

guiding students to keep track of their own learning

discussing sample student work and providing quality feedback to students

Making use of assessment rubrics to facilitate self-reflection

using different kinds of assessment graphics (e.g. 3-2-1 summariser, SWOT)

creating criteria of good practices with students

STRATEGIES TO CATER FOR LEARNER DIVERSITY

- understanding the **strengths/weaknesses** and the **learning background** of students
- understanding the **learning interests, styles** and **needs** of students
- designing **open-ended tasks**

**Catering for
diverse learning
styles and abilities**

- adopting **flexible grouping/** mixed ability grouping
- grouping students according to **the purposes and requirements of tasks**
- providing opportunities for students **to share and discuss in groups**

**Facilitating peer
learning**

- using **questioning techniques** to elicit students' responses
- giving **quality verbal and written feedback** in lessons/ homework
- adopting **various modes of assessment**

**Promoting
assessment for/as
learning**

- **motivating** students' interest
- facilitating **understanding and** providing **support**
- giving **immediate feedback**
- engaging students in active/self-directed learning to enhance **learning autonomy** and allow them to **learn at their own pace**

**Effective use of e-
learning repertoire**

- providing **timely support**
- providing **scaffolding** for students to complete the task
- providing **different modes of support** in learning tasks (e.g. visual cues for visual learners)

**Providing support
and scaffolding**

- setting **challenging yet manageable tasks** for students

Giving challenges

PART 2: HOLISTIC PLANNING OF ENGLISH LANGUAGE CURRICULUM

- *Analyse school context*
- *Review and plan ELE curriculum/with other KLAs*
- *Form a professional team*
- *Deploy resources and support*
- *Implement curriculum*
- *Monitor and evaluate curriculum*

Holistic curriculum planning

Horizontal curriculum continuity (Breadth)

- *Balanced coverage of language skills, generic skills and enabling skills at each level*

Vertical curriculum continuity (Depth)

- *Progressive development of language skills, generic skills and enabling skills across levels*

Level curriculum planning

- *Learning and teaching objectives*
- *Learning and teaching materials*
- *Language structures*
- *Text types*
- *Reading and writing strategies*
- *Marking focuses/assessment criteria*
- *Providing scaffolding and appropriate challenge for students*
- *Setting reasonable goals and expected learning outcomes for learners of different abilities*

THE LEARNING PROGRESSION FRAMEWORK (LPF)



Speaking Skills

Writing Skills

The Learning Progression Framework for ENGLISH LANGUAGE (LISTENING SKILLS)

Listening - ATM 1	Listening - ATM 2	Listening - ATM 3	Listening - ATM 4	Listening - ATM 5	Listening - ATM 6	Listening - ATM 7	Listening - ATM 8
-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------

Speaking - ATM 1	Speaking - ATM 2	Speaking - ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------

The Learning Progression Framework for ENGLISH LANGUAGE (SPEAKING SKILLS)

Speaking - ATM 1	Speaking - ATM 2	Speaking - ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions	Providing and exchanging some simple information, ideas and feelings in a small range of simple texts, using some listening strategies as appropriate	Organising, presenting and exchanging some simple information, ideas and feelings in a small range of simple texts, using some listening strategies as appropriate	Organising, presenting and exchanging some simple information, ideas and feelings in a small range of simple texts, using some listening strategies as appropriate	Organising, presenting and exchanging some simple information, ideas and feelings in a small range of simple texts, using some listening strategies as appropriate	Organising, presenting and exchanging some simple information, ideas and feelings in a small range of simple texts, using some listening strategies as appropriate	Organising, presenting and exchanging some simple information, ideas and feelings in a small range of simple texts, using some listening strategies as appropriate	Organising, presenting and exchanging some simple information, ideas and feelings in a small range of simple texts, using some listening strategies as appropriate

The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)

Reading - ATM 1	Reading - ATM 2	Reading - ATM 3	Reading - ATM 4	Reading - ATM 5	Reading - ATM 6	Reading - ATM 7	Reading - ATM 8
Understanding and inferring information, ideas and feelings in a small range of simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using some reading strategies as appropriate

Underlying Principles

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.
2. Learners are exposed to a variety of text types and reading purposes (e.g. reading for academic development, reading for pleasure) in preparation for real life applications.
3. Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts, is crucial to the development of reading skills and strategies (e.g. scanning for specific information, skimming for gist, using contextual clues) as well as learners' awareness of different cultures.
4. The interplay between tasks and texts is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding of the texts. In principle, task demand increases with text complexity as learners progress in the development of reading skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners' confidence, and difficult tasks for simple texts to stretch their abilities.
5. Teacher support is essential to helping learners understand the text and demonstrate their understanding during the learning and teaching process. Teachers are also expected to help learners activate their prior knowledge and experiences in the process of interacting with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

ATM = Attainment Milestone

© English Language Education Section, Curriculum Development Institute, Education Bureau, The Hong Kong Special Administrative Region, 2014. All rights reserved.

Listening Skills

Reading Skills

PART 3 LITERACY SKILLS DEVELOPMENT AT KS1

(USING INFORMATION TEXTS)

1. Bear and Deer’s Big Feast (a play)

2. Fast Food Shop (a conversation)

3. How Does your Salad Grow (an information book)

4. Healthy Snacks (a leaflet)

	Teaching materials	Learning objectives
1.	A play (GE Programme)	<ul style="list-style-type: none"> To introduce the target vocabulary items about food To expose to the target language items, e.g. Would you like..., I’d like..., and I’d like... too, to make orders To introduce the features of menus To highlight the text features of dramas
2.	Practice 1 (a role play)	<ul style="list-style-type: none"> To practise the target vocabulary and language structure “Would you like ... or ...?” through role-play To conduct a role-play “At a fast food shop”
3.	How Does Your Salad Grow (an information book)	<ul style="list-style-type: none"> To read and understand the different parts of a plant and how the plants grow To read and find out how to make salad To write a recipe about making a sandwich
4.	Healthy Snacks (a leaflet)	<ul style="list-style-type: none"> To read and learn about healthy food items about snacks To read and understand why the food items are healthy To describe my favourite healthy snacks

Engaging Students in Task-based Learning Activities to Practise the Target Vocabulary Items and Language Forms

- KS1 learners may not have enough experience in buying/ordering food at a restaurant.
- The matching game allows students to think about the steps of ordering food and the language/proper manner for buying things.

1 Matching game: Steps of making an order at a fast food shop

- Keeping the menu simple so that the role play is manageable to students.
- As the learning objective is on ordering food rather than doing Maths calculations or reading numbers, the cost of the food was kept straightforward.

2 Briefing and revision on the food items

Practising the Target Vocabulary Items and Language Forms through Thinking and Doing

- Giving explicit explanations through teacher's demonstration
- Providing opportunities for students to use the vocabulary items and language forms in familiar contexts

[3. Demonstration of the role-play]

- Allowing students to work in pairs to take the role of cashier and customers so that they can support each other.

[4. Conducting role-play in groups]

Guiding Students to Read a Leaflet on Healthy Snacks & Connecting Students' Learning Experiences in General Studies

Pre-task: Revision on the vocabulary items about food

- Activating students' prior knowledge about their favourite snacks
- Students may not know the word “snack” and its difference from main meals. Explanations on the terms would be necessary.

Pre-task: Sharing in pairs about their favourite food to practise the target language structure.

Pre-task: Introducing healthy snacks and classifying the snacks

- Providing opportunities for students to use the vocabulary items and language forms in familiar contexts, e.g. “I'd like... They are...” to describe the taste of food.
- Asking students to decide whether the snacks are healthy or not
- Introducing healthy snacks to students

Guiding Students to Read a Leaflet on Healthy Snacks & Write about their Favourite Snacks

Task 1: Learning about the Food Pyramid and providing opportunities for students to design their own “Snack Pyramid”

- Guiding students to read the Food Pyramid
- Drawing students’ attention to the good points of using diagrams to present information
- Asking students to design their own snack pyramid by drawing and labelling the snacks

Task 2: Writing a short description about their own favourite healthy snacks

- Providing two examples for students to model on
- Helping students to generate writing ideas with the guiding questions
- Using a task specific assessment checklist to conduct peer assessment

Good Practices & Points to Note

- ✓ It is necessary to **break down the steps** and provide **demonstrations** before engaging students in **task-based learning activities**.
- ✓ It is good to **connect students' learning experiences** in different KLAs. Students' prior knowledge in **General Studies** is helpful for them to understand the information in the leaflet about the **food pyramid**.
- ✓ Opportunities are provided for students to **name different kinds of snacks, locate information** from the leaflet and identify the **features of information texts**.
- ✓ Students **gain ideas** and **vocabulary** items from the leaflet to **enrich their own writing**, e.g. nutrition value of healthy snacks, examples of snacks.
- Students tend to speak in Cantonese when they work in groups. **Classroom routines** should be established to reinforce the **use of English in lessons**.

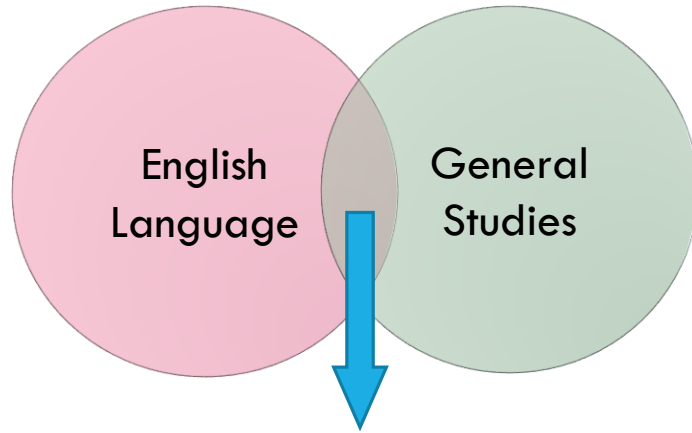
My favourite snack is bread. It has (is) starchy. I eat it two hours after lunch. The bread is very yummy!

My favourite snack is low fat strawberry yogurt. It provides vitamins and a little energy. I eat it at home on Saturday three hours after lunch. It is very yummy!

Part 3: (KS2) Water Conservation

Curriculum Mapping

Connecting Students' Learning Experiences between **English Language** & **General Studies**



Common teaching points:

Content:

- ✓ Water rationing
- ✓ Uses of water
- ✓ Ways to conserve water

Text type:

- ✓ information texts: expository
- ✓ Flowcharts

Skills development:

- ✓ Problem-solving skills

Establish meaningful links between concepts and ideas acquired in General Studies

- Set **focus questions** to provide students with a clear reading purpose
- Use **paired texts** to deepen students' understanding of the issue and develop different reading strategies, e.g. an expository text and a narrative text

Learning the Use of Tenses through a Discovery Approach

- Reading **an article on water rationing** to understand how precious water is to human beings
- Connecting with the learning experience in General Studies

Focus Question 1: Is water important to us?

- Instructing students to use pens of different colours to underline the verbs in the simple past tense and present tense (**colour-coding**)
- Guiding them to generalise the uses of the two tenses through **noticing**
- Asking students **questions** to help them **generalise the uses of the tenses**, e.g. Where can you find the words in blue? Why did you highlight those words in blue?

Incorporating Different Multi-modal Texts to Cater for Learner Diversity

More able classes

Reading **an expository text** on the water cycle

Less able classes

Listening to **a song** on the water cycle

All classes

- Guiding students to read the text/ listen to the song on the water cycle
- Helping students **visualise the text** by using a flowchart to illustrate the different stages of the water cycle
- Understanding the importance of conserving water

Conducting Shared Reading with Students on a Narrative Text

- Reading a story about the problems of water shortage (“A World without Water”)
- **Explicit teaching of reading skills**

Reading skills development:

- ✓ guessing the meaning of unknown words using contextual and pictorial clues
- ✓ locating specific information by identifying key words
- ✓ guessing the likely development of the topic by using personal experiences and knowledge of the world

Positive values and attitudes:

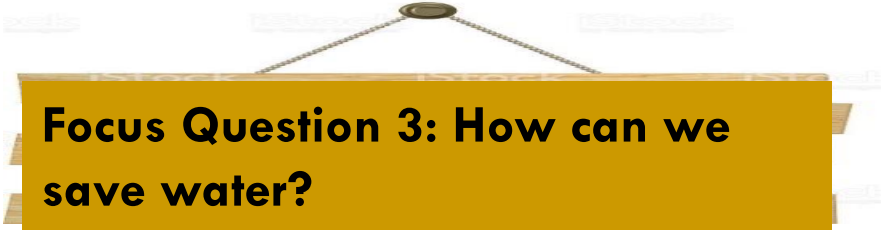
- Gratitude
- Cherishing water as a precious resource

Focus Question 2: What do we use water for?

- ✓ Making use of **graphic organisers** to help students organise information in the book
- ✓ **Summarising** the uses of water from the story
- ✓ Students work in pairs to fill in the graphic organiser

Conducting a Speaking Activity in Groups to Generate More Ideas for the Writing Task

- Activities **adapted from the resource kit** from the Water Supplies Department
- **Group activities** on tips for saving water
- Each group works on a different activity
- Guiding students to **discuss** with the group members and **write the tip** on the paper
- Students stick the paper in the designated areas after writing the tip
- Allowing students to walk around the classroom to learn other water saving tips



Focus Question 3: How can we save water?

Generic skills:

- Communication
- Collaboration

Writing the water saving tips on the activity sheet

Connecting Students' Reading and Writing Experiences

- **Setting a context** for the writing activity:

You were the boy in the story “A World Without Water”. You experienced and knew how life was like when there was no water. You were very sad and decided to do something. How would you help to save the world?

- Introducing the **elements of a good story ending**

- Brainstorming and organising ideas using the **mind map**

- ✓ Responding to the experience of the characters in the story
- ✓ Writing the ending and providing tips on ways to save water
- ✓ Providing opportunities for students to develop their **creativity and problem-solving skills**

Conducting Teacher, Peer and Parent Assessments

Teacher assessment

The student was able to **use the correct tense** in the writing.

Finally, water came back because the old people **saved** water. Doraemon **took** the boy back to the real world. The boy was back to the real world. He **learnt** how to save water.

Students were able to **apply different water saving tips** appropriately.

So, we **didn't** let the water run when we **brushed the teeth** and **reused the water**. Suddenly, an angel appeared and helped me.

Peer assessment – “Two Stars and a Wish”

Parent assessment

- ✓ Inviting **General Studies teachers** to **assess the content** of the writing

PROGRESSIVE DEVELOPMENT OF LITERACY SKILLS

	KS1	KS2
Reading Skills	<ul style="list-style-type: none"> - Exposure to both narrative and information texts - Scanning for key words/specific information - Understanding book concepts - Making predictions - Understanding unfamiliar words using pictorial cues and contextual clues - ... 	<ul style="list-style-type: none"> - Exposure to a variety of texts, e.g. through RaC - Summarising skill - Understanding main ideas and supporting details - Making inferences - Dictionary skills - Follow ideas by recognising simple text structures and understanding the use of cohesive devices - ...
Writing Skills	<ul style="list-style-type: none"> - Writing simple descriptions - Writing simple stories by providing basic information - ... 	<ul style="list-style-type: none"> - Writing descriptions/recounts with more elaborations and share personal experiences - Structure the text using paragraphs, including an introduction, body and/or conclusion - ...
Teaching Pedagogies	<ul style="list-style-type: none"> - Learning through doing, such as role-play, games, show and tell - Breaking down the teaching steps - Teacher's demonstration 	<ul style="list-style-type: none"> - Engaging students in task-based learning activities to make the learning purposeful - Providing opportunities for students to learn from peers, e.g. group discussion, sharing of good work - Learning through awareness raising activities - Introduction of more advanced studies skills, e.g. research skills, note-taking skills

PART 5: CONCLUSION AND EVALUATION

- Consider development focuses with respect to the school vision and mission, development plans, teachers' experience and curriculum updates;
- Maintain horizontal and vertical continuity and progression in areas such as the development of language skills, generic skills and enabling skills across key stages;
- Collaborate with other KLAs to provide opportunities for students to enrich their knowledge and demonstrate their skills learned in different KLAs; and
- Keep abreast of the latest curriculum development and be receptive to changes.