

**Developing Secondary Students'
Writing and Speaking Skills with Reference to
the Learning Progression Framework (Re-run)**

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

Course Objectives

- To introduce the **Learning Progression Framework (LPF)** for English Language with the focuses on writing and speaking skills;
- To introduce the use of the LPF as a tool for planning the school English Language curriculum
- To provide suggestions on effective strategies that incorporate the use of the LPF to facilitate the development of writing and speaking skills and assessment for/as learning

Understanding the LPF

The Learning Progression Framework (LPF) for English Language

Listening

Speaking

Writing

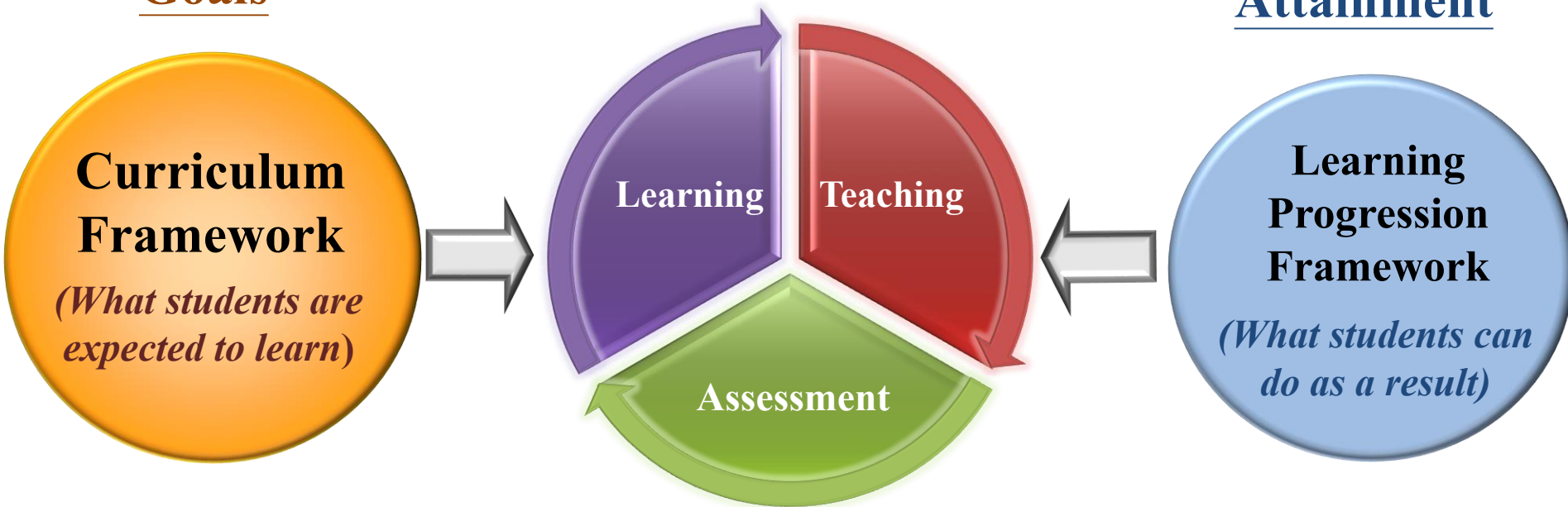
Reading

Curriculum Framework, Learning, Teaching and Assessment, and the LPF

Goals

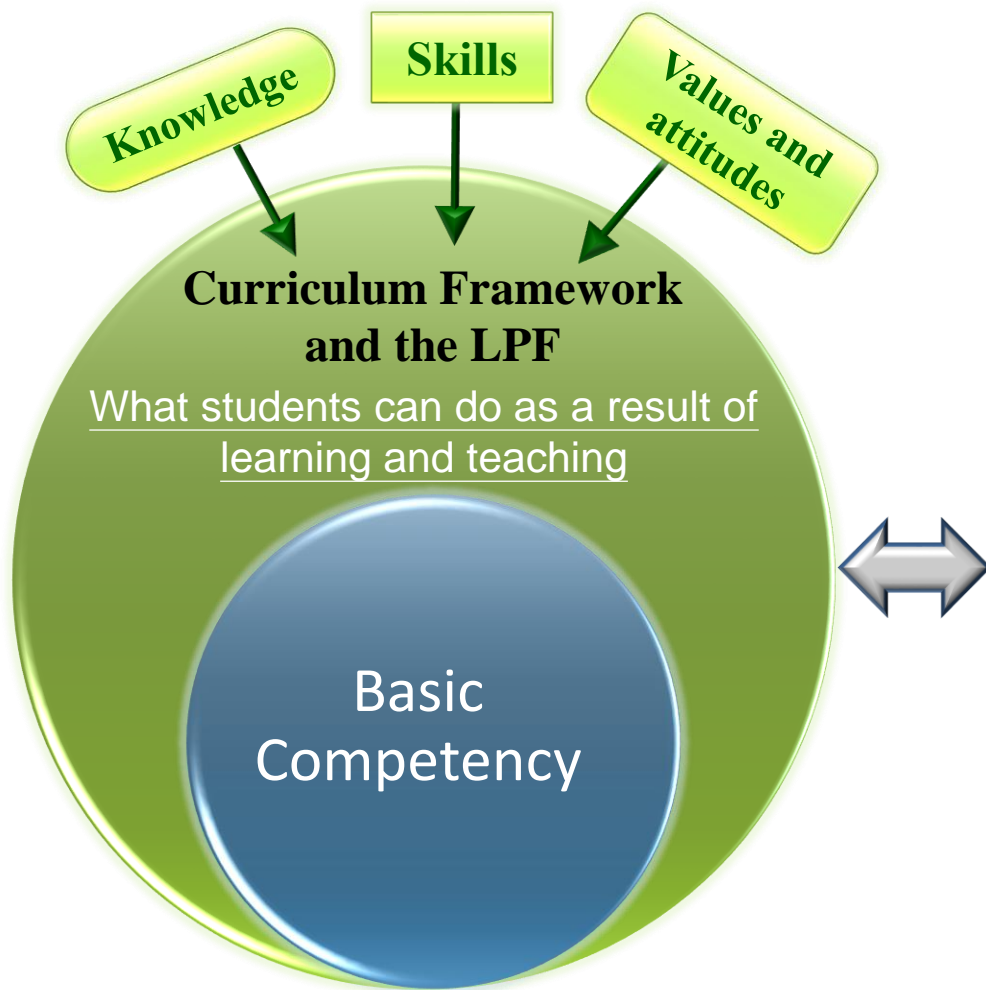
Process

Attainment

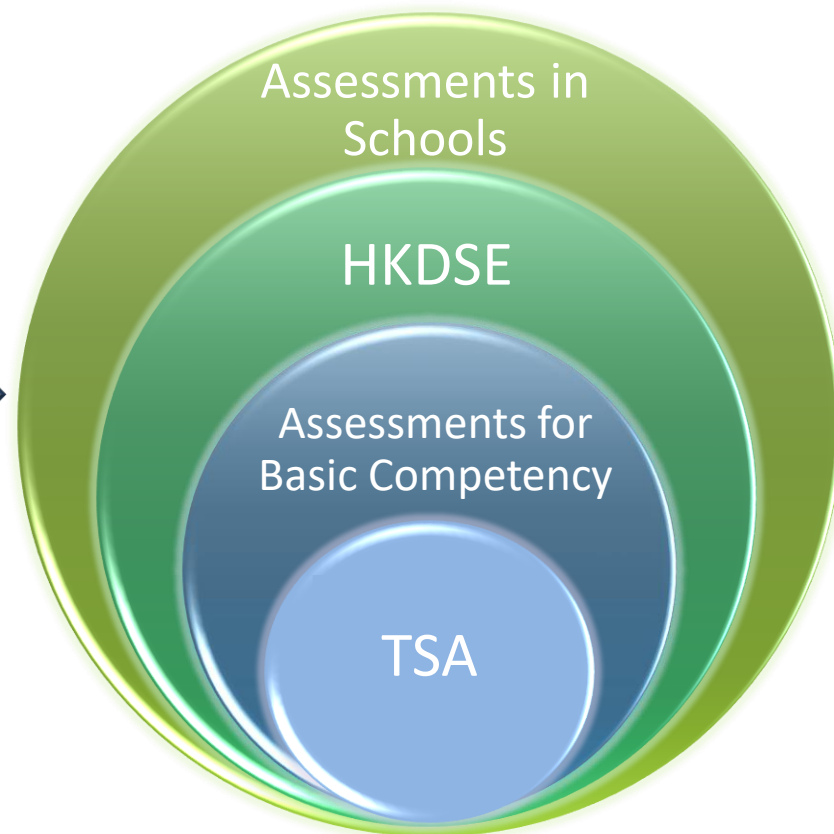


Curriculum Framework and Assessment

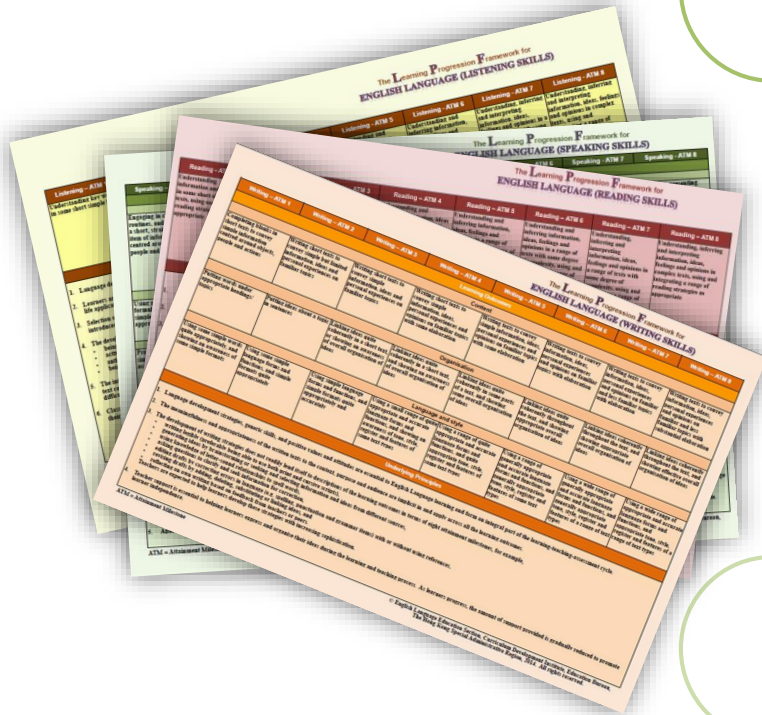
Curriculum Framework and Learning Progression Framework



Assessment for/as Learning



What is the LPF for English Language?



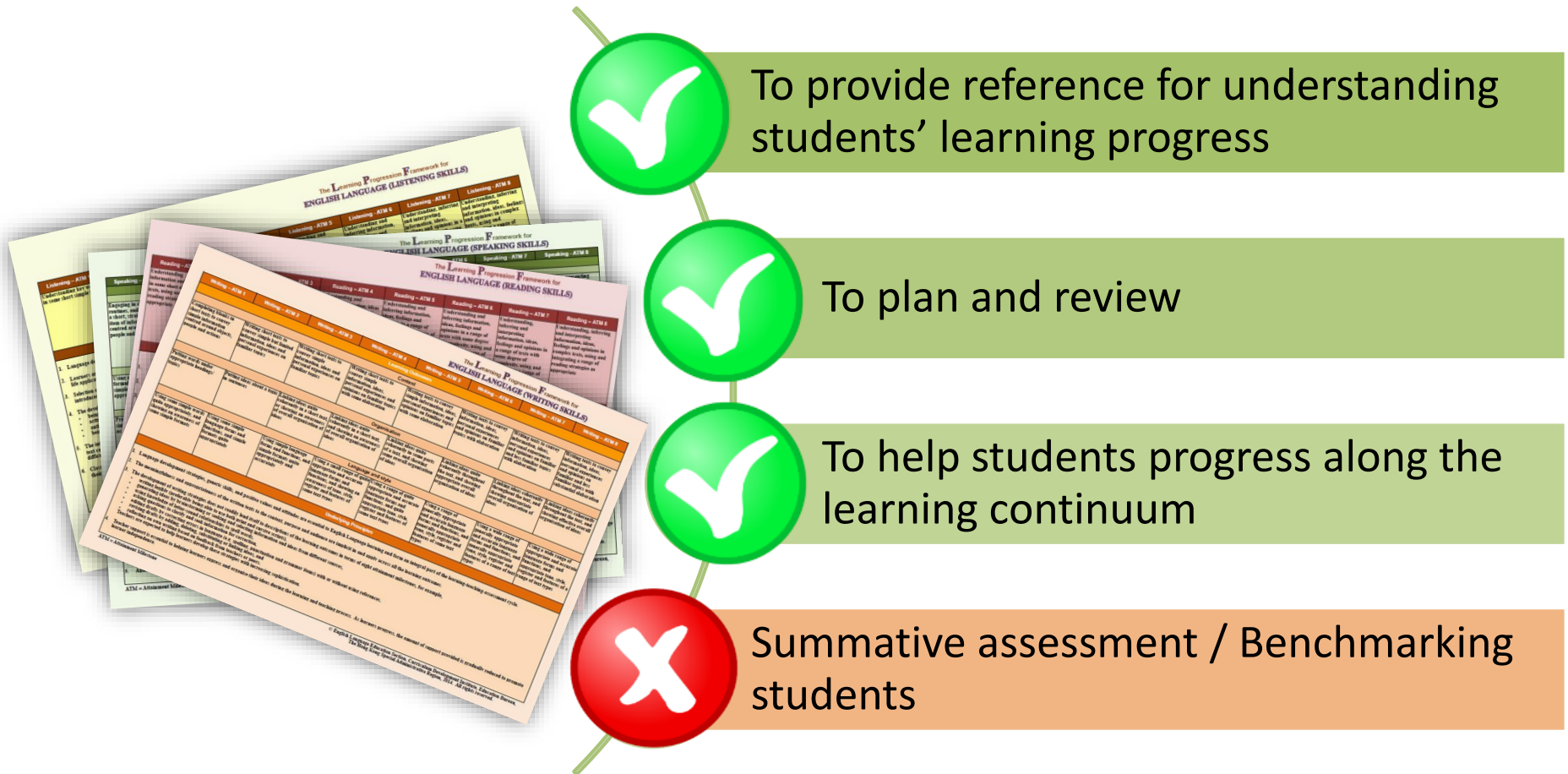
represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Learning Objectives of the English Language curriculum;

is made up of Learning Outcomes organised under the four language skills and divided into eight levels of attainment;

helps teachers better understand and articulate learners' performance; and

helps teachers plan strategically how to enhance English Language learning and teaching.

What are the Purposes of Developing the LPF?



Understanding the Learning Progression

Activity 1 (Matching activity)

In groups,

- study the Outcome Statements for three levels of the LPF for Writing; and
- identify the three aspects in the progression of the Outcome Statements for Writing.

Understanding the Learning Progression

Activity 1 (Matching activity)

Content

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions		Writing short texts to convey simple information, ideas and personal experiences on familiar topics		Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration		Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration

Organisation

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Organisation							
Putting words under appropriate headings/ topics		Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas		Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas		Linking ideas coherently throughout the text, and showing effective overall organisation of ideas

Language and Style

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats		Using simple language forms and functions, and simple formats quite appropriately and accurately		Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types	Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types		Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types

The LPF for English Language (Writing)

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
<i>Pointers Learners can, for example,</i> <ul style="list-style-type: none"> complete formulaic expressions in greeting cards and birthday cards label familiar objects and animals write captions for drawings about their likes and dislikes 	<i>Pointers Learners can, for example,</i> <ul style="list-style-type: none"> write brief descriptions of objects, people, places or events write simple signs give a brief ending to simple stories 	<i>Pointers Learners can, for example,</i> <ul style="list-style-type: none"> write and reply to short and simple letters to share personal experiences write short and simple descriptions of objects, people, places and events write short and simple stories 	<i>Pointers Learners can, for example,</i> <ul style="list-style-type: none"> write and reply to simple letters to share personal experiences write simple descriptions of objects, people, places and events with some details write simple stories 	<i>Pointers Learners can, for example,</i> <ul style="list-style-type: none"> write some formal letters to make simple requests and enquiries write a range of simple texts to describe, recount, record, explain and propose with some supporting details write stories with a setting, a simple plot and simple characterisation 	<i>Pointers Learners can, for example,</i> <ul style="list-style-type: none"> write some formal letters to make requests and applications with supporting details write a range of texts to describe, recount, record, explain, propose and summarise with supporting details write stories with a clear setting, and some development of plot and characters 	<i>Pointers Learners can, for example,</i> <ul style="list-style-type: none"> write formal letters for a range of purposes quite effectively write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively write stories with a clear setting, and development of plot and characters to achieve the purpose quite effectively 	<i>Pointers Learners can, for example,</i> <ul style="list-style-type: none"> write formal letters for a range of purposes effectively write a range of texts for various purposes with supporting details effectively write stories with a clear setting, a well-developed plot and good characterisation to achieve the purpose effectively

Progression of the Learning Outcomes

Activity 1 (Matching activity)

Content

ATM 2

Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics



ATM 4

Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration



ATM 7

Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration

Progression of the Learning Outcomes

Content

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration

Complexity of
information
and ideas

Length of texts

Familiarity
with topics

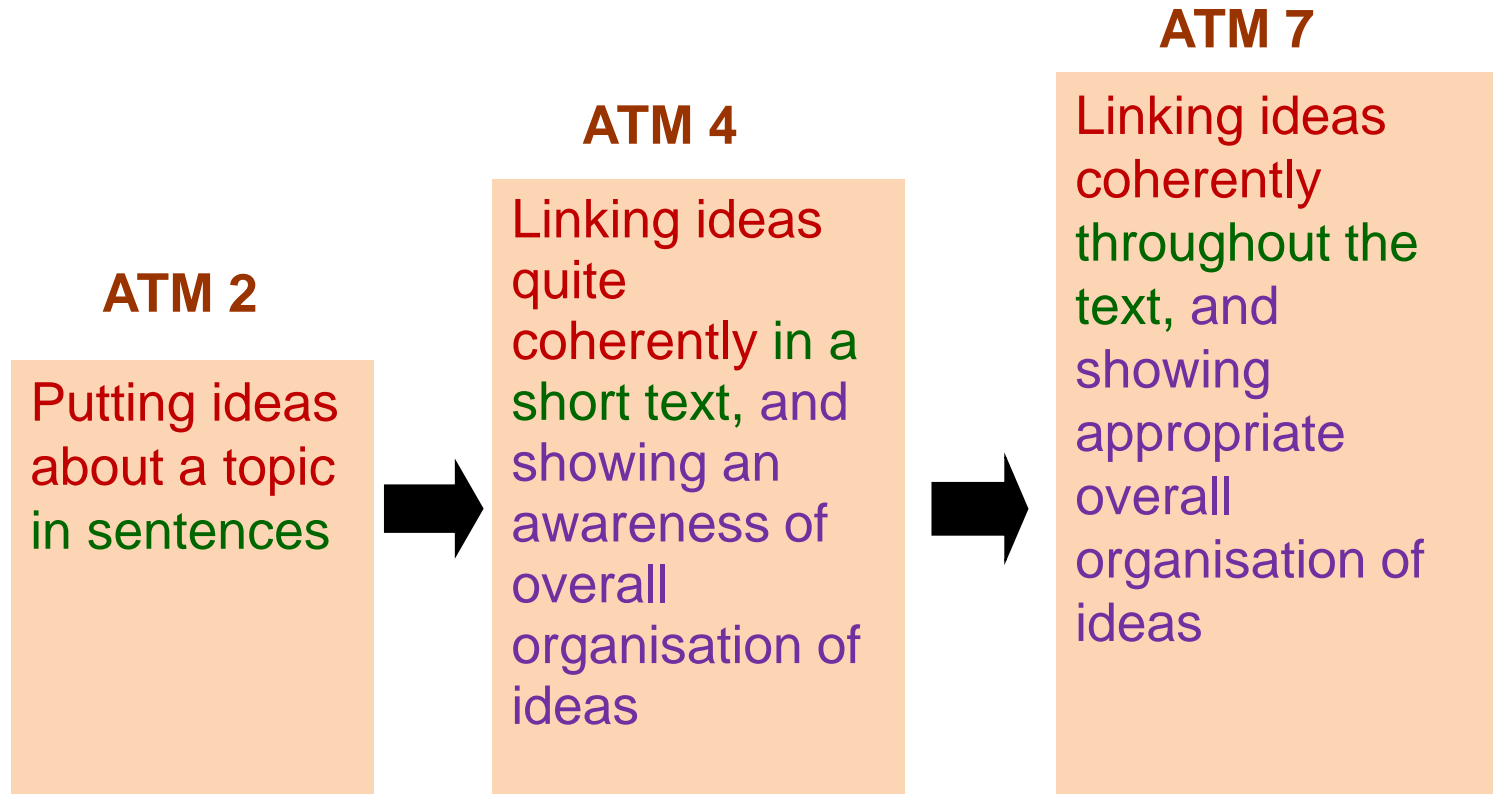
The LPF for English Language (Writing)

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Organisation							
Putting words under appropriate headings/ topics	Putting ideas about a topic in sentences	Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas	Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing effective overall organisation of ideas
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> list out their favourite things under different categories (e.g. toys, food) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> name people or things followed by some descriptions about them 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish links using some simple cohesive devices (e.g. simple connectives, pronouns) with some consistency arrange ideas in a short text using simple and limited means (e.g. sequencing events chronologically) to show a generally clear focus 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish links using a small range of cohesive devices with some consistency arrange ideas in a short text using simple means (e.g. providing illustrations or explanations) to show a generally clear focus structure the text using paragraphs, including a brief introductory and/or concluding statement 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish links within some paragraphs using a range of cohesive devices with some consistency arrange ideas in some paragraphs using different means (e.g. using topic sentences, providing justification, providing resolutions to problems in stories) to show a generally clear focus structure the text using paragraphs, including an introduction, body and/or conclusion 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish links within and across paragraphs using a range of cohesive devices with some consistency arrange ideas within and across paragraphs using different means (e.g. summarising, creating climax in stories) to show a generally clear focus structure the text quite coherently using an organisational framework (e.g. introduction, body and conclusion) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish strong links within and across paragraphs using a range of cohesive devices with consistency arrange ideas within and across paragraphs using different means (e.g. using comparison and contrast, creating suspense in stories) to show a clear focus structure the text coherently using an organisational framework (e.g. an introduction that sufficiently orients the reader to the topic, a body with a clear focus, and a conclusion that restates the topic) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish strong links within and across paragraphs using a wide range of cohesive devices with consistency arrange ideas within and across paragraphs using different means effectively to engage the readers throughout the text structure the text effectively using an organisational framework (e.g. an introduction that effectively orients the reader to the topic, a body with a clear focus and logical progression of ideas, and a conclusion that effectively reinforces the topic)

Progression of the Learning Outcomes

Activity 1 (Matching activity)

Organisation



Progression of the Learning Outcomes

Organisation

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Organisation							
Putting words under appropriate headings/ topics	Putting ideas about a topic in sentences	Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas	Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing effective overall organisation of ideas

Linkage between ideas **within and across paragraphs**

Overall organisation of ideas

The LPF for English Language (Writing)

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats	Using some simple language forms and functions, and simple formats quite appropriately	Using simple language forms and functions, and simple formats quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types	Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types	Using a wide range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of a range of text types	Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types
<p>Pointers Learners can, for example,</p> <ul style="list-style-type: none"> use mainly formulaic expressions, single words or short phrases from school texts, with some words correctly spelt put the name of the sender and recipient in appropriate places in greeting cards write capital and small letters with consistency in size and shape 	<p>Pointers Learners can, for example,</p> <ul style="list-style-type: none"> use a range of formulaic expressions, and some simple vocabulary on familiar topics, with some words correctly spelt use some simple adjectives to describe things and feelings with some consistency use mainly simple present tense to describe present states and habitual actions with some consistency use imperatives to express obligations and prohibitions with some consistency use line breaks and ordering (e.g. numbers, bullets) in listing use some common punctuation marks and capitalisation with some accuracy 	<p>Pointers Learners can, for example,</p> <ul style="list-style-type: none"> use a small range of simple vocabulary on familiar topics, with some accuracy in spelling and word collocation use a small range of adjectives to describe things and feelings with some consistency use a small range of adverbs to describe time and manner with some consistency use simple present, simple past (mainly familiar verb forms), present continuous and future tenses with some consistency use modals for some communicative functions (e.g. talk about abilities, obligations and prohibitions) with some consistency use appropriate salutation and closing in simple letters use most of the common punctuation marks with some accuracy 	<p>Pointers Learners can, for example,</p> <ul style="list-style-type: none"> use a small range of vocabulary on familiar topics, with most words correctly spelt and some word collocations correct use a range of adjectives/ adjective phrases to describe and compare with some consistency use a small range of adverbs/ adverbial clauses for some communicative functions (e.g. concession, purpose) with some consistency use a small range of tenses with some consistency use modals for some communicative functions with consistency show an awareness of using some stylistic features (e.g. use dialogues in stories to create interest) to support the purpose of text use common punctuation marks with accuracy 	<p>Pointers Learners can, for example,</p> <ul style="list-style-type: none"> use a range of vocabulary on familiar topics, with most words correctly spelt and some word collocations correct use a range of adverbs/ adverbial clauses for various communicative functions with some consistency use a range of tenses and the passive voice with some consistency use modals for a range of communicative functions with some consistency use some stylistic features (e.g. use headings and sub-headings to clarify presentation) to support the purpose of text with some consistency 	<p>Pointers Learners can, for example,</p> <ul style="list-style-type: none"> use a range of vocabulary on familiar topics, with most words correctly spelt, word collocations generally correct, and some good choice of words use a range of adverbs/ adverbial clauses for various communicative functions with consistency use a range of tenses with consistency and the passive voice with some consistency use modals for a range of communicative functions with consistency use some stylistic features to support the purpose of text with consistency 	<p>Pointers Learners can, for example,</p> <ul style="list-style-type: none"> use a wide range of vocabulary on familiar and less familiar topics, with words correctly spelt, word collocations correct, and some good choice of words use a range of tenses and the passive voice with consistency use a range of stylistic features (e.g. use images in poetry, rhetorical questions in arguments) to support the purpose of text with consistency 	<p>Pointers Learners can, for example,</p> <ul style="list-style-type: none"> use a wide range of vocabulary on familiar and less familiar topics, with words correctly spelt, word collocations correct, and good choice of words use various tenses and the passive voice for various purposes with consistency use a range of stylistic features effectively to support the purpose of text

Progression of the Learning Outcomes

Activity 1 (Matching activity)

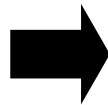
Language and Style

ATM 7

ATM 4

ATM 2

Using some simple language forms and functions, and simple formats quite appropriately



Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types



Using a wide range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of a range of text types

Progression of the Learning Outcomes

Language and Style

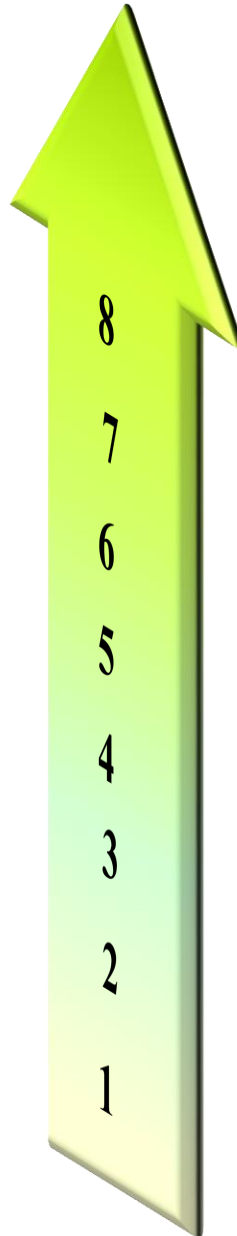
Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats	Using some simple language forms and functions, and simple formats quite appropriately	Using simple language forms and functions, and simple formats quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types	Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types	Using a wide range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of a range of text types	Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types

Language forms and functions **used at different levels of writing**

Structure of the LPF

Underlying Principles

- ◆ elucidate some of the learning objectives which do not lend themselves to the description in terms of 8 attainment milestones but are essential to English language learning



The Four Language Skills

Outcome Statements

- ◆ a general description of learner performance

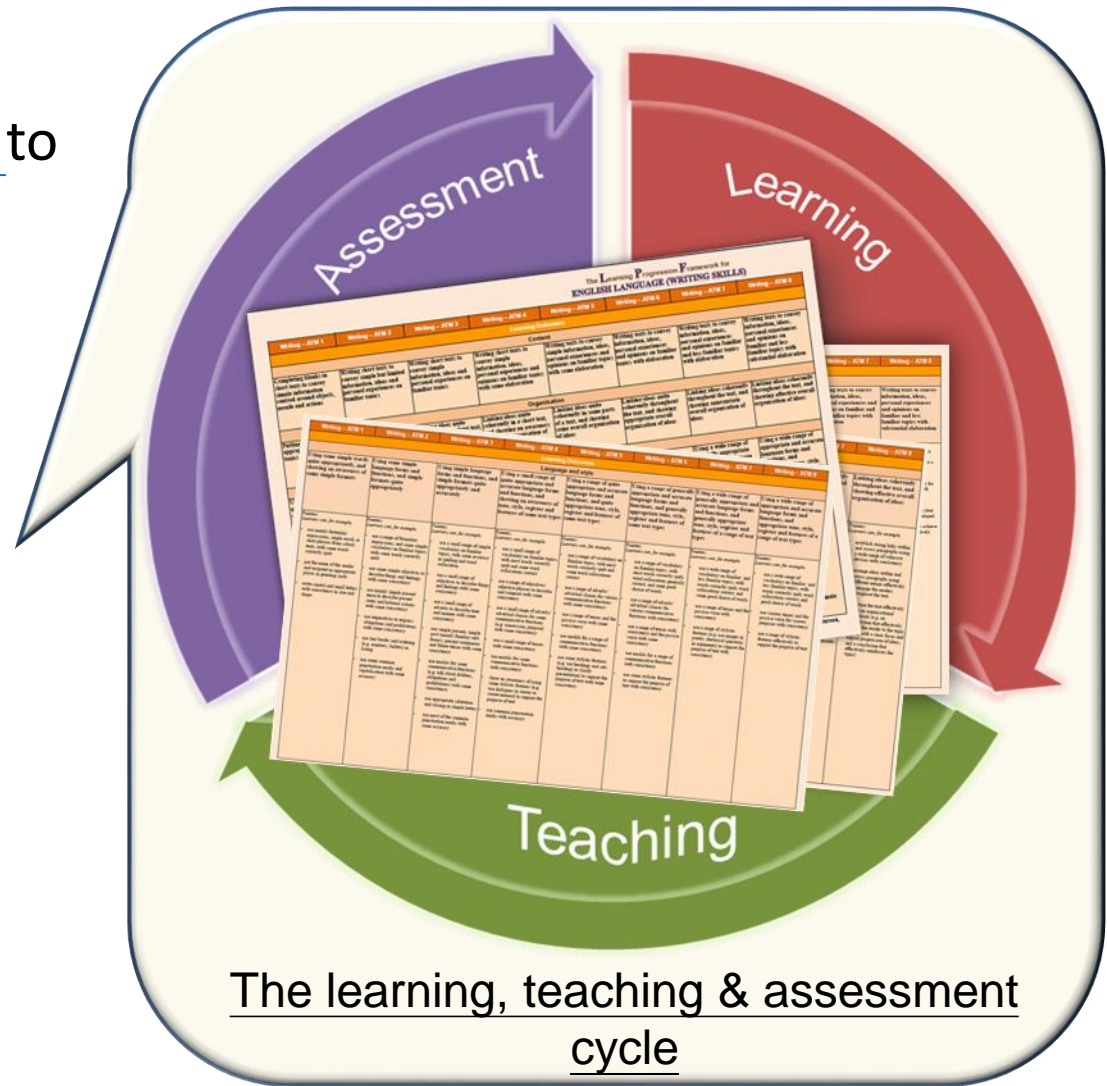
Pointers

- ◆ provide specific examples of what learners are able to do in demonstrating the learning outcome at each level

Use of the LPF for Writing

Curriculum Planning

- Providing a common “language” and “tool” to facilitate professional discussions among teachers



Curriculum Planning

- Ensuring that the range of tasks provided in the school writing programme covers a variety of purposes and text types
- Developing students' writing skills and strategies across levels

An example



Curriculum Planning

- Enhancing the interface across key stages

Curriculum Expectations in Literacy Development (English Language)

Primary

- Learning topics with contexts related to their daily experience
- Reading & writing simple texts
- Understanding & constructing meaning from texts
- ...

Junior Secondary

- Learning topics with contexts related to their everyday life and some formal situations
- Reading & writing texts with some degree of complexity
- Understanding, interpreting & analysing different texts
- ...

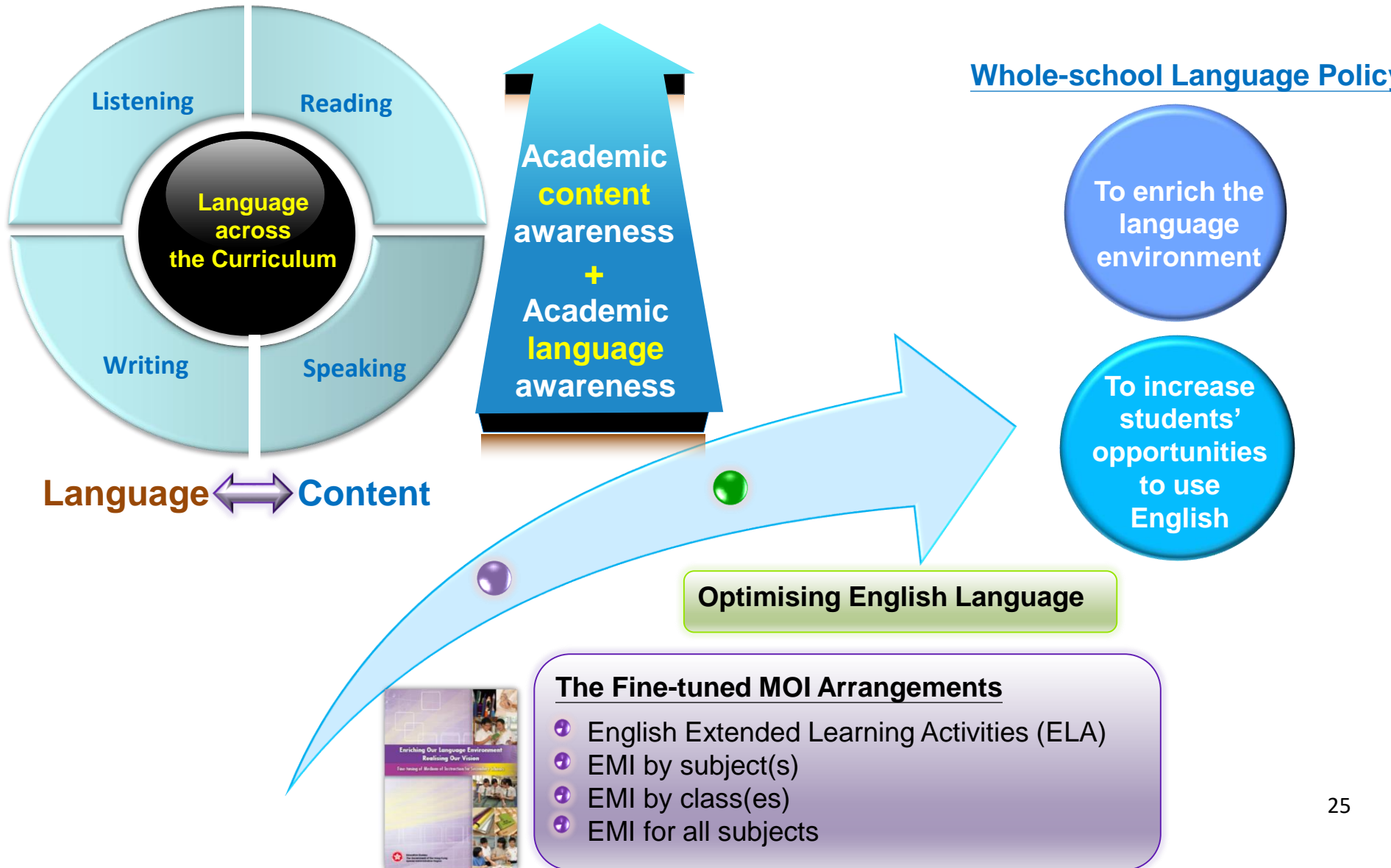
Senior Secondary

- Learning topics with contexts related to their everyday life and formal situations
- Reading & writing complex texts
- Understanding, interpreting, analysing & evaluating a variety of texts
- ...

Formality / Text complexity / Thinking skills

Curriculum Planning

Enhancing the interface across key stages



Curriculum Planning

🌱 Enhancing the interface across key stages

Writing across the Curriculum

Context	Integrated Science
Rhetorical function	To compare/contrast
Related language items	<i>Both, Like / Unlike, But</i>

Similarities:

(a) Both respiration and burning have the same word equation.

(b) Like respiration, burning ~~will also~~ produces heat energy.

Differences

(c) Unlike burning, respiration can ~~be~~ controlled.

(d) Burning occurs outside living cells but respiration occurs inside living cells.

Curriculum Planning

🌱 Enhancing the interface across key stages

Writing across the Curriculum

Context	History
Rhetorical function	To compare/contrast
Related language items	<i>but, bigger (comparative adjective), however, while</i>

compare the conditions before and after the Industrial Revolution.

1. Before the Industrial Revolution, the farms were small but after the revolution, the farms became bigger. ✓
2. People travelled on foot, on horseback or in coaches before the revolution. however, people travelled on steamships and railway trains after the revolution. ✓
3. Animals and water energy were sources of energy before the revolution while steam-engines were the source of energy after the revolution. ✓

Curriculum Planning

Enhancing the interface across key stages

Providing opportunities to support students in **Writing across the Curriculum**

An example

Primary

Writing - ATM 1	Writing - ATM 2	Writing - ATM 3	Writing - ATM 4	Writing - ATM 5	Writing - ATM 6	Writing - ATM 7	Writing - ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions.	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics.	Writing short texts to convey simple information, ideas and personal experiences on familiar topics.	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration.	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration.	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration.	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration.	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration.
Practices Learners can, for example, <ul style="list-style-type: none">complete familiar expressions in greeting cards and birthday cards.label familiar objects and animals.write captions for drawings about their likes and dislikes.	Practices Learners can, for example, <ul style="list-style-type: none">write brief descriptions of objects, people, places or events.write simple signs.give a brief ending to simple stories.	Practices Learners can, for example, <ul style="list-style-type: none">write and reply to short and simple letters to close personal experiences.write short and simple descriptions of objects, people, places and events.write short and simple stories.	Practices Learners can, for example, <ul style="list-style-type: none">write and reply to simple letters to share personal experiences.write simple descriptions of objects, people, places and events with some details.write simple stories.	Practices Learners can, for example, <ul style="list-style-type: none">write some formal letters to make simple requests and enquiries.write a range of simple texts to describe, recount, record, explain and propose with some supporting details.write stories with a setting, a simple plot and simple characters.	Practices Learners can, for example, <ul style="list-style-type: none">write some formal letters to make requests and enquiries with supporting details.write a range of texts to describe, recount, record, explain, propose and contrast with supporting details more effectively.write stories with a clear setting, and development of plot and characters.	Practices Learners can, for example, <ul style="list-style-type: none">write formal letters for a range of purposes, quite effectively.write a range of texts to describe, recount, record, explain, propose, maintain, compare, compare and contrast with supporting details more effectively.write stories with a clear setting, and development of plot and characters to achieve the purpose quite effectively.	Practices Learners can, for example, <ul style="list-style-type: none">write formal letters for a range of purposes effectively.write a range of texts for various purposes with supporting details effectively.write stories with a clear setting, a well-developed plot and good characterisation to achieve the purpose effectively.

Junior Secondary

Senior Secondary

Curriculum Planning


Enhancing the interface across key stages

Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Content				
Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>
<ul style="list-style-type: none"> write and reply to simple letters to share personal experiences 	<ul style="list-style-type: none"> write some formal letters to make simple requests and enquiries 	<ul style="list-style-type: none"> write some formal letters to make requests and applications with supporting details 	<ul style="list-style-type: none"> write formal letters for a range of purposes quite effectively 	<ul style="list-style-type: none"> write formal letters for a range of purposes effectively
<ul style="list-style-type: none"> write simple descriptions of objects, people, places and events with some details 	<ul style="list-style-type: none"> write a range of simple texts to describe, recount, record, explain and propose with some supporting details 	<ul style="list-style-type: none"> write a range of texts to describe, recount, record, explain, propose and summarise with supporting details 	<ul style="list-style-type: none"> write a range of texts to <u>describe, recount, record, explain, propose, summarise, review, compare and contrast</u> with supporting details quite effectively 	<ul style="list-style-type: none"> write a range of texts for various purposes with supporting details effectively


Increase in formality



Writing for different purposes



The learning & teaching of rhetorical functions



Curriculum Planning

Enhancing the interface across key stages

Examples of Rhetorical Functions and their Related Language Items Commonly Found across KLA

Examples of Rhetorical Functions	Language Items (Examples)	Examples
Comparing/Contrasting	"However", "on the contrary", "similarly"	<i>Some historians think that the paintings had entertainment functions. <u>However</u>, these paintings were usually found at...(PSHE)</i>
Sequencing	"After", "before", "then"	<i>Clean the food thoroughly <u>before</u> cooking...(TE)</i>
Explaining	"Since", "because of", "as a result (of)"	<i><u>As a result</u>, more sulphur dioxide is produced...(SE)</i>
Describing	Adjectives, relative clauses	<i><u>Larger</u> current makes the bulb <u>brighter</u>...(SE)</i>
Defining	"Refers to", "is known as"	<i>Osmosis <u>refers to</u> the diffusion of fluid...(SE)</i>
Making suggestions	"Can", "may", "suggest"	<i>The government <u>can</u> make better use of the land through...(PSHE)</i>
Giving instructions	Imperatives	<i><u>List</u> the characteristics of the four phases in the long jump...(PE)</i>
Presenting facts	Present tense	<i>A computer system <u>consists of</u>...(TE)</i>
Presenting past events	Past tense	<i>The waltz <u>was</u> originally a peasant dance in Austria...(AE)</i>
Making assumption	Conditional clauses, "let", "suppose"	<i><u>Suppose</u> Jane's salary is \$10,000 now. What is the percentage of...(ME)</i>

Note: Key Learning Areas

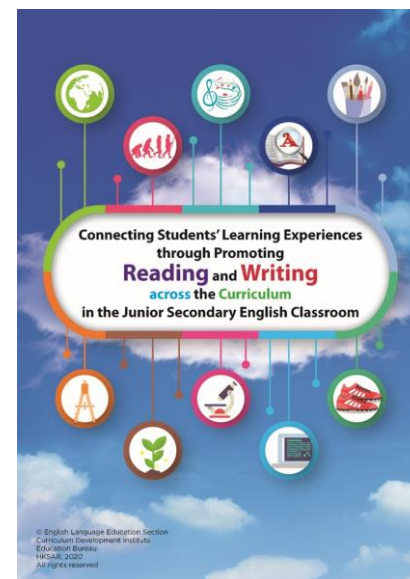
ME: Mathematics Education; PSHE: Personal, Social and Humanities Education;

SE: Science Education; TE: Technology Education; AE: Arts Education;

PE: Physical Education

CDC Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1 — 3) 2018
– Chapter 6

More examples



Curriculum Planning

🌱 Enhancing the interface across key stages

An example



Writing objectives

- write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively

Integrating [Writing across the Curriculum](#) in the English Language Curriculum

Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Content		
Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • write some formal letters to make requests and applications with supporting details • write a range of texts to describe, recount, record, explain, propose and summarise with supporting details 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • write formal letters for a range of purposes quite effectively • write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • write formal letters for a range of purposes effectively • write a range of texts for various purposes with supporting details effectively

Curriculum Planning

Enhancing the interface across key stages

Activity 2

Chinese or Western Parenting: Which is Best for You?

...Ms Chua was both too strict with her children and too critical of western parenting methods...

...Instead, they said that “good parents make sure their children get top grades”...

...Other studies show that, compared to western parents, Chinese parents spend 10 times longer every day doing homework and other academic activities with their children...

...Chinese parents, however, believe that they know best for their children, and therefore make their choices of activities and courses of study for them...Chinese parents, on the other hand, believe that their children can...

In groups, discuss how teachers can make use of this text in the English lessons to support students in **learning across the curriculum?**

Source: ELE KLA CG 2017 (Example 2)

<http://www.edb.gov.hk/eleklacgexamples>

Curriculum Planning

Enhancing the interface across key stages

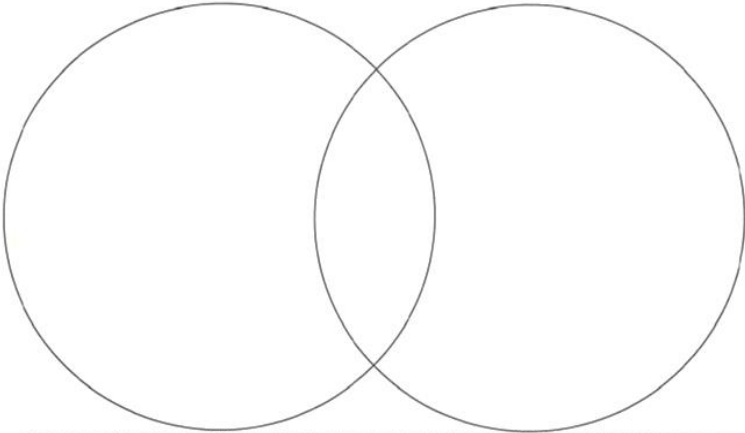
Integrating Writing across the Curriculum in the English Language Curriculum, e.g.

After reading

3. Complete the Venn diagram with the information in the box below / using information from the passage

Chinese parents

Western parents



1. Don't allow children to do sports or drama 2. Believe that learning should be fun

3. Believe that they know what is best for their children

4. Have strong beliefs about parenting 5. Want their children to feel good about themselves

6. Accept that their children's academic performance may not be excellent

7. Want to do what's best for their children 8. Allow children a free choice of interests and activities

9. Think that academic results are the most important 10. Criticise their children to motivate them

➤ the rhetorical function “to compare/contrast”.

Making use of a graphic organiser (i.e. a Venn diagram) to deconstruct

➤ the main ideas of the reading text; and

Curriculum Planning

Enhancing the interface across key stages

Making use of a [graphic organiser](#) (i.e. a Venn diagram) to deconstruct

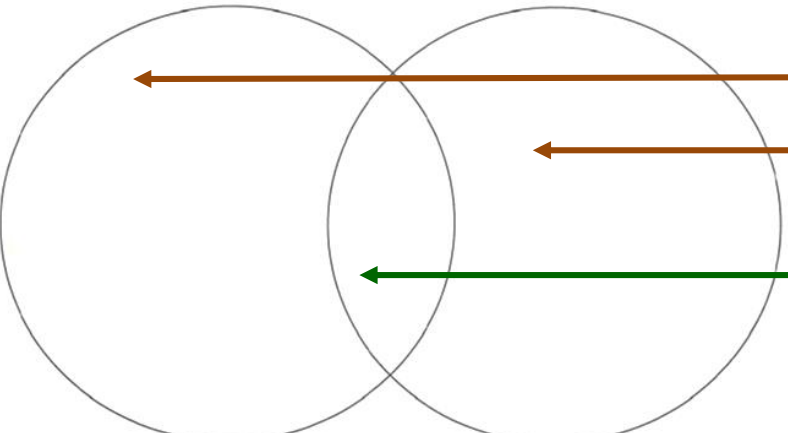
- the [main ideas](#) of the reading text; and

After reading

3. Complete the Venn diagram with the information in the box below / using information from the passage

Chinese parents

Western parents



1. Don't allow children to do sports or drama

2. Believe that learning should be fun

3. Believe that they know what is best for their children

4. Have strong beliefs about parenting

5. Want their children to feel good about themselves

6. Accept that their children's academic performance may not be excellent

7. Want to do what's best for their children

8. Allow children a free choice of interests and activities

9. Think that academic results are the most important

10. Criticise their children to motivate them

Focussing on Content

To compare:

- the **differences** between Chinese and western parents
- the **similarities** between Chinese and western parents
- the **main ideas** of the reading text

Curriculum Planning

Enhancing the interface across key stages

Focussing on Language

Drawing students' attention to

- the **communicative / rhetorical function**, i.e. “to compare/contrast”
- the **related language items**, e.g. “*both*”, “*compared to*”, “*more/-er...than*”, “*however / but*”, “*on the other hand*”

Chinese or Western Parenting: Which is Best for You?

...Ms Chua was both too strict with her children and too critical of western parenting methods...

...Instead, they said that “good parents make sure their children get top grades”...

...Other studies show that, compared to western parents, Chinese parents spend 10 times longer every day doing homework and other academic activities with their children...

...Chinese parents, however, believe that they know best for their children, and therefore make their choices of activities and courses of study for them...Chinese parents, on the other hand, believe that their children can...

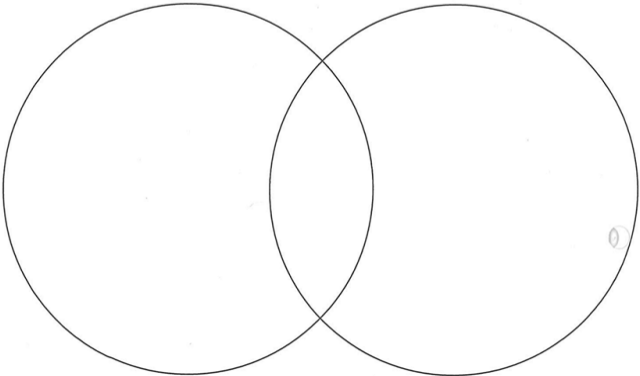
Curriculum Planning

Enhancing the interface across key stages

Integrating [Writing across the Curriculum](#) in the English Language Curriculum, e.g.

You can use the Venn diagram below to organise your ideas:

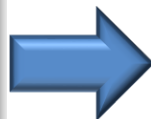
Amy Chua's "typical" Chinese parents vs My parents / most parents in Hong Kong



Similarities
Both types of parents....
Like the "typical" Chinese parents, my parents also.....

Differences
By contrast,....
On the other hand
However
Compared to Western parents, Chinese parents are much stricter
Instead of making me play music, they let me do sports

Useful expressions



I'm certain that it's just a stereotype. Sure, a lot of parents from China are strict compared to the ones from the west. But as you know, I'm from Hong Kong but unlike Amy Chua, my parents aren't that strict! My parents allow me to participate in extracurricular activities and I can watch the TV whenever I want!

Race doesn't determine whether western or Chinese students are good at Mathematics or not. Both western and Chinese parents wish their kids to do their best at school, maybe the Chinese students just happen to work harder than western students!

In this case, it doesn't involve the parents.

Guiding students to [plan](#) for their writing task [using a Venn diagram](#)

[Apply the language items to compare](#) the different views and behaviour between Amy's parents and the students' parents [in the writing task](#)

Curriculum Planning

Enhancing the interface across key stages

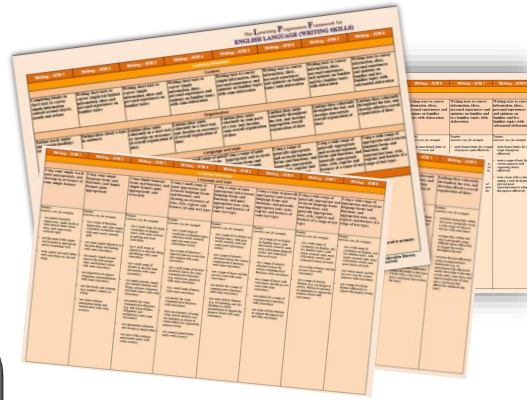
Curriculum Mapping

	Secondary 2	English Language	History	Science
R e a d i n g ↓ W r i t i n g	Learning and teaching strategies	Use of visual representation (e.g. a Venn diagram) to help students deconstruct the text		
	Rhetorical functions	To compare/contrast		
	Language items	<div> <div> <u>Showing similarities</u> <i>Both, like, similarly</i> </div> <div> <u>Showing differences</u> <i>Unlike, while, however/but, instead of</i> </div> </div>		
	Teaching focus	Introducing the forms and functions of the target language items	Reinforcing the use of the target language items	
	Topic	Cultures of the World	Industrial Revolution	Respiration
	Providing relevant contexts for the application of the target language items (e.g.)	<i>“<u>Unlike</u> western parents, Hong Kong parents tend to focus much on their children’s academic performance...”</i>	<i>“Water power was a source of energy before the Industrial Revolution, <u>while</u> the steam engine has become an important source of energy after the Revolution...”</i>	<i>“<u>Like</u> respiration, burning also produces heat energy...”</i>

Learning, Teaching and Assessment

Adopting a Process Approach

(1) Identifying students' strengths & areas for improvement & setting writing objectives



(3) Providing effective feedback to guide students to make improvement to their writing drafts

(2) Setting task-specific assessment criteria and designing writing activities to help students achieve the assessment criteria

Learning, Teaching and Assessment

- (1) Identifying students’ strengths & areas for improvement & setting writing objectives



Identifying Students’ Strengths & Areas for Improvement

Identifying writing skills and strategies that



need to be further stretched



need to be supported



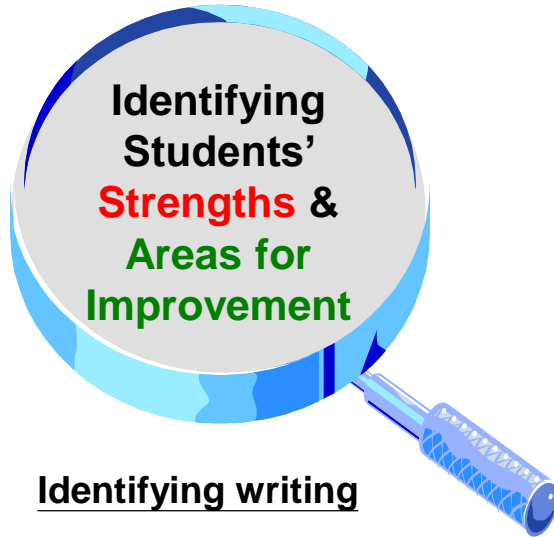
need to be given opportunities for development

An example

Writing – ATM 4	Writing – ATM 5	Writing – ATM 6
Content		
Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration
Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> • write and reply to simple letters to share personal experiences • write simple descriptions of objects, people, places and events with some details • write simple stories 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ? write some formal letters to make simple requests and enquiries ✓ write a range of simple texts to describe, recount, record, explain and propose with some supporting details ✓ write stories with a setting, a simple plot and simple characterisation 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✗ write some formal letters to make requests and applications with supporting details ✓ write a range of texts to describe, recount, record, explain, propose and summarise with supporting details ✓ write stories with a clear setting, and some development of plot and characters

Learning, Teaching and Assessment

- (1) Identifying students' **strengths & areas for improvement** & setting **writing objectives**



Identifying writing skills and strategies that

need to be further stretched

need to be supported

need to be given opportunities for development

An example

Writing – ATM 4	Writing – ATM 5	Writing – ATM 6
Organisation		
Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish links using a small range of cohesive devices with some consistency arrange ideas in a short text using simple means (e.g. providing illustrations or explanations) to show a generally clear focus 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish links within some paragraphs using a range of cohesive devices with some consistency arrange ideas in some paragraphs using different means (e.g. using topic sentences, providing justification, providing resolutions to problems in stories) to show a generally clear focus 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish links within and across paragraphs using a range of cohesive devices with some consistency arrange ideas within and across paragraphs using different means (e.g. summarising, creating climax in stories) to show a generally clear focus

Learning, Teaching and Assessment

- (1) Identifying students' **strengths & areas for improvement** & setting **writing objectives**



Identifying writing
skills and strategies that
need to be further stretched

need to be supported

need to be given
opportunities for development

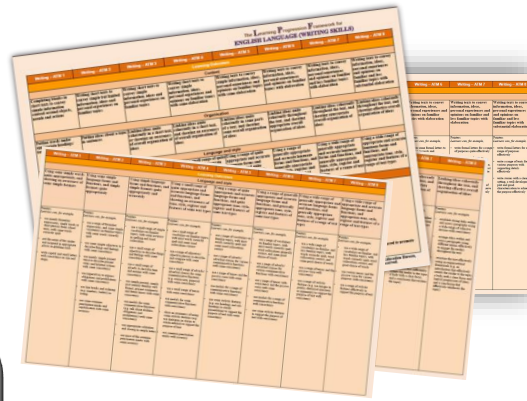
An example

Writing – ATM 3	Writing – ATM 4	Writing – ATM 5
Language and style		
Using simple language forms and functions, and simple formats quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types
<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a small range of simple vocabulary on familiar topics, with some accuracy in spelling and word collocation use simple present, simple past (mainly familiar verb forms), present continuous and future tenses with some consistency use appropriate salutation and closing in simple letters 	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of adjectives/ adjective phrases to describe and compare with some consistency use a small range of tenses with some consistency show an awareness of using some stylistic features (e.g. use dialogues in stories to create interest) to support the purpose of text 	<p>Pointers</p> <p><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of vocabulary on familiar topics, with most words correctly spelt and some word collocations correct use a range of tenses and the passive voice with some consistency use some stylistic features (e.g. use headings and sub-headings to clarify presentation) to support the purpose of text with some consistency

Learning, Teaching and Assessment

Adopting a Process Approach

(1) Identifying students' strengths & areas for improvement & setting writing objectives



(2) Setting task-specific assessment criteria and designing writing activities to help students achieve the assessment criteria

(3) Providing effective feedback to guide students to make improvement to their writing drafts

Learning and Teaching

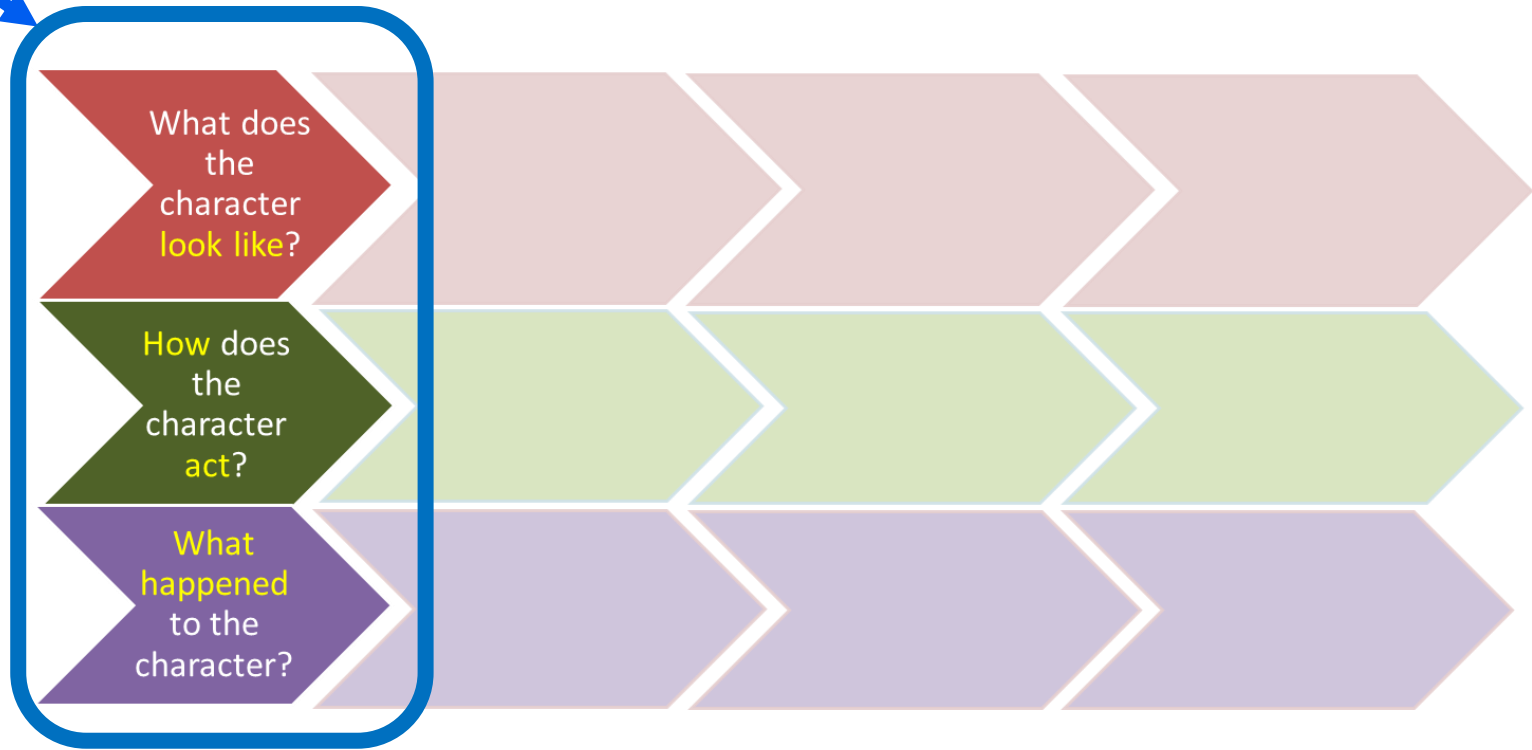
- ❁ (2) Setting task-specific assessment criteria and designing writing activities to help students achieve the assessment criteria

Activity 3F (Pre-writing)

Think about the main characters and the key events of the rhyme “*Little Red Riding Hood and the Wolf*” and record your ideas in the plot diagram.

Drawing students' attention to the **characterisation** framework

A Character Map



Content

ATM 5.3

write stories with a setting, a simple plot and simple characterisation

Learning and Teaching

- (2) Setting task-specific assessment criteria and designing writing activities to help students achieve the assessment criteria

Content

Activity 3F (Pre-writing)

Think about the main characters and the key events of the rhyme “*Little Red Riding Hood and the Wolf*” and record your ideas in the plot diagram.

ATM 5.3

write stories with a setting, a simple plot and simple characterisation

A Character Map



Learning and Teaching

- (2) Setting task-specific assessment criteria and designing writing activities to help students achieve the assessment criteria

Content

ATM
5.3

Organisation

ATM
5.2

Language & Style

ATM
4.6

Activity 4 (While-writing)

Rewrite a specific part of the rhyme “*Little Red Riding Hood & the Wolf*” with creativity. Fill in the blanks using your knowledge about rhyme if possible.

Little Red Riding Hood and the Wolf

⋮

He quickly put on Grandma's clothes

He dressed himself in coat and hat

He put on shoes, and after that,

He even brushed and curled his hair

Then sat himself in Grandma's chair.

In came the little girl in red

She stopped. She stared. And then she said,

"What great big ears you have, Grandma."

"All the better to hear you with," the Wolf replied.

"What great big eyes you have, Grandma."

said Little Red Riding Hood.

"All the better to see you with," the Wolf replied.

He sat there watching her and smiled.

He thought, I'm going to eat this child.

⋮

(Winnie) and the Wolf

Finally, Wolfie decided to declare his love to his dream girl, Winnie. Hoping to draw her attention...

He quickly put on hip-hop clothes,

He dressed himself in jeans and hat.

He put on shoes, and after that,

He even wears his brother's top,

Then sat himself in coffee shop.

In came his dream girlfriend in red.

She stopped. She stared. And then she said,

"What big strong arms you have, Wolfie."

"All the better to hug you with," the wolf replied.

"What charming lips you have, Wolfie."

said Winnie.

"All the better to kiss you with," the wolf replied.

He sat there watching her and smiled.

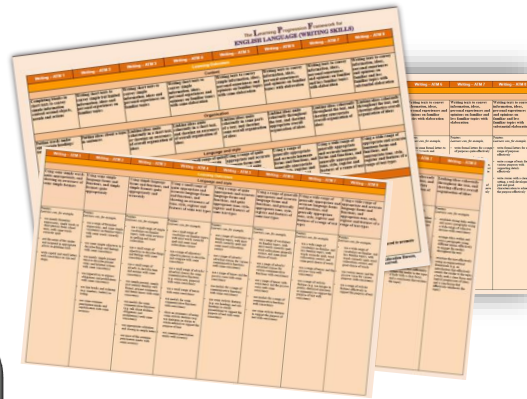
He thought, I'm going to ask her out.



Learning, Teaching and Assessment

Adopting a Process Approach

(1) Identifying students' strengths & areas for improvement & setting writing objectives



(3) Providing effective feedback to guide students to make improvement to their writing drafts

(2) Setting task-specific assessment criteria and designing writing activities to help students achieve the assessment criteria

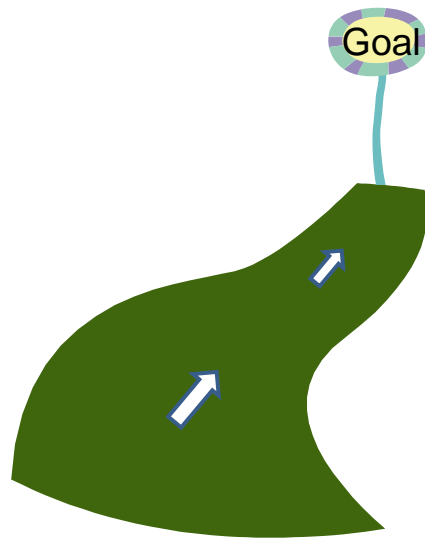
Assessment

- (3) Providing effective feedback to guide students to make improvement to their writing drafts

Promoting Assessment for / as Learning

Where are the students going?

- Identifying learning goals and assessment criteria
- Using examples & models of strong & weak work



What do the students need to do in order to get there?

- Equipping students with the skills and strategies through targeted instruction and guidance
- Providing quality feedback that helps students progress further
- Engaging students in self-reflection & letting them keep track of their own learning

Where are the students now?

- Understanding students' learning performance through a variety of assessment activities, e.g. self-, peer-, teacher assessment

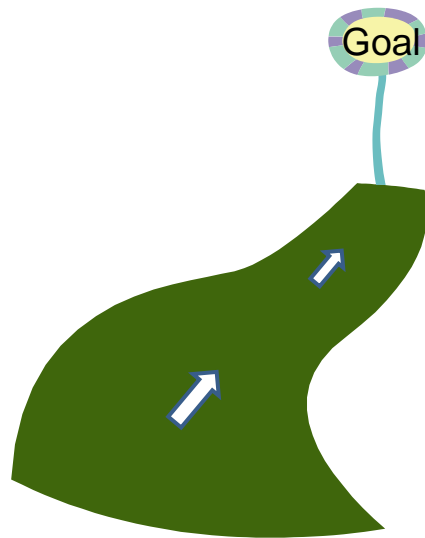
Assessment

- (3) Providing effective feedback to guide students to make improvement to their writing drafts

Promoting Assessment for / as Learning

Where are the students going?

- Identifying learning goals and assessment criteria
- Using examples & models of strong & weak work



What do the students need to do in order to get there?

- Equipping students with the skills and strategies through targeted instruction and guidance
- Providing quality feedback that helps students progress further
- Engaging students in self-reflection & letting them keep track of their own learning

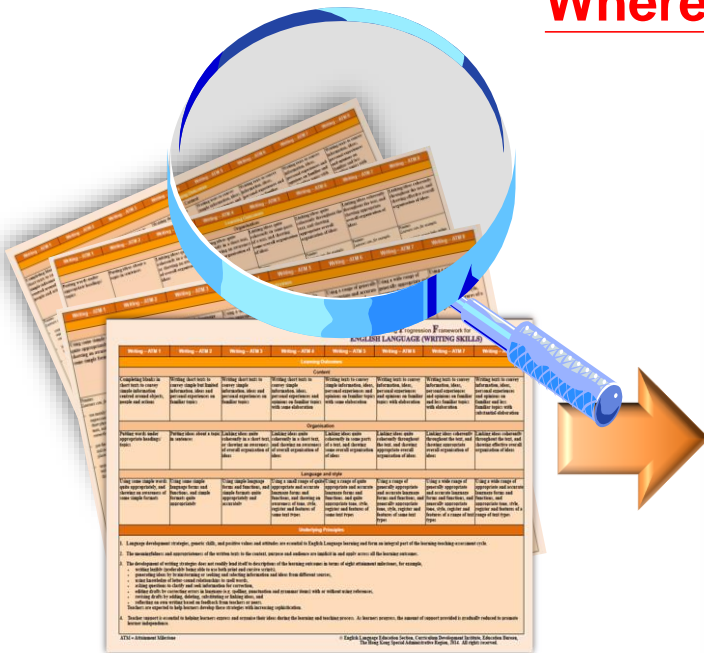
Where are the students now?

- Understanding students' learning performance through a variety of assessment activities, e.g. self-, peer-, teacher assessment

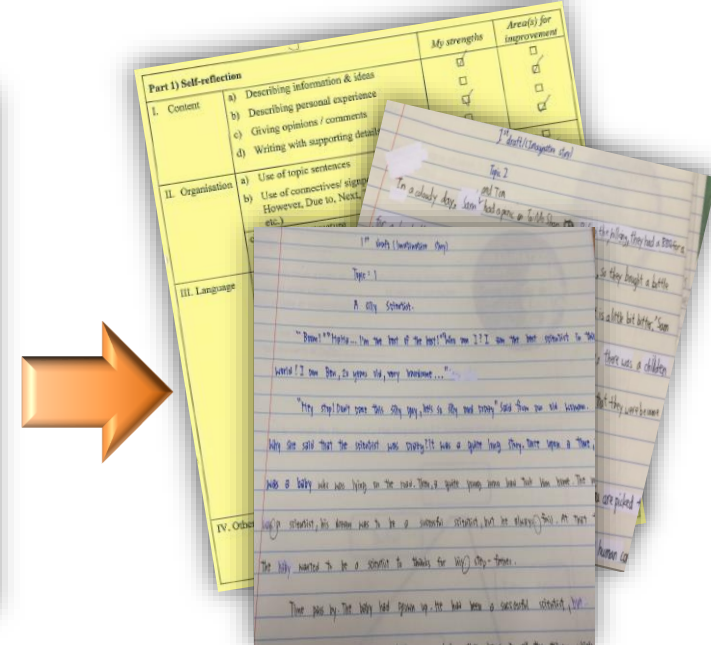
Assessment

- (3) Providing effective feedback to guide students to make improvement to their writing drafts

Where are the students now?



Part 1) Self-reflection		My strengths	Areas for improvement
I. Content	a) Describing information & ideas b) Describing personal experience c) Giving opinions / comments d) Writing with elaborations / supporting details	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
II. Organisation	a) Use of topic sentences b) Linkage within paragraphs c) Linkage across paragraphs d) Clear text structure (e.g. Introduction, body and conclusion)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
III. Language	a) Use of vocabulary b) Spelling c) Use of tenses d) Use of passive voice e) Use of preposition f) Use of connectives g) Use of punctuation marks h) Capitalisation i) Use of pronouns (e.g. he, she, it) j) Use of articles (e.g. a, an, the) k) Parts of speech (e.g. adjectives, adverbs, nouns) l) Using a variety of language structures	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
IV. Others	a) b) c)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



Identifying learning objectives / goals and assessment criteria with reference to the LPF

Developing Task-specific Assessment Forms

Understanding students' writing performance through a variety of assessment activities (e.g. self-, peer-, teacher assessment)

Assessment

- (3) Providing effective feedback to guide students to make improvement to their writing drafts

Where are the students going?

An Example Writing an Imaginative Story

Part 1) Self-reflection		My strengths	Area(s) for improvement
I. Content	a) Describing information & ideas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	b) Describing personal experience	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	c) Giving opinions / comments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	d) Writing with supporting details	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II. Organisation	a) Use of topic sentences	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	b) Use of connecting words (However, Due to etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	c) Clear text structure (e.g. Introduction)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	d) Use of vocabulary	<input type="checkbox"/>	<input type="checkbox"/>
III. Language	a) Use of voice	<input type="checkbox"/>	<input type="checkbox"/>
	b) Use of punctuation	<input type="checkbox"/>	<input type="checkbox"/>
IV. Others			

1st draft (handwritten story)

2nd draft (handwritten story)

3rd draft (handwritten story)

4th draft (handwritten story)

Collecting Assessment Data

- Understanding students' performance in their 1st drafts
- Collecting data from students' self-/peer-assessment forms

Process Writing

Content

ATM 5.2
write a range of simple texts with some supporting details

- Adjusting the learning goal / objective for the 2nd draft, i.e. writing with supporting details

- Teaching the learning strategies to help students write with supporting details

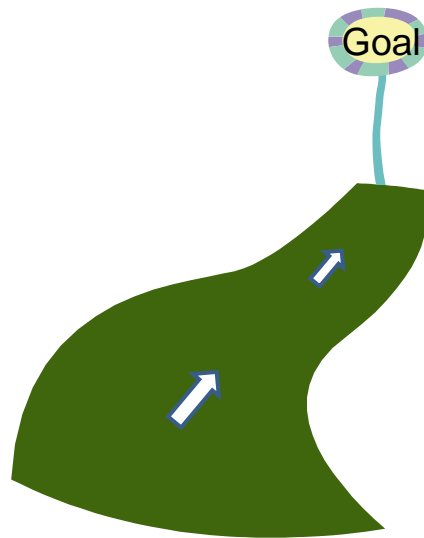
Assessment

- (3) Providing effective feedback to guide students to make improvement to their writing drafts

Promoting Assessment for / as Learning

Where are the students going?

- Identifying learning goals and assessment criteria
- Using examples & models of strong & weak work



What do the students need to do in order to get there?

- Equipping students with the skills and strategies through targeted instruction and guidance
- Providing quality feedback that helps students progress further
- Engaging students in self-reflection & letting them keep track of their own learning

Where are the students now?

- Understanding students' learning performance through a variety of assessment activities, e.g. self-, peer-, teacher assessment

Assessment

- (3) Providing effective feedback to guide students to make improvement to their writing drafts

Where are the students going?

Providing reference points for the assessment criteria using models of good work

- 1 using adjectives
- 2 using relative clauses (who / which / that)
- 3 using figurative language (e.g. simile, metaphor, personification)
- 4 using prepositional phrase

Teachers' Role

An Invisible Adventure with my Friend

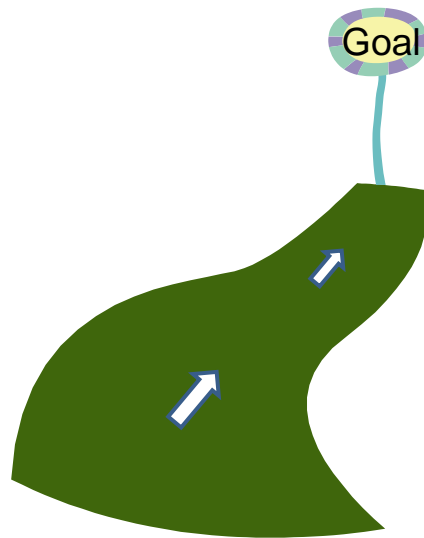
One afternoon, my best friend, Jane, and I left school and saw this catchy poster "Coca Cola! Buy one get one free!" outside the nearby fast food shop. Jane and I decided to try it together. Jane wondered, "It smelt like medicine!" "Oh, it's the new taste, cherry coke!" explained the shopkeeper. We had a funny feeling. The drink was dancing inside our stomach! Our adventure started after we had finished the drink which I never thought I would try!

Assessment

- (3) Providing effective feedback to guide students to make improvement to their writing drafts

Promoting Assessment for / as Learning

Where are the students going?



What do the students need to do in order to get there?

- Equipping students with the skills and strategies through targeted instruction and guidance
- Providing quality feedback that helps students progress further
- Engaging students in self-reflection & letting them keep track of their own learning

Where are the students now?

- Understanding students' learning performance through a variety of assessment activities, e.g. self-, peer-, teacher assessment

Assessment

- (3) Providing effective feedback to guide students to make improvement to their writing drafts

What do the students need to do in order to get there?

Equipping students with the skills and strategies through targeted instruction

- 1 using adjectives
- 2 using relative clauses (who / which / that)
- 3 using figurative language (e.g. simile, metaphor, personification)
- 4 using prepositional phrase

Teachers' Role

Activity 5 (Post-writing)

Improve the following paragraph by applying the strategies above.

The Magical Fortune Cookie

It was a school day. I paid attention in the lessons as I always did. At recess time, I went to the tuck shop and bought myself some snacks as usual. However, something happened. My classmate, Jacky, whispered in my ears, "You don't have to buy snacks today, you can have this!" I opened the package and found that it was a fortune cookie! I found a note "Close your eyes and make a wish!"

Language & Style

ATM 4.2
use a range of adjectives/ adjective phrases to describe and compare with some consistency

Language & Style

ATM 4.6
show an awareness of using some stylistic features (e.g. use dialogues in stories to create interest) to support the purpose of text

Assessment

- (3) Providing effective feedback to guide students to make improvement to their writing drafts

What do the students need to do in order to get there?

Equipping students with the skills and strategies through targeted instruction

- 1 using adjectives
- 2 using relative clauses (who / which / that)
- 3 using figurative language (e.g. simile, metaphor, personification)
- 4 using prepositional phrase

Teachers' Role

Activity 5 (Post-writing)

Improve the following paragraph by applying the strategies above.

The Magical Fortune Cookie

It was a usual school day. I paid good attention in the lessons as I always did. At recess time, I went to the tuck shop and bought myself some snacks as usual. However, something unusual happened. My classmate, Jacky, who is a shy cunning fox, whispered in my ears, "You don't have to buy snacks today, you can have this!" I opened the package and found that it was a fortune cookie! I found note inside the cookie, "Close your eyes and make a wish!"

Language & Style

ATM 4.2

use a range of adjectives/ adjective phrases to describe and compare with some consistency

Language & Style

ATM 4.6

show an awareness of using some stylistic features (e.g. use dialogues in stories to create interest) to support the purpose of text

Use of the LPF for Speaking

The LPF for English Language (Speaking)

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
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 personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions	Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> exchange simple greetings and farewells make simple requests state their own name and age name some objects, animals and colours express likes and dislikes 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> express and respond to thanks and apologies accept or decline offers ask and answer questions in very short, common social exchanges (e.g. buying and selling) give brief descriptions of objects, people or places in show-and-tell activities role play scripts from short, simple fables and stories give brief and simple personal responses to the characters or events in stories read in class 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> open, maintain and close short and simple interactions (e.g. making and answering telephone calls) using mainly formulaic expressions give short and simple instructions to complete a task (e.g. making a sandwich) retell a small part of a familiar story heard in class respond to characters and events in familiar stories through making some simple evaluative remarks 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> open, maintain and close simple interactions (e.g. asking and giving directions) using mainly formulaic expressions give simple presentations on topics of personal choice, mainly based on information from prepared scripts express simple opinions about a topic of interest recount simple events by providing a clear sequence retell simple and familiar stories respond to characters and events in familiar stories through describing own related experiences and making simple evaluative remarks 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> sustain conversational exchanges by asking and responding to follow-up questions (e.g. discussing the arrangements for a class party), requesting repetition or clarification as appropriate give presentations on familiar topics with some elaboration, adding signals to mark the beginning and the end express opinions about a topic of interest with some reasons recount events by providing details of who, what, when, where and/or why summarise part of a text (e.g. a story or an article) respond to characters and events in simple imaginative and narrative texts (e.g. films, short stories) through making predictions and simple evaluative remarks 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> sustain conversational exchanges and contribute to discussions on familiar topics (e.g. planning and carrying out a project about festivals), seeking further information, acknowledging and encouraging others' contributions as appropriate give presentations on familiar topics with some elaboration on appropriate aspects, repeating the key points as appropriate express opinions about a topic of interest, with supporting evidence (e.g. source, data, quotes) summarise a text respond to characters, events and issues in imaginative and narrative texts through giving some evaluative comments 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> sustain conversational exchanges and contribute to discussions on less familiar topics (e.g. planning and carrying out a project on genetically modified food) in addition to familiar ones, leading and redirecting discussions as appropriate give presentations on both familiar and less familiar topics with some elaboration on appropriate aspects, rephrasing the key points as appropriate present views and arguments with reasons and illustrations, summarising or reformulating for the benefit of others summarise different viewpoints in a discussion respond to characters, events, issues and themes in imaginative and narrative texts through giving evaluative comments 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> extend conversational exchanges and make significant contributions in discussions on a variety of topics, using negotiation skills to solve problems or reach consensus give presentations on both familiar and less familiar topics with elaboration on appropriate aspects, adding some spontaneous remarks as appropriate present persuasive views with elaboration and justification put forward arguments and refute opposing points of view with justification paraphrase the content of oral and written texts for various purposes (e.g. clarification and recapitulation) respond to characters, events, issues and themes in imaginative and narrative texts through giving substantial evaluative comments

Progression of the Learning Outcomes

Content, Organisation and Communication Strategies

ATM 2

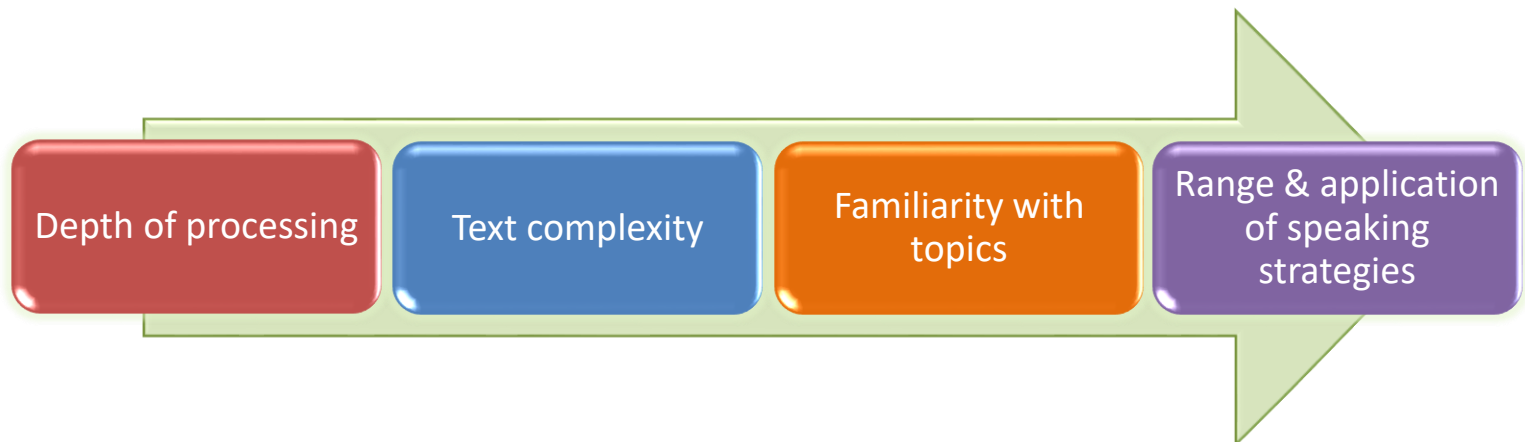
Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions

ATM 4

Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication

ATM 7

Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics and less familiar topics with some elaboration clearly, and using a range of communication strategies



The LPF for English Language (Speaking)

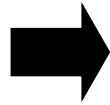
Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Language							
Using predominantly formulaic language and simple words quite appropriately	Using some simple language forms and functions quite appropriately	Using some simple language forms and functions quite appropriately and accurately	Using simple language forms and functions quite appropriately and accurately	Using a small range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions generally appropriately and accurately	Using a wide range of language forms and functions generally appropriately and accurately
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use simple formulaic expressions to engage in classroom routines (e.g. 'How are you?' / 'I'm fine, thank you.', 'Pardon?', 'May I go to the toilet, please?') use some high-frequency function words (including mainly pronouns, articles and auxiliary verbs) and simple content words (including mainly nouns, verbs and adjectives) to respond to simple questions use mainly single-word utterances or short phrases to convey meaning 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a small range of formulaic expressions, and some simple vocabulary from school texts ask and answer some simple questions with a formulaic stem (e.g. 'Is it red?' / 'Yes, it is.', 'What is it?' / 'It's a bike.') produce simple phrases and short sentences involving repetition or listing (e.g. 'I like bananas, apples and oranges.') use mainly simple present tense to describe present states and habitual actions with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of formulaic expressions, and some simple vocabulary on familiar topics (e.g. family, school) in structured dialogues (e.g. A: Hello. May I speak to Tony, please? B: Speaking. A: This is Peter. Are you coming to my house this Saturday? B: Yes I am. A: OK. See you then. B: See you.) ask 'Yes/No' and simple 'Wh' questions with some consistency use imperatives to give instructions, and express obligations and prohibitions with some consistency use present continuous and future tenses with some consistency use modals to talk about abilities with some consistency use simple connectives and pronouns to link ideas with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of formulaic expressions, and a small range of simple vocabulary on familiar topics in structured dialogues ask 'Wh' questions with some consistency use familiar past tense verb forms with some consistency use modals for some communicative functions with some consistency use simple adjectives/ adjective phrases to describe things and feelings with some consistency use simple adverbs/adverb phrases to describe time, place and manner with some consistency use some connectives, pronouns and possessive adjectives to link ideas with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of formulaic expressions, and a small range of vocabulary on familiar topics in open-ended dialogues ask 'Wh' questions with some consistency use a small range of tenses to refer to past, present and future events with some consistency use modals for a small range of communicative functions with some consistency use a small range of adjectives/adjective phrases to describe and compare with some consistency use a small range of adverbs/adverb phrases/adverbial clauses for a small range of communicative functions (e.g. concession, result) with some consistency use a small range of connectives, pronouns and possessive adjectives to link ideas with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of formulaic expressions, and a range of vocabulary on familiar topics with an awareness of formality ask a range of questions including indirect questions in conversations and group discussions with some consistency use a small range of tenses and active/passive voice to refer to past, present and future events with some consistency use modals for a range of communicative functions with some consistency use a range of adjectives/ adjective phrases to describe and compare with some consistency use a range of adverbs/adverb phrases/adverbial clauses for a range of communicative functions with some consistency use a range of connectives, pronouns and possessive adjectives to link ideas with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of vocabulary on familiar and less familiar topics, appropriate to the level of formality ask a range of questions including indirect questions in conversations and group discussions with consistency use a range of tenses, and active/passive voice for various purposes with some consistency use modals for a range of communicative functions with consistency use a range of adjectives/ adjective phrases to describe and compare with consistency use a range of adverbs/adverb phrases/adverbial clauses for a range of communicative functions with consistency use a range of connectives, pronouns and possessive adjectives to link ideas with consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a wide range of vocabulary, with some good choice of words on familiar and less familiar topics, appropriate to the level of formality use a range of tenses, and active/passive voice for various purposes with consistency use some rhetorical devices (e.g. conditional, rhetorical questions and exaggeration) for emphatic and persuasive purposes

Progression of the Learning Outcomes

Language

ATM 2

Using some simple
language forms and
functions
quite appropriately



ATM 4

Using simple
language forms and
functions
quite appropriately
and accurately



ATM 7

Using a range of
language forms and
functions
generally appropriately
and accurately

Use of language
forms and functions

Appropriateness
and accuracy

The LPF for English Language (Speaking)

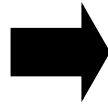
Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Pronunciation, stress, rhythm and intonation							
Pronouncing some simple words quite accurately	Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce some simple words with generally accurate word stress 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce most simple words with generally accurate word stress read aloud short and simple stories/poems/rhymes imitating appropriate stress, rhythm and intonation with some accuracy 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce simple words quite accurately pronounce occasionally the final consonants of words (e.g. 'five', 'six', 'fat') produce short spontaneous utterances showing an awareness of stress, rhythm and intonation read aloud short and simple texts quite fluently 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce most familiar words quite accurately pronounce some sound clusters quite accurately (e.g. 'drink', 'watched') produce spontaneous utterances showing an awareness of stress, rhythm and intonation read aloud simple texts fluently 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce most familiar words and some unfamiliar words quite accurately pronounce most sound clusters quite accurately produce spontaneous utterances with occasionally appropriate stress, rhythm and intonation, taking some pauses to search for fairly basic lexis and grammar 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce most familiar and unfamiliar words quite accurately pronounce most sound clusters generally accurately produce spontaneous utterances with generally appropriate stress, rhythm and intonation, taking few pauses to search for basic lexis and grammar 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce most familiar and unfamiliar words accurately produce long utterances with generally appropriate stress, rhythm and intonation 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> speak English with clear and accurate pronunciation produce long utterances naturally using appropriate stress, rhythm and intonation

Progression of the Learning Outcomes

Pronunciation, Stress, Rhythm and Intonation

ATM 2

Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately



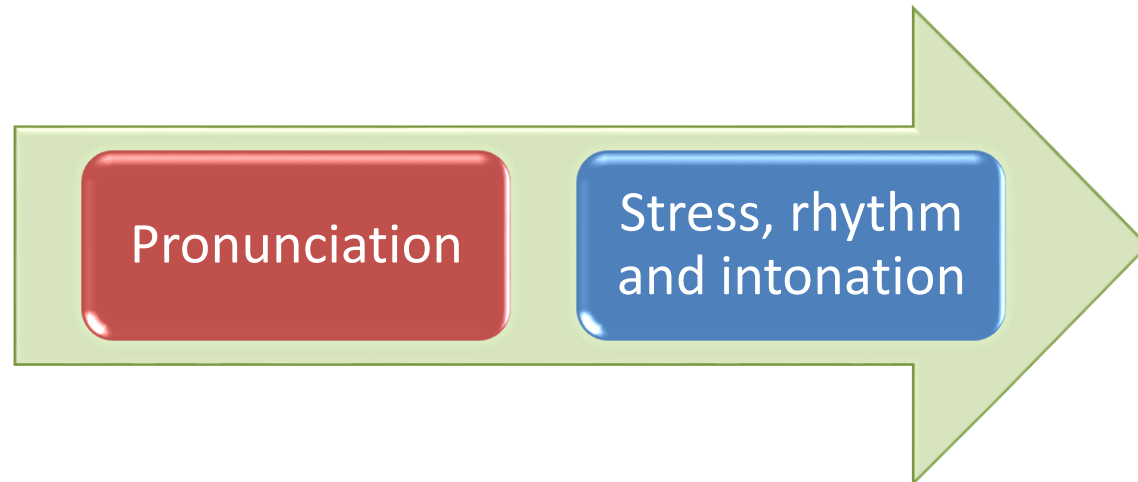
ATM 4

Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation



ATM 7

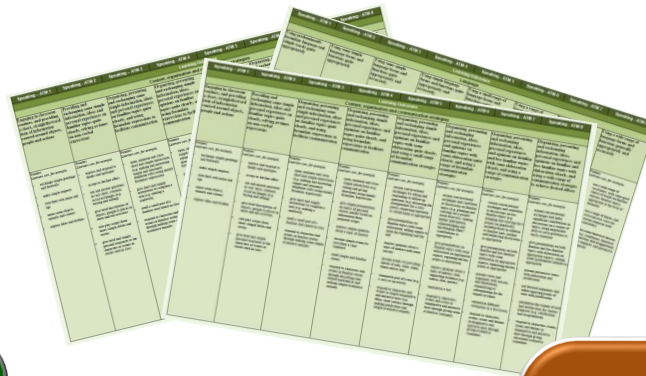
Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation



Learning, Teaching and Assessment

Promoting Assessment for Learning

(1) Identifying students' strengths & areas for improvement & setting speaking objectives



(3) Providing effective feedback on students' performance to guide students to make improvement

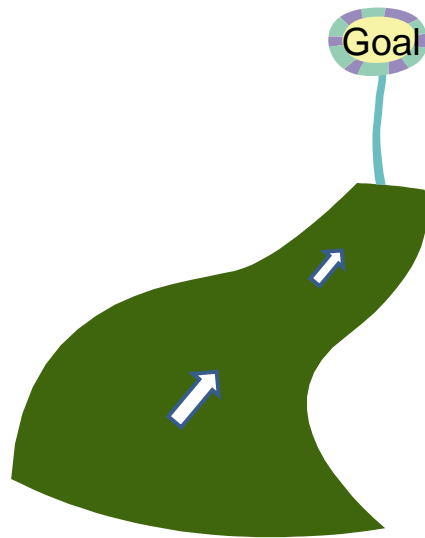
(2) Setting task-specific assessment criteria and designing speaking activities to help students achieve the assessment criteria

Learning, Teaching and Assessment

Promoting Assessment for / as Learning

Where are the students going?

- Identifying learning goals and assessment criteria
- Using examples & models of strong & weak work



What do the students need to do in order to get there?

- Equipping students with the skills and strategies through targeted instruction and guidance
- Providing quality feedback that helps students progress further
- Engaging students in self-reflection & letting them keep track of their own learning

Where are the students now?

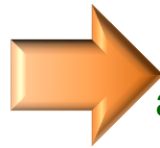
- Understanding students' learning performance through a variety of assessment activities, e.g. self-, peer-, teacher assessment

Learning, Teaching and Assessment

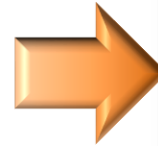
- 🌱 (1) Setting learning objectives to help students improve further

Where are the students now?

Understanding students' speaking performance through a variety of assessment activities (e.g. self-, peer-, teacher assessment)



Identifying learning objectives / goals and assessment criteria with reference to the LPF



To: _____ From: _____			
The students can	Please tick (✓) as appropriate.		
	To be improved	Good	Very good
A. Content, Communication strategies			
1.) maintain eye contact with the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.) give appropriate gestures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.) include relevant ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.) respond to other classmates' ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Pronunciation			
1.) pronounce most words correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.) present their work fluently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.) present their work in an interesting/ attractive/ creative way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.) present their work with elaborations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.) speak at an appropriate volume.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. What do you like about their poster performance?			

Designing learning activities and Task-specific Assessment Forms with reference to the LPF

Learning, Teaching and Assessment

- (2) Setting task-specific assessment criteria and designing activities to help students meet the assessment criteria

Where are the students going?

- Using examples and models of strong and weak work

Authentic learning materials

Sample work of students

Learning and Teaching

Activity 6a

With reference to the LPF for Speaking, discuss with your group members the challenges that your students are facing. How would you help your students to deal with these challenges?

Content, organisation and communication strategies

Language

Pronunciation, stress, rhythm and intonation

Learning and Teaching

Activity 6b

Suggest speaking activities to help students deal with these challenges.

Content, organisation and
communication strategies

Language

Pronunciation, stress,
rhythm and intonation

Learning and Teaching

Where are the students now?

Activity 7

Watch a video clip about a student's performance in presenting her views about banning smoking in the public. Focus on the communication strategies demonstrated by the student. Identify areas for improvement for the student to work on and suggest learning activities/tips to help the student make improvement.

Areas for Improvement

- *Eye contact*
- *Gestures / body language*
- *Posture*

Learning, Teaching and Assessment

- (1) Identifying students' strengths and areas for improvement

An example

Where are the students going?

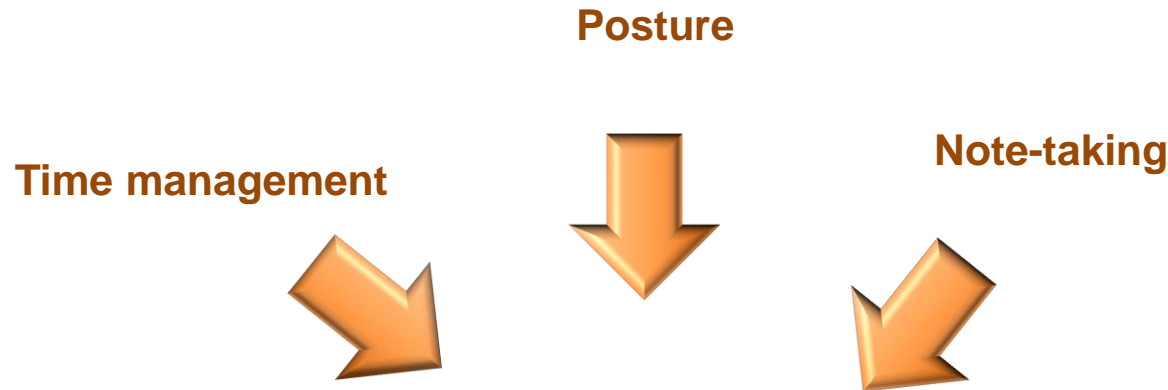


Maintaining eye contact

Speaking – ATM 6	Speaking – ATM 7	Speaking – ATM 8
Underlying Principles		
<p>The development of some basic communication strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example,</p> <ul style="list-style-type: none">• ✓ showing interest to communicate,• ✓ facing the listener,• ✓ maintaining eye contact,• ✓ speaking at a volume appropriate to the situation,• ✓ enhancing own spoken texts with appropriate gestures and facial expressions,• ✓ responding readily to others' questions, opinions or comments, and• ✓ turn-taking in conversations and discussions. <p>Teachers are expected to help learners develop these basic communication strategies according to learners' individual affective development.</p>		

Learning and Teaching

- (2) Setting task-specific assessment criteria and designing activities to help students meet the assessment criteria



What do the students need to do in order to get there?

Learning and Teaching

- (2) Setting task-specific assessment criteria and designing activities to help students meet the assessment criteria

Note-taking Skills **What do the students need to do in order to get there?**

Sample A

A quick question: what do you take with you when you leave your house? Keys, wallet, and your phone, right? And people in China?

What is a ~~QR~~ QR code? It's a ~~quick~~ ~~code~~ Quick Response barcode with a ~~random~~ random pattern of tiny black squares ~~against~~ against a white background.

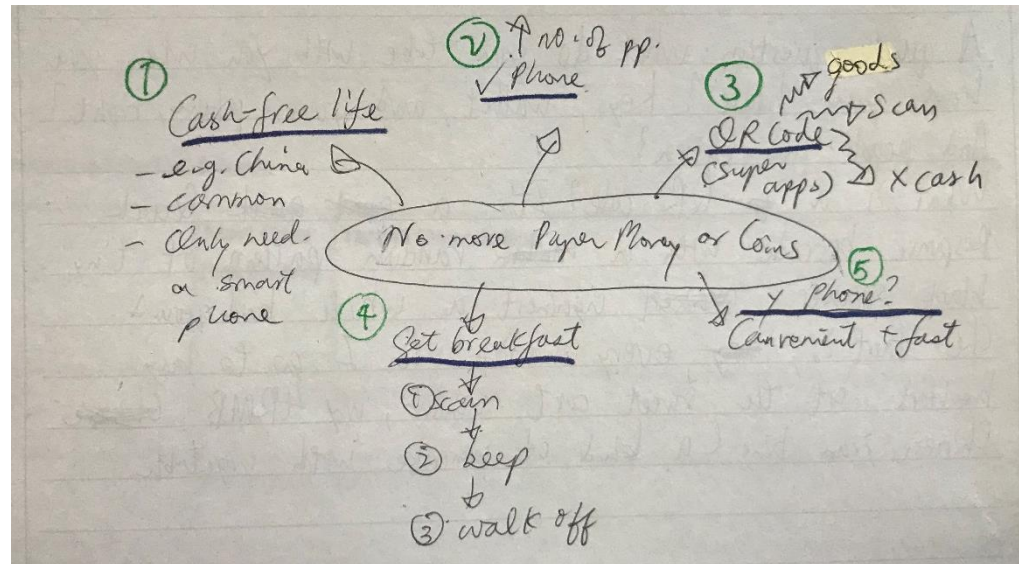
The fact is, ~~any~~ every morning when I go to buy breakfast at the street cart vendor, my 4RMB ~~Chinese~~ Chinese jian bing (a kind of pancake with vegetable

Activity 7b

Comment on the two note-sheets prepared by two different students.

Sample B

VS



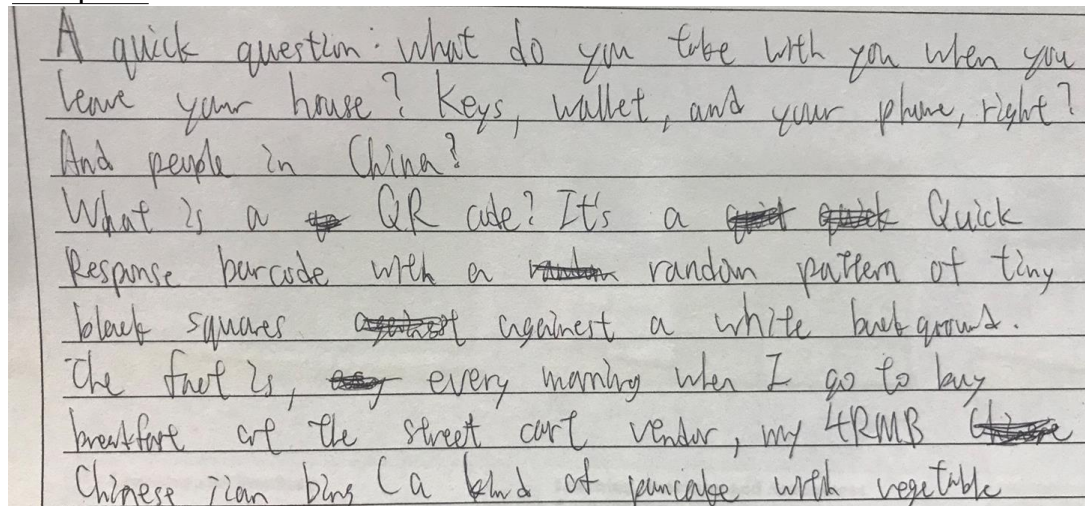
Learning and Teaching

- (2) Setting task-specific assessment criteria and designing activities to help students meet the assessment criteria

What do the students need to do in order to get there?

Note-taking Skills

Sample A



A quick question: what do you take with you when you leave your house? Keys, wallet, and your phone, right? And people in China? What is a ~~qr~~ QR code? It's a ~~qr~~ ~~qr~~ Quick Response barcode with a ~~random~~ random pattern of tiny black squares ~~against~~ against a white background. The fact is, ~~say~~ every morning when I go to buy breakfast at the street cart vendor, my 4RMB ~~Chinese~~ Chinese jian bing (a kind of pancake with vegetable

The overreliance on notecards remains a problem. It is recommended that candidates take notes (i.e. short phrases and key words) as a reminder of things they would like to bring up in the discussion, and speak as if these were ideas they had been thinking about, rather than writing out ideas in complete sentences.

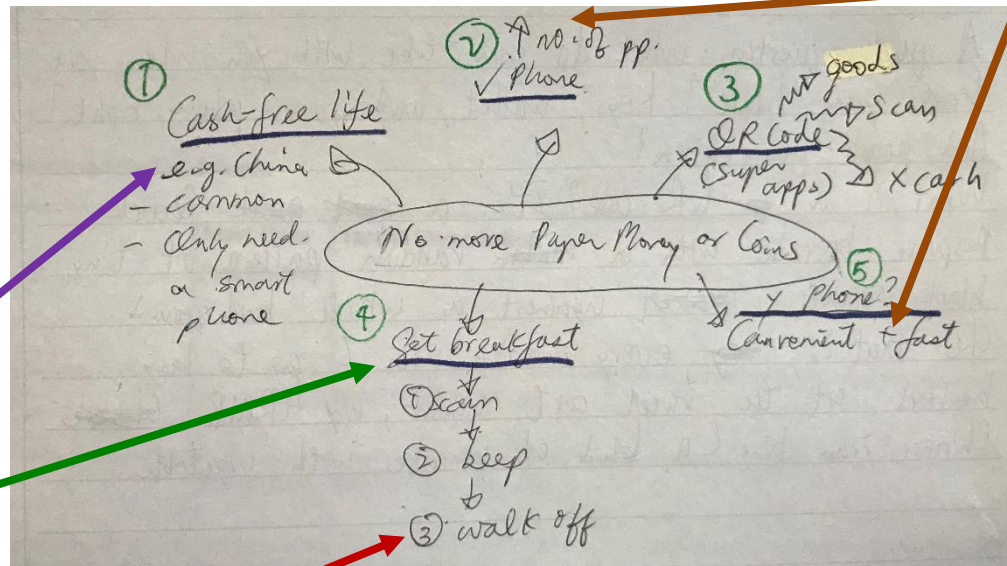
Learning and Teaching

- (2) Setting task-specific assessment criteria and designing activities to help students meet the assessment criteria

What do the students need to do in order to get there?

Note-taking Skills

Sample B



- Use of abbreviated forms

- Highlighting key points

- Numbering

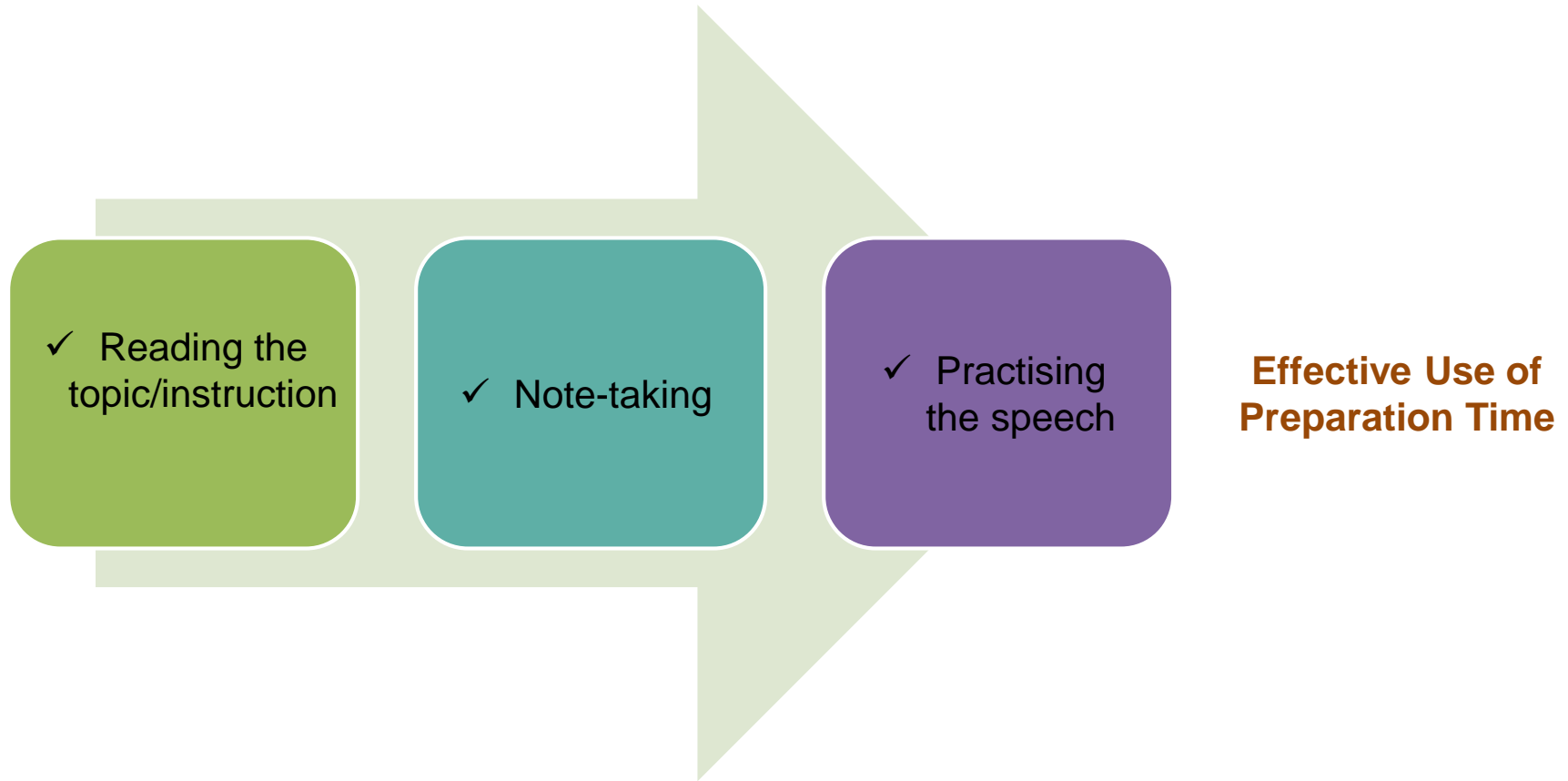
• Use of symbols

- Use of graphic organisers

Learning and Teaching

- ❁ (2) Setting task-specific assessment criteria and designing activities to help students meet the assessment criteria

What do the students need to do in order to get there?



Learning, Teaching and Assessment

Where are the students now?

Activity 8a

Study an excerpt from a group discussion about flying drones in Hong Kong. Suggest areas for improvement for the students to focus on.

Student A: *I think Lantau Island is a good place for the drone lovers because there are fewer high rise buildings there.*

Student B: *I totally agree with you. Cheung Sha is a great spot for flying drones!*

Student C: *I agree with you. I think Stanley is better as the scenery is fantastic.*

Student D: *I take your point. And I believe drone lovers would also like to fly their drones in Sai Kung as there are many country parks suitable for flying drones...*

Areas for Improvement

Learning, Teaching and Assessment

🌱 (1) Identifying students' strengths and areas for improvement

An example

Where are the students going?



Speaking objective

Use a wide range of vocabulary appropriate to the context

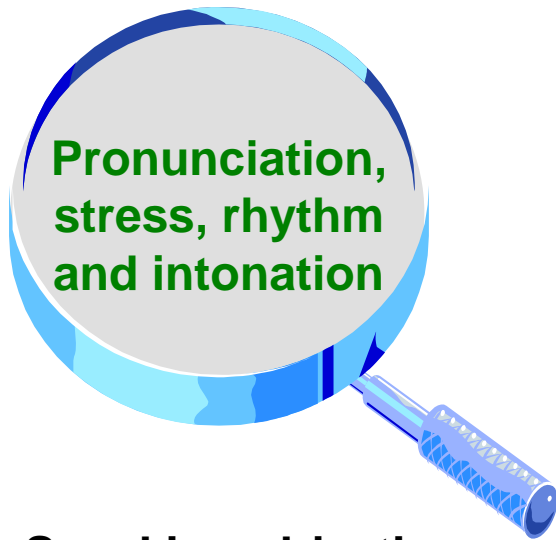
Speaking – ATM 6	Speaking – ATM 7	Speaking – ATM 8
Language		
Using a range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions generally appropriately and accurately	Using a wide range of language forms and functions generally appropriately and accurately
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ use a range of formulaic expressions, and a range of vocabulary on familiar topics with an awareness of formality ✗ ask a range of questions including indirect questions in conversations and group discussions with some consistency ✓ use a small range of tenses and active/passive voice to refer to past, present and future events with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ use a range of vocabulary on familiar and less familiar topics, appropriate to the level of formality ✗ ask a range of questions including indirect questions in conversations and group discussions with consistency ✓ use a range of tenses, and active/passive voice for various purposes with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ use a wide range of vocabulary, with some good choice of words on familiar and less familiar topics, appropriate to the level of formality ✓ use a range of tenses, and active/passive voice for various purposes with consistency ✓ use some rhetorical devices (e.g. conditional, rhetorical questions and exaggeration) for emphatic and persuasive purposes

Learning, Teaching and Assessment

- (1) Identifying students' strengths and areas for improvement

An example

Where are the students going?



Speaking objective

Produce utterances naturally

Speaking – ATM 6	Speaking – ATM 7	Speaking – ATM 8
Pronunciation, stress, rhythm and intonation		
Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation
Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✓ pronounce most familiar and unfamiliar words quite accurately ✓ • pronounce most sound clusters generally accurately ✓ produce spontaneous utterances with generally appropriate stress, rhythm and intonation, taking few pauses to search for basic lexis and grammar 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✓ pronounce most familiar and unfamiliar words accurately ✓ produce long utterances with generally appropriate stress, rhythm and intonation 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✓ speak English with clear and accurate pronunciation ✓ produce long utterances naturally using appropriate stress, rhythm and intonation

Learning and Teaching

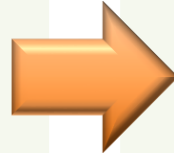
- (2) Setting task-specific assessment criteria and designing activities to help students meet the assessment criteria

What do the students need to do in order to get there?

Phonics Knowledge,
e.g. Onset and Rime

Cat

- An **onset** is the opening unit of a syllable that comes before the vowel sound, e.g. cat. Words with the same onset are alliterative.
- A **rime** is the ending unit of a syllable that includes the vowel and the following consonant sound(s), e.g. cat. Words with the same rime rhyme.



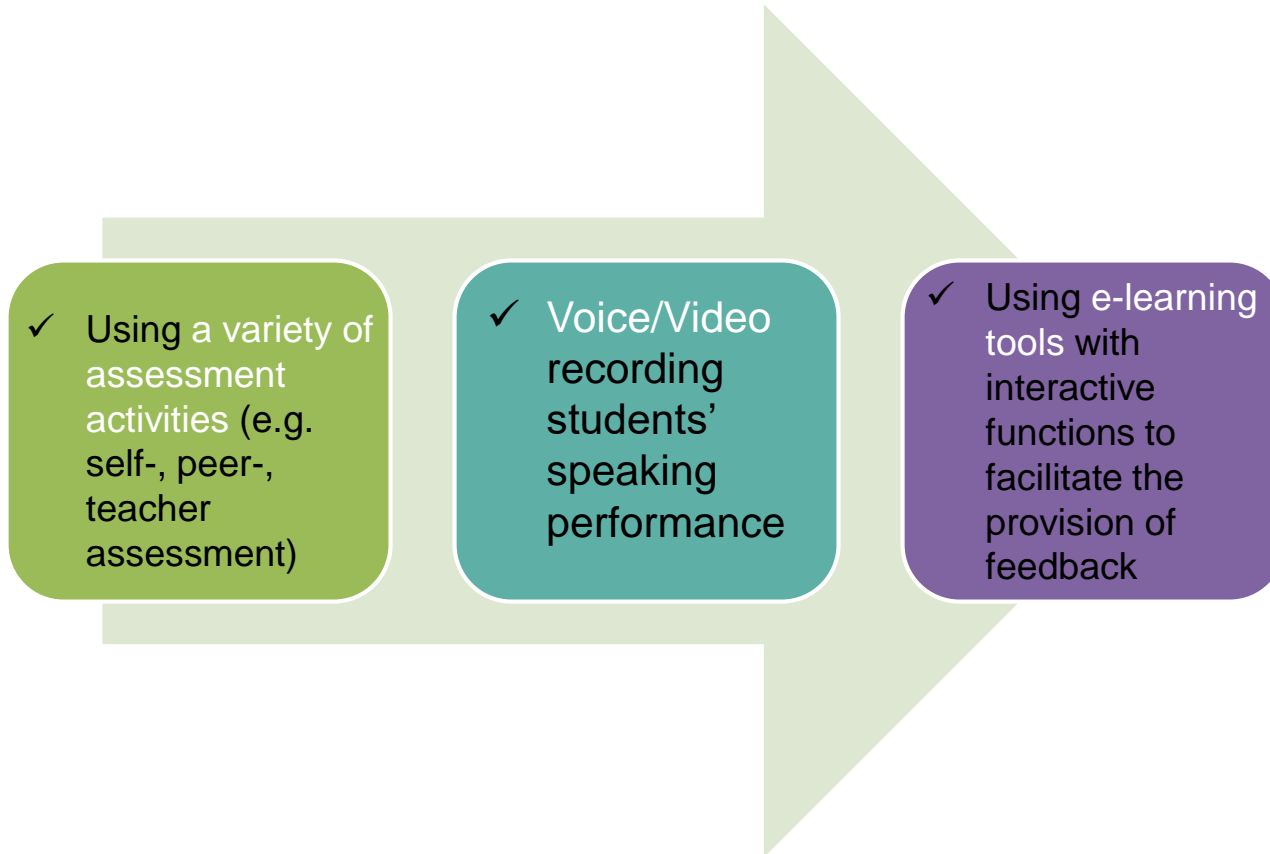
Knowledge of **onsets** and **rimes**
helps to **link sounds** in utterances.

Stand
Stand **up!**

Pass
Pass **it**
Pass **i t out .**

Assessment

- (3) Providing effective feedback to guide students to make improvement to their speaking performance



The LPF (e-Version)

Learning and Teaching Materials

The Learning Progression Framework (LPF) for English Language

The LPF for English Language

Background of the LPF

Understanding the LPF

Download the Exemplars

The Learning Progression Framework (LPF) 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 they plan and review 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 KSI – 3.

The Learning Progression Framework (LPF) for English Language (Available for download)



<http://www.edb.gov.hk/lpfenglish>



Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching

Assessment usually conjures up images of a marked written assignment, an end-of-term examination or a report card. However, these do not capture the full extent of how assessment operates in the English Language classroom. Assessment not only provides information about students' achievements in relation to the learning targets and objectives, but also shows where the learners are in their learning, where they need to go and how best to get there. The word "assess" comes from a Latin word that means "to sit beside", implying an active partnership between teachers and students, and among students. To achieve these, Assessment for Learning (AFL) and Assessment as Learning (AaL) should go hand in hand. As illustrated in the diagram below, the ultimate goal of AFL and AaL is to improve learning and teaching and nurture lifelong language learners through enhancing their intrinsic motivation and metacognitive strategies.



ASSESSMENT-RELATED RESOURCES

The English Language Education (ELE) Section provides support for schools to develop effective strategies and practices for assessing students. A variety of resources (e.g. references, professional development programme materials, the assessment task bank) are available for teachers' use. For details, come visit our website at http://www.edb.gov.hk/ele_assessment.



• http://www.edb.gov.hk/ele_assessment

The Learning Progression Framework (LPF) for English Language

The LPF for English Language

Background of the LPF

Understanding the LPF

Download the Exemplars

The Learning Progression Framework (LPF) 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 they plan and review 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 KS1 – 3.



- <http://www.edb.gov.hk/lpfenglish>

The Learning Progression Framework (LPF) for English Language (Available for download)



Listening Skills



Speaking Skills



Reading Skills



Writing Skills

Promoting Positive Values and Attitudes through English Sayings of Wisdom



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