Effective Use of the Learning Progression Framework to Enhance English Language Learning, Teaching and Assessment in Reading and Writing at Primary Level

> June – July 2022 English Language Education Section Curriculum Development Institute Education Bureau

### **Rundown of the Programme**

**Part 1** Introduction to the Learning Progression Framework (LPF)

**Part 2** Using the LPF to Enhance the Learning, Teaching and Assessment of Reading Skills

Part 3 Using the LPF to Enhance the Learning, Teaching and Assessment of Writing Skills

**Part 4** Introduction to the hands-on activities

## **Objectives**

Sto introduce the Learning Progression Framework (LPF) for English Language as a reference tool to identify students' strengths and weaknesses, and give constructive feedback to them

Sto provide suggestions for teachers on using the LPF to develop students' reading and writing skills progressively by improving the school-based curriculum planning at primary level

Sto inspire teachers with hands-on activities on designing/revising assessment items/tasks to improve students' reading and writing skills

## Part 1

## Introduction to the Learning Progression Framework (LPF)

### The Learning Progression Framework (LPF) for English Language



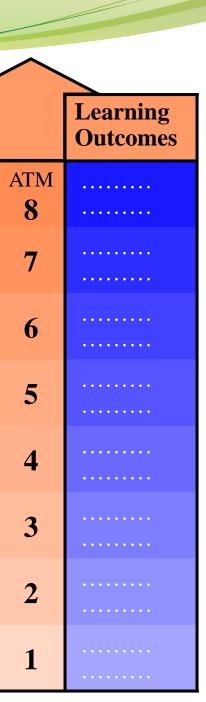
http://www.edb.gov.hk/lpfenglish

### What is the Learning Progression Framework (LPF)?



#### The LPF:

- represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Objectives of the English Language curriculum;
- is made up of Attainment Milestones 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, teaching and assessment.



6

### What are the purposes of developing the LPF?



 To provide reference for understanding students' learning progress

 To help schools plan and review the school English Language curriculum and L&T strategies

✓ To help students progress along the learning continuum

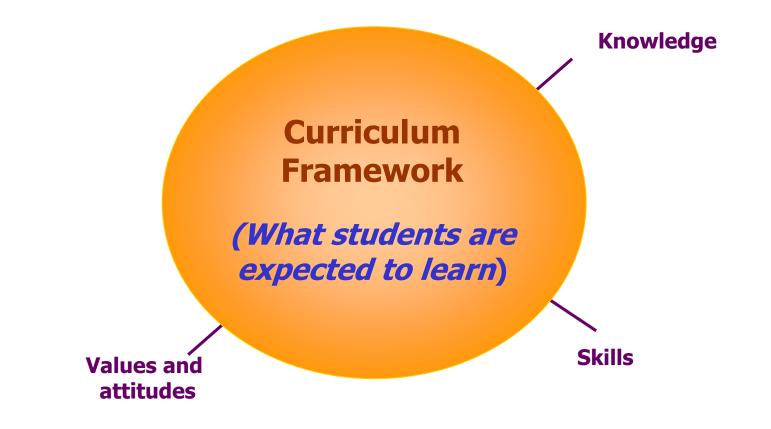
**\* Not** for summative assessment / benchmarking students

### The Structure of the LPF for English Language

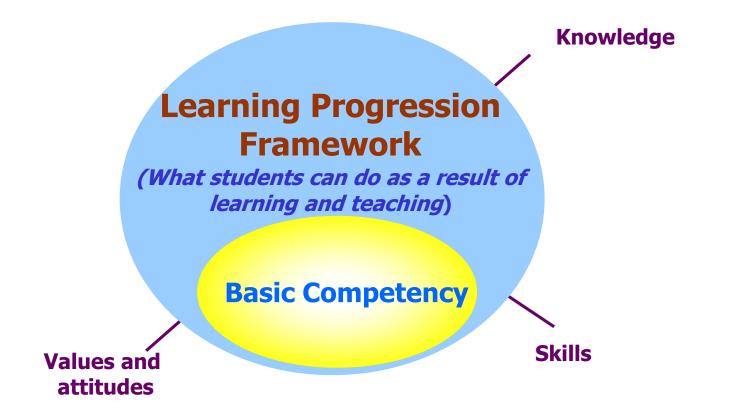
ATMs for each **Pointers Exemplars** illustrate language skill **Attainment Milestones (ATMs)** provide specific the expected student expressed in the form performance. organised and presented under examples of of outcome the four language skills what learners are able to do in statements (a general description of demonstrating the ATMs. learner performance) 8 **Speaking** Pointers 7 Learners can. Outcome for example, 6 Listening Statements Exemplars 5 4 Writing Underlying 3 Principles 2 Reading 1

> 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. 8

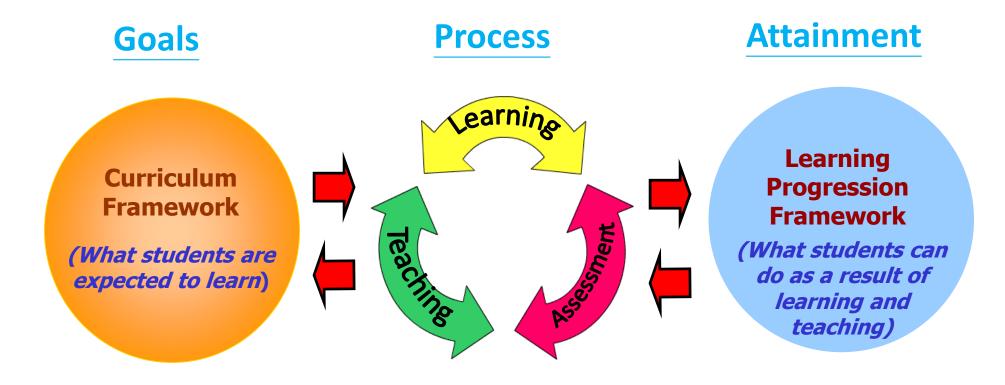
## Relationship between the Curriculum Framework, LPF and BC



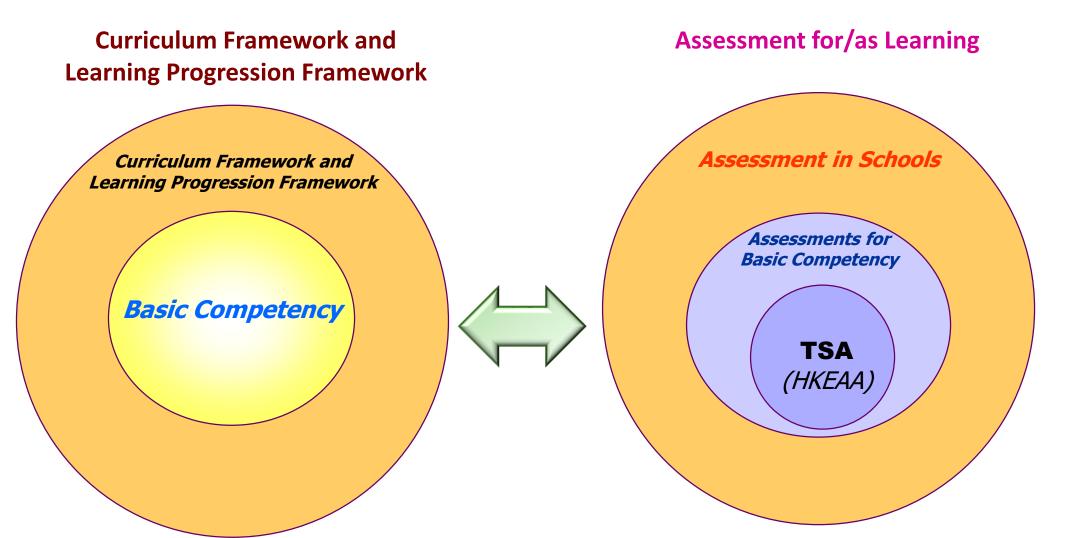
## Relationship between the Curriculum Framework, LPF and BC



Curriculum Framework, Learning, Teaching and Assessment, and Learning Progression Framework (LPF)



### **Curriculum and Assessment**



## **Part 2** Using the LPF to Enhance the Learning, Teaching and Assessment of **Reading** Skills

- a. Understanding the progression of learning outcomes for reading skills
- b. Using the LPF to ensure a progressive development of students' reading skills
- c. Using the LPF to enhance the school-based curriculum planning

### LPF for Reading

Depth of processing understanding ⇒ inferring ⇒ interpreting

Reading - ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	information, ideas, feelings and opinions in a range of texts with some degree of complexity,	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate



### **Understanding the Learning Progression**

Activity 1 - Identify the missing attainment milestones (ATM) for **reading** from the choices given

Reading - ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
<u>b.</u>	some reading strategies as	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	C.		Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	<u>a.</u>

2	
d	•

Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies

as appropriate

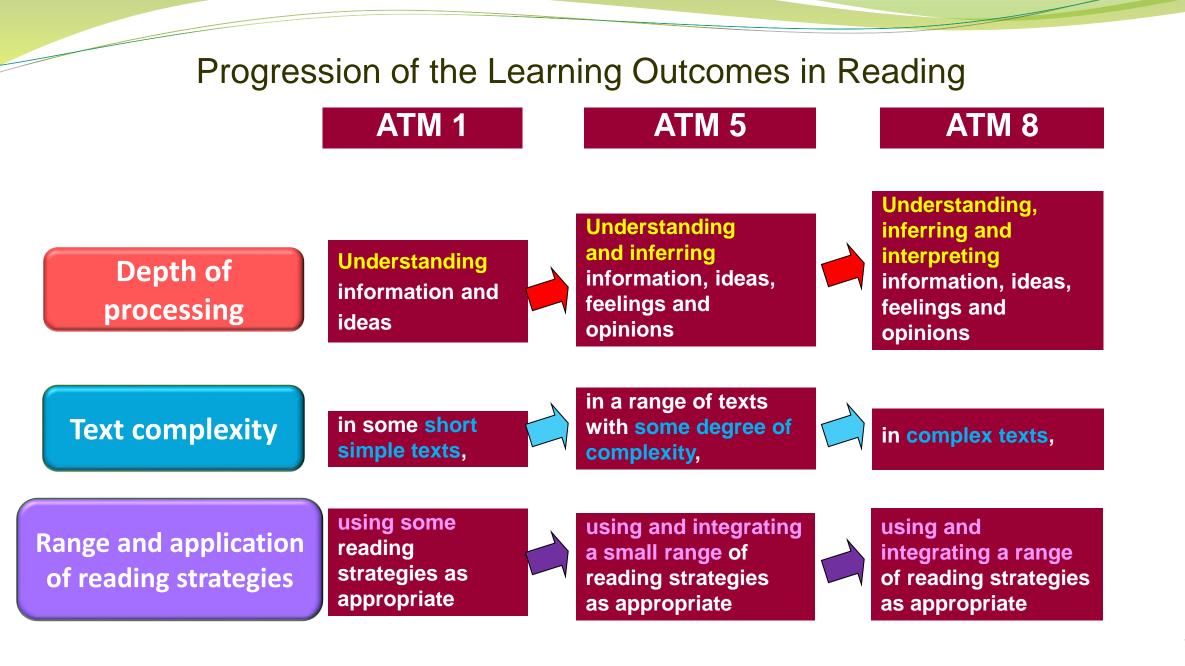


b.

#### Understanding information and ideas in some short simple texts,

using some reading strategies as appropriate c.

Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate



### Progressive Development in Reading Skills: Vocabulary Building

1	ATM 1		D : (	ATM 2		D : (	ATM 3		D		ATM 4		D : /		ATM 5	
	Pointers	,	Pointers	<i>c 1</i>		Pointers			Point		<i>c</i> 1		Pointe		<i>c</i> 7	
1	Learners can, for exam	pie,	Learners c	can, for example	,	Learners	can, for exampl	е,	Lean	ners ca	m, for example,		Learn	iers ca	m, for example	2,
													_			
ľ	recognise some	high	🚺 work o	ut the meaning	g of	work	out the meaning	g of	•	work	out the meani	ng of	• •	vork o	ut the meani	ng of
	Ŭ	0	words	by using		word	s and phrases b	v		words	and phrases b	v using			diomatic	0
	frequency words	5		edge of letter-			knowledge of	· I			ntic and syntac	, ,			sions (e.g. ph	racal
				relationships		-	ation (e.g. prefix			clues	The and Syntac					
	decode words by	/ using	Sound	relationships				· .			deas from differ	ent natte			and idioms) by	Ý
	knowledge of let	ter-	recogni	ise common			) and some <mark>sen</mark>			of a ter		ioni paris	-	•	emantic and	
	sound relationsh		Ŭ	cted forms by		clues	(e.g. synonyms	)		01 a te.	<b>A</b> 1		S	yntact	tic clues	
				ting them to th	oir	and	complex senten	ces		follow	ideas by recog	nising		connec	ctions between	ideas
	by using knowled		full for	-							text structures				formation not	
	basic conventions			IIIS		<ul> <li>loc</li> </ul>	ate specific infor	mation		-	tanding the use				itly stated by u	sing
	written English (e		by id	entifying meani	ngful		recognising simp				ve devices				tic and syntact	
	punctuation)	-	chunl	ks	-		ctures (e.g. list o								-	
						ing	redients followed	lby	•	infer fø	eelings of chara	cters	• (	organi	se information	and
	<ul> <li>follow predictable</li> </ul>	e texts by	<ul> <li>locate</li> </ul>	e specific inforn	nation	coo	king procedures	in		from p	ieces of inform	ation in	i	ideas i	n texts by usir	ıg
	recognising the re	peated	by id	entifying key w	ords	rec	pes)			narrati	ve texts		1	knowl	edge of text st	ructures
	use of sentence pa	atterns													me graphic fo	
				w ideas by			ntify main ideas				e information ar		1	mind r	naps, characte	r webs)
1	<ul> <li>follow instruction</li> </ul>			rstanding the use			ne supporting det			-	ng semantic and	l syntactic				
	signs by recognisi		-	le cohesive devi		exp	licitly stated in t	ne text		clues					uish facts from	
	words with visual	support		simple connecti	ves,										ns by using se	mantic
			prone	ouns)			ke predictions ab						8	and sy	ntactic clues	
ľ	<ul> <li>master basic book</li> </ul>	-		· C 1			ly development							1.00	Seales and Sector	<b>C</b>
	(e.g. titles and nar	nes or		ify characters, se equence of ever		wo	by identifying k	ey							y the stylistic	
	authors)		storie	-	us m	wo	as								s (e.g. flashba ve texts)	ck m
	<ul> <li>locate specific inf</li> </ul>	ormation	storie			• inf	r information, id	996					1	harrati	ve texts)	
ľ	<ul> <li>by recognising sin</li> </ul>		• make	predictions abo	ut the		feelings by usin									
	formats (e.g. birth			ent from the title			lose proximity	Bendes								
	invitation cards)	ically Of		rations or conter	-	inc	iose proximity									
	any number curves)		page	initiality of conten		• ide	ntify simple styli	stic								
			1.94				ures (e.g.									
							sonification)									

### Progressive Development in Reading Skills: Text Structures

								_			1	
Pointers	ATM 1	Pointers	ATM 2		Pointers	ATM 3	D	ointers	ATM 4		Pointers	ATM 5
	can, for example,		can, for example	,		can, for example,	-		can, for example,			can, for example,
frequyou)	de words by using	wor of l	rk out the meaning rds by using know etter-sound ttionships		wor usin forn	k out the meaning o ds and phrases by g knowledge of wo nation (e.g. prefix, ix) and some seman	rd	and j and s locat	k out the meaning of phrases by using sen syntactic clues te details which supp	nantic port the	some (e.g. idion	out the meaning of idiomatic expression phrasal verbs and ns) by using semantic syntactic clues
relat proc	vledge of letter-sound ionships ess simple sentences sing knowledge of	con con	ognise common tracted forms by necting them to th forms	neir	• proc	es (e.g. synonyms) cess some compoun complex sentences	d .	of a follo	w ideas by recogni	sing	main conn	w the development of ideas and make ections between ideas nformation not
basic writt	c conventions of en English (e.g. basic ctuation)	by i	cess simple senter identifying meani nks		info	ate specific ormation by ognising <mark>simple te</mark>	xt .	unde cohe	le text structures a erstanding the use o sive devices r teelings of characte	of	expli sema	citly stated by using ntic and syntactic clu
reco	w predictable texts by gnising the repeated of sentence patterns	by i • foll	ate specific inforn identifying key wo ow ideas by	ords	ing by	uctures (e.g. list of redients followed cooking procedure recipes)		narra dedu	n pieces of informatio ative texts nee information and i	ideas	ideas know	ise information and in texts by using ledge of text ures and some
signs	w instructions and by recognising key s with visual	sim (e.g	lerstanding the use ple cohesive devic , simple connectiv nouns)	ces	expl	licitly stated in the t		by u clues	sing semantic and sy s	ntactic	maps	ic forms (e.g. mind , character webs)
(e.g. autho	titles and names of	iden setti	tify characters, ng and sequence	e of	like	ly development of t by identifying key					<ul> <li>ident in tex</li> </ul>	ify the stylistic featur tts (e.g. flashback in tive texts)
by re form	te specific information ecognising simple nats (e.g. birthday or ation cards)	• mal con illu	nts in stories ke predictions abo itent from the title strations or conter	s,	and in cl	r information, ideas feelings by using cl lose proximity ttify simple stylistic	ues					
		pag			feat	ures (e.g. conification)						

18

### The LPF for English Language (Reading) – Underlying Principles

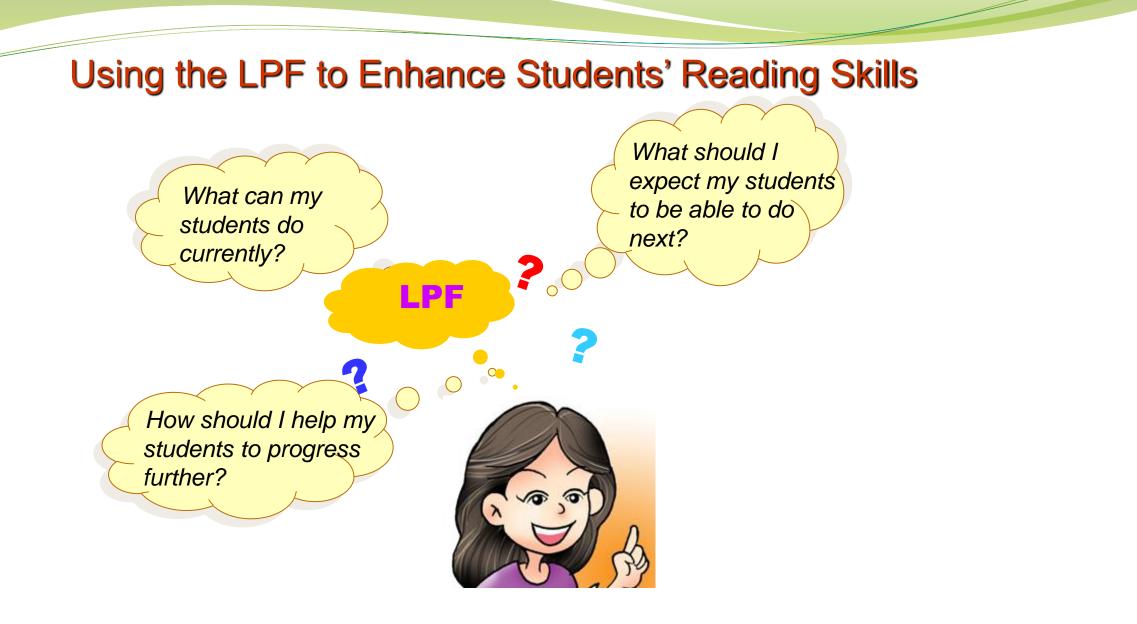
- language development strategies, generic skills, and positive values and attitudes (all 4 skills)
- exposure to a variety of text types and reading purposes (e.g. reading for academic development, reading for pleasure)
- selection of a wide range of texts of appropriate lengths and different topics, including authentic texts
- the interplay between tasks and texts when designing tasks for learners

(Reading & Listening)

 the provision of support is gradually reduced to promote learner independence (all 4 skills)

# **Part 2** Using the LPF to Enhance the Learning, Teaching and Assessment of **Reading** Skills

- a. Understanding the progression of learning outcomes for reading skills
- b. Using the LPF to ensure a progressive development of students' reading skills
- c. Using the LPF to enhance the school-based curriculum planning



# More examples on setting a variety of questions by making reference to the LPF

Reading Skills Writing Skills   Speaking Skills   Listening Skills   Listening Skills   Listening Skills   Listening Skills   Speaking Skills   Listening Skills   Listening Skills   Speaking Skills   Listening Skills   Speaking Skills   Listening Skills   Speaking Skills   Speaking Skills   Listening Skills   Speaking Skills   Speakin	https://www.edb.gov.hk/en/curriculum- development/kla/eng-edu/references- resources/LPF/exemplars_R4.html
About Tigers Make reference to the LPF exem about the <b>question intents</b> and	•
How Does it Rain? setting a variety of questions to	o develop students'
Lend a Hand reading skills and strategies pro	ogressively.
<u>The Chinese New Year</u>	

The Chocolate Cake

The Trouble with Oatmeal

### Use of the LPF – Setting Learning Objectives for Reading

#### LPF for Reading

Read	ling - ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
some short uting some	on and ideas in t simple texts, e reading as appropriate	appropriate	inferring information, ideas and feelings in a small range of simple	texts, using and integrating a	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	inferring information, ideas, feelings and opinions in a range of tests with some degree of complexity, uting and integrating a range of reading strategies as	information, ideas, feelings and opinions in a range of texts with some degree of complexity,	Understranding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate
					Pointers Learners can, for example.			Pointurs Learners can, for example,
frequer you)	ine some high acy words (e.g. the,	<ul> <li>week out the meaning of woods by using knowledge of letter-sound relationships</li> </ul>	using knowledge of word formation (e.g. prefix,	<ul> <li>week out the meaning of weeds and phrases by using semantic and syntactic cluss</li> </ul>	some idiomatic exponentions (e.g. phranal verbs and idioms) by using semantic	<ul> <li>work out the literal and implied meaning of words and expressions by using semantic and syntactic</li> </ul>	<ul> <li>work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic</li> </ul>	<ul> <li>justify interpretations of writers' intention by using well-chosen evidence from texts</li> </ul>
knowle relation		<ul> <li>recognise common contracted forms by connecting them to their</li> </ul>	unffix) and some semantic clues (e.g. synonyms) process some compound	main ideas from different parts of a text	<ul> <li>follow the development of main ideas and make</li> </ul>	chues gather, distil and summarise more extensive	chues analyse the development of ideas, views or arguments	<ul> <li>synthesise ideas and opinions presented in different texts and draw conclusions</li> </ul>
by utin batic o	s simple centences ng knowledge of conventions of a English (e.g. basic	full forms process simple sentences by identifying meaningful churchs	and complex sentences  Iocate specific information by recognizing simple text structures (e.g. list of	<ul> <li>follow ideas by recognizing simple text structures and understanding the use of cohesive devices</li> </ul>	connections between ideas and information not explicitly stated by using semantic and synthetic closes	information and ideas from texts • compare alternative views and arruments in texts by	in texts interpret ideat and opinions presented in different texts and draw	<ul> <li>analyse texts for themes, intended audience and writers' attitudes by understanding they social</li> </ul>
follow	predictable texts by ming the repeated sentence patterns	<ul> <li>locate specific information by identifying key words</li> </ul>	ingredient: followed by cooking procedures in recipes)	<ul> <li>infer feelings of characters from pieces of information in marrative texts</li> </ul>	<ul> <li>organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g.</li> </ul>	using graphic forms and making notes (e.g. drawing tables with appropriate headings, using point form.	conclusions • analyze texts for themes, intended sudience and	and cultural implications analyse the use of different text types in presenting a
signs b	instructions and by recognizing key with visual support	<ul> <li>follow ideas by understanding the use of simple cohesive devices (s.g. simple connectives, necessary)</li> </ul>	<ul> <li>identify main ideas and some supporting datails explicitly stated in the text</li> <li>make usedictions about the</li> </ul>	<ul> <li>deduce information and ideas by using semantic and syntactic clues</li> </ul>	mind maps, character webs) distinguish facts from opinious by using semantic and vortactic class.	and own shorthand and symbols) <ul> <li>deduce themes based on information and ideas from</li> </ul>	writers' attitudes by reviewing • understand the use of stylistic features in texts	<ul> <li>appreciate the rhetoric of texts by understanding the use of stylicitie features in</li> </ul>
(e.g. ta authors	**.	<ul> <li>identify characters, setting and sequence of events in stories</li> </ul>	likely development of the text by identifying key words		<ul> <li>identify the stylinitic features in texts (e.g. flathback in narrative texts)</li> </ul>	texts identify writers' attitudes clearly signalled in texts	(e.g. the use of thetorical questions and hyperboles in speeches for emphatic purposes)	texts and the effects achieved
by seco format	specific information ogniving timple is (e.g. buthday or son casds)	<ul> <li>make predictions about the context from the titles, illustrations or contexts page</li> </ul>	<ul> <li>infer information, ideas and feelings by using class in close proximity</li> <li>identify simple stylicito flastures (e.g. perconification)</li> </ul>					

Identifying students' strengths & weaknesses (analysing internal assessment papers, TSA data)

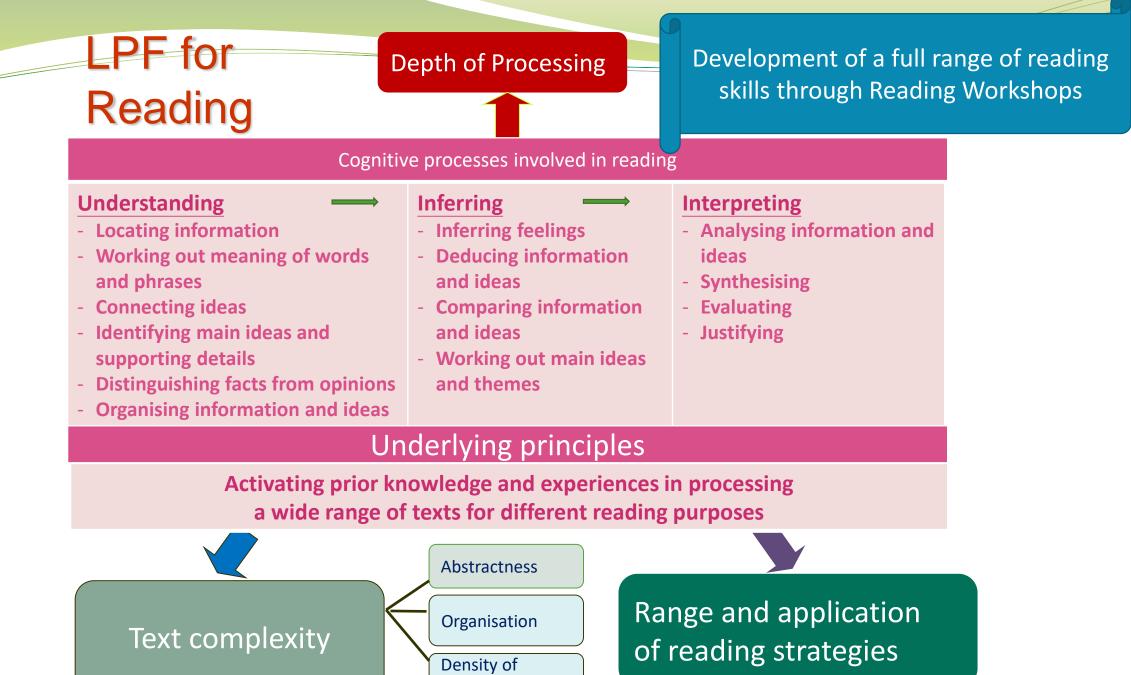


### **Tips for Developing and Assessing Students' Reading Skills**

- To identify students' strengths and weaknesses with reference to the LPF.
- To include simple and straightforward questions to cultivate students' confidence, and open-ended and more challenging questions to stretch their abilities.
- To introduce reading skills explicitly to help students construct meaning from texts. To this end, various effective teaching strategies for reading could be integrated into the Reading Workshops.

# **Part 2** Using the LPF to Enhance the Learning, Teaching and Assessment of **Reading** Skills

- a. Understanding the progression of learning outcomes for reading skills
- b. Using the LPF to ensure a progressive development of students' reading skills
- c. Using the LPF to enhance the school-based curriculum planning



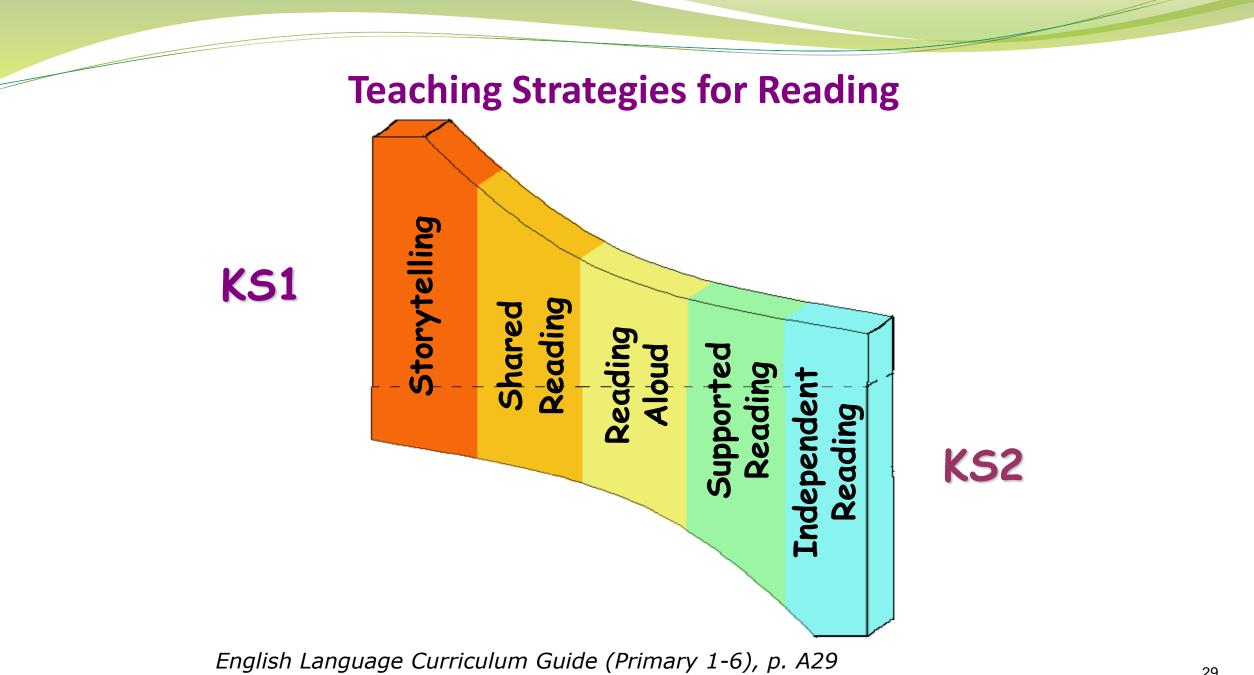
information

**Considerations in Planning School-based Reading Workshops** 

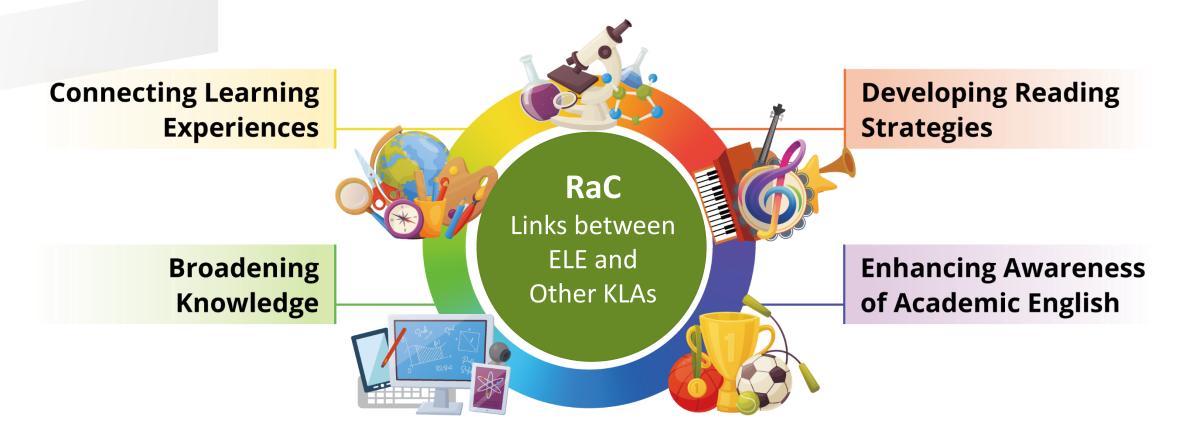
#### **Primary 1 – 6 Reading to Learn** Students' Life-wide Learning Extra-curricular activities Co-curricular activities **Reading Skills** ral and Civic Educatio Intervention Programme **Development General English** Programme (60%) Reading Workshops Enrichment Programme Self-access Learning Flexible Effective IT for Interactive Learning Use of Use of Teaching Available Do you use **real books** with a variety of **text types?** Strategies Resources

Do you choose books of different text types under the **same theme**?





## Benefits of Implementing Reading across the Curriculum (RaC)



## **Progressive Development of Students' Reading Skills**

- Task demand should increase with text complexity. To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners' confidence, and difficult tasks for simple texts to stretch students' abilities.
- To promote learner independence, the amount of support provided could be gradually reduced.
- Ample opportunities should be provided for students to apply the reading skills and strategies in daily lessons, e.g. setting additional questions for reading texts in the textbook.
- Effective curriculum planning to ensure
- a balanced coverage of different text types,
- the explicit teaching of text features, and
- > the introduction of language development strategies, e.g. vocabulary building skills.

### **From Reading to Writing**

# Enhancing the implementation of **READING** Workshops

- Ensuring progressive development of reading skills and strategies
- Providing opportunities for students to develop their creativity and critical thinking skills
- Introducing the features of different text types explicitly

### Connecting students' READING and WRITING experiences

- Making alignment between the GE programme and Reading Workshops to design writing tasks with meaningful contexts
- Exposing students to authentic readers to enrich their writing ideas and language used

# **Part 3** Using the LPF to Enhance the Learning, Teaching and Assessment of **Writing** Skills

- a. Understanding the progression of learning outcomes for writing skills
- b. Using the LPF to provide constructive feedback on students' writing
- c. Using the LPF to enhance the school-based curriculum planning

#### The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)

## 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	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						
Organisation													
Putting words under appropriate headings/ topics	Putting ideas about a topic in sentences	coherently in a short text, or showing an awareness of overall organisation of	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						
			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	forms and functions, and simple formats quite	Using a small range or quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	osmg 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	appropriate tone, style, register and features of a						
			Underlying	Principles									
		-	udes are essential to English urpose and audience are imj			arning-teaching-assessmen	t cycle.						

3. The development of writing strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example,

- · writing legibly (preferably being able to use both print and cursive scripts),
- · generating ideas by brainstorming or seeking and selecting information and ideas from different sources,
- using knowledge of letter-sound relationships to spell words,
- asking questions to clarify and seek information for correction,
- editing drafts by correcting errors in language (e.g. spelling, punctuation and grammar items) with or without using references,
- · revising drafts by adding, deleting, substituting or linking ideas, and
- · reflecting on own writing based on feedback from teachers or peers.

Teachers are expected to help learners develop these strategies with increasing sophistication.

Teacher support is essential to helping learners express and organise their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

### The LPF for English Language (Writing) – Underlying Principles

- 1. language development strategies, generic skills, and positive values and attitudes (all 4 skills)
- 2. meaningfulness and appropriateness of the texts to the context, purpose and audience (Writing and Speaking)
- 3. development of writing strategies (e.g. writing legibly, using knowledge of letter-sound relationships to spell words, editing drafts by correcting errors in language, reflecting on own writing based on feedback from teachers or peers, etc.)
- the provision of support and the need to encourage learner independence (all 4 skills)

### **Understanding the Learning Progression – Content**

Activity 4a - Identify the missing learning outcomes for "Content" from the choices given

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										
			Cont	ent							
Completing blanks in short texts to convey simple information centred around objects, people and actions	<b>C.</b>	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	a.	personal experiences and opinions on familiar topics	personal experiences	b.	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration				

Writing short texts to Writing short texts to Writing texts to convey C. b. a. convey simple but limited convey simple information, ideas, information, ideas and information, ideas, personal experiences personal experiences on personal experiences and and opinions on familiar familiar topics opinions on familiar topics and less familiar topics with some elaboration with elaboration

### **Progression of the Learning Outcomes – Content**

ATM 4

## **ATM 2**

Writing short texts to convey simple but limited 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

### 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 O	outcomes			
1			Cont	ent			
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, 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	personal experiences	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



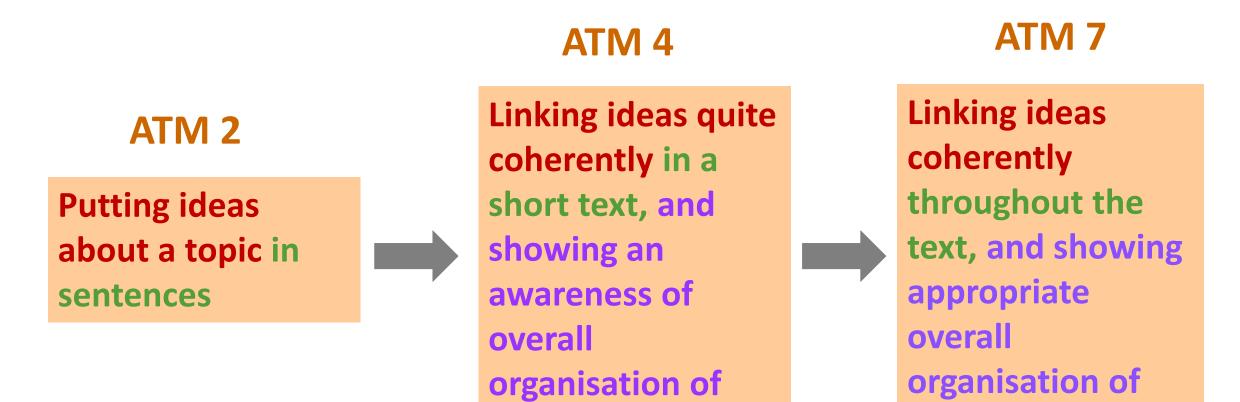
### **Understanding the Learning Progression – Organisation**

Activity 4b - Identify the missing learning outcomes for "Organisation" from the choices

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 O	utcomes			
			Organis	ation			
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	a.	Linking ideas coherently throughout the text, and showing effective overall organisation of ideas

d. this h	inking ideas coherently proughout the text, and howing appropriate verall organisation of leas		Putting ideas about a topic in sentences	С.	Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	]
-----------	--	--	---	----	---	---

**Progression of the Learning Outcomes – Organisation** 



ideas

40

ideas

## **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 O	utcomes			
	*	-	Organis	ation	#* 	•	
	An and the second se Second second s Second second sec	coherently in a short text, or showing an awareness	and showing an awareness	coherently in some parts of a text, and showing	Linking ideas quite coherently throughout the text, and showing	throughout the text, and showing appropriate	Linking ideas coherently throughout the text, and showing effective overall
		of overall organisation of ideas	of overall organisation of ideas	some overall organisation of ideas	appropriate overall organisation of ideas	overall organisation of ideas	organisation of ideas



### **Understanding the Learning Progression – Language and Style**

Activity 4c - Identify the missing learning outcomes for "Language and Style" from the choices given

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 O	utcomes			
			Language	and style			
Using some simple words quite appropriately, and showing an awareness of some simple formats	a.	Using simple language forms and functions, and simple formats quite appropriately and accurately	<b>C.</b>	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	b.	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

a.

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



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 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

# Progression of the Learning Outcomes – Language and Style ATM 4 ATM 7

**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 O	outcomes			
			Language a	and style			
showing an awareness of	Using some simple language forms and functions, and simple formats quite appropriately	forms and functions, and simple formats quite appropriately and accurately	awareness of tone, style,	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types		generally appropriate and accurate language forms and functions, and generally appropriate	appropriate tone, style, register and features of a

### Language forms and functions used at different ATMs of writing

# **Part 3** Using the LPF to Enhance the Learning, Teaching and Assessment of **Writing** Skills

- a. Understanding the progression of learning outcomes for writing skills
- b. Using the LPF to provide constructive feedback on students' writing
- c. Using the LPF to enhance the school-based curriculum planning

# Using the LPF to provide constructive feedback on students' writing

The LPF provides a **common scale and language** for teachers to describe students' performance and progress in English Language learning.



# More examples on students' writing performance by making reference to the LPF

Exemplars are provided to illustrate the expected performance of learners at different levels for teachers' ease of reference.

Exemplars are categorised into different ATMs. Teachers may refer to 'ATMs 1-5' for exemplars at primary level. Link: <u>https://www.edb.gov.hk/en/curriculum-development/kla/eng-</u>edu/references-resources/LPF/exemplars\_W1.html

#### **Download the Exemplars**

The LPF for English Language

Food

age Background of the LPF

Understanding the LPF Download the Exemplars

Exemplars are provided to illustrate the expected performance of learners at different levels for teachers'ease of reference. Teachers could develop additional pointers or exemplars to further describe learner achievement within their learning and teaching contexts.

```
      Writing Skills | Reading Skills | Speaking Skills | Listening Skills

      ATM 1
      2
      3
      4
      5
      6
      7
      8
```

					LANGUAGE (	WRITING SKILL	
Weng- ATE 1	Manue - 4793	Weiting - 1994 1	Weig- 2794	100.001010	10.0 mg - 31144	Arring - APRIL	-
			E e e				
Frangeleiker, Mancher in Hand Anzörick-sagrup; Hanglis Ladiermaders sentred around eligens, progér andrastinas	Natiling dael kan in over y dagte het Beckel aforenation, Monord proventing of kan of antifier ogen	interaction then and	A Service the	A de la de la construction angle de la construction de la porte de la construction de la porte de la construction de la porte de la construction de la constru- ción de la construction de la construction de la construc		Acherantics, Advan.	Notifing least is over advected in Allen. percented experiations and optimized in Manifest topics with Another topics with and the first definition of the Another topics with
			ingris	**			
Pulling nach autor agengetak faultage byst	Policy Han destroyed	independing to a devide being	Independent im an die en beite.			haling time adversely foreighter the ball and foreight opposition over all organization of these	A stilling block oddered Romandered film ford, a Romandered film for and argustration of show
			Lopar				
The second spin and prin appropriately, and having a second second second spin formers		Totage despite Torreparay Torreparate Recording to the party of the control gala to parage for the set of the set of the set of the set of the set of the set of the set of the set of the set of the set of the set of the set of the set of the set of the set of the set of the set of the set of the set of the	for page 1 and only and	Anne man de la production d'anne de la participation la participation production ad factures d' comma tipos	Takes a second particular agency from and uncertain for gauge forms and four faces, and particular agency from forms of the register and formation of the second for forms of the second form forms of the second form	and an and because	representation and the second
2 The average planes 4 The development of a - writing highly - - writing highly - - writing yearship - writing yearship	all appropriate on the so- different state of a so- order of the so- order of the so- the so-so-so-so-so-so- entities and solution days in the solution of the	All a secto de Chevendere y allo tendo contra contra de parte esta esta de contra e tendo parte esta esta de contra e tendo contra que de contra de contra que de contra de contra que de contra de contra de contra de contra de contra de contra de contra de contra de contra de contra de contra de contra de contra de	and property line ( ).	a torre de gale como d la torre de gale de la como Por, i viciani a de reference	lik keder diaran.		
NUM + ADDRESS NO.						in the day is a second back	

47

# Using the LPF to provide constructive feedback on students' writing

Teachers should:

- give feedback on content, organisation, language & style
- start with **positive** comments
- make suggestions that are achievable to students
- give feedback to individual students through conferencing, or select typical writing/group work and share the comments with the whole class

# **Part 3** Using the LPF to Enhance the Learning, Teaching and Assessment of **Writing** Skills

- a. Understanding the progression of learning outcomes for writing skills
- b. Using the LPF to provide constructive feedback on students' writing
- c. Using the LPF to enhance the school-based curriculum planning

# Using the LPF to enhance the school-based curriculum planning

Teachers can make use of the LPF to

- conduct a holistic review and planning across year levels to ensure the progressive development of students' writing skills
- understand students' ability and needs, which can help them develop their school-based writing plan / improve the school-based curriculum

# Reviewing the writing plan by making reference to the LPF Questions for reflection

#### **Learning and Teaching**

How can teachers **improve the design of writing activities** to stretch students' potential and address their weaknesses?

- Are students provided with opportunities to **recycle learnt language items** in the writing activities for consolidation?
- Are **reading and writing experiences connected** to provide sufficient input to students?
- Is there a **gradual reduction in teacher support** to promote learner independence? (LPF-underlying principle 4)
- Are different writing strategies (e.g. generating ideas, editing drafts, reflecting on own writing) incorporated in the school-based curriculum? (LPF-underlying principle 3)

#### Assessment

- Do the writing activities involve **peer/self**assessment?
- Are learning objectives and assessment criteria **coconstructed** or **shared with students**?

#### Progression

- What are the strengths and weaknesses of students?
- What is the next level of attainment for students?
- Is there clear and gradual progression in task requirements from KS1 to KS2 in terms of:
  - formality of text types
  - familiarity of topics
  - elaboration of ideas

#### Topics

Does the curriculum **provide a variety of writing activities** to help students develop different aspects of writing skills?

- Apart from picture writing, do the writing topics cover **different text types**? (e.g. stories, reports, recipes, biographies, scripts)
- Is **journal writing** included in the writing plan?



# **Recap of Today's Message**

