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

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

- To 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

- To 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**

- To 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

Reading Skills

Writing Skills

Listening Skills

Speaking Skills

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.**

ATM	Learning Outcomes
8	………
7	………
6	………
5	………
4	………
3	………
2	………
1	………
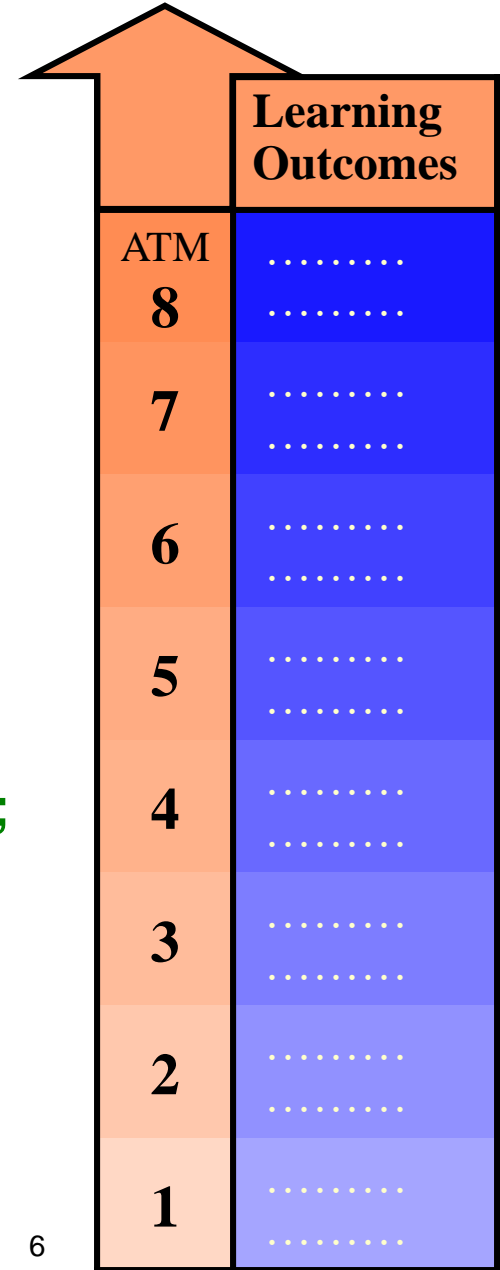
What are the purposes of developing the LPF?

✓ 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
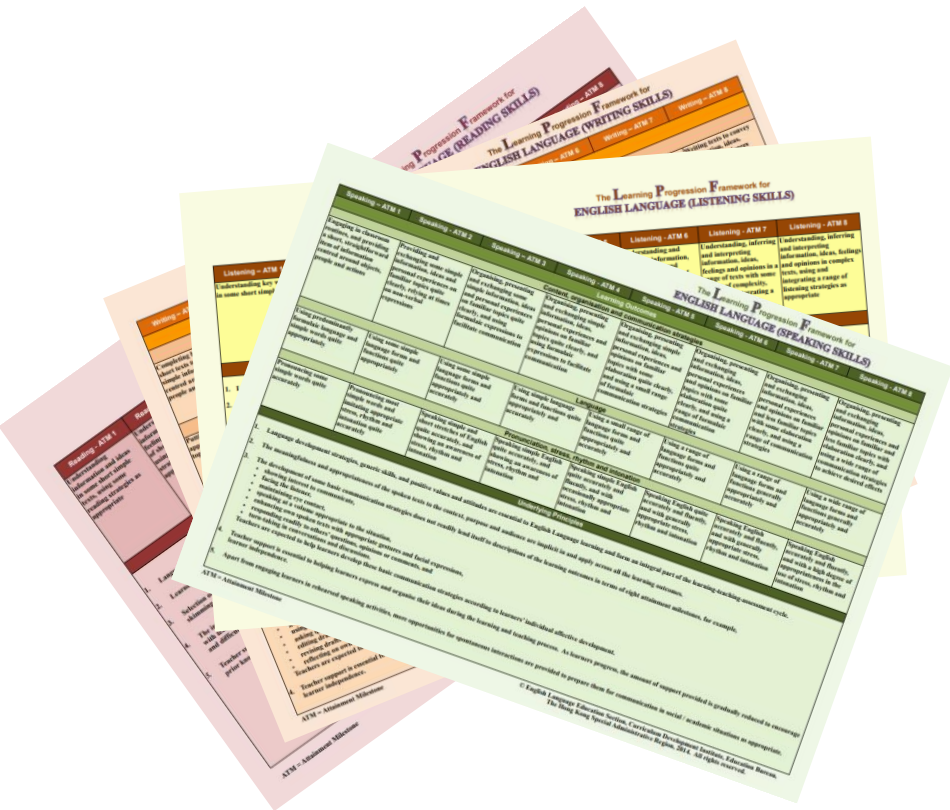
The Structure of the LPF for English Language

Attainment Milestones (ATMs) organised and presented under the four language skills

ATMs for each language skill expressed in the form of outcome statements (a general description of learner performance)

Pointers provide specific examples of what learners are able to do in demonstrating the ATMs.

Exemplars illustrate the expected student performance.

8
7
6
5
4
3
2
1

Speaking

Listening

Writing

Reading

Outcome Statements

Underlying Principles

Pointers

Learners can, for example,

- _____
- _____
- _____
- _____

Exemplars

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.
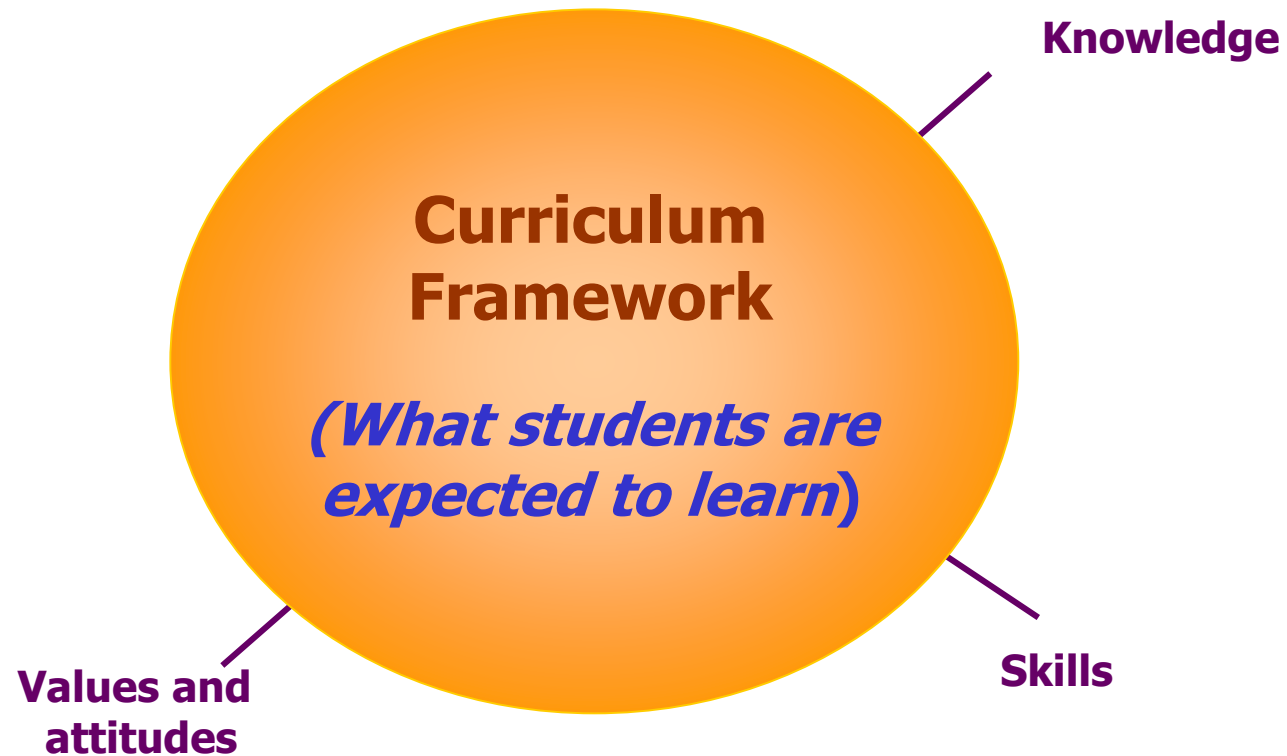
Relationship between
the Curriculum Framework, LPF and BC

Curriculum Framework

(What students are expected to learn)

Knowledge

Skills

Values and attitudes

Relationship between
the Curriculum Framework, LPF and BC

Knowledge

Learning Progression Framework
(What students can do as a result of learning and teaching)

Basic Competency

Values and attitudes

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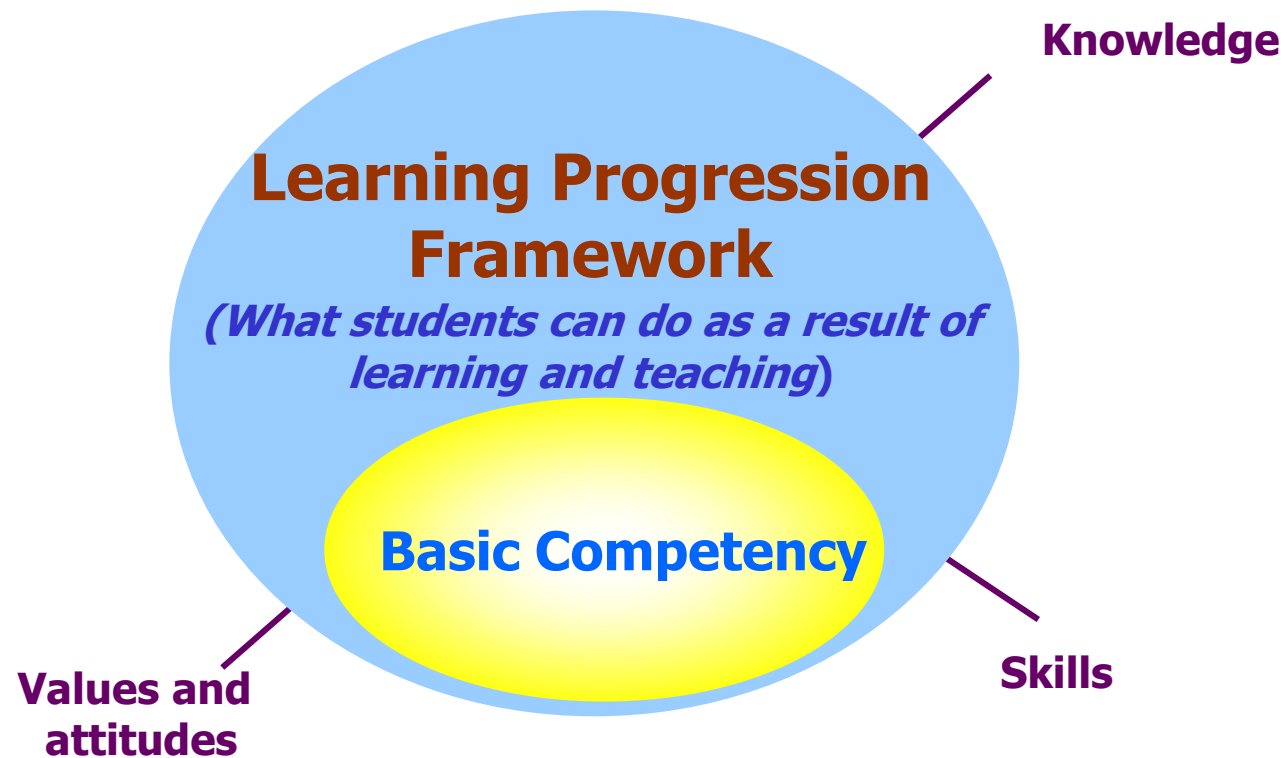
Curriculum Framework, Learning, Teaching and Assessment, and Learning Progression Framework (LPF)

Goals
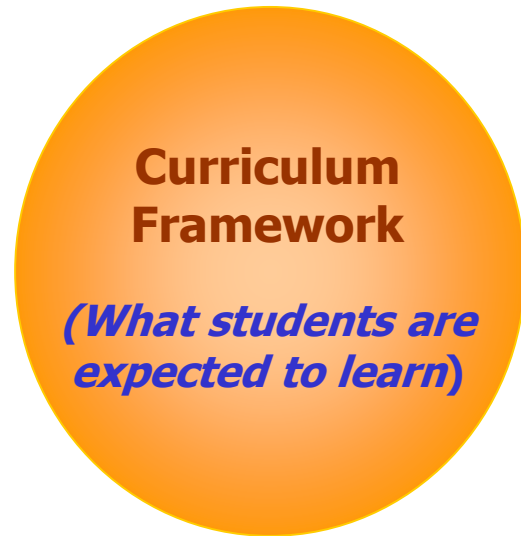
Process

Attainment

Curriculum Framework

(What students are expected to learn)

Learning

Teaching

Assessment

Learning Progression Framework

(What students can do as a result of learning and teaching)
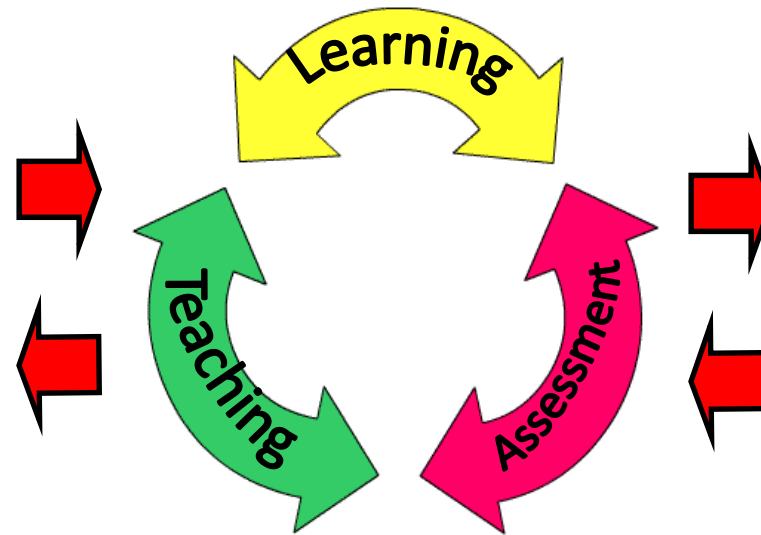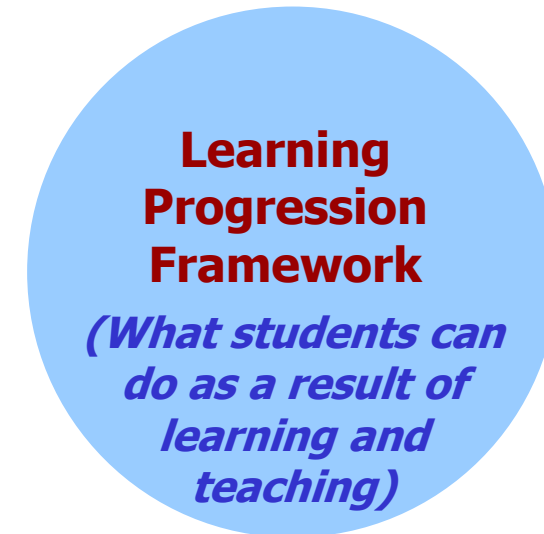
Curriculum and Assessment

**Curriculum Framework and
Learning Progression Framework**
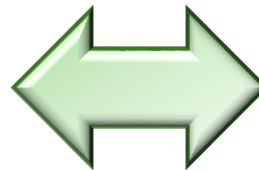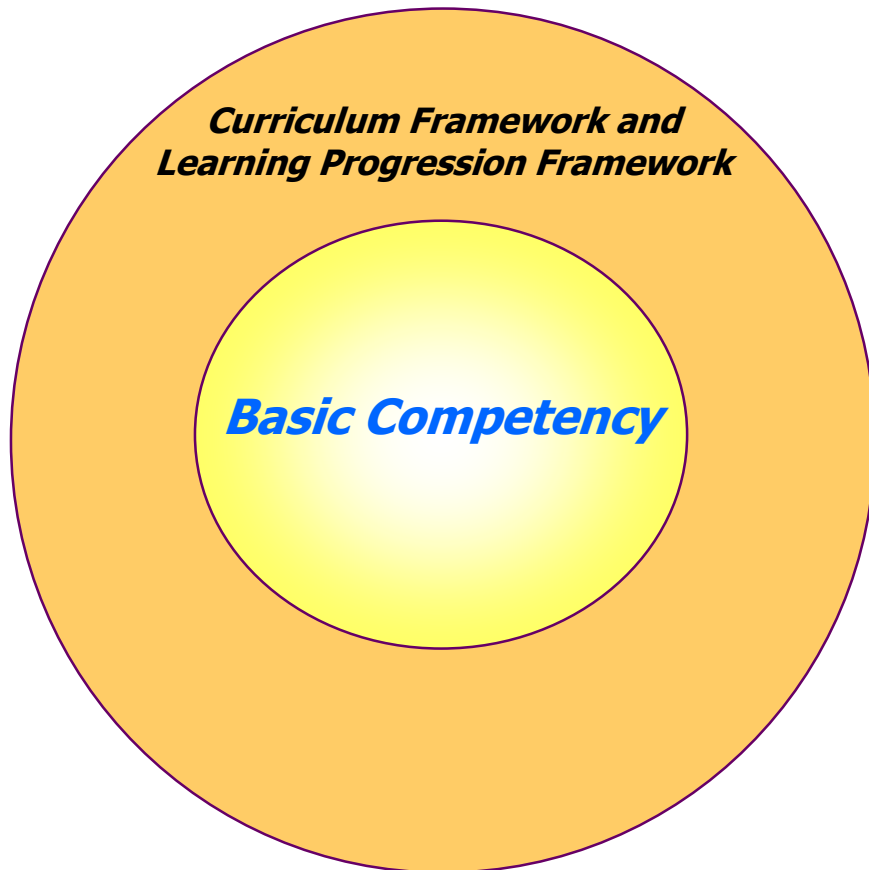
Assessment for/as Learning
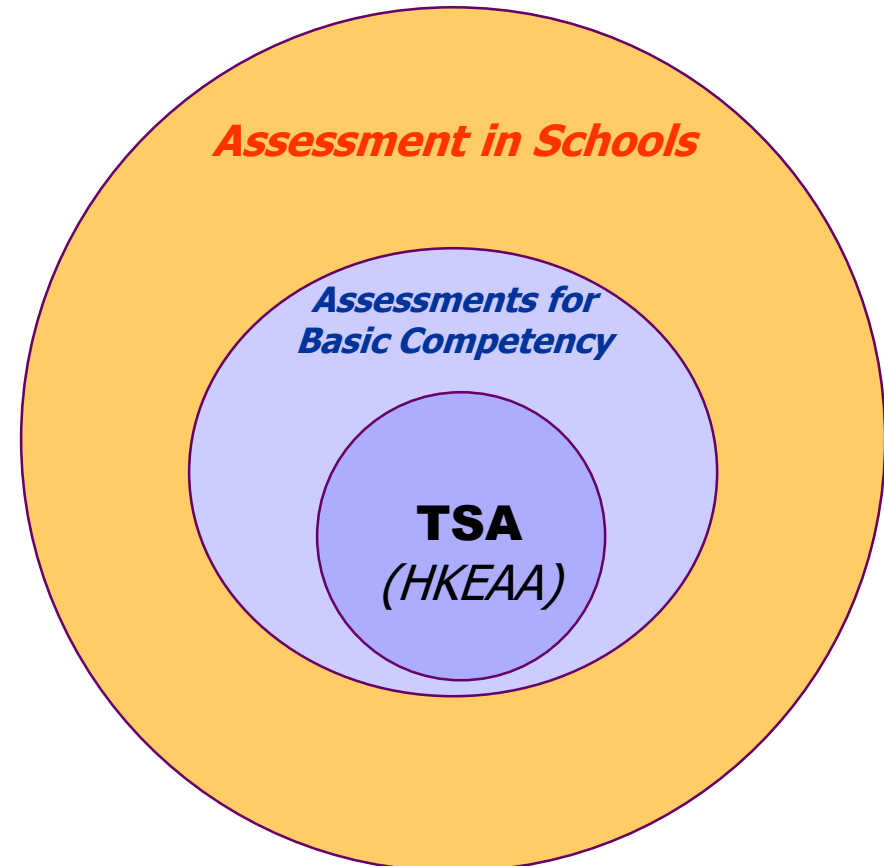
*Curriculum Framework and
Learning Progression Framework*

Basic Competency

Assessment in Schools

*Assessments for
Basic Competency*

TSA
(HKEAA)

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

Text complexity

- Abstractness
- Organisation
- Information load (length, density)

Range and application of reading strategies

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
b. _____	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	c. _____	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	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	a. _____

a. 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

Progression of the Learning Outcomes in Reading

	ATM 1	**ATM 5**	**ATM 8**
Depth of processing	**Understanding information and ideas**	**Understanding and inferring information, ideas, feelings and opinions**	**Understanding, inferring and interpreting information, ideas, feelings and opinions**
Text complexity	**in some short simple texts,**	**in a range of texts with some degree of complexity,**	**in complex texts,**
Range and application of reading strategies	**using some reading strategies as appropriate**	**using and integrating a small range of reading strategies as appropriate**	**using and integrating a range of reading strategies as appropriate**

Progressive Development in Reading Skills:
Vocabulary Building

ATM 1	ATM 2	ATM 3	ATM 4	ATM 5
Pointers *Learners can, for example,*	**Pointers** *Learners can, for example,*	**Pointers** *Learners can, for example,*	**Pointers** *Learners can, for example,*	**Pointers** *Learners can, for example,*

ATM 1

- recognise some high frequency words
- decode words by using knowledge of letter-sound relationships
- process simple sentences by using knowledge of basic conventions of written English (e.g. basic punctuation)
- follow predictable texts by recognising the repeated use of sentence patterns
- follow instructions and signs by recognising key words with visual support
- master basic book concepts (e.g. titles and names of authors)
- locate specific information by recognising simple formats (e.g. birthday or invitation cards)

ATM 2

- work out the meaning of words by using knowledge of letter-sound relationships
- recognise common contracted forms by connecting them to their full forms
- process simple sentences by identifying meaningful chunks
- locate specific information by identifying key words
- follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns)
- identify characters, setting and sequence of events in stories
- make predictions about the content from the titles, illustrations or contents page

ATM 3

- work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms)
- and complex sentences
- locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes)
- identify main ideas and some supporting details explicitly stated in the text
- make predictions about the likely development of the text by identifying key words
- infer information, ideas and feelings by using clues in close proximity
- identify simple stylistic features (e.g. personification)

ATM 4

- work out the meaning of words and phrases by using semantic and syntactic clues
- main ideas from different parts of a text
- follow ideas by recognising simple text structures and understanding the use of cohesive devices
- infer feelings of characters from pieces of information in narrative texts
- deduce information and ideas by using semantic and syntactic clues

ATM 5

- work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues
- connections between ideas and information not explicitly stated by using semantic and syntactic clues
- organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs)
- distinguish facts from opinions by using semantic and syntactic clues
- identify the stylistic features in texts (e.g. flashback in narrative texts)

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Progressive Development in Reading Skills:
Text Structures

ATM 1	ATM 2	ATM 3	ATM 4	ATM 5
Pointers *Learners can, for example,*	Pointers *Learners can, for example,*	Pointers *Learners can, for example,*	Pointers *Learners can, for example,*	Pointers *Learners can, for example,*
• recognise some high frequency words (e.g. the, you)	• work out the meaning of words by using knowledge of letter-sound relationships	• work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms)	• work out the meaning of words and phrases by using semantic and syntactic clues	• work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues
• decode words by using knowledge of letter-sound relationships	• recognise common contracted forms by connecting them to their full forms	• process some compound and complex sentences	• locate details which support the main ideas from different parts of a text	• follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues
• process simple sentences by using knowledge of basic conventions of written English (e.g. basic punctuation)	• process simple sentences by identifying meaningful chunks	**locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes)**	**follow ideas by recognising simple text structures and understanding the use of cohesive devices**	**organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs)**
• follow predictable texts by recognising the repeated use of sentence patterns	• locate specific information by identifying key words		• infer feelings of characters from pieces of information in narrative texts	
follow instructions and signs by recognising key words with visual support	• follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns)	explicitly stated in the text	• deduce information and ideas by using semantic and syntactic clues	and syntactic clues
(e.g. titles and names of authors)	**identify characters, setting and sequence of events in stories**	• make predictions about the likely development of the text by identifying key words		• identify the stylistic features in texts (e.g. flashback in narrative texts)
• locate specific information by recognising simple formats (e.g. birthday or invitation cards)	• make predictions about the content from the titles, illustrations or contents page	• infer information, ideas and feelings by using clues in close proximity		
		• identify simple stylistic features (e.g. personification)		

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The LPF for English Language (Reading) – Underlying Principles

1. **language development strategies**, **generic skills**, and **positive values and attitudes**
   (all 4 skills)

2. exposure to a variety of **text types** and **reading purposes** (e.g.
   reading for academic development, reading for pleasure)

3. selection of a wide range of texts of **appropriate lengths** and
   different topics, including authentic texts

4. the interplay between tasks and texts when designing tasks
   for learners

(Reading & Listening)

5. 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

Using the LPF to Enhance Students' Reading Skills

What can my students do currently?

What should I expect my students to be able to do next?

LPF

How should I help my students to progress further?

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

Reading Skills | Writing Skills | Speaking Skills | Listening Skills

ATM 1 2 3 4 5 6 7 8

Primary Levels
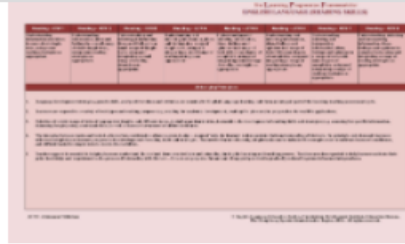
A Young Hero

About Tigers

How Does it Rain?

Lend a Hand

The Chinese New Year

The Chocolate Cake

The Trouble with Oatmeal

https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/LPF/exemplars_R4.html

Make reference to the **LPF exemplars** to learn more about the **question intents** and gain more ideas about **setting a variety of questions to develop students' reading skills and strategies** progressively.

Use of the LPF –
Setting Learning Objectives for Reading

LPF for Reading

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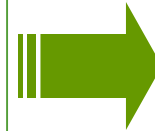
Setting
learning
objectives

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

LPF for Reading

Depth of Processing

Development of a full range of reading skills through Reading Workshops

Cognitive processes involved in reading

Understanding →	**Inferring** →	**Interpreting**
- **Locating information** - **Working out meaning of words and phrases** - **Connecting ideas** - **Identifying main ideas and supporting details** - **Distinguishing facts from opinions** - **Organising information and ideas**	- **Inferring feelings** - **Deducing information and ideas** - **Comparing information and ideas** - **Working out main ideas and themes**	- **Analysing information and ideas** - **Synthesising** - **Evaluating** - **Justifying**

Underlying principles

Activating prior knowledge and experiences in processing a wide range of texts for different reading purposes

Text complexity

- Abstractness
- Organisation
- Density of information

Range and application of reading strategies

Considerations in Planning School-based Reading Workshops

Primary 1 – 6

Reading to Learn

Moral and Civic Education

Project Learning

Life-wide Learning
- Extra-curricular activities
- Co-curricular activities
etc.

Intervention Programme

General English Programme
(60%)

Reading Workshops
(40%)

Enrichment Programme

Self-access Learning

IT for Interactive Learning
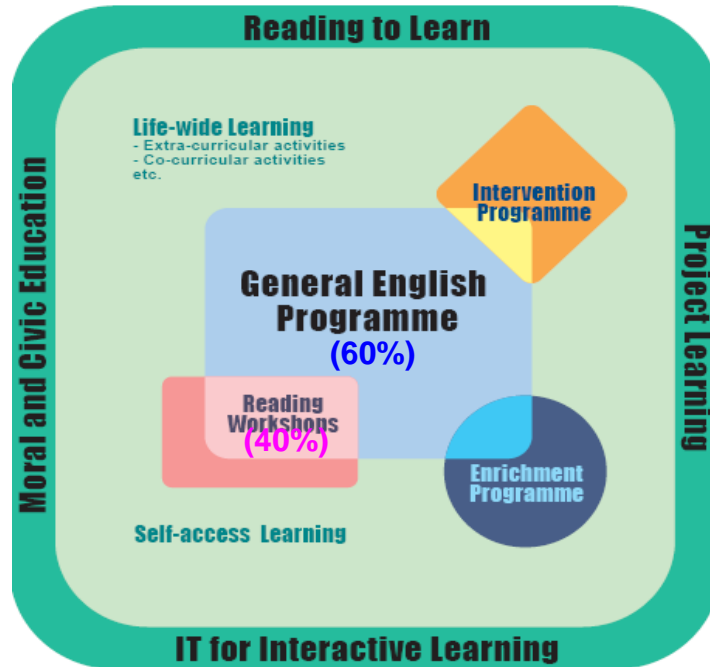
Do you use **real books** with a variety of **text types?**

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

Students' Reading Skills Development

Effective Use of Teaching Strategies

Flexible Use of Available Resources

Teaching Strategies for Reading

Teacher Support

Storytelling

Independent Reading

Reading Workshops

Reading Aloud

Supported Reading
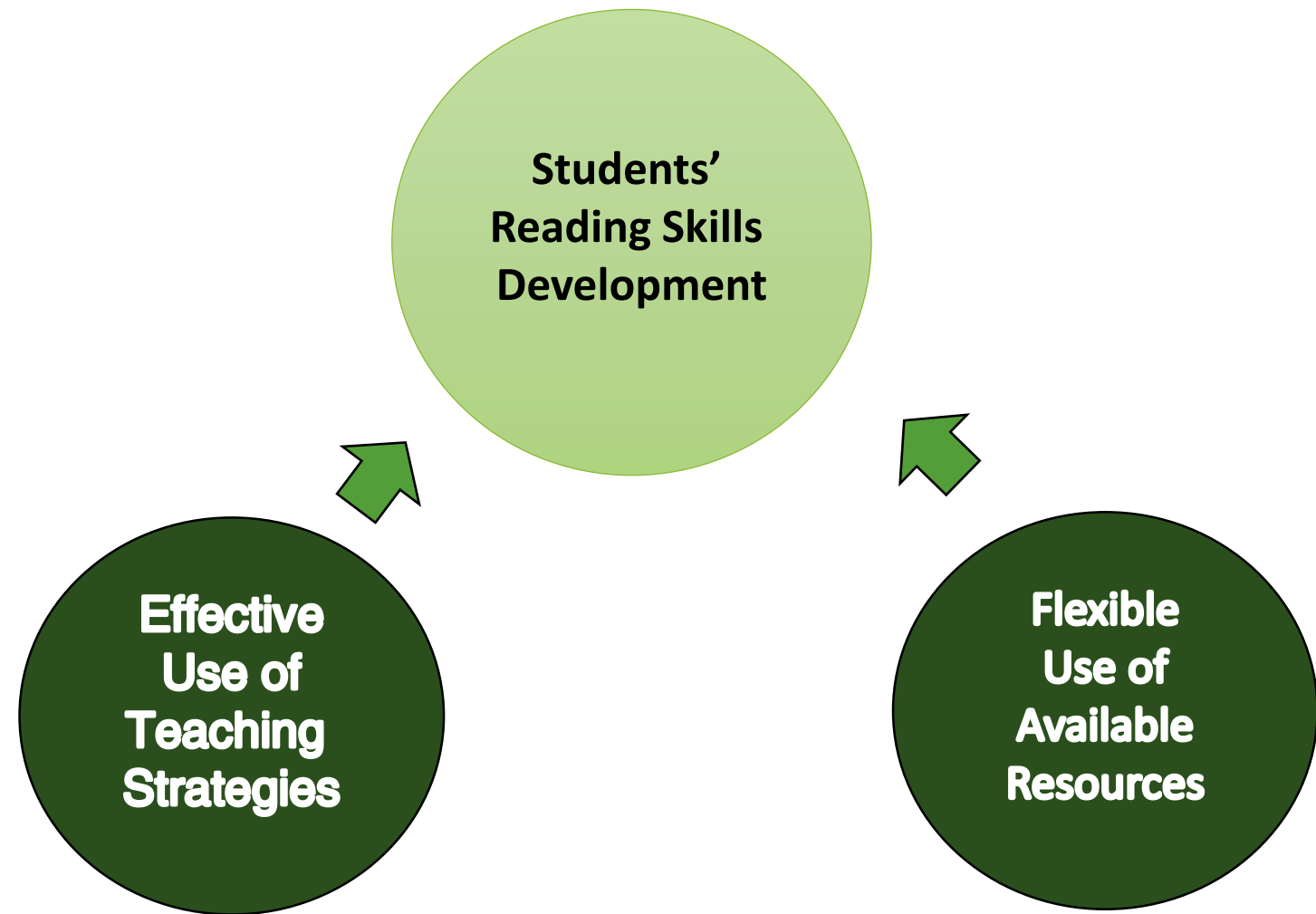
Shared Reading

Teaching Strategies for Reading

KS1

- Storytelling
- Shared Reading
- Reading Aloud
- Supported Reading
- Independent Reading

KS2

English Language Curriculum Guide (Primary 1-6), p. A29
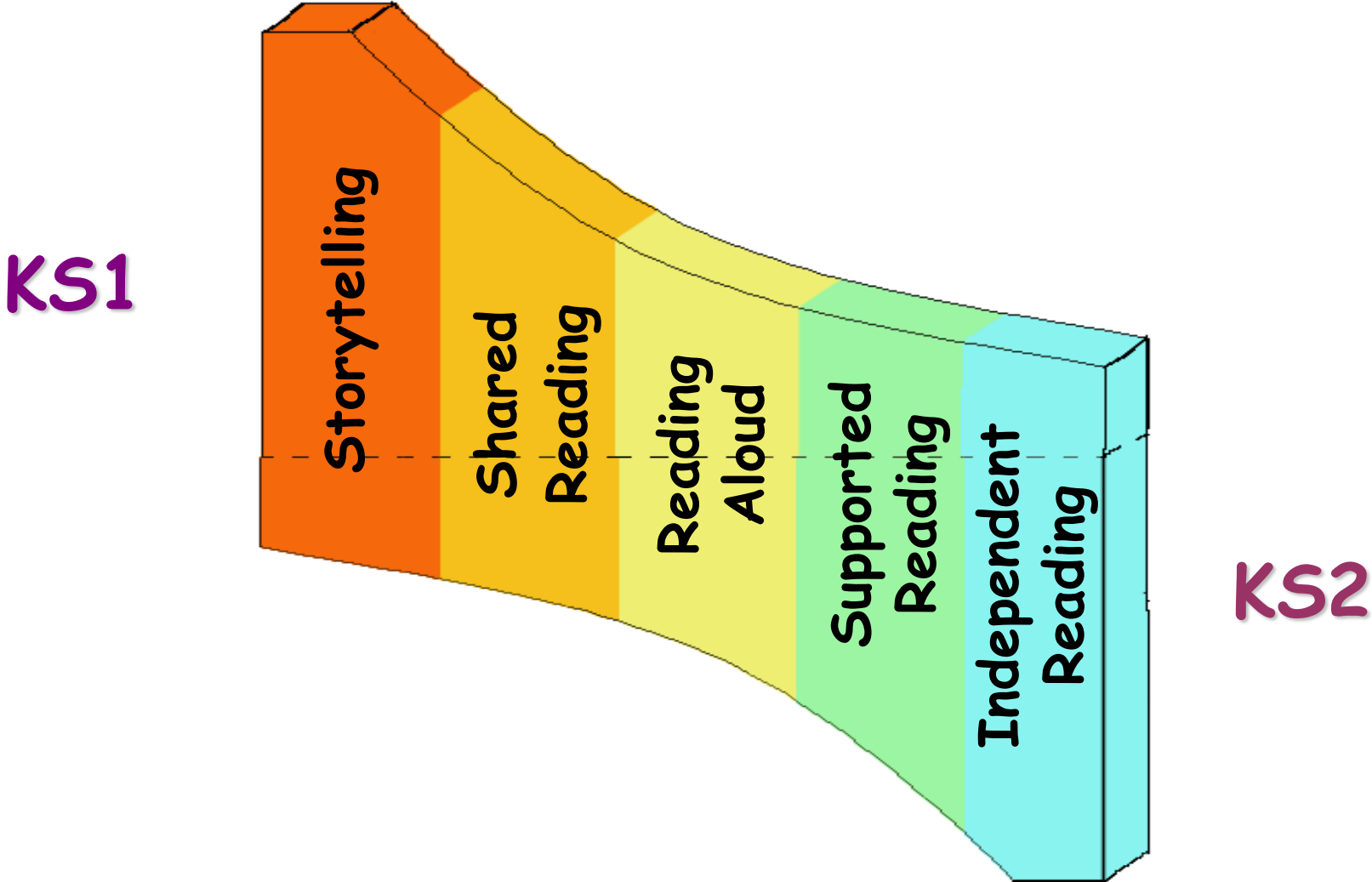
Benefits of Implementing
Reading across the Curriculum (RaC)

Connecting Learning Experiences

Developing Reading Strategies

RaC
Links between
ELE and
Other KLAs

Broadening Knowledge

Enhancing Awareness of Academic English
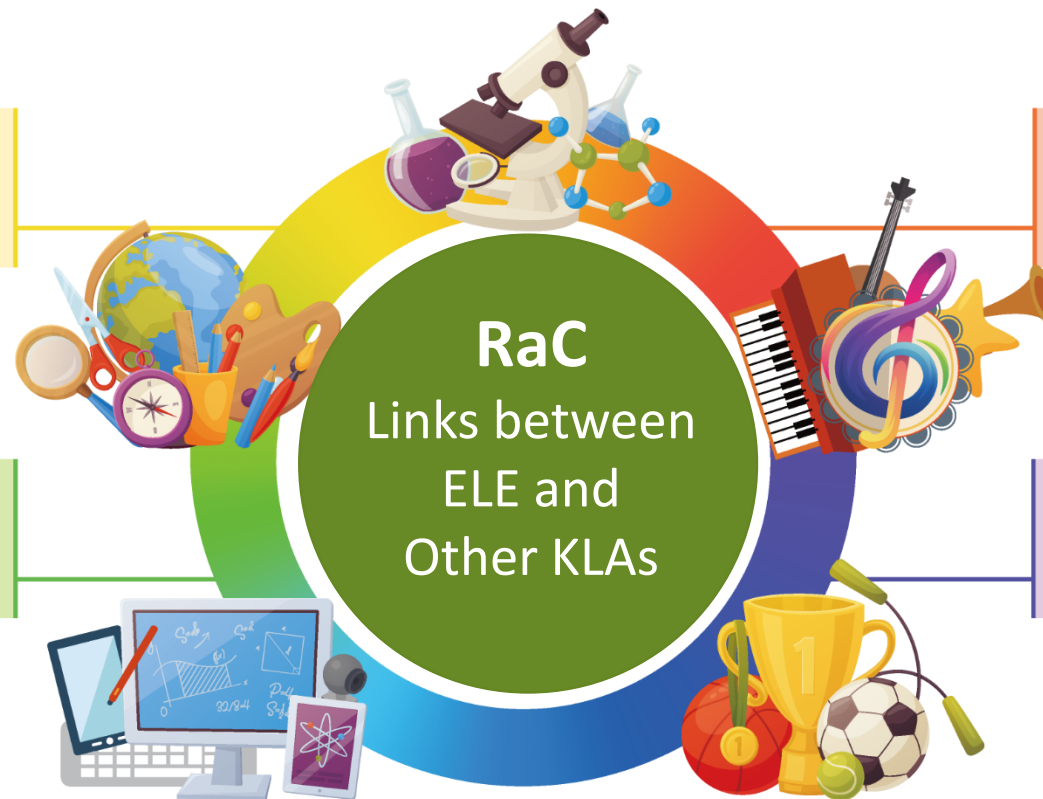
Progressive Development of Students' Reading Skills

- 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.

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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 LPF for English Language (Writing)

The **L**earning **P**rogression **F**ramework for
ENGLISH LANGUAGE (WRITING SKILLS)

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
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
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

Underlying Principles

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.

2. The meaningfulness and appropriateness of the written texts to the context, purpose and audience are implicit in and apply across all the learning outcomes.

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.

4. 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.

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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.)

4. 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				
			Content				
Completing blanks in short texts to convey simple information centred around objects, people and actions	c. _____	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	a. _____	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	b. _____	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration

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

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

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

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Progression of the Learning Outcomes – 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

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 Outcomes							
Organisation							
Putting words under appropriate headings/ topics	b. ___	Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas	c. ___	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

a. Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas

b. Putting ideas about a topic in sentences

c. Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas

Progression of the Learning Outcomes – Organisation

ATM 2

Putting ideas about a topic in sentences

ATM 4

Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas

ATM 7

Linking ideas coherently throughout the text, and showing appropriate overall organisation of 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 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

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 Outcomes							
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	**c.** _____	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

b. 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

c. 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

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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 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 ATMs of writing

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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.

In the writing task about Sarah's Secret, most students attained ATM 3 in Content, Organisation, Language and Style.

In the writing about Sarah's Secret, some of my students attained ATM 4 in Content, Organisation, Language and Style.

They could establish links using some simple cohesive devices and arrange relevant ideas chronologically to show a generally clear focus.

They could establish links using a small range of cohesive devices and arrange relevant ideas in a short text to show a generally clear focus.

They could use a small range of vocabulary…

How about their performance in Language and Style?

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: https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/LPF/exemplars_W1.html

Download the Exemplars

| The LPF for English Language | 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

Food

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)

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
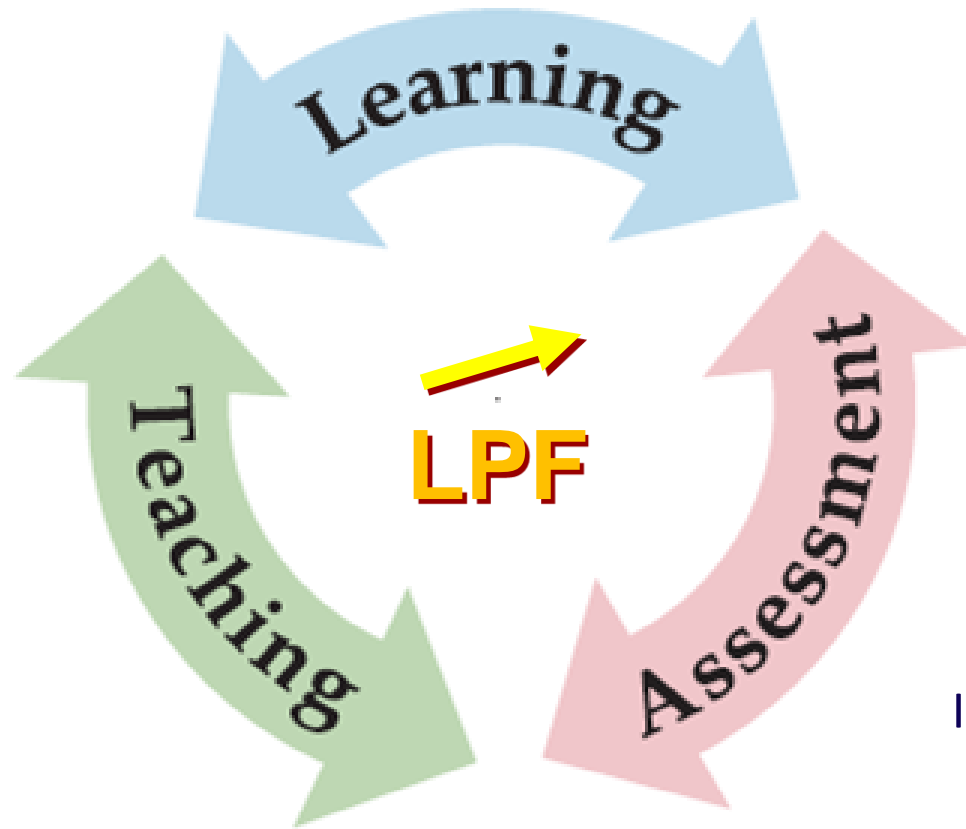 ➢ familiarity of topics
  ➢ elaboration of ideas

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?

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

etc.

Recap of Today's Message

Help students **progress** to the next level of learning

Plan strategically for effective learning, teaching & assessment

Identify students' **strengths & weaknesses**