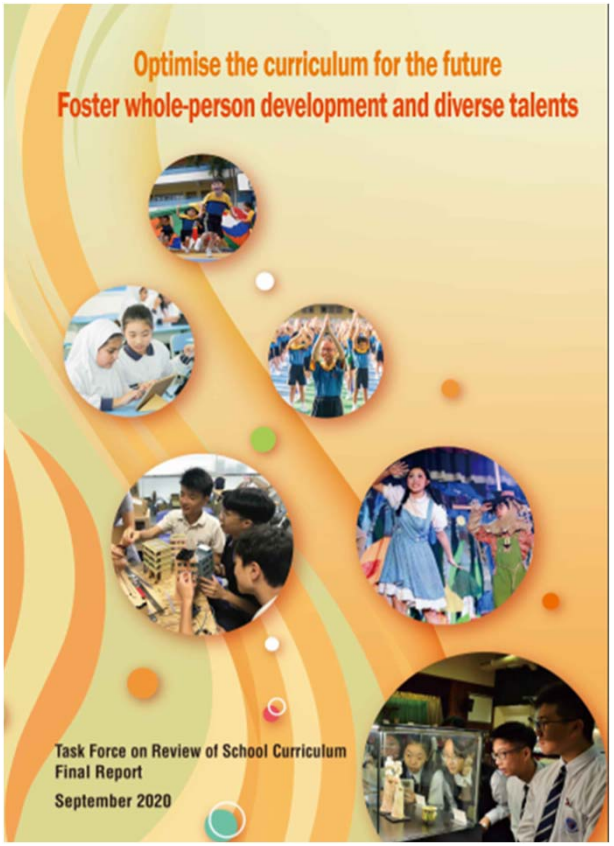
Developing Secondary Students' Writing and Speaking Skills with Reference to the Learning Progression Framework (Refreshed)

English Language Education Section
Curriculum Development Institute
Education Bureau
July 2022

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

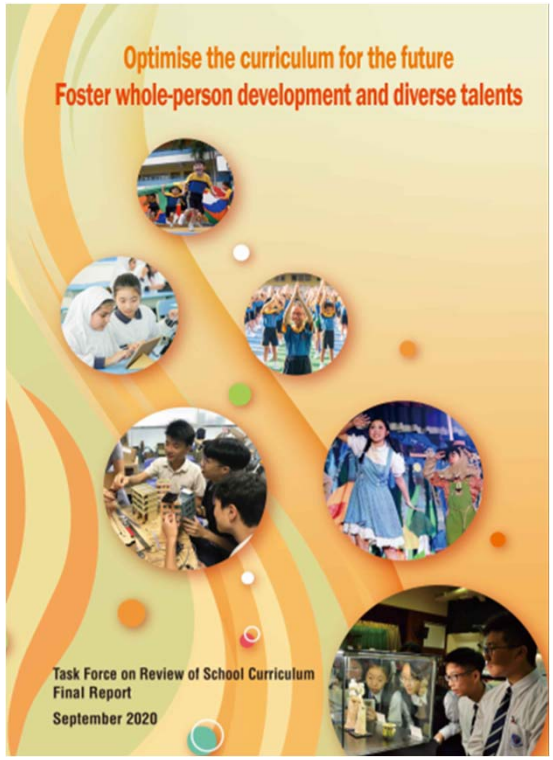
Final Report of Task Force on Review of School Curriculum (2020)



Six Directions of Recommendations

- Whole-person Development
- Values Education and Life Planning Education
- Creating Space and Catering for Learner Diversity
- Applied Learning
- University Admissions
- STEM Education

Final Report of Task Force on Review of School Curriculum (2020)



Recommendations for English Language

- Catering for Learner Diversity
- Creating Space

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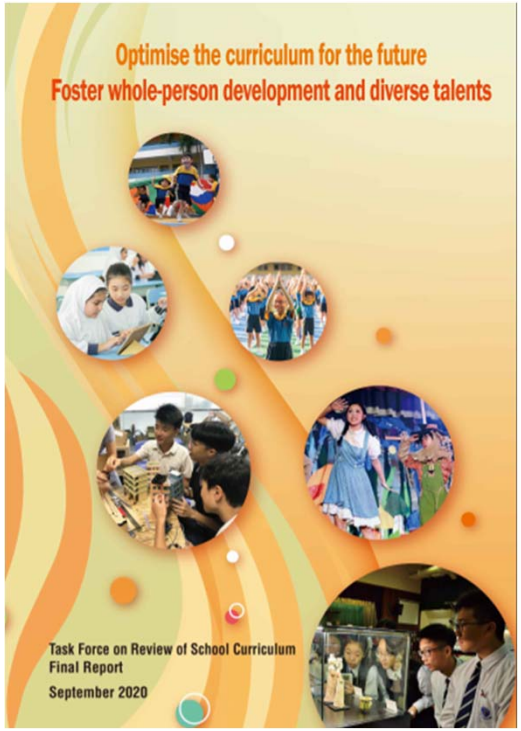


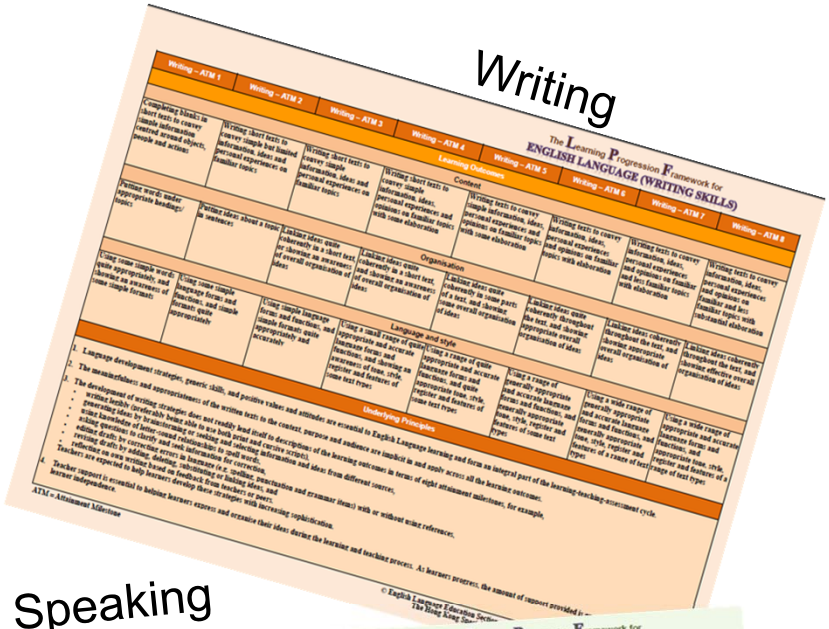
Recommendations for English Language

- further streamline the SBA and review how the Elective Part could be better assessed in the Writing Paper of the HKDSE
- offer vocational English as an Applied Learning (ApL) course
- ✓ enrich the existing curriculum, with more emphasis on the academic and creative use of the language
- ✓ provide more opportunities for students to enhance their language competency through LaC and RaC

Examples to be Used in Today's Seminar

Language Arts

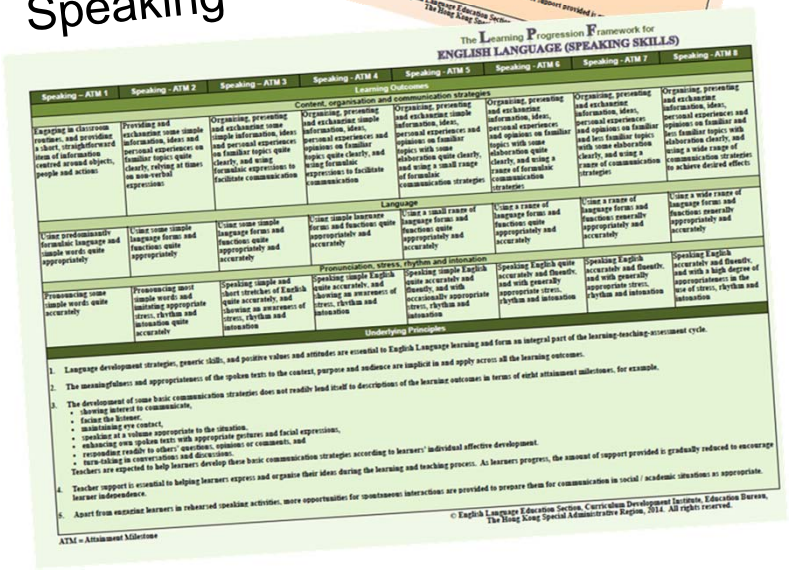
Creative use of English



Information Texts

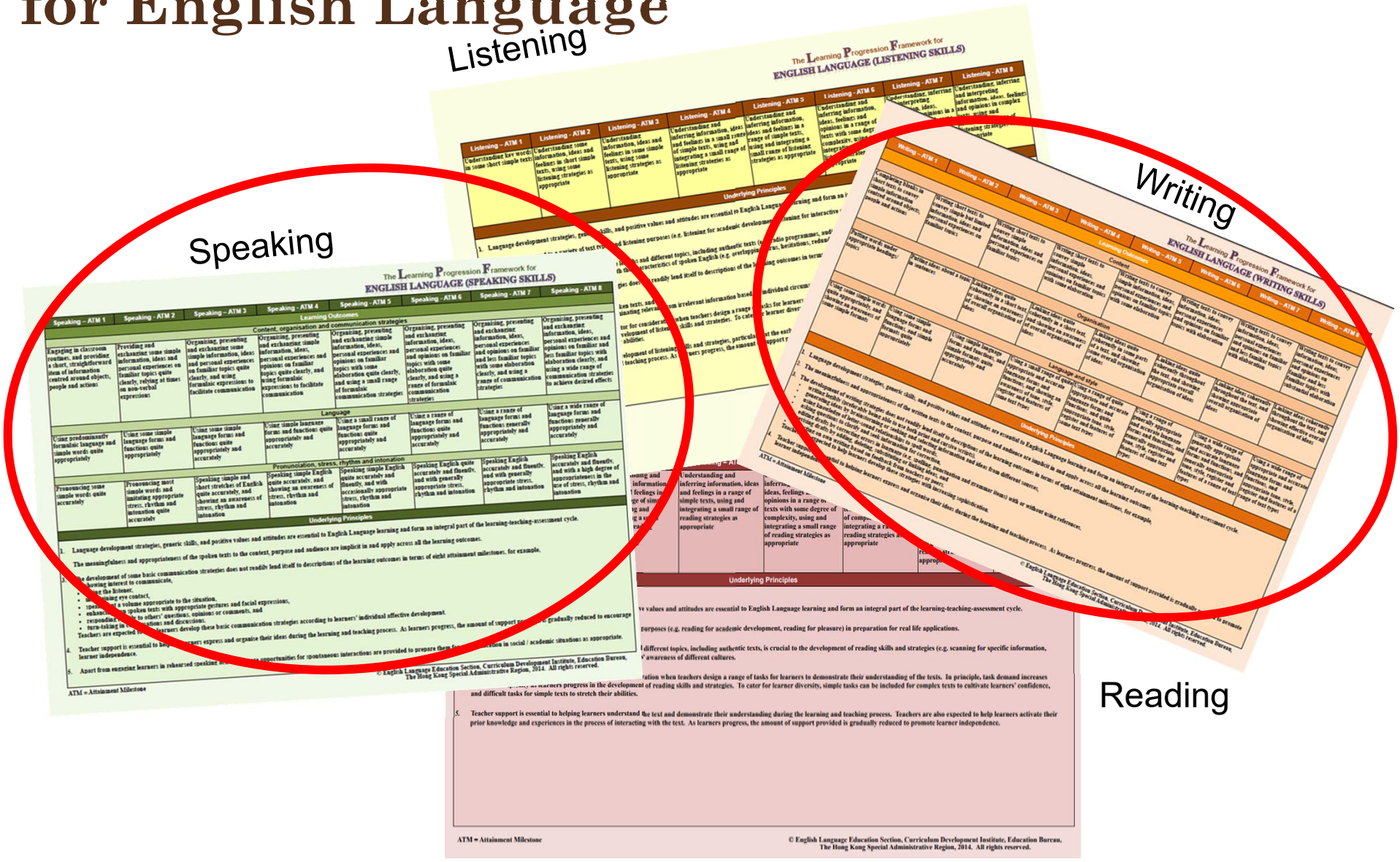
Promotion of LaC

Speaking



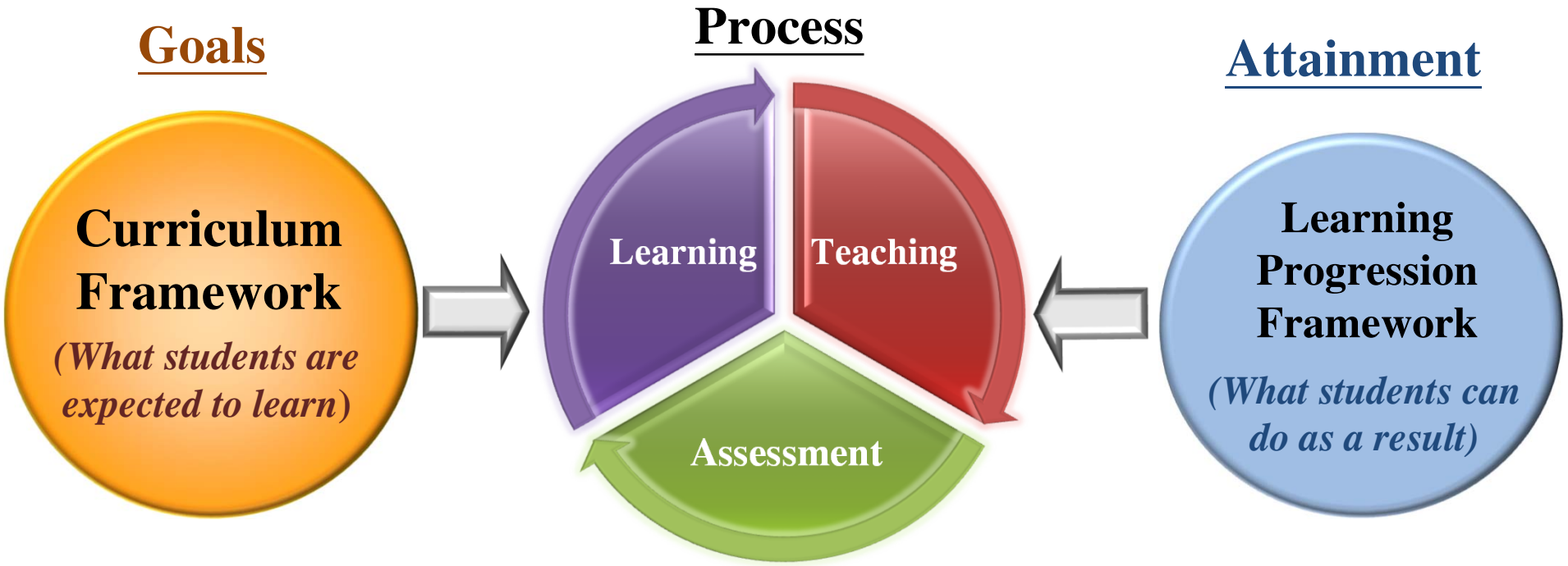
Understanding the LPF

The Learning Progression Framework (LPF) for English Language



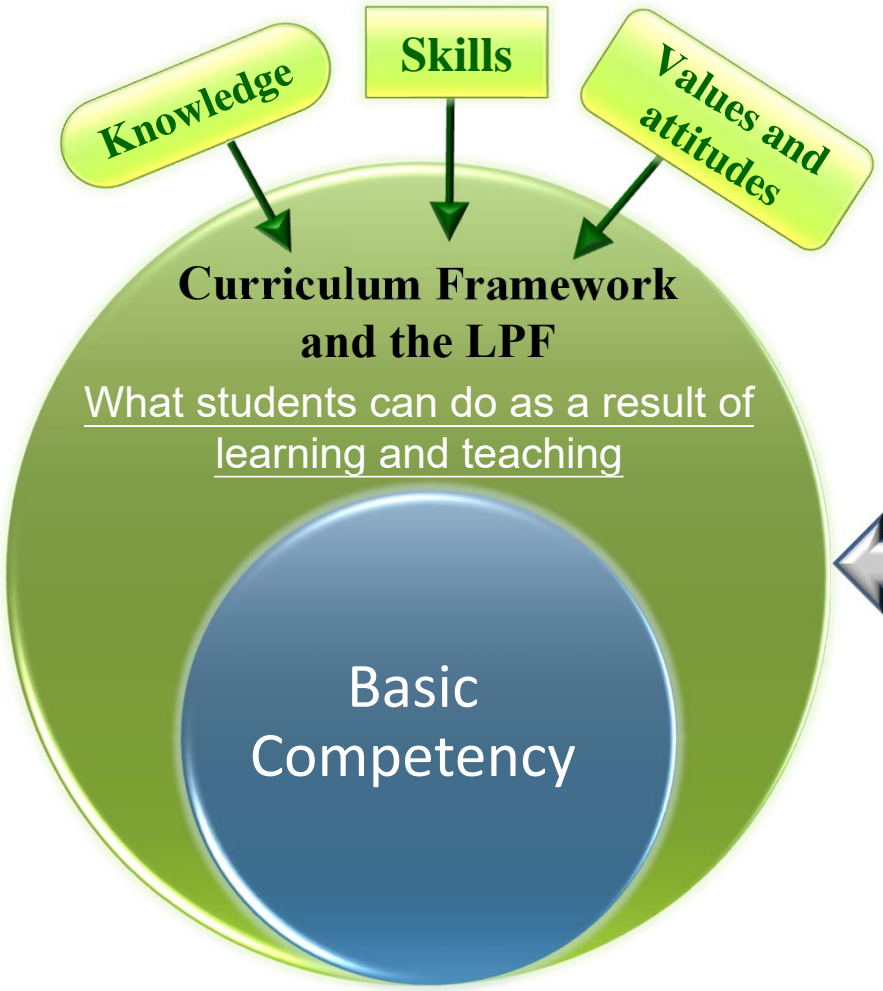
http://www.edb.gov.hk/lpfenglish

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

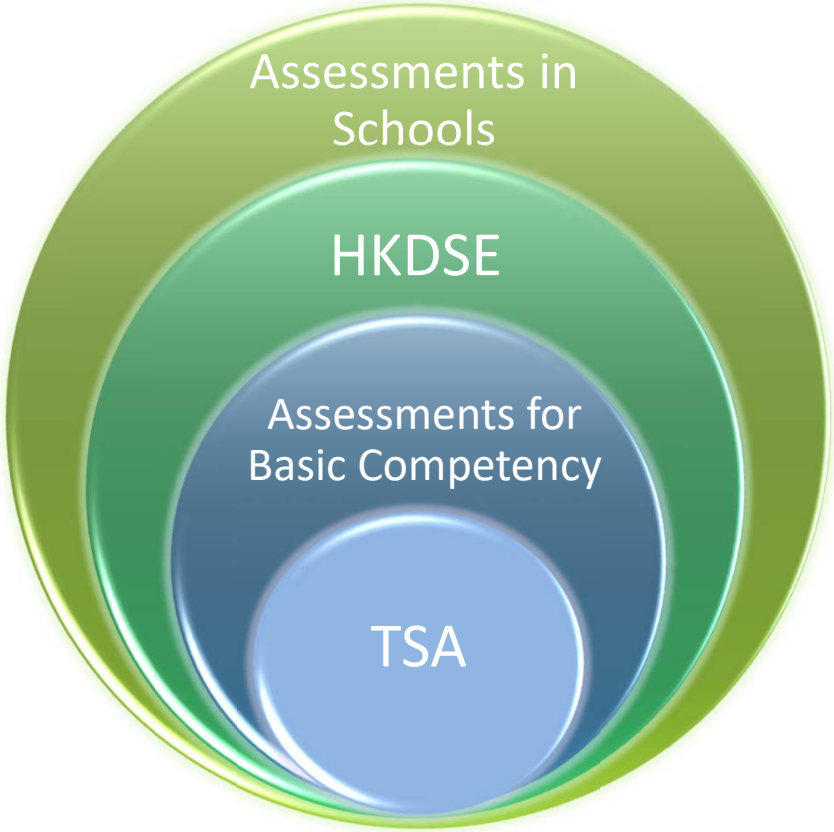


Curriculum Framework and Assessment

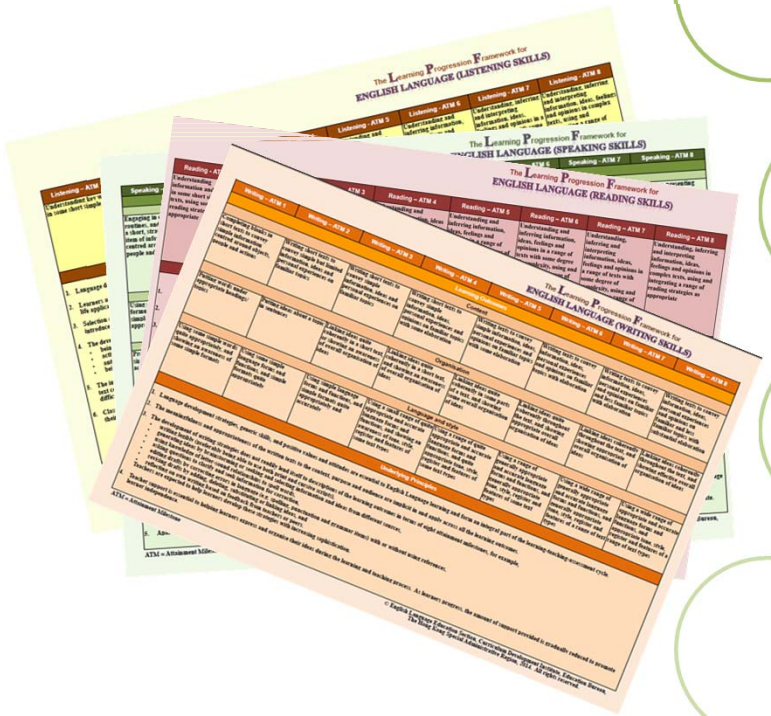
Curriculum Framework and Learning Progression Framework



Assessment for/as Learning



What is the LPF for English Language?



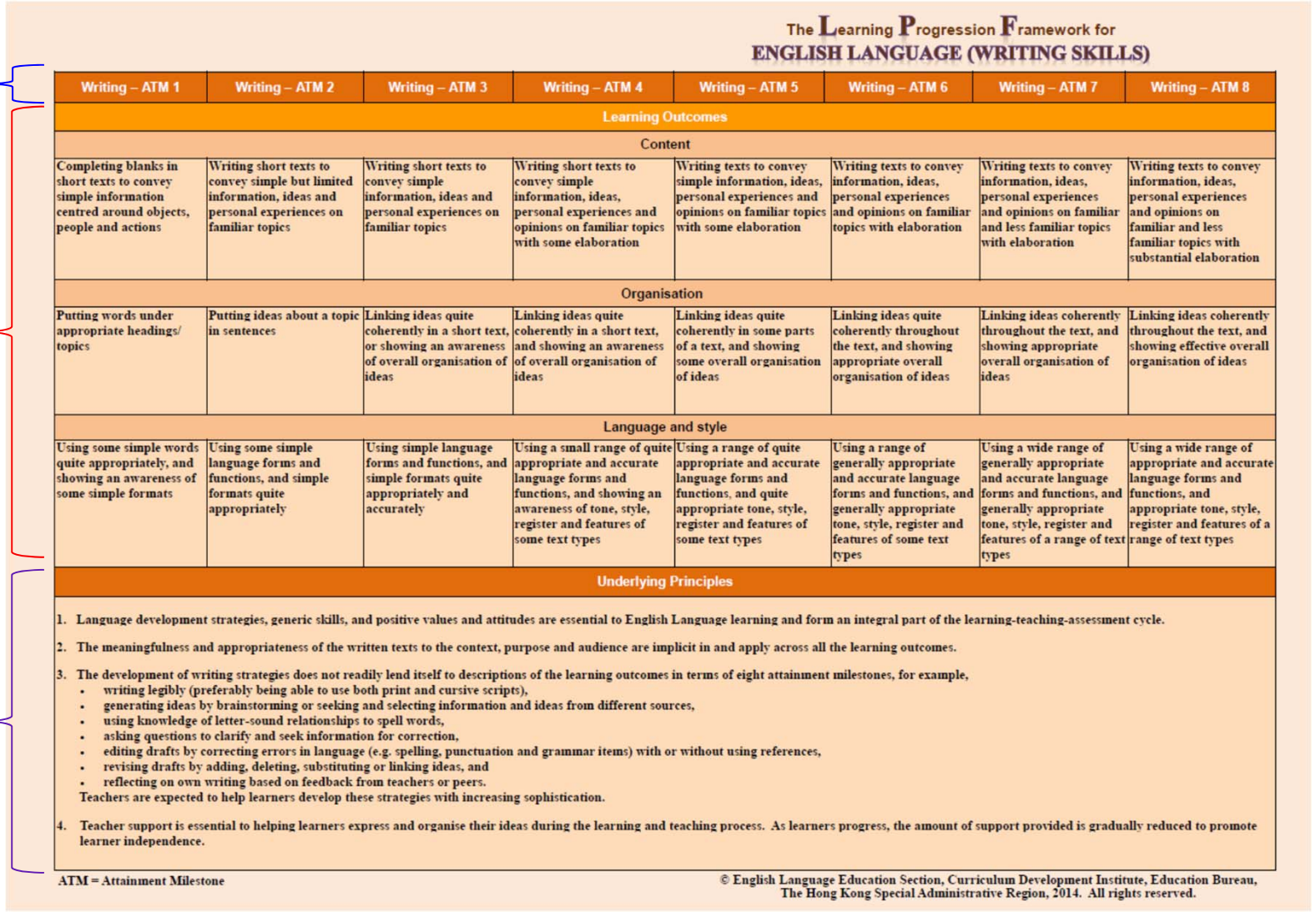
- represents **the growth of learners on a developmental continuum** as they work towards the Learning Targets and Learning Objectives of the English Language curriculum;
- is made up of **Learning Outcomes** organised under the four language skills and divided into **eight levels of attainment**;
- helps teachers better understand and articulate **learners' performance**; and
- helps teachers **plan strategically how to enhance English Language learning and teaching**.

Structure of the LPF

Attainment Milestones (ATMs)

Learning Outcomes

Underlying Principles



The Learning Progression Framework 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.

ATM = Attainment Milestone

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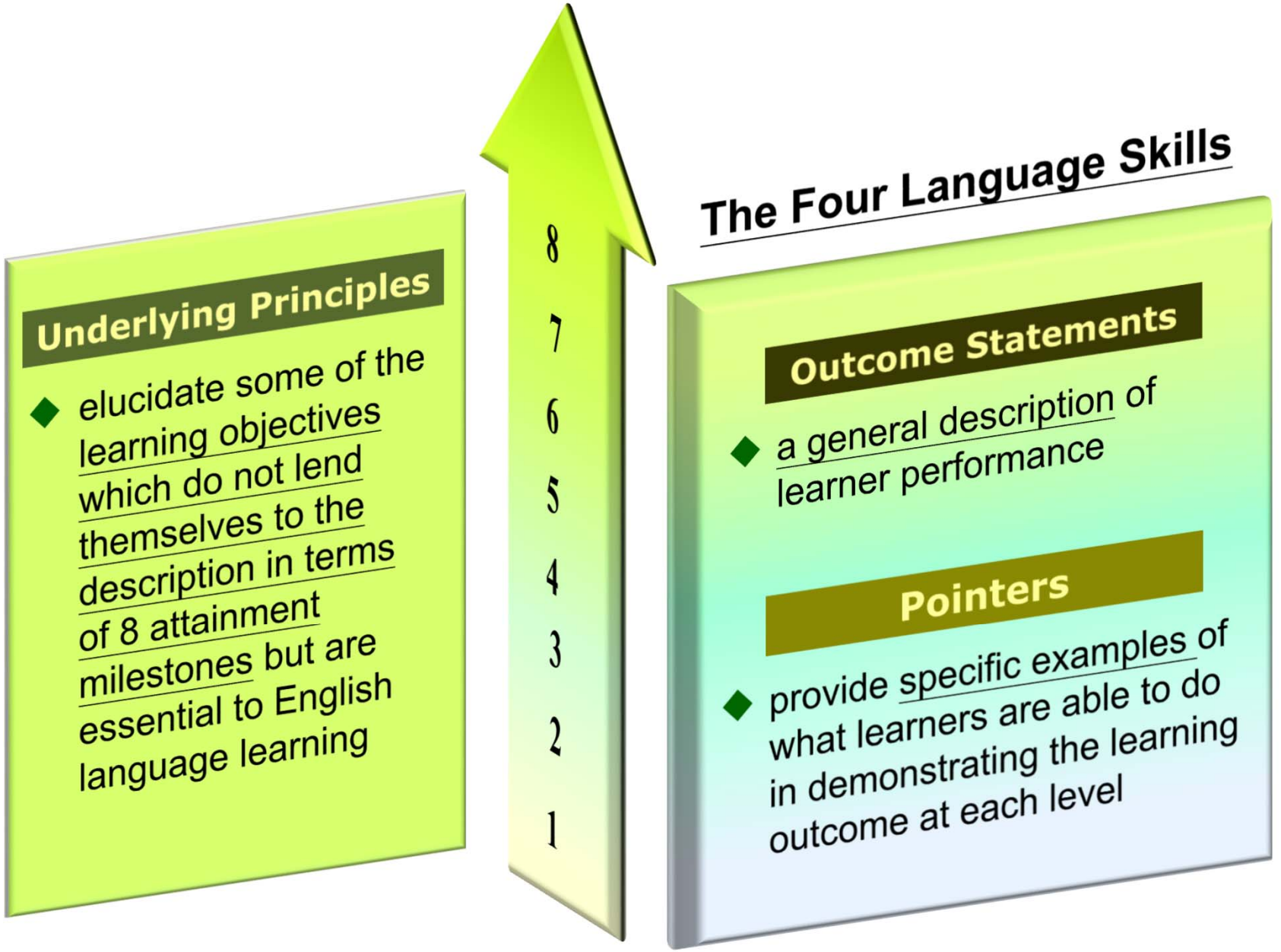
Structure of the LPF

Pointers

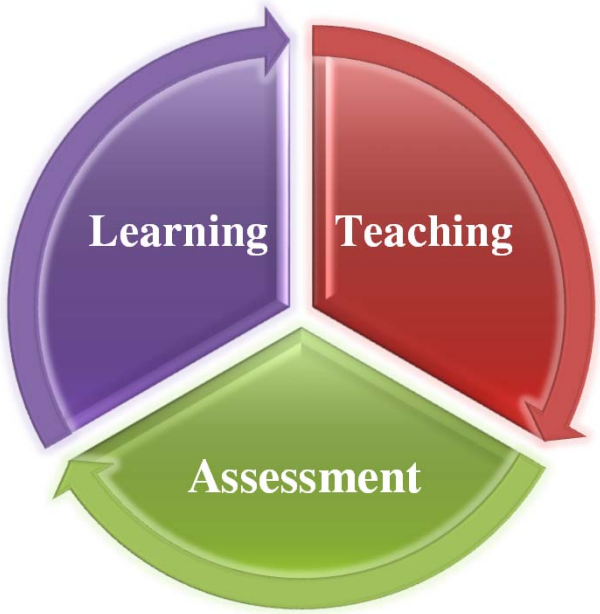
Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	**Writing short texts to convey 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**
Pointers *Learners can, for example,* • complete formulaic expressions in greeting cards and birthday cards • label familiar objects and animals • write captions for drawings about their likes and dislikes	Pointers *Learners can, for example,* • write brief descriptions of objects, people, places or events • write simple signs • give a brief ending to simple stories	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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 *Learners can, for example,* • 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 *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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

Structure of the LPF



How could the LPF be used?

Writing – ATM 1	Writing – ATM 8
Content	
Learning outcomes	
Completing blanks in short texts to convey simple information centred around objects, people and actions	**Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration**
Pointers *Learners can, for example,* • complete formulaic expressions in greeting cards and birthday cards • label familiar objects and animals • write captions for drawings about their likes and dislikes	Pointers *Learners can, for example,* • 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



What are the Purposes of Developing the LPF?

- To provide reference for understanding students' learning progress
- To plan and review
- To help students progress along the learning continuum
- Summative assessment / Benchmarking students

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**
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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

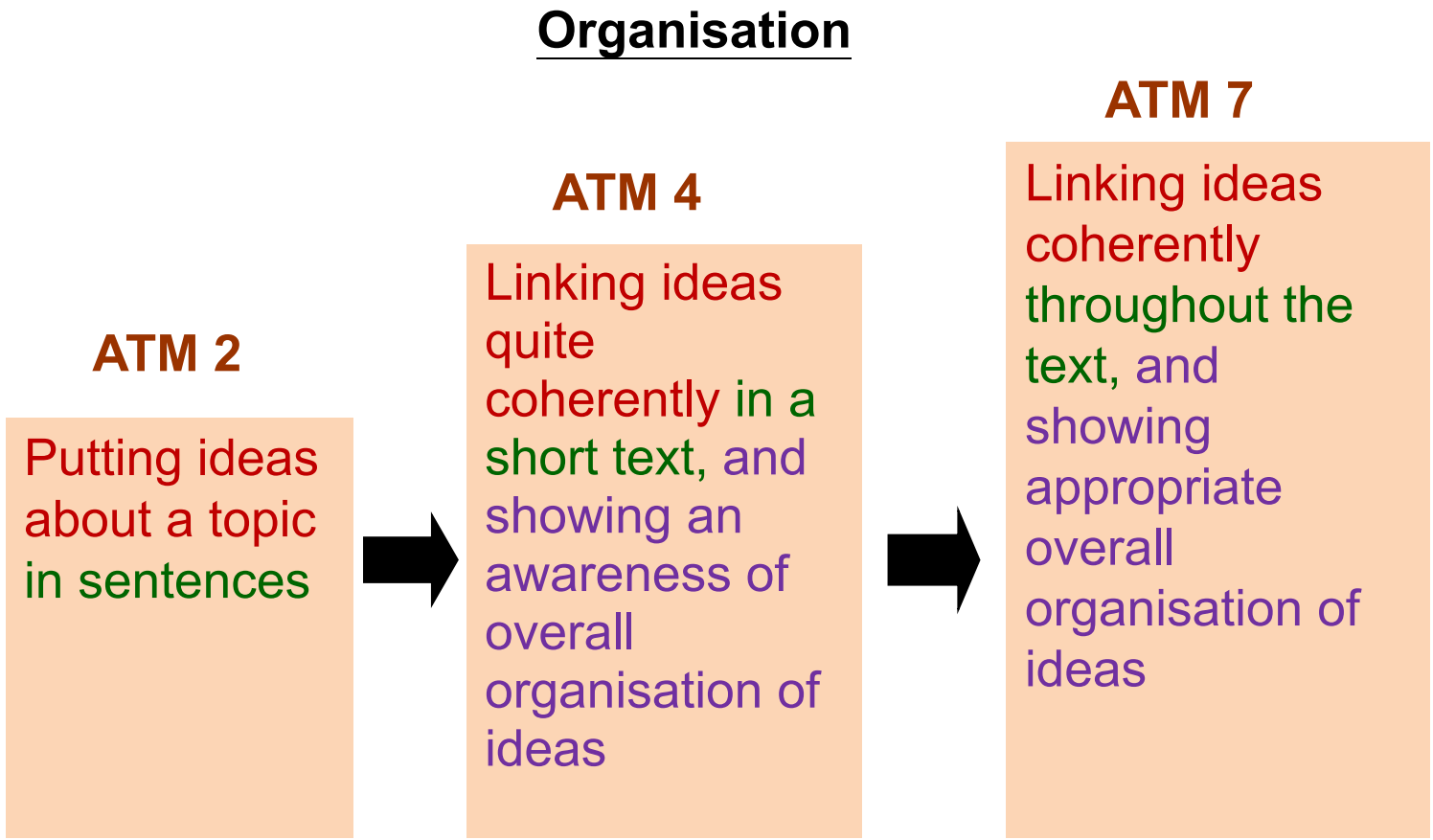
Familiarity with topics

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**
Pointers *Learners can, for example,* • list out their favourite things under different categories (e.g. toys, food)	Pointers *Learners can, for example,* • name people or things followed by some descriptions about them	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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)	Pointers *Learners can, for example,* • 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)	Pointers *Learners can, for example,* • 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)



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**
Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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 2

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

ATM 4

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

ATM 7

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

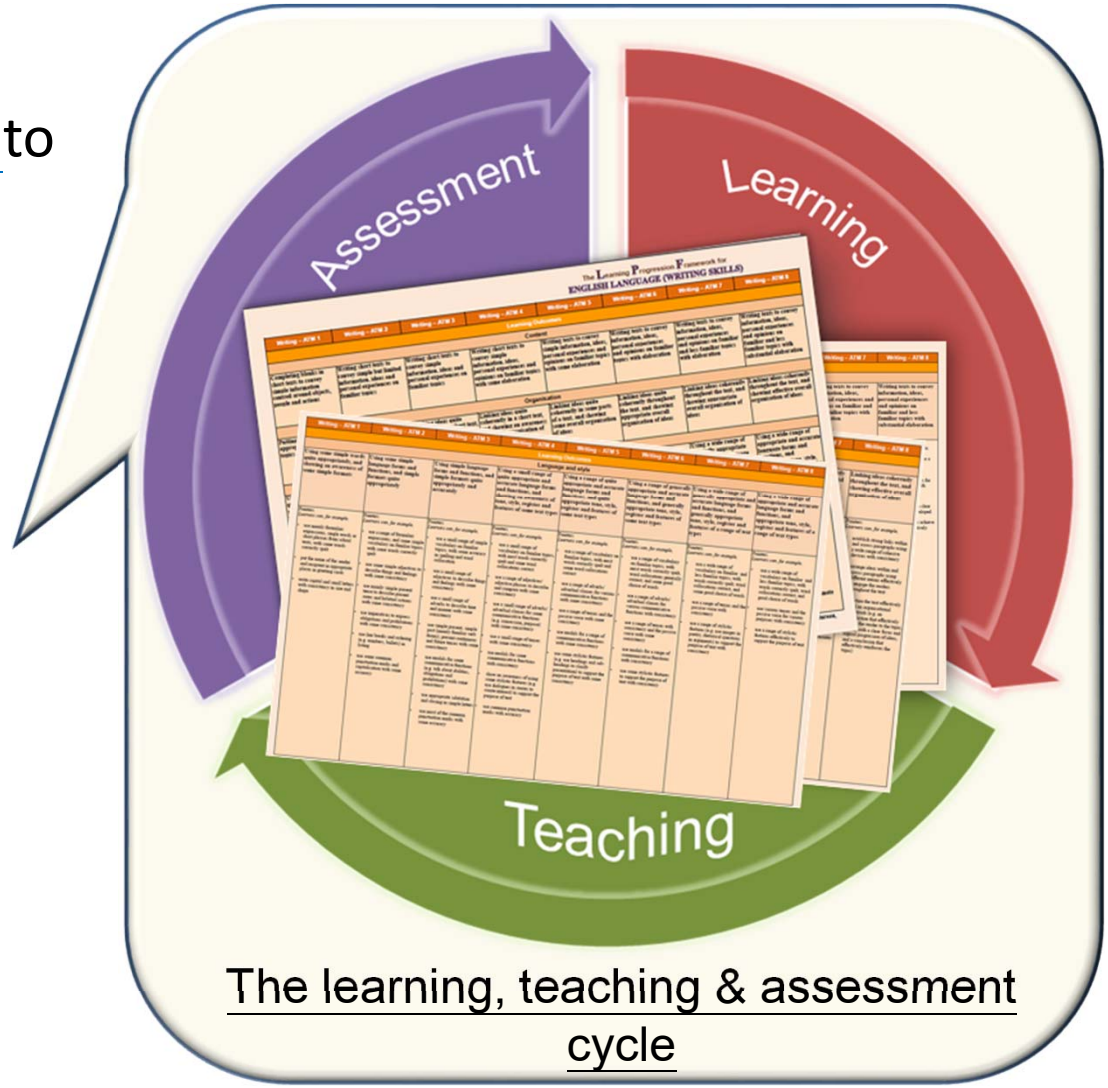
Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats	Using some simple language forms 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

Use of the
LPF for Writing

Curriculum Planning

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



The learning, teaching & assessment cycle

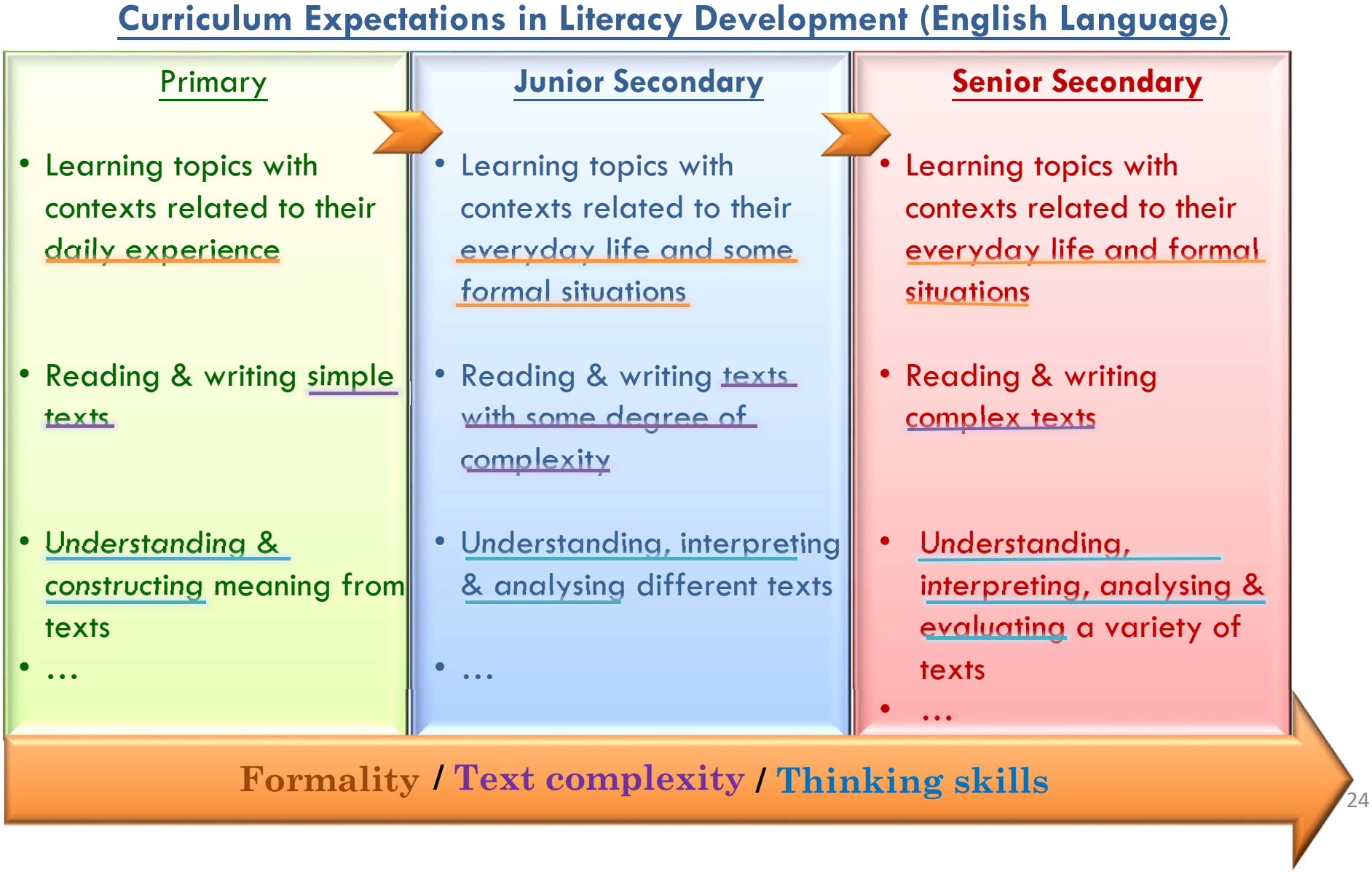
Curriculum Planning

- 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

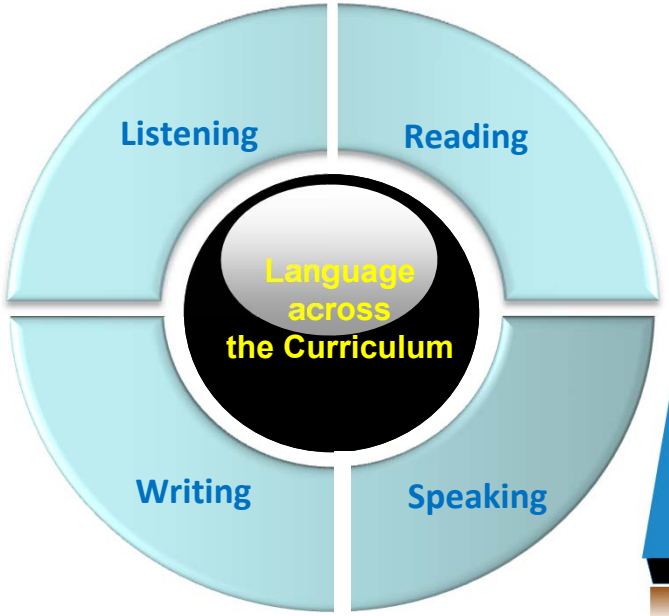
Curriculum Planning

- Enhancing the interface across key stages



Curriculum Planning

- Enhancing the interface across key stages



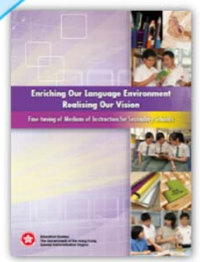
Language ⟺ Content

Whole-school Language Policy

To enrich the language environment

To increase students' opportunities to use English

Optimising English Language



The Fine-tuned MOI Arrangements

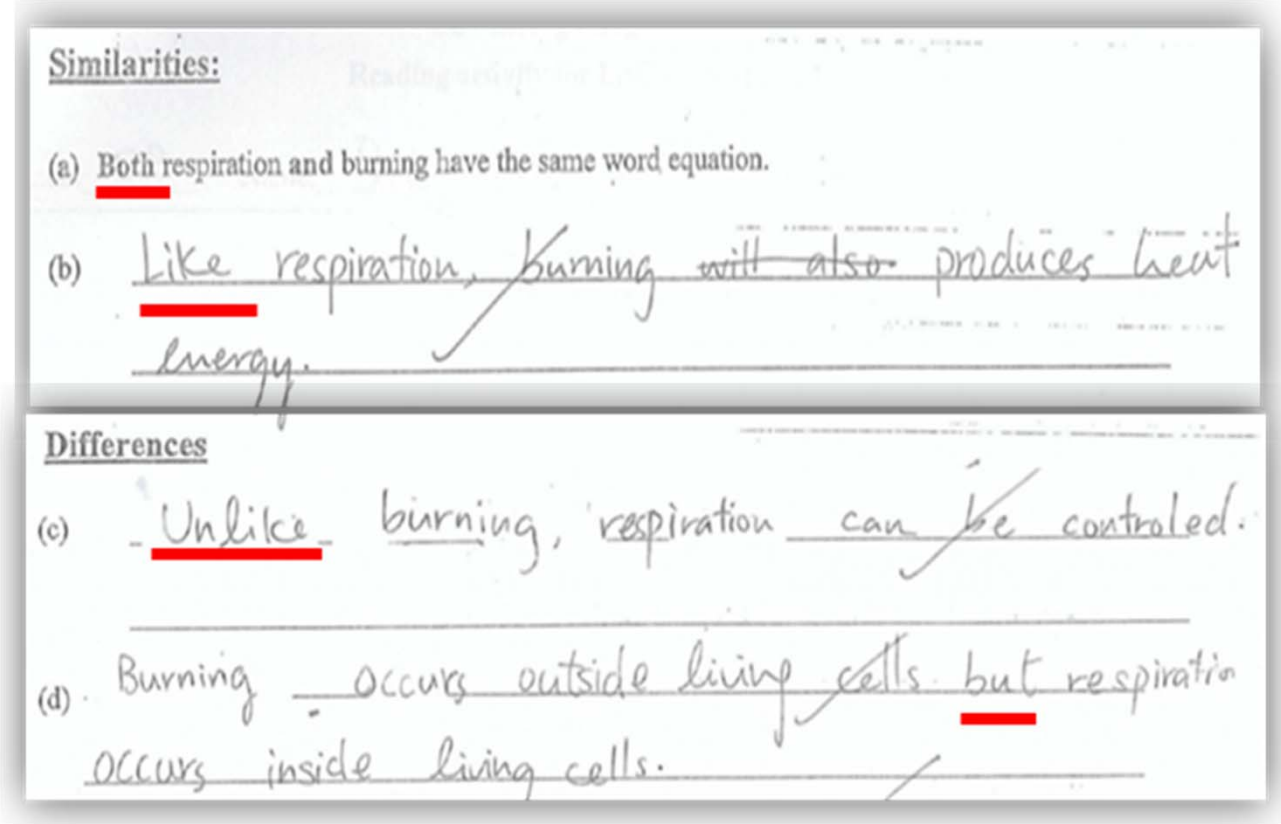
- English Extended Learning Activities (ELA)
- EMI by subject(s)
- EMI by class(es)
- EMI for all subjects

Curriculum Planning

- Enhancing the interface across key stages

Writing across the Curriculum

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



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 controled.

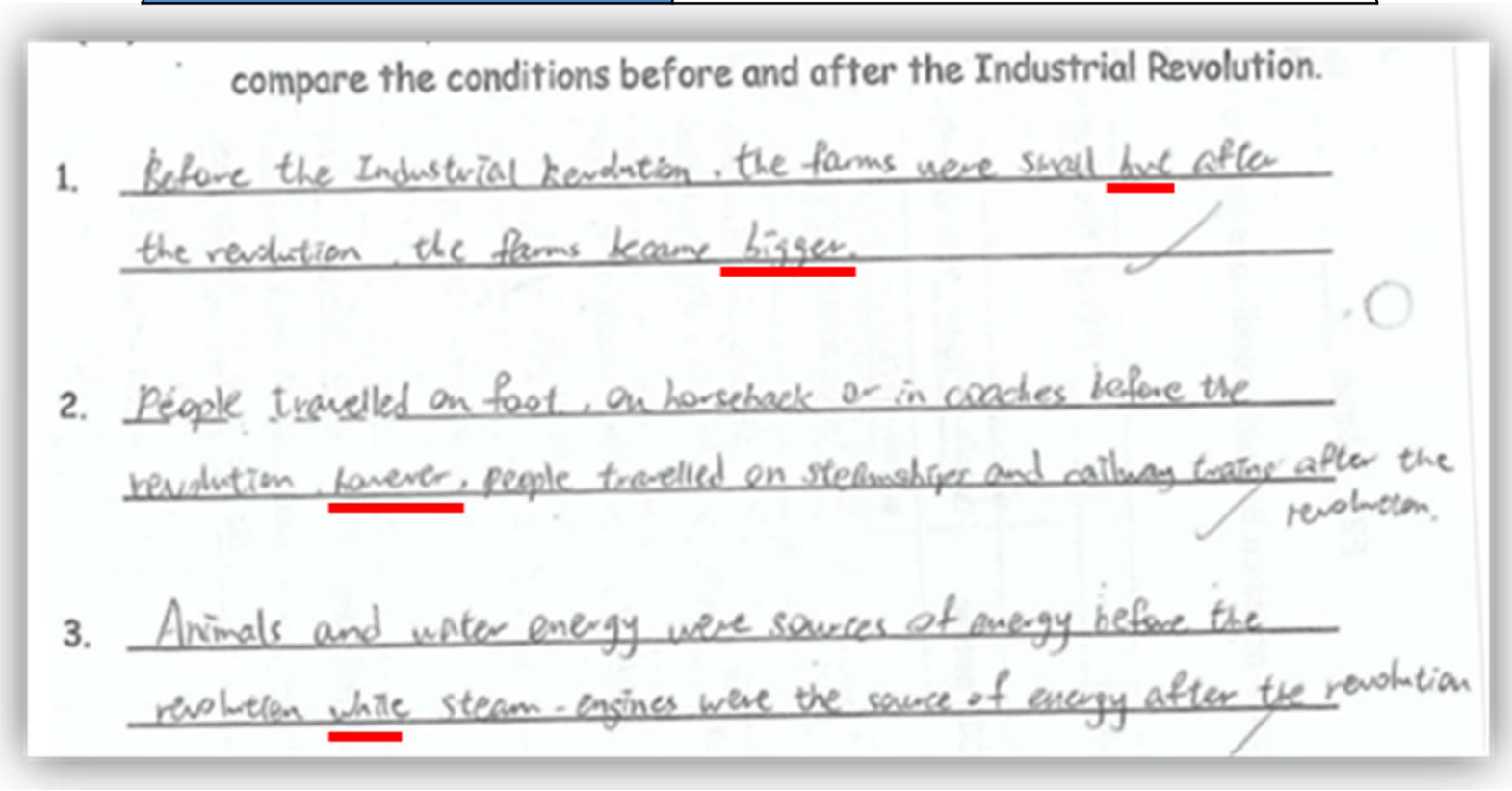
(d) Burning occurs outside living cells but respiration occurs inside living cells.

Curriculum Planning

- Enhancing the interface across key stages

Writing across the Curriculum

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



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

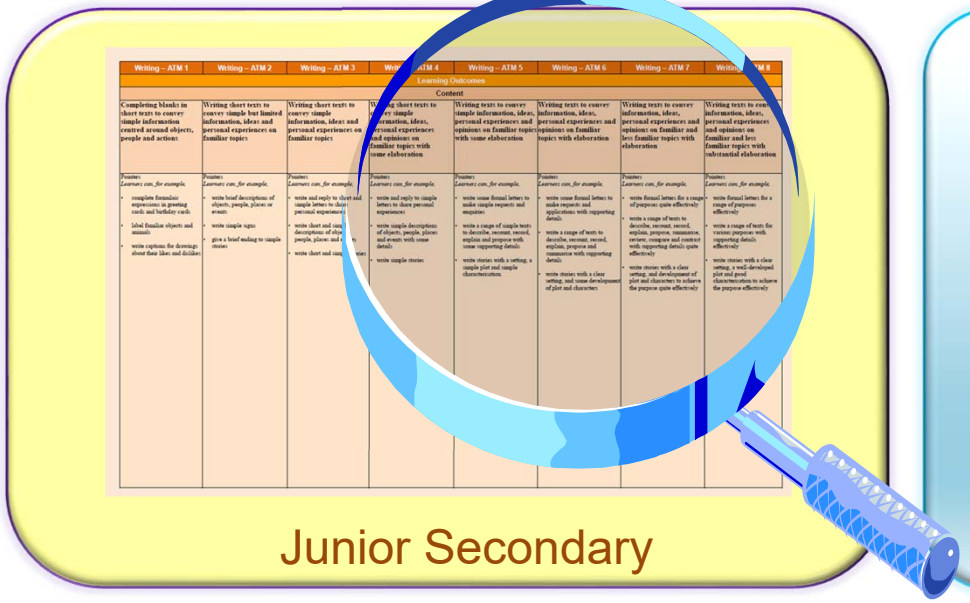
Curriculum Planning

- Enhancing the interface across key stages

Providing opportunities to support students in Writing across the Curriculum

An example

Primary



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 *Learners can, for example,*	Pointers *Learners can, for example,*	Pointers *Learners can, for example,*	Pointers *Learners can, for example,*	Pointers *Learners can, for example,*
• write and reply to simple letters to share personal experiences	• write some formal letters to make simple requests and enquiries	• write some formal letters to make requests and applications with supporting details	• write formal letters for a range of purposes quite effectively	• write formal letters for a range of purposes effectively
• write simple descriptions of objects, people, places and events with some details	• write a range of simple texts to describe, recount, record, explain and propose with some supporting details	• write a range of texts to describe, recount, record, explain, propose and summarise with supporting details	• write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively	• 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

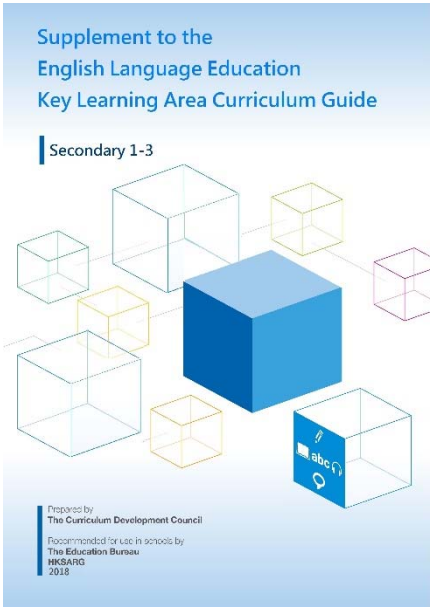
Curriculum Planning

- Enhancing the interface across key stages

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

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

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

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**
Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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

Study the excerpt from a text below. Can you identify some learning focuses to support students in learning across the curriculum?

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…

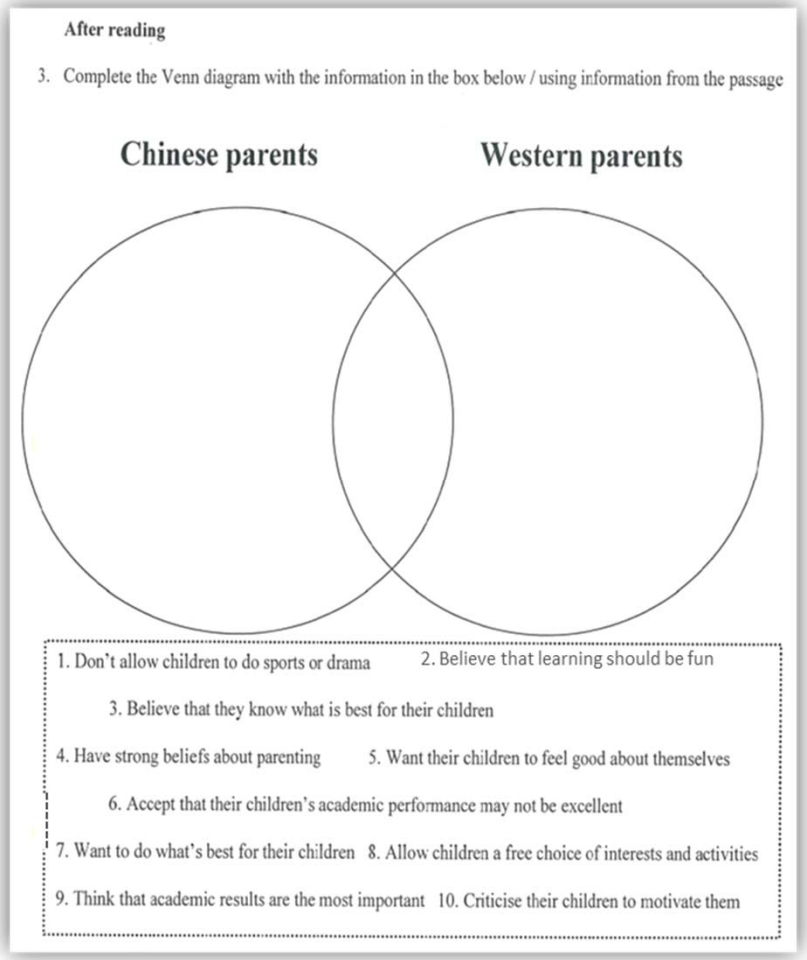
(You may type your ideas in the chat box.)

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

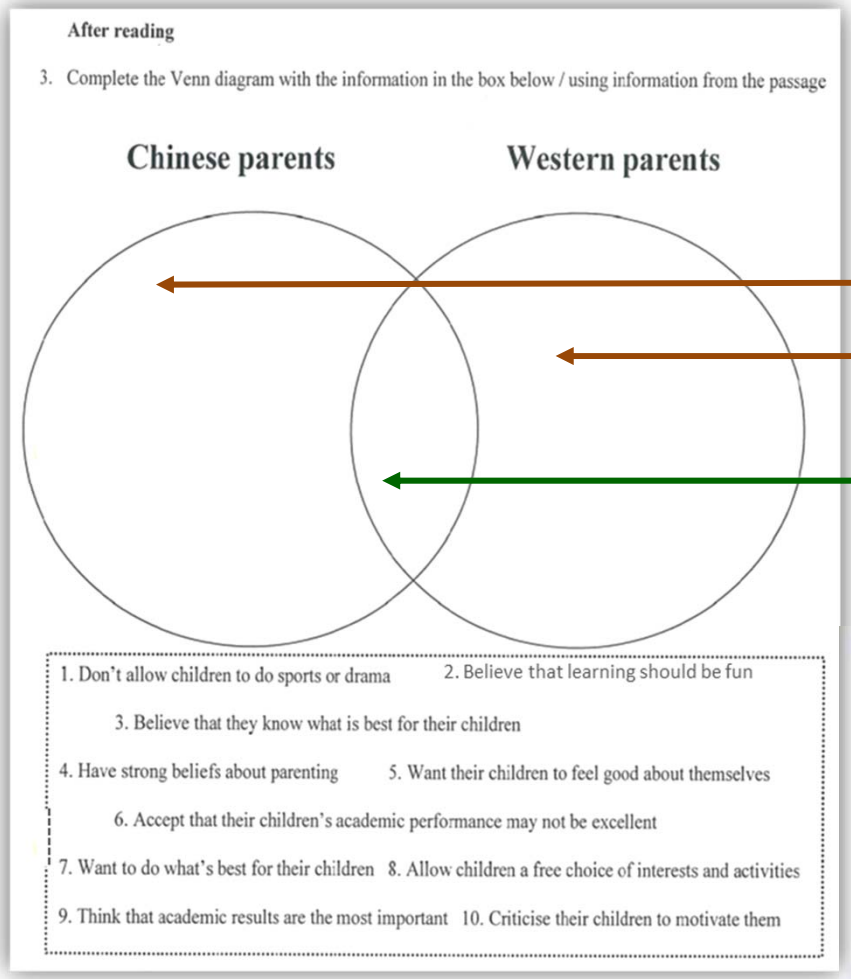
- the main ideas of the reading text; and

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



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…

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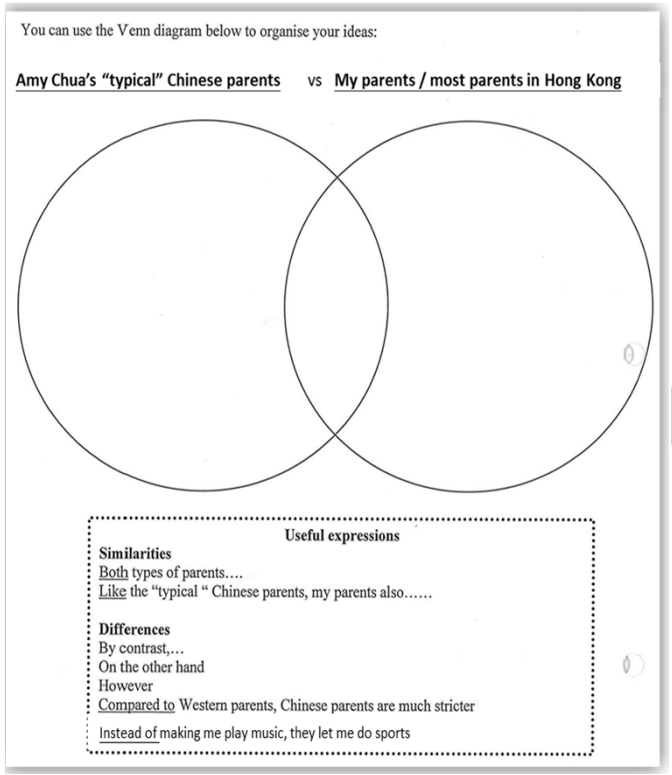
Curriculum Planning

- 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:

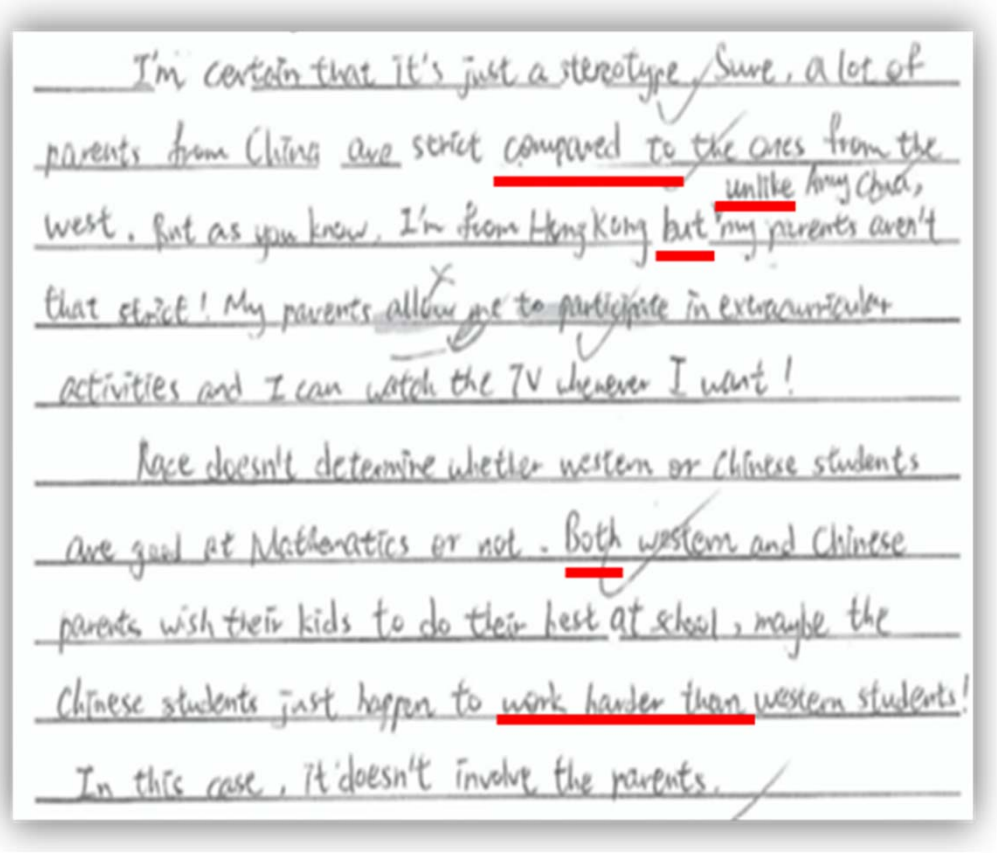
Amy Chua's "typical" Chinese parents vs My parents / most parents in Hong Kong

Useful expressions

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

Guiding students to plan for their writing task using a Venn diagram


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 many Chinese, 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.

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

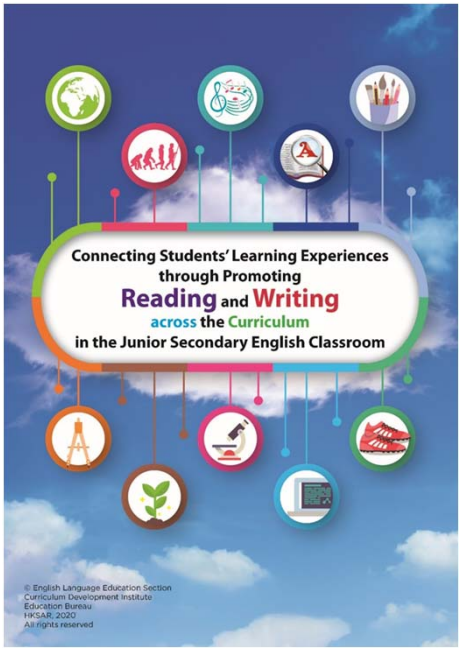
	Secondary 2	English Language	History	Science
Reading	Learning and teaching strategies	Use of visual representation (e.g. a Venn diagram) to help students deconstruct the text		
	Rhetorical functions	To compare/contrast		
	Language items	Showing similarities *Both, like, similarly*	Showing differences *Unlike, while, however/but, instead of*	
	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
Writing	Providing relevant contexts for the application of the target language items (e.g.)	"*Unlike western parents, Hong Kong parents tend to focus much on their children's academic performance…*"	"*Water power was a source of energy before the Industrial Revolution, while the steam engine has become an important source of energy after the Revolution…*"	"*Like respiration, burning also produces heat energy…*"

Curriculum Planning

- Enhancing the interface across key stages

More examples

(Junior Secondary Level)



https://www.edb.gov.hk/RWaC_JS

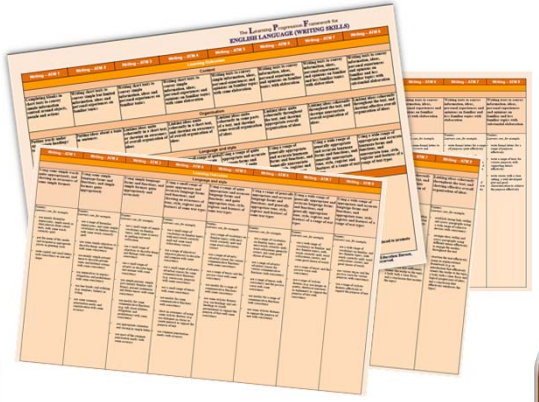
(Senior Secondary Level)

https://www.edb.gov.hk/Academic_English

Learning, Teaching and Assessment

Adopting a Process Approach

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



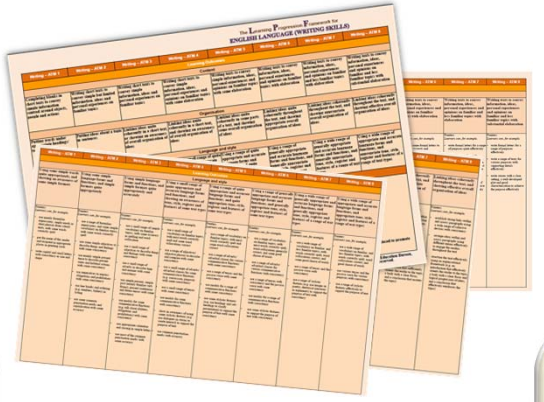
(2) Setting task-specific assessment criteria and designing writing activities to help students achieve the assessment criteria

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

Learning, Teaching and Assessment

Adopting a Process Approach

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



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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
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 *Learners can, for example,* • 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 *Learners can, for example,* • 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 *Learners can, for example,* • 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**
Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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**

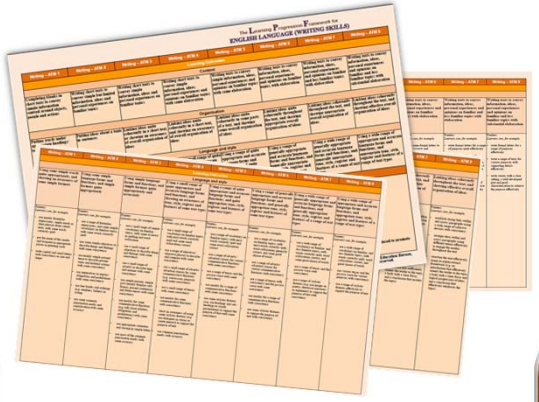
An example

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**
Pointers *Learners can, for example,* ✓ • 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	Pointers *Learners can, for example,* ✓ • 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	Pointers *Learners can, for example,* ✗ • 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

Content

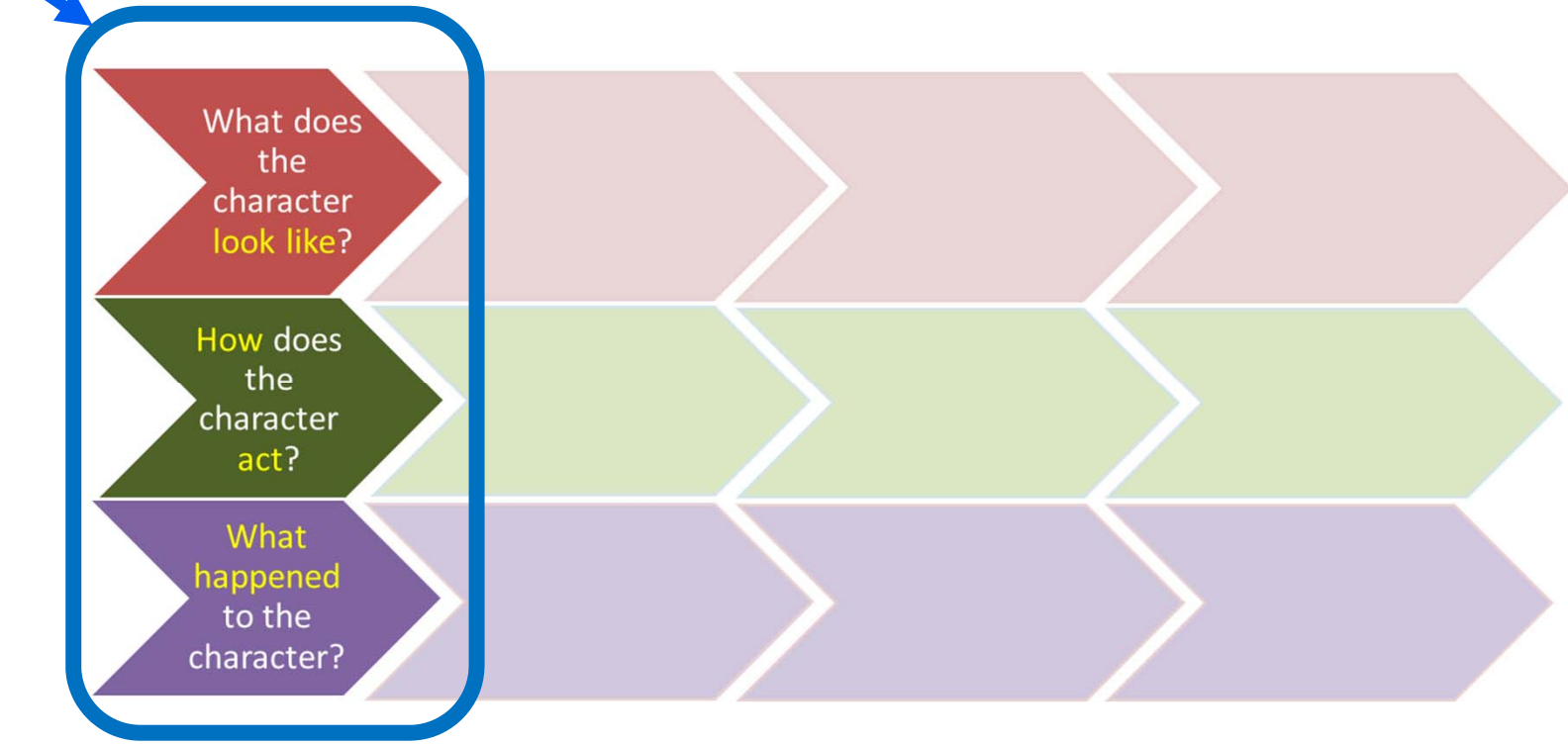
ATM 5.3
write stories with a setting, a simple plot and simple characterisation

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

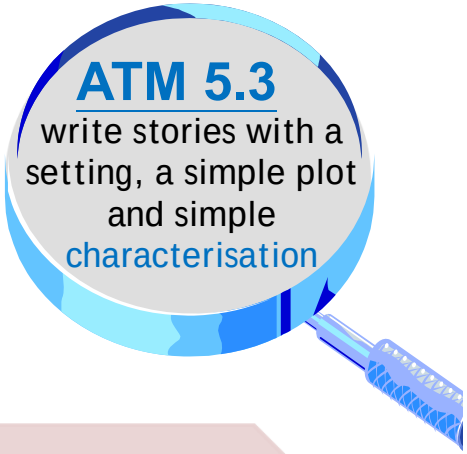
A Character Map



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.

A Character Map

What does the character look like?	• wearing a red cape with a red hood (at the beginning) • wearing a wolfskin coat and carrying a pistol (near the end)	• a furry creature with big eyes, big ears, a big nose and big, sharp teeth	• dressed in her cap, not feeling well
How does the character act?	• tough, powerful, smart	• hungry, cunning, greedy	• terrified, crying out loud
What happened to the character?	• visited her grandma; • shot the wolf dead	• ate grandma; • pretended to be grandma; • shot dead by Little Red Riding Hood	• eaten by the wolf

Learning and Teaching

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

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

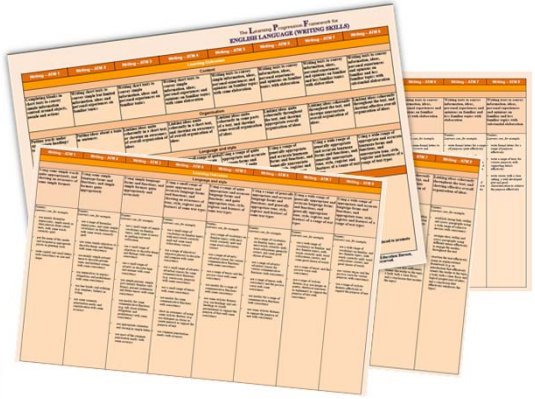
Finally, Wolfie decided to declare his love to his dream girl, Winnie. *Hoping to draw her attention…*

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



(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

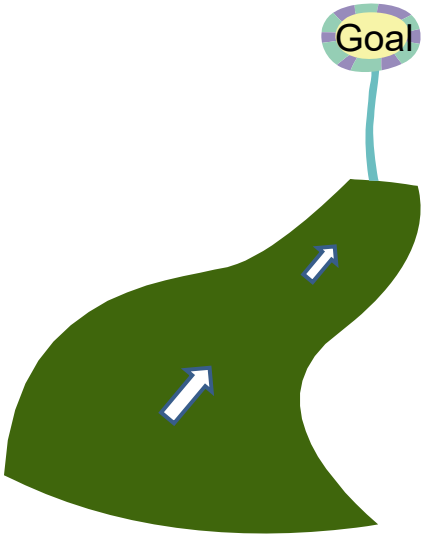
Assessment

- (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

Adapted from: Chappius, J. (2009). *Seven Strategies of Assessment for Learning.* Canada: Pearson Education.
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Assessment

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

Promoting Assessment for / as Learning

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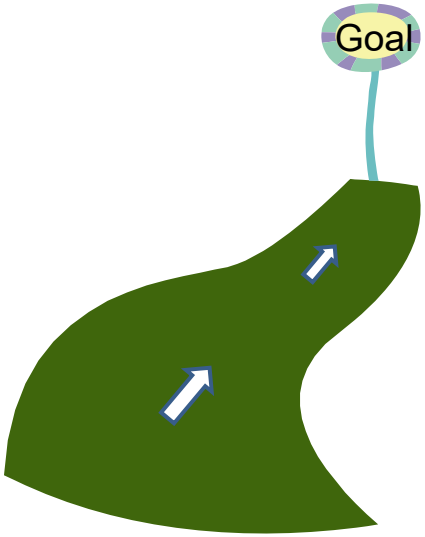
- Identifying learning goals and assessment criteria
- Using examples & models of strong & weak work



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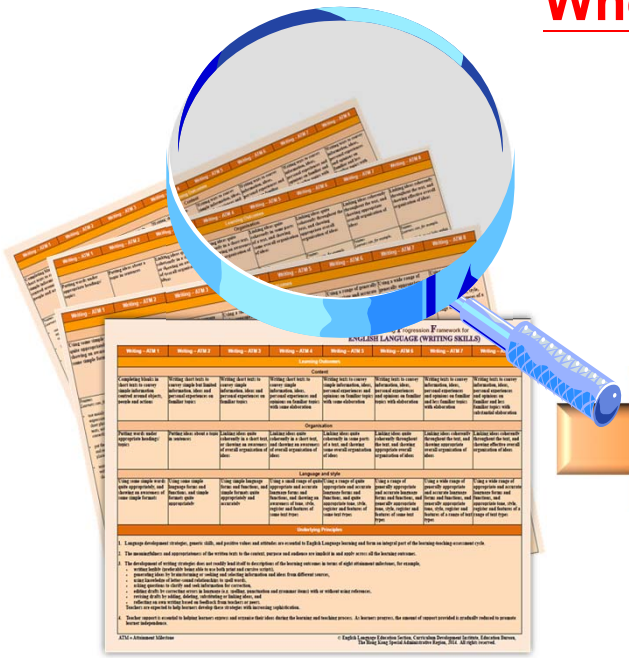
Assessment

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

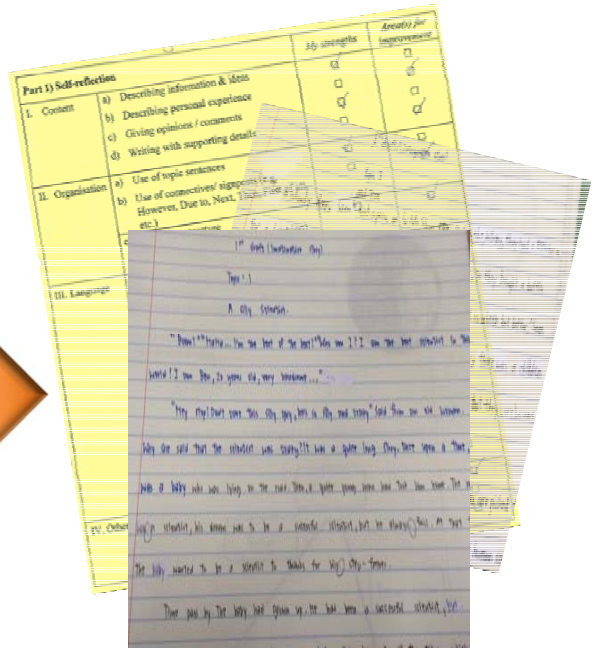
Where are the students now?



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

Part 1) Self-reflection		My strengths	Area(s) for improvement
I. Content	a) Describing information & ideas	☐	☐
	b) Describing personal experience	☐	☐
	c) Giving opinions / comments	☐	☐
	d) Writing with elaborations / supporting details	☐	☐
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)	☐	☐
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	☐	☐
IV. Others	a)	☐	☐
	b)	☐	☐
	c)	☐	☐

Developing Task-specific Assessment Forms



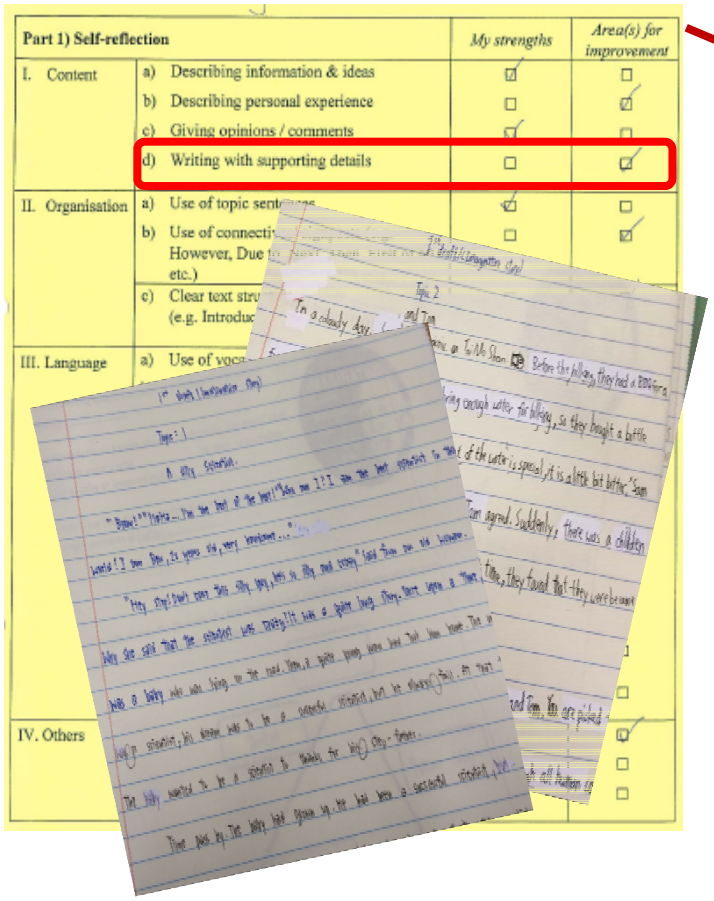
Understanding students' writing performance through a variety of assessment activities (e.g. self-, peer-, teacher assessment)

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



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

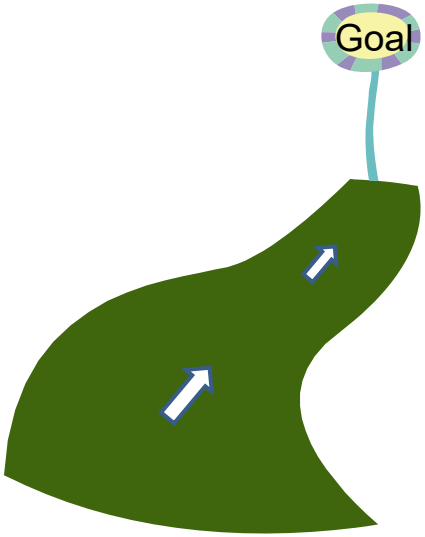
Assessment

- (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?

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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

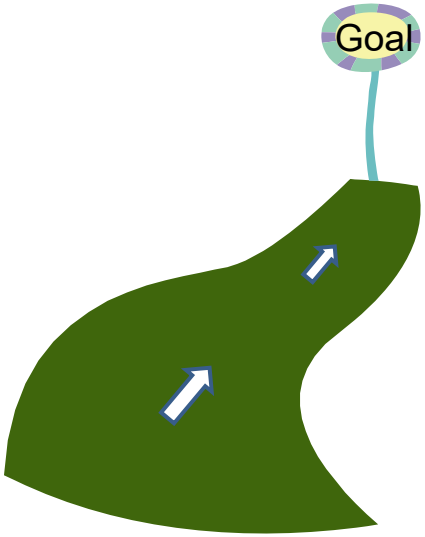
One afternoon, my best friend, Jane, and I left school and saw this catchy poster "Coca Cola! Buy one get one free!" outside the nearby fast food shop. Jane and I decided to try it together. Jane wondered, "It smelt like medicine!" "Oh, it's the new taste, cherry coke!" explained the shopkeeper. We had 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?



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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?

Teachers' Role

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

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!"

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?

Teachers' Role

Equipping students with the skills and strategies through targeted instruction

1. using adjectives
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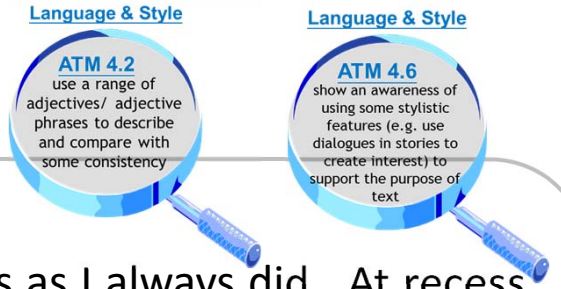

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Improve the following paragraph by applying the strategies above.

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!"

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**
Pointers *Learners can, for example,* • exchange simple greetings and farewells • make simple requests • state their own name and age • name some objects, animals and colours • express likes and dislikes	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • open, maintain and close short and simple interactions (e.g. making and answering simple and structured 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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

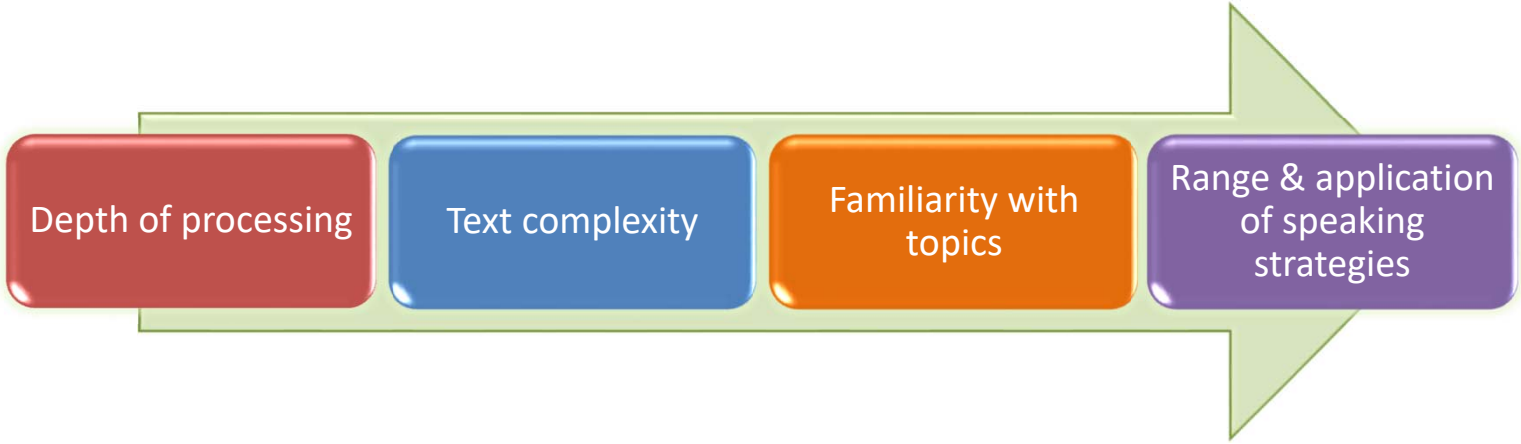
Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions

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**
Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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

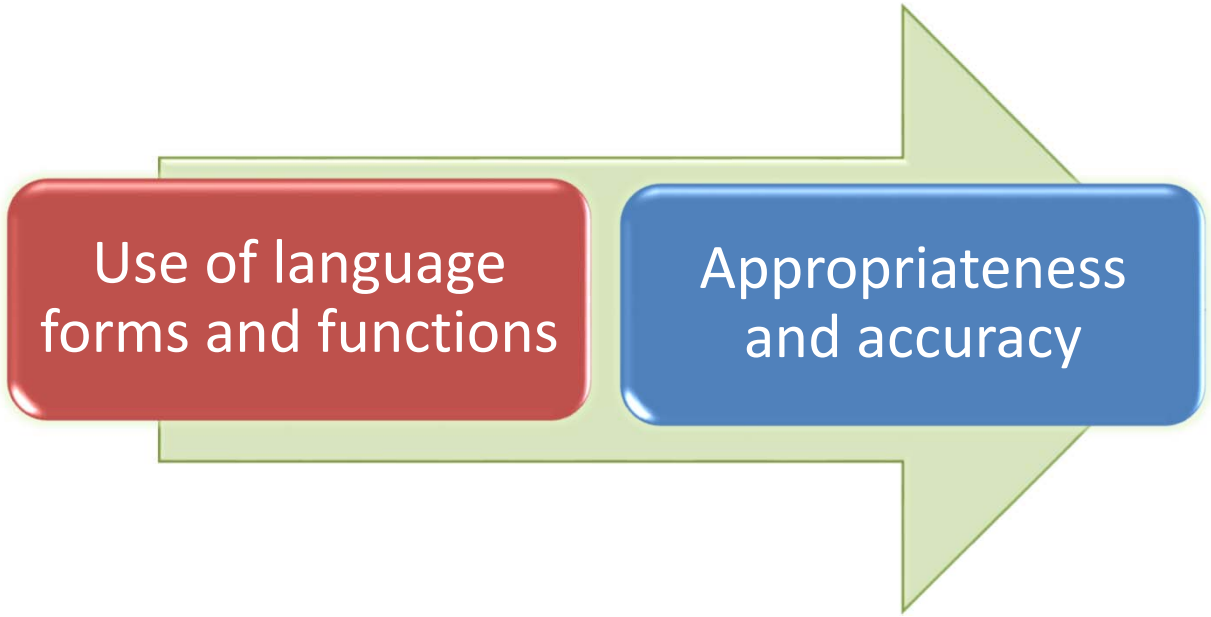
Using some simple language forms and functions
quite appropriately

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



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
Pointers *Learners can, for example,* • pronounce some simple words with generally accurate word stress	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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	Pointers *Learners can, for example,* • 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 *Learners can, for example,* • pronounce most familiar and unfamiliar words accurately • produce long utterances with generally appropriate stress, rhythm and intonation	Pointers *Learners can, for example,* • 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

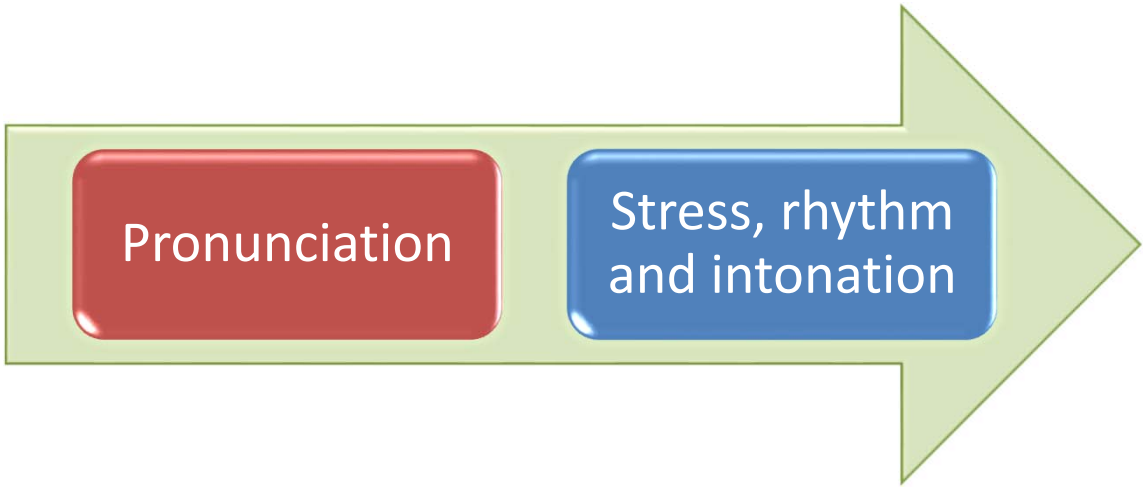
Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately

ATM 4

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

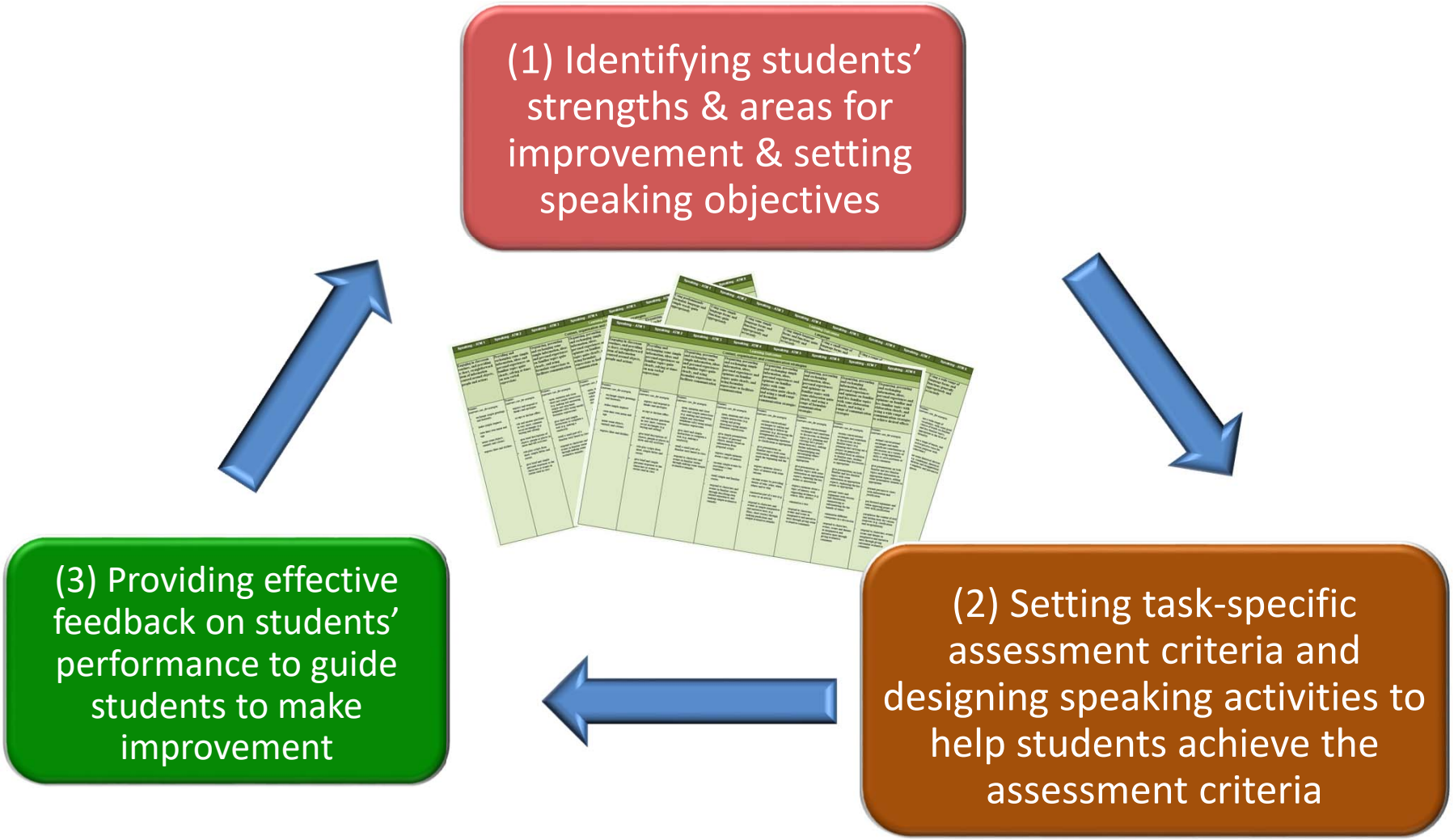
ATM 7

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



Learning, Teaching and Assessment

- Promoting Assessment for Learning

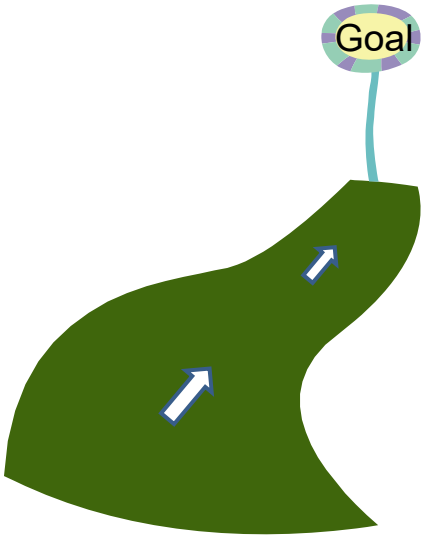


Learning, Teaching and Assessment

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

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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	□	□	□
2.)	give appropriate gestures.	□	□	□
3.)	include relevant ideas.	□	□	□
4.)	respond to other classmates' ideas.	□	□	□
B.	**Pronunciation**			
1.)	pronounce most words correctly.	□	□	□
2.)	present their work fluently.	□	□	□
3.)	present their work in an interesting/ attractive/ creative way.	□	□	□
4.)	present their work with elaborations.	□	□	□
5.)	speak at an appropriate volume.	□	□	□
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

Where are the students going?

Speaking Objective

Maintaining eye contact

An example

Speaking – ATM 6	Speaking – ATM 7	Speaking – ATM 8

Underlying Principles

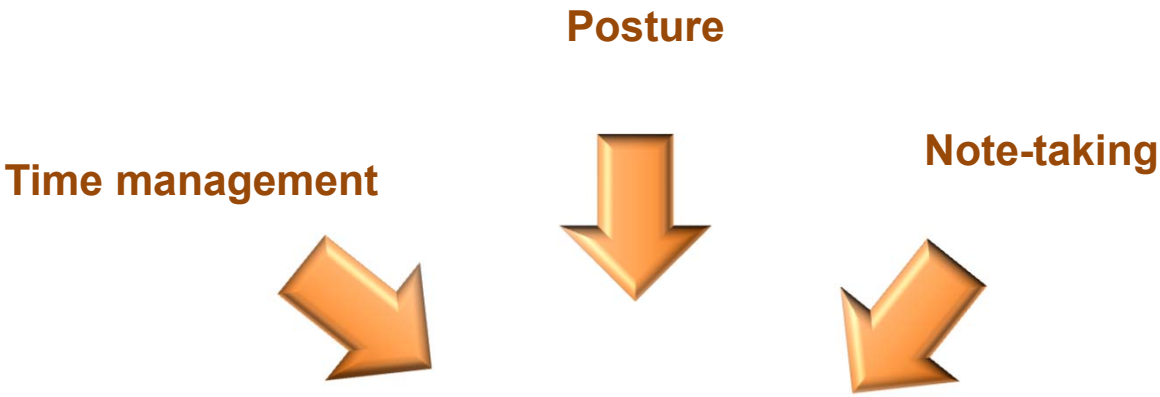
The development of some basic communication strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example,

- ✓ **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.**

Teachers are expected to help learners develop these basic communication strategies according to learners' individual affective development.

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

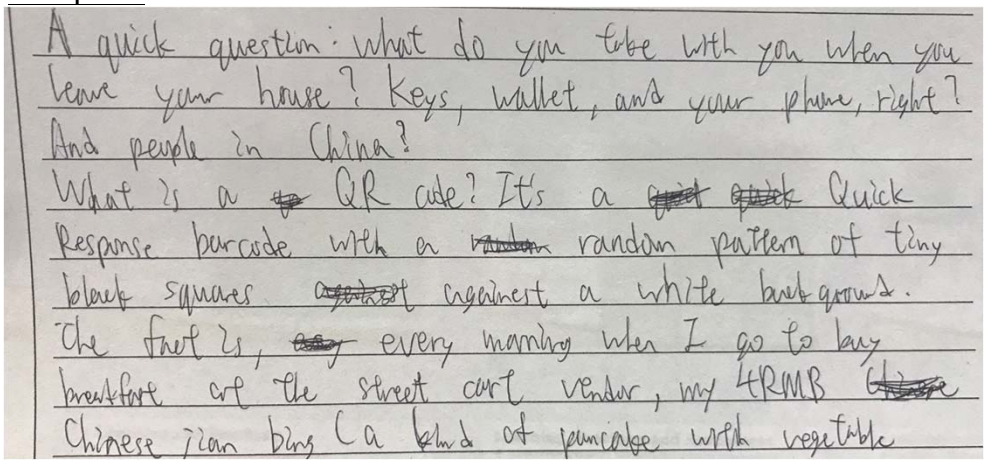
- (2) Setting task-specific assessment criteria and designing activities to help students meet the assessment criteria

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

Activity 7b

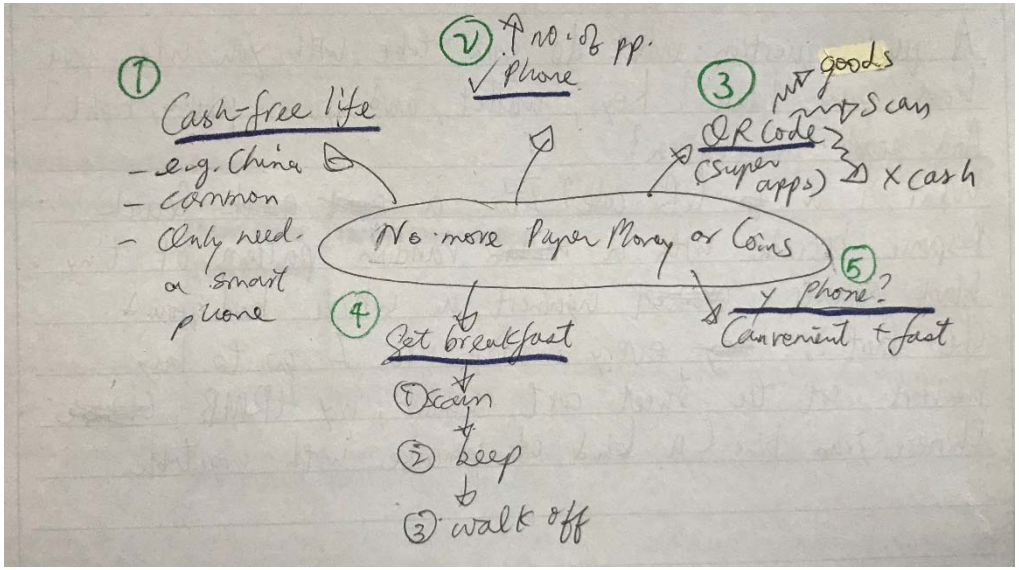
Comment on the two note-sheets prepared by two different students.

Sample A



Sample B

VS



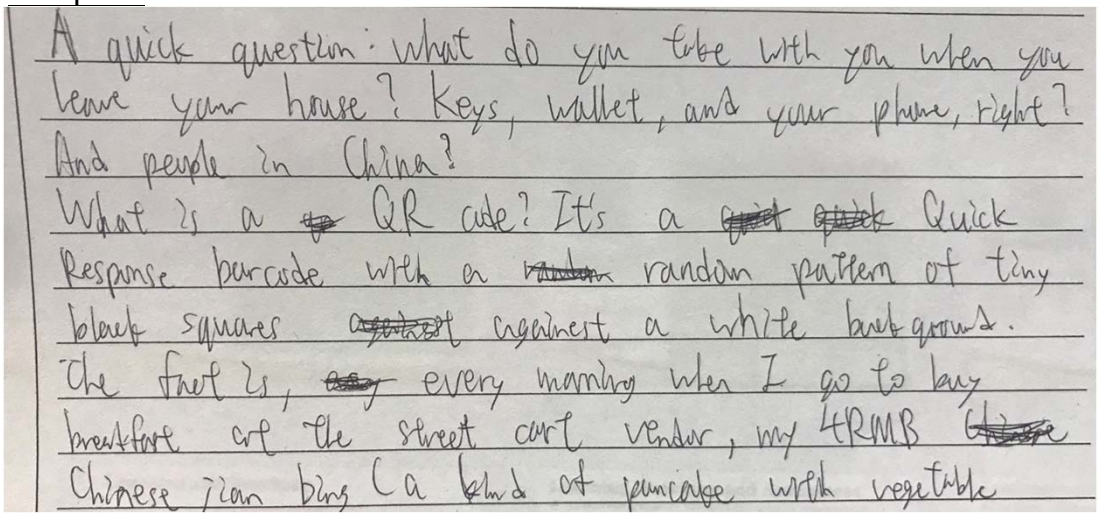
Learning and Teaching

- (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 ~~the~~ QR code? It's a ~~quiet~~ ~~quick~~ 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

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.

2018 HKDSE Examination (English Language: Paper 4): Comments by examiners

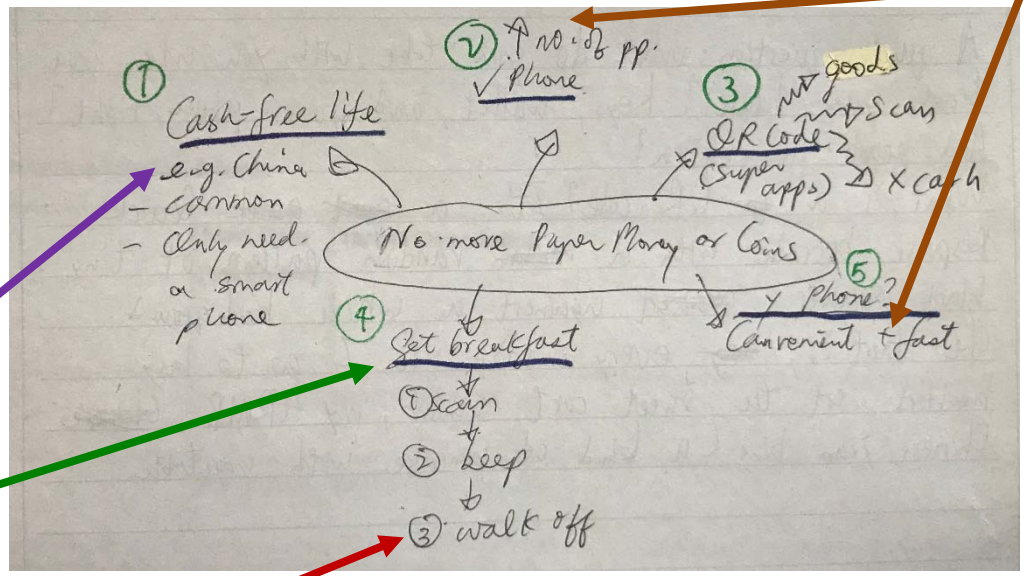
Learning and Teaching

- (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

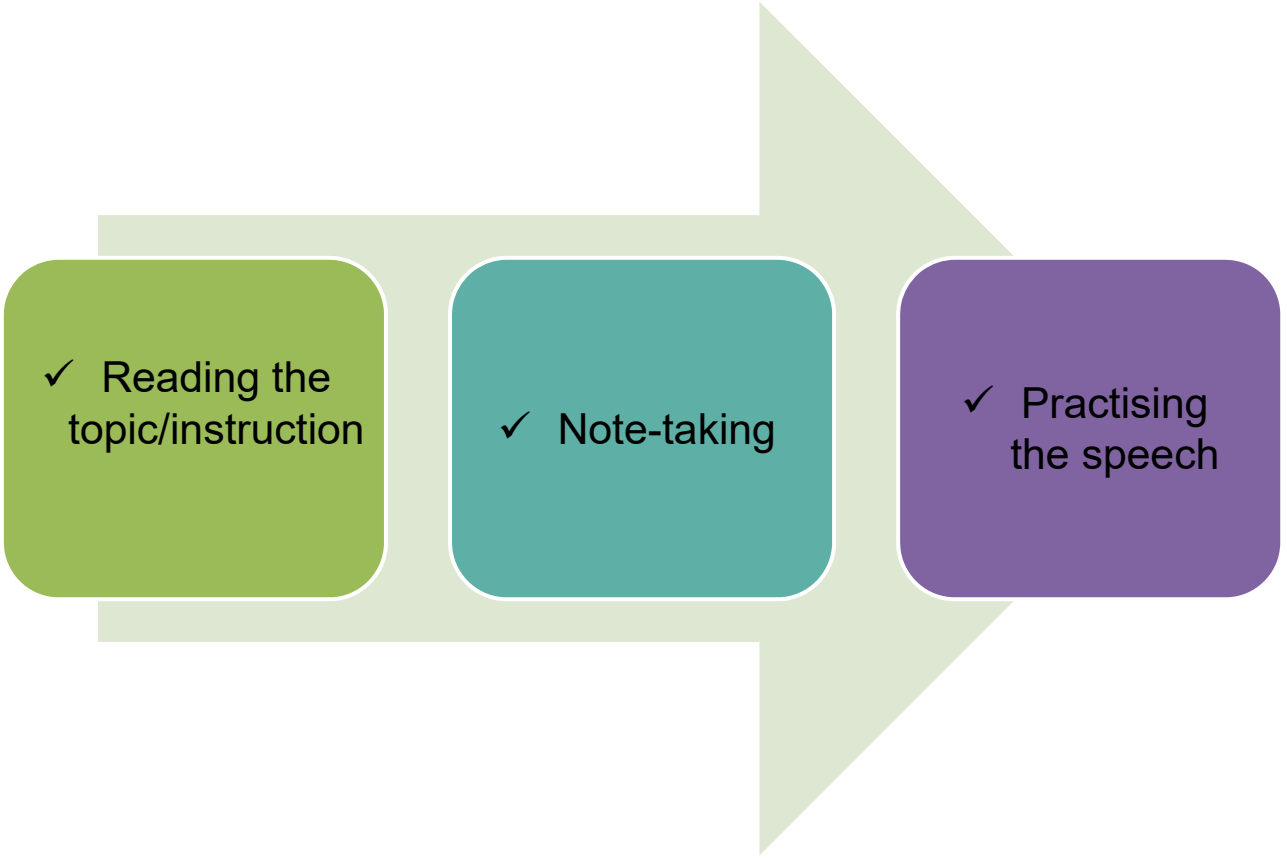


- Use of symbols
- Use of abbreviated forms
- Highlighting key points
- Numbering
- Use of graphic organisers

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?



Effective Use of Preparation Time

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

Where are the students going?

Speaking objective

Use a wide range of vocabulary appropriate to the context

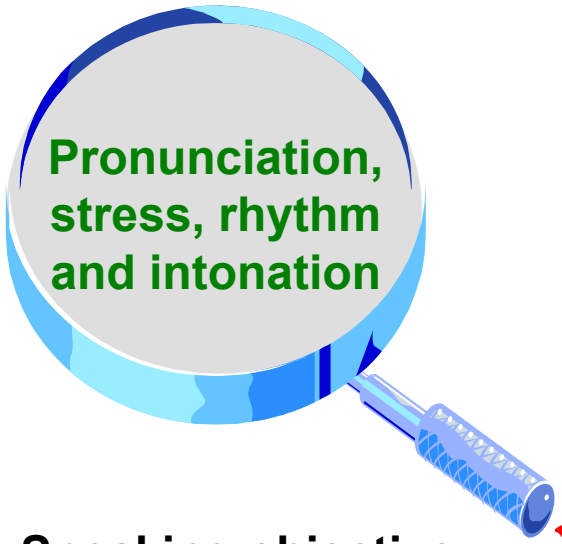
An example

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**
Pointers ***Learners can, for example,***	Pointers ***Learners can, for example,***	Pointers ***Learners can, for example,***
• use a range of formulaic expressions, and a range of vocabulary on familiar topics with an awareness of formality	• use a range of vocabulary on familiar and less familiar topics, appropriate to the level of formality	• use a wide range of vocabulary, with some good choice of words 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 some consistency	• 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 consistency
• use a small range of tenses and active/passive voice to refer to past, present and future events with some consistency	• use a range of tenses, and active/passive voice for various purposes with some 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

Where are the students going?



Speaking objective

Produce utterances naturally

An example

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 ***Learners can, for example,*** • 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 ***Learners can, for example,*** • pronounce most familiar and unfamiliar words accurately • produce long utterances with generally appropriate stress, rhythm and intonation	Pointers ***Learners can, for example,*** • 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!

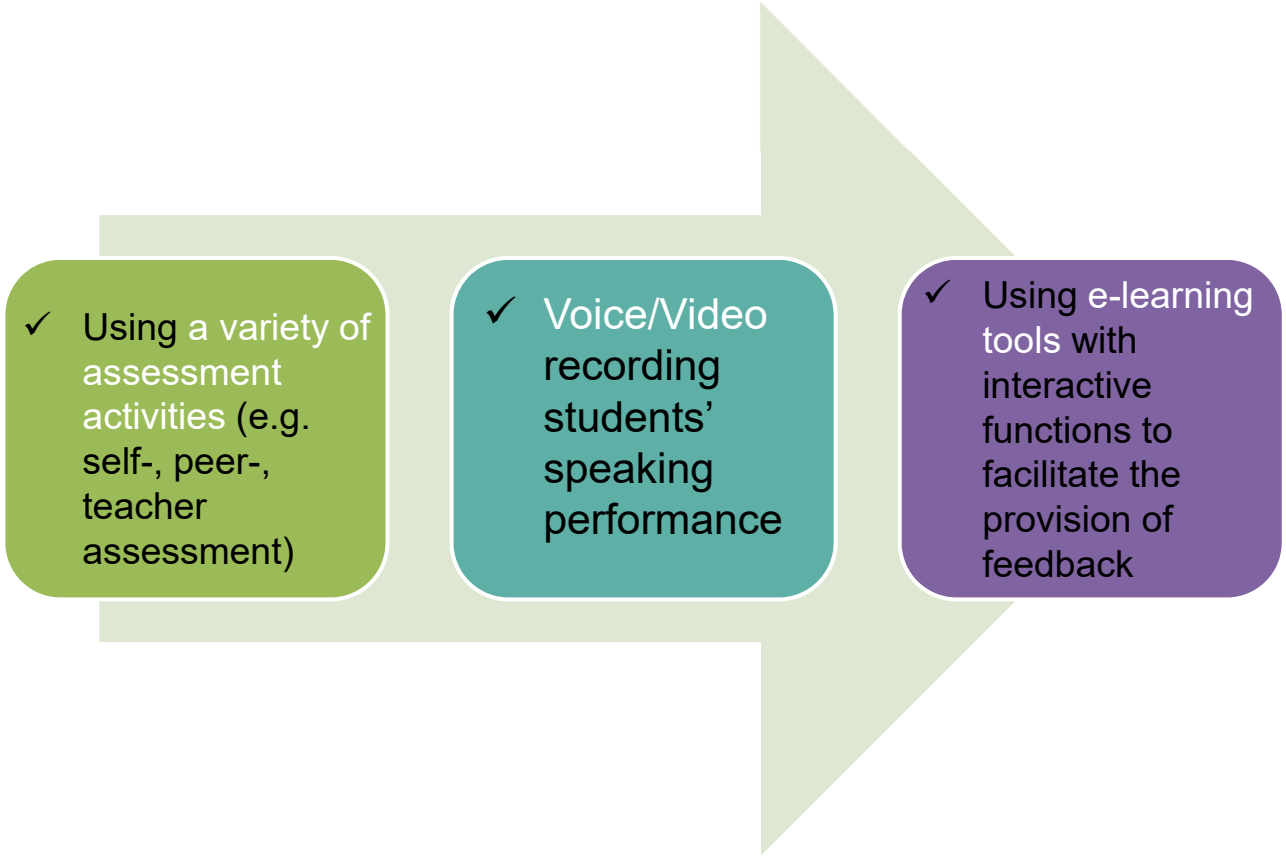
Pass

Pass it

Pass i t out .

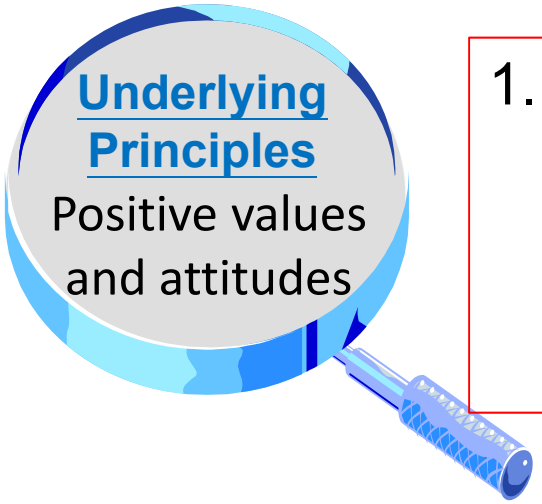
Assessment

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



Promoting Positive Values and Attitudes (Underlying Principles)

Promoting Positive Values and Attitudes



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.

Underlying Principles

. 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.

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

. 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.

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 spoken texts to the context, purpose and audience are implicit in and apply across all the learning outcomes.

3. 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,
   - 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.

   Teachers are expected to help learners develop these basic communication strategies according to learners' individual affective development.

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 encourage learner independence.

5. Apart from engaging learners in rehearsed speaking activities, more opportunities for spontaneous interactions are provided to prepare them for communication in social / academic situations as appropriate.

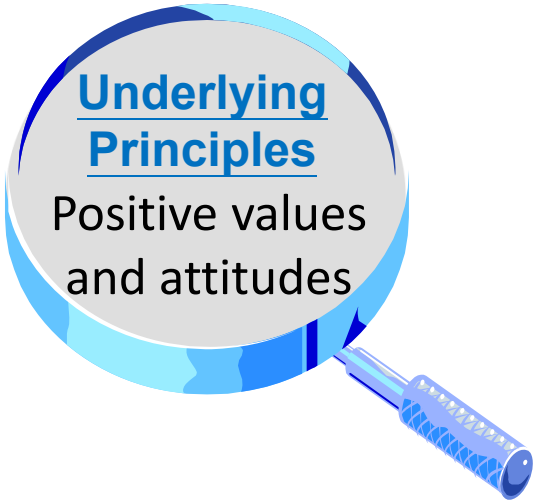
promote

Promoting Positive Values and Attitudes

Activity 11

Featured Saying of Wisdom: “It’s not the end until you’ve given up.”

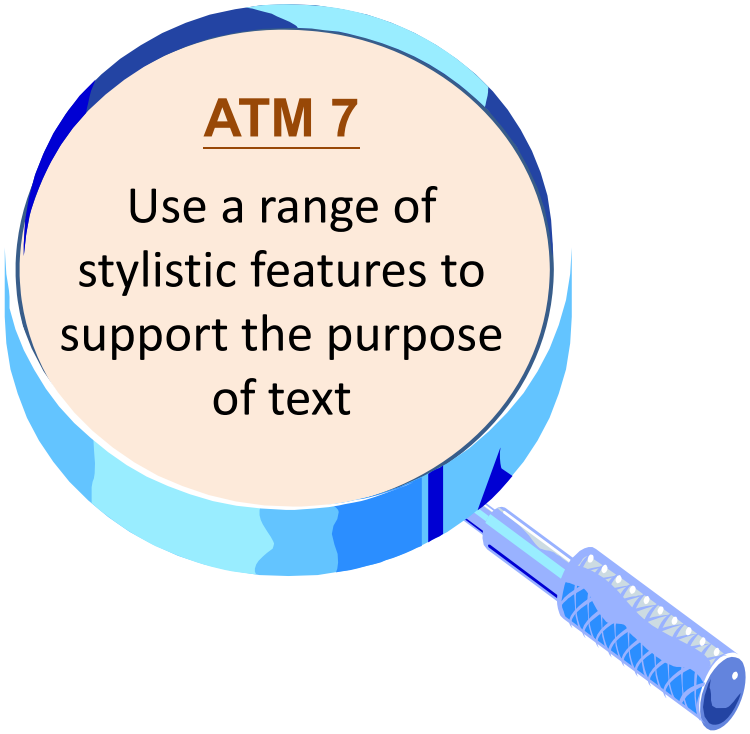
Watch the speech delivered by Nick Vujicic. You may use these keywords: Nick Vujicic, 2016, never give up, Nick’s life without limbs to find a video of the speech on YouTube.



Promoting Positive Values and Attitudes

1) Which technique is used when Nick said "bodybuilder" and "give me a hand"?

A. pun
B. metaphor
C. alliteration
D. personification



Promoting Positive Values and Attitudes

1:20-2:02

And I couldn't change anything. It's not like just fixing my hair one day and everything was fine. I couldn't change my circumstance. I couldn't just wake up one day and say, "Hey, give me arms and legs. I need arms and legs." You know what I mean? Like you go to a bodybuilder, you know, **"Can you make me some arms and legs?" No, I'm just joking. Bodybuilder, you get it? Right? I go up to people, "Can you give me a hand?" I'm just joking!** But it was so hard because people put me down. And I started believing that I was not good enough. I started believing that I was a failure that I'd never be somebody who people would like or people would accept.

1) Which technique is used when Nick said "bodybuilder" and "give me a hand"?

A. pun
B. metaphor
C. alliteration
D. personification

Promoting Positive Values and Attitudes

2) The technique that when words, phrases or sentences which come in patterns of 3 is called the **'Rule of Three'**. Nick employed the 'Rule of Three' throughout his speech. Identify an example of the 'Rule of Three' in this section.

Promoting Positive Values and Attitudes

The technique that when words, phrases or sentences which come in patterns of 3 is called the **'Rule of Three'**. Nick employed the 'Rule of Three' throughout his speech. Identify an example of the 'Rule of Three' in this section.

2:31-3:06

There are some things in life that are out of your control, that you can't change and you've got to live with. The choice that we have, though, is either to give up or keep on going. I wanna ask you, what are you gonna believe? **Are you gonna believe in yourself or you gonna believe in everybody else's judgement on you? Are you gonna believe people when they say that you're a failure, that no one really likes you, that no one really cares about you?** And it's not really to say that hey you need somebody to come up to you and say, "Hey, I really like you. I care about you." It's not that. But it's the fact that people put you down.

Promoting Positive Values and Attitudes

3) Have you ever felt worthless or powerless? Write a message to a family member or friend who may have similar emotional problems or suffer from depression. You may use the ideas from Nick's speech to encourage him/her.

Resource Kit on Inspirational Speeches

https://www.edb.gov.hk/sow_speeches

The LPF (e-Version)

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.

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

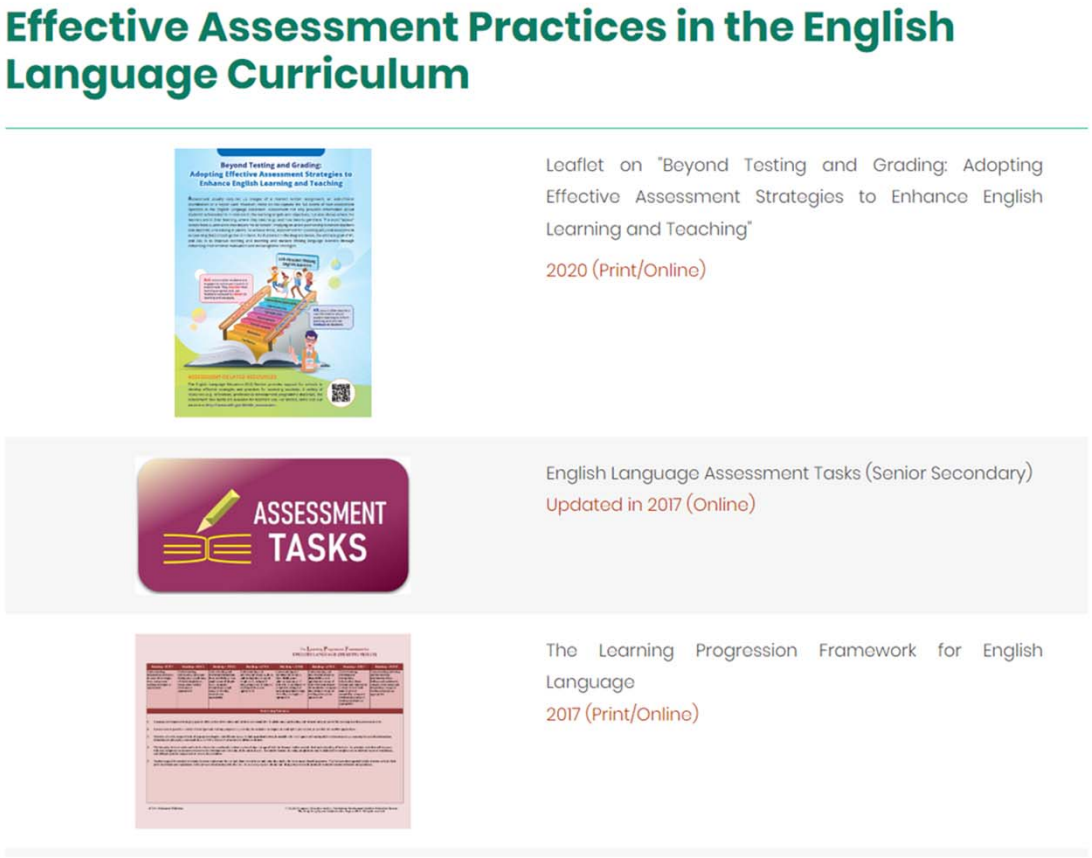
Listening Skills | Speaking Skills | Reading Skills | Writing Skills

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

* *Use a desktop computer for a better viewing experience*

Learning and Teaching Materials

Effective Assessment Practices in the English Language Curriculum



https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/assessment.html

Promoting Positive Values and Attitudes through English Sayings of Wisdom

- A cross-curricular campaign that connects English Language education with values education

Sayings of Wisdom

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

Posters/Wallpapers

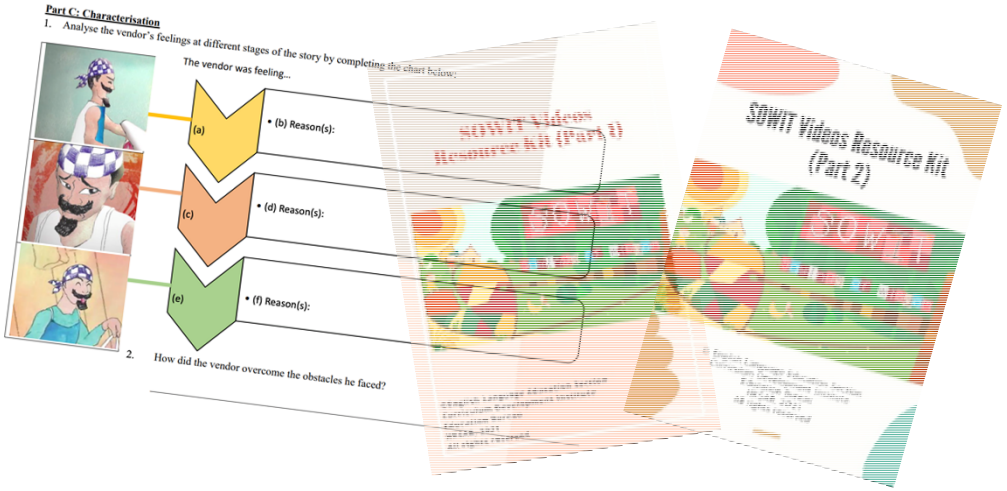
Competitions

SOWIT Videos

Games

Learning & Teaching Materials

SOWIT Videos and Resource Kits

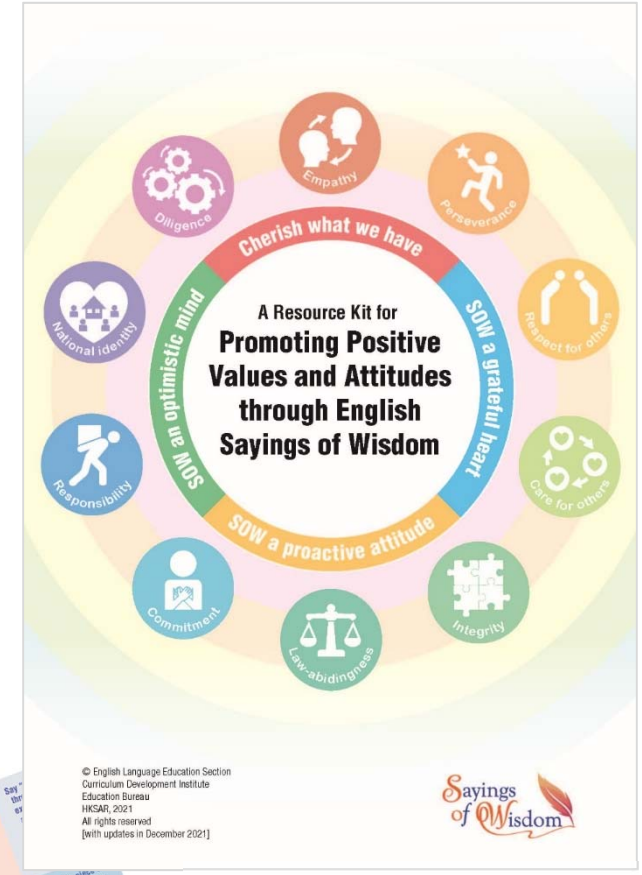


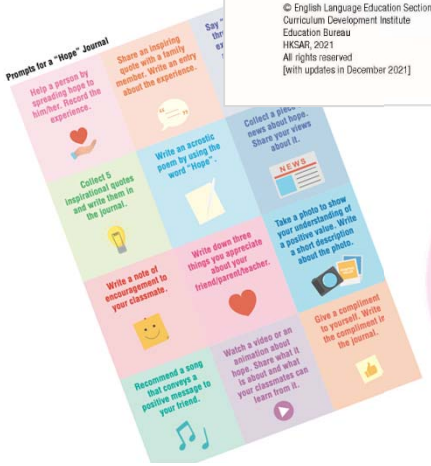
https://www.edb.gov.hk/SOWIT

Interactive Online Games

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/games.html

A Resource Kit on Promoting Positive Values and Attitudes through English Sayings of Wisdom





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

Learning and Teaching Materials on Appreciation of Hong Kong English Poetry

Poetry Remake COMPETITION

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

Videos and Activity Booklet on Fantastic People

https://www.edb.gov.hk/Fantastic_People

e-Book *Famous Scientists*

https://www.edb.gov.hk/Famous_Scientists

Summary

Learning Progression Framework (LPF)

- represents the growth of learners on a developmental continuum in English Language learning
- acts as a reference tool for teachers to help students learn better (Assessment for/as Learning)
- helps identify learners' strengths and areas for improvement
- serves as reference for holistic curriculum planning