



Ongoing Renewal of the School Curriculum for English Panel Chairpersons

19 December 2022

English Language Education Section
Curriculum Development Institute
Education Bureau

Objectives

1. To introduce the **emphases under the ongoing renewal of the school curriculum** in the school English Language curriculum;
2. To introduce the **major renewed emphases** of the primary school curriculum with reference to the **Primary Education Curriculum Guide (Pilot Version) (2022)**;
3. To explore the **roles of an English Panel Chairperson** as a curriculum leader in planning and implementing the school English Language curriculum at the primary level; and
4. To share **good practices** on curriculum planning and management

Rundown of Today's Programme

2:00 – 2:05 PM	Registration
2:05 – 3:45 PM	Part 1 <ul style="list-style-type: none">• The roles of an EPC as a curriculum leader• Ongoing renewal of the school curriculum➤ The major renewed emphases of the primary school curriculum with reference to the Primary Education Curriculum Guide (Pilot Version) (2022)➤ Major updates of the English Language Education Key Learning Area Curriculum Guide (P1 – S6) (2017)
3:45 – 4:00 PM	Break
4:00 – 5:00 PM	Part 2 <ul style="list-style-type: none">• Sharing of good practices Ms Stella LEUNG, English Vice Panel Chairperson from Jordan Valley St. Joseph's Catholic Primary School

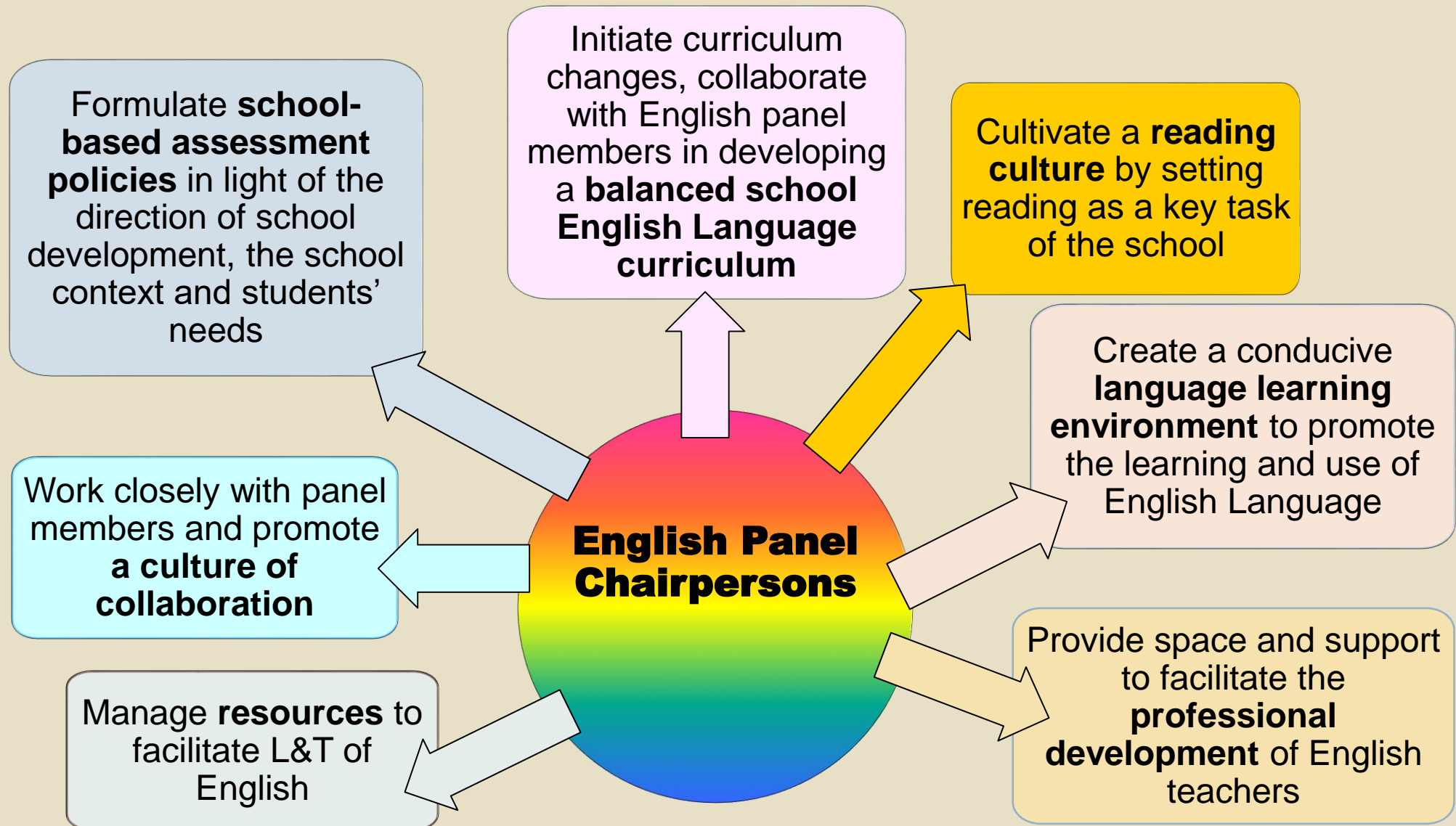
Warm-up activity

Please share with us your answers to the following questions.

(a) What are the roles of an EPC as a curriculum leader?

(b) Which role(s) do you find most challenging?

Roles of English Panel Chairpersons



Ongoing Renewal of the School Curriculum



Respond to local,
regional and
global contextual
changes

Build on existing
strengths and
practices of
schools

Curriculum
enhancement to
benefit student
learning

Ongoing Renewal of the School Curriculum

BECG (2002) / SSCG (2009)



8 KLA Curriculum Guides (2002)



Various Subject Curriculum Guides

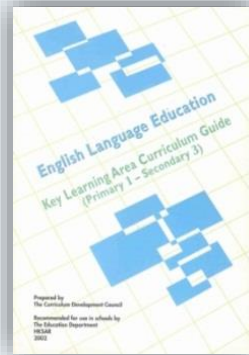


**PECG (Pilot Version) / SECG 2017
(2022) (P1-P6) (S1-S6)**

**(2017)
KLA Curriculum Guides
&
Subject curriculum guides /
supplements**

Updating of the ELE KLACG

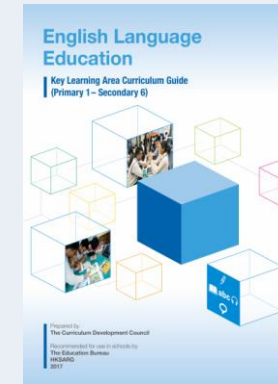
(P1 – S3)



(CDC, 2002)

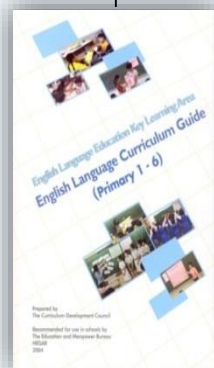
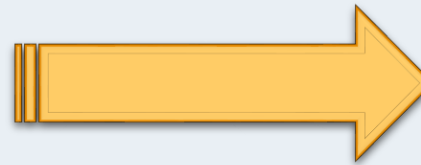
9
years

(P1 – S6)

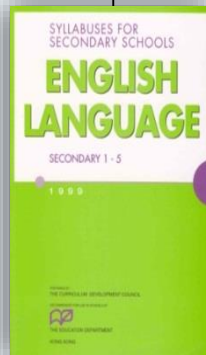


(CDC, 2017)

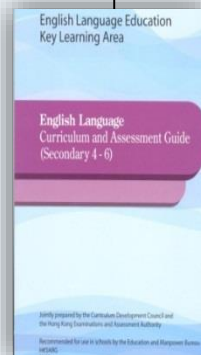
12
years



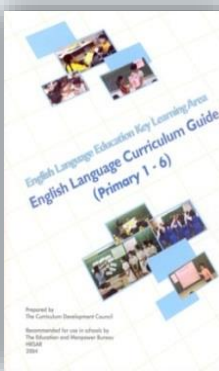
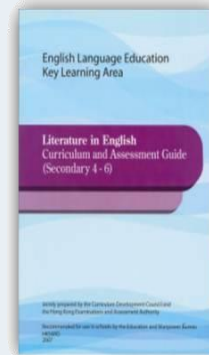
(CDC, 2004)



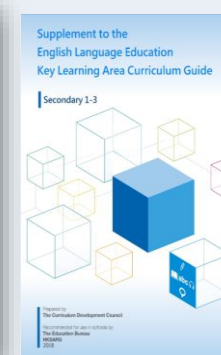
(CDC, 1999)



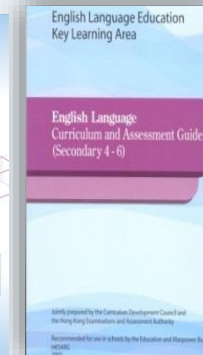
(CDC & HKEAA, 2007)



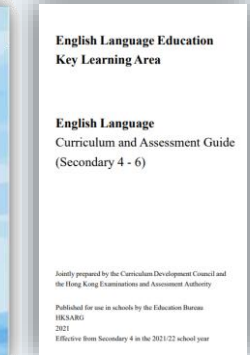
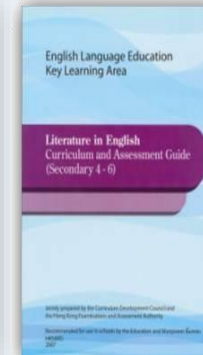
(CDC, 2004)



(CDC, 2018)



(CDC & HKEAA, 2007)
with updates in 2015



(CDC & HKEAA, 2021)
[Effective from S4 in
the 2021/22 s.y.]

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



“Cultivate Values for Leaders of Tomorrow

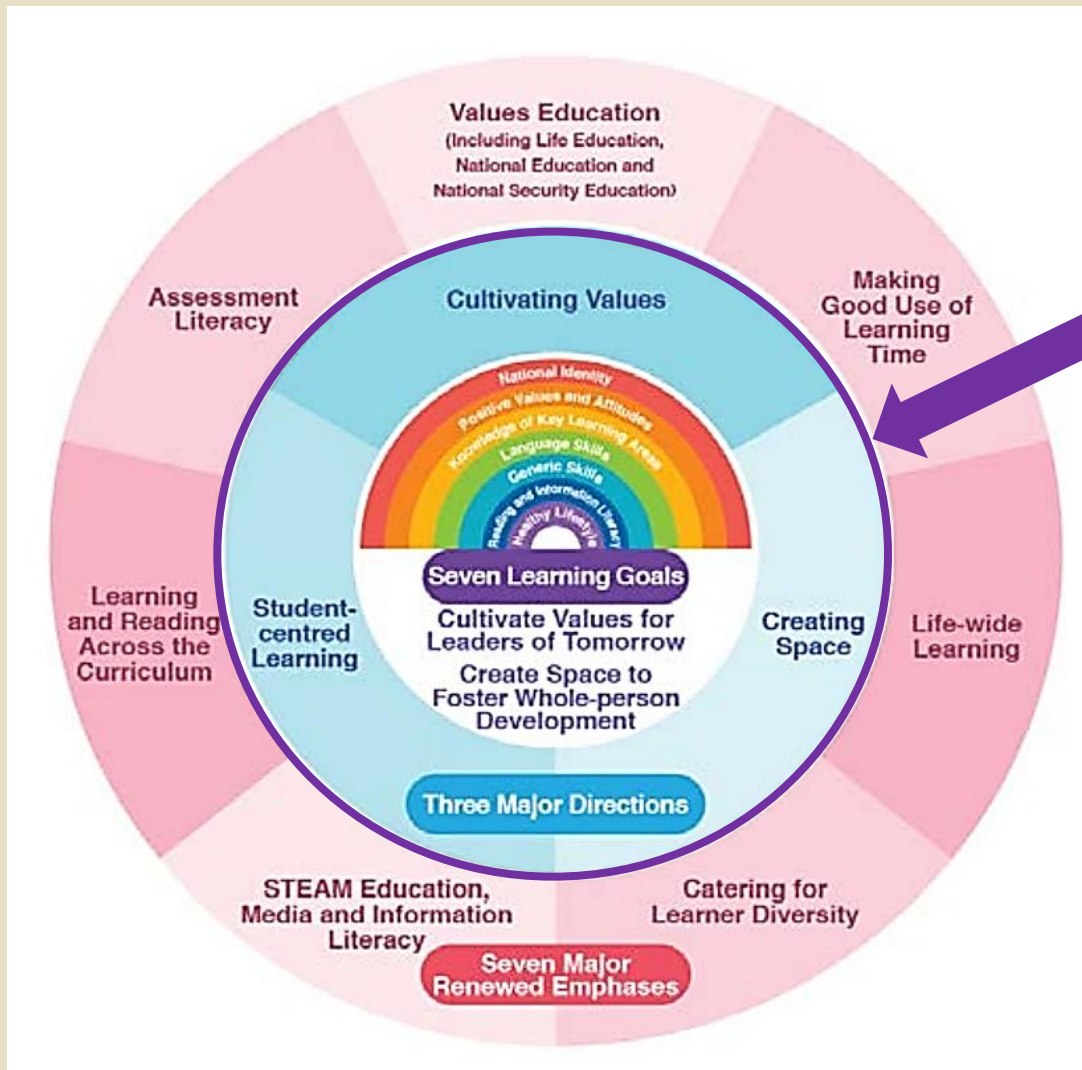
Create Space to Foster Whole-person Development”

Primary Education Curriculum Guide (PECG)
(Pilot Version) (2022)

Chinese version only

(<https://www.edb.gov.hk/pecg>)





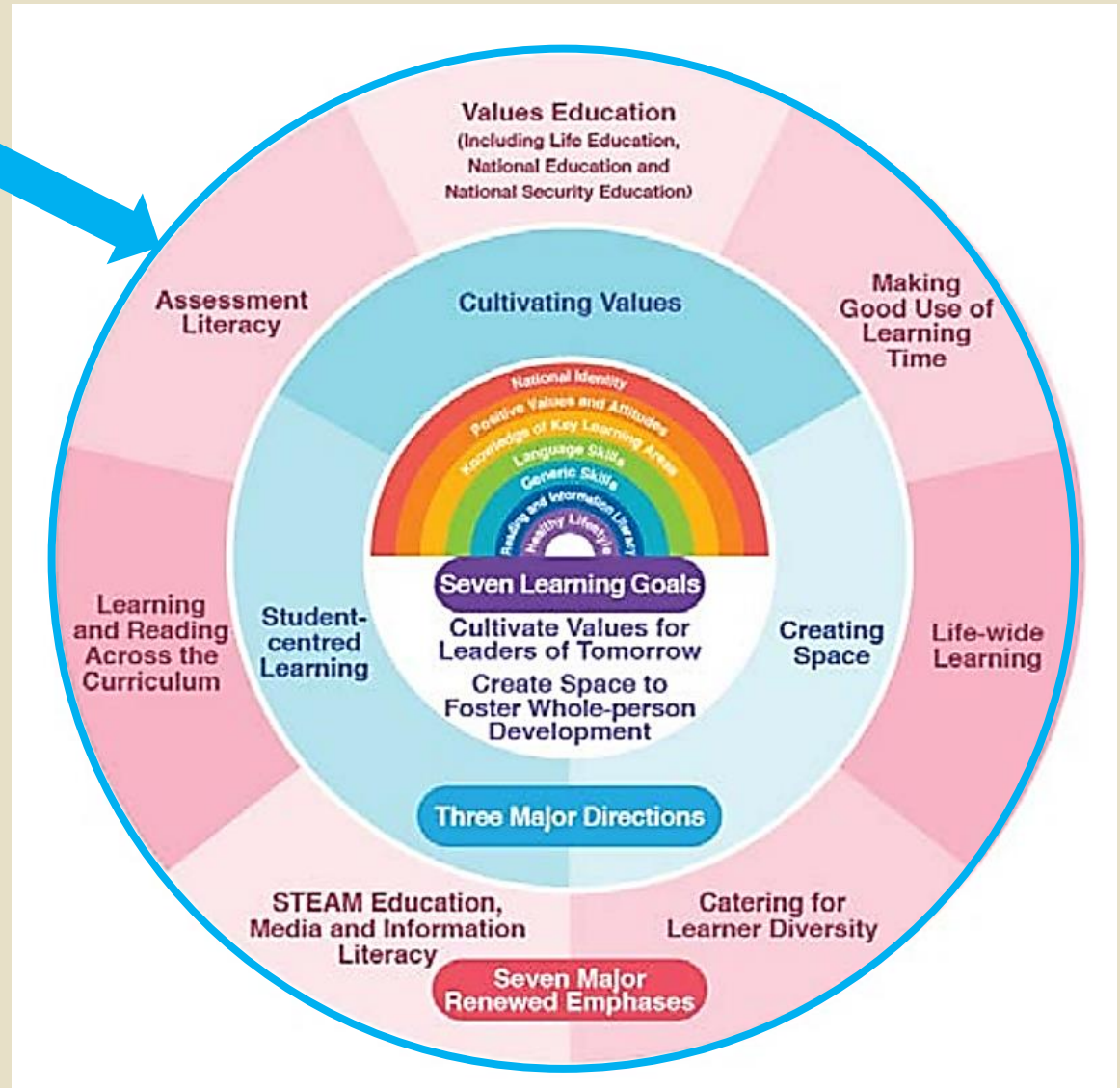
Three Major Directions:

- Cultivating Values
- Creating Space
- Student-centred Learning

EDB Circular Memorandum
No. 154/2022 Annex 2

Seven Major Renewed Emphases:

- Strengthening **values education** (including life education, national education and national security education)
- Making good use of learning time and creating space to **promote a balanced physical and mental development**
- Enriching **life-wide learning** experiences and promoting **whole-person development**
- Better **catering for learner diversity**
- Reinforcing **STEAM education**, and nurturing students' media and information literacy
- Strengthening **cross-curricular learning** and **reading across the curriculum** for developing lifelong learning capabilities
- Enhancing **assessment literacy** for promoting learning and teaching effectiveness



Keeping Abreast of the Latest Curriculum Development


Education Bureau Circular Memorandum No. 154/2022

From : Secretary for Education
Ref. : EDB(CD/K&P)/PRI/150/1/3/(3)
Date : 8 September 2022

To : Supervisors and Heads of Primary
Schools (excluding English
Schools Foundation schools and
international schools)

(Please circulate this circular memorandum to all members of the School Management Committee/Incorporated Management Committee, Parent-teacher Association and all teachers)

EDB Circular
Memorandum
No. 154/2022

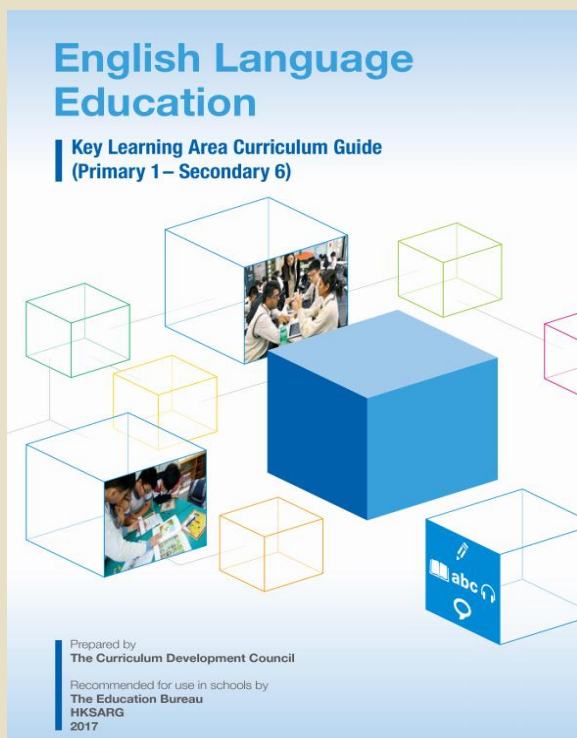


**Ongoing Renewal of the School Curriculum:
the Primary Education Curriculum Guide (Pilot Version) —
Cultivate Values for Leaders of Tomorrow Create Space to Foster Whole-person Development**

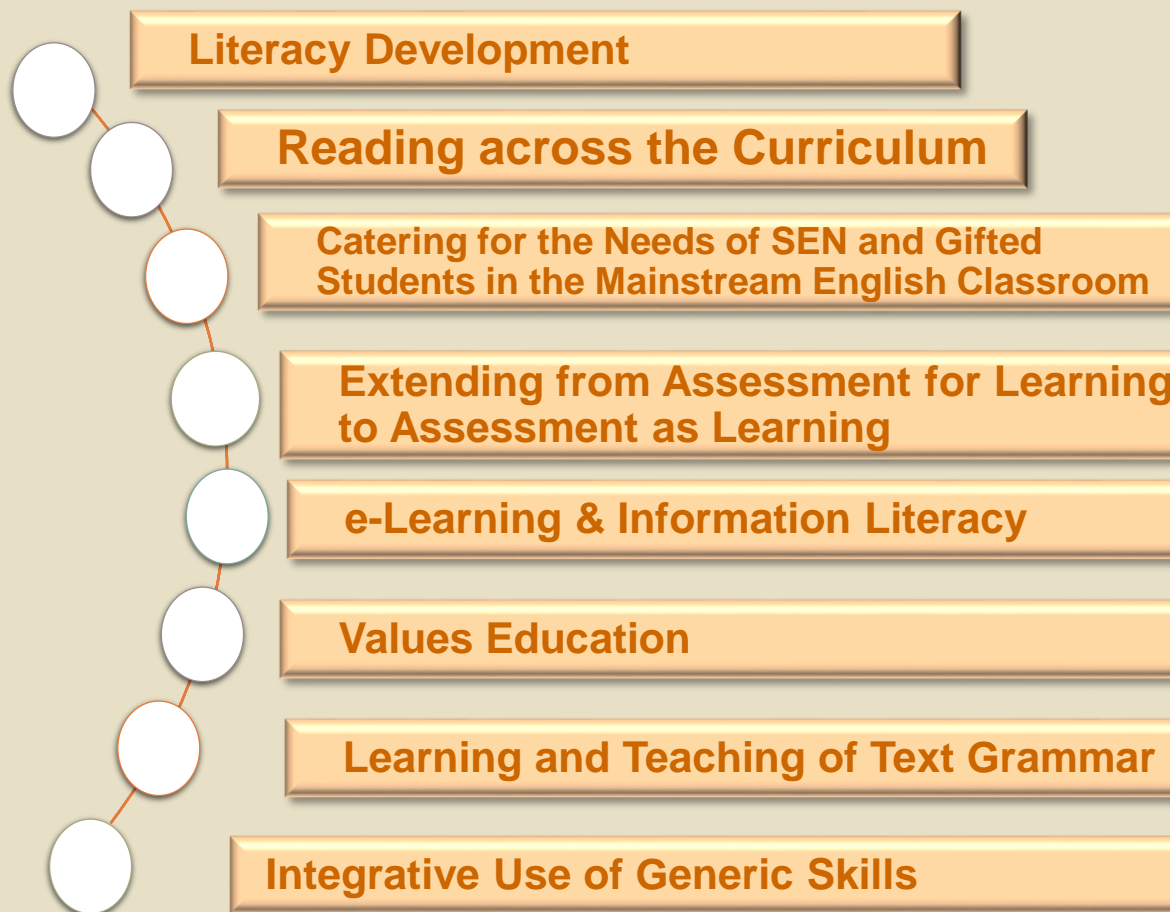
Summary

This circular memorandum announces the release of the **Primary Education Curriculum Guide (PECG) (Pilot Version) (2022)** prepared by the Curriculum Development Council (CDC) and published for use by schools. All heads and teachers of primary schools should read the said curriculum guide.

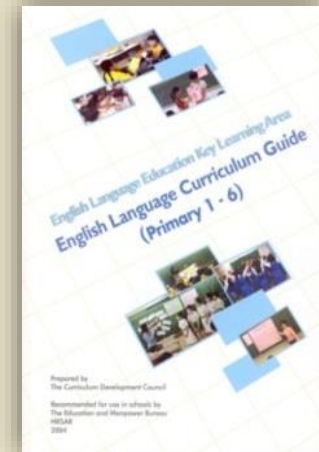
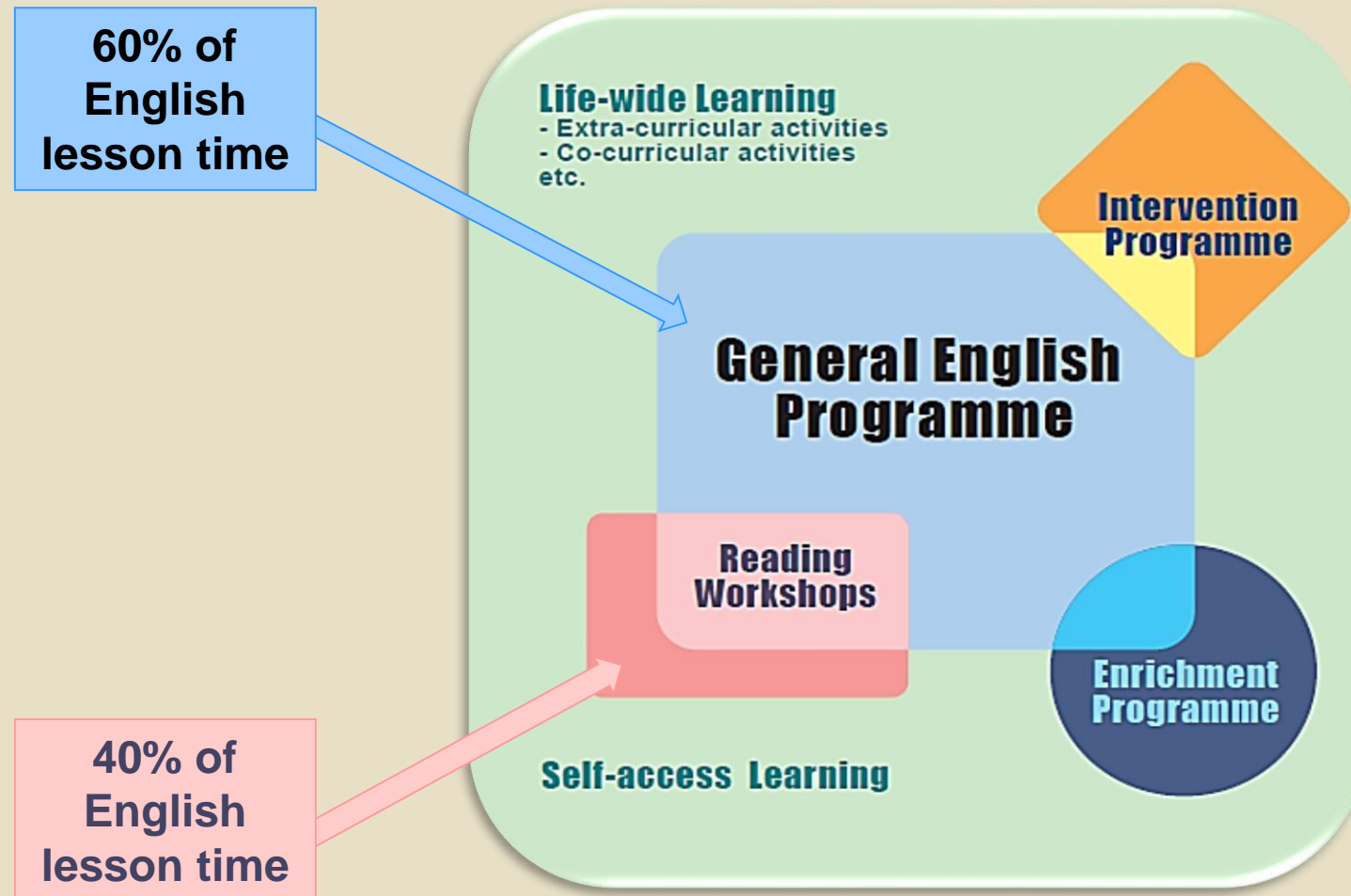
Major Updates of the ELE KLACG (P1-S6)



ELE KLACG (P1-S6) (2017)

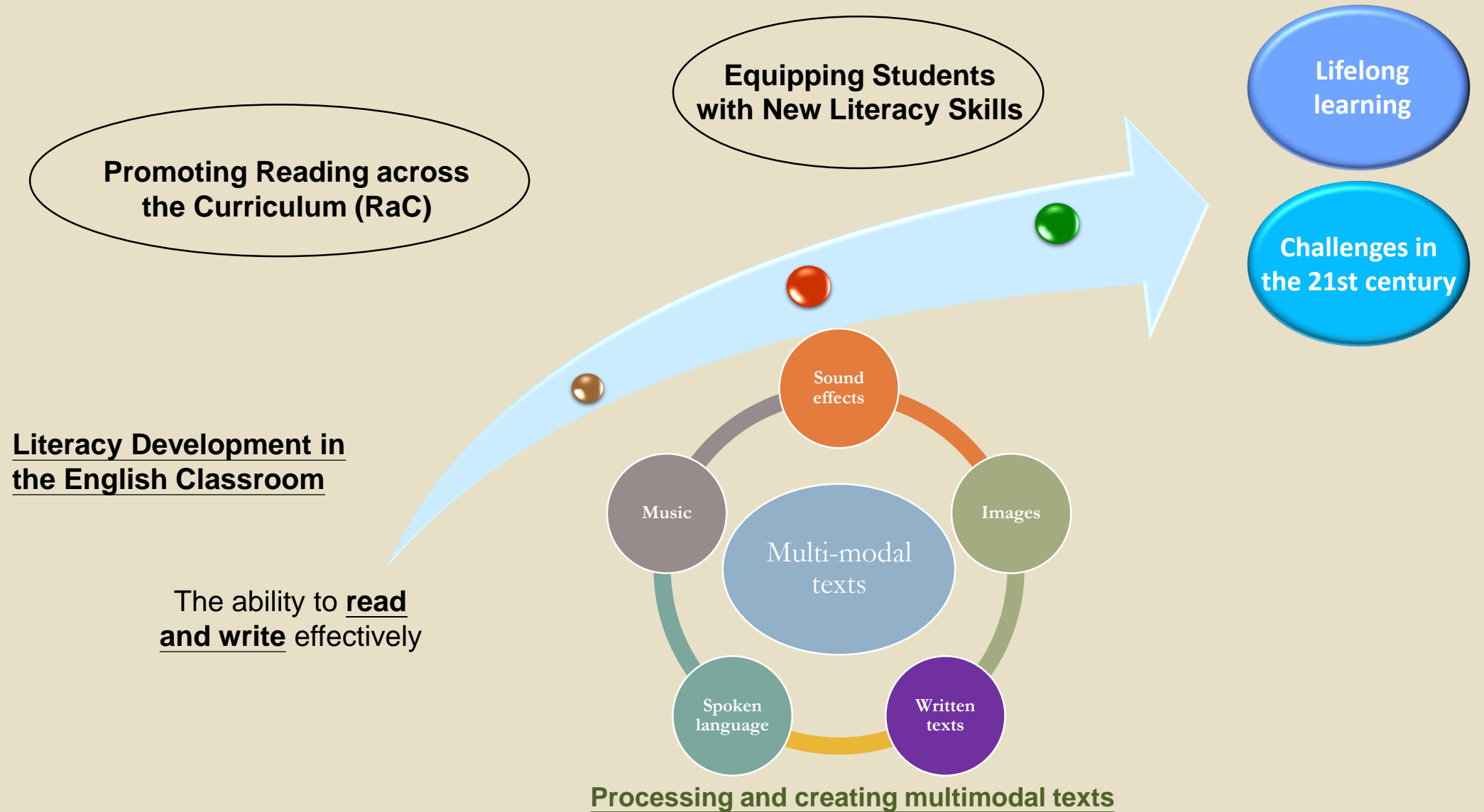


Components of a School English Language Curriculum at the Primary Level



English Language Curriculum Guide (Primary 1-6) (CDC, 2004)

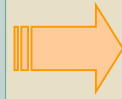
Literacy Development in the English Classroom



Reading Journey across Key Stages

Primary

- Exposure to **a range of reading materials** (including information books)
- Incorporating **Reading Workshops** into the school-based English Language curriculum and teaching reading skills explicitly



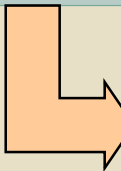
Junior Secondary

- Exposure to a wide range of text types (both print and non-print)
- Promoting Reading across the Curriculum and Language across the Curriculum
- Exposure to a wide spectrum of reading and viewing materials



Senior Secondary

- Exposure to a wider range of more complex texts (both print and non-print)
- Incorporating elements of the creative use of English into the English Language curriculum
- Extending students' language exposure and use of English for academic purposes



Using real books with a variety of text types

Using non-print reading resources

Developing students' reading and viewing skills

Connecting students' reading and writing experiences

Promoting Reading across the Curriculum

Using Print Reading Resources

Understanding Technology and Inventions

Taking Care of Our Earth

Festivals

Using real books with a variety of text types

Using Non-print Reading Resources

Digital Multimodal Texts

(e.g. interactive books, audio books)

- Animations and/or audio files with narrations (reading texts provided)
- Technological features (e.g. interactive tools, embedded video clips, built-in dictionary, interactive activities)

Using multimodal texts to address the different learning styles and needs of students

Free Apps
for tablets

e-Books
platforms

Interactive books with
technological features

Audio books

From Reading to Writing

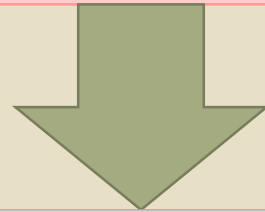
Enhancing the implementation of **READING** Workshops

Connecting students' **READING** and **WRITING** experiences

Connecting students' reading and writing experiences

Creating space by organising the school English Language curriculum more coherently

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



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

Example

Writing about “My Favourite Transport”

A narrative text from the textbook – “Lost in the city”

Paired texts

An information book (e-book) – “This is the way we go to school”

Paired texts are thematically related texts but of different text types to deepen students’ understanding of the issue and develop different reading strategies.

For more writing ideas:
authentic reading materials
from the Transport
Department website

Posters about transport

Use of graphic organisers
to organise writing ideas

A sample writing –
“My Favourite Transport”

Connect reading and writing experiences:

- connecting the GE programme with Reading Workshops
- providing appropriate input (paired texts/ sample writing/ information from the website/ posters)
- borrowing ideas and language items from the sample writing to write the article

Reading across the Curriculum (RaC) — What is it and why is it relevant to us as English Teachers?

Dual goals:

- To broaden students' knowledge base, help them connect their learning experiences and provide opportunities for integrating and applying knowledge and skills developed in different KLAs/subjects (ELE KLACG, CDC, 2017, p.9)
- To provide opportunities for students to develop a wide range of reading skills, extend learning of the content and connect their learning experiences across KLAs (ELE KLACG, CDC, 2017, p.47)

In implementing RaC, English teachers are encouraged to:

identify reading materials in both print and non-print forms with suitable entry points (e.g. themes, text types, language features and vocabulary) for **connecting students' learning experiences in different KLAs**

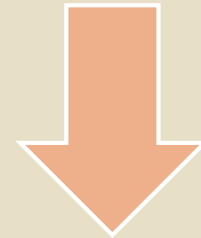
collaborate with teachers of other KLAs to develop learning activities that provide students with opportunities to **consolidate the knowledge and skills** acquired across KLAs and **avoid unnecessary repetitions of learning arrangements**

help students **develop the reading skills and strategies** necessary for **understanding and analysing language use in English texts** (e.g. text structures and vocabulary)

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

Promoting Reading across the Curriculum

Cross-curricular collaboration to facilitate RaC



- Working with teachers of other KLAs to conduct **curriculum mapping** e.g. designing cross-curricular learning tasks and activities together
- Adjusting the **teaching schedules** of English Language and the content subject to teach the same theme/topic at around the same time

- **Seeking advice** from teachers of other KLAs on:
 - the choice and appropriateness of reading materials
 - the schedule of teaching a certain topic

- Involving teachers of other KLAs in the conduct of **cross-curricular learning activities or project work**,
- e.g. assessing students' performance

Promoting Reading across the Curriculum

Possible directions when planning for RaC

1. Themes/topics/ issues

2. Text types

3. Skills/Strategies

- Reading strategies
- Generic skills (e.g. mind mapping, graph plotting, drawing graphic organisers)

Key Stage 2

Changes

- Now and then
- Respect for life
- Wishes and dreams
- Growing up
- A changing world

Food and Drink

- Favourite food and drink
- We can cook
- Eating out
- Healthy eating

Happy Days

- Festivals
- Special events
- Entertainment and leisure
- Hobbies
- A bag of laughs

Relationships

- Knowing our neighbours
- Beautiful people
- Making friends
- Send a message
- East meets West and more

The Magic of Nature

- Wonders of nature
- Out in space
- The lost world
- Fascinating oceans
- Taking care of our earth

We Love Hong Kong

- Jobs people do
- Knowing more about my community
- Travelling around
- Special people, special things

Promoting Reading across the Curriculum

Possible directions when planning for RaC

1. Themes/topics/ issues

2. Text types

3. Skills/Strategies

- Reading strategies
- Generic skills (e.g. mind mapping, graph plotting, drawing graphic organisers)

From General English	From other subjects	What are some common features?
A recipe	Procedures for doing an experiment	<ul style="list-style-type: none"> to tell others how to do something list of materials and steps
An article in a guidebook	A description about the features of an animal	<ul style="list-style-type: none"> to describe something in detail present tense is used to use quite a lot of adjectives
A recount	An article about WWII	<ul style="list-style-type: none"> to recall what happened in the past past tense is used follow the time sequence (chronological order)
An argumentative essay on studying abroad	An article discussing the different opinions about globalisation	<ul style="list-style-type: none"> to discuss some issues from different sides/ perspectives

Materials developed by Dr. Yuen Yi Lo & LAC team@HKU

Connecting students' learning experiences in English Language and General Studies

Level: Upper Primary

GE Programme:
Textbook unit on Fantastic People

Topic: Fantastic People
(Scientists)

Common teaching
points:

Content

- Steps of investigating science

Text type

- Timeline & Biography

Skills development

- Problem-solving

a) Raising students' awareness of the features of biography, using timeline to note down the achievement of Yang Liwei and discussing the success criteria of an astronaut

b) Using a KWL chart to activate students' prior knowledge about scientific investigations in GS lessons and helping them reflect on their learning experience

c) Guiding students to read the **timeline and biography of Jane Goodall**, scan for useful information and learn the target vocabulary for writing a biography

Extended learning activity
g) Guiding students to **do a gummy bear experiment and apply the science steps** and supporting students in completing a laboratory report

Writing task

e) Demonstrating information searching skills for individual writing **by referring to the headings and subheadings**
f) Guiding students to use **the information on the timeline to write a biography of Charles Kao**

d) **Visualising and sequencing the steps of investigating science** and guiding students to understand the steps in doing the experiment and **working in groups to discuss the details**

Reaping Multiple Benefits through Promoting Reading across the Curriculum in the Primary English Classroom

"Reading enjoyment is more important for children's educational success than their family's socio-economic status."
(Organisation for Economic Co-operation and Development)

Inspiring students to love reading and to develop into avid readers is perhaps one of the greatest missions of all English Language teachers. Different studies have shown that students who enjoy reading and read regularly reap various benefits. Yet, research has also shown that motivation to read decreases with age. This is especially true to students who move from primary to secondary school and have to cope with the increasing academic and English demands because of the possible change of medium of instruction in various subjects. To sustain students' interest in reading and equip them with the skills for academic success, reading across the curriculum (RaC) seems to be the best remedy. RaC aims to sharpen students' reading strategies while helping them establish meaningful links between concepts and ideas acquired in different Key Learning Areas (KLAs). Inherent in RaC is the opportunity for **reading for purpose** (whether it is for information or research) and **pleasure**. English Language teachers can introduce books with a wide variety of interesting topics related to different KLAs to spice up their lessons, develop their students' reading strategies and connect their learning experiences.

Connecting Learning Experiences

Broadening Knowledge



Developing Reading Strategies

Enhancing Awareness of Academic English

While a thematic approach is often used as an entry point for promoting RaC, considerations could also be given to the following:

Text Types

- Expository text
- Biography
- Information report
- ...

Rhetorical Functions & Language Items

- Using the simple present tense to present facts
- Using sequence markers to illustrate steps
- Using 'both' & 'neither' to make comparisons
- ...

Text Features

- Using graphs to illustrate trends
- Using headings and subheadings to organise information and ideas
- Using bullet points to provide more details
- ...

Leaflet on RaC



Pathway to Successful Implementation of RaC

The road map below shows how RaC can be promoted at class or school levels.

- 01 Identify the needs of students, take into consideration the school development plan and decide on who to involve:
 - teachers within the English panel and/or from other departments
 - students within the same level or of all levels
- 02 Make a plan with due consideration on the following:
 - objectives
 - roles of teachers/ different departments
 - timeline
 - learning outcomes
- 03 Decide on an entry point (e.g. theme/topic, rhetorical function, text type) and select high-interest texts, preferably with a link to other KLAs
- 04 Design learning materials and activities that help develop students' understanding
- 05 Introduce the topic, the related concepts and text features in lessons or content sub-topics
- 06 Develop and strat for under target lan and text t prepare s interface l part of the students h topic. Enco remaining: same them time in gro

Adopting a Planning-Implementation-Evaluation (PIE) Approach to Promoting RaC at Primary 4
• Queen Elizabeth School Old Students' Association Branch Primary School

In this school case, RaC was implemented mainly within the English panel in the Reading Workshops with the input from General Studies (GS) teachers.

Curriculum mapping: identify the entry point of the RaC unit and common teaching points in terms of topics, text types, language features, etc.

Topic: Wonderful Water

Common teaching points:

- Content:**
 - Water rationing
 - 3 forms of water
 - Uses of water
 - Ways to conserve water
- Text type:**
 - Flowcharts
- Skills development:**
 - Problem-solving

Set learning objectives:

- To be active readers through developing a variety of reading skills and strategies (e.g. identifying main ideas, locating information by using knowledge of text features)
- To learn about the language items (e.g. using the city council and vocabulary to describe the water cycle)
- To develop an understanding of the rhetorical function of expository text
- To connect reading with writing (operational writing)
- To develop positive values and attitudes (i.e. water conservation)

English & GS teachers:

- ✓ Identify themes for collaboration
- ✓ Select a unit for conducting the RaC project
- ✓ Understand students' prior knowledge on the topic
- ✓ Agree on the sequence of the project periods to create synergy
- ✓ Set learning objectives
- ✓ Design learning and teaching activities that help develop students' literacy skills and connect their learning experiences

General Studies teachers:

- ✓ Introduce the unit on "Light, Sound & Electricity" before the English unit
- ✓ Provide opportunities for students to understand science phenomena through observations, analysing data and drawing conclusions
- ✓ Engage students in an experiment on friction by using an investigation book "I Can Prove It: Investigating Science"

English teachers:

- ✓ Raise students' awareness of the features of timelines and biographies
- ✓ Design worksheets to illustrate the steps of investigating science logically
- ✓ Design level appropriate learning activities for students to formulate questions, analyse data and draw conclusions
- ✓ Develop students' reading strategies

Ask the Expert

Here are some questions about RaC that may pop up in your mind. Dr. Simon Chan, a lecturer of the University of Hong Kong, is going to share with us his expertise in RaC.

The role of English Language teachers in promoting RaC?

Never divorced from meaning in English learning, RaC provides different contexts and content for the development of reading strategies and thinking skills. English Language teachers can work on their own by **integrating RaC into the Reading Workshops**. They can enrich skills on various topics related to different KLAs and design meaningful tasks comparing, synthesising and evaluating information and ideas. English Language teachers can **work with teachers of other KLAs** and synergise their efforts in further enhancing students' reading skills and understanding of the chosen topic/theme.

Language teacher, am I expected to teach the content of another subject when promoting RaC?

We should be both language and content objectives. However, RaC activities in English Language should target the **application and integration of the knowledge and skills development of reading strategies** rather than "re-teaching" such knowledge.

Texts should be used for promoting RaC?

Multiple and skills transferable, teachers can use "paired texts", which are texts on the same topic, theme, or text type. Teachers are also encouraged to use **various books** because they give a lot of food for thought and room for discussion. In different ways, using rhetorical functions that connect to "problem and solution". Texts are used in understanding the topic with the when they are

Reading for Pleasure and Purpose:
• Aberdeen St Peter's Catholic Primary School

In this school case, English teachers and General Studies (GS) teachers joined hands to implement RaC through fun-filled hands-on activities.

English Language (English) teachers:

- Connect students' reading and writing experiences and support students to write a biography about the scientist they admire
- Guide students to do a gummy bear experiment and apply the science investigation steps
- Support students in completing a laboratory report

General Studies (GS) teachers:

- Engaging students in hands-on learning activities in GS lessons, which would help them understand the scientific investigation steps and enjoy the learning experience
- Engaging students to learn for useful information on a topic about a famous scientist by relating to the hands-on learning

Evaluate the effectiveness and planning and implementation of RaC

- ✓ Is there alignment between the learning objectives and learning activities so that the intended learning outcomes are achieved?
- ✓ Can you identify some effective writing strategies that help enhance students' writing skills and promote RaC?

Learner diversity exists naturally

Learning styles

Visual (learn best by seeing)

Auditory (learn best by hearing)

Kinesthetic (learn best by doing)

Characteristics

interest

learning motivation

maturity

gender

personality

aspiration

Abilities

gifted

special educational needs

prior knowledge

level of readiness

Social Economic Cultural Backgrounds

non-Chinese speaking (NCS) students

newly arrived children (NAC)

cross-boundary students (CBS)

low family income
ethnic minorities

Mainstream
English classroom
SEN GIFTED

Catering for Learner Diversity



General Principles

- **Adopt a multi-sensory approach**
- **Differentiate in terms of:**
 - **Content** - what students need to learn or how they will get access to the information
 - **Process** - activities in which students engage in order to master the content
 - **Product** - work in which students demonstrate their learning
 - **Learning Environment** - the operation of the classroom
- **Encourage personalised learning goals based on students' own needs**

Some strategies to Cater for Learner Diversity

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

**Catering for
diverse learning
styles and abilities**

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

**Facilitating peer
learning**

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

**Promoting
assessment for/as
learning**

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

**Effective use of
e-learning repertoire**

**Mainstream
English classroom
SEN GIFTED**

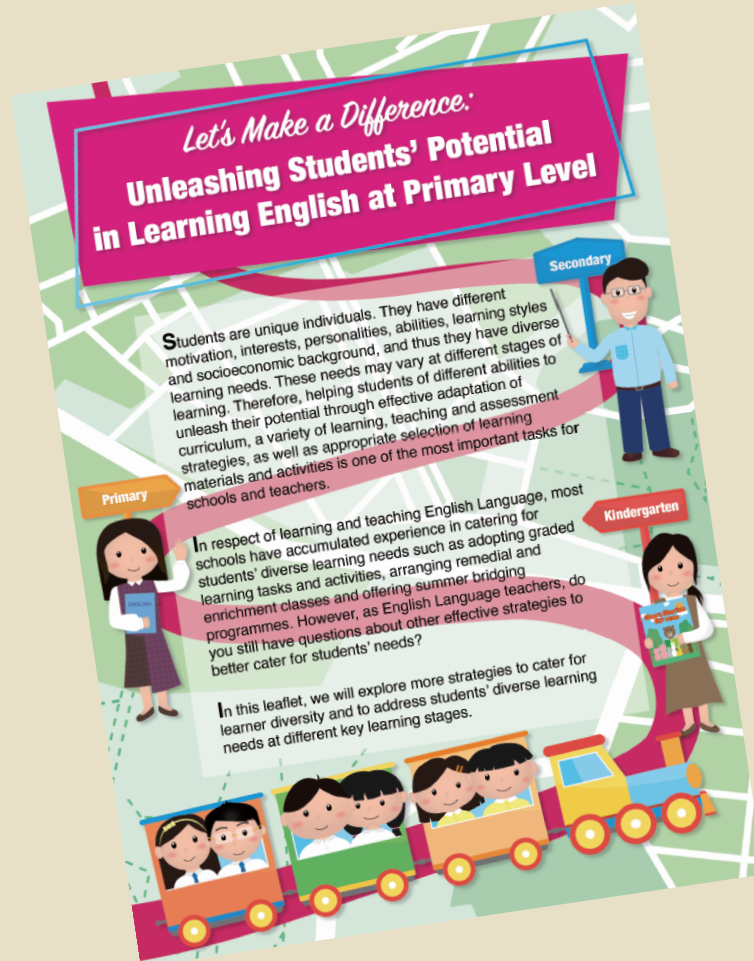
- providing **timely support**
- providing **scaffolding** for students to complete the task
- providing **different modes of support** in learning tasks (e.g. visual cues for visual learners)

**Providing support
and scaffolding**

- setting **challenging yet manageable tasks** for students
- making use of **English-related life-wide learning activities**

Giving challenges

Leaflet on Let's Make a Difference: Unleashing Students' Potential in Learning English at Primary Level



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



Effective Strategies to Cater for Learner Diversity in the Primary English Language Curriculum: Planning, Implementation and Evaluation

Adopting appropriate learning and teaching materials

- Adopt appropriate texts that incorporate different modes of representation and provide multisensory learning experiences to

Effective Strategies to Cater for Learner Diversity in the Primary English Language Curriculum: Some Practical Tips

Supporting students with diverse learning styles	Supporting students with special educational needs in the mainstream English classroom	Maximising the potential of gifted students in the mainstream English classroom	Questioning and providing quality feedback	Leveraging e-learning	Adopting different modes of assessment
<ul style="list-style-type: none"> Visual/auditory learners: e.g. introduce a variety of multimodal materials with images and sounds use colour cod highlight and target language items use songs to put input on target language item use diagrams, models or charts to visualise written information use visual aids to consolidate learning 	<ul style="list-style-type: none"> Provide clear instructions for Allow flexibility with the school 	<ul style="list-style-type: none"> Effective questioning: e.g. Adopt diversified modes of 			

Addressing Students' Diverse Learning Needs at Different Key Stages of Learning

At Curriculum Level

- Strengthen vertical continuity of curriculum development across key stages through adopting holistic curriculum planning
- Progressive development of language skills - Make use of reference tools such as the Learning Progression Framework (LPF) for English Language when planning the school curriculum to facilitate a balanced coverage of language skills within and across year levels.
- Progressive development of language development strategies - Make reference to Appendix 5 of the English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017) to help students enhance their capabilities to become independent and self-directed learners progressively.

At School Level

- Enhance mutual understanding of the curriculum and pedagogical practices through professional exchange activities with kindergartens and secondary schools, and adjust the school curriculum and teaching strategies to strengthen the interface between different key stages.
- Promote home-school cooperation by organising parents' meetings to explain the school English Language curriculum and solicit parental support. EDB's pamphlet on "Parents' Guide to Effective English Language Learning" is useful in helping parents understand how to support their children to learn English effectively at primary level.

At Classroom Level

- Use more games, role-play, songs, nursery rhymes, stories instead of written assessments (e.g. dictations, tests, examinations) to help students consolidate what they have learned in the first few months of Primary 1.
- Adopt different ways of conducting dictation to develop students' language skills progressively, e.g. picture dictation, theme-based free dictation, dicto-comp/dictogloss.
- Adopt effective strategies for teaching reading skills and higher-order thinking skills, e.g. use storytelling, reading aloud and shared reading with lower primary students, while more supported reading and independent reading with upper primary students.
- Engage students in meaningful activities and extended tasks or projects to provide opportunities for them to communicate and express their own ideas for a variety of purposes and audience, and practise the integrative use of language in a multimedia environment.

At Curriculum Level (Continued)

- Create a supportive and English-rich learning environment
- Appoint experienced English teachers to be Primary 1 English teachers to help students lay a better foundation for extensive use of English at the early stage, and sustain their interest in English in the new environment.
- Continue to create an environment conducive to English learning at the whole-school level, for example, organising English Day, Reading across the Curriculum Week and related cross-curricular activities, to strengthen students' English competencies and help them build a solid foundation for secondary education.
- Promote reading in schools
- Introduce a variety of narrative texts including multimodal texts and also non-fiction in lower primary classes to motivate students to read and develop their reading skills.
- Expose upper primary students to a wider variety of themes and text types, in particular information texts, using both print and non-print resources.
- Implement Reading across the Curriculum (RaC) in upper primary classes to connect students' learning experiences in different Key Learning Areas and prepare them for secondary education.
- Infuse enabling skills into the school curriculum
- Teach phonics in meaningful contexts with focuses on letter sounds appropriate to students' level.
- Introduce a range of vocabulary building skills to students across year levels, e.g. word formation, word collocations, word families.

Topic of the unit:
Endangered Animals

Context : You are a member of the Green Club, and you would like to design a leaflet/ write an encyclopedia entry to introduce an endangered animal to young children.

Task: To educate young children about endangered/ amazing animals, you write a leaflet/an encyclopedia entry to the Green Club.

Target vocabulary and language items:

- Vocabulary: describe and classify animals (e.g. habitat, mammals), causes of extinction (e.g. illegal hunting)
- Grammar: using “should” to give advice, using “since” and “therefore” to explain causal relationship

Learning and teaching activities:

- Reading an information book “Most Endangered Animals” and learning the text features
- Grammar practice
- Conducting information search on the Internet about students’ favourite endangered animal
- Reading a sample text and analysing the text features
- Writing a leaflet/an article to introduce an endangered animal and ways to protect them

Reading an information book “Most Endangered Animals” and learning the text features

- Using **graphic organisers to organise ideas**
 - a **tree diagram** is used to classify the endangered animals
 - an **animal fact sheet** is used to locate specific information
 - a **fish-bone diagram** is used to introduce causal relationship, i.e. why the animals become endangered
- Introducing **word-formation skills** to help students remember & retrieve words
- Developing **positive values and attitudes**, i.e. be committed to living a green life in order to protect the endangered species and save the Earth

Grammar practice

- Making use of **colour coding activities** to raise students' awareness on the causal relationship

Connecting Reading and Writing Experiences

- Input: Learning more information about endangered animals from **different sources**, including reading texts in the textbook, a printed reader, an e-book, online videos and webpages.
- Drafting ideas: Using different **graphic organisers** to help students organise information
- Scaffolding: Introducing the **text features** of leaflets/encyclopedia entries to students explicitly
- Scaffolding: **Teacher's demonstration** on how to find relevant information online to complete the fact sheet and structure the text
- **Peer assessment**: Encouraging students to share their work with the whole class and suggesting areas for improvement

Most students showed interest in knowing more about Mountain Gorillas after watching the video clip.

Introducing the key features of encyclopedia entries

a tree diagram

an animal fact sheet

Strategies adopted to cater for LD

- **Diversified writing products:** The more able students –doing a questionnaire **survey** and writing an **encyclopedia entry**; the less able students – designing a **leaflet**
- Providing **choices** to cater for students' learning interest and abilities

Stretching students' ability to conduct an interview and analyse the interview data

Students could watch the video using their own iPads and make suitable pauses to complete the worksheet.

- Engaging students in active learning through the **use of e-learning resources** to enhance learning autonomy
- Engaging students in speaking activities to strengthen the target language structures
- Providing scaffolding by **breaking the tasks into small steps** to facilitate learning

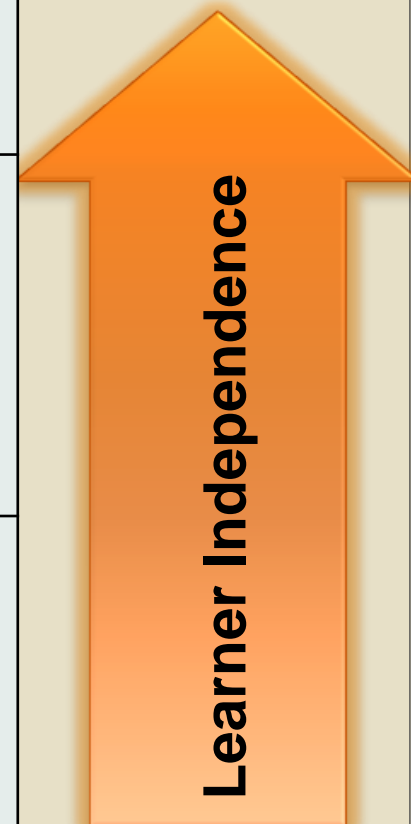
Students watched the video "North Atlantic Right Whale" before reading the text to facilitate their understanding.

Breaking the writing activity into smaller, more achievable steps to scaffold students' writing ability

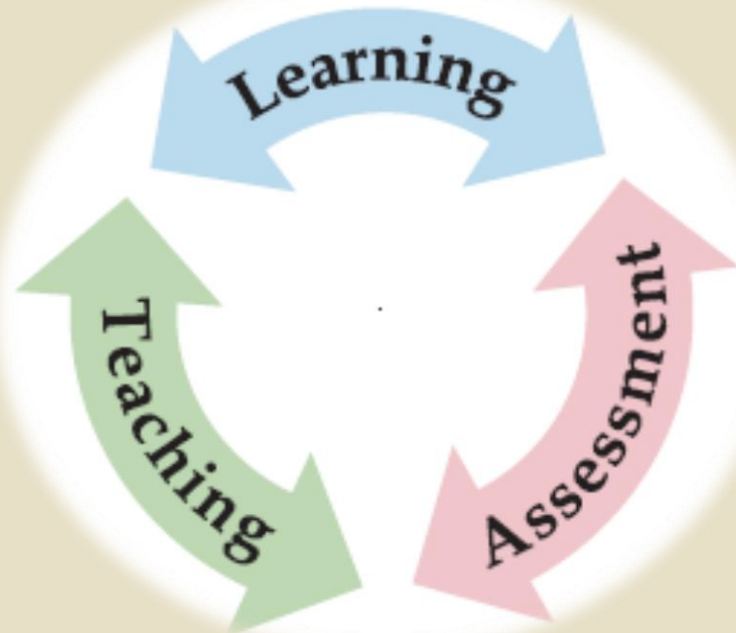
Three complementary assessment concepts

Formative	Assessment as Learning (AaL)	AaL engages students in reflecting on and monitoring their progress of learning through strengthening their roles and responsibilities in relation to their learning. Students are actively involved in regulating the learning process, evaluating their own performance against the learning goals, and planning for the next step in learning.
	Assessment for Learning (AfL)	AfL integrates assessment into learning and teaching. It assists students to understand what they are learning, what they have attained, and what is expected of them, and helps teachers collect evidence of students' learning so that teachers can provide students with timely feedback and refine their teaching strategies.
Summative	Assessment of Learning (AoL)	AoL describes the level students have attained in learning and shows what they know and can do over a period of time. It gives an overview of the previous learning of students and is mainly used for reporting purposes.

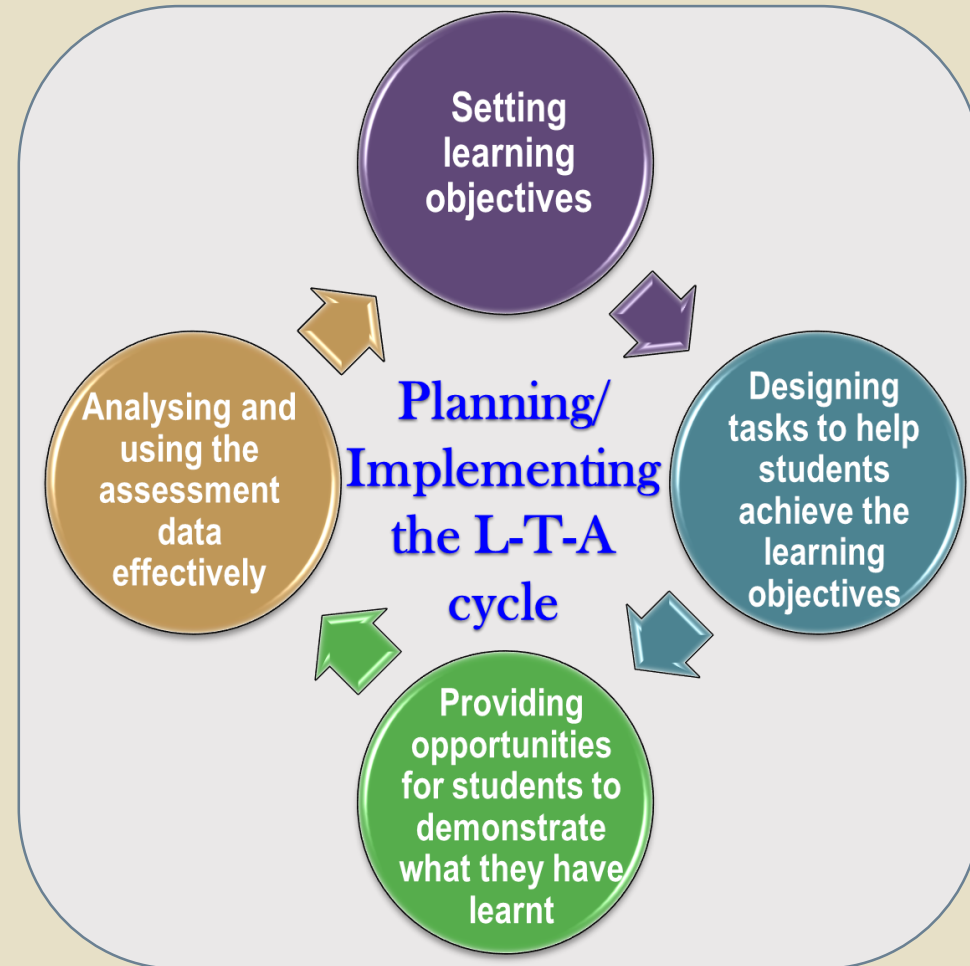
Self-
directed
Learners



The relationships between learning, teaching and assessment



**Learning-teaching-
assessment Cycle**

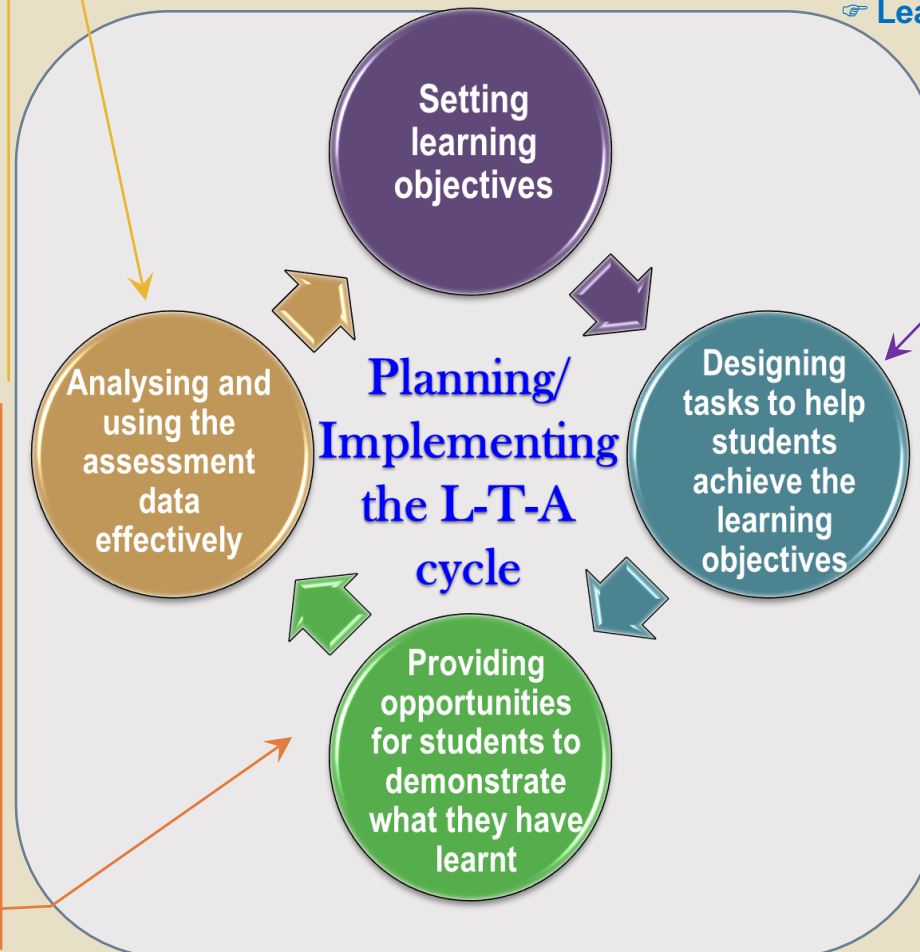


- **Evaluate** students' performance against the success criteria
- Identify students' **strengths and weaknesses**
- Analyse **the underlying causes** of students' learning difficulties
- Review **teachers' expectations** on students
- Modify **teaching strategies**
 - Explore ways to help students improve
 - Design activities to address students' problems
- Revise **the school-based curriculum design/content**

- Make use of **various assessment tasks/activities** to gauge students' performance
- **Share** the **learning intentions** and task-specific **success criteria with students**
- **Observe** students' performance
- Use **effective questions** to elicit students' responses
- Provide students with **quality feedback** on how to improve (linked to success criteria)
- **Collect evidence** of student learning

- Aim for a balanced and comprehensive **coverage** ☞
- Take the following into consideration:
 - what students **can do currently**;
 - what we should expect our students to **be able to do next?**

☞ **Learning Progression Framework (LPF)**



- Think about **how we can help students achieve the target learning objectives** (appropriate input, various modes, scaffolding, support...)
- Think about **appropriate/effective teaching strategies**

for English Language

Reading - ATM 1

Understanding information and ideas in some short simple texts, using some reading strategies as appropriate

Reading - ATM 2

Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate

Reading - ATM 3

Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate

Reading - ATM 4

Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate

Reading - ATM 5

Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate

Reading - ATM 6

Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate

Reading - ATM 7

Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate

The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)

The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)

- Language development strategies, generic skills, and positive values
- Learners are exposed to a variety of text types and reading purposes
- Selection of a wide range of texts of appropriate lengths and different skimming for gist, using contextual clues as well as learners' answers
- The interplay between tasks and texts is a factor for consideration when with text complexity as learners progress in the development of reading and difficult tasks for simple texts to stretch their abilities.
- Teacher support is essential to helping learners understand the text and draw prior knowledge and experiences in the process of interacting with the text.

ATM = Attainment Milestone

Writing - ATM 1		Writing - ATM 2		Writing - ATM 3		Writing - ATM 4		Writing - ATM 5		Writing - ATM 6	
Learning Outcomes						Learning Outcomes					
Content						Content					
Completing blanks in short texts to convey simple information		Writing short texts to convey simple information, ideas and feelings on familiar topics		Writing short texts to convey simple information, ideas and feelings on familiar topics		Writing short texts to convey simple information, ideas and feelings on familiar topics		Writing short texts to convey simple information, ideas and feelings on familiar topics		Writing short texts to convey simple information, ideas and feelings on familiar topics	
Practising words under appropriate headings/topics		Practising ideas about a topic in sentences		Practising ideas about a topic in sentences		Practising ideas about a topic in sentences		Practising ideas about a topic in sentences		Practising ideas about a topic in sentences	
Using some simple words appropriately, and showing an awareness of some simple formats		Using some simple language forms and functions, and simple formats quite appropriately		Using some simple language forms and functions, and simple formats quite appropriately		Using some simple language forms and functions, and simple formats quite appropriately		Using some simple language forms and functions, and simple formats quite appropriately		Using some simple language forms and functions, and simple formats quite appropriately	
Language and style						Language and style					
Using a range of quite appropriate and accurate language forms, functions, and quite appropriate tone, style, register and features of some text types						Using a range of quite appropriate and accurate language forms, functions, and quite appropriate tone, style, register and features of some text types					
Understanding Principles						Understanding Principles					

- Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and across the context, purpose and audience are implicit in and apply across all learning outcomes in terms of eight attainment
- The meaningfulness and appropriateness of the written texts in the context, purpose and audience are implicit in and apply across all learning outcomes in terms of eight attainment
- The development of writing strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment
- writing legibly (preferably being able to use both print and cursive script)
- generating ideas by brainstorming or seeking and selecting information and ideas from different sources
- using knowledge of letter-sound relationships to plan for correction
- asking questions to clarify and seek information for correction
- editing drafts by adding, deleting, substituting or linking ideas, and
- revising drafts by adding, deleting, substituting or linking ideas, and
- reflecting on own writing based on feedback from teachers or peers
- Learners are expected to help learners develop these strategies with increasing sophistication.
- Teacher support is essential to helping learners express and organise their ideas during the learning and teaching process. As learners progress, learner independence.

ATM = Attainment Milestone

© English Language Learning

Listening – ATM 1	Listening – ATM 2	Listening – ATM 3	Listening – ATM 4	Listening – ATM 5	Listening – ATM 6
Understanding key words in some short simple texts	Understanding some information, ideas and feelings in short simple texts, using some listening strategies as appropriate	Understanding information, ideas and feelings in some simple texts, using some listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate

Underlying Principles

- Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and life applications.
- Learners are exposed to a variety of text types and listening purposes (e.g. listening for academic development, listening for interaction, listening to help learners become familiar with the characteristics of spoken English (e.g. overlapping turns, hesitations, redundancy).
- The development of some basic listening strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainments.
 - being attentive,
 - activating prior knowledge,
 - anticipating the likely development of spoken texts, and
 - being selective while listening (e.g. discriminating relevant from irrelevant information based on individual circumstances or task requirements).
- The interplay between tasks and texts is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding of task complexity as learners progress in the development of listening skills and strategies. To cater for learner diversity, simple tasks can be included in the range of tasks to stretch their abilities.
- Classroom interactions are crucial to the development of listening skills and strategies, particularly at the early stage of learning. Teacher support is essential to help learners become familiar with the characteristics of spoken English (e.g. overlapping turns, hesitations, redundancy).

ATM – Attainment Milestone

[illegible]

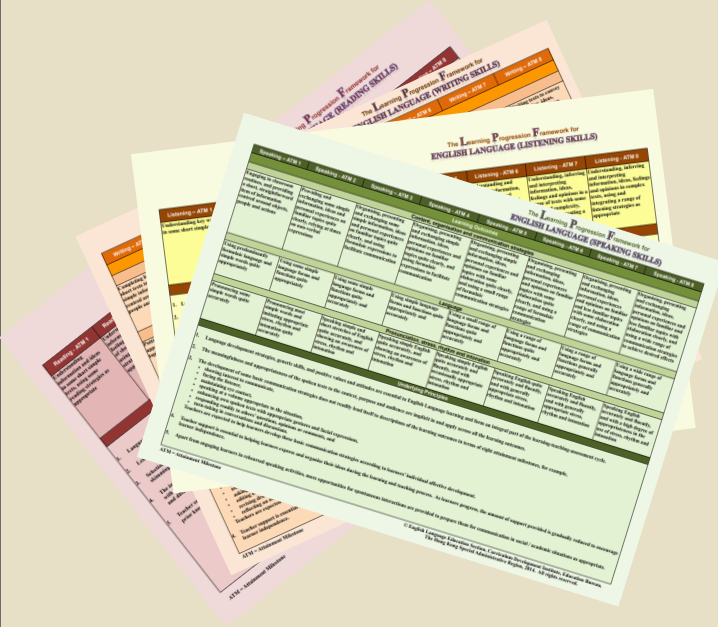
<http://www.edb.gov.hk/lpfenglish>



What is the Learning Progression Framework (LPF)?

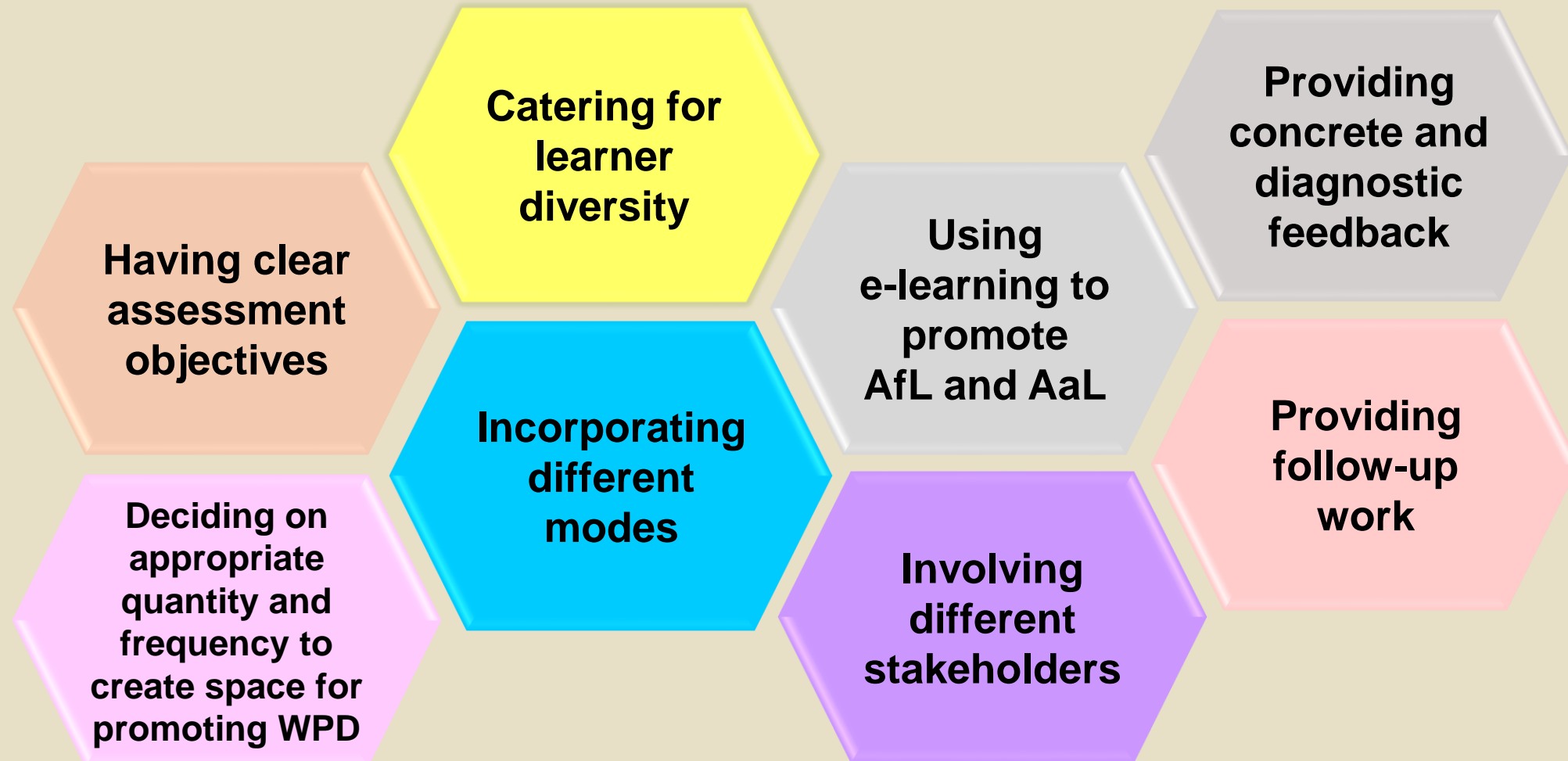
The LPF:

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

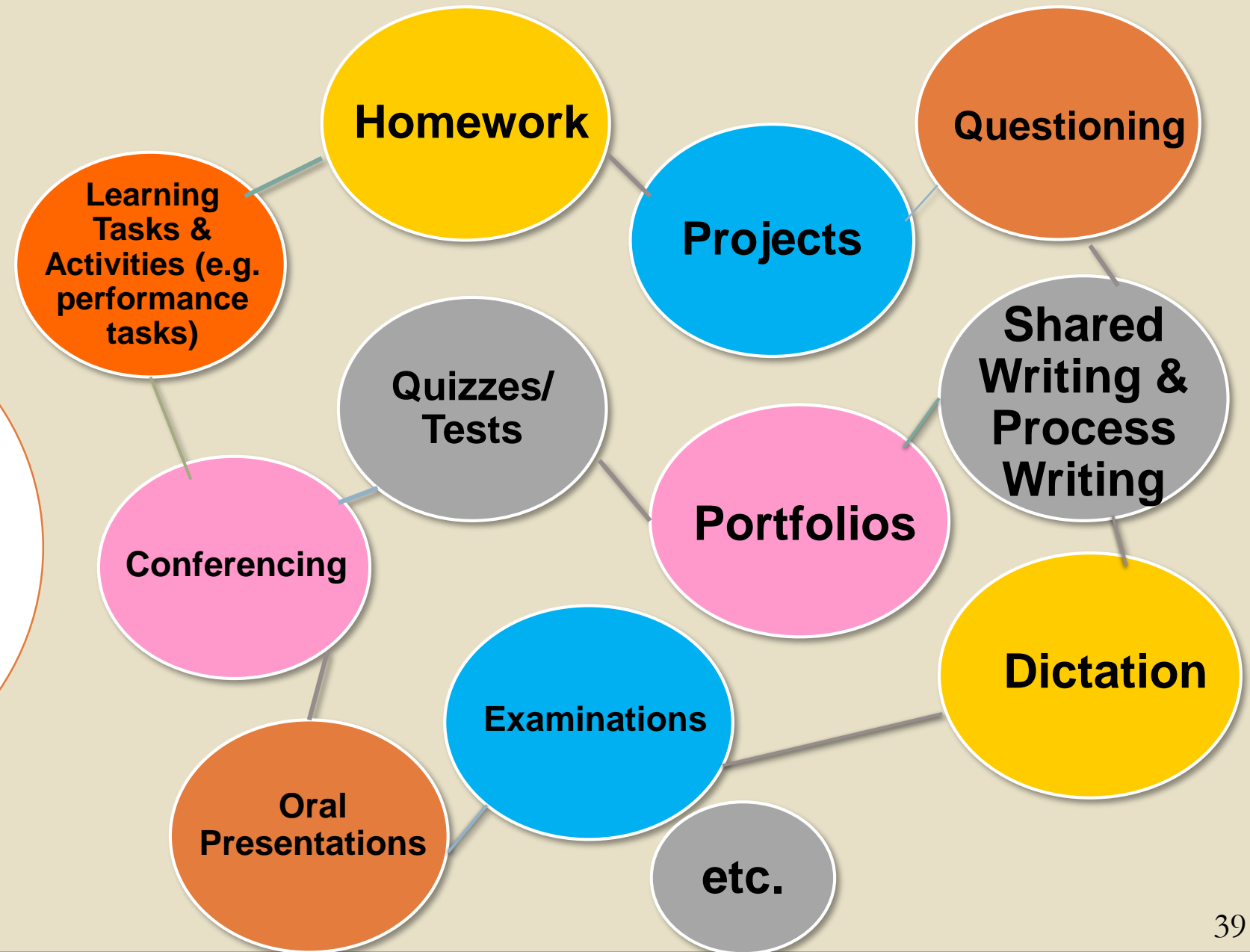


Learning Outcomes	
Level	
8
7
6
5
4
3
2
1

Considerations when designing quality homework and learning, teaching and assessment tasks/activities



Different Modes of Assessment in Schools



Assessment Data

**Evidence of student learning
in terms of knowledge,
skills and values and attitudes**

Students' results in tests and/or exams
(scores/grades)

Students' performance when completing
learning activities/tasks

Students' responses in the learning
activities/tasks

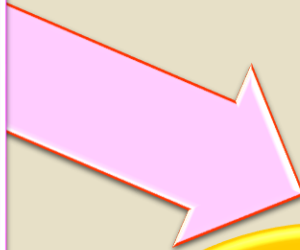
How students use target language
items in class

How students interact during group work

The mistakes made by students

Strengthening AfL:

- Adopting diversified modes of assessment
- Making use of various assessment tools
- Making effective use of assessment data



Promoting Assessment for/as Learning

Extending from AfL to AaL:

- Greater involvement of students in LTA process
- Enhancing learners' self-directed learning capabilities through introducing metacognitive strategies



Strategies to promote Assessment as Learning

In order to enable students to take charge of their own learning, teachers can do the following:

identifying expected learning outcomes	creating criteria of good practices with the students	guiding students to set goals
teaching enabling skills (e.g. dictionary skills, research skills, phonics skills and vocabulary building strategies)	providing opportunities for students to practise the skills that need to be learned or mastered	modelling of learning strategies (e.g. the skills of note-taking) through think-aloud
discussing sample student work and providing constructive feedback to students as they learn	using different kinds of assessment forms (e.g. KWHL Table, SWOT, PMI, Traffic Light, Feedback Sandwich) to facilitate self-reflection	guiding students to keep track of their own learning

Some reflection strategies

Graphic Organisers

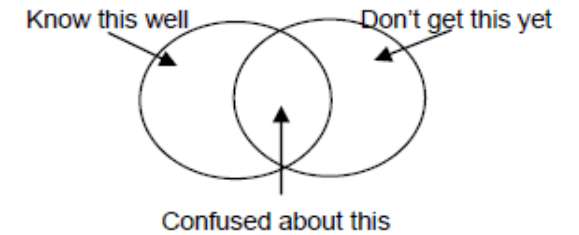
3-2-1 Summariser

- 3 Examples of sentences written in the present perfect tense in the book / worksheets
- 2 Differences between 'yet' and 'already'
- 1 Activity you found the most interesting

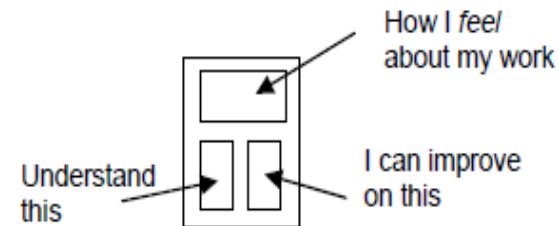
SWOT

Strengths	Weaknesses
Opportunities	Threats

Venn Diagram



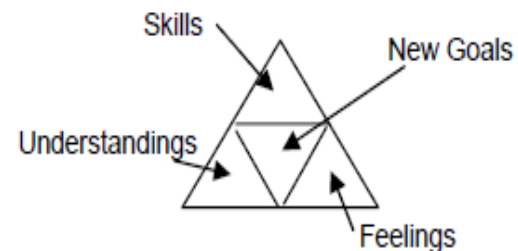
Compare and Contrast



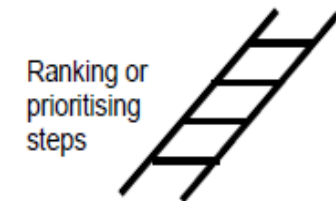
PMI table (from de Bono)

Plus	Minus	Interesting
Can do this well	Need more work on this	I could try...

Triangle



Ladder



Some reflection strategies

“Traffic Light”

Have students examine their work and highlight how they feel

- stopped
- cautious
- they can go straight ahead

“Concept Circle”

Instruct students to

- sketch a concept circle with as many spikes as they like;
- brainstorm and recall the key concepts/ideas learnt;
- highlight, or draw a box around, any concept that they have trouble understanding; and
- write down who/where to resort to in order to solve the problems

“The Feedback Burger”

(Good news) “I did really well on ...”

(Bad news) “I think ...need to be changed because...”

(Good news) “Some ways I can improve this are...”

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

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

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



ASSESSMENT-RELATED RESOURCES

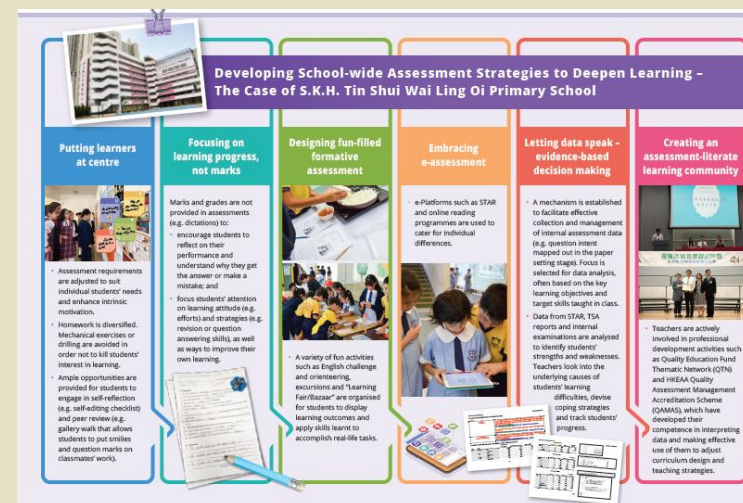
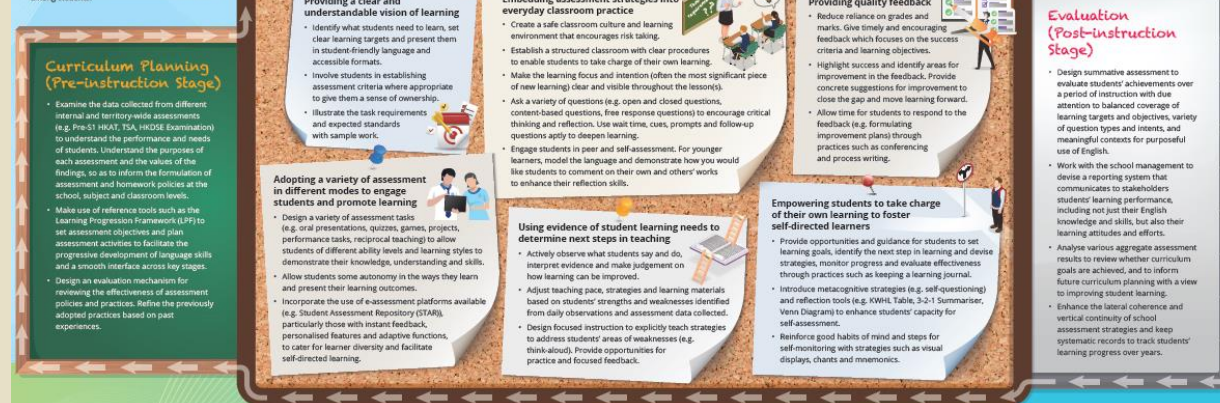
The English Language Education (ELE) Section provides support for schools to develop effective strategies and practices for assessing students. A variety of resources (e.g. references, professional development programme materials, the assessment task bank) are available for teachers' use. For details,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



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

CONTEXTUALISING ASSESSMENT WITHIN THE PLANNING, IMPLEMENTATION AND EVALUATION CYCLE

Assessment is an essential part of effective planning, learning and teaching. With effective assessment strategies and practices, schools can shape the assessment into positive learning experiences that promote self-efficacy and commitment to learning among students.

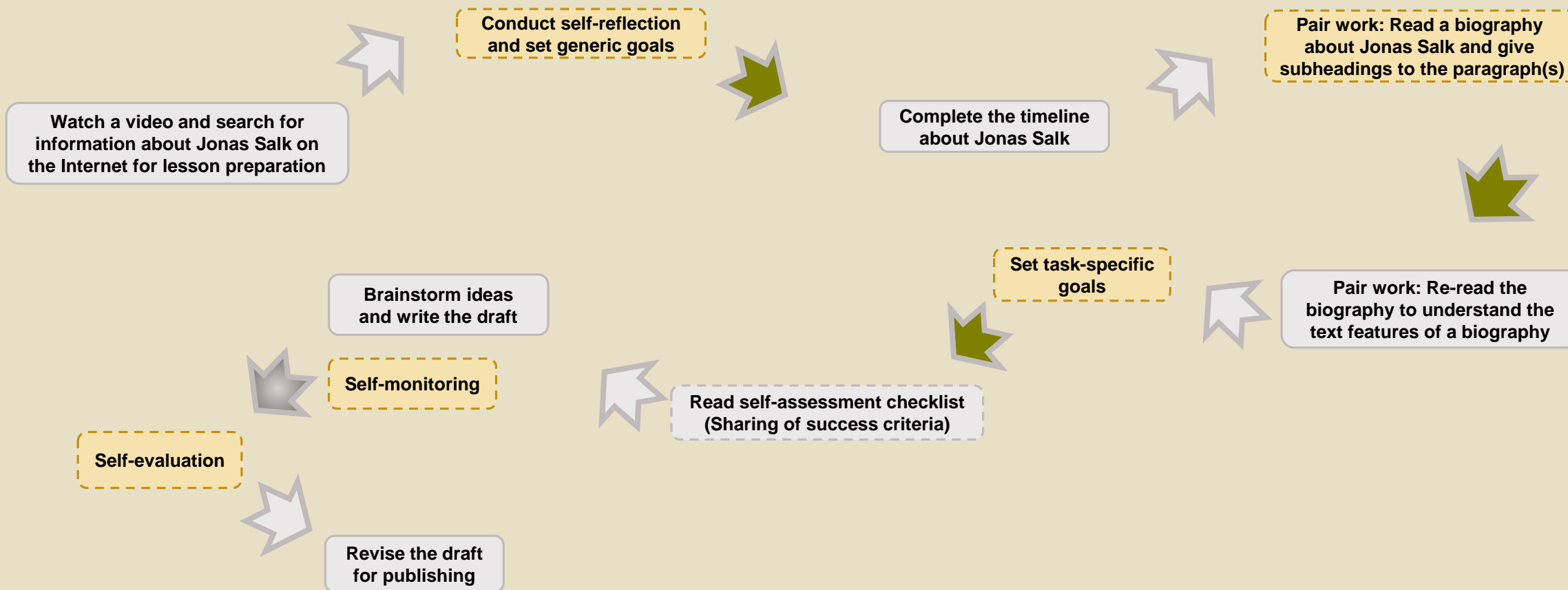


Promoting Assessment as Learning

Level: Upper Primary

Module topic / theme: **Relationships (Fantastic People)**

Context: The Science Week is coming. Your English teacher will guide you to read the inspiring life stories of some famous scientists to understand their qualities and achievements. After that, you have to choose a scientist you like and write a biography about him/her.

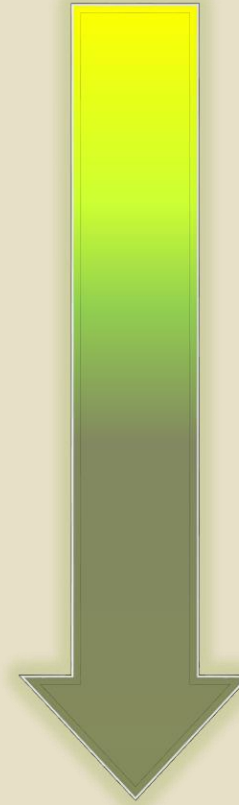
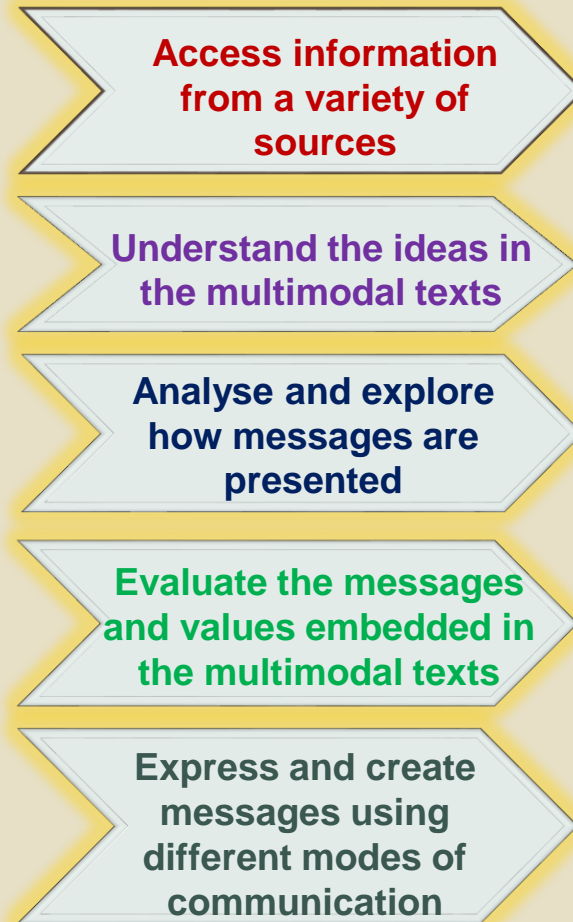


Pedagogy to Enhance Literacy Development

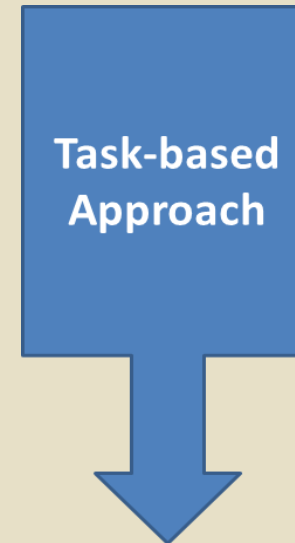
Technological Pedagogical Content Knowledge

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

e-Learning refers to an open and flexible learning mode involving the use of the electronic media, including the use of digital resources and communication tools to achieve the learning objectives.

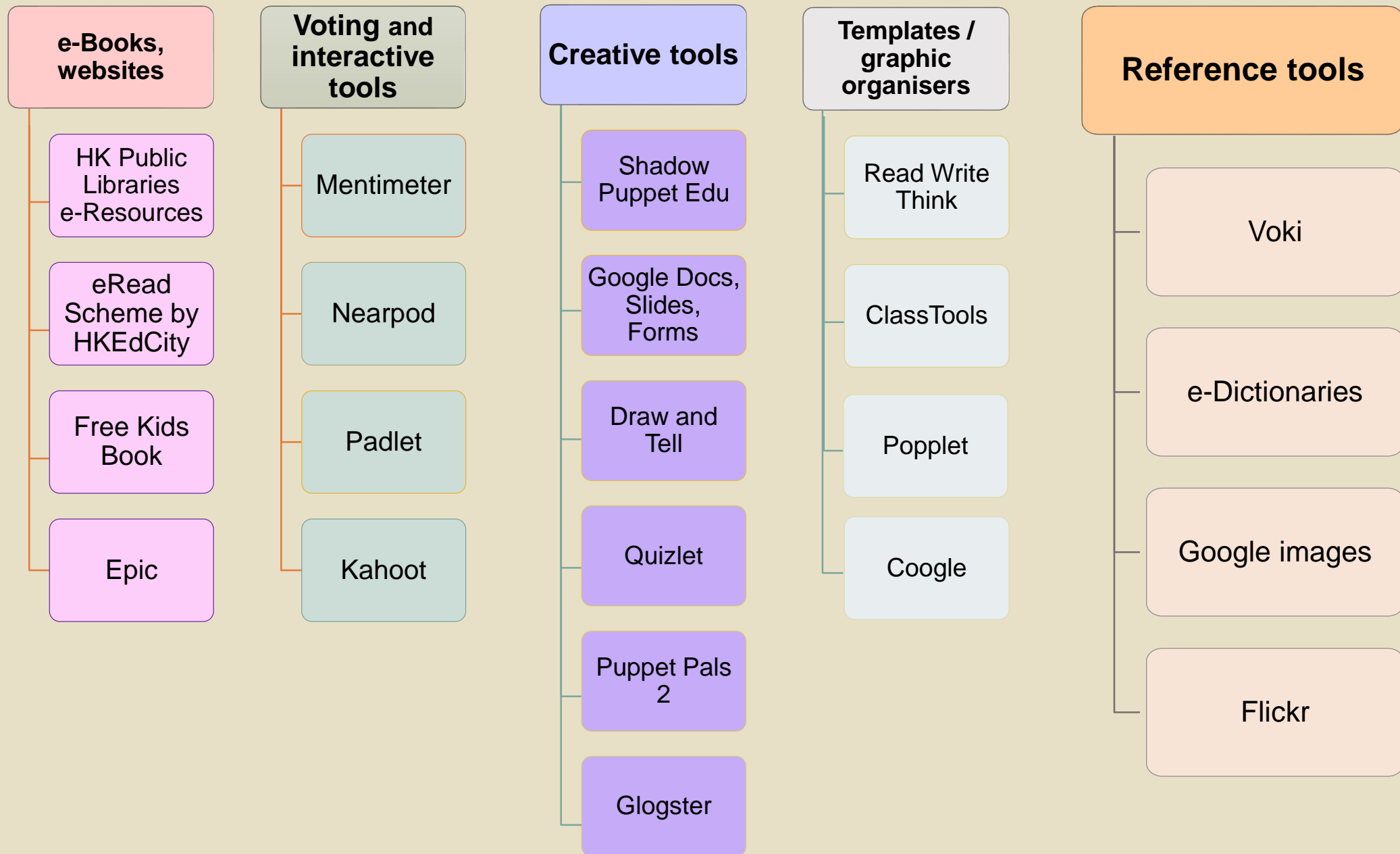


Interacting with Multimodal Texts



Producing Multimodal Texts

Pedagogy empowered by digital technology



Characteristics of Quality e-Learning Resources

Involving good models of English use

Supported by teaching approaches based on sound pedagogical principles

Consisting of user-friendly design, and appropriate graphics, sound and animation to increase students' motivation and support learning

Promoting the integrated use of language skills

Promoting interactive learning by encouraging student input, allowing students to work at their own pace and providing feedback to them

English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017), p.103

 <https://www.powtoon.com/online-presentation/dWzw0CYqn1W/pdp-on-elearning-grammar/?mode=movie#/>

Promoting Information Literacy

Ways to help students manage the vast amount of information in the digital age:

Creating a **favourable learning environment** with easy access to a wide variety of information and reading materials

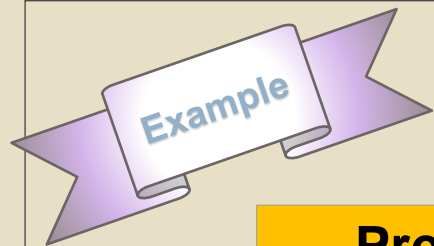
Providing students with **opportunities to apply IT skills** to process and create multimodal texts, and share information and ideas through online platforms

Designing learning activities and projects that require students to **evaluate, extract, organise and synthesise information** and **ideas** from different sources, and **create new ideas** of their own

Guiding students to **identify the bias and stereotypes** conveyed in different kinds of texts

Facilitating discussion and evaluation of the **power, accuracy and reliability of information**, and the **effectiveness in conveying information**

Promoting **ethical use of information** (e.g. acknowledging sources of information properly, preventing cyberbullying) and respect for intellectual property rights



Pre-lesson

Quizlet

- Recap the vocabulary learnt about personality through a matching game.

While-lesson

Nearpod

- Watch a video about what acrostic poems are.
- Introduce the features of acrostic poems.
- Co-construct an acrostic poem with students.

Post-lesson

Padlet

- Ss create their own acrostic poems and upload their work (written/spoken) on Padlet.
- Ss read and comment on each other's work.

Values Education

Positive values and attitudes

Perseverance

Respect for Others

Responsibility

National Identity

Commitment

Integrity

Care for Others

Law-abidingness

Empathy

Diligence

Providing multifarious values education related learning experiences in the curriculum

Moral and Civic education

Basic Law education

Environmental education

Life education

Road safety education

Human rights education

Media education

Sex education

Health & anti-drug education

National education

National Security education

Incorporating Values Education into the School English Language Curriculum

**An example – *Molly's Organic Farm*
(Positive values: Responsibility)**

- Connecting students' learning experiences in the GE Programme & Reading Workshops (P5 Modules: Taking care of our Earth)
- **Prediction skills: Reading the book cover and guessing what the cat might see / hear / smell / do in an organic farm**
- **Inference skills: Understanding unfamiliar words by referring to the contextual clues**
- **Understanding the reasons for using compost, i.e. the benefits of organic farming to the natural environment**
- **Suggesting what should be done to preserve the natural environment (e.g. developing habits for waste disposal and being responsible for our environment)**
- **Designing a good compost to help grow plants better**

Promoting Values Education in the English Language Curriculum

Education Bureau
The Government of the Hong Kong Special Administrative Region
of the People's Republic of China






Latest News | About EDB | Press Release | Education System and Policy | Curriculum Development | Students and Parents Related | Teachers Related | School Administration and Management | Public and Administration Related | Access to Information | Contact Us

Home > Curriculum Development > Key Learning Areas > English Language Education > References Resources

Promoting Values Education in the English Language Curriculum



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

Resources	Year
	Campaign on "Promoting Positive Values and Attitudes through English Sayings of Wisdom 2022/23"
	Resource Page on Promoting Values Education in English Language Learning
	SOW Instant Messaging Stickers 2022 (Online)
	Flipbook "SOW Campaign 2020/21 An Anthology of Winning Entries" 2022 (Online)
	Resource Kit on Promoting Life Education through Issues of Animal Care at Primary Level - Say "Yes" to Treating Animals with Respect 2022 (Online)

Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom”

The SOW Website

Promoting Positive Values and Attitudes through English Sayings of Wisdom



ENTER



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

Videos



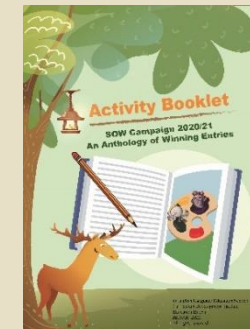
Posters and Animated Posters



Instant Messaging Stickers



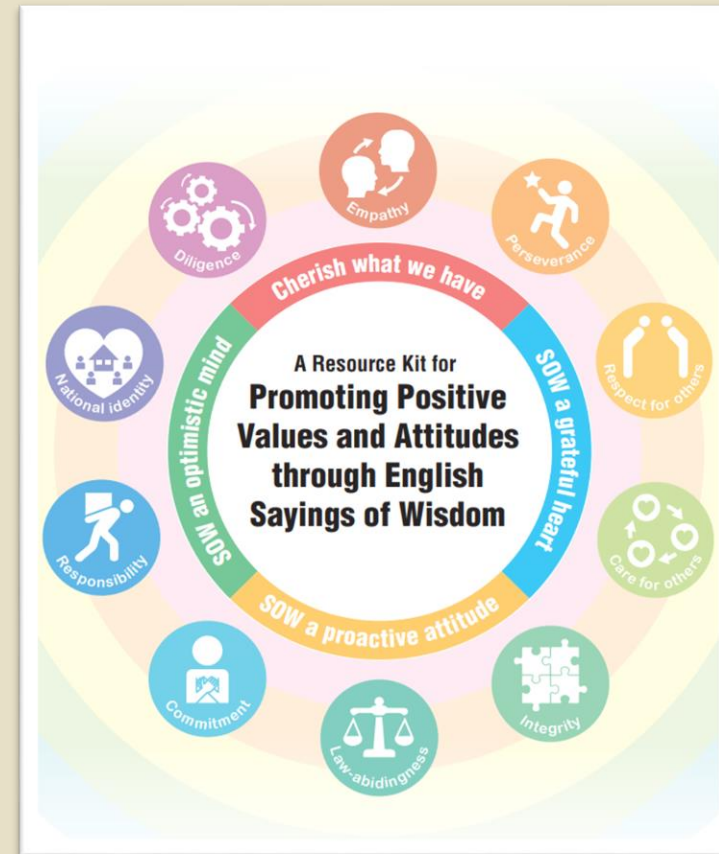
Learning and Teaching Materials





SOWIT Videos Resource Kit (Part 1 & Part 2)

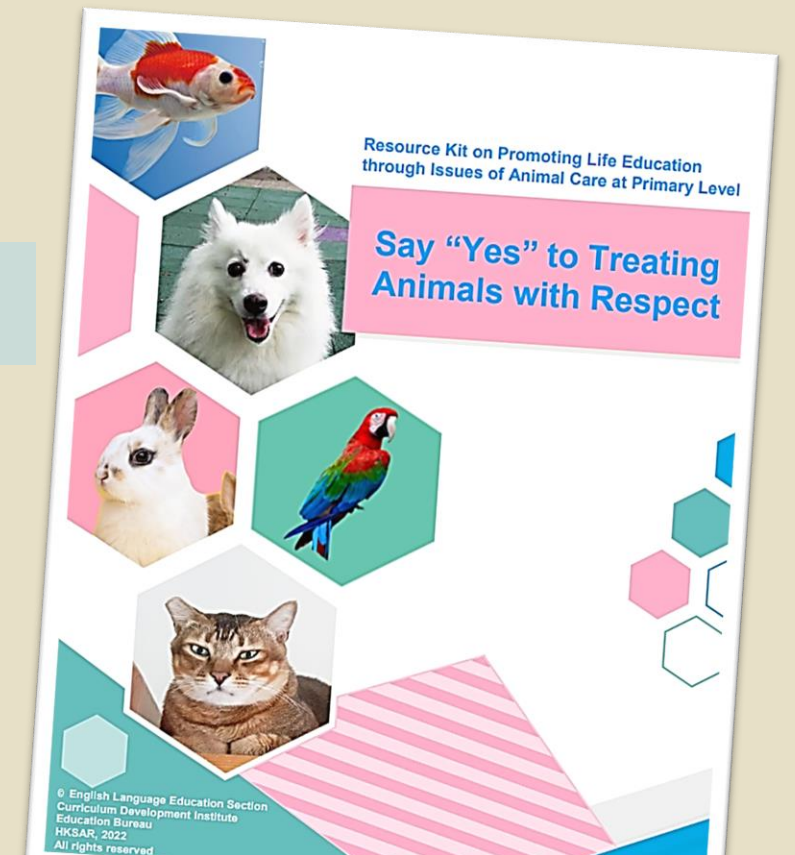
SOW Resource Kit





e-Book *Famous Scientists*

Videos and Resource Kit Fantastic People



Resource Kit Say "Yes" to Treating Animals with Respect

★ ENGLISH Treasure Chest

Primary Level

Secondary Level

The **English Treasure Chest** provides a variety of resource materials for language practice and choices for reading, including literary classics and fables, to facilitate teaching at school, online learning at home and sustainable learning during school holidays. English teachers may adapt the resource materials to support online and offline learning and teaching and promote students' self-directed learning. The collection also helps widen students' exposure to different text types and language arts materials and develop their language awareness and sensitivity to application and creative use of language.



A Treasury of Literary Classics (Primary Level)

This collection of reading tasks is developed based on classic literary works of different genres. It is designed to promote the reading and appreciation of literary texts and widen students' language exposure.



Shared Reading on *My Hero is You* - how kids can fight COVID-19!

[DOCX](#)

[PDF](#)

[PPT](#)



Fighting against COVID-19

- [Assessment Task: Maintain Cough Manners \(P1-3\)](#)
- [Assessment Task: Protect Others from Getting Sick \(P1-3\)](#)
- [Fighting against COVID-19 \(P4-6\)](#)
- [Making Good Use of Time while Staying at Home for Social Distancing](#)

Chinese Fable and Tale Series

Web Version

[Borrow Light through Boring a Hole in the Wall](#)

[Mend the Fold after a Sheep is Lost](#)

[One Rice, Thousand Gold](#)

[Practice Makes Perfect](#)

[The Old Man Who Lost His Horse](#)

[The Story of Hua Mulan](#)

[Three Liars Make a Tiger](#)

[Waiting for More Hares to Dash Dead against the Stump](#)

[Yu Gong Moved away Two Mountains](#)

[Yu the Great Tamed the Waters](#)

Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom”

Activities under the campaign in the 2022/23 school year (for primary students)

Activity	Time period	Remarks
SOW Motivational Talk Contest	Nov 2022 – Apr 2023	A speaking competition inviting students to create a short video to share their reading or viewing experience by connecting their reflections on a text of their own choice with a SOW that echoes the theme and/or the sub-themes of the SOW Campaign 2022/23
Filmit 2023: A Student Film Competition	Dec 2022 – Jul 2023	A digital filmmaking competition which engages students to create a short film of 1-minute duration or 3-5 minute duration based on the theme selected for the year
School-based activity: Week of Positivity	Feb – Jul 2023	A school-based activity week staging a variety of English learning activities which reflect schools’ unique focuses and initiatives in promoting positive values and attitudes
Time to Talk Public Speaking Competition	Nov 2022 – May 2023	A public speaking competition which engages students in delivering a public speech in English, based on the lyrics of a song related to the theme this year, supported by the use of IT
Story to Stage Puppetry Competition	Mar – Jun 2023	A puppetry competition which invites teams of KS2 students to stage and film a puppetry performance

Grammar in Context or Text Grammar?

Grammar in Context

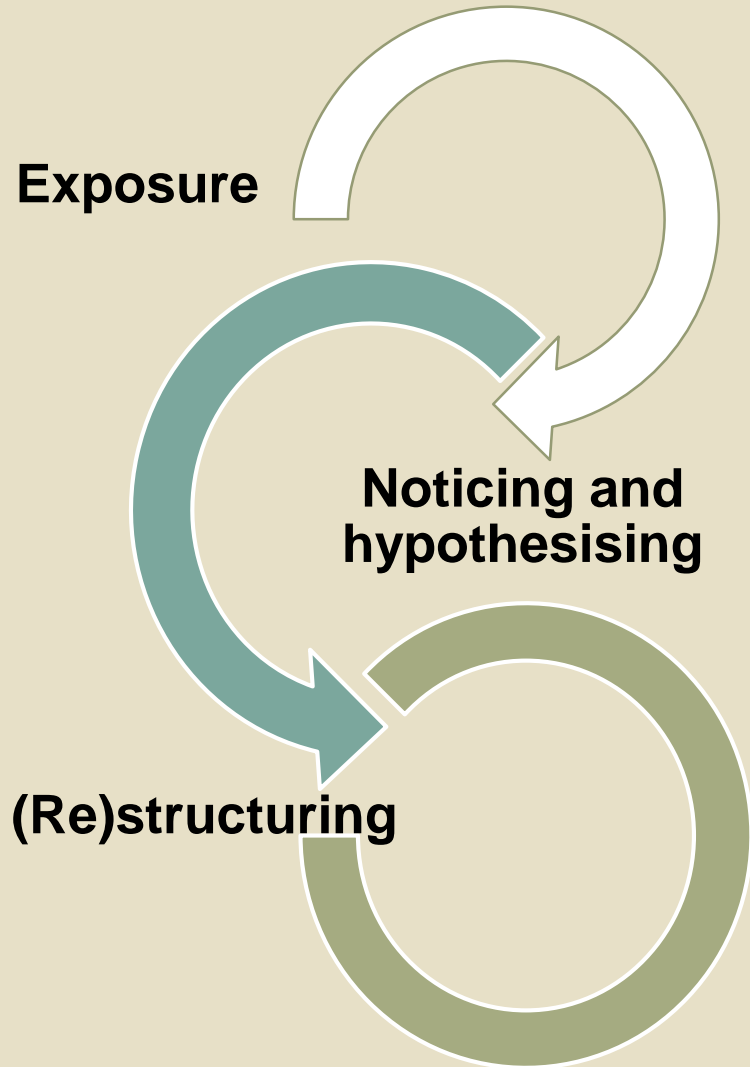
- the link between form and function and how grammar makes meaning and varies in different contexts
- how contexts shape the choice of language used

Complementary Concepts

Text Grammar

- beyond the sentence level
- grammar items typical of a particular text type
- how grammar contributes to the coherence & the structure of a text
- how to apply grammar knowledge to create texts of different text types

Stages involved in learning grammar



- Exposure to the specific language patterns in texts

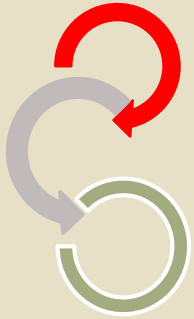
- Noticing the structure and being aware of the connections between form and meaning
- Structuring the grammar rule in mind

- Restructuring it and applying it in new contexts/using it naturally

Target language structures:

Using the comparative and superlative forms of adjectives (e.g. more interesting than, the most interesting) to compare different types of books and express views

Exposure



Suggested steps:

- Tell students that they are going to learn how to make comparisons using the correct forms of adjectives.
- Instruct students to use pens of different colours (Blue: the comparatives; Red: the superlatives) to highlight/underline the adjectives in the reading passage.
- Show students how to identify the comparative and superlative adjectives by giving an example each, e.g. more touching than, the most touching.

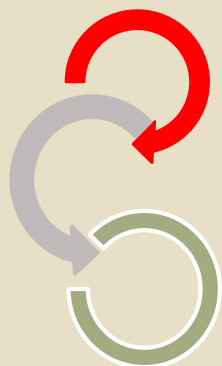
Module: Changes Unit: A Fun Library

Level: Upper Primary

Target language structures:

Using the comparative and superlative forms of adjectives (e.g. more interesting than, the most interesting) to compare different types of books and express views

Noticing and hypothesising



B. Categorise the adjectives you highlighted and put them in the table below.

Adjectives highlighted in blue	Adjectives highlighted in red
more interesting than	the most boring
more exciting than	the most popular

Study the 2 columns of adjectives again.
Do you notice anything special about them?

Are there any changes in the adjectives?	Yes <input checked="" type="radio"/> No (Circle the correct answer)	Yes <input checked="" type="radio"/> No (Circle the correct answer)
What have been added before/after the adjectives?	more...than	the most...
Number of syllables in the adjectives	1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3	
	<p>**Three-syllable adjectives always form the comparative with <i>more...than</i> and the superlative with <i>the most</i>.</p> <p>**Besides, two-syllable adjectives ending in <i>ing</i>, e.g. <i>boring</i>, <i>touching</i> and <i>shocking</i>, share the same rule.</p>	

Study the sentences which in the adjectives are used carefully.

Can you summarise when they are used?

When do we use these adjectives?	Comparative: When we compare two things	Superlative: When we compare a group of things
----------------------------------	--	---

Suggested steps:

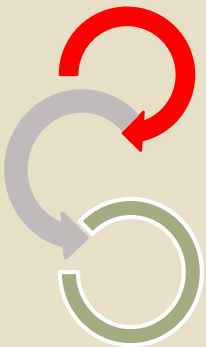
Guide students to explore the form and the use of comparatives and superlatives by using a graphic organiser:

- to report examples of comparatives and superlatives highlighted;
- to generalise the form: (i) three-syllable adjectives always form the comparative with “more...than” and the superlative with “the most ...”; (ii) two-syllable adjectives ending in “ing”, e.g. boring, share the same rule;
- to generalise the use: we use comparatives to compare two things and superlatives to compare a group of things.

Target language structures:

Using the comparative and superlative forms of adjectives (e.g. more interesting than, the most interesting) to compare different types of books and express views

(Re)structuring



Suggested steps:

- Provide opportunities for students to use the target language structures in new contexts.

Making sentences based on polling results

- Conduct a survey on students' favourite readers using Google Form.
- Have students make sentences using comparatives and superlatives based on the polling results.

Playing a board game

- Ask students to take turns to throw the dice.
- Ask them to make a sentence based on the instruction on the square that the chess piece lands on and read it aloud.
- The one who makes the most sentences wins.

Integrative use of generic skills

Two examples of integrative use of generic skills:

-**Holistic thinking skills**: involving the use of critical thinking skills, problem solving skills and creativity

-**Collaborative problem solving skills**: involving the use of collaboration skills, communication skills and problem solving skills

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

Collaborative problem solving skills
Thinking skills

Level: Upper Primary

In the Reading Workshops, students read the information text *Molly's Organic Farm* and *Organic Farming*. Molly is a cat which lives in the organic farm and helps catch rats. *Organic Farming* provides information about the pros and cons of using machines and chemicals in farming and knowledge of organic farming, e.g. explaining the role of helpful insects. Students are then **engaged in role plays** and **drama script writing** to promote organic farming and healthy lifestyles.

Task 1

Students are guided to:

- make predictions and understand Molly's activities in the organic farm; and
- the organic farming skills, e.g. What is compost made of? What are companion plants?

Development of creativity by guiding students to make predictions about Molly's activities in the farm

Task 2

Students are guided to discuss

- the benefits of organic farming; and
- the pros and cons of using machines and chemicals in farming.

Generic skills involved: problem solving, critical thinking, communication

Task 3 Role play

In groups, students conduct a role play from two different perspectives:

- a student who knows nothing about organic farming
- a Green Club member

Collaborative problem solving skills: collaboration, communication, problem solving

Task 4 Drama script writing

Students are engaged in writing drama scripts:

- whole-class writing (with a focus on stage directions and narration)
- group writing (with a focus on the development of ideas)
- individual writing

Thinking skills: creativity, problem solving, critical thinking

Activity: Curriculum Planning

Study the adapted version of a scheme of work for P4-P6 and comment on the strengths and weaknesses.

Key Stage / Level	Module / Unit	Reading (skills/text types)	Writing (skills/text types)	Listening (skills/text types)	Speaking (skills/text types)	Vocabulary/Language items and structures	Learning and teaching resources	Assessment	Generic skills	Values education
P4	Food and drinks Unit 3 Eat well and get fit	<ul style="list-style-type: none"> Locating specific information by identifying key words Following ideas by recognising the text structures and understanding the use of cohesive devices (text types: story and news article) 	(Writing food labels and comments for snacks) <ul style="list-style-type: none"> Using appropriate formats/conventions Presenting main and supporting ideas by providing some elaboration 	(What do children like to eat?) <ul style="list-style-type: none"> Locating specific information Inferring the feeling of the speakers by recognising the tone 	(Talking about your food diary with your classmate and giving advice to him/her) <ul style="list-style-type: none"> Eliciting responses by asking questions and providing information Asking and responding to others' opinions/ideas 	<ul style="list-style-type: none"> types of food use 'a lot of a few and a little' to talk about the quantities of food use 'fewer, less and more' to give advice about the quantities of food use 'need to' to give advice 	<ul style="list-style-type: none"> textbook workbook grammar worksheet 	<ul style="list-style-type: none"> Language Practices 1 and 2 Workbook Unit 3 Supplementary grammar worksheet Unit 3 	<ul style="list-style-type: none"> Communication skills Critical thinking skills 	<ul style="list-style-type: none"> Living healthily
	Unit 4 A balanced diet	---	---	---	---	---	---	---	---	---
	WRITING TASK: Writing an article "What do I think about snacks?" for the school magazine (Writing skills: Describing, explaining and giving advice with some supporting details; writing paragraphs to develop main ideas)	---	---	---	---	---	---	---	---	---
P5	Our world Unit 5 Special jobs	<ul style="list-style-type: none"> Locating specific information by identifying key words Identifying main ideas and some supporting details (text type: interview) 	(Creating a personal profile) <ul style="list-style-type: none"> Using appropriate formats, conventions and language features Using headings and sub-headings to present information 	(What is my job?) <ul style="list-style-type: none"> Locating specific information Understanding speakers' feelings and attitudes 	(What do you want to be when you grow up?) <ul style="list-style-type: none"> Eliciting responses by asking questions and providing information Elaborating ideas 	<ul style="list-style-type: none"> names of jobs adjectives and adverbs related to jobs use of adjectives and adverbs be + going to might 	<ul style="list-style-type: none"> textbook workbook grammar worksheet 	<ul style="list-style-type: none"> Language Practices 1 and 2 Workbook Unit 5 Supplementary grammar worksheet Unit 5 	<ul style="list-style-type: none"> Communication skills Critical thinking skills 	<ul style="list-style-type: none"> Responsibility Respect for others
	Unit 6 Special things in life	---	---	---	---	---	---	---	---	---
	WRITING TASK: Writing a film review about Chef Sam, an award-winning film (Writing skills: Identifying the purpose and audience of the task; using appropriate cohesive devices; presenting main and supporting ideas by providing some elaboration)	---	---	---	---	---	---	---	---	---
P6	Caring for others Unit 5 World problems	<ul style="list-style-type: none"> Locating specific information by identifying key words Recognising the presentation of ideas through headings and paragraphing (text type: accounts on a website, newsletters and photo captions) 	(Writing a blog entry about an accident) <ul style="list-style-type: none"> Writing short and simple letters/articles to share personal experiences Writing simple descriptions of objects, people, places and events with some details 	(A radio programme: Help needed to save the poor kids!) <ul style="list-style-type: none"> Locating specific information Understanding the connection between ideas Understanding speakers' feelings, attitudes and intentions 	(Making a speech — Please help us!) <ul style="list-style-type: none"> Greeting the audience appropriately Introducing oneself giving details Using appropriate gestures, facial expressions, intonation, stress etc. to convey intended meanings 	<ul style="list-style-type: none"> natural disasters opposite adjectives use 'too' to express degree use 'since' to give reasons use 'not enough' to talk about quantities 	<ul style="list-style-type: none"> Textbook Workbook Grammar worksheet A video on hunger/poverty/trust Leaflets on natural disasters by charities 	<ul style="list-style-type: none"> Language Practices 1 and 2 Workbook Unit 5 Supplementary grammar worksheet Unit 5 Speaking assessment: A presentation/ on the photo captions about the natural disaster 	<ul style="list-style-type: none"> Communication skills Critical thinking skills IT skills 	<ul style="list-style-type: none"> Care for others, empathy, loving the nature
	Unit 6 How can we help?	---	---	---	---	---	---	---	---	---
	TASK: Doing a group presentation about a charity event (Writing skills: Identifying the purpose and audience of the task, describing, explaining and giving suggestions with some supporting details) Speaking skills: Presenting information and ideas clearly and coherently using appropriate cohesive devices, intonation, stress, and vary volume, tone of voice and speed to convey intended meaning and feelings)	---	---	---	---	---	---	---	---	---

development of reading and writing skills?

generic skills development?

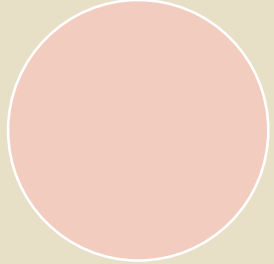
text types?

the L&T resources?

strategies to cater for learner diversity?

assessment?

Managing Resources



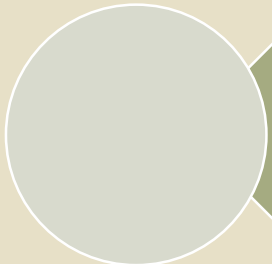
Human resources

- Appoint **level coordinators** to help with horizontal coordination
- Deploy **the NET** effectively



Learning and teaching resources

- Build up a **resource bank** with teaching plans, learning tasks and resource materials developed by teachers
- Introduce **EDB resource packages** to teachers



Management of funds and grants

- Deploy different **grants provided by the government** strategically (e.g. The Promotion of Reading Grant)
- Apply for the **Quality Education Fund** and **Dedicated Funding Programme for Publicly-funded Schools** to implement projects that promote effective learning

References and Resources

The screenshot shows the Education Bureau website with the following elements:

- Header:** Education Bureau, The Government of the Hong Kong Special Administrative Region. Navigation links include Latest News, About EDB, Press Release, Education System and Policy, Curriculum Development, Students and Parents Related, Teachers Related, School Administration and Management, Public and Administration Related, Access to Information, and Contact Us.
- Breadcrumb:** Home > Curriculum Development > Key Learning Areas > English Language Education.
- Section Header:** English Language Education.
- Grid of Resources:**
 - What's New (marked with a red starburst 'NEW')
 - English Sayings of Wisdom (SOW)
 - Optimising Senior Secondary English Language
 - Applied Learning (Vocational English)
 - Curriculum Documents
 - References and Resources** (circled in red)
 - Professional Development Programmes
 - Promotion of Reading in Schools
 - Effective Assessment Practices

A QR code is located in the bottom left corner of the screenshot.

References and Resources

- New
- Primary Level
- Secondary Level
- Course Materials for Professional Development Programmes
- EDB One-stop Portal for Learning and Teaching Resources



Curriculum Documents

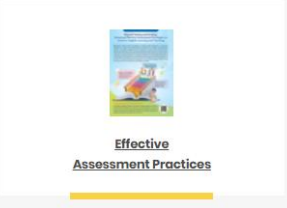
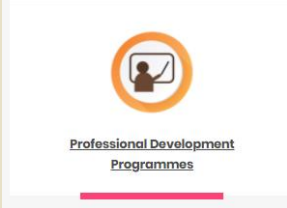
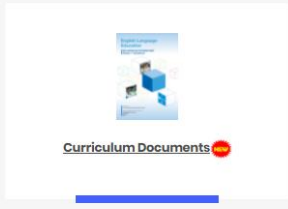


PDPs (Slides)



References & Resources

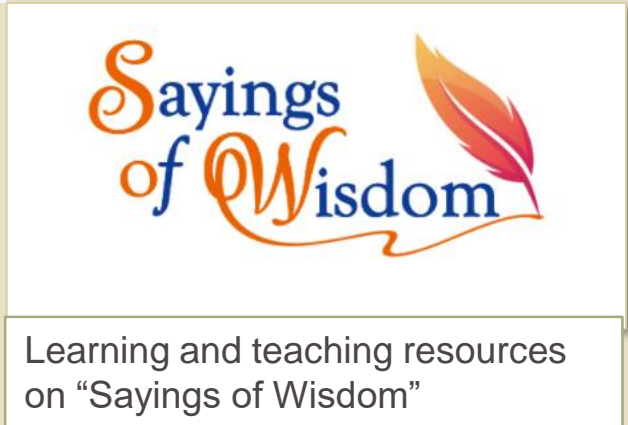
<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/index.html>



Learning and teaching resources on writing and delivering a motivational speech



A school-based activity "Week of Positivity"



Learning and teaching resources on "Soyings of Wisdom"



Flipbook on "SOW Campaign 2020/21 An anthology of winning entries and activity booklet" and activity booklet

ENGLISH Treasure Chest



A Treasury of Literary Classics (Primary Level)

This collection of reading tasks is developed based on classic literary works of different genres. It is designed to promote the reading and appreciation of literary texts and widen students' language exposure.



Shared Reading on *My Hero is You* - how kids can fight COVID-19

[BOOK](#) [PDF](#) [PPT](#)



Fighting against COVID-19

- [Assessment Task: Maintain Cough Manners \(H-3\)](#)
- [Assessment Task: Protect Others from Getting Sick \(H-3\)](#)
- [Fighting against COVID-19 \(H-3\)](#)
- [Making Good Use of Time while Staying at Home for Social Distancing \(H-3\)](#) [PPTX](#)



Primary English e-Learning Resources (PEER)

PEER, which targets upper primary students, consists of 48 learning units based on the modules "Changes", "Food and Drink", "Relationships", "The Magic of Nature", "We Love Hong Kong" and "Happy Days". Each learning unit comes with a lesson plan and a worksheet.



Learning Tasks for Key Stage 1

This collection of learning tasks includes worksheets, audio clips and video clips to facilitate the learning and teaching of language skills as well as the development of vocabulary building and phonics skills at Key Stage 1.



Learning Tasks for Key Stage 2

This collection of learning tasks includes worksheets and audio clips to facilitate the learning and teaching of language skills as well as the development of vocabulary building and phonics skills at Key Stage 2.

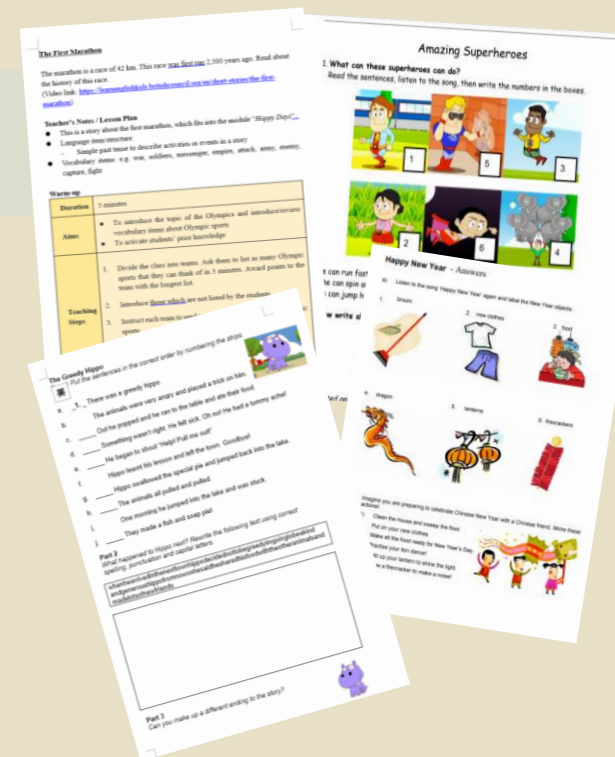
Learning and teaching resources on fairy tales and Chinese fables and tales

Learning and teaching resources related to COVID-19

Learning units with e-learning resources



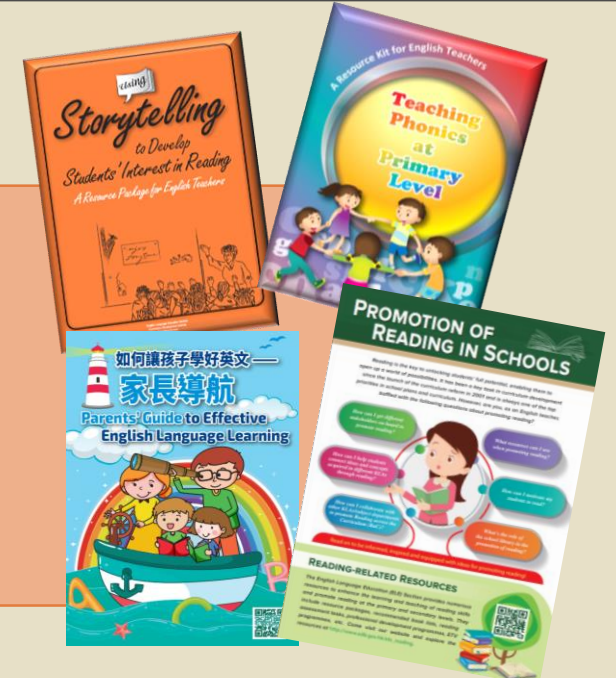
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/treasure_chest_pri.html



Resources in support of the ELE KLACG (2017)

● Literacy Development

- ✓ Using **Storytelling** to Develop Students' Interest in Reading - A Resource Package for English Teachers (2015)
- ✓ Teaching **Phonics** at Primary Level (2017)
- ✓ **Parents' Guide** to Effective English Language Learning (2019)
- ✓ Promotion of **Reading** in Schools (2019)



● Cross-curricular Learning

- ✓ Suggested Book Lists for Reading to Learn across the Curriculum (KS1 – KS4)

(<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/RaC/RaCBooklists.html>)

- ✓ Suggested Book Lists for Theme-based Reading (KG, Pri, Sec)

(<https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/reading-to-learn/contribution-of-book-titles/index.html>)

Suggested Theme-based Book List for Primary Schools									
Theme	Book Title	Author	Illustrator	Year	ISBN	Language	Level	Notes	Link to Book List
Theme 1: Family	My Family	Various	Various	2015	9789620111111	English	Primary 1	This book is a collection of stories about families.	Link to Book List
Theme 2: Community	Our Community	Various	Various	2015	9789620111128	English	Primary 1	This book is a collection of stories about communities.	Link to Book List
Theme 3: Environment	Our Environment	Various	Various	2015	9789620111135	English	Primary 1	This book is a collection of stories about the environment.	Link to Book List
Theme 4: Culture	Our Culture	Various	Various	2015	9789620111142	English	Primary 1	This book is a collection of stories about culture.	Link to Book List
Theme 5: History	Our History	Various	Various	2015	9789620111159	English	Primary 1	This book is a collection of stories about history.	Link to Book List
Theme 6: Science	Our Science	Various	Various	2015	9789620111166	English	Primary 1	This book is a collection of stories about science.	Link to Book List
Theme 7: Arts	Our Arts	Various	Various	2015	9789620111173	English	Primary 1	This book is a collection of stories about arts.	Link to Book List
Theme 8: Sports	Our Sports	Various	Various	2015	9789620111180	English	Primary 1	This book is a collection of stories about sports.	Link to Book List
Theme 9: Health	Our Health	Various	Various	2015	9789620111197	English	Primary 1	This book is a collection of stories about health.	Link to Book List
Theme 10: Safety	Our Safety	Various	Various	2015	9789620111204	English	Primary 1	This book is a collection of stories about safety.	Link to Book List

Leaflets

**Let's Make a Difference:
Unleashing Students' Potential
in Learning English at Primary Level**

Primary

Students are unique individuals. They have different motivation, interests, personalities, abilities, learning styles and socioeconomic background, and thus they have diverse learning needs. These needs may vary at different stages of learning. Therefore, helping students of different abilities to unleash their potential through effective adaptation of curriculum, a variety of learning, teaching and assessment strategies, as well as appropriate selection of learning materials and activities is one of the most important tasks for schools and teachers.

Secondary

In respect of learning and teaching English Language, most schools have accumulated experience in catering for students' diverse learning needs such as adopting graded learning tasks and activities, arranging remedial and enrichment classes and offering summer bridging programmes. However, as English Language teachers, do you still have questions about other effective strategies to better cater for students' needs?

Kindergarten

In this leaflet, we will explore more strategies to cater for learner diversity and to address students' diverse learning needs at different key learning stages.

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

**Reaping Multiple Benefits through
Promoting Reading across the Curriculum
in the Primary English Classroom**

"Reading enjoyment is more important for children's educational success than their family's socio-economic status."
(By Professor Ho Wing-keung, Chair of ELA and EFL Development)

Inspiring students to love reading and to develop into avid readers is perhaps one of the greatest missions of all English Language teachers. Different studies have shown that students who enjoy reading and read regularly reap various benefits. Yet, research has also shown that motivation to read decreases with age. This is especially true to students who move from primary to secondary school and have to cope with the increasing academic and English demands because of the possible change of medium of instruction in various subjects. To sustain students' interest in reading and equip them with the skills for academic success, reading across the curriculum (RaC) seems to be the best remedy. RaC aims to sharpen students' reading strategies while helping them establish meaningful links between concepts and ideas acquired in different Key Learning Areas (KLAs). Inherent in RaC is the opportunity for **reading for purpose** (whether it is for information or research) and **pleasure**. English Language teachers can introduce books with a wide variety of interesting topics related to different KLAs to spice up their lessons, develop their students' reading strategies and connect their learning experiences.

Connecting Learning Experiences

Broadening Knowledge

Developing Reading Strategies

Enhancing Awareness of Academic English

RaC Links between ELE and the other KLAs

While a thematic approach is often used as an entry point for promoting RaC, considerations could also be given to the following:

Text Types	Rhetorical Functions & Language Items	Text Features
<ul style="list-style-type: none"> Expository text Biography Information report ... 	<ul style="list-style-type: none"> Using the simple present tense to present facts Using sequence markers to illustrate steps Using 'both' & 'neither' to make comparisons ... 	<ul style="list-style-type: none"> Using graphs to illustrate trends Using headings and subheadings to organise information and ideas Using bullet points to provide more details ...

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

**PROMOTION OF
READING IN SCHOOLS**

Reading is the key to unlocking students' full potential, enabling them to open up a world of possibilities. It has been a key task in curriculum development since the launch of the curriculum reform in 2001 and is always one of the top priorities in school plans and curriculum. However, are you, as an English teacher, baffled with the following questions about promoting reading?

- How can I get different stakeholders on board to promote reading?
- What resources can I use when promoting reading?
- How can I help students connect ideas and concepts acquired in different KLAs through reading?
- How can I motivate my students to read?
- How can I collaborate with other KLAs/subject departments to promote Reading across the Curriculum (RaC)?
- What's the role of the school library in the promotion of reading?

Read on to be informed, inspired and equipped with ideas for promoting reading!

READING-RELATED RESOURCES

The English Language Education (ELE) Section provides numerous resources to enhance the learning and teaching of reading skills and promote reading at the primary and secondary levels. They include resource packages, recommended book lists, reading assessment tasks, professional development programmes, ETV programmes, etc. Come visit our website and explore the resources at http://www.edb.gov.hk/ele_reading.

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

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

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

Self-directed lifelong English learners

AaL occurs when students are engaged as active participants in assessment. They monitor their learning progress and use feedback received to reflect on learning and set goals.

AfL occurs when teachers use information about student learning to inform teaching and provide feedback to students.

Assessment-related resources

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

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

EDB One-Stop Portal



香港教育城 HKedCity

My Setting Email Calendar iDesk iHouse Search Master Calendar School Map Site Map

EDB One-stop Portal for Learning & Teaching Resources

English Language Education

- Home
- Curriculum Documents
- Learning and Teaching Resources
- Assessment Tasks Bank
- Professional Development
- Contact Us

Home

Vocabulary Building
Language Arts
Grammar in Context
ENGLISH LANGUAGE EDUCATION
Language-rich Environment
Reading to Learn
Cross-curricular Learning
Assessment for Learning

Position

Every learner is entitled to English Language education. As a Key Learning Area, English Language Education seeks to develop learners' English proficiency for study, work and leisure; provide them with opportunities for personal and intellectual development, and extend their knowledge and experience of other cultures through the English medium; and help them overcome the challenges of the rapidly changing and keenly competitive knowledge-based society of Hong Kong.

The English Language Education curriculum comprises two closely related subjects: English Language and Literature in English. English Language is a core subject for students at all levels (i.e. Primary 1 – Secondary 7, although it assumes the title of Use of English for Secondary 6 – 7). Literature in English is an optional subject for students at senior secondary level (i.e. Secondary 4 – 7). Starting from 2009, English Language and Literature in English are a core and an elective subject respectively for Secondary 4 – 6 under the New Academic Structure.

Direction

Latest Resources

Topics for Conversation: Hobbies
Classroom Activities

Weekly Activities
Classroom Activities | Learning and Teaching Packs

Teen Time
Others

[More](#)

Most Popular Resources

Clothes - Story
Self-learning Materials

Roald Dahl Fans
Others

Reading and Listening to Classics
Others

<https://minisite.proj.hkedcity.net/edbosp-eng/eng/home.html>

e-Learning English Resources

Hong Kong Public Libraries Resources

English e-Books

Britannica Collective

Britannica Collective provides over 1 000 non-fiction titles published by Britannica Educational Publishing, covering a broad spectrum of subjects such as Art & Literature, Mathematics, Science & Technology, Social Studies, History and Sports. Some e-books even provide teacher notes categorised by reading level, making them great for early learners to high school students, and suitable for parent-child reading. New books will be added to provide readers with more trusted materials.

[Download User Guide](#)

eBooks on EBSCOhost (including Audiobooks)

This English e-book collection contains a wide range of categories including leisure reading materials, children and young adult collection and fiction, covering subjects like business and economics, social sciences and more. It also provides flexible modes for readers, such as online reading and downloading of e-books to computers or mobile devices. Audiobooks are now available for downloading to mobile devices.

Naxos Spoken Word Library

Audio Books

Naxos Spoken Word Library

"Naxos Spoken Word Library" is an online collection of English audiobooks with titles on classic novels, plays, poetry, religion, philosophy, great epics and tales, history, biographies and music education. They are read by foreign actors, university professors and well known broadcasters in the pure English and American accents. You can enjoy your leisure time, learn English through listening and reading, or find bedtime stories for your kids in it!

Cinderella

THE wife of a rich man fell sick, and when she felt that her end drew nigh, she called her only daughter to her bedside, and said, 'Always be a good girl, and I will look down from heaven and watch over you.'

Soon afterwards she shut her eyes and died, and was buried in the garden, and her little girl went every day to her grave and wept, and was always good and kind to all about her. And the snow fell and spread a beautiful white covering over the grave. But by the time the spring came, and the sun had melted it away again, her father had married another wife. This new wife had two daughters of her own, that she brought home with her. They were fair in face but foul at heart, and it was now a sorry time for the poor little girl.

'What does the good for nothing thing want in the parlour?' said they. 'They who would eat bread should first earn it. Away with the kitchen-maid!'

Then they took away her fine clothes, and gave her an old grey flock to put on, and laughed at her, and turned her into the kitchen. There she was forced to do hard work, to rise early before daylight, to bring the water, to make the fire, to cook and wash. Besides that, the sisters plagued her in all sorts of ways, and laughed at her. In the evening when she was tired, she had no bed to lie down on, but was made to lie by the hearth among the ashes; and as this, of course, made her always dusty and dirty, they called her Cinderella.

It happened once that the father was going to the fair, and asked his wife's daughters what he should bring them.

'Fine clothes,' said the first

You can choose some of the stories like the Frog Prince, Cinderella and Snow White from the well known Grimms' Fairy Tales as bedtime stories.

Some works have text available on screen while you are listening.

<https://www.hkpl.gov.hk/en/e-resources/e-books/home/7578>

PDPs to be Conducted in the 2022/23 s.y.

Catering for Learner Diversity

- Catering for Learner Diversity in the Primary English Classroom through Effective Use of e-Learning Resources and Developing Students' Self-directed Learning Capabilities

Assessment Literacy Series

- Effective Use of Assessment for and as Learning to Enhance Students' Learning Effectiveness and Self-directed Learning in the Primary English Curriculum
- Effective Use of the Learning Progression Framework to Enhance English Language Learning, Teaching and Assessment in Speaking and Listening at Primary Level
- Effective Use of the Learning Progression Framework to Enhance English Language Learning, Teaching and Assessment in Reading and Writing at Primary Level

Curriculum Leadership

- Ongoing Renewal of the School Curriculum for English Panel Chairpersons

PDPs to be Conducted in the 2022/23 s.y.

Effective Learning and Teaching

- Phonics Teaching Series: (1) Enhancing Teachers' Knowledge and Skills in Teaching and Developing Resources for Phonics at Primary Level
- Phonics Teaching Series: (2) Promoting Creative Language Use through Phonics and Language Arts
- Effective Use of an Inductive Approach to Enhance Students' Grammar Knowledge and Develop their Self-directed Learning Capabilities in the Primary English Classroom

Literacy Skills Development Series

- Effective Use of Information Technology to Develop Literacy Skills in the Primary English Classroom
- Promoting Reading across the Curriculum and Progressive Development of Reading Skills in the Primary English Classroom

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/professional-development-programmes.html>

Participation in Week of Positivity



- Period: 6 February – 7 July 2023
- Mode of activities: organising a cross-curricular English week
- Themes: “Leading a Positive Life” and four sub-themes “Cherishing Life”, “Diligence”, “Empathy” and “Respect for Diversity”
- Objectives:
 - to create a learning environment conducive to English learning
 - to promote values education

Visit the website for more information:

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/sow/wop.html>

- ◆ Registration
- ◆ Support measures and resource materials
 - Poster on 7-Day Positivity Challenge *
 - The SOW Ambassadors Passport *
 - School-based Support from the NET Section *
 - A Booklet on School-based English Activities for the Promotion of Values Education (e-version)
 - SOW Treasure Chest



Participation in SOW Motivational Talk Contest

The SOW Motivational Talk Contest

aims to:

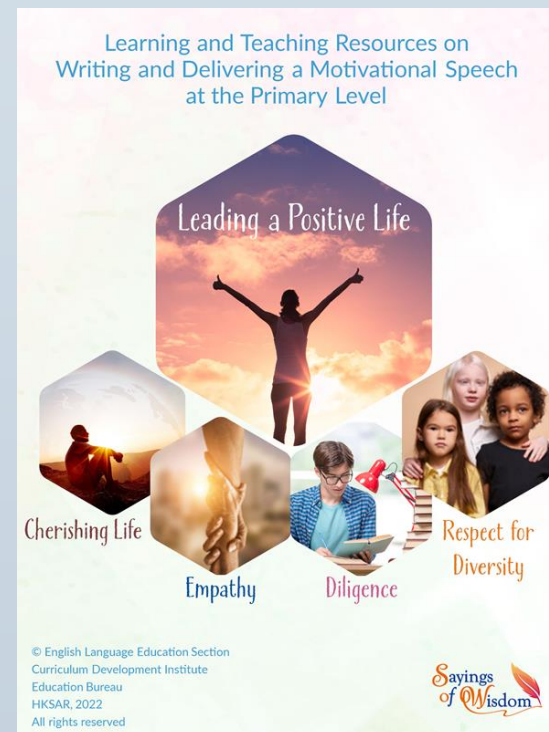
- enhance students' language and multimodal literacy skills;
- develop their interest in reading and viewing; and
- nurture their creativity and foster their positive values and attitudes.

Visit the webpage to learn more details and join the competition:

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



L&T resources in support of schools' participation in the SOW Motivational Talk Contest



To download the resources:

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

