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 • 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 • Sharing of good practices Ms Stella LEUNG, English Vice Panel Chairperson from Jordan Valley St. Joseph's Catholic Primary School

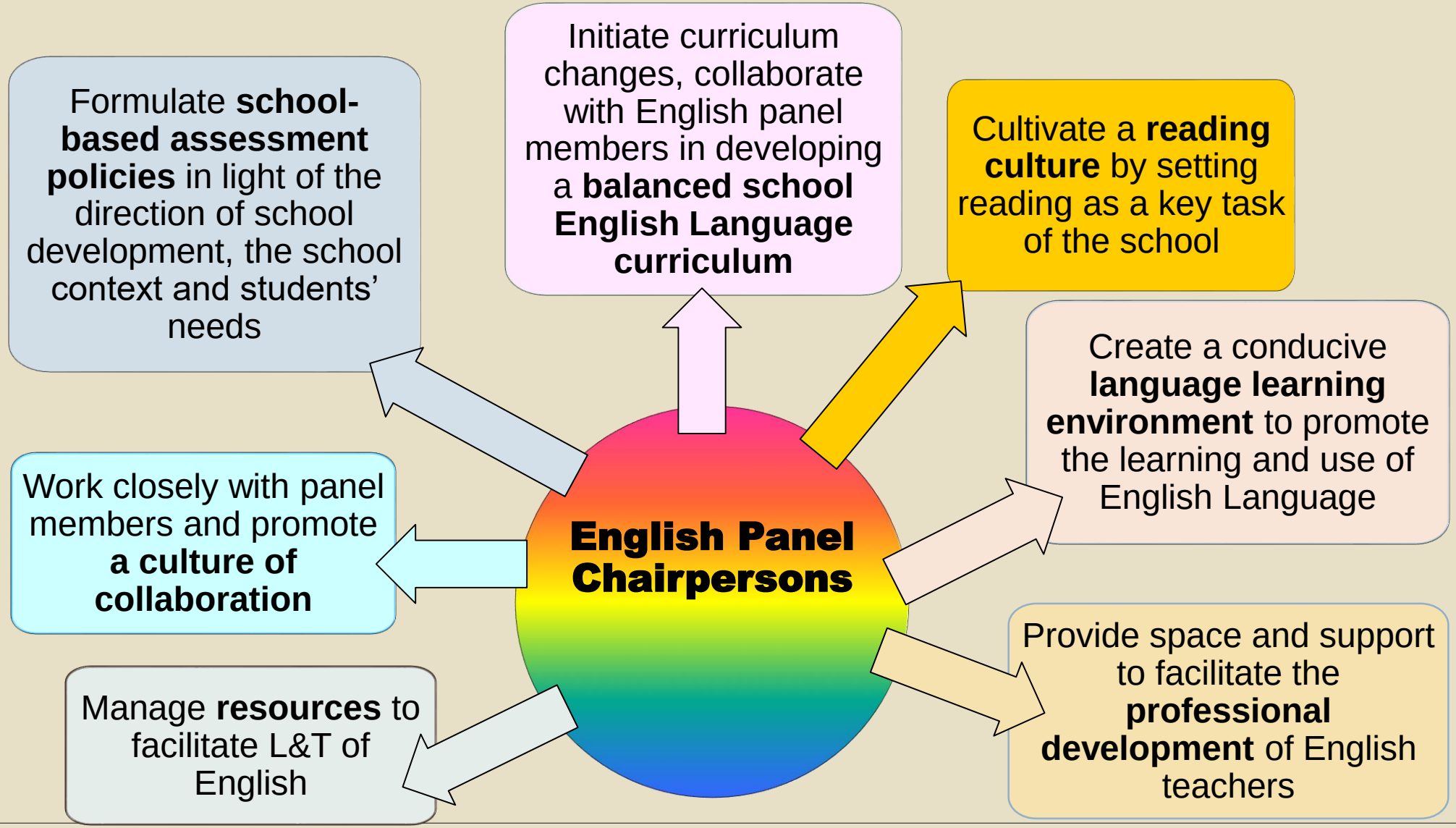
Warm-up activity

Please share with us your answers to the following questions.

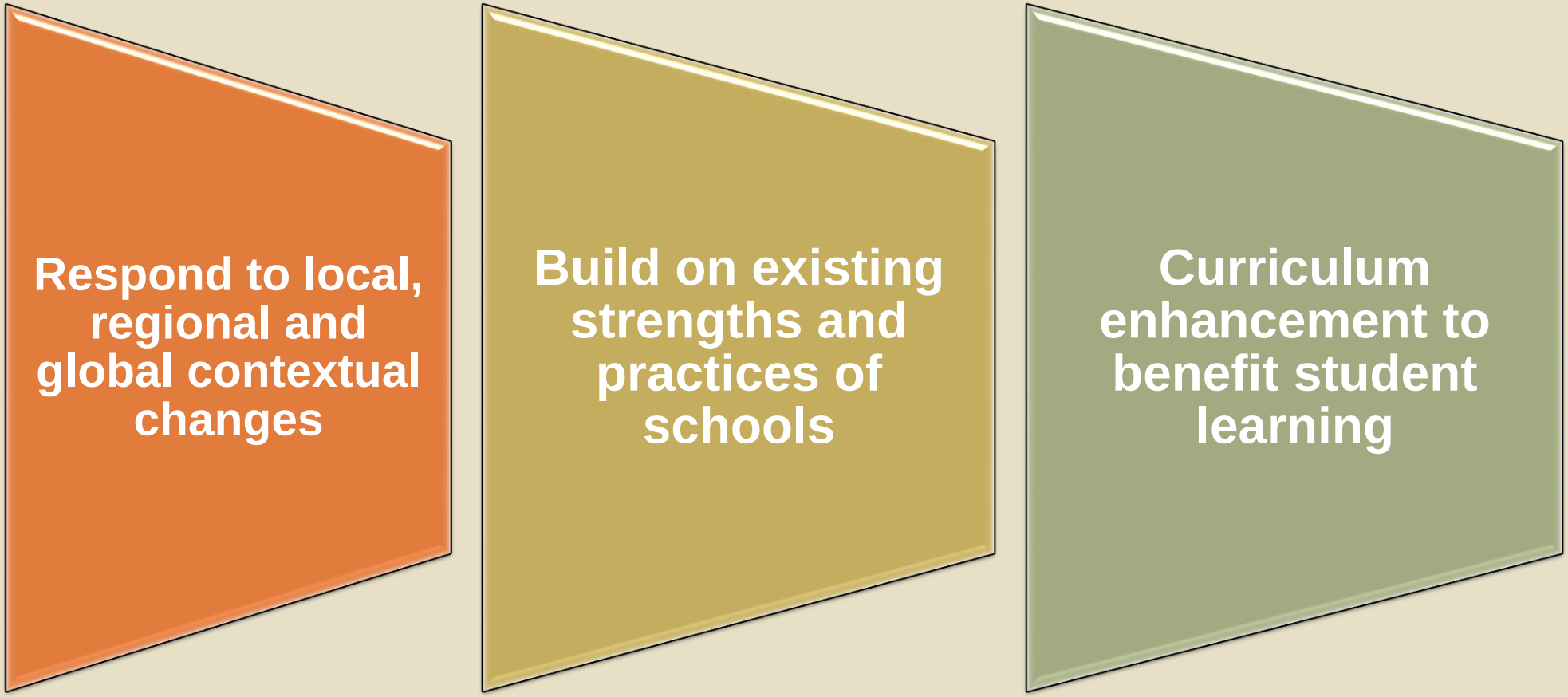
(a) What are the roles of an EPC as a curriculum leader?

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

Roles of English Panel Chairpersons



Ongoing Renewal of the School Curriculum



Ongoing Renewal of the School Curriculum

BECG (2002) / SSCG (2009)

8 KLA Curriculum Guides (2002)

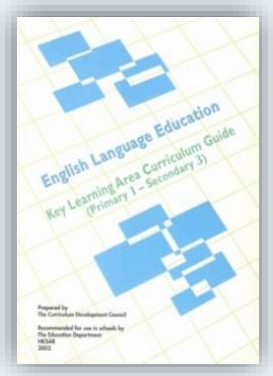
Various Subject Curriculum Guides

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

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

Updating of the ELE KLACG

(P1 – S3)

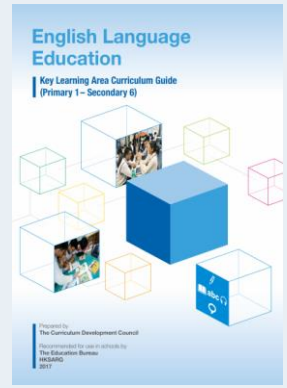


(CDC, 2002)

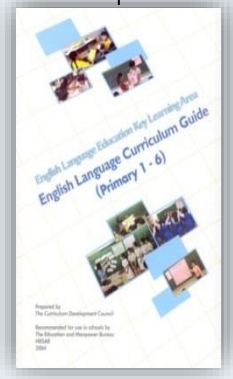
9 years

12 years

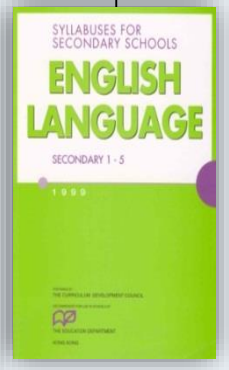
(P1 – S6)



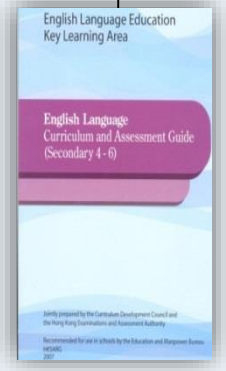
(CDC, 2017)

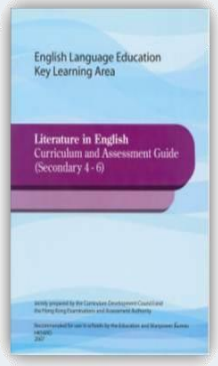


(CDC, 2004)

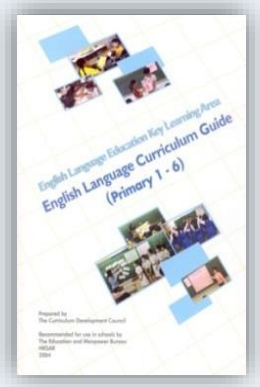


(CDC, 1999)

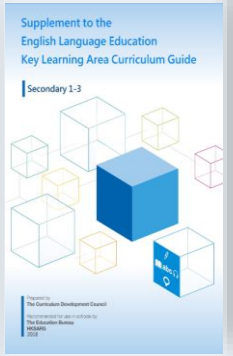




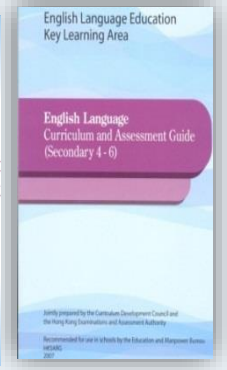
(CDC & HKEAA, 2007)

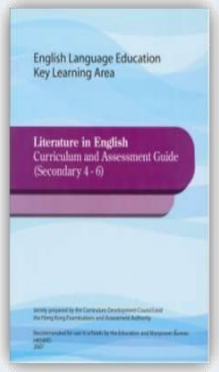


(CDC, 2004)

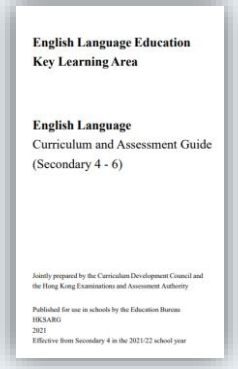


(CDC, 2018)





(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

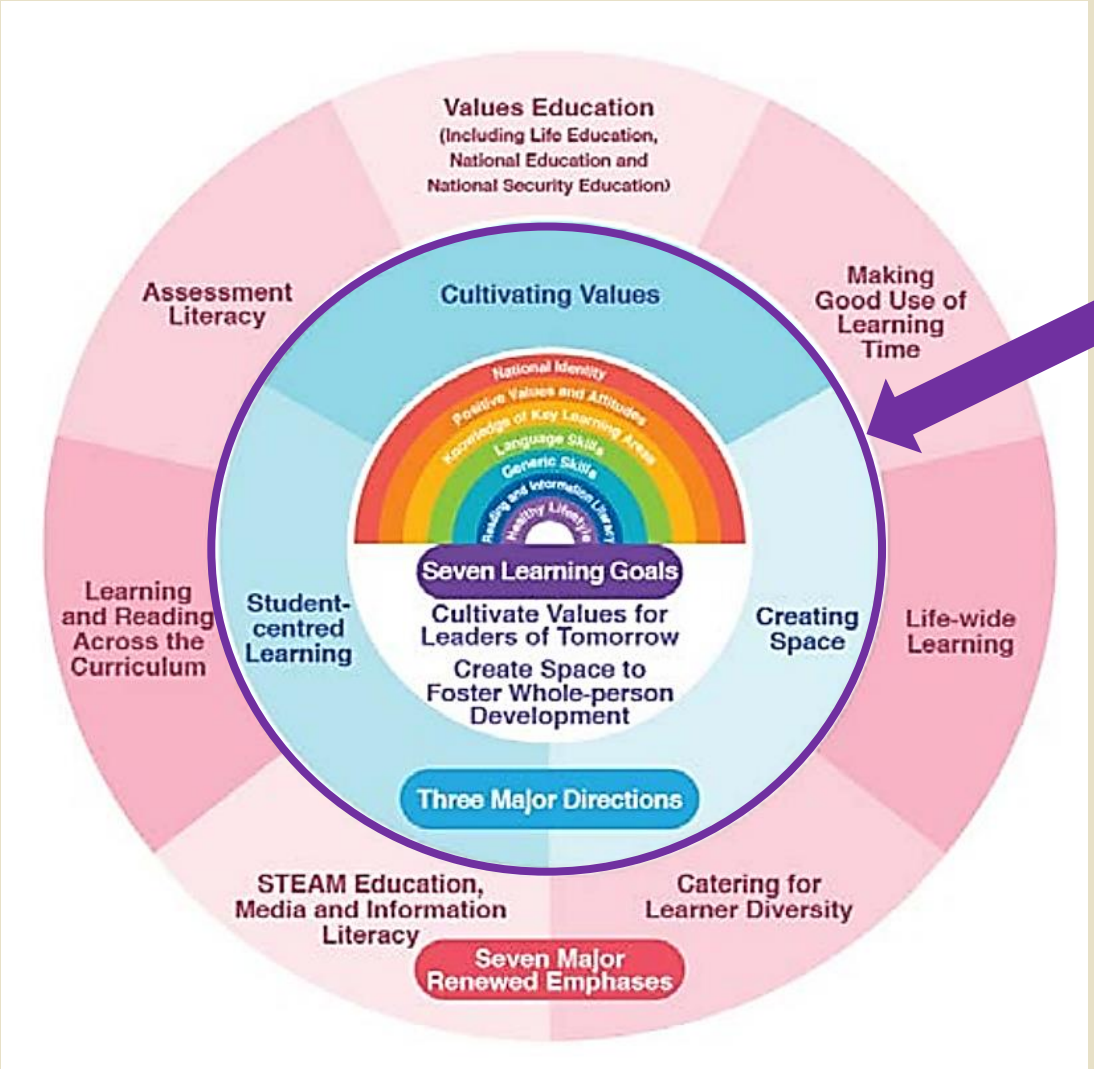
"Cultivate Values for Leaders of Tomorrow

Create Space to Foster Whole-person Development"

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

Chinese version only

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



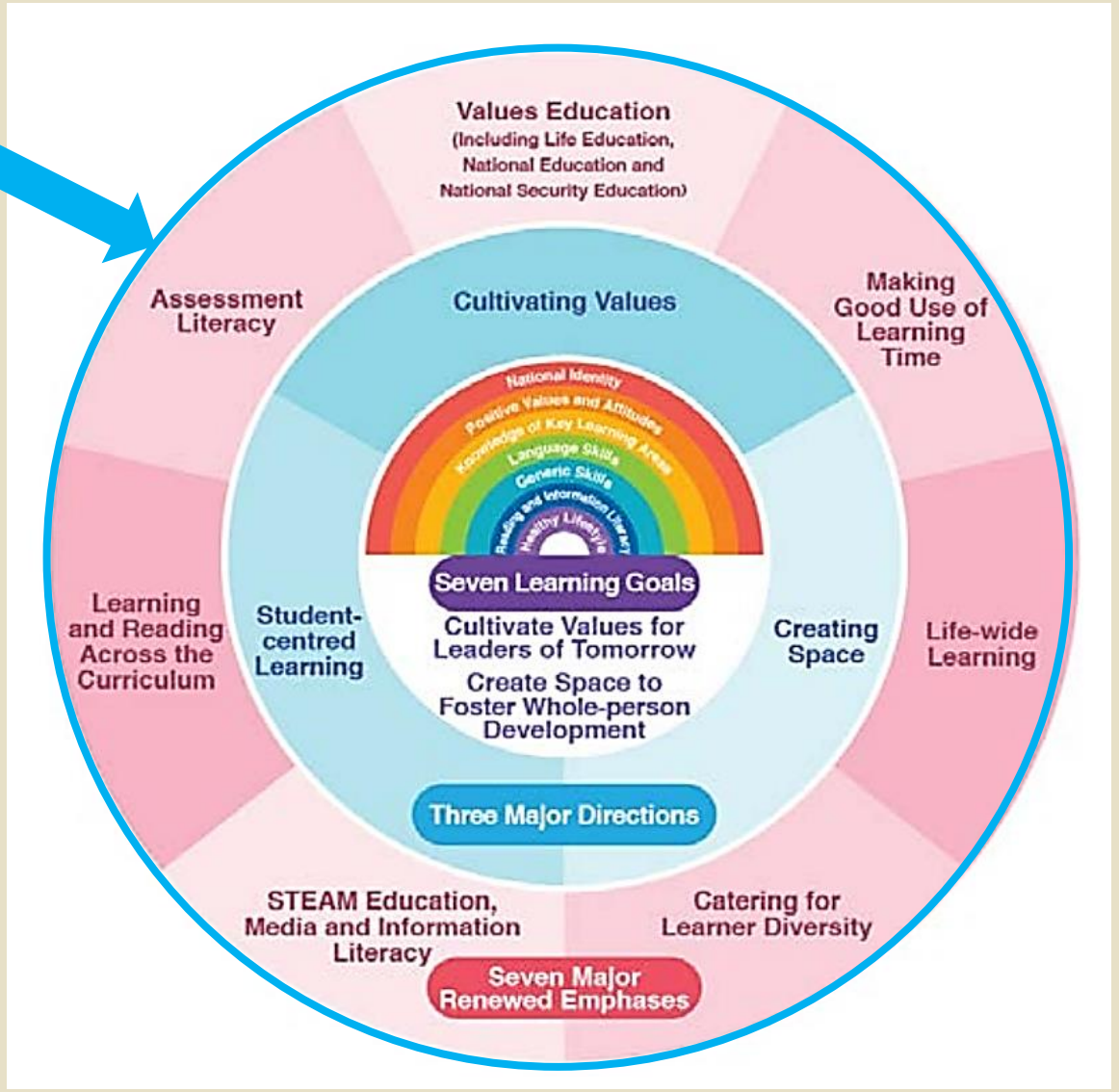
Three Major Directions:

- 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



EDB Circular Memorandum
No. 154/2022 Annex 2

Keeping Abreast of the Latest Curriculum Development

EDB Circular Memorandum No. 154/2022

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)

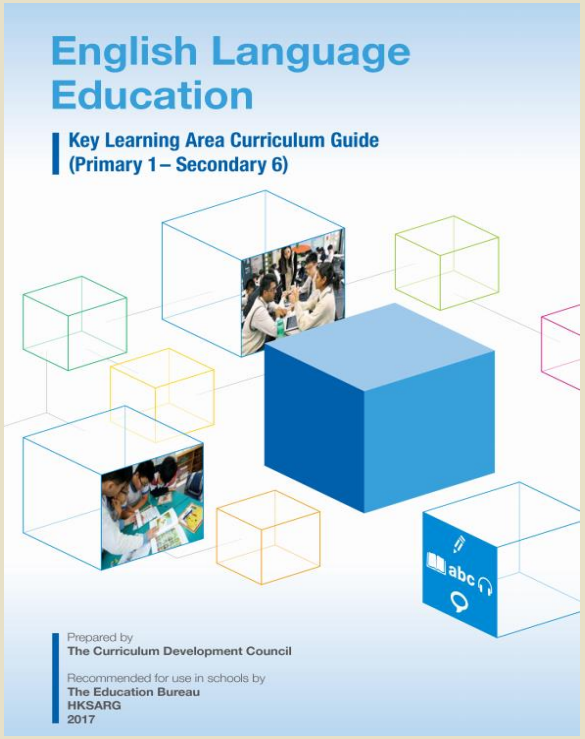
(Please circulate this circular memorandum to all members of the School Management Committee/Incorporated Management Committee, Parent-teacher Association and all teachers)

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)

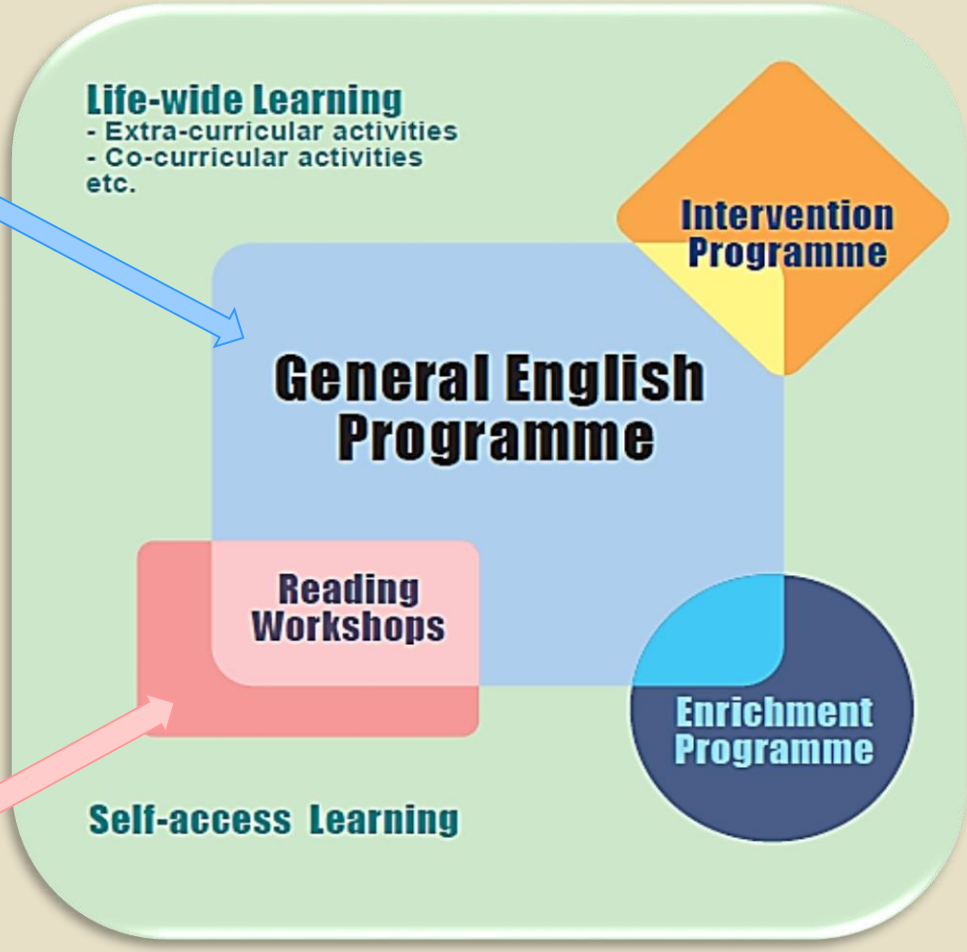


ELE KLACG (P1-S6) (2017)

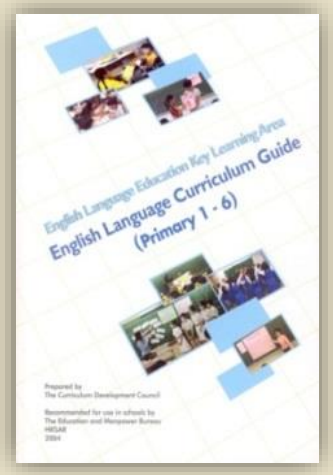
- Literacy Development
- Reading across the Curriculum
- Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom
- Extending from Assessment for Learning to Assessment as Learning
- e-Learning & Information Literacy
- Values Education
- Learning and Teaching of Text Grammar
- Integrative Use of Generic Skills

Components of a School English Language Curriculum at the Primary Level

60% of English lesson time



40% of English lesson time



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

Literacy Development in the English Classroom

Promoting Reading across the Curriculum (RaC)

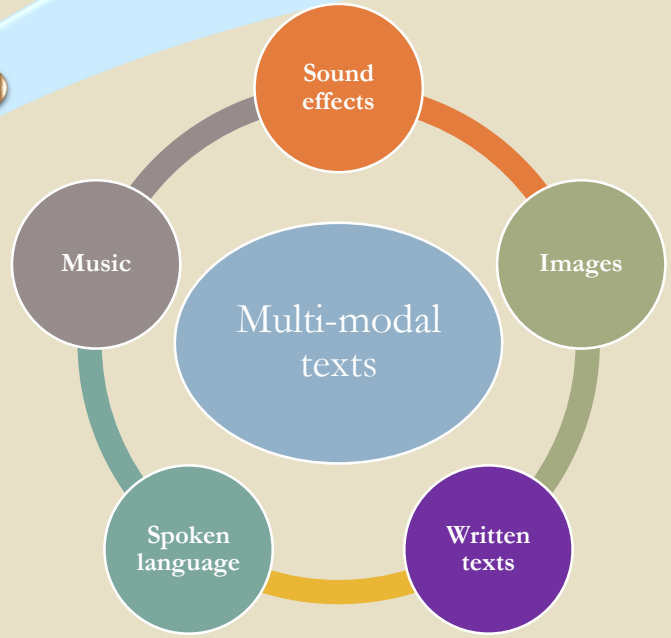
Equipping Students with New Literacy Skills

Lifelong learning

Challenges in the 21st century

Literacy Development in the English Classroom

The ability to **read and write** effectively



Processing and creating multimodal texts

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

Using Non-print Reading Resources

Understanding Technology and Inventions

Taking Care of Our Earth

Festivals

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

Using real books with a variety of text types

- Free Apps for tablets
- e-Books platforms
- Interactive books with technological features
- Audio books

From Reading to Writing

Connecting students' reading and writing experiences

Creating space by organising the school English Language curriculum more coherently

Enhancing the implementation of READING Workshops

- 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

Connecting students' READING and WRITING experiences

- 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

Use of graphic organisers to organise writing ideas

Posters about transport

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	• 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	• to describe something in detail • present tense is used • to use quite a lot of adjectives
A recount	An article about WWII	• 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	• to discuss some issues from different sides/ perspectives

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

Example

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

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**

Writing task

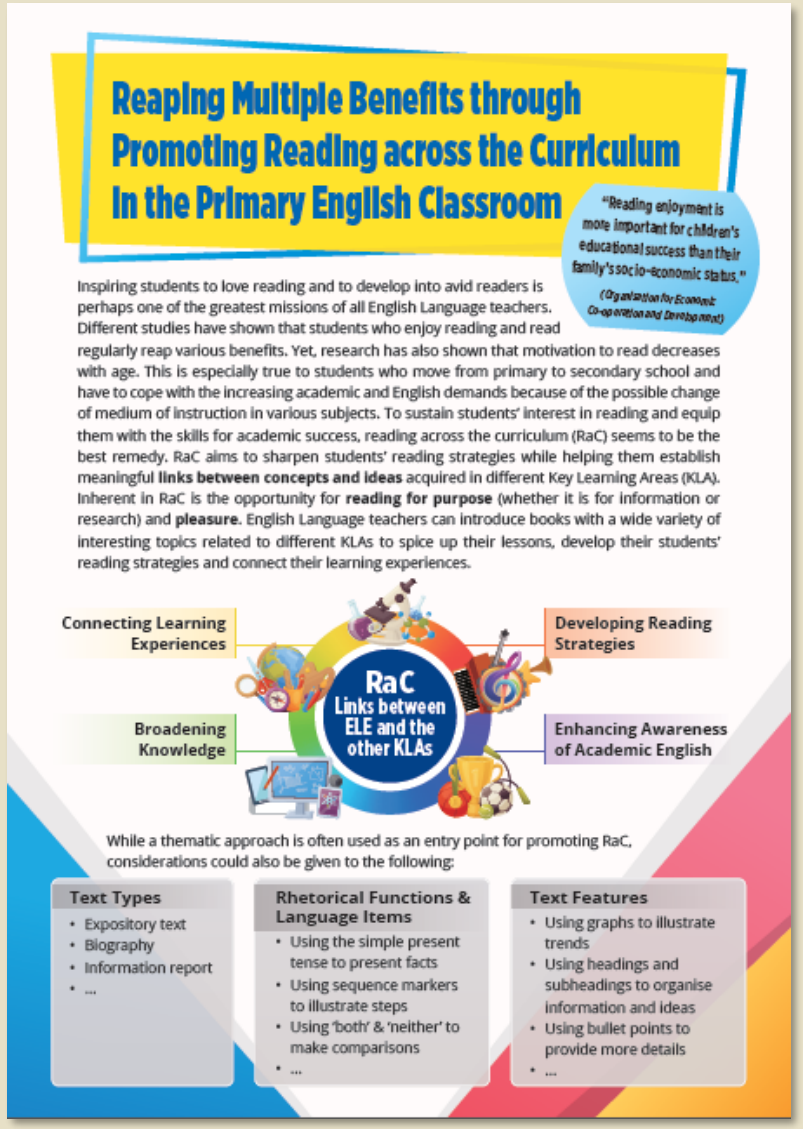
e) Demonstrating information searching skills for individual writing **by referring to the headings and subheadings**

f) Guiding students to use **the information on the timeline to write a biography of Charles Kao**

Extended learning activity

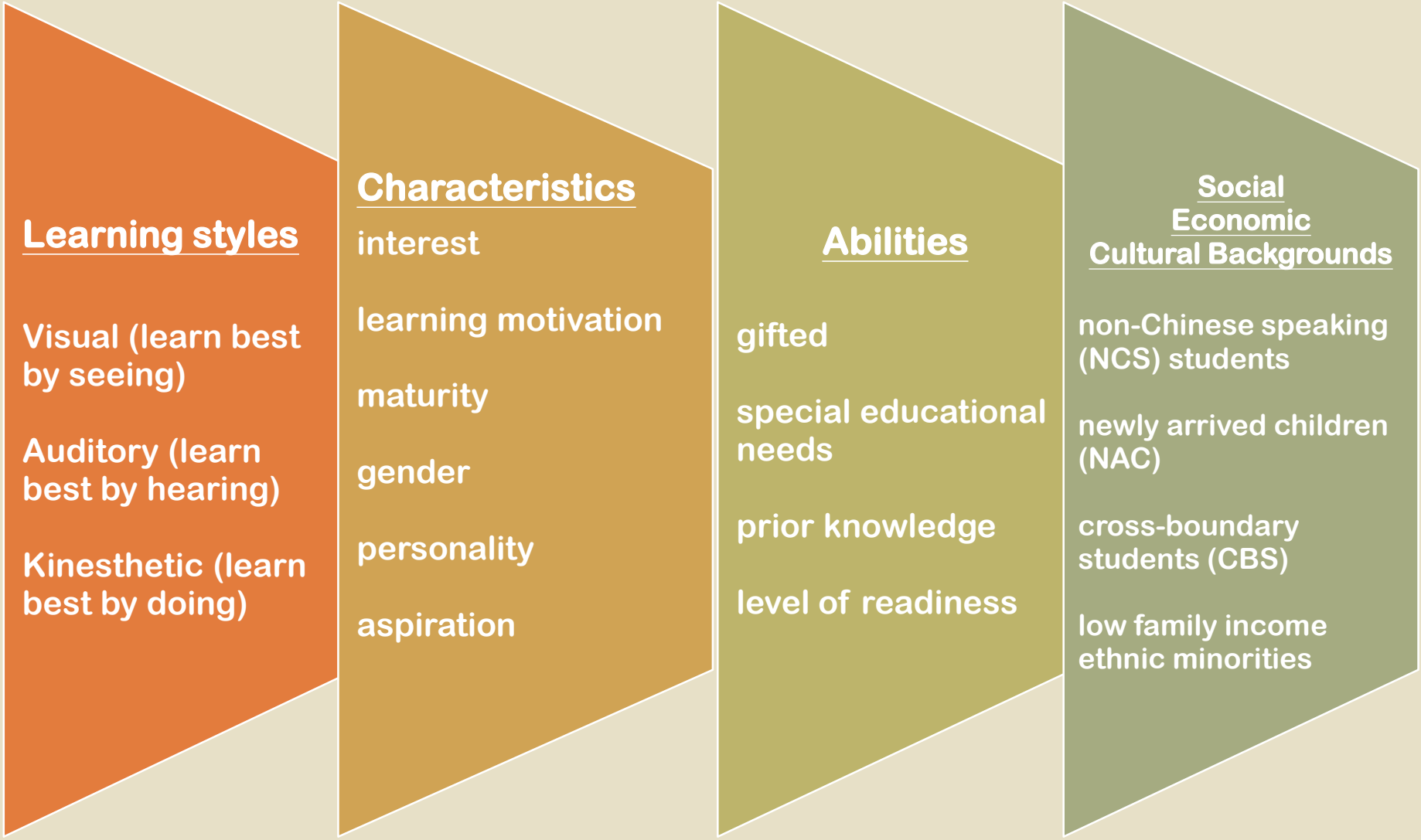
g) Guiding students to **do a gummy bear experiment and apply the science steps** and supporting students in completing a laboratory report

Leaflet on RaC



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

Learner diversity exists naturally



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

Catering for diverse learning styles and abilities

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

Facilitating peer learning

- 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**

Promoting assessment for/as learning

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

Effective use of e-learning repertoire

- **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**

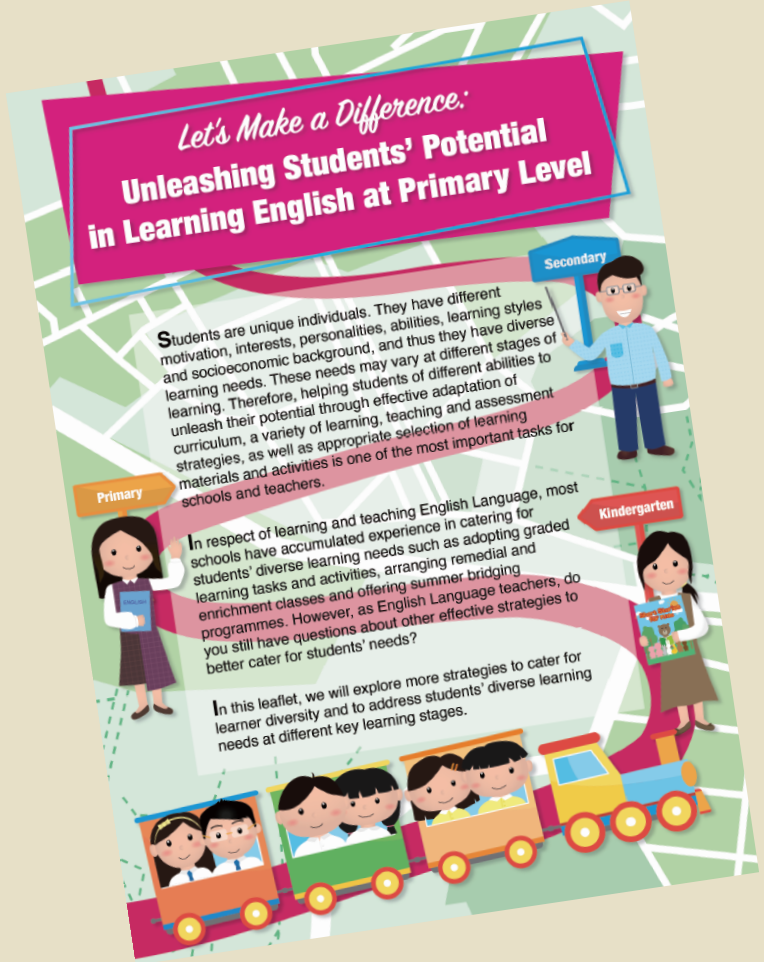
Providing support and scaffolding

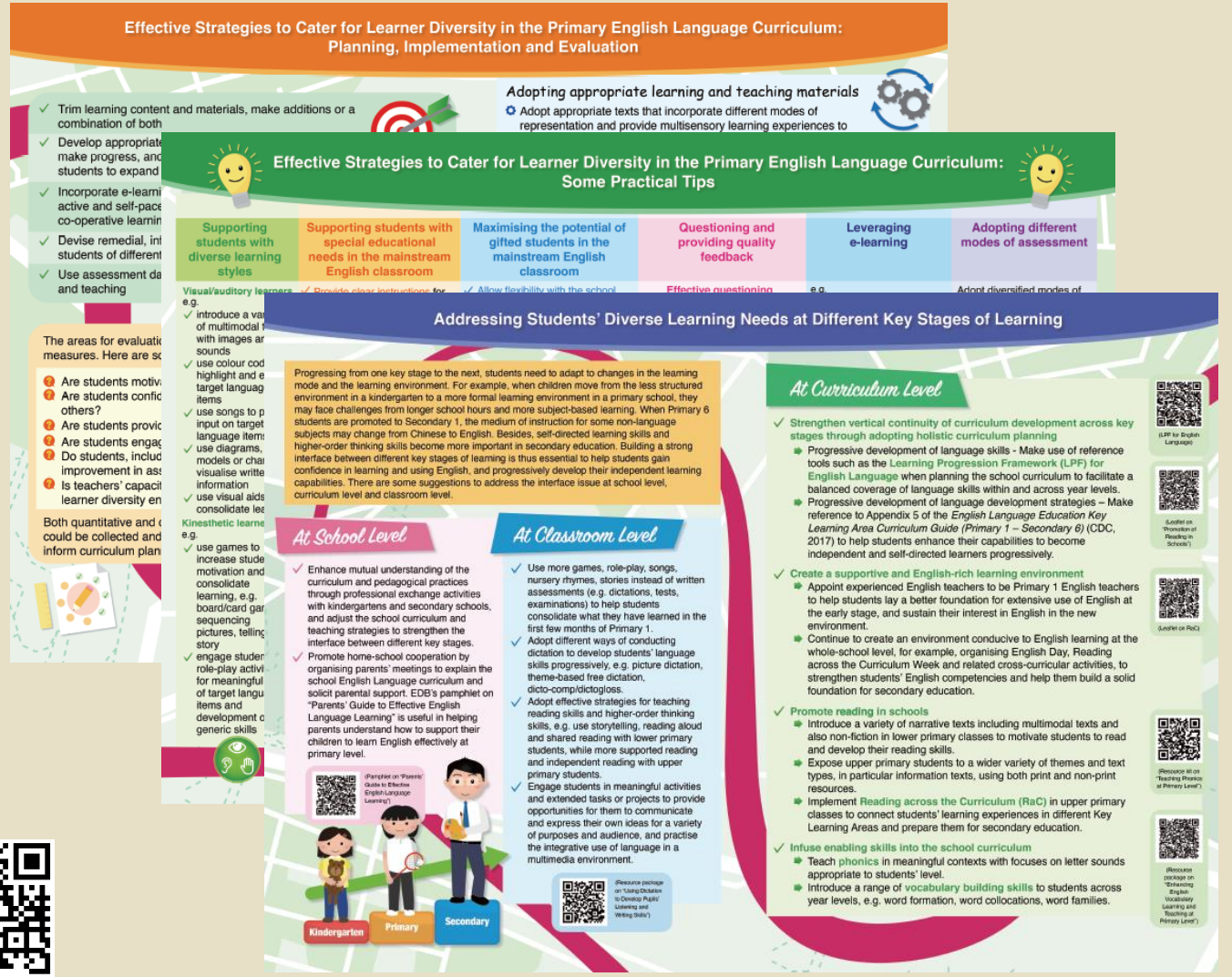
- providing **timely support**
- providing **scaffolding** for students to complete the task
- providing **different modes of support** in learning tasks (e.g. visual cues for visual learners)

Giving challenges

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

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





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

Example

Upper primary

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

Example

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**

- **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**

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

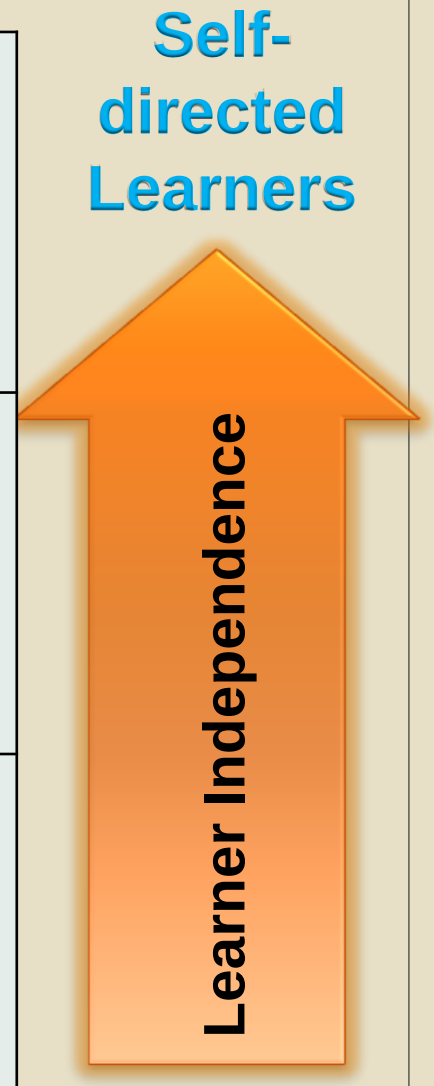
Students could watch the video using their own iPads and make suitable pauses to complete the worksheet.

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

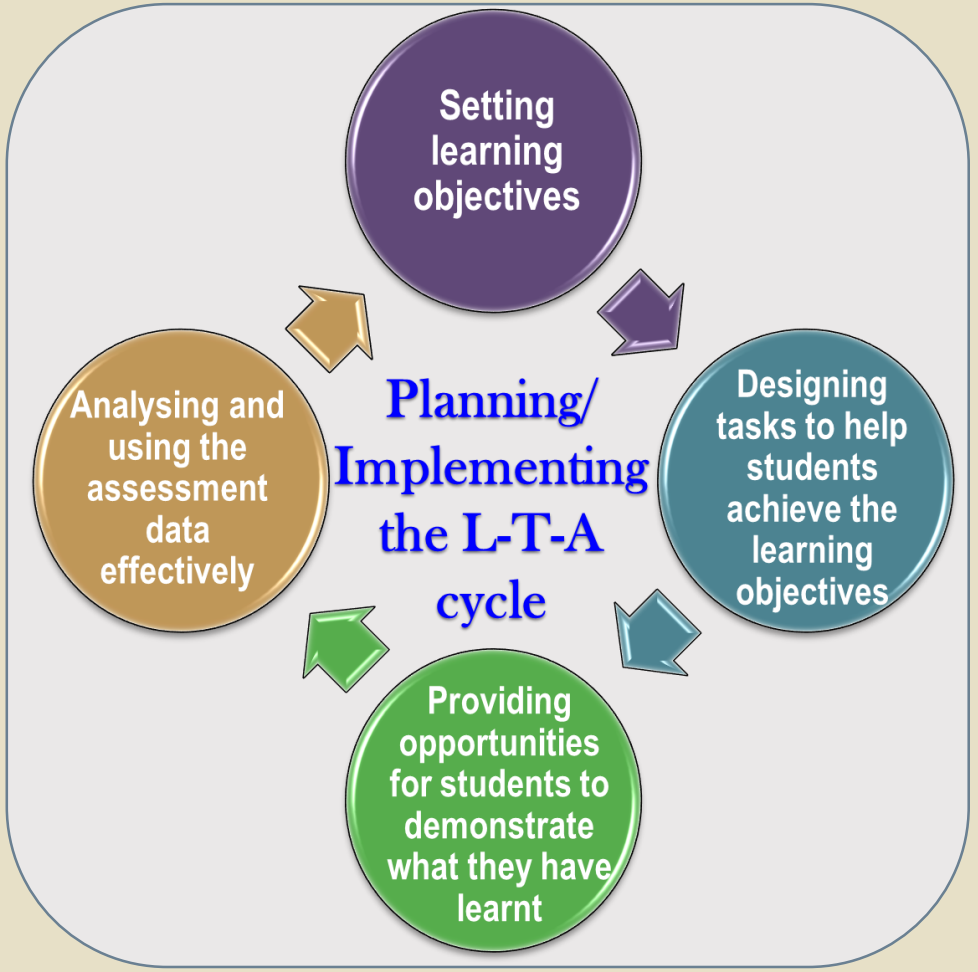
Formative	**Assessment *as* Learning (AaL)**	AaL **engages students in reflecting on and monitoring their progress of learning** through strengthening their roles and responsibilities in relation to their learning. **Students are actively involved** in regulating the learning process, evaluating their 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.**



English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017), p.84

The relationships between learning, teaching and assessment

Learning-teaching-assessment Cycle

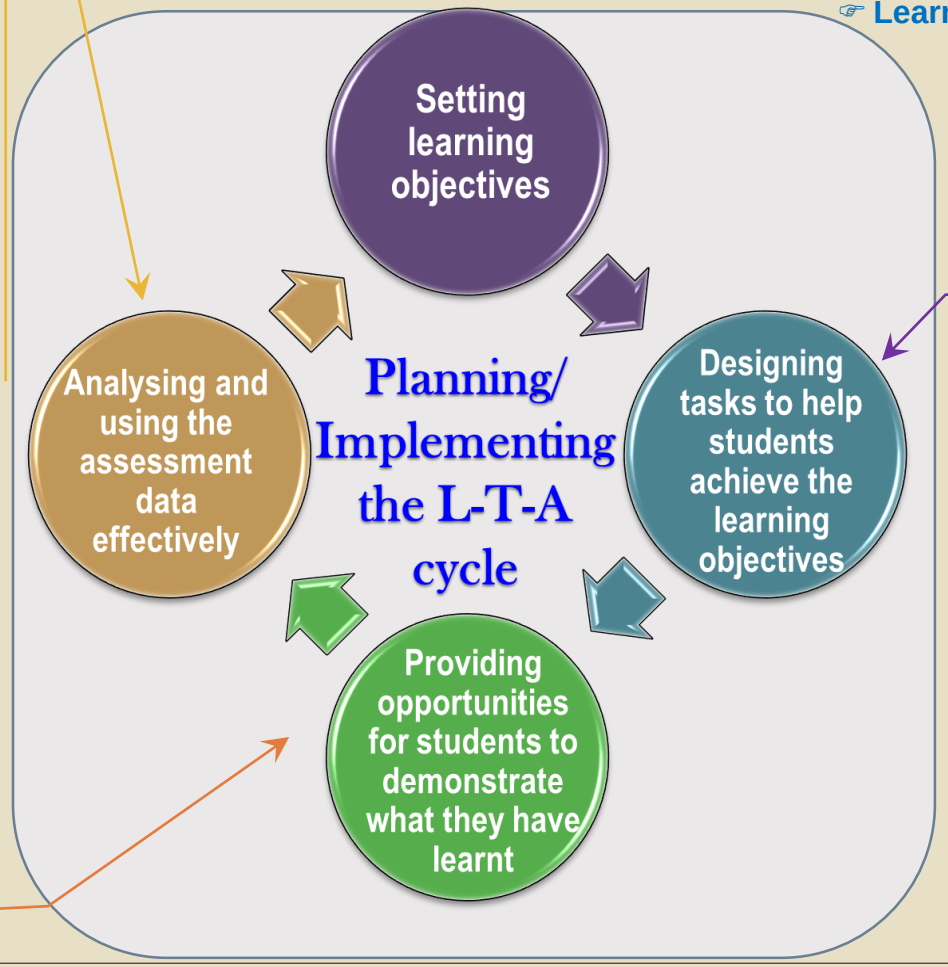


- **Evaluate** students' performance against the success criteria
- Identify students' **strengths and weaknesses**
- Analyse **the underlying causes** of students' learning difficulties
- Review **teachers' expectations** on students
- Modify **teaching strategies**
  - ➢ Explore ways to help students 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

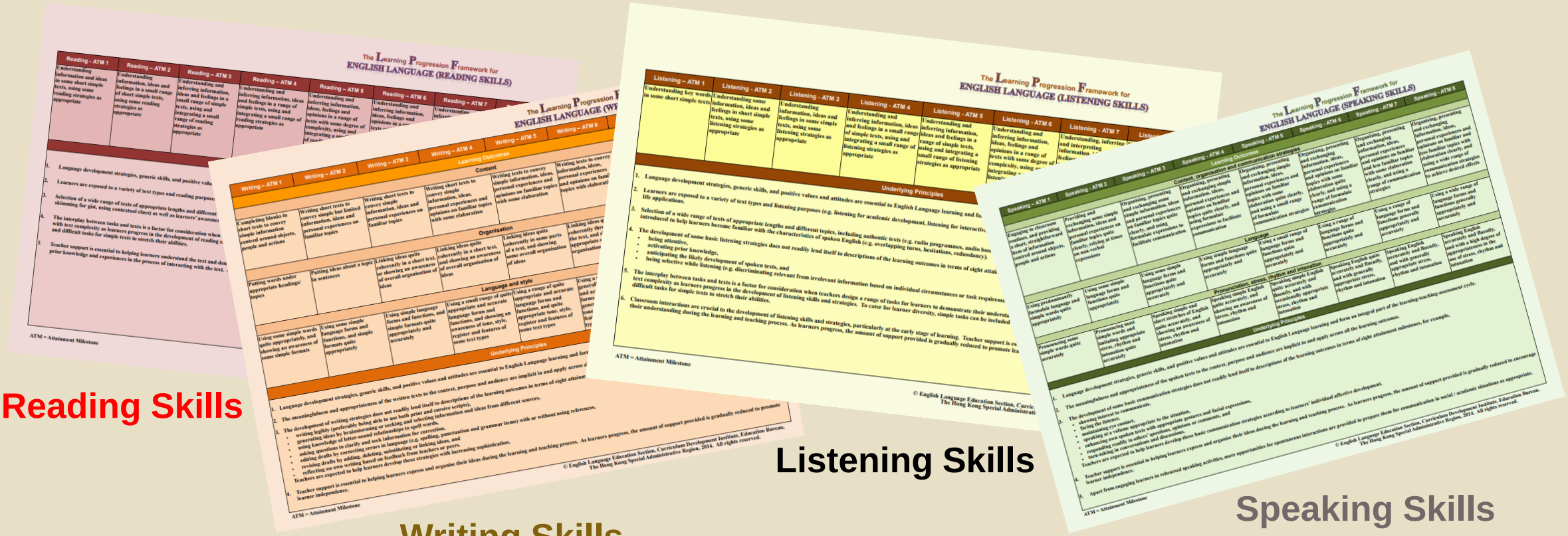
- Aim for a balanced and comprehensive **coverage** ☞
- Take the following into consideration:
  - what students **can do currently**;
  - what we should expect our students to **be able to do next**?

☞ **Learning Progression Framework (LPF)**



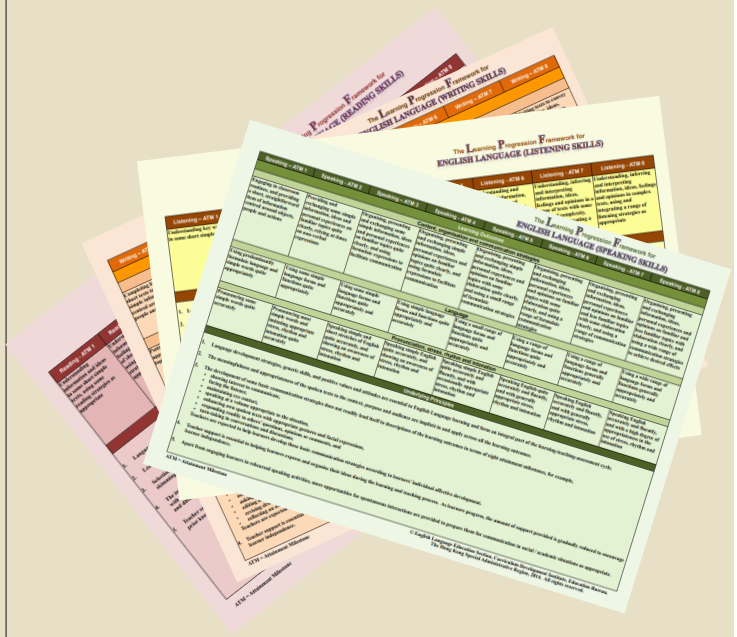
- Think about **how we can help students achieve the target learning objectives** (appropriate input, various modes, scaffolding, support…)
- Think about **appropriate/effective teaching strategies**

The Learning Progression Framework (LPF) for English Language



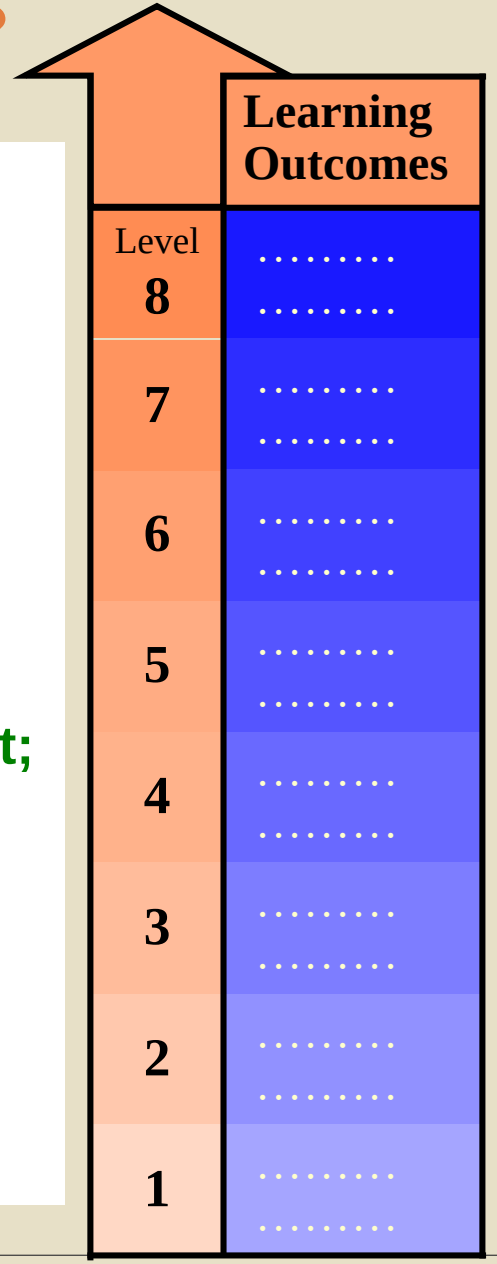
http://www.edb.gov.hk/lpfenglish

What is the Learning Progression Framework (LPF)?

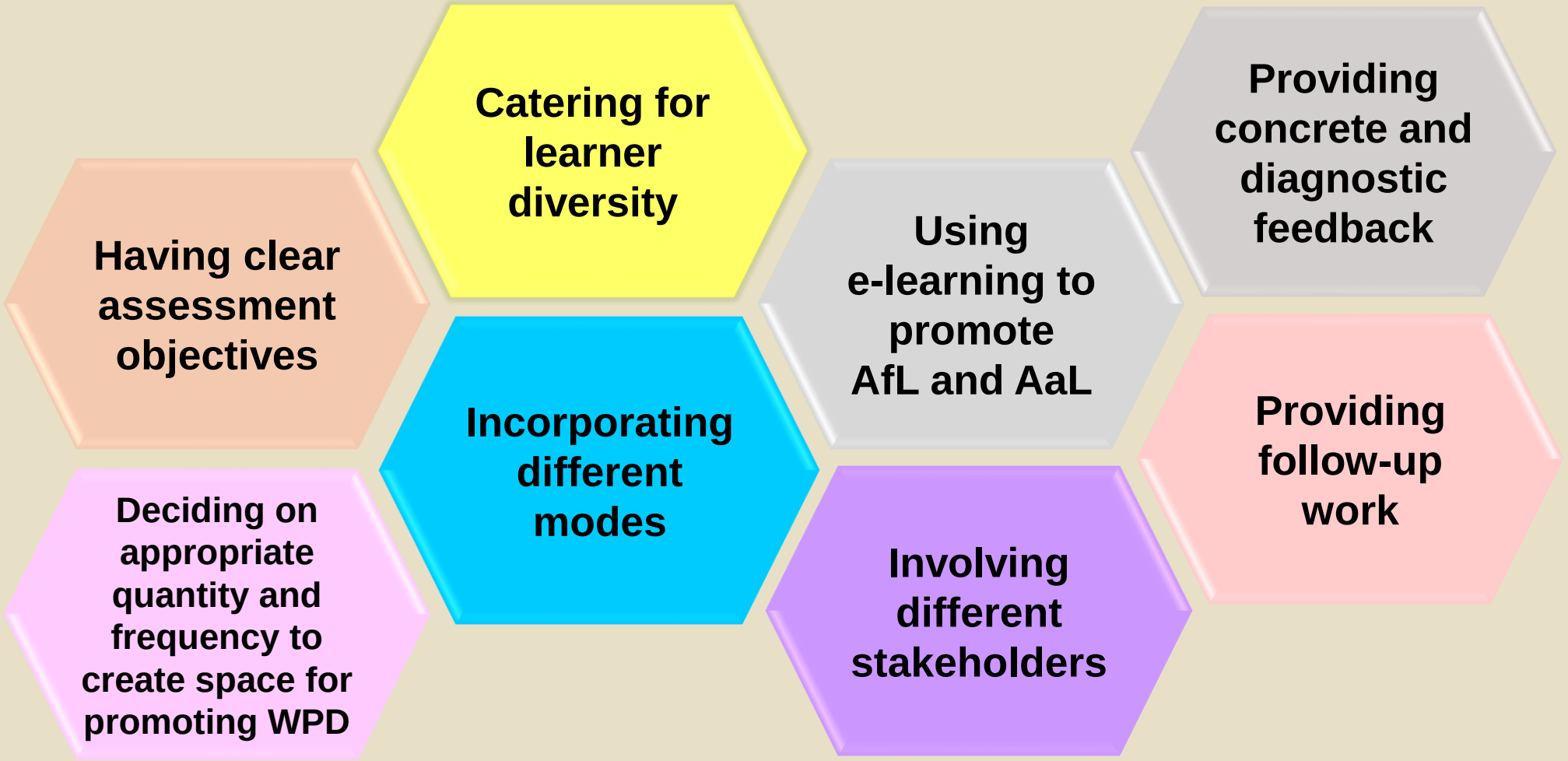


The LPF:

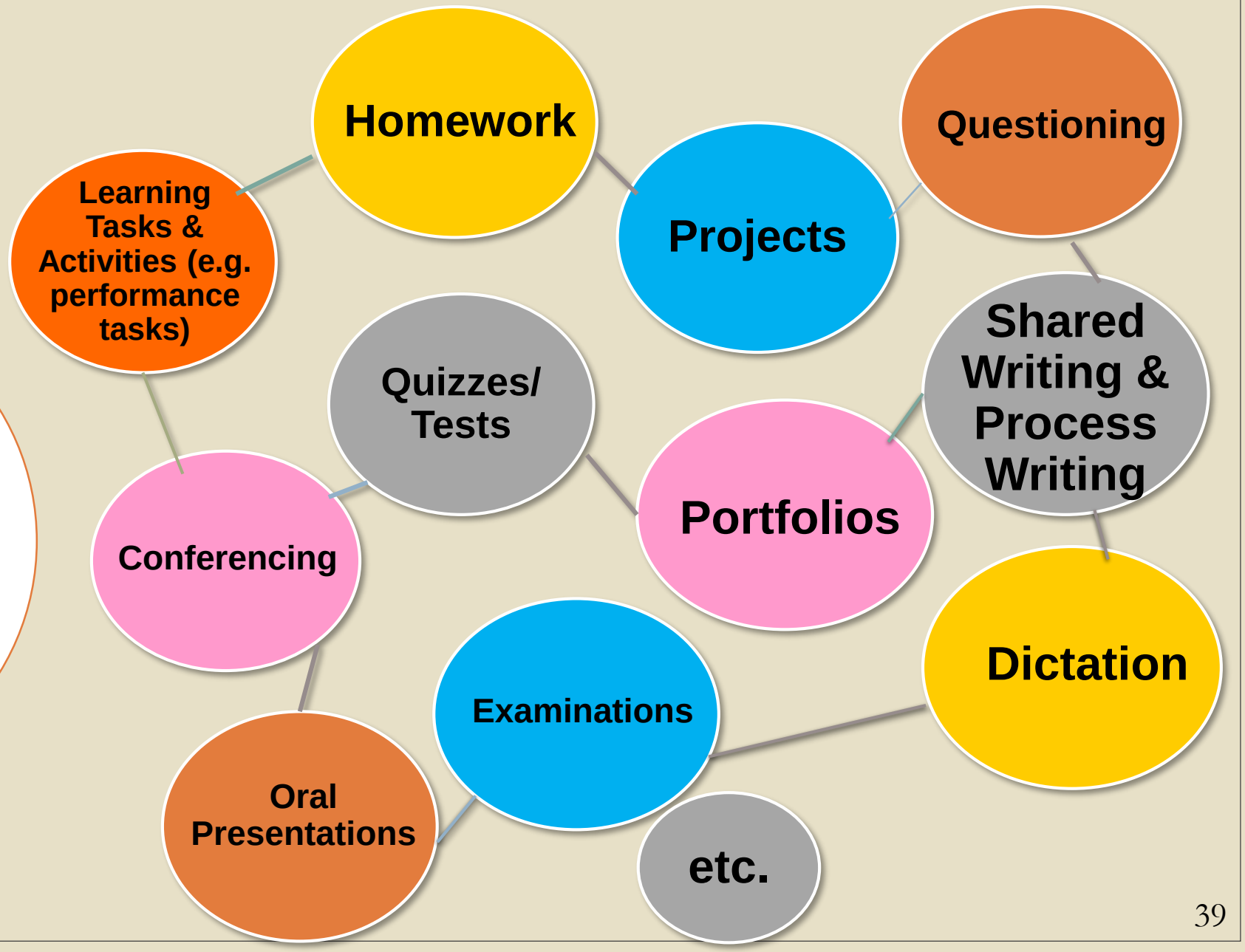
- represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Objectives of the English Language curriculum;
- is made up of Attainment Milestones organised under the four language skills and divided into eight levels of attainment;
- helps teachers better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



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

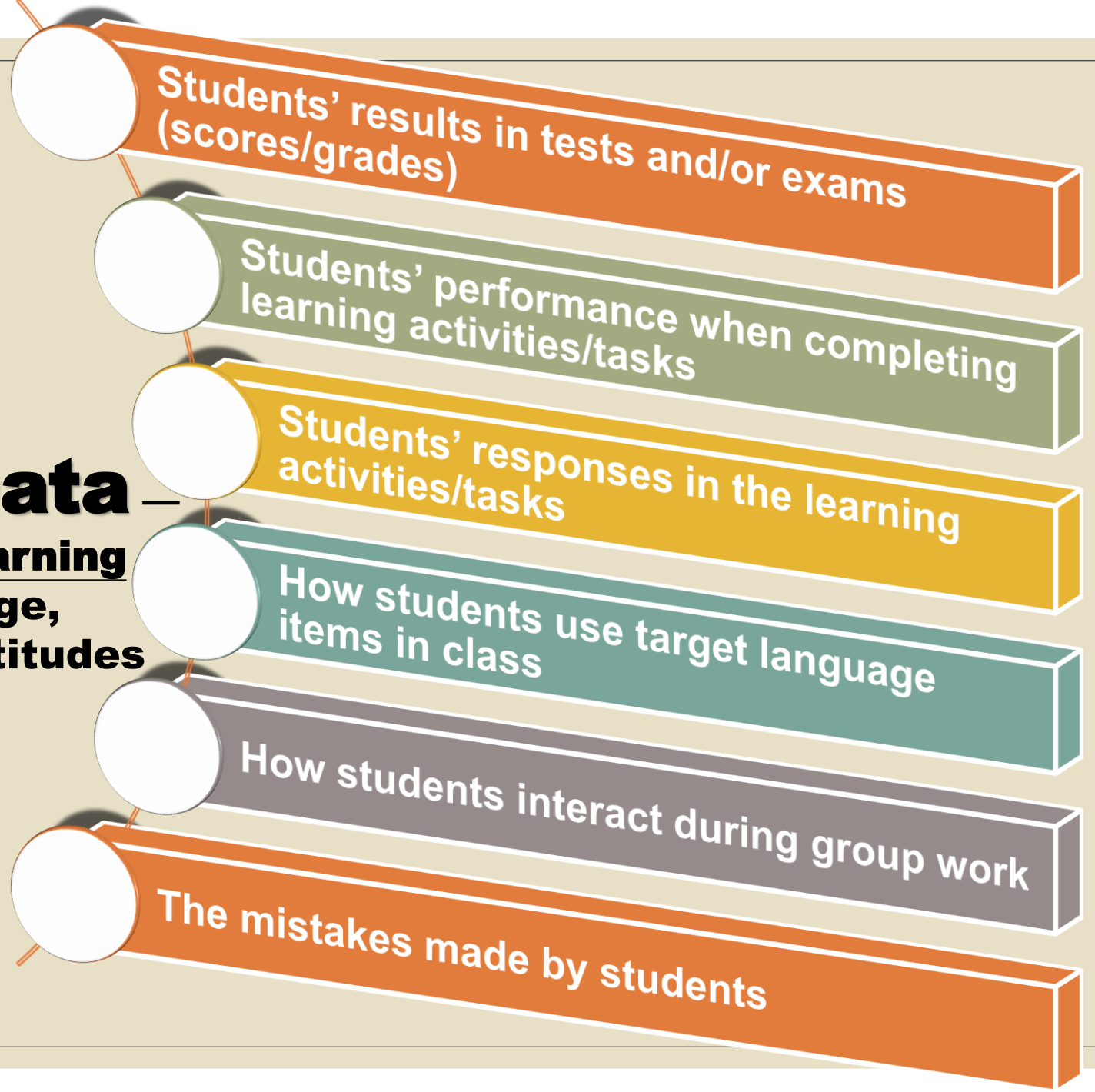


Different Modes of Assessment in Schools



Assessment Data –

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



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

3-2-1 Summariser

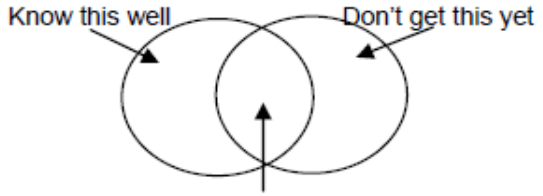
3	Examples of sentences written in the present perfect tense in the book / worksheets
2	Differences between 'yet' and 'already'
1	Activity you found the most interesting

Graphic Organisers

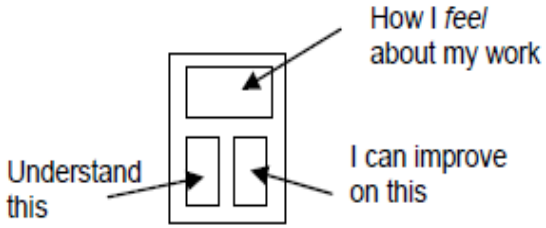
SWOT

Strengths	Weaknesses
Opportunities	Threats

Venn Diagram



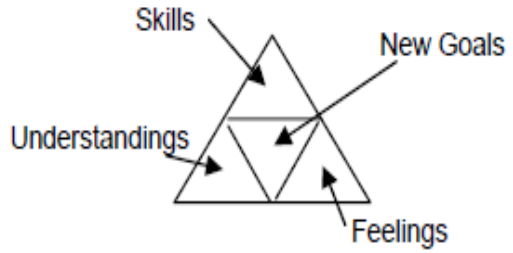
Compare and Contrast



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"

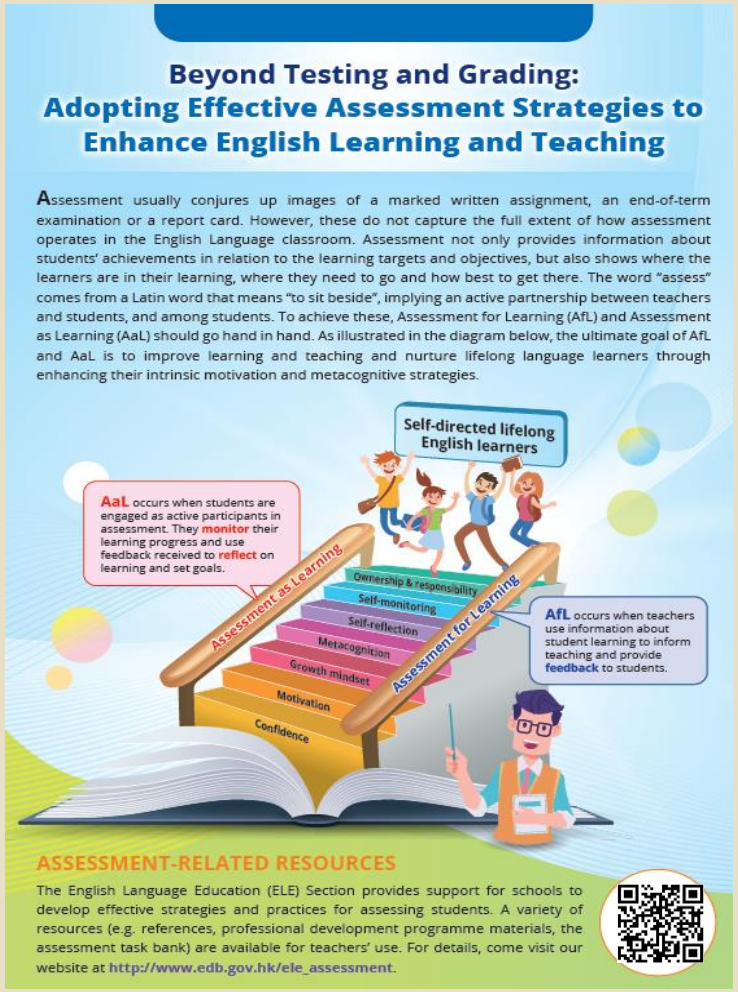
Instruct students to

- **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



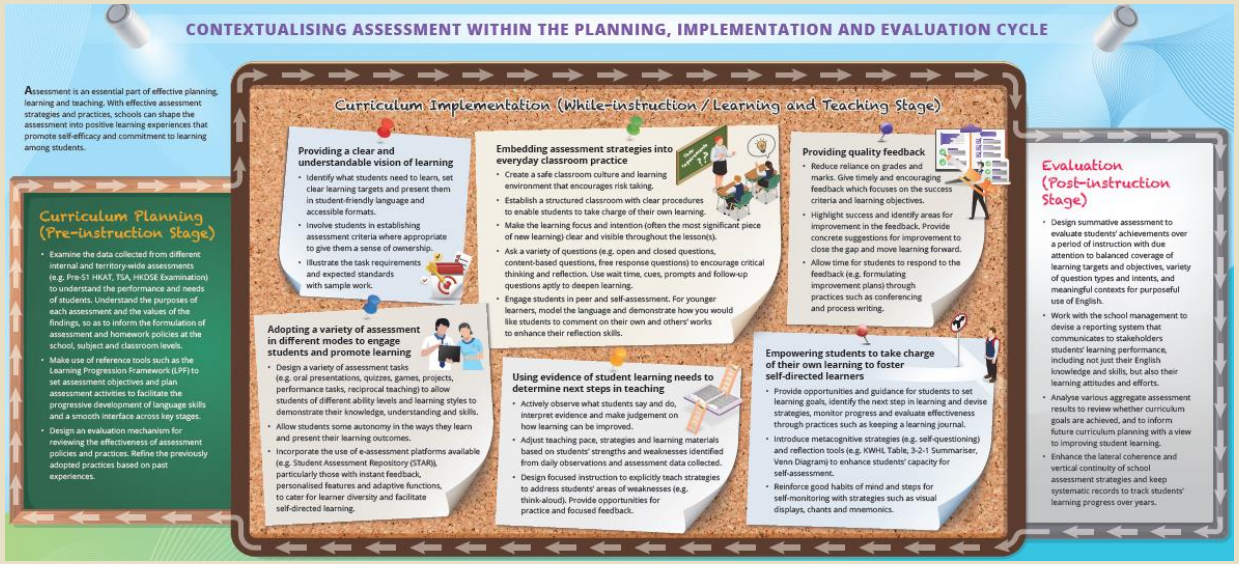
Beyond Testing and Grading:
Adopting Effective Assessment Strategies to Enhance English Learning and Teaching

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/ele_assessment.

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

Curriculum Planning (Pre-instruction Stage)

- Examine the data collected from different internal and territory-wide assessments (e.g. Pre-S1 HKAT, TSA, HKDSE Examination) to understand the performance and needs of students. Understand the purposes of each assessment and the values of the findings, so as to inform the formulation of assessment and homework policies at the school, subject and classroom levels.
- Make use of reference tools such as the Learning Progression Framework (LPF) to set assessment objectives and plan assessment activities to facilitate the progressive development of language skills and a smooth interface across key stages.
- Design an evaluation mechanism for reviewing the effectiveness of assessment policies and practices. Refine the previously adopted practices based on past experiences.

Curriculum Implementation (While-instruction / Learning and Teaching Stage)

Providing a clear and understandable vision of learning

- Identify what students need to learn, set clear learning targets and present them in student-friendly language and accessible formats.
- Involve students in establishing assessment criteria where appropriate to give them a sense of ownership.
- Illustrate the task requirements and expected standards with sample work.

Embedding assessment strategies into everyday classroom practice

- Create a safe classroom culture and learning environment that encourages risk taking.
- Establish a structured classroom with clear procedures to enable students to take charge of their own learning.
- Make the learning focus and intention (often the most significant piece of new learning) clear and visible throughout the lesson(s).
- Ask a variety of questions (e.g. open and closed questions, content-based questions, free response questions) to encourage critical thinking and reflection. Use wait time, cues, prompts and follow-up questions aptly to deepen learning.
- Engage students in peer and self-assessment. For younger learners, model the language and demonstrate how you would like students to comment on their own and others' works to enhance their reflection skills.

Providing quality feedback

- Reduce reliance on grades and marks. Give timely and encouraging feedback which focuses on the success criteria and learning objectives.
- Highlight success and identify areas for improvement in the feedback. Provide concrete suggestions for improvement to close the gap and move learning forward.
- Allow time for students to respond to the feedback (e.g. formulating improvement plans) through practices such as conferencing and process writing.

Adopting a variety of assessment in different modes to engage students and promote learning

- Design a variety of assessment tasks (e.g. oral presentations, quizzes, games, projects, performance tasks, reciprocal teaching) to allow students of different ability levels and learning styles to demonstrate their knowledge, understanding and skills.
- Allow students some autonomy in the ways they learn and present their learning outcomes.
- Incorporate the use of e-assessment platforms available (e.g. Student Assessment Repository (STAR)), particularly those with instant feedback, personalised features and adaptive functions, to cater for learner diversity and facilitate self-directed learning.

Using evidence of student learning needs to determine next steps in teaching

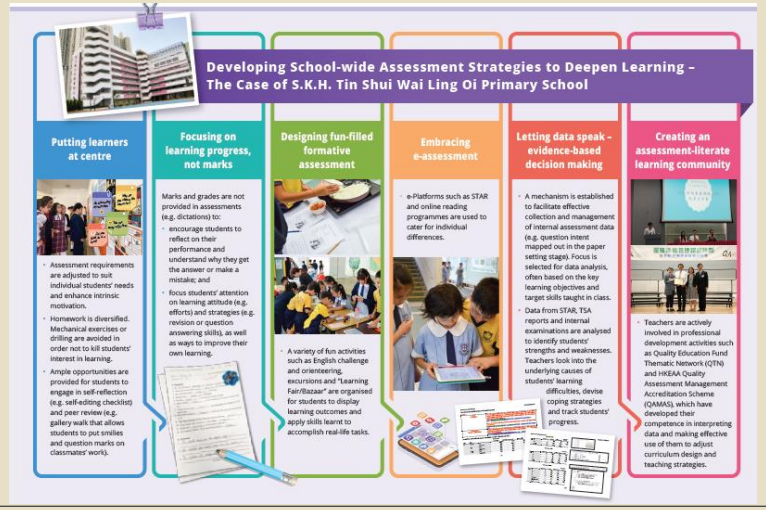
- Actively observe what students say and do, interpret evidence and make judgement on how learning can be improved.
- Adjust teaching pace, strategies and learning materials based on students' strengths and weaknesses identified from daily observations and assessment data collected.
- Design focused instruction to explicitly teach strategies to address students' areas of weaknesses (e.g. think-aloud). Provide opportunities for practice and focused feedback.

Empowering students to take charge of their own learning to foster self-directed learners

- Provide opportunities and guidance for students to set learning goals, identify the next step in learning and devise strategies, monitor progress and evaluate effectiveness through practices such as keeping a learning journal.
- Introduce metacognitive strategies (e.g. self-questioning) and reflection tools (e.g. KWHL Table, 3-2-1 Summariser, Venn Diagram) to enhance students' capacity for self-assessment.
- Reinforce good habits of mind and steps for self-monitoring with strategies such as visual displays, chants and mnemonics.

Evaluation (Post-instruction Stage)

- Design summative assessment to evaluate students' achievements over a period of instruction with due attention to balanced coverage of learning targets and objectives, variety of question types and intents, and meaningful contexts for purposeful use of English.
- Work with the school management to devise a reporting system that communicates to stakeholders students' learning performance, including not just their English knowledge and skills, but also their learning attitudes and efforts.
- Analyse various aggregate assessment results to review whether curriculum goals are achieved, and to inform future curriculum planning with a view to improving student learning.
- Enhance the lateral coherence and vertical continuity of school assessment strategies and keep systematic records to track students' learning progress over years.



Developing School-wide Assessment Strategies to Deepen Learning – The Case of S.K.H. Tin Shui Wai Ling Oi Primary School

Putting learners at centre

- Assessment requirements are adjusted to suit individual students' needs and enhance intrinsic motivation.
- Homework is diversified. Mechanical exercises or drilling are avoided in order not to kill students' interest in learning.
- Ample opportunities are provided for students to engage in self-reflection (e.g. self-editing checklist) and peer review (e.g. gallery walk that allows students to put smiles and question marks on classmates' work).

Focusing on learning progress, not marks

Marks and grades are not provided in assessments (e.g. dictations) to:

- encourage students to reflect on their performance and understand why they get the answer or make a mistake; and
- focus students' attention on learning attitude (e.g. efforts) and strategies (e.g. revision or question answering skills), as well as ways to improve their own learning.

Designing fun-filled formative assessment

- A variety of fun activities such as English challenge and orienteering, excursions and "Learning Fair/Bazaar" are organised for students to display learning outcomes and apply skills learnt to accomplish real-life tasks.

Embracing e-assessment

- e-Platforms such as STAR and online reading programmes are used to cater for individual differences.

Letting data speak – evidence-based decision making

- A mechanism is established to facilitate effective collection and management of internal assessment data (e.g. question intent mapped out in the paper setting stage). Focus is selected for data analysis, often based on the key learning objectives and target skills taught in class.
- Data from STAR, TSA reports and internal examinations are analysed to identify students' strengths and weaknesses. Teachers look into the underlying causes of students' learning difficulties, devise coping strategies and track students' progress.

Creating an assessment-literate learning community

- Teachers are actively involved in professional development activities such as Quality Education Fund Thematic Network (QTN) and HKEAA Quality Assessment Management Accreditation Scheme (QAMAS), which have developed their competence in interpreting data and making effective use of them to adjust curriculum design and teaching strategies.

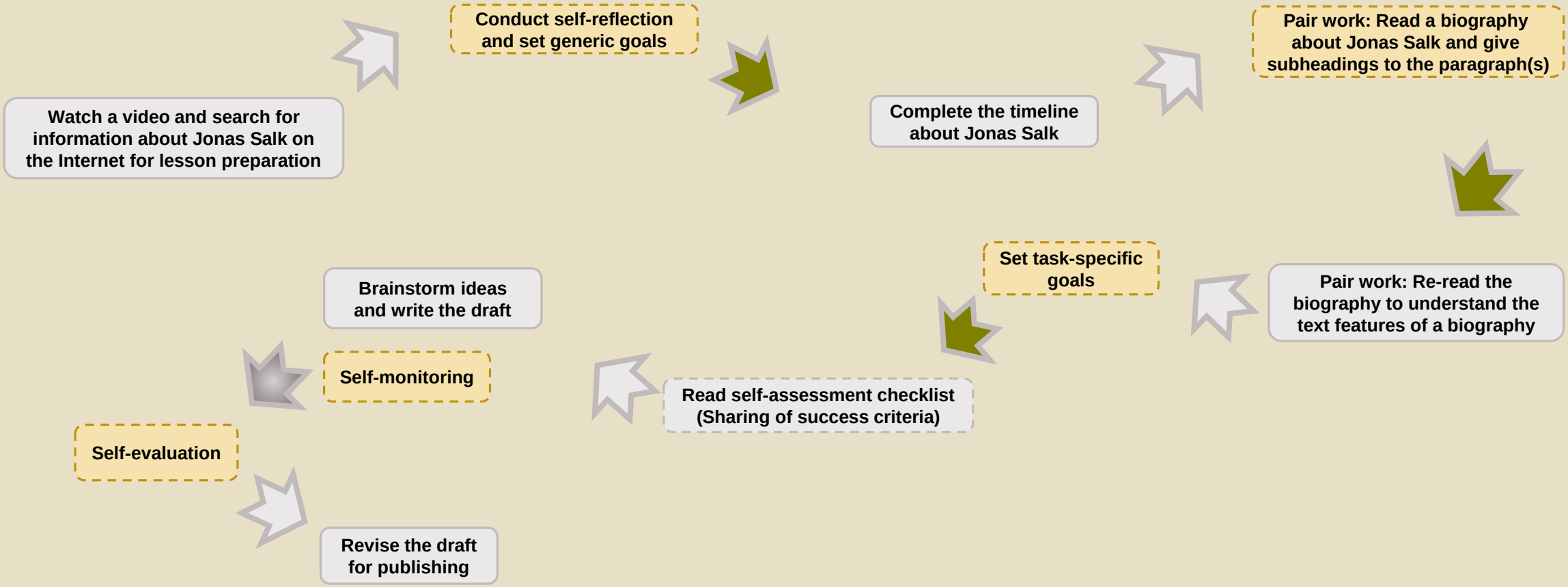
Example

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.

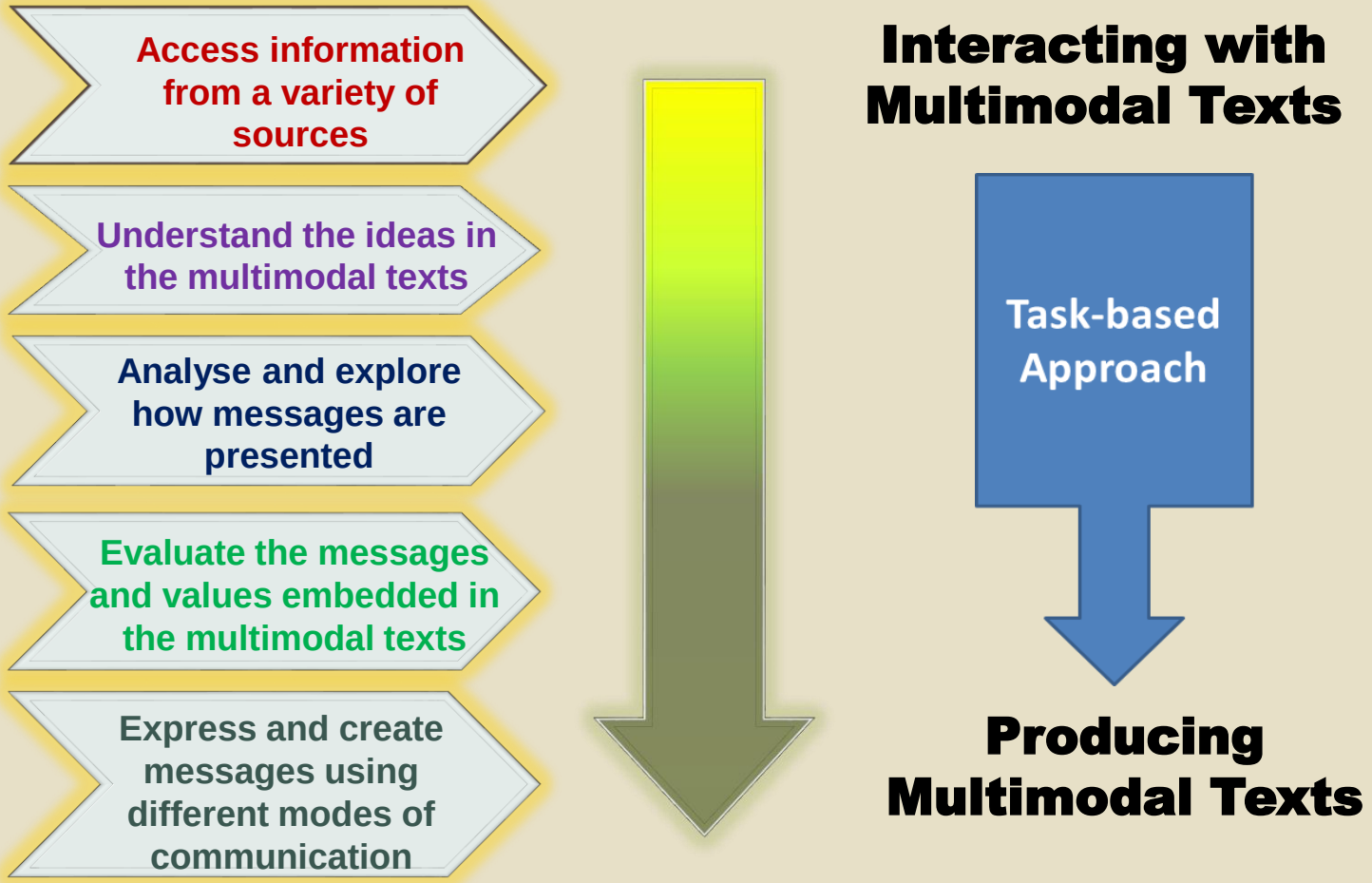


Pedagogy to Enhance Literacy Development

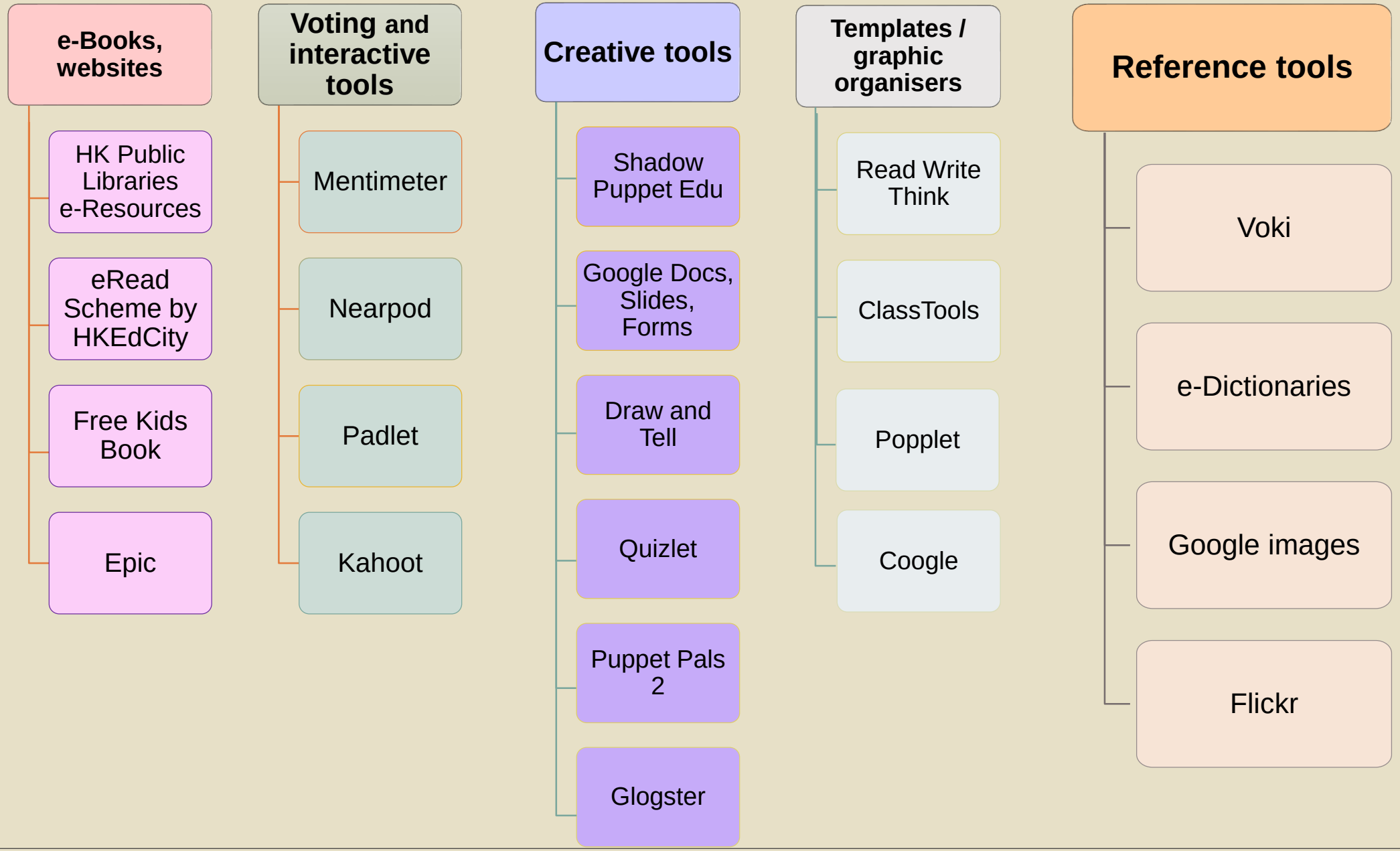
Technological Pedagogical Content Knowledge

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.



"Pedagogy empowered by digital technology"


e-Books, websites
HK Public Libraries e-Resources
eRead Scheme by HKEdCity
Free Kids Book
Epic
Voting and interactive tools
Mentimeter
Nearpod
Padlet
Kahoot
Creative tools
Shadow Puppet Edu
Google Docs, Slides, Forms
Draw and Tell
Quizlet
Puppet Pals 2
Glogster
Templates / graphic organisers
Read Write Think
ClassTools
Popplet
Coogle
Reference tools
Voki
e-Dictionaries
Google images
Flickr

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

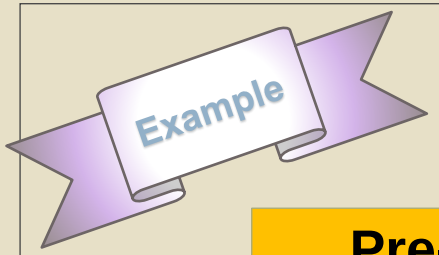
Designing learning activities and projects that require students to evaluate, extract, organise and synthesise information and ideas from different sources, and create new ideas of their own

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

English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017), pp.34-35



Pre-lesson	While-lesson	Post-lesson
Quizlet ● Recap the vocabulary learnt about personality through a matching game.	**Nearpod** ● Watch a video about what acrostic poems are. ● Introduce the features of acrostic poems. ● Co-construct an acrostic poem with students.	**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

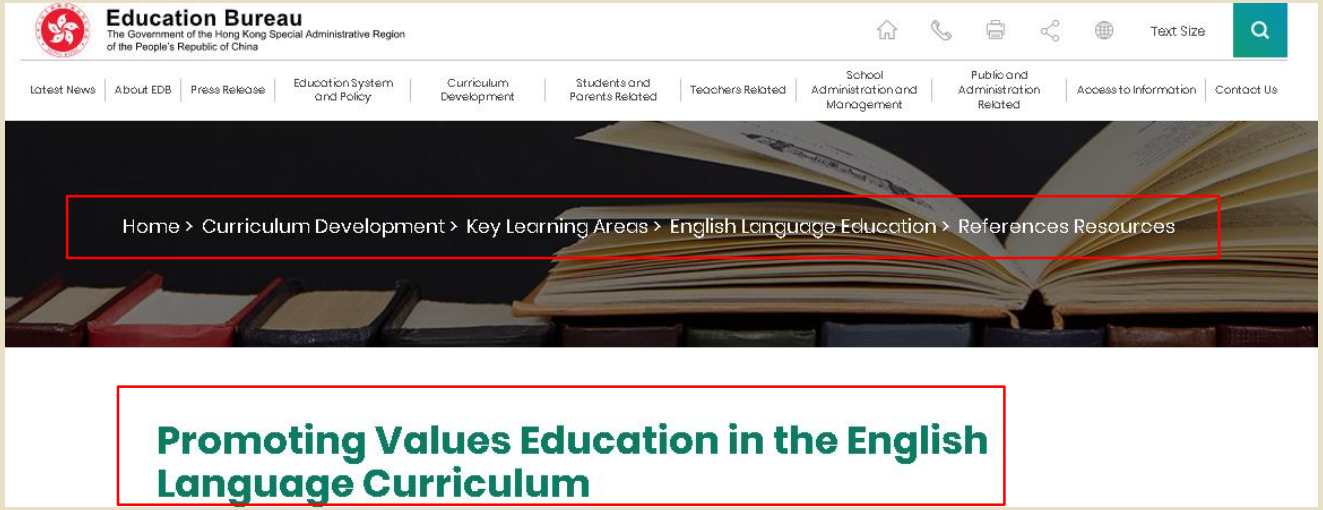
Example

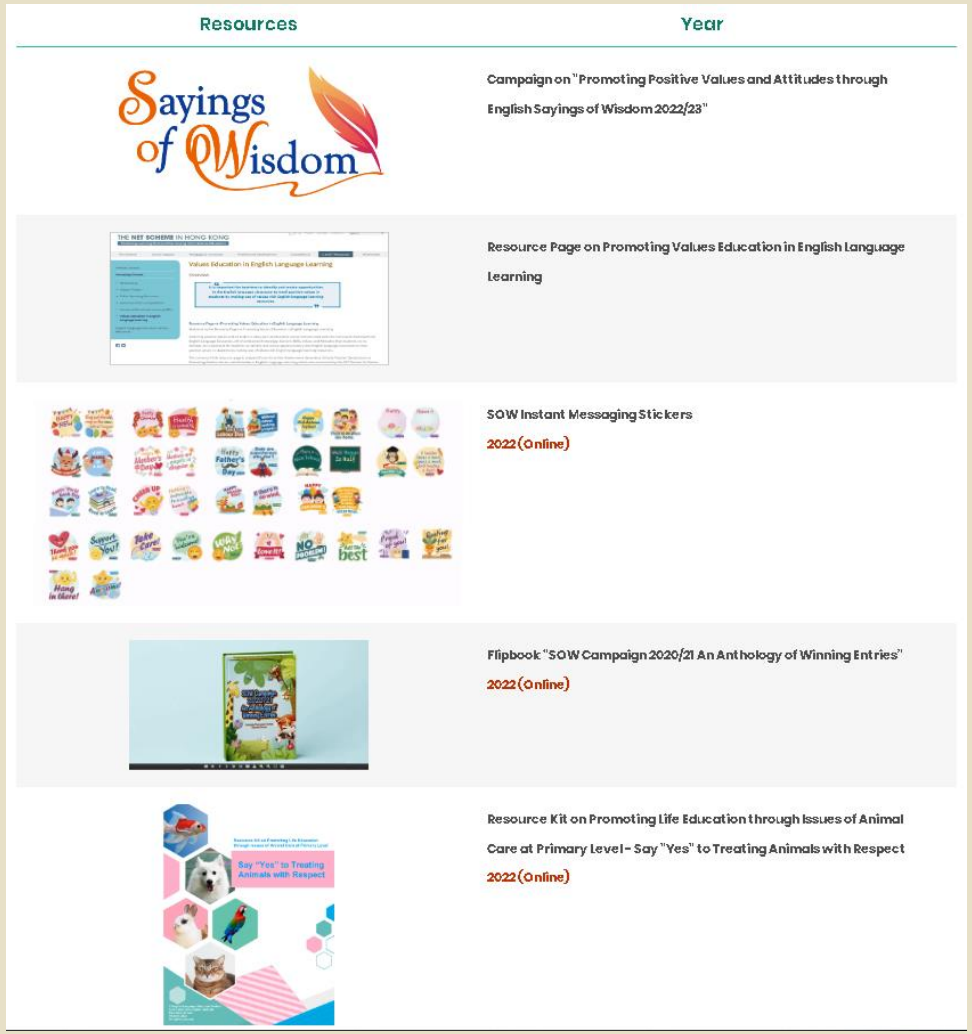
Incorporating Values Education into the School English Language Curriculum

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





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

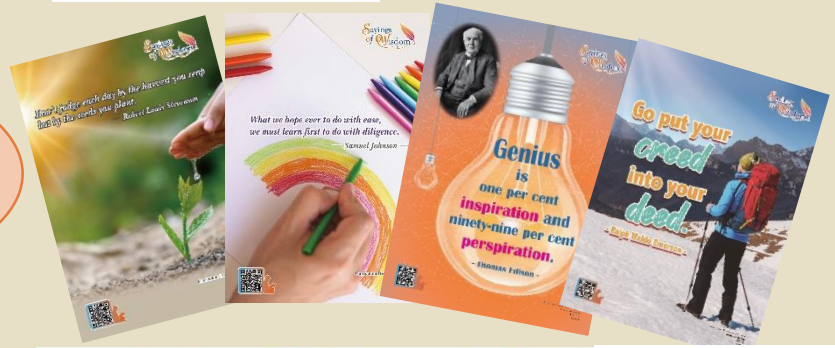
Campaign on "Promoting Positive Values and Attitudes through English Sayings of Wisdom"

The SOW Website

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

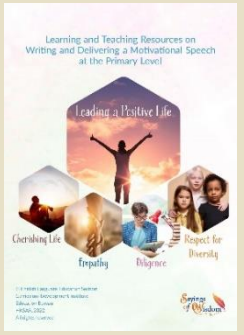
Videos

Posters and Animated Posters



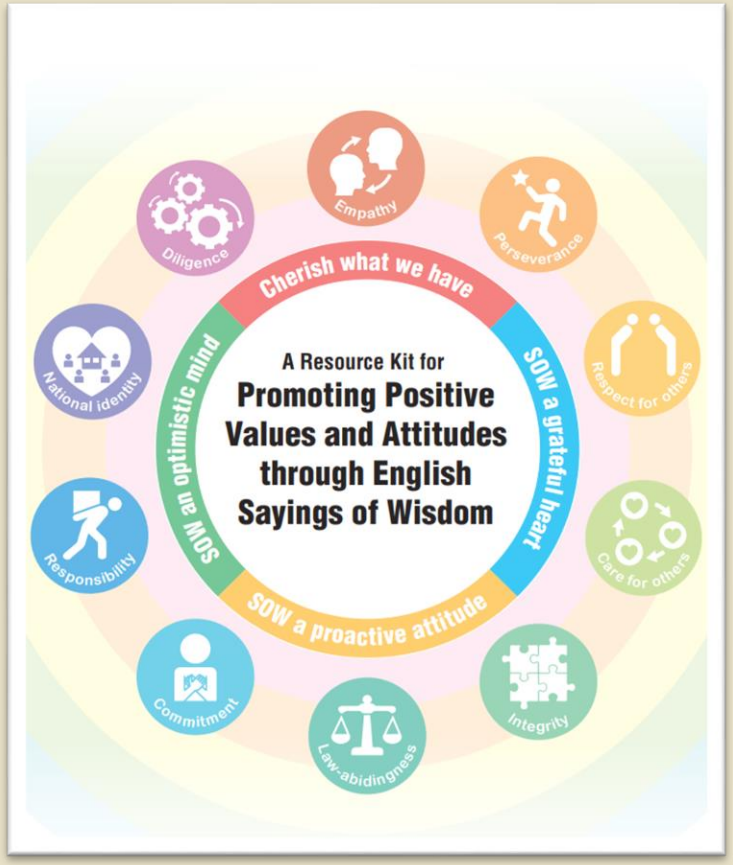
Instant Messaging Stickers

Learning and Teaching Materials



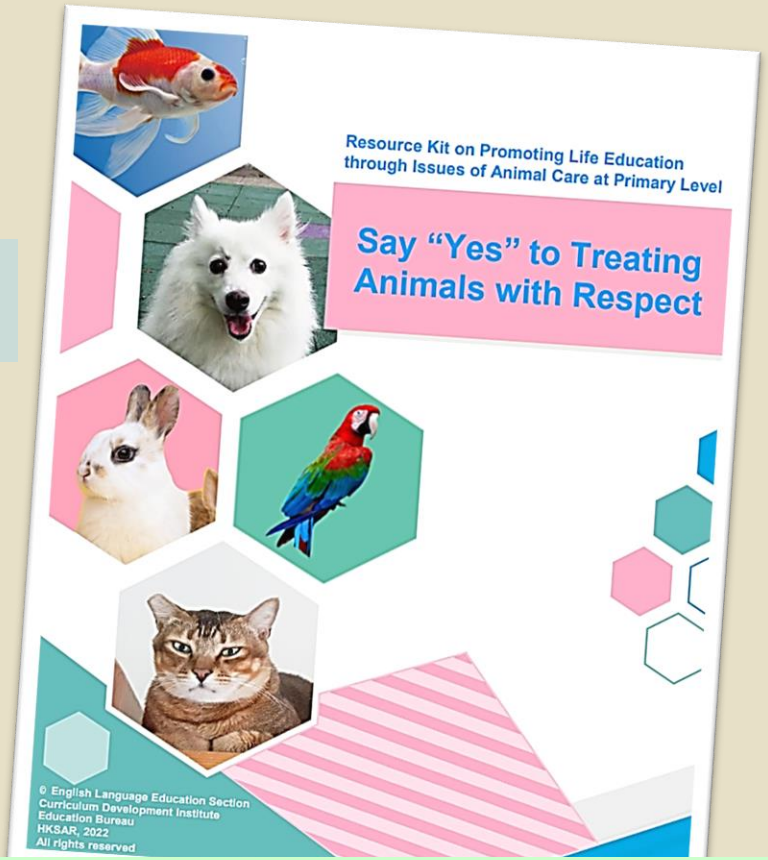
SOWIT Videos Resource Kit (Part 1 & Part 2)

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

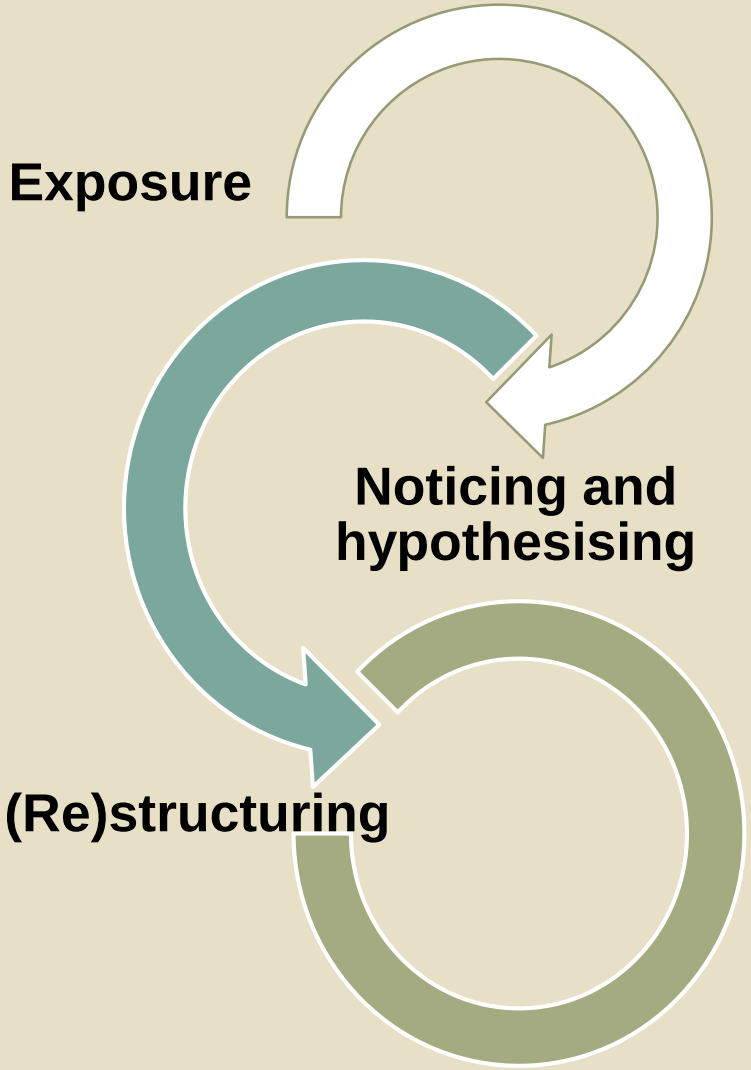
Complementary Concepts

Text Grammar

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

- 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

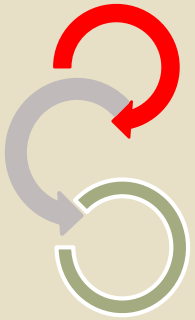
Example

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

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.

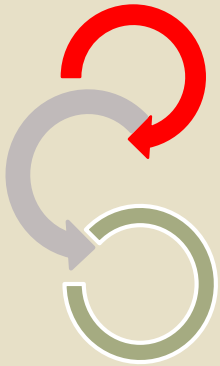
Example

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 (No) (Circle the correct answer)	Yes (No) (Circle the correct answer)
What have been added before/after the adjectives?	more…than	the most…
Number of syllables in the adjectives	1 (2) (3) **Three-syllable adjectives always form the comparative with *more…than* and the superlative with *the most*. **Besides, two-syllable adjectives ending in ing, *e.g. boring, touching and shocking*, share the same rule.	

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.

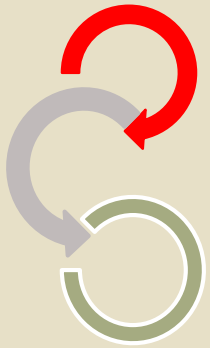
Example

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

(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

English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (CDC, 2017), p.25

Example

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
Key Stage 2										
P4	**Food and drink:** Unit 3 Eat well and get fit	• 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) • Using appropriate formats/conventions • Presenting main and supporting ideas by providing some elaboration	(What do children like to eat?) • Locating specific information • Inferring the feeling of the speakers by recognising the tone	(Talking about your food diary with your classmates and giving advice to him/her) • Eliciting responses by asking questions and providing information • Asking and responding to others' opinions/ideas	• 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	• textbook • workbook • grammar worksheet	• Language Practices 1 and 2 • Workbook Unit 3 • Supplementary grammar worksheet Unit 3	• Communication skills • Critical thinking skills	• 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	• Locating specific information by identifying key words • Identifying main ideas and some supporting details (text type: interview)	(Creating a personal profile) • Using appropriate formats, conventions and language features • Using headings and sub-headings to present information	(What is my job?) • Locating specific information • Understanding speakers' feelings and attitudes	(What do you want to be when you grow up?) • Eliciting responses by asking questions and providing information • Elaborating ideas	• names of jobs • adjectives and adverbs to related to jobs • use of adjectives and adverbs • *be + going to* • *might*	• textbook • workbook • grammar worksheet	• Language Practices 1 and 2 • Workbook Unit 5 • Supplementary grammar worksheet Unit 5	• Communication skills • Critical thinking skills	• 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	• 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) • 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!) • Locating specific information • Understanding the connection between ideas • Understanding speakers' feelings, attitudes and intentions	(Making a speech — Please help us!) • Greeting the audience appropriately • Introducing oneself giving details • Using appropriate gestures, facial expressions, intonation, stress etc. to convey intended meanings	• natural disasters • opposite adjectives • use *"too"* to express degree • use *"since"* to give reasons • use *"not enough"* to talk about quantities	• Textbook • Workbook • Grammar worksheet • A video on hunger/poverty/ tsunami • Leaflets on natural disasters by charities	• 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	• Communication skills • Critical thinking skills • IT skills	• 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

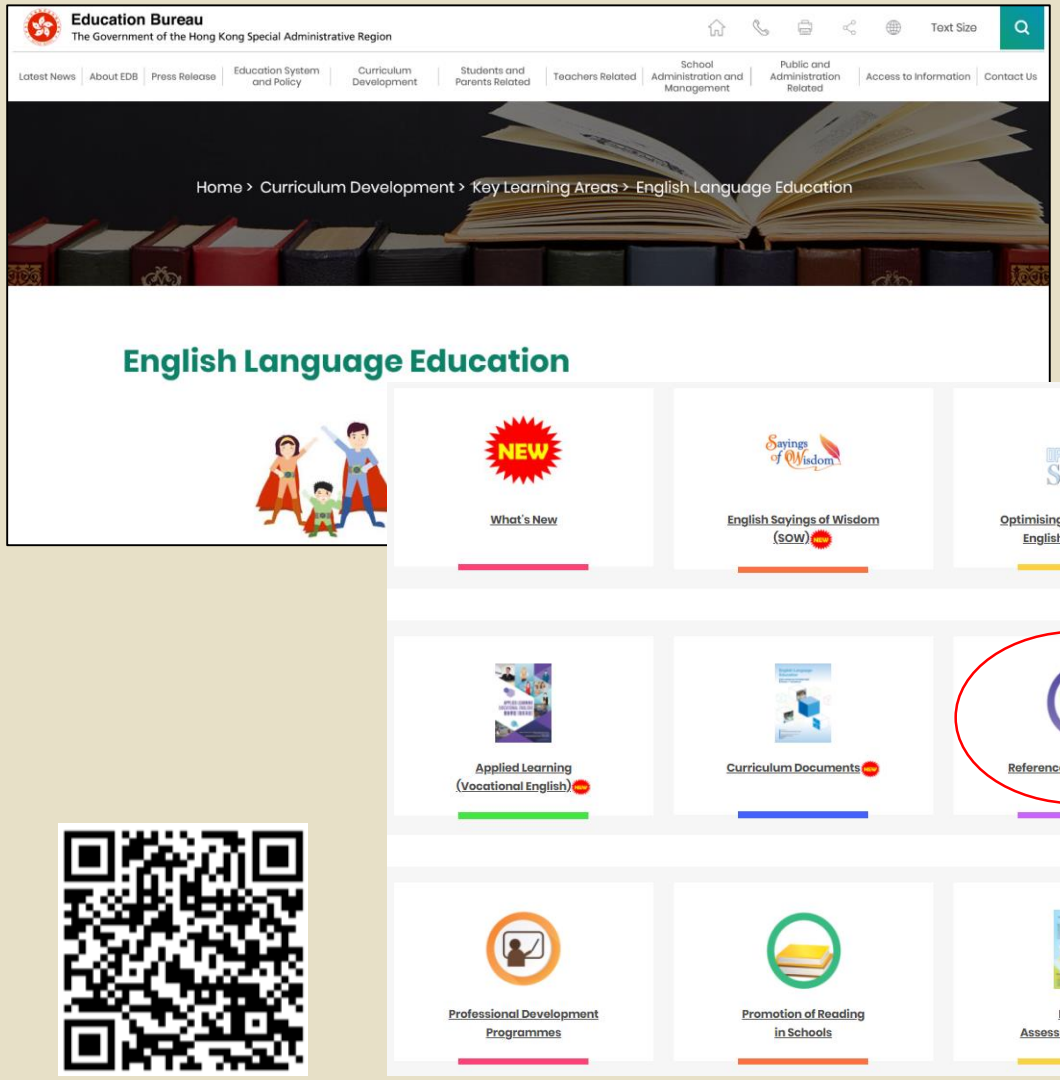
Learning and teaching resources

- 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



References and Resources

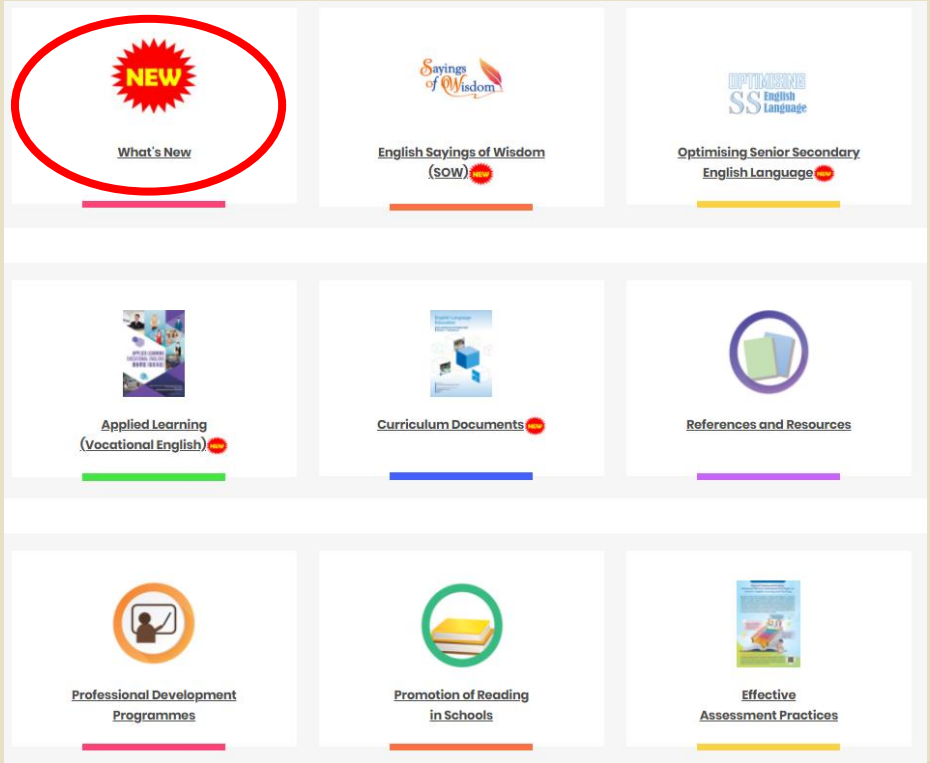
- New
- Primary Level
- Secondary Level
- Course Materials for Professional Development Programmes
- EDB One-stop Portal for Learning and Teaching Resources

Curriculum Documents

PDPs (Slides)

References & Resources

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



SOW MOTIVATIONAL TALK CONTEST

Learning and teaching resources on writing and delivering a motivational speech

Week of Positivity

A school-based activity "Week of Positivity"

Sayings of Wisdom

Learning and teaching resources on "Sayings of Wisdom"

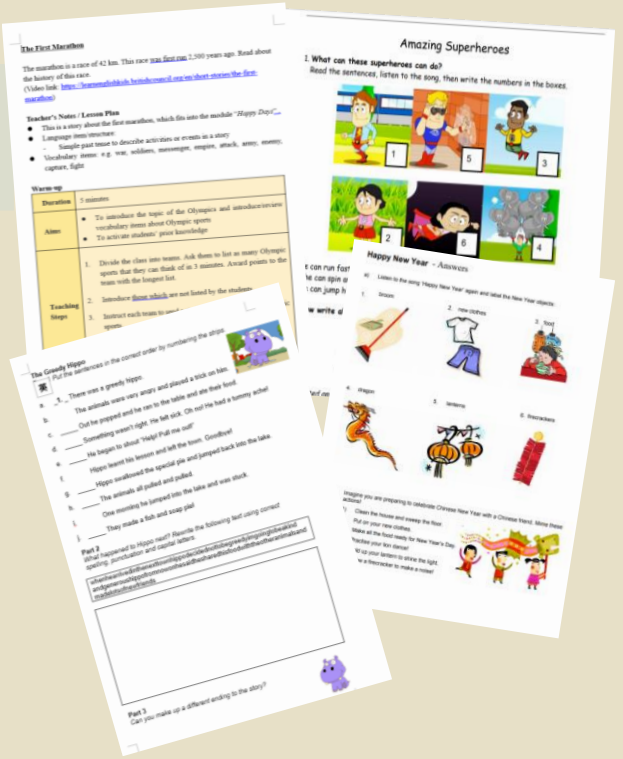
Flipbook on "SOW Campaign 2020/21 An anthology of winning entries and activity booklet" and activity booklet

ENGLISH *Treasure Chest*

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

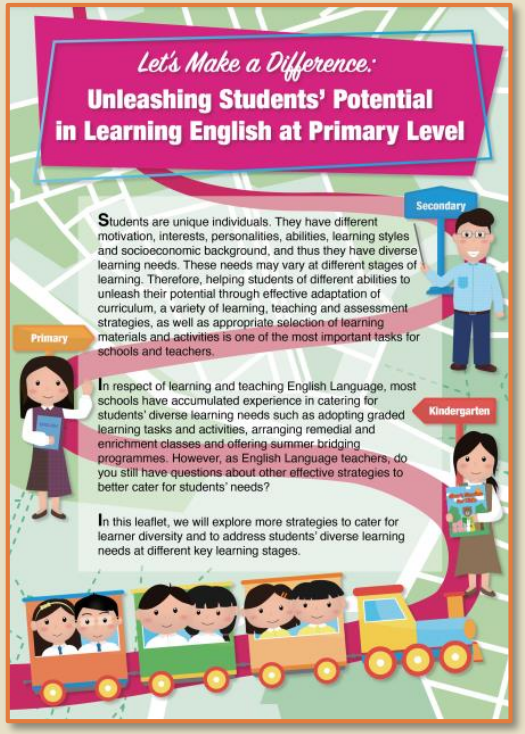
- ✓ Suggested Book Lists for Reading to Learn across the Curriculum (KS1 – KS4)

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

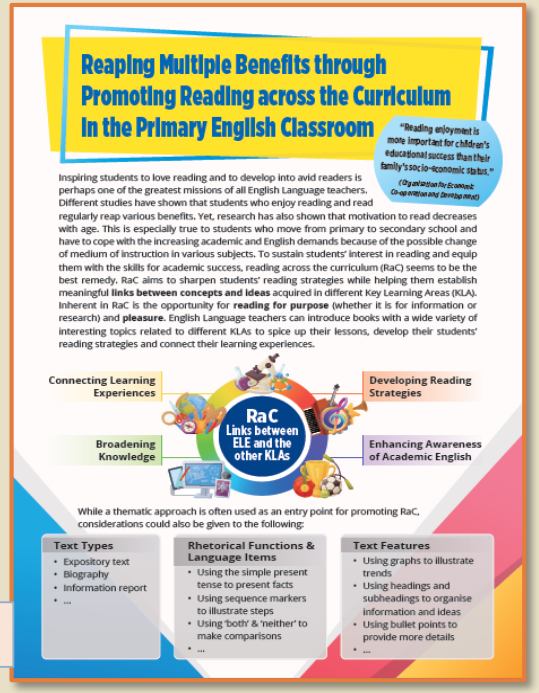
- ✓ Suggested Book Lists for Theme-based Reading (KG, Pri, Sec)

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

Leaflets

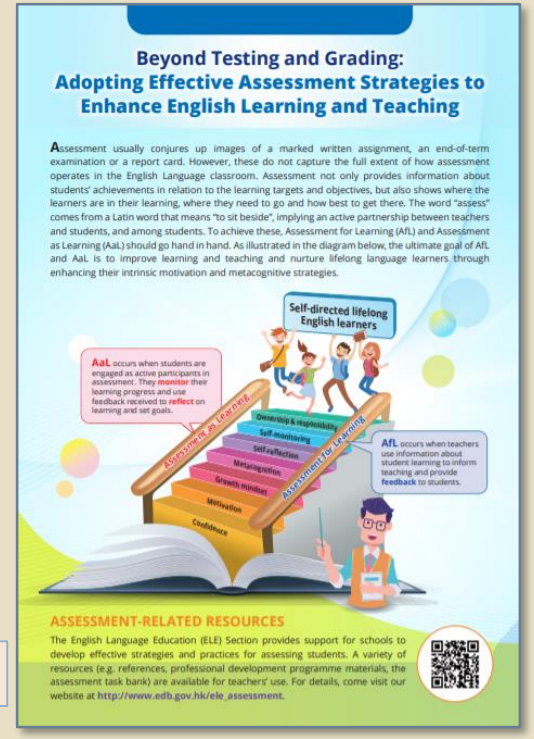


https://www.edb.gov.hk/pri_potential



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

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



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

EDB One-Stop Portal

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 EBSCO*host* (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 bedside 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 frock 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, Cinderalla 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