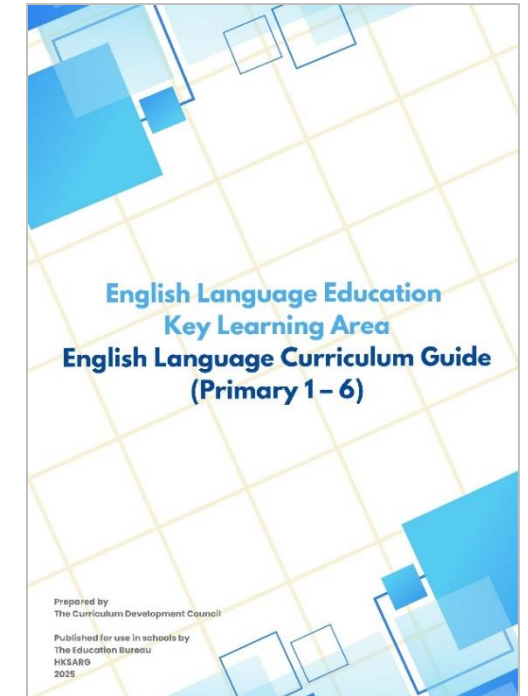# Briefing Session on the
English Language Education Key Learning Area English Language Curriculum Guide (Primary 1 – 6) (2025)

4 July 2025
English Language Education Section
Curriculum Development Institute
Education Bureau

English Language Education
Key Learning Area
English Language Curriculum Guide
(Primary 1 – 6)

Prepared by
The Curriculum Development Council

Published for use in schools by
The Education Bureau
HKSARG
2025

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

Objectives

1. To explain **the rationale** of the updates to the *English Language Education key Learning Area English Language Curriculum Guide (Primary 1 – 6)* (*ELCG*) (2025)

2. To introduce the **major updates** outlined in the *ELCG* (2025)

3. To share practical examples and strategies to support schools in implementing the updates effectively
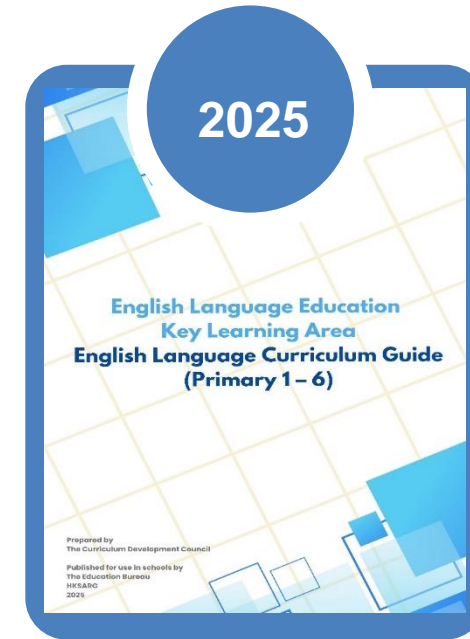
Background

The Ongoing Renewal of the School Curriculum

2017

2024

2025
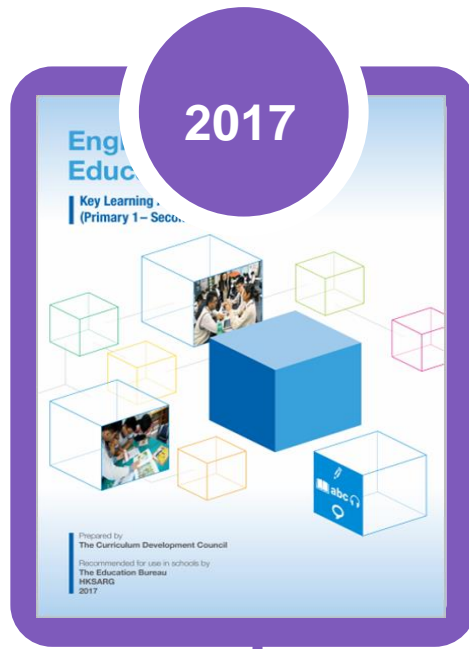
English Language Education KLA Curriculum Guide (Primary 1 – Secondary 6) (ELE KLACG)

Primary Education Curriculum Guide (PECG)

English Language Curriculum Guide (Primary 1 – 6) (ELCG)

Four major updates of the *ELCG*:
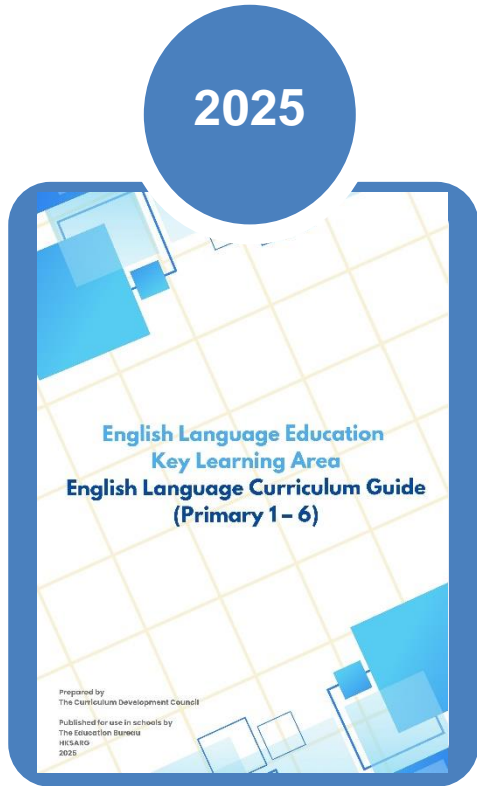
Reading across the Curriculum (RaC)

e-Learning and Information Literacy

Assessment Literacy

Values Education

The Four Major Updates

2025

English Language Education
Key Learning Area
**English Language Curriculum Guide
(Primary 1 – 6)**

Prepared by
The Curriculum Development Council

Published for use in schools by
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2025

Schools are encouraged to:

Reading across the Curriculum (RaC)
- enhance RaC through strengthening the **roles of English teachers in cross-curricular collaboration**, developing students' **reading to learn capabilities** and **reading habits**, and promoting **values education** using relevant reading contexts;

e-Learning & Information Literacy
- promote e-learning and information literacy with a view to developing **students' self-directed learning capabilities**, enhancing their **multimodal literacy** and fostering the **ethical use of information**;
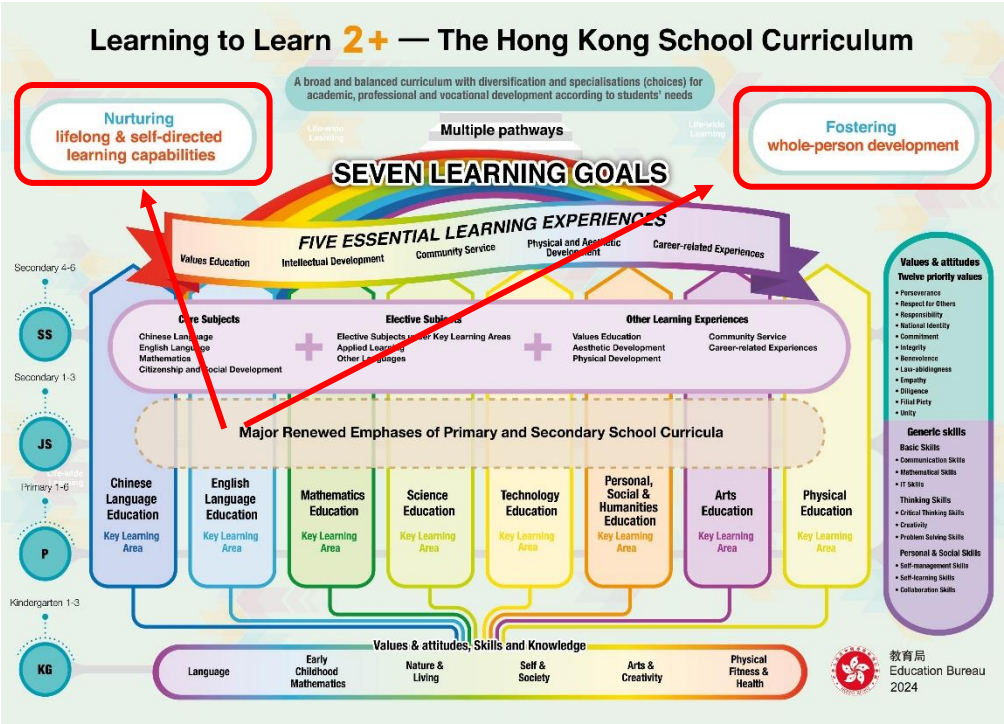
Assessment Literacy
- **extend Assessment for Learning (AfL) to Assessment as Learning (AaL)** to help students become **self-directed learners**, and **optimise assessment and assignment policies**; and
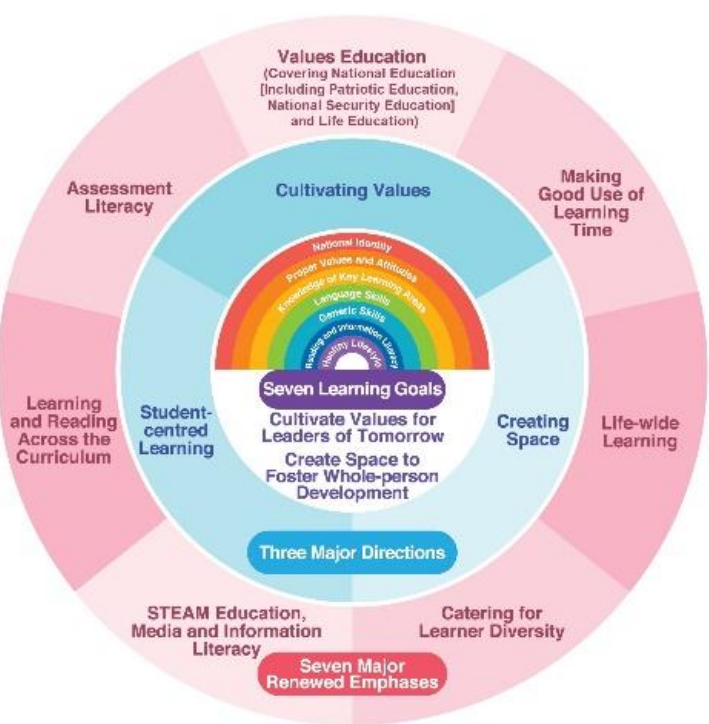
Values Education
- incorporate values education in the English Language curriculum to help students become **informed and responsible citizens** with a sense of **national identity** and an awareness of **national security**.

Chapter 1 Introduction

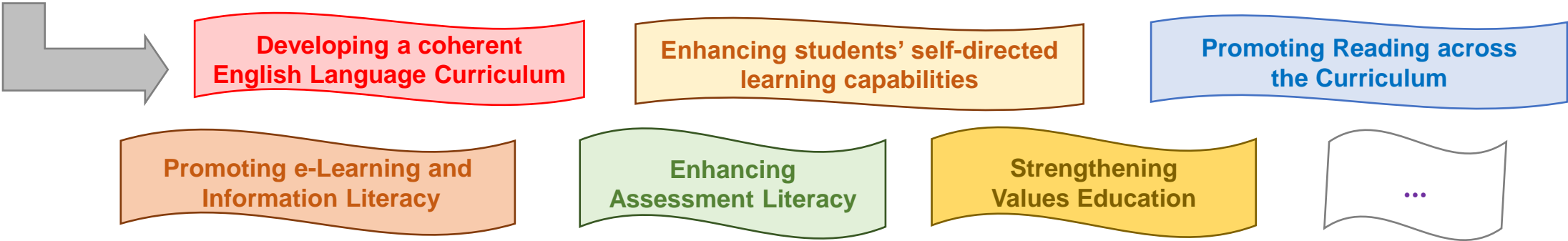## Directions for the development of the English Language curriculum

The Hong Kong School Curriculum

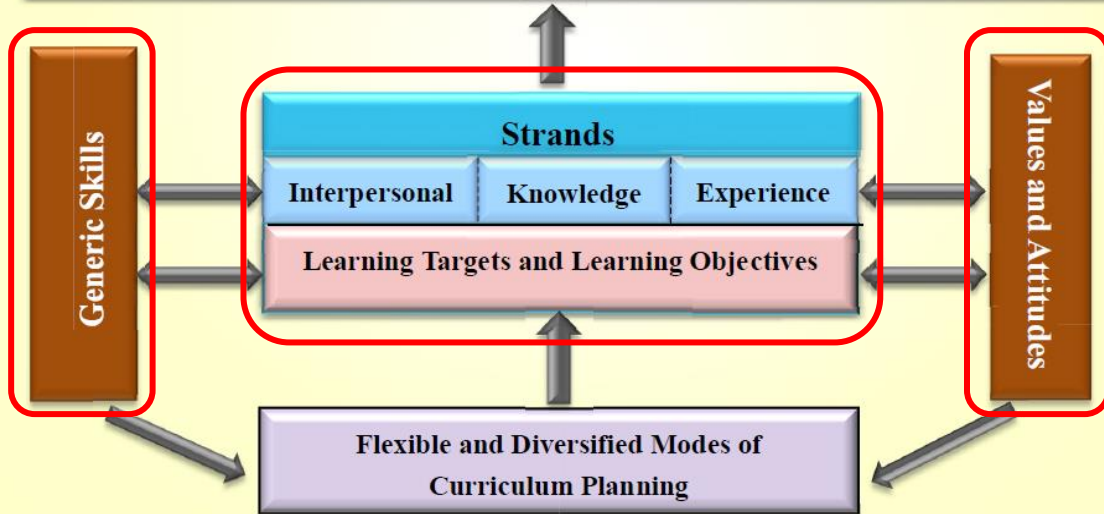The Primary School Curriculum

Strengths of schools

Developing a coherent English Language Curriculum

Enhancing students' self-directed learning capabilities

Promoting Reading across the Curriculum

Promoting e-Learning and Information Literacy

Enhancing Assessment Literacy

Strengthening Values Education

...

Chapter 2 Curriculum Framework

English Language Education Curriculum Framework

Unchanged

Overall Aims of the English Language Education Curriculum

To provide every student of English with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and

To enable every student to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.

Generic Skills

Strands

| Interpersonal | Knowledge | Experience |

Learning Targets and Learning Objectives

Values and Attitudes

Flexible and Diversified Modes of Curriculum Planning

Curriculum Framework for English Language Education

Learning targets and learning objectives include elements such as three strands of learning, text types, forms and functions, and language skills development. More details are available in **Appendices 2 – 5**.

Development of **generic skills** in an **integrative** manner is recommended. More details are available in **Appendix 7**.

Strengthening **values education** by
- adopting the approaches such as "organic integration" and "natural connection"; and
- promoting national education and life education, the priority values and attitudes, and media literacy at cognitive, affective and behavioural levels

Chapter 3 Curriculum Planning
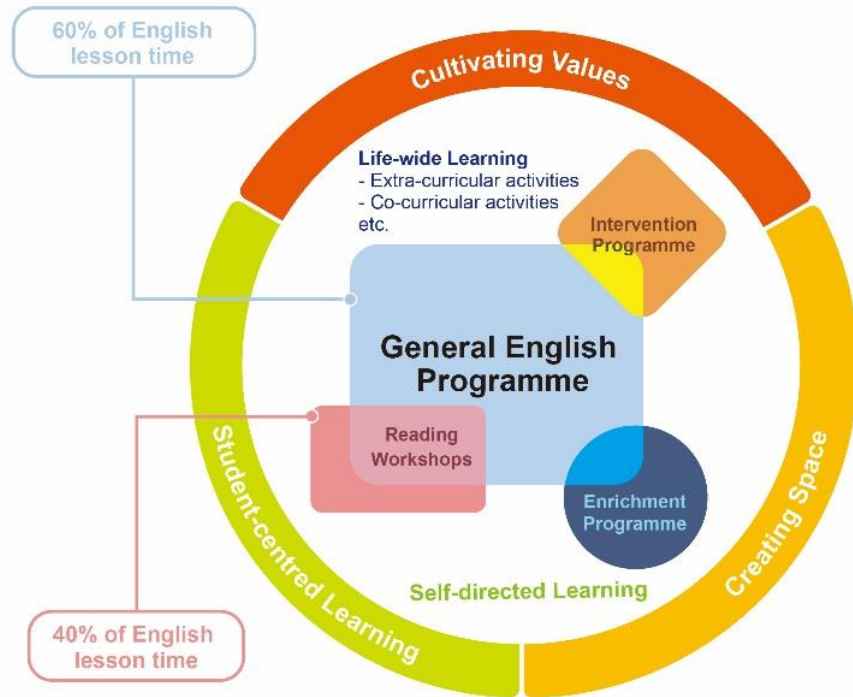
Components of a School English Language Curriculum
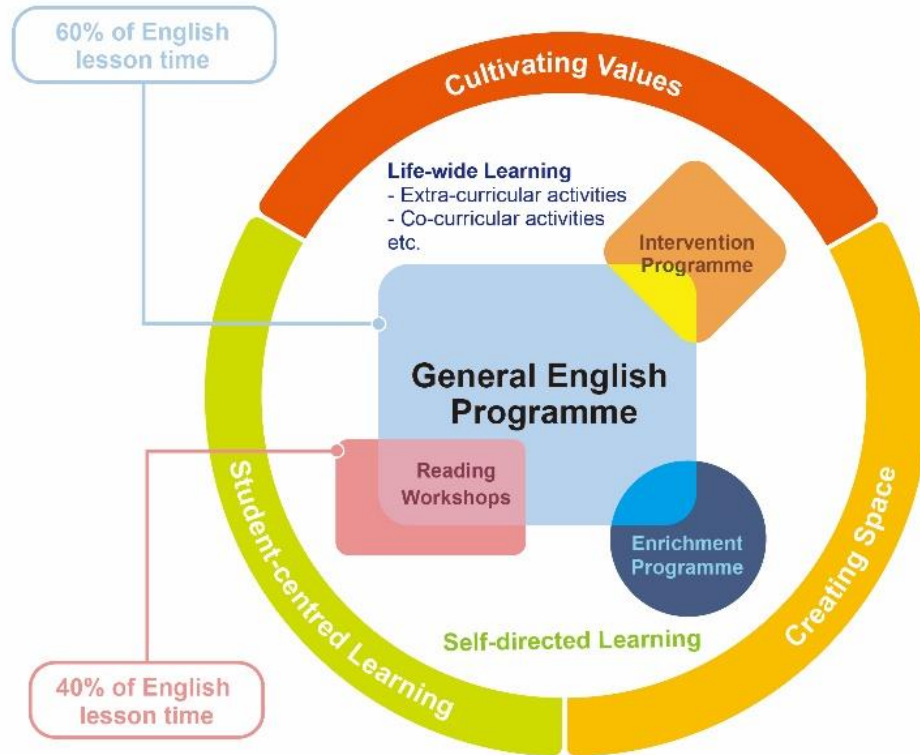
Components of a School English Language Curriculum

General English (GE) Programme

- About **60% of the lesson time** can be allocated to the GE Programme.

- A **task-based approach** and the concept of **Modules**, **Units** and **Tasks** are used to organise the learning and teaching of the GE Programme.

- **Suggested modules** and **units** are available in **Appendix 10**.

Chapter 3 Curriculum Planning

Components of a School English Language Curriculum

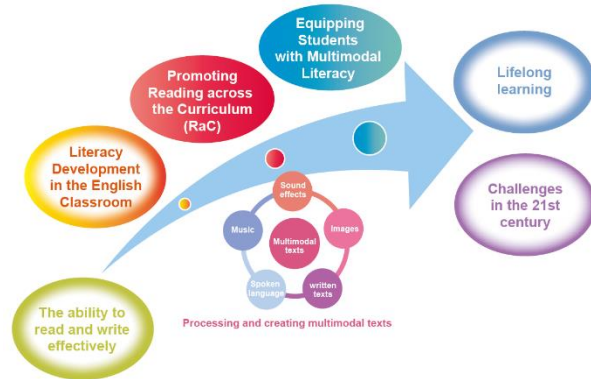Components of a School English Language Curriculum

Reading Workshops

- Reading Workshops take up **40% of the total lesson time for English Language** and are specially devoted to the development of reading skills.

- It is recommended to **link Reading Workshops with the GE programme** to enrich students' learning.

- Effective implementation requires **clear objectives, meaningful tasks, suitable reading materials**, and alignment with the school's English curriculum.

- **Five reading strategies** are recommended.

- **Real books** are preferred to boost students' interest and engagement.

- For more details, please refer to **Sections 3.2, 4.3, and Appendix 11**.

Chapter 3　Curriculum Planning

Suggestions for curriculum planning

Figure 6 Suggested Allocation of Learning Time

English Language Education Key Learning Area Curriculum Framework of National Security Education (2025)
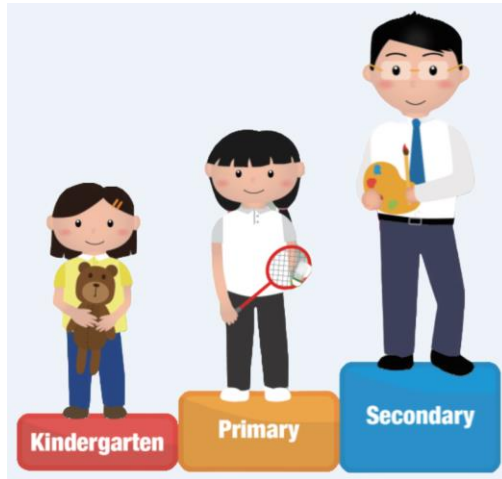**(Appendix 13)**

Curriculum Planning Strategies

- Developing **new literacy skills** and **generic skills** for processing and creating multimodal texts

- Introducing the key components of **self-directed learning** and the development of metacognitive skills

- Extending language **learning beyond the classroom**

- Promoting **e-learning and information literacy**

- Promoting **values education** in the General English programme, reading workshops and cross-curricular activities

- Promoting the **creative use of English** through Language Arts

Chapter 3 Curriculum Planning

Suggestions for curriculum planning


Smooth Transition between Different Key Stages
- Suggesting **strategies** to facilitate a smooth transition between different key stages

Collaboration within the English Language Education KLA and Cross-KLA Links
- Suggesting strategies to facilitate teachers' collaboration within the English panel and across subjects

Flexible Use of Learning Time
- Optimising curriculum planning through flexible use of learning time
- Organising the English Language curriculum more coherently to create space for students' whole-person development
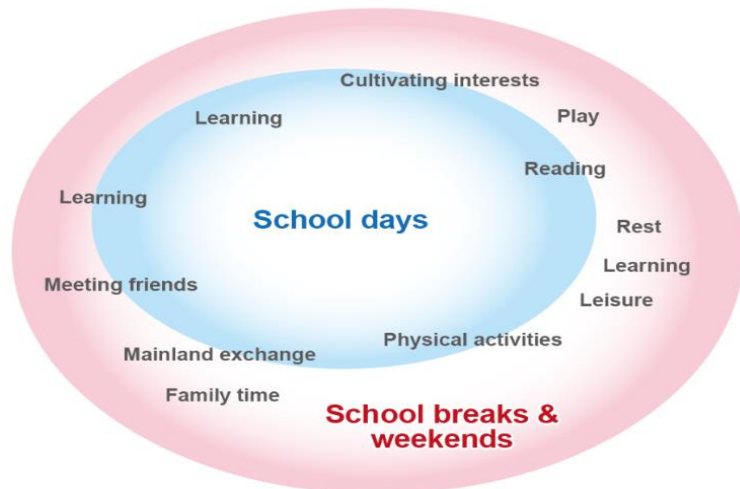
Chapter 4 Learning and Teaching

Language Skills Development

Reading across the Curriculum

Creative Use of English

Grammar

Vocabulary

Phonics

Dictation

Adopting e-Learning

Life-wide Learning
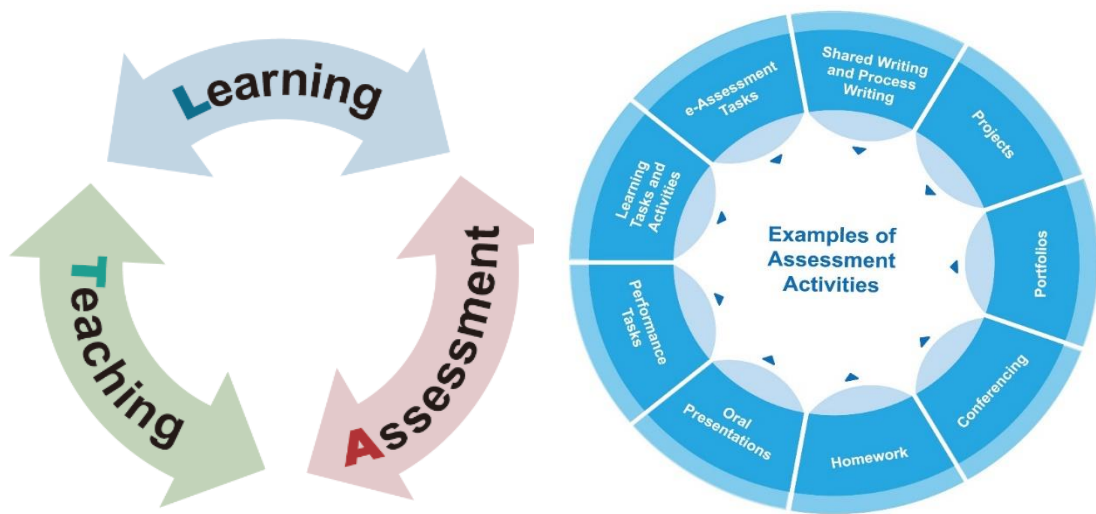
Creating a Language-rich Environment

Learner Independence and Self-directed Learning

Meaningful Assignments

Catering for Learner Diversity

Chapter 5 Assessment

Formative and Summative Assessment

Examples of Assessment Activities

Webpage of the LPF for English Language:
www.edb.gov.hk/lpfenglish

Purposes of Assessment
- Assessment is an integral part of the learning, teaching and assessment cycle.
- **Extending** from Assessment for Learning **(AfL) to** Assessment as Learning **(AaL)**

Tools to Support Schools in Implementing Formative Assessment
- Introducing the **Learning Progression Framework (LPF) for English Language** and the **Student Assessment Repository (STAR) Platform** for promoting assessment for learning

Internal and External Assessments
- **Reviewing assessment and assignment policies** and determining the suitable frequency and modes of assessment
- **Reducing assignments** that focus on copying
- Using the **LPF** for English Language to develop a set of school-based criteria or descriptors
- Making use of **external assessment data to inform learning and teaching**

Chapter 6 Effective Use of Learning and Teaching Resources

Highlights

Quality Textbooks and Other Learning and Teaching Resources
- Highlighting the importance of accuracy when using images of **maps**, the **national flag**, **national emblem**, **regional flag**, and **regional emblem** in the development of resources
- Respecting **intellectual property rights** in resource development

Resources in Support of Curriculum Development
- Introducing EDB resources as well as community resources

Resource Management in Schools
- Providing suggestions on ways to manage resources in school

Frequently Asked Questions (FAQ)

1. **Will there be a printed version of the *ELCG* (2025)?**

   - The *ELCG* (2025) is readily available online. To reduce paper use, a printed version of the *ELCG* (2025) will not be provided.

Frequently Asked Questions (FAQ)

2.   Is the *ELCG* (2025) designed to replace the *ELE KLACG* (2017)?

- The *ELCG* (2025) is an updated version of the *ELCG* (2004), rather than the *ELE KLACG* (2017).

- Schools should refer to both curriculum documents in planning their school English Language curriculum.

  - The *ELE KLACG (2017)* serves as a Key Learning Area Curriculum Guide, covering two subjects (i.e. English Language and Literature in English) and four key stages.

  - The *ELCG (2025)* focuses on English Language education at the primary level. It provides details about learning and teaching strategies, including areas such as language skills development and phonics instruction.

Frequently Asked Questions (FAQ)

3. Will the implementation of the *ELCG* (2025) involve textbook revision?

- No, it will not, as the curriculum framework for English Language Education remains unchanged.

- While updates are introduced to reflect curriculum developments over the years, they are not entirely new practices.

- Integrating values education (including national education) may involve Chinese-related elements. However, learning and teaching materials should also reflect diverse cultures to align with the curriculum aims and broaden students' horizons.

Frequently Asked Questions (FAQ)

4. **Will the implementation of the *ELCG* (2025) influence item design in the TSA or the Pre-S1 HKAT?**

- No, it will not, as the curriculum framework for English Language Education remains unchanged.

Frequently Asked Questions (FAQ)

5.   **Do schools have enough time to plan and implement the English Language curriculum in response to the updates introduced?**

- The updates introduced are not entirely new to schools. Most of them are taken from the *ELE KLACG* (2017) and the *PECG* (2024). Schools may have already incorporated these practices to some extent.

- Schools are expected to build on their existing practices and incorporate the updates into their curriculum, taking into account their school contexts and students' needs. Where appropriate, the updates may be implemented in phases.

Frequently Asked Questions (FAQ)

6.   **How can we promote national security education in the English Language curriculum?**

- We may refer to the recommendations in the English Language Education Key Learning Area Curriculum Framework of National Security Education, released in May 2025.

- The relevant part of the framework can be found in Appendix 13 of the *ELCG* (2025).

Practical Examples and Strategies

e-Learning and Information Literacy

e-Learning & Information Literacy

Rationale

- Complementing the traditional mode of learning

- Enhancing interaction within and beyond the classroom

- Addressing students' diverse learning needs

- Developing their capabilities for self-directed learning

- Promoting the effective and ethical use of information

Implementation Strategies

- Adopting a repertoire of e-learning strategies (e.g. use a range of e-resources and e-learning tools) to enhance learning and teaching effectiveness

- Using e-assessment to promote assessment for learning and assessment as learning

- Strengthening students' capacity to process and create multimodal texts

- Providing opportunities for students to learn at their own pace

- Guiding students to evaluate the accuracy and reliability of information and new technologies (e.g. Augmented Reality, Virtual Reality, Artificial Intelligence)

e-Learning & Information Literacy

Topic:
Fantastic People (Scientists)

Learning objectives:

Content
- Steps of investigating science
- Life stories of scientists

Language
- Text types (timeline, science report, biography)
- Vocabulary (adjectives)

Skills & Values
- Collaboration skills
- Qualities of scientists (e.g. perseverance)

The example shows how teachers:

- use the **blended learning approach** and make effective use of learning time for interactive learning

- make use of **e-resources and e-learning tools** to develop students' language skills, multimodal literacy, generic skills, and self-directed learning capabilities

- develop students' **information literacy**

e-Learning & Information Literacy

1. Viewing activity

- Pre-lesson activity:
  - Students **read an e-book** and complete simple tasks on adjectives.

- During the lesson:
  - Students: (1) submit a few adjectives that describe the qualities of Marie Curie to an **online word cloud**, and (2) discuss with their peers and explain their ideas with reasons.

- Post-lesson activity:
  - Students **complete a timeline** of a scientist's achievements.
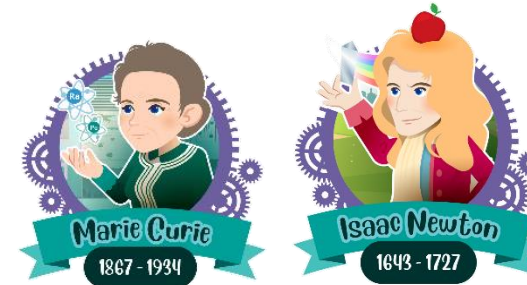
multimodal materials   **promote self-directed learning**

enhance interaction   **foster proper values and attitudes**

Achievements

_____	Graduated from a medical school.
2002	Achieved groundbreaking discovery of using an _____ to cure Helicobacter pylori infection in the stomach
2003	Hailed as an "_____ _____" by Time Magazine for his contribution during the epidemic
2004	Awarded _____ Bauhinia Star

Example
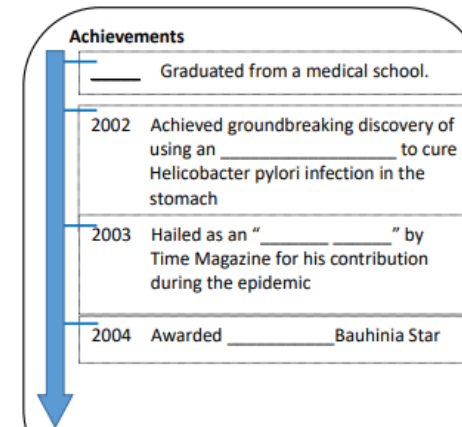
2. Reading workshop

- Pre-lesson activity:
  - Students **read an e-book** to learn about the steps of investigating science and **complete an online sequencing activity**.

- During the lesson:
  - Students: (1) learn the features of a science report, (2) conduct a simple experiment, (3) record the results, and (4) present their findings in a group presentation.

- Post-lesson activity:
  - Students compare the results through an **online questionnaire** and discuss / share new findings on an **online discussion platform**.

promote self-directed learning

activate prior knowledge

develop collaboration skills

enhance interaction

promote self-directed learning

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e-Learning & Information Literacy

3. Writing activity

- Writing task

    Students **write a short biography** of an inspiring scientist. They have to include pictures (with captions) and diagrams (e.g. a timeline) in their biography. They may also create a video about the scientist [**produce multimodal texts**].

- Pre-writing stage:

    Students

    (1) read the biographies of famous scientists
    (2) choose a scientist to write about
    (3) select an appropriate quote by that scientist
    (4) search for information on the Internet
    (5) evaluate the reliability of information and learn to respect intellectual property rights
    (6) organise information with a suitable graphic organisers (e.g. a timeline)

Information literacy: effective and ethical use of information

Assessment Literacy

Extending Assessment for Learning to Assessment as Learning

Level:	Lower Primary

Module and Unit: The world around us (Amazing animals and plants)

Context:
The World Animal Day is coming. Your English teacher will guide you to read some books about animals. After that, write or present a short description about your favourite animal.

- Look at the pictures. What do you think this book is about?
- What do you think will happen next? *What makes you think that?*
- What is your favourite part of the story? *Why?*

- Ask different levels of questions to assess students' understanding of the texts and adjust teaching strategies to meet their needs
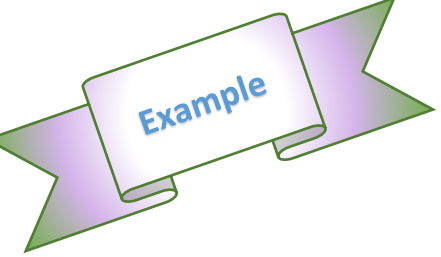
Extending Assessment for Learning to Assessment as Learning

Level:	Lower Primary

Module and Unit: The world around us (Amazing animals and plants)

Language tasks & activities

Performance tasks

e-Assessment tasks

e-assessment tools

- Adopt a range of assessment activities and e-assessment tools to help students understand their own learning performance
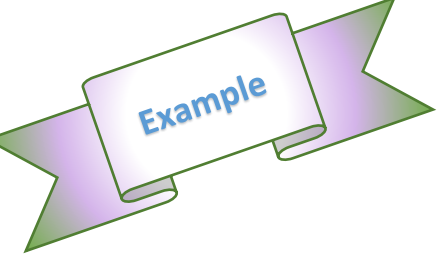
Extending Assessment for Learning to Assessment as Learning

Level:	Lower Primary

Module and Unit: The world around us (Amazing animals and plants)

Homework in a multimodal format

Self-assessment / Peer assessment checklists

Self-assessment Checklist

Content – I wrote…   *Circle the smiling face(s)*

1. the name of the animal.
2. about how the animal looks like.
3. about the food it eats.
4. other information about the animal (optional).

Language – I used…

5. the simple past tense to talk about the animal.
6. adjectives to describe how the animal looks like.

Organisation – I…

7. put ideas into a few paragraphs.
8. used connectives and/or sequencing words to link ideas.

- Involve students in regulating their learning process
- Enable them to reflect on and plan for the next step in learning

Extending Assessment for Learning to Assessment as Learning

Module and Unit: 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. Then, you choose a scientist you like and write a biography about him/her.

Jonas Salk

Watch a video and search for information about Thomas Edison on the Internet for lesson preparation

- Encourage students to take a more active role in familiarising themselves with the topic before lessons

Extending Assessment for Learning to Assessment as Learning

Level:	Upper Primary

- Help students learn and progress

Module and Unit: Relationships (Fantastic People)

Complete some reading activities to understand the content of the text

Timeline

Headings & Subheadings

Text features

Extending Assessment for Learning to Assessment as Learning

Module and Unit: Relationships (Fantastic People)

Setting goals for the biography: What do I want to do well in this piece of writing?

Goal	Steps	Evaluation
What do you want to do well in this piece of writing? (e.g. I want to use more adjectives and more supporting details to describe the person.)	How do you plan to do this? (e.g. I will search for more information on the internet. / I will use the new words In learned in textbooks and worksheets.)	Complete this part _after finishing your writing_ Did I achieve my goal? (Please circle one.) YES / NO
I want to	I will	

Set task-specific goals

Why is/was this person important?

Important events

(name of the famous scientist)

Quotes

Brainstorm ideas and write the draft

Self-monitoring

- **Enable students to actively regulate, evaluate and plan their learning**

Evaluation

Complete this part _after finishing your writing_

Did I achieve my goal?

self–improving

Part 2 Self-reflection: Did I do well in my past writing?		Strengths☺	Area(s) for improvement☹
		Please tick "✓" the appropriate boxes.	
I. Content	a) Providing relevant and clear ideas about the writing topics	☐	☐
	b) Writing main ideas with supporting details (e.g. giving more information about my main ideas)	☐	☐
	c) Giving my opinions/comments (e.g. writing about what I think)	☐	☐
II. Language	a) Use of vocabulary	☐	☐
	b) Use of tenses	☐	☐
	c) Use of sentence patterns	☐	☐
	d) Use of pronouns (e.g. he, she, it)	☐	☐
	e) Use of punctuation marks	☐	☐
		☐	☐
		☐	☐
	d, but, so , paragraphs Suddenly, eas across	☐	☐
		☐	☐

Self-assessment Checklist

Content – I wrote…   Circle the smiling face(s)

1. an introduction of the scientist.   ☺ ☺ ☺
2. about his/her early life and education.   ☺ ☺ ☺
3. about his/her career path and achievements.   ☺ ☺ ☺
4. other information about him/her (optional).   ☺ ☺ ☺

Language – I used…

5. the simple past tense for
6. adjectives to describe pe

Organisation – I…

7. put ideas into different p
8. used connectives and/or s
   ideas.

self–evaluating

Conduct self-reflection and plan for the next step in writing

Understand success criteria and use them to improve the draft

Extending Assessment for Learning to Assessment as Learning

What counts as **QUALITY** feedback?

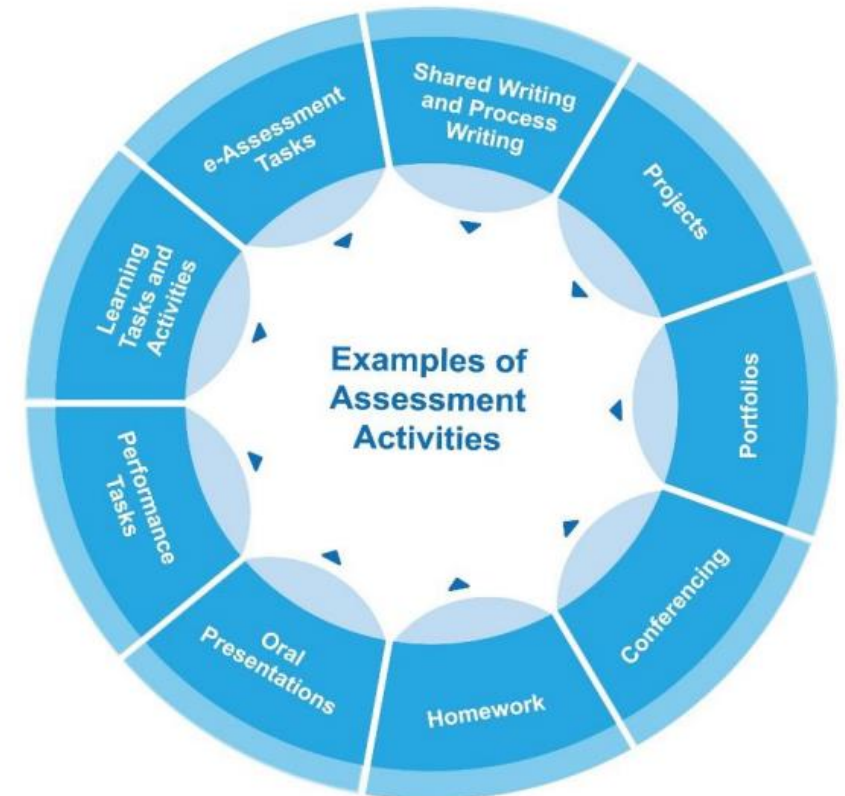| It should be…	
informative in nature	Clearly **identify areas of strengths and weaknesses**, and point out explicitly **how students could make improvement**
positive and constructive	**Enhance students' motivation** (e.g. by highlighting areas where they have shown improvement)
unthreatening	**Focus on the work/performance of the student** rather than making comparisons with others
dynamic and adaptable	**Allow exchange of ideas**, both among students and between teachers and students
timely	**Be prompt** as any delay in providing feedback would diminish its values to students

Strategies to Promote Assessment as Learning

✓ Identify expected learning outcomes

✓ Create criteria of good practices with the students

✓ Guide students to set goals

✓ Teach enabling skills

✓ Provide opportunities for students to practise the skills

✓ Discuss sample student work and provide constructive feedback

✓ Facilitate self-reflection using different kinds of assessment forms

✓ Guide students to keep track of their own learning

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Assessment and Assignment Policies

Review the frequency and quality of tests and examinations to create space for students' whole-person development

Adopt different modes of assessment and assignments to address students' diverse learning needs

e-Assessment Tasks

Shared Writing and Process Writing

Projects

Learning Tasks and Activities

Examples of Assessment Activities

Portfolios

Performance Tasks

Conferencing

Oral Presentations

Homework

Values Education

Sharing:
St. Patrick's Catholic Primary School
(Po Kong Village Road)

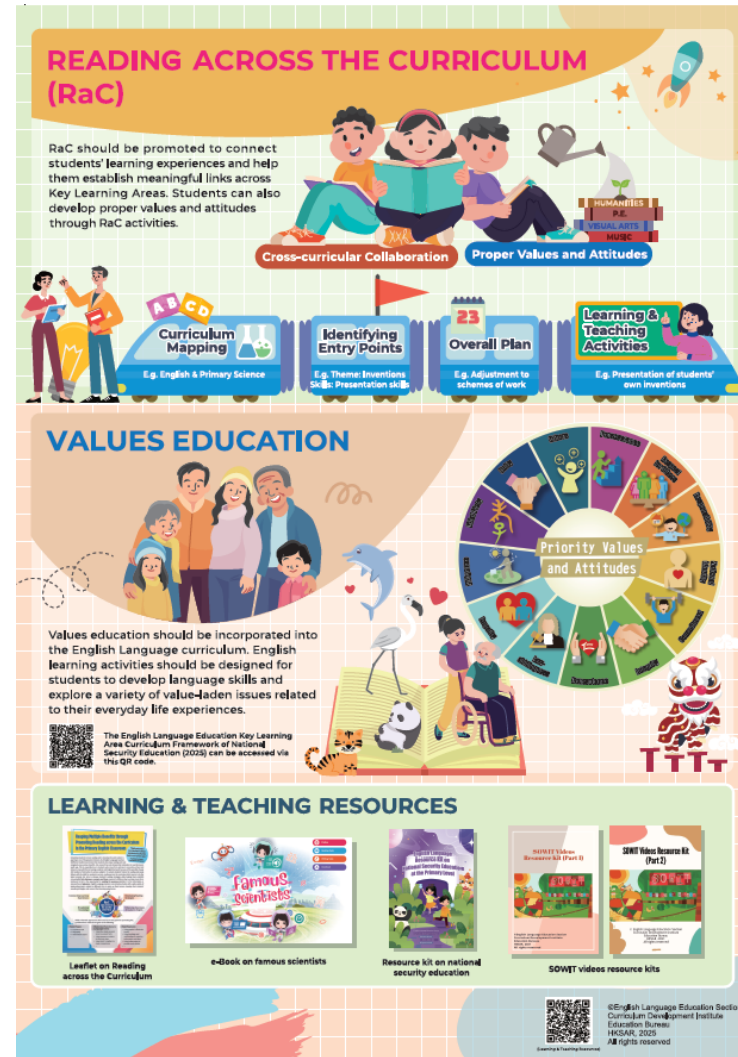# Reading across the Curriculum

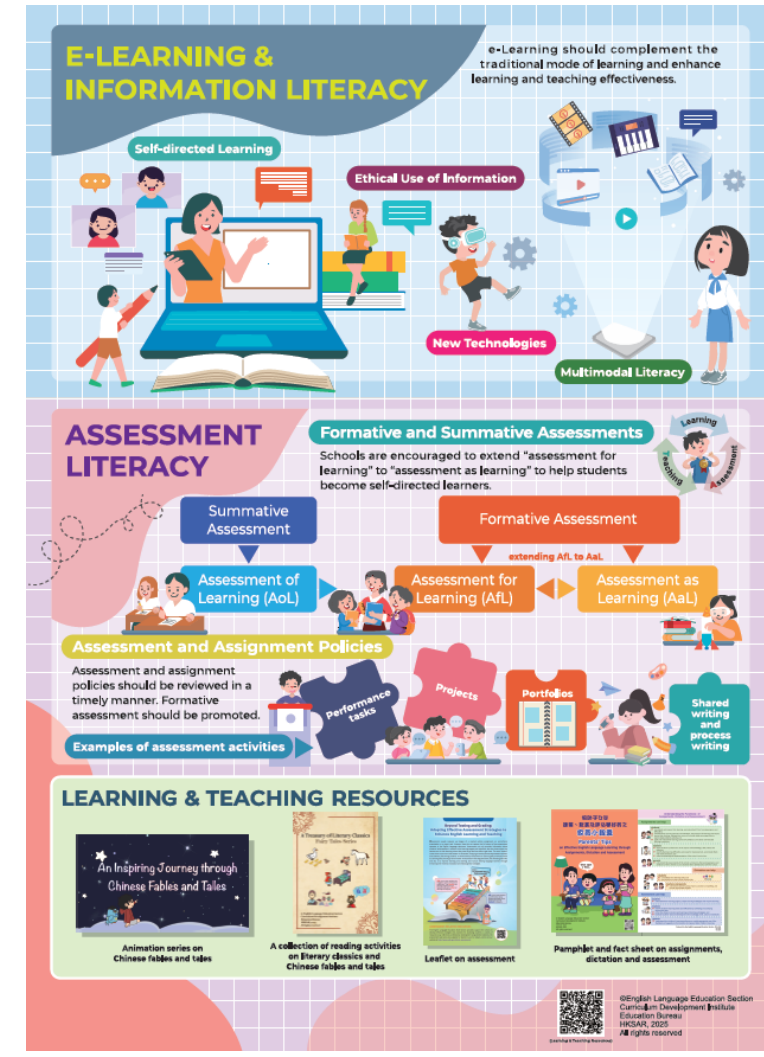Sharing:
HKFYG Lee Shau Kee Primary School
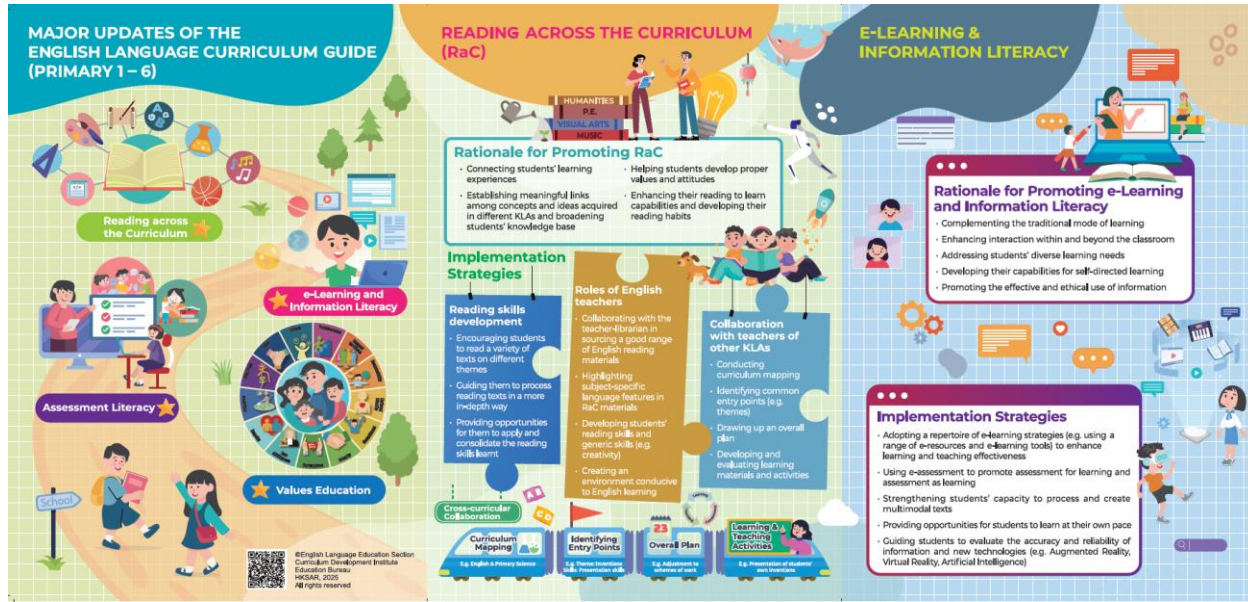
Posters

Four Major Updates

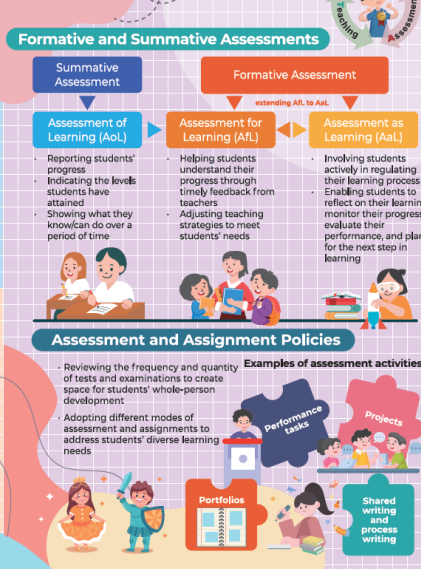RaC and Values Education

e-Learning &
Information Literacy

Leaflet

40