Ongoing Renewal of the School Curriculum for English Panel Chairpersons

13 December 2024
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 (2024)**;
- 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 with a focus on **effective use of e-learning resources**

Rundown of Today's Programme

2:00 – 2:05pm	Registration
2:05 – 3:30pm	 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 (2024) ➤ Major updates of the English Language Education Key Learning Area Curriculum Guide (P1 − S6) (2017)
3:30 – 3:45pm	Break
3:45 – 5:00pm	Part 2 • Sharing of good practices on effective use of e-learning tools to enhance learning and teaching effectiveness in the primary English classroom Ms Elliott LAW Vice Principal of Shanghai Alumni Primary School

Activity 1:

Please share your ideas with us:

- (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

Formulate school-based assessment policies in light of the direction of school development, the school context and students' needs

Work closely with panel members and promote a culture of collaboration

Initiate curriculum changes, collaborate with English panel members in developing a balanced school English Language curriculum

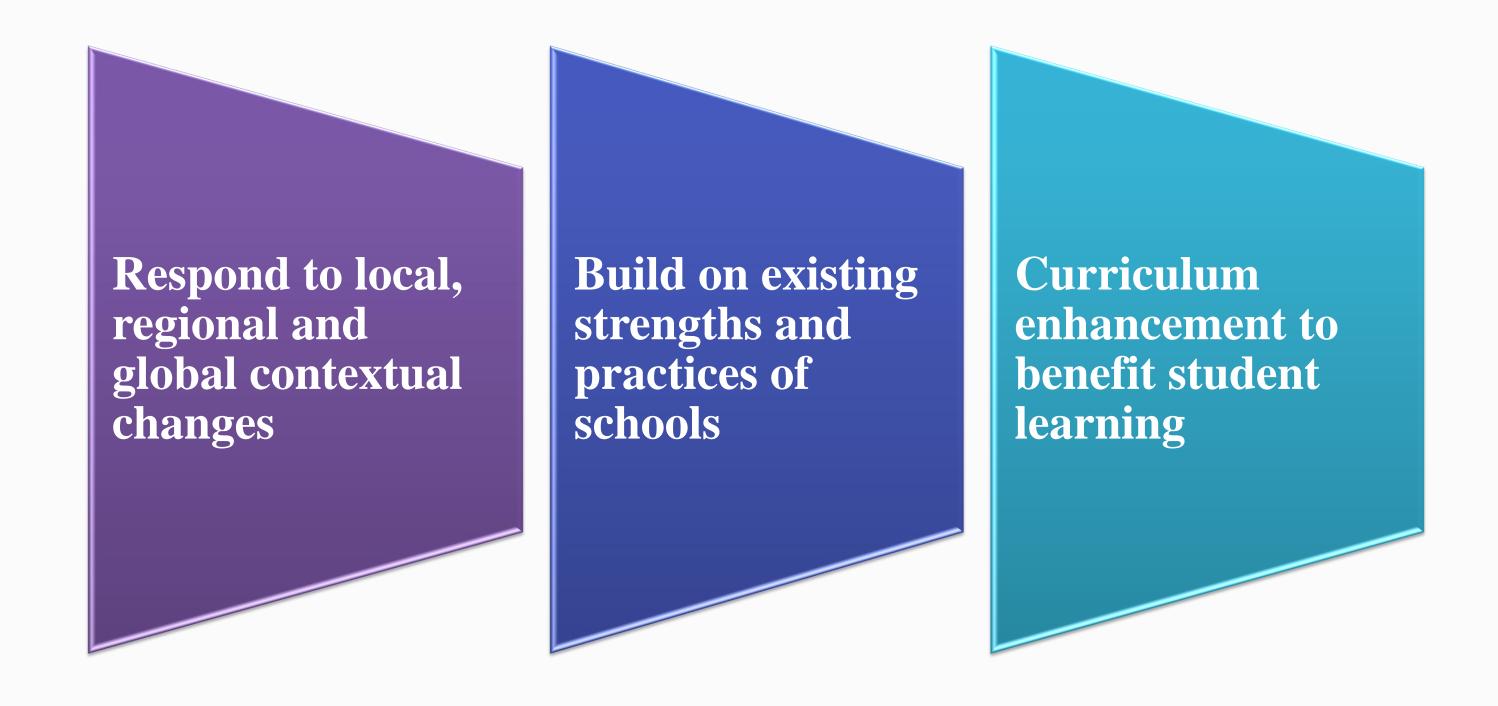
English Panel Chairperson Cultivate a **reading culture** by setting reading as a key task of the school

Create a conducive language learning environment to promote the learning and use of English Language

Manage **resources** to facilitate L&T of English

Provide space and support to facilitate the **professional development** of English teachers

Ongoing Renewal of the School Curriculum



Ongoing Renewal of the School Curriculum

BECG (2002) / SSCG (2009)



8 KLA Curriculum Guides (2002)



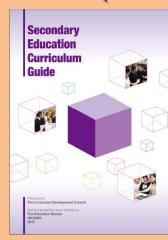
Various Subject Curriculum Guides



PECG (2024)



SECG (2017)

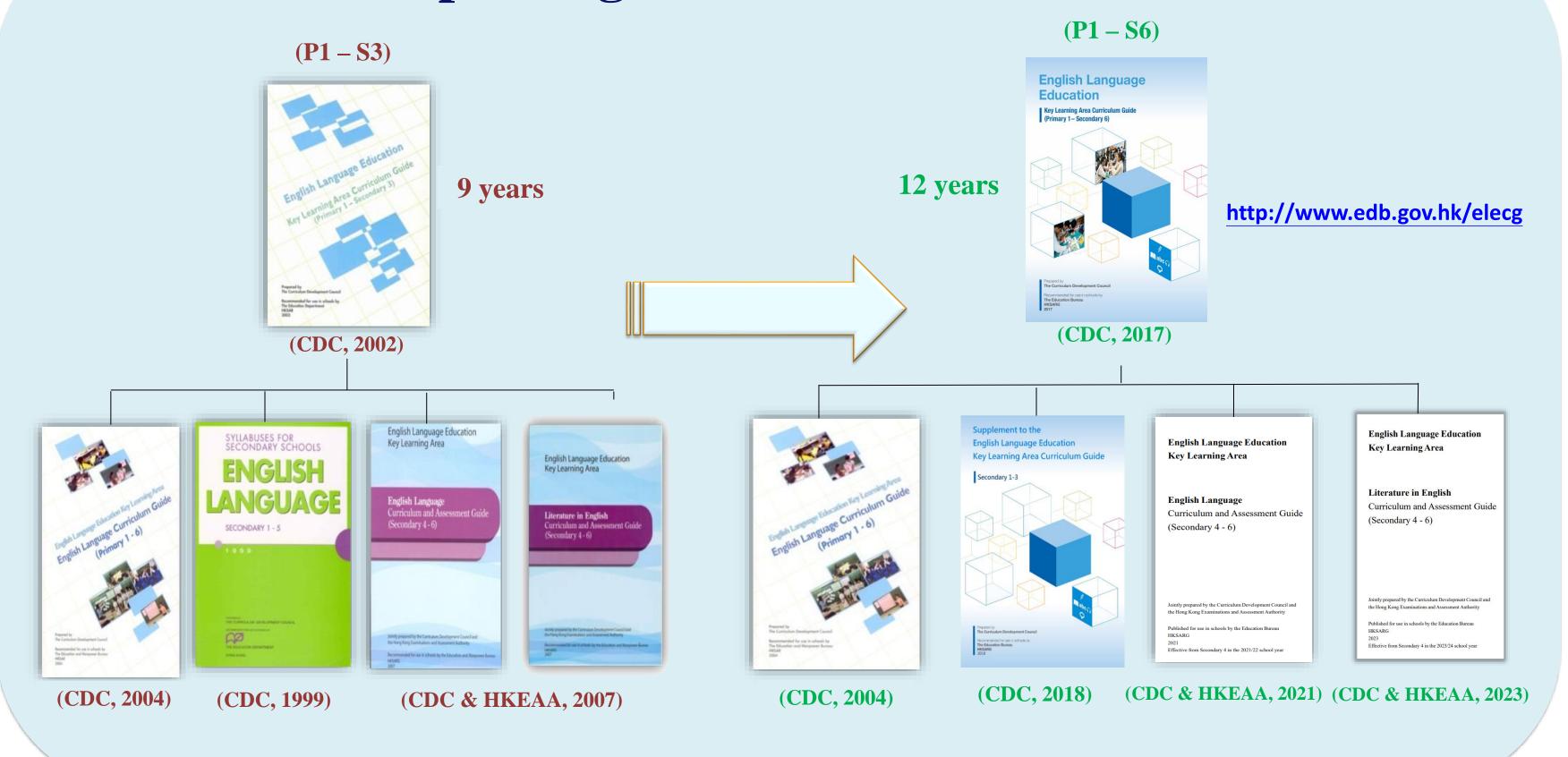


(2017)

KLA Curriculum Guides &

Subject curriculum guides / supplements

Updating of the ELE KLACG



Ongoing Renewal of the School Curriculum

"Cultivate Values for Leaders of Tomorrow

Create Space to Foster Whole-person Development"

Primary Education Curriculum Guide (PECG) (2024) *Chinese version only*

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



Primary Education Curriculum Guide (PECG) (2024)

National Identity

Values and Attitudes

Proper Values and Attitudes

Proper Values and Attitudes

Proper Values and Attitudes

Language Skills

Generic Skills

The Updated Seven Learning Goals of Primary Education

- 1. Understand our country and the Chinese culture, and cultivate a sense of belonging and national identity towards our country through national education and national security education;
- 2. Know how to distinguish right from wrong, fulfil their duties as members of the family, society and our country, and demonstrate proper values and attitudes such as perseverance, respect for others, integrity and benevolence, as well as thoughtful and sensible judgements and behaviour;
- 3. Be equipped with a solid knowledge base and perspectives across the eight Key Learning Areas (KLAs) to facilitate personal growth and development;
- 4. Be proactive in biliterate and trilingual communication;
- 5. Develop generic skills and inquiry thinking holistically, and learn independently and actively;
- 6. Cultivate an interest in extensive reading and develop an active reading habit, and use information and information technology in a rational and responsible manner;
- 7. Lead a healthy lifestyle, develop personal hobbies and talents, take pleasure in engaging in different communities, and foster interests and essential skills to appreciate aesthetic and physical activities in order to achieve balanced physical and psychological development.

Primary Education Curriculum Guide (PECG) (2024)



Three Major Directions:

- > Cultivating Values
- > Creating Space
- > Student-centred Learning

EDB Circular Memorandum No. 17/2024 Annex 1

EDB Circular Memorandum No. 17/2024 Annex 1

Strengthening values education (covering national education [including patriotic education, national security education] and life education)

Values Education (Covering National Education [Including Patriotic Education,

National Security Education)

Enhancing assessment literacy for promoting learning and teaching effectiveness

Strengthening cross-curricular learning and reading across the curriculum to develop students' lifelong learning capabilities

and Life Education) Making Assessment **Cultivating Values** Good Use of Literacy Learning Time Seven Learning Goals Learning Student-**Cultivate Values for** nd Reading Creating Life-wide centred Leaders of Tomorrow Space Across the Learning Learning Curriculum Create Space to Foster Whole-person Development **Three Major Directions** STEAM Education, Catering for Media and Information Learner Diversity

> Seven Major enewed Emphases

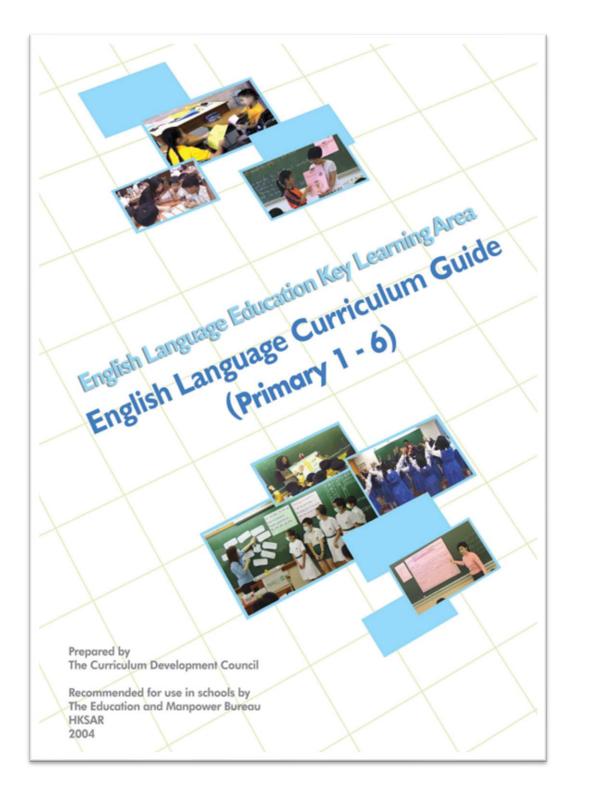
Making good use of learning time and creating space to promote balanced physical and psychological development

Enriching life-wide learning experiences and fostering whole-person development

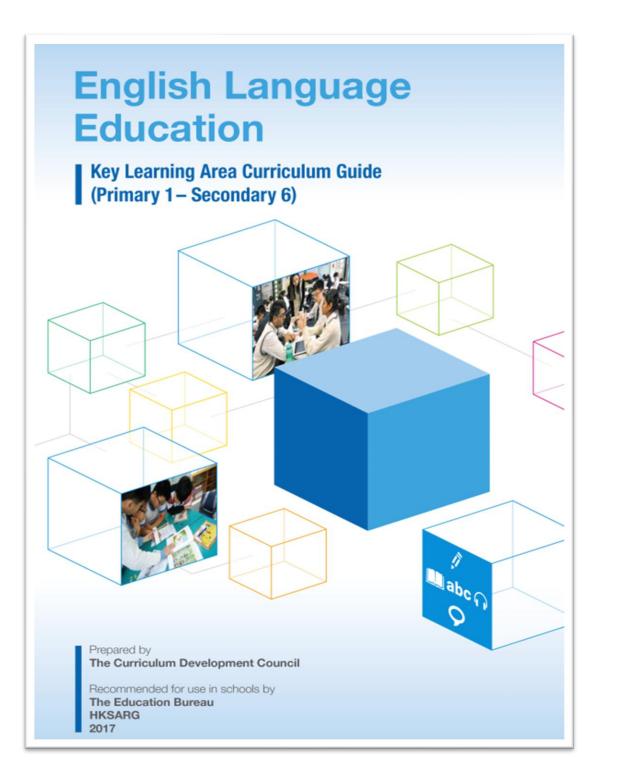
Reinforcing STEAM education, and nurturing students' media and information literacy

Better catering for learner diversity

Curriculum Planning

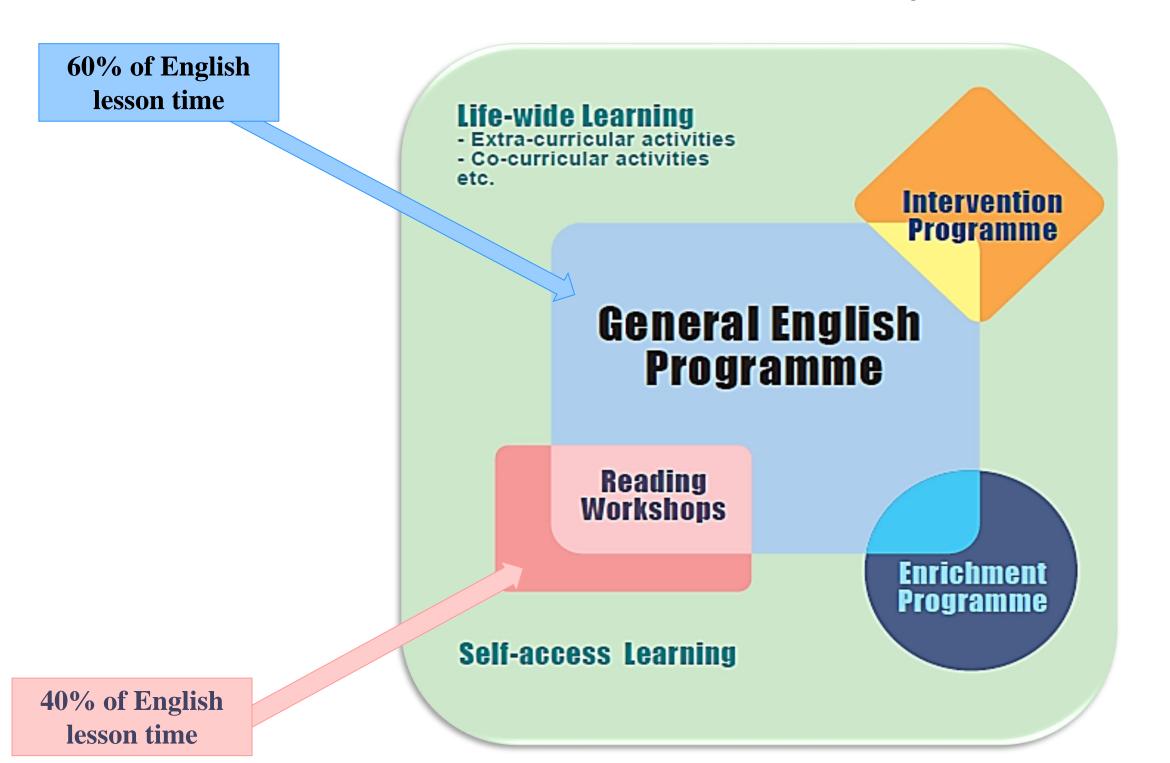


English Language Curriculum Guide (Primary 1 – 6) (CDC, 2004)



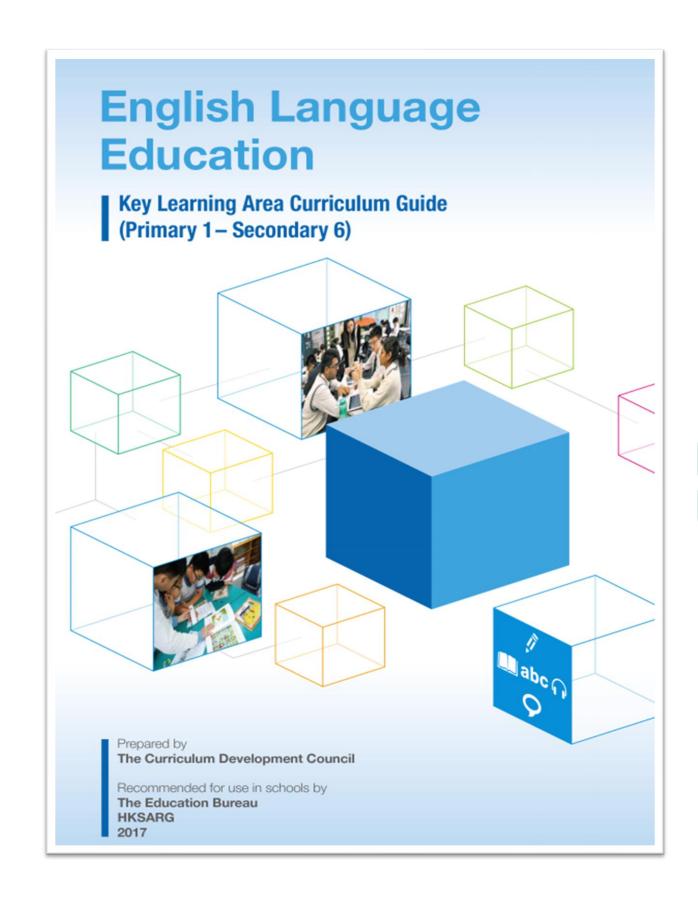
English Language Education
Key Learning Area
Curriculum Guide (Primary 1 – Secondary 6) (2017)

Components of a School English Language Curriculum at the Primary Level





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



Learning and Teaching of Text Grammar

Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom

Values Education Extending from Assessment for Learning to Assessment as Learning

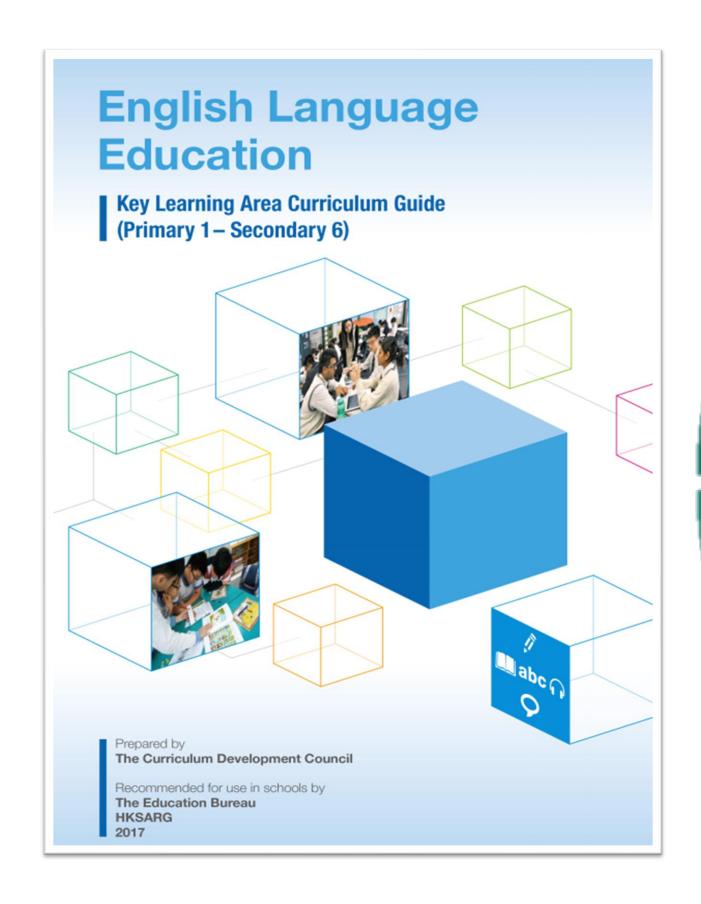
Major Updates of the ELE KLACG (P1 – S6)

Integrative Use of Generic Skills e-Learning & Information Literacy

Reading across the Curriculum

Literacy Development

ELE KLACG (P1 – S6) (2017)



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ELE KLACG (P1 – S6) (2017)

Learner diversity exists naturally

Learning styles

Visual (learn best by seeing)

Auditory (learn best by hearing)

Kinesthetic (learn best by doing)

Characteristics

interest

learning motivation

maturity

gender

personality

aspiration

Abilities

gifted

special educational needs

prior knowledge

level of readiness

Social
Economic
Cultural Backgrounds

non-Chinese speaking (NCS) students

newly arrived children (NAC)

cross-boundary students (CBS)

low family income ethnic minorities

Mainstream English classroom

Catering for Learner Diversity

General Principles

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

Some Strategies to Cater for Learner Diversity

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

Catering for diverse learning styles and abilities

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

Facilitating peer learning

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

Promoting assessment for/as learning

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

Effective use of e-learning repertoire



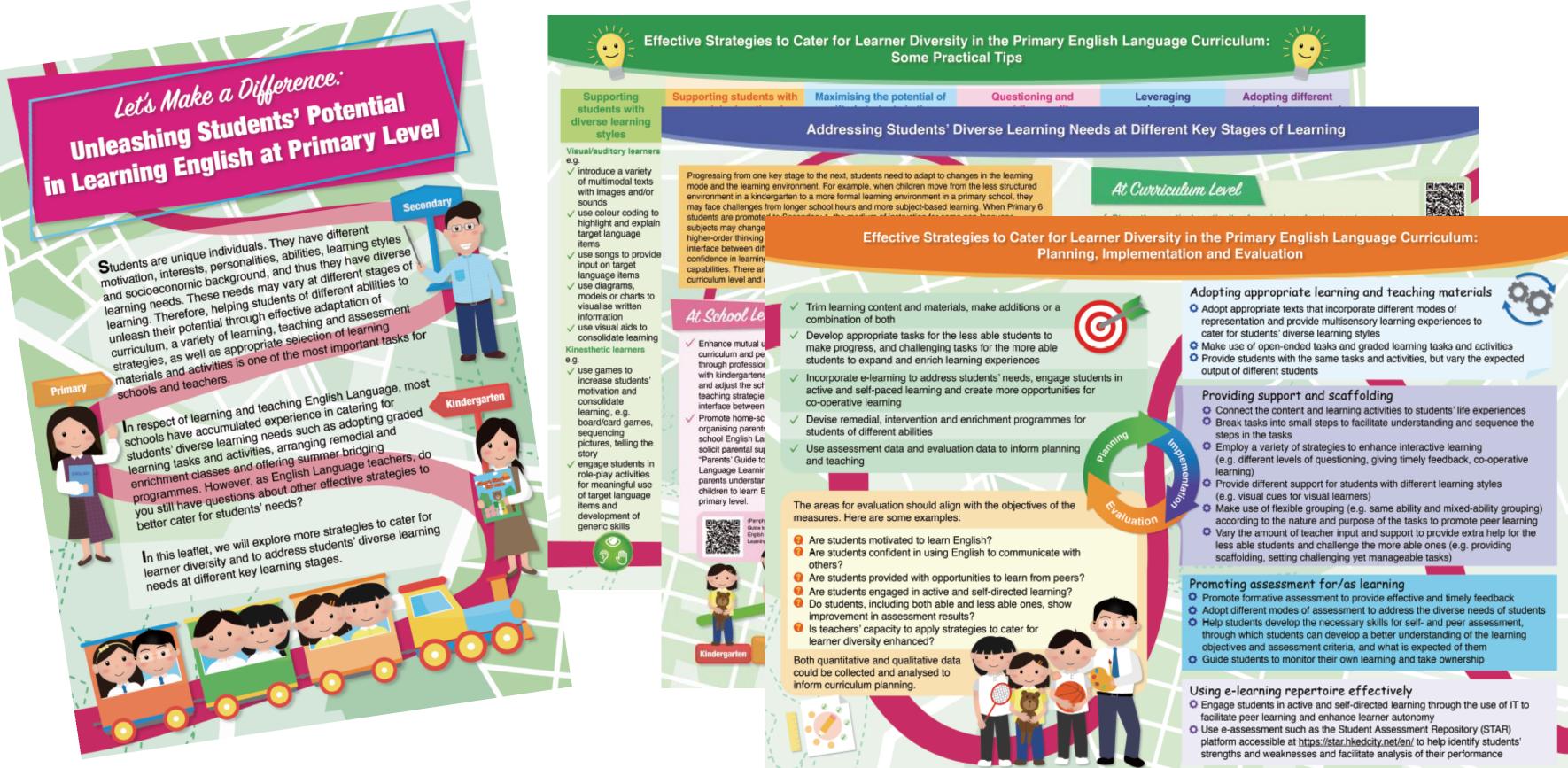
- providing timely support
- •providing scaffolding for students to complete the task
- •providing different modes of support in learning tasks (e.g. visual cues for visual learners)

Providing support and scaffolding

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

Giving challenges

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





Catering for Learner Diversity in the English Classroom

Level: 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 the causal relationship

Learning and teaching activities:

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



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

- Using graphic organisers to organise ideas
- a tree diagram is used to classify the endangered animals
- an animal fact sheet is used to locate specific information
- ➤ a fish-bone diagram is used to introduce the causal relationship, i.e. why the animals become endangered
- Introducing word-formation skills to help students remember & retrieve words
- Developing proper 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 of 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

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

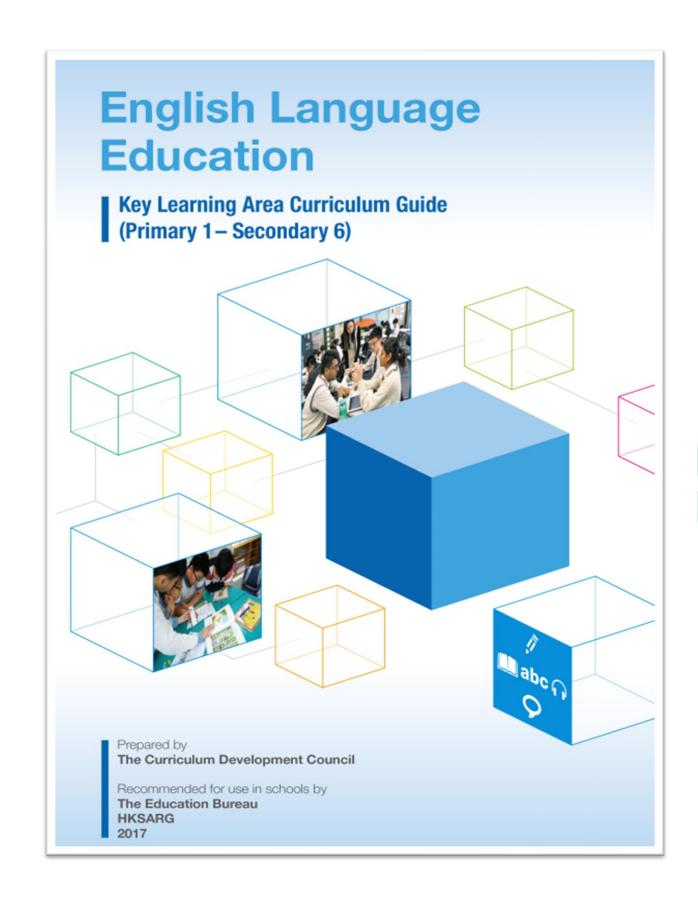
- Engaging students in active learning through the use of e-learning resources to enhance learning autonomy
- Engaging students in speaking activities to strengthen the target language structures
- Providing scaffolding by breaking the tasks into small steps to facilitate learning

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

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

Students could watch the video using their own iPads to complete the worksheet. They can make suitable pauses if necessary.

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



Learning and Teaching of Text Grammar

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Values Education Extending from Assessment for Learning to Assessment as Learning

Major Updates of the ELE KLACG (P1 – S6)

Integrative Use of Generic Skills

e-Learning & Information Literacy

Reading across the Curriculum

Literacy Development

ELE KLACG (P1 – S6) (2017)

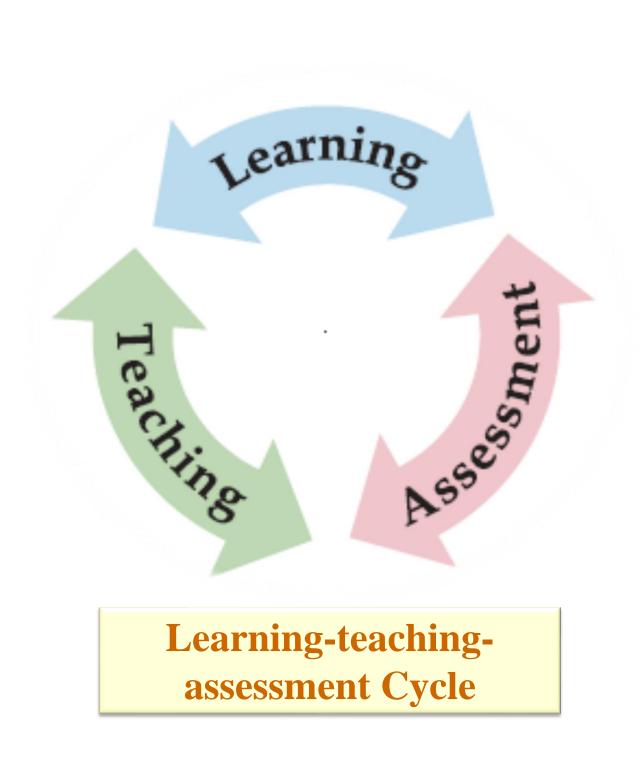
Three complementary assessment concepts

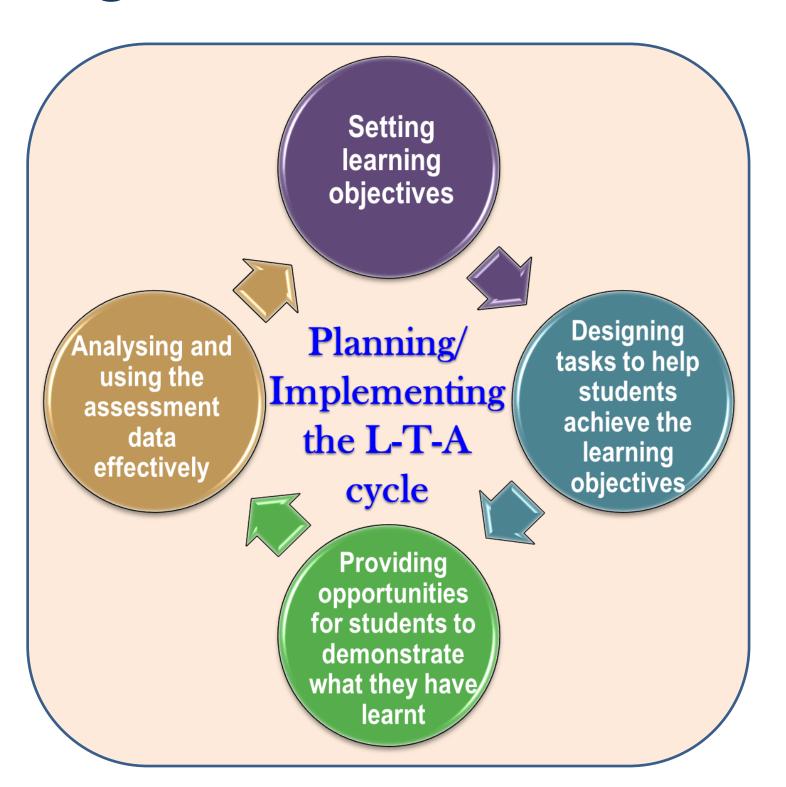
native	Assessment as Learning (AaL)	AaL engages students in reflecting on and monitoring their progress of learning through strengthening their roles and responsibilities in relation to their learning. Students are actively involved in regulating the learning process, evaluating their own performance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

Self-directed Learners

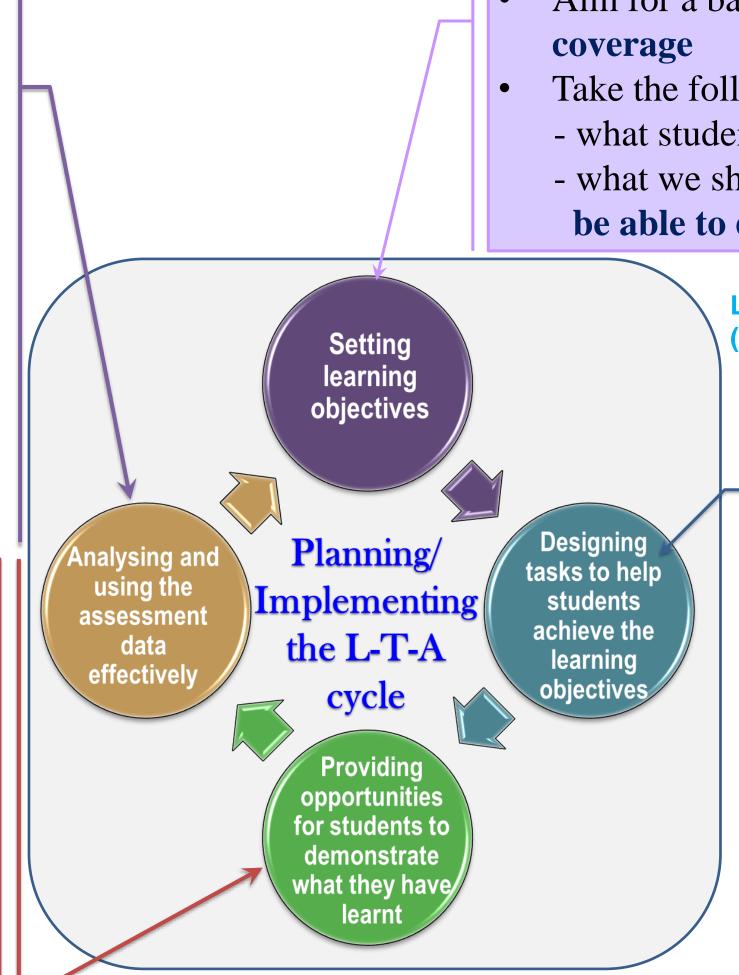
Learner Independence

The relationships between learning, teaching and assessment





- 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 curriculum design/ content
- Make use of various assessment tasks/activities to gauge students' performance
- Share the learning intentions and taskspecific 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



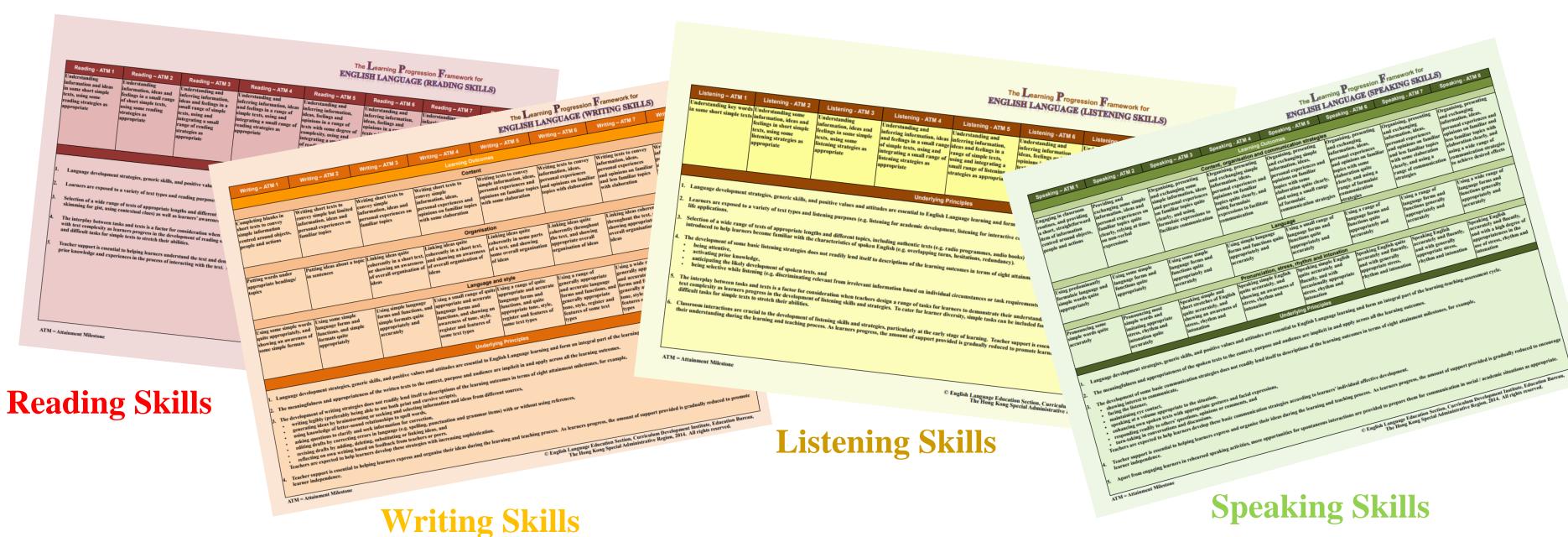
- Aim for a balanced and comprehensive coverage
- Take the following into consideration:
 - what students can do currently;
 - what we should expect our students to
 be able to do next

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)?

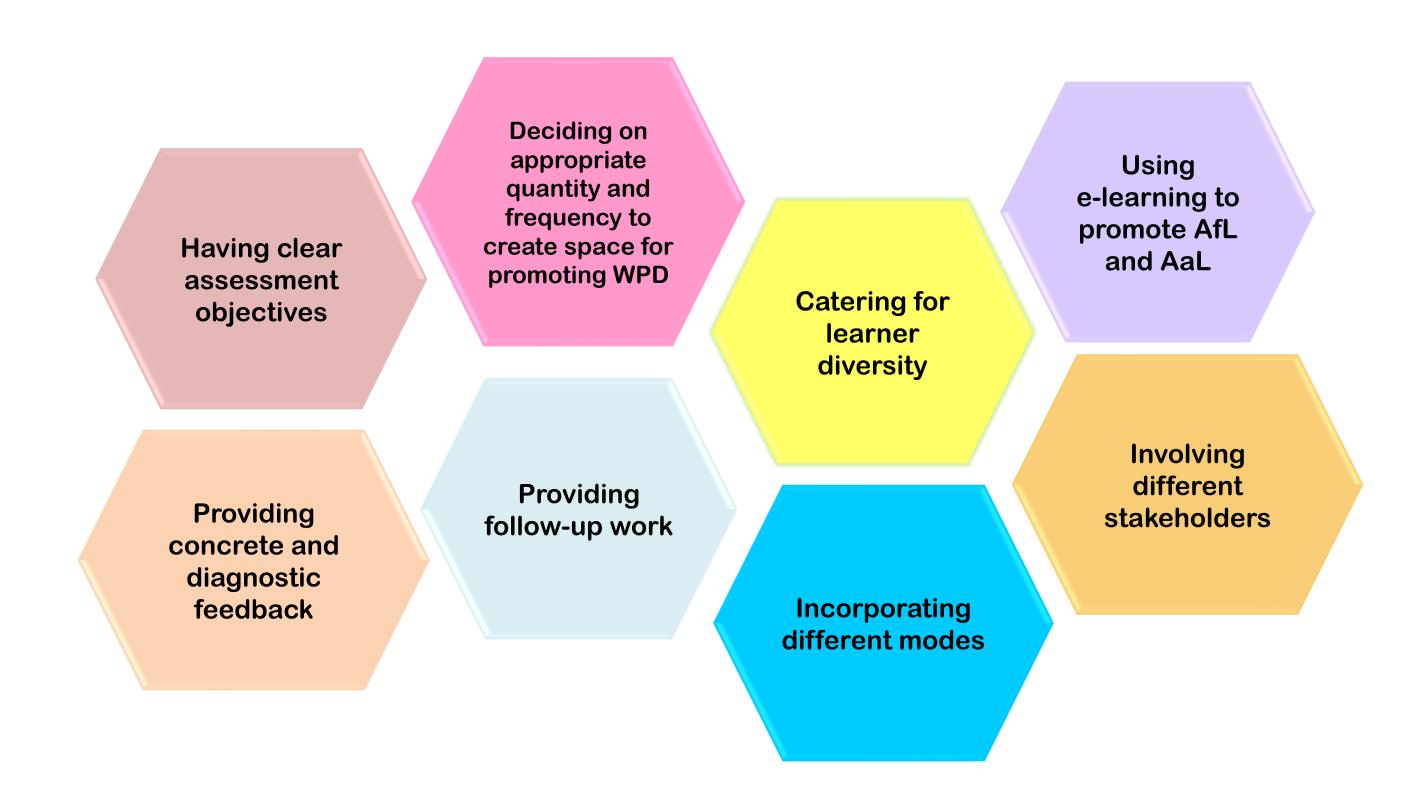


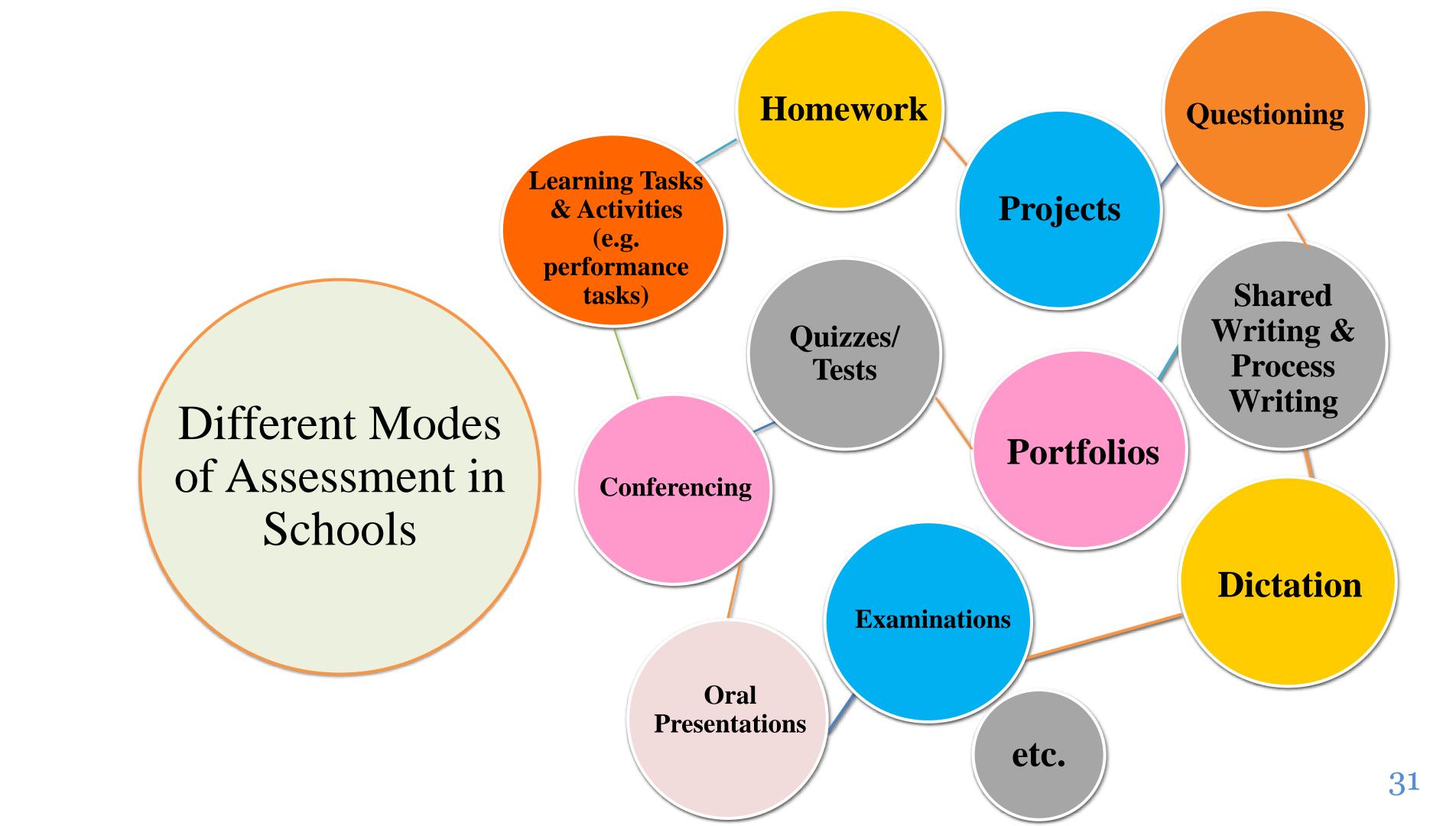
The LPF:

- •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.

	Learning Outcomes			
Level 8				
7	•••••			
6	• • • • • • • • • • • • • • • • • • • •			
5				
4				
3	•••••			
2	• • • • • • • •			
1	•••••			

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





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

Students' performance when completing learning activities/tasks

Students' responses in the learning

How students use target language items

How students interact during group work

The mistakes made by students

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 students' selfdirected learning capabilities through introducing metacognitive strategies

Strategies to promote Assessment as Learning

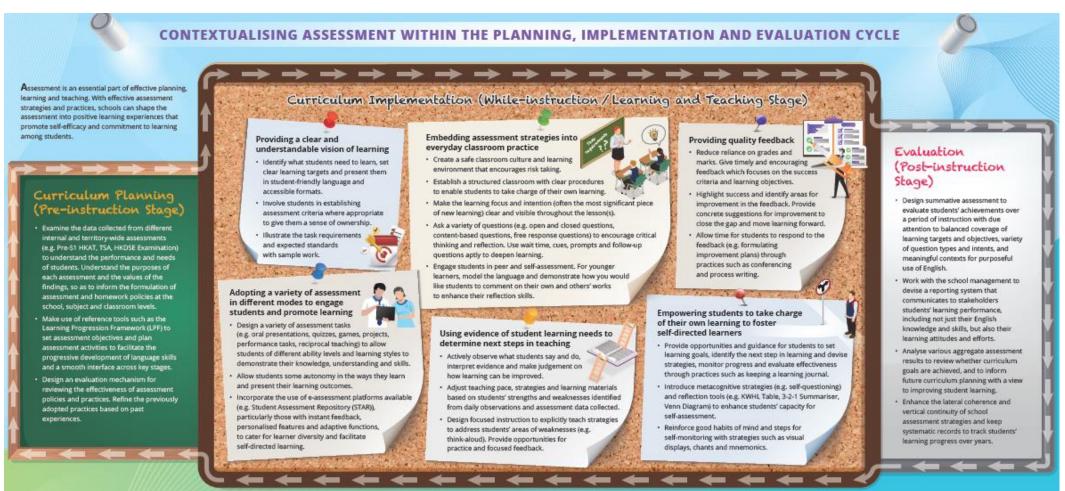
In order to enable students to take charge of their own learning, teachers can do the following:

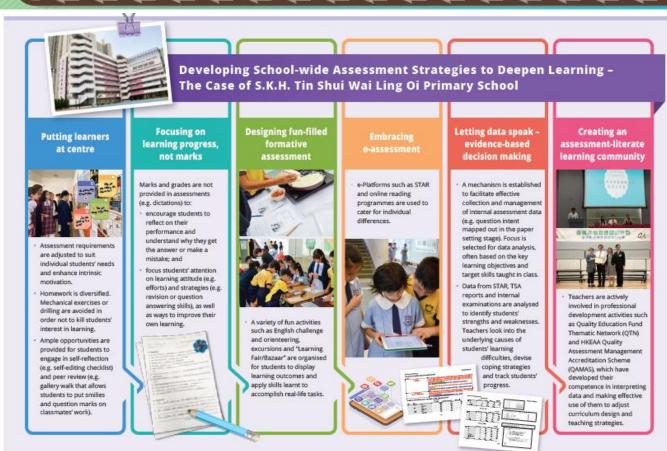
identifying expected learning outcomes	creating criteria of good practices with the students	guiding students to set goals
teaching enabling skills (e.g. dictionary skills, research skills, phonics skills and vocabulary building strategies)	providing opportunities for students to practise the skills that need to be learnt or mastered	modelling of learning strategies (e.g. the skills of 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

Leaflet on Beyond Testing and Grading:

Adopting Effective Assessment Strategies to Enhance English Learning and Teaching









The core text for the Chinese New Year



1 Chinese New Year is also known as Lunar New Year or the Spring Festival. It is an important festival in China and many other countries with Chinese communities. People usually celebrate it in January or February to mark the

2 A few days before Chinese New Year, people clean their houses, which symbolises the sweeping away of all the bad luck of the old year, and prepare a fresh start for the new year. Red and gold are lucky colours for Chinese people as red symbolises vitality of life and happiness, and gold represents wealth and prosperity. People decorate their houses by putting up spring couplets, small red and gold banners with messages of good luck, on the walls or around

Preparation before Chinese New Year



Interactive learning activities



A short video about China's ban on fireworks to reduce pollution



- increases students' exposure to English;
- deepens their understanding of Chinese culture, e.g. showing respect for ancestors, filial piety, attaching importance to maintaining family relationships, care for others, love for our country; and
- cultivates in students a sense of national identity and an affection for the nation.



Writing Task



The extended text for the **Chinese New Year**

Repressing Creative Ideas	☐ Preface ☐ Reading Tasks ☐ Writing Task		
	Part A Part B_1 Part B_2 Part C Part D	Part E Part F Checklist	
How can we generate creative ideas? SCAMPER techniques are useful for developing or improving ideas. SCAMPER is an acronym for <u>Substitute</u> , <u>Combine</u> , <u>Adapt</u> , <u>Modify/ Magnify/ Minify</u> , <u>Put to Other Uses</u> , <u>Eliminate and Reverse/Rearrange</u> .	Part E It's your turn! Invent a festival using SCAMP may generate creative ideas based on an exi methods that you use. Fill in the table in not	sting festival. Write the	
S Substitute - Replace one thing with	sentences.		
Combine - Add/Put more things together	What is the name of the fe	stival?	
Adapt - Meet other needs	SCAMPER		
Modify - Change the look/quality		<i>I</i> .	
Magnify - Make a thing bigger, heavier, faster,	New ideas(s)	h	
Minify - Make a thing smaller, lighter, slower,	Sensory		
Put to Other Uses - Use a thing in other ways	word(s)	,	
Flimingto Tales assessed about statistic most as	When is the festival?		

Final task: creating and writing about a new festival

Reading Tasks

Part F			
Writing about a new festival			
	to write a descriptive text abou	ut a new festival that promotes	positive values and attitudes.
Use the simple present tense to talk about the activities people do and the	Use connectives and/or sequencing words to show the order of things that	Use adjectives to describe people, animals and things	Use sensory words to make the readers see hear, smell, taste or feel the words

Example

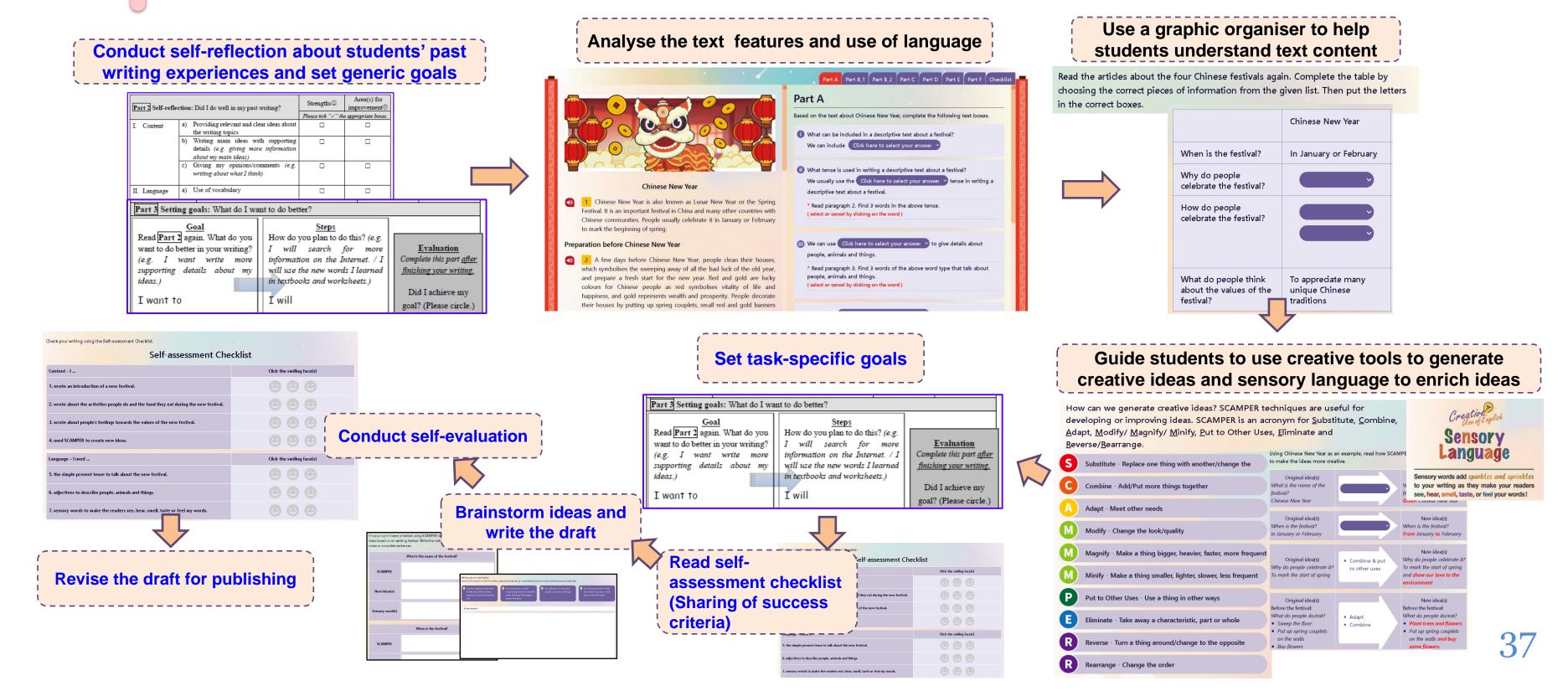
Promoting Assessment as Learning

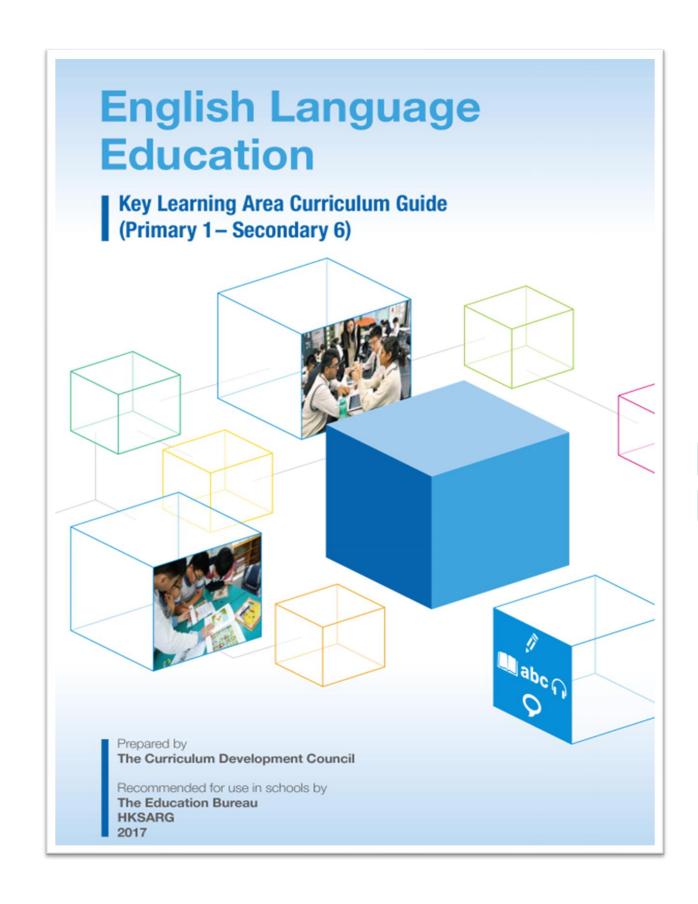
KS2 (P4-P6)

Module: Happy Days

Unit: Festivals

<u>Context:</u> The English Week is coming. Your English teacher will guide you to <u>read an e-book about</u> the origin, customs and significance <u>of a traditional Chinese festival</u> to understand and appreciate the essence of Chinese culture. After that, you have to <u>write a descriptive text about a new festival that promotes positive values and attitudes.</u>





Learning and Teaching of Text Grammar

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Integrative Use of Generic Skills e-Learning & Information Literacy

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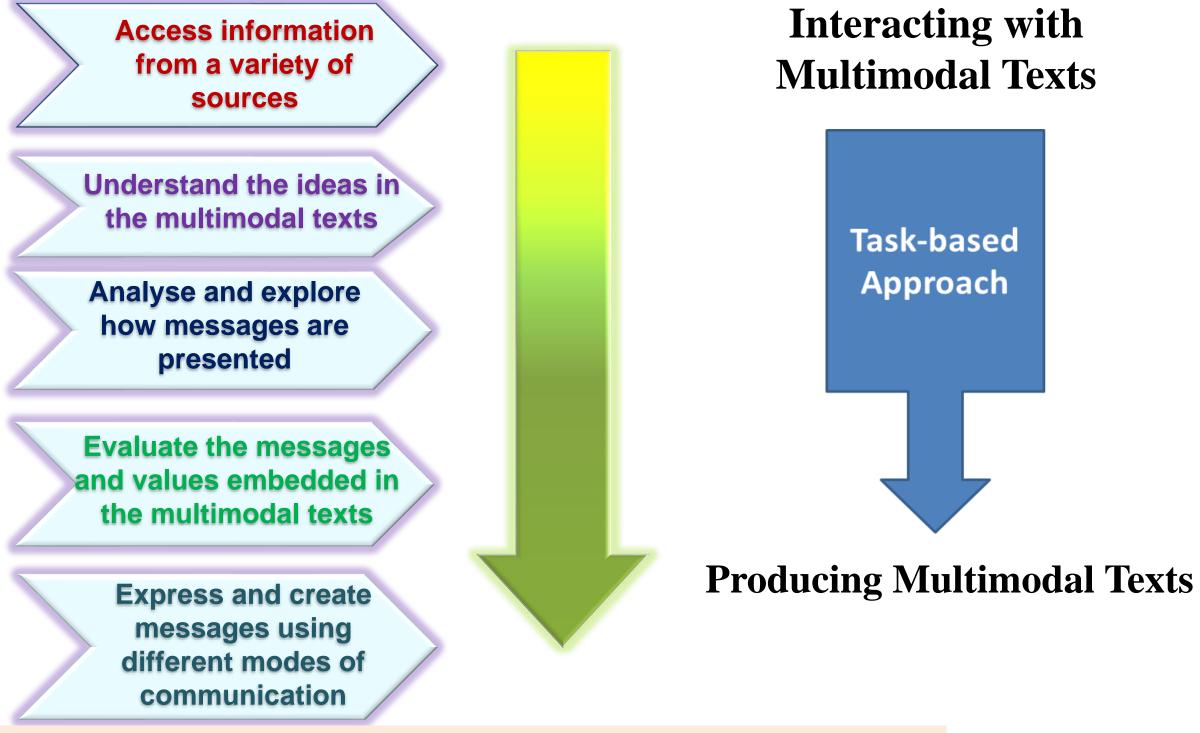
Literacy Development

ELE KLACG (P1 – S6) (2017)

Pedagogy to Enhance Literacy Development Technological Pedagogical Content Knowledge

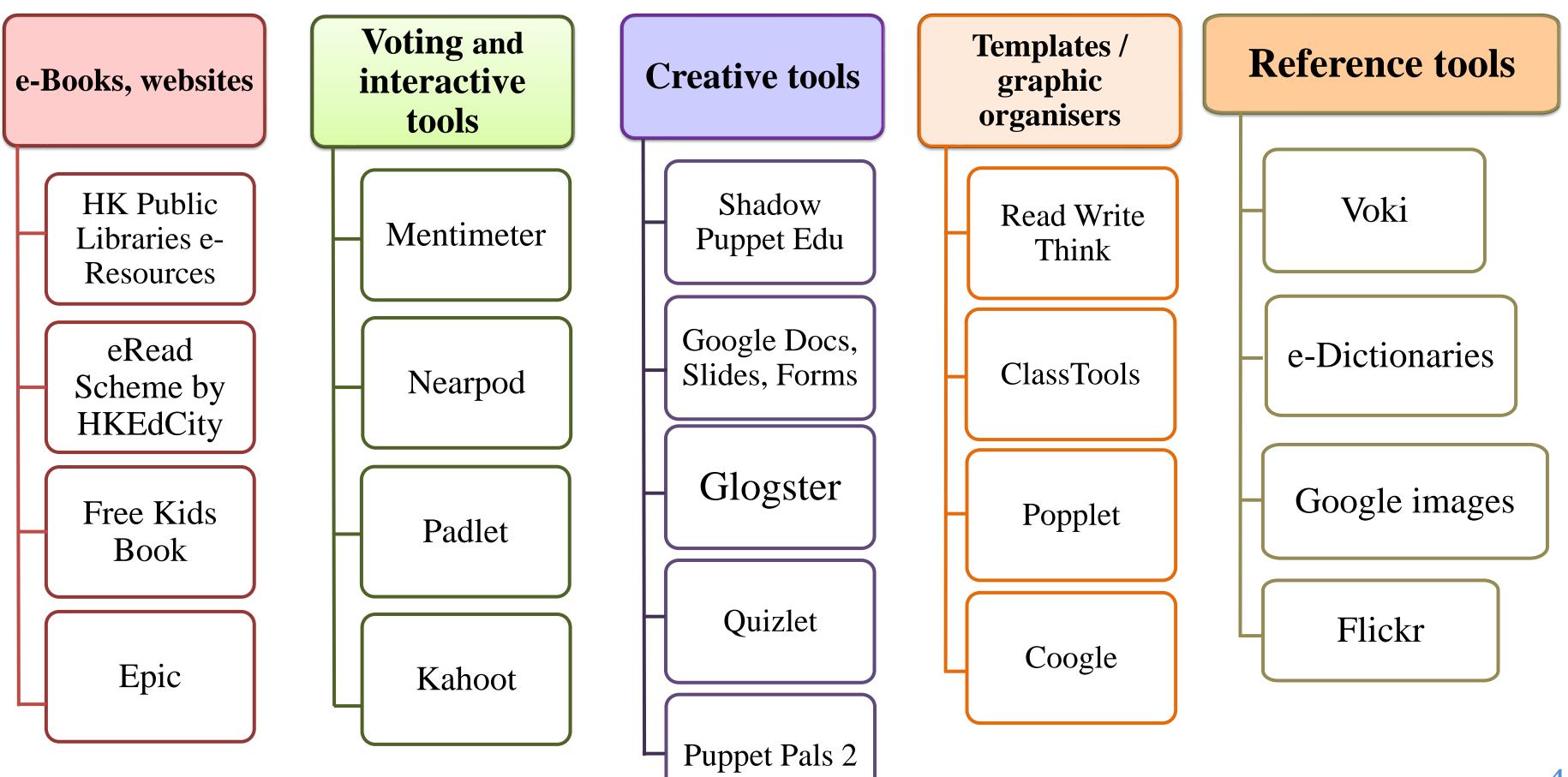
To develop learning, teaching and assessment activities for a unit of work:

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"

The use of online learning tools



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

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

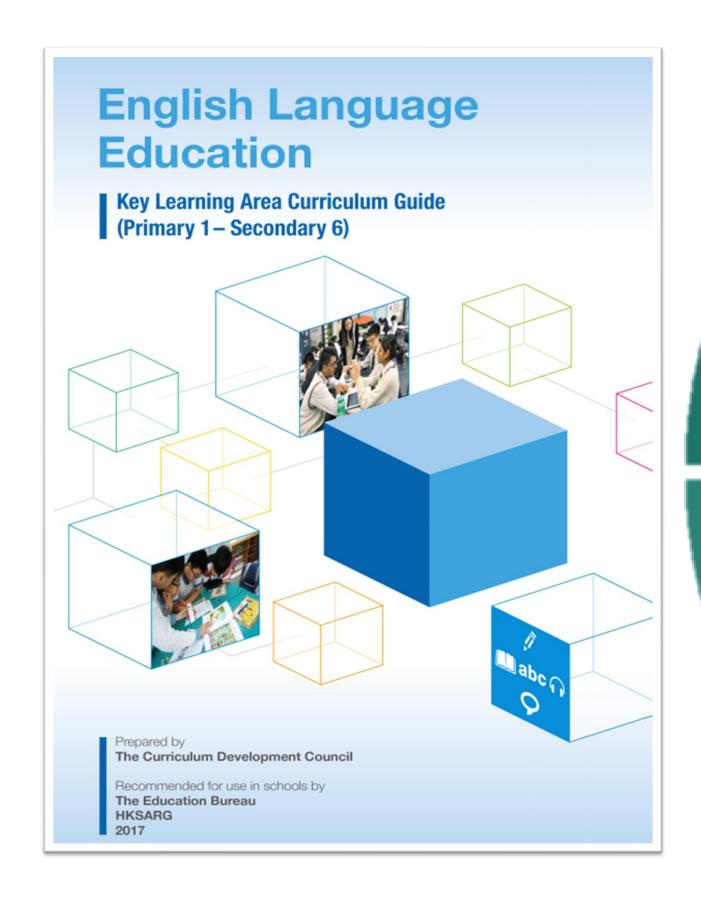
Providing students with opportunities to apply IT skills to process and create multimodal texts, and share information and ideas through online platforms

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 of different sources in conveying information

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



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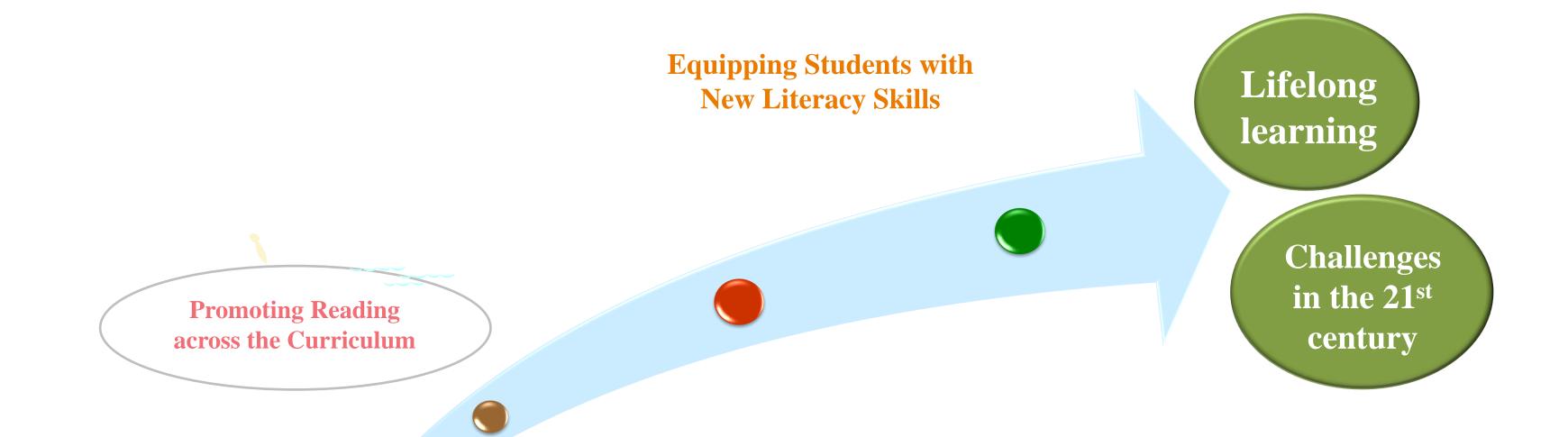
e-Learning & Information Literacy

Reading across the Curriculum

Literacy Development

ELE KLACG (P1 – S6) (2017)

Literacy Development in the English Classroom



Literacy Development in the English Classroom

Processing and creating multimodal texts

The ability to **read and** write effectively

Reading Journey across Key Stages

Primary

- Exposure to a range of reading materials (including information books)
- Incorporating Reading
 Workshops into the school
 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



- 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 real books with a variety of text types

Using Non-print Reading Resources

Digital Multimodal Texts

(e.g. interactive books, audio books)

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

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

Interactive books with technological features

From Reading to Writing

Enhancing the implementation of READING Workshops

Connecting students'
READING and WRITING
experiences

Connecting students' reading and writing experiences

Creating space by organising the school English Language curriculum more coherently

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

O 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"

Different technological features

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

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

Posters about transport

Use of graphic organisers to organise writing ideas

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

A sample writing – "My Favourite Transport"

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

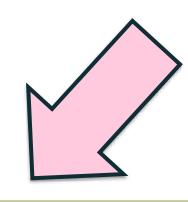
collaborate with teachers of other KLAs to develop learning activities that provide students with opportunities to consolidate the knowledge and skills acquired across KLAs and avoid unnecessary repetitions of learning arrangements

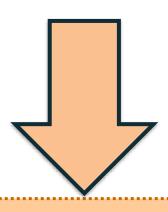
help students develop the reading skills and strategies necessary for understanding and analysing language use in English texts (e.g. text structures and vocabulary)

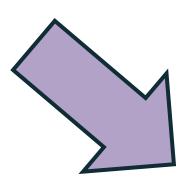
design reading activities that reinforce students' ability to integrate the knowledge, skills and learning experiences gained in different KLAs

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

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

From General English	From other subjects	What are some common features?
A recipe	Procedures for doing an experiment	tell others how to do somethinglist of materials and steps
An article in a guidebook	A description about the features of an animal	 describe something in detail use the simple present tense use quite a lot of adjectives
A recount	An article about WWII	 recall what happened in the past use the simple past tense follow the time sequence (chronological order)
An argumentative essay on studying abroad	An article discussing the different opinions about globalisation	 discuss some issues from different sides/ perspectives

Materials adapted from Dr. Yuen Yi Lo & LAC team@HKU

Integrative use of generic skills

The generic skills are often applied in an integrative manner rather than in isolation.

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

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

Level:

Upper Primary

An example of RaC with integrative use of generic skills:

Suggested Modules and Units for KS2

Relationships

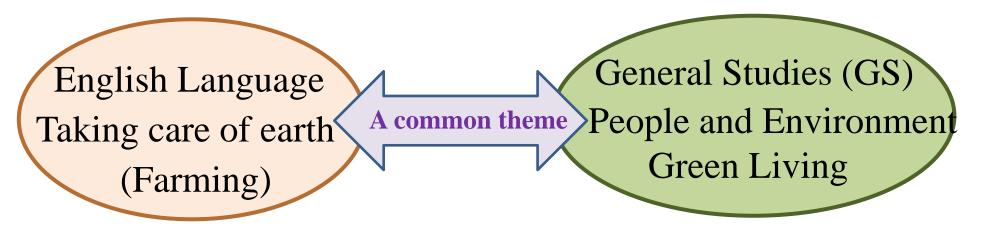
- Knowing our neighbours
- Beautiful people
- Making friends
- Send a message
- East meets West and more

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



English & GS teachers:

- Identify a theme for collaboration
- Select a unit for conducting the RaC tryout
- Understand students' prior knowledge on the topic
- Set learning objectives
- Organise a life-wide learning activity that helps develop students' literacy skills and connect their learning experiences

Example:

P5 Unit: A day at the farm

Connecting students' learning experiences in **English Language** and **General Studies**

Level: Upper **Primary**

GE **Programme**

Reading Workshops

RaC

(Connect Learning **Experiences in EL and GS**)

Narrative text: Module: The magic of nature Molly's Organic Farm Information text: Organic **Farming**

Individual responsibility in environmental protection; Organic farming techniques; Healthy eating

Life-wide learning activity: A visit to Kadoorie Farm and **Botanic** Garden

Writing Task

Drama script to promote creative use of English

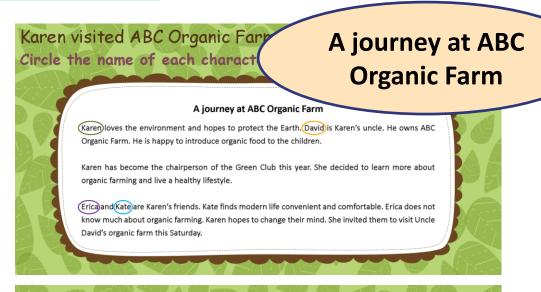
Paired texts

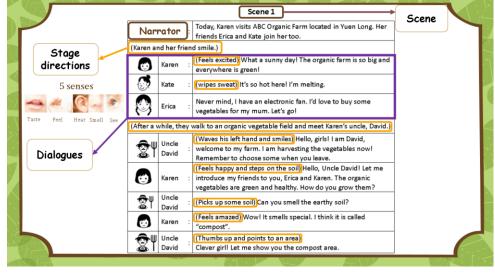
An interview with a farm owner who talks about the facilities and activities at his farm

Development of reading skills through online resources (e.g. Epic reading) and real books

Knowledge and skills from Primary Humanities:

- Read information text to understand the impact on the environment caused by food waste
- Watch a video to learn about different ways to manage food waste and practise green living
- Use a graphic organiser to organise ideas





Development of students' generic skills in the RaC Unit

Collaborative problem solving skills Critical Thinking skills

Level: Upper **Primary**

Connecting students' learning experiences in **English Language** and **General Studies**

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?

Task 2

Students are guided to discuss

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

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 and a non-Green Club member

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
- self-evaluation & peer evaluation

Using a mind map to activate students' prior knowledge about ways of managing food waste in GS lessons and helping them reflect on their learning experience

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

Generic skills involved: problem solving, critical thinking, communication Collaborative problem solving skills: collaboration, communication, problem solv

Thinking skills: creativity, problem solving, critical thinking

Reaping Multiple Benefits through Promoting Reading across the Curriculum In the Primary English Classroom "Reading enjoyment is more important for children's

Inspiring students to love reading and to develop into avid readers is perhaps one of the greatest missions of all English Language teachers. Different studies have shown that students who enjoy reading and read

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



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

Text Types

- · Expository text
- Biography
- · Information report
- ٠.

Rhetorical Functions & Language Items

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

Text Features

 Using graphs to illustrate trends

educational success than their family's socio-economic status."

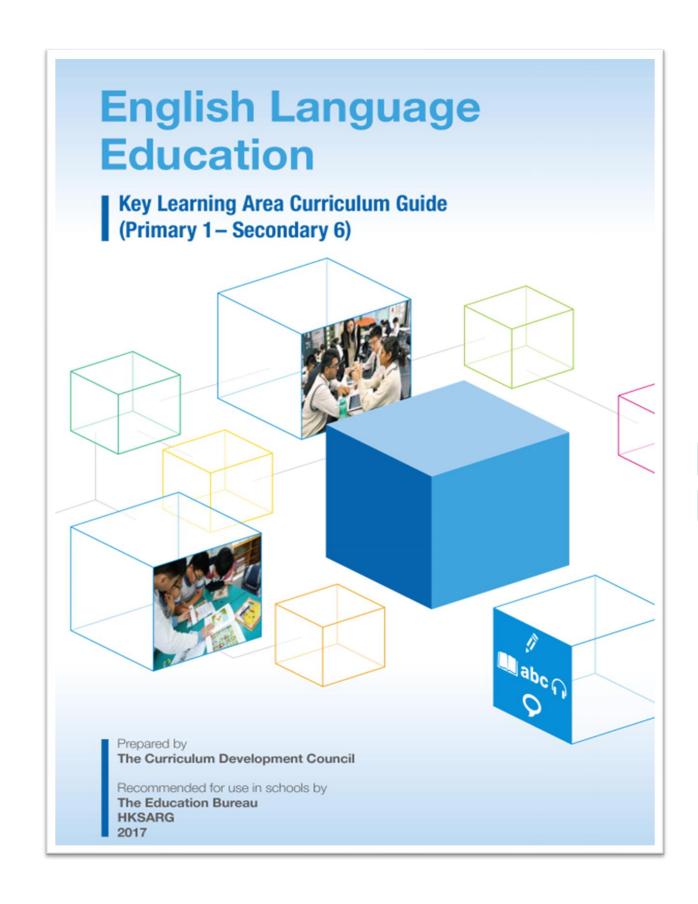
(Organization for Economic

Co-operation and Development)

- Using headings and subheadings to organise information and ideas
- Using bullet points to provide more details
- *

Leaflet on RaC





Learning and Teaching of Text Grammar

Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom

Values Education Extending from Assessment for Learning to Assessment as Learning

Major Updates of the ELE KLACG (P1 – S6)

Integrative Use of Generic Skills

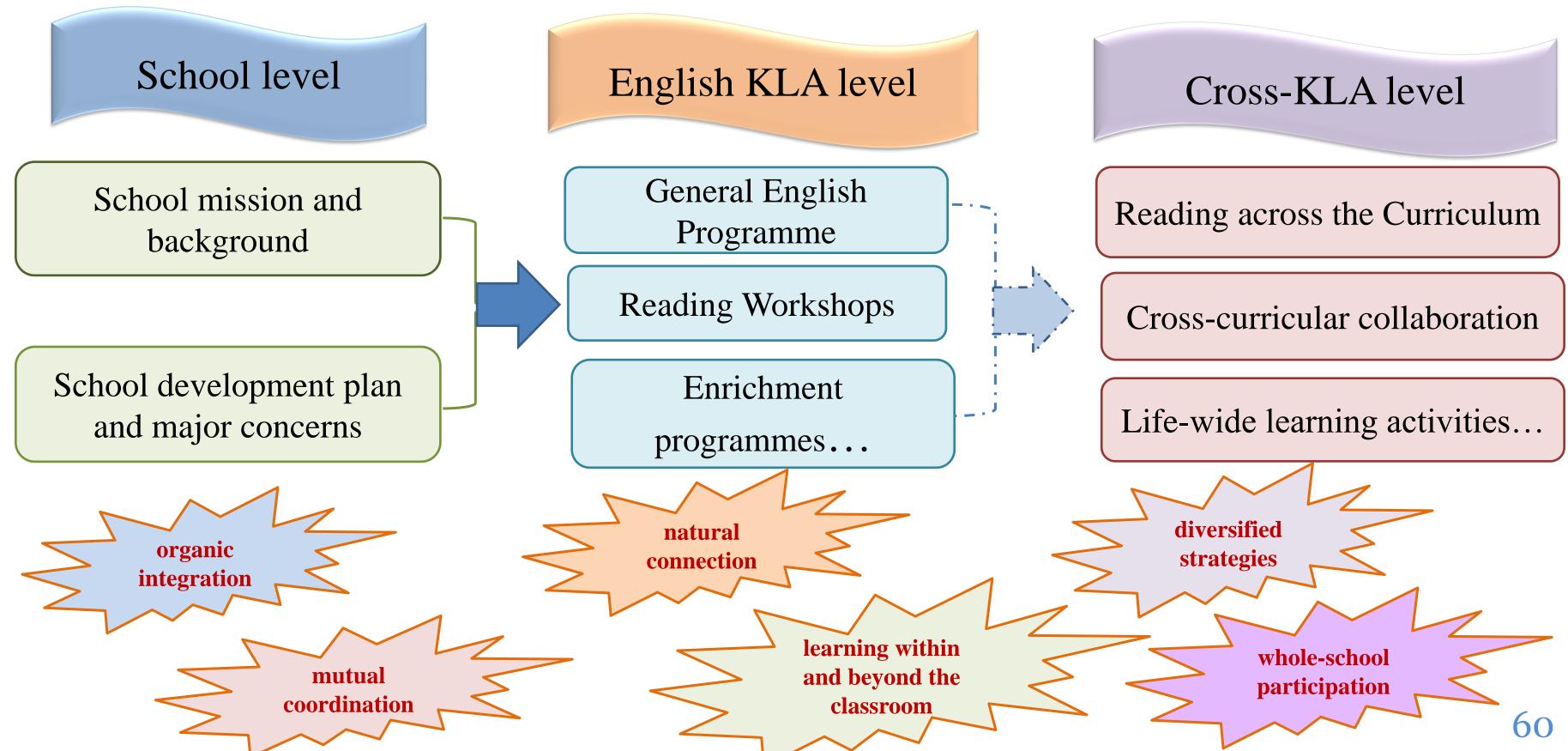
e-Learning & Information Literacy

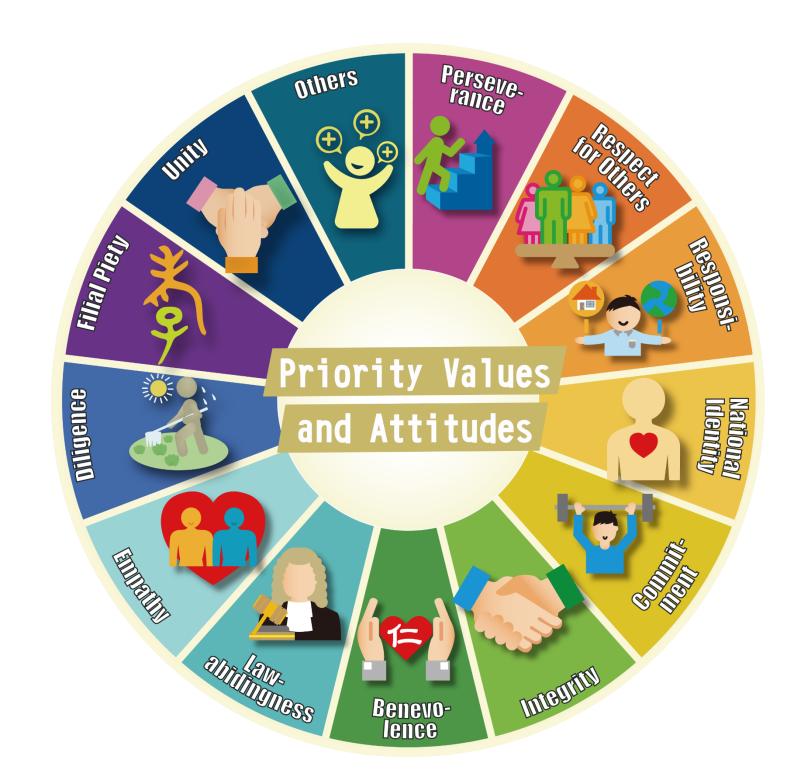
Reading across the Curriculum

Literacy Development

ELE KLACG (P1 – S6) (2017)

Holistic Planning of the School Curriculum for Integrating Values Education into the School English Language Curriculum





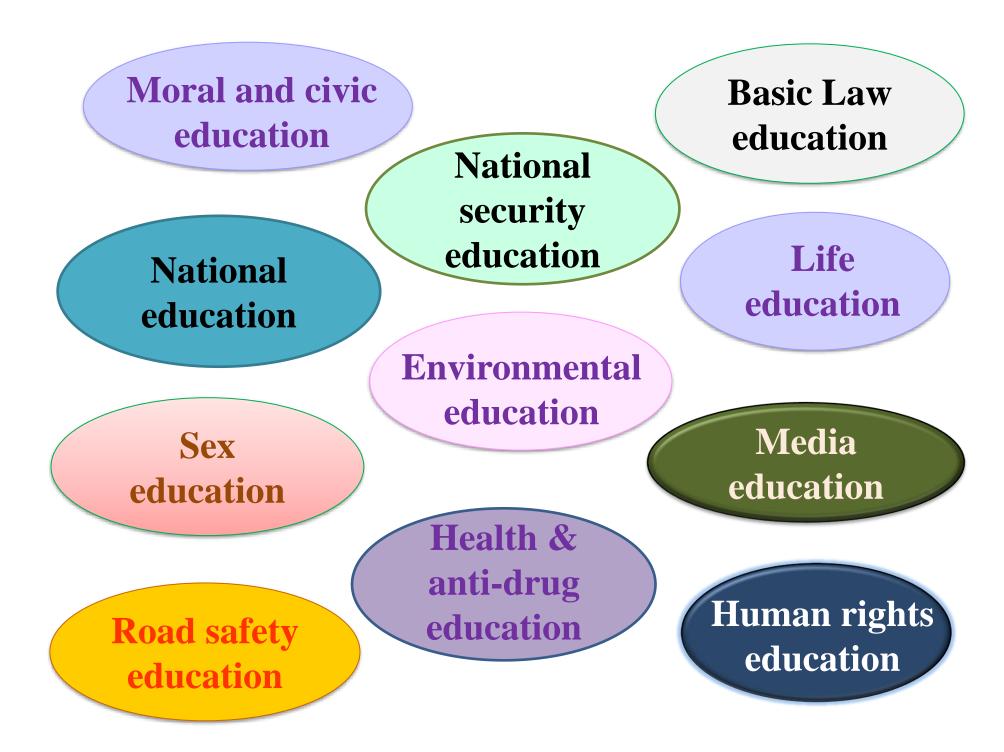
Promoting Values Education in the School Curriculum The Twelve Priority Values and Attitudes

- Perseverance
- Respect for others
- Responsibility
- National identity
- Commitment
- Integrity
- Benevolence
- Law-abidingness
- Empathy
- Diligence
- Filial piety
- Unity

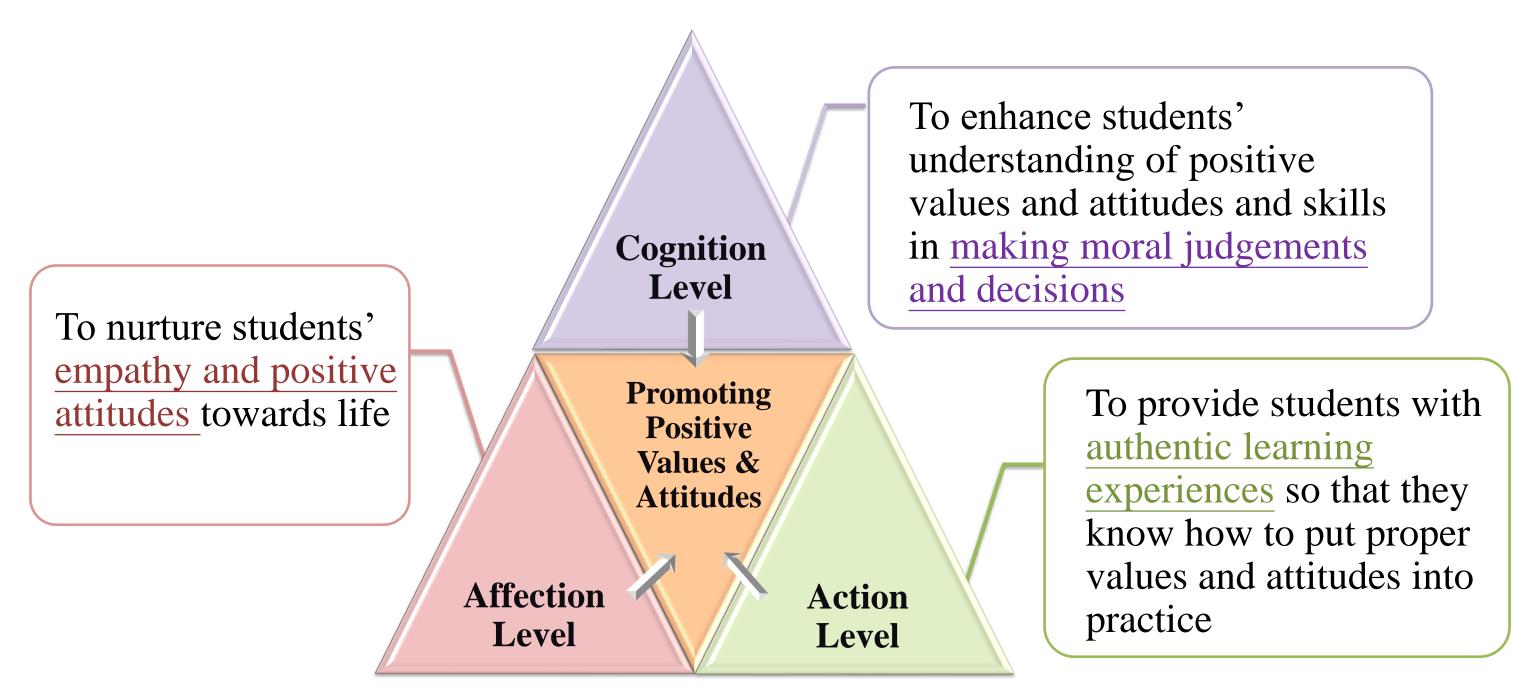
Promoting Values Education in the School Curriculum



Values education can be promoted under various cross-curricular domains, for example:



Promoting Values Education in the School Curriculum Integration of cognition, affection and action



Connecting the Twelve Priority Values and Attitudes with the Themes/Topics of Teaching Modules in the English Language Curriculum

Module and unit	Target values and attitudes	Learning and teaching activities		
KS1				
Fun and Games (Sports and games we play)	Unity	Creating team names, writing slogans and/or chants for a sports event to show team spirit		
Me, My Family and Friends (Me and my family)	Filial piety Responsibility	Storytelling and reader's theatre on books about helping parents with the housework		
Caring and Sharing (People who help us)	Empathy Commitment Benevolence	Writing a thank-you card to people who take care of our health		
KS2				
Relationships (Beautiful people)	Perseverance Diligence	Discussing the life stories of a successful person and ways he/she faces challenges		
Happy Days (Festivals)	National identity Respect for others	Reading about a Chinese festival and reflecting on the culture and traditions		
My Neighbourhood (Streetwise)	Law-abidingness Integrity	Writing some rules on road safety for classmates		

Integrating Values Education into the School English Language Curriculum

Pre-reading: viewing activity



Watch a video-Fanning the Pillow & Warming the Quilt Guide students to predict what Huang Xiang did for his father

Invite students to share how they show respect and care for their parents and explain the target values "filial piety" by connecting their personal experiences



While-reading

Read a **rhyme** about a loving family and **a reader** "A FAMILY like OURS"

- Explore the features of a rhyme and develop students' reading skills, understanding the information provided on the book cover and making prediction
- Ask students to work in pairs and talk about how they feel when they help their family members / do something for their family members

KS1 (P1-P3)

Module: Me, my family and friends

Target values and attitudes:

- ✓ Benevolence
- ✓ Filial piety
- ✓ Responsibility

Post-reading

Help students reflect on the importance of caring for and loving their parents and other family members



Write a rhyme to family

- Guide students to brainstorm what they usually do with their family members, what they do to help their family members
- Teach some positive adjectives to describe their family members

Draw a picture and dedicate the rhyme to the family

Play the bingo game and choose the activities to show love and care to the family

Activity 2:

Integrating Values Education & National Security Education into the School English Language Curriculum

Discuss with other teachers and come up with ideas to integrate VE and NSE into English lessons based on a given text under the module "Food & Drink" for KS2 students.

Yuan Longping: A true food hero



Introduction

Professor Yuan Longping, known as "Father of Hybrid Rice", was one of the greatest agricultural scientists. He spent his entire life on researching and developing high-yielding hybrid rice varieties. He tried his best to maintain sufficient amount of rice production to help solve the problem of food shortage in our country and around the world.

Early life and education

Professor Yuan was born in Beijing in 1930. He was the second of six siblings.

His father worked for the Beijing-Wuhan Railway and his mother taught English.

They both provided their children with a good education, and taught them to be diligent and caring people from an early age. In 1953, Professor Yuan completed his studies in agronomy (i.e. the science of farming) in Southwest Agricultural College and began his lifelong work in agriculture.

Career path and achievements

15 Professor Yuan was assigned teaching responsibilities in an agricultural school in Hunan after his graduation. Unfortunately, there was a nationwide famine in our country in the early 1960s. He was very upset and determined to use agricultural science and technology to solve the problem of food shortage. He conducted numerous scientific research on the development of high-yielding hybrid rice varieties, and put in his efforts to enhance the breeding strategy. Due to his hard work, the world's first high-yielding rice strain was cultivated in 1973.

Awards and honours

Professor Yuan's research in high-yielding hybrid rice varieties was revolutionary. Therefore, he won many awards and honours from our country and worldwide. They included the State Preeminent Science and Technology Award (2000), the World Food Prize (2004), and the Medal of the Republic (2019), our country's highest official honour.

Contributions and other information

Professor Yuan generously shared the hybrid rice breeding technology with other
agricultural scientists in our country and around the world. He donated crucial
rice strains to the International Rice Research Institute in 1980 and taught farmers
in other countries to grow hybrid rice. So far, the hybrid rice varieties have been
grown extensively in over 60 countries. Professor Yuan's agricultural
breakthroughs successfully helped our country and many parts of the world
secure food production. He died at a hospital in Changsha in 2021. His
achievements were not limited to the development of hybrid rice for the people
in the world. His curiosity, devotion, perseverance, diligence and selflessness left
an unforgettable spiritual treasure to us all.





Please highlight the following in your discussion:

- 1. VE elements at the cognition, affection, and action levels (e.g. responsibility, diligence); and
- 2. NSE elements at the cognition, affection, and action levels (e.g. food security)

Integrating Values Education & National Security Education

KS2 (P4-P6)

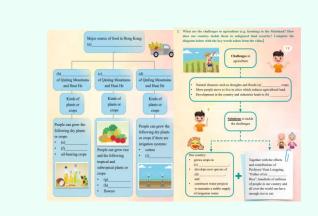
Module: Food and Drink

into the School English Language Curriculum





Guide students to reflect on the purpose of planting or farming and activate their prior knowledge about the major source of food in Hong Kong



Watch a video to learn about farming in our country and the efforts in safeguarding food security & help students understand the video using a graphic organiser

While-reading



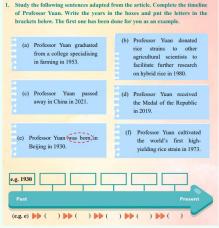
Target values and attitudes:

- ✓ Perseverance
- ✓ Responsibility
- ✓ Diligence

Read an article "Yuan Longping: A true food hero" to understand his contributions in boosting grain harvests and help students reflect on the importance of cherishing food

Develop students' reading skills, e.g. locating specific information, working out meanings of difficult words

Post-reading



Complete the timeline of Professor Yuan

Ask students to think-pair-share and discuss ways to cherish food in their daily lives in groups

Write and deliver a speech to help others understand that securing an ample food supply is not easy and encourage them to take actions to show their appreciation for food



Provide an opportunity for students to turn words into action, e.g. organising an activity "7-day no food waste challenge" to raise their awareness of reducing food waste.



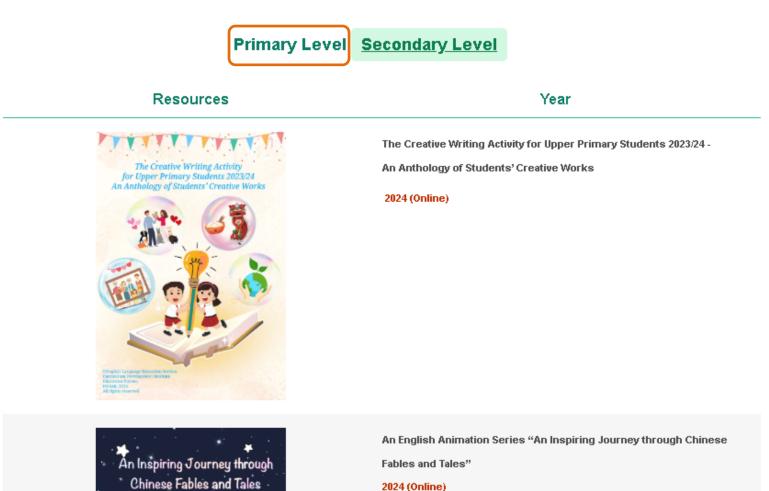
Promoting Values Education in the English Language Curriculum



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

Promoting Values Education in the English Language Curriculum



Campaign on "Promoting Positive Values and Attitudes through



English Sayings of Wisdom"

The SOW Website

Wallnaners/

Posters

Messaging

SOW Campaign 2024/25



Selected

First launched in the 2020/21 school year, "Promoting Positive Values and Attitudes through English Sayings of Wisdom" (SOW Campaign) is a territory-wide and cross-curricular campaign that connects English Language education with values education. It aims to provide opportunities for schools to plan holistically their curricula by integrating essential curriculum initiatives, such as values education, Reading/Language across the Curriculum (RaC/LaC) and multimodal literacy, extending students' learning experience outside the classroom, and promoting cross-curricular collaboration.

Award Presentation Ceremony for the SOW Campaign 2023/24

Selected SOW







Videos







Posters and Animated Posters







Instant Messaging Stickers









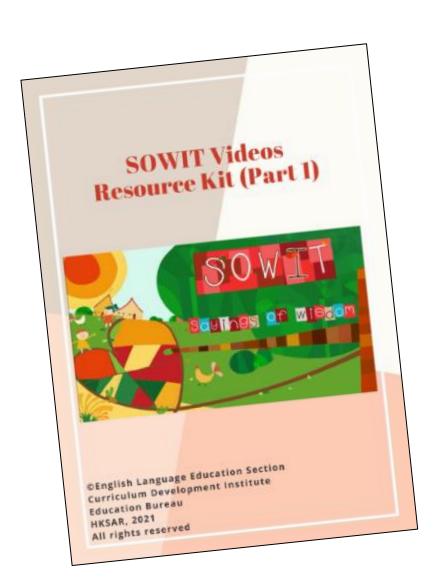
Learning and
Teaching
Materials







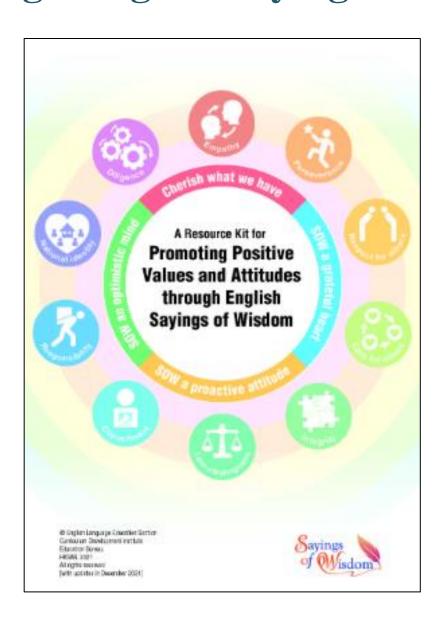
Campaign on "Promoting Positive Values and Attitudes through English Sayings of Wisdom"





SOWIT Videos Resource Kit (Part 1 & Part 2)

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





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

Activities under the campaign in the 2024/25 school year (for primary students)

Activity	Time period	Remarks
"SOW Inspiring" Book Gifting Competition	Nov 2024 – Mar 2025	A writing competition which invites students to present a book that echoes the overarching theme and/or sub-themes as a gift to someone dear to them by writing a message with a SOW taken from the book and creating a piece of 2D artwork to inspire the recipient
School-based activity: SOW Readathon	Nov 2024 – Jun 2025	 A territory-wide reading scheme which promotes reading habits and encourages the sharing of good reads, with students completing "Reading Challenges": ➤ Schools are encouraged to submit records of the completed Reading Challenges, such as videos, photos and students' written work, for sharing of good practices. ➤ Schools are invited to nominate outstanding SOW Reading Ambassadors to feature in promotional videos.
Story to Stage Puppetry Competition for Primary Schools	Sep 2024 – Apr 2025	A puppetry competition which invites teams of primary students to perform a puppet show of 5 to 7 minutes



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

Activities under the campaign in the 2024/25 school year (for primary students)

Activity	Time period	Remarks
Once Upon A Book Storytelling Competition	Sep 2024 – Apr 2025	A storytelling competition which invites students to express their passion for a book of their choice by using a range of storytelling techniques in a thoughtful video presentation
Filmit 2025: A Student Film Competition	Sep 2024 – May 2025	A digital filmmaking competition which engages students to create a short film of 1-minute duration (for the One-minute Film category) or 3 to 5-minute duration (for the General category) to explore the theme of "From Print to Screen", celebrating the joy, creativity and inspiration brought to filmmaking through reading
Time to Talk Public Speaking Competition	Oct 2024 – May 2025	A public speaking competition which engages students in a creative team presentation in English, with song stimuli encompassing the theme of inspiration, encouraging students to explore positive values and attitudes expressed in the songs

Participation in the "SOW Inspiring" Book Gifting Competition"



Details

The "SOW Inspiring" Book Gifting
Competition is a writing competition which
invites students to present a book that echoes
the overarching theme and/or sub-themes as a
gift to someone dear to them by writing a
message with a SOW taken from the book
and creating a piece of 2D artwork to
inspire the recipient.

Submission deadline

6:00 p.m., **31 March 2025** (Monday)

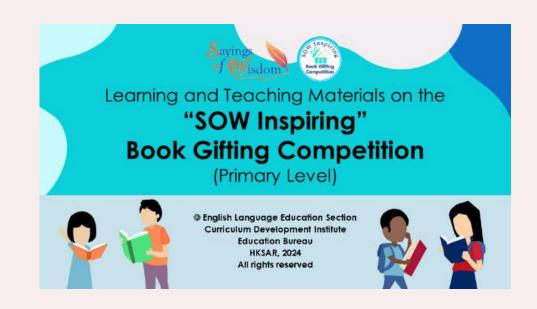
Competition website

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

Learning and Teaching Materials

A set of **presentation slides** are provided in support of the Competition, featuring:

- the learning of language features
- writing activities that engage students in the writing process through a meaningful context
- tips to enhance students' writing skills



Participation in the "SOW Readathon"

Details

SOW Readathon is a **territory-wide reading scheme** which promotes reading habits and encourages the sharing of good reads, with students **completing "Reading Challenges"**.

- Schools are encouraged to **submit records** of the completed Reading Challenges.
- Schools are invited to nominate outstanding SOW Reading Ambassadors.

Deadlines

- Registration: 6:00 p.m., 20 December 2024 (Friday)
- Submission of records: 6:00 p.m., 30 June 2025 (Monday)

Competition details

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/Readathon/CM_Readathon.pdf

Registration Form:

https://www.edb. gov.hk/Readathon-form

School-based Record Form:

https://www.edb.gov.hk/ Readathon-record

Resources on Promoting Values Education

(covering national education [including patriotic education, national security education] and life education)

in the English Language Curriculum



e-Book Traditional Chinese Festivals



Chinese Fables and Tales Series (1) & (2)

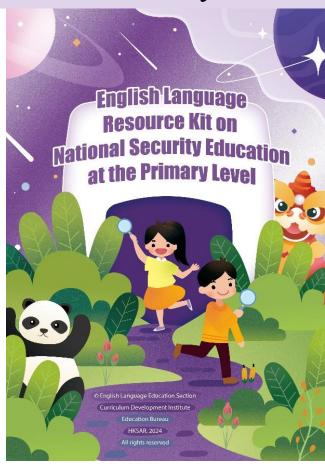


An Inspiring Journey through Chinese Fables and Tales Activity Booklet



Fables and Tales"

A Resource Kit on National Security Education

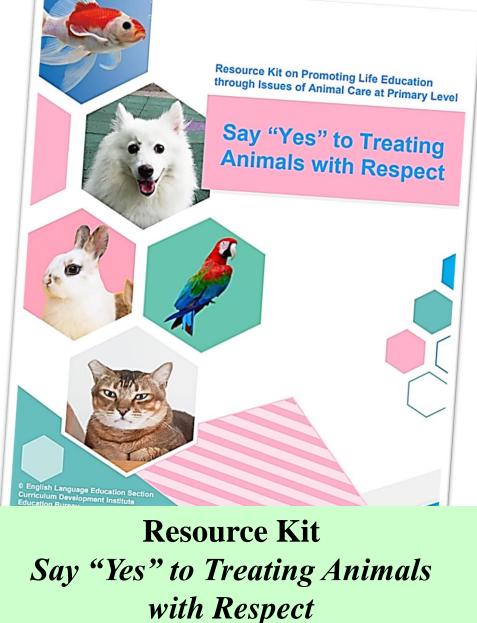


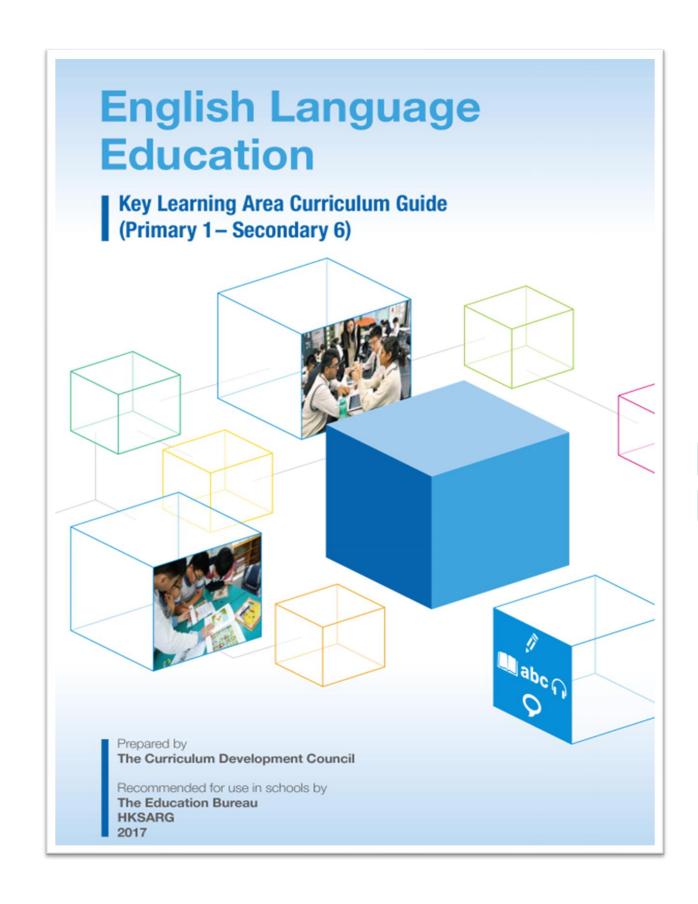
Resources on Promoting Values Education

(covering national education [including patriotic education, national security education] and life education)

in the English Language Curriculum







Learning and Teaching of Text Grammar

Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom

Values Education Extending from Assessment for Learning to Assessment as Learning

Major Updates of the ELE KLACG (P1 – S6)

Integrative Use of Generic Skills

e-Learning & Information Literacy

Reading across the Curriculum

Literacy Development

ELE KLACG (P1 – S6) (2017)

Grammar in Context or Text Grammar?

Grammar in Context

Complementary Concepts

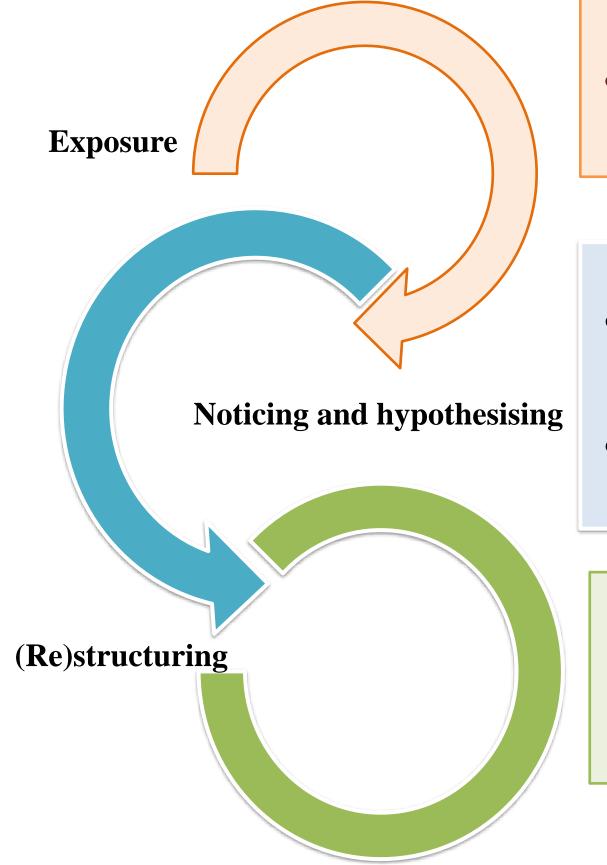
Text Grammar

- the link between <u>form</u>

 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



Module: Changes Unit: A Fun Library

Level: Upper Primary

Target language structures:

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

Exposure



Suggested steps:

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



Module: Changes Unit: A Fun Library

Level: Upper Primary

Target language structures:

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

Noticing and hypothesising



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.



Module: Changes Unit: A Fun Library

Level: Upper Primary

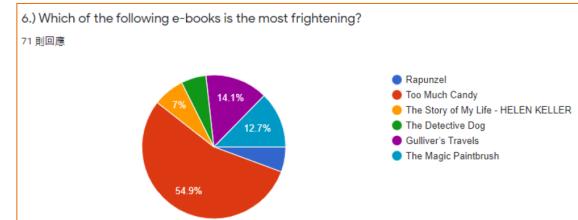
Target language structures:

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





According to the result on the Google Form, make sentences using the two types of adjectives.	
Comparative:	Superlative:
1)	1)
2)	2)



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.

Managing Resources

Human resources

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

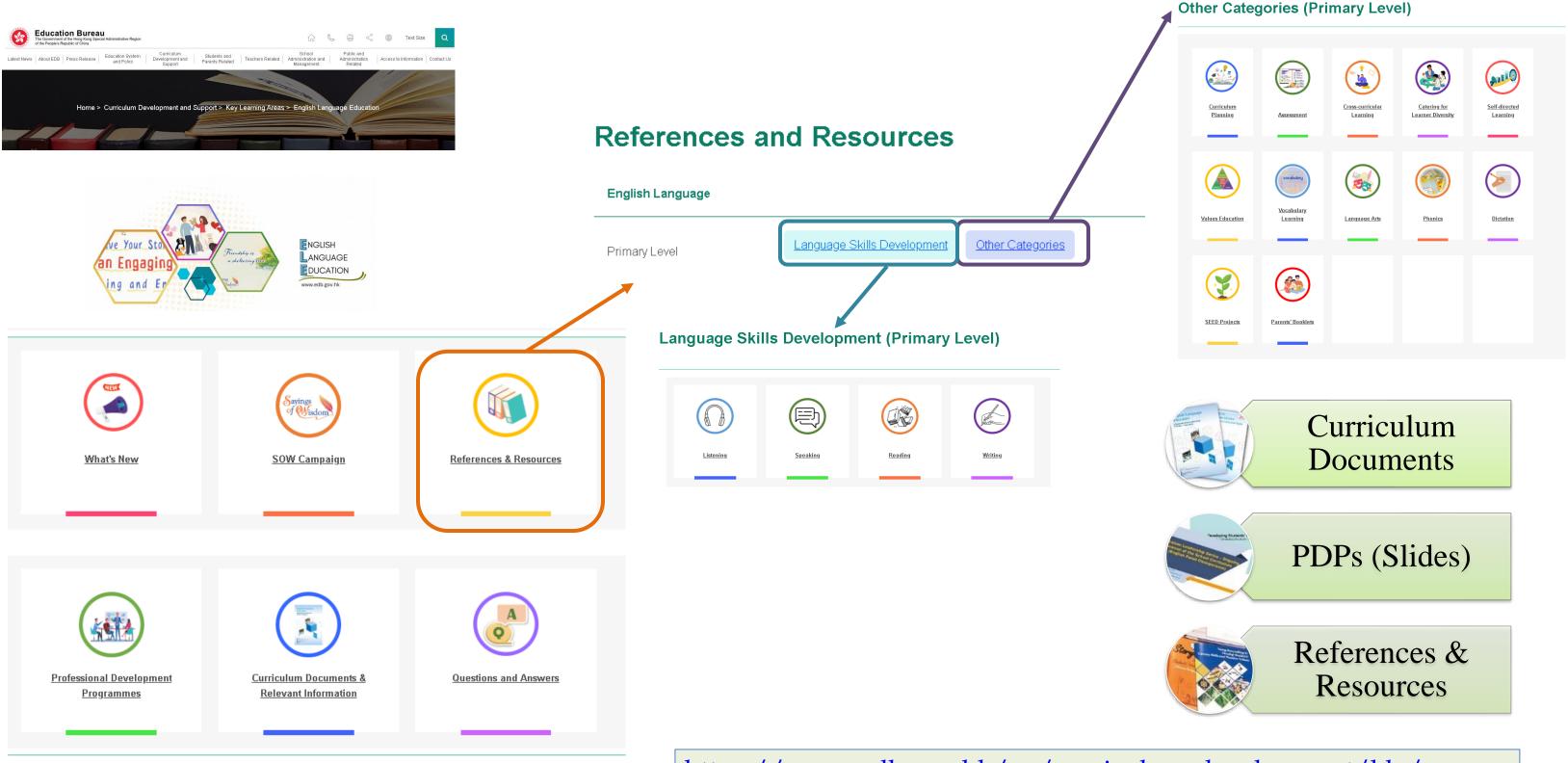
Learning and teaching resources

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

Management of funds and grants

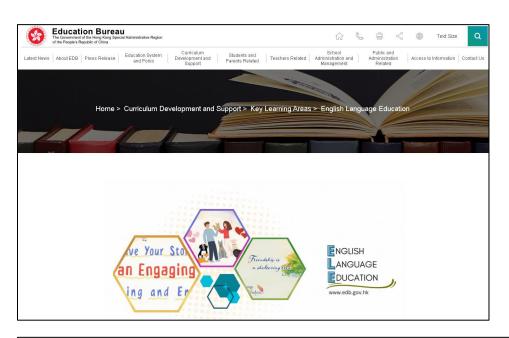
- Deploy different grants provided by the government strategically (e.g. The Promotion of Reading Grant)
- Apply for the Quality Education Fund and Dedicated Funding Programme for Publicly-funded Schools to implement projects that promote effective learning

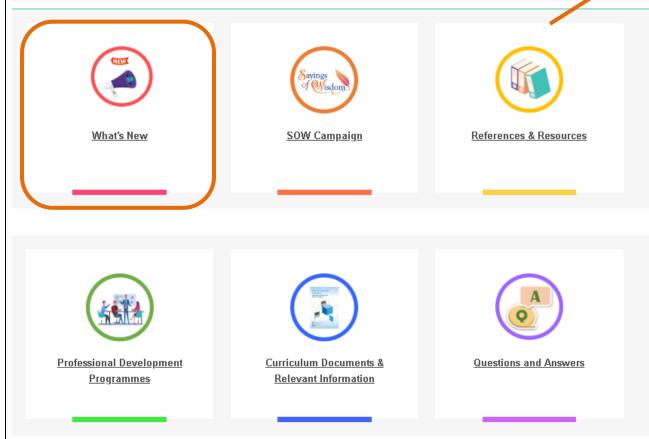
References and Resources



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

References and Resources





What's New



"BOW Inspiring" Book Offing Competition (Learning and Teaching Material ()

The "BOW inspiring" Book Offing Competition (the Competition) aims to deutlop a seal for reading among students, enhance their language skills, unleash their creatility and its fer their deutlopment of proper values and all tudes. Students are inclied to present a book of their choice as a gift to someone dear to them by writing a message with a saying of wisdom (800%) laten from the book and creating a piece of two-dimensional (20) artwork to enhance conveyance of meaning and disual representation of the message.



Campaign on "Promoting Pocitive Value cand Attitudes through English Baying coffWiction 2024/26"

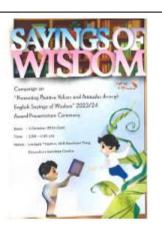
Building on the successes of the past four years, the BOW Campaign 2024/26 will continue to feature a usafely of student activities and learning and leaching resources to fedilitate English language learning by integrating ustues education into the school English Language controllum within and beyond the classroom. With the outraching theme "BOW the Reading Beed – Impire and Be inquired" and four sub-themes, namely "Reidlience", "Empowerment", "Appreciation" and "Delight" (R.E.A.D.), the campaign his year aims to:

- out tuste students' postitue thinking;
- enhance their English language skills by developing their reading interest and ability;
- empower them to tace adversity; and
- nurture in them a restillent mindset and a grateful heart through reading.



RTHK Radio Programme - In the Common Room

In the Common Room, broadcast at 8:06 p.m. on Radio 3 of RTHK every weekday, is produced by Radio Teleusion Hong Kong (RTHK) with the sponsorship of the Education Bureau (EDB). The programme aims to nurture primary and secondary students' interest in learning English and widen their exposure to the authentic use of the language through a uartely of engaging teatures. Starting from the 2002/425 school year, in the Common Roomhas been recamped with new or enhanced teatures.



Award Precentation Ceremony for the BOW Campaign 2023/24

The Award Presentation Ceremony for the SOW Campaign 2023/24 was successfully held on \$ October, 2024 (Sat) to admostledge and celebrate the achievements of schools and students in various SOW lentiony-wide competitions / student actualities organised by the English Language Education Section and the Waltue-speaking English Teacher (WET) Section in the 2023/24 school year. Around 400 students, teachers, principals and guests of honour were invited to the ceremony officialed by Ms Michelle Li, JP, Permanent Secretary for Education. Our heartful grafitude to schools' support and effort in featuring a usately of learning actualities to promote usitues education in the school English Language actualities.



The Creative Writing Autivity for Upper Primary Bludents 2028/24 - An Anthology of Bludents' Creative Works

To recognise schools' active participation in the writing actually and showcase students' creative works, an anthology has been compiled, teaturing selected entries from each of the participating schools.



"In Lave We Share, in Lave We Grat!" Animation Berield

The animation series is developed to illustrate the overarching theme of the SOW Campaign, "In Love We Share, in Love We Grow", and the six sub-themes, namely "Love Our Country", "Love the Community", "Love Our Family and Friends", "Love Myseir", "Love Learning" and "Love Mature". If comprises three animated uideos based on the English sayings of wisdom, the love of towe, the love of country has its vise." (Charles DICKERS), "Diove oneset is the beginning of a lifetong revenue." (Oscar WILDE) and "Friendship is a strateging tree." (Samuel Taylor COLERIOGE). Three sets of actually sheets are developed to facilitate and complement the use of the animation series. They are designed to engage students in interacting with and responding to the animated uideos to enhance their dewling and multimodal literacy skills as well as cultiusle their proper values and all ludes.

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

Resources for Reading and Self-directed Learning





A Treasury of Literary Classics (Primary Level)

This collection of reading tasts is developed based on classic literary works of different genies. 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-MY









Fighting against COVID-19

- Assessment Tast Waintain Cough Wanners (N-3)
- Assessment Tast Protect Others from Getting Slot (PI-3)
- Rgitting against COVICHS (P4-6)
- Mating Good Use of Time while Staying at Home for Social

 Distanding (H-3) PPTX



Primary English e-Learning Resources (PEER)

PEEE, which targets upper primary students, consists of 48 learning units based on the modules "Changes", "food and Drint", "Eviations hips", "The Magic of Mature", "We love Hong Cong" and "Happy Days", Each learning unit comes with a less niplan and a world heet.



Learning Tasks for Key Stage

This collection of learning tasts includes wortsheets, audio clips and video clips to facilitate the learning and teaching of language stills as well as the development of vocabulary building and phonics stills at Cey Stage I.



Learning Tasks for Key Stage 2

This collection of learning tasts includes wortsheets and audio alips to facilitate the learning and teaching of language sittle as well as the development of vocabulary building and phonics sittle at Cey Stage 2.

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

Learning and teaching resources related to COVID-19

Learning units with e-learning resources

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

Resources for Reading and Self-directed Learning



Fairy Tales Series

(online interactive e-learning resources)

Web Version

The Elves and the Shoemaker by the Brothers Grimm

The Emperor's New Clothes by Hans Christian Andersen

The Fox and the Horse by the Brothers Grimm

The Ugly Duckling by Hans Christian Andersen

Little Red Riding Hood by Charles Perrault

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

Chinese Fables and Tales Series 1 & 2

(online interactive e-learning resources)

Web Version

Key Stages 1 and 2 (Primary 1 to 6)

Fanning the Pillow and Warming the Quilt

<u>Grinding an Iron Rod into a Needle</u>

Pulling up the Crops to Help Them Grow

Putting Yourself in Someone's Shoes

Whole-hearted Devotion

Key Stage 2 (Primary 4 to 6)

<u>Gaining New Insights from Reviewing Old Knowledge</u>

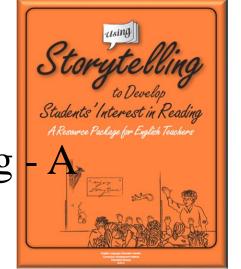
Going Three-tenths of an Inch into the Wood

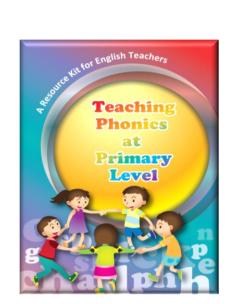
Holding a Book in the Hand All the Time

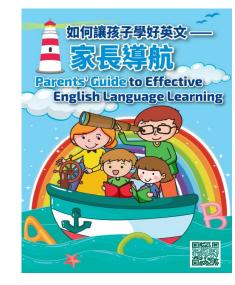
<u>Quitting Halfway</u>

Literacy Development

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





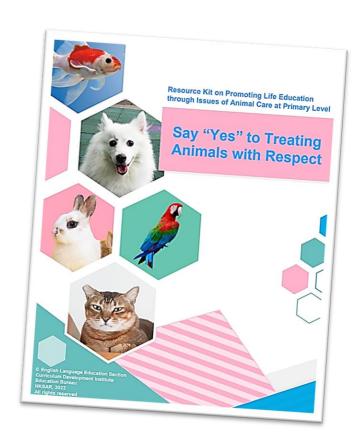


Cross-curricular Learning

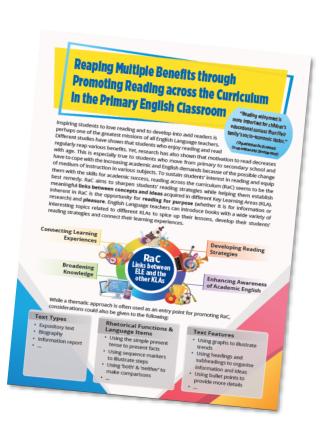
Keep the school environment clean KS2



English Language Education Section Curriculum Development Institute Education Bureau 2023



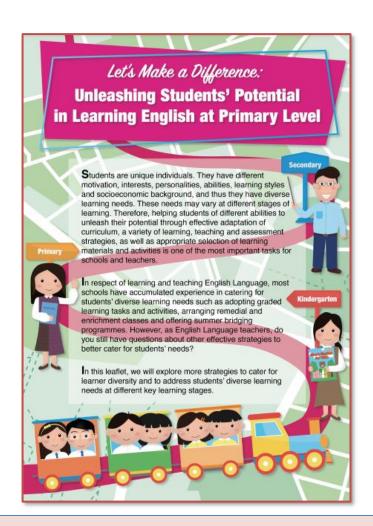




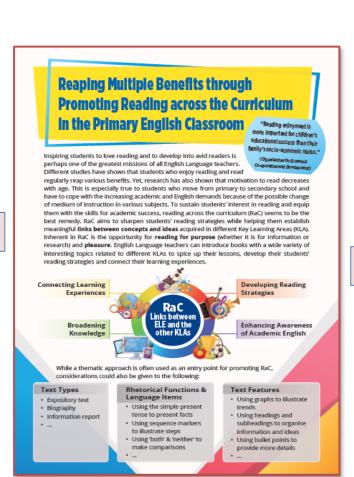
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/resource%20pri_cross-KLA.html

Leaflets & Pamphlets

PROMOTION OF



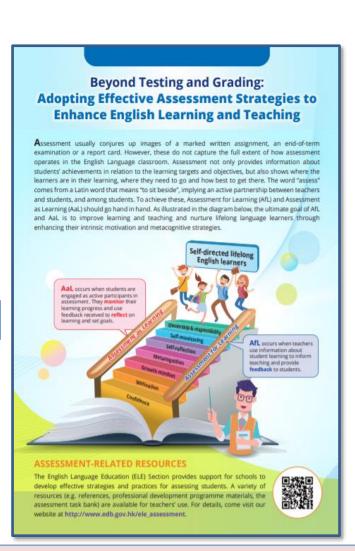
https://www.edb.gov.hk/pri_potential

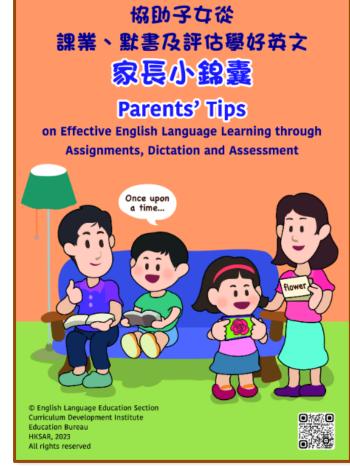




READING IN SCHOOLS

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





https://www.edb.gov.hk/pare nts_tips_eng

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

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

Curriculum Leadership and Management

• Ongoing Renewal of the School Curriculum for English Panel Chairpersons (13 Dec 2024)

Assessment Literacy

- Catering for Learner Diversity through Effective Use of the Learning Progression Framework in the Primary English Language Classroom (Speaking and Listening Skills) (Online self-learning 7-31 Mar 2025)
- Harnessing Effective Assessment Strategies to Maximise Student Learning in the Primary English Classroom (Apr-Jun 2024)
- Effective Use of the Learning Progression Framework to Promote Assessment for Learning at Primary Level (Reading and Writing Skills) (Apr-Jun 2024)

e-Learning

- Effective Use of Multimodal Texts to Develop Students' English Language Skills and Cater for their Diverse Learning Interest and Needs at Primary Level (Event AA: 10 Mar 2025; Event AB: 24 Mar 2025)
- Effective Use of Blended Learning to Develop Students' English Language Skills and Self-directed Learning Capabilities at Primary Level (Apr-May 2025)
- Exploring Artificial Intelligence Series: (1) Enhancing Students' Self-directed Learning Capabilities and English Listening and Speaking Skills at the Primary Level (Apr-Mid July 2025)
- Exploring Artificial Intelligence Series: (2) Enhancing Students' Self-directed Learning Capabilities and English Reading and Writing Skills at the Primary Level (Apr-Mid July 2025)

Values Education

- Experience Sharing Session on Promoting Values Education in the School English Language Curriculum (Primary Level) (16 Dec 2024)
- Experience Sharing Session Series: (2) Promoting National Education and National Security Education in the School English Language Curriculum (Primary Level) (New) (Apr-Jun 2025)

Development of Language Skills

- Adopting Effective and Creative Strategies to Enhance Students' Grammar Knowledge in the Primary English Classroom (Event AA: 14 Feb 2025; Event AB: 21 Feb 2025)
- Phonics Teaching Series: (1) Enhancing Teachers' Knowledge and Skills in Teaching and Developing Resources for Phonics at Primary Level (Event AA: 11 Feb 2025; Event AB: 13 Mar 2025)
- Phonics Teaching Series: (2) Promoting Creative Language Use through Phonics and Language Arts (Apr-Jun 2025)
- Cultivating Students' Interest in Reading and Promoting Reading across the Curriculum in the Primary English Classroom (New) (Apr-Jun 2025)

Enriching Knowledge Series

- Enriching Knowledge Series: (1) Exploring and Appreciating English Creative Texts (Apr-Jun 2025)
- Enriching Knowledge Series: (2) Effective Writing Skills and Strategies for English Teachers (Apr-Jun 2025)
- Enriching Knowledge Series: (3) Improving English Pronunciation and Speaking Skills (Event AA: 13 Feb 2025; Event AB: 27 Feb 2025; Event AC: 13 Mar 2025)