

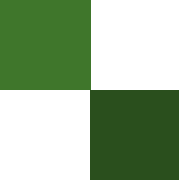
Effective Use of the Learning Progression Framework to Promote Assessment for Learning at Primary Level (Reading and Writing Skills)

March 2026

English Language Education Section
Curriculum Development Institute
Education Bureau

Objectives

1. To introduce the Learning Progression Framework (LPF) for English Language as a reference tool to identify students' strengths and weaknesses, and provide constructive feedback to help primary students understand their performance and make progress in reading and writing;
2. To provide suggestions for teachers on using the LPF to plan and review the school English Language curriculum to ensure the progressive development of students' reading and writing skills; and
3. To inspire teachers with hands-on activities on designing/revising assessment items/tasks to improve students' reading and writing skills and promote Assessment for Learning



Rundown

Part 1 Introduction to the Learning Progression Framework (LPF)

Part 2 Using the LPF to enhance reading skills

Part 3 Using the LPF to enhance writing skills

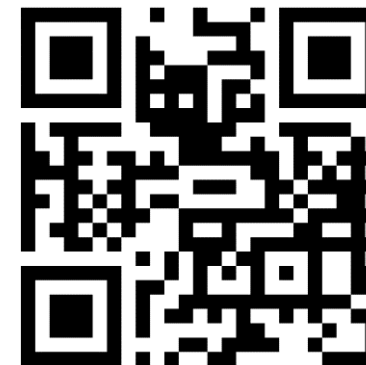
Part 4 Using the LPF to enhance curriculum planning

Part 5 Hands-on activities

Part 1

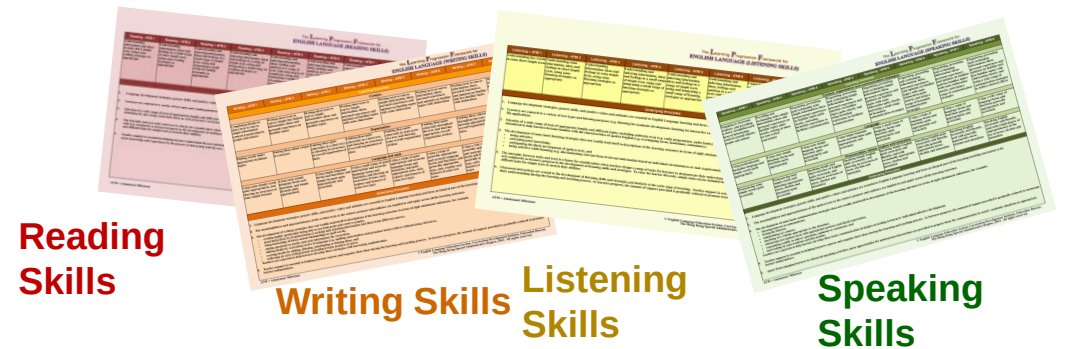
Introduction to the LPF

- What the LPF is
- The relationship between the LPF, curriculum framework, and Basic Competency (BC)



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

What is 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 divided into **eight levels of attainment** (Attainment Milestones) for each of the four language skills;

Attainment
Milestones



- helps teachers better **understand and articulate learners' performance**; and
- helps teachers **plan strategically** how to enhance English Language learning, teaching and assessment.

Structure of the LPF for English Language

Reading - ATM 1	Reading - ATM 2	Reading - ATM 3	Reading - ATM 4	Reading - ATM 5	Reading - ATM 6	Reading - ATM 7	Reading - ATM 8
infer information, ideas and feelings in some short simple texts, using some reading strategies as appropriate	infer information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	infer information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	infer information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	infer information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	infer information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	interpret, and interpret, information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	interpret, and interpret, information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate
Pointers	Pointers	Pointers	Pointers	Pointers	Pointers	Pointers	Pointers
- recognise some high frequency words (e.g. the, you) - decode words by using knowledge of letter-sound relationships - process simple sentences by using knowledge of basic conventions of written English (e.g. basic punctuation) - follow predictable texts by recognising the repeated use of sentence patterns - follow instructions and signs by recognising key words with visual support - master basic book concepts (e.g. titles and names of authors) - locate specific information by recognising simple formats (e.g. birthday or invitation cards)	- work out the meaning of words and phrases by using knowledge of letter-sound relationships - recognise common connected forms by connecting them to their full forms - process simple sentences by identifying meaningful chunks - locate specific information by identifying key words - follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns) - identify characters, setting and sequence of events in stories - make predictions about the content from the titles, illustrations or contents page	- work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) - process some compound and complex sentences - locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes) - infer main ideas and some supporting details explicitly stated in the text by identifying key words - infer information, ideas and feelings by using clues in close proximity - identify simple stylistic features (e.g. personification)	- work out the meaning of words and phrases by using semantic and syntactic clues - locate details which support the main ideas from different parts of a text - follow ideas by recognising simple text structures and understanding the use of cohesive devices - infer feelings of characters from pieces of information in narrative texts - deduce information and ideas by using semantic and syntactic clues - identify the stylistic features in texts (e.g. flashback in narrative texts)	- work out the meaning of some idiomatic expressions (e.g. plural verbs and idioms) by using semantic and syntactic clues - follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues - organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs) - distinguish facts from opinions by using semantic and syntactic clues - identify the stylistic features in texts (e.g. flashback in narrative texts)	- work out the literal and implied meaning of words and expressions by using semantic and syntactic clues - gather, distil and summarise more extensive information and ideas from texts - compare alternative views and arguments in texts by using graphic forms and making notes (e.g. drawing tables with appropriate headings, using point form, and own shorthand and symbols) - deduce themes based on information and ideas from texts - identify writers' attitudes clearly signalled in texts	- work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues - analyse the development of ideas, views or arguments in texts - interpret ideas and opinions presented in different texts and draw conclusions - analyse texts for themes, intended audience and writers' attitudes by reviewing - understand the use of stylistic features in texts (e.g. the use of rhetorical questions and hyperboles in speeches for emphatic purposes)	- justify interpretations of writers' intention by using well-chosen evidence from texts - synthesise ideas and opinions presented in different texts and draw conclusions - analyse texts for themes, intended audience and writers' attitudes by understanding their social and cultural implications - analyse the use of different text types in presenting a message - appreciate the rhetoric of texts by understanding the use of stylistic features in texts and the effects achieved

Attainment Milestones (ATMs): organised and presented under the four language skills

Learning Outcomes: ATMs for each language skill expressed in the form of outcome statements (general descriptions of students' performance)

Pointers: specific examples of what students are able to do in demonstrating the ATMs.

Exemplars illustrate the expected student performance.

Underlying Principles elucidate some of the learning objectives which do not lend themselves to the description in terms of 8 attainment milestones but are essential to English language learning.

Purposes of developing the LPF

Can I use the LPF as a checklist in summative assessments?



- ✓ To provide reference for understanding students' learning progress
- ✓ To help schools plan and review the school English Language curriculum and L&T strategies
- ✓ To help students progress along the learning continuum

Reading Skills

Writing Skills

Listening Skills

Speaking Skills

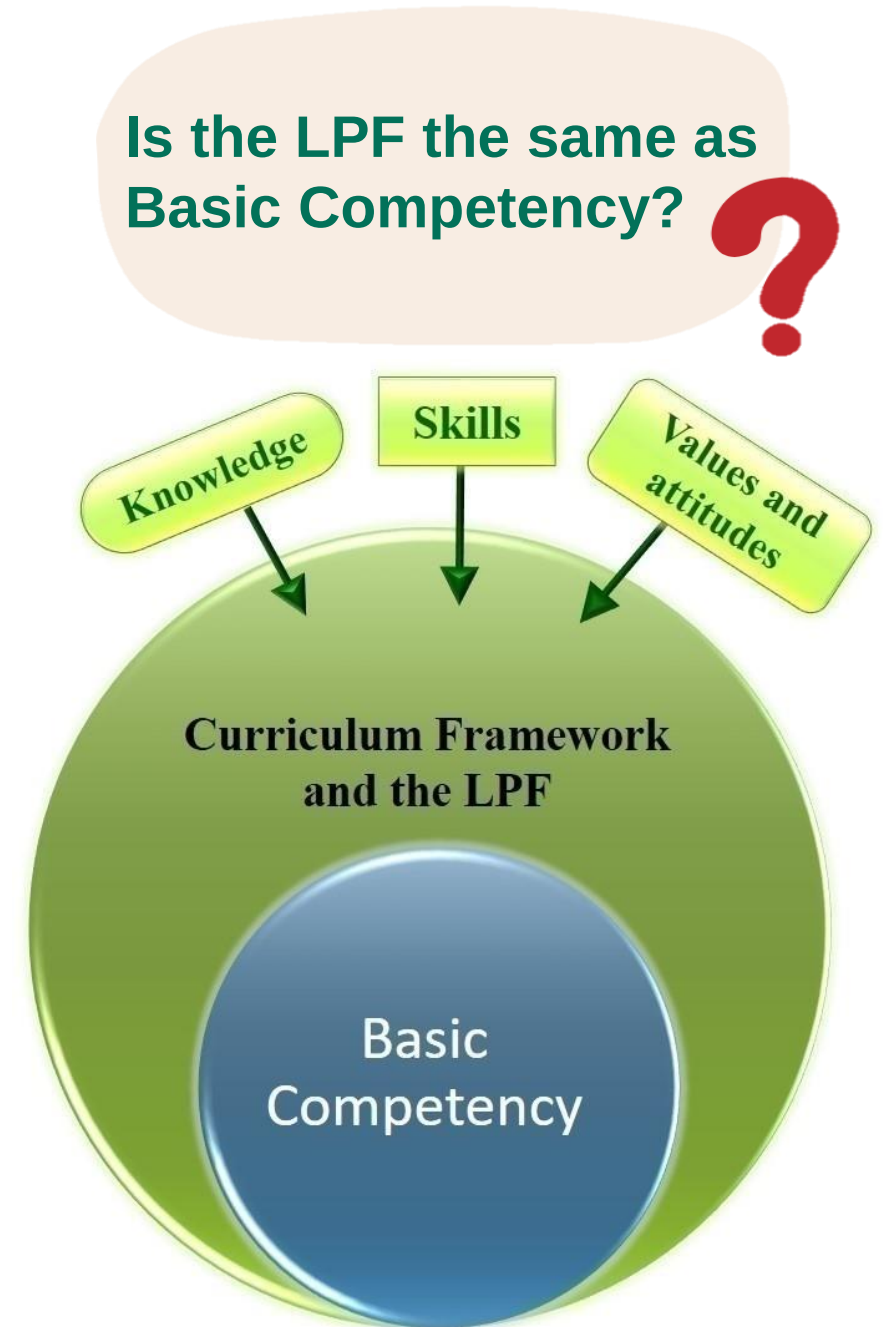
✗ **Not** for summative assessment / benchmarking students

The LPF, curriculum framework and Basic Competency (BC)

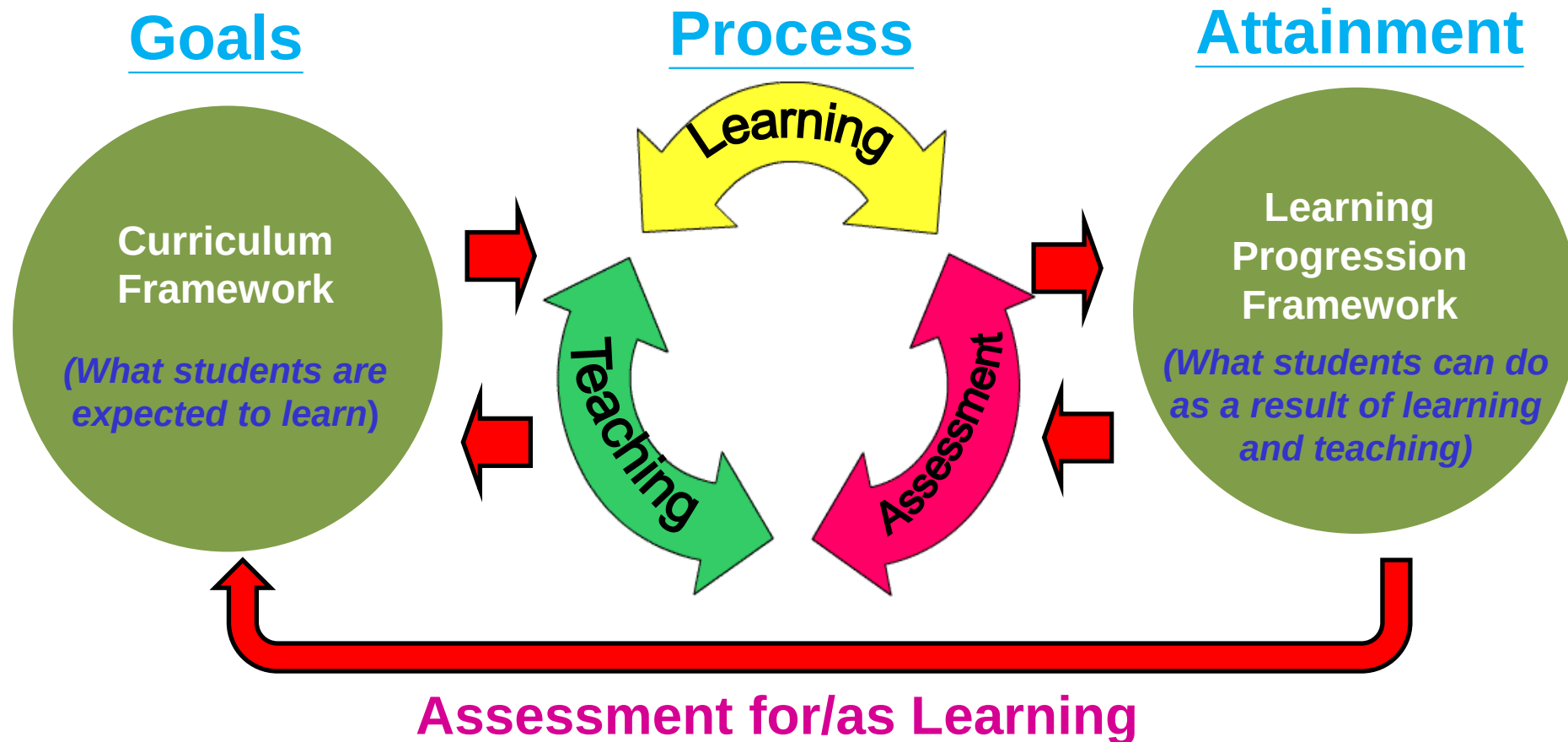
Curriculum Framework: represents what students are expected to learn

LPF: represents what students can do as a result of learning and teaching

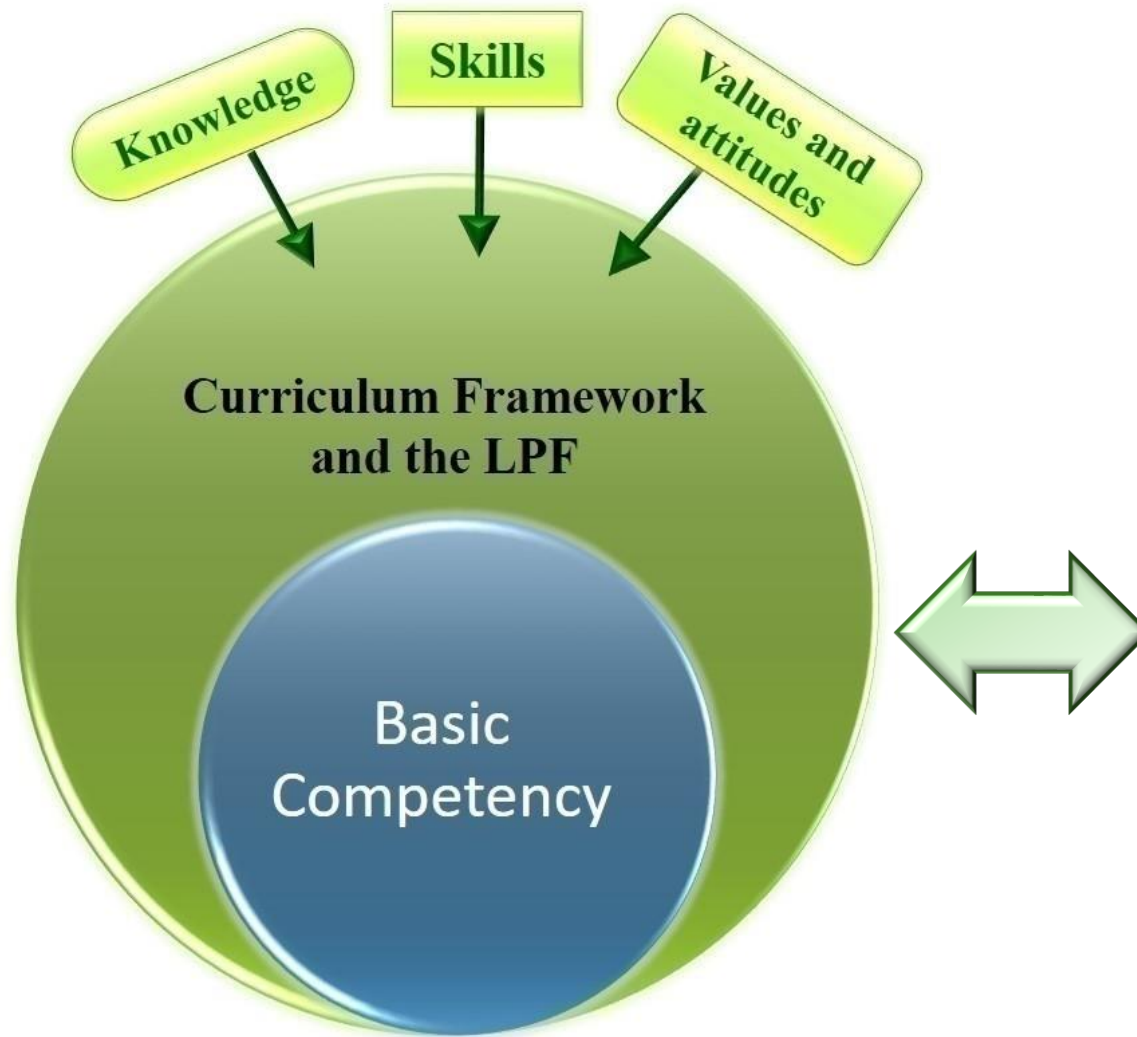
Basic Competency (BC): a subset of the LPF, represents what students should attain by the end of Key Stages One (Primary Three), Two (Primary Six) and Three (Secondary Three)



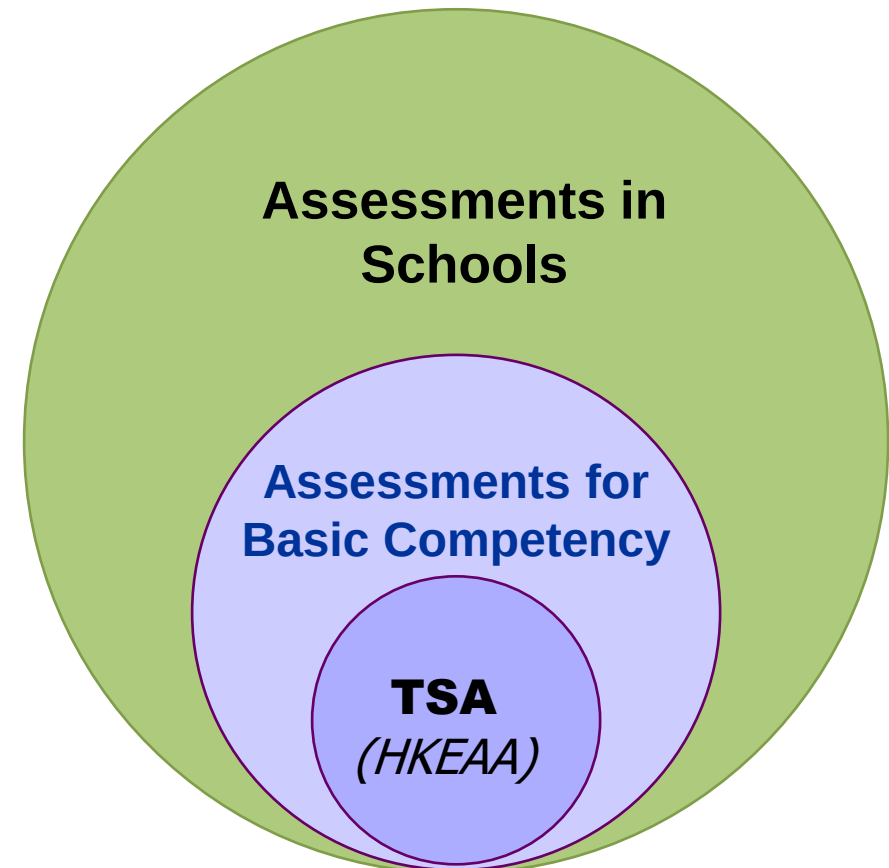
Curriculum Framework, Learning, Teaching and Assessment, and the LPF



Curriculum and Assessment



Assessment for/as Learning





Part 2

Using the LPF to Enhance Reading Skills

- a. Understanding the progression of learning outcomes
- b. Ensuring the progressive development of students' reading skills
- c. Analysing students' performance and setting learning objectives

Understanding the Learning Progression

Activity 1

Match the missing outcome statements to the correct ATM level.

Reading - ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
ATM 1	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	ATM 5	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	ATM 8

a.

Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate

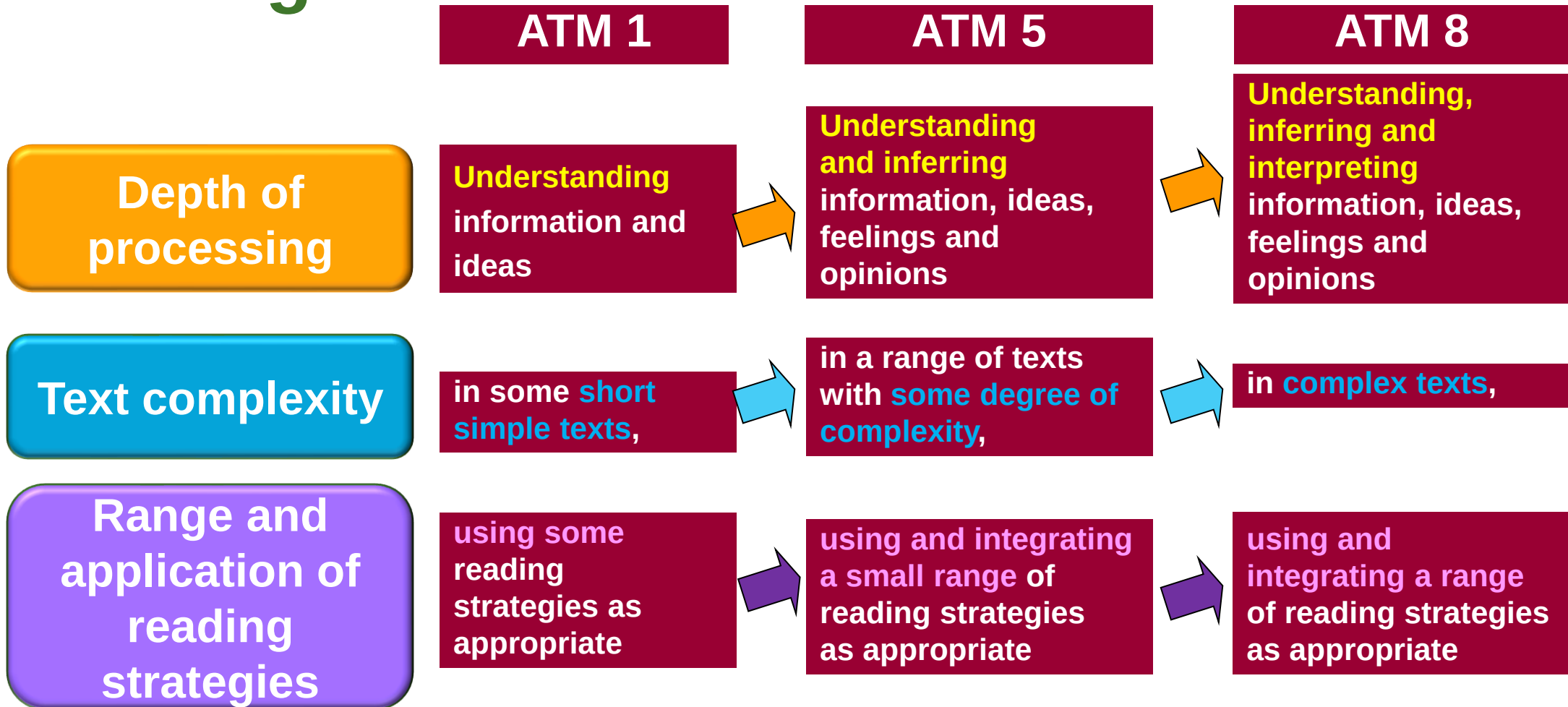
b.

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

c.

Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate

Progression of the Learning Outcomes in Reading



Understanding the Learning Progression (Reading)

Depth of processing
understanding ⇒ inferring ⇒ interpreting

Reading - ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate



Progressive Development in Reading Skills:

Vocabulary Building

ATM 1

Pointers <i>Learners can, for example,</i> - recognise some high frequency words - decode words by using knowledge of letter-sound relationships
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ATM 2

Pointers <i>Learners can, for example,</i> - work out the meaning of words by using knowledge of letter-sound relationships - recognise common contracted forms by connecting them to their full forms

ATM 3

Pointers <i>Learners can, for example,</i> work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms)
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ATM 4

Pointers <i>Learners can, for example,</i> work out the meaning of words and phrases by using semantic and syntactic clues
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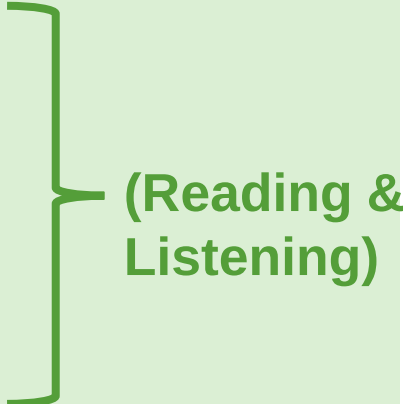
ATM 5

Pointers <i>Learners can, for example,</i> work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues

Progressive Development in Reading Skills: Text Structures

ATM 1	ATM 2	ATM 3	ATM 4	ATM 5
- decode words by using knowledge of letter-sound relationships - process simple sentences by using knowledge of basic conventions of written English (e.g. basic punctuation) - follow predictable texts by recognising the repeated use of sentence patterns - follow instructions and signs by recognising key words with visual support (e.g. titles and names of authors) - locate specific information by recognising simple formats (e.g. birthday or	- recognise common contracted forms by connecting them to their full forms - process simple sentences by identifying meaningful chunks - locate specific information by identifying key words - follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns) - identify characters, setting and sequence of events in stories - make predictions about the content from the titles,	- suffix) and some semantic clues (e.g. synonyms) - process some compound and complex sentences - locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes) - make predictions about the likely development of the text by identifying key words - infer information, ideas and feelings by using clues in close proximity	- locate details which support the main ideas from different parts of a text - follow ideas by recognising simple text structures and understanding the use of cohesive devices - deduce information and ideas by using semantic and syntactic clues	- and syntactic clues - follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues - organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs) - opinions by using semantic and syntactic clues - identify the stylistic features in texts (e.g. flashback in narrative texts)

The LPF for English Language (Reading) – Underlying Principles

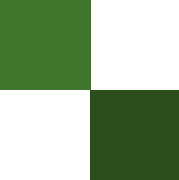
1. **language development strategies, generic skills, and positive values and attitudes** (all 4 skills)
 2. exposure to a variety of **text types** and **reading purposes** (e.g. reading for academic development, reading for pleasure)
 3. selection of a wide range of texts of **appropriate lengths** and **different topics**, including **authentic texts**
 4. the **interplay between tasks and texts** when designing tasks for learners
 5. the provision of support is gradually reduced to promote **learner independence** (all 4 skills)
- 
- (Reading & Listening)



Part 2

Using the LPF to Enhance Reading Skills

- a. Understanding the progression of learning outcomes
- b. Ensuring the progressive development of students' reading skills**
- c. Analysing students' performance and setting learning objectives



Using the LPF to ensure the progressive development of students' reading skills

Identifying the question intent

What reading skills do students need to apply when answering the questions?

1

Analysing the question intent

Can the questions develop a variety of reading skills?
What ATM levels are the questions at?

2

Helping students progress

How can I help students reach the next ATM level?

3

More examples on setting a variety of questions with reference to the LPF

Refer to the **LPF exemplars** to learn more about the **question intent** and gain more ideas about **setting a variety of questions to develop students' reading skills and strategies** progressively.

Exemplars are categorised into different ATMs. Teachers may refer to '**ATMs 1-5**' for exemplars at the primary level.

Link: <https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/LPF/website/exemplars/index.html#reading>



READING SKILLS		
ATM 1	A Good Friend Clown My Journal Where is Miss Pool?	
ATM 2	A Good Friend Clown My Journal Jobs for Dogs My Day Bird Hotel	Coming to Hong Kong Sarah's Secret Seahorses The Little Frogs The Royal Dinner The Surprise Visitor
ATM 3	Bird Hotel Coming to Hong Kong Sarah's Secret Seahorses The Little Frogs The Royal Dinner The Surprise Visitor	A Young Hero About Tigers How Does it Rain? Lend a Hand The Chinese New Year The Chocolate Cake The Trouble with Oatmeal
ATM 4	A Young Hero About Tigers How Does it Rain? Lend a Hand The Chinese New Year The Chocolate Cake The Trouble with Oatmeal	101 Dalmatians A Trip to Singapore Animal Communication School Website
ATM 5	101 Dalmatians A Trip to Singapore Animal Communication School Website Life in a Village School	



Part 2

Using the LPF to Enhance Reading Skills

- a. Understanding the progression of learning outcomes
- b. Ensuring the progressive development of students' reading skills
- c. Analysing students' performance and setting learning objectives

Using the LPF to Analyse Students' Performance and Set Learning Objectives

Reading – ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate
Points: <i>Students can, for example:</i> - recognise some high frequency words (e.g. the, you) - decide words by using knowledge of letter-sound relationships - process simple sentences by using knowledge of basic construction of written English (e.g. noun phrases) - follow predictable texts by recognising the repeated use of sentence patterns - follow instructions and signs by recognising key words with visual support - locate basic book concepts (e.g. title and names of authors) - locate specific information by recognising simple formats (e.g. a birthday or invitation card)	Points: <i>Students can, for example:</i> - work out the meaning of words by using knowledge of letter-sound relationships - recognise common connectors from by connecting them to their full form - process simple sentences by identifying meaningful chunks - locate specific information by identifying key words - identify main ideas and some supporting details explicitly stated in the text - make predictions about the likely development of the text by identifying key words - locate information, ideas and feelings by using them in close proximity - identify simple stylistic features (e.g. personification)	Points: <i>Students can, for example:</i> - work out the meaning of words and phrases by using semantic and syntactic clues - locate details which support the main ideas from different parts of a text - follow ideas by recognising simple text structures and understanding the use of cohesive devices - infer feelings of characters from pieces of information in narrative texts - deduce information and ideas by using semantic and syntactic clues	Points: <i>Students can, for example:</i> - work out the meaning of some idiomatic expressions (e.g. phrasal verbs and adverbs) by using semantic and syntactic clues - follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues - recognise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. small maps, character webs) - distinguish facts from opinions by using semantic and syntactic clues - identify simple stylistic features in texts (e.g. flashback in narrative texts)	Points: <i>Students can, for example:</i> - work out the literal and implied meaning of words and expressions by using semantic and syntactic clues - gather, filter and summarise more extensive information and ideas from texts - compare alternative views and arguments in texts by using graphic forms and making notes (e.g. drawing tables with appropriate headings, using post-it notes, and some shorthand and symbols) - deduce themes based on information and ideas from texts - identify writer's attitudes clearly signalled in texts	Points: <i>Students can, for example:</i> - work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues - analyse the development of ideas, views or arguments in texts - interpret ideas and opinions presented in different texts and draw conclusions - analyse texts for themes, intended audience and writer's attitudes by understanding their social and cultural implications - analyse the use of different text types in presenting a message - appreciate the rhetoric of texts by understanding the use of stylistic features in texts and the effects achieved	Points: <i>Students can, for example:</i> - justify interpretations of writer's attitudes by using well-chosen evidence from texts - criticise ideas and opinions presented in different texts and draw conclusions - analyse texts for themes, intended audience and writer's attitudes by understanding their social and cultural implications - analyse the use of different text types in presenting a message - appreciate the rhetoric of texts by understanding the use of stylistic features in texts and the effects achieved	

LPF for Reading

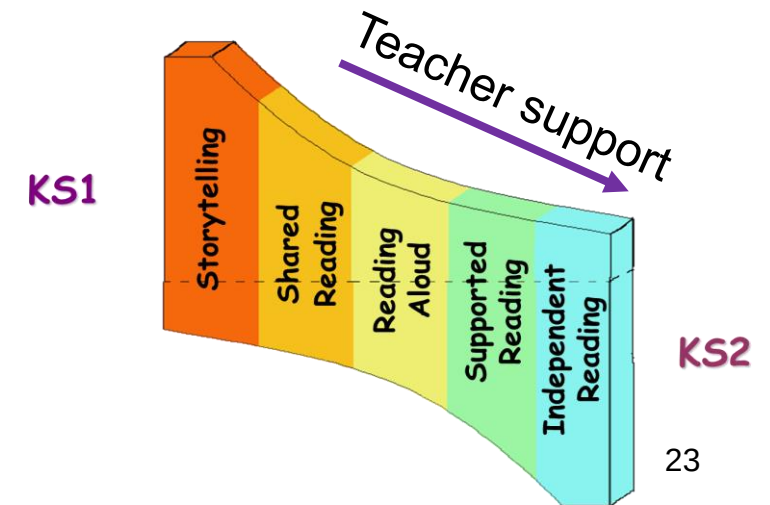


Setting
learning
objectives

Identifying students' strengths & weaknesses
(e.g. analysing internal assessment papers, TSA data)

Tips for Developing and Assessing Students' Reading Skills

- Include **simple and straightforward questions** to cultivate students' confidence, and **open-ended and more challenging questions** to stretch their abilities.
- Introduce reading skills explicitly to help students **construct meaning from texts**.
- Integrate various effective teaching strategies for reading into the **Reading Workshops**.
- **Connect students' reading and writing experiences** to create opportunities for them to apply the language items learnt meaningfully.
- Use **different teaching strategies** (e.g. storytelling and shared reading activities) to develop students' reading skills with different levels of teacher support.





Part 3

Using the LPF to Enhance Writing Skills

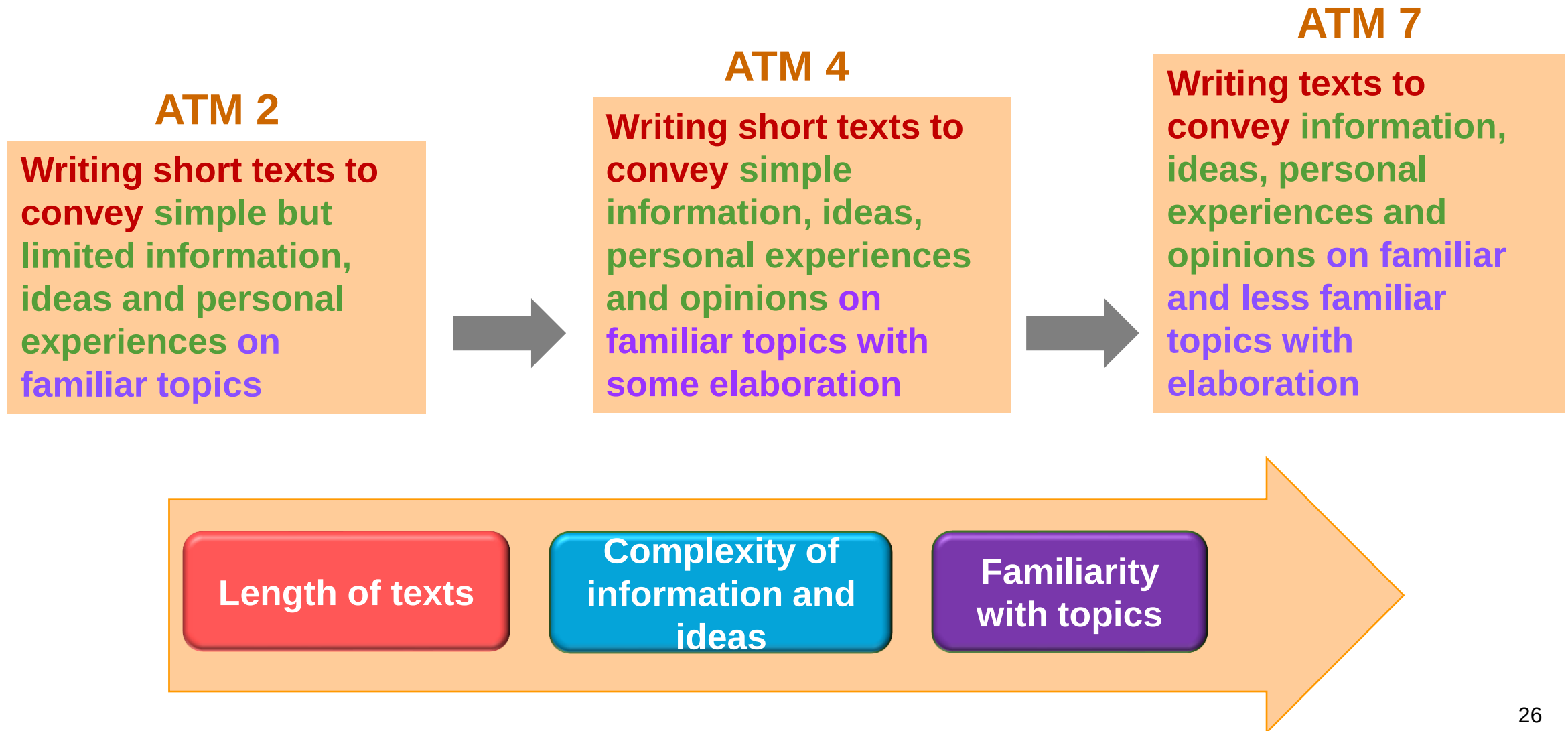
- a. Understanding the progression of learning outcomes
- b. Providing constructive feedback on students' writing
- c. Designing task-specific assessment rubrics

The LPF for English Language (Writing)

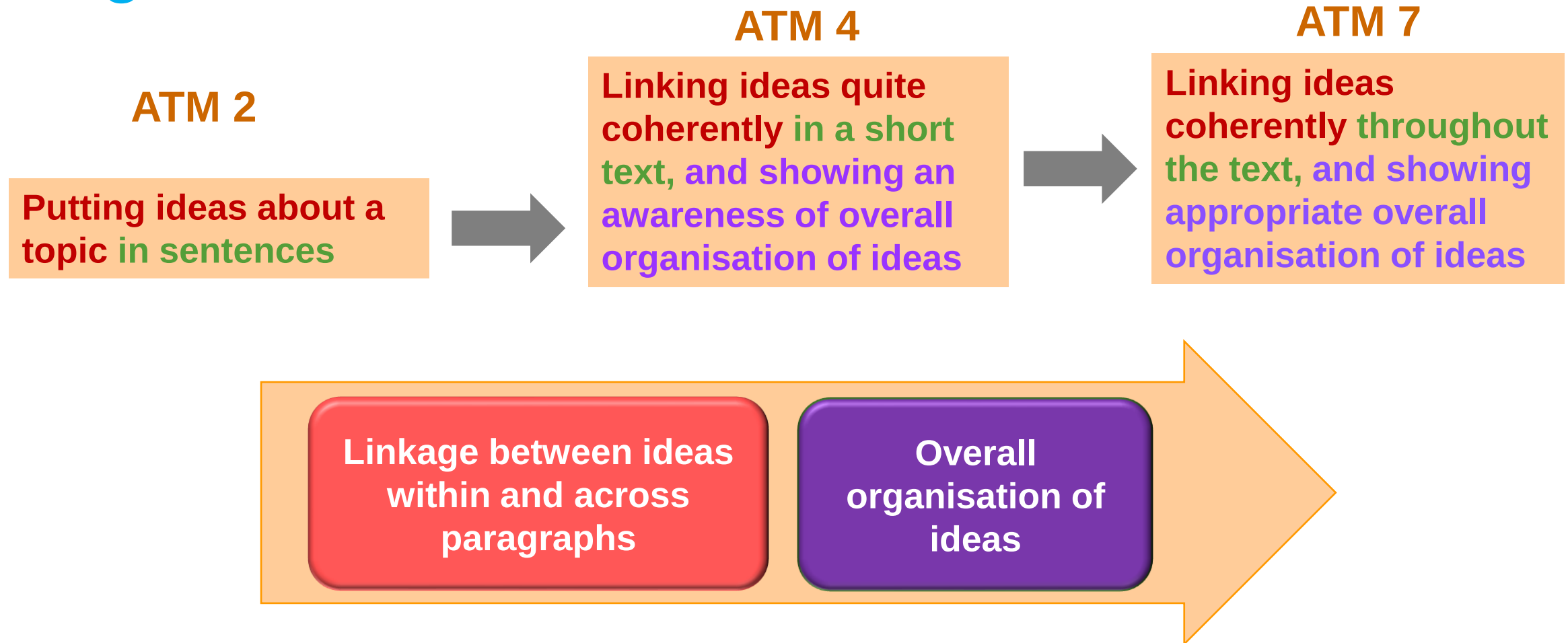
The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
Organisation							
Putting words under appropriate headings/ topics	Putting ideas about a topic in sentences	Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas	Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing effective overall organisation of ideas
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats	Using some simple language forms and functions, and simple formats quite appropriately	Using simple language forms and functions, and simple formats quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types	Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types	Using a wide range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of a range of text types	Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types
Underlying Principles							
1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle. 2. The meaningfulness and appropriateness of the written texts to the context, purpose and audience are implicit in and apply across all the learning outcomes. 3. The development of writing strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example, • writing legibly (preferably being able to use both print and cursive scripts), • generating ideas by brainstorming or seeking and selecting information and ideas from different sources, • using knowledge of letter-sound relationships to spell words, • asking questions to clarify and seek information for correction, • editing drafts by correcting errors in language (e.g. spelling, punctuation and grammar items) with or without using references, • revising drafts by adding, deleting, substituting or linking ideas, and • reflecting on own writing based on feedback from teachers or peers. Teachers are expected to help learners develop these strategies with increasing sophistication. 4. Teacher support is essential to helping learners express and organise their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to promote learner independence.							

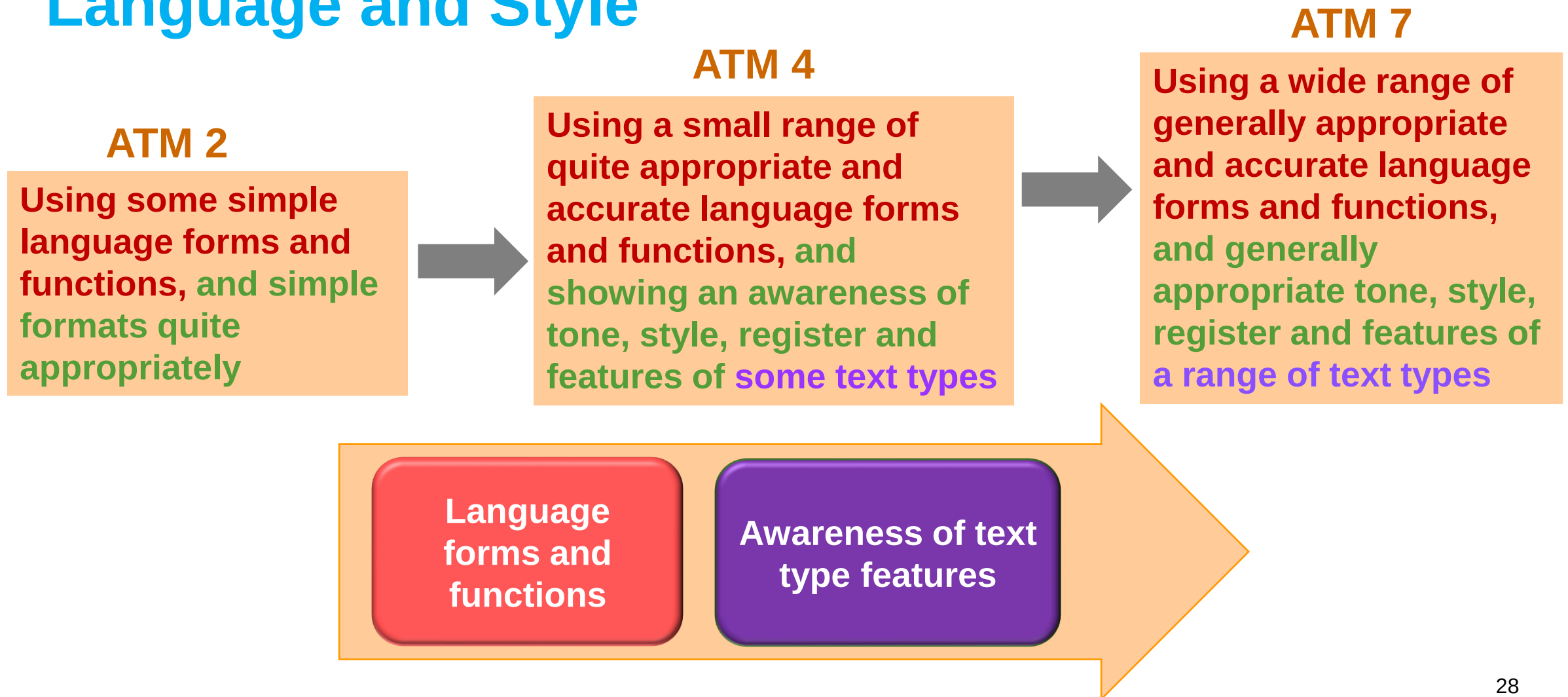
Progression of the Learning Outcomes – Content



Progression of the Learning Outcomes – Organisation



Progression of the Learning Outcomes – Language and Style



The LPF for English Language (Writing) – Underlying Principles

1. **language development strategies, generic skills, and positive values and attitudes (all 4 skills)**
2. **meaningfulness and appropriateness of the texts to the context, purpose and audience (Writing and Speaking)**
3. **development of writing strategies** (e.g. writing legibly, using knowledge of letter-sound relationships to spell words, editing drafts by correcting errors in language, reflecting on own writing based on feedback from teachers or peers)
4. **the provision of support is gradually reduced to promote learner independence (all 4 skills)**



Part 3

Using the LPF to Enhance Writing Skills

- a. Understanding the progression of learning outcomes
- b. Providing constructive feedback on students' writing**
- c. Designing task-specific assessment rubrics

Using the LPF to provide constructive feedback on students' writing

The LPF provides a **common scale and language** for teachers to describe students' performance and progress in English Language learning.

In the writing task about Sarah's Secret, most students attained ATM 3 in Content, Organisation, Language and Style.

They could establish links using some simple cohesive devices and arrange relevant ideas chronologically to show a generally clear focus.

They could use a small range of vocabulary...

In the writing task about Sarah's Secret, some of my students attained ATM 4 in Content, Organisation, Language and Style.

They could establish links using a small range of cohesive devices and arrange relevant ideas in a short text to show a generally clear focus.

How about their performance in Language and Style?

More examples on analysing students' writing performance with reference to the LPF

Exemplars are provided to illustrate the expected performance of learners at different levels for teachers' ease of reference.

They are categorised into different ATMs.

Teachers may refer to '**ATMs 1-5**' for exemplars at the primary level.

Link:

<https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/LPF/website/exemplars/index.html#writing>



WRITING SKILLS	
ATM 1	Food My Album
ATM 2	A Visit to a Zoo Chinese New Year (Student 1) Going Around Tsuen Wan Guessing an Animal How Do You Come to School? My Good Friend Water Cycle
ATM 3	Hiking My Dream Job Sarah's Secret (Student 1) Sports Day The Adventure of Bottles Goldilocks and the Three Bears Orientation Day
ATM 4	Goldilocks and the Three Bears Orientation Day A Visit to a Place Chinese New Year (Student 2) Sarah's Secret (Student 2) A Monkey's Diary Entry Bidding Farewell to Jia Jia and An An Information about Hong Kong Sarah's Secret (Student 3) The Adventure of Cans Three Dolls
ATM 5	A Monkey's Diary Entry Bidding Farewell to Jia Jia and An An Information about Hong Kong

Using the LPF to provide constructive feedback on students' writing

Teachers should:

- give feedback on **content, organisation, language & style**
- start with **positive** comments
- make suggestions that are **achievable** to students
- provide feedback to students **individually** through conferencing, or select typical writing/group work and share the comments with the **whole class**



Part 3

Using the LPF to Enhance Writing Skills

- a. Understanding the progression of learning outcomes
- b. Providing constructive feedback on students' writing
- c. Designing task-specific assessment rubrics

Using the LPF to Analyse Students' Performance and Set Learning Objectives

The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)							
Writing – AIM 1	Writing – AIM 2	Writing – AIM 3	Writing – AIM 4	Writing – AIM 5	Writing – AIM 6	Writing – AIM 7	Writing – AIM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
Organisation							
Putting words under appropriate headings/ topics	Putting ideas about a topic in sentences	Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas	Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing some overall organisation of ideas	Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing effective overall organisation of ideas	Linking ideas coherently throughout the text, and showing effective overall organisation of ideas
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats	Using some simple language forms and functions, and simple formats quite appropriately	Using simple language forms and functions, and simple formats quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types	Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types	Using a wide range of generally appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types	Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types
Underlying Principles							
- Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle. - The meaningfulness and appropriateness of the written text to the context, purpose and audience are implicit in and apply across all the learning outcomes. - The development of writing strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example, - writing legibly (preferably being able to use both print and cursive scripts), - generating ideas by brainstorming or seeking and selecting information and ideas from different sources, - using knowledge of letter-sound relationships to spell words, - asking questions to clarify and seek information for correction, - editing drafts by correcting errors in language (e.g. spelling, punctuation and grammar items) with or without using references, - revising drafts by adding, deleting, substituting or linking ideas, and - reflecting on own writing based on feedback from teachers or peers. Teachers are expected to help learners develop these strategies with increasing sophistication. - Teacher support is essential to helping learners express and organise their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to promote learner independence.							

LPF for Writing



**Setting
learning
objectives**

Identifying students' strengths & weaknesses
(e.g. analysing internal assessment papers, TSA data)



Part 4

Using the LPF to enhance curriculum planning

- a. Reviewing plans
- b. Example – enhancing the design of reading workshops and writing tasks

Using the LPF to enhance the school-based curriculum planning

Teachers can make use of the LPF to

- conduct **a holistic review** and **plan across year levels** to ensure the progressive development of students' reading and writing skills
- **understand students' abilities and needs**, which can help them develop their school-based reading workshops and improve the school curriculum

Reviewing the reading / writing curriculum plans with reference to the LPF

Learning and Teaching

How can teachers **improve the design of activities** to stretch students' potential and address their weaknesses?

- Are students provided with opportunities to **recycle learnt language items** for consolidation?
- Are **reading and writing experiences connected**, so that students have sufficient input before writing?
- Is there a **gradual reduction in teacher support** to promote learner independence?
- Are different **reading skills** (e.g. scanning, skimming) and **writing strategies** (e.g. generating ideas, editing drafts, reflecting on own writing) incorporated in the school curriculum?

Assessment

- Is **self or peer assessment** incorporated in the activities?
- Are learning objectives and assessment criteria **co-constructed or shared with students**?

etc.

Progression

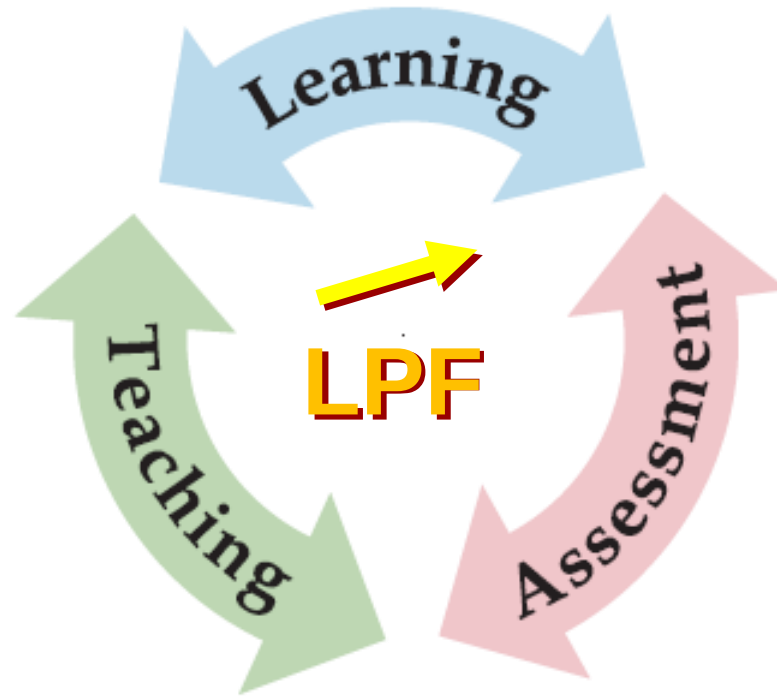
- What are the **strengths and weaknesses** of students?
- What is the **next level of attainment** for students?
- Is there **clear and gradual progression in item design and task requirements** from KS1 to KS2?

Topics

Does the curriculum **provide a variety of reading materials and writing activities** to help students develop different aspects of reading and writing skills?

- Reading: Are the selected reading materials **authentic and level appropriate**? Are there a **wide variety of text types** (fiction and non-fiction)?
- Writing: Apart from picture writing, do the writing topics cover **different text types**? (e.g. stories, reports, recipes, biographies, scripts) Is **journal writing** included in the writing plan?

Recap of the Programme's Message



Help students
progress to the next
level of learning



Plan strategically for
effective learning,
teaching & assessment



Identify students' **strengths**
& **weaknesses**