

# **Assessment Literacy Series: Effective Use of the Learning Progression Framework to Enhance English Language Learning, Teaching and Assessment in Writing at Primary Level**

**March 2018**

**English Language Education Section**

**Curriculum Development Institute**

**Education Bureau**

# Rundown of Today's Programme

<b>2:00 – 2:05 PM</b>	<b>Registration</b>
<b>2:05 – 2:35 PM</b>	<b>Part 1 - Introduction of the Learning Progression Framework (LPF)</b>
<b>2:35 – 3:20 PM</b>	<b>Part 2 - How to use the LPF as a reference tool to to give constructive feedback and improve the school-based writing plan at primary level</b>
<b>3:20 – 3:35 PM</b>	<b>Break</b>
<b>3:35 – 4:05 PM</b>	<b>Part 3 - Suggestions on designing appropriate writing tasks and connecting students' reading and writing experiences</b>
<b>4:05 – 4:50 PM</b>	<b>Part 4 – Hands-on activities on designing/revising writing tasks to improve students' writing skills</b>
<b>4:50 – 5:00 PM</b>	<b>Q &amp; A</b>

# Objectives:

- ▶ To introduce the Learning Progression Framework (LPF) for English Language as a reference tool to give constructive feedback and improve the school-based writing plan at primary level;
- ▶ To provide suggestions for teachers to improve students' writing skills by designing appropriate writing tasks and connecting students' reading and writing experiences; and
- ▶ To inspire teachers with hands-on activities on designing/revising writing tasks to improve students' writing skills, e.g. giving appropriate scaffolding

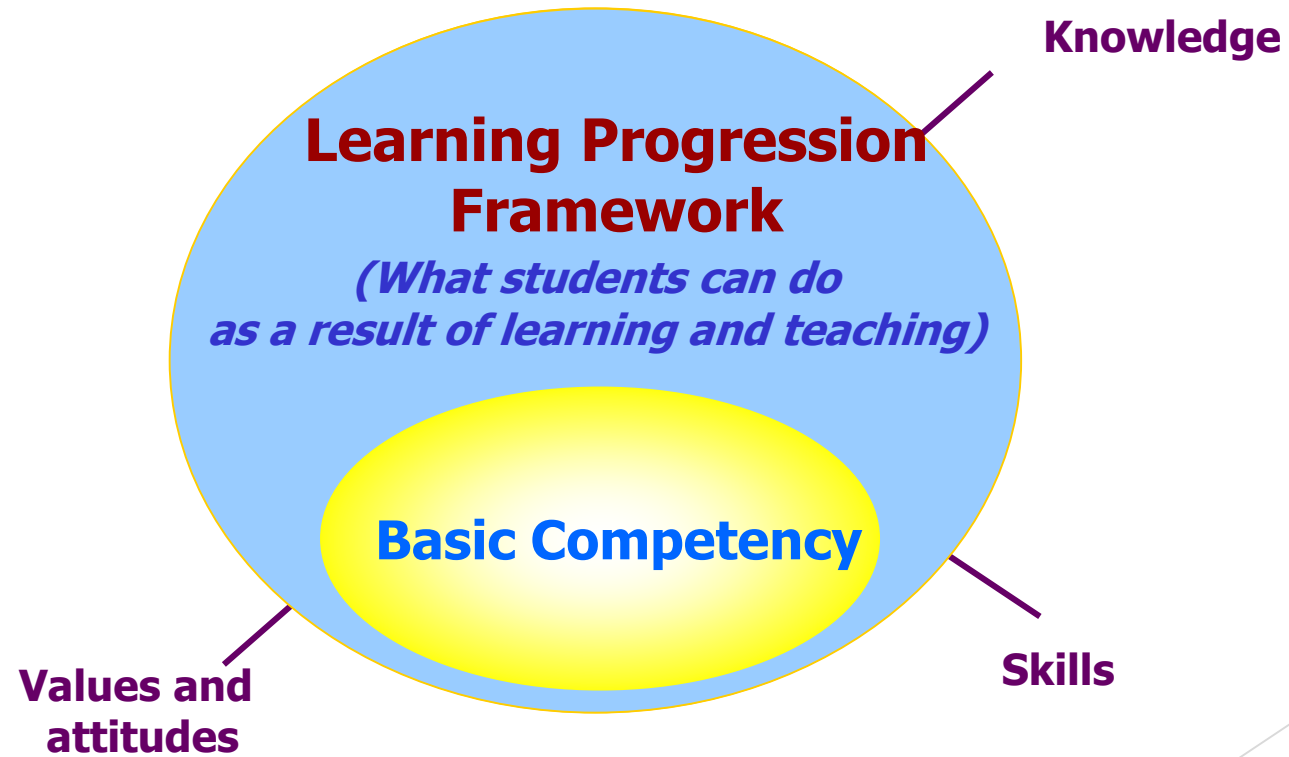
# Part 1

## Introduction of the Learning Progression Framework (LPF)

# The Learning Progression Framework for English Language (LPF)

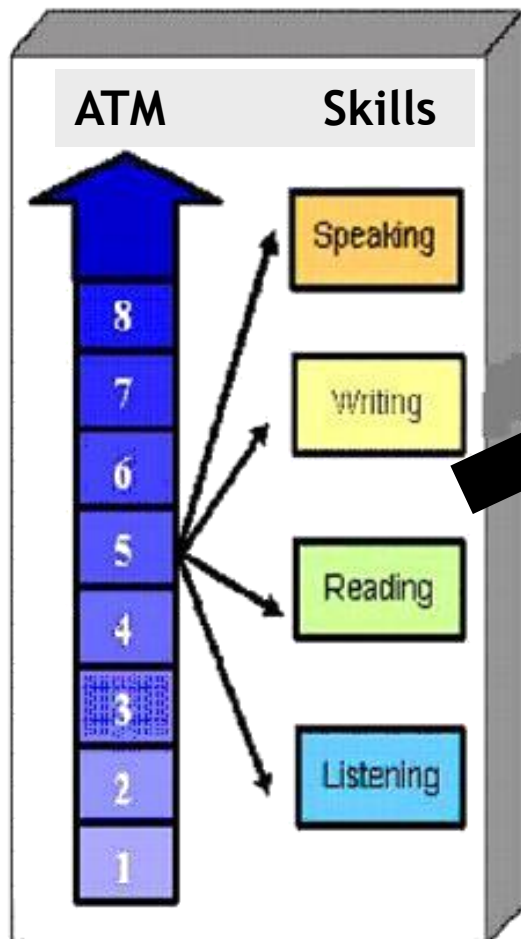
- **represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Objectives of the English Language curriculum;**
- **is made up of Learning Outcomes organised under the four language skills and divided into eight levels of attainment;**
- **helps teachers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

# Relationship between the Curriculum Framework, LPF and BC

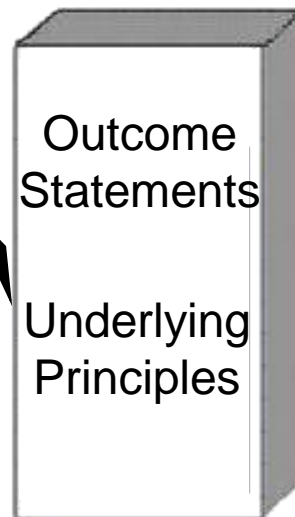


# Structure of the LPF for English Language

LOs organised & presented under the four language skills

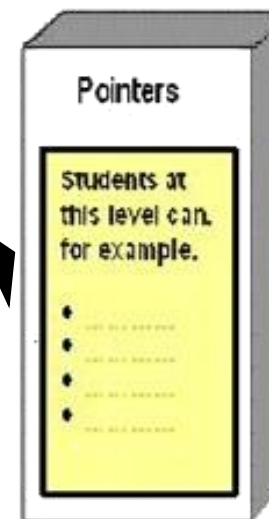


LOs for each language skill expressed in the form of outcome statements (a general description of learner performance)

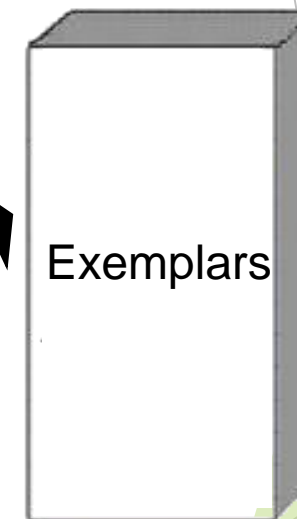


Underlying Principles elucidate some of the learning objectives which do not lend themselves to the description in terms of 8 levels of attainment but are essential to English language learning.

Pointers provide specific examples of what learners are able to do in demonstrating the LOs.



Exemplars illustrate the expected student performance.



# Activity 1

**In groups, work on the partly completed tables of the LPF for Writing by inserting**

- **the Learning Outcomes (LOs) in Table 1; and**
- **the pointers in the appropriate columns in Table 2;**

**so that they form a developmental continuum of eight Attainment Milestones.**

## Part 2

How to use the LPF as a reference tool to  
to give constructive feedback and  
improve the school-based writing plan at  
primary level

# Use of the LPF – Setting Learning Objectives for Writing

## LPF for Writing

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 centered 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, or 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 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 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

**Identifying students' strengths & weaknesses**  
(analysing internal assessment papers, TSA data )

- ◆ Setting learning objectives
- ◆ Giving constructive feedback

# Activity 2

1. In groups, study the two compositions and collect evidence of student learning with reference to LPF pointers, i.e. **strengths** and **weaknesses** of their performance.
2. Give comments to the students in the following 3 areas:  
**Content, Organisation, Language & Style.**

## Text 1

### Chinese New Year

Chinese New Year is in 1/2. they is in spring. this meanings is to celebrate the beginning of a year

The Special food items: red melon seeds, rice dumplings... The people will get lucky money, watch fireworks and visit friends.

In Chinese New Year, I feel happy because I have a lot of lucky money. I want to don't go to visit friends because it is broke.

## Text 2

### Chinese New Year

Chinese New Year was on 16<sup>th</sup> February in 2018. It is in spring. Chinese New Year is a festival to celebrate the beginning of the Lunar New Year.

Chinese New Year has a lot of special food. We can eat tangerines, lotus seeds, red melon seeds and so on. It has a lot of special activities too. We can play dragon and lion dances, watch fireworks display, visit our relatives, have lucky money and so on.

I like Chinese New Year. It is because I can get a lot of lucky money. We can have some new things to do. We can watch fireworks with my brother and sister, have New Year's Eve Dinner with family too.

# Observations - strengths

## Content (ATM 2)

You made good attempt to explain the meaning of Chinese New Year! You can also express your feelings about the festival. You can also write more about what you do in the new year.

## Language and Style (ATM 2)

You can use some simple vocabulary related to Chinese New Year and use some simple adjectives to describe your feelings. The use of punctuation marks is good too!

## Organisation (ATM 2)

It's good to put different ideas in three paragraphs.

## Text 1

### Chinese New Year

Chinese New Year is in ½. they is in spring. this meanings is to celebrate the beginning of a year

The Special food items: red melon seeds, rice dumplings... The people will get lucky money, watch fireworks and visit friends.

In Chinese New Year, I feel happy because I have a lot of lucky money. I want to don't go to visit friends because it is broke.

Sometimes, verbal comments would be easier for students to understand!

# Observations - weaknesses

Making use of the LPF to give comments to students

To improve your writing, you can write a few more sentences about Chinese New Year in the first paragraph, e.g. When is it? Who like the festival?

Write more about the food we eat in Chinese New Year and try to explain why.

Chinese New Year  
Chinese New Year is in ½. they is in spring. this meanings is to celebrate the beginning of a year

The Special food items: red melon seeds, rice dumplings... The people will get lucky money, watch fireworks and visit friends.

In Chinese New Year, I feel happy because I have a lot of lucky money. I want to don't go to visit friends because it is broke.

Think about "they is".  
Do you mean "It is"?

Begin the sentence like this: *"People eat special food in Chinese New Year, such as..."*

We do not use the simple future tense to write about activities we usually do.

Check the spelling carefully for the last word. Do you mean "boring"?

# Observations - strengths

## Content (ATM4)

I like reading your work! Your writing can give some information and good examples about Chinese New Year. You can also express your feelings about the festival.

Text 2

## Language and Style (ATM4)

I can see that you use the simple present tense and past tense quite accurately. There is also a good choice of vocabulary that are related to Chinese New Year. You can also use modal verb 'can' correctly. Keep up the effort!!

## Organisation (ATM4)

The organisation is very clear to me! I can see that you write your ideas in three paragraphs, including an introduction, a detailed description about the festival in the second paragraph and explain why you like the festival in the last paragraph. You also use a topic sentence to start each paragraph and use connectives to link your ideas.

Making use of the LPF to give comments to students

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Sometimes, verbal comments would be easier for students to understand!

# Observations - weaknesses

To improve your writing, you can describe the taste of your favourite food, e.g. I like eating tangerines. They are sweet and juicy.

Think about the use of “so on”. Don’t overuse the expression.

Making use of the LPF to give comments to students

## Chinese New Year

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I like Chinese New Year. It is because I can get a lot of lucky money. We can have some new things to do. We can watch fireworks with my brother and sister, have New Year’s Eve Dinner with family too.

# Use of the LPF – Giving quality and constructive feedback

## LPF for Writing

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**Identifying students' strengths & weaknesses**  
(analysing students' writing )

## Giving feedback on Content, Organisation, Language & Style

- Select typical writing/group work
- Start with positive comments
- Make suggestions that are level appropriate to students
- Share with the whole class or give feedback to individual students through conferencing

## Activity 3

In groups,

1. study the writing plans of two schools; and
2. comment on the strengths and weaknesses of the plans.

# Identifying the Key Components of a Writing Programme with Reference to the LPF



# Designing a school-based writing programme

## Underlying Principles

Lack of  
Motivation

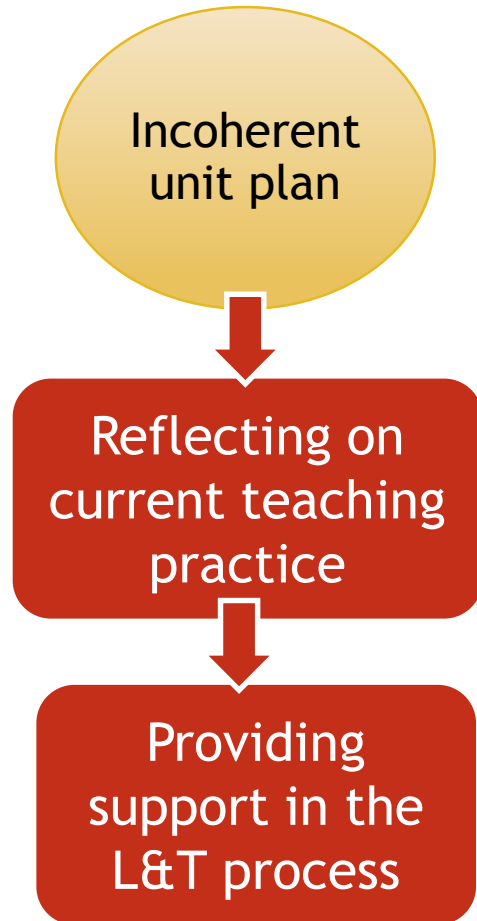


Designing  
meaningful  
writing tasks

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and should 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.

# Making use of the LPF to enhance students' writing skills

## Underlying Principles



3. The development of writing strategies does not readily lend itself to descriptions in all of the eight levels of learning outcomes, e.g.,
  - generating ideas by brainstorming or seeking and selecting information and ideas from different sources
  - revising drafts by adding, deleting, substituting or linking ideas
  - editing drafts by correcting errors in language
  - reflecting on own writing based on feedback from teachers or peers
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 could be gradually reduced to promote learner independence.

# Designing a school-based writing programme (Content)

Lack of  
ideas

Raising awareness of  
text type features

Using graphic organisers  
to expand/elaborate ideas

Connecting students'  
reading and writing  
experiences

## Pointers from ATM 3 – 5

1. Write and reply to short and simple letters to share personal experiences
2. Write short and simple descriptions of objects, people, places and events
3. Write short and simple stories
4. Write and reply to simple letters to share personal experiences
5. Write simple descriptions of objects, people, places and events with some details
6. Write some formal letters to make simple requests and enquiries
7. Write a range of simple texts to describe, recount, record, explain and propose with some supporting details
8. Write stories with a setting, a simple plot and simple characterisation

# Designing a school-based writing programme (Language and Style)

## Poor Language

Insufficient  
vocabulary

Inconsistent  
use of tenses

### Pointers from ATM 3 – 5

1. Use a small range of vocabulary on familiar topics, with most words correctly spelt and some word collocations correct
2. Use a range of adjectives/adjective phrases to describe and compare with some consistency
3. Use a small range of adverbs/adverbial clauses for some communicative functions with some consistency
4. Use a range of tenses and the passive voice with some consistency
5. Use modals for some communicative functions with consistency
6. Show an awareness of using some stylistic features (e.g. using dialogues in stories to create interest, use headings and sub-headings to clarify presentation) to support the purpose of text

# Designing a school-based writing programme (Organisation)

Poor  
organisation



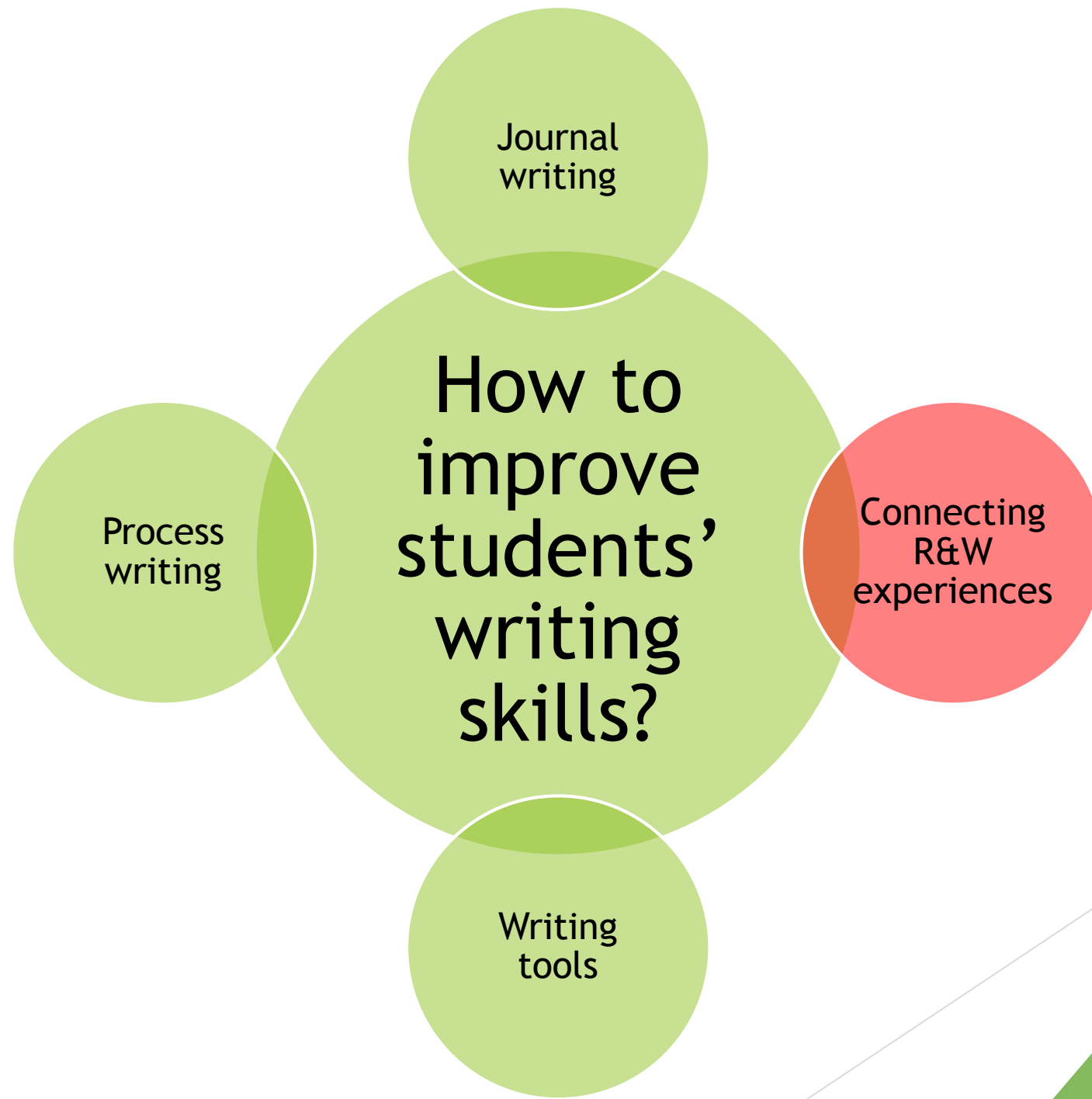
The diagram features a yellow oval on the left containing the text 'Poor organisation'. Three red arrows originate from the right side of this oval and point towards a yellow rectangular box on the right. The top arrow points to the first item in the list, the middle arrow points to the fourth item, and the bottom arrow points to the seventh item.

## Pointers from ATM 3 – 5

1. Establish links using some simple cohesive devices with some consistency
2. Arrange ideas in a short text using simple and limited means (e.g. sequencing events chronologically) to show a generally clear focus
3. Arrange ideas in a short text using simple means (e.g. providing illustrations or explanations) to show a generally clear focus
4. Structure the text using paragraphs, including a brief introductory and/or concluding statement
5. Establish links within some paragraphs using a range of cohesive devices with some consistency
6. Arrange ideas in some paragraphs using different means (e.g. using topic sentences) to show a generally clear focus
7. Structure the text using paragraphs

# Part 3

Suggestions on designing appropriate writing tasks and connecting students' reading and writing experiences



# Connecting reading and writing experiences

Book: How to be a Sports star

**Content  
ATM 3.2**  
Write short and simple descriptions of food items

**Language & style  
ATM 3.1**  
Use a small range of simple vocabulary on familiar topics, with some consistency in spelling and word allocation

menu

letter

**Content  
ATM 3.1**  
Write and reply to short and simple letters to share personal experiences

**Language & style  
ATM 3.2**  
Use a small range of adjectives to describe events and feelings with some consistency

**Language & style  
ATM 3.6**  
Use appropriate salutation and closing in simple letters

**Organisation  
ATM 3.1**  
Establish links using some simple cohesive devices with some consistency

## Connect reading and writing skills:

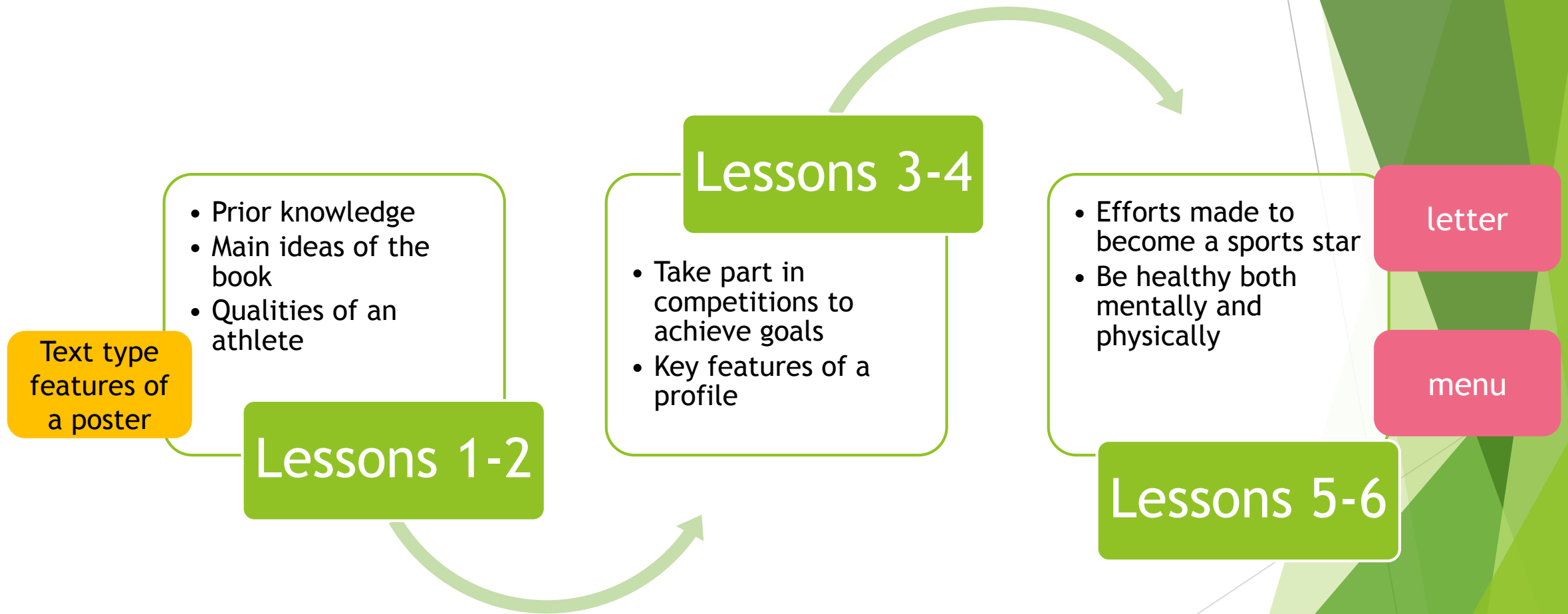
- Relating to students' own experience
- Applying the language and ideas in a new context

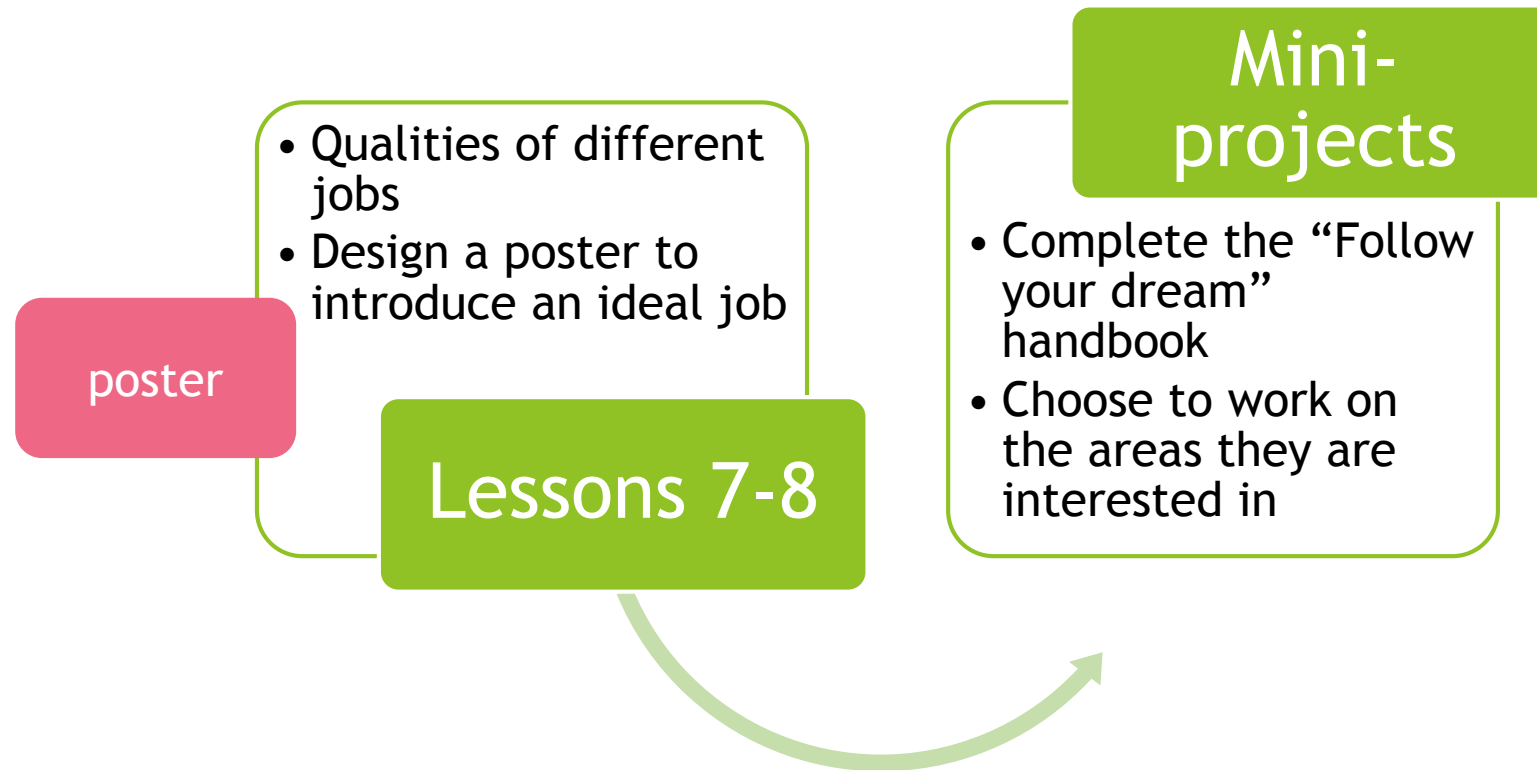
**Content  
ATM 3.2**  
Write short and simple descriptions of people and jobs

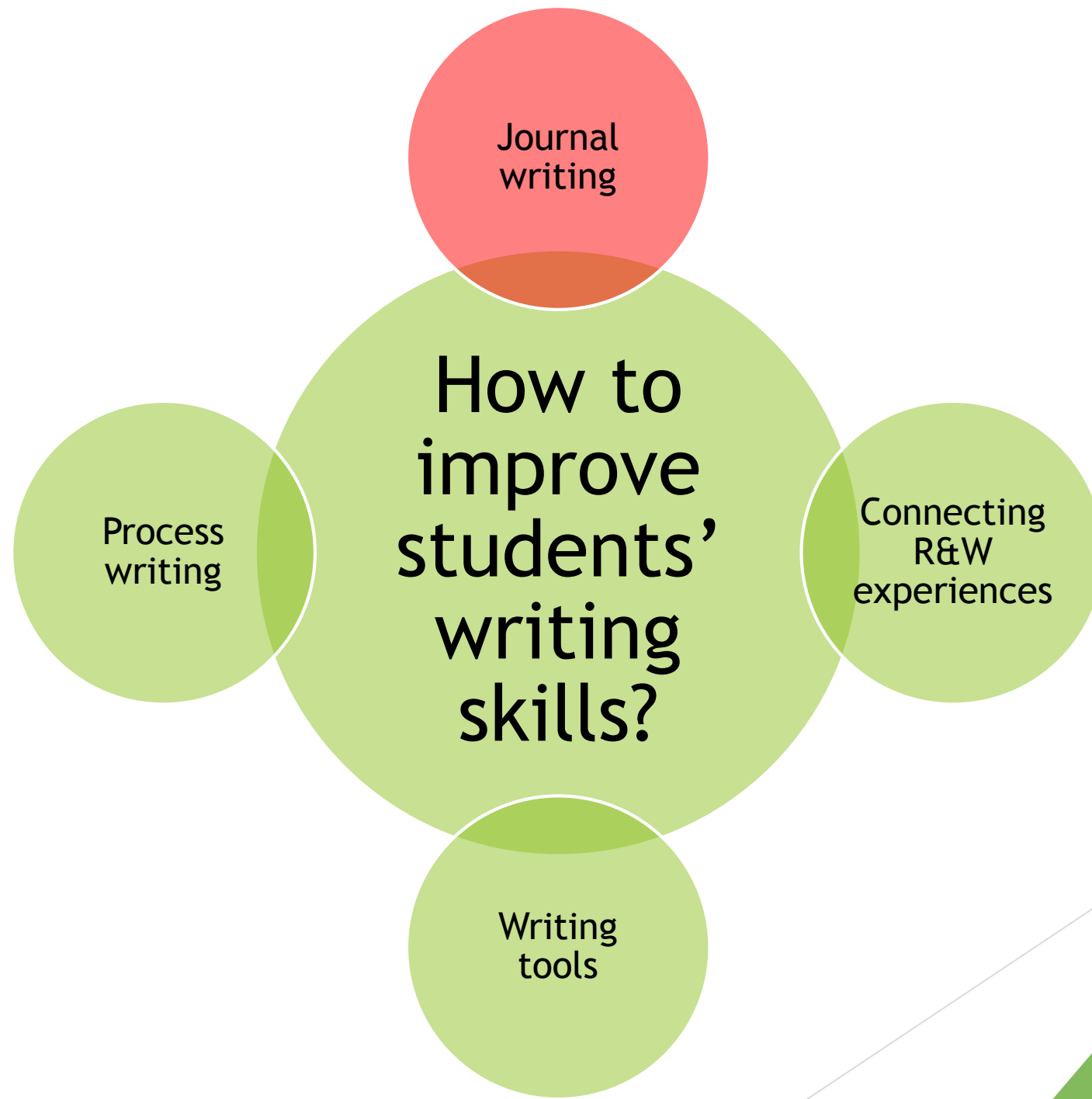
**Organisation  
ATM 3.2**  
Arrange ideas in a short text using simple and limited means (e.g. point-form) to show a generally clear focus

**Language & style  
ATM 3.5**  
Use modals for some communicative functions with some consistency

poster







# Journal writing

## Aims

### Content (ATM 4)

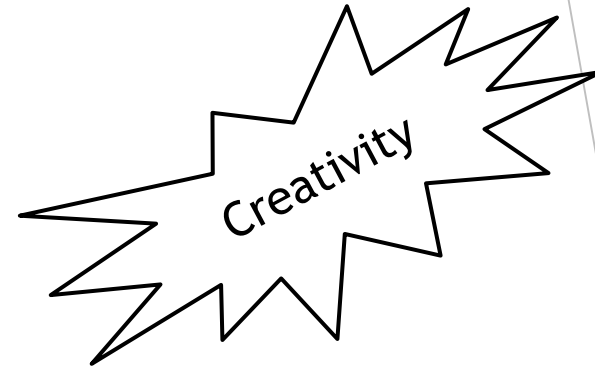
- Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration

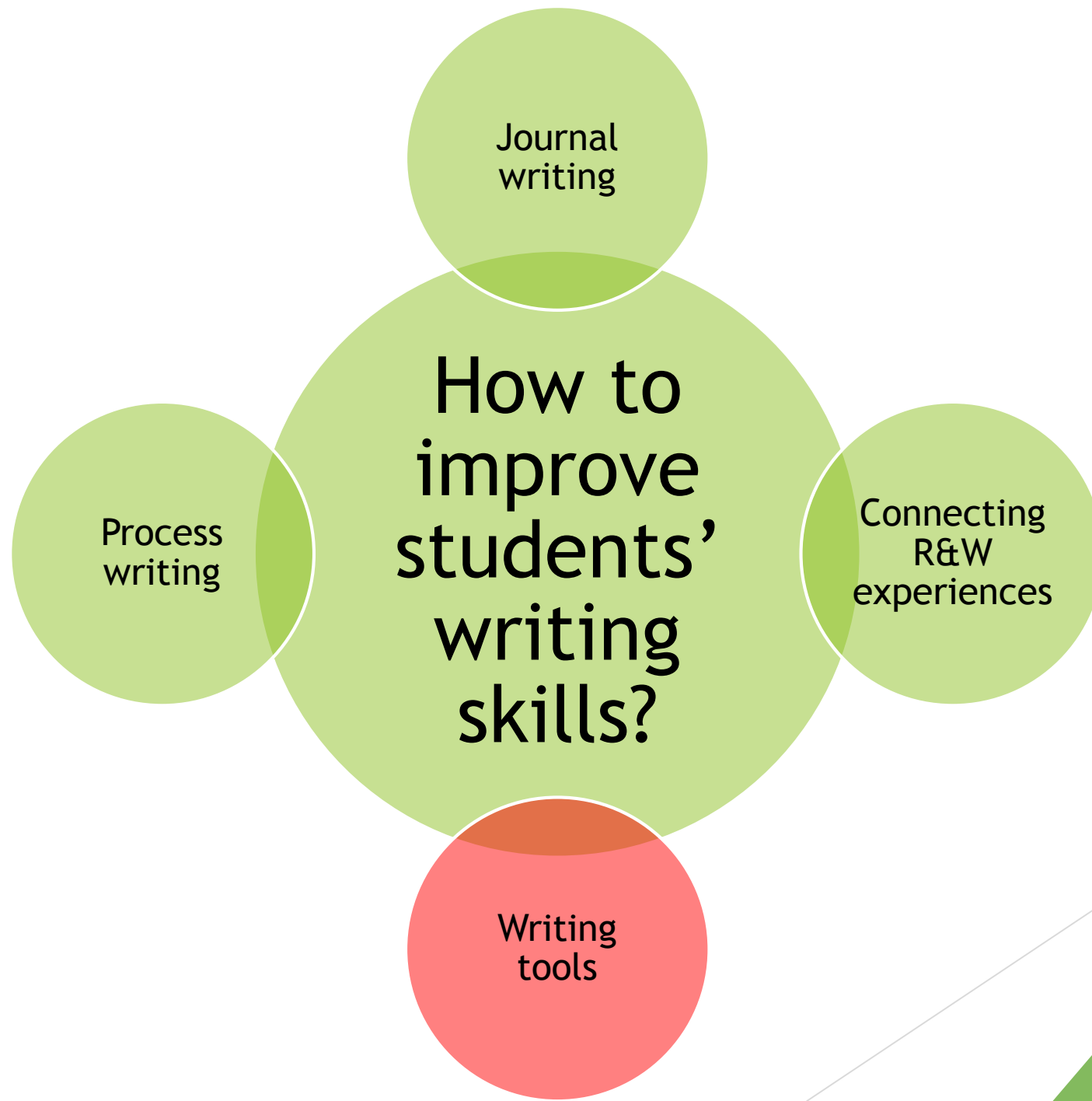
### Language & style (ATM 4)

- Use a small range of language forms and functions
- Showing an awareness of tone, style, register and features of some text type

### Organisation (ATM 4)

- Linking ideas quite coherently
- Showing an awareness of overall organisation of ideas

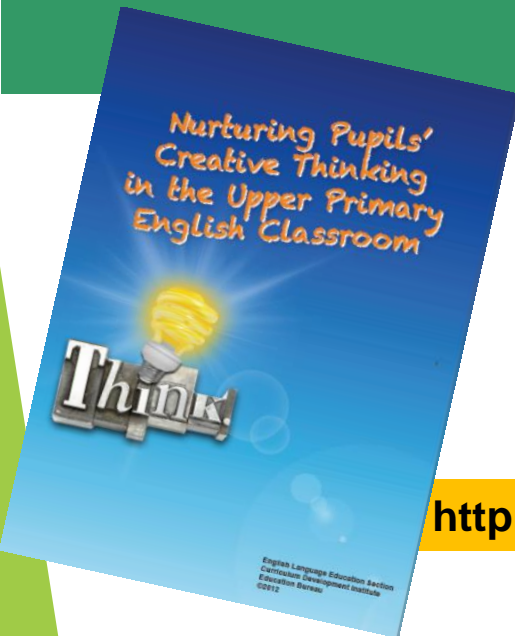




# Providing opportunities for students to write creatively and critically

## Some principles:

1. Go beyond the given information
2. Allow time to think
3. Strengthen creative abilities, e.g.
  - look at a situation from several perspectives
  - break away from traditional patterns of thought
  - teach creative thinking techniques



[http://www.edb.gov.hk/creativethinking\\_pri](http://www.edb.gov.hk/creativethinking_pri)

Creative Thinking Tools	Pages	Learning and Teaching Activities					
		2.1 Turning over a New Leaf	2.2 Food Packaging	2.3 Favourite Festivals	2.4 We Love Cheung Chau	2.5 An Unfair Game	2.6 A New Fairy Tale
<b>1.1 Brainstorming</b> <i>Thinking more by building on prior knowledge and experience</i>	2		*		*	*	
<b>1.2 Mind Mapping</b> <i>Concentrating the mind by providing sub-topics</i>	4		*				
<b>1.3 Morphological Matrix</b> <i>Combining ideas to explore possibilities</i>	5			*			*
<b>1.4 S.C.A.M.P.E.R. Techniques</b> <i>Thinking outside the box</i>	7	*	*	*	*		
<b>1.5 Value Grid</b> <i>Evaluating the pros and cons of ideas</i>	9				*		
<b>1.6 R.A.F.T. Strategy</b> <i>Thinking from a new angle</i>	11				*	*	*

## Applying creative thinking tool – RAFT to design a creative writing task

What writing task should I design to promote creative writing?

Role	Audience	Format	Topic
Spectators of the Bun-scrambling Competition	Friends not in HK	email	Fun day in Cheung Chau
Mr Bun	Visitors joining the Bun Festival/ Other Ping An Buns	Auto-biography	"I'm a Special Bun!"
An American tourist	Other Americans	letter	Interesting Chinese culture
Mr Bun	Other buns	Invitation cards	Join the Bun-scrambling Competition

Students have their own journal writing book for their writing.  
Students are asked to design a cover to let them have a stronger sense of ownership and encourage them to be creative and enjoy the process of writing.

Monthly writing prompts are given to keep students inspired.  
Topics may include **daily recount, diary writing, story writing, giving advice, adventure, imaginative writing, opinion writing**, etc.

## Assessment rubrics

Teachers write comments to students instead of marking every single line of their work.

Overall Comments: \_\_\_\_\_

Student's Name: \_\_\_\_\_

### Assessment Rubrics for Writing

	😊😊😊😊	😊😊😊	😊😊	😊
<b>Ideas</b>	<input type="checkbox"/> Stays on topic <b>throughout the paper</b> <input type="checkbox"/> Elaboration contains <b>interesting word choices</b> for specific examples and descriptions <input type="checkbox"/> Content is <b>very creative/ good</b>	<input type="checkbox"/> <b>Mostly</b> stays on topic <input type="checkbox"/> <b>Some elaboration</b> , although word choices are not specific <input type="checkbox"/> Content is logical/ reasonable/ <b>quite interesting</b>	<input type="checkbox"/> Tends to digress and write <b>off topic</b> <input type="checkbox"/> <b>Little attempt</b> at elaboration <input type="checkbox"/> Content is <b>plain</b>	<input type="checkbox"/> <b>Does not stay on topic</b> <input type="checkbox"/> Does not elaborate <input type="checkbox"/> Content is <b>very plain</b> with <b>not enough ideas</b>
<b>Organisation</b>	<input type="checkbox"/> Writing is <b>well-organised</b> with a beginning, middle, ending <input type="checkbox"/> Writing shows an obvious <b>structure</b> <input type="checkbox"/> Provide an <b>impressive ending/</b> concluding remark	<input type="checkbox"/> Writing shows <b>some organisation</b> with a beginning, middle, ending <input type="checkbox"/> <b>Some attempt</b> at structuring the writing <input type="checkbox"/> Provide an <b>appropriate ending/</b> concluding remark	<input type="checkbox"/> Writing is <b>not well organised</b> and is missing a beginning or ending <input type="checkbox"/> <b>Little attempt</b> to structure writing <input type="checkbox"/> Provide a <b>simple ending</b>	<input type="checkbox"/> No evidence of organisation <input type="checkbox"/> <b>No structure</b> to writing <input type="checkbox"/> Lack of a proper ending
<b>Language</b>	<input type="checkbox"/> Words have been <b>carefully chosen and specific</b> <input type="checkbox"/> Sentences <b>show variety and fluency</b> <input type="checkbox"/> All sentences are <b>complete</b> <input type="checkbox"/> Uses <b>proper punctuation and capitalisation</b> <input type="checkbox"/> All "key" words are <b>spelled correctly</b>	<input type="checkbox"/> Words were chosen for the topic <input type="checkbox"/> <b>Some evidence</b> of sentence variety <input type="checkbox"/> Most sentences are complete <input type="checkbox"/> <b>Most of the time</b> uses correct punctuation and most words capitalised correctly <input type="checkbox"/> <b>Most "key" words</b> are spelled correctly	<input type="checkbox"/> Words are general and <b>not well thought out</b> <input type="checkbox"/> <b>Little evidence</b> of sentence variety <input type="checkbox"/> Some sentences are complete <input type="checkbox"/> Sometimes uses punctuation and <b>inconsistent</b> use of capitalisation <input type="checkbox"/> <b>Some "key" words</b> are spelled correctly	<input type="checkbox"/> Words are not specific <input type="checkbox"/> <b>No variety</b> of sentences. Some are <b>vague</b> or awkward. <input type="checkbox"/> Sentences are <b>incomplete</b> <input type="checkbox"/> <b>No attempt</b> at punctuation and capitalisation <input type="checkbox"/> Lots of <b>spelling errors</b>

# Part 4

Hands-on activities on designing/revising writing tasks to improve students' writing skills

Please refer to  
the activity sheet

## Activity 4

**In your group, please discuss the following:**

1. Choose one of the  
textbook units

2. Study the design and  
predict the challenges  
students may encounter  
with reference to LPF

3. Suggest learning activities  
and/or revise the writing task  
to scaffold students' writing abilities  
and connect their learning experiences

Option 1: Wonderful seasons  
and weather (KS1)

Option 2: The power of nature (KS2)


2B Longman Elect Chapter 6  
(writing a personal letter)

Book 10 Lighthouse for HK Unit 4  
(writing a blog entry about an  
accident or a disaster)

# Activity 4 (Option 1)

Ways to improve students' writing skills at P2

Task: Writing a reply to a friend's letter



How can I  
help  
students  
to  
progress?

## Content ATM 2

Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics

## Organisation ATM 2

Putting ideas about a topic in sentences

## Language and style ATM 2

Using some simple language forms and functions, and simple formats quite appropriately

# Activity 4 (Option 1)

Ways to improve students' writing skills at P2

Task: Writing a reply to a friend's letter

Pre-writing - Highlighting keywords and text type features

What to include in the  
reply letter

My favourite  
season

My favourite  
festival

Teach text type  
features explicitly

The date

Who are you writing to?

Send your greetings.

The body of the letter

End the letter.

Sign your name.

# Activity 4 (Option 1)

Ways to improve students' writing skills at P2

Task: Writing a reply to a friend's letter

Pre-writing - Drawing a mind map / revisiting the language learnt

Mind map



# Activity 4 (Option 1)

Ways to improve students' writing skills at P2

Task: Writing a reply to a friend's letter

Pre-writing - Drawing a mind map and revisiting the language learnt

Mind map



# Activity 4 (Option 1)

Ways to improve students' writing skills at P2

Task: Writing a reply to a friend's letter

Pre-writing - Sharing the task-specific success criteria with students

Key Points	No. of Stars
1. Features of a letter	
2. Using formulaic expressions to send greetings/end a letter	
3. Using simple vocabulary to express describe favourite season/festival	
4. Using the simple present tense to write about facts	

# Activity 4 (Option 1)

Ways to improve students' writing skills at P2

Task: Writing a reply to a friend's letter

While writing - Providing prompts

\_\_\_\_\_ The date

Dear \_\_\_\_\_, Who are you writing to?

How are you? \_\_\_\_\_ Send your greetings













The weather in Hong Kong is different in each season. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Body:  
My favourite season

My favourite festival is \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Body:  
My favourite festival

\_\_\_\_\_ End the letter

Love,  
\_\_\_\_\_ Sign your name

Post-writing - Conducting peer/ self assessment

Key Points	No. of Stars
1. Features of a letter	  
2. Using formulaic expressions to send greetings/end a letter	  
3. Using simple vocabulary to express describe favourite season/festival	  
4. Using the simple present tense to write about facts	  

# Activity 4 (Option 2)

## Content ATM 4

- Writing short and simple letters/articles to **share personal experiences**
- Writing **simple descriptions** of objects, people, places and **events with some details**

Vocabulary items about natural disasters, e.g. earthquake, drought, flood

A recount about a tsunami that happened in Thailand in 2004

Writing task:  
A blog entry about an accident



A blog entry about droughts in Africa

Revised as:  
A blog entry about a typhoon that happened in HK

### Gaps identified:

- Vocabulary items for students to describe natural disasters, e.g. typhoon in HK, are not provided.
- The events are not familiar to students and students may not be able to transfer the descriptions to the situation in HK.
- The writing task which requires students to write about an accident is different from the topic of natural disasters.

# Activity 4 (Option 2)

Pre-writing task 1: Vocabulary and idea development using pictures  
**Matching pictures with descriptions** to enrich students with more vocabulary and expressions to describe typhoons in Hong Kong

What are the challenges?

## Content ATM 4

- Writing short and simple letters/articles to **share personal experiences**
- Writing simple descriptions of objects, people, places and events **with some details**

Severe Typhoon Hato whipped up tsunami-like waves in Hong Kong, with waves up to 3.5 meters high.

A powerful typhoon, Hato, battered Hong Kong in August 2017. The observatory issued Typhoon Signal no. 10. All transportations suspended for hours, including air, ground and sea.

The sea level of Tai O rose to 3.54 meters above lowest tide level and the water flooded the houses. So many people were homeless.

I live in Heng Fa Chuen. The heavy rain flooded the streets and a playground near my home. So I could not buy food from shops and had to stay at home.

# Activity 4 (Option 2)

Pre-writing task 2: Use the adjectives and sentence structures introduced to **write short descriptions about Typhoon Hato**, a typhoon signal no. 10 that happened in August 2017

Tsim Sha Tsui/power/blow down/ the scaffolding at a construction site

Hung Hom/monster/a gondola/smash windows of flats

the Victoria Harbour/terror/heavy rain and strong wind/

Heng Fa Chuen/disaster/destroy trees

## Language ATM 4

- Use a range of **adjectives/ adjective phrases** to describe and compare with consistency
- Use **a small range of vocabulary on familiar topics**, with most words correctly spelt and some word collocations correct

# Activity 4 (Option 2)

Gaps identified:

- Although the structure of a blog is introduced, the sample writing is not a recount, and the events are not sequenced chronologically.

## Organisation ATM 3

- Using **some simple cohesive devices** with some consistency
- Arrange ideas in a short text using simple or limited means (**e.g. sequencing events chronologically**) to show a generally clear focus

## Organisation ATM 4

- Structure the text using paragraphs, including **an introduction, body and/or conclusion**

# Activity 4 (Option 2)

Pre-writing:

In groups, organise the ideas using graphic organisers and sequence the events  
(Based on Task – Model)

Providing background information:  
Who, What, Where, When

Writing about the accident

What was the most unforgettable

Conclusion/ending:  
my feeling, lesson learnt



I've been away on a trip. Something unforgettable happened on the third day when I went skiing in Japan.

## Organisation ATM 3

- Arrange ideas in a short text using simple or limited means (e.g. **sequencing events chronologically**) to show a generally clear focus



I arrived at the skiing resort at 10 a.m. and I was excited to see that there was a lot of snow on the mountain! I skied for only two hours because the weather suddenly changed. The sky turned dark grey at around noon.



I had lunch in a restaurant at around 12:30 p.m. I looked out of the window while I was having a cup of coffee. I could only see two skiers. Suddenly, I heard a loud noise and saw layers of snow tumbling down. Then the two skiers disappeared under the snow.







I quickly phoned the rescue service and told them about the accident. Five minutes later, the rescuers arrived and saved the two skiers. I think I did something very important that day.

## Organisation ATM 4



















- Structure the text using paragraphs, including **an introduction, body and/or conclusion**

# Activity 4 (Option 2)

While-writing:  
A Blog entry about a typhoon

 <b>1.</b> Providing background information (Who, What, Where, When)	<b>Shared writing:</b> <ul style="list-style-type: none"> <li>➤ With reference to Pre-tasks 1 &amp; 2, students can provide a general description about the typhoon (Paragraph 1) and its influence to our lives (Paragraph 2).</li> </ul>
 <b>2.</b> Writing about the accident	
 <b>3.</b> What was the most unforgettable	<b>Individual writing:</b> <ul style="list-style-type: none"> <li>➤ Writing about the special experience in Paragraph 3</li> <li>➤ Giving a conclusion in Paragraph 4</li> </ul>
 <b>4.</b> Conclusion: my feeling, lesson learnt	

Post-writing: Raise students' awareness on language accuracy/idea development using peer-assessment checklist

Key Points	No. of Stars
1. Including features of a blog, e.g. title, personal feelings, date and time.	  
2. Using adjectives to express personal experiences	  
3. Using a small range of vocabulary to describe the typhoon	  
4. Using the simple past tense to write about the typhoon	  
5. Arranging ideas and events chronologically	  
6. Writing the blog using paragraphs, including an introduction, body and/or conclusion	  

# Steps in Using the LPF to Enhance Students' Writing Skills

1. Provide opportunities to engage students in a range of **tasks** that **cover a variety of purposes and text types** in the school's writing programme.
2. Identify the **requirements** for each task in terms of the three domains in the LPF.
3. Develop a **task-specific feedback sheet** based on the task requirements.
4. Help students develop **strategies to approach the writing tasks**, e.g. highlighting keywords, drawing a mind map, structuring the text.
5. Ask students to complete the first draft independently. **OR** Help students develop the first draft through **appropriate teaching strategies**, e.g. shared writing, group writing.
6. Guide students to improve the first draft based on **constructive feedback** from teachers and/or peers.