

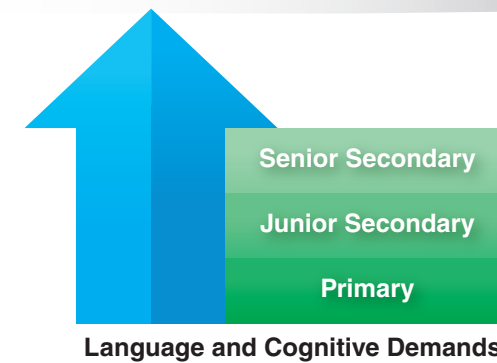
Bridging the Gap for a Smooth Transition – Strengthening Connections and Progressions in the Secondary English Language Education Curriculum

Students need to adapt to changes in their school life while progressing from one key stage to the next. A smooth transition across key stages is a positive step forward in a student's learning journey and it helps build a firm foundation for success throughout their schooling. It is therefore crucial to strengthen curriculum continuity, prepare students well for the next key stage of learning, and equip them with the language knowledge and skills to meet the challenges ahead.

Why is a smooth transition important?

Equipping students for learning challenges

As students progress from the primary to the secondary level, the language and cognitive demands in learning grow. They are expected to communicate more abstract and complex ideas in a variety of contexts using more advanced language items and structures. While they need to cope with increasingly complex texts as they progress along the English Language Education curriculum, they may also need to acquire language skills for academic purposes, which may involve the use of more subject-specific vocabulary and more complicated sentence structures to perform different rhetorical functions, to support them in learning across the curriculum.



Catering for learner diversity

Senior Secondary Level
Core subject: English Language
Elective subject: Literature in English

Learning
non-language subjects
through English

English-related Applied
Learning courses

With a view to catering for students' learning needs, interests and aspirations and stretching their potential, learning experiences essential to broadening and enriching students' English knowledge, skills and experience for further studies and vocational and professional training should be provided. Schools should consider offering an English-related elective subject and/or Applied Learning courses at the senior secondary level to complement and enrich English learning and plan holistically to prepare students well for taking these electives.

Strengthening Connections and Progressions in the Secondary English Language Education Curriculum

Educational transitions are crucial processes for students. Schools are encouraged to make visible the connections among various learning experiences in the junior and senior secondary curricula. A coherent English Language Education curriculum attaching importance to the connections and progressions of learning experiences can support students to develop the language knowledge and skills essential for further studies and lifelong learning.

Organising S1 bridging programmes through cross-KLA collaboration

Equipping students with

- study skills (e.g. note-taking skills, reference skills)
 - literacy skills (e.g. reading/writing across the curriculum)
 - self-directed learning skills (e.g. to reflect on their learning experiences and make plans for improvement)
- to learn across the curriculum

Promoting Language across the Curriculum (LaC)

- Forming a committee to oversee and plan holistically for cross-curricular learning
- Formulating the whole-school language policy
- Curriculum mapping to ensure horizontal and vertical alignment in the school curriculum
- Promoting the academic use of English through LaC to help students establish meaningful links across the curriculum while consolidating their language skills developed in the English Language subject

Enhancing the professional capacity of teachers

- Developing a shared understanding of transition (e.g. learning content, pedagogy and assessment practices at different key stages)
- Enhancing collaboration among teachers through cross-key stage co-planning meetings at regular intervals
- Managing the transfer and use of student data (e.g. students' progression, attitude to learning)
- Ensuring horizontal and vertical continuity of the school English Language curriculum to reduce repetition, address curriculum gaps and understand the general needs of each cohort of students

Developing literacy skills

- Promoting reading/writing across the curriculum (e.g. highlighting text structures, rhetorical functions and the related language items commonly found across Key Learning Areas (KLAs))
- Integrating the use of language arts at the junior secondary level to promote the creative use of English and literary appreciation to enrich language learning experiences
- Infusing enabling skills (e.g. vocabulary building strategies, phonics skills) into the school curriculum to facilitate independent learning

Incorporating the use of learning contexts related to work and social situations

Providing students with:

- diversified life-wide learning and career-related experiences, paving the way for English-related Applied Learning courses at the senior secondary level
- a variety of communication tasks (e.g. role-play, group discussion and visits) in work-related contexts to develop their interest and skills in using English in a practical way
- opportunities to take different English-related Applied Learning courses

Catering for learner diversity

- Addressing differences in the depth, pace and style of learning
- Maximising the potential of gifted students and supporting students with special educational needs (SEN)
- Incorporating the use of the Learning Progression Framework (LPF) to articulate students' performance
- Leveraging e-learning to create opportunities for active, self-paced, or co-operative learning

Resources for Reference



English Language Education - Curriculum Documents



English-related Applied Learning Courses



Cross-curricular Learning



Promoting Positive Values and Attitudes through English Sayings of Wisdom



Catering for Learner Diversity



Connecting Students' Learning Experiences through Promoting Reading and Writing across the Curriculum in the Junior Secondary English Classroom



The Learning Progression Framework

Lifelong Learning

Whole-person Development

English Language
Literature in English

Learning Non-language
Subjects through English

English-related Applied
Learning Courses

Gearing up for the Language Demands as Students Progress across Key Stages of Learning

Methodist College

– Leveraging Collaboration to Facilitate Holistic Planning across KLAs



Under the whole-school language policy, English is used as the medium of instruction in most of the non-language subjects in our school curriculum. To support our students in coping with the language demands as they progress across key stages of learning, groundwork has been laid in the pre-S1 English programme and junior secondary English Language curriculum to enhance our students' English language ability through promoting Language across the Curriculum (LaC). Positive learning outcomes have been seen as students become more ready and confident to use English to learn across the curriculum.

At the budding stage,

- ✦ a committee steered by the Principal was formed to engage representatives from different Key Learning Areas (KLAs) to identify possible entry points to support students in learning non-language subjects through English;
- ✦ cross-KLA initiatives were incorporated into the school's Pre-S1 Bridging Programme and LaC Programme; and
- ✦ professional development opportunities (e.g. school-based support offered by the EDB, professional development courses on LaC) were identified to enhance teachers' professional capacity in promoting LaC.

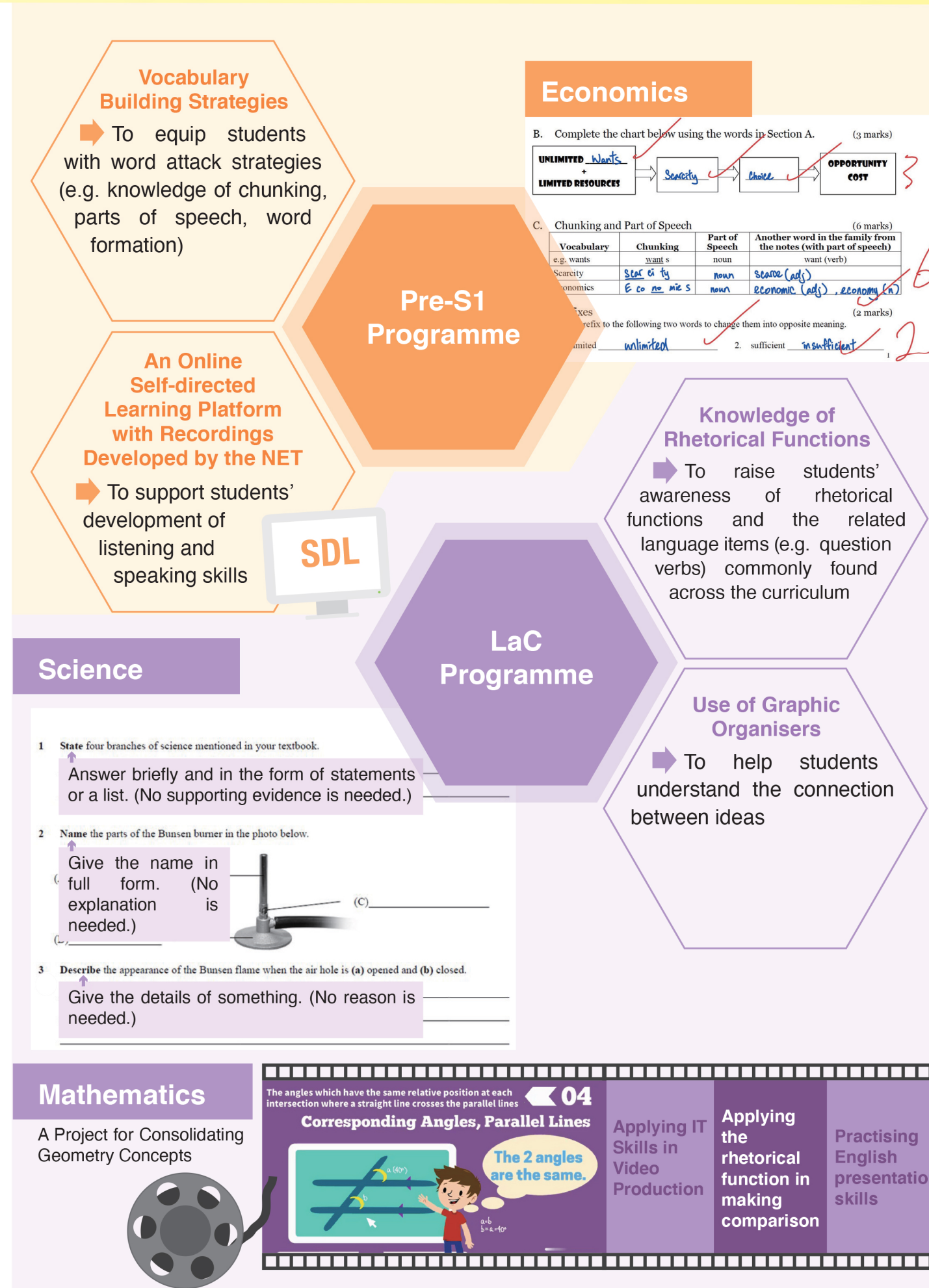
English teachers, the liaison between different subject panels,

- ✦ took the leading role to collaborate with teachers of different subject panels to identify possible common focuses taking into consideration students' learning needs in processing (e.g. understanding concepts) and producing texts (e.g. presenting their ideas in assignments/assessments) across the curriculum through curriculum mapping; and
- ✦ incorporated the learning and teaching of learning tools (e.g. graphic organisers) as well as the targeted rhetorical functions and their related language items into the everyday English classroom

The learning tools and language focuses would be further reinforced and applied in the contexts of non-language subjects.

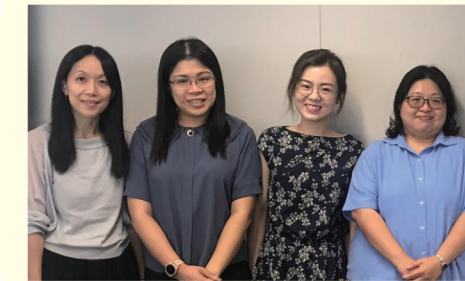
With the experience gathered over the past years in promoting LaC,

- ✦ teachers' readiness for LaC has increased over years, contributing to the sustainability of the LaC programme in the school curriculum;
- ✦ the LaC focuses have already been infused into the curriculum of individual subjects as one of the curriculum focuses; and
- ✦ focuses of the LaC programme would be reviewed and refined regularly to ensure horizontal and vertical alignment to cater for students' learning needs.



Shun Tak Fraternal Association Yung Yau College

– Creating a Broad and Balanced Curriculum to Cater for Students' Learning Needs



Taking into consideration our students' interests and diverse learning needs, the junior secondary English Language curriculum is designed to provide broad and balanced learning experiences to students as well as support them in learning across the curriculum as they progress across key stages of learning.

Integrating the Use of Literary Texts

- ✦ Integrating a variety of literary genres (e.g. short stories, poems, drama) into the junior secondary English Language curriculum to promote the creative use of English
- ✦ Creating authentic learning experiences (e.g. participating in/seeing theatre plays) to provide meaningful contexts for students to respond to and appreciate creative works



The S1 Bridging Course

- ✦ Participating in professional exchanges with primary schools in the same school net to inform the planning of the S1 bridging course and better cater for the learning needs of the newcomers
- ✦ Integrating a variety of language input (e.g. classroom language, vocabulary building strategies, language items commonly used in non-language subjects) into the bridging course to help students fit in the new learning environment and use English to learn across the curriculum



Learning English in Work-related Contexts

- ✦ Engaging students in English co-curricular activities to widen their exposure to language use in authentic workplace contexts (e.g. a visit to a catering corporation)
- ✦ Organising talks to introduce to students the senior secondary Applied Learning course on "Vocational English", an alternative pathway for students who aspire to further their studies in vocational and professional education and training

Promotion of LaC

Deepening students' knowledge and skills through strengthening the connection between English Language and

- ✦ non-language subjects (e.g. reinforcing the learning and teaching of rhetorical functions commonly found in Science and Mathematics); and
 - ✦ other cross-curricular domains (e.g. integrating knowledge and skills gained from the Values Education and 3D Computer Animation lessons into the production of an English video clip)
- to provide relevant contexts for students to integrate and apply knowledge and skills gained across the curriculum



Development of Graded Learning Tasks

Developing different sets of graded learning tasks with varying input, support and complexity, e.g.



- ✦ Supporting the less able students by providing more visual cues and chunking the learning tasks into manageable segments;
- ✦ Varying expectations (e.g. development of higher order thinking skills) and language demands (e.g. texts with higher complexity) on the more able students to stretch their language ability