

## **2.3 LEARNING OBJECTIVES**

The Learning Objectives describe more explicitly what learners learn and use at each Key Stage in order to work towards the Learning Targets for that Key Stage. They cover the following areas:

### **Forms and Functions**

- Text-types
- Vocabulary
- Communicative Functions
- Language Items

### **Skills and Strategies**

- Listening
- Speaking
- Reading
- Writing
- Language Development Strategies

### **Attitudes**

The following paragraphs outline some basic principles on which the above areas are selected and arranged, and indicate the major areas of concern. They form the framework from which the respective lists for Key Stages 1 and 2 are developed. For easy reading, the format of add-on lists is used. This helps to highlight the new elements that are introduced at each Key Stage. It also underlines the view that learning does not progress in a linear fashion but follows a spiral pattern. Teachers need to provide opportunities for the learners to revisit elements previously learnt.

### **2.3.1 Forms and Functions**

In order to develop their ever-improving capability to use English for the various purposes identified in the Learning Targets, learners need to master different aspects of the language system and be able to make use of this knowledge in completing tasks. Learners must not only know the rules and focus on the forms, they must also learn how to apply such knowledge for purposeful communication in real-life situations. Meaningful use of the language elements should be given equal emphasis to the learners' mastery of the forms. The major areas of text-

types, vocabulary, language items and communicative functions are presented in the following paragraphs.

### Text-types

Text-types refer to the forms of speech and writing. The intended purpose and audience of each text-type determine its structure and special linguistic and stylistic features.

To assist learners in their development as proficient users of the language, it is important that they are exposed systematically to a good variety of text-types. Different text-types are characterized by specific language features and purposes e.g. greetings cards, instructions. For example, a recipe has a clearly defined purpose and special language features. The purpose of a recipe is to provide information (KDa). It fulfils the communicative function of “living simple instructions”. To achieve this purpose and function, learners need to draw upon such language objectives as using imperatives to give instructions and directions, using nouns to identify objects and sequence words to suggest order.

The range of text-types widens at the higher levels of learning. At the same time, the text-types that learners are exposed to and expected to produce increase in complexity according to the levels of learning. The selection of text-types for teaching and learning should be based on learners' needs, experiences and interests, but may partly depend on learners' environmental support and publishers' materials. It must be recognized that in authentic situations, learners can only be required to produce a limited range of text-types and they will be engaged with other text-types through reading and interpreting.

The following is a reference list. It suggests the variety and range of text-types that learners may be exposed to or produce in Key Stages 1 and 2, when appropriate.

<b>Text-types for Key Stage 1:</b>	<b>Additional text-types for Key Stage 2:</b>
captions cartoons conversations charts diagrams diaries forms instructions jokes labels letters lists messages notices posters rhymes riddles short stories signs songs tables (including school timetables) telephone calls	advertisements maps and legends plays or dramatic episodes poems recipes stories TV schedules weather reports

### Vocabulary

As advocated in this Syllabus, vocabulary is introduced through Modules, Units and Tasks. The units and tasks, which address learners' needs and interests, provide authentic contexts for vocabulary use. There may be some concern in Key Stage 1 that all long and difficult words should be avoided. However, some such vocabulary items may be needed for the meaningful completion of tasks. For example, a task about the living things that learners can see at home may include recognizing words like "cockroaches" or "mosquitoes" as part of the authentic context, although they may not be expected to learn the spelling by heart at this stage.

Moreover, teachers have to predict the vocabulary that learners need, such as:

- words that learners need to know in order to carry out classroom routines, commands, directions, requests and activities in the classroom; and

- words that learners use to identify or describe people, things or events in their family and school environment.

The vocabulary items that learners encounter, acquire and use at each Key Stage vary with the tasks and the amount of language support that learners experience in the learning environment. It is therefore not advisable to prescribe or suggest a vocabulary list out of context for each Key Stage.

Teachers may also consider the following in selecting vocabulary in Key Stages 1 and 2:

- *Cultural factors*

Teachers should be careful with words that reflect the interests of other cultures which may not be shared by our learners. Take for example the underground. It is called the "tube" in London, the "subway" in New York and the "MTR" in Hong Kong. Other terms originating from western culture like "Halloween", "rice pudding" etc., also require a lot of explanation. On the other hand, learners may wish to express ideas and experiences specific to the local context. Words like "mini-bus", "tunnel-bus", "housing estate", "peak trams", etc., need to be introduced in the early stage. In addition, at the sociocultural level, learners may find certain topics such as Chinese festivals more significant and need to learn words like "mooncakes", "lanterns", "dumplings", etc.

- *Active and passive use*

Passive vocabulary generally refers to items that are recognized and comprehended in the context of listening and reading materials. Items which learners can recall and use appropriately in speech and writing are categorized as active vocabulary. In a language learning situation, it is usually the teacher and materials writer that decide which items are worth learning for active use and which for recognition only. As the learners' language competence develops, some of the passive items will become active. This transition of learners' passive vocabulary to active use is a gradual process. It is useful to bear the distinction in mind when teaching vocabulary.

In addition to the learning of some basic vocabulary items for communicative purposes, it is also important that learners develop vocabulary building strategies. These may include guessing the meanings of words from context and developing knowledge of word roots, affixes and word parts.

## Communicative Functions

The range, complexity and level of use of the Communicative Functions increase according to the levels of learning. Lists of Communicative Functions for Key Stages 1 and 2 are given below:

### ***Communicative Functions for Key Stage 1***

Greet the teacher and other adults and respond to greetings, bid farewell  
Introduce oneself  
Ask and tell the time, the day and the date  
Describe the daily weather  
Identify simple objects and describe their sizes, shapes and colours  
Identify common animals and plants found in Hong Kong and describe them very simply  
Give a simple description of oneself and others in terms of name, age, occupation, members of the family, possessions, personal characteristics, habits and abilities  
Ask and describe what people are doing  
Talk about past events  
Talk about locations  
Talk about personal possessions  
Talk about prices and quantities  
Ask a person's name and make other simple inquiries  
Ask permission to do a few simple things  
Express good wishes  
Express and respond to thanks  
Make and respond to an apology or excuse  
Make simple requests  
State opinions and express feelings  
Respond to and give simple instructions  
Express inability to respond, seek information and elucidation  
Comprehend oral and written prohibitions  
Recognize common signs in English used in Hong Kong  
Refer to the English names of important places in Hong Kong

## ***Communicative Functions for Key Stage 2***

The Communicative Functions listed for Key Stage 1 should be consolidated and extended to a greater degree of complexity at Key Stage 2. Additional Communicative Functions for Key Stage 2 are:

- Draw attention to people and things and describe them briefly
- Express preferences, ideas and plans
- Express basic needs and wants
- Express concern and sympathy
- Describe simple processes and situations
- Ask and describe what people do regularly and when they do it
- Give a simple account of things that have happened and things that people did in the past
- Describe the manner and frequency with which people carry out actions and the purposes and results of these actions
- Make simple comparisons of various kinds
- Talk about future events, actions and processes
- Make predictions and refer to unplanned future actions
- Make simple suggestions
- Make simple conditional statements
- Give simple instructions, warnings and prohibitions
- Ask for and give explanations
- Ask someone to come to the phone and identify oneself
- Offer one's services

## Language Items

Language Items suggest the range of English language use that learners need to develop and acquire as they work towards the Learning Targets.

### ***Language Items (Key Stage 1)***

The Language Items and Communicative Functions have been combined in the tables below to illustrate the relationship between them.

<b>Nouns</b>	<b>Examples</b>
Use nouns/noun phrases to <ul style="list-style-type: none"><li>identify people, animals, events, objects and activities</li><li>refer to one object/more than one object/ uncountable objects</li><li>refer to days of the week and dates</li><li>indicate time</li></ul>	He is a <u>teacher</u> . I like <u>dogs</u> . Today is my <u>birthday</u> . This is a <u>bag</u> . I like <u>singing</u> . I have a <u>bicycle</u> . She has four <u>balloons</u> . I have <u>bread</u> for breakfast. Today is <u>Friday</u> . It's <u>2 July</u> . It's <u>half past ten</u> .
Use proper nouns to <ul style="list-style-type: none"><li>refer to people</li></ul>	<u>Ann</u> is a taxi-driver.

<b>Pronouns</b>	<b>Examples</b>
Use pronouns to <ul style="list-style-type: none"><li>identify people, animals and objects</li></ul>	<u>I</u> need a pen. Please give <u>it</u> to <u>me</u> . I have a cat. <u>It</u> is very naughty.
Use the introductory "there" and the impersonal "it" to <ul style="list-style-type: none"><li>express facts</li></ul>	<u>There</u> are five pencils in the box. <u>It's</u> nine o'clock.

## Adjectives

## Examples

Use adjectives to <ul style="list-style-type: none"><li>describe people, animals, objects and conditions</li><li>show quantities</li><li>show position/order</li><li>describe weather</li></ul>	My father is <u>kind</u> . Pigs are <u>fat</u> . The sky is <u>blue</u> . I am <u>hungry</u> . There are <u>some</u> books on the table. I have <u>three</u> rulers. Mary sits in the <u>first</u> row. Today is <u>cold</u> .
Use possessive adjectives to <ul style="list-style-type: none"><li>show possession</li></ul>	This is <u>Siu-sing's</u> pencil. Show me <u>your</u> book.

## Verbs

## Examples

Use imperatives to <ul style="list-style-type: none"><li>give instructions and directions</li><li>express prohibitions</li></ul>	<u>Walk</u> to the bus stop. <u>Turn</u> left. <u>Don't walk</u> on the grass.
Use the simple present tense to <ul style="list-style-type: none"><li>describe habitual actions</li><li>talk about present states</li><li>express simple truths</li><li>express interests, feelings and opinions</li><li>make requests</li></ul>	I <u>brush</u> my teeth every day. My father <u>is</u> a policeman. Lemons <u>are</u> sour. I <u>like</u> swimming. I <u>don't like</u> singing. Please <u>give</u> me a rubber.
Use the present continuous tense to <ul style="list-style-type: none"><li>describe an action taking place at the time of speaking</li></ul>	What <u>are</u> the children <u>doing</u> ? They <u>are singing</u> .
Use the simple past tense to <ul style="list-style-type: none"><li>* talk about past activities and states</li></ul>	Daddy <u>washed</u> the dishes. I <u>was</u> a fat baby.
Use modals to <ul style="list-style-type: none"><li>ask for permission</li><li>talk about ability</li></ul>	<u>Can</u> I go out? I <u>can</u> dance. I <u>can't</u> play the piano.

\* Note: These items are more demanding and require considerable teacher support or guidance.



**Adverbs****Examples**

Use adverbs/adverbials to <ul style="list-style-type: none"> <li>• express addition</li> <li>• indicate position</li> </ul>	Jane likes singing. I like singing, <u>too</u> . <u>Here</u> it is. Put the books <u>there</u> .
---	--

**Prepositions****Examples**

Use prepositions/prepositional phrases to <ul style="list-style-type: none"> <li>• indicate position/place/direction</li> <li>• indicate time</li> <li>• indicate means</li> </ul>	The cat is <u>under</u> the table. The children are <u>in</u> the park. Go <u>to</u> the blackboard. He goes to school <u>at</u> half past seven. We go home <u>by</u> bus.
--	---

**Connectives****Examples**

Use connectives to <ul style="list-style-type: none"> <li>• link similar ideas/add information</li> <li>• link contrasting ideas</li> <li>• express alternatives</li> </ul>	He has fish <u>and</u> rice for lunch.  This man is tall <u>but</u> that man is short. Is the water cold <u>or</u> hot?
---	--

**Determiners****Examples**

Use indefinite articles to <ul style="list-style-type: none"> <li>• make general statements</li> </ul>	Hong Kong is <u>a</u> big city. Lily has <u>an</u> apple every day. _ Milk is good for you. (no article is required)
--	--

<p>Use definite articles to</p> <ul style="list-style-type: none"> <li>refer to a specific person, animal, event, time and object</li> </ul>	<p><u>The</u> baby smiled.  <u>The</u> kitten is naughty.  My friends came to <u>the</u> party.  Tom goes to school in <u>the</u> morning.  <u>The</u> moon is very bright.</p>
<p>Use demonstratives to</p> <ul style="list-style-type: none"> <li>refer to people or objects</li> </ul>	<p><u>This</u> picture is beautiful.  <u>Those</u> children are clever.</p>

### Interrogatives

### Examples

<p>Ask simple questions to</p> <ul style="list-style-type: none"> <li>obtain "Yes/no" responses</li> </ul>	<p>Is she a nurse?  Are you hungry?  Do you like sweets?  Can you cook?</p>
<p>Ask "wh-" and "how" questions to</p> <ul style="list-style-type: none"> <li>find out a person's identity</li> <li>find out time</li> <li>find out age</li> <li>find out place, position or direction</li> <li>find out various kinds of specific information about a person, object or an event</li> <li>* find out about a specific person or object</li> <li>* find out means, quantity and price</li> </ul>	<p><u>What's</u> your name?  <u>Who</u> is that man?  <u>What</u> time is it?  <u>When</u> do you get up?  <u>How old</u> are you?  <u>Where</u> is the hospital?</p> <p><u>What</u> is it?  <u>What</u> is Paul doing?  <u>What</u> colour is it?  <u>Which</u> boy is your brother?</p> <p><u>How</u> do you go to school?  <u>How many</u> trees can you see?  <u>How much</u> is this shirt?</p>

\* Note: These items are more demanding and require considerable teacher support or guidance.

**Formulaic expressions for interpersonal communication**

**Examples**

<p>Use formulaic expressions to</p> <ul style="list-style-type: none"><li>• greet people and respond to greetings</li><li>• begin a short written message</li><li>• introduce oneself and others</li> <li>• take leave</li> <li>• express and respond to thanks</li> <li>• express and respond to apologies</li> <li>• express approval/ encouragement</li> <li>• express good wishes</li> <li>• accept or decline offers and invitations</li><li>• reply to requests</li><li>• get attention or interrupt in speech</li><li>• express lack of comprehension</li> <li>• ask for repetition or rephrasing</li></ul>	<p>Good morning. Hello, how are you? Dear Mary, I'm Peter. This is my sister, Sally. Good-bye. Bye-bye. Thank you. Thank you very much. You're welcome. I'm sorry. That's all right. Good. Very good. Well done! Happy Birthday! Happy New Year! Yes, please. No, thank you. Here you are. Excuse me. I'm sorry. I don't know. I'm sorry. I don't understand. Pardon?</p>
--	---

## Language Items (Key Stage 2)

The items taught in Key Stage 1 should be consolidated and extended. The following are additional Language Items to be taught in Key Stage 2.

<b>Nouns</b>	<b>Examples</b>
Use nouns/noun phrases to <ul style="list-style-type: none"><li>• identify conditions</li><li>• refer to quantity/units</li></ul>	I have a <u>headache</u> . I need <u>a piece of paper</u> . I bought <u>a pair of trousers</u> yesterday.
Use proper nouns to <ul style="list-style-type: none"><li>• refer to places, organizations and events</li></ul>	Mr Wu lives in <u>Kowloon</u> . Susan Wong is a member of the <u>Girl Guides</u> . <u>Easter</u> is coming.

<b>Pronouns</b>	<b>Examples</b>
Use pronouns to <ul style="list-style-type: none"><li>• refer to people, events and objects in a general/ indefinite way</li></ul>	There's <u>someone</u> outside. Is there <u>anything</u> in that box?

<b>Adjectives</b>	<b>Examples</b>
Use adjectives to <ul style="list-style-type: none"><li>• describe events</li><li>• make comparisons</li></ul>	The picnic was <u>exciting</u> . John's hair is <u>longer</u> than Tom's. This dress is <u>more beautiful</u> than that one. This is the <u>most comfortable</u> chair. Our shoes are the <u>same</u> , but our shirts are <u>different</u> .

## Verbs

## Examples

<p>Use the simple present tense to</p> <ul style="list-style-type: none"> <li>• express preferences</li> <li>• express needs</li> <li>• express thoughts</li> <li>•* express a future possibility</li> </ul>	<p>I <u>like</u> playing volleyball more than basketball.</p> <p>I <u>need</u> a new schoolbag.</p> <p>I <u>think</u> Siu-man is correct.</p> <p>If it <u>rains</u>, we won't go swimming.</p>
<p>Use the simple past tense to</p> <ul style="list-style-type: none"> <li>• express past conditions</li> <li>• express past needs, interests and feelings</li> <li>•* express past thoughts</li> </ul>	<p>I <u>had</u> a cold last week.</p> <p>I <u>enjoyed</u> the movie last night.</p> <p>I <u>thought</u> the film was good.</p>
<p>Use the present perfect tense to</p> <ul style="list-style-type: none"> <li>• relate past events to the present</li> </ul>	<p>I <u>have</u> already <u>done</u> my homework.</p>
<p>Use the future tense to</p> <ul style="list-style-type: none"> <li>• talk about future events, actions and processes</li> </ul>	<p>He <u>will see</u> the dentist tomorrow.</p>
<p>Use "going to" to</p> <ul style="list-style-type: none"> <li>• describe events that will occur quite soon</li> </ul>	<p>It is <u>going to</u> rain.</p>
<p>Use modals to</p> <ul style="list-style-type: none"> <li>• make suggestions</li> <li>• express obligation and prohibition</li> </ul> <p>•* make an offer or invitation</p>	<p><u>Shall</u> we go on a picnic?</p> <p>I <u>must</u> work harder.</p> <p>You <u>can't</u> stay here.</p> <p>We <u>shouldn't</u> throw rubbish out of the window.</p> <p><u>Would</u> you like to come with me?</p>

## Adverbs

## Examples

<p>Use adverbs/adverbials to</p> <ul style="list-style-type: none"> <li>• describe manner</li> <li>• express time/frequency</li> <li>• express degree</li> </ul>	<p>I do my homework <u>carefully</u>.</p> <p>See you <u>tomorrow</u>.</p> <p>My aunt <u>often</u> visits us.</p> <p>I enjoyed the film <u>very much</u>.</p> <p>You should read <u>more</u>.</p> <p>Don't make <u>so much</u> noise.</p> <p>The dress is <u>too</u> small for me.</p>
--	---

\* Note: These items are more demanding and require considerable teacher support or guidance.

## Prepositions

## Examples

<p>Use prepositional phrases to</p> <ul style="list-style-type: none"><li>• indicate a period of time</li><li>•* describe people or objects</li></ul>	<p>Uncle John stayed with us <u>for one month</u>.</p> <p>Who's that woman <u>in the blue dress</u>?</p> <p>Miss Lee lives in the house <u>with the red door</u>.</p>
---	---

## Connectives

## Examples

<p>Use connectives to</p> <ul style="list-style-type: none"><li>• give reason</li><li>• show result</li><li>•* show the time relationship between two actions</li><li>•* express conditions</li></ul>	<p>I'm late <u>because</u> I missed the bus.</p> <p>She swims every day, <u>so</u> she is healthy.</p> <p>The dog barked <u>when</u> the postman came.</p> <p>We put on more clothes <u>if</u> it is cold.</p> <p><u>If</u> it rains tomorrow, we'll stay at home.</p>
---	--

## Interrogatives

## Examples

<p>Ask "wh-" and "how" questions to</p> <ul style="list-style-type: none"><li>• find out which person something belongs to or is associated with</li><li>• find out the reason/purpose</li><li>•* find out distance and the length of a period of time</li></ul>	<p><u>Whose</u> handbag is it?</p> <p><u>Why</u> are you late?</p> <p><u>How far</u> is it from here to Mongkok?</p> <p><u>How long</u> have you lived here?</p>
--	--

\* Note: These items are more demanding and require considerable teacher support or guidance.

**Formulaic expressions for interpersonal communication**

**Examples**

<p>Use formulaic expressions to</p> <ul style="list-style-type: none"><li>• begin and end a letter</li> <li>• show concern</li><li>• ask for permission</li><li>• make and respond to suggestions</li> <li>• show agreement/disagreement</li> <li>• respond to good wishes</li><li>• start a telephone conversation</li></ul>	<p>Dear Sir/Madam, Write soon. Hope to see you soon. Yours, Yours sincerely, What's the matter? Please let me play in the park. Let's go to Stanley this weekend. That's a good idea. I'm sorry I can't. Yes, I agree. No, I don't think so. (Merry Christmas. ) Same to you. Hello. May I speak to Tony, please?</p>
---	---

### 2.3.2 Skills and Strategies

In order that learners can use English effectively for the purposes described in the Learning Targets, it is essential that they develop competence in the skills of Listening, Speaking, Reading and Writing. Language Development Strategies include, among others, study skills and ways to plan, manage and evaluate one's own learning. All these are very important because they enable learners to become motivated, independent and responsible for their own learning. The detailed lists of Skills and Strategies for Key Stages 1 and 2 are given below.

#### ***Listening (Key Stage 1)***

##### **Discriminate sounds, stress and intonation**

- discriminate between words with different initial or final sounds, e.g. walk/talk, cat/cap
- discriminate between one syllable words with different middle vowel sounds, e.g. it/at
- recognize alliterative and rhyming words in activities such as listening games
- identify key words in an utterance by recognizing the stress, e.g. Where are the books?
- \* recognize differences in the use of intonation in questions and statements (including approval and disapproval), and respond appropriately

##### **Listen and understand meaning**

- recognize language patterns and vocabulary items previously encountered in new spoken texts
- recognize the connection between ideas supported by appropriate time markers or simple linking words, e.g. *this morning, yesterday, and, but*
- locate specific information in response to simple instructions or questions
- identify main ideas
- \* work out the meaning of unknown words using extensive visual clues
- \* recognize speakers' intentions and feelings supported by gestures and facial expression

\* Note: These items are more demanding and require considerable teacher support or guidance.



## **Listening (Key Stage 2)**

### **Discriminate sounds, stress and intonation**

- discriminate between words with different initial or final consonant blends, e.g. smoke, snake; string, spring; mask, mast
- recognize the longer vowel sounds in words, e.g. oy, oint, aire, air.
- recognize the stress in words, e.g. enjoy
- recognize the stress in connected speech, e.g. See you tomorrow
- recognize differences in the use of intonation in questions, statements (including approval and disapproval), commands, and respond appropriately

### **Listen for explicit and implicit meaning**

- use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression
- understand the connection between ideas by recognizing linking words and phrases, e.g. *because, therefore, but, at last*
- listen for specific information
- identify the main ideas of a new topic
- identify details that support a main idea
- \* predict the likely development of a topic by recognizing key words, and making use of context and knowledge of the world
- \* Understand the speaker's intention, attitude and feelings through his/her choice and use of language, gesture and facial expression

## **Speaking (Key Stage 1)**

### **Convey meaning clearly and coherently**

- pronounce correctly words in isolation e.g. *girl* /gɜ:l/
- pronounce correctly words in connected speech by linking words together and using appropriate stress, e.g. *What is it?* /w ʔi zɪt/
- produce simple phrases and sentences involving repetition or lists, e.g. *I like bananas, apples and oranges.*
- use modelled phrases and sentences to communicate with teachers or other learners

\* Note: These items are more demanding and require considerable teacher support or guidance.

- connect ideas by using time markers or simple linking words, e.g. *last Friday, and, but*
- \* use appropriate intonation in questions and statements
- \* express meaning when a word is unknown by giving a simple description in response to teacher's prompts

### **Use interaction skills and strategies**

- open an interaction by
  - ♦ greeting someone politely
  - ♦ introducing oneself briefly
  - ♦ eliciting a response, e.g. *How are you?*
- maintain an interaction by
  - ♦ using single words and formulaic expressions to acknowledge, agree and disagree, ask questions and reply
  - ♦ providing information in response to factual or yes/no-questions
  - ♦ repeating questions and answers if they are not understood
  - ♦ getting help from other learners or the teacher, e.g. *How do you spell "policeman"?*
- close an interaction by
  - ♦ using simple formulaic expressions, e.g. *Good-bye.*

## **Speaking (Key Stage 2)**

### **Convey meaning clearly and coherently**

- use appropriate registers when speaking to familiar interlocutors such as teachers and peers
- apply syntactic rules such as subject-verb agreement correctly, e.g. *Peter plays football every Sunday.*
- connect ideas by using linking words or phrases, e.g. *before, therefore, but, also, at last*
- use gestures and facial expression to convey meaning and intention
- \* use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings

### **Use interaction skills and strategies**

- open an interaction by

\* Note: These items are more demanding and require considerable teacher support or guidance.

- ♦ greeting someone in an appropriate manner
- ♦ introducing oneself with more details
- ♦\* eliciting a response by asking questions or providing information on a topic, e.g. *I've borrowed three very interesting story books. Would you like to have a look?*
- maintain an interaction by
  - ♦ controlling participation in an interaction or group activities such as taking one's turn at the right moment and recognizing others' desire to speak, e.g. *It's my turn . . . . It's your turn now.*
  - ♦ asking and responding to others' opinions, e.g. *Do you like that film? What do you think?*
  - ♦ verbalizing inability to understand, asking for slower repetition of utterance and spelling, e.g. *I beg your pardon?*
  - ♦ acknowledging, agreeing or disagreeing, replying, asking questions, adding or giving examples, explaining and using formulaic expressions where appropriate
  - ♦\* predicting the likely development of a conversation and responding accordingly
  - ♦\* self-correcting or rephrasing questions and answers if they are not understood
- close an interaction by
  - ♦ using appropriate formulaic expressions, e.g. *See you tomorrow.*
  - ♦ giving reasons, e.g. *Sorry. I have to see my teacher now.*

## **Reading (Key Stage 1)**

### **Establish concepts about print**

- follow left to right directionality, and recognize the beginning and end of sentences
- recognize and name all the letters of the printed alphabet
- distinguish between capital and small letters
- recognize known clusters of letters in unknown words, e.g. *in, thin, chin*
- use knowledge of basic sound-symbol correspondences to work out how to read a word aloud
- recognize familiar words in new texts

\* Note: These items are more demanding and require considerable teacher support or guidance.

### **Construct meaning from texts**

- recognize common abbreviations and contracted forms, e.g. *Mr, Mrs, 10:00 am, 3:00 pm, She's clever.*
- work out the meaning of unknown words by recognizing the base word within other words, e.g. *like, dislike*
- identify key words in a sentence
- understand the connection between ideas by identifying time markers or simple linking words, e.g. *this morning, yesterday, and, but*
- confirm meaning by re-reading a sentence or paragraph
- \* predict the meaning of unfamiliar words by using context or picture cues
- \* predict story, characters, topic of interest using picture cues and book cover

### **Locate information and ideas**

- locate specific information in a short text in response to questions
- identify main ideas from a text with teacher support

## **Reading (Key Stage 2)**

### **Construct meaning from texts**

- use knowledge of what words and letters look or sound like to work out the meaning of unknown words, e.g. *understand, misunderstand*
- use visual clues, context and knowledge of the world to work out the meaning of an unknown word and a complete expression
- recognize recurrent patterns in language structure, such as word structure, word order, sentence structure, organization of text-types
- read written language in meaningful chunks
- understand the connection between ideas by identifying linking words or phrases, e.g. *because, therefore, however, also, at last*
- predict the likely development of a topic by recognizing key words and making use of context and knowledge of the world
- re-read to establish and confirm meaning
- self-correct by using strategies such as checking understanding against predictions, re-reading, using context, reading further to clarify, asking for help

\* Note: These items are more demanding and require considerable teacher support or guidance.

- \* recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation
- \* recognize format and language features in narrative and non-narrative texts
- \* understand intention, attitude and feelings stated in a text by recognizing features such as the choice and use of language

### **Locate information and ideas**

- scan a text to locate specific information by using strategies such as looking at headings and repeated words
- skim a text to obtain a general impression and the main ideas
- identify details that support a main idea

## **Writing (Key Stage 1)**

### **Establish concepts about the writing process**

- use the basic conventions of written English to
  - ◆ combine letters to form words, use the left to right directionality sequence, capital and small letters, leave spaces between words and use basic sentence punctuation
- write out a piece of work by
  - ◆ using neat and legible handwriting
- develop written texts by
  - ◆ reproducing sentences from teacher's writing and words from print in the environment, such as copying names of shops in the street outside the school
  - ◆ putting words in a logical order to make meaningful phrases or sentences
  - ◆ adding personal ideas and information when a model or framework is provided, such as filling gaps
  - ◆\* using concepts of order and time when writing texts, e.g. *Last night, I . . . This morning, I . . .*
  - ◆\* using appropriate format and conventions when writing notes and greetings cards
  - ◆\* writing a first draft

\* Note: These items are more demanding and require considerable teacher support or guidance.

- revise and edit short written texts by
  - ◆ using available sources such as a word bank
  - ◆\* making changes to incorrect spelling, punctuation and grammar, and adding details if necessary in response to suggestions from the teacher
- gather and share information, ideas and language by
  - ◆\* using strategies such as brainstorming, listing and observing

## **Writing (Key Stage 2)**

### **Develop skills in the writing process**

- gather and share information, ideas and language by
  - ◆ using strategies such as brainstorming, listing, questioning, and interviewing
- plan and organize information and ideas by
  - ◆ identifying purpose and audience for a writing task
  - ◆ deciding on the sequence of content
- develop written texts by
  - ◆ expressing own ideas and feelings
  - ◆ presenting main and supporting ideas
  - ◆ using appropriate linking words or phrases, e.g. *because, therefore, however, also, at last*
  - ◆ writing paragraphs which present ideas logically
  - ◆ writing a first draft
  - ◆\* using paragraphs and conventional punctuation to frame ideas
  - ◆\* using appropriate format, conventions and language features when writing non-narrative texts such as a description and a simple report
  - ◆\* using basic narrative structure that comprises setting, characters, events and dialogue when writing about real and imaginary experience
- revise and edit drafts by
  - ◆ using available sources such as a dictionary or glossary

\* Note: These items are more demanding and require considerable teacher support or guidance.

- ♦ using a range of revision techniques to improve the content of a piece of writing such as combining ideas, rearranging the order of ideas, adding/deleting details, substituting words or phrases with more appropriate ones
- ♦ re-reading the draft and correcting spelling, punctuation and grammar
- ♦ sharing work with teachers and classmates and responding positively to suggestions on ideas and use of language
- write out a piece of work by
  - ♦ presenting writing using appropriate layout and visual support including illustrations, tables and charts where necessary

### ***Language Development Strategies (Key Stage 1)***

#### **Develop thinking skills**

- distinguish between positive and negative values
- recognize and solve simple problems in a given situation
- generate new ideas and meanings by using an object, a picture or other visual devices as a springboard for new ideas or ways of thinking

#### **Develop reference skills**

- use given materials to find out required information
- locate simple information in materials such as price lists and telephone directories
- use organized information to check spelling or meaning, such as locating vocabulary cards in a word bank
- classify the materials and put them into files of different topics/themes with teacher support

#### **Develop library skills**

- observe some simple class library rules, such as when to return the book and not to write/draw on the book
- find books of interest from the class library with reference to the simple coding system, e.g. different colours or labels for different topics

### **Develop information skills**

- extract information and ideas from texts with the help of visual clues
- organize words into alphabetical order and refer to them as a resource for spelling help when writing

### **Plan, manage and evaluate own learning**

- concentrate on one's work
- make use of opportunities to learn and use English in the classroom, such as trying to talk to the teacher and classmates in English
- review samples of own writing over time and note the improvement in areas such as accuracy and organization of ideas

### **Develop self-motivation and positive attitudes**

- participate actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties
- \* tell the teacher one's feelings concerning English learning in general and specific tasks

### **Work with others**

- ask others for help with the meaning and pronunciation of words
- work with others to complete a task

## ***Language Development Strategies (Key Stage 2)***

### **Develop thinking skills**

- recognize and solve simple problems
- compare and connect ideas to find similarities and differences
- find out, organize and classify information on familiar topics
- make inferences from given information
- identify values, attitudes and beliefs expressed in texts
- develop simple and valid rules as a basis for action
- review and revise ideas in the light of new information or evidence
- generate new ideas and meanings by using an idea or a description as a springboard for new ideas or ways of thinking

\* Note: These items are more demanding and require considerable teacher support or guidance.



### **Develop reference skills**

- use an English dictionary to check meaning or spelling
- categorize the materials of different topics or themes into different files for easy access
- use simplified encyclopedias for finding out required information
- \* use directories for purposes such as locating places, services and addresses

### **Develop library skills**

- obtain information from the different parts of a publication such as the book cover, title, table of contents and blurb
- use library classification systems to find specific reading materials

### **Develop information skills**

- skim and scan through texts or listen to locate relevant information and ideas
- focus on important information in reading materials through a variety of emphasis techniques such as underlining, starring or colour coding
- organize words into alphabetical order or under a theme and refer to them as a resource for checking spelling or meaning
- extract relevant information and ideas and record them by using strategies such as making simple notes as a study aid
- review at intervals materials such as notes
- classify or reclassify information and ideas into meaningful groups, either mentally, in drawing or in writing, and make reference to them from time to time

### **Plan, manage and evaluate own learning**

- plan a timetable for study and test/examination revision
- prepare for an upcoming task by practising the language elements and functions necessary for the task
- evaluate own progress in learning English through means such as reviewing samples of own work over time and noting the improvement in areas such as accuracy, organization of ideas and social appropriateness

\* Note: These items are more demanding and require considerable teacher support or guidance.

- seek or create opportunities to learn and use English in natural, realistic settings such as selecting materials of interest and increasing challenge to read for pleasure, joining an international penpal club, watching English TV or listening to radio programmes

### **Develop self-motivation**

- make positive statements to oneself as an encouragement before and while engaging in a language task
- push oneself to take risks in an English learning situation although there is the possibility of making mistakes or encountering difficulties
- \* discover and express own feelings, attitudes and motivation concerning English learning in general and specific language tasks through means such as discussing with others including the teacher, sharing own English learning experiences with others

### **Work with others**

- ask questions to clarify information and seek correction
- appreciate the use of English by others
- work cooperatively with others and treat others' suggestions positively to complete a task
- offer help to others in English learning situations when appropriate

### **2.3.3 Attitudes**

Attitudes, along with knowledge and skills, form an integral part of the curriculum. Some of the attitudes, such as developing confidence in using English, are likely to permeate all learning activities. Others, such as the awareness of English as an international language of communication, will be consciously developed only in specific tasks and may not be immediately apparent in all tasks. Opportunities for exploring, developing and encouraging these attitudes should be provided in the learning tasks. The attitudes that learners in Key Stages 1 and 2 should be developing are given below.

\* Note: These items are more demanding and require considerable teacher support or guidance.

### ***Attitudes to be developed at Key Stage 1***

- confidence in using English
- keenness to participate in activities leading to improvement of knowledge and skills in the language
- sensitivity towards language use in the process of communication
- appreciation of the beauty of the language

### ***Attitudes to be developed at Key Stage 2***

The attitudes listed for Key Stage 1 should be further developed at Key Stage 2. Additional attitudes to be developed at Key Stage 2 are:

- enjoyment of reading
- an awareness of English as an international language of communication
- respect for the different cultures of the English speaking world