

School-based Curriculum Development (Primary) Section
Education Bureau
2026 Learning in Action Seminar (English Language Education)

**Empowering Student Ownership: Cultivating Learning Interest, Autonomy,
and Confidence through Engaging Learning Activities**

SKH Chu Yan Primary School

- Ms YEUNG Wing-ki, Bonnie (English Panel Chairperson)
- Mr WONG Pak-kan, Franco (English Teacher)

School-based Curriculum Development (Primary) Section

- Mr KAN Chuk-him, Hymns (Senior Curriculum Development Officer)

Rundown

Curriculum Documents & Directions



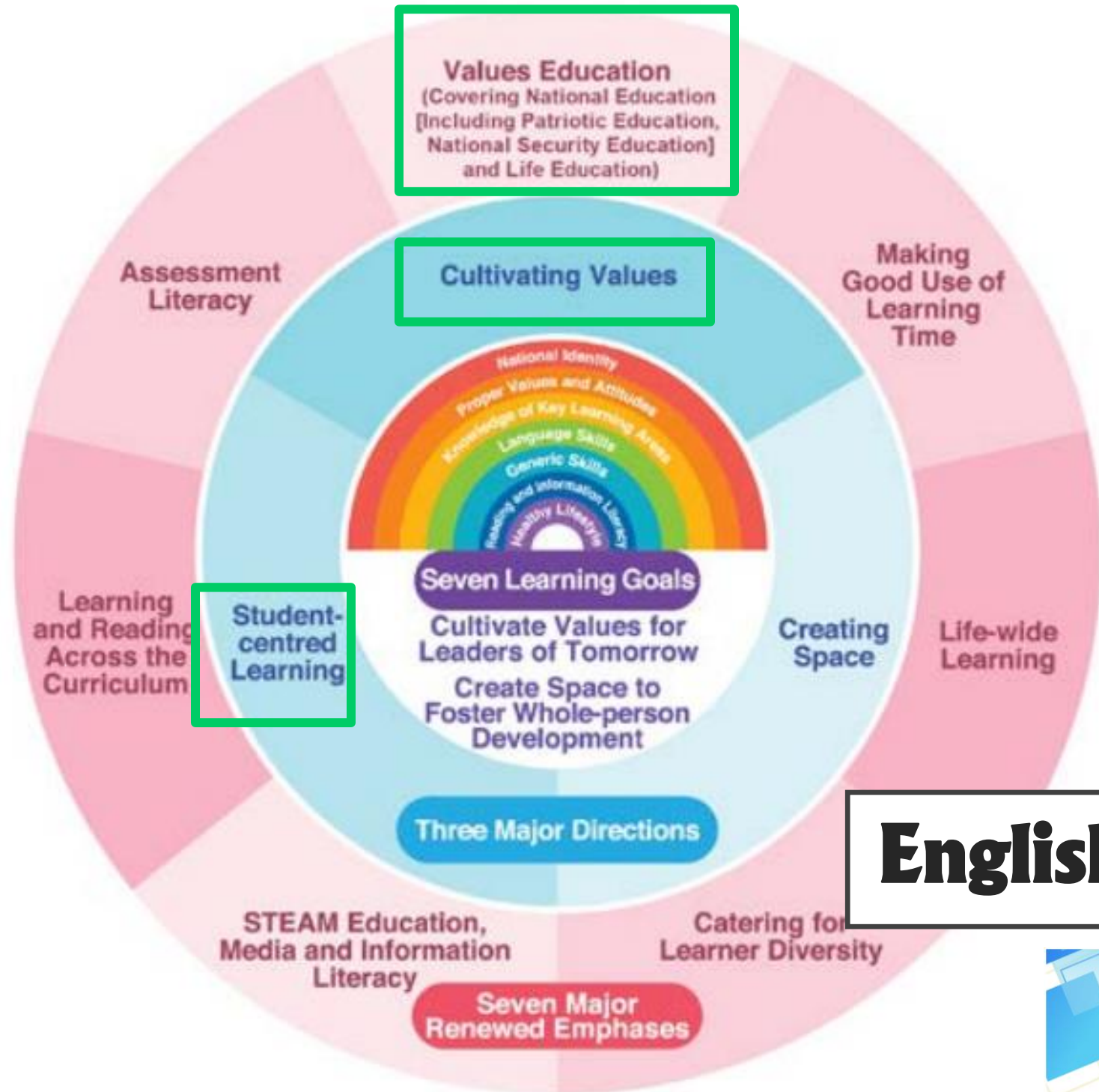
Experience Sharing from SKH Chu Yan Primary School

(School Background, Overview of the Units worked on, Curriculum Design, Learning and Teaching Materials, Students' Work)



Reflection & Takeaways

Primary Education Curriculum Guide (2024)



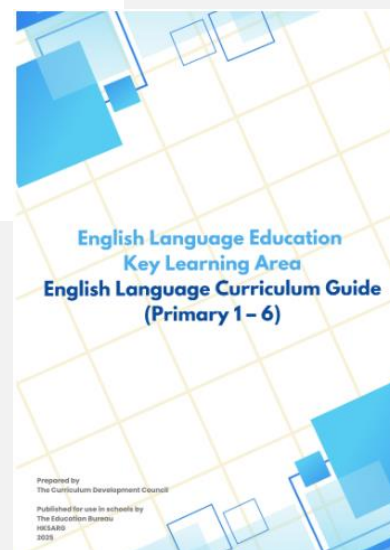
The Updated Seven Learning Goals of Primary Education

- Be **proactive in** biliterate and trilingual **communication**
- Develop **generic skills** and **inquiry thinking** holistically, and **learn** independently and **actively**

English Language Curriculum Guide (P1-P6)(2025)

Primary Education Curriculum Guide (2024)

Education Bureau Circular No. 17/2024

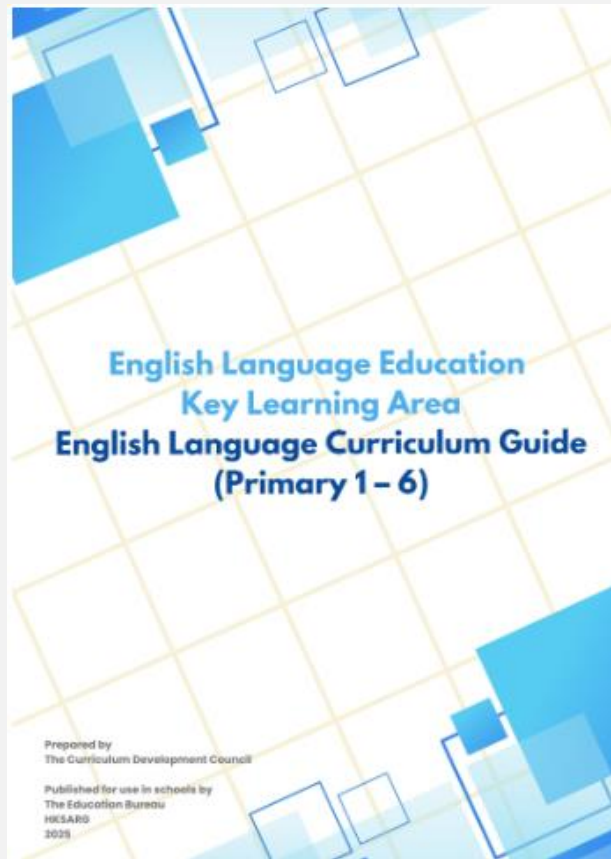


In light of one of the Updated Seven Learning Goals of primary education (i.e. developing generic skills and inquiry thinking holistically, and learning independently and actively), **student-centred learning** should **underpin the planning and design of the curriculum and learning experiences.**

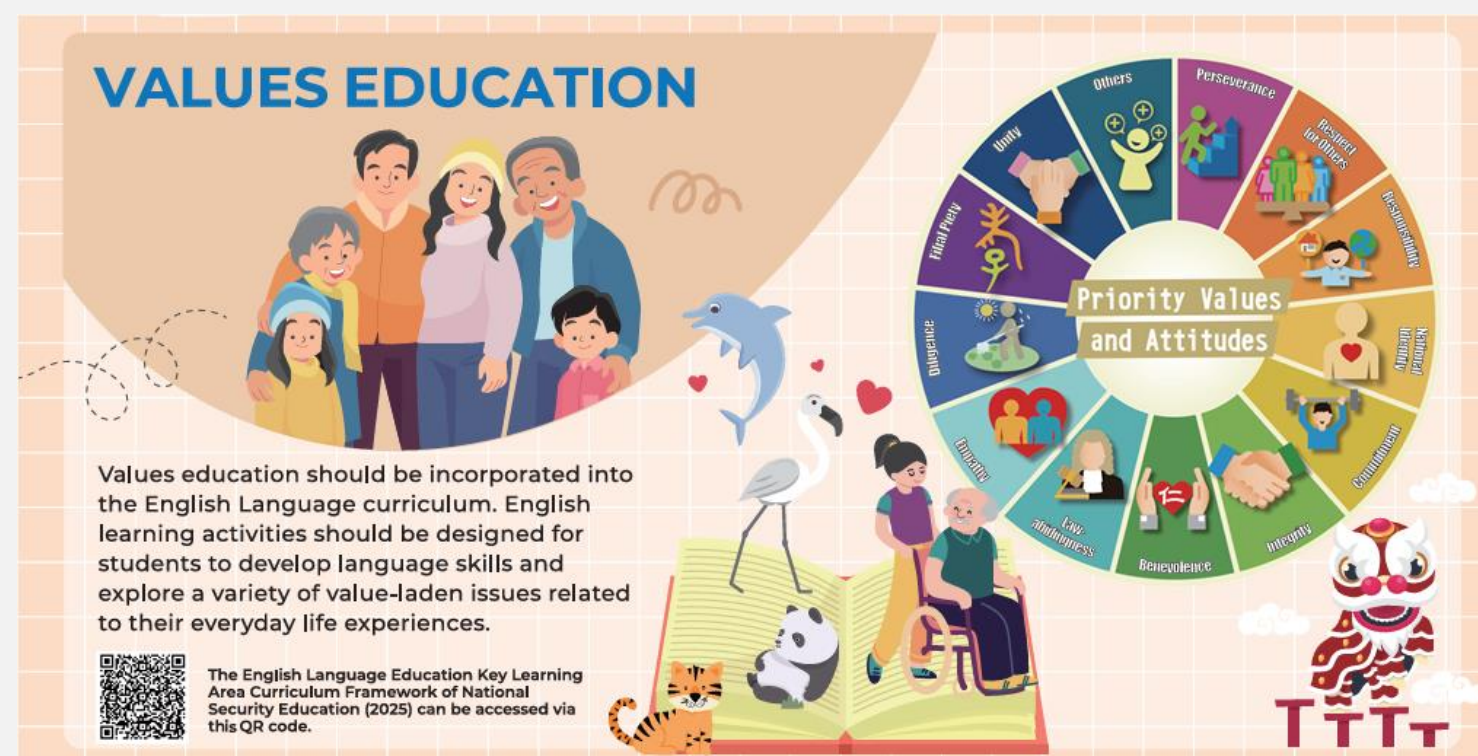
Values Education

Values and attitudes should be developed through the approaches of “**organic integration**”, “**natural connection**”, “**diversified strategies**”, “**mutual coordination**”, “**learning within and beyond the classroom**” and “**whole-school participation**”.

These values and attitudes should be **fostered through learning and teaching**, with ample opportunities for students to develop and reinforce them through learning activities and tasks.



ELE KLA ELCG (P1-P6) (2025)

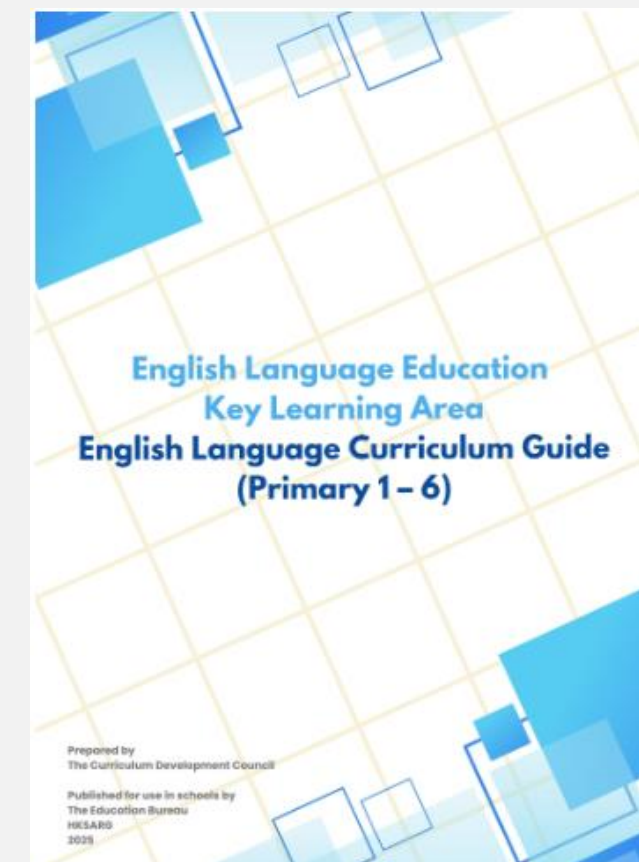


The Updated Seven Learning Goals of Primary Education

Learner Independence and Self-directed Learning (SDL)

To enable students to become **motivated** and independent language learners, teachers should promote SDL. Teachers are encouraged to:

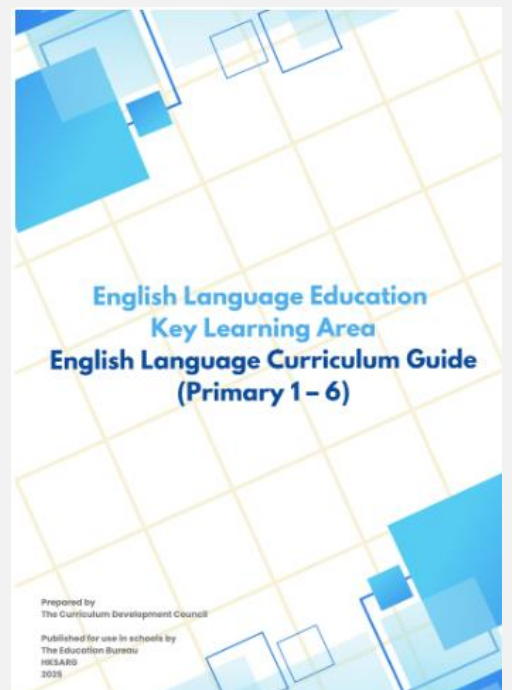
- help students develop **enabling skills** (e.g. phonics skills, vocabulary building skills), **metacognitive skills** and **SDL skills**;
- create opportunities for students to **make choices or decisions in their learning** by providing a **good variety of interesting** and **creative texts** (e.g. literary, information and multimodal texts), learning materials (e.g. e-books, animations, videos) and activities (e.g. drama, projects) to explore their interests;
- help students develop a positive attitude towards self-assessment and peer assessment so that they **participate actively** in these activities, have **ownership of their learning**, and continuously develop self-directed learning abilities;
- help students improve their work through **providing constructive feedback**.



Task-based Learning and Teaching

In light of primary students' abilities, learning needs and styles, teachers in primary schools need to consider the following in adopting a task-based approach in the English classroom:

- Teachers should be open-minded and flexible enough to accept students' attempts and efforts, in order to **foster learning confidence** and **risk-taking**.
- To achieve communicative competence, ample opportunities should be provided for students to **talk in English with one another** in school, and to **explore** or negotiate **meaning** and **ways to do things in the context of tasks**.
- An **activity** can motivate students when it is comprehensible and **purposeful**, and at the same time provides some degree of challenge and **a sense of achievement**.



About SKH Chu Yan Primary School

Background Information

No. of classes: 24 (4 classes per level)

No. of students: around 25 students per class

Class streaming arrangement:

P.1-3: mixed-ability

P.4-6: Class A: a class catering for more able students

Our Students

- Many come from families with limited family support for English learning
- School is their main source of English exposure
- May affect their motivation and sense of achievement in learning English

School English Language Curriculum

Textbook:

- P.1-2, 4-5: 2nd Edition
Primary Longman Elect (Book 1A-6B)
- P.3, 6: 1st Edition

School-based materials:

- P.1-3: Theme-based reading booklets
- P.4-6: Poem-reading worksheets

Today's Sharing Focus

The GE units covered:

Unit

Language Focus

Text types

3A Unit 5: My school calendar & Unit 6: What can we do?

5 **My school calendar**
p.37–p.45

6 **What can we do?**
p.46–p.54

- * Ask and answer questions about dates
- * Use prepositions to talk about dates
- * Ask and answer questions about what people can and cannot do
- * Talk about what people are good at and not good at
- * Use connectives to link similar and contrasting ideas

Descriptive writing
(About a new school event)

Book covers

Contents pages

Posters

Diary entries
(About the 'Fashion Show'
activity organised in June 2025)

3B Unit 3: Now and then

3 **Now and then**
p.19–p.27

- * Use the simple past tense to talk about past states
- * Use the simple present tense to talk about present states
- * Use time adverbials to talk about a point in the past

Curriculum Design

Engaging tasks with an authentic context 😊

1. Conduct unit planning

- **Set learning objectives embodying:**
 - language forms and communicative functions;
 - language skills and language development strategies;
 - positive values and attitudes; and
 - generic skills.

• **Design and sequence learning tasks inside and outside the classroom**

2. Create a meaningful context

- **Propose a new school event**
- **Create class booklets with a contents page that include all students' suggestions for the School Head to consider**

3. Engage students in purposeful learning tasks

December 2024- March 2025

- Equip students with the target vocabulary, grammar and structures using the publisher materials (vocabulary input & grammar noticing)
- Read an e-reader, 'Celebrate February' inside and outside the classroom (specific reading skills: Understand the functions of a contents page, make predictions, work out the meaning of unfamiliar words)
- Read authentic reading materials such as the English version of the school calendar and a model text about a special school event 'Special Hairstyle Day' (text deconstruction)
- Consolidate understanding of the use of the target language and structure through publisher and school-based materials
- Write about a new school event (drafting & editing)
- Create 4 class booklets with contents pages and all students' suggestions (publishing)

April – June 2025

- Prepare for the new school event, Fashion Show collaboratively (write brief introduction about what they will wear, brainstorm ideas for the catwalk on stage, vote for class representatives to introduce their class and classmates, design event posters)
- Enjoy the day and write a diary entry about it

4. Conduct evaluation to inform future planning

- Analyse student work and review learning and teaching effectiveness to determine if students have achieved the learning objectives
- Refine teaching strategies and pedagogical design
- Utilise the experience to reflect on the use of a variety of reading materials, design of learning tasks and co-planning practice in the panel

Why do we actualise students' ideas?

We would like to

- provide students with the opportunities to **apply the target language purposefully and meaningfully**;
- enhance **students' learning motivation** and **interest**;
- enhance their **confidence in using English**;
- **engage different stakeholders** in the preparation of the event; and
- **celebrate the hard work** with students together. [The importance of **unity**]

Reading Authentic Materials (E-reader)

To enhance students' reading exposure and interest → know more about different interesting days in February (*only read a few chapters in class)
(*students were encouraged to read the remaining ones online during the school holidays and share their ideas with teachers and classmates afterwards)

What is the book about?

To make predictions using the book cover and the contents page

TABLE OF CONTENTS	
Happy February	4
February Days For Everyone	6
February Days for Kids	8
February Days for Animal Lovers	10
February Days for Pet People	12
February Days for Sports Fanatics	14
February Days for	
February Days for	
February Days for	

What is the meaning of 'bookworms'?

SDL: To develop students' enabling skills (vocabulary building skills)

Let's have a guess. There are two small words in it.

How many chapters are there in the book?

1	Happy February	4
2	February Days For Everyone	6
3	February Days for Kids	8
4	February Days for Animal Lovers	10
5	February Days for Pet People	12
6	February Days for Sports Fanatics	14
7	February Days for	
8	February Days for	
9	February Days for	

I love bears. I want to know some special days about them. Which chapter can I read?

To understand the functions of a contents page

Analysing a Model Text about a New School Event (Text Deconstruction)

If you want to suggest a new school event to the principal and teachers, what would you say to them?

Brainstorm with students the possible content related to this purpose

Special Hairstyle Day

I suggest a "Special Hairstyle Day" on the last Friday of every month. On this day, students and teachers can do something fun with the hair. For example, we can have colourful braids and add hair decorations.

Name
(What is the name of the event?)

We can also have a hairstyle contest. We can walk a cat walk on the stage in the school hall. After that, we can vote for our favourite hairstyle. It is exciting and fun.

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Date
(When is it?)

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Special Hairstyle Day

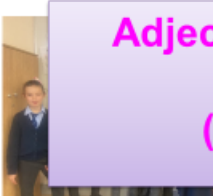
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Guide students to discover the text structure and language features through effective questioning and noticing

Students' Work (Drafting and Editing)

Written and oral feedback were provided to facilitate students' improvement and encourage them to elaborate more on their ideas.

Most of the students finished their drafts using the ideas they had put in the table. A few students changed their minds and wrote about a new event.

Students' Work (Class Booklets) (Publishing)

Book covers for the four classes

(Each student designed the cover for their class and voted for their favourite one with positive comments.)

Students prepared the contents page under teachers' guidance, including prompts on how to categorise events (e.g. by nature or by month) and arranged them in a logical order.



The printed versions of the class booklets are placed in the school library. They are also displayed during special school events such as Kindergarten Day and Open Day.

Actualising Students' Ideas

Discussion with the school management:

Factors for considerations

- Students' safety
- Meaningfulness
- Application of the learnt language, grammar, vocabulary and structures during the activities and tasks

Prepare and issue the e-notices to parents, introducing the contexts and background of the event

Seeking PTA's support and recruitment of parent volunteers:

- Assist in face painting and preparing make-up tools
- Assist in the activities

Students' Preparation for the Event

All students wrote a brief introduction about what they would wear that day, brainstormed ideas for the catwalk on stage, and voted for class representatives to be the MCs.

Two students from each class served as MCs and prepared their scripts.

Name : _____ () Class : P.3 _____
 Date : _____

What are you going to wearing in fashion show?

Clothing items

shirt	T-shirt	trousers	jeans	shorts
jacket	suit	dress	skirt	cap
hat	shoes	trainers	boots	high heels
tie	bow tie			

Accessories

earrings	headband	bracelet	necklace	belt
scarf	watch	sunglasses		

Colours

black	white	yellow	red	green
blue	purple	brown	grey	pink
orange	gold	silver		

A: Good morning everyone, I'm _____ from Class 3B.
 B: I'm _____ from Class 3B.
 A: Today, we are wearing beautiful clothes to school.
 B: Some girls wear colourful dresses or skirts. And some students wear T-shirts and jeans. We look smart.
 A: Some of us also put on some accessories, such as, necklaces, hats or sunglasses.
 B: Let's welcome our classmates.
 A: They are (name) and(name)./
 They are (name) ,(name) and(name).
 B: They are (name) and(name)./
 They are (name) ,(name) and(name).
 A/B: (A/B) take turns

Posters designed by students were displayed throughout the school.

...ls of 3B today.

Guidelines for designing the fashion show poster

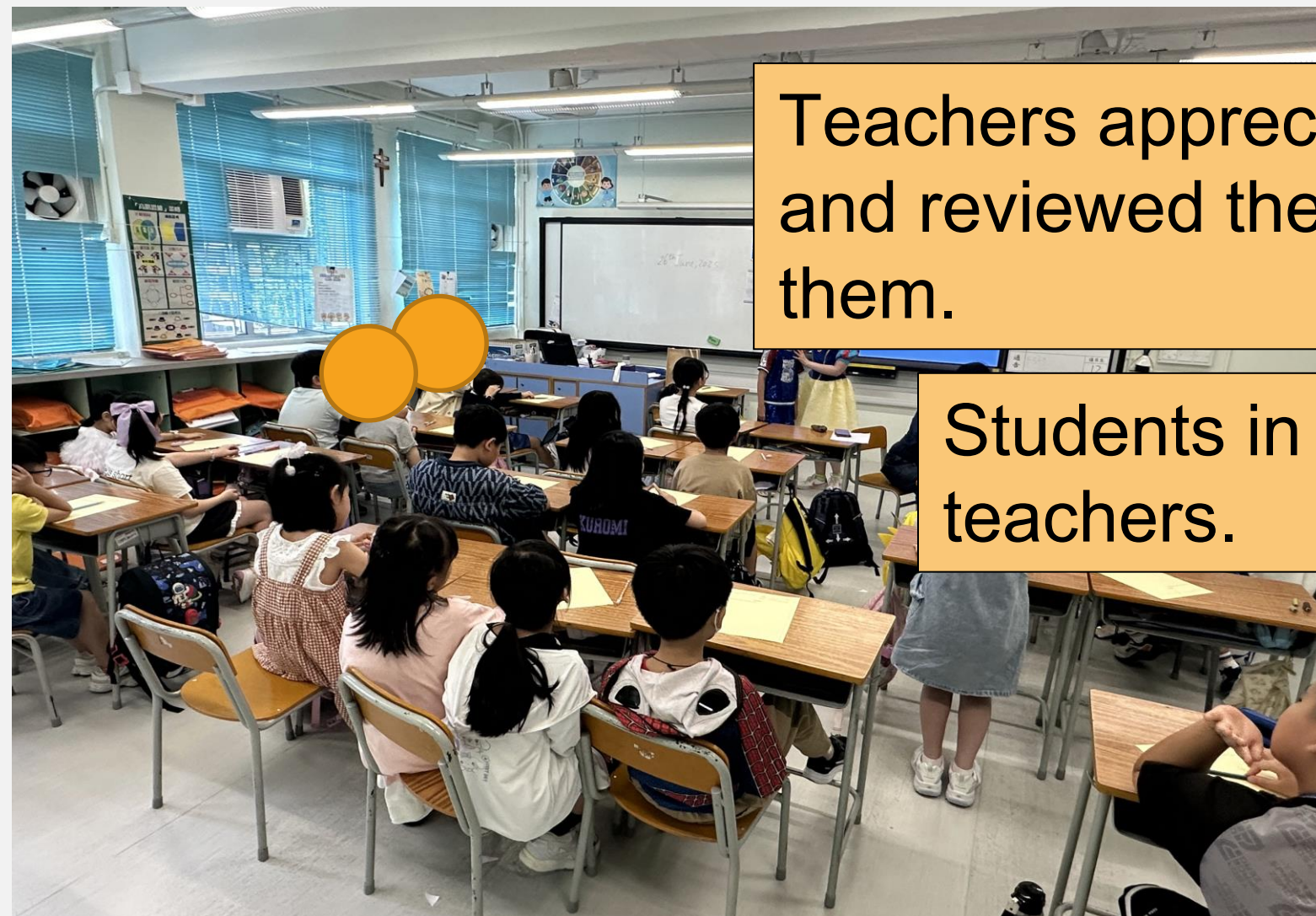
1. Write the event (Fashion Show)
2. Write the date (26th June, 2025.)
3. Write the venue (Hall)
4. Write the time (10:20 a.m. -12:15 p.m.)
5. Draw some kids with colourful clothes and accessories.

I am going to wear _____

Fashion Show on 26 June 2025 - Before the Catwalk (In the Classroom)

Students shared with their classmates what they were wearing that day.
(pair talk & presentation in front of the class)

Teachers provided feedback on how students could use a greater variety of adjectives to describe the clothing items.



Teachers appreciated students' efforts in the preparation work and reviewed the features and content of the event poster with them.

Students in each class rehearsed the catwalk with their teachers.

Fashion Show on 26 June 2025 – Catwalk on Stage (In the School Hall)

Principal Lo showed his support to students and recognised students' efforts.

The representatives of each class introduced their classes, and each student participated in a catwalk. All students, regardless of their English abilities, had the opportunity to walk on stage. Parent volunteers also joined the event, and everyone celebrated the success of the event together.



Fashion Show on 26 June 2025 - After the Catwalk (In the Classroom)

Sally's Diary

Sunday 15th June

Sunny

It is Father's Day today! In the morning I drew a card for Dad with bright colour. I wrote "Happy Father's Day. You are my super dad!" on it. Dad read it and hugged me. He was surprised!

In the afternoon I went to the shopping centre. My dad was delighted.

Then we had a Father's Day party at home. We had some healthy snacks and played board games together. We were over the moon.

We use simple past tense to talk about things happened in the past.

What tense does Sally use?

Sally's Diary

Sunday 15th June

Sunny

It is Father's Day today! **In the morning** I drew a card for Dad with bright colour. I wrote "Happy Father's Day. You are my super dad!" on it. Dad read it and hugged me. He was surprised!

We use time phrases to organise the ideas in the diary entry clearly.

Why does Sally use the words in green?

Sally's Diary

Sunday 15th June

Sunny

It is Father's Day today! In the morning I drew a card for Dad with bright colour. I wrote "Happy Father's Day. You are my super dad!" on it. Dad read it and hugged me. He was surprised!

In the afternoon I went to the shopping centre. My dad was delighted.

Then we had a Father's Day party at home. We had some healthy snacks and played board games together. We were over the moon.

We use adjectives and phrases to talk about people's feelings.

Adjective or Idioms to show our feelings

scared :

- I am frightened.
- I am shaking like a leaf.

Teachers revised the language features and text structure of a diary entry with students and provided input on how to use a greater variety of adjectives or idioms to express feelings.

Fashion Show on 26 June 2025 - After the Catwalk (In the Classroom)

Thank you for all your contribution.

Your ideas for the new school events

Your participation during the Fashion Show

Team Work 😊
Unity 😊

Your hard work in the rehearsal and catwalk

Your support for the classmates during the activities

Teachers guided students to reflect on the importance of unity and recognised all of their contributions in organising the new school event.

Students' Work (Diary Entries)

Students applied what they had learnt in writing the diary entry.

- Use of **simple past tense** to talk about things that happened
- Use of **time phrases** to show the sequence of the activities
- Use of **adjectives and phrases** to express **feelings**

The event provided an **authentic and meaningful context** for students to write their diary entries.

Every student contributed meaningfully, showcasing their enjoyment through lively involvement and thoughtful writing.

Students with good or average language abilities put in their best effort when writing the entry.

Reflection - Propose a New School Event

- It was absolutely a **student-centered activity**. Students proposed many ideas for our new school event. Teachers provided some guidance to help them put their writing together and create class booklets. Students also designed the contents page and the book cover.

- The activity allowed students to showcase their **creativity**, and they loved it very much. They were excited when they realised that the event they proposed **could come to life**.
- The **task-based approach** could arouse students' **learning interest** and foster their **confidence** in learning.

Reflection - the promotion of Values Education in English lessons

Students' Growth

- Increase students' motivation and confidence in learning
- Enrich vocabulary, especially in adjectives
- Stronger teamwork and support for one another in English activities
- Family encouragement plays a key role in their success

Teachers' Professional Development

- Collaborative lesson planning fosters a strong culture of teamwork
- Values education is naturally integrated into English lessons
- Teachers introduce new learning elements to enrich student experiences

Reflection - the promotion of Values Education in English lessons

Curriculum Planning and Implementation

- **Values education**: Help students understand key values (**cognition**), cultivate empathy and develop a positive attitude towards life (**affection**), and practise appropriate behaviour (**action**)
- **Curriculum tailoring**: Refine the English curriculum and L/T materials for comprehensible, **meaningful** and purposeful learning activities, providing a **sense of achievement**
- **Expanded learning time**: Utilise class time, school time and time beyond school for **enriched reading exposure**
- **Teacher leadership**: "Seed" teachers from the English panel lead values education and co-develop new teaching plans to **sustain and spread good practices**

Reflection and Takeaways

Roles of curriculum leaders and English teachers:

Create a dynamic and engaging learning environment for students

Adopt a student-centred approach

Design tasks with clear purposes and contexts to engage students in drawing upon their framework of knowledge and skills

Provide students with more exposure to a variety of reading materials and assessment modes

Learner autonomy

Sense of ownership

SDL