

The background of the slide is a green chalkboard. Two pink chalk sticks are lying on the board, one standing upright and one lying horizontally. There are faint white chalk drawings on the board, including a circle on the left and some abstract lines on the right.

# **Use of Assessment Data to Inform Learning and Teaching of English Language at Primary Level**

## **- some school experiences**

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# Interpreting TSA data

Try to understand and analyze it!

Look at the school's overall performance

Study the questions and find out the knowledge and skills required

Look into our students' strengths and weaknesses

Make the analysis the responsibilities of all English teachers – **TSA is not just for P3 and P6 teachers!**



## 6ERW1-P4A

4. Why did Pamela's friends call her 'Big Pam'?

- A. They were fat.
- B. They didn't like Pamela.
- C. They wanted to be friendly.
- D. They thought Pamela was overweight.

### Territory-wide %

- A. 25.9%
- B. 10.9%
- C. 10.8%
- D. 51.4%**
- U. 1.0%

The nickname 'Big Pam' at school made Pamela sad. A year ago, Pamela told her classmate, Judy, that friends laughed at her. She wanted to be thin so she ate very little. Her weight dropped from 55 kg to 35 kg and finally to 25 kg. The weight loss of 30 kg was killing her.

10

The BC required to answer the question

### #Analysis:

- To **infer** from the word '*big*' as 'fat' or 'overweight'
- To find clues in the same paragraph to support their inferences. Pamela's friends 'laughed at her' and so 'she wanted to be thin'. In other words, her friends thought she was *fat / overweight*.

BC-using a range of reading strategies to understand the meaning of simple texts with the help of cues

6ERW1-P4A

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Suggest possible problems our students had in tackling the question

#Analysis:

- Quite a number of students chose Option A.
- Possible reason: they thought that Pam was fat.
- But they overlooked the pronoun '*they*', which refers to Pam's friends but not just Pam herself.

# Students' weaknesses identified

## Reading

- Students had difficulties in understanding the development of the texts due to poor vocabulary
- Students had problems in using some reading strategies to understand the meaning of simple texts with the help of cues  
e.g. **making inferences** and **predicting the meaning of unfamiliar words by using contextual clues**

## Writing

- Students had limited vocabulary, sentence patterns and cohesive devices in composing simple texts
- Students were poor in providing supporting details to the main ideas/topic sentences

## Listening

- Students had problems in getting the gist/main idea

## Speaking

- Students had problems in providing elaboration to the ideas



# Integrate the knowledge and skills into the curriculum

Add BC items in internal assessment papers

Maximize the use of the texts in textbooks to provide training on reading strategies

Help students understand the language features of simple reading texts

Design writing tasks to teach writing skills



# Add BC items in internal assessment papers

P.6

(B) Diana went to the hospital again on Sunday morning. She met her mother's doctor, Doctor Lee, outside the ward. Read carefully.

Doctor Lee put his finger to his lips. 'Shh,' he said, 'Your mother's sleeping right now, Diana. It's my break time. Why don't you come and talk to me for five minutes? Let me buy you a cup of tea.'

When Doctor Lee returned with the tea, he said to her. **You** know your mother has been very ill. She's better now, but she needs a lot of rest. I just want to ask you to do the housework for her when she's back home. Please help your father. Let your mother stay in bed and you look after her for a change. Can you do that?' Diana said she could.

Doctor Lee then asked Diana which school she went to. When Diana answered, he said, 'That's interesting! I went to St John's School too! Science was my favourite subject. Who teaches you Science?' Diana answered, 'My Science teacher is Miss Wong. Science is my favourite subject too. My least favourite subject is PE.' Doctor Lee hated PE too.

Diana asked about his family. He did not have any brothers or sisters. Neither did Diana. 'What do you want to do when you grow up?' he asked. 'I want to help people. Maybe I'll become a doctor like you! We seem to be the same in so many ways!' Both Doctor Lee and Diana laughed. 'Come on now,' said Doctor Lee. 'Why don't we go and see if your mother's awake?'

**BC-using a range of reading strategies to understand the meaning of simple texts with the help of cues**

1. Why did the doctor have time to speak to Diana?
- A) Because he put his finger to his lips.
  - B) Because Diana's mother was sleeping.
  - C) Because he was having a rest.
  - D) Because he wanted to buy some tea.

**(1) Students need to recognize common expressions**

2. Read line 4: "**You** know your mother has been very ill." What does **You** refer to?
- A) Doctor Lee.
  - B) Diana's mother.
  - C) Diana's father.
  - D) Diana.

**(2) Students are tested on how well they understand the connection of ideas by interpreting the pronouns**

# Add BC items in internal assessment papers

P.5 H. After the trip to Sai Kung, Jimmy loves the nature. He is writing to invite his friend Thomas to go with him next time. Choose two places to go and write the letter in about 70 words. (20 marks)



1. Where shall we go?
2. What can we do there?
3. How can we get there?
4. How far is it from Tuen Mun?
5. How long does it take to get there?

Content = 10 marks / Language = 5 marks / Format = 5 marks



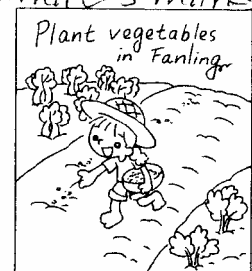
1 hour (23km)  
by bus



30minutes (12 km)  
by minibus



2 hours (45km)  
by train and minibus



1 hour 30 minutes (35km)  
by train

Students are required to write a simple text (letter) on a familiar topic with prompt questions



(17)

24<sup>th</sup> May 2018 (18)

Dear Thomas,

Last Sunday, I went to Hoi Ha Marine Park with my family. It was great! I am planning to go to another place with you next Sunday. Please let me know which place you are interested in.

Come on a trip to The Mai Po Wetlands!

**The marking scheme is revised to maintain a better balance between content and language**

## Marking scheme: Writing (Total 19 marks)

### Content

8-10 marks: provide a clear, coherent description of related details

5-7 marks : provide a rather clear description of related details

1-4 marks : provide only a brief and incoherent description of related details

0 marks : provide mainly irrelevant information

### Language

4-5 marks : use a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with few / no grammatical and spelling mistakes

0-2 marks : use a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately



# Maximize the use of the texts in textbooks to provide training on reading strategies

P.2

## Chapter 3 (reading)

**Text type:** A comic with speech bubbles

**Content:** Two boys are playing ball games at recess. They throw the ball onto the grass. When they are about to step on the grass, Sam, a prefect, stops them. They think he is unfriendly. In the meantime, Mr. Ho, the caretaker comes by and uses a pole to get the ball for the boys. They think he is helpful. Then the boys throw the ball again but this time, it nearly hits Mrs. Tam, the new music teacher. She throws it back to them and they think she is friendly.

**Reading comprehension exercise:**

correct the wrong adjectives used about the prefect, Mr. Ho and Mrs. Tam

P2 students have problems understanding the flow of a comic with so many speech bubbles.

# Maximize the use of the texts in textbooks to provide training on reading strategies

1. Who are they? Name the people.

Charlie

Mr. Ho

Sam

Mrs. Tam

2. Where are the children?

A. At home.

B. At the school  
playground.

C. In the park.

**Help the P2 students identify the characters / speakers of the speech bubbles and the context in which these characters interact**

# Maximize the use of the texts in textbooks to provide training on reading skills

P.2

## Chapter 3 (language focus)

Subjective and objective personal  
Pronouns

I	→	me
you	→	you
he	→	him
she	→	her

**Students begin learning subjective and objective personal pronouns in P.2**

# Maximize the use of the texts in textbooks to provide training on reading skills

3. Read picture three. What does "him" refer to?

A. Charlie.

B. Mr Ho.

C. Sam.

Help students to understand the connection between ideas by following pronoun references

5. Look at picture four. What does "I" refer to?

A. Charlie.

B. Peter.

C. Mr. Ho.

6. What does "You" refer to?

A. Charlie.

B. Peter.

C. Mr. Ho.

# Maximize the use of the texts in textbooks to provide training on reading skills

P.4

## Chapter 1 (reading)

**Text type:** a story

**Content:** On their way home, Tom begged Ella, the family helper to let him play tennis with 2 boys. Ella said no because Tom was too small. She suggested that he played on the slide in the playground. Tom didn't like the idea. So they went home. At home, Tom wanted to play with his brother, David. He was refused because David was busy drawing a plane. When David went out for computer games, Tom drew a huge plane on the table. A moment later, Tom went to his sister, Mary, and wanted to play the piano with her. Seeing Tom's dirty fingers, Mary said no. But David joked that he could play the black notes.

**Reading comprehension exercise:**

Decide whether the statements about the story are true or false





# Maximize the use of the texts in textbooks to provide training on reading skills

1. Who was Tom's sister?

- A. Ella    B. David    C. Mary    D. Charlie

A synthesis of various reading skills

Scan for specific information

Discriminate the relevant information from the irrelevant ones

Knowledge of the world - common English names

Tom and the **family helper Ella** were walking home this Tuesday. Tom was very excited and he said, 'Hey, there were 2 boys playing tennis. I like tennis too. Can I play With them?'

Now, Tom was at home. He wanted to play with **his brother, David**.

After that, Tom went to **his sister, Mary**. 'Can I play the piano with you, Mary?' begged Tom.



# Help students understand the language features of simple literary / imaginative texts

C. Read the riddles and choose the best answers.

A pond	A snack bar	A tennis court	A playground	A swimming pool
--------	-------------	----------------	--------------	-----------------

<p>I am <u>full of water</u>. <u>Ducks swim</u> in me. You can look at them but you can't feed them. What am I?</p> <hr/>	<p>You can buy things here. I have sweets, chocolates and chips. I have orange juice, coke and water. What am I?</p> <hr/>
<p>I am a place for playing. I have slides, a see-saw and swings. Children love playing here. What am I?</p> <hr/>	<p>I am <u>full of water</u>. You can swim in me. You <u>can't dive</u> here. What am I?</p> <hr/>

Help students **to get the main idea** by identifying the key words and making use of knowledge of the world

# Help students understand the language features of simple reading texts

The given criteria

B. Read the dialogue and tick (✓) the correct answers.

I have 20 dollars. I want to have something sweet and I want to drink something hot.

Locate the relevant information by identifying the key words

What can he buy?

Snacks	
Hot dog	\$12
Fries	\$ 6
<u>Sweet corn</u>	<u>\$ 9</u>
Drinks	
<u>Hot Chocolate</u>	<u>\$ 8</u>
Iced lemon tea	\$ 9
Orange juice	\$10

B. Beeno goes to Rabbit's Restaurant. What does he want to have? Read the dialogue and circle the correct answers.

The given criteria

I like something sour for appetizer.  
I love seafood. But I want to have carrot for soup. I don't like onion. For dessert, I want something cold.

Understand the connection between ideas by identifying the connective 'but'

Making use of personal experience

**Menu**

**Appetizer**  
Egg salad or **Tomato salad**

**Soup**  
**Carrot soup** or Fish soup

**Main Dish**  
**Oysters with pumpkin** or Squid and onion

**Dessert**  
Fruit tarts or **ice cream**

Coffee or Tea

Locate specific information in a menu by identifying key words



# Comparison of student performances in writing at TSA 2006 and 2007

	<b>2006</b>	<b>2007</b>
P3	<p>Most students continued to give brief ideas and answers to guided questions</p>	<p>Students still gave brief ideas in their writing. Only a minority of students were able to provide relevant ideas with details.</p>
P6	<p>Where tasks provided prompts in simple and familiar contexts, many students were able to provide interesting, relevant ideas with details.</p> <p>Many students could not organize ideas in paragraphs and lacked sufficient vocabulary to express their ideas clearly.</p>	<p>When writing tasks were provided with prompts and set in a simple and familiar context, students were able to provide interesting ideas with relevant details.</p> <p>Many students could use simple cohesive devices to make their writing more coherent. Some could use varied sentence patterns and a range of vocabulary in their writing.</p>





# A review on teaching and learning

Needs identified in writing at school

Students' writing

- had little ideas to write
- answered to the prompt questions only
- had difficulties in giving more information to an idea
- made no connection in linking up ideas
- wrote in incomplete sentences

Needs identified in writing in TSA

- Scores in contents: satisfactory
- Scores in language: satisfactory

# A review on teaching and learning

## Needs identified in teaching

### Teaching strategies

- limited use of pre-writing strategies as a preparation for writing
- limited use of revision/editing strategies to help students to polish their initial work
- not specify/exemplify the writing form e.g. story, letter or information report



# Points for the teachers to consider

**generate**

- How to help students **organize** ideas in a writing task ?

**present**

use a story framework  
in creating stories

use a topic sentence  
with supporting details  
for a paragraph

use graphic  
organizers to  
generate ideas

writing topics be  
related to real-life  
experience

gather information  
from different sources  
e.g. textbooks, readers,  
web-sites ....

sequence ideas  
using procedural  
words

whole class/ group  
brainstorming

# Points for the teachers to consider

- How to help students use appropriate writing task ?

**words**

**sentences** in a

**tenses**

use words/sentence patterns in textbook units/small readers

brainstorm words relevant to the writing topic

familiarize students with some formulaic expressions

use graphic organizers to elicit different categories of words/phrases

familiarize students with some useful connectives and their functions

get students aware of the language features in different text-types: story—past tense, expositions—present tense, imaginative texts—future tense, etc.

# A workshop for the teachers—some suggestions in helping students to elaborate ideas



CG & BC descriptors	Suggestions for elaboration/presenting supporting ideas
<p><b>CG</b></p> <p>Chapter 2 -Writing skills (p. 57- p. 58)</p> <p><b>BC descriptors</b></p> <p>Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (IS, KS, ES)</p>	<ul style="list-style-type: none"> <li>• Giving examples (e.g. tell how hard-working a person is)</li> <li>• Beginning each paragraph in the main body of informative/descriptive texts with a topic sentence (e.g. Hong Kong is a busy city. There are many ...)</li> <li>• Describing the appearance of a person/thing in details (e.g. physical features, clothing, gestures ....)</li> </ul>
<p><b>CG</b></p> <p>Chapter 2 -Grammar Items and Structures (p. 21- p. 50)</p> <p>-Writing skills (p.57- p. 58)</p> <p><b>BC descriptors</b></p> <p>Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (IS, KS, ES)</p>	<ul style="list-style-type: none"> <li>• Adding appropriate adjectives/adverbs</li> <li>• Making comparisons (e.g. using comparatives/superlatives, finding out similarities/differences)</li> <li>• Giving reasons (...because....)</li> <li>• Explaining the procedures (First...Then...After that...Finally ...)</li> <li>• Listing a number of things (...such as ....)</li> <li>• Contrasting ideas (e.g. using the although/but structures)</li> <li>• Giving suggestions/opinions (e.g. If you..., In my opinion..., I think. ...)</li> <li>• Expressing wishes/goodwill/requests (I hope that..., I look forward to..., I would like to ...)</li> </ul>
<p><b>CG</b></p> <p>Chapter 2 -Grammar Items and Structures—Capitalization and Punctuation (p. 41- p. 44)</p> <p>-Writing skills (p. 57- p.58)</p> <p><b>BC descriptors</b></p> <p>Using common punctuation marks in simple texts with some degrees of accuracy (KS)</p>	<ul style="list-style-type: none"> <li>• Using effective dialogue in story telling (quotation marks)</li> <li>• Using exclamations to express feelings and attitudes (e.g. What a lovely rabbit it is! How wonderful! What a mess!)</li> <li>• Using questions to draw attentions in expository writing (e.g. How can we keep our school clean?)</li> </ul>



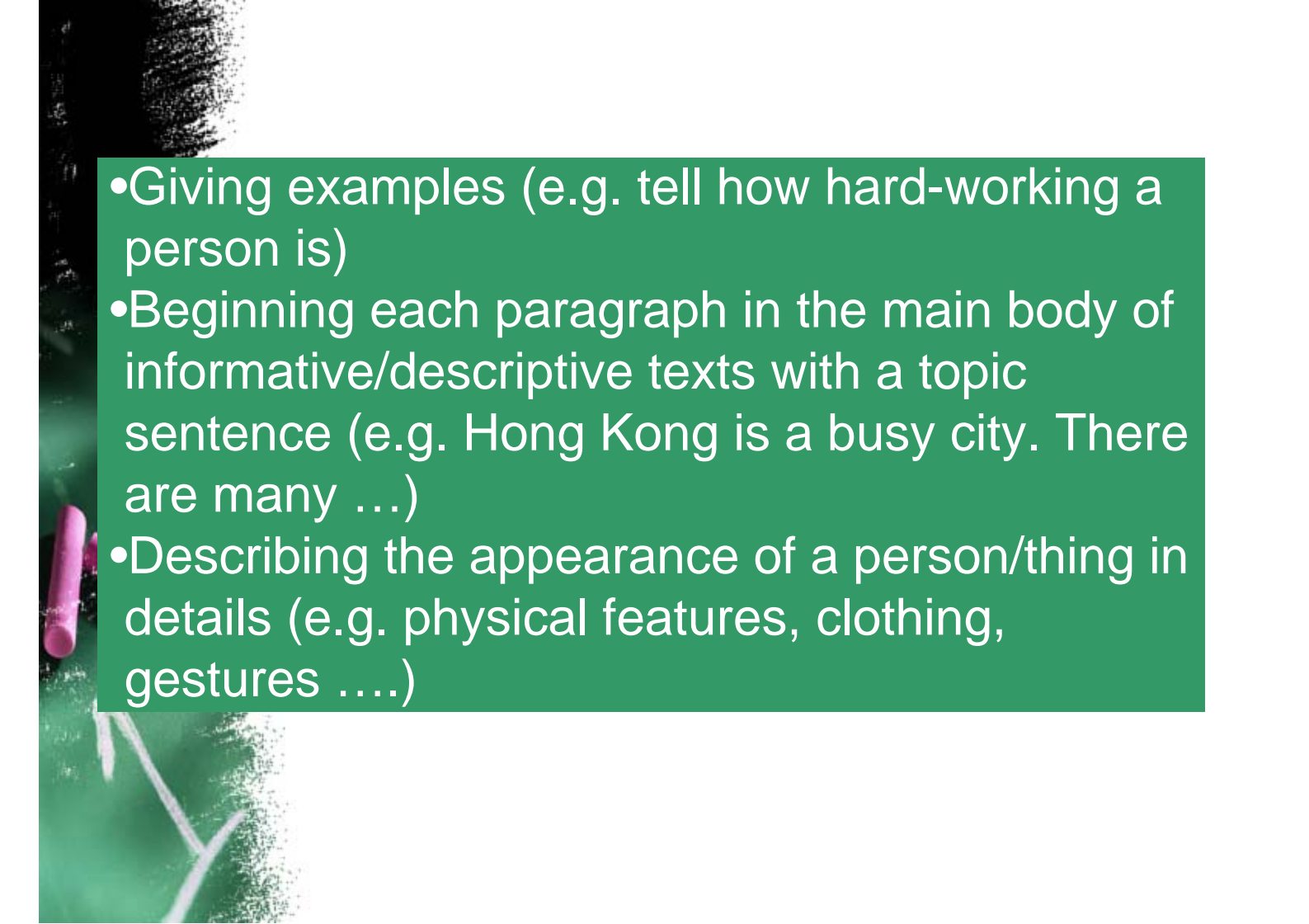
**CG**

Chapter 2 -Writing skills (p. 57- p. 58)

**BC descriptors**

Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (IS, KS, ES)



- 
- Giving examples (e.g. tell how hard-working a person is)
  - Beginning each paragraph in the main body of informative/descriptive texts with a topic sentence (e.g. Hong Kong is a busy city. There are many ...)
  - Describing the appearance of a person/thing in details (e.g. physical features, clothing, gestures ....)

## **CG**

Chapter 2 -Grammar Items and Structures (p. 21- p. 50)

-Writing skills (p.57- p. 58)

## **BC descriptors**

Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (IS, KS, ES)

- Adding appropriate adjectives/adverbs
- Making comparisons (e.g. using comparatives/superlatives, finding out similarities /differences)
- Giving reasons (...because....)
- Explaining the procedures (First...Then...After that...Finally...)
- Listing a number of things (...such as ....)
- Contrasting ideas (e.g. using the although/but structures)
- Giving suggestions/opinions (e.g. If you..., In my opinion..., I think. ...)
- Expressing wishes/goodwill/requests (I hope that..., I look forward to..., I would like to ...)

# CG

Chapter 2 - Grammar Items and Structures—  
Capitalization and Punctuation  
(p. 41- p. 44)

- Writing skills (p. 57- p.58)

## BC descriptors

Using common punctuation marks in simple texts with some degrees of accuracy (KS)

- Using effective dialogue in story telling (quotation marks)
- Using exclamations to express feelings and attitudes (e.g. What a lovely rabbit it is! How wonderful! What a mess!)
- Using questions to draw attentions in expository writing (e.g. How can we keep our school clean?)

# Strategies to improve students' writing

## An outline of a learning plan:

Module	Unit	Language input	Learning tasks/exercises	Learning approach
Happy days	Summer fun!	<b>Vocabulary:</b> playing badminton, camping, hiking... <b>Sentence patterns:</b> If...,... because ..., when... <b>Tenses:</b> present tense, past tense, present perfect tense	Exercises on vocabulary & sentences <b>Reading:</b> scan a text to locate specific information ; recognize the format and language features of a variety of text types <b>Speaking &amp; listening:</b> maintain an interaction by asking questions, replying, adding or giving examples and explaining <b>Writing:</b> gather, organize and present information on a familiar topic, use a small range of language patterns—different verb forms and structural patterns	A 'from reading to writing' approach

**A lesson plan for the writing task**

# The writing lesson

## Pre-writing preparation

- Gathering information from different sources
- Brainstorming and organizing ideas
- Grouping information into categories





# Pre-writing preparation









- Suggesting useful words/phrases/sentence patterns

Magic : 5B  
 Unit3 : Weather in Hong Kong  
 Unit4 : Life cycles  
 Grammar

Module : The magic of nature(4)  
 Name : \_\_\_\_\_ ( )  
 Class : P.5 \_\_\_\_\_  
 Date : \_\_\_\_\_

A. Jay and Annie are learning about different weather conditions. They are listening to the radio about what things they should or shouldn't do and how to protect themselves.

1.		If there is a cold weather warning, we should put on <u>more clothes.</u>
2.	 wear a hat & sunglasses	
3.	 red fire danger warning	
4.	 Monsoons strong monsoons signal	
5.	 a flood	
6.	 a typhoon warning	

# Drafting , revising and editing



- Combining ideas
- Rearranging the order of ideas
- Adding details
- Deleting irrelevant ideas
- Substituting words/phrases with more appropriate ones
- Correcting punctuation, spelling and grammar

## Combining ideas



# Drafting , revising and editing



- Peer reading
- Proofreading & correcting mistakes



# Presentation



- Asking students to do oral presentation 🗣️

(Teacher's feedback)  
**I like your sentence. 'The rainstorm warning is up.' We learnt it in Unit 2.**

- Providing feedback on the students' strengths/ weaknesses in their written work



# A P5 student's work at the beginning of the school year



Helping students organize ideas

Writing 1.1  
Date: 28/08/2017 P.2

and he had the most great ideas every day.

**The First Paragraph**

Last Saturday, I got my mother and brother go to the shopping centre.

**The Second Paragraph**

We went to see the clothes for clothes because the clothes of last year are not suitable for us. Suddenly, I fell something on the floor. Then I fell down in front of a lot of people. I feel very very embarrassed. I got up quickly and pretend I didn't fall down. Last...

**The Third Paragraph**

Then we went to see another, when we were sitting another I began to bring money, I put them on the table! So I just find money from my brother, take my brother from from. When I feel more happy, I found I poured some soap on my trousers. I wash my body dirty. So I took out a towel to clean my body trousers.

What a bad and unlucky day! I can't count the unlucky things happened around me! I hope next time will be spend and lucky. And hope the more unlucky things for me will far away from me.

and I

tense not consistent

we went to the clothes shop in the shopping centre, because the clothes of last year were not suitable for us. Then we went into the clothes shop. Suddenly, I kicked something on the floor. Then I fell down in front of a lot of people. I feel very very embarrassed. I got up quickly and pretend I didn't fall down. Last...

Then we went to see another, when we were sitting another I began to bring money, I put them on the table! So I just find money from my brother, take my brother from from. When I feel more happy, I found I poured some soap on my trousers. I wash my body dirty. So I took out a towel to clean my body trousers.

What a bad and unlucky day! I can't count the unlucky things happened around me! I hope next time will be spend and lucky. And hope the more unlucky things for me will far away from me.

use a range of sentence patterns:  
because

use a range of vocabulary:  
suddenly, fell down, embarrassed,  
pretend

# tense not consistent

We went to the clothes shop in the shopping centre, because the clothes of last year ~~are~~ <sup>were</sup> not <sup>fit</sup> suitable for me. Then we went into the

clothes shop. Suddenly, I kicked something on the floor. Then I fell down in

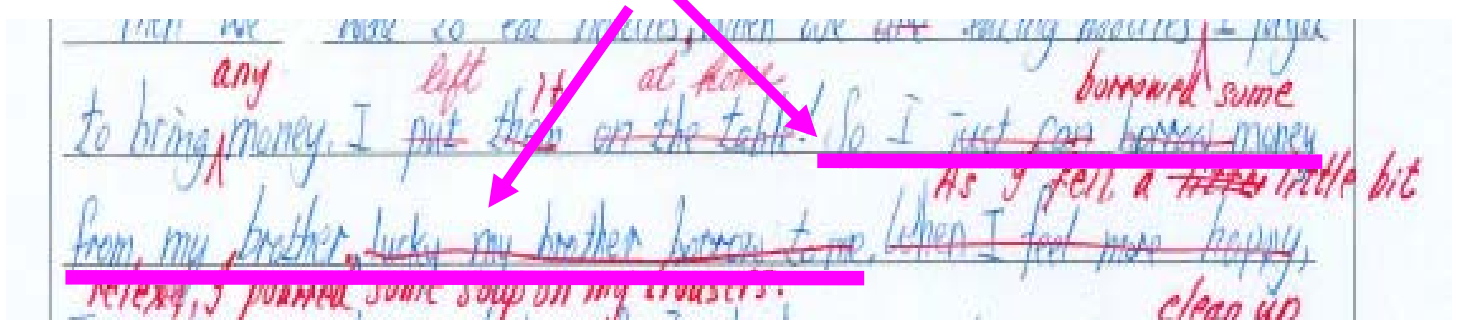
front of a lot of people. I ~~feel~~ <sup>felt</sup> very very embarrassed. I got up quickly

and ~~pretend~~ <sup>that</sup> I didn't fall down. ~~last~~ I found that

Then in ~~last~~ <sup>were</sup> it was when I was sitting on the floor I met



1. L1 interference
2. word order



So I just can borrow money from my brother, lucky my brother borrow to me.



Marks: Content 3.5/4

Language 3. /4

Organization 1.5/2

Total : 8 /10

### My Favourite Hobby

Everyone has their free time. <sup>7</sup>They will do something they like in their free time. And they will ~~also~~ <sup>participate</sup> do sports, playing games most. But my hobbies are

very different. I hate doing sports and playing games. Because sometimes when I do the <sup>exercise</sup> clumsily my friends will laugh at me. And about playing games. If you just playing games, you cannot study anything <sup>from</sup> playing games.

So That's why I do not like playing games and doing sports.   
 <sup>One of</sup> let's talk about my favourite hobbies my favourite hobby is

# A P6 writing scheme

(1<sup>st</sup> term— 4 pieces of long writing in a term)

Main writing tasks	Objectives	Pre-writing	Drafting	Revising/ Editing	Publication
Letter writing	Ss should be able to write a letter about visiting a Planet	<p>1 lesson:</p> <ul style="list-style-type: none"> <li>-sharing their imagination about the interesting things and life in a planet</li> <li>-group discussion on planning what to write about what to see/do in a letter to a family member</li> <li>-discussing the format of a letter</li> <li>-useful expression for a letter are provided for the less able students __</li> </ul>	<p>1 lesson:</p> <ul style="list-style-type: none"> <li>-Writing a letter : as a visitor on a planet, write a letter to a family member to talk about what to see/do there</li> </ul>	<p>1 lesson:</p> <ul style="list-style-type: none"> <li>-Revising the content</li> <li>-Peer reading</li> <li>-Proofreading &amp; correcting mistakes</li> <li><b>-writing conferences with students</b></li> </ul>	Finish the fair copy at home
Personal recounts	Ss should be able to write a story of a person (people in the past)	<p>Before the lesson:</p> <ul style="list-style-type: none"> <li>-interview an old family member basing on some guiding questions</li> </ul> <p>1 lesson:</p> <ul style="list-style-type: none"> <li>-familiarizing students with the present/past tenses</li> </ul>	<p>1 lesson:</p> <ul style="list-style-type: none"> <li>-Studying notes about some people in the past</li> <li>-Writing a story about one of the them</li> </ul>	<p>1 lesson:</p> <ul style="list-style-type: none"> <li>-Revising the content</li> <li>-Peer reading</li> <li>-Proofreading &amp; correcting mistakes</li> <li><b>-writing conferences with students</b></li> </ul>	Finish the fair copy at home



- am writing to complain about.....

- construction site

- noisy: drills, piledrivers big trucks.

(10:00 pm) (Sunday) (since last month)

- relax (cannot), headache, homework X.

<sup>take</sup>  
~~take~~ a nap, speak loudly to each other.

- If is a serious problem.

site.

message



Dear Sir/Madam,

Style: register and tone

Complaint about the noise pollution

I am writing to complain about <sup>the</sup> noise pollution. Near my home there <sup>is</sup> a

big construction site. They use noisy drills and piledrivers ~~at 10:00pm~~ on Sundays

since last month. ~~I know~~ they <sup>ought</sup> ~~could~~ <sup>to</sup> use noisy machines on holidays.

~~At this moment,~~ I could not do my homework, and my mother couldn't take a nap.

It is a serious problem. ~~is a problem~~

I hope you will take this complaint seriously.



# A P6 student's work—elaborating ideas (a complaint letter)

A complaint letter

Mr. Yu Tong, Sir,  
Environmental Protection Department  
Dear Sir,  
Subject:

I am <sup>Alice</sup> ~~Ang~~. I am a primary school student. I live in Sheng Xue. I am writing to complain about the annoying sound and smoke produced by the construction near my home.

There is a construction near my home. It produces too much noise and smoke which make me difficult to study or relax. I can't concentrate on my study because this construction one with noisy ~~and~~ <sup>and</sup> skill and platters <sup>very</sup>. It also affect my hearing. The construction produces so much smoke too. It makes the air dirty. When I breathe in the dirty air, I will cough. I think it is bad for my health.

The student can

- use a range of sentence patterns to express ideas
- provide relevant information and ideas
- organize ideas in paragraphs
- use a range of vocabulary

Style: register and tone

use a topic sentence

use 'which' to add information about a thing

use 'because' to give reasons

use 'when' to express two things happen at a time

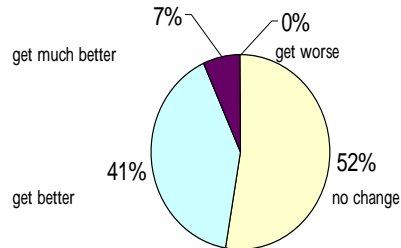
give one's opinion

# P6 Students' perceptions on their own writing

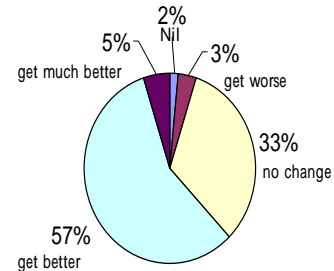
A mini-survey was made in June 2008

P6 students had the following reflections comparing their performances between their writing at the beginning and at the end of the school year

Student change: Have a lot of ideas to write.



Student change: Add more details to an idea.

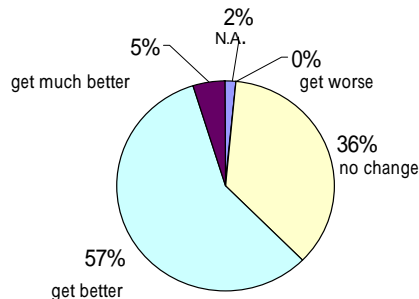


# P5 Students' perceptions on their own writing

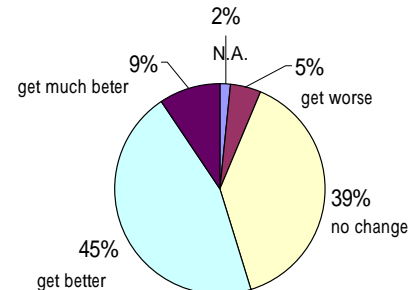
A mini-survey was made in June 2008

P5 students had the following reflections comparing their performances between their writing at the beginning and at the end of the school year

Student change: Have a lot of ideas to write.



Student change: Add more details to an idea.



# Teachers' reflections on students' performance in writing

- There has been positive change in some weak students' attitude towards and confidence in writing.
- Using the elaboration strategies, average and able students could provide more supporting details to talk about people, things and events.
- The students only took the guided questions/content organizers for references. They had a clear picture on what to describe, explain and express on a familiar topic.
- In group writing, students learnt to exchange/share/negotiate on the contents, organization, vocabulary and sentence patterns.
- Through progressive practices, students understood the language features of a range of text-types and presented them accurately in the writing tasks





# Building a school-based English curriculum (KS1)

Our purposes:

- As an overview of the knowledge and skills students would learn in the 6 years of primary education
- Plan the vertical development of knowledge and skills in the 2 key stages
- Help to strike a balance between knowledge and skills, and among the language skills

# Our work on building a school-based English curriculum (KS1)

The P1-3 English teachers recorded what their students learnt in the year

Yax Tsek Catholic Primary School  
Primary One  
English Curriculum Plan for School Students, Year 2013/2014

Themes	Competence Skills					Language Forms and Functions	Text Types (Special Features)
	Reading	Listening	Writing	Speaking	Language		
<b>Theme 1: Phonics and activities (Chapter 1, 2) My Unkles (class in school)</b>	1. Follow left to right directionality. 2. Identify and name all the letters of the English alphabet. 3. Recognize the beginning and end of sentences. 4. Distinguish between capital and small letters.	1. Understand and respond to simple classroom instructions. 2. Listen to specific information to give a simple answer. 3. Listen to and understand simple oral communication (e.g. a. s. a. c. k.). 4. Listen to and understand simple oral communication (e.g. a. s. a. c. k.). 5. Listen to and understand simple oral communication (e.g. a. s. a. c. k.).	1. Write three left to right line letters. 2. Write three letters to form words. 3. Copy letters, words and sentences. 4. Write capital and small letters. 5. Use basic sentence patterns (I, /, / ?). 6. Provide personal ideas and information based on a model or framework provided. 7. This module (one year) is to be about one's abilities. 8. Connect ideas by using the collective device 'and' (e.g. I can read and sing. I can swim and sing.) 9. Use the simple present tense to write a coherent paragraph about a pet, an animal, a person, a toy, and a group of animals (e.g. cat, dog, rabbit, chicken, etc.).	1. Present orally to the class. 2. Use the present continuous tense to make sentences (e.g. He is singing to me). 3. Use the simple present tense to write a coherent paragraph about a pet, an animal, a person, a toy, and a group of animals (e.g. cat, dog, rabbit, chicken, etc.). 4. Write a letter to the NET including oneself. 5. Write simple tables (appearance and size). 6. Write a simple poem modeled on the following table: Come with me Animal for you to see The shape is interesting The alphabet is coming Let's call this fun!	1. Pronounce correctly letters of the alphabet and words in isolation. 2. Conversational strategies: reporting new words (e.g. Open an instruction by using simple formulaic expressions in great sentences (e.g. I like...), introducing oneself (briefly and stating a response (e.g. Hello, I am Mary)). 3. Discuss an instruction by using formulaic expressions to ask questions and reply; and by providing information in response to factual questions (e.g. How are you? / a fine, thank.). 4. Use an instruction by using simple formulaic expressions (e.g. Hello, /). 5. Present using the target vocabulary and structures (e.g. in a book). 6. Present: Pronounce the initial consonant (e.g. A, B, C, P, K, M, N, X, Y, Z). 7. Use an instruction by using simple formulaic expressions to give people and respond to greetings (e.g. Hello, How are you, Thank you. How are you? / I am fine, thank you. Good morning, Good afternoon, Goodbye).	<b>Vocabulary:</b> 1. People: teacher, boy, girl, classroom, father, mother, brother, sister, friend. 2. Text: tall, fat, tall, short, dark, curly hair. 3. Numbers: 1-20. 4. Colours: red, orange, yellow, green, blue, purple, brown, black, white, grey, pink. 5. Stationery: pencil, pen, pencil, pencil case, ruler, eraser. 6. Action verbs: jump, sit, lay, fly, run, sit, sleep, fight, tap, swim, eat, walk, play, watch. 7. Adjectives to describe people and animals: fat, thin, tall, short, big/small eyes, bright/dull hair. 8. Body parts: tall, wing, eye, ear, nose, mouth, tail. 9. Animals: cat, cow, rabbit, spider, ant, panda, kangaroo, rat, horse, elephant, lion, zebra, snake, monkey, butterfly, frog, bear, dinosaur, dog, shark, eagle. 10. Places: city, hotel, station, library, park. 11. Furniture items: table, chair, bed, box, cupboard, shelf, bed. 12. Rooms at home: bedroom, bathroom, kitchen, living room. 13. Means of transport: pig, giraffe, kangaroo, lion, tiger, elephant, lion, zebra, snake, monkey, butterfly, frog, bear, dinosaur, dog, shark, eagle. 14. Clothing items: dress, shirt, shorts, T-shirt, shoes, sweater, pants, trousers, jacket, skirt, cap, hat, jumper, sneakers. 15. Use formulaic expressions to greet people and respond to greetings (e.g. Hello, How are you, Thank you. How are you? / I am fine, thank you. Good morning, Good afternoon, Goodbye).	<b>Reading:</b> 1. Follow (broadly follow) 2. outline / 3. predict 4. generate 5. summarize 6. identify 7. label 8. personal description 9. diary 10. poem 11. poem-song 12. table 13. album 14. map <b>Specialized reading:</b> Theme 1: 1. My Family 2. In my school Theme 2: 1. My Friend Theme 3: 1. Guess who? 2. He and I Theme 4: 1. I like animals 2. What is my hobby? 3. What is my seat? Theme 5: 1. Cat and bird 2. A journey 3. The Big Week system Theme 6: The dog

Themes

Language skills – reading, listening, writing & speaking

Language forms and functions

Text types





# Our work on building a school-based English curriculum (KS1)

Organized level by level

Reference to the skills suggested in the Curriculum Guide

Suggestions from the Panel chairpersons

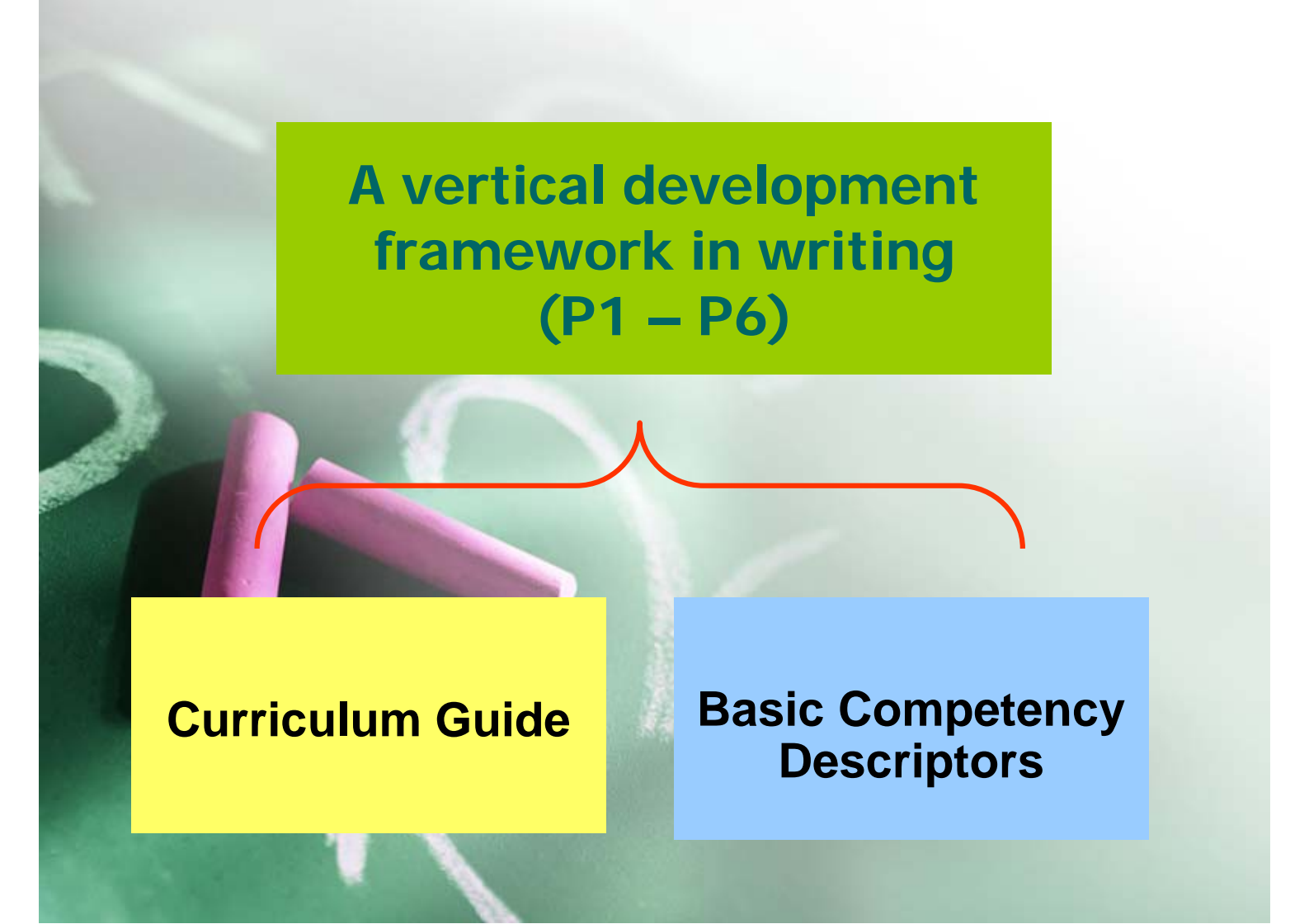
Appendix 2

English Curriculum Plan for KS1 (Reading)

Level	Outcome	Reading Skill
P1	R1.1	1. Follow left to right directionality.
	R1.2	2. Identify and name all the letters of the English alphabet.
	R1.3	3. Recognise the beginning and end of sentences.
	R1.4	4. Distinguish between capital and small letters.
	R2.7	5. Book concept (Title, author, illustrator).
	R1.10.1	6. Locate specific information in a simple text.
	R2.12	7. Make prediction about the logical development of the story.
	R2.5	8. Identify the characters in a comic strip.
	R2.3	9. Guess the meaning of unfamiliar words by using contextual or pictorial clues.
	R2.6	10. Understand the connection between ideas by identifying cohesive device 'and'.
	R2.6	11. Subjective personal pronoun referencing: He / She / It / They (and key words).
	R1.7	12. Recognise familiar words (e.g. on, to, at).
R1.8	13. Sight read common, phonically irregular words, e.g. on, at, you (Barnack 13).	
R1.9	14. Use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts (Barnack 13).	
R1.9	15. Use knowledge of basic letter-sound relationship to read aloud simple words and short simple texts (Barnack 13).	
R2.2	16. Work out the meaning of unknown words by recognizing the base word within other words, e.g. another/pardon/another, make/like (Barnack 13).	
P2	R2.3	1. Work out the meaning of the unknown words and phrases by using pictorial clues.
	R2.4	2. Pronoun referencing: <ul style="list-style-type: none"> <li>• Subjective personal pronouns (he, she, it, we, you, they)</li> <li>• Objective personal pronouns (his, her)</li> <li>• Possessive personal pronouns (his, her)</li> </ul>
	R1.10.1	3. Make prediction about the logical development of the story from contextual and pictorial clues (e.g. What do you think about mother bird feeding its Chapter 4, JHTF 28).
	R2.8	4. Recognise rhyming pairs in songs and poems.
	R1.9, R1.4	5. Identify the question words in reading questions in reading comprehension (e.g. How / what / when / who / where / why).
	R2.7	6. Book concept (Title, author, illustrator, publisher).
	R1.9, R1.1	7. Locate specific information in a simple text by using pictorial clues and identifying key words.
	R2.6	8. Understand the connection between ideas by identifying the cohesive device







**A vertical development  
framework in writing  
(P1 – P6)**

**Curriculum Guide**

**Basic Competency  
Descriptors**



# Why did the teachers plan for a vertical development framework on writing? ★

- To ensure that the students can acquire the writing skills through purposeful and progressive practices
- To ensure that the students can learn and revisit the knowledge and skills in writing at each level
- To ensure that the students learn how to gather, organize and present information and ideas through a range of individual, pair and group activities
- To ensure that the able students can write independently and the less able students can write confidently with little teacher support
- To ensure that the students can experience writing in different writing genres



Thanks!