

Basic Competency (BC) Descriptors (Tryout Version)
for
English Language
at the end of Key Stage 1

Listening[¶]

BC Descriptors	Examples <i>(The examples listed below are not prescriptive or exhaustive.)</i>
Discriminating between common words with a small range of vowel and consonant sounds ^{# ¶} (KS)	
Recognizing repeated expressions in short and simple literary / imaginative spoken texts (ES)	<ul style="list-style-type: none"> • <i>The old man asked the dog, ‘<u>Come and help me, please!</u>’</i> • <i>The old man asked the cat, ‘<u>Come and help me, please!</u>’</i> • <i>The old man asked the bird, ‘<u>Come and help me, please!</u>’</i>
Using a small range of strategies to understand the meaning [♦] of short and simple texts ^{* ¶} on familiar topics which are delivered slowly and clearly in familiar accents (IS, KS, ES)	<ul style="list-style-type: none"> • using personal experiences and knowledge of the world • identifying key words • understanding the connection between ideas by identifying a small range of cohesive devices (and / but / or / too / use of pronouns) • understanding basic differences in intonation (questions, statements, commands)

- ¶ Learners are encouraged to exhibit behaviour of a good listener (e.g. facing the speaker, maintaining eye contact, paying attention, nodding or shaking head in response to the speaker, waiting for the right pause to respond). As learners progress, they are encouraged to identify and understand the speakers’ use of strategies for effective oral communication (e.g. self-correcting, rephrasing, agreeing and disagreeing, making suggestions, using non-verbal cues, using repetition, attempting to sustain conversations/discussions or to interest/engage audience).
- # ¶ Teachers could assess pupils’ ability to discriminate words with different vowel and consonant sounds after introducing and teaching these sounds in context. They can select sounds from the following groups to focus on:
1. Short vowels (e.g. apple, egg, ink, ox, umbrella)
 2. Long vowels (e.g. ay, eat, cry, nose, new)
 3. Other vowels (e.g. girl, toy, good, ball, doctor)
 4. Consonants (e.g. boy, sleep, chair, sing, class, ask)
- ♦ Meaning includes ideas, information, opinions, feelings and preferences. As learners progress, meaning also includes intentions and attitudes.
- * ¶ 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, including those that can be viewed in the media and on the Internet. Please refer to p.17 of the *English Language Curriculum Guide (Primary 1-6)*, (CDC, 2004) for the suggested range of text types for Key Stage 1.

Reading

BC Descriptors	Examples
<i>(The examples listed below are not prescriptive or exhaustive.)</i>	
Reading aloud unfamiliar words with a small range of vowel and consonant sounds [#] in short and simple texts (KS)	<ul style="list-style-type: none"> • attempting to sound out unfamiliar words using phonic skills • identifying small words (<i>Johnson, postman</i>) • chunking words into syllables
Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly (KS, ES)	<ul style="list-style-type: none"> • recognizing at sight some basic vocabulary items • understanding simple punctuation by using appropriate pausing
Recognizing repeated expressions in short and simple literary / imaginative texts (ES)	<ul style="list-style-type: none"> • <i>The old man asked the dog, ‘<u>Come and help me, please!</u>’</i> • <i>The old man asked the cat, ‘<u>Come and help me, please!</u>’</i> • <i>The old man asked the bird, ‘<u>Come and help me, please!</u>’</i>
Using a small range of reading strategies to understand the meaning [♦] of short and simple texts [*] with the help of cues [∞] (IS, KS, ES)	<ul style="list-style-type: none"> • recognizing key words in a sentence • predicting the content using the book covers, picture cues, prior knowledge and personal experience • predicting the meaning of unfamiliar words by using picture cues and contextual clues • recognizing formulaic or common expressions • recognizing repetitive language patterns • understanding the functions of basic punctuation (full-stop / question mark / comma / apostrophe / exclamation mark / quotation marks) • understanding the connection between ideas by identifying a small range of cohesive devices (and / but / or / too / use of pronouns)
Applying a small range of simple reference skills (KS)	<ul style="list-style-type: none"> • locating vocabulary in the word cards or word charts • obtaining information about the reading materials from the book covers and tables of contents • making word cards or word books under different topics for reference • using picture dictionaries or word books to check meaning and spelling

#📖 Teachers could assess pupils' ability to discriminate words with different vowel and consonant sounds after introducing and teaching these sounds in context. They can select sounds from the following groups to focus on:

1. Short vowels (e.g. apple, egg, ink, ox, umbrella)
2. Long vowels (e.g. day, eat, cry, nose, new)
3. Other vowels (e.g. girl, toy, good, ball, doctor)
4. Consonants (with a single letter) (e.g. boy, kite, red, food, slep)
5. Consonant digraphs (e.g. chair, shout, that, sing, laugh)
6. Consonant blends (e.g. class, green, speak, ask, left)

However, as young learners may find learning consonant digraphs and blends difficult, teachers should introduce these sounds at a later stage in Primary 2 and 3 after the learners have gained a good grasp of the vowel and consonant (with a single letter) sounds.

◆ Meaning includes ideas, information, opinions, feelings and preferences. As learners progress, meaning also includes intentions and attitudes.

*📖 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, including those that can be viewed in the media and on the Internet. Please refer to p.17 of the *English Language Curriculum Guide (Primary 1-6)*, (CDC, 2004) for the suggested range of text types for Key Stage 1.

∞ Examples of cues are realia, pictures, key words, repeated demonstrations, prompts, guiding questions and frameworks. As learners progress, teachers are expected to provide cues which are less direct.

Writing[✎]

BC Descriptors	Examples
<i>(The examples listed below are not prescriptive or exhaustive.)</i>	
Using some of the common punctuation marks and capitalization in short and simple texts accurately (KS)	<ul style="list-style-type: none"> • full-stop • question mark
Writing and/or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues [∞] (IS, KS, ES) ^φ	<p>IS, KS, ES –</p> <ul style="list-style-type: none"> • writing about one's own likes / dislikes / family / friends <p>IS –</p> <ul style="list-style-type: none"> • writing and/or replying to invitation cards / greeting cards / notes / short and simple letters (including the use of appropriate format and formulaic expressions) <p>KS –</p> <ul style="list-style-type: none"> • making signs • completing tables • writing simple sentences based on given information <p>ES –</p> <ul style="list-style-type: none"> • completing short and simple poems and rhymes • providing or re-writing the ending of short and simple stories • writing short and simple diaries
Writing short and simple texts using a small range of vocabulary, sentence patterns and cohesive devices fairly appropriately with the help of cues [∞] despite some spelling and grammatical mistakes (KS)	<ul style="list-style-type: none"> • <i>I like grapes and cherries.</i> • <i>Jane is tall but Sue is short.</i> • <i>This is Mary. She is my friend. She likes singing.</i>


✎ Writing refers to both the process and product. The BC descriptors can be used for assessing writing as a product. They can also be used to help learners review and revise their own work with attention to the content, language and other areas identified by the teacher/learners.

∞ Examples of cues are realia, pictures, key words, repeated demonstrations, prompts, guiding questions and frameworks. As learners progress, teachers are expected to provide cues which are less direct.

φ When assessing learners' spoken/written performance in the Interpersonal and Experience Strands, teachers should focus on the expression of ideas rather than the accuracy of the language to enhance learners' confidence and creativity. As learners progress, both content and language are equally important.

Speaking

BC Descriptors	Examples
<i>(The examples listed below are not prescriptive or exhaustive.)</i>	
Pronouncing simple and familiar words comprehensibly (KS)	
Imitating stress, rhythm and intonation (KS, ES)	
Providing short answers to short and simple questions (IS, KS, ES) ^φ	<p>IS – Teacher: <i>How old are you?</i> Pupil: <i>(I'm) six.</i></p> <p>KS – Teacher: <i>What's this?</i> Pupil: <i>(It's) a pencil.</i></p> <p>ES – Teacher (asking pupils to talk about the story): ... <i>Now, the dogs come to the river. What do they do?</i> Pupil: <i>They jump into the river.</i></p>
Using formulaic expressions to establish and maintain routines and relationships in school contexts with the help of cues [∞] (IS)	<ul style="list-style-type: none"> • exchanging greetings and farewells (<i>Hi. / Hello. / Good morning. / See you. / Bye.</i>) • making simple requests (<i>Please ... / May I ... ?</i>) • expressing and responding to thanks (<i>Thank you. / You're welcome.</i>) • expressing and responding to apologies (<i>I'm sorry. / That's all right.</i>) • accepting or declining offers and invitations (<i>Yes, please. / No, thank you.</i>) • expressing lack of comprehension (<i>Sorry, I don't know.</i>) • asking for repetition or rephrasing (<i>Pardon?</i>)

 Learners are encouraged to exhibit behaviour of a good speaker, e.g. facing the listener, maintaining eye contact, speaking at a volume appropriate to the situation, enhancing own delivery of spoken texts with appropriate gestures and facial expressions.

^φ When assessing learners' spoken/written performance in the Interpersonal and Experience Strands, teachers should focus on the expression of ideas rather than the accuracy of the language to enhance learners' confidence and creativity. As learners progress, both content and language are equally important.

[∞] Examples of cues are realia, pictures, key words, repeated demonstrations, prompts, guiding questions and frameworks. As learners progress, teachers are expected to provide cues which are less direct.