Results of Primary 3 English Language in Territory-wide System Assessment 2026

The percentage of Primary 3 students achieving English Language Basic Competency in 2026 is 86.3%.

Primary 3 Assessment Design

The assessment tasks for 2026 P.3 English Language were designed with reference to the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 1 (Primary 3)*, the *English Language Curriculum Guide (Primary 1 – 6)* (CDC, 2025) and the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)* (CDC, 2017). The tasks covered the four language skills of listening, reading, writing and speaking, as well as the learning objectives in three interrelated strands, i.e. Interpersonal, Knowledge and Experience.

The P.3 written assessment comprised a total of 81 items and 96 score points scattered through three sub-papers for Listening and three sub-papers for Reading and Writing. Some items appeared in different written sub-papers acting as inter-paper links. Each Listening sub-paper lasted approximately 20 minutes, and each Reading and Writing sub-paper 30 minutes. The speaking assessment comprised two components, 'Reading Aloud and Expression of Personal Experiences' as well as 'Picture Description', with four sub-papers for each component. The speaking assessment consisted of eight sub-papers. The number of items on the various sub-papers is summarised in Table 7.1a. These numbers include overlapping items that appeared in more than one sub-paper to enable the equating of test scores. The composition of the P.3 written sub-papers is provided in Table 7.1b and that of the Speaking sub-papers is given in Table 7.1c.

Table 7.1a Number of Items and Score Points for P.3

Subject	No. of Items (Score Points)				
	Paper 1	**Paper 2**	**Paper 3**	**Paper 4**	**Total***
English Language					
Written Assessment					
Listening	19(19)	19(19)	19(19)	--	38(38)
Reading	20(20)	20(20)	20(20)	--	40(40)
Writing	1(6)	1(6)	1(6)	--	3(18)
Total	40(45)	40(45)	40(45)	--	81(96)
Speaking Assessment					
Reading Aloud	1(4)	1(4)	1(4)	1(4)	4(4)
Expression of Personal Experiences	1(4)	1(4)	1(4)	1(4)	4(4)
Picture Description (short answers and pronunciation)	1(6)	1(6)	1(6)	1(6)	4(6)

* Items that appear in different sub-papers are counted once only.

Table 7.1b Composition of P.3 Written Sub-papers

Written Assessment			
Basic Competency	**No. of Items (Score Points)**		
Listening	**3EL1**	**3EL2**	**3EL3**
	19(19)	19(19)	19(19)
Reading	**3ERW1**	**3ERW2**	**3ERW3**
	20(20)	20(20)	20(20)
Writing	**3ERW1**	**3ERW2**	**3ERW3**
	1(6)	1(6)	1(6)

Table 7.1c Composition of P.3 Speaking Sub-papers

Speaking Assessment		
Basic Competency	**No. of Items (Score Points)**	
L2-R-3-P3BC (Reading aloud)	3ES01 & 3ES03 2(8)	3ES05 & 3ES07 2(8)
L1-S-3-P3BC (Short answers)	3ES01 – 3ES04 2(8)	3ES05 – 3ES08 2(8)
L3-S-1-P3BC (Picture description – pronunciation)	3ES02 & 3ES04 2(4)	3ES06 & 3ES08 2(4)

Primary 3 Listening Items

Each student was required to attempt one of the three Listening sub-papers (about 20 minutes), each of which consisted of three listening tasks. All listening materials were played twice. Descriptions of the listening tasks are provided in Tables 7.2 and 7.3.

Table 7.2 P.3 Listening: Distribution of Items

Basic Competency	Descriptor	No. of Items
L2-L-1-P3BC	Discriminating between common words with a small range of vowel and consonant sounds	8
L2-L-3-P3BC	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	30
	TOTAL	38

Table 7.3 P.3 Listening: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-L-1-P3BC L2-L-3-P3BC	Going to a Restaurant *3EL1 Part 1A / 3EL3 Part 1B*	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Ken's New Home *3EL1 / 3EL2 Part 1B*	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	A Class Party *3EL1 Part 2*	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	My Favourite Toy *3EL2 Part 1A*	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Grandma the Cook *3EL2 / 3EL3 Part 2*	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	My School Principal *3EL3 Part 1A*	Multiple Choice	5(5)

Primary 3 Reading Items

Each student was required to attempt three reading tasks in one of the three Reading and Writing sub-papers (30 minutes each). Descriptions of the reading tasks are provided in Tables 7.4 and 7.5.

Table 7.4 P.3 Reading: Distribution of Items

Basic Competency	Descriptor	No. of Items
L2-R-5-P3BC	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	40
	TOTAL	40

Table 7.5 P.3 Reading: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-R-5-P3BC	Fun Day *3ERW1 Part 1*	Multiple Choice	5(5)
L2-R-5-P3BC	My New Pet *3ERW1 / 3ERW3 Part 2*	Multiple Choice	7(7)
L2-R-5-P3BC	A Clever Mouse *3ERW1 / 3ERW2 Part 3*	Multiple Choice	8(8)
L2-R-5-P3BC	Kids' Show *3ERW2 / 3ERW3 Part 1*	Multiple Choice	5(5)
L2-R-5-P3BC	My Baby Brother *3ERW2 Part 2*	Multiple Choice	7(7)
L2-R-5-P3BC	Luca the Robot *3ERW3 Part 3*	Multiple Choice	8(8)

Primary 3 Writing Tasks

Each student was required to attempt one writing task in one of the three Reading and Writing sub-papers (30 minutes each). Descriptions of the writing tasks are provided in Tables 7.6 and 7.7.

Table 7.6 P.3 Writing: Distribution of Tasks

Basic Competency	Descriptor	No. of Items
L2-W-3-P3BC	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	3
L2-W-4-P3BC	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	
	TOTAL	3

Table 7.7 P.3 Writing: Task Description

Basic Competency	Task Description	No. of Items (Score Points)
L2-W-3-P3BC L2-W-4-P3BC	My School Picnic *3ERW1 Part 4*	½(3) ½(3)
L2-W-3-P3BC L2-W-4-P3BC	Going to the Country Park *3ERW2 Part 4*	½(3) ½(3)
L2-W-3-P3BC L2-W-4-P3BC	My Class Teacher *3ERW3 Part 4*	½(3) ½(3)

Primary 3 Speaking Tasks

Two components were designed for P.3 speaking assessment. The first was '**Reading Aloud and Expression of Personal Experiences**' (RA & PE) which required students to read aloud a text of approximately 35 – 40 words in length and then respond to a set of questions based on the theme of the text. Students were assessed on their reading fluency and response to the Oral Examiners' questions. For this task, students were given two minutes to prepare for the assessment, one minute to read aloud the RA text and two minutes to respond to the questions for PE. The second component was '**Picture Description**' (PD) which required students to respond to the Oral Examiner's questions based on a picture or a series of pictures. Students were assessed on the relevancy and response to the questions as well as their pronunciation. For PD, students were given three minutes to study the question paper and two minutes to respond to the Oral Examiners' questions.

Each component represented half of all sub-papers used for the speaking assessment. RA & PE was comprised of sub-papers *3ES01, 3ES03, 3ES05, 3ES07* and PD was comprised of *3ES02, 3ES04, 3ES06, 3ES08*. A set of four sub-papers (two RA & PE tasks and two PD tasks) were alternately assessed in an assessment session. Sub-papers consisted of different topics: ***Mr Lee (3ES01), Cooking Time (3ES02), My Family (3ES03), On the Train (3ES04), Shopping (3ES05), Pet Park (3ES06), My Day (3ES07)*** *and* ***After School (3ES08)***. Two sessions were conducted over the two assessment days of 6 and 7 May 2026. Descriptions of the speaking tasks are provided in Table 7.8.

Table 7.8 P.3 Speaking: Distribution of Tasks

Basic Competency	Descriptor	Task Description	No. of Items
L2-R-3-P3BC	Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly	Reading Aloud *3ES01, 3ES03, 3ES05, 3ES07*	4 (RA + PE)
L1-S-3-P3BC	Providing short answers to short and simple questions	Expression of Personal Experiences *3ES01, 3ES03, 3ES05, 3ES07*	
L3-S-1-P3BC	Pronouncing simple and familiar words comprehensibly	Picture Description *3ES02, 3ES04, 3ES06, 3ES08*	4 (PD)
L1-S-3-P3BC	Providing short answers to short and simple questions		

Performance of Primary 3 Students Achieving Basic Competency in 2026

Primary 3 Listening

Design of the Listening Papers

There are a total of three listening sub-papers, namely 3EL1, 3EL2 and 3EL3. In the sub-papers, there are six listening tasks:

Tasks	Text Types
Going to a Restaurant	Conversation
Ken's New Home	Conversation
A Class Party	Conversation
My Favourite Toy	Conversation
Grandma the Cook	Story
My School Principal	Conversation

Performance of Primary 3 Students Achieving Basic Competency in Listening Tasks

Students achieving basic competency were able to:

- identify key words on familiar topics or on topics related to daily life experiences with straightforward verbal and pictorial cues
- understand the connection between ideas using cohesive devices
- understand the connection between ideas with causal relationship
- understand basic differences in intonation and discriminate between common words with a small range of vowel and consonant sounds

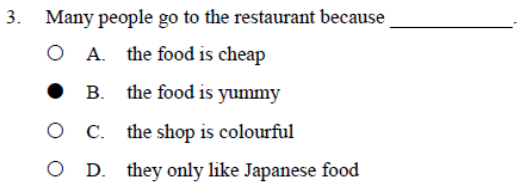
Task Name: Going to a Restaurant (Conversation)

Task Content: Ada talked to Dad about a new restaurant.

Understanding the Connection between Ideas with Causal Relationship

- Most students were able to identify the reason why many people went to the restaurant when they heard:

  Dad: *... But there are always many people because they say the food is so yummy.*



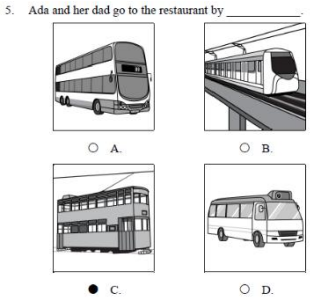
3EL1/3 Part 1A/1B Q.3

Identifying Key Words Related to Daily Life Experiences with Straightforward Verbal and Pictorial Cues

- Most students could recognise key words related to daily life experiences, e.g. 'public transport', with the help of straightforward verbal and pictorial cues. They were able to choose 'tram' as the correct answer.

  Ada: *... Can we go there by MTR or minibus?*

  Dad: *No, let's go there by tram. It's cheap.*



3EL1/3 Part 1A/1B Q.5

Task Name: Ken's New Home (Conversation)

Task Content: Ken talked to Ada about his new home.

Identifying Key Words Related to Daily Life Experiences with Straightforward Verbal Cues

- The majority of students were able to recognise key words related to daily life experiences, e.g. 'months'. They were able to identify that Ken moved to his new home in June when they heard:
  Ada: *When did you move here?*
  Ken: *About three months ago. Now, it's September… August, July … I moved here in June.*

2. Ken moved here in _____.
   - ● A. June
   - ○ B. July
   - ○ C. August
   - ○ D. September

3EL1/2 Part 1B Q.2

Understanding Basic Differences in Intonation

- Most students were able to understand that Ada was sad when they heard:
  Ada: *Let me take a photo. Oh no! I forgot to bring my phone!*

3. How does Ada feel?



○ A. ○ B. ● C. ○ D.

3EL1/2 Part 1B Q.3

Task Name: A Class Party (Conversation)

Task Content: Ada talked to Dad about a party.

Identifying Key Words Related to Daily Life Experiences with Straightforward Verbal Cues

- The majority of students could recognise key words related to daily life experiences, e.g. 'time'. When asked about the time that the class party started, students were able to choose '1:00 pm' as the correct answer.
  Ada: *…Today we had lessons from 8 am to 11 am, then we had a class party from 1 pm to 3 pm.*

1. The class party started at _____.
   - ○ A. 8:00 am
   - ○ B. 11:00 am
   - ● C. 1:00 pm
   - ○ D. 3:00 pm

3EL1 Part 2 Q.1

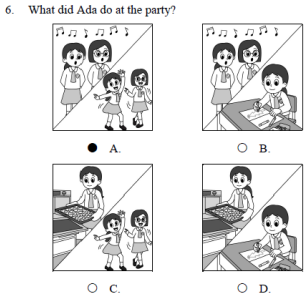
Discriminating a Small Range of Ending Sounds

- Most students could discriminate ending sounds *'d'*, *'ff'*, *'n'* and *'ss'*. They could identify Ada's good friend was called *'Jess'* instead of *'Jed'*, *'Jeff'* and *'Jen'* (*3EL1 Part 2 Q.5*).

Understanding the Connection between Ideas Using Cohesive Devices

- The majority of students could understand the connection between ideas linked by '<u>also</u>'. They were able to identify what Ada did at the party when they heard:

  Ada: *We sang. We <u>also</u> danced together.*

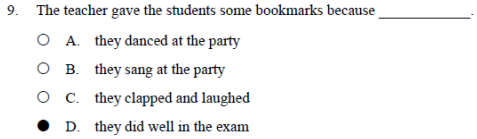


3EL1 Part 2 Q.6

Understanding the Connection between Ideas with Causal Relationship

- Most students were able to identify the reason why the teacher gave the students some bookmarks when they heard:

  Ada: *... Then she gave us some bookmarks <u>because we did well in the exam</u>.*



3EL1 Part 2 Q.9

Task Name: My Favourite Toy (Conversation)

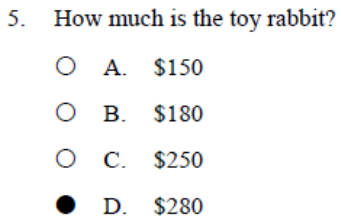
Task Content: Ada talked to her friend Joe about her favourite toy.

Identifying Key Words on Familiar Topics with Straightforward Verbal Cues

- Most students could identify key words on familiar topics, e.g. '<u>prices</u>', with the help of straightforward verbal cues. They were able to choose '$280' as the correct answer.

  Joe: *... How much is it?*

  Ada: *It's <u>two hundred and eighty dollars</u>.*

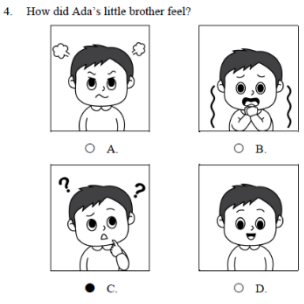


3EL2 Part 1A Q.5

Understanding Basic Differences in Intonation

- The majority of students were able to identify the picture of Ada's little brother being puzzled when they heard:

  Ada: *... When my little brother heard it sing, he asked, "<u>How can a rabbit sing?</u>"*



3EL2 Part 1A Q.4

Task Name: Grandma the Cook (Story)

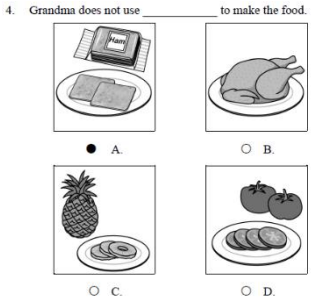
Task Content: Ada's mum told Ada a story. It was about Grandma the Cook.

Discriminating a Small Range of Initial Consonants

- The majority of students were able to discriminate initial consonants *'F'*, *'D'*, *'M'* and *'N'*. They could identify that the cooking competition was on *'Nora'* TV instead of *'Fora'*, *'Dora'* and *'Mora'* TV (*3EL2/3 Part 2 Q.1*).

Understanding the Connection between Ideas Using Cohesive Devices

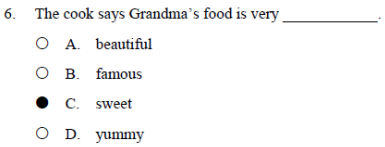
- The majority of students could understand the connection between ideas contrasted by 'but'. They were able to identify that Grandma did not use ham to make the food when they heard:
  Ada's mum: *... Grandma makes a pizza. She uses tomatoes, pineapple and chicken, but no ham.*



3EL2/3 Part 2 Q.4

Identifying Key Words on Familiar Topics with Straightforward Verbal Cues

- The majority of students could identify key words on familiar topics related to some 'adjectives' with straightforward verbal cues. They were able to identify that the cook said Grandma's food was very sweet when they heard:
  Ada's mum: *... He says Grandma's food is very sweet, ...*



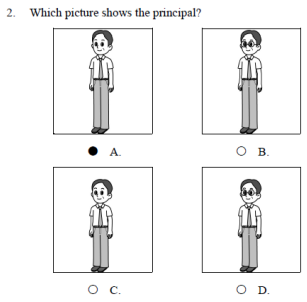
3EL2/3 Part 2 Q.6

Task Name: My School Principal (Conversation)

Task Content: Ada talked to her brother about her school principal.

Understanding the Connection between Ideas Using Cohesive Devices

- Most students could understand the connection between ideas linked by 'and'. They were able to identify the picture which showed the principal when they heard:
  Ken: *... He is short and wears glasses.*
  Ada: *No. He is tall and does not wear glasses.*



3EL3 Part 1A Q.2

Primary 3 Reading

Design of the Reading Papers

There are a total of three reading sub-papers, namely 3ERW1, 3ERW2 and 3ERW3. In the sub-papers, there are six reading tasks:

Tasks	Text Types
Fun Day	Card
My New Pet	Letter
A Clever Mouse	Story
Kids' Show	Card
My Baby Brother	Letter
Luca the Robot	Story

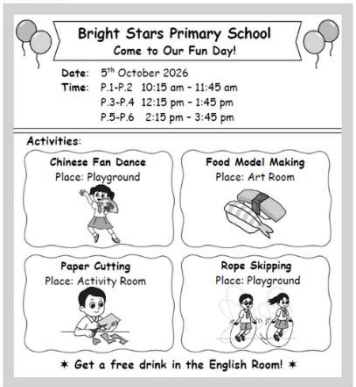
Performance of Primary 3 Students Achieving Basic Competency in Reading Tasks

Students achieving basic competency were able to:

- recognise key words on familiar topics / related to daily life experiences
- understand the connection between ideas using cohesive devices
- understand the connection between ideas with causal relationship
- understand the connection of ideas by following pronoun references in letters and stories
- predict the meaning of unfamiliar words with contextual clues and pictorial cues in stories

Task Name: Fun Day (Card)

Task Content: Wendy read a card at school.



Understanding the Connection between Ideas

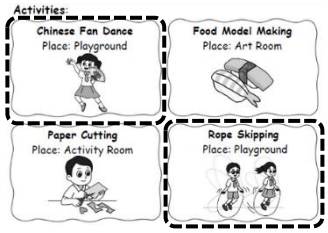
- The majority of students could make connections between two pieces of information in the card. By referring to the card, they were able to determine that Chinese Fan Dance and Rope Skipping were the only two activities that Wendy could join in the playground.

3. What activities can Wendy join in the playground?

1) Chinese Fan Dance *2)* Food Model Making
3) Paper Cutting *4)* Rope Skipping

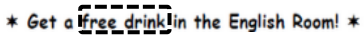
○ A. 1 and 2 ● B. 1 and 4
○ C. 2 and 3 ○ D. 3 and 4

3ERW1 Part 1 Q.3



Recognising Key Words on Familiar Topics

- The majority of students could recognise key words on familiar topics, e.g. 'objects'. By referring to the card, they were able to tell that Wendy could get a free drink in the English Room.



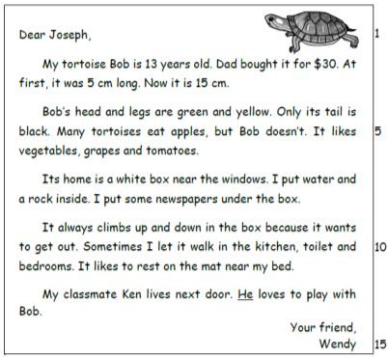
5. Wendy can get _____ in the English Room.

○ A. a Chinese fan ● B. a free drink
○ C. a skipping rope ○ D. some food models

3ERW1 Part 1 Q.5

Task Name: My New Pet (Letter)

Task Content: Wendy wrote about her new pet in her letter.



Dear Joseph,

My tortoise Bob is 13 years old. Dad bought it for $30. At first, it was 5 cm long. Now it is 15 cm.

Bob's head and legs are green and yellow. Only its tail is black. Many tortoises eat apples, but Bob doesn't. It likes vegetables, grapes and tomatoes.

Its home is a white box near the windows. I put water and a rock inside. I put some newspapers under the box.

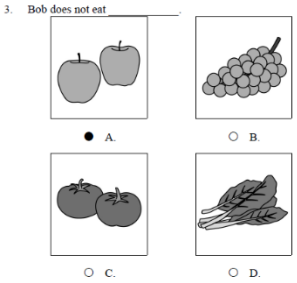
It always climbs up and down in the box because it wants to get out. Sometimes I let it walk in the kitchen, toilet and bedrooms. It likes to rest on the mat near my bed.

My classmate Ken lives next door. He loves to play with Bob.

Your friend,
Wendy

Understanding the Connection between Ideas Using Cohesive Devices

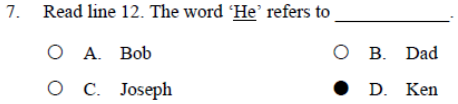
- The majority of students could understand the connection between ideas contrasted by '<u>but</u>' in the letter. They were able to identify Bob did not eat apples by referring to the letter *'Many tortoises eat apples, <u>but</u> Bob doesn't.'*.



3ERW1/3 Part 2 Q.3

Understanding the Connection of Ideas by Following Pronoun References in the Letter

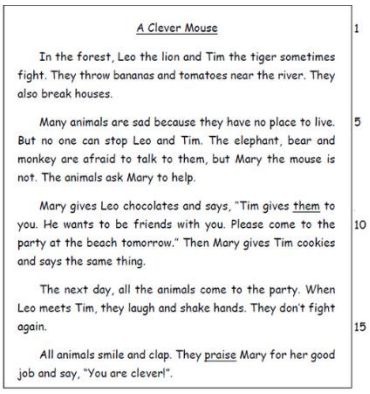
- Many students could understand the connection of ideas by following pronoun references in the letter. They were able to interpret 'He' as *'<u>Ken</u>'* by reading *'My classmate Ken lives next door. <u>He</u> loves to play with Bob.'*.



3ERW1/3 Part 2 Q.7

Task Name: A Clever Mouse (Story)

Task Content: Wendy read a story about a clever mouse.



A Clever Mouse

In the forest, Leo the lion and Tim the tiger sometimes fight. They throw bananas and tomatoes near the river. They also break houses.

Many animals are sad because they have no place to live. But no one can stop Leo and Tim. The elephant, bear and monkey are afraid to talk to them, but Mary the mouse is not. The animals ask Mary to help.

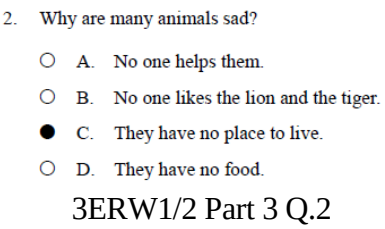
Mary gives Leo chocolates and says, "Tim gives them to you. He wants to be friends with you. Please come to the party at the beach tomorrow." Then Mary gives Tim cookies and says the same thing.

The next day, all the animals come to the party. When Leo meets Tim, they laugh and shake hands. They don't fight again.

All animals smile and clap. They praise Mary for her good job and say, "You are clever!".

Understanding the Connection between Ideas with Causal Relationship

- The majority of students could understand the connection between ideas linked by '<u>because</u>' in the story. They were able to identify the reason why many animals were sad by referring to the story *'Many animals are sad <u>because they have no place to live</u>.'*.



3ERW1/2 Part 3 Q.2

Recognising Key Words on Familiar Topics

- Many students could recognise key words on familiar topics, e.g. 'locations'. By referring to the sentence *'Please come to the party at the beach tomorrow'* in the story, they were able to locate the key information about where the party would take place.

5. Where is the party?

● A. at the beach ○ B. in Mary's house
○ C. near the forest ○ D. near the river

3ERW1/2 Part 3 Q.5

Task Name: Kids' Show (Card)

Task Content: Wendy read a card at school.



Recognising Key Words Related to Daily Life Experiences

- The majority of students could recognise key words related to daily life experiences, e.g. 'time'. By referring to the card, they were able to tell that the SPS Kids' Show ended at 9 pm.

2. The SPS Kids' Show ends at _____.

○ A. 3 pm ○ B. 6 pm
○ C. 7 pm ● D. 9 pm

3ERW2/3 Part 1 Q.2

Recognising Key Words on Familiar Topics

- The majority of students could recognise key words on familiar topics, e.g. 'names'. By referring to the card, they were able to tell that Dora would do the Magic Show.

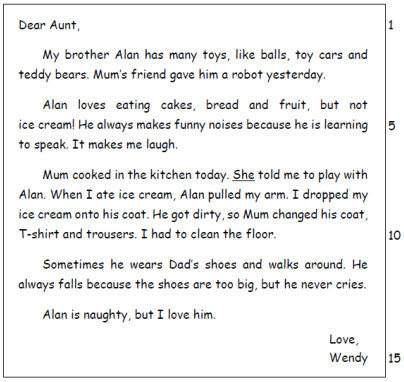
4. _____ will do the Magic Show.

○ A. Ann ● B. Dora
○ C. Ken ○ D. Peter

3ERW2/3 Part 1 Q.4

Task Name: My Baby Brother (Letter)

Task Content: Wendy wrote about her baby brother in her letter.



Dear Aunt,

My brother Alan has many toys, like balls, toy cars and teddy bears. Mum's friend gave him a robot yesterday.

Alan loves eating cakes, bread and fruit, but not ice cream! He always makes funny noises because he is learning to speak. It makes me laugh.

Mum cooked in the kitchen today. She told me to play with Alan. When I ate ice cream, Alan pulled my arm. I dropped my ice cream onto his coat. He got dirty, so Mum changed his coat, T-shirt and trousers. I had to clean the floor.

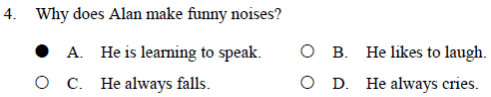
Sometimes he wears Dad's shoes and walks around. He always falls because the shoes are too big, but he never cries.

Alan is naughty, but I love him.

Love,
Wendy

Understanding the Connection between Ideas with Causal Relationship

- Many students could understand the connection between ideas linked by '<u>because</u>' in the letter. They were able to identify the reason why Alan made funny noises by referring to the letter *'He always makes funny noises <u>because he is learning to speak</u>.'*.



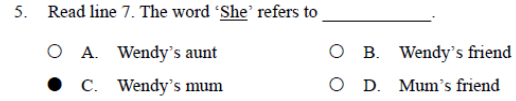
4. Why does Alan make funny noises?

● A. He is learning to speak. ○ B. He likes to laugh.
○ C. He always falls. ○ D. He always cries.

3ERW2 Part 2 Q.4

Understanding the Connection of Ideas by Following Pronoun References in the Letter

- Many students could understand the connection of ideas by following pronoun references in the letter. They were able to interpret 'She' as *'<u>Wendy's mum</u>'* by reading *'Mum cooked in the kitchen today. <u>She</u> told me to play with Alan.'*.



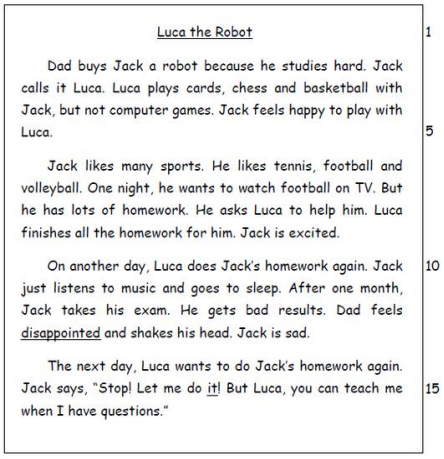
5. Read line 7. The word '<u>She</u>' refers to _____.

○ A. Wendy's aunt ○ B. Wendy's friend
● C. Wendy's mum ○ D. Mum's friend

3ERW2 Part 2 Q.5

Task Name: Luca the Robot (Story)

Task Content: Wendy read a story about a robot called Luca.



<u>Luca the Robot</u>

Dad buys Jack a robot because he studies hard. Jack calls it Luca. Luca plays cards, chess and basketball with Jack, but not computer games. Jack feels happy to play with Luca.

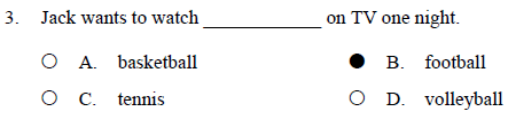
Jack likes many sports. He likes tennis, football and volleyball. One night, he wants to watch football on TV. But he has lots of homework. He asks Luca to help him. Luca finishes all the homework for him. Jack is excited.

On another day, Luca does Jack's homework again. Jack just listens to music and goes to sleep. After one month, Jack takes his exam. He gets bad results. Dad feels <u>disappointed</u> and shakes his head. Jack is sad.

The next day, Luca wants to do Jack's homework again. Jack says, "Stop! Let me do <u>it</u>! But Luca, you can teach me when I have questions."

Recognising Key Words Related to Daily Life Experiences

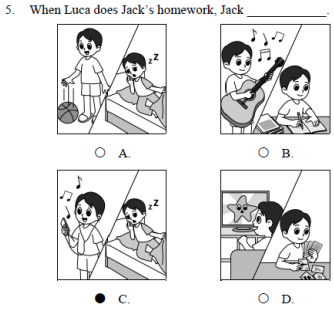
- The majority of students could recognise key words related to daily life experiences, e.g. 'sports'. By referring to the sentence *'... he wants to watch football on TV'* in the story, they were able to identify football as the sport that Jack wanted to watch.



3ERW3 Part 3 Q.3

Understanding the Connection between Ideas Using Cohesive Devices

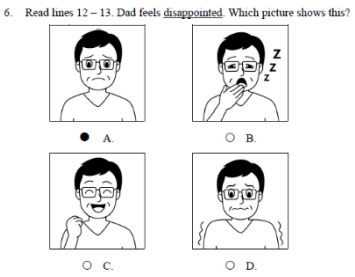
- Many students could understand the connection between ideas linked by 'and' in the story. By referring to the story *'… Luca does Jack's homework again. Jack just listens to music and goes to sleep.',* students were able to answer that Jack listened to music and went to sleep when Luca did Jack's homework.



3ERW3 Part 3 Q.5

Predicting the Meaning of Unfamiliar Words with Contextual Clues and Pictorial Cues

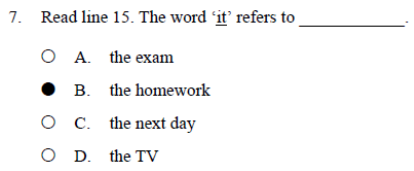
- With the help of contextual clues and pictorial cues, many students were able to predict the meaning of unfamiliar words in the story. They could predict the meaning of the unfamiliar word 'disappointed' correctly with the help of the contextual clues *'... Jack takes his exam. He gets bad results. ... Dad ... shakes his head.'* and the pictorial cues given in the options.



3ERW3 Part 3 Q.6

Understanding the Connection of Ideas by Following Pronoun References in the Story

- The majority of students could understand the connection of ideas by following pronoun references in the story. They were able to interpret 'it' as *'the homework'* by reading *'... Luca wants to do Jack's homework again. Jack says, "Stop! Let me do it! ...'.*



3ERW3 Part 3 Q.7

Primary 3 Writing

Design of the Writing Papers

There are a total of three writing tasks in the three writing sub-papers:

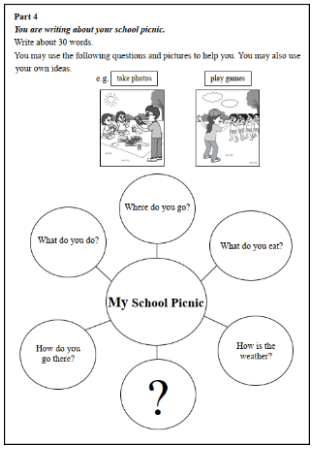
Tasks	Text Types
My School Picnic	Personal Description
Going to the Country Park	Story
My Class Teacher	Letter

Performance of Primary 3 Students Achieving Basic Competency in Writing Tasks

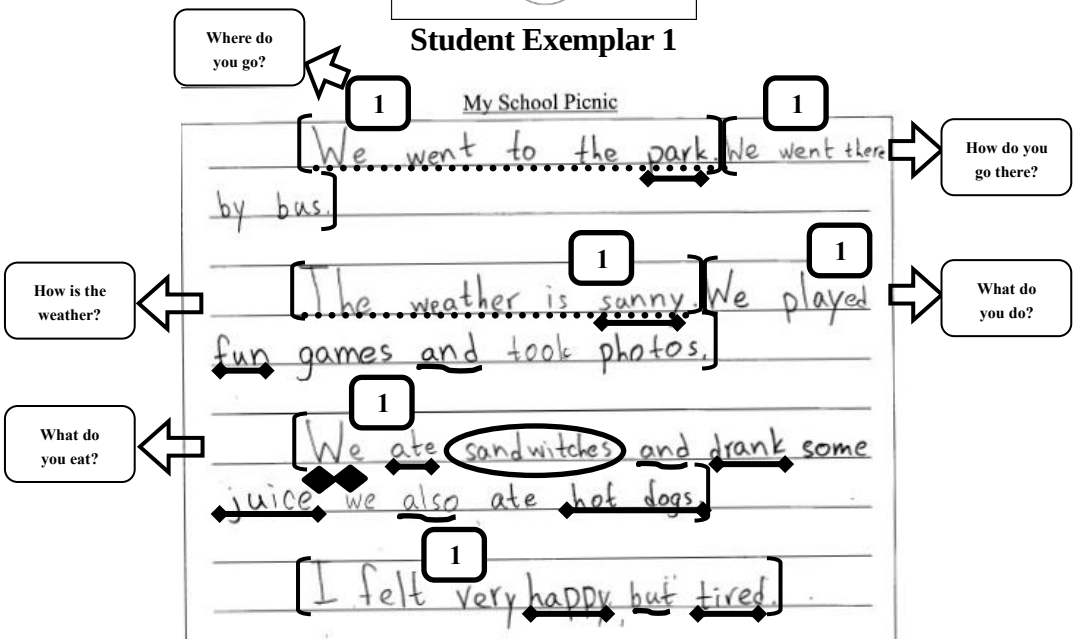
In general, students understood the task requirements in the writing tasks. For *'My School Picnic'* and *'My Class Teacher'*, students were able to provide relevant ideas using the prompts. In terms of language, students were able to use a limited range of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes in the writing tasks. For *'Going to the Country Park'*, students were able to provide a factual account of the story based on the pictures with almost no supporting details.

***My School Picnic* (3ERW1 Part 4)**

In this writing task, students were asked to write about their school picnic with the help of prompts.



Student Exemplar 1



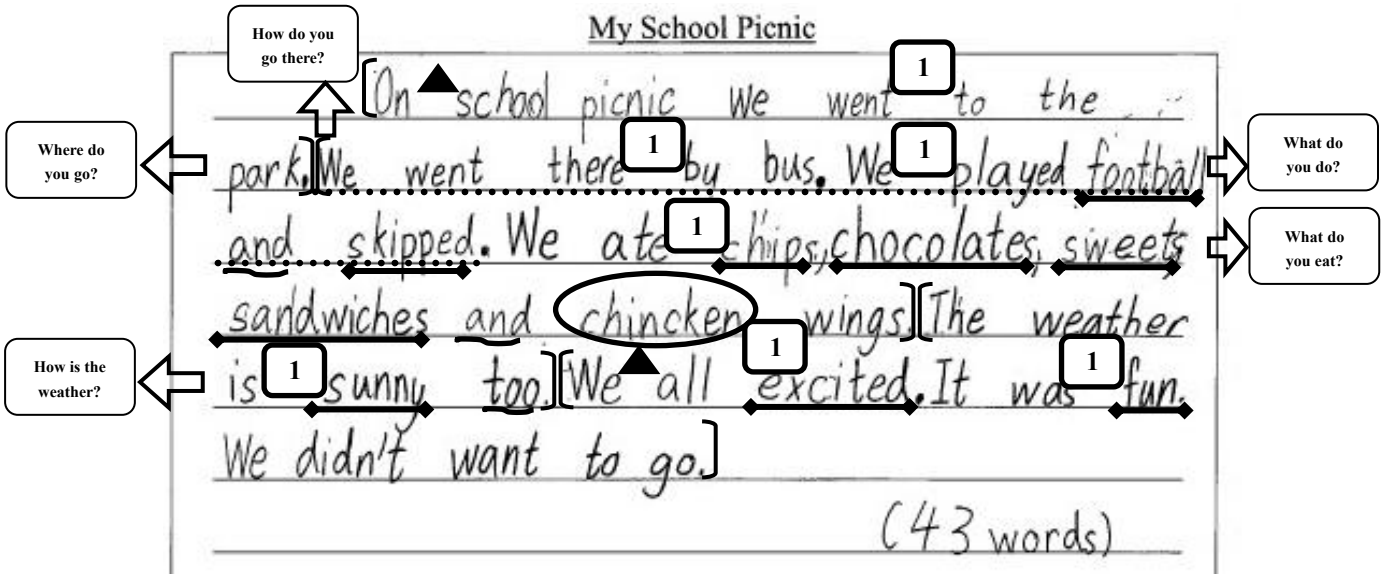
Content:

1 Provides brief and relevant ideas to the questions

Language:

- Uses a limited range of vocabulary: *park, sunny, fun, ate, drank, juice, hot dogs, happy, tired*
- Writes short and simple sentences: *We went to the park. … The weather is sunny.*
- Uses some cohesive devices: *and, also, but*
- Makes one spelling mistake: *sandwitches (sandwiches)*
- Misses punctuation marks / uses the wrong punctuation: *juice (.), we (We)*

Student Exemplar 2



Content:

1 Provides brief and relevant ideas to the questions

Language:

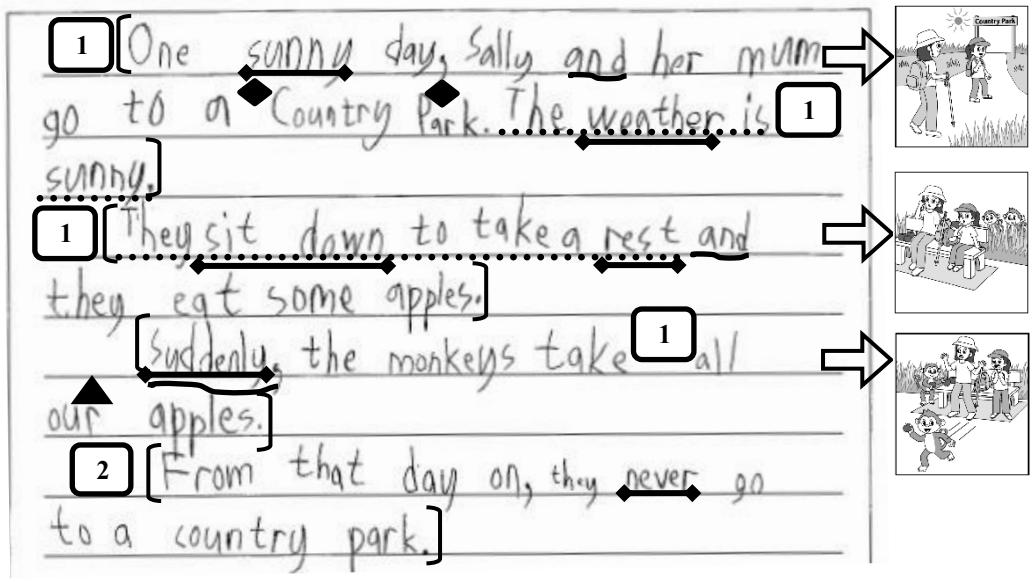
- Uses a limited range of vocabulary: *football, skipped, chips, chocolates, sweets, sandwiches, sunny, excited, fun*
- Writes short and simple sentences: *We went there by bus. We played football and skipped.*
- Uses a very limited range of cohesive devices: *and*
- Makes a few grammatical mistakes: *On school picnic we went to the park. … We all excited.*
- Makes one spelling mistake: *chincken (chicken)*

***Going to the Country Park* (3ERW2 Part 4)**

In this writing task, students were asked to write a story about Sally and her mum based on the given pictures.



Student Exemplar 3



Content:

1 Provides a factual account of the story based on the pictures

2 An ending is given to the story

Language:

Uses a limited range of vocabulary: *sunny, weather, sit down, rest, Suddenly, never*

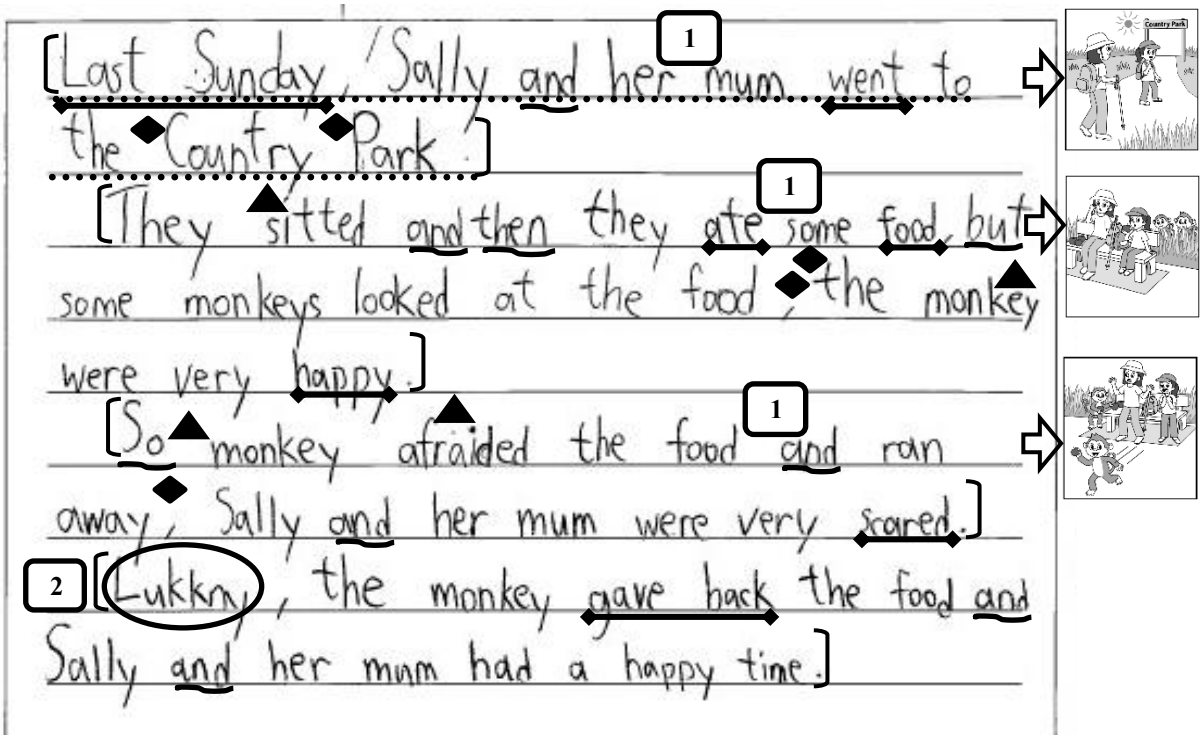
Writes short and simple sentences: *The weather is sunny. … They sit down to take a rest…*

Uses a limited range of cohesive devices: *and, Suddenly*

Makes one grammatical mistake: *Suddenly, the monkeys take all our apples.*

Uses wrong capitalisation: *Country Park (country park)*

Student Exemplar 4



Content:

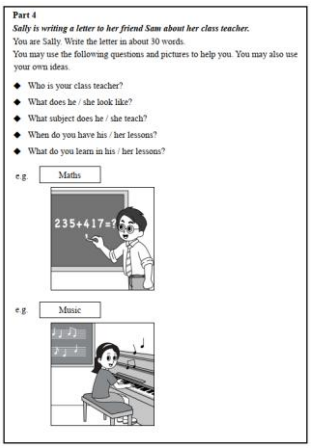
1	Provides a factual account of the story based on the pictures
2	An ending is given to the story

Language:

- Uses a limited range of vocabulary: *Last Sunday, went, ate, food, happy, scared, gave back*
- Writes short and simple sentences: *Last Sunday, Sally and her mum went to the Country Park.*
- Uses a small range of cohesive devices: *and, then, but, So*
- Makes some grammatical mistakes: *They sitted and then they ate some food… the monkey were very happy. … So monkey afraided the food and ran away, …*
- Makes one spelling mistake: *Lukkny (Luckily)*
- Uses wrong capitalisation and punctuation mark: *Country Park (country park), ',' ('.'), the (The)*

***My Class Teacher* (3ERW3 Part 4)**

In this writing task, students were asked to write about their class teacher with the help of prompts.



Part 4

Sally is writing a letter to her friend Sam about her class teacher.

You are Sally. Write the letter in about 30 words.

You may use the following questions and pictures to help you. You may also use your own ideas.

- Who is your class teacher?
- What does he / she look like?
- What subject does he / she teach?
- When do you have his / her lessons?
- What do you learn in his / her lessons?

e.g. Maths

e.g. Music

Student Exemplar 5

16th June 20XX

Dear Sam,

How are you? Let me tell you about my class teacher.

My classteacher is misschen. She has long haer.

She is tall. She is my English teacher. I have her lesson at 11:00am. I learn English in her lesson.

Who is your class teacher? — 1

What does he / she look like? — 1

What subject does he / she teach? — 1

When do you have his / her lessons? — 1

What do you learn in his / her lessons? — 1

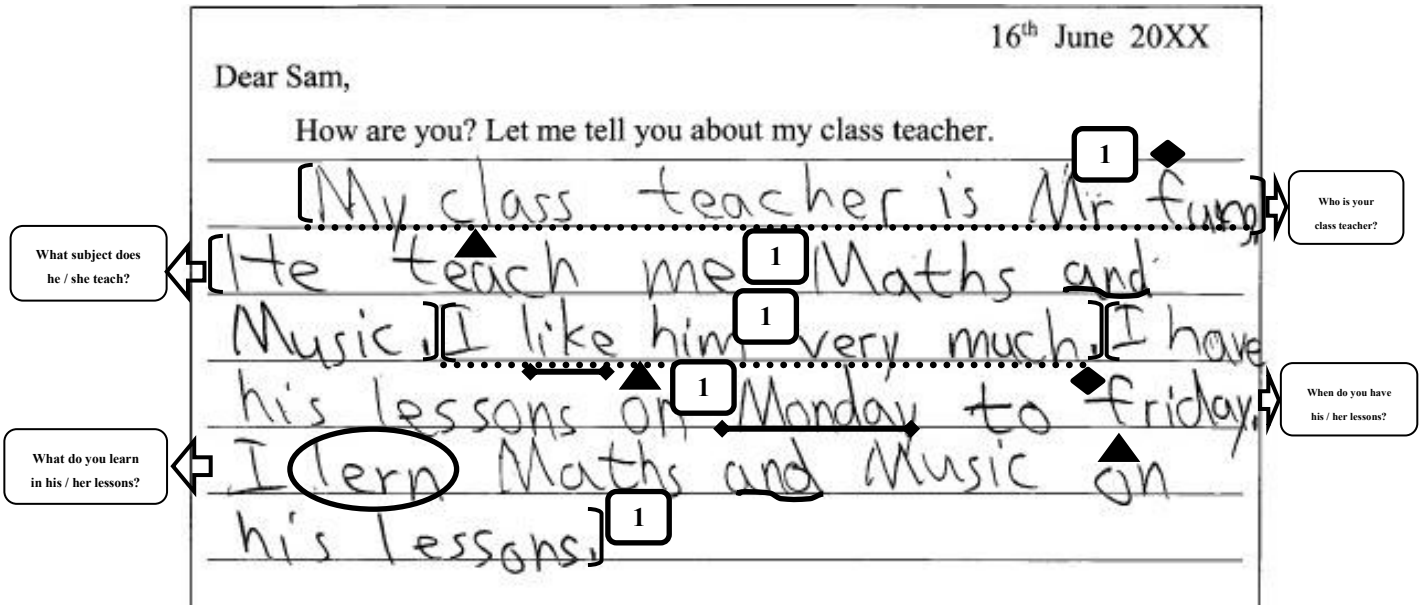
Content:

1 Provides brief and relevant ideas to the questions

Language:

- Uses a very limited range of vocabulary: *long, tall*
- Writes short and simple sentences: *My class teacher is miss chen. … She is tall.*
- Makes one spelling mistake: *haer (hair)*
- Uses wrong punctuation marks: *miss chen (Miss Chen)*

Student Exemplar 6



Content:

1 Provides brief and relevant ideas to the questions

Language:

- Uses a very limited range of vocabulary: *like, Monday*
- Writes short and simple sentences: *My class teacher is Mr fung. … I like him very much.*
- Uses a very limited range of cohesive devices: *and*
- Makes some grammatical mistakes: *He teach me Maths and Music. … I have his lessons on Monday to friday. … I lern Maths and Music on his lessons.*
- Makes one spelling mistake: *lern (learn)*
- Uses wrong capitalisation: *fung (Fung), friday (Friday)*

Primary 3 Speaking

Students were randomly selected to participate in the speaking assessment. Given the small sample size, no attempt was made to report results of schools in terms of the percentage of students achieving basic competency in speaking. That said, a descriptive summary of the overall performance levels of students is available in the *'General Comments on Primary 3 Student Performances'* Section.

Good Performance of Primary 3 Students in 2026

Primary 3 Listening

Good Performance in Listening Tasks

Students with good performance were able to:

- discriminate a small range of vowel sounds

For task contents, please refer to the *'Performance of Primary 3 Students Achieving Basic Competency in Listening Tasks'* Section.

Discriminating a Small Range of Vowel Sounds

- The more able students were able to discriminate vowel sounds *'a', 'i', 'o'* and *'u'*. They could identify that Ken lived in *'Yama House'* instead of *'Yima House', 'Yoma House'* and *'Yuma House'* (*3EL1/2 Part 1B Q.1*).

Primary 3 Reading

Good Performance in Reading Tasks

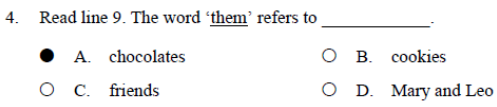
Students with good performance were able to:

- follow pronoun references
- recognise key words on familiar topics
- predict the meaning of unfamiliar words with contextual clues

For task contents, please refer to the *'Performance of Primary 3 Students Achieving Basic Competency in Reading Tasks'* Section.

Following Pronoun References

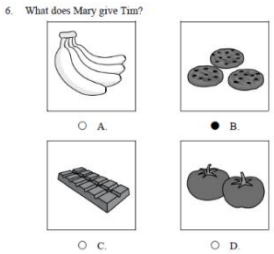
- In reading the story about the clever mouse, the more able students could interpret 'them' as *'chocolates'* by reading *'Mary gives Leo chocolates and says, "Tim gives them to you. ...'.*



3ERW1/2 Part 3 Q.4

Recognising Key Words on Familiar Topics

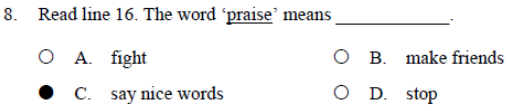
- The more able students could recognise key words on familiar topics such as 'food items'. They were able to tell that Mary gave cookies to Tim by referring to the story *'...Then Mary gives Tim cookies...'.*



3ERW1/2 Part 3 Q.6

Predicting the Meaning of Unfamiliar Words with Contextual Clues

- The more able students could predict the meaning of unfamiliar words in the story with the help of contextual clues. They could correctly predict the meaning of 'praise' with the help of contextual clues *'... for her good job and say, "You are clever!" '.*



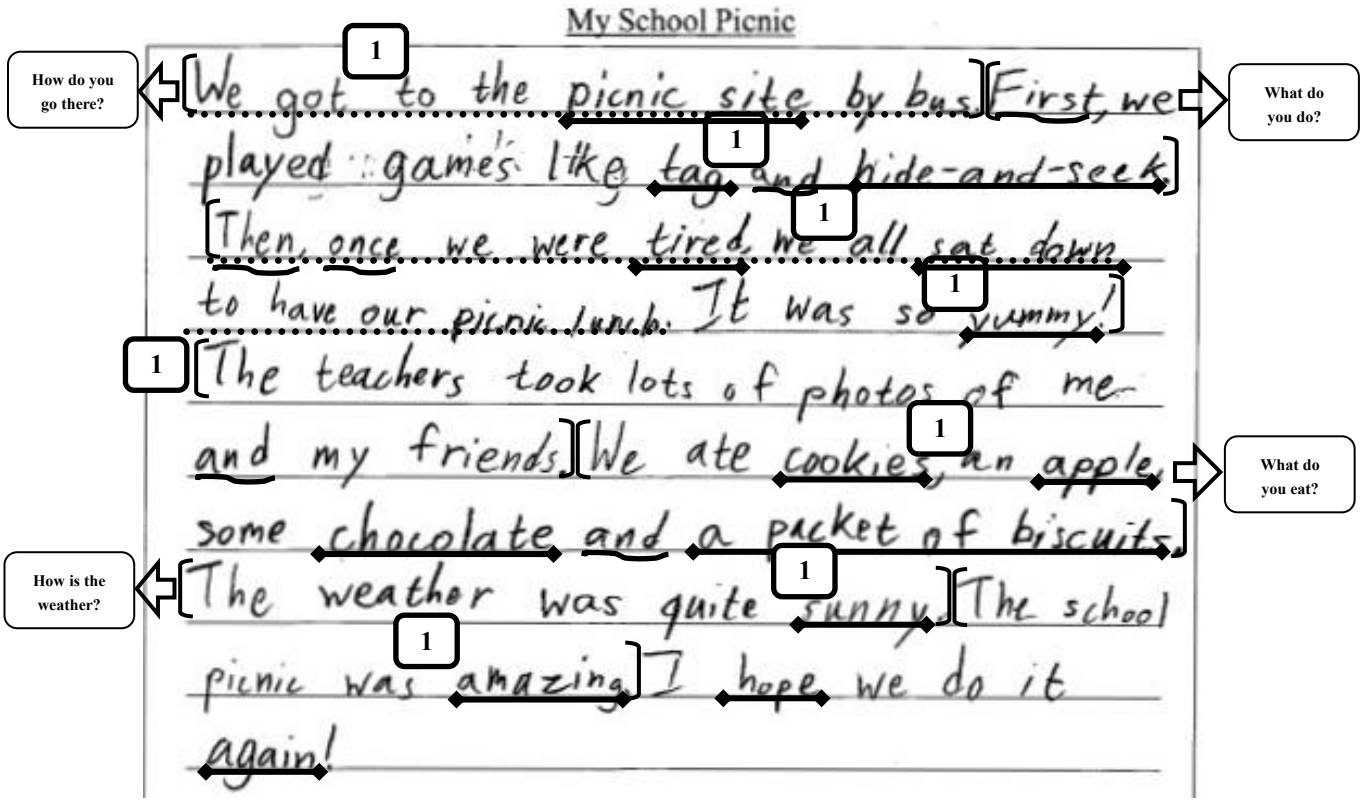
3ERW1/2 Part 3 Q.8

Primary 3 Writing

In terms of content, for *'My School Picnic'* and *'My Class Teacher'*, students with good performance were able to provide relevant ideas to the questions with some supporting details. The ideas were clear and coherent. For *'Going to the Country Park'*, they were able to provide a factual account of the story based on the pictures with some supporting details. The description was clear and coherent. In terms of language, they were able to use a small range of vocabulary, sentence patterns and cohesive devices appropriately with minor, few or no grammatical and spelling mistakes.

***My School Picnic* (3ERW1 Part 4)**

Student Exemplar 7



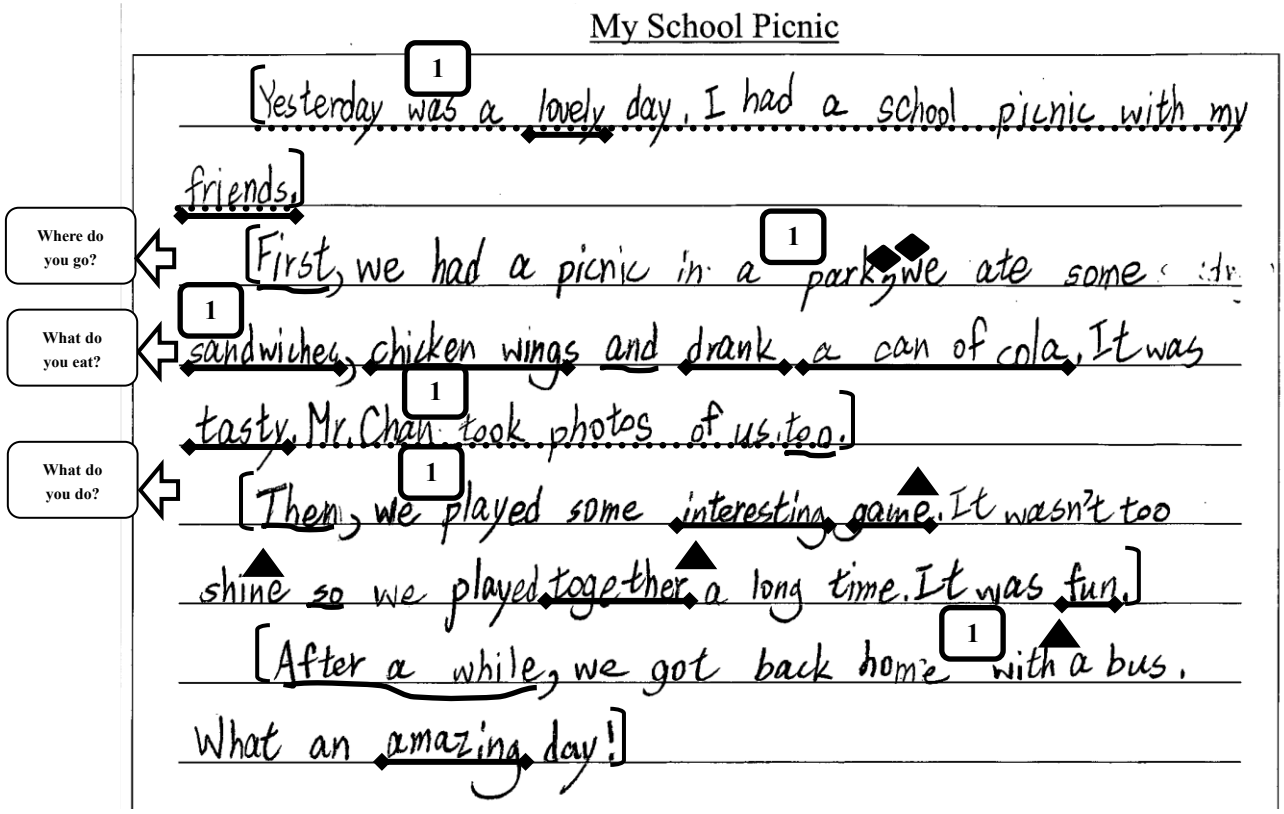
Content:

1 Provides relevant ideas to the questions with some supporting details

Language:

- Uses a small range of vocabulary: *picnic site, tag, hide-and-seek, tired, sat down, yummy, cookies, apple, chocolate, a packet of biscuits, sunny, amazing, hope, again*
- Uses a small range of sentence patterns: *We got to the picnic site by bus. ... Then, once we were tired, we all sat down to have our picnic lunch.*
- Uses a small range of cohesive devices: *First, and, Then, once*

Student Exemplar 8



Content:

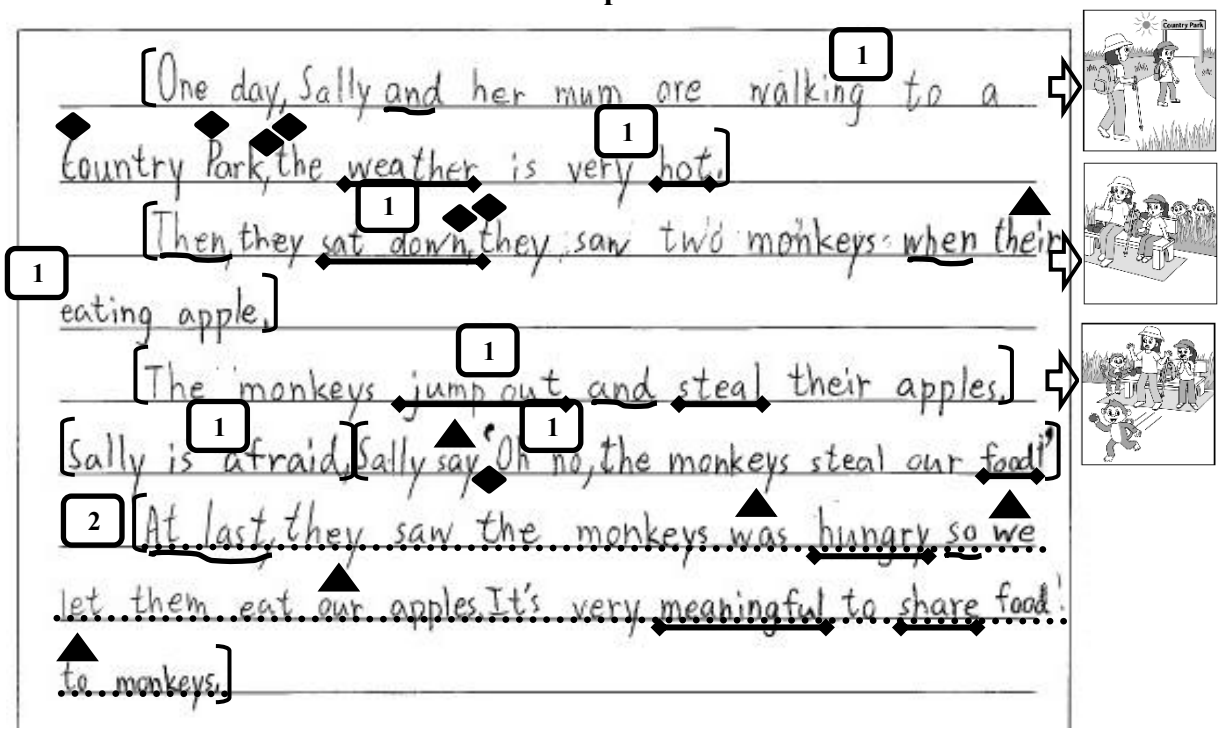
1 Provides relevant ideas to the questions with some supporting details

Language:

- Uses a small range of vocabulary: *lovely, friends, sandwiches, chicken wings, drank, a can of cola, tasty, interesting, game, together, fun, amazing*
- Uses a small range of sentence patterns: *Yesterday was a lovely day. I had a school picnic with my friends. … Mr Chan took photos of us too.*
- Uses a small range of cohesive devices: *First, and, too, Then, so, After a while*
- Makes some grammatical mistakes: *some interesting game… It wasn't too shine so we played together a long time. … After a while, we got back home with a bus.*
- Uses wrong capitalisation and punctuation mark: *',' ('.'), we (We)*

***Going to the Country Park* (3ERW2 Part 4)**

Student Exemplar 9



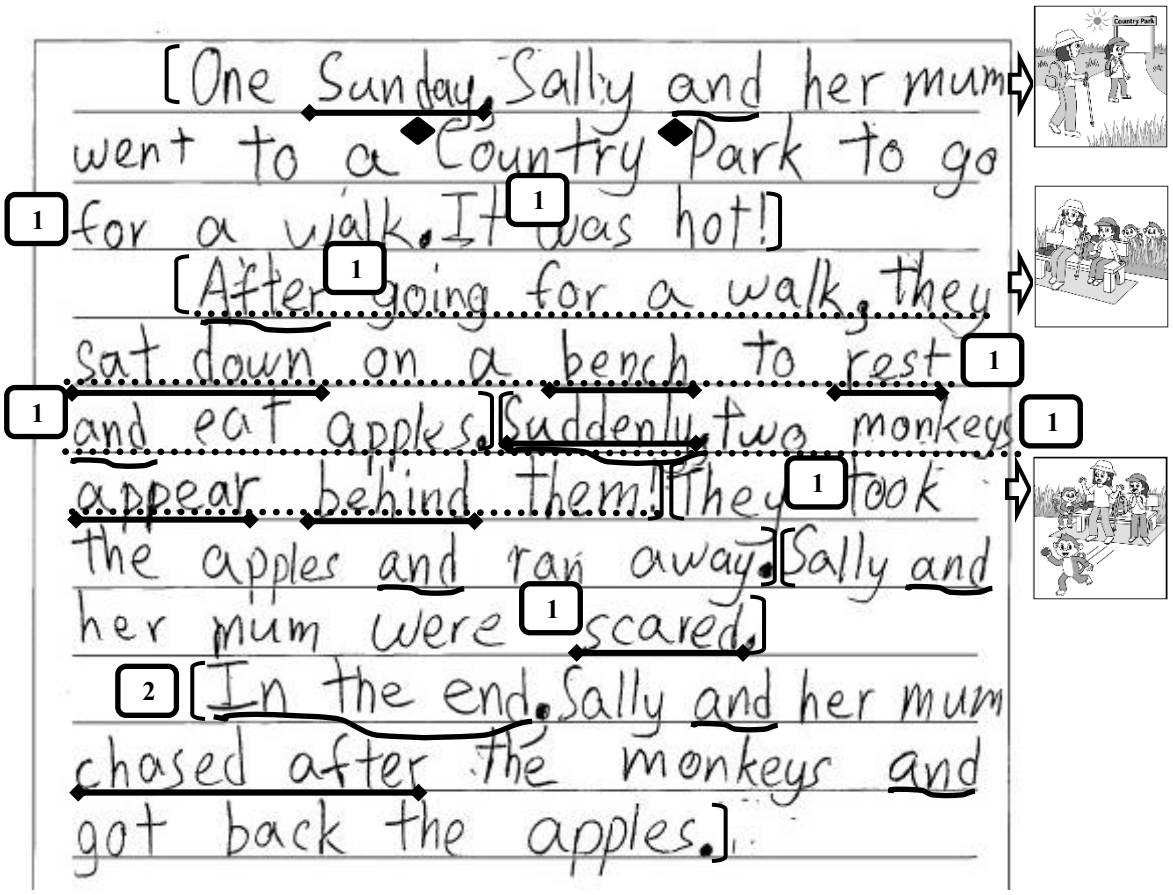
Content:

1	Provides a factual account of the story based on the pictures with some supporting details
2	Provides an ending to the story

Language:

- Uses a small range of vocabulary: *weather, hot, sat down, jump out, steal, food, hungry, meaningful, share*
- Uses a small range of sentence patterns: *At last, they saw the monkeys was hungry so we let them eat our apples. It's very meaningful to share food to monkeys.*
- Uses a small range of cohesive devices: *and, Then, when, At last, so*
- Makes some grammatical mistakes: *...they saw two monkeys when their eating apple. ... Sally say 'Oh no, ...' ... they saw the monkeys was hungry so we let them eat our apples. It's very meaningful to share food to monkeys.*
- Uses wrong capitalisation and punctuation marks / misses a punctuation mark: *Country Park (country park), ',' ('.'), the (The), say (says,)*

Student Exemplar 10



Content:

1 Provides a factual account of the story based on the pictures with some supporting details

2 Provides an ending to the story

Language:

Uses a small range of vocabulary: *Sunday, sat down, bench, rest, Suddenly, appear, behind, scared, chased after*

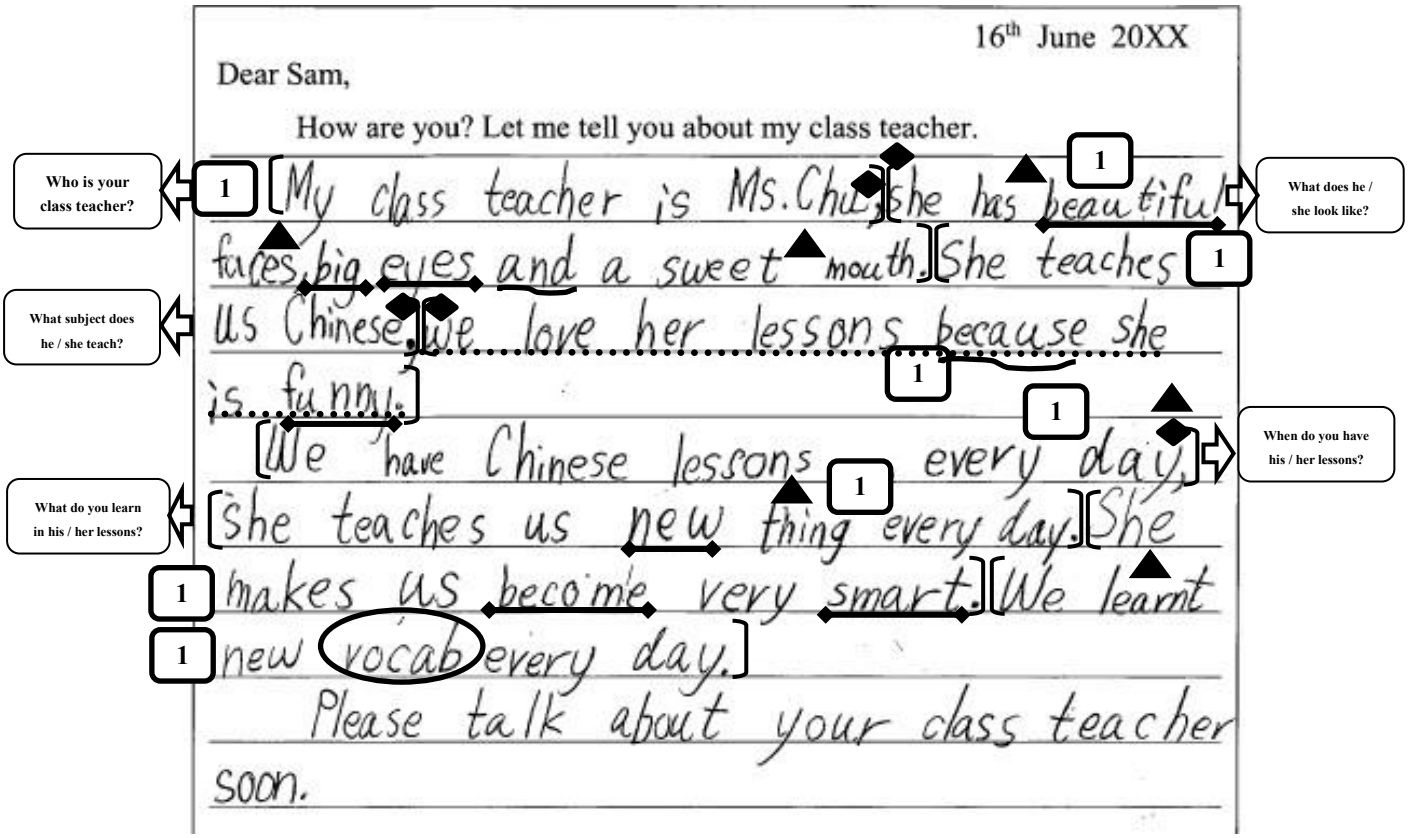
Uses a small range of sentence patterns: *After going for a walk, they sat down on a bench to rest and eat apples. Suddenly, two monkeys appear behind them!*

Uses a small range of cohesive devices: *and, After, Suddenly, In the end*

Uses wrong capitalisation: *Country Park (country park)*

***My Class Teacher* (3ERW3 Part 4)**

Student Exemplar 11



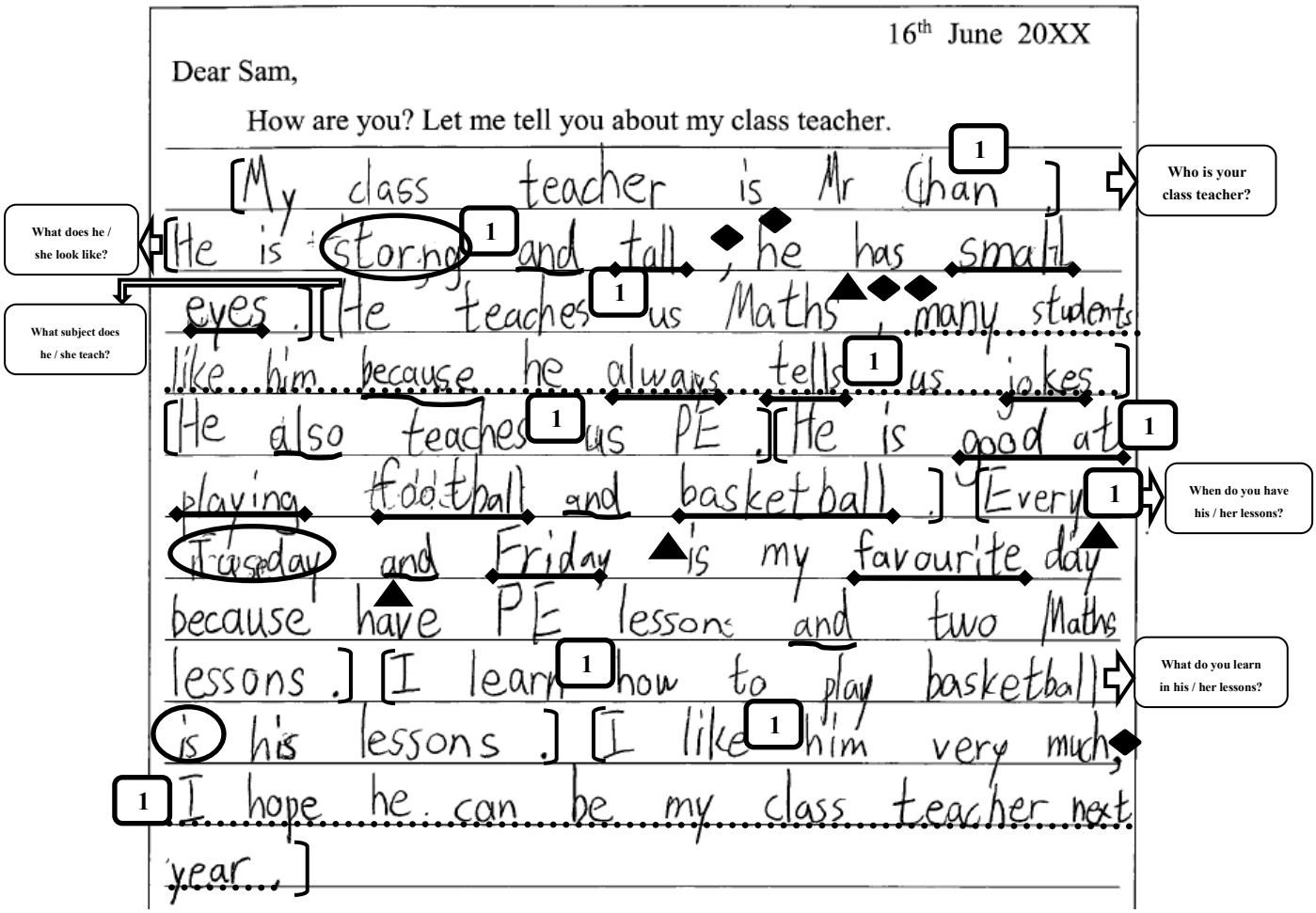
Content:

1 Provides relevant ideas to the questions with some supporting details

Language:

- Uses a small range of vocabulary: *beautiful, big, eyes, funny, new, become, smart*
- Uses a limited range of sentence patterns: *... we love her lessons because she is funny.*
- Uses a limited range of cohesive devices: *and, because*
- Makes some grammatical mistakes: … *she has beautiful faces, big eyes and a sweet mouth. ... She teaches us Chinese, we ... We have Chinese lessons every day, she teaches us new thing ... We learnt new vocab every day.*
- Makes one spelling mistake: *vocab (vocabulary)*
- Uses wrong capitalisation and punctuation marks: *‘,’(‘.’), she (She), we (We)*

Student Exemplar 12



Content:

1 Provides relevant ideas to the questions with some supporting details

Language:

- Uses a small range of vocabulary: *tall, small, eyes, always, tells, jokes, good at, playing, football, basketball, Friday, favourite*
- Uses a small range of sentence patterns: *... many students like him because he always tells us jokes. ... I hope he can be my class teacher next year.*
- Uses some cohesive devices: *and, because, also*
- Makes some grammatical mistakes: *He teaches us Maths, many students... Every Tuseday and Friday is my favourite day because have PE lesson ...*
- Makes some spelling mistakes: *storng (strong), Tuseday (Tuesday), is (in)*
- Uses wrong capitalisation and punctuation marks: *‘,’ (‘.’), he (He), many (Many)*

Primary 3 Speaking

Students with good performance demonstrated competence in the following areas:

Reading Aloud

- Students with good performance were able to read a short text fluently and clearly with appropriate pausing and intonation. They made very few or no pronunciation mistakes. Students could also express appropriate emotions when reading aloud the texts.

Expression of Personal Experiences

- Students with good speaking skills could provide relevant answers to most of the questions. They were able to give some elaboration on their answers and respond naturally and readily to the questions.

Picture Description

- Students with good performance could provide relevant answers to most of the questions naturally and readily with some elaboration. They were able to speak clearly and readily with very few pronunciation mistakes.

General Comments on Primary 3 Student Performances

Primary 3 Listening

- Students could identify key words in both conversations and stories. They were able to follow the conversations between speakers and the development of the story.
- Students were able to identify key words on familiar topics (e.g. 'prices'). They could also identify key words related to daily life experiences (e.g. 'public transport').
- Students were able to understand the connection between ideas using cohesive devices such as 'and', 'but' and 'also'. They could also understand ideas in the spoken texts linked by 'because'.
- Students were able to discriminate words with a small range of consonant sounds.
- Students were able to understand basic differences in intonation (e.g. 'sad' and 'puzzled').

Primary 3 Reading

- Students were able to recognise key words on familiar topics (e.g. 'locations') and those related to daily life experiences (e.g. 'time'). With the help of straightforward contextual clues and pictorial cues, students were able to get the correct answers.
- Students were generally able to understand the connection between ideas using cohesive devices such as 'and' and 'but'. They could understand the causal relationship of ideas in letters and stories.
- Students could understand the connection of ideas by following pronoun references in letters and stories.

- Students could predict the meaning of unfamiliar words with contextual clues and pictorial cues in stories.

Primary 3 Writing

- There were three writing tasks in the three sub-papers. For *'My School Picnic'*, students were asked to write about their school picnic. Question prompts were given to help students write: *'Where do you go?'*, *'What do you eat?'*, *'How is the weather?'*, *'What do you do?'* and *'How do you go there?'*. Students were in general able to respond to the questions with relevant ideas. The ideas provided by the students were quite clear.
- In *'Going to the Country Park'*, students were given word prompts 'walk / hot', 'eat / monkeys' and 'run away / afraid' for the three pictures and were asked to write a story about Sally and her mum. They were also asked to provide an ending to the story. Students were generally able to write a factual account of the story with an ending. The description was quite clear. Students were familiar with the topic and provided relevant ideas related to the pictures.
- In *'My Class Teacher'*, students were asked to write about their class teacher. Question prompts were given to help students write: *'Who is your class teacher?'*, *'What does he / she look like?'*, *'What subject does he / she teach?'*, *'When do you have his / her lessons?'* and *'What do you learn in his / her lessons?'*. Students were in general able to respond to the questions with relevant ideas. The ideas provided by the students were quite clear.

My School Picnic

Providing Ideas Based on the Question Prompts

- Students were in general able to write about their school picnic. They were familiar with the topic and could provide relevant ideas to the questions. The ideas were quite clear. They were able to describe where they went to, what they ate, how the weather was, what they did and how they went there. Relevant and brief ideas were given:
  - *I go to the park in my school picnic. We ate candies and sandwiches. The weather is sunny. My classmates and I come here by bus. We played games and ate chips.*
- The more capable students were able to provide ideas relevant to the topic with some supporting details. The ideas were clear and coherent. For example:
  - *Today, I went to picnic with my teachers and classmates. The sky was clear and blue. The sun was shining. …*
  - *… Then, we played ball games. We laughed together and had so much fun. …*

Using a Limited Range of Vocabulary, Sentence Patterns and Cohesive Devices

- Students in general used a limited range of vocabulary in their writing. The vocabulary was related to the topic, e.g. *'park', 'sandwiches', 'fruit' 'juice'* and *'fun'*. The sentences written by students were short and simple, e.g. *'We go to the park by bus.', 'The weather is sunny*.', *'We played football.'*. Some students were able to link ideas using *'and'* and *'because'*, e.g. *'We eat chicken wings and sandwiches.', 'I feel very happy because I play games with my friends.'*.
- Students made some grammatical mistakes in their writing. There were some errors in the use of verb forms, e.g. *'The rains is stop.'*. They also made some spelling mistakes in their writing, e.g. *'sandwitches (sandwiches)', 'tried (tired)', 'snake' (snack)'*.
- The more capable students used a small range of vocabulary, sentence patterns and cohesive devices:
  - *… Sam ate a box of chicken and a can of cola. …*
  - *… Then, once we were tired, we all sat down to have our picnic lunch. It was so yummy!*

Going to the Country Park

Providing Ideas Based on the Pictures and Word Prompts

- Students were in general able to write a short story based on the pictures using the word prompts *'walk / hot', 'eat / monkeys'* and *'run away'*. The description was quite clear:
  - *Sally and her mum went to a country park to go for a walk. It was hot!…*
  - *I eat apple but monkeys see my apple.*
  - *The monkeys run away.*
- The more capable students were able to provide some supporting details to the ideas relevant to the topic:
  - *After the walk, they felt tired. They sat on the bench and ate some apples. …*
  - *After a very long run, they finally got back their apples. …*

Providing an Ending to the Story

- Students were able to provide a brief ending to the story:
  - *They went home happily.*
  - *I learnt to not bring that much apples.*
  - *We go to another park next time.*
- The more capable students were able to end the story with some supporting details. For example:
  - *They learnt that they shouldn't eat near wild animals.*
  - *In the end, Sally and her mum chased after the monkeys and got back the apples.*

Using a Limited Range of Vocabulary, Sentence Patterns and Cohesive Devices

- Students used a limited range of vocabulary in the story. The vocabulary was generally related to the topic, e.g. *'sunny', 'rest', 'food', 'scared'* and *'take'*. The sentences given were short and simple, e.g. *'Today, Sally and he mum go to a country park.'*.
- Students were able to use cohesive devices to link ideas (e.g. *and, then, because, but, after, so, In the end).*
- Students misinterpreted the word 'afraid' as a verb meaning 'steal', e.g. *'The monkeys afraid the apples and run away.'*.
- Students made some grammatical mistakes in their writing. There were some errors in the use of pronouns and subject-verb agreement, e.g. *'…me and mum is afraid', 'they're apples…', 'They was sad.'*. They also misspelled some common words, e.g. *'alppe (apple)', 'there (their)', 'tow (two)'.* Literal translation from Chinese was also found in some writing, e.g. *'I with Mum go to the country park.'*
- The more capable students used a small range of vocabulary, sentence patterns and cohesive devices:
  - *Suddenly, two monkeys appear behind them! They took the apples and ran away. …*

My Class Teacher

Providing Ideas Based on the Question Prompts

- Students were in general able to write about their class teacher. They were familiar with the topic and could provide relevant ideas to the questions. The ideas were quite clear. They were able to describe who their class teacher was, what subject he / she taught and when they had his / her lessons. They could also write about what they learnt in his / her lessons. Relevant and brief ideas were given:
  - *My class teacher is Mr Lee. He has brown hair and glasses. He teaches me I.T. I have I.T. lesson after 1st recess. I learn Srcath Jr and Other things.*
- The more capable students were able to provide ideas relevant to the topic with some supporting details. The ideas were clear and coherent. For example:
  - *She has big eyes and long hair. She is tall and thin too.*
  - *In music class, she teaches us sing a lot of song. I like singing, so my favourite lesson is music lesson.*

Using a Limited Range of Vocabulary, Sentence Patterns and Cohesive Devices

- Students in general used a limited range of vocabulary in their writing. The vocabulary was related to the topic, e.g. *'tall', 'funny', 'sing', 'help', 'good at'* and *'Monday'*. The sentences written by students were short and simple, e.g. *'She teach us English.', 'I learn English words in her lessons.', 'I have her lesson in the afternoon.'*. Some students were able to link

ideas using '*and*' and '*because*', e.g. *'She is tall and beautiful.', 'I love my class teacher because she is so kind.'.*

- Some students demonstrated the influence of Chinese naming conventions when writing in English, for example, referring to a teacher as *'Lam Sir'*.
- Students made some grammatical mistakes in their writing (e.g. subject-verb disagreement, incorrect use of prepositions, wrong capitalisation). For example, *'He teach my Maths.', 'We have his lessons at Monday to Friday.', 'My class teacher is mr chan.'*. They also made some spelling mistakes in their writing, e.g. *'homewoke (homework)', 'sort (short)', 'voise (voice)'.*
- The more capable students used a small range of vocabulary, sentence patterns and cohesive devices:
  - *He organises fun Chinese games, so everyone in my class likes Mr Lee.*
  - *Mr Chan is brave and strong. He wears brown belt and black jeans.*

Primary 3 Speaking

Reading Aloud

- Many students were able to read the texts aloud fluently and clearly. They made very few mistakes in pronunciation. Students were familiar with the topics. However, pausing and intonation were relatively weak for some students.
- Some common mistakes were found in students. They dropped the ending sounds in words in plural form, such as *'drawings'* (*3ES01)* and *'weekdays'* (*3ES07)*. When reading the texts aloud, some students were unable to read words such as *'favourite'*(*3ES05), 'centre'*(*3ES05) and 'classmates' (3ES07)*.
- Some students mispronounced *'paint'* as *'plants'* (*3ES01), 'Mr'* as *'Ms'* (*3ES01), 'food'* as *'fruits'* (*3ES05), 'place'* as *'pace'* (*3ES05).*

Expression of Personal Experiences

- Many students were able to provide relevant responses to the questions from the oral examiners. The topics were related to their daily life experiences. Students were generally able to provide relevant answers to Wh-questions (e.g. *'Who is your favourite teacher this year?'* (*3ES01) and 'What do you do before dinner?'* (*3ES07)*).
- Some students mixed up the meaning of 'when' and 'what'. When asked *'When do you have dinner?' (3ES03),* some students provided some food items as their responses.
- Some students were unable to provide relevant answers to questions such as *'What does he/she look like?' (3ES01), 'Where is your favourite shopping centre?' (3ES05) and 'Who helps you with your homework?' (3ES07).*

- Only the more able students could provide elaboration on their answers to questions such as *'Do you like to have a pet in your family? Why / Why not?'* (*3ES03)*.

Picture Description

- Students were in general able to provide natural and relevant responses based on the pictures. The topics were familiar to them. They were able to answer Wh-questions despite a few mistakes in pronunciation (e.g. *'Where are these people?'* (*3ES04) and 'How does this girl feel?'* (*3ES06)*).
- Students did not have the vocabulary to describe actions. Some were unable to respond to questions like *'What is Tom's mum doing?'* (*3ES02)*. They did not know how to say that Tom's mum was putting some food into the bowl. When asked *'What happens to this boy?'* (*3ES08)*, some students were unable to say that the boy dropped his books on the ground.
- Some students also used inappropriate word choices when answering questions. For example, when asked *'What is Tom drinking?'* (*3ES02)*, they responded 'a can of lemon cola' instead of 'a can of lemon tea'. In 3ES06, some students responded *'the dog shouts'* instead of *'the dog barked'*. Besides, when asked *'What is the weather like?'*, some students responded *'the weather like sunny'* instead of *'it is sunny'.*
- Students were in general able to answer questions of what the people in the pictures are going to say (e.g. *'What does this man say?'* (*3ES04*)). More able students demonstrated good observation skills and were able to identify and describe more details in the pictures. As a result, they could elaborate on their answers naturally.

Overview of Primary 3 Student Performances in English Language in 2024, 2025 and 2026

The percentage of P.3 students achieving Basic Competency in the last three years is provided in Table 7.9. Table 7.10 summarises an overview of Student Performances in 2024, 2025 and 2026.

Table 7.9 Percentage of Students Achieving English Language Basic Competency in 2024, 2025, 2026

Year	% of Students Achieving English Language Basic Competency
2024	78.7
2025	83.2
2026	86.3

Table 7.10 Overview of P.3 Student Performances in English Language in 2024, 2025 and 2026

Year / Reading	2024	2025	2026	Remarks
Strengths	• Students were able to recognise key words on familiar topics (e.g. 'days of the week') and those related to daily life experiences (e.g. 'feelings'). Contextual clues and pictorial cues were useful to students. • Students were generally able to understand the connection between ideas using cohesive devices such as 'and' and 'but'. They could also understand the connection between ideas in advertisements. • Students could understand the connection of ideas by following pronoun references in notes and the story *(3ERW1/3 Part 3)*.	• Students were able to recognise key words on familiar topics (e.g. 'age') and those related to daily life experiences (e.g. 'time'). Contextual clues and pictorial cues were useful to students. • Students were generally able to understand the connection between ideas using cohesive devices such as 'and' and 'but'. They could also understand the connection between ideas linked by 'because' in the diary and the stories. • Students could understand the connection of ideas by following pronoun references in the diaries and the story *(3ERW3 Part 3)*. • Students could predict the meaning of unfamiliar words with contextual clues and pictorial cues in the stories.	• Students were able to recognise key words on familiar topics (e.g. 'locations') and those related to daily life experiences (e.g. 'time'). Contextual clues and pictorial cues were useful to students. • Students were generally able to understand the connection between ideas using cohesive devices such as 'and' and 'but'. They could also understand the connection between ideas linked by 'because' in letters and stories. • Students could understand the connection of ideas by following pronoun references in letters and stories.	• Students demonstrated unstable performance in understanding the connection of ideas by following pronoun references. • Predicting the meaning of unfamiliar words was still a challenge for some students.
Weaknesses	• Only the more able students could understand the connection of ideas by following pronoun references in the story *(3ERW2 Part 3)*. • Only the more able students could predict the meaning of unfamiliar words in stories with the help of contextual clues.	• Only the more able students could understand the connection between ideas using cohesive devices 'and' in the story *(3ERW1/2 Part 3)*. • Only the more able students could understand the connection of ideas by following pronoun references in the story *(3ERW1/2 Part 3)*.	• Only the more able students could understand the connection of ideas by following pronoun references in the story *(3ERW1/2 Part 3)*. • The more able students could recognise key words on familiar topics (e.g. food items) *(3ERW1/2 Part 3)*. • The more capable students could predict the meaning of unfamiliar words in the story with the help of contextual clues *(3ERW1/2 Part 3)*.	

Year / Writing	2024	2025	2026	Remarks
Strengths	• In the writing task 'My Family Time At Weekends', students were generally able to provide relevant ideas using the prompts (e.g. what they did with their family at weekends, where they went to and how they got there). • In 'At the Zoo', students were generally able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant. • In 'My Favourite School Activity', students were generally able to respond to the questions with brief but relevant ideas. • Students were able to use cohesive devices (e.g. 'and', 'but', 'because') to link ideas.	• In the writing task 'Things I Do at My Favourite Festival', students were generally able to provide relevant ideas using the prompts (e.g. what their favourite festival was and what they did at the festival). • In 'Going to the Zoo', students were generally able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant. • In 'My Favourite Time at School', students were generally able to respond to the questions with brief but relevant ideas. • Students were able to use cohesive devices (e.g. 'and', 'then', 'because') to link ideas.	• In the writing task 'My School Picnic', students were generally able to provide relevant ideas using the prompts (e.g. where they went to and what they ate during the school picnic). • In 'Going to the Country Park', students were generally able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant. • In 'My Class Teacher', students were generally able to respond to the questions with brief but relevant ideas. • Students were able to use cohesive devices (e.g. 'and', 'then', 'because') to link ideas.	• Students were able to provide relevant but brief ideas in the writing tasks. • Some students could only use a limited range of vocabulary and sentence patterns in their writing. • Grammatical and spelling mistakes were common among students.
Weaknesses	• Only the more able students were able to provide ideas with some supporting details. • Spelling mistakes were common among students. • Grammatical mistakes (e.g. subject-verb disagreement, incorrect expressions) were still common in students' writing.	• Only the more able students were able to provide ideas with some supporting details. • Spelling mistakes were common among students. • Students made some grammatical mistakes (e.g. subject-verb disagreement) in their writing.	• Only the more able students were able to provide ideas with some supporting details. • Spelling mistakes were common among students. • Students made some grammatical mistakes (e.g. incorrect use of prepositions and pronouns) in their writing.	

Year / Listening	2024	2025	2026	Remarks
Strengths	• Students could identify key words related to daily life experiences (e.g. 'time') and those on familiar topics (e.g. 'fruits') with the help of verbal and pictorial cues. • Students were able to identify the connection between ideas using cohesive devices such as 'and', 'but' and 'also'. They could also understand the causal relationship of ideas linked by 'because'. • Students were able to discriminate words with a small range of consonant sounds (e.g. 'Bon Bon' from 'Fon Fon', 'Hon Hon' and 'Ron Ron'). • Students could understand basic differences in intonation when the speakers were excited, worried and angry.	• Students could identify key words related to daily life experiences (e.g. 'time') and those on familiar topics (e.g. 'prices') with the help of verbal and pictorial cues. • Students were able to identify the connection between ideas using cohesive devices such as 'and', 'but' and 'also'. They could also understand the causal relationship of ideas linked by 'because'. • Students were able to discriminate words with a small range of consonant sounds (e.g. 'Rimmy' from 'Fimmy', 'Limmy' and 'Timmy'). • Students could understand basic differences in intonation when the speakers were excited and angry.	• Students could identify key words related to daily life experiences (e.g. 'public transport') and those on familiar topics (e.g. 'prices') with the help of verbal and pictorial cues. • Students were able to identify the connection between ideas using cohesive devices such as 'and', 'but' and 'also'. They could also understand the causal relationship of ideas linked by 'because'. • Students were able to discriminate words with a small range of consonant sounds (e.g. 'Nora' from 'Fora', 'Dora' and 'Mora'). • Students could understand basic differences in intonation (e.g. 'sad' and 'puzzled').	• Students could identify key words on familiar topics / related to daily life experiences in the spoken texts. • Students were able to understand the connection between ideas using cohesive devices (e.g. 'and', 'but', 'also').
Weaknesses	• Students with good performance could distinguish a small range of vowel sounds (e.g. 'Mippy' from 'Mappy', 'Moppy' and 'Muppy').	• Students with good performance could distinguish a small range of ending sounds (e.g. 'Bip Bip Supermarket' from 'Bim Bim Supermarket', 'Bit Bit Supermarket' and 'Biz Biz Supermarket').	• Students with good performance could distinguish a small range of vowel sounds (e.g. 'Yama' from 'Yima', 'Yoma' and 'Yuma').	

Year / Speaking	2024	2025	2026	Remarks
Strengths	• For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly. They made very few mistakes in pronunciation. • For 'Expression of Personal Experiences', many students were able to provide relevant responses to the questions. • In 'Picture Description', students could provide relevant answers to most of the questions despite a few pronunciation mistakes.	• For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly with very few mistakes in pronunciation. • For 'Expression of Personal Experiences', many students were able to provide relevant responses to most of the questions. • In 'Picture Description', students could give appropriate responses to the questions despite a few pronunciation mistakes.	• For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly with very few mistakes in pronunciation. • For 'Expression of Personal Experiences', many students were able to provide relevant responses to most of the questions. • In 'Picture Description', students could give appropriate responses to the questions despite a few pronunciation mistakes.	• Although students could read the short text in 'Reading Aloud', they still dropped the final consonant at the end of the words frequently. • Limited vocabulary continued to hinder students' ability to respond to questions in 'Expression of Personal Experiences' and 'Picture Description'.
Weaknesses	• For 'Reading Aloud', students dropped the final consonant at the end of the words like 'lunch' and 'sports'. Some students were relatively weak in pausing and intonation. • For 'Expression of Personal Experiences', some students had difficulty answering some questions (e.g. 'What do you usually eat for lunch?'). • In 'Picture Description', some students had difficulty giving reasons for their answers (e.g. 'Why does this girl cover her ears?).	• For 'Reading Aloud', students dropped the ending sounds in words in plural form such as 'holidays' and 'classmates'. Some students were relatively weak in pausing and intonation. • For 'Expression of Personal Experiences', some students were hesitant in responding to some questions (e.g. 'What school activities do you have?'). • In 'Picture Description', some students did not have the vocabulary to describe actions (e.g. 'What is this girl doing?).	• For 'Reading Aloud', students dropped the ending sounds in words in plural form such as 'drawings' and 'weekdays'. Some students were relatively weak in pausing and intonation. • For 'Expression of Personal Experiences', some students were hesitant in responding to some questions (e.g. 'What does he/she look like?'). • In 'Picture Description', some students did not use appropriate word choices when answering questions (e.g. 'The weather like sunny.').	