Catering for Learner Diversity through Effective Use of the Learning Progression Framework in the Primary English Language Classroom (Speaking and Listening)

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English Language Education Section
Curriculum Development Institute
Education Bureau

Objectives

- To introduce the **Learning Progression Framework (LPF)** for English Language as a reference tool to **understand students' learning progress, plan and review the school English Language curriculum, give constructive feedback and improve students' speaking and listening skills** at primary level;

- To enhance teachers' knowledge and understanding on **designing learning tasks** and **school curriculum planning** with reference to the LPF to **help students of different abilities to improve their speaking and listening skills**; and

- To inspire teachers with **hands-on activities on designing/revising learning tasks and activities to cater for learner diversity and improve students' speaking and listening skills**

Rundown of the Programme

Slides 4-14   **Part 1** **Introduction to the Learning Progression Framework (LPF) and its role to cater for learner diversity**

Slides 15-74   **Part 2** **Catering for learner diversity using the LPF in speaking**

Slides 75-117   **Part 3** **Catering for learner diversity using the LPF in listening**

Slides 118-124   **Part 4** **Introduction to**
i)   **the resource kit on National Security Education in the English Language Curriculum**
ii)   **the hands-on activities**

Part 1

Introduction to the
Learning Progression Framework (LPF) and
its role to cater for learner diversity

The Learning Progression Framework (LPF) for English Language

Reading Skills

Writing Skills

Listening Skills

Speaking Skills

What is the Learning Progression Framework (LPF)?

The LPF:

- **represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Objectives of the English Language curriculum;**

- **is made up of Attainment Milestones organised under the four language skills and divided into eight levels of attainment;**

- **helps teachers better understand and articulate learners' performance;**

- **provides information for teachers to plan and develop materials to cater for students' learning needs and abilities; and**

- **helps teachers plan strategically how to enhance English Language learning, teaching and assessment.**

Level	Learning Outcomes
8	………
7	………
6	………
5	………
4	………
3	………
2	………
1	………
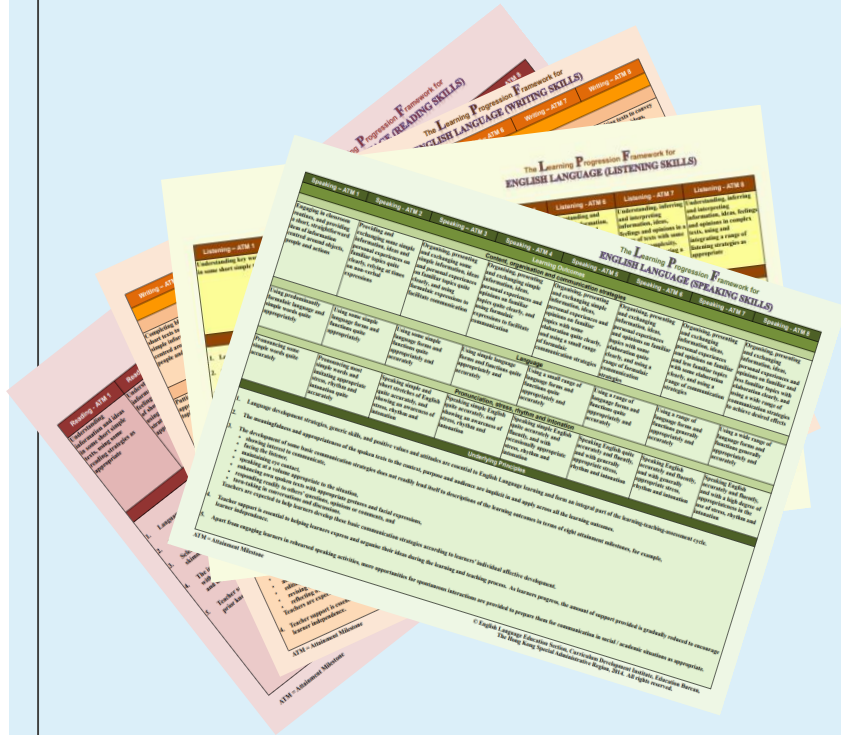
What are the purposes of developing the LPF?
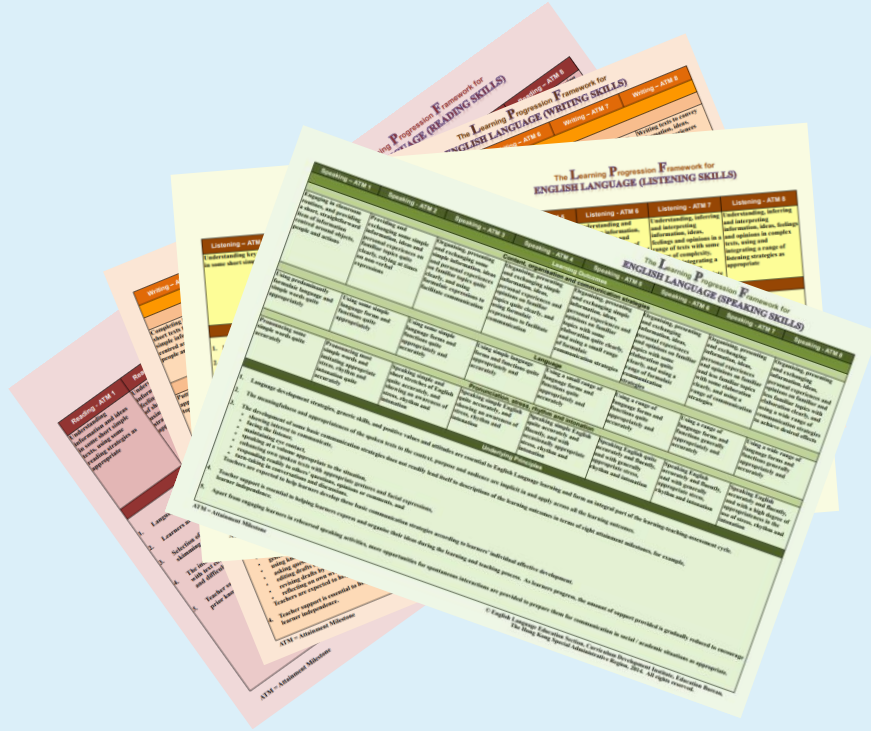
✔ To provide reference for understanding students' learning progress

✔ To plan and review

✔ To help students progress along the learning continuum

✘ **Not** for summative assessment / Benchmarking students

The Structure of the LPF for English Language

Attainment Milestones (ATMs) organised and presented under the four language skills
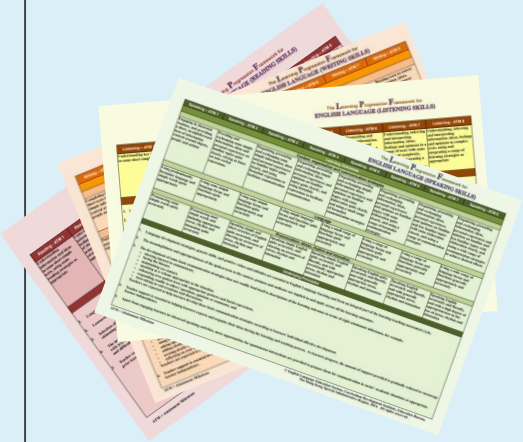
ATMs for each language skill expressed in the form of **outcome statements** (a general description of learner performance)

Pointers provide specific examples of what learners are able to do in demonstrating the learning outcomes.

Exemplars illustrate the expected student performance.

8
7
6
5
4
3
2
1

Speaking

Listening

Writing

Reading

Outcome Statements

Underlying Principles

Pointers

Learners can, for example,

- _____
- _____
- _____
- _____

Exemplars
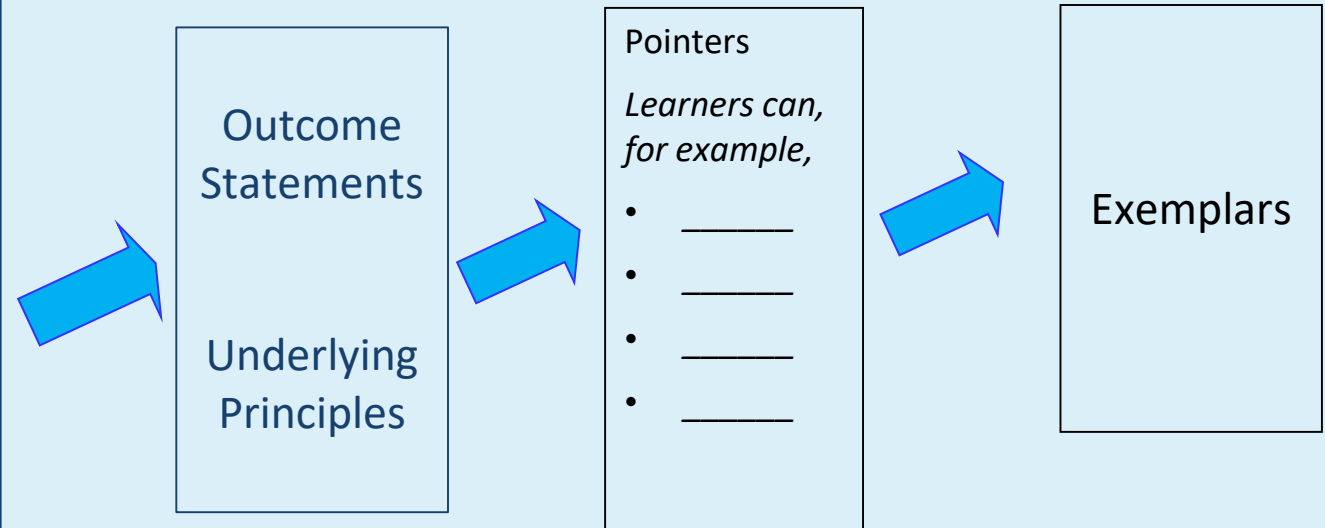
Underlying Principles elucidate some of the learning objectives which do not lend themselves to the description in terms of 8 attainment milestones but are essential to English language learning.

Relationship between the Curriculum Framework, LPF and BC

Knowledge

Curriculum Framework

(What students are expected to learn)

Values and attitudes

Skills

Relationship between the Curriculum Framework, LPF and BC

Knowledge

Learning Progression Framework

(What students can do as a result of learning and teaching)

Values and attitudes

Skills
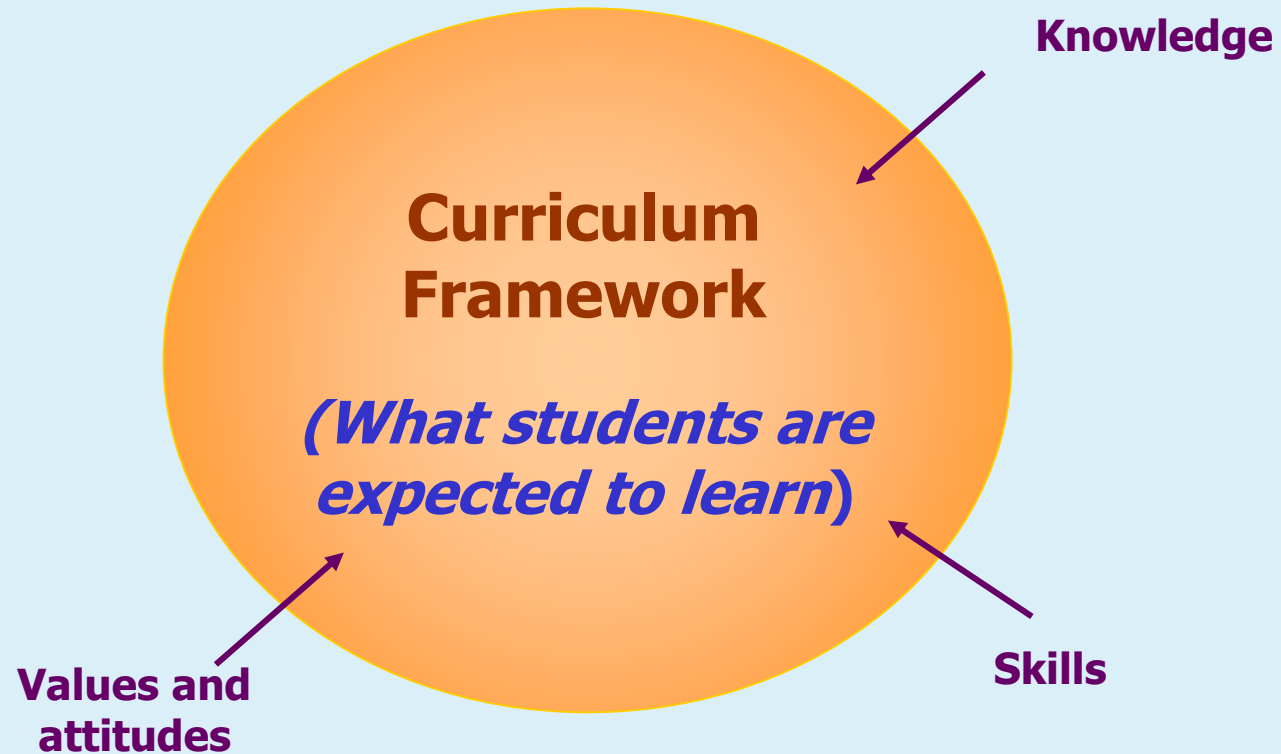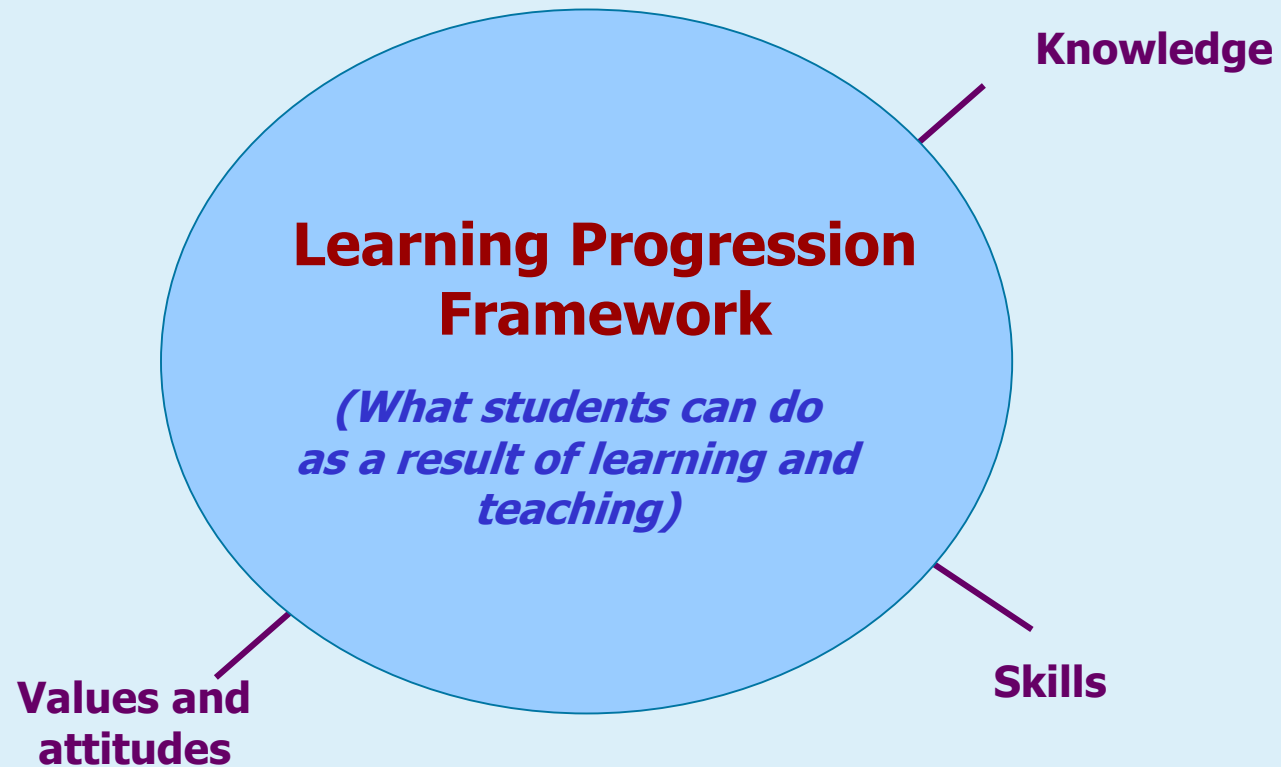
Relationship between the LPF and Basic Competency

Learning Progression Framework
(What students can do as a result of learning and teaching)

Basic Competency

Knowledge

Skills

Values and attitudes
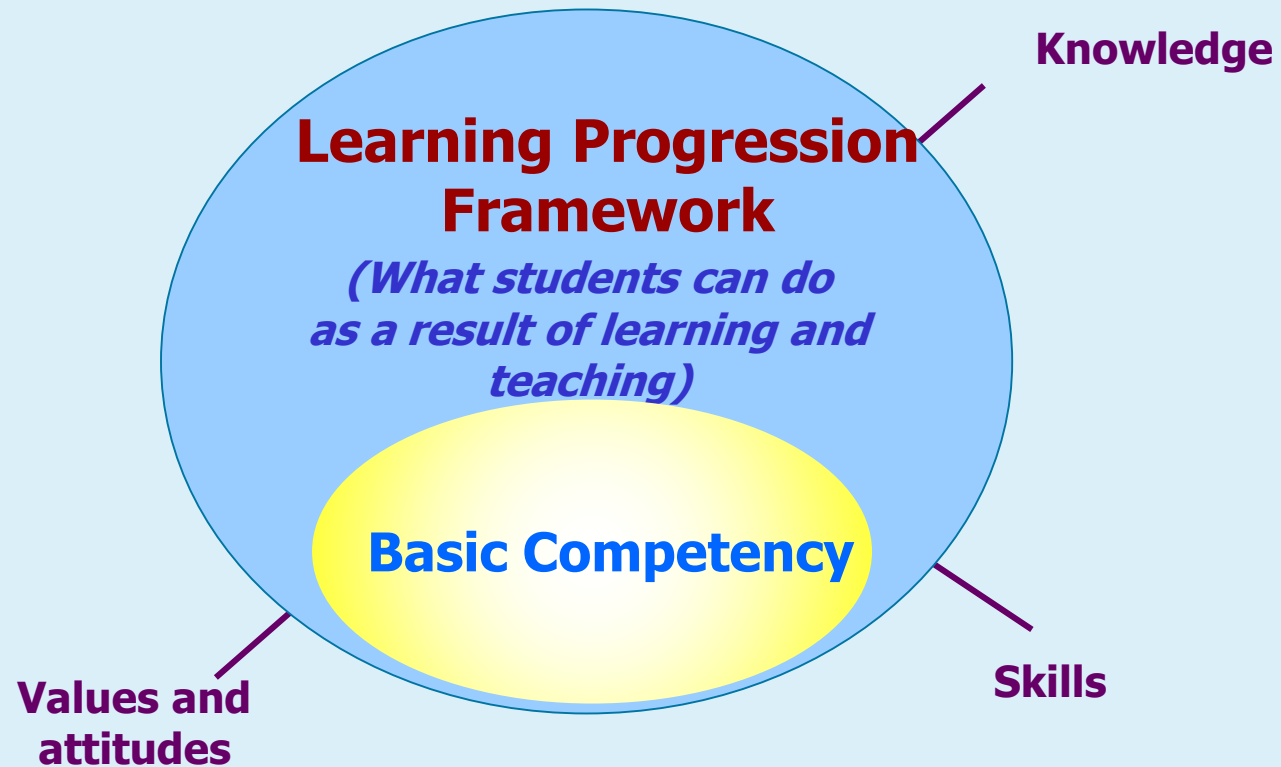
Curriculum Framework, Learning, Teaching and Assessment, and Learning Progression Framework (LPF)

Goals

Process

Attainment

Curriculum Framework

(What students are expected to learn)

Learning

Teaching

Assessment

Learning Progression Framework

(What students can do as a result of learning and teaching)
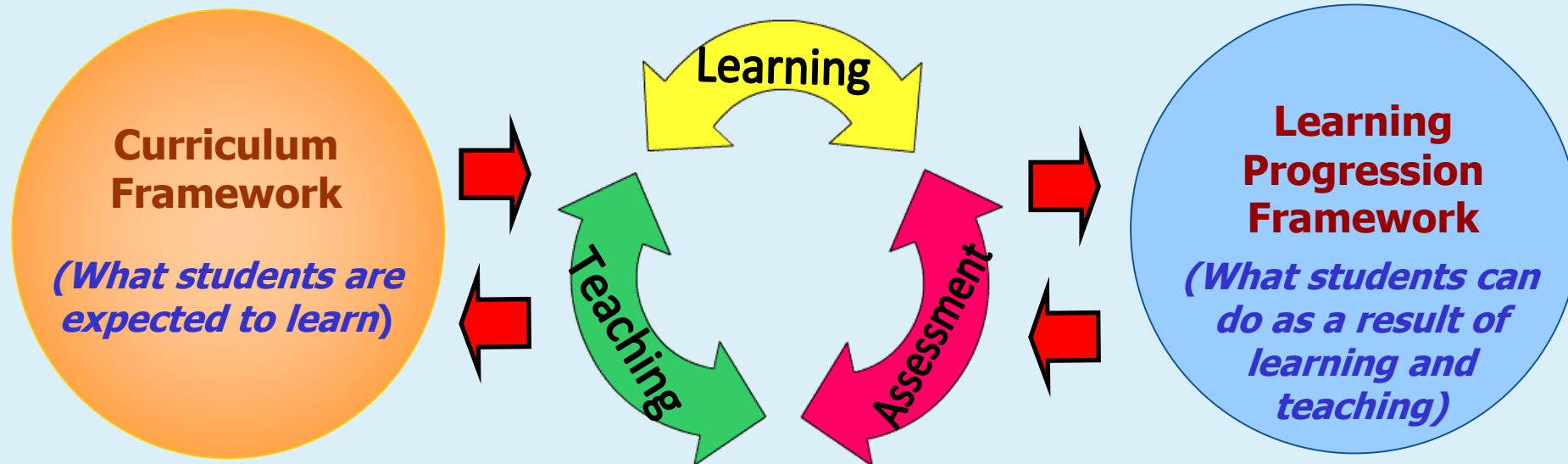
Curriculum and Assessment

Curriculum Framework and Learning Progression Framework
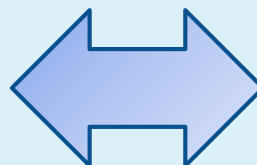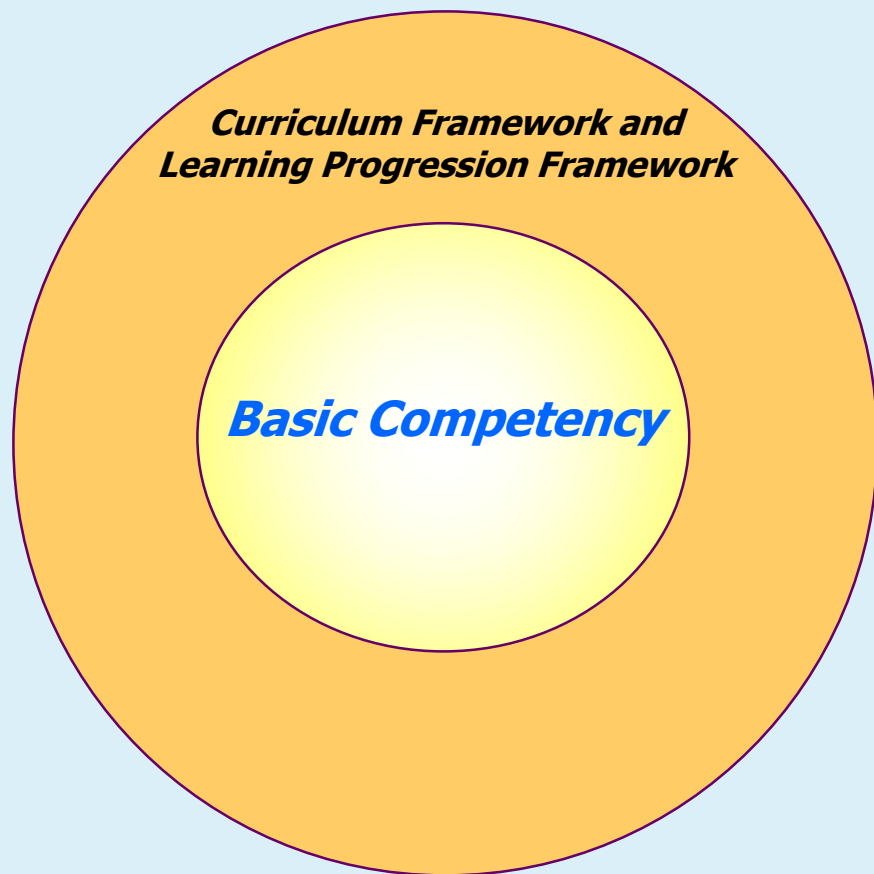
Assessment for/as Learning

Curriculum Framework and Learning Progression Framework

Assessment in Schools

Basic Competency

Assessments for Basic Competency

TSA *(HKEAA)*
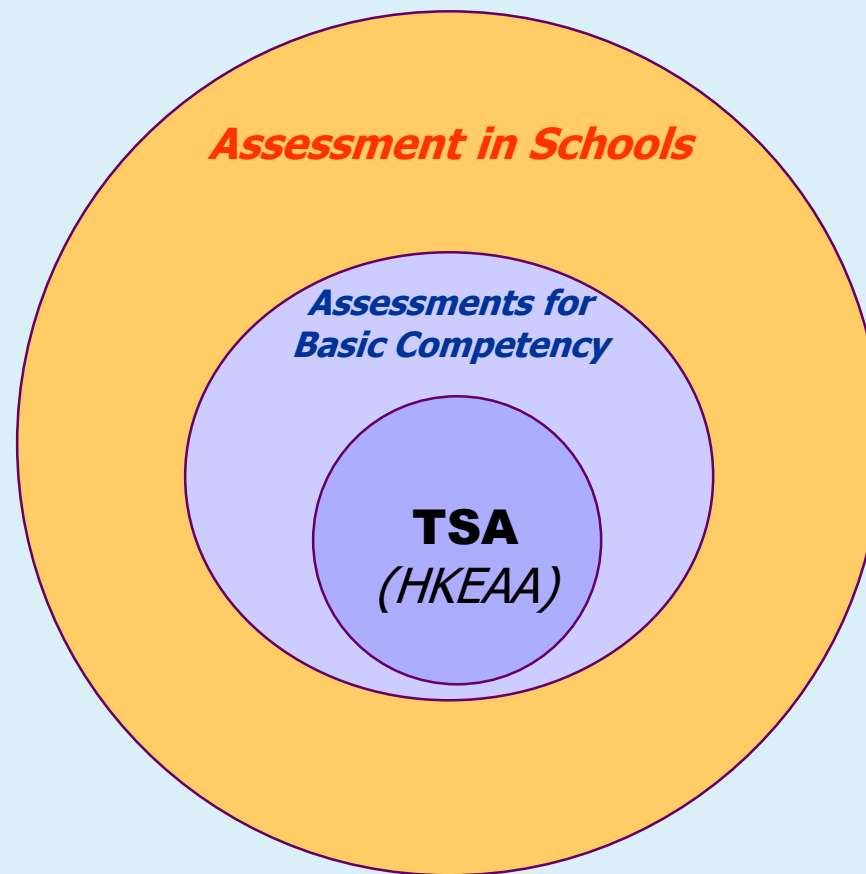
Students with Diverse Learning Abilities

Gifted learners/more able students

Students with special educational needs (SEN)

Students with different prior knowledge

Making Reference to the LPF to

➢ identify students' strengths and weaknesses;

➢ set specific learning goals based on students' own needs;

➢ provide scaffolding for students; and

➢ help them make progress.

Part 2

Catering for learner diversity
using the LPF in speaking

Part 2

Catering for learner diversity using the LPF in speaking

a. Understanding the progression of learning outcomes for speaking skills
b. Using the LPF as a reference tool to provide constructive feedback on students' performance in speaking
c. Using the LPF to enhance the school curriculum and design speaking tasks for students of different abilities

The LPF for English Language (Speaking)

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions	Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects
Language							
Using predominantly formulaic language and simple words quite appropriately	Using some simple language forms and functions quite appropriately	Using some simple language forms and functions quite appropriately and accurately	Using simple language forms and functions quite appropriately and accurately	Using a small range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions generally appropriately and accurately	Using a wide range of language forms and functions generally appropriately and accurately
Pronunciation, stress, rhythm and intonation							
Pronouncing some simple words quite accurately	Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation

Underlying Principles

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.

2. The meaningfulness and appropriateness of the spoken texts to the context, purpose and audience are implicit in and apply across all the learning outcomes.

3. The development of some basic communication strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example,
   - showing interest to communicate,
   - facing the listener,
   - maintaining eye contact,
   - speaking at a volume appropriate to the situation,
   - enhancing own spoken texts with appropriate gestures and facial expressions,
   - responding readily to others' questions, opinions or comments, and
   - turn-taking in conversations and discussions.
   Teachers are expected to help learners develop these basic communication strategies according to learners' individual affective development.

4. Teacher support is essential to helping learners express and organise their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to encourage learner independence.

5. Apart from engaging learners in rehearsed speaking activities, more opportunities for spontaneous interactions are provided to prepare them for communication in social / academic situations as appropriate.

ATM = Attainment Milestone

17

Understanding the Learning Progression

Activity 1a - Identify the missing learning outcomes for **"Content, organisation and communication strategies"** from the choices given.

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
_____	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions	_____	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	_____	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects

a. Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication

b. Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies

c. Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions

Understanding the Learning Progression

Activity 1a - Identify the missing learning outcomes for **"Content, organisation and communication strategies"** from the choices given.

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
c. _____	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions	a. _____	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	b. _____	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects

a. Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication

b. Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies

c. Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions

Progression of the Learning Outcomes - Content, Organisation and Communication Strategies

ATM 3

ATM 6

ATM 1

Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions

Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication

Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies

| Depth of processing | Text complexity | Familiarity with topics | Range & application of speaking strategies |

The LPF for English Language (Speaking)

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions	Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects
Pointers *Learners can, for example,*	**Pointers** *Learners can, for example,*	**Pointers** *Learners can, for example,*	**Pointers** *Learners can, for example,*	**Pointers** *Learners can, for example,*	**Pointers** *Learners can, for example,*	**Pointers** *Learners can, for example,*	**Pointers** *Learners can, for example,*
• exchange simple greetings and farewells • make simple requests • state their own name and age • name some objects, animals and colours • express likes and dislikes	• express and respond to thanks and apologies • accept or decline offers • ask and answer questions in very short, common social exchanges (e.g. buying and selling) • give brief descriptions of objects, people or places in show-and-tell activities • role play scripts from short, simple fables and stories • give brief and simple personal responses to the characters or events in stories read in class	• open, maintain and close short and simple interactions (e.g. making and answering simple and structured telephone calls) using mainly formulaic expressions • give short and simple instructions to complete a task (e.g. making a sandwich) • retell a small part of a familiar story heard in class • respond to characters and events in familiar stories through making some simple evaluative remarks	• open, maintain and close simple interactions (e.g. asking and giving directions) using mainly formulaic expressions • give simple presentations on topics of personal choice, mainly based on information from prepared scripts • express simple opinions about a topic of interest • recount simple events by providing a clear sequence • retell simple and familiar stories • respond to characters and events in familiar stories through describing own related experiences and making simple evaluative remarks	• sustain conversational exchanges by asking and responding to follow-up questions (e.g. discussing the arrangements for a class party), requesting repetition or clarification as appropriate • give presentations on familiar topics with some elaboration, adding signals to mark the beginning and the end • express opinions about a topic of interest with some reasons • recount events by providing details of who, what, when, where and/or why • summarise part of a text (e.g. a story or an article) • respond to characters and events in simple imaginative and narrative texts (e.g. films, short stories) through making predictions and simple evaluative remarks	• sustain conversational exchanges and contribute to discussions on familiar topics (e.g. planning and carrying out a project about festivals), seeking further information, acknowledging and encouraging others' contributions as appropriate • give presentations on familiar topics with some elaboration on appropriate aspects, repeating the key points as appropriate • express opinions about a topic of interest, with supporting evidence (e.g. source, data, quotes) • summarise a text • respond to characters, events and issues in imaginative and narrative texts through giving some evaluative comments	• sustain conversational exchanges and contribute to discussions on less familiar topics (e.g. planning and carrying out a project on genetically modified food) in addition to familiar ones, leading and redirecting discussions as appropriate • give presentations on both familiar and less familiar topics with some elaboration on appropriate aspects, rephrasing the key points as appropriate • present views and arguments with reasons and illustrations, summarising or reformulating for the benefit of others • summarise different viewpoints in a discussion • respond to characters, events, issues and themes in imaginative and narrative texts through giving evaluative comments	• extend conversational exchanges and make significant contributions in discussions on a variety of topics, using negotiation skills to solve problems or reach consensus • give presentations on both familiar and less familiar topics with elaboration on appropriate aspects, adding some spontaneous remarks as appropriate • present persuasive views with elaboration and justification • put forward arguments and refute opposing points of view with justification • paraphrase the content of oral and written texts for various purposes (e.g. clarification and recapitulation) • respond to characters, events, issues and themes in imaginative and narrative texts through giving substantial evaluative comments

Understanding the Learning Progression

Activity 1b - Identify the missing learning outcomes for **"Language"** from the choices given.

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Language							
_____	Using some simple language forms and functions quite appropriately	_____	Using simple language forms and functions quite appropriately and accurately	Using a small range of language forms and functions quite appropriately and accurately	_____	Using a range of language forms and functions generally appropriately and accurately	Using a wide range of language forms and functions generally appropriately and accurately

a. Using predominantly formulaic language and simple words quite appropriately

b. Using a range of language forms and functions quite appropriately and accurately

c. Using some simple language forms and functions quite appropriately and accurately

Understanding the Learning Progression

Activity 1b - Identify the missing learning outcomes for **"Language"** from the choices given.

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Language							
a.	Using some simple language forms and functions quite appropriately	c.	Using simple language forms and functions quite appropriately and accurately	Using a small range of language forms and functions quite appropriately and accurately	b.	Using a range of language forms and functions generally appropriately and accurately	Using a wide range of language forms and functions generally appropriately and accurately

a. Using predominantly formulaic language and simple words quite appropriately

b. Using a range of language forms and functions quite appropriately and accurately

c. Using some simple language forms and functions quite appropriately and accurately

23

Progression of the Learning Outcomes - Language

ATM 1

Using predominantly formulaic language and simple words quite appropriately

ATM 3

Using some simple language forms and functions quite appropriately and accurately

ATM 6

Using a range of language forms and functions quite appropriately and accurately

Use of language forms and functions

Appropriateness and accuracy
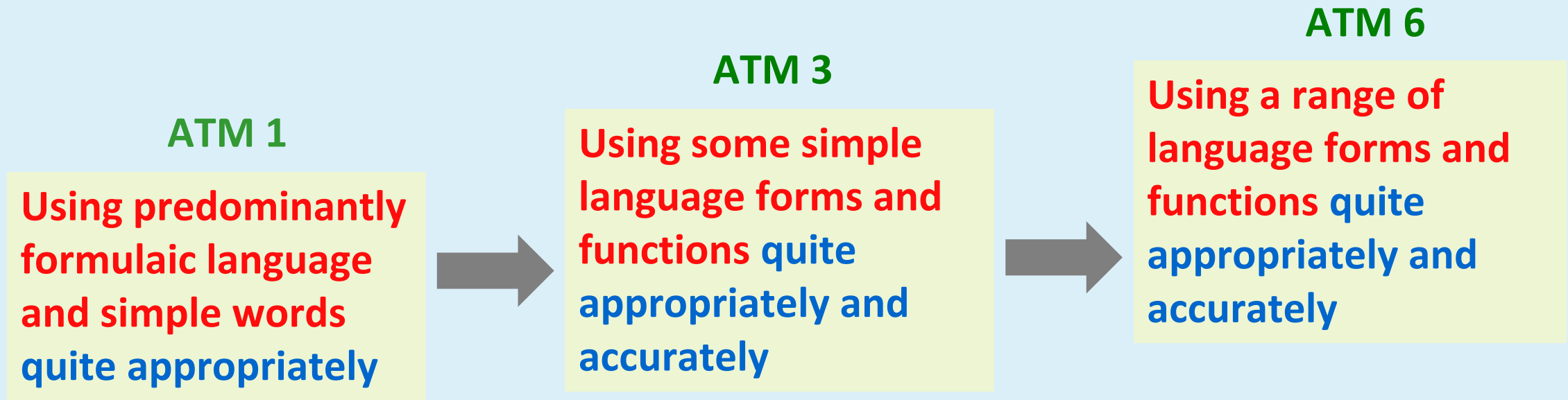
24

The LPF for English Language (Speaking)

Speaking – ATM 1	Speaking – ATM 2	Speaking – ATM 3	Speaking – ATM 4	Speaking – ATM 5	Speaking – ATM 6	Speaking – ATM 7	Speaking – ATM 8
Learning Outcomes							
Language							
Using predominantly formulaic language and simple words quite appropriately	Using some simple language forms and functions quite appropriately	Using some simple language forms and functions quite appropriately and accurately	Using simple language forms and functions quite appropriately and accurately	Using a small range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions generally appropriately and accurately	Using a wide range of language forms and functions generally appropriately and accurately
Pointers *Learners can, for example,*	Pointers *Learners can, for example,*	Pointers *Learners can, for example,*	Pointers *Learners can, for example,*	Pointers *Learners can, for example,*	Pointers *Learners can, for example,*	Pointers *Learners can, for example,*	Pointers *Learners can, for example,*
• use simple formulaic expressions to engage in classroom routines (e.g. *'How are you?'* / *'I'm fine, thank you.'*, *'Pardon?'*, *'May I go to the toilet, please?'*) • use some high-frequency function words (including mainly pronouns, articles and auxiliary verbs) and simple content words (including mainly nouns, verbs and adjectives) to respond to simple questions • use mainly single-word utterances or short phrases to convey meaning	• use a small range of formulaic expressions, and some simple vocabulary from school texts • ask and answer some simple questions with a formulaic stem (e.g. *'Is it red?'* / *'Yes, it is.'*, *'What is it?'* / *'It's a bike.'*) • produce simple phrases and short sentences involving repetition or listing (e.g. *'I like bananas, apples and oranges.'*) • use mainly simple present tense to describe present states and habitual actions with some consistency	• use a range of formulaic expressions, and some simple vocabulary on familiar topics (e.g. family, school) in structured dialogues (e.g. A: *Hello. May I speak to Tony, please?* B: *Speaking.* A: *This is Peter. Are you coming to my house this Saturday?* B: *Yes I am.* A: *Ok. See you then.* B: *See you.*) • ask 'Yes/No' and simple 'Wh' questions with some consistency • use imperatives to give instructions, and express obligations and prohibitions with some consistency • use present continuous and future tenses with some consistency • use modals to talk about abilities with some consistency • use simple connectives and pronouns to link ideas with some consistency	• use a range of formulaic expressions, and a small range of simple vocabulary on familiar topics in structured dialogues • ask 'Wh' questions with some consistency • use familiar past tense verb forms with some consistency • use modals for some communicative functions with some consistency • use simple adjectives/ adjective phrases to describe things and feelings with some consistency • use simple adverbs/adverb phrases to describe time, place and manner with some consistency • use some connectives, pronouns and possessive adjectives to link ideas with some consistency	• use a range of formulaic expressions, and a small range of vocabulary on familiar topics in open-ended dialogues • ask 'Wh' questions with some consistency • use a small range of tenses to refer to past, present and future events with some consistency • use modals for a small range of communicative functions with some consistency • use a small range of adjectives/adjective phrases to describe and compare with some consistency • use a small range of adverbs/adverb phrases/adverbial clauses for a small range of communicative functions (e.g. concession, result) with some consistency • use a small range of connectives, pronouns and possessive adjectives to link ideas with some consistency	• use a range of formulaic expressions, and a range of vocabulary on familiar topics with an awareness of formality • ask a range of questions including indirect questions in conversations and group discussions with some consistency • use a small range of tenses and active/passive voice to refer to past, present and future events with some consistency • use modals for a range of communicative functions with some consistency • use a range of adjectives/ adjective phrases to describe and compare with some consistency • use a range of adverbs/adverb phrases/adverbial clauses for a range of communicative functions with some consistency • use a range of connectives, pronouns and possessive adjectives to link ideas with some consistency	• use a range of vocabulary on familiar and less familiar topics, appropriate to the level of formality • ask a range of questions including indirect questions in conversations and group discussions with consistency • use a range of tenses, and active/passive voice for various purposes with some consistency • use modals for a range of communicative functions with consistency • use a range of adjectives/ adjective phrases to describe and compare with consistency • use a range of adverbs/adverb phrases/adverbial clauses for a range of communicative functions with consistency • use a range of connectives, pronouns and possessive adjectives to link ideas with consistency	• use a wide range of vocabulary, with some good choice of words on familiar and less familiar topics, appropriate to the level of formality • use a range of tenses, and active/passive voice for various purposes with consistency • use some rhetorical devices (e.g. conditional, rhetorical questions and exaggeration) for emphatic and persuasive purposes

Understanding the Learning Progression

Activity 1c - Identify the missing learning outcomes for **"Pronunciation, stress, rhythm and intonation"** from the choices given

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
			Learning Outcomes				
			Pronunciation, stress, rhythm and intonation				
_____	Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately	_____	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation	_____	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation

a. Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation

b. Pronouncing some simple words quite accurately

c. Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation

Understanding the Learning Progression

Activity 1c - Identify the missing learning outcomes for **"Pronunciation, stress, rhythm and intonation"** from the choices given

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Pronunciation, stress, rhythm and intonation							
b.	Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately	a.	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation	c.	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation

a. Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation

b. Pronouncing some simple words quite accurately

c. Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation

Progression of the Learning Outcomes –
Pronunciation, stress, rhythm and intonation

ATM 1

Pronouncing some simple words quite accurately

ATM 3

Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation

ATM 6

Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation

Pronunciation

Stress, rhythm and intonation

28

The LPF for English Language (Speaking)

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Pronunciation, stress, rhythm and intonation							
Pronouncing some simple words quite accurately	Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation
Pointers *Learners can, for example,* • pronounce some simple words with generally accurate word stress	Pointers *Learners can, for example,* • pronounce most simple words with generally accurate word stress • read aloud short and simple stories/poems/rhymes imitating appropriate stress, rhythm and intonation with some accuracy	Pointers *Learners can, for example,* • pronounce simple words quite accurately • pronounce occasionally the final consonants of words (e.g. *'five'*, *'six'*, *'fat'*) • produce short spontaneous utterances showing an awareness of stress, rhythm and intonation • read aloud short and simple texts quite fluently	Pointers *Learners can, for example,* • pronounce most familiar words quite accurately • pronounce some sound clusters quite accurately (e.g. *'drink'*, *'watched'*) • produce spontaneous utterances showing an awareness of stress, rhythm and intonation • read aloud simple texts fluently	Pointers *Learners can, for example,* • pronounce most familiar words and some unfamiliar words quite accurately • pronounce most sound clusters quite accurately • produce spontaneous utterances with occasionally appropriate stress, rhythm and intonation, taking some pauses to search for fairly basic lexis and grammar	Pointers *Learners can, for example,* • pronounce most familiar and unfamiliar words quite accurately • pronounce most sound clusters generally accurately • produce spontaneous utterances with generally appropriate stress, rhythm and intonation, taking few pauses to search for basic lexis and grammar	Pointers *Learners can, for example,* • pronounce most familiar and unfamiliar words accurately • produce long utterances with generally appropriate stress, rhythm and intonation	Pointers *Learners can, for example,* • speak English with clear and accurate pronunciation • produce long utterances naturally using appropriate stress, rhythm and intonation

29

The LPF for English Language (Speaking) – Underlying Principles

1. **language development strategies**, **generic skills**, and **positive values and attitudes** (all 4 skills)

2. meaningfulness and appropriateness of the texts to the **context**, **purpose** and **audience** (Speaking and Writing)

3. development of some **basic communication strategies** (e.g. showing interest to communicate, facing the listener, maintaining eye contact, speaking at a volume appropriate to the situation, etc.)

4. the provision of support is gradually reduced to promote **learner independence** (all 4 skills)

5. provision of rehearsed speaking activities and **spontaneous interactions**

Part 2

Catering for learner diversity using the LPF in speaking

a. Understanding the progression of learning outcomes for speaking skills
b. Using the LPF as a reference tool to provide constructive feedback on students' performance in speaking
c. Using the LPF to enhance the school curriculum and design speaking tasks for students of different abilities

Using the LPF to provide constructive feedback on students' performance in speaking

The LPF provides a common scale and language for teachers to describe students' performance and progress in English Language learning.

In the group discussion task about favourite places in HK, most of my students attained ATM 3 in Content, Organisation and Communication Strategies.

Most of my students are at ATM 2 in Content, Organisation and Communication Strategies

They could give a simple description about their favourite place. Some of them could make simple evaluative remarks in response to their classmates' questions.

They could only give simple information about their favourite places.

They could use a small range of vocabulary and …

How about your students' performance in language and pronunciation?

Activity 2

1. Watch a video clip of an exemplar to collect evidence of learning **with reference to the ATM levels and pointers**, i.e. identify what students are able to do in demonstrating the learning outcomes in speaking.

2. Give constructive comments to **Gary** and **Tina** in the following 3 areas:
   - **Content, organisation and communication strategies**
   - **Language**
   - **Pronunciation, stress, rhythm and intonation**

Using the LPF to address students' diverse learning abilities in speaking and set learning objectives

Content, organisation and communication strategies

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5
Learning Outcomes				
Content, organisation and communication strategies				
Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions	Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies
Pointers *Learners can, for example,* • exchange simple greetings and farewells • make simple requests • state their own name and age • name some objects, animals and colours • express likes and dislikes	Pointers *Learners can, for example,* • express and respond to thanks and apologies • accept or decline offers • ask and answer questions in very short, common social exchanges (e.g. buying and selling) • give brief descriptions of objects, people or places in show-and-tell activities • role play scripts from short, simple fables and stories • give brief and simple personal responses to the characters or events in stories read in class	Pointers *Learners can, for example,* • open, maintain and close short and simple interactions (e.g. making and answering simple and structured telephone calls) using mainly formulaic expressions • give short and simple instructions to complete a task (e.g. making a sandwich) • retell a small part of a familiar story heard in class • respond to characters and events in familiar stories through making some simple evaluative remarks	Pointers *Learners can, for example,* • open, maintain and close simple interactions (e.g. asking and giving directions) using mainly formulaic expressions • give simple presentations on topics of personal choice, mainly based on information from prepared scripts • express simple opinions about a topic of interest • recount simple events by providing a clear sequence • retell simple and familiar stories	Pointers *Learners can, for example,* • sustain conversational exchanges by asking and responding to follow-up questions (e.g. discussing the arrangements for a class party), requesting repetition or clarification as appropriate • give presentations on familiar topics with some elaboration, adding signals to mark the beginning and the end • express opinions about a topic of interest with some reasons • recount events by providing details of who, what, when, where and/or why

ATM 2

ATM 4

Areas for improvement:

Less able students: ask questions and elicit **longer answers**

More able students: express opinions with **reasons**

Using the LPF to address students' diverse learning abilities in speaking and set learning objectives

Content, organisation and communication strategies

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5
		Learning Outcomes		
		Content, organisation and communication strategies		
Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions	Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies
Pointers *Learners can, for example,* • exchange simple greetings and farewells • make simple requests • state their own name and age • name some objects, animals and colours • express likes and dislikes	Pointers *Learners can, for example,* • express and respond to thanks and apologies • accept or decline offers • ask and answer questions in very short, common social exchanges (e.g. buying and selling) • give brief descriptions of objects, people or places in show-and-tell activities • role play scripts from short, simple fables and stories • give brief and simple personal responses to the characters or events in stories read in class	Pointers *Learners can, for example,* • open, maintain and close short and simple interactions (e.g. making and answering simple and structured telephone calls) using mainly formulaic expressions • give short and simple instructions to complete a task (e.g. making a sandwich) • retell a small part of a familiar story heard in class • respond to characters and events in familiar stories through making some simple evaluative remarks	Pointers *Learners can, for example,* • open, maintain and close simple interactions (e.g. asking and giving directions) using mainly formulaic expressions • give simple presentations on topics of personal choice, mainly based on information from prepared scripts • express simple opinions about a topic of interest • recount simple events by providing a clear sequence • retell simple and familiar stories	Pointers *Learners can, for example,* • sustain conversational exchanges by asking and responding to follow-up questions (e.g. discussing the arrangements for a class party), requesting repetition or clarification as appropriate • give presentations on familiar topics with some elaboration, adding signals to mark the beginning and the end • express opinions about a topic of interest with some reasons • recount events by providing details of who, what, when, where and/or why

ATM 2 → ATM 3

Learning objective:
learn to **open, maintain and close short and simple interactions** using formulaic expressions

ATM 4 → ATM 4-5

Learning objective:
learn to **express opinions about a topic of interest with some reasons**

Areas for improvement:
Less able students: ask questions and elicit **longer answers**
More able students: express opinions with **reasons**

35

Using the LPF to address students' diverse learning abilities in speaking and set learning objectives

Language

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5
		Learning Outcomes		
		Language		
Using predominantly formulaic language and simple words quite appropriately	Using some simple language forms and functions quite appropriately	Using some simple language forms and functions quite appropriately and accurately	Using simple language forms and functions quite appropriately and accurately	Using a small range of language forms and functions quite appropriately and accurately
Pointers *Learners can, for example,* • use simple formulaic expressions to engage in classroom routines (e.g. 'How are you?' / 'I'm fine, thank you.', 'Pardon?', 'May I go to the toilet, please?') • use some high-frequency function words (including mainly pronouns, articles and auxiliary verbs) and simple content words (including mainly nouns, verbs and adjectives) to respond to simple questions • use mainly single-word utterances or short phrases to convey meaning	Pointers *Learners can, for example,* • use a small range of formulaic expressions, and some simple vocabulary from school texts • ask and answer some simple questions with a formulaic stem (e.g. 'Is it red?' / 'Yes, it is.', 'What is it?' / 'It's a bike.') • produce simple phrases and short sentences involving repetition or listing (e.g. 'I like bananas, apples and oranges.') • use mainly simple present tense to describe present states and habitual actions with some consistency	Pointers *Learners can, for example,* • use a range of formulaic expressions, and some simple vocabulary on familiar topics (e.g. family, school) in structured dialogues (e.g. A: Hello. May I speak to Tony, please? B: Speaking. A: This is Peter. Are you coming to my house this Saturday? B: Yes I am. A: Ok. See you then. B: See you.) • ask 'Yes/No' and simple 'Wh' questions with some consistency • use imperatives to give instructions, and express obligations and prohibitions with some consistency • use present continuous and future tenses with some consistency • use modals to talk about abilities with some consistency • use simple connectives and pronouns to link ideas with some consistency	Pointers *Learners can, for example,* • use a range of formulaic expressions, and a small range of simple vocabulary on familiar topics in structured dialogues • ask 'Wh' questions with some consistency • use familiar past tense verb forms with some consistency • use modals for some communicative functions with some consistency • use simple adjectives/ adjective phrases to describe things and feelings with some consistency • use simple adverbs/adverb phrases to describe time, place and manner with some consistency • use some connectives, pronouns and possessive adjectives to link ideas with some consistency	Pointers *Learners can, for example,* • use a range of formulaic expressions, and a small range of vocabulary on familiar topics in open-ended dialogues • ask 'Wh' questions with some consistency • use a small range of tenses to refer to past, present and future events with some consistency • use modals for a small range of communicative functions with some consistency • use a small range of adjectives/adjective phrases to describe and compare with some consistency • use a small range of adverbs/adverb phrases/adverbial clauses for a small range of communicative functions (e.g. concession, result) with some consistency • use a small range of connectives, pronouns and possessive adjectives to link ideas with some consistency

ATM 2

ATM 3

Areas for improvement:
Less able students: use a **wider range** of vocabulary
More able students: **enrich the use of language**

Using the LPF to address students' diverse learning abilities in speaking and set learning objectives

Language

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5
Learning Outcomes				
Language				
Using predominantly formulaic language and simple words quite appropriately	Using some simple language forms and functions quite appropriately	Using some simple language forms and functions quite appropriately and accurately	Using simple language forms and functions quite appropriately and accurately	Using a small range of language forms and functions quite appropriately and accurately
Pointers *Learners can, for example,*	Pointers *Learners can, for example,*	Pointers *Learners can, for example,*	Pointers *Learners can, for example,*	Pointers *Learners can, for example,*
• use simple formulaic expressions to engage in classroom routines (e.g. 'How are you?' / 'I'm fine, thank you.', 'Pardon?', 'May I go to the toilet, please?') • use some high-frequency function words (including mainly pronouns, articles and auxiliary verbs) and simple content words (including mainly nouns, verbs and adjectives) to respond to simple questions • use mainly single-word utterances or short phrases to convey meaning	• use a small range of formulaic expressions, and some simple vocabulary from school texts • ask and answer some simple questions with a formulaic stem (e.g. 'Is it red?' / 'Yes, it is.', 'What is it?' / 'It's a bike.') • produce simple phrases and short sentences involving repetition or listing (e.g. 'I like bananas, apples and oranges.') • use mainly simple present tense to describe present states and habitual actions with some consistency	• use a range of formulaic expressions, and some simple vocabulary on familiar topics (e.g. family, school) in structured dialogues (e.g. A: Hello. May I speak to Tony, please? B: Speaking. A: This is Peter. Are you coming to my house this Saturday? B: Yes I am. A: Ok. See you then. B: See you.) • ask 'Yes/No' and simple 'Wh' questions with some consistency • use imperatives to give instructions, and express obligations and prohibitions with some consistency • use present continuous and future tenses with some consistency • use modals to talk about abilities with some consistency • use simple connectives and pronouns to link ideas with some consistency	• use a range of formulaic expressions, and a small range of simple vocabulary on familiar topics in structured dialogues • ask 'Wh' questions with some consistency • use familiar past tense verb forms with some consistency • use modals for some communicative functions with some consistency • use simple adjectives/ adjective phrases to describe things and feelings with some consistency • use simple adverbs/adverb phrases to describe time, place and manner with some consistency • use some connectives, pronouns and possessive adjectives to link ideas with some consistency	• use a range of formulaic expressions, and a small range of vocabulary on familiar topics in open-ended dialogues • ask 'Wh' questions with some consistency • use a small range of tenses to refer to past, present and future events with some consistency • use modals for a small range of communicative functions with some consistency • use a small range of adjectives/adjective phrases to describe and compare with some consistency • use a small range of adverbs/adverb phrases/adverbial clauses for a small range of communicative functions (e.g. concession, result) with some consistency • use a small range of connectives, pronouns and possessive adjectives to link ideas with some consistency

ATM 2→ ATM 3

Learning objective: learn to **use formulaic expressions** and **some simple vocabulary** on familiar topics

Areas for improvement: Less able students: use a **wider range** of vocabulary More able students: **enrich the use of language**

ATM 3 → ATM 3-4

Learning objective: **consolidate** the use of **adjectives, adverbs, connectives and possessive adjectives** in group discussions

Using the LPF to address students' diverse learning abilities in speaking and set learning objectives

Pronunciation, stress, rhythm and intonation

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5
Learning Outcomes				
Pronunciation, stress, rhythm and intonation				
Pronouncing some simple words quite accurately	Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation
Pointers *Learners can, for example,* • pronounce some simple words with generally accurate word stress	**Pointers** *Learners can, for example,* • pronounce most simple words with generally accurate word stress • read aloud short and simple stories/poems/rhymes imitating appropriate stress, rhythm and intonation with some accuracy	**Pointers** *Learners can, for example,* • pronounce simple words quite accurately • pronounce occasionally the final consonants of words (e.g. *'five', 'six', 'fat'*) • produce short spontaneous utterances showing an awareness of stress, rhythm and intonation • read aloud short and simple texts quite fluently	**Pointers** *Learners can, for example,* • pronounce most familiar words quite accurately • pronounce some sound clusters quite accurately (e.g. *'drink', 'watched'*) • produce spontaneous utterances showing an awareness of stress, rhythm and intonation • read aloud simple texts fluently	**Pointers** *Learners can, for example,* • pronounce most familiar words and some unfamiliar words quite accurately • pronounce most sound clusters quite accurately • produce spontaneous utterances with occasionally appropriate stress, rhythm and intonation, taking some pauses to search for fairly basic lexis and grammar

ATM 3

ATM 4

Areas for improvement:

Less able students: pronounce **more familiar words** accurately

More able students: pronounce **difficult words and sound clusters** more accurately

Using the LPF to address students' diverse learning abilities in speaking and set learning objectives

Pronunciation, stress, rhythm and intonation

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5
		Learning Outcomes		
		Pronunciation, stress, rhythm and intonation		
Pronouncing some simple words quite accurately	Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation
Pointers *Learners can, for example,* • pronounce some simple words with generally accurate word stress	Pointers *Learners can, for example,* • pronounce most simple words with generally accurate word stress • read aloud short and simple stories/poems/rhymes imitating appropriate stress, rhythm and intonation with some accuracy	Pointers *Learners can, for example,* • pronounce simple words quite accurately • pronounce occasionally the final consonants of words (e.g. *'five', 'six', 'fat'*) • produce short spontaneous utterances showing an awareness of stress, rhythm and intonation • read aloud short and simple texts quite fluently	Pointers *Learners can, for example,* • pronounce most familiar words quite accurately • pronounce some sound clusters quite accurately (e.g. *'drink', 'watched'*) • produce spontaneous utterances showing an awareness of stress, rhythm and intonation • read aloud simple texts fluently	Pointers *Learners can, for example,* • pronounce most familiar words and some unfamiliar words quite accurately • pronounce most sound clusters quite accurately • produce spontaneous utterances with occasionally appropriate stress, rhythm and intonation, taking some pauses to search for fairly basic lexis and grammar

ATM 3 → ATM 3-4

Learning objective:
pronounce **more simple words** and **sound clusters accurately**

Areas for improvement:
Less able students: pronounce **more familiar words** accurately
More able students: pronounce **difficult words and sound clusters** more accurately

ATM 4 → ATM 4-5

Learning objectives:
• produce spontaneous utterances with **appropriate stress, rhythm and intonation**
• consolidate **the pronunciation of difficult words**

39

Part 2

Catering for learner diversity using the LPF in speaking

a. Understanding the progression of learning outcomes for speaking skills
b. Using the LPF as a reference tool to provide constructive feedback on students' performance in speaking
c. Using the LPF to enhance the school curriculum and design speaking tasks for students of different abilities

Using the LPF to enhance the school curriculum planning

Teachers can make use of the LPF to

- **understand students' abilities and learning needs**, which help them improve the school curriculum, design speaking activities to cater for learner diversity

- conduct **a holistic review** and **planning across year levels** to ensure the progressive development of students' speaking skills

Reviewing the school English Language curriculum and the design of speaking activities by making reference to the LPF

Questions for reflection:

Progression

- What are the **strengths** and **weaknesses** of students in speaking?
- What is the **next level of attainment** for students?
- Is there **clear and gradual progression** in task requirements **from KS1 to KS2**?

Design of Speaking Activities

- Does the school English Language curriculum provide **a variety of speaking activities** to help students **develop** different aspects of **speaking skills** and cater for learner diversity?

Learning and Teaching

How can teachers
- improve the design of speaking activities to cater for learner diversity?
- create a **supportive and English-rich environment** to motivate students to speak English?
- provide **sufficient input** for students to express their ideas?
- help students develop **basic communication strategies**? **(LPF-Underlying Principle 3)**
- **reduce the amount of support** gradually to promote learner independence? **(LPF-Underlying Principle 4)**

Assessment

- Do the speaking activities involve **self-/peer assessment**?
- Are **learning objectives** and **assessment criteria** co-constructed or shared with students?

Creating a supportive and English-rich environment to develop students' speaking skills

Underlying Principle 5
Apart from engaging learners in rehearsed speaking activities, more opportunities for **spontaneous interactions** are provided to prepare them for **communication in social / academic situation** as appropriate.

Encourage students to **interact with teachers and one another in English** outside the classroom

Use **e-learning platforms** to **showcase students' good work** and enable students to learn from one another

Organise **English learning activities** (e.g. English Days, English Camps, drama performances, English Ambassadors, choral speaking competitions)

Establish a **lively and encouraging school and classroom atmosphere** through **daily routines or practices** (e.g. morning reading time, show-and-tell activities, Campus TV)

Enrich the school library with a range of **reading/ multimodal texts** to widen students' knowledge of different topics and help them express ideas

Using the LPF for speaking as a reference tool to improve the PIE Cycle

Implementation:
- Designing a variety of level-appropriate learning and teaching activities to **improve students' speaking skills** by **catering for learner diversity** and **providing necessary support/scaffolding**
- Sharing the **learning objectives** and **task-specific criteria** with students before conducting speaking activities

Planning:
- Identifying students' strengths & weaknesses and addressing their diverse learning abilities in speaking with reference to **LPF pointers** and **TSA Report**
- Setting **achievable learning objectives** in speaking activities for students with reference to LPF

Evaluation:
- Evaluating the effectiveness of learning and teaching by **providing constructive feedback** on students' performance and **improving the design of speaking activities** to **cater for learner diversity**

An Example for Key Stage 1 (KS1)

- **Identifying students' strengths & weaknesses and addressing their diverse learning abilities in speaking tasks (i.e. Picture description) with reference to LPF pointers and TSA Report**

- **setting the learning objectives with reference to LPF pointers**

- **designing speaking activities to improve students' speaking skills and adopting different strategies to cater for learner diversity**

An Example for Key Stage 2 (KS2)

- **Identifying students' strengths & weaknesses and addressing their diverse learning abilities in speaking tasks (i.e. Presentation) with reference to LPF pointers and TSA Report**

- **setting the learning objectives with reference to LPF pointers**

- **designing speaking activities to improve students' speaking skills and adopting different strategies to cater for learner diversity**

Part 3

**Catering for learner diversity
using the LPF in listening**

Part 3

Catering for learner diversity using the LPF in listening

a. Understanding the progression of learning outcomes for listening skills
b. Using the LPF as a reference tool to diagnose students' strengths and weaknesses to improve the learning and teaching strategies and cater for students' diverse learning abilities
c. Using the LPF to enhance the school curriculum and design appropriate learning tasks for students of different abilities

LPF for Listening

Depth of processing
understanding ⇨ inferring ⇨ interpreting

Listening – ATM 1	Listening - ATM 2	Listening - ATM 3	Listening - ATM 4	Listening - ATM 5	Listening - ATM 6	Listening - ATM 7	Listening - ATM 8
Understanding key words in some short simple texts	Understanding some information, ideas and feelings in short simple texts, using some listening strategies as appropriate	Understanding information, ideas and feelings in some simple texts, using some listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of listening strategies as appropriate

Underlying Principles

Text complexity

Abstractness

Organisation

Information load (length, density)

Range and application of listening strategies

Understanding the Learning Progression

Activity 3 - Identify the missing attainment milestones (ATM) for **listening** from the choices given

Listening – ATM 1	Listening - ATM 2	Listening - ATM 3	Listening - ATM 4	Listening - ATM 5	Listening - ATM 6	Listening - ATM 7	Listening - ATM 8
_____	Understanding some information, ideas and feelings in short simple texts, using some listening strategies as appropriate	_____	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate	_____	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of listening strategies as appropriate

Underlying Principles

a. Understanding information, ideas and feelings in some simple texts, using some listening strategies as appropriate
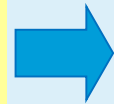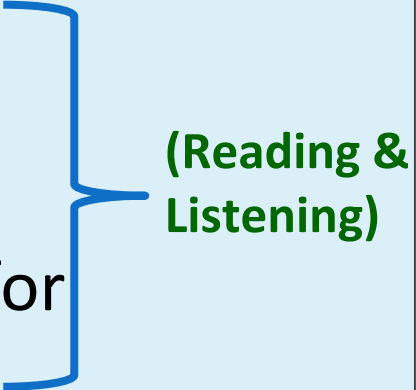
b. Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate

c. Understanding key words in some short simple texts

Understanding the Learning Progression

Activity 3 - Identify the missing attainment milestones (ATM) for **listening** from the choices given

Listening – ATM 1	Listening - ATM 2	Listening - ATM 3	Listening - ATM 4	Listening - ATM 5	Listening - ATM 6	Listening - ATM 7	Listening - ATM 8
c.	Understanding some information, ideas and feelings in short simple texts, using some listening strategies as appropriate	a.	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate	b.	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of listening strategies as appropriate

Underlying Principles

a. Understanding information, ideas and feelings in some simple texts, using some listening strategies as appropriate

b. Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate

c. Understanding key words in some short simple texts

Progression of Attainment Milestone for Listening

ATM 1

Understanding key words in some **short** simple **texts**

ATM 3

Understanding information, ideas & feelings in **some simple texts**, **using** some listening strategies as appropriate

ATM 6

Understanding and inferring information, ideas, feelings & opinions in a range of **texts** with some degree of **complexity**, **using & integrating** a range of listening strategies as appropriate

Depth of processing

Text complexity

Range & application of listening strategies

The LPF for English Language (Listening) – Underlying Principles

1. **language development strategies**, **generic skills**, and **positive values and attitudes** (all 4 skills)

2. exposure to a variety of **text types** and **listening purposes**

3. selection of a wide range of texts of **appropriate lengths** and **different topics**

4. the interplay between tasks and texts when designing tasks for learners

(Reading & Listening)

5. development of some **basic listening strategies** (e.g. being attentive, activating prior knowledge, anticipating the likely development of spoken texts, being selective while listening.)

6. the provision of support is gradually reduced to promote **learner independence** (all 4 skills)

Understanding Students' Learning Outcomes using
LPF Listening Exemplars

Activity 4 – Listen to two passages, namely **"Maria"** and **"A trip to the country park"**.

➢ Review the **question intents** of the items chosen from the two listening activities by **referring to the ATM levels and pointers**;

➢ Compare the two listening activities and analyse **the level of difficulty**; and

➢ Analyse the **progressive development** of listening skills from KS1 to KS2.

Listening – ATM 1	Listening - ATM 2	Listening - ATM 3	Listening - ATM 4
Understanding key words in some short simple texts	Understanding some information, ideas and feelings in short simple texts, using some listening strategies as appropriate	Understanding information, ideas and feelings in some simple texts, using some listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of listening strategies as appropriate
Pointers *Learners can, for example,* • recognise some consonant and vowel sounds (e.g. pen, cat, hot) • recognise some words by distinguishing word boundaries • recognise some formulaic expressions for classroom interaction (e.g. Good morning) • follow simple classroom instructions with the support of non-verbal cues (e.g. gestures, illustrations) • follow simple songs and rhymes and perform actions	Pointers *Learners can, for example,* • identify familiar words by recognising some consonant and vowel sounds ✔ Locate key words in the text ✔ Follow narrative texts using simple cohesive devices • follow predictable narrative texts by recognising key words and phrases • recognise the intonation of simple utterances (e.g. questions, statements and commands) • recognise that audio clues (e.g. tone) convey meaning	Pointers *Learners can, for example,* • recognise some features of connected speech such as linking (e.g. four eggs) ✔ Extract specific information by identifying meaningful chunks ✔ Use knowledge of cohesive devices to select information • follow the sequence of events in narrative texts ✔ Understand Susan's feelings using semantic & syntactic clues ✔ Recognise rhymes in a simple text	Pointers *Learners can, for example,* ✔ Work out the meaning of 'compass' by using semantic clues. • extract specific information by using knowledge of text ✔ Identify the main idea of the conversation by using semantic clues • infer the identity of speakers in some social situations (e.g. borrowing books in the library) by using semantic clues • understand narrative texts by forming sensory images of characters, settings and events

Progressive Development of Listening Skills from KS1 to KS2 with reference to the LPF

ATMs 1 and 2 (KS1 Students)
➢ **Identify key words** and information by
  1) recognising consonants and vowel sounds
  2) following narrative texts
➢ Follow narrative texts using **simple cohesive devices**
➢ Understand the **intonation** of simple utterances
➢ Recognise the **tone** which conveys meaning
➢ …

ATMs 3 and 4 (KS2 Students):
➢ **Extract specific information** by identifying meaningful chunks, using knowledge of text structures
➢ Follow directions, select information and perform other tasks by **using knowledge of simple cohesive devices**
➢ Follow the **sequence of events**
➢ Work out the meaning of **unfamiliar words**
➢ Identify the **main ideas**
➢ **Infer information and ideas**
➢ …

55

Part 3

Catering for learner diversity using the LPF in listening

a. Understanding the progression of learning outcomes for listening skills
b. Using the LPF as a reference tool to diagnose students' strengths and weaknesses to improve the learning and teaching strategies and cater for students' diverse learning abilities
c. Using the LPF to enhance the school curriculum and design appropriate learning tasks for students of different abilities

Use of the LPF for Listening as a Reference Tool to Improve the PIE Cycle

Stage 1: Planning

Diagnosing students' strengths and weaknesses

Setting reasonable learning objectives in listening activities for students

(Stage 1: Refer to TSA Report and LPF pointers at the planning stage)

Stage 2: Implementation

Designing a variety of learning and teaching activities to improve students' listening skills by providing necessary support/scaffolding

(Stage 2: Design appropriate L&T activities)

Stage 3: Evaluation

Evaluating the effectiveness of learning and teaching by

- Improving the design of listening activities

- providing feedback on students' performance

(Stage 3: Improve the design of listening items in listening assessment)

Listening – ATM 1	Listening - ATM 2	Listening - ATM 3	Listening - ATM 4
Understanding key words in some short simple texts	Understanding some information, ideas and feelings in short simple texts, using some listening strategies as appropriate	Understanding information, ideas and feelings in some simple texts, using some listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of listening strategies as appropriate
Pointers *Learners can, for example,* • recognise some consonant and vowel sounds (e.g. pen, cat, hot) • recognise some words by distinguishing word boundaries • recognise some formulaic expressions for classroom interaction (e.g. Good morning) • follow simple classroom instructions with the support of non-verbal cues (e.g. gestures, illustrations) • follow simple songs and rhymes and perform actions	**Pointers** *Learners can, for example,* • identify familiar words by recognising some consonant and vowel sounds • locate key words in some texts (e.g. conversational exchanges) • follow simple activity instructions by using knowledge of simple cohesive devices • follow predictable narrative texts by recognising key words and phrases • recognise the intonation of simple utterances (e.g. questions, statements and commands) • recognise that audio clues (e.g. tone) convey meaning	**Pointers** *Learners can, for example,* • recognise some features of connected speech such as linking (e.g. four eggs) • extract specific information in texts (e.g. announcements) by identifying relevant meaningful chunks • follow simple directions by using knowledge of simple cohesive devices and prepositional phrases • follow the sequence of events in narrative texts • understand speakers' feelings by using semantic and syntactic clues • recognise the sound effects (e.g. onomatopoeia, rhymes and alliteration) in simple texts	**Pointers** *Learners can, for example,* • work out the meaning of some words and phrases by using semantic and syntactic clues • extract specific information by using knowledge of text structures • identify main ideas by using semantic and syntactic clues • infer the identity of speakers in some social situations (e.g. borrowing books in the library) by using semantic clues • understand narrative texts by forming sensory images of characters, settings and events

Students need further development of listening skills and strategies at **ATM 4**:

◆ **work out the meaning of some words and phrases**

◆ **identify main ideas by using semantic and syntactic clues, e.g. the title of the story**

◆ **infer information and ideas, e.g. identity of speakers**

Stage 2 Designing Learning and Teaching Activities to Strengthen Students' Listening Strategies

Where are the students now?

➢ Students are weak at **recognising key words** in a note-taking task (ATM 2/3)
➢ They are weak at **sequencing events** in a longer listening task (ATM 3)
➢ Their skills of **extracting specific information** is unstable (ATM 3)
➢ More consolidation work is needed on identifying **main ideas** (ATM 4)
➢ They need more practice on **inferring information and ideas** (ATM 4)

Follow-up Work in L&T Activities

- More opportunities should be provided for students to develop their listening strategies, e.g. **note-taking, extracting specific information, sequencing, inferring information and ideas, identifying main ideas.**
- Daily assessment tasks, such as task-based learning activities and dictation, can be arranged to develop students' listening skills integratively.
- **Example 1**: Dicto-comp: My favourite teacher
- **Example 2**: Sharing information on festival celebration

Stage 3: Improving the design of listening items to cater for students' diverse learning abilities

Activity 5 – Dinosaurs

Task Description

You are doing a project to learn more about dinosaurs. Miss Chan would like you to present information about dinosaurs on the display board in a question-and-answer format. Listen to the programme and complete the fact sheet below following Miss Chan's instructions in brackets.

Your task:
1. Think about the question intent of the listening items.
2. Identify the possible problems that your students may encounter.
3. Suggest ways to make adaptations to the design of the listening activity.

Part 3

Catering for learner diversity using the LPF in listening

a. Understanding the progression of learning outcomes for listening skills
b. Using the LPF as a reference tool to diagnose students' strengths and weaknesses to improve the learning and teaching strategies and cater for students' diverse learning abilities
c. Using the LPF to enhance the school curriculum and design appropriate learning tasks for students of different abilities

An example of school curriculum planning to improve language skills in an integrative manner (Primary Five)

Module/Unit	Task/Activities	Language Items	Language Skills
Caring for others/ Be considerate	**Role-playing different scenes and the proper behaviour** Writing a list of rules for a concert	Adverbs: rudely Modals: should/shouldn't	R: main ideas W: a list of rules S: role plays L: **taking notes of manners**
Changes/ Growing up	Conducting a survey to collect views about new interest classes **Writing an article about my dream job**	Adjectives: patient Connectives: so that…	R: decoding unfamiliar words W: an article S: a survey; L: **main ideas**
Happy days/ Entertainment and leisure	**Interviewing classmates about their travel experiences** Writing a report about my group's travel experience	The present perfect tense: Have you ever been to… yet? Yes, … / No, I've never been there.	R: connection between ideas W: a report S: interviews L: **locating specific information**
Special people/ People we admire	**Sharing about the achievements of some famous people** Doing a presentation about a person I admire	The simple past tense: He received a prize in… The present perfect tense: She has been a… since…	R: making inference W: a script S: an oral presentation L: **sequence of events**

An extension activity:
Viewing an animation about Yu the Great Tamed the Waters (Example 3)

Steps in using the LPF to enhance students' speaking and listening skills

1. Provide opportunities to engage students in **a range of tasks** that **cover a variety of purposes and text types** in the school English programme.

2. Identify the **requirements** for each task/the **question intent** of each item with reference to the LPF.

3. Develop a **task-specific feedback sheet** to provide constructive feedback to students.

4. Develop students' **speaking/listening strategies** in an integrative manner, e.g.

   ➢ engaging students in **task-based learning activities** to interact and share information
   ➢ providing **background information** and **language support** for students to approach less familiar topics
   ➢ strengthening students' **phonics skills** in decoding less familiar words
   ➢ guiding students to use **mind maps** to organise/note down ideas
   ➢ drawing students' attention to the **features of texts** when processing information

Recap of the key message
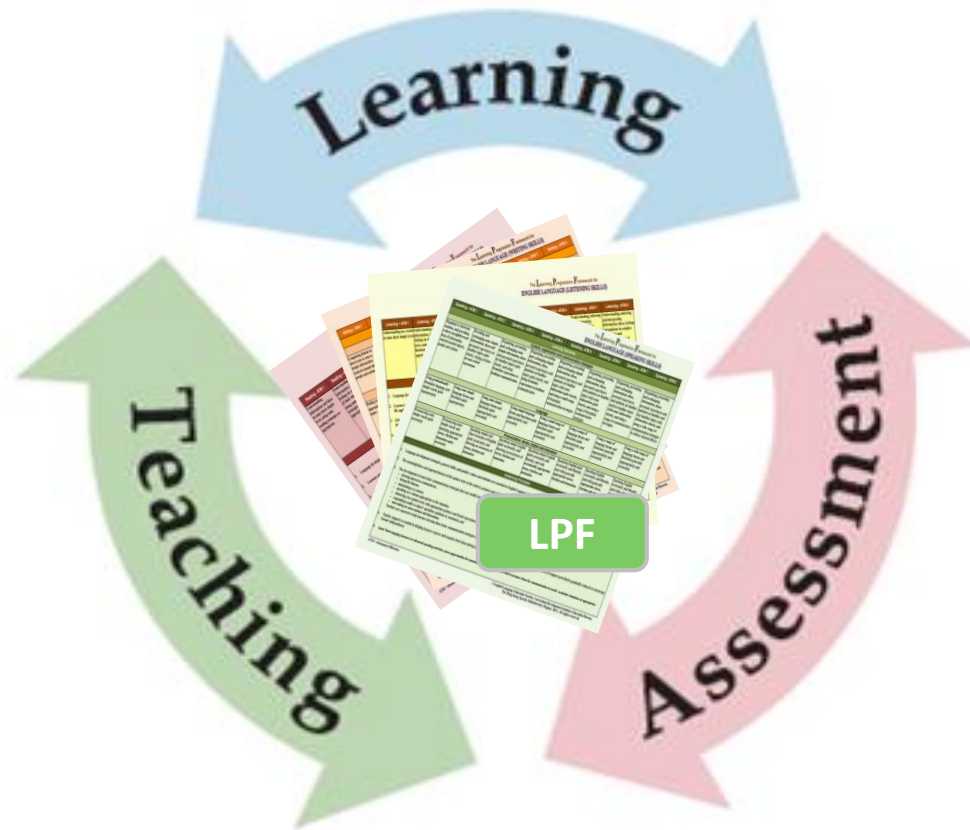
Help students **progress** to the next level of learning

Plan strategically for effective learning, teaching & assessment

Identify students' **strengths & weaknesses**

Part 4 Introduction to the resource kit on National Security Education in the English Language Curriculum

The L&T materials aim to support teachers in
- developing students' language skills through engaging them in various activities;
- integrating elements of NSE into the school English Language curriculum;
- raising students' awareness of the importance of safeguarding national security;
- cultivating in students a sense of belonging to our country, and affection for the nation and a sense of national identity; and
- fostering in students' development of proper values and attitudes.

English Language Resource Kit on National Security Education at the Primary Level

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Education Bureau
HKSAR, 2024

FOOD SECURITY
Cherishing food

CULTURAL SECURITY
Chinese Dance and Culture

ECOLOGICAL SECURITY
Saving Endangered Animals

OUTER SPACE SECURITY
China's Space Exploration
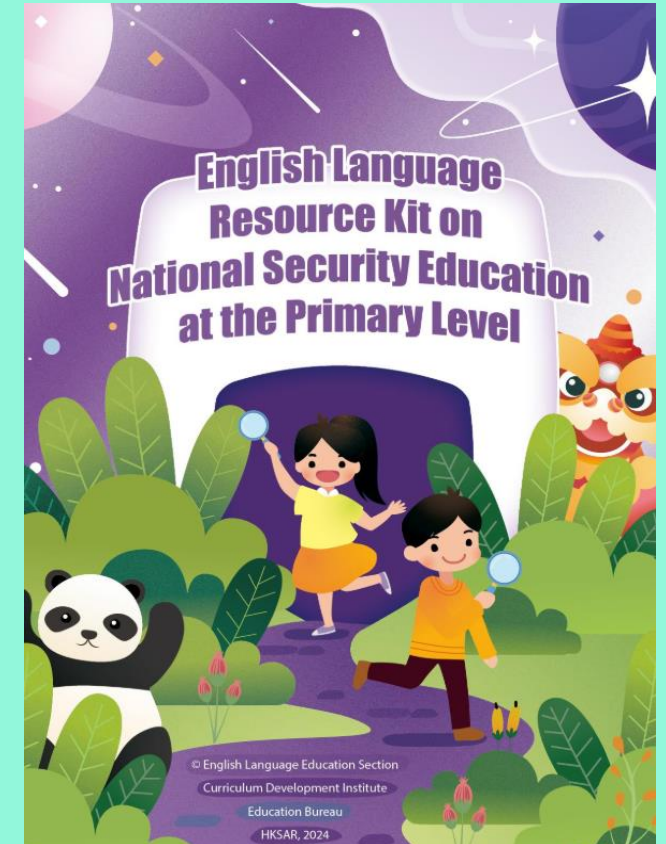
To download the resources:
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/NSE/NSE_elepri.html

Cherishing food

Situation

Your school is organising a Food Appreciation Day to raise students' awareness of the importance of treasuring the food we have. You are an English ambassador. Your teacher has invited you to give a speech on the day to help your schoolmates understand that securing a sufficient food supply is not easy and encourage them to take actions to show their appreciation for food.

Part 1 – Video viewing

Part 2 – Reading

Part 3 – Writing and Speaking

Part 4

Introduction to the hands-on activities

- A total of **3 Continuing Professional Development (CPD) hours** will be awarded to participants upon **(1) completion of viewing this PPT presentation** and **(2) submission of the hands-on tasks by 12 July 2024**.

THANK YOU