

### 2.2.3 Dimension Targets for Key Stage 1 and Key Stage 2

The Dimension Targets for Key Stage 1 and Key Stage 2 are listed below. Dimension Targets for each Key Stage (Key Stages 1 - 4) are given in Appendix 3.

#### Interpersonal Dimension (ID)

To develop an ever-improving capability to use English

- to establish and maintain relationships;
- to exchange ideas and information; and
- to get things done.

	<b>Key Stage 1</b>	<b>Key Stage 2</b>
a	to establish and maintain relationships and routines in carrying out classroom activities	to establish and maintain relationships and routines in <b>school and other familiar situations</b>
b	to converse about feelings, interests and experiences	to converse about feelings, interests, <b>preferences, ideas, experiences and plans</b>
c	to exchange short simple messages such as writing greeting cards and notes	to exchange messages such as writing <b>simple letters, making telephone calls and sending postcards and invitations</b>
d	to express preferences in making simple arrangements with others for carrying out events	to participate with others in <b>making choices and decisions</b> for carrying out events
e	to obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role-play	to obtain and provide objects, <b>services</b> and information in classroom situations and through activities such as interactive games and <b>simple open-ended</b> role-play

## Knowledge Dimension (KD)

To develop an ever-improving capability to use English

- to provide or find out, interpret and use information;
- to explore, express and apply ideas; and
- to solve problems.

	<b>Key Stage 1</b>	<b>Key Stage 2</b>
a	to provide or find out and present simple information on familiar topics	to provide or find out, <b>organize</b> and present information on familiar topics
b	to interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions	to interpret and use given information through processes or activities such as matching, sequencing, describing, classifying, <b>comparing, explaining, predicting, drawing conclusions;</b> and to follow instructions
c	to state opinions using information and ideas in simple spoken and written texts	to <b>identify ideas</b> in simple spoken and written texts, <b>form opinions and express them</b>
d	to recognize and solve simple problems in given situations	to recognize and solve simple problems in given situations, <b>and describe the solutions</b>
e	to clarify own written expression with support from the teacher	to <b>see the need</b> for clarifying own written expression and then <b>make changes</b> with support from the teacher <b>and classmates</b>
f	to recognize some obvious features of the English Language in simple spoken and written texts such as the direction of writing in English, the characteristics of an alphabetic script and the sound patterns of English; and apply this awareness to one's initial learning and use of the language	to <b>understand some aspects of how the English language works, including how grammatical features contribute to meaning and how simple texts are organized;</b> and apply this <b>understanding</b> to one's learning and use of the language

## Experience Dimension (ED)

To develop an ever-improving capability to use English

- to respond and give expression to real and imaginative experience.

	<b>Key Stage 1</b>	<b>Key Stage 2</b>
a	to develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes, singing songs and choral speaking	to develop an awareness of the basic sound patterns of English <b>and an enjoyment</b> of imaginative texts through activities such as <b>reciting poems and rhymes</b> , singing songs <b>and presenting short simple plays</b>
b	to respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: <ul style="list-style-type: none"><li>• making predictions</li><li>• making simple evaluative remarks</li><li>• drawing pictures, making simple models or objects</li><li>• creating captions</li><li>• describing one's related experiences</li><li>• participating in the telling of stories</li></ul>	to respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: <ul style="list-style-type: none"><li>• making predictions</li><li>• <b>making inferences</b></li><li>• making evaluative <b>comments</b></li><li>• <b>describing one's feelings towards characters and events</b></li><li>• <b>relating to</b> one's experiences</li><li>• <b>imagining oneself to be a character in the story and describing one's feelings and reactions</b></li><li>• <b>participating in dramatic activities</b></li></ul>

c	<p>to give expression to imaginative ideas through oral, written and performative means such as:</p> <ul style="list-style-type: none"> <li>• supplying captions to and/or describing sequences of pictures that tell a story</li> <li>• supplying captions to and/or describing pictures that depict a scene, object or character</li> <li>• experimenting with simple sound and word patterns in creating rhymes and poems based on given models</li> </ul>	<p>to give expression to imaginative ideas through oral, written and performative means such as:</p> <ul style="list-style-type: none"> <li>• <b>constructing with appropriate support simple stories that show some understanding of "setting" and events</b></li> <li>• <b>providing simple oral and written descriptions of a situation, object or character</b></li> <li>• creating simple rhymes and poems <b>with support from the teacher</b></li> </ul>
d	<p>to give expression to one's experience through activities such as making illustrations of selected events and describing and/or providing captions for them</p>	<p>to give expression to one's experience through activities such as <b>providing simple oral and written accounts of events and one's reactions to them</b></p>