

Example of School-based English Language Curriculum Framework for Students with Intellectual Disability (Mild Grade) Primary 1 – Secondary 3

The example is produced by “Seed” schools of The Collaborative Research and Development (“Seed”) Project (2018/19). This serves only as a reference for special schools admitting students with intellectual disability (ID) when adapting the central curriculum for developing their school-based English Language curriculum, in order to cater for the special needs of students with ID. The Special Educational Needs Section would like to express its gratitude to the Seconded Teachers and the representatives of the “Seed” schools for their invaluable and useful input on curriculum development for students with ID.

Rationale of the curriculum design, structure/organisation of our school-based curriculum

To develop linguistic competency in a manner that is sensitive to the needs of learners, our teachers look to provide practice and instruction that are both meaningful and authentic, in a safe but simulating environment. This should build learners' confidence when using simple, practical English to communicate with others in their daily lives and future workplaces.

The teaching methods will not be outlined in this curriculum framework. However, teachers are encouraged to adapt methods flexibly to meet the particular needs of their class.

The alphabet

This curriculum is designed to draw students' interest in learning the alphabet in context. The alphabet is taught in conjunction with vocabulary and stories. Students practise forming the letter shapes through different writing activities. Students also begin to practise pattern tracing and the basic techniques of producing letter shapes.

Vocabulary items

Students can pick up new words more readily when they are introduced in authentic contexts. We encourage teachers to use realia and the visual representation of the word simultaneously. The visual image helps students recognise the meaning of the word and commit it to memory. Repetition and revision are useful ways to reinforce students' memory of the pronunciation and meaning. Once students are familiar with the letters of the alphabet, teachers can also encourage students to spell a word.

Letter sounds

Students can become confused easily about the names and sounds of letters, so it is important to let them have a firm grasp of the letter names before learning the letter sounds. Once the names of the letters have been learnt, teacher can explain that each letter has a sound as well as a name. However, students with ID may have difficulties understanding letter names and letter sounds. Some of them may also have difficulties in articulating the letter names and letter sounds due to various degrees of developmental delay. Letter sounds learning aims at expanding their knowledge about the sound system in the English Language.

Rhymes, songs and chants

Students enjoy learning rhymes, songs and chants and the rhythm and music help them commit new words and structures to memory. Teachers are encouraged to select unit-related rhymes, songs and chants to aid students' memory.

Daily expressions

The daily expressions taught are those that are useful for students in their everyday lives. The texts selected in this curriculum help provide a context for these expressions, but it is important that teachers also explain clearly when and where the expressions are used in real life, for example, in classroom situation at least. Practice and repetition help students with ID to understand expressions and memorise them. Teachers should offer a context which students can to apply what they have learnt in a variety of whole class, group work and pair work activities.

Classroom language

Although students may have very little English to work with, it is important that teachers provide students with as much exposure to the new language items as possible. Teachers should use English as a medium of instruction as far as possible, and provide translation necessary to avoid confusion. A learning environment that fosters a “whole language” approach will encourage students to develop the habit of using English in their own interactions and make English a part of their daily lives.

Remarks: The above rationale will be further modified alongside the updates and further development of this school-based curriculum.

Learning Targets for Key Stage 1

Interpersonal Strand (IS)		Knowledge Strand (KS)		Experience Strand (ES)	
<i>To develop the attitude and confidence in interacting with people and things around using simple English</i>		<i>To gradually develop basic concepts of English (*development/background)</i>		<i>To build an interest in English</i>	
ISa	To understand English words and conversations related to everyday life	KSa	To gradually understand the English alphabet and simple English words	ESa	To display interest in English signage or broadcasts in their surroundings
ISb	To enjoy using simple English words, phrases or sentences to respond to questions, requests or instructions/questions or instructions related to their life and school experiences	KSb	To develop the basic concepts of print and books, and develop basic reading skills	ESb	To enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities
		KSc	To recognise 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	ESc	To find pleasure in listening to or reading English stories

Language Skills and Language Development Strategies (KS1)

Listening Skills	Speaking Skills	Reading Skills	Writing Skills
<p>Identify and discriminate sounds, stress and intonation</p> <ul style="list-style-type: none"> - identify basic consonant sounds (e.g. pen, thin, head, ball, rang) - identify basic vowel sounds - recognize features of language use (e.g. rhythm) in simple spoken texts - recognize the difference in the use of intonation in simple questions and commands <p>Listen for explicit and implicit meaning</p> <ul style="list-style-type: none"> - work out the meaning of unknown words using pictorial clues - recognize that audio clues (tone, volume) convey meaning - recognize that clues from gestures and facial expressions convey speakers' intention, feelings and opinions 	<p>Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> - pronounce correctly letters of the alphabet and words in isolation (e.g. girl /gɜ:l/) - pronounce correctly words in connected speech by linking words together and using appropriate stress (e.g. Thank you /'θæŋkju:/) - produce simple phrases and sentences involving repetition - use simple phrases and sentences to communicate with others with the help of cues <p>Participate and communicate effectively in a conversation or an interaction</p> <ul style="list-style-type: none"> - use simple formulaic expressions to greet someone politely - use single words and formulaic expressions to acknowledge, agree and disagree - get help from other students or the teacher (e.g. Can you help me?) 	<p>Understand the basic conventions of written English</p> <ul style="list-style-type: none"> - follow left to right directionality - identify and name all the letters of the English alphabet - distinguish between capital and small letters <p>Construct meaning from texts</p> <ul style="list-style-type: none"> - recognize common abbreviations and contracted forms (e.g. Mr., Mrs., 10:00 a.m., 3:00 p.m., She's clever.) - work out the meaning of unknown words by recognizing the base word within other words (e.g. mother/grandmother, rain/rainy) - understand the information provided on the book cover (e.g. title, author, illustrator), contents page and page numbers - guess the topic by using personal experiences and knowledge of the world - guess the meaning of unfamiliar words by using pictorial clues 	<p>Use the basic conventions of written English</p> <ul style="list-style-type: none"> - use the left to right directionality sequence - use print script - combine letters to form words - space letters, words - use capital and small letters <p>Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> - reproduce sentences based on the teacher's model and use words from print in the campus

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| | <ul style="list-style-type: none">- use simple formulaic expressions (e.g. Good-bye.) -provide information in response to factual or yes/no questions- introduce oneself by naming themselves (e.g. I am John.) | | |
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Adapted Language Development Strategies for Key Stage 1

Develop thinking skills	<ul style="list-style-type: none">- distinguish between positive and negative values
Develop reference skills	<ul style="list-style-type: none">- use given materials to find out required information- locate simple information in materials (e.g. price lists and menus)
Develop information skills	<ul style="list-style-type: none">- extract information and ideas from texts with the help of visual clues- apply simple IT skills to search and process information and ideas in multimodal texts
Plan, manage and evaluate one's own learning	<ul style="list-style-type: none">- concentrate on one's work- make use of opportunities to learn and use English in the classroom (e.g. trying to talk to the teacher and classmates in English)
Develop self-motivation and positive attitudes	<ul style="list-style-type: none">- participate actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties- tell the teacher one's feelings concerning English learning in general and specific tasks
Work with others	<ul style="list-style-type: none">- work with others to complete a task

Framework of Teaching Content for Key Stage 1 (1st year)

Module	The World Around Us	Unit 1	What Can You See?
Learning Targets			
ISa	To understand English words and conversations related to everyday life		
ISb	To enjoy using simple English words, phrases or sentences to respond to questions, requests or instructions/questions or instructions related to their life and school experiences		
KSa	To gradually understand the English alphabet and simple English words		
KSb	To develop the basic concepts of print and books, and develop basic reading skills		
KSc	To recognise 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		
ESa	To display interest in English signage or broadcasts in their surroundings		
ESb	To enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities		
ESc	To find pleasure in listening to or reading English stories		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p> <p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p> <p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>		

Language Development Strategies	Develop thinking skills; Develop reference skills; Develop information skills; Develop self-motivation and positive attitudes;	
Expected Learning Outcomes	High Ability Group	Average Ability Group
	Be able to open an interaction by using simple formulaic expressions to greet someone politely, e.g. “Good morning/afternoon, Miss Chan.”	Be able to show attempt to initiate an interaction to greet someone politely, e.g. nodding his/her head or waving his/her hand.
	Be able to give/respond to instructions.	Be able to give/respond to instructions with teacher’s model.
	Be able to introduce oneself briefly and elicit a response in complete sentences, e.g. “My name is...”, “What’s your name?”	Be able to show attempt to introduce oneself and elicit a response, e.g. using word cards or body languages.
	Be able to have experience with narrative text, e.g. participate in shared-reading.	Be able to have experience with narrative text, e.g. participate in shared-reading.
Be able to produce a book called, <i>My Animal Book</i> , which includes pictures of some animals with colors and descriptions of the animals.	Be able to produce a book with a model called, <i>My Animal Book</i> , which includes pictures of some animals with the names of the animals.	

Framework of Teaching Content for Key Stage 1 (1st year)

Module	Me, My Family and Friends	Unit 2	New Friends
Learning Targets			
ISa	To understand English words and conversations related to everyday life		
ISb	To enjoy using simple English words, phrases or sentences to respond to questions, requests or instructions/questions or instructions related to their life and school experiences		
KSa	To gradually understand the English alphabet and simple English words		
KSb	To develop the basic concepts of print and books, and develop basic reading skills		
KSc	To recognise 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		
ESa	To display interest in English signage or broadcasts in their surroundings		
ESb	To enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities		
ESc	To find pleasure in listening to or reading English stories		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p> <p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p> <p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>		

Language Development Strategies	Develop thinking skills Develop reference skills Develop information skills Plan, manage and evaluate one's own learning Develop self-motivation and positive attitudes Work with others	
Expected Learning Outcomes	<p style="text-align: center;">High Ability Group</p> Be able to use formulaic expressions to greet people and respond to greetings, e.g. say “good morning” in the morning. Be able to give/respond to instructions. Be able to introduce oneself briefly and elicit a response in complete sentences, e.g. “My name is...”, “What’s your name?” Be able to spell their names and use a capital letter to begin a name. Be able to count from one to ten without any assistance. Be able to use “Hi, What’s your name” song to find out classmates’ names and introduce themselves with their English names.	<p style="text-align: center;">Average Ability Group</p> Be able to show attempt to greet people, e.g. nod their heads or wave their hands. Be able to show attempt to initiate an interaction to greet someone politely, e.g. nodding his/her head or waving his/her hand. Be able to give/respond to instructions with teacher’s model. Be able to show attempt to introduce oneself and elicit a response, e.g. using word cards or body languages. Be able to demonstrate some sense of directionality while writing their names with models. Be able to count from one to ten with teacher’s assistance. Be able to show attempt to use “Hi, What’s your name” song to find out classmates’ names and introduce themselves with their English.

Framework of Teaching Content for Key Stage 1 (1st year)

Module	Me, Family and Friends	Unit 3	My Sister (Big Book: “My Sister”; Small books: “My Bag”, “Kimmy in the Toy Shop” and “My Dinosaur”)*
Learning Targets			
ISa	To understand English words and conversations related to everyday life		
ISb	To enjoy using simple English words, phrases or sentences to respond to questions, requests or instructions/questions or instructions related to their life and school experiences		
KSa	To gradually understand the English alphabet and simple English words		
KSb	To develop the basic concepts of print and books, and develop basic reading skills		
KSc	To recognise 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		
ESa	To display interest in English signage or broadcasts in their surroundings		
ESb	To enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities		
ESc	To find pleasure in listening to or reading English stories		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p> <p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p> <p><u>Writing</u></p>		

Use the basic conventions of written English Present information, ideas and feelings clearly and coherently		
Language Development Strategies	Develop thinking skills	
	Develop reference skills	
	Develop information skills	
	Plan, manage and evaluate one's own learning	
	Develop self-motivation and positive attitudes	
Expected Learning Outcomes	High Ability Group	Average Ability Group
	Be able to introduce oneself briefly and elicit a response in complete sentences, e.g. "My name is...", "What's your name?"	Be able to show attempt to introduce oneself and elicit a response, e.g. using word cards or body languages.
	Be able to spell and write their names and use a capital letter to begin a name.	Be able to use a capital letter to begin a name with model.
	Be able to count from one to ten without any assistance.	Be able to count from one to ten with teacher's assistance.
	Be able to use 'I am ... years old' to talk about age.	Be able to tell or show a number to talk about age.
	Be able to introduce objects or people with the structure "This is ..."	Be able to show attempt to introduce objects or people with the structure "This is..." with the help of gestures.

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 1 (1st year)

Module	Me, My Family and Friends	Unit 4	My Friend, Oscar (Big Book: “My Friend, Oscar; Small books: “Ten Books and Ten Pencils”, “A Play” and “My Friend”)*
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Learning Targets

ISa	To understand English words and conversations related to everyday life
ISb	To enjoy using simple English words, phrases or sentences to respond to questions, requests or instructions/questions or instructions related to their life and school experiences
KSa	To gradually understand the English alphabet and simple English words
KSb	To develop the basic concepts of print and books, and develop basic reading skills
KSc	To recognise 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
ESa	To display interest in English signage or broadcasts in their surroundings
ESb	To enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities
ESc	To find pleasure in listening to or reading English stories

Language Skills

Listening

Identify and discriminate sounds, stress and intonation

Listen for explicit and implicit meaning

Speaking

Present information, ideas and feelings clearly and coherently

Participate and communicate effectively in a conversation or an interaction

Reading

Understand the basic conventions of written English

Construct meaning from texts

Language Development Strategies	Develop thinking skills Develop reference skills Develop information skills Plan, manage and evaluate one’s own learning Develop self-motivation and positive attitudes Work with others	
Expected Learning Outcomes	<p>The main focus of this unit is to expose students to a narrative with descriptive text. Students will have opportunities to expand the awareness of their classroom, classmates and the things they use at school. They will produce a book called My Class, which includes:</p> <ul style="list-style-type: none"> • a plan of their classroom with labels of equipment • an introduction of their group members • descriptions of their friends and teachers using the language structures, ‘This is...’, ‘He is...’, ‘She is...’, ‘He has...’, ‘She has...’ and adjectives 	
	High Ability Group	Average Ability Group
	Be able to introduce oneself briefly and elicit a response in complete sentences, e.g. “My name is...”, “What’s your name?”	Be able to show attempt to introduce oneself and elicit a response, e.g. using word cards or body languages.
	Be able to spell and write their names and use a capital letter to begin a name.	Be able to use a capital letter to begin a name with model.
	Be able to introduce objects or people with the structure “This is ...”	Be able to show attempt to introduce objects or people with the structure “This is...” with the help of gestures.
	Be able to make a plan of their classroom with labels of equipment.	Be able to make a simplified plan of their classroom with labels of equipment with teacher’s assistance.
	Be able to use adjective to show quantity.	Be able to use adjective to show quantity with teacher’s help.
	Be able to identify contractive form.	

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 1 (2nd Year)

Module	Me, My Family and Friends	Unit 1	What A Noise! (Big Book: “What A Nose!”; Small books: “Ten Books and Ten Pencils”, “A Play” and “My Friend”)*
Learning Targets			
ISa	To understand English words and conversations related to everyday life		
ISb	To enjoy using simple English words, phrases or sentences to respond to questions, requests or instructions/questions or instructions related to their life and school experiences		
KSa	To gradually understand the English alphabet and simple English words		
KSb	To develop the basic concepts of print and books, and develop basic reading skills		
KSc	To recognise 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		
ESa	To display interest in English signage or broadcasts in their surroundings		
ESb	To enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities		
ESc	To find pleasure in listening to or reading English stories		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p> <p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p>		

	<p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills Develop reference skills Develop information skills Develop self-motivation and positive attitudes Work with others</p>	
<p>Expected Learning Outcomes</p>	<p style="text-align: center;">High Ability Group</p> <p>Be able to open an interaction by using simple formulaic expressions to greet someone politely, e.g. “Good morning/afternoon, Miss Chan.”</p> <p>Be able to give/respond to instructions.</p> <p>Be able to introduce oneself briefly and elicit a response in complete sentences, e.g. “My name is...”, “What’s your name?”</p> <p>Be able to spell their names and use a capital letter to begin a name.</p> <p>Be able to use “Hi, What’s your name” song to find out classmates’ names and introduce themselves with their English names.</p> <p>Be able to have experience with narrative text, e.g. participate in shared-reading.</p>	<p style="text-align: center;">Average Ability Group</p> <p>Be able to show attempt to initiate an interaction to greet someone politely, e.g. nodding his/her head or waving his/her hand.</p> <p>Be able to give/respond to instructions with teacher’s model.</p> <p>Be able to show attempt to introduce oneself and elicit a response, e.g. using word cards or body languages.</p> <p>Be able to copy their names with teacher’s help.</p> <p>Be able to show attempt to use “Hi, What’s your name” song to find out classmates’ names and introduce themselves with their English.</p> <p>Be able to have experience with narrative text, e.g. participate in shared-reading.</p> <p>Be able to follow the steps in “jelly book” with teacher’s assistance and make jelly.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 1 (2nd year)

Module	Me, Family and Friends	Unit 2	Grandma and the Birthday Cake (Big Book: “Grandma and the Birthday Cake”; Small books: “Dad”, “The Cake” and “Grandma”)*
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Learning Targets

ISa	To understand English words and conversations related to everyday life
ISb	To enjoy using simple English words, phrases or sentences to respond to questions, requests or instructions/questions or instructions related to their life and school experiences
KSa	To gradually understand the English alphabet and simple English words
KSb	To develop the basic concepts of print and books, and develop basic reading skills
KSc	To recognise 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
ESa	To display interest in English signage or broadcasts in their surroundings
ESb	To enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities
ESc	To find pleasure in listening to or reading English stories

Language Skills

Listening

Identify and discriminate sounds, stress and intonation

Listen for explicit and implicit meaning

Speaking

Present information, ideas and feelings clearly and coherently

Participate and communicate effectively in a conversation or an interaction

Reading

Understand the basic conventions of written English

Construct meaning from texts

	<p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills Develop reference skills Develop information skills Plan, manage and evaluate one’s own learning Develop self-motivation and positive attitudes Work with others</p>	
<p>Expected Learning Outcomes</p>	<p style="text-align: center;">High Ability Group</p> <p>Be able to open an interaction by using simple formulaic expressions to greet someone politely, e.g. “Good morning/afternoon, Miss Chan.”</p> <p>Be able to give/respond to instructions.</p> <p>Be able to introduce oneself briefly and elicit a response in complete sentences, e.g. “My name is...”, “What’s your name?”</p> <p>Be able to spell their names and use a capital letter to begin a name.</p> <p>Be able to use “Hi, What’s your name” song to find out classmates’ names and introduce themselves with their English names.</p> <p>Be able to have experience with procedural text, e.g. participate in shared-reading.</p> <p>Be able to follow the steps in the “Cake” book (a small book) and pretend to make a cake.</p>	<p style="text-align: center;">Average Ability Group</p> <p>Be able to show attempt to initiate an interaction to greet someone politely, e.g. nodding his/her head or waving his/her hand.</p> <p>Be able to give/respond to instructions with teacher’s model.</p> <p>Be able to show attempt to introduce oneself and elicit a response, e.g. using word cards or body languages.</p> <p>Be able to copy their names with teacher’s help.</p> <p>Be able to show attempt to use “Hi, What’s your name” song to find out classmates’ names and introduce themselves with their English.</p> <p>Be able to have experience with procedural text, e.g. participate in shared-reading.</p> <p>Be able to follow the simplified steps with teacher’s hints in the “Cake” book (a small book) and pretend to make a cake.</p>

Framework of Teaching Content for Key Stage 1 (2nd Year)

Module	Fun and Games	Unit 3	A Paper Plate Mask (Big Book: “A Paper Plate Mask”; Small books: “The Mask”, “The Cat” and “Our Paper Plate Mask”)*
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Learning Targets

ISa	To understand English words and conversations related to everyday life
ISb	To enjoy using simple English words, phrases or sentences to respond to questions, requests or instructions/questions or instructions related to their life and school experiences
KSa	To gradually understand the English alphabet and simple English words
KSb	To develop the basic concepts of print and books, and develop basic reading skills
KSc	To recognise 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
ESa	To display interest in English signage or broadcasts in their surroundings
ESb	To enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities
ESc	To find pleasure in listening to or reading English stories

Language Skills

Listening

Identify and discriminate sounds, stress and intonation

Listen for explicit and implicit meaning

Speaking

Present information, ideas and feelings clearly and coherently

Participate and communicate effectively in a conversation or an interaction

Reading

Understand the basic conventions of written English

Construct meaning from texts

	<u>Writing</u>	
	Use the basic conventions of written English	
	Present information, ideas and feelings clearly and coherently	
Language Development Strategies	Develop thinking skills Develop reference skills Develop information skills Plan, manage and evaluate one's own learning Develop self-motivation and positive attitudes Work with others	
Expected Learning Outcomes	High Ability Group	Average Ability Group
	Be able to have experience with procedural text, e.g. participate in shared-reading.	Be able to have experience with procedural text, e.g. participate in shared-reading.
	Be able to give/respond to instructions, e.g. cut out.../draw...on...	Be able to give/respond to instructions with teacher's model, e.g. cut out.../draw...on...
	Be able to start sentences with action words, "take, draw, cut, glue" to write instructions for making a mask.	Be able to start sentences with action words, "take, draw, cut, glue" to write instructions with cut-and-paste word cards for making a mask with teacher's help.

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 1 (2nd Year)

Module	Places and Activities	Unit 4	Where Am I? (Big Book: “Where Am I?”; Small books: “What Can I See?”, “I Can See” and “Where is the Big Bird?”)*
Learning Targets			
ISa	To understand English words and conversations related to everyday life		
ISb	To enjoy using simple English words, phrases or sentences to respond to questions, requests or instructions/questions or instructions related to their life and school experiences		
KSa	To gradually understand the English alphabet and simple English words		
KSb	To develop the basic concepts of print and books, and develop basic reading skills		
KSc	To recognise 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		
ESa	To display interest in English signage or broadcasts in their surroundings		
ESb	To enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities		
ESc	To find pleasure in listening to or reading English stories		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p> <p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p> <p><u>Writing</u></p>		

	Use the basic conventions of written English	
	Present information, ideas and feelings clearly and coherently	
Language Development Strategies	Develop thinking skills Develop reference skills Develop information skills Plan, manage and evaluate one's own learning Develop self-motivation and positive attitudes Work with others	
Expected Learning Outcomes	High Ability Group	Average Ability Group
	Be able to have experience with informative text, e.g. participate in shared-reading.	Be able to have experience with informative text, e.g. participate in shared-reading.
	Be able to label the attributes of an animal, e.g. pandas have black and white hair.	Be able to label the attributes of an animal with word and picture cards provided, e.g. pandas have black and white hair.
	Be able to write their animal chants and present to others.	Be able to show an attempt to contribute on their animal chants with key words provided and present to others.

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 1 (3rd Year)

Module	Places and Activities	Unit 1	Here Comes the Snake; Run! Snake, run!
Learning Targets			
ISa	To understand English words and conversations related to everyday life		
ISb	To enjoy using simple English words, phrases or sentences to respond to questions, requests or instructions/questions or instructions related to their life and school experiences		
KSa	To gradually understand the English alphabet and simple English words		
KSb	To develop the basic concepts of print and books, and develop basic reading skills		
KSc	To recognise 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		
ESa	To display interest in English signage or broadcasts in their surroundings		
ESb	To enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities		
ESc	To find pleasure in listening to or reading English stories		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p> <p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p> <p><u>Writing</u> Use the basic conventions of written English</p>		

	Present information, ideas and feelings clearly and coherently	
Language Development Strategies	Develop thinking skills Develop reference skills Develop information skills Plan, manage and evaluate one’s own learning Develop self-motivation and positive attitudes Work with others	
Expected Learning Outcomes	High Ability Group	Average Ability Group
	<p>Be able to open an interaction by using simple formulaic expressions to greet someone politely, e.g. “Good morning/afternoon, Miss Chan.”</p> <p>Be able to give/respond to instructions.</p> <p>Be able to introduce oneself briefly and elicit a response in complete sentences, e.g. “My name is...”, “What’s your name?”</p> <p>Be able to spell their names and use a capital letter to begin a name.</p> <p>Be able to use “Hi, What’s your name” song to find out classmates’ names and introduce themselves with their English names.</p> <p>Be able to have experience with narrative text, e.g. participate in shared-reading.</p> <p>Be able to use the demonstrative pronoun “this” to refer to people and thing.</p> <p>Be able to use adjective to show quantity.</p>	<p>Be able to show attempt to initiate an interaction to greet someone politely, e.g. nodding his/her head or waving his/her hand.</p> <p>Be able to give/respond to instructions with teacher’s model.</p> <p>Be able to show attempt to introduce oneself and elicit a response, e.g. using word cards or body languages.</p> <p>Be able to copy their names with teacher’s help.</p> <p>Be able to show attempt to use “Hi, What’s your name” song to find out classmates’ names and introduce themselves with their English.</p> <p>Be able to have experience with narrative text, e.g. participate in shared-reading.</p> <p>Be able to identify the demonstrative pronoun “this” to refer to people and thing.</p> <p>Be able to use adjective to show quantity with teacher’s help.</p>

Be able to produce a book called, *My Animal Book*, which includes pictures of some animals with the names of the animals.

Be able to produce a book with a model called, *My Animal Book*, which includes pictures of some animals with colors and descriptions of the animals.

Framework of Teaching Content for Key Stage 1 (3rd Year)

Module	Places and Activities	Unit 2	Fun Time at the Zoo (Big Book: “Fun Time at the Zoo”; Small books: “Dancing in the Pink Shoes”, “Where is the Elephant?” and “Where is the Banana?”)*
Learning Targets			
ISa	To understand English words and conversations related to everyday life		
ISb	To enjoy using simple English words, phrases or sentences to respond to questions, requests or instructions/questions or instructions related to their life and school experiences		
KSa	To gradually understand the English alphabet and simple English words		
KSb	To develop the basic concepts of print and books, and develop basic reading skills		
KSc	To recognise 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		
ESa	To display interest in English signage or broadcasts in their surroundings		
ESb	To enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities		
ESc	To find pleasure in listening to or reading English stories		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p> <p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p>		

	<p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills Develop reference skills Develop information skills Plan, manage and evaluate one’s own learning Develop self-motivation and positive attitudes Work with others</p>	
<p>Expected Learning Outcomes</p>	<p style="text-align: center;">High Ability Group</p> <p>Be able to open an interaction by using simple formulaic expressions to greet someone politely, e.g. “Good morning/afternoon, Miss Chan.”</p> <p>Be able to give/respond to instructions.</p> <p>Be able to introduce oneself briefly and elicit a response in complete sentences, e.g. “My name is...”, “What’s your name?”</p> <p>Be able to spell their names and use a capital letter to begin a name.</p> <p>Be able to use “Hi, What’s your name” song to find out classmates’ names and introduce themselves with their English names.</p> <p>Be able to have experience with narrative text, e.g. participate in shared-reading.</p> <p>Be able to use the demonstrative pronoun “this” to refer to people and thing.</p>	<p style="text-align: center;">Average Ability Group</p> <p>Be able to show attempt to initiate an interaction to greet someone politely, e.g. nodding his/her head or waving his/her hand.</p> <p>Be able to give/respond to instructions with teacher’s model.</p> <p>Be able to show attempt to introduce oneself and elicit a response, e.g. using word cards or body languages.</p> <p>Be able to copy their names with teacher’s help.</p> <p>Be able to show attempt to use “Hi, What’s your name” song to find out classmates’ names and introduce themselves with their English.</p> <p>Be able to have experience with narrative text, e.g. participate in shared-reading.</p> <p>Be able to identify the demonstrative pronoun “this” to refer to people and thing.</p>

Be able to use color words to describe clothing items.

Be able to use color picture-word cards to describe clothing items.

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 1 (3rd Year)

Module	Places and Activities	Unit 3	<i>The Magic Science Museum (Part 1)</i> (3 Small books-“The Science Museum”, “The Mirror Room” and “Fun Time at the Science Museum”)*
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Learning Targets

ISa	To understand English words and conversations related to everyday life
ISb	To enjoy using simple English words, phrases or sentences to respond to questions, requests or instructions/questions or instructions related to their life and school experiences
KSa	To gradually understand the English alphabet and simple English words
KSb	To develop the basic concepts of print and books, and develop basic reading skills
KSc	To recognise 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
ESa	To display interest in English signage or broadcasts in their surroundings
ESb	To enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities
ESc	To find pleasure in listening to or reading English stories

Language Skills

Listening

Identify and discriminate sounds, stress and intonation

Listen for explicit and implicit meaning

Speaking

Present information, ideas and feelings clearly and coherently

Participate and communicate effectively in a conversation or an interaction

Reading

Understand the basic conventions of written English

Construct meaning from texts

Writing

	Use the basic conventions of written English	
	Present information, ideas and feelings clearly and coherently	
Language Development Strategies	Develop thinking skills Develop reference skills Develop information skills Plan, manage and evaluate one's own learning Develop self-motivation and positive attitudes Work with others	
Expected Learning Outcomes	High Ability Group	Average Ability Group
	Be able to understand and use a floor plan map.	Be able to understand and use a floor plan map with teacher's help.
	Be able to use (verbal or written form) nouns or noun phrases to identify facilities in the museum.	Be able to use nouns or noun phrases (verbal or written form) with picture-word cards to identify facilities in the museum.
	Be able to use prepositional phrase to talk about time.	Be able to identify prepositional phrase about time.

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 1 (3rd Year)

Module	Places and Activities	Unit 4	<i>The Magic Science Museum (Part 2)</i> (3 Small books-“We Like Pictures”, “We Like Zebras and Lions” and “Lion and Zebras”)*
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Learning Targets

ISa	To understand English words and conversations related to everyday life
ISb	To enjoy using simple English words, phrases or sentences to respond to questions, requests or instructions/questions or instructions related to their life and school experiences
KSa	To gradually understand the English alphabet and simple English words
KSb	To develop the basic concepts of print and books, and develop basic reading skills
KSc	To recognise 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
ESa	To display interest in English signage or broadcasts in their surroundings
ESb	To enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities
ESc	To find pleasure in listening to or reading English stories

Language Skills

Listening

Identify and discriminate sounds, stress and intonation

Listen for explicit and implicit meaning

Speaking

Present information, ideas and feelings clearly and coherently

Participate and communicate effectively in a conversation or an interaction

Reading

Understand the basic conventions of written English

Construct meaning from texts

Writing

	Use the basic conventions of written English	
	Present information, ideas and feelings clearly and coherently	
Language Development Strategies	Develop thinking skills Develop reference skills Develop information skills Plan, manage and evaluate one's own learning Develop self-motivation and positive attitudes Work with others	
Expected Learning Outcomes	<p>While the main focus of this unit is to use a narrative focusing on the theme of a visit to a magic science museum, and to write an alternate ending for the story, students will be exposed to concept of existing museums. Students will have opportunities to use a mind map for creating a new ending. They will demonstrate the following in their writing by:</p> <ol style="list-style-type: none"> 1. understanding and using a floor plan; 2. creating and using a simple story map about a story; 3. describing what can happen: where they go, what they do and how they solve their problems; and 4. planning and ordering sentences in a logical sequence to complete an alternate ending for the story. 	
	High Ability Group	Average Ability Group
	Be able to understand ordinal numbers and their contractive forms which indicate floors.	Be able to understand contractive forms which indicate floors.
	Be able to use (verbal or written form) nouns or noun phrases to identify places and objects in the museum.	Be able to use nouns or noun phrases (verbal or written form) with picture-word cards to identify places and objects in the museum.
	Be able to show preferences in sentence level, e.g. we like...	Be able to show preferences with gestures, "yes" or "no".
	Be able to create a simple mind map and briefly describe what can happen in a Science Museum: where they go, what they do and how they solve their problems.	Be able to arrange some picture-and-word cards to create a simple mind map and briefly describe what can happen in a Science Museum: where they go, what they do (and how they solve their problems) with teacher's help.

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Language Skills and Language Development Strategies (KS2)

Listening Skills	Speaking Skills	Reading Skills	Writing Skills
<p>Identify and discriminate sounds, stress and intonation</p> <ul style="list-style-type: none"> - discriminate between a small range of initial and final consonant sounds in words (e.g. walk/talk, cat/cap) - recognize features of language use (e.g. rhyme) in simple spoken texts - recognize the difference in the use of intonation in statements <p>Listen for explicit and implicit meaning</p> <ul style="list-style-type: none"> - work out the meaning of unknown words using contextual clues - identify key words in short utterances by recognizing the stress - guess the topic and the likely development of the topic by using personal experiences and knowledge of the world - recognize the connection between ideas supported by appropriate cohesive devices, including connectives (e.g. and, but, or) and 	<p>Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> - produce simple phrases and sentences involving lists (e.g. I like bananas, apples and oranges) - imitate appropriate stress, rhythm and intonation - use appropriate register when speaking to familiar interlocutors such as teachers and peers (e.g. May I go to the toilet?) - use gestures and facial expressions to convey meaning and intention - connect ideas by using cohesive devices (e.g. and, but, or) <p>Participate and communicate effectively in a conversation or an interaction</p> <ul style="list-style-type: none"> - use single words and formulaic expressions to ask questions and reply - elicit a response (e.g. How are you?) - greet someone in an appropriate manner - verbalize inability to understand 	<p>Understand the basic conventions of written English</p> <ul style="list-style-type: none"> - recognize the beginning and end of sentences - sight read common, phonically irregular words, (e.g. are, a, you) - recognize familiar words in new texts - use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts <p>Construct meaning from texts</p> <ul style="list-style-type: none"> - guess the meaning of unfamiliar words by using contextual clues - guess the likely development of the topic by using personal experiences and knowledge of the world - understand the connection between ideas by identifying cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my) - understand the information provided on the book cover, spine 	<p>Use the basic conventions of written English</p> <ul style="list-style-type: none"> - use basic sentence punctuation <p>Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> - put words in a logical order to make meaningful phrases or sentences - use appropriate cohesive devices (e.g. and, but, or, too) - use appropriate formats and conventions of short written texts (e.g. greeting cards, signs) - make changes to incorrect spelling and punctuation

<p>pronouns (e.g. he, them, my)</p> <ul style="list-style-type: none"> - identify the gist or main ideas in simple spoken texts (e.g. short stories) with the help of cues - locate or provide specific information in response to simple instructions or questions - recognize repeated expressions in simple spoken texts 	<p>or asking for slower repetition of an utterance (e.g. Pardon?)</p> <ul style="list-style-type: none"> - introduce oneself briefly - ask for spelling (e.g. Can you spell “Mary” for me?) 	<p>or blurb and index</p> <p>Locate information and ideas</p> <ul style="list-style-type: none"> - locate specific information in a short text in response to questions - scan a text with teacher support to locate specific information by using strategies such as looking at repeated words, words in bold, italics or capital letters 	
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Adapted Language Development Strategies for Key Stage 2

Develop thinking skills	<ul style="list-style-type: none">- recognize and solve simple problems in a given situation- find out, organize and classify information on familiar topics
Develop reference skills	<ul style="list-style-type: none">- classify the materials and put them into files of different topics or themes with teacher support- use organized information to check spelling or meaning (e.g. locating vocabulary cards in a word bank)
Develop library skills	<ul style="list-style-type: none">- obtain information from the different parts of a publication (e.g. the cover, title, table of contents, blurb)
Develop information skills	<ul style="list-style-type: none">- organize words into alphabetical order and refer to them as a resource for spelling when writing
Develop self-motivation and positive attitudes	<ul style="list-style-type: none">- make positive statements to oneself as an encouragement before and while engaging in a language task
Work with others	<ul style="list-style-type: none">- ask others for help with the meaning and pronunciation of words- appreciate the use of English by others- work cooperatively with others and treat others' suggestions positively to complete a task

Framework of Teaching Content for Key Stage 2 (1st Year)

Module	Happy Days	Unit 1	At the Beach (Part 1) (Big Book: “At the Beach”*; Small books: “We are very Happy”, I am Happy at the Beach”, “Happy and Tired”, “Letter V”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in carrying out classroom activities		
ISb	To converse about feelings, interests and experiences		
ISc	To obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role play		
KSa	To provide or find out and present simple information on familiar topics		
KSb	To interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions		
KSc	To state opinions using information and ideas in simple spoken and written texts		
ESa	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		
ESb	To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s related experiences (iii) participating in the telling of stories		
ESc	To give expression to imaginative ideas through oral, written and performative means such as supplying captions to and/or describing pictures that depict a scene, object or character		
ESd	To give expression to one’s experience through activities such as making illustrations of selected events and describing and/or providing captions for them		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p>		

	<p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts Locate information and ideas</p> <p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills Develop reference skills Develop library skills Develop information skills Develop self-motivation and positive attitudes Work with others</p>	
<p>Expected Learning Outcomes</p>	<p style="text-align: center;">High Ability Group</p> <p>Be able to plan and order sentences in a logical sequence with the least supports from the teachers.</p> <p>Be able to write, revise, edit and publish their own photo captions with some hands-on supports, e.g. find some useful words from the word charts in the classroom, use online resources.</p>	<p style="text-align: center;">Average Ability Group</p> <p>Be able to plan and order sentences in a logical sequence with the supports from the teachers.</p> <p>Be able to write, revise, edit and publish their own photo captions with the supports or cues given by the teachers, e.g. find some useful words from the word charts in the classroom, use online resources.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 2 (1st Year)

Module	Happy Days	Unit 2	At the Beach (Part 2) (Big Book: “At the Beach” *; Small books: “We are running”, “We are at the Beach”, “At the Swimming Pool”, and “Sh- Book”.)*
Learning Targets			
ISa	To establish and maintain relationships and routines in carrying out classroom activities		
ISb	To converse about feelings, interests and experiences		
ISc	To obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role play		
KSa	To provide or find out and present simple information on familiar topics		
KSb	To interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions		
KSc	To state opinions using information and ideas in simple spoken and written texts		
ESa	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		
ESb	To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s related experiences (iii) participating in the telling of stories		
ESc	To give expression to imaginative ideas through oral, written and performative means such as supplying captions to and/or describing pictures that depict a scene, object or character		
ESd	To give expression to one’s experience through activities such as making illustrations of selected events and describing and/or providing captions for them		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning’</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p>		

	<p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts Locate information and ideas</p> <p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills Develop reference skills Develop library skills Develop information skills Develop self-motivation and positive attitudes Work with others</p>	
<p>Expected Learning Outcomes</p>	<p style="text-align: center;">High Ability Group</p> <p>Be able to review the concept of the story structure by completing a mind map with teacher’s help.</p> <p>Be able to retell the story using a story frame.</p> <p>Be able to plan a story with most of the following features (e.g.) characters, setting, events (problems) and solution.</p> <p>Be able to plan and order sentences in a logical sequence with the least help from the teachers.</p>	<p style="text-align: center;">Average Ability Group</p> <p>Attempt to review the concept of the story structure by completing a mind map with teacher’s help.</p> <p>Be able to retell the story using a story frame.</p> <p>Be able to plan a story with some of the following features (e.g.) characters, setting, events (problems) and solution.</p> <p>Be able to plan and order sentences in a logical sequence with a model provided from the teachers.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 2 (1st Year)

Module	Relationships	Unit 3	Our Cousins in Canada (Part 1) (Big Book: “Our Cousins in Canada” *; Small books: “This is me”, “We like Ice-skating”, “Things we like Doing” and “th-book”.)*
Learning Targets			
ISa	To establish and maintain relationships and routines in carrying out classroom activities		
ISb	To converse about feelings, interests and experiences		
ISc	To obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role play		
KSa	To provide or find out and present simple information on familiar topics		
KSb	To interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions		
ESb	To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s related experiences (iii) participating in the telling of stories		
ESc	To give expression to imaginative ideas through oral, written and performative means such as supplying captions to and/or describing pictures that depict a scene, object or character		
ESd	To give expression to one’s experience through activities such as making illustrations of selected events and describing and/or providing captions for them		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning’</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p> <p><u>Reading</u> Understand the basic conventions of written English</p>		

	<p>Construct meaning from texts Locate information and ideas</p> <p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>	
Language Development Strategies	<p>Develop thinking skills</p> <p>Develop reference skills</p> <p>Develop library skills</p> <p>Develop information skills</p> <p>Develop self-motivation and positive attitudes</p> <p>Work with others</p>	
Expected Learning Outcomes	High Ability Group	Average Ability Group
	<p>Be able to identify and verbalize what can be seen in a photo (e.g. what is happening/who is(are) in the photo).</p> <p>Be able to write about what is happening or who is (are) in the photo in sentence level.</p>	<p>Be able to identify what can be seen in a photo (e.g. point to the people in a photo).</p> <p>Be able to write about what is happening or who is (are) in the photo in simple words or phrases.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 2 (1st Year)

Module	Relationships	Unit 4	Our Cousins in Canada (Part 2) (Big Book: “Our Cousins in Canada”;* Small books: “Going to Canada”, “Where are we going?”, “We like Visiting” and “ch-book”.)*
Learning Targets			
ISa	To establish and maintain relationships and routines in carrying out classroom activities		
ISb	To converse about feelings, interests and experiences		
ISc	To obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role play		
KSa	To provide or find out and present simple information on familiar topics		
KSb	To interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions		
ESb	To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s related experiences (iii) participating in the telling of stories		
ESc	To give expression to imaginative ideas through oral, written and performative means such as supplying captions to and/or describing pictures that depict a scene, object or character		
ESd	To give expression to one’s experience through activities such as making illustrations of selected events and describing and/or providing captions for them		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning’</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p> <p><u>Reading</u> Understand the basic conventions of written English</p>		

	<p>Construct meaning from texts Locate information and ideas</p> <p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>	
Language Development Strategies	<p>Develop thinking skills</p> <p>Develop reference skills</p> <p>Develop library skills</p> <p>Develop information skills</p> <p>Develop self-motivation and positive attitudes</p> <p>Work with others</p>	
Expected Learning Outcomes	High Ability Group	Average Ability Group
	<p>Be able to identify and verbalize what can be seen in a photo (e.g. what is happening/who is (are) in the photo).</p> <p>Be able to write about what is happening or who is (are) in the photo in sentence level.</p> <p>Be able to talk/write about how they feel with some words about feelings and emotions.</p>	<p>Be able to identify what can be seen in a photo (e.g. point to the people in a photo).</p> <p>Be able to write about what is happening or who is (are) in the photo in single words or phrases.</p> <p>Be able to talk/write about how they feel with some pictures and word-cards.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 2 (2nd Year)

Module	My Neighborhood	Unit 1	<i>A Tale of Two Turtles (Part 1)</i> (Big Book: “A Tale of Two Turtles”; Small books: “I Live in a Big Park”, “A Big Park”, “Where Do We Live?”.)*
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Learning Targets

ISa	To establish and maintain relationships and routines in carrying out classroom activities
ISc	To obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role play
KSa	To provide or find out and present simple information on familiar topics
KSb	To interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions
KSc	To state opinions using information and ideas in simple spoken and written texts
ESa	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
ESb	To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s related experiences (iii) participating in the telling of stories
ESd	To give expression to one’s experience through activities such as making illustrations of selected events and describing and/or providing captions for them

Language Skills

Listening

Identify and discriminate sounds, stress and intonation

Listen for explicit and implicit meaning’

Speaking

Present information, ideas and feelings clearly and coherently

Participate and communicate effectively in a conversation or an interaction

Reading

Understand the basic conventions of written English

	<p>Construct meaning from texts Locate information and ideas</p> <p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills Develop library skills Develop information skills Develop self-motivation and positive attitudes Work with others</p>	
<p>Expected Learning Outcomes</p>	<p>High Ability Group</p>	<p>Average Ability Group</p>
	<p>Be able to obtain information independently (or with the least supports) and provide information about their role of being a pet.</p> <p>Be able to talk about where they (their role of being a pet) live what is in their home.</p>	<p>Be able to choose the relevant information from the limited choices provided by the teacher; and provide information about their role.</p> <p>Be able to talk about where they (their role of being a pet) live what is in their home with teacher's supports.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 2 (2nd Year)

Module	My Neighborhood	Unit 2	<i>A Tale of Two Turtles (Part 2)</i> (Big Book: “<i>A Tale of Two Turtles</i>”*; Small books: “<i>Waiting for the Mail</i>” and “<i>A Postcard</i>”)*
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Learning Targets

ISa	To establish and maintain relationships and routines in carrying out classroom activities
ISc	To obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role play
KSa	To provide or find out and present simple information on familiar topics
KSb	To interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions
KSc	To state opinions using information and ideas in simple spoken and written texts
ESa	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
ESb	To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s related experiences (iii) participating in the telling of stories
ESd	To give expression to one’s experience through activities such as making illustrations of selected events and describing and/or providing captions for them

Language Skills

Listening

Identify and discriminate sounds, stress and intonation

Listen for explicit and implicit meaning’

Speaking

Present information, ideas and feelings clearly and coherently

Participate and communicate effectively in a conversation or an interaction

Reading

Understand the basic conventions of written English

	<p>Construct meaning from texts Locate information and ideas</p> <p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>	
Language Development Strategies	<p>Develop thinking skills</p> <p>Develop reference skills</p> <p>Develop library skills</p> <p>Develop information skills</p> <p>Develop self-motivation and positive attitudes</p> <p>Work with others</p>	
Expected Learning Outcomes	High Ability Group	Average Ability Group
	Be able to write the names of the receiver and the sender in the correct place on the postcard.	Be able to write the name of the receiver and the sender in the correct place on the postcard with a model poster provided.
	Be able to use formulaic expressions to write the messages.	Be able to use formulaic expressions to write the messages with the teacher's help.
	Be able to find and accurately copy the receiver's postal address.	Be able to use word strips to paste the receiver's postal address.

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 2 (2nd Year)

Module	Eating Out	Unit 3	Souperman (Part 1) (Big Book: “ Souperman ”; Small books: “Yummy Soup ”, “Soup & Noodles”, and “ A New Menu”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in carrying out classroom activities		
ISb	To converse about feelings, interests and experiences		
ISc	To obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role play		
KSa	To provide or find out and present simple information on familiar topics		
KSb	To interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions		
KSc	To state opinions using information and ideas in simple spoken and written texts		
ESa	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		
ESb	To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s related experiences (iii) participating in the telling of stories		
ESc	To give expression to imaginative ideas through oral, written and performative means such as supplying captions to and/or describing pictures that depict a scene, object or character		
ESd	To give expression to one’s experience through activities such as making illustrations of selected events and describing and/or providing captions for them		
Language Skills	<u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning’		
	<u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction		

	<p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts Locate information and ideas</p> <p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>	
Language Development Strategies	<p>Develop thinking skills</p> <p>Develop reference skills</p> <p>Develop library skills</p> <p>Develop information skills</p> <p>Develop self-motivation and positive attitudes</p> <p>Work with others</p>	
Expected Learning Outcomes	High Ability Group	Average Ability Group
	<p>Be able to take initiative to interact with the others in English in group situations.</p> <p>Be able to identify most of the key features of a restaurant menu (e.g. the name of the restaurant, the opening and closing times, food items and prices).</p> <p>Be able to write a restaurant menu with a template provided (e.g. create the name of their restaurant, decided the opening and closing times, food items and the prices).</p>	<p>Attempt to interact with the others in English in group situations.</p> <p>Be able to identify some of the key features of a restaurant menu (e.g. food items and prices).</p> <p>Be able to write a restaurant menu with some real samples and a template provided (e.g. create the name of their restaurant, food items and the prices).</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 2 (2nd Year)

Module	Eating Out	Unit 4	Souperman (Part 2) (Big Book: “Souperman”*; Small books, “A lot of Yummy Soup” “The Poor Old Man and the Poor Old Woman ”, and “We can Help”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in carrying out classroom activities		
ISb	To converse about feelings, interests and experiences		
ISc	To obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role play		
KSa	To provide or find out and present simple information on familiar topics		
KSb	To interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions		
KSc	To state opinions using information and ideas in simple spoken and written texts		
ESa	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		
ESb	To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s related experiences (iii) participating in the telling of stories		
ESc	To give expression to imaginative ideas through oral, written and performative means such as supplying captions to and/or describing pictures that depict a scene, object or character		
ESd	To give expression to one’s experience through activities such as making illustrations of selected events and describing and/or providing captions for them		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning’</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p>		

	<p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts Locate information and ideas</p> <p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills Develop reference skills Develop library skills Develop information skills Develop self-motivation and positive attitudes Work with others</p>	
<p>Expected Learning Outcomes</p>	<p style="text-align: center;">High Ability Group</p> <p>Be able to take initiative to interact with the others in English in group situations.</p> <p>Be able to identify most of the key features of a restaurant menu (e.g. the name of the restaurant, the opening and closing times, food items and prices).</p> <p>Be able to write a restaurant menu with a template provided (e.g. create the name of their restaurant, decided the opening and closing times, food items and the prices).</p> <p>Be able to identify most of the information on the sample special offer menu that provided by the teacher and then create their own special</p>	<p style="text-align: center;">Average Ability Group</p> <p>Attempt to interact with the others in English in group situations.</p> <p>Be able to identify some of the key features of a restaurant menu (e.g. food items and prices).</p> <p>Be able to write a restaurant menu with some real samples and a template provided (e.g. create the name of their restaurant, food items and the prices).</p> <p>Be able to recognize the key information on the sample special offer menu (i.e. the prices of the food are lower) that provided by the teacher and then create their own special offer menu (e.g. drawing /pasting some illustrations to attract the customers, set the prices).</p>

offer menu (e.g. drawing some illustrations to attract the customers, set the prices).

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 2 (3rd Year)

Module	Entertainment and leisure	Unit 1	Henry Hamster’s Week (Part 1) (Big Book: “Henry Hamster’s Week”; Small books, “Henry Hamster goes Running”, “Poor little Henry Hamster!” and “Henry Hamster is Sad”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in carrying out classroom activities		
ISb	To converse about feelings, interests and experiences		
KSa	To provide or find out and present simple information on familiar topics		
KSb	To interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions		
KSc	To state opinions using information and ideas in simple spoken and written texts		
ESa	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		
ESb	To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s related experiences (iii) participating in the telling of stories		
ESc	To give expression to imaginative ideas through oral, written and performative means such as supplying captions to and/or describing pictures that depict a scene, object or character		
ESd	To give expression to one’s experience through activities such as making illustrations of selected events and describing and/or providing captions for them		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning’</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p>		

	<p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts Locate information and ideas</p> <p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills Develop reference skills Develop library skills Develop information skills Develop self-motivation and positive attitudes Work with others</p>	
<p>Expected Learning Outcomes</p>	<p style="text-align: center;">High Ability Group</p> <p>Be able to locate most of the key information from (e.g. the book the title, the author, the illustrator and the characters) in the story.</p> <p>Be able to fill in the key information in a book report.</p> <p>Be able to locate the information from the book and fill in the keywords on the main character’s weekly schedule indecently (e.g. what the Henry Hamster do on Monday).</p>	<p style="text-align: center;">Average Ability Group</p> <p>Be able to locate some of the key information from the book (e.g. the title, the author, and the main characters in the story.</p> <p>Be able to fill in the key information in a book report with some word choices provide.</p> <p>Be able to locate the information from the book with some visual cues provided.</p> <p>Be able to fill in the information on the main character’s weekly schedule with some visual cues and simple words provided.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 2 (3rd Year)

Module	Entertainment and leisure	Unit 2	Henry Hamster’s Week (Part 2) (Big Book: “Henry Hamster’s Week”; Small books, “What does Henry Hamster do?”, “Henry Hamster and Jenny Hamster” and “Happy Henry Hamster”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in carrying out classroom activities		
ISb	To converse about feelings, interests and experiences		
KSa	To provide or find out and present simple information on familiar topics		
KSb	To interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions		
KSc	To state opinions using information and ideas in simple spoken and written texts		
ESa	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		
ESb	To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s related experiences (iii) participating in the telling of stories		
ESc	To give expression to imaginative ideas through oral, written and performative means such as supplying captions to and/or describing pictures that depict a scene, object or character		
ESd	To give expression to one’s experience through activities such as making illustrations of selected events and describing and/or providing captions for them		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning’</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently</p>		

	<p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts Locate information and ideas</p> <p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills Develop reference skills Develop library skills Develop information skills Develop self-motivation and positive attitudes</p>	
<p>Expected Learning Outcomes</p>	<p style="text-align: center;">High Ability Group</p> <p>Be able to use some phrases or simple sentences (e.g. I like the book, I like Henry Hamster) to give comments on the book.</p> <p>Be able to turn their imaginative ideas into drawings; recreate the story ending for Henry Hamster and use simple sentences to present their ideas.</p>	<p style="text-align: center;">Average Ability Group</p> <p>Be able to select some simple words or draw some signs (e.g. draw a sad face to represent the dislike of the book) to give comments on the book.</p> <p>Be able to turn their imaginative ideas into drawings or use some photos to represent their ideas; recreate the story ending for Henry Hamster with the help of some visual cues.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 2 (3rd Year)

Module	Relationships	Unit 3	Mouse to Mouse (Part 1) (Big Book: “Mouse to Mouse”; Small books, “Writing an e-mail”, “Where are they Going?” and “Who is Jumping on the bed”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in carrying out classroom activities		
ISb	To converse about feelings, interests and experiences		
ISc	To obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role play		
KSa	To provide or find out and present simple information on familiar topics		
KSb	To interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions		
KSc	To state opinions using information and ideas in simple spoken and written texts		
ESb	To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s related experiences (iii) participating in the telling of stories		
ESc	To give expression to imaginative ideas through oral, written and performative means such as supplying captions to and/or describing pictures that depict a scene, object or character		
ESd	To give expression to one’s experience through activities such as making illustrations of selected events and describing and/or providing captions for them		
Language Skills	<u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning’		
	<u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction		

	<p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts Locate information and ideas</p> <p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>	
Language Development Strategies	Develop thinking skills Develop reference skills Develop library skills Develop information skills Develop self-motivation and positive attitudes Work with others	
Expected Learning Outcomes	<p style="text-align: center;">High Ability Group</p> <p>Be able to locate and recognize the receiver and his/her email address with some sample emails provided.</p> <p>Be able to locate and identify the sender and his/her email address with some sample emails provided.</p> <p>Be able to recognize format of writing an email address (e.g. writing “@” and “.com”).</p> <p>Be able to fill in the key information while writing an email (i.e. <i>fill in (To;) receiver’s email address, (From:) sender’s e-mail address.</i></p>	<p style="text-align: center;">Average Ability Group</p> <p>Be able to locate and recognize the receiver and his/her email address with some very standardized sample emails provided.</p> <p>Be able to locate and identify the sender and his/her email address very standardized sample emails provided.</p> <p>Be able to recognize format of writing an email address (e.g. writing “@” and “.com”).</p> <p>Be able to fill in the key information while writing an email (i.e. <i>fill in (To;) receiver’s email address, (From:) sender’s e-mail address.</i> with the help of the teachers.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 2 (3rd Year)

Module	Relationships	Unit 4	Mouse to Mouse (Part 2) (Big Book: “Mouse to Mouse”; Small books, “Can Coco Catch a Mouse?”, “The Cat and the Snake” and “Coco is Hungry”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in carrying out classroom activities		
ISb	To converse about feelings, interests and experiences		
ISc	To obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role play		
KSa	To provide or find out and present simple information on familiar topics		
KSb	To interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions		
KSc	To state opinions using information and ideas in simple spoken and written texts		
ESb	To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s related experiences (iii) participating in the telling of stories		
ESc	To give expression to imaginative ideas through oral, written and performative means such as supplying captions to and/or describing pictures that depict a scene, object or character		
ESd	To give expression to one’s experience through activities such as making illustrations of selected events and describing and/or providing captions for them		
Language Skills	<u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning’		
	<u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction		

	<p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts Locate information and ideas</p> <p><u>Writing</u> Use the basic conventions of written English Present information, ideas and feelings clearly and coherently</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills Develop reference skills Develop library skills Develop information skills Develop self-motivation and positive attitudes Work with others</p>	
<p>Expected Learning Outcomes</p>	<p style="text-align: center;">High Ability Group</p> <p>Be able to fill in the key information (i.e. <i>fill in (To;) receiver's email address, (From:) sender's e-mail address</i> accurately.</p> <p>Be able to use appropriate language to greet a very close friend (receiver) (e.g. Dear _____) and end the email (Love, _____).</p> <p>Be able to plan their writing with a simple mind-map (i.e. where, when and what to do).</p> <p>Be able to write the key information in the email with the help of the mind-map (i.e. when and where to meet your friend, and what to do).</p>	<p style="text-align: center;">Average Ability Group</p> <p>Be able to fill in the key information while writing an email (i.e. <i>fill in (To;) receiver's email address, (From:) sender's e-mail address</i>. with the help of the teachers.</p> <p>Be able to fill in the names of the senders and the receiver in the correct positions in an email.</p> <p>Be able to identify the appropriate language to greet a very close friend (receiver) (e.g. Dear .../Hi...) and end the email (Love, _____).</p> <p>Be able to fill in some key information with a template; paste the completed template on the body of the email.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Learning Targets for Key Stage 3

Interpersonal Strand (IS)		Knowledge Strand(KS)		Experience Strand (ES)	
ISa	To establish and maintain relationships and routines in school and other familiar situations	KSa	To provide or find out, organise and present information on familiar topics	ESa	To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs
ISb	To converse about feelings, interests, preferences, ideas and experiences	KSb	To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions	ESb	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s feelings towards characters and events (iii) imagining oneself to be a character in the story and describing one’s feelings and reactions (iv) participating in dramatic activities
ISc	To exchange messages through activities such as writing simple texts, making telephone calls	KSd	To recognise and solve simple problems in given situations	ESc	To give expression to imaginative ideas through oral, written and performative means such as: (i) constructing with appropriate support simple stories that show some understanding of “setting” and events (ii) providing simple oral and written descriptions of a situation, object or character
ISd	To obtain and provide objects, services and information in classroom situations and through activities such as interactive games and simple open-ended role play	KSd	To identify ideas in simple spoken and written texts, form opinions and express them		

Language Skills and Language Development Strategies (KS3)

Listening Skills	Speaking Skills	Reading Skills	Writing Skills
<p>Identify and discriminate sounds, stress and intonation</p> <ul style="list-style-type: none"> - discriminate between different middle vowel sounds in words (e.g. hot, tape, sit/sat) - identify a small range of consonant blend sounds (e.g. black, milk, school) and discriminate between a small range of initial and final consonant blend sounds in words (e.g. glass/grass) - identify long vowel sounds (e.g. boy, chain, care) and discriminate between different long vowel sounds in words (e.g. dear/pear, drew/dry) - recognize differences in the use of intonation in expressing approval, disapproval, queries and doubts <p>Listen for explicit and implicit meaning</p> <ul style="list-style-type: none"> - use audio clues (tone, volume), contextual clues and knowledge of the world to work out the meaning 	<p>Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> - apply grammar rules such as subject-verb agreement correctly (e.g. Peter plays football every Sunday.) - connect ideas by using cohesive devices (e.g. also, at last, before) - use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings <p>Participate and communicate effectively in a conversation or an interaction</p> <ul style="list-style-type: none"> - introduce oneself giving some details - elicit a response by asking questions or providing information on a topic (e.g. I've borrowed three very interesting books. Would you like to have a look?) - maintain an interaction by participating, contributing and responding appropriately to others during an interaction: taking one's 	<p>Understand the basic conventions of written English</p> <ul style="list-style-type: none"> - use knowledge of basic letter-sound relationships to read aloud simple words and short simple texts - sight read a wide range of common, phonically irregular words (e.g. have, said, was) - recognize known clusters of letters in unknown words (e.g. in, chin, thin) <p>Construct meaning from texts</p> <ul style="list-style-type: none"> - work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world - predict the likely development of a topic by recognizing key words, using personal experiences, and making use of the context and knowledge of the world - recognize the format, visual elements and language features of some common text types (e.g. signs, stories) 	<p>Use the basic conventions of written English</p> <ul style="list-style-type: none"> - use paragraphs, capitalization and conventional punctuation <p>provide personal ideas and information based on a model or framework provided</p> <ul style="list-style-type: none"> - use appropriate formats, visual elements, conventions and language features when writing/creating a variety of text types (e.g. notes, personal letters, emails, procedures) - gather and share information, ideas and language by using strategies such as brainstorming, questioning and interviewing with teacher support - express imaginative ideas with the help of cues - make changes to incorrect grammar and add details if necessary - use appropriate cohesive devices (e.g. also, at last, because) - use concepts of order and time

<p>of simple spoken texts</p> <ul style="list-style-type: none"> - identify the gist or main ideas by recognizing the stress in connected speech - locate specific information in spoken texts - predict the likely development of a topic by recognizing key words, using personal experiences, and making use of context and knowledge of the world - recognize language patterns and vocabulary items previously encountered in new spoken texts with teacher's support 	<p>turn at the right moment and recognizing others' desire to speak (e.g. It's my turn . . . It's your turn now.)</p> <ul style="list-style-type: none"> - asking and responding to others' opinions (e.g. Do you like that book? What do you think of (name of a character in the book)?) - acknowledging, agreeing or disagreeing, asking questions and replying - use appropriate formulaic expressions to end a conversation (e.g. See you tomorrow.) 	<ul style="list-style-type: none"> - make predictions about stories, characters, topics of interest using pictorial clues and the book cover - obtain a general impression and the gist or main ideas with teacher support - identify key words for the main idea in a sentence - recognise the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation <p>Construct meaning from texts</p> <ul style="list-style-type: none"> - scan a text with teacher support to locate specific information by using strategies such as looking at headings and repeated phrases 	<p>(e.g. last night, this morning)</p> <ul style="list-style-type: none"> - draft, revise and edit short written texts with teacher support by: using available references or resources (e.g. dictionaries, glossaries, Apps) - presenting writing using appropriate layout and visual support such as illustrations, tables and charts
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Adapted Language Development Strategies for Key Stage 3

Develop thinking skills	<ul style="list-style-type: none"> - recognise and solve simple problems with reasons - compare and contrast ideas to find similarities and differences
Develop reference skills	<ul style="list-style-type: none"> - categorise the materials of different topics or themes into different files for easy access - use directories for purposes such as locating places, services and addresses - use an English dictionary to check meaning or spelling
Develop information skills	<ul style="list-style-type: none"> - skim and scan through texts with teacher support or listen to locate relevant information and ideas - focus on important information in reading materials through a variety of emphasis techniques (e.g. underlining, starring, colour coding) - share prudently information and ideas through the use of online communication tools
Develop self-motivation and positive attitudes	<ul style="list-style-type: none"> - push oneself to take risks in an English learning situation although there is the possibility of making mistakes or encountering difficulties
Work with others	<ul style="list-style-type: none"> - ask questions to clarify information - offer help to others in English learning situation when appropriate

Framework of Teaching Content for Key Stage 3 (1st Year)

Module	Teenage Life	Unit 1	Being Fashionable (Part 1) (based on the Big Book: “Cool Kids” and the small books “The Dog Fashion Contest”, “Who is the Winner?”, “Do you Like to Dress Up Your Dog?”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in school and other familiar situations		
ISc	To exchange messages through activities such as writing simple texts, making telephone calls		
KSa	To provide or find out, organise and present information on familiar topics		
KSb	To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions		
KSd	To recognise and solve simple problems in given situations		
ESa	To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs		
ESb	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s feelings towards characters and events (iii) imagining oneself to be a character in the story and describing one’s feelings and reactions (iv) participating in dramatic activities		
ESc	To give expression to imaginative ideas through oral, written and performative means such as: (i) constructing with appropriate support simple stories that show some understanding of “setting” and events (ii) providing simple oral and written descriptions of a situation, object or character		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently</p>		

	Participate and communicate effectively in a conversation or an interaction	
	<u>Reading</u>	
	Understand the basic conventions of written English	
	Construct meaning from texts	
	<u>Writing</u>	
	Use the basic conventions of written English	
	Provide personal ideas and information based on a model or framework provided	
Language Development Strategies	Develop thinking skills	
	Develop reference skills	
	Develop information skills	
	Develop self-motivation and positive attitudes	
	Work with others	
Expected Learning Outcomes	High Ability Group	Average Ability Group
	Be able to gather information by themselves and create a mind-map for different text types (e.g. caption is about pictures or photos) with the least supports from the teacher.	Be able to create a mind-map for different text types (e.g. caption is about pictures or photos) with the supports from the teacher.

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 3 (1st Year)

Module	Teenage Life	Unit 2	Being Fashionable (Part2) (Big Book: “Cool Kids”; small books “Pink Dolphins”, “Dolphins in Hong Kong”, “Hong Kong’s Pink Dolphins”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in school and other familiar situations		
ISb	To converse about feelings, interests, preferences, ideas and experiences		
ISc	To exchange messages through activities such as writing simple texts, making telephone calls		
KSa	To provide or find out, organise and present information on familiar topics		
KSb	To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions		
KSc	To identify ideas in simple spoken and written texts, form opinions and express them		
KSd	To recognise and solve simple problems in given situations		
ESa	To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs		
ESb	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s feelings towards characters and events (iii) imagining oneself to be a character in the story and describing one’s feelings and reactions (iv) participating in dramatic activities		
ESc	To give expression to imaginative ideas through oral, written and performative means such as: (i) constructing with appropriate support simple stories that show some understanding of “setting” and events (ii) providing simple oral and written descriptions of a situation, object or character		
Language Skills	<u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning		

	<p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p> <p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p> <p><u>Writing</u> Use the basic conventions of written English Provide personal ideas and information based on a model or framework provided</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills Develop reference skills Develop information skills Develop self-motivation and positive attitudes Work with others</p>	
<p>Expected Learning Outcomes</p>	<p style="text-align: center;">High Ability Group</p> <p>Be able to produce a magazine front cover.</p> <p>Be able to choose one of the text types (i.e. captions, poster, recipe) and write a simple text.</p>	<p style="text-align: center;">Average Ability Group</p> <p>Be able to produce a magazine front cover.</p> <p>Be able to choose one of the text types (i.e. captions, poster, recipe) and write a simple text with teacher's help.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 3 (1st Year)

Module	Cultures of the World	Unit 3	The Pirate, the Parrot and Fun at the Bun Festival (Part 1) (Big Book: The Pirate, the Parrot and Fun at the Bun Festival ok: “”; small books: “May I Join the Bun Race?”, “May I go to the Bun Festival?”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in school and other familiar situations		
ISb	To converse about feelings, interests, preferences, ideas and experiences		
ISc	To exchange messages through activities such as writing simple texts, making telephone calls		
ISd	To obtain and provide objects, services and information in classroom situations and through activities such as interactive games and simple open-ended role play		
KSa	To provide or find out, organise and present information on familiar topics		
KSb	To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions		
KSc	To identify ideas in simple spoken and written texts, form opinions and express them		
KSd	To recognise and solve simple problems in given situations		
ESa	To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs		
ESb	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s feelings towards characters and events (iii) imagining oneself to be a character in the story and describing one’s feelings and reactions (iv) participating in dramatic activities		
ESc	To give expression to imaginative ideas through oral, written and performative means such as: (i) constructing with appropriate support simple stories that show some understanding of “setting” and events (ii) providing simple oral and written descriptions of a situation, object or character		
Language Skills	<u>Listening</u> Identify and discriminate sounds, stress and intonation		

	<p>Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p> <p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p> <p><u>Writing</u> Use the basic conventions of written English Provide personal ideas and information based on a model or framework provided</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills</p> <p>Develop reference skills</p> <p>Develop information skills</p> <p>Develop self-motivation and positive attitudes</p> <p>Work with others</p>	
<p>Expected Learning Outcomes</p>	<p style="text-align: center;">High Ability Group</p> <p>Be able to identify some key words (e.g. Bun Festival, Cheung Chau) to search information about the Bun Festival.</p> <p>Be able to work in group and try to figure out how to write the captions for the photos that they choose.</p> <p>Be able to present their works to the others verbally.</p>	<p style="text-align: center;">Average Ability Group</p> <p>Be able to use some key words that provided by the teacher to search information about the Bun Festival.</p> <p>Attempt to work in group and try to figure out how to write the captions for the photos with the help of the teacher or other classmates.</p> <p>Be able to participate in oral presentation, e.g. show supports to their group members.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 3 (1st Year)

Module	Cultures of the World	Unit 4	The Pirate, the Parrot and Fun at the Bun Festival (Part 2) (Big Book: The Pirate, the Parrot and Fun at the Bun Festival”; small books: “Little Pang”, “The Surprise”)*
Learning Targets			
ISb	To converse about feelings, interests, preferences, ideas and experiences		
ISc	To exchange messages through activities such as writing simple texts, making telephone calls		
KSa	To provide or find out, organise and present information on familiar topics		
KSb	To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions		
KSc	To identify ideas in simple spoken and written texts, form opinions and express them		
KSd	To recognise and solve simple problems in given situations		
ESb	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s feelings towards characters and events (iii) imagining oneself to be a character in the story and describing one’s feelings and reactions (iv) participating in dramatic activities		
ESc	To give expression to imaginative ideas through oral, written and performative means such as: (i) constructing with appropriate support simple stories that show some understanding of “setting” and events (ii) providing simple oral and written descriptions of a situation, object or character		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p>		

	<p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p> <p><u>Writing</u> Use the basic conventions of written English Provide personal ideas and information based on a model or framework provided</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills</p> <p>Develop reference skills</p> <p>Develop information skills</p> <p>Develop self-motivation and positive attitudes</p> <p>Work with others</p>	
<p>Expected Learning Outcomes</p>	<p style="text-align: center;">High Ability Group</p> <p>Be able to design the front cover of their comics.</p> <p>Be able to identify most of the features of a comic, e.g. setting characters, problem(s) and solution(s), ending/conclusion.</p> <p>Be able to write a comic with the key features (i.e. setting characters, problem(s) and solution(s), ending/conclusion. These features are represented in the panels using illustrations, speech bubbles and captions.</p>	<p style="text-align: center;">Average Ability Group</p> <p>Be able to design the front cover of their comics with the help some pictures provided.</p> <p>Be able to identify some the features of a comic, e.g. setting characters, problem(s) and solution(s), ending/conclusion.</p> <p>Be able to write a comic with the key features (i.e. setting characters, problem(s) and solution(s), ending/conclusion. With the help of a teacher/other students, these features are represented in the panels using illustrations, speech bubbles and captions.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 3 (2nd Year)

Module	Nature and Environment	Unit 1	Protecting the Environment* (Small books “Smoke in the jungle”, letter books (<i>long vowels</i>) “I”, “a”, “e” and “o”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in school and other familiar situations		
KSa	To provide or find out, organise and present information on familiar topics		
KSd	To recognise and solve simple problems in given situations		
ESa	To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Participate and communicate effectively in a conversation or an interaction</p> <p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p> <p><u>Writing</u> Use the basic conventions of written English Provide personal ideas and information based on a model or framework provided</p>		
Language Development Strategies	Develop reference skills Develop information skills Develop self-motivation and positive attitudes Work with others		

Expected	High Ability Group	Average Ability Group
Learning Outcomes	<p>Be able to work in pair/individually and read aloud most of the words with the long vowels.</p> <p>Be able to perform self-learning skills (i.e. Use the App “Reading Time App, listen to and record their voice while reading the long vowel words).</p>	<p>Be able to work in pair/individually and attempt to read aloud some of the words with long vowels.</p> <p>Be able to use the App with the help of the others; listen to and attempt to record their voice while reading the long vowel words.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 3 (2nd Year)

Module	Nature and Environment	Unit 2	Green Earth Project Week (Part 1) (Big Book: “Green Earth Project Week”; small books “Green Earth Week”, “Green Earth Week”, “Our Rubbish Machine”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in school and other familiar situations		
ISb	To converse about feelings, interests, preferences, ideas and experiences		
ISc	To exchange messages through activities such as writing simple texts, making telephone calls		
KSa	To provide or find out, organise and present information on familiar topics		
KSb	To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions		
KSc	To identify ideas in simple spoken and written texts, form opinions and express them		
KSd	To recognise and solve simple problems in given situations		
ESa	To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs		
ESb	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s feelings towards characters and events (iii) imagining oneself to be a character in the story and describing one’s feelings and reactions (iv) participating in dramatic activities		
ESc	To give expression to imaginative ideas through oral, written and performative means such as: (i) constructing with appropriate support simple stories that show some understanding of “setting” and events (ii) providing simple oral and written descriptions of a situation, object or character		
Language Skills	<u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning		

	<p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p> <p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p> <p><u>Writing</u> Use the basic conventions of written English Provide personal ideas and information based on a model or framework provided</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills Develop reference skills Develop information skills Develop self-motivation and positive attitudes Work with others</p>	
<p>Expected Learning Outcomes</p>	<p style="text-align: center;">High Ability Group</p> <p>Be able to understand and recognize the structure and most of the key characteristics of a recount.</p> <p>Be able to draw a mind-map to present the ideas of the structure of a recount.</p>	<p style="text-align: center;">Average Ability Group</p> <p>Be able to understand and recognize the structure and some of the key characteristics of a recount.</p> <p>Be able to draw a mind-map with the help of the teacher/other classmates and to present the ideas of the structure of a recount.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 3 (2nd Year)

Module	Nature and Environment	Unit 3	Green Earth Project Week (Part 2) (Big Book: “Green Earth Project Week”; small books “Our Green Earth Machine”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in school and other familiar situations		
ISc	To exchange messages through activities such as writing simple texts, making telephone calls		
KSa	To provide or find out, organise and present information on familiar topics		
KSb	To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions		
KSc	To identify ideas in simple spoken and written texts, form opinions and express them		
ESa	To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs		
ESb	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s feelings towards characters and events (iii) imagining oneself to be a character in the story and describing one’s feelings and reactions (iv) participating in dramatic activities		
ESc	To give expression to imaginative ideas through oral, written and performative means such as: (i) constructing with appropriate support simple stories that show some understanding of “setting” and events (ii) providing simple oral and written descriptions of a situation, object or character		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p>		

	<p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p> <p><u>Writing</u> Use the basic conventions of written English Provide personal ideas and information based on a model or framework provided</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills</p> <p>Develop reference skills</p> <p>Develop information skills</p> <p>Develop self-motivation and positive attitudes</p> <p>Work with others</p>	
<p>Expected Learning Outcomes</p>	<p style="text-align: center;">High Ability Group</p> <p>Be able to identify most the language features of a recount based on a mind-map they have made in the previous unit.</p> <p>Be able to summarize most of the language features (e.g. use of personal pronouns, past tense, connectives, etc.) of a recount based on a mind-map they have made in the previous unit.</p>	<p style="text-align: center;">Average Ability Group</p> <p>Be able to identify some the language features of a recount based on a mind-map they have made in the previous unit.</p> <p>Be able to summarize some of the language features of a recount (e.g. use of past tense) based on a mind-map they have made in the previous unit.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 3 (2nd Year)

Module	Teenage Life	Unit 4	Growing Up* (Big Book: “Amy’s Diary” ; small books: “A Happy Day”, “We were Tired”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in school and other familiar situations		
ISb	To converse about feelings, interests, preferences, ideas and experiences		
ISc	To exchange messages through activities such as writing simple texts, making telephone calls		
KSa	To provide or find out, organise and present information on familiar topics		
KSb	To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions		
KSc	To identify ideas in simple spoken and written texts, form opinions and express them		
KSd	To recognise and solve simple problems in given situations		
ESa	To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs		
ESb	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s feelings towards characters and events (iii) imagining oneself to be a character in the story and describing one’s feelings and reactions (iv) participating in dramatic activities		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p>		

	<p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p> <p><u>Writing</u> Use the basic conventions of written English Provide personal ideas and information based on a model or framework provided</p>	
Language Development Strategies	<p>Develop thinking skills</p> <p>Develop reference skills</p> <p>Develop information skills</p> <p>Develop self-motivation and positive attitudes</p>	
Expected Learning Outcomes	High Ability Group	Average Ability Group
	<p>Be able to identify most of the main characteristics of a diary, e.g. Date and day, contents (the past event, their feelings and thoughts).</p> <p>Be able to write a simple diary with a very structural template, and with most of the main characteristics presented in their work.</p>	<p>Be able to identify some of the main characteristics of a diary, e.g. Date and day, contents (the past event, their feelings and thoughts) with the help of some visual clues.</p> <p>Be able to fill in some key words (e.g. Date and day, words about feelings) which help them with presenting the main characteristics of a dairy.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 3 (3rd Year)

Module	Teenage Life	Unit 1	Friendship and Dating* (Small books “Group work”, “A Day out in Hong Kong”, and letter book “U”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in school and other familiar situations		
KSa	To provide or find out, organise and present information on familiar topics		
KSd	To recognise and solve simple problems in given situations		
ESa	To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Participate and communicate effectively in a conversation or an interaction</p> <p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p> <p><u>Writing</u> Use the basic conventions of written English Provide personal ideas and information based on a model or framework provided</p>		
Language Development Strategies	Develop reference skills Develop information skills Develop self-motivation and positive attitudes Work with others		

Expected	High Ability Group	Average Ability Group
Learning Outcomes	<p>Be able to work in pair/individually and read aloud most of the long vowel and blending words.</p> <p>Be able to perform self-learning skills (i.e. use the App “Reading Town” to and record their voice while reading the long vowel words and blending words).</p>	<p>Be able to work in pair/individually and attempt to read aloud some of the long vowel and blending words.</p> <p>Be able to use the App Reading the help of the others; listen to and attempt to record their voice while reading the long vowel words and blending words.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 3 (3rd Year)

Module	Teenage Life	Unit 2	Growing Up (Big Book: “Amy’s Diary” ; small books: “My Diary”, “My diary of Happiest Moment”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in school and other familiar situations		
ISb	To converse about feelings, interests, preferences, ideas and experiences		
ISc	To exchange messages through activities such as writing simple texts, making telephone calls		
KSa	To provide or find out, organise and present information on familiar topics		
KSb	To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions		
KSc	To identify ideas in simple spoken and written texts, form opinions and express them		
KSd	To recognise and solve simple problems in given situations		
ESa	To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs		
ESb	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s feelings towards characters and events (iii) imagining oneself to be a character in the story and describing one’s feelings and reactions (iv) participating in dramatic activities		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently Participate and communicate effectively in a conversation or an interaction</p>		

	<p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p> <p><u>Writing</u> Use the basic conventions of written English Provide personal ideas and information based on a model or framework provided</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills</p> <p>Develop reference skills</p> <p>Develop information skills</p> <p>Develop self-motivation and positive attitudes</p> <p>Work with others</p>	
<p>Expected Learning Outcomes</p>	<p style="text-align: center;">High Ability Group</p> <p>Be able to identify most of the main characteristics of a diary, e.g. Date and day, contents (the past event, their feelings and thoughts).</p> <p>Be able to write a simple diary with a very structural template, and with most of the main characteristics presented in their work.</p>	<p style="text-align: center;">Average Ability Group</p> <p>Be able to identify some of the main characteristics of a diary, e.g. Date and day, contents (the past event, their feelings and thoughts) with the help of some visual clues.</p> <p>Be able to fill in some key words (e.g. Date and day, words about feelings) which help them with presenting the main characteristics of a dairy.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 3 (3rd Year)

Module	Getting along with others	Unit 3	Florence and Drago (Part 1) (Big Book: “Florence and Drago”; small books “Chili Soup”, “Hot and Spicy Food”)*
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Learning Targets

ISa	To establish and maintain relationships and routines in school and other familiar situations
ISb	To converse about feelings, interests, preferences, ideas and experiences
KSa	To provide or find out, organise and present information on familiar topics
KSb	To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions
KSc	To identify ideas in simple spoken and written texts, form opinions and express them
ESa	To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs
ESc	To give expression to imaginative ideas through oral, written and performative means such as: (i) constructing with appropriate support simple stories that show some understanding of “setting” and events (ii) providing simple oral and written descriptions of a situation, object or character

Language Skills

Listening

Identify and discriminate sounds, stress and intonation

Listen for explicit and implicit meaning

Speaking

Present information, ideas and feelings clearly and coherently

Participate and communicate effectively in a conversation or an interaction

Reading

Understand the basic conventions of written English

Construct meaning from texts

	<u>Writing</u>	
	Use the basic conventions of written English	
	Provide personal ideas and information based on a model or framework provided	
Language Development Strategies	Develop thinking skills Develop reference skills Develop information skills Develop self-motivation and positive attitudes Work with others	
Expected Learning Outcomes	High Ability Group	Average Ability Group
	Be able to work with other and perform the poem “Florence and Drago”.	Be able to work with other and perform the poem “Florence and Drago”.
	Attempt speech performance individually.	Be able to identify the emotions in the poem.
	Be able to use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings.	Be able to imitate the appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings.

*Materials from Primary Literacy Programme – Reading and Writing (KS1)

Framework of Teaching Content for Key Stage 3 (3rd Year)

Module	Getting along with others	Unit 4	Florence and Drago (Part 2) (Big Book: “Florence and Drago”; small books “Naughty Charlie”, “A Special Friend”)*
Learning Targets			
ISa	To establish and maintain relationships and routines in school and other familiar situations		
ISb	To converse about feelings, interests, preferences, ideas and experiences		
ISc	To exchange messages through activities such as writing simple texts, making telephone calls		
KSa	To provide or find out, organise and present information on familiar topics		
KSb	To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions		
KSc	To identify ideas in simple spoken and written texts, form opinions and express them		
ESa	To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs		
ESb	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one’s feelings towards characters and events (iii) imagining oneself to be a character in the story and describing one’s feelings and reactions (iv) participating in dramatic activities		
ESc	To give expression to imaginative ideas through oral, written and performative means such as: (i) constructing with appropriate support simple stories that show some understanding of “setting” and events (ii) providing simple oral and written descriptions of a situation, object or character		
Language Skills	<p><u>Listening</u> Identify and discriminate sounds, stress and intonation Listen for explicit and implicit meaning</p> <p><u>Speaking</u> Present information, ideas and feelings clearly and coherently</p>		

	<p>Participate and communicate effectively in a conversation or an interaction</p> <p><u>Reading</u> Understand the basic conventions of written English Construct meaning from texts</p> <p><u>Writing</u> Use the basic conventions of written English Provide personal ideas and information based on a model or framework provided</p>	
<p>Language Development Strategies</p>	<p>Develop thinking skills</p> <p>Develop reference skills</p> <p>Develop information skills</p> <p>Develop self-motivation and positive attitudes</p> <p>Work with others</p>	
<p>Expected Learning Outcomes</p>	<p style="text-align: center;">High Ability Group</p> <p>Be able to design the front cover of their comics.</p> <p>Be able to identify most of the features of a comic, e.g. setting characters, problem(s) and solution(s), ending/conclusion.</p> <p>Be able to write a comic with the key features (i.e. setting characters, problem(s) and solution(s), ending/conclusion. These features are represented in the panels using illustrations, speech bubbles and captions.</p>	<p style="text-align: center;">Average Ability Group</p> <p>Be able to design the front cover of their comics with the help some pictures provided.</p> <p>Be able to identify some the features of a comic, e.g. setting characters, problem(s) and solution(s), ending/conclusion.</p> <p>Be able to write a comic with the key features (i.e. setting characters, problem(s) and solution(s), ending/conclusion. With the help of a teacher/other students, these features are represented in the panels using illustrations, speech bubbles and captions.</p>

*Materials from Primary Literacy Programme – Reading and Writing (KS1)