"Enhance Curriculum Leadership, Promote Curriculum Initiatives"
Education Bureau School-based Support Services (SBSS) (2025/26)

"Quality Education Fund Thematic Networks (QTNs)"

Encouraging Self-directed Learning during Key Stage 1 through Diversified Strategies in English Learning

Shak Chung Shan Memorial Catholic Primary School

Unit/Section providing the Support Service, Target and Area of Support

- **Unit/Section providing the Support Service**

  English

- **Target of Support**

  Primary Schools

- **Area of Support**

  Encouraging Self-directed Learning during Key Stage 1 through Diversified Strategies in English Learning

Objectives and Content of Support Service

- Help the participating core schools to promote students' self-directed learning skills in English through diversified strategies with the support of eLearning tools and the use of VR
- Enable exchange of experience on strengthening students' self-directed skills during English lessons and through assignment design

Support Foci

- To share the experience on the development of Key Stage 1 English Curriculum
- To assist the participating core school teachers in designing and developing their school English Curriculum so as to promote students' self-directed learning

Mode of Support and Content

- At least 17 times of on-site support and networking activities
- Support officers collaborate with the core teaching team through regular meetings to develop the school curriculum and conduct collaborative lesson planning, lesson observation and post-lesson discussion

Mode of Support and Content

Preparation Phrase

- Needs Analysis meeting (Goal setting)
- Sharing session
- An open class (Network coordinating school)
- Teacher workshops

Implementation Phrase

- Setting up a shared Drive
- School on-site visits and co-planning meetings
- Lesson observations

Evaluation Phrase

- Post-observation discussions and sharing
- territory-wide dissemination seminar

Points to Note

- **Support Service lasts for one year**
- Active engagement of participating schools throughout the support services with 1-2 teachers is expected.
- At least 1 representative should attend each QTN activity.

Points to Note

- Participating schools should nominate one representative to be responsible for the liaison of QTN activities.
- Arrange regular timeslots for teachers to collaborate and exchange
- assign teachers to attend training workshops and networking activities

Points to Note

- Allow support officers to collect materials including video clips and photographs of learning activities, teachers' reflection and student work during the support period for professional discussion

Points to Note

- Encourage the core teaching team to disseminate successful experiences in school curriculum development and the learning and teaching resources co-developed within and across schools (The copyright of these materials will be owned by Quality Education Fund. Quality Education Fund also reserves the right to compile and modify these materials for educational promotion purposes)

Points to Note

- Participating schools should comply with relevant laws, such as compliance with the Copyright Ordinance in developing school-based learning and teaching materials

Enquiry Hotline / Email

ENCOURAGING SELF-DIRECTED LEARNING DURING KEY STAGE 1 THROUGH DIVERSIFIED STRATEGIES IN ENGLISH LEARNING

Shak Chung Shan Memorial Catholic Primary School

Network Co-ordinator: Ms Law Kong Fung

Telephone: 24086373

Email: lkf@scs.edu.hk

Points to Note on Application (1)

- QTN Coordinators of the Quality Education Fund Thematic Networks (QTNs) would provide various modes of support services to the participating schools.
- Invitation will be sent to schools direct by the QTN Coordinators. Schools could also contact the QTN Coordinators for further details.
- Results of the allocation will be announced by the QTN Coordinators on 25 June 2025.

SCS English Curriculum Framework

School-based English Curriculum

1 School-based Textbooks

School-based Books and exercises, Catering for learners diversity.

2 Phonics Curriculum

School-based app, a holistic curriculum from KS1 to KS2

4 Language-rich Learning Environment

Motivation, Self-efficacy

3 eLearning Curriculum

Blended Learning, Self-learning skills and tools

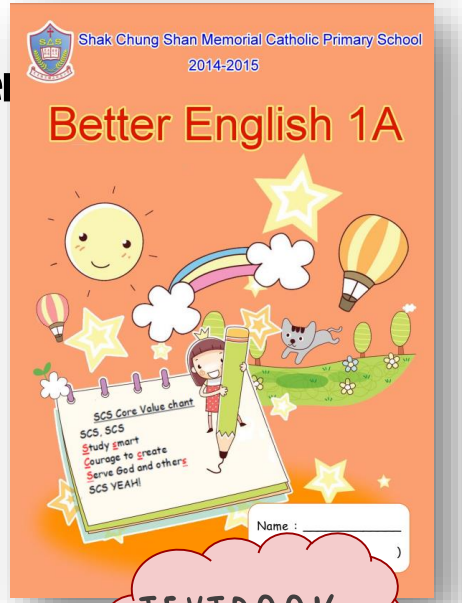
Students

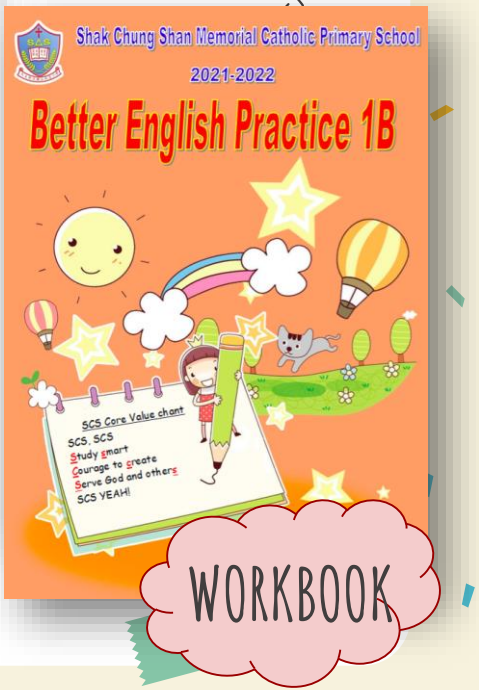
- motivated
- independent
- self-directed
- creative

School-based Textbooks and Booklets

A. School-based Textbooks

- designed by our teache
- tailored materials to students' needs and teachers' expectation
- catering for learners' diversity





A. School-based Textbooks

Start each chapter with a SONG

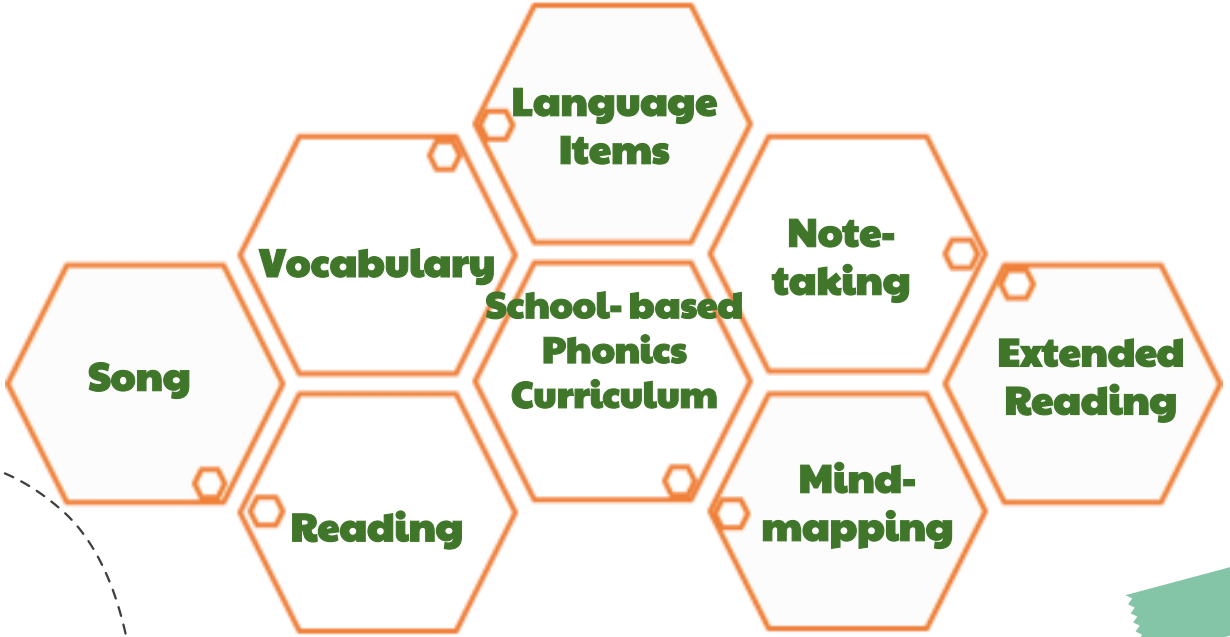
↑ MOTIVATION

A. School-based Textbooks

Extended Vocabulary

Catering for learner diversity

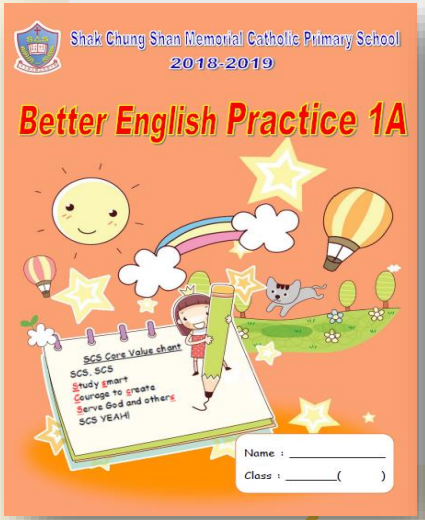
A. School-based Textbooks
Major Elements

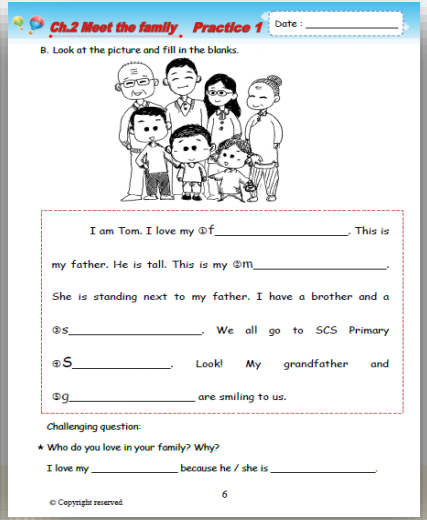


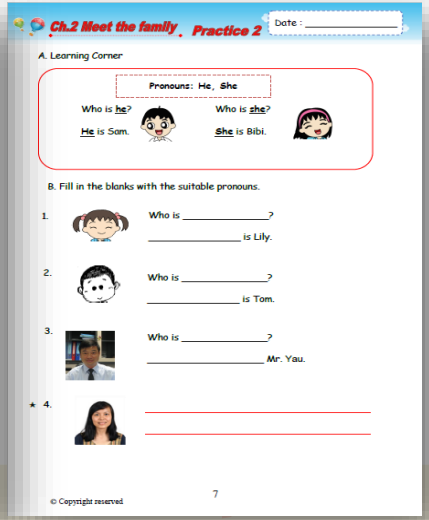
B. School-based Workbooks

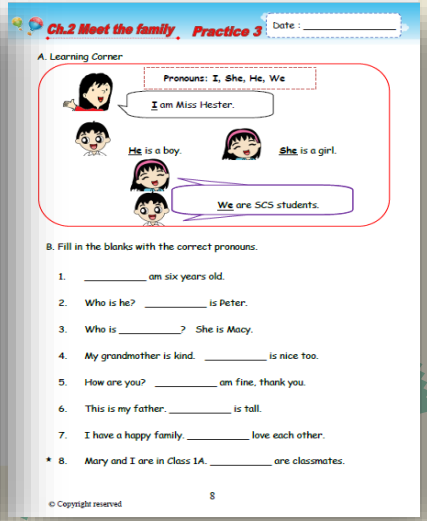
WORKBOOK

- designed by our teachers
- ✔ consolidation









2.
School-based Phonics Curriculum

2. School-based Phonics Curriculum

A list of decodable words are included in each unit

Primary 1	
Unit 1	m, n, b, p, d, t
Unit 2	l, r, j, y, a
Unit 3	h, s, z, o
Unit 4	f, v, w, x, c, k
Unit 5	e, I, u, g

Primary 2	
Unit 1	qu, x, f blends, v
Unit 2	sh, ch, sk, sl
Unit 3	ck, th, wh
Unit 4	bl, br, cl, cr, gl, gr
Unit 5	i, e, u, o word families

Primary 3	
Unit 1	long vowel i
Unit 2	long vowel a
Unit 3	long vowel e
Unit 4	long vowel o
Unit 5	long vowel u

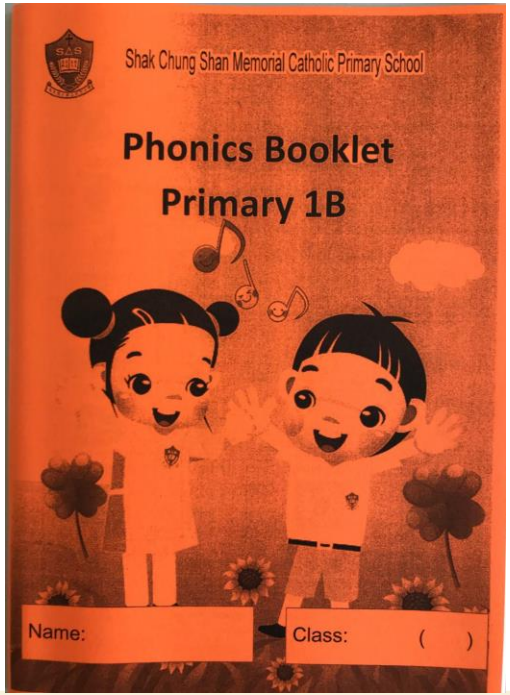
Chunking Skills are taught in

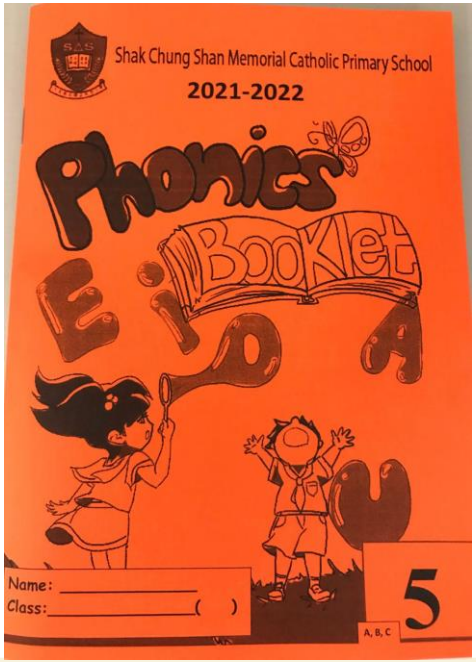
our school's Better English curriculum + phonics curriculum

→ reinforced with a school-based phonics app, Magic Chunking Bee

2. School-based Phonics Curriculum

A holistic curriculum from KS1 to KS2

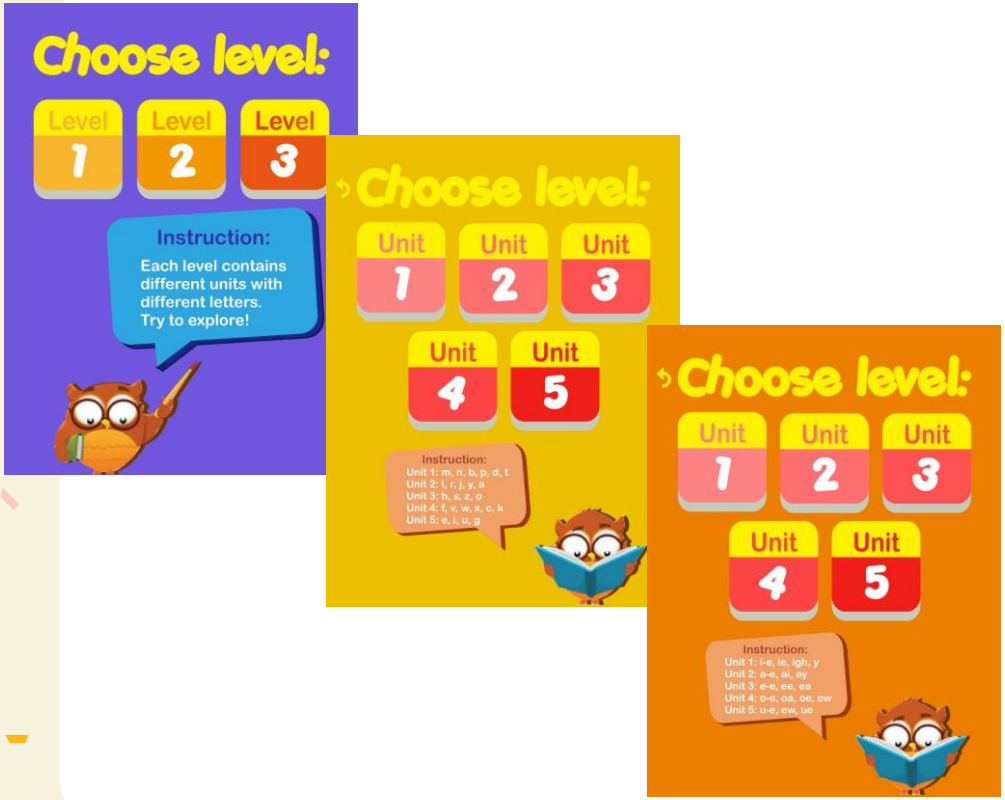




A. Magic Chunking Bee

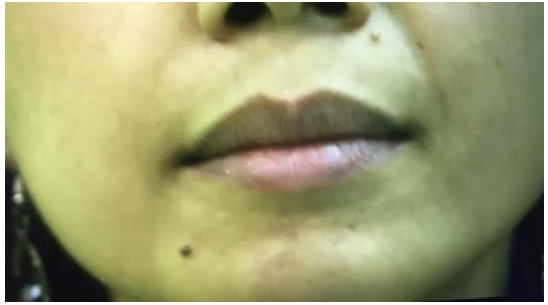
- **School-based Phonics App (App Store)**
- **Magic Chunking Bee**
- **developed by a professional programmer and two native English Teachers**

A. Magic Chunking Bee



- ✔ **Systematic**
- ✔ **Interactive**
- ✔ **Chunking skills**
- ✔ **Foundation phonics skills in KS1**

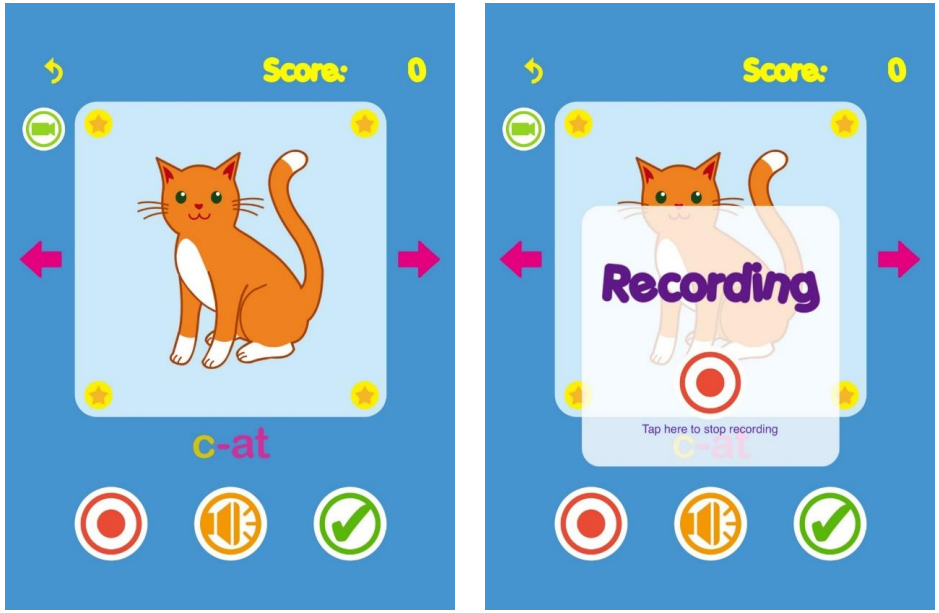
A. Magic Chunking Bee



✔ **Teacher's demonstration for each letter sound**

→ **Students can watch the video over and over according to their own learning needs.**

A. Magic Chunking Bee



✔ Students can **record** their own performance by clicking the 'Record' button and they can listen to it again.

A. Magic Chunking Bee

Blended Learning Lesson Framework

- **Students use the app during iPad lessons and at home for self-learning**

Chapter Three : It is my party!		
Lesson	Language focus	Activity
1-2	Vocabulary and story	①EPH P.36-37 games, ②EPH P.38-39 animation (Red)
3-4	Grammar to learn	①EPH P.41 games, ②EPH P.42 games, ③CPS
5-6	Phonics	①EPH P.43 video ②Phonics APP: Magic Chunking Bee Unit 1 initial consonant d and t ③EPH P.43 animation, ④EPH P.43 games
7-8	Consolidation	①E-smart (extended reading : letter) ②APP: Amazing Shape Puzzle

B. Chunk-Check-Cheer

- Our phonics strategy is based on **Chunk-Check-Cheer** which is a strategic approach to reading and spelling.

→ empowers students to solve their own reading and spelling problems.

- The taught skills help students **decode words by finding chunks** and release the rote learning pressure students suffer when **reading unfamiliar words**.

B. Chunk-Check-Cheer

'Chunk Check Cheer!' Learn to Spell

Write and Look	Say slowly ✓	Chunk □ □ □	Think !	Similar Words	Cover and Write	Check ✓ or *	Cheer ! or Correction
think	✓	th-ink	ink	pink sink	think	✓	
small	✓	sm-all	all	ball tall			
• At the shape • At the letters • At the whole word	Stretch it out like chewing gum	Clap into chunk	• What words like this do I already know? • Is there a tricky part? • How can I remember it?	• What other words do I know that have the save sound?	• Can I write the word on my own (without looking)?	Have I spelt it correctly?	Yes? Cheer! No? Cheer up. Try again!

B. Chunk-Check-Cheer

'Chunk Check Cheer!' Learn to Spell

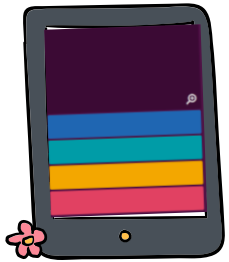
Write and Look	Say slowly ✓	Chunk ☐ ☐ ☐	Think !	Similar Words	Cover and Write	Check ✓ or ✗	Cheer ! or Correction
think	✓	th-ink	ink	pink sink			
small	✓	sm-all	all	ball tall			
• At the shape • At the letters • At the whole word	Stretch it out like chewing gum	Clap into chunk	• What words like this do I already know? • Is there a tricky part? • How can I remember it?	• What other words do I know that have the save sound?	• C or lo		

Our school has further expanded on this strategy by asking students to "Think" of individual sounds or chunks of sounds and try to link it to other similar words.

2. School-based Phonics Curriculum

Teachers	Students	Parents
• Systematic phonics curriculum • Enhance teachers' professionalism • Improve effectiveness of teaching	• User-friendly • Step-by-step chunking support • Consolidate and extend their learning • Interactive	• Support their child's learning at home • Learn with their child • Supported by parents' workshops

3.
School-based eLearning Curriculum



3. School-based eLearning Curriculum

With the developed Blended Learning eCurriculum, students can access the eLearning materials at home or with the provided eLearning devices in the classroom.

3. School-based eLearning Curriculum

✔ A variety of tools to help students scaffold their self-learning skills

Quizlet

Quizizz

padlet

Wordwall

Baamboozle

nearpod

Kahoot!

Flip

ClassDojo

eSmart 2.0

3. School-based eLearning Curriculum

Pre-task

While task

Post-task

Quizlet

padlet

Quizizz

Wordwall

Flip

- ✔ systematic
- ✔ incorporated into the curriculum
- ✔ teachers' workshop

3. School-based eLearning Curriculum

- ✔ **For KS1, iPads will be delivered to classrooms regularly**

Shak Chung Shan Memorial Catholic Primary School

Primary 3 Better English Teaching Framework

A. Teaching Framework

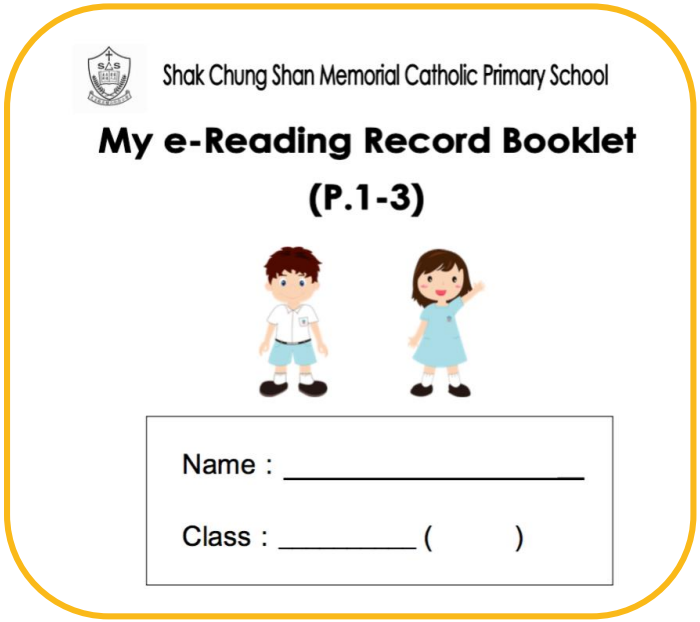
Chapter One : On the farm		
Lesson	Language focus	Activity
7-8	Consolidation	Kahoot Book 3A U1

Chapter Two : School picnic!		
Lesson	Language focus	Activity
7-8	Consolidation	Kahoot Book 3A U2

Chapter Three : Happy pets!		
Lesson	Language focus	Activity
7-8	Consolidation	Kahoot Book 3A U3

Chapter Four : Earth Day		
Lesson	Language focus	Activity
1-2	Vocabulary and story	①EPH P.2-3 games(Vocab), ②EPH P.5 animation (Red)
3-4	Grammar to learn	①EPH P.8-9 games
5-6	Phonics and Consolidation	①EPH P.11 Text-type (Advertisements), ②Phonics : EPH P.10 video (**magic e**) ③EPH P.10 games, ④Magic Chunking Bee (Nil) ⑤APP : Four seasons (Optional)
7-8	Consolidation	①Kahoot Book 3A U4
9-10	Consolidation	①CPS P.9

3. School-based eLearning Curriculum



- ✔ **self-directed reader**
- ✔ **independent reader**
- ✔ **record regularly**

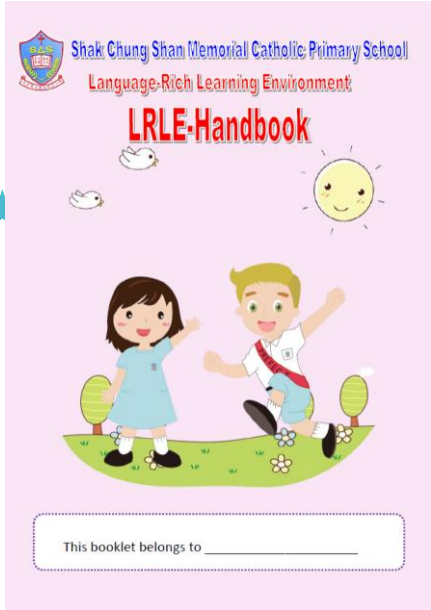
4.
Language-rich Learning Environment

4. Language-rich Learning Environment

We believe that a **Language-rich Learning Environment (LRLE)** is essential in providing students authentic opportunities to use English inside and outside of the classroom.

In our school, every student has **a school-based LRLE Handbook**. It is a book of useful English expressions to enable them to communicate in English during classroom interactions, group discussions, presentations and more.

A. LRLE Handbook



- use English in different situations
- learn English more systematically and consistently (From P.1-P.6)
- use vivid adjectives and idioms

A. LRLE Handbook

Table of contents

1. Formulaic Expressions for Interpersonal Communication P.1-2
2. English for Classroom Interaction – Teachers' List P.3-5
   - Greeting
   - Assembly
   - Class routine
   - Class management
   - Collection of materials
   - Instructions for activities and discussions
   - Instructions for exercises and worksheets
   - Instructions for homework and assignments
   - Instructions for assessment forms
   - Discussion on reading texts
   - Feedback to learners
3. English for Classroom Interaction – Learners' List P.6-7
   - Greeting
   - Assembly
   - Requests
   - Responses
   - Apologies & Offer
   - Pair work and group work
4. Idioms P.8-11
5. Creative words / Adjectives P.12-14
6. Presentation and Interview skills & Classroom Verbs P.15
7. Group discussion P.16-17
8. Assessment expressions P.18
9. Different text types P.19
10. Song and poem P.20-21

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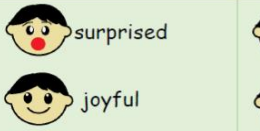
Creative words / Adjectives (P.1-3)

beautiful	good
lovely	fantastic
pretty	excellent
cute	great
good-looking	wonderful
handsome	awesome

yummy	big
tasty	huge
delicious	large
mouth-watering	humongous
flavourful	gigantic
savoury	enormous

Describing feeling



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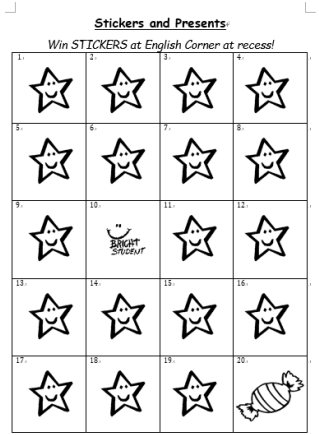
B. English Pass

Shak Chung Shan Memorial Catholic Primary School
Lower Primary (P.1-P.3)
2021-2022

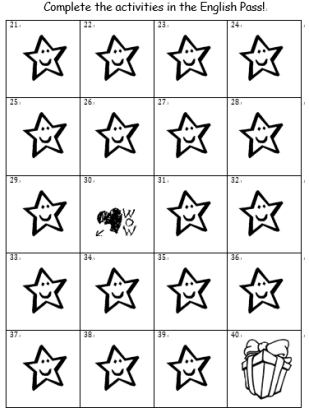
English Pass

Name: _____ ( )
Class: _____


Stickers and Presents

Win STICKERS at English Corner at recess!

Excellent!

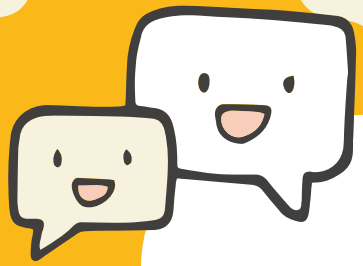

Complete the activities in the English Pass!

Awesome!

School-based stickers

↑ INCENTIVE

5.
Values Education



"Values Education is an essential element of whole-person education which aims at fostering students' proper values and attitudes."

How to promote values education at SCS?

Curriculum

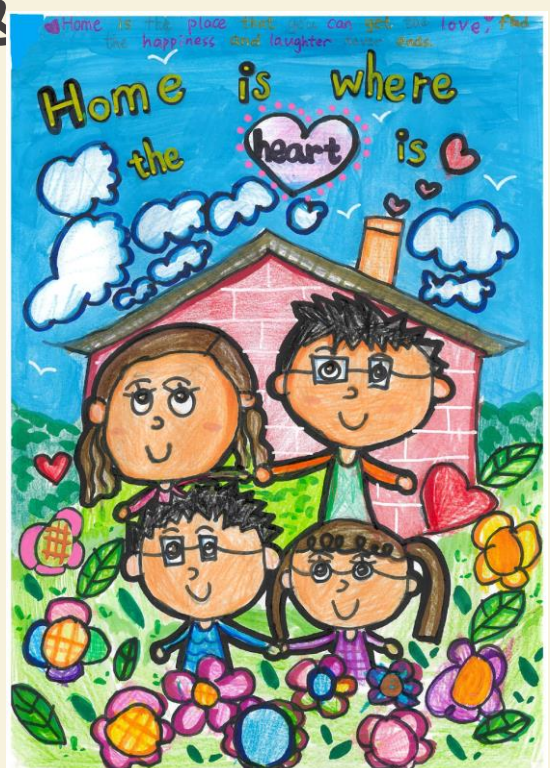
- Daily teaching
- SOW & Idiom Booklet
- Writing

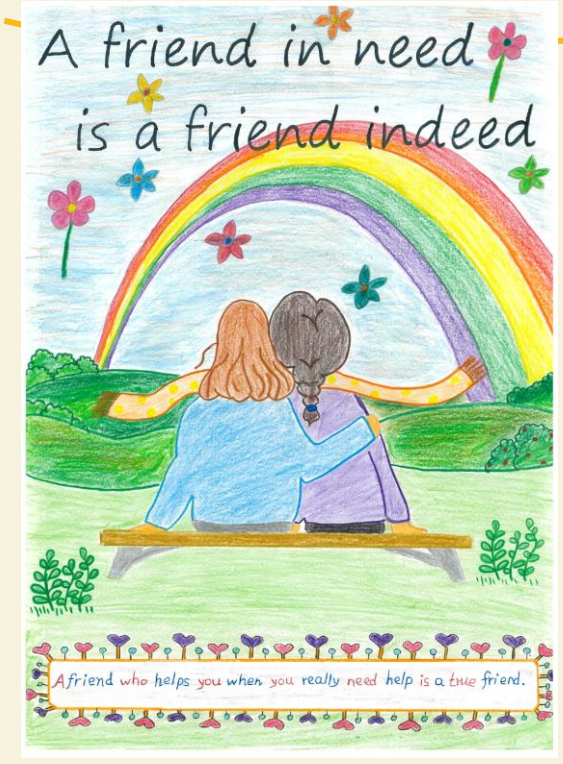
Activities

- Poster design competition
- English Day
- Writing Competition
- English Smarties & Ambassadors

Activities to promote positive values

e.g., poster design competition, English Day





Learning Outcomes

- Students have positive reflections of the curriculum.
- They enjoy the English lessons more than before.
- Primary 1 students gained progress in writing. Previously, students learn how to write independently in Primary 2 but after the implementation of our curriculum, our students are confident in using English to communicate and this is reflected in their motivation to write in English on their own starting from Semester 2 of their Primary 1 year.

Conclusion

We nurture our students with the foundation skills, thinking skills and self-learning habits and encourage them to extend their learning so that they can become independent lifelong learners.

SBSS Support 專業為本 多元支援

THE END