

# **Kindergarten and primary interface: Sharing on challenges and strategies**

Shap Pak Heung Rural Committee Kung Yik She Primary School

The H.K.C.W.C Hioe Tjo Yoeng Primary School

Po Leung Kuk Dr. Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School

*‘Students need to adapt to changes in their school environment during the transition from Kindergarten to Primary 1, and also from Primary 6 to Secondary 1. It should not be the responsibility of students alone, but of both institutions and parents.’*

***Basic Education Curriculum Guide - To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)***

# Challenges for P1 students

Increased complexity  
of vocabulary

More complex grammar  
items

## Cognitive and linguistic demands

More reading and  
writing tasks

Assessments

Homework

Extensive use of  
English in English  
lessons

# Challenges for P1 students

New modes of learning

Anxiety in new learning environment

## Affective demand

Structured timetabling

Heavy reliance on teachers

Longer school hours

# What can teachers do to promote a smooth transition from kindergarten to primary 1?

To meet the cognitive and linguistic demands:

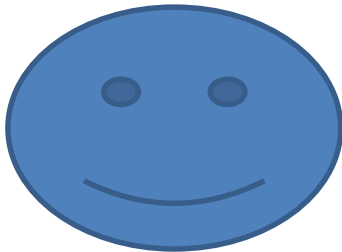
- ⇒ Implement *a student-centred curriculum* consisting of *a wide range of activities* related to their direct experiences
- ⇒ *Eliminate the early use of direct instruction and formal assessment methods*
- ⇒ Provide adequate *time for learners to adjust* to the new environment

# What can teachers do to promote a smooth transition from kindergarten to primary 1?

To meet the affective demands:

- ⇒ Provide pupils with a *warm social climate* within the school and an *inviting physical environment*
- ⇒ Encourage *parents to participate* in school activities such as meetings, school visits and parent support groups

- ◆ *Learning activities should be motivating.*
- ◆ *Learning motivation is of top priority.*
- ◆ *Minimise tests, exams and dictations.*
- ◆ *Safe environment must be sustained.*



Principal

# **Components of the P1 curriculum**

- **Cater for the cognitive and linguistic demands on students**



2017-18 Suggested unit framework

Skills	Objectives	Materials/ Strategies	Assessment
<ul style="list-style-type: none"> <li>♦ Vocabulary</li> <li>♦ Listening</li> <li>♦ SDL</li> </ul>	Preparation for target vocabulary learning	<ol style="list-style-type: none"> <li>1. Listening to a song/chant</li> <li>2. SDL booklet</li> </ol>	<ul style="list-style-type: none"> <li>♦ SDL booklet</li> <li>♦ Students' reporting</li> </ul>
<ul style="list-style-type: none"> <li>♦ Sight word learning</li> </ul>	Enrich students' vocabulary and help lay a firm foundation for English learning	5-min sight word teaching in class	<ol style="list-style-type: none"> <li>1. Peer assessment</li> <li>2. Teacher assessment</li> <li>3. Sight word booklet</li> <li>4. Ambassador checking</li> </ol>
<ul style="list-style-type: none"> <li>♦ Grammar</li> <li>♦ Reading</li> <li>♦ Speaking</li> <li>♦ Writing</li> <li>♦ Phonics</li> </ul>	<ol style="list-style-type: none"> <li>1. Explicit teaching of grammar items, reading skills, writing skills and phonics</li> <li>2. Teaching grammar in context</li> <li>3. Formatively assess students' mastery of various skills through games and activities</li> </ol>	<ol style="list-style-type: none"> <li>1. SMART books</li> <li>2. Textbook</li> </ol>	Homework
<ul style="list-style-type: none"> <li>♦ Values education</li> </ul>	Develop students with all-round and well-balanced personality	Stories, discussion, role plays, picture description, etc	Observing Ss' performance
Homework/SDL task	<ul style="list-style-type: none"> <li>♦ Consolidation of the unit content</li> <li>♦ Provide opportunities for students to share their understanding of the topic</li> <li>♦ Develop students' creativity</li> <li>♦ Expose Ss to other learning materials</li> </ul>	<ul style="list-style-type: none"> <li>♦ Regular homework (WB, GE, penmanship etc)</li> <li>♦ SDL booklet</li> <li>♦ Extensive reading</li> </ul>	<ul style="list-style-type: none"> <li>♦ Homework</li> <li>♦ SDL booklet</li> </ul>

# Cognitive & linguistic demands

Challenges	Strategies
Increased complexity of vocabulary	<ul style="list-style-type: none"><li>➤ Teach sight words</li><li>➤ Teach phonics systematically</li><li>➤ Infuse the teaching of vocabulary building skills</li><li>➤ Use vocabulary lists and graphic organisers in vocabulary introduction</li><li>➤ Teach basic dictionary skills</li></ul>
Extensive use of English in English lessons	Speaking and listening as the main focuses: <ul style="list-style-type: none"><li>- Engage students in various speaking activities</li><li>- Develop school-based listening materials</li></ul>
More complex grammar items	<ul style="list-style-type: none"><li>➤ Develop 'SMART' booklets</li></ul>
More reading and writing tasks <ul style="list-style-type: none"><li>i. Develop school-based reading materials</li><li>ii. Staged infusion of writing tasks</li></ul>	<ul style="list-style-type: none"><li>➤ Read more text types</li><li>➤ Teach reading skills explicitly</li><li>➤ Promote reading</li></ul>

# What should P1 teachers do in the teaching of reading and writing ?

## **(i) Teach reading skills explicitly**

- Encourage students to make prediction to the story
- Locate key words
- Teach text structure and features explicitly

## **(ii) Promote reading and help students develop a love for reading**

## **(iii) Infuse simple writing tasks into the SMART booklets**

- Encourage students to use the target vocabulary and sentence patterns in context

# e.g. Monster writing task

Application of a variety of vocabulary and language patterns:

- **Numbers**
- **Colours**
- **Body parts**
- **Adjectives (appearance & character)**
- **This is ...**
- **She is ...**
- **She has...**
- **They are ...**

# Components of the P1 curriculum

- Cater for the affective demands on students

## Affective demands

Challenges	Strategies
Heavy reliance on teachers	➤ Infuse SDL tasks into each unit
Anxiety in the new learning environment	➤ Develop a print-rich environment ➤ Vary the modes of assessment ➤ Teach students positive values
New modes of learning	➤ Engage students in motivating activities

What can teachers do to promote a smooth transition from kindergarten to primary education?

## Strengthening home-school collaboration

To meet the affective demands:

⇒ Provide pupils with a *warm social climate* within the school and an *inviting physical environment*

⇒ Encourage *parents to participate* in school activities such as meetings, school visits and parent support groups

Purposes	Modes
<ul style="list-style-type: none"> <li>▶ Invite <b>comments</b> from parents on school <b>policies</b>, school-based <b>curriculum &amp;</b> assessment policies</li> <li>▶ Provide opportunities for parents to share their children's emotional needs</li> </ul>	<ul style="list-style-type: none"> <li>• Parents' Day</li> <li>• Open Day</li> <li>• Phone calls</li> <li>• Meetings with parents</li> </ul>
<ul style="list-style-type: none"> <li>▶ Help parents understand students' <b>daily routine in school</b></li> </ul>	<ul style="list-style-type: none"> <li>• PTA activities (e.g. PTA picnic)</li> <li>• Parent volunteers (e.g. lunch time, Sports Day, picnic day)</li> <li>• Open lessons</li> </ul>
<ul style="list-style-type: none"> <li>▶ Make suggestions on what kind of <b>parental support</b> can be offered to students (e.g. support students in using online learning resources)</li> </ul>	<ul style="list-style-type: none"> <li>• Talks and seminars for parents</li> </ul>
<ul style="list-style-type: none"> <li>▶ Make the best use of <b>community facilities</b></li> </ul>	<p>Visiting the libraries, malls, parks, museums...</p>



# Issues and strategies

*Interface*

## Kindergarten to Key Stage 1

*Issues & Challenges*

### Affective Needs

- Anxiety in new environment
- More structured daily school routine & longer school hours
- New learning modes, e.g. subject-based learning

### Linguistic & Cognitive needs

- Increased complexity in vocabulary & grammar items
- More reading & writing tasks
- Different homework demands
- Varied assessments methods

*Strategies*

### School Level

***Student-friendly Environment*** for better adaptation

***Parent-school collaboration*** e.g. orientation, talks on learning and assessment issues

### Subject Level

#### ***Print-rich environment***

increase students' exposure to English

#### ***Varying modes of assessment***

- reduce students' anxiety
  - avoid heavy reliance on summative assessment
- promote peer & self-assessment

#### ***Nurture values***

promote whole-person development

#### ***Promote SDL***

Engage students in managing their own learning

#### ***Expand vocabulary***

build a good foundation for English language learning

#### ***Teach Phonic skills explicitly***

Give help on spelling and pronunciation explicitly through systematic phonics instruction

#### ***Conduct speaking activities***

build up students' confidence in using English



***Early success in primary school  
plays a critical role in children's future  
development and later school success!***

***Basic Education Curriculum Guide – To Sustain, Deepen and Focus on  
Learning to Learn (Primary 1 - 6)***