

**Transition from KS1 to KS2:
Filling the emotion gaps**

St Mary's Canossian School

The school-based English curriculum

- Use Reading Workshops to complement the GE component to stretch student learning
- Design modules using reading as an entry point in P3 and P4

Enhancing a smooth interface between KS1 and KS2

Values education

- Acceptance of oneself
- Empathy and care

SDL & e-learning

- Responsibility for learning
- Deepen understanding

School concerns

Childhood and adolescence are crucial stages in cognitive development and the establishment of self-image, values and attitudes.

Encouraging students to reflect more to deepen their self-understanding and enhance their ability to make judgement

Basic Education Curriculum Guide
- To Sustain, Deepen and Focus on Learning to Learn

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

KS1



KS2

KS1 to KS2**Challenges****Coping strategies**

- | | |
|---|--|
| 1. Grammar, vocabulary and language skills getting more complex | - Design tasks which enable students to practise and apply more complex knowledge and skills in an integrative manner |
| 2. Requiring more HOT and analytical skills in learning | - Teach more advanced knowledge and skills in lessons and provide opportunities for students to apply them |
| 3. Students are expected to learn more independently | - Vary learning modes to provide opportunities for students to discover knowledge by themselves (e.g. SDL, RaC, life-wide learning, project, STEM education) |
| 4. Students are expected to read a variety of print and non-print texts in a wide range of text types | - Provide wider exposure to text types (fiction, nonfiction, content subject texts, multimodal texts) |
| 5. P4 students need to make more decisions for themselves and for people/community around them | - Discuss more values-laden issues (e.g. self-esteem, care for others, environmental protection) |
| 6. P4 can be an emotional time | - Improve self-esteem and self-recognition (e.g. reading materials on self-esteem, avoid embarrassment in learning through sharing problems with puppets) |

Positive values and attitudes infused into the school-based curriculum

P3	P4
Module 3 Believe in yourself <ul style="list-style-type: none">- Self-esteem- Self-recognition- Care for others	Module 1 Environmental protection <ul style="list-style-type: none">- Love the environment
	Module 2 Healthy eating <ul style="list-style-type: none">- Healthy lifestyle
	Module 3 Stories <ul style="list-style-type: none">- Care for others

Affective needs

- **Improve self-recognition and self-esteem**
 - **Care for others**
- **Promote values that affect themselves and others/community**

Learning modes adopted

	P3	P4
SDL and e-learning	Module 1: Travelling - SDL: KWHL	Module 1: Environmental protection - SDL: KWL
Affective needs - Deepen understanding of target values through varied learning modes	Module 2: Animation - SDL: KWHL	Module 2: Healthy eating - SDL: KWL - SDL and e-learning:
	Module 3: Believe in yourself - SDL: an adapted version of KWHL - e-Learning: Nearpod	Information search skills, kid-friendly search engines

Believe in yourself module (P3)

- Topic: Believe in yourself
- Learning objectives:
 - ➔ • expressions to encourage others
 - ➔ • imperatives to give advice
 - *used to*
 - reading skills (skimming and scanning, book concept, guessing meaning of unknown words using contextual clues, making inferences, understanding text type features)

- Text types:
 - Reader ('Believe in yourself'): Both **fiction** (story, diary, letter) and **nonfiction** (magazine article, blog article) elements embedded in a storybook
 - **Nonfiction**: News articles (about teenagers facing problems), an interview (Alison Yu's training plan), a poster and website on words of encouragement
 - **Fiction**: An animated story about a boy and a dog (video)
- Writing task:
 - Write a letter to the boy in the animated story

Brief learning and teaching flow



1. Start a Reading Workshop on caring for others and self-esteem with a reader: Reinforcing students' basic reading skills

2. Ask higher level questions about the reader to help students understand others' feelings and cultivate willingness to help

3. Expose students to a variety of texts to widen their horizon and promote self-esteem and caring for others

4. Time for application: Deepen students' understanding of the target values using an e-platform

5. Provide a context for students to put their learning into practice

About the reader 'Believe in yourself'

PROBLEM

- The book is about Becky, a school girl with a hearing problem.
- She loses her temper because she can do nothing when her classmates are practising for a show.

SUPPORT

- Her mum shows her some magazine articles about people who face adversities bravely.
- She writes letters to them and they encourage her in their replies.

SOLUTION

- She realises she is good at writing and starts writing a blog for her friends.

Pre-reading

Questioning in class

Teacher's reference

Lead in to the story

1. Motivation:

What do you do when you are feeling sad? Whom do you usually talk to?

Reinforce book concept

2. Shared reading: Introduce the reader.

- Look at the cover.
- What is the book about? (*Believe in yourself, have confidence to try new things...*)

Introduce the book (e.g. text type)

- Compare the two readers, 'Animation' and 'Believe in Yourself' (*'Believe in Yourself': Table of contents, Heading / sub-heading, glossary, index*)

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While-reading

Questioning in class

Cognition: Put in others' shoes and understand others' problems

Cognition: Put in others' shoes and understand others' feelings

Affection: Cultivate willingness to help

P.3 Read the first two lines - 'Becky had a hearing problem. She...in her class')

In order to 'talk' to her friends successfully, what did she do?

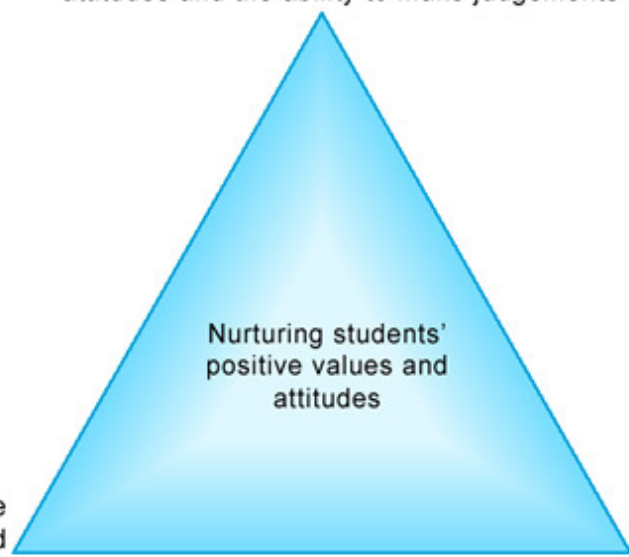
1. Imagine you had a hearing problem, what problems would you have?
2. What sort of aids would you need? (wear a hearing aid/ amplifier, need to sit at the front, stay closer to teachers and classmates, read their lips, sign language, 'speak' with hands or using pens and paper...)

P.4-5 Group work: Describe what you see in the picture and guess the storyline. (Becky lost her temper and shouted at her mum, kicked the legs of the chair.)

Why was she angry?

If you were Becky's Mum, what would you do/ say to her?

Cognition: To enhance students' understanding of positive values and attitudes and the ability to make judgements



Affection: To cultivate care for others and willingness to help

Action: To apply positive values and attitudes in authentic situations

Brief learning and teaching flow

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While- and post-reading













SDL task

- some elements from 'KWHL'
- record words of encouragement while/after reading the reader

Pr.3 () Name : _____ ()

'Believe in Yourself' – KWHL Chart

Words of encouragement:

	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____

What have you learnt?

Independent reading

- Newspaper articles and an interview
- A website
- A poster



Words of encouragement:

♥ _____

♥ _____

♥ _____

♥ _____

♥ _____

♥ _____

♥ _____

♥ _____

♥ _____


♥ _____

♥ _____


What have you learnt?:

Brief learning and teaching flow



1. Start a Reading Workshop on caring for others and self-esteem with a reader: Reinforcing students' basic reading skills




2. Ask higher level questions about the reader to help students understand others' feelings and cultivate willingness to help



3. Expose students to a variety of texts to widen their horizon and promote self-esteem and caring for others



4. Time for application: Deepen students' understanding of the target values using an e-platform

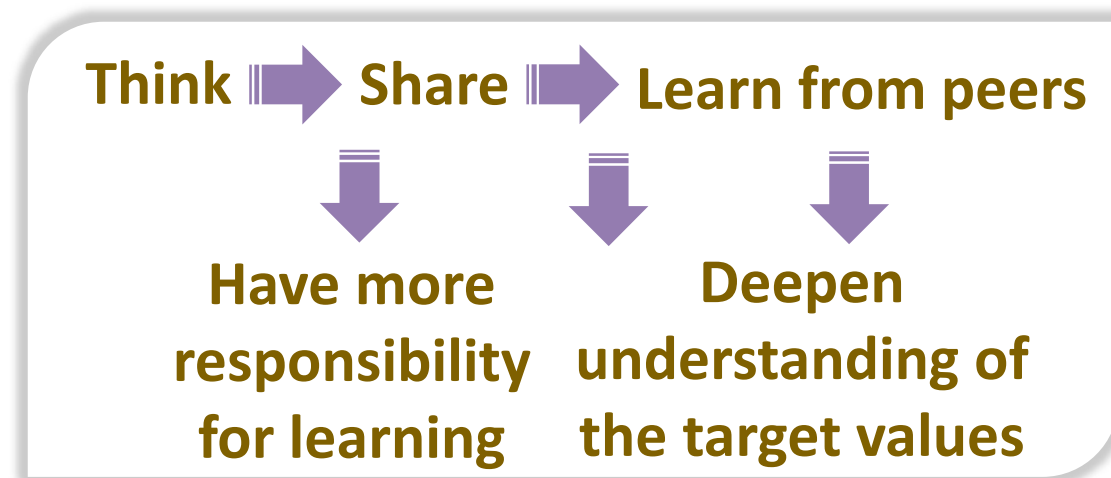


5. Provide a context for students to put their learning into practice

Post-reading – Learning and interacting on an e-platform

- Revise imperatives on Nearpod
- Watch an animated cartoon
<https://www.youtube.com/watch?v=9iFWyihDvCE>
- After viewing, learn to give practical and concrete advice on Nearpod and share with peers there
- Complete a group worksheet to identify problems and give advice based on the posts

- Share words of encouragement and give feedback on others' posts using the 'e-notices' function of Nearpod



Brief learning and teaching flow

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5. Provide a context for students to put their learning into practice



Name: _____ Pr.3 () Date: _____

Short Writing - A letter to the boy

Refer to p.25-27 of the reader 'Believe in Yourself'. Write a short letter to the boy, Sam, who hates his disabled dog.



Key points:

1. What advice will you give him?
2. Support him by writing words of encouragement.

Dear Sam,

Cheer up!

_____ (your English name)

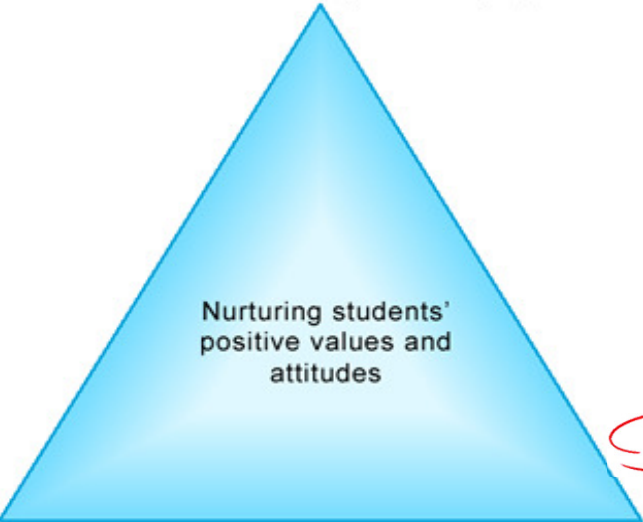
Read aloud the passage to your partner and rate:

- ◇ Imperatives: e.g. **Be** happy! ☺☺☺☺☺
- ◇ Format of a letter. ☺☺☺☺☺
- ◇ Words of encouragement. ☺☺☺☺☺

- Write a letter to the boy

Action: apply positive values in context

Cognition: To enhance students' understanding of positive values and attitudes and the ability to make judgements



Nurturing students' positive values and attitudes

Affection: To cultivate care for others and willingness to help

Action: To apply positive values and attitudes in authentic situations

Focus	P3	P4	How to enhance a smooth interface
Values education	Self-esteem, self-recognition, care for others	Care for others, healthy lifestyle, environmental protection	<ul style="list-style-type: none"> - Meet students' emotional needs - Increase students' exposure to a range of values
Learning modes	KWHL, Nearpod	KWL, information search skills, kid-friendly websites	Vary learning modes to foster rich and deep learning

Enhancing a smooth interface between KS1 and KS2

**Learn
to read**



**Read to
learn**