

Issues and strategies		
<i>Interface</i>	Kindergarten to Key Stage 1	
<i>Issues & Challenges</i>	Affective needs	Linguistic & Cognitive needs
	<ul style="list-style-type: none"> ◆ Anxiety in new environment ◆ More structured daily school routine ◆ Longer school hours ◆ New learning modes, e.g. subject-based learning 	<ul style="list-style-type: none"> ◆ Increased complexity of vocabulary & grammar items ◆ More reading & writing tasks ◆ Different homework demands ◆ Varied assessments methods
<i>School-based Strategies</i> ***** Highlights from school cases *****	School Level	
	<i>Student-friendly Environment</i> for better adaptation	
	<i>Parent-school collaboration</i> through orientation, talks on learning and assessment issues	
	Subject Level	
	Create Print-rich environment <ul style="list-style-type: none"> ◆ Increase students' exposure to English Vary modes of assessment <ul style="list-style-type: none"> ◆ Avoid heavy reliance on summative assessment ◆ Promote peer & self-assessment 	Expand vocabulary <ul style="list-style-type: none"> ◆ Build a good foundation for English language learning Teach phonics skills explicitly <ul style="list-style-type: none"> ◆ Give help on spelling and pronunciation explicitly through systematic phonics instruction Conduct speaking activities <ul style="list-style-type: none"> ◆ Build up students' confidence in using English
	Nurture positive values <ul style="list-style-type: none"> ◆ Promote positive whole-person development Promote SDL <ul style="list-style-type: none"> ◆ Engaging students in their own learning process 	

Issues and strategies		
<i>Interface</i>	Key Stage 1 to Key Stage 2	
<i>Issues & Challenges</i>	Affective Needs	Linguistic & Cognitive needs
	<ul style="list-style-type: none"> ◆ Can be an emotional time ◆ Higher awareness of themselves and their needs in relation to others 	<ul style="list-style-type: none"> ◆ More complex grammar, vocabulary, language and thinking skills ◆ Expected to take greater ownership of learning ◆ Wider exposure to print and non-print texts
<i>School-based Strategies</i> ***** Highlights from school cases *****	School Level	
	Promote cross-curricular collaboration	
	<ul style="list-style-type: none"> ◆ Increase students' knowledge base and interest in inquiry learning 	
	Foster personal development	
	<ul style="list-style-type: none"> ◆ Promote positive self-image, values and attitudes 	
	Subject Level	
	Promote integrative use of language	
	<ul style="list-style-type: none"> ◆ Enable students to cope with more advanced and authentic use of language 	
	Cover more advanced knowledge and skills	
	<ul style="list-style-type: none"> ◆ Help students deal with tasks requiring HOT and analytical skills 	
	Expose students to different text types and multimodal texts	
	<ul style="list-style-type: none"> ◆ Develop students into proficient readers and broaden their knowledge base 	
	Vary learning modes	
	<ul style="list-style-type: none"> ◆ Give students room to discover knowledge by themselves 	
	Address values-laden issues	
	<ul style="list-style-type: none"> ◆ Deepen students' self-understanding in relation to others and build their self-esteem 	