

Learning-in-Action Sharing Seminar
Diversified teaching, Ubiquitous learning
教學多元化・學習無界限

Enhanced Interface: Making Connection of English Language
Learning Across Key Stages

School-based Curriculum Development (Primary) Section
Quality Assurance & School-based Support Division

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What affect young students to learn well in primary schools?

Joyful Learning through Play

Balanced Development All the Way

- learning by doing
- everyday life experiences
- interactive and motivating



previous learning experiences in kindergarten

changes and challenges in primary school in English language learning

key emphases and expectation at entry point

What children do in kindergarten and what do they do at P1

Activities	Appropriate Time Allocation (minutes)	
	Full-day	Half-day
Welcoming / Whole-class Activities (health inspections, conversation and sharing of everyday life experiences)	15-30	15-30
Free Choice Activities (e.g. play involving construction, creation, exploration, manipulation, social interaction and language)	95-145	75-95
Physical Fitness/Music/Arts	60-105	45-60
*Toilet Time	*40-60	*20-30
Meals (tidying up, lunch time, snack time)	60	15-20
**Afternoon Nap / Break	*80-105	—
Tidying-up Activities and Getting Ready to Go Home (conclusion of the day's activities, conversation and nursery rhymes)	20-30	10-15

What and how P1 students learn English in kindergarten

- Learning through play to
 - know their surrounding
 - experience the joy of cooperating and sharing with others
- Learning English in kindergarten to
 - develop interest in listening to and reading stories and nursery rhymes
 - listen to and understand simple everyday life conversation
 - sing or recite nursery rhymes and employ simple words in everyday life

Changes and challenges in English language learning

- To adapt to a new learning environment
- To cope with different learning modes
- To acquire and apply literacy skills (receptive and productive)

Key emphases and expectation at entry point

- Enjoy participating in meaningful English learning activities
- Develop phonics skills and vocabulary-building strategies
- Create a language-rich learning environment
- Focus on reading to develop students' understanding of book concept

Transition from KS1 to KS2

Key Stage 1 (P1 to P3)

- enjoy participating in meaningful English learning activities
- motivate to listen to English and speak
- develop phonic skills to read and spell

Key Stage 2 (P4 to P6)

- create more opportunities for reading, writing, speaking and listening to English
- develop dictionary and information skills
- communicate effectively by using appropriate grammar structure (accuracy)

Interface measures adapted for P1 students

Link English language learning to pre-requisite experiences

- Create a warm learning atmosphere
- Appoint English Panel Head and experienced English teachers to teach Primary one
- Plan and implement the English language curriculum in view of the pre-requisite learning experiences at pre-primary level

Student performance in information texts

- Students do well in recognizing key words, even with the less able ones
- Students need to pay heed to interpreting unfamiliar words and connection between ideas

Student performance in narrative texts

- As reflected in information texts, they might need to work on connecting between ideas
- Pronoun reference is another area we need to help them
- It seems that they could work better to interpret unfamiliar words in narrative texts

Development of reading skills in primary schools

Key Stage 1 (P1 to P3)



Key Stage 2 (P4 to P6)

- Recognise some HFW

- Work out meaning by using knowledge of word formation, semantic and syntactic clues

- Decode words by letter-sound relationship (phonics skills)

- Locate main ideas and supporting details stated in the text

- Follow predictable text by repeated use of sentence patterns

- Make prediction about the likely development of the text by identifying key words

- Locate specific information by recognizing simple formats and key words

- Locate details that support the main ideas from different parts of a text

- Follow ideas by simple cohesive devices

- Follow ideas by inferring information and feelings by using clues in close proximity

- Identify simple story setting

- Make prediction about the content

- Distinguish facts from opinions

Development of writing skills in primary schools

Key Stage 1 (P1 to P3)



Key Stage 2 (P4 to P6)

- | | |
|--|--|
| <ul style="list-style-type: none"> • Complete formulaic expressions in greeting cards | <ul style="list-style-type: none"> • Write and reply to short letters to share personal experiences |
| <ul style="list-style-type: none"> • Write captions for drawings | <ul style="list-style-type: none"> • Write simple stories with a simple story plot |
| <ul style="list-style-type: none"> • Write brief descriptions of objects, people, places or events | <ul style="list-style-type: none"> • Arrange ideas in a short text using simple means: <ul style="list-style-type: none"> • sequencing events chronologically • providing explanation • using topic sentences |
| <ul style="list-style-type: none"> • Give a brief ending to simple stories | <ul style="list-style-type: none"> • Structure the text using paragraphs, including introductory and concluding statements |
| <ul style="list-style-type: none"> • List out favourite things | <ul style="list-style-type: none"> • Establish links using a small range of cohesive devices |
| <ul style="list-style-type: none"> • Name people or things followed by simple descriptions about them | |

Difficulties students might have in Secondary 1

- sustain classroom language to communicate
- manipulate language learning skills e.g. self-access learning and study skills
- secure the basic vocabulary and grammatical items to be used in other subjects

According to the S1 students, they found that

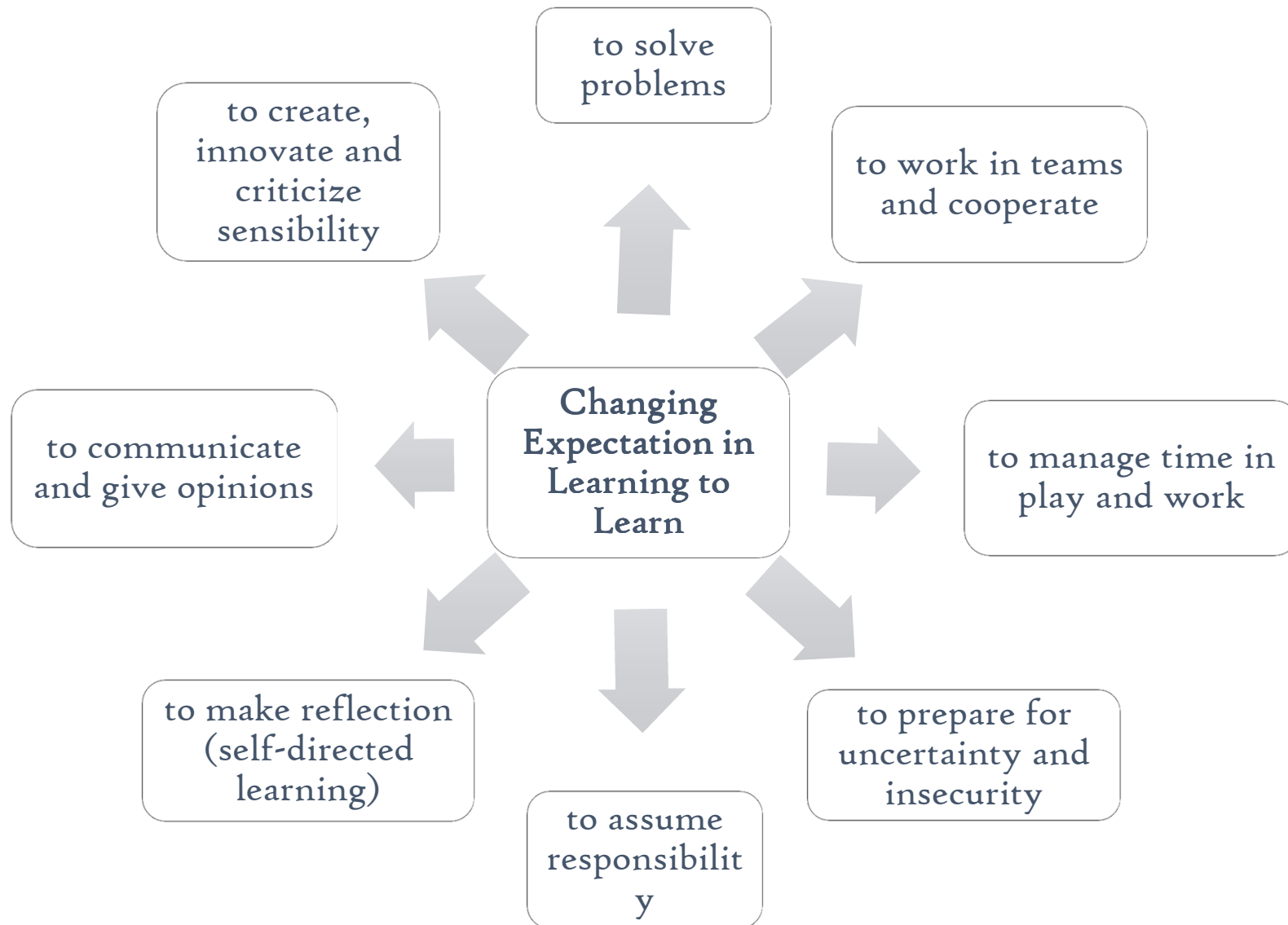
- learning English does not seem to be too difficult as compare to primary but there are a lot of projects and group activities
- speaking can be sometimes difficult for some students
- most of the grammar taught in secondary are being learnt in primary school but it becomes demanding when being tested in assessment
- using English to learn some subjects can be challenging as there are a lot of technical terms involved

According to secondary teachers, they found that S1 students are :

- generally weak in vocabulary
- lack confidence to communicate in English
- unable to express ideas and opinions elaborately
- lack creativity in writing

Bridging programmes offered in some secondary schools based on their intake (Pre-S1 attainment)

- EMI learning – Language across the Curriculum
- Subject-based Language Across Curriculum
 - classroom language for communication and interaction
 - dictionary skills
 - technical terms in Integrated Humanities and Integrated Science



Planning for a smooth transition to secondary schools

What students need to have

- develop positive language learning attitudes of cooperativeness, perseverance and not being afraid of making mistakes
- engage in self-access learning and self-directed learning
- communicate effectively in speaking and writing
- broaden dictionary skills to pronounce unfamiliar words and decode meaning

What teachers need to do

- create opportunities to nurture a 'can-do' attitude and encourage risk taking in language learning
- foster learner independence for students to make choices and decision in learning
- facilitate grammar learning through a wide range of materials and activities
- devise learning tasks and projects to enhance students' dictionary skills

Suggestions/ideas to help students have a smooth transition to secondary schools

- To acquire and sustain the classroom language and language development strategies
- To secure the basic vocabulary and grammatical items through reading across the curriculum
- To carry out project activities in English other than those in the subject of English language for students who are likely to use English as medium of instruction
- To incorporate a greater variety of information text genres and multimodal resources in the GE curriculum
- To connect primary students' learning experiences, within and outside English lessons