

**“Diversified Support with Professional Import”  
Education Bureau School-based Support Services (SBSS)  
(2023/24)**

**School-based Curriculum Development Support Services for  
Primary Schools – English Language**

**(Code Number for On-line Application: P3)**



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

## Unit/Section providing the Support Service

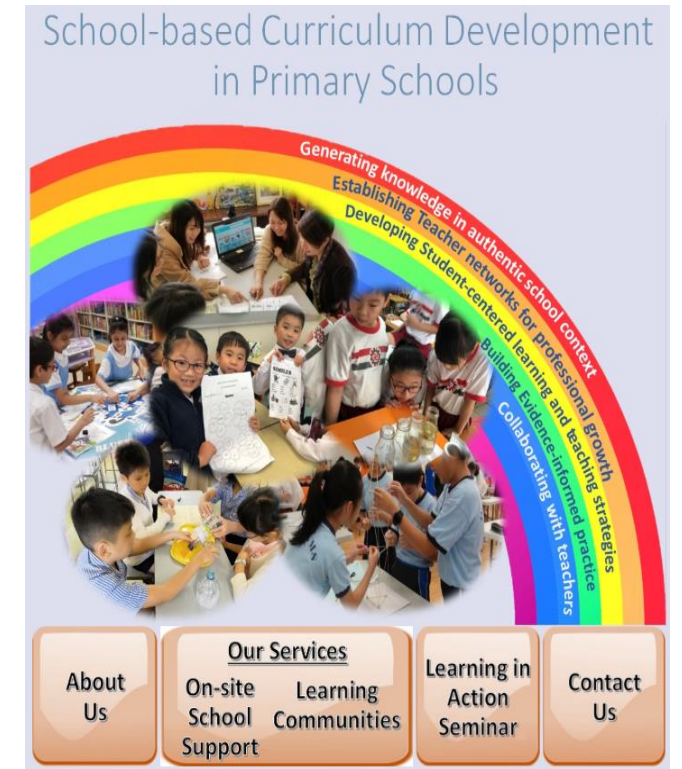
School-based Curriculum Development (Primary) Section  
Curriculum Support Division  
Education Bureau

## Target of Support

Primary schools

## Area of Support

English Language Education in Primary School



<http://www.edb.gov.hk/sbss/sbcdp>

# Our Presentation

- 1. SBCDP team and our website**
- 2. Objectives of SBCDP English Language Education (ELE) KLA support services**
- 3. Our school support experiences**
- 4. Modes of support**
- 5. Identifying the entry points of support services**
- 6. Getting ready to work with the SBCDP team**
- 7. Sharing of experiences and practices through 'Learning in Action' seminars**
- 8. Frequently asked questions**
- 9. Enquiry hotline/email**
- 10. Points to note on application**

# 1. School-based Curriculum Development (Primary) Section (SBCDP)

The School-based Curriculum Development (Primary) Section (SBCDP) was established in 1998.

We render on-site professional support services to primary schools yearly to enhance the quality of learning and teaching in various Key Learning Areas including Chinese Language Education, English Language Education, Mathematic Education and General Studies.

Our website: [www.edb.gov.hk/sbss/sbcdp](http://www.edb.gov.hk/sbss/sbcdp)



A screenshot of the Education Bureau website. The page title is "School-based Curriculum Development in Primary Schools". The main content features a large image of children in a classroom with a rainbow arching over them. Text around the rainbow includes: "Generating knowledge in authentic school context", "Establishing teacher networks for professional growth strategies", "Developing student-centered learning", "Building learning and teaching practices", and "Collaborating with teachers". Below the image are four buttons: "About Us", "Our Services" (with sub-items "On-site School Support" and "Learning Communities"), "Learning in Action Seminar", and "Contact Us". The top navigation bar includes "Home", "Latest News", "About EDB", "Press Release", "Education System and Policy", "Curriculum Development", "Students and Parents Related", "Teachers Related", "School Administration and Management", "Public and Administration Related", "Access to Information", and "Contact Us". The top right corner shows the Education Bureau logo and the text "The Government of the Hong Kong Special Administrative Region".

## 2. Objectives of SBCDP English Language Education KLA Support Services

- To support schools' **ongoing renewal and development of a balanced and coherent school curriculum** with a view to meeting the diverse interests, needs and abilities of students
- To enhance students' **English Language learning in the areas of reading, writing, speaking and listening**
- To facilitate the incorporation of the **updated seven learning goals** in the **Primary Education Curriculum Guide (Pilot Version) (2022)** to develop students' generic skills, positive values and attitudes
- To promote **Reading across the Curriculum** (RaC) to nurture students' interests in reading, build their reading habits and equip them with reading strategies in reading different subject contents, **including STEAM education**, and text types

## 2. Objectives of SBCCDP English Language Education KLA Support Services

- To enhance the learning and teaching of English Language through
  - incorporating **values education**, project learning, **e-learning** and **self-directed learning**
  - supporting students to take part in task-based learning and teaching and **life-wide learning activities**
  - strengthening the interface between different key stages of learning
- To enhance **assessment literacy** through supporting teachers to design quality and diversified assessments, internal and external assessment data and student homework.
- To **cater for learner diversity** with effective curriculum planning and appropriate learning, teaching and assessment strategies
- To promote the building of a **professional team**

### 3. Our school support experiences

#### Vertical and horizontal curriculum development

Developing students' reading skills and incorporating Reading across the Curriculum

Developing students' writing skills

Building students' speaking and listening competence

Support STEAM education

Values education

e-Learning and blended learning

Life-wide learning

Self-directed learning

Assessment literacy

**Please find our support experiences in the above areas from slide 8 to slide 29 which use the same colour coding above .**

# Horizontal & vertical curriculum planning

We build vertical curriculum with scaffolding of knowledge and skills across levels and horizontal curriculum with fundamental and quality tasks.

*Task scaffolding in a module & across levels*

*Design quality tasks*

Scaffolding the knowledge and skills

**P6**

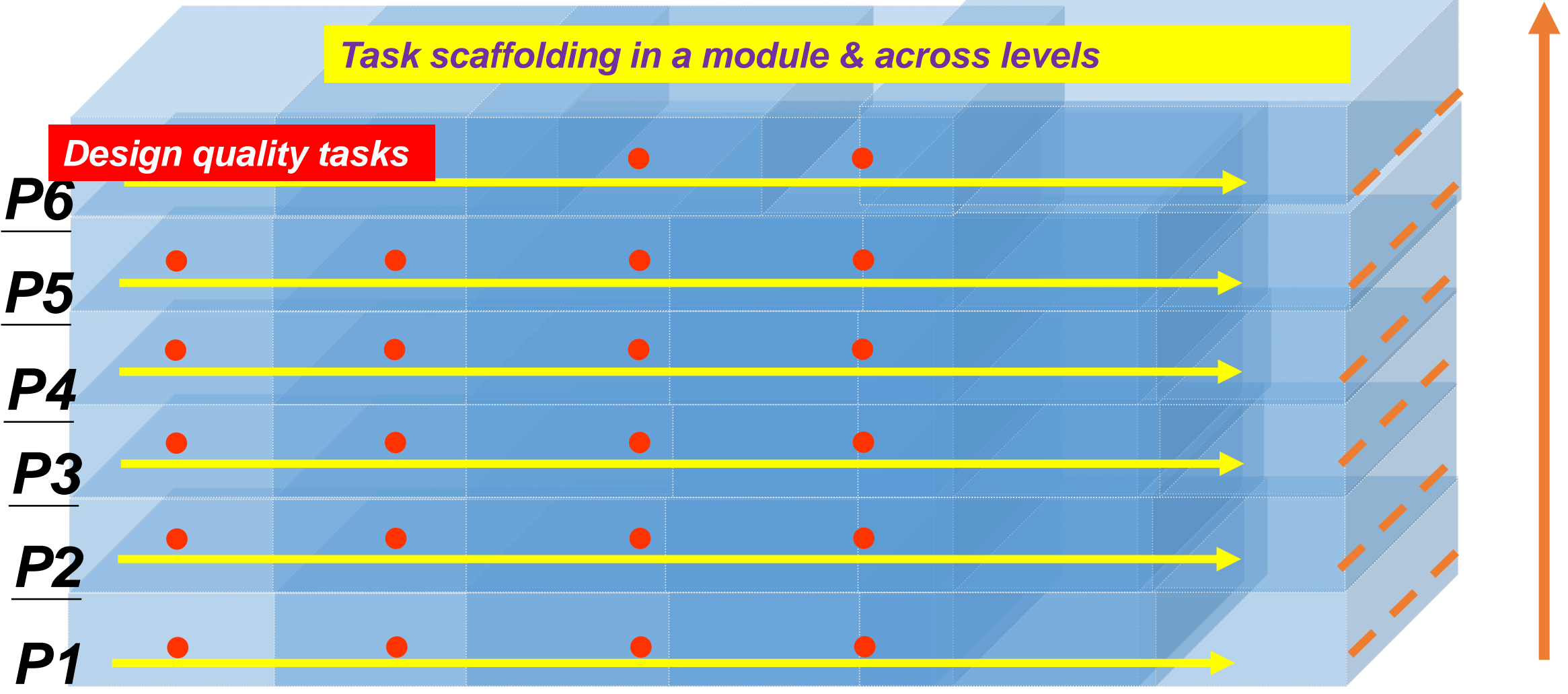
**P5**

**P4**

**P3**

**P2**

**P1**





# Building a school reading curriculum

## Categories

## BC descriptors

## Primary 1

## Primary 2

## Primary 3

**-Basic conventions of English**

**-Construct meaning from texts**

**Word knowledge**

**work out the meaning of unknown words**

**Dictionary skills**

**Understand different questions**

**recognize base word within words**

**order of words in an English dictionary**

**WH Qs**

**Who  
What  
Where  
How  
How old  
How many**

**suffixes and prefixes on base words**

**locate words & check meaning**

**WH Qs**

**Why  
Which  
Y/N Qs  
Is/Are**

**create new words from base word**

**word meanings & part of speech**

**Revisit all**

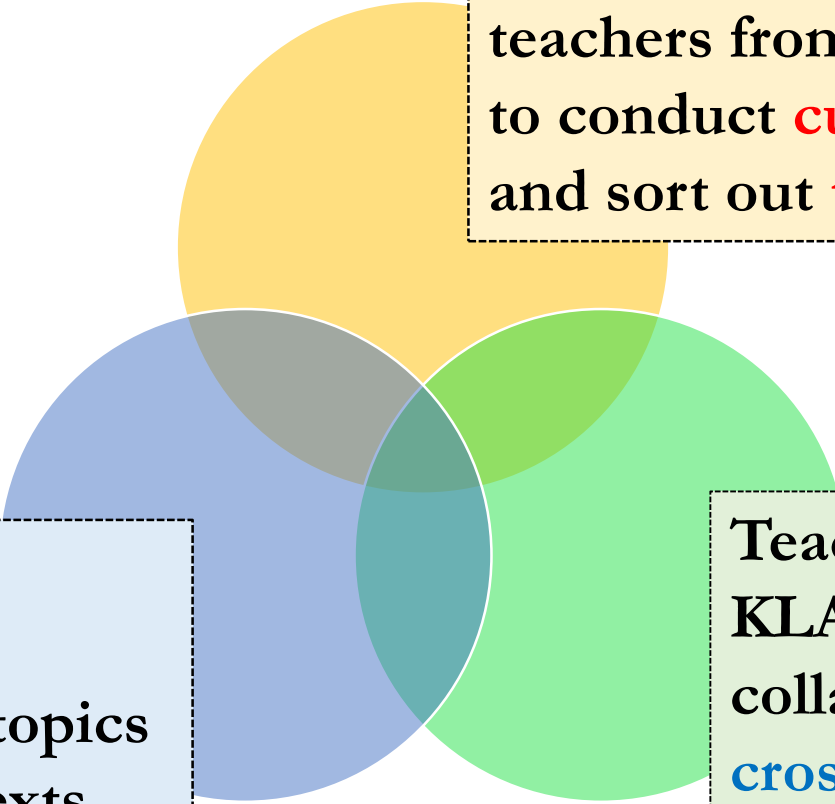
KS1 (P1 – 3)	KS2 (P4 – 6)
<ul style="list-style-type: none"> <li>- guess the topic and the likely development of the topic by using personal experiences and knowledge of the world</li> <li>- recognise the format, visual elements and language features of some common text types (e.g. signs, stories)</li> <li>- make predictions about stories, characters, topics of interest using pictorial clues and the book cover</li> <li>- skim a text to obtain a general impression and the gist or main ideas with teacher support</li> </ul>	<ul style="list-style-type: none"> <li>- understand the connection between ideas by identifying cohesive devices (e.g. also, at last, because, first, however, if, therefore)</li> <li>- predict the likely development of a topic by recognising key words, using personal experiences, and making use of the context and knowledge of the world</li> <li>- re-read the text to establish and confirm meaning</li> <li>- self-correct by using strategies such as checking understanding against predictions, re-reading, using the context, reading further to clarify, asking for help</li> <li>- recognise the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation</li> <li>- understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language and images</li> <li>- skim a text to obtain a general impression and the gist or main ideas</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Locate information and ideas</b></li> <li>- locate specific information in a short text in response to questions</li> <li>- scan a text to locate specific information by using strategies such as looking at repeated words, words in bold, italics or</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Locate information and ideas</b></li> <li>- scan a text to locate specific information by using strategies such as looking at headings and repeated phrases</li> <li>- identify details that support the gist or main ideas</li> </ul>

Reading - ATM 1	Reading - ATM 2	Reading - ATM 3	Reading - ATM 4
<p>Understanding information and ideas in some short simple texts, using some reading strategies as appropriate</p> <p>Pointers Learners can, for example,</p> <ul style="list-style-type: none"> <li>recognise some high frequency words (e.g. the, you)</li> <li>decode words by using knowledge of letter-sound relationships</li> <li>process simple sentences by using knowledge of basic conventions of written English (e.g. basic punctuation)</li> <li>follow predictable texts by</li> </ul>	<p>Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate</p> <p>Pointers Learners can, for example,</p> <ul style="list-style-type: none"> <li>work out the meaning of words by using knowledge of letter-sound relationships</li> <li>recognise common contracted forms by connecting them to their full forms</li> <li>process simple sentences by identifying meaningful chunks</li> <li>locate specific information</li> </ul>	<p>Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate</p> <p>Pointers Learners can, for example,</p> <ul style="list-style-type: none"> <li>work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms)</li> <li>process some compound and complex sentences</li> <li>locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in</li> </ul>	<p>Understanding information, ideas and feelings in texts, using a small range of reading strategies as appropriate</p> <p>Pointers Learners can, for example,</p> <ul style="list-style-type: none"> <li>work out the meaning of words and phrases by using semantic and syntactic clues</li> <li>locate details which support the main ideas from different parts of a text</li> <li>follow ideas by recognising simple text structures and understanding the use of cohesive devices</li> <li>infer feelings of characters from pieces of information in</li> </ul>
<p>some degree of complexity, using and integrating a small range of reading strategies as appropriate</p> <p>Pointers Learners can, for example,</p> <ul style="list-style-type: none"> <li>work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues</li> <li>follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues</li> <li>organise information and ideas in texts by using</li> </ul>	<p>texts with some degree of complexity, using and integrating a range of reading strategies as appropriate</p> <p>Pointers Learners can, for example,</p> <ul style="list-style-type: none"> <li>work out the literal and implied meaning of words and expressions by using semantic and syntactic clues</li> <li>gather, distil and summarise more extensive information and ideas from texts</li> <li>compare alternative views and arguments in texts by using graphic forms and making notes (e.g. drawing</li> </ul>	<p>texts with some degree of complexity, using and integrating a range of reading strategies as appropriate</p> <p>Pointers Learners can, for example,</p> <ul style="list-style-type: none"> <li>work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues</li> <li>analyse the development of ideas, views or arguments in texts</li> <li>interpret ideas and opinions presented in different texts and draw conclusions</li> </ul>	<p>texts, using and integrating a range of reading strategies as appropriate</p> <p>Pointers Learners can, for example,</p> <ul style="list-style-type: none"> <li>justify interpretations of writers' intention by using well-chosen evidence from texts</li> <li>synthesise ideas and opinions presented in different texts and draw conclusions</li> <li>analyse texts for themes, intended audience and writers' attitudes by understanding their social and cultural implications</li> </ul>

**Taking students' needs into consideration**

**Making reference to the curriculum documents**

# Reading across the Curriculum (We support cross-curricular collaboration )

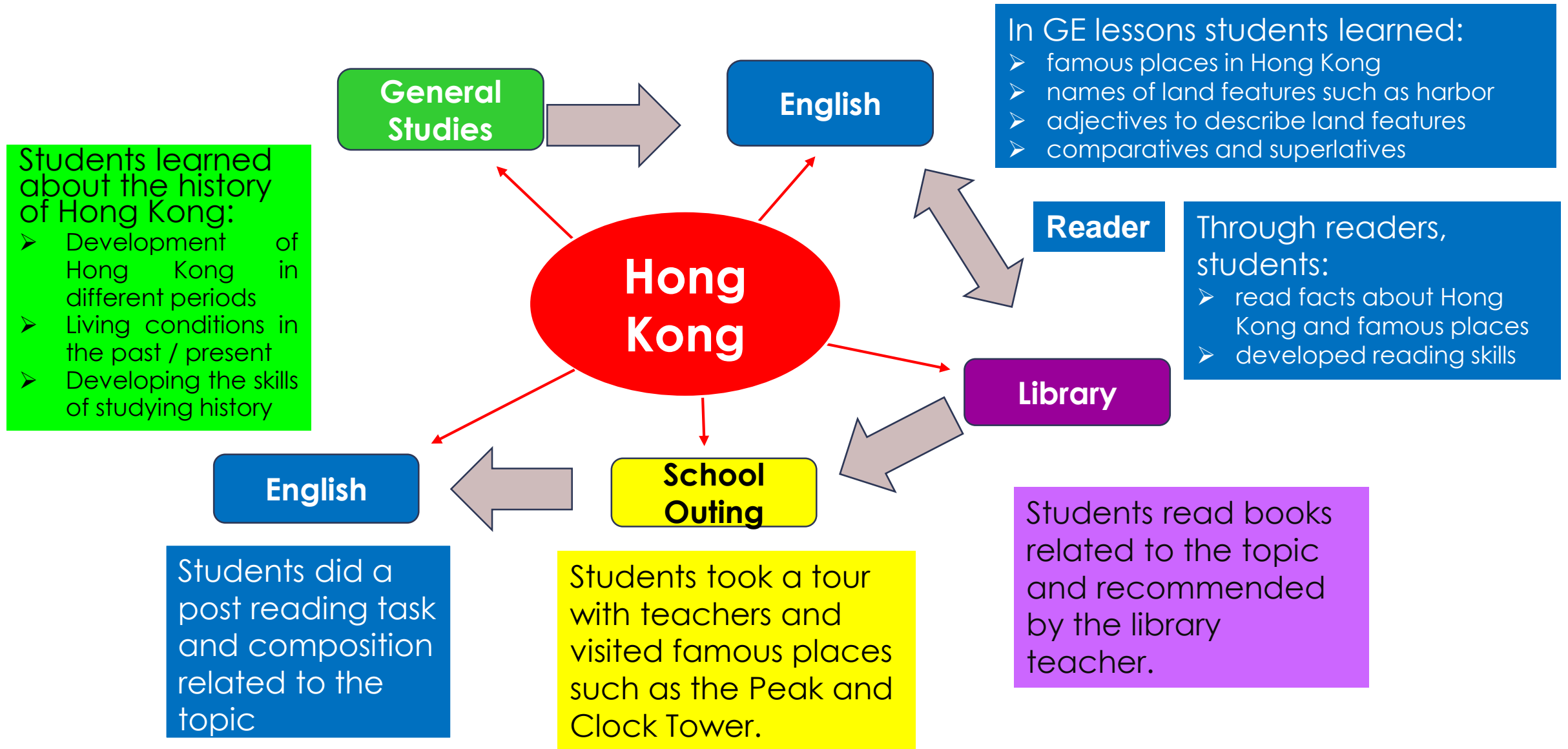


English teachers work with teachers from other KLAs/subjects to conduct **curriculum mapping** and sort out **teaching schedule**.

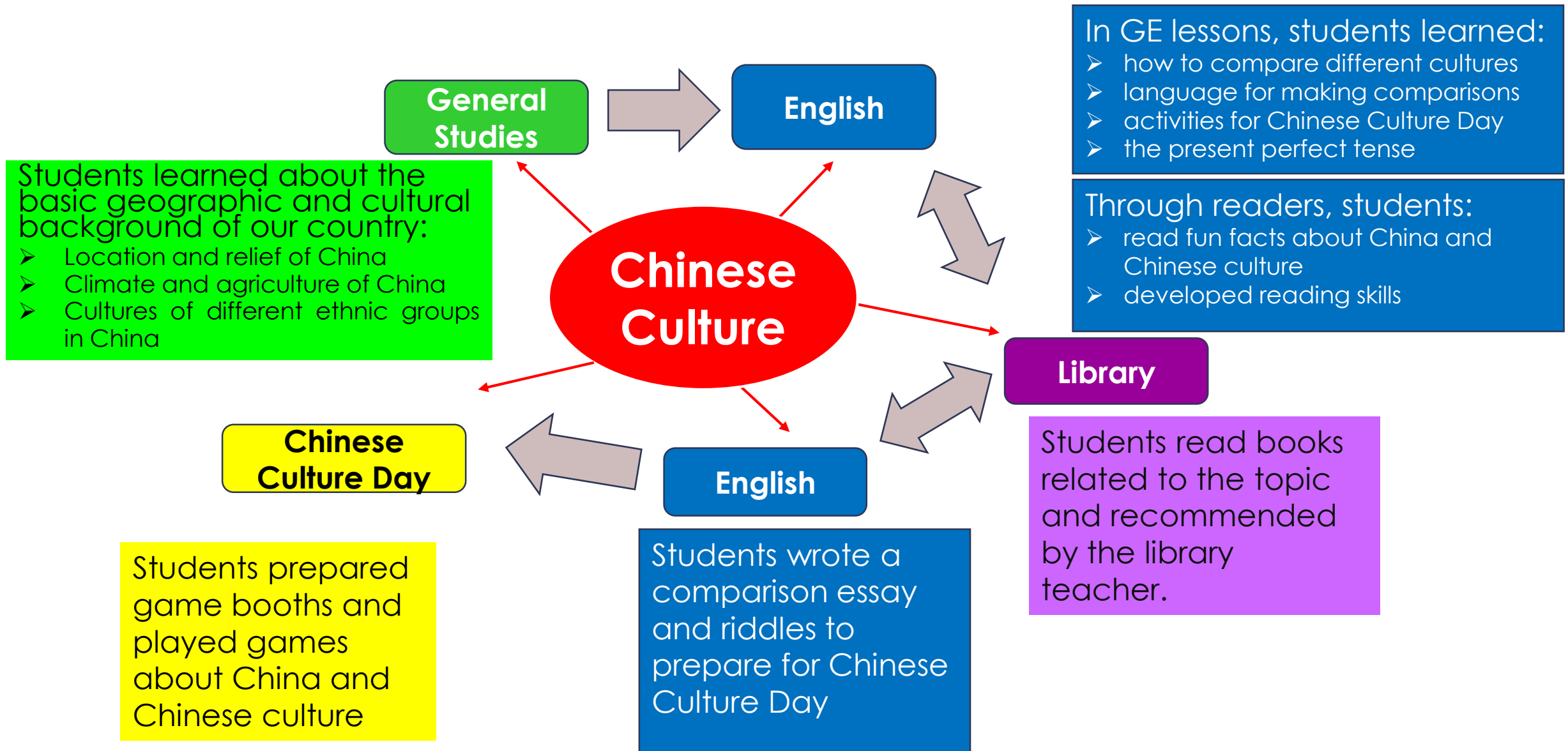
Teachers of different KLAs/subjects work collaboratively to identify topics and appropriate reading texts.

Teachers of different KLAs/subjects work collaboratively to **design cross-curricular activities**.

# Reading across the Curriculum (We support cross-curricular collaboration )



# Reading across the Curriculum (We support cross-curricular collaboration )

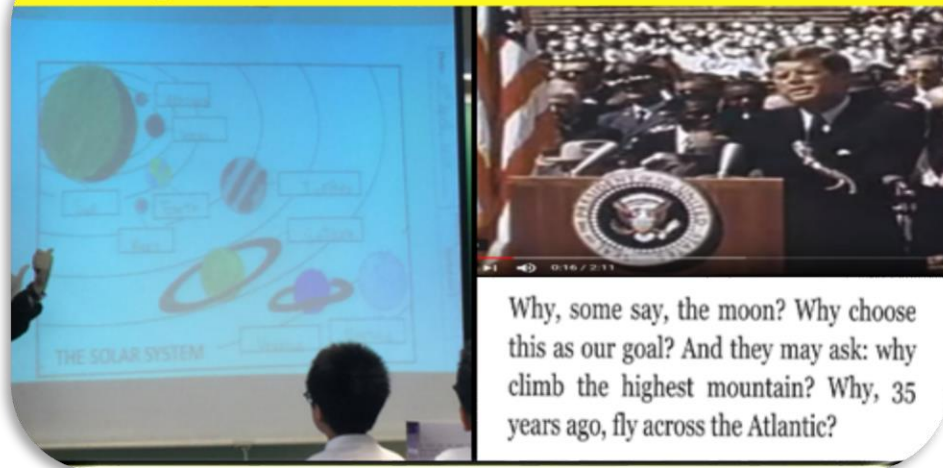


# Reading across the Curriculum (English Language and General Studies)

**We broaden students' knowledge base, help them connect their learning experiences and provide them with opportunities to integrate and apply knowledge and skills in different KLAs/subjects.**

Reading about human's history in exploring space in English lessons

Space and human's mission to the Moon



Learning about space in GS lessons



# Reading across the Curriculum (English Language and P.E.)

## English KLA Curriculum

- Read to learn the skills and rules of playing basketballs
- Talk about basketball skills and **understand people when they talk** about basketball games
- Use **KWL skills** in reading information text
- **Experience** the value of 'Perseverance' in learning a sport

Reading about the rules and skills of playing basketball in English lessons



PE lessons



# Developing the writing curriculum

We facilitate students to use appropriate formats, visual elements, conventions and language features when writing and creating a variety of text types.

The diagnostic task (Formative assessment)

student work A  
(above average)

Myself I am a boy.

My name is Eugene. I am tall and fat. I am seven years old. I am in Class 2A. My class teacher is Miss Chid. My English teacher is Miss teacher.  
I have short black hair. My eyes are big. My nose and mouth are big too. I have two big ears. My arms and legs are long. My hands and feet are big. I like black. I like all animals.

Plus

1. Paragraphing
2. Use the vocab learnt in P1&2
3. Use a variety of sentence structures learnt previously
4. Good subject-verb agreement
5. Use cohesive device 'and' to link up 2 ideas
6. Ideas coherently organized

Diagnosing writing problems

Horizontal and vertical curriculum

Different genres

Writing skills

Process writing

Timely feedback

P1 Writing Curriculum – horizontal development

Myself	My School Bag	Princess Pam	My pet	My Puppet	Picture description
--------	---------------	--------------	--------	-----------	---------------------

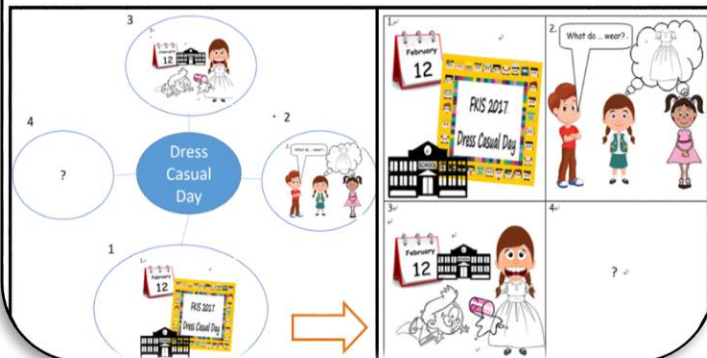
From writing about a person (*Myself & Princess pam*) to writing about an object (*My School Bag*) to writing about an animal (*My Pet & My Puppet*) to describe the people, animals and objects in a picture (*Picture description*)

From 1st person to 3rd person

From writing isolated sentences to forming a coherent paragraph

From descriptive to narrative genre

Help students to get used to a new frame – from a mind map to a story frame



Key Stage 2 Writing Skill Package

Writing the BEGINNING of a story.....	P.2
Writing about TIME.....	P.3
Writing about FEELINGS -1(Happy and Sad).....	P.4
Writing about FEELINGS -2(Angry and Fear) .....	P.5
Writing with COHESIVE DEVICES.....	P.6 and P.7
Writing with DIALOGUES with saying words and correct punctuation.....	P.8

# Writing for meaningful and authentic purposes

We provide students with meaningful and engaging writing experiences.

## Food Guide: Yuen Long food guide

4D 28 Zoey



My favorite food is B Jai Leung Fun from the sugar. I think it is the most delicious.

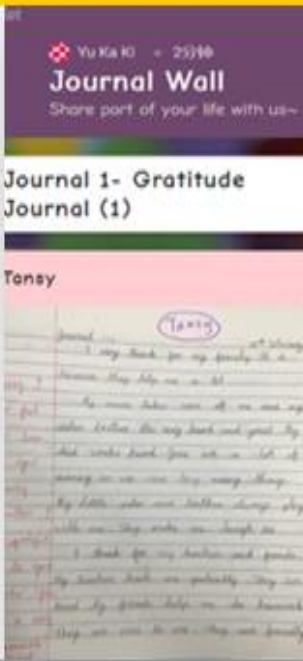


My favourite restaurant is The queen of siu mai in Yuen Long. It is because the food is really delicious.



## Gratitude Journals: People and things I am grateful for

I am blessed that I can cook for my family. Although I am very busy, I can still spare some time in learning to make some new dishes. I am thankful for all the YouTubers who teach me how to make all these scrumptious food.



## Posters: Transports in Hong Kong



## Multi-modal text (ppt slides): Itinerary of going to various attractions in Hong Kong





# Building students' speaking competence

Understand students' standard

Introduce speaking skills

Provide meaningful speaking opportunities

Share success criteria

## Pre-test (running record)

2018-2019 P4 Phonics Screening Test

Use phonics skill (Finger talk) to read the words.

1. bat	9. came	17. yalk	25. cloy	33. drove	41. wrete
2. gip	10. kettle	18. wair	26. crawl	34. trapped	42. buck
3. sung	11. heel	19. zeggy	27. spy	35. slork	43. sharp
4. mud	12. lake	20. quit	28. fridge	36. skatter	44. awhile
5. mude	13. horse	21. slox	29. glue	37. tide	45. marker
6. nun	14. row	22. cunk	30. knew	38. ream	46. flirt
7. path	15. jay	23. blouse	31. plumb	39. hie	47. grabbed
8. chin	16. vaid	24. broom	32. proud	40. graph	48. nodded

**Word** – phonic sounds, blending, stress, rhymes ...

**Sentence** – stress, intonation, linking, elision ...

**Discourse** – storytelling, presentation, conversational strategies



## Key Stage 2

Presentations	Discussions	Debate
Loudness of voice and clarity of speech	Clear expression of relevant and adequate content	Information organization, adequacy and relevancy
Speak with variation in pause, pace, intonation and <b>body language to convey meaning</b>	<b>Show communicative strategies</b> such as explaining, disagreeing, agreeing, turn-taking, suggesting, making conclusion etc	Speak with variation in pause, pace and intonation to convey meaning
Speak with eye contact	Speak with eye contact	Use of facial expressions, gestures and eye contact
Pronunciation	Pronunciation	Pronunciation
Language accuracy (grammar, sentence patterns, connectives)	Language accuracy (grammar, sentence patterns, connectives)	Language accuracy (grammar, sentence patterns, connectives)

# Engaging and meaningful speaking and listening activities

We design school curriculum with multifarious learning experiences to equip students to be confident speakers.



Show-and-tell



Group Discussion



Readers' theatre



Student Presentations



Interviews



Drama



Games



Story-telling

# English Language learning to support STEAM education

We draw on ample resources of STEM education (books, e-books and videos) to support students to accomplish their STEM projects and apply language to demonstrate and elaborate their work.

**GS  
STEM Project**

Making a simple vacuum cleaner



Input from General Studies

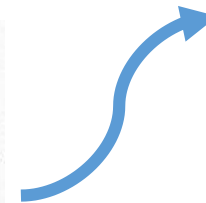
Input from English

Watch the English video to learn how to talk about the process of making a vacuum cleaner.

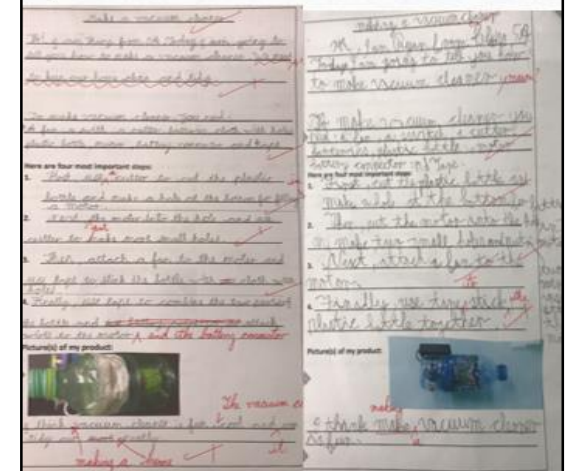
[https://www.youtube.com/watch?v=Ysy4M5c\\_7hY](https://www.youtube.com/watch?v=Ysy4M5c_7hY)



Learn the English words/phrases we use for our STEM project.



Writing a presentation script for your STEM vacuum cleaner



# Values education

We link language learning with values education.

Students wrote **notes of appreciation** to classmates using superlative adjectives.

Dear Haily,

I think you are the **smartest** in the class because you always get full marks. You are <sup>also</sup> the **humblest** ~~too~~ because you never tell. You are the **smartest** in the class. <sup>anyone</sup> ✓

Dear Jarvis,

I think you are the **most helpful** in the class because you always help teachers to put the books. You are <sup>also</sup> the **funniest** in the class ~~too~~ because you always tell jokes. ✓

Heiden

I think you are the **funniest** classmate because you always tells jokes in ~~front~~ <sup>front</sup> of the class. ✓

Eason

I am proud of you for being the **most helpful** classmate because you always help ~~classmate~~ <sup>classmate</sup> and I do homeworks. ✓

Students wrote **gratitude journals** to reflect on things and people they are grateful for.

## A Gratitude Journal

I am **blessed** that I can cook for my family. Although I am very busy, I can still spare some time in learning to make some new dishes. I am **thankful** for all the YouTubers who teach me how to make all these scrumptious food.



A Gratitude Journal

**SLIKE!** I am so grateful that my mother gave birth to me and brought me into this beautiful world.

I feel great that my teachers taught me so much knowledge to make me smarter.

**SLIKE!** I feel wonderful that I have a group of kind classmates. We will chat together if we are not happy, we will help each other if we don't understand.

I feel blessed that I have a happy and healthy family, and I live happily every day.

I feel thankful that I have a dad and mom who are kind to me. My dad works every day to make money so that our family can get enough food and clothing. My mom **SLIKE!** takes care of our family at home every day, and often cooks delicious food for us. ✓

It's more blessed to give than to receive. It's also blessed that you are grateful and thankful for the ones you love. The world is full of ♡. What a wonderful world. 😊

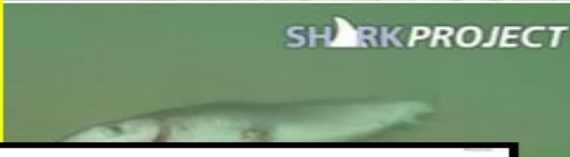
Amazing! ✍️  
Ms ROUNG

# Values education

## Understand the cruelty of shark finning



Do you know where shark fins come from?



Why can't a shark swim without fins?

What is this? Do you like it?

### The Reality of Shark Finning

Sharks that are caught and their fins cut off are not always dead when their bodies are thrown back into the sea. Without its fins the shark simply sinks to the bottom of the ocean where it dies. It is horrible! How awful it must be for these animals... to think that when their body hits the water again that they will be safe, only to realize that they can no longer swim, and end up dying in an ocean.



Unfold the cruelty of shark finning and enable students to reflect and re-think the issue

Shark fins are then dried to be sold in markets to individuals and restaurants. They are made into shark fin soup and sold to the public (especially tourists) for as much as \$350 per bowl! The shark fins don't even add any flavor to the soup. Chicken or pork are used to flavor, the fins are for texture only. The photo at left shows a small line of sharks getting ready to be finned. Multiply this line by a million and you won't even come close to the actual sharks that are killed annually.

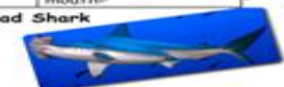
All of this killing for a bowl of soup! Shark finning is not only a cruel practice but also a waste and a travesty on nature. We must stop shark



A. Fill in the blanks.

fin <sup>s</sup>	tail <sup>s</sup>	head <sup>s</sup>
eye <sup>s</sup>	gill <sup>s</sup>	mouth <sup>s</sup>

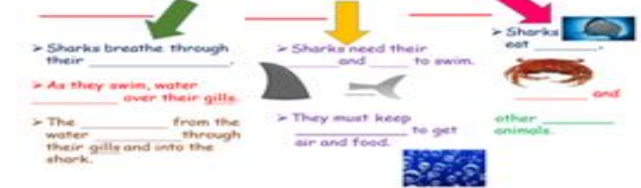
Smooth Hammerhead Shark



B. Fill in the blanks.

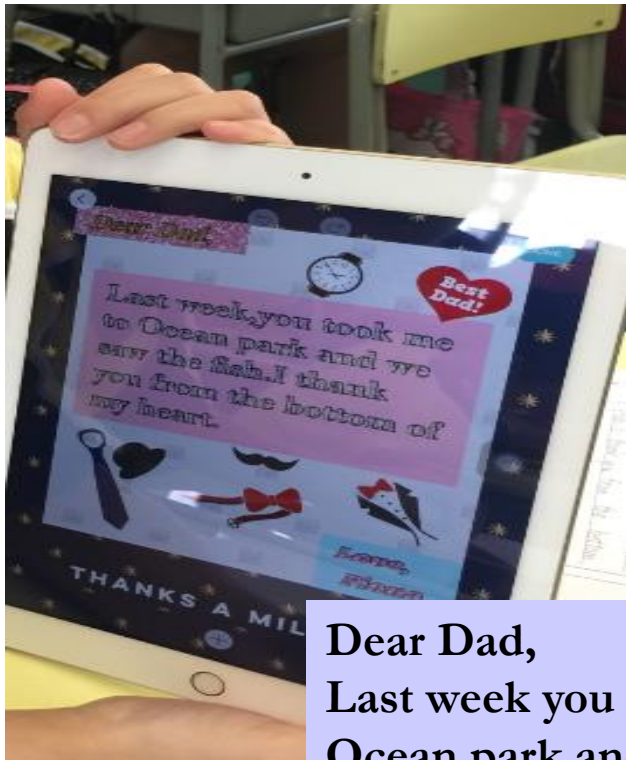
fin <sup>s</sup>	move <sup>s</sup>	movin <sup>g</sup>	eatin <sup>g</sup>	sea <sup>s</sup>	breathin <sup>g</sup>
air <sup>s</sup>	passes <sup>s</sup>	gill <sup>s</sup>	tail <sup>s</sup>	crabs <sup>s</sup>	stingray <sup>s</sup>

### Facts about sharks



# e-Learning and Blended Learning

We facilitate the use of various IT tools to arouse learning interests and cater for different learning styles.



Dear Dad,  
Last week you **took** me to Ocean park and we **saw** some fish. I thank you from the bottom of my heart.



# e-Learning and Blended Learning

We make use of e-platforms to foster both teacher-student and student-student interactions with a view to motivating students, consolidating learning and facilitating application of learning.

Using e-platforms to engage students to learn before, during and after lessons

Where will you go for your holiday?

Share your plan with Miss Ho

Miss Ho's plan

There will be a holiday next month. I think it is the Easter holiday. I will go to Lamma Island with my friends. We will go there by ferry. We will visit the beach and eat seafood there.



I will have a holiday next month. I will go to Ocean Park. I will play roller coasters.



Bowie's plan  
I will have a holiday next month. I will go to Sai Kung/Sharp Peak with my family. We will go hiking.



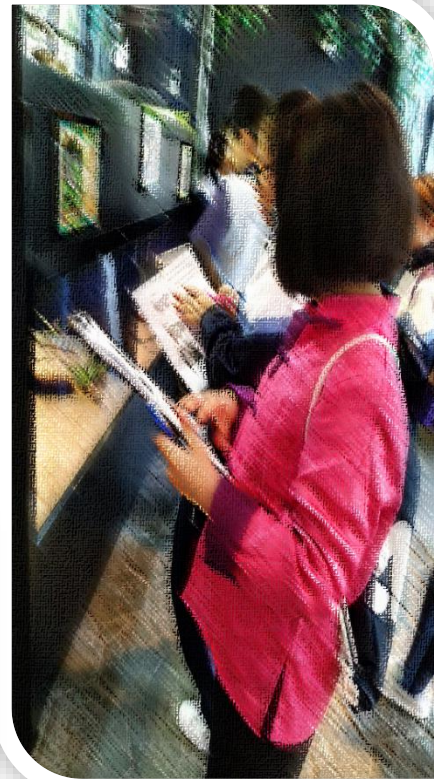
Students sharing books they read among themselves



# Life-wide learning

(Visit to the Reptile House to understand animals)


We support students to learn in real contexts and authentic settings.



**The Visit to the Reptile House!**

**The Visit**

**Task 1:** Read the **Success of Reptiles** board and try to understand why reptiles can live on earth.




**Success of Reptiles**

Circle the correct answer below:

- There are over 5000/6000/7000 reptiles in the world.
- Tokay Gecko: The Gecko can shed its tail.
  - to grow bigger.
  - to escape predators.
  - to attract another gecko.

**Task 2:** Read the **Life of a Snake** board and try to understand more about snakes.




**Life of a Snake**

**Smell of Snakes:**  
All snakes have a \_\_\_\_\_ tongue.




**Feeding:**  
All snakes are  
 Carnivorous (they eat meat)  
 Herbivorous (they eat plants)

**Sighting:**  
 Snakes don't have eyelids.  
 Snakes have eyelids.

**Task 3:** Find the tortoises

<b>Distribution:</b> South Madagascar	Name of the turtle:
<b>Habitat</b> (places they live): Low thorn bush and scrubby grassland	
<b>Food</b> (Diet): mainly feed on grasses, plants	

<b>Leopard Tortoise</b>	<b>Circle the Leopard Tortoise</b>
<b>Distribution:</b> Central and South Africa	
<b>Habitat:</b> Dry Region	
<b>Diet</b> (Food): mainly feed on _____ and plants	



# Life-wide learning

(Visit to the Hong Kong Palace Museum to appreciate Chinese treasure and culture)

## P.6 Cross-disciplinary Life-wide Learning

Visiting the Hong Kong Palace Museum

*Developing a strong foothold in China  
and embracing the world*



Picture taken from:  
<https://www.westkowloon.hk/en/hkpm#overview>

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Embracing the world

For many years, Chinese people have tried to understand and connect to the world. Let's see how Chinese emperors interacted with the world through observing and appreciating the exhibits below.

### Exhibit 1: Jade Ewer (Exhibition Hall 1, G/F)

Go to the museum to see the jewels used in this jade ewer.



You can listen to an audio guide to learn more about this jug.



This ewer is made with 4 kinds of materials.

They are: Lapzi lazuli, r \_\_\_\_\_, j \_\_\_\_\_ and g \_\_\_\_\_

Picture is taken from: <https://www.hkpm.org.hk/en/visit/audio-guide/g1-entering-the-forbidden-city#1008>



# Self-directed Learning

We equip students with different learning strategies and self-learning skills, guiding them to set appropriate learning goals as well as evaluate their learning.

## SDL Mind-set

- Understand **WHY** you have to take actions and **set your goals**
- Nurture a positive **attitude** towards mistakes
- Conduct **positive self-talks** to encourage yourself
- Do **self-reflection** to check progress

## SDL Skill-set

- **Dictionary** skills
- **Note-taking** skills
- **Research** skills
- **Learning from others**

## Writing-specific Skills

- **SCAMPER** skills
- Drafting, revising and editing skills
- Use of mind-maps, WH questions and graphic organisers
- Use of different writing skills e.g. **dialogues, similes, interjections etc**


# Assessment Literacy

We support teachers to design or select appropriate assessment tasks

**Reader-- Celebrate February**  
Post your special day under your name. Read your classmates' special days and leave your message, e.g. What do you do?

**Selina**

**Selina Choy**




National Pokémon day is on 27th of February. We can get poké ball and catch Pokémon in the game to train them and battle! We can also dress up like Pokémon and have a Pokémon party!

**Will Law** 5mo  
Great idea, I will be into pikachu!

**Will Law** 5mo

**Jessie**

**National Candy Day**



I hope you will like it and join it

**KK Cheng** 5mo  
I am Not that interested in this poster but The drawing is quite good I will give you that.)

**Padlet** SBPCS 5mo  
It's not healthy to eat too many sweets. However, eat a few of them occasionally is acceptable.

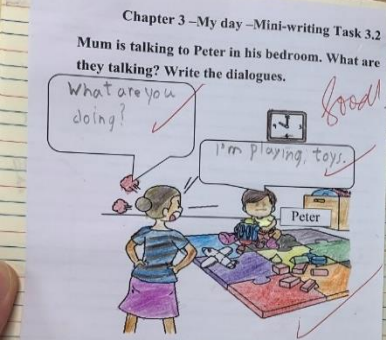
**Icy**

**No snack day**

PDF → snack day!!!

No snack day  
You cant eat snacks at that day, or you will end up in jail !!!!!!! 😡😡😡  
😡 It takes place in everywhere in the world! Everyone can join the event! If you want to eat snacks on that day, then you can not join it! It is **OPTIONAL** !!!!!!! **IT ISN'T A MUST!**

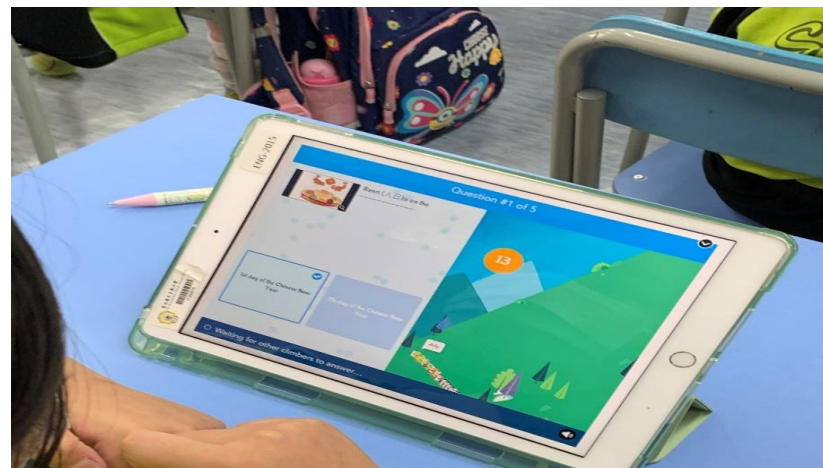
Chapter 3 - My day - Mini-writing Task 3.2  
Mum is talking to Peter in his bedroom. What are they talking? Write the dialogues.



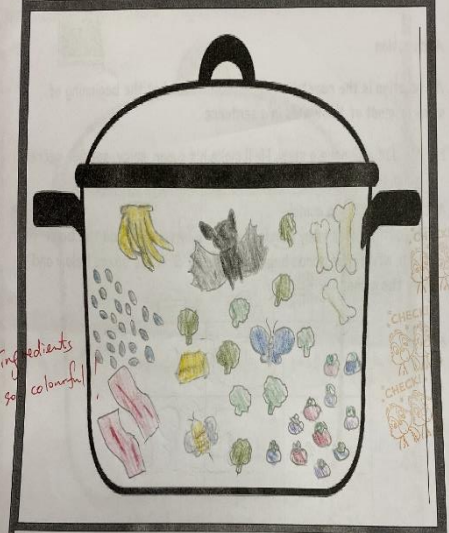
**Tips**  
✓ How to ask questions?  
e.g. Betty asks, 'What time do you have a shower?'  
✓ How to give answers?  
e.g. Tom replies, 'I have a shower at six o'clock.'

17th May, 2022  
It is ten o'clock at night. Peter is playing toys in his bedroom. He does not finish his homework. And he does not sleep. His mum is angry and shouts to Peter. "What are you doing?" Peter replies, "I'm playing toys." Then Peter tidies up and goes to sleep.

Well done, Hayden!  
I'm proud of you! You write a short story.



**C. Task**  
The author says 'I think I'd better stop... This stupendous soup is just a silly story.' It is your turn to design / make your silly soup for your family. What ingredients do you put in it? Use **alliteration** to make your soup fun. Draw and write the ingredients you put in your soup.



The ingredients are so colourful!

I put a bunch of bananas, a bowl of berries, a bowl of bacon, a bunch of bear bones, a bowl of blue beans, a big bat, a bee, a blue butterfly, a butler and a bunch of broccoli in my bittersweet soup.

# Assessment Literacy

We support teachers to make optimal use of assessment data and information

No of ppls in different options in different questions					% of ppls in different options in different questions				
		E_Q1	E_Q5	F_Q5			E_Q1	E_Q5	F_Q5
	A	5	19	21		A	6%	21%	24%
Corr Ans	B	72	5	20		B	81%	6%	22%
	C	9	56	38		C	10%	63%	43%
	D	3	9	9		D	3%	10%	10%
	E	0	0	1		E	0%	0%	1%
						Total No of ppls		89	

understand the strengths and weaknesses of students in learning

provide quality feedback to students on how to improve their learning

evaluate the curriculum design and learning and teaching practices

make appropriate adjustment to enhance learning and teaching effectiveness;

understand the needs and abilities of students in learning to better cater for diversity and to guide them towards self-directed learning

## 4. Modes of Support

Our support team will collaborate with English teachers on different aspects of English Language learning and teaching. The modes of support include:

**Intensive on-site and online professional support  
(Collaborative Lesson Planning meetings)**

**Lesson observation**

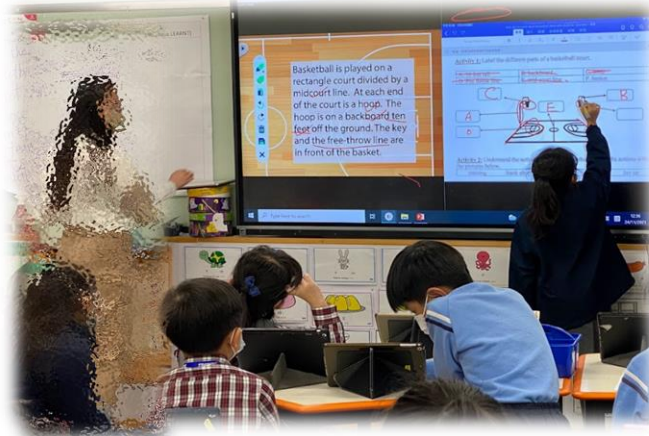
**Professional development programmes  
(e.g. seminars, workshops & sharing sessions)**

# Intensive On-site Professional Support

Conduct collaborative lesson planning meetings

Work out strategies to meet students' needs and interests

Formulate development plans & professional development programmes



Identify focuses and design action plans

Review and develop school-based curriculum



Evaluate students' performance and implement follow-up actions

# Lesson observation

Learn more about students' learning difficulties

Try out innovative strategies

Improve learning and teaching

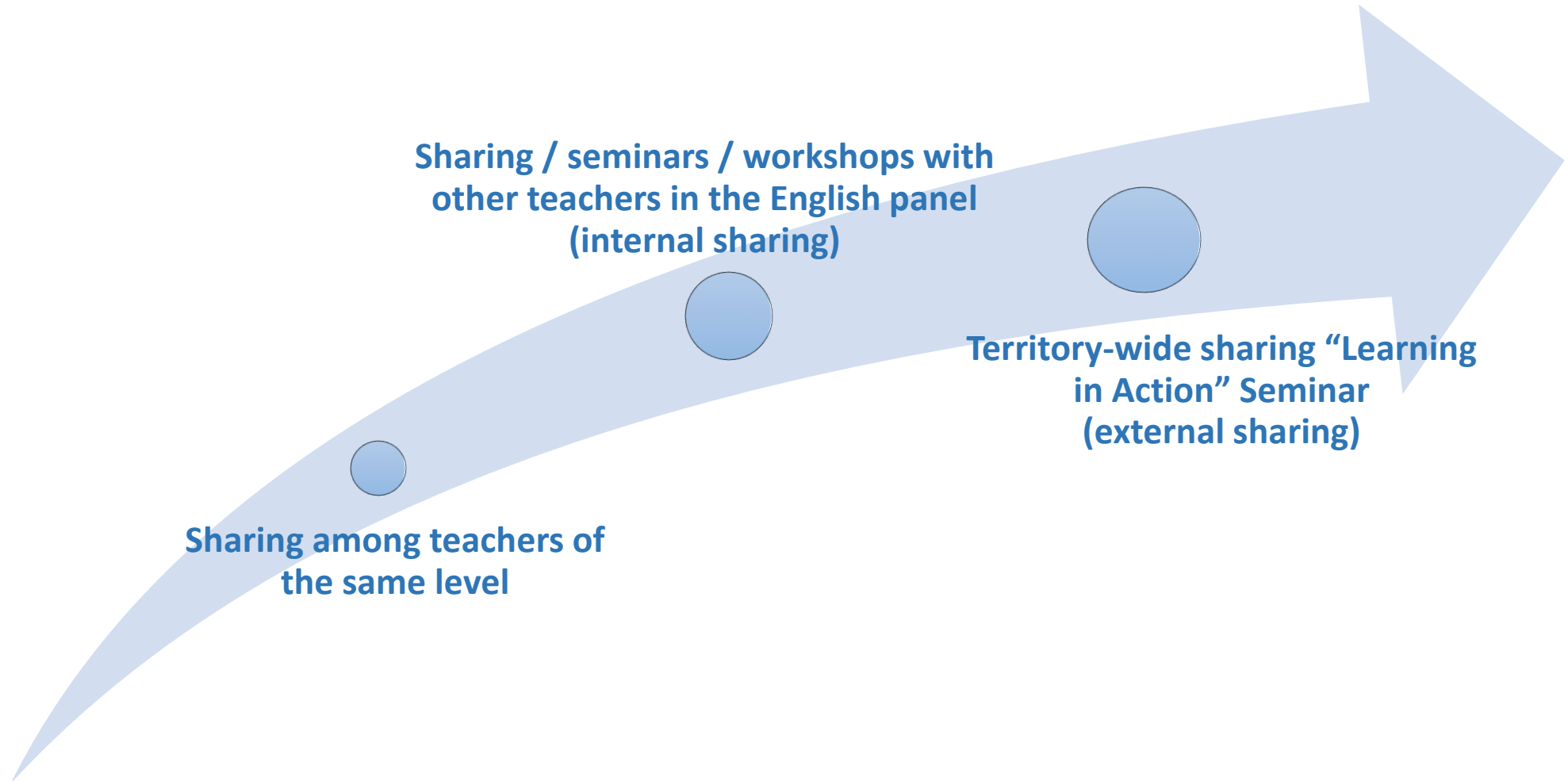
Promote peer learning

Evaluate learning effectiveness

Build teachers' capacities



# Professional Development Programmes





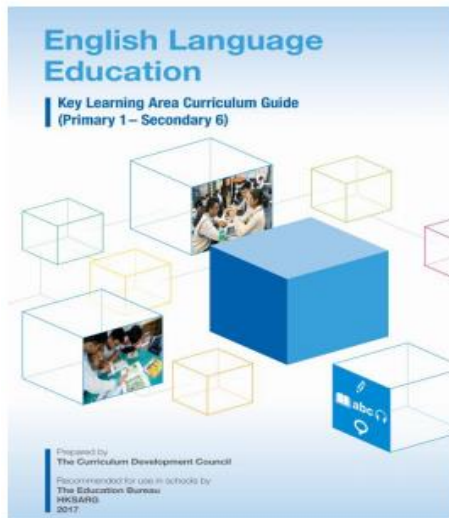
## 5. Identifying the entry points of support services

With reference to the updated seven learning goals in the **Primary Education Curriculum Guide (Pilot Version) 2022**



# 5. Identifying the entry points of support services

With reference to the English Language Education KLA Curriculum Guide 2017



ELE KLACG (P1-S6) (2017)

- Learning to Read & Reading to Learn
- Reading across the Curriculum
- From reading to writing
- Process writing
- Engaging speaking & listening tasks
- Language arts
- Holistic curriculum development

- Integrative use of generic skills
- Self-directed learning
- Assessment for/as/of learning
- E-learning and IT literacy
- Learning and Teaching of Text Grammar
- Interface between key stages of learning

## 6. Getting ready to work with the SBCDP team

June – August  
2023

Support  
Agents

- Initial meetings with the Principal, PSMCD, Vice- principal & English panel chairperson(s) to understand the practical school context

August 2023 –  
July 2024

Schools

- Prepare a meeting before the beginning of a new school year (usually in June or July) for the purposes of planning the direction of collaboration and communicating with teachers involved
- Appoint a curriculum leader to work with the EDB officer to collaborate, lead and co-ordinate the curriculum planning and development in your school

## 6. Getting ready to work with the SBCCDP team

**August 2023 –  
July 2024**

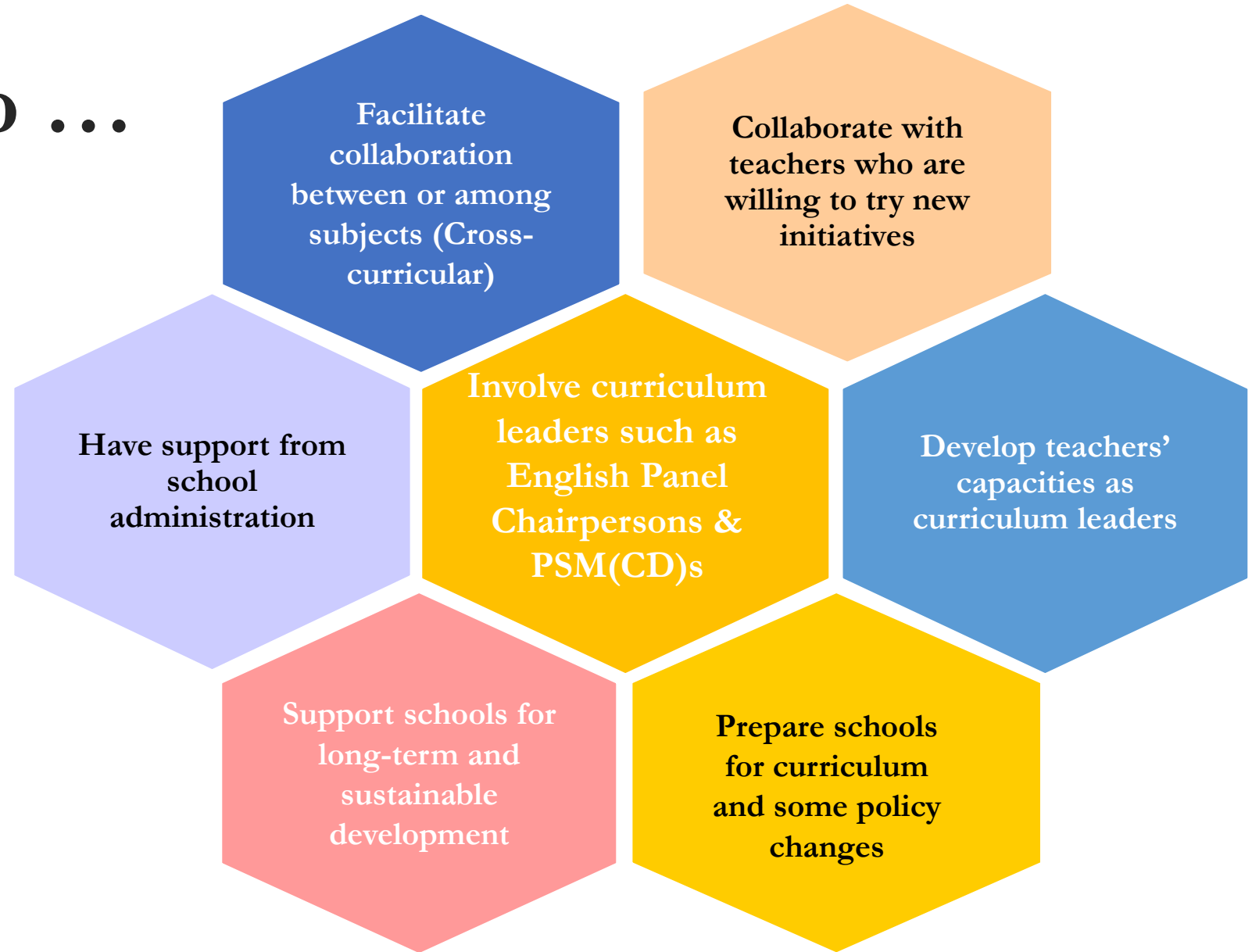
Schools

Provide participating teachers (English Panel Head and core English Language teachers) with regular lesson planning time (bi-weekly meetings, each lasting for 1.5-2 hours) and arrange peer lesson observation sessions

Support  
Agents &  
Schools

Reserve time and a venue for a sharing session at the end of a school year

# We hope to ...



## 6. Getting ready to work with the SBICDP team

### Expectations on Participating Schools

- share experience and resources with teachers from other schools such as work plans, learning and teaching materials, and students' work (The copyright of these materials will be co-owned by the EDB and the schools concerned. The EDB reserves the right to compile and refine the materials before disseminating them for educational purposes.)
- observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing learning and teaching materials

# 7. Sharing of experiences and practices through ‘Learning in Action’ seminars



QR code for  
‘Learning in Action’  
seminar details

We share school curriculum development experiences and practices through different seminars, sharing and workshops. The annual ‘Learning in Action’ seminar is one of the platforms.

## Reading:

- ✓ Developing students’ higher order thinking skills in reading
- ✓ Reading: From words to text
- ✓ The power of series books
- ✓ Towards a more genre-specific and interactive reading lesson
- ✓ Marrying reading skills and pleasurable reading experience

## Writing:

- ✓ Developing Reading and Writing Skills Across Different Content Areas in English Language Learning
- ✓ Revisiting a vertical framework for the writing curriculum: A closer look at what makes or breaks its implementation
- ✓ Incorporating social and global issues into the writing curriculum
- ✓ Optimising the process writing approach to develop KS2 children into independent writers
- ✓ Infusing self-directed mindset and skillset into traditional writing contexts

## Speaking & Listening:

- ✓ Talking to learn
- ✓ Nurturing our students to be competent speakers
- ✓ Developing primary students’ listening skills
- ✓ Developing a school-based speaking curriculum
- ✓ From segregated to integrated language skills: weaving speaking and writing to improve productive output

## E-learning/Interface/Cater for diversity:

- ✓ e-learning in the English Language KLA: From a Home Button to an e-portfolio
- ✓ Learning by doing : Getting some hands-on experience on realizing the principles of task-based learning in designing a learning module in English
- ✓ Using age-appropriate games and activities to facilitate Grammar Learning and Teaching
- ✓ Enhancing a smooth interface between Key Stage 2 and 3
- ✓ Helping cross-boundary students at the starting line of their English language learning journey

## 8. Frequently Asked Question

**Q: What should school head and senior management do to facilitate the collaboration with SBCDP?**

**A:** The school management needs to consider the issue of sustainability of the school-based curriculum when assigning teachers to collaborate with SBCDP officers. Key persons such as panel chairpersons/PSM(Eng) and/or vice-principal should be involved and be prepared to leverage their experience and knowledge to other levels or KLAs.



# 9. Enquiry Hotline/Email

School-based Curriculum Development Support Services  
for Primary Schools – English Language

School-based Curriculum Development (Primary)  
Section, Education Bureau

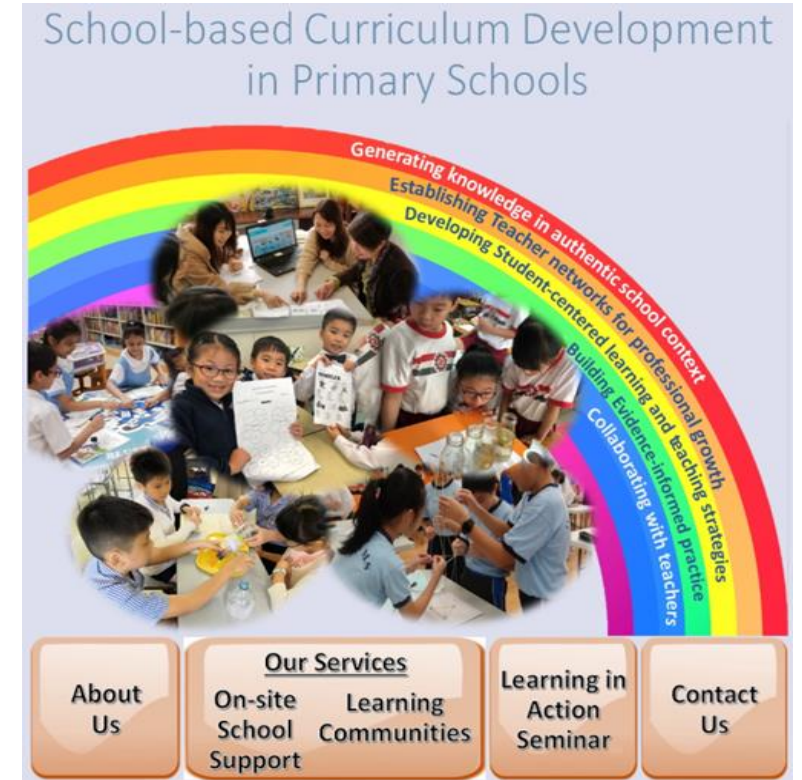
Ms Eve CHAN

Tel: 21584920

Email: [evechan@edb.gov.hk](mailto:evechan@edb.gov.hk)

Our website

[www.edb.gov.hk/sbss/sbcdp](http://www.edb.gov.hk/sbss/sbcdp)



## Application for our services

If you would like to apply for our SBCDP English Language Education KLA support services, please select **CODE P3** in the Online Application System.

## 10. Points to Note on Application (1)

- Schools may apply for **a maximum of two school-based support services**. For details, please refer to Education Bureau Circular Memorandum No. 2/2023 or scan the following QR code to browse the SBSS website to obtain details and latest information of the support programmes.



School-based Support Services  
<http://www.edb.gov.hk/sbss>

- Interested schools may apply for the **“School-based Curriculum Development Support Services for Primary Schools – English Language”** (Code Number for On-line Application: P3) via the Common Log-on System (CLO) starting **from 22 March to 28 April 2023**.

## 10. Points to Note on Application (2)

- Schools may apply for the support services via the On-line Application System (OAS), which can be accessed through the CLO (<http://clo.edb.gov.hk/>). For enquiry:

Enquiry	Technical support on CLO	Technical support on SBPS
Contact section/unit	CLO Helpdesk	SBPS Section
Contact person	CLO Helpdesk	Mr Sam LAI
Telephone	3464 0592	2152 3604

- Results of the allocation will be announced on 9 June 2023.

# 10. Points to Note on Application (3)

**The SBCDP Section** provides the following support services:

- P1** Chinese Language
- P2\*** Enhancing support for teaching Chinese to Non-Chinese Speaking (NCS) students
- P3** English Language
- P4** Mathematics
- P5** General Studies
- P6\*** Learning Community for Curriculum Leaders
- P7\*** Learning Community for Primary School Teachers Supporting NCS Students in Learning Chinese Language
- P8** Learning Community for Primary School English Language Teacher Leaders
- P9** Learning Community for Primary School Mathematics Teacher Leaders
- P10** Learning Community for Primary School General Studies Teacher Leaders
- P11\*** Mainland– Hong Kong Teachers Exchange and Collaboration Programme – STEAM education (General Studies for Primary Schools)

\* **“Additional Choice” is applicable for the following:**

**P2** Enhancing Support for Teaching Chinese to Non-Chinese Speaking (NCS) Students

**P6** Learning Community for Curriculum Leaders

**P7** Learning Community for Primary School Teachers Supporting NCS Students in Learning Chinese Language

**P11** Mainland–Hong Kong Teachers Exchange and Collaboration Programme – STEAM education (General Studies for Primary Schools)

- THE END -

