

## Reading – teaching focuses

### Understand the basic conventions of written English

- Sight read common, phonically irregular words (e.g. are, a, you)
- Recognise known clusters of letters in unknown words (e.g. in, chin, thin)
- Recognise familiar words in new texts
- Recognise some high frequency words (e.g. the, you)
- Use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts

### Construct meaning from texts—word level

*Decoding skills- using different skills to guess the meaning of new words*

- Work out the meaning of unknown words by recognising the base word within other words (e.g. mother/grandmother, rain/rainy)
- Guess the meaning of unfamiliar words by using *contextual, pictorial clues and phonics skills*
- Identify key words for the main idea in a sentence
- Understand the information provided on the book cover (e.g. title, author, illustrator)
- Recognise the format, visual elements and language features of some common text types (e.g. signs, stories)

### Locate information and ideas—text level

*Comprehension skills-using different strategies to construct meaning and comprehend the text*

- Scan a text to locate specific information by using strategies such as looking at repeated words, words in bold, italics or capital letters
- Locate specific information in a short text in response to some WH- questions, such as *How, Which, When*
- Understand the text by using *pronouns referencing and making synthesis, relating personal experiences or knowledge of the world*

Po Leung Kuk Tin Ka Ping Primary School

P.2 English Curriculum Framework

Text Types			
Key Stage 1		Key Stage 2	
Main	Additional	Main	Additional
Captions Cards Cartoons and comics Conversations Coupons Diaries Fables and fairy tales Illustrations Instructions Leaflets Menus Notices Personal descriptions Personal letters Personal recounts Poems Plays Posters Recipes Rhymes Rules Signs Songs Stories Timetables	Advertisements Forms Labels Lists Notes and messages Picture dictionaries Product information Postcards Riddles Tables	Directories Discussions Emails Pamphlets Procedures Film reviews Book reviews	Accounts Announcements Autobiographies Biographies Blogs Brochures Catalogues Children's encyclopaedias Dictionaries Explanations of how and why Formal letters Informational reports Jokes Journals Maps and legends Myths News reports Questionnaires Telephone conversations Tongue twisters Weather reports Webpages

## Writing – teaching focuses

### Writing conventions

- Recognise correct spacing of letters, words and sentences
- Use capital letters at the beginning of the names of people and titles
- Use full stops at the end of sentences
- Form most upper and lower case letters in handwriting correctly
- Organize sentences into a paragraph using correct capitalization and punctuation

### The planning of writing

- Gather ideas by using strategies like brainstorming and simple writing frames
- Generate ideas with wh words such as when, where, who, what and how with teacher support
- Put words in a logical order to make meaningful sentences based on teacher's model
- Learn to write in a logical sequence (e.g. numbering)
- Draft, revise and edit short written texts with teacher support

### Paragraphing and organization

- Organize ideas into more than one paragraph
- Develop the awareness of overall organization of ideas - one key idea in one paragraph

### The use of cohesive devices

- Use ‘and’, ‘but’, “also” and “too” to connect similar and contrasting ideas
- Use pronouns to establish links

<b>Elaboration with details</b> <ul style="list-style-type: none"><li>- Use a limited range of adjectives to describe people's feelings (e.g. sad, happy, unhappy, hungry), personality (e.g. polite, rude, lazy, hardworking, honest, greedy, naughty) , places (e.g. use of prepositions) and objects</li><li>- Provide basic information about people, activities and time (e.g. He watches TV in the afternoon)</li></ul>
<b>Word choice/ Sentence variety/ Language and style</b> <ul style="list-style-type: none"><li>- Use a limited range of adjectives to describe people and things</li><li>- Use simple and a limited range of compound sentences to express ideas (e.g. and, but)</li></ul>
<b>Tenses</b> <ul style="list-style-type: none"><li>- Use simple present tense and simple continuous tense with some consistency</li></ul>
<b>Writing – teaching focuses (writing narratives or recounts)</b>
<b>Planning a story</b> <ul style="list-style-type: none"><li>- Generate ideas using simple write frames and wh words to plan a simple story</li><li>- Develop a simple story with a beginning, middle and a brief ending</li></ul>
<b>Elaboration on characters, events or actions</b> <ul style="list-style-type: none"><li>- Use simple adjectives to describe personalities (e.g. He is honest, greedy, clever, cute) and feelings (e.g. He is happy, unhappy, sad,) and things (e.g. big)</li><li>- Provide basic information about people activities and time (e.g. He watches TV in the afternoon.)</li></ul>
<b>Story ending</b> <ul style="list-style-type: none"><li>- Write a brief ending to a simple story (e.g. What a lovely / lucky / bad day! I have a good day. I am happy!)</li></ul>

### **The use of dialogues**

- Develop the awareness of dialogue-writing conventions

### **The use of cohesive devices**

- Use a limited range of time markers and adverb starters (e.g. in the morning, afternoon, at night, one day, suddenly, at nine o'clock)

## **Listening – teaching focuses**

### **Identify information texts from the text**

- Identify familiar words by recognising some consonant and vowel sounds
- Locate key words in some texts (e.g. conversational exchanges)
- Follow simple activity instructions by using knowledge of simple cohesive devices
- Follow predictable narrative texts by recognising key words and phrases
- Recognise the intonation of simple utterances (e.g. questions, statements and commands) recognise that audio clues (e.g. tone) convey meaning
- Identify basic consonant sounds (e.g. pen, thin, head, ball, rang) and discriminate between a small range of initial and final sounds in words (e.g. walk/talk, cat/cap)
- Identify a small range of consonant blend sounds (e.g. black, milk, school) and discriminate between a small range of initial and final consonant blend sounds in words (e.g. glass/grass)

## Speaking – teaching focuses

### Phonics

- Pronounce Set 1 and 2 sounds
- Blend and Segment Set 1 and 2 sounds
- Pronunciation of contracted form: n't , 'm, 's, e.g. mustn't, I'm, It's, He's, She's
- Pronounce most simple words with word stress.
- Imitate appropriate stress and pause when reading aloud

### Contents

- Introduce oneself with more details  
e.g. I live in Sha Tin. I come to school on foot.
- Express thanks  
e.g. Thank you
- Accept or decline offers  
e.g. Yes, please / No, thank you
- Give brief descriptions of festivals, people or places
- Use imperatives to give instructions, and express obligations and prohibitions  
e.g. Keep off the grass/ Sit still in the hall
- Give simple reasons

### Language

- Use a small range of formulaic expressions, and some simple vocabulary from school texts  
e.g. Good idea!
- Use simple present tense to describe present states and habitual actions
- Produce simple phrases and short sentences involving repetition or listing  
e.g. 'I like bananas, apples and oranges.'