

Reading – teaching focuses

Understand the basic conventions of written English

- Use knowledge of basic letter-sound relationships to decode and read aloud simple words and short simple texts
- Use phonological strategies to decode words (e.g. identifying the onsets and rimes in words, breaking words up into syllables)

Construct meaning from texts—word level

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

- Understand the connection between ideas by identifying cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my)
- Guess the meaning of unfamiliar words by using *contextual, pictorial clues, phonics skills and morphological skills*
- **Follow predictable texts by recognising the repeated use of sentence patterns**
- **Follow instructions and signs by recognising key words with visual support**
- Understand the information provided on the book cover (e.g. title, author, illustrator), contents page and page numbers

Locate information and ideas—text level

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

- Confirm meaning by re-reading a sentence or paragraph
- Locate specific information in a short text in response to some WH- questions, such as *Why, How much, How tall*
- Understand the text by using *synthesis, understanding connection between ideas, sequencing, inferencing and relating personal experiences or knowledge of the world*

Po Leung Kuk Tin Ka Ping Primary School

P.3 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

- Use appropriate formats and conventions of short written texts

The planning of writing

- Gather ideas by using strategies like brainstorming and simple writing frames
- Generate ideas and supporting details with wh words such as when, where, who, what, how and why with teacher support
- Put words in a logical order to make meaningful sentences based on teacher's model
- Draft, revise and edit written texts with teacher and/or peer support

Paragraphing and organization

- Organize ideas into more than two paragraphs
- Develop the awareness of overall organization of ideas: introduction (e.g. Let me tell you), body and concluding statement (e.g. Thank you) in a limited range of text types

The use of cohesive devices

- Use a small range of cohesive devices to establish links (e.g. and, but, or, too, later, then)

Elaboration with details

- Use a small range of adjectives to describe people's feelings (e.g. afraid, sleepy), personality (e.g. friendly)
- Use a limited range of means to elaborate and provide details (e.g. use 'because' and 'so' to talk about reasons and results or give examples on the topic)
- Provide info about people, activities, places and time

Word choice/ Sentence variety/ Language and style <ul style="list-style-type: none">- Use a small range of adjectives to describe feelings and personality- Use simple and a small range of compound sentences to express ideas (e.g. and, but, because, so)
Tenses <ul style="list-style-type: none">- Use simple present tense, simple continuous tense and past tense
Writing – teaching focuses (writing narratives or recounts)
Planning a story <ul style="list-style-type: none">- Generate ideas and supporting details using write frames and wh words to plan a simple story- Develop a simple story with a beginning, middle and ending
Elaboration on characters, events or actions <ul style="list-style-type: none">- Use adjectives before nouns (e.g. a beautiful woman)- Use a small range of adjectives to describe characters (e.g. excited, afraid, angry)- Use the five senses to describe things and feelings (e.g. There are../ I saw/heard../ It's sour.)- Provide info about people, activities, places, and time
Story ending <ul style="list-style-type: none">- Provide an ending with some elaboration- Write a happy / sad ending to a story (e.g. I had a fun / lovely /great / lucky day because...)
The use of dialogues <ul style="list-style-type: none">- Use dialogues with simple speech verbs (e.g. said, shouted, asked, answered) and correct punctuation

The use of cohesive devices

- Use a small range of time markers and adverb starters (e.g. yesterday, in the morning, last night, later, then, in the end, at last, ago, suddenly, luckily)

Listening – teaching focuses

Identify information texts from the text

- Recognise some features of connected speech such as linking (e.g. four eggs)
- Extract specific information in texts (e.g. announcements) by identifying relevant meaningful chunks
- Follow simple directions by using knowledge of simple cohesive devices and prepositional phrases
- Follow the sequence of events in narrative texts
- Understand speakers' feelings by using semantic and syntactic clues
- Recognise the sound effects (e.g. onomatopoeia, rhymes and alliteration) in simple texts
- Recognise features of language use (e.g. alliteration, rhyme, onomatopoeia, rhythm) in simple spoken texts
- Recognise the stress in an utterance
- Recognise the difference in the use of intonation in simple questions, statements, commands and warnings
- Identify and discriminate sounds, stress and intonation
- Identify consonant blend sounds (e.g. cry, left) and discriminate between different initial and final consonant blend sounds in words (e.g. smoke/snake, mask/mast)
- Identify long vowel sounds (e.g. boy, chain, care) and discriminate between different long vowel sounds in words (e.g. dear/pear, drew/dry)
- Recognise the stress in words (e.g. enjoy, wonderful)
- Recognise the stress in connected speech
- Recognise differences in the use of intonation in expressing approval, disapproval, queries and doubts

Speaking – teaching focuses

Phonics

- Pronounce Set 1,2 and 3 sounds
- Blend and Segment Set 1, 2 and 3 sounds
- Revisit the pronunciation of contracted form: 's, n't
e.g. There's, It's, isn't, didn't
- Word stress in 2 syllable words
e.g. **mush**room, **sand**wich
- Read aloud short and simple stories/poems/rhymes imitating stress, pause and intonation

Contents

- Express apologies
e.g. I'm sorry.
e.g. He can play badminton.
- Recount simple events by providing a clear sequence
e.g. First, Then, Finally
- Give short and simple instructions to complete a task
e.g. making a French toast
- Express simple opinions about a topic of interest
e.g. subjects, my friends
- Use familiar past tense verb forms with some consistency
- Give reasons

Language

- Use a range of formulaic expressions, and some simple vocabulary on familiar topics (e.g. family, friend, school) in structured dialogues

e.g. A: May I have a piece of pizza, please?

B: Sure!

A: I'm sorry I forget you?

B: That's alright!

- Ask and answer Yes/ no questions in very short, common social exchanges

e.g. Are you, Were you

- Ask and answer 'wh' questions in short, common social exchanges

e.g. what, where, which, what time, why

- Use modals to talk about abilities

e.g. He can play badminton.

- Use familiar past tense verb forms

- Connect ideas by using cohesive devices

e.g. and, but, or, because