

Reading – teaching focuses

Understand the basic conventions of written English

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- Sight read a wide range of common, phonically irregular words (e.g. have, said, was)
- Use knowledge of basic letter-sound relationships to read aloud a variety of simple texts
- Read written language in meaningful chunks

Construct meaning from texts—word level

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

- Use known parts of words or word association to work out the meaning of unknown words (e.g. happy/unhappy, care/careless, bath/bathroom)
- Recognise recurrent patterns in language structure (e.g. word structure, word order, sentence structure)
- Guess the meaning of unfamiliar words by using *contextual, pictorial clues, phonics skills and morphological skills*
- Understand the information provided on the book cover, spine or blurb, index and glossary
- Recognise the format, visual elements and language features of a variety of text types (e.g. journals, letters, menus, reports)

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 headings and repeated phrases
- Identify details that support the gist or main ideas
- Understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language and images
- Locate specific information in a short text in response to some WH- questions, such as *How often*
- Understand the text by *constructing meaning using information from the text, pronouns referencing, understanding connection between ideas, inferencing, making synthesis, sequencing and relating personal experiences or knowledge of the world*

Po Leung Kuk Tin Ka Ping Primary School

P.4 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 the basic conventions of written English
 - practice on cursive script
 - use paragraphs, capitalization and conventional punctuation

The planning of writing

- Gather ideas by using strategies like brainstorming and simple writing frameworks
- Generate ideas and supporting details with wh words, with an emphasis on how and why with teacher support
- Plan and organize ideas by deciding on the sequence of content
- Draft, revise and edit written texts with teacher and/or peer support

Paragraphing and organization

- Organize ideas into several paragraphs
- Develop the awareness of overall organization of ideas: introduction (e.g. Thank you for your email), body and concluding statement (e.g. Please write soon)

The use of cohesive devices

- Use a small range of cohesive devices to connect ideas (e.g. first, next, finally, before, after, during)

Elaboration with details

- Use a small range of adjectives to describe feelings, activities and things (e.g. boring, comfortable, relaxing, frightening, tiring) and feelings (e.g. relaxed, bored, frightened)
- Use a limited range of means to elaborate and provide details (e.g. by making comparisons, by describing actions with adverbs)

Word choice/ Sentence variety/ Language and style <ul style="list-style-type: none">- Use a small range of comparatives and superlatives (e.g richer, the most hardworking)- Use a small range of adverbs (e.g. happily, always, never, once a day, twice a week)- Use a small range of ed / ing adjectives (e.g frightened, frightening)- Use a limited range of compound and complex sentences to express ideas- Use a small range of stylistic features (e.g. use formulaic expressions in email) to support the purpose of the text
Tenses <ul style="list-style-type: none">- Use simple present tense, simple continuous tense, past tense and future 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 story- Develop a story with a beginning, middle and ending
Elaboration on characters, events or actions <ul style="list-style-type: none">- Use a small range adjectives to describe characters (e.g. upset, surprised, worried, shocked)- Elaborate on actions with adverbs (e.g. ran quickly) and setting (e.g. We went to Ocean Park. It was a wonderful place.)- Use five senses to describe things and feelings (e.g. There was a lot of smoke. I was very scared.)
Story ending <ul style="list-style-type: none">- Write an ending to a story by:<ul style="list-style-type: none">➤ focusing on the character’s feeling➤ adding a new character
The use of dialogues <ul style="list-style-type: none">- Use dialogues with a small range of speech verbs (e.g. smiled, laughed, explained, replied, cried) and adverbs (e.g. loudly, politely, angrily, happily)

The use of cohesive devices

- Use a small range of cohesive devices for different purposes (e.g. first, next, after that, after a while, before, during, the next day, at the end of, finally, so, unfortunately)

Listening – teaching focuses

Identify information texts from the text

- Work out the meaning of some words and phrases by using semantic and syntactic clues
- Extract specific information by using knowledge of text structures
- Identify main ideas by using semantic and syntactic clues
- Infer the identity of speakers in some social situations (e.g. borrowing books in the library) by using semantic clues
- Understand narrative texts by forming sensory images of characters, settings and events

Speaking – teaching focuses

Phonics

- Pronounce familiar words and some unfamiliar words
- Pronounce contracted form: ‘d, ‘re, n’t, ‘ll
e.g. I’d, They’re, couldn’t, We’ll
- Sound out suffix : ing
e.g. collecting, tiring, reading
- ‘ed’ pronounced as /d/, /t/, /id/ in simple past tense verbs
e.g. lived, watched, started

- Word stress in 3 syllable words
e.g. **f**ingernails, exp**e**n**s**ive
- Read aloud short and simple texts showing an awareness of stress on content word, pause and intonation
- Produce short spontaneous utterances showing an awareness of stress, pause and intonation

Contents

- Maintain and close simple interactions
e.g. asking and giving directions
- Give simple presentations on topics of personal choice, mainly based on information
- Express simple opinions about a topic of interest
- Recount simple events by providing a sequence
e.g. first, next, finally
- Give reasons to their ideas

Language

- Use a range of formulaic expressions, and a small range of simple vocabulary on familiar topics in structured dialogues
- Ask and respond to ‘Wh’ questions
- Ask and respond to Yes/ No questions
- Use familiar past tense and future tense verb forms
- Use modals for some communicative functions
- Use simple adjectives/ adjective phrases to describe things and feelings
- Use simple adverbs/adverb phrases to describe time, place and manner
- Use some connectives, pronouns and possessive adjectives to link ideas
- Use the connective ‘or’ and ‘either to link ideas in negative sentences
- Connect ideas by using cohesive devices
e.g. and, but, or, because