

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

- Understand the connection between ideas by identifying cohesive devices (e.g. also, at last, because, first, however, if, therefore)
- Guess the meaning of unfamiliar words by using *contextual, pictorial clues, phonics skills and morphological skills*

Locate information and ideas—text level

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

- Locate specific information in a short text in response to some WH- questions, such as How long, How far, Whose
- Understand the text by *constructing meaning using information from the text, using pronouns referencing, understanding connection between ideas, inferencing, making synthesis, sequencing and relating personal experiences or knowledge of the world*
- Skim a text to obtain a general impression and the gist or main ideas
- Self-correct by using strategies such as checking, understanding against predictions, re-reading, using the context, reading further to clarify, asking for help

Po Leung Kuk Tin Ka Ping Primary School

P.5 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 main ideas and supporting details with wh words with less 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

- Show the awareness of overall organization of ideas
- Structure a text using paragraphs, including a brief introduction, body and concluding statement

The use of cohesive devices

- Use a small range of cohesive devices to connect ideas (e.g. if, however, when, so, so that, in the past, nowadays)

Elaboration with details

- Present main and supporting ideas with elaboration
- Use a small range of means to provide details (e.g. by giving examples, by making comparisons, by describing actions with adverbs, by describing cause and effect)

Word choice/ Sentence variety/ Language and style

- Use a small range of compound and complex sentences to express ideas (e.g. if, until, when (past tense) + clause, after + clause, before + clause)
- Use a small range of ed/ ing adjectives (e.g. frightened, frightening)
- Use a small range of stylistic features (e.g. use of formulaic expressions in letters) to support the purpose of the text

Tenses

- Use a small range of tenses with some consistency

Writing – teaching focuses (writing narratives or recounts)

Planning a story

- Understand story structure that comprises setting, characters, problems, events, and solutions to plan a story

Elaboration on characters, events or actions

- Use two adjectives to describe the noun (e.g. the poor, old woman..)
- Elaborate on the setting, characters, actions/events using a small range of means (e.g. by giving examples, the use of adverbs, the use of five senses, and by making comparison)

Story ending

- Write an ending to a story by:
 - changing the setting
 - adding a new character
 - focusing on a lesson learned

The use of dialogues

- Use dialogues with a wider range of speech verbs (e.g. yelled, screamed, thought) and adverbs (e.g. confidently, seriously)
- Use tenses correctly in dialogue

The use of cohesive devices

- Use a small range of cohesive devices for different purposes (e.g. at that time/ moment, an hour later, when, all of a sudden, however, so, so that)

Listening – teaching focuses

Identify information texts from the text

- Work out the implied meanings of some utterances by using semantic and syntactic clues
- Identify supporting details for main ideas by using knowledge of cohesive devices and formulaic expressions
- Infer the purpose and intended audience of texts by using knowledge of stylistic features in texts
- Infer speakers' feelings by using semantic clues and knowledge of tone and intonation
- Record and organise information and ideas using some written and graphic forms
- Recognise features of connected speech (e.g. sentence stress)
- 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 most familiar words and unfamiliar words
- Pronounce most of the contracted forms
- Suffixes – some common rimes
ache – toothache
ly – softly
ful- careful
able – comfortable
- Common rimes of irregular past participles: ept, own, en
e.g. kept, thrown, given
- Question intonation: rising & falling tone
- Revisit ‘ed’ sounded as /d/, /t/, /id/ in simple past tense verbs
e.g. lived, climbed, started
- Schwa /ə/ as an unstressed syllable
e.g. about, restaurant, family, yesterday
- Revisit the concept of syllables and one syllable is read louder than the other.
- Read aloud simple texts with stress on content word, pause and intonation
- Produce spontaneous utterances with stress, pause and intonation, taking some pauses to search for fairly basic lexis and grammar

Contents

- Maintain an interaction by controlling participation in an interaction or group activities
e.g. taking one’s turn
- Give presentations on familiar topics with some elaboration
- Express opinions about a topic of interest with some reasons
- Recount simple events by providing a clear sequence
e.g. first, next, finally
- Recount events by providing details of who, what, when where

Language

- Maintain an interaction by controlling participation in an interaction or group activities
e.g. taking one's turn
- Apply grammar rules such as subject-verb agreement correctly
e.g. Peter plays football every Sunday.
- Connect ideas by using cohesive devices
e.g. also, at last, before
- Use a small range of tenses to refer to past, present and future events
- Conversational strategies
 - To buy time
e.g. well, erm...