

## Reading – teaching focuses

### Understand the basic conventions of written English

- Understand the basic conventions of written English
- 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*

- Recognise the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation
- Predict the likely development of a topic by recognising key words
- 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*
- Re-read the text to establish and confirm meaning
- 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

Po Leung Kuk Tin Ka Ping Primary School

P.6 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**

- Establish links using a range cohesive devices (e.g. moreover, in addition, although, besides, firstly, neither, nor)

### **Elaboration with details**

- Present main and supporting ideas with elaboration
- Use a small range of means to provide details (e.g. by using noun/adjective clauses, by giving more examples)

**Word choice/ Sentence variety/ Language and style**

- Use a small range of compound and complex sentences to express ideas (e.g. although, when (past continuous), since, unless, therefore, if, relative/ noun clauses )
- Use a small range of idioms (e.g. a piece of cake) and similes (e.g. as tall a house)
- Use a small range of stylistic features (e.g use of questions in an introduction) 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**

- Use story structure that comprises setting, characters, problems, events, and solutions to plan an interesting story

**Elaboration on characters, events or actions**

- Elaborate on the problem, events, climax and solution using a small range of means

**Story ending**

- Write an interesting ending to a story with a better understanding of story structure

**The use of dialogues**

- Use dialogues with a wider range of speech verbs (suggested, begged, scolded, argued) and adverbs
- Use dialogues effectively (e.g. He laughed loudly and said, ‘Alright, you win!’)

**The use of cohesive devices**

- Use a small range of cohesive devices for different purposes (e.g. while, since, for although, therefore)

### **Listening – teaching focuses**

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

- Work out the meaning of some idiomatic expressions (e.g. a piece of cake) by using semantic and syntactic clues
- Follow the development of main ideas and make connections between them by using syntactic clues and knowledge of text structures
- Identify speakers' views and arguments by using knowledge of sentence stress and intonation
- Deduce information and ideas by using semantic and syntactic clues
- Identify opinions by recognising common expressions (e.g. I believe, in my opinion) and using syntactic clues

### **Speaking – teaching focuses**

#### **Phonics**

- Pronounce both familiar words and unfamiliar words
- Pronounce contracted forms
- Suffixes – common rimes used in jobs
  - er- singer
  - ian- musician
  - ress- waitress
  - ist- dentist
- Pronounce 'ed' as /d/, /t/, /id/ in simple past tense verbs  
e.g. lived, climbed, started
- Revisit schwa /ə/ as an unstressed syllable
- Linking: Join the last consonant of 1st word with the first vowel of 2nd word  
e.g. stop it, an apple
- Pronounce words with stress

- Read aloud longer texts with stress, pause and intonation
- Produce spontaneous utterances with stress, pause and intonation, taking few pauses to search for basic lexis and grammar

### **Contents**

- Maintain an interaction by adding or giving examples
- Give presentations on familiar topics with elaboration
- Express opinions about a topic of interest with reasons
- Recount simple events by providing a clear sequence
- Recount events by providing details of who, what, when, where and/or why

### **Language**

- Use a small range of tenses to refer to past, present and future events
- Conversational strategies
  - To say no politely  
e.g. I'm sorry ...
  - To praise others  
e.g. fantastic, good idea
  - To make suggestions  
e.g. Shall we , Let's, why don't we
  - To show understanding  
e.g. I know what you mean
  - To say yes  
e.g. certainly, sure