

Reading – teaching focuses

Understand the basic conventions of written English

- Follow left to right directionality
- Identify and name all the letters of the English alphabet
- Recognise the beginning and end of sentences
- Distinguish between capital and small letters

Construct meaning from texts—word level

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

- Recognise common abbreviations and contracted forms (e.g. Mr., Mrs., 10:00 a.m., 3:00 p.m., She's clever.)
- Guess the meaning of unfamiliar words by using *contextual, pictorial clues and phonics skills*
- Understand the information provided on the book cover (e.g. title, author, illustrator)

Locate information and ideas—text level

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

- Locate specific information by recognising simple formats (e.g. birthday or invitation cards)
- Locate specific information in a short text in response to some Yes-No questions and WH- questions, such as *What, Who, How many, Where*
- Understand the text by simply locating facts and *relating personal experiences or knowledge of the world*

Po Leung Kuk Tin Ka Ping Primary School

P.1 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

- Write from left to right and from top to bottom of the page
- 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

The planning of writing

- Develop and express ideas in response to given prompts
- Gather ideas by using strategies like brainstorming and simple writing frames
- Put words in a logical order to make meaningful phrases or sentences or reproduce sentences about a topic based on teacher's model
- Draft, revise and edit short written texts with teacher support

Paragraphing and organization

- Organize ideas into one paragraph

The use of cohesive devices

- Use ‘and’ to connect ideas at the sentence level
- Use pronouns to establish links

Elaboration with details

- Use simple adjectives to describe people, animals, (e.g. tall, short, fat, thin, small, big, long, short) and objects (e.g. red, black)

Word choice/ Sentence variety/ Language and style <ul style="list-style-type: none">- Use simple adjectives to describe people and things- Use simple sentences to express ideas
Tenses <ul style="list-style-type: none">- Use simple present tense and simple continuous tense
Writing – teaching focuses (writing narratives or recounts)
Planning a story <ul style="list-style-type: none">- Develop an awareness of narrative structure and logical connections through reading and story-telling
Elaboration on characters, events or actions <ul style="list-style-type: none">- Use simple adjectives to describe people, animals, (e.g. tall, short, fat, thin, small, big, long, short) and objects (e.g. red, black, three)
Story ending <ul style="list-style-type: none">- Develop the awareness of story endings from reading
The use of dialogues <ul style="list-style-type: none">- Provide words or fill in speech bubbles for pictures/ cartoons/ comics
The use of cohesive devices <ul style="list-style-type: none">- Use ‘and’ to connect ideas at the sentence level- Use pronouns to establish links

Listening – teaching focuses

Identify information texts from the text

- Recognise some consonant and vowel sounds (e.g. pen, cat, hot)
- Recognise some words by distinguishing word boundaries
- Recognise some formulaic expressions for classroom interaction (e.g. Good morning)
- Follow simple classroom instructions with the support of non-verbal cues (e.g. gestures, illustrations)
- Follow simple songs and rhymes and perform actions
- Identify and discriminate sounds, stress and intonation
- Identify basic vowel sounds and discriminate between different middle vowel sounds in words (e.g. hot, tape, sit/sat)

Speaking – teaching focuses

Phonics

- Pronounce Set 1 sounds
- Blend and Segment Set 1 sounds
- Pronunciation of contracted form: n't, e.g. don't
- Show awareness of word stress

Contents

- Introduce oneself briefly
e.g. My name is I'm _____ years old.
- Make simple request
e.g. May I go to the toilet, please?
- Use simple formulaic expressions to greet and farewell
e.g. Hello, goodbye

P.1 English Curriculum Framework

- Give brief descriptions of animals and people
- Express likes and dislikes
e.g. I like bananas.

Language

- Use simple formulaic expressions to engage in classroom routines
e.g. How are you?/ I'm fine, thank you/ Pardon?/ May I go to the toilet, please?'
- Use some high-frequency function words (including mainly pronouns, articles and auxiliary verbs) and simple content words (including mainly nouns, verbs and adjectives) to respond to simple questions
e.g. I can sing. I can see an apple.
- Use mainly short phrases to convey meaning