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Faith Love



# KAU YAN SCHOOL (Primary Section)

## English Language Curriculum

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## **Overall Aims**

The English Language Curriculum of the school aims at providing students with a stimulating and an English-rich environment for learning where they can explore, use and appreciate the language as they progress. Our aim is to nurture our students to become confident and effective English language users who are competent in using the language for communication, further study and pleasure.

# English Language Curriculum

## Curriculum Goals

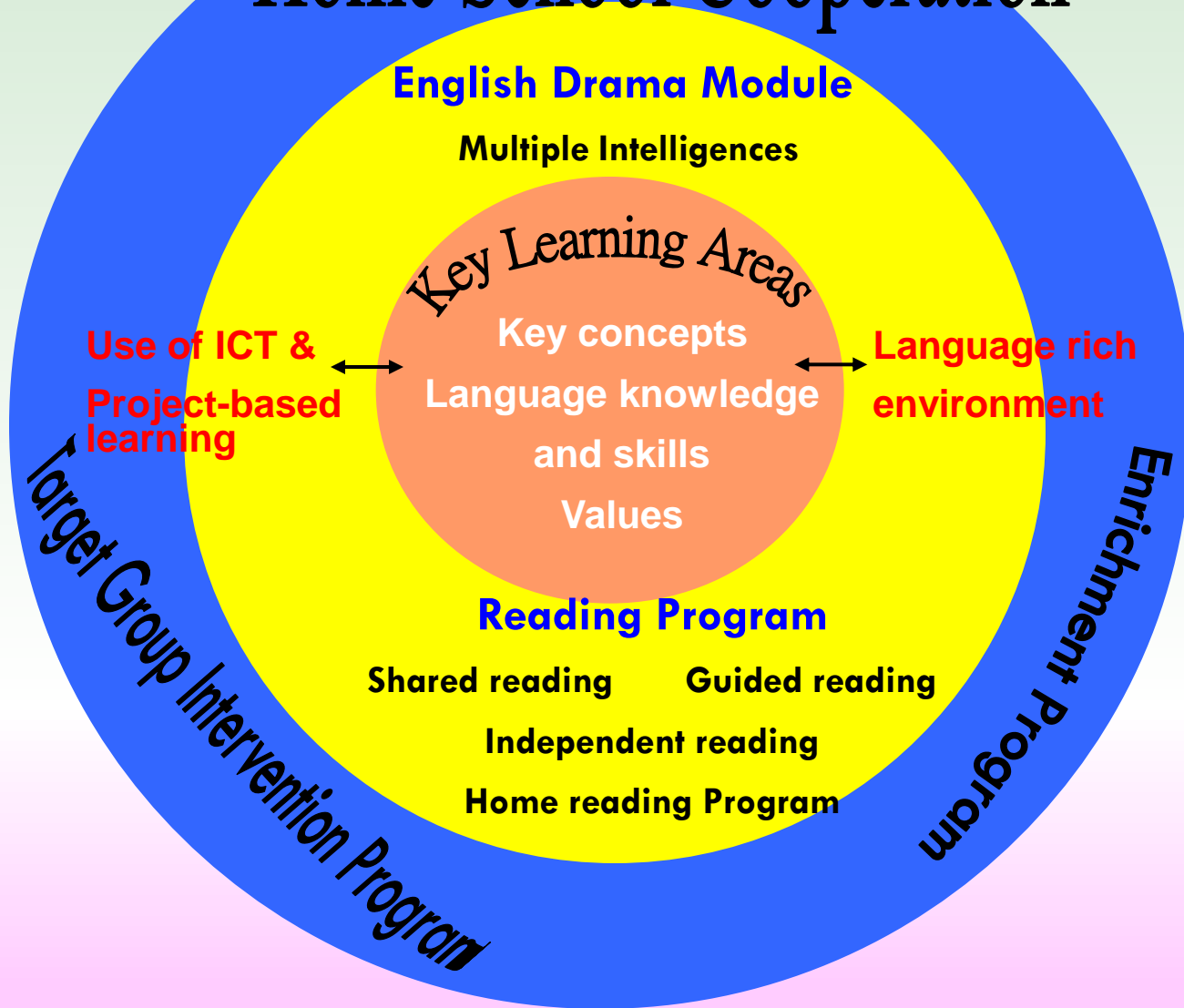
<b>Attitude</b>	To nurture students to become passionate, positive and proactive language learners and encourage them to appreciate the beauty of the language and the diversity of cultures.
<b>Skills</b>	To enable students to express themselves and communicate with others effectively and appropriately in different contexts through the teaching of the four language skills and vocabulary.
<b>Knowledge</b>	To guide students to discover and acquire the knowledge of English (such as grammar, word family and phonics), thereby facilitating them to build a strong foundation that enables them to become effective communicators for further study and pleasure

# Stage Focus - Attitude (A); Skills (S); Knowledge (K)

Stage	Focus	Objectives
<b>Primary 1-2</b> <b>Learning to read</b>	<ul style="list-style-type: none"><li>● Interests (A)</li><li>● Foundation (K)</li><li>● Communication (S)</li></ul>	<ul style="list-style-type: none"><li>- To arouse students' interests and passion in English language and nurture a habit of reading English books</li><li>- To lay a solid foundation of phonics and vocabulary</li><li>- To build confidence and encourage expression and interaction through active listening and speaking</li></ul>
<b>Primary 3-4</b> <b>Learning to read</b>	<ul style="list-style-type: none"><li>● Developing competence (S, K)</li><li>● Exposure (K)</li><li>● Self-learning (S,A)</li></ul>	<ul style="list-style-type: none"><li>- To acquire basic competency in using the language to express ideas in both oral and written form</li><li>- To enrich students' exposure to English in different contexts, with different genres, and in different forms and activities</li><li>- To encourage and guide students with basic skills of self-learning and continue to develop the habit of reading English books</li></ul>
<b>Primary 5-6</b> <b>Reading to learn</b>	<ul style="list-style-type: none"><li>● Mastering Competence (S, K)</li><li>● Higher order thinking (S)</li><li>● Appreciation of language and cultures (A)</li></ul>	<ul style="list-style-type: none"><li>- To continue develop competence to which point students can communicate fluently in the 4 language skills and acquire the knowledge of other subjects through English</li><li>- To enable students to think critically and respond to texts, in spoken and written form, appropriately</li><li>- To cultivate a sense of appreciation towards language and cultures, so as to nurture students to become a global citizen</li></ul>

# Our Curriculum Framework

## Home School Cooperation



# The English Language Curriculum

- The teaching and learning materials are mainly school-based, however, an oversea course book - Collins Primary Literacy, and different children literatures are also adopted to enrich students' learning.
- Early literacy instructions including the teaching of phonics are adopted to promote sound and word recognition in Key Stage 1.
- Drama Modules are introduced to help develop interests in English and develop confidence.

# The English Language Curriculum

- Theme-based approach is adopted in each unit to provide opportunities for language consolidation and/or in-depth study of a particular topic.
- Learning themes are chosen in accordance with students' interests and are extended or enriched by supplementary materials that allow differentiated instructions.
- Independent reading is also an integral part of the curriculum.

# The Language Environment

- English is the only medium for communication in the English lessons. Outside the classroom, the English teachers also use English to talk to students so as to provide exposure and opportunities for using the language.
- Language related teaching aids and student work are displayed in hallways to create a language rich environment.



# The Language Environment

- English classroom library books are readily available for students' reading pleasure. Students can also get access to over 10,000 titles of English books in the Learning Centre and new titles are constantly added to enrich the pool.
- Students are encouraged to participate in inter-school competitions such as speech festivals and writing competitions.
- English Musical is offered to all interested learners as an enrichment programme.

# Approach to Reading

- Reading strategies are introduced through a variety of reading activities and are reinforced regularly through readers, comprehension exercise and supplementary reading materials.
- Unit readers which match with the learning themes of each unit are chosen to enrich students' understanding of the topic and arouse their interest in reading.

# Reading Programme

- Guided reading programme is implemented to cater for students with different learning abilities.
- Home reading programme is implemented to further cultivate reading habits.
- Theme-related reading is an integral part of each unit design. Students are exposed to a variety of texts regarding the subject context for their learning

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# Reading Strategies

## (Key Stages 1 & 2)

- Understanding words
- Identifying the main idea
- Identify details
- Sequencing
- Finding similarities and differences (compare and contrast)
- Predicting
- Concluding
- Summarizing
- Inferring
- Cause and effect
- Fact and opinion
- Point of view and purpose
- Making connection to self

# Approach to writing

- Different types of writing are adopted to enhance students' writing accuracy and fluency.
- 5-minutes writing at the beginning of every class and unit writing tasks are means to help students write more accurately.
- Sketch book writing provides a channel for students to share their thoughts freely and develop creativity. It aims at enhancing students' fluency.

# Approach to writing

- To scaffold students for core writing tasks, process writing approach is adopted in which students revise their writing in a few drafts until they produce their best piece. Through the process of revising, students learn to revise their ideas, edit their work and polish their language to produce a coherent and rich piece of writing.

# Approach to Speaking and Listening

- All students are required to use English as the medium for communication in class.
- Students are encouraged to communicate and express themselves in English through the daily sharing time, book recommendation time and in-class activities such as reciting poems, role play or drama.
- Skills on listening such as listening to the gist or specific information, identifying speakers' intention are practised through attending to authentic English spoken texts and supplementary listening exercises.

# English Drama Module

## Objective:

- deepen students' affection for language learning
- building up confidence in verbal communication
- cater for multiple intelligences
- develop character



# Student-centered Approach to Teaching

- Students are learning in a constructive approach in which they inquire, explore and build on the knowledge they have.
- Teachers take on the role of facilitators to assist students to learn.
- Differentiated instructions and learning tasks are designed for learners with varied abilities so that they are well supported and appropriately challenged.

# Student-centered Approach to Teaching

- Cooperative learning is a general practice to bestow ownership of learning to learners and to promote interdependent learning.
- Purposeful group discussions allow learners to construct knowledge and develop language fluency. It also helps to refine interpersonal skills.

# Catering for individual differences

## Objective:

- Pull out teachers, station learning and small-group teaching within the class are in place for students who needs extra support or further challenges to stretch capacity.

# Assessment

- Formative assessments of the four language skills (listening, speaking, reading and writing) and knowledge of grammar are conducted to provide feedback for daily teaching and learning.
- There is no summative assessment for P.1 and P.2. Students are assessed based on their daily performance.

# Assessment

- From P.3 onwards, summative assessment is administered and is done twice a year.
- For P.3, formative and summative assessment each constitutes 50% of the yearly total mark.
- For P.4 to P.6, formative assessment constitutes 30% of the yearly total mark, that is 15% per term. Summative assessment constitute 70% of the yearly total, that is 35% per term.