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Faith Love



KAU YAN SCHOOL (Primary Section) 2009-2010

ENGLISH SUBJECT INTRODUCTION

Our Curriculum Framework



Enrichment Program:
e.g. English Musical

Targeted Group
Intervention Program

Our Objectives

- Creating a language rich learning environment that is conducive to using English authentically within and outside the classrooms.
- Enriching learning experience by integrating the five language skills and questioning skills into daily learning instructions while focusing on learner's affective engagement, ability to collaborate with peers and development of high-order thinking.

Our Objectives

- Providing a solid language foundation to younger language learners through a school-based curriculum developed in collaborative efforts with experienced NET.
- Enhancing professionalism with regular lesson co-planning, workshops, class observations and discussion forums that promote professional exchanges.

Key Learning Areas (KS1)

- Overseas course book, Collins, and children literatures are adopted to enrich students' language learning experience.
- Early literacy instructions include phonics and Dolch sight words which promote sound and word recognition.
- The theme-based approach is adopted to provide opportunities for students to have an in-depth study of a particular topic.

Key Learning Areas (KS2)

- The local course book, Step Up, is chosen to cover the stipulated syllabus and as a backbone of the curriculum.
- Selected topics are often chosen in accordance with students' interests and then extended or enriched by supplementary materials that allow differentiated instructions.
- Independent reading is an integral part of the curriculum.

Key Learning Areas (KS2)

- Project (e.g. independent study, creating scripts, designing informational pamphlets) are employed to encourage independent and cooperative learning.

Approach to Reading

- Weekly reading lessons are arranged so that students are exposed to a range of reading modes (from storytelling, shared reading to independent reading).
- Reading strategies are introduced through a variety of reading activities and are reinforced regularly through readers, comprehension exercise and supplementary reading materials.

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.

English Drama Module

Objectives:

- deepening affection for language learning
- building up confidence in verbal communication
- cater for multiple intelligences

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.
- Differentiated instructions and learning tasks are designed for learners with varied abilities so that they might be appropriately challenged.

Targeted Group Intervention Programme

Objective:

- Resources are allocated to provide support for students with limited progress.

The Language Environment

- Students are strongly encouraged to use English as the only medium of communication in English lessons.
- Language related teaching aids and student work are displayed in classrooms and hallways to create a language rich environment.

The Language Environment

- Students participated in inter-school competitions such as speech festivals, writing and penmanship competitions.
- English classroom library books are readily available for students' reading pleasure.
- Spelling bee for each grade level.
- English Musical is offered to fast track learners as an enrichment programme.

Assessment

- Formative assessments in the four language skill areas (listening, speaking, reading and writing) are used to provide feedbacks for teaching and learning.
- 30% of the yearly total mark is made up of regular mark, that is 15% per term.
- Summative assessment constitute 70% of the yearly total, that is 35% per term.