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Faith Love



KAU YAN SCHOOL (Primary Section)

English Language Curriculum

English Language Curriculum

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

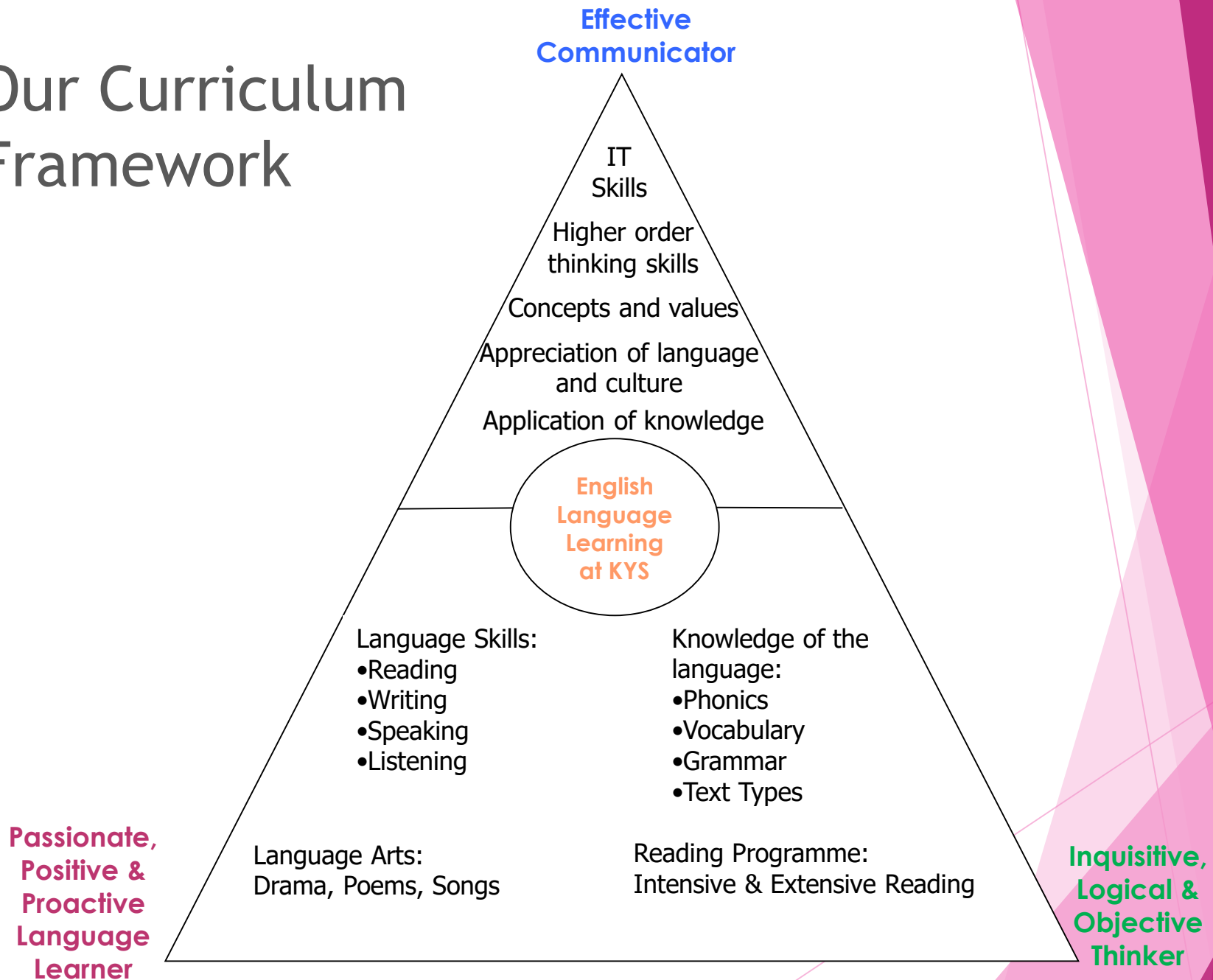
Curriculum Goals

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

Our Curriculum Framework



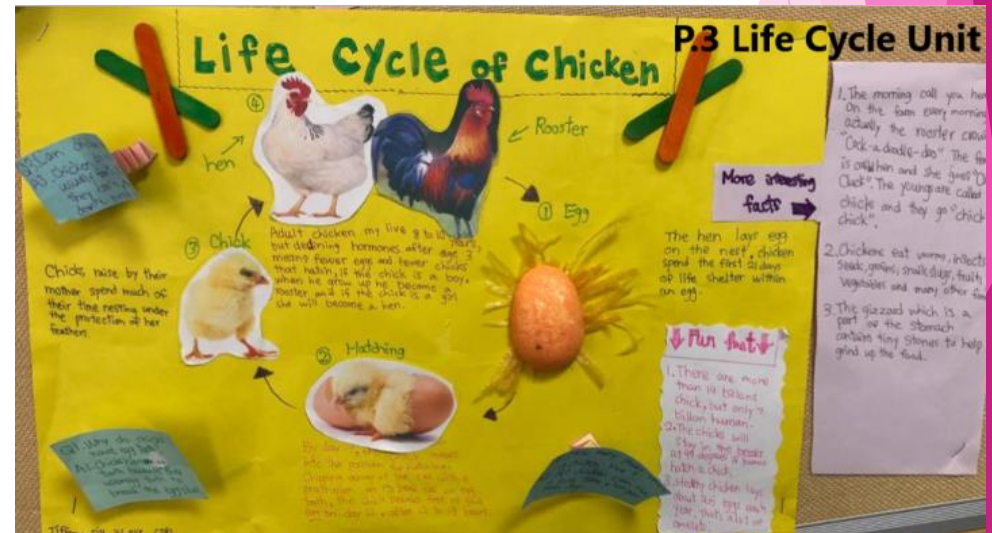
The English Language Curriculum

- The teaching and learning materials are all school-based, developed by teachers at Kau Yan, catering for students' abilities, interests and needs.
- 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 for differentiated instructions.

The English Language Curriculum (Unit Design)

- Each unit is built on the core texts carefully chosen by the teachers to allow solid language learning, deeper understanding of the theme and cultivation of attitudes or cultural values targeted for the unit.
- Each unit is enriched by relevant theme-based readers, materials on online-reading platforms (such as Raz-Kids, BrainPop) and appropriate resources online.
- As the unit goes on, students are engaged in various learning activities and formative assessments.
- Each unit is rounded off by a **Core-Performance Task**, which requires students to incorporate the knowledge and skills they have learnt in the unit and show them in *the task*. It could appear in the form of a project, video, booklet, poster, model etc.

Samples of Core-Performance Task



The English Language Curriculum

A sample unit of P.5

Unit 3 - Heroes

Kau Yan School
2019-2020 Primary 5 English
Unit 3 - Heroes

Name: _____ () Class: P.5 Teacher: _____

Parent's Signature: _____

Unit Letter

Dear Parents and Students,

In this unit, we are going to learn about a number of heroes and heroines in various ages and of different ages. Through the study, we aim to convey the message that even a hero as long as we are willing to devote our time, talent and love to the world, we will examine the personal qualities of various heroes, how they overcame their limitations to achieve their goals and how they overcame their limitations to achieve their goals and how they overcame their limitations to achieve their goals.

1. Learning Objectives

By the end of the unit, students should be able to:

- > Who are the heroes?
- > How do they overcome their limitations?
- > What qualities do they have?
- > What can we learn from them?

2. Learning Content

A. Learning Skills

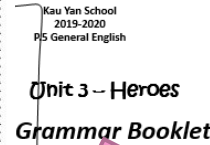
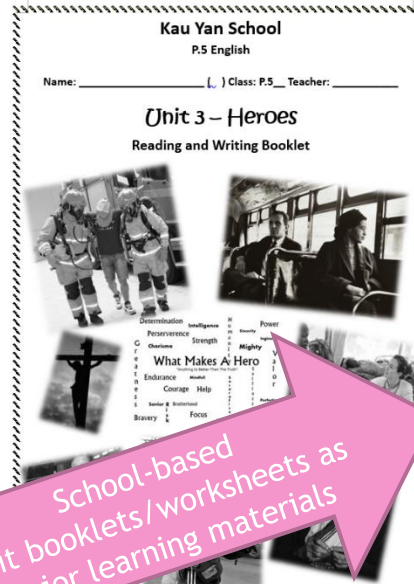
- > compare and contrast various heroes in terms of their contributions, limitations, qualities, etc.
- > analyse a hero's character traits
- > reflect on their own character traits
- > conduct research on a hero chosen and extract the useful information based on the project criteria

B. Text Type

- > biographies, autobiographies, tributes

C. Reading Skills and Vocabulary Building

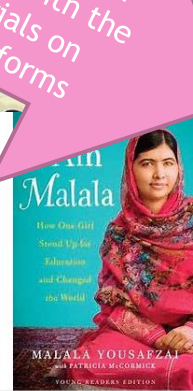
- > extract and summarize useful information from a text (e.g. biography, narrative)
- > deduce meanings from clues
- > understand and analyze a hero's intentions based on their actions



Unit Letter
stating the learning
objectives of the unit

School-based
unit booklets/worksheets as
major learning materials

Enhance exposure through
unit readers that go with the
theme and materials on
online reading platforms



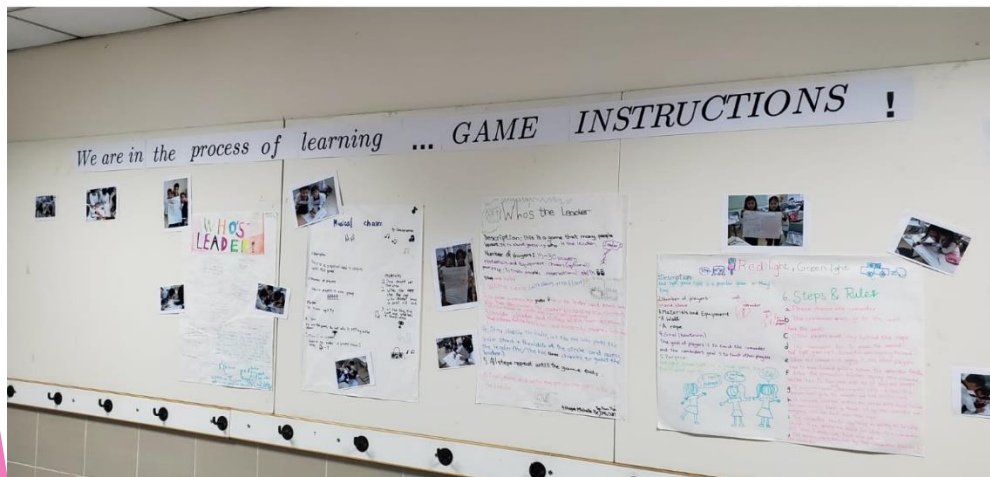
Core Performance Task:
Celebration Day for Heroes
- Students showcased their
projects and introduced
their heroes to each other.

While-learning:

- Intensive study and analysis of texts
- Writing and sharing
- Role plays / presentations
- Formative assessment

The Language Environment

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



The Language Environment

- Interactive activities such as role plays, games, presentations, group work, gallery walks, station learning, group discussions or guest interviews are adopted during class to promote authentic communication using the language.



The Language Environment

- ▶ In each classroom, there are English classroom library books 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 regularly added to enrich the pool.
- ▶ Students are encouraged to and are free to participate in inter-school competitions such as speech festivals and writing competitions.

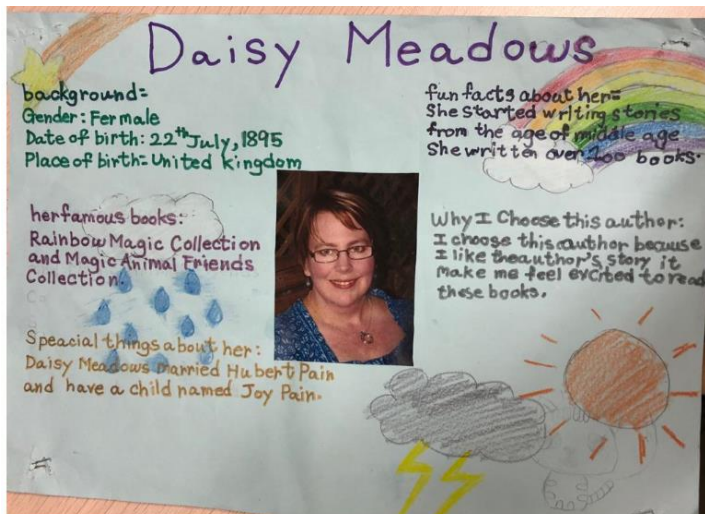
The Language Environment

- The English Musical is offered to interested learners from P.4 or above as an after-school enrichment programme, aiming at deepening their affection for the language, building up confidence in verbal communication, catering for multiple intelligences and developing characters. Students in the English Musical will present a performance in the School Concert held annually.



Approach to Reading

- ▶ To nurture students' interests in reading and develop their reading competence is one of the foremost goals of the curriculum.
- ▶ Students are encouraged to read and share their books starting from P.1 and there is a 5-min reading time set at the beginning of each lesson across all levels to cultivate a habit of reading.



Approach to Reading

- In P.1, 'Book Bag' sharing is introduced to allow each student to share their favourite book with the class, thereby cultivating their interests in reading and building up their confidence to speak in front of the class.

Approach to Reading

- To support the development of students with different reading abilities, four reading programmes are in place.

1. The Guided Reading Programme:

This is a lesson held weekly in P.2 and P.3 where three English teachers will come together in one class, with each teacher taking up a group of students (around 8 to 12) and guiding them through the reading based on their reading level.

2. The Home Reading Programme:

This is a programme which encourages independent reading at home and students are encouraged to read to parents and get feedback.

Approach to Reading

3. The Buddy-Reading Programme:

This is a programme which is supported by our parents where students in need of support are paired up with a Reading Mom or Reading Dad and they meet once a week to enjoy reading and learn new words.



4. The Star Reading Programme:

This is a programme chaired by our experienced native speaking teacher, Mr. Stephen Thomas (Mr. Steve), who works specially with the P.1 and P.2 students to develop their reading competency and their passion for reading.

Approach to Reading

- ▶ Reading strategies are introduced through a variety of reading activities in class and are reinforced regularly through intensive study of the core texts, the reading of unit readers, and working on supplementary reading exercise and materials.
- ▶ Unit readers which match with the learning themes of each unit are carefully chosen to arouse student's interest in reading, deepen their understanding of the topic and expose them to authentic English.



Some Key Reading Strategies

(Key Stages 1 & 2)

- ▶ Understanding words
- ▶ Identifying the main idea
- ▶ Identifying 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



- Cultivating a love to writing is one of the major goals of the curriculum.

The Magical Wardrobe

I creep into the room,
And wonder if my siblings will come soon.
There, I see a wardrobe,
With many splendid robes.

I silently open the door,
And inside I see more.
Boots, and hats, and coats, and gowns,
I wonder if they cost a billion pounds.

I step onto the wardrobe floor,
And I notice a big fierce roar.
There must be a lion or a bear,
It's time for an adventure, I'm always prepared.



Title: Hamish Bigmore And Princess Rose

Mr Majeika pointed a finger at Hamish Bigmore and Hamish Bigmore became a handsome prince! Before anyone could say another word, there was an announcement, "The queen will visit our school, and she will arrive in ten minutes." Mr Majeika was so nervous that he forgot all about Hamish Bigmore! He shouted, "Sit down everybody, be quiet and remember to smile!"

A few minutes later, the queen arrived. She was delighted to see such a handsome prince in the school and thought he was perfect to be her daughter's husband. So, the queen took the prince (Hamish Bigmore) to the castle.

At the castle, the queen proudly presented her beautiful daughter princess Rose. She had blond hair and a pair of bright green eyes. The prince immediately fell in love with her and wished to marry her.

Soon, it was time for supper. The food was turkey with mashed potatoes, they were the prince's favourite, but he still patiently waited for the dinner to start, like a real prince. When he was eating, he followed princess Rose's manners; he found it really hard, but he was soon used to it.

Days and days went by, and the prince grew more and more kind. Soon, he became a fine and handsome gentleman, and princess Rose seemed to like him too. That night, the prince went to the princess's room to ask for marriage, and the princess agreed with all her heart. They got married the next day.

Back in school, Mr Majeika was punished for turning Hamish Bigmore into a prince. "I must destroy all your powers!" cried the principal who was a great wizard. With a 'Boom' and a 'Pow!', Mr Majeika had none magic powers.

At the castle, the prince was using the bathroom. Suddenly, the prince felt his body wobble and twist. He got up and looked in the mirror to see what was happening. There, he saw Hamish Bigmore's face watching him curiously. Hamish Bigmore burst in to tears and raced to princess Rose's room. He knelt down and told princess Rose what happened in school, sobbing along. Surprisingly, the princess didn't look angry! She smiled and said, "How can I punish you for this? I don't care how you look, I like you because of your kind heart."

So, Hamish Bigmore and princess Rose lived happily ever after.

THE END



Approach to writing

- ▶ Students are encouraged to write, without focusing too much on accuracy, at the P.1 stage. Teachers aim at helping them to write with creativity, developing their ideas through brainstorming and mind-maps. Students at this stage are encouraged to write without a fear of making mistakes.



- ▶ As students grow up, developing an awareness to proof-read their work is crucial so that they can achieve both fluency and accuracy in writing. Starting from P.3, students are encouraged to use a green pen to edit their work whenever they have finished their writing.

Approach to writing

- ▶ 5-minutes writing are practised as mini-writing exercise at different points during the unit to consolidate the vocabulary or sentence patterns learnt.
- ▶ To scaffold students for core writing tasks, the process writing approach has been adopted in which students revise their writing in a few drafts until they produce their best piece of work. Through this process of revising, students learn to revise their ideas, edit their work, polish and improve their language to produce a coherent and rich piece of writing.

Approach to Speaking and Listening

- ▶ All students are required to use English in class and different interactive activities are in place to allow more opportunities for communication, such as the daily sharing time, book recommendation time and in-class activities, such as reciting poems, role play or discussion.
- ▶ The Seesaw online learning platform is a community for students to share their videos recorded and to give and get feedback from each other.
- ▶ Listening skills, which include listening to the gist of an argument, opinion, or specific information as well as identifying a speaker's intention, are practised by listening to authentic English spoken texts and supplementary listening exercises.

Student-centered Approach to Learning and Teaching

- ▶ Students learn through a constructive approach, in which they inquire, explore and build on the knowledge they have.
- ▶ Cooperative learning is a common practice in KYS where they learn to communicate with others, shoulder responsibilities, monitor and reflect on their progress.
- ▶ Teachers take on the role of facilitators to assist students to learn.
- ▶ **Differentiated instructions** and levelled learning tasks are designed for students with varied abilities, so that they are well supported and appropriately challenged.

Catering for individual differences

Differentiation Instructions

Goal:

1. To enable students to learn at their own pace as much as possible and be given timely support
2. Allow high flyers to stretch their abilities and those who need to catch up have more time to digest their learning
3. Allow different aspects of students' competence to be shown

Catering for individual differences

Differentiation Instructions

Form:

- In Key Stage 1, apart from the main teacher, pull-out teachers are in place to support students with different learning pace.
- In P.5 and 6, streaming is done to allow more focused support in developing and enhancing competency.
- In terms of learning content, levelled readers, worksheets and materials are provided to allow a smooth scaffolding of learning or enrich input. Students are also given *academic choice* in certain tasks to allow different aspects of students' competence to be shown. For example the P.6 students are given a choice of making a friendship kit, making a video or a poster as a means of showcasing their learning by the end of the Friendship unit.

Assessment

- ▶ Assessments of the four language skills (listening, speaking, reading and writing) and knowledge of grammar are conducted during the course of teaching and learning to provide feedback. Teachers will then have a better understanding of how well students have learnt and in turn provide timely feedback for consolidation. Students will also have a better idea of where they are and how they can do better.
- ▶ There is no summative assessment (examination) for P.1 and P.2. Students are assessed based on their daily performances as well as their written work and oral responses in class.

Assessment

	Summative Assessment (Examination)	Weighting of summative Assessment	Weighting of Daily Marks
P.3	Once a year, in the second term	30%	70%
P.4	Twice a year	50%	50%
P.5	Twice a year	70%	30%
P.6	Twice a year	70%	30%