

## Language Skills for Key Stages 1 –2

Language skills include the skills of listening, speaking, reading and writing. They enable students to communicate effectively for the various purposes described in the Learning Targets.

### **Listening Skills**

P.1-3	P.4-6
<ul style="list-style-type: none"> <li>● <b>Identify and discriminate sounds, stress and intonation</b> <ul style="list-style-type: none"> <li>- identify basic consonant sounds (e.g. pen, thin, head, ball, rang) and discriminate between a small range of initial and final sounds in words (e.g. walk/talk, cat/cap)</li> <li>- identify a small range of consonant blend sounds (e.g. black, milk, school) and discriminate between a small range of initial and final consonant blend sounds in words (e.g. glass/grass)</li> <li>- identify basic vowel sounds and discriminate between different middle vowel sounds in words (e.g. hot, tape, sit/sat)</li> <li>- recognise features of language use (e.g. alliteration, rhyme, onomatopoeia, rhythm) in simple spoken texts</li> <li>- recognise the stress in an utterance</li> <li>- recognise the difference in the use of intonation in simple question</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Identify and discriminate sounds, stress and intonation</b> <ul style="list-style-type: none"> <li>- identify consonant blend sounds (e.g. cry, left) and discriminate between different initial and final consonant blend sounds in words (e.g. smoke/snake, mask/mast)</li> <li>- identify long vowel sounds (e.g. boy, chain, care) and discriminate between different long vowel sounds in words (e.g. dear/pear, drew/dry)</li> <li>- recognise the stress in words (e.g. enjoy, wonderful)</li> <li>- recognise the stress in connected speech</li> <li>- recognise differences in the use of intonation in expressing approval,</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>Listen for explicit and implicit meaning</b> <ul style="list-style-type: none"> <li>- identify key words in short utterances by recognising the stress</li> <li>- identify the gist or main ideas in simple spoken texts (e.g. short stories) with the help of cues</li> <li>- locate or provide specific information in response to simple instructions or questions</li> <li>- recognise the connection between ideas supported by appropriate cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my)</li> <li>- recognise pronoun references, e.g. The children are in the park. They are playing happily.</li> <li>- recognise repeated expressions in simple</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Listen for explicit and implicit meaning</b> <ul style="list-style-type: none"> <li>- identify the gist or main ideas by recognising the stress in connected speech</li> <li>- locate specific information in spoken texts (e.g. jotting down details of messages)</li> <li>- understand the connection between ideas supported by cohesive devices (e.g. although, at last, because, before, first, if)</li> <li>- predict the likely development of a topic by recognising key words, using personal experiences, and making use of context and knowledge of the world</li> <li>- use audio clues (tone, volume), contextual clues and knowledge of the world to work out the meaning of simple spoken texts</li> <li>- understand the speakers' intention, attitudes</li> </ul> </li> </ul>

<p>spoken texts</p> <ul style="list-style-type: none"> <li>- recognise language patterns and vocabulary items previously encountered in new spoken texts - guess the topic and the likely development of the topic by using personal experiences and knowledge of the world</li> <li>- work out the meaning of unknown words using contextual or pictorial clues</li> <li>- recognise that audio clues (tone, volume) convey meaning</li> <li>- recognise that clues from gestures and facial expressions convey speakers' intention, feelings and opinions</li> </ul>	<p>and feelings through their choice and use of language, gestures and facial expressions</p>
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## Speaking skills

P.1-3	P.4-6
<ul style="list-style-type: none"> <li>● <b>Present information, ideas and feelings clearly and coherently</b> <ul style="list-style-type: none"> <li>- pronounce correctly letters of the alphabet and words in isolation (e.g. girl /gɜ:l/)</li> <li>- pronounce correctly words in connected speech by linking words together and using appropriate stress (e.g. Thank you / 'θæŋkjʊ:/)</li> <li>- produce simple phrases and sentences involving repetition or lists (e.g. I like bananas, apples and oranges)</li> <li>- use simple phrases and sentences to communicate with others with the help of cues</li> <li>- connect ideas by using cohesive devices (e.g. and, but, or)</li> <li>- imitate appropriate stress, rhythm and intonation - give a simple description to express meaning of an unknown word in response to the teacher's prompts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Present information, ideas and feelings clearly and coherently</b> <ul style="list-style-type: none"> <li>- use appropriate register when speaking to familiar interlocutors such as teachers and peers (e.g. May I go to the toilet?)</li> <li>- apply grammar rules such as subjectverb agreement correctly (e.g. Peter plays football every Sunday.)</li> <li>- connect ideas by using cohesive devices (e.g. also, at last, before)</li> <li>- use gestures and facial expressions to convey meaning and intention</li> <li>- use appropriate intonation and stress, and vary volume, tone of voice and speed</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>Participate effectively in an oral interaction</b> <ul style="list-style-type: none"> <li>- open an interaction by <ul style="list-style-type: none"> <li>✧ using simple formulaic expressions to greet someone politely</li> <li>✧ introducing oneself briefly</li> <li>✧ eliciting a response (e.g. How are you?)</li> </ul> </li> <li>- maintain an interaction by <ul style="list-style-type: none"> <li>✧ using single words and formulaic</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Participate effectively in an oral interaction</b> <ul style="list-style-type: none"> <li>- open an interaction by <ul style="list-style-type: none"> <li>✧ greeting someone in an appropriate manner</li> <li>✧ introducing oneself giving some details</li> <li>✧ eliciting a response by asking questions or providing information on a topic (e.g. I've borrowed three very interesting</li> </ul> </li> </ul> </li> </ul>

<p>expressions to acknowledge, agree and disagree, ask questions and reply</p> <ul style="list-style-type: none"> <li>✧ providing information in response to factual or yes/no questions</li> <li>✧ verbalising inability to understand or asking for slower repetition of an utterance (e.g. Pardon?)</li> <li>✧ asking for spelling (e.g. Can you spell “Mary” for me?)</li> <li>✧ repeating questions and answers if they are not understood</li> <li>✧ getting help from other students or the teacher (e.g. Can you help me?)</li> </ul> <p>- close an interaction by</p> <ul style="list-style-type: none"> <li>✧ using simple formulaic expressions (e.g. Good-bye.)</li> </ul>	<p>books. Would you like to have a look?)</p> <p>- maintain an interaction by</p> <ul style="list-style-type: none"> <li>✧ controlling participation in an interaction or group activities, e.g. taking one’s turn at the right moment and recognising others’ desire to speak (e.g. It’s my turn . . . It’s your turn now.)</li> <li>✧ asking and responding to others’ opinions (e.g. Do you like that book? What do you think of (name of a character in the book)?)</li> <li>✧ acknowledging, agreeing or disagreeing, asking questions, replying, adding or giving examples and explaining, using formulaic expressions where appropriate</li> <li>✧ self-correcting or rephrasing questions and answers if they are not understood</li> <li>✧ predicting the likely development of a conversation and responding accordingly</li> </ul> <p>- close an interaction by</p> <ul style="list-style-type: none"> <li>✧ using appropriate formulaic expressions (e.g. See you tomorrow.)</li> <li>✧ giving reasons (e.g. Sorry, I have to see my teacher now.)</li> </ul>
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## Reading skills

<p>P.1-3</p> <ul style="list-style-type: none"> <li>● <b>Understand the basic conventions of written English</b> <ul style="list-style-type: none"> <li>- follow left to right directionality</li> <li>- identify and name all the letters of the English alphabet</li> <li>- recognise the beginning and end of sentences</li> <li>- distinguish between capital and small letters - sight read common, phonically irregular words (e.g. are, a, you)</li> <li>- recognise known clusters of letters in unknown words (e.g. in, chin, thin)</li> <li>- recognise familiar words in new texts</li> <li>- use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts</li> </ul> </li> </ul>	<p>P.4-6</p> <ul style="list-style-type: none"> <li>● <b>Understand the basic conventions of written English</b> <ul style="list-style-type: none"> <li>- sight read a wide range of common, phonically irregular words (e.g. have, said, was)</li> <li>- use knowledge of basic letter-sound relationships to read aloud a variety of simple texts</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>- use knowledge of basic letter-sound relationships to read aloud simple words and short simple texts</li> <li>- use phonological strategies to decode words (e.g. identifying the onsets and rimes in words, breaking words up into syllables)</li> </ul>	
<ul style="list-style-type: none"> <li>● <b>Construct meaning from texts</b> <ul style="list-style-type: none"> <li>- recognise common abbreviations and contracted forms (e.g. Mr., Mrs., 10:00 a.m., 3:00 p.m., She’s clever.)</li> <li>- work out the meaning of unknown words by recognising the base word within other words (e.g. mother/grandmother, rain/rainy)</li> <li>- guess the meaning of unfamiliar words by using contextual or pictorial clues</li> <li>- identify key words for the main idea in a sentence</li> <li>- confirm meaning by re-reading a sentence or paragraph</li> <li>- understand the connection between ideas by identifying cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my)</li> <li>- understand the information provided on the book cover (e.g. title, author, illustrator), contents page and page numbers</li> <li>- guess the topic and the likely development of the topic by using personal experiences and knowledge of the world</li> <li>- recognise the format, visual elements and language features of some common text types (e.g. signs, stories)</li> <li>- make predictions about stories, characters, topics of interest using pictorial clues and the book cover</li> <li>- skim a text to obtain a general impression and the gist or main ideas with teacher support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Construct meaning from texts <ul style="list-style-type: none"> <li>- use known parts of words or word association to work out the meaning of unknown words (e.g. happy/unhappy, care/careless, bath/bathroom)</li> <li>- work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world - recognise recurrent patterns in language structure (e.g. word structure, word order, sentence structure)</li> <li>- understand the information provided on the book cover, spine or blurb, index and glossary</li> <li>- recognise the format, visual elements and language features of a variety of text types (e.g. journals, letters, menus, reports)</li> <li>- read written language in meaningful chunks</li> <li>- understand the connection between ideas by identifying cohesive devices (e.g. also, at last, because, first, however, if, therefore)</li> <li>- 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</li> <li>- re-read the text to establish and confirm meaning</li> <li>- self-correct by using strategies such as checking understanding against predictions, re-reading, using the context, reading further to clarify, asking for help</li> <li>- recognise the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation</li> <li>- understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language and images - skim a text to obtain a general</li> </ul> </li> </ul>

	impression and the gist or main ideas
<ul style="list-style-type: none"> <li>● <b>Locate information and ideas</b> <ul style="list-style-type: none"> <li>- locate specific information in a short text in response to questions</li> <li>- scan a text to locate specific information by using strategies such as looking at repeated words, words in bold, italics or capital letters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Locate information and ideas <ul style="list-style-type: none"> <li>- scan a text to locate specific information by using strategies such as looking at headings and repeated phrases</li> <li>- identify details that support the gist or main ideas</li> </ul> </li> </ul>

## Writing Skills

P.1-3	P.4-6
<ul style="list-style-type: none"> <li>● <b>Use the basic conventions of written English</b> <ul style="list-style-type: none"> <li>- use the left to right directionality sequence</li> <li>- use print script</li> <li>- combine letters to form words</li> <li>- space letters, words and sentences</li> <li>- use capital and small letters</li> <li>- use basic sentence punctuation</li> <li>- use neat and legible handwriting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Use the basic conventions of written English</b> <ul style="list-style-type: none"> <li>- use cursive script</li> <li>- use paragraphs, capitalisation and conventional punctuation</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● <b>Present information, ideas and feelings clearly and coherently</b> <ul style="list-style-type: none"> <li>- put words in a logical order to make meaningful phrases or sentences</li> <li>- reproduce sentences based on the teacher's model and use words from print in the campus</li> <li>- provide personal ideas and information based on a model or framework provided</li> <li>- use appropriate cohesive devices (e.g. and, but, or, too)</li> <li>- use concepts of order and time (e.g. last night, this morning)</li> <li>- use appropriate formats and conventions of short written texts (e.g. greeting cards, notes, personal letters, signs)</li> <li>- gather and share information, ideas and language by using strategies such as brainstorming, building concept maps, listing and observing</li> <li>- express imaginative ideas with the help of cues</li> <li>- use available resources such as word books</li> <li>- make changes to incorrect spelling,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Present information, ideas and feelings clearly and coherently</b> <ul style="list-style-type: none"> <li>- gather and share information and ideas by using strategies such as brainstorming, questioning and interviewing</li> <li>- plan and organise information, and express own ideas and feelings by <ul style="list-style-type: none"> <li>✧ identifying purpose and audience for a writing task</li> <li>✧ deciding on the sequence of content</li> </ul> </li> <li>- use appropriate cohesive devices (e.g. also, at last, because, however, therefore)</li> <li>- write paragraphs which develop main ideas</li> <li>- present main and supporting ideas and, where appropriate, with elaboration</li> <li>- use a small range of language patterns (e.g. different verb forms and sentence patterns) -</li> <li>- use appropriate formats, visual elements, conventions and language features when writing/creating a variety of text types (e.g. journals, emails, procedures, e-leaflets)</li> <li>- use story structure that comprises setting, characters, problems, events, and solutions</li> </ul> </li> </ul>

<p>punctuation and grammar, and add details if necessary</p> <p>- draft, revise and edit short written texts with teacher support</p>	<p>- draft, revise and edit written texts with teacher and/or peer support by</p> <ul style="list-style-type: none"> <li>✧ using a range of techniques such as combining ideas, rearranging the order of ideas, adding details, deleting irrelevant ideas, and substituting words or phrases with more appropriate ones</li> <li>✧ re-reading the draft and correcting spelling, punctuation, grammar and vocabulary</li> <li>✧ using available references or resources (e.g. dictionaries, glossaries)</li> <li>✧ presenting writing using appropriate layout and visual support such as illustrations, tables and charts</li> <li>✧ re-reading the draft and correcting spelling, punctuation, grammar and vocabulary</li> <li>✧ using available references or resources (e.g. dictionaries, glossaries)</li> <li>✧ presenting writing using appropriate layout and visual support such as illustrations, tables and charts</li> </ul>
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