

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

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

<p>expressions to acknowledge, agree and disagree, ask questions and reply</p> <ul style="list-style-type: none"> ✧ providing information in response to factual or yes/no questions ✧ verbalising inability to understand or asking for slower repetition of an utterance (e.g. Pardon?) ✧ asking for spelling (e.g. Can you spell “Mary” for me?) ✧ repeating questions and answers if they are not understood ✧ getting help from other students or the teacher (e.g. Can you help me?) <p>- close an interaction by</p> <ul style="list-style-type: none"> ✧ using simple formulaic expressions (e.g. Good-bye.) 	<p>books. Would you like to have a look?)</p> <p>- maintain an interaction by</p> <ul style="list-style-type: none"> ✧ 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.) ✧ 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)?) ✧ acknowledging, agreeing or disagreeing, asking questions, replying, adding or giving examples and explaining, using formulaic expressions where appropriate ✧ self-correcting or rephrasing questions and answers if they are not understood ✧ predicting the likely development of a conversation and responding accordingly <p>- close an interaction by</p> <ul style="list-style-type: none"> ✧ using appropriate formulaic expressions (e.g. See you tomorrow.) ✧ giving reasons (e.g. Sorry, I have to see my teacher now.)
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Reading skills

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

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

Writing Skills

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

<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"> ✧ 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 ✧ re-reading the draft and correcting spelling, punctuation, grammar and vocabulary ✧ using available references or resources (e.g. dictionaries, glossaries) ✧ presenting writing using appropriate layout and visual support such as illustrations, tables and charts ✧ re-reading the draft and correcting spelling, punctuation, grammar and vocabulary ✧ using available references or resources (e.g. dictionaries, glossaries) ✧ presenting writing using appropriate layout and visual support such as illustrations, tables and charts
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