

<p align="center">Focuses of Reading and Writing Skills for P.1 to P.6</p>		
<p align="center">Primary 1 – Integrated in the General English Programme</p>		
<p>Text types</p>	<p>Reading Skills</p>	<p>Writing Skills</p>
<p><u>Narrative Texts</u></p> <ul style="list-style-type: none"> ● Speech bubbles (W) ● Poems (W) ● Stories (W) <p><u>Informative Texts</u></p> <ul style="list-style-type: none"> ● Lists (W) ● Alphabet books (W) ● Personal descriptions (W) <p><u>Exchanges</u></p> <ul style="list-style-type: none"> ● Friendly notes (W) <p><u>Procedural Texts</u></p> <p>---</p> <p><u>Explanatory Texts</u></p> <ul style="list-style-type: none"> ● Captions (W) <p><u>Persuasive Texts</u></p> <p>---</p>	<p>Understand the basic convention of written English</p> <ul style="list-style-type: none"> - follow left to right directionality - identify and name all the letters or the English alphabet - recognize the beginning and end of sentences - distinguish between capital and small letters - sight read common, phonically irregular words, e.g. are, a, you - recognize familiar words in new texts - use basic conventions of written English and prior knowledge of know words to read aloud short, simple texts <p>Construct meaning from texts</p> <ul style="list-style-type: none"> - recognize common abbreviations and contracted forms, e.g. Mr., Mrs., 10:00a.m., 3:00p.m., She’s clever. - 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 and pronouns - understand the information provided on the book cover, contents page and page numbers - make predictions about stories, characters, topics of interest using pictorial clues and book cover 	<p>Use the basic conventions of written English</p> <ul style="list-style-type: none"> - use the left to right directionality sequence - space letters, words and sentences - use capital and small letters - use basic sentence punctuation - use neat and legible handwriting <p>Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> - put words in a logical order to make meaningful phrases or sentences - reproduce sentences based on teacher’s model and use words from print in the environment - provide personal ideas and information based on a model or framework provided - gather and share information, ideas and language by using strategies, e.g. brainstorming, building concept maps, listing and observing - use available resources such as word banks - draft, revise and edit written texts with teacher and/or peer support (process writing)

Primary 2 – Integrated in the General English Programme		
Text types	Reading Skills	Writing Skills
<u>Narrative Texts</u> <ul style="list-style-type: none"> ● Comics (W) ● Stories-4 pictures (W) ● Poems 	<p>Understand the basic convention of written English</p> <ul style="list-style-type: none"> - sight read common, phonically irregular words, e.g. are, a, - recognize known clusters of letters in unknown words, e.g. in, chin, thin - recognize familiar words in new texts - use basic conventions of written English and prior knowledge of know words to read aloud short, simple texts - 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 <p>Construct meaning from texts</p> <ul style="list-style-type: none"> - work out the meaning of unknown words by recognizing the base word with other words, e.g. mother/grandmother - 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 and pronouns - make predictions about stories, characters, topics of interest using pictorial clues and book cover 	<p>Use the basic conventions of written English</p> <ul style="list-style-type: none"> - use basic sentence punctuation - use neat and legible handwriting <p>Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> - put words in a logical order to make meaningful phrases or sentences - provide personal ideas and information based on a model or framework provided - use appropriate cohesive devices, e.g. and, but, too - use concepts of order and time, e.g. last night, this morning - use appropriate formats and conventions of short written texts - gather and share information, ideas and language by using strategies, e.g. brainstorming, building concept maps, listing and observing - express imaginative ideas with the help of cues - use available resources such as word banks - draft, revise and edit written texts with teacher and/or peer support (process writing)
<u>Informative Texts</u> <ul style="list-style-type: none"> ● Descriptions (W) ● Book Reports (W) ● Signs (W) 		
<u>Exchanges</u> <ul style="list-style-type: none"> ● Personal letters (W) ● Cards (W) 		
<u>Procedural Texts</u> <ul style="list-style-type: none"> ● Instructions (W) 		
<u>Explanatory Texts</u> <ul style="list-style-type: none"> ● Captions (W) 		
<u>Persuasive Texts</u> <p>---</p>		

Primary 3 - One double lesson in split class mode per week*		
Text types	Reading Skills	Writing Skills
<u>Narrative Texts</u> <ul style="list-style-type: none"> ● Comics (W) ● Diaries (W) ● Stories-4 pictures (W) ● Poems (W) 	<p>Construct meaning from texts</p> <ul style="list-style-type: none"> - 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 and pronouns - guess the topic and the likely development of the topic by using personal experiences and knowledge of the world - make predictions about stories, characters, topics of interest using pictorial clues and book cover - skim a text to obtain a general impression and the gist or main ideas with teacher support <p>Locate information and ideas</p> <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 	<p>Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> - provide personal ideas and information based on a model or framework provided - use appropriate cohesive devices, e.g. and, but, too - use concepts of order and time, e.g. last night, this morning - use appropriate formats and conventions of short written texts - gather and share information, ideas and language by using strategies, e.g. brainstorming, building concept maps, listing and observing - express imaginative ideas with the help of cues - use available resources such as word bank - draft, revise and edit written texts with teacher and/or peer support (process writing)
<u>Informative Texts</u> <ul style="list-style-type: none"> ● Personal descriptions (W) 		
<u>Exchanges</u> <ul style="list-style-type: none"> ● Personal letters (W) 		
<u>Procedural Texts</u> <ul style="list-style-type: none"> ● Instructions (W) 		
<u>Explanatory Texts</u> <ul style="list-style-type: none"> ● Captions (W) 		
<u>Persuasive Texts</u> <p>---</p>		

* Each class has 9 English lessons per week. 7 lessons will be arranged for the GE programme which will be conducted by the subject teachers. 2 lessons (a double lesson -70mins) will be arranged for the Reading to Writing Workshop (RW workshop). The support teacher and the subject teachers will either conduct the lesson in split class mode (P.3) or co-teaching mode (P.4, 5, 6).

Primary 4 – One double lesson in co-teaching mode per week*		
Text types	Reading Skills – One double lesson	Writing Skills
<u>Narrative Texts</u> <ul style="list-style-type: none"> ● Personal recounts (W) ● Poems (W) ● Play scripts (W) ● Stories-4 pictures (W) 	Construct meaning from texts <ul style="list-style-type: none"> - work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world - understand the information provided on the book cover (the spine and blurb), index and glossary - recognize the format and language features of a variety of text types, e.g. poems, play scripts, menus 	Present information, ideas and feelings clearly and coherently <ul style="list-style-type: none"> - use appropriate cohesive devices, e.g. also, at last, either - use concepts of order and time, e.g. last night, this morning - write paragraphs which develop main ideas - use a small range of language patterns such as different verb forms and structural patterns - use appropriate formats and conventions of short written texts - gather and share information, ideas and language by using strategies, e.g. brainstorming, building concept maps, listing and observing - express imaginative ideas with the help of cues - draft, revise and edit written texts with teacher and/or peer support (process writing)
<u>Informative Texts</u> <ul style="list-style-type: none"> ● Personal descriptions (W) 		
<u>Exchanges</u> <ul style="list-style-type: none"> ● Personal letters (W) 	Locate information and ideas <ul style="list-style-type: none"> - identify key words for the main idea in a sentence - understand the connection between ideas by identifying cohesive devices - confirm meaning by re-reading a sentence or paragraph - understand the connection between ideas by identifying cohesive devices - make predictions about stories, characters, topics of interest using pictorial clues and book cover 	
<u>Procedural Texts</u> <p>---</p>		
<u>Explanatory Texts</u> <ul style="list-style-type: none"> ● Advertisements (W) 		
<u>Persuasive Texts</u> <p>---</p>		

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Key: (w)=target writing text-types

Primary 5 – One double lesson in co-teaching mode per week*		
Text types	Reading Skills	Writing Skills
<u>Narrative Texts</u> <ul style="list-style-type: none"> ● Biographies ● Journals (W) ● Poems (W) ● Stories-4 pictures (W) 	Construct meaning from texts <ul style="list-style-type: none"> - work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world - understand the information provided on the book cover (the spine and blurb), index and glossary - recognize the format and language features of a variety of text types, e.g. journals, letters, play scripts - understand the connection between ideas by identifying cohesive devices - predict the likely development of a topic by recognizing key words, using personal experiences, and making use of 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 context, reading further to clarify, asking for help - recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation 	Present information, ideas and feelings clearly and coherently <ul style="list-style-type: none"> - use appropriate cohesive devices, e.g. if, when, so - write paragraphs which develop main ideas - present main and supporting ideas, and where appropriate with elaboration - use a small range of language patterns such as different verb forms and structural patterns - use appropriate formats and conventions and language features - gather and share information, ideas and language by using strategies, e.g. brainstorming, building concept maps, listing and observing - draft, revise and edit written texts with teacher and/or peer support (process writing)
<u>Informative Texts</u> <ul style="list-style-type: none"> ● Expositions (W) ● News articles 		
<u>Exchanges</u> <ul style="list-style-type: none"> ● Personal letters (W) 		
<u>Procedural Texts</u> <ul style="list-style-type: none"> ● Procedures (W) ● Recipes 		
<u>Explanatory Texts</u> <p>---</p>		
<u>Persuasive Texts</u> <ul style="list-style-type: none"> ● Advertisements (W) ● Posters (W) 	Locate information and ideas <ul style="list-style-type: none"> - scan a text to locate specific information by using strategies such as looking at repeated phrases - identify details that support the gist or main ideas 	

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Key: (w)=target writing text-types

Primary 6 - One double lesson in split class mode per week*		
Text types	Reading Skills	Writing Skills
<u>Narrative Texts</u> <ul style="list-style-type: none"> ● Biographies (W) ● Poems (W) ● Stories (W) ● Stories-4 pictures (W) 	Construct meaning from texts <ul style="list-style-type: none"> - work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world - recognize the format and language features of a variety of text types, e.g. biographies, letters - understand the connection between ideas by identifying cohesive devices - predict the likely development of a topic by recognizing key words, using personal experiences, and making use of context and knowledge of the world - self-correct by using strategies such as checking understanding against predictions, re-reading, using context, reading further to clarify, asking for help - recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation - understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language 	Present information, ideas and feelings clearly and coherently <ul style="list-style-type: none"> - use appropriate cohesive devices, e.g. although, so that, finally - 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 structural patterns - use appropriate formats and conventions and language features - gather and share information, ideas and language by using strategies, e.g. brainstorming, building concept maps, listing and observing - use story structure that comprises setting, characters, problems, events and solutions - draft, revise and edit written texts with teacher and/or peer support (process writing) - present writing using appropriate layout and visual support e.g. illustration, tables
<u>Informative Texts</u> <ul style="list-style-type: none"> ● Expositions (W) ● News reports ● Book reports (W) 		
<u>Exchanges</u> <ul style="list-style-type: none"> ● Formal letters 	Locate information and ideas <ul style="list-style-type: none"> - scan a text to locate specific information by using strategies such as looking at repeated phrases - identify details that support the gist or main ideas 	
<u>Procedural Texts</u> <ul style="list-style-type: none"> ● Explanations of how and why (W) 		
<u>Explanatory Texts</u> <p>---</p>		
<u>Persuasive Texts</u> <p>---</p>		

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Key: (w)=target writing text-types