Primary Education（P1 to P6）

Form for "The Requirements of Basic Academic Attainments"

2016 / 2017
Academic Year

Name of school:	School code:

Subject：English_using English as the primary language of instruction										
The Requirements of Basic Academic Attainments at Primary Education [1]			**Teaching Content to be covered through the following teaching activities（State the name and content of the relevant modules / school-based curriculum / other learning activities）**						**If not covered, please state the reason(s) and provide possible solution(s)**	**Remark(s):**
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example	A-1-3	Segment a syllable into its constituent sounds/phonemes;	Unit 0 Welcome to Our World Unit 2 My World Unit 9 Animal Friends	Unit 1 Fun in Class Unit 3 Fun in the Sun	Unit 1 Welcome to Our Class Unit 3 My place in the World	-	-	-	–	Name of textbook
A: Listening	A-1-1	Recognise basic consonant and vowel sounds in words;								
	A-1-2	Recognise rhyming words;								
	A-1-3	Segment a syllable into its constituent sounds/phonemes;								
	A-1-4	Identify the number of syllables in words;								
	A-1-5	Understand and respond to simple language of instruction and interaction used by the teacher;								
	A-1-6	Understand directions for classroom activities and homework;								
	A-1-7	Listen attentively in order to communicate with others and to give appropriate response;								
	A-1-8	Demonstrate interest in listening to children's songs, nursery rhymes, chants, etc.;								
	A-1-9	Demonstrate interest in watching videos and movies;								
	A-1-10	Understand simple descriptions and stories with teacher support;								
	A-2-1	Identify stressed syllables in words;								
	A-2-2	Identify consonants, vowels and consonant blends in								

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		initial and final position of words;								
	A-2-3	Segment polysyllabic words and write them correctly;								
	A-2-4	Identify key words in sentences by recognizing the stress;								
	A-2-5	Recognize the emotions or attitudes of the speaker as conveyed by intonation;								
	A-2-6	Understand and respond to more complex classroom language;								
	A-2-7	Understand the development of spoken text by making reference to cohesive devices such as *and, but, or;*								
	A-2-8	Understand references in a spoken text by recognizing the use of articles and pronouns;								
	A-2-9	Deduce the meaning of unknown words from the context and phonetic clues;								
	A-2-1	Recognize different sentence types and meanings conveyed by intonation;								
	A-2-11	Understand more complex descriptions and stories;								
	A-2-12	Listen to others patiently and show respect for their points of view;								
	A-2-13	Understand daily conversations that take place								

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		in familiar situations;								
	A-2-14	Understand subject matter in the content area that is delivered in English.								
B: Speaking	B-1-1	Pronounce the 26 letters of the alphabet correctly;								
	B-1-2	Pronounce words accurately enough for easy understanding;								
	B-1-3	Actively respond to teachers' questions and participate in classroom;								
	B-1-4	Introduce oneself briefly;								
	B-1-5	Describe someone briefly;								
	B-1-6	Know when to use formal and informal greetings and farewells;								
	B-1-7	Use simple classroom language;								
	B-1-8	Briefly describe familiar objects and matters in daily life in simple sentences;								
	B-1-9	Discuss simple topics with others with teacher support;								
	B-1-10	Take part in simple conversations on everyday life, with guidance from the teacher;								
	B-1-11	Participate in simple role-play and storytelling activities with guidance from the teacher;								
	B-1-12	Speak with others willingly and politely;								

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	B-1-13 Demonstrate interest in singing, rhymes and chants;								
	B-2-1 Say common everyday expressions with appropriate intonation;								
	B-2-2 Use correct pronunciation and appropriate intonation, pace and volume when participating in different script-based performances or activities;								
	B-2-3 Show organization when presenting ideas;								
	B-2-4 Show an acceptable level of grammatical accuracy when communicating;								
	B-2-5 Use a wider range of sentence structures when presenting one's ideas;								
	B-2-6 Share personal experiences with some details;								
	B-2-7 Tell longer stories;								
	B-2-8 Briefly summarise a story or a group discussion for presenting to others;								
	B-2-9 Sustain longer conversations on everyday life and familiar topics by contributing ideas;								
	B-2-10 Express emotions and feelings appropriately while communicating with others;								
	B-2-11 Show cultural awareness while communicating with others;								

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	B-2-12 Show self-confidence in communicating with others;								
	B-2-13 Ask for repetition, clarification and elaboration while listening to an explanation;								
	B-2-14 Begin to use a range of strategies for sustaining a conversation, e.g. agreeing, disagreeing, asking questions, responding, giving suggestions, etc.								
	C-1-1 Recognize upper and lower case letters in print type;								
	C-1-2 Understand the basic conventions of English writing;								
	C-1-3 Work out the pronunciation of a new word from its spelling;								
	C-1-4 Use various clues to guess the meaning of new words;								
C: Reading	C-1-5 Understand the usage of commas, full-stops, question marks and exclamation marks;								
	C-1-6 Recognise common text types such as notices, short stories, poems, etc.;								
	C-1-7 Understand simple verses, song lyrics and poems under teacher's guidance;								
	C-1-8 Scan a text to look for specific pieces of								

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		information;								
	C-1-9	Use a range of reading skills and strategies to make sense of a text;								
	C-1-10	Read aloud texts fairly accurately and fluently;								
	C-1-11	Share post-reading thoughts with others;								
	C-1-12	Recognise the main idea(s) of a text after reading;								
	C-1-13	Make predictions about the content and development of texts using various clues (e.g., illustrations, headings);								
	C-1-14	Demonstrate understanding of texts through a variety of response formats;								
	C-1-15	Participate in teacher-led discussion before, during and after reading;								
	C-1-16	Demonstrate enthusiasm and interest in reading;								
	C-2-1	Have an understanding of how punctuation functions in texts to achieve different communicative purposes;								
	C-2-2	Skim through a text quickly to get a general idea of its content;								
	C-2-3	Read or re-read a text to look for specific pieces of information;								
	C-2-4	Make use of background knowledge in making sense								

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		of a text;								
	C-2-5	Read aloud texts with meaning;								
	C-2-6	Infer the meaning of words and sentences from context, sentence structure, illustrations, etc.;								
	C-2-7	Understand the connection between ideas by identifying cohesive devices, (e.g. *also, however, because*);								
	C-2-8	Have an awareness of how ideas in a text are developed;								
	C-2-9	Recognize previously learned vocabulary and expand vocabulary knowledge through reading;								
	C-2-10	Be able to tackle a larger variety of text types;								
	C-2-11	Have an awareness of the similarities and differences between various cultures through reading;								
	C-2-12	Use more complex dictionary skills;								
	C-2-13	Know how to find required information with the help of the library and the Internet;								
	C-2-14	Recognize the letters of cursive writing;								
	C-2-15	Pronounce new polysyllabic words from their spelling;								
	C-2-16	Demonstrate understanding of texts through different								

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		presentation formats;								
	C-2-17	Demonstrate interest in reading various reading materials and demonstrate good reading habits by frequent reading;								
	C-2-18	Begin to infer meaning from a text using a range of reading strategies;								
	C-2-19	Summarize or retell articles or stories in different formats;								
	C-2-20	Understand author's point of view or purpose after reading;								
	C-2-21	Process texts actively by making predictions, asking questions while and after reading.								
D: Writing	D-1-1	Write upper and lower case printed letters correctly;								
	D-1-2	Use simple punctuation(e.g.,commas, full-stops and question marks) and capitalise words correctly;								
	D-1-3	Apply basic conventions of writing;								
	D-1-4	Begin to apply correct grammar in writing;								
	D-1-5	Apply previously-learnt vocabulary in writing sentences and questions;								
	D-1-6	Write/Rewrite simple stories with teacher support;								

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	D-1-7	Write simple sentences to describe pictures and on familiar topics;								
	D-1-8	Write neatly and have a conscientious attitude towards writing;								
	D-1-9	Begin to organize information for simple reports;								
	D-1-10	Create simple stories with teacher support or prompts given;								
	D-1-11	Complete simple practical tasks in writing;								
	D-2-1	Use cursive letters to write words and sentences on lines;								
	D-2-2	Show mastery of the basic conventions of writing including punctuation;								
	D-2-3	Write more elaborate stories with teacher support or using prompts given;								
	D-2-4	Show a reasonable level of grammatical accuracy and vocabulary range in writing;								
	D-2-5	Write simple narratives and descriptions, or more elaborate narratives and descriptions with teacher support;								
	D-2-6	Present one's own ideas coherently;								
	D-2-7	Elaborate on main ideas;								
	D-2-8	Use cohesive devices such as								

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		and, but, or to show relationships between ideas more clearly;								
	D-2-9	Use paragraphs to segment a longer piece of writing;								
	D-2-10	Apply the proofreading process to one's own writing and others' writing;								
	D-2-11	Begin to use drafts as an initial step of writing;								
	D-2-12	Show willingness to improve on earlier drafts with rewriting or editing ;								
	D-2-13	Begin to show creativity;								
	D-2-14	Complete common practical writing tasks(e.g. letters, reports, form-filling) with teacher support;								
	D-2-15	Write short summaries of stories;								
	D-2-16	Research and gather relevant information to complete tasks independently or for group projects;								
	D-2-17	Demonstrate interest and enjoyment in writing.								

Note: (1) Dispatch of Secretary of Social and Cultural Affairs No. 19/2016（Appendix 5）	Date： （D）/ （M）/ (Y)