Primary Education（P1 to P6）

Form for "The Requirements of Basic Academic Attainments"

2016 / 2017
Academic Year

Name of school:	School code:

Subject：English_Not 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):**
Learning Domain	**Concrete Content**		**P1**	**P2**	**P3**	**P4**	**P5**	**P6**		
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	Write a word with reference to its constituent sounds/phonemes;								
	A-1-5	Understand simple classroom language and be able to follow the development of a lesson and the arrangement for homework;								
	A-1-6	Understand the meaning of simple descriptions and stories with the help of clues such as real objects, pictures and body language;								
	A-1-7	Listen to others attentively;								
	A-1-8	Demonstrate interest in listening to children's songs, nursery rhymes,								

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	chants, etc.;								
	A-2-1 Identify stressed syllables in words;								
	A-2-2 Identify consonants and vowels, and consonant blends in 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 Recognise different intonation patterns in statements, questions, commands, etc.;								
	A-2-6 Understand and follow language and instructions for classroom activities;								
	A-2-7 Understand the development of spoken texts by making reference to cohesive devices such as *and, but, or;*								
	A-2-8 Understand references in spoken texts by recognizing the use of articles and pronouns;								
	A-2-9 Deduce the meaning of unknown words from the context and phonetic clues;								

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	A-2-10	Understand descriptions and explanations presented by teachers and teaching materials .								
B: Speaking	B-1-1	Pronounce the 26 letters of the alphabet correctly;								
	B-1-2	Pronounce words with comfortable intelligibility;								
	B-1-3	Repeat words and phrases presented by the teacher or in teaching materials with pronunciation that is to be understood easily;								
	B-1-4	Briefly introduce oneself;								
	B-1-5	Briefly describe someone;								
	B-1-6	Address other people appropriately;								
	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 with others simple everyday topics with guidance from the teacher;								
	B-1-10	Retell short stories presented by the teacher or in storybooks with								

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		teacher's guidance;								
	B-1-11	Express personal feelings and emotions in simple sentences;								
	B-1-12	Communicate with others politely;								
	B-1-13	Demonstrate interest in participating in performances and oral activities;								
	B-2-1	Say common everyday expressions with appropriate intonation;								
	B-2-2	Use appropriate pronunciation and intonation while participating in different performances or activities;								
	B-2-3	Read aloud expressively and rhythmically;								
	B-2-4	Carry out simple dialogue activities;								
	B-2-5	Describe oneself and familiar people detailedly;								
	B-2-6	Share personal experiences briefly;								
	B-2-7	Tell brief stories;								
	B-2-8	Discuss familiar topics with others under teacher's guidance;								
	B-2-9	Briefly describe or explain matters with the								

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		help of clues such as real objects, pictures and body language;								
	B-2-10	Express emotions and feelings appropriately while communicating with others;								
	B-2-11	Show respect and politeness while communicating with others;								
	B-2-12	Show self-confidence in communicating with others;								
	B-2-13	Show interest in developing one's oral communicative ability.								
C: Reading	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	Guess the pronunciation of a new word from its spelling;								
	C-1-4	Recognize previously learnt words in texts;								
	C-1-5	Understand the usage of commas, full-stops, question marks and exclamation marks;								
	C-1-6	Recognise common text								

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		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 information;								
	C-1-9	Understand the key points of a text with some guidance from the teacher;								
	C-1-10	Acquire an interest in reading and enjoy extensive reading;								
	C-1-11	Share post-reading thoughts with others;								
	C-2-1	Have an understanding of how punctuation functions in texts and its 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 of a text;								
	C-2-5	Understand the main points of articles on								

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	different topics and be able to respond in different formats such as oral summary and brief reading report;								
	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 such as *also, however,because*;								
	C-2-8 Have an awareness of how ideas in a text are developed;								
	C-2-9 Expand vocabulary knowledge through reading;								
	C-2-10 Be able to tackle various text types;								
	C-2-11 Have an awareness of the similarities and differences between various cultures through reading;								
	C-2-12 Make effective use of the dictionary to assist reading;								
	C-2-13 Know how to find required information with the help of the								

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		library and the Internet;								
	C-2-14	Read attentively and with purpose;								
	C-2-15	Choose a variety of reading materials for pleasure reading.								
D: Writing	D-1-1	Write upper case and lower case printed letters according to the correct stroke order for letters; write on the line from left to right, with suitable spacing between words;								
	D-1-2	Use commas, full-stops and question marks properly;								
	D-1-3	Write sentences using vocabulary items and sentence structures learned;								
	D-1-4	Complete simple practical tasks in writing;								
	D-1-5	Begin to write short paragraphs under teacher's guidance;								
	D-1-6	Rewrite simple stories with teacher support or prompts given;								
	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;								

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	D-2-1	Develop one's handwriting in order to write legibly, fluently, and with increasing speed;								
	D-2-2	Use apostrophes, quotation marks and exclamation marks properly;								
	D-2-3	Use the correct format when writing in common text types;								
	D-2-4	Write sentences with reasonable grammatical accuracy and vocabulary range;								
	D-2-5	Write simple narratives and descriptions with teacher support;								
	D-2-6	Present one's own ideas coherently;								
	D-2-7	Elaborate on main points;								
	D-2-8	Use cohesive devices such as *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 and others' writing;								

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	D-2-11 Begin to edit drafts for better effect;								
	D-2-12 Show willingness to improve on earlier drafts with rewriting or editing;								
	D-2-13 Begin to show creativity.								

Note: (1) Dispatch of Secretary of Social and Cultural Affairs No. 19/2016（Appendix 6）	Date： （D）/ （M）/ (Y)