# School-based English Curriculum

## Vertical Integration of Reading Strategies and English Learning For Junior Form students

**Rationale:**

- It is a 3-year progressive and systematic learning plan to consolidate the reading strategies that students learnt in Key Stages 1 and 2, and to introduce to them more advanced strategies in Key Stage 3.

- Besides reading the texts in the textbooks, students will apply the strategies in meaningful context where they have to exhibit their skills in reading, speaking, listening and writing.

- The 3-year course aims at strengthening students' basic competencies in English while laying a foundation to prepare students for their years in the senior forms.

## S1-3 School-based Curriculum (Explicit Teaching of Reading Strategies - Three-year Plan)

| | S1 | S2 | S3 |
|---|---|---|---|
| **BC Descriptors (KS3 Reading)** | 1. Using knowledge of the world<br>2. Using knowledge of features of different text-types<br>3. Obtaining information about the reading materials from the book cover and table of contents<br>4. Predicting the content using picture cues, title, prior knowledge and personal experience<br>5. Predicting the likely development of the text<br>6. Skimming and scanning<br>7. Understanding the connection between ideas by identifying a range of cohesive devices (pronoun referencing)<br>8. Visualization<br>9. Sequencing events<br>10. Making inferences<br>11. Locating vocabulary in the word charts | 1. Understanding the functions of basic punctuation<br>2. Understanding the connection between ideas by identifying a range of cohesive devices (connectives/conjunction)<br>3. Recognizing key words in a sentence<br>4. Using linguistic and contextual clues to work out the meaning of unknown phrases<br>5. Using a dictionary to find out about meaning and shades of meaning, usage and grammar<br>6. Understanding different views and attitudes<br>7. Identifying main ideas | 1. Identifying the main theme/focus<br>**2.** Identifying details that support a main idea<br>**3.** Paraphrasing<br>4. Distinguishing fact from opinion<br>**5.** Making word cards under different topics for reference<br>**6.** Analyzing and integrating relevant points from one or more than one text |
| **Text-type** | ✓ Web profile<br>✓ Leaflet<br>✓ Informal email<br>✓ Web article | ✓ Blog entry<br>✓ Article<br>✓ Letter of Complaint<br>✓ One-sided argumentative essay | ✓ Article<br>✓ Informal Email<br>✓ One sided argumentative essay<br>✓ Job application email |

## School-based Junior Form Language Curriculum

| S1 | S2 | S3 |
|---|---|---|
| 1. The simple present tense<br>2. The present continuous tense<br>3. The simple past tense<br>4. The past continuous tense *<br>5. The simple future tense<br>6. Wh-questions<br>7. Subject and object pronouns<br>8. Reflexive pronouns*<br>9. Singular and plural nouns<br>10. Possessive adjectives (my, your, our, etc.)<br>11. Possessive pronouns (mine, yours, ours, etc.)<br>12. Articles<br>13. Some-, any-, no-, every-<br>14. Quantifiers*<br>15. Adjectives<br>16. Adverbs of frequency<br>17. Preposition of time<br>18. Preposition of location and movement<br>19. Imperatives | 1. The present perfect tense<br>2. The simple past tense and present perfect tense<br>3. Gerunds and to-infinitives<br>4. Bare infinitives<br>5. Conjunctions<br>6. Relative pronouns & relative clauses<br>7. Passive Voice<br>8. Participle Adjectives<br>9. Comparative and superlative Adjectives<br>10. Reported Speech (Statements and Questions)<br>11. Conditional Sentences (Type 0)<br>12. Conditional Sentences (Type 1)<br>13. Conditional Sentences (Type 2) #<br>14. Connectives of reason and result #<br>15. Question Tags # | 1. Rhetorical questions #<br>2. The past perfect tense<br>3. The past perfect and the simple past<br>4. Question Tags *<br>5. Modals<br>6. Reported Speech (Questions)<br>7. Relative clauses (who, which, that, whose, where, when)<br>8. Conditional Sentences (Type 3) #<br>9. Present and Past participle phrases #<br>10. Talking about obligation and outcome<br>11. Expressing contrast<br>12. Adjectives + to-infinitives |
| 1. Parts of Speech<br>2. S+V<br>3. S+V+O<br>4. S+V+C<br>5. Forming questions | 1. Compound sentences | 1. Complex sentences |

*optional #for NCS classes

**S4-6 School-based Curriculum**

| | **S4** | **S5** | **S6** |
|---|---|---|---|
| ***Theme based reading*** | Entertainment<br>Travel<br>Technology<br>Environment | Health<br>Cultures<br>Environment<br>Successful people<br>Technology | Environment<br>Culture<br>Technology<br>Communication<br>Sport |
| ***Text-type*** | *From Reading to Process Writing*<br>Short story<br>Blog entry<br>Informal Email<br>A letter to the editor<br>*Integrated task*<br>Profile<br>Formal email<br>Proposal<br>News report<br>Notice<br>Summary<br>Reply letter<br>Letter of request<br>Social media post<br>Promotional leaflet | *From Reading to Process Writing*<br>Article - Study Tips<br>Speech- Keep Hong Kong Clean<br>One-sided argumentative essay<br>Informal Email<br>*Integrated task*<br>Formal letter<br>Description<br>Leaflet<br>Email of request<br>Letter of Invitation<br>Editorial<br>Profile | *From Reading to Process Writing*<br>Report (Social Issues, 2017 Q7 Part B)<br>Letter (2017 QA Part A)<br>Informal Email<br>*Integrated task*<br>Leaflet<br>Description<br>Fact file<br>Formal email<br>Feature article<br>Webpage<br>Reply letter<br>Report<br>Schedule<br>Biography |
| ***Elective*** | Sports Communication /<br>Popular Culture | Social Issues | Workplace Communication |
| ***SBA*** | Part A Individual Presentation | Part B Group Interaction | |