

**The Requirements of Basic Academic Attainments (Primary Education): English
(*First Language)**

***English being used as the primary language of instruction**

2016

1. Rationales

Primary schools with English as the primary language of instruction have the mission of helping students develop effective English communication skills which may be a foundation of students' personal and academic enrichment, as well as nurturing students' attitude and ability of life-long learning, critical and creative thinking and harmonious coexistence with others. Therefore, the Primary English Curriculum (First Language) should follow the following basic rationales:

1) To develop students' English for the purpose of enhancing students' personal and intellectual development and cultural understanding.

The learning of English encourages students' intellectual curiosity and independent, critical and creative thinking which will maximize their potential and promote growth as a whole person. The English language serves a social function for successful interaction and communication in everyday life. As English has become the medium by which most people gain access to information and knowledge around the world, students studying English in Macao will have access to global communication, science and technology.

2) The curriculum should be student-centered, valuing each student as a unique learner. A rich environment of learning materials and teaching techniques will help to diversify the classroom and promote motivation for life-long learning.

The student is at the center of the learning process. Teaching approaches, lessons and curriculum materials need to be differentiated according to the student's academic abilities and emotional needs. Textbook materials play a supportive role for language-learning goals; they should not determine curriculum. Students' rich learning environments should include a variety of literature, resources, language experiences, and stimulating learning materials in order to promote language development and to help students stay motivated.

3) Students should develop a basic competence of language skills of listening, speaking, reading and writing for the purpose of communication. They will also grow as individuals as they develop knowledge and values through the learning

of English.

Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the heart of English teaching and learning. Learning about English includes the enjoyment of the English language and its literature. Students should use English for a range of purposes and audiences and in a variety of text forms. The aim of teaching English as the primary language of instruction is for students to become successful communicators and critical thinkers as they develop opinions and values.

In order to improve independent reading and writing fluency, students need to be taught phonic decoding skills and phonological awareness. Extensive reading is a key to increasing students' vocabulary, which will enable them to read materials at a higher academic level. As students gain reading comprehension and increased vocabulary, they will develop a base for improved writing skills, while also practicing various grammatical and sentence structures. While students develop comprehensive English skills, they will also develop creativity and cultural awareness.

4) To use a variety of teaching methods which value higher level thinking skills and multiple kinds of intelligence.

The teaching of English is an active process in which students construct new ideas or concepts based on their own knowledge. They learn by participating and by being motivated through individual and group activities. Students can learn by engaging in meaningful experiences; by representing what they have learned; and by reflecting on their own learning. Students should be encouraged to share their ideas and reactions. Students need opportunities and purposes to talk. Thoughtful classroom discussion helps students think extensively and build connections between ideas.

2. Curriculum Goals

- 1) Develop students' language proficiency by creating a balance between decoding and meaning-based instruction; word recognition and text comprehension; phonics and whole language; and principles and practice. They need to understand how the language system works in formal and daily situations;
- 2) Enable students to acquire their language skills, values and attitudes and expose them to learning experiences in the context of classroom language community. Give them more opportunities to listen, speak, read, write and think in order to acquire

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language learning skills effectively;

- 3) Nurture students' interest and self-confidence in learning English, in order to strengthen their self-initiative to learn English and improve their proficiency level;
- 4) Improve students' confidence to use English for various purposes and to respect a collaborative environment;
- 5) Cultivate students' critical thinking skills, good learning habits, imagination and creativity in order to promote positive learning in other subjects;
- 6) Help students improve their understanding of different cultures while learning English so that they can learn to respect cultural differences, broaden their views, and establish proper attitudes;
- 7) Help students lay a good foundation in learning English, paving the way for independent, lifelong learning and effective communication of knowledge, ideas, values, attitudes and experiences;
- 8) Lead students to become independent learners who can self-correct, self-reflect, assess their peers, and take initiative to improve their work;
- 9) Encourage students to apply their learned knowledge to purposeful communication in real life. Cultivate personal and social development while developing students' knowledge and use of the English language.

3. The requirements of basic academic attainments in various domains

Explanation of coding:

- 1) The English capital letters refer to the various learning domains for the requirements of basic academic attainments, A-“Listening” , B-“Speaking” , C-“Reading” , D-“Writing” ;
- 2) The first number after the letter refers to the requirements for different class levels, 1-Primary 1 to 3, 2-Primary 4 to 6;
- 3) The second number after the letter refers to the serial number for the requirements of basic academic attainments in certain class levels in that particular learning domain.

Learning Domain 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 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-2-10 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 in familiar situations;
- A-2-14 Understand subject matter in the content area that is delivered in English.

Learning Domain 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;
- 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;
- B-2-12 Show self-confidence in communicating with others;

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- 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.

Learning Domain 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 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-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 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 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

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- 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 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.

Learning Domain 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;
- 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;

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- 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 *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.