



HOLISTIC ASSESSMENT PRIMARY ONE CHINESE LANGUAGE (CL)

Briefing on P1 Curriculum and Assessment 2016

Curricular Goal

Love the Language, Be a
Proficient and Culturally
Rooted Learner

部门目标

乐学善用，尊贤追远

Language Proficiency (语言技能)

- Listening (听)
- Speaking (说)
- Reading (读)
- Writing and Language Use
(写/语文应用)
- Interaction in written form
(书面互动)
- Interaction in oral form
(口语互动)

Cultural Awareness (文化认知)

- Understanding self and others
(知己知彼、设身处地)
- Experiential Learning
(体验式学习)

Key Programmes for P1

- Developing Language Proficiency:
(培养语言技能)
 - Modular Approach (单元模式)
 - Enrichment Programme (文化学习)
 - School-Based Curriculum (校本课程)
 - Experiential Learning (体验式学习)
 - MTL Fortnight (母语双周)

Key Programmes for P1

□ Cultural Awareness:

(传递文化知识)

- Festive Celebrations (节庆)

(Chinese New Year, Hari Raya Puasa, Deepavali, Racial Harmony Day, etc)

- Cultural Programme Exposure Scheme

(文化随意门)

- Enrichment Programme (文化学习)

Progression for P1 (一年级的进度)

□ Chinese Language (华文)

HYPY and Characters → Phrases → Sentences →
Paragraphs → Passages

汉语拼音与汉字 → 词 → 句 →
段落 → 篇章

Listening (听)

□ Learning Outcomes (学习成果)

Ability to recognise the sounds of hanyu pinyin and characters (听出汉字的拼音)

Ability to understand and remember specific details of a short passage.
(听懂短文、记得细节)

Ability to understand simple instructions and questions (听懂简单的指示语)

Listening (听)

□ Hanyu Pinyin (Chinese Language)

例：“猴”

háo

(1)

hóu

(2)

huó

(3)

—— ()

Listening (听)

Picture Matching (Chinese Language)

例. 同学们在踢足球。



(1)



(2)



(3)

— ()

Listening (听)

□ Listening Comprehension

Chinese Language

星期一，小明到图书馆借书。星期五，小明学游泳。

1. 小明什么时候到图书馆去？

- (1) 星期三
- (2) 星期五
- (3) 星期一

()

Speaking (说)

□ Learning Outcomes

Ability to speak clearly and fluently (清晰度、流利度)

Ability to describe a picture based on set criteria (根据标准形容图画)

Ability to speak about a given topic with rich content, clarity, confidence and appropriate volume (根据主题进行演说)

Speaking (说)

□ School-based Curriculum: Oral Package



4 Themes for Pri 1

1. School

2. School

3. Home

4. Public Places, e.g. park, hawker centre

Speaking (说)

□ School-based Curriculum: Oral Package



1. Where (何处)
2. Who (are in the picture?)
(何人)
3. What (are they doing?)
(何事)
4. Are they doing the right/wrong thing? (行为是否正确)

Speaking (说)

□ Conversation (会话)



1. Do you like our school canteen?
Why? (你喜欢我们学校的食堂吗?
为什么?)
2. What is your favourite food in
the canteen?
(在学校里, 你最喜欢吃什么食物?)
3. What do we need to take note of
when eating in the canteen?
(在食堂用餐时, 我们应该注意什
么?)

Speaking (说)

□ Experiential Learning (体验式学习)

Theatre Performance (CL)

To expose students to cultural performances and enhance their language competencies.

- Followed up with a Show and Tell Task

Speaking (说)

- Show and Tell
(展示与演说)
 - a. Content (内容)
 - b. Confidence (自信)
 - c. Projection of voice
(声量)
 - d. Clarity of Speech
(清晰度)



Reading (读)

□ Learning Outcomes

Ability to recognise and read Chinese Language characters/words and HYPY accurately, fluently and with appropriate expression

(识读汉字和其拼音：准确度、流利度、适当的表达)

Reading (读)

- Reading Aloud (朗读)
 - Term 1 & 2: Focus on Accuracy (准确度)
 - Term 3: Focus on Accuracy and Fluency (准确与流利度)
 - Term 4: Focus on Accuracy, Fluency and Expression (准确、流利、表达)

Reading (读)

□ Running Record (朗读记录表)

A process where we record/tape students' reading to provide feedback and monitoring of their mastery level.

Language Use (语文应用)

□ Learning Outcomes

Ability to write accurately and neatly
(书写的准确度与清晰度)

Ability to understand and use punctuation marks and target vocabulary, to construct sentences and to understand the main ideas of a short passage

(明白标点符号、词汇、造句、理解问答)

Language Use (语文应用)

- Vocabulary (词汇)
- Grammar (语法)
- Character/Word/Letter Recognition (识字)
- Comprehension
(阅读理解、理解问答)

Modular Approach (单元模式)

The Ability Banding Model

Bridging Module (导入单元)

Core Module (核心单元)

Enrichment Module (深广单元)

Students may be invited to move across modules at the beginning of each term depending on their level of competencies acquired over time.

Modular Approach (单元模式)

- Diagnostic Test (Term 1 Week 8)
 - a. Picture Matching
 - b. Listening Comprehension
 - c. Hanyu Pinyin

- Teachers' Observation
- Home Language

General Tips

- Home Support is important in our students' learning of their MTL.
- Encourage your child to speak MTL at home and provide opportunities for them to use the language. E.g. ordering food in the hawker centre, chatting with their grandparents, etc.

General Tips

- Make it a habit to borrow CL books in the library
- Read them story books on CL.
- Be with them in their learning of CL and preparation for the tasks.
- Make full use of the CL Online Magazine Subscription

<http://www.ezhishi.net/index.asp>



Thank You!

谢谢