




# **Space Town for Key Stage 1 Briefing Session**





**NET Section  
CDI  
EDB**

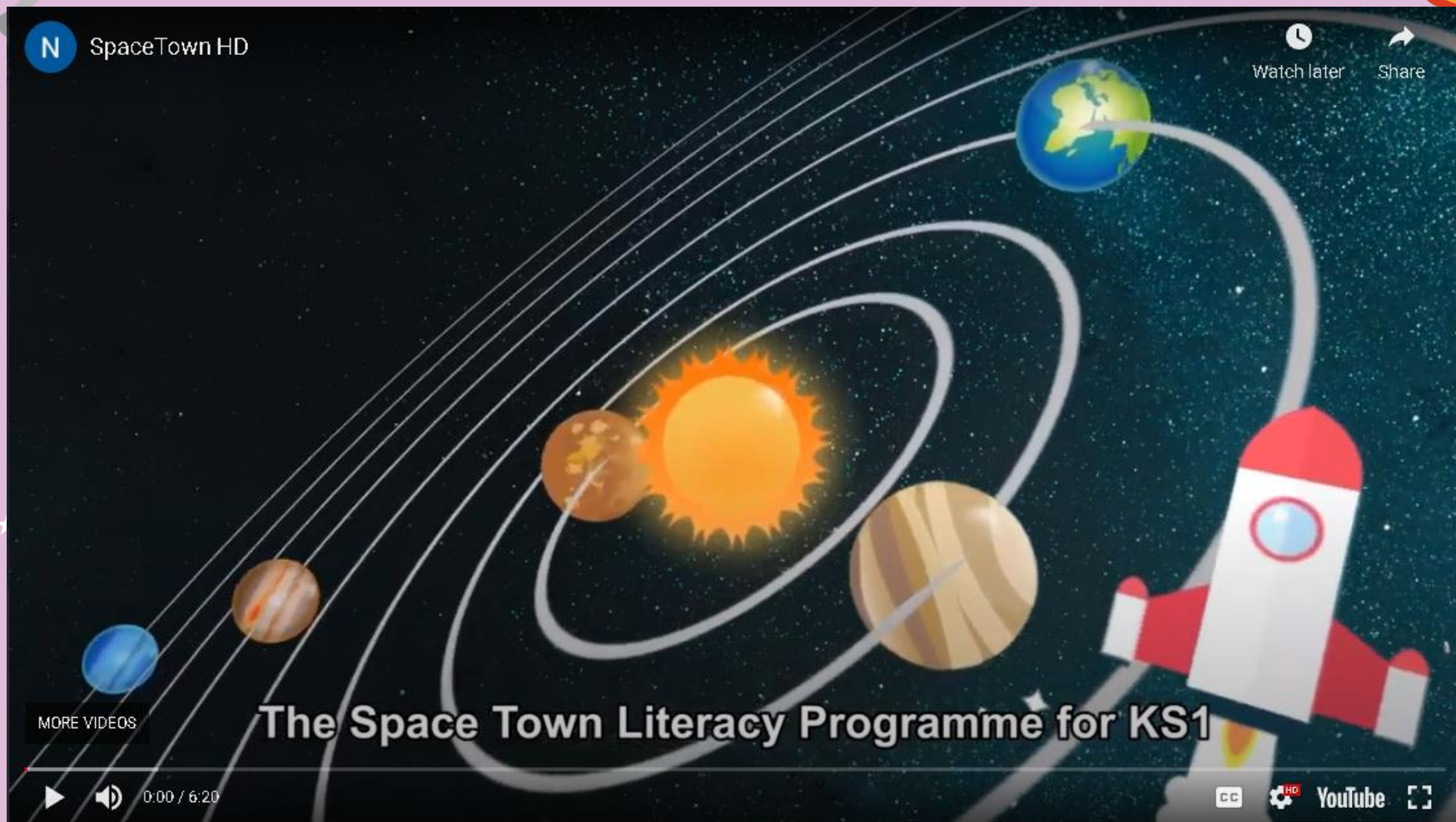




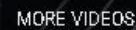
 SpaceTown HD



 Watch later





 Share



**The Space Town Literacy Programme for KS1**

 MORE VIDEOS

  0:00 / 6:20

   YouTube 





Learning Skills

Metacognitive Skills



Integration

NET-LET  
Collaboration

Language-rich  
Environment

Teachers'  
Professional  
Development

Shared Writing  
Process Writing

Phonics  
HFW

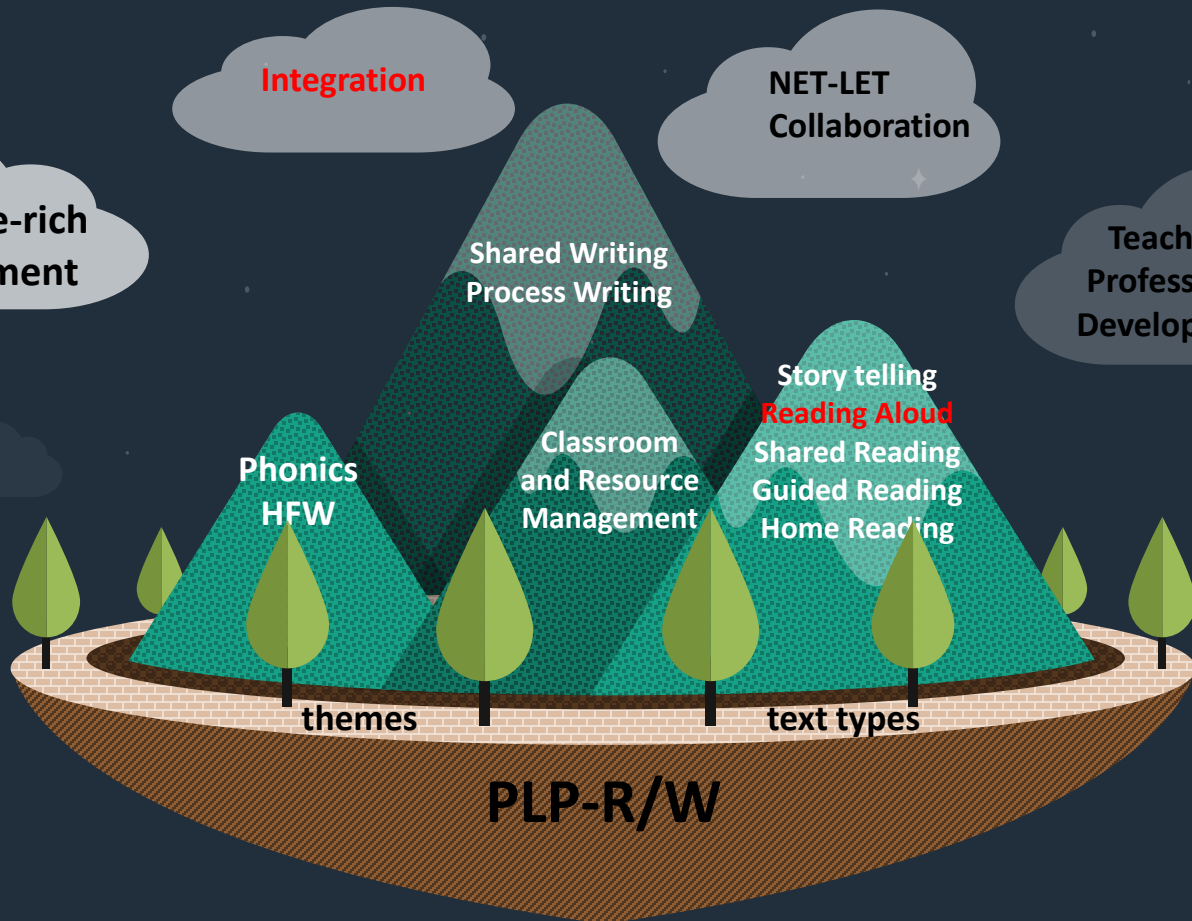
Classroom  
and Resource  
Management

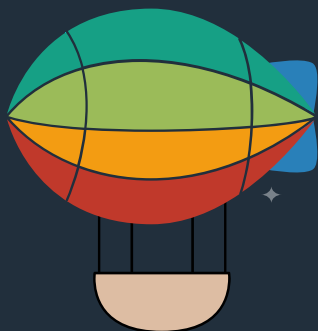
Story telling  
**Reading Aloud**  
Shared Reading  
Guided Reading  
Home Reading

themes

text types

PLP-R/W





Self-directed Learning



e-Learning



Formative Assessment



## Space Town Literacy Programme for KS1

**Over 80%**

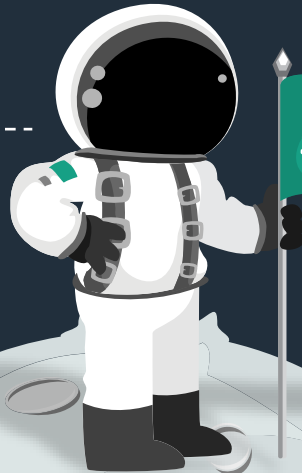
of the teachers agree that  
their students' reading  
and writing skills have  
been enhanced.

**Over 90%**

of the teachers agree that the  
Space Town Programme is having a  
positive impact on their students'  
English language development.



\*\*\*\*\*



**SUCCESS**



# Aims of Space Town for KS1

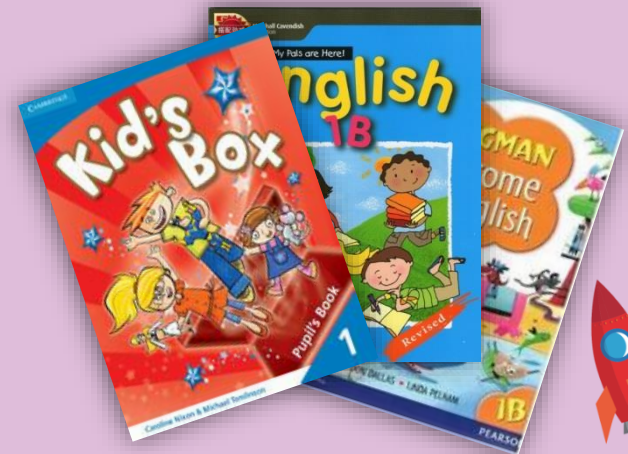
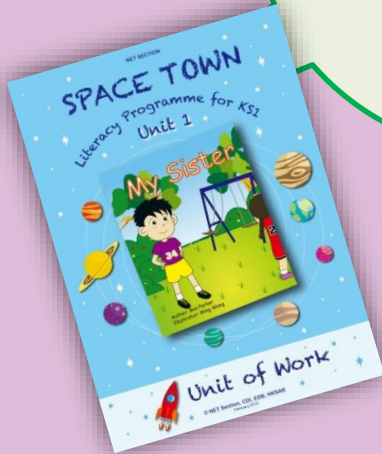


# A holistic programme

Unit of  
Work

GE  
Support  
Package

Textbook/  
School-  
based  
curriculum







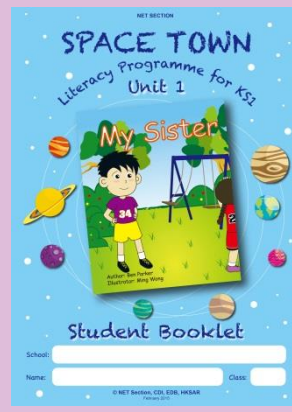
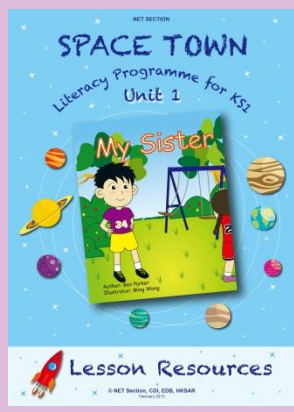
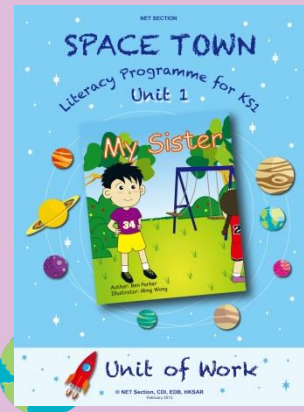
# Resources

## Units of Work

- Lesson Plans
- Lesson Resources
- Guided Reading Lesson Plans
- Students Booklet

## GE Support Package

- Lesson Plans
- Lesson Resources
- GE Student Booklet
- Optional Worksheets



# Scheme of Work (Sample 1)

**Scheme of Work (Sample 1)**

Week	Big Book	Home Reading Books	Lessons		Textbook chapter
			Unit of Work Lessons (double lessons)	GE Lessons (single lessons)	
1	Hear We Go		Lessons 1 – 6 (2 double lessons and 4 single lessons)		
2	My Sister	Small Book (1.1) My Bag	Reading 1: SR1	Lesson 1: Name and Age Lesson 2: Greetings Lesson 3: Introducing Friends Lesson 4: Toys	Book 1A Chapter 1: Nice to meet you
		Sound Book /t/	Reading 2: SR2		
3		Small Book (1.2) My Pet	Reading 3: SR3	Lesson 5: Colours Lesson 6: I Like My Toy Lesson 7: Capital Letters and Full Stops Lesson 8: Jumbled Words	Book 1B Chapter 1: Fun with colours
		Sound Book /b/	Reading 4: SR4		
4		Small Book (1.3) Kimmy in the Toy Shop	Writing 1: PW1 Writing 2: PW2	Lesson 9: Phonics (e-learning) Lesson 10: Dictation and Self-assessment Lesson 11: Reading Strategies Lesson 12: Writing Strategies	
	Sound Book /r/				
5		Small Book (1.4) My Dinosaur	Writing 3: PW3		
		Sound Book /a/	Writing 4: PW4		
6	My Friend, Oscar		Reading 1: SR1 Reading 2: SR2	Lesson 1: Things in the Classroom Lesson 2: This is a... Lesson 3: Stationery Lesson 4: Numbers and Plurals	Book 1A Chapter 2: People at school

# Scheme of Work (Sample 2)

**Scheme of Work (Sample 2)**

Week	Big Book	Home Reading Books	Lessons		Textbook chapter
			Unit of Work Lessons (double lessons)	GE Lessons (single lessons)	
1	Hear We Go		Lessons 1 – 6 (2 double lessons and 4 single lessons)		
2	My Sister	Small Book (1.1) My Bag Sound Book /t/	Reading 1: SR1 Reading 2: SR2	Lesson 1: Name and Age Lesson 2: Greetings Lesson 3: Introducing Friends	Book 1A Chapter 1: Nice to meet you
3		Small Book (1.2) My Pet Sound Book /b/	Reading 3: SR3 Reading 4: SR4	Lesson 4: Toys Lesson 5: Colours Lesson 6: I Like My Toy	Book 1B Chapter 1: Fun with colours
4		Small Book (1.3) Kimmy in the Toy Shop Sound Book /r/	Writing 1: PW1 Writing 2: PW2	Lesson 7: Capital Letters and Full Stops Lesson 8: Jumbled Words	
5		Small Book (1.4) My Dinosaur Sound Book /a/	Writing 3: PW3 Writing 4: PW4	Lesson 9: Phonics (e-learning) Lesson 10: Dictation and Self-assessment Lesson 11: Reading Strategies	
6		My Friend, Oscar		Reading 1: SR1 Reading 2: SR2	Lesson 12: Writing Strategies Lesson 1: Things in the Classroom Lesson 2: This is a... Lesson 3: Stationery

# Lesson Overview

## MY FRIEND, OSCAR GE LESSON OVERVIEW

### Lesson 1: Things in the Classroom

1. Phonics: o and m
2. Read High Frequency Words: *one, two, four, ten, he, they, what*
3. Class activity: Things in the Classroom
4. Group activity: What is this?

### Lesson 3: Stationery

1. Phonics: o and m
2. Read High Frequency Words: *one, two, four, ten, he, they, what*
3. Class activity: Stationery
4. Individual activity: Things in a school bag
5. Sharing

### Lesson 5: He Has, She Has

1. Sing *Miss So and Mr Harry's Group Song*
2. Class activity: He Has, She Has
3. Group activity: He Has, She Has Game
4. Sharing

### Lesson 7: We Have, They Have

1. Phonics: s and h
2. Revisit I, You, He, She
3. Class activity: We Have, They Have
4. Individual activity: We Have, They Have
5. Sharing

### Lesson 9: Phonics (e-learning)

1. Blending: 'ot, om' and 'ob' with 'm, s and h'
2. Class activity: Web-based learning: [www.starfall.com](http://www.starfall.com)
3. Group/Pair activity: Tablet-based learning: *Reading Town 1, starfall, Phonics Fun 1*

### Lesson 11: Reading Strategies

1. Revisit pronouns
2. Reading Comprehension Poster and Good Readers Can... Poster
3. Class activity: Oscar and his Group
4. Individual activity: Kimmy and her Group
5. Feedback

Assessment for Learning

### Lesson 2: This is a

1. Phonics: o and m
2. Read High Frequency Words: *one, two, four, ten, he, they, what*
3. Class activity: This is a...
4. Individual activity: This is a...
5. Feedback

### Lesson 4: Numbers and Plurals

1. Sing *Miss So and Mr Harry's Group Song*
2. Revisit stationery vocabulary
3. Class activity: Guessing Game
4. Individual activity: Numbers and Plurals
5. Sharing

### Lesson 6: I Have, You Have

1. Phonics: s and h
2. Read High Frequency Words: *one, two, four, ten, he, they, what, has, we, have, yellow, and, are, play, his, our*
3. Class activity: I have, you have
4. Pair activity: I have, you have
5. Sharing
6. Individual activity: I have

### Lesson 8: 'and'

1. Read High Frequency Words: *one, two, four, ten, he, they, what, has, we, have, yellow, and, are, play, his, our*
2. Class activity: Listening
3. Class activity: Oscar's Stationery

\*Assign HFW list to study (GE Student Booklet) for dictation in Lesson 10

### Lesson 10: Dictation and Self-assessment

1. HFW Bingo
2. Individual activity: Phonics and HFW Dictation
3. Individual activity: Self-assessment

### Lesson 12: Writing Strategies

1. Warm-up: Planning to Write
2. Class activity: Pre-writing - Brainstorming Vocabulary
3. Class activity: Pre-writing - Making Questions
4. Class activity: Drafting
5. Individual Activity: Oscar has Stationery
6. Sharing

Assessment for Learning

# Textbook Overviews

## Order Textbook 1A and 1B

— P1 GE Textbook Overview

### P1 GE TEXTBOOK OVERVIEW

Textbook units have been organised to match the teaching sequence of Units of Work and GE Support Packages. Refer to the relevant Big Book to see the textbook content covered in the unit. Textbook content in **bold** has been covered previously or will be covered in other Units of Work and/or GE Support Packages. Textbook content not covered may need additional planning.

Big Book	Textbook Unit	Textbook Content Covered in Units of Work and/or GE Support Packages	Textbook Content Not Covered in Units of Work and/or GE Support Packages
My Sister	Book 1A Chapter 1: Nice to meet you	Language focus: - Greet other people <i>Hi/Hello.</i> - Ask and answer questions about other people's ages <i>How old are you? I am ...years old</i>	Language focus: - Greet other people <i>Nice to meet you.</i>
	Book 1B Chapter 1: Fun with colours	Vocabulary: - Toys - Colours	Language focus: - Ask and answer questions about colours <i>What colour is it? It is...</i>
My Friend, Oscar	Book 1A Chapter 2: People at school	Language focus: - Use <i>this is</i> to introduce people at school <i>This is Mr Lee.</i> - Talk about people at school <i>He/She is my friend.</i>	Language focus: - Talk about people at school <i>We are in class 1B.</i> <i>I am a boy/girl.</i> Vocabulary: - People at school
	Book 1A Chapter 3: Be good at school	Language focus: - <b>Instructions</b> <i>Come in./ Sit down./ Stand up.</i> (covered in P1 Hear We Go) Vocabulary: - Things at school	Units of Work and GE Support Packages cover all textbook content



# Textbook Overviews

Textbook units which do not support the teaching of the Units of Work and GE Support Packages:

Book 1B Chapter 5: Fun time	Language focus: <ul style="list-style-type: none"><li>- <b>Use the present continuous tense to ask and answer questions about what people are doing.</b> <i>What are you doing? I am/We are reading.</i> (will be covered in P2)</li></ul> Vocabulary: <ul style="list-style-type: none"><li>- Actions</li></ul>
Book 1B Chapter 6: What are they doing?	Language focus: <ul style="list-style-type: none"><li>- <b>Use the present continuous tense to ask and answer questions about what people and animals are doing.</b> <i>What is he/she/it doing? He/She/It is swimming.</i> <i>What are they doing? They are dancing.</i> (will be covered in P2)</li></ul> Vocabulary: <ul style="list-style-type: none"><li>- Leisure activities</li></ul>





# Unit of Work: e-version

Space Town My Sister - UOW

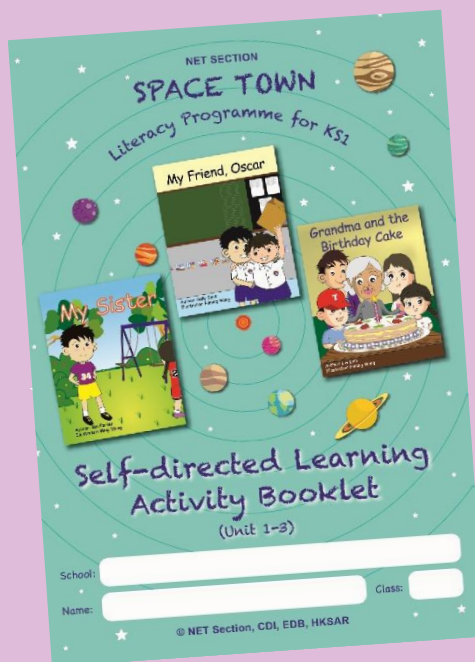
15. Week 1 Shared Reading Lesson 1

	Activities	CA / Resources
Before the Reading (15 Minutes)	<b>T1 &amp; T2</b> <b>Activity 1: Warm Up</b> <b>Develop receptive language</b> <ul style="list-style-type: none"> <li>Settle students on the mat. Use praise to reinforce positive behaviour.</li> <li>Sing the <i>Good Morning Song</i>. (R1)</li> </ul>	Have the following resources ready: <ul style="list-style-type: none"> <li>Name tags</li> <li><i>Good Morning Song</i> (R1)</li> </ul>
	<b>T2 &amp; T1</b> <b>Activity 2: High Frequency Words</b> <b>Graphophonic – High frequency words.</b> <ul style="list-style-type: none"> <li>(T2) Use the zero noise signal and wait until all students are silent.</li> <li>Show the high frequency words. If they know them, they have to raise their hands and not shout out.</li> <li>Introduce the first 7 high frequency words using flashcards. (R2) Show students the words and read <b>once</b>. Don't explain the meaning of the words.</li> <li>(T1) Write the high frequency words on the Words of the Week Chart while students are reading with Teacher 2. (R3)</li> </ul>	Have the following resources ready: <ul style="list-style-type: none"> <li>High frequency word cards: <i>my, is, I, am, five, six, old</i> (R2)</li> <li>Words of the Week Chart (R3)</li> </ul>
	<b>T1 &amp; T2</b> <b>Activity 3: Phonics</b> <b>Graphophonic – Letter-sound relationship.</b> <ul style="list-style-type: none"> <li>Introduce <i>Alphabet Chant</i> for initial sound /t/. (R4)</li> <li>Demonstrate how to write the letter on the board and ask the students to 'sky write' the letter. (Teacher faces the same direction as the students).</li> <li>Introduce the letter name and sound /t/ by showing students the letter and some objects/pictures that begin with /t/. (R5)</li> <li>Emphasise the initial sound of each word while reading with the students, e.g. <i>tiger, turtle, teeth, tap, ten, toe</i>.</li> </ul>	Have the following resources ready: <ul style="list-style-type: none"> <li>'t' chant (R4)</li> <li>Pictures and words for initial sound /t/. (R5)</li> <li>Model how to write the letter t.</li> </ul>
	<b>T2 &amp; T1</b> <b>Activity 4: Content Words</b> <b>Semantic - Relate pictures to words.</b> <ul style="list-style-type: none"> <li>Explain to students that they are going to read a story together but first they are going to read some words from the story. (R6)</li> <li>Model how to read each word.</li> <li>Display each picture with the word and ask students to read as you point to it.</li> </ul>	Have the following resource ready: <ul style="list-style-type: none"> <li>Pictures and Content Word Cards (R6)</li> </ul>

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# Self-directed Learning

- Activity Booklets
- Poster



Self-directed Learning		
Student Activity Booklet		✓
Reading Town 1		
Use suggested apps		
Play unit board game		
Play games from current unit		
Draw a picture of your favourite part of the book. Write about it.		
Independently read Small Books and Letter Books		
Read the Small Books and Letter Books to a partner		



# Reading Town Series

NET SECTION

## Reading Town Series

We have an app for children's literacy!



Download Reading Town 1 on your tablet now!

GET IT ON Google play

Download on the App Store

Apps produced by NET Section, Situation Bureau and tested by MEXCITY

# Space Town GO!

<https://nets.edb.hkedcity.net/spacetowngo/web/index.php>

## Space Town Go!

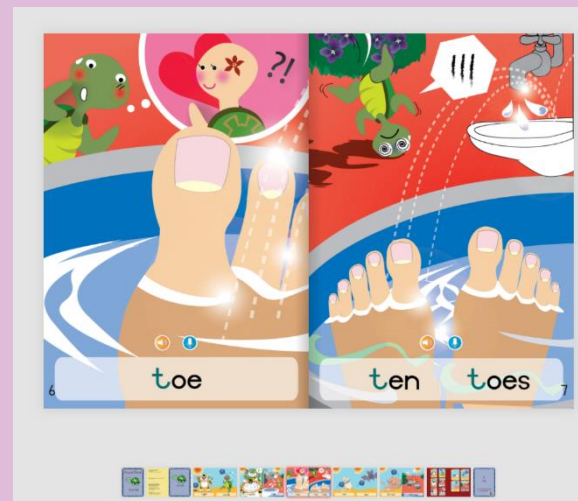
primary 1

primary 2

primary 3

# Space Town GO!

## Small Books and Sound Books





# Space Town GO!



## Games (HFWs, Content Words and Phonics)





High Frequency Word Game



Content Word Game



Phonics Game



Phonics Blending Game



# School Commitment



## **Our school has:**

**a language-rich English Room**

**a culture of co-planning and co-teaching between LETs and NET**

## **Our school will:**

**identify a LET as the SPACE TOWN Literacy Programme for KS1 Coordinator**

**implement the programme (6 Units of Work per year);**

- **Unit of Work (8 double lessons per Unit of Work, i.e. two 70-minute lessons per week)**
- **GE Package to support the integration of the Units of Work with the textbook (The package supports 12 single lessons per Unit of Work)**

**ensure at least one hour per week is set aside for co-planning for both the Unit of Work and GE Support Package**

**order both A and B textbooks (if applicable) for the start of the school year for P1 (and for subsequent years P2 and P3)**



# School Commitment

## **Our school will:**

**use a maximum of one supplementary workbook**

**ensure teachers attend all required Centralised PD workshops**

**employ a Classroom Assistant for the two double-lessons per week on the Units of Work**

**allocate an annual budget for buying or printing:**

- **learning and teaching resources (including student booklets)**
- **printing SDLA booklets (after the first three years of implementation)**
- **commercial Guided Reading books and Reading Aloud books**
- **e-learning resources**

**agree to Advisory Teacher classroom support for the Unit of Work and GE lessons**



**Support data collection and assist in the dissemination of good practices**



# What do schools need to do?






## Preparation Timeline

June	<ul style="list-style-type: none"> <li>Order 1 A and 1 B textbooks (if applicable)</li> <li>Order Home Reading bags for small books, letter books and SDLA Booklet</li> <li>Order whiteboards and markers</li> <li>Order flip chart(s)</li> <li>Order benchmark kit(s)</li> <li>Assign P1 teachers to the programme</li> </ul>
July	<ul style="list-style-type: none"> <li>Consider the deployment of the NET</li> <li>P1 teachers register for August and September CPD</li> <li>Ensure school-based meeting times allow P1 teachers to attend CPD</li> <li>Ensure co-planning is timetabled</li> <li>Establish a print rich English Room (stationery, display, computer, visualiser)</li> <li>Purchase a selection of Reading Aloud books</li> <li>Download Reading Town 1 on tablets (if applicable)</li> </ul>
August	<ul style="list-style-type: none"> <li>Prepare name tags</li> <li>Co-plan <i>Hear We Go</i></li> <li>Prepare <i>Hear We Go</i> resources</li> <li>Write scheme of work including UOW and GE lessons for the first term</li> <li>Store delivered (non-PLP-R/W schools) or collected (PLP-R/W schools) resources in English room</li> <li>Fax CA briefing application form and send CA to briefing in August</li> <li>Inform parents of the date for the Space Town Parent workshop</li> <li>Conduct the Space Town parent workshop (if possible)</li> <li>Match students to book levels workshop (if needed)</li> <li>Match students to book levels (if possible)</li> <li>Arrange first visit date with AT</li> <li>Print hard copies of UOW and GE support packages or download e-version</li> </ul>
September	<ul style="list-style-type: none"> <li>Match students to book levels (continued) and record their reading levels</li> <li>Co-plan <i>My Sister</i></li> <li>Prepare <i>My Sister</i> teaching resources</li> <li>Prepare <i>My Sister</i> student booklets</li> <li>Prepare <i>My Sister</i> GE student booklets</li> <li>Conduct the parent workshop for Space Town and GE (if that has not been conducted in August)</li> <li>Register for the October CPD</li> <li>Send P1 teachers' timetables and school calendar to the AT</li> </ul>
October	<ul style="list-style-type: none"> <li>Send P1 Space Town teachers to CPD</li> <li>Produce assessment guidelines for summative assessment for the first term</li> <li>Print hard copies of UOW and GE support packages or download e-version</li> <li>Evaluate <i>My Sister</i> and analyse formative assessment data</li> <li>Co-plan <i>My Friend, Oscar</i></li> <li>Prepare <i>My Friend, Oscar</i> teaching resources</li> <li>Prepare <i>My Friend, Oscar</i> student booklets</li> <li>Prepare <i>My Friend, Oscar</i> GE student booklets</li> </ul>

November	<ul style="list-style-type: none"> <li>Order Guided Reading resources (books and magnetic letters)</li> <li>Print hard copies of UOW and GE support packages or download e-version</li> <li>Evaluate <i>My Friend, Oscar</i> and analyse formative assessment data</li> <li>Co-plan <i>Grandma and the Birthday Cake</i></li> <li>Prepare <i>Grandma and the Birthday Cake</i> teaching resources</li> <li>Prepare <i>Grandma and the Birthday Cake</i> student booklets</li> <li>Prepare <i>Grandma and the Birthday Cake</i> GE student booklets</li> </ul>
Jan & Feb	<ul style="list-style-type: none"> <li>Produce assessment guidelines for summative assessment for the second term</li> <li>Print hard copies of UOW and GE support packages or download e-version</li> <li>Evaluate <i>Grandma and the Birthday Cake</i> and analyse formative assessment data</li> <li>Co-plan <i>A Paper Plate Mask</i></li> <li>Prepare <i>A Paper Plate Mask</i> teaching resources</li> <li>Prepare <i>A Paper Plate Mask</i> student booklets</li> <li>Prepare <i>A Paper Plate Mask</i> GE student booklets</li> </ul>
March	<ul style="list-style-type: none"> <li>Evaluate <i>A Paper Plate Mask</i> and analyse formative assessment data</li> <li>Co-plan <i>Where am I?</i></li> <li>Prepare <i>Where am I?</i> teaching resources</li> <li>Prepare <i>Where am I?</i> student booklets</li> <li>Prepare <i>Where am I?</i> GE student booklets</li> </ul>
May	<ul style="list-style-type: none"> <li>Evaluate <i>Where am I?</i> and analyse formative assessment data</li> <li>Co-plan <i>Fun Time at the Zoo</i></li> <li>Prepare <i>Fun Time at the Zoo</i> teaching resources</li> <li>Prepare <i>Fun Time at the Zoo</i> student booklets</li> <li>Prepare <i>Fun Time at the Zoo</i> GE student booklets</li> </ul>
June	<ul style="list-style-type: none"> <li>Evaluate <i>Fun Time at the Zoo</i> and analyse formative assessment data</li> <li>Match students to book levels again and record students' reading levels</li> <li>Order additional levels of Guided Reading books</li> </ul>



# AT School Support

- Co-planning (including reflection sessions)
  - Classroom support both in UOW and GE lessons
  - Parent support – Space Town Briefing
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# What do teachers say ?

The lesson plans are detailed, well organised, useful and easy for teachers to follow.




The Teacher Talk included in the lesson plan is very helpful, especially for new teachers!

The increased focus on blending is much appreciated. It is working very well in P1.



Since students are scaffolded step by step to complete the writing task even the less able students are able to follow.



HFW & Phonics Checklists are good assessment tools.






# What do other teachers say ?

SDLA booklet is great as students are motivated and love the activities!

Good to see that students are able to find keywords in sentences!

The suggested e-learning activities are great and students enjoyed them.

Revisiting HFW in GE lessons has helped with retention.



GE Support Package provides an authentic way to learn English with lots of materials and support for teachers.

