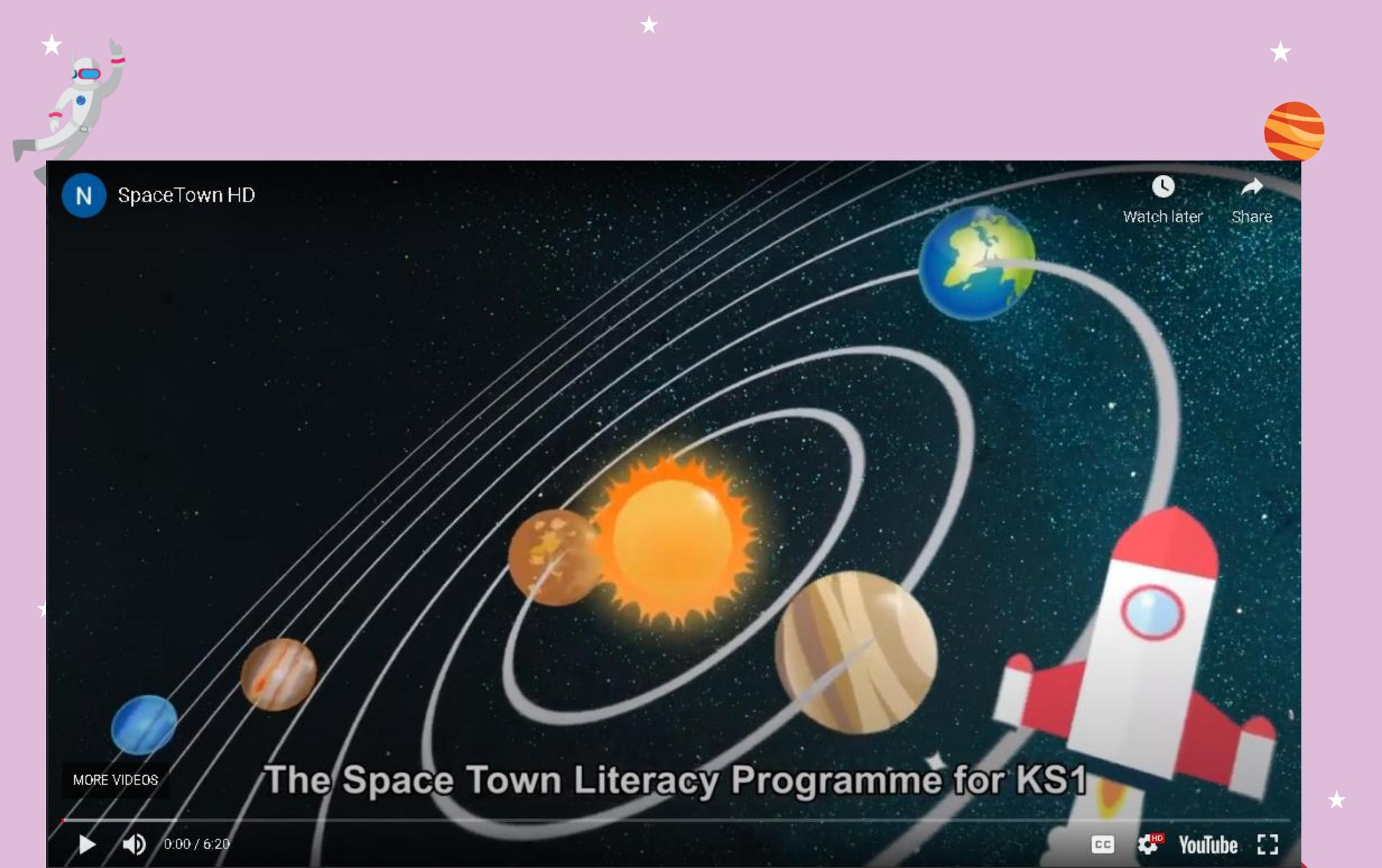
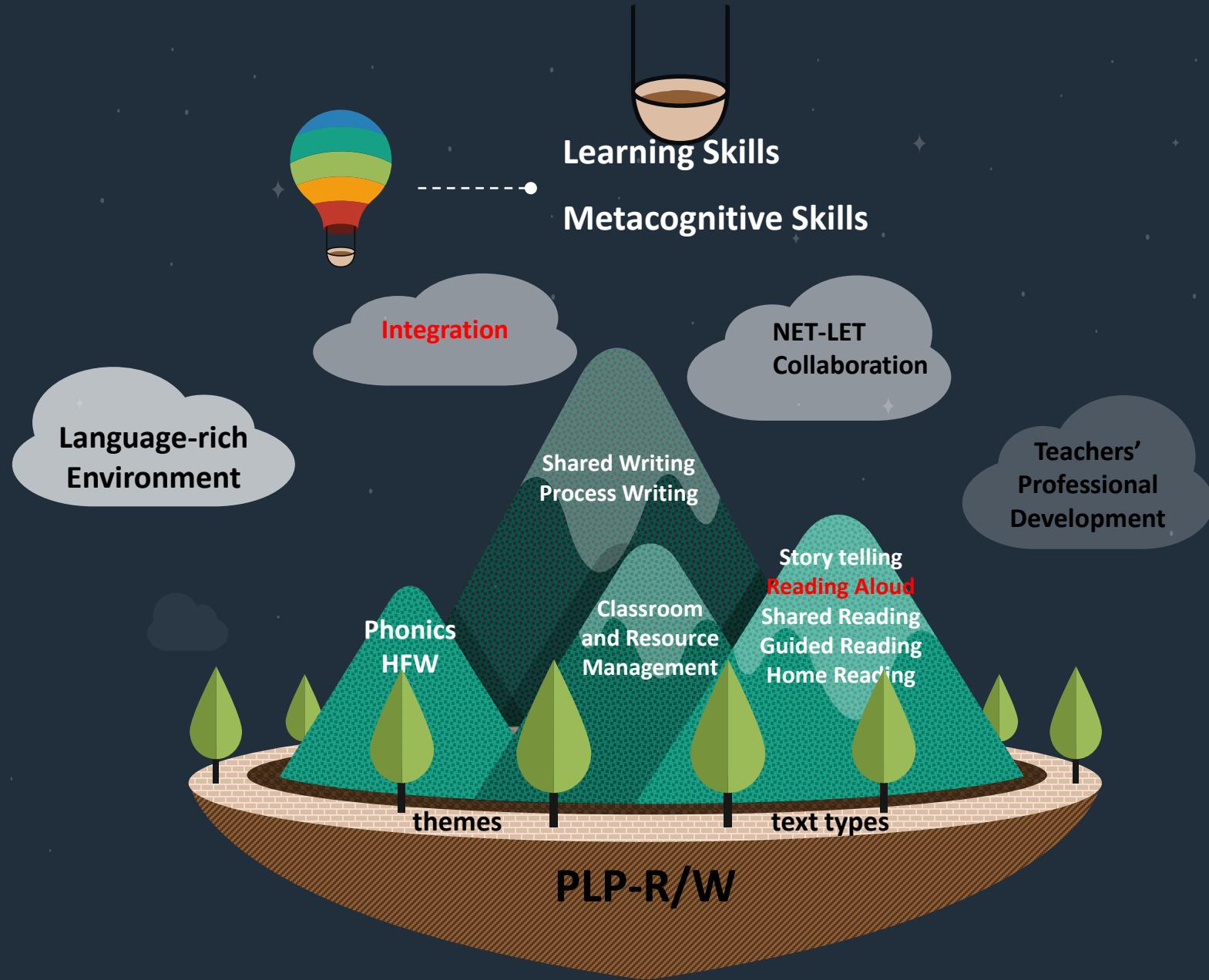


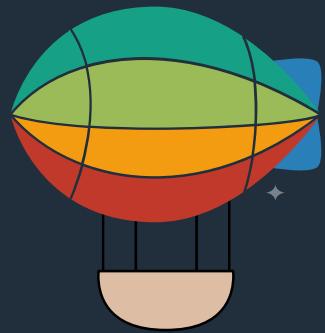
Space Town for Key Stage 1

Briefing Session

NET Section
CDI
EDB







• **Self-directed Learning**



Formative Assessment •-----



• **e-Learning**



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

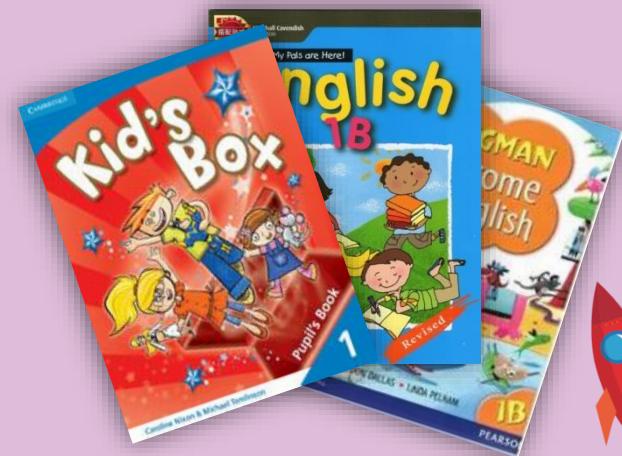
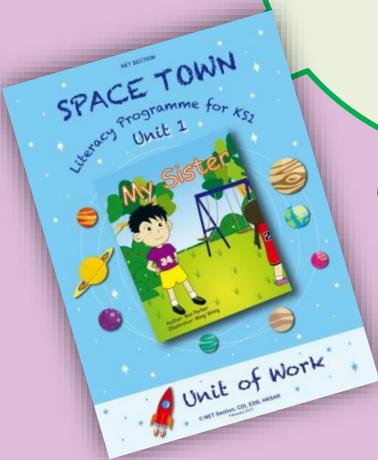


A holistic programme

Unit of Work

GE
Support
Package

Textbook/
School-
based
curriculum

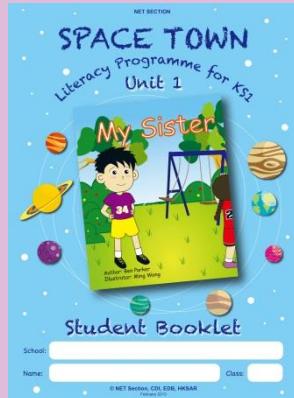
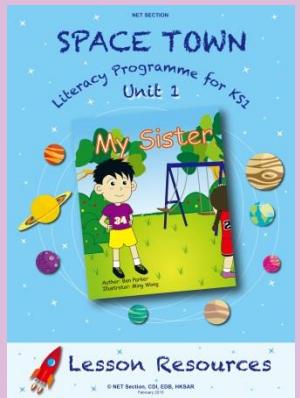
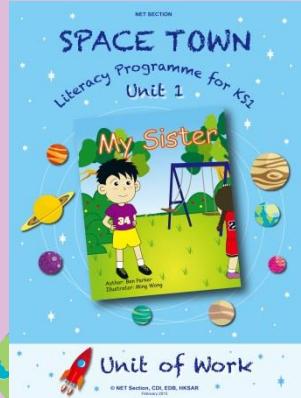




Resources

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	Book 1A Chapter 1: Nice to meet you
3		Sound Book /t/	Reading 2: SR2	Lesson 3: Introducing Friends Lesson 4: Toys	Book 1B Chapter 1: Fun with colours
4		Small Book (1.2) My Pet	Reading 3: SR3	Lesson 5: Colours Lesson 6: I Like My Toy	
		Sound Book /b/	Reading 4: SR4	Lesson 7: Capital Letters and Full Stops Lesson 8: Jumbled Words	
5		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	
6		Sound Book /r/	Writing 3: PW3 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	Reading 1: SR1	Lesson 1: Name and Age Lesson 2: Greetings Lesson 3: Introducing Friends	Book 1A Chapter 1: Nice to meet you
3		Sound Book /t/	Reading 2: SR2		Book 1B Chapter 1: Fun with colours
4		Small Book (1.2) My Pet	Reading 3: SR3	Lesson 4: Toys Lesson 5: Colours Lesson 6: I Like My Toy	
5		Sound Book /b/	Reading 4: SR4		
6		Small Book (1.3) Kimmy in the Toy Shop	Writing 1: PW1 Writing 2: PW2	Lesson 7: Capital Letters and Full Stops Lesson 8: Jumbled Words	
5		Sound Book /r/			
5		Small Book (1.4) My Dinosaur	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	Book 1A Chapter 2: People at school

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 schoolbag
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
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

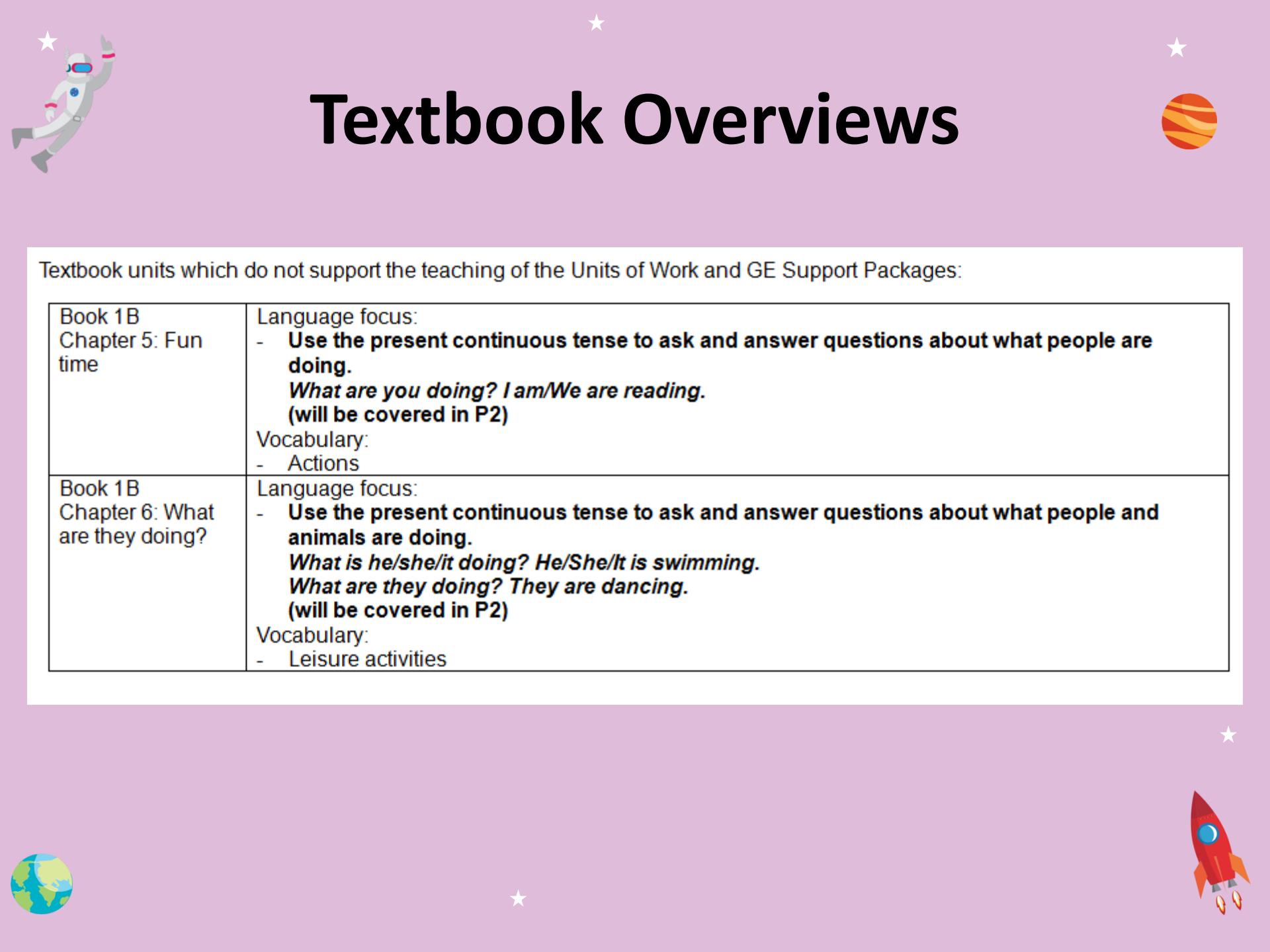
Order Textbook
1A and 1B

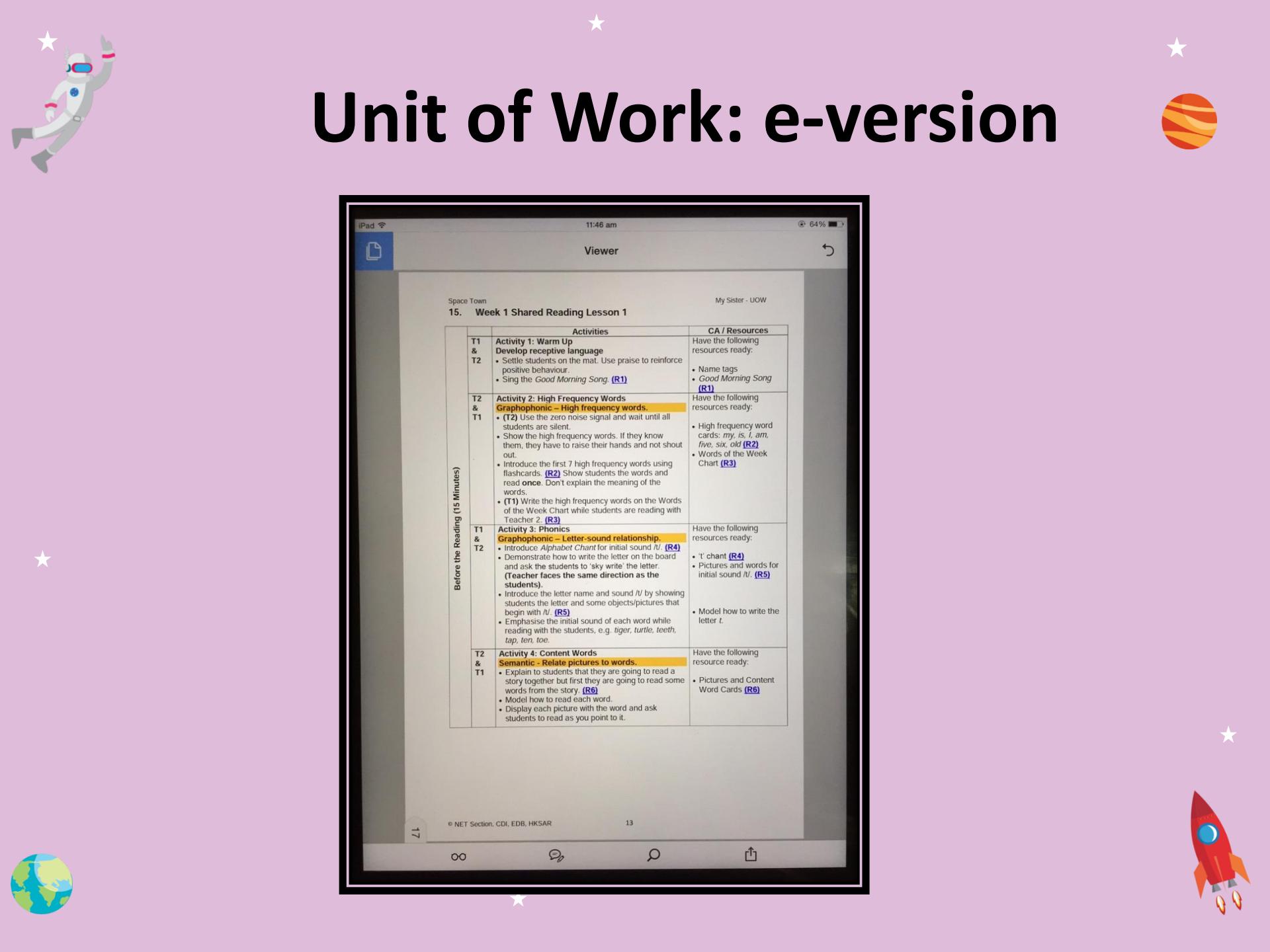
– P1 GE Textbook Overview

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: - Instructions <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





Unit of Work: e-version

Space Town

15. Week 1 Shared Reading Lesson 1

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

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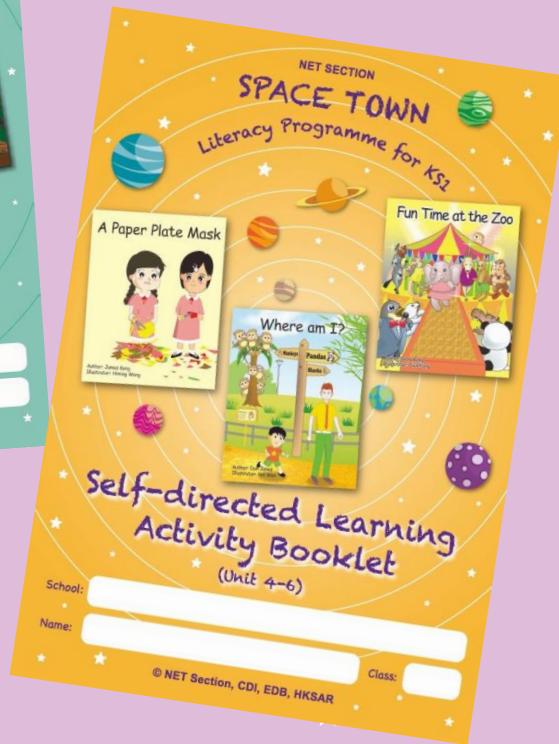
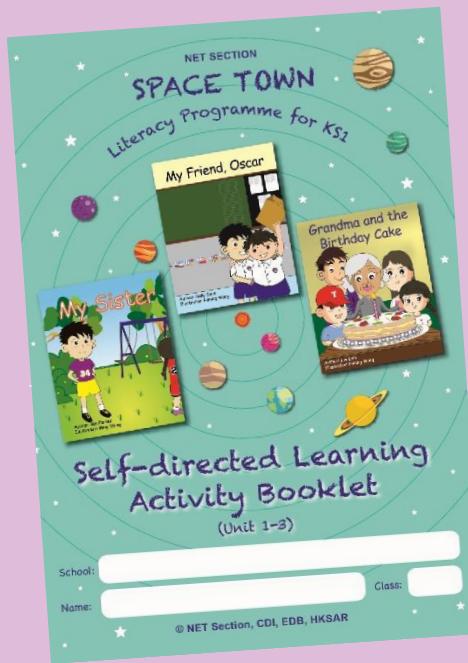
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Self-directed Learning

- 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





Space Town GO!

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



Space Town GO!

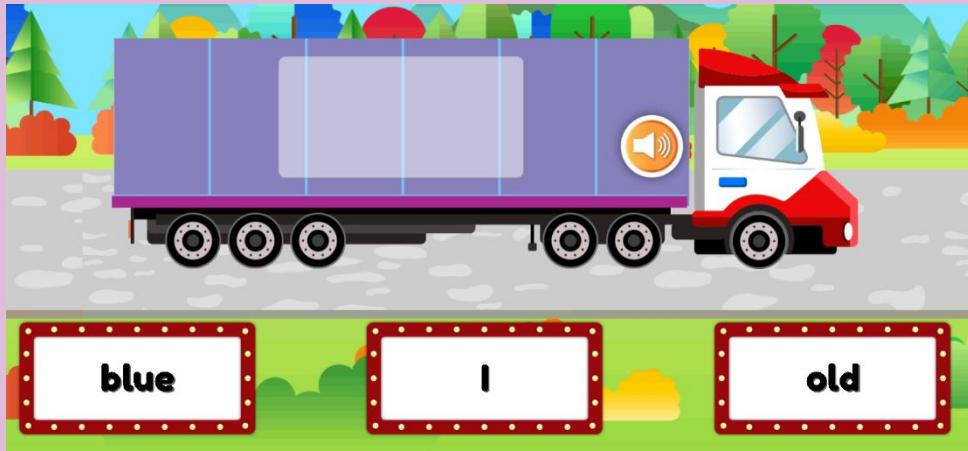
Small Books and Sound Books





Space Town GO!

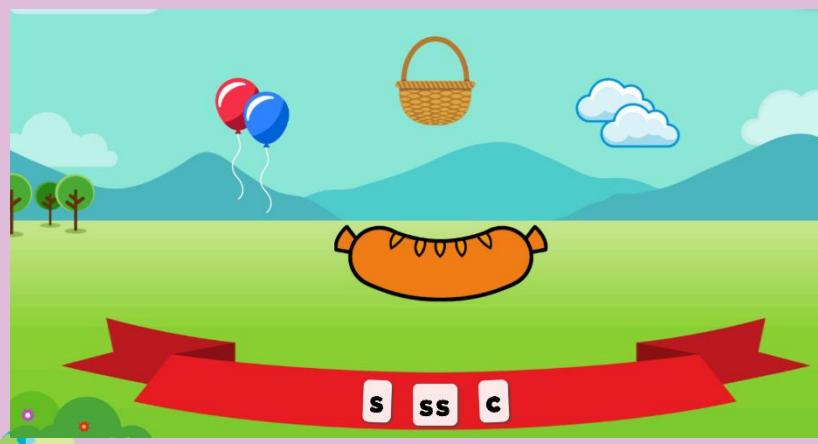
Games (HFWs, Content Words and Phonics)



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

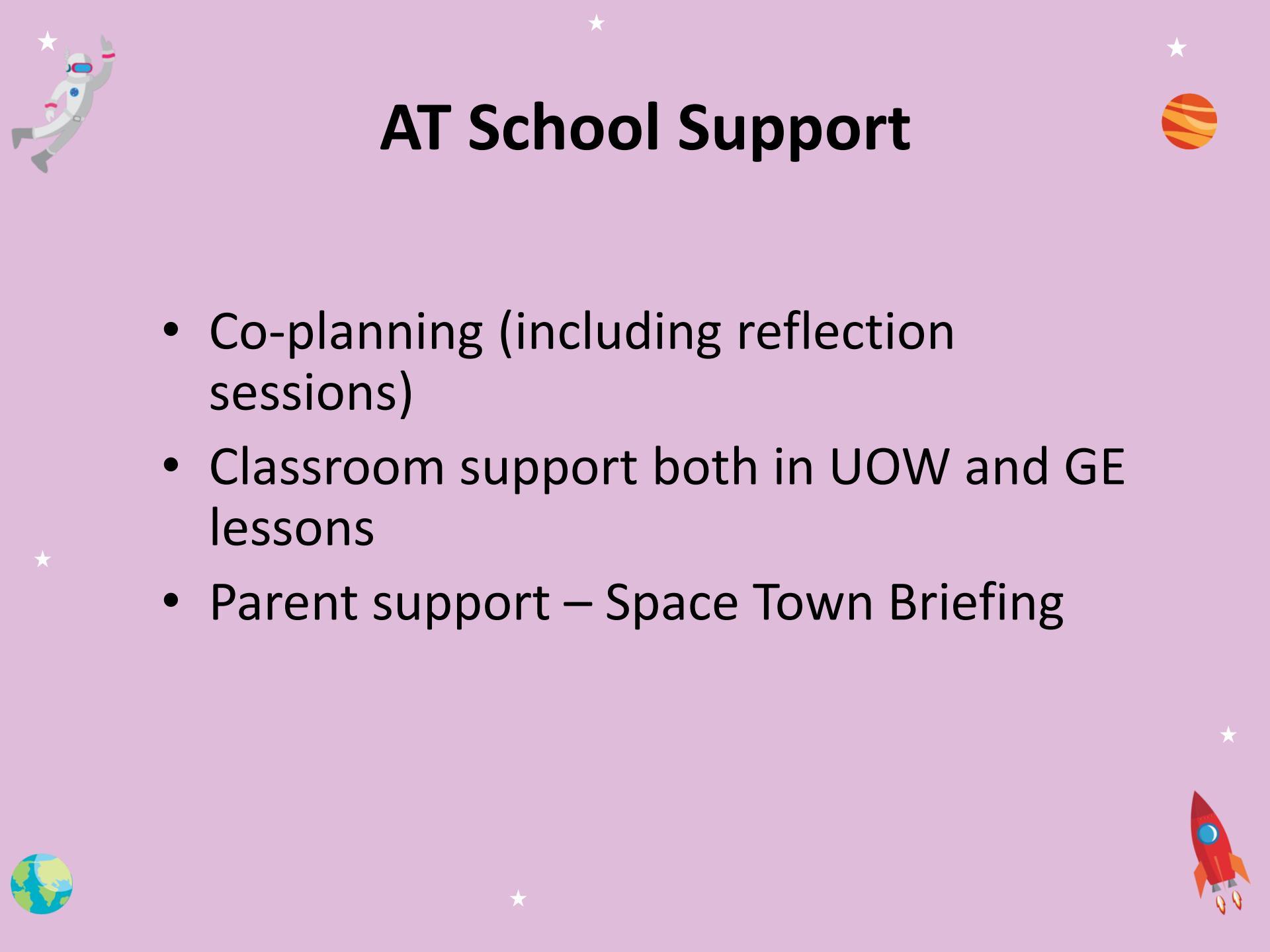


What do schools need to do?

Preparation Timeline

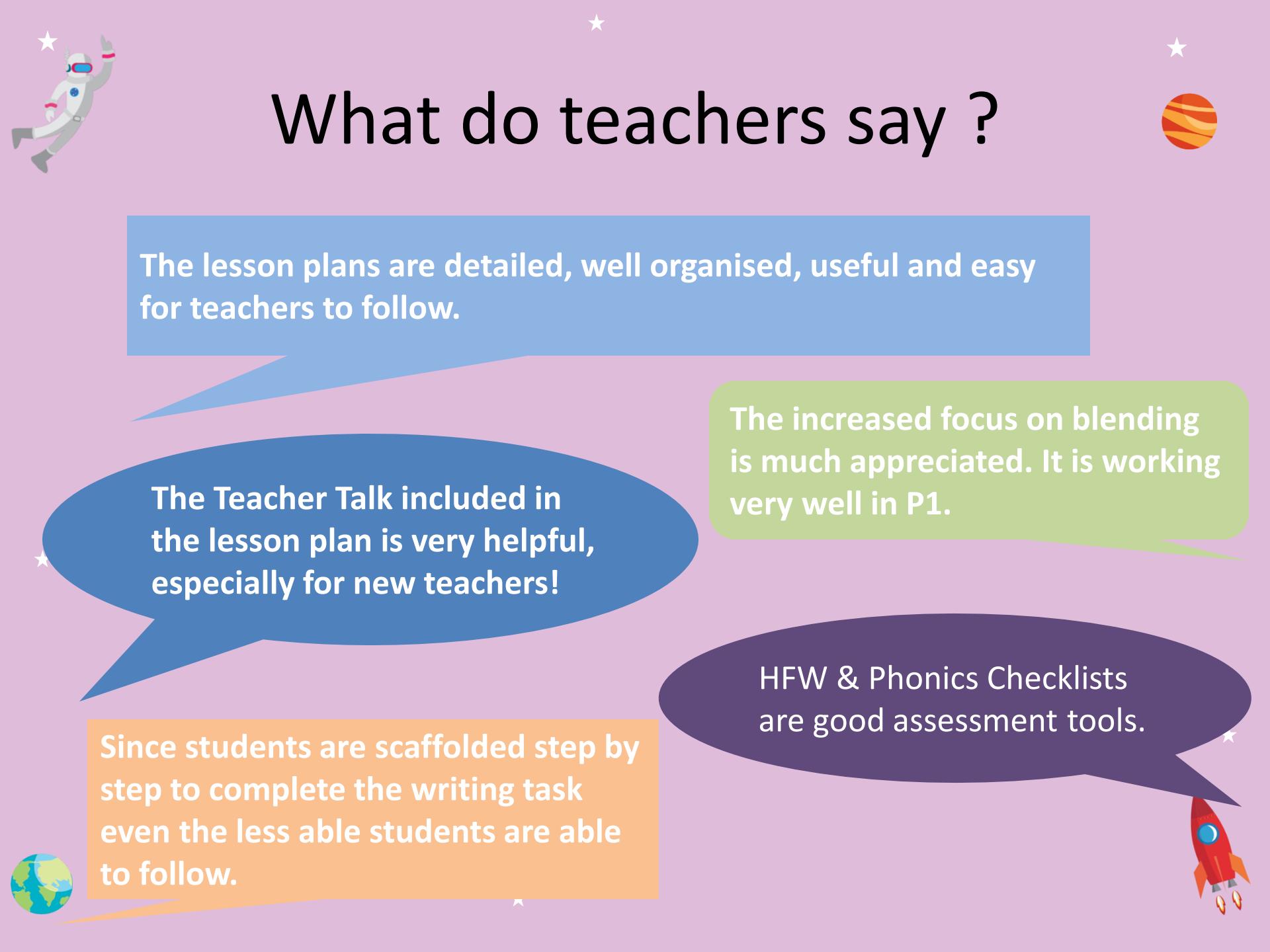
June	<ul style="list-style-type: none">Order 1 A and 1 B textbooks (if applicable)Order Home Reading bags for small books, letter books and SDLA BookletOrder whiteboards and markersOrder flip chart(s)Order benchmark kit(s)Assign P1 teachers to the programme
July	<ul style="list-style-type: none">Consider the deployment of the NETP1 teachers register for August and September CPDEnsure school-based meeting times allow P1 teachers to attend CPDEnsure co-planning is timetabledEstablish a print rich English Room (stationery, display, computer, visualiser)Purchase a selection of Reading Aloud booksDownload Reading Town 1 on tablets (if applicable)
August	<ul style="list-style-type: none">Prepare name tagsCo-plan <i>Hear We Go</i>Prepare <i>Hear We Go</i> resourcesWrite scheme of work including UOW and GE lessons for the first termStore delivered (non-PLP-R/W schools) or collected (PLP-R/W schools) resources in English roomFax CA briefing application form and send CA to briefing in AugustInform parents of the date for the Space Town Parent workshopConduct the Space Town parent workshop (if possible)Match students to book levels workshop (if needed)Match students to book levels (if possible)Arrange first visit date with ATPrint hard copies of UOW and GE support packages or download e-version
September	<ul style="list-style-type: none">Match students to book levels (continued) and record their reading levelsCo-plan <i>My Sister</i>Prepare <i>My Sister</i> teaching resourcesPrepare <i>My Sister</i> student bookletsPrepare <i>My Sister</i> GE student bookletsConduct the parent workshop for Space Town and GE (if that has not been conducted in August)Register for the October CPDSend P1 teachers' timetables and school calendar to the AT
October	<ul style="list-style-type: none">Send P1 Space Town teachers to CPDProduce assessment guidelines for summative assessment for the first termPrint hard copies of UOW and GE support packages or download e-versionEvaluate <i>My Sister</i> and analyse formative assessment dataCo-plan <i>My Friend, Oscar</i>Prepare <i>My Friend, Oscar</i> teaching resourcesPrepare <i>My Friend, Oscar</i> student bookletsPrepare <i>My Friend, Oscar</i> GE student booklets

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



AT School Support

- Co-planning (including reflection sessions)
- Classroom support both in UOW and GE lessons
- Parent support – Space Town Briefing



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.

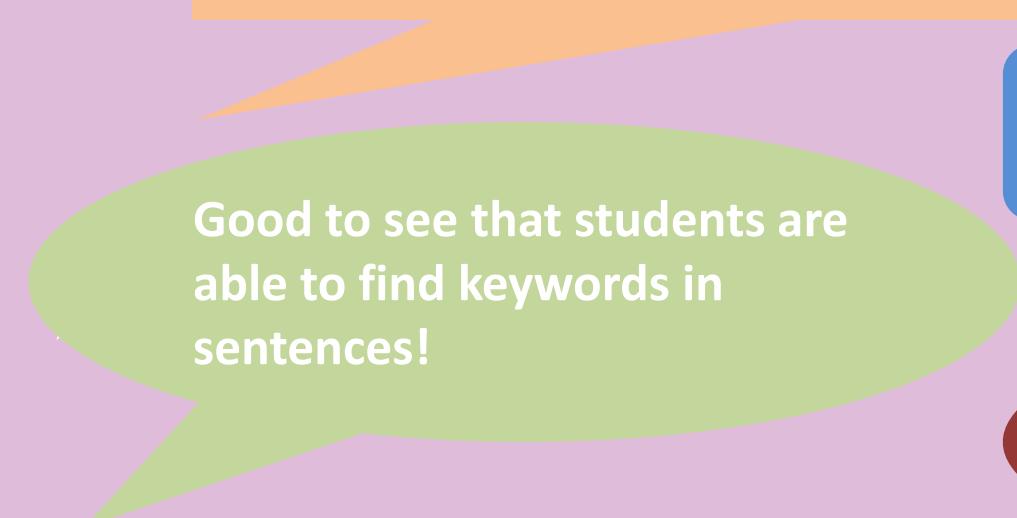
HFW & Phonics Checklists are good assessment tools.



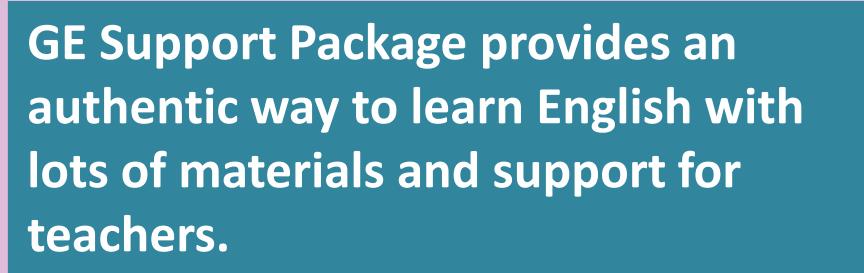
What do other teachers say ?



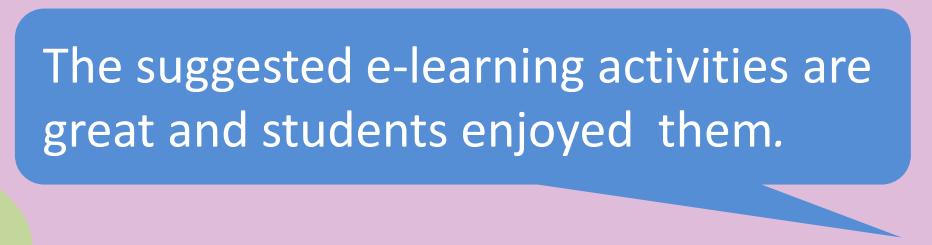
SDLA booklet is great as students are motivated and love the activities!



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



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



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



Revisiting HFW in GE lessons has helped with retention.

