

# Building Receptive and Expressive Language

**18 October 2025**

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**NET Section, CDI**

## **Disclaimer**

*To enhance the teaching content, teachers can exercise their professional judgment and consult relevant scholarly work when adopting the learning and teaching resources prepared by educators and other teachers. In support of the implementation of the English Language Education KLA Curriculum, teachers can also select appropriate parts of the resources for classroom learning or extended learning based on pedagogical consideration and the learning needs of students.*

# Session Objectives:

- To introduce a flexible approach to learning and teaching that enables students to engage with authentic texts to build language skills
- To explore how internalised language can support individual expression in diverse ways
- To share a selection of creative interactions and promote values through storytelling
- To share a school example that illustrates the application of these strategies in practice



# "Seed" Project / Learning Hub

Speaking 2 Writing			dsf		
Speaking to Writing Planning Document: Years 1-6					
Unit Focus: Dialogue (P5) Value focus: Respect for others / empathy		Model Text: The Peppys that Spoke		Reading Spine: Not now Bernard Piggyback	
Cold Task: Image of two characters - ask students to write a story with a conversation between the characters.			Hook: YouTube video of speaking peppys with Mr Lee		
As a result of observations from the cold task, improvements will be targeted by:			Deepen Understanding		
Short-burst Writing, e.g. Sentence Frames		Explicit Grammar Instruction			
Subject / Pre-define sentence frames in SBWS		Directs speech / reporting clause			
Reading as a Writer: Write a Toolkit (Short-burst writing)			Reading as a Writer: Bow Up (Structure)		
Tools (the what)	Grammar (the how)	Sentence Pattern	Structure (the what)	Model Text	Innovation
Use powerful speech verbs.	Direct speech in the present simple with reporting speech verbs.	<b>"No!" barked the dog.</b> <b>"Bawling" screamed the farmer.</b>	Opening Introduce MC in setting. Unusual event happens.	Farmer picks peppys. Farmer asks dog if it was him. Dog speaks.	Teacher picks a peppy. Teacher asks cat if it was him. Cat speaks.
Tag on what a character is doing while speaking, using stage direction.	Direct speech in the present simple with reporting speech verbs in action in present continuous.	<b>"That's impossible," said the farmer, shaking his head.</b>	Event 1 MC travels to new setting. Unusual event happens again.	Farmer runs and sees a fisherman selling fish. The fish speaks.	Teacher runs and sees a dog with a dog. The dog speaks.
Show not tell how a character feels by what they do or say.	Adjective in direct speech. Subject / predicate.	<b>"Get out of here you scab! man!"</b> <b>So, the poor farmer walked home with his head bang down.</b>	Event 2 MC travels to new setting. Unusual event happens again.	Farmer runs and sees a shepherd with his goats. The goats speak.	Teacher runs and sees a butcher selling pigs. The pig speaks.
			Event 3 MC travels to new setting and meets powerful character. MC is sent away.	Farmer runs and sees a king in a chair. The king tells the MC to get out.	Teacher runs and sees a queen in a chair. The queen tells the MC to get out.
			Ending Powerful character reflects. Unusual event happens to powerful character.	The king rocks on his chair. The chair speaks.	The queen rocks on her chair. The chair speaks.

Detailed planning

**Lesson 1 - Hook, Learn/Map Model Text & Vocabulary**  
Year Level: P5  
Unit Focus: Dialogue/Speech

**Lesson 4 - Innovation**  
Year Level: P5  
Five-sentence story and bowing up the text

**Lesson 1 - Hook, Learn/Map Model Text & Vocabulary**  
Year Level: P5  
Unit Focus: Dialogue/Speech

**Lesson 2 - Innovation**  
Year Level: P5  
Five-sentence story and bowing up the text

**Lesson 3 - Innovation**  
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**Lesson 4 - Innovation**  
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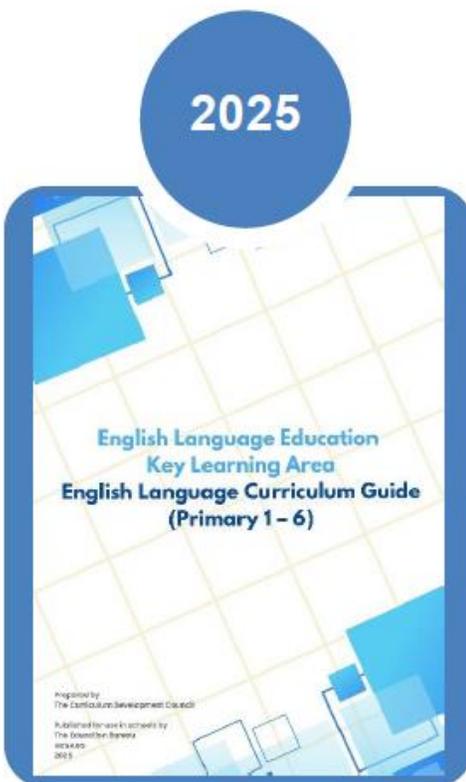
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8 x double lessons



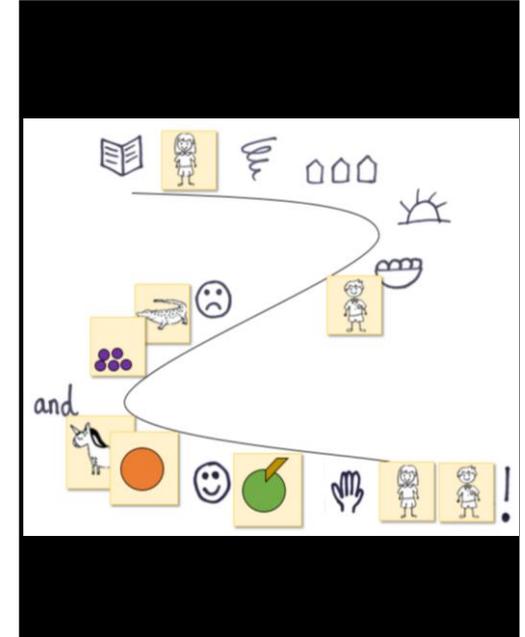
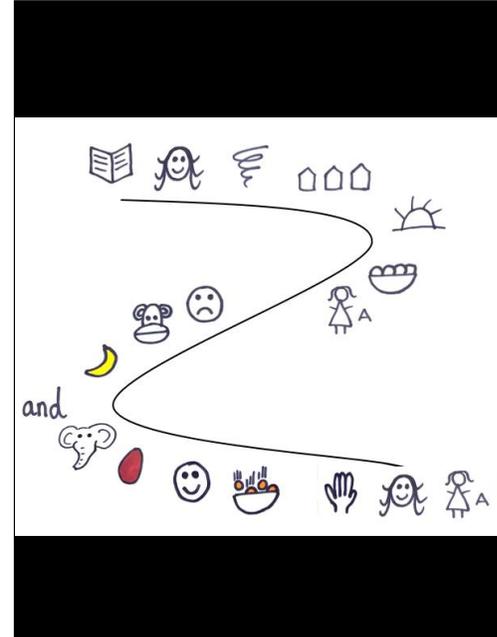
Strengthening **values education** by

- adopting the approaches such as “organic integration” and “natural connection”; and
- promoting national education and life education, the priority values and attitudes, and media literacy at cognitive, affective and behavioural levels



Source:  
Values Education Promotional Materials ([https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/ve\\_promo\\_material.html](https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/ve_promo_material.html))

Handa's Surprise



**Start with a  
read-aloud text**

**Engage with the  
language**

**Internalise a  
5-sentence  
model**

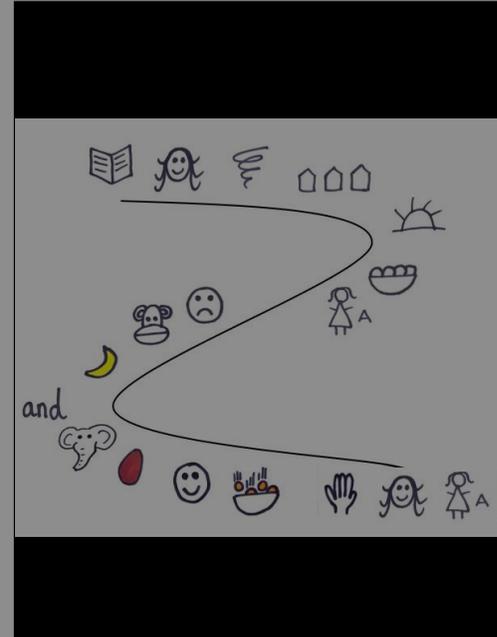
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creating a new  
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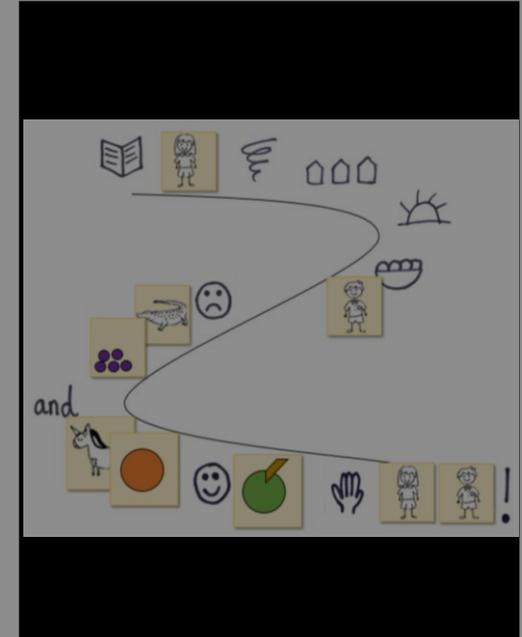
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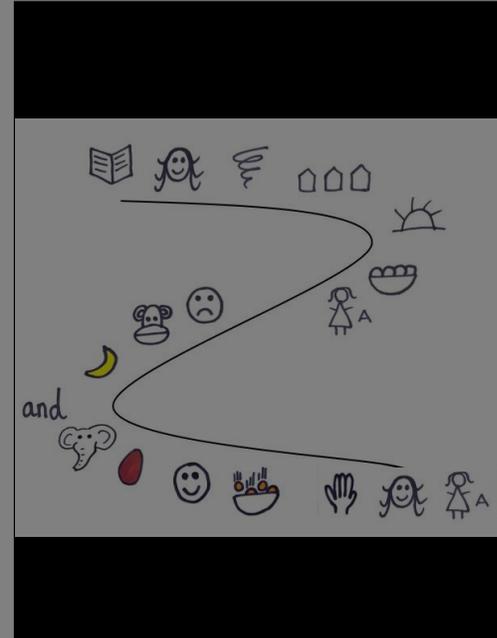
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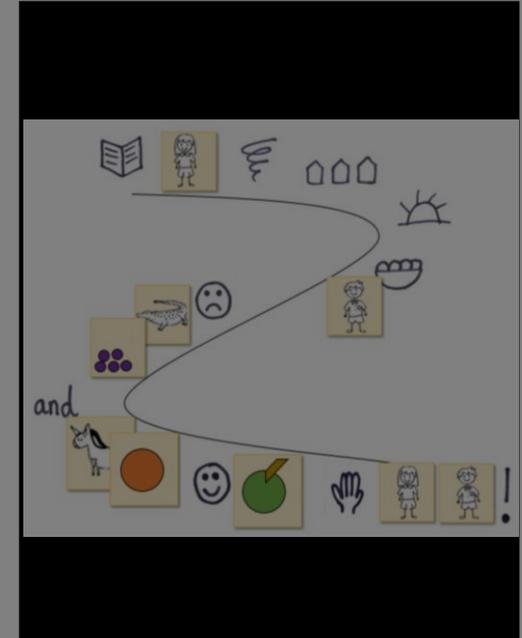
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Innovate by  
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# Activities to engage/explore/build confidence:

<b>Tactile</b>	<b>Sensory</b>	<b>Gain confidence with characters / setting</b>	<b>Building a bank of language / vocabulary</b>	<b>Exploration of the story / text</b>
e.g. Story stones, dolls, puppets	e.g. objects, images, school trips, exploring outside	e.g. hot-seating, helicopter stories, freeze-frames	e.g. discussion, flashcards, anchor charts	e.g. 'Tell Me' grid, questioning, ordering
<p><b>Dolls / Puppets</b>  <i>Retell the story using puppets and props.</i></p>	<p><b>Fruit Activity</b>  <i>Dipping box to guess the fruit and generate feeling adjectives.</i>  <i>Taste-testing fruit.</i></p>	<p><b>Hot-seat Handa</b>  <i>e.g. What is your favourite fruit?</i>  <i>How did you feel when you arrived at Akeyo's village?</i></p>	<p><b>Flip-chart Paper</b>  <i>Scribing on butcher paper during other activities.</i>  <i>Anchor charts made visible.</i></p>	<p><b>Discussions/ Questioning</b>  <i>Prepare prompts to support student discussion.</i></p>



Animals

Baddies + Monsters

Characters

Settings

Others

Once upon a time there were [house icon] who lived [house icon]  
One day [field icon]  
Unfortunately [person icon]  
Luckily [person icon]  
In the end [boat icon]

Once upon a time [book icon]  
there was a / there were [dots]  
who [wavy line]  
Early one morning [sun icon]  
Unfortunately [sad face]  
Luckily [happy face]  
Finally [fan icon]

ndly, old woman, who lived in a house.  
... giraffe, who lived on a boat.  
as a little girl called Clever Clara, who lived on a farm.  
... she decided to cook a delicious meal.  
... she decided to go on a summer holiday.  
... video.  
... a short video.  
... a friend - a good friend, a caring friend, came to help.  
... had planned.  
... she was happy.  
... for a whole day.

## Going on a Bear Hunt

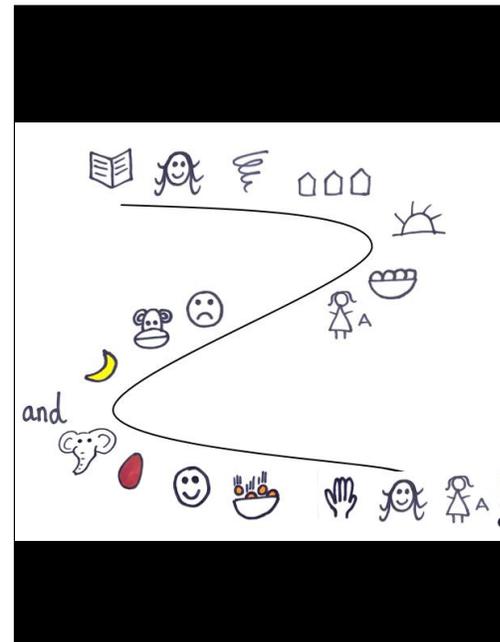
<b>Tactile</b>	<b>Sensory</b>	<b>Gain confidence with characters / setting</b>	<b>Building a bank of language / vocabulary</b>	<b>Exploration of the story / text</b>
e.g. Story stones, dolls, puppets	e.g. objects, images, school trips, exploring outside	e.g. hot-seating, helicopter stories, freeze-frames	e.g. discussion, flashcards, anchor charts	e.g. 'Tell Me' grid, questioning, ordering

Handa's Surprise

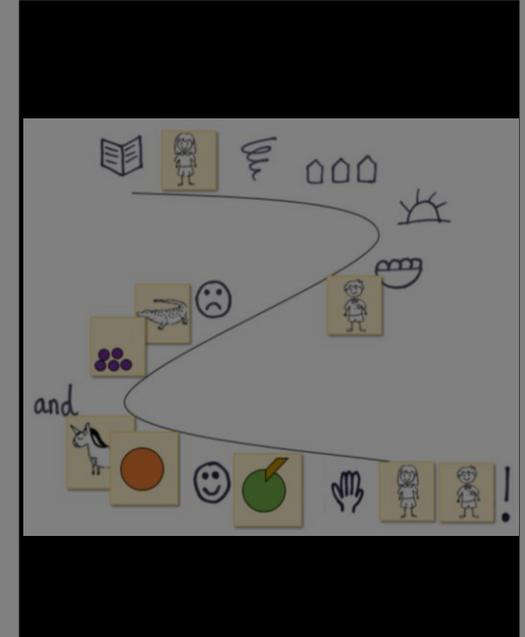
Start with a  
read-aloud text



Engage with the  
language

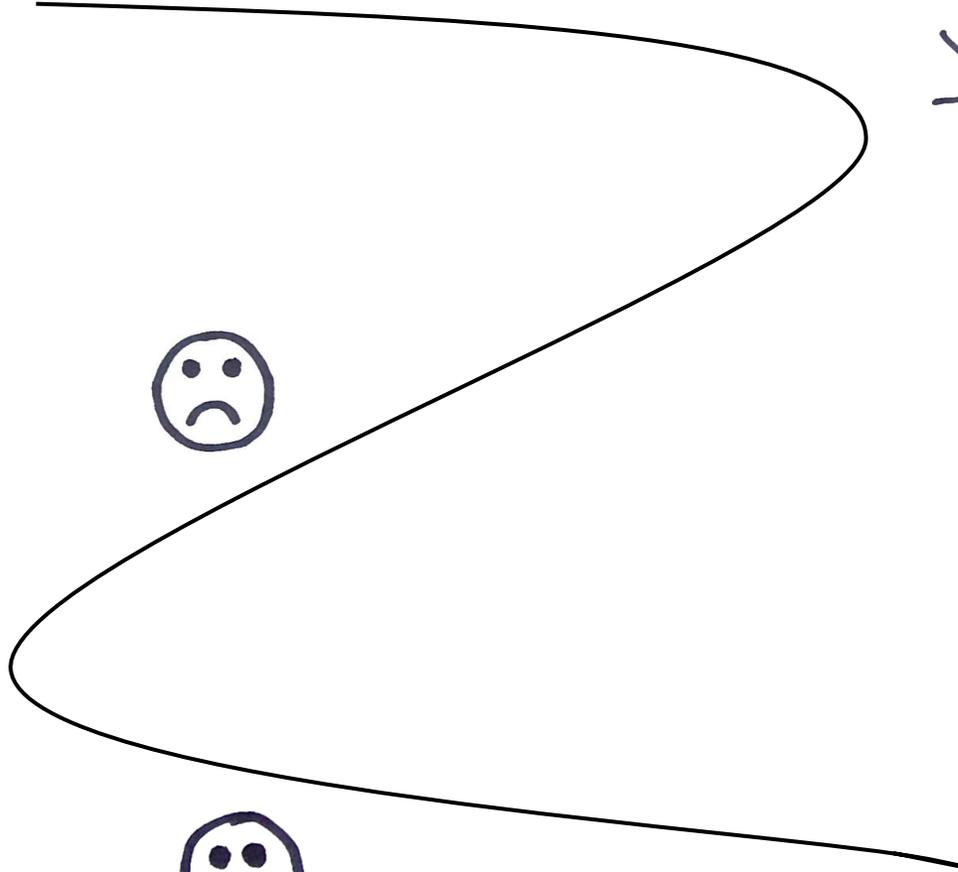


Internalise a  
5-sentence  
model



Innovate by  
creating a new  
version





## What's the Learning Focus?



Unfortunately, a monkey took the soft, yellow banana and an elephant took the ripe, red mango.

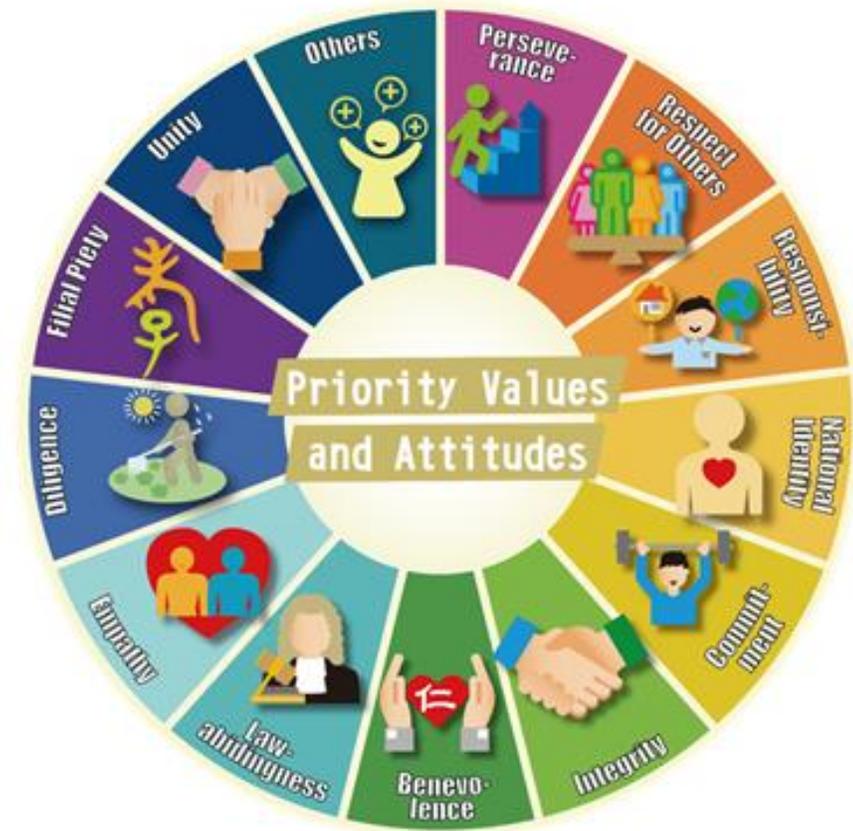


Story Map	Model Text	Innovation
	<p>Once upon a time, there was a girl called Handa who lived in a village.</p>	
	<p>One day, she decided to take some fruits to her friend Akeyo.</p>	
	<p>Unfortunately, a monkey took the soft, yellow banana and an elephant took the ripe, red mango.</p>	
	<p>Luckily, some delicious, orange tangerines fell into her basket.</p>	
	<p>Finally, Handa and Akeyo were surprised!</p>	

- Look at your book and try to turn it into a '5 sentence story'
- Consider opportunities to discuss values

Once upon a time,  
One day,  
Unfortunately,  
Luckily,  
Finally,

\* Try to use these key connectives to order your story.



Source:

Values Education Promotional Materials ([https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/ve\\_promo\\_material.html](https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/ve_promo_material.html))

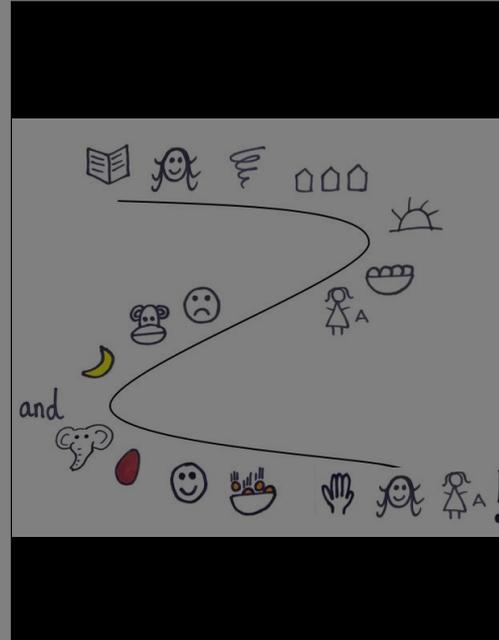




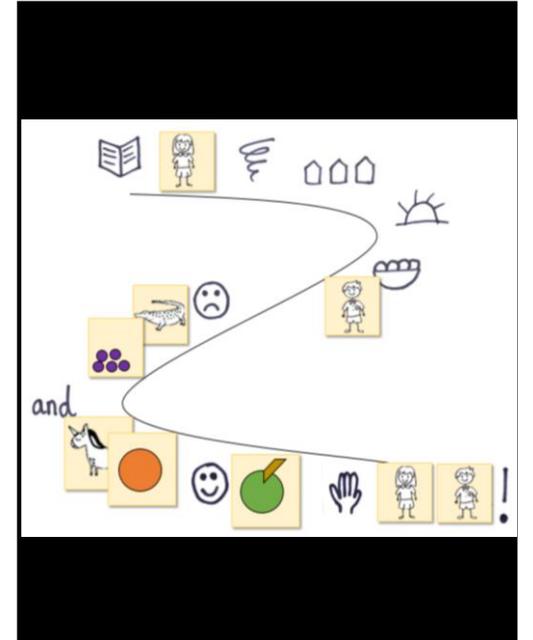
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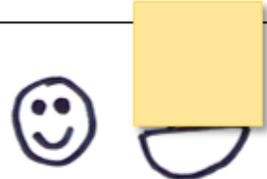
**Engage with the  
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**Internalise a  
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**Innovate by  
creating a new  
version**

Story Map	Model Text	Innovation
	<p>Once upon a time, there was a girl called Handa who lived in a village.</p>	<p>Once upon a time, there was a boy called Cuthbert who lived in a mansion.</p>
	<p>One day, she decided to take some fruits to her friend Akeyo.</p>	<p>One day, he decided to take some fruits to his teacher.</p>
	<p>Unfortunately, a monkey took the soft, yellow banana and an elephant took the ripe, red mango.</p>	<p>Unfortunately, a wild boar took the rough, brown lychee and an egret took the juicy, golden starfruit.</p>
	<p>Luckily, some delicious, orange tangerines fell into her basket.</p>	<p>Luckily, some huge, spiky jackfruit fell into his basket.</p>
	<p>Finally, Handa and Akeyo were surprised!</p>	<p>Finally, Cuthbert and his teacher were surprised!</p>



## Different Pathways for Expression:

- Learn the new innovated class version
- Students map and orally create new stories
- Model writing the class innovation together
- Students use their own story maps to write their own versions

# A school example that illustrates the application of these strategies in practice:

- Christian Pui Yan Primary School in Tin Shui Wai was a part of the Speaking to Writing (S2W) Seed Project in the 2023/24 school year.
- In the 2024/25 school year as part of the S2W Learning Hub, the P1 teachers planned and implemented a 3-week P1 unit (6 double lessons per class).
- This unit used “The Gruffalo” as the read-aloud text.

## The Gruffalo (by Julia Donaldson) ©

adaptation for CPYPS by Tony Ryan (March 2025)

Once upon a time there was a little, brown mouse who lived in a big, dark forest. Early one morning, he went for a walk.

First, he met a small, red fox. The fox warned the mouse about the gruffalo but the mouse kept walking.

Next, he met a big, fat owl. The owl warned the mouse about the gruffalo but the mouse kept walking.

After that, he met a long, thin snake. The snake warned the mouse about the gruffalo but the mouse kept walking.

Suddenly, he met a... huge, ugly gruffalo! It had big, orange eyes and long, white teeth!! The mouse SCREAMED and ran back home.

Finally, he ate a yummy, brown nut.

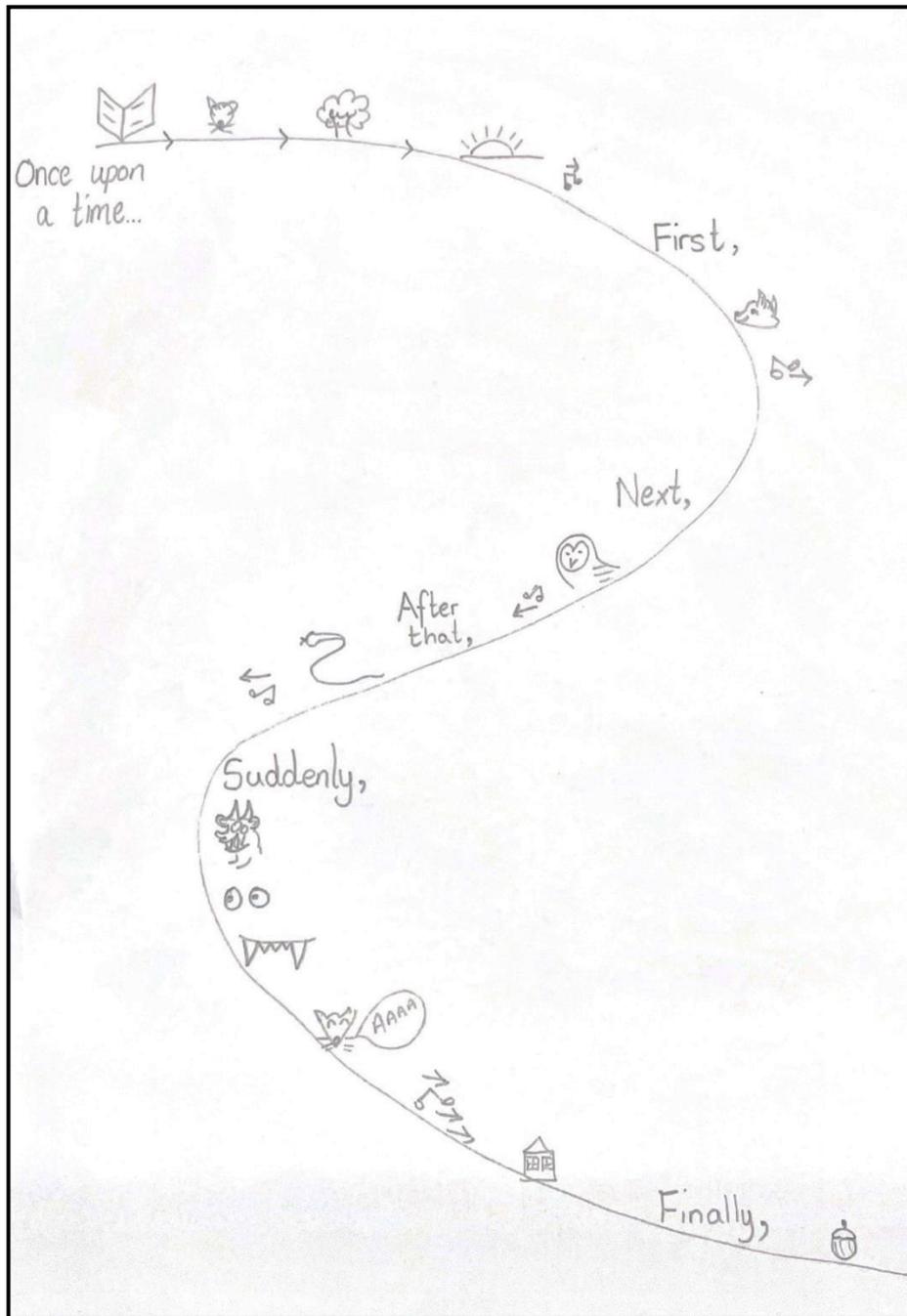
**The end. (116 words)**

*Character Toolkit.*

**Describe how your character acted using simple verbs**

**Describe (nouns) using two adjectives to give different details**

**Key connectives and sentence starters**



Number	Size	Colour	Body Parts	
one	small	black	eyes	head
two	long	brown	ears	hands
three	big	grey	nose	feet
four	short	white	mouth	
			tail	
			fin	
			flippers	

long FAT thin short

CHUBBY HOT cold

SQUISHY furry SPIKY

tiny small

