

**Pun U Association Wah Yan Primary School**  
**English Reading Skills Framework**  
**(Learning Objectives for Key Stage 1: Primary 1)**

Levels	Learning Objectives	Examples	Formative Assessment	
			First Term	Second Term
R1. Understand the basic conventions of written English				
Low	R1.1 process short, simple texts by using knowledge of <b>basic punctuation</b>	e.g. a comma (,) , a full stop (.), a question mark (?)		
Low	R1.2 <b>recognize</b> some <b>common, phonically irregular words</b> and <b>high frequency words</b> in short, simple texts	e.g. P1 - are, a , you P2 – very, there P3 – something, every, away		
Low	R1.3 <b>recognize familiar words</b> in new texts	e.g. P1 – name, teacher, dress P2 – autumn, hamburgers P3—animals, festivals		
Medium	R1.4 identify <b>rhyming words in poems or chants</b>	e.g. cat – fat, tea – sea, right – night		
High	R1.5 recognize <b>onomatopoeia</b>	e.g. oink-oink, baa-baa, moo-moo		
R2. Locate information and ideas				
Low	R2.1 <b>scan</b> a text to locate <b>specific information</b> by using strategies such as <b>looking at repeated words, words in bold, italics or capital letters</b>	e.g. What is the title/subtitle? Why is the word <i>recipe</i> in Italics? Read the contents page. What is chapter 3 about?		
Medium	R2.2 <b>locate a piece of specific information</b> in a sentence within a text in <b>response to questions</b>	e.g. Where is the boy now? e.g. Why is the boy standing? (The answer can be copied from the text directly.)		

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R3. Construct meaning from texts				
Low	R3.1 understand the information provided on the: <ul style="list-style-type: none"><li>● book cover <b>(Primary 1)</b></li><li>● contents page and page numbers <b>(Primary 2 and 3)</b></li></ul>	e.g. title, author, illustrator		
Low	R3.2 recognize common <b>abbreviations and contracted forms</b>	e.g. P1 – isn’t, she’s P2 – don’t, can’t, P3 – 10:00a.m., Mrs.		
Low	R3.3 identify <b>key words</b> for the <b>main idea</b> in a sentence			

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Medium	R3.4 understand the <b>connection between ideas</b> by identifying <b>cohesive devices</b> :			
	R3.4.1    simple <b>connectives</b>	e.g. and, or, but		
High	R3.4.2 complex <b>connectives</b>	e.g. however, although, moreover		
Low	R3.4.3 <b>subject pronouns</b>	e.g. I, you, we, they, he, she, it		
High	R3.4.4 <b>Possessive pronoun</b>	e.g. her, his		
Medium	R3.5 work out the meaning of <b>unknown words</b> by <b>recognizing the base word</b> within other words	e.g. mother/grand <b>mother</b> , rain/ <b>rainy</b>		
Medium	R3.6 guess the meaning of <b>unfamiliar words</b> by <b>using pictorial clues</b>	e.g. Pictures provided on poster or comics.		
High	R3.7 guess the meaning of <b>unfamiliar words</b> by <b>using contextual clues</b>	e.g. My father wears his <b>suit</b> to work.		

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Medium	R3.7 recognize the <b>format, visual elements</b> and <b>language features</b> of some common <b>text types</b> (refer to English Language Curriculum Guide – List of the Text Types for Key Stage 1)	e.g. signs, stories, cards, emails		
Medium	R3.8 make <b>predictions</b> about <b>stories, characters, topics of interest</b> using <b>pictorial clues</b> and <b>book cover</b>	e.g. P1 – I think the story will be about a boy and his dog. P2 – I think the main character is going to have a problem with that man in black. P3 – I think the story will show many ways technology has improved people's lives.		
High	R3.9 guess the topic and the <b>likely development of the topic</b> by using <b>personal experiences and knowledge of the world</b>	What is Peter going to do at the end?		
High	R3.10 understand <b>attitudes and feelings</b> conveyed in a text by recognizing features such as the choice and use of language	How does Peter feel?		

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High	R3.11 apply <b>mathematical concepts</b> in the text	How many apples can the birds eat?		
High	R3.12 <b>express ideas, views or feelings</b> about a range of topics based on the text (Creativity)	Should tourists be allowed to visit these figures? Explain your answer.		