

Pun U Association Wah Yan Primary School
English Listening Skills
(Learning Objectives for Key Stage 1 – Primary 1 to 3)

Primary

Testing Objectives / Points	Examples	Assessment			
Listening Skills					
L1.1 Identify and discriminate sounds, stress and intonation					
L1.1 identify basic consonant sounds	e.g. P1 - /p/ in pen, /h/ in head, /b/ in ball P2 – /tʃ/ in check, /ʃ/ in shut P3 - /ʒ/ in vision, /dʒ/ in large				
L1.2 discriminate between a small range of initial and final sounds in words,	e.g. P1 - cat/cap, car/far P2 – gem/large, cash/rash P3 – ought/through				
L1.3 identify a small range of consonant blend sounds,	e.g. P2 - shout, chair, black, milk, school P3 – throughout, scarcely				
L1.4 discriminate between a small range of initial and final consonant blend sounds in words,	e.g. P1 – blue/black P2 - glass/grass P3 – church/lurch				
L1.5 identify basic vowel sounds and discriminate between different middle vowel sounds in words,	e.g. P1 & P2 – hot/hat, sit/sat P3 – hat/hate, hug/huge				
L1.6 recognize features of language use, such as alliteration, rhyme, onomatopoeia and rhythm in simple spoken texts	Alliteration – ‘Lovely ladies lunch in London.’ Rhyme – ‘cat/hat’, ‘boys/noise’ Onomatopoeia – ‘quack’, ‘oink’				
L1.7 recognize the difference in the use of intonation in simple questions, statements,	e.g. a harsh tone expresses anger a soft tone – expresses kindness or				

Testing Objectives / Points	Examples	Assessment			
commands and warnings	understanding				
L1.2 Listen for explicit and implicit meaning					
L 2.1 identify key words in short utterances by recognizing the stress	e.g. P1 – We WANT to GO. P2 – We WANT to GO to DISNEYLAND. P3 – We DON'T WANT to GO to DISNEYLAND BECAUSE it is TOO HOT today.				
L2.2 identify the gist or main ideas in simple spoken texts,	e.g. P1 – The dog helps the cat. P2 – The chef needs to make some new types of food to have more customers. P3 – We are never too young to start protecting the environment.				
L2.3 locate or provide specific information in response to simple instructions or questions	e.g. P1 – The girl's name is Ling. P2 – The mother feels unhappy. P3 – The policeman receives an award because he caught the thief.				
L2.4 recognize the connection between ideas supported by appropriate cohesive devices, including connectives and pronouns	e.g. P1 - and, but, or P2 – second, next, then P3 – in addition, moreover, besides				
L2.5 recognize pronoun references	e.g. <u>The children</u> are in the park. <u>They</u> are playing happily.				
L 2.6 recognize repeated expressions in simple spoken texts	e.g. P1 - Billy put on his socks. Billy put on his shoes. Billy put on his jacket.				

Testing Objectives / Points	Examples	Assessment			
	P2 – We went to school on Friday. We went to Disneyland on Saturday. We went to the hospital on Sunday. P3 - "We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills, we shall never surrender." (Winston Churchill)				
L2.7 recognize language patterns and vocabulary items previously encountered in new spoken texts					
# L2.8 guess the topic and the likely development of the topic by using personal experiences and knowledge of the world	P2 – I think the story will be about how they find the kite that flies away. P3 – I think that the story will be about how Ben and Jerry help the villagers to beat the giant.				
L2.9 work out the meaning of unknown words using contextual or pictorial clues	e.g. P1 – The dog is chewing a <u>bone</u>. P2 – Peter is sending his friend a <u>postcard</u>. P3 – We should <u>recycle</u> plastic bottles instead of throwing them in the rubbish bin.				
# L2.10 recognize that audio clues (tone, volume) convey meaning	e.g. high volume or a harsh tone expresses anger low volume– expresses secrecy a soft tone – expresses kindness or understanding				

High order