



Chinese Enrichment Programme

2023-24







Main Purpose of the Programme

- Strengthen students Chinese and English language skills
- Develop English and Chinese literacy(中文素養), initially through oracy and comprehension (writing should develop from speaking)
- Enhance students' academic language in Chinese based on ENC.

In the CEP classroom we...

- Align assessment criteria based on the National Curriculum.
- Plan CEP lessons based on the UK national curriculum and concept-based experiences to enrich students' Chinese oracy skills to support their language development.
- Create good questions in both languages to model the language structure
- Provide stretch in listening/ speaking opportunities with appropriate levels of support.

CEP v.s. CLC

CLC
中文課

CEP
雙向語言
課程

CEP v.s. CLC

	Chinese Language & Culture	Chinese Enrichment Programme
Focus	<ul style="list-style-type: none">• Students are placed into three courses of study based on their existing Chinese proficiency as well as their language backgrounds.• It nurtures linguistic curiosity and the desire to connect by using Chinese, either at a near native level or as a second or foreign language.• Students who have a Chinese background, we focus on their reading and writing proficiency; students who have limited Chinese, we focus on their communication skills first, then reading and writing skills will be introduced gradually.	<p>Natural learning setting</p> <ul style="list-style-type: none">• Reading and reading comprehension skills are reliant on a solid oral language base.• Literacy develops through the interactions a child experiences with others.• Maintaining child's Chinese whilst developing English and allow children to flourish with their language learning• Developing Chinese literacy(中文素養), initially through oracy and comprehension (Writing should develop from speaking. Students should be able to access curriculum in both languages successfully. This programme could enhance students' logical thinking level.

Current

CEP
Year 1-4
3+1 model
<ul style="list-style-type: none">• co-teaching all subjects in the class

Student Numbers

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2021-22	All	19	6				
2022-23	All	20	21	22			
2023-24	All	20	20	21	22		
2024-25							
2025-26							

Looking Ahead to Next Year

- CEP moves to Year 5
- Through classroom observations, discussions with CEP class teachers (English/ Chinese) we have noted:
 - Ideal CEP candidates seems to be those with well-developed English and Chinese.
 - So, in order to allow both English and Chinese to be well-developed, we will make some modifications.

Planned Changes 2024-25

• Teaching and Learning time

Reception	Year 1	Year 2	Year 3-5
Play-based	70 (E):30(C)	60 (E):40 (C)	Co-teaching
<ul style="list-style-type: none"> Play-based setting Maintain students' Chinese level and develop English level in Reception 	<ul style="list-style-type: none"> 70% English teaching time and 30% Chinese teaching time Co-teaching in math & IC 	<ul style="list-style-type: none"> 60% English teaching time and 40% Chinese teaching time Co-teaching in math & IC 	<ul style="list-style-type: none"> Co-teaching in all subjects.

Student Requirements

Year Level	Language Requirements	Assessment
Year 1-5	<ul style="list-style-type: none">• Adequate levels of English and Chinese are necessary to meet BPS grade level standards• EAL students will be assessed• Fluent Chinese speaker	<p>English: Written samples and oral interviews</p> <p>Chinese: Oral interviews and classroom observations</p> <ul style="list-style-type: none">- Narrative skills (age-appropriate)<ul style="list-style-type: none">• Vocabulary• Sentence structure- Effectiveness of communication- Willingness and ability to communicate- Interaction with peers

Timeline



Q&A



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