

Chinese Enrichment Programme

2026-27



Why CEP?

- **Expanded Learning Pathways:** The CEP is an expansion of our Chinese Studies programme, offering an enhanced academic route for students to further develop their academic Chinese language alongside their English.
- **Two Home-room Teachers:** One English-speaking teacher and one Chinese-speaking teacher work closely together to support each child's growth across both languages.
- **Seamless Academic Progression:** Following Year 6, CEP students integrate into mainstream classes, where they have additional skills and potential opportunities to work at more advanced Chinese language levels.



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 the 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.

CLC v.s. CEP



CLC
中文課



CEP
雙向語言
課程

CLC v.s. CEP

	Chinese Language & Culture	Chinese Enrichment Programme
Focus	- Students are placed into three courses of study based on their existing Chinese proficiency, as well as their language backgrounds. - The programme nurtures linguistic curiosity and the desire to connect by using Chinese, either at a near native level or as a second or foreign language. - For students who have a Chinese background, the focus is on their reading and writing proficiency; - for students with limited Chinese, we focus on their communication skills first, then reading and writing skills will be introduced gradually.	Natural learning setting - Reading and reading comprehension skills are reliant on a solid oral language base in both language. - 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 should enhance students' logical thinking.

Current

CEP
Year 1-6
3+1 model
• co-teaching all subjects in the class(Y3-6)

2026-27

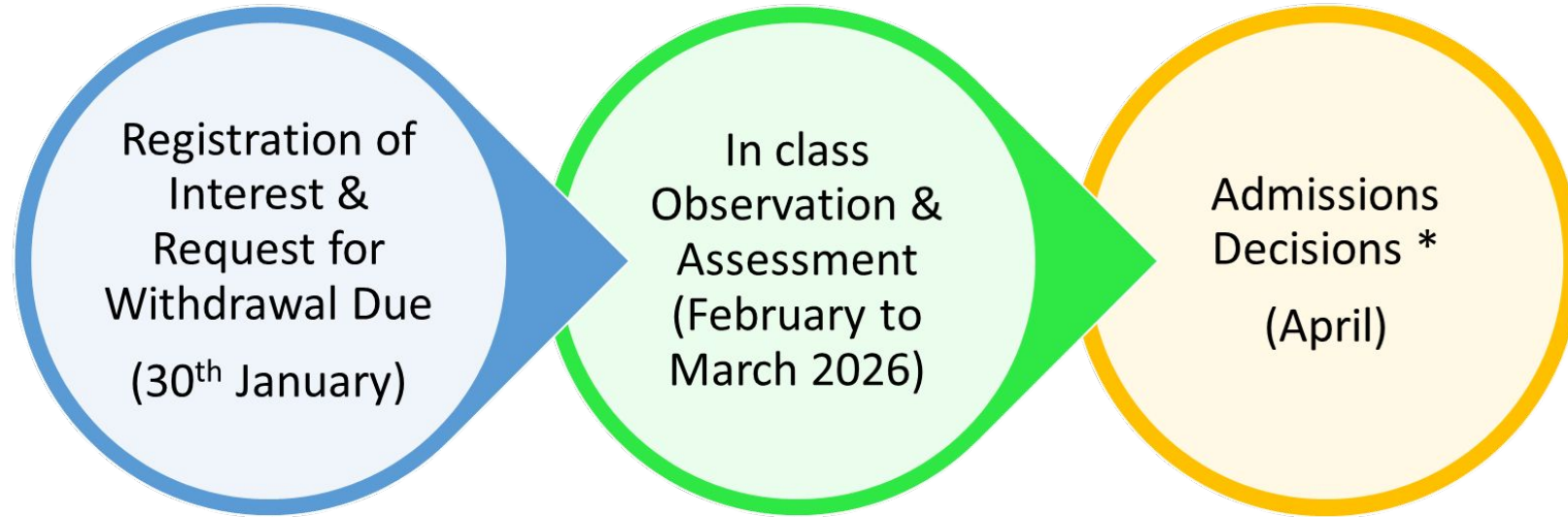
- Teaching and Learning time

Reception	Year 1	Year 2	Year 3-6
Play-based	70(E):30(C)	60(E):40(C)	Co-teaching
Maintain students' Chinese level in Reception	Co-teaching 6 hrs in Year 1 (math & IPC)	Co-teaching 8 hrs in Year 2 (math & IPC)	Co-teaching in all subjects except specialist

Student Requirements

Year Level	Language Requirements	Assessment
Year 1-6	• Adequate levels of English and Chinese are necessary to meet BPS grade level standards • EAL students will be assessed • Fluent Chinese speaker	English: Written samples and oral interviews Chinese: Oral interviews and classroom observations - Narrative skills (age-appropriate) • Vocabulary • Sentence structure - Effectiveness of communication - Willingness and ability to communicate - Interaction with peers

Application Process



* If you would like to withdrawal your child from CEP class, please send an email to Yun-Yeh Tsai (yunyeh.tsai@tes.tp.edu.tw) before 30th January.

* Subject to successful assessment and the availability of places and support provisions, selected students will be offered placements in the requested programme (CEP/non-CEP) for a start in August 2026. In instances where space is not available in the requested programme, qualified students may be placed in the waiting pool.

Q&A



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