



English Newsletter

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Who is she?



It's
Miss
Mabel!

Miss Mabel is the **NET teacher** at The Little Flower's Catholic Primary School. She was born in **New York**. Her educational background includes a Bachelor of Arts degree in **Psychology**, a Postgraduate Diploma in **Education**, and a **Master of Arts in Teaching English to Speakers of Other Languages**. She has been teaching in Hong Kong for seven years. In her free time, she enjoys **swimming**, **hiking**, and **playing musical instruments**. Miss Mabel's main role at The Little Flower's Catholic Primary School is to implement the **Space Town Literacy Programme** and the **Development of Text Sets Programme**.

SPACETOWN

for Primary 1 and Primary 2

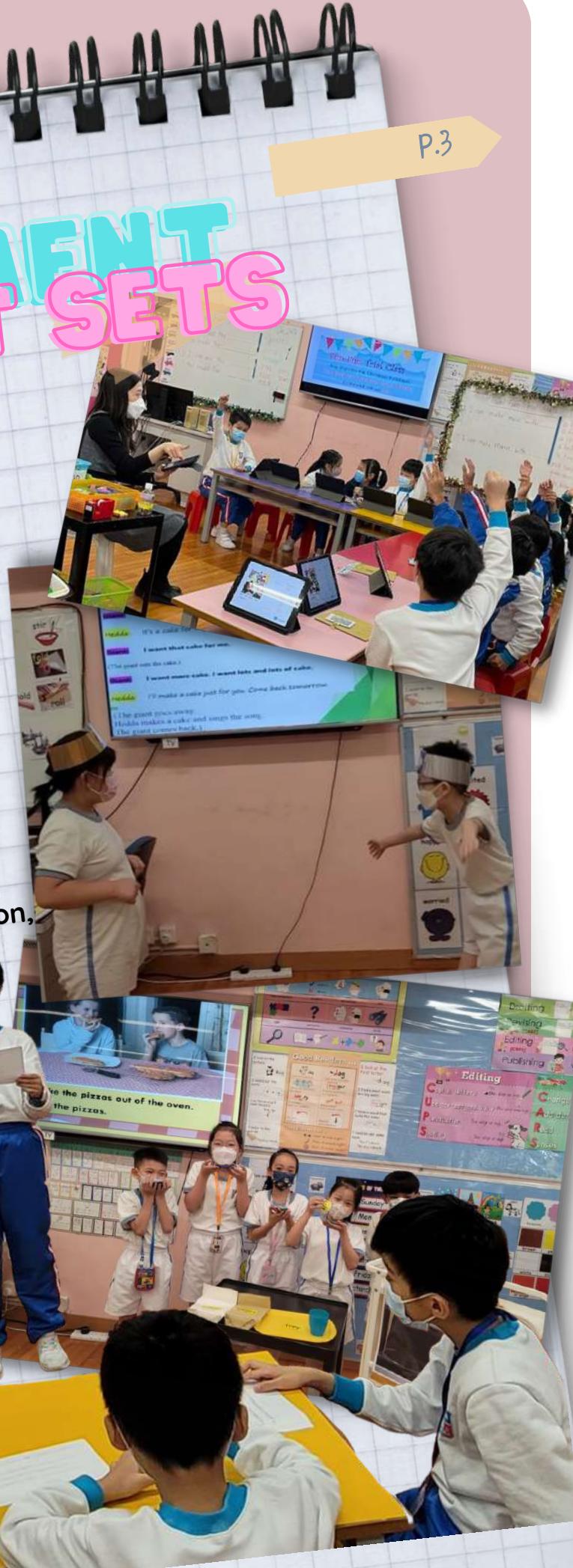
The Space Town Literacy Programme aims to strengthen pupils' learning skills and it provides opportunities for e-learning, self-directed learning, and formative assessment. The four skills of reading, writing, speaking, and listening are taught interactively. Real-life situations are experienced in the classroom. Students enjoy their time in the Space Town lesson very much!

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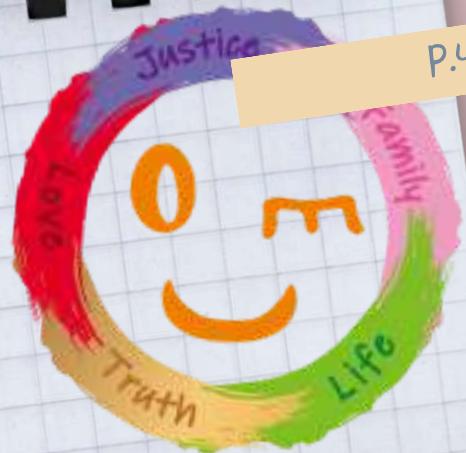
DEVELOPMENT OF TEXT SETS

This year, our school has introduced the Development of Text Sets programme to the P.3 students. It focuses on inquiry-based learning, learner autonomy, vocabulary building, critical thinking, and meaningful literacy experiences. The programme aims to enrich the school-based curriculum by using quality multimodal and multigenre texts. Each unit consists of a theme, a focus question, and guiding questions. The DTS programme enhances students' intrinsic motivation to learn by utilizing open-ended questions, authentic scenarios, and personalization.



THE CEO READING PROJECT

The CEO Project is a series of inspiring stories crafted to combine lessons on Catholic values and beliefs with English language learning. By drawing on the Bible, well-loved fables and classic tales, the stories lead learners on a journey of moral nourishment and development. Each story emphasises an individual aspect of language learning while encouraging the reader to consider one of five areas of their faith: Life, Love, Justice, Truth and Family.



Both language and understanding are further enhanced with a series of questions accompanying each story, and multi-level classroom activities reinforce the morals behind the lessons in a fun, engaging manner. Students would enjoy reading the stories and learn the important values through the reading.