Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan

School Name: <u>Lok Sin Tong Yeung Chung Ming Primary School</u> (English)

Application No.: C <u>013</u> (for official use)

(A)   General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): <u>15</u>

2. No. of approved classes in the 2018/19 school year:

	P.1	**P.2**	**P.3**	**P.4**	**P.5**	**P.6**	**Total**
No. of approved classes	4	4	3	4	4	5	24

3. No. of operating classes in the 2018/19 school year: (if different from the number of approved classes)

	P.1	**P.2**	**P.3**	**P.4**	**P.5**	**P.6**	**Total**
No. of operating classes							

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (more rows can be added if needed):

Name of programme/project/ support service	**Grade level**	**Focus(es) of programme/project/ support service**	**External support (if any)**
Primary Literacy Programme – Reading and Writing (Key Stage 1)	P.1-P.3	Reading and Writing	NET section, EDB
School-based Curriculum Development Support Services for Primary Schools	P.4(2015/16), P.5(2016/17), P.1 & P.6 (2017/18), P.2(2018/19)	School-based curriculum	School-based Curriculum Development (Primary) Section, EDB

(B)   SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
1. Teachers are devoted and they fully understand students' strengths and weaknesses. They are willing to adopt different strategies to enhance teaching effectiveness. 2. School-based Curriculum Development Support Services for Primary Schools of EDB offers support to our school by recommending various strategies to promote reading skills of students.	1. We plan to develop a school-based reading programme covering a variety of text types (both fiction and non-fiction texts) for KS2 students to improve their reading skills. 2. The Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGs) provides a chance for us to develop school-based reading curriculum to enhance effectiveness of teaching.
Weaknesses	**Threats**
1. Students lack exposure to English outside classroom. 2. A lot of students are from grass-root families with minimal support on learning English. 3. Students generally lack appropriate reading skills and motivation in reading. More strategic planning on the teaching of reading skills and promoting students' reading interest has yet to be established.	1. The high proportion of new arrivals and cross-border students significantly widens the achievement gap and poses a huge challenge to English teachers. 2. Teachers have heavy teaching workload and administrative work.

(C)   Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

(More rows can be added, if needed.)

Area(s) of Development	Usage(s) of the grant	Grade Level
1. Enhance English teachers' professional development	1. Hiring a substitute teacher for creating space for teachers to develop school-based reading programmes	P.1-P.3
2. Develop a school-based reading scheme to enhance students' reading ability	2. Purchasing books for reading activities	P.4-P.6

(D)   Focus(es) of the school's proposed school-based English Language curriculum initiative(s) to be funded under PEEGS:

Proposed target area(s) of development (Please ☑ the appropriate box(es) below)	Proposed usage(s) of the Grant (Please ☑ the appropriate box(es) below)	Time scale (Please ☑ the appropriate box(es) below)	Grade level (Please ☑ the appropriate box(es) below)
☐ Enrich the English language environment in school through -conducting more English language activities*; and/or -developing more quality English language learning resources for students* *(*Please delete as appropriate)* ☑ Promote reading* or ~~literacy~~* across the curriculum in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" **(*Please delete as appropriate)** ☐ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☐ Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☐ Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	☐ Purchase learning and teaching resources ☑ Employ full-time* or ~~part-time~~* teacher *(*Please delete as appropriate)* ☐ Employ full-time* or part-time* teaching assistant *(*Please delete as appropriate)* ☐ Procure service for conducting English language activities	☑ 2019/20 school year ☐ 2020/21 school year	☐ P.1 ☐ P.2 ☐ P.3 ☑ P.4 ☑ P.5 ☑ P.6

(E) **How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?**

(More rows can be added, if needed.)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
To employ a full-time supply teacher to create space for the core team members to promote reading across the curriculum (RaC) at KS2					
Background and Objectives A workshop on reading skills is provided by the curriculum officer from School-based Curriculum Development Support Services for Primary Schools in 2018/19 to prepare for the launching of RaC programme in the coming school year. Readers that are thematically and linguistically linked to the core English curriculum will be incorporated into the new reading programme. The programme endeavours to: ✧ widen students' exposure to a variety of fiction and non-fiction texts on different themes, improve their reading skills and develop different generic skills; ✧ foster teachers' professional enhancement on taking forward the proposed RaC programme; and ✧ promote a collaborative culture among various subjects via cross-curricular initiatives. A full-time supply teacher is proposed to be hired to release six English teachers from part of their normal teaching/non-teaching duties for developing the Key Stage 2 (KS2) school-based reading programme.	P.4-P.6	**Primary 4 to 6** *Module 1* Co-planning 9/2019 Try-out, Implementation 10/2019 Evaluation 11/2019 *Module 2* Co-planning 10/2019 Try-out, Implementation 11/2019 Evaluation 12/2019	4 RaC packages per target level with lesson plans, learning and teaching tasks / activities, worksheets and PowerPoint slides will be developed for Primary 4-6 covering a total of about 32 lessons per level in the project period. On RaC	The RaC programme will be incorporated into the core curriculum after completion of this programme. The teaching and learning materials will be saved, uploaded to the school server and modify whenever necessary for future use. The acquired teaching	Lesson observation will be carried out every module and review meetings will be arranged after the observations. Lesson observation records will be kept. Weekly co-planning meetings among core team members will be held. Level

---

[1] The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

[2] Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

[3] Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
The Core Team The core team consists of six English teachers including 3 panel chairs and P.4, P.5 and P.6 level coordinators. They will work together in developing school-based reading programme. Panel chairs of other Key Learning Areas will suggest related topics or themes and provide subject content support. Around 6 lessons will be released for each panel chair and 2 lessons will be released for each target level coordinator per week. The supply teacher will take up about 24 lessons per week covering both teaching duties (including English subject of non-target level(s) and non-English subject(s)) and other non-teaching duties of the core team. **Duties of the core team:** • The panel chairs will be responsible for reviewing the existing KS2 curriculum, designing lesson plans and teaching resources and tailoring graded materials to cater for learning diversity along with implementation and overseeing the progress of the programme in respective target level. • The level coordinators will help develop teaching resources, take minutes of co-planning meetings and coordinate the reading programme in their respective level. • In developing quality reading resources and extended tasks for the reading programme, the core team will hold weekly co-planning meetings. Teachers of other Key Learning Areas (KLAs) will attend the co-planning meetings at least twice to contribute ideas on the relevant topics. There will be three level co-planning sessions (preparation stage, implementation stage and evaluation stage) with level teachers for each module per target level. • The Panel chairs will conduct lesson try-outs in each module.		*Module 3* Co-planning 1/2020 Try-out, Implementation 2-3/2020 Evaluation 3/2020 *Module 4* Co-planning 3/2020 Try-out, Implementation 4-5/2020 Evaluation 6/2020	materials, all target level students will complete all the developed materials in the project period. Over 70% of the target level students will improve their confidence and skills in reading. 60% of target level students will show 10% improvements in the reading part of summative assessment in 1 year's time. All KS2 teachers will acquire the knowledge/ pedagogy of	pedagogy will be disseminated and sustained via regular co-planning meetings and a sharing session at the end of each term. There will be video-taping of some reading lessons and activities for sharing.	co-planning meetings with target level English teachers will be held at the preparation stage, implementation stage and evaluation stage for each module per target level. Evaluation meeting will be held in each term to review the effectiveness of the programme. All the meeting records will be kept. Surveys will be conducted to collect feedback from both teachers and students at the end of each school term.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
• There will be lesson observations by the core team and peer observations for every module to evaluate the effectiveness of the lessons. After lesson observations, feedback will be collected in review meetings and adjustments will be made to the lesson plans and teaching materials. • There will be a professional sharing session at the end of each term in English panel meetings to share good practices and new pedagogy with all panel members. **The RaC programme** The programme consists of 4 modules with each covering a total of 8 reading lessons for each target level of Primary 4 to 6. Every week, there will be a double reading period for each class of the target levels. A total of 32 lessons will be developed for the RaC programme per level per year. 4 RaC packages with differentiated materials according to students' ability levels will be produced. Readers, reading materials and multimodal texts revolving around the core curriculum themes and aligning with themes or subject content of various Key Learning Areas like General Studies, Visual Arts or Music will be selected to incorporate into the RaC programme at each target level per year. Both fiction and non-fiction texts will be adopted. **Tentative themes and text types will be as follows:**			conducting the RaC programme. All KS2 English teachers will apply appropriate strategies to take forward the RaC programme.		The data collected will be analysed for improvement of the programme. Students' assessment results on the reading part will be collected. Assessment data will be analysed.

Level/ Module	Reader theme	Text types	Textbook theme
P.4 Module	Healthy Lifestyle	Stories, Recipes, Lists,	*English:* Choosing food and

				Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
1		Leaflets	drinks – Favourite Food and drinks **General Studies:** My Healthy Lifestyle- Prevention of Disease					
P.4 Module 2	Our city	Brochures, Blogs, Interviews	**English:** Now and then – Old Hong Kong **General Studies:** Hong Kong in the past, 20th Century Hong Kong					
P.4 Module 3	Good habits	Stories, Timetables, Notices	**English:** Making improvement - Having good habits **General Studies:** Healthy habits					
P.4 Module 4	Wonderful World	Magazine articles, Biographies, Children encyclopaedias	**English:** Wonderful people and things - Amazing world records **General Studies:**					

Proposed school-based English Language curriculum initiative(s)				Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
			The Wonderful World –Living on the Earth					
P.5 Module 1	Love and caring	Expositions, Articles, Diaries	*English:* Be considerate -Be nice to others *General Studies:* Mental Health-Interpersonal and assertiveness skills					
P.5 Module 2	Entertainment and leisure	Stories, Discussions, Manuals	*English:* Entertainment and leisure - Have you done it yet? *General Studies:* The Digital Era					
P.5 Module 3	Accidents and violence	Diaries, Conversations, News reports	*English:* News and events –Look out! *General Studies:* Staying Safe and Healthy					
P.5 Module	DIY	Procedures, Recipes,	*English:* Fun with making					

Proposed school-based English Language curriculum initiative(s)				Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
4		Explanations of how and why	things – Making things is fun! *Visual Arts:* Artwork creation					
P.6 Module 1	Jobs	Interviews, Job advertisement, Presentations	*English:* Growing up - The best job for me *General Studies:* Embarking on the Journey of Life					
P.6 Module 2	Problems around the world	Accounts, Newspaper reports	*English:* Helping our world - Problems around the world *General Studies:* Exploring the world – Global issues					
P.6 Module 3	Environmental protection	Comics, Expositions, Informational reports	*English:* Taking care of the Earth -Save our Earth *General Studies:* Environment and Living					

	Proposed school-based English Language curriculum initiative(s)			Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
P.6 Module 4	Connecting with other people	Speeches, Songs, Thank-you notes and messages	*English:* Sending a message - Farewell *Music:* Write lyrics for a farewell song					

P.4 Tentative reading skills and strategies

✧ working out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms)

✧ skimming a text to obtain the main ideas

✧ locating specific information by identifying key words

✧ following ideas by recognising simple text structures and understanding the use of cohesive devices

✧ understanding the intention and attitudes conveyed in a text

✧ inferring feelings of characters from pieces of information in narrative texts

P.5 Tentative reading skills and strategies

✧ working out the meaning of words and phrases by using semantic and syntactic clues

✧ skimming a text to obtain a general impression and the gist or main ideas

✧ locating specific information by recognising simple text

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
structures ✧ identifying the stylistic features in texts ✧ organising information and ideas in texts by using knowledge of text structures and some graphic forms ✧ distinguishing facts from opinions by using semantic and syntactic clues					
P.6 Tentative reading skills and strategies					
✧ working out the literal and implied meaning of words and expressions by using semantic and syntactic clues ✧ skimming a text to obtain a general impression and the gist or main ideas ✧ locating specific information by recognising simple text structures and features ✧ gathering, distilling and summarising more extensive information and ideas from texts ✧ comparing alternative views in texts by using graphic forms and making notes (e.g. using point form, and own shorthand and symbols) ✧ organising information and ideas in texts by using knowledge of text structures and some graphic forms					
Sample RaC programme module					
Theme Taking care of the Earth -Save our Earth					
Reader Environmental protection					

Proposed school-based English Language curriculum initiative(s)			Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
General Studies	✧ Subject-specific concepts ✧ Impact of human activities on the environment ✧ Importance of saving the Earth ✧ Thematic vocabulary ✧ Climate change e.g. global warming, carbon dioxide/ greenhouse gases, sea level rise ✧ Environmental issues e.g. natural habitat, air quality, biodegradable, ecosystem ✧ Problems/Pollution e.g. water pollution, light pollution, deforestation, flood ✧ Solutions e.g. renewable energy, energy conservation, recycling ✧ Environmental responsibilities						
General Skills	✧ Creativity ✧ Problem Solving ✧ Collaboration ✧ Self-study						
Text types	*Text features*	*Text structures*					
Informational reports	headings, subheadings, pictures, labels	✧ Compare and contrast ✧ Cause and effect ✧ Problem and solution					
Expositions	heading, subheadings						
Comics	speech bubbles, thought bubbles, comic panels, special signs, illustrations, words in bold / italics/ colour						
Language items	✧ Use of tenses (e.g. present tense, future tense) ✧ Use 'ing' nouns or noun phrases to refer to						

	Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
Target skills	environmental issues, problems ✧ Use the modals to express obligations and prohibitions ✧ Use the connectives e.g. 'when' to express time ✧ organising information and ideas in texts by using knowledge of text structures and some graphic forms ✧ skimming a text to obtain a general impression and the gist or main ideas ✧ comparing alternative views in texts by using graphic forms and making notes (e.g. using point form, and own shorthand and symbols)					
Learning and teaching activities						

Pre-reading
To activate students' prior knowledge in General Studies and provide background information about the environmental problems around the world with the use of online animation videos –
Climate change: https://www.youtube.com/watch?v=dBTy4JfJUQM
The dying planet: https://www.youtube.com/watch?v=lvxfttfjqpo
Pollution: https://www.youtube.com/watch?v=tmhiglxga-4
To check students' understanding of the background knowledge with online quizzes e.g. Quizlet
To find out their lifestyle with online survey e.g. Google form

While-reading
To discuss with students the online survey results to raise their awareness on environmental issues and connect the topic with students' personal experience
To introduce the reader, reading texts (with emphasis placed on

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
✧ thematic vocabulary, reading skills, text structures and text features): ✧ Use flashcards, vocabulary card-matching games, worksheets for target vocabulary ✧ Go through the texts with students and introduce/explicitly demonstrate how to apply the target reading skills through shared reading with guiding questions followed by pair reading with differentiated practice exercises on the reading skills for students of similar ability to work together ✧ Use Venn diagram for further exploring the difference in environment before and after climate change/pollution (informational reports) ✧ Identify the causes and negative effects of global warming in the texts with a flow diagram (informational reports) ✧ Compare various views of different stakeholders (e.g. developers, residents, green groups) in texts (expositions) with comparison tables ✧ Use labelling game to introduce the text features of comics and identify problems/ solutions covered; ✧ e.g. https://joeyweiser.myportfolio.com/waste-invaders ✧ Arrange group discussion to discuss what students learn from the texts, share their feeling and brainstorm what they can do to help save the Earth in school/ at home/ in the community ✧ Independent reading ✧ Reading aloud ✧ Post-reading & Cross-curricular activity ✧ To round-up the module by highlighting environmental responsibilities of everybody and the importance of green lifestyle choices can prevent environmental problems ✧ To work in groups and design comic strips on one aspect of					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
environmental protection (e.g. energy conservation, stop pollution, waste reduction, upcycling, green living habits) ✧ Presentation ✧ Peer evaluation and teacher feedback ✧ Display good work in classroom/around school premises ***High flyers***: To devise a role play based on the comic strips designed and video-tape the performance for sharing					
Extension: At least three book sharing sessions will be conducted during morning assembly in each term. Other follow-up tasks include bookmark design competition or book reports will be held. Students' good work will be displayed around the school campus.					