

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

School Name: Precious Blood Primary School (Wah Fu Estate) (English)

Application No.: C 108 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 10

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	3	3	3	3	3	3	18

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 /Writing	P.1-P.3	Reading and Writing	NET Section, EDB
Language Learning Support Services (2014-2016)	P.4-P.5	Reading	EDB
Quality School Improvement Project (2016-2017)	P.4	Self Study	CUHK
Different Text Sets (2017-2018)	P.2	Reading	NET Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Pupils show their passion and eagerness to use English for communication in various activities. 2. Parents are helpful. 3. Teachers are supportive. 	<ol style="list-style-type: none"> 1. School has joined the PLP-R/W since the programme was launched. It would be an opportunity for the school to make changes/adaptation based on the experience gained throughout all these years with the support from the Advisory Teacher (AT). 2. PEEGS has brought about opportunities for school to construct a school-based reading curriculum.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Most of the pupils come from the surrounding public housing estates, and they show no interest in reading. 2. Pupils show little confidence in reading. Their reading habits have yet to be developed. 3. We have a number of SEN pupils in our school. They are encountering different levels of learning difficulties. 	<ol style="list-style-type: none"> 1. Keen intake competition among all primary schools in the area.

(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.) Please refer to approved plan of English Enhancement Grant Scheme for Primary Schools.

Area(s) of Development	Usage(s) of the grant	Grade Level
1. To establish a school-based E-learning programme for English learning and teaching in P.1-6	- Procuring Curriculum Consultation services on Resources Design and Development	P.1-P.6
2. To improve the teaching and learning of reading strategies across levels	- Hiring a new teaching assistant - Procuring services on conducting Teachers' Continuous Professional Development Workshops - Procuring reference materials for developing the school-based curriculum and readers for P.4 to P.6	P.1-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 <input checked="" type="checkbox"/> the appropriate box(es) below)	Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for pupils* <p>(*Please delete as appropriate)</p> <p><input checked="" type="checkbox"/> 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)</p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able pupils in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant</p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

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

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (<i>preferably measurable</i>)	Sustainability ²	Methods of progress-monitoring and evaluation ³
Employing an English-proficient teacher to work in collaboration with existing English Language teachers on promoting reading across the curriculum at Primary 4 to 6					
<p><i>Aims of the new programme:</i> The proposed initiative aims to promote reading across the curriculum through school-based cross-curricular reading programme which offers chances for pupils to involve in purposeful and meaningful reading and link up the reading texts with diverse Key Learning Areas and their prior knowledge and life experiences. Eventually, it helps develop a whole-school reading atmosphere, enrich pupils' reading experiences and cultivate pupils' reading interests and habits to become lifelong learners. The reading programme will be developed for pupils at Primary 4-6, so as to extend their knowledge and skills developed in PLPRW programme in KS1, broaden their exposure to plenty of text types and raise their motivation and interest in reading.</p> <p><i>Core team</i> A core team will be set up for the development of the school-based reading programme. There are 8 core team members: PSM(CD), 2 English panel heads, coordinators of P.4-6, the Native-speaking English Teacher (NET) and the additional English-proficient English Language Teacher (ELT) proposed to be hired. The panel heads will spearhead the project.</p>	P.4 to P.6	<p>Primary 4 to 6 Planning, implementation, try-outs and module evaluation (all year round)</p> <p>Programme evaluation (Feb & July 2020)</p> <p>Primary 4: Module 1: Sept-Oct 2019 Module 2: Feb-Mar 2020 Module 3: Apr-Jun 2020</p>	<p><u><i>On curriculum:</i></u> 9 sets of school-based reading materials including unit plans, worksheets, learning tasks /activities and PowerPoint slides will be developed in total for Primary 4 to 6.</p> <p>A total of 24 sessions (48 lessons) will be covered for the three modules per level per year.</p> <p><u><i>On pupils' performance:</i></u> On reading programme/ materials, 100% of pupils will complete over 100% of the</p>	<p>The RaC programme will be refined and incorporated into the core English curriculum after the project period.</p> <p>The learning and teaching resources developed for the reading programme will be kept and re-used (after refinement and adaptation) in the future.</p> <p>The knowledge and teaching strategies acquired for teaching of the reading programme during the project will be transferred, disseminated and sustained through (e.g. English panel</p>	<p>The following items will be filed for future reference.</p> <ul style="list-style-type: none"> - lesson observation (videotaping) - core team co-planning meeting records -level co-planning records - core team evaluation meetings records -sharing sessions <p>Co-planning meetings will be conducted weekly to plan ahead and evaluate the reading lessons conducted.</p>

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.

<p>Duties of the core team members</p> <ul style="list-style-type: none"> ✧ curriculum review (once each term) ✧ lesson observation (Videotaping will be conducted for future reference.) and follow-up actions, for example, adjustment of the teaching strategies and materials (once every book) once per term ✧ professional sharing (each term) <p>Teacher collaboration:</p> <p><u>Co-planning meetings:</u></p> <p>A 35-minute co-planning session will be conducted once every week by the local English Teachers (LETs) and the additional ELT for each target level for six times per term. Feedback and evaluation will be covered in the meetings. Teachers have to discuss the vocabulary, language features, text structures, text features and the reading skills to be covered in the reading lessons. Suitable materials and language activities will be designed accordingly. Other teaching materials such as unit plans, PowerPoint slides, worksheets and game cards will be designed after the co-planning sessions by both the additional teacher and the LETs.</p> <p><u>Lesson observations and follow-ups:</u></p> <p>The panel heads have to conduct lesson observations for each module. Follow-up actions will be taken by the core team members. Teaching strategies and materials will be adjusted after evaluation meetings if necessary. Teachers of non-target levels will be invited to observe the try-out lessons.</p> <p><u>Try-outs:</u></p> <p>The core team will take turns to conduct try-outs of the newly-developed resources for each module, so that other target level teachers can observe the lessons and make necessary modification before conducting their own class. Each class should video-tape at least one of the demonstrations for evaluation and future reference.</p>		<p>Primary 5:</p> <p>Module 1: Nov 2019-Jan 2020</p> <p>Module 2: Feb-Mar 2020</p> <p>Module 3: Apr-Jun 2020</p> <p>Primary 6:</p> <p>Module 1: Nov – Dec 2019</p> <p>Module 2: Feb-Mar 2020</p> <p>Module 3: Apr-Jun 2020</p>	<p>developed programme/materials per year.</p> <p>70% of Primary 4 to 6 pupils will improve their confidence and skills in reading.</p> <p>70% of Primary 4 to 6 pupils will improve their English reading by 7% in 2019/20 which will be reflected in the English reading summative assessments.</p> <p><u>On existing English teachers’ professional enhancement:</u></p> <p>70% of the existing English teachers will enrich their knowledge in the teaching reading.</p> <p>70% of the existing teachers will apply knowledge and pedagogy acquired from the Reading Programme into their English teaching at Primary 4 to 6.</p>	<p>sharing sessions).</p> <p>Videos of some lessons and co-curricular activities at each target level will be circulated among teachers for professional empowerment and kept as reference.</p>	<p>Try-outs of the core team will be arranged for every module.</p> <p>Peer lesson observations and evaluation meetings will be arranged for every module. The lessons will be video-taped for future reference.</p> <p>Evaluation meetings will be carried out each term to monitor pupils’ progress and evaluate the effectiveness of the reading programme.</p> <p>Videos of pupils’ presentation will be kept for sharing and future use.</p> <p>Reading assessments analysis (1 per term) for improvement of the programme</p>
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<p><u>Co-teaching:</u></p> <p>The additional ELT will co-teach with the level teachers for every reading lesson of the target levels. About half of the teaching will be equally shared by the additional teacher and the subject teachers.</p> <p><u>Professional sharing:</u></p> <p>Core team teachers will share teaching experience and disseminate new teaching strategies and good practices of the reading programme to teachers of non-target levels during the panel meetings at the end of each term.</p> <p>NET (as a resource person) will advise on the development of teaching pedagogy and learning materials of the programme.</p> <p>Coordinators have to keep a portfolio of all the records of meetings, teaching resources, learning materials and reports of evaluation. They also have to arrange class try-outs of the reading lessons.</p> <p><i>Full-time English proficient teacher) proposed to be hired</i></p> <p>Expected qualifications and experience:</p> <p>The ELT is preferably to be an enthusiastic full-time English teacher who has high proficiency in English, TESOL qualifications with a bachelor degree and experience in teaching English as a second/foreign language in primary school(s) especially in reading programme and conducting reading activities.</p> <p>Duties:</p> <p>The additional teacher will set the direction and skill progression framework of the reading programme as well as co-design varied activities and teaching and learning materials with the existing teachers for P.4-6 reading curriculum before class. He/She has to co-teach the reading lessons with P.4-P.6 subject teachers and carry out reading activities co-designed with LETs. After class duties include</p>			<p>All P.4-6 teachers will acquire the knowledge of conducting co-curricular reading activities for P.4-6 pupils.</p> <p>All of P.4-6 teachers will apply the knowledge of conducting co-curricular reading activities for P.4-6 pupils.</p>		<p>Questionnaires will be completed by both teachers and pupils at the end of the project to evaluate the effectiveness of the reading programme each term.</p> <p>The data obtained will be analysed for evaluating the effectiveness of the programme and future improvement.</p>
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evaluating, reviewing lessons, as well as conducting co-planning meetings and activities.

Reading programme

The reading programme which is thematically and linguistically tied with the core English curriculum will be constructed for building up the following skills:

- examining and discussing forms and contents;
- expressing feelings and ideas in response to literacy texts;
- making connections between literacy texts and other cultural media and/or issues of importance in society; and
- appreciating one's creative works.

One reading session per week will be scheduled within the normal school timetable for each class of the target levels. A total of eight lessons will be included in each module. PowerPoint slides, teaching aids and related worksheets will be created for the 3 selected titles for each target level per year.

The reading programme will be incorporated into the General English curriculum and re-run in the future.

Multi-sensory and multimodal approaches will be adopted to integrate sensory activities, videos, pictures, songs in the reading lessons catering for learners with diversified learning styles for developing pupils' reading skills and enhancing their reading experience.

Target reading skills to be covered in Primary 4-6

Level	Reading skills
P.4	-locating specific information by identifying key words - 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)

	<ul style="list-style-type: none"> -locating details which support the main ideas from different parts of a text -following ideas by recognising simple text structures and understanding the use of cohesive devices -inferring feelings of characters from pieces of information in narrative texts 					
P.5	<ul style="list-style-type: none"> -locating specific information by recognising simple text structures -working out the meaning of words and phrases by using semantic and syntactic clues -organising information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs) -distinguishing facts from opinions by using semantic and syntactic clues -identifying the stylistic features in texts 					
P.6	<ul style="list-style-type: none"> -locating specific information by recognising simple text structures and features -working out the literal and implied meaning of words and expressions by using semantic and syntactic clues -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) - deducing themes based on information and ideas from texts 					

Tentative themes, text types, vocabulary and linkage with General Studies:						
Level	Themes & Vocabulary	Text types				
P.4	Favourite food and drinks -vocabulary: food and drinks	- Story - Recipes - Diaries - Emails				
	Having fun in Hong Kong -vocabulary: places in Hong Kong, transports, tourist spots	-Pamphlets -Recounts -Interviews				
	Good habits -vocabulary: animals, habitat	- Pamphlets -Children's encyclopedias				
P.5	Making things is fun! (recipe, lists) -vocabulary: action verbs, cooking equipment, ingredients	-Recipes -Procedures -Explanations of how and why				
	News and Events (in Hong Kong) -vocabulary: description of people	-Emails -Telephone conversations -News reports				
	Happy days -vocabulary: interests, activities	- Myths -Maps and legends - Tongue twisters				
P.6	Short story -vocabulary: forms of bullying, feelings	- Plays - Pamphlets Discussions				

	Caring for others -vocabulary: charity work	- News report - Explanations of how and why -Telephone conversations				
	School Days -vocabulary: forms of performance	- Announcements - Plays - Biographies				
Tentative co-curricular activities:						
Level	Co-curricular activities					
P.4	Interviewing tourists at Stanley Module: Having fun in Hong Kong To extend pupils' learning, they will go to Stanley and interview the foreigners. Pupils work in groups and interview visitors about their favourite scenic spots, activities in Hong Kong. They will summarise the data collected and record a video for presentation. Their videos will be uploaded to an online platform for peer evaluation. Good work will then be chosen from each class to present in morning assemblies or broadcast in Campus TV.					
P.5	Little anchors Module: News and Events in Hong Kong To extend pupils' learning, pupils work in groups and prepare a PPT presentation for a live news report in morning assemblies or Campus TV to become little anchors of the news programme to report social issues or school events.					
P.6	Story-telling competition Module: Short story –Bullying					

Inter-class story-telling competition will be held at Christmas assembly for whole school. Each class will write up a script about the theme: anti-bullying in school/ cyber world with creative plots or ending and perform on stage. English teachers will help pupils practise with appropriate intonation, stress, gesture, body movement and/or props.

Final task/ follow-up for reading lessons

Towards the end of the programme, pupils will demonstrate their literacy learning outcomes in various modes such as video presentation, news report, story-telling, sharing among peers...etc.

Proposed run-down for a sample reading module of P.4 :

Topic/ Module:

“Having fun in Hong Kong” -We love Hong Kong

Objectives

Language:

- Timeless present; descriptive words (pamphlet)
- Simple past (recount)
- Cohesive devices for sequencing
- Adverbs of time (recount)
- Question words (interview)

Reading skills:

-locating specific information -working out the meaning of words and phrases

Text types, text structure & features:

pamphlets, interviews, recount

Vocabulary and subject content

(connected to e.g. General Studies)

English: Hong Kong scenic spots

General Studies - Sightseeing in Hong Kong, Hong Kong in the past

<p align="center">Reading activities/ learning tasks</p>					
<p>For pre-reading, pupils will be assigned with different topics about travelling around Hong Kong. They will have to complete learning tasks by watching related videos and searching information from Hong Kong Tourism Board webpages. This helps activate pupils' prior knowledge, construct basic understanding about the topic and familiarize with the target vocabulary.</p> <p>For while-reading, teachers will firstly revise the previous knowledge on text structures and features of a recount via learning task designed. Teacher will then explore the text features and structures of pamphlets and interviews with pupils in sample texts and explaining to them the purpose of the pamphlets is to advertise or provide information on a single subject while the purpose of an interview is to seek and convey information, views and opinions.</p> <p>Teachers will then go through model texts (pamphlet and interview) with pupils in the shared reading and guided reading lessons and clearly introduce reading skills (locating specific information, working out the meaning of words and phrases) through various learning tasks/ activities.</p> <p>For post-reading, teacher will design learning task/ activity to allow pupils to apply the newly-learnt reading skills.</p>					
<p align="center">Text types</p>					
<ul style="list-style-type: none"> -Pamphlets, -Recounts -Interviews 					
<p align="center">Reading skills and strategies</p>					
<ul style="list-style-type: none"> -locating specific information by identifying key words -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) 					

Generic skills					
communication, collaboration					
Contents					
Hong Kong scenic spots, sightseeing activities					
Text structures and text features					
Pamphlets Text structures: description Text features: title, sub-headings, bullet points, maps, photographs, captions, text (bold, colour & italics)					
Recounts Text structures: order & sequence, description Text features: title, sub-headings					
Interviews: Text structures: description/ compare and contrast/ order & sequence Text features: title, questions and responses					
Co-curricular activity					
Interviewing tourists at Stanley					
Follow-up task					
Writing up a recount about their excursion to Stanley to interview foreigners.					