

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

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	Proposed usage(s) of the Grant	Time scale	Grade level
<input type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i>	<input checked="" type="checkbox"/> Purchase learning and teaching resources <input type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i>	<input checked="" type="checkbox"/> 2020/21 school year <input checked="" type="checkbox"/> 2021/22 school year	<input type="checkbox"/> P.1 <input type="checkbox"/> P.2 <input type="checkbox"/> P.3 <input type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input checked="" type="checkbox"/> P.6
<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” <i>(*Please delete as appropriate)</i>	<input checked="" type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i>		
<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”	<input type="checkbox"/> Procure service for conducting English language activities		
<input type="checkbox"/> 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”			
<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”			

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	Sustainability	Methods of progress-monitoring and evaluation
To hire a teaching assistant and purchase printed readers for promoting reading across the curriculum (RaC) at P.5 – P.6					
<p>Objectives In order to promote ‘reading to learn’, our school will continue to develop the school-based curriculum which incorporates a wide range of reading materials. Students are expected to read across the curriculum. By designing appropriate tasks, students are required to acquire information through self-directed learning as well as using different generic skills to complete the tasks.</p> <p>Core team Composition A core team which consists of the English Language panel, target level teachers will be set up. For the first year, 3 English Language panel chairs, 2 level teachers and the vice principal will be in the core team. For the second year, 3 English Language panel chairs, 2 level teachers and the vice-principal will be in the core team. They will be responsible for the development of new curriculum initiative.</p> <p>Duties Their duties include:</p> <ul style="list-style-type: none"> • conducting curriculum mapping; • formulating the programme framework (themes, reading strategies, text types); • hosting weekly co-planning meetings; • selecting appropriate thematic readers (both fiction and non-fiction) for each module; • developing teaching and learning materials; • designing meaningful and purposeful cross-curricular tasks; • delivering reading across curriculum unit; • conducting lesson demonstrations at least once per term; 	P.5 – P.6	<p>2020/2021 P.5</p> <p>1st Module Planning Aug 2020</p> <p>Trying-out Sept – Oct 2020</p> <p>Evaluation Nov 2020</p> <p>2nd Module Planning Oct – Nov 2020</p> <p>Trying-out Nov 2020 – Feb 2021</p> <p>Evaluation Mar 2021</p> <p>3rd Module Planning Mar 2021</p> <p>Trying-out</p>	<p>Reading across curriculum components, with lesson plans, learning tasks and activities will be developed for P.5 and P.6 and incorporated into the core English Language curriculum.</p> <p>3 set of learning and teaching resources, covering 25 lessons each, will be developed for each level.</p> <p>80 % of P.5 – P.6 students will agree that they have developed better reading skills and they are ready to use different skills to complete a task.</p> <p>80% of P.5 – P.6 students’ reading performance improve by 5% in formative and/or summative</p>	<p>The newly developed school-based curriculum will be implemented as the core English Language curriculum after the project year.</p> <p>The newly-developed teaching resources will be kept and organized for easy retrieval and refinement.</p> <p>Professional sharing sessions will be conducted for dissemination of good teaching ideas and practices.</p>	<p>Evaluation and adjustment of all learning and teaching resources will take place at the end of each module.</p> <p>Analysis of students’ performance by reviewing students’ formative and summative assessments on reading.</p> <p>Lesson observations</p> <p>Teacher and student survey</p>

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<ul style="list-style-type: none"> • conducting peer observation sessions at least once per term; • organizing post-observation discussions; • conducting stakeholder survey at the end of each term to evaluate the effectiveness of the programme • disseminating good teaching practices in panel meetings at least once per term; and • documenting the implementation and progress of the programme. <p><u>Collaboration with other KLAs</u> Teachers of other KLAs will provide content support and relevant units will be covered in other KLAs prior to the conduct of RaC modules.</p> <p><u>Teaching assistant to be hired</u> <u>Expected qualifications and experience</u> The teaching assistant proposed to be hired is expected to be an associate degree holder or above with relevant working experience.</p> <p><u>Duties of the teaching assistant</u> The teaching assistant will:</p> <ul style="list-style-type: none"> • attend co-planning meetings and prepare meeting records; • assist core team members to prepare and refine teaching resources; • file and organize learning and teaching resources; • analyze assessment data for evaluation of the newly-developed school based curriculum; • source relevant teaching resources; and • organize self-learning activities. <p><u>School-based RaC programme</u> With the integration of Reading across curriculum into core</p>		<p>Apr – Jun 2021</p> <p>Evaluation Jul 2021</p> <p>2021/2022 P.6</p> <p>1st Module Planning Aug 2021</p> <p>Trying-out Sept – Oct 2021</p> <p>Evaluation Nov 2021</p> <p>2nd Module Planning Oct – Nov 2021</p> <p>Trying-out Nov 2021 – Feb 2022</p> <p>Evaluation Mar 2022</p> <p>3rd Module Planning</p>	<p>assessments on reading.</p> <p>80% of English Language teachers involved will agree that target level students show improvements in both reading skills after implementing the programme</p> <p>80% English Language teachers will agree that the reading programme promotes reading across curriculum.</p>		

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<p>English Language curriculum, students are required to use the content and language learnt from readers or different text types to complete the learning tasks. Teachers will use different reading strategies such as shared reading, guided reading and independent reading throughout the teaching process.</p> <p>In addition to in-class reading, printed readers on the same theme will be assigned to students according to their reading abilities for home reading. Follow-up tasks such as giving an oral presentation will be conducted.</p> <p>➤ Tentative themes and text types to be covered</p> <table border="1" data-bbox="206 703 981 1442"> <thead> <tr> <th>Levels</th> <th>Themes</th> <th>Text types</th> <th>Relevant KLAs</th> </tr> </thead> <tbody> <tr> <td rowspan="3">P.5</td> <td>People and Manners</td> <td> <ul style="list-style-type: none"> • biography • fiction • magazine articles </td> <td>Life Education; General Studies</td> </tr> <tr> <td>In the news</td> <td> <ul style="list-style-type: none"> • stories • news report • informational reports </td> <td>General Studies</td> </tr> <tr> <td>Creativity</td> <td> <ul style="list-style-type: none"> • myths • imagery text • webpages </td> <td>Chinese Language</td> </tr> <tr> <td rowspan="2">P.6</td> <td>Helping people</td> <td> <ul style="list-style-type: none"> • leaflets • advertisements • posters </td> <td>Life education</td> </tr> <tr> <td>Around the world</td> <td> <ul style="list-style-type: none"> • information books • documentaries </td> <td>General Studies</td> </tr> </tbody> </table>	Levels	Themes	Text types	Relevant KLAs	P.5	People and Manners	<ul style="list-style-type: none"> • biography • fiction • magazine articles 	Life Education; General Studies	In the news	<ul style="list-style-type: none"> • stories • news report • informational reports 	General Studies	Creativity	<ul style="list-style-type: none"> • myths • imagery text • webpages 	Chinese Language	P.6	Helping people	<ul style="list-style-type: none"> • leaflets • advertisements • posters 	Life education	Around the world	<ul style="list-style-type: none"> • information books • documentaries 	General Studies		<p>Mar 2022</p> <p>Trying-out Apr – Jun 2022</p> <p>Evaluation Jul 2022</p>			
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			<ul style="list-style-type: none"> magazine articles 											
	Technology and our environment	<ul style="list-style-type: none"> information books magazine articles explanation of how and why 	General Studies											
<p>➤ Tentative target skills to be covered By designing appropriate tasks, students are provided chances to learn and apply the following skills:</p> <table border="1"> <thead> <tr> <th>Levels</th> <th>Reading Skills</th> <th>Generic Skills</th> </tr> </thead> <tbody> <tr> <td>P.5</td> <td> <ul style="list-style-type: none"> identifying main ideas and supporting details locating specific information understanding the sequence of events understanding the connection between ideas by textual clues working out the meaning of unfamiliar words / phrases by using visual clues </td> <td> <ul style="list-style-type: none"> collaboration skills communication skills critical thinking skills ICT skills problem-solving skills </td> </tr> </tbody> </table>									Levels	Reading Skills	Generic Skills	P.5	<ul style="list-style-type: none"> identifying main ideas and supporting details locating specific information understanding the sequence of events understanding the connection between ideas by textual clues working out the meaning of unfamiliar words / phrases by using visual clues 	<ul style="list-style-type: none"> collaboration skills communication skills critical thinking skills ICT skills problem-solving skills
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P.6	<ul style="list-style-type: none"> identifying main ideas and supporting details making inference by using contextual clues making use of the text type features to locate specific information understanding the connection between ideas by identifying text structures working out the meaning of unfamiliar words/phrases by contextual clues 	<ul style="list-style-type: none"> self-management skills study skills 					
<p>➤ Learning and teaching activities</p> <p>➤ Pre-reading Pre-lesson task (e.g. reading information / watching videos at home), brainstorming, discussion will be conducted.</p> <p>➤ While-reading Different teaching strategies will be used for conducting reading activities such as shared reading, guided reading and independent reading, teaching thematic vocabulary, grammar items, text type features.</p> <p>➤ Post-reading Activities such as discussion, presentation and writing activities will be conducted.</p> <p>➤ Materials to be developed The following materials will be produced upon completion of the project:</p>							

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<ul style="list-style-type: none"> • module plans • related learning and teaching materials such as PowerPoint slides • online school-based resource bank • related assessment materials <p>➤ Sample module</p> <table border="1" data-bbox="206 563 960 1487"> <tr> <td>Level</td> <td>Primary 5</td> </tr> <tr> <td>Theme</td> <td>People and Manners</td> </tr> <tr> <td>Reading Texts</td> <td> <ul style="list-style-type: none"> • biography: Helen Keller (tentative) • fiction: The Long Run (tentative) • magazine article about great people </td> </tr> <tr> <td>Target skills</td> <td> <ul style="list-style-type: none"> • recognizing the text type features of a biography, magazine articles and documentaries • skimming for main ideas • locating supporting details • working out meanings of unknown words/phrases by using visual clues </td> </tr> <tr> <td>Relevant KLAs</td> <td> <ul style="list-style-type: none"> • Life education • General Studies </td> </tr> <tr> <td>Prior knowledge</td> <td> <ul style="list-style-type: none"> • different kinds of sickness/disease • different charities and their work • how people overcome adversities </td> </tr> <tr> <td>Subject specific skill</td> <td> <ul style="list-style-type: none"> • reading timelines </td> </tr> <tr> <td>Text structure</td> <td> <ul style="list-style-type: none"> • sequence of events </td> </tr> <tr> <td>Target text types</td> <td> <ul style="list-style-type: none"> • biography, stories </td> </tr> </table>	Level	Primary 5	Theme	People and Manners	Reading Texts	<ul style="list-style-type: none"> • biography: Helen Keller (tentative) • fiction: The Long Run (tentative) • magazine article about great people 	Target skills	<ul style="list-style-type: none"> • recognizing the text type features of a biography, magazine articles and documentaries • skimming for main ideas • locating supporting details • working out meanings of unknown words/phrases by using visual clues 	Relevant KLAs	<ul style="list-style-type: none"> • Life education • General Studies 	Prior knowledge	<ul style="list-style-type: none"> • different kinds of sickness/disease • different charities and their work • how people overcome adversities 	Subject specific skill	<ul style="list-style-type: none"> • reading timelines 	Text structure	<ul style="list-style-type: none"> • sequence of events 	Target text types	<ul style="list-style-type: none"> • biography, stories 					
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Text features	<ul style="list-style-type: none"> • timeline • headings and subheadings 					
Grammar items	<ul style="list-style-type: none"> • connectives • present and past tense • adverbs 					
Thematic vocabulary	<ul style="list-style-type: none"> • sickness and injuries • charitable organization • adjectives to describe people • adverbs describing how people do things 					
Learning and teaching activities	<p>Pre-reading A video about Nick Vujicic, a man without limbs, will be shown to students.</p> <p><i>The Most Inspirational Video You Will Ever See - Nick Vujicic's Story</i> https://www.youtube.com/watch?v=Q6HnFuzSJdQ</p> <p>Pictures of celebrities (e.g. Stephen Hawking, Helen Keller) who overcome adversity in their life will be shown to students and used to elicit their background knowledge about the topic.</p> <p>Students will then be asked to complete the first two columns of the K-W-L chart (K-What I Know, W-What I want to know, L-What I learned) about Helen Keller through conducting an internet search.</p> <p>Teachers will go through the chart with</p>					

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<p>students and revisit some of the target vocabulary items.</p> <p>While reading <i>“Helen Keller”</i> Teacher will highlight the text type features of a biography: using timelines and events presented following chronological order.</p> <p>Teacher will also introduce the target reading skills during the lesson. Specific attention will be placed on helping students to identify the main ideas and support details. Teacher will guide students to work out the meaning of unfamiliar words/phrases using their prior knowledge and contextual clues.</p> <p>Students will be assigned to read some chapters at home and discussions, role-plays and pair-work will be conducted. For example, hot seat activities on the book content will be arranged so that students could step into Helen’s shoes to have better understanding about the difficulties Helen faced and how she overcame them.</p> <p>Students will be asked to complete the last column of the K-W-L chart when finished reading.</p> <p><i>“The Long Run”</i></p>					

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<p>Students will be introduced to the story and compare the text type features with the text “Helen Keller”. The target reading skills will also be highlighted in the lessons. Students will be provided with the opportunities to apply and consolidate the reading skills learned.</p> <p><i>Magazine article</i> An adapted magazine article about Malala Yousafzai, the Pakistan girl who fights for girls’ right of education, will be provided. Teacher will highlight the differences and similarities between biographies and magazine articles.</p> <p>Extended Reading Students will be assigned one printed reader for home reading according to their reading levels. Follow-up tasks such as writing book reports and giving presentations will be assigned.</p> <p>Post-reading Students will be asked to write an article about one of the great persons on their own choice. To guide students to complete the writing task, students will be given graphic organizers such as mind maps, timeline. Writing framework which highlights the use of the target text type features and text structures will be provided. The printed readers for extended</p>					

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	<p>reading will serve as additional input for the task.</p> <p>Co-curricular activities After writing, teacher will ask students to use ICT skills to make a video clip to introduce the great person and the video clip will be broadcasted through Campus TV.</p>					
<p>Purchase of printed readers</p> <p>For each module, one additional reader will be assigned to students according to their reading levels for independent reading at home. 3 readers of different levels of difficulties will be purchased for each module.</p> <p>The printed readers will be selected based on the themes of the modules and students' reading levels. Follow-up tasks will be assigned so that students could make good use of the content knowledge and the reading strategies learnt. For example, students will be asked to write an article about their idols after a biography.</p> <p>Details of the purchase</p> <ul style="list-style-type: none"> • Number of module per grade level: 3 • Number of titles per module: 3 levelled titles (Students will read one of them according to their reading levels.) • Number of copies per title per class: 9 • The content of the readers will cover a wide range of topics like science, environment protection, myths, technology and so on. The choice of these readers will be based on the RaC modules. 		P.5 – P.6	<p>2020/2021 school year P.5 Conduct procurement exercise May – Jun 2020</p> <p>Purchase printed books Jun 2020</p> <p>2021/2022 school year P.6 Conduct procurement exercise May – Jun 2021</p> <p>Purchase printed books</p>	<p>School-based RaC workshops implemented more effectively in P.5 – P.6.</p> <p>80% of P.5 – P.6 students' reading performance improve by 5% in formative and/or summative assessments on reading.</p> <p>3 unit plans covering 75 lessons developed to show the use of resources in class teaching.</p> <p>100% of students at P.5 – P.6 student read 3 titles per year.</p>	<p>All the resources will be developed for school-based curriculum.</p> <p>The materials will be reviewed regularly and revised accordingly.</p> <p>The printed readers will be used for implementing the school-based RaC programme after project completion.</p>	<p>Circulation records will be kept. Evaluation meetings conducted to review students' work. The programme will be refined afterwards.</p>

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<ul style="list-style-type: none"> Different text types will be covered like biography, storybooks, information books, maps, myths and so on. <p>The school will conduct proper procurement exercises before purchasing the readers.</p>		Jun 2021	100% of the English Language teachers use the resources at P.5 – P. 6 each year.		