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

School Name: <u>S.K.H. Kei Yan Primary School</u> (English)

Application No.: <u>C075</u> (for official use)

(A)   General information:

1.   No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): <u>   11   </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	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)**
「促進實踐社群以優化小班教學」支援計劃	P.5	Small class strategies	The University of Hong Kong

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

Strengths	Opportunities
1. Students are confident in using English to express their ideas. 2. Students are motivated in English learning.	1. Readers and other reading materials are available
Weaknesses	**Threats**
1. Reading programme for promoting reading across the curriculum has yet to be developed.	1. Students' reading development will be hindered without systematic introduction of reading strategies for effective reading.

(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
Development of school-based writing programme	Procuring professional service	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]
Hire a part-time teaching assistant to assist the core team members for develop a school-based reading programme to promote reading across the curriculum (RaC) at Primary 4 to Primary 6					
Objectives A school-based reading programme, which covers a wide variety of authentic reading texts on different themes, will be developed and implemented at Key Stage 2 in a course of 2 years. It aims to equip students with various reading strategies to facilitate their learning in different Key Stages. Students' learning will be extended as the programme connects students' learning experiences in other Key Learning Areas (KLAs). **Core team** A core team consists of the English teachers of the target levels will be formed. The level coordinators will be the teacher-in-charge for the levels and the English Panel Chairperson will be the curriculum leader. **Duties of the core team** The core team will:	P.4 – P.6	**2019/2020 P.4** **Sept 2019** curriculum review and mapping formulate a school-based RaC framework pre-test **Sept 2019 – Jun 2020**	A total of 4 sets of resource package, which cover 7 lessons each, will be developed for each level at P.4 – P.6. 80% of P.4 to P.6 students have 5% increase in the posttest. 80% of P.4 to P.6 students agree that they are more confident in reading various English texts. 100% of the English Language teachers involved will acquire the skills to teach	The RaC modules will be integrated into the core English Language curriculum. They will be conducted upon the completion of the project. Learning and teaching resources developed will be kept properly for future use.	Co-planning and evaluation meeting will be conducted. Meeting records will be kept. Surveys will be conducted to collect feedback of students. Pre-test and post-test will be conducted. Lesson observations will be conducted by the panel chairpersons and the principal.

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[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]
- formulate school-based RaC framework after curriculum review and curriculum mapping; - co-plan the RaC lessons biweekly; - co-develop learning and teaching materials for the programme; - try out the newly developed materials; - conduct lesson observation twice per term; - evaluate the activities designed materials developed; - refine the activities and materials developed after evaluation; and - share the experience during the panel meetings. **Expected qualifications and experiences of the part-time teaching assistant** The part-time teaching assistant should be a bachelor's degree holder, preferably with working experience in schools. He/She should be proficient in English. **Duties of the part-time teacher:** The part-time teacher will work around 18 hours per week in 2019/2020 and 25 hours per week in 2020/2021 to: - attend co-planning meetings of all the target levels; - assist core team member develop learning and teaching materials for the programme; - assist teachers in the RaC lessons; - provide support to less able students during the RaC lessons; - provide clerical support such as typing out the lesson plans; and - document all the learning and teaching materials developed for future use.		co-planning developing learning and teaching resources try out lesson observation evaluation **Jun 2020** Post-test **Jul 2020** Sharing **Aug 2020** refining learning and teaching materials developed	various reading texts to promote reading across the curriculum. 100% of the English Language teachers involved will apply the skills to teach various reading texts for promoting reading across the curriculum.		

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Implementation of the reading programme Around 28 lessons, 1 lesson per week, will be allocated to the reading programme at each level. In 2019/2020, Primary 4 will be the target level. The programme will be extended to Primary 5 and Primary 6 in 2020/2021. **Tentative reading skills to be covered** <table><tr><td>Level</td><td>Reading Skills</td></tr><tr><td>P.4</td><td>- guess the meaning of unfamiliar words by using pictorial clues - guess the topic and the likely development of the topic by knowledge of the world - recognise the format of some common text types - skim a text to obtain a general impression with teacher support - understand the connection between ideas by identifying cohesive devices</td></tr><tr><td>P.5</td><td>- locate specific information in a text - predict the likely development of a topic by knowledge of world - recognise the visual elements of some common text types - skim a text to obtain the main ideas with teacher support</td></tr></table>		**2020/2021** **P.5 – P.6** **Sept 2020** pre-test **Sept 2020 – Jun 2021** co-planning developing learning and teaching resources try out lesson observation evaluation **Jun 2021** Post-test **Jul 2021** Sharing			

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 - work out the meaning of an unknown word or expression by using knowledge of the world - make use of knowledge of the world to make sense of the text - recognise the language features of some common text types - relate information from a variety of print and non-print sources - understand how visual elements create meaning		**Aug 2021** refining learning and teaching materials developed			

Tentative themes to be covered

The tentative themes chosen are thematically linked with the core English Language curriculum. Similar themes are also covered General Studies, Music as well as Moral and Civic Education (MCE).

Level	Theme	Relevant GE unit
P.4	Healthy lifestyle	Healthy eating
		Favourite food and drink
	Making wise choices	Travelling around
		Entertainment and leisure
P.5	World around us	Special people, special things
		News and events

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	Being a good citizen	Be considerate					
		Out and about					
	Life Planning	Preparing for the future					
		Now and then					
	Global Citizenship	Helping our world					
		Knowing other countries					

Tentative text types to be covered

A wide variety of text type will be covered. Core team members will adapt various authentic reading texts for the reading programme and prepare graded versions. Multi-modal texts will be used.

Level	Themes	Text type
P.4	Healthy lifestyle	- procedures - instructions - advertisements - posters
	Making wise choices	
P.5	World around us	- biographies - notices - news reports - magazine articles
	Being a good citizen	
P.6	Life Planning	- pamphlets - interviews

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]
	Global Citizenship	- autobiographies - explanation of how and why					

Sample Module

Level	P.5
Theme	World around us
Relevant GE unit	Special people, special things
Connection with other KLAs	✧ Music: classical music genres, background information of "Ode to Joy" ✧ Moral and Civic Education: perseverance, overcoming adversity ✧ General Studies: dealing with stress and frustration
Target Language Structures	✧ Use prepositions and adverbs to express time ✧ Use the simple past tense to talk about past activities ✧ Use nouns or noun phrases to indicate years
Target Vocabulary Item	adjectives for describing personal qualities
Text Structure	chronological order

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]
Text feature	timeline, caption					
Text type covered	✧ biography ✧ magazine article					
Target Reading skills	- locate specific information in a text - predict the likely development of a topic by knowledge of world - skim a text to obtain the main ideas with teacher support					
Learning and teaching activities						
Pre-reading	Teacher will first show a video clip of an orchestra playing Beethoven 9th Symphony - Movement IV - "Ode to Joy". https://www.youtube.com/watch?v=Whn1urlpWvw Teacher will elicit students' prior knowledge about the music piece such as composer, and how "Ode to Joy" was written. Teacher will ask students to prepare ten things they want to know about the composer, Ludwig Van Beethoven.					
While-reading	*Text 1: Biography* Jigsaw reading Teacher will give each student different parts of the simplified version of the biography. Worksheet to guide students to look for the main ideas will be given. Teacher then ask students to work in groups and share with their					

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	group mates about the text they read.					
	Text features and text structures After that, students will work out the arrangement of the whole reading text. Teacher will then highlight the text features and text structures of a biography. Support reading Teacher will go through the original version biography with students. Students will to complete a timeline about the life story of Beethoven while reading. *Text 2 : magazine article* A magazine article about Mandy Tsang, a Hong Kong girl who is blind and hearing-impaired, will be given to student for shared reading. Questions will be asked.					
Post-reading	Teacher will show two video clips about Beethoven and Mandy Tsang about and ask students to think about the possible text type if they are in printed form. https://www.youtube.com/watch?v=OByRGH3BOTY https://www.youtube.com/watch?v=mNPQrG33ZPg After that, teacher will ask students the compare the differences between a biography and a magazine article.					
Extended	Students will be asked to search information about one person who overcome difficulties					

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activities and tasks	and give a short presentation about the life story of a person.					