

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

School Name: Tong Mei Road Government Primary School (English)

Application No.: C 004 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 12

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	4	4	4	4	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)
Language Learning Support	P.4	Reading and Speaking	School-based Curriculum Development (Primary Section), EDB
PLP-RW	P.1-P.3	Reading and Writing	NET Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Well-resourced e-learning platform with good IT infrastructure to enhance teaching and learning. 2. English department is given with full support from the principal on resources, teaching aids and implementation of new teaching strategies. 3. Our teachers are experienced and dedicated. 	<ol style="list-style-type: none"> 1. Students' motivation in learning English is enhanced through using different e-learning tools or apps. 2. The introduction of the new English reading programme under PEEGS will expose students to a variety of reading materials. 3. Our school encourages teachers to attend professional development workshops.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Students are generally weak in English. They lack motivation in reading and confidence in speaking. 2. Students have limited exposure to English in authentic context. 3. Wide achievement gap and great learner diversity exist among students. 4. Students are from relatively low socio-economic families with limited parental support in learning English. 	<ol style="list-style-type: none"> 1. More workload is added to teachers in reviewing the existing English Language curriculum and developing new teaching resources and strategies for a new programme.

(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. Developing a theme-based vocabulary building e-learning platform to strengthen students' reading (in PLP-RW programme) and vocabulary building	1. Hiring English Language consultant to develop a progressive school-based e-learning platform	P.1-P.6
2. Developing a Language Arts Programme (Drama)	2. Hiring language arts consultancy to incorporate language arts (Drama) into the English language curriculum	P.4-P.5
	3. Employing a supply teacher	

(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)
<div> <input type="checkbox"/> Enrich the English language environment in school through <ul style="list-style-type: none"> - conducting more English language activities[*]; and/or - developing more quality English language learning resources for students[*] <i>(*Please delete as appropriate)</i> </div> <div> <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> </div> <div> <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” </div> <div> <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” </div> <div> <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” </div>	<div> <input type="checkbox"/> Purchase learning and teaching resources </div> <div> <input checked="" type="checkbox"/> Employ full-time[*] or part-time[*] teacher <i>(*Please delete as appropriate)</i> </div> <div> <input type="checkbox"/> Employ full-time[*] or part-time[*] teaching assistant <i>(*Please delete as appropriate)</i> </div> <div> <input type="checkbox"/> Procure service for conducting English language activities </div>	<div> <input checked="" type="checkbox"/> 2019/20 school year </div> <div> <input type="checkbox"/> 2020/21 school year </div>	<div> <input type="checkbox"/> P.1 <input type="checkbox"/> P.2 <input checked="" type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input type="checkbox"/> P.5 <input type="checkbox"/> P.6 </div>

(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
Employing a full-time supply teacher to create space for the core team to promote reading across the curriculum (RaC) at Primary 3 to 4					
<p><u>Objectives:</u></p> <p>A full-time supply teacher will be hired to create space for the core team on the school-based RaC programme development to:</p> <ul style="list-style-type: none"> foster students' "Reading to Learn" skills via exposure to an array of materials with different themes and of various text types; enhance students' language proficiency, understanding of the academic content and world knowledge; widen and link up students' learning experiences related to different Key Learning Areas (KLAs) e.g. General Studies, Visual Arts through reading activities; support students' learning of other subjects in English at a later stage and prepare them to better meet the academic demands for smooth transition of different key stages; and develop students' reading habits and promote reading culture in school. <p><u>Supply teacher:</u></p> <p>For teaching duties, the full-time supply teacher will take up</p>	P.3- P.4	<p>Planning, Implementation, Try-outs, Lesson observations and Evaluation (all year round)</p> <p>Module 1 (Oct 2019);</p> <p>Module 2 (Nov 2019);</p> <p>Mid-term evaluation (Dec 2019)</p> <p>Module 3</p>	<p>Curriculum</p> <p>A total of 8 sets school-based RaC resource packs including lesson plans, reading materials, teaching and learning tasks, worksheets and PowerPoint slides covering 64 lessons in total will be developed for Primary 3 and 4 during the project period.</p> <p>Co-curricular activities on reading across the curriculum will</p>	<p>The RaC programme will be incorporated into the core curriculum after completion of this programme.</p> <p>The following documents will be safely kept on the school server for future reference:</p> <ul style="list-style-type: none"> - Teaching plans - Scheme of work of each module - Minutes of co-planning 	<p>Try-outs and lesson observation will be regularly carried out to monitor the progress of the programme.</p> <p>Some lessons and activities will be video-taped for evaluation.</p> <p>Core team meetings and level co-planning meetings will each be conducted weekly to keep track of</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.

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<p>tentatively around 24 lessons (English and/or other subjects) per week of the core team. For non-teaching duties, the supply teacher will be a class teacher and take up one extra-curricular activity group. About 6 lessons will be released from each core team member for the reading programme development.</p> <p><u>Core team:</u></p> <p>The core team is formed by 4 English teachers including English panel head and target level teachers. The Panel Head will be in charge of the project. Their duties entail:</p> <ul style="list-style-type: none">  coordinating with teacher(s) of other KLA(s) e.g. General Studies panel head for curriculum integration and planning for cross-curricular activities;  leading the curriculum review and formulating a reading skill progression framework;  hosting weekly core team co-planning meeting;  attending level co-planning meetings to disseminate materials developed;  preparing lesson plans and designing relevant RaC resources;  trying out lesson materials in each module and arranging peer lesson observations;  observing at least 2 reading lessons per term per level;  reviewing lessons observed in evaluation meetings;  making modification of developed materials and adjustment of lesson plans after evaluation;  overseeing project progress and arranging end-of-term evaluation meetings; and  arranging professional sharing sessions in English Panel 		<p>(Feb-Mar 2020);</p> <p>Module 4 (April-May, 2020)</p>	<p>be conducted for Primary 3 and 4 students at least once per term.</p> <p>Students' performance 70% of Primary 3 and 4 students' reading skills, confidence and their interests in reading will be enhanced.</p> <p>All Primary 3 and 4 students will complete all the materials designed during the project year.</p> <p>Reading formative/ summative assessment results of over 60% of students at Primary 3 and 4 will improve by 5% in one year's</p>	<p><i>and evaluation meetings</i></p> <ul style="list-style-type: none"> - <i>Peer lesson observation forms and comments</i> - <i>Lesson plans</i> - <i>Teaching and learning materials</i> <p>The above documents and materials will be refined, and utilised after completion of the project.</p> <p>Sharing sessions will be arranged by the end of each term for all panel members in English Panel Meetings.</p> <p>Good practices</p>	<p>the progress of the programme.</p> <p>Mid-term and final evaluation meetings among all target level teachers will be held to review the effectiveness of the programme. Adjustment will be made if necessary.</p> <p>Records of co-planning and evaluation meetings will be kept.</p> <p>Students' and teachers' survey will be conducted to evaluate the effectiveness of the project.</p> <p>Students' reading record,</p>

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<p>Meetings to share experience at least once per term.</p> <p><u>Implementation of RaC programme:</u></p> <p>The panel head/ subject teachers of General Studies and/or other KLA(s) will be invited to attend core team meeting at least once in each term to suggest themes, provide content support and discuss cross-curricular activities to be held.</p> <p>The RaC programme will be thematically and linguistically connected to the core English Language curriculum and other KLAs. About 2 RaC lessons per week will be allocated to the reading programme for each target level at P.3 and P.4. With about 8 lessons per module, a total of about 32 lessons will be covered in each level per year.</p> <p>For each module, 2 core readers will be introduced. On top of that, a wide range of additional reading texts (e.g. multimodal texts, printed texts, e-books from Scholastic online reading platform) on cross-curricular themes and of different fiction and non-fiction text types will be included for relevant modules. Various teaching strategies such as storytelling, shared reading, reading aloud, guided reading and independent reading will be adopted. For follow-up activities/ tasks after reading, reading worksheets, book reports, reading journals, book sharing on campus TV, presentations and outings will be considered.</p> <p>Tentative modules, readers and text types</p> <table><tr><th>Primary 3</th><th colspan="2">1st term</th></tr><tr><td>Modules</td><td>Module 1: Using my five senses (Taste it)</td><td>Module 2: Place and activities (Let's go shopping)</td></tr></table>	Primary 3	1 st term		Modules	Module 1: Using my five senses (Taste it)	Module 2: Place and activities (Let's go shopping)			<p>time.</p> <p>Teachers' professional enhancement</p> <p>All English teachers involved will acquire knowledge/ pedagogy in the teaching of RaC lessons and holding cross-curricular activities.</p> <p>All English teachers involved will apply appropriate skills and strategies to promote RaC into English teaching at Primary 3 and 4.</p>	<p>of the reading programme will also be shared to other departments during staff development day.</p> <p>Some lessons and activities will be video-taped for sharing and future reference.</p>	<p>completion ratio and performance of online reading tasks will be recorded on the online platform.</p> <p>Students' formative/ summative assessment results on the reading will be collected.</p> <p>The collected data will be analysed and used for future planning/ improvement of the programme.</p>
Primary 3	1 st term										
Modules	Module 1: Using my five senses (Taste it)	Module 2: Place and activities (Let's go shopping)									

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Text types	instructions, menus	stories, shopping lists, descriptions/ product information					
Core readers	<i>Milk to Ice Cream; What’s on the menu?</i>	<i>Eat Your Colors; Kenny’s Shopping List</i>					
Vocabulary items	e.g. container, pasteurizer, seafood, dessert, noodles	e.g. juicy blueberries, cucumber slices, coupons, food court, shopping centre,					
Primary 3	<i>2nd term</i>						
Modules	Module 3: Me, my family and friends (About me)	Module 4: Special gifts & Fun activities					
Text types	diaries, personal descriptions	procedures/ instructions, illustrations, captions					
Core readers	<i>Let’s Be Friends; Camp Diary</i>	<i>Party Time; Let’s Talk Riding</i>					
Vocabulary items	e.g. playground, puzzle, beach, raincoat, tent, make the bed, make a fire	e.g. decoration, party hats, scissors, glue, silver foil, withers, hoof, forelock, mane					
Primary 4	<i>1st term</i>						
Modules	Module 1: Connecting with other people	Module 2: Food and drinks					

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Text types	plays/ stories, recounts/ blogs, webpages	procedures/ recipes, stories					
Core readers	<i>Rumble in the Jungle; The Visitors</i>	<i>Crunchy Chocolate; Food Court</i>					
Vocabulary items	e.g. seriously, confidently, spectator, panic, amazing, village, history	e.g. ingredients, margarine, weighing, dough, herbs, chef’s tips					
Primary 4	2 nd term						
Modules	Module 3: Healthy eating & a balanced diet	Module 4: Having good habits					
Text types	expositions, informational reports, pamphlets	stories, discussions, questionnaires/ interviews					
Core readers	<i>All about food; Take care of your teeth</i>	<i>Amalia and the Grasshopper; I like to Exercise</i>					
Vocabulary items	e.g. fatty food, fresh fruit, salty food, baby teeth, permanent teeth, plaque, enamel, cavities, gum disease	e.g. shoot , miss, bend, push off, muscles, breathe, lung, heart, skeleton, skull, workout, energy					
*The selected reading texts/ readers will be at appropriate level of difficulty.							

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Reading strategies/ skills <table><tr><td>Primary 3</td></tr><tr><td><ul style="list-style-type: none">- scan a text by looking at repeated words, words in bold, italics or capital letters- understand the information on the book cover and contents page- guess the meaning of unknown words by using pictorial and contextual clues- identify main ideas and some supporting details explicitly stated in the text- locate specific information in a short text in response to questions- infer information, ideas and feelings by using clues in close proximity- identify characters, setting and sequence of events in stories</td></tr><tr><td>Primary 4</td></tr><tr><td><ul style="list-style-type: none">- scan a text by using strategies such as looking at headings and repeated phrases- understand the information provided on the book cover, index and glossary- skim a text to obtain the main ideas- locate specific information by recognising simple text structures- follow ideas by recognising simple text structures and understanding the use of cohesive devices- infer feelings of characters from pieces of information in</td></tr></table>	Primary 3	<ul style="list-style-type: none">- scan a text by looking at repeated words, words in bold, italics or capital letters- understand the information on the book cover and contents page- guess the meaning of unknown words by using pictorial and contextual clues- identify main ideas and some supporting details explicitly stated in the text- locate specific information in a short text in response to questions- infer information, ideas and feelings by using clues in close proximity- identify characters, setting and sequence of events in stories	Primary 4	<ul style="list-style-type: none">- scan a text by using strategies such as looking at headings and repeated phrases- understand the information provided on the book cover, index and glossary- skim a text to obtain the main ideas- locate specific information by recognising simple text structures- follow ideas by recognising simple text structures and understanding the use of cohesive devices- infer feelings of characters from pieces of information in					
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narrative texts - work out the meaning of unknown words by using word association, visual clues, context & knowledge of the world							
Level	Cross-curricular activities	Related KLAS:					
P.3	Craft making: Design a simple handmade birthday gift for their family/ teacher/ friends and write up simple procedures as follow-up task.	Visual Arts, Moral and Civic Education (gratitude)					
P.4	Work in groups to design a pamphlet on promoting healthy eating habits in school and conduct a presentation. The good work will be displayed around the school premises. Choose a topic on personal habits (e.g. study habits & reading habits, personal hygiene habits, exercise habits & eating habits) to work on and design a survey to interview their peers, summarise the finding and conduct a presentation.	General Studies					
Sample module plan (Primary 4) Module: <i>Healthy eating & a balanced diet</i> Objectives:							

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<div>- Learn to make healthy choices and have a balanced diet</div> <div>- Nurture the awareness of the importance of healthy eating and healthy teeth</div> <div>- Learn about the text structures and features of an exposition, informational report and pamphlet</div> <table><tr><th><i>Text types</i></th><th><i>Text features</i></th><th><i>Text structures</i></th></tr><tr><td>Expositions</td><td>heading, subheadings</td><td>cause and effect</td></tr><tr><td>Informational reports</td><td>headings, subheadings, pictures, labels</td><td>description</td></tr><tr><td>Pamphlet</td><td>use of bullets, boxes, and visual devices, such as graphs, tables, charts, illustrations and diagrams</td><td>description</td></tr></table> <div>Language:<div>✓ Use the general determiners ‘a few’, ‘a little’ and ‘a lot of’ to show quantities</div><div>✓ Use the simple present tense to express needs</div><div>✓ Use imperatives to give advice</div></div> <div>Reading skills:<div>✓ understand the information provided on the book cover, index and glossary</div><div>✓ skim a text to obtain the main ideas</div><div>✓ locate specific information by recognising simple text structures</div><div>✓ follow ideas by recognising simple text structures and</div></div>	<i>Text types</i>	<i>Text features</i>	<i>Text structures</i>	Expositions	heading, subheadings	cause and effect	Informational reports	headings, subheadings, pictures, labels	description	Pamphlet	use of bullets, boxes, and visual devices, such as graphs, tables, charts, illustrations and diagrams	description					
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<p>understanding the use of cohesive devices</p> <p>General Studies - thematic vocabulary: amount and food categories, fruit, grains, vegetables, meat and fish, dairy products, fat/ oil, salt and sugar, vitamins</p> <p>Reading activities/ learning tasks:</p> <p>Pre-reading:</p> <ul style="list-style-type: none"> - Input can be in the form of video clips about the topic <i>Healthy eating & a balanced diet</i> to activate students' prior knowledge of General Studies. → Students will complete related learning tasks in the worksheet. - Teacher will introduce target vocabulary items → Students will work in groups to categorise the food and drinks into healthy or unhealthy items with a graphic organiser. <p>While-reading:</p> <ul style="list-style-type: none"> - Shared reading lessons: Teacher will guide students to understand the information provided on the book cover, index and glossary and ask guiding questions about the content of the readers to enhance students' understanding. - Go through the text structures and features of an exposition, informational report and pamphlet and introduce different reading skills/ strategies to students through various learning activities (e.g. find out the cause and effect of an unhealthy diet stated in an exposition with a flow chart). - Guided reading: Teacher will offer individual support to students and they will 					

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<p>work in groups with classmates of similar abilities to apply the reading skills and knowledge of text types learnt in shared reading lessons.</p> <p>Post-reading:</p> <ul style="list-style-type: none"> - For post-reading, students will finish reading the rest of the readers / conduct extended reading at the Scholastic online reading platform and complete the follow-up tasks e.g. worksheet/ book report/ peer sharing/ presentation. <p>Follow-up task/ Cross-curricular activity</p> <p>English: Healthy eating & a balanced diet</p> <p>General Studies: Health – Growth and nutrition</p> <p>Design a pamphlet to promote healthy eating habits in school</p>					