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

School Name: <u>Hong Kong Taoist Association The Yuen Yuen Institute Shek Wai Kok Primary School</u> (English)

Application No.: C <u>042</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	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)**
Development of the phonics curriculum	P.4	Phonics teaching	School-based Curriculum Support (Primary) Section, EDB
Key Stage 2 Integration Programme (P.4-6)	P.4-6	Reading and writing	NET Section, EDB

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

Strengths	Opportunities
1. English remedial classes are arranged to support less able students. 2. The EDB NET provides curriculum support by refining the phonics curriculum and reading and writing programme.	1. With the development of small class teaching, students can get more support from the teachers. 2. With the regular practice of experience sharing and peer lesson observation, teachers gain more insights into effective curriculum planning.
Weaknesses	**Threats**
1. Students' exposure to English reading is inadequate. 2. Most students are weak in English writing and vocabulary building.	1. Most students do not have enough family support in learning English. 2. Insufficient enrollment of P.1 students has led to the uncertain future of the school.

(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
● Reading and writing	● Purchase learning materials for students (e.g. levelled readers) ● Employ a part-time NET / ELTA for teaching reading and writing skills	P.1-6 P.4-6

(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 *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
Employing a part-time English-proficient part-time teacher and purchasing printed books to developing a school-based KS2 literature programme for enriching the language environment					

Objectives
 	
● The KS2 Literature programme is aimed at:
 	
   ✧ facilitating transition between Key Stages 1 and 2;
 	
   ✧ enriching the core reading curriculum;
 	
   ✧ broadening students' knowledge base;
 	
   ✧ improving their reading interest and engagement;
 	
   ✧ helping them develop a regular reading habit; and
 	
   ✧ strengthening teachers' professional capacity.
 	
Core team
 	
● A part-time English teacher with a bachelor's degree holder, native English speaking competence, TESOL / TESL / TEFL qualifications; and previous experience working in primary schools is proposed to be hired.
 	
● He / She is expected to work 3 full days a week (exact number of working days to be confirmed upon the signing of contract) giving the core team with curriculum support and co-delivering with level teachers weekly KS2 reading workshops (12 lessons per week).
 	
● The core team consists of the English panel heads and their duties include:
 	
   ✧ sourcing and procuring reading materials for in-class
	P.4-6	**Contacting book suppliers and procurement exercises**
		Aug 2019
		
		Title #1
		Planning
		Sept 2019
		Implementation
		Oct 2019
		Evaluation
		Nov 2019
		
		Title #2
		Planning
		Nov 2019
		Implementation
		Dec 2019
		Evaluation
		Jan 2020
		
		Title #3
		Planning
		Feb 2020
		Implementation
		Mar 2020
			12 KS2 literature packs covering a total of 84 double periods will be produced.
			
			Over 70% of KS2 students agree that they enjoy the literature lessons and the materials are effective in improving their reading skills.
			
			Over 50% of KS2 students will demonstrate improvements as evidenced by formative and summative reading assessments.
			
			80% of KS2 teachers involved agree that they have developed a
				The KS2 literature programme will be incorporated into the core English curriculum and newly-developed materials will be constantly updated for future use.
				
				Professional sharing sessions will be conducted for ensuring capacity enhancement.
				
				Lessons will be recorded for future sharing.
					Reading levelling assessments will be carried out twice at the beginning and at the end of the school year.
					
					Students' assessment data will be analysed.
					
					Literature lessons/ Whole-school reading activities will be observed.
					
					Review meetings will be conducted for evaluating the programme effectiveness.
					
					Stakeholders' survey will be carried out for collecting teachers' and students' feedback.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
and home reading programmes; ✧ hosting weekly co-planning meetings with level teachers; ✧ collecting KS2 teachers' feedback on lesson plans and materials; ✧ co-delivering the KS2 literature programme and whole-school reading activities; ✧ arranging peer lesson observation at least once per level per term; ✧ observing KS2 teachers' lessons at least once per term; ✧ reviewing the programme in the panel meetings at least once per term; ✧ refining the materials for continuous implementation; and ✧ organising professional sharing sessions for KS1 teachers at least once per term. **Implementation** ● The proposed programme consists of two parts: ✧ In-class reading programme ✧ Home-reading programme ● Target reading skills ✧ To predict the story content tapping into prior knowledge and experience ✧ To make inference before, during and after reading		Evaluation Apr 2020 **Title #4** Planning Apr 2020 Implementation May 2020 Evaluation Jun 2020 **Final review** Jul 2020	better understanding of literature instructions. 70% of KS2 students agree that they enjoy the reading activities. Over 70% of students will enjoy the whole-school reading activities.		

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
✧ To identify key elements and retell their stories in their own words ✧ To understand the writers' attitudes and intended purposes ✧ To connect the texts to real life and construct new knowledge ● In-class programme ✧ One lesson a week will be allocated to the reading programme. ✧ Proposed modules and titles Titles covering a wide range of themes and genres and thematically aligned to the core English curriculum will be adopted.					

P.4

Theme	Proposed title	Genre
Friendship	*I am going to the moon*	Adventure
Trust	*Gingerbread Man*	Chain tales
Happy days	*The Fun Bus*	Fantasy
The art of giving	*Elmer and the Rainbow*	Fantasy

P.5

Theme	Proposed title	Genre
Happy days	*When Barney went to the Vet*	Humour
Happy days	*No Queen Today*	Humour

Proposed school-based English Language curriculum initiative(s)			Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
Wishes and dream	*Night Noises*	Fantasy					
Relationship	*Voice in the Park*	Life					

P.6

Theme	*Proposed title*	*Genre*
School	*Do buses eat kids?*	Poetry
Wonderful people	*Thomas Edison*	Biography
Sharing	*Rainbow Fish*	Fable
Environment	*Go Green*	Exposition
Relationship	*What Kind of Pirate*	Reader theatre

✧ Learning and teaching activities

Stage	*Examples of activities*
Before reading	❖ Setting a purpose of reading ❖ Making prediction after taking a picture walk ❖ Forming prediction questions ❖ Eliciting vocabulary related to the theme ❖ KWL chart
While reading	❖ Shared reading: modelling of target reading strategies ❖ Confirming students' predictions by relating the story to students' personal experiences ❖ Asking students to retell it in their own words ❖ Allowing time for independent

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (*preferably measurable*)	Sustainability	Methods of progress-monitoring and evaluation

	reading					
After reading	❖ Home reading ❖ Presentations ❖ Creative artwork/writing					

- Follow-up activities such as making book-specific artworks/crafts/writing are conducted for enhancing their reading interest and deepening their understanding of the text.

P.4

Proposed title	Proposed post-reading activities
I am going to the moon	✧ Creation of an 8-frame comic strip about the story.
Gingerbread Man	✧ Design of the Gingerbread Man board game
The Fun Bus	✧ Design of one's own fun bus
Elmer and the Rainbow	✧ Creation of elephant stick puppets

P.5

Proposed title	Proposed post-reading activities
When Barney went to the Vet	✧ Rewriting the part of the story after Barney sees the cat
No Queen Today	✧ Writing an email to the principal
Night Noises	✧ Creation of a poem using similes
Voice in the Park	✧ Drawing of pictures representing the different

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	moods of the 4 voices in the story.					

P.6

Proposed title	*Proposed post-reading activities*
Do buses eat kids?	✧ Creation of sound poetry
Thomas Edison	✧ Creation of a biography lapbook
Rainbow Fish	✧ Draw and write a comics
Go Green	✧ Poster making

● Home reading

   ✧ A home reading award scheme will be set up and students are assigned home reading tasks related to the following core curriculum modules:

P.4	*P.5*	*P.6*
Connecting with other people	Caring for others	Growing up
Food and drinks	Language arts	Helping our world
Changes	Entertainment and leisure	Fun with stories
Happy days	Wonderful people	Festivals
We love Hong Kong	Fun with making things	Taking care of the Earth
Healthy eating	Travelling around	Changes
Wonderful people and things	News and events	Connecting with other people

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation

✧ Both fiction and non-fiction texts will be covered for allowing students to explore multiple genres and gain a deeper understanding of the core themes.
 	
✧ Post-reading activities such as reading logs, book sharing sessions and skits will be organised for encouraging critical and creative responses to the texts.
 	
● Purchase of books
 	
✧ The following books will be purchased for the programme.
<table><tr><td>***In-class reading***</td><td>***Home reading***</td></tr><tr><td>14 titles x 8 copies</td><td>20 titles x 21 modules</td></tr></table>
● Whole-school reading activities
A broad array of whole school activities will be organised to create a positive learning environment.
✧ Monthly book sharing sessions (P.1-P.6)
The part-time teacher will work together with the LETs and students in preparing the monthly board display with the following:
  ❖ book summary
  ❖ pictures of important scenes
  ❖ comment/ratings on the books
  ❖ students' good work
  ❖ trivia quizzes
- English ambassadors will be trained up for giving monthly book sharing sessions with the additional part-time teachers and LETs in the morning assembly. Similar titles will be recommended and engaging activities such as trivia quizzes and polls carried out.
✧ Monthly reading booth games (P.1-P.6)					

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- 3 book-related game booths will be put up in the playground for students of all levels. - Different types of questions probing different understandings of selected texts will be asked. ✧ Story corner – ECA reading sessions (P.1-P.3) - Storytelling sessions will be offered for P.1-P.3 students on a roster basis once a week to develop students' appreciation for language arts and encouraging imagination.					