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

Name of School: <u>Hong Kong Taoist Association The Yuen Yuen Institute Chan Lui Chung Tak Memorial School (English)</u>

Application No.: C <u>003</u> (for official use)

(A) General information:

1. No. of English teachers in the regular staff (excluding the Native-speaking English Teacher): <u>17</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	5	5	5	5	5	5	30

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)
School-based Curriculum Development (2017/18)	P.4	P.4 Module planning (integrate the development of all literacy skills within teaching and learning planning)	School-based Curriculum Development (Primary), EDB
Small Class Programme (2017/18)	P.1	To optimize the small class teaching and improve the teaching effectiveness (P.1)	Faculty of Education The Chinese University of Hong Kong
E-learning (QTN) (2017/18)	P.5	To co-plan and design e-learning lessons for P.5 students	Quality Education Fund Thematic Network (QTN) The Chinese University of Hong Kong

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

Strengths	Opportunities
1. Our school's Incorporated Management Committee and school head are supportive. 2. A culture of co-planning and lesson observation has been well established in school. 3. English teachers are willing to improve the quality and effectiveness of their teaching practice through the implementation of various strategies.	1. The school provides time and space for co-planning. 2. Many students can participate in a variety of English activities at school. 3. PEEGS facilitates the development of school-based measures to strengthen the learning and teaching of English.
Weaknesses	**Threats**
1. The results of the public and internal assessments show that some students have not attained all basic competencies. 2. Some students lack parental support in English language learning 3. Some students appear to lack interest in reading English books. 4. Insufficient reading materials for the school-based reading programme. 5. There is a noticeable divergence of learning abilities and skills among students, especially in KS2.	1. Competition from neighbouring schools is keen. 2. Some experienced local teachers are going to retire and our school is facing the problem of replacing them.

(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 and exploring effective teaching and assessment pedagogy to cater for learner diversity so as to: - enhance students' vocabulary building capacity and grammar learning - enhance students' writing skills through their discerning the key features of different text types	1. Hiring professional services to conduct workshops for teachers, co-planning meetings and lesson observations.	P.1 & P.2 P.5 & P.6
2. Providing an English-rich environment for students to promote the use of English inside and outside of the classroom	2. Hiring a teaching assistant to assist in language activities	P.1-6

(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]
Employing a full-time English-proficient teaching assistant (TA) to assist existing English Language teachers and purchasing printed books to promote reading across the curriculum at Primary 4 and 5					
Objectives: The School aims to further extend the current School-based P.1-P.3 Reading Programme through to P.4-P.5. It is envisaged that this extended programme will develop students' competencies, interests and awareness in reading by introducing different text types to students, with themes across different subjects. As demonstrated by systematic reading records, it can help the school achieve higher literacy levels for KS2 pupils. The introduction of strategies for the development of useful reading skills, such as skimming and scanning, inferring meaning of unfamiliar words, connecting ideas, understanding gist and interpreting writer's feeling, etc. also contribute to the improvement of pupils' reading performance. The school-based reading programme is thematically and linguistically linked to the core English Language curriculum and the subjects of General Studies, Chinese Language to enrich the existing curriculum. The programme will foster students' reading skills and experiences as well as boost their reading interest and confidence through reading a wide variety of text types (both fiction and non-fiction texts) and participating in various activities in the reading lessons.	P.4-5	Assess students' reading ability in Sept 2019 (Levelling) First Term (3 modules- September 2019 to January 2020) Second Term (3 modules- February to June 2020)	On curriculum: 12 sets of school-based reading across the curriculum materials including lesson plans, learning tasks/activities or PowerPoint slides will be developed for Primary 4 to 5. A total of 30 lessons will be covered per level per year. Every target level student will be assessed by the NET and LETs in pre-test and post-test on their reading levels.	All teaching materials developed and procedures in lesson plans for individual units of the reading programme will be refined after evaluation meetings and properly kept for future use. learning and teaching The experience of designing learning and teaching materials will be shared during the English Professional	At least one class per level will have a lesson observation to evaluate teaching and learning effectiveness at each term. Record and keep all the core team co- planning meetings record for future references. Try-outs and peer lesson observations will be conducted regularly. For evaluation meetings, level teachers will share their views on the students'

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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]
The core team The core team consists of around 10 members. The core team members include the English Panels, the NET, the level coordinators and the English teachers from P.4 to P.5. The core team is set up to refine the current reading curriculum and develop a school-based reading programme to promote reading across the curriculum in P.4-5, select relevant reading texts and materials, plan as well as design different teaching and learning activities and resources for the reading programme. Co-planning: Bi-weekly co-planning meetings will be held for discussing and developing a thematic task-based curriculum focused on reading across the curriculum, adaptation of teaching and learning resources developed, adjustment of teaching strategies. Try-outs: The reading programme will be tried-out and observed by the core team at least once in each module. Lesson observation and follow-ups: Peer lesson observations will be conducted by inviting other teachers to observe the lessons, so that they will be able to learn about the new pedagogy and apply in their teaching. After observations, core team members will evaluate and review the teaching plans, lesson objectives, teaching strategies and students' performances. The teaching strategies and resources will then be adjusted if necessary. · At the end of each term, an evaluation meeting for the core team members to review and evaluate the performance of the students and the design of the reading programme will be arranged. After the meetings, they will refine the curriculum to ensure smooth implementation of the programme in future. · The core team will share their experience in the reading programme with other English teachers during the English Professional Development meeting at the end of each term.		Co-planning and try-out (all year round) Evaluation once a term	On students' performance: 100% of students involved will complete the reading programme materials and related activities. 70% of Primary 4 to 5 students' confidence and skills in reading should be sustained and increased at the end of the year. At the end of the school term, every student will complete his/her own activity and reading record in his/her portfolio. 70% of target level students' interest and awareness of the English language, as well as their willingness to borrow English books from the library are sustained and increased.	Development meeting. Teachers acquire knowledge and improve their teaching skills of reading. Hence, they can apply them to their future practice. Classes of each level will be video-taped for future reference and sharing purposes. The newly-acquired reading programme materials will be kept for following years.	performance and the effectiveness of the programme. Record and keep all the core team co-planning meetings record for future references. -Try-outs and peer lesson observations will be conducted regularly. For evaluation meetings, level teachers will share their views on the students' performance and the effectiveness of the programme. -English Professional Development meeting will be conducted at the end

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Employing a full-time teaching assistant (TA) To develop the School-based Reading Programme and contribute to cross-curricular activities, the school needs to hire a full-time teaching assistant (TA) preferably a native-speaker of English and a degree holder with English teaching training and experience. The TA will participate in co-planning and support teaching with Local English teachers in class, record the bi-weekly meeting's minutes and assist in the necessary preparation for the implementation of the programme. **Duties of the TA:** The duties of the TA (including scheduled class time/outside class time) are: - 10 lessons of reading programme lessons with the local English teachers (LET) and NET in class every week (4A-4E ~ 5 lessons, 5A-5E ~ 5 lessons) - 2 co-planning sessions with each level's LET & the NET bi-weekly (P4 ~ 1 session & P5 ~ 1 session) *Before class*: to help typing the lesson plans (questions) and prepare teaching aids, worksheets, PowerPoint...etc. for reading and post-reading activities after the co-planning with LET & NET. *During class*: to help leading the post-reading activities (e.g. supported reading, storytelling games, guided reading, giving awards to students, etc.) *After class:* to give individual support to less-able students after class; - to help the teachers in evaluating, reviewing lessons, co-planning, conducting activities and analyzing results of Benchmark Leveling Assessment and results; - to display students' work after various in-class activities and help them with their portfolio;			Based on the results of the pre-test and post-test, around 80% of students at Primary 4 and 5 should upgrade at least three reading levels on average. On existing English teachers' professional enhancement: 70% of the existing English teachers will enrich their knowledge in the teaching of reading. 70% of the existing English teachers will apply new teaching methods to English teaching at Primary 4 to 5.		of each term to share the reading programme teaching experience. -Questionnaires for students and teachers on the effectiveness of the reading programme by the end of the term. -English Panels will discuss the data collected from the evaluation and use it to improve the school-based curriculum. -The collected data from the PM Benchmark Reading assessment at the end of the year can be used for the students' own reference.

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]
- to design and produce thematic word cards, signs, slogans, posters - to enrich the schools' English environment with the teacher' instructions; - to maintain the reading resource packages in good condition and keep stock for future use; - to assist the coordinating teachers in preparing materials and conducting activities; - The core team will offer professional support to the additional TA for assisting the reading programme and conducting activities. **Details of the reading programme:** Students will be assessed with the PM Benchmark Reading Assessment Kit *(already available at the school for leveling and assessment purposes)* by the Native English teacher (NET) and Local English Teacher (LET), with the help of the full-time teaching assistant (TA) in September. Then the reading programme starts after the Assessment. At the end of the year, the PM Benchmark Reading Assessment Kit will be used for reading assessment in July and students will once again be assessed by the NET and LETs, with the help of the TA to assess students' competency levels after the programme. Both in-class readers and take-home readers with various text types will be purchased for the school-based reading programme. The texts are of high interest value and cross-curricular topics with different topics and good moral values (sharing, love and respect) will be introduced to each student. - To develop P.4 and P.5 students' reading skills, boost their reading interest and motivation in learning English and improve their overall English literacy.			**For purchased titles** <u>On curriculum:</u> - School-based Reading across the Curriculum workshops implemented more effectively at P4 and P5 - 6 unit plans covering 30 lessons developed to show the use of resources in class teaching. <u>On students' performance:</u> 100% of students at the P.4 and P5 levels read 6 titles of in class reader and 10 titles of take-home readers per year. <u>On existing English teachers' professional enhancement:</u> 100% of the target level English teachers use the resources each year.		The result of the reading assessment can serve for future planning. **For the purchase of books** -Records of utilization rate of take home readers will be kept for future reference. Titles used will be indicated in the scheme of work. -P.4 and P.5 English teachers will analysed the data collected for improvement. share their views on the students' performance in the reading lessons in the English meetings.

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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]
- To introduce useful reading strategies (e.g. skimming and scanning, inferring meaning of unfamiliar words, summarizing the main ideas, interpreting writer's feeling, etc.) for enhancing students' reading performance. **In-class readers**					- Each student will have a portfolio in which they can record their reading habit record of the take home readers and assessment levels.

In-class readers

Level	No. of titles	Themes	No. of copies/ title	Total no. of copies
P.4	6	Themes of 6 modules of the reading programme	33	198
P.5	6	Themes of 6 modules of the reading programme	33	198

- A class set of 33 copies are needed for each title to work on rotation among different classes of the target levels. The Reading Programme is made up of 3 unit plans (in 3 modules) of 5 lessons each per term per level. Each unit focuses on one reader with pre-reading, reading and post-reading activities.   A total of 6 readers will be covered in the 6 theme-based modules of the reading programme for each target level throughout the project year. Each book has a specific theme, a desired outcome, a pedagogical focus and aims at developing students' generic skills and cross-curricular competencies.

Proposed allocation of teaching:

Week	Teaching content [one reader: 1 topic introduction and vocabulary, 4 different post-reading activities and worksheets] – 5 single lessons for one unit (4 weeks)

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]
1	Topic introduction and vocabulary (NET, LET)					
	Pre-reading and while-reading (NET, LET) and then a post-reading task with worksheet (NET, LET & TA)					
2	Pre-reading and while-reading (NET, LET) and then post-reading task with worksheet (NET, LET & TA)					
3	Pre-reading and while-reading (NET, LET) and then a post-reading task with worksheet (NET, LET & TA)					
4	Pre-reading and while-reading (NET, LET) and then a post-reading task with worksheet (NET, LET & TA)					

Hence, The P.4, P.5 Reading programme should cover around 12 weeks per term. Lessons for week 5-8 and week 9-12 will be conducted in the same manner.

1. Pre-reading activities:

 -Based on the desired learning outcomes for the lesson and the specific theme of the reader, teachers set the stage by either showing images, introduce the topic and new vocabulary and they may play various games to arouse students' interest.

2. While-reading activities:

 - Students begin by looking at the book cover and identifying features such as the title, the author and illustrator; they then describe the images and predict the content. Following this, teachers may share-read the first few pages as an introduction and encourage students to think about what they can see in the pictures and what is happening from the text. Teachers also encourage them to predict what might happen in the rest of the story. Target reading skills are covered in the lessons with learning tasks or activities.

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]
- For instance, teachers may then choose to give students one or two questions before they read a section to encourage prediction and focus their reading. Students may read the section silently by themselves; after which teachers ask questions to check comprehension, encourage critical thinking and self-correcting skills. After that, ask students to predict what might happen next. - All throughout the lesson, teachers point to difficult vocabulary and finding signal words to help students elicit meaning from context. They continue in this manner until they read all the pages allocated for each particular lesson (around 25% of the book). 3. Post-reading activities: - Teachers may recap the reader and ask various types of questions to develop students' critical thinking. They may engage the class in a free discussion on the reader or play different group games. For example, they could role-play elements of a story – using appropriate key structures or they could use cards to match images with text, or re-arrange pictures/sentences in the right order to consolidate and extend their learning. 4. Follow-up tasks: - Students need to practise synthesizing, reflecting critical thinking in answering questions. They need to express personal opinions to make a poster, write short reports, letters or new story ending and then present their work to their classmates, etc.					

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]
School-based reading programme, cross-curricular pedagogical focus (RaC) and content description As shown in the following tables, English teachers will collaborate with teachers of the other KLAs who contribute by suggesting ideas and themes, giving content support and helping in designing related activities, including assessments. Accordingly, books of various text types are carefully selected to reflect the cross-curricular emphasis in the reading programme. **Target reading skills for Primary 4 and 5: more advanced reading skills will be built upon basic reading skills developed in KS2**					

Level	Reading skills
P.4	-locating specific information by identifying key words - Scan a text by using strategies such as looking at headings and repeated phrases -Skim a text to obtain the main ideas - organise information and ideas in texts by some graphic organisers -Work out the meaning of unknown words by using word association, visual clues, context & knowledge of the world - summarizing the main ideas, interpreting writer's feeling
P.5	-locating specific information by recognising simple text structures and features - Skim and scan through texts to locate relevant information and main ideas - Understand intention, attitudes and feelings conveyed in a text - organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs) - distinguish facts from opinions by using semantic and syntactic clues

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]
Primary 4: (* Moral / Value Education)					

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English text book	Key Learning Area across the curriculum		Guided reading readers & Home readers	
Module Theme	Chinese	General Studies	Focus/ topic	Text type
Favourite activities		✓	-Activities -TV programme	-Advertisements -Articles
Changes	✓		-Growing up -Old days	-E-mails -Journals
Happy day		✓	-Shopping -Eating	-Story -Letter
We love HK	✓	✓	-Place in HK -direction	-Advertisements -Posters
Food & drinks Habits		✓	-Food -Balanced diet	- Notices - Diaries
Good habits		*	-Be a good student	-Articles -Story

Sample module for P.4 RaC (Favourite activities):
Text types to be covered: advertisements, articles

Language Skills		Academic Literacy Skills in General Studies	
Reading skills	-Skim and scan -Guess word meanings using contextual and pictorial clues	Subject-specific content knowledge	-Recreation places in Hong Kong
Thematic vocabulary	-hobbies	Subject-specific concepts and skills	-Entertainments in Hong Kong

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 structure	description,	Generic skills	-Communication -Self-learning -Collaboration -Problem-solving					
Text-type features	**advertisements** photographs, illustrations, text (bold, colour, italics) **articles** heading, subheadings	Learning strategies	-Brainstorming and organizing ideas with graphic organisers					
Language functions	-Use of adjectives and adverbs -Generalised participants -Avoidance of negatives	Positive values	-good habits					

Learning targets:
 -Ask and describe the regular activities people do and when and
  how they do
 -Describe the manner and frequency with which people carry out
  actions
 -Express preferences

Final task/   Co-curricular activity:
Students will work in groups to design a recreation product for entertainment and give a presentation in class. Best group of each class will then be invited to present in morning assemblies or their presentation will be recorded and broadcasted in Campus TV.

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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]
Primary 5: (* Moral / Value Education)					

Primary 5: (* Moral / Value Education)

English text book (PLE)	Key Learning Area across the curriculum		Guided reading readers & Home readers	
Module Theme	Chinese	General Studies	Focus/ topic	Text type
Caring for others		✓	- Good citizen - Good friend	-Diaries -Postcard -expositions
Happy Tour	✓		- Study tour - Places	-Articles -Posters
Relationship		✓	-Wonderful People -Describing people	-Biographies -Letter -Personal recounts
Making Things		✓	-Materials -Procedures	-Instructions -Notices
Fun day out	✓		-Situation -Procedures	-Reports -Letters
Police story		✓	-Accident -Illness	-Informational reports -News

Sample module for P.5 RaC (Caring for others):

Language Skills		Academic Literacy Skills in General Studies	
Reading skills	- Skim and scan through texts to locate relevant information and main ideas	Subject-specific content knowledge	-Right and obligations of Hong Kong

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]
Thematic vocabulary	- adverbs	Subject-specific concepts and skills	-Communication skills					
Text structure	-diaries: order and sequence -postcard: description -expositions: cause and effect, compare and contrast	Generic skills	-Communication -Self-learning -Collaboration -Creativity					
Text-type features	-diaries: day, date of the entry -postcard: picture, captions -expositions: heading, subheadings	Learning strategies	-Brainstorming and organizing ideas with graphic organiser					
Language functions	- Use adverbs to describe manner - Use the modal 'should' to express obligations and prohibitions - Use of past tense (diary) -Use of linking words for reasoning	Positive values	- Be a good citizen					
Learning targets: - Describe the manner with which people carry out actions -Set regulations								

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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]
Final task/Co-curricular activity: Informal debate activity: Students are divided into 2 teams to carry out an informal debate in class to argue on the topics about school regulations *e.g. Should the school day start later (e.g. 9:30 a.m.)?* They have to research topics, prepare for the debate with their teams, and practice public speaking. **Extension – Home Reading** To sustain students' interest in reading and to complement the Reading Programme, our school also plans to purchase take-home readers of varied text-types and levels of difficulty for the reading programme. All take-home readers are meticulously levelled by English panel members and the librarian to ensure the readers suit students' ability and interests. Theme and text types of the readers are based on the school-based reading programme as shown in the above tables. Each title will be carefully selected with high interest value for students. 6 x 10 x 3 = 180 take-home readers will be purchased per level. For the follow-up tasks, students will then be invited to do presentations in front of the class (e.g. oral reports, show and tell) or book reports, worksheets. At the end of term, good works of students will be published or displayed or uploaded to the school's website.					

Level	No. of titles/ theme	Themes	No. of copies/ title	Total no. of copies
P.4	10	Themes of 6 modules of the reading programme	3	180
P.5	10	Themes of 6 modules of the reading programme	3	180