

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

School Name: Pat Heung Central Primary School

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Due to the diverse linguistic backgrounds of our students, English is the common language at our school. This enables us to provide students with a facilitative environment for learning English. 2. Most of the students are capable of speaking in English. 	<ol style="list-style-type: none"> 1. Parents are supportive and eager to participate in school activities. 2. The new annex of the school campus is under construction. There will be more rooms for the implementation of small group teaching.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Students tend to have diverse learning needs, thus bring challenges to our teaching. 2. Some students especially those without adequate parental support at home are incapable of conducting revision/completing their homework by themselves. 3. Some students find it difficult to understand the concepts in General Studies although similar contents are taught during the English lessons. They do not know how to link them together coherently. 	<ol style="list-style-type: none"> 1. Some parents do not know English. Thus, they do not know how to help their children in their English learning.

(B) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><i>(*Please delete as appropriate)</i></p> <p><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></p> <p><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”</p> <p><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”</p> <p><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”</p>	<p><input checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input type="checkbox"/> 2019/20 school year</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P.1-3, P.5-6):</p> <p>_____</p> <p>_____</p> <p>_____</p>

(C) 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 ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) Employing a full-time teaching assistant who is proficient in English to assist the existing English teachers in promoting reading across the curriculum in Primary 1 to 2					
<p>1. Objectives in promoting reading across the curriculum:</p> <p>Through promoting reading across the curriculum (RaC), we aim at enriching students’ reading experiences and establishing connections between reading texts with knowledge in different key learning areas (KLAs). We aim at fostering students to be better readers as well as developing their reading interest through a variety of themes and text types.</p> <p>2. Implementation overview :</p> <p>At the beginning of the school year, the English teachers will conduct pre-assessment to examine P.1 and P.2 students’ actual reading levels using PM Benchmark 2. The pre-assessment results of students’ would later facilitate teachers to employ suitable teaching and grouping strategies.</p> <p>Through co-planning between the English and General Studies (GS) teachers, similar topics in both GS and English core curriculum will be taught at the same time so that students will be better prepared for learning cross-curricular topics cognitively. Printed readers will be ordered for the RaC programme according to students’ reading levels. At least two titles will be purchased for each theme. Post-assessment will be held by the same assessment kit to check students’ progress at the end of the school year.</p> <p>A reading lesson will be scheduled for RaC once a week. Students will read one fiction and one non-fiction book on the</p>	<p>P.1-P.2</p>	<p>July-Sept 2018 (For assessing students’ reading levels, book quotations and ordering)</p> <p>Oct 2018-June 2019 Implementat-ion of classroom teaching & lesson observation</p> <p>Co-planning meetings: Four times per month for each level from</p>	<p>On curriculum:</p> <p>9 sets of theme-based school-based reading across the curriculum resource package will be developed for P.1-2 (4 for P.1 and 5 for P.2). Each resource package includes simple lesson plans and learning task sheets.</p> <p>On students’ performance:</p> <p>60% of Primary 1 and 2 students will improve their confidence and skills in reading and speaking.</p> <p>Speaking assessment results (reading aloud) of over 60% of students at Primary 1 and 2 will be improved by 10% in one year’s time.</p>	<p>After completion of the project, the English teachers and GS teachers will continue to run the RaC reading program in the upcoming school years.</p> <p>The learning and teaching resources developed will be updated and utilized after completion of the project.</p> <p>The English teachers who lead the RaC reading program will train the other English teachers the skills in conducting</p>	<p>PM Benchmark 2 will be used to assess students’ English reading levels.</p> <p>Focus group interviews with students will be conducted and parent questionnaires will be used at the end of each term to gauge the effectiveness of the scheme.</p> <p>Analysis of students’ summative assessment results will be carried out three times a year.</p> <p>Surveys will be</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>same theme every two weeks, for example, week 1-2 reading one fiction book; week 3-4 reading one non-fiction book. There are approximately 36 weeks in each school year, we aim at covering about 18 printed books per level in the school year 2018/19.</p> <p>3. In-class teaching strategies and activities: During the RaC lessons, English teachers will teach students the basic reading skills such as using pictorial clues and inferring to facilitate their individual reading. Various reading tasks and activities such as graphic organisers, role-play and book sharing will be used to enhance students' understanding of the topics and arouse their reading interests. At the beginning of each reading lesson, the learning objectives will be written clearly on the board. Then, teachers will read the high frequency words with the students once. Picture walk of the book will be carried out to help students learn vocabulary for the topic. Shared reading will be conducted to encourage students to make prediction about the book. Different reading strategies will be introduced to help students decode the meanings of unfamiliar word. Students will read aloud the book together with the teachers. The text-type and language features will be discussed. Subsequently, reading activities will be implemented to provide students with opportunities to practise the reading skills and strategies. Examples of the reading activities include: 1.vocabulary building activities; 2. guessing game; 3. text deconstruction; 4. whole class story retelling; 5. talking verb game; 6. inference game (Millionaire); 7. story mountain game and 8. reader's theatre.</p> <p>As the length of different themes varies, the number of lessons for each theme will be different. Basically, at least four lessons will be spent on each theme. Some of the lessons will be video-taped for teachers' training.</p>		<p>Sept 2018-June 2019</p> <p>Lesson observation: Three times per terms for each level (1st term :Oct, Nov and Dec 2018; 2nd term: Feb, March and Apr 2019)</p>	<p>80% students' reading levels will be enhanced by at least 2 levels in one year's time.</p> <p><u>On existing English teachers' professional enhancement:</u> 80% of the participating English teachers will acquire knowledge/pedagogy of RaC.</p> <p>80% of the existing English teachers will apply RaC to English teaching at Primary 1 and 2.</p>	<p>RaC.</p> <p>Video-taping of lessons will be done and the videos will be used as the teacher training materials.</p> <p>Sharing sessions will be held to equip the existing teachers with the skills in running RaC.</p>	<p>used to collect feedback from teachers at the end of each term.</p> <p>Weekly check of the home-reading records will be done so as to make sure students read the books given.</p> <p>Weekly co-planning meetings will be carried out to evaluate and review the suitability of the learning materials and activities. Modification will be made immediately so as to improve learning and teaching. The co-planning records will be kept for future</p>

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<p>In order to promote meaningful learning, different text types and themes will be selected for the RaC program. Some of the examples are as follows:</p> <p>P.1</p> <table border="1" data-bbox="129 464 943 1449"> <thead> <tr> <th data-bbox="129 464 320 539">Themes (month)</th> <th data-bbox="320 464 566 539">Content</th> <th data-bbox="566 464 757 539">Text types</th> <th data-bbox="757 464 943 539">KLAs</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 539 320 724">My body (Oct)</td> <td data-bbox="320 539 566 724"> <ul style="list-style-type: none"> - Needs of my body - Taking care of my body </td> <td data-bbox="566 539 757 724">Narrative text</td> <td data-bbox="757 539 943 724">GS</td> </tr> <tr> <td data-bbox="129 724 320 909">My home (Nov, Dec, Jan)</td> <td data-bbox="320 724 566 909"> <ul style="list-style-type: none"> - Public transport and facilities - Home safety and hygiene </td> <td data-bbox="566 724 757 909">Procedural text</td> <td data-bbox="757 724 943 909">GS</td> </tr> <tr> <td data-bbox="129 909 320 1246">I love my home (Feb, Mar)</td> <td data-bbox="320 909 566 1246"> <ul style="list-style-type: none"> - Technological products and their uses in daily lives - Saving energy - Festivals in Hong Kong - Daily family activities </td> <td data-bbox="566 909 757 1246">Descriptive text</td> <td data-bbox="757 909 943 1246">GS, Science and technology</td> </tr> <tr> <td data-bbox="129 1246 320 1449">Healthy diet (Apr, May)</td> <td data-bbox="320 1246 566 1449"> <ul style="list-style-type: none"> - Fresh food & processed food - Food Pyramid - Healthy eating habits </td> <td data-bbox="566 1246 757 1449">Information text</td> <td data-bbox="757 1246 943 1449">GS and Science</td> </tr> </tbody> </table> <p>P.2</p>	Themes (month)	Content	Text types	KLAs	My body (Oct)	<ul style="list-style-type: none"> - Needs of my body - Taking care of my body 	Narrative text	GS	My home (Nov, Dec, Jan)	<ul style="list-style-type: none"> - Public transport and facilities - Home safety and hygiene 	Procedural text	GS	I love my home (Feb, Mar)	<ul style="list-style-type: none"> - Technological products and their uses in daily lives - Saving energy - Festivals in Hong Kong - Daily family activities 	Descriptive text	GS, Science and technology	Healthy diet (Apr, May)	<ul style="list-style-type: none"> - Fresh food & processed food - Food Pyramid - Healthy eating habits 	Information text	GS and Science					reference.
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Themes (month)	Content	Text types (tentative)	KLAs					
Healthy body and happy mind (Oct)	<ul style="list-style-type: none"> - Emotion control - Being considerate to our family - Time management - Uses and influences of technological products 	Information text	GS and Technology					
The wonders of nature (Nov)	<ul style="list-style-type: none"> - Keeping pets - Appreciate animals and plants - Plants & the natural environments - Keeping our body healthy and fit 	Narrative text	GS and Science					
Weather & outdoor activities (Dec, Jan)	<ul style="list-style-type: none"> - Four seasons in Hong Kong - Activities in different seasons - Safety rules of outdoor activities 	Exchange text	GS and Science					
Our	- Facilities in	Information	GS					

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neighborhood (Feb, Mar)	our community - Be a good citizen	text																					
Making a better community (Apr, May)	- A green community - Helping others	Narrative text and Persuasive text	GS																				
<p>Different reading skills, strategies and follow-up tasks will be covered. Some examples are as follows:</p> <p>P.1:</p> <table border="1"> <thead> <tr> <th>Themes (month)</th> <th>Reading skills/strategies</th> <th>Follow-up tasks</th> </tr> </thead> <tbody> <tr> <td>My body (Oct)</td> <td>- book terminology and book features (title, author, illustrator, blurb)</td> <td>- label different parts of the body and write their functions.</td> </tr> <tr> <td>My home (Nov, Dec, Jan)</td> <td>- relate pictures to words - use prior knowledge</td> <td>- use the circle organiser to show how to get to a place.</td> </tr> <tr> <td>I love my home (Feb, Mar)</td> <td>- make connections and infer - skim and scan - use picture cues - recognize the purpose and structure of a narrative text</td> <td>- present and talk about a technological product that they frequently use in groups.</td> </tr> <tr> <td>Healthy diet (Apr, May)</td> <td>- identify keywords - read on and back</td> <td>- design a healthy snack for their families.</td> </tr> </tbody> </table>				Themes (month)	Reading skills/strategies	Follow-up tasks	My body (Oct)	- book terminology and book features (title, author, illustrator, blurb)	- label different parts of the body and write their functions.	My home (Nov, Dec, Jan)	- relate pictures to words - use prior knowledge	- use the circle organiser to show how to get to a place.	I love my home (Feb, Mar)	- make connections and infer - skim and scan - use picture cues - recognize the purpose and structure of a narrative text	- present and talk about a technological product that they frequently use in groups.	Healthy diet (Apr, May)	- identify keywords - read on and back	- design a healthy snack for their families.					
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	- find small words in big words					
P.2:						
Themes (month)	Reading skills/strategies*	Follow-up tasks				
Healthy body & happy mind (Oct)	*some of the reading strategies covered in P.1 will be recapitulated in P.2. New reading strategies are as follows:	- use the Venn Diagram to compare the technological products that they use frequently.				
The wonders of nature (Nov)	- visualize - recognize the purpose and structure of an information text (timetable)	- use the One and All Organizer to show how to stay healthy during different seasons.				
Weather & outdoor activities (Dec, Jan)	- extra information from a text to complete a timetable - recognize the purpose and structure of a persuasive text	- complete a mind-map to show the activities that they can have during different weather conditions.				
Our neighborhood (Feb, Mar)	- recognize the structure and language features of a poster	- write a timetable to show how to make good use of the facilities in their communities in				

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<p>To facilitate the implementation of the programme, a full-time TA who is proficient in English with near native-competence and a Bachelor’s degree holder, preferably with teacher training and teaching experience will be employed. He/She will be responsible for assisting students during the P.1 and P.2 reading lessons. He/She will attend the co-planning meetings with the English teachers and the GS teachers. The existing English teachers will be mentors of the TA. During co-planning meetings, the English teachers and the GS teachers will discuss the possible learning activities and the materials needed for the reading lessons. The TA will assist the teachers to prepare the materials. The review and evaluation will be stated clearly in the lesson plans. When the teachers plan the next reading lessons, the review and evaluation will be considered in order to enhance the quality of learning. The English teachers and the TA will update the learning materials and tidy up the books every day. The TA will support the English teachers to modify the learning materials and lesson plans after lessons and co-planning meetings.</p> <p><u>Duties of the TA in classroom teaching:</u> The TA will also assist the English teachers in conducting four reading lessons every week. As mentioned before, the TA will help prepare the learning materials and home-reading bags with the English teachers. During lesson, he/she will help groups of less able students. He/She will also assist in checking the home-reading records after collecting them from the students.</p> <p><u>Duties of the TA outside classroom period:</u> The English teachers and the TA will read with the struggling readers during the reading tutorials of the Sunshine lessons. Sunshine lessons are for the less able students to complete their homework or revision while their classmates are learning other languages. There will be three Sunshine lessons per level every</p>					

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<p>week. One of the Sunshine lessons will be used as reading tutorial. As estimated, there will be 2 sunshine reading tutorials for P.1 and P.2 per week respectively in 2018/19 school year. In short, the main duties of the TA are as follows:</p> <table border="1" data-bbox="129 400 936 555"> <thead> <tr> <th>Lessons/Sessions</th> <th>No. of lessons/sessions per week</th> </tr> </thead> <tbody> <tr> <td>Reading lessons</td> <td>4 (30 minutes @, 2 hours in total)</td> </tr> <tr> <td>Sunshine lessons</td> <td>4 (30 minutes @, 2 hours in total)</td> </tr> <tr> <td>Co-planning</td> <td>8 (30 minutes @, 4 hours in total)</td> </tr> </tbody> </table> <p>The P.1-2 English teachers will be the mentors of the TA. They will teach the TA how to prepare learning materials and lesson plans for the reading lessons. During the reading lessons, the English teachers and the TA will conduct small group teaching. After the reading lessons, the English teachers will evaluate and review the lessons with the TA.</p> <p>5. <u>To cater for learner diversity in RaC lessons:</u></p> <p>In classroom teaching: In pair or group activities, the TA will assist the teachers to offer individual support to the struggling students to complete the reading tasks. Strategies to cater for learner diversity in the RaC lessons include:</p> <table border="1" data-bbox="129 1142 945 1471"> <tr> <td>Content</td> <td> <p>For high achievers:</p> <p>Differentiated materials e.g. extended and challenging materials, multimodal texts (audio and visual input e.g. videos) and multisensory instruction will be given.</p> <p>For struggling students:</p> <p>More guidance and support e.g. visual aids and word bank, graded graphic organizers and KWL</p> </td> </tr> </table>	Lessons/Sessions	No. of lessons/sessions per week	Reading lessons	4 (30 minutes @, 2 hours in total)	Sunshine lessons	4 (30 minutes @, 2 hours in total)	Co-planning	8 (30 minutes @, 4 hours in total)	Content	<p>For high achievers:</p> <p>Differentiated materials e.g. extended and challenging materials, multimodal texts (audio and visual input e.g. videos) and multisensory instruction will be given.</p> <p>For struggling students:</p> <p>More guidance and support e.g. visual aids and word bank, graded graphic organizers and KWL</p>					
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	chart will be given.					
Process	<p>For high achievers:</p> <p>Inquiry-based approach e.g. posting questions, problems or scenario to facilitate learning. Students will be prompted with open-end questions to foster critical thinking.</p> <p>For struggling students:</p> <p>Linguistic support will be given by the TA.</p> <p>Timely feedback will be given to all students based on their language proficiency levels and under different groupings.</p>					
Product	<p>Flexible grouping strategies, e.g. high flyers will be grouped together to facilitate collaborative learning. The TA will offer extra support to the struggling students.</p> <p>High flyers will be involved in an elite programme designed by core members at the end of the pilot themes.</p> <p>Diversified assessment modes will also be given. More able students will role-play the characters in the story while the less able ones use graphic organizers to consolidate what they have learnt.</p>					
<p>Students will keep a RaC portfolio with the reading tasks to record what they have learnt and achieved. During Parents' Day, their learning portfolios will be exhibited at school for sharing.</p> <p>Three peer lesson observations will be conducted in each term for each level. After each peer lesson observation session, the</p>						

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English panel members will evaluate the effectiveness of the RaC programme.					
(2) Purchasing printed readers for promoting reading across the curriculum in P.1 and P.2					
<p>Books with a broad range of topics, genres and text-types will be purchased to support the RaC programme.</p> <p>Printed readers will be used for both shared/guided reading and home reading. A home-reading handbook will be used as reading record. Students will bring a reader for home-reading once every two weeks. They will be encouraged to read the books to or with their parents. During the P.1 Orientation Day, the parents will be informed about the implementation of this reading scheme so that they can help their children at home. For P.2, as the students have already used the same practice in the Space Town Literacy Programme, parents have already understood the operation of the home-reading scheme.</p> <p>For P.1, about eight titles in Levels 2-4 and ten titles in Levels 5-7 will be considered. For P.2, about eight titles in Levels 6-8 and ten titles in Levels 9-10 will be considered.</p> <p>In August 2018, the school will order books from the publisher. It is expected that most of the books will be delivered to school by the end of September 2018. Therefore, the RaC program will begin in October 2018. The books will be purchased according to the procurement exercises suggested by the EDB.</p>	P.1-2	<p>July 2018 (Contact publishers for book quotations.)</p> <p>Aug/Sept 2018 (Order books from the publisher that offers the best price.)</p> <p>October 2018 (Use the books for RaC)</p>	<p>School-based Reading across the Curriculum workshops implemented more effectively in KS1.</p> <p>Unit plans developed to show the use of resources in classroom teaching.</p> <p>At least 80% of students at P.1 to P.2 read 18 titles.</p> <p>50% of the existing English teachers use the resource at P.1 to P.2 each year.</p>	The newly acquired resources will be utilised for RaC after completion of the project.	<p>Home-reading records for each student to indicate the utilisation rate.</p> <p>Lesson observation, teacher surveys, focus group interviews with students and parent questionnaires to gauge the effectiveness of the scheme.</p> <p>All data collected will be reviewed for future planning.</p>