

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

School Name: HKFEW Wong Cho Bau School (English)

Application No.: C 130 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 13

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	3	3	2	23

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	5	5	5	3	3	3	24

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years:

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
Empowerment Workshop on Effective English Language Learning at Primary Level	P.2-P.6	Learning English through life-wide learning	School-based Curriculum Development (Primary) Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Teachers are willing to adopt new teaching strategies and share new teaching ideas. 2. The principal and the school authorities greatly support the English panel. 3. Various channels (e.g. panel meetings, co-planning meetings, subject handbook, lesson studies) have been established to keep panel members well informed of school's expectations and facilitate the sharing of teaching ideas. 4. Life-wide learning activities are developed from P.1-P.6. to promote authentic language use. 	<ol style="list-style-type: none"> 1. PEEGS provides school with additional manpower for curriculum refinement.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Students are passive and rely heavily on teachers for support. 2. Exposure to English outside class time is inadequate 3. Given a limited vocabulary, students seldom read nonfiction books. 	<ol style="list-style-type: none"> 2. Students' learning abilities are diverse. There are newly-arrived children (NAC), non-Chinese speaking students (NCS), cross border students (CBS), students of special education needs (SEN) etc. Teachers find it difficult to handle them in the same class.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area(s) of Development	Usage(s) of the grant	Grade Level
Developing a school-based English language curriculum that facilitates the implementation of a reading and writing (KS2) programme, an extension of the current PLP-RW programme from KS1	<ul style="list-style-type: none"> ● Employment of a full-time supply teacher ● Purchase of books and levelled readers for shared reading, guided reading and independent reading in the new curriculum (KS2) 	P.4-P.6

(D) Focus(es) of the school’s proposed 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)
<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 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 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 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 type="checkbox"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input 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>

(E) 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 (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
Employing a full-time supply teacher to release the core team and purchasing printed titles for developing a school-based reading programme to promote reading across the curriculum (RaC) in respect of updated English Language Curriculum (Primary) under ‘Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining’ at P.3-P.6					
<p>Background:</p> <ul style="list-style-type: none"> A new textbook series will be adopted in the 2019/20 school year. With support of the provision under PEEGS, we propose to design a Reading across the Curriculum (RaC) programme for developing students’ academic literacy skills. <p>Objectives:</p> <ul style="list-style-type: none"> Students will be exposed to non-fiction titles that are thematically linked to the English and General Studies curricula. Through taking part in a diversified ranges of cross-curricular reading activities, students will: <ul style="list-style-type: none"> ✧ make connections between the reading texts across various Key Learning Areas and their life experiences, prior knowledge and global affairs; ✧ gain knowledge of different areas and apply reading skills and strategies to retrieve different types of content knowledge; ✧ improve their generic skills; ✧ develop positive values; and ✧ be better prepared for study at secondary schools. 	P.3 – P.6	<p>P.3 Co-planning and implementation 2-4/2020</p> <p>Evaluation 5/2020</p> <p>P.4-6 Co-planning and implementation 9/2019-5/2020</p> <p>Review after each theme</p> <p>Final evaluation 6/2019</p>	<p>School-based RaC packs covering a total of 66 lessons will be developed.</p> <p>100% of the participating English teachers will acquire knowledge / pedagogy of promoting reading across the curriculum in their teaching.</p> <p>Over 50% of the students involved will show improvement in reading skills as evidenced by formative and</p>	<p>Teachers will continue to use the developed teaching and learning resources after the project.</p> <p>A sharing session will be arranged at the end of the project so that participating English teachers have a chance to share their experiences of developing and teaching the materials with other teachers.</p>	<p>Records of meetings will be kept for future reference.</p> <p>Lesson observation will be conducted at least once per term</p> <p>Review meetings will be held after each module.</p> <p>Survey for teachers and students</p> <p>Analysis of formative and summative assessment results</p>

Core team:

- A core team consisting of 4 level coordinators will be set up and a full-time supply teacher is proposed to be hired to release teachers for the development work. He/She will be hired for 10 months taking up about 28 lessons per week.
- The core team will:
 - ✧ conduct bi-weekly co-planning meetings;
 - ✧ develop materials for the RaC programme;
 - ✧ hold review meetings after each module;
 - ✧ try out the newly-developed materials in class;
 - ✧ conduct lesson observation at least once per term;
 - ✧ host evaluation meetings at the end of each term;
 - ✧ revise materials after evaluation; and
 - ✧ host professional sharing sessions at the end of project year.

Details of the programme:

- To create space for the RaC programme, two P.4-P.6 textbook units will be scrapped.
- 6 – 8 lessons will be allocated to each module. Tentative themes, target text types and total number of lessons to be covered are as follows:

<i>Level</i>	<i>Total No. of lessons</i>	<i>Theme</i>	<i>Text types</i>
P.3	6	✧ Plants	procedure, descriptions
P.4	20	✧ Healthy living	informational report, webpages,

summative assessments

70% of the students will agree that they have improved their confidence in reading.

		<ul style="list-style-type: none"> ✧ Smart shopping ✧ Discover Hong Kong 	<ul style="list-style-type: none"> recipes, menus, brochures, leaflets 					
P.5		<ul style="list-style-type: none"> ✧ Be a good citizen ✧ World culture ✧ Inventions 	<ul style="list-style-type: none"> news reports, newsletter, instructions 					
P.6		<ul style="list-style-type: none"> ✧ Famous people ✧ Festivals around the word ✧ Environmental protection 	<ul style="list-style-type: none"> biography, stories, information reports, letter to the editor 					
<ul style="list-style-type: none"> ● 3 titles will be purchased for each module. One of the titles will be for whole-class shared reading sessions. The other two titles for guided reading sessions will be of different levels of difficulties. Students will read in small groups under the guidance of either the NET or the local English teachers. All titles will be purchased after proper procurement exercise. ● Target reading strategies <ul style="list-style-type: none"> ✧ Recognising the features of a variety of text types ✧ Identifying main ideas and supporting details ✧ Using contextual clues to work out the meanings of unknown words ✧ Visualising ✧ Making prediction ✧ Making inferences 								

<ul style="list-style-type: none"> ✧ Summarizing ✧ Synthesising ● Learner-centred reading activities will be implemented at different learning stages for empowering students to build knowledge and exploring topics of interest. <ul style="list-style-type: none"> ✧ Pre-reading activities such as oral discussions, research activities and KWL charts for activating students' prior knowledge ✧ While-reading activities such as self-questioning, reciprocal teaching and inquiry charts for promoting active readers' engagement ✧ Post-reading activities such as role plays and presentations for ensuring authentic application of newly-acquired language and subject-specific concepts ● To improve students' fluency, reading aloud activities will be conducted. <p>Descriptions of a tentative sample module:</p> <ul style="list-style-type: none"> ● Theme: Animals in danger (P.6 Term 2) ● Text types: Informational report ● Language outcomes: <ul style="list-style-type: none"> ✧ Students will develop a better understanding of the features of informational reports: <ul style="list-style-type: none"> ● Includes a strong lead for grabbing readers' attention ● May use primary resources ● Information presented in a logical order ● Includes graphic features (photos, diagrams and maps) 					
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<ul style="list-style-type: none"> ● Include a strong ending for making reader think ● The author presents different views on the topics. <p>✧ Students will have a firmer grasp of the following subject-specific concepts after the RaC module.</p> <ul style="list-style-type: none"> ● That extinction is a serious problem ● That people put animals at risk through poaching, construction and pollution. ● That we can work together help save animals. <ul style="list-style-type: none"> ● Pre-reading activities <ul style="list-style-type: none"> ✧ Students watch a video about animals committing suicide: <i>Climate Change Animal Suicide Propaganda.wmv</i> https://www.youtube.com/watch?v=CNeMV61WjR Ω ✧ Group discussion questions: <ul style="list-style-type: none"> ● <i>What animals did you come across in the video?</i> ● <i>What did they want to do?</i> ● <i>Why did they do so?</i> ● <i>What problems are these animals facing now?</i> ● <i>What can we do or not do to save them?</i> ● While-reading activities <ul style="list-style-type: none"> ✧ A shared reading session entitled <i>Animals in Danger!</i> By Patricia Ann Lynch will be conducted. Teacher will guide students through the text, highlighting key ideas and non-fiction features as well as modelling target reading strategies. For example, teacher will get students to predict the 					
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<p>book content by drawing their attention to the photographs, labels and captions.</p> <p>✧ Guided reading sessions on graded titles will be adopted. Students of similar ability levels will be put together and supervised by their teachers.</p> <ul style="list-style-type: none"> ● Students will have the chance revisiting the set texts, summarising what they have read and sharing their personal responses to the title at the end of the reading module. <ul style="list-style-type: none"> ● <i>What do you think is the biggest challenge for people who want to save the animals?</i> ● <i>What should people do to help?</i> ● <i>What would you do to help?</i> ● To encourage students to make real-life connection, a visit to the Kadoorie Farm and Botanical Garden will be arranged. Before the visit, students will collect information about: <ul style="list-style-type: none"> ● the species that are native to Hong Kong; ● their functional traits and habitats; ● the danger they are facing; and ● conservation actions being undertaken to save them. ● Students will have close encounter with different species and observe them closely in the park. They should record what they see in the park and write a short report of their visit. ● After the visit, students will build a diorama to show animal habitat and what it needs to live. <p>https://i.pinimg.com/originals/25/1e/76/251e767138ba280b2200f39de567d704.jpg</p>					
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<ul style="list-style-type: none"> • All dioramas will be put on display and students will give short presentations on their work. <p>Materials to be produced:</p> <ul style="list-style-type: none"> • Module plans • Lesson plans • Teaching aids (such as videos and PowerPoints) • Student activity booklets 					
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Remarks:

Teachers who have joined the Early Retirement Scheme cannot be hired under the PEEGS.