

SCHEDULE – APPROVED PROPOSAL

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

School Name: North Point Government Primary School (English)

Application No.: C 094 (for official use)

(A) General information:

- No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 15
- 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

- 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	6	6	6	33

- 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 - Writing	P.5 & P.6	Writing	School-based Curriculum Support Section, Curriculum Development Institute, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. A 5-minute shared reading of English storybooks is part of the daily routine in our English lessons for developing pupils' phonological awareness. 2. Upper primary pupils are streamed into 6 groups based on their performance in 4 main subjects including English Language to cater for learning diversity. 3. A sharing culture among teachers has been developed through co-planning meetings and peer lesson observations. 	<ol style="list-style-type: none"> 1. A small-class environment in P.4-P.6 creates more room to cater for learner diversity. 2. With the support of School-based Curriculum Support Section and school-based writing curriculum development programme from the 2017/18 school year, pupils' writing skills have been improved along with their exam results. 3. Various online reading platforms such as i-Learner, Raz-kids have been used for fostering students' interests in reading. 4. Restructuring of the school calendar into 3 school terms with 3 examinations allows more flexible teaching schedule.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. In spite of the exposure to large amount of quality English materials, learner diversity especially in learning English is prominent. 2. Pupils' reading habits and learners' autonomy in reading need to be strengthened and promoted. 	<ol style="list-style-type: none"> 1. The number of pupils with special educational needs has been increasing. They need a variety of supportive resources and this increases the workload of teachers. 2. Insufficient family support affects learning outcomes of pupils. 3. Workload of English subject teachers is heavy. They have to conduct English activities, co-planning, modification of teaching resources and curriculum development.

(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
Enhancement and development of the English Language Curriculum	Hiring of consultants for teachers' professional development and curriculum development through co-planning sessions	All

(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)
<input type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i> <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> <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” <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” <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”	<input type="checkbox"/> Purchase learning and teaching resources <input checked="" type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i> <input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i> <input type="checkbox"/> Procure service for conducting English language activities	<input checked="" type="checkbox"/> 2019/20 school year <input type="checkbox"/> 2020/21 school year	<input type="checkbox"/> P.1 <input type="checkbox"/> P.2 <input type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input type="checkbox"/> 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 supply teacher to create space for the core team to promote reading across the curriculum (RaC) at Primary 4 to 5					
<p>Objectives of the school-based RaC programme:</p> <p>With students' limited exposure to a variety of text types, we propose to revamp our current reading programme so as to strike a balance between both fiction and non-fiction texts. The proposed RaC programme which is thematically and linguistically aligned with the English syllabi of P.4 and P.5 and other Key Learning Areas (KLAs) will be built up in order to:</p> <ul style="list-style-type: none"> ➤ allow students to connect their previous knowledge, life experiences as well as global issues on cross-curricular topics (like sports, food, gadgets, healthy, space exploration, and environmental protection) and knowledge of related KLAs with the reading texts; ➤ facilitate students to enrich their knowledge of various areas and apply reading skills and strategies to retrieve a broad range of content knowledge on different subjects; ➤ enable students to extend their horizons, construct knowledge, enhance their learning experiences and develop their reading habits; and ➤ equip teachers with the knowledge and strategies to teach students reading skills using different reading text including multimodal texts to promote reading across the curriculum. 	<p>P.4, P.5</p>	<p>Sept, 2019-Jun,2020 (All year round)</p> <p>Planning, Implementation, Try-out, Evaluation and Sharing</p> <p>4 RaC packages on 4 modules for each level of P.4 and P.5</p>	<p><i>On curriculum:</i></p> <p>8 sets of school-based RaC resource packs including lesson plans, reading tasks/activities and PowerPoint slides will be developed in total for Primary 4 to 5. Each set of materials will cover 4 double lessons. A total of 64 lessons will be covered at Primary 4 to 5.</p>	<p>Soft copies of all the materials and resources will be saved in the school server for further implementation. All resources the will be adopted in subsequent years. The resources can be updated by teachers in future.</p> <p>Hard copies of all the RaC resources will be kept in</p>	<p>Records of co-planning and evaluation meetings will be kept.</p> <p>Core team members will regularly carry out lesson try-outs, lesson observations and post-lesson review meetings for evaluating the effectiveness of the programme. Modification will be made whenever necessary.</p> <p>Core team meetings and level</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><u>Core team:</u></p> <p>The English Panel Chairperson will be in charge of the project. The core team consists of 3 members (English Panel Chairperson and Vice Panel Chairperson, and a level English teacher) who will teach the target level(s). They will be responsible for leading the level teachers in co-planning, implementation, and evaluation of the RaC programme. Hence, a supply teacher will be employed to take up part of the teaching duties of these 3 core team members.</p> <p>The supply teacher will tentatively take up around 24 English lessons of the non-target levels, tutorial lessons as well as other non-teaching duties. About 8 lessons will be released for each core team members for the duties below:</p> <ul style="list-style-type: none"> ➤ re-examining the current curriculum once per term and planning for 4 modules in the RaC programme for each level of P.4 and P.5; ➤ hosting bi-weekly core team co-planning meetings; ➤ attending bi-weekly level teachers meetings; ➤ choosing suitable reading materials from purchased books or online resources e.g. online reading platforms; ➤ producing RaC resource packs; ➤ trying out the newly-produced resources; ➤ observing the lessons, conducting post-lesson review meetings and making modification for future use; ➤ arranging peer lesson observation in each target level for other teachers at least once per term; ➤ carrying out evaluation meetings once per term; ➤ modifying the newly-produced resource packs and 			<p><i>Students' performance:</i></p> <p>75% of Primary 4 to 5 students will improve their confidence in reading different text types after the RaC programme.</p> <p>Formative/ summative reading assessment results of over 60% of students at Primary 4 to 5 will improve by 5% in 1 year's time.</p> <p>All Primary 4 to 5 students will complete all the developed RaC materials during the project year.</p>	<p>school for reference.</p> <p>The RaC programme will be refined and integrated into the core English Language curriculum for implementation in future.</p> <p>Experience sharing meetings among all English teachers at the end of each term will be held for dissemination of the acquired pedagogy.</p> <p>Videos will be recorded from some classes of the target levels for sharing and</p>	<p>co-planning meetings will be conducted biweekly to keep track of the progress.</p> <p>An evaluation meeting with all target level teachers will be held to review the effectiveness of the project once per term.</p> <p>Analyze the results of students' reading assessments to evaluate the effectiveness of the programme.</p> <p>Student questionnaire will be conducted at P.4 and P.5 at the end of each term to evaluate the programme</p>

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<p>instructional strategies after evaluation; and</p> <ul style="list-style-type: none"> ➤ delivering experience sharing sessions among English teachers to disseminate the pedagogy on how to promote RaC to other levels at the end of each term. <p><u>RaC programme details:</u></p> <p>The RaC programme will be thematically and linguistically linked to different modules of the core textbooks and supplement the core English Language curriculum with a variety of reading materials of different text types. 8 lessons will be allocated for each module in the reading programme. A total of 8 sets of reading packages will be produced for P.4 and P.5 covering a total of 64 lessons.</p> <p>Tentative RaC themes and text types</p> <p>*connection with other KLAs e.g. General Studies, Physical Education, Visual Arts, Music, Civil and Moral Education</p>			<p><i>Teachers' professional enhancement:</i></p> <p>All English teachers involved will enrich their knowledge in promoting RaC.</p> <p>All English teachers involved will use the new teaching packages for teaching RaC lessons at P.4 and P.5.</p>	<p>future reference.</p>	<p>effectiveness.</p> <p>Feedback will be collected from teachers through panel meetings and questionnaires at the end of each term to evaluate the programme effectiveness.</p> <p>The data collected will be analysed for evaluating the effectiveness of the programme .</p> <p>Some lessons will be videoed for evaluation and future reference.</p>									
<table border="1"> <thead> <tr> <th></th> <th>P.4</th> <th>P.5</th> </tr> </thead> <tbody> <tr> <td>Module 1</td> <td> <p><i>Sports</i></p> <p>Text types:</p> <p>blogs/ journals, children's encyclopedias</p> </td> <td> <p><i>Space travel</i></p> <p>Text types:</p> <p>stories, children's encyclopedias/ news reports</p> </td> </tr> <tr> <td>Module 2</td> <td> <p><i>Electronic gadgets</i></p> <p>Text types:</p> <p>pamphlets/ product information, advertisements, manuals/</p> </td> <td> <p><i>Healthy eating</i></p> <p>Text types:</p> <p>expositions, recipes, pamphlets</p> </td> </tr> </tbody> </table>		P.4	P.5	Module 1	<p><i>Sports</i></p> <p>Text types:</p> <p>blogs/ journals, children's encyclopedias</p>	<p><i>Space travel</i></p> <p>Text types:</p> <p>stories, children's encyclopedias/ news reports</p>	Module 2	<p><i>Electronic gadgets</i></p> <p>Text types:</p> <p>pamphlets/ product information, advertisements, manuals/</p>	<p><i>Healthy eating</i></p> <p>Text types:</p> <p>expositions, recipes, pamphlets</p>					
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	procedures					
Module 3	<p><i>Environment protection</i></p> <p>Text types: explanations of how and why, expositions, procedures</p>	<p><i>Wonderful people/ People I admire</i></p> <p>Text types: stories, biographies/ autobiographies</p>				
Module 4	<p><i>Culture</i></p> <p>Text types: interview, myths/ legends/ stories, letters</p>	<p><i>Diseases & Viruses</i></p> <p>Text types: informational report, leaflets/ posters, discussions</p>				
General Skills and Reading Skills						
P.4		P.5				
Generic skills						
<ul style="list-style-type: none"> ➤ To foster creativity ➤ To build up problem solving skills ➤ To enhance communication skills through collaborative learning ➤ To promote critical thinking skills 						
Reading Skills		Reading Skills				
<ul style="list-style-type: none"> ➤ To scan a text by using strategies such as looking at headings and repeated phrases 		<ul style="list-style-type: none"> ➤ To skim and scan ➤ To compare alternative views and arguments in 				

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<ul style="list-style-type: none"> ➤ To work out the meaning of unknown words by using word association, visual clues, context and knowledge of the world ➤ To identify main ideas and some supporting details explicitly stated in the text ➤ To infer feelings of characters from pieces of information in narrative texts ➤ To organise information and ideas in texts by using knowledge of text structures and some graphic forms <ul style="list-style-type: none"> texts by using graphic forms and making notes ➤ To make predictions about the likely development of the text by identifying key words ➤ To understand the connection between ideas by identifying cohesive devices ➤ To understand intention, attitudes and feelings conveyed in a text ➤ To organise information and ideas in texts by using knowledge of text structures and some graphic forms 					
Tentative co-curricular activities					
Co-curricular activities		KLAs:			
<p><i>P.4 Green Robot</i></p> <p>Students will work in groups to design a green robot focusing on solving one of the environmental problems (e.g. unwanted waste, air pollution, water pollution) with simple description to explain their design and procedures for operation. They will then give a presentation in</p>		<p>General Studies, English (<i>Module 2 & 3</i>)</p>			

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<p>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.</p> <p>P. 5 Storytelling / Role play</p> <p>Students will be assigned with different topics (e.g. athletes, scientists, artists, entrepreneurs, musician, ...) of historical great people of the world. They will work in groups to conduct some research on an inspiring person of the assigned topic (e.g. <i>entrepreneur – Steve Jobs; scientist – Albert Einstein; painter – Vincent van Gogh</i>) and write up a simple story about the great person bringing out a positive message through the story. Finally, they will tell or role play the story in class. The best performance will be chosen to present in morning assemblies/ school events.</p>	<p>General Studies/ Visual Arts/ Music/ Physical Education English (Module 3), Civil and Moral Education</p>				
Descriptions of a sample module (P.5)					
Module: <i>Wonderful people/ People I admire</i>					
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ To describe people ➤ To talk about when an action started and how long it lasted for ➤ To learn about different great people of the world (e.g. entrepreneur, scientists, artists, musicians...) ➤ To connect different events with adverbs of time <p>Vocabulary:</p>					

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<ul style="list-style-type: none"> ➤ Events in one's life ➤ Adjectives for describing people <p>Contents historical events, achievements of great people, proper nouns of various countries</p> <p>Reading skills/ strategies</p> <ul style="list-style-type: none"> ➤ To skim and scan ➤ To make predictions about the likely development of a text by identifying key words ➤ To organise information and ideas in texts by using knowledge of text structures and some graphic forms <hr/> <p>Text types <i>biographies/ autobiographies</i> Text structures: order and sequence of events, compare and contrast, description Text features: heading, sub-heading, tables, timelines, facts illustrations and photographs</p> <p><i>stories</i> Text structures: order and sequence, description Text features: heading, subheadings, pictures, glossary</p> <hr/> <p>KLAs Civil and Moral education, General Studies/ Visual Arts/Music/ Physical Education</p> <hr/> <p>Reading tasks <i>Pre-reading:</i></p> <ul style="list-style-type: none"> ➤ Use multimodal texts e.g. video clips with a pre-learning task on core vocabulary items and history about great people of the world. ➤ Go through the task with students in class to provide them with background information about the topic 					

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<p>Shared and guided reading lessons:</p> <ul style="list-style-type: none"> ➤ Go through the title and cover of the reader with students ➤ Introduce a story to students with guiding questions to skim for general ideas and scan to locate specific information of the text ➤ Demonstrate how and predict the development of a story and put down the ideas in a story plot ➤ Organise information and ideas in biographies/ autobiographies about date of birth, nationality and achievements of the great people in the texts with graphic organisers e.g., Venn diagram, flow chart <p>Post-reading:</p> <ul style="list-style-type: none"> ➤ Prepare students a worksheet/ learning task e.g. a sequencing exercise on great contributions/ events of different great people <p>Teaching and learning resources Videos, reading tasks/activities, PowerPoint slides and worksheets</p> <p>Co-curricular activities Storytelling / Role play of the story written by students on the great person</p>					