

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

**School Name: Kwong Ming School (English)**

**Application No.: B 049 (for official use)**

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 16

2. No. of approved classes in the 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	5	4	4	4	25

3. No. of operating classes in the 2017/18 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)
Curriculum Leadership Development Programme	P.4	To develop a school-based curriculum leadership development programme	Language Learning Support Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"><li>1. A systematic phonics programme (funded by EEGS) has been developed for teaching students phonics skills so as to enhance their reading ability.</li><li>2. Most students can decode the meaning of a passage by using pictorial clues and reference skills.</li><li>3. A number of English teachers are experienced in teaching General Studies.</li></ol>	<ol style="list-style-type: none"><li>1. Better presentation and reading skills can be developed through the provision of grant under PEEGS which help to facilitate better transition from primary to secondary education.</li></ol>
Weaknesses	Threats
<ol style="list-style-type: none"><li>1. The English standard of students varies greatly. Some students are shy to speak in English.</li><li>2. The less proficient students lack interest in reading English books, especially for P.4-P.6.</li><li>3. There is a need to broaden students' knowledge base through reading to learn.</li><li>4. Students seldom read non-fiction texts.</li></ol>	<ol style="list-style-type: none"><li>1. Students' speaking and writing performances in P.6 BCA are unsatisfactory. The lack of inferential and study skills will be a big obstacle for students to cope with reading materials outside the GE curriculum. Their chance of using English as a learning medium in secondary education will also be minimized.</li></ol>

**(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.) Please see attached the approved EEGS plan for your reference.**

Area(s) of Development	Usage(s) of the grant	Grade Level
Refinement of the school-based reading and phonics programme	<ol style="list-style-type: none"><li>1. To hire a supply teacher</li><li>2. To procure professional services to conduct professional development workshops, co-planning meetings and lesson observations</li><li>3. To purchase phonics readers</li></ol>	P.1-P.6

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

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><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></p> <p><input checked="" type="checkbox"/> Promote reading* <del>or literacy*</del> 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 checked="" type="checkbox"/> Employ full-time* <del>or part-time*</del> 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 checked="" type="checkbox"/> 2018/19 school year</p> <p><input type="checkbox"/> 2019/20 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 checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): _____ _____ _____</p>

**(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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
(1) To employ a qualified full-time supply teacher to create space for the core team members to promote Reading across the Curriculum (RaC) at Primary 4 to 6					
<p><u>Implementation details (1):</u></p> <ul style="list-style-type: none"> <li>- The school-based reading cross the curriculum (RaC) programme aims to provide opportunities for students to broaden their knowledge base as well as apply and further consolidate their reading skills. Selected themes to provide authentic contexts with different text types will be included for promoting students' English reading. The core team teachers will select appropriate English reading materials which help students to connect their learning experiences and raise their awareness in the language features of specific texts. Other key learning areas such as General Studies (GS) will be covered to provide pupils with a coherent and holistic outlook to the learning of specific themes.</li> <li>- The proposed employment of a qualified full-time supply teacher will create space for the core team to develop a school-based reading curriculum with the use of multimodal texts in P.4 to P.6.</li> </ul> <p><u>Hiring a supply teacher to release core team teachers to further develop school-based reading across curriculum:</u></p> <ul style="list-style-type: none"> <li>- The panel chairperson, the vice-panel chairperson and another KS2 English teacher will form a core team. A supply</li> </ul>	P.4-P.6	<p>Theme 1: Oct-Dec 2018</p> <p>Theme 2: Jan-Feb 2019</p> <p>Theme 3: Mar-May 2019</p> <p>Co-planning meeting will be held once every two weeks</p> <p>Lesson observation and evaluation will be held</p>	<ul style="list-style-type: none"> <li>- 9 sets of school-based materials will be developed (3 for each level).</li> <li>- Each set of school-based materials will comprise of a framework for unit planning, unit plan and task sheets.</li> <li>- 80% of P.4-6 students will show improvement in their reading skills.</li> <li>- 80% of the participating teachers can apply more skills on teaching reading non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>- A resources bank will be set up to retain materials developed. All materials will be used in subsequent school years.</li> <li>- A cross-subject co-planning culture will be developed.</li> <li>- Core members of the RaC programme will continue to lead the RaC programme</li> </ul>	<ul style="list-style-type: none"> <li>- Qualitative (e.g. evaluation from lesson observation) and quantitative (e.g. survey) feedback will be obtained from teachers and students.</li> <li>- Students' performance on each theme will be assessed and monitored through lesson observation.</li> <li>- The collected data will be announced in the English panel meeting at the end of the school year to</li> </ul>

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<p>teacher will be hired for one year. He/She will take up 28 English and non-English lessons (about 20 lessons from the panel chairperson and the vice-panel chairperson; about 8 lessons from the KS 2 English teacher).</p> <p><u>Duties of core team members:</u></p> <ul style="list-style-type: none"> <li>- The core team teachers will construct a curriculum with a vertical progression of choices in target text types, grammar items, vocabulary building, generic skills, and reading skills for the 3 target levels.</li> <li>- The core team members will conduct bi-weekly co-planning meetings with the P.4-6 English teachers. They will give advice and co-design related teaching and learning materials with P.4-6 English teachers. Modification of existing teaching and learning resources will take place when necessary. The core members of the General Studies panel will also be invited to join the meetings. They will offer suggestions on teaching focus and in-class activities. English panel meetings and the Professional Development meetings will also be held to disseminate teaching practices during the implementation of the RaC programme.</li> <li>- 3 sets of school-based RaC materials for each level (P.4-6) will be developed by the core group members. Teachers at the same level will give comments and suggestions for amendments. The core team members will co-teach each theme with the teachers of the same level .</li> <li>- Peer lesson observation will be conducted once for each</li> </ul>		once for every project		<p>after completion of the project.</p> <p>- The teaching packages will be reviewed and modified for continuous use after the project period.</p>	<p>review the implementation and effectiveness of the programme.</p> <p>- Records of meetings will be reserved for future use.</p>

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<p>theme for each level. The core team members will evaluate the teaching practices. Effectiveness of promoting RaC through the learning and teaching of each theme will be discussed after each lesson observation and revision of the teaching materials will be made.</p> <p><u>The RaC Programme:</u></p> <ul style="list-style-type: none"> <li>- Different multi-modal texts will be introduced to students, alongside with the adoption of a new English textbook in the 2018/19 school year. 3 sets of school-based reading across the curriculum materials for each level (P.4-6) will be developed by the core group members and the level teachers. Three themes in each level (P.4-6) will be selected to connect students' reading with the core curriculum of English and General Studies. The themes, text types and KLA to be covered in each level are as follows:</li> </ul> <table border="1" data-bbox="117 980 900 1448"> <thead> <tr> <th>Levels</th> <th>Modules</th> <th>Themes</th> <th>Text types</th> <th>KLA</th> </tr> </thead> <tbody> <tr> <td rowspan="3">P.4</td> <td rowspan="3">Food and drink</td> <td>Favourite food and drink</td> <td>Stories Procedures Recount</td> <td rowspan="3"></td> </tr> <tr> <td>Eating out</td> <td>Stories Information Reports Recount</td> </tr> <tr> <td>Healthy eating</td> <td>Stories Exposition Recount</td> </tr> <tr> <td>P.5</td> <td>Happy</td> <td>Festivals</td> <td>Stories Information</td> <td></td> </tr> </tbody> </table>	Levels	Modules	Themes	Text types	KLA	P.4	Food and drink	Favourite food and drink	Stories Procedures Recount		Eating out	Stories Information Reports Recount	Healthy eating	Stories Exposition Recount	P.5	Happy	Festivals	Stories Information						
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	days		Reports Recount					
		Hobbies	Stories Procedures Recount					
		Entertainment and leisure	Stories Information Reports Biography					
P.6	Relation- ships	Making friends	Stories Recount Biography					
		East meets West and more	Stories Description Recount					
		Beautiful people	Stories Biography Recount					
<ul style="list-style-type: none"> <li>- Teaching and learning materials which cover 8 to 10 lessons will be developed for each theme. Hence, one theme will span one to one and a half week.</li> <li>- 1 fiction text and 2 non-fiction texts will be covered for each theme. Printed readers, including fiction (such as narratives) and non-fiction (such as recount, explanation, description, exposition or procedure) will be purchased to enrich students' reading experience. Other multi-modal texts such as magazine articles, e-mails, blogs or videos will be used in classroom teaching and they will be prepared by the teachers.</li> <li>- Teachers will introduce the features of each text types. Teaching strategies such as story-telling, shared reading,</li> </ul>								

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<p>guided reading and independent reading (for P.5-6) will be covered.</p> <p>Examples of reading skills and follow-up tasks to be covered in each level are listed below:</p> <table border="1" data-bbox="138 516 884 1208"> <thead> <tr> <th data-bbox="138 516 247 586">Level</th> <th data-bbox="247 516 569 586">Reading skills</th> <th data-bbox="569 516 884 586">Follow-up tasks/activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="138 586 247 794">P4</td> <td data-bbox="247 586 569 794"> <ul style="list-style-type: none"> <li>- Guessing the meaning of unfamiliar words</li> <li>- Locating key information</li> </ul> </td> <td data-bbox="569 586 884 794"> <ul style="list-style-type: none"> <li>- Comprehension worksheets</li> <li>- Designing menu or recipe</li> <li>- Role-playing</li> <li>- Group presentation</li> </ul> </td> </tr> <tr> <td data-bbox="138 794 247 1002">P5</td> <td data-bbox="247 794 569 1002"> <ul style="list-style-type: none"> <li>- Referral skills</li> <li>- Literal comprehension skills</li> <li>- Connecting information from texts to daily lives</li> </ul> </td> <td data-bbox="569 794 884 1002"> <ul style="list-style-type: none"> <li>- Comprehension worksheets</li> <li>- Conducting survey</li> <li>- Group presentation</li> <li>- Individual presentation</li> </ul> </td> </tr> <tr> <td data-bbox="138 1002 247 1208">P6</td> <td data-bbox="247 1002 569 1208"> <ul style="list-style-type: none"> <li>- Prediction</li> <li>- Evaluating results and give opinions</li> </ul> </td> <td data-bbox="569 1002 884 1208"> <ul style="list-style-type: none"> <li>- Comprehension worksheets</li> <li>- Conducting interview</li> <li>- Group presentation</li> <li>- Individual presentation</li> </ul> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>- Vocabulary building exercise will be included for each theme. Teachers will introduce different dictionary skills, such as understanding parts of speech and making predictions of meaning for new vocabulary.</li> <li>- Home Reading Scheme will be introduced to cultivate students' reading habit. Reading record will be made to</li> </ul>	Level	Reading skills	Follow-up tasks/activities	P4	<ul style="list-style-type: none"> <li>- Guessing the meaning of unfamiliar words</li> <li>- Locating key information</li> </ul>	<ul style="list-style-type: none"> <li>- Comprehension worksheets</li> <li>- Designing menu or recipe</li> <li>- Role-playing</li> <li>- Group presentation</li> </ul>	P5	<ul style="list-style-type: none"> <li>- Referral skills</li> <li>- Literal comprehension skills</li> <li>- Connecting information from texts to daily lives</li> </ul>	<ul style="list-style-type: none"> <li>- Comprehension worksheets</li> <li>- Conducting survey</li> <li>- Group presentation</li> <li>- Individual presentation</li> </ul>	P6	<ul style="list-style-type: none"> <li>- Prediction</li> <li>- Evaluating results and give opinions</li> </ul>	<ul style="list-style-type: none"> <li>- Comprehension worksheets</li> <li>- Conducting interview</li> <li>- Group presentation</li> <li>- Individual presentation</li> </ul>					
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<p>ensure pupils read the relevant books at home.</p> <p><u>An example of how RaC lesson will be conducted:</u></p> <ul style="list-style-type: none"> <li>- Students will work in groups of four to five. Pre-reading task sheets such as introduction to the themes and vocabulary will be distributed to students before class.</li> <li>- Guided reading will be conducted in class. Teachers will guide students to read with different reading strategies such as skimming and scanning, inferring meaning of unfamiliar words and summarising the main ideas.</li> <li>- Teachers will guide students to discuss how they feel after reading particular passages. They will learn how to understand gist, identify features of text types and interpret the writers' feelings.</li> <li>- New vocabulary of the related topics will be introduced. Worksheets on the usage of the vocabulary will be designed by the core team teachers.</li> <li>- During the lessons, the English teachers will use the school-based reading materials developed by the core team teachers to conduct reading activities.</li> <li>- Finally, students will work in groups and present to the class on topics related to the themes. Evaluation will be made by peers and teachers.</li> </ul>					
(2) Purchasing printed books to promote reading across the curriculum through the school-based curriculum for P.4-P.6 students					
<ul style="list-style-type: none"> <li>- 339 fiction and non-fiction readers will be purchased for classroom teaching and home reading scheme to promote reading across the curriculum as proposed under initiative (1) above.</li> </ul>	P.4-6	2018/2019 Ordering books in	School-based reading across the curriculum projects implemented	Readers will be used in the class library after	Reading records will be used to indicate the

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<p>- 3 different titles will be purchased for each level. The total number of copies to be purchased for each level is as follows:</p> <p>P.4: 3 titles x 45 copies</p> <p>P.5: 3 titles x 36 copies</p> <p>P.6: 3 titles x 32 copies</p> <p>- All printed readers will be purchased after proper procurement exercises.</p>		<p>Aug-Sept 2018</p> <p>Purchasing books: Sept 2018</p> <p>Implement-ation period: Nov 2018- May 2019</p>	<p>effectively in KS2.</p> <p>80% of P.4-6 students will be able to use relevant information from the readers to finish their task sheets or presentation.</p>	<p>completion of the project.</p>	<p>utilization of books in the home reading scheme.</p> <p>Qualitative (e.g. evaluation from lesson observation) and quantitative (e.g. survey) feedback and will be obtained from teachers and students.</p>