

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

School Name: Sham Shui Po Government Primary School (English)

Application No.: C 136 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 17

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)
Space Town Literacy Programme	P.1-P.3	Reading and Writing	NET Section, EDB

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

Strengths	Opportunities
1. Collaborative, sharing and self-evaluating culture has been developed. 2. Teachers have rich experience in developing school-based curriculum and have demonstrated a marked willingness to work collaboratively with the NET Section to develop Space Town Literacy Programme (KS1) 3. Teachers have some knowledge and experiences in using electronic teaching materials.	1. Space Town Literacy Programme (P.1-P.3) has been revised by school teachers and is supported by the NET Section. 2. With the Wi-Fi 900 programme, e-learning can be promoted.
Weaknesses	Threats
1. The English proficiency level of students is generally low. 2. There is a great diversity in core knowledge level and learning pace among students. 3. Some pupils are not confident in speaking English because of limited exposure in their daily life. Their motivation in learning English decreases when they are getting older. 4. Some pupils are from less advantaged families. There is a lack of parental support in learning English.	1. Our school faces keen competition from well-known schools within the district and pressure is added to both teachers and pupils. 2. The stability of the teaching staff is a concern.

(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 a vertical reading and writing curriculum	Employing a supply teacher for 2 years	1. P.1-P.6
2. Designing “From Reading to Writing” packages		2. P.3-P.5
3. Professional Development		3. P.3-P.5

(D) 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 - 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* 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> P.4</p> <p><input checked="" 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?

(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 members to promote reading across the curriculum at Primary 4 and 5					
<p><u>Objectives</u></p> <p>A new set of textbooks has been adopted since the 2016/17 school year. Thus, there is a need to refine the existing reading curriculum and establish the school-based reading curriculum for P.4 and P.5 to supplement and enrich the existing core English curriculum. The programme will be thematically and linguistically linked to the core curriculum aiming at ensuring a progressive development in students' reading skills and enrich their world knowledge with the reading materials of varied subject contents like General Studies and Moral Civic Education. Through reading a wide range of text types and engaging in various cross-curricular activities, students' learning experiences of different Key Learning Areas (KLAs) can be linked up together.</p> <p>The proposed initiative not only helps students enhance their reading skills, but also enriches their subject specific vocabulary and understanding about structural patterns of selected themes. Students' generic skills including collaboration skills, communication skills, study skills and creativity will also be fostered through applying knowledge in various reading tasks or activities. These are essential for enhancing students' proficiency level and strengthening their confidence in reading.</p>	<p>P.4- P.5</p>	<p>Sept 2019 -Aug 2020</p> <p>Primary 4 Planning, Implementation, Try-outs and Evaluation (all year round)</p> <p>Theme 1 (Oct 2019)</p> <p>Theme 2 (Dec 2019)</p> <p>Theme 3 (Feb 2020)</p> <p>Theme 4 (April-May, 2020)</p>	<p><u>On curriculum:</u> A total of 4 sets (modules) of school-based reading packages including lesson plans, worksheets, learning tasks/ activities and PowerPoint slides will be developed for each level of P.4 and P.5 during the project period.</p> <p>Each set will cover 2 resource packages with teaching and learning materials on readers of different levels of difficulties designed for more-able classes and less-able ones.</p> <p>A total of 24 lessons</p>	<p>The reading programme will be refined and integrated into the core curriculum for implementation in future.</p> <p>The teaching and learning materials produced, such as lesson plans, worksheets, learning tasks/activities and PowerPoint slides will be regularly updated and properly kept for future implementation.</p>	<p>Core team meetings and Co-planning meetings will each be conducted biweekly to keep track of the progress.</p> <p>Lesson observations and evaluation meetings will be conducted once per module to review the lessons observed and modification will be made whenever necessary.</p> <p>Try-outs or lesson observation will be videotaped for evaluation and professional sharing</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>Purpose(s) of setting up a core team:</p> <p>A full-time supply teacher will take up part of the teaching duties of the core team members to create space for them to develop the school-based reading curriculum for P.4 and P.5.</p> <p>Core team members:</p> <p>There are four core team members including 2 target level teachers/coordinators and 2 English Panel Chairpersons (EPCs) to spearhead the new curriculum initiative. The EPC will lead the core team and will be in charge of the project.</p> <p>Duties to be taken up by the supply teacher:</p> <ul style="list-style-type: none"> • Teaching (English lessons of non-target level(s) and/or non-English lessons) with a total of around 24 lessons per week. • Non-teaching (for example, supervising activities, being a class teacher) • About 6 lessons per week will be released for each core team member. <p>Duties of the core team:</p> <ul style="list-style-type: none"> • Revisiting the existing reading curriculum once per term. • Co-planning & materials development: Core team co-planning meetings will be conducted biweekly to plan for each module of the reading curriculum and respective teaching and learning materials including lesson plans, worksheets, learning tasks/activities and PowerPoint slides will be produced. Level co-planning meetings will be held biweekly for subject teachers to discuss the materials produced by the core team as well as evaluate and share experiences in running the reading lessons. Adjustment 		<p>Year-end evaluation (Jun-Jul 2020)</p> <p>Primary 5 Planning, Implementation, Try-outs and Evaluation (all year round)</p> <p>Theme 1 (Nov 2019)</p> <p>Theme 2 (Jan 2020)</p> <p>Theme 3 (Mar 2020)</p> <p>Theme 4 (May, 2020)</p> <p>Year-end evaluation (Jun- Jul 2020)</p>	<p>will be covered per level per year.</p> <p><u>On students' performance:</u> 100% of P.4 and P.5 students will complete all the developed materials per year.</p> <p>60% of P.4 and P.5 students will strengthen their confidence and improve their skills in reading.</p> <p>Reading assessment results of over 60% of students at P.4 and P.5 will improve by 5% in 1 year's time.</p> <p><u>On existing English teachers' professional enhancement:</u> 80% of the English teachers involved will enrich their knowledge in the teaching of reading.</p> <p>100% of the English teachers involved will</p>	<p>Videos will be recorded from all classes of the target levels for sharing and future reference.</p> <p>The knowledge and pedagogy acquired during the reading project will be transferred, disseminated and sustained through professional sharing in panel meetings and professional development workshops.</p>	<p>once per module.</p> <p>An evaluation meeting with all target level teachers will be held to review the effectiveness of the project once per module.</p> <p>Records of co-planning and evaluation meetings will be kept for future reference.</p> <p>Analyze the results of students' reading assessments to evaluate the effectiveness of the programme. Survey will be conducted for students and teachers involved to gauge their feedback of the programme. The data gauged will be analysed for evaluating the effectiveness of the</p>

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<p>will be made on the teaching and learning materials and lesson plans for future use.</p> <ul style="list-style-type: none"> • Try-outs: Try-outs from the core team will be arranged once per module to allow the subject teachers of both target and non-target levels to develop better understanding about how to conduct RaC lessons. • Peer lesson observations: Peer lesson observations will be conducted in all classes of the target levels once per module. • Ongoing adjustment of the teaching strategies or teaching materials will be made where necessary to enhance the effectiveness of the programme after the lesson observations. • Professional sharing: For in-house sharing, the core team teachers will disseminate new practices of the reading curriculum to other level teachers via the panel meeting at the end of each term to facilitate professional development of all teachers. • Collecting data from reading assessments of students and analyzing students' performance to monitor the effectiveness of the programme once per term. <p>Reading Workshops</p> <ul style="list-style-type: none"> • Three double lessons will be allocated to each module covering 2 readers and reading materials of different text types in a reading workshop. A reading programme covering a total of 4 reading workshops with 24 lessons per year will be constructed for each target level at Primary 4 and 5. • For each reading workshop, two resource packages will be developed (one for high-flyers and another one for less able students). 			use the new teaching packages for teaching reading at P.4 and P.5.		programme and future improvement.

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<ul style="list-style-type: none"> Apart from the resource packages, other teaching and learning activities like inter-class creative craft making competitions, excursion, reader's theatre/mini-drama and experiment will also be conducted to connect students' learning experiences across different KLAs. There will be follow-up tasks after reading for consolidation such as written book reports, comprehension worksheets. <p>Selection of readers</p> <ul style="list-style-type: none"> 2 sets of readers for each theme (one for high-flyers and another one for less able students) will be carefully selected to cater for the needs, interests and reading ability of learners. In total, 8 readers will be chosen for each target level per school year. <p><u>Tentative themes, text types:</u></p> <p>P.4</p> <table border="1" data-bbox="129 1043 929 1463"> <thead> <tr> <th data-bbox="129 1043 479 1102">Themes</th> <th data-bbox="479 1043 929 1102">Text types</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 1102 479 1193">1) Making friends</td> <td data-bbox="479 1102 929 1193">Stories / Film stories, Questionnaires/ Interviews</td> </tr> <tr> <td data-bbox="129 1193 479 1284">2) Choosing food and drinks</td> <td data-bbox="479 1193 929 1284">Expositions/Advertisements, Plays, Menu</td> </tr> <tr> <td data-bbox="129 1284 479 1375">3) Travelling Around</td> <td data-bbox="479 1284 929 1375">Brochures/ Leaflets, Stories, Blogs</td> </tr> <tr> <td data-bbox="129 1375 479 1463">4) Wonderful people and things</td> <td data-bbox="479 1375 929 1463">Magazine articles, Biographies, Children encyclopaedias</td> </tr> </tbody> </table>	Themes	Text types	1) Making friends	Stories / Film stories, Questionnaires/ Interviews	2) Choosing food and drinks	Expositions/Advertisements, Plays, Menu	3) Travelling Around	Brochures/ Leaflets, Stories, Blogs	4) Wonderful people and things	Magazine articles, Biographies, Children encyclopaedias					
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<p>knowledge of text structures and some graphic forms</p> <ul style="list-style-type: none"> Working out the meaning of unknown words by using word association, visual clues, context and knowledge of the world Identifying main ideas and some supporting details explicitly stated in the text 	<p>the likely development of the text by identifying key words</p> <ul style="list-style-type: none"> Understanding intention, attitudes and feelings conveyed in a text 					
Examples of reading activities in Reading Workshops						
<i>Pre-reading</i>	<i>While-reading</i> (e.g. <i>shared reading, guided reading</i>)	<i>Post-reading</i>				
<ul style="list-style-type: none"> - Topic introduction - Brainstorming - Vocabulary building activities -Sharing 	<ul style="list-style-type: none"> - Questioning - Discussion -Using graphic organisers to organise ideas - Learning and applying target reading skill(s) 	<ul style="list-style-type: none"> - Writing similar text(s) - Presentation/ Sharing/ Giving comments on the texts - Comprehension exercises - Extended reading tasks for students' 				

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Magazine articles	Biographies	Children encyclopaedias					
<i>e.g.</i> <i>Text features:</i> Heading, subheading, photo/picture, caption, word in bold print/ italics/ coloured print <i>Text structures:</i> Description <i>Language:</i> informal/ colloquial expressions, exaggeration	<i>e.g.</i> <i>Text features:</i> Heading, subheading, timeline <i>Text structures:</i> description, order and sequence <i>Language:</i> specific participants, simple past tense, linking words, action verbs	<i>e.g.</i> <i>Text features:</i> Heading, photo/ picture, magnification, caption, label, diagram, bullets, word in bold print/ italics/ coloured print, textbox <i>Text structures:</i> description, cause and effect <i>Language:</i> Timeless present tense, generalized subjects					
Pre-reading: <ul style="list-style-type: none"> - Introduce the topic of the module. - Divide the class into different groups. - Assign the groups to watch a few video clips of different categories of Guinness World Records. E.g. <i>Animals – The fastest tortoise ever</i> https://www.youtube.com/watch?v=i6nYWsXnl6M ;							

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<p>Collections –<i>The Largest gathering of people dressed as dogs (439 people)</i> https://www.youtube.com/watch?v=XB42QF0xK74.</p> <p>Students will complete a learning task to record findings of the assigned category before class and select their favorite / the most impressive record to share in class.</p> <ul style="list-style-type: none"> - Introduce target vocabulary and language items of the module. <p>While-reading:</p> <p>More-able classes (Biographies - printed/ multimodal texts, Children encyclopaedias)</p> <p>Less-able classes (Magazine articles, Children encyclopaedias)</p> <ul style="list-style-type: none"> - Each time, teacher will include one text type to the class. After studying the sample text, teacher will teach and model how to use the target reading skill(s) in shared reading lesson. - Students will then be guided to deduce special features of the target text type. For example, photo/ picture, magnification, caption, label, diagram, bullets, word in bold print/ italics/ coloured print, textbox of a children encyclopaedias. Text structures will also be covered with the use of graphic organisers e.g. timeline for a biography. - Students will then apply or practise the reading skills in guided reading lesson afterwards. <p>Post-reading:</p> <ul style="list-style-type: none"> - Online comprehension quiz e.g. Quizizz/ Google Classroom on the reading skills and text types will be covered in the 					

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<p>reading workshop. Extended reading tasks on the target text types will be prepared to promote students' self-learning.</p> <p>Final task:</p> <p>Writing task: Write a magazine article/ biography on a great person they admire.</p> <p>OR</p> <p>Design a new DIY challenge that will be featured in Guinness World Records for the school to join. For example, Farthest rubber-band car (made of waste/ household odds and ends)</p> <p>Cross-curricular activity:</p> <p><i>Inter-class challenge on Amazing Records of SSPGPS</i> <i>(in school hall/ activity room /playground)</i></p> <p>Each class will send out different representatives to take on around 10 challenges of <i>Amazing Records of SSPGPS</i> and compete with one another. <i>For example, the tallest tower building with straws/ wooden sticks competition, 3-minutes challenge: The longest toothpick maze, The highest cup staking challenge.</i> The competition will be video-taped. P.4 students will share and show a video about the activity highlights to their schoolmates in a morning assembly.</p> <p>The statistics collected in the competition will be used in Mathematics lessons for construction and interpretation of simple diagrams or graphs; for example, pictograms, block graphs, bar charts and broken line graphs.</p>					