

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

School Name: Tung Koon School (Sheung Shui) (English)

Application No.: C 103 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 14

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	3	2	3	4	4	4	20

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:

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, writing, e-learning, self-directed learning and phonics	NET Section, Education Bureau
Kids' Read Programme		Reading	British Council
School-based reading and writing programme	P.3-P.5	From reading to writing	School-based Curriculum Development (Primary) Section, Education Bureau

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Supportive incorporated management committee, principal and parents foster curriculum development. 2. Our English team is ready and receptive to curriculum reforms. Teachers' co-planning and peer observation culture is well-established. 3. Good teacher-student relationships support language learning and teaching. Students are motivated and are eager to participate in learning activities. 4. Reading and writing programme (Space Town Literacy Programme) is well established in KS1 (P.1-3) with the support of the Advisory Teacher from the NET Section of EDB. 	<ol style="list-style-type: none"> 1. The proposed RaC programme shall bridge the gap between the existing Space Town Literacy Programme and KS2 in reading. 2. The PEEGS grant will offer teachers space to refine the existing school-based English curriculum in Key stage 2. It can also be used to purchase extensive readers for the RaC programme.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Students lack confidence in learning English and great learner diversities make teaching a real challenge. 2. As reflected by internal formative and summative assessment results, keen efforts should be paid to improve students' reading skills. They are not exposed to a wide range of text types besides the ones covered in class and a stronger reading culture in English has yet to be developed. 	<ol style="list-style-type: none"> 1. Catering for a wide range of learning diversities increases teachers' workload, hence hinders teachers from initiating new projects. 2. Many students are new immigrants or cross-border, which may further limit their chance of using English in authentic contexts.

(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
Develop a school-based Language Arts Programme	<ul style="list-style-type: none"> ● Hiring consultancy service to support teachers in integrating language arts elements with the core English curriculum 	P.1-P.6
Refine the English Language curriculum with specific emphasis on reading writing skills	<ul style="list-style-type: none"> ● Hiring consultancy service to support teachers in developing a school-based from reading to writing curriculum ● Employing a 0.5 qualified supply teacher to free up teachers to develop and modify a holistic curriculum in reading, writing ● Hiring consultancy service to run professional development workshops for all English teachers on effective curriculum design and implementation of reading and writing programme 	

(D) Focus 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 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” (*Please delete as appropriate)</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 a full-time supply 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 checked="" 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
<p>To hire a full-time supply teacher and purchase teaching and learning resources for promoting reading across the curriculum (RaC) in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.4-P.6</p>					
<p>Objectives</p> <ul style="list-style-type: none"> We have arrived the final year of the KS1 Space Town Literacy Programme curriculum and the programme is favourably received. It is our plan to extend the reading programme to Key Stage 2 (KS2) for further enhancing students’ reading skills. 5 carefully designed KS2 thematic modules will be designed to enable students to apply and connect their learning of English Language to other subjects. Through exposing students to interesting printed/multimodal cross-curricular texts and equipping them with various read-to-learn skills, the newly-developed RaC programme would lay a solid foundation of later success at KS3. <p>Core team</p> <ul style="list-style-type: none"> The core team is comprised of 3 core team leaders and 3 core team members, with 1 core team leader and 1 core team member responsible for each of the KS2 levels. A full time supply teacher will be hired to take up about 28 lessons per week. <ul style="list-style-type: none"> P.4: 1 core team leader x 5 lessons released + 1 core team member x 4 lessons released = 9 lessons P.5 1 core team leader x 5 lessons released + 1 	<p>P.4-P.6</p>	<p>P.4-6 Module 1 Planning Sept 2019 Implementation Oct-Nov 2019 Evaluation Dec 2019</p> <p>P.4-5 Module 2 Planning Jan-Feb 2020 Implementation Mar-Apr 2020 Evaluation May 2020</p> <p>Final Review July 2020</p>	<p>A total of 5 RaC school-based packages with each covering around 20-22 lessons will be developed. Each resources package will consist of a lesson overview, lesson plans, teaching aids and all learning and teaching materials like reading worksheets and learning task sheets.</p> <p>70% of KS2 students agree that they have developed better confidence and skills in reading.</p> <p>70% of English teachers involved agree that the</p>	<p>The newly-developed RaC programme will be incorporated into the core English programme.</p> <p>The teaching packages will be reviewed and modified for continuous use after the completion of the programme.</p> <p>Some selected lessons will be videotaped and shared in our co-planning meetings.</p>	<p>Lesson observations and evaluation meetings will be scheduled regularly to monitor the progress.</p> <p>Questionnaire survey will be carried out at the end of the programme to oversee the effectiveness of the programme.</p> <p>All the co-planning records are to be kept for further curriculum development.</p> <p>Formative assessments will be conducted and teachers will record</p>

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<p>core team member x 4 lessons released = 9 lessons</p> <ul style="list-style-type: none"> - P.6 1 core team leader x 5 lessons + 1 core team member (both in charge of the entire project) x 5 lessons = 10 lessons <ul style="list-style-type: none"> ● The core team will be responsible for: <ul style="list-style-type: none"> - deciding on programme structure (themes, reading strategies and text-types); - selecting appropriate readers for each module; - hosting bi-weekly co-planning meetings; - developing teaching and learning materials; - conducting lesson demonstrations for each module - organising peer observation sessions at least once per term; - running post-lesson discussions; - conducting teacher survey at the end of each term to evaluate the effectiveness of the programme; - sharing learning outcomes in panel meetings at least once per term; - completing reports and required documents; and - further adapting and refining the newly-developed materials for sustainable use after completion of the project. ● General Studies teachers will sit in some of our co-planning meetings for providing content support. <p>Module structure</p> <ul style="list-style-type: none"> ● Five RaC modules will be developed to enrich students' read-to-learn strategies and connect their learning experiences across different Key Learning Areas (KLAs) teaching and learning materials which cover around 20-22 lessons spanning a period of 3 weeks will be created for each module. 			<p>students show improvement in reading skills after the implementation of RaC programme.</p> <p>50% of KS2 students will make improvements in formative reading assessments.</p> <p>80% of English teachers involved agree that they have developed a better understanding of cross-curricular reading instructions.</p>		<p>all the marks for further analysis</p>

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<ul style="list-style-type: none"> ● Themes and text types (non-fiction) to be covered for each level are as follows: <table border="1" data-bbox="114 387 907 1002"> <thead> <tr> <th><i>Levels</i></th> <th><i>Modules</i></th> <th><i>Text-types (Non-fiction)</i></th> </tr> </thead> <tbody> <tr> <td>P.4 1st term</td> <td>Happy Days</td> <td>- brochures - magazine/newspaper articles</td> </tr> <tr> <td>P.4 2nd term</td> <td>Food and drink</td> <td>- recipes - food labels - health reports</td> </tr> <tr> <td>P.5 1st term</td> <td>Past and Now: new trends for technology</td> <td>- catalogues - adverts - instructions</td> </tr> <tr> <td>P.5 2nd term</td> <td>My dream</td> <td>- webpages - programme notes - biographies</td> </tr> <tr> <td>P.6 1st term</td> <td>Be friends to our earth</td> <td>- persuasive posters - letters to the editor - informational reports</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Target skills <ul style="list-style-type: none"> - Reasoning and background knowledge - Understanding different text structures (description, narration, sequence, cause and effect, problem-solution as well as compare and contrast) - Skimming and scanning - Guessing word meanings using contextual and pictorial clues - Distinguishing between facts and opinions - Drawing conclusion - Understanding writers' intention and attitude ● Language focus The following language items will be taught explicitly: 	<i>Levels</i>	<i>Modules</i>	<i>Text-types (Non-fiction)</i>	P.4 1 st term	Happy Days	- brochures - magazine/newspaper articles	P.4 2 nd term	Food and drink	- recipes - food labels - health reports	P.5 1 st term	Past and Now: new trends for technology	- catalogues - adverts - instructions	P.5 2 nd term	My dream	- webpages - programme notes - biographies	P.6 1 st term	Be friends to our earth	- persuasive posters - letters to the editor - informational reports					
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<ul style="list-style-type: none"> - Thematic lexical sets - Grammar items - Sentence patterns - Text structures - Features of target text types ● Texts to be adopted <ul style="list-style-type: none"> - Teachers select one printed fiction and one non-fiction under the same module for exploring multiple genres and adding depths to students' understanding of the topic. - Multimodal texts such as online videos and songs will be used to supplement conventional teaching. ● Learning and teaching activities <ul style="list-style-type: none"> - Motivation activities (e.g. singing) will be conducted to arouse students' interest in the topics. - Core paired texts (fiction and non-fiction texts) will be covered through shared reading, paired reading and independent reading sessions. - A variety of activities such as collaborative problem-solving tasks, drama performances and creative writing tasks (e.g. promise cards and persuasive posters) will be delivered for encouraging students to understand texts further, critically analysing what they have read and connect it with their previous learning. - One additional title (either fiction or non-fiction) will be assigned for extended home reading. <p>Descriptions of a P.6 sample module</p> <ul style="list-style-type: none"> ● Theme: Be friends to earth ● Target reading strategies: <ul style="list-style-type: none"> - Reasoning and background knowledge 					

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<ul style="list-style-type: none"> - Skimming and scanning - Guessing word meanings using contextual and pictorial clues - Distinguishing between facts and opinions - Drawing conclusion - Understanding writers' intention and attitude ● Text structures: <ul style="list-style-type: none"> - Problem and solution - Cause and effect ● Text types: <ul style="list-style-type: none"> - Persuasive posters - Letter to the editor - Informational report ● Lexical sets <ul style="list-style-type: none"> - Causes and effects of global warming - Green and non-green behaviour ● Subject-specific concepts <ul style="list-style-type: none"> - Benefits and methods of sustainable living ● Learning strategies <ul style="list-style-type: none"> - Use of graphic organisers - Collaborative problem-solving - Internet search ● Learning and teaching activities <ul style="list-style-type: none"> - A song about the Earth Day will be used to arouse students' motivation. <i>Earth Day: The Environment and our Planet in a Song for Kids! I Love to Learn with PlayKids</i> https://www.youtube.com/watch?v=CTqH8-mBKG0 - Lexical sets will be previewed through vocabulary building activities such as word walls, sorting hats, scavenger hunt, vocabulary photo album and word wheel. 					

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<ul style="list-style-type: none"> - Activities will be conducted such as matching and jigsaw reading for exploring the key features of target text-types. - Guided reading on selected paired texts will be conducted in class. Teachers will guide students to read using different reading strategies such as skimming, scanning, working out word meanings using contextual clues and summarising the main ideas. - Post-reading tasks in different formats (spoken and written) will follow. To encourage creative expression, students will design a poster on how to lead a green life and put up a skit about the importance of saving the Earth. Students' work will be display for teachers' and peer feedback. - A home reading title will be assigned and students will complete related worksheets. <ul style="list-style-type: none"> ● A study tour, with environmental protection as the theme, to Taiwan / Singapore has been scheduled for January 2020 to allow students to learn about green living (e.g. compulsory waste separation in Taiwan) in other places. A sharing session will be held at school after the tour. Students will share their learning experience and give suggestions on the green practices Hong Kong can follow. <p>Details on the purchase and usage of printed books</p> <ul style="list-style-type: none"> ● 1 non-fiction (for in-class use) will be purchased at students' own expense for each module. 1 fiction with 60 copies each for each module will be purchased using "The Promotion of Reading Grant" to ensure smooth rotation between classes for consolidation purpose. 					

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<p>Students need to return the fiction title to the English Department after the programme. Levels of difficulty of the reading worksheets and related tasks will be adjusted to cater for learner diversity in individual classes.</p> <ul style="list-style-type: none"> ● 2 titles (one high level book and one low level book) x 35 copies will be purchased under the PEEGS for home reading, and classes A and B will take turns to read the higher level books while classes C and D will read the lower level books. Related task sheets will be designed. This arrangement enables every student to complete 3 titles under the same theme by the end of each module. ● Books will be purchased after conducting proper procurement procedures. ● The books will be kept by the English Department for future use. 					