

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

School Name: PLK WWCWD Fung Lee Pui Yiu Primary School (English)

**(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 <ul style="list-style-type: none"> <li>- conducting more English language activities<sup>*</sup>; and/or</li> <li>- developing more quality English language learning resources for students<sup>*</sup></li> </ul> <p style="color: blue; font-style: italic;">(*Please delete as appropriate)</p> <input checked="" type="checkbox"/> Promote reading <sup>*</sup> or literacy <sup>*</sup> across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <span style="color: blue; font-style: italic;">(*Please delete as appropriate)</span>	<input checked="" type="checkbox"/> Purchase learning and teaching resources  <input checked="" type="checkbox"/> Employ full-time <sup>*</sup> or part-time <sup>*</sup> teacher <span style="color: blue; font-style: italic;">(*Please delete as appropriate)</span>	<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 checked="" type="checkbox"/> P.6
<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"/> Employ full-time <sup>*</sup> or part-time <sup>*</sup> teaching assistant <span style="color: blue; font-style: italic;">(*Please delete as appropriate)</span>		
<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"/> Procure service for conducting English language activities		
<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”			

**(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 <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
To hire a part-time English teacher who is proficient in English and purchase books for promoting reading across the curriculum (RaC) at P.4 to P.6					
<p><b>Objectives</b> A part-time English teacher who is proficient in English is proposed to be hired for the development and implementation of the school-based reading programme. The reading programme, which connects students’ learning experiences in other Key Learning Areas (KLAs) through providing a wide variety of text types on different topics, will extend students’ learning. The reading strategies for reading informative texts lay a good foundation for “read to learn”.</p> <p><b>Core team</b> A core team consists of the English teachers of the target levels will be formed. The panel heads will be the curriculum leaders and the teacher-in-charge of the project.</p> <p><b>Duties of the core team</b> In collaboration with the teacher proposed to be hired under PEEGS, the core team will:</p> <ul style="list-style-type: none"> <li>- conduct curriculum review and curriculum mapping;</li> <li>- plan the RaC lessons once per week;</li> <li>- develop learning and teaching materials for the programme;</li> <li>- try out the newly developed materials;</li> </ul>	P.4 - P.6	<p><b>Early Sept 2019</b> Curriculum review and curriculum mapping</p> <p><b>Sept 2019 – Jun 2020</b> -co-planning -developing learning and teaching resources -try out -evaluation</p> <p><b>Jul 2020</b> Sharing</p> <p><b>Aug 2020</b></p>	<p>A total of 2 sets of resource package, which cover 10 lessons each, will be developed for more and less able students at P.4 to P.6 RaC modules.</p> <p>2 RaC modules will be covered in each level of P.4 and P.5. 1 RaC module will be covered at P.6. Each set includes lesson plans, learning and teaching resources for 2 printed books and tasks.</p> <p>80% of P.4 to P.6 students will have 5% increase in reading assessment results.</p> <p>80% of P.4 to P.6</p>	<p>The reading programme will be continually implemented and integrated into the core English Language curriculum upon the completion of the project.</p> <p>Soft copies of the learning and teaching resources developed will be kept in the school server for continuous use/adaptation after completion of this project.</p>	<p>Students’ work, lesson plans, teaching and learning resources will be scrutinized.</p> <p>Co-planning and evaluation meeting will be conducted. Meeting records will be kept.</p> <p>Surveys will be conducted to collect feedback of students and teachers.</p>

<sup>1</sup> The deliverables/outputs should be measurable and closely related to the purposes of related initiatives.

<sup>2</sup> Sustainability of the initiative could be maintained through the knowledge transfer/capacity building of teachers and the utilisation of the deliverable produced.

<sup>3</sup> Both qualitative and quantitative tools should be employed to evaluate the effectiveness of the initiative.

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<ul style="list-style-type: none"> <li>- conduct peer lesson observation twice per term;</li> <li>- evaluate the lesson arrangements and materials developed;</li> <li>- refine the lesson arrangements and materials developed after evaluation; and</li> <li>- share the experience of curriculum development once per term during the panel meetings.</li> </ul> <p><b>Expected qualifications and experiences of the part-time English teacher</b> The part-time teacher is expected to be a bachelor's degree holder with relevant teacher training. He/She should preferably have training or experience in developing a school-based reading programme to promote reading across the curriculum.</p> <p><b>Duties of the part-time teacher:</b> The part-time teacher will work around 20 hours per week to:</p> <ul style="list-style-type: none"> <li>- co-plan with the core team members once a week;</li> <li>- co-develop learning and teaching materials for the programme;</li> <li>- try out the newly developed materials;</li> <li>- conduct lesson observation once every two months;</li> <li>- evaluate the lesson arrangements and materials developed;</li> <li>- provide feedback to the school English teachers on the lesson arrangements;</li> <li>- modify the lesson arrangements and materials developed after evaluation; and</li> <li>- share the experience of taking forward this project once per term during the panel meetings.</li> </ul> <p><b>Tentative themes to be covered</b> The tentative themes chosen are thematically linked with the core English Language curriculum. Similar themes are also</p>		Refining learning and teaching resources	<p>students agree that they are more confident in reading various English texts.</p> <p>100% of the English Language teachers involved will acquire the skills to teach various reading texts to promote reading across the curriculum.</p> <p>100% of the English Language teachers involved will apply the skills to teach various reading texts for promoting reading across the curriculum.</p>	Videotaping of good lesson practices for sharing.	

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covered General Studies curriculum as well as Moral and Civic Education (MCE).							
Level	Theme	Relevant GE unit					
P.4	Hong Kong my Home	Old Hong Kong					
	Healthy Eating	Choosing food and drinks					
P.5	Wonderful World	Wonderful people					
	Innovative Technology	Fun with making things					
P.6	Environmental Protection	Helping our world					
	Magic Nature	Taking care of the Earth					
<b>Tentative text types to be covered</b>							
A wide variety of text type will be covered.							
Level	Themes	Text type					
P.4	Hong Kong my Home	- magazine articles - recipes - menus					
	Healthy Eating	- informational reports					
P.5	Wonderful World	- biographies - interviews					

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	Innovative Technology	- explanations of how and why - product information					
P.6	Environmental Protection	- webpages - newspaper reports - leaflets - procedures					
	Magic Nature						
<b>Tentative reading skills to be covered</b>							
Level	Reading Skills						
P.4	<ul style="list-style-type: none"> <li>- recognise the format of some common text types</li> <li>- guess the meaning of unfamiliar words by using pictorial clues</li> <li>- understand the connection between ideas by identifying cohesive devices</li> <li>- guess the topic and the likely development of the topic by using personal experiences and knowledge of the world</li> <li>- skim a text to obtain a general impression and the gist or main ideas with teacher support</li> </ul>						
P.5	<ul style="list-style-type: none"> <li>- recognise the format and visual elements of some common text types</li> <li>- work out the meaning of an unknown word or expression by using visual clues and knowledge of the world</li> <li>- predict the likely development of a topic by</li> </ul>						

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	<p>recognising key words, using personal experiences</p> <ul style="list-style-type: none"> <li>- understand intention and feelings conveyed in a text by recognising features such as the choice and use of language and images</li> <li>- skim a text to obtain a general impression and the gist or main ideas</li> </ul>					
P.6	<ul style="list-style-type: none"> <li>- recognise the format, visual elements and language features of some common text types</li> <li>- identify details that support the gist or main ideas</li> <li>- make use of knowledge of the world to make sense of the text</li> <li>- understand how visual elements create meaning</li> <li>- relate information from a variety of print sources</li> </ul>					
<b>Sample Module</b>						
Level	P.4					
Theme	Hong Kong my Home					
Connection with other KLA	General Studies: <ul style="list-style-type: none"> <li>- the geographical location of Hong Kong</li> <li>- life of early Hong Kong residents</li> </ul>					
Target Language Structures	<ul style="list-style-type: none"> <li>- use the verbs 'was, were' to seek information</li> <li>- use the introductory 'there'</li> </ul>					
Target	- different means of transportation					

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Vocabulary Item	- names of historical heritage in Hong Kong					
Text Structure	compare and contrast					
Text feature	headings and subheadings, captions					
Text type covered	magazine articles, informational reports					
Target Reading skills	<ul style="list-style-type: none"> <li>- understand the connection between ideas by identifying cohesive devices</li> <li>- guess the topic and the likely development of the topic by using personal experiences and knowledge of the world</li> <li>- skim a text to obtain a general impression and the gist or main ideas with teacher support</li> </ul>					
Learning and teaching activities						
Pre-reading	<p>Teacher will elicit students their background knowledge about history of Hong Kong and the life of early Hong Kong residents by showing pictures of old Hong Kong.</p> <p>Teacher will ask students to complete a KWL chart on the now and then of Hong Kong.</p>					
While-reading	<p><b>Informational Report: <i>Living in Hong Kong</i></b> Teacher will read an informational report about living in Hong Kong with students. Target reading skills will be taught explicitly.</p> <p><b>Magazine article: <i>How Hong Kong got its</i></b></p>					

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	<p><i>name?</i></p> <p>Teacher will guide students to read a magazine article about the history of Hong Kong and the origin of Hong Kong. Target text feature and structures will be highlighted. Different types of questions will be used to prompt students in the course of reading the texts.</p>					
Post-reading	Students will discuss about the changes in Hong Kong and complete a comparison table about the now and then of Hong Kong.					
Extended activities and tasks	<p>Teacher will show students a video clip about the changes in Tuen Mun, a district where most students live.</p> <p><a href="https://www.youtube.com/watch?v=ODza_eXqkFA">https://www.youtube.com/watch?v=ODza_eXqkFA</a></p> <p>Students will be asked to research information about the history of Tuen Mun and write a magazine article titled “How Tuen Mun got its name?” to talk about the origin and different historical heritage of Tuen Mun.</p>					
<p><b>Purchase of printed books for the RaC programme</b></p> <p>Students are streamed into 4 classes according to their abilities in each level. 2 classes (35 students per class) are more able while 2 classes (25 students per class) are less able classes. Graded versions of the same books under the same theme will be purchased. 2 printed books will be covered in each RaC module.</p>		P.4 – P.6	Aug 2019 Conduct procurement exercise	A set of resource package, covering 10 lessons, will be developed for each RaC module. 2 books will be covered. A total of 5 sets of resources will be developed for P.4 to P.6.	All the books purchased will be owned by the school and stored in the school English room.	Utilization of the printed books will be recorded.

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<p><b>Details of purchase:</b></p> <p>➤ P.4 – P.5</p> <ul style="list-style-type: none"> <li>- more able classes: 4 titles per level x 35 copies per title x 2 levels x \$80 per book</li> <li>- less able classes: 4 titles per level x 25 copies per title x 2 levels x \$80 per book</li> </ul> <p>➤ P.6</p> <ul style="list-style-type: none"> <li>- more able classes: 2 titles x 35 copies per title x \$80 per book</li> <li>- less able classes: 2 titles x 25 copies per title x \$80 per book</li> </ul> <p>Proper procurement exercises will be conducted for the purchase of books.</p>		<p><b>Sept 2019</b></p> <p>Purchase the printed books</p>		<p>The reading programme will be conducted upon completion of this project.</p>	