

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

(A) 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"/> Purchase learning and teaching resources	<input checked="" type="checkbox"/> 2020/21 school year	<input type="checkbox"/> P.1 <input type="checkbox"/> P.2
<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 checked="" type="checkbox"/> Employ a full-time* or part-time* supply teacher <i>(*Please delete as appropriate)</i>	<input type="checkbox"/> 2021/22 school year	<input checked="" type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input type="checkbox"/> P.5 <input 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* or part-time* teaching assistant <i>(*Please delete as appropriate)</i>		
<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”			

(B) How to implement the proposed school-based English Language curriculum initiative funded by PEEGS?

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Employing a full-time supply teacher to create space for the core team and purchasing printed books to promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.3-4					
<p>Background:</p> <p>✧ The reading texts school currently uses are mainly narratives and students’ exposure to informational texts is literally insufficient. A broader range of texts with different subject contents and structured reading activities are necessary for increasing students’ academic literacy.</p> <p>Objectives:</p> <p>✧ A school-based reading across the curriculum (RaC) programme will be developed to:</p> <ul style="list-style-type: none"> - facilitate transition between KS1 and KS2; - maximise students’ exposure to reading materials of different themes and text types; - provide opportunities for students to broaden their knowledge base, as well as apply and consolidate reading skills and strategies developed in English Language lessons through reading of different text types; - provide them with the opportunities to integrate newly-acquired subject-specific concepts and language skills; and - further promote teachers’ collaboration and professional capacity. <p>Duties of the core team members:</p> <p>✧ A full-time experienced supply teacher (September 2020 – August 2021) will be employed to create room for the core team to implement the new RaC programme.</p>	P.3-4	<p>06/2020 Selecting suitable core readers</p> <p>07-08/2020 Procuring books</p> <p><u>Module 1</u> Planning 09/2020 – 11/2020 Implementation 10/2020 – 12/2020 Evaluation 12/2020</p> <p><u>Module 2</u> Planning 12/2020 – 02/2021 Implementation 01/2020 – 03/2021 Evaluation 03/2021</p>	<p>6 RaC packs covering 72 lessons will be developed. Each reading pack will include a teacher guide, task sheet/worksheet, extra reading materials, etc..</p> <p>70% of P.3-4 students will improve their confidence in skills and interest in reading.</p> <p>70% of P.3-4 students agree that the RaC programme has improved their learning of relevant concepts in General Studies.</p> <p>Over 50% of P.3-4 students will demonstrate improvements in reading skills as evidenced by summative assessments.</p>	<p>The RaC programme will be incorporated into the school-based curriculum after the project period.</p> <p>All the teaching plans and related resources will be developed and revised by teachers in the succeeding academic years.</p> <p>Lessons will be recorded for professional sharing.</p> <p>Professional sharing sessions will be conducted for dissemination of good</p>	<p>All the co-planning meeting records are to be kept for future reference.</p> <p>Lesson observation and evaluation meetings will be held.</p> <p>Summative assessment results will be analysed to monitor students’ progress.</p> <p>P.3-4 English Language teachers will be invited to give comments on the reading packages. Adjustment will be made.</p> <p>Samples for students’ work will be used to monitor their progress.</p>

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<p>✧ 2 panel heads and 2 experienced teachers will be in the core team, taking up P.3-4 classes within the project year. Part of their teaching loads (around 26 lessons in total per week) will be taken up by the supply teacher.</p> <table border="1" data-bbox="192 344 927 533"> <thead> <tr> <th data-bbox="192 344 564 419"><i>Core team member</i></th> <th data-bbox="564 344 927 419"><i>No of lessons proposed to be released</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="192 419 564 494">2 English Language panel heads</td> <td data-bbox="564 419 927 494">9 lessons x 2</td> </tr> <tr> <td data-bbox="192 494 564 533">2 level teachers</td> <td data-bbox="564 494 927 533">4 lessons x 2</td> </tr> </tbody> </table> <p>✧ The panel heads will take a leadership role. They will be in charge of the RaC programme and coordinate the development work. Their tasks include:</p> <ul style="list-style-type: none"> - devising the programme framework; - choosing reading materials suited to students' interest and abilities; - hosting co-planning and review meetings; - evaluating the programme with various instruments such as survey and lesson observation; as well as - completing reports and other documents. <p>✧ The core team members will meet once every two weeks for developing a total of 6 RaC packages (3 packages for each level). Materials such as teachers' guides, task sheets and reading materials will be produced.</p> <p>✧ Level meetings will be held at least once a month. The core team will go through the newly-designed materials with teachers and collect feedback after trials.</p> <p>✧ At least one peer lesson observation will be arranged for each module for non-target level teachers. Post-observation evaluation will be conducted for proper modification of the RaC packs.</p> <p>✧ The core team will conduct a professional sharing session on the promotion of RaC at least once per term for all English Language panel members.</p>	<i>Core team member</i>	<i>No of lessons proposed to be released</i>	2 English Language panel heads	9 lessons x 2	2 level teachers	4 lessons x 2		<p><u>Module 3</u> Planning 03/2021 – 05/2021 Implementation 04/2021 – 05/2021 Evaluation 06/2021</p> <p>Final Review 07/2021</p> <p>Programme Refinement 08/2021</p>	<p>80% of the participating teachers will teach more systematically and have the knowledge on how to teach and set the materials for promoting RaC effectively through co-planning meetings and peer lesson observations.</p>	<p>teaching practices.</p> <p>Video-taping the lessons for sharing.</p>	<p>Teacher and student survey.</p>
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<p>Support from other General Studies panel</p> <ul style="list-style-type: none"> ✧ The General Studies panel head will sit in co-planning meetings at the beginning, in the middle and end of the project year rendering content and activity support. ✧ Target level teachers who teach both English Language and General Studies will share their expertise in both subjects in the co-planning meetings. <p>Purchase of printed books:</p> <ul style="list-style-type: none"> ✧ 1 printed book (3 for each level) will be purchased for each module. ✧ Teachers will make use of the printed books to explore key features of different text types, specific reading skills and cross-curricular themes. <p>Implementation:</p> <ul style="list-style-type: none"> ✧ The programme will be carried out as an add-on to the core English Language curriculum. Books exploring themes in the core English Language and General Studies curricula will be adopted. ✧ Around 12 lessons will be assigned for each module. Through engaging in stimulating cross-curricular reading activities, students will develop their: <ul style="list-style-type: none"> - generic skills (such as creativity, collaboration, communication and critical thinking), - inquiry-based learning strategies; and - multi-dimensional thinking. ✧ Tentative module framework of P.3 is set out below: <p>Module 1</p> <table border="1" data-bbox="125 1270 911 1490"> <tr> <td data-bbox="125 1270 327 1490"><i>Knowledge / Skills / Concepts</i></td> <td data-bbox="327 1270 911 1490"> <p>Shopping Fun</p> <p><i>Knowledge</i></p> <p>Students will develop a better understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the goods, facilities and services in the community; </td> </tr> </table>	<i>Knowledge / Skills / Concepts</i>	<p>Shopping Fun</p> <p><i>Knowledge</i></p> <p>Students will develop a better understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the goods, facilities and services in the community; 					
<i>Knowledge / Skills / Concepts</i>	<p>Shopping Fun</p> <p><i>Knowledge</i></p> <p>Students will develop a better understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the goods, facilities and services in the community; 						

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	<input type="checkbox"/> places for exchanging goods/services in the community (e.g. shopping malls, supermarkets and wet markets); and <input type="checkbox"/> consumer rights and responsibilities. <i>Skills</i> <input type="checkbox"/> To process information and make informed decisions <input type="checkbox"/> To develop healthy living habits <i>Concepts</i> <input type="checkbox"/> the importance of making sensible consumer decisions					
<i>Text Structure</i>	✧ Description ✧ Compare and contrast					
<i>Text Types</i>	✧ Product catalogues ✧ Explanation of why and how ✧ Advertisements					
<i>Reading Skills</i>	<ul style="list-style-type: none"> • Skimming a text to obtain a general impression • Scanning for specific information • Working out meanings of unfamiliar words/phrases by using pictorial clues • Understanding the connection between ideas by identifying cohesive devices 					
<i>Additional Learning Strategies</i>	<ul style="list-style-type: none"> • To learn how to use flow chart to show the sequence of actions within a process 					
Module 2						
<i>Knowledge / Skills / Concepts</i>	The World Around Us <i>Knowledge</i> Students will learn about: <input type="checkbox"/> the features of animals; <input type="checkbox"/> the classification of different animal					

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	<p>groups; and</p> <p><input type="checkbox"/> the interdependence relationship of living things.</p> <p><i>Skills</i></p> <p><input type="checkbox"/> To identify similarities and differences of different animals</p> <p><i>Concepts</i></p> <p><input type="checkbox"/> To cultivate a caring attitude towards animals</p>					
<i>Text Structures</i>	<p>◇ Description</p> <p>◇ Compare and contrast</p>					
<i>Text Type</i>	◇ Newspaper / Magazine articles					
<i>Reading Skills</i>	<ul style="list-style-type: none"> • Skimming for gist • Locating specific information • Recognising the format, visual elements and language features of a descriptive text • Working out meanings of unfamiliar words and phrases by using pictorial clues • Understanding the connection between ideas by identifying cohesive devices 					
<i>Additional Learning Strategies</i>	<ul style="list-style-type: none"> • To learn how to use Venn diagram for making comparison 					
Module 3						
<i>Knowledge / Skills / Concepts</i>	<p>Healthy Life</p> <p><i>Knowledge</i></p> <p>Students will have a better idea of:</p> <p><input type="checkbox"/> the interaction between the natural environment and human activities; and</p> <p><input type="checkbox"/> the need for environmental protection.</p> <p><i>Skills</i></p> <p><input type="checkbox"/> To make careful observation of our surroundings</p>					

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	<input type="checkbox"/> To develop environmentally friendly habits <i>Concepts</i> <input type="checkbox"/> To show concern for environmental conservation					
<i>Text Structures</i>	✧ Problem-solution ✧ Cause and effect					
<i>Text Types</i>	✧ Magazine articles					
<i>Reading Skills</i>	<ul style="list-style-type: none"> • Predicting the likely development of the text • Identifying main ideas • Locating specific information by recognising simple text structures • Working out meanings of unfamiliar words and phrases using pictorial clues • Understanding the connection between ideas by identifying cohesive devices (e.g. also, at last, because, first, however, if, therefore) 					
<i>Additional Learning Strategies</i>	<ul style="list-style-type: none"> • To learn how to use problem and solution diagram to organise ideas about problem and solution relationship 					
✧ Tentative module framework of P.4 is set out below:						
Module 1						
<i>Knowledge / Skills / Concepts</i>	The Magic of Nature <i>Knowledge</i> Students will improve their understanding of: <ul style="list-style-type: none"> <input type="checkbox"/> the amazing relationships between family members, both humans and animals alike; and <input type="checkbox"/> the biodiversity and classification of living things. <i>Skills</i> <input type="checkbox"/> To draw fish bone diagram to display					

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	information <i>Concepts</i> <input type="checkbox"/> To appreciate the wonder of nature <input type="checkbox"/> To respect and care for living things					
<i>Text Structure</i>	✧ Description ✧ Cause and effect					
<i>Text Types</i>	✧ Autobiographies ✧ Video scripts					
<i>Reading Skills</i>	<ul style="list-style-type: none"> • Scanning and skimming • Predicting the likely development of the text • Sequencing (e.g. labelling the timeline to put events in order) • Making inferences 					
<i>Additional Learning Strategies</i>	<ul style="list-style-type: none"> • To learn about using fish bone diagram to show cause and effect relationship 					
Module 2						
<i>Knowledge / Skills / Concepts</i>	Food and Drink <i>Knowledge</i> Students will have a better idea of: <input type="checkbox"/> the development of food culture; and <input type="checkbox"/> the history of Hong Kong <i>Skills</i> <input type="checkbox"/> To search for, evaluate, extract, sort and present information using IT tools <i>Concepts</i> <input type="checkbox"/> To appreciate local food culture <input type="checkbox"/> To respect multi-cultures of Hong Kong					
<i>Text Structure</i>	✧ Description					
<i>Text Type</i>	✧ Informational reports					
<i>Reading Skills</i>	<ul style="list-style-type: none"> • Working out meanings of unfamiliar words and phrases 					

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	<ul style="list-style-type: none"> Identifying main ideas and supporting details Recognizing the format of an information text Analysing information 					
<i>Additional Learning Strategies</i>	<ul style="list-style-type: none"> To conduct internet research on food in Hong Kong 					
Module 3						
<i>Knowledge / Skills / Concepts</i>	<p>We Love Hong Kong <i>Knowledge</i> Students will have a better idea of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the natural environment of Hong Kong. <p><i>Skills</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> To analyse issues from multiple perspectives for nurturing critical thinking skills <p><i>Concepts</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> To develop a better sense of belonging <input type="checkbox"/> To show concern for the environment 					
<i>Text Structure</i>	<ul style="list-style-type: none"> ◇ Description ◇ Problem solution 					
<i>Text Type</i>	<ul style="list-style-type: none"> ◇ Stories ◇ Webpages 					
<i>Reading Skills</i>	<ul style="list-style-type: none"> Working out meanings of unfamiliar words and phrases Recognizing main idea and supporting details Understanding writers' intentions and attitudes Analysing information 					
<i>Additional Learning</i>	<ul style="list-style-type: none"> To produce a travel guide about an eco-tourism destination in Hong Kong 					

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<p><i>Strategies</i></p> <p>Learning and teaching activities:</p> <ul style="list-style-type: none"> ✧ Before reading: Prediction activities such as video-based discussions, brainstorming, KWL chart and eliciting key vocabulary ✧ While reading: Demonstrations of target reading behaviour, completing graphic organizers, questions and answers, teaching of thematic vocabulary and exploration of the text structures ✧ Post-reading: Cross-curricular activities, comprehension tasks, discussions and presentations <p>Descriptions of a sample module:</p> <ul style="list-style-type: none"> ✧ Theme: Healthy Life (P.3) ✧ Textbook Unit: <i>Let's Go Green!</i> ✧ Reader / Text: <i>Taking Care of Our Earth</i> (The National Geographic Series) ✧ Module objectives: <i>English Language</i> <ul style="list-style-type: none"> - To recognise the format, visual elements and language features of problem-solution texts <i>General Studies</i> <ul style="list-style-type: none"> - To gain knowledge about the causes and effects of pollution - To increase awareness of environmental protection ✧ Thematic Vocabulary <ul style="list-style-type: none"> - Pollution ✧ Grammar Items <ul style="list-style-type: none"> - Connective (because) - Phrasal verbs related to the topic (<i>e.g. clean up, throw away, turn on, turn off, take care of</i>) 					

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<p>✧ Learning and Teaching Activities</p> <p style="text-align: center;">1. Before reading</p> <p>1.1 Teacher begins the lesson by showing students 2 videos, 1 about climate change and the other about Lance Lau, a young student environmental activist.</p> <ul style="list-style-type: none"> - <i>How Climate Change Started: The Earth Story (Animation)</i> https://bit.ly/340XNLU - <i>Feature: Fridays for Future</i> https://bit.ly/2yik8bA <p>1.2 Teacher discusses with students the video contents.</p> <ul style="list-style-type: none"> ✚ <i>What is happening to our planet? Why?</i> ✚ <i>What does Lance do every Friday?</i> ✚ <i>Why does he do it?</i> ✚ <i>Did his classmates like what he does?</i> ✚ <i>Would you do the same if you were him?</i> ✚ <i>What would you do to save our earth?</i> <p>1.3 Teacher has students' access prior knowledge about pollution using a K-W-L chart.</p> <p style="text-align: center;">2. While reading</p> <p>2.1 Supported reading activities on <i>Taking Care of Our Earth</i> (with emphasis placed on thematic vocabulary, text structure and target reading skills)</p> <p>2.2 Use of YouTube videos and problem-solution diagram for consolidating students' learning of the pollution problem <i>Learn about Pollution Environment Defilement Cartoon</i> https://bit.ly/2JrphA8</p> <p>2.3 Reading aloud: helping make complex ideas, vocabulary and language structures more accessible and facilitate independent reading</p> <p style="text-align: center;">3. Post-reading</p> <p>3.1 Teacher gives a <i>Kahoot</i> quiz to check students' understanding of the theme.</p>					

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<p><i>Pollution</i> https://bit.ly/39EH5m1</p> <p>3.2 Group activity (<i>My Waste My Responsibility</i>): Students work in groups of three / four. Each student is given a large zip-lock bag to keep his / her trash for one day. In class, students look at each other's bags to see how much trash they produce a day. They then discuss what could have been reused, recycled or reduced. As an extension, teacher asks students to repeat the activity the next day but challenges them to cut down their trash in half. Successful students will share how they make it in class.</p> <p>3.3 Students design a poster focusing on one type of pollution and things their peers can do to save the earth. https://bit.ly/2yi2Z1G</p> <p>3.4 An earth day poster design competition is conducted and students can vote for their favourite posters.</p> <p>3.5 Students can explore the theme further visiting the following webpages.</p> <p>Online Games <i>NASA Climate Kids</i> https://go.nasa.gov/3aDGBI9</p> <p>Magazines <i>What's up with Air Pollution?</i> https://on.ny.gov/3auh1v8 <i>Be an Earth Hero!</i> https://on.ny.gov/3bLdadJ</p> <p>YouTube videos <i>Turtlediary</i> https://bit.ly/2UsbgZs</p>					

