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

School Name: T.W.G.Hs Sin Chu Wan Primary School (English)

Application No.: D 009 (for official use)

(A)   General information:

1.   No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 15

2.   No. of approved classes in the 2019/20 school year:

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

3.   No. of operating classes in the 2019/20 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) received in relation to English Language curriculum in the past five years:

Name of the programme/ project/support service	Grade level	Focus of the programme/ project/support service	External support (if any)
Read to Write	P.4	Reading and writing	The Chinese University of Hong Kong
Development of the school-based curriculum	P.5 - P.6		School-based Curriculum Development Section, Education Bureau

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

Strengths	Opportunities
1. Level coordinators are enthusiastic and experienced with curriculum development. 2. The experience of cooperating with various professional bodies has improved teachers' understanding of effective literacy instruction. They can use newly-acquired strategies aptly to improve learning and teaching effectiveness. A collaborative and sharing culture has also been established as a result. 3. iRead Programme has been implemented to facilitate the development of a reading culture. The online reading platform (Razkids) exposes students to a wide range of text types and enhances their reading proficiency.	1. The PEEGS grant facilitates the development of the school-based English Language Curriculum. 2. The change of textbooks in the coming school year provides a good opportunity for teachers to renew the core curriculum.
Weaknesses	**Threats**
1. Most of our students come from the lower socioeconomic strata. The learning resources and exposure to English outside class time is minimal. 2. Students' interests and habits in reading a variety of texts needs to be developed.	1. Increasing number of SEN students leads to great learning diversity. 2. Conscientious efforts are needed to smoothen transition from Key Stage 2 (Primary) to Key Stage 3 (Secondary).

(C)   Measures taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area of Development	Usages of the grant	Grade Level
Refinement of the school-based English Language Curriculum	● Employing a full-time supply teacher ● Hiring a full-time teaching assistant	P.1 – P.6

(D) **Focuses of the school's proposed school-based English Language curriculum initiatives to be funded under PEEGS**

Proposed target area(s) of development (Please ☑ the appropriate box(es) below)	Proposed usage(s) of the Grant (Please ☑ the appropriate box(es) below)	Time scale (Please ☑ the appropriate box(es) below)	Grade level (Please ☑ the appropriate box(es) below)
☑ Enrich the English language environment in school through - conducting more English language activities*; ~~and/or~~ - ~~developing more quality English language learning resources~~ for students* **(*Please delete as appropriate)** ☑ 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)** ☐ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☐ 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" ☐ Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	☐ Purchase learning and teaching resources ☑ Employ a full-time* ~~or part-time~~* supply teacher **(*Please delete as appropriate)** ☐ Employ full-time* or part-time* teaching assistant **(*Please delete as appropriate)** ☐ Procure service for conducting English language activities	☑ 2020/21 school year ☐ 2021/22 school year	☐ P.1 ☐ P.2 ☐ P.3 ☑ P.4 ☑ P.5 ☐ P.6

(E)   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 to: ♣ **promote 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.4-5; and** ♣ **organise thematic outings for enriching the language environment**					

Objectives
 ● RaC Programme
   ✧ Through the new RaC programme, our students will foster "reading to learn" skills. Fiction and non-fiction texts closely connected to the core English Language Curriculum and those of other KLAs (such as General Studies) will be adopted to encourage deep reading, connect students' learning experiences and broaden their knowledge base.
 ● Thematic outings
   ✧ Thematic outings will be organised to extend students' learning beyond the classroom and promote authentic application of previously taught vocabulary and structures.
 	
 The Core Team
 ● A core team consisting of the English Language panel chair and 4 target level teachers (P.4-5) is to be set up. Each member will be released around 5 non-English Language lessons (a total of 25 lessons) per week for programme development work.
 ● Duties of the core team members
   ✧ Designing the programme structure (module themes, target text types and reading strategies)
   ✧ Choosing appropriate thematic readers (both fiction and non-fiction)
   ✧ Holding weekly co-planning meetings
	P.4-5	**P.4 RaC**
		 Module 1
		 Planning Sep-Nov 2020
		 Implementation Dec 2020
		 Evaluation Jan 2021
		
		 Module 2
		 Planning Dec 2020 – Feb 2021
		 Implementation Feb 2021
		 Evaluation Mar 2021
		
		 Module 3
		 Planning Feb – Apr 2021
		 Implementation Apr 2021
		 Evaluation May 2021
			6 sets of RaC packages with lesson plans, teaching aids and learning activities covering a total of 72 lessons will be developed for P.4-5.
			
			 2 thematic activity packs will be produced.
			
			 At least 50% of P.4-5 students will demonstrate improvements in readings skills as evidenced by formative and summative assessments.
			
			 At least 80% of the target level students agree
				The new RaC programme will be implemented and sustained as part of the school-based English Language curriculum after the completion of the project.
				
				 Two sharing sessions on the school-based RaC programme for teachers will be conducted (during the mid-term and end-term meeting).
				
				 At least one core team member will stay in the same level after the project year to ensure the
					Core team member meeting records (co-planning & evaluation)
					
					 Lesson observations
					
					 Analysis of students' formative and summative assessment results on reading
					
					 Stakeholder survey

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
✧ Developing learning and teaching materials ✧ Conducting lesson observations for each module ✧ Analysing assessment and survey data for evaluation of the new RaC programme ✧ Hosting internal sharing on the programme once per term ✧ Arranging annual thematic outings ● The EDB NET, who serves as the resource person to the panel, will sit in meetings and provide support for material design. ● The core team will consult with other panel heads (such as General Studies) about the programme design and suitable learning and teaching resources. **Implementation of RaC programme** ● As new textbooks will be adopted next school year, the proposed initiative will facilitate holistic curriculum planning and enhance teachers' professional capacity. ● Exposure to up-to-date texts and stimulating in-class activities will also ensure the development of a broader range of skills needed for Key Stage 2 and 3 among students. ● 3 RaC modules closely connected to the core English Language Curriculum will be developed for each target level. An RaC module, which is an add-on to the textbooks, will cover 12 lessons. Additional reading input and related activities will be provided for improving students' genre and context awareness. ● 6 RaC packages covering a total of 72 lessons will be produced. Each package will include: ✧ lesson plans; ✧ reading texts; and ✧ related learning and teaching materials such as task		**P.4 Outing** Jan 2021 **P.5 RaC** *Module 1* Planning Sep-Oct 2020 Implementation Oct 2020 Evaluation Nov 2020 *Module 2* Planning Nov 2020 – Feb 2021 Implementation Feb 2021 Evaluation Mar 2021 *Module 3* Planning Feb – Apr 2021 Implementation Apr 2021 Evaluation May 2021	that they apply the knowledge and skills in the outing. At least 90% of the target level students agree that the outings can raise their motivation to learn English At least 80% of the core team members agree that the RaC units can develop students' reading skills and boost their motivation to learn English 100% of the teachers involved in this project will acquire the pedagogy of promoting RaC, as well as apply the pedagogy to teaching in P.4-6.	sustainability of the curriculum. Although P.5 will change the textbooks in 2021, the modules in the RaC have been chosen selectively so that the learning resources can still be reused. All the teaching and learning materials will be uploaded to resource bank for easy access and amendments will be made next year. The outings will be integrated as regular practices as part of the school-based curriculum.	

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
sheets, assessments and PowerPoint slideshows. ● Target reading skills		**P.5 Outing** Jun 2021 **Final review and sharing** July 2021 **Programme refinement** August 2021			

● Target reading skills

Reading Skills	P4	P5
Understanding the features and structure of different text types	✓	✓
Skimming and scanning	✓	✓
Identifying main ideas and supporting ideas	✓	✓
Guessing the meaning of unfamiliar words by using pictorial and contextual clues	✓	✓
Understanding the connection between ideas	✓	✓
Predicting the development of a story	✓	✓
Re-reading for understanding the key message	✓	
Distinguishing between facts and opinions	✓	✓
Understanding figurative language		✓
Understanding writers' intention		✓
Recognising topic sentences		✓
Using a timeline to show chronological events		✓
Making inferences		✓

● Tentative themes, text types and structures are tabulated below:

P.4 Module 1	
English textbook theme and related General Studies concept	☐ Textbook theme: *We Love Festivals!* ☐ To develop students' cultural awareness
Target language items	✧ Festival-related vocabulary (food, activities, people, etc.) ✧ Question words ✧ Past and present tenses
Text types	✚ Webpages about interesting festivals

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
	around the world *Festivals for kids* https://mocomi.com/learn/culture/festivals/ ✚ Online magazine articles *12 fabulous carnivals and festivals around the world* https://bit.ly/2UJ0U6s ✚ Informational texts: *Kids Around the World Celebrate!: The Best Feasts and Festivals from Many Lands* by Lynda Jones https://amzn.to/2QXskEp					
Reading skills	• Skimming and scanning • Working out the meaning of unfamiliar words or difficult parts using pictorial and contextual clues • Understanding the features and structure of information texts, magazine articles and webpages					
Other learning strategies and extended tasks	• To conduct a survey and prepare a chart on students' favourite festivals					
P.4 Module 2						
English textbook theme and related General Studies concept	☐ Textbook theme: *Healthy Eating* ☐ To understand the importance of a balanced diet and healthy eating choices					
Target language items	✧ Food vocabulary ✧ Determiners to show quantities ✧ Modal verbs to give advice					
Text types	✚ Information texts					

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
	Learn about Food https://bit.ly/2UR1grx ✦ Recipes *Easy recipes* https://bit.ly/2UNQ2nJ ✦ Newspaper articles *Obesity almost doubles in 20 years to affect 13 million people* https://bit.ly/2wOHHbz ✦ Food labels *Frequently Asked Questions* https://bit.ly/2ymuU0u ✦ Interviews *Extreme Obesity	Junk Food Addict Marla Is Eating Herself To Death* https://bit.ly/2WTCwl8					
Reading skills	• Predicting, skimming, scanning, decoding unknown words in context and distinguishing between facts and opinions • Understanding different text structures (e.g. description and cause and effect) • Re-reading for understanding the key messages					
Other learning strategies and extended tasks	• To develop critical thinking capabilities such as decision making • To develop IT skills by using different apps to produce videos • To use graphic organisers (e.g. storyboards) to brainstorm and structure ideas					

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
P.4 Module 3						
English textbook theme and related General Studies concept	☐ Textbook theme: *The Great Escape* ☐ To understand how people's lives are affected by nature					
Target language items	✧ Vocabulary related to wild animals and mother nature ✧ How + Adjectives ✧ Comparatives and superlatives					
Text types	✚ Stories *Annie and the Wild Animals* by Jan Brett https://amzn.to/2USR6Xs ✚ Webpages about wild life *Wildlife for Kids, Kids for Wildlife* http://www.wildhelpers.com/wildlife-for-kids.html ✚ Fact sheets *Weird and Wild Animal Facts* by Jessica Loy https://amzn.to/2URD6gP					
Reading skills	• Predicting the likely development of a story • Guessing the meaning of unfamiliar words by using pictorial and contextual clues • Understanding the connection between ideas • Understanding the structure of a fact sheet					
Other learning	• To appreciate the wonder of mother					

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
strategies and extended tasks	nature • To use IT skills for conducting Internet research about animals.					
P.5 Module 1						
English textbook theme and related General Studies concept	☐ Textbook theme: *Be Considerate* ☐ To be a good citizen and live in harmony with other people and respect other cultures					
Target language items	✧ Vocabulary related to proper behaviour on public transport ✧ Infinitives ✧ Modal verbs					
Text types	♣ Story: *Same, Same But Different* by Jenny Sue Kostecki-Shaw https://amzn.to/2Uw8iDp ♣ Brochure / leaflet: How to behave in public places ♣ Questionnaires					
Reading skills	• Skimming and scanning • Predicting the likely development of a story • Understanding figurative language • Understanding writers' intention					
Other learning strategies and extended tasks	• To extract, organise and classify information • To prepare an infographics about different cultures					
P.5 Module 2						
English textbook theme and related General Studies concept	☐ Textbook theme: *A Tour in Hong Kong* ☐ To understand the local community and develop a love for our home tour					

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
Target language items	✧ Vocabulary related to tourist attractions in HK ✧ Future tense: will ✧ Modal verbs ✧ Imperatives					
Text types	♣ Webpages about tourism in Hong Kong *Discover Hong Kong – Attractions* http://www.discoverhongkong.com/eng/index.jsp ♣ Leaflet and advertisements about famous tourist spots in Hong Kong					
Reading skills	• Skimming and scanning • Guessing the meaning of unfamiliar words by using pictorial and contextual clues • Recognising topic sentences • Understanding the connection between ideas • Distinguishing facts from opinions					
Other learning strategies and extended tasks	• To make and respond to simple requests for information • To summarise and present on findings • To use IT tools to search, select and share information					
P.5 Module 3						
English textbook theme and related General Studies concept	☐ Textbook theme: *The Person I Admire* ☐ To develop students' awareness of contributions that people have made					
Target language items	✧ Adjectives describing people ✧ For and since ✧ Present perfect and past tenses					

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
Text types	♣ Webpages about famous people around the world https://bit.ly/2wGjxjD ♣ Biographies *Biographies for Kids* https://bit.ly/2As8Wu1 ♣ Blogs					
Reading skills	• Skimming and scanning • Predicting the book content with one's world knowledge • Using a timeline to show chronological events • Understanding the features and structure of biographies • Understanding writers' intention					
Other learning strategies and extended tasks	• To collect information about their favourite idols / historical figures • To prepare a poster about a famous idol / historical figure					

Sample rundown of the RaC lessons

P.4 Module 2: Healthy Eating	
Objectives	
English Language	• To develop read-to-learn skills such as predicting, skimming, scanning, decoding unknown words in context and distinguishing between facts and opinions • To understand different text structure, for example description and cause and effect • To learn to re-read for understanding

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
	the key message					
General Studies	• To develop students' curiosity and interest on their living • To focus on the importance of different food groups • To explore the functions of nutrients					
Information Technology	• To use authentic information on the Internet • To develop IT skills and use different apps to produce videos					
Collaboration between different subject panels	• Curriculum mapping will be conducted before the module and similar topics covered at the same grade level in the General Studies class. • The General Studies panel head will sit in the co-planning meetings providing the core team with content support. • English Language panel members who teach General Studies will be involved in programme development. • The Computer Studies panel head will offer students support with video production if necessary.					
Critical thinking skills	• To interpret and use information in written texts, and make deductions and inferences from different sources					
Vocabulary	✧ Balanced diet ✧ Names of different food groups ✧ Nutrients					

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
Grammar Focus	✧ Using determiners to show quantities ✧ Using should to give advice					
Anchor Texts	✦ Information texts *Learn about Food* https://bit.ly/2UR1grx ✦ Recipes *Easy recipes* https://bit.ly/2UNQ2nJ ✦ Newspaper articles *Obesity almost doubles in 20 years to affect 13 million people* https://bit.ly/2wOHHbz ✦ Food labels *Frequently Asked Questions* https://bit.ly/2ymuU0u ✦ Interviews *Extreme Obesity	Junk Food Addict Marla Is Eating Herself To Death* https://bit.ly/2WTCwl8					
Objectives	**Activities**					
	Pre-reading					
1. Arouse students' interests 2. Elicit students' prior knowledge learnt in GS lessons 3. Teach thematic vocabulary items	- Flipped classroom video about "The Food Pyramid" before the reading lessons *THE FOOD PYRAMID	Educational Video for Kids.* https://bit.ly/2QXyVii - KWL chart and forming prediction questions - Students watch another video and discuss among themselves the importance of a balanced diet in class. *Extreme Obesity	Junk Food Addict*					

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
	Marla Is Eating Herself To Death https://bit.ly/2WTCwl8 - Pre-teach challenging vocabulary items					
While-reading						
1. Introduce the target reading skills and guide students to apply the skills while reading the texts. 2. Adopt cooperative learning and different strategies such as reciprocal teaching to facilitate students' learning and enhance their understanding.	- Shared reading ***Learn About Food*** Teacher introduces: ✧ target reading strategies; and ✧ features of an information text (headings, pictures, captions, table of contents, etc.); and ✧ key vocabulary and language structures. - The following topics/contents will also be explored using the reciprocal teaching approach. 1. Where does food come from? 2. How do we categorise different food groups? 3. Why are they important to humans? - Read-aloud Students re-read the text for the writer's key messages.					
Post-reading						
1. Students will summarise what they have learnt from the reading	- Group discussion: Make suggestions to improve Marla's diet (as a response to the pre-class video) - Students complete graphic organizers to summarise what they have learnt.					

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
workshops. 2. Teachers will conduct post-reading activities that help students understand texts further, through critically analysing what they have read.	➢ Cause and effect ➢ Flow chart ➢ Table (Food groups & examples) - Students read the recipes and vote for "My Favourite Healthy Meal" https://bit.ly/2UNQ2nJ - Students explain why the recipes are healthy. - Students find slogans about healthy eating on the Internet and share with classmates. - Students produce a 3-5 minute video to promote healthy eating.					
Extended Activities						
1. Students are encouraged to read the newspaper articles and find out the problems of eating unhealthily. 2. Students study different food labels and learn to be wise consumers.	- Read the newspaper article. https://bit.ly/2wOHHbz - Students read the information about food labels https://bit.ly/2ymuU0u - Teacher displays the food packages and asks students to choose healthy snacks. - Students explain their reasons with reference to the food labels and learn to be wise consumers.					

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

Implementation of Thematic Outings
● In respect of the updated English Language Curriculum, it is important to provide students with greater exposure to authentic and integrative use of English when the curriculum is developed. A thematic outing will be organised for P.4 and P.5 respectively after learning related themes in their textbooks. Students can see the relevance and connections between English Language and what they have learnt in the lessons.
● Skills to be covered in the outings:
   ✧ Make and respond to simple request for information
   ✧ Find out, interpret, organize and present simple information
   ✧ Summarise and presentation skills
   ✧ Use IT tools to search, select and share information
● A pre-trip briefing will be given to students so that they will learn about the purposes of the outing, the expected learning outcomes and the requirements of the tasks. To facilitate students' learning, teachers will offer multimodal inputs to enhance students' understanding. Teachers will also activate students' prior knowledge.
● A post-trip sharing will be held after the outing. Students will share what they have learnt in various formats such as group presentations and videos in order to enhance their communication skills and presentation skills.
● Tentative arrangements for thematic outings:					

Year	Themes in textbook	Outings
2020/21 P.4	**Museum Day** Vocabulary: things and activities in the museum	A visit to a museum Activities: 1. Collect some

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
	Structure: Make suggestions Text types: signs, floor plans, leaflets, directories, webpages	information about the museums. (webpages and leaflets) 2. Locate places in the directories 3. Oral presentations 4. Make a plan for their visit to the museum					
2020/21 P.5	A Tour in Hong Kong (as elaborated below)	The Peak / The Avenue of Stars					

Sample rundown of the RaC lessons
● Module: P.5 A Tour in Hong Kong

Target skills	Expected language learning outcomes
Communication skills ✧ Make and respond to simple request for information on the topic ✧ Find out, interpret, organise and present simple information with others about travelling **Presentation skills** ✧ Summarise the outing experiences ✧ Plan, organise information, and express own ideas and feelings	- Students are able to design a questionnaire for interviewing tourists. - Students are able to formulate grammatical and sensible questions by using different question words. - Students are able to communicate with tourists using the targeted language - Students are able to summarise and share their experiences to their classmates.

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
Life skills ✧ Love the place you live in **Information Technology and Self-learning skills** ✧ Use *Google Map* to locate and tell the directions ✧ Use IT tools to search, select and share information					

● Implementation:

Stage	Activities
Pre-trip Briefing	1. Teacher introduces the details of the outing. 2. Students set questions for the questionnaire. 3. Students rehearse the interview procedures.
While-trip	Students interview tourists about their trips in Hong Kong.
Post-trip Sharing	✧ Students write a short summary about their interviews. ✧ Students share their experiences with their classmates.