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

School Name: Island Road Government Primary School (English)

Application No.: C 081 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): __4__

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	2	1	1	1	1	1	7

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)
PLP-R/W	P.1-P.3	Reading and writing	NET Section, EDB
Small Class Teaching Enhancement Programme (2016/2017)	P.5	Enhancing learning and teaching in a small class environment	Chinese University of Hong Kong
Small Class Teaching Enhancement Programme (2017/2018)	P.2	E-learning	Education University of Hong Kong
Development of school-based reading and writing programme (2018/2019)	P.5	Reading and writing	School-based Curriculum Development (Primary) Section, EDB

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

Strengths	Opportunities
1. A collaborative work culture has been established and the English panel has regular co-planning and peer lesson observation practices. 2. The library is well-stocked and different learning and teaching resources are available. 3. The school head and middle managers are supportive. 4. Teachers have good rapport with students. 5. The school is well equipped with IT facilities.	1. Cooperative learning strategies adopted by the school could help promote interaction and communication among students. 2. The PEEGS will provide school with additional resources for the development of new curriculum initiatives.
Weaknesses	**Threats**
1. Students have limited vocabulary - Territory-wide System Assessment (TSA) and internal assessment results are unsatisfactory. 2. Students' exposure to non-fiction resources is insufficient. 3. Students lack parental support in English language learning.	1. The performance gap between special educational needs (SEN) students / underperforming students and their peers is increasing.

(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
Develop a school-based reading and writing curriculum	Hiring a full-time English teacher	P.1-P.4

(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 ☑ 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 0.5 part-time teacher *(*Please delete as appropriate)* ☑ Employ a full-time teaching assistant *(*Please delete as appropriate)* ☐ Procure service for conducting English language activities	☑ 2019/20 school year ☐ 2020/21 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(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 (*preferably measurable*)	Sustainability	Methods of progress-monitoring and evaluation
Employing a part-time supply teacher to create space for the core team members and a full-time teaching assistant to help English Language teachers 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 and P.5					
<u>Objectives</u> ● A school-based cross-curricular reading programme is proposed to be set up for connecting students' learning experiences and improving their reading abilities. ● Topics which are closely connected to daily life (such as healthy eating, world culture, environmental protection and history of Hong Kong) will be adopted to broaden and deepen students' learning experiences and strengthen their ability to integrate and apply the language knowledge and skills. ● Students will benefit from reading a broad array of English materials on General Studies themes. Through engaging in purposeful and meaningful activities, their ability to make connections among ideas and construct new knowledge will be developed. **The Core Team** ● The core team will consist of 4 teachers including 2 English subject teachers, school librarian and the NET. The part-time supply teacher will take up not more than 14 lessons of the core team members per week. ● The core team will take up P.4-P.5 English and General Studies lessons during the project year. The reading curriculum will be reviewed to make room for the new RaC programme	P.4-P.5	Contact book suppliers July 2019 Procurement exercises Aug 2019 Initial planning Sep 2019 P.5 Module 1 Co-planning Oct 2019 Teaching and review Nov 2019 P.5 Module 2 Co-planning Dec 2019 Teaching and review Jan 2020 P.4 Module 1 Co-planning Feb 2020 Teaching and review Mar 2020	<u>**4 sets of school-based reading materials for reading across the curriculum including lesson plans and learning tasks/activities covering a total of 40 lessons will be developed for P.4 to P.5.**</u> <u>**Each module will comprise of a resource package (with lesson plans, teaching materials and assessments).**</u> **On students' performance:** <u>**50% of P.4-P.5 students show improvement in the post-tests.**</u>	A school-based cross- curricular reading programme will be developed. <u>Records of meetings, resources and materials will be kept in the school server for future reference.</u> Resource packages will be trial run during the project year and then integrated into the school-based English curriculum with modification/ adaptation to be conducted during co-planning	<u>Pre-test</u> results will be used to track students' progress in the mastery of reading skills. Evaluation meetings will be held in the first and second term to collect teachers' views on the programme framework and the teaching and learning materials <u>Teachers' feedback (survey) on the effectiveness of the programme will be collected once per term</u> <u>Feedback (survey)from students on the</u>

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• Fiction and non-fiction General Studies (GS) reading materials that are thematically linked to the Core English curriculum will be adopted. Students may find it easier to approach these informative texts since they have a chance to learn these materials in GS lessons.
• The overall programme framework will be finalised in September 2019. Bi-weekly core team meetings will be conducted and members will meet to develop the resources and formative assessments.
• Other non-core team teachers will be invited to observe the RaC lessons at least once for each module. Evaluation sessions will be conducted and materials will be modified whenever necessary.
• The core team will conduct a peer sharing meeting for the English department at the end of the project year.
• A teaching assistant, at least an associate degree holder proficient in English, will assist in class during the implementation of the RaC programme. As for the other time, he/she will:
  - offer the English panel clerical and administrative support;
  - managing newly-purchased teaching resources; and
  - assist the core team in preparing newly-developed teaching and learning resources.
		P.4 Module 2
		Co-planning
		Apr 2020
		Teaching and review
		May 2020
		
		Overall review
		Jun-Jul 2020
			60% of P.4-P.5 students will improve their confidence and skills in reading.
			
			On existing English teachers' professional enhancement:
			100% of the existing English teachers will enrich their knowledge in the teaching of reading across the curriculum.
			
			80% of the existing English teachers will apply teaching across- curriculum to English teaching at other levels.
				meetings in subsequent years.
				
				One sharing session will be arranged among existing English teachers at the end of the school year after completion of the project.
					effectiveness of the programme will be collected once per term.
					
					Peer lesson observation will be conducted once per theme for monitoring/ reviewing.
					
					Records of meetings will be kept for future reference.
					
					Students' performance will be assessed and panel members will conduct evaluation meetings once per theme.

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Implementation ● 4 RaC modules will be developed throughout the project year. 		*Term 1*	*Term 2*
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P.4 x 2 modules	P.5 x 2 modules | ● Target skills: - Recognising the format and language features of a variety of text types - Predicting the likely development of a topic by recognising keywords, making use of context as well as using personal experiences and knowledge of the world - Finding main ideas and supporting facts or evidence - Locating specific information - Working out the meanings of an unknown word or expression by using visual clues and knowledge of the world - Understanding the connection between ideas by identifying cohesive devices - Understanding various text structures such as cause and effect, problem-solution ● Each module spans a period of 10 lessons. A pre-test will take place in September 2019 while the post-test will take place after each module. Pre-test and post tests will not be included as part of the 10-lesson module. Target skills will be highlighted in the test and teachers will make reference to pre-test results while designing RaC materials. Post-test results will help teachers					

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evaluate the effectiveness of the RaC programme. ● 2 core readers (fiction/non-fiction) will be purchased for each module after proper procurement exercises. They, together with other printed/digital texts, will be covered in class for extending students' understanding of the topic. ● A variety of in-class reading activities will be conducted to introduce students to the target reading strategies, target language items, text type features and text structures. Teachers will offer language learning tasks for application and consolidation in the knowledge and learning experiences. Examples of activities at different reading stages are as follows:					

Stage	*Examples of activities*
Before reading	❖ Oral discussion ❖ Eliciting around or introducing vocabulary related to the theme ❖ Showing videos related to the theme ❖ Doing a picture walk ❖ Making predictions ❖ Setting a purpose of reading
While reading	❖ Modelling of target reading strategies ❖ Asking students about the story ❖ Confirming predictions by relating the story to the students' similar experiences ❖ Asking children to retell it in their own words ❖ Allowing time for independent reading
After reading	❖ Outings ❖ Mind maps

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❖ Group research ❖ Presentations ❖ Creative art work					

● The teacher librarian will provide useful reading resources (books/e-books) related to the theme. Students will need to read books during English lessons or at home and finish the post-reading tasks such as book reports or sharing in class.

● Proposed module outline:

Theme: P.5 Be a smart eater (Term 1)

❖ General Studies strand: Health and living

❖ Subject-specific concepts:
- Different food groups and their functions in the body
- The importance of a balanced diet

❖ Text types:
- Stories
- Informational reports
- Magazine articles
- Product information/food labels

❖ Post-reading activity:
- Students will collect food labels of snack products consumed by peers and discuss if they are healthy
- "Share a healthy snack" photo contest: Students will take pictures of healthy snacks they have and write captions.
- A mini-photo exhibition will be conducted and students can vote for their favourite photos.

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Theme: P.5 Hong Kong: past and present (Term 1)					

❖ General Studies strand: Community and citizenship
 	
❖ Subject-specific concepts:
  - The history and development of Hong Kong
  - Factors affecting the development of Hong Kong
 	
❖ Text types:
  - Stories
  - Personal descriptions
  - Diary entries
 	
❖ Post-reading activity:
 	
  - Mini-research: Students will pay a visit to Hong Kong Museum of History and gather information about one of the following aspects of life in Hong Kong:
    ♦ Transportation
    ♦ Business
    ♦ Education
    ♦ Entertainment
    ♦ Festivals
    ♦ Food
  - Students will share their learning outcomes through group presentations.					

Theme: P.4 Be good to our earth (Term 2)					

❖ General Studies strand: People and Environment
 	
❖ Subject specific concepts:
  - The waste problem
  - The importance of cutting down on waste and leading a green life					

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❖ Target text types:
  - Stories
  - Brochures
  - Posters
❖ Post-reading activities:
  - A visit to T-Park, an environmental education centre
  - Create a poster promoting recycling					

Theme: P.4 Culture Shock (Term 2)					

❖ General Studies strand: Community and citizenship
❖ Subject-specific concepts:
  - The importance of respecting different cultural groups and their rights
  - The importance of appreciating multi-cultures of Hong Kong
❖ Text-types:
  - Stories
  - Exposition
  - Diaries
  - Personal letters
 	
❖ Post-reading activities
 	
- Mini-research: Students will collect information about the following.
  ✚ People
  ✚ Food
  ✚ History
  ✚ Religion
Students will share their learning outcomes through group presentations.					

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Descriptions of a sample module
P.4 Be good to our earth (Term 2)
● Expected learning outcomes
  English
  - To recognise linguistic features of persuasive texts (brochures and posters)
  - To acquire thematic vocabulary about the waste problem and recycling
  - To understand the use of various grammar structures of giving suggestions (e.g. imperatives, modal verbs and conditionals)
  General Studies
  - To develop a deeper understanding of the impact of waste problem through exploring multiple genres (fiction and non-fiction)
  - To learn what families can do to reduce domestic waste
● Text-types covered:
  Stories, brochures and posters
● Pre-reading activities
  - Students watch a video entitled:
    How to Destroy the World "Rubbish" - Award 2009 for the best educational film
    https://www.youtube.com/watch?v=u0OQPVy0S1o
  - A short quiz will be conducted in class:
    ✦ *When did people stop recycling, reusing and repairing their stuffs?*
    ✦ *What was the bin for?   What did people put in the bin?*
    ✦ *Where did the rubbish go when the bin/bay/land/sea/space was full?*
    ✦ *Where did the rubbish go at last?*
  - Introduce thematic vocabulary (e.g. bin, recycling,					

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earth, destroyed)
- Students fill out the KWL chart and share with their peers what they know about the waste problem and what they will come across in the book.
● While-reading activities
- Shared reading session:
Fiction:
The Adventures of an Aluminum Can: A Story About Recycling (Little Green Books) by Alison Inches
https://www.amazon.com/Adventures-Aluminum-Can-Recycling-Little/dp/1416972218
- Guided reading session:
Non-fiction:
Rubbish and Recycling (See Inside) by Alex Frith
https://www.amazon.co.uk/Rubbish-Recycling-Inside-Alex-Frith/dp/1409507416/ref=pd_lpo_sbs_14_img_0?_encoding=UTF8&psc=1&refRID=4N24V6BQET2EDKFJHNED
- Text type features of brochures and posters will be covered in class. The following will be highlighted:
    ✦ Eye-catching graphics
    ✦ Use of persuasive language such as slogans
● Post-reading activities:
- A visit to T-Park, an environmental education centre, will be arranged and students will develop a better understanding of how waste is converted into a cleaner energy.
- Create a poster promoting recycling
Students will design a poster for the school recycling programme and teachers will select some students' work to be put on display.					