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

School Name: <u>Po Leung Kuk Vicwood K.T.Chong No.2 Primary School</u> (English)

Application No.: <u>D018</u> (for official use)

(A)   General information:

1.   No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher):   <u>   20   </u>

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	5	5	5	5	5	5	30

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(es) of the programme/project/ support service**	**External support (if any)**

School-based Curriculum Development Support Services for Primary Schools	P.2 - P.3	Reading and Writing	School-based Curriculum Development (Primary) Section, EDB

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

Strengths	Opportunities
1. Led by the supportive principal, English Language team are hard-working and capable. 2. Collaborative and sharing culture has been developed through effective use of co-planning meetings and peer lesson observations. 3. Continued development of a school-based English Language curriculum which focuses on creative and student-centred approach in all skill areas and activities. 4. Two full-time native-speaking English teachers share their innovative teaching ideas with panel members.	1. The PEEGS provides additional resources to school for achieving a sustainable impact (e.g. enhancing professional capacity) on curriculum. 2. The English room provides a good and encouraging English learning environment.
Weaknesses	**Threats**
1. Students are passive and not motivated in English language learning. 2. With limited exposure to English language outside classroom, students are not confident in using the language in authentic contexts. 3. Students' reading is confined to fiction texts only.	1. Parents are not able to provide sufficient support on students' English language learning. Yet, their expectations on students' English proficiency are high.

(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
Reading and Writing	1. Hiring a supply teacher 2. Purchasing storybooks	P.4 – P.5

(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	Proposed usage(s) of the Grant	Time scale	Grade level
☐ 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 full-time***** ~~or part-time~~***** 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

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(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	Sustainability	Methods of progress-monitoring and evaluation
Hire a full-time supply teacher to create space for the core team members on promoting reading across curriculum (RaC) at P.4 to P.5					

Objectives
• The RaC programme will broaden and enrich students' reading experience through exposure to different text types. It also enables students to connect their reading with personal and learning experiences in other Key Learning Areas (KLAs). Reading strategies will be introduced and students will be provided with opportunities to apply the strategies learnt. The programme also helps students to build a solid foundation with "read to learn" skills for their learning in later learning stages.
 	
Core team
• **Composition**
Led by two English Language panel heads, a core team consists of two level coordinators and the Native-speaking English Teacher (NET) will be formed. Around 5 lessons will be taken from the core team members except the NET. A total of around 20 lessons will be taken by the supply teacher to be hired.
 	
• **Duties**
The 5 core team members will:
  - conduct curriculum review and mapping;
  - formulate the programme framework;
  - conduct biweekly co-planning meetings;
  - try out the newly-developed learning and teaching materials;
  - conduct peer lesson observation and post-observation discussion at least once per module;
	P.4 – P.5	*Aug 2020*
		Preparation for the programme
		
		P.4 & P.5
		
		Module 1
		Sept – Oct 2020
		Co-planning
		
		Oct – Nov 2020
		Developing learning and teaching resources
		
		Nov – Dec 2020
		Try-out
			2 RaC modules, each covering 16 lessons, will be developed and implemented at P.4 and P.5 respectively. A total of 64 lessons will be covered. Each resource kit will include the teaching plans, lesson plans, reading worksheets, learning tasks and follow-up activity guidelines.
			
			80% of P.4 – P.5 students agree that they read books of different text types.
			
			80% of P.4 – P.5 students agree that
				The developed school-based RaC programme will be continuously carried out after completion of the project.
				
				At least one core team member will remain in the same level in the coming year to ensure that the RaC programme will be conducted smoothly.
				
				The core team will share their experience of promoting RaC in the panel meetings.
					Surveys on the effectiveness of the RaC programme for students and teachers will be conducted by the end of the school year. The English Language panel heads and the school curriculum leader will discuss the data collected and use it to improve the school-based curriculum.
					
					Regular bi-weekly co-planning meetings with the P.4 and P.5 core

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- evaluate the effectiveness of the programme and make adjustments (if required); and - conduct sharing sessions at the panel meetings to disseminate the good practices. • **Collaboration with teachers of other KLAs** Co-planning meetings with teachers of other KLAs will be held at the beginning of the school year for curriculum mapping. The teaching schedules of both English Language and those of other KLAs will be adjusted so that content knowledge and skills will be covered in other KLAs prior to the implementation of the RaC modules. Teachers of other KLAs will also provide content support on devising learning and teaching resource. **Details of the RaC programme** **Alignment with the core English Language curriculum** The reading texts chosen are based on the themes covered in the General English Programme. Students will be able to recycle the language structures learned in the RaC module. **Programme framework** ❖ **Tentative themes, text types and KLAs** The tentative themes, text types and KLAs to be covered are as follows:		*Nov 2020* Peer lesson observations *Dec 2020* Evaluation **Module 2** *Jan – Feb 2021* Co-planning *Feb – Mar 2021* Developing learning and teaching resources *Mar – May 2021* Try-out *Jun 2021*	they enjoy reading books of different text types. 80% of P.4 – P.5 students agree that they are more confident in reading different text types. 80% of P.4 – P.5 students agree that they will apply the reading strategies learnt in reading different text types. 80% of P.4 – P.5 students will make 5% improvement in reading assessments.		team members to review the progress of the RaC programme. Students' performance in reading assessments will be analysed. Lesson observations will be conducted. Records of meetings will be kept for future reference.

Levels	Themes	Text types	Relevant KLAs
P.4	Hobbies	• stories • informational reports • leaflets • posters	General Studies

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P.5	Healthy eating	• restaurant reviews • recipes • charts • menus	General Studies		Peer lesson observations ***Jul 2020*** Evaluation ***Jul – Aug 2021*** Review and refinement of the RaC programme	90% of P.4 – P.5 English teachers agree that the RaC programme has exposed students to a wide variety of text types. 90% of P.4 – P.5 English teachers agree that students are more confident in reading books of different text types. 90% of the English teachers agree that students enjoy the reading activities. 90% of P.4 – P.5 English Language teachers agree that students applied		
	Fantastic people	• biographies • stories • comics • plays	Chinese Language					
	Fun with making things	• procedures • stories • explanations of how and why • children encyclopedia	General Studies					

❖ **Tentative reading skills**

The tentative reading skills to be covered for P.4 and P.5 are as follows:

Levels	Reading skills
P.4	• skim a text to obtain a general impression and the gist or main ideas • work out the meaning of words and phrases by using semantic and syntactic clues • recognize recurrent pattern in language structure • recognize the format and language features of a variety of text types • identify details that support the gist and main ideas • predict likely development of a topic by using personal experiences and making use of the

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	knowledge of world • understand intention conveyed in a text by recognizing features such as choice and use of language • self-correct by using strategies such as checking understanding against predictions			the reading strategies learnt in reading different text types.		
P.5	• scan a text to locate specific information by looking at headings • work out the meaning of unknown word or expression by using visual clues, context and knowledge of the world • recognize the format, visual elements and language features of a variety of text types • infer feelings of characters from pieces of information in narrative texts • make connections between ideas and information not explicitly stated by using semantic and syntactic clues • organize information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. timeline, charts, etc.) • predict likely development of a topic by recognizing key words, using personal experiences, and making use of the context and knowledge of world • understand the connections between ideas by identifying cohesive devices • understand intention, attitudes and feelings conveyed in a text by recognizing features such as choice and use of language and images			100% of P.4 – P.5 English Language teachers acquire skills and teaching methodology in promoting RaC. 100% of P.4 – P.5 English Language teachers apply skills and methodology to promote RaC.		

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• self-correct by using strategies such as checking understanding against predictions and using the context					

Learning and teaching activities

❖ **In-class learning and teaching activities**
Each RaC module covers 16 lessons. A wide variety of pre-/while-/post-reading activities will be conducted to introduce reading strategies. Text type features and text structures will be highlighted during the while-reading stage.

❖ **"Reading Carnival": theme-based book exhibition**
Extensive reading weeks will be held in the English room after the introduction of RaC modules. Books related to the theme will be displayed in the room so that students can read extensively during the 20-minute break after lunchtime for a week. Students will be provided with iPads so that they can access to Epic, a reading applications with a wide variety of e-books, to read the e-books and audiobooks. Follow-up tasks for the extensive reading will be arranged and all students will need to read at least one printed/electronic book.

❖ **Theme-based learning activities**
Various extensive learning activities will be conducted to showcase students' learning. The tentative theme-based activities are tabulated below.

Levels	Theme-based learning activities
P.4	**Theme: Hobbies** • **Show-and-Tell** Students will take turn to share their hobbies in class. Students will be selected based on their performance to talk about their hobbies

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	in the morning assembly. • **QR Gallery** Students video their own show-and-tells. Teachers create QR codes for each video clip and post the codes onto the wall outside the classrooms and allow students to scan the codes using the devices during recess time or the break after lunch.					
	Theme: Healthy eating • **Crazy Theatre: Alice in the Candyland** Primary 3 students will be invited to watch the mini drama performed by Primary 4 students in the English room during the break after lunch.					
P.5	**Theme: Fantastic people** • **Drama on Stage** With the teachers' support, Primary 5 students will perform a drama skit based on the script written by themselves. The skit will be about a famous/fantastic person. Primary 4 students will be invited to watch the performance in the English room during the break after lunch.					
	Theme: Fun with making things • **Makers' Playground** Primary 5 students write the procedures about the things they want to make, prepare all the materials needed and set up their tables in the English room. Primary 2 students will be invited to learn to make things with the instruction given by Primary 5 students					

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	during the break after lunch.					

<u>Sample Module</u>

Target level	P.4
Theme	Hobbies
Relevant GE Unit	Making Friends
Relevant KLAs	General Studies
Core text	• *That's Not a Hobby* by Rosalie Eisenstein • *Video Games, Yes or No* by Erin Palmer
Thematic vocabulary	• different hobbies • things related to different hobbies
Text types	• stories • informational reports • leaflets • posters
Grammar items	• adverbs of frequency • gerund
Target reading skills	• skim a text to obtain a general impression and the gist or main ideas • work out the meaning of words and phrases by using semantic and syntactic clues • recognize recurrent pattern in language structure • recognize the format and language features of a variety of text types • identify details that support the gist and main ideas

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		• understand intention conveyed in a text by recognizing features such as choice and use of language • self-correct by using strategies such as checking understanding against predictions					
	Subject specific concepts	• understanding myself and others • importance of having hobbies • choosing good hobbies					
	Subject specific skills	• compare and contrast • summarize the viewpoints collected					
	Learning and teaching activities	**<u>Pre-reading</u>** ***Hobby Bloggle*** *What Do You Want To Do?* https://www.youtube.com/watch?v=M6n96yjmKLY Students will watch the video clip and work in groups to write a list of hobbies. After that, each group will take turn to read out one hobby on the list and other groups will check if they have also listed the same hobby. If there is no group having the same hobby, the group will score one point. If other group has the same hobby on the list, they will have to cross out the hobby on the list. The game ends when all the hobbies on the lists of all the groups are read aloud.					

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While-reading Shared reading: *T h a t ' s N o t M* Teacher will go through the book and highlight the text type features and text structure of a story. Students work in groups and will be assigned one of the hobbies mentioned in the book. They have to search information about the hobby and prepare a fact sheet about the hobby. Each group will then share with the class the details of the hobby they are working as the story goes. Shared-reading*: Video Games, Yes or No* Teacher will go through the book with students and highlight the text type features and text structures. Teacher will model how to apply the reading strategies learnt and locate the main ideas and the supporting details. Students will complete a table on the pros and cons of video games while reading. Teacher will show students a video clip when students finish reading. They will write down the additional information about pros and cons of video games while watching. *Are Video Games BAD for You?* https://www.youtube.com/watch?v=_NdlwU					

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	s0X3M **Post-reading** **Mini Debate** Students will be divided into 2 groups for an in-class debate. Students will list out the main ideas and supporting details collected through reading the book and watching the video clip. They will be allowed to conduct internet search using iPads. Students will write the arguments on a Voice Card, a grid for guiding students to formulate their arguments, and they will take turn to present the arguments. Teacher will guide students to respond to other team's arguments. The Voice Cards will be displayed around the classrooms after the lessons. **Poster** Students will prepare an infographic about one hobby of their own choice. **Extended learning** **Reading Carnival** Students will read the books about different hobbies and they need to take notes using the learning journal. Students then prepare an infographic about one of the hobbies. **Show-and-tell**					

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Student will take turns to share one hobby with the help of the prepared infographic in class. Students will be selected based on their performance to conduct sharing sessions during the morning assemblies. All the in-class show-and-tells will be recorded for QR Gallery. **QR Gallery** Teacher will create a QR code for each show-and-tell video and attach it to students' drawings about 'My favourite hobby' which have been completed during the Visual Arts lessons Students' drawings with the QR codes will be displayed in the classroom or the hallway. Students will be allowed to view the videos using iPads at the assigned time period. Students will then vote for the best video clip and best drawing.					

(F) Budget and cash flow:

Proposed usage(s) of grant	Estimated cost				Sub-total (Funded by PEEGS)
	2020/21 school year		2021/22 school year		
	Funded by PEEGS	Funded by other sources (if any)	Funded by PEEGS	Funded by other sources (if any)	
Employ a full-time supply teacher ($35,040 per month + $1,500 MPF*) x12 months = $438,480 *MPF at maximum of $1,500	$350,000	$88,480	-	-	$350,000
Total:	$350,000	$88,480	-	-	$350,000

<u>**Remarks**</u>
Teachers who have joined the Early Retirement Scheme cannot be hired under the PEEGS.