

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

Appendix 4

School Name: C.C.C. Mong Wong Far Yok Memorial Primary School (English)

Application No.: C 098 (for official use)

(A) General information:

- No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 12
- 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	5	5	4	5	5	5	29

- 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	5	5	5	5	5	5	30

- 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)
「促進實踐社群以優化小班教學支援計劃」-- 優化課堂教學 邁向自主學習	P.4	Writing and self-regulated learning	Centre for University and School Partnership, Chinese University of Hong Kong
Development of the school-based writing curriculum	P.5	Writing	School-based Curriculum Development Section (Primary), EDB

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

Strengths	Opportunities
<ul style="list-style-type: none">• Students are willing to read and participate in English activities with teachers' support and encouragement.• Teachers are willing to learn as well as apply new teaching strategies and methods.• The structured KS1 reading programme delivered by the NET equips our students with basic reading skills.	<ul style="list-style-type: none">• We benefit greatly from curriculum support offered by external bodies.• The English core group has been formed for school-based curriculum development.
Weaknesses	Threats
<ul style="list-style-type: none">• Our students are from low socio-economic backgrounds and parental support for English learning is inadequate.• A limited vocabulary, minimal exposure to and use of English outside class time impede successful communication.	<ul style="list-style-type: none">• Some teachers are new - it takes time for them to adapt to the school culture.• With an increasing SEN intake, a widening achievement gap is emerging.

(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
Curriculum Development	<ul style="list-style-type: none">• Hiring a supply teacher• Hiring a teacher assistant• Procuring resources packs	P.1 - P.6

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" 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></p> <p><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></p> <p><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”</p> <p><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”</p> <p><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”</p>	<p><input type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ a full-time* or part-time* supply teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year <input type="checkbox"/> 2020/21 school year</p>	<p><input checked="" type="checkbox"/> P.1 <input checked="" type="checkbox"/> P.2 <input checked="" type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input checked="" type="checkbox"/> P.6</p>

(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
<p>Employ a full-time supply teacher to create space for the core team teachers to:</p>					
<p>(i) 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 to P.6; and</p>					
<p>(ii) conduct English activities for students to enrich the English language environment at P.1 to P.6</p>					
<p>Objectives</p> <ul style="list-style-type: none"> ● Our school-based KS1 weekly reading workshops conducted by the NET are well-received and have given students a basic understanding of key features of narrative texts (e.g. short stories). ● Building on our solid foundation, school would like to extend the reading programme to KS2 and introduce a broad range of non-fiction texts revolving around core curriculum themes. ● The new KS2 RaC programme will aim at: <ul style="list-style-type: none"> ✧ developing students into proficient readers by introducing to them various text types and read-to-learn strategies; ✧ enriching their reading experiences through organising stimulating cross-curricular activities; ✧ improving teachers’ capacity of implementing cross-curricular literacy instruction; and ✧ fostering departmental collaboration. 	<p>P.4 to P.6</p>	<p>Co-planning and development of materials Sept 2019 to June 2020</p> <p>Try-outs, Peer lesson observation and evaluation all year round in 2019/2020</p>	<p>KS2 RaC programme 2 sets of school-based RaC teaching and learning resources including scheme of work, learning tasks/ activities and Power Point slides covering a total of 28 lessons will be developed for P.4 to P.6 per level.</p> <p>70% or above of the students in P.4 to P.6 will complete 2 titles and other materials of different text types.</p> <p>70% of target level students will agree that they enjoy the reading workshops.</p>	<p>All the learning and teaching materials will be kept in the teachers’ resource bank for future use.</p> <p>The try-outs will be recorded and shared in English meetings once every term.</p> <p>An end-of-term sharing session will be conducted to transfer the knowledge to other non-core team English teachers in school for</p>	<p>Records of meetings will be kept for future reference.</p> <p>Lesson observations will be conducted and evaluation carried out before each co-planning meeting.</p> <p>All the resources and effectiveness of the school-based RaC programme will be evaluated in panel meetings.</p> <p>Analysis of students’ assessment results on reading skills</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation
<p>Core team</p> <ul style="list-style-type: none"> ● Two English panel chairs, the NET and three other English teachers will form a core group. Each core team member will be released 4 to 5 lessons (not more than 28 lessons in total) per week for the development of the school-based reading curriculum. ● The core team teachers will develop two RaC modules per level per year and their work entails: <ul style="list-style-type: none"> ✧ co-planning <p>Co-planning meetings will be conducted once every two weeks throughout the year. The team will confer with General Studies teachers about the choice of topics, set the learning objectives, select relevant reading materials, write unit plans and design multi-modal tasks.</p> ✧ trying out the materials and arranging lesson observations <p>Level teachers will execute the newly-developed RaC materials and peer lesson observation will be arranged at least once per term. Teachers will observe lessons and give feedback. Teaching strategies and materials designed will be adjusted after lesson observations.</p> ✧ evaluation <p>Lessons will be recorded for in-depth discussions during professional sharing sessions in panel meetings once per term. Evaluation will be carried out at the beginning of the co-planning meetings to monitor the progress and evaluate the effectiveness of the initiative. The effective teaching strategies and learning activities will be further adapted and utilized after completion of the project.</p>			<p>60% of the target level students can master the target reading skills in reading assessments.</p> <p>80% of the English teachers involved will improve their understanding of effective reading instructions.</p>	<p>sustainability.</p> <p>The teaching techniques and learning activities will be further adapted and utilized after completion of the project.</p> <p>After completion of the project, school will arrange at least one core team teacher at each level as a seed teacher for sustaining the momentum and further development of the project.</p>	<p>The information and feedback collected will be referenced to for future planning.</p>

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<ul style="list-style-type: none"> The NET will give level teachers due support in formulating the programme framework, delivering effective RaC instructions and designing stimulating cross-curricular activities. <p>Details of the school-based RaC programme</p> <ul style="list-style-type: none"> At least 1 reading lesson will be scheduled for the school-based reading programme every week. Teachers will select themes of General English (GE) and General Studies (GS). Each module will start with a fiction and be supplemented with non-fiction texts. Multi-modal texts such as online videos, movie clips and songs will also be used. Target reading skills <ul style="list-style-type: none"> ✧ speed-reading skills: skimming and scanning ✧ inferencing skills: prediction, referencing, understanding writers' stance and drawing conclusion ✧ word attack skills: guessing word meaning in context Tentative themes and text types for the 1st term are tabulated below. 															
<table border="1"> <thead> <tr> <th data-bbox="125 1214 244 1321" rowspan="2"><i>Level</i></th> <th colspan="2" data-bbox="244 1214 660 1270"><i>Theme</i></th> <th data-bbox="660 1214 943 1321" rowspan="2">Text type</th> </tr> <tr> <th data-bbox="244 1270 432 1321"><i>GE</i></th> <th data-bbox="432 1270 660 1321"><i>GS</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="125 1321 244 1503">P.4</td> <td data-bbox="244 1321 432 1503">Healthy eating</td> <td data-bbox="432 1321 660 1503">Healthy body</td> <td data-bbox="660 1321 943 1503"> <ul style="list-style-type: none"> ✧ stories ✧ recipes ✧ leaflets ✧ food labels ✧ menus </td> </tr> </tbody> </table>	<i>Level</i>	<i>Theme</i>		Text type	<i>GE</i>	<i>GS</i>	P.4	Healthy eating	Healthy body	<ul style="list-style-type: none"> ✧ stories ✧ recipes ✧ leaflets ✧ food labels ✧ menus 					
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P.5	Inventions	Electricity, light and sound	<ul style="list-style-type: none"> ✧ stories ✧ instructions ✧ biographies ✧ timelines ✧ manuals 														
P.6	Save our earth and endangered animals	Environmental protection and endangered animals	<ul style="list-style-type: none"> ✧ stories ✧ magazine articles ✧ posters ✧ news reports ✧ fact sheets 														
<p>● Description of a sample RaC module</p> <ul style="list-style-type: none"> ✧ Theme: P.4 Healthy Eating ✧ Reading materials to be adopted: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"><i>Fiction</i></th> <th style="width: 50%;"><i>Non-fiction</i></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><i>Gregory, the Terrible Eater</i> by Mitchell Sharmat</p> <p>https://www.scholastic.com/kids/book/gregory-the-terrible-eater-by-mitchell-sharmat/</p> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ✧ recipes ✧ leaflets ✧ food labels ✧ menus </td> </tr> </tbody> </table> <ul style="list-style-type: none"> ✧ Thematic vocabulary: food groups, food items and healthy eating habits ✧ Target language structure: modal verbs ✧ Learning and teaching activities <ul style="list-style-type: none"> - Lessons by the General Studies teachers on the benefits of 4 food groups and importance of a balanced diet - Playing of the song for introducing the topic and thematic vocabulary in the English lessons 									<i>Fiction</i>	<i>Non-fiction</i>	<p><i>Gregory, the Terrible Eater</i> by Mitchell Sharmat</p> <p>https://www.scholastic.com/kids/book/gregory-the-terrible-eater-by-mitchell-sharmat/</p>	<ul style="list-style-type: none"> ✧ recipes ✧ leaflets ✧ food labels ✧ menus 					
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<p><i>Food Groups Are Rockin' Tonight</i></p> <p>https://www.youtube.com/watch?v=GaLvxVnn8Yg&list=RDQMN23gi7GLtXs&start_radio=1</p> <ul style="list-style-type: none"> - Shared reading sessions conducted by the English teachers on <i>Gregory, the Terrible Eater</i> for introducing target reading strategies - A post-reading discussion on Gregory's pick-eating habit and design of 3 well-balanced meals for Gregory. - Related text types and their features introduced by English teachers <ul style="list-style-type: none"> ❖ Breakfast: examining nutrition labels of both healthy (e.g. cereals and yoghurt) and unhealthy foods (e.g. chips and ice-cream) as well as choosing healthier options for Gregory's first meal of the day ❖ Lunch: selecting healthy lunch dishes on a restaurant menu ❖ Dinner: creating a healthy dinner recipe - Revisiting <i>Gregory, the Terrible Eater</i> on YouTube <p>https://www.youtube.com/watch?v=B7FR1XGvAPA</p> <ul style="list-style-type: none"> - Creating paper plate meals for Gregory (group and individual) - Categorizing the foods they feed Gregory and themselves and discussing the similarities and differences of foods found within the same group for reinforcing the importance of a 					

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<p>balanced diet</p> <ul style="list-style-type: none"> - Classroom board display of paper meals - Short group presentations on the perfect meals for Gregory - Feedback by both English and General Studies teachers - A visit to a pizza restaurant 					
<p>Objective</p> <ul style="list-style-type: none"> ● Apart from developing the KS2 reading programme across the curriculum, the core team teachers will also conduct English activities for P.1 to P.6 for promoting the communicative use of English outside class time and creating a language-rich environment. ● Details of the language activities <ul style="list-style-type: none"> ✧ English games for P.1 to P.6 <p>English games such as Scrabble, guessing games, Pictionary, Spelling Bees and Buzzing Bees, etc. will be put up in the English room, the playground and the classrooms twice a week during lunchtime and recess. All classes will be invited to take part in the activities on roster basis.</p> ✧ English Wednesday <p>English Wednesday will be held every Wednesday of October, November, January, March and May. The core team teachers will design a reward scheme and core curriculum themes will be adopted. Related vocabulary and sentence patterns will be provided to students so that they can be prepared for the day. Students can chat in English with their</p> 	P.1-P.6	<p>Co-planning and preparing materials Sept 2019 to July 2020</p> <p>The activities are held throughout the school year</p> <p>Evaluation July 2020</p>	<p>Activity packs for the language activities will be produced.</p> <p>70% of students will report that they are more willing to use English outside class time.</p> <p>80% of the teachers involved will agree that the activities are well-received and effective in improving students' learning motivation.</p> <p>All core team teachers agree that they have developed a better understanding of effective activity delivery.</p>	<p>All the materials designed will be kept in the teachers' resource bank for future use.</p> <p>All the resources will be evaluated and updated by the core team teachers and the effectiveness of the activities will be discussed in the panel meetings.</p>	<p>Survey and interviews will be conducted to collect feedback from the students and teachers.</p>

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<p>classmates and teachers. English teachers will give out stamps to those students who attempt. Students will be given prizes when they accumulate a number of stamps during the school year.</p> <p>✧ Ten-minute English</p> <p>The core team teachers will give morning speeches and introduce different topics in English at least 6 times every term in the morning assembly. Teachers will sing songs, watch English clips and introduce fun English usage to the students.</p> <p>✧ English drama</p> <p>The core team teachers will train up a drama team of about forty P.3 to P.6 students for a musical. Performance skills such as approaching a script, use of space, body and voice will be covered. The team will be responsible for giving weekly training sessions, writing the script and staging the musical at the end of the school year.</p> <p>✧ Reading Week</p> <p>In order to promote reading, the English department will cooperate with the library in organising the reading week every term. Reading activities (author-based, theme-based or book-series based) such as sharing, games and board display will be conducted to promote students' reading interest.</p>					