

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

School Name: TWGHs Tsoi Wing Sing Primary School (English)

Application No.: D050 (for official use)

(A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 5

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	0	0	1	1	12

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 Service (English)	P.1, P.2	Reading and Writing	School-based Curriculum Development Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. School management is supportive. English Language teachers are dedicated to work and willing to try out innovative ideas.2. English Language teachers have been developing a school-based reading programme at Primary 1. Students are motivated by the wide variety of reading activities.	<ol style="list-style-type: none">1. Funding from PEEGS will facilitate the development of school-based English Language curriculum.2. An English-rich environment is being established. A variety of activities have been conducted to provide students with more opportunities to use English Language both inside and outside classroom.
Weaknesses	Threats
<ol style="list-style-type: none">1. With only 5 local English Language teachers in the English Language department, all teachers have to shoulder heavy workload of school-based English Language curriculum development and refinement2. Students' reading interests are not well-sustained at home.	<ol style="list-style-type: none">1. As school commenced operation in the 2018/2019 school year, extra effort is needed to develop and refine the school-based English Language curriculum.

(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
NIL		

(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
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><i>(*Please delete as appropriate)</i></p> <p><input 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 checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* 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"/> 2020/21 school year</p> <p><input type="checkbox"/> 2021/22 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p>

(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
Employ a full-time supply teacher and purchase printed books to enrich the English language environment at Primary 2 and Primary 3 for the development of school-based reading programme					
<p>Objectives The English Language teachers have been developing a school-based reading programme at Primary 1 to arouse students' reading interests and provide them with opportunities to use English Language in authentic contexts. To extend the reading programme to other levels in Key Stage 1, a supply teacher is proposed to be hired to create room for the English Language panel head and some English Language teachers for programme development. Printed books will be purchased to support the implementation of the programme. It is envisaged that the programme will help students to lay a solid foundation and cultivate their reading interests. Through incorporating different reading activities (for example, Reader's Theatre, jigsaw reading and story-telling) into different reading stages, the programme will provide students with pleasurable reading experience and opportunities to use English in an authentic context when participating in the reading activities.</p> <p>Core team A core team consists of the English Language panel chairperson and the two target level coordinators will be formed. Tentatively, the supply teacher will take up around 24 lessons and other duties from the three core team members.</p> <p>The core team will:</p> <ul style="list-style-type: none"> ✓ conduct curriculum review; ✓ formulate the programme framework; ✓ conduct co-planning meeting once a week; ✓ co-develop the learning and teaching resources; 	P.2 – P.3	2020/2021 July 2020 Book Selection Aug 2020 Procurement exercise Sept 2020 Conduct levelling test Sept 2020 – Jun 2021 Co-planning (all year round) Developing teaching and learning resources (all year round) Try out (all year round)	1 resource package covering 24 reading lessons (6 modules) will be developed at each target level. Each resource kit includes lesson plan, learning and teaching resources such as task sheets, reading texts and assessment tasks. 80% of Primary 2 and 3 students agree that they are more interested in reading English. 80% of Primary 2 and 3 students agree that they are more confident in reading fictions. 80% of Primary 2 and Primary 3 students agree that they enjoy the reading activities.	The proposed school-based reading programme will be integrated into the core English Language Curriculum. Learning and teaching materials developed. The materials will be saved in the school server and reviewed/refined for continuous use after completion of this project. Core team members will be better equipped in	Leveling tests will be conducted at the beginning and at the end of the school year. Questionnaires will be given to the students and teachers to collect their feedbacks. Peer lesson observations will be conducted. Evaluation meetings will be conducted to review/assess the programme effectiveness. Students' performance in reading assessments will be analysed. Usage records of the books purchased will be kept and evaluated. Data and feedback collected will be used

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<ul style="list-style-type: none"> ✓ try out the newly developed resources; ✓ conduct peer lesson observations 2 times per term; ✓ refine lesson plans and resources after lesson observations; ✓ conduct levelling tests twice a year (pre-test and post-test); ✓ conduct formative assessments, teacher and student surveys as well as evaluation meetings to gauge the effectiveness of the programme; and ✓ conduct in-house sharing sessions 4 times a year. <p><u>Details of the programme</u></p> <p>➤ Implementation A reading session (a double period) will be conducted once every two weeks. Six modules which based on the themes covered in the General English Language lessons will be developed. Two reading sessions will be allocated to each theme.</p> <p>➤ Tentative themes to be covered</p> <table border="1" data-bbox="188 1010 904 1495"> <thead> <tr> <th>Levels</th> <th>Themes</th> </tr> </thead> <tbody> <tr> <td>P.2</td> <td> <ul style="list-style-type: none"> ✓ Being a good child ✓ My favourite things ✓ Let's go shopping ✓ Amazing animals ✓ Helping at home ✓ My Day </td> </tr> <tr> <td>P.3</td> <td> <ul style="list-style-type: none"> ✓ Special days ✓ Things we can do ✓ Buying food and clothes ✓ Things around us ✓ Taste it! ✓ Sharing experiences </td> </tr> </tbody> </table>	Levels	Themes	P.2	<ul style="list-style-type: none"> ✓ Being a good child ✓ My favourite things ✓ Let's go shopping ✓ Amazing animals ✓ Helping at home ✓ My Day 	P.3	<ul style="list-style-type: none"> ✓ Special days ✓ Things we can do ✓ Buying food and clothes ✓ Things around us ✓ Taste it! ✓ Sharing experiences 		<p>Evaluation <i>(all year round)</i></p> <p>Jun 2021 Leveling test</p> <p>Jul 2021 Overall programme evaluation Experience sharing</p> <p>Aug 2021 Refinement of newly developed resources</p>	<p>100% of students at P.2 to P.3 student read 6 titles per year.</p> <p>75% of Primary 2 and 3 students will show improvement in the post-test.</p> <p>75% of the students at Primary 2 and 3 will improve by 5% in the reading assessments.</p> <p>80% of teachers involved agree that students become more interested in reading English.</p> <p>80% of teachers involved agree that students are more confident in reading fictions.</p> <p>80% of teachers involved agree that students enjoy the reading activities.</p> <p>100% of the teachers involved will acquire strategies for</p>	<p>curriculum development. They will be the seed teachers for the development of the reading programme at other levels after the project completion.</p> <p>Lessons will be videotaped for sharing and evaluation purpose.</p> <p>Resources will be developed.</p>	<p>for fine-tuning the reading programme.</p>
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• guess the topic and the likely development of the topic by using personal experiences and knowledge of the world		✓																	
• make predictions about stories, characters, topics of interest using pictorial clues and the book cover	✓	✓																	
• recognise the format, visual elements and language features of some common text types	✓	✓																	
• understand the information provided on the book cover, contents page and page number	✓	✓																	
<p>➤ Sample Module</p> <table border="1"> <tr> <td><i>Level</i></td> <td>P.2</td> </tr> <tr> <td><i>Theme</i></td> <td>Amazing animals</td> </tr> <tr> <td><i>Relevant GE Unit</i></td> <td>Our Pets</td> </tr> <tr> <td><i>Language items covered in the GE Unit</i></td> <td> Vocabulary - adjectives to describe animals: naughty, friendly, shy - animal body parts: eye, ear, tail, teeth Language structure - use “I like...” to express preference </td> </tr> <tr> <td><i>Target language items</i></td> <td> Vocabulary - animal body parts: tusk, claw, jaw, knee, toe, tongue, prickle </td> </tr> <tr> <td><i>Target reading skills</i></td> <td> ❖ use phonological strategies to decode words ❖ recognise familiar words in new texts ❖ work out the meaning of unknown </td> </tr> </table>			<i>Level</i>	P.2	<i>Theme</i>	Amazing animals	<i>Relevant GE Unit</i>	Our Pets	<i>Language items covered in the GE Unit</i>	Vocabulary - adjectives to describe animals: naughty, friendly, shy - animal body parts: eye, ear, tail, teeth Language structure - use “I like...” to express preference	<i>Target language items</i>	Vocabulary - animal body parts: tusk, claw, jaw, knee, toe, tongue, prickle	<i>Target reading skills</i>	❖ use phonological strategies to decode words ❖ recognise familiar words in new texts ❖ work out the meaning of unknown					
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<i>Reader chosen</i>	<p><i>Core text:</i> <i>The Gruffalo by Julia Donaldson, illustrated by Axel Scheffler</i></p> <p><i>Guided Reading:</i> <i>Scaredy Crow by Heather Banks (tentative)</i> <i>How Zebras Got Their Stripes retold by Ned Jensen (tentative)</i></p>					
<i>Reading Session</i>	<p><u>Session 1</u></p> <p><u>Pre-reading</u> Activating the schemata</p> <ul style="list-style-type: none"> ➤ <u>Video clip about animal body parts</u> Students will watch a short video clip about animal body parts and prepare a picture dictionary (in the form of an 8-page mini-book) by drawing the pictures and writing the word. 					

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<p><i>Animal body parts</i> https://www.youtube.com/watch?v=szEzGwsdwmg</p> <p>➤ <u>Making an 8-page mini book</u> <i>How to Make a Quick and Easy 8 Page Mini-Book From One Piece of Paper</i> https://www.youtube.com/watch?v=21qi9ZcQVto</p> <p>➤ <u>Drawing Gruffalo</u> Teacher will read aloud the parts which describe the physical characteristics of Gruffalo. Students will then work in groups to draw Gruffalo based on teacher's description.</p> <p><i>“He has terrible tusks, and terrible claws, And terrible teeth in his terrible jaws.”</i></p> <p><i>“He has knobbly knees, and turned-out toes, And a poisonous wart at the end of his nose.”</i></p> <p><i>“His eyes are orange, his tongue is black; He has purple prickles all over his back.”</i></p> <p>➤ <u>Book cover</u> Teacher will guide students to</p>					

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<p>make prediction about the stories by reading the book cover. Students will be asked to compare the Gruffalo illustrated by Axel Scheffler with the one they have drawn.</p> <p>➤ <u>Picture walk</u> Teacher will read the preface with students and introduce the characters (the mouse, the fox, the owl, the snake and the Gruffalo) and ask students to match the pictures and their names. Teacher will then picture walk the book and ask students to guess the story plot.</p> <p><u>While-reading</u></p> <p>➤ <u>Share reading</u> Teacher will share read the book with students and guide students to work out the meaning of unfamiliar words and predict the possible development of the stories.</p> <p>After the first reading, teacher will also guide students to decode the words using by highlighting the rhyming pairs (e.g. mouse and house, claw and jaw, laughter and after) in the second reading.</p> <p>For the third reading, teacher will</p>					

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<p>read the story with students again and ask questions about the characters. Teacher will guide students to interpret each character's feeling and emotion to prepare students for the Reader's Theatre performance.</p> <p><u>Post-reading</u></p> <ul style="list-style-type: none"> ➤ <u>Story plot</u> Students will be asked to complete a flow chart about sequence of events in the story. ➤ <u>Reader's Theatre performance</u> Students will then work in groups and each student take up one of the roles in the story. They will work together to read aloud the story. <p>A video clip about Reader's Theatre will be shown to students for a better idea of the performance.</p> <p><i>1st Grade Reader's Theater "Supper With The Queen"</i> https://www.youtube.com/watch?v=JbRTkI2YucE</p> <ul style="list-style-type: none"> ➤ <u>Take Home Task</u> Students will be asked to practice reading aloud the books at home for preparation of the Reader's 					

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<p>Theatre performance. A video clip of the story read-aloud will be shared for students' reference.</p> <p><i>The Gruffalo - Read by Alan Mandel</i> https://www.youtube.com/watch?v=s8sUPpPc8Ws</p> <p><u>Session 2</u></p> <ul style="list-style-type: none"> ➤ <u>Reader Theatre Performance</u> Students will rehearse with their group members and take turn to perform the story. Students' work will be recorded for sharing. ➤ <u>Revisiting the target vocabulary items</u> Students will listen to the song about the main character, the Gruffalo. Students will then play a card matching game, Concentration. <p><i>Gruffalo song</i> https://www.youtube.com/watch?v=5ZfEIX2lhII</p> <p><u>Concentration</u> Students will be given a deck of cards with either the pictures of the vocabulary items or the words. Students will then shuffle the cards well and place them face down. Students take turns to flip over two</p>					

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<p>cards. If the two cards match, (that is, one picture card matches its word card), then the student will read the word, pick up the cards and keep them. If they do not match, the student will turn the card back over.</p> <p>➤ <u>Guided Reading</u> Students will be divided into two groups according to their English proficiencies. Teacher will conduct group guided reading activities with students. While one group is having shared reading with teacher, the other group will complete the extended tasks assigned by the teacher. One reader chosen from the online e-reading platform based on the themes and target language items will be used for guided reading.</p> <p><u>Extended task</u></p> <p>➤ <u>Creating a new character</u> Students will be asked to create a new character for the story, for example, Graffalo’s wife. Students will draw a sketch of Graffalo’s wife, give her a name and write a short description about her physical characteristics.</p> <p><u>Extended reading</u></p>					

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<p>Students will watch a video clip of read-aloud on the sequel of the book.</p> <p><i>THE GRUFFALO'S CHILD StoryTime kids live pictures in my book STORIES AND TALES</i></p> <p>https://www.youtube.com/watch?v=vzDyqiFChiM</p> <p><u>Purchase of printed books</u></p> <p>3 additional printed reader related to the module theme will be selected for independent reading at home. Levelled printed readers will be provided according to students' reading levels. A wide variety of text types will be covered to extend students' reading horizon.</p> <p>➤ Tentative themes to be covered</p> <p>The printed readers will be carefully chosen so that they will be of appropriate reading level and related to themes covered.</p> <table border="1"> <thead> <tr> <th>Levels</th> <th>Themes</th> </tr> </thead> <tbody> <tr> <td>P.2</td> <td> <ul style="list-style-type: none"> ✓ Being a good child ✓ My favourite things ✓ Let's go shopping ✓ Amazing animals ✓ Helping at home ✓ My Day </td> </tr> <tr> <td>P.3</td> <td> <ul style="list-style-type: none"> ✓ Special days ✓ Things we can do ✓ Buying food and clothes ✓ Things around us </td> </tr> </tbody> </table>		Levels	Themes	P.2	<ul style="list-style-type: none"> ✓ Being a good child ✓ My favourite things ✓ Let's go shopping ✓ Amazing animals ✓ Helping at home ✓ My Day 	P.3	<ul style="list-style-type: none"> ✓ Special days ✓ Things we can do ✓ Buying food and clothes ✓ Things around us 				
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P.3	<ul style="list-style-type: none"> ✓ Special days ✓ Things we can do ✓ Buying food and clothes ✓ Things around us 										

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		
<table border="1" data-bbox="185 236 864 312"> <tr> <td data-bbox="185 236 315 312"></td> <td data-bbox="315 236 864 312"> <ul style="list-style-type: none"> ✓ Taste it! ✓ Sharing experiences </td> </tr> </table> <p data-bbox="152 376 763 651"> ➤ Details of the purchase Number of reading levels per grade level: 6 Number of modules per level: 6 Number of printed readers per module: 3 Number of copies per title: 5 Number of grade levels: 2 </p> <p data-bbox="136 703 947 770"> School will conduct proper procurement exercise before purchasing the books. </p>		<ul style="list-style-type: none"> ✓ Taste it! ✓ Sharing experiences 					
	<ul style="list-style-type: none"> ✓ Taste it! ✓ Sharing experiences 						