

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

School Name: TWGHs Chow Yin Sum Primary School (English)

Application No.: C040 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 11

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	3	3	3	3	3	3	18

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:

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
English Language Support Service	P.3 – P.4	School-based curriculum development	Language Learning Support Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Most panel members have hands-on experience in developing school-based learning and teaching resources after receiving support service.2. Students' reading interests have been fostered by shared-reading materials in Primary 1 and Primary 2.3. Learning and teaching materials in Primary 3 to Primary 6 are themed-based. Reading input is closely related to the writing tasks which allow students to use the vocabulary items and language structures learnt in meaningful contexts.4. Most students enjoy reading e-books and learning with e-materials. In this way, their learning interests can be aroused.	<ol style="list-style-type: none">1. The Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS) provides funding for schools to further enhance English learning.
Weaknesses	Threats
<ol style="list-style-type: none">1. Most reading materials in Primary 1 and Primary 2 are simple narrative texts with confined reading skills.2. According to internal and external assessment results, students are weak in reading skills. Many of them are also in lack of vocabulary to express themselves well.3. Great learner diversity exists. Students' learning abilities vary within and among classes.	<ol style="list-style-type: none">1. Many students come from low socio-economic families, which mainly rely on the English input provided by the school. Family support to students' learning is limited.2. The enrollment of newly-arrived children has increased in recent years. Some of them have weak English foundation.3. The overall number of students in Hong Kong is dropping and competition from the neighbouring schools affects the intake of students.

(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
School-based development on reading and writing	Hiring a supply teacher	P.4 – P.6

(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 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><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”</p> <p><input checked="" 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* supply teachers</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant</p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input checked="" type="checkbox"/> 2020/21 school year</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

(F) 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 (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
Employing part-time supply teachers to release the core team and purchasing e-readers to promote e-learning in the English programme					
<p>Background In Primary 1 and Primary 2, instead of using textbooks, a shared-book approach has been adopted. A set of storybooks, levelled from 1 to 8, has been used as the core teaching materials. Most students are interested in reading the storybooks and their learning interests in English are enhanced. However, it is found that most reading materials in Primary 1 and Primary 2 are simple narrative texts and the reading skills covered are rather limited. Therefore, it is necessary to refine the school-based reading programme by re-arranging the existing materials under a themed-based approach, enriching students' reading input with a variety of reading materials and strengthening vocabulary and teaching of language items with appropriate contexts. In Primary 3 to Primary 6, a textbook series is adopted. School-based learning and teaching materials have been developed based on the themes covered in the textbooks. Reading input, vocabulary and grammar items are closely linked to the writing tasks. Further development for students' reading skills through enriching the reading input is necessary.</p> <p>Objective The refinement of the reading programme will mainly focus on providing students with a wide variety of reading texts and enhancing their learning motivation with interesting and interactive e-learning activities. E-readers will be purchased according to the modules covered in the school-based core English Language Curriculum. These e-readers will be used in pre-, while- and post- reading</p>	P.1 – P.6	2019/2020 P.1 – P.2 Sept 2019 Curriculum Review Sept 2019 – Jun 2020 - Co-planning - Developing of learning and teaching materials - Trying out - Lesson observation - Evaluation 2020/2021 P.3 – P.6 Sept 2019 Curriculum Review Sept 2019 – Jun 2020 P.1 – P.2 Refining the	6 sets of teaching packages of different themes will be refined for each level of Primary 1 and Primary 2. Each package will cover 32 lessons. 3 sets of extended reading materials will be incorporated into each level of Primary 3 to 6. Each set of materials will cover 6 lessons in a week. 80% of P.1 – P.2 students read at least 10 e-readers. 80% of P.3 – P.6 students read at least 4 e-readers. 60% of the students will agree that the e-resources can raise their learning interest in English. 80% of the English	The materials developed and the e-resources will be used by other teachers after the completion of the project. The materials developed will be evaluated and modified in the subsequent years. All e-resources will be installed in the school's intranet to be used by all students and teachers. The school will own the license of all e-resources.	Records of co-planning meetings will be kept to monitor the process of the development work. Tryouts and lesson observations will be organized. Evaluation and adjustments will be conducted afterwards. Reports on students' utilization of the e-resources will be generated regularly. Reports on students' learning progress through the e-resources will be generated regularly and follow-ups will be done accordingly. Analysis of

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<p>stages to enhance students' reading skills. E-learning tasks will also be developed to extend students' learning and allow them to learn at their own pace. The e-learning tools and resources, together with other learning and teaching resources to be developed, will be of varied difficulties in order to cater for the needs of students. On the refined reading programmes, four weeks will be allocated for the learning and teaching of each teaching package in Primary 1 and 2. Six lessons will be allocated for covering the extended materials in Primary 3 to Primary 6.</p> <p>Core team Four English teachers, including the panel head, will form the core team. Team members will meet regularly to review the existing English Language curriculum, refine the learning and teaching materials as well as incorporate newly-purchased/-designed materials into the core English curriculum.</p> <p>Each core team member will be responsible to work on two different levels while they will put more emphasis on Primary 1 and Primary 2. That is, each core team member will be responsible for Primary 1 and Primary 2 and one of the levels in Primary 3 to Primary 6.</p> <p>Employing two part-time supply teachers Two part-time supply teachers will be hired four times a month and three times a month to take up the duties of the core team members in 2019/20 and 2020/21 respectively. The whole employment period will last for nine months, from September to May.</p> <p>Four to five lessons will be released for each core team</p>		<p>materials developed</p> <p>P.3 – P.6</p> <ul style="list-style-type: none"> - Co-planning - Developing of learning and teaching materials - Trying out - Lesson observation - Evaluation 	<p>teachers will agree that the refined reading programmes can enhance students' English learning.</p> <p>80% of the English teachers will agree that the e-resources can arouse students' learning interest and enhance students' English learning.</p> <p>80% of the English teachers will acquire and apply the skills and the e-resources in their teaching.</p>		<p>students' performance in reading and writing in internal and external assessments will be carried out.</p> <p>Evaluation on the effectiveness of the refined programmes will be conducted in panel meetings.</p> <p>Surveys among different stakeholders (students, parents and teachers) will be carried out to collect feedback on the refined programmes.</p>

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<p>member within a week to hold co-planning meetings with the level teachers, conduct lesson observations as well as develop the relevant learning and teaching materials.</p> <p>To minimize the influence on students' English learning, the followings will be arranged:</p> <ul style="list-style-type: none"> - assigning the supply teachers to take up the teaching duties of some non-English subjects (e.g. General Studies, Visual Arts, Computer and Moral and Civic Education); - assigning the supply teachers to take up the non-teaching duties (e.g. the homework lesson time and duties during recesses); and - monitoring closely and take follow-up actions if necessary. <p><u>Duties of the core team members</u></p> <ul style="list-style-type: none"> ➤ Co-planning Co-planning meetings will be held every two weeks. Regular teaching duties of the core team members will be taken up by two part-time supply teachers in order to create space for them to refine and develop the learning and teaching materials. ➤ Tryouts and lesson observations Tryouts and lesson observations will be conducted in different levels by the core team members. Evaluation and adjustments will be conducted accordingly afterwards. ➤ Sharing and Evaluation Internal sharing will be conducted by the core team members. Professional development workshops will also be organized to prepare all English teachers to use 					

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<p>the new e-learning materials. Evaluation of the refined reading programmes will also be conducted among the whole English panel.</p> <p><u>Refinement of the school-based reading programmes</u></p> <p>➤ Curriculum Review A thorough review of the core English Language curriculum will be conducted for each level. Refinement will be mainly on the reading input and teaching of language items in authentic contexts.</p> <p>➤ Incorporation of a wide variety of graded reading texts For Primary 1 and Primary 2, refinement for the existing learning and teaching resources will be conducted. Adaptation will include re-arranging the reading materials to be covered in each unit according to the themes and text types. E-readers proposed to be purchased will be incorporated to facilitate learning of vocabulary and language items. As the current teaching materials are mainly simple narrative texts, other genres (e.g. exposition, descriptive) and a wide variety of texts under the same theme will be covered.</p> <p>In Primary 3 to Primary 6, extended reading materials under three different themes will be added to broaden students' reading horizon and enrich students' vocabulary building. Relevant learning and teaching resources will be developed.</p> <p>➤ Incorporation of e-learning resources Different e-learning resources such as e-learning apps and e-readers will be incorporated into the learning and teaching materials and activities to arouse</p>					

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<p>students' learning interests. All the e-learning tasks and the e-readers will be made available to students through the school-based e-learning platform such as Google Classroom or e-class.</p> <p>Graded e-resources will also be developed to facilitate students' learning in class and outside class. Students will be asked to complete various e-learning tasks during the pre-reading, while-reading and post-reading stages. For example, students will be ask to complete vocabulary exercise using Quizlet for consolidation and complete an online reading comprehension exercise after reading the e-readers. Other reading tasks, such as writing K-W-L charts and mind maps could also be completed using various e-learning tools such as Padlet so that students can share their work with others easily. Teachers will be able to keep track of students' learning and provide timely feedback.</p> <p>Reading aloud tasks will be conducted and assessed through the use of e-learning tools such as Draw and Tell. Students will make audio recordings using the application and submit them to teachers for feedbacks. Students will be able to make multiple attempts before submission.</p> <p>➤ Infusion self-learning through home reading Students will be assigned to read e-readers according to their abilities at home. Teachers will prepare students to read the e-readers at home through introducing other reading texts under the same theme. Students will have to complete the reading tasks at their own pace. The interactive features embedded in the e-readers will assist students to read on their own and teachers can provide additional support to students</p>					

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<p>when necessary. Reports will be generated regularly to keep track of students' progress.</p> <p>Sample Modules</p> <p>Primary 2</p> <p>Two readers related to the topic, "Seasons" are currently used. Two more e-readers related to the topic, "Weather" will be purchased to enrich students' reading input on this module and facilitate contextualized grammar teaching. Grammar will be taught through using the contexts introduced when reading the e-books. The readers purchased will be of varied difficulties to cater for more able and less able students. Unit plans and corresponding materials on the module will be developed. Relevant reading skills, vocabulary and grammar items (as highlighted in the table below) will be introduced to students in contexts.</p> <table border="1" data-bbox="188 884 909 1441"> <thead> <tr> <th data-bbox="188 884 315 922">Stage</th> <th data-bbox="315 884 909 922">Learning and teaching activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 922 315 1441">Pre reading</td> <td data-bbox="315 922 909 1441"> <p>Students will have read a printed reader before the lesson. Multimodal texts, such as videos or songs will be used to arouse students' interest and activate students' previous knowledge on the topic.</p> <p>E-learning tasks to keep track of students' learning will be developed. For example, students will be asked to complete an online reading comprehension exercise through Google Form or other apps so that teachers can have a better idea about students' learning before lessons. Students' common mistakes will be identified and discussed during the lessons.</p> </td> </tr> </tbody> </table>	Stage	Learning and teaching activities	Pre reading	<p>Students will have read a printed reader before the lesson. Multimodal texts, such as videos or songs will be used to arouse students' interest and activate students' previous knowledge on the topic.</p> <p>E-learning tasks to keep track of students' learning will be developed. For example, students will be asked to complete an online reading comprehension exercise through Google Form or other apps so that teachers can have a better idea about students' learning before lessons. Students' common mistakes will be identified and discussed during the lessons.</p>					
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While reading	<p>Teachers will make use of the e-readers to further develop students' different reading skills (<i>e.g. literal meaning: guessing meaning of unfamiliar words by using contextual and pictorial clues; inferential meaning: working out main ideas and evaluative meanings: interpreting writers' feelings</i>).</p> <p>Vocabulary (<i>e.g. words for describing weather and the proper clothing</i>) and grammar items (<i>e.g. using "what" to ask about the weather and "it is" to talk about the weather</i>) will also be introduced in contexts.</p> <p>Teachers will also make use of audio features and graded interactive games, when introducing the contents and consolidating students' learnt vocabulary and grammar items. The e-learning resources can enhance students' learning interests and encourage their participation.</p> <p>Students can re-visit the e-readers after lesson and they will be able to learn at their own pace.</p> <p>Vocabulary exercise using Quizlet will be developed to consolidate students' learning.</p>					
Post reading	<p>Kahoot quizzes for checking students' reading comprehension will be conducted.</p> <p>E-readers for extended home reading will be assigned to students according to their reading levels. Students will need to complete the reading comprehension exercise developed.</p>					

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<p>They will also be asked to share their reading through completing book reports and these reports will be shared at the school-based e-learning platform.</p> <p>Students' performance will be evaluated regularly and timely feedback will be given. Relevant reading aloud and listening exercises will also be adopted in order to ensure a variety of learning tasks.</p> <p>Primary 4 Under the theme "Festivals" in Primary 4, 2 e-readers with varied difficulties will be purchased. Students will be exposed to reading texts related to the topic (as highlighted in the table below) before completing a writing task about their favourite festival.</p> <table border="1"> <thead> <tr> <th>Stage</th> <th>Learning and teaching activities</th> </tr> </thead> <tbody> <tr> <td>Pre-reading</td> <td> <p>Multimodal texts, such as videos and songs will be used to arouse students' interest.</p> <p>Students will share their previous knowledge through apps such as Padlet or the school-based online learning platform before the lessons.</p> </td> </tr> <tr> <td>While-reading</td> <td> <p>Graded e-readers will be used to cater for the needs of different students. Students will be introduced to some of the festivals through guided reading. Different questions will be asked according to students' abilities.</p> <p>Relevant vocabulary (<i>e.g. food and activities of different festivals</i>) and targeted structures (<i>e.g. using present tense to talk about how people celebrate different festivals</i>) are also introduced with the authentic contexts.</p> </td> </tr> </tbody> </table>		Stage	Learning and teaching activities	Pre-reading	<p>Multimodal texts, such as videos and songs will be used to arouse students' interest.</p> <p>Students will share their previous knowledge through apps such as Padlet or the school-based online learning platform before the lessons.</p>	While-reading	<p>Graded e-readers will be used to cater for the needs of different students. Students will be introduced to some of the festivals through guided reading. Different questions will be asked according to students' abilities.</p> <p>Relevant vocabulary (<i>e.g. food and activities of different festivals</i>) and targeted structures (<i>e.g. using present tense to talk about how people celebrate different festivals</i>) are also introduced with the authentic contexts.</p>					
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	Vocabulary exercise using Quizlet will be developed to consolidate students' learning. Extra e-books (<i>e.g. festivals in other countries</i>) will be assigned to students as home reading materials according to their reading levels.					
Post-reading	Students are asked to write about their favourite festivals using the vocabulary items and language structures learned. Students' work will be shared through the school-based online platform. Both students and teachers will be able to comment and provide feedback.					
<p>Details of the learning and teaching materials to be purchased</p> <p>P.1 – P.2 15 e-readers on different genres will be purchased for each level. 8 of them will be used for in-class teaching and the rest will be used for home reading. The topics (for example, Caring and Sharing, Fun and Games, Me and my Family and Friends, Places and Activities, The World Around Us and Using my Five Senses will correspond to the existing school-based reading programme and the modules suggested in the English Language curriculum guide to enrich the programmes.</p> <p>P.3 – P.6 6 e-readers, including fictions and non-fictions, will be purchased for each level to broaden students' knowledge on certain topics and enhance their vocabulary building. Three of them will be used for in-class teaching while the rest will be used as extended home reading.</p>						

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<p>Purchase of e-readers</p> <p>There are sufficient tablets to support the learning and teaching of at least 2 classes simultaneously. Careful inspection of the e-readers will be conducted before the purchase. The language and content as well as the built-in features will be examined thoroughly to ensure the suitability. The following criteria will be attended to while selecting the titles:</p> <ul style="list-style-type: none"> ✓ Alignment with the core English Language Curriculum ✓ Students' reading levels ✓ Language use ✓ Typicality of the texts used ✓ Level of difficulty of the texts ✓ Built-in interactive features as well as audio and visual features ✓ Reading pace <p>All the e-books will be purchased through proper procurement exercises. The school will own the license of these reading materials. They will be installed onto the school's intranet to be used by all students and teachers. Teachers will also ensure that cross-border students will be able to gain access to these e-learning tools at home.</p>					