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

School Name: <u>Canton Road Government Primary School</u> (English)

Application No.: C <u>055</u> (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): <u>10</u>

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)
Space Town Literacy Programme	P.1-3	Reading and Writing	NET Section, EDB
School-based Support Service	P.5	Catering for learners' diversity	School-Based Curriculum Development (Primary) Section, Curriculum Development Institute
University-School Support Programme To strengthen students' literacy skills – from reading to writing	P.5	Reading and writing	University of Hong Kong

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

Strengths	Opportunities
1. Subject teachers are very experienced in working with external support services. We are open-mined and willing to work collaboratively in refining the school-based curriculum. 2. School board and the principal give the panel chairperson a high degree of autonomy. The English panel is provided with full support. 3. Teachers are willing to try out new innovative measures to strengthen the effectiveness of teaching and learning. 4. An enthusiastic NET has implemented Space Town Literacy Programme in KS1 since 2015 and students can learn through reading. 5. Small class size facilitates teaching and learning and weaker students are given more opportunities to participate in class.	1. A very supportive advisory teacher from the NET Section organizes fruitful and effective school-based staff development workshops and assists our staff in curriculum planning. 2. With more newly-recruited permanent English teachers, a more stable team has been established. It helps sustain subject development and implementation of new curriculum initiatives.
Weaknesses	**Threats**
1. Students have little or no parental support. They are generally weak in English and some of them are not motivated to learn languages at all. 2. The Territory-wide System Assessment (TSA) results reflect that students are relatively weak in writing. They have very limited vocabulary load and find it difficult to express and organize their ideas logically and reasonably.	1. The learning gap is widening with increasing intake from the mainland in different levels. Teachers have to spend more time designing learning tasks to cater for learners' diversity. 2. Downsizing enrollment due to low birth rate 3. Limited school size and competitions from neighbouring schools

(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
1. Fostering students' interest in reading as well as enhancing students' reading and writing abilities	• Employing a 1-year full-time substitute teacher to free the core member some lessons of other subjects each week to hold meetings, develop learning and teaching materials, conduct lesson observation and undergo action research in order to develop a school-based reading and writing curriculum in KS2 (P.4-6) according to our students' needs • Employing a part time Native English Speaking Teacher from a service provider to plan, develop and implement the school-based reading workshops in KS2 (P.4-6) with the subject teachers	P.4-P.6
2. Implementing a whole-school levelled reading scheme	• Purchasing sets of levelled readers to motivate students to read outside classroom with reference to their reading levels	P.1-P.6

(D) Focus(es) of the school's proposed 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 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 (levelled readers) ☑ Employ ~~full-time~~* or a 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	☑ 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:

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
Hire a part-time English-proficient teacher and purchase printed books for promoting 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-P.6					
Objectives ● A qualified part-time English-proficient teacher will be hired to work in collaboration with the core team on planning, developing and implementing the school-based KS2 RaC Programme to: - develop students' "Reading to Learn" and academic writing skills through exposing them to a wide range of materials with different themes and of text types conducive to knowledge building and language learning; - enrich students' language skills and world knowledge, which enables them to better meet the specialised demands of the other Key Learning Areas (KLAs); and - broaden students' learning experiences through language learning activities related to one or more of the other KLAs. **Expected qualifications and duties of the part-time teacher** ● The part-time teacher is expected to be a bachelor's degree holder with native-English speaking competence, TESOL qualifications and preferably 2 years of primary school teaching experience. ● Working hours: from 8:00 a.m.-1p.m., Monday to Friday ● The part-time teacher will work closely with the core team (EPCs, the NET and level teachers) in: - setting the direction and skill progression framework of the new KS2 RaC programme; - sourcing both fiction and non-fiction texts to enhance	P.4 to P.6	September 2019 – June, 2020 **Contact Publishers/ book suppliers** July 2019 **Procurement Exercises** September 2019 **Co-planning Throughout the year** **Implementation** October 2019 - June 2020 **Development timeline of packages** 1st Term 1 package per level	2 resources packages including module plans, worksheets, learning tasks, teaching materials and assessment tasks covering a total of 40 lessons will be developed for each level in a year. A team of English ambassadors will be trained to be leaders of Reading Buddies to help students to read independently during recess. 80% of KS2 teachers will have improved skills in planning, implementing and evaluating the curriculum. Over 70% of the students involved will show improvement in	The reading and writing packages produced will be kept as the resource bank for future use. Various reading activities and strategies can be used again to engage students in whole-class, group and individual work. The trained and experienced English Ambassadors/ Reading Buddies can help share their experience with the new helpers in the coming years.	On-going evaluation meetings should be held after each reading workshop. Records will be kept for future reference. Lesson Observations will be carried out at least once each term for all target levels. All the relevant documents, reports and evaluations will be collected. Formative tasks will be used to monitor students' learning progress. Formative and summative assessment results will be analysed.

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students' literacy and appreciation skills as well as heighten their awareness of text structures and text-type features; - hosting at least one co-planning meeting (1 lesson) within the timetable or after school in alternate weeks for discussing the procedures and teaching materials to be used; - delivering a double RaC period (18 lessons) for all KS2 classes per week; - organising different activities to promote reading inside and outside classroom; - collecting feedback from different levels in panel meetings; and - sharing with KS1 teachers about effective teaching of reading and writing in panel meetings. **Structure of the RaC programme** ● The RaC Programme will consist of 2 modules per level. Each will cover 20 lessons per term and 2 class readers and other non-fiction materials will be adopted. ● Through using the set readers for shared reading in class, students will learn about target thematic vocabulary, grammar items and sentence pattern in context. They will develop a range of reading strategies and skills, such as decoding and encoding. Teachers will guide students to identify features of different text types and target text structure will be taught explicitly. ● Other study skills such as note-taking, lesson preparation and use of graphic organisers will be highlighted to prepare students for lifelong learning. ● Students will be provided with opportunities to communicate and express their own ideas in different forms for a variety of purposes and audience. Different grouping		2ⁿᵈ Term: 1 package per level **Evaluation** June 2020	reading skills in school examinations. Records will be shown in our internal examination analysis form. Over 70% of target level students agree that they have developed a better reading interest and enjoy the RaC lessons.	Sharing sessions will be launched once per term to disseminate good practices and report on the progress.	

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arrangements will be adopted and tasks designed for implementing jigsaw teaching in class.
● Post-reading activities will be run for promoting real-world connections and meeting deeper learning needs of students.
 	
Sample modules
 	
P.4: Food and Drink
 	
● Objectives
 	
  ✧ Students will gain background knowledge of the topic and learn the features of information texts.
 	
  ✧ They will understand the process of producing food in factories.
 	
  ✧ They will learn to write captions to support information texts and present information with flow charts
 	
● Text types
 	
  ✧ Information book, flow chart, mind-map and interview form
 	
● Text structure
 	
  ✧ Sequence
 	
● Target language strategies
 	
  ✧ Research skills
 	
  ✧ Skim and scan for target information
 	
  ✧ Organize information with mind maps and flow charts
 	
  ✧ Use an English dictionary
 	
  ✧ Focus on important information in reading materials					

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through a variety of emphasis techniques (e.g. underlining, starring and colour coding)					

● Cross-curricular activities

✧ Readers and different texts about food and drinks will be used. Students read informative texts to learn about the process of producing food in factories. They then use mind map and flow charts to organize the information in the reading texts.

✧ Local English Teachers (LETs) will work with GS teachers in preparing students for the Healthy Life Project and the annual healthy lunch competition. Students will design questionnaires for collecting information about the eating habits of their peers. NET and LETs can choose books and reading materials related to food, healthy life style and sports. Students can suggest ways to improve the physical well-beings of their peers through presentations.

P.5: The World Around Us

● Objectives

✧ Students will learn the features of informative texts, dialogues and play scripts.

✧ Students will gain background knowledge of different cultures and festivals around the world.

● Text types

✧ Informative texts, dialogues, play scripts and stories (myths)

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● Text structure
  ✧ Descriptive
  ✧ Narrative
● Target language strategies
  ✧ Categorize and summarize information and ideas
  ✧ Understand main ideas and themes.
  ✧ Categorise the materials of different topics or themes into different files for easy access
  ✧ Share prudently information and ideas through the use of online communication tools
● Activities across curriculum
  ✧ Readers and different texts about different countries, festivals and cultures will be used. Students read informative texts to know about different cultures and festivals around the world.   Students then find and list out the similarities and differences of different cultures through role play and show-and-tell of a myth.   There are ethnic minority students in our school.
  ✧ During Chinese New Year, which is the end of the first term, P.5 students can be divided into groups to help prepare stalls or game booths for other students to identify different cultures and festivals of countries around the world on the Multi-Cultural Day. Some can also perform on stage to tell a story, a myth or role play to introduce a festival or a country.					

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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.6: The Magic of Nature
 	
● Objectives
 	
   ✧ Students will gain background knowledge of the topic and learn the features of informational reports, notices and posters.
 	
   ✧ They will learn about different types of natural resources, the causes and impact of pollution as well as ways to protect the environment.
 	
● Text types
 	
   ✧ Informational reports, explanations on how and why, posters
 	
● Text structure
 	
   ✧ Problem and solution
 	
● Target language strategies
 	
   ✧ Use children's encyclopaedias for finding out required information
 	
   ✧ Extract relevant information and ideas as well as record them by using strategies such as making simple notes as a study aid
 	
   ✧ Classify or reclassify information and ideas into meaningful groups, either mentally, in drawing or in writing, and make reference to them from time to time
 	
● Cross-curricular activities
 	
   ✧ Reading materials about protecting the environment will be used. LETs can work with GS teachers in designing reading activities that reinforce students' ability to integrate the knowledge, skills and learning					

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experiences gained in different KLAs. Students are encouraged to choose a kind of pollution problem in Hong Kong to work on in groups and come up with suggestions. They have to prepare their projects in terms of both GS weekly news online broadcast and English written PDF version.					

Reading activities

- The following reading-related activities will also be organised for creating a positive reading climate among students and developing students' generic skills.
  - ✦ Readers theatre (June 2020)
    Pertinent skills such as script writing, voice projection, dramatic portrayal of various roles will be taught in class. Activities include discussion on the story content, teachers' modelling/demonstration of performance skills and script writing. An end-of-term performance will be put up at the end of the school year and winning teams will showcase their achievement performing in the morning assembly.
  - ✦ Book Week
    Library visits will be arranged to introduce students to the services and resources available.
  - ✦ Book sharing sessions
    Teachers will give book sharing sessions with students during English Airtime in school at least twice per term. They will introduce and share the readers to fellow schoolmates through the public address system. Students can develop presentation skills through the preparatory work.
  - ✦ A team of English Ambassadors as well as Reading Buddies will be trained up for recommending their

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peers books of their interests. Readers will be levelled and booklist(s) will be provided to English Ambassadors to help students at different levels to choose and borrow books to read in the English Wonderland at recess and lunch break every week. Questions will be provided for English Ambassadors for conducting guided reading with students. The English Ambassadors help students with lower learning abilities to read aloud in groups. Activities and worksheets which are designed and prepared by the LETs and part-time teacher can be used to facilitate independent reading. Different time slots will be assigned to different classes for promoting participation. **Purchase of readers** ● The purpose of purchasing printed books is to promote reading across the curriculum and deepen the learning of different reading strategies. Our part-time and LETs will use the reading materials to teach students various reading strategies and help them develop a good reading habit. We will use a variety of texts effectively to encourage deep reading, connect students' learning experience and broaden their knowledge base. ● Books will be purchased after proper procurement exercises. The EPC is responsible to choose the books with all the LETs.					

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