

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

School Name: CHING CHUNG HAU PO WOON PRIMARY SCHOOL (English)

Application No.: A 041 (for official use)

(A) 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 ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>(1) To employ a qualified full-time supply teacher to create space for the core team members to promote reading across the curriculum (RaC) in respect to the Updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.1 to P.2</p>					
<ul style="list-style-type: none"> P.1 and P.2 are chosen for the proposed initiative as reading abilities need to be developed from early age and there is a need to facilitate continuity and a smooth transition from kindergarten to lower primary. The school-based reading across the curriculum programme aims to help P.1-P.2 students decode words, foster their interest in reading and develop good reading habits. A variety of reading materials and basic reading skills will be introduced. With students gaining confidence in using English at early stage of learning, they will gradually develop their independent reading abilities and good learning habits. 	P.1-P.2	<p>2018/2019 (first term) to 2018/2019 (second term) (that is, from Sept 2018 to June 2019)</p> <p>From Sept 2018 to Jan 2019: Co-planning and Development</p>	<ul style="list-style-type: none"> Resource packages with at least 12 lesson plans and 12 learning activities on class readers will be developed each term by the core team members and teachers at the same level. Differentiated teaching materials according to students’ ability levels will be produced. 	<ul style="list-style-type: none"> The programme will become the standard practice of the school. After the completion of the project, at least one teacher who has taught in this programme will keep teaching at his/her own level so that the teaching strategies and skills in utilizing the 	<ul style="list-style-type: none"> Formative tasks will be used to monitor students’ progress. Students will also have to finish a summative assessment task at the end of the first and second term. Their results will be analyzed to track their performance.

¹ The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

² Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

³ Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

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<p><u>Core Team</u></p> <ul style="list-style-type: none"> Three teachers will be released to form a core team to enrich and implement the P.1 and P.2 school-based reading curriculum. The chosen team members will be teachers with at least five-year experience in teaching English at our school. The core team will further enrich the existing school-based reading curriculum by designing reading activities that reinforce students' ability to integrate their knowledge, skills and learning experiences gained in other KLAs. It aims to help students connect their learning experiences, and to enhance their language proficiency and application of language knowledge and skills for non-language subjects. Those three core team members will teach KS1 GE programme in 2017/2018. They will also share the responsibility of co-delivering with other English teachers the school-based reading curriculum from September 2018. Ten lessons per week will be released tentatively for each member. Thirty lessons per week (mainly Visual Arts, Music and Information Technology) will be taken up by the supply teacher. The three core team members will also be responsible for organizing reading activities for the target levels throughout the year to 		<p>From Feb 2019 to Jun 2019: Try out and adjustment of the newly-developed plan Lesson observation</p>	<ul style="list-style-type: none"> Teachers' capabilities in teaching different reading strategies to promote reading across the curriculum will be enhanced through co-planning meetings and peer lesson observations. Students will have more exposure to various reading materials. Students' abilities to decode unfamiliar words and extract key information from a text will be enhanced through the teaching of various reading strategies. The increase of their interest and confidence in reading English books will be measured by students' questionnaires and teachers' observation. 100% of students at Primary 1 to 2 read 6 titles per year. 	<p>resource packages can be passed on to other teachers.</p> <ul style="list-style-type: none"> At the beginning of every academic year, meetings will be held by the core team members for teachers involved in the programme so as to provide them with the skills of conducting reading sessions. After completion of the project, teachers of lower levels will use the knowledge and pedagogy acquired during the project in teaching students at higher levels. 	<ul style="list-style-type: none"> Evaluation meetings will be held twice a year to review the effectiveness of the programme. One sharing session will be held at the end of each term in the panel meeting to report on the progress of the programme.

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<p>arouse the reading atmosphere at school.</p> <p><u>Planning of the school-based reading curriculum</u></p> <ul style="list-style-type: none"> The core team members will have co-planning meetings with the same level teachers every alternate week. Prior to the co-planning meetings, those three core team members will discuss the teaching contents, activities and assessment tasks beforehand. They will have meetings twice every month. In the week after their meeting, they will present their preliminary session plans and teaching materials to the level teachers. The level teachers will then give their comments to the materials so that the core members can make refinement before taking them into practice. Printed books will be purchased through the scheme. The core team will identify printed books and other reading materials at suitable entry points, e.g. themes, text types, grammar items and vocabulary for connecting students' learning experiences of English and other KLAs. Both fiction (e.g. narratives) and non-fiction texts (e.g. informative texts) will be covered. Themes to be covered will be related to General Studies, Arts, and Science. Reading skills including skimming and scanning, inferring meanings of unfamiliar words, summarizing main ideas and interpreting writer's feeling will be covered to help students understand language 			<ul style="list-style-type: none"> 50% of Primary 1 to 2 students' reading skills in a variety of text types will be enhanced. Assessment results on reading of over 25% of students at Primary 1 to 2 will improve by 10% in 2 years' time. 100% of the existing English teachers will acquire knowledge/pedagogy of promoting reading across the curriculum in their teaching. 		

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<p>features in English texts for general and academic purposes. Reading activities that reinforce students' ability to integrate the knowledge, skills and learning experiences gained in other KLAs will be developed. Follow-up actions including oral or written book reports, sharing among peers, reading worksheets, reading journals, reading log will be taken after reading.</p> <ul style="list-style-type: none"> To further promote reading across the curriculum and effective English learning, English teachers will collaborate with teachers of other KLAs to develop learning activities that provide students with opportunities to recycle the knowledge and skills gained across KLAs and develop skills and attitudes that go beyond individual subjects. <p><u>Implementation of the school-based reading curriculum</u></p> <ul style="list-style-type: none"> The programme will be implemented every week in two double lessons. Apart from teaching various reading skills, vocabulary and significant grammar items will also be introduced in the lessons. There will be trial-runs of the newly-developed plans conducted by the core team from September 2018. After try-outs, adjustment of the teaching strategies, sharing among existing English teachers will be taken by the core team and the existing teachers. 					

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<ul style="list-style-type: none"> In the first term in 2018/2019, peer lesson observations will be arranged for all English teachers so that they can catch up with the latest development of the programme. Sharing among teachers and observers will be conducted after the observations. The teaching strategies and materials used in that session will be refined and adjusted after the sharing. A home reading scheme will be implemented for P.1-P.2 students. Time slots will be arranged for students to conduct book-sharing among themselves. 					
(2) Purchase printed books to promote reading across the curriculum in respect to the Updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.1 to P.2					
<ul style="list-style-type: none"> Printed books are proposed to be purchased through the scheme for promoting reading across the curriculum. The books can help to further motivate students to read a wide range of materials with different themes and text types to expand their horizons, enhance their self-directed learning skills and reading skills. The learning and teaching resources will be integrated with the school-based reading programme. Lesson plans and activities on how to incorporate these resources will be developed by the core team members. <p>Details of the printed books to be purchased</p> <ul style="list-style-type: none"> There will be 13 titles per level (include fiction and non-fiction). 30 copies of 26 	P.1-P.2	2017/18 (second term) to 2018/19 (first term) (that is, from Jan 2018 to Dec 2019) From Jan 2018 to Aug 2018: To conduct procurement exercises and then purchase	<ul style="list-style-type: none"> Graded vocabulary, grammar in context and reading comprehension learning tasks will be developed for each book. 60% of the existing English teachers use the resource at Primary 1 to 2. 	<ul style="list-style-type: none"> Teachers will use the developed teaching and learning resources in classroom (three to four lessons per month). 	<ul style="list-style-type: none"> There will be records to indicate the utilization rate. We will collect feedback from teachers, parents and pupils through survey and questionnaires at the end of each school term.

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<p>titles will be purchased. Different text types such as narratives and informative texts will be covered. Themes and topics to be covered will be related to General Studies, Arts, and Science. The purchased books will only be used in the lessons.</p> <ul style="list-style-type: none"> All resources will be purchased after proper procurement exercises. 		books			