

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

School Name: The Mission Covenant Church Holm Glad Primary School (English)

Application No.: D 002 (for official use)

(A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 17

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	5	5	5	5	30

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 services 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)
The Support Programme on Fostering Communities of Practice to Enhance Learning and Teaching in a Small Class Environment	P.4	Focus on teaching strategies in a small class environment	Centre for University and School Partnership, Faculty of Education, Chinese University of Hong Kong
Development of Text Sets (DTS) for Enriching the School-based English Language Curriculum at the Primary Level	P.1-4	Development of multimodal texts around a topic	NET Section, Education Bureau

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

Strengths	Opportunities
<ol style="list-style-type: none">1. School has a dedicated team of staff with knowledge of the subject.2. The management board is supportive and offers continuous guidance on teachers' professional development.3. School makes optimal use of funds for implementing initiatives which cater for diverse learning needs.	<ol style="list-style-type: none">1. The provision of grant under PEEGS will allow initiatives which help enhance transitions between different key stages.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students' parental support is not strong.2. Students are not fully engaged in reading activities.3. Students' learning diversities highlight the challenges in teaching.	<ol style="list-style-type: none">1. Keen competition with local primary schools for students' intake2. Students' lack of exposure to English3. Heavy workload hinders teachers from reviewing and adapting new initiatives.

(C) The measure taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area of Development	Usage of the grant	Grade Level
Adaptation of the school-based English Language Curriculum to cater for individual diversity	✧ Employing a part-time supply teacher to release the core team teachers to design a new set of teaching materials for the school-based English Language Curriculum	P.1- P.6

(D) Focus 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 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 checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ a 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"/> 2020/21 school year</p> <p><input type="checkbox"/> 2021/22 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input checked="" 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
<p>To purchase printed books and employ a part-time supply teacher to create space for the core team to 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.3 – P.4</p>					
<p><u>Objectives</u></p> <ul style="list-style-type: none"> ● The new school-based reading across the curriculum programme (RaC) aims at developing students’ academic literacy (read to learn skills) through exposing them to different reading skills and a broad array of texts. ● With the introduction of non-fiction texts on cross-curricular themes and content-specific literacy skills, transition between Key Stage 1 and 2 will also be enhanced. ● Effective teaching strategies will be identified and tried out in class. Through sharing sessions and peer observation, English Language teachers will extend their instructional repertoire. <p><u>Duties of the Core Team</u></p> <ul style="list-style-type: none"> ● A core team consisting of the English Language Chairperson and 2 English Language teachers will be set up. They will take up the target levels in the project year for implementing the proposed initiative. ● Bi-weekly meetings (each lasting for 45 minutes) focusing on lesson design and development of teaching materials will be conducted. ● The core team will source texts, develop RaC packages and go through the newly-developed materials with level teachers in the bi-weekly meetings. ● Peer lesson observation will be conducted once per term per level for evaluating teaching strategies. ● Post-lesson discussions will be arranged in the co-planning meetings. Amendment of materials will be 	<p>P.3 – P.4</p>	<p>Module 1 Planning 09/2020 Implementation 09-10/2020 Evaluation 10/2020</p> <p>Module 2 Planning 10/2020 Implementation 11-12/2020 Evaluation 12/2020</p> <p>Internal sharing 01/2021</p> <p>Module 3 Planning 01/2021 Implementation 02-03/2021 Evaluation 3/2021</p>	<p>8 RaC packages (with lesson plans, PowerPoints and learning tasks/activities) covering a total of 96 lessons are to be developed.</p> <p>70% of the target level English Language teachers will acquire a better understanding of effective strategies to promote RaC at P.3 and P.4.</p> <p>60% of P.3-P.4 students will improve their reading results in formative and summative assessments.</p>	<p>The programme will be implemented as a regular programme in school after the project year.</p> <p>Materials developed will be adopted and further extended to KS1 and KS2.</p> <p>There will be in-house sharing sessions for the core team to disseminate good teaching practices.</p>	<p>P.3 and P.4 English Language teachers including core team members will carry out lesson try-out, lesson observations and post-lesson discussions for evaluating the effectiveness of the programme.</p> <p>Focus group interviews with students (of high, average and low ability levels as identified by the summative assessments) will be carried out at the end of the programme to evaluate its effectiveness.</p> <p>All the co-planning meeting minutes are to be kept for</p>

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<p>made afterwards for refining the programme.</p> <ul style="list-style-type: none"> ● Focus group interviews with targeted students will be conducted at the end of the programme to gauge the programme effectiveness. ● Professional sharing sessions will be organised at the end of each term to evaluate teaching and disseminate good instructional practices. <p><u>Measures to strengthen cross-curricular connection</u></p> <ul style="list-style-type: none"> ● Both the English Language panel and other Key Learning Areas (KLAs) will strategically schedule topics of study so that related concepts and skills can be covered at the same time / similar periods of time. ● Other KLA heads e.g. General Studies panel will be invited to contribute to the co-planning meetings (beginning and end of the year) to offer content and activity support to the core team. ● Hands-on activities (e.g. visits, field trips and multimedia production) will be organised to connect students' learning across the disciplines. <p><u>Duties of the supply teacher</u></p> <ul style="list-style-type: none"> ● A 0.7 supply teacher will be recruited according to the guidelines set by EDB. He / She will be employed to release the core team for the development of the school-based RaC programme. ● A total of 21 English Language and/or non-English Language lessons (around 7 lessons for each member) will be released per week. The supply teacher may have to take up other non-teaching duties (e.g. class teacher) as well. 		<p>Module 4 Planning 03/2021 Implementation 04-05/2021 Evaluation 05/2021</p> <p>Final sharing 07/2021</p> <p>Programme refinement 08/2021</p>	<p>70% of the teachers involved will agree that the purchased books are effective in promoting RaC.</p> <p>Over 60% of target level students in the focus group interview will agree that the programme has helped them master concepts in General Studies.</p> <p>70% of students involved will demonstrate better motivation in reading.</p>		<p>further curriculum development.</p> <p>A survey will be carried out on target level teachers and students.</p> <p>Students' work is regularly reviewed to assess students' performance.</p> <p>Summative assessment data will be analysed.</p>

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<p><u>Purchase of readers</u></p> <ul style="list-style-type: none"> ● Both fiction and non-fiction reading texts will be adopted for adding depths to students’ understanding of the chosen themes and allowing exposure to a multiple of genres. ● Readers of 7 graded levels will be purchased for extended reading for each module with the grant. Proper procurement exercises will be conducted for the proposed purchase. ● The core team will design teaching and learning packages using the newly-purchased titles and other resources like newspapers and online resources. <p><u>Target reading skills</u></p> <ul style="list-style-type: none"> ● Learning and teaching activities will be designed to equip students with the following essential reading skills: P.3 <ul style="list-style-type: none"> ✧ Predict the likely development of a topic by recognising key words, using personal experiences, and making use of the context and knowledge of the world ✧ Guess the meaning of unfamiliar words by using pictorial, contextual clues as well as the base word within other words ✧ Identify key words for the main idea in a sentence ✧ Locate key words in familiar texts in very short, simple and predictable texts ✧ Locate specific information in a short text in response to questions ✧ Understand the connection between ideas by identifying simple connectives ✧ Self-correct by using strategies such as checking understanding against predictions, using the context, reading further to clarify and asking for help 					

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<p>P.4 <i>On top of the above</i> ✧ Understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language and images</p> <p><u>Expected project deliverables</u></p> <ul style="list-style-type: none"> The core team will develop a total of 8 RaC packages (4 packages for each level, 2 for each term). Each package covering a total of 12 lessons will include a unit plan, lesson plans as well as learning and teaching materials such as PowerPoints and task sheets. <p><u>Proposed module overview</u></p> <table border="1" data-bbox="143 767 952 1471"> <thead> <tr> <th data-bbox="143 767 344 882">Theme</th> <th data-bbox="344 767 528 882">Genre</th> <th data-bbox="528 767 734 882">Core texts (on top of stories)</th> <th data-bbox="734 767 952 882">Textbook theme</th> </tr> </thead> <tbody> <tr> <td colspan="4" data-bbox="143 882 952 919" style="text-align: center;">Primary 3</td> </tr> <tr> <td data-bbox="143 919 344 1070">Healthy life</td> <td data-bbox="344 919 528 1070">Narrative</td> <td data-bbox="528 919 734 1070">Personal recounts</td> <td data-bbox="734 919 952 1070">Module: Using my five sense Unit: Taste it</td> </tr> <tr> <td data-bbox="143 1070 344 1257">Vibrant city life; Leisure activities</td> <td data-bbox="344 1070 528 1257">Persuasive</td> <td data-bbox="528 1070 734 1257">Promotional posters</td> <td data-bbox="734 1070 952 1257">Module: Places and activities Unit: Let's go shopping</td> </tr> <tr> <td data-bbox="143 1257 344 1471">Value our past</td> <td data-bbox="344 1257 528 1471">Descriptive</td> <td data-bbox="528 1257 734 1471">Personal letters</td> <td data-bbox="734 1257 952 1471">Module: Me, my family and friends Unit: About me</td> </tr> </tbody> </table>	Theme	Genre	Core texts (on top of stories)	Textbook theme	Primary 3				Healthy life	Narrative	Personal recounts	Module: Using my five sense Unit: Taste it	Vibrant city life; Leisure activities	Persuasive	Promotional posters	Module: Places and activities Unit: Let's go shopping	Value our past	Descriptive	Personal letters	Module: Me, my family and friends Unit: About me					
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Living under the same roof	Expository Persuasive	Product information and rules	Module: Caring and sharing Unit: Sharing experience								
Primary 4											
Amazing world	Descriptive Expository	Blogs and pamphlets	Module: Connecting with other people Unit: Same or different								
World cultures	Narrative	Biographies	Module: Now and Then Unit: Old Hong Kong								
Healthy eating	Expository	Announcements and catalogues	Module: Food and Drinks Unit: Healthy eating								
Information era	Expository Narrative	Informational report and journals	Module: Changes Unit: Making improvements								
<p><u>Sample Module</u></p> <ul style="list-style-type: none"> The descriptions of a 12-lesson P.3 module will illustrate the structure of the proposed RaC reading programme. <table border="1"> <tr> <td>Theme</td> <td><i>Vibrant City Life / Leisure activities</i></td> </tr> <tr> <td>Objectives</td> <td>✧ Students will acquire a better understanding of the subject-related vocabulary, text structures and text type features.</td> </tr> </table>				Theme	<i>Vibrant City Life / Leisure activities</i>	Objectives	✧ Students will acquire a better understanding of the subject-related vocabulary, text structures and text type features.				
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	<ul style="list-style-type: none"> ✧ Students can develop a better grasp of General Studies concepts such as definitions of a healthy life and mental health. 					
Vocabulary	<ul style="list-style-type: none"> ✧ Activities (both indoor and outdoor) ✧ Hobbies and interests ✧ School events ✧ Personal health benefits of recreation 					
Grammar	<ul style="list-style-type: none"> ✧ Use the auxiliary verbs ‘do’ and ‘does’ to seek information ✧ Use present tense to indicate daily activities and express interests ✧ Use the interrogative pronoun ‘what’ to find out specific information about a person ✧ Use the connective ‘because’ to give reasons 					
Text types	<ul style="list-style-type: none"> ✧ Both fiction and non-fiction texts are adopted. ✧ A core reader serves to encourage students to think about how to spend their leisure time wisely. <i>Go Tina Go</i> by Maureen Bushell ISBN-13: 978-0-19-048883-3 ✧ Other materials such as posters are adopted for enriching students’ exposure to different text types. ✧ Extended reading is assigned for allowing students to explore the topic more deeply. Reader #1: <i>Video Game</i> Reader #2: <i>Tina and Her Diary</i> Reader #3: <i>The Kite</i> Reader #4: <i>The Little Drummer Boy</i> 					

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	<p>Reader #5: <i>Miss Nelson Has a Field Day</i></p> <p>Reader #6: <i>Hiking</i></p> <p>Reader #7: <i>Biking</i></p>					
Reading skills	<ul style="list-style-type: none"> ✧ To predict the likely development of a topic by recognising key words, using personal experiences, and making use of the context and knowledge of the world ✧ To guess the meaning of unfamiliar words by using pictorial, contextual clues as well as the base word within other words ✧ To identify key words for the main idea in a sentence ✧ To locate key words in familiar texts in very short, simple and predictable texts ✧ To locate specific information in a short text in response to questions ✧ To understand the connection between ideas by identifying simple connectives ✧ To self-correct by using strategies such as checking understanding against predictions, re-reading, using the context, reading further to clarify and asking for help 					
Learning and teaching activities	<p>Fiction reading – <i>Go Tina Go</i></p> <p><i>Pre-reading activities</i></p> <ul style="list-style-type: none"> ✧ Students listen to a song on YouTube and identify their favourite hobbies in it. <i>The Hobbies Song for Kids What Do You Like to Do? Fun Kids English</i> https://bit.ly/2Xh95tt ✧ Students complete a hobbies questionnaire in class. They interview 					

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<p>their peers in another group using the grammar (e.g. forming questions with auxiliary verbs to seek information) and vocabulary (e.g. activities) items previously covered in class.</p> <p>https://bit.ly/2JPAsDi</p> <ul style="list-style-type: none"> ✧ Teacher collects answers from students by a show-of-hands and summarises the survey results in class. ✧ Teacher shows the book covers and does a picture walk with students. ✧ Students complete the KWL chart and will return to it while reading if they encounter additional familiar information. <p><i>While-reading activities</i></p> <ul style="list-style-type: none"> ✧ Shared reading sessions are conducted and target reading skills such as guessing word meaning using pictorial and context clues are explicitly introduced to help students understand the core reader. ✧ Students revisit their KWL charts, confirm and adjust their predictions. ✧ Teacher asks questions concerning General Studies concepts: <ul style="list-style-type: none"> - how to manage and use one's leisure time properly - how to choose a suitable hobby - how healthy hobbies will improve one's quality of life 					

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<p><i>Post-reading activities</i></p> <ul style="list-style-type: none"> ✧ Students complete their KWL charts. ✧ A ‘Find a Hobby’ activity is carried out to encourage students to apply concepts learnt in class to a real-life situation. They are presented with profiles of 3 students and should choose a hobby / pastime for them based on their personal needs and preferences. ✧ Students share their views in groups and provide justifications for their suggestions. <p><u>Non-fiction reading – Promotional posters</u></p> <p><i>Pre-reading activities</i></p> <ul style="list-style-type: none"> ✧ Teacher introduces explicitly the purpose and features of a promotional poster. <p>Purposes</p> <ul style="list-style-type: none"> - To present information - To promote / advertise something <p>Text types features</p> <ul style="list-style-type: none"> - simple and clear layout - containing important information such as date, time, location, contact name and telephone number - attractive visuals (typography, pictures and photos) - short, snappy and catchy phrases (slogans, figurative language such as similes and metaphors) <p><i>While-reading activities</i></p> <p>Students are able to explore the text features,</p>					

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<p>target language, content of a promotional poster as well as other target reading skills in depth while reading.</p> <p>Text features</p> <ul style="list-style-type: none"> ✧ Students are put in groups and each of them is given a part of a promotional poster about an activity club. <ul style="list-style-type: none"> - Headlines / Titles - Pictures - Slogans - Activity details (activities, objectives, participants, meeting places and time, cost, etc.) - Contact information (name of contact persons, email or telephone number) ✧ Students work collaboratively in putting the different parts together to form an effective poster. <p>Content and language</p> <ul style="list-style-type: none"> ✧ Each group is given two posters created by two clubs promoting the same activity. ✧ Students study the two posters, compare them and discuss: <ul style="list-style-type: none"> - what messages the writers try to convey through the posters; - whether the posters contain all essential information and features; - which poster is more effective; as well as - which club they would join and 					

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<p>why.</p> <ul style="list-style-type: none"> ✧ Teacher revisits the more effective poster highlighting target reading skills (e.g. to understand the connection between ideas by identifying simple connectives and locate key words in familiar texts in very short, simple and predictable texts). <p><i>Post-reading activities</i></p> <ul style="list-style-type: none"> ✧ Students apply the knowledge learnt and design a poster for a new activity club. ✧ Students' works will be put on display and peer assessment based on teachers' benchmarks / prescribed criteria conducted. ✧ Teacher gives suggestions on how students can change their work or what features to include to improve it. ✧ Extended home reading tasks such as book reports are assigned for nurturing a regular reading habit. 					