

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

School Name: Yan Oi Tong Tin Ka Ping Primary School (English)

Application No.: B027 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 17
2. No. of approved classes in the 2017/18 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 2017/18 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 (more rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
English Language Learning Support Services	P.3	Reading	Language Learning Support Service Section, EDB
English Language Learning Support Services	P.4	Reading	Language Learning Support Service Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. The sponsoring bodies, Yan Oi Tong and Tin Ka Ping Foundation, provide continuous support and resources on the learning and teaching of English.2. The experienced and dedicated panel strives to offer more learning support to the students.3. The IT facilities of the school to support eLearning are excellent and students are 100% computer literate. Our school has full WIFI coverage with 2 computer rooms and approximately 90 iPads. Teachers have been incorporating the use of e-tools in daily teaching.	<ol style="list-style-type: none">1. More appropriate eLearning resources are available to support self-directed learning.2. Most students are eager to try and learn the language with the use of multimedia and interactive eLearning resources.3. The provision of PEEGS facilitates the development of school-based English curriculum
Weaknesses	Threats
<ol style="list-style-type: none">1. As reflected in the TSA, the English reading proficiency of our students is generally low.2. Students have inadequate parental support in learning English at home as most students come from low socio-economic families.	<ol style="list-style-type: none">1. The wide learner diversity and high expectations from parents impose pressure on frontline teaching.2. Students' self-directed learning ability is not well-developed.

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

(More rows can be added, if needed.)

Area(s) of Development	Usage(s) of the grant	Grade Level
<ol style="list-style-type: none">1. Develop school-based reading curriculum	<ol style="list-style-type: none">1. Hire a supply teacher2. Procure professional services to conduct workshops for P.1-P.3 teachers3. Purchase books	P.1 – P.3

(D) Focus(es) 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input type="checkbox"/> 2019/20 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> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): _____ _____ _____</p>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

(More rows can be added, if needed.)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
(1) Procure professional services to conduct English language activities for students to enrich the English language environment in school for P.1 less able students					
<p><u>Objective</u> The proposed initiative aims at introducing phonics skills through reading and task-based learning activities to help less able P.1 students recognize the basic letter-sound relationships and apply such knowledge for reading and spelling. This will serve as a supportive measure for smooth transition from kindergarten to primary one.</p> <p><u>Rationale to focus on less able students</u> P.1 English teachers are capable of taking care of the students with average ability. Hence, less able students are targeted to provide more intensive support. With the co-teaching and co-designing experience with the professional consultant, teachers will be well-equipped to develop and conduct similar programme for the less able students in future.</p> <p><u>Selecting the less able students</u> The less able P.1 students are identified in August 2018 through a screening test and by teachers' observation. Students will be asked to pronounce some letters and simple words. If they cannot pronounce correctly, these students will be selected for the programme.</p> <p><u>Expected Qualifications</u> The instructor of the programme must be proficient in English with a bachelor's degree. He/She is preferably an English major and possesses relevant phonics teaching experience.</p>	P.1	<p>Co-planning: Sep 2018</p> <p>Developing materials: Sep 2018 – Nov 2018</p> <p>Try-out: Sep 2018 – Nov 2018</p> <p>Co-teaching: Sep 2018 – Nov 2018</p> <p>Peer lesson observations: Sep 2018 – Nov 2018</p> <p>Evaluation: Sep 2018 – Nov 2018</p>	<p>10 sessions of phonics activities will be co-taught by the instructors and P.1 English teachers for less able P.1 students.</p> <p>10 sets of resource materials on phonics skills and quizzes to check progress will be co-developed by the instructor and the P.1 English teachers.</p> <p>On students' performance, over 75% of participating P.1 less able students will show improvements as reflected in the results of the regular mini formative quizzes during the programme, pre-test and post-test.</p>	<p>The materials will be jointly developed with the instructor.</p> <p>The knowledge of planning, conducting, evaluating, and enhancing the programme will be disseminated at panel meetings.</p> <p>The available resources, meetings' minutes documented, and the experiences teachers</p>	<p>The records of meeting will be kept.</p> <p>The quality of the service and the progress of implementation will be monitored by lesson observations.</p> <p>The effectiveness of the initiative will be evaluated by observation of lesson and analysis of students' formative assessment results.</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<p><u>Rundown of a phonics session</u> The instructor will warm up the sessions by singing the ABC song. Then he/she will introduce the target phonics sound(s). Students will be guided to work out the letter-sound relationship. Instructors will also display 4-6 photos with objects start with the letter. After that, students will be engaged in the learning activities such as reading a rhyme story together to practise the letter sounds just learnt. To check students’ understanding, a post-reading exercise will be conducted at the end of each lesson.</p> <p><u>Collaboration among the English teachers and the instructors</u> The English panel chairperson, P.1 English teachers, and the instructor will have a co-planning meeting about the teaching content of the 10 sessions in September 2018. A pre-test and post-test will be designed and conducted.</p> <p>The P.1 English teachers will also co-plan with the instructor at regular weekly meetings regarding the design of each session, co-teaching arrangements and evaluation for improvement of the phonics programme. The instructor and P.1 teachers will co-develop the lesson plans, teaching and learning materials and learning activities in September to November 2018.</p> <p>The instructor and P.1 class teacher will try-out and co-teach the 10 lessons from September to November 2018. The P.1 class teacher will take turn to try-out and co-teach the 10 sessions with the instructor. The panel chairperson, assistant panel chairpersons, or the EDB NET will observe all the 10 lessons. A short evaluation meeting will be held after the lesson. An overall evaluation of the programme will be held in November 2018 and all the English teachers and EDB NET will attend the meeting. The school-based phonics programme for less able P.1 students will then be integrated into the school-based core</p>			On teachers’ professional enhancement, 100% of P.1 English teachers will acquire knowledge of designing, conducting, evaluating, and enhancing the phonics programme for less able P.1 students.	gained will make the programme for less able P.1 students sustainable after the completion of the project.	

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation				
<p>English curriculum. Sharing among the existing English teachers will be conducted at the panel co-planning meetings.</p> <p><u>Details of the phonics programme</u></p> <p>➤ <u>Details of the programme</u> The programme will be conducted on Friday afternoons from September to November 2018. There will be ten 70-minute sessions in total. The 5 P.1 English teachers will take turn to co-teach with the instructor and teach two sessions. Besides teaching phonics skills, other learning activities such as reading rhymes, singing songs, listening to stories and role play will be designed and conducted for the students to apply the phonic skills in authentic contexts.</p> <p>➤ <u>Tentative content of phonics programme</u></p> <table border="1" data-bbox="170 799 960 1323"> <thead> <tr> <th data-bbox="170 799 495 879">Phonics sounds to be covered</th> <th data-bbox="495 799 960 879">Phonics skills to be covered</th> </tr> </thead> <tbody> <tr> <td data-bbox="170 879 495 1323"> s, a, t, i, p, n c/k, e, h, r, m, d g, o, u, l, f, b ai, j, oa, ie, ee, or z, w, ng, v, short oo, long oo y, x, ch, sh, voiced th, unvoiced th </td> <td data-bbox="495 879 960 1323"> - Recognize letters by name; - Distinguish a lower-case letter from an upper-case letter; - Recognize letters by sound; - Recognize rhyming sounds and alliterations in simple words; - Identify if the first letter sound of a word is the same as or different from the first letter sound of another word; - Blend simple word parts together to form a word </td> </tr> </tbody> </table> <p><u>Integration with the core English curriculum:</u> The phonics programme will tie in with the phonics sounds/skills covered in the selected books titles used for the shared-reading sessions. The phonics sounds and phonics skills will be</p>	Phonics sounds to be covered	Phonics skills to be covered	s, a, t, i, p, n c/k, e, h, r, m, d g, o, u, l, f, b ai, j, oa, ie, ee, or z, w, ng, v, short oo, long oo y, x, ch, sh, voiced th, unvoiced th	- Recognize letters by name; - Distinguish a lower-case letter from an upper-case letter; - Recognize letters by sound; - Recognize rhyming sounds and alliterations in simple words; - Identify if the first letter sound of a word is the same as or different from the first letter sound of another word; - Blend simple word parts together to form a word					
Phonics sounds to be covered	Phonics skills to be covered								
s, a, t, i, p, n c/k, e, h, r, m, d g, o, u, l, f, b ai, j, oa, ie, ee, or z, w, ng, v, short oo, long oo y, x, ch, sh, voiced th, unvoiced th	- Recognize letters by name; - Distinguish a lower-case letter from an upper-case letter; - Recognize letters by sound; - Recognize rhyming sounds and alliterations in simple words; - Identify if the first letter sound of a word is the same as or different from the first letter sound of another word; - Blend simple word parts together to form a word								

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<p>revisited or consolidated during English lessons.</p> <p><u>Rights of use</u></p> <p>The ownership and use of the co-developed materials after the contract period will be included as one of the terms in the procurement requirement. The school will ensure the rights to retain the softcopy of the materials developed and use the materials after the contract period by including such terms in the contract.</p>					
<p>(2) Hire a qualified part-time supply teacher to create space for the 3 core team members to promote reading across the curriculum (RaC) and cater for learner diversity with equal emphasis on more able and less able students at P.1 to P.6</p>					
<p><u>Purposes</u></p> <p>As revealed in the analysis of students' assessment results, our students are weak in reading. In order to tackle the problem, the panel will develop a school-based reading programme to promote reading across the curriculum and cater for the learner diversity with equal emphasis on more able and less able students at P.1 – P.6. With the application of technology and use of multi-modal texts, students will be supported to read more effectively and be able to develop their self-directed learning skills.</p> <p>A part-time English supply teacher will be employed to release the core team members' lessons so that they can develop the school-based curriculum.</p> <p><u>Core team</u></p> <p>The 3 core team members are the English panel chairperson and two assistant English panel chairpersons. They are also the teachers of the target levels. 4 English lessons will be released from each core team member per week. Hence, the part-time supply teacher will then take up 12 English lessons.</p>	<p>P.1- P.6</p>	<p>Co-planning: September 2018</p> <p>Developing materials: Oct 2018 – May 2019</p> <p>Try-out: Nov 2018 – May 2019</p> <p>Peer lesson observations: Nov 2018 – May 2019</p>	<p>12 sets of lesson plans and learning activities are developed per level for class teaching for P.1-P.6. A total of 72 sets will be developed.</p> <p>8-12 school-based RaC workshops will be conducted for each class. A total of 40-60 school-based RaC workshops will be conducted for the whole level.</p> <p>A total of 51 (24 for e-books and 27 for printed books) sets of</p>	<p>All the newly developed resources will be integrated smoothly into our school-based English language curriculum for P.1-P.6.</p> <p>To utilize the newly developed resources after completion of the project and evaluate the resources for</p>	<p>Initial co-planning meetings, core team bi-weekly meetings, try-out lesson observations video records and evaluation meeting minutes, will be documented.</p> <p>P.1-P.6 students' performances during class teaching and completion rate for extended reading are kept.</p> <p>P.1-P.6 students' performance in</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<p><u>Development of the school-based reading programme to promote reading across the curriculum</u></p> <p>English teachers will develop school-based resources such as teaching instructions and learning activities (based on the e-books and printed books proposed to purchase under initiative (3) below) that can cater for our students' learning diversity and nurture their interest, habits, and ability in reading. The core team members will try-out, evaluate, and share how e-Learning/m-Learning can be enhanced through using e-books (with mobile devices) for teaching in class.</p> <p>➤ September 2018 The core team members, the PSM(CD) as well as level coordinators of General Studies and English will form a working group to co-plan the school-based framework for RaC programmes.</p> <p>➤ October 2018 to May 2019 Based on the framework co-planned in September 2018, the core team will select 4 e-book titles for each level. English teachers of each class of that level will select 2 from the 4 selected e-books according to the abilities of their classes. With the support of English teachers, the core team will develop 3 sets of lesson plans and learning activities for each title to cater for the learner diversity. A total of 72 sets of lesson plans and activities will be developed.</p> <p>➤ November 2018 to May 2019 The core team members will try-out and evaluate the lessons for further enhancement. 4-6 lessons will be allocated to each title. The number of lessons allocated depends on the level and difficulty of the titles selected. Teacher will use</p>		<p>Evaluation: Nov 2018 – May 2019</p>	<p>post-reading exercises are developed for extended reading at home/school.</p> <p>The newly developed learning and teaching resources and e-books purchased will be integrated into our school-based English curriculum.</p> <p>For the extended reading at home/school, with teachers' monitoring, it is expected 70% of P.1-P.6 students will complete 100% of the assigned reading per year.</p> <p>Assessment results of over 50% of students at P.1-P.6 reading comprehension will be improved by 15% or above in one year.</p>	<p>further enhancement, the English language panel chairperson will conduct a briefing session meeting at the beginning of the term and two evaluation meetings at the end of first and second term.</p> <p>All the meetings' minutes will be documented.</p> <p>Try-out lessons observation will be recorded by video for evaluation and</p>	<p>reading comprehension of the school exam is kept for comparison.</p> <p>All these data collected are used to evaluate and enhance the school-based reading workshops and help nurture students' reading interest.</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<p>e-books to deliver an intensive teaching of cross-curricular reading in class. Instead of the subject matter, the focus is on the English language such as thematic vocabulary, language functions, reading strategies and skills development, exposing students to various text types, grammar items, etc through the pre-reading, while-reading, and post-reading activities.</p> <p>➤ October 2018 to May 2019 Eight e-book titles (4 for in-class teaching and 4 for extended reading) and five/four printed books will be selected for P.1-6 with reference to the framework co-planned in September 2018. To further extend the reading at home, core team members will develop interesting post-reading activities to check students' understanding. An award scheme will be in place to encourage students to read at home. The aim of home reading is to arouse students' interest in reading and help them develop their reading habits. Class teachers will monitor the progress.</p> <p><u>Peer lesson observation, try-out of the newly-developed resources, and follow-up actions</u></p> <p>When a new lesson plan and learning activities (3 sets to cater for learner diversity with equal emphasis on more able and less able students) are developed, the core team member will arrange peer lesson observation for the first try-out and co-teach some of the lessons. The core team members and other English language teachers will attend the lesson observation.</p> <p>Videotaping will be conducted at different stages of the lessons for review and evaluation. It is estimated that a maximum of 36 videos (1 title x 4-6 lessons x 6 levels) will be made for evaluation throughout the school year. These recording of</p>			<p>100% P.1-P.6 participating English teachers will acquire and apply knowledge of developing, implementing, delivering, evaluation, and improving our school-based reading workshops.</p>	<p>discuss for improvement, the newly developed resources will be tried-out, commented, and further enhanced. In this way, the knowledge and experience acquired during the project can be disseminated and sustained after the completion of the project.</p>	

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation																							
<p>lessons will include fiction and non-fiction titles, classes with more able students, classes with less able students, and classes with average ability students. The reflection, comments and suggestion for improvement, etc will be documented for improvement and share among the English language panel members.</p> <p><u>Details of the school-based reading programme</u></p> <p>➤ Reading across the curriculum</p> <p>- Tentative examples of themes to be covered:</p> <table border="1" data-bbox="150 635 960 1386"> <thead> <tr> <th></th> <th colspan="2">Themes</th> </tr> <tr> <th></th> <th>English</th> <th>General Studies</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td>- Me, my family and friends - People at school</td> <td>- Go to school - School life</td> </tr> <tr> <td>P.2</td> <td>- Places and activities - Free time</td> <td>- Playing is fun - Making good use of spare time</td> </tr> <tr> <td>P.3</td> <td>- Using my five senses - Fun with cooking</td> <td>- A healthy me - Food hygiene</td> </tr> <tr> <td>P.4</td> <td>- People and places around the world - Amazing world records</td> <td>- Wonderful World - We are members of the same family</td> </tr> <tr> <td>P.5</td> <td>- Happy days - Making things is fun!</td> <td>- Light, sound, and electricity - Characteristics of Light</td> </tr> <tr> <td>P.6</td> <td>- Jobs - What do you want to be when you grow up?</td> <td>- Technology - Explore the Outer Space</td> </tr> </tbody> </table>		Themes			English	General Studies	P.1	- Me, my family and friends - People at school	- Go to school - School life	P.2	- Places and activities - Free time	- Playing is fun - Making good use of spare time	P.3	- Using my five senses - Fun with cooking	- A healthy me - Food hygiene	P.4	- People and places around the world - Amazing world records	- Wonderful World - We are members of the same family	P.5	- Happy days - Making things is fun!	- Light, sound, and electricity - Characteristics of Light	P.6	- Jobs - What do you want to be when you grow up?	- Technology - Explore the Outer Space				
	Themes																											
	English	General Studies																										
P.1	- Me, my family and friends - People at school	- Go to school - School life																										
P.2	- Places and activities - Free time	- Playing is fun - Making good use of spare time																										
P.3	- Using my five senses - Fun with cooking	- A healthy me - Food hygiene																										
P.4	- People and places around the world - Amazing world records	- Wonderful World - We are members of the same family																										
P.5	- Happy days - Making things is fun!	- Light, sound, and electricity - Characteristics of Light																										
P.6	- Jobs - What do you want to be when you grow up?	- Technology - Explore the Outer Space																										

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation																					
<p>- Examples of tentative text types and reading strategies to be covered:</p> <table border="1" data-bbox="150 343 943 799"> <thead> <tr> <th></th> <th>Text types</th> <th>Reading Strategies</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td>stories, poems, conversations</td> <td>predicting</td> </tr> <tr> <td>P.2</td> <td>stories, poems, letters</td> <td>identifying main and supporting ideas</td> </tr> <tr> <td>P.3</td> <td>recipes, rhymes, letters</td> <td>vocabulary in context</td> </tr> <tr> <td>P.4</td> <td>reports, timelines</td> <td>sequencing</td> </tr> <tr> <td>P.5</td> <td>journals, pamphlets</td> <td>scanning</td> </tr> <tr> <td>P.6</td> <td>timelines, speeches</td> <td>skimming</td> </tr> </tbody> </table> <p>➤ Catering for learner diversity As Differentiated Instruction (DI) will be used to tackle learner diversity, three sets of learning activities and teaching instructions that cover the pre-reading, reading, and post-reading activities will be designed for each e-book title used for the RaC workshop to cater for the learning styles and needs of more able students, students with average ability, and less able students. Students' different learning styles including the visual, aural, and kinesthetic will be taken into account in the selection of e-books as well as designing of the learning activities and assessments.</p> <p>- <u>More able students</u> For more able students, according to Bloom's Taxonomy, the activities designed for them will be more challenging. These high flyers need to read and learn more vocabulary items, comprehension questions require more higher order thinking skills such as making connections and inferring, and</p>		Text types	Reading Strategies	P.1	stories, poems, conversations	predicting	P.2	stories, poems, letters	identifying main and supporting ideas	P.3	recipes, rhymes, letters	vocabulary in context	P.4	reports, timelines	sequencing	P.5	journals, pamphlets	scanning	P.6	timelines, speeches	skimming					
	Text types	Reading Strategies																								
P.1	stories, poems, conversations	predicting																								
P.2	stories, poems, letters	identifying main and supporting ideas																								
P.3	recipes, rhymes, letters	vocabulary in context																								
P.4	reports, timelines	sequencing																								
P.5	journals, pamphlets	scanning																								
P.6	timelines, speeches	skimming																								

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<p>additional activities that will require them to apply, analyze, evaluate and create such as further investigate the same themes on the internet, design or invent something new that will benefit a minority group.</p> <ul style="list-style-type: none"> - <u>Average students</u> For students with average ability, the activities designed for them will go between very easy and challenging. These students will cover a fair amount of vocabulary, comprehension questions require some HOT skills such as predicting and inferring, and other learning activities that require them to understand, apply, analyze and evaluate such as applying a new learnt language function in another situation or working out a solution to an issue. - <u>Less able students</u> For less able students, the activities designed for them will tend to be more direct. These struggling learners will only need to learn the basic set of vocabulary, comprehension questions that require them to remember the facts and understand the ideas or concepts, as well as other learning activities which require them to remember, understand and apply such as recalling certain facts or figures they have read and explaining some ideas or concepts suggested by the author. <p><u>Details of in-class RaC workshop</u> Using the first reading workshop for P.6 on ‘robots’ as an example.</p> <p>➤ Pre-reading Teacher will first ask students relevant questions to arouse their interest. Teachers will then show a picture of robot and</p>					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<p>ask them direct questions such as ‘What is this?’, ‘What can robot do for us?’</p> <p>Teacher will then ask students to focus on the cover page of the e-book and ask them some more questions to prepare them for the reading activities.</p> <p>Students will then work in pairs and discuss. Questions such as ‘What other functions or features would you like to add to the bionic eye?’ will be discussed. Students will then share their ideas with the class. Students with different reading abilities will be able to participate in this activity.</p> <p>Teacher will introduce target vocabulary items with the students such as retina, electrical signals, sensitive, etc. Then, the teacher will ask students to do a matching activity. Teacher use the 3 sets of learning resources prepared by the core team members to extend the reading and to cater for learner diversity. Students of the less able group will match 4 vocabulary items with its meaning. For average students, they will match 6 vocabulary items with its meaning. A set of 9 vocabulary items will be assigned for the more able students.</p> <p>➤ While-reading Since “scanning” is the target reading strategy, teacher will ask the class to read chapter 1 of the book to find out where the disc the doctors have put. For less able group, teacher can ask them to read page 4-6 to reduce the load or frustration in reading the first 3 pages. Teacher will point out that it is not necessary to read the passage thoroughly.</p> <p>After that, teacher will ask students to read chapter 1 again and label the diagram ‘Parts of the human eye’. Less able group is only required to label 3 parts and more able group is required to label 6 parts. After checking the answer,</p>					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation												
<p>teacher will play video related to the topic to consolidate students' understanding of the topic.</p> <p>➤ Post-reading activities and follow-up More able students will be asked to design a 'wear' robotic body parts that can help the handicapped to perform tasks that he/she is unable to do due to his/her handicap and explain what it can help in detail. Students with average ability will be asked to search from the internet for human body parts that can be replaced or enhanced by robotic body parts and write about what they think if they use the body parts on their pets. Less able students will be asked to explain how the normal eye can see things in complete sentences with the help of an illustration. Teachers can pick some of the good or creative ideas and ask the students to present their works to their classmates.</p> <p><u>Details of the Extended Reading Scheme</u> Number of e-books and printed books to be covered</p> <table border="1" data-bbox="129 970 904 1139"> <thead> <tr> <th></th> <th>printed books</th> <th>e-books</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>P. 1 - P. 3</td> <td>5</td> <td>4</td> <td>9</td> </tr> <tr> <td>P. 4 –P. 6</td> <td>4</td> <td>4</td> <td>8</td> </tr> </tbody> </table> <p>The selection of the titles will be based on the school-based RaC workshop framework developed in September 2018. Students are required to finish the post-reading exercises developed by the core team members. The main purposes are to nurture reading interest, reading habits and self-directed learning abilities.</p> <p>For P.1, teachers will start the Extended Reading Scheme after the less able students have finished their Phonics Programme in November 2018 and when all P.1 students have a better experience on e-learning and e-book navigation after their RaC</p>		printed books	e-books	Total	P. 1 - P. 3	5	4	9	P. 4 –P. 6	4	4	8					
	printed books	e-books	Total														
P. 1 - P. 3	5	4	9														
P. 4 –P. 6	4	4	8														

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<p>workshops on the first title in November 2018.</p> <p>To maximize the use of printed books and e-books, reading lesson as well as morning reading sessions will be assigned reading the books and e-books. Core team members will develop post-reading activities to check students' understanding and keep track on students' reading regularly. English teachers will make use of the e-books' and printed books' themes and topics to bring up some related issues that can arouse students' learning interest. Teachers will also introduce the topics of the readers for extended reading and let them explore more at home. For the e-books, our teachers will check on their read-aloud recording that students sent to teachers. Based on the recording, teachers will review and give comments.</p>					
(3) Purchase e-books and printed books to promote reading across the curriculum (RaC) and cater for learner diversity with equal emphasis on more able and less able students for P.1 to P.6 proposed under the initiative (2)					
<p><u>Using the e-books and printed books</u></p> <p>Based on the school-based Reading Across the Curriculum workshops framework developed in September 2018, 24 e-Books for class teaching will be selected. The core team members will develop 3 sets of lesson plans and related learning activities for each title to cater for learner diversity with equal emphasis on more able and less able students. Each class will pick 2 titles from the 4 selected e-books for class teaching.</p> <p>Each student is required to read 4 e-book titles and 5 (P.1-P.3) or 4 (P.4-P.6) printed books. Teacher will keep track of students' progress and develop post-reading activities for the extended reading titles.</p>	P.1- P.6	<p>Conduct procurement exercise: Sep 2018</p> <p>Purchase the e-books and printed books: Oct 2018</p>	<p>24 e-book titles for class teaching as well as 24 e-book titles and 27 printed books titles for extended reading will be selected for P.1-P.6.</p> <p>The e-books, printed books and the newly developed learning and teaching resources will be used for the school-based RaC</p>	<p>The copyrights of newly developed learning and teaching resources belong to our school.</p> <p>The school will own the perpetual use of rights of the</p>	<p>All meeting minutes related to our school-based RaC workshops for P.1-P.6 will be documented.</p> <p>Core team members have bi-weekly meetings.</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation
<p>- <u>In class learning and teaching</u> Based on the RaC framework designed in September 2018, the e-books selected will provide multi-modal texts where traditional printed books cannot cope with. Class teachers will select 2 titles from the 4 graded titles selected to match the reading ability of the students. 3 sets of learning activities will be designed to cater for learner diversity. The learning activities designed will involve pair work, group works, and presentations that foster collaboration thus establishing learning networks. After the release of the titles taught in class, students can re-read and listen to the e-book with read-aloud function repeatedly anywhere and anytime.</p> <p>- <u>Extended Reading</u> E-books selected for home/school reading will help nurture reading as a good habit and develop self-directed learners. A 'level-up' system will be established to encourage those able students to read more while the average and less able students can meet the basic requirement until they can catch up the pace.</p> <p>English teachers will spend 1-2 lessons conducting pre-reading activities and teaching reading skills or vocabulary with the students, followed by a week of reading in the morning reading sessions.</p> <p>The post-reading activities will record the performance of individual students so as to monitor their progress and check their understanding of what has been read. To gauge the effectiveness of the extended reading programme, completion ratio will be obtained and reports will be generated regularly for tracking students' progress. Follow-up measures (such as covering common errors in class and offering support outside class time) will be taken.</p>			<p>workshops. The workshops will be integrated into our school-based English language curriculum.</p> <p>70 % of students' interest in reading, habits in reading and ability in reading are further enhanced.</p> <p>100% of participating English teachers are equipped with the skills in developing, delivering, evaluating, and improving the learning and teaching resources for our school-based RaC workshops for P.1-P.6.</p> <p>E-books selected, lesson plans and learning activities developed will cater for learners' diversity.</p> <p>For the extended</p>	<p>purchased e-books. Our school-based RaC workshops for P.1-P.6 will be tried-out, commented, and evaluated for further improvement on a yearly basis for continuous usage.</p>	<p>A briefing and two evaluation meetings will be conducted by the English language panel chairperson.</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation									
<p><u>Details of the e-books and printed books to be purchased</u></p> <p>No of e-book and printed book titles to be purchased</p> <table border="1" data-bbox="129 359 965 612"> <thead> <tr> <th></th> <th>e-book</th> <th>printed book</th> </tr> </thead> <tbody> <tr> <td>In-class teaching</td> <td>4 titles per level</td> <td>0</td> </tr> <tr> <td>Extended reading</td> <td>4 titles per level</td> <td>P.1-P.3: 5 titles per level P.4 –P.6: 4 titles per level</td> </tr> </tbody> </table> <p>Total no of e-books to be purchased: 24+24 = 48 titles Total no of printed-books to be purchased: 27 titles</p> <p>➤ Text types and themes to be covered The newly purchased e-books and printed books will cover a variety of text types on cross-curricular contents such as informational reports, procedural texts and explanatory texts to be covered in the reading curriculum (e.g. science experiments, biography of famous people, etc). The texts with different themes and text types will help to promote Reading Across the Curriculum by providing reading inputs as well as exposing students to different text types of cross-curricular content.</p> <p>➤ Functions of the e-books The features of the e-books during and after the project period are the same. Texts are in appropriate fonts and font size, meaningful and attractive illustrations and photos, read aloud function and recording, multi-modal texts with visual and audio support will be introduced. We also require the e-books to be run in mobile applications so students can install it at their own devices.</p>		e-book	printed book	In-class teaching	4 titles per level	0	Extended reading	4 titles per level	P.1-P.3: 5 titles per level P.4 –P.6: 4 titles per level			<p>reading at home/school, with teachers’ monitoring, it is expected 70% of P.1-P.6 students will complete 100% of the assigned reading per year.</p>		
	e-book	printed book												
In-class teaching	4 titles per level	0												
Extended reading	4 titles per level	P.1-P.3: 5 titles per level P.4 –P.6: 4 titles per level												

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<p>➤ Measures to maximize the use of purchased e-books and printed books</p> <p>Once the e-books are released, students can access the e-books anywhere and anytime until the end of the academic year. They are encouraged to re-read the e-books for further understanding. Extra learning activities for students from any ability groups or any learning styles will be designed to enrich the programme. To maximize the use of extended reading printed books and e-books, reading lesson and morning reading sessions will be assigned for the pre-reading and while-reading stage.</p> <p><u>Procuring e-books</u></p> <ul style="list-style-type: none"> ✓ On purchasing e-books, the following criteria will be set for e-book selection: <ul style="list-style-type: none"> • Alignment with the core curriculum: the e-book selected will be closely aligned with the themes covered in the core curriculum and the school-based framework for RaC programmes. • Accuracy of language used: the e-book titles will be reviewed and checked for accuracy. • Typicality of the texts used • Level of difficulty of the texts: objective selection criteria such as word counts or Lexile levels will be adopted in selection to ensure the e-books selected match the reading levels of our students. • Built-in interactive features • Support for independent and further reading ✓ Careful inspection of e-books to be purchased will be conducted. <p>The resources to be purchased will follow proper procurement exercises.</p>					

(F) Budget and cash flow (*Please provide a breakdown of the costs for each expenditure item per school year*) - more rows can be added if needed:

Proposed usages of grant	Estimated cost If the initiative is funded by PEEGS and other sources, please specify the amount separately for each relevant item				
	2018/19 school year		2019/20 school year		Sub-total (Funded by PEEGS)
	Funded by PEEGS	Funded by other sources (if any)	Funded by PEEGS	Funded by other sources (if any)	
(1) Hire Professional Services					
(2) Hire a part-time supply teacher					
(3) Purchase e-books and printed books					
Total:					

Remarks

Teachers who have joined the Early Retirement Scheme cannot be hired under the PEEGS.