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

School Name: <u>S.K.H. Yan Laap Memorial Primary School</u> (English)

Application No.: D <u>049</u> (for official use)

(A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): <u>19</u>

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 service(s) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	Grade level	Focuses of the programme/project / support service	External support (if any)
School-based Curriculum Development in Primary Schools	P.3	Reading	The School-based Curriculum Development (Primary) Section (SBCDP), Education Bureau
Core Skills for Life Programme	P.1, P.2 & P.4	Core skills: critical thinking & problem solving, communication & collaboration, creativity & imagination	The Hong Kong Jockey Club Charities Trust British Council

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

Strengths	Opportunities
1. Our school management understands the importance of English learning and renders full support to the panel in the implementation of new curriculum initiatives. 2. Our teachers are open-minded and keen to improve their teaching strategies. 3. A collaborative and sharing culture has been established with regular lesson observations and evaluation meetings to enhance teaching and learning.	1. Development of a structured school-based reading programme is underway. The PEEGS grant will allow school additional resources for curriculum refinement.
Weaknesses	**Threats**
1. Our current readers are simple and of limited variety in terms of text-types and genres. The need to renew our stock with books with richer content, of various text types and higher lexical density is overriding. 2. Students are in general passive English learners. Some have poor learning motivation and lack confidence. 3. A structured reading programme for promoting reading across curriculum has yet to be developed.	1. Insufficient exposure to various text types affects the development of students' academic literacy. 2. The home readers and guided reading packages are not adequate for supporting further curriculum development needs.

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

Areas of Development	Usages of the grant	Grade Level
1. Enhancing teachers' capacity of developing students' speaking proficiency 2. Enriching the English language learning environment	A native-speaking English teacher (NET) was employed to support the Local English Teachers (LETs) in the teaching of speaking.	P.1-P.6

(D) Focus of the school's proposed school-based English Language curriculum initiative 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* ~~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" **(*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 ☐ Employ full-time* or part-time* teacher *(*Please delete as appropriate)* ☑ Employ a full-time* ~~or part-time~~* teaching assistant *(*Please delete as appropriate)* ☐ Procure service for conducting English language activities	☑ 2020/21 school year ☐2021/22 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 funded by PEEGS?

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To 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" at P.3-P.5 through: ✧ **hiring a full-time English-proficient teaching assistant; and** ✧ **purchasing learning and teaching materials**					
Background ● Over the years, school has experimented with different reading activities, for example, Lifewide Story Reading Programme. However, the need for a programme to systematically introduce reading skills still exists. ● To supplement the core English Language Curriculum, school launched the 'Fun Reading Scheme' in the 2017/2018 school year. The Scheme, still in its infancy, aims at raising students' reading interest and skills. Arrangements for the last 3 school years are as follows: The 2017/18 school year ✧ 1 title covering 5 lessons (1 lesson for 5 consecutive weeks) ✧ Trial run involving only one class (P.3A) The 2018/19 school year ✧ 1 title covering 5 lessons (1 lesson for 5 consecutive weeks) ✧ Full whole level implementation (P.3) The 2019/20 school year ✧ 1 title covering 5 lessons (1 lesson for 5 consecutive weeks) for each target level ✧ Full whole level implementation (P.3 and P.4) ● Plans for enriching the programme and extending it to P.5 are now afoot.	P.3-P.5	**Contact publishers/ book suppliers 9/2020-10/2020** **Development and Implementation** 9/2020 – 6/2021 **Mid-term evaluation** 1/2021 **Evaluation** 6/2021 **Final Review and Modification** 6-8/2021	A total of 6 resource packages, with pre-tests, post-tests, lesson plans, learning tasks and activities, which cover 48 lessons will be developed. 80% of P.3 to P.5 students will achieve a 5% score increase in the post-tests. 80% of P.3 to P.5 students agree that they are more confident in	The materials will be refined regularly for continuous use. The RaC modules will be integrated into the core English Language curriculum. They will be implemented after the project period. Learning and teaching resources developed will be properly kept for future	Co-planning and evaluation meetings will be conducted. Meeting records will be kept. Surveys will be conducted to collect feedback of students. Pre-tests and post-tests will be conducted and assessment data analysis will be carried out. Lesson observations will be conducted by the subject teachers and panel chairpersons.

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<u>The 2020/21 school year</u>
✧ 2 new titles covering 16 lessons (1 lesson for 8 consecutive weeks each term)
✧ Full whole level implementation (P.3, P.4 and P.5)
 	
Objectives of the Fun Reading Scheme
● The enhanced reading programme is aimed at:
   ✧ improving students' reading interest through broadening their exposure to various fiction and non-fiction texts relevant to other KLAs;
   ✧ introducing reading skills in a structured manner through organising diversified book-related activities;
   ✧ enhancing teachers' understanding of cross-curricular thematic reading instructions; and
   ✧ extending their instructional repertoire.
● School would like to deploy the grant for hiring one full-time teaching assistant in the 2020/2021 school year and acquiring new books for the programme.
● 6 reading packages, covering 48 lessons in total, will be produced.
 	
The Core Team
● A core team consisting of the vice principal, the English Language panel head, the EDB NET, one target level teacher, the subject coordinator of General Studies and the
			reading various English texts.
			
			100% of the English Language teachers involved will acquire the skills to teach various reading texts to promote reading across the curriculum.
			
			100% of the English Language teachers involved will apply the skills to teach various reading texts for promoting reading across the
				use.
				
				Professional sharing sessions will be conducted once a year.	

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teaching assistant hired under the Scheme will be formed for the development of the programme. ● The vice principal and English Language panel head will lead, coordinate and oversee the programme. The subject coordinator of General Studies will provide content support and assist the core team in selecting suitable reading materials for students. The EDB NET will offer the core team and target level teachers curriculum support whenever necessary. ● The core team will be responsible for: ✧ reviewing the existing reading programme; ✧ co-planning the RaC lessons once a month; ✧ designing learning and teaching activities; ✧ observing the lessons at least once per term; ✧ arranging peer lesson observation at least once per term; ✧ conducting evaluation measures (e.g. review meeting, stakeholder survey and assessment result analysis) ✧ adjusting teaching strategies and materials accordingly; and ✧ delivering a professional sharing session in the end-of-year panel meeting.			curriculum. 80% of the involved English Language teachers will enrich their knowledge in the teaching of reading.		

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Employment of the Full-time Teaching Assistant
 	
● A teaching assistant with at least an associate degree and above-average English communication skills will be hired to assist teachers in developing the Fun Reading Scheme.
 	
● He / She will provide teachers with administrative and clerical support during the project period. His / her duties include:
 	
  ✧ sitting in monthly co-planning meetings;
 	
  ✧ preparing (editing, duplicating and distributing) relevant learning and teaching resources for the programme;
 	
  ✧ managing and organising newly-acquired resources;
 	
  ✧ assisting in the 15 reading lessons a week during the implementation period; and
 	
  ✧ providing support for learning activities both inside and outside class time.
 	
Acquisition of New Reading Materials
● The books used in our existing reading programme are mainly fictional readers. With the opportunity to apply for the grant under PEEGS, we will acquire the new resources for the following reading activities:					

Reading activity	*Details*
Shared	✧ 2 titles of 90 readers (for 3 classes) will be

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	purchased for the shared reading sessions for each target level. ✧ In the shared reading sessions, teachers will guide students to use various reading strategies. ✧ Meaningful activities related to the readers are conducted to develop students' further understanding and encourage application of knowledge acquired from their reading.					
Extended / Home	✧ To nurture a regular habit of reading, 800 readers covering a wide range of text types and themes will be purchased for extended reading at home. ✧ Students will be asked to borrow a reader after the shared reading lessons. They need to finish their reading and reflective journal entries at home. ✧ Follow-up worksheets will be assigned to students together with the extended readers.					
● To renew the current stock for the new programme, school will purchase books covering the following themes and text-types. Proper procurement exercises will be conducted.						

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P.3						
Tentative themes	Me, My Family and Friends, Places and Activities, The World Around Us, Fun and Games, Caring and Sharing, etc.					
Target text types	Stories, songs, recipes, calendars, charts, coupons, diaries, directions, letters, lists, etc.					
P.4						
Tentative themes	Amazing Things; The Magic of Nature; Relationships; Changes; Food and Drink; Happy Days; Relationships; We Love Our Place; etc.					
Target text types	Stories, diaries, magazines, articles, biography, informational, exposition, labels, songs, charts and instructions					
P.5						
Tentative themes	Food and drink, Happy days, Changes, The magic of nature, etc.					
Target text types	News, diagrams, compare and contrast, interviews, reports, journals, manuals, stories, recipes and persuasive texts					
Programme overview • 1 RaC reader covering 8 single lessons will be adopted each term.						

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● For ensuring the alignment with the core English Language curriculum, authentic texts revolving around module themes will be used. ● Both fiction and non-fiction texts will be adopted and the tentative themes, readers and genres are tabulated below:					

Level	*Reader*	*Theme*	*Genre*	*Textbook modules and units*
P.3 Term 1	*Funky Chicken*	Care and inclusion	Narrative	Caring and Sharing (We can)
P.3 Term 2	*Animals*	Living things	Descriptive, Informative	The World Around Us (Amazing animals and plants)
P.4 Term 1	*Geraldo the Giraffe*	Healthy lifestyles	Narrative	Food and Drink (Healthy eating)
P.4 Term 2	*What a Waste*	Pollution	Descriptive, Informative	The Magic of Nature (Taking care of our earth)
P.5 Term 1	*Robin's Travel*	Travelling	Narrative	We love Hong Kong (Travelling

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				around)					
P.5 Term 2	*Reducing Waste*	Environmental Conservation	Descriptive, Informative, Persuasive	The Magic of Nature (Taking care of our earth)					

Target Reading Skills

● Assessments will be conducted throughout the year for assessing students' learning of the following skills:

Level	Reading skills
P.3	✧ To make predictions about the likely development of a text (e.g. autobiography) by identifying key words ✧ To identify main ideas and some supporting details explicitly stated in a text (e.g. news report) ✧ To organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs) ✧ To follow ideas by recognising simple text structures and understanding the use of cohesive devices in a text (e.g. an instruction manual). ✧ To locate specific information by identifying

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	key words/recognising simple text structures					
	✧ To compare alternative views and arguments in texts by using graphic forms and making notes					
P.4-P.5	On top of the above					
	✧ To distinguish facts from opinions by using semantic and syntactic clues					
	✧ To identify the stylistic features in texts					
	✧ To work out the literal and implied meaning of words and expressions by using semantic and syntactic clues					
	✧ To gather, distill and summarise more extensive information and ideas from texts					
	✧ To deduce themes based on information and ideas from texts					

Sample Reading Lessons

Module	P.6 Term 2
Module theme	**Environmental Protection**
Book title	*Reducing Waste* https://www.amazon.com/-/zh_TW/dp/B07QSZR7HX/ref=sr_1_6?keywords=Reducing+Waste+books&qid=1583998322&sr=8-6

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Author	Flounders, Anne					
Matching KLA	General Studies (People and Environment)					
Textbook module and unit	*The Magic of Nature* (Taking care of our earth)					
Subject specific concepts and knowledge	✧ Impact of human activities ✧ The cost of indiscriminate consumption of natural resources ✧ Our responsibilities to conserve the environment ✧ Importance of leading a green life					
Positive values	✧ To recognise the importance of environmental conservation, and to actively participate in it ✧ To show concern for local and national environmental issues					
Thematic vocabulary	✧ Environmental protection (3Rs: Reduce, Reuse, Recycle) ✧ Action verbs					
Target reading skills	✧ To make predictions about the likely development of a text (e.g. autobiography) by identifying key words ✧ To scan a text to locate specific information ✧ To skim a text to obtain a general impression and the gist or main ideas ✧ To tell and locate the feature elements of the explanatory texts					

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	✧ To re-read the text to establish and confirm meaning ✧ To work out the meaning of an unknown word or expression by using context and knowledge of the world					
Text types	✧ Explanatory texts ✧ Fact books ✧ Information reports ✧ Articles ✧ Charts and graphs ✧ Photos, posters and captions					
Grammar items	✧ Simple present tense ✧ Gerunds ✧ Passive Voice ✧ Modals					
Text structure	✧ Cause and effect ✧ Problem and solution					
Language functions	✧ Describing cause and effect ✧ Comparing and contrasting ✧ Evaluating ✧ Expressing and supporting opinions					
Learning and teaching activities	**Pre-test** ✧ A quiz related to environmental protection and target text type features will be conducted via Google Form to test students' understanding before the reading lessons. **Pre-reading** 1. **Introducing the features of an**					

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explanatory text ✧ Teacher introduces explicitly the key features of an explanation text using a sample. **Examples of features of an explanatory text.** *(A) They have clear titles / headings and usually have an introduction.* *(E.g. The water cycle, The life Cycle of a Frog, How do CCTVs work?)* *(B) They are written in simple present tense.* *(C) Images or other features are included to help the readers, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary.* **2. Introducing the book** Teacher shows students the book they are going to read. *Introducing the topic* ✧ Teacher tells students that they are going to read an explanatory text. ✧ The following questions are asked: *T: What is the title of this book?* *T: Who wrote this book?* *T: What is it about?* ✧ Teacher shows students a video clip					

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	about 3Rs (Reduce, Reuse and Recycle) https://www.youtube.com/watch?v=OasbYWF4_S8 ✧ He / She elicits students' prior knowledge about 3Rs by asking questions related to the video (e.g. human causes of environmental problems and reasons why the 3R principle is being promoted these years). ✧ Related vocabulary items from students are written on the board. ✧ Students work in groups on a KWL worksheet about 3Rs. They then share their ideas about 3Rs by completing the "K" part of the KWL worksheet. ✧ Teacher goes over the KWL worksheet with students and introduces some of the vocabulary covered in the reading text in relation to the ideas listed. ✧ Teacher tells students that they are going to read a book about 3Rs. Students write down what they would like to find out from the text in the "W" part with the use of wh- question prompts provided by teachers.					

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While-reading **1. Modelling of target reading strategies** ✦ The reading text is given to students. Teacher reads part of the text with students, model target reading strategies and ask questions to elicit students' understanding where applicable. **2. Peer reading** ✦ In groups of 4, students find out the most interesting facts from the reading and their feelings / comments on the issue. ✦ Students complete a Venn diagram comparing the situations in Hong Kong and the US while reading. ✦ Students consolidate their understanding of the content knowledge and language by reading and re-reading the texts. **Post-reading** Students go through their Venn diagrams and discussion notes. **1. The KWL chart** ✦ Students record what they have learnt					

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from the text under the 'L' part of the KWL worksheet.					
✧ Students answer the questions written under the 'W' part of the KWL worksheet. They then compare the 'W' part with the 'L' part and discuss whether the author has fulfilled their expectations.					
3. **Group discussion**					
✧ Students discuss in groups the consequences of violating the 3R principle or the importance of being environmentally friendly.					
✧ High-flying classes will be engaged in more challenging tasks. For instance, they discuss which of the "3R" principle is the most / least important and Hong Kong should work on.					
Extended task – Poster design					
✧ Students draw a poster/write an article about promoting 3Rs at school.					
✧ Students have presentations and peer evaluation.					
Extended reading					
✧ Related books will be placed in the classroom library. After each shared					

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reading session, an extended reader will be assigned for students. Follow-up worksheets will be assigned to students together with the extended readers to enhance students' reading capacity. **Post test** ✧ Students have an assessment on the taught book via Google Form. Content knowledge and text features on the book are included in the assessment session. Data analysis will be conducted after the assessment.					