

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

School Name: Tai Po Methodist School (English)

Application No.: A 088 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 18
2. No. of approved classes in the 2016/17 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 2016/17 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)
School-based curriculum development support team	P.3,4,6	School based curriculum development	School-based curriculum development support team, EDB
Curriculum Leadership Development Programme	P.5,6	Developing the panels and teachers' curriculum leadership skills	Language Learning Support Section, EDB
PLP-R/W programme	P.1-3	Primary literacy programme for reading and writing	NET Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. English team has been joining various curriculum development programmes supported by EDB and CUHK to enhance curriculum development and the leadership of panels as well. 2. Reading lessons and library lessons are conducted by NETs, English teachers and teacher librarian in order to teach students various reading strategies and help them develop a good reading habit. 	<ol style="list-style-type: none"> 1. A part time NET is employed by school who works closely with full time NET and all English teachers in order to develop reading programme in P.4-6. 2. Different reading genres are introduced to students and various reading resources are started to be used by English teachers in daily reading lessons.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Some students lack parental support in learning English. They seldom read English books at home or with their parents. 2. The English reading environment is not rich enough both inside and outside the classrooms. 3. Students did not do well in the summative assessment and PLP-R/W reading assessment. The exam result analysis and the internal assessment data show how weak students are in reading assessments and they could not make good use of the reading strategies they learnt in the lessons. The reading levels of P.1 and 2 students are relatively low. 	<ol style="list-style-type: none"> 1. The class sizes are getting bigger in P.1-3 so teachers have difficulties in catering for learner diversity.

**(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme (EEGS) for Primary Schools, if any:
(more rows can be added if needed):**

Area(s) of Development	Usage(s) of the grant	Grade Level
1. Enriching authentic English learning environment for Key Stage 2	1. A part-time ELTA was employed to conduct speaking lessons with LETs and create language rich environment.	P.5-6
2. The extension of the reading week to cater for learner diversity and promote reading.	2. Extensive storybooks with three reading levels were bought for each level students for the reading programme.	P.3-6
3. Develop a theme-based vocabulary building programme	3. Hire of E-learning consultant to tailor-make an online vocabulary learning platform based on the selected vocabulary items from the textbooks	P.1-6
4. Enhance teachers' skills on questioning techniques and reading strategies	4. Hire of professional services to conduct professional development workshops and lesson observation with feedbacks.	P.1-6

(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 type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><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 type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input checked="" 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"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input checked="" type="checkbox"/> 2018/19 (second term) to 2019/20 (first term)</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P.1-3, P.5-6):</p> <p>_____</p> <p>_____</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 ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
1. To purchase printed books to promote reading across the curriculum for P.1-2					
<p>The purpose of purchasing printed books is to promote reading across the curriculum and deepen the learning of different reading strategies.</p> <p>Our students lack parental support in learning English and they seldom read English books at home or with their parents. So, reading lessons and library lessons are conducted by NETs, English teachers and teacher librarian in order to teach students various reading strategies and help them develop a good reading habit. Moreover, to promote reading, different reading genres are introduced to students and reading resources are started to be used by English teachers in daily reading lessons.</p> <p>We plan to help our students develop the skills of ‘learning to read’ and to foster ‘reading to learn’ so as to further expand it to a school-based approach of ‘reading across the curriculum’. We will use a variety of texts effectively to encourage deep reading, connect students’ learning experience and broaden their knowledge base.</p> <p>In order to enrich the reading programme to deepen the learning of different reading strategies and cater for learner diversity, different English books (different themes and genres which are closely related to the modules of P.1 and 2) will be purchased.</p>	P.1-P.2	<p>From 2017/18 (second term) to 2019/20 (first term)</p> <p>March, 2018 to October, 2018</p> <p>To conduct procurement exercise before purchasing books.</p>	<p>School-based reading across the curriculum, with lesson plans, learning tasks/activities will be developed for Primary 1 to 2.</p> <p>5 sets of learning and teaching resources will be developed per level for Primary 1 to 2.</p>	<p>P.1 and P.2 teachers will reuse the teaching materials, printed books and the module (lesson) plans.</p> <p>Teachers will share their pedagogy acquired in the co-planning meetings and panel meetings.</p> <p>Teachers will</p>	<p>There will be records to indicate the utilisation rate of books, for example, student reading record and progress report; teacher feedback (formative assessment records) on reading.</p> <p>Lesson observation will be conducted to see how the resources are used to develop students’ reading skills.</p> <p>Evaluations, amendments of all</p>

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.

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><u>Details of the school-based programme to promote reading across curriculum</u></p> <p>Local English Teachers (LETs) co-teach with NET in the reading lessons every week. The LETs also co-teach with teacher librarian in the library lessons twice a month. Teachers will make use of the printed books to introduce the language features of different reading genres and teach students specific reading skills through different learning activities. Teachers will also amend the school-based reading curriculum based on what they developed for the reading programme.</p> <p>The reading skills that will be covered in the reading lessons are:</p> <ul style="list-style-type: none"> ✓ recognizing the beginning and end of sentences; ✓ distinguishing between capital and small letters; ✓ guessing the meaning of unfamiliar words by using pictorial clues; ✓ locating key words in familiar texts in very short, simple and predictable texts ✓ understanding the connection between ideas by identifying simple connectives ✓ working out the meaning of unknown words by recognizing the base word within other words ✓ guessing the meaning of unfamiliar words by using contextual clues ✓ identifying key words for the main idea in a sentence; and ✓ locating specific information in a short text in response to questions etc. <p>The follow-up tasks after reading include sharing among peers,</p>			<p>100% of students at Primary 1 to 2 read five titles per year.</p> <p>100% of Primary 1 to 2 students' skills in reading a variety of text types enhanced per year.</p> <p>100 % of the existing English teachers will acquire knowledge /pedagogy of promoting reading across the curriculum.</p> <p>100% of the existing English teachers will promote reading across the</p>	<p>give reflections on their own lesson plans.</p> <p>Some of the learning activities will be video-taped and shared for professional development purposes.</p>	<p>teaching resources and lesson planning will take place at the end of each term.</p> <p>Analysis of students' formative and summative assessment results on reading.</p> <p>Survey to collect feedback from teachers, students and parents at the end of second term.</p> <p>The collected data will be used for future planning and the improvement on learning and teaching of English.</p> <p>Teachers will identify the weaknesses of</p>

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>reading worksheets, reading journals, sharing sessions for students to present their ideas after reading the books or asking group members questions after listening to their presentations etc.</p> <p><u>Details of the printed books proposed to be purchased</u></p> <p>1600 levelled readers are proposed to be purchased to support the reading programme in P.1 and P.2 as follows:</p> <table border="1" data-bbox="114 687 965 1018"> <thead> <tr> <th data-bbox="114 687 539 738">P.1 (Level 1 to 7)</th> <th data-bbox="539 687 965 738">P.2 (Level 8 to 16)</th> </tr> </thead> <tbody> <tr> <td data-bbox="114 738 539 874"> <u>Guided reading:</u> Around 25 titles x 16 copies = 400 copies </td> <td data-bbox="539 738 965 874"> <u>Guided reading:</u> Around 25 titles x 16 copies = 400 copies </td> </tr> <tr> <td data-bbox="114 874 539 1018"> <u>Home reading scheme:</u> Around 25 titles x 16 copies = 400 copies </td> <td data-bbox="539 874 965 1018"> <u>Home reading scheme:</u> Around 25 titles x 16 copies = 400 copies </td> </tr> </tbody> </table> <p><u>Details of guided reading lessons</u></p> <p>Different reading text types of levelled readers including fictions and non-fictions will be used. The examples of topics or themes of the readers are closely related to the modules of P.1 and 2.</p> <p>P.1 modules are <i>Me, my family and friends, Places and activities, Fun and games, Using my five senses, The world around us</i>; P.2 modules are <i>School life, Caring and sharing, Me, my family and friends, Days and activities</i>.</p> <p>Local English Teachers (LETs) co-teach with NET in the reading lessons every week. Teachers will make use of the levelled readers to conduct guided reading with students in groups</p>	P.1 (Level 1 to 7)	P.2 (Level 8 to 16)	<u>Guided reading:</u> Around 25 titles x 16 copies = 400 copies	<u>Guided reading:</u> Around 25 titles x 16 copies = 400 copies	<u>Home reading scheme:</u> Around 25 titles x 16 copies = 400 copies	<u>Home reading scheme:</u> Around 25 titles x 16 copies = 400 copies			<p>curriculum in their teaching at Primary 1 to 2.</p> <p>100% of the existing English teachers use the resource at Primary 1 to 2.</p>		<p>students and follow-up.</p>
P.1 (Level 1 to 7)	P.2 (Level 8 to 16)										
<u>Guided reading:</u> Around 25 titles x 16 copies = 400 copies	<u>Guided reading:</u> Around 25 titles x 16 copies = 400 copies										
<u>Home reading scheme:</u> Around 25 titles x 16 copies = 400 copies	<u>Home reading scheme:</u> Around 25 titles x 16 copies = 400 copies										

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>according to their reading levels.</p> <p>Teachers will use different teaching strategies such as shared reading and guided reading in groups. Teachers will also organize pre-reading, while reading and post-reading activities for students such as predicting the story, studying the book covers and discussion of content etc. Different reading skills and vocabulary building skills will be taught as well.</p> <p><u>Details for home reading scheme</u></p> <p>For the home reading scheme, level appropriated readers will be assigned for students as home readers. Follow-up activities (for example worksheets, assessments and student reading record and formative assessment records will be used to ensure the effectiveness of the reading scheme.</p> <p>All the resources will be purchased after proper procurement exercises.</p>					
<p>2. To hire a full-time teaching assistant who is proficient in English to help implementing P.1-2 reading programme for promoting reading across the curriculum</p>					
<p>The teaching assistant will support P.1-2 English teachers and the NET to implement the reading programme and enrich the reading programme to enhance the learning of different reading strategies as well as catering learner diversity.</p> <p>P.1-2 students were chosen because they lack parental support in learning English. They seldom read English books at home or</p>	P.1-P.2	From 2017/18 (second term) to 2019/20 (first term)	Reading lessons to promote reading across the curriculum will be conducted once for each P.1 &	The learning and teaching materials developed will be reused and modified after the	<p>The records of meetings will be kept for future reference.</p> <p>The effectiveness will be evaluated</p>

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>with their parents. The English reading environment is not rich enough both inside and outside the classrooms.</p> <p>The teaching assistant should be a bachelor degree holder, proficient in English with teaching training so that he/she can help planning, developing and implementing related reading activities and providing students with more opportunities to use English in an authentic context. He/She will also help training a small group of P.1 & P.2 students as English ambassadors to share stories with other students.</p> <p>Teaching assistant will join the co-planning meetings with P.1 & 2 teachers and the NET once a week. The focus of the co-planning meeting will be related to the design of learning activities and the consolidating on the reading skills which would be introduced in the reading lessons. Teachers and the teaching assistant will reflect and discuss about the effectiveness of teaching in the co-planning meetings as well. Follow-up actions, such as adjustment of learning activities, will be carried out after teachers' reflection. The teaching assistant will also help preparing the teaching materials after the co-planning.</p> <p>The teaching assistant will assist P.1 and P.2 teachers in the reading lessons (1 reading lesson for each class, a total of 11 classes per week). As the class sizes are getting bigger in P.1 and P.2, teachers often experience difficulties in catering for learner diversity. The teaching assistant will support the students, especially the less able ones in completing the learning tasks during the lessons.</p> <p>The teaching assistant will also help training a small group of P.1 and P.2 students as English ambassadors. The English</p>		<p>Co-planning, assist in reading lessons and training English ambassadors, throughout the project period.</p>	<p>P.2 class per week.</p> <p>70% of P.1 and P.2 students' reading skills in relation to reading across the curriculum enhanced.</p> <p>100% of P.1 and P.2 English teachers will apply reading across the curriculum to English teaching at Primary 1 to 2.</p> <p>Ambassadors will share reading experiences and reading materials in the morning</p>	<p>completion of project.</p> <p>The well-trained ambassadors help developing an English rich environment and encourage other students to speak up and read more books.</p> <p>Video-taping the lessons for sharing.</p>	<p>by lesson observation and observation of the training of ambassadors. Focus group meetings, review/evaluation meetings and surveys will be collect from teachers at the end of the term.</p> <p>Video-taping the lessons for sharing and evaluation among panel members in the 2nd and 3rd panel meetings.</p> <p>The data collected will be used for future planning and improvement on learning and teaching by discussing and reviewing among teachers.</p>

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>ambassadors will read with other students. Students who are confident, able to speak English fluently and nominated by English teachers will be selected. The teaching assistant will train the ambassadors twice a week at recess. Existing teachers will monitor and guide the teaching assistant on how to train the ambassadors. The ambassadors will share reading experiences and reading materials in the morning assemblies, English Week and English Activity Day.</p>			<p>assemblies, English Week and English Activity Day.</p>		