

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

School Name: Baptist Sha Tin Wai Lui Ming Choi Primary School (English)

Application No.: C 096 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 14

2. No. of approved classes in the 2018/19 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 2018/19 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)
Catering for learner diversity: Stretching the potential of higher ability students in KS2	P.5-P.6	Writing skills	Language Learning Support Section, EDB
Holistic planning of curriculum	P.1-P.6	Curriculum planning	Language Learning Support Section, EDB
Curriculum leadership development	P.1-P.6	Leadership development	Language Learning Support Section, EDB

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

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"><li>1. There are weekly planning meetings so that teachers of the same level have regular discussion about the progress and teaching strategies. The co-planning sessions help share good teaching practice among teachers and make learning and teaching more effective.</li><li>2. Over the years, our teachers are experienced in developing quality school-based teaching and learning materials to cater for our students' needs.</li><li>3. The final writing products are designed to align with the reading inputs and scaffolding is provided to prepare students for the writing tasks.</li><li>4. Some teacher leaders are experienced in curriculum planning. Some well-planned units with scaffolding activities that build students skills from reading to writing set good models for others to follow.</li><li>5. Our school has a strong learning and sharing culture for teachers.</li><li>6. Our new textbooks have a global perspective. They cover an array of topics like science, technology, arts, music, sports, history and geography about the real world.</li></ol>	<ol style="list-style-type: none"><li>1. We are using a new set of textbooks in P.1 to P.5. New teaching strategies will be adopted in the new textbooks.</li><li>2. We have support from the Language Learning Support Section from EDB on curriculum planning.</li><li>3. PEEGS offers school with the opportunity to review the existing KS2 reading curriculum and develop a new school-based reading programme.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Our new textbooks only cover a few text types. Also, there are few materials related to Hong Kong context. With the existing heavy workload and tight schedule, teachers find it hard to cope with the additional work brought by the introduction of the new textbooks including re-designing the final writing products as well as the reading inputs.</li><li>2. Teachers find it difficult to teach non-fiction text, especially on unfamiliar topics.</li><li>3. The vast students' learning diversity in the classroom poses great challenge as teaching materials need to be fine-tuned to adapt to the needs of the students from time to time.</li></ol>	<ol style="list-style-type: none"><li>1. The stability of the contract staff is not consistent.</li><li>2. It takes time for the English teachers to be familiar with and work on the new set of textbooks. Necessary modification should be made to ensure that the materials can fit into the school-based curriculum.</li></ol>

(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
To refine a holistic school-based English curriculum that advances from reading to writing, with grammar teaching strengthened in the process so as to maximize learning in P4-P.6	Hiring a supply teacher to create space for the core team	P.4-P.6

**(D) Focus(es) of the school's proposed school-based English Language curriculum initiative(s) to be funded under PEEGS**

<b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	<b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	<b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	<b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> <li>- conducting more English language activities*; and/or</li> <li>- developing more quality English language learning resources for students*</li> </ul> <p><i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading* or <del>literacy</del>* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><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 type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or <del>part-time</del>* teacher</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.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 <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
Employing a full-time supply teacher to create space for the core team members to promote reading across the curriculum (RaC) at Primary 5-6					
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To supplement the current curriculum with a wide range of reading materials that are thematically linked with different subject contents and text types to facilitate the development of a culture of “reading to learn” and RaC.</li> <li>- To introduce academic vocabulary and linguistic structures covered in other Key Learning Areas (KLAs) and promote the development of various reading skills and strategies, especially through non-fiction texts with various text structures such as problem solution, compare and contrast as well as cause and effect, that are conducive to effective, self-directed, independent and lifelong learning.</li> <li>- To foster active learning, promote communicative use of language and create a learning community through the use of information technology, as well as enhance language learning through flexible use of a wide variety of quality resources and multimodal texts to develop students’ new literacy skills.</li> <li>- To facilitate the development of information literacy and RaC culture through the use of both printed and electronic reading materials.</li> </ul>	<p>P.5- P.6</p>	<p>P.5-P.6</p> <p><b>Module 1</b></p> <p>Co-planning 9/2019</p> <p>Implementation, Try-out, Lesson Observation 10/2019</p> <p>Evaluation 10/2019</p>	<p><u>On curriculum:</u> 4 packages of school-based RaC programme materials, with lesson plans, learning and teaching tasks (covering a total of 48 lessons) will be developed for each target level.</p> <p><u>On existing English teachers’ professional enhancement:</u> 80% of the teachers involved will acquire the knowledge/ pedagogy of conducting the RaC programme.</p> <p>80% of the English teachers involved will apply new strategies to</p>	<p>The RaC programme will be incorporated into the core curriculum for future implementation.</p> <p>The teaching materials will be saved to the school server for future use.</p> <p>There will be video-taping of some lessons for professional sharing.</p> <p>Teachers involved in this project will be mentors for new</p>	<p><u>Qualitative:</u> Lesson observations will be conducted every month.</p> <p>Some lessons will be video-taped for peer evaluation and professional development.</p> <p>Weekly core group meetings and evaluation meetings will be conducted to evaluate the effectiveness of the reading lessons.</p> <p>Weekly level-co-planning meetings will be conducted to plan</p>

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

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

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

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<p>- To enhance the teachers' mastery of instructional strategies in teaching non-fiction texts and foster collaborative practices.</p> <p><b>Employment of a supply teacher</b></p> <p>A full-time English teacher will be employed to release the English panel chair and vice panel chair for taking forward a reading programme for P.5 and P.6 and reviewing the KS2 reading curriculum. About 15 lessons will tentatively be released for each core team member and the supply teacher will take up both teaching duties (subjects taught can be General Studies, Music and English that is not the target level) and non-teaching duties of the core team (about 30 lessons in total).</p> <p><b>The Core Team</b></p> <p>The core team consists of 2 English teachers, the English panel chair and vice panel chair. The English Panel who is experienced in school-based curriculum development will be in charge of the project. Duties of the core team will entail the following:</p> <ul style="list-style-type: none"> <li>➤ curriculum review</li> <li>➤ co-planning and developing the RaC materials</li> <li>➤ co-teaching</li> <li>➤ demonstrations</li> <li>➤ lesson observations and revising the teaching materials and strategies</li> <li>➤ professional sharings</li> </ul>		<p><b>Module 2</b></p> <p>Co-planning 11/2019</p> <p>Implementation, Try-out, Lesson Observation 11/2019</p> <p>Evaluation 12/2019</p> <p><b>Module 3</b></p> <p>Co-planning 1/ 2020</p> <p>Implementation, Try-out, Lesson observation 2/2020</p> <p>Evaluation 3/2020</p>	<p>English teaching at Primary 5 to 6.</p> <p><u>On students' performance:</u> Over 70% of target level students will think that the RaC programme has helped improve their reading skills.</p> <p>70% of target level students will show 5 % improvements in the reading quizzes.</p>	<p>teachers in the future.</p> <p>Sharing sessions will be arranged to share good practices as well as transfer knowledge and teaching methods acquired during the RaC programme to all panel members.</p>	<p>and evaluate the reading programme.</p> <p>Co-planning records will be properly kept for future reference.</p> <p>Panel meetings and sharing sessions will be conducted four times a year for programme evaluation and experience sharing and dissemination of new practices.</p> <p><u>Quantitative</u> Surveys will be conducted to collect feedback from both teachers and students at the end of each school term (December, 2019 and June 2020).</p> <p>Students' scores in the reading quizzes in each module will be analysed to evaluate the</p>

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<p>A curriculum mapping exercise will be conducted before the start of the programme so that overlapped materials will be eliminated. This will involve the curriculum leader and the English panels. Besides, English teachers will work closely with teachers from other KLAs for suggestions of different themes.</p> <p>Weekly core team meeting will be conducted to design teaching and learning resources and modify the newly-designed materials of the RaC programme, evaluate the lessons conducted and monitor the progress of the project at each target level.</p> <p>The two core team English teachers will co-plan with P.5 and P.6 subject teachers in level co-planning meetings throughout the year. There will be one co-planning meeting every week for each level (timetabled) to discuss the lesson planning and teaching strategies for that particular module at that level. LETs who teach other KLAs will suggest resources and materials and provide content support during co-planning meetings.</p> <p>Related materials will be designed and tried out by the core team once every module. The lessons will be refined before other English teachers follow suit. All P.5 and P.6 teachers will have experience in conducting the RaC curriculum and acquire various teaching strategies on different text types.</p> <p>There will be lesson observations (including video recorded lesson observations) each target levels to evaluate the</p>		<p>Module 4 Co-planning 4/2020</p> <p>Implementation, Try-out, Lesson observation 4/2020</p> <p>Evaluation 5/2020</p> <p>Programme Evaluation 6-7/2020</p>			<p>effectiveness of the project.</p>

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<p>effectiveness of the lessons and materials. Feedback will be collected to modify teaching plans and the core team will make adjustment to the teaching strategies and materials.</p> <p>There will be sharings with other English teachers during the two end-of-term panel meetings and two professional sharing meetings. In the panel meetings and sharing sessions, the core team and level teachers will share their experience and disseminate new practices to teachers of non-target levels.</p> <p><b>Contribution of General Studies teachers</b></p> <p>General Studies teachers will suggest resources and materials as well as provide content support. English teachers will work closely with them to plan for the cross-curricular activities e.g. planetarium visit so that students can connect different learning experiences about the topic space exploration.</p> <p><u>Details of the RaC programme for P.5 and P.6:</u></p> <p>Four theme-based modules will be covered in the project for each target level, with a total of forty-eight lessons per level. Each RaC module consists of around twelve 35-minute lessons. Four reading lessons per week will be allocated to the programme.</p> <p>Reading materials of the proposed topics from a variety of sources, such as books, magazines, websites and online reading platforms e.g. EPIC!, BookFLIX will be included. Co-curricular activities like Planetarium Visit and Egg-drop Experiment will be arranged to connect students' learning experiences of various subjects.</p>					



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<b>Tentative themes, target text types and connection with other KLAs</b>							
<i>Themes</i>	<i>Reading Text types</i>	<i>Connection with other KLAs</i>					
<i>P.5 Nature: plants and animals</i>	Poems Songs Illustrations Expositions	Reading materials about adventures, plants and animals (GS)					
<i>P.5 Space adventure</i>	Cartoon and comics Stories Encyclopedias and glossaries News reports	Reading materials about adventures, space exploration and facts about space (GS)					
<i>P.5 Extreme weather</i>	News reports Weather charts Instructions Maps and legends Expositions; Short novels	Reading materials about weather, typhoon news and how weather is formed (GS)					
<i>P.5 Holidays</i>	Reviews Blogs Lists	Reading materials about trip review, places around the world, entertainments,					

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	Brochures Advertisements Pamphlets Maps Menu Movie reviews	tours and preparation for a holiday  (GS, Music)					
<b><i>P.6 Recycling</i></b>	News reports Charts Expositions Procedures	Reading materials about conservation and recycling.  (GS)					
<b><i>P.6 Extreme sports (celebrities)</i></b>	Stories Journals Biographies Expositions Explanations of how and why	Biographies of different famous people extracted from books or websites. Description of different sports. (GS, PE)					
<b><i>P.6 Hong Kong, our home</i></b>	Stories Blogs Brochures News reports Expositions Procedures Recipes Itineraries	Reading materials about scenery spots and Hong Kong cultures, as well as advertisements about tours.  (GS)					

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	Emails						
<b>P.6</b> <i>History's a Mystery – Egg-drop Experiments</i>	Stories News reports Information reports Expositions Journals	Reading materials about archeological findings, air resistance and egg-drop devices  (GS)					
<b>Skills to be covered across the two target levels:</b>							
<p><b>Generic skills</b></p> <ul style="list-style-type: none"> <li>To develop reasoning skills</li> <li>To establish problem solving skills</li> <li>To enhance creativity</li> <li>To improve communication skills via collaborative learning</li> <li>To practise critical thinking skills in self-learning</li> </ul>							
<p><b>Reading skills</b> (<i>*more advanced skills mainly for P.6</i>)</p> <ul style="list-style-type: none"> <li>*To gather, distill and summarise more extensive information and ideas from texts</li> <li>*To understand intention, attitudes and feelings conveyed in a text</li> <li>*To distinguish facts from opinions by using semantic and syntactic clues</li> <li>To identify details that support the gist or main ideas</li> <li>To work out the meaning of unknown word or expression by using contextual clues.</li> </ul>							

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<p>To recognize the format and language features of a variety of text types.</p> <p>To understand the connection between ideas by identifying cohesive devices (e.g. also, at last, because, first, however, if, therefore)</p> <p>To predict the likely development of a topic by recognizing key words, using personal experience, and making use of the context and knowledge of the world</p> <p>To understand, interpret and analyse different written and multimodal texts by understanding how visual elements create meaning.</p> <p>To organise information and ideas in texts by using knowledge of text structures and some graphic forms or organisers (e.g. mind maps, character webs, venn diagrams)</p> <p>*To compare alternative views and arguments in texts by using graphic forms and making notes</p> <p>Each RaC module consists of the following stages/activities:</p> <ul style="list-style-type: none"> <li>- Reading tasks as input</li> <li>- Delving into reading skills and strategies, useful expressions, text features and text grammar</li> <li>- Learning activities: matching activities, interviews, role-play as well as presentation will be designed to give students plenty of opportunities to use the language in context.</li> <li>- Follow-up tasks can be writing a journal, an inventor's log, an email or presentation.</li> </ul>					

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<p><b><u>Run-down for a sample RaC module</u></b></p> <p><b>P. 5 Space Adventure</b></p> <ul style="list-style-type: none"> <li>- The teachers will adopt a multisensory and multimodal approach in the unit.</li> <li>- Before the unit, students will watch video clips about space. They will do a self-learning task to acquire the basic vocabulary related to space.</li> <li>- In the lesson, students learn a poem about space and sing a song on the textbook in which main words are included.</li> <li>- In the reading lessons, students will be exposed to a wide range of text types about space:</li> </ul> <p>Space adventures ( story)</p> <p>Space adventures (comics)</p> <p>Facts about space (encyclopedia and glossary --- General Studies)</p> <p>News about space (news report and videos---General Studies)</p> <ul style="list-style-type: none"> <li>- This enhances students’ reading skills and heightens their awareness of the structures and features of the different text types.</li> </ul> <p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>- To work out the meaning of unknown word or expression by using contextual clues.</li> <li>- To recognize the format and language features of a variety of encyclopedia and non-fiction text.</li> <li>- To predict the likely development of a topic by recognizing key words, using personal experience, and making use of the context and knowledge of the world</li> </ul>					

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<p>- To understand, interpret and analyse different written and multimodal texts by understanding how visual element create meaning.</p> <p><b>Contents:</b>  Vocabulary about space  Facts about space  News report about space exploration  Stories with different opening about space adventures</p> <p><b>Text features and structures:</b>  - To understand the structure of a story:  Setting - problem-solution -ending</p> <table border="1" data-bbox="174 815 938 971"> <tr> <td><b>Text features</b> Title, sub-titles, pictures</td> <td><b>Language features</b> - Past tense -Dialogue</td> </tr> </table> <p>To understand the structure of encyclopedias:  description, cause and effect</p> <table border="1" data-bbox="174 1075 938 1286"> <tr> <td><b>Text features</b> Title, photos, captions, magnification, label, textbox, diagram, word in bold / italics/ colour</td> <td><b>Language features</b> - Timeless present tense, -Generalized subjects</td> </tr> </table> <p><b>Details of learning tasks/ activities</b>  - To understand different ways of starting a story  - To enrich the reading experience, teachers will supply</p>	<b>Text features</b> Title, sub-titles, pictures	<b>Language features</b> - Past tense -Dialogue	<b>Text features</b> Title, photos, captions, magnification, label, textbox, diagram, word in bold / italics/ colour	<b>Language features</b> - Timeless present tense, -Generalized subjects					
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<p>students with stories of five different openings and explicitly instruct various ways of starting a story.</p> <ul style="list-style-type: none"> <li>- There will be Effective Communication lessons in which students discuss controversial topic about space exploration with supported speaking frame and expressions or brainstorm possible problems encountered in a space travel, then create solutions.</li> <li>- The writing task will be a cross-curricular group project with the General Studies. Writing lessons will be conducted for consolidating students' learning of reading texts. A visit to the school planetarium will be arranged and students will experience what it is like travelling in space before they produce the writing product - a story.</li> <li>- Proof-reading will be conducted after students have produced the first draft. Then students will conduct self-editing and peer assessment with the help of a hands-on feature checklist.</li> <li>- Students can present their solutions by video-shooting a presentation and share it on Flipgrid, which enables teachers and other students to access and leave comments. Students can learn from one another through the video discussion platform.</li> <li>- Students will be given reading materials about space "Houston, we've got a problem" for self-learning. Other thematic materials like films and documentary will also be given for extended learning.</li> </ul>					