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

School Name: TWGHs Yiu Dak Chi Memorial Primary School (Yuen Long) (English)

Application No.: D070 (for official use)

(A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 16

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	4	5	5	5	6	6	31

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	5	5	5	5	6	6	32

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	Focus(es) of the programme/project/ support service	External support (if any)
Supported Writing in English	P.4	Reading & Writing	The University of Hong Kong
Supported Reading in English	P.1 – P.2	Reading & Writing	School Based Curriculum Development Section, EDB

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

Strengths	Opportunities
1. Most English Language panel members have hands-on experience in developing school-based learning and teaching resources after receiving support service. 2. Our school is implementing Bring Your Own Device (BYOD) in the 2020/21 school year which facilitates better e-learning in English.	1. PEEGS provides us a chance to have curriculum innovation. 2. School widely adopts cooperative learning strategies to encourage communications among students. 3. Starting from Primary 1 and Primary 4 in 2020/2021 school year, a new textbook series will be adopted.
Weaknesses	**Threats**
1. KS2 students' reading is limited to fictions only. 2. Our students lack parental support in learning English and they seldom read English books at home or with their parents.	1. The overall number of students in Hong Kong is dropping and competition from the neighboring schools affects the intake of students. 2. Great learner diversity exists. Students' learning abilities vary within and among classes.

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

Area of Development	Usage of the grant	Grade Level
Reading	Employ a supply teacher	P.5 – P.6

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

Proposed target area(s) of development	Proposed usage(s) of the Grant	Time scale	Grade level
☑ 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(s) funded by PEEGS?

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
To hire a full-time teaching assistant and purchase printed books for the development of: • P.1 – P.2 ***Reading Fun*** modules to enrich the language learning environment; and • P.4 – P.5 ***Reading across the Curriculum modules*** to promote reading across the curriculum (RaC)					
Objectives ● With a new textbook series adopted next year, school would refine the reading programmes by incorporating fun post-reading activities (P.1 – P.2) and cross-curriculum reading (P.4 – P.5). ● P.1 and P.4 are chosen as the starting levels as they are entry levels of Key Stage 1 and 2 respectively. The reading programme refinement is significant for laying the groundwork for a more coherent reading curriculum which prepares students for new key learning stages. With the refinement experience in P.1 and P.4, school would continue the development for other levels in the second project year (P.2 and P.5) and after the project period (P.3 and P.6). ● Objectives of the proposed reading initiatives Apart from supplementing the core English Language curriculum and ensuring teachers' capacity enhancement, the refinement work will bring about the following improvements. **4 Reading Fun modules** are to be incorporated into the P.1 – P.2 reading programme for: ✧ building students' basic reading skills; ✧ increasing their reading interest and engagement; and ✧ helping them develop a regular reading habit. **4 P.4 – P.5 RaC modules** will be designed to: ✧ equip students with key comprehension strategies for use with informational texts; ✧ reinforce subject-related concepts; ✧ broaden their knowledge base; and	Reading Fun P.1 – P.2 RaC P.4 – P.5	**2020/2021** **P.1 and P.4 Book Selection** *Jul 2020* **Procurement exercise** *Aug 2020* **P.2 and P.5 Book Selection** *Jan 2021* **Procurement exercise** *Jun 2021* **P.1 Reading Fun** Module 1 Planning *Sept 2020* Try-out *Oct – Nov 2020* Evaluation *Dec 2020* Module 2 Planning *Jan 2021*	**P.1 – P.2 Reading Fun modules** 4 sets of learning and teaching resources covering 32 lessons will be developed. Over 70% of P.1 – P.2 students agree that the module activities are fun and have helped improve their motivation to read. Over 70% of P.1 – P.2 teachers agree that students are more actively engaged in class. Over 80% of P.1 – P.2 teachers agree that students have acquired the reading strategies.	The new modules will be fully incorporated into the core English Language curriculum and materials will be refined regularly for continuous use. Professional sharing sessions will be conducted at least once per term so as to enhance teachers' capacity. Lessons will be recorded for professional sharing.	Records of co-planning and evaluation meetings will be kept for future reference. Lesson observation for keeping track of progress and/or evaluation. Scrutiny of reading assignments for keeping track of progress and/or evaluation. Students' performance in summative and formative assessments will be analysed. Teacher and student surveys will be conducted: **P.1 – P.2** – Show-of-hands P.4 – P.5 - Survey

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✧ improve motivation and engagement in reading. **The core team** ● A core team which consists of the English Language chairpersons and target level coordinators will be formed. Their duties include: ✧ providing coaching and mentoring to the full-time teaching assistant; ✧ conducting curriculum mapping; ✧ formulating the programme framework; ✧ hosting biweekly co-planning meetings; ✧ developing teaching and learning resources; ✧ delivering P.1 – P.2 Reading Fun and P.4 – P.5 RaC modules; ✧ conducting lesson observations/peer observation sessions and post-observations discussion for both programmes at least once per term; ✧ conducting show-of-hands polls / surveys / assessment data analysis during the project year to evaluate the effectiveness of the programme; and ✧ disseminating good teaching practices in panel meetings. ● The EDB Native-speaking English Teacher will render professional support and guidance to the core team. ● Teachers of other Key Learning Areas will sit in the P.4 – P.5 core team co-planning meetings at the beginning and end of the project year and contribute their ideas to the RaC modules. **The teaching assistant proposed to be hired** ● The teaching assistant proposed to be hired is expected to be a diploma holder with at least 1 year of working experience in local school setting. He / She will take up clerical and administrative work related to the		Try-out *Feb-Mar 2021* Evaluation *Mar 2021* **P.4 RaC** Module 1 Planning *Oct 2020* Try-out *Nov – Dec 2020* Evaluation *Jan 2021* Module 2 Planning *Feb 2021* Try-out *Mar – Apr 2021* Evaluation *May 2021* **Final Review** *Jun 2021* **Professional development** *Jul 2021* **Programme Refinement** *Aug 2021*	**P.4 – P.5 RaC modules** 4 RaC packs covering a total of 40 lessons will be produced. Over 70% of P.4 – P.5 students agree that they have acquired the reading strategies for reading fiction and non-fiction texts. Over 80% of P.4 – P.5 students agree that they will apply the reading strategies taught for non-fiction texts. Over 80% of P.4 – P.5 teachers agree that students have acquired the reading strategies. 100% of P.4 – P.5 teachers will enhance their understanding of effective teaching strategies on promoting RaC.		

<table>
<tr><th>Proposed school-based English Language curriculum initiative(s)</th><th>Grade level</th><th>Time scale (month/ year)</th><th>Expected outcomes/ Deliverables/ Success criteria</th><th>Sustainability</th><th>Methods of progress-monitoring and evaluation</th></tr>
<tr><td>
programme.
✧ Sitting in co-planning meetings
✧ Getting the learning and teaching resources ready
✧ Organising and managing newly-acquired and newly-developed resources
✧ Collecting and consolidating qualitative feedback and data for evaluation of the new reading modules

Purchase of printed titles
● New readers are to be purchased for the modules.
<table>
<tr><th>Modules</th><th>No of printed titles</th></tr>
<tr><td>P.1 – P.2 Reading Fun</td><td>1 title x 2 modules</td></tr>
<tr><td>P.4 – P.5 RaC</td><td>1 title x 2 modules</td></tr>
<tr><td>Home reading for the Reading Fun / RaC modules</td><td>6 levelled readers x 25 copies x 2 modules</td></tr>
</table>
● Proper procurement exercises will be conducted for the proposed purchase.

Details of the new reading modules
● A weekly double is to be allocated to the reading period and authentic texts will be adopted.
● Target reading skills:
<table>
<tr><th>P.1 – P.2</th></tr>
<tr><td>❖ To use knowledge of basic letter-sound relationships to read aloud a variety of simple texts and read written language in meaningful chunks
❖ To make good use of prediction skills to deduce the meaning of unfamiliar words from contextual clues and knowledge of the world
❖ To scan a text to identify details that support the gist and acquire the main ideas of a text
❖ To comprehend the connection between ideas with and without the help of cohesive devices</td></tr>
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2021/2022
P.2 Reading Fun
<u>Module 1</u>
Planning
Oct 2021
Try-out
Nov – Dec 2021
Evaluation
Dec 2021

<u>Module 2</u>
Planning
Jan 2022
Try-out
Feb 2022
Evaluation
Mar 2022

P.5 RaC
<u>Module 1</u>
Planning
Sept 2021
Try-out
Oct 2021
Evaluation
Nov 2021

<u>Module 2</u>
Planning
Feb 2022
Try-out
Mar – Apr 2022
Evaluation
May 2022
</td><td></td><td></td><td></td></tr>
</table>

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❖ To work out meanings of unknown working using contextual and visual clues ❖ To recognise the format, visual elements and language features of common text types such as stories ❖ To understand the information provided on the book cover, contents page and page numbers **P.4 – P.5** ❖ Understand the information provided in different types of texts ❖ Recognise the format, visual elements and language features of a variety of text types ❖ Predict the likely development of a topic ❖ Self-correct using strategies such as re-reading, asking to help ❖ Skim a text to obtain a general impression and the gist ❖ Locate specific information by recognising simple text structures ❖ Work out the meaning of words and phrases by using pictorial clues, knowledge of word formation and context and the world ❖ Recognise the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation ● Tentative module overview ***Reading Fun Modules*** P.1 Module 2 Me, my family and friends (Textbook 1A) *Froggy goes to School* by Jonathan London ISBN-13: 978-0140562477 Module 1 Fun and games (Textbook 1B) *Broadway Baby: The Sound of Music, My Favorite Things: Based on the song by Rodgers & Hammerstein* by Rodgers and		**Final Review** *Jun 2022* **Professional development** *Jul 2022* **Programme Refinement** *Aug 2022*			

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<table><tr><td></td><td>Hammerstein ISBN-13: 978-1633223356</td></tr><tr><td colspan="2">P.2</td></tr><tr><td>Module 3 Me, my family and friends (Textbook 2A) *The Family Book* by Todd Parr ISBN-13: 978-0316070409</td><td>Module 1 The world around us (Textbook 2B) *The Weather Girls* by Aki ISBN-13: 978-1627796200</td></tr></table>✧ Each module consists of 8 lessons designed to develop students' basic literacy skills. The Gradual Release of Responsibility (GRR) framework incorporating various instructional strategies with the goal of moving students towards independent application reading strategies will be adopted. Consistent routines that balance teacher-led, student-led, and choice-reading experiences will be set up. ✧ Topic introduction - A wide range of fun activities like games, video viewing and speed-chatting are used to increase students' motivation and comprehension. ✧ Teacher-led modelling - This phase involves the teacher establishing a clear lesson purpose and a multisensory model of the target skills. The teacher explains the target strategy, demonstrates through think-aloud and provides explicit instructions. Students observe the teacher's thought process and use the same strategy when working through the same task at a later stage. - To facilitate students' comprehension, potentially difficult items and target phonics sounds are pre-taught at this stage.					

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✧ Shared demonstration - It combines different kinds of collaboration between teachers and students or students and their peers. Students will have the opportunity to apply the target reading strategy to the core text following along with teachers' instructions. - Students will also benefit from implementing the target reading and problem solving strategies collaboratively. - Prompts, scaffolds and additional modelling will be provided as appropriate. ✧ Independent reading - Students complete the home reader independently. Fun extended multisensory, book-specific activities are conducted for enhancing their reading interest and deepening their understanding of the different aspects of the core texts. ❖ Layout ❖ Content ❖ Structure or organisation ❖ Letter and sounds ❖ Vocabulary and grammatical features ❖ Conventions of print ❖ Literary techniques					

RaC Modules	
P.4	
Module 1 Festivals (Textbook 4A)	
Core text	*What Do You Celebrate?: Holidays and Festivals Around the World* by Whitney Stewart ISBN-13: 978-1454932130

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Text structure	Expository					
English Language textbook modules	Module 3 Happy Days					
General Studies strand	Strand 6 Global understanding and information era					
Module 2 Healthy Eating (Textbook 4B)						
Core text	*Good Enough to eat* by Lizzy Rockwell ISBN-13: 978-0064451741					
Text structure	Expository					
English Language textbook modules	Module 1 Food and drink					
General Studies strand	Strand 1: Health and Living					
P.5						
Module 1 We Love Hong Kong (Textbook 5A)						
Core text	*Lost in Hong Kong* by Matthew Cooper ISBN-13: 9789881299109					
Text structure	Narrative					
English Language textbook modules	Module 1 We Love Hong Kong					
General Studies strand	Strand 4: Community and citizenship					
Module 2 The Person I Admire (Textbook 5B)						
Core text	*On a Beam of Light: A Story of Albert Einstein (Albert Einstein Book for Kids, Books About Scientists for Kids, Biographies for Kids, Kids Science Books)*					

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	by Jennifer Berne ISBN-13: 978-1452152110
Text structure	Narrative
English Language textbook modules	Module 2 The person I admire
General Studies strand	Strand 4: Community and citizenship

✧ 4 RaC modules covering a total of 40 RaC lessons will be designed. Non-fiction texts will be adopted to add depths to students' understanding of the selected topics. Extended activities will be conducted after the reading workshops for consolidation of cross-curricular reading skills and subject-specific concepts.

- Description of sample modules

P.1 Reading Fun - Module 2 Me, my family and friends
Core text: *Froggy goes to School* by Jonathan London
Topic introduction
✧ Objectives - To arouse students' interest in the topic - To prepare students for the reading activity ✧ Lesson activities - Students play bingo with a song containing words covered in the textbooks. *"Alphabet School" - ABC School Song | Back to School - Learn alphabet, phonics & ABCs* https://www.youtube.com/watch?v=-l-uIs-zSH4 - Student read out the words that gave them bingo.
Modelled reading
✧ Objectives: - To model prediction skills - To introduce the short and long /o/ vowel sounds - To pre-teach potentially challenging vocabulary

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and model word solving strategies ✧ Lesson activities - Modelled reading: ❖ Teacher explains to students the importance of prediction skills. To confirm / disconfirm hunches, they may ask answers, recalls facts and re-read the texts. ❖ Teacher conducts a quick picture walk and demonstrates how to form predictions before reading. ❖ Teacher covers the first part of the story to the class and continues the think-alouds. He/She confirms predictions about the setting (*school*), the characters (*Froggie, his parents, teachers and classmates*), the time (*school hours*), etc. and use self-correction strategies whenever necessary. ❖ The /o/ vowel letter is introduced with the vocabulary (e.g. look vs school) in the story and a phonics video: *Digraphs/ OO and oo / Long + Short Vowels / Phonics Song* https://www.youtube.com/watch?v=Dbvp5ZNxabI. ❖ Teacher uses pictures to demonstrate how students can work out the meanings using pictorial clues. ❖ The prediction pail http://www.aesthinkers.com/comprehension/prediction-pail Teacher gets students to write their predictions about how the story will go on pieces of paper (the prediction pages), fold them up and put them in the pail. Teacher					

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will open them up before and after the shared demo. Students will be allowed to: 1. present their prediction using different means such as drawing, comic strips and acting out. 2.choose possible option(s) from a list.					
Shared demonstration					
✧ Objectives: - To get students to work on the target reading behaviour - To provide practice on target reading strategies ✧ Lesson activities <u>Prediction skills</u> - Teacher conducts think-pair-share and asks students what they remember about the book. - Questions eliciting students' prior knowledge on the following are asked: ❖ the meaning of the title; ❖ the frog on the cover; and ❖ book type (an information or story book). - Teacher draws students' attention to the front and back book covers again and demonstrates the prediction process. - Teacher goes through the prediction slips in the pail. He / She continues reading the story and encourages students to join in the think-aloud and justify their predictions by locating textual evidence. <u>Word solving strategies</u> - After the first two sessions, students should have a good understanding of the story and target phonemic awareness skill. - Teacher covers some of the words in the text –					

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either the whole word or just the rime with small pieces of paper. He/She reads the text with the students and pauses at covered words. - Students guess the covered words using pictorial clues and phonemic awareness skills. They can explain to their elbow partners how they form hunches. - Teacher observes students' performance and provides scaffolding when needed. **Follow-up tasks** ✧ Student will have the opportunity to connect their personal experiences to the reading through the following extended activities: - Drawing an 8-frame comic strip - Putting up a finger puppet show - Making short presentations about their first days of school. ● Description of a sample P.4 RaC module ***P.4 RaC – 4B Module 1 Food and drinks*** Core text: *Good Enough to eat* by Lizzy Rockwell Module recap ✧ Teacher gives a quiz competition about the textbook module for recapping important healthy eating concepts (e.g. disadvantages of pick-eating). A health survey ✧ Students complete a healthy survey and find out how healthy they are. *A survey - How healthy are you?* https://healthykids.nsw.gov.au/kids-teens/kids-activities/healthy-kids-quiz ✧ In doing this, teacher equips students with the background knowledge and basic vocabulary items					

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(e.g. nutrition, balanced diet, nutrients, moderate exercise, vigorous exercise, etc.) for their reading. ✧ Survey results are shared in class and potential health problems among students are identified. ✧ Teacher establishes the purpose of reading and explains to students that an important part of being healthy is eating healthy foods from all of the food groups. He / She activates students' background knowledge by asking them to label the food pyramid.					
Reading activities					
✧ Teacher reads aloud with students and practises target reading skills such as locating specific information. With the help of graphic organizers, students identify the functions of different body parts and ways to protect them. Other reading strategies such as guessing word meanings using pictorial clues and summarising main ideas are explored with the texts. Text type features such as headings, topic sentences and pictures with captions are also introduced.					
After reading					
✧ To test students' understanding of the concepts covered in the core text, the following activities are conducted: - Online food balance game: *Food Group-O-Meter* https://www.eatforhealth.gov.au/game/index.html - Creating a food collage Students are divided into groups and given pictures. They sort foods by their food grouping and create a food collage on the food chart provided. - Writing recipes Students interview their elbow partners and					

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design three meals for them. ● Home reading Extended reading titles related to the themes are assigned for home reading. Post-reading activities such as presentation and jigsaw reading are conducted to promote the sharing of ideas. ● Project deliverables ✧ Module and lesson plans ✧ Learning and teaching materials such as PowerPoints, students' task sheets and games materials					