

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

School Name: Pui Kiu College (English)

Application No.: D064 (for official use)

(A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 21

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	Focus(es) of the programme/project/ support service	External support (if any)
NIL			

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

Strengths	Opportunities
1. Students are enthusiastic about English learning. 2. Language-rich learning environment is available.	1. With the provision of the PEEGS grant, a school-based reading programme to better cater for the needs of students will be developed.
Weaknesses	Threats
1. There is a lack of authentic/multi-modal theme-based reading materials covered in the reading curriculum.	1. Learning diversities among class is wide and thus may be difficult to choose an appropriate reading material to cater for students' different needs. 2. Students lack interests to read extensively.

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

Area(s) of Development	Usage(s) of the grant	Grade Level
Reading and Writing	<ul style="list-style-type: none">• Hiring professional services• Hiring a full-time supply teacher• Purchasing learning and teaching resources	P.1 – 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
<p><input checked="" 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 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 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 type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2020/21 school year</p> <p><input type="checkbox"/> 2021/22 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 checked="" 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?

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
Hiring a part-time English teacher who is proficient in English to develop a school-based reading programme for P.4 – P.6 students to provide them with more opportunities to use English in authentic contexts					
<p>Objectives and Overview</p> <p>In the current practice in our school, well-received interactive reading activities for students to appreciate literature is conducted once a year during the post-exam periods. The reading texts are usually fictional novels.</p> <p>Building on the successful experience of conducting reading activities for students, a school-based reading programme to arouse students’ reading interests and expose them to a wide range of reading texts on module themes covered in the core English Language curriculum will be developed.</p> <p>The workshop series will be lively, interactive, meaningful and skills transferable to everyday language using both in and out of the English Language lessons. The students’ outlook towards reading will be geared towards “reading to learn” and targeting their higher-order thinking skills, such as making predictions, making connections, summarizing and synthesizing during discussions. There will be plenty of opportunity for creativity, collaboration and cooperation throughout the series.</p> <p>A part-time teacher will be hired to work collaboratively with the school English Language teachers to co-develop and co-conduct the programme.</p> <p>Additional theme-based authentic and/or multi-modal English reading materials will be chosen to introduce students to various reading skills and used as input for various language activities</p>	<p>P.4 – P.6</p>	<p>Overall programme planning <i>Sept – Oct 2020</i></p> <p>Co-planning, try-out and evaluation <i>Sept 2020 – Jun 2021</i></p> <p><u>Module 1</u> Co-planning <i>Sept – Nov 2020</i></p> <p>Try-out <i>Sept – Nov 2020</i></p> <p>Evaluation <i>Nov 2020</i></p> <p><u>Module 2</u> Co-planning <i>Dec 2020 – Feb 2021</i></p>	<p>1 set of the teaching package, covering 6 sessions, will be developed for each module. A total of 3 modules, covering 18 sessions (36 lessons) will be covered at each target level. Each teaching pack consists of the unit plan, the lesson plans, learning and reading materials developed and the reading texts.</p> <p><u>On students’ performance</u> 80% of P.4 – P.6 students will attain have 5% increase in their summative reading assessments.</p>	<p>The reading programme will be integrated into the school-based English Language curriculum after project completion.</p> <p>The learning and teaching resources developed will be kept on the school sever.</p> <p>Professional sharing will be conducted.</p>	<p>Lesson observations and post-observation discussions will be conducted.</p> <p>Evaluation will be conducted during the co-planning meetings.</p> <p>Student and teacher surveys will be conducted.</p> <p>Students’ performance in formative/ summative reading assessments will be analyzed.</p>

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<p>as well as the year-end reading activities. Students will be provided with ample opportunities to use English in authentic contexts.</p> <p><u>The part-time teacher who is proficient in English</u> <u>Expected qualification and experience</u> The part-time teacher who is proficient in English is expected to be a bachelor's degree holder with relevant teacher training and teaching experience. He/She preferably possesses experience in developing reading programmes and reading activities on language arts.</p> <p><u>Duties</u> The part-time teacher who is proficient in English will work around 15 hours per week to:</p> <ul style="list-style-type: none"> ✧ formulate and refine the programme framework; ✧ attend monthly co-planning meetings for the programme; ✧ select relevant reading titles; ✧ co-develop the learning and teaching resources with the level English Language teachers; ✧ discuss and refine the lesson plans and the resources developed with the level English Language teachers during the weekly Collaborative Lesson Planning (CLP) session; ✧ co-conduct the reading programme (an 80-minute session once every two weeks for each class) ✧ co-deliver lesson demonstrations with the core team members per module per level; ✧ assist in conducting surveys, formative and summative assessments and analysis of students' performance to gauge the effectiveness of the programme; and ✧ assist in hosting sharing sessions to disseminate the good 		<p>Try-out <i>Dec 2020 – Feb 2021</i></p> <p>Evaluation <i>Feb 2021</i></p> <p><u>Module 3</u> Co-planning <i>Mar – May 2021</i></p> <p>Try-out <i>Mar – May 2021</i></p> <p>Evaluation <i>May 2021</i></p> <p><u>Overall programme evaluation</u> <i>Jun 2021</i></p> <p><u>Refinement of the resources developed</u> <i>Jul 2021</i></p>	<p>80% of P.4 – P.6 students will attain reading assessment results of 80% and above in their summative reading assessments.</p> <p>80% of P.4 – P.6 students agree that they enjoy the language activities.</p> <p>80% of P.4 – P.6 students agree that they are more motivated in reading.</p> <p>80% of P.4 – P.6 teachers agree that students engage actively in the language activities.</p> <p>80% of P.4 – P.6 teachers agree that students are more motivated in reading.</p> <p>80% of P.4 – P.6 teachers observe</p>		

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<p>practices.</p> <p>Core team Composition A core team consisting of the English Language Panel Head, the three target level coordinators, one level English Language teacher of each target level and the part-time teacher to be hired will be formed.</p> <p>Duties Core team members will:</p> <ul style="list-style-type: none"> ✧ formulate and refine the programme framework; ✧ conduct monthly co-planning meetings for the programme; ✧ select relevant reading texts; ✧ co-develop the learning and teaching resources with the level English Language teachers; ✧ discuss and refine the lesson plans and the resources developed with the level English Language teachers during the weekly collaborative lesson planning (CLP) session; ✧ co-conduct the reading programme (an 80-minute session once every two weeks for each class); ✧ conduct lesson observations/peer lesson observations and post-observation discussion at least once per year; ✧ conduct surveys, formative and summative assessments and analysis of students' performance to gauge the effectiveness of the programme; and ✧ host sharing sessions to disseminate the good practices. <p>Details of the school-based reading programme Implementation 1 reading session (a double period) will be conducted once</p>			<p>quality improvement in students' overall reading skills throughout the year in year-end survey.</p> <p><i><u>On existing English teachers' professional enhancement</u></i> 100% of the P.4 – P.6 English Language teachers will acquire skills of developing and implementing the school-based reading programme.</p> <p>100% of the P.4 – P.6 English Language teachers will apply acquired skills in their teaching.</p>		

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<p>every two weeks within regular timetables.</p> <p><u>Programme framework</u></p> <p>❖ Tentative modules The chosen reading materials will be aligned with the themes in the core English Language curriculum.</p> <table border="1" data-bbox="203 507 920 884"> <thead> <tr> <th>Levels</th> <th>Modules</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td> <ul style="list-style-type: none"> ❖ The Rainforest ❖ Natural Disasters ❖ Myths and Mysteries </td> </tr> <tr> <td>P.5</td> <td> <ul style="list-style-type: none"> ❖ Spies ❖ Inventions ❖ The Middle Ages </td> </tr> <tr> <td>P.6</td> <td> <ul style="list-style-type: none"> ❖ Health and Wellness ❖ Exploration ❖ Ancient Egypt </td> </tr> </tbody> </table> <p>❖ Tentative reading skills to be covered</p> <table border="1" data-bbox="203 975 936 1503"> <thead> <tr> <th rowspan="2">Skills</th> <th colspan="3">Levels</th> </tr> <tr> <th>P.4</th> <th>P.5</th> <th>P.6</th> </tr> </thead> <tbody> <tr> <td>• identify theme, main idea, and supporting details</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>• identify different genres</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>• identify the use of literary devices, what effect they have on the reader and how they bring text to life</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>• identify chapter title and table of contents</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>• use organization of nonfiction to locate information</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	Levels	Modules	P.4	<ul style="list-style-type: none"> ❖ The Rainforest ❖ Natural Disasters ❖ Myths and Mysteries 	P.5	<ul style="list-style-type: none"> ❖ Spies ❖ Inventions ❖ The Middle Ages 	P.6	<ul style="list-style-type: none"> ❖ Health and Wellness ❖ Exploration ❖ Ancient Egypt 	Skills	Levels			P.4	P.5	P.6	• identify theme, main idea, and supporting details	✓	✓	✓	• identify different genres	✓	✓	✓	• identify the use of literary devices, what effect they have on the reader and how they bring text to life	✓	✓	✓	• identify chapter title and table of contents	✓	✓	✓	• use organization of nonfiction to locate information	✓	✓	✓					
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• apply understanding of text organizational structures	✓	✓	✓		
• read from a variety of voices and viewpoints	✓	✓	✓		
• evaluate the use of literary devices to enhance comprehension	✓	✓	✓		
• retell a story with approximate sequence and identify main characters	✓	✓	✓		
• retell the main idea of a reading text		✓	✓		
• gain deeper understanding by "reading between the lines" and using context clues	✓	✓	✓		
• connect own experiences with facts, characters and situations in stories	✓	✓	✓		
• create mental images for complex narratives and expositions	✓	✓	✓		
• summarize a story's plot, setting and characters	✓	✓			
• synthesize ideas to make predictions and inferences		✓	✓		
• synthesize information from a variety of sources	✓	✓	✓		
• analyze text to generalize, express insight, or respond by connecting to other texts or situations		✓	✓		

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<ul style="list-style-type: none"> analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships 		✓	✓													
<ul style="list-style-type: none"> analyze and evaluate the presentation and development of ideas and concepts within, among, and beyond multiple texts 		✓	✓													
<p><u>Sample module</u></p> <table border="1"> <tr> <td>Level</td> <td>Primary 6</td> </tr> <tr> <td>Theme</td> <td>Ancient Egypt</td> </tr> <tr> <td>Language items covered</td> <td> Vocabulary: Vocabulary items related to Ancient Egypt e.g. pharaoh, mummify, hieroglyph Language items: ✓ passive voice ✓ conditional sentences “if” & “unless” </td> </tr> <tr> <td>Target reading skills</td> <td> ✓ identify theme, main idea, and supporting details ✓ identify the use literary devices ✓ evaluate the use of literary devices to enhance comprehension ✓ retell a story with approximate sequence and identify main characters ✓ create mental images for complex narratives and expositions ✓ summarize a stories plot, setting and characters </td> </tr> </table>				Level	Primary 6	Theme	Ancient Egypt	Language items covered	Vocabulary: Vocabulary items related to Ancient Egypt e.g. pharaoh, mummify, hieroglyph Language items: ✓ passive voice ✓ conditional sentences “if” & “unless”	Target reading skills	✓ identify theme, main idea, and supporting details ✓ identify the use literary devices ✓ evaluate the use of literary devices to enhance comprehension ✓ retell a story with approximate sequence and identify main characters ✓ create mental images for complex narratives and expositions ✓ summarize a stories plot, setting and characters					
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	<ul style="list-style-type: none"> ✓ synthesize ideas to make predictions and inferences 					
Reading texts	<p>Poem</p> <ul style="list-style-type: none"> ✓ <i>The Night is a Big Black Cat</i> by G Orr Clark ✓ <i>To the Nile</i> by John Keats <p>Short story</p> <ul style="list-style-type: none"> ✓ <i>The Egyptian Cinderella</i> by Shirley Climo <p>Information text</p> <ul style="list-style-type: none"> ✓ <i>The King of Bling - On Tour with Tut and His Treasures</i> https://www.readworks.org/article/The-King-of-Bling/680cfcf6-3e25-4566-b85d-4a60860be9d8#!:articleTab:content/questionsetsSection:content/ 					
Learning and teaching activities	<p>Pre-reading</p> <p>Activating students' schemata</p> <p>Game: 20 questions Students will first work in groups and ask teacher a yes/no question for guessing an item related to Ancient Egypt. Students can have one chance to guess the item after teacher's response. Teacher will first play a few rounds with students. Students will then work in pairs for the game.</p>					

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<p>While-reading</p> <p>Part 1: Poem Students will read a short poem by G Orr Clark, <i>The Night is a Big Black Cat</i>. Teacher will highlight the use of metaphor in the poem.</p> <p>Students will then read a sonnet, <i>To the Nile</i> by John Keats, and identify the literary devices used, what effect literary devices have on the reader and how they bring texts to life.</p> <p>Students will then work in groups to write a poem about Ancient Egypt using the metaphor and other literary devices learnt.</p> <p>Part 2: Short Story Teacher will first show students a video about the original fairytale and students will complete a story plot diagram.</p> <p><i>Cinderella for Teenagers</i> https://www.youtube.com/watch?v=hvCqOr9VpF8</p> <p>Teacher will first go through the book <i>The Egyptian Cinderella</i> briefly with students.</p> <p>Teacher will highlight the literary devices used in the book. Students will role-play some part of the book while reading.</p>					

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<p>Students will be guided to predict the plot development based on their prior knowledge about the original fairytale.</p> <p>Students will complete a comparison table on the original fairytale and the book <i>The Egyptian Cinderella</i>.</p> <p>Students will be asked to identify the elements of a fairytale to prepare for the writing task.</p> <p>Part 3: Information Text Students will first watch a video clip about Ancient Egypt to recap their prior knowledge about civilization and Ancient Egypt. Teacher will guide students to complete a factsheet about Ancient Egypt.</p> <p><i>The King of Bling - On Tour with Tut and His Treasures</i> https://www.readworks.org/article/The-King-of-Bling/680cfcf6-3e25-4566-b85d-4a60860be9d8#!:articleTab:content/questionsSection:content/</p> <p>Teacher will show students a video clip about Ancient Greece. Students will complete a factsheet similar to the one for Ancient Egypt.</p> <p><i>Ancient Rome 101 National Geographic</i></p>					

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<p>https://www.youtube.com/watch?v=6bDrYTXQLu8&list=PLG7C8rX8d45ZQWLWJGgVIBcelAms8ZFHT&index=1</p> <p>Students will work in groups and prepare an infographic to compare Ancient Greece with Ancient Egypt. Students will then share their work with other groups</p> <p>Post reading</p> <p>Writing a fairytale: The Ancient Egyptian Cinderella</p> <p>Students will be asked to rewrite the story using Ancient Egypt as setting. Students will work in groups to explore the features of the civilization. Teacher will guide students to work out a checklist which includes all the elements of a fairytale.</p> <p>Module-end project</p> <p>A module-end project or event, such as a ‘read-a-thon’ or a year-end storytelling competition, will be conducted as part of the school post-exam activities.</p> <p>Showcasing students’ work</p> <p>Exemplary pieces will also be published at the end of the school year. The printed version will be made available both in the school library for reference and circulation as well as among the Bookmax publications.</p>					

