

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

School Name: Tung Yu School (English)

Application No.: D052 (for official use)

(A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 5

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	2	2	2	2	2	3	13

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)
PLP-R/W	P.1 - P.3	Reading and Writing	NET Section, EDB
Quality Education Fund Thematic Network (QTN) on English Language	P.4	Drama	The Chinese University of Hong Kong

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

Strengths	Opportunities
<ol style="list-style-type: none">1. A well-developed writing programme has been developed.2. Various measures have been in place to cater for the needs of students with different language proficiency. An enrichment programme with a wide range of activities to provide more able students with opportunities to use English has been on the way. Remedial sessions are conducted for less able students.3. Co-planning meetings have been adopted as a regular practice.	<ol style="list-style-type: none">1. A new textbook series has been adopted. English Language teachers have been developing new learning and teaching resources to cater for the needs of students.2. PEEGS provides additional resources for the development of the school-based English Language curriculum development.
Weaknesses	Threats
<ol style="list-style-type: none">3. Family support for English language learning is insufficient and students' exposure outside classroom is limited.4. Students are not motivated in reading and lack reading skills.5. It is difficult to arrange English language activities outside class time as most students are cross-border students.	<ol style="list-style-type: none">1. Students' reading performance in both internal and external assessments is unsatisfactory.2. The turnover rate of English Language teachers is high.

(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 a part-time and a full-time supply teacher• Purchasing learning and teaching resources	P.4 – 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”</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 checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input type="checkbox"/> Employ full-time* or part-time* teacher</p> <p><i>(*Please delete as appropriate)</i></p> <p><input checked="" 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"/> 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 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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<p>To purchase printed books and hire a full-time teaching assistant who is proficient in English to assist school English Language teachers for developing a school-based reading programme and conducting language activities for Primary 4 – Primary 5 students</p>					
<p>Objectives A school-based reading programme will be developed to:</p> <ul style="list-style-type: none"> • expose students to different reading texts on topics covered in core English Language curriculum; • equip students with necessary reading skills; and • arouse students’ reading interest through various English language activities; and • provide students with opportunities to use English in authentic contexts. <p>A teaching assistant who is proficient in English (the teaching assistant) will be hired to assist English Language teachers for the development and the implementation of the programme.</p> <p>Core team</p> <p>✓ Composition One of the English Language panel heads, English Language teachers of the target levels and the Native-speaking English Teacher (NET) will form a core team. The English Language panel head will lead the core team while the NET will serve as resource person for the development.</p> <p>✓ Duties The core team will:</p> <ul style="list-style-type: none"> ❖ conduct biweekly co-planning meetings; ❖ conduct curriculum review; 	<p>P.4 – P.5</p>	<p>Jul 2020 Book selection and procurement exercise</p> <p>Aug 2020 Purchase printed books and overall programme planning</p> <p>2020/2021 school year</p> <p>Sept 2020 – Jun 2021</p> <p>Module 1 Co-planning <i>Sept – Oct 2020</i></p> <p>Try-out</p>	<p>12 school-based teaching package, covering a total of 96 lessons will be developed. Each teaching pack includes a unit plan, lesson plans, task sheets, teaching and learning materials.</p> <p>A resource package will be developed for the “Reading Club” and “Reading Fun” will be developed for each level.</p> <p>80% of Primary 4 and 5 students agree that they enjoy the reading activities conducted in class.</p> <p>80% of Primary 4 and 5 students agree that they enjoy the reading activities conducted</p>	<p>The programme will be integrated into the core English Language curriculum and the newly-developed materials will be organized for easy retrieval and refinement.</p> <p>Lesson demonstrations and debriefing will be conducted.</p> <p>Some lessons and activities will be video-taped for professional sharing.</p> <p>A sharing</p>	<p>Evaluations will be conducted during the co-planning meetings.</p> <p>Lesson observations and post-observation discussions will be conducted.</p> <p>The English Language panel head monitors the programme through chairing meetings, observing lessons and scrutinizing students’ work.</p> <p>Students’ performance in reading assessments will be analyzed. Findings will be reported for future planning.</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/Deliverables/Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
<ul style="list-style-type: none"> ❖ formulate the school-based reading programme framework; ❖ co-develop the learning and teaching resources; ❖ conduct “Reading Bud” programme at the target levels (a double lesson per class per week); ❖ conduct lesson demonstration and debriefing at least once per term per level; ❖ conduct lesson observations and post-observation discussions at least once per term per level; ❖ refine the newly-developed resources; ❖ conduct teacher and student surveys, students’ reading performance analysis to gauge the programme effectiveness; and ❖ conduct sharing sessions for the English Language panel. <p>Full-time teaching assistant to be hired</p> <ul style="list-style-type: none"> ✓ Expected qualifications and experiences The full-time English-proficient teaching assistant to be hired is expected to be at least an associate bachelor’s degree holder, preferably in English Language related discipline. He/She should have at least two-year working experience in local primary school setting. Candidates with experience in assisting the conduct of reading programme will be preferred. ✓ Duties The teaching assistant will attend co-planning meetings to better understand the programme development and lesson arrangement. He/She will also assist English Language teachers to: <ul style="list-style-type: none"> ❖ prepare the learning and teaching resources; 		<p><i>Sept – Oct 2020</i> Evaluation <i>Oct 2020</i></p> <p>Module 2 Co-planning <i>Oct – Nov 2020</i></p> <p>Try-out <i>Oct – Nov 2020</i></p> <p>Evaluation <i>Nov 2020</i></p> <p>Module 3 Co-planning <i>Nov – Dec 2020</i></p> <p>Try-out <i>Nov – Dec 2020</i></p> <p>Evaluation <i>Dec 2020</i></p> <p>Module 4 Co-planning <i>Jan – Feb 2021</i></p>	<p>outside class time. 80% of Primary 4 and 5 students agree that they are more motivated in reading.</p> <p>80% of Primary 4 and Primary 5 students agree that they have applied the reading skills learned.</p> <p>80% of Primary 4 and Primary 5 students agree that their reading skills have improved.</p> <p>75% of Primary 4 and 5 students will show improvement (at least 5%) in the formative and/or summative assessments.</p> <p>80% of Primary 4 and 5 teachers agree that students enjoy the reading activities conducted in class.</p> <p>80% of Primary 4 and 5 teachers agree that students enjoy the</p>	<p>session will be arranged for dissemination of good practices.</p>	<p>Student and teacher survey will be conducted.</p>

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<ul style="list-style-type: none"> ❖ conduct “Reading Bud” programme at the target levels (a double lesson per class per week) ❖ conduct assessments to evaluate the programme effectiveness; and ❖ conduct other English language activities. <p>Guidelines and orientation will be provided to help the teaching assistant to be able to get used to the school culture as well as understand students’ and teachers’ needs. The core team will also coach and mentor him/her to ensure that the teaching assistant will provide appropriate support to the teachers and students.</p> <div style="border: 1px solid black; padding: 2px;"> <p>Details of the “Reading Bud” programme</p> <p>✓ Implementation Two 35-minute English Language lessons will be allocated to the newly-developed reading programme. 6 modules, covering 48 lessons per year (8 lessons for each module), will be developed for each level. The EDB NET and the English Language teachers will co-conduct the reading lessons. The teaching assistant to be hired will assist in conducting the reading activities. Multifarious activities will be conducted to arouse students’ reading interest and expose them to a wide variety of reading texts.</p> <p>✓ Proposed Programme framework ❖ Reading skills to be covered</p> <table border="1" data-bbox="205 1292 890 1433"> <thead> <tr> <th>Levels</th> <th>Skills</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td> <ul style="list-style-type: none"> ✓ scanning and skimming ✓ locating specific information by identifying key words </td> </tr> </tbody> </table> </div>	Levels	Skills	P.4	<ul style="list-style-type: none"> ✓ scanning and skimming ✓ locating specific information by identifying key words 		<p>Try-out <i>Jan – Feb 2021</i></p> <p>Evaluation <i>Feb 2021</i></p> <p>Module 5 Co-planning <i>Mar – Apr 2021</i></p> <p>Try-out <i>Mar – Apr 2021</i></p> <p>Evaluation <i>Apr 2021</i></p> <p>Module 6 Co-planning <i>Apr – May 2021</i></p> <p>Try-out <i>Apr – May 2021</i></p> <p>Evaluation <i>May 2021</i></p> <p>Jun 2021</p>	<p>reading activities conducted outside class time.</p> <p>80% of Primary 4 and 5 teachers agree that students are more motivated in reading.</p> <p>80% of Primary 4 and Primary 5 teachers agree that students have applied the reading skills learned.</p> <p>80% of Primary 4 and Primary 5 teachers agree that students’ reading skills have improved.</p> <p>100% of Primary 4 and Primary 5 teachers will acquire the skills and/or methodologies for developing and implementing reading programme.</p> <p>100% of Primary 4 and Primary 5 teachers involved will apply the acquired skills and/or</p>		
Levels	Skills								
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	<ul style="list-style-type: none"> ✓ working out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) ✓ locating details which support the main ideas from different parts of a text ✓ following ideas by recognising simple text structures and understanding the use of cohesive devices ✓ inferring feelings of characters from pieces of information in narrative texts 		Overall programme evaluation Jul – Aug 2021 Refinement of newly-developed resources	methodologies in their teaching.						
P.5	<ul style="list-style-type: none"> ✓ scanning and skimming ✓ locating specific information by recognising simple text structures ✓ working out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) ✓ working out the meaning of words and phrases by using contextual, semantic and syntactic clues ✓ identifying the stylistic features in texts ✓ inferring writer's attitude and intention 									
❖ Tentative text type to be covered <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Levels</th> <th>Text type</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td> <ul style="list-style-type: none"> ✓ brochures ✓ descriptions ✓ discussions ✓ informational reports ✓ instructions ✓ letters ✓ stories </td> </tr> </tbody> </table>							Levels	Text type	P.4	<ul style="list-style-type: none"> ✓ brochures ✓ descriptions ✓ discussions ✓ informational reports ✓ instructions ✓ letters ✓ stories
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P.5	<ul style="list-style-type: none"> ✓ children's encyclopedias ✓ explanations of how and why ✓ expositions ✓ myths/ legends ✓ news reports ✓ personal recounts ✓ presentations 					
❖ Tentative themes to be covered						
Levels	Themes					
P.4	<ul style="list-style-type: none"> ✓ My friends ✓ Sights in Hong Kong ✓ Dining out ✓ Hobbies and leisure activities ✓ Travel around Hong Kong ✓ Healthy Living 					
P.5	<ul style="list-style-type: none"> ✓ Festivals ✓ Amazing people amazing deeds ✓ World cultures ✓ Memories ✓ Different food cultures ✓ Countries around the world 					
❖ Sample module						
Level	Primary 5					
Theme	Amazing people amazing deed					
Readers chosen	Shared Reading ✓ <i>Who Was Steve Jobs? by Pam Pollack</i> Guided Reading ✓ <i>National Geographic Readers:</i>					

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	<p><i>Albert Einstein by Libby Romero</i> ✓ <i>Zoom in On Great Women: Jane Goodall by Jennifer Strand</i> ✓ <i>Mother Teresa by Emma Haldy</i> ✓ <i>My Journey to the Stars by Scott Kelly</i> ✓ <i>Dr. Seuss: The Great Doodler by Kate Klimo</i> ✓ <i>Malala: A Hero for All by Shana Corey</i></p> <p>Since students are streamed since Primary 4, and students in each class will be divided into three groups for guided reading. Six different titles will be purchased for each module.</p>					
	<p>Target reading skills</p> <ul style="list-style-type: none"> ✓ Word attack skill: using prefix ✓ Working out the meaning of unfamiliar words using contextual clues ✓ Infer writer's attitude 					
	<p>Learning and teaching activities</p> <p>Pre-reading (1 lesson)</p> <ul style="list-style-type: none"> ✓ Activating the schema Students will conduct an internet research about Steve Jobs at home. <p>Students will be shown logos of Apple Inc as well as pictures of Apple products and Steve Jobs to elicit their prior knowledge. Then, students will be shown a short video clip about Steve Jobs.</p>					

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<p><i>How I Found What I Loved To Do Steve Jobs</i> https://www.youtube.com/watch?v=9lg2L9xW8Sw</p> <p>A Kahoot quiz about the content of the video clip will be conducted after viewing.</p> <p>✓ “20 questions about Steve Jobs” Students will work in groups to prepare 20 questions to ask about Steve Jobs. Students will then share their list of questions among students. A class list of questions will be prepared, and each student will have a copy for later reading tasks.</p> <p>✓ Picture Walk Teacher will introduce the front and back covers, table of contents to arouse their interest. Teacher will point out photographs or illustrations to help students preview and anticipate the content. Students will be asked to refer to the class question list and try answering the questions.</p> <p>While-reading (6 lessons)</p> <p>Shared reading (3 lessons) Teacher will share read the book with</p>					

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<p>students to introduce and demonstrate the target reading skills. Teacher will guide students to apply the target reading skills during the guided reading session.</p> <p>✓ Reading skills: using prefix</p> <p><i>"This new personal computer was <u>inexpensive</u> and easy to use."</i></p> <p>Teacher will guide students to work out the meaning of "inexpensive" and then highlight the prefix "in". Teacher will then ask students to guess the meaning of "incomplete".</p> <p>✓ Reading skill: working out the meaning of unfamiliar words using contextual clues and world knowledge</p> <p><i>"He <u>persuaded</u> the store to give him the parts to make the computers."</i></p> <p>Students will be guided to visualize what Steve Jobs was doing and guess the meaning of "persuaded" using their world knowledge.</p> <p>✓ Reading skill: inferring writer's attitude</p> <p><i>"He was so devoted to Apple that he didn't have time for anything else!"</i></p>					

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<p>Students will be guided to infer writer’s attitude by word choice and punctuation.</p> <p>✓ Take-home task: Reading Scavenger Hunt Students will work in group of four and each student will be given a task sheet with 10 questions about Steve Jobs from the class list of questions. Students will be able answer the questions by reading the rest of the book.</p> <p>Guided reading (3 lessons) Students will be divided into 3 groups during the guided reading sessions. The teacher and the EDB NET will be responsible for two groups while the teaching assistant will work with the remaining group for self-learning tasks. A total of 6 different readers (for two classes) based on the theme “amazing people, amazing deeds” will be assigned to students according to their abilities. The two teachers will guide students to apply the target reading skills learnt in reading the readers assigned.</p> <p>While-reading tasks based on each reader will be developed accordingly while all students will be asked to complete a timeline indicating the key</p>					

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<p>life events of the person they are reading.</p> <p>Post-reading (1 lesson)</p> <p>✓ <i>Little Reporters</i> Students will work in groups of three. Each group will consist of students from different reading groups for the guided reading sessions so that they have read about three different amazing people. Each student will prepare 10 questions for interviewing one of the group members about the amazing people. Students will take turn to interview other group members for information about the amazing people they have read. The other group member will take notes. Students will then complete a fact sheet of the three amazing people covered.</p> <p>✓ <i>Writing an infographic</i> Students will be shown examples of infographics of amazing people introduced in shared or guided reading session. They will prepare an infographic of one of the persons they admire. Printed infographics template will be provided.</p> <p>Steve Jobs</p>					

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<div data-bbox="210 334 882 540" style="border: 1px solid black; padding: 5px;"> <p>https://blog.adioma.com/how-steve-jobs-started-infographic/</p> <p>Jane Goodall https://moabmc.org/jane-goodall#infographic</p> </div> <p>Primary 4 – Primary 5 English language activities</p> <p>Reading activities will also be conducted during the morning class teacher period, the recesses and lunch breaks to provide students more opportunities to use English language contexts.</p> <p>✓ <i>Reading Club: morning reading activities</i> The teaching assistant will conduct reading activities such as story-telling, puppetry show and reader’s theatre based on readers covered in the reading programme. Students will be grouped according to their reading groups in the guided reading sessions and a wide variety of reading activities will be conducted accordingly. Students in each class will be divided into 5 groups and they will have Reading Club activities once a month.</p> <p>✓ <i>Reading Fun: English activities during recess and lunch breaks</i> Reading activities revolving around the themes covered in the reading programme and General English lessons will be conducted during recesses and lunch breaks. Besides, board games and vocabulary games will be designed so that they can recycle the vocabulary items learned. The teaching assistant will visit each class once a fortnight during lunch break to conduct the activities.</p>					

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<p>Purchase of printed books</p> <p>Printed books will be purchased for the guided and shared reading sessions. Same reader will be used for the shared reading session. Two different sets of readers will be purchased for each class under guided reading session to better cater for the needs of students. As students will be divided into three groups according to their reading levels during the guided reading session, a total of six readers will be purchased for each module. The themes and the text types of the readers to be purchased are based on the module.</p> <p>Details of the purchase</p> <p>✓ Shared Reading Number of module per level: 6 Number of title per module: 1 Number of grade levels: 2 (P.4 and P.5) Number of copies: 30 (extra copies are purchased as teacher’s copies for English Language teachers and EDB NET)</p> <p>✓ Guided reading Number of module per level: 6 Number of title per module: 6 (3 reading levels in each class, 2 classes per level) Number of grade levels: 2 (P.4 and P.5) Number of copies: 12 (extra copies are purchased as teacher’s copies for English Language teachers and EDB NET)</p>					