

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

School Name: St. Patrick's Catholic Primary School (Po Kong Village Road) (English)

Application No.: **D 016** (for official use)

(A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 18

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 of the programme/project/ support service	External support (if any)
School-based Curriculum Support Services	P.2 P.3	Designing unit plans for enhancing speaking skills	Language Learning Support Section, EDB
	P.3 P.5	Designing unit plans for enhancing reading skills	Language Learning Support Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Professional support from the EDB NET Section and advisors from the Catholic Diocesan Schools Board2. A collaborative culture among English Language teachers3. Effective deployment of the Native-speaking English teacher (NET) and part-time NET to reinforce pupils' speaking skills and create an authentic language environment4. Small class teaching arrangements for more individual attention to students5. Various kinds of English Language activities such as singing contests, simulated activities and English Passport to encourage the communicative use of English inside the campus6. Provision of a variety of reading materials for self-reading periods and after-assembly reading7. Availability of IT infrastructure such as tablets and WiFi network to support the incorporation of e-Learning technology into classroom teaching	<ol style="list-style-type: none">1. Different English e-learning platforms developed to promote self-directed learning
Weaknesses	Threats
<ol style="list-style-type: none">1. The lack of students' exposure to English outside school and study skills2. Students' regular reading habits in English have yet to be established.	<ol style="list-style-type: none">1. Competition from neighbouring schools

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

Areas of Development	Usages of the grant	Grade Level
<ol style="list-style-type: none">1. To cultivate learner independence in students through enriching the English language learning environment for all levels2. To develop a school-based curriculum with infusion of interactive elements and effective e-learning in KS2	<ol style="list-style-type: none">1. Employment of an ELTA for the creation of an English-rich environment in school2. Purchase of multimedia teaching resources for the development of school-based curriculum	P.1-P.6

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

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input checked="" 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 checked="" type="checkbox"/> Employ a full-time* or part-time* supply 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 checked="" 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	Sustainability	Methods of progress-monitoring and evaluation
<p>Hiring a part-time supply teacher to create room and purchasing books for the development of a school-based reading programme to:</p> <ul style="list-style-type: none"> ✧ promote reading across the curriculum (RaC); and ✧ catering for learner diversity with equal emphasis on more able and less able students <p>in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.4 and P.5</p>					
<p>Objectives</p> <ul style="list-style-type: none"> ● The Reading across the Curriculum (RaC) Programme is to be developed as a response to new curriculum requirements. It is aimed at: <ul style="list-style-type: none"> ✧ improving the interface between KS1 and KS2 curricula; ✧ enriching the current school-based KS2 reading curriculum with up-to-date reading materials; ✧ developing students’ inquiry and communication skills through stimulating cross-curricular activities / projects; ✧ nurturing regular reading habits among students; ✧ catering for learners’ diversity; and ✧ building teachers’ professional capacity in implementing cross-curricular thematic instructions. <p>The core team</p> <ul style="list-style-type: none"> ● A core team consisting of the 3 English Language panel chairs, the EDB NET and P.4 and P.5 subject teachers will be set up to develop, implement and review the Reading across the Curriculum (RaC) Programme. ● For each level, a total of four themes are to be covered within the project year. The core team will design materials for two themes each term. Each of which, together with our existing General English programme, will take up about a month’s teaching time. ● Our school-based P.1 and P.3 speaking programmes 	<p>P.4 P.5</p>	<p>Contact publishers and procurement exercises July 2021</p> <p>Module 1 Planning Aug 2020 Trying-out Sept-Oct 2020 Evaluation Oct 2020</p> <p>Module 2 Planning Oct 2020 Trying-out Nov-Dec 2020 Evaluation Jan 2021</p> <p>Module 3 Planning Nov 2020</p>	<p>8 RaC packs covering a total of 64 lessons will be developed.</p> <p>70% of the target level teachers agree that P.4-P.5 students are more willing to read and get involved in reading activities.</p> <p>More than 70% of the students involved will agree that their reading interest has been enhanced and reading exposure extended.</p> <p>60% of more able students in the target levels will make improvement in summative reading assessments.</p>	<p>All the purchased e-Readers, printed readers and newly developed resources will be reused in the future years.</p> <p>The newly developed RaC programme will be integrated as part of our core reading curriculum.</p> <p>Designing reading activities and exercises will empower teachers to conduct any</p>	<p>Students’ performance during lessons and in post-reading learning tasks will be reviewed at our co-planning meetings.</p> <p>Lesson observation will be conducted during the implementation period.</p> <p>All co-planning meetings will be recorded.</p> <p>Reports of summative assessment data will be examined and generated regularly.</p>

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<p>designed by the EDB NET is well in place and learning and teaching materials are readily available for use. The supply teacher to be hired will take up the NET's P.1 and P.3 speaking lessons and co-teach with our local teachers (one lesson per class per week / ten lessons in total / 2-3 days a week). In addition, he/she will need to take part in P.1 and P.3 co-planning sessions with our local teachers.</p> <ul style="list-style-type: none"> ● Meanwhile, our existing veteran NET teacher will help develop our P.4 and P.5 RaC units. He will co-teach the weekly reading lesson (1 lesson per P.4 and P.5 class) and conduct group reading activities for students with LETs. It is hoped that students can improve their reading skills with more individual attention and better support in small groups. ● Weekly co-planning meetings will be conducted and the core team will co-develop lesson plans and materials that are closely aligned to our General English Curriculum. The core members will plan the teaching materials, target reading strategies, activities (interviews, group discussions and presentations) and tasks for the reading programme. ● Peer lesson observation will be conducted to monitor the effectiveness of the programme. At least one lesson of each subject teacher will be observed for each module. After lesson observations, P.4 and P.5 subject teachers will evaluate the learning outcomes and modify lesson plans during the co-planning meetings. Our Advisory Teacher from the NET Section will also conduct lesson observation from time to time and modify the lesson plans with us after each module. ● Professional sharing will be conducted in the end-of-term panel meetings for capacity building purposes. <p>Purchase of reading materials</p> <ul style="list-style-type: none"> ● Electronic and printed readers will be purchased for each module. Both fiction and non-fiction texts will be adopted 		<p>Trying-out Jan-Feb 2021 Evaluation Feb 2020</p> <p>Module 4 Planning Jan-Feb 2021 Trying-out Mar-Apr 2021 Evaluation May 2021</p> <p>Programme review Jun 2021</p> <p>Professional sharing Jul 2021</p> <p>Programme refinement 2021/2022</p>	<p>50% of the less able students in the target levels will make improvements in summative reading assessments.</p> <p>100% of the teachers involved will use the resources and develop a better understanding of cross-curricular literacy instructions.</p>	<p>modifications or develop additional exercises to meet school's needs in the future.</p>	<p>Completion ratio reports of all online tasks will be generated and examined regularly for monitoring students' progress.</p> <p>Stakeholder survey will be conducted.</p>

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<p>for adding depths to students' understanding of the topics.</p> <table border="1" data-bbox="129 268 965 499"> <thead> <tr> <th><i>Purpose</i></th> <th><i>Types of books</i></th> <th><i>Quantity (for each module)</i></th> </tr> </thead> <tbody> <tr> <td>Shared reading</td> <td>Printed</td> <td>1 title x 75 copies</td> </tr> <tr> <td>Guided</td> <td>Printed</td> <td>75 copies of 3-5 reading levels</td> </tr> <tr> <td>Home</td> <td>Electronic</td> <td>1 title</td> </tr> </tbody> </table> <ul style="list-style-type: none"> We will put the following criteria into our consideration when choosing e-books and printed readers. <ul style="list-style-type: none"> <u>printed readers and e-Readers</u> <ul style="list-style-type: none"> alignment with the core English Language curriculum reading levels of students language use typicality of the texts used level of difficulty of the texts <u>e-Readers</u> <ul style="list-style-type: none"> built-in interactive as well as audio and visual features support for independent and further reading reading pace terms and conditions on using the e-books after the project period Our school will adopt proper procurement procedures for the proposed purchase. <p>Implementation of the school-based RaC programme</p> <ul style="list-style-type: none"> 4 RaC modules will be developed for each target level. Each module will cover a total of 8 lessons and the EDB NET and local English-Language teachers (LETs) will conduct 1 RaC lesson per week will be allocated to the programme and a wide range of book-related activities will be delivered to bring about the intended improvements. Target skills <table border="1" data-bbox="129 1426 965 1511"> <thead> <tr> <th>Reading Skills</th> <th>P4</th> <th>P5</th> </tr> </thead> <tbody> <tr> <td>Understanding the features and structure of</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	<i>Purpose</i>	<i>Types of books</i>	<i>Quantity (for each module)</i>	Shared reading	Printed	1 title x 75 copies	Guided	Printed	75 copies of 3-5 reading levels	Home	Electronic	1 title	Reading Skills	P4	P5	Understanding the features and structure of	✓	✓					
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different text types							
Skimming and scanning	✓	✓					
Identifying main ideas and supporting ideas	✓	✓					
Guessing the meaning of unfamiliar words by using pictorial and contextual clues	✓	✓					
Understanding the connection between ideas	✓	✓					
Predicting the development of a story	✓	✓					
Re-reading for understanding the key message	✓	✓					
Distinguishing between facts and opinions	✓	✓					
Understanding figurative language		✓					
Understanding writers' intention		✓					
Recognising topic sentences		✓					
Using a timeline to show chronological events		✓					
Making inferences		✓					
Generic skills							
Collaboration, communication, creativity, critical thinking, information technology, problem-solving, self-learning, self-management							
● Tentative module themes and text types are tabulated below:							
Proposed programme structure							
<i>Term</i>	<i>Tentative themes</i>	<i>Key Learning Areas</i>	<i>Text types covered in the textbooks and RaC readers</i>				
<i>P.4</i>							
1st Term	Happy Days	General Studies	poems, webpages, forms, conversations timetables, notices, e-mails, tables, personal descriptions				
	Changes	General Studies	blogs, tables, conversations,				

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		Life Education	questionnaires, posters, personal recounts, webpages, reports					
2nd Term	We love Hong Kong	General Studies	chants, tables, maps webpages, conversations leaflets, brochures, directions, e-mails					
	Healthy Eating	General Studies Life Education	stories, charts, reports conversations, posters, advertisements, expositions, magazine articles, diagrams, tables, school newsletter, articles					
1st Term	Relationships	General Studies Life Education	expositions, diaries posters, school notices, poems, magazine pages, conversations, articles					
	We love Hong Kong	General Studies	songs, tables, captions, conversations, questionnaires, reports					
2nd Term	Hobbies and interest	General Studies Life Education	stories, recipes, procedures, cookery programmes, conversations, tongue twisters, contents					

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			pages, magazine articles captions, tables					
	My Neighbourhood	General Studies Life Education	stories, news reports conversations, book covers, diaries, tables, comics, mind maps					
● Learning and teaching activities								
Stage		Activities						
Before reading		<p>✧ Teachers will design lead-in activities which help students relate their prior life experience to the learning topics and subjects. In such way, they will understand the subject matter better</p> <p><u>Examples of pre-reading activities:</u></p> <ul style="list-style-type: none"> ✚ Pre-teaching the key vocabulary ✚ Completing KWL charts ✚ Discussion tasks related to the theme with aid of resources like video clips ✚ Predicting contents of the book using the cover and images 						
While-reading		<p>✧ Shared and guided reading sessions are conducted to introduce target reading strategies, subject-specific concepts, thematic vocabulary, text type features, related language structures.</p> <p><u>Examples of while-reading activities:</u></p> <ul style="list-style-type: none"> ✚ Teacher modelling of target reading strategies ✚ Answering literal and inferential questions ✚ Word guessing games ✚ Making and confirming prediction 						

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Post-reading					
Home reading					
<ul style="list-style-type: none"> ● Strategies to cater for learning diversity <ul style="list-style-type: none"> ✧ To cater for learners' diversity, different learning targets will be set. For low achievers, teachers will 					

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<p>focus on their ability to decode texts and drawing inference from contextual clues. For high achievers, it is hoped that students can acquire predicting, questioning, inferencing, summarising and clarifying skills, as well as other metacognitive reading skills to reflect on their own reading progress.</p> <ul style="list-style-type: none"> ✧ Graded guided reading texts and tasks with different sets of questions will be developed for students of various ability levels and learning styles. The NET will take up the more able groups and work on more challenging critical reading tasks (e.g. finding the argument and questioning the text). The level teachers will take up the struggling learners and they will be provided with more scaffolding, simpler tasks and allowed more time. Visual and verbal learners can share their reflection through using pictures or performative means. ✧ Collaborative learning activities will be conducted and mixed ability grouping can help less able students learn better with the support of more able students. <p>● Descriptions of a sample module (Tentative)</p> <table border="1" data-bbox="129 1007 958 1485"> <tr> <td><i>Level</i></td> <td>P.5</td> </tr> <tr> <td><i>Module</i></td> <td>Hobbies and interest</td> </tr> <tr> <td><i>Anchor texts</i></td> <td>For shared reading: <i>Rosie Revere, Engineer</i> by Andrea Beaty ISBN-13: 978-1419708459 For guided reading: Non-fiction texts about different hobbies</td> </tr> <tr> <td><i>Target text structure</i></td> <td>Narrative</td> </tr> <tr> <td><i>English textbook</i></td> <td>Units 1-2 Fun with Making Things (<i>Recipes and Children' magazine articles</i>)</td> </tr> </table>	<i>Level</i>	P.5	<i>Module</i>	Hobbies and interest	<i>Anchor texts</i>	For shared reading: <i>Rosie Revere, Engineer</i> by Andrea Beaty ISBN-13: 978-1419708459 For guided reading: Non-fiction texts about different hobbies	<i>Target text structure</i>	Narrative	<i>English textbook</i>	Units 1-2 Fun with Making Things (<i>Recipes and Children' magazine articles</i>)					
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<i>unit</i>						
<i>Expected learning outcomes</i>	<u>English Language</u> <ul style="list-style-type: none"> ❖ Students will practise the following reading skills: <ul style="list-style-type: none"> - Make prediction about the story with the book covers and pictures - Predict the likely development of a story - Skim a text to obtain a general impression and the gist or main ideas - 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 - Understanding the writer's intention ❖ Students will revisit the salient features of narrative texts; ❖ Students will be able to make simple presentations with the use of presentation software. 					
Target vocabulary	<ul style="list-style-type: none"> ❖ Hobbies and interests ❖ Materials and tools ❖ Action / Command verbs ❖ Quantity 					
Target grammar	<ul style="list-style-type: none"> ❖ ... use ... to .../ ... used for (gerund) ❖ It is made of ... ❖ Modal verbs ❖ Imperatives ❖ Sequence words (First, next, then, etc.) 					

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<p style="text-align: center;"><i>Shared reading</i></p> <p><u>Pre-reading</u></p> <ol style="list-style-type: none"> Teacher starts the lesson with a video about 3 kids' inventions. <i>3 Kid Inventions and a Baby</i> https://www.youtube.com/watch?v=OO1hUAuBBw0 <ul style="list-style-type: none"> - The High Chair Bib by Simon - The Instant High Heel by Daisia - The Pumping Pogo by Ben To help less able students keep track of their viewing, the invention graphic organiser and key words may be provided. https://www.pinterest.com/pin/133208101453060904/ Students work in groups of 4 and share with each other what they get from the video using the structures previously covered in class. <ul style="list-style-type: none"> - Inventions - Materials - Functions - Advantage For example, <i>“Simon’s high chair bib is made of a plastic bag, a hula hoop and a few pieces of strings. He uses it for bringing the food fallen out of the high chair up to the tray.”</i> <i>“You can change the styles of your shoes easily with Daisia’s instant heels.”</i> Students vote for their favourite among the 3 in the video with a show of hands. 5 students are invited to give reasons for their choices. Teacher shows students the book and gets them to predict 					

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<p>the content with the covers and the pictures in the book. Prediction https://bit.ly/2ZNx4Sv</p> <p>6. Teacher gives students a <i>Kahoot!</i> quiz to test students understanding of the story structure.</p> <p><u>While-reading</u></p> <p>1. Teacher introduces the following:</p> <ul style="list-style-type: none"> - The story content (how Rosie stands back up and succeeds after failing) - Target reading strategies (e.g. predicting the likely development of a story) - The story diagram structure (beginning, middle, climax and end) - The poetic devices (e.g. rhyming, onomatopoeia) used in the text - Thematic vocabulary (e.g. inventions, gadgets) <p>2. Paired reading Students re-read the book in pairs to:</p> <ul style="list-style-type: none"> - confirm or disconfirm predictions; and - work on questions testing different levels of understanding (e.g. knowledge, understanding and application); <p>3. Read-aloud Teacher can assign students a section of the text to read.</p> <p><u>Post-reading</u></p> <p>1. Teacher shares the moral of the story (i.e. perseverance, creativity and courage).</p> <p>2. Students are invited to share similar experiences – experiencing setbacks and how students overcame them.</p> <p style="text-align: center;"><i>Guided reading</i></p> <p>1. To explore the themes further and practise the target</p>					

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<p>reading skills covered in the textbook unit, students read graded non-fiction titles about different hobbies.</p> <p>2. The EDB NET and LETs take turns in supporting different groups with their reading using guiding question prompts. Other students are engaged in their individual reading tasks and complete their log books.</p>					
<i>Cross-curricular activities</i>					
<p>1. Students work in groups and make a craft / useful item from the waste materials.</p> <p>2. They give a short presentation about the final product.</p> <ul style="list-style-type: none"> - <i>What is the name of your work?</i> - <i>What gave you the idea?</i> - <i>What is it made of?</i> - <i>How to make it?</i> - <i>What challenges / difficulties did you face? How did you overcome them?</i> <p>3. A display will be put up to showcase students' work.</p>					
<u>Expected project deliverables</u>					
<ul style="list-style-type: none"> ● The following resources will be produced upon project completion: <ul style="list-style-type: none"> - Module plans - Lesson plans - Learning and teaching materials such as PowerPoints, task sheets/worksheets and online reading activities 					