

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

School Name: San Wui Commercial Society School (English)

Application No.: C 118 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 7

2. No. of approved classes in the 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	2	2	3	2	2	2	13

3. No. of operating classes in the 2018/19 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes							

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (more rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
Professional Development Programme 2017/2018: "Enhancing Assessment Literacy of Teachers in Primary/Secondary Schools"	P.2	To develop the internal school assessment policy and create an environment which is conducive to enhance teachers' assessment literacy	Faculty of Education, The University of Hong Kong

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. The school administration, school principal and parents are all supportive to the development of new curriculum initiatives. 2. A collaborative and sharing culture has been cultivated through co-planning among teachers. 3. EDB NET and all local English teachers (LETs) help create an English-rich language environment and provide student with more exposure in English. 4. Teaching assistants are employed to offer support to less able and special educational needs (SEN) students. 5. A consultant of the school supports and gives helpful advice on the development of our English curriculum. 	<ol style="list-style-type: none"> 1. School-based reading and writing programme starts in P.1 to enhance the effectiveness of teaching and learning of reading and writing in key stage 1 (KS1). 2. Students are introduced to e-Learning and online reading resources to help build up their reading habit and self-learning skills. 3. PEEGS offers us with the opportunities to develop a school-based reading programme.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Students have yet to develop their reading habit in English. 2. With inadequate family support, most students lack exposure to authentic English and world experiences. 3. Students have limited exposure to a variety of text types. Their writing skills are not well developed with poor organization and limited vocabulary. 	<ol style="list-style-type: none"> 1. With limited support and recourses, it is hard for English teachers to cater for individual needs of our students, especially SEN students. 2. Our teachers are overloaded with teaching and other duties. We are fully occupied during recesses, lunch breaks and after school hours to provide extra support to students.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:**(More rows can be added, if needed.)**

Area(s) of Development	Usage(s) of the grant	Grade Level
1. Professional training for English teachers in teaching drama	Hiring a qualified full-time supply teacher for 2 years	Primary 4-6
2. Building up students' confidence in using English through drama learning		
3. Development of school-based curriculum in drama		

(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 (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<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> <input checked="" type="checkbox"/> Promote reading* 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> <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” <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” <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”	<input type="checkbox"/> Purchase learning and teaching resources <input type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i> <input checked="" type="checkbox"/> Employ full-time* teaching assistant <i>(*Please delete as appropriate)</i> <input type="checkbox"/> Procure service for conducting English language activities	<input checked="" type="checkbox"/> 2019/20 school year <input type="checkbox"/> 2020/21 school year	<input type="checkbox"/> P.1 <input type="checkbox"/> P.2 <input checked="" type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input type="checkbox"/> P.5 <input type="checkbox"/> P.6

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

(More rows can be added, if needed.)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
Employing two full-time teaching assistants to assist existing English Language teachers to promote reading across the curriculum at Primary 3-4					
<p><u>Background and Objectives</u> Our students generally lack reading skills or strategies to read effectively, resulting in failure to grasp important concepts, score poorly in assessments, fail to meet academic demands and eventually become discouraged in learning. The development of the school-based Reading Across the Curriculum (RaC) programme for Primary 3 and 4 aims at exposing students to plenty of text types (both fiction and non-fiction texts) and introducing them to assorted reading skills to let students seek out information to explore different Key Learning Areas (KLAs) <i>e.g. General Studies</i> in-depth to connect their learning experience and to gain a deeper understanding of the world around them. Ultimately, reading will become their essential life skill as lifelong learners.</p> <p><u>Core team</u> A core team will be set up for the development, implementation and monitoring of the reading programme. There will be four core team members including an English panel chairperson of each key stage and two target level teachers. Panel chairpersons will</p>	P.3- P.4	<p>2019/2020</p> <p><u>Primary 3</u></p> <p><u>Module 1</u> Planning Sept, 2019</p> <p>Try-outs, Implementation Oct-Dec, 2019</p> <p>Evaluation Jan, 2020</p> <p><u>Module 2</u> Planning Feb, 2020</p>	<p><u>RaC programme:</u> 8 sets of school-based RaC materials including lesson plans, learning tasks/activities, worksheets and PowerPoint slides will be developed in total for Primary 3 to 4 covering a total of 64 lessons/sessions per year.</p> <p>At least one RaC activity/</p>	<p>The RaC programme will be integrated into the core English curriculum for future implementation.</p> <p>The RaC packages including all teaching and learning materials will be saved, refined and utilised after the project period.</p> <p>Experience sharing sessions</p>	<p>Regular co-planning and review meetings will be conducted.</p> <p>Evaluation meetings will be conducted after try-out lessons and lesson observations.</p> <p>Records of meeting and evaluation will be kept.</p> <p>Students' survey and teachers'</p>

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

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

³ Both qualitative and quantitative tools should be employed to evaluate the effectiveness of the initiative.

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<p>be in charge of the project.</p> <p>Duties of the core team members includes:</p> <ul style="list-style-type: none"> ✓ reviewing and reorganising the existing reading curriculum; ✓ selecting readers with reference to students' levelling assessment results; ✓ hosting weekly co-planning meetings to design programme materials and monitor the progress of the RaC lessons for each target level; ✓ carrying out lesson try-outs and leading level teachers in trying out the materials and strategies; ✓ arranging peer lesson observation for every module; ✓ collecting feedback and evaluating the effectiveness of the lessons in review meetings after lesson observations; ✓ making adjustment of the teaching plans and strategies to meet students' needs after review meetings; and ✓ arranging professional sharing sessions at least twice per year. <p><u>Deployment of the additional teaching assistants</u></p> <p>Two full-time teaching assistants will be employed to assist in RaC programme development and related reading activities at P.3 and P.4. Each of them will be responsible for one target level.</p> <p>Qualifications and experience of the teacher assistants:</p> <p>Each teaching assistant with at least Associate Degree / Higher Diploma, preferably high English proficiency and relevant working experience in primary school(s) will be hired. Their duties entail:</p> <p>Before class:</p> <ul style="list-style-type: none"> ✓ to attend all co-planning and review meetings for respective target level and prepare meeting minutes ✓ to help prepare teaching and learning materials, including 		<p>Try-outs, Implementation March-May 2020</p> <p>Evaluation Jun, 2020</p> <p>Primary 4</p> <p><u>Module 1</u> Planning Sept, 2019</p> <p>Try-outs, Implementation Oct-Dec, 2019</p> <p>Evaluation Jan, 2020</p> <p><u>Module 2</u> Planning Feb, 2020</p> <p>Try-outs, Implementation March-May</p>	<p>project will be held in each target level in 2019/2020 school year.</p> <p><u>On students' performance:</u></p> <p>All Primary 3 and 4 students will complete all the developed materials.</p> <p>60% of Primary 3 to 4 students will improve their confidence and skills in reading.</p> <p>Reading levelling results of over 60% of students at Primary 3 to 4 will improve by at least 2 reading levels in 1 year's time.</p>	<p>will be held during panel meetings or staff development days to enhance professional development.</p> <p>Videos of lessons and activities will be kept for future reference.</p> <p>Copies of student work will be kept for modelling.</p>	<p>survey will be conducted to evaluate the effectiveness of the programme.</p> <p>Analysis of students' levelling results will be conducted four times a year to help evaluate the effectiveness of the programme. Modification will be made to improve the reading programme.</p>

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<p>teaching aids, PowerPoint slides, word lists, various worksheets</p> <p>During the class:</p> <ul style="list-style-type: none"> ✓ to assist English teachers in whole class teaching and different class activities, such as vocabulary and e-reading with iPads in small groups ✓ to offer help to less-able students in small group reading activities with simple words and repeating instructions in lessons <p>After class:</p> <ul style="list-style-type: none"> ✓ to organise reading resources ✓ to provide clerical support e.g. (conducting questionnaires, data input) and support the teachers concerned in organising cross-curricular reading activities. <p><u>Reading programme for Primary 3 & 4</u></p> <p>One double period will be allocated as a reading session for each class of the target level every week. The reading programme will cover 2 modules (with 4 units) of 32 lessons in total for each target level per year. Students will be exposed to different text types through printed readers and multi-modal texts. NET and subject teachers will co-deliver the reading lessons to offer instructional guidance to students on how to read critically with various skills and strategies understand a broad variety of texts and put into application.</p> <p>Cross curricular activities will be designed and conducted to foster students' interest in reading and link up the reading texts with different learning experiences.</p> <p>Tentative modules, text types and reading skills to be covered and co-curricular activities to be held:</p>		<p>2020</p> <p>Evaluation Jun, 2020</p>	<p><u>On existing English teachers' professional enhancement:</u></p> <p>All English teachers involved will enrich their knowledge and skills in the teaching of RaC programme.</p> <p>All English teachers involved will apply knowledge and skills acquired in the project into English teaching at Primary 3 to 4.</p>		

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English: Unit 4 At the shopping centre Connection with other KLAs: General Studies – learn about the impact of community environment on the living of students and their family; learn about places for exchanging goods and services in Sheung Wan Cross-curricular activity: English teachers will collaborate with General Studies teacher to organize a Sheung Wan tour to allow students to get to know														

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<p>more about the special features of their own district, especially about places in exchanging goods and services, buying and selling (<i>such as Dried Seafood Street - Wing Lok Street and Bonham Strand, Medicine Street- Ko Shing Street, Antique Street and Cat Street - Hollywood Road and Upper Lascar Row</i>).</p> <p>After the tour, teacher will divide students into different groups and assign them with various topics. Students will work in groups to conduct a mini group project to do some research on the topic and designing an advertising video with PowerPoint presentation to promote one of the special goods in Sheung Wan (e.g. dried seafood like black moss, Chinese herbal medicine, old trinkets, inexpensive pottery). Every class will vote for the best video to share with their schoolmates in school assemblies or upload to school website for sharing.</p> <p>Follow-up task</p> <p>Each student will work on a written advertisement to promote one of the special goods in Sheung Wan.</p>					
Primary 4:					
Themes	Text types	Reading skills			
Module 1:	stories, blogs, letters, personal recounts, questionnaires and interviews	✓Scan a text by using strategies such as looking at headings and repeated phrases			
Changes		✓Skim a text to obtain the main ideas			
Unit 5: Old Hong Kong		✓ Organise information and ideas in texts by using knowledge of text structures and some graphic organisers			
Unit 6: When I was little					

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<u>Module 2:</u> <u>We love Hong Kong</u> Unit 1: Having fun in Hong Kong Unit 2: Finding your way round	webpages, maps and legends, brochures, itineraries and discussion	✓ Work out the meaning of unknown words by using word association, visual clues, context & knowledge of the world ✓ Infer feelings of characters from pieces of information in narrative texts ✓ Recognise the features of a variety of text types					
English: Module 1 & 2 Connection with other KLAs: General Studies –Sightseeing in Hong Kong (cultural heritage of Hong Kong, monuments in Hong Kong); Hong Kong in the past; 20 th century Hong Kong Cross-curricular activity: Each class will be divided into 4 to 5 groups. Group members will work together to design a one-day <i>Past to Present Local Tour</i> of a district (e.g. Sheung Wan, Central, Cheung Chau, Tai Po) and do a presentation in class to introduce local food/ cuisine, things to buy, sightseeing activities at past and present tourist spots of the district. After the presentation, they will refine their design with the feedback from their teachers and peers. Extension: Teachers will organize an activity to bring P.4 students to some famous tourist spots in Hong Kong (e.g. Tsim Sha Tsui, Stanley). A new grouping (with groups of 4-5) will be arranged with representatives from different groups. They							

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<p>will work together in a new group to introduce the one-day tour with the brochure/ itinerary designed to some tourists and invite them to leave comments and vote for the best tour. They will then summarise their findings and find out the most popular one day tour.</p> <p>Writing task Students will have to make a brochure or write an itinerary on a one-day <i>Past to Present Local Tour</i> of a district (e.g. Sheung Wan, Central, Cheung Chau, Tai Po).</p> <p>Sample module of P.3</p> <p>English: Unit 4 At the shopping centre</p> <ul style="list-style-type: none"> ✓ To express needs and wants; ✓ To express interests; ✓ To state opinions and express feelings; ✓ To seek and provide information <p>Language:</p> <ul style="list-style-type: none"> ✓ Use the connective 'because' to give reasons ✓ Use adjectives (e.g. real, smart, natural, big, great, healthy, pretty) and adverbs to describe ✓ Use timeless present tense to express interests; imperatives ✓ Use countable and uncountable nouns to identify objects <p>General Studies: To learn about the impact of community environment on the living of residents; learn about places for exchanging goods and services in the community</p> <p>Positive value and attitude:</p> <ul style="list-style-type: none"> ✓ Understanding their own community ✓ Being a wise consumer (understanding consumer rights, responsibilities and making sensible consumer decision) <p>Generic skills:</p>					

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<div>Collaboration skills, Communication skills, Creativity, Critical thinking skills</div> <div>Reading skills: ✓ Scan a text by looking at repeated words, words in bold, italics or capital letters ✓ Recognize the format and language features of some common text types</div> <div>Text types:<table><tr><td>directories</td><td><i>Text structures:</i> description <i>Text features:</i> word in bold / italics/ colour, bullets, and visual devices e.g. floor plans, illustrations, photographs and labels</td></tr><tr><td>advertisements</td><td><i>Text structures:</i> description/ list <i>Text features:</i> capital letters, slogans, words in bold / italics/ colour, bullets, and visual devices e.g. illustrations, photographs</td></tr></table></div> <div>Teaching and learning activities: For pre-reading task, teacher will introduce the topic and target vocabulary items (e.g. different types of shops and goods) about shopping. Then students will complete related learning tasks in the worksheet. In the shared reading lessons, teacher will guide students to scan and locate specific information in directories and advertisements and recognise the format and language features of the sample texts. Teacher will distinctly go through the language features, text structures and features of directories and advertisements with students through various learning activities (e.g. labelling activity, highlighting the use of adjectives in</div>	directories	<i>Text structures:</i> description <i>Text features:</i> word in bold / italics/ colour, bullets, and visual devices e.g. floor plans, illustrations, photographs and labels	advertisements	<i>Text structures:</i> description/ list <i>Text features:</i> capital letters, slogans, words in bold / italics/ colour, bullets, and visual devices e.g. illustrations, photographs					
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<p>advertisements, matching pictures of different shops with correct description in a directory).</p> <p>In guided reading, students will work in groups of similar abilities to finish reading exercises with the reading skills learnt and knowledge of directories and advertisements. The subject teacher, NET and teaching assistant will provide individual support to students, read aloud together and guide them to understand the readers/ reading texts.</p> <p>For post-reading, teacher will activate students' prior knowledge of General Studies on places for exchanging goods and services in the community, introduce related vocabulary and assist students to conduct a mini project about special shops and goods in Sheung Wan.</p> <p>Assessment practice Formative assessment – Presentation with peer evaluation and teachers' feedback</p> <p>Extension: <i>For details, please refer to the descriptions above on P.3 cross-curricular activity and connection with General Studies.</i> A mini group project will be conducted and each group will give a PowerPoint presentation to promote one of the special goods in Sheung Wan *More-able groups will create an advertising video to promote on the special goods Follow-up task: Each student will work on a product description to promote one of the special goods in Sheung Wan.</p>					