

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

School Name: **The Church of Christ in China Chuen Yuen Second Primary School (English)**

Application No.: B 032 (for official use)

(A) General information:

- No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): **10**
- No. of approved classes in the 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	3	3	3	3	3	3	18

- No. of operating classes in the 2017/18 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							

- 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)
Language Learning Support Service	P.1 & P.2 (2017/18)	Reading and Writing	Language Learning Support Service Section, EDB
SEED Project (Building Teachers' Capacity to Address Interface Issues Concerning English Learning and Using English to Learn at KS2 & 3)	P.6 (2017/18)	Reading and Writing	NET Section, EDB

Name of programme/project/support service	Grade level	Focus(es) of programme/project/support service	External support (if any)
Primary Literacy Programme – Reading and Writing (PLPR-W)	P.1 - P.3 (2014-17)	Reading and Writing	NET Section, EDB
School-Based Support Service	P.1 & P.6 (2016/17) P.4 & P.5 (2015/16)	Reading and Writing	School-Based Support Service, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> The holistic English curriculum is revised and enhanced by the school's participation in programmes conducted by different sections of EDB, covering both KS1 and KS2 to facilitate students' reading and writing skills. Students are streamed in accordance to their academic results into different classes and teaching groups so that teachers can cater for learner diversity more effectively. All English teachers have met the LPAT requirement. More than 60% of them have a Master's Degree related to language. Opportunities to visits both local schools and those in Mainland to exchange teaching ideas and strategies. Some teachers are experienced markers and oral examiners for public examinations (P.3 BCA and P.6 TSA). Infusion of the affection for English is blooming. Students are observed to enjoy learning English in class. 	<ol style="list-style-type: none"> Opportunities to continue the collaboration with sections of EDB to keep on enhancing and refining the school English Curriculum to promote students' reading and writing skills. (School-based Reading and Writing Programme) Application for various grants to provide teachers and students with necessary resources, including PEEGS and ELTA support. Designated English teaching and learning activities are carried out in the newly opened English Library. Teachers are prepared to develop their pedagogical knowledge of teaching and learning professionally. They are aware of the importance of team work. Students have more chances to be exposed to an English learning environment through exchanging and interacting with the NET and ELTA both inside and outside the classroom. A growing number of graduates have been promoted to secondary schools with many content subjects taught in English.

Weaknesses	Threats
<ol style="list-style-type: none"> 1. The newly designed and implemented school-based reading curriculum in KS1 in the current school year has yet to be revised and refined. 2. The GE curriculum in both KS1 and KS2 do not fully address students' needs to ensure smooth transition from kindergarten to primary and from primary to secondary schools. 3. There is a wide range of learner diversity in each level according to the analysis of recent BCA and TSA results. 4. An increasing number of SEN and Non-Chinese speaking students may lead to a more diversified learner needs within a class or level. 5. Over 60% of students from families from low socio-economic background, implying poor family support to students' English learning. 6. Students lack motivation in using English outside classes. Only a few of them take initiatives to read English fictions and non-fictions texts. 	<ol style="list-style-type: none"> 1. Adaptation to the updated English Language Curriculum under the "Ongoing Renewal of the School Curriculum. 2. Teachers are teaching more than one subjects besides English. 3. Limited time and space to develop teaching capacity. 4. External learning support is inadequate. 5. Mismatched expectations on students from parents.

**(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
To enhance the school-based reading and writing curriculum	<ol style="list-style-type: none"> 1. To hire a full-time supply teacher to create space for the core team members 2. To procure professional services to conduct professional development workshops for teachers 3. To hire consultancy to: <ol style="list-style-type: none"> i. conduct reading and writing curriculum review and tailoring ii. lead lesson observations 4. To purchase reading materials and resources such as e-learning software on reading and writing, online reading materials and programmes for writing 	P.1-6

(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 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* teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ a 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"/> 2018/19 school year</p> <p><input type="checkbox"/> 2019/20 school year</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6):</p> <p>_____</p> <p>_____</p> <p>_____</p>

(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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
(1) Employ a full-time supply teacher to create space for the core team members to promote literacy across the curriculum at Primary 1, 2 and 3					
<p>(A) <u>Implementation of the school-based LaC programme</u></p> <p><u>Overview:</u></p> <ul style="list-style-type: none"> - The purposes of the school-based literacy across curriculum programme are to develop a strong and solid reading framework for students, together with sets of teaching and learning resources and materials (teaching packages) which can accommodate the needs of different students and offer students opportunities to learn reading and writing strategies. - Through reading the wide variety of multimodal texts and engaging in different purposeful teaching and learning tasks, students are guided to connect reading texts across curriculum with their previous knowledge and experience. - Lesson plans, teaching procedures, sets of teaching and learning resources (teaching packages) consisting a variety of stimulating reading tasks and writing activities which maximizes the benefits gained from reading will be developed. Students will be guided with scaffolding tasks to integrate the contents, language and text features from their reading inputs to writing tasks as learning outcomes in a progressive manner. 	<p>P.1 to P.3</p>	<p>Sep 2018 to Aug 2019</p> <p>Bi-weekly co-plan meeting starting from Sep 2018 to Jun 2019</p> <p>Launch: Oct 2018</p> <p>Development and Try Out All year round</p> <p>Lesson observation: Once per term</p>	<ul style="list-style-type: none"> - An integration of the existing School-Based Reading and Writing programme with the enhancement of the newly developed LaC curriculum for Key Stage 1 - Deliverables for this programme include sets of teaching packages consist of lesson plans (indicating various teaching strategies to develop language across literacy), at least 2 sets of student booklets (covering different learning tasks and activities) 	<ul style="list-style-type: none"> - The programme will be continuously revised and evaluated throughout the course of implementation and in subsequent years - All related resources, including curriculum documents, unit / lesson plans, teaching packages are archived and 	<ul style="list-style-type: none"> - The records of meetings will be kept for future reference. - A selection of students' work / booklets from both stronger and weaker groups are kept for evaluation and further revision and improvement - Students' performance in formative assessments will be analyzed to monitor individual learning progression - Lesson observations will be videotaped and used for discussions and reflection - Evaluation meetings

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<p>- To integrate the LaC programme into the current school-based reading and writing programme, which writing tasks based on text book units are to be developed. Two themes for P.1 and P.2 respectively and three themes for P.3 covered in General Studies modules are listed below.</p> <table border="1" data-bbox="129 512 853 863"> <thead> <tr> <th></th> <th>(1st Term) Module 1</th> <th>(2nd Term) Module 2</th> <th>(2nd Term) Module 3</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>My family and my school</td> <td>Animals</td> <td>---</td> </tr> <tr> <td>P2</td> <td>Occupations</td> <td>Day and Night</td> <td>---</td> </tr> <tr> <td>P3</td> <td>Food</td> <td>Let's go shopping</td> <td>Leisure Activities</td> </tr> </tbody> </table> <p>- In each module, one theme related in-class reader is to be taught explicitly in the co-teaching lessons. In-class readers will be purchased under the provision of PEEGS.</p> <p>- Five selected theme related readers or multi-modal texts will be assigned for students to read extensively at home using the existing resources of the Home Reading Programme.</p> <p>- Core team teachers will design appropriate reading and writing tasks for students to develop their reading skills and apply what they have learnt from the reading materials. The reading and writing activities will be conducted in the GE lessons.</p> <p><u>Hiring a full-time supply teacher:</u></p> <p>- A core curriculum development team of 9 English</p>		(1 st Term) Module 1	(2 nd Term) Module 2	(2 nd Term) Module 3	P1	My family and my school	Animals	---	P2	Occupations	Day and Night	---	P3	Food	Let's go shopping	Leisure Activities		<p>(Nov 2018 and April 2019) Review, evaluation Once per term from Sep 2018 to Aug 2019</p>	<p>and teaching aids (PowerPoint / flash cards / task sheets / realia etc.) A total number of 7 teaching packages will be produced after the first year for all 3 levels</p> <p>- 90% of students will complete the newly developed learning tasks</p> <p>- 80% of the core team teachers agree that their collaboration skills are enhanced</p> <p>- 80% of the core team teachers agree that an integration of reading and writing skills and application of higher-order thinking</p>	<p>available to be modified in accordance to the students' need in subsequent years</p> <p>- The resource bank developed can be used in future and in-house sharing sessions for new teachers</p> <p>- The experience of facilitating effective teaching strategies will be shared</p>	<p>with all involved teachers will be held to review the effectiveness of the curriculum design, teaching packages and designated teaching strategies</p> <p>Surveys will be conducted to collect teachers' feedback on the effectiveness of the in-house sharing sessions</p> <p>- All the collected feedback and data will be documented and recorded for improvement in coming years</p> <p>- An evaluation meeting with all involved teachers will be held at the end of each term to review if this project (i) motivates learners to read and learn; (ii) brings better reading</p>
	(1 st Term) Module 1	(2 nd Term) Module 2	(2 nd Term) Module 3																		
P1	My family and my school	Animals	---																		
P2	Occupations	Day and Night	---																		
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<p>teachers (including the 2 English Panel Chairs) will be formed. The 9 teachers will be teaching P.1, P.2 and P.3 respectively so as to have a better understanding of the effectiveness of the programme. Each teacher will have 2 English lessons (those involve co-teaching with the NET) released per week, resulting in a total number of 18 lessons and other non-teaching duties such as lunch duties will be taken up by the full-time supply teacher.</p> <p><u>Duties of the core team:</u></p> <ul style="list-style-type: none"> - The core team teachers will be responsible for the planning and implementation of the LaC programme for KS1, including setting of the cross-curricular themes, adopting suitable reading text (types and genres), designing reading and writing tasks together with the reading and writing skills to acquire. It is expected that the core team’s co-planning meetings for each level will be held bi-weekly (scheduled in timetable). The meetings, which also promote collaboration and coordination across curriculum through the 3 levels, will involve panel heads and teachers of General Studies. - The core team teachers will select reading resources (readers, printed texts or online multimodal texts) for each level in accordance with the theme, target structures and appropriate text types. They will also design writing activities to maximise the benefits gained from reading. They provide students with the opportunities to write texts on a range of topics which bring meaningful connections to their knowledge learnt in reading. All writing activities and tasks allow 			<ul style="list-style-type: none"> skills are effective in developing LaC. - 80% of teachers attending the in-house sharing sessions agree the content helps promote their knowledge in LaC. - 80% of teachers are able to apply the teaching strategies to continue addressing LaC in subsequent years. - Lesson observation records to indicate the application of the various teaching strategies - 80% of the core team teachers agree that peer lesson observations and the follow up evaluation sessions are effective 	<ul style="list-style-type: none"> among teachers in evaluation meetings. - Teaching and learning skills will be revised and recycled in Key Stage 1. The core team members will move on to continue the programme in KS2 as an interface between key stages 	<ul style="list-style-type: none"> experience and develop reading skills; and (iii) teachers are equipped with the requisite skills and experiences

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<p>students to make good use of the vocabulary, communicative functions and text features they have learnt from related reading materials. The meaningful writing activities in each level will cover the range of topics suitable for KS1.</p> <p><u>Details of LaC programme:</u></p> <p>P.1</p> <p><u>Modules:</u> 1. My family and my school (1st term) 2. Animals (2nd term)</p> <p><u>Number of lessons for each module:</u> 18-20</p> <p><u>Text types to be covered:</u></p> <ul style="list-style-type: none"> - Stories, conversation, songs and rhymes, birthday cards, personal description, tables and descriptions <p><u>Examples of reading skills to be covered:</u></p> <ul style="list-style-type: none"> - Locate specific information in a short text - Understand the connection between ideas by identifying cohesive device - Recognize the format and language features of some common texts <p><u>Examples of writing skills to be covered:</u></p> <ul style="list-style-type: none"> - Basic punctuations, capital and small letters - Reproduce sentences based on teacher's model and use words students learnt from the reading texts and scaffolding activities - Provide personal ideas and information for their zoos - Gather information, vocabulary, ideas and language from reading texts. 			<p>in adjusting teaching strategies and sharing among teachers</p>		

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<p><u>Writing tasks:</u></p> <ul style="list-style-type: none"> - Personal description (to write simple sentences to describe themselves and their best friends) - Object description (to write simple sentences to describe things students bring to school) - Animal description (to write sentences about animals their own zoos) <p>P.2</p> <p><u>Modules:</u> 1. Occupation (1st term) 2. Day and Night (2nd term)</p> <p><u>Number of lessons for each module:</u> 18-20</p> <p><u>Text types to be covered:</u></p> <ul style="list-style-type: none"> - Stories, conversations, mind maps, descriptions, tables, personal description and timetables <p><u>Examples reading skills to be covered:</u></p> <ul style="list-style-type: none"> - Guess the meaning of unfamiliar words by using contextual or pictorial clues - Understand the connection between ideas by identifying cohesive devices, e.g. connectives and pronouns - Identify key words for the main idea in a sentence - Guess the topic by using personal experiences and knowledge of the world <p><u>Examples of writing skills to be covered:</u></p> <ul style="list-style-type: none"> - Provide personal ideas and information about their family members - Make use of mind-maps to organize information - Use concepts of order and time 					

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<p><u>Writing tasks:</u></p> <ul style="list-style-type: none"> - Write a short description about themselves, their family members and their parents' jobs - Finish a short story based on pictures by structuring the beginning, middle and ending, completing dialogues of the characters in the story. <p>P.3</p> <p><u>Modules:</u> 1. Food (1st term) 2. Let's go shopping (1st term) 3. Leisure activities (2nd term)</p> <p><u>Number of lessons for each module:</u></p> <p>Module 1 36-40 lessons (covers 2 GE chapters)</p> <p>Module 2-3 18-20 lessons</p> <p><u>Text types to be covered:</u></p> <ul style="list-style-type: none"> - Recipes, contents pages, letters, shopping list, stories, poems, directories, travel guide, questionnaires, reports and conversations <p><u>Reading skills to be covered:</u></p> <ul style="list-style-type: none"> - Understand the connection between ideas by identifying cohesive devices and connectives (e.g. first, then...) - Recognize the format and language features of some common text types - Skim a text to obtain a general impression and the gist or main ideas with teacher support - Make predictions using pictorial and contextual clues 					

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<p><u>Examples of writing skills to be covered:</u></p> <ul style="list-style-type: none"> - Use appropriate cohesive devices, e.g. first, then, and - Express imaginative ideas with the help of information acquired from the reading texts - Draft, revise and edit short written texts with teacher support - Provide personal ideas and information based on a model or framework provided - Gather and share information, ideas and language from the reading texts or brainstorming - Recognize the basic feature of an informal letter <p><u>Writing tasks:</u></p> <ul style="list-style-type: none"> - design a healthy menu for a restaurant /contents page for a healthy food magazine - Write a simple and healthy recipe using connectives ‘first’, ‘then’ to express sequence - Write a short letter to your friend to tell him/her what you want to do in a shopping centre - Write a story set in the past (with picture cues provided), and talk about the activities people did in the pictures <p><u>Teaching strategies :</u></p> <ul style="list-style-type: none"> - To develop students higher order thinking skills (such as creativity and problem-solving skills), there will be an infusion of the 13 hot skills, including classification trees, timeline, compare and contrast, attribute listing and 6-W thinking skills etc. into the teaching and learning tasks. Graphic thinking tools or organiser will also be used. - Teaching strategies such as storytelling, reading 					

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<p>aloud, shared reading, guided reading, jigsaw and independent reading will be adopted.</p> <ul style="list-style-type: none"> - Teachers will organize peer lesson observations once per term (in November 2018 and April 2019) for each level. Reflection meetings at the end of each term in December 2018 to June 2019) and co-planning meetings (bi-weekly) and to plan, review and enhance the lesson plan, structure and related support. - At the end of each module, students are required to finish a project/module booklet with reading and writing task sheets. Outstanding writing tasks will be displayed on class notice boards. <p><u>(B) Fostering KS1 students' writing development</u></p> <ul style="list-style-type: none"> - Guided writing tasks will be designed, cross curricular readers/texts of each module will show a progression in learning in terms of skills, contents structures and linguistic complexity. - Ample opportunities will be provided for students to practise writing with the writing template through meaningful repetitions. Writing templates will be used to help students learn to write from sentences to paragraphs, and eventually link paragraphs into a coherent whole piece of writing. - In-class teaching strategies include modelling, class writing, guided writing and peer/group writing. Through modelling, teachers will explain how to use vocabulary and structures from the reading materials and co-construct sentences with students by 					

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brainstorming and eliciting ideas. After modelling and joint constructions, small group writing or independent writing will be conducted.					
(2) Purchase printed readers to support the literacy across the curriculum programme at Primary 1, 2 and 3					
<p>(A) Resources: a wide variety of readers / texts</p> <ul style="list-style-type: none"> - The purpose of purchasing a wide variety of readers is to support the LaC programme as proposed under initiative (1) above. - Details of the purchase of in-class readers are as follows: <ul style="list-style-type: none"> - P1: 2 titles x 50 copies = 100 copies - P2: 2 titles x 50 copies = 100 copies - P3: 3 titles x 50 copies = 150 copies - Books under the genres of action and adventure, health, science etc. are planned to be purchased. - For each module, students will read one theme-related class reader in a module period and 5 readers or printed texts in the Home Reading Programme. Purchase of readers for the Home Reading Programme will be funded by other sources. - All the resources will be purchased only after proper procurement exercises. 	P.1 to P.3	Preparation and contacting publisher: Jul – Sept 2018 Purchasing the books: Sept 2018	<ul style="list-style-type: none"> - A total of 7 teaching packages will be produced for all 3 levels in P.1-3. - 80% of P.1 to P.3 students read 5 titles per year. - 70% of P.1 to P.3 students increase their interest and experience in reading English readers of different text types and subject contents. 	<ul style="list-style-type: none"> - The lesson plans, teaching resources and module booklets developed for the readers will be used continuously in future years 	<ul style="list-style-type: none"> - Students' reading comprehension performance reflected in formative assessments will be analyzed to determine their mastery of reading skills. - All the collected feedback and data will be documented, recorded and utilized for improvement in future years.