

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

School Name: Meng Tak Catholic School (English)

Application No.: B 001 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 15
2. 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	4	4	4	4	4	4	24

3. 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							

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)
PLP-R/W	P.1-3	Reading and Writing	NET Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Most of the English teachers have been equipped with the competency of e-learning. 2. There is a team of passionate and hard-working teachers. 3. Most students have computers at home and they can have access to the Internet. 	<ol style="list-style-type: none"> 1. Most of the students are interested in learning English through e-resources.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. The readers adopted in P.1-6 are mainly fiction texts. Students lack exposure to non-fiction texts. 2. The self-directed learning English ability of students is weak. 3. The parental support of learning English is weak. 	<ol style="list-style-type: none"> 1. Teachers need to keep up with the changing and higher expectation on education in respect of the Updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”.

**(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. To develop the school-based IT-rich blended learning English Language curriculum	<ul style="list-style-type: none"> • To employ supply teacher to create space for the core team members • To hire consultancy service to provide technical support for the production of teaching and learning e-resources such as animation and flash 	P.1-3
2. To enrich the English language learning environment	<ul style="list-style-type: none"> • To employ a part-time native English-speaking teacher 	P.4-6

(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</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 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 type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input checked="" 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"/> 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 checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" 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 (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation									
(1) To purchase e-books for promote reading across the curriculum at Primary 1 to 6														
<p>Implementation details of (1)</p> <p>The existing English teachers, with the help of the teaching assistant (TA) proposed to be hired through the provision of PEEGS, will develop a school-based reading curriculum with e-readers to promote reading across the curriculum (RaC) in P.1-6.</p> <p>E-fiction books and e-non-fiction books will be purchased to expose students to a wide variety of reading texts with different themes and text types so as to broaden their horizons and connect their learning with different KLAs. In addition, these e-books with multimodal features of audio clips, games, vocabularies and consolidation exercises not only can help facilitate to students' understanding of the texts, but also can help arouse their learning motivation. Students with weak parental support lose their learning interest easily. The audio clips, games and e-exercises can help them understand the passages, stories or learn some vocabularies that they are not familiar with by themselves in a fun way as well as checking their understanding.</p> <p>Number of e-books to be purchased are tabulated below:</p> <table border="1" data-bbox="165 1185 927 1299"> <thead> <tr> <th></th> <th>Each level of KS1</th> <th>Each level of KS2</th> </tr> </thead> <tbody> <tr> <td>Fiction Book</td> <td>7</td> <td>5</td> </tr> <tr> <td>Non-fiction Book</td> <td>5</td> <td>7</td> </tr> </tbody> </table> <p>School will select e-book which alignment the core curriculum and with a variety of text types. Teachers will also look into suitable level of difficulty and accurate use of language with good built-in interactive features that support students' learning.</p>		Each level of KS1	Each level of KS2	Fiction Book	7	5	Non-fiction Book	5	7	<p>P.1-6</p>	<p><u>P.1-6</u> Co-planning : Aug - Nov 2018 (3 lesson plans and 3 exercises in KS1 and KS2 will be designed per level)</p> <p>Use of E-resources in classroom: Nov 2018 -Jan 2019</p> <p>Peer lesson observation (1st term)</p> <p>Co-planning Dec 2018 - Feb 2019 (3lesson plans and 3</p>	<p>School-based Reading Across the Curriculum workshops implemented in KS1 and in KS2.</p> <p><u>On curriculum:</u> 6 sets of school-based reading across the curriculum materials (with each set covering 8 lessons) will be produced. Each set will include lesson plans, learning tasks/activities and PowerPoint slides will be developed for Primary 1 to 6. (36 sets for all levels in total)</p> <p>Co-curricular activity(ies) on reading across the curriculum will be conducted for Primary 4 to 6 students once a term.</p> <p>80% of students at Primary 1 to 6 read 12</p>	<p>The e-readers can be owned and reused by school without recurrent costs.</p> <p>Teachers are capable of integrating different online tools with conventional teaching after completion of project.</p> <p>The lessons will be video-taped for future reference.</p>	<p>There will be evaluation meetings to report the progress in each level.</p> <p>Student usage results (completion ratio) and performance including homework submission and other self-learning effort will be recorded in the system.</p> <p>Questionnaire surveys on teachers and students will be conducted.</p> <p>The collected data will be used for future planning/improvement on learning and teaching.</p>
	Each level of KS1	Each level of KS2												
Fiction Book	7	5												
Non-fiction Book	5	7												

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation																																																																																																																
<p>Before purchase, the core team members will conduct careful inspection of the e-books.</p> <p>Half of the e-books (i.e. 3 titles) to be purchased will be used for in-class teaching and the remaining 3 titles will be used for home reading. Each e-book will cover 8 lessons.</p> <p>Text types to be covered for each level are as follows:</p> <table border="1" data-bbox="163 560 913 1362"> <thead> <tr> <th></th> <th>P.1</th> <th>P.2</th> <th>P.3</th> <th>P.4</th> <th>P.5</th> <th>P.6</th> </tr> </thead> <tbody> <tr> <td>Cartoons and comics</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Captions/ Cards/ Conversation/ Notes and messages</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Diaries</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fables and Fairy Tales</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instructions/ Menu/ Sign</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Letters</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Poems/ Songs/ Rhymes</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Personal recount</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Stories</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Accounts</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Email/ Formal letters/ Blogs</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Autobiographies/ Biographies</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Informational reports/ Journals/ News reports</td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Recipes/ Procedures</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Journals</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>In order to enhance RaC, the themes of e-readers are selected on the basis that they are relevant to or match the knowledge of</p>		P.1	P.2	P.3	P.4	P.5	P.6	Cartoons and comics	✓	✓	✓				Captions/ Cards/ Conversation/ Notes and messages	✓	✓	✓				Diaries			✓				Fables and Fairy Tales		✓	✓				Instructions/ Menu/ Sign	✓	✓	✓				Letters		✓	✓	✓			Poems/ Songs/ Rhymes	✓	✓	✓	✓			Personal recount	✓	✓	✓				Stories	✓	✓	✓	✓	✓	✓	Accounts				✓	✓	✓	Email/ Formal letters/ Blogs				✓	✓		Autobiographies/ Biographies				✓	✓	✓	Informational reports/ Journals/ News reports					✓	✓	Recipes/ Procedures				✓	✓	✓	Journals						✓		<p>exercises in KS1 and KS2 will be designed per level)</p> <p>Feb-June 2019</p> <p>Use of E-resources in classroom</p> <p>Peer lesson observation (2nd term)</p>	<p>titles per year.</p> <p>100% of the existing English teachers use the e-books at Primary 1 to 6 per year.</p> <p>80% of students' self-directed learning as well as their learning interests could be fostered.</p> <p><u>On students' performance:</u></p> <p>On self-access learning programme/materials, 80% of students will complete over 80% of the materials per year.</p> <p>70 % of Primary 1 to 6 students will improve their confidence and skills in English language learning and self-directed learning.</p> <p>70 % of the existing English teachers will acquire knowledge/pedagogy of promoting RaC per year.</p>		
	P.1	P.2	P.3	P.4	P.5	P.6																																																																																																															
Cartoons and comics	✓	✓	✓																																																																																																																		
Captions/ Cards/ Conversation/ Notes and messages	✓	✓	✓																																																																																																																		
Diaries			✓																																																																																																																		
Fables and Fairy Tales		✓	✓																																																																																																																		
Instructions/ Menu/ Sign	✓	✓	✓																																																																																																																		
Letters		✓	✓	✓																																																																																																																	
Poems/ Songs/ Rhymes	✓	✓	✓	✓																																																																																																																	
Personal recount	✓	✓	✓																																																																																																																		
Stories	✓	✓	✓	✓	✓	✓																																																																																																															
Accounts				✓	✓	✓																																																																																																															
Email/ Formal letters/ Blogs				✓	✓																																																																																																																
Autobiographies/ Biographies				✓	✓	✓																																																																																																															
Informational reports/ Journals/ News reports					✓	✓																																																																																																															
Recipes/ Procedures				✓	✓	✓																																																																																																															
Journals						✓																																																																																																															

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation																														
<p>other subjects such as G.S., English as well as Moral, Civic and National Education. Distribution on the themes of e-books in relation to other KLAs are as follows:</p> <table border="1" data-bbox="147 379 904 603"> <thead> <tr> <th></th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>8</td> <td>6</td> </tr> <tr> <td>General Studies</td> <td>2</td> <td>4</td> </tr> <tr> <td>Moral, Civic and National Education</td> <td>2</td> <td>2</td> </tr> <tr> <td>Total number of e-books to be purchased</td> <td>12</td> <td>12</td> </tr> </tbody> </table> <p>They are the themes and text types to be highlighted and related to KLAs for P.1-6.</p> <table border="1" data-bbox="147 711 943 1457"> <thead> <tr> <th></th> <th>Units/modules</th> <th>GE Themes (tentative)</th> <th>Text types to be highlighted</th> <th>KLAs</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td>4 modules (cover 6 units)</td> <td>Me, my family and friends Places and activities The world around us Fun and games</td> <td>Cartoons, Captions, Cards, Conversation/ Notes and messages, Instructions, Menu, Sign Poems, Songs, Rhymes, Personal recount, Stories</td> <td>General Studies, Moral, Civic and National Education</td> </tr> <tr> <td>P.2</td> <td>3 modules (cover 4 units)</td> <td>Caring and sharing Me, my family and friends The world around us</td> <td>Cards, Conversation, Notes and messages, Instructions, Menu, Sign Poems, Songs, Rhymes, Personal recount, Stories,</td> <td>General Studies, Moral, Civic and National Education</td> </tr> </tbody> </table>		KS1	KS2	English	8	6	General Studies	2	4	Moral, Civic and National Education	2	2	Total number of e-books to be purchased	12	12		Units/modules	GE Themes (tentative)	Text types to be highlighted	KLAs	P.1	4 modules (cover 6 units)	Me, my family and friends Places and activities The world around us Fun and games	Cartoons, Captions, Cards, Conversation/ Notes and messages, Instructions, Menu, Sign Poems, Songs, Rhymes, Personal recount, Stories	General Studies, Moral, Civic and National Education	P.2	3 modules (cover 4 units)	Caring and sharing Me, my family and friends The world around us	Cards, Conversation, Notes and messages, Instructions, Menu, Sign Poems, Songs, Rhymes, Personal recount, Stories,	General Studies, Moral, Civic and National Education			100 % of the participating English teachers will promote RaC at Primary 4 to 6 per year.		
	KS1	KS2																																	
English	8	6																																	
General Studies	2	4																																	
Moral, Civic and National Education	2	2																																	
Total number of e-books to be purchased	12	12																																	
	Units/modules	GE Themes (tentative)	Text types to be highlighted	KLAs																															
P.1	4 modules (cover 6 units)	Me, my family and friends Places and activities The world around us Fun and games	Cartoons, Captions, Cards, Conversation/ Notes and messages, Instructions, Menu, Sign Poems, Songs, Rhymes, Personal recount, Stories	General Studies, Moral, Civic and National Education																															
P.2	3 modules (cover 4 units)	Caring and sharing Me, my family and friends The world around us	Cards, Conversation, Notes and messages, Instructions, Menu, Sign Poems, Songs, Rhymes, Personal recount, Stories,	General Studies, Moral, Civic and National Education																															

Proposed school-based English Language curriculum initiative(s)					Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
			Fables and Fairy Tales, Letters						
P.3	2 modules (cover 4 units)	Using my five senses Places and activities	Diaries, Fables and Fairy Tales, Letters, Poems, Songs, Rhymes, Personal recount, Stories	General Studies, Moral, Civic and National Education					
P.4	2 modules (cover 6 units)	Food and drinks Changes	Letters, Poems, Rhymes, Personal recount, Stories, Accounts, Email, Formal letters, Blogs Recipes, Procedures	General Studies, Moral, Civic and National Education					
P.5	2 modules (cover 4 units)	Caring for others People and places around the world	Stories, Accounts, Email, Formal letters, Blogs Autobiographies, Biographies Informational reports, Journals, News reports	General Studies, Moral, Civic and National Education					
P.6	1 module (cover 4 units)	Caring for others	Stories, Accounts, Email, Formal letters, Blogs Autobiographies, Biographies, Informational reports, Journals, News reports	General Studies, Moral, Civic and National Education					
There are some examples of final tasks for P.1-6:									
P.1									
1 st Term Places and activities: Read reading texts about facilities and people at									

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
	school (GS) and write a thank-you card to the people at school such as teachers, janitors, etc. (English)					
2 nd Term	The world around us: A field trip to Hong Kong Park (G,S and Moral, Civic and National Education) to learn about the facilities and rules in a park and write captions for the photos (English)					
P.2						
1 st Term	Me, my family and friends: Read reading texts about people helping us e.g. policemen, firemen, etc. (G.S.) and write a description about their parents' jobs (English)					
2 nd Term	The world around us: Read reading texts about weather and seasons in Hong Kong (G.S.) and write a description about their favourite seasons (English)					
P.3						
1 st Term	Using my five senses: Introduce students some healthy meals or snacks (Moral, Civic and National Education) and design a recipe of a healthy dish (English)					
2 nd Term	Places and activities The topic of "How to get along with others at school" will be introduced to students (Moral, Civic and National Education) and make their own class rules --- How to Be a Friendly Classmates? (English)					
P.4						
1 st Term	Food and drinks: Read reading texts about healthy diets (GS) and do a presentation about "How to Be a Healthy Boy or Girl?" (English).					

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
2 nd Term	Changes: A topic of “How to Improve Ourselves?” will be introduced to students (Moral, Civic and National Education) and write a description about their own resolutions (English).					
P.5						
1 st Term	People and places around the world: Read reading texts about famous people (GS) and make a presentation about “A Famous Person” (English).					
2 nd Term	A lesson of “How to Be a Good Person?” will be introduced to students (Moral, Civic and National Education) and write a diary about helping people in need (English).					
P.6						
1 st Term	Caring for others Read reading texts about problems around the world (GS) and make a presentation about “How to Help People in Need?” (English)					
2 nd Term	Caring for others A field trip to Wetland Park (G,S and Moral, Civic and National Education) to learn about the nature and endangered animals and birds and complete a mini project about endangered animals (English).					
<p>English teachers will collaborate with teachers of other KLAs such as General Studies as well as Moral, Civic and National Education to identify entry points, set realistic goals, draw up a plan or schedule of work and develop teaching materials and learning activities.</p> <p>At the beginning of the term, Panel Heads of English, General Studies as well as Moral, Civic and National Education will have</p>						

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation																																																																																				
<p>co-planning meetings and they contribute ideas on what learning tasks or activities can be incorporated among these subjects. The co-curricular activities may include excursions or experiments. There are also some learning activities such as poster design, presentation and sharing.</p> <p>For example in P.6, different types of pollution will be taught in G.S. lessons. Then, English teachers will teach a reader, “Have a Green Day” to help students learn about the causes of pollution and some terminology in English. In February, some P.6 students will join the Singapore trip of which the theme is about Environmental Protection. The trip is to expose students to environmental protection in other place.</p> <p>2 e-readers in KS1 and 4 e-readers in KS2 will match with the content of General Studies:</p> <table border="1" data-bbox="165 842 887 1305"> <thead> <tr> <th></th> <th>P.1</th> <th>P.2</th> <th>P.3</th> <th>P.4</th> <th>P.5</th> <th>P.6</th> </tr> </thead> <tbody> <tr> <td>Health</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>Festivals</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Family</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Friends</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Jobs</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Nature (Animals and Plants)</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Sports</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Climate/ Seasons</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Environment</td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Science and Technology</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Famous People</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>		P.1	P.2	P.3	P.4	P.5	P.6	Health	✓		✓	✓		✓	Festivals	✓						Family	✓						Friends		✓					Jobs		✓					Nature (Animals and Plants)		✓	✓	✓	✓		Sports			✓				Climate/ Seasons		✓		✓	✓		Environment					✓	✓	Science and Technology				✓	✓	✓	Famous People				✓	✓	✓					
	P.1	P.2	P.3	P.4	P.5	P.6																																																																																			
Health	✓		✓	✓		✓																																																																																			
Festivals	✓																																																																																								
Family	✓																																																																																								
Friends		✓																																																																																							
Jobs		✓																																																																																							
Nature (Animals and Plants)		✓	✓	✓	✓																																																																																				
Sports			✓																																																																																						
Climate/ Seasons		✓		✓	✓																																																																																				
Environment					✓	✓																																																																																			
Science and Technology				✓	✓	✓																																																																																			
Famous People				✓	✓	✓																																																																																			

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation																																																																																										
<p>2 e-readers in KS1 and KS2 will match with the theme of Moral, Civic and National Education:</p> <table border="1" data-bbox="163 341 949 528"> <thead> <tr> <th></th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td>Theme</td> <td> <ul style="list-style-type: none"> - Love - Kindness - Caring - Benevolence </td> <td> <ul style="list-style-type: none"> - Love - With respect of others and life - With respect of the environment - Responsible </td> </tr> </tbody> </table> <p>English teachers will use a variety of text types to help students develop the reading skills and strategies necessary for understanding language features from KS1 to KS2. The following reading skills will be developed in KS1 and KS2.</p> <table border="1" data-bbox="163 692 916 1145"> <thead> <tr> <th></th> <th>P.1</th> <th>P.2</th> <th>P.3</th> <th>P.4</th> <th>P.5</th> <th>P.6</th> </tr> </thead> <tbody> <tr> <td>Questioning</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Scanning</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Skimming</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Predicting</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Making Connection</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Identifying</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Inferring</td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Guessing the Meaning</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Referencing</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Summarizing</td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Differentiation</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table> <p>There are five teaching strategies for reading such as reading aloud, storytelling, shared reading, supported reading and independent reading. Also, teachers will design reading activities that reinforce students' ability to integrate the knowledge, skills and learning experiences gained in other KLAs.</p> <p>There are 3 ways to use the e-readers in KS1 and KS2: Reading Session: In the school timetable, teachers will share storybooks in class</p>		KS1	KS2	Theme	<ul style="list-style-type: none"> - Love - Kindness - Caring - Benevolence 	<ul style="list-style-type: none"> - Love - With respect of others and life - With respect of the environment - Responsible 		P.1	P.2	P.3	P.4	P.5	P.6	Questioning	✓	✓	✓				Scanning	✓						Skimming	✓	✓					Predicting		✓					Making Connection			✓				Identifying				✓	✓	✓	Inferring					✓	✓	Guessing the Meaning				✓			Referencing				✓	✓	✓	Summarizing					✓	✓	Differentiation						✓					
	KS1	KS2																																																																																													
Theme	<ul style="list-style-type: none"> - Love - Kindness - Caring - Benevolence 	<ul style="list-style-type: none"> - Love - With respect of others and life - With respect of the environment - Responsible 																																																																																													
	P.1	P.2	P.3	P.4	P.5	P.6																																																																																									
Questioning	✓	✓	✓																																																																																												
Scanning	✓																																																																																														
Skimming	✓	✓																																																																																													
Predicting		✓																																																																																													
Making Connection			✓																																																																																												
Identifying				✓	✓	✓																																																																																									
Inferring					✓	✓																																																																																									
Guessing the Meaning				✓																																																																																											
Referencing				✓	✓	✓																																																																																									
Summarizing					✓	✓																																																																																									
Differentiation						✓																																																																																									

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation														
<p>during the reading session on Tuesdays and Thursdays from 08:45-09:10.</p> <p>E-readers will be assigned to students and they do preparation at home. Then students need to share the books with classmates in class. Students will work in groups or in pairs to do presentations. It can help enhance students' self-learning ability as well as their reading, listening and speaking skills. Presentation skills will be taught before students have to do their sharing.</p> <p><u>In-class Teaching:</u> E-readers which match other subjects' themes will be taught in class. They not only help to enhance students' language proficiency and reading skills, but also arouse students' interest in specific topics and consolidate their learning as well as their reading, listening and speaking skills.</p> <p>These e-readers will be used for in-class teaching as well as out-of-class teaching and learning through the web-based learning platform. Students will do the follow-up task(s) after reading for consolidation.</p> <p><u>For self-learning:</u> Three e-readers will be assigned to students for their own self-learning (home reading). It helps to cultivate their reading habits and enhance their self-learning ability. After reading the e-books, students will display their works on board to show their achievement such as their sharing or comments of the books or book reports.</p> <p>These are the follow-up tasks after teaching and learning with the e-readers:</p> <table border="1" data-bbox="147 1401 842 1481"> <thead> <tr> <th></th> <th>P.1</th> <th>P.2</th> <th>P.3</th> <th>P.4</th> <th>P.5</th> <th>P.6</th> </tr> </thead> <tbody> <tr> <td>Peer Sharing</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		P.1	P.2	P.3	P.4	P.5	P.6	Peer Sharing	✓	✓	✓								
	P.1	P.2	P.3	P.4	P.5	P.6													
Peer Sharing	✓	✓	✓																

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation																																												
<table border="1"> <tr> <td>E-exercises</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Presentation</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Bulletin Board</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Book Report</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Reader Worksheet</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </table> <p>The core team members with 6 English teachers will co-develop lesson plans, the follow-up tasks and exercises which tie in with the e-readers purchased with the teaching assistant. For each book, three sets of exercises will be designed for the more-able students, the average students and the less able ones to cater for learner diversity.</p> <p>The schedule of designing lesson plans and exercises of KS1 and KS2 per term:</p> <table border="1"> <thead> <tr> <th></th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td>1st Term Teaching and Learning Materials 8/2018 to 10/2018</td> <td>3 e-fiction readers • 3 teaching plans • 3 exercises</td> <td>3 e-non fiction readers • 3 teaching plans • 3 exercises</td> </tr> <tr> <td>2nd Term Teaching and Learning Materials 12/2018 to 2/2019</td> <td>3 e-non fiction readers • 3 teaching plan • 3 exercises</td> <td>3 e-non fiction readers • 3 teaching plans • 3 exercises</td> </tr> </tbody> </table> <p>The printed exercises will be co-developed by English teachers and the teaching assistant. The exercises will be done by students at home after teaching. They include book reports, reader worksheets, graphic organizers, etc. (It has been shown in the table on P.9)</p> <p>The English teachers will have co-planning together every two weeks. There will be try-out of the newly developed plans by</p>	E-exercises	✓	✓	✓	✓	✓	✓	Presentation				✓	✓	✓	Bulletin Board				✓	✓	✓	Book Report	✓	✓	✓	✓	✓	✓	Reader Worksheet	✓	✓	✓	✓	✓	✓		KS1	KS2	1st Term Teaching and Learning Materials 8/2018 to 10/2018	3 e-fiction readers • 3 teaching plans • 3 exercises	3 e-non fiction readers • 3 teaching plans • 3 exercises	2nd Term Teaching and Learning Materials 12/2018 to 2/2019	3 e-non fiction readers • 3 teaching plan • 3 exercises	3 e-non fiction readers • 3 teaching plans • 3 exercises					
E-exercises	✓	✓	✓	✓	✓	✓																																											
Presentation				✓	✓	✓																																											
Bulletin Board				✓	✓	✓																																											
Book Report	✓	✓	✓	✓	✓	✓																																											
Reader Worksheet	✓	✓	✓	✓	✓	✓																																											
	KS1	KS2																																															
1st Term Teaching and Learning Materials 8/2018 to 10/2018	3 e-fiction readers • 3 teaching plans • 3 exercises	3 e-non fiction readers • 3 teaching plans • 3 exercises																																															
2nd Term Teaching and Learning Materials 12/2018 to 2/2019	3 e-non fiction readers • 3 teaching plan • 3 exercises	3 e-non fiction readers • 3 teaching plans • 3 exercises																																															

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
<p>the core team members in 1st term and 2nd term. There are peer lesson observations on how to teach e-readers in lessons once a term. Teachers will share their try-out in English Panel Meetings.</p> <p>There will be one PD workshop for teachers in late August 2018. It is about how to use e-readers effectively as well as teaching strategies of using IT in classroom teaching. The service provider is going to host the PD workshop and it will be funded by other sources.</p> <p>Students' performance including homework submission and other self-learning effort will be recorded in the system. Teachers can monitor students' learning progress and deliver appropriate and different levels of materials to cater for the needs of students with different learning ability. Teachers monitor students' learning progress by checking their submission regularly.</p> <p>In order to maximize the use of purchased e-books both inside and outside class time, teachers will report the teaching progress in regular meetings and e-reader teaching will be shown in scheme of work. Also, teachers will make use of the e-books for students to prepare for the lessons and consolidate their learning with follow-up e-exercises. Students without Internet access at home can use school's computers after school and on Saturdays. All materials can be printed for students.</p> <p>The school has the proper infrastructure such as tablets and a strong Wi-Fi network to effectively deliver the proposed initiative. All e-books will be purchased after proper procurement exercises. The school will own all the e-readers after completion of the project.</p>					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
(2) To employ a part-time teaching assistant who is proficient in English to assist existing English language teachers in promoting reading across the curriculum for Primary 1-6					
<p>Implementation details of (2)</p> <p>A qualified part-time teaching assistant with a university degree, preferably with teaching experience or teaching training will be employed to assist existing English language teachers for developing a school-based e-reading curriculum in KS1 and KS2 to promote reading across the curriculum.</p> <p>A systematic school-based reading workshop which promotes reading across the curriculum for KS1 and KS2 will be co-developed by the English teachers. The teaching assistant will help the English teachers during implementation.</p> <p>The teaching assistant who is proficient in English will support the teachers in the development of lesson plans, the follow-up tasks, power points, learning activities and teaching aids which tie in with the e-readers purchased. All work of the TA will be monitored by the teachers. The teaching assistant will also attend the co-planning meetings with the teachers once every two weeks.</p> <p>The teaching assistant will work for 10 hours per week from September 2018 to May 2019.</p>	P.1-6	<p><u>Programme Development</u> Sep 2018 – May 2019</p> <p><u>Evaluation:</u> End of 1st term and May 2019</p>	<p><u>On curriculum:</u> 4 sets per level of school-based reading across the curriculum materials including lesson plans, learning tasks/activities and PowerPoint slides will be developed for Primary 1 to 6.</p> <p><u>On self-access learning programme/materials,</u> 80% of students will complete over 80% of the programme/materials per year.</p> <p>70% of Primary 1 to 6 students will improve their confidence and skills in English and self-directed learning.</p>	<p>The school-based e-reader curriculum in KS1 and KS2 is established.</p> <p>The school-based e-reader learning and teaching materials developed will be systematically evaluated, adapted and used by English teachers as part of the English curriculum in succeeding years.</p>	<p>Review and evaluate the previous lesson during the co-planning meeting among the English teachers and the teaching assistant.</p> <p>Questionnaires on teachers and students' feedback will be collected.</p> <p>Evaluation meetings will also be held each term to collect teachers' views on the programme and the materials. Record of co-planning meetings will be retained.</p>