

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

**School Name: Pentecostal Gin Mao Sheng Primary School (English)**

**Application No.: B 044 (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	5	4	4	4	4	5	26

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)
Keys 2 Literacy Development	P.4-5	Reading and writing	NET Section, EDB
Space Town Literacy Programme	P.1-3	Reading and writing	NET Section, EDB
Primary Literacy Programme – Reading and Writing	P.1-3	Reading and writing	NET Section, EDB

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

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"><li>1. The English panel chairpersons are devoted to lead, plan, manage the school-based English curriculum and enhance teaching and learning.</li><li>2. The school has implemented different literacy programmes which have enhanced students' learning in reading and writing.</li><li>3. The school participated in 'Quality School Improvement Project: Self-Directed Learning as a Strategy to Cater for Learner Diversity' to help review the writing curriculum and incorporate appropriate self-directed learning activities in the learning process in Key Stage 2.</li><li>4. The school has created an IT-friendly environment. The whole school campus is equipped with Wifi infrastructure. Students can be engaged in e-learning activities all around the school.</li><li>5. Sufficient tablets are provided to support e-learning.</li></ol>	<ol style="list-style-type: none"><li>1. "Grant Scheme on Promoting Effective English Language Learning in Primary Schools" (PEEGS) provides an opportunity for the school to develop the school-based speaking curriculum with sustainable effects to further promote effective English language learning. PEEGS has provided support to ensure the sustainability of Keys 2 Literacy Development.</li><li>2. "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" provides the new directions for the school to review the school-based curriculum. The school is encouraged to promote reading across the curriculum in support of STEM education to broaden students' knowledge base as well as strengthen their ability to integrate and apply knowledge and skills.</li><li>3. Handy e-learning resources are available for the school to integrate into the school-based curriculum.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. The school-based speaking curriculum is not systematically developed. Thus, the curriculum needs to be refined so that students' speaking skills can be further enhanced.</li><li>2. Reading across the curriculum is not yet implemented. Students' choice of text types, topics and genres is rather limited. They need to be further exposed to read across the curriculum.</li><li>3. Some students are still passive when they learn. They need to further develop their autonomy on learning and e-learning skills so that they can become independent and life-long learners.</li><li>4. The school is not provided with core readers which are the key resource to Keys 2 Literacy Development. The sustainability of the programme would be seriously affected if they run out of stock.</li></ol>	<ol style="list-style-type: none"><li>1. The competition for the secondary places is great in the district.</li><li>2. Students' knowledge base needs to be broadened in response to the significant developments in our society and around the world in various fields.</li><li>3. Students' information literacy skills should be strengthened to cope with the rapidly changing digital world.</li></ol>

**(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 a school-based reading and writing programme	1. To hire professional services to conduct teachers' professional training programme and support co-planning meeting 2. To purchase printed books	P.4-6
2. To enhance effective teaching strategies in reading and writing in both KS1 and KS2.	To employ a supply teacher to create space for the experienced teachers	P.1-6
3. To promote teaching and learning of language arts	1. To hire professional services to conduct teachers' professional development programmes on language arts. 2. To purchase books of language arts	P.4-6

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

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> <li>- conducting more English language activities*; and/or</li> <li>- developing more quality English language learning resources for students*</li> </ul> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” (*Please delete as appropriate)</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 full-time* <del>or part-time*</del> 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"/> 2018/19 school year</p> <p><input checked="" type="checkbox"/> 2019/20 school year (1<sup>st</sup> term)</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
<p>(1) To employ a qualified full-time supply teacher to create space for the core team members to:</p> <ul style="list-style-type: none"> <li>- develop and conduct theme-based speaking activities for P.4-6; and</li> <li>- develop and conduct after-exam language activities with STEM elements for P.1-6</li> </ul>					
<p><b><u>Hiring of a supply teacher</u></b></p> <ul style="list-style-type: none"> <li>• A qualified full-time supply teacher will be hired to release the lessons of 4 core team members as set out below. <ul style="list-style-type: none"> <li>- The supply teacher will take up around, but not exceeding 30 lessons per week, which is similar to the workload assigned to a certificated master/mistress at the school. Proposed lessons to be taken up by the supply teacher include one P2 or P3 Chinese, other subjects such as Visual Arts or General Studies and other non-teaching duties such as supervising extra-curricular activities sessions or assemblies. School will ensure the supply teacher will not be overloaded.</li> <li>- With the lessons released, the four core members will conduct co-planning meetings and develop related materials to develop theme-based speaking activities for P.4-6 and after-exam language activities with STEM elements for P.1-6.</li> </ul> </li> </ul> <p><b><u>Theme-based speaking activities for P.4-6</u></b></p> <ul style="list-style-type: none"> <li>• With the provision of PEEGS, we would develop and conduct speaking activities to raise students’ participation to speak and express their views in English during lessons. The speaking activities are thematically linked to the GE units to create a meaningful context for students to practise the target language structures, appropriate speaking skills, to carry out discussion and present their ideas.</li> </ul>	<p>P.4-6</p>	<p><u>Implementation period:</u> Sep 2018 to Jul 2019</p> <p><u>Time frame for co-planning and evaluation:</u></p> <p><u>Co-planning for the 2<sup>nd</sup> term speaking activities:</u> Sep 2018 to Jan 2019</p> <p><u>Try-outs and</u></p>	<ul style="list-style-type: none"> <li>• 4 sets of speaking materials will be developed for each level. Altogether twelve speaking lesson plans with e-learning elements, as well as teaching resources such as teaching aids and task sheets will be designed and developed for P.4-6.</li> <li>• 70 percent of Primary 4 to 6</li> </ul>	<ul style="list-style-type: none"> <li>• The newly-developed speaking activities will be integrated into the school-based curriculum and continued to be implemented in daily learning and teaching after the completion of the project.</li> <li>• The learning</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation will be done in the co-planning meetings and department meetings. Records of the meetings will be kept for future reference.</li> <li>• Peer observation among the core team members on speaking lessons will be conducted once in the second term of 2018/19.</li> <li>• Analysis of</li> </ul>

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<p>• <i>Co-planning</i></p> <p>With 3 to 4 lessons per week of each core team member teaching the target level(s) to be taken up by the supply teacher, each member will participate in the weekly co-planning (about 15 in each term). Objectives of the meetings include identifying learning objectives and designing related activities and materials (including videos, worksheets and teaching aids). With the employment of the supply teacher under the provision of PEEGS, <b>all teaching materials will be developed in 2018/19.</b> In the meetings, all the core team members will review and refine the current speaking activities, design the activities and prepare learning materials to provide students with the opportunities to enhance students' speaking skills. Teaching notes will be included in the lesson plans to ensure the teaching efficacy and sustainability. Materials for 3-4 lessons will be designed in each co-planning meeting.</p> <p>■ In the 1<sup>st</sup> term of 2018/19 (Sep 2018-Jan 2019), the core members will design two speaking activities for each level, which will be implemented in the 2<sup>nd</sup> term of 2018/19 (Feb 2019-Jun 2019). In the 2<sup>nd</sup> term of 2018/19, the core members will design two speaking activities for each level, which will be implemented in the 1<sup>st</sup> term of 2019/20.</p> <p>• <i>Try-outs of activities and materials as well as Lesson observation:</i></p> <p>✚ In 2<sup>nd</sup> term of 2018/19 (Feb 2019-Jun 2019), the activities and related materials planned, designed and developed in the first term of 2018/19 will be tried out. Two lesson observations for each level will be conducted during the try-outs. The lessons will be video-taped for teachers' reference and professional development.</p> <p>✚ After the try-outs, the four panel members will refine the lesson plans and adjust the teaching strategies. The activities and related materials planned, designed and developed in the 2<sup>nd</sup> term of</p>		<p><u>evaluation of the 2<sup>nd</sup> term speaking activities:</u></p> <p><u>and co-planning for the 1<sup>st</sup> term speaking activities:</u></p> <p>Jan 2019 to Jul 2019</p> <p><u>Time frame of lesson observation:</u></p> <p>The 1<sup>st</sup> phrase of lesson observation: Feb 2019 – Jun 2019</p> <p><u>The 2<sup>nd</sup></u></p>	<p>students' confidence in speaking will be enhanced per year.</p> <ul style="list-style-type: none"> <li>• 70 percent of Primary 4 students agree that they are able to use formulaic expressions to maintain communication.</li> <li>• 70 percent of Primary 5 students agree that they are able to use formulaic expressions to maintain communication, and use different intonation, stress, tone of voice and speed to convey</li> </ul>	<p>and teaching resources will be uploaded on the shared drive on the school server after the completion of the project.</p> <ul style="list-style-type: none"> <li>• The learning and teaching resources will be updated by the core team members if necessary after the completion of the project.</li> <li>• Photos and videos will</li> </ul>	<p>students' summative speaking assessment results will be done once a year.</p> <ul style="list-style-type: none"> <li>• Questionnaires on students' performance in the speaking activities will be carried out once a year.</li> <li>• The collected data will be used for improvement on learning and teaching. Refinement of the speaking activities will be done in response to the data.</li> </ul>


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<p>2018/19 will then be tried out in the first term of 2019/20.</p> <p>• <i>Implementation details:</i></p> <ul style="list-style-type: none"> <li>✚ Focuses of the speaking skills to be covered for P.4-P6 include: <ul style="list-style-type: none"> <li>- Giving personal opinions.</li> <li>- Use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings.</li> <li>- Maintain an interaction by agreeing or disagreeing, asking questions and replying, making suggestions, stating opinions and responding to others' opinions.</li> <li>- Use appropriate registers when speaking to familiar interlocutors such as teachers.</li> <li>- Use gestures and facial expressions to convey meaning and intention.</li> </ul> </li> <li>✚ For each level, 4 newly-designed thematic speaking activities will be covered (2 lessons for each theme) in a school year. Proposed language activities on related themes with the incorporation of target language structures are as follows:</li> </ul> <table border="1" data-bbox="129 1129 1115 1501"> <thead> <tr> <th></th> <th>Themes</th> <th>Example of target language structures</th> <th>Language activities</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td>Choosing food and drinks</td> <td>Use comparatives and superlatives to make comparisons</td> <td>A video about shopping at a supermarket</td> </tr> <tr> <td></td> <td>Entertainment and leisure</td> <td>Use adverbs to link positive or negative ideas.</td> <td>A group presentation about a survey in class.</td> </tr> <tr> <td></td> <td>Travelling</td> <td>Use the future tense to</td> <td>A video to introduce</td> </tr> </tbody> </table>		Themes	Example of target language structures	Language activities	P.4	Choosing food and drinks	Use comparatives and superlatives to make comparisons	A video about shopping at a supermarket		Entertainment and leisure	Use adverbs to link positive or negative ideas.	A group presentation about a survey in class.		Travelling	Use the future tense to	A video to introduce		<p><u>phrase of lesson observation:</u> Sep 2019 – Jan 2020</p>	<p>intended meanings and feelings.</p> <ul style="list-style-type: none"> <li>• 70 percent of P.6 students agree that they are confident in doing self-introduction.</li> <li>• 70 percent of P.6 students agree that they are able to use formulaic expressions to maintain communication, maintain an interaction by replying, responding to others' ideas and controlling participation in an interaction, and use different intonation, stress, tone of</li> </ul>	<p>be taken during the lessons.</p>	
	Themes	Example of target language structures	Language activities																		
P.4	Choosing food and drinks	Use comparatives and superlatives to make comparisons	A video about shopping at a supermarket																		
	Entertainment and leisure	Use adverbs to link positive or negative ideas.	A group presentation about a survey in class.																		
	Travelling	Use the future tense to	A video to introduce																		

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	around in Hong Kong	talk about future events and actions	places in Hong Kong			voice and speed to convey ideas intended meanings and feelings, and maintain. <ul style="list-style-type: none"> <li>• Assessment results of over 30 percent of students at Primary 4 to 6 in speaking will be improved by 5 percent in one year.</li> <li>• 70 percent of English teachers agree that their professional expertise in teaching speaking have been enhanced through the sharing and training by the panel members.</li> </ul>		
	Healthy diet	Use the ‘a lot of, some, few and a little’ to show quantity.	Role-play a doctor and a patient to give advice on healthy diet					
P.5	Fun with play	Use the relative pronoun ‘who’ to link ideas or add information	A short clip of a play using “Who’s...with / in...”					
	Wonderful people	Use the question word ‘how’ to and prepositions to indicate periods of time	A short clip of an interview of someone you admire					
	Fun with making things	Use the connectives ‘first, next, after that, then, finally’ to express sequences	Make a short clip about making things with connectives					
	Travelling around	Use the connective ‘so’ to show results	Make a short clip of different modes of transport					
P.6	Growing up	Use the simple present tense and future tense to make conditional statement. “If I become an actor, I’ll...”	Introduce oneself during an interview					
	Festivals	Use the passive voice of the present tense to describe habits	A group presentation to compare New Year traditions in different countries					



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	Taking care of the Earth	Use adverb phrases ‘so much’ and ‘so many’	A discussion on the environmental problems we are facing			<ul style="list-style-type: none"> <li>70 percent of English teachers agree that the refined speaking activities are practical.</li> </ul>		
	Animals in danger	Use ‘unless’ to express conditions.	A group presentation on protecting the school environment					
<p>✚ For each theme, there will be 3 components with respective purposes:</p> <p>Before class:</p> <ul style="list-style-type: none"> <li>To enhance self-directed learning, activate prior knowledge of the themes and to arouse learning interest, videos, other multi-modal texts (such as photos with captions or newspaper articles) and questions will be posted in <i>Edpuzzle</i>.</li> </ul> <p>In class (2 lessons)</p> <ul style="list-style-type: none"> <li>Teachers will revisit the target language structures with the students. A scenario will be given to create a context for discussion, presentation or making of videos whereby generic skills such as communication and cooperation will be fostered. Students will brainstorm ideas with mind maps such as <i>Popplet</i> and conduct a survey with <i>Google form</i>. They will also be taught to make videos and record their own speaking tasks with the use of <i>Telestory</i>.</li> </ul> <p>After class:</p> <ul style="list-style-type: none"> <li>To consolidate learning, students will watch the videos uploaded to the server by other classmates. Teacher will encourage students to evaluate their peers’ work through apps such as <i>seesaw</i>.</li> </ul> <p>• <i>Example of two lessons on a theme:</i></p> <p><u><i>P.6B Chapter 3 Taking care of the Earth</i></u></p> <p><i>Language structures:</i></p> <ul style="list-style-type: none"> <li>Use the modal ‘should’ to express obligations and prohibitions.</li> </ul>								

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<p>- Use adverb phrases ‘so much’ and ‘so many’ to express degree.</p> <p><i>Before-class:</i></p> <p>- To prepare for the in-class activity, students have to watch a video about environmental problems in Hong Kong and answer questions related to the topic vide <i>Edpuzzle</i>.</p> <p><i>In-class:</i></p> <p>- Teacher will guide students to revisit the targeted structure ‘We should.../we should not...’ to express obligations and prohibitions’</p> <p>- Students will work in groups to walk around the school campus to find out environmental problems at school. They will then discuss what they will do to protect the school’s environment with the use of <i>Popplet</i> and present their suggestions in class.</p> <p><i>Language activities::</i></p> <p>Students will make a group presentation video with <i>adobe spark</i> and evaluate each other’s work through apps such as <i>seesaw</i>.</p> <ul style="list-style-type: none"> <li>• The school has the proper infrastructure (such as tablets, a strong Wi-Fi network and recharge trolley) and software to effectively deliver the programme. An in-house professional workshop on e-learning apps will be arranged in the first term of 2018/19 to prepare all the English teachers for the curriculum initiative.</li> <li>• Sharing with be conducted by the core team to all English teachers in English panel meetings.</li> </ul>					

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<p><b><u>After-exam language activities with STEM elements for P.1-6</u></b></p> <ul style="list-style-type: none"> <li>One of the major concerns of the school is to promote Science, Technology, Engineering and Mathematics (STEM) education in 2018/19. The school has held professional development sessions for the teachers to promote STEM in whole school approach. In this regard, as language input we aim at further exposing P1. to P.6 students to read non-fiction materials in depth (proposed to be purchased under PEEGS. Then students, use the appropriate language, apply the science and technology knowledge and complete a STEM-related task during the after-exam activities to support the school’s major concern. On top of the core English curriculum, these activities will be carried out as regular English activity on an annual basis.</li> <li>Implementation details: <ul style="list-style-type: none"> <li> 4 sessions (one hour per lesson) during the after-exam period will be allocated for each level. Themes, text type to highlight and the post-reading STEM tasks for each level are as follows:</li> </ul> </li> </ul> <table border="1" data-bbox="129 1038 1113 1465"> <thead> <tr> <th></th> <th>Theme</th> <th>Text type to highlight</th> <th>Post-reading STEM tasks</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td rowspan="2">Model design and making</td> <td rowspan="5">- Explanation - Procedures - Information report</td> <td>Make a paper cup robot</td> </tr> <tr> <td>P.2</td> <td>Make a magnet race</td> </tr> <tr> <td>P.3</td> <td>Environmental protection</td> <td>Make a fruit-based cleaner</td> </tr> <tr> <td>P.4</td> <td>Food engineering</td> <td>Extract starch from root vegetables</td> </tr> <tr> <td>P.5</td> <td>Model design and</td> <td>Make a buzz wire game</td> </tr> </tbody> </table>		Theme	Text type to highlight	Post-reading STEM tasks	P.1	Model design and making	- Explanation - Procedures - Information report	Make a paper cup robot	P.2	Make a magnet race	P.3	Environmental protection	Make a fruit-based cleaner	P.4	Food engineering	Extract starch from root vegetables	P.5	Model design and	Make a buzz wire game	P.1-6	Implementation period:  June 2019	<ul style="list-style-type: none"> <li>Six sets of teaching resources (including lesson plans and teaching aids) will be developed per level for P.1 to P.6.</li> <li>70 percent of students participate in the organized language activities with STEM elements per year.</li> <li>70 percent of students read at least one non-fiction text</li> <li>70 percent of students enjoy participating in the organized activities with</li> </ul>	<ul style="list-style-type: none"> <li>The newly-designed language activities with STEM elements will be carried out yearly.</li> <li>The learning and teaching resources will be uploaded onto the shared drive on the school server after completion of the project.</li> <li>Core readers will be systematically and carefully stored after</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation will be conducted in the department meetings. Records of the meetings will be kept.</li> <li>Questionnaires about the language activities with STEM elements will be carried out once a year.</li> <li>The collected data will be used for improvement on the planning. Refinement of the activity plans will be carried out in response to the data.</li> </ul>
	Theme	Text type to highlight	Post-reading STEM tasks																					
P.1	Model design and making	- Explanation - Procedures - Information report	Make a paper cup robot																					
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P.6	making		Build a balloon rocket			STEM elements per year. <ul style="list-style-type: none"> <li>70 percent of teachers will acquire knowledge in conducting activities with STEM elements.</li> <li>70 percent of teachers will apply the knowledge of conducting organized activities with STEM elements.</li> </ul>	completion of the project. <ul style="list-style-type: none"> <li>The learning and teaching resources will be updated by the core team members if necessary after completion of the project.</li> <li>Photos and videos will be taken during the lessons.</li> </ul>	
<ul style="list-style-type: none"> <li>Five non-fiction books thematically aligned with the STEM task and proposed to be purchased for each level, will be selected and covered in the first two sessions. Multi-modal texts such as instructional videos, will be included. Text-type and language features will be discussed. Subsequently, reading activities will be conducted to provide students with opportunities to practise the reading skills such as sequencing and making their own read-to-do list. Then, guided by the teachers, students will collaborate in groups and complete a post-reading STEM task in the other two sessions.</li> <li>Different titles of the same theme will be purchased for different classes of the same level. Every student will read five titles of the same theme.</li> <li>To further expose students to different titles, class will be divided into 4 to 5 groups, depending on the number of classes in that level, with each assigned a different title and a post-reading sharing session will be conducted. They will share the books they have read amongst themselves. Students will exchange their books with one another and then books will be sent home for independent reading.</li> <li>To encourage students further experiment on the STEM task or to further explore on the related theme, the non-fiction book will be sent home as home readers. A record sheet, with simple questions on the understanding of the theme and the STEM task will be assigned for the students.</li> </ul>								
<ul style="list-style-type: none"> <li>Duties of the core team members               <ul style="list-style-type: none"> <li>The lesson and materials will be designed by the core team members in the regular co-planning meetings. 1-2 co-planning meetings with teachers before the implementation of the activities which aim at helping the teachers to familiarize with the teaching</li> </ul> </li> </ul>								

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<p>objectives and practices will be conducted.</p> <ul style="list-style-type: none"> <li>✚ After the try-outs, the four panel members will refine the lesson plans and adjust the teaching strategies.</li> <li>✚ Peer lesson observation will be conducted. The developed learning materials and teaching strategies will be reviewed, revised and upcycled in subsequent years.</li> <li>✚ The lessons will be video-taped for teachers' reference and professional development.</li> <li>✚ Sharing with all English teachers will be held during the department meeting after the try-outs.</li> </ul>					
(2) To purchase printed readers to support the after-school activities with STEM elements at P.1-6 and the Keys 2 Literacy Development at P.4-6					
<ul style="list-style-type: none"> <li>✚ Readers to be purchased for the after-school activities with STEM elements</li> </ul> <p>Non-fiction readers will be purchased to support the activities and for home reading scheme.</p> <p>For P.1-5: 5 titles x 32 copies x 5 levels = 800 copies</p> <p>For P.6: 5 titles x 40 copies x 1 level = 200 copies</p> <p>Related details are set out under Section (1) above.</p> <ul style="list-style-type: none"> <li>• Readers to be purchased for the Keys 2 Literacy Programme</li> </ul> <p>The key objectives of Keys 2 Literacy Development are to support P.4 to P.6 students in gradual development of reading and writing skills in relation to different text types.</p> <p>A wide range of reading skills will be developed to support the students to comprehend, appreciate and analyse the texts. The students apply what they have learnt from reading to writing and gradually develop writing skills.</p> <p>There are 12 units throughout the KS2 curriculum. 13 lessons will be spent</p>	P.1-6	<p><b><i>Purchase of books</i></b></p> <p><u>Contact with publishers and purchase of books</u></p> <p>August and Sept 2018</p> <p><b><i>Keys 2 Literacy Development</i></b></p> <p><u>Co-planning</u></p> <p>All year round</p> <p><u>Lesson</u></p>	<p><b><i>Keys 2 Literacy Development</i></b></p> <ul style="list-style-type: none"> <li>• 4 sets of resource packages (covering 13 lessons) of Keys 2 Literacy Development will be developed for each level.</li> <li>• On students' reading and writing performance:</li> </ul>	<p><b><i>Keys 2 Literacy Development</i></b></p> <ul style="list-style-type: none"> <li>• Core readers for Keys 2 Literacy Development will be systematically and carefully stored.</li> <li>• Core readers for RaC activities</li> </ul>	<p><b><i>Keys 2 Literacy Development</i></b></p> <ul style="list-style-type: none"> <li>• Evaluation will be done in the department meetings. Records of the meetings will be kept for future reference.</li> <li>• Evaluation will be done in the co-planning meetings and department meetings.</li> </ul>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation																		
<p>on each unit. (4 lessons will be allocated for reading lessons and 9 lessons for writing lessons.)</p> <p>Tentative text types, themes to cover and writing output include:</p> <p>P.4 (4 Units)</p> <table border="1" data-bbox="129 499 1115 810"> <thead> <tr> <th>Text Type</th> <th>Themes to cover</th> <th>Writing output</th> </tr> </thead> <tbody> <tr> <td>Description, Recount, Story and Fairy tale</td> <td>Friendship, cooperation, animals, families, rules and behaviours, transport work and responsibility, food and fairy tales</td> <td>Description of a lost pet, an imaginative recount, a story (perform through a readers' theatre) and a fairy tale</td> </tr> </tbody> </table> <p>P.5 (4 Units)</p> <table border="1" data-bbox="129 866 1115 1169"> <thead> <tr> <th>Text Type</th> <th>Theme to cover</th> <th>Writing output</th> </tr> </thead> <tbody> <tr> <td>Information text, narrative exchange, persuasive text and narrative (Myth)</td> <td>Endangered animals, environment Social issues, Animals, personal views, Story, relationship, creativity</td> <td>An animal report, write a letter to the editor, an persuasive article, create a hero, monster and a tool for the myth</td> </tr> </tbody> </table> <p>P.6 (4 Units)</p> <table border="1" data-bbox="129 1225 1115 1509"> <thead> <tr> <th>Text Type (tentative)</th> <th>Theme to cover</th> <th>Writing output</th> </tr> </thead> <tbody> <tr> <td>Autobiography, information text, explanatory,</td> <td>Myself, friends and family, study, special events, environment, preservation, responsibility, bullying, problem solving, giving</td> <td>An autobiography, conduct a survey, write an explanatory text about a bullying scenario, conduct experiments and write</td> </tr> </tbody> </table>	Text Type	Themes to cover	Writing output	Description, Recount, Story and Fairy tale	Friendship, cooperation, animals, families, rules and behaviours, transport work and responsibility, food and fairy tales	Description of a lost pet, an imaginative recount, a story (perform through a readers' theatre) and a fairy tale	Text Type	Theme to cover	Writing output	Information text, narrative exchange, persuasive text and narrative (Myth)	Endangered animals, environment Social issues, Animals, personal views, Story, relationship, creativity	An animal report, write a letter to the editor, an persuasive article, create a hero, monster and a tool for the myth	Text Type (tentative)	Theme to cover	Writing output	Autobiography, information text, explanatory,	Myself, friends and family, study, special events, environment, preservation, responsibility, bullying, problem solving, giving	An autobiography, conduct a survey, write an explanatory text about a bullying scenario, conduct experiments and write		<p>observations:</p> <p>The 1<sup>st</sup> phrase of lesson observation: Sep 2018 – Jan 2019</p> <p>The 2<sup>nd</sup> phrase of lesson observation: Feb 2019- Jun 2019</p>	<ul style="list-style-type: none"> <li>- 70 percent of Primary 4 to 6 students' confidence in reading and writing will be enhanced per year.</li> <li>- 70 percent of teachers agree that students show improvement in reading and writing.</li> <li>- 70 percent of English teachers will obtain new pedagogical experience in reading and writing.</li> </ul>	<p>will be systematically and carefully stored and used in the subsequent years.</p> <ul style="list-style-type: none"> <li>The learning and teaching resources will be uploaded on the shared drive on the school server after the completion of the project.</li> <li>Photos and videos will be taken during the lessons.</li> </ul>	<p>Records of the meetings will be kept for future reference.</p> <ul style="list-style-type: none"> <li>Questionnaires on students' performance in Keys 2 Literacy Development will be carried out once a year.</li> <li>Students' writing products will be collected for analysis.</li> <li>The collected data will be used for improvement on learning and teaching.</li> </ul>
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procedural text	advice, science, experiment.	procedures as well as conclusions.					
<p><i>Duties of the core team members:</i></p> <p>The core team members will conduct monthly co-planning meetings with teachers from each level to design the lesson plan, teaching aids and prepare related learning materials.</p> <p>Lesson observation will be conducted twice per year in each level. After lesson observation, the four core members and level teachers will refine the lesson plans and adjust the teaching strategies.</p> <p><i>Readers to be purchased:</i></p> <p>With two students to share one book, the total number of books to be purchased is as follows:</p> <p>For P.4, 75 copies of each core reader will be purchased. 4 titles for the whole level.</p> <p>For P.5, 75 copies of each core reader will be purchased. 2 titles for the whole level.</p> <p>For P.6, 90 copies of each core reader will be purchased. 3 titles of the whole level.</p> <ul style="list-style-type: none"> <li>• The resources will be purchased after proper procurement exercises.</li> </ul>							