

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

**School Name:** HHCKLA BUDDHIST CHING KOK LIN ASSOCIATION SCHOOL (English)

**Application No.:** B 030 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 16

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	5	5	5	4	5	28

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	5	5	5	5	5	29

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)
1. PLP-R/W	P.1 – P.3	Reading and writing	NET Section, EDB
2. Key Stage 2 Integration Programme (KIP)	P.4 – P.6	Reading and writing	NET Section, EDB
3. Professional Development Schools Scheme (PDS Scheme)	P.2	E-learning	PDS Scheme Support Team, EDB
4. SEED Project	P.6	Transition from KS2 to KS3	NET Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> <li>Both the reading and writing programmes (PLP-R/W and KIP) have been well-established and adapted to meet our students' needs.</li> <li>Collaborative and sharing culture has been developed through effective use of co-planning lesson time.</li> <li>The co-planning and peer observation culture has been fostered among teachers.</li> <li>Through the PDS Scheme, the participating teachers were equipped with the skills in using e-learning tools such as Nearpod and Kahoot in English teaching and learning.</li> </ol>	<ol style="list-style-type: none"> <li>Introduction of the e-learning strategies in English learning and teaching to other levels other than P.2 through sustaining the PDS Scheme.</li> <li>Introduction of the strategies developed from the SEED Project to P.4 and P.5 facilitates the articulation of the English language curriculum at KS2 and KS3.</li> <li>PEEGS facilitates the development of school-based initiative.</li> </ol>
Weaknesses	Threats
<ol style="list-style-type: none"> <li>Students' consistent weaknesses in English as reflected in TSA results over the past few years.</li> <li>Students' lack of confidence in using English</li> <li>Poor internal examination results in reading and writing, especially for the less able students.</li> <li>Lack of suitable reading materials for students of different abilities in the reading programme at KS2.</li> <li>Lack of parental support to students in English learning.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers' lack of time and skills in planning and implementing the school-based curriculum in response to the major updates of English Language curriculum</li> <li>A wide range of learner diversity</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. Refine the English reading curriculum for KS1 & KS2 through the introduction of guided reading activities.	<ol style="list-style-type: none"> <li>Employ a full-time NET to work in collaboration with local English teachers</li> <li>Purchase English readers</li> </ol>	P.2 – P.6
2. Develop the English Learning Fun programmes.		P.1 – P.2
3. Enrich the English language learning environment.		P.4 – P.6

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

Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; <del>and/or</del> <del>—developing more quality English language learning resources for students*</del> <i>(*Please delete as appropriate)</i>	<input checked="" type="checkbox"/> Purchase learning and teaching resources	<input checked="" type="checkbox"/> 2018/19 school year	<input checked="" type="checkbox"/> P.1
	<input checked="" type="checkbox"/> Employ full-time* or <del>part-time*</del> teacher <i>(*Please delete as appropriate)</i>	<input checked="" type="checkbox"/> 2019/20 school year	<input type="checkbox"/> P.2
<input checked="" type="checkbox"/> Promote <del>reading*</del> 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>	<input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i>		<input type="checkbox"/> P.3
<input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”	<input checked="" type="checkbox"/> Procure service for conducting English language activities		<input checked="" type="checkbox"/> P.4
<input checked="" type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”			<input checked="" type="checkbox"/> P.5
<input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”			<input checked="" type="checkbox"/> P.6
			<input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): _____ _____ _____

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

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
(1) To procure professional service to conduct English activities to provide opportunities for the new P.1 students to use English in authentic context					
<p><b><u>Objectives</u></b> The objectives of the programme are to provide opportunities for new P.1 students to use English in authentic contexts through language art activities and games as well as prepare students for their English learning later by introducing them to classroom language. This aims to facilitate the smooth transition from Kindergarten to Primary One. Through interactive games and activities, students' interest in learning English will be aroused and they will be more willing to use English to communicate with each other.</p> <p>The programme will be conducted for two years so that more teachers will have first-hand experience in developing and implementing programmes for P.1 students. The experience will be helpful in developing other programmes for smooth transitions between different Key Learning Stages.</p> <p><b><u>Expected qualification and experience of the instructors</u></b> The instructors are expected to be Bachelor's degree holders with relevant English teaching experience in primary schools and possess a TEFL/TESL qualification.</p> <p><b><u>Development of the programme</u></b> ➤ <b>Phase 1: 2018/19 school year</b> - <u>Co-planning</u> The existing English teachers and the school NET will collaborate with the instructors in designing and planning the activities for the teaching of English in the Pre-P.1 English activities. A 1-hour co-planning meeting will be conducted before commencement of the programme. Based on the</p>	P.1	<p>Co-planning: Jun 2019 and Jun 2020</p> <p>Co-teaching: Aug 2019 and Aug 2020</p> <p>Lesson observation: Aug 2019 and Aug 2020</p> <p>Evaluation: Aug 2019 and Aug 2020</p>	<p>6 sessions of speaking activities will be conducted for each class</p> <p>6 sets of resource materials on speaking for P.1 co-developed by the instructor and the local English teachers</p> <p>Over 70% of P.1 students use English in daily English lessons</p> <p>All P.1 teachers will acquire the skills to conduct English activities for P.1.</p> <p>All P.1 teachers will apply the co-developed activities to English teaching for P.1.</p>	<p>All the activity materials will be used for English lessons after the programme.</p> <p>Sharing session will be held for the core teachers to disseminate the good practice of development and conducting the speaking activities for P.1.</p>	<p>Lesson observation by the instructors and the local teachers with evaluation meetings afterwards</p> <p>Records of evaluation meetings</p> <p>Student surveys to collect feedback on the effectiveness of the programmes</p>

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<p>plan suggested by the instructors, the existing English teachers and the school NET will be required to go through the content and see whether the required target language skills and items are well integrated in the activities. The instructors will be required to make adjustment to the plan according to the feedback of the existing English teachers and the school NET. The existing English teachers will then co-develop the related teaching materials with the instructors.</p> <p>- <u>Co-teaching</u> One existing P.1 English teacher will be assigned to co-teach with the instructor and take up about half of the lesson time in each activity session. The P.1 teacher and the instructor will observe each other's teaching during the activity. Both the P.1 teacher and the instructor will provide assistance to students who need help.</p> <p>- <u>Evaluation and sharing session</u> Evaluation on the effectiveness of the activities will be conducted by the participating teachers and the instructors. All the resource materials will be further used in future English lessons. A sharing session will be conducted upon the completion of phase 1 for the participating teachers to share with other English teachers on the effective use of language art activities in motivating students to speak English.</p> <p><b>Phase 2: 2019/20 school year</b></p> <p>- <u>Co-planning</u> After completion of the first phase, teachers will have experience in planning, implementing and evaluating the programme.</p> <p>Before the commencement of the programme in the second</p>					

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<p>phase, the participating P.1 teachers in the first phase and the school NET will discuss how to make improvement and introduce more language art activities in the second phase. Feedback will be given to the instructors for planning the programme. During the co-planning meeting, the participating English teachers will go through all lesson plans with the instructors and provide further suggestions on improvement wherever necessary.</p> <p>- <u>Co-teaching, evaluation and sharing session</u> Both the participating teachers and the instructors will take similar roles as in phase 1. Similarly, evaluation meetings with the instructors will be arranged. Sharing sessions will be arranged to disseminate the good practice.</p> <p><b><u>Details of the programme</u></b> Three days in late August before the beginning of 2019/20 and 2020/21 school years will be allocated for the English activities. Six 30-minute sessions will be conducted for each class in each phase of the programme. The new P.1 students will be the target students. The P.1 English bridging programme will be part of the primary one compulsory induction programme. Hence, all P.1 students will join the programme. Parents will be informed about the purposes of the programme. Attendance will be recorded for follow-up actions if necessary.</p> <p>➤ <b>Target language skills and language items to be covered</b> The target language skill is speaking. Students will learn to greet each other in English. They will also learn about making requests and asking for permissions in English. Formulaic expressions and common instructions used in English lessons will be taught. Vocabulary items such as common classroom objects will be taught so that students can follow teachers' instruction in English lessons. The</p>					

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<p>programme will be developed with reference to the school-based English curriculum.</p> <p>➤ <b>Activities to be covered</b>            Language art activities, e.g. songs, story-telling and rhymes will be used to teach the target language skills and items. Students will be given the opportunities to use English through playing language games and they will be required to speak in English during all sessions.</p> <p><b><u>Integration into the core curriculum</u></b>            The materials developed and used during the programme will be re-cycled. Students will apply what they have learnt from the programme; for example, making requests and asking for permissions in English in daily English lessons. In addition, teachers will integrate the use of those activities in their lessons. For examples, songs or jazz chants will be sung at the beginning of speaking lessons.</p> <p>The rights of the school to use the materials after the contract period will be stated in the contract.</p>					

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(2) To employ a qualified 0.5 full-time supply teacher to create space for the core team members to promote literacy across the curriculum (LaC) at P.4 to P.6					
<p><b><u>Objectives</u></b> A 0.5 supply teacher will be employed to release core team to promote LaC so that students will be exposed to various text types in their reading and writing as well as apply appropriate reading and writing skills in reading and writing different text types. In collaborating with General Studies (GS), teachers of GS will provide the English teachers of P.4 to P.6 with the content knowledge of selected topics and themes for the LaC modules.</p> <p>P.4 to P.6 are chosen as the target levels as students have acquired basic reading and writing skills and they are more ready to integrate their learning from other KLAs into English learning. Since some of the non-English subjects such as Integrated Science will use English as medium of instruction in secondary schools, exposure to informative texts will facilitate a smooth transition from KS2 to KS3. With the introduction of the LaC programme, students will be able to extend their learning.</p> <p><b><u>Core team and Deployment of supply teacher</u></b> 5 English teachers from P.4, P.5 and P.6 respectively (a total of 15 teachers) will be the core team members. 1 non-English lesson will be taken from each core team member to develop the school-based curriculum. The 0.5 full-time supply teacher will take up 15 lessons per week.</p> <p><b><u>Development of the school-based curriculum</u></b></p> <p>- <b><u>Co-planning</u></b> The core team members will conduct bi-weekly co-planning meetings. Common themes from the GS and the English curricula will be identified through the collaboration between</p>	P.4 - P.6	<p>Co-planning: all year round in 2018/19 and 2019/20</p> <p>Development of materials: all year round in 2018/19 and 2019/20</p> <p>Try out: Nov 2018- Dec 2018 Apr 2019 – May 2019 Nov 2019 – Dec 2019 Apr 2020– May 2020</p> <p>Peer lesson observation: Nov 2018- Dec 2018 Apr 2019 – May 2019 Nov 2019 – Dec 2019 Apr 2020– May 2020</p>	<p>School-based literacy across the curriculum with 2 modules of lesson plans, learning tasks to be developed per level for P.4 to P.6 per year.</p> <p>2 sets of quality English language learning and teaching resources (including lesson plans, PowerPoint slides, task sheets and teaching aids) will be developed for P.4-P.6 per level per year.</p> <p>At least 60% of P.4 - P.6 students show preference in reading the materials and learning activities</p> <p>At least 60% of P.4 - P.6 average students can complete the relevant writing tasks in each module.</p> <p>At least 70% of P.4 - P.6 more able classes can complete the relevant</p>	<p>All the teaching and learning materials will be further utilized and adapted in the future.</p> <p>The core teacher members will disseminate the new knowledge acquired through the project in a whole-school sharing session.</p>	<p>Lesson observation and reflection in evaluation meetings</p> <p>Lesson observation records</p> <p>Co-planning and evaluation meeting records</p> <p>Analysis of students' performance in their written tasks</p> <p>Students' survey</p>



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<p>the GS and English panel heads in designing and developing a theme-related module to work on for each term.</p> <p>After theme mapping and selection, some relevant fiction or non-fiction multimodal reading materials will be chosen as introduction and inputs. At the co-planning meeting, the schedule of teaching the co-planned lessons will be set. Core team will also design the lesson rundown and developing teaching materials.</p> <p>- <u>Try-out and peer lesson observation</u> Try-out and peer lesson observation of the newly-developed lesson plans will be conducted by each core member once per each term. Adjustment of the teaching strategies and modification of teaching materials will be made to the original plan upon feedback gained from teachers during lesson observation.</p> <p>- <u>Evaluation</u> After the try-out of each newly-developed module in English lessons, there will be an evaluation meeting for teachers teaching the same level to reflect on the effectiveness of the strategies used. Teaching strategies will be adjusted and teaching resources will be modified after the evaluation meetings if necessary. Such meeting will be scheduled to take place once at the end of each term.</p> <p><b><u>Details of the school-based LaC curriculum</u></b> 3 to 5 lessons per term will be allocated for each newly-developed module. 4 LaC modules will be developed for each level over a span of 2 years.</p> <p>➤ <b>Tentative themes to be covered</b></p> <table><tr><td>Levels</td><td>Themes of English KLA</td><td>Topics of GS KLA</td></tr></table>	Levels	Themes of English KLA	Topics of GS KLA		<p>Evaluation: Dec 2018 May 2019 Dec 2019 May 2020</p>	<p>writing tasks in each module.</p> <p>On existing English teachers’ professional enhancement:</p> <p>80% of participating P.4 – P.6 English teachers will acquire knowledge of how to design teaching units to promote LaC.</p>	
Levels	Themes of English KLA	Topics of GS KLA					

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P.4	<ul style="list-style-type: none"><li>- Making friends</li><li>- Favourite food and drink</li><li>- Travelling around HK</li><li>- Healthy eating</li></ul>	<ul style="list-style-type: none"><li>- The World</li><li>- Pollution</li><li>- Knowing about HK</li><li>- Sicknesses</li></ul>					
P.5	<ul style="list-style-type: none"><li>- Be considerate</li><li>- Talented people</li><li>- Travelling around</li><li>- News and events</li></ul>	<ul style="list-style-type: none"><li>- Smoking</li><li>- To treasure life</li><li>- Space travel</li><li>- Communication media</li></ul>					
P.6	<ul style="list-style-type: none"><li>- Helping our world</li><li>- Growing up</li><li>- Taking care of the Earth</li><li>- Knowing other countries</li></ul>	<ul style="list-style-type: none"><li>- Caring for the community</li><li>- Environment &amp; people</li><li>- Environment concern</li><li>- Chinese Cultures</li></ul>					
<b>➤ Tentative text types to be covered</b>							
Levels	Text types to be covered						
	Reading	Writing					
P.4	<ul style="list-style-type: none"><li>- stories</li><li>- information text</li><li>- brochure</li><li>- leaflets</li></ul>	<ul style="list-style-type: none"><li>- article writing</li><li>- letter writing</li><li>- recount</li><li>- poster</li></ul>					
P.5	<ul style="list-style-type: none"><li>- stories</li><li>- autobiography</li><li>- brochures</li></ul>	<ul style="list-style-type: none"><li>- slogans, poster</li><li>- autobiographies</li><li>- articles</li><li>- news reports</li></ul>					
P.6	<ul style="list-style-type: none"><li>- newspaper article</li><li>- stories</li><li>- information text</li></ul>	<ul style="list-style-type: none"><li>- poster</li><li>- persuasive text</li><li>- argumentative text</li></ul>					
<b>➤ Tentative skills to be covered</b>							
Levels	Reading Skills	Writing Skills					

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P.4	<ul style="list-style-type: none"> <li>- work out the meaning of words and phrases by using knowledge of word formation and some semantic clues</li> <li>- process some compound and complex sentences</li> <li>- locate specific information by recognising simple text structures</li> <li>- identify main ideas and some supporting details explicitly stated in the text</li> <li>- make predictions about the likely development of the text by identifying key words</li> <li>- infer information, ideas and feelings by using clues in close proximity</li> </ul>	<ul style="list-style-type: none"> <li>- use a small range of language patterns such as different verb forms and structural patterns</li> <li>- use appropriate formats, conventions and language features when writing the text types</li> </ul>					
P.5	<ul style="list-style-type: none"> <li>- work out the meaning of words and phrases by using knowledge of word formation and some semantic clues</li> <li>- process some compound and complex sentences</li> <li>- locate specific information by recognising simple text structures</li> <li>- identify main ideas and some supporting details explicitly stated in the text</li> <li>- make predictions about the</li> </ul>	<ul style="list-style-type: none"> <li>- use a small range of language patterns and structural patterns</li> <li>- use appropriate formats, conventions and language features when writing the text types</li> <li>- present writing using appropriate layout and illustrations in</li> </ul>					

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	likely development of the text by identifying key words - infer information, ideas and feelings by using clues in close proximity - identify simple stylistic features	posters					
P.6	- work out the meaning of words and phrases by using semantic and syntactic clues - locate details which support the main ideas from different parts of a text - follow ideas by recognising simple text structures and understanding the use of cohesive devices - infer feelings of characters from pieces of information in narrative texts - deduce information and ideas by using semantic and syntactic clues	- write paragraphs which develop main ideas with supporting details - use appropriate formats, conventions and language features when writing the text types - present writing using appropriate layout and illustrations in posters					
<p>➤ <b>Teaching strategies</b></p> <p>Mixed ability grouping will be used to facilitate collaboration among students with various abilities. Teachers will apply various teaching strategies in implementing the LaC programme. For instance, teachers will conduct guided reading and supported reading in teaching the reading skills and shared reading will also be used for less able students. In teaching writing, teachers will adopt different approaches</p>							

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<p>depending on the writing tasks to be designed. Textual analysis, process writing and guided writing will be conducted as appropriate.</p> <p>➤ <b>From Reading to Writing</b> After reading a variety of reading texts, students will have better understanding of the topics or themes. Teachers will then introduce students to the writing task of the similar topics and themes. In addition to the text types covered in reading, other text types will also be covered in the writing part to expose students to wider variety of text types in relation to the contexts. As consolidation to reading, students will be required to complete post-reading worksheets and conduct an oral presentation for peer sharing or a written report.</p> <p>➤ <b>Contextualized writing tasks</b> Based on the topics of the co-planned modules, students will be required to complete a contextualized writing task, using the information from the reading materials. For example, P.4 students will be asked to write a personal recount about visiting a scenic spot in Hong Kong and P.5 students will be required to create a poster about good manners after reading a story about some children who have bad manners. As for P.6 students, they will be asked to write a letter to urge people to protect Chinese White Dolphins after reading some information about endangered animals.</p>					
(3) To purchase printed readers to cater for learner diversity with equal emphasis on more able and less able students for P.4 to P.6					

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<p><b>Objectives</b> Guided reading activities (GR) and Home Reading Programme which align with the core English curriculum are implemented at P.4 to P.6. It is observed that the programmes help support more able and less able students’ language development. To further cater for the learner diversity, readers of different levels are proposed to be purchased to support the two programmes. Having more books available per reading level gives students a wider choice to choose for their reading.</p> <p><b>Details of purchase</b> ➤ <b>Guided Reading Lessons</b> Other than a class set of non-fiction readers, graded readers will be purchased. Details the readers to be purchased of different levels are tabulated below.</p> <table><tr><td></td><td>Fiction (set)</td><td>Non-Fiction (set)</td><td>Text types</td></tr><tr><td>P.4</td><td>3</td><td>6</td><td rowspan="4">- stories, - information reports, - procedural texts, - descriptions, - explanation</td></tr><tr><td>P.5</td><td>3</td><td>5</td></tr><tr><td>P.6</td><td>1</td><td>1</td></tr><tr><td>Total</td><td>7</td><td>12</td></tr></table> <p>There will be 12 titles in one set and one copy will be purchased for each set. The total number of books to be purchased will be 228.</p> <p>➤ <b>Home reading programme</b> According to the students’ questionnaire survey in the 2016/2017 school year and feedback from teachers, more books at levels 8-13 and level 18 will be needed. Since each set of books contains 5 fictions and 5 non-fictions covering different text types including narratives, recounts, information reports,</p>		Fiction (set)	Non-Fiction (set)	Text types	P.4	3	6	- stories, - information reports, - procedural texts, - descriptions, - explanation	P.5	3	5	P.6	1	1	Total	7	12	P.4 – P.6	<p>Conduct procurement exercise: Sept 2018 – Oct 2018</p> <p>Purchase the books: Nov 2018– Dec 2018</p>	<p>The school-based reading programmes implemented more effectively in KS2.</p> <p>9, 8 and 2 GR lesson plans to be developed for P.4, P.5 and P.6 respectively together with relevant reading activity sheets and materials.</p> <p>1 set of lesson plan to be developed for the P.6 class set of non-fiction readers.</p> <p>75% of students at P. 4 read 20 titles per year.</p> <p>75% of students at P. 5 read 18 titles per year.</p> <p>75% of students at P. 6 read 16 titles per year.</p> <p>70 % of the target students become more</p>	<p>All developed lesson plans and relevant materials are to be further adapted and used in future reading lessons at KS2.</p>	<p>Evaluation meetings to collect teachers’ feedback on the effectiveness of the lesson plans after completion of one unit and further adjustment and modification made to the lesson plans where necessary.</p> <p>Evaluation meeting records</p> <p>Students’ home reading records</p> <p>Students’ survey</p>
	Fiction (set)	Non-Fiction (set)	Text types																			
P.4	3	6	- stories, - information reports, - procedural texts, - descriptions, - explanation																			
P.5	3	5																				
P.6	1	1																				
Total	7	12																				

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<p>descriptions and procedures. With 7 sets of books proposed to be purchased, seventy books will be purchased.</p> <p>All readers will be purchased after proper procurement procedures.</p> <p><b><u>Strategies in catering for learner diversity of more able and less able students</u></b></p> <p>➤ <b><i>Differentiated Goals for students of different abilities</i></b> For less able students, the goals will be helping them to develop a positive attitude towards English learning. Students will be assigned books of simpler texts and more pictorial clues to facilitate their reading and to motivate them to read more. For more able students, other than encouraging them to read more books, the reading programmes will also aim at promoting critical thinking and reasoning as well as further developing their language skills and their self-directed learning skills.</p> <p>➤ <b><i>Guided reading lessons</i></b> <u>Differentiated Support</u> Guided reading is a strategy which provides opportunities for students to try out some skills and strategies which they have learnt in reading. In guided reading, students read, talk and think their way through a given text with teacher's support. For emergent and developing readers, more teachers' support and guidance is needed to read aloud and comprehend the texts. For fluent readers, more readers' inputs are needed and they will be engaged in reading silently before moving onto the next step. As teachers will gradually reduce the support to students according to their ability and progress in reading, students will give more autonomy in their reading.</p> <p><u>Classroom Arrangement</u></p>			<p>interested and engaged in relevant reading lessons.</p> <p>100% of the existing English teachers use the resources at P.4 to P.6 each year.</p>		

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<p>For classroom setting, each class will be divided into four groups. Students of similar reading ability will be placed in the same group so that teachers can adjust their support given to students during the guided reading lessons.</p> <p><u>Varied Inputs</u> The NET will collaborate with the local English teachers in co-planning the GR lessons and developing relevant lesson plans which will be differentiated for different ability groups. Guided reading activity sheets are to be developed for different ability groups that go with each lesson plan. At least 2 graded versions are set for different ability groups in each lesson plan. The newly-developed differentiated resources can help enhance students' interest when they are exposed to various text types and topics. Activities such as using worksheets and questioning help less able students to develop understanding about the text type, content and structural language features. As for more able students, they will be given the opportunities to extend their knowledge and learning about a topic through exposure to books at higher levels and responding critically to teachers' high-order thinking questions.</p> <p><u>Assessment</u> Regarding assessment strategies, teachers observe, monitor and evaluate on-going reading process. In addition, teachers will use questioning techniques to check students' understanding of the structure, text and language features.</p> <p>➤ <b>Home reading</b> <u>Varied inputs</u> The reading abilities of all P.4-P.6 students are to be levelled by the NET and local teachers at the beginning of each school year and adjusted whenever necessary. Students will be</p>					



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<p>arranged to borrow books at their reading level for home reading. Students are placed in ability groups according to their reading level. Levelled worksheets and activities before and after the reading help introduce the topic, check understanding.</p> <p><u>Differentiated post-reading tasks</u> Students will have to complete book reports in their Home Reading Record Books. Less able students will have to give comments in simple sentences with guidelines whereas more able students will need to give comments with more details. Also, differentiated post-reading tasks will be assigned to students of different abilities. The less able students can focus on areas which they struggle in and have effective activities to check their learning and understanding. The same applies to high flyers as they have access to different graded readers and activities, link what they are learning to their own personal experience, extending cognitive language skills and using various strategies such as a problem-solving graphic organizer.</p> <p><u>Assessment</u> Different modes of assessments such as teachers' observations, formative and summative assessment will be adopted to track students' progress. For formative and summative assessments, questions of different levels will be included. Teachers will also provide timely feedback to students.</p>					