

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

School Name: Ho Ming Primary School Sponsored By Sik Sik Yuen (English)

Application No.: B 109 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 18

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	5	3	27

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)
NET Scheme	P.1-3	Phonics & Core Curriculum	NET Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. A team of hard-working English teachers with experience in co-planning and school-based curriculum development2. Provision of opportunities to extend learning (e.g. Ho Ming Theatre, Ho Ming Radio, English Drama Stars, Home Reading Scheme and English Corner) beyond the classroom3. A well-established school-based English curriculum with emphasis on writing	<ol style="list-style-type: none">1. The incorporation of e-Learning into the core curriculum may arouse students' interest in learning English.2. It is time for us to review our school-based curriculum which has been implemented for more than eight years.3. The employment of a supply teacher can create space for the core team members to plan, develop and implement our school-based curriculum.
Weaknesses	Threats
<ol style="list-style-type: none">1. Most students lack interest in reading English books.2. As evidenced by internal and external assessment results, most students are relatively weak in reading.3. The 'reading workshop' carries a proportionally light weight in the current school-based reading curriculum. The focuses are mainly on grammar and vocabulary.	<ol style="list-style-type: none">1. Students' family support in English learning is not sufficient.2. Percentage of graduates going to Band one EMI secondary school is not high.

(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
● Developing a reading curriculum for KS1 and KS2	● Employ a supply teacher to create space for the core team members to plan, develop and implement the school-based English reading curriculum	P.1-6
● Explicit teaching of reading skills and strategies through reading workshops and classroom teaching, refining the Home Reading Scheme and enriching the English Corner for shared reading and free-time reading	● Purchase books and other reading materials (e.g. magazines, big books and reference books for teachers) to conduct reading workshops for different levels and reading materials for the Home Reading Scheme and the English Corner	P.1-6
● Enhancing teachers' capabilities of the teaching of reading and enabling parents to support students' extensive reading at home	● Hire professionals to conduct PD activities related to reading for teachers and parents	Teachers and parents

(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 checked="" type="checkbox"/> Employ full-time* or part-time* 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</p> <p><input checked="" type="checkbox"/> 2019/20</p>	<p><input type="checkbox"/> P.1</p> <p><input 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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
(1) Employing a full-time supply teacher to create space for the core team to promote reading across the curriculum (RaC) for P.3-P.6					
<p>A supply teacher will be hired to create space for the core team to promote reading across the curriculum for P.3-P.6.</p> <p>Core Team</p> <ul style="list-style-type: none"> - A core team of 3 members, including the 2 panel chairpersons who will be teaching P.6 in 2018/19 and the PSMCD of the school, is to be set up to develop a school-based reading across the curriculum programme. The supply teacher will take up about 30 lessons in a week to release 8-9 free lessons for each core team member. - The core team will plan, develop and implement a school-based curriculum to promote reading across the curriculum at Key Stage 2 (KS2). During the project years, the core team members will teach the target levels (P.3-P.6) so that they can try out the newly-developed materials in class. - The core team will co-plan with the English teachers during the co-planning meetings twice a month. In the co-planning meetings, the participants, including core team members, will select suitable and authentic reading materials to help broaden students' knowledge base and design classroom activities to promote reading across the curriculum. The core team members will explore effective teaching strategies. After the co-planning meetings, the core team will prepare unit plans and related teaching materials. - The newly-developed materials will be used in class as decided in the co-planning meetings. Peer observation, 	<p>P.3- P.6</p>	<p><u>2018/2019</u> P.5-P.6 <u>Co-planning</u> Oct 2018 – Jan 2019</p> <p><u>Try-out</u> P.6: Feb – Apr 2019 P.5: May – Jun 2019 (Post-exam)</p> <p><u>Evaluation</u> May-Jun 2019</p> <p>P.3-P.4 <u>Co-planning</u> Jun-Jul 2019</p> <p><u>2019/2020</u> <u>Try-out</u> P.3: Sept – Oct 2019 P.4: Nov – Dec 2019</p>	<p>4 teaching pack covering a total of 86 lessons for the school-based reading across the curriculum programme will be developed for P.3-P.6. The packs will include lesson plans and related teaching materials such as PowerPoint slide shows and worksheets for each theme.</p> <p>100% of the existing English teachers will acquire knowledge / pedagogy to promote reading across the curriculum at P.3-P.6.</p> <p>70% of P.3-P.6 students are expected to use the cross-curricular English materials to help with their learning in other subject(s) e.g. General Studies.</p>	<p>The RaC programme will be implemented after the project and teachers will update the materials for continuous use.</p> <p>The core team members will share their experience with other English teachers in meetings.</p> <p>Lessons will be video-taped for sharing and professional development.</p>	<p>Regular reviews will be conducted to keep track of the programme progress in co-planning and evaluation meetings.</p> <p>Student and teacher survey will be conducted.</p> <p>Library circulation records will be inspected.</p> <p>Formative and summative assessment results will be analysed.</p>

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<p>video-taping and after-class evaluation will be conducted. Modifications to the materials will be made accordingly for constant improvement of the RaC programme.</p> <ul style="list-style-type: none"> - The core team will share among existing English teachers their experiences of designing the school-based RaC programme in panel meetings for professional development. - An experienced teacher will offer support to the supply teacher as a mentor. <p>The RaC Programme</p> <p><u>Number of lessons to be allocated</u></p> <table border="1" data-bbox="129 794 925 1294"> <thead> <tr> <th data-bbox="129 794 394 975"><i>Grade Level</i></th> <th data-bbox="394 794 658 975"><i>Number of lessons to be allocated to the RaC programme</i></th> <th data-bbox="658 794 925 975"><i>Theme</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="129 975 394 1043">P.3</td> <td data-bbox="394 975 658 1043">30 lessons</td> <td data-bbox="658 975 925 1043">Cooking</td> </tr> <tr> <td data-bbox="129 1043 394 1112">P.4</td> <td data-bbox="394 1043 658 1112">16 lessons</td> <td data-bbox="658 1043 925 1112">Old Hong Kong</td> </tr> <tr> <td data-bbox="129 1112 394 1224">P.5</td> <td data-bbox="394 1112 658 1224">16 lessons</td> <td data-bbox="658 1112 925 1224">Fun with making things</td> </tr> <tr> <td data-bbox="129 1224 394 1294">P.6</td> <td data-bbox="394 1224 658 1294">24 lessons</td> <td data-bbox="658 1224 925 1294">Environment</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - A total of 86 lessons will be allocated to the programme and there will be 2 development phases: <ul style="list-style-type: none"> ✧ P.5-P.6: 2018/2019 ✧ P.3-P.4: 2019/2020 	<i>Grade Level</i>	<i>Number of lessons to be allocated to the RaC programme</i>	<i>Theme</i>	P.3	30 lessons	Cooking	P.4	16 lessons	Old Hong Kong	P.5	16 lessons	Fun with making things	P.6	24 lessons	Environment		<p><u>Evaluation</u> Jan-Feb 2020</p>	<p>75% of P.3-P.6 students will find the materials and related activities interesting.</p> <p>P.3-P.4: 30-40% of students will improve their understanding of target reading strategies as evidenced by formative and summative reading assessments.</p> <p>P.5-P.6: 20-30% of students will improve their understanding of target reading strategies as evidenced by formative and summative reading assessments.</p>		
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<p><u>The P-I-E (Planning, Implementation and Evaluation) cycle</u></p> <table border="1" data-bbox="129 320 936 906"> <thead> <tr> <th data-bbox="129 320 398 392">Year/Term/Level</th> <th data-bbox="398 320 667 392">P.3-P.4</th> <th data-bbox="667 320 936 392">P.5-P.6</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 392 398 517">2018/2019 Term 1</td> <td data-bbox="398 392 667 517">-</td> <td data-bbox="667 392 936 517">Planning</td> </tr> <tr> <td data-bbox="129 517 398 641">2018/2019 Term 2</td> <td data-bbox="398 517 667 641">Planning</td> <td data-bbox="667 517 936 641">Implementation Evaluation</td> </tr> <tr> <td data-bbox="129 641 398 783">2019/2020 Term 1</td> <td data-bbox="398 641 667 783">Implementation</td> <td data-bbox="667 641 936 783">Refinement for continuous implementation</td> </tr> <tr> <td data-bbox="129 783 398 906">2019/2020 Term 2</td> <td data-bbox="398 783 667 906">Evaluation</td> <td data-bbox="667 783 936 906">Implementation Evaluation</td> </tr> </tbody> </table> <p><u>Target text-types and reading strategies</u></p> <ul style="list-style-type: none"> - Various <i>reading to learn</i> strategies will be covered with the use of authentic reading materials which are linguistically and thematically linked to the core curriculum. <p>P.3</p> <ul style="list-style-type: none"> - Recipes: locating key words; understanding the connection between ideas by identifying cohesive devices, e.g. first, next, then, after that, finally - Contents Page: locating key words; re-reading 	Year/Term/Level	P.3-P.4	P.5-P.6	2018/2019 Term 1	-	Planning	2018/2019 Term 2	Planning	Implementation Evaluation	2019/2020 Term 1	Implementation	Refinement for continuous implementation	2019/2020 Term 2	Evaluation	Implementation Evaluation					
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<p>P.4</p> <ul style="list-style-type: none"> - Blog: recognizing the format and language features of blogs, e.g. webpages, photos, videos - Posters and leaflets: recognizing the format and language features of posters and leaflets; locating specific information; and applying numeracy skills <p>P.5</p> <ul style="list-style-type: none"> - Instruction (manuals): understanding the connection between ideas by identifying cohesive devices, e.g. first, next, then, after that, finally - Story: locating specific information; pronoun referencing; making inference; and recognize familiar words in new texts - Article: locating specific information; skimming a text for a general impression and the gist or main ideas; understanding writers' intentions and feelings; and working out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world - Recipe: locating key words; understanding the connection between ideas by identifying cohesive devices, e.g. first, next, then, after that, finally <p>P.6</p> <ul style="list-style-type: none"> - Poem: recognizing the format and language features of poems; skimming a poem for a general impression and the gist or main ideas; demonstrating phonological awareness to identify rhyming pairs; and understanding writers' intentions and feelings - Event Programme: recognizing the format and language 					

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<p>features of event programmes; locating specific information; and re-reading to confirm meaning</p> <ul style="list-style-type: none"> - Article: locating specific information; skimming a text for a general impression and the gist or main ideas; understanding writers' intentions and feelings and working out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world <p><u>Classroom activities/reading tasks/teaching strategies</u></p> <ul style="list-style-type: none"> - An array of thematic activities such as shared reading and peer sharing sessions will be conducted in class for the introduction of target reading strategies. To extend learning beyond the classroom, hands-on activities and field trips will also be organized. <p>P.3 Cooking (1st Term) (Book 3A U1)</p> <ul style="list-style-type: none"> - Students read authentic recipes and learn the language features. Teachers encourage students to look for favourite recipes. In class, teachers teach them to make a marshmallow bear. - Students can also apply the skills they have learnt in reading the recipes into their daily life. They can read a recipe and follow its instructions to make a dish. <p>P.4 Old Hong Kong (1st Term) (Book 4A U5)</p> <ul style="list-style-type: none"> - Students are expected to explore about the history and indigenous culture of Hong Kong through online search and a museum visit. - Students are encouraged to browse the webpage of 'Discover Hong Kong' and collect information about old Hong Kong. They will go to the Hong Kong Museum of 					

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<p>History or the Hong Kong Heritage Museum. Afterwards, they need to finish a worksheet. They can get some useful information from the leaflets/posters and make presentations about their findings in class.</p> <p>P.5 Fun with making things (2nd Term) (Book 5B U1-2)</p> <ul style="list-style-type: none"> - Students are expected to read English instructions to make a craft. They are also expected to learn the English terms of some common materials such as cardboard and metal. - Stem Kit: Buzz Wire <p>Students need to read instructions and design a buzz wire. After that, they can try out their design by following the instructions as stated in the instruction manual.</p> <p>P.6 Environment (2nd Term) (Book 6B U3)</p> <ul style="list-style-type: none"> - Students are expected to read articles about environmental saving strategies in their daily life and look for English terms related to environmental problems. They will then watch videos about saving the Earth. A post-class writing task (i.e. article writing) will be assigned. 					
(2) Purchasing books to promote reading across the curriculum (RaC) for P.3-P.6					
<ul style="list-style-type: none"> - 2 class sets and 98 themed book titles will be purchased for each level to promote reading across the curriculum. - The class sets will be kept by the English Department for the teachers to use in shared reading and other in-class reading activities. - Teachers will conduct reading workshops using the newly-purchased themed books in the English Corner. - The themed books will be placed in the English Corner or classrooms for extended reading during English lessons, 	P.3- P.6	<u>2018/2019</u> <u>Contact publishers</u> Jun 2018 <u>Procurement exercises</u> Sept 2018	80% of P.3-P.6 students will read English books at the English Corner and in classrooms and agree that the books there can help with their learning in English as well as other subjects. 90% of P.3-P.6	The books will be kept in the English Corner or classrooms for students to read.	Student and teacher survey Teachers' observation

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<p>morning and recess. The books are meant to broaden students' knowledge base and arouse their interest in learning cross-curricular subjects in English.</p> <ul style="list-style-type: none"> - The themes of the books are as follows: <ul style="list-style-type: none"> ✧ P.3: Cooking and food ✧ P.4: Old Hong Kong and nowadays ✧ P.5: Fun with making things ✧ P.6: Environment - The implementation of the RaC programme and use of books have already been mentioned under Initiative #1. - The EDB NET and teachers will conduct shared reading sessions on related themes for the students in the English Corner at least once for each module either within or outside the normal timetable. The NET will encourage students to read the newly-purchased books and revisit target reading strategies in the sessions. - Proper procurement exercises will be adopted for the purchase of class sets and themed books. 		<p><u>2019/2020</u></p> <p><u>Contact publishers</u> Jun 2019</p> <p><u>Procurement exercises</u> Sept 2020</p>	<p>students will attend the shared reading session(s) with the NET at the English Corner per year.</p> <p>70% of P.3-P.6 students will agree that the shared reading sessions by NET are interesting and useful.</p>		