

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

School Name: Si Yuan School of the Precious Blood (English)

Application No.: D051 (for official use)

(A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 14

2. No. of approved classes in the 2019/20 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 2019/20 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) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	Grade level	Focus(es) of the programme/project/ support service	External support (if any)
Assessment Literacy on Formative Assessment in English as a Foreign Language writing	P.4	Assessment Literacy	The Education University of Hong Kong
Building a professional team to promote self-directed learning	P.2 & P.4	Self-directed Learning	Language Learning Support Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. A culture of collaboration and sharing has been developed among English Language teachers and the EDB Native-speaking English Teacher (NET).2. English Language teachers' professional growth is enhanced by co-planning meetings, peer lesson observation, sharing sessions among teachers as well as attending different workshops, seminars and courses.3. A comprehensive and systematic phonics program – Read Write Inc. (RWI) by Oxford University Press has been adopted for 10 years. Steady progress in pupils' phonics knowledge and blending ability has enhanced students' confidence	<ol style="list-style-type: none">1. Students are motivated in learning English Language through e-learning.2. Upper primary students are familiar with the usage of different e-learning tools such as Power Lesson 2, Seesaw and Nearpod.
Weaknesses	Threats
<ol style="list-style-type: none">1. Some of our P.4 – P.6 students are not interested in reading English story books.2. The performance of reading both in the internal and external assessments is not satisfactory. Students fail to apply the reading strategies learnt.	<ol style="list-style-type: none">1. Family support from some students in English language learning is insufficient.2. Students lack exposure to English.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area(s) of Development	Usage(s) of the grant	Grade Level
Implementation of a phonics-based literacy programme in KS1	<ol style="list-style-type: none">1. Hiring professional services2. Purchasing learning and teaching resources	P.1- P.4

(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	Proposed usage(s) of the Grant	Time scale	Grade level
<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”</p> <p><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 type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2020/21 school year</p> <p><input type="checkbox"/> 2021/22 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

(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	Sustainability	Methods of progress-monitoring and evaluation
Employing a full-time supply teacher to create space for the core team members on promoting Reading across Curriculum (RaC) at P.5 – P.6					
<p>Objectives An RaC programme will be developed to:</p> <ul style="list-style-type: none"> - expose students to a wide variety of reading texts on various cross-curricular topics; - connect their learning experience across different Key Learning Areas (KLAs); and - enhance students reading strategies on non-fiction texts. <p>Primary 5 and Primary 6 are chosen as the target levels as students have mastered the basic reading skills — a good foundation for introduction of the “read to learn” skills.</p> <p>Core Team Composition The PSM(CD), English Language panel head and two vice English Language panel heads, level coordinators of the target levels and the EDB NET will form the core team. Tentatively, there will be 5 core team members. The supply teacher will take up around 28 lessons per cycle from the core team members except the EDB NET. Through hiring a supply teacher, the core team will be able to work collaboratively with teachers of other KLA(s) to develop a school-based reading programme.</p> <p>Duties The core team will:</p> <ul style="list-style-type: none"> - conduct 1.5-hour biweekly co-planning meeting; - develop the learning and teaching resources; - try out the newly-developed materials; - conduct lesson observations for target level teachers at least 	P.5 – P.6	<p><u>P.5 & P.6 Module 1</u></p> <p>Planning & Development Aug – Sept 2020</p> <p>Try-out Oct – Nov 2020</p> <p>Evaluation Dec 2020</p> <p><u>P.5 & P.6 Module 2</u></p> <p>Planning & Development Jan – Feb 2021</p> <p>Try-out Mar - May 2021</p> <p>Evaluation Jun 2021</p> <p>Final review Jul 2021</p>	<p>A total of 4 RaC modules, covering at least 88 lessons will be developed. Learning and teaching materials to be developed include lesson plans, PowerPoint Slides and task sheets.</p> <p>100% of the target level students will have more exposure to various reading materials of different text types and cross-curricular content.</p> <p>Over 75% of the of P.5 – P.6 students will improve their performance by 5% in formative and summative reading assessments.</p> <p>Over 80% of P.5 – P.6 students agree that they have</p>	<p>The revised RaC programme will be fully incorporated into the core English Language curriculum and materials will be refined regularly for continuous use.</p> <p>Professional sharing sessions will be conducted at least once per term so as to enhance teachers’ capacity.</p> <p>Lessons will be recorded for professional sharing.</p>	<p>Regular co-planning and review meetings will be conducted.</p> <p>Records of co-planning and evaluation meetings will be kept for future reference.</p> <p>Students’ performance in lessons will be observed closely and reported in the co-planning, review and panel meetings.</p> <p>Lesson observations will be conducted for reviewing the effectiveness of the plans and instructional strategies.</p> <p>Students’ performance in summative and formative assessments will be analysed.</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation																	
<p>once per term;</p> <ul style="list-style-type: none"> - conduct peer lesson observation for non-target level teachers once per unit; - conduct post-observation discussion; - evaluate the effectiveness of the programme through - host professional sharing sessions at least once per term; and - conduct focus group interviews and surveys at the end of each term. <p>Collaboration with other KLAs Panel heads of General Studies (GS), Chinese Language or the Religious Studies (RS) will be the programme consultants. They will attend the co-planning meetings to share their views on the appropriateness of the themes, content knowledge and skill support.</p> <p>Details of the RaC programme One RaC module will be developed per term per level. Each module will cover around 22 lessons. The RaC modules will be developed based on the modules covered in the General English Language (GE) lessons and the other KLA(s).</p> <p>➤ Tentative modules to be covered</p> <table border="1" data-bbox="163 1110 965 1445"> <thead> <tr> <th>Levels</th> <th>Module</th> <th>Relevant GE unit</th> <th>KLA(s)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">P.5</td> <td>Invention</td> <td>The accidental time traveler</td> <td rowspan="2">• General Studies</td> </tr> <tr> <td>Food</td> <td>Be a smart eater</td> </tr> <tr> <td rowspan="2">P.6</td> <td>Taking care of our earth</td> <td>Endangered animals in Hong Kong</td> <td>• General Studies</td> </tr> <tr> <td>Amazing people</td> <td>People we admire</td> <td>• Religious Education</td> </tr> </tbody> </table>	Levels	Module	Relevant GE unit	KLA(s)	P.5	Invention	The accidental time traveler	• General Studies	Food	Be a smart eater	P.6	Taking care of our earth	Endangered animals in Hong Kong	• General Studies	Amazing people	People we admire	• Religious Education		<p>Refinement of newly-developed materials Jul – Aug 2021</p>	<p>acquired the reading strategies for reading fiction and non-fiction texts.</p> <p>Over 80% of P.5 – P.6 students agree that they are more confident in applying the reading strategies taught for reading fiction and non-fiction texts.</p> <p>Over 80% of P.5 – P.6 students agree that they will apply the reading strategies taught for reading fiction and non-fiction texts.</p> <p>100% of P.5 – P.6 the English Language teachers will enhance their understanding of effective teaching strategies on RaC</p>		<p>Teacher and student surveys will be conducted.</p>
Levels	Module	Relevant GE unit	KLA(s)																			
P.5	Invention	The accidental time traveler	• General Studies																			
	Food	Be a smart eater																				
P.6	Taking care of our earth	Endangered animals in Hong Kong	• General Studies																			
	Amazing people	People we admire	• Religious Education																			

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation										
<p>➤ Tentative text types to be covered The target reading skills will be introduced to students systemically in the RaC programme.</p> <table border="1" data-bbox="190 325 931 1034"> <thead> <tr> <th data-bbox="190 325 318 363">Levels</th> <th data-bbox="318 325 931 363">Text Types</th> </tr> </thead> <tbody> <tr> <td data-bbox="190 363 318 679">P.5</td> <td data-bbox="318 363 931 679"> <ul style="list-style-type: none"> • blog entries • online encyclopedia • recipe • restaurant review • webpages • biography • profiles • legends </td> </tr> <tr> <td data-bbox="190 679 318 1034">P.6</td> <td data-bbox="318 679 931 1034"> <ul style="list-style-type: none"> • encyclopedia • fact sheets • leaflet • magazine articles • profiles • explain of how and why • fact sheets • dictionary entries • biographies </td> </tr> </tbody> </table> <p>➤ Tentative reading skills to be covered</p> <table border="1" data-bbox="190 1110 931 1489"> <thead> <tr> <th data-bbox="190 1110 318 1149">Levels</th> <th data-bbox="318 1110 931 1149">Reading Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="190 1149 318 1489">P.5</td> <td data-bbox="318 1149 931 1489"> <ul style="list-style-type: none"> • identify details that support the gist or main ideas • recognise the format and language features of a variety of text types • recognise the presentation of ideas through headings, italics, bold print and punctuation • scan a text to locate specific information by using strategies such as looking at headings • self-correct by using strategies such as </td> </tr> </tbody> </table>	Levels	Text Types	P.5	<ul style="list-style-type: none"> • blog entries • online encyclopedia • recipe • restaurant review • webpages • biography • profiles • legends 	P.6	<ul style="list-style-type: none"> • encyclopedia • fact sheets • leaflet • magazine articles • profiles • explain of how and why • fact sheets • dictionary entries • biographies 	Levels	Reading Skills	P.5	<ul style="list-style-type: none"> • identify details that support the gist or main ideas • recognise the format and language features of a variety of text types • recognise the presentation of ideas through headings, italics, bold print and punctuation • scan a text to locate specific information by using strategies such as looking at headings • self-correct by using strategies such as 			<p>100% of the P.5 – P.6 English Language teachers acquire the effective teaching strategies to promote RaC.</p> <p>100% of the P.5 – P.6 English Language teachers will apply the effective teaching strategies to promote RaC.</p>		
Levels	Text Types														
P.5	<ul style="list-style-type: none"> • blog entries • online encyclopedia • recipe • restaurant review • webpages • biography • profiles • legends 														
P.6	<ul style="list-style-type: none"> • encyclopedia • fact sheets • leaflet • magazine articles • profiles • explain of how and why • fact sheets • dictionary entries • biographies 														
Levels	Reading Skills														
P.5	<ul style="list-style-type: none"> • identify details that support the gist or main ideas • recognise the format and language features of a variety of text types • recognise the presentation of ideas through headings, italics, bold print and punctuation • scan a text to locate specific information by using strategies such as looking at headings • self-correct by using strategies such as 														

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
	<p>checking understanding against predictions, re-reading, using the context</p> <ul style="list-style-type: none"> • skim a text to obtain a general impression and the gist or main ideas • understand intention, attitudes and feelings conveyed in a text by recognising features such as the use of language and images • understand the connection between ideas by identifying cohesive devices 					
P.6	<ul style="list-style-type: none"> • identify details that support the gist or main ideas • recognise the format, visual elements and language features of a variety of text types • recognise the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation • scan a text to locate specific information by using strategies such as looking at headings and repeated phrases • self-correct by using strategies such as checking understanding against predictions, re-reading, using the context, reading further to clarify, asking for help • skim a text to obtain a general impression and the gist or main ideas • understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language • work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world 					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation												
<p>➤ Learning and teaching activities</p> <p><u>Pre-reading</u> During the pre-reading stage, a wide range of activities will be conducted to activate students' schemata and connect students' learning in other KLA(s). Graphic organizers such as mind map, spider map and Frayer model will be used to help students brainstorm ideas.</p> <p><u>While-reading</u> Shared reading, guided reading and independent reading will be conducted. Teachers will introduce the target reading skills and highlight the text type features.</p> <p><u>Post-reading</u> A wide range of activities will be conducted so that students will be provided with opportunities to consolidate and integrate their learning in both English Language and other KLA(s).</p> <p>➤ Sample Module</p> <table border="1" data-bbox="188 916 981 1484"> <tr> <td>Module</td> <td>Amazing People</td> </tr> <tr> <td>Text book unit</td> <td>People we admire</td> </tr> <tr> <td>Reading texts</td> <td> <ul style="list-style-type: none"> • printed biography: Thomas Edison (National Geographic Readers) • online biography: Mark Zuckerberg https://mocomi.com/mark-zuckerberg/ • online encyclopaedia: David Beckham https://www.britannica.com/print/article/760149 </td> </tr> <tr> <td>Text type</td> <td>biographies, online encyclopaedia</td> </tr> <tr> <td>Text type features</td> <td>captions, headings and sub-headings</td> </tr> <tr> <td>Text structures</td> <td>description, sequence of events</td> </tr> </table>	Module	Amazing People	Text book unit	People we admire	Reading texts	<ul style="list-style-type: none"> • printed biography: Thomas Edison (National Geographic Readers) • online biography: Mark Zuckerberg https://mocomi.com/mark-zuckerberg/ • online encyclopaedia: David Beckham https://www.britannica.com/print/article/760149 	Text type	biographies, online encyclopaedia	Text type features	captions, headings and sub-headings	Text structures	description, sequence of events					
Module	Amazing People																
Text book unit	People we admire																
Reading texts	<ul style="list-style-type: none"> • printed biography: Thomas Edison (National Geographic Readers) • online biography: Mark Zuckerberg https://mocomi.com/mark-zuckerberg/ • online encyclopaedia: David Beckham https://www.britannica.com/print/article/760149 																
Text type	biographies, online encyclopaedia																
Text type features	captions, headings and sub-headings																
Text structures	description, sequence of events																

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Reading skills	<ul style="list-style-type: none"> recognise the format, <i>visual elements</i> and language features of a variety of text types recognise the presentation of ideas through headings, <i>paragraphing</i>, spacing, italics, bold print and punctuation self-correct by using strategies such as checking understanding against predictions, re-reading, using the context, reading further to clarify, asking for help understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world 					
Target language items	<ul style="list-style-type: none"> vocabulary about different jobs past and past perfect tenses 					
Relevant topics in other KLAs	General Studies: Jeme Tien Yow and the railway of China Chinese Language: Biography of Lu Xun and Su Shi					
Subject specific skills	General Studies: <ul style="list-style-type: none"> arranging events in chronological sequence distinguishing between facts and opinions Chinese Language <ul style="list-style-type: none"> function of biography 					
Subject specific knowledge	General Studies: <ul style="list-style-type: none"> significant historical figures and events that have had an important impact on world history 					

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
	<ul style="list-style-type: none"> • use of timeline 					
Generic Skill	collaboration skills					
Learning and teaching activities	<p><u>Pre-lesson</u> Students will be asked to complete an online e-learning task about famous people to revise the vocabulary items covered in General English Language lessons.</p> <p><u>Pre-reading</u></p> <p>Teacher will show students photos of the great people introduced in other KLA(s) such as Jeme Tien Yow, Lu Xun and Mother Teresa.</p> <p>A vocabulary game “<i>Picture Bingo</i>” will be conducted to revise the vocabulary items learned.</p> <p><i>Picture Bingo</i> Students will be shown pictures of different jobs using PowerPoint Slides. Students will then write down the jobs on a 4 x 4 grid. Then, teacher will then pick 6 words from the list and students will play the bingo game by circling the vocabulary picked by the teacher on the grid.</p> <p><i>KWL chart about “biography”</i> Students will be asked to complete the first two columns of K-W-L chart about text types and language features of biography.</p> <p>Teacher will go through the K-W-L chart with</p>					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>students and revisit the language items covered in GE lessons.</p> <p><u>While-reading</u></p> <p><i>Shared reading: printed biography</i> Students will be asked to read the printed biography of Thomas Edison. Text type features such as use of timelines will be highlighted. Teacher will also demonstrate how to work out the meaning of unknown words using the contextual clues. Teacher will ask students to do so while reading.</p> <p><i>Shared reading: Online Encyclopaedia</i> Students will read an online encyclopaedia about David Beckham, the soccer player. Teacher will ask students to compare the differences between an online encyclopaedia and a biography. They will complete a comparison table afterwards.</p> <p><i>Guided reading: Online biography</i> Students will be asked to read an online biography about Mark Zuckerberg, the developer of Facebook. Students will be guided to apply the reading strategies learned.</p> <p><u>Post-reading</u></p> <p><i>Checklist for “biography”</i> Based on the completed comparison table and the biographies, students will be guided to prepare the checklist on text type features</p>					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>and language features of biography and complete the last column of KWL chart.</p> <p><i>Writing biography</i> Students will work in groups and be assigned to work on one category of famous people (e.g. scientists, writers, entrepreneurs) and write a biography about one great person of that category. Students will share their work with others using Seesaw.</p> <p><i>The Most Influential People</i> Students’ written biographies will be displayed on the Seesaw apps. Each student will vote for the most influential people for each category and provide reasons. Students responsible for that category will be consolidated their classmates’ ideas and give a short presentation to the class.</p> <p><u>Co-curricular activities</u> <i>“Human Library”</i> Students work in groups and search information about one person whom they admire to prepare for the “human library” sessions. During the “Human Library” sessions, students will role-play the person and share with the “readers” the story of the person as if they were the person they admire. Other students can ask questions and the students have to respond from the perspective of the person.</p>					