

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

School Name: Sacred Heart Canossian School (English)

Application No.: C 057 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 17

2. No. of approved classes in the 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	5	5	5	5	30

3. No. of operating classes in the 2018/19 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)
Quality Education Fund Thematic Network (QTN) on English Language (Primary) 2014/15	P.1	Phonics module	Chinese University of Hong Kong
Quality Education Fund Thematic Network (QTN) on English Language (Primary) 2015/16	P.1 P.2	Phonics module	Chinese University of Hong Kong
eREAP	P.1-P.6	Brainpop ELL	Hong Kong EdCity

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Students are on-task, well-disciplined and attentive learners. 2. Students are willing to help classmates further improve their English proficiency. 3. Both KS1 and KS2 students have shown keen interest and enthusiasm in learning English through songs, games and motivating activities. 4. Students are ready to read both fiction and non-fiction texts. 5. A strong, focused and dedicated English teaching team/staff. 6. Teachers' co-planning culture and peer observation has been in practice. 	<ol style="list-style-type: none"> 1. School widely adopts Cooperative Learning Strategies to encourage communications among students. 2. The introduction of the new English reading curriculum under PEEGS will expose students to a variety of reading materials through electronic devices.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Students need more opportunities to use, and to speak English in a realistic context e.g. field trips, English plays or productions etc. Teachers need to provide a means for students to build their inquiry skills. 2. Inadequate exposure to a wide range of text types especially for students in KS1. 	<ol style="list-style-type: none"> 1. Inflexibility of the school timetable 2. Students are too occupied with extra-curricular activities and tutorials/lessons after school. They have inadequate time for reading books.

(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
<ol style="list-style-type: none"> 1. Refinement of the English Language curriculum with integration of Language Arts elements 2. Enrich the English language learning environment 	<ol style="list-style-type: none"> 1. Employing a qualified supply teacher to create space for the core team members to develop a school-based speaking curriculum with integration of Language Arts elements in P.4 and P.5 2. Employing a curriculum consultant to incorporate Language Arts activities into the English language curriculum 3. Purchasing books for language arts activities and relevant teaching reference books for curriculum planning 	P.4-P.5

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS (Reference no. GD328)

<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 - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <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 type="checkbox"/> Purchase learning and teaching resources</p> <p><input type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Employ 2 full-time* or part-time* teaching assistants <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</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 ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
Employing 2 English-proficient teaching assistants to assist existing English Language teachers in promoting reading across the curriculum at Primary 1-2					
<p><u>Objectives</u></p> <p>Our English curriculum is designed not only to help our students develop their essential language skills, but to prepare them for the 21st Century challenges and inspire them to become independent, lifelong language learners.</p> <p>A school-based reading across the curriculum (RaC) programme will be developed at Primary 1 and 2. We believe that it is beneficial to introduce more cross-curricular vocabulary to early readers to help them become confident and independent readers. The programme will be thematically and linguistically connected to the core English curriculum and other Key Learning Areas (KLAs), e.g. General Studies and Visual Arts to improve our students’ language competence, promote healthy reading habits and enrich their learning experiences through actively teaching various reading skills and strategies in authentic contexts and exposure to a wide range of text types along with involvement in co-curricular activities. The RaC programme will enrich the current curriculum with ample of text types on cross-curricular topics to help students connect various learning experiences across different subjects.</p>	P.1 & P.2	<p>2019/2020</p> <p><u>Primary 1</u></p> <p><i>Module 1 on Animals</i></p> <p>Planning: September 2019</p> <p>Implementation: October – December 2019</p> <p>Evaluation: December 2019</p> <p><i>Module 2 on School</i></p>	<p><i>On curriculum:</i></p> <p>4 sets of school-based reading across the curriculum materials including lesson plans, learning tasks / activities, worksheets and PowerPoint slides will be developed per level for P.1 and P.2.</p> <p>A total of 28 weekly lessons covering 4 modules will be arranged for each level at P.1 and P.2 per year.</p> <p><i>On students’ performance:</i></p> <p>100% of students involved will complete all the developed programme</p>	<p>The reading programme will be refined and integrated into the core curriculum for the implementation in the future.</p> <p>The designed lesson plans with reflections as well as teaching and learning materials / aids will be modified, properly kept for future implementation.</p>	<p>The effectiveness of the lesson plans / teaching and learning materials will be evaluated during bi-weekly core team meetings. The records of the meeting will be kept for future reference.</p> <p>Peer lesson observation and try-out (per module) will be conducted and evaluated during co-planning meetings to see if the resources developed are effective in fostering students’ reading skills.</p>

¹ The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

² Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

³ Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p><u>Core Team</u></p> <p>The core team is comprised of 2 core team leaders who will be in charge of the programme and 8 core team members to refine and develop a school-based reading curriculum to enhance students' reading skills. The core team members are responsible for designing and refining materials for P.1 and P.2 reading curriculum. Duties will be assigned according to the levels that they teach.</p> <p><u>Development of RaC programme</u></p> <p>Teachers of other KLAs will also be involved. They will be responsible for suggesting themes, providing content support to the programme. Co-planning meetings will be conducted bi-weekly focusing on lesson design and the development of teaching materials including lesson plans, learning tasks / activities and PowerPoint slides. Teachers will also share the experiences in running the lessons in co-planning meetings. Peer lesson observation or try-outs of the newly-developed plans and strategies will be conducted by the core team per theme-based module. Reflection of the lessons observed will be shared during co-planning meetings (1 per theme-based module). Adjustment of the teaching strategies or teaching materials will be made where necessary after the lesson observations or try-outs.</p> <p>The core team will disseminate practices of the reading curriculum to other level teachers during mid-term and final-term panel meetings to promote professional development of all panel members.</p> <p><u>Deployment of the additional staff</u></p> <p>Two teaching assistants will be employed to assist the core team members to refine and develop school-based RaC curriculum in P.1 and P.2.</p>		<p><i>activities</i></p> <p>Planning: November – December 2019</p> <p>Implementation: January – February 2020</p> <p>Evaluation: February 2020</p> <p><i>Module 3 on Food</i></p> <p>Planning: January – February 2020</p> <p>Implementation: March – April 2020</p> <p>Evaluation: April 2020</p>	<p>/ materials.</p> <p>Reading assessment results of over 70% of students at P.1 to P.2 will improve by 5% in 1 year's time.</p> <p>70% of P.1 and P.2 students' confidence and reading skills will be enhanced.</p> <p><i>On existing English teachers' professional enhancement:</i></p> <p>100% of the English teachers involved will enrich their knowledge in the teaching of RaC effectively.</p> <p>100% of the target level English teachers will apply new teaching methods of reading to English teaching at P.1 to P.2.</p>	<p>Some of the learning activities and reading lessons for each target level will be video-taped and shared in English panel meetings so that knowledge and pedagogy acquired in the project can be transferred, disseminated and sustained.</p>	<p>Materials will be adjusted after evaluation if required.</p> <p>P.1 and P.2 core team members will share their views on the students' lesson performance and review the effectiveness of the project in the 2nd and 3rd panel meetings</p> <p>Lesson observations will be videotaped and used for evaluation and professional sharing once per term.</p> <p>Questionnaires for students, teachers and parents on the effectiveness of the programme will be conducted by the end of each term.</p>

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<p><u>Expected qualifications and experience of the teaching assistants</u></p> <p>The teaching assistants are expected to be at least an associate degree or a higher diploma holder with experience working in the education field and preferably with some IT skills.</p> <p><u>Duties of the teaching assistants</u></p> <p>Each teaching assistant will be responsible for offering support for level teachers at one target level.</p> <p>1) Before class: assisting in organising resources for smooth running of the reading lessons by offering clerical support, preparing and managing teaching and learning materials, developing e-learning resources, photocopying worksheets, setting up activities and so on.</p> <p>2) During class: assisting English teachers during lessons through supporting individual or small groups of students who need extra support and assisting in the implementation of the resources developed within the classroom.</p> <p>3) After class: guiding less-able students in reading during recess twice a week.</p> <p>4) Professional support: meeting with the core members monthly to discuss strategies to help the less-able students in reading.</p> <p>RaC programme</p> <p>Students’ academic literacy, reading experience and reading interest will be enhanced via the RaC programme covering a broad range of fiction and non-fiction texts on cross-curricular themes. The reading programme will be conducted within the normal timetable at P.1 and P.2. One lesson per week with a total of 6-7 lessons per module will be allocated to the</p>		<p><i>Module 4 on Hobbies</i></p> <p>Planning: March - April 2020</p> <p>Implementation: May – June 2020</p> <p>Evaluation: June 2020</p> <p><u>Primary 2</u></p> <p><i>Module 1 on Jobs</i></p> <p>Planning: September 2019</p> <p>Implementation: October – December 2019</p> <p>Evaluation:</p>			<p>The collected data will be used for future planning and the improvement on learning and teaching of RaC programme.</p> <p>The results of students’ reading assessments will be analysed to evaluate the effectiveness of the programme.</p>

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<p>programme for each target level.</p> <p>A multisensory approach will be adopted. For early readers, the use of visual, audio, kinesthetic or tactile approaches can be helpful for learning. To help foster active learning, the platform SEESAW will be used to promote communicative use of language and create a learning community. Students use creative tools to take pictures, draw, and record videos to capture learning in a portfolio. They can see and comment on one another's work. Parents can also see and leave comments and encouragement on their children's work. Teachers can keep track of students' learning progress and share their work on the blog of the platform.</p> <p>There will be follow-up tasks after reading for consolidation, e.g. comprehension worksheets, reading aloud, videos and writing tasks. Cross-curricular activities such as readers theaters, presentations and outings will be organised.</p> <p><u>Proposed themes, text types, reading skills of the reading programme</u></p> <p><u>Primary 1:</u></p> <p>connection with modules of General Studies and Visual Arts</p> <table border="1" data-bbox="129 1106 965 1501"> <thead> <tr> <th data-bbox="129 1106 302 1235">Theme-based modules</th> <th data-bbox="302 1106 510 1235">Text types</th> <th data-bbox="510 1106 965 1235">Reading skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 1235 302 1374">1)Animals</td> <td data-bbox="302 1235 510 1374"><i>Narrative texts:</i> stories, poems</td> <td data-bbox="510 1235 965 1374">- guess the meaning of unknown words by using pictorial and contextual clues</td> </tr> <tr> <td data-bbox="129 1374 302 1501">2) School activities</td> <td data-bbox="302 1374 510 1501"><i>Explanatory</i></td> <td data-bbox="510 1374 965 1501">- scan a text by looking at repeated words, words in bold, italics or capital letters</td> </tr> </tbody> </table>	Theme-based modules	Text types	Reading skills	1)Animals	<i>Narrative texts:</i> stories, poems	- guess the meaning of unknown words by using pictorial and contextual clues	2) School activities	<i>Explanatory</i>	- scan a text by looking at repeated words, words in bold, italics or capital letters		<p>December 2019</p> <p><i>Module 2 on Seasons</i></p> <p>Planning: November – December 2019</p> <p>Implementation: January – February 2020</p> <p>Evaluation: February 2020</p> <p><i>Module 3 on Stories</i></p> <p>Planning: January – February 2020</p> <p>Implementation:</p>			
Theme-based modules	Text types	Reading skills												
1)Animals	<i>Narrative texts:</i> stories, poems	- guess the meaning of unknown words by using pictorial and contextual clues												
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3) Food	<i>texts:</i> captions, illustrations	- understand the information on the book cover and contents page		March – April 2020 Evaluation: April 2020 <i>Module 4 on Time</i> Planning: March – April 2020 Implementation: May – June 2020 Evaluation: June 2020			
4) Hobbies	<i>Information texts:</i> menus, charts, labels, rules, leaflets	- make predictions - recognise the features of some common text types					
<u>Primary 2: connection with the modules of General Studies</u>							
Theme-based modules	Text types	Reading skills					
1) Jobs	<i>Narrative texts:</i> stories, diaries	- make predictions - identify characters, setting and sequence of events in stories;					
2) Seasons	<i>Explanatory texts:</i> captions, illustrations	- locate specific information by recognising simple formats (e.g. birthday or invitation cards)					
3) Stories	<i>Exchanges:</i> cards, conversations, personal letters	- follow predictable texts by recognising the repeated use of sentence patterns - follow instructions and signs					

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4) Time	<p>Information texts:</p> <p>rules, notices, timetables, weather reports</p>	<p>by recognising key words with visual support</p> <p>- guess the meaning of unknown words by using pictorial and contextual clues</p>					
<p>Sample module for Primary 1</p> <p>Topic: Animals</p> <p>Cross-subject content:</p> <p>General Studies - features and body parts of different animals; Visual Arts - use observation, memory and imagination to depict My Favourite Animal</p> <p>Objectives</p> <p>-Learn about action verbs for animal actions</p> <p>-Classify information: Identify the movements of animals</p> <p>-Use gestures and physical movements to act out the meaning of the action verbs in the text</p> <p>-Use targeted vocabulary in conversation and in writing accurately with correct syntax</p> <p>Language:</p> <p>- modal and action verbs e.g. The camel <u>can walk</u>.</p> <p>- simple present tense (stories)</p> <p>- time adverbs (stories)</p>							

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<p>Reading activities/ learning tasks</p> <p>For pre-reading (activating schemata), teachers will invite students to brainstorm and try to tell how different animals move. Show students the video - <i>How Do Animals Move?</i>: https://www.youtube.com/watch?v=E5zi50ffmTw</p> <p>Introduce to them the action verbs they might use to describe how animals move. Some students will be invited to demonstrate various actions of movement of different animals in a guessing game.</p> <p>During reading lessons (shared and guided reading lessons), students will be shown the front and back covers of the book and read the title. Teacher will ask students what they might read about in a book called <i>Animals Can Move</i> to let students predict the content of the book and how the animals on the covers move. Students will be shown the content page and discuss the information on the page. They will also be guided to read the story and think about the development of the story to find out how animals can move.</p> <p>Teachers will then introduce the text structures and features of a leaflet, go through the model texts with students. After that, students will play a matching game to stick the labels of different features onto the correct part of a leaflet to help them recognise the features of the text.</p> <p>For post-reading, students will read the rest of the book independently and complete a comprehension task. In addition, students will take turns to read aloud parts of the book to their partners.</p> <p>Reading skills and strategies</p> <p>-understand the information on the book cover and contents page</p>					

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<p>- make predictions - recognise the features of some common text types</p> <p>Contents action verbs, proper nouns for different animals, features and body parts of different animals</p> <p>Teaching and learning materials PowerPoint slides, video, matching cards, worksheets, SEESAW activities</p> <table border="0" data-bbox="114 715 981 1125"> <tr> <td data-bbox="114 715 546 1125"> <p>Text Types</p> <p>Stories</p> <p><i>Text features:</i> heading, sub-headings, pictures</p> <p><i>Text structures:</i> problem and solutions, compare and contrast</p> </td> <td data-bbox="546 715 981 1125"> <p>Leaflets</p> <p><i>Text features:</i> heading, sub-headings, pictures, labels, bullet points, captions, special print e.g. bold, italics, or underlined</p> <p><i>Text structures:</i> description</p> </td> </tr> </table> <p>Cross-curricular activity Excursion to Hong Kong Zoological And Botanical Gardens will be arranged for P.1 students. Students will take photos/videos and remember the details about their favourite animals. After the visit, students will use Google Tour Builder to show the wild animals in the Safari. Students will do an oral presentation about their favourite animals on SEESAW (e.g. label their body parts and briefly describe their</p>	<p>Text Types</p> <p>Stories</p> <p><i>Text features:</i> heading, sub-headings, pictures</p> <p><i>Text structures:</i> problem and solutions, compare and contrast</p>	<p>Leaflets</p> <p><i>Text features:</i> heading, sub-headings, pictures, labels, bullet points, captions, special print e.g. bold, italics, or underlined</p> <p><i>Text structures:</i> description</p>					
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<p>features). Teacher will give feedback on their performance and the best presentation in each class will be invited to do a sharing.</p> <p>Follow-up task/ final product</p> <p>Students will design a simple leaflet for their favourite animals.</p>					