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

School Name: <u>TUNG WAH GROUP OF HOSPITALS MA KAM CHAN MEMORIAL PRIMARY SCHOOL</u> (English)

Application No.: C <u>068</u> (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): <u>   21   </u>

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	9	9	7	6	4	5	40

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	9	9	7	6	4	6	41

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)
英文電子學習課堂教學設計 – 促進學生學習興趣及成效	P.2 & P.3	To enhance e-learning strategies in teaching English	EDB
Guided reading programme (promoting extensive reading) in Primary 3	P.3	To promote the reading atmosphere in school and enhance students' reading abilities	EDB

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

Strengths	Opportunities
1. School NET, ELTAs and local teachers work well in creating English-rich environment. 2. Teachers' co-planning culture has been well cultivated. 3. There is more space for organising various language activities with two campuses in our school. 4. The principal, school management board and English teachers are willing to adapt new teaching strategies and ideas. 5. The library provides rich reading resources for students. 6. The school has well established the e-learning systems with various online reading platforms available for students to use. (e.g. Raz-Kids) 7. Many experienced teachers have good understanding of students' weaknesses and provide appropriate scaffolding to assist their learning.	1. Students are eager to communicate with the native-speaking teachers. 2. The new English room provides students with a cozy environment and an encouraging atmosphere for learning English. 3. There is enough manpower to conduct the guided reading lessons in Primary 3. 4. PEEGS provides opportunities for us to review the existing school-based curriculum and develop a new reading programme for P.1-P.2 students to cater for their needs.
Weaknesses	**Threats**
1. Our tight curriculum offers students little room for developing their own reading habit. 2. Some students have minimal parental support in learning English. 3. Learner diversity is huge among students. 4. Students lack learning initiatives and self-directed learning skills.	1. It is difficult for teachers to cater for learner diversity and narrow down the achievement gaps among individual learners. 2. It's challenging to manage two campuses when implementing a new curriculum.

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

(More rows can be added, if needed.)

Area(s) of Development	Usage(s) of the grant	Grade Level
1. To develop a school-based reading curriculum for KS2 2. To enhance teachers' capacity to design school-based curriculum to cater for learner diversity	1. Employ a supply teacher	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 ☑ the appropriate box(es) below)	Proposed usage(s) of the Grant (Please ☑ the appropriate box(es) below)	Time scale (Please ☑ the appropriate box(es) below)	Grade level (Please ☑ the appropriate box(es) below)
☐ Enrich the English language environment in school through - conducting more English language activities*; and/or - developing more quality English language learning resources for students* *(*Please delete as appropriate)* ☐ Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" **(*Please delete as appropriate)** ☐ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☑ 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" ☐ Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	☐ Purchase learning and teaching resources ☑ Employ full-time* or ~~part-time~~* teacher *(*Please delete as appropriate)* ☐ Employ full-time* or part-time* teaching assistant *(*Please delete as appropriate)* ☐ Procure service for conducting English language activities	☑ 2019/20 school year ☐ 2020/21 school year	☐ P.1 ☑ P.2 ☐ P.3 ☑ P.4 ☐ P.5 ☐ P.6

(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] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
Employing a full-time supply teacher to create space for the core team members to develop a reading programme to cater for learner diversity with equal emphasis on more able and less able students at Primary 2 and 4					
Overall objectives: Alongside with catering for learner diversity through reading English texts with different levels of difficulties and various approaches, the proposed programme serves to promote students' literacy in English with school-based 'Free to Read' Programme in Primary 2 and 4, arouse students' interest in reading English books and cultivate students' reading habits by organizing guided reading activities. **The core team:** A core team will be set up to organise 'Free to Read' Programme and design differentiated resource packages to cater for learner diversity. There will be 4 core team members, comprising two English Panel Chairpersons (EPCs) and two target level English teachers of 2019/2020 school year,. The EPCs will be in charge of the project. A supply teacher will be hired to take up about 30 lessons *(e.g. English lessons of non-target level(s), non-English lessons)* each week from the core team members. About 6 lessons will be released from each of the target level teachers and about 9 lessons will be released for each EPC.	P.2 & P.4	*Sep 2019* Set up the core team *All year round* Planning, Implementation, Try-outs, Lesson observations, Evaluation *Oct 2019* Theme 1 *Nov 2019* Theme 2 *Dec 2019* Theme 3 *Jan 2020* Mid-term evaluation and sharing	**Curriculum:** 12 sets of school-based reading resource packages including lesson plans, learning tasks / activities and PowerPoint slides will be developed in total for Primary 2 and 4, covering a total of 72 lessons per year. Each package will cover 1 module with 6 lessons. **Students' performance:** All students of P.2 and P.4 will complete all the developed programme materials in the project year.	The newly-developed 'Free to Read' Programme will be adopted and incorporated into the school-based differentiated curriculum as well as promoted to other grade levels after the project period. Core team teachers will be become mentors for other panel members to facilitate knowledge transfer.	**Lesson Observations (videotaping):** All classes of the target levels will be observed once per term. **Co-planning meetings:** The core team will have at least 9 weekly co-planning meetings to cover 3 reading modules per target level per term. **Evaluation:** An evaluation meeting will be held at the end of each term to evaluate the

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[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.

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Duties: ➢ To review the current curriculum at the beginning of each term and develop 'Free to Read' programme for P.2 and P.4; ➢ To host weekly core team co-planning meetings to discuss and design differentiated learning activities and materials (at least 9 per term); ➢ To conduct weekly level teachers meetings; ➢ To demonstrate newly-developed resources; ➢ To arrange co-teaching between the NET/ELTA with English subject teachers in every lesson; ➢ To observe lessons and conduct post-lesson review meetings for all classes of the target level at least once per term; ➢ To arrange peer lesson observation for other level teachers at least once per term; ➢ To offer support to level teachers during implementation; ➢ To conduct mid-term and final evaluation meetings at the end of each term; ➢ To modify the newly-developed materials and instructional strategies after evaluation; and ➢ To conduct professional sharing sessions to share the experiences of running the proposed programme to all teachers at the end of each term. **Details of the reading programme:** The programme will be conducted within the normal timetable. ➢ Number of lessons to be conducted per week: 2		*Feb-Mar 2019* Theme 4 *Apr 2019* Theme 5 *May 2019* Theme 6 *Jun 2020* Reading assessment *Jul 2020* Final evaluation & sharing	80% of P.2 and P.4 students will improve their confidence and skills in reading. 80% of P.2 and P.4 students will read at least 12 titles in class per year. Reading levelling assessment results of over 70% of students at P.2 and P.4 will improve by at least 2 reading levels in one year's time. 80% of P.2 and P.4 students will: 1. show improvement in understanding English texts ; 2. enjoy reading English books; 3. read English books every week; 4. improve their motivation in reading English books.	The lesson plans and reading materials designed will be regularly updated through co-planning lessons and properly retained for future implementation after the completion of the project. There will be 2 sharing sessions in the project year. Teachers from the core team can share their experience with other English teachers so that the knowledge and pedagogy acquired during the project can be transferred, disseminated and sustained.	effectiveness of the programme and come up with follow-up actions. **Questionnaires** APASO and stakeholder questionnaires will be used to collect data on student's reading habits and interests per term. Teachers' feedback on the reading programme will be collected through questionnaires per term. The collected data will be analysed to evaluate and improve the programme. **Assessment results** Two reading assessments will be conducted for all P.2 & P.4 students to check their

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➢ Number of lessons to be allocated for each theme: 6 ➢ Number of guided reading books per theme: 4 – 6 In each school year, students in each target level will have altogether 36 reading lessons. The programme will cover 6 core English storybooks for shared reading, 24 - 36 guided reading books under different themes. The selected English storybooks and guided reading texts are closely related to the themes of the core English Language curriculum. Plenty of learning activities such as drawing, games, show and tell, reading aloud, role play, songs, body movements, pair work, group work, and presentations will be arranged in the reading lessons to cater for students with different needs, learning abilities and styles (e.g. audio, visual and kinesthetic) along with enhancing their learning motivation and language proficiency. *Tentative themes:* *All the themes are closely related to the core English Language curriculum.			**Teachers' professional enhancement:** 60% of the existing English teachers will enrich their knowledge in the teaching of guided reading. All target level teachers involved will apply their knowledge in the teaching of guided reading at P.2 and P.4.	Some lessons will be video-taped for professional sharing and future reference.	reading levels before and after the programme. The collected assessment results will be analysed to evaluate and improve the programme. **Keeping records** Both hard copies and soft copies of the resource packages, meeting records and evaluation forms will be kept.

	P.2	P.4
1st term	1. School Places 2. Rules & Signs 3. Jobs	1. Making friends 2. Eating out 3. Now and then
2nd term	4. Housework 5. Seasons & Weather 6. Festivals	1. Travelling around Hong Kong 2. Healthy eating 3. Having good habits

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Proposed reading skills and text types Primary 2					

Primary 2

Reading skills	Text types
More-able students: - work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) -process some compound and complex sentences - locate specific information by identifying key words **Core part and less-able students:** - make prediction - master basic book concepts (e.g. titles and names of authors) - work out the meaning of words by using knowledge of letter-sound relationships - process simple sentences by identifying meaningful chunks - locate specific information in a short text in response to questions - follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns) - identify characters, setting and sequence of events in stories	Directories/ Leaflets Rules and signs Posters Conversations Stories Charts Songs Personal letters Personal descriptions Riddles Captions

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Primary 4					

Primary 4

Reading skills	Text types
More-able students:	Emails
- gather, distil and summarise more extensive information and ideas from texts	Personal descriptions
- distinguish facts from opinions by using semantic and syntactic clues	Menus
- deduce information and ideas by using semantic and syntactic clues	Plays
	Blogs
Core part and less-able students	Questionnaires
- skim a text to obtain the main ideas	
-work out the meaning of words and phrases by using semantic and syntactic clues	Brochures
	Webpages
- locate details which support the main ideas from different parts of a text	Informational reports
- follow ideas by recognising simple text structures and understanding the use of cohesive devices	Advertisements
- infer feelings of characters from pieces of information in narrative texts	Stories
- organise information and ideas in texts by using knowledge of text structures and some graphic forms	Expositions

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Strategies to cater for learning diversity Clear learning targets and expectations will be set for all students in every module. Core and extended teaching content will be designed with basic competencies included to ensure that every student can build up essential knowledge and skills and the potential of high fliers can be stretched to expand their existing knowledge and skills. A rich array of teaching strategies will be flexibly applied in the reading programme, for instance, selection of interesting content to engage learners, multi-sensory approach, experiential learning, modelling, explicit teaching of reading skills, use of graphic organisers, progressively adjusting the level of difficulty of the learning tasks, differentiated learning tasks, assigning different roles to students with different abilities in activities, thinking aloud to understand the thinking process in reading. Teachers will differentiate the following classroom elements with a variety of instructional strategies based on students' needs, abilities, readiness and interest. *Content* ➢ Multimodal texts (e.g. videos, songs, pictures, graphics, etc.) and graphic organisers (e.g. venn diagram, 5 elements of a story plot, KWL chart) will be included ➢ Differentiated materials (e.g. vocabulary lists, reading texts) with core and extended/challenge parts will be designed ➢ A variety of text types will be covered including leaflets, rules and signs, posters, stories, personal descriptions, brochures, menus, plays, blogs, questionnaires, webpages, informational reports, advertisements, etc.					

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Process ➢ Multisensory experiences: Teachers will enhance students' learning by offering support based on individual needs: e.g. pictures and graphs for visual learners; songs/ audio books for auditory learners; an interactive reading activity (e.g. role play) for kinesthetic learners. ➢ Apart from differentiated materials, reading activities will be conducted through which all learners work with the same topic/skills, but proceed with different levels of support, challenge, or complexity. ➢ The design of learning activities will highlight the importance of hands-on experience e.g. project learning, field trips, excursions, performance to extend students' learning and enrich their experiences. ➢ Differentiated questioning in reading tasks/lessons: prompting students with differentiated questions and including higher order thinking skills in designing differentiated questions for advanced learners and providing timely feedback according to their language proficiency. The questions start with lower level of cognitive complexities (basic reading comprehension: remembering and comprehension) such as stock taking key words and identifying different parts of sentence structure for less able students. The higher level questions include comparing and contrasting, arranging things in the proper sequence after analysis. The highest level questions are giving examples, making conclusion, evaluation and synthesis (creating new ideas). ➢ Flexible grouping strategies (individual, pair and group) and various grouping arrangements (e.g. ability groups, interest centres, expert groups) to address individual needs of learners and encourage collaborative learning will be adopted. ➢ Varying the duration of reading tasks so as to offer					

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additional support for a struggling student or to encourage a more able student to pursue a topic in greater depth. ***Product*** ➢ Differentiated tasks will be developed to include extended task on top of the core part to stretch the potential of high fliers. For example, *core part: description of a character in the story* *extended task: creating a new character in the story* ➢ Differentiated **tasks** based on students' interest, needs and abilities will be designed to widen and deepen students' learning in the reading lessons, such as selection of their interested topic/role to work on. ➢ Diversified assessment modes Various forms of assessments including formative (e.g. homework, discussion, project learning) and summative assessments (pre- and post-levelling assessments) will be adopted. Teachers will also observe students' performances in the guided reading lessons as well as assign online reading assignments on the platform, Raz-Kids and generate the performance reports to monitor students' progress. ***Learning environment*** ➢ Language rich supportive environment ➢ Different classroom settings will be arranged according to different learning activities e.g. individual work setting to let students work quietly without distraction, group work setting to encourage collaboration ➢ Clear guidelines will be set and classroom routines (e.g. group leaders, student helpers, reward scheme) will be developed to encourage students to learn from their peers and allow them to get help when teachers are not					

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available to assist them immediately. **P.2 Sample module** *Topic:* Jobs *Reading texts:* Stories about people with different jobs in a town; Descriptions of different jobs *Target language items:* ➢ Thematic vocabulary about jobs *e.g. fireman, postman, teacher, driver, doctor* and job descriptions such as *fighting fire, posting mails, teaching students,* etc. ➢ Interrogative pronoun 'what' to find out specific information about a person ➢ Auxiliary verb 'do' to seek information ➢ Nouns to identify people, jobs and noun phrase to describe job nature ➢ Adjectives to describe people ➢ Present tense (present states) ➢ Connectives (and, or) *Learning objectives* ➢ To identify target vocabulary, e.g. the jobs, job descriptions through various sources of inputs as songs, pictures, videos accessible from the Internet, and printed texts as phonics flashcards, word cards, posters. ➢ To organise the target vocabulary and categorise the features of particular jobs with appropriate graphic organisers and high order thinking skills. ➢ To share with the class a job from one of their parents/family members or to write a story about their dream job in the future with target sentence structures.					

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Reading skills 					

Core part	Extended part
- work out the meaning of words by using knowledge of letter-sound relationships - locate specific information in a short text in response to questions - identify characters, setting and sequence of events in stories -make prediction	- work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms)

Reading lessons
Pre-reading:
Invite students to brainstorm jobs that they know   (with KWL chart) and show them video clips to activate schemata
For example, People Song:
https://www.youtube.com/watch?v=JBXaupIJHr8
Sing the song together and introduce students some jobs in the town.
Introduce more target vocabulary by showing students jobs flashcards (*e.g. farmer, bus driver, doctor, teacher, dentist, police officer, chef, hair dresser, nurse, shopkeeper, fire fighter, actor, singer*) with a guessing game.   Invite a student to draw a flashcard and do actions for the job and let other students guess what job it is.   Weaker learners will start with easier ones, like chef, policeman, taxi driver.   As each job is guessed, stick the flashcard onto the board and read aloud the word twice.   Continue until all of the job flashcards are on the board.   Students will then play a matching game in groups to consolidate their learning followed with a worksheet exercise.

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Differentiated content: The exercises are of different complexity and length in terms of content for different students to work on. 	Core part	Extended part
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Worksheet exercise Students will be given names of different jobs and pictures about the jobs to match with. (10 questions)	**Worksheet exercise** Students will have to guess and fill in the correct jobs with only job descriptions/scenarios provided in the riddles. (6 questions) | *During reading* (shared and guided reading lessons) Students' learning tasks are differentiated according to students' levels of abilities, motivation, interests and readiness. Students will be shown the front and back covers of the storybook and read the title. Students will be asked to predict what they might read in the book called *When I Grow Up*. Students will be shown the content page and discuss the information on the page. With various learning tasks/activities, students will be guided to read the story, identify characters, setting and sequence of events in the story, learn about different target reading skills as well as the text structures and language features of descriptions in model texts. Flexible grouping arrangements ➢ Students will be grouped according to their ability and interest. ➢ Students will work together in a mixed-ability group in a collaborative learning mode in discussion/reading circle. More able students can take the leading role in the group and offer peer support to weaker ones. ➢ For guided reading, students will be divided into 6 homogenous groups according to their reading levels.					

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Students will complete different sets of graded worksheets according to their abilities. Differentiated content: Play a memory game in groups of 4. They will take turns to find the matching cards in correct pairs of *the jobs* and *job duties*. The cards should go face down on the table, *the job* cards in one grid and the *job duties* cards in another. Students must make a sentence based on the cards they turn over, and then say yes or no. e.g.					

Less-able

The job cards	Job duties cards	Yes/ No
a chef	put off/fires	A chef puts off fire. No
a teacher	teach students/ school	A teacher teaches students in a school. Yes

More-able

The job cards	Job duties cards	Yes/No
a chef	a picture with a scenario of putting off fires	A chef puts off fire. No, a chef doesn't put off fire. He prepares dishes in a restaurant.
a teacher	a picture with a scenario teaching students in a school	A teacher teaches students in a school. Yes

When students find the correct pair of cards, they keep them. The winner of the game keeps the most pairs.

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Decoding and word attack strategies <table><tr><td>Core part</td><td>Extended part</td></tr><tr><td>- chunking the word into syllables *e.g. hospital, hos/pi/tal; prison, pri/son; dangerous, dan/ger/ous*</td><td>-knowledge of word formation (e.g. prefix, suffix) *1) -er: e.g. teacher, driver* *2)-or: e.g. actor, doctor* *3)-ist e.g. dentist, artist* *4)-man e.g. postman, policeman*</td></tr></table> Differentiated questioning ➤ Questions are graded to guide students to focus on the target vocabulary and descriptions of various jobs and use the vocabulary to fit in correct sentence structures. <table><tr><td>Core part</td><td>Extended part</td></tr><tr><td>Students are expected to answer questions by adopting the sentence structures for conversation: *-What is Mr. Rabbit's job?* *➞He is a firefighter.* *- What does he do?* *➞He fights fires and rescues people from fires/ accidents.*</td><td>On top of the basic conversation, students are expected to use appropriate descriptions/adjectives to describe the character and explain the reason behind. *-What do you think about Mr. Rabbit?* *➞He is cool/attractive because he wears yellow uniform with a helmet.* *➞He is brave because he risks his life to work in danger.* *-Do you want to be a firefighter? Why?* *➞Yes, I really like to help people and want to be a hero.* *➞It's too dangerous.*</td></tr></table>					

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Post-reading: For post-reading, students will complete relevant <u>differentiated</u> online reading and assignment on the platform, Raz-Kids. <u>Differentiated product: Final assignment</u> To finish the writing tasks with target sentence structures. | Less-able	More-able | |---|---| | **Writing and presentation** To interview one of their parents/family members and write a description to introduce his/her job. To do a presentation in class. | **Writing and storytelling** To do some research about their dream career and write a simple story about it. To present their story in class (storytelling). |					