

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

School Name: S.K.H. ST PETER'S PRIMARY SCHOOL (English)

Application No.: C 053 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 19

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	6	6	6	6	6	6	36

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:

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
The Development of Text Sets (DTS) for enhancing the school-based English language curriculum at primary level	P.1-P.4 (2014/2015 -2018/2019) P.5 (2018/2019)	- Using multi-modal texts to enhance students' literacy development - Stimulating students' curiosity and interest in reading and learning by designing cross-curricular or authentic literacy tasks	NET Section, Education Bureau

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
Building teachers' capacity to address interface issues concerning English learning and using English to learn at KS2 & 3	P.5 (2017/2018)	- Using multi-modal and multi-genre texts to enhance students' literacy skills - Integrating IT into English language curriculum to promote assessment as learning	NET Section, Education Bureau
Enhancing students' thinking and writing skills in the school-based writing programme	P.1 (2018/2019)	- Using graphics to enhance students' understanding of text features and structures - Stimulating students' curiosity and interest in writing a small range of texts by designing step-by-step writing tasks - Integrating speaking activities to increase students' confidence and enhance their skills to speak English	School-based Support Section, Education Bureau

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

Strengths	Opportunities
- Supportive incorporated management committee, principal and parents encourage the development of new curriculum initiatives. - Our open-minded English team is receptive to reforms. - The level coordinator system has been formed for better communication and collaboration. Teachers' co-planning culture and peer observation practices are well-established. - English Enhancement Team helps create English-speaking environment through organizing English activities (with the support of the NETs and local English teachers). - Students are motivated and eager to learn and use English.	- We have established a close relationship with the Advisory Teacher from the NET Section (EDB), and the Support Officer from the School-based Support Section (EDB) who provide insights to the English panel in developing the school-based reading programme that helps to promote reading across the curriculum in KS1 and KS2. - The PEEGS grant will offer teachers space to refine the existing school-based English language curriculum.
Weaknesses	Threats
Interest and ability to read a wider range of text types needs to be further strengthened among students of diverse learning needs in both key stages.	Heavy workload hinders teachers from reviewing and adapting initiatives.

(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
Improving the teaching of grammar and structures which can fit into the modules of General English Curriculum and enhancing students' reading skills through understanding texts in different contexts in reading workshops (P.1-P.6)	- Employing a full-time teacher for releasing core team members to develop school-based grammar programme and reading workshops in P.1-P.6 - Employing a part-time teaching assistant to help in preparing materials for grammar programme, reading workshops, reading corner and English corner - Purchasing readers for reading workshops in P.1-P.6	P.1-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* <i>(*Please delete as appropriate)</i>	☐ Purchase learning and teaching resources ☒ Employ a full-time* or part-time* supply teacher <i>(*Please delete as appropriate)</i>	☒ 2019/20 school year ☐ 2020/21 school year	☐ P.1 ☐ P.2 ☐ P.3 ☒ P.4 ☒ P.5 ☒ P.6
☒ 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>	☐ Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i>		
☐ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	☐ Procure service for conducting English language activities		
☐ 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"			

(E) How to implement the proposed 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 (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation
Hiring a full-time supply teacher for the core team for the development of “Read Beyond Programme” for creating a language-rich environment and promoting reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.4-P.6					
Objectives - The school will vigorously revamp its reading programme with a view to exposing students to different reading skills and text types, widening and deepening their knowledge, as well as connecting learning experiences across different Key Learning Areas. Curriculum adaptation will be conducted in KS2 first so as to lay a foundation for making the same change in KS1 in the subsequent year. - With the close involvement of the English panel, General Studies department and librarians, a more collaborative culture will be established.	P.4-P.6	Term 1 Fiction Planning Implementation 9-12/2019 Evaluation 1/2020 Term 2 Non-fiction Planning Implementation 2-5/2020 Evaluation 6/2020	6 programme packs (students’ booklets, PowerPoints and lesson plans) covering a total of about 60 lessons will be developed. 60% of P.4-P.6 students will improve their interest in reading English. 60% of P.4-P.6 students will improve their results in internal reading assessments. 70% of P.4-P.6 local English teachers will acquire a better understanding of cross-curricular reading instructions and equip themselves with relevant skills.	The learning and teaching resources developed will be stored in the school server and utilised after the completion of the project. Panel sharing sessions about the projects will be held with all English teachers during and at the end of the year. Reflection of lessons observed will also be conducted. Copies of student work will be kept for reference.	Lesson observations and evaluation meetings will be held for keeping track of the progress and effectiveness throughout the year. Records of meetings will be kept for future reference. Questionnaires to collect feedback from P.4-P.6 English teachers and P.4-P.6 students from random sampling (per level) will be distributed. Internal assessment data will be collected from WebSAMS system. The data informs
Duties of the full-time teacher - A full-time supply teacher who is proficient in English will be hired to create space for the three core team members (English panel heads) to develop the reading programme. Fiction readers and multimodal texts covering a broad range of themes will be adopted. Involving students in stimulating cross-curricular reading activities, school will create more positive conditions of learning. - The supply teacher will teach around 26 lesson per week: - twenty-two 35-minute lessons (English and non-English subjects); and					

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- two remedial classes (four lessons). Each core team member will have around eight lessons per week for material development. Duties of core team members - Three English panel heads will form the core team. They will conduct bi-weekly, each lasting forty-five minutes, KS2 co-planning meetings with relevant English teachers. A total of about 20 co-planning meetings will be held throughout the year. - The General Studies panel will be invited to sit in the co-planning meetings (beginning and end of the year) to offer content and activity support to the core team. - The core team will develop programme materials and examine them with level teachers before trials. - Peer lesson observations will be arranged at least once per term per level. - Post-lesson discussions will be arranged in relevant co-planning meetings among level English teachers and the core team members. Revision of materials will be made accordingly for future use. - Professional sharing sessions will be conducted during and at the end of the year to disseminate good teaching practices and new ideas. Tentative Themes<table><tr><th>Level</th><th>Theme</th></tr><tr><td>P.4</td><td>Old days / In good shape</td></tr><tr><td>P.5</td><td>Amazing holidays / Power of nature</td></tr><tr><td>P.6</td><td>Invention / Special jobs</td></tr></table>	Level	Theme	P.4	Old days / In good shape	P.5	Amazing holidays / Power of nature	P.6	Invention / Special jobs				Three core team teachers will be deployed to teach in other levels to ensure the knowledge and pedagogy can be applied and sustained. Lessons will be recorded for professional development purposes.	teachers the programme effectiveness and learning. Adjustment will be made afterwards.
Level	Theme												
P.4	Old days / In good shape												
P.5	Amazing holidays / Power of nature												
P.6	Invention / Special jobs												

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<u>Texts to be adopted</u> - Both fiction (Term 1) and non-fiction (Term 2) texts will be adopted for adding depths to students' understanding of the chosen themes and allowing exposure to a multiple of genres. <u>Implementation – Term 1 Fiction</u> - One lesson will be allotted to the programme per level per week. Fiction readers will be used in the first term. One booklet per level will be developed by the core team, with suggestions from relevant English teachers collected through the co-planning meetings. - A total of three resources packs (lesson plans, students' booklets, teachers' notes and PowerPoint) will be produced in the first term. - Approaches such as guided reading and group reading will be used to introduce students to: - core elements of a story (setting, characters, theme and conflicts in fictions texts); - plot or structure of a narrative text; - target reading skills; - thematic vocabulary; and - subject-specific knowledge, concepts and skills. - Newly-developed post-reading tasks related to the chosen fiction readers will: - help students process concepts; and - express how and what they feel about the content learnt. - Target reading skills and proposed post-reading tasks are set out below:					

Proposed school-based English Language curriculum initiative(s)			Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
Level	Target reading skill	Proposed post-reading task					
P.4	❖ Understand basic features of fiction texts ❖ Locate specific information ❖ Pronoun referencing ❖ Guess meanings of unfamiliar words ❖ Connect texts to daily lives ❖ Understand text structures: - Problem-solution	Write a letter to the story character telling him about his health problems and giving him suggestions.					
P.5	❖ Understand basic features of fiction texts ❖ Locate specific information ❖ Pronoun referencing ❖ Guess meanings of unfamiliar words ❖ Connect texts to daily lives ❖ Understand writer's feelings conveyed in texts ❖ Understand text structures: - Problem-solution - Cause-effect	Design a poster about an environmental problem in Hong Kong and appeal for action.					
P.6	❖ Understand basic features of fiction texts ❖ Locate specific information ❖ Pronoun referencing ❖ Guess meanings of unfamiliar words ❖ Connect texts to daily lives ❖ Understand writer's intentions and attitudes ❖ Understand text structures: - Problem-solution - Cause-effect	Create a new product sketch and present the idea to peers.					

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- Compare-contrast <u>Sample module</u> <u>P.4 : A fiction reader related to unhealthy lifestyle</u> - Objectives: - Students gain background knowledge of the topic and learn the target vocabulary and structures related to the topic 'healthy food' in General English (GE). - Students learn about basic story elements like characters and events through the fiction reader. They also learn target reading skills such as locating specific information, making pronoun referencing and connecting texts to daily lives. - Reading activities: - Students will browse webpages of famous fast food chains in Hong Kong for revisiting common food vocabulary items. - Teachers will go through the reader discussing book elements such as book covers, and elicit prediction from students about the story content. - Word hunt and jigsaw reading will be conducted to help students understand the words and the development of the story. - Post-reading tasks: - Students will write a letter to the story character telling him about his health problems, and giving him some suggestion to tackle them.					

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- Class teaching: - In the pre-reading stage, teachers will revisit target vocabulary items on the topic 'healthy food' by browsing some fast food shops webpages. Teachers will preview the reader by looking at its title, author and illustrations. Teachers will conclude this part by telling students that they will read about a sick fat boy who always eats a lot of food. - In the while-reading stage, reading strategies such as guided reading and group reading will be adopted with the use of different levels of questions. Reading activities like word hunt will be used to consolidate their understanding of the target words, and jigsaw reading will be employed to help students understand the development of the story. - In the post-reading stage, teachers will summarise the whole story by linking elements elicited from students through questioning. Issues like why the story character gets sick and how he can make himself stronger will be discussed to improve students' health awareness. - Reading skills they acquire in the first term will lay a foundation for their reading in the second term.					
Implementation – Term 2 Non-fiction Non-fiction texts will be adopted in the second term. Students learn topic-specific vocabulary and use different reading skills to locate relevant information from various reading texts, and then integrate their knowledge and skills acquired in content subjects (e.g.					

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General Studies) to complete a task. - One booklet on non-fiction text will be developed by the core team members, with suggestions from relevant English teachers and core members of the General Studies panel in the co-planning meetings, per level. Cross-curricular consultation and collaboration will take place. A total of three resources packages will be produced in the second term. - Learning of topic-specific vocabulary, text types, reading strategies as well as values and attitudes will be consolidated through post-reading activities. - Possible modules which facilitate cross-curricular teaching and learning between two subjects, English and General Studies, are listed in the following table:													
<table><tr><th>Modules</th><th>Topic-specific vocabulary & text types</th><th>Topics & values and attitudes</th><th>Post-reading tasks</th></tr><tr><td>P 4 Old days OR In good shape</td><td> - Names of things from Hong Kong's past and present - Webpages - Interviews - Personal recounts - Names of illnesses, healthy and unhealthy food names - Catalogues - Advertisement </td><td>Value our past (GS) 香港歷史 OR Be healthy (GS) 健康的身體</td><td>Interview an old person about his or her life in the past, and write an recount for him or her. OR Design a healthy food shopping list for</td></tr></table>	Modules	Topic-specific vocabulary & text types	Topics & values and attitudes	Post-reading tasks	P 4 Old days OR In good shape	- Names of things from Hong Kong's past and present - Webpages - Interviews - Personal recounts - Names of illnesses, healthy and unhealthy food names - Catalogues - Advertisement	Value our past (GS) 香港歷史 OR Be healthy (GS) 健康的身體	Interview an old person about his or her life in the past, and write an recount for him or her. OR Design a healthy food shopping list for					
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		- Shopping lists	birthday party.					
		- Names of holiday activities - Magazine articles - Blog entries - Pamphlets OR - Names of natural disasters - News reports - Procedures - Webpages	Embrace our lives in Hong Kong (GS) 香港都市生活 OR Treasure our Nature (GS) 光、聲、電的世界					
P 5	Amazing holidays OR Power of nature		Interview classmates about their favourite holiday activities, then write a magazine article about kids' habits. OR Conduct an experiment about one natural disaster and write an information report about how and why one natural disaster occurs.					
P 6	Invention OR Special jobs	- Technology Magazine articles - News reports - Explanation texts OR - Names of special jobs and	Amazing technology (GS) 科技天地 OR An eye on the world (GS) 放眼世界					

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<table><tr><td></td><td>duties - Interviews - Personal profiles - Magazine articles </td><td>used. OR the Surf Net and write a magazine article about one special job in the world.</td></tr></table> Sample module <u>P.4: In good shape</u> ● Objectives: - Students gain background knowledge of the topic and learn target vocabulary, structures and text type features in English lessons. - Students acquire subject-specific concepts in General Studies (GS) such as the importance of balanced diet and healthy food choices. ● Text types covered: - Advertisements, catalogues, shopping lists ● Reading skills: - Locate specific information - Understanding writers' intentions - Understand different text structures: descriptions, compare and contrast		duties - Interviews - Personal profiles - Magazine articles	used. OR the Surf Net and write a magazine article about one special job in the world.		
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● Reading activities: - Students read price catalogues and advertisements of different food in supermarkets. - Students make choice among food based on the price and whether the food is healthy or not. ● Post-reading tasks: - Students design a healthy food shopping list for the birthday party after taking the above into consideration. ● Class teaching: - In the pre-reading stage, teachers will ask students to complete the KWL chart for activating their prior knowledge. Teachers will lead students to preview the texts and look for key features of the target text types. They will discuss with students the reading purposes and intended audience. - In the while-reading stage, reading skills like skimming, scanning and summarizing will be taught. Words used in promotional texts will be discussed with students such as the functions of adjectives and figures. Students will have to choose healthy food with suitable price using the knowledge and skills acquired in both English and General Studies (GS). - In the post-reading stage, teachers will have students reflect on what they have learned in KWL charts, and allow them to add new ideas acquired after reading all target texts. Their knowledge enriched in General Studies (GS) will be					

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transferred, and reading skills acquired in the General English (GE) and reader programme will be used to complete the post-reading task. - Librarians will also help promote reading across the curriculum regarding this task by displaying readers on healthy food and smart consumers, or showing different promotional texts in the libraries.					