

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

School Name: Po Leung Kuk Chee Jing Yin Primary School (English)

Application No.: B 105 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 16
2. No. of approved classes in the 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	4	4	4	4	4	25

3. No. of operating classes in the 2017/18 school year: (if different from the number of approved classes)

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

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (more rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
PLPRW	P.1-3	Literacy programme on reading and writing (Key Stage 1)	NET Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Our English teachers have the experience in curriculum adaptation and that lays a good foundation for constant curriculum renewal.2. The culture of collaborative planning and teaching between the NETs and the local English teachers is strong. Teachers share experience and methodologies through formal and informal meetings.3. There are one NET and one English Language Teaching Assistant (ELTA) who facilitate curriculum development.4. A spacious English room has been set up to run the PLPRW programme.5. A teaching assistant is employed under the PLPRW programme.	<ol style="list-style-type: none">1. There are more new, young and energetic teachers joining the English panel, providing us with more new and innovative teaching ideas and methodologies.2. There is one more P.1 class this year and in 2018/2019. More resources will be given by the EDB, including teachers.3. English teachers agree that organizing English Outdoor Learning Day can arouse students' interest in learning English.4. In order to prepare our students well for the local and global changes, an ongoing renewal of the school-based English curriculum to better suit their needs, interests and abilities should be carried out.
Weaknesses	Threats
<ol style="list-style-type: none">1. The diversity among students is great. Some students are in the care of their grandparents or from Mainland China. They have insufficient support from parents and their English language abilities are rather low.2. Most students have little or no chance to use English in daily life.3. Some students are not motivated to learn English.4. Students are weak in spelling and some of them are not confident in dealing with unknown words.5. Teachers' workload is heavy. There is no room for them to further develop the school-based curriculum.	<ol style="list-style-type: none">1. Abilities of new P.1 students are diverse and many students have shaky English foundation. They do not even know 26 English alphabets and spelling skills are in general weak. Many of them fail spelling quizzes and dictations.2. According to TSA results, students' writing abilities are below average. More authentic learning opportunities should be provided for ensuring the communicative use of language.

**(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
Modifying the school-based English language curriculum (P.1 & P.4) and infusing elements of e-Learning into the core curriculum	Hiring of a full-time qualified supply teacher to release the core team for the curriculum refinement work	P.1-6

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p>(*Please delete as appropriate)</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” (*Please delete as appropriate)</p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher (*Please delete as appropriate)</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant (*Please delete as appropriate)</p> <p><input checked="" type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input type="checkbox"/> 2019/20 school year</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" 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> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6):</p> <p>_____</p> <p>_____</p> <p>_____</p>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

(More rows can be added, if needed.)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
(1) Procuring professional services for delivering P.1 phonics programme to enrich the language environment					
<p><u>Objectives of the proposed initiative</u></p> <ul style="list-style-type: none"> Quality English language learning resources in teaching phonics will be developed to enrich the English language curriculum for Primary 1. The proposed programme is aimed at improving transition between Kindergarten to Key Stage 1. The diversity among P.1 students is great. For less able students, systematic phonics instructions can help them read accurately and fluently as well as enhance their motivation. Our students' spelling skills are very weak and some of them are not confident in dealing with unknown words. Through the proposed phonics programme, students will be able to acquire crucial spelling skills such as segmentation and blending. Phonics will be taught in context so that students can establish connections among letters, sounds, and meanings. <p><u>Contents of the P.1 Phonics programme</u></p> <p>The proposed phonics programme will replace the PLPRW phonics programme.</p> <ul style="list-style-type: none"> Target phonics skills will include the following: <ul style="list-style-type: none"> Learning the letter sounds Children will be taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, 	P.1	<p>Once per cycle in 2018/2019 (from Sept 2018 to Jun 2019)</p> <p>25 lessons (35 mins / lesson)</p> <p>Co-planning Late Sept 2018</p> <p>Development and Execution of newly-developed materials Mid Oct to 2018 – May 2019</p>	<ul style="list-style-type: none"> A set of phonics resource materials for P.1 covering 25 lessons will be developed. 80% of P.1 students will improve their skills as evidenced by summative assessment results. 80% of P.1 English teachers agree that the phonics programme can enhance their professional knowledge and skills in teaching phonics. 	<p>The materials will be owned and used by Primary one teachers after the contract period.</p> <p>P.1 English teachers will carry out the phonics programme from 2018/2019 onwards.</p>	<ul style="list-style-type: none"> Lesson observation P.1 English teachers' feedback P.1 Focus group meeting Questionnaire for P.1 teachers and parents Performance data analysis

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																								
<p>th, ai and ue.</p> <ul style="list-style-type: none"> - Learning letter formation With the use of different multi-sensory methods, children will learn how to form and write the letters. - Blending Children will be taught how to blend sounds to read and write new words. - Identifying the sounds in words (Segmenting) Listening for the sounds in words gives children the best start for improving spelling. - Tricky words Tricky words have irregular spellings and children learn these separately. <ul style="list-style-type: none"> ● The following activities will be used in the phonics lessons to enrich the language environment throughout the learning and teaching process: <i>action songs, games, watching DVDs, worksheets, listening games and action alphabets.</i> ● The phonics programme will be conducted on either one-day or two-day mode depending on the time tabling arrangements in the following academic year. ● The following table shows the coverage of the phonics programme: 		<p>Evaluation June 2019</p>																											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 16.6%;">Lesson</th> <th style="width: 16.6%;">Sound</th> <th style="width: 16.6%;">Lesson</th> <th style="width: 16.6%;">Sound</th> <th style="width: 16.6%;">Lesson</th> <th style="width: 16.6%;">Sound</th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>/p/, /b/</td> <td>L11</td> <td>Assessment (consonant letters sounds)</td> <td>L21</td> <td>/ue/, /er/</td> </tr> <tr> <td>L2</td> <td>/t/, /d/</td> <td>L12</td> <td>/a/, /e/, /i/</td> <td>L22</td> <td>/ar/</td> </tr> <tr> <td>L3</td> <td>/m/, /n/</td> <td>L13</td> <td>/o/, /u/</td> <td>L23</td> <td>/ai/, /oa/</td> </tr> </tbody> </table>	Lesson	Sound	Lesson	Sound	Lesson	Sound	L1	/p/, /b/	L11	Assessment (consonant letters sounds)	L21	/ue/, /er/	L2	/t/, /d/	L12	/a/, /e/, /i/	L22	/ar/	L3	/m/, /n/	L13	/o/, /u/	L23	/ai/, /oa/					
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L4	/k/, /c/,/g/	L14	Assessment on vowels	L24	/ie/					
L5	/f/, /v/	L15	/ee/	L25	Assessment (Digraph sounds and Double vowel sounds)					
L6	/l/, /r/	L16	/or/, /ou/							
L7	/s/, /z/	L17	/th/, /th /							
L8	/y/, /w/	L18	/sh/, /ch/							
L9	/qu/, /j/	L19	/oo/, /oo/							
L10	/h/, /x/	L20	/ng/, /oi/							
<u>Implementation details</u>										
<ul style="list-style-type: none"> ● One English lesson per cycle will be allocated to this phonics programme, i.e. 25 lessons (35 minutes per lesson) will be arranged within the regular P.1 timetable through 2018/2019 school year. ● The phonics programme will be delivered by a professional service provider with the support of our P.1 English teachers. ● Each phonics lesson will last for 35 minutes. Instructors and teachers will conduct 25-minute debriefing sessions right after class. ● Five co-planning meetings will be arranged among P.1 teachers and professional service provider. 										

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<ul style="list-style-type: none"> ● Phonics instructors will conduct lesson demonstrations in the first 5 sessions and our P.1 English teachers will observe class and learn the techniques in teaching phonics. ● Our P.1 English teachers will take up 50% of teaching during the lessons in the later stage (from 6th lesson), so that they can pick up the skills gradually. Phonics instructors will observe teachers' lessons and give feedback on their delivery. ● Evaluation meetings will be arranged once every five lessons. P.1 English teachers can discuss the progress, evaluate lessons and give feedback to the phonics instructors. ● P.1 English teachers will share teaching strategies on phonics with teachers of other levels in the three panel meetings. ● The phonics course will be taught by instructor(s) with 1 to 2 years of phonics teaching experience. ● Agreement will be made with the service provider to ensure that the school has the right to use the newly-developed materials. 									
(2) Employing a qualified part-time supply teachers to create space for the core team to promote literacy across the curriculum (LaC) in respect of the Updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” for P.1-3									
<ul style="list-style-type: none"> ● The three panel chairs will be the core team members in this project. ● Our school-based curriculum will be modified and new literacy units will be introduced to replace one of the existing PLP-RW units and textbook units in each KS1 level. <p style="margin-left: 20px;">- The theme for each level is as follows:</p> <table border="1" style="margin-left: 40px; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">P.1</td> <td style="padding: 2px 5px;">Toys</td> </tr> <tr> <td style="padding: 2px 5px;">P.2</td> <td style="padding: 2px 5px;">My Family and I</td> </tr> </table>	P.1	Toys	P.2	My Family and I	P.1-3	2018/2019 <u>P.2 LaC unit:</u> Co-planning and Development October 2018	<ul style="list-style-type: none"> ● One new literacy unit will be designed for each KS1 level. ● 80% of the KLA teachers involved 	<ul style="list-style-type: none"> ● The newly developed school-based curriculum initiatives will be implemented 	<ul style="list-style-type: none"> ● Planning meeting records will be kept. ● Lesson plans and post
P.1	Toys								
P.2	My Family and I								

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P.3	Friends		Trial Nov-Dec 2018	agree that the newly developed school-based LaC units can enhance students' learning interest and language (reading and writing) skills.	after the project because they will become part of the school-based curriculum.	lesson evaluation will be carried out among the core team members.
-	The following text types will be covered:		Evaluation Dec 2018			
P.1	songs, stories, poems, information texts					
P.2	songs, stories and expository texts					
P.3	songs, stories, poems, persuasive texts					
-	Different reading activities such as shared reading, guided reading, individual reading, group reading and buddy reading will be introduced to enhance students' reading skills before class, in class and after class. Besides, related learning activities such as singing songs, watching videos and discussion, etc. will be designed.		<u>P.1 LaC unit</u> Co-planning and Development Jan-Feb 2019	<ul style="list-style-type: none"> 80% of the KLA teachers involved will acquire knowledge of developing and delivering school-based LaC units. 	<ul style="list-style-type: none"> Panel chairs will be one of the subject teachers in that level to facilitate the development of the new school-based curriculum. 	<ul style="list-style-type: none"> Lesson observations will be carried out by the KLA teachers.
-	Each of new literacy unit will take up 27 lessons (2.5 cycles).		Trial Mar 2019			
-	The following communicative functions will be introduced for production of target texts:		Evaluation Mar 2019	<ul style="list-style-type: none"> 60% of students from KS1 will make improvements in the target text types. 	<ul style="list-style-type: none"> There will be sharing sessions and professional development activities among 	<ul style="list-style-type: none"> Lesson observations will be carried out to see how the resources can be used to develop pupils' language skills.
P.1	<ul style="list-style-type: none"> ✓ Use connectives to add information ✓ Use interrogative pronouns to find out specific information about an object ✓ Use personal pronouns as subjects to identify objects ✓ Use simple present tense to express simple truths and present states ✓ Use adjectives to describe objects and quantities ✓ Use nouns to identify objects ✓ Use the introductory 'there' to express that something exists ✓ Use modals to make requests 		<u>P.3 LaC unit</u> Co-planning and Development Apr 2019			
P.2	<ul style="list-style-type: none"> ✓ Use adjectives to describe someone's feelings, appearance and 		Trial May 2019			

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	<ul style="list-style-type: none"> personality ✓ Use the model ‘can’ to talk about abilities ✓ Use nouns or noun phrases to identify people ✓ Use singular and plural forms of countable nouns to refer to clothing and personal items ✓ Use proper nouns to refer to people ✓ Use personal pronouns to identify people and objects 			Evaluation May 2019	existing teachers during co-planning meetings regularly.	
P.3	<ul style="list-style-type: none"> ✓ Use personal pronouns as objects to identify people ✓ Use the simple present tense to describe habitual actions ✓ Use adjectives to describe people ✓ Use personal pronouns as subjects to identify people ✓ Use the simple present tense to talk about present states and simple truths ✓ Use prepositions or prepositional phrases to indicate positions ✓ Use ‘-ing’ nouns or noun phrases to refer to activities 					
- Other Key Learning Areas (KLAs) will also offer the English Panel relevant content support.						
P.1	KLA - General Studies (P.2 Toys)					
P.2	Moral and Civic Education (Happy family)					
P.3	Moral and Civic Education (Respect others)					

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<ul style="list-style-type: none"> • In the co-planning stage, 8 lessons will be released for each of the core team member in each of the 4 cycles for the following tasks: <ul style="list-style-type: none"> - arranging 6 co-planning meetings each cycle to select suitable reading materials for the students (i.e. readers or resources for the school-based units); and - developing units of work, teaching materials, lesson plans with KLA teachers and NETs • In the implementation stage, core team members will be released from their daily teaching for execution of the LaC units for each level. They will <ul style="list-style-type: none"> - co-teach with KLA teachers or NETs and try out the newly-developed resources; - observe teachers' lessons and provide feedback; - conduct evaluation meetings involving all existing teachers after trying out each unit; - adjust the teaching strategies and modify the unit plans when necessary; and - deliver professional development workshops for existing teachers for preparing them for the implementation of LaC units. • School will start the recruitment procedure of the supply teacher in May 2018 as soon as approval is sought. 					

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(3) Purchasing readers (class sets) for Key Stage 1 school-based Literacy Programme to promote literacy across the curriculum (LaC) in respect of the Updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” for P.1-3															
<p>• The objectives of purchasing the printed books are:-</p> <ul style="list-style-type: none"> - The books will be one of the main learning and teaching resources for the development of the school-based text-set units. - The printed books will be used as core books for shared reading, supported reading, group reading and buddy reading during the lessons. - Books for each level in KS1 will be purchased for different reading activities such as shared reading, guided reading, individual reading, group reading and buddy reading to enhance students’ fluency, reading skills, introducing different text types and set contexts for writing tasks. Details are as follows: <table border="1" data-bbox="226 895 904 1270"> <tr> <td>P.1</td> <td>- <i>I Love You, Blue Kangaroo!, I Love My New Toy!, This or That, Toys and Play, Dear Santa</i></td> </tr> <tr> <td>P.2</td> <td>- <i>All about myself, My Mom, My Dad, Our Cousins in Canada, This is My Family</i></td> </tr> <tr> <td>P.3</td> <td>- <i>The Things I Love About Friends, Games We Play, Friends (Go Facts), Making Friends, Thomas Had a Temper</i></td> </tr> </table> <p>a) Fiction and non-fiction books of a wide range of text types including stories, poems, songs will be purchased.</p> <p>b) Text types will be covered as follows:</p> <table border="1" data-bbox="170 1414 904 1490"> <tr> <td>P.1:</td> <td>song, story, poem, catalogues</td> </tr> <tr> <td>P.2:</td> <td>song, story and description</td> </tr> </table>	P.1	- <i>I Love You, Blue Kangaroo!, I Love My New Toy!, This or That, Toys and Play, Dear Santa</i>	P.2	- <i>All about myself, My Mom, My Dad, Our Cousins in Canada, This is My Family</i>	P.3	- <i>The Things I Love About Friends, Games We Play, Friends (Go Facts), Making Friends, Thomas Had a Temper</i>	P.1:	song, story, poem, catalogues	P.2:	song, story and description	KS1	<p>Contacting publishers Sept 2018</p> <p>Procurement exercises Sept 2018</p>	<ul style="list-style-type: none"> ● 100% of the books related to the topics will be purchased for the unit. ● 100 % of students from KS1 will read at least 4 books related to the chosen theme. 	<ul style="list-style-type: none"> ● The newly -purchased printed books will be used during English lessons as core books and supported reading books in carrying out the ongoing school-based curriculum. 	<ul style="list-style-type: none"> ● Planning meeting records will be kept. ● Lesson observations will be carried out by the KLA teachers. ● Post- lesson evaluation will be carried out among the core team members. ● Lesson observations will be carried out to see how the resources can be used to
P.1	- <i>I Love You, Blue Kangaroo!, I Love My New Toy!, This or That, Toys and Play, Dear Santa</i>														
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<p>P.3: <table border="1" data-bbox="170 252 904 292"> <tr> <td data-bbox="170 252 264 292">P.3:</td> <td data-bbox="264 252 904 292">song, story, poem, information</td> </tr> </table></p> <p>c) In total, 18 titles are proposed to be purchased for all the levels in KS1. For each title, about 45 books will be purchased and they will be shared among classes.</p> <p>d) All the books will be purchased after proper procurement exercises.</p> <p>e) The books and multi-media modals can be used as authentic materials for the reading activities so that more interaction and co-operative learning environment can be provided to arouse students' interests in learning English.</p> <p>f) The books can be used to enhance students' reading skills such as recognising and identifying high frequency words, skimming and scanning skills, identifying pictorial clues and contextual clues, prediction, visualization and referring skills.</p>	P.3:	song, story, poem, information					<p>develop pupils' language skills.</p>
P.3:	song, story, poem, information						