

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

School Name: Buddhist Wong Cheuk Um Primary School (English)

Application No.: C092 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 8

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	2	2	2	2	2	2	12

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)
Read to Write and Write to Read - Developing school-based English reading and writing curriculum enhanced with self-regulation and e-Learning resources in primary schools	P.4	Development of school-based read to write curriculum	Quality Education Fund Thematic Network (QTN), CUHK
Learning Communities	P.6	Enhancing learning and teaching through eLearning, Self-directed Learning and reading across the curriculum	Language Learning and Support Section, EDB
Curriculum Leadership Programme	P.5 - P.6	STEM Education, Values Education, Reading	Language Learning and Support

Name of programme/ project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
		and Writing Programmes	Section, EDB
Language Support Services for Primary Schools	P.4 - P.6	Reading and Writing Strategies	Language Learning and Support Section, EDB
Development Text Sets (DTS)	P.1 & P.3	Enhancing integration of General English and PLP-R/W through introducing e-Learning tools and tailoring PLP-R/W units	NET Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> Teachers are experienced in developing school-based curriculum. Most teachers have participated in different curriculum development programmes. The classes are streamed as elite class and weaker class which facilitate teachers in catering for learner diversity. 	<ol style="list-style-type: none"> The English Panel Chairlady, who has been supporting other schools as a half seconded teacher, will be able to lead the team for curriculum enhancement. Most teachers have had the experience and confidence to share school cases with other schools.
Weaknesses	Threats
<ol style="list-style-type: none"> Students' reading and writing performance is constantly challenged. 	<ol style="list-style-type: none"> Students are not confident in speaking English because of a low sense of achievement. They are with lower incentive and motivation to learn the 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
Reading and Writing	Employ a full-time supply teacher	P.3 – P.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><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 checked="" 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 full-time* or part-time* teaching assistant <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 type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

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

(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
To hire a full-time teaching assistant (TA) to assist the core team for promoting reading across the curriculum (RaC) at P.3 to P.6					
<p>Objective</p> <p>A school-based reading programme which connects students’ learning experiences of other Key Learning Areas (KLAs) and covers a wide variety of text types on different topics will be developed. The programme aims to extend students’ learning and equip them with “read to learn” skills.</p> <p>Core team</p> <p>✧ Composition Led by the English Panel Chairperson and vice English Panel Chairperson, a core team consists of all the level teachers of the target levels will be formed.</p> <p>✧ Duties of the core team member The core team members will:</p> <ul style="list-style-type: none"> - conduct curriculum review to map out the units of textbooks with fiction and non-fiction texts; - conduct 1-hour co-planning meeting once a week; - co-develop the learning and teaching resources; - try-out the learning and teaching resources; - conduct lesson observations; - evaluate the effectiveness of the implementation; - modify the pedagogy as well as learning and teaching resources; and - conduct sharing sessions. 	<p>P.3 – P.6</p>	<p>2019/2020 P.5 – P.6</p> <p>Sept 2019 Curriculum review</p> <p>Sept 2019 – Jun 2020</p> <ul style="list-style-type: none"> - Co-planning - Developing the learning and teaching materials - Try-out - Lesson observation - Evaluation - Sharing <p>2020/2021</p>	<p>1 RaC module, covering around 20 lessons will be developed for each level at P.3 to P.6. A total of 4 sets will be developed.</p> <p>70% of P.3 – P.6 students show improvement in the post-test and third assessment.</p> <p>100% of the English teachers involved will acquire and apply the skills of promoting reading across the curriculum.</p>	<p>Learning and teaching materials developed will be kept and refined properly, updated/refined and continuously used after completion of this project.</p> <p>All the RaC modules will be integrated into the school-based English curriculum.</p> <p>Sharing sessions will be conducted after</p>	<p>Pre-test and post-test results (Reading)</p> <p>Analysis of students’ performance in reading assessments</p> <p>Co-planning meeting records</p> <p>Questionnaires for completion by teachers and students to gauge the effectiveness of the programme will be conducted</p> <p>Teachers’ Observation</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 (<i>preferably measurable</i>)	Sustainability ²	Methods of progress-monitoring and evaluation ³						
<p><u>Teaching assistant</u></p> <ul style="list-style-type: none"> ✧ Expected qualifications and experiences of the teaching assistant The full-time teaching assistant proposed to be hired should be at least an associate degree holder with relevant working experience in primary schools. He/She should be proficient in English. ✧ Duties of the teaching assistant The teaching assistant will: <ul style="list-style-type: none"> - attend co-planning meetings of the target levels; - assist core team members to prepare the learning and teaching resources; - assist core team members on the implementation of the RaC modules; and - provide administrative support to the core team such as filing of the resources developed. <p><u>Details of the school-based reading programme</u></p> <ul style="list-style-type: none"> ✧ Schedule of development <table border="1" data-bbox="129 1059 936 1350"> <thead> <tr> <th>School Year</th> <th>Target levels</th> </tr> </thead> <tbody> <tr> <td>2019/2020</td> <td>P.5 and P.6</td> </tr> <tr> <td>2020/2021</td> <td>P.3 and P.4 P.5 and P.6 (refinement of the RaC modules to cater for the needs of students' different abilities)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ✧ Support from other KLAs Teachers of other KLAs will provide content support through participating in the co-planning meetings. 	School Year	Target levels	2019/2020	P.5 and P.6	2020/2021	P.3 and P.4 P.5 and P.6 (refinement of the RaC modules to cater for the needs of students' different abilities)		<p><u>P.3 – P.6</u></p> <p>Sept 2020</p> <p>P.3 –P.4 Curriculum review</p> <p>Sept 2020 – Jun 2021</p> <p>P.3 – P.4</p> <ul style="list-style-type: none"> - Co-planning - Development of the learning and teaching materials - Try-out - Lesson observation - Evaluation - Sharing <p>P.5 – P.6</p> <ul style="list-style-type: none"> - Co-planning - Refining the learning and teaching materials - Try-out - Lesson 		<p>completion of each RaC module.</p> <p>Lessons will be video-taped for dissemination of good practices.</p>	
School Year	Target levels										
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<p>Alignment on timetabling of the relevant modules of other KLAs in relation to the relevant English lessons will be made.</p> <p>❖ Detail of the modules to be developed (tentative)</p> <p>→ Primary 3</p> <table border="1" data-bbox="170 472 936 1158"> <tr> <td data-bbox="170 472 338 584">Relevant GE units</td> <td data-bbox="338 472 936 584"> <ul style="list-style-type: none"> ✓ “Fun activities” ✓ “Gifts” ✓ “My School Calendar” </td> </tr> <tr> <td data-bbox="170 584 338 842">Texts to be used</td> <td data-bbox="338 584 936 842"> <ul style="list-style-type: none"> ✓ Fictions: personal recount on special school activities, diary ✓ Non-fictions: information report or magazine articles about parachutes, flying machines and how animals protect themselves </td> </tr> <tr> <td data-bbox="170 842 338 935">Text structure</td> <td data-bbox="338 842 936 935">problem and solution</td> </tr> <tr> <td data-bbox="170 935 338 1158">Final Writing Task</td> <td data-bbox="338 935 936 1158"> <ul style="list-style-type: none"> ✓ a diary about participating in the “Egg-Dropping Device”, an activity about making a device to protect eggs when dropping from high above to the ground </td> </tr> </table> <p>→ Primary 4</p> <table border="1" data-bbox="170 1214 936 1487"> <tr> <td data-bbox="170 1214 338 1307">Relevant GE units</td> <td data-bbox="338 1214 936 1307"> <ul style="list-style-type: none"> ✓ “Travelling in Hong Kong” ✓ “One day trip around Hong Kong” </td> </tr> <tr> <td data-bbox="170 1307 338 1399">Texts to be used</td> <td data-bbox="338 1307 936 1399"> <ul style="list-style-type: none"> ✓ Fictions: Traveling blog ✓ Non-fictions: travel guides, airport </td> </tr> <tr> <td data-bbox="170 1399 338 1487">Text structure</td> <td data-bbox="338 1399 936 1487">sequence</td> </tr> </table>	Relevant GE units	<ul style="list-style-type: none"> ✓ “Fun activities” ✓ “Gifts” ✓ “My School Calendar” 	Texts to be used	<ul style="list-style-type: none"> ✓ Fictions: personal recount on special school activities, diary ✓ Non-fictions: information report or magazine articles about parachutes, flying machines and how animals protect themselves 	Text structure	problem and solution	Final Writing Task	<ul style="list-style-type: none"> ✓ a diary about participating in the “Egg-Dropping Device”, an activity about making a device to protect eggs when dropping from high above to the ground 	Relevant GE units	<ul style="list-style-type: none"> ✓ “Travelling in Hong Kong” ✓ “One day trip around Hong Kong” 	Texts to be used	<ul style="list-style-type: none"> ✓ Fictions: Traveling blog ✓ Non-fictions: travel guides, airport 	Text structure	sequence		observation - Evaluation - Sharing			
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Final Writing Task	✓ an itinerary for a day trip around Hong Kong with descriptions about places to visit, why they are worth to visit, walking route(s) and the cost					
→ Primary 5						
Relevant GE units	✓ ‘Fantastic People’ ✓ “Making Crafts is fun” ✓ “Young Inventors”					
Texts to be used	✓ Non-fiction texts: craft books, biographies ✓ Fiction texts: Stories about young inventors/scientist					
Text structure	✓ Sequence ✓ Problem and Solution					
Final Task	a mini-biography of a selected person					
→ Primary 6						
Relevant GE units	✓ “Pollution” ✓ “Endangered animals”					
Texts to be used	✓ Non-fiction text: National Geographic Learning, Jane Latte’s endangered animals series Fiction text: stories about wild animals, pollution problems					
Text structure	✓ Cause and Effect ✓ Description ✓ Compare and Contrast					
Final Writing Task	a report on a selected endangered species and an ad to help protect this species					

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<p>❖ Learning and teaching resources to be developed</p> <p>For each RaC module, the followings will be developed by the core team:</p> <ul style="list-style-type: none"> ✓ An overview of language skills, a fiction book, a non-fiction book and learning activities with a list of generic skills and values to be included ✓ A teaching manual of module objectives, number of lessons, teaching procedures, resources and assessment methods ✓ A worksheet booklet for extra reading passages, writing practices and other language items ✓ Assessment rubrics on language skills, language items and generic skills ✓ Graded worksheets, levelled texts and differentiated activity arrangement (for P.5 and P.6 only) <p>❖ Sample Module</p> <table border="1" data-bbox="129 935 936 1490"> <tr> <td>Level</td> <td>P.5</td> </tr> <tr> <td>Topic</td> <td>Invention</td> </tr> <tr> <td>Relevant GE Units</td> <td> <ul style="list-style-type: none"> ✓ 5A Ch.7 – Biography of a famous inventor ✓ 5B Ch.1 – Making things is fun! ✓ 5B Ch.2 – Be creative! </td> </tr> <tr> <td>Connection with other KLAs</td> <td> <ul style="list-style-type: none"> ✓ General Studies: concepts of “closed circuit” ✓ Mathematics: names of 3D shapes ✓ Computer Studies: Use 3D apps to design the lamps ✓ Visual Arts: Time and skills to make the lamps </td> </tr> <tr> <td>Target</td> <td>✓ vocabulary of different materials (e.g.</td> </tr> </table>	Level	P.5	Topic	Invention	Relevant GE Units	<ul style="list-style-type: none"> ✓ 5A Ch.7 – Biography of a famous inventor ✓ 5B Ch.1 – Making things is fun! ✓ 5B Ch.2 – Be creative! 	Connection with other KLAs	<ul style="list-style-type: none"> ✓ General Studies: concepts of “closed circuit” ✓ Mathematics: names of 3D shapes ✓ Computer Studies: Use 3D apps to design the lamps ✓ Visual Arts: Time and skills to make the lamps 	Target	✓ vocabulary of different materials (e.g.					
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vocabulary items	copper, silver, steel, glass, plastic, wood, metal, cardboard) and examples of each materials					
Grammar	<ul style="list-style-type: none"> ✓ Use...to... ✓ Used of / made of + gerund ✓ Adverb of sequence ✓ Temporal conjunction 					
Text feature	<ul style="list-style-type: none"> ✓ Timeline with signal words ✓ Procedural text with sequencing words ✓ Problem-solving, ✓ descriptions with labelled illustrations 					
Target reading skills	Reading for specific information					
Tentative lesson outline						
Lesson	Learning and teaching activities					
1	<ul style="list-style-type: none"> - Picture Walk – Match the inventors to the inventions - Provide students with relevant vocabulary inputs; such as, ‘invent’, ‘invention’ and ‘inventor’ - Introduce The Engineering Design Process model and other values to become an inventor 					
2 – 3	Text feature: timeline <ul style="list-style-type: none"> - Reading cartoon stripes of Thomas Edison. - Teacher elicits important years and facts about Thomas Edison. Construct a timeline as the whole class. 					
7 – 8	Preparing for reading ‘Procedural Text’ <ul style="list-style-type: none"> - Text feature : use of temporal conjunction 					

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	- Text structure: sequence					
9 – 12	Reading of a procedural text ‘A closed circuit’ - Read to make a closed circuit with a switch - Discover ‘parallel circuit’ and ‘serial circuit’ - How to connect more light bulbs effectively					
13	Making / Writing / Preparing for the making of lamps - Make the lamp - Write the procedural text (the lamp)					
14 – 15	Multimodal Text : - a video about kids inventor https://www.youtube.com/watch?v=rSvMbK0x6cA - printed book: “Crazy Kid’s Inventions Turned Into Read Products” - Teachers will guide students to make notes about the reasons for inventing and usage of the inventions while watching/reading.					
17	- Use the problem-solving chart to help students design an invention. - Write up a plan with diagrams to show the inventions (Why, what and how).					