

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

**School Name:** Shatin Government Primary School (English)

**Application No.:** C061 (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 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	4	5	5	5	29

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)
School-based Support in English Language Curriculum (2017-2019)	P.4 & P.5	Writing & Reading	Language Learning Support Section, EDB
School-based Support in English Language Curriculum (2015-2017)	P.4 & P.5	Writing & e-learning	Language Learning Support Section, EDB

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

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"><li>1. English teachers are well-trained and well-quipped with subject knowledge.</li><li>2. Co-planning culture and peer observation have been established.</li><li>3. The English Panel is led by strong and experienced English Panel Chairpersons.</li></ol>	<ol style="list-style-type: none"><li>1. PEEGS facilitates school-based English Language curriculum development</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Students are comparatively weak in reading and writing.</li><li>2. Students are of diverse backgrounds and extra effort is needed to cater for learner diversity.</li></ol>	<ol style="list-style-type: none"><li>1. Great learning diversities exist among students</li><li>2. Students are in lack of a language-rich environment and parental support for English learning outside classroom.</li></ol>

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

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
Development of school-based English Language curriculum	Hired 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	Proposed usage(s) of the Grant	Time scale	Grade level
<input type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities	<input type="checkbox"/> Purchase learning and teaching resources	<input checked="" type="checkbox"/> 2019/20 school year	<input type="checkbox"/> P.1
<input 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”	<input checked="" type="checkbox"/> Employ full-time* <del>or part-time*</del> teacher	<input type="checkbox"/> 2020/21 school year	<input type="checkbox"/> P.2
<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”	<input type="checkbox"/> Employ full-time* or part-time* teaching assistant		<input type="checkbox"/> P.3
<input checked="" 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”	<input type="checkbox"/> Procure service for conducting English language activities		<input checked="" type="checkbox"/> P.4
<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”			<input type="checkbox"/> P.5
			<input type="checkbox"/> P.6

**(E) How to implement the proposed school-based 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 (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
Employing a full-time supply teacher to create space for the core team members to develop a school-based reading programme to cater for learner diversity with equal emphasis on more able and less able students at Primary 4					
<p><b><u>Objectives</u></b></p> <p>A school-based reading programme will be developed at Primary 4 to cater for the diverse needs of students. Through graded materials and differentiated instruction, students' reading skills will be enhanced. Primary 4 is chosen as the target level to facilitate students' smooth transition in English Language learning from Key Stage 1 to Key Stage 2. With the experience of running the guided reading programme at Primary 4, subject teachers will refine the reading programmes at other grade levels.</p> <p><b><u>Core team</u></b></p> <p>❖ <b>Composition</b></p> <p>A core team consisting of two core team leaders (English advisor and English Panel Head) and four P.4 level English teachers will be formed. The supply teacher will take up around 26 lessons from the core team per week.</p> <p>❖ <b>Duties of the core team</b></p> <p>The core team leaders will:</p> <ul style="list-style-type: none"> <li>✓ conduct curriculum review;</li> <li>✓ hold co-planning meetings once every week;</li> <li>✓ develop the learning and teaching materials;</li> <li>✓ try-out the learning and teaching materials;</li> <li>✓ co-teach with the level English teachers;</li> <li>✓ demonstrate the guided reading lessons once per term;</li> <li>✓ conduct lesson observations twice per term;</li> </ul>	P.4	<p><b>June – July 2019</b></p> <ul style="list-style-type: none"> <li>- Conducting pre-test for P.3 cohort of 2018/19</li> </ul> <p><b>August 2019</b></p> <ul style="list-style-type: none"> <li>- Curriculum review</li> </ul> <p><b>September 2019 – June 2020</b></p> <ul style="list-style-type: none"> <li>- Co-planning</li> <li>- Developing teaching and learning materials</li> <li>- Conducting Guided Reading Programme</li> <li>- Evaluation</li> </ul> <p><b>June 2020</b></p> <ul style="list-style-type: none"> <li>- Conducting post-test</li> </ul>	<p>A resource package, covering 28 lessons, will be developed. For each lesson, 3 sets of learning teaching and learning materials each for more able, average and less able students will be developed.</p> <p>80% of P.4 students' reading skills will enhance.</p> <p>80% of P.4 students will have improvement in their post-reading test results.</p> <p>100% of teachers involved will acquire and apply the skills of conducting guided reading lessons to cater for students' diverse needs.</p>	<p>The guided reading programme will be integrated into core English Language curriculum.</p> <p>The learning and teaching materials developed will be used and refined after the completion of the project.</p> <p>The experience of developing guided reading programme will be transferred for the development of similar programmes in other levels.</p>	<p>Lesson observation focus group meetings will be conducted.</p> <p>Review and evaluation meetings will be conducted.</p> <p>Pre-test and post-tests will be conducted.</p> <p>Performance data analysis will be conducted.</p> <p>Students' log books will be scrutinized.</p>

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
<ul style="list-style-type: none"> <li>✓ evaluate the programme; and</li> <li>✓ co-conduct sharing sessions with the core team members.</li> </ul> <p>The level English teachers will:</p> <ul style="list-style-type: none"> <li>✓ attend co-planning meetings once every week;</li> <li>✓ provide feedback to the core team leaders on the materials developed and guided reading lesson arrangement;</li> <li>✓ co-teach with the core team leaders; and</li> <li>✓ conduct sharing sessions.</li> </ul> <p><b><u>Development and Implementation</u></b></p> <p>❖ <b>Co-planning</b> 1-hour co-planning meetings will be held once per week. Teachers involved will design lesson plans, learning tasks, activities and assessment tools for the guided reading sessions. Evaluation will be conducted in each co-planning meeting to keep track on the progress of students' learning.</p> <p>❖ <b>Lesson observations and evaluations</b> Lesson demonstration will be conducted to share different strategies in teaching reading. Teachers of the same level will be invited to observe the lesson. Post-lesson observation meetings will be conducted. Teaching strategies, learning tasks and activities will be modified if necessary. Good practices will be disseminated at English sharing sessions in panel meetings.</p> <p>❖ <b>Lesson Arrangements</b> 1 lesson per class per week will be allocated to the guided reading lessons. A reading level assessment</p>		<p><b>July – August 2020</b></p> <ul style="list-style-type: none"> <li>- Reviewing and refining the learning and teaching materials developed</li> </ul>		<p>All the English Language teachers will observe at least one P.4 reading lesson to understand the implementation of the programme.</p> <p>Sharing meetings will be scheduled once a term to disseminate successful lesson teaching plans, strategies and good practices to all English Language teachers.</p>	

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>using PM Benchmark will be conducted prior to the implementation of the guided reading programme.</p> <p>Students will be divided into three groups according to their reading levels. Three teachers will conduct guided reading with one of the groups.</p> <p>Re-grouping of students into the appropriate reading ability groups will be arranged as and when necessary. Flexibility of arranging students into the appropriate ability groups will be allowed throughout the project period.</p> <p>Guided reading lessons will be co-taught by the level English teachers, core team leader and one more teacher.</p> <p>Self-directed reading activities will be assigned to students. A reading log will be given to each student to keep track of their reading progress.</p> <p><b><u>Strategies to cater for learner diversity</u></b></p> <p>❖ <b>School-based reading framework</b></p> <p>A school-based reading framework will be developed. Core reading skills and extended reading skills appropriate for P.4 students will be identified. Core reading skills will be introduced to all students while the less able students will be given additional support. More able students will be introduced to both core reading skills and extended reading skills. The extended reading skills to be adopted for the more able students will be introduced to the average and less able students at a later stage in Key Stage 2.</p>					

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			
<div>Tentative reading skills to be covered for P.4</div> <table><tr><th>Core</th><th>Extended</th></tr><tr><td><ul style="list-style-type: none"><li>- use knowledge of basic letter-sound relationships to read aloud a variety of simple texts</li><li>- predict the meanings of unfamiliar words by using pictorial clue</li><li>- read written language in meaningful chunks</li><li>- scan a text to locate specific information</li><li>- skim a text to obtain a general impression</li><li>- predict the likely development of a topic by using personal experiences and knowledge of the world</li><li>- recognise the presentation of ideas through headings and punctuation</li><li>- understand the information provided on the book cover</li></ul></td><td><ul style="list-style-type: none"><li>- use known parts of words or word association to work out the meaning of unknown words</li><li>- understand the connection between ideas by identifying cohesive devices</li><li>- predict the likely development of a topic by recognising key words, and making use of the context</li><li>- self-correct by using strategies such as checking understanding against predictions</li></ul></td></tr></table> <div>❖ <b>Graded reading materials</b> Graded materials will be developed for the more able, average, and less able students. Reading texts related to</div>	Core	Extended	<ul style="list-style-type: none"><li>- use knowledge of basic letter-sound relationships to read aloud a variety of simple texts</li><li>- predict the meanings of unfamiliar words by using pictorial clue</li><li>- read written language in meaningful chunks</li><li>- scan a text to locate specific information</li><li>- skim a text to obtain a general impression</li><li>- predict the likely development of a topic by using personal experiences and knowledge of the world</li><li>- recognise the presentation of ideas through headings and punctuation</li><li>- understand the information provided on the book cover</li></ul>	<ul style="list-style-type: none"><li>- use known parts of words or word association to work out the meaning of unknown words</li><li>- understand the connection between ideas by identifying cohesive devices</li><li>- predict the likely development of a topic by recognising key words, and making use of the context</li><li>- self-correct by using strategies such as checking understanding against predictions</li></ul>				
Core	Extended							
<ul style="list-style-type: none"><li>- use knowledge of basic letter-sound relationships to read aloud a variety of simple texts</li><li>- predict the meanings of unfamiliar words by using pictorial clue</li><li>- read written language in meaningful chunks</li><li>- scan a text to locate specific information</li><li>- skim a text to obtain a general impression</li><li>- predict the likely development of a topic by using personal experiences and knowledge of the world</li><li>- recognise the presentation of ideas through headings and punctuation</li><li>- understand the information provided on the book cover</li></ul>	<ul style="list-style-type: none"><li>- use known parts of words or word association to work out the meaning of unknown words</li><li>- understand the connection between ideas by identifying cohesive devices</li><li>- predict the likely development of a topic by recognising key words, and making use of the context</li><li>- self-correct by using strategies such as checking understanding against predictions</li></ul>							

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
<p>the themes covered in the core English Language curriculum will be chosen for all the students. More able students will be given longer texts with more complex language structures while shorter reading materials for average and less able students. Teachers will design graded pre-reading, while-reading and post-reading tasks to cater for the needs of different students.</p> <p>❖ <b>Differentiated instructions</b> Teachers will ask a wide variety of questions. Other than comprehension questions, questions that require high order thinking skills will be asked. More able students will be able to read beyond the text and apply what they have read in other contexts. Less able students will be provided with additional support to tackle the reading questions.</p> <p>Students' learning styles will also be taken into consideration in designing the reading tasks. Diversified reading tasks will be assigned. For example, students will be asked to write a book report, give an oral presentation or act out the story as post-reading task after reading a story.</p> <p>❖ <b>Flexible grouping</b> Students will be divided into several groups according to their reading levels for the guided reading lessons. Students of similar reading levels will be grouped for the guided reading activities with one of the teachers. Students will also be assigned to work in smaller groups and in pairs within the group for pre-, while-, post-reading activities.</p>					

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																
<p>❖ <b>Collaborative learning</b> Students will be assigned to take up different roles during the guided reading lessons and complete the reading tasks as a group. The roles will be swapped during different stages of the lessons so that students of different abilities and learning styles will be able to stretch their potentials. For example, literature circle (i.e. book discussion group) will be formed to provide students opportunities to take up talk about different aspects of the reading texts.</p> <p>❖ <b>Use of multi-modal texts</b> Multi-modal texts will be used as learning and teaching resources for the guided reading activities. While printed books will be used as core reading texts, teachers will also use other multi-modal reading materials such as video-clips, cartoons and songs during the guided reading lessons.</p> <p><b><u>Sample rundown of guided reading lesson</u></b> Theme: animals Text type: fiction Text structure: story diagram</p> <table><tr><td></td><td><b>More able</b></td><td><b>Average</b></td><td><b>Less able</b></td></tr><tr><td>Books to be read</td><td>Escape of the Giant Chicken</td><td colspan="2">The Frog Prince</td></tr><tr><td>Word Count</td><td>854</td><td colspan="2">564</td></tr><tr><td>Reading skills to be covered</td><td colspan="3"><ul style="list-style-type: none"><li>- predicting the meanings of unfamiliar words by using pictorial clue (all students)</li><li>- predict the likely development of the story</li></ul></td></tr></table>		<b>More able</b>	<b>Average</b>	<b>Less able</b>	Books to be read	Escape of the Giant Chicken	The Frog Prince		Word Count	854	564		Reading skills to be covered	<ul style="list-style-type: none"><li>- predicting the meanings of unfamiliar words by using pictorial clue (all students)</li><li>- predict the likely development of the story</li></ul>							
	<b>More able</b>	<b>Average</b>	<b>Less able</b>																		
Books to be read	Escape of the Giant Chicken	The Frog Prince																			
Word Count	854	564																			
Reading skills to be covered	<ul style="list-style-type: none"><li>- predicting the meanings of unfamiliar words by using pictorial clue (all students)</li><li>- predict the likely development of the story</li></ul>																				

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>by personal experiences and knowledge of the world (all students)</p> <ul style="list-style-type: none"> <li>- understand the information provided on the book cover (all students)</li> <li>- use known parts of words or word association to work out the meaning of unknown words (for more able students and average students)</li> <li>- understand the connection between ideas by identifying cohesive devices (for more able students and average students)</li> <li>- predict the likely development of a topic by recognising key words, and making use of the context (for more able students only)</li> <li>- self-correct by using strategies such as checking understanding against predictions (for more able students only)</li> </ul>					
<p><b>Learning and teaching activities</b></p> <p><b><u>Pre-reading</u></b></p> <p><u>For all three groups</u></p> <ul style="list-style-type: none"> <li>- Teachers will ask students to read the book cover and identify the key information such as the author and the illustrator of the book.</li> <li>- Teacher will then show students a plot diagram and elicit students' prior knowledge about the structure of a story.</li> </ul> <p><u>More able group</u></p> <ul style="list-style-type: none"> <li>- Teacher will ask students to predict the plot of the story based on the title and the pictures.</li> <li>- Teacher will guide students to work out the meaning of</li> </ul>						

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
<p>“escape” by their understanding of a farm.</p> <p><u>Average group</u></p> <ul style="list-style-type: none"> <li>- Teacher will guide students to predict the plot by their prior knowledge of a fairy tale.</li> <li>- Teacher will also ask students about their experience of keeping and breaking promises.</li> </ul> <p><u>Less able group</u></p> <ul style="list-style-type: none"> <li>- Teacher will ask students their experience of keeping and breaking promises.</li> <li>- Teacher will revisit the story structure by using stories covered in the text book.</li> </ul> <p><b><u>While-reading</u></b></p> <ul style="list-style-type: none"> <li>- Teacher will guide students to read the books and ask them various types of questions.</li> </ul> <p>❖ Reading comprehension</p> <p><u>More able group</u></p> <p>Students will read a story about a chicken escaping from the cage.</p> <p>Question to be asked:</p> <ul style="list-style-type: none"> <li>- <i>Why did Ant’s watch go wrong?</i></li> <li>- <i>Why did Shelly escape?</i></li> <li>- <i>Could you think of better ways to get Shelly come down from the roof?</i></li> <li>- <i>What would happen if similar incident happened in Hong Kong?</i></li> </ul> <p><u>Average group</u></p> <p>Students will read a story about a princess and a prince who had been turned into a frog by a witch.</p> <p>Questions to be asked:</p> <ul style="list-style-type: none"> <li>- <i>What was the promise kept by the queen?</i></li> <li>- <i>Was the princess willing to keep her promise?</i></li> <li>- <i>Why did the frog insist on asking the princess to keep her promise?</i></li> </ul>					

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
<p>- <i>What would happen if the princess did not keep her promise?</i></p> <p><u>Less able group</u></p> <p>Students will read a story about a princess and a prince who had been turned into a frog by a witch.</p> <p>Questions to be asked:</p> <ul style="list-style-type: none"> <li>- <i>Which sentence was repeated in the story?</i></li> <li>- <i>Do you think the princess was a nice person at the beginning of the story?</i></li> <li>- <i>Why did the princess pretend that she could not hear anything?</i></li> <li>- <i>Will you go near the pond if you were the princess?</i></li> </ul> <p>❖ <b>Word attack skills</b></p> <p>Teacher will guide students to work out the meaning of unfamiliar words.</p> <p>For more able students, teacher will guide them using the known part of the words to work out the meaning. For example, teacher will ask students the meanings of “tip” and “toe” when working out the meaning the word “tiptoe”.</p> <p>For average and less able students, teacher will guide students to use pictorial clues to work out the meaning of unfamiliar words.</p> <p>For struggling students, teacher will introduce the key vocabulary items using miming and other strategies.</p> <p><b><u>Post-reading</u></b></p> <p>Teacher will go through the story again and ask students to work in pairs for completing the plot diagram.</p> <p>For more able students, guiding questions will be provided.</p> <p>For average and less able students, guiding questions and key words will be provided.</p>					

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><b><u>Extended task</u></b></p> <p><u>More able group</u> Students will write a new ending for the story and share it with other group members.</p> <p><u>Average group</u> Students will write a letter to the author to share with him their favourite characters and give a short presentation about their personal experience of keeping promise.</p> <p><u>Less able group</u> Students will write a recount about their experience of keeping promise.</p>					