

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

School Name: Ying Wa Primary School (English)

Application No.: A 083 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 12

2. No. of approved classes in the 2016/17 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	5	5	5	5	30

3. No. of operating classes in the 2016/17 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)
Nil	Nil	Nil	Nil

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. The English Room has a large collection of English books covering a wide range of themes and types. 2. The English proficiency of students is generally high. 3. There are 3 NETs in the school. 4. There are 1-2 English Enrichment lessons every week. 5. The school has a theme across the curriculum every year. 6. The Story Pilot Scheme was first launched in 2016/17 school year to enhance students' story-telling skills, to share stories with lower primary students and to interact with them. 7. The teaching team is devoted, energetic, creative, cooperative and high quality in English language and English language teaching. 8. Teachers have accumulated successful experience in teaching reading and language arts. 9. The English curriculum is constantly and steadily upgraded in a structured way. 10. Students are motivated to use English. 	<ol style="list-style-type: none"> 1. The English Room can provide space for more reading-related activities. 2. Reading habits and interests in reading can be further developed starting from junior levels. 3. A more English-rich environment can be developed in school. 4. Reading across the curriculum can be further promoted.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. The reading materials in the English Room are not systematically arranged. 2. The English Room is not fully used in the morning. 3. The teaching contents of English Enrichment lessons are not systematically developed. 4. The scale of the Story Pilot Scheme was small and only English Captains (15 students) could join the scheme. 	<ol style="list-style-type: none"> 1. The reading materials are not easily accessible to students. 2. The tidiness and attractiveness of the English Room are always the concerns.

(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
Nil	Nil	Nil

(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 checked="" 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”</p> <p><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 type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input checked="" type="checkbox"/> 2018/19 (second term)</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 checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p> <p>Others, please specify (e.g. P1-3, P5-6):</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 ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>To employ a part-time teacher who is proficient in English to work in collaboration with existing English language teachers to –</p> <ul style="list-style-type: none"> • promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” for P.4 to P.6 students; and • enrich the English language environment in school through conducting more English language activities for P.1 to P.6 					
<p>(i) <u>Promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” for P.4 – P.6 students</u></p> <p>The part-time teacher who is proficient in English will work in collaboration with existing English language teachers in implementing school-based curriculum initiative – “Reading-sharing module” and Reading Pilot Scheme.</p> <p><u>Background</u></p> <p>Reading Pilot Scheme was first launched in 2016/17 school year. It aimed at developing students’ reading-sharing skills and questioning skills, providing students with a platform to share different text-types on cross-curricular contents and motivating students to read. The outcomes of the scheme were very positive as there was significant improvement in students’ reading-sharing skills and junior primary students enjoyed listening to their elder brothers’ reading. However, the scale of the scheme was small, involving only 15 students (English</p>	<p>P.4-6 (promote reading across the curriculum) P.1-6 (English language activities)</p>	<p>Co-planning: From month year to month year/all year round</p> <p>Co-teaching: From month year to month year/all year round</p> <p>Reading Pilot Scheme Jan 2018 – Mar 2018 & Sept 2018 – Oct 2018</p>	<p>One resource package with 4 units per grade level on reading for P.4 to P.6 co-developed by the existing English teachers and part-time teacher. Each resource package includes unit plan, lesson plan and task sheets.</p> <p>“Reading-sharing” modules for P.4-6 will be developed with school-based lesson plans, PPTs and task sheets (total 3-4 lessons for this module)</p>	<p>The quality learning resources developed (lesson plans, PPTs & task sheets) will be saved in the subject folder for reference.</p> <p>The part-time teacher and the NETs will share their experience with all the English teachers during department meetings.</p> <p>One of the English panelists will join the co-planning for the whole “Reading-sharing” module for each</p>	<p>Throughout the “Reading-sharing” module, the panelists will join the co-plannings, lesson observations and post-lesson observation discussions with the part-time teacher and the NETs.</p> <p>Minutes of the meetings will be kept in the subject folder for future reference.</p> <p>The lessons will be video-taped for evaluation and</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.

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<p>Captains) of P.4-P.6 and five P.1 classes. Also, the teaching and learning resources for the scheme was not systematically developed.</p> <p>We aimed at using the grant to employ a part-time teacher who has a bachelor degree in English with at least 3-5 years of teaching experience. We aimed at employing an experienced English teacher because he/she should have a good understanding of students’ reading behavior and thus can guide and work together with our existing teachers to develop more effective English activities and to promote reading across the curriculum. We also aimed at employing a part-time teacher instead of a full-time because the funding would not be enough to employ an experienced full-time teacher for one and a half year.</p> <p>Our school has already developed the Reading Strategies Training Scheme for P.1-6 students. We targeted on P.4 – P.6 students as they have already developed a foundation of different reading strategies and have covered a variety of the text-types. The Reading Pilot Scheme will help them further develop their understanding of different text-types and allow a better transition from Key Stage 2 to Key Stage 3.</p> <p><u><i>“Reading-sharing” Module to further promote reading across the curriculum</i></u></p> <p>The part-time teacher will work in collaboration with the existing 3 NETs and the local English teachers to promote reading across the curriculum. They will co-plan and co-teach the “Reading-sharing” module in the English enrichment lessons. There will be 1 lesson on the “Reading-sharing module” for each P.4 -P.6 class per week. The part-time teacher will take up about 15 lessons per week. There is a school-based theme across the curriculum, including General Studies, Chinese, Art, Music and Maths each school year. The theme for</p>		<p>Reading Pilots Apr 2018 - Jun 2018 & Nov 2018 – Jun 2019</p> <p>Sharing with other primary schools Oct 2018 – Jun 2019</p>	<p>100% of P.4-6 students will learn the reading-sharing skills.</p>	<p>level. The English panelist will conduct lesson observations and post-lesson observation discussions with them.</p> <p>The local teachers teaching the same level will be invited to observe one of the “Reading-sharing Module” lessons and conduct post-lesson observation discussions with them.</p> <p>All English teachers will join the reading-sharing activities to know how it runs. They will provide feedback after joining the activity.</p> <p>English panelists will share with other 3 primary schools about the scheme.</p>	<p>sharing.</p> <p>The part-time teacher and the NETs will provide guidance for the reading pilots during their preparation.</p> <p>After the reading-sharing activities, all the P.1-3 students and the reading pilots will write a reflection about it.</p> <p>Teachers who joined the reading-sharing activities will provide feedback.</p>

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<p>2017/18 school year is explorers. Based on the school theme, the local English teachers will be co-working with the NETs and the part-time teacher. They will teach the relevant reading skills, themes (including science, nature, animals, famous people, planets/ space, adventures, mysteries...) and text-types in the regular lessons and based on what students are learning in the regular lessons, the NETs and the part-time teacher will plan and co-teach the relevant reading sharing skills in “Reading-sharing” module of the English enrichment lessons.</p> <p>The “Reading-sharing” module focuses on teaching students the skills of sharing different text-types, including fiction, informative reports, biography, leaflets, and so on. The module allows students to further consolidate what they have learned in the regular lessons. Based on the understanding of different text-types and reading skills and strategies, they will learn how to guide other students to read different text-types and ask questions to check the students’ understanding of the texts. There will be about 3-4 lessons for the “reading-sharing” module. There will be one English enrichment lesson per class each week (a total of 15 lessons per week for P.4-6). After the ‘reading-sharing’ module, the English enrichment lessons would be focusing back on other readers, the Project X series. Through the “Reading-sharing” module and the English enrichment lessons, students will be exposed to various text types on different topics related to other KLAs and further enhance their reading strategies in reading both fictions and non-fictions across the curriculum. The existing English teachers for the enrichment lessons (including the NETs and local English teachers) will co-plan the lessons and take up at least half of the teaching part during co-teaching with the part-time teacher.</p>					

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<p>There will be another school theme for the 2018/19 school year. The theme will be decided by the end of 2017/18 school year. The part-time teacher, NETs and the local teachers will work together to plan and amend the teaching contents to match with the new school theme in 2018/19 school year for the “Reading-sharing” Module.</p> <p>One of the English panelists will join the co-planning for the whole “Reading-sharing” module for each level. The English panelist will conduct lesson observations and post-lesson observation discussions with them. The local English teachers of the English enrichment lessons will co-plan and co-teach the “Reading-sharing” module with the part-time teacher. The existing English teachers will take up at least half of the teaching during co-teaching.</p>					
<p>(ii) <u>enrich the English language environment in school through conducting more English language activities</u></p> <p><u>Reading-sharing Activity</u></p> <p>After the “Reading-sharing” module, 5 students will be selected from each class to be the reading pilots. Students will be selected based on their performance in the lessons. Students who perform better will be the story pilots first.</p> <p>Each time before the reading pilots share their reading materials, the part-time teacher and the NETs will guide them in choosing their reading materials and preparing for them. The reading materials will be selected based on the theme of the school – explorers. They will use the morning free periods to do it.</p> <p>Reading pilots will share the reading with the lower primary students once per term during free time after lunch. For examples, P.4A with P.1A, P.5B with P.2B & P.6C with P.3C, respectively. Another 5 students will be selected from each class in the next term to be the reading</p>	P.1-6	<p>Book arrangement: Feb 2018</p> <p>Reading Club: Mar 2018 – Jun 2018 & Sept 2018 – Jun 2019</p> <p>Book recommendation tags: Mar 2018 – Jun 2018 & Sept 2018 – Jun 2019</p> <p>Book recommendation</p>	<p>The quality reading resources of school-based theme will be available in the English Room and will be arranged systematically so that students can easily access to them. For the reading-sharing activity, there will be a written guideline on how to conduct the activity. There will also be a set of suggested guiding questions for students as reference to help them interact with the P.1-3 students during</p>	<p>The part-time teacher will share with all the English teachers about how the quality reading resources are arranged in the English Room in the department meetings.</p> <p>Guidelines for books arrangement will be saved in the subject folder for next year’s reference.</p> <p>All the other schedules and book lists will be saved in the subject folder for</p>	<p>The existing English teachers will be invited to join the morning and after-school reading activities and provide feedback.</p> <p>The English Captains will give feedback after assisting the morning and after-school reading activities.</p> <p>The part-time teacher can count the number of students joining the morning and</p>

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<p>pilots. Each story pilot will be sharing the selected reading materials with 6 lower primary students. The reading pilots will set guiding questions and interact with the P.1-3 students during their sharing. This provides them the opportunities to use English in authentic context.</p> <p>In the 2018/2019 school year, 2 students from each class will be the reading pilots and they will visit 3 other primary schools to share the selected reading materials with their lower primary students. There will be posters designed by teachers to promote this initiative.</p> <p><u>Reading Club</u></p> <p>The same part-time teacher will also work in collaboration with the existing NETs to organize a reading club. The reading club will organize reading activities in the morning and after school 3 days a week. The schedule for the reading club and activities will be saved in the subject folder for next year's reference.</p> <p>The part-time teacher will work with existing English teachers to discuss and set different focuses or themes for morning reading activities and after-school reading activities for different levels (Over 90% of P.1-6, about 800 students have to attend after-school classes. They can go to the English Room for the reading activities during their waiting time, which is usually about 30-60 mins). Students who come to school early and/or stay after school will be grouped according to their levels (P.1-2, P.3-4 & P.5-6). They will take turns to enjoy reading different text types on cross-curricular contents, for examples, books of the school-based theme(s), newspapers, e-reading resources (Raz-plus, using existing school iPads). The part-time teacher and English Captains will guide students to choose suitable reading resources of different levels.</p>		<p>videos: Mar 2018 – Jun 2018 & Sept 2018 – Jun 2019</p>	<p>the reading-sharing activity. For Reading Club, there will be an activity schedule with different themes and activities. There will also be a written guideline on how to facilitate students in their reading.</p> <p>There will be at least 3 book recommendation tags for different levels each month and 3 book recommendation videos for different levels every 3 months.</p> <p>Reading-sharing activities will be conducted once per term for P.1-3 students.</p> <p>100% of P.1-3 students will join the reading-sharing activity once per term.</p>	<p>next year's reference.</p> <p>There will be video-taping of the reading club for sharing with all English teachers during English meetings.</p>	<p>after-school reading activities and keep a record of it.</p> <p>The part-time teacher and the existing teachers make amendments (if necessary) after that.</p> <p>English teachers can trace students' reading habit and performance with their existing Reading Logs periodically (at least 4 times per term).</p>

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<p>Students will be arranged to sit according to their levels (P.1-2, P.3-4 & P.5-6), so that they can share their books with one another while having reading activities. They can have more opportunities to use English in authentic communication and discuss with other students, the part-time teacher and local English teachers in the English Room through reading activities, for examples, shared-reading with English Captains, the part-time teacher and/or the local English teachers, online-reading activities, and news sharing...etc. Two local English teachers and the part-time teacher will conduct some of the reading activities for P.1-2, P.3-4 and P.5-6. For examples, P.1-4 students can join the shared-reading activity. The English Captains / local teacher / the part-time teacher can set guiding questions and discuss with the students while reading. P.5-6 students can join the news sharing activities which they would have chances to discuss recent hot news/ issues with the English Captains/ local teacher/ part-time teacher. These all provide them opportunities to use English in authentic context.</p> <p>Teachers will also train the English Captains to assist the students in the reading activities. They will guide the English Captains to conduct shared-reading activities with students. They will teach them how to set questions to interact with the students. They will also teach them how to guide students to choose suitable reading materials for themselves.</p> <p>To help organizing the reading club, the part-time teacher will work with the existing NETs and English panelists to ensure the availability and accessibility of quality reading resources of the school-based theme (explorers for the 2017/18 school year and another theme for the 2018/19 school year) in the English Room. They will check the</p>			<p>100 % of students of all levels can borrow the books recommended by the teachers easily.</p> <p>100% of P.1-6 students who come to school early and stay afterschool will enjoy the reading activities in the English Room.</p> <p>56% (5 students from each class in the 2nd term 2017/18 school year) + (5 students from each class in the 1st term 2018/19 school year) + (5 students from each class in the 2nd term 2018/19 school year) + (2 from each class in the 2018/19 school year for inter-school reading sharing)} of P.4-6 students will be reading pilots to share reading materials with lower primary students.</p>		

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<p>availability of quality theme-based reading resources and make purchase if necessary.</p> <p>Also, they will discuss and work out a more systematic way of how quality reading resources can be arranged in the English Room to enhance the accessibility. They will guide the English Captains to help with the arrangement of the reading resources in the English Room. They will share with all the English teachers about the arrangement of the reading resources during the English meetings. The guidelines on book arrangements will be saved in the subject folder for next year's reference.</p> <p>To promote the reading club, the part-time teacher will work with the existing English teachers to organize more frequent book recommendation according to the school-based theme for different levels. They will arrange a schedule for English teachers to write and make book recommendation tags. There will be at least 3 recommendation tags for different levels each month. The schedule and the recommended book list will be saved in the subject folder for next year's reference.</p> <p>Also, the part-time teacher will work with one of the English panelists to arrange a schedule for the existing English teachers and students to shoot book recommendation videos. Six students will take part in the book recommendation videos per term. They will discuss the video shooting details with the English TA. The videos will be broadcasted on the campus TV during morning, recess, lunch periods and after-school hours. There will be at least 1 book recommendation video (a book series) for P.1-2, P.3-4 & P.5-6. The videos will be updated every 3 months. The video shooting schedule and the recommended book list (video) will be saved in the subject folder for next year's reference.</p>			<p>100% of students at Primary 1 to 6 have more opportunities to use English in authentic context.</p> <p>100 % of Primary 1 to 6 students' confidence and skills in reading enhanced per year.</p> <p>100 % of Primary 1 to 6 students' confidence and skills in speaking enhanced per year.</p> <p>Assessment results on reading of over 50 % of low achiever students at Primary 1 to 6 will be improved by 10 %.</p> <p>100 % of the existing English teachers will acquire knowledge/pedagogy of conducting reading activities per year.</p>		