

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

**School Name:** SKH Tak Tin Lee Shiu Keung Primary School (English)

**Application No.:** C030 (for official use)

**(A) General information:**

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

2. No. of approved classes in the 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	5	6	5	5	31

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)
Nil			

**(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. A supportive school management team and a dedicated teaching team with some experiences in curriculum development</li><li>2. A school-based reading programme has been developed for Primary 1 to Primary 4.</li><li>3. Theme-based English Open Day and SimCity have been conducted for a number of years to provide students with more opportunities to use English in authentic contexts.</li></ol>	<ol style="list-style-type: none"><li>1. Grant Scheme on Promoting Effective English Language Learning in Primary Schools will facilitate the development of school-based English Language curriculum initiatives.</li><li>2. With the development of a reading programme at Primary 5 to Primary 6, more guided reading sessions can be conducted.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Only few guided reading modules have been incorporated into the core English Language curriculum of Primary 5 to Primary 6.</li><li>2. As revealed in the internal examinations, students' reading skills and reading strategies are yet to be developed. They are particularly weak in phonics and word attack skills.</li><li>3. Current reading materials, which have been used for some years, failed to arouse students' interest and cater for the needs of students with different English proficiency.</li></ol>	<ol style="list-style-type: none"><li>1. With the increasing number of students with special needs, teachers need to adopt various measures to cater for the learner diversity.</li><li>2. As reflected in Territory-wide System Assessment (TSA) results, low achievers struggle in reading.</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>
Develop a school-based reading programme	<ol style="list-style-type: none"><li>1. Hire a supply teacher</li><li>2. Hire a teaching assistant</li><li>3. Hire of professional consultant</li><li>4. Purchase of printed books</li></ol>	P.1 – P.4

**(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
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> <li>- conducting more English language activities*; and/or</li> <li>- developing more quality English language learning resources for students*</li> </ul> <p><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”</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 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”</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</p> <p><input checked="" type="checkbox"/> Employ full-time* or <del>part-time*</del> teaching assistant</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 checked="" type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input 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?**

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
Employ a full-time teaching assistant and purchase printed books to cater for learner diversity with equal emphasis on more able and less able students at Primary 5 and Primary 6					
<p><b>Background</b></p> <p>A school-based guided reading programme has been developed for Primary 2 and Primary 4 students. The guided reading lessons are co-taught by the NET, the school English teachers and a teaching assistant. Apart from the guided reading lessons conducted within the normal timetable, various activities such as book report writing competition, buddy-reading activities during lunchtime and book sharing are organized.</p> <p>The current reading curricular for Primary 5 and Primary 6 lack vertical progression and horizontal coherence. No similar programme has been developed and reading skills are not introduced systematically. The readers chosen (only 1 for each term) fail to cater the needs of students with different abilities.</p> <p><b>Objectives</b></p> <p>With the experience of developing a reading programme at Primary 2 to Primary 4, a school-based guided reading programme will be developed for Primary 5 and Primary 6 students. In this regard, a full-time teaching assistant will be hired to assist the core members to develop the school-based reading programme.</p> <p>The reading programme aims to provide students with graded readers according to their reading levels and support their reading with differentiated instruction. Students will be guided to apply the reading skills and stories that they have learnt and exposed to a variety of text types and topics that are thematically connected with the core English Language curriculum.</p>	<p>P.5 – P.6</p>	<p><b>Sept 2019</b></p> <ul style="list-style-type: none"> <li>- Grouping students into two ability groups for every class according to June leveling test results</li> </ul> <p><b>Sept 2020</b></p> <ul style="list-style-type: none"> <li>- Grouping students in two ability groups for every class according to June leveling test results</li> </ul> <p><b>Dec 2020</b></p> <ul style="list-style-type: none"> <li>- Sharing during panel meeting</li> </ul> <p><b>Jun 2021</b></p> <ul style="list-style-type: none"> <li>- Leveling of students</li> <li>- Sharing during panel</li> </ul>	<p>A resource package, covering 28 lessons for guided reading will be developed per level at P.5 and P.6.</p> <p>80 % of P.5 to P.6 students will improve their confidence and skills in reading.</p> <p>Over 70 % of P.5 to P.6 students have improvement in reading levels.</p> <p>On self-access learning materials, 100 % of P.5 to P.6 students will independently read books of similar levels during independent reading time.</p> <p>100% of target level students’ diverse learning needs will be catered for through guided reading and independent sessions.</p>	<p>The proposed school-based reading programme and Guided reading sessions will be conducted after the completion of the project.</p> <p>Learning and teaching materials developed will be saved in the school server and modify as appropriate for continuous use after completion of this project.</p> <p>Teachers can make use of the resource packages developed in this project.</p> <p>Teachers’</p>	<p>Pre-test and post-test on reading levels</p> <p>Formative assessment on high frequency words</p> <p>Questionnaires will be given to teachers and students for collecting their feedback.</p> <p>Teachers’ observations</p> <p>Peer lesson observation will be conducted.</p> <p>Evaluation meetings will be conducted to collect teachers’ view on the teaching plan.</p> <p>During co-planning meeting, teachers will evaluate the</p>

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<p><b>Core Team</b></p> <p>❖ <b>Composition</b> In 2019/20, a core team consisting of one panel chairperson and five Primary 5 level teachers will be formed. The panel chairperson will be in charge of the project. In 2020/21, the core team will consist of Primary 5 and Primary 6 level teachers as well as the panel chairperson.</p> <p>❖ <b>Duties of core team</b></p> <ul style="list-style-type: none"> <li>✓ co-planning the reading lessons once a week</li> <li>✓ preparing lesson plans and teaching resources for the reading lessons</li> <li>✓ trying out the newly-developed learning and teaching resources once per month</li> <li>✓ conducting peer lesson observations 2 times per term</li> <li>✓ modifying the lesson plans and refining learning and teaching resources after lesson observations</li> <li>✓ conducting pre-test and post-test to identify students' reading levels and keep track of students' progress</li> <li>✓ conducting sharing sessions four times a year</li> <li>✓ attending professional development workshops related to guided reading</li> </ul> <p><b>The full-time teaching assistant proposed to be hired</b></p> <p>❖ <b>Expected qualifications and experience</b> The full-time teaching assistant is expected to be at least a higher diploma holder with fluent English, preferably with relevant training and working experience.</p> <p>❖ <b>Duties for the teaching assistant</b></p> <ul style="list-style-type: none"> <li>✓ attending weekly co-planning meetings of the target levels to understand his/her role(s) in the guided reading lessons</li> </ul>		<p>meeting</p> <p><i>All year round</i></p> <ul style="list-style-type: none"> <li>- Co-planning</li> <li>- Developing teaching and learning resources</li> <li>- Try out</li> <li>- Peer lesson observations and refining the program</li> </ul>	<p>100% of English teachers involved will enrich their knowledge in the teaching of guided reading to students of diverse needs.</p> <p>100% of English teachers involved will apply appropriate skills to cater for diverse needs of target level students in reading.</p> <p>100% of the teacher involved will improve their teaching effectiveness through lesson study.</p>	<p>knowledge and skills are enhanced and this facilitates the development of the reading programme at other levels.</p> <p>Lessons will be videotaped for sharing.</p>	<p>use of the purchased books after the guided reading lessons. Records of meetings will be kept.</p> <p>Data and feedback from teachers will be used for evaluation and refinement of the programme.</p>

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<ul style="list-style-type: none"> <li>✓ providing support to students during independent reading sessions</li> <li>✓ preparing the meeting minutes and typing out lesson plans after co-planning meetings</li> <li>✓ assisting the core team to prepare learning and teaching resources</li> <li>✓ monitoring lunchtime buddy reading activity</li> <li>✓ preparing reports for the running record and online reading programme for teachers' analysis</li> <li>✓ filing all the hard and soft copies of all the developed materials, book lists and students' reading records</li> </ul> <p><b>Details of the school-based reading programme</b></p> <ul style="list-style-type: none"> <li>❖ <b>Implementation of the reading lessons</b> <ul style="list-style-type: none"> <li>✓ Weekly reading sessions will be conducted at Primary 4 in 2019/2020 and Primary 4 to Primary 5 in 2020/2021.</li> <li>✓ Students will be divided into groups according to their reading levels. Each group will take turn to have shared reading sessions with English teachers. Other students will read the e-books assigned by teachers and complete post-reading tasks with the support of the teaching assistant to be hired.</li> <li>✓ One lesson per week per class will be allocated to the reading session. A total of around 28 sessions will be conducted per year and students will have around 14 guided-reading sessions with their English teachers.</li> </ul> </li> <li>❖ <b>Strategies to cater for learner diversity</b> <ul style="list-style-type: none"> <li>✓ <u>Differentiated reading materials</u> Graded reading materials will be provided for both the shared-reading sessions and independent reading sessions to students according to their reading levels. Different titles of the same theme will be selected for the guided</li> </ul> </li> </ul>					

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<p>reading sessions. Levelled e-books for independent reading will be provided through online reading platforms subscribed by school.</p> <ul style="list-style-type: none"> <li>✓ <u>Varying guiding questions</u> Six types of questions, namely knowledge, comprehension, application, analysis, synthesis, and evaluation will be used during the guided reading sessions. Questions require students to apply, analyze, synthesis and evaluate will be asked to help students read beyond the texts. Less able students will be guided to grasp the meaning of the reading texts through questions about knowledge and comprehension.</li> <li>✓ <u>Varying the support given to the students</u> Support to more able students will be mainly for developing students' high-order thinking skills. Less able students will be provided with support on basic reading comprehension.</li> <li>✓ <u>Various modes of assessment</u> Formative and summative assessments will be adopted in evaluating students' performance. Teachers will observe students' performances during the guided reading sessions.</li> </ul> <p>For independent reading sessions, students' reading performance will be assessed in terms of the e-books and post-reading exercise completed. Reports will be generated regularly. Levelling tests will be conducted at the beginning and at the end of the term for keeping track of students' reading progress.</p>					

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<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>difficult words and guide students to use glossary to get the meaning of difficult words.</p> <p>6. Teacher will ask different questions to guide students to read the books</p> </div> <p>✓ Sample questions to be asked during the guided reading sessions</p> <table border="1" data-bbox="170 587 965 1482"> <thead> <tr> <th></th> <th>Less able group</th> <th>More able group</th> </tr> </thead> <tbody> <tr> <td>Decoding and word attack strategies</td> <td> <ul style="list-style-type: none"> <li>- finding a small word in a bigger word e.g. taller –tall</li> <li>- chunking the word into syllables e.g. fierce, fi-er-ce</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>- eliciting words from students e.g. scarves ar – star</li> <li>- compound words e.g. daytime, lifejackets, firefighters, sometimes, outside</li> </ul> </td> </tr> <tr> <td>Working out meaning of unfamiliar words</td> <td> <ul style="list-style-type: none"> <li>- T-Rex is enormous. What does the word “enormous” mean?</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>- What does the word “tops” mean?</li> </ul> </td> </tr> <tr> <td>Knowledge question</td> <td> <ul style="list-style-type: none"> <li>- How big was a T-Rex?</li> <li>- How did T-Rex walk?</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>- What kind of clothes is the girl on the book cover wearing?</li> </ul> </td> </tr> <tr> <td>High Order Thinking Skills</td> <td> <ul style="list-style-type: none"> <li>- Dinosaurs have only three toes. What are the advantages and</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>- Do you think teachers wear work clothes?</li> </ul> </td> </tr> </tbody> </table>		Less able group	More able group	Decoding and word attack strategies	<ul style="list-style-type: none"> <li>- finding a small word in a bigger word e.g. taller –tall</li> <li>- chunking the word into syllables e.g. fierce, fi-er-ce</li> </ul>	<ul style="list-style-type: none"> <li>- eliciting words from students e.g. scarves ar – star</li> <li>- compound words e.g. daytime, lifejackets, firefighters, sometimes, outside</li> </ul>	Working out meaning of unfamiliar words	<ul style="list-style-type: none"> <li>- T-Rex is enormous. What does the word “enormous” mean?</li> </ul>	<ul style="list-style-type: none"> <li>- What does the word “tops” mean?</li> </ul>	Knowledge question	<ul style="list-style-type: none"> <li>- How big was a T-Rex?</li> <li>- How did T-Rex walk?</li> </ul>	<ul style="list-style-type: none"> <li>- What kind of clothes is the girl on the book cover wearing?</li> </ul>	High Order Thinking Skills	<ul style="list-style-type: none"> <li>- Dinosaurs have only three toes. What are the advantages and</li> </ul>	<ul style="list-style-type: none"> <li>- Do you think teachers wear work clothes?</li> </ul>					
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	disadvantages of having three toes? - Why do people think T-Rex is fierce? - What are the differences between the toes and claws of T-Rex?	- What are the differences between the clothes for people in Africa and Iceland? - Why do we wear light clothes in summer? - What kinds of clothes do you like best? When do you wear them? - What other uniforms do you know?					
Inferring writer's intention	- What have you learnt from this book?	- What is the author trying to tell us?					
<b>To procure books for guided reading</b> Teachers will carefully select learning materials including fiction and non-fiction of a variety of text types according to students' reading ability and interests. Topics will be thematically linked with textbook units. Books will then be leveled with the advice from the NET.  <b>No of printed books proposed to be purchased</b> For both Primary 5 and Primary 6: 16 titles per level x 20 copies per title			P.5 – P.6	Jun 2019 & Jun 2020 Selecting suitable books to be purchased  Jul 2019 & Jul 2020 Procuring	School-based reading programme implemented more effectively in Primary 5 and Primary 6.  32 unit plans covering 56 lessons developed to show the use of resources in class	Books purchased will be kept for future use.	Records of utilization rate will be kept.

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<b>Tentative themes to be covered</b>				books	teaching.		
<i>Level</i>	<i>Module</i>	<i>Unit</i>		Sept 2019 & Sept 2020 Delivery of books	100% of P.5 to P.6 students read 16 titles per year  100 % of the English teachers involved use the resources at Primary 5 and Primary 6 each year.		
<b>P.5</b>	Caring for others	Be considerate					
	Language arts	Fun with plays					
	Happy days	Entertainment and leisure					
	Changes	Respect for life					
	We love Hong Kong	Travelling around					
	Happy days	Entertainment and leisure					
	Caring for others	News and events					
	Relationships	Sending a message					
<b>P.6</b>	Changes	Growing up					
	Language arts	Fun with stories					
	Happy days	Entertainment and leisure					
		Festivals					
	Nature and environment	Our wonderful world					
	Happy days	Taking care of our Earth					
	Changes	Respect for life					
Relationships	Sending a message						
Books will be purchased after proper procurement exercises. School funds will cover the cost for the purchase of other books used in the guided reading lessons.							