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

**School Name: <u>Castle Peak Catholic Primary School</u> (English)**

**Application No.: <u>D067</u> (for official use)**

**(A)    General information:**

1.      No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher):   <u>17</u>

2.    No. of approved classes in the 2019/20 school year:

|  | **P.1** | **P.2** | **P.3** | **P.4** | **P.5** | **P.6** | **Total** |
|---|---|---|---|---|---|---|---|
| No. of approved classes | 4 | 4 | 4 | 4 | 4 | 6 | 26 |

3. No. of operating classes in the 2019/20 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 | 4 | 5 | 5 | 4 | 6 | 28 |

4. Programmes/Projects implemented or support service(s) received in relation to English Language curriculum in the past five years:

| **Name of the programme/project/ support service** | **Grade level** | **Focus(es) of the programme/project/ support service** | **External support (if any)** |
|---|---|---|---|
| English Language Support Services | P.3 | Reading skills | Language Learning Support section, EDB |
| English Language Support Services | P.4 | Reading and listening skills | Language Learning Support section, EDB |

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

| Strengths | Opportunities |
|---|---|
| 1. Regular co-planning and subject meetings are scheduled for teachers to share their expertise and discuss the strategies to cater for students' learning needs.<br>2. Teachers are dedicated in teaching. They keep themselves abreast with the latest curriculum development and adopt various measures to enhance teaching effectiveness.<br>3. E-learning platforms (i.e. eClass and Google Classroom) are set up to facilitate the implementation of e-learning and self-directed learning. | 1. PEEGS provides extra funding for additional manpower and resources for development of language activities.<br>2. A new textbook series will be adopted in 2020/2021 school year. |
| **Weaknesses** | **Threats** |
| 1. Most students' access to English reading materials outside school is limited.<br>2. A school-based reading programme is yet to be developed at Key Stage 1.<br>3. Students, especially the less able ones, are not motivated in reading. | 1. Family support for students' learning outside school is minimal.<br>2. More support is needed because of increasing number of students with special needs. |

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

| Area(s) of Development | Usage(s) of the grant | Grade Level |
|---|---|---|
| 1. Vocabulary | Hiring professional services | P.1 to P.6 |
| 2. Writing | | 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 (Please ☑ the appropriate box(es) below) | Proposed usage(s) of the Grant (Please ☑ the appropriate box(es) below) | Time scale (Please ☑ the appropriate box(es) below) | Grade level (Please ☑ the appropriate box(es) below) |
|---|---|---|---|
| ☑ Enrich the English language environment in school through<br>- conducting more English language activities***; and/or**<br>- ~~developing more quality English language learning resources for students~~*<br>***(*Please delete as appropriate)***<br><br>☐ 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"<br>***(*Please delete as appropriate)***<br><br>☐ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"<br><br>☐ 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"<br><br>☐ Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" | ☑ Purchase learning and teaching resources<br><br>☐ Employ full-time* or part-time* teacher<br>***(*Please delete as appropriate)***<br><br>☑ Employ full-time* or ~~part-time~~* teaching assistant<br>***(*Please delete as appropriate)***<br><br>☐ Procure service for conducting English language activities | ☑ 2020/21 school year<br><br>☐ 2021/22 school year | ☐ P.1<br>☑ P.2<br>☑ P.3<br>☐ P.4<br>☐ P.5<br>☐ P.6 |

School Name: <u>Castle Peak Catholic Primary School</u>                    P. 3

**(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 |
|---|---|---|---|---|---|
| Purchasing printed books and hiring a full-time teaching assistant to conduct in-class fun reading activities at Primary 2 to Primary 3 and conduct English language activities for Primary 1 to Primary 6 | | | | | |
| Objectives<br>• In-class fun reading activities will be conducted to arouse students' interests and expose them to quality reading texts.  These activities, which are closely related to the core English Language curriculum, will allow students to apply the language skills and language items in authentic contexts.<br>• A full-time teaching assistant will be hired to assist English Language teachers to develop and deliver the reading activities to students.  Besides, the teaching assistant will also assist English Language teachers to conduct other English language activities at other levels.<br>• All these activities aim to:<br>  - develop students' basic literacy skills;<br>  - maximizing students' exposure to English;<br>  - boost their interest and confidence in reading;<br>  - developing students' generic skills; and<br>  - provide them with opportunities to use English for communicative purposes.<br><br>Core team<br>• 3 English Language Panel heads, the Native-speaking English Teacher (NET) and target level coordinators (P.2 and P.3) will form a core team.<br>• The core team will:<br>  - formulate the programme framework;<br>  - host bi-weekly co-planning meetings; | *Reading programme* P.2 – P.3<br><br>*English reading activities* P.1 – P.6 | **Book selection and procurement exercise** *Aug 2020*<br><br>**Overall programme planning** *Aug – Sept 2020*<br><br>**Module 1 Co-planning** *Sept – Oct 2020*<br><br>**Try-out** *Oct – Nov 2020*<br><br>**Evaluation** *Nov 2020*<br><br>**Module 2 Co-planning** *Nov – Dec 2020*<br>**Try-out** | *P.2 – P.3 reading programme*<br>6 sets of teaching package, covering 24 lessons, will be developed for each level.  Each package consists of a unit plan, learning and teaching resources such as PowerPoint presentations, task sheet and teacher's reference.<br><br>100% of P.2 to P.3 students read 12 printed titles per year.<br><br>70% of P.2 to P.3 students agree that they enjoy the reading activities<br><br>70% of P.2 to P.3 students agree that they are more | The reading activities will be integrated into the core English Language curriculum.<br><br>The lesson plans, teaching resources and worksheets developed for the readers will be used continuously in the future years.  They will be reviewed and refined if necessary.<br><br>Professional sharing sessions will be conducted. | Lessons will be observed.<br><br>Evaluation and programme review will be conducted.<br><br>Book circulation record will be kept.<br><br>P.5 students e-reading record will be kept.<br><br>Students' reading records and performances will be kept and shown to parents per term.<br><br>Students' performances on pre and post- |

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|---|---|---|---|---|---|
| - co-develop and co-deliver reading activities with the level English Language teachers;<br>- source storybooks and related teaching materials;<br>- train up English Ambassadors and conduct other English language activities;<br>- conduct pre-test and post-test with the level English Language teachers;<br>- conduct evaluation to gauge the effectiveness of the programme;<br>- conduct lesson observations and post-observation discussions once per year; and<br>- conduct professional sharing sessions at the panel meetings.<br><br>Teaching assistant to be hired<br>• The teaching assistant should be at least an associate degree holder with relevant working experience and proficient in English.<br>• The teaching assistant will attend co-planning meetings to better understand the task requirements.  He/She will assist the core team and other level English Language teachers to:<br>- deliver reading activities with the level English Language teachers;<br>- prepare learning and teaching resources;<br>- train up English Ambassadors;<br>- conduct pre-test and post-test with the level English Language teachers;<br>- conduct evaluation to gauge the effectiveness of the programme;<br>- conduct different English reading activities; and | | *Nov – Dec 2020*<br><br>**Evaluation**<br>*Dec 2020*<br><br><u>**Module 3**</u><br>**Co-planning**<br>*Jan – Feb 2021*<br><br>**Try out**<br>*Jan – Feb 2021*<br><br>**Evaluation**<br>*Feb 2021*<br><br><u>**Module 4**</u><br>**Co-planning**<br>*Feb – Mar 2021*<br><br>**Try out**<br>*Feb – Mar 2021*<br><br>**Evaluation**<br>*Mar 2021*<br><br><u>**Module 5**</u><br>**Co-planning** | motivated in reading. 70% of P.2 to P.3 students agree that they have applied the reading skills learned.<br><br>70% of P.2 to P.3 students will show improvement (at least 5%) in the formative and/or summative assessments.<br><br>70% of P.2 to P.3 teachers agree that students enjoy the reading activities conducted in class.<br><br>70% of P.2 to P.3 teachers agree that students are more motivated in reading.<br><br>70% of P.2 to P.3 teachers agree that students have applied the reading skills learned.<br><br>70% of P.2 to P.3 | | tests as well as other summative/ formative assessments will be analyzed.<br><br>Student and teacher surveys will be conducted. |

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|---|---|---|---|---|---|
| - conduct professional sharing sessions at the panel meetings.<br><br>Reading Programme in P.2 and P.3<br>*Reading skills*<br>• Students will be able to:<br>  P.2<br>  - identify basic genres (stories and simple non-fiction);<br>  - read books with simple patterns using phonics, contextual, and picture cues;<br>  - recognise names and words in context;<br>  - connect books read to experiences;<br>  - understand the connection between ideas by identifying simple connectives; and<br>  - read independently for short periods of time.<br>  P.3 (On top of the above:)<br>  - make predictions about stories, characters, topics of interest using pictorial clues and the book cover;<br>  - locate specific information in a short text;<br>  - retell a story with approximate sequence and identify main characters;<br>  - build sight word vocabulary; and<br>  - retell the main idea of a story and participate in group discussions.<br><br>*Implementation of the reading activities*<br>• 1 lesson per week per class will be allocated to the reading programme and 4 lessons will be allocated to each module.<br>• The school English Language teacher and the NET will co-conduct the reading activities.  The teaching assistant to | | *Mar – Apr 2021*<br>**Try out**<br>*Mar – Apr 2021*<br><br>**Evaluation**<br>*Apr 2021*<br><br>**Module 6**<br>**Co-planning**<br>*Apr – May 2021*<br><br>**Try out**<br>*Apr – May 2021*<br><br>**Evaluation**<br>*May 2021*<br><br>**Overall programme evaluation**<br>*Jun 2021*<br><br>**Refinement of programme resources**<br>*Jul – Aug 2021* | teachers agree that students' reading skills have improved.<br><br>100% of P.2 to P.3 teachers will acquire the skills and/or methodologies for developing and implementing reading programme.<br><br>100% of P.2 to P.3 teachers involved will apply the acquired skills and/or methodologies in their teaching.<br><br>***Other English reading activities***<br><br>*English Reading Ambassador*<br>1 resource pack for English Reading Ambassador training will be developed.<br><br>70% of P.1 to P.3 students agree that they enjoy the reading activities | | |

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|---|---|---|---|---|---|
| be hired will assist the two teachers by providing support to less able students during the whole-class activities and monitor the group for self-directed learning activities. The teaching assistant will also assign students the appropriate titles for independent reading at home based on students' reading levels.<br>• Each reading module will first start with pre-reading activities to activate students' schemata and arouse students' interests. Shared-reading and group guided reading activities will be conducted. Students will also be assigned titles for independent home reading.<br>• An end-of-module task will be designed to integrate students learning in different reading activities and provide them opportunities to use English in authentic contexts.<br><br>*Tentative themes and end-of-module tasks*<br>• Themes which are closely aligned with the core English Language curriculum will be chosen as the themes for the reading modules. Tentative themes to be covered and suggested end-of-module tasks are tabulated below. | | | conducted.<br><br>70% of P.1 to P.3 teachers involved agree that students enjoy the reading activities conducted.<br><br>70% of P.1 to P.3 teachers involved agree that students are more motivated in reading.<br><br>*Smart Reader Programme*<br>70% of P.5 students agree that they enjoy the e-reading activities conducted.<br><br>70% of P.5 teachers involved agree that students enjoy the e-reading activities.<br><br>70% of P.5 teachers involved agree that students are more motivated in e-reading. | | |

| Levels | Module Themes | End-of-module task |
|---|---|---|
| P.2 | School days | Designing a poster about students' favourite place at school |
| | Be a good friend | Writing a profile about students' best friend |
| | Me and my family | Writing an acrostic poem using students' names |
| | Be a good child | Writing new year resolutions |
| | My day | Putting up a finger puppet show |

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|---|---|---|---|---|---|---|---|
| P.3 | Wonderful seasons and weather | Preparing a lapbook about different seasons/festivals | | | | | |
| | Activities we like | Designing a new school event | | | | | |
| | Spare time | Putting up a short skit | | | | | |
| | Taste it | Making simple snack based on the recipes read | | | | | |
| | My family and friends | Writing a class yearbook | | | | | |
| | Sharing fun experiences | Making a 8-frame comic strip | | | | | |
| | Happy time | Making a time capsule | | | | | |

*Sample Module*

| Level | Primary 3 |
|---|---|
| Theme | Activities We Like |
| Language items covered in the core English Language curriculum | **Language structure** <br> - Using the connectives "and", "or", "but" and "because" <br> - Using the simple present tense <br> - Using the introductory 'there' <br> - Using phrasal verbs <br> **Vocabulary** <br> - school events <br> - shops <br> - activities |
| Suggested reading texts | **More able:** <br> *Jake's 100th Day of School* <br> by Lester L. Laminack <br> **Average:** |

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|---|---|---|---|---|---|---|---|
| | | *Ollie's Class Trip - A YES-and-NO book* by Stephanie Calmeson<br>**Less able:**<br>*Michael Makes Friends at School* by Martha E. H. Rustad | | | | | |
| | Target skills | - To model how to make predictions before, during and after reading<br>- To work out the meaning of unknown words using pictorial | | | | | |
| | Learning and teaching activities | **Pre-reading**<br>• Teaching will show students slides about different school activities and school events covered in the General English lessons to activate their schemata.<br><br>**While-reading**<br>• Students will be divided into 3 groups according to their English proficiencies and be assigned with a reader related to the theme. The NET, the English Language teacher will conduct reading activities while the teaching assistant will support the remaining group for self-directed learning.<br><br>• A Gradual Release of Responsibility model will be adopted.<br>Part 1: teacher-led reading<br>   ✧ Teacher will explain that effective readers make use of clues to predict what is going to happen in the | | | | | |

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|---|---|---|---|---|---|---|
| | story. They may ask questions, recall facts and re-read the text to confirm their prediction.<br>✧ Teacher will first do a quick picture walk and model how to form predictions before reading. Teacher will draw students' attention to the front and back covers of the book and ask a few questions.<br><br>*What does the title of the book tell?*<br>*What is the book about?*<br>*Who is the main character?*<br>*When and where the story take place?*<br><br>✧ Teacher will then ask students to find out what the book is all about by reading it.<br>✧ Teacher will read the first part of the book to the group and continue to guide students on conducting think-aloud.<br>✧ Student will then confirm predictions about the setting, the characters, the time, etc. and use self-correction strategies whenever necessary.<br>✧ Teacher may ask students to write or draw about students' predictions on pieces of paper and revisit after the first reading. | | | | | |

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|---|---|---|---|---|---|
| Part 2: Student-teacher reading<br>✧ Teacher will show the front and back covers again and ask students to recall some of the information about the book.  Students are expected to remember the meaning of the title, the main characters and the setting of the story.<br>✧ Teacher will demonstrate the prediction process again and ask students to join in his/her prediction, provide counter suggestions about the story development.<br><br>Part 3: Word solving<br>✧ After students have a good understanding of the story read, teacher will help students build up their phonics skill.<br>✧ Teacher will cover some words of the text and pause at the covered words.<br>✧ Students will be asked to determine word using pictorial clues or phonics skill.  Students will share with the whole group how they form hunches.<br>✧ Scaffolding will be provided to individual students when needed. | | | | | |

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|---|---|---|---|---|---|---|
| | Part 4: Independent reading <br> ✧ Students re-read the entire book themselves.  They will be guided to connect reading with their personal experiences by sharing about their favourite school events or activities at school. <br><br> **Extended reading** <br> • Students will be assigned a reader for independent reading at home according to their reading levels. <br> • The books for independent reading are based on the related themes for students to further consolidate the skills learnt. <br><br> **End-of-module task** <br> • Fun extended multisensory tasks will be conducted for integrating students' reading and providing students with opportunities to integrate the language items (both language structures and vocabulary) covered in the General English programme, the target reading skills and the reading texts covered in the guided reading and extended reading. <br> • Students will be asked to design a new school event and prepare a poster on it. Students' work will be displayed. | | | | | |

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|---|---|---|---|---|---|
| Other reading activities to be organized<br><br>**English Reading Ambassadors**<br>• The teaching assistant and the NET will be responsible for the training of English Reading Ambassadors and running of the activities.<br>• Twelve P.4 to P.6 more able students will be selected and trained as English Reading Ambassadors. Students are selected based on their English proficiencies and teachers' recommendations.<br>• The English Reading Ambassadors will assist junior primary students for morning reading or conducting storytelling activities.<br>• P.1 to P.3 students will take turn to have morning and lunch time reading activities and level English Language teachers will help the arrangement.<br><br>**Smart Reader Programme for P.5**<br>• Primary 5 is chosen as the target level to prepare students for the self-learning in later Key Learning Stages. They also have the required information technology competence for using electronic devices for e-reading independently.<br>• The teaching assistant will conduct group reading activities with the P.5 students using the online reading platform subscribed.<br>• Eight Primary 5 students will be grouped and take turn to have e-reading activities with the teaching assistant in the morning reading sessions or during lunch breaks. Each student will have at least 3 e-reading sessions with the teaching assistant per term.<br>• Students will be guided to use the online platform and the teaching assistant will also check if the reading levels | | | | | |

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|---|---|---|---|---|---|
| assigned to students are appropriate by observing students' performance.   The teaching assistant will arrange a lower or higher reading level to the students. <br>• The teaching assistant will also help retrieve students' completion report from the platform. | | | | | |