

(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"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <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><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><input type="checkbox"/> Employ full-time* or part-time* 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 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 checked="" type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input 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
To employ a full-time supply teacher who is proficient in English to create time for the core team to develop school-based reading across the curriculum (RaC) at P.4					
<p>Objectives: Through the RaC programme, students will be exposed to a variety of non-fiction readers to facilitate students' learning with the connection of the modules in General Studies. They can apply the knowledge they have learnt in General Studies which is aligned with the modules in General English. Students will be exposed to different text types so that they can apply the knowledge in learning activities. Though the RaC programme, STEM education will be promoted and students will develop an interest in reading non-fiction and apply the knowledge and language with meaningful purpose.</p> <p>Composition and duties of the core team:</p> <ul style="list-style-type: none"> - Tentatively, the core team consists of 2 English Panel Heads and 4 English teachers of Primary 4. - The English Panel Heads will be responsible for planning and assisting in implementation of the designed materials of Primary 4. - The English Panel Heads will hold meetings with the teachers involved biweekly. The English Panel Heads will discuss the planning of the lessons and design materials with the teachers in the meetings. - The English Panel Heads will take turns to try out the designed materials of Primary 4 once for each module and each Reading Workshop. Simultaneously, all core team members (4 Primary 4 English teachers) evaluate the effectiveness of the designed materials of each module and each Reading Workshop through lesson 	P.4	<p>From September 2019 to July 2020</p> <p>Co-planning: Twice a month (from September to June)</p> <p>Trying-out: once for each module and each reading workshop</p> <p>Observing lessons: At least once for each module and each Reading Workshop</p>	<p>5 sets (3 RaC modules and 2 Reading Workshops) of teaching packages, covering 120 P.4 lessons will be developed. The school-based reading across the curriculum materials include lesson plans, learning tasks / activities, teaching materials.</p> <p>70% of P.4 students agree that they are able to read materials of different text types for each module.</p> <p>70% of P.4 students agree that they can complete the tasks</p>	<p>All the softcopies of the learning materials and resources will be saved in the school server for further development at P.5.</p> <p>The learning materials and resources will be refined.</p> <p>Reading across the curriculum programme will be launched and sustained after completion of the project.</p> <p>Sharing</p>	<p>Teachers will organize co-planning meetings (twice a month) to discuss, design and plan the teaching materials.</p> <p>Feedback and data will be recorded in minutes. The information will be used for improvement.</p> <p>Teachers will conduct lesson observations to evaluate the effectiveness of the teaching materials.</p> <p>Lesson observation forms will be used to identify areas of student participation and teaching strategies.</p> <p>Lesson observation</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>observations.</p> <ul style="list-style-type: none"> - The English Panel Heads will conduct a meeting to evaluate the effectiveness of each try-out lesson and refine the design of the materials with the core team members. The core team members will make use of the materials in their lessons after refinements. - The English Panel Heads will share the experiences of developing school-based reading across the curriculum programme with other English teachers in the mid-term and the final panel meetings. <p>Deployment of the full-time supply teacher:</p> <ul style="list-style-type: none"> - The full-time supply teacher should be a qualified teacher. He/She will take up about 28 lessons per week in order to release part of the teaching workload of 6 English teachers who are involved in the programme. - Tentatively, 10 lessons will be released for each English Panel Head. 2 lessons will be released for each P.4 teacher involved. - The supply teacher is expected to take up the other duties assigned by the English Panel Heads and the principal. <p>Details of the school-based reading programme:</p> <ul style="list-style-type: none"> - About 30 lessons will be allocated for each module and 15 lessons for each reading workshop. A total of about 120 lessons will be allocated to the RaC programme. - The newly-developed RaC modules will introduce students to different themes with a wide range of text types in both print and non-print forms and help students develop the reading skills for understanding and analyzing language use in English texts through reading activities. Learning activities are provided for students to make connections between their learning experiences in the subject 		<p>Evaluation: Once for each try-out lesson and once for each lesson observed</p>	<p>that are related to the reading materials for each RaC module.</p> <p>70% of P.4 students agree that they are able to read materials of different text types for each reading task.</p> <p>70% of P.4 students agree that they can complete the tasks that are related to the reading materials for each Reading Workshop.</p> <p>70% of P.4 students agree that they can learn more about different text types and apply the knowledge with meaningful purpose through interviews.</p>	<p>sessions will be held in English panel meetings.</p>	<p>will be videotaped and used for discussions and reflection in the meetings.</p> <p>Teachers will refine the teaching materials after the evaluations.</p> <p>Students' tasks will be kept to assess the performance of their learning progress.</p> <p>Surveys will be conducted to collect both quantitative and qualitative data of teachers and students.</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>of English Language and other subject such as General Studies.</p> <p>✧ Tentative themes to be covered in English, General Studies and Co-curricular activities</p> <table border="1"> <thead> <tr> <th>Term</th> <th>English</th> <th>General Studies</th> <th>Co-curricular activities</th> </tr> </thead> <tbody> <tr> <td rowspan="2">1st Term</td> <td>Food and Drinks</td> <td>Health and Living</td> <td>→ Presentation on healthy snacks</td> </tr> <tr> <td>Wonders of nature</td> <td>Science and Technology in Everyday Life</td> <td>→ Making Water Filter → Writing the procedures of making a water filter</td> </tr> <tr> <td rowspan="3">2nd Term</td> <td>We Love Hong Kong</td> <td>National Identity and Chinese Culture</td> <td>→ Presenting the place the students like most in Hong Kong in graphic form</td> </tr> <tr> <td>Wonders of nature</td> <td>Science and Technology in Everyday Life</td> <td>→ Experiments related to air → Presenting the result of the experiments in charts</td> </tr> <tr> <td>Taking care of our Earth</td> <td>People and Environment</td> <td>→ Making use of waste materials to make a product → Presenting the product in class</td> </tr> </tbody> </table> <p>✧ Tentative text types and reading skills to be covered</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Text types</th> <th>Reading skills</th> </tr> </thead> <tbody> <tr> <td>1st Term</td> <td>- advertisements - charts - children's encyclopedia - instructions</td> <td>- skimming and scanning, - prediction, - summarizing - identifying main ideas</td> </tr> </tbody> </table>				Term	English	General Studies	Co-curricular activities	1 st Term	Food and Drinks	Health and Living	→ Presentation on healthy snacks	Wonders of nature	Science and Technology in Everyday Life	→ Making Water Filter → Writing the procedures of making a water filter	2 nd Term	We Love Hong Kong	National Identity and Chinese Culture	→ Presenting the place the students like most in Hong Kong in graphic form	Wonders of nature	Science and Technology in Everyday Life	→ Experiments related to air → Presenting the result of the experiments in charts	Taking care of our Earth	People and Environment	→ Making use of waste materials to make a product → Presenting the product in class	Term	Text types	Reading skills	1 st Term	- advertisements - charts - children's encyclopedia - instructions	- skimming and scanning, - prediction, - summarizing - identifying main ideas			<p>70% of P.4 students will improve their confidence and skills in reading skills.</p> <p>Reading assessment results of over 70% of P.4 students will improve by 10%.</p> <p>75% of the English teachers involved will enrich their knowledge in the teaching of reading.</p> <p>75% of the English teachers involved will apply skills in promoting RaC to English teaching at P.4.</p> <p>70% of the English teachers involved agree that the students show improvement in their reading skills</p>		
Term	English	General Studies	Co-curricular activities																																
1 st Term	Food and Drinks	Health and Living	→ Presentation on healthy snacks																																
	Wonders of nature	Science and Technology in Everyday Life	→ Making Water Filter → Writing the procedures of making a water filter																																
2 nd Term	We Love Hong Kong	National Identity and Chinese Culture	→ Presenting the place the students like most in Hong Kong in graphic form																																
	Wonders of nature	Science and Technology in Everyday Life	→ Experiments related to air → Presenting the result of the experiments in charts																																
	Taking care of our Earth	People and Environment	→ Making use of waste materials to make a product → Presenting the product in class																																
Term	Text types	Reading skills																																	
1 st Term	- advertisements - charts - children's encyclopedia - instructions	- skimming and scanning, - prediction, - summarizing - identifying main ideas																																	

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
	<ul style="list-style-type: none"> - labels - leaflets - pamphlets - procedures - product information 	<ul style="list-style-type: none"> - and support details - inferring the meaning of unknown words 			<p>after implementation of reading across the curriculum.</p> <p>75% of the English teachers involved agree that they can use the teaching resources designed to teach reading across the curriculum effectively through interviews.</p>		
2 nd Term	<ul style="list-style-type: none"> - charts - guidelines - instructions - newspaper articles - posters - procedures - reports - webpages 						
<p>Sample module</p> <ul style="list-style-type: none"> ✧ Level: Primary 4 ✧ Module: Be a Healthy Kid ✧ Connection of students' learning experience in other Key Learning Areas: <ul style="list-style-type: none"> - General Studies: <ul style="list-style-type: none"> → Students should be familiarized with the body system and the functions. → Students should be able to maintain a healthy lifestyle. - English Language: <ul style="list-style-type: none"> → Integrating the use of information texts in the form of e-books to extend students' learning experience from General Studies. ✧ Text types to be covered: labels, pamphlets leaflets, product information 							

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
<ul style="list-style-type: none"> ✧ Reading skills to be covered: prediction, skimming and scanning, inferring meaning of unknown words ✧ Text features: heading and sub-heading, charts ✧ Text structures: compare and contrast, main ideas and details 					
Examples of Learning and teaching activities					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Pre-reading</td> <td style="padding: 5px;"> <p>Activate students’ schemata</p> <p>Teacher will show students pictures of food items and ask students to categorize into healthy and unhealthy snacks. Students will have to provide reasons to justify their answers.</p> <p>Prediction</p> <p>Teacher will show the cover page of a book about how to read nutrition labels and guide students to predict the content of the e-book through different text types such as labels and product information. Students will be asked to complete a K-W-L chart.</p> </td> </tr> </table>					
Pre-reading	<p>Activate students’ schemata</p> <p>Teacher will show students pictures of food items and ask students to categorize into healthy and unhealthy snacks. Students will have to provide reasons to justify their answers.</p> <p>Prediction</p> <p>Teacher will show the cover page of a book about how to read nutrition labels and guide students to predict the content of the e-book through different text types such as labels and product information. Students will be asked to complete a K-W-L chart.</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">While-reading</td> <td style="padding: 5px;"> <p>Reading skills</p> <p>Teacher will read the book about nutrition label with students and explicitly teach the reading skills needed for reading an informative text. Target vocabulary items will be introduced while reading. Word attack strategies will be taught.</p> <p>Text features and text structures</p> <p>Students will learn about the target text features and text structures through the reading activities. For example, pamphlets distributed by the Department of Health will be</p> </td> </tr> </table>	While-reading	<p>Reading skills</p> <p>Teacher will read the book about nutrition label with students and explicitly teach the reading skills needed for reading an informative text. Target vocabulary items will be introduced while reading. Word attack strategies will be taught.</p> <p>Text features and text structures</p> <p>Students will learn about the target text features and text structures through the reading activities. For example, pamphlets distributed by the Department of Health will be</p>			
While-reading	<p>Reading skills</p> <p>Teacher will read the book about nutrition label with students and explicitly teach the reading skills needed for reading an informative text. Target vocabulary items will be introduced while reading. Word attack strategies will be taught.</p> <p>Text features and text structures</p> <p>Students will learn about the target text features and text structures through the reading activities. For example, pamphlets distributed by the Department of Health will be</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>used as one of the reading texts. Students will be directed to read the headings and subheadings to locate specific information. Nutrition labels of healthy and unhealthy food will be given to students to complete a comparison table.</p> <p>Teacher will introduce relevant text types and guide students to apply different reading skills to complete reading tasks.</p>					
Post reading	Students will be asked to choose one healthy snack and present in class. Students need to provide reasons and support details for their choices.					