

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

School Name: Maryknoll Fathers' School (Primary Section) (English)

Application No.: C011 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 15

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	4	4	4	4	4	4	24

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 (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)
1. Online Reading Programme	P.1 - P.6	Reading and Self-access learning	Nebula Group Ltd.
2. Drama activities	P.3 - P.6	Speaking and Language Arts	The Absolutely Fabulous Theatre Connection Company Limited

(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 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>(*Please delete as appropriate)</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” (*Please delete as appropriate)</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 checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher (*Please delete as appropriate)</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant (*Please delete as appropriate)</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 checked="" 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?

(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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
To purchase printed books and hire a full-time teacher who is proficient in English to work in collaboration with school English teachers to promote reading across the curriculum (RaC) at P.4 and P.5					
<p>Objectives A school-based reading programme to promote reading across the curriculum (RaC) will be developed to enhance students’ skills in reading different text types. Through reading a wide variety of reading texts on different topics related to other Key Learning Areas (KLAs), students will be able to connect their learning experiences in other KLAs with English reading. Students learning will be extended from “learn to read” to “read to learn”. A full-time teacher who is proficient in English will be hired to co-develop and co-deliver the reading programme at the target levels.</p> <p>Core team</p> <p>❖ Composition Led by the English Panel Chairpersons, a core team consists of all P.4 and P.5 English teachers will be formed.</p> <p>❖ Duties of the core team The core team will:</p> <ul style="list-style-type: none"> - conduct curriculum review; - conduct co-planning meetings once a week at each target level; - co-develop the learning and teaching resources; - try-out the learning and teaching resources developed; - conduct peer lesson observations; - refine the learning and teaching resources after try-outs; 	P.4 – P.5	<p>Sept 2019 Curriculum review and curriculum mapping</p> <p>Sept 2019 – Jun 2020 -co-planning -developing learning and teaching resources -try out -evaluation</p> <p>Jul 2020 Sharing</p> <p>Aug 2020 Refining learning and teaching resources</p>	<p>A total of 6 sets of resource packages, which cover 12 lessons each, will be developed at P.4 and P.5.</p> <p>4 RaC modules will be covered in P.4. 2 RaC modules will be covered at P.5</p> <p>80% of P.4 - P.5 students will agree that they are more confident in reading various English text types.</p> <p>100% of the English Language teachers involved will acquire the skills to teach various reading text types to promote reading across the</p>	<p>The reading programme will be integrated into the core English Language curriculum and continually implemented upon the completion of the project.</p> <p>Soft copies of the learning and teaching resources developed will be kept in the school server for continuous use/adaptation after completion of this project.</p> <p>Video-taping of some of the reading lessons</p>	<p>Co-planning and evaluation meetings will be conducted. Meeting records will be kept.</p> <p>Surveys will be conducted to collect feedback of students and teachers.</p> <p>Lesson observations (by the core members and panel heads) will be arranged.</p> <p>Teachers involved will observe students’ performance in all the reading lessons, classwork and homework to keep track of the progress.</p>

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<p>and</p> <ul style="list-style-type: none"> - conduct evaluation meetings and sharing sessions during the panel meetings 2 times a year. <p><u>Full-time teacher who is proficient in English proposed to be hired</u></p> <p>❖ Expected qualifications and experiences The teacher should possess a bachelor degree in English or language education with relevant teacher training. Preferably, He or She has experience in developing reading programme(s).</p> <p>❖ Duties The full-time teacher who is proficient in English will:</p> <ul style="list-style-type: none"> - conduct co-planning meetings once a week with level English teachers at Primary 4 and Primary 5 respectively; - co-develop the learning and teaching resources; - try-out the learning and teaching resources; - co-teach with the level English teachers at the target levels; - refine the learning and teaching resources after try-outs; - conduct reading activities (e.g. cross-curricular activities, book sharing activity, book report competition); and - conduct evaluation meetings and sharing sessions during the panel meetings 2 times a year. <p><u>Implementation of the reading programme</u></p> <p>❖ Lesson allocation <u>Primary 4</u> 2 lessons per cycle will be allocated to the proposed school-based reading programme. 12 lessons will be allocated to each RaC modules. A total of 4 RaC modules</p>			<p>curriculum.</p> <p>100% of the English Language teachers involved will apply the skills to teach various reading text types for promoting reading across the curriculum.</p>	<p>will be arranged for sharing during co-planning or panel meetings in future.</p> <p>The printed books purchased will be used by all P.4 and P.5 teachers for co-planning and teaching in future.</p>	<p>The panel heads will study the collected data to evaluate the effectiveness and progress of the programme.</p>

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<p>will be covered.</p> <p><u>Primary 5</u></p> <p>1 lesson per cycle will be allocated to the proposed school-based reading programme. 12 lessons will be allocated to each RaC modules. A total of 2 RaC modules will be covered.</p> <p>❖ Tentative reading skills to be covered</p> <table border="1" data-bbox="188 544 963 1399"> <thead> <tr> <th data-bbox="188 544 300 587">Level</th> <th data-bbox="300 544 963 587">Reading Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 587 300 1399">P.4</td> <td data-bbox="300 587 963 1399"> <ul style="list-style-type: none"> - making prediction of the likely development of a topic by making use of the context - recognizing the format and language features of a text type - scanning a text to locate specific information such as looking at headings - skimming a text to obtain the gist or main ideas - understanding attitudes and feelings conveyed in a text - understanding the connection between ideas by identifying cohesive devices (e.g. because, so that, therefore, etc.) - understanding the information provided on the book cover - working out meanings using pictorial clues and context - working out the meaning of an unknown word or expression by using visual clues </td> </tr> </tbody> </table>	Level	Reading Skills	P.4	<ul style="list-style-type: none"> - making prediction of the likely development of a topic by making use of the context - recognizing the format and language features of a text type - scanning a text to locate specific information such as looking at headings - skimming a text to obtain the gist or main ideas - understanding attitudes and feelings conveyed in a text - understanding the connection between ideas by identifying cohesive devices (e.g. because, so that, therefore, etc.) - understanding the information provided on the book cover - working out meanings using pictorial clues and context - working out the meaning of an unknown word or expression by using visual clues 					
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<table border="1" data-bbox="190 252 963 890"> <tr> <td data-bbox="190 252 302 890">P.5</td> <td data-bbox="302 252 963 890"> <ul style="list-style-type: none"> - identifying details that support the gist or main ideas - making prediction of the likely development of a topic by making use of the context and knowledge of the world - recognising the presentation of ideas through heading, paragraphing, spacing, italics, bold print and underlined words. - recognizing the format and language features of a text type - relate facts, opinions and information from a variety of print and non-print sources - working out meanings of unknown words/phrases by using context, parts of words and knowledge of the world </td> </tr> </table> <p data-bbox="141 933 548 965">❖ Support from other KLAs</p> <p data-bbox="183 970 969 1185">Some core team members are also teachers of General Studies. They will provide content support and suggest relevant themes covered in the General Studies. Teachers responsible for the Moral and Civic Education as well as Value Education will provide content support to the reading programme.</p> <p data-bbox="141 1190 600 1222">❖ Extension – Reading activities</p> <p data-bbox="183 1227 969 1481">-Monthly Book Sharing sessions will be held via Campus TV to foster students’ reading interest. Students of the target levels will take turns to do book sharing on the themes of the reading programme. The additional teacher will be in charge of the sharing sessions and assist students to do rehearsal. The teacher may also recommend a good read (fiction/ non-fiction book) on the proposed themes.</p>	P.5	<ul style="list-style-type: none"> - identifying details that support the gist or main ideas - making prediction of the likely development of a topic by making use of the context and knowledge of the world - recognising the presentation of ideas through heading, paragraphing, spacing, italics, bold print and underlined words. - recognizing the format and language features of a text type - relate facts, opinions and information from a variety of print and non-print sources - working out meanings of unknown words/phrases by using context, parts of words and knowledge of the world 					
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<p>-Book report competition will also be organised by the additional teacher in all levels at least once a year to promote reading in school.</p> <p>❖ Tentative modules to be covered</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Term</th> <th>Theme</th> <th>Related KLAs</th> </tr> </thead> <tbody> <tr> <td rowspan="4">P.4</td> <td rowspan="2">1st</td> <td>Now and then</td> <td>General Studies</td> </tr> <tr> <td>Be a smart customer</td> <td>General Studies, Moral and Civic Education</td> </tr> <tr> <td rowspan="2">2nd</td> <td>Hong Kong my Home</td> <td>General Studies, Moral and Civic Education</td> </tr> <tr> <td>Healthy Lifestyle</td> <td>General Studies, Physical Education</td> </tr> <tr> <td rowspan="2">P.5</td> <td>1st</td> <td>Caring for others</td> <td>General Studies, Value Education</td> </tr> <tr> <td>2nd</td> <td>Staying Safe</td> <td>General Studies, Moral and Civic Education</td> </tr> </tbody> </table> <p>❖ Alignment with core English Language Curriculum The reading texts chosen will be thematically and linguistically aligned with the core English Language curriculum.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Term</th> <th>Theme</th> <th>Relevant GE Units</th> </tr> </thead> <tbody> <tr> <td rowspan="3">P.4</td> <td rowspan="2">1st</td> <td>Now and then</td> <td>In the old days</td> </tr> <tr> <td>Be a smart customer</td> <td>Smart shopping</td> </tr> <tr> <td>2nd</td> <td>Hong Kong</td> <td>Having fun in</td> </tr> </tbody> </table>				Level	Term	Theme	Related KLAs	P.4	1 st	Now and then	General Studies	Be a smart customer	General Studies, Moral and Civic Education	2 nd	Hong Kong my Home	General Studies, Moral and Civic Education	Healthy Lifestyle	General Studies, Physical Education	P.5	1 st	Caring for others	General Studies, Value Education	2 nd	Staying Safe	General Studies, Moral and Civic Education	Level	Term	Theme	Relevant GE Units	P.4	1 st	Now and then	In the old days	Be a smart customer	Smart shopping	2 nd	Hong Kong	Having fun in					
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		Healthy Lifestyle	Eat well and get fit																		
P.5	1 st	Caring for others	Be considerate																		
	2 nd	Staying Safe	Accidents around us																		
<p>❖ Tentative text types to be covered</p> <p>A wide range of texts will be covered. Multimodal texts related to the readers; for example, video clips on the Internet will be used.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Text type</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td>biographies, recipes, brochures, magazine articles, informational reports, interviews, product information</td> </tr> <tr> <td>P.5</td> <td>news report, news articles, biographies, explanations of how and why, webpages, leaflets, procedures</td> </tr> </tbody> </table> <p>❖ Sample Module</p> <table border="1"> <tbody> <tr> <td>Level</td> <td>P.5</td> </tr> <tr> <td>Theme</td> <td>Staying Safe</td> </tr> <tr> <td>Relevant GE unit</td> <td>Accidents around us</td> </tr> <tr> <td>Connection with other KLAs</td> <td> ❖ Moral and Civic Education: - Helping people in need - Caring for others ❖ General Studies: </td> </tr> </tbody> </table>				Level	Text type	P.4	biographies, recipes, brochures, magazine articles, informational reports, interviews, product information	P.5	news report, news articles, biographies, explanations of how and why, webpages, leaflets, procedures	Level	P.5	Theme	Staying Safe	Relevant GE unit	Accidents around us	Connection with other KLAs	❖ Moral and Civic Education: - Helping people in need - Caring for others ❖ General Studies:				
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	<ul style="list-style-type: none"> - Dealing with unfamiliar situations and challenges - Simple first aid and dealing with accidents - People and organisations that provide assistance in first aid and prevent accidents and violence 					
Target Language Structures	<ul style="list-style-type: none"> - Use the past continuous tense to refer to actions which were in progress at a given time in the past - Use the simple past tense to talk about past activities or events - Use the connective ‘when’ to express time 					
Target Vocabulary Item	verbs about crime and injuries					
Text Structure	chronological order					
Text Feature	photo caption					
Text Type	news reports, leaflet					
Target Reading Skills	<ul style="list-style-type: none"> - locate specific information in a text - skim a text to obtain the main ideas with teacher support - recognizing the format and language features of a text type - making prediction of the likely development of a topic by making use of the context and knowledge of the world - relate facts, opinions and information 					

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	from a variety of print and non-print sources					
Learning and teaching activities						
Pre-reading	<p>Teacher will show student video clips about household accidents to activate students' schema and elicit the relevant vocabulary items covered in textbook units.</p> <p>https://www.youtube.com/watch?v=K-h6XAIMDlc</p> <p>https://www.youtube.com/watch?v=vEGKrz3vzvkc</p> <p>A matching card game on the vocabulary items will be introduced.</p>					
While-reading	<p>Text 1: News report</p> <p>Teacher will first go through the headline, the opening paragraph, the main body of the news report. After that, students will work out the arrangements of the whole reading text (headline, opening paragraph and the main body).</p> <p>Teachers will guide students to use the 5W (What, Where, When, Who, Why) to predict the main ideas of the news report. Students will draw a mind map using the 5W. Teacher will ask students to discuss in groups about the possible causes for the accident and confirm their prediction while</p>					

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	<p>reading.</p> <p><u>Shared reading</u> Teacher will ask students to read the news report to confirm their prediction.</p> <p><u>Text features and text structures</u> Teacher will then highlight the text features and text structures of a news report.</p> <p>Text 2: leaflet Teacher will show students a video clip about household safety. https://youtu.be/ATKxOQHxG8</p> <p>Students will then read a leaflet about household safety collected.</p> <p>After watching the video clip and reading the leaflet, teacher will guide students to complete a worksheet the possible causes and precaution measures for common household accidents.</p>					
Post-reading	Students will work in groups to prepare a poster about common household accidents.					
Extended cross-curricular activities	An in-class quiz game about home safety will be organized. Each student will set one question in English about home safety and teacher will collate students' questions. Students will work in groups for the quiz game.					

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<p><u>Purchase of teachers' copies for the RaC programme</u></p> <p>Students will purchase the printed texts and teachers' copies will be purchased through the provision under PEEGS. 6 copies per title will be purchased. 4 copies will be for the level English teachers and 1 copy will be for the full-time English teacher proposed to be hired. 1 copy will be for teachers' reference.</p> <p>❖ Details of the printed books to be purchased</p> <p>No of titles for each module: 1</p> <p>No of modules: 6</p> <p>No of copies per title: 6</p>					