

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

School Name: Canossa Primary School (San Po Kong) (English)

Application No.: B 056 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 20

2. No. of approved classes in the 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	6	6	6	6	6	6	36

3. No. of operating classes in the 2017/18 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)
Development of Text Sets (DTS)	P.1-2	Reading	EDB (NET section)
School-based Reading Programme	P.1-3	Reading	EDB (NET section)
Process Writing	P.3-4	Writing	EDB (Language Learning Support Section)

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Our school consists of a group of experienced teachers. They are all enthusiastic to try out innovative teaching strategies for students' ever improving learning outcomes.2. Various English activities are held at school, e.g. English Wednesday activities, English Day, activities in the Reading Room and the library. Children are encouraged to read and speak English.	<ol style="list-style-type: none">1. The speaking activities proposed in this PEEGS plan can tie in with the DTS programme.2. This grant will allow flexibility in procuring professional services for training and co-planning sessions aiming to enhance teachers' professional capacity of curriculum planning and autonomy of pedagogy.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students are not confident enough to speak aloud in front of audience due to the inadequate input and opportunities of practice.	<ol style="list-style-type: none">1. Students lack family support. They are passive speakers and reluctant to speak English outside the classroom.2. Professional support on the teaching of speaking and language arts is urgently needed.

(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
<ol style="list-style-type: none">1. School-based reading, drama and writing programme	<ul style="list-style-type: none">● Hire of an additional contract teacher● Purchase of teaching and learning materials● Procurement of consultancy services – teachers' and parents' workshops	P.1-3
<ol style="list-style-type: none">2. Online reading platform	<ul style="list-style-type: none">● Procurement of online reading platform	P.1-6

(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 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” <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 checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input checked="" type="checkbox"/> 2019/20 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> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6):</p> <p>_____</p> <p>_____</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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
(1) Procuring professional services for conducting language activities to enrich the language environment at P.4-5					
<p>Objectives</p> <ul style="list-style-type: none"> Professional services will be procured for conducting language arts activities for P.4 and P.5. The activities serve to develop students' understanding and appreciation for various language arts texts and improve their communicative competence. Through the proposed programme, teachers' awareness of and capacity in language arts components in the school-based literacy programme will be raised and a learning environment for students to communicate in English will also be created. <p>Qualifications and requirements</p> <ul style="list-style-type: none"> Instructors should be bachelor's degree holders with at least two years of experience teaching language arts. <p>Details of the school-based language arts programme</p> <ul style="list-style-type: none"> One 1-hour English lesson per cycle will be allocated to the language arts programme, i.e. 20 (P.4) / 22 (P.5) 1-hour sessions will be arranged within the regular P.4 and P.5 timetable in the two project years. Proposed themes <ul style="list-style-type: none"> P.4: The Food Paradise P.5 #HomeKong The school-based programme will be structured as 	<p>P. 4- P. 5</p>	<p>2018/19 (P.4)</p> <p>Co-planning 09/2018</p> <p>Implementation 10/2019 -5/2019</p> <p>Try-outs and observation 11/2018 3/2019 5/2019</p> <p>Evaluation 6/2019</p> <p>2019/20 (P.5)</p> <p>Co-planning 09/2019</p> <p>Implementation 10/2019 -5/2020</p> <p>Try-outs and</p>	<p>2 Language arts packs lessons plans and teaching materials covering a total of 42 hours will be developed for P.4 and P.5.</p> <p>100% of P.4 and P.5 English teachers will acquire a better understanding of conducting language arts activities.</p> <p>70% of P.4 and P.5 students will agree the lessons has helped build up their confidence in speaking English.</p> <p>70% of P.4 and P.5 students will demonstrate a better understanding of language arts form as evidenced by formative</p>	<p>The programme will be integrated into the core curriculum.</p> <p>Lessons plans and teaching materials will be owned by school after the contract period.</p> <p>Lessons will be videotaped. Sharing will be done in the English Panel Meeting with all English teachers.</p>	<p>4 evaluation meetings will be conducted. The collected data will be used for improvement on learning and teaching.</p> <p>Students' performance will be assessed through watching video recordings.</p> <p>Assessment data will be analysed.</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>three phases: Skills and Preparation, Literacy Enhancement and Extension and Production.</p> <ul style="list-style-type: none"> ● For Phase 1 Skills and Preparation, students will be engaged in a wide variety of stimulating speaking activities based on language arts texts. Fiction and non-fiction titles will be covered in Phase 2 Literacy Enhancement for developing an in-depth understanding of the target theme and genre. Students will be given ample opportunities to showcase their learning outcome in Phase 3 Extension and Production. <p>P.4 The Food Paradise</p> <ul style="list-style-type: none"> ● Four units of our course book, <i>Longman Elect</i>, are related to the theme of food. They are Book 4A Unit 3 <i>Favourite food and drinks</i>, 4A Unit 4 <i>Eating out</i>, 4B Unit 3 <i>Healthy eating</i> and 4B Unit 4 <i>A balanced diet</i>. ● The theme ‘The Food Paradise’ is chosen for P.4. It is thematically linked to P.4 core curriculum ‘Choosing food and drinks’ and ‘Healthy eating’. ● Target language skills <p>By the end of the programme, students will be able to acquire the following skills:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> - Use knowledge of basic letter-sound relationships to read aloud the text - Work out the meaning of unknown words or expressions by using visual clues and context - Predict the likely development of a topic by 		<p>observation 11/2019 3/2020 5/2020</p> <p>Evaluation 6/2020</p>	and summative assessments.		

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<p>recognising key words, using personal experiences, and making use of the context and prior knowledge</p> <ul style="list-style-type: none"> - Understand intention, attitudes and feelings conveyed in the text by recognising features such as the choice and use language and images <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Develop phonemic awareness and use decoding skills to work out new words - Use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings - Use gestures and facial expressions to convey meaning and intention <p><u>Writing</u></p> <ul style="list-style-type: none"> - Gather and share ideas using brainstorming and questioning - Draft, revise and edit scripts with teacher and/or peer support by using a range of techniques such as combining ideas, rearranging the ideas and adding details. <ul style="list-style-type: none"> ● To extend students' reading, loan of books on food themes will be made from Hong Kong public libraries. Books will be displayed in Room G01 for students' access during recess and lunch break. Some titles will be assigned to six P.4 classrooms as their morning readers. <p><i>Phase 1: Skills and Preparation (6 lessons)</i></p> <ul style="list-style-type: none"> ● Various speaking activities based on language arts texts will be conducted in class to develop P.4 students' speaking skills. Through carrying out 					

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<p>different in-class activities e.g. storytelling, readers' theatre, puppetry and singing, students will acquire different speaking skills like word decoding, expressive use of stress and intonation pattern. They will also be exposed to a variety of language arts texts such as short stories, play scripts and songs.</p> <ul style="list-style-type: none"> ● All the activities are related to the theme 'The Food Paradise' where students are able to express their preference of choosing food and learn how to build up their healthy eating habits as well. ● Five lessons will be co-taught by the instructors and our English teachers while level teachers will try out the newly-developed materials in the remaining one. The try-out will be observed by the instructors so as to evaluate the effectiveness of the planned activities and teachers' understanding of new speaking and language arts instructions. <p><i>Phase 2 Literacy Enhancement (8 lessons)</i></p> <ul style="list-style-type: none"> ● A set of pair books <i>The Queen's New Chef</i> and <i>Fun Food to make and Eat</i> will be included in our core literacy curriculum. Shared reading and guided reading sessions will be conducted for fostering students' understanding of thematic vocabulary and target language skills. ● Various checkpoints will be set and activities are designed to consolidate students' understanding of the texts. For example, in-class quiz games will be conducted to test students' knowledge of healthy eating. Students will also be asked to give short speeches on the food and healthy eating in the morning assemblies on English Wednesdays. 					

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<ul style="list-style-type: none"> Six lessons will be co-taught by the instructors and our English teachers while level teachers will try out the newly-developed materials in two lessons. The try-outs will be observed by the instructors so as to evaluate the effectiveness of the planned activities and teachers' understanding of new speaking and language arts instructions. <p>Phase 3 Extension and Production (6 lessons)</p> <ul style="list-style-type: none"> An end-of-year variety show will be produced by each class. Each class can choose performances of their preference. For example, they can rewrite the story <i>The Queen's New Chef</i> and give a puppetry show to their schoolmates. Songs and poems will be included in the show. Instructors will work together with level teachers in preparing students for the show. They will revisit the features of a puppetry show. Brainstorming, writing and rehearsal sessions will be conducted in class. Feedback and suggestions for improvement will be given to students before the final performance. <p>P.5 #HomeKong</p> <ul style="list-style-type: none"> The name is in a form of hashtag, a metadata tag. Specifically, the word 'Hong' is replaced by 'Home' since Hong Kong is not simply a city but a place where our students grow up with a lot of sweet memories. Students should not learn and try to understand the local culture solely from course books where only factual information is given. Three units of our course book, <i>Longman Elect</i>, are related to the theme of Hong Kong. They are Book 					

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<p>5A Unit 6 <i>Places in Hong Kong</i>, 5A Unit 7 <i>Famous People in Hong Kong</i> and Book 5B Unit 3 <i>Transportation</i>.</p> <ul style="list-style-type: none"> ● A variety of language art forms like poems and songs will be included in the curriculum so that students would be able to ‘feel’ the culture in a sentimental way. Diversified learning output should be encouraged so as to arouse students’ interest in language learning. Various e-learning elements will be infused into the P.5 final production and final products will be uploaded online for sharing. ● Target language skills <p>By the end of the programme, students will be able to acquire the following skills:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> - Understand, interpret and analyse written and multimodal texts using contextual clues, knowledge of the world to determine the meaning of the text - Appreciate the tone, mood and intention of the writer and his attitude to the topic <p><u>Speaking</u></p> <ul style="list-style-type: none"> - Present ideas and feelings clearly and coherently by using appropriate gestures, facial expressions, intonation and stress, and vary volume, tone of voice and speed - Participate effectively in an oral interaction by providing information on a specific topic, adding or giving examples and explaining where appropriate <p><u>Writing</u></p> <ul style="list-style-type: none"> - Gather and share ideas using brainstorming and questioning 					

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<p>- Draft, revise and edit written texts by teacher and peer support using a range of techniques such as combining ideas, rearranging the order of ideas, adding details, deleting irrelevant ideas and substituting words or phrases with more appropriate ones</p> <p><i>Phase 1 Skills and Preparation (9 lessons)</i></p> <ul style="list-style-type: none"> ● Two lessons will be allocated for teaching various speaking techniques by the instructors. In P.4, students should have acquired certain speaking skills like word-identification, and expressive use of stress and intonation pattern. The focus of P.5 will then be the use of body gestures which help create tension for characters in various scenarios. In-class activities may include the creation of tableau and voice projection. ● Seven lessons will be arranged for students to engage in language arts activities, including chants, songs, skits and poems. All the activities are related to the theme ‘Hong Kong’ where students would be able to have a deeper understanding of our city in terms of food culture, festivals and transportation. Seven of the lessons will be co-taught by the instructors and our English teachers. Existing teachers will try out the newly-developed materials in the two of the lessons and they will be observed by the instructors so as to evaluate the effectiveness of the lessons and provide feedback on delivery. <p><i>Phase 2 Literacy Enhancement Programme (9 lessons)</i></p> <ul style="list-style-type: none"> ● In addition, we propose to include a picture book <i>Lost in Hong Kong</i> written by Matthew Cooper and Fiona Li in our core literacy curriculum. The 					

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<p>language focuses of our course book are rather limited and we hope to enrich students' vocabulary, reading and writing skills using extended and supported reading materials.</p> <ul style="list-style-type: none"> ● Seven lessons will be co-taught by the instructors and our English teachers, demonstrating how to facilitate students' reading skills with effective strategies. At the same time, reading fluency activities will be included so that students would be able to practice the speaking techniques that they have learnt in Phase 1. The instructors will also observe two of the lessons conducted by the school teachers so as to assess the effectiveness of the teaching methods. ● Other than requiring students to read the course book and the picture book <i>Lost in Hong Kong</i> in lessons, students would be engaged in extensive reading at school and at home. Thematic books will be displayed in classrooms and in the library. Additional books will also be borrowed from Hong Kong Public Libraries and displayed at school These are some of the suggestions: <ul style="list-style-type: none"> - <i>The Tale of Chester Choi</i> (Written by Sarah Brennan) - <i>This is Hong Kong</i> (Written by Miroslav Sasek) - <i>Lantau life</i> (Written by Jane Houng) - <i>The Secret of the Golden Dragon</i> (Written by Anjali Mittal) - <i>Cheung Chau Paradise</i> (Written by Adrian Tilley) ● To enrich the reading atmosphere at school, teachers will also make use of the English-speaking school 					

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<p>days and design activities related to the theme 'Hong Kong'. Our story ambassadors will share the books on Campus TV.</p> <p>Phase 3 Extension and Production (4 lessons)</p> <ul style="list-style-type: none"> ● The proposed production of the project would be a 10-minute short film produced by each class. Students need to show how they feel about Hong Kong in various aspects as local residents, like food culture, festivals, local customs and transportation. Each class chooses their focus according their own preference. ● The short film requires students to show their understanding of Hong Kong culture which they have already come across from the language arts learning materials in Phase 1 and the course book and picture book used in Phase 2. Students are strongly encouraged to demonstrate their learning by including various language arts form in their short films, like songs and chants. ● Students will create storyboards, write their own scripts, decide on the cast, read through the scripts and perform with appropriate emotions and body gestures. ● Students will make use the e-learning tools for their film production. Students share-write their scripts on Google document, record their reading of the script on Google classroom where teachers could assess their performance and provide instant feedback outside the classrooms. Students could also create a Google site as a learning journal. ● For the third phase of the programme, the instructors will demonstrate a script-writing lesson. Students 					

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<p>have been exposed to script-reading in their course books Longman Elect 5A Unit 3 and Unit 4. They have already had a brief understanding on the structure of a script. The instructors need to help review the features of writing a script and deliver a script writing lesson by extending a simple plot. School teachers will then be responsible for all the follow-up writing activities in the GE and writing lessons. An observation by the instructors will also be conducted at the end of the programme right before the filming. Feedback will then be provided for students and teachers so as to prepare for their final production.</p> <p><u>Collaboration with existing teachers</u></p> <ul style="list-style-type: none"> ● Co-planning meetings will be arranged among P.4 / P.5 teachers and instructors in the two project years. ● Co-taught lessons will be conducted and existing teachers will take up at least half of the teaching. Existing teachers will also have the chance to try out the newly-developed materials in class. Instructors will observe the class and provide suggestions for improvement. <table border="1" data-bbox="114 1142 815 1474"> <thead> <tr> <th><i>Level</i></th> <th><i>Phase 1</i></th> <th><i>Phase 2</i></th> <th><i>Phase 3</i></th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td>Total:6 Co-taught sessions: 5 Lesson tryout: 1</td> <td>Total:8 Co-taught sessions: 6 Lesson tryout: 2</td> <td>Total: 6 Co-taught sessions: 6</td> </tr> <tr> <td>P.5</td> <td>Total:9 Co-taught sessions: 7</td> <td>Total:9 Co-taught sessions: 7</td> <td>Total: 4 Co-taught sessions: 4</td> </tr> </tbody> </table>	<i>Level</i>	<i>Phase 1</i>	<i>Phase 2</i>	<i>Phase 3</i>	P.4	Total:6 Co-taught sessions: 5 Lesson tryout: 1	Total:8 Co-taught sessions: 6 Lesson tryout: 2	Total: 6 Co-taught sessions: 6	P.5	Total:9 Co-taught sessions: 7	Total:9 Co-taught sessions: 7	Total: 4 Co-taught sessions: 4					
<i>Level</i>	<i>Phase 1</i>	<i>Phase 2</i>	<i>Phase 3</i>														
P.4	Total:6 Co-taught sessions: 5 Lesson tryout: 1	Total:8 Co-taught sessions: 6 Lesson tryout: 2	Total: 6 Co-taught sessions: 6														
P.5	Total:9 Co-taught sessions: 7	Total:9 Co-taught sessions: 7	Total: 4 Co-taught sessions: 4														

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	Lesson tryout: 2	Lesson tryout: 2						
<ul style="list-style-type: none"> Evaluation meetings will be arranged. P.4 and 5 English teachers can discuss the progress, evaluate lessons and give feedback to the instructors. P.4 and 5 English teachers will share teaching strategies on conducting language arts activities with teachers of other levels in the panel meetings. 								
<u>Rights to use the materials</u> School will have ownership of the resources and will have the rights to use all the developed materials after the contract period.								
(2) Purchase learning and teaching resources for conducting activities to enrich the language-rich environment at P.4-5								
<u>Purchase</u> <ul style="list-style-type: none"> Copies of the following titles on different language arts forms will be placed in the English resources room/classrooms for teachers' or students' reference. Suggested titles:				P.4-P.5	Contact book suppliers 9/2018 9/2019 Proper procurement exercises 9/2018 9/2019	Please refer to initiative (1).	Please refer to initiative (1).	Please refer to initiative (1).
	Level	Types	Title(s)					
	P.4	Non-narrative	<i>Fun Food to Make and Eat</i>					
		Poetry	<i>Joyful Noise: Poems for Two Voices</i>					
		Narrative	<i>Charlie and the Chocolate Factory</i>					
		Readers' Theatre	<i>You Read to Me, I'll Read to You: Very Short Fairy Tales to Read Together</i>					

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	Puppetry	<i>Make Your Own Puppets & Puppetry Theaters</i>					
P.5	Picture book	<i>'Lulu the Hong Kong cat' series by Ellen Leou</i>					
		<i>The Dragon's Back: A Story from Hong Kong by Theodora Whittington</i>					
	Chapter book	<i>Cat soup and other short stories by Jane Houn</i>					
	Poetry	<i>Moving poetry: Hong Kong Children's poems</i>					
<i>The Best Poems Ever: A collection of Poetry's Greatest Voices</i>							
<ul style="list-style-type: none"> All books will be purchased after proper procurement exercises. 							