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


**School Name: Chiu Sheung School, Hong Kong (English)**

**Application No.: D 006 (for official use)**


**(A)      General information:**

1.    No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher):    16

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 | 6 | 4 | 4 | 3 | 25 |

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.    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 of the programme/ project/ support service | External support (if any) |
|---|---|---|---|
| Read Write Inc. Programme | P.1-P.3 | Phonics | Oxford University Press |

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

| Strengths | Opportunities |
|---|---|
| 1. Given school's multicultural population, students benefit from learning in an English-rich environment.<br>2. School has a strong collaborative culture which enables smooth implementation of cross-curricular literacy initiatives.<br>3. Diverse and advanced instructional strategies are well incorporated in English Language lessons with the provision of up-to-date IT infrastructure.<br>4. The Read Write Inc. programme and use of Ting Pen at KS1 have helped lay a solid foundation for literacy. | 1. The PEEGS grant will allow additional resources for initiatives which broaden students' learning experience and develop an appreciation of literature.<br>2. The use of authentic fictional texts will help to develop the breadth and depth of interest and the level of reading. |
| **Weaknesses** | **Threats** |
| 1. Students in general possess strong communicative fluency, as is evidenced by the TSA results.   However, their academic literacy skills have yet to improve.<br>2. Our library circulation records reflect students' low motivation to read. | 1. Learner diversity has become greater due to increase in our intake of local Chinese students.<br>2. The heavy workload of teachers has hindered development of new curriculum initiatives. |

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

| Area of Development | Usages of the grant | Grade Level |
|---|---|---|
| Introduction of Read Write Inc. Programme. | ● Procurement of professional services<br>● Purchase of learning and teaching resources<br>● Employment of a supply teacher | P.1-P.3 |

**(D)    Focus of the school's proposed school-based English Language curriculum initiative to be funded under PEEGS**

| Proposed target area(s) of development<br>(Please ☑ the appropriate box(es) below) | Proposed usage(s) of the Grant<br>(Please ☑ the appropriate box(es) below) | Time scale<br>(Please ☑ the appropriate box(es) below) | Grade level<br>(Please ☑ the appropriate box(es) below) |
|---|---|---|---|
| ☑ Enrich the English language environment in school through<br><br>- conducting more English language activities*; and/or<br><br>- developing more quality English language learning resources for students*<br><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 a ~~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>☐ 2021/22 school year | ☐ P.1<br>☐ P.2<br>☐ P.3<br>☑ P.4<br>☑ P.5<br>☐ P.6 |

**(E)** **How to implement the proposed school-based English Language curriculum initiative funded by PEEGS?**

| Proposed school-based English Language curriculum initiative | Grade level | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria | Sustainability | Methods of progress-monitoring and evaluation |
|---|---|---|---|---|---|
| **Employing a part-time English-proficient teacher to support existing teachers in enriching the English language environment in school through developing a structured P.4-P.5 literature programme** | | | | | |
| Objectives<br>● At present, one fiction title is adopted for each of the KS2 levels. With additional manpower available, our school can materialise plans for creating a structured literature programme for:<br>  ✧ exposing students to diverse usage of language;<br>  ✧ developing better reading skills to enjoy more reading;<br>  ✧ improving creative writing skills;<br>  ✧ stimulating imagination;<br>  ✧ enhancing critical abilities; and<br>  ✧ increasing emotional awareness.<br>● '*The World of Roald Dahl*', our proposed literature programme will revolve around 6 titles of the popular children's book author. A variety of classroom activities will be implemented to help students explore the many faces of literature.<br>Qualifications and duties of the part-time teacher<br>● A part-time English-proficient teacher will be hired under the Scheme. He / She should be a bachelor's degree holder with:<br>  ✧ native English-speaking competence;<br>  ✧ TESOL / TESL / TEFL qualifications; and<br>  ✧ preferably 2 years of previous work experience in primary school setting.<br>● He / She will work up to 4 days per week rendering professional support to the English Language panel through:<br>  ✧ contributing ideas on the choice of learning and teaching activities in bi-weekly core-team co-planning meetings;<br>  ✧ co-developing lesson materials with the core team; | P.4–P.5 | **Title #1**<br>Planning<br>Sept – Oct 2020<br><br>Implementation<br>Oct – Nov 2020<br><br>Evaluation<br>Nov 2020<br><br>**Title #2**<br>Planning<br>Nov – Jan 2020<br><br>Implementation<br>Dec 2020 – Mar 2021<br><br>Evaluation<br>Mar 2021<br><br>**Title #3**<br>Planning<br>Mar – May 2021<br><br>Implementation<br>Mar – May 2021<br><br>Evaluation<br>Jun 2021 | 6 literature packs covering 48 English Language lessons (55 minutes each) will be produced.<br><br>Each package consists of lesson plans, teaching aids and all learning and teaching materials like task sheets, PowerPoint and flipcharts.<br><br>70% of the teachers involved will agree that the programme has increased students' interest in reading.<br><br>70% of the teachers involved will agree that their students | All the soft copies of the materials and resources will be saved in the school server for further curriculum development.<br><br>All the hard copies of materials and resources will be kept in the school for long-term use.<br><br>The programme will be implemented on a regular basis after the project period.<br><br>Lesson tryouts will be recorded for professional sharing. | **Qualitative:**<br>Regular co-planning and review meetings<br><br>Lesson/Activity observation<br><br>**Quantitative:**<br>Survey to students and teachers on the effectiveness of the programme<br><br>Record of students' performance in the task marking rubrics<br><br>Assessment tasks on targeted text types and reading skills in English Language tests and exams |

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| Proposed school-based English Language curriculum initiative | Grade level | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria | Sustainability | Methods of progress-monitoring and evaluation |
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| ✧ giving suggestions to teachers on how to execute the newly-developed materials in the level co-planning meetings; <br> ✧ co-delivering ten 55-minute literature lessons and book-related activities every week (teaching responsibilities to be equally shared in the classroom); <br> ✧ sharing with LETs his / her feedback on their instructional delivery and students' performance after class; <br> ✧ refining the resources packages with the core team based on evaluation data; and <br> ✧ co-hosting professional development workshops with the core team for all panel members. <br><br> Core Team <br> ● The core team consists of the Vice Principal, Head of the Curriculum Development Team and English Language panel heads. Members will: <br> ✧ review the quarterly library survey data for a better understanding of students' reading interest and habits; <br> ✧ conduct bi-weekly core-team co-planning meetings; <br> ✧ collect level teachers' feedback about the newly-developed materials in level co-planning meetings; <br> ✧ amend the materials before tryout; <br> ✧ run the programme and book-related activities; <br> ✧ arrange peer observation at least once per term; <br> ✧ host post-programme evaluation meetings with level teachers; <br> ✧ refine teaching materials for implementation after the project period; and <br> ✧ conduct professional sharing sessions for non-target level teachers once per term. |  | Final Review Jul 2021 <br><br> Programme refinement Aug 2021 | have shown improvement in reading and writing. <br><br> 80% of the teachers involved agree that the programme has improved students' motivation to read. <br><br> 60% of P.4-5 students will make improvement in their reading and writing assessments. | Lesson evaluation will be conducted each week and the minutes should be kept for better implementation in the future. |  |

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| Overview of the P.4-P.5 Literature Programme<br>● One English Language lesson will be allocated to the new literature programme every week from September 2020 to June 2021.<br>● 3 popular children's fiction titles by Roald Dahl will be adopted for each of the target levels.<br>● Creative reading and writing activities will be implemented to introduce students to:<br>   ✧  a broad range of reading and writing skills;<br>   ✧  key elements of fiction (theme, setting, plot, characterisation, style, symbols and point of view);<br>   ✧  the use of literary devices to construct meaning; and<br>   ✧  core virtues such as honesty, respect and courage.<br>● Regular home reading tasks (e.g. the reading journal) will also be assigned to help establish a regular reading routine.<br>● Core texts and expected learning outcomes:<br><br>*Roald Dahl's titles to be adopted*<br>P.4<br>   ✧  *The Enormous Crocodile* (1978)<br>   ✧  *Charlie and the Chocolate Factory* (1964)<br>   ✧  *The Witches* (1983)<br>P.5<br>   ✧  *George's Marvelous Medicine* (1981)<br>   ✧  *The Twits* (1980)<br>   ✧  *Matilda* (1988)<br>*Target skills*<br>Reading<br>P.4<br>   ✧  Understanding the major features of stories<br>   ✧  Making predictions about stories, characters, topics of interests using pictorial clues and books covers<br>   ✧  Guessing the topic and the likely development of the topic by using key words, context, personal experiences | | | | | |

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| and knowledge of the world<br>✦ Skimming a text to obtain a general impression and the gist or main ideas with teacher support<br>✦ Understanding intention, attitudes and feelings conveyed in a text by recognising features such as choice and use of language and images<br>P.5<br>On top of the above:<br>✦ Understanding the connection between ideas by identifying cohesive devices<br>✦ Self-correcting by using strategies against predictions, re-reading, using the context, reading further to clarify, asking for help<br><br>Writing<br>P.4<br>✦ Gathering and sharing information and ideas by using strategies such as brainstorming, questioning and interviewing<br>✦ Planning and organising information, expressing own ideas and feelings by identifying purpose and audience for a writing task and deciding on the sequence of content<br>P.5<br>On top of the above:<br>✦ Using appropriate formats, visual elements, conventions and language features when creating a variety of text types<br>✦ Presenting main and supporting ideas with some elaboration.<br><br>Thinking skills<br>P.4-5<br>✦ Recognising and solving simple problems with reasons | | | | | |

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|---|---|---|---|---|---|
| ✧ Making references from given information<br>✧ Generating and articulating new ideas about the stories<br><br>Communication and collaboration skills<br><u>P.4-5</u><br>✧ Working collaboratively and creatively with others in responding to the core texts<br>✧ Responding critically and creatively to the imaginative ideas and feelings expressed in stories through various means<br>● Proposed learning and teaching activities<br>   ✧ Each module consists of two parts – the reading and writing parts. | | | | | |

| Part | No of lessons to be allocated (55-minute each) |
|---|---|
| Reading | 6 |
| Writing | 2<br>(Individual writing tasks are to be completed at home.) |

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|---|---|---|---|---|---|
| ✧ Diversified reading activities are tailor-made for each title to introduce to students the target reading skills and core elements of fiction texts.<br>✧ Writing activities are designed to encourage authentic application of target language items covered in the core English Language Curriculum and further exploration of the stories.<br>✧ e-Learning tools such as *Nearpod* and *Kahoot!* will be used to facilitate instructional delivery, ensure students' participation and establish an online learning community.<br>✧ Activities such as virtual museum tour, film shows and whole-level quiz competitions will be conducted to add fun to the lessons. | | | | | |

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|---|---|---|---|---|---|---|
| ***Reading*** | | | | | | |
| **Pre-reading** | ✧ Fun activities (e.g. *Kahoot!* quiz) related to the theme / text content are carried out to activate students' schemata and motivate them to read.<br>✧ Students predict the content of the story from chapter headings, illustrations and related videos.<br>✧ Students formulate prediction with teachers' support. | | | | | |
| **While-reading** | ✧ Teacher revisits the predictions to confirm them in the supported reading sessions.<br>✧ Teacher models the reading skills and students practise them.<br>✧ Students will explore the different story elements through diversified activities.<br>✧ Creative dramatics (e.g. role play, readers' theatre and skits) will be used to cover important parts of the stories for accommodating different learning styles and bringing the stories alive. | | | | | |
| **Post-reading** | ✧ Students' understanding of the story will be evaluated through the use of *Kahoot!* quizzes, *Nearpod* sharing functions, board games and *Padlet* bulletin boards.<br>✧ Creative writing activities (as tabulated below) on the plot, characters and moral are conducted to encourage students to critically analyse what they have read and understand the texts further through. | | | | | |

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| ***Writing*** | | | | | |
| P.4<br>✧ ***The Enormous Crocodile***<br>"*I don't want it to end this way!*"<br>Students create an 8-frame comic strip on an alternative ending for the story.<br>A wanted poster<br>Students create a wanted poster about the notorious crocodile in the story after revisiting the main characters and important literacy techniques such as wordplay.<br>Making your crocodile trap<br>Students create a crocodile trap using recycled materials and present an advertising pitch to their peers.<br>✧ ***Charlie and the Chocolate Factory***<br>Character blogging<br>Students write a fictional blog entry for Charlie and Veruca about a typical day at home in order to explore how upbringing influences a child's personality.<br>The next Willy Wonka<br>Students create a resume for one of the five children in the story and include reasons why he / she should be the new owner of the Wonka Chocolate Factory.<br>Designing a new candy wrapper<br>Students design their own personalised chocolate candy bar wrappers which will be put on display.<br>✧ ***The Witches***<br>Act it out!<br>Students create and role play an alternative ending for the story.<br>The witch infographics<br>Students create an infographic about how to identify a witch according to Grandma's advice in the book. | | | | | |

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| P.5 <br> ✧ **George's Marvelous Medicine** <br> <u>Poem writing</u> <br> Students identify the alliteration, onomatopoeia and rhyming patterns in selected chapters and create their own poems using a similar pattern.  Students share their poems and give comment on each other's work. <br> <u>Creating your power potion</u> <br> Students create recipes for magic potions and explain their functions. <br> <u>Riddle quizzes</u> <br> Students write riddles about the objects and characters in the story using similes.  They can share their work in the form of a quiz. <br> ✧ **The Twits** <br> <u>Character profile</u> <br> Students create profiles about the obnoxious couple in the story to better understand the reasons for their behavior. <br> <u>Planning a revenge on the Twits</u> <br> Students pull a prank on the Twits and justify why it is effective in teaching them a lesson. <br> <u>Convincing the Twits to be nicer people</u> <br> Students write a letter to the Twits from the perspective of the Twits' neighbors, urging them to stop the mischievous behaviour. <br> ✧ **Matilda** <br> <u>A crystal ball into the future</u> <br> Students develop a scene that examines Matilda's new life with Miss Honey. <br> <u>Matilda's Facebook page</u> <br> Students create a mock Facebook character page for Matilda. | | | | | |

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|---|---|---|---|---|---|
| My superpower<br>Students draw pictures of themselves and their superpower.   They explain why they want to have such superpower and add a special feature to showcase it (e.g. pushing a glass over by just looking at it). | | | | | |
| *Additional activities* | | | | | |
| ✦ Virtual museum tour<br>Students are encouraged to take a virtual tour to the Roald Dahl Museum and Story Centre.<br>https://www.roalddahl.com/museum/visit/virtual-museum-tour<br>✦ Film shows<br>Movies can be used in different stages of the lessons to aid in comprehension.<br>The Witches (1990)<br>https://www.youtube.com/watch?v=d_ZyqaN_XNM<br>Matilda (1996)<br>https://www.youtube.com/watch?v=hUGHWje7liM<br>Charlie and the Chocolate Factory (2005)<br>https://www.youtube.com/watch?v=OFVGCUIXJls<br>✦ The Roald Dahl's Challenge<br>A whole-level quiz competition provides a fun way to assess students' learning. | | | | | |

| Proposed school-based English Language curriculum initiative | Grade level | Time scale (month/ year) | Expected outcomes/ Deliverables/ Success criteria | Sustainability | Methods of progress-monitoring and evaluation |
|---|---|---|---|---|---|
| ●   Sample lesson descriptions<br>The following demonstrates how a typical reading lesson is like. | | | | | |

●   Sample lesson descriptions
The following demonstrates how a typical reading lesson is like.

**P.5 Reading**

**Topic:**   Plot – Rising action

**Title:**   Chapters 13-15 *Matilda*

**Learning objectives:**

Students will be able to:

✧   revisit the key elements of plot in a story;

✧   apply the plot knowledge to an original work of fiction;

✧   make predictions about stories, characters, topics of interests using pictorial clues; and

✧   guessing the topic and the likely development of the topic by using key words, context, personal experiences and knowledge of the world.

**Previous learning:**

✧   Teacher has previously introduced students to the plot structure / story diagram.

| Step | Activity |
|---|---|
| Revisiting the plot diagram | ✧   Students listen to a song for revisiting the core elements of the plot (setting, characters, exposition, rising action, climax and resolution).<br>*Plot Mountain! | The Plot Diagram Song | Scratch Garden*<br>https://www.youtube.com/watch?v=NpWHZJZQDSE<br>✧   Students get into groups of 4 and partake in a *Kahoot* quiz about the story mountain.<br>https://bit.ly/3bEbYII |

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|---|---|---|---|---|---|---|
| Preview-Predict-Confirm | ✧ Teacher shows the following pictures to students:<br>- Miss Trunchbull first talking to Matilda in the weekly test (Chapter 13) https://bit.ly/2WBKEXo<br>- Miss Trunchbull's glass with a giant newt in it (Chapter 14) https://bit.ly/33E3cbd<br>✧ Crystal ball prediction ball activity<br>- In groups of 4, students go through the following questions. They then list as many outcomes of the story as they can think of and provide explanations:<br>  ⊞ What are they talking about?<br>  ⊞ Do they like each other? How do you tell?<br>  ⊞ How does Miss Trunchbull feel about the newt in her glass?<br>  ⊞ What do you think will happen between Matilda and Miss Trunchbull? https://bit.ly/3djdQbC<br>✧ Teacher summarises students' ideas in a prediction chart. https://www.slideshare.net/kiaallen/my-prediction-chart<br>✧ The prediction chart and the feeling barometer are put on the blackboard. https://shutr.bz/2Uqr1z2 | | | | | |

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| ✧ Teacher reads part of the chapters aloud to the class or have students take turns reading). During the reading, teacher pauses at certain predetermined points for students either to confirm the predictions in the chart or to revise them. <br> ✧ To facilitate students' prediction, teacher draw students' attention to the following: <br> - Context: <br>    ■ previous chapters about Miss Trunchbull's reactions to situations <br>    ■ How Miss Trunchbull addresses her students (e.g. nauseating little warts, blister, a piece of filth, maggots) <br> - Key words / phrases: <br>    ■ describing Miss Trunchbull in the text (e.g. barked, gigantic, utter distaste, thundered, dangerous glittering eyes) <br>    ■ about students' fear of Miss Trunchbull (e.g. sat nervously, twisted and squirmed) <br>    ■ about Matilda's hatred to Miss Trunchbull (e.g. beginning to see red, | | | | | |

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|---|---|---|---|---|---|
| screamed, refusing to sit down, unbearably angry) <br> - Other illustrations in the chapters <br> - Students' or teacher's personal experiences with super strict / evil teachers <br> ✧ Teacher refers to the feelings barometer to help students understand the escalating tension in the story. https://bit.ly/2xVeaNr <br> ✧ Students work in pairs, continue with the oral reading of the article, and repeat the pause-and-confirm-or-revise predictions procedure. | | | | | |
| **Creative dramatics** <br> ✧ Students role play what they would do if they were unfairly accused by their teacher of having done something they had not done. | | | | | |
| **Consolidation** <br> ✧ At the end of the chapters, teacher asks students to reflect on their predictions in relation to the entire story. <br> ✧ They complete relevant parts of the story mountain. <br> ✧ Students complete "My superpower" activity as described in page 11. They should write about a superpower they want to have to protect themselves from attack by Miss Trunchbull. | | | | | |
| ● The teacher may adjust the content and difficulty of the task depending on the students' ability. | | | | | |
| **P.4 Writing – *The next Willy Wonka*** | | | | | |
| **Topic:** Characterisation | | | | | |

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| **Title:** *Charlie and Chocolate Factory* | | | | | |

**Learning objectives:**

Students will be able to:

✧ identify and evaluate traits of different characters in the story; and

✧ apply what they have learnt in the General English lessons in the task.

**Previous learning:**

✧ Core elements of characterisation
- Physical appearance
- Thoughts and motivations
- Dialogues
- Actions
- Experience
- Strengths / Weaknesses
- Names / Nicknames

✧ **Vocabulary**
- Adjectives and nouns describing people and personal qualities

✧ **Grammar items**
- Comparative and superlative adjectives
- Adverbs

✧ **Text type**
- Resume / Personal profile

| Step | Activity |
|---|---|
| Nearpod Poll | ✧ Teacher recaps the story characterisation with a Nearpod poll on the five children in the story (e.g. the rudest, the friendliest, the strongest, the weakest, the kindest, the smartest, the most polite).<br>✧ Students draw inference from the text and justify their answers with evidence. |

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|---|---|---|---|---|---|---|
| Preparation of resume | ✧ Teacher shows students a job advertisement for the new CEO of the Wonda Chocolate Factory.<br>✧ Each of the students is assigned a character role and prepare a resume / personal profile for the job application. | | | | | |
| Language review | ✧ Teacher revisits language items previously covered in the General English and reading lessons. | | | | | |
| Role-play | ✧ Teacher conducts an interview and students explain why they are suitable for the job with the use of the resume. | | | | | |