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

School Name: <u>Chi Lin Buddhist Primary School</u> (English)

Application No.: C <u>006</u> (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): <u>   12   </u>

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	5	4	4	3	3	2	21

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	5	4	5	3	4	2	23

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)**
School-based Curriculum Development Support Service	P.2, P.4-P.6	Reading and Writing	School-based Curriculum Development (Primary) Section, EDB
Read Write Inc.	P.1-3	Phonics and reading	Oxford University Press
Keys 2 Literacy Development	P.4-P.6	Reading	NET Section, EDB

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

Strengths	Opportunities
1. A collaborative and sharing culture has been developed through effective use of co-planning and co-teaching practice. 2. An extra ELTA is employed for teaching in Key Stage 1 (KS1) mainly on synthetic phonics and reading.	1. The PEEGS will support our school to develop school-based curriculum initiatives to further promote effectiveness in English teaching and learning. 2. School-based Curriculum Development Support Service offers support and helps establish a co-planning culture in our school.
Weaknesses	**Threats**
1. Students from local community and Mainland China have very little or no family support in English learning. 2. Most students lack confidence and motivation in using English. 3. The proportion of students with special educational needs (SEN) students is huge, which leads to great learner diversity from Primary 1. 4. The existing reading and writing materials have been used for some years and necessary update should be made to cater for the needs of students with different English proficiency and arouse their learning motivation.	1. Some students did not build a solid foundation in learning English in KS1 and tend to give up easily when facing more difficult tasks in KS2. 2. The school is expanding and new teachers need training to ensure quality teaching and learning.

(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
1. To enhance smooth curriculum continuity through making holistic planning in KS1 & KS2 2. To cater for the diverse needs of students through the careful design of learning activities, assignment and assessment, as well as guided reading and remedial group 3. To equip curriculum leaders and foster professional development of English teachers in KS2 through co-planning and core member meetings	To employ a full-time English teacher to provide two free lessons for each core member of curriculum planning.	P.1-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 - conducting more English language activities*; and/or - developing more quality English language learning resources for students* *(*Please delete as appropriate)* ☐ 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)** ☐ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☑ 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" ☐ 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 ☑ Employ full-time* teacher *(*Please delete as appropriate)* ☐ Employ full-time* or part-time* teaching assistant *(*Please delete as appropriate)* ☐ Procure service for conducting English language activities	☑ 2019/20 school year ☑ 2020/21 school year	☐ P.1 ☑ P.2 ☑ P.3 ☐ P.4 ☐ P.5 ☐ P.6

(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[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
Employing a full-time supply teacher to create space for the core team members to cater for learner diversity with equal emphasis on more able and less able students through refining the school-based reading and writing programme at Primary 2 and 3					
Objectives With the assistance of School-based Curriculum Development (Primary) Section of the Education Bureau and Oxford University Press, teachers have accumulated experience in establishing school-based reading and writing programme. However, the current reading and writing materials should be updated to cater for the needs of students with different abilities and styles as well as boost their learning motivation. Thus, the school-based reading and writing programme will be refined at Primary 2 and Primary 3 by incorporating multisensory approaches and differentiated materials to cater for learner diversity. **The core team** A full-time teacher will be employed to create space for the core team to review the existing curriculum and refine the school-based reading and writing programme. **Composition:** The core team is composed of 5 members including the Panel Chair, a level coordinator and 3 level teachers. The Panel chair will be in charge of the project. Around eleven 45-minute lessons per week will be released from the core team members to take forward the	P.2 - P.3	*All year round* - Co-planning - Development of resources - Try-outs Peer lesson observations, evaluation and modification of the programme **Primary 2** *Sept, 2019* Planning *Oct, 2019* Unit 1	**On curriculum:** A total of 8 sets of school-based reading and writing resource packages including lesson plans, learning tasks/activities, worksheets and PowerPoint slides will be developed for Primary 2 to 3 covering around 56 45-minute lessons in total during the project period. Each resource package will contain 2 sub-sets of differentiated materials.	The newly developed school-based reading and writing programme will be incorporated into P.2 and P.3 core English Language curriculum after completion of the project. The learning and teaching materials developed will be saved in the school server,	**Co-planning meetings:** The core team will have weekly co-planning meetings. **Lesson observations:** Try-out lessons will be conducted in every unit, lesson observations will be arranged regularly and evaluation will be conducted in co-planning meetings.

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refinement work. The supply teacher will take up both English lessons of non-target level(s) and non-English lessons.		*Nov, 2019* Unit 2	**On students' performance:** On programme materials, all Primary 2 to 3 students will complete all the developed materials in respective project years.	modified as appropriate and further developed for continuous use after the project period.	Modifications will be made instantly if necessary. Peer lesson observations will be conducted once per term among P.2 - P.3 teachers and evaluation on students' performance will be discussed and materials will be adjusted afterwards. Two lessons of each unit will be videotaped for evaluation. **Evaluation:** An evaluation meeting will be held in every

Core team members / Tentative no. of lessons to be released

Core team members	Tentative no. of lessons to be released
Panel Chair (teacher in charge)	5
Level coordinator	3
Level teachers	1 (for co-planning)

Duties:

✓ reviewing the current curriculum at each term;

✓ hosting weekly core team co-planning meetings to discuss, design, develop and evaluate differentiated learning activities and materials;

✓ trying out newly- developed resources in every unit;

✓ observing lessons and conducting post-lesson review meetings for all classes in the target level once per term;

✓ arranging peer lesson observation at least once per term;

✓ conducting evaluation once in every unit to evaluate the lessons conducted along with mid-term and final evaluation to review the effectiveness of the programme;

✓ modifying the newly-developed materials and instructional strategies after evaluation; and

✓ delivering internal sharing sessions to disseminate new practices to all teachers at the end of each term.

Reading &Writing Programme

In each unit, around 4 lessons will be allocated for topic introduction

Time scale column continued: *Dec, 2019* Mid-term evaluation — *Feb-Mar, 2020* Unit 3 — *April-May, 2020* Unit 4 — *Jun, 2020* Final evaluation — *July-Aug,2020* Refinement of the programme materials

Expected outcomes column continued: 70% of Primary 2 to 3 students will improve their confidence and skills in reading and writing. Reading and writing assessment results of over 70% of high-ability students at Primary 2 to 3 will improve by 10% in 1 year's time of the respective project years.

Sustainability column continued: Core team members will become level coordinators in the year after the project period so they will become mentors in promoting teaching and learning strategies developed to cater for learner diversity. Two lessons of each unit will be videotaped for professional

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and reading and 3 lessons for writing and follow-up/ presentation. The programme will cover 4 units with a total of about twenty-eight 45-minute lessons per target level in respective project years. The P.2 reading and writing programme will be refined during the first project year and incorporated into English core curriculum in the second project year. For P.3, refinement of the programme will be carried out in the second project year.		**Primary 3** *Sept, 2020* Planning *Oct, 2020* Unit 1 *Nov, 2020* Unit 2 *Dec, 2020* Mid-term evaluation *Feb-Mar, 2021* Unit 3 *April-May, 2021* Unit 4 *Jun, 2021* Final	Reading and writing assessment results of over 60% of low-ability students at Primary 2 to 3 will improve by 5% in 1 year's time of the respective project year. **Teachers' professional enhancement:** All participating English teachers will enrich their knowledge in catering for leaner diversity in teaching of reading and writing. All participating English teachers will apply multi-sensory approaches to English teaching at Primary 2 to 3.	sharing. Internal sharing sessions on good practice will be held once a term.	unit to evaluate the lessons conducted and students' performance. Mid-term and final evaluation will be carried out to evaluate the effectiveness of the programme. **Keeping records** The resource packages, meeting records and evaluation records will be kept. **Questionnaires** Teachers' and students' questionnaires will be conducted to

Tentative themes and text types

Primary 2	Primary 3
Term 1	
My School	My Favourite Sports
Let's have a party	Shopping
Term 2	
Seasons	Let's Celebrate
Let's Play	Animal World
Text types	
comics, directories, stories, advertisements, shopping lists, invitation cards, weather reports, chants, notices, notes, instructions, rules	posters, stories, shopping lists, coupons, food labels, recipes, poems, postcards, fact sheets
Writing tasks	
e.g. stories, shopping lists, labels, posters	e.g. stories, coupons, descriptions, postcards

Primary 2

Reading skills

For more-able students	For less-able students
-work out the meaning of words and phrases by using	- master basic book concepts (e.g. titles and names of authors)

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knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) -process some compound and complex sentences - locate specific information by identifying key words - follow ideas by recognizing simple text structures and understanding the use of cohesive devices	- work out the meaning of words by using knowledge of letter-sound relationships - process simple sentences by identifying meaningful chunks - locate specific information in a short text in response to questions - follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns) - identify characters, setting and sequence of events in stories - make prediction		evaluation *July-Aug,2021* Refinement of the programme materials	All participating teachers will acquire the knowledge / pedagogy of catering for learners diversity in their teaching of reading and writing.		collect data on feedback of the programme in each term. The collected data will be analysed to evaluate and improve the programme. **Assessment results** Formative and summative assessments on both reading and writing will be conducted regularly to assess students' learning. The collected assessment results will be analysed to evaluate and improve the programme.

Writing skills

For more-able students	For less-able students
-establish links using some simple cohesive devices (e.g. simple connectives, pronouns) with some consistency -arrange ideas in a short text using simple and limited means (e.g. sequencing events chronologically) to show a generally clear focus - use a small range of simple vocabulary on	- reproduce sentences based on the teacher's model - write simple signs - write brief descriptions of objects, people, places or events - give a brief ending to simple stories - name people or things followed by some descriptions about them - use a range of formulaic expressions, and some simple vocabulary on familiar topics, with

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
familiar topics, with some accuracy in spelling and word collocation - use a small range of adjectives to describe things and feelings with some consistency - use a small range of adverbs to describe time and manner with some consistency	some words correctly spelt - use some simple adjectives to describe things and feelings with some consistency - use mainly simple present tense to describe present states and habitual actions with some consistency - use imperatives to express obligations and prohibitions with some consistency - use line breaks and ordering (e.g. numbers, bullets) in listing					

Primary 3

Reading skills

For more-able students	For less-able students
- work out the meaning of words and phrases by using semantic and syntactic clues - locate details which support the main ideas from different parts of a text - follow ideas by recognising simple text structures and understanding the use of	- work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) - process some compound and complex sentences - locate specific information by recognising simple text structures - identify main ideas and some supporting details explicitly stated in the text - make predictions about the likely

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cohesive devices - infer feelings of characters from pieces of information in narrative texts - re-read the text to establish and confirm meaning	development of the text by identifying key words - infer information, ideas and feelings by using clues in close proximity - identify simple stylistic features (e.g. personification)					

Writing skills

For more-able students	For less-able students
- write simple descriptions of objects, people, places and events with some details - arrange ideas in a short text using simple means (e.g. providing illustrations or explanations) to show a generally clear focus -structure the text using paragraphs, including a brief introductory and/or concluding statement - show an awareness of using some stylistic features (e.g. use	-write and reply to short and simple letters to share personal experiences -write short and simple descriptions of objects, people, places and events -write short and simple stories -establish links using some simple cohesive devices (e.g. simple connectives, pronouns) with some consistency -arrange ideas in a short text using simple and limited means (e.g. sequencing events chronologically) to show a generally clear focus - use a small range of simple vocabulary on familiar topics, with some accuracy in spelling and word collocation - use a small range of adjectives to

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dialogues in stories to create interest) to support the purpose of text - make changes to incorrect spelling, punctuation and grammar, and add details if necessary - draft, revise and edit short written texts with teacher support	describe things and feelings with some consistency - use a small range of adverbs to describe time and manner with some consistency - use simple present, simple past (mainly familiar verb forms), present continuous and future tenses with some consistency - use modals for some communicative functions (e.g. talk about abilities, obligations and prohibitions) with some consistency - use appropriate salutation and closing in simple letters					

Strategies for catering for learner diversity

Content

Multimodal texts (e.g. audio recordings, videos, songs, pictures, graphics, etc.) and graphic organisers (e.g. KWL chart, story plot diagram) will be used to facilitate students' comprehension.

Differentiated reading and writing materials

Differentiated reading and writing materials (e.g. vocabulary lists, reading texts, writing tasks, simplified texts, modeled texts) with core and extended/challenge parts will be designed for shared-reading and guided reading sessions as well as shared writing and guided writing sessions according to abilities of students.

Extended tasks will be created for high fliers and various readers/ e-books/ reading texts of different levels of difficulties under the same theme will be carefully selected for guided reading lessons and

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home reading covering a variety of text types such as poems, chants, stories, comics, cards, recipes, shopping lists, fact sheets, etc.					

Useful vocabulary and expression lists and modeled texts will be designed for less-able students to support their writing with target vocabulary and sentence patterns of the unit.

Process
Multisensory experiences
Teachers will enhance students' learning by offering support based on individual needs, for example, pictures and graphs for visual learners; songs/audio books for auditory learners and interactive reading/vocabulary activities (e.g. role play, running dictation, charades) for kinesthetic learners.
Flexible grouping strategies (individual, pair and group) and various grouping arrangements (e.g. mixed-ability groups, homogenous groups, expert groups, jigsaw reading) to addresses individual needs of students. Cooperative learning mode will be used so that advanced learners can help with the less-able ones.

Varying questions
Different levels of questions will be set for reading and writing lessons. For less-able students, the questions begin with lower level of cognitive complexities (basic comprehension: knowledge and comprehension) to grasp the meaning of the texts.

Questions require students to apply, analyze (e.g. comparing and contrasting, arranging things in the proper sequence after analysis) will be designed for more-able students.

For high fliers, challenging questions on making conclusion, evaluation and synthesis (creating new ideas) will be included to stretch their potential.

Varying support for students
Less able students will be provided with simplified task and

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instructions to assist them on basic understanding on the topic and help them complete the tasks assigned. More demanding tasks and autonomy in the choice of the extended activities will be given to advanced learners to develop their creativity, leadership skills, high-order thinking skills and critical thinking skill in order to draw on individual learners' strengths and further stretch their potentials. ***Product*** ***Varying final task/ assignment*** To cater for students with different learning styles and abilities, various forms of final tasks with different levels of support and complexity, for example, written work, oral presentations, picture drawing, pair or group work will be designed. ***Various modes of assessment*** Different types of assessments including formative (e.g. reading comprehension exercises, homework, book reports, discussions, presentations, writing tasks) and summative assessments (reading and writing exams) will be adopted in evaluating students' performance and keeping track of their progress. Teachers will observe students' performances during the reading and writing lessons. **P.2 Sample module** ***Topic:*** Seasons ***Reading texts:*** stories; weather reports ***Target language items:*** ➢ Thematic vocabulary about seasons *e.g. spring, summer, autumn, winter;* weather such as *cloudy, sunny, windy, warm, chilly,* activities like *flying a kite, swimming, skiing*; and clothing items e.g. *jacket, scarf, shorts, t-shirt, boots* etc. ➢ Adjectives to describe weather					

Proposed school-based English Language curriculum initiative(s)[3]	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
➢ Present tense (present states) ➢ Connectives (because) *Learning objectives* ➢ To identify target vocabulary, e.g. seasons, weathers through printed texts such as phonics flashcards, word cards, posters and multimodal texts such as songs, pictures, videos. ➢ To organise the target vocabulary and categorise the features of seasons and weather with graphic organisers and high order thinking skills. ➢ To share with the class their favourite season or activities to do in different weather with target sentence structures. ➢ To role-play a weather report in Campus TV.					

For less-able students	For more-able students
Reading skills	
- identify characters, setting and sequence of events in stories - locate specific information in a short text in response to questions -make prediction - work out the meaning of words by using knowledge of letter-sound relationships	- work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms)
Writing skills	
- use a range of formulaic expressions, and some simple vocabulary on familiar topics, with some words correctly spelt - use some simple adjectives to describe things and feelings with some consistency	-arrange ideas in a short text using simple and limited means (e.g. sequencing events chronologically) to

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
- use mainly simple present tense to describe present states and habitual actions with some consistency	show a generally clear focus					
Reading lessons *Pre-reading:* Students will be asked to talk about seasons and what season they like best. Teacher will elicit words that students know about weather and seasons (with KWL chart) and show them video clips to warm-up and activate schemata. Teacher will sing the songs along/ watch the animation with students and introduce students target vocabulary about weather and seasons as well as related activities. For example, Kids vocabulary - Weather - How's the weather? https://www.youtube.com/watch?v=CXKj7bm4Ops If You Know All the Seasons https://www.youtube.com/watch?v=_BkkzF9z4-g Spring Song for Children - "Springtime" https://www.youtube.com/watch?v=A16Cu6Ic1pA Teacher will use flashcards to introduce more target vocabulary (*e.g. rainy, cloudy, windy, snowy, sunny, stormy, nice, fine, cold, warm, hot.*) via *charades*. They will then read aloud all the target vocabulary on the flashcards. Consolidation exercise with graded content: The exercises are of different complexity and length in terms of content for different students to work on.						

Core part	Extended part
Worksheet exercise Students will have to match adjectives of weather with relevant pictures.	**Worksheet exercise** Students will have to guess and fill in the correct adjective to fit into the descriptions of the riddles.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
During reading (shared and guided reading lessons) Teacher will show students the front and back covers of the reader. Teacher will ask students to read the title and look at the picture and content page to predict what they might read in the book *Four Seasons*. Teacher will ask different questions to guide students to understanding the texts and explicitly demonstrate different target reading skills (e.g. decoding the meaning of unknown words using different decoding strategies) as well as introduce the text structures and language features of the target text types. Decoding and word attack strategies					

Decoding and word attack strategies

Core part	Extended part
- chunking the word into syllables *e.g. thunder, thun/der;* *freezing, free/zing;* *winter, win/ter*	-knowledge of word formation e.g. *1) wind→windy* *2)storm→stormy* *3)sun→sunny* *4)snow→snowy*

Differentiated questioning

Core part	Extended part
Students are expected to answer questions by adopting the sentence structures for conversation: *- Look at Willy! What is he wearing?* *→He is wearing a t-shirt and shorts.* *- What is Willy doing? →He is trying to build a*	On top of the basic conversation, students are expected to use appropriate descriptions/adjectives to describe the character and explain the reason behind. *-Do you think Willy likes summer?* *→I think he hates summer because he doesn't like hot weather.* *-Which season do you like best? Why?*

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snowman in summer.	→ *I like spring because it's nice and warm.*					
Teacher will guide students to predict the likely development of the story and identify characters, setting and sequence of events in the story. Teacher will show students the story plot diagram and go through different parts of the plot diagram with students. Students will then work in pairs to finish the story plot diagram. Students will read through the story and complete the exercise on categorising the features of seasons and related clothing items with graphic organiser.						

Post-reading:
For post-reading, students will do home reading with graded readers and complete relevant differentiated reading assignments.
Extension task with differentiated content:

Core part	Extended part
Individual/ pair-work - Draw/ Stick the pictures and label a set of clothing items for their favourite character in particular weather and season/ scenario (e.g. sunny day in summer, rainy day in winter)	- Give a brief presentation about the design/ write a brief description about the design.

Writing

Teacher will design tied writing worksheets for the writing task and go over the characters, setting and sequence of events of the story with students before the writing task.

Students will first draft the story using the plot diagram and teacher will provide feedback before they write up / rewrite the story with target sentence structures.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria[1] *(preferably measurable)*	Sustainability[2]	Methods of progress-monitoring and evaluation[3]
Differentiated content: <table><tr><td>Less-able</td><td>More-able</td></tr><tr><td>- Guiding questions with keywords/ model text with target sentence structures, vocabulary list and a picture -Follow the core part of the original story and rewrite a new ending</td><td>- Guiding questions - Rewrite part of the story plot and add a new character to the story.</td></tr></table> During guided writing. teachers will offer assistance to individual students to guide them to complete the writing task. Students will write up the story and teacher will introduce a simple writing checklist *(e.g. capitalization for proper nouns, writing in different paragraphs, use of correct adjectives to describe weather)* to students for peer evaluation and teacher will offer feedback to students as well. Students will have to edit their work before submission. ***Post-writing*** <table><tr><td>Less-able</td><td>More-able</td></tr><tr><td>**Reading aloud** To read aloud (the ending of) their story to their partner/ groupmates *(with the assistance of more-able students).*</td><td>**Storytelling** To present their story in class *(with gestures and body movements).*</td></tr></table>Flexible grouping arrangements <table><tr><td>Mixed-ability group</td><td>collaborative learning e.g. discussion, group work, group presentation, role play</td></tr><tr><td>Homogenous group</td><td>guided reading, guided writing</td></tr><tr><td>Individual work</td><td>independent reading, individual presentation</td></tr></table>					