

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

School Name: Tsz Wan Shan Catholic Primary School (English)

Application No.: C 056 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 13

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	5	5	5	5	5	30

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)
Development of school-based unit materials	P.4 – P.6	Review school-based resources	Language Learning Support Section, EDB
Enhancing Professional Development of English Language teachers	P.4 – P.6	Lesson observations and professional consultation; Inter-school lesson observations or workshops	Language Learning Support Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Students' English language performance is improving with more students achieving satisfactory examination results and being allocated to EMI secondary schools. 2. With tailor-made teaching and learning materials, our school-based curriculum has been well-established for nearly 10 years with regular updates and enhancements every year. The quality of our curriculum in teaching and learning has been recognised. Our English panel is experienced in designing and implementing new initiatives and activities to enhance students' learning. 3. Our school management has granted high autonomy for the refinement of our school-based curriculum. Without textbooks, we have greater flexibility and more room for curriculum updates or new initiatives implementation. 4. Mutual trust has been established between parents and the school facilitating the development of the English curriculum in our school. 	<ol style="list-style-type: none"> 1. Various curriculum support from EDB in recent years has largely improved the effectiveness of English teaching and learning as well as facilitated on-going curriculum development. 2. Curriculum leadership has been cultivated and rich experience in curriculum development fosters the implementation of new curriculum initiatives in the future. 3. The school has developed e-learning activities to enhance interactive learning, raise students' motivation and encourage self-learning. 4. Wi-Fi900 network has been installed to support e-learning. At an initial stage of e-learning, some fictional readers and e-books have been adopted and integrated into our school-based curriculum at Key Stage 1 (KS1).
Weaknesses	Threats
<ol style="list-style-type: none"> 1. A strong reading culture and atmosphere have yet to be developed. Students generally lack parental support in reading at home and do not have the habit of self-initiated learning. Thus, their exposure to various text types is limited. 2. Students are relatively shy to express themselves in public. Enhancing speaking skills has been the major concern of the school in recent years. 3. A lack of language arts elements in our school-based curriculum could potentially hinder our students' language development. 	<ol style="list-style-type: none"> 1. A range of reading activities have been organised, but students' reading habits have yet to be cultivated. 2. Some students lack strong family support in learning English. Teachers are overloaded with daily teaching and the development of more appropriate resources to cater for learner diversity.

(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. To enhance school-based English curriculum and boost up students' English standard 2. To design a language-rich environment through conducting various English activities 3. To enhance teachers' professional capability and curriculum leadership 	<ol style="list-style-type: none"> 1. Hiring of 0.6 English teacher 2. Hiring of a teaching assistant 	P.1 - P.6

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

<p align="center">Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">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 - conducting more English language activities</p> <p><input checked="" type="checkbox"/> Promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p>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"/> 2019/20 school year</p> <p><input checked="" type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

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

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) Procuring professional services to conduct drama workshops to enrich the English language environment for P.3-P.6 students					
<p><u>Objectives</u></p> <p>Under existing English Language curriculum, there are limited opportunities for students to develop their confidence in expressing themselves in English in authentic contexts. As a major concern of the school, the drama programme will strive to develop P.3-P.6 students' speaking skills and fluency as well as create a platform where they feel comfortable and at ease to express themselves in English, even in front of audience. The drama programme will be thematically or linguistically aligned with the current English Language curriculum. It aims at:</p> <ul style="list-style-type: none"> ❖ fostering students' learning incentives and interests in English; ❖ boosting students' creativity and imagination; ❖ enriching the English language environment in school; and ❖ equipping our teachers with drama skills and knowledge to integrate drama elements into English teaching. <p><u>Core team</u></p> <p>For the proposed school-based drama programme, a core team will be set up to work closely with the drama instructor. The core team will consist of 5 members: Vice Principal, 2 English panel heads and 2</p>	P.3 - P.6	<p>2019/20 (1st year) Primary 3, 5</p> <p>9/2019 Planning for P.3 Introductory Drama Programme; P.5 Extended Drama Programme</p> <p>9/2019 P.3 and P.5 students selection / nomination</p>	<p><i>On Drama activities:</i></p> <p>A total of 4 activity packs of the drama programme to enrich the English language environment in school for Primary 3 to 6 will be produced covering 20 sessions for each target level over the project period.</p> <p><i>On students' performance:</i></p>	<p>The newly-developed drama programme will be integrated into our school-based curriculum and conducted by our teachers after the project period. Drama activities and drama teaching elements will be incorporated into daily English teaching.</p> <p>The drama activity packs (scripts, lesson plans, resources) developed will be</p>	<p>Co-planning meeting and evaluation meeting minutes will be kept.</p> <p>Observations will be conducted in each target level over the project year. Some of the sessions will be videotaped for evaluation.</p> <p>Evaluation meetings with the instructors will be conducted to review the programme in each target level over the project year and adjustment will be made if necessary.</p>

¹ The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

² Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

³ Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

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
<p>level teachers. The Vice Principal will be in charge of the project. The core team will collaborate with and learn from the professional drama instructor through co-planning meetings, materials development, co-teaching and evaluation meetings to evaluate the lessons conducted and polish materials developed. Hopefully, our teachers will be equipped with skills and experience to conduct drama workshops on their own in the future. Sharing sessions will be held once per term to all English teachers in our panel. In-house professional drama workshops for all English teachers will be arranged in June or July each year.</p> <p>Our NET will act as the advisor for the drama programme and observe some drama sessions for each target level. The NET will contribute ideas and offer suggestions about integrating drama elements into our existing curriculum.</p> <p><u>Expected qualifications of the drama instructor</u></p> <p>A professional instructor preferably with native speaker competence, a Bachelor's degree and at least 2 years of relevant experience in drama teaching and organising drama activities will be hired to develop the drama programme and conduct drama workshops. His/ Her duties include:</p> <ul style="list-style-type: none"> ✧ working closely with core team members in conducting after-school drama workshops; ✧ co-planning with the core team teachers 5 times throughout the drama programme as well as co-developing lesson plans and materials of each workshop; ✧ providing 5 demonstrations for teachers involved in each target level; ✧ co-delivering 10 drama sessions with core team teachers in 		<p>10/2019 – 5/2020 Implementation period (co-planning, demonstrations, co-teaching, trial-runs, observations, evaluations)</p> <p>6 or 7/2020 Drama performances</p> <p>7 - 8/2020 Final evaluation and refinement of P.3 and P.5 drama teaching resources for future implementation</p> <p>2020/21 (2nd year)</p>	<p>Over 70% of Primary 3 to 6 participants will improve their confidence and skills in English speaking after the project period.</p> <p>Over 80% of Primary 3 to 6 participants will enjoy the drama workshops.</p> <p>All Primary 3 to 6 participants will complete all the developed drama programme materials.</p>	<p>properly stored in school server, updated and utilised after the project period.</p> <p>The core team teachers will conduct sharing sessions at each term to disseminate the knowledge and drama teaching skills acquired during the project to non-target level teachers.</p> <p>Demonstration lessons will be video-taped for sharing. The drama performances will be recorded and put onto the school website or campus TV as a learning resource</p>	<p>An evaluation meeting with core team members will be held to review the effectiveness of the project at the end of the programme.</p> <p>The drama performance of each group will be video-taped for analysing their performance and improvement of the programme.</p> <p>Progress check of students' performance will be done via teachers' observation.</p> <p>Attendance records of participants in every session will be properly kept.</p> <p>Survey will be used to collect the feedback from the</p>

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<p>each target level;</p> <ul style="list-style-type: none"> ✧ observing trials of teachers involved in 5 try-out sessions for each target level; and ✧ providing feedback for improvement in 5 evaluation meetings in each target level. <p>Copyright School will own the resources and have the rights to use all the developed materials after the contract period.</p> <p><u>Drama Workshops</u></p> <table border="1" data-bbox="129 804 1016 1043"> <thead> <tr> <th></th> <th>2019-2020</th> <th>2020-2021</th> </tr> </thead> <tbody> <tr> <td>20 sessions</td> <td>Introductory Level P.3 x 20 students</td> <td>Intermediate Level P.4 x 20 students</td> </tr> <tr> <td>20 sessions</td> <td>Extended Level P.5 x 20 students</td> <td>Advanced Level P.6 x 20 students</td> </tr> </tbody> </table> <p>About 20 students of each target level will be selected and they will form a drama team in our school. An invitation will issued to students who are interested in drama with high motivation and proficiency in English to enroll in the workshop. Interviews will be conducted for selection of students.</p> <p>Throughout the 2 project years, 4 drama activity packs will be developed in total for P.3-P.6. 20 weekly drama sessions will be held after school for each target level over the project year. Each session will last for 1.5 hours. Attendance will be taken and recorded in each session.</p> <p>For the 1st year, the drama workshops will be rolled out in P.3 and P.5 so both KS1 and KS2 teachers will be able to work closely with the</p>		2019-2020	2020-2021	20 sessions	Introductory Level P.3 x 20 students	Intermediate Level P.4 x 20 students	20 sessions	Extended Level P.5 x 20 students	Advanced Level P.6 x 20 students		<p>Primary 3, 5 Implementation of P.3 Introductory Drama Programme; P.5 Extended Drama Programme by level teachers involved in the 1st project year.</p> <p>Primary 4, 6 9/2020 Planning for P.4 Intermediate Drama Programme; P.6 Advanced Drama Programme</p> <p>9/2020 P.4 and P.6 students</p>	<p>Drama performances will be arranged at the end of the project period for participants to perform in school.</p> <p><i>Professional enhancement:</i> All participating English teachers of Primary 3 to 6 will enrich their knowledge in teaching English through drama.</p> <p>70% of existing</p>	<p>for both teachers and students.</p> <p>The following resources will be saved on our school intranet for future use/reference:</p> <ul style="list-style-type: none"> -Scripts -Lesson Plans -Videos of the workshop -Drama Finale (Video) -Co-planning and evaluation records 	<p>participants about the school drama programme.</p> <p>Feedback from the English teachers will be collected through survey about the effectiveness of the drama programme and the service provided by the instructor.</p> <p>The data collected from the surveys will be analysed to evaluate the effectiveness of the project for future improvement.</p> <p>Assessment data of participants will be analysed to evaluate the effectiveness of the programme.</p>
	2019-2020	2020-2021												
20 sessions	Introductory Level P.3 x 20 students	Intermediate Level P.4 x 20 students												
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<p>instructor in the project. Our teachers will design and develop some school-based drama activities as well as incorporate drama elements into daily English teaching with the experience and skills acquired in the project.</p> <p>During the 2nd project year, the drama workshops with more advanced drama skills will be extended to P.4 and P.6 conducted by the core team and the instructor, while P.3 and P.5 drama workshops will be refined and conducted by our English teachers. The school will ensure some introductory lessons will be provided to P.5 students at the beginning of the drama workshop for both project years to get students ready for more advanced skills to be covered in the course later.</p> <p>Focus of each level</p> <p>The drama workshops will take a gradual approach and foster progressive development of drama and language skills.</p> <table border="1" data-bbox="129 946 1019 1433"> <thead> <tr> <th>Level</th> <th>Teaching focus</th> </tr> </thead> <tbody> <tr> <td>P.3 (basic skills)</td> <td>Voice Facial expressions</td> </tr> <tr> <td>P.4 (intermediate skills)</td> <td>Voice Facial expressions, body, movement</td> </tr> <tr> <td>P.5 (extended skills)</td> <td>Voice Facial expressions, body, movement and space Script adaptation/ editing</td> </tr> <tr> <td>P.6 (advanced skills)</td> <td>Voice Facial expressions, body, movement and space Stage effects Scriptwriting</td> </tr> </tbody> </table>	Level	Teaching focus	P.3 (basic skills)	Voice Facial expressions	P.4 (intermediate skills)	Voice Facial expressions, body, movement	P.5 (extended skills)	Voice Facial expressions, body, movement and space Script adaptation/ editing	P.6 (advanced skills)	Voice Facial expressions, body, movement and space Stage effects Scriptwriting		<p>selection / nomination</p> <p>10/2020 – 5/2021</p> <p>Implementation period (co-planning, demonstrations, co-teaching, trial-runs, observations, evaluations)</p> <p>6 or 7/2021</p> <p>Drama performances</p> <p>7 - 8/2021</p> <p>Final evaluation and refinement of P.4 and P.6 drama teaching resources for future implementation</p>	<p>English teachers will apply drama elements to our school-based curriculum and integrate drama elements in English teaching.</p>		
Level	Teaching focus														
P.3 (basic skills)	Voice Facial expressions														
P.4 (intermediate skills)	Voice Facial expressions, body, movement														
P.5 (extended skills)	Voice Facial expressions, body, movement and space Script adaptation/ editing														
P.6 (advanced skills)	Voice Facial expressions, body, movement and space Stage effects Scriptwriting														

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
Drama games/ activities						
P.3-P.4	mirroring game, vocal drama games, hot seating, reading aloud, choral dramatization, storytelling, singing, miming game, splat, role playing, improvisation					
P.5-P.6	splat, freeze frame, vocal drama games, thought tapping, role playing, improvisation, skits, miming game/ charade					
Drama and language skills						
Level	Drama/speaking skills	Other skills				
P.3	-Voice projection -Facial expression -Using appropriate pitch, pace, pause, volume, articulation, repetition, emphasis, tone, stress and intonation	-To identify characters, setting and sequence of events in stories -To make prediction				
P.4	-Voice projection -Emotion expression through facial expression, eye contact, body language and movement -Using appropriate pitch, pace, pause, volume, articulation, repetition, emphasis, tone, stress, intonation and gesture -Using appropriate movement: timing, direction, energy, ensemble awareness	- To infer feelings and personalities of characters, plot development of the story from pieces of information in narrative texts -To understand intention, attitudes and feelings conveyed in a text				

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P.5	<ul style="list-style-type: none"> -Voice projection and articulation -Emotion expression through gesture, body movements, facial expressions, eye contact -Using appropriate tone, stress, intonation, gesture and movements on stage -Using of space: levels, personal space, general space, proximity 	<ul style="list-style-type: none"> -To learn about different elements of a drama script: e.g. theme, characters, setting, plot structure, narration, dialogues -To make adaptation to a drama script e.g. changing the setting of the story/ adding a new character/ rewriting a new ending 					
P.6	<ul style="list-style-type: none"> -Voice projection and articulation -Emotion expression through gesture, body movements, facial expressions -Making connection with audience through effective use of eye contact, voice, gesture and movement -Using appropriate tone, stress, intonation, gesture and movements on stage -Using of space: levels, personal space, general space, proximity -Using props, costumes, music, lighting and sets 	<ul style="list-style-type: none"> -To revise different elements of a drama script: e.g. theme, characters, setting, plot structure, narration, dialogues <i>(Key elements in script writing: appealing theme and setting; plot development with rising action, climax, falling action; characters with thoughts, feelings and actions; narration and dialogues)</i> -To draft an outline of a story -To divide the outline into acts and scenes 					

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		-To work together to write dialogue for each scene -To add stage directions -To edit to improve their scripts					
<u>P.3-P.4 Drama Workshops</u> (*more advanced skills to be covered in P.4)							
Sessions	Contents						
1	Ice-breaker and warm-up drama games						
2	Introduction of drama - good drama elements and *production						
3-5	<u>Voice</u> -Voice projection with appropriate volume, pitch and tone; - Clear pronunciation - Intonation and stress - Repetition of words						
6-7	<u>Non-verbal communication</u> -Facial expressions -Expression of emotions and feelings for different characters -Eye contact* -Gesture, hand and body movements*						
8-9	<u>Exploring the story and script</u> -Identifying characters, setting and sequence of events in stories						

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	<ul style="list-style-type: none"> -Making prediction and use questioning skills to further analyse the story -*Inferring feelings and personalities of characters, plot development of the story from pieces of information in narrative texts 					
10	<ul style="list-style-type: none"> -Practising a short scene with various skills -Feedback for improvement 					
11	<ul style="list-style-type: none"> -Revision on drama/ speaking skills in 1st term with drama games/ activities 					
12-13	<p><u>Further exploring the characters</u></p> <ul style="list-style-type: none"> -Identifying the characteristics and emotions of the characters in the story/ script -Role play/ Improvise a day/ Swapping characters with your friends 					
14	<ul style="list-style-type: none"> -Working collaboratively to communicate the action of the drama with others -*Practising movements on stage 					
15-16	<ul style="list-style-type: none"> -Casting -Preparing props and costumes 					
17	In-class drama performance					
18-19	Dress rehearsal					
20	Evaluation and feedback on performance					
<p><u>P.5-P.6 Drama Workshops</u> (*more advanced skills to be covered in P.6)</p>						

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Sessions	Contents					
1	Ice-breaker and warm-up drama games					
2	Introduction of drama vocabulary					
3	Voice projection and articulation					
4	Stress and intonation					
5	Identification and expression of emotions, feelings and motivations					
6	Gestures, body movement and facial expression					
7-8	Stages of script editing (changing the setting of the story/ adding a new character/ rewriting a new ending) * Stages of scriptwriting -Drafting an outline of a story -Dividing the outline into acts and scenes -Working together to write dialogue for each scene -Adding stage directions -Editing to improve their scripts					
9	Role-play of a short scene					
10-11	Produce / revise an original script of a short play					
12	Preparing for the big show: props, costumes, backdrops					
13-14	Use of space/ Blocking/ Casting					
15-16	More about drama production: Learning about the backstage *Using stage effects: music, lighting and sets					
17	In-class drama performance *Making connection with audience					

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18-19	Dress rehearsal/ Drama performance on stage					
20	Evaluation and feedback on performance					
<p>- A final performance on stage with props, costumes and backdrops will be arranged at the end of the school year in June or July. The performances will be recorded and put onto the school website or campus TV for sharing and as learning resources.</p> <p>A sample drama activity (P.4)</p> <p>Theme: Honesty, Family, Love</p> <p>Introduce various characters of the story through a guessing game. Students will listen to the descriptions and make a guess. They will then read a short story about Honesty, Family, Love. During reading, students will be guided to identify the characteristics of different characters. Details such as age, occupation, personalities, emotion, and feelings of the character will be listed out. Students will choose one favourite character and try to develop a character voice with reference to the above information of the character. The drama game 'Hot Seating' will be used to let students respond to questions about the story playing the role of the character and encourage other students to ask "the character" questions. Before the end of the session, students will practise a short scene of the drama script by using expressive voices with appropriate gesture, body movement, tone, pace and volume.</p>						
(2) Purchasing e-books and printed books to promote reading across the curriculum (RaC) at Primary 4 to 6						
<p>Objectives</p> <p>The proposed school-based reading programme which is thematically and linguistically linked to the core English curriculum will be</p>		P.4 - P.6	<i>All year round throughout the project</i>	<i>On curriculum: School-based</i>	The newly-developed RaC programme	Core team meeting, level co-planning meeting and

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<p>developed at KS2:</p> <ul style="list-style-type: none"> - To revamp our reading programme and develop a reading culture in school by promoting reading across the curriculum in order to widen students' horizons and develop their language skills - To expose students to a variety of reading materials (including printed books, e-books, multimodal texts) with different text types including both fiction and non-fiction texts -To connect students' different learning experiences across various Key Learning Areas (KLAs) - To raise students' motivation and sustain their drive to read by choosing suitable reading materials based on their life experiences <p><u>Core team</u></p> <p>The core team will consist of 6 members including: Vice Principal, 2 English panel heads and 3 level teachers. All English teachers of P.4 to P.6 and teachers of KS2 General Studies and Religious Studies will regularly participate in co-planning meetings to suggest themes, core concepts to be introduced and propose extended learning activities. The Vice Principal will be in charge of the project to supervise the implementation of the RaC programme.</p> <p>Duties:</p> <ul style="list-style-type: none"> ✧ conducting initial, interim and final review on the existing KS2 curriculum; ✧ hosting weekly core team co-planning meetings; ✧ designing lesson plans and teaching resources covering all the newly-purchased titles; ✧ monitoring the progress and reviewing the effectiveness of the programme in respective target level; 		<p><i>period</i></p> <p>Co-planning, demonstrations, implementation, lesson observation, evaluation</p> <p>Oct, 2019 - May, 2020</p> <p>(Half set of purchased titles for both in-class teaching and home-reading will be covered in the 1st project year)</p> <p>Oct, 2019 - March, 2020</p> <p>Lesson observation</p>	<p>RaC workshops implemented more effectively in Primary 4 to 6.</p> <p>A total of 8 sets (<i>1 set for each title</i>) of school-based RaC resource packs including lesson plans, learning tasks/activities, worksheets and PowerPoint slides will be developed for Primary 4 and 5 covering 24-32 lessons in total during the project period.</p> <p>A total of 6 sets (<i>1 set for</i></p>	<p>will be refined and integrated into core English curriculum after the project period. Reading activities will be incorporated into daily English teaching.</p> <p>The RaC resource packs developed will be properly stored in school server, updated and utilised after the project period.</p> <p>The core team teachers will conduct sharing sessions at each term to disseminate good practices and skills acquired in RaC programme during the project</p>	<p>evaluation meeting minutes will be kept.</p> <p>Demonstrations and observations will be conducted in each target level over the project period. Some lessons and activities will be videotaped for evaluation.</p> <p>Evaluation meetings with level teachers will be conducted to review the RaC programme in each target level over the project period and adjustment will be made if necessary.</p> <p>An evaluation meeting with all core team members will be held to review the effectiveness of the project at the end of the each term.</p>

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<ul style="list-style-type: none"> ✧ conducting level co-planning sessions for preparation, implementation and evaluation with level teachers for each module per target level; ✧ carrying demonstrations on newly-developed materials in each module; ✧ observing lessons and conducting post-lesson review meetings at least once per term for each target level; ✧ arranging peer lesson observations for other level teachers for at least once per term; ✧ adjusting the newly-developed materials and instructional strategies after evaluation; ✧ carrying out cross-curricular activities to promote reading across the curriculum; and ✧ holding professional sharing session at the end of each term in English panel meetings to share good practices and experience with all panel members. <p>Implementation of RaC programme:</p> <p>- To ensure enough time for implementation, half set of class readers (both printed titles and e-books) will be covered in class while half set of home readers (both printed titles and e-books) will be allocated for home-reading with introduction and follow-up tasks for both more able and weaker learners in each target level for the 1st project year.</p> <p>With accumulated experience, the full set of purchased titles will be covered in the 2nd project year for both in-class teaching and home-reading.</p>		<p><i>Dec, 2019 - March, 2020</i></p> <p>Extended RaC cross-curricular activities</p> <p><i>Jun, 2020</i></p> <p>Final evaluation, documentation, internal sharing session</p> <p><i>Aug, 2020</i></p> <p>Training of all new teachers and final amendment of the developed resources for the new school year.</p> <p>2nd year implementation</p>	<p>each title) of school-based RaC resource packs including lesson plans, learning tasks/activities, worksheets and PowerPoint slides will be developed for Primary 6 covering 18-24 lessons in total during the project period.</p> <p>A total of 16 sets of home-reading resource packs with post-reading tasks / activities and worksheets will be developed for more-able and</p>	<p>to other panel members.</p> <p>Demonstration lessons will be video-taped for sharing. The reading activities will be recorded for future reference.</p> <p>The newly purchased readers will be properly stored and used after the project period.</p>	<p>Survey will be conducted to collect the feedback from P.4-P.6 students about the RaC programme.</p> <p>Feedback from the English teachers will be collected with survey about the effectiveness of the RaC programme.</p> <p>The data collected from the surveys will be analysed to evaluate the effectiveness of the RaC programme for future improvement.</p> <p>The formative assessment data of P.4- P.6 students in reading performance will be analysed to evaluate the</p>

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	Class readers	Home readers (half for more able, half for less able)			n will follow the same cycle. Number of titles will extend to the full set for in-class teaching and home-reading.	less-able students in Primary 4 and 5 in the project period. A total of 12 sets of home-reading resource packs with post-reading tasks / activities and worksheets will be developed for more-able and less-able students in Primary 6 in the project period. <i>On students' performance:</i> On RaC programme materials, all Primary 4 to 6		effectiveness of the programme.
		More able learners	Less able learners					
P.4	Print (2) e-book (2)	Print (2) e-book (2)	Print (2) e-book (2)					
P.5	Print (2) e-book (2)	Print (2) e-book (2)	Print (2) e-book (2)					
P.6	Print (2) e-book (4)	Print (2) e-book (4)	Print (2) e-book (4)					
<p><i>* To support our class streaming, home reading titles will be levelled for more able classes and less able classes.</i></p> <p>Printed books and e-books purchased will be used for in-class reading lessons and self-directed reading at home. For class titles, they will be integrated into our school-based English Language curriculum. A total of about 3-4 40-minute lessons will be allocated to each theme-based reader in each target level. For the 1st project year, one printed reader and one e-book will be covered in each target level at P.4 and P.5 while one printed reader and two e-books will be covered in P.6. The rest will be covered in the 2nd project year. Ultimately, the RaC programme will cover a total of 12-16 lessons in each target level of P.4 and P.5 as well as 18-24 lessons in P.6 during the project period for in-class reading. Various teaching pedagogy will be utilised like shared reading, guided reading and supported reading, reading aloud and role play. Suitable multimodal texts, apps and online collaborative activities will be used during the lessons to foster students' reading interest and deepen their understanding of the topics.</p> <p>For home-reading, teachers will spare about 15 minutes during class to introduce the book to arouse students' interest before reading and</p>								

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<p>another 15 minutes to review the book, discuss with students and ask them for sharing after reading. Follow up tasks will also be assigned and reviewed. The core team will develop supporting resources such as a Teacher’s Guide, book reports and follow up exercises that cover subject vocabulary, language items and text structures and features of the reader.</p> <p>24 e-books (both fiction and non-fiction texts covering different text types) will be purchased for the programme after proper procurement exercises. Careful inspection of e-books to be purchased will be conducted. The following criteria for e-book selection will be closely observed:</p> <ul style="list-style-type: none"> ✧ Alignment with the core English Language curriculum ✧ Accuracy of language used ✧ Typicality of the texts used ✧ Level of difficulty of the texts ✧ Built-in interactive features as well as audio and visual features ✧ Support for independent and further reading ✧ Students’ reading levels ✧ Reading pace <p>The school will be able to reuse all the e-books and related resources after the completion of this project to sustain the teaching and learning benefits without paying extra. The e-books will be kept at our department’s resources folder under our intranet. We may allow teachers to upload the e-books at the online platform e.g. <i>Google drive</i> for classroom use. All e-books will be purchased after proper procurement exercises.</p> <p>Students can use computers/iPads at school with the support of the IT assistant or teachers if they cannot finish the e-learning tasks at home.</p>			<p>students will complete all the developed programme materials per year.</p> <p>Over 80% of Primary 4 to 6 students will improve their confidence and skills in reading.</p> <p>For reading assessment results, over 60% of students at Primary 4 to 6 will improve by 10% in 2 years’ time.</p> <p>All students in P.4 and P.5 read at least 8 new titles per year and P.6 students will</p>		

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<p>Tentative contents:</p> <p>The RaC programme aims at connecting students' prior knowledge or life experiences to the reading texts and allowing them to develop a deeper understanding and reflection about issues around the world as well as nurturing students' positive attitudes towards moral values and Catholic core values of the school.</p> <p>The purchased titles will cover a wide variety of text types and themes aligning with the core curriculum (<i>e.g. as inputs for writing tasks</i>) and connecting with subject contents of various KLAs.</p>					<p>read at least 12 new titles P6 during the project period.</p> <p><i>Professional enhancement:</i> All English teachers involved will acquire knowledge or pedagogy in the teaching of RaC programme.</p> <p>All English teachers involved will apply knowledge in the teaching of RaC programme and use the newly purchased titles in teaching</p>		
Level	Themes & Text types	Connections with other KLAs					
P.4	<p>Themes:</p> <ul style="list-style-type: none"> -Special People, Special Thing, Special Events; -Food and Health; -Places in Hong Kong; -Jobs; <p>Text types: Stories, Accounts, Interviews, Expositions, Informational reports, Procedures, Brochures, Advertisements, Discussions</p>	<p>General Studies:</p> <p>1.資料整理</p> <p>觀察事物的特性，比較事物的異同</p> <p>- 比較與排序 (時間線及列表的圖像工具)</p> <p>- 訪問-一手資料搜集及整理</p>					
P.5	<p>Themes:</p> <ul style="list-style-type: none"> -Happy Days/ Hobbies; -Changes (Wishes and dreams) 	<p>2. 資料分析、綜合及評鑑</p>					

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	/Growing Up; -Nature/ Natural Disasters; -A Changing World Text types: Biographies, Children encyclopaedias, Informational Reports, Explanations of how and why, Stories, News reports, Play scripts, Interviews, Expositions			reading at Primary 4 to 6. 80% of teachers involved will agree that the RaC programme will improve students' reading interests.		
P.6	Themes: -Relationship- Family / the Earth; -Helping others; -Beauty – Beautiful People; -Taking care of our Earth (pollution); -Culture, Civilization & Heritage; East meets West and more Text types: Stories, Informational reports, Explanations of how and why, Journals, News reports, Letters, Expositions, Myths/ Legends, Discussions, Play scripts, Children encyclopaedias	- 認識新聞結構, 分辨廣告與新聞 - 閱讀與思維策略的新聞教學 (分析事件的影響性, 並提出建議) - 批判性思維訓練 (正反思考、多角度思考) Value Education: Integrity, Responsibility, Perseverance, Respects and Care for others. Visual Arts: Poster, Infographics				

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<p>Reading skills/strategies:</p> <p><u>Primary 4</u></p> <ul style="list-style-type: none"> - locate specific information by recognising simple text structures - skim a text to obtain the main ideas - follow ideas by recognising simple text structures and understanding the use of cohesive devices - infer feelings of characters from pieces of information in narrative texts - work out the meaning of unknown words by using word association, visual clues, context & knowledge of the world <p><u>Primary 5</u></p> <ul style="list-style-type: none"> - locate details which support the main ideas from different parts of a text - scan a text by using strategies such as looking at headings and repeated phrases - organise information and ideas in texts by using knowledge of text structures and some graphic forms - infer information in a range of texts - interpret information and opinions in texts <p><u>Primary 6</u></p> <ul style="list-style-type: none"> - skim and scan - gather, distil and summarise more extensive information and ideas from texts - locate specific information by recognising simple text structures and features - organise information and ideas in texts by using knowledge of 					

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<p>text structures and some graphic forms</p> <ul style="list-style-type: none"> - interpret ideas and opinions presented in different texts and draw conclusions - compare alternative views and arguments in texts by using graphic forms and making notes 					
Cross-curricular activities					
<u>Primary 4</u>					
<p>General Studies- Organise a field trip to Hong Kong Museum of History</p>					
<p>English Language- Design a project task sheets for students to research information to compare the past and present day in different areas in Hong Kong and do a presentation</p>					
<p>Values Education- Discuss and identify vales of our culture and our diversity and how we respect it and protect it.</p>					
<u>Primary 5</u>					
<p>General Studies- Organise a field trip to Hong Kong Science Museum</p>					
<p>English Language-organise an informal inter-class debate competition about the positive and negative impacts of science and technology development brought to our daily life</p>					
<p>Values Education- Explore how the development of science and technology changes our living and their impacts</p>					
<u>Primary 6</u>					
<p>General Studies- Organise a field trip to Hong Kong Wetland Park to learn about bio-diversity and wetland conservation</p>					
<p>English Language- Organise a short play/ mini-drama to spread the message of protection of the natural environment</p>					
<p>Religion Studies/Values Education- Discuss and conclude how</p>					

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<p>we can protect our Earth</p> <p>P.6 Sample Module</p> <p>Module: Taking care of our Earth (pollution)</p> <p>Objectives</p> <p><u>Language:</u> Adverbs of time and frequency; comparative & superlatives adjectives; connectives to show cause and effect</p> <p><u>Vocabulary and subject content</u> General Studies – thematic vocabulary: pollution; waste problem; endangered animals; conservation</p> <p>Reading activities / learning tasks:</p> <p>For pre-reading, students will look at some pictures and watch videos about different kinds of pollution and complete an online exercise e.g. Quizlet and they will complete a KWL chart before the reading lessons to write down things they know about the topic. This aims to arouse their interest and check their understanding of the topic.</p> <p>During the reading lesson, teachers will introduce some thematic vocabulary and phrases and discuss with students about the videos they watched. Teachers will ask questions and guide students to skim and scan the reading texts - a play script and go through the language features with nearpod.</p> <p>In the KWL lesson, students are going to predict what they are going to learn from the children encyclopaedia with the KWL</p>					

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<p>chart again. Teachers will then go through the reading with students, explicitly introduce the target reading skills such as locating specific information by recognising simple text structures and features (<i>e.g. photos, captions, magnification, labels, diagrams</i>) and explain contents of the texts. Teachers will analyse the use of language items in the children encyclopaedia and give extended tasks for students to practice the language items.</p> <p>For the post reading, students apply the reading skills in learning tasks/ activities e.g. using a flow diagram for cause and effect of different kinds of pollution, completing the KWL chart to list out things they learnt in the module.</p> <p>Reading skills and strategies</p> <ul style="list-style-type: none"> - skim and scan - locate specific information by recognising simple text structures and features - organise information and ideas in texts by using knowledge of text structures and some graphic forms <p>Teaching and learning materials worksheets, PowerPoint slides, Nearpod , videos, pictures</p> <p>Text features and structures: <u>Play scripts:</u> <i>Text structure:</i> Setting, problem, solution, ending <i>Text features:</i> Title, dialogues <i>Language features:</i> -Contractions</p>					

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<p>-Shorter sentences -Punctuation</p> <p>Children encyclopedias: <i>Text structure:</i> description, cause and effect <i>Text features:</i> Title, photos, captions, magnification, labels, textboxes, diagrams, words in bold / italics/ colours <i>Language features:</i> - Timeless present tense, -Generalized subjects</p> <p>Cross-curricular activity: General Studies- Organise a field trip to Hong Kong Wetland Park to learn about bio-diversity and wetland conservation English Language- Organise a short play/ mini-drama competition to spread the message of protection of the natural environment</p> <p>Final product Students will work in groups to develop a drama script on the topic to protection of the natural environment.</p>					