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

School Name: **Fanling Assembly of God Church Primary School** (English)

Application No.: C 015 (for official use)

(A)   **General information:**

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

2.   No. of approved classes in the 2018/19 school year:

	P.1	**P.2**	**P.3**	**P.4**	**P.5**	**P.6**	**Total**
No. of approved classes	5	4	4	4	4	4	25

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:

Name of programme/project/ support service	**Grade level**	**Focus(es) of programme/project/ support service**	**External support (if any)**
Development of the school-based literacy programme	P.3-P.5	Reading, writing and grammar	School-based Curriculum Development (Primary) Section, EDB
Mini-project on Assessment as Learning (AaL)	P.4	Writing	Curriculum Development Support Team, English Language Education Section, EDB

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

Strengths	Opportunities

1. Our teachers are enthusiastic, responsible, innovative and co-operative. They exercise good professional judgment in choosing suitable teaching materials and methods for our pupils.
2. Comprehensive school-based curriculum
  ✧ A variety of reading skills are highlighted in our school-based reading curriculum. Learners acquire the skills through reading different types of texts. Famous children's literature, basic reading, reading to learn skills are highlighted in our reading week.
  ✧ Our process-writing programme focuses on 3Es - 'Enable', 'Encourage' and 'Establish' strategies. Learners can discover their thoughts, construct meaning and assess their own learning.
  ✧ Our school-based speaking and phonics curriculum is in place to develop students' picture description, read-aloud, presentation and conversation skills. A variety of phonics sounds and strategies are also covered in the programme.
  ✧ School-based vocabulary learning materials have also been developed. Following a gradual approach (blank-filling in sentences, paragraphs and sentence making), learners can acquire thematic vocabulary in a systematic manner.
3. Students in KS2 remedial classes are streamed according to their ability levels and teachers can provide various groups with tailor-made lessons.
4. Our classrooms are well-equipped with computers, visualizers and projectors. Tablets and multi-media resources, such as electronic books and interactive language learning software are well ready for self-directed learning. Our English room where activities are regularly conducted to create a language-rich environment is cosy and well-decorated.
	1. Support from the EDB on developing strategies for helping students set goals in writing
	2. PEEGS provides additional resources for school-based curriculum development.

Weaknesses	**Threats**
1. Pupils have few opportunities to use English in their daily lives and their intrinsic motivation to learn English is not high. 2. The vertical coherence of the core curriculum has yet to be improved. 3. Contents and sequence of teaching (e.g. vocabulary, tenses and sentence patterns) mainly follow those of textbooks.	1. Some parents are not able to provide effective support to their children in the learning process. 2. The class sizes are getting bigger in P.1-P.3 so teachers have difficulties in catering for learner diversity.

(C)   Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area(s) of Development	Usage(s) of the grant	Grade Level
Refinement of the reading and writing curriculum	Hiring of a supply teacher	P.1-P.6

(D)   Focus of the school's proposed 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 a part-time teacher *(*Please delete as appropriate)* ☐ Employ full-time* or additional* 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:

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
(1) Employing a part-time teacher who is proficient in English to conduct language activities for enriching the English language environment at P.1-P.6					
Objectives ● The existing NET has already reached the maximum number of working hours set by the NET Section of EDB. As such, an additional part-time teacher who is also a native speaker of English will be hired with the provision under PEEGS. In collaboration with the existing LETs, the additional teacher will produce a KS1 thematic speaking pack and organise whole-school language activities for: 　✧ encouraging the authentic, practical and functional use of English in campus; 　✧ promoting students' creative expression, 　✧ developing their communicative competence; and 　✧ improving teachers' understanding of effective speaking instructions. **Expected qualifications and requirements** ● The full-time teacher proposed to be hired should: 　✧ be a bachelor's degree holder, preferably in English Language/English Literature and with TESL/TEFL qualifications; 　✧ possess working knowledge in curriculum/material development; and 　✧ have previous experience in teaching English as a second/foreign language and organising fun activities in local primary schools. ● He/She will work 5 half days a week (exact number of	P.1-3	**Module 1** Planning Sept 2019 Implementation Evaluation Oct 2019 **Module 2** Planning Oct 2019 Implementation Evaluation Nov 2019 **Module 3** Planning Nov 2019 Implementation Evaluation Dec 2019 **Module 4** Planning Jan 2020 Implementation Evaluation Feb 2020	6 sets of teaching resources including lesson plans, learning tasks/activities and PowerPoint slides covering a total of 24 lessons will be developed per level. 50% of KS1 students will make improvement in the English speaking exams. 70% of the target level students agree that they have improved their speaking skills. 80% of the existing English teachers involved will develop a better understanding of effective speaking instructions.	All the teaching materials developed will be saved in the teachers' resources bank and reused in the future. The try-outs will be shared in the English meeting once a term. A sharing session will be conducted to transfer the knowledge to other English teachers in the school for sustainability. The teaching techniques and learning	Records of the meetings will be kept for future reference. All the resources and the effectiveness of the speaking programme will be evaluated in panel meetings. Both internal and external speaking assessment results will be analysed. Questionnaire survey on both students and teachers will be conducted. Lessons will be observed.

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working days to be confirmed upon signing of contract) to collaborate with the NET and LETs in conducting language activities.
 	
The core team
 	
● The English panel heads and level teachers will form a core team, working closely with the teacher proposed to be hired:
  ✦ Co-planning
    - A weekly level co-planning meeting will be conducted and the core team will co-develop age-appropriate, thematic task-based materials to support dynamic and inclusive classroom practices, specifically in speaking.
    - They will share ideas and experiences on the expected learning difficulties faced by pupils.
    - The EDB NET will be the resource person offering the core team advice on effective language activity delivery.
  ✦ Co-teaching
    - The additional teacher will co-deliver the programme with LETs (13 lessons in total per week).
    - There will be modification of instructional strategies and materials for classes with diverse needs during the teaching process.
  ✦ Evaluation
    - Evaluation meetings will be conducted once every two weeks. The core team and part-time teacher will reflect on the lessons and modify the materials for future use.
    - English panel heads/The NET will conduct lesson observation at least once per term for
		Module 5
		Planning
		Feb 2020
		Implementation
		Evaluation
		Mar 2020
		
		Module 6
		Planning
		Mar-Apr 2020
		Implementation
		Evaluation
		May 2020
		
		Final Review
		Jun 2020
			80% of the teachers involved will find the lessons stimulating and useful in motivating students.	activities will be further adapted and utilized in our classroom after completion of the scheme.
				
				Lessons will be shared and evaluated in our regular co-planning meetings.	

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each target level to oversee the progress of the programme. ✧ Sharing - The core team and additional teacher will conduct sharing sessions for all English teachers once per term. The focus will be on lesson planning, especially for speaking lessons and catering for the needs of more able and less able students.					

Implementation of the KS1 Thematic Speaking Activities

● One lesson a week will be allocated for students to develop appropriate speaking skills through the delivery of thematic activities. Both form and meaning will be focused. Students will be able to extend their communicative competence through authentically apply newly-learnt language structures in real-life contexts.
● Target speaking skills

Grade	Speaking skills
P.1	Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions Students can: ❖ exchange simple greetings and farewells; ❖ make simple requests; ❖ state their own name and age; ❖ name some objects, animals and colours; as well as ❖ express likes and dislikes.
P.2	Providing and exchanging some simple information, ideas and personal experiences on

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familiar topics quite clearly, relying at times on non-verbal expressions Students can: ❖ express and respond to thanks and apologies; ❖ accept or decline offers; ❖ ask and answer questions in very short, common social exchanges (e.g. buying and selling); ❖ give brief descriptions of objects, people or places in show-and-tell activities; ❖ role play scripts from short, simple fables and stories; as well as ❖ give brief and simple personal responses to the characters or events in stories read in class.					
Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication Students can: ❖ open, maintain and close short and simple interactions (e.g. making and answering simple and structured telephone calls) using mainly formulaic expressions; ❖ give short and simple instructions to complete a task (e.g. making a sandwich); ❖ retell a small part of a familiar story heard in class; and ❖ respond to characters and events in familiar stories through making some simple	P.3				

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evaluative remarks.					

- Structure of a speaking module will be as follows:

Week	Learning and teaching activities
1st	Phonics training
2nd	Introduction of speaking skills
3rd	Vocabulary and grammar review
4th	Thematic speaking activity

- Speaking activities are mostly collaborative in nature for creating dynamic learning experiences.
  - ✧ Pair or group discussions
  - ✧ Working together on shared tasks such as matching, ranking
  - ✧ Activities with competitive elements/games
  - ✧ Information exchange activities, including barrier games and jigsaw activities
  - ✧ Drama and role play
- Working in groups, students will have their roles to play and learn the importance of active listening in maintaining interaction. They will be less prone to stress and more confident communicating in English.
- Personalisation will be used at different learning stages to get students to communicate real information about themselves using the target language.
- Multisensory elements will be infused into the programme for engaging students on multiple levels and stimulating non-verbal reasoning and learning.
- A variety of scaffolding techniques will be used to support students in speaking activities (e.g. explicit teaching, brainstorming for prior knowing, vocabulary work, a planning sheet).

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● Six 1-month speaking modules/level will be designed.					

Description of sample modules
Module: Using my five senses (P.1)
Unit 1 *Colourful Toys* and Unit 2 *Colourful Clothes*

Vocabulary	✧ Possessive pronouns ✧ Nouns of clothes/toys ✧ Colours ✧ Adjectives (shape, size, material)
Grammar	✧ Simple present tense ✧ General determiners showing quantities ✧ Sentence structure using 'is' or 'are'

Activity	***Guess what? (A guessing game)***
	✧ Students bring to school either their favourite clothing items/toys.
	✧ The item is put in a box. Other students take turns to form statements using target language items in an attempt to figure out what the item is.
	✧ The owner responds to others by telling whether their statements are "true" or "false". For example,
	  ❖ *Your favourite toy **is round**.*
	  ❖ *They **come** in pairs and **are** made from rubber.*
	  ❖ *Your favourite clothing item is **red**.*
	  ❖ *The thing in the box is **big**.*
	  ❖ *It is a **plastic** toy.*
	  ❖ ***Many** boys like it.*
	  ❖ ***No** people **wear** it in winter.*
	  ❖ *It is a **dress**.*

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✧ The guessing game is closely followed by a show and tell activity.
✧ All core speaking skills in relation to preparing for the presentation, introducing oneself, elaborating ideas, using signpost words and other non-verbal techniques such as addressing the audience with eye-contact are covered in class.
✧ Demonstration videos are shown to students for a better understanding of the task requirements:
*Kids Show and Tell: Favorite Toy
	Show and Tell	HiHo Kids*
		https://www.youtube.com/watch?v=3mlEOISTIl8
		Show and Tell
		✧ Student takes the item out of the box and show it to the class.
		✧ He/She provides explanation on at least 2 of the following:
		  ❖ how he/she got the toy/clothing item;
		  ❖ why he/she likes it (e.g. favourite colour, handy, fun); and
		  ❖ how he/she plays with the toy/when he/she last wore that clothing item.
		✧ Student concludes the presentation by inviting others to really touch his/her favourite toy/clothing item and ask questions.
		✧ More able students reflect on show					

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	and tell preparation and share: ❖ how he/she feels about speaking in front of his/her classmates; ❖ the difficulties he/she faces during his/her preparation. ***Our favourite toys/clothing*** ✧ Students put their items on display and others students draw pictures of their favourite toys/clothing.					

Module: Using my five senses (P.3)
Unit 5 *At the fast food shop* and Unit 6 *Time to eat!*)

Vocabulary	✧ Nouns of food and drinks ✧ Numbers ✧ Adjectives describing food ✧ Nouns of ingredients					
Grammar	✧ Simple present tense ✧ Interrogative "how much" for asking about prices ✧ Quantifiers showing quantities of food ✧ Sentence structure using 'Is there' or 'Are there'					
Activity	***Let's sing*** ✧ Students listen to a food song to prepare themselves for the second activity: *Food Song	Learn 15 Food and Drinks	Learn English Kids* https://www.youtube.com/watch?v=6IwulRrYnzQ ✧ Students learn ordering food in a restaurant as well as food and drink vocabulary from the lyrics.					

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Can I take your order? (X3)
What would you like to eat/drink?
I would like a hamburger/juice. (X2)
I would like a chicken sandwich/milk. (X2)
I would like a pizza/water. (X2)
I would like an egg/a lemonade. (X2)
Food Scavenger Hunt
✧ Students form 8 groups and set up the following food and drinks counters in the classroom:
  - Fruits
  - Drinks
  - Restaurant
    ❖ Japanese sushi
    ❖ Italian pizza
    ❖ Chinese dim sum
    ❖ American hamburger
  - Ice-cream
  - Snacks
✧ Each group should prepare:
  - simple decoration materials (e.g. a cardboard with the name of the counter); and
  - cards with pictures and prices of food and drink items they have for sale.
✧ Each group is given a shopping list and paper money. A member (customer) from each group is sent out each time for items on the shopping list with target language items. Sample dialogues are as below:					

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At an American fast food shop *A: Can I take your order now?* *B: I would like **two hamburgers** and **a french fries**.* *A: Here you go.* *B: **How much** are they?* *A: Your total is **seventy five**.* At a fruit shop *A: Can I help you?* *B: I would like **seven tomatoes** and **two lemons**.* *A: **There are** only **five tomatoes** on our food shelf. **Do** you **want** to take them?* *B: Yes, please.* ✧ The shop assistant should give the corresponding picture card to the customer if the shop has the item. If not, the customer should go find the right shop. ✧ The first group who gets all items on the list wins the game. ***Show and Tell*** ✧ Students bring pictures of their favourite restaurants to school. They have to share with their neighbours the reasons they like the restaurants and their favourite dishes using relevant adjectives. ✧ Students conclude their presentations by inviting their neighbours to ask questions.					

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Implementation of Whole School Language Activities
● In collaboration with LETs and the EDB NET, the additional teacher will deliver a broad array of activities for maximising students' exposure to English outside class time (two recesses and lunch break every day).
● Recess storytelling sessions for P.4 to P.6
  ✧ To arouse students' reading interest, the EDB NET and additional teacher will conduct storytelling sessions for fifteen P.4 to P.6 students (on a roster basis) during recess once a week. For each storytelling session, students will be given a copy of the story book to refer. The LETs will assist the less able students by providing language support such as explaining the meanings of difficult words.
● Reading Buddy Programme for P.1 to P.3
  ✧ The LETs and additional teacher will select fifteen P.4 to P.6 high-flying students to be the English Reading Buddies. They will be trained to read story books with P.1 to P.3 students during the recesses in the classrooms or in the English room. One session will be organised for each class.
  ✧ In each session, the additional teacher, the EDB NET and LETs will first elicit students' background knowledge and arouse their interest using a song or a game.
  ✧ Each student will be given a copy of the story book. English Reading Buddies will then read the book with the students. One English Reading Buddy will work with two students, ask questions about the story and chat with the students. Teachers will maintain the classroom discipline as
	P.1-6	Co-planning
		Implementation
		Evaluation
		Sept 2019-
		June 2020
			The Reading Buddy Programme and Reporter training packs will be produced.
			
			70% of participating students agree that they enjoy the activities, which are effective in building their speaking skills.
			
			70% of teachers involved report an improved understanding of effective activity delivery.
				All the teaching materials developed will be kept in the teachers' resources bank for future use.
				
				The try-outs will be shared in the English meeting once a term.
				
				A sharing session will be conducted to transfer the knowledge to other English teachers in the school for sustainability. The teaching techniques and learning activities will be further adapted and utilized in our classroom after completion of the scheme.
					Records of the meetings will be kept for future reference.
					
					All the resources and the effectiveness of whole-school activities will be evaluated in panel meetings.
					
					Lessons will be observed by the English panel head.

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well as provide feedback to the English Reading Buddies afterwards.
  ✧ To facilitate the work of Reading Buddies, a structured training pack and guiding questions for selected titles will be prepared.
  ✧ Students will benefit from listening to stories and conversing with the English Reading Buddies about different topics. At the same time, the English Reading Buddies will be provided with opportunities to use English for communicative purpose.
● Annual storytelling competition for P.5 to P.6
  ✧ To arouse students' interest in storytelling and develop their English presentation skills, an annual school storytelling competition will be co-organized by the additional teacher and the LETs. The EDB NET will be the adjudicator of the event and provide support to the core team and feedback to the contestants.
● English Reporters
  ✧ The additional teacher will be responsible for co-delivering the English Reporter Club activities with the LETs and EDB NET during the weekly Extra-curricular Activities (ECA) period from 3:20 – 4:40 pm. to:
    ❖ develop students' inquiry skills; and
    ❖ form a supportive circle to strengthen their presentation skills.
  ✧ Twelve P.6 students will be selected as reporters based on their academic results and participation in class.
  ✧ Weekly 80-minute after-school sessions will be organized to train up participating students to
				Lessons will be shared and evaluated in our regular co-planning meetings.	

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report on newsworthy school events (e.g. the Sports Day, Reading Day, Gospel Day and cultural exchange programme), publish newsletters and make videos for lunchtime broadcast. ✧ Public speaking, leadership, interviewing and organizational skills will form the backbone of the programme. ✧ Real news articles (both print and non-print) and videos will be adopted so that students will learn how to conduct interviews, quote dialogues from the interviews to support the main ideas in their articles and use specific reporting language. ✧ Teaching strategies will differ depending on the topic/event. Similar to P.6 speaking lessons, the inquiry-based approach will be used to promote self-directed learning. ✧ Our P.6 students will acquire video-editing skills in Computer lessons. School's Technical Support Service (TSS) is also available for teachers and students. ● Lunchtime activities ✧ Lunchtime broadcasts will be conducted by the additional teacher once a week. He/She will work with the EDB NET and giving chit-chat and board games at the English Room or the English Corner for students during recess at least once a week. ● Collaboration among the additional teacher, LETs and EDB NET ✧ Co-planning meetings will be conducted once a week. The EDB NET, the additional teacher and the LETs will develop resources for the activities and conduct activities. The LETs will provide					

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feedback on students' performance while the additional teacher and the EDB NET will offer suggestions on the rundown of the activities. ✧ All newly-materials developed will be evaluated in our panel meeting once per term.					

(2) Purchasing theme-based readers for enriching the English language environment at P.2 to P.3

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● The grant will also be used for purchasing 4 theme-based readers for each of the target levels and 3 to 5 lessons will be allocated to each reader. They will be thoroughly covered in class and pre-, while- and post-reading activities will be implemented to develop students' reading skills.
● Members of the core team will design teaching and learning packages using these books in order to equip students with essential reading skills.
● Student-centered activities
  ✧ Shared reading sessions will be conducted to develop skills such as locating specific information, working out meanings of unfamiliar words, understand the writer's feeling; locating information by using contextual clues and finding main ideas.
  ✧ Interesting student-centered activities will be delivered. For example, students will work in groups putting up readers' theatre performances on their favourite part(s) of the stories. Skills such as expression and inflection while reading will be developed through activities such as vocal drama games, tongue twister and choral dramatization.
  ✧ At the end of the school year, there will be annual performances co-organised by the library team and
	P.2-P.3	**Contact publishers** July 2020
		
		Procurement exercises Sep 2020
		
		Reader #1 Planning Sept 2020 Implementation Evaluation Oct-Nov 2020
		
		Module 2 Planning Oct 2020 Implementation Evaluation Nov-Dec 2020
		
		Module 3 Planning Jan 2021 Implementation
			4 reader packs covering a total of 20 lessons will be developed for each level.
			
			70% of P.2 to P.3 students agree that they enjoy the reading lessons and have improved their reading skills.
			
			50% of P.2 to P.3 students will improve their reading skills as evidenced by formative assessments.
			
			70% of participating students agree that they enjoy the readers' theatre show.
				All the teaching materials developed will be kept in the teachers' resources bank for future use.
				
				The try-outs will be shared in the English meeting once a term.
				
				A sharing session will be conducted to transfer the knowledge to other English teachers in the school for sustainability. The teaching techniques and learning
					Records of the meetings will be kept for future reference.
					
					Questionnaire survey for teachers and students will be conducted
					
					Lessons will be observed by the English panel head.
					
					Reading assessment data will be analysed.

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the English department. Students will share their learning outcomes with students of other levels. ● The core team will develop packages on newly-purchased books. Upon completion of the school-based project, materials covering a total of 40 lessons will be developed. Each package includes a lesson plan, learning and teaching materials of pre-reading, while-reading and post-reading stages such as reading tasks and PowerPoint. ● The books will be purchased after proper procurement exercises.		Evaluation Feb-Mar 2021 **Module 4** Planning Mar 2021 Implementation Evaluation Apr-May 2021 **Final Review** Jun 2021	70% of the teachers involved agree that the activities have helped improved students' motivation to read.	activities will be further adapted and utilized in our classroom after completion of the scheme. Lessons will be shared and evaluated in our regular co-planning meetings.	