

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

School Name: PLK Riverain Primary School (English)

Application No.: A 051 (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 2016/17 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 2016/17 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)
Space Town Literacy Programme for KS 1	P.1-P.2 P.3 (To be developed in 2017/18)	Reading and Writing	/
Process Writing Learning Circle with Pui Kiu Primary School (Siu Sai Wan)	P.4	Process Writing	English Department of Pui Kiu Primary School

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

Strengths	Opportunities
<ol style="list-style-type: none">1. The school's management body and the school principal fully-support any new changes and developments in the department.2. Our English teachers are enthusiastic in teaching and are ready for accepting new changes in English curriculum development.3. Students have experience and are equipped with basic IT skills in using different e-learning platforms.4. The implementation of Space Town Literacy Programme from EDB NET section in P.1 and P.2 laid a good foundation of learning English and our KS1 students are exposed to learning English with the help of fiction and non-fiction books related to their GE curriculum.	<ol style="list-style-type: none">1. The introduction of PEEGS provides extra resources for the department to tailor suitable measures for students' weaknesses in learning English.
Weaknesses	Threats
<ol style="list-style-type: none">1. Our students lack parental support in learning English.2. Students lack exposure to different English texts.3. Students lack opportunities to apply different reading strategies and hence their performance in reading is comparatively weaker than other aspects.	<ol style="list-style-type: none">1. A few of our teachers in the department have not received the training from the Space Town Literacy Programme. Hence, they may need more time to get familiarized with the new teaching method for reading.2. Learner diversity is great among the students so there is extra workload to cater for various learners' needs.

(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. Reading	For employing a supply teacher to create space for the core-members to refine the school's English Language Curriculum.	P.3-P.4
2. Vocabulary building		P.3-P.4

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

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher</p> <p><i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teaching assistant</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for developing school-based guided reading curriculum to enhance students’ reading skills and strategies towards reading independence</p>	<p><input checked="" type="checkbox"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input checked="" type="checkbox"/> 2018/19 (second term)</p>	<p><input type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6):</p> <p>_____</p> <p>_____</p> <p>_____</p>

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

(More rows can be added if needed)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) To employ a part-time supply teacher who is proficient in English to create space for core team in promoting reading across the curriculum in respect of the Updated English Curriculum (Primary) under “Ongoing renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.2 to P.3					
<p>The new programme enables teachers to teach different reading skills and strategies explicitly with different authentic reading materials. It is more authentic, comprehensive and in-depth when compared with textbook teaching and the Space Town Literacy Programme.</p> <p>Both fictions and non-fictions will be selected for the new programme. The core team members will examine the reading resources of existing reading programme and replace them with some new titles that are suitable for students to practice the taught strategies of word decoding and reading comprehension. It is expected that around 70% of narratives (e.g. stories, poems and plays) and 30% of informative texts (e.g. procedural texts, factual descriptions and short reports) will be included in the new guided reading programme.</p> <p>As P.1 needs more time to consolidate their daily English learning routines and guided reading is only introduced in the second term, the target levels of the new programme are P.2 and P.3.</p>	P.2-P.3	<p>Jan – Jun 2018 Co-planning</p> <p>Jan – Jun 2018 Development of the materials</p> <p>Mar – Jun 2018 Try out</p> <p>Mar – Jun 2018 Evaluation</p>	<p>A school-based reading skills framework align with the topics/ themes in the textbooks adopted and is developed for KS 1 which states the necessary reading skills and strategies for shared and guided reading to read across the curriculum at P.2 to P.3.</p> <p>8 full sets of guided reading lesson plans, book resources and self-managing tasks with 3 different levels of difficulties (i.e. 4 P.2 sets and 4 P.3 sets) will be developed by the end</p>	<p>As the guided reading framework has been constructed and tried out, the core team members will focus on refining the programme and resources developed in the coming future.</p> <p>Some of the team members can be the seed members for further development in the other levels.</p>	<p>All records of meetings, co-developed materials, and records of lesson observations will be kept for future reference to ensure the smooth running and sustainability of the programme.</p> <p>Teachers’ feedback will be collected by the end of 2017/2018 school year and 2018/2019 first term.</p> <p>Students attain higher instructional reading level after the programme.</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.

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<p>The textbooks and the Space Town Literacy Programme for KS1 do not cover the elements of Reading Across the Curriculum extensively since their reading materials are mainly narratives like stories, plays and poems.</p> <p>A part-time supply teacher is proposed to be employed under PEEGS to create space for core members to develop a school-based guided reading programme.</p> <p>The supply teacher will take up 30 lessons among 6 core members (including PSM(ENG), 2 panel heads and 3 level teachers), the co-curricular lessons and weekly assembly (personal growth lessons) of PSM(ENG) and the 2 panel heads. The supply teacher will be employed within the implementation period of the programme to release space for core team members to develop the programme.</p> <p>➤ Details of the School-based Reading Programme In developing the programme, reference will be drawn to the Space Town Literacy Programme and the topics/themes of the textbooks adopted for P.2 (2017/2018 second term) and P.3 (2018/2019 first term) to enhance students' reading skills and strategies towards reading independence, widen the exposure to different text-types and promote reading across curriculum.</p> <p>The school-based reading programme will be developed to reinforce the reading strategies introduced in the Space Town Literacy Programme and provide more opportunities for students to apply the reading</p>		<p>Mar – Jun 2018 Peer lesson observation</p> <p>Jul 2018 Sharing with other teachers</p> <p>Sept 2018 – Jan 2019 Refinement of P.2 materials and Development of P.3 new materials</p> <p>Jan – Jun 2019 Refinement of P.3 materials</p> <p>Jan – Jun 2019 Try out of the refined P.2</p>	<p>of the project for future use and refinement. With the implementation of the programme, it is expected that migration within groups will be observed after half year reading ability evaluation of each group member.</p> <p>85% of P.2 to P.3 students' confidence and skills in reading across the curriculum enhanced per year.</p> <p>50% of the existing English teachers will acquire knowledge/pedagogy of promoting reading across the curriculum per year.</p> <p>50% of the existing English teachers will apply the pedagogy of promoting reading cross the curriculum to English teaching at P.2 to P.3.</p>		

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<p>strategies or reading skills they have learnt from the programme. The 12 main reading comprehension strategies introduced in the Space Town Literacy Programme, together with the graphophonic strategies for word decoding will be revisited and practiced through the guided reading sessions. One extra guided reading session will be arranged for P.2 (2017/2018 second term) and P.2 and P.3 (2018/2019 first term) in weekly co-curricular lessons.</p> <ul style="list-style-type: none"> Text types and topics covered The text-types and the topics covered in the textbooks adopted will be a reference for selecting reading resources for the newly-added guided reading sessions. <p>Both printed titles and e-books will be purchased for the guided reading programme. All the reading materials will be selected by the core team members.</p> <p>Both fictions and non-fictions will be selected for the new programme. The text types covered will include stories, poems, plays, procedural texts, factual descriptions and short reports.</p> <p>Themes and topics such as world knowledge, nature, animals, personal growth, Science and Arts, which related to young children’s daily lives and interests, will be covered in the book selection.</p>		<p>materials</p> <p>May – Jun 2019</p> <p>Final refinement of P.2 and P.3 materials (all 8 sets)</p>			

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<ul style="list-style-type: none"> Reading Strategies Covered The 12 main reading comprehension strategies introduced in the Space Town Literacy Programme, namely, using what I already know, prediction, visualization, scanning, making connections, skimming, inferring, summarizing, synthesizing and clarification will be covered throughout the school-based reading programme to help students get the main ideas, predict the likely development, work out meanings of unfamiliar words and interpret writer’s thinking and feelings of different narratives and informative texts. It will be a spiraling programme and one or two important reading strategies to practice are to be revisited in each guided reading session. Guided Reading Workshops After having guided reading with teachers, students need to finish “From Book to Passage”, which are reading worksheets, on their own or with the help of the TA. There will be a densely-written passage with questions requiring the application of targeted reading strategies and/or some word decoding strategies of each guided reading session. Moreover, the self-directed learning booklet provided by the Space Town Literacy Programme will also be used for students’ own reading logs and for the practice of phonemic awareness, high frequency words from Dolch List and vocabulary building. 					

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<p>Other English teachers will be invited to observe some guided reading sessions held by core team members for professional development. By the end of 2017/2018 school year, the core team members will share the effective practices of the programme with all English teachers in the year-end panel meeting.</p> <p>➤ Development of the Reading Programme</p> <p>- First Phase In the first phase of the programme, an expert group composed of PSM (ENG), the 2 English panel chairs, the school NET and the reading resource teacher (R teacher) funded by TRG will review the school's existing reading curriculum and develop a school-based reading skills and strategies framework to align with the Space Town Literacy Programme and the textbooks adopted in shared reading and guided reading for KS 1.</p> <p>Three expert groups meetings (2 hours each) are to be conducted to review the existing reading curriculum and develop the school-based reading skills framework of KS1.</p> <p>- Second Phase In the second phase of the programme, PSM (ENG), the panel head of KS1, the school NET (as an internal advisor) and 5 P.2 LETs will be the core members of the team in the second term of 2017/2018.</p>					

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<p>It is expected that the core team will have 6 co-planning meetings (2 hours each) with the R teacher to co-develop 4 guided reading teaching plans for P.2. The team will look for suitable reading resources for different guided reading groups, procedures of conducting guided reading sessions for different ability groups, develop self-managing activities with 3 different levels of difficulties (high, medium and low) when students are waiting for their turns to have guided reading with the NET or the LET and prepare home-reading resources (either printed books or e-reading resources) according to students' instructional (guided reading session) and independent (home reading) reading levels. 4 full sets of guided reading materials for P.2 are to be developed in the second term of 2017/2018.</p> <p>The core team members and the R teacher will try out the designed guided reading plans, conduct peer lesson observation among the core members and conduct post-lesson conferencing to review the effectiveness of the plans. English teachers of other levels will be invited to observe the try out sessions as professional development.</p> <p>By the end of 2017/2018 school year, core team members will share their good experience and good practices from the co-planning with the R teacher in the English panel meeting.</p> <p>- Third Phase In the third phase of the programme, 6 co-planning</p>					

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<p>meetings are to be conducted to develop 4 full sets of guided reading plans for P.3 in 2018/2019 first term. The core team members including the R teacher will try out and observe the newly-developed plans for P.2 and P.3 and conduct post-observation conferencing to review the effectiveness of the plans.</p> <p>- Fourth Phase In the fourth phase of the programme, the core team is expected to conduct 3 evaluation meetings with the core team members to evaluate the effectiveness of the project and refine the 8 newly-developed sets of teaching materials.</p>					
(2) To employ a full-time teaching assistant who is proficient in English to assist the core team members in promoting reading across the curriculum in respect of the Updated English Curriculum (Primary) under “Ongoing Renewal of the School-Curriculum – Focusing, Deepening and Sustaining” at P.2 to P.3					
<p>Expected Qualifications and Experiences of the TA proposed to be hired The TA who is proficient English is expected to be a post-secondary graduate, with some teaching experiences with small groups of young children. He/she is expected to attend the co-planning meetings to have a thorough understanding of the whole project.</p> <p>Duties of the TA The TA will collaborate with the LETs and the NET to help with in-class small group teaching when the group is doing their self-managing tasks during the guided reading sessions.</p>	P.2- P.3	Jan – Jun 2018 Sept 2018 – Feb 2019	70% of P.2-P.3 students have more chances to use English in daily communication with the teaching assistant who is proficient in English. 60% of students’ confidence and skills in reading is enhanced.	The newly-developed school-based curriculum initiatives will continuously be implemented in P.2 and P.3 each year after completion of the project. At least one core	All records of meetings and lesson observation will be kept for future reference. The assessment result will be reported to parents by the end of the school year. Students’ performance will be evaluated in

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<ul style="list-style-type: none"> Assist in Guided Reading Sessions All guided reading sessions will be arranged in double lessons. Students with the same or similar instructional reading levels will get into 4 small groups in a maximum of 7 students. In the guided reading session, the LET and the NET will take up one group each to do the guided reading (which lasts about 20 mins) in the first lesson while the TA will take up the other 2 groups to complete their self-managing tasks. The tasks of each group will be swapped in the second lesson. The TA is expected to assist students to finish their reading log, the “From Book to Passage” reading worksheet, and self-directed learning booklet focus on consolidating phonemic awareness, high frequency words and vocabulary building. Assist in conducting reading assessments and Home Reading Scheme The TA will also assist in conducting formative reading assessments on students’ reading levels and keep all the results in record. He/She will also help in allocating suitable home reading materials (both printed copies and e-books) to students according to their assessed independent reading levels and help students to finish their own home reading logs. 			<p>60% of P.2 and P.3 students’ assessment results on reading will be improved.</p> <p>80% of the existing English teachers will acquire knowledge/pedagogy of reading across the curriculum activities per year.</p>	<p>team member will continually teach either P.2 or P.3 after the completion of the programme to ensure the pedagogy and knowledge will be transmitted and the learning and teaching resources developed be updated/ utilized on the original track of the programme.</p> <p>The lessons and English language activities conducted throughout the project will be video-taped for sharing and future reference.</p>	<p>post-observation conferencing and co-planning with the R teacher.</p> <p>The collected data throughout the implementation of the programme will be the reference for future modification of the programme.</p>

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(3) To purchase learning and teaching resources to 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” in KS 1.					
<p>➤ Details of books and e-books to be purchased</p> <ul style="list-style-type: none"> Printed Books 10 student copies of 25 printed titles which are aligned with the topics in P.2 and P.3 Space Town Literacy Programme and textbooks adopted for in-class guided reading sessions are to be purchased. The titles will cover both fictions and non-fictions of different topics mentioned in the proposed initiative 1 above so that students can be exposed to different text-types and read across the curriculum. E-books Permanent rights to use 35 e-books to supplement the existing printed home reading titles for students’ home reading will be acquired. The purchased e-books should cover fiction and non-fiction titles for reading across the curriculum mentioned in the proposed initiative 1 above. The e-books should be compatible with i-Pads and Android devices, and can be easily accessed with PC as well. <p>➤ Using e-books It is expected that 8 e-books (4 fictions and 4 non-fictions) will be selected from a pool of 35 e-books as a supplement of students’ home reading in P.2 and P.3 respectively. The rest of the e-books will be kept in an e-book bank in the server as extra book</p>	P.2- P.3	Jan 2018 Selection of books and conduct procurement exercise	8 titles for in-class guided reading session are purchased with the help of the R teacher. The rest of the books will be kept in classroom for students’ self-reading. Students in P.2 and P.3 read at least 5 printed or e-books assigned by teachers at their reading level per year.	The school will own the printed titles for in-class guided reading and own the permanent usage right of the e-books. The class set titles will be used until they are worn out. Teachers can keep track of students’ reading progress through students’ own reading logs in the self-directed learning booklets.	LETs and the NET will observe the students’ response and their participation in the course of guided reading. The core team members will review the selected titles and the platform’s function at the end of 2017/2018 school year and 2018/2019 school year. Simple book reports in students’ reading logs help check students’ understanding of the books. Students’ own reading logs help teachers and parents keep track of student’s reading progress.

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<p>resources either for the school NET as extra teaching materials in the Space Town Literacy Programme and for the LETs as extra book resources in reading workshops.</p> <p>Internal sharing of good practices in using the e-books among English teachers will be arranged at the year-end English panel meeting.</p> <p>The e-books are off-line version and will be installed in the school server and teachers and students will have full access to the server through the school intranet during and after the programme. The price of the e-books includes the perpetual license for unlimited installation and usage. There will be no extra cost for installation and usage right after the completion of the programme.</p> <p>The resources will be purchased after proper procurement exercises</p>					