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

School Name: <u>**Po Kok Primary School**</u> **(English)**

Application No.: D <u>005</u> (for official use)

(A) General information:

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

2. No. of approved classes in the 2019/20 school year:

	P.1	**P.2**	**P.3**	**P.4**	**P.5**	**P.6**	**Total**
No. of approved classes	3	4	3	3	3	2	18

3. No. of operating classes in the 2019/20 school year: (if different from the number of approved classes)

	P.1	**P.2**	**P.3**	**P.4**	**P.5**	**P.6**	**Total**
No. of operating classes	--	--	--	--	--	--	--

4. Programmes/Projects implemented or support service(s) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	**Grade level**	**Focus(es) of the programme/project/ support service**	**External support (if any)**
PLP-R/W	P1-P3	Guided Reading	NET Section, EDB

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

Strengths	Opportunities
1. Supportive principal and a team of enthusiastic teachers 2. An extra NET to enrich students' exposure to authentic English 3. Non-Chinese speaking students who are comfortable with using English for communicative purpose 4. A comprehensive reading to writing programme developed under the grant of EEGS 5. Good results in the Territory-wide System Assessment	1. A STEM programme has been recently developed. 2. PEEGS could provide school with additional resources for implementing language-enhancement initiatives. 3. Life-wide Learning Grant provides resources in organising excursions.
Weaknesses	**Threats**
1. With a majority of our students being non-Chinese speaking, a need exists to develop students' academic literacy. 2. There is a general lack of learning support from students' family. 3. Learning diversity is huge.	1. Keen competition from other NCS schools and neighboring schools

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

Area of Development	Usages of the grant	Grade Level
Reading and Writing	● Hiring a supply teacher and teaching assistant ● Purchasing printed titles, dictionaries and teachers' references	P1-P6

(D)   Focuses of the school's proposed school-based English Language curriculum initiatives 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 full-time* ~~or part-time~~* teacher *(*Please delete as appropriate)* ☐ Employ a full-time* or part-time* teaching assistant *(*Please delete as appropriate)* ☐ Procure service for conducting English language activities	☑ 2020/21 school year ☐ 2021/22 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 funded by PEEGS?**

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Purchasing printed titles and employing a qualified full-time supply teacher to create space for the core team to develop whole-school STEM Week reading modules and the KS2 RaC Programme for promoting reading across the curriculum (RaC) in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"					
Background and Objectives ● Our first STEM week was launched in January 2020 and will be held as a regular event. During the week, students across all levels are able to apply STEM-related concepts in project-based settings. With the provision of Life-wide Learning Grant, the school has also arranged a broad array of excursions and visits that have close ties with different key learning areas (KLAs) to enrich students' learning. ● The English Language panel, as a servicing department, would like to support students' cross-curricular language needs by developing the STEM Week reading modules and KS2 RaC programme. A diversified range of texts and activities will be introduced for: ◇ equipping students with key comprehension strategies for use with informational texts; ◇ reinforcing subject-related concepts; ◇ broadening their knowledge base; as well as ◇ improving their motivation and engagement in reading. ● Teachers will also benefit professionally from the proposed initiatives. A deeper understanding of the language demands across the curriculum and a repertoire of pertinent instructional strategies will be developed as a result.	**STEM Week Reading Module** P1-P6 **KS2 RaC Programme** P4-P6	**STEM Reading Module** Planning Sep 2020 Producing activity booklets Oct 2020 Implementation and evaluation Nov 2020 to Jan 2021 **KS2 RaC Programme** Planning Jan 2021 Producing activity booklets Feb 2021 Implementation and evaluation Mar and Apr 2021	**STEM Reading Module** A total of 6 resources packages covering a total of 36 lessons will be developed. 70% of the students agree that the STEM reading module has improved their understanding of informational texts. 70% of the students agree that the STEM reading modules have provided them with more conceptual and language inputs for their projects.	The formulated packages would be a part of the school-based reading curriculum after the completion of the project. The English Language panel head would hold an evaluation meeting at the end of the school term to encourage sharing of good practices and identify areas of refinement for the coming year.	Co-planning meetings would be arranged on bi-weekly basis. The Curriculum Team Leader and the General Studies panel head will be invited to join the co-planning meeting once a month to keep abreast of the progress and provide ideas. The core team would have evaluation meetings with all English Language teachers to evaluate the effectiveness and disseminate good practices. The core team would collect

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The Core Team ● The core team will consist of the English Language panel head and 2 experienced English Language teachers (deployed in KS1 and KS2 respectively and have taught General Studies as well). ● 8 lessons per week will be released tentatively for each member and 24 lessons per week will be taken up by the supply teacher. ● The core team will formulate the STEM reading modules in the first term and the RaC programme in the second term. ● The English Language panel head will conduct a professional development workshop for all English Language teachers in October 2020 to help them grasp the required strategies and skills in teaching the proposed STEM modules. Teachers will also be trained to use the necessary eLearning resources in the workshop. Another workshop will be conducted in March 2021 for KS2 teachers to familiarise them with the RaC modules. ● Bi-weekly co-planning meetings would be arranged in a blocked period in the timetable for the core team to go through the design and implementation of the proposed modules. The Curriculum Team Leader and the General Studies Chairperson will be invited to join the co-planning meetings once a month to keep abreast of the progress and provide ideas. ● The core team will try out the designed modules and open their lessons for observation for all English Language teachers once for both programmes. ● Core team members will observe 1 lesson of all English Language teachers to assess the design of the packages		**Professional sharing** Jun 2021 **Final review and modification** Jul and Aug 2021	**P4-P6 RaC Programme** A total of 3 resources packages covering a total of 24 lessons will be developed. 70% of KS2 students agree that the RaC programme has enhanced their reading skills and encouraged them to do extended reading. 60% of KS2 students show improvements in reading assessments and examinations. 80% of KS2 teachers agree that they have a deepened understanding of instructional strategies in cross-curricular	Core team members would be deployed in KS1 and KS2 in 2021-2022 to provide support to teachers of different grades. Lessons observed would be video-taped for professional development among the English Language Panel. Students' good samples would be kept for 3 years for future reference and professional sharing.	opinions of both teachers and students with the use of questionnaire survey and group interviews. Students' assessment results will be analysed.

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and provide constructive feedback. Experience and good practices would be shared in subject panel meetings. **Purchase of printed books** ● A total of 9 printed titles will be purchased for the STEM Week Reading Module and KS2 Reading Programme. Teachers will make use of the newly-acquired books to introduce key language features of different reading genres, target reading skills and subject-specific concepts. ● Proper procurement exercises will be adopted. **Details of the STEM Week Reading Modules (P1-P6)** ● Prior to the STEM Week, six 40-minute lessons in November 2020 would be allocated to the related reading module for each of the target levels. ● An activity booklet would be designed for each title. Supporting reading materials would be included if necessary. ● Students would be guided to produce a written description/report related to their STEM projects in the STEM Week in January 2021.			reading.		

P1 STEM Reading Module	
Theme: Sight Related STEM project: Magical illusion Tentative title: *Seeing (Acorn: The Five Senses)* ISBN-13: 978-1618912978	
Target text type	✧ An informational text
Text structures	✧ Description ✧ Cause and effect

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Language focuses	✧ Present tense ✧ Colour words					
Text features	✧ Illustrations, labels and captions ✧ Table of contents					
Subject-specific content knowledge, concepts and skills	✧ Understand how we see ✧ Understand the importance of self-care					
P2 STEM Reading Module Theme:　Electric toys Related STEM project:　DIY light doll Tentative title:　*Toys Now and Then* by Nadia Higgins 　　　　ISBN-13: 978-1641284776						
Target text type	✧ An informational text					
Text structures	✧ Description ✧ Sequence and order					
Language focuses	✧ Vocabulary of toys ✧ Singular and plural nouns					
Text features	✧ Illustrations, labels and captions ✧ Table of contents ✧ Glossary					
Subject-specific content knowledge, concepts and skills	✧ Understand the development of toys ✧ Appreciate what we have					
P3 STEM Reading Module Theme:　Heat Related STEM project:　Heat retention bottle Tentative title:　*How Heat Moves* by Sharon Coan 　　　　ISBN-13:　978-1480750586						
Target text type	✧ An informational text					
Text structures	✧ Description ✧ Cause and effect					
Language focuses	✧ Auxiliary verbs					

Proposed school-based English Language curriculum initiatives		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Text features	✧ Illustrations, labels and captions ✧ Table of contents ✧ Glossary ✧ Index					
Subject-specific content knowledge, concepts and skills	✧ Understand the concept of heat ✧ Learn to protect oneself from extreme temperatures					
P4 STEM Reading Module Theme: Solar energy Related STEM project: Solar cars Tentative title: *Powered by the Sun* by Joseph Otterman ISBN-13: 978-1493866588						
Target text type	✧ An informational text					
Text structures	✧ Description ✧ Problem and solution					
Language focuses	✧ Auxiliary verbs ✧ Energy					
Text features	✧ Illustrations, labels and captions ✧ Table of contents ✧ Glossary ✧ Index ✧ Headings					
Subject-specific content knowledge, concepts and skills	✧ Understand the importance of the sun to all living things ✧ Learn about green energy and the urging need to protect the Earth					

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P5 STEM Reading Module Theme: Coding Related STEM project: mBot Tentative title: *How Coding Works* by George Anthony Kulz ISBN-13: 978-1641853866						
Target text type	✧ An informational text					
Text structures	✧ Description ✧ Problem and solution					
Language focus	✧ Vocabulary on coding					
Text features	✧ Illustrations, labels and captions ✧ Table of contents ✧ Glossary ✧ Index ✧ Headings					
Subject-specific content knowledge, concepts and skills	✧ Understand how coding impacts the world by encouraging creativity and problem-solving ✧ Have a deepened understanding of the digital world					
P6 STEM Reading Module Theme: Space exploration Related STEM project: Lego Mindstorm Tentative title: *Space Robots* by Elizabeth Noll ISBN-13: 978-1618912954						
Target text type	✧ An informational text					
Text structures	✧ Description ✧ Sequence ✧ Problem and solution					
Language focus	✧ Vocabulary on space exploration					

Proposed school-based English Language curriculum initiatives		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Text features	✧ Illustrations, labels and captions ✧ Table of contents ✧ Glossary ✧ Index ✧ Headings					
Subject-specific content knowledge, concepts and skills	✧ Understand the development of robotic technology ✧ Understand how mankind explores the universe with the use of different robots					

● Teaching and learning activities

  ✧ Teachers would help students understand and decode the chosen titles with a wide range of reading strategies (schema activation, K-W-L Chart, working out meaning of unfamiliar words with the use of pictorial clues and context, locating specific information, using phonological strategies to decode words, etc.).

  ✧ An activity booklet would be designed for each title. Supporting reading materials (eBooks and articles from the Internet) would be included to support the teaching of key concepts.

  ✧ Teachers will employ different eLearning resources (*RainbowOne* and interactive whiteboard) to enhance learning motivation and promote different modes of interaction. Quizzes and games would be conducted with the use of *RainbowOne* to collect prompt feedback on students' learning.

  ✧ KS2 students will be taught to use graphic organisers (timelines, mind maps, etc.) to summarise what they have read.

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
✧ During the STEM Week in January 2021, students will be asked to write a description or a report of their creation/ project with the guidance of teachers.					

● Sample STEM reading module

   ✧ Prior to the STEM Week, six 40-minute lessons in November would be allocated to the related reading module.

P2 STEM Reading Module	
Theme: Electric toys Related STEM project: DIY light doll Tentative title: *Toys Now and Then* by Nadia Higgins ISBN-13: 978-1641284776	
Target text type	✧ An informational text
Text structures	✧ Description ✧ Sequence and order
Language focuses	✧ Vocabulary of toys ✧ Singular and plural nouns ✧ Adjectives
Text features	✧ Illustrations, labels and captions ✧ Table of contents ✧ Glossary
Subject-specific content knowledge, concepts and skills	✧ Understand the development of toys ✧ Appreciate what we have

Pre-reading
- Invite students to bring their favourite toys to school. - Get students to do a show-and-tell about their toys. - Show students toys from different times and ask them to guess when they were made. - Show students the cover of the book *Toys Then and*

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Now and have students make predictions on the genre and the content based on the title and the illustrations.					
While-reading					
- Do a picture walk with students before reading. - Direct students' attention to the text features (illustrations, captions, etc.) of informational texts. - Highlight the use of organisational aids (bold and colour prints). - Go through unfamiliar words with students using different reading strategies. - Compare toys from the past and toys now. - Check students' understanding about the toys they have read about through a quiz on *RainbowOne*.					
Post-reading					
- Show students some more toys from the website 'Toy Hall of Fame'. https://www.toyhalloffame.org/ - Practise describing the toys in terms of their colours, sizes and features with the use of adjectives. - Have students design a new electronic toy and share about it in class. - During the STEM Week, invite students to write a short description about their DIY light doll. Teachers will go through the target sentence structures and vocabulary. Students' writing will be displayed on the board as a part of the STEM display.					

Details of the KS2 RaC Programme

● 1 package would be developed per grade, with each covering eight 40-minute lessons.

● Tentative themes are selected after conducting curriculum mapping with the General Studies panel head.

Proposed school-based English Language curriculum initiatives			Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Grade	*English Language*	*General Studies*					
P4	*Healthy Eating*	*Healthy Body*					
P5	*Travelling around Hong Kong*	*Life in Hong Kong*					
P6	*Natural Disasters*	*World Issues*					
P4 RaC Module Theme: Healthy Eating Tentative title: *Healthy Eating* by Jenny Dooley and Virginia Evans ISBN-13: 978-1471540394							
Target text types	✧ Informational texts ✧ Narratives						
Language focuses	✧ Vocabulary about food groups ✧ Uncountable and countable food items ✧ Quantifiers						
Text features	✧ Illustrations, labels and captions ✧ Table of contents ✧ Headings ✧ Charts ✧ Picture Dictionary						
Subject-specific content knowledge, concepts and skills	✧ Understand the importance of a balanced diet ✧ Learn to make smart food choices ✧ Learn to take care of one's body						

Proposed school-based English Language curriculum initiatives		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation

P5 RaC Module
Theme: Hong Kong
Tentative title: *Lost in Hong Kong*
            by Matthew Cooper
            ISBN-13: 978-9881299109						

Target text types	✧ Narratives ✧ Maps and legends ✧ Articles					
Language focuses	✧ Places in Hong Kong and activities ✧ Transportation ✧ Gerunds ✧ Adjectives					
Subject-specific content knowledge, concepts and skills	✧ Understand and appreciate the vibrant culture of Hong Kong ✧ Deepen sense of belonging as Hong Kong citizens					

P6 RaC Module
Theme: Natural Disasters
Tentative title: *Natural Disasters*
            by Diana Noonam
            ISBN-13: 978-0743909051						

Target text types	✧ Informational texts ✧ Newspaper articles					
Language focuses	✧ Natural disasters ✧ Gerunds ✧ Conjunctions					
Text features	✧ Illustrations, labels and captions ✧ Table of contents ✧ Headings ✧ Charts and tables ✧ Index and glossary					

Proposed school-based English Language curriculum initiatives		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Subject-specific content knowledge, concepts and skills	✧ Understand how natural disasters affect our lives ✧ Appreciate the effort of relief organisations worldwide					

● Teaching and learning activities

  ✧ A reading to writing booklet with the following elements would be designed for each title:

   - Learning objectives, previous knowledge and pre-reading tasks (prediction and looking up meaning of words in the dictionary)

   - While-reading tasks (confirming predictions, levelled questions, discussion and situational questions)

   - Post-reading tasks (role play, writing tasks and extended reading) for developing students' critical thinking and generic skills

   - Self-evaluation and peer evaluation

   - Teacher's comments and parents' comments

  ✧ Teachers would help students understand and decode the chosen titles with a wide range of reading strategies (schema activation, K-W-L Chart, working out meaning of unfamiliar words with the use of pictorial clues and context, locating specific information, using phonological strategies to decode words, etc.)

  ✧ Teachers will employ different eLearning resources (*RainbowOne* and interactive whiteboards) to enhance learning motivation and promote different modes of interaction.

  ✧ One excursion or visit related to the themes would be arranged with the use of the Life-wide Learning

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Grant to broaden students' horizons and connect their learning experiences across different KLAs.					

● Sample RaC module

    ✧ The module will be taught over eight 40-minute lessons after corresponding textbook chapters (Ch. 3 *Healthy eating* and 4 *A balanced diet*).

P4 RaC Module	

Theme: Healthy Eating
Tentative title: *Healthy Eating*
               by Jenny Dooley and Virginia Evans
               ISBN-13: 978-1471540394	

Target text types	✧ Informational texts ✧ Narratives ✧ Food labels
Language focuses	✧ Vocabulary related to food groups ✧ Uncountable and countable food items ✧ Quantifiers
Text features	✧ Illustrations, labels and captions ✧ Table of contents ✧ Headings ✧ Charts ✧ Picture Dictionary
Subject-specific content knowledge, concepts and skills	✧ Understand the importance of a balanced diet ✧ Learn to make smart food choices ✧ Learn to take care of one's body
Pre-reading	
- A preview worksheet will be assigned to students prior	

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to the module, encouraging them to conduct some research about healthy eating.					

- Give students a quiz on *RainbowOne* to assess students' knowledge on healthy eating.
- Elicit prior knowledge on healthy eating with the use of the K-W-L Chart. Invite students to write down their biggest questions regarding healthy eating on a memo paper and collect them for later use.
- Go through some common food items with students with the use of interactive whiteboard.
- Ask students to keep a food diary for 2 weeks to record what they have eaten.
- Show students the cover of the book Healthy Eating and have students make predictions on the genre and the content based on the title and the illustrations.

While-reading

- Go through the first 2 pages of the book with students and direct their attention to the text features (Illustrations, captions, etc.) of informational texts.
- Highlight the use of organisational aids (bold and colour prints).
- Divide students into groups. Assign 2 pages to each member of the group and conduct jigsaw reading. Students assigned with the same reading part go through the material in their expert group. Students go back to their home group afterwards and learn from one another.
- Go through unfamiliar words with students using different strategies.
- Invite students to summarise what they have read with the use of graphic organizers.
- Go through students' questions on the memo paper to see whether they have found the answers to them.
- Read the story in the book Healthy Eating with

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students.					
Post-reading					
- Visit Health Education Exhibition and Resource Centre to learn about food labelling and food safety.					
- Read some food labels with students. Go through the features of food labels. Have students pay attention to different nutrients and choose better snacks based on the food labels.					
- Show students some unhealthy diets. Teach students to give advice with the use of the quantifiers learnt.					
- Have students to look at their food diary and conduct self-evaluation of their own diet.					
- In groups of 4, students write a story with the theme of healthy eating. The group with the best story will be invited to do a recording in the Campus TV. The programme will be broadcast during lunch.					