

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

School Name: Lee Chi Tat Memorial School (English)

Application No.: B 125 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 18
2. No. of approved classes in the 2017/18 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 2017/18 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) |
|---|-------------|--|---------------------------|
| Read Write Inc. | P.1-3 | Reading and phonics | Oxford University Press |

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

| Strengths | Opportunities |
|---|--|
| <ol style="list-style-type: none">1. Students have strong interest in music and singing.2. Reading atmosphere (Chinese books) is well developed in school.3. Teachers are willing to try new teaching strategies. | <ol style="list-style-type: none">1. Our school has developed a congenial atmosphere for the development of learning English through music.2. We have some English teachers who are also proficient in music. |
| Weaknesses | Threats |
| <ol style="list-style-type: none">1. There are great individual differences in terms of students' English proficiency.2. Some students lack family support in English learning. | <ol style="list-style-type: none">1. Students do not have strong motivation in reading English books.2. Students have limited exposure to English in daily lives. |

(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 |
|--|--|--------------------|
| A holistic, systematic and well-organised literacy programme (Read Write Inc.) was implemented and incorporated into the school-based curriculum for P.1 to 3. | <ol style="list-style-type: none">1. Procure professional services - professional development workshop on phonics-based literacy programme by overseas language consultants/experts2. Procure school-based professional support services on the implementation of the programme3. Purchase teaching resources for the phonics-based literacy programme | P.1-3 |

(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 checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></p> <p><input 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” <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 type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> 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 type="checkbox"/> Procure service for conducting English language activities</p> | <p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input type="checkbox"/> 2019/20 school year</p> | <p><input checked="" 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> |

(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 |
|--|--------------|--|---|---|---|
| <p>Employing a qualified full-time supply teacher to create space for the core team members to –</p> <ul style="list-style-type: none"> organise co-curricular activities for Primary 1 to 3 to arouse students’ interests in English Language; and develop more quality English language learning resources to enrich the English language environment in school | | | | | |
| <p>Implementation details A qualified full-time supply teacher is to be hired to create room for the core team teachers to design singing activities, which are to be integrated into the core reading curriculum.</p> <p>Focus of the school-based curriculum initiative <i>Reading along with songs</i> Three 5-8 minute singing sessions will be conducted per week to introduce the 12 core readers per level. Each reader and related songs are covered in 2-3 weeks.</p> <p>Objectives</p> <ul style="list-style-type: none"> To promote learning English through songs To sustain and capture the interest of all pupils in learning English through the use of imaginative texts To support the inclusion of all students To encourage the use of livelier and more engaging teaching techniques To improve classroom management and create a positive learning atmosphere <p>Core team There are 4 core members: 2 panel heads and 2 English teachers who are proficient in music.</p> <p>4 lessons per week will be released for each panel head and 9 lessons per week will be released for each English teacher</p> | <p>P.1-3</p> | <p>1st Term Sept 2018 -Review storybook content</p> <p>Oct-Dec 2018 -Develop teaching materials -Try-out the new strategies -Peer lesson observation</p> <p>Jan 2019 -Lesson observation and evaluation by panel heads -Sharing among teachers</p> | <p>12 sets of quality English language learning and teaching resources (storybooks, PowerPoint slides and songs and lyric worksheets) will be developed for each level to enrich the English language environment in school for Primary 1 to 3.</p> <p>On students’ performance: - 70 percent of Primary 1 to 3 students will improve their interests and skills in singing English songs and reading English books. Improvements will also be shown in students’ performance in the speaking assessment especially of the less able students.</p> <p>On existing English teachers’ professional enhancement:</p> | <p>Songs composed and singing techniques acquired will be used after completion of the project</p> <p>The learning and teaching resources developed will be updated and used after completion of the project.</p> <p>The knowledge and pedagogy acquired during the project will be transferred through professional sharing.</p> | <p>Core team will monitor the progress and evaluate the effectiveness of the initiative(s) through lesson observation (once a year for all P.1-3 English teachers)</p> <p>We will video-tape the lessons for sharing and evaluation among panel members</p> <p>The collected data will be used for future planning and improvement on learning and teaching to further develop the use of English songs in GE lessons in P.1-3 or even P.4-6.</p> |

| 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 |
|---|-------------|--|---|---|--|
| <p>who is proficient in music.</p> <p>Around 26 – 28 English lessons will be taken up by the supply teacher tentatively.</p> <p>Duties of the core team after part of their normal teaching duties are released:</p> <ul style="list-style-type: none"> - revisiting the existing school-based reading curriculum - studying core readers adopted in Key Stage 1 (KS1) - composing songs related to the stories - recording songs of different versions - using songs in the reading lessons - organize singing activities beyond the lessons - arranging co-planning meetings once every two weeks, discussing the key language items to be introduced through songs and giving suggestions on how to integrate singing activities into the reading lessons - observing teachers’ lessons once per term - arranging peer lesson observation of teachers at the same level three times per level per year - evaluating try-outs of newly-developed lessons - sharing and adjusting the teaching strategies and materials after lesson observation and try-outs - organizing staff development activities (co-teaching lessons 3 times per term) <p>Skill focus <u>Listening skills:</u></p> <ul style="list-style-type: none"> - To develop a better sense of stress and intonation - To decode unfamiliar words - To recognize language patterns and vocabulary items - To locate specific information while working on the lyric cloze tasks | | <p><u>2nd Term</u> Feb-May 2019 -Same as 1st term</p> <p>Jun-Jul 2019 -Year-end evaluation - Sharing among all subject teachers - Refining the materials need for future use</p> | <ul style="list-style-type: none"> - 80 percent of the participating or existing English teachers will acquire knowledge of teaching reading through the use of English songs. - 100 percent of the existing P.1-P.3 English teachers will use songs composed by the core team during storytelling sessions in English lessons. | <p>There will be video-taping of one lesson of each level in each term. (P.1-P.3) for professional sharing.</p> | <p>The number of students participating in the English singing activities will be counted.</p> <p>A survey will be conducted on students.</p> <p>Speaking assessment data will also be analysed.</p> |

| Proposed school-based English Language curriculum initiative(s) | Grade level | Time scale (month/year) | Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>) | Sustainability | Methods of progress-monitoring and evaluation |
|--|-------------|-------------------------|--|----------------|---|
| <p><u>Speaking skills:</u></p> <ul style="list-style-type: none"> - To pronounce unfamiliar words by using phonological knowledge when reading storybooks and listening to songs - To read aloud the lyrics with appropriate pace, stress, rhythm and intonation - To use the language items in the lyrics for daily communication <p><u>Reading</u></p> <ul style="list-style-type: none"> - To understand the text features of picture stories and lyrics - To expose students to the target language items using songs and stories - To infer meanings of unfamiliar words - To interpret characters' feelings <p><u>Writing</u></p> <ul style="list-style-type: none"> - To write with creative ideas through composing another version of the lyrics <p>Selected Genre Interesting picture story books with attractive illustrations</p> <p>Titles to cover P.1 : <i>The Elephant and Piggie</i> Book Series P.2 : <i>Clifford the Big Red Dog</i> Series P.3 : Julia Donaldson Picture Book Series</p> <p>Proposed reading activities <u>Pre-reading stage:</u></p> <ul style="list-style-type: none"> - Students will be engaged in prediction activities. They will predict the book content by studying the book cover. | | | | | |

| Proposed school-based English Language curriculum initiative(s) | Grade level | Time scale (month/year) | Expected outcomes/ Deliverables/ Success criteria (<i>preferably measurable</i>) | Sustainability | Methods of progress-monitoring and evaluation |
|---|-------------|-------------------------|--|----------------|---|
| <p>Students will then listen to the songs to get a brief idea of the story (e.g. characters, setting, main plot). Teachers will then introduce the main characters and the setting.</p> <ul style="list-style-type: none"> - The song will be played again and students can just read the lyrics while they listen. Teachers will go through the lyrics and teach students to sing the songs for a better understanding of the plot. Unknown words will be highlighted for further discussion. Questions about the lyrics will also be asked to help them make prediction of the story content. <p><u>While reading stage:</u></p> <ul style="list-style-type: none"> - Through reading the stories with visual aids such as PowerPoint slides and videos, teachers guide students to infer the meanings of unfamiliar words using contextual clues, pictorial clues, special sound effects and animation. - Cross cultural comparison will also be made to facilitate comprehension. The Chinese folktale <i>the Fox Assuming the Majesty of the Tiger</i> will be borrowed when going Julia Donaldson's fantasy title, <i>the Gruffalo</i>. - Emphasis will be placed on the mood of the story and feelings of the characters through revisiting the song. With the help of the lyrics, teachers will draw students' attention to the content of the stories and the target language items. - The use of literary devices such as personification, rhyme and alliteration in music will also be covered in class. <p><u>Post reading stage:</u></p> <ul style="list-style-type: none"> - After reading, teachers can make cut-out strips of selected missing words and create gap filling exercises. This time students can match the word strips to the gaps | | | | | |

| Proposed school-based English Language curriculum initiative(s) | Grade level | Time scale (month/year) | Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i> | Sustainability | Methods of progress-monitoring and evaluation |
|---|-------------|-------------------------|---|----------------|---|
| <p>as they listen to the song.</p> <ul style="list-style-type: none"> - The class will sing the song again for consolidation. - Songs used during the lessons and lyrics will be uploaded on the school's website. - Students can revisit the songs online and complete lyrics cloze or short creative writings exercises. They can also compose a different version of lyrics individually or in groups. To showcase their learning outcome, they can perform their new songs in class. <p>Details of teaching resources to be developed</p> <ul style="list-style-type: none"> - PowerPoint slides, songs and related worksheets will be created for the 12 selected titles for each of the target levels (P.1-3) per year. - All songs created are original and teachers will compose the melody and write the lyrics. - 3 versions of each song will be recorded for students of diverse abilities: <ul style="list-style-type: none"> ✧ music only_slow version ✧ music only_normal version ✧ music with lyrics_normal version - Videos of students' singing for sharing and reference for next year - Evaluation form for students (1 per term) <p>Co-curricular activities outside class time</p> <ul style="list-style-type: none"> - Teachers will take the leading role and create a singing atmosphere during recess. Teachers will play the music in the school hall and covered playground and lead students to sing. A roster will be created and each class will take turns to be the leading singing team. - Group competitions stimulate students' learning passion and inter-class English singing competitions will be held at | | | | | |

| Proposed school-based English Language curriculum initiative(s) | Grade level | Time scale (month/year) | Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i> | Sustainability | Methods of progress-monitoring and evaluation |
|--|-------------|-------------------------|---|----------------|---|
| <p>the end of the school year. Each class will select their favourite songs or parts of a story learnt and perform on stage with gestures and/or props. All P.1-3 students will join the whole class singing teams. Existing English teachers will help students practise the songs with appropriate gesture and/or props. The EDB NET will adjudicate the competition and give comments to students' performance.</p> | | | | | |