

## Plan 9 The English Department Programme Plan

### Aims

1. To improve students' English language proficiency: It aims at improving students' reading and writing skills through the reading workshop conducted by the three native English teachers and all the English teachers. The students' speaking and listening skills can be improved at the same time.
2. To implement phonics teaching from P.1 to P.6: It can arouse students' phonic awareness so as to enhance students' spelling and reading abilities.
3. To develop students' generic skills.
4. To arouse students' interest in reading through extensive reading schemes so as to improve their reading skills.
5. To successfully motivate students to learn actively by creating interesting situations not only in the classroom, but also through a series of activities. The students can achieve functional competence through the active use of the language and application of the language skills.
6. To enhance learning and teaching through data analysis of formative assessment.
7. To enhance the language skills of some English better achievers.
8. To develop students' self-management skills and study skills.
9. To implement information technology into our daily teaching so as to enhance teachers' teaching and students' learning.
10. To facilitate the teaching of English in our school through school-based training and workshop.
11. To systematize the teaching resources.

### Issues to be addressed

#### Strengths

1. Our school is a whole day school with a millennium school building. This implies that more teaching time, big classrooms, adequate facilities are available, such as a new computer room, an English room, a language laboratory and classroom computer network.
2. Most of the teachers are willing to attend courses, seminars or even further study. All the English teachers can use English as the medium of instruction.
3. Besides having one whole native teacher employed by EDB stationing in our school, two more school-based NETs are employed. This means we have three native teachers teaching our students.
4. We have joined the EDB PLPR-W programme from 2007-08. In P.1-P.3 four out of eight English lessons are allocated to Reading Workshop. Under the programme, one NET, one LET and one C.A. conduct lessons together to support as well as enhance students' learning.
5. We run the PLK Extensive Reading Scheme in P.1 to P.4 and the ED Extensive Reading Scheme in P.5 and P.6, in which students can have interesting storybooks to read and improve their reading abilities.
6. More teaching resources such as big books, toys, objects, puppets, flash cards, graded work cards and wall pictures are available. We have developed a resource bank which includes teaching kits, worksheets and tasks in each level, and PowerPoint presentation materials on the shared-folder. There are also graded work cards in the classrooms to foster self-learning.

7. We have experience in using information technology in our daily English teaching.

### Weaknesses

1. The English proficiency of many parents is inadequate to assist in their children's learning.
2. As English is not the mother tongue of most of the students, it is a challenge for them to learn the language.
3. The students' writing ability is not high enough.

### Objectives

1. To implement the main concern of the year
2. To develop students' generic skills
3. To improve the reading and writing skills of our students
4. To enhance learning and teaching through data analysis of formative assessment
5. To implement phonics teaching in P.1 to P.6
6. To arouse students' interest in reading
7. To train students' speaking and listening ability
8. To train students' self-learning ability
9. To arouse students' interest in learning English through different activities
10. To implement focus learning / teaching skills into the curriculum
11. To develop our colleagues' English subject expertise
12. To maintain a systematic approach in all classes including the teaching resources.
13. To promote English learning through Campus TV

## Implementation Plan

Objectives and actions	Expectation	Teachers involved or in charge	Budget
<p><b>1. Main issue of the year</b></p> <p>1.1. To implement small class teaching (Refer to EEG Plan- Objective 2)</p> <p>1,2 To promote environmental conservation consciousness (Refer to EEG Plan- Objective 5)</p> <p>1.3 To implement the EEG Plan (Refer to Appendix 1)</p>		NETs and all the English teachers	
<p><b>2. To develop students' generic skills.</b></p> <p>a) problem solving skills</p> <p>b) critical thinking skills</p> <p>c) creativity</p>			
<p>2.1 To design assignments and ask questions that can help students to develop problem solving skills in GE lessons and Reading Workshop.</p>	Both terms in P.1-P.6 Students can suggest ways to solve problems generated by their classmates, teachers and in the textbook.	All the English teachers	
<p>2.2 To design assignments and ask questions that can help students to develop critical thinking skills in GE lessons and Reading Workshops.</p>	Both terms in P.1-P.6. Students can generate and evaluate arguments; and make their own judgment is regarded as satisfactory.	All the English teachers	
<p>2.3 To conduct writing (refer to 3.5, 3.6, 3.7) that can help students to develop creativity.</p>	Both terms in P.1-P.6. (same as 3.5, 3.6, 3.7)	All the English teachers	
<p><b>3. To improve the reading and writing skills of our students</b></p>			
<p>3.1 To improve the reading and writing skills of P.1-P.3 students through enhancing the PLPR-W programme (Refer to Appendix 1-EEG Plan Objective 2)</p>	Both terms. The NET teachers conducting the PLPR-W programme in P.1-3 is regarded as satisfactory.	In charge by Miss Ho Wai Yung, Miss Elaine Chow ,NETs and the P.1-3 English teachers	5,000

3.2 To improve the reading and writing skills of P.4 students by adapting the P.4 curriculum (Refer to Appendix 1-EEG Plan Objective 1)	Both terms. Conducting the adapted curriculum in P.4 is regarded as satisfactory.	NETs and all the P.4 English teachers	
3.3 To conduct Reading Workshop for P.5-P.6 students (Refer to Appendix 1-EEG Plan Objective 3)	Both terms in P.5-P.6. NET teacher conducting reading workshop is regarded as satisfactory.	In charge by SBNETs and P.5-P.6 English teachers	\$2,000
3.4 To conduct the writing workshop	Both terms. Conducting a writing lesson by LETs in P.5-P.6. It is regarded as satisfactory when students can apply the skills learned in their own writing.	In charge by P.5-P.6 English teachers	\$300
3.5 To conduct process writing and teach writing skills (Refer to Appendix 1-EEG Plan Objective 3)	Both terms. Writing composition six times a year in which three times of process writing are included in P.5 -6. For process writing, it is regarded as satisfactory when students are able to plan, draft, revise, edit and publish their writing. In writing composition, it is regarded as satisfactory when students can show creativity and their writing is comprehensible.	In charge by Miss Ho Wai Yung, NETs and English teachers in P.5– P.6	\$300

3.6 To improve writing skills	<p>a. Both terms. P.4 - P.6 students writing a journal once a month. It is regarded as satisfactory when students enjoy writing journals.</p> <p>b. Both terms. Writing extra sentences based on the target structure in textbooks. It is regarded as satisfactory when students can manage to create extra sentences in their WR homework.</p>	In charge by P.4-P.6 English teachers	
3.7 To conduct a writing competition	Conducting a writing competition once a year. It is regarded as satisfactory when students can show creativity and their writing is comprehensible.	In charge by NETs, Miss Ng Ching Man and all English teachers	\$1000
3.8 To set up an exhibition board to display students' writing	Setting up an exhibition board once a year is regarded as satisfactory.	In charge by NETs, Miss Ng Ching Man and the teaching assistants	
<b>4. To enhance learning and teaching through data analysis of formative assessment</b>			
4.1 To analyze the performance of students in formative assessment at co-plan meetings	Both terms in P.1-P.6. Re-teach or revise whenever necessary to enhance learning. It is regarded as satisfactory when students show improvement.	In charge by all English teachers	\$500
<b>5. To implement phonics teaching in P.1 to P.6:</b>			

5.1 To implement phonics teaching in P.1 to P.6	<p>P.1-P.3</p> <ul style="list-style-type: none"> <li>Based on the phonics programme in PLPR-W.</li> </ul> <p>P.4</p> <ul style="list-style-type: none"> <li>Based on the phonics programme in the adapted curriculum.</li> </ul> <p>P. 5-P.6</p> <ul style="list-style-type: none"> <li>Conducting phonics lessons with activities. It is regarded as satisfactory when teachers observe that students can apply the phonics skills in spelling and reading.</li> </ul>	In charge by Miss Ng Ching Man and all the English teachers	
<b>6. To arouse students' interest in reading:</b>			
6.1 To conduct the PLK and ED extensive reading scheme in P.1 to P.6	Both terms. Conducting the English reading award system: Students can get a stamp from teachers for reading every 5 books. It is regarded as satisfactory when students enjoy reading.	In charge by Miss Ng Ching Man and all the English teachers	\$5,000
6.2 To launch the online HK Reading Scheme(閱讀閱有趣)	Launching the online English Reading Scheme in P.1-P.6 in both terms is regarded as satisfactory.	In charge by Miss Hui, Miss Ng Ching Man and Miss Poon Yee Man	
<b>7. To train students' speaking and listening ability</b>			

7.1 To play English songs or poems during English Fun Days or festival celebrations	Playing 2-3 English songs or poems during English Fun Days or festival celebrations . It is regarded as satisfactory when students show interest in the activities.	In charge by the Panel heads and NETs	\$1.000
7.2 To conduct story-telling activities	Conducting story-telling activities once a year. It is regarded as satisfactory when students show interest in the activities.	In charge by Miss Hui and the English teachers	
<b>8. To train students' self-learning ability</b>			
8.1 To organize students to do E-class and BCA exercises on the internet	Both terms. Organizing students to do self-learning exercises on the internet. It is regarded as satisfactory when students are willing to do the exercises.	In charge by Miss Poon Yee Man (E-class), Miss Ng Ching Man (BCA) and all the English teachers	
8.2 To conduct project learning in P.1-P.6	Students doing a project once a year is regarded as satisfactory.	In charge by all English teachers in P.1-P.6	
<b>9. To arouse students' interest in learning English</b>			
9.1 To take part in the Verse Speaking Competition	Enhancing students' confidence in speaking English through the training for the competition. It is regarded as satisfactory when students show confidence in speaking English after training.	In charge by NETs, Miss Ho Wai Yung and English teachers	\$1500
9.2 To hold English Fun Days. (Refer to Appendix 1-EEG Plan Objective 5)	Holding English Fun Days once a year-it is regarded as satisfactory when students enjoy the activities and can apply the language skills learnt in authentic situations.	In charge by NETs, Miss Ho Wai Yung & all the English teachers	\$3000

9.3 To hold activities in the English Fun Room	Both terms. Setting up the English Fun Room in early October and running it during the lunch recess It is regarded as satisfactory when students participate and improve listening and speaking skills through games and activities; and they use their free time to explore English.	In charge by NETs & Miss Poon Yee Man	\$2000
9.4 To enhance some English better achievers' language skills	Both terms. Providing some better achievers with opportunities to use English in different situations through activities. It is regarded as satisfactory when students show confidence to use English in the training class and different events held.	In charge by Miss Onki , Miss Fok Ying and Miss Ho Wai Yung	\$1000
9.5 To organize after-school academic activities	Organizing one after-school academic activity in both terms is regarded as satisfactory.	In charge by Miss Ng Ching Man	
9.6 To carry out festival celebrations (Refer to Appendix 1-EEG Plan Objective 5)	Organizing activities celebrating festivals in both terms. It is regarded as satisfactory when teachers observe that students understand more about the Western cultures, actively take part in the activities and apply the knowledge they learn.	In charge by Miss Elaine, Ms Brenda, Miss Ng Ching Man, Miss Poon Yee Man and all the English teachers	\$6000
<b>10. To implement focus learning/teaching skills into the curriculum</b>			

10.1 To practice collaborative learning	Every teacher applies pair-share and/or group work in their lessons at least once in a unit is regarded as satisfactory.	All English teachers.	
10.2 To conduct lesson observations among the colleagues concerning focus learning/teaching skills	Every teacher conducting at least one try-out teaching concerning focus learning/teaching skills (pair-sharing and /or group work) throughout the year. It is regarded as satisfactory when teachers can apply the skills in their lessons.	In charge by Miss Ng Ching Man, Miss Poon Yee Man, Miss Ho Wai Yung and all the English teachers	
<b>11.To develop our colleagues' English subject expertise:</b>			
11.1 To attend workshops relating to professional development in the English subject matter	Every teacher attending workshops relating to professional development in the English subject matter once a year is regarded as satisfactory.	In charge by all the English teachers and NETs.	
<b>12. To maintain a systematic approach in all classes:</b>			
12.1 To adapt the teaching kits from P.1 to P.6	Adapting the teaching kits in both terms is regarded as satisfactory.	In charge by all English Panel Heads and all the English teachers	\$1000
12.2 To collect and keep the teaching resources, W.S., task sheets, dictation materials and work cards	Collecting and keeping the teaching resources, W.S., task sheets, dictation materials and work cards in both terms is regarded as satisfactory.	In charge by NETs, all English Panel Heads and English teachers	
<b>13. To promote English through Campus TV</b>			
13.1 To promote English through Campus TV	Both terms. Producing an English programme each term.	In charge by NETs, Miss Poon Yee Man and all the English teachers	\$1000





## Appendix 1

**School-based Plan on the Use of the English Enhancement Grant for Primary Schools****Name of School : Po Leung Kuk Tin Ka Ping Millennium Primary School****(I) Present state of play**

Our school has joined the EDB PLPR-W programme since 2007-08 as a pilot school. The programme started in P.1 three years ago and it covers P.1 to P.3 this year. It aims at strengthening KS1 students' abilities in reading, writing, listening and speaking. NETs play a pivotal role in the running and planning of the programme. They go into P.1 to P.3 classes with LETs several lessons a week. Before lessons, they have to develop a school-based English curriculum which integrates both PLPR-W and G.E. materials and lessons. Then they arrange meetings with LETs to discuss the plans and make periodic evaluations. To a great extent, KS1 students obviously benefit from the integrated curriculum planned by the NETs . A continuity of this curriculum is essential and beneficial for them when they go to KS2. Therefore, our school plans to continue and develop our school-based PLPR-W programme for P.4 in 2010-11, even if the EDB PLPR-W programme does not extend to P.4.

*We will continue as well as revise the PLPR-W programme in KS1 and extend the programme to P.4. Therefore there is a need to hire the existing NETs to develop and teach the curriculum because they have relevant expertise and experience in curriculum mapping, integration and planning. This facilitates the curriculum planning and in turn helps to better the transition of our students from KS1 to KS2. It can also sustain the effective teaching practice in KS1 PLPR-W programme. In addition, as native English speakers, they can provide significant support in English teaching such as phonics teaching, guided reading and writing lessons. This in turn improves the English standard of our students.*

In our school, two school NETs are employed (in addition to EDB NET) by the school subsidy to enhance students' learning and enrich the English learning environment. However, starting from 2008-09, the school subsidy was cut and our school is not able to hire school NETs in the coming school year 2010-11. This surely hinders our plan to continue the PLPR-W programme. Therefore, our school needs to apply for the fund to continue the hiring of the professionals – NETs. As the two school NETs have collaborated with us for a few years and know the school context- the capacity of teachers and the needs of our students well, it is more effective to do future co-planning with them .It is expected that the curriculum to be developed will be more school-based and so more

sustainable.

**(II) A holistic school-based plan**

The English subject plan states clearly the objectives of the year and measures to be taken to achieve them (Appendix I). It is subject to changes with the evaluation made at intervals. The P.1 – P.3 PLPR-W programme is one of the main items in the subject plan (2.1) as attached. Therefore extending the PLPR-W programme to P.4 is important and beneficial to students' learning. With the effective deployment of the three NET teachers mentioned above, we plan to achieve the following objectives.

**Objectives**

1. To develop an integrated school-base English curriculum in KS2 for enhancing the interface between KS1 and KS2 (P.4 in 2010-11)
2. To enhance the school-based PLPR-W programme suited to the context of our school in KS1 together with small class teaching strategies
3. To enhance local teachers' capacity in the teaching of reading and writing
4. To create a language-rich environment for the students through holding whole school activities by NETs

**(III) Implementation details of the proposed measures**

**Objective 1: To develop an integrated school-based English curriculum in KS2 for enhancing the interface between KS1 and KS2 (P.4 in 2010-11)**

Proposed measures	Benefits anticipated and How they can be sustained	Time scale (month / year)	Resources required	Methods of progress-Monitoring and evaluation
<p>1. Develop an integrated school-base English curriculum framework in KS2 by:</p> <p>a. Producing a school-base PLPR-W curriculum framework with different text types, reading and writing skills, and readers</p> <p>b. Producing a phonics programme to be integrated with the school-based PLPR-W programme.</p> <p>c. Integrating G.E with the school-based PLPR-W programme</p> <p>2. Develop related resource packages which contain teaching plans and worksheets for the target readers and textbook units</p>	<p><b><u>Benefits anticipated</u></b></p> <p><i>Curriculum</i></p> <p>1. An integrated school-based English curriculum with the corresponding teaching plans and learning materials developed for the target units in KS2(P.4). Each of the resource packages will cover these elements:</p> <p>a. Target text types, reading and writing skills</p> <p>b. Target letters sounds</p> <p>c. Target language items covered in the G.E. lessons</p> <p><i>Students</i></p> <p>1. 60%-80% of students showing development in the target writing skills</p> <p>2. 70%-80% of the students reading the letter sounds all correctly</p> <p><i>Teachers</i></p> <p>Teachers' capacity in curriculum planning, lesson planning and material development is enhanced.</p> <p>➤ The NET and five P.4 English teachers will be involved in curriculum planning, lesson planning and material development. Among the five English teachers, one is the English panel chairlady.</p> <p>➤ The five English teachers will go to different levels to collaborate with other English teachers to transfer the skills acquired.</p> <p>➤ Weekly time-tabled co-planning meetings are held.</p> <p><b><u>How benefits can be sustained</u></b></p> <p>1. The NET will work collaboratively with LETs in co-planning lessons and designing teaching materials</p> <p>2. Lesson plans and teaching materials are compiled and developed for the target units &amp; readers.</p> <p>3. Review and adapt the lesson plans and teaching materials every school year to meet the needs of the students and the curriculum</p>	<p>Sept. ,10 - Aug.,11:P.4 (2 units in 1<sup>st</sup> term, 3 units in 2<sup>nd</sup> term)</p>	<p>Hiring a professional NET teacher</p> <p>➤ NET's qualification (Appendix 3)</p> <p>➤ NET will co-teach 24 lessons with LETs per week</p> <p>- 20 P.1 co-teaching lessons per week</p> <p>- 10 P.2 co-teaching lessons per week</p> <p>- 10 P.3 co-teaching lessons per week</p> <p>- 1 co-planning per level per week</p> <p>Readers(Teachers' copies and big books for the assigned readers)</p>	<p>-Conducting a panel discussion to review the effectiveness of the curriculum with the NET and P.4 teachers</p> <p>Class observation to see the development of the target reading skills</p> <p>Use of students' writing portfolio to track the writing development</p> <p>Upon completion of each reader, use of phonics FA mark record to track the students' performance</p> <p>Conducting a review on the effectiveness of the resource packages developed with the panel, NET teacher and P.4 teachers</p>

**Objective 2: To enhance the school-based PLPR-W programme suited to the context of our school in KS1 together with small class teaching strategies**

Proposed measures	Benefits anticipated and How they can be sustained	Time scale (month / yr)	Resources required	Methods of progress-Monitoring and evaluation
<p>1.Enhance the school-based PLPR-W programme in KS1 by:</p> <ul style="list-style-type: none"> <li>➤ adapting the teaching materials to best suit the context of our school</li> <li>➤ adopting the small class teaching strategies including catering for learning diversity and increasing interactive activities for learning</li> </ul> <p>2. Elevating the reading abilities of able students by providing readers suiting their reading level</p> <p>3.Introduceing the Reading Buddies programme to help the weak readers</p> <p>a. Training upper levels students to</p>	<p><b><u>Benefits anticipated</u></b></p> <p><i>Curriculum</i></p> <ol style="list-style-type: none"> <li>1. An enhanced PLPR-W programme with teaching material is developed to best suit the context of our school.</li> <li>2. An enhanced school-based PLPR-W programme with revised teaching plans and materials is developed for small class teaching and learning.</li> <li>3. The enhanced resource packages will cover the following elements: <ul style="list-style-type: none"> <li>➤ graded worksheets and task materials with target text types, reading &amp; writing skills to suit the needs of the less able and more able students</li> <li>➤ interactive activities for PLPR-W and G.E. lessons</li> <li>➤ Visual and audio teaching materials</li> </ul> </li> </ol> <p><i>P.1-P.3 Students</i></p> <ol style="list-style-type: none"> <li>1. 70%-80% of students showing improvement in the target writing skills with the help of graded worksheet and task materials.</li> <li>2. 70-80% of students showing improvement</li> </ol>	<p>Sept. ,10 - Aug.,11 : P1-P.3</p>	<p>Hiring a second professional NET teacher</p> <p>Purchasing readers</p>	<p>Conducting a panel discussion to review the effectiveness of the enhanced curriculum and materials with the NET and P.1-P.3 teachers</p> <p>Class observation to see the development of students' reading abilities</p> <p>Conducting a review on the effectiveness of the enhanced resource packages developed with the panel, NET teacher and P.1-P.3 teachers</p>

<p>be English reading ambassadors to help the KS1 weak readers.</p>	<p>in their reading ability</p> <p>3. 80% of students are confident in applying new learning in interactive activities</p> <p><i>Teachers</i></p> <p>Teachers' capacity in enhancing the curriculum planning, lesson planning and materials development for the small class teaching is enhanced.</p> <p><b><u>How benefits can be sustained</u></b></p> <p>1. This programme requires the NET teacher to work in collaboration with the local teacher in P.1-P.3 (15 local teachers) in co-planning.</p> <p>2. Time-tabled weekly co-planning meeting will be held which means nearly all the English teachers can acquire the skills. In the future, they can apply the skills in KS2 and transfer the skills to new teachers.</p> <p>3. The enhanced lesson plans and teaching materials are compiled every school year to meet the needs of the students and the curriculum.</p>			
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**Objective 3: To improve the reading and writing abilities of students in P.5 & P.6**

<b>Proposed measures</b>	<b>Benefits anticipated and How they can be sustained</b>	<b>Time scale (month/yr)</b>	<b>Resources required</b>	<b>Methods of progress-Monitoring and evaluation</b>
<p>1. Improve the reading and writing abilities of students in P.5 &amp; P.6 by:</p> <ul style="list-style-type: none"> <li>➤ launching a guided reading program in P.5 &amp; P.6</li> <li>➤ enhancing the process writing program in P5 &amp; P.6</li> </ul>	<p><b><u>Benefits anticipated</u></b></p> <p><i>Curriculum</i></p> <ol style="list-style-type: none"> <li>1. Enhancing the school-based English reading workshop by adopting guided reading</li> <li>2. Guided reading lesson plans for P.5 &amp; P.6 are developed</li> <li>3. Readers of various text types and levels for the programme will be purchased and kept for future use</li> <li>4. Enhanced Process Writing lesson plans and writing materials for P.5&amp; P.6 will be kept and adapted for future use</li> </ol> <p><i>Students</i></p> <ol style="list-style-type: none"> <li>1. 60%-80% of students show development in the reading skills.</li> <li>2. 60%-70% of students show development in their writing skills</li> </ol> <p><i>Teachers</i></p> <ol style="list-style-type: none"> <li>1. Teachers' acquire the skills of conducting guided reading for KS2 students</li> <li>2. Teachers' capacity in adapting and developing lesson plans as well as teaching materials is enhanced</li> </ol> <p><b>How benefits can be</b></p>	<p>Sept. ,10 - Aug.,11 : P.5-P.6</p>	<p>Hiring a second professional NET teacher Purchasing readers</p>	<p>Conducting a panel discussion to review the effectiveness of the enhanced curriculum and materials with the NET and P.5-P.6 teachers</p> <p>Class observation to see the students' development of the reading skills</p> <p>Students' composition will be used to track their development of writing skills</p> <p>Conduct a review on the effectiveness of the enhanced process writing lesson plans and writing materials developed with the panel, NET teacher and P.5-P.6 teachers</p>

	<p><b>sustained</b></p> <ol style="list-style-type: none"> <li>1. The NET teacher will work collaboratively with the local teachers in co-planning lessons plans and developing teaching resources.</li> <li>2. The enhanced lesson plans and resource materials will be compiled for future use.</li> <li>3. Review and adapt the lesson plans every school year to meet the needs of the students and the curriculum.</li> </ol>			
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**Objective 4: To enhance local teachers' capacity in the teaching of reading and writing**

<b>Proposed measures</b>	<b>Benefits anticipated and How they can be sustained</b>	<b>Time scale (month / year)</b>	<b>Resources required</b>	<b>Methods of progress-Monitoring and evaluation</b>
1. Conduct 2 PD workshops for teachers to improve their skills and knowledge in the teaching of reading and writing with the support from the NET Section or the professional-NET teacher	<p><b><u>Benefits anticipated</u></b> Teachers' skills and knowledge in teaching reading and writing are enhanced.</p> <p><b><u>How they can be sustained</u></b></p> <ol style="list-style-type: none"> <li>1. The teachers can apply the skills and knowledge acquired in their teaching. <ul style="list-style-type: none"> <li>➤ All the English teachers attend the PDs.</li> <li>➤ At co-planning, skills and</li> </ul> </li> </ol>	Sept. ,10 / Dec.,10: One will be in September, 10 and the other in December, 10.	Hiring professional NET teachers EDB officers	Questionnaire on the usefulness of the skills / knowledge acquired in the PD workshops.

	knowledge acquired in the PDs are set in the lesson plans as teaching strategies.			
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**Objective 5. To create a language-rich environment for the students through holding whole school activities by NET teachers**

<b>Proposed measures</b>	<b>Benefits anticipated and How they can be sustained</b>	<b>Time scale (month / year)</b>	<b>Resources required</b>	<b>Methods of progress-Monitoring and evaluation</b>
<p>1. To hold English fun days and festival celebration in which students can do English activities in reading, writing, speaking and listening:</p> <ul style="list-style-type: none"> <li>➤ There are three fun days a year.</li> <li>➤ Festival celebrations are English activities held at festivals like Christmas, Halloween and Earth Day.</li> <li>➤ Through celebration activities, pupils learn the related language items, different cultures and knowledge beyond the curriculum.</li> <li>➤ Before the celebration days, NET and LETs co-plan and co-develop the teaching and</li> </ul>	<p><b><u>Benefits anticipated</u></b> Students can apply the language learnt in the activities and improve their interest in learning English.</p> <p><b><u>How they can be sustained</u></b> Thematic activity packages developed can be sustained.</p> <ul style="list-style-type: none"> <li>➤ Through collaboration with the NETs, LETs' skills of developing and planning activities and materials are enhanced which facilitates planning without the NETs</li> <li>➤ At least six packages of different teaching and activity materials be developed and compiled to keep the interest of students. Topics can be changed depending on suitability.</li> </ul>	<p>Sept. ,10 - Aug.,11 Oct., 10, Dec., 10, Jan., 11 &amp; Apr., 11</p>	<p>-Hiring a professional-NET teacher -Festival learning packages</p>	<p>Interview students about their opinions on the fun days and festival celebration activities.</p> <ul style="list-style-type: none"> <li>➤ 80% of students use English during activities</li> <li>➤ 70%-80% of students acquire new learning from the events</li> <li>➤ 90% of students hand in their project work</li> </ul>

<p>activity materials. Then they co-teach a lesson and conduct the activities on those Days.</p> <ul style="list-style-type: none"> <li>➤ For students, they learn the related language items, different cultures and knowledge beyond the curriculum through classroom teaching and activities. They participate in these activities in English</li> <li>➤ The teaching materials and activities planned will cover the four skills. Students can improve their four skills especially in applying the language when they speak and listen to English through games, activities, video etc.</li> <li>➤ Besides, students do a project on the fun day topic, thus they learn other skills and do self-learning through the project.</li> <li>➤ Teachers co-plan with NETs to create plans,</li> </ul>	<ul style="list-style-type: none"> <li>➤ For teachers, they learn to plan, develop the teaching and activity materials and hold activities. They learn how to create a language rich learning environment for students too.. For students, they, practise speaking and listening and apply the language. They learn different cultures and knowledge beyond the curriculum through activities. As they have to do a project after fun days, thus self-learning is promoted and enhanced.</li> </ul>			
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<p>co-develop the teaching and activity materials, as well as conducting the activities.</p> <p>➤ Students apply the language learned while playing games which will eventually arouse their interest and confidence in learning English.</p>				
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## Remarks:

1. Teachers' involvement: Teachers will be involved in co-teaching, co-planning, holding the English fun days and festival celebration, and adapting the teaching materials.
2. Sustainability: The plan will be carried on with other funding.

**Targets to be attained**

3. A school-based PLPR-W programme which is integrated with G.E. will be developed in P.4.
4. A better transition of teaching and learning between KS1 and KS2.

At present, P.4 – P.6 are not adopting the PLPR-W programme. The mode of learning reading and writing has a big difference from the PLPR-W programme. As the P.3 students would have got used to the PLPR-W learning mode for three years, a consistency of the Key Stages is of great importance and advantageous for their learning. Thus the above measures surely can enhance the transition between KS1 and KS2.

5. An enhanced school-based PLPR-W to best suit to the context of our school will be developed in P.1-P.3
6. An enhanced school-based reading workshop will be developed in P.5 & P.6
7. The students' reading, writing, listening and speaking skills as well as their motivation will be enhanced.

Students will improve their speaking and listening skills through the activities in reading and writing lessons. Besides, they will listen and talk to the NET and LETs in class. In addition, we have English Fun Day and festival celebrations in which students have a chance to apply the language through speaking and listening.

Teachers' capacity in curriculum planning, lesson planning and materials development will be enhanced through the collaboration with the NET.

6. Teachers' skills of teaching reading and writing will be enhanced:
  - a. To arouse and keep the students' interest to learn English
  - b. To foster their confidence in using English
  - c. To learn from doing project after fun days