

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

School Name: Po Leung Kuk Tin Ka Ping Millennium Primary School (English)

Application No.: B059 (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)
PLP-R/W Programme	P.1-P.3	Reading and writing	NET section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Our school is a whole-day school with a millennium school building. We are equipped with adequate facilities such as different function rooms, three English rooms, well-built hardware and software for eLearning which include over 150 iPads, electronic whiteboards and whole-school Wi-Fi coverage.2. We have very energetic and curious students who are technologically savvy and open to new things, so are some of the parents.3. A rich language and cultural environment - we have non-Chinese students from different cultural backgrounds.	<ol style="list-style-type: none">1. Knowing our students' major weakness in writing, we can focus on it and find the appropriate measures and resources. We believe the best way to help them is to start from sparking students' intrinsic interest in learning and literacy through inputting different forms of writing and introducing diverse reading materials, ultimately exposing them to a larger variety genres and texts.2. The foundation of eLearning has been well-grounded in our school. With the experiences gained in the previous years, we are more prepared than ever to move forward to deepen students' skills on learning to learn.3. The launching of 'Bring Your Own Device' (BYOD) policy from Primary 2 has brought ample opportunities for more interactive and self-directed learning to happen both inside and outside the classroom.4. Our school has developed close partnership with the NET Section of EDB and different tertiary institutes, which can provide us support and professional advice whenever needed.5. The intake of more Non-Chinese students (NCS) students is also a precious resource to help enrich our English environment.6. The availability of the "Grant Scheme on Promoting Effective English Language Learning in Primary Schools" will facilitate the development of school-based English curriculum.

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

Weaknesses	Threats
<ol style="list-style-type: none">1. The existing textbooks that is in use are not captivating enough for the students, in terms of content and variety. It hinders teachers from cultivating students' passion in literacy.2. The language ability of students varies a lot from level to level. The English proficiency of many parents is inadequate to assist in their children's learning.3. Students generally have very short attention span and they lack patience with reading texts.4. Many of our students find it challenging to write in English, which affects their learning negatively not only in the English Language, but also other subjects. The impact will become more severe as they enter secondary school. Bridging is therefore necessary to prepare them for the next stages of their academic life.5. As English is the second language for most of the students, it is a challenge for them to learn the language. Moreover, for most of the Hong Kong students, English lessons are the only time for them to be exposed to an English environment. Thus, their exposure to the language is limited. This hinders their progress of learning and confidence in using it.	<ol style="list-style-type: none">1. The existing curriculum is too packed for any extra activities.2. The increasing demands placed on schools from the different stakeholders put the whole school community to test.3. The intake of more students from different backgrounds brings challenges to the school in catering for learner diversity. Focus and efforts need to be put on building the ideal culture and overall attitude towards diversity, so that the school can offer the optimal atmosphere for the growth of our students.

(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
Developing an integrated school-based English curriculum framework in KS2 and enhance the existing school-based PLP-R/W programme in KS1	Hire a native-English teacher	P.1 – P.6

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

Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and —developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i> <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> <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” <input checked="" 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” <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”	<input checked="" type="checkbox"/> Purchase learning and teaching resources <input checked="" type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i> <input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i> <input checked="" type="checkbox"/> Procure service for conducting English language activities	<input checked="" type="checkbox"/> 2018/19 school year <input checked="" type="checkbox"/> 2019/20 school year	<input checked="" type="checkbox"/> P.1 <input checked="" type="checkbox"/> P.2 <input checked="" type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input checked="" type="checkbox"/> P.6 <input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): _____ _____ _____

(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 (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation												
(1) Purchase printed books to cater for learner diversity with equal emphasis on both more able and less able students at P.1– P.3																	
<p>The books to be purchased will support the school-based English reading programme in KS1 that works with the PLP-R/W framework by purchasing readers and match with varied levels of reading ability.</p> <p>The school-based reading programme encourages teachers to conduct shared reading once every week with students in order to nurture the latter’s interest in English. However, the books available are very limited and are being assigned as home-readers already. More readers will be purchased to support students’ reading in class.</p> <p><u>Strategies to catering for learner diversity</u></p> <p>Various classroom and assessment strategies will be adopted in the school-based reading programme to cater for learner diversity with equal emphasis on more able and less able students.</p> <p>✓ Classroom setting and Grouping arrangements</p> <p>Students are arranged to sit in four different groups according to their reading ability assessed by a reading assessment at the beginning of the school year. At the beginning of the school year, all students are assessed on their reading ability using Reading Recovery (RR) as reference, the result of which is then given to the English teacher for initial grouping purpose. Students are placed into 4 groups according to their language proficiency during the reading lessons.</p> <table><tr><th>Group</th><th>English proficiency</th><th>No. of students</th></tr><tr><td>Red</td><td>Low</td><td>8-10</td></tr><tr><td>Orange</td><td>Fair</td><td>8-10</td></tr><tr><td>Green</td><td>Average</td><td>8-10</td></tr></table>	Group	English proficiency	No. of students	Red	Low	8-10	Orange	Fair	8-10	Green	Average	8-10	P.1- P.3	Conduct procurement exercise: 8/2018 Purchase the books: 9/2018	42 sets of reader packages will be developed. 70% of P.1– P.3 students should show an improvement in reading frequency (as shown in reading record) and improvement in reading levels. 100% of the existing English teachers use the resources at P.1 – P.3 each year.	The newly acquired resources will be used after completion of the project. Review and adapt the readers every school year to meet the reading levels of the students and the curriculum	Regular panel meetings to review the effectiveness of the readers Lesson observation once a term to evaluate the development of students’ reading skills Review the effectiveness of the reader packages developed every two months.
Group	English proficiency	No. of students															
Red	Low	8-10															
Orange	Fair	8-10															
Green	Average	8-10															

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
Blue	High	8-10	<p>The grouping will, however, be altered if and when needed. Graded Worksheet Booklets are designed to cater for learner’s diversity. For example, we have up to 4 graded versions of the same worksheet for some topics. Teacher can make the professional judgment based on observation and results of various tasks. A balance of formative performance and the initial report is sought throughout the school year.</p> <p>✓ Teacher Allocation Blue and Green Groups (More able students) are attended by the NET while Orange and Green Groups (Less able students) are with the LET, who could better cater for their needs.</p> <p>✓ Questioning Skills While conducting shared reading, teachers prepare questions of different levels so that students of different abilities are all engaged.</p> <p>✓ Graded readers In selecting our readers, we carefully choose readers with the appropriate reading levels for the four groups and add in another pile for the students with remarkably higher reading ability.</p> <p>✓ Guided reading Teachers will conduct guided reading activities for each group once every week. As students are divided into small groups, teachers can conduct guided reading activities that suit their levels. Students of different English proficiency will be provided with different levels of support during the guided reading activities. Less able students will be provided with more clues for decoding the</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>difficult words while more able students will be provided with challenge questions to provoke their high order thinking. Guiding questions of each reader are set before the lesson and discussed in the co-planning session. Questions will be graded according to students’ English proficiency. The teacher will ask different types of prompting questions to cater the needs of different learners.</p> <p><u>Stretching high flyer’s potentials and supporting struggling students</u></p> <p>As guided reading involves teachers working with small groups of students with similar learning needs, teachers provide opportunities for students to practise effective strategies they have been taught in Shared Reading sessions.</p> <p>Teachers can observe closely and evaluate the reading process of each group, and give them time to employ known strategies and skills. This also gives teachers the flexibility to decide the focus of each reading session depending on the needs of the group. For instance, while one teacher demonstrates how to look for and use available clues to understand the messages to the weaker groups, the other teacher can teach new reading strategies to the high flyers. By providing supports to different ability groups, this will support students’ further learning, which is necessary for independent reading.</p> <p><u>Details of the books to be purchased</u></p> <table><tr><td>English Proficiency</td><td>Reading Recovery Levels</td><td>No of titles to be purchased</td></tr><tr><td>Low</td><td>1- 4</td><td>9</td></tr></table>	English Proficiency	Reading Recovery Levels	No of titles to be purchased	Low	1- 4	9				
English Proficiency	Reading Recovery Levels	No of titles to be purchased								
Low	1- 4	9								

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
Fair	5-9	9					
Average	11-15	9					
High	16-19	9					
Elite	19-21	6					
Total number of titles: 42 Number of copies to be purchased per title: 10 copies Total number of copies to be purchased: 10 x 42 = 420							
(2) Hire a full-time teacher who is proficient in English to co-work with existing English to provide P.1 – P.6 students more opportunities to use English in authentic contexts							
Objectives The EDB NET has been assigned to co-develop and co-teach various programmes for KS1 and there is a need to hire a full-time teacher who is proficient in English (viz, the new teacher) to co-work with existing English teachers in developing the school-based speaking programme at P.4 – P.6. P.4 to P.6 students will have more opportunities to use English in authentic contexts during speaking lessons. Students will be more motivated to learn with the engaging speaking activities. They will apply the language items learned through the speaking tasks on the topics covered in the textbooks and readers. The speaking tasks will also serve as consolidation for reading and inputs for writing tasks. It will help consolidate and extend students' learning. Since the new teacher will also co-conduct the English activities at P.1–P.6, the school English environment will be enriched as more English activities will be organized. P.1–P.6 students will have more opportunities to listen to and speak to the new teacher. In co-working with the new			P.1 – P.6	<u>Speaking lessons for P.4 – P.6</u> Co-planning Sept 2018 – Jun 2019 Co-teaching Sept 2018 – Jun 2019 Evaluation Sept 2018 – Jun 2019	4 sets of teaching materials will be developed. Each set covers 5–7 lessons and includes lesson plans for the in-class speaking activities will be developed for each level. 100% of students at P.1 – P.6 have more opportunities to speak and listen to the teacher who is proficient in English per year. Language activities on speaking will be conducted for P.1 –	The newly-developed speaking lessons will be integrated into the core curriculum upon completion of the project. The English-speaking culture in school will be sustained by the existing English teachers through conducting speaking activities. The learning and	The records of meetings will be kept. Analysis of students' formative and/or summative speaking assessment results Surveys will be conducted once a year to collect students' feedback. Students' performance during the lessons will be evaluated through lesson observations once a term per level. The collected data will be used for evaluation.

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>teacher, existing English teachers will gain insights on conducting speaking activities.</p> <p><u>Expected qualification of the full-time teacher who is proficient in English</u> The new teacher is expected to be a bachelor's degree holder, majoring in language studies or education. Native-English speaker with previous working experiences with young learners is preferred.</p> <p><u>Duties of the full-time teacher who is proficient in English</u></p> <p><u>1. P.4 – P.6 speaking lessons</u></p> <p>✓ Co-planning Co-planning meetings for each level will be held once per week. The new teacher and the existing English teachers will co-plan the speaking lessons with reference to the core English language curriculum. The speaking lessons co-conducted will also be evaluated in the co-planning meetings. Teachers will select reading materials covered in text books and use readers as inputs for the speaking activities. Vocabulary items and language structures covered in the text book will be re-cycled and new vocabulary items will be introduced to further extend students' learning. The new teacher and the existing teachers will co-develop the teaching and learning materials after the co-planning meetings.</p> <p>✓ Co-teaching One lesson per class per week will be allocated to the speaking lesson co-taught by the new teacher and existing English teachers. He/She will take up 15 lessons per week. The existing English teacher will take up at least half of the</p>		<p><u>English activities for P.1– P.6</u></p> <p>Co-planning Sept 2018 – Jun 2019</p> <p>Conducting activities Sept 2018 – Jun 2019</p> <p>Evaluation Sept 2018 – Jun 2019</p>	<p>P.6 students per year.</p> <p>70% of students at P.1 – P.6 participate in the organized language activities per year.</p> <p>1 resource package on speaking activities for P.1 – P.6 co-developed by the existing English teachers and the teacher who is proficient in English per year.</p> <p>70% of P.1 – P.6 students will enhance their confidence and skills in speaking per year.</p> <p>70% of P.1 – P.6 students will use English in daily communication per year.</p> <p>Over 70% of students at P.1– P.6 will improve their speaking assessment results by 10%.</p>	<p>teaching resources developed will be updated and utilized by the existing English teachers upon completion of the project.</p> <p>Participating teachers will share their experience during the panel meetings.</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>teaching part. While one teacher is teaching, the other teacher will provide support to the students. Teachers will evaluate the lessons co-taught afterwards and modify the teaching strategies if necessary.</p> <p>✓ Tentative speaking skills to be covered</p> <table><tr><td></td><td>Speaking Skills</td></tr><tr><td>P.4</td><td><ul style="list-style-type: none">• answering questions• expressing ideas• describing an event• listening to others and responding appropriately</td></tr><tr><td>P.5</td><td><ul style="list-style-type: none">• asking questions• expressing ideas• asking for explanation• listening to others and responding appropriately</td></tr><tr><td>P.6</td><td><ul style="list-style-type: none">• asking and answering questions• describing an event• evaluating on others’ ideas• asking for and providing explanation• listening to others and responding appropriately</td></tr></table> <p>✓ Sample rundown of a speaking lesson</p> <table><tr><td>level</td><td>P. 4</td></tr><tr><td>Theme</td><td>Food and Drink</td></tr><tr><td>Speaking skill</td><td>Expressing opinions</td></tr><tr><td>Speaking task</td><td>Choosing a restaurant for grandmother’s birthday party</td></tr><tr><td>Lesson Outline</td><td>Teachers will play the game “Taboo” on vocabulary items about different food items. Teachers will show a short video clip about healthy eating. Teachers will then introduce the speaking task and the target speaking skill,</td></tr></table>		Speaking Skills	P.4	<ul style="list-style-type: none">• answering questions• expressing ideas• describing an event• listening to others and responding appropriately	P.5	<ul style="list-style-type: none">• asking questions• expressing ideas• asking for explanation• listening to others and responding appropriately	P.6	<ul style="list-style-type: none">• asking and answering questions• describing an event• evaluating on others’ ideas• asking for and providing explanation• listening to others and responding appropriately	level	P. 4	Theme	Food and Drink	Speaking skill	Expressing opinions	Speaking task	Choosing a restaurant for grandmother’s birthday party	Lesson Outline	Teachers will play the game “Taboo” on vocabulary items about different food items. Teachers will show a short video clip about healthy eating. Teachers will then introduce the speaking task and the target speaking skill,			<p>100% of the participating English teachers will acquire knowledge from the speaking programme and apply appropriate pedagogy to their English teaching at P.4 – P.6.</p> <p>100% of the participating English teachers will acquire and apply the knowledge of conducting English activities.</p>		
	Speaking Skills																						
P.4	<ul style="list-style-type: none">• answering questions• expressing ideas• describing an event• listening to others and responding appropriately																						
P.5	<ul style="list-style-type: none">• asking questions• expressing ideas• asking for explanation• listening to others and responding appropriately																						
P.6	<ul style="list-style-type: none">• asking and answering questions• describing an event• evaluating on others’ ideas• asking for and providing explanation• listening to others and responding appropriately																						
level	P. 4																						
Theme	Food and Drink																						
Speaking skill	Expressing opinions																						
Speaking task	Choosing a restaurant for grandmother’s birthday party																						
Lesson Outline	Teachers will play the game “Taboo” on vocabulary items about different food items. Teachers will show a short video clip about healthy eating. Teachers will then introduce the speaking task and the target speaking skill,																						

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
	which is expressing opinions. Teachers will also revisit the use of conjunction such as 'because' in providing reasons. For the speaking task, students will work in groups to select a restaurant for grandmother's birthday party from a list of three. Students have to provide reasons for their choices and present their choices to the other classmates. Both the new teacher and the existing English teachers will provide support and feedback to students.					
<p>2. English activities</p> <p>An award scheme is implemented for encouraging students' active participation in learning activities. Under this scheme, students will receive a stamp for taking part in the English activities. Students will receive a prize if they collect certain number of stamps.</p> <p>✓ 'Fun Room' activities for P.1 to P.6 'Fun Room' activities will be conducted regularly during lunch breaks twice every week. The NET, the new teacher and existing English teachers will take turns to conduct English activities with students in the 'Fun Room', a classroom for English activities. Various speaking and vocabulary games that are to be aligned with the themes covered in the core English language curriculum will be designed and conducted. All students are encouraged to join the 'Fun Room' activities during English lessons.</p> <p>✓ English Ambassador Team for P.2 – P. 6 Recommended by the English teachers, twenty-five P.2 – P.6 students will be selected as English Ambassadors based on their English proficiency and willingness to serve the school. The new teacher will provide training to the English Ambassadors on conducting language activities in</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>English, giving presentations during the English morning assemblies. After the training, English Ambassadors will assist teachers to run the 'Fun Room' activities, the English assemblies as well as the annual English activities such as 'Fun Day' and 'Earth Day'.</p> <p>✓ English morning assemblies Two to three students from the English Ambassador team will be selected to give a short presentation on a topic assigned by the English teachers, or make announcements in English once every two weeks (subject to the school assembly schedule). The new teacher and the existing English teacher will help the selected students to brainstorm the ideas for presentation. The new teacher will then guide the students to write the script and proofread the script for students. The new teacher will also rehearse with the students and provide feedback on pronunciation and delivery.</p> <p>✓ Choral Speaking Team Around thirty-five students from P.2 - P.6 will be selected as the school choral speaking team members. Training sessions will be conducted by the new teacher and existing English teachers once per week from September 2018 to December 2018 to prepare students for the Hong Kong Speech Festival. The existing English teacher and the new teacher will help students to interpret the poem.</p>					
(3) Procuring service to conduct story-telling activities to provide students more opportunities to use English in authentic contexts at P.4 – P.5					
<p>Objectives In order to bring in new inspiration from outside the school, we will hire external professional service to conduct a series of well-designed and tailor-made storytelling activities. Through enhancing the school's language environment and sparking the interest of students in reading, we hope to create a more English friendly atmosphere in which students</p>	P.4- P.5	<p>Co-planning: all year round</p> <p>Co-teaching:</p>	Language activities on storytelling will be conducted for P.4 – P.5 students. Lesson plans and writing materials should be enhanced, well-kept	Local teachers should acquire the lesson content and learn the new delivery style that is more stimulating for	<p>Regular panel discussion to review the effectiveness of the program and materials</p> <p>Review on the</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>feel at ease to apply to language.</p> <p>The programme is going to focus on two aspects, providing language input with storytelling, which motivates students intrinsically, and encouraging language output, particularly in speaking. We want our students to enjoy the process of acquiring these language skills, rather than feeling drained and suffocated by pressure. It is important to help them have fun with the language and everything it entices, so that they will have the ability and desire to learn on their own.</p> <p>The introduction of the programme will promote an intrinsic motivation for students, sparking their interest to explore a foreign language. At this stage of learning, it is of utmost importance that students experience joy and curiosity towards learning. The programme can enrich the language environment and create opportunities for students to practice communicate language use in an informal and fun setting, offering contexts for authentic language acquisition.</p> <p>Through weekly storytelling sessions and interactive activities, students will become familiar with a range of text types and their corresponding reading strategies and contextual vocabulary. Equipped with reading comprehension strategies and dialogic reading techniques, students will find it less intimidating when they come across the challenges in their regular English lessons.</p> <p><u>Target levels</u> P.4-P.5 are chosen as target levels because students have just entered Key Stage 2 and need more help in transitioning. Transiting from P.3 to P.4 will be difficult for many students. Bridging is necessary if the interest in reading and literacy is to be kept alive. Before the students are exposed to advanced reading skills, the programme can enhance their reading motivation, habit and interest.</p>		<p>all year round</p> <p>Evaluation: all year round</p>	<p>for adaptations in future use.</p> <p>70 % of students involved show progress in the “reading aloud” part of the school’s speaking assessment.</p> <p>100 % of the teachers involved acquire the skills of conducting the storytelling activities</p> <p>80% of the involved teachers’ capacity will enhance in adapting and developing lesson plans, teaching materials.</p> <p>80% of the existing English teachers use the resource at P.4 – P.5 each year 2 activities infused into English teaching at P.4 – P.5</p> <p>2 sets of resource materials on reading and storytelling activities for P.4 – P.5</p>	<p>students, so that they can continue to carry out the programme.</p> <p>The lesson plans and resource materials will be compiled for future use.</p> <p>Review and adapt the lesson plans every school year to meet the needs of the current cohort and the curriculum.</p>	<p>effectiveness of the programme will be conducted.</p> <p>School internal speaking assessment</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><u>Integration of the story-telling into core curriculum</u> Acknowledging that our current school-based curriculum lacks variety in genres in the readers, we will discuss and collaborate with the instructor(s) to select suitable titles with appropriate themes on which to conduct the storytelling sessions. These titles should have linkage with other subjects and promote Reading across Curriculum.</p> <p><u>Expected qualifications and experience of the instructor(s)</u> The instructor(s) is/are expected to be a bachelor's degree holder, majoring in language studies and education. Native-English speakers with at least 5 year working experience with young language learners is preferred.</p> <p><u>Details of the story-telling activities</u> Story-telling activities will be conducted during the lunch reading sessions every Friday. Eight 45-minute sessions will be conducted for P.4 in 2018/2019 and P.5 in 2019/2020. A total of 16 sessions of storytelling and reading workshops will be conducted for our P.4-5 students during the project period.</p> <p>The selected texts used in the programme provide the context for authentic language use, situations in which students have to respond from points of view other than their own. They are also required to express opinions and thoughts regarding specific issues or events that happen in these contexts. Different from local English teachers, the instructors from an outside agency will only speak in English with the students, making it more natural for students to communicate in the second language.</p> <p><u>Collaboration among the instructor(s) and existing</u></p>			<p>will be developed. Students should show progress in the “reading aloud” part of the school’s speaking assessment.</p> <p>70 % of P.4 – P.5 students will improve their confidence and skills in expressing themselves in English.</p> <p>70% of P.4 – P.5 students use more English in daily communication.</p> <p>80 % of the existing teacher acquire and apply the skills of conducting the storytelling lessons in English teaching.</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>English teachers</u></p> <p>➤ <u>Co-planning</u> Co-planning meeting with the instructors will be conducted once a year to co-design the lessons. The focus will be the target on how to engage all students with various learner styles and ability. The instructor(s) and the existing English teachers will design the lesson content and rundown, the target language skills and the follow-up tasks.</p> <p>➤ <u>Co-teaching</u> The co-teaching will be conducted approximately half of the sessions. Given the scheduled co-planning sessions, we are confident that teachers should be able to participate in the co-teaching of the programme after a demonstration.</p> <p>➤ <u>Evaluation</u> Evaluation meeting among the local teachers and the panels will be conducted after every session. An evaluation session scheduled with the instructor(s) will be conducted at the end of the year to provide opportunities to further enhance the activities and materials to suit the needs of our students better. After every session, with panels and local teachers. There's another official one with the instructor every year. The atmosphere of the lessons, and responses of the teachers.</p> <p><u>Right to use the materials after the project</u> The school will have the right to use the lesson plans and resource materials after the contract period.</p>					