

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

School Name: **ST. BONAVENTURE CATHOLIC PRIMARY SCHOOL** (English)

Application No.: **C 063** (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 16

2. No. of approved classes in the 2018/19 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 2018/19 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)
PLPR/W Programme	P.1-P.3	Reading & Writing	NET Section, EDB
Development of Text Sets (DTS)	P.1-P.2	Literacy Programme	NET Section, EDB
Creative Box Programme 2018	P.5-P.6 Drama Team	Script Writing, Performance	The Absolutely Fabulous Theatre Connection (AFTEC)
Quality Education Fund Thematic Network (QTN) on English Language (Writing Module) (2018/2019)	P.4	Writing	CUHK

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

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"> <li>1. Reading materials available in the school library, English Reading Corner, English Room and RAZ Kids (online) facilitate students' independent reading.</li> <li>2. Teachers who are professionally trained and qualified possess a strong work ethic towards improving the curriculum.</li> <li>3. Teachers are regularly engaged in professional development workshops, peer observations and co-planning meetings to enhance the effectiveness of teaching and learning.</li> <li>4. The NET and ELTA provide an authentic language-rich environment in school through conducting English lessons and language activities.</li> <li>5. The principal is supportive and offers resources in curriculum development and on-going professional training.</li> </ol>	<ol style="list-style-type: none"> <li>1. Adjustment in the school timetable to provide a structured period for students to leisurely read e.g. Drop Everything And Read (DEAR time).</li> <li>2. With funding of school and grant of PEEGS, additional staff will be hired to create space for developing a reading programme.</li> <li>3. Explicit teaching of reading strategies helps students understand the reading texts.</li> </ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"> <li>1. A large percentage of Special Educational Needs (SEN) and low-ability students widens the achievement gap and adds extra challenges to both teaching and learning.</li> <li>2. Students lack vocabulary and reading strategies to decode reading texts and express themselves through writing.</li> <li>3. Upper primary students are weaker in reading comprehension as reflected in their internal &amp; external reading assessments and assignments.</li> <li>4. Teachers are accustomed to textbook teaching and lack the experience in teaching reading strategies using authentic texts with different text-types.</li> <li>5. Students lack the opportunities to use the English language beyond English and extra-curricular classes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tight teaching schedule affects teaching standards as well as teaching morale and student engagement.</li> <li>2. Great learner diversity among the classes within the same year level</li> <li>3. Parents' inadequate involvement and varied expectations create academic pressure on students and affect their performance.</li> <li>4. Limited parental support for English learning</li> </ol>

**(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.)**

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
1. Developing a Guided Reading Programme	<ul style="list-style-type: none"> <li>• To purchase teaching and learning materials</li> <li>• To hire teaching assistant</li> <li>• To procure professional service</li> </ul>	P.1-P.2
2. Improving the learning and teaching of reading and writing		P.3-P.4

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

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input 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 checked="" type="checkbox"/> Promote reading* <del>or literacy*</del> 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 <del>part-time*</del> 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"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p>

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

(More rows can be added, if needed.)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
Employing a full-time supply teacher to create space for the core team to promote reading across the curriculum (RaC) at Primary 4 and 5					
<p><b>Objectives:</b></p> <p>With inadequate exposure to ample of text-types, students often struggle with reading comprehension especially non-fiction texts as they generally lack vocabulary and appropriate reading skills or strategies to build background knowledge for making connections with the reading texts. The proposed RaC modules will enrich the existing curriculum at P.4 and P.5 with cross-curricular topics, language and content that are closely aligned with the core English curriculum and other Key Learning Areas (KLAs), like Visual Arts, General Studies.</p> <p>With the RaC programme, our school aims to:</p> <ul style="list-style-type: none"> <li>◆ broaden students’ knowledge base through reading a variety of text types;</li> <li>◆ acquire new reading skills/ strategies building upon the previous ones;</li> <li>◆ connect students’ life and learning experiences;</li> <li>◆ prepare students for smooth transition to secondary level; and</li> <li>◆ develop their reading habits and lifelong learning capabilities.</li> </ul> <p><b>Core team</b></p> <p>The core team will compose of English panel chair, 2 vice panel</p>	<p>P.4- P.5</p>	<p>Planning Sep 2019</p> <p>Pre-test (Reading benchmark) Sept 2019</p> <p><i>1<sup>st</sup> Term</i></p> <p>Co-planning/ Implementation/ Try-outs/ Lesson observations/ Evaluation Oct-Dec 2019</p> <p>Mid-term Evaluation</p>	<p><b>Curriculum:</b></p> <p>8 sets school-based RaC materials including teaching plans, worksheets, reading tasks and PowerPoint slides will be developed in total for P.4-P.5 covering 56 lessons per year.</p> <p>Each set will cover 2 resource packages with teaching and learning materials on readers of different levels of difficulties designed for more-able classes and less-able ones.</p>	<p>Teachers from the core team will pass on the knowledge and share experience to the other teachers in sharing sessions during subject panel meetings once per term</p> <p>They will become the mentors of other panel members for future implementation.</p> <p>The teaching plans and the teaching/ learning</p>	<p>Weekly core team meetings of each target level will be carried out.</p> <p>Try-outs (every module) by the core team and peer lesson observations will be arranged.</p> <p>Core team evaluation meetings will be carried out at the end of each term to monitor students’ progress and evaluate the RaC</p>

<sup>1</sup> The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

<sup>2</sup> Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

<sup>3</sup> Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

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<p>chairpersons, 2 level coordinators and 5 level teachers of P.4 and P.5. The English panel chair will take a leading role in monitoring the progress of the project.</p> <p>A supply teacher will be employed to release 2- 3 lessons from each core team member to allow sufficient time for planning, implementation and evaluation of the RaC programme. The teacher will tentatively take up approximately 26 lessons (40-minute English lessons of non-target level(s) and/or non-English lessons) per week as well as class teacher period and self-directed learning period.</p> <p><b><i>Their duties include:</i></b></p> <ul style="list-style-type: none"> <li>◆ revisiting the existing curriculum in each term;</li> <li>◆ co-planning once every week with core team members in each target level to design each RaC module and develop reading resources as well as review materials, strategies and contents for the modules conducted;</li> <li>◆ arranging try-out once per module;</li> <li>◆ conducting peer lesson observations at least once per term;</li> <li>◆ collecting data from students’ reading benchmark in pre-test and post-test as well as analyzing their performance to evaluate the effectiveness of the programme;</li> <li>◆ reviewing the effectiveness of the RaC programme and reading activities;</li> <li>◆ making adjustment to the teaching and learning materials after evaluation; and</li> <li>◆ running professional sharing sessions.</li> </ul> <p><b><u>RaC programme for Primary 4 and 5</u></b></p> <p>A school-based RaC programme that is thematically and</p>		<p>Jan 2020</p> <p><b><i>2<sup>nd</sup> Term</i></b></p> <p>Co-planning/ Implementation/ Try-outs/ Lesson observations/ Evaluation</p> <p>Feb-May 2020</p> <p>Final Evaluation</p> <p>Jun 2020</p> <p>Post –test (Reading benchmark)</p> <p>June 2019</p>	<p><b>Students’ performance:</b></p> <p>All P.4 and P.5 students will complete all the developed RaC materials during the project period.</p> <p>70% of P.4 and P.5 students will strengthen their confidence and improve their skills in reading.</p> <p>Reading benchmark/ formative assessment results of over 60% of students at P.4 and P.5 will improve by 10% in 1 year’s time.</p> <p><b>Professional development:</b></p> <p>All English teachers involved</p>	<p>resources will be saved to the school’s server and regularly modified for future use after the project period.</p> <p>The RaC programme will be integrated into the core English curriculum for future implementation.</p> <p>Videotaping of some lessons will be carried out for sharing.</p>	<p>programme.</p> <p>Modification of the programme will be made if necessary</p> <p>All meeting and evaluation records will be kept.</p> <p>Some lesson observations will be videotaped for evaluation.</p> <p>Students’ reading logs will be monitored.</p> <p>Pre-test and post-test of reading benchmark/ formative assessment results will be analysed to evaluate the</p>

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<p>linguistically linked to the core English Language curriculum and other KLAs will be constructed at P.4 and P.5. For each target level, there will be 4 RaC modules, with around 7 reading lessons allocated to each module. The selected readers, reading texts or multimodal texts of the modules will cover both fiction and non-fiction texts of a broad range of cross-curricular topics. Various reading skills/ strategies will be introduced in the RaC programme to enhance students' reading.</p> <p>Cross-curricular activities will be held to allow students to apply and consolidate knowledge and skills acquired in English lessons and other subjects.</p> <p><b>Focus on different themes, text types and KLAs:</b></p> <table border="1" data-bbox="129 798 1010 1476"> <thead> <tr> <th></th> <th><i>Theme</i></th> <th><i>Text types</i></th> <th><i>KLAs</i></th> </tr> </thead> <tbody> <tr> <td rowspan="4"><b>P.5</b></td> <td>Getting On With Others (Term 1: Module 1)</td> <td>Stories /Email /Letters, Questionnaires, Interviews</td> <td>General Studies</td> </tr> <tr> <td>People we admire (Term 1: Module 2)</td> <td>Autobiographies/ Biographies, Webpages</td> <td>General Studies, Music, Visual Arts</td> </tr> <tr> <td>DIY is Fun (Recycled materials) (Term 2: Module 3)</td> <td>Procedures, Explanation of how and why, Recipes</td> <td>General Studies, Visual Arts</td> </tr> <tr> <td>News and Events: Fighting Crime (Term 2: Module 4)</td> <td>Plays / Stories, Recounts/ Comics News reports</td> <td>General Studies</td> </tr> </tbody> </table>		<i>Theme</i>	<i>Text types</i>	<i>KLAs</i>	<b>P.5</b>	Getting On With Others (Term 1: Module 1)	Stories /Email /Letters, Questionnaires, Interviews	General Studies	People we admire (Term 1: Module 2)	Autobiographies/ Biographies, Webpages	General Studies, Music, Visual Arts	DIY is Fun (Recycled materials) (Term 2: Module 3)	Procedures, Explanation of how and why, Recipes	General Studies, Visual Arts	News and Events: Fighting Crime (Term 2: Module 4)	Plays / Stories, Recounts/ Comics News reports	General Studies			<p>will enrich their knowledge in the teaching of reading programme.</p> <p>All English teachers involved will apply appropriate teaching methods to promote RaC at Primary 4-6.</p>		<p>effectiveness of the programme.</p> <p>Teacher and Student questionnaires will be conducted to gauge their feedback of the programme at the end of the each term.</p> <p>The data gauged will be analysed for evaluating the effectiveness of the programme and future improvement.</p>
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<b>P.4</b>	Smart Shopping (Term 1: Module 1)	Expositions/ Advertisements, Stories, Product information	General Studies					
	The world around us (Term 1: Module 2)	Magazine articles, Children's encyclopedias	General Studies					
	Having Fun in Hong Kong (Term 2: Module 3)	Brochures/ Leaflets, Diaries, Itineraries	General Studies					
	A Balanced Diet (Term 2: Module 4)	Expositions, Informational reports, Food labels	General Studies					
<b>P.4</b>	<b>P.5</b>	<b>Text types</b>						
*		Brochures/ Leaflets						
*	*	Stories/ Plays/ Comics						
*	*	Recounts/ Diaries/ News Reports						
	*	Email / Letters						
	*	Autobiographies / Biographies						
*		Informational reports						
*		Food labels/ Product information						
	*	Recipes / Procedures						
*	*	Children's encyclopedias/ Webpages						
*		Itineraries						
*		Expositions/ Advertisements/ Magazine articles						
	*	Explanations of how and why						
	*	Interviews/ Questionnaires						

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<b>Reading skills/ strategies:</b>						
<b>Level</b>	<b>Reading skills/ strategies</b>					
P.4	<ul style="list-style-type: none"> <li>- skim and scan</li> <li>- work out the meaning of words and phrases by using knowledge of word formation</li> <li>- locate specific information by identifying key words</li> <li>- identify characters, setting and sequence of events in stories</li> <li>- make connections about the likely development of the text by identifying key words</li> <li>- follow ideas by recognising simple text structures and understanding the use of cohesive devices</li> <li>- organise information and ideas in texts by using knowledge of text structures and some graphic forms</li> </ul>					
P.5	<ul style="list-style-type: none"> <li>- scan a text by using strategies such as looking at headings and repeated phrases</li> <li>- work out the meaning of words and phrases by using knowledge of word formation</li> <li>- locate specific information by recognising simple text structures</li> <li>- make connections and predictions about the likely development of the text by identifying key words</li> <li>- infer information in a range of texts</li> <li>- interpret information and opinions in texts</li> <li>- organise information and ideas in texts by using knowledge of text structures and some graphic forms</li> </ul>					

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<p><b>Description of a sample reading module for P.4:</b></p> <p><b>English:</b> The World Around Us</p> <p><b>Vocabulary:</b> proper nouns e.g. animals, countries, measurement units, adjectives and adverbs for description</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To learning about comparatives and superlatives</li> <li>• To use adverbs and adverbs phrases to express time</li> <li>• To learn more about wonderful people and things around the world through magazine articles, children encyclopedias;</li> </ul> <p><b>Reading skills focus:</b></p> <ul style="list-style-type: none"> <li>- locate specific information by identifying key words</li> <li>- organise information and ideas in texts by using knowledge of text structures and some graphic forms</li> </ul> <p><b>General Studies:</b> The Wonderful World –Living on the Earth</p> <p><b>Mathematics:</b> Measurement, Diagrams and Graphs</p> <p><b>Text types</b></p> <table border="1" data-bbox="143 1038 987 1498"> <tr> <td data-bbox="143 1038 360 1390"><i>Children’s encyclopedias</i></td> <td data-bbox="360 1038 987 1390"> <p><u>Text features:</u> Heading, caption, label, diagram, bullets, photo/ picture, magnification, word in bold print/ italics/ coloured print, textbox</p> <p><u>Text structures:</u> description, cause and effect, compare and contrast</p> <p><u>Language:</u> Timeless present tense, generalized subjects</p> </td> </tr> <tr> <td data-bbox="143 1390 360 1498"><i>Magazine articles</i></td> <td data-bbox="360 1390 987 1498"> <p><u>Text features:</u> Heading, subheading, photo/picture, caption, word in bold print/ italics/ coloured print</p> </td> </tr> </table>	<i>Children’s encyclopedias</i>	<p><u>Text features:</u> Heading, caption, label, diagram, bullets, photo/ picture, magnification, word in bold print/ italics/ coloured print, textbox</p> <p><u>Text structures:</u> description, cause and effect, compare and contrast</p> <p><u>Language:</u> Timeless present tense, generalized subjects</p>	<i>Magazine articles</i>	<p><u>Text features:</u> Heading, subheading, photo/picture, caption, word in bold print/ italics/ coloured print</p>					
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<p><b>Pre-reading:</b></p> <ul style="list-style-type: none"> <li>- Introduce the background information of the module;</li> <li>- Activate students' schemata and arouse their interest;</li> <li>- Introduce target vocabulary and grammar items</li> <li>- Divide the class into different groups. Students will watch videos on specific type of Guinness World Records.</li> <li>- They will complete a learning task/ worksheet to record information in the videos. They will first discuss the information collected with their own group and then share with other groups during class. (<i>Jigsaw Classroom</i>)</li> </ul> <p>E.g. <i>Animals</i> –10 Animals with Guinness World Records  <a href="https://www.youtube.com/watch?v=l2-UkismRy0">https://www.youtube.com/watch?v=l2-UkismRy0</a></p> <p>; <i>Sports</i> –Farthest distance cycling underwater - Classics  <a href="https://www.youtube.com/watch?v=zDMwwLpfyNQ">https://www.youtube.com/watch?v=zDMwwLpfyNQ</a></p> <p><b>While-reading:</b></p> <p><i>More-able classes</i> (Magazine article, Children's encyclopedias)</p> <p><i>Less-able classes</i> (Stories, Children's encyclopedias – simple version)</p>									

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<ul style="list-style-type: none"> <li>- Introduce one text type to the class at each time</li> <li>-Explicitly teach and model how to use the target reading skill(s) in shared reading lesson in sample texts</li> <li>- Guide students to deduce special features of the target text type. e.g. photo/ picture, caption, label, diagram, bullets, word in bold print/ italics/ coloured print of children’s encyclopedias.</li> <li>-Analysis different text structures with the use of suitable graphic organisers e.g. Venn diagram for compare and contrast; 5-elements story plot diagram for stories.</li> <li>-Students will then apply or practise the reading skills in guided reading lesson through reading activities / tasks.</li> </ul> <p><b>Post-reading:</b></p> <ul style="list-style-type: none"> <li>- Online RAZ Kids (online): to facilitate students’ independent reading with follow-up quizzes or tasks e.g. book report, sharing.</li> </ul> <p><b>Final task:</b></p> <p>Create a new challenge or break an old record of Guinness World Records for the school to join and give a presentation about the ideas Of the design.</p>					
Level	<b>Cross-curricular activities</b>				
P.5	<p><b>Little Campus Anchors</b></p> <p><i>Module: News and Events: Fighting Crime</i></p> <p>To consolidate and extend students’ learning, they will work in groups and give a presentation for a live school events report in class. Some good practices will be invited to share in morning assemblies or broadcast in</p>				

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Campus TV. Students with good performance will become little anchors to report school events.					
<b>P.4</b> <b>Design a leaflet</b> <i>Module: A Balanced Diet</i> Inter-class pamphlet design competition on Delicious Healthy Lunchbox in My School will be organised to promote healthy eating habits in school.  Students will work with their group members to design a leaflet taking into consideration the nutrition value of the food and drinks for children growth and healthy. Principal and teachers will vote for the best design. The good work will be displayed around school campus/ classrooms.					