

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

School Name: S.R.B.C.E.P.S.A. Lee Yat Ngok Memorial School (English)

Application No.: B 040 (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 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	5	4	4	4	25

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)
Writing Scheme	P.4	Integration of Fun Writing and Key Integration Programme (KIP)	NET Section, EDB
PLPR-W	P.1-P.3	Reading and Writing	NET Section, EDB
KIP	P.4-P.6	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. After launching PLPR-W and KIP, students performed better in TSA.2. The PLP-W and KIP programmes are well-received.	<ol style="list-style-type: none">1. Students have benefited from PLPR-W and KIP.2. Students enjoy their Guided Reading Lessons.3. The Drama Club was established in September 2017.
Weaknesses	Threats
<ol style="list-style-type: none">1. Many students still perform below average in TSA and exhibit difficulties with English. Their listening and speaking skills are still poor as they seldom use the language for communicative purpose.2. Most students come from a low socio-economic background. Their family cannot offer them additional resources for English learning.3. 30% of our students are either SEN or less able.4. Teachers have no experience of teaching drama or acting.	Many students' performance in English TSA is still below average and measures are needed to enhance their motivation.

(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
1. Refinement of school's English Language curriculum	1. Employing a full-time supply teacher to create space for the core team members to establish KIP	P.4-P.5
2. Acquisition of teaching resources	2. Purchasing sets of reading books of different text types for Guided Reading lesson	P.4-P.6

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

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

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

(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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
(1) To employ a part-time teacher who is proficient in English for providing students with more opportunities to use English in authentic context through introducing the Play to Learn Programme at P.2-P.3					
<p>Implementation details of (1)</p> <ul style="list-style-type: none"> ● A teacher with native English-speaking competence will work at school two days a week (48 days a year), helping existing P.2 and P.3 English teachers develop fun in-class thematic activities to encourage authentic use of language. ● He/She is required to have experience in conducting fun language activities for students. His/Her daily duties will be as follows: <ul style="list-style-type: none"> ✧ co-planning with teachers (weekly meetings with level teachers); ✧ co-teaching P.2 and P.3 classes with existing teachers (8 lessons per week); ✧ supporting the existing teachers in developing teaching materials and handouts; ✧ conducting language activities for students during breaks; and ✧ delivering after-school English Ambassadors training – 1 day for P.3-P.4 and 1 day for P.5-P.6. 	<p>P.2-P.3 Play to Learn program</p> <p>P.3-P.6 English Room Activities</p>	<p>Play to Learn program</p> <p>2018/2019</p> <p>P.2 Throughout the year</p> <p><i>Co-planning</i></p> <p>Sept 2018 – May 2019</p> <p><i>Co-teaching</i></p> <p>Sept 2018 – May 2019</p> <p><i>Evaluation</i></p> <p>June 2019</p> <p>2019/2020</p> <p>P.3 Throughout the year</p> <p><i>Co-planning</i></p> <p>Sept 2019 – May 2020</p>	<p>6 sets of Play to Learn resources pack including lesson plans and learning materials will be developed for each level. Each pack will cover a total of 24 lessons.</p> <p>2 English Ambassador training packs (P.3-P.4, P.5-P.6) covering a total of 48 sessions will be developed.</p> <p>70% of the students involved will be interested in the activities and demonstrate better confidence in using English in class.</p> <p>50% of the students of the target levels will make improvements in</p>	<p>All the teaching resources will be saved and reused in the future.</p> <p>One to two teachers will remain teaching in the same levels to disseminate the practice in the following year.</p> <p>P.2 and P.3 teachers will conduct a professional sharing workshop at the end of the second term. 4 lessons will be video-taped for discussion in the workshop.</p>	<p>Teaching materials and lesson recordings will be inspected.</p> <p>English Panels will observe the lessons once for each unit to evaluate the effectiveness of the programme.</p> <p>Both internal and external speaking assessment results will be analysed.</p> <p>Teacher and student survey</p>

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<p><u>The Play to Learn Programme</u></p> <ul style="list-style-type: none"> ● Objectives To provide students with opportunities to: <ul style="list-style-type: none"> ✧ learn English through multisensory experience; ✧ encourage authentic application of newly-learnt grammar and vocabulary items; and ✧ improve students' communication skills. ● Fun games and activities thematically and linguistically linked to the textbook units will be designed. ● There will be 6 modules in a year and each will last for 4 weeks. ● Tentative modules are as follows: <p>P.2</p> <p><i>Places at school (Unit 1 Longman Elect)</i></p> <table border="1" data-bbox="103 1018 792 1468"> <thead> <tr> <th colspan="2" data-bbox="103 1018 792 1066"><i>Target Language items</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="103 1066 282 1241">Vocabulary</td> <td data-bbox="282 1066 792 1241"> <ul style="list-style-type: none"> - Proper nouns referring to places and people - Adjectives describing people and objects </td> </tr> <tr> <td data-bbox="103 1241 282 1468">Grammar</td> <td data-bbox="282 1241 792 1468"> <ul style="list-style-type: none"> - Prepositions of places - Present continuous tense describing ongoing actions - Interrogative “where” for asking about locations </td> </tr> </tbody> </table>	<i>Target Language items</i>		Vocabulary	<ul style="list-style-type: none"> - Proper nouns referring to places and people - Adjectives describing people and objects 	Grammar	<ul style="list-style-type: none"> - Prepositions of places - Present continuous tense describing ongoing actions - Interrogative “where” for asking about locations 		<p><i>Co-teaching</i> Sept 2019 – May 2020</p> <p><i>Evaluation</i> June 2020</p> <p>English Ambassador programme</p> <p>Throughout the year</p>	<p>speaking as evidenced by formative and summative assessment results.</p> <p>80% of the teachers involved will find the lessons stimulating and useful in motivating students.</p> <p>70% of the teachers involved will develop better techniques in conducting language activities both inside and outside class time.</p>		
<i>Target Language items</i>											
Vocabulary	<ul style="list-style-type: none"> - Proper nouns referring to places and people - Adjectives describing people and objects 										
Grammar	<ul style="list-style-type: none"> - Prepositions of places - Present continuous tense describing ongoing actions - Interrogative “where” for asking about locations 										

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	<ul style="list-style-type: none"> - Punctuations - Pronouns - General determiners showing quantities 					
<i>Play to Learn Programme</i>						
Activity	<p>Orienteering</p> <ul style="list-style-type: none"> ✧ Teachers set up the school with 8 checkpoints in a circuit format. ✧ Students are put in teams of 5. They are given a school floor plan, checkpoint card and an instruction for locating the next station. ✧ To know where to go next, teams should complete the challenge at each checkpoint by applying newly-acquired vocabulary and grammar knowledge into practice. ✧ The team which completes all missions and gets to the finishing station first wins the game. <p>Sample missions:</p> <ul style="list-style-type: none"> ✧ Finding 5 <i>punctuation</i> mistakes in a poster at the main gate ✧ Identifying a person in a picture on the notice board in the tuck shop after studying descriptions about him/her (with <i>adjectives</i> about his/her looks and <i>present</i> 					

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	<p><i>continuous</i> tense about his/her action)</p> <ul style="list-style-type: none"> ✧ Pairing noun and pronoun cards in the music room ✧ Telling the quantity of books on a specific shelf in the library using determiners 					
<i>Please be good! (Unit 2 Longman Elect)</i>						
Target Language items						
Vocabulary	- Proper and improper behaviours at school					
Grammar	- Present tense - Imperatives - Possessive adjectives					
Play to Learn Programme						
Activity	<p>The teacher says</p> <ul style="list-style-type: none"> - The game is an adaptation of <i>Simon Says</i>. - The teacher issues instructions to students using the target language. - Players are eliminated from the game by either following instructions that are not immediately preceded by the phrase, or by failing to follow an instruction which does include the phrase “The teacher says”. 					

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<ul style="list-style-type: none"> - Students write instructions and take turns to be the teacher giving instructions. <p>Sample instructions:</p> <ul style="list-style-type: none"> ✧ Put your bag under the desk. ✧ Sit still. ✧ Turn to your neighbor and tap his/her shoulder. 						
<p>P.3</p> <p><i>Now and then (Unit 3 Longman Elect)</i></p> <p><i>Fun activities (Unit 6 Longman Elect)</i></p>						
Target Language items						
Vocabulary	<ul style="list-style-type: none"> - Words and phrases related to time - Pop culture - Leisure activities 					
Grammar	<ul style="list-style-type: none"> - Present and past tenses - Adjectives and adjective phrases - Adverbs or adverb phrases for expressing time - Prepositions and prepositional phrases indicating time and places 					
Play to Learn Programme						
Activity #1	<p>Spot the differences quiz</p> <ul style="list-style-type: none"> - Sets of images about recreational activities now and then are shown 					

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<p>to students, for example, wooden traditional spinning tops with strings and new ones with launcher beyblade.</p> <ul style="list-style-type: none"> - The class is divided into halves. Each group should produce as many sentences about their differences as possible using the target vocabulary and grammar items. <p><i>e.g. In the past, spinning tops were big.</i> <i>People play with small spinning tops now.</i></p>					
<p>Activity #2 Board game design – Snakes and ladders</p> <ul style="list-style-type: none"> - Students get into groups of 5 and design a board game of snakes and ladders focusing on the development of one recreational activity. - They should collect information and write 10 sentences about the activity (5 about the history and 5 about current trends) in the gridded squares using target structures and vocabulary items. <p>Sample sentences for a board game about yoyo:</p> <p>◇ <i>Chinese made the first yoyo.</i></p>					

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<div data-bbox="286 256 792 730" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> ✧ <i>Only rich people played yoyo many years ago.</i> ✧ <i>People still enjoy playing yoyo nowadays.</i> - Groups swap games in class. Only those who can read aloud the sentences in the gridded squares correctly can row the dice and move his/her game piece. - The player who reaches the finishing point wins the game. </div> <ul style="list-style-type: none"> ● Collaboration with subject teachers <ul style="list-style-type: none"> - The subject teachers and additional teacher will contribute to weekly co-planning meetings. - The LETs will co-teach at least 50% of the lessons and try out the newly-developed materials in class. - Panel chairs will conduct lesson observation at least once per unit for each level and detailed feedback will be provided to LETs for further improvements. - Lessons will be videotaped for professional sharing. - Evaluation meetings will be conducted after each module for further refinement and modification. - NET will give advice on the lessons and recycle target structures in her writing lessons. 					

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<p><u>Lunchtime and after-school activities</u></p> <ul style="list-style-type: none"> ● The additional teacher will also conduct language activities such as chit-chat and board game sessions at the English Room for students during lunch break 2 times a week. ● Two LETs and the additional teacher will also be responsible for delivering the English ambassador programme after school. 45-minute after-school training sessions will be organized weekly to train up the English ambassadors (1 day for P.3-P.4 and 1 day for P.5-P.6). Public speaking, leadership and skills in organising whole-school language activities such as English Day will be the core elements of the training. 					
(2) To procure professional services for conducting a drama workshop to enrich the English environment at P.3-P.6					
<p>Implementation details of (2)</p> <ul style="list-style-type: none"> ● A drama teacher with relevant experience will be hired. He/She will be responsible for co-delivering a drama programme for 18 P.3 - P.6 students with LETs. (According to the regulation of the Hong Kong School Drama Festival, not more than 18 students can perform in the play.) ● An audition will be held at the beginning of the school years to select the participating students. Those with talents and interest will be invited to attend. ● Weekly 1.5-hour sessions will be conducted for preparing students for Hong Kong School Drama Festival 2019 and 2020 and the following 	P.3-P.6	2018/2019 Co-planning Sept 2018 – May 2019 Drama Course Sept 2018 – June 2019 Evaluation Mar 2019 June 2019	A drama teaching pack with lesson plans, teaching and learning materials will be developed. 80% of the participating students will enjoy the programme. 50% of the participating students will improve their skills and confidence in speaking English as evidenced by	All the teaching resources will be saved and reused in the future. The end-of-term performance will be recorded for professional sharing.	Teaching materials and performance recording will be inspected. English Panels will observe the lessons to evaluate the effectiveness of the programme. Both internal and external speaking assessment results will be analysed.

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<p>elements will be covered:</p> <ul style="list-style-type: none"> ✧ Vocal variety ✧ Script reading ✧ Blocking ✧ Acting ✧ Backstage (Props, costumes, lighting and sounds) ✧ Directing <ul style="list-style-type: none"> ● Existing teachers and the drama teacher will work closely with each other through <ul style="list-style-type: none"> - co-planning meetings (once every two months); and - co-teaching the class. ● An end-of-term performance will be staged and students will their share learning outcomes with their peers. 		<p>2019/2020</p> <p>Co-planning Sept 2019 – May 2020</p> <p>Drama Course Sept 2019 – June 2020</p> <p>Evaluation Mar 2020 June 2020</p>	<p>formative and summative assessment results.</p> <p>100% of English teachers involved will be more confident in delivering drama training programmes.</p>		<p>Teacher and student survey</p>