

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

**School Name:** Wong Tai Sin Catholic Primary School (English)

**Application No.:** B 070 (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   | 4   | 4   | 4   | 4   | 24    |

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/<br>support service | Grade level | Focus(es) of programme/project/<br>support service | External support (if any) |
|---|-------------|--|---------------------------|
| PLP-R/W                                       | P.1-P.3     | Reading and writing                                | NET Section, EDB          |

**(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. A solid PLP-R/W programme is in place with KS1 pupils reading and writing frequently and enthusiastically.</li><li>2. Collaborative practices such as co-planning and co-teaching are adopted for PLP-R/W programme. Most English teachers have been involved in the programme and are familiar with the skills of running the reading and writing workshops for KS1 students.</li><li>3. Teacher's retention rate is high and most are experienced teachers. They are familiar with the pupils' backgrounds and the school culture.</li></ol> | <ol style="list-style-type: none"><li>1. Many school activities are conducted in English - exposure to and usage of language are maximized through a variety of activities such as Thursday Morning Assembly, Thursday Morning Activities, Spelling Games, etc.</li><li>2. The collaborative co-planning and co-teaching model has been extended to KS2.</li></ol> |
| <b>Weaknesses</b>   | <b>Threats</b>   |
| <ol style="list-style-type: none"><li>1. Most students have limited parental support because of their low socioeconomic status. Most of their parents are immigrants from mainland China with limited English proficiency. Some of them are not even Hong Kong residents, so students are supervised by their grandparents, who possess little knowledge of English.</li><li>2. A wide range of learner diversity is found in upper primary levels and more supportive materials are needed.</li></ol>  | <ol style="list-style-type: none"><li>1. Manpower to implement co-teaching and cater for the wide range of learner diversity is inadequate.</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> |
|---|--|--------------------|
| Enhance the reading workshop in Key Stage 2 | Employ a full-time supply teacher to release target level English teachers, so that they can refine the curriculum in reading (KS2). | P.4-6              |

**(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><br/>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>   | <p><b>Proposed usage(s) of the Grant</b><br/>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>   | <p><b>Time scale</b><br/>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>            | <p><b>Grade level</b><br/>(Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>   |
|---|---|--|--|
| <p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> <li>- conducting more English language activities*; and/or</li> <li>- developing more quality English language learning resources for students*</li> </ul> <p>(*Please delete as appropriate)</p> <p><input checked="" type="checkbox"/> Promote <del>reading</del>* 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”<br/>(*Please delete as appropriate)</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 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”</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 checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* <del>or part-time*</del> teacher<br/>(*Please delete as appropriate)</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant<br/>(*Please delete as appropriate)</p> <p><input type="checkbox"/> Procure service for conducting English language activities</p> | <p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input type="checkbox"/> 2019/20 school year</p> | <p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input 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> <p>_____</p> <p>_____</p> <p>_____</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 (preferably measurable)  | Sustainability   | Methods of progress-monitoring and evaluation   |
|--|-------------|--|--|--|---|
| (1) Employing a qualified full-time supply teacher to create space for the core team members to promote literacy across the curriculum (LaC) in respect of the updated English language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” for P.5 and P.6   |             |  |  |  |   |
| <p><b>Implementation details of (1)</b></p> <ul style="list-style-type: none"> <li>A full-time supply teacher is to be hired to release the core team teachers for developing the school-based LaC programme at P.5 to P.6. The proposed programme aims to: <ul style="list-style-type: none"> <li>provide students with the opportunities to read and write different text types; as well as</li> <li>equip teachers with the strategies to promote literacy across the curriculum.</li> </ul> </li> </ul> <p><b><u>The core team</u></b></p> <ul style="list-style-type: none"> <li>There are 8 members in the core team consisting of 2 project leaders and 2 subject teachers of each level. 5 lessons will be released for each project leader and 2 lessons will be released for each level teacher per week. <ul style="list-style-type: none"> <li>P.5 <ul style="list-style-type: none"> <li>2 project leaders x 5 lessons =10 lessons</li> <li>2 subject teachers x 2 lessons = 4 lessons</li> </ul> </li> <li>P.6 <ul style="list-style-type: none"> <li>2 project leaders x 5 lessons =10 lessons</li> <li>2 subject teachers x 2 lessons = 4 lessons</li> </ul> </li> </ul> </li> <li>The supply English teacher will teach 28 lessons per week. He/She will take up the core team teachers’ lessons such as General Studies and remedial classes.</li> </ul> | P.5 - P.6   | 2018/2019<br>Co-planning sessions will be conducted <b>once a week in the first term</b> and <b>once every two weeks in the second term</b> .<br><br>Mid-term evaluation will be conducted in <b>January</b> and <b>final evaluation</b> in <b>July 2019</b> .<br><br>Materials will be tried out in | School-based LaC pack, with 6 sets of quality English language learning and teaching resources including PowerPoint slides, lesson plans and teaching materials covering a total of 18 lessons will be developed per level.<br><br>All teachers in the core team will acquire effective strategies on how to promote literacy across the curriculum.<br><br>70% of students at P.5-P.6 will show good understanding of the target text types as evidenced by formative and | The core team teachers will be involved in the development of the P.4 writing curriculum in the coming year.<br><br>The learning and teaching resources developed will be used continuously. They will be reviewed and updated after the project for future use.<br><br>At least two lessons per level will be video-taped for | All records of co-planning meetings will be kept for reference.<br><br>Evaluation will be conducted in each meeting.<br><br>Lesson observation will be carried out and video-taped.<br><br>Students’ work will be analyzed and assessed. Students’ good work will be kept and displayed around the school campus.<br><br>Formative and summative assessment results |

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|--|-------------|---|---|--|---|
| <ul style="list-style-type: none"> <li>● The core team teachers will teach the 2 target levels for trying out the newly-developed materials in class.</li> <li>● <i>Duties of each project leader</i> <ul style="list-style-type: none"> <li>➤ chairing co-planning meetings</li> <li>➤ preparing and inspecting teaching materials and lesson plans</li> <li>➤ co-delivering writing workshops with level teachers (12 lessons per year per class)</li> <li>➤ reviewing strengths and weaknesses of students' performance during co-teaching lessons and giving suggestions on how to improve teaching and learning effectiveness and assessment strategies</li> <li>➤ adjusting the teaching strategies after the co-teaching sessions</li> <li>➤ applying the adjusted teaching strategies in the other P.5 and P.6 classes</li> <li>➤ documenting implementation progress and results</li> <li>➤ gathering and publishing good work</li> </ul> </li> <li>● <i>Duties of each subject teacher</i> <ul style="list-style-type: none"> <li>➤ co-teaching 12 LaC lessons with the core team teachers</li> <li>➤ trying out the LaC materials in 6 lessons per year</li> <li>➤ co-preparing the teaching materials and lesson plans with the core team</li> <li>➤ contributing to co-planning meetings</li> <li>➤ adjusting teaching strategies after the co-teaching sessions</li> </ul> </li> </ul> |             | <p><b>October, November, December 2018</b> as well as <b>March, April and May 2019.</b></p> | <p>summative assessment results.</p>                                      | <p>sharing in English meetings.</p> <p>Good writings will be gathered and printed in booklets for sharing.</p> | <p>will be analysed.</p>                      |

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| <ul style="list-style-type: none"> <li>➤ gathering and publishing good students' writing</li> <li>● <i>Evaluation</i> <ul style="list-style-type: none"> <li>➤ Peer lesson observation will be conducted among the core team once per term. Other level teachers are welcomed to observe the lesson.</li> <li>➤ The core team will observe LaC lessons conducted by subject teachers at least once per level per term. Feedback will be provided for improving the effectiveness of the programme.</li> <li>➤ An end-of-the-term meeting will be held to evaluate students' progress and implementation of the programme. Results can be used as reference for future planning.</li> </ul> </li> </ul> <p><b><u>The LaC Curriculum</u></b></p> <p><b>P.5</b></p> <ul style="list-style-type: none"> <li>● Theme: Appreciate Ourselves</li> <li>● Target text-types: <i>letters, picture descriptions, stories, diaries, news reports and articles</i></li> <li>● Target reading skills: <ul style="list-style-type: none"> <li>➤ Understanding the structures and language features of different text types</li> <li>➤ Understanding main ideas</li> <li>➤ Making inferences</li> <li>➤ Acquiring thematic vocabulary</li> </ul> </li> <li>● Target writing skills:</li> </ul> |             |                          |  |                |   |

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|---|-------------|--------------------------|--|----------------|---|
| <ul style="list-style-type: none"> <li>➤ Gathering and sharing information and ideas by using strategies such as brainstorming, questioning and interviewing</li> <li>➤ Planning and organising information, and express own ideas and feelings by identifying purpose and audience for a writing task and deciding on the sequence of content</li> <li>➤ Using appropriate formats, visual elements, conventions and language features when writing/creating a variety of text types</li> <li>➤ Using suitable tenses and cohesive devices in writing</li> </ul> <p><b>P.6</b></p> <ul style="list-style-type: none"> <li>● Theme: Appreciate Ourselves</li> <li>● Target text-types: <i>personal recounts, picture descriptions, letters, expositions</i></li> <li>● Target reading skills: <ul style="list-style-type: none"> <li>➤ Understanding the structures and language features of different text types</li> <li>➤ Predict the likely development</li> <li>➤ Understanding writers' feelings and opinions</li> <li>➤ Connecting their personal experience with one's reading</li> <li>➤ Acquiring thematic vocabulary</li> </ul> </li> <li>● Target writing skills: <ul style="list-style-type: none"> <li>➤ Gathering and sharing information and ideas by using strategies such as brainstorming, questioning and interviewing</li> <li>➤ Planning and organising information, and express</li> </ul> </li> </ul> |             |                          |  |                |   |

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|--|-------------|--------------------------|--|----------------|---|
| <p>own ideas and feelings by identifying purpose and audience for a writing task and deciding on the sequence of content</p> <ul style="list-style-type: none"> <li>➤ Using appropriate formats, visual elements, conventions and language features when writing/creating a variety of text types</li> <li>➤ Writing paragraphs which develop main ideas</li> <li>➤ Using suitable tenses and cohesive devices in writing</li> <li>➤ Drafting, revising and editing written texts with teacher and peer support</li> </ul> <p><b><u>Reading and Writing Activities</u></b></p> <ul style="list-style-type: none"> <li>● Reading materials with different text types (P.5 – letters, picture descriptions, stories, diaries, news reports and articles, P.6 - personal recounts, picture descriptions, letters and expositions) and levels (core, extended and challenge) about the theme ‘Appreciate Ourselves’ will be provided for the students of different ability levels. Different levels of questioning such as understanding questions, analysing questions, referencing questions, making inference questions, skimming questions and scanning questions will be designed and timely feedback will be given to students according to their language proficiency. Teachers will help promote able and less able students to practise effective strategies in reading together when they are reading texts at their reading level.</li> <li>● Writing activities are designed to maximise the benefits gained from reading. They provide students with the opportunities to write texts about a wide range of topics and for various skills such as recounting, describing, explaining, summarising, comparing and contrasting. Teachers will design an array of writing activities for both</li> </ul> |             |                          |  |                |   |



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|---|-------------|--|--|---|--|
| <p>levels:</p> <ul style="list-style-type: none"> <li>➤ pre-writing: thematic reading, target text analysis, discussions, graphic organisers, video viewing</li> <li>➤ while writing: individual/group writing tasks</li> <li>➤ post writing: re-reading, self-editing and sharing</li> </ul> <p>They not only require learners to borrow or integrate ideas from the reading input, but also allow them to use the vocabulary, communicative functions and text features they have learnt from related reading materials. Good writings will be gathered and published in booklets as encouragement.</p> <ul style="list-style-type: none"> <li>● Cooperative learning activities will be designed by teachers to reinforce students’ learning. Peer reading, discussions on language features of target text types and group writing will be designed to enhance students’ learning and cater for learning diversity.</li> <li>● Teachers of other subjects such as Religious Studies and General Studies will provide content support and give suggestions on activities.</li> </ul> |             |  |  |   |  |
| (2) Purchasing printed readers to promote literacy across the curriculum (LaC) in respect of the updated English language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” for P.5 and P.6  |             |  |  |   |  |
| <p>Implementation details of (2)</p> <ul style="list-style-type: none"> <li>● 12 titles containing target text types will be purchased for each level for the implementation of the school-based LaC programme. Book rotation will be conducted for maximizing students’ exposure to a variety of text types.</li> <li>● Two levels of the same text types will be purchased for students. Teachers will assign printed readers to students according to their ability levels. Less able</li> </ul>   | P.5 - P.6   | 2018/2019<br>Contacts with publishers<br>May 2018<br><br>Purchase books<br>Sept 2018 | <p>All P.5 and P.6 students will complete the 12 titles.</p> <p>All P.5 and P.6 teachers will make use of the class sets and newly-developed</p> | <p>The readers will be used continuously.</p> | <p>Inspection of students’ work</p> <p>Inspection of circulation records</p> <p>Lesson observation</p> |

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|---|-------------|--------------------------|--|----------------|---|
| <p>students will read simplified readers while able students will be given more challenging ones.</p> <ul style="list-style-type: none"> <li>● Books will be purchased after proper procurement exercises.</li> </ul> |             |                          | <p>materials for promotion of literacy across the curriculum.</p>                  |                |   |