

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

School Name: Hong Kong and Macau Lutheran Church Ming Tao Primary School (English)

Application No.: C116 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 19

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)
Integrated English Language Programme (IELP)	P.1 – P. 3	School-based curriculum development	The Hong Kong Council of Early Education and Services (CECES)
Learning to Learning English Language Programme (LLELP)	P.4 – P. 6	School-based curriculum development	The Hong Kong Council of Early Education and Services (CECES)

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Based on the Integrated English Language Programme (IELP) and Learning to Learning English Language Programme (LLELP) of The Hong Kong Council of Early Education and Services (CECES), the school-based English curriculum has been developed. The curriculum had been revised and updated from time to time. Most teachers are experienced and professional in implementing and developing the school-based materials.2. Co-planning culture has been established to develop teachers' co-planning culture.	<ol style="list-style-type: none">1. A learning community is developed among the English teachers. Teachers are proactive and keep abreast of the current educational trends.2. The PEEGS facilitates the development of the school-based English Language curriculum development.3. Text book series will be used for the core English Language curriculum in P.1 and P.4 in 2019/2020.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students are consistently weak and passive in communicating in English. They do not have the confidence in using English for communication.2. Great learner diversity exists among students.	<ol style="list-style-type: none">1. Extra effort is needed to incorporate the new text book series into the core English Language curriculum.

(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
Development of the KS1 Phonic Programme and the KS2 Enhancement Programme	Employing a supply 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

<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 type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><i>(*Please delete as appropriate)</i></p> <p><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></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 type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* 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 checked="" 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 (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
Employing a full-time supply teacher to create space for the core team members to cater for learner diversity with equal emphasis on more able and less able students at P.4 - P.6 through refining the school-based reading curriculum					
<p>Objectives With the new text book series, the school-based reading curriculum will be refined. Strategies to cater for the needs of students with different learning styles and abilities will be incorporated into the learning and teaching activities. Graded materials and differentiated instruction will be adopted to address students' various needs. Thus, a supply teacher will be hired to release the core team members for refining the school-based reading curriculum at P.4 to P.6.</p> <p>Core team</p> <p>❖ Composition</p> <p>Led by the English Panel Chair, a core team consists of 5 English teachers will be responsible for the development and implementation of the above proposed initiative. A full-time supply teacher is to be hired to create room for the core team to refine P.4 to P.6 reading curriculum. The supply teacher will teach about 28 lessons weekly to free up space for 5 core team members.</p> <p>❖ Duties</p> <p>The core team member will:</p> <ul style="list-style-type: none"> - conduct curriculum review; - conduct co-planning meetings with other core team members biweekly; - conduct co-planning meetings with level teachers once 	P.4 – P.6	<p>Sept 2019 – Jun 2020</p> <p>Co-planning Developing learning and teaching resources Try out Lesson observation Evaluation</p> <p>Jul 2020</p> <p>Sharing</p> <p>Aug 2020</p> <p>Refinement of the materials developed</p>	<p>4 teaching resource packs will be developed per level at P.4 to P.6. Each resource pack covers 12 lessons. A total of 12 packs will be developed.</p> <p>70% of P.4 to P.6 students have 5% improvement in reading assessment results.</p> <p>100% of English Language teachers involved will acquire the skills in catering for learners' diversity.</p> <p>100% of English Language teachers involved will apply the skills in catering for learners' diversity in their teaching at P.4 to P.6.</p>	<p>All the learning and teaching resources developed will be kept properly for future use. They will be reviewed and refined regularly.</p> <p>Sample lessons will be videotaped for sharing.</p> <p>Sharing sessions will be conducted.</p>	<p>Students' reading assessments will be analyzed to keep track of their progress.</p> <p>Lesson observations will be conducted.</p> <p>Evaluation meeting will be conducted.</p> <p>Meeting records will be kept for future reference.</p>

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<p>a fortnight;</p> <ul style="list-style-type: none"> - develop the learning and teaching resources; - try out the newly developed materials; - conduct peer lesson observations once per module; - conduct evaluation meeting and refine the resources developed; and - conduct sharing session once per term. <p><u>Implementation of the school-based reading curriculum</u></p> <p>❖ Proposed reading skills to be covered</p> <table border="1" data-bbox="188 695 922 1471"> <thead> <tr> <th></th> <th><i>Core</i></th> <th><i>Extended</i></th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td> <ul style="list-style-type: none"> • Predict the likely development of a topic by using personal experiences • Read written language in meaningful chunks • Recognise the format and language features of a variety of text types • Recognise the presentation of ideas through headings, spacing, italics, bold print and punctuation • Scan a text to locate specific information • Skim a text to obtain a general </td> <td> <ul style="list-style-type: none"> • Predict the likely development of a topic by recognising key words and using personal experiences • Recognise recurrent patterns in language structure </td> </tr> </tbody> </table>		<i>Core</i>	<i>Extended</i>	P.4	<ul style="list-style-type: none"> • Predict the likely development of a topic by using personal experiences • Read written language in meaningful chunks • Recognise the format and language features of a variety of text types • Recognise the presentation of ideas through headings, spacing, italics, bold print and punctuation • Scan a text to locate specific information • Skim a text to obtain a general 	<ul style="list-style-type: none"> • Predict the likely development of a topic by recognising key words and using personal experiences • Recognise recurrent patterns in language structure 				
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	impression						
P.5	<ul style="list-style-type: none"> Identify details that support the gist or main ideas Predict the likely development of a topic by recognising key words, using personal experiences Read written language in meaningful chunks Recognise the format and language features of a variety of text types Scan a text to locate specific information Skim a text to obtain the gist or main ideas Understand the information provided on the book cover Work out the meaning of an unknown expression by using visual clues 	<ul style="list-style-type: none"> Use known parts of words or word association to work out the meaning of unknown words Work out the meaning of an unknown word or expression by using contextual clues 					
P.6	<ul style="list-style-type: none"> Identify details that support the gist or main ideas Predict the likely development of a topic by recognising key 	<ul style="list-style-type: none"> Understand intention and feelings 					

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	<p>words, using personal experiences</p> <ul style="list-style-type: none"> • Read written language in meaningful chunks • Recognise recurrent patterns in language structure • Recognise the format and language features of a variety of text types • Scan a text to locate specific information • Skim a text to obtain a general impression and the gist or main ideas • Understand the connection between ideas by identifying cohesive devices • Recognise recurrent patterns in language structure, such as word structure and sentence 	<p>conveyed in a text by recognising features such as the choice and use of language</p>												
❖ Tentative unit to be covered														
	<table border="1"> <thead> <tr> <th>Level</th> <th>Term</th> <th>Unit</th> </tr> </thead> <tbody> <tr> <td rowspan="2">P.4</td> <td>1st</td> <td>Amazing friendships Time to Celebrate!</td> </tr> <tr> <td>2nd</td> <td>Ready for the Party Stay Fit</td> </tr> </tbody> </table>	Level	Term	Unit	P.4	1 st	Amazing friendships Time to Celebrate!	2 nd	Ready for the Party Stay Fit					
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P.5	1 st	Exploring Hong Kong					
		Dream Big					
2 nd	Colourful Customs						
	A Bright Future						
P.6	1 st	The Land of Kangaroo					
		Protect them					
2 nd	Get Well Soon!						
	Friends for life						
<p><u>Strategies to cater for learner diversity</u></p> <p>❖ Flexible grouping Group work and pair work will be adopted. Students with mixed abilities will work together. It is expected that the more able students will help the less able ones to completing the tasks.</p> <p>❖ Use of multimodal texts Multi-modal texts such as videos, posters and songs will be introduced to facilitate students' learning. Use of digital classroom such as PowerLesson, e-learning apps such as Padlet will be incorporated into the learning and teaching activities to cater the needs of students with learning styles.</p> <p>❖ Differentiated learning tasks Students' tasks will be diversified. For example, other than completing the reading comprehension exercises, more students will be asked to compose songs and perform a short skit as post-reading tasks. Less able students will be provided with support to complete those tasks.</p>							

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<p>❖ Various modes of assessments Different modes of assessments such as formative assessments (e.g. reading comprehension exercises, homework, discussions, peer sharing, presentation, project work) and summative assessments (e.g. reading examination) will be used to monitor the progress of learning. The assessments are also used to assist students to understand what they are learning, what they have attained, and what is expected of them.</p> <p>❖ Differentiated learning materials Graded worksheets, core and extended, will be developed. Core worksheet are for students of all ability levels while extended worksheets with more vocabulary items and more complicated language structures will be developed for more able students.</p>					
Sample Module					
Level	P.4				
Unit	Stay Fit				
Flexible grouping					
Mixed-ability group	collaborative learning e.g. discussion, group work, group presentation, role play				
Homogenous group	guided reading, group work				
Individual work	independent reading, individual presentation				
Learning and teaching activities					
Pre-reading	- Students will be divided into groups of similar ability and watch a video clip on iPad about different food groups.				

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<p><i>Differentiated learning materials</i></p> <table border="1" data-bbox="277 316 920 616"> <tr> <td data-bbox="277 357 600 616"> Pictures and vocabulary for food items are provided in the video. https://www.youtube.com/watch?v=iaCGo6WmKBo </td> <td data-bbox="600 357 920 616"> Only pictures for food items are provided in the video. https://www.youtube.com/watch?v=L9ymkJK2QCU </td> </tr> </table> <p>- Brainstorming about “Food Pyramid”, e.g.</p> <p><i>What information can you find from the “Food Pyramid”?</i></p> <p><i>What food do you like to eat?</i></p> <p><i>Are they healthy or unhealthy?</i></p> <p><i>Do you know how to eat healthily?</i></p> <p><i>Which food should we eat more or less?</i></p> <p>- A KWL worksheet will be given.</p> <p>Students will share their ideas about healthy meals. Students will write their ideas under the “K” part of the KWL worksheet.</p> <p><i>Differentiated learning task</i></p> <table border="1" data-bbox="277 1241 920 1466"> <thead> <tr> <th data-bbox="277 1241 510 1283"><i>Support</i></th> <th data-bbox="510 1241 734 1283"><i>Core</i></th> <th data-bbox="734 1241 920 1283"><i>Extended</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="277 1283 510 1466"> For less able students, teacher may provide some pictures of </td> <td data-bbox="510 1283 734 1466"> Organize the information under ‘K’ of KWL worksheet into </td> <td data-bbox="734 1283 920 1466"> More-able students have to add 2 -3 items on their </td> </tr> </tbody> </table>	Pictures and vocabulary for food items are provided in the video. https://www.youtube.com/watch?v=iaCGo6WmKBo	Only pictures for food items are provided in the video. https://www.youtube.com/watch?v=L9ymkJK2QCU	<i>Support</i>	<i>Core</i>	<i>Extended</i>	For less able students, teacher may provide some pictures of	Organize the information under ‘K’ of KWL worksheet into	More-able students have to add 2 -3 items on their					
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<p>food to stimulate students' thinking or teacher can have another activity for them by asking them to sort some word cards into 'fruit' and 'vegetables' categories as fast as they can.</p> <p>categories, e.g. group the foods under the groups in the Food Pyramid such as grains, vegetables or food that we eat most, food we eat less, fried food and junk food.</p> <p>own to each category of the food group and share with the class later.</p>														
<p>- Show the students the title of the text <i>We are what we eat</i> and tell them that they are going to read a children's magazine article about food that children in Hong Kong eat and how to make smart food choices.</p> <p><i>Differentiated learning materials</i></p> <table border="1"> <thead> <tr> <th><i>Support</i></th> <th><i>Core</i></th> <th><i>Extended</i></th> </tr> </thead> <tbody> <tr> <td>-For less able students, simplified reading text is provided. -A vocabulary list with</td> <td>The text <i>We are what we eat</i> -A vocabulary list</td> <td>The text <i>We are what we eat</i> with an additional paragraph for extra information and more challenging</td> </tr> </tbody> </table>				<i>Support</i>	<i>Core</i>	<i>Extended</i>	-For less able students, simplified reading text is provided. -A vocabulary list with	The text <i>We are what we eat</i> -A vocabulary list	The text <i>We are what we eat</i> with an additional paragraph for extra information and more challenging					
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	explanation	vocabulary.							
	<ul style="list-style-type: none"> - Students will write down what they would like to find out from reading the text. Prompt the students with the “wh-” question words. - Students will share their questions. - Write the questions under the ‘W’ part of KWL worksheet. 								
While-reading	<p>Reading skills</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> • Predict the likely development of a topic by using personal experiences • Scan a text to locate specific information • Skim a text to obtain a general impression </td> <td> <ul style="list-style-type: none"> • Predict the likely development of a topic by recognising key words and using personal experiences </td> </tr> </table>		<ul style="list-style-type: none"> • Predict the likely development of a topic by using personal experiences • Scan a text to locate specific information • Skim a text to obtain a general impression 	<ul style="list-style-type: none"> • Predict the likely development of a topic by recognising key words and using personal experiences 					
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<ul style="list-style-type: none"> - Teacher will explicitly demonstrate different target reading skills and guide students to understand part of the reading text. Students will then read the rest of the text silently, try to understand it and note the key points. <p><i>For less able students. Teachers can do guided reading for the some pages of the text.</i></p>									

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<p><i>Then ask the students to do jigsaw reading.</i></p> <p>- <i>Jigsaw Reading</i></p> <p>Students will work in groups of mixed ability and are assigned to read just one part of the text. Each group can discuss together to figure out the general meaning of the assigned part. Invite 1-2 students of each group to share their reading.</p> <p><i>Differentiated learning task</i></p> <table border="1" data-bbox="271 687 920 1460"> <thead> <tr> <th data-bbox="271 687 517 762"><i>Support</i></th> <th data-bbox="517 687 734 762"><i>Core part</i></th> <th data-bbox="734 687 920 762"><i>Extended part</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="271 762 517 1460"> <p>The five health problems are highlighted in the text. Keywords are provided in every question to help students give advice to solve the problems with the sentence structure learnt in grammar lessons.</p> <p><i>An example is provided.</i></p> </td> <td data-bbox="517 762 734 1460"> <p>Some health problems are highlighted in the text. Student will have to find out the last 2 problems. Give advice to the problems with the sentence structure learnt in grammar lessons.</p> <p><i>An example is provided.</i></p> </td> <td data-bbox="734 762 920 1460"> <p>Student will have to highlight all the health problem in the reading text. Give advice to the problems with the sentence structure learnt in grammar lessons.</p> </td> </tr> </tbody> </table>	<i>Support</i>	<i>Core part</i>	<i>Extended part</i>	<p>The five health problems are highlighted in the text. Keywords are provided in every question to help students give advice to solve the problems with the sentence structure learnt in grammar lessons.</p> <p><i>An example is provided.</i></p>	<p>Some health problems are highlighted in the text. Student will have to find out the last 2 problems. Give advice to the problems with the sentence structure learnt in grammar lessons.</p> <p><i>An example is provided.</i></p>	<p>Student will have to highlight all the health problem in the reading text. Give advice to the problems with the sentence structure learnt in grammar lessons.</p>					
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<p>- Ask students different levels of questions.</p> <p>Differentiated questioning</p> <table border="1" data-bbox="277 392 925 991"> <tr> <td data-bbox="277 392 600 991"> <p>Basic comprehension</p> <p>- What kind of food that Hong Kong children are not eating enough?</p> <p>→They eat too few fruits and vegetables.</p> <p>- Please give two examples of dairy product mentioned in the text.</p> <p>→cheese and yogurt</p> </td> <td data-bbox="600 392 925 991"> <p>Questions on higher order thinking skills</p> <p>- What is the main message of the article?</p> <p>→Eating too much junk food can lead to overweight problem.</p> <p>-Do you think you are a healthy person? Why?</p> <p>→I think I am not very healthy because I eat a lot of sweet food.</p> </td> </tr> </table> <p>- After that, students will record what they have learnt from reading the text under the ‘L’ part of the KWL worksheet.</p> <p>- Students will answer the questions written under the ‘W’ part of the KWL worksheet. Compare the ‘W’ part with the ‘L’ part and discuss unanswered questions.</p>	<p>Basic comprehension</p> <p>- What kind of food that Hong Kong children are not eating enough?</p> <p>→They eat too few fruits and vegetables.</p> <p>- Please give two examples of dairy product mentioned in the text.</p> <p>→cheese and yogurt</p>	<p>Questions on higher order thinking skills</p> <p>- What is the main message of the article?</p> <p>→Eating too much junk food can lead to overweight problem.</p> <p>-Do you think you are a healthy person? Why?</p> <p>→I think I am not very healthy because I eat a lot of sweet food.</p>					
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<p>Post-reading</p> <p>- Students will think about their eating habits and the kinds of food they have eaten every day. Some students will be invited to share with the class their eating habits.</p>							

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<p><i>Differentiated output</i></p> <table border="1" data-bbox="277 320 920 799"> <thead> <tr> <th data-bbox="277 320 546 357"><i>Core part</i></th> <th data-bbox="546 320 920 357"><i>More-able</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="277 357 546 799"> <p>Peer sharing Some students will use a mind map to draft ideas about their own eating habit and share with their partner.</p> </td> <td data-bbox="546 357 920 799"> <p>Giving advice and Presentation More able students will be asked to give some advice to their classmates on their eating habits. Some will be invited do a presentation in class. <i>e.g. You should eat less fried food and drink 8 -10 glasses of water every day.</i></p> </td> </tr> </tbody> </table> <p><u>Various modes of assessments:</u></p> <p>Different types of assessments including formative (e.g. reading comprehension exercises, homework, discussions, peer sharing, presentation) will be adopted in evaluating students' performance.</p>	<i>Core part</i>	<i>More-able</i>	<p>Peer sharing Some students will use a mind map to draft ideas about their own eating habit and share with their partner.</p>	<p>Giving advice and Presentation More able students will be asked to give some advice to their classmates on their eating habits. Some will be invited do a presentation in class. <i>e.g. You should eat less fried food and drink 8 -10 glasses of water every day.</i></p>					
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