

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

School Name: Yaumati Catholic Primary School (Hoi Wang Road) (English)

Application No.: B060 (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 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)
Blending Formal and Informal Learning in Schools with Situational Activities	P.1 – P.3	e-learning	The City University of Hong Kong and WELNET

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

Strengths	Opportunities
1. Students' English standard is quite good 2. Students are interested in English and the school fully supports English learning	1. Strong family support on English language learning 2. Support from EDB
Weaknesses	Threats
Wide learning diversity	Students with learning difficulties need more support in English learning

(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
Develop a school-based reading curriculum	Hire a native-speaking English teacher	P.5 – 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 by - 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 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 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"/> 2018/19 school year</p> <p><input checked="" type="checkbox"/> 2019/20 school year</p>	<p><input checked="" 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 ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
Employing a part-time English teacher who is proficient in English to work in collaboration with the English teachers to provide P.1 to P.6 students more opportunities to use English in authentic contexts					
<p><u>Objectives</u></p> <p>A part-time English teacher who is proficient in English will be hired to work with existing English teachers in conducting English activities and developing a resource bank. The proposed additional teacher will co-develop and co-conduct the phonics lessons at P.1 to P.3 as well as the drama lessons at P.1 to P.6. He/She will also co-organize English activities with existing English teachers at P.1 to P.6. The phonics lessons will provide students with more opportunities to use English as students will learn about phonics through various games and activities. The drama lessons will allow students to express themselves in English in contexts and practise speaking English. The Reading Buddy Programme and the English activity to be co-organized by the part-time teacher and existing English teacher will enable both the English Ambassadors and P.1 and P.2 students to use English in authentic contexts.</p> <p><u>Expected qualifications and experiences of the part-time teacher who is proficient in English</u></p> <p>The proposed part-time teacher is expected to be a bachelor's degree holder majoring in English. He/She is preferably with a</p>	P.1-P.6	<p>Co-planning: all year round in 2018/19 and 2019/20</p> <p>Development of materials: all year round in 2018/19 and 2019/20</p> <p>Co-teaching: all year round in 2018/19 and 2019/20</p> <p>Try-out: all year round in 2018/19 and 2019/20</p>	<p>Three sets of school-based Phonics Booklet for P.1-P.3 will be developed. The teaching resources package contains a collection of lesson plans, worksheets, games, word cards and assessment checklist for future use.</p> <p>Three sets of audio clips of phonics will be developed.</p> <p>One set of teaching pack for drama lessons will be developed per level in two years' time.</p>	<p>Resources will be developed and updated. The activities will be refined and reused by teachers in the future.</p> <p>The English-speaking culture in the school will be sustained through further development by all the English teachers.</p> <p>Good practice would be disseminated among all the English teachers</p>	<p>Lesson observation, lesson and curriculum evaluation, panel meetings, feedback from students and teachers' surveys</p> <p>Records of lesson plans, teacher collaboration and evaluation meetings will be kept.</p> <p>Students' performance</p> <p>Regular evaluation meetings conducted by the core team.</p>

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

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

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

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<p>recognized teacher training qualification in primary education or with certificate in Teaching of English as Foreign Language (TEFL) or Teaching English as a Second Language (TESL).</p> <p><u>Duties of the part-time teacher who are proficient in English</u></p> <p>The part-time teacher will work around 20 hours per week. He/She will mainly work in morning sessions. Details of the deployment are set out below.</p> <table border="1" data-bbox="143 639 958 1286"> <thead> <tr> <th></th> <th>2018/2019</th> <th>2019/2020</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td>- 1 phonics lesson per cycle - Reading Buddy Programme</td> <td>- 1 drama lesson per 2 cycles - Reading Buddy Programme</td> </tr> <tr> <td>P.2</td> <td>- 1 phonics lesson per cycle</td> <td>- 1 phonics lesson per cycle - 1 drama lesson per 2 cycles - Reading Buddy Programme</td> </tr> <tr> <td>P.3</td> <td></td> <td>- 1 phonics lesson per cycle - 1 drama lesson per 2 cycles</td> </tr> <tr> <td>P.4</td> <td>- 1 drama lesson per 2 cycles</td> <td></td> </tr> <tr> <td>P.5</td> <td>- 1 drama lesson per 2 cycles</td> <td></td> </tr> <tr> <td>P.6</td> <td>- 1 drama lesson per 2 cycles</td> <td></td> </tr> </tbody> </table> <p>✓ <u>P.1 to P.3 Phonics lessons</u></p> <p>The part-time teacher to be hired will co-develop and co-teach the phonics lessons with the existing English teachers at P.1 to P.3.</p>		2018/2019	2019/2020	P.1	- 1 phonics lesson per cycle - Reading Buddy Programme	- 1 drama lesson per 2 cycles - Reading Buddy Programme	P.2	- 1 phonics lesson per cycle	- 1 phonics lesson per cycle - 1 drama lesson per 2 cycles - Reading Buddy Programme	P.3		- 1 phonics lesson per cycle - 1 drama lesson per 2 cycles	P.4	- 1 drama lesson per 2 cycles		P.5	- 1 drama lesson per 2 cycles		P.6	- 1 drama lesson per 2 cycles			<p>Lesson observations: all year round in 2018/19 and 2019/20</p> <p>Evaluation: all year round in 2018/19 and 2019/20</p>	<p>90 % of P.1- P.6 students' confidence in speaking will be enhanced.</p> <p>90 % of P.1- P.6 students' speaking assessment result will be increased by 5%.</p> <p>90 % of the participating English teachers will acquire the knowledge and pedagogy in teaching phonics and drama and developing learning resources.</p> <p>90 % of the participating English teachers will apply the newly-designed teaching and learning resources to English teaching.</p>	<p>in the school through in-house professional development.</p> <p>Professional development will be sustained.</p> <p>English teachers will extend the school-based phonics programme from Key Stage One to Key Stage Two</p> <p>All the English teachers will be trained to conduct guided reading programme in the future.</p>	<p>Questionnaire, teachers' sharing in panel meeting and record sheets will be conducted.</p>
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	2018/2019	2019/2020					
P.1	- To develop the phonics lessons materials - To try out the phonics programme through co-teaching and observing the teaching of existing teachers	- To teach phonics lessons by <i>existing English teachers only</i>					
P.2	- To develop some of the phonics lessons materials - To try out some parts of the phonics programme through co-teaching and observing the teaching of existing teachers	- To develop the phonics lessons materials - To try out some parts of the phonics programme through co-teaching and observing the teaching of existing teachers					
P.3		- To develop the phonics lessons materials - To try out the phonics programme through co-teaching and observing the teaching of existing teachers					
<p>Tentative teaching contents of the phonics programme To facilitate students' phonics learning, audio clips will be developed by the part-time teacher to be hired. All the audio clips will be uploaded to the e-learning platform for students to revise.</p>							

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	Target teaching content					
P.1	<ul style="list-style-type: none"> - introducing the 24 letter sounds - blending consonants and vowels - blending and segmenting consonant-vowel-consonant words (e.g. cat, bat, get) and words with more than one syllable - combining sounds to make words - identifying sounds in words and segment them to spell 					
P.2	<ul style="list-style-type: none"> - decoding the words by using phonics skills - practising digraphs (e.g. br, bl, fl) and trigraphs (shr, spr, str) - developing multiple graphemes and letter formation - reading, identifying and spelling tricky words - building awareness of sentence structure 					
P.3	<ul style="list-style-type: none"> - different spellings that are pronounced the same way - expanding spelling strategies - building alternative spelling awareness - blending and segmenting longer words with alternative spellings - reading for comprehension 					
<p>School should ensure the phonics lessons are taught in context. Examples on how the phonics materials are to be incorporated with the existing core curriculum should be provided.</p> <p>The phonics lessons are taught in context based on the existing core school-based curriculum at P.1 to P.3. For the flow of each lesson, daily routines will be established for blending, spelling</p>						

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<p>and handwriting so that the student learn, revise and practise every letter-sound correspondence following the same process:</p> <ul style="list-style-type: none"> ● Revise previous phonic knowledge ● Hear and repeat new letter-sound correspondence in isolation, and in the context of a key word and picture ● Blend simple words from left to right ● Practise blending and saying the new sound in and out of the context of words independently and in small groups using the school-based textbook ● Practise new letter-sound correspondence with school-based tailor-made Phonics Booklet, with further blending, writing and spelling routines <p>Read short, decodable ‘cumulative’ texts incorporating new letter-sound correspondences as they are learnt, and high frequency tricky words</p> <ul style="list-style-type: none"> ● Practise phonics in context with decoable fiction and non-fiction books <p>There is an example of introducing the 24 letter sound in P.1. In the first chapter ‘People at School’ in P.1 curriculum, the letter sounds of ‘g’ and ‘m’ are the targets. In the phonics programme will be expected that the part-time teacher will highlight those vocabulary items with ‘g’ and ‘m’ sounds, for example ‘good’, ‘goes’, ‘gate’, ‘group’, ‘morning’, ‘monitor’, ‘meet’, ‘music’, ‘mother’, ‘Mum’, ‘Maths’. The phonic skills are expected to be developed through various teaching strategies such as songs and oral presentation during the lessons. Teachers use a multi-</p>					

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<p>sensory approach so that the students learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills.</p> <p>Please find the document “P.1 School-based Curriculum Summary’ and ‘P.1 school-based Textbook’ attached for reference.</p> <p><u>Drama lessons for P.1 to P.6</u></p> <p>Existing English teachers have received training on conducting drama activities. The part-time teacher to be hired and existing teachers will co-teach a drama lesson once per two cycles for each class at P.4 to P.6 in 2018/2019. The additional teacher will be responsible on pronunciation and intonation. He/She and the existing English teachers will prepare students for a short drama based on fables or stories. More able students will be the actors or narrators while less able students will read aloud a few lines as a group. An inter-class drama completion will be organized by the part-time teacher and existing English teachers during post-exam period in June 2019. The programme will extend to P.1 to P.3 in 2019/2020. The part-time teacher who is proficient in English will co-teach with existing English teachers at P.1 to P.3 in 2019/2020 while the existing P.4 to P.6 English teachers will teach the drama lesson on their own.</p> <p><u>P.1 and P.2 Reading Buddies Programme</u></p> <p>Around thirty P.4-P.6 students will be selected and trained by the part-time teacher to be hired and existing teachers as “Reading Buddies” to conduct guided reading sessions during morning reading sessions (20 minutes) and lunch recesses (25</p>					

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<p>minutes) every day. Students will be selected based on their English proficiency and their willingness to help other schoolmates. P.1 students will be arranged to have guided reading sessions with the “Reading Buddies”. The part-time teachers to be hired and the existing teachers will also assess P.1 students reading level in 2018/2019 so that students of similar reading levels will be grouped to have guided reading sessions. The programme will extend to P.2 in 2019/2020.</p> <p><u>Collaboration among the part-time teacher and existing English teachers</u></p> <p><u>Co-planning</u></p> <p>The level co-planning meetings will be held for P.1 to P.3 respectively once a month. The part-time teacher to be hired, the department head, deputy department heads and English teachers of relevant levels will attend the co-planning meetings.</p> <p>The focus of the meetings is to discuss the teaching content and activities implemented. The role of existing English teachers is to develop teaching and learning resources and share effective teaching methods. The part-time teacher will help the development of the materials and offer suggestions to various programmes.</p> <p><u>Co-teaching</u></p> <p>The part-time teacher to be hired will co-teach the phonics lessons and drama lessons per cycle on a 6-day cycle. The existing English teachers will take up at least half of the teaching parts.</p>					

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<p><u>Observations, evaluation and sharing</u> Peer observation will be held twice a year. After lesson observation, the observers will give feedback to the part-time teacher to be hired and the existing English teachers who co-teach together. A meeting will be conducted after the lesson observations. Adjustment of the teaching strategies and modification of learning and teaching materials will be made accordingly. The existing English teachers will share their experience in the departmental meeting.</p> <p><u>Evaluation</u> Evaluation meetings will be conducted once a month. The department heads will chair the meetings to discuss students' performance and the teaching progress. Modification of the teaching resources and adjustment of the teaching strategies will be made if necessary.</p>					

Teachers who have joined the Early Retirement Scheme cannot be hired under the PEEGS.