

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

School Name: LST Leung Kau Kui Primary School (Branch) (English)

Application No.: C132 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 18

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	6	5	31

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:

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
Quality Education Fund Thematic Network (QTN) on English Language (Primary) – E-learning module, (Networking school)	P.5	E-learning/Writing	Centre for Enhancing English Learning and Teaching, CUHK
Key 2 Coding to Learn Project	P.5	Story writing with computational thinking	NET Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. School administrators and the principal provide full support and valuable guidance to English Language development. 2. English panel chairs are enthusiastic in the development of English Language curriculum. 3. A strong collaboration culture has been established among teachers and Native-speaking teachers through co-planning meetings and peer observations to review, reflect and refine teaching strategies and materials in order to ensure students' success and commitment. 4. Teachers' professional capacity is enhanced by co-planning meetings, peer lesson observation, sharing among teachers as well as professional and school-based development workshops. 	<ol style="list-style-type: none"> 1. PEEGS facilitates the development of school-based English programmes for enriching students' experiences and exposure. 2. Extra funding for employing additional staff to maximize students' exposure to the language is available. 3. The NET and English Language Teaching Assistant (ELTA) provide valuable support to curriculum development. 4. English panel is provided with flexibility and autonomy in school-based curriculum planning, priority setting and allocation of resources to meet the school needs.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Some students are in lack of confidence and interests in English learning for communicative purposes. 2. Quite a number of students lack sufficient parental support. 3. Students lack English exposures outside the classroom for learning and daily use. 	<ol style="list-style-type: none"> 1. Competition for P.1 intakes in Yuen Long district is enormous.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area(s) of Development	Usage(s) of the grant	Grade Level
1. Phonics Programme Development (3 levels)	<ol style="list-style-type: none"> 1. Procurement of professional services 2. Purchase of class readers 	P.4 - 6

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

Proposed target area(s) of development	Proposed usage(s) of the Grant	Time scale	Grade level
<p><input checked="" 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><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”</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</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant</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 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>

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

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
To employ a full-time teacher who is proficient in English to develop a school-based English programme for P.1 – P.3 and conduct English activities at P.1 – P.6					
<p>Objectives</p> <p>The Global Eyes Programme aims to:</p> <ul style="list-style-type: none"> - provide students with opportunities to use English in authentic contexts; - apply the four skills (reading, writing, listening and speaking) through different activities; - arouse students’ learning interest and broaden their horizon through introducing them to a wide variety of topics based on the year theme; - expose students to a wide range of multi-modal texts and various language arts such as poems, songs; and - develop students’ generic skills such as communication and collaborative skills. <p>Core Team</p> <p>Composition</p> <p>The core team consists of the English panel chair, the vice panel chair and P.1 – P.3 level coordinators.</p> <p>Duties of the core team:</p> <ul style="list-style-type: none"> - deciding the year theme for each level and topics for each module under the year themes 	P.1 – P.6	<p>Preparation of materials All year round</p> <p>Co-planning All year round</p> <p>Co-teaching All year round</p> <p>Trying-out All year round</p> <p>Evaluation All year round</p>	<p><u>On the Global Eyes Programme for P.1 to P.3:</u></p> <p>A resource package for Global Eyes Programme covering 24 lessons will be developed per level per year at P.1 to P.3. Each package consists of learning and teaching resources with lesson plans, learning tasks/activities.</p> <p>80% of English teachers involved will agree that students’ confidence</p>	<p>The school will continue to conduct the Global Eyes Programme and the English activities after the project period.</p> <p>The Global Eyes Programme will be integrated into the core English Language curriculum.</p> <p>The theme of the Global Eyes</p>	<p>Lesson observations</p> <p>Inspections of students’ work</p> <p>Evaluation meetings</p> <p>Records of co-planning and evaluation meetings will be kept.</p> <p>Survey will be conducted to collect feedback from teachers and students.</p>

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<ul style="list-style-type: none"> - co-planning the learning and teaching resources with the full-time teacher - trying out the newly-developed materials - conducting peer lesson observation once per term per level - evaluating the development and implementation of the programme - reporting on the progress of the programme to the panel - sharing the experience with other panel member <p>Full-time teachers who is proficient in English</p> <p>A teacher who is proficient in English will be hired to work in collaboration with the school English teachers for development and implementation of the Global Eyes Programme and other English activities.</p> <p>Expected qualifications and experiences of the full-time teacher to be hired</p> <p>The teacher who is proficient in English should preferably be:</p> <ul style="list-style-type: none"> - a native-speaker of English or possess native-speaker English competency; and - a bachelor degree holder at any discipline. <p>Duties of the full-time teacher</p> <ul style="list-style-type: none"> - co-planning with P.1 to P.3 level teachers for the Global Eyes Programme once every two weeks - co-developing the learning and teaching resources for the Global Eyes Programme 			<p>in speaking English has improved.</p> <p>80% of English teachers involved will agree that the implementation of the Global Eyes Programme help arouse students' interests in English learning.</p> <p>70% of P.1 – P.3 students will agree that the implementation of the Global Eyes Programme enhances their interests in English learning and broadens their knowledge towards the world.</p>	<p>Programme for each level will be reviewed and refined if necessary.</p> <p>The materials developed, students' work will be kept by the school after the completion of the project. They will be refined for conducting the programme and activities in future.</p> <p>Printed and non-printed records such as documents, videos and</p>	

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<p>- co-teaching each P.1 to P.3 class with school English Language teachers once a week</p> <p>- conducting various English activities at P.1 to P.6.</p> <p>- trying out the newly-developed materials</p> <p>- evaluating the programme</p> <p>- conducting sharing sessions for teachers of other levels</p> <p>Details of the Global Eyes Programme for P.1 to P.3</p> <ul style="list-style-type: none"> One lesson per week per class within the normal timetable will be allocated to the Global Eyes Programme. Around 24 lessons per year will be allocated. Tentative speaking activities and speaking skills <table border="1" data-bbox="129 884 965 1465"> <thead> <tr> <th>Level</th> <th>Speaking activities</th> <th>Speaking skills</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td>- show and tell - picture description</td> <td>- providing and exchanging some simple information, ideas and personal experiences on familiar topics - using non-verbal expressions</td> </tr> <tr> <td>P.2</td> <td>- picture description - individual presentation</td> <td>- organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics - using formulaic expressions to facilitate communication</td> </tr> </tbody> </table>	Level	Speaking activities	Speaking skills	P.1	- show and tell - picture description	- providing and exchanging some simple information, ideas and personal experiences on familiar topics - using non-verbal expressions	P.2	- picture description - individual presentation	- organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics - using formulaic expressions to facilitate communication			<p><u>On English activities for P.1 – P.6:</u></p> <p>A resource package for the English activities will be developed. The resource package will include PowerPoint presentation materials for English Days, Reading activity, English activities and International Cultural Week.</p> <p>70% of English teachers involved will agree that the English-related activities help develop students' interests in English learning.</p>	<p>photos of activities will be kept for future use.</p> <p>Sample lessons will be video-taped for in-house sharing and training.</p> <p>Experience gained through the development and implementation of proposed programme will be shared among all English Language teachers during</p>	
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P.3	<ul style="list-style-type: none"> - individual presentation - group interaction 	<ul style="list-style-type: none"> - organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration - using a small range of formulaic communication strategies 			70% of P.1 – P.6 students will agree that English-related activities arouse their interest in English learning.	<p>the subject meetings or professional development days at least once per term.</p> <p>Core members of the programme will act as seed teachers for development of the programme and they will be the teachers-in-charge of the programme after completion of the project.</p>													
<ul style="list-style-type: none"> • Multi-modal texts such as posters, news clippings, VR videos will be chosen as reading input for the task. • Students will be guided to conduct researches on the topic and work with peers for the tasks • Year themes and modules <p>Themes are selected based on their relevance to those in the textbook and their connection to different KLAs such as General Studies or music.</p> <p>Tentative year theme:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Level</th> <th style="width: 25%;">Year theme</th> <th style="width: 60%;">Connection with other KLAs</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td>Food</td> <td>General Studies</td> </tr> <tr> <td>P.2</td> <td>Clothing</td> <td>General Studies</td> </tr> <tr> <td>P.3</td> <td>Music</td> <td>Music</td> </tr> </tbody> </table> <p>Modules revolving around the year theme will be developed. For example, 6 modules related to the theme “Food” will be developed for P.1.</p>			Level	Year theme	Connection with other KLAs	P.1	Food	General Studies	P.2	Clothing	General Studies	P.3	Music	Music					
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<p>Tentative modules for P.1:</p> <table border="1" data-bbox="170 339 943 719"> <thead> <tr> <th>Module</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>different tastes and textures of food</td> </tr> <tr> <td>2</td> <td>methods of cooking</td> </tr> <tr> <td>3</td> <td>cutleries and utensils</td> </tr> <tr> <td>4</td> <td>table etiquettes of different cultures</td> </tr> <tr> <td>5</td> <td>cuisines around the world</td> </tr> <tr> <td>6</td> <td>food festivals around the world</td> </tr> </tbody> </table> <p>Sample Module</p> <table border="1" data-bbox="170 775 943 1449"> <tbody> <tr> <td>Target level</td> <td>Primary 1</td> </tr> <tr> <td>Year theme</td> <td>Food</td> </tr> <tr> <td>Topic</td> <td>Module 1: different tastes and textures of food</td> </tr> <tr> <td>Skill</td> <td>providing and exchanging some simple information and personal experiences</td> </tr> <tr> <td>Target vocabulary items</td> <td>- food item: lemon, pickles, candy, bitter melon, chili pepper, raw celery, lollipop, gum, potato chips, marshmallow, biscuit - taste: bitter, sweet, salty, , sour, spicy - texture: hard, soft, crispy, chewy, crunchy</td> </tr> <tr> <td>Target sentence structure</td> <td> <ul style="list-style-type: none"> • It is + adjective. • Do you like...? • I like .../I don't like </td> </tr> </tbody> </table>	Module	Topic	1	different tastes and textures of food	2	methods of cooking	3	cutleries and utensils	4	table etiquettes of different cultures	5	cuisines around the world	6	food festivals around the world	Target level	Primary 1	Year theme	Food	Topic	Module 1: different tastes and textures of food	Skill	providing and exchanging some simple information and personal experiences	Target vocabulary items	- food item: lemon, pickles, candy, bitter melon, chili pepper, raw celery, lollipop, gum, potato chips, marshmallow, biscuit - taste: bitter, sweet, salty, , sour, spicy - texture: hard, soft, crispy, chewy, crunchy	Target sentence structure	<ul style="list-style-type: none"> • It is + adjective. • Do you like...? • I like .../I don't like 					
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	<p>Teacher will ask students if they like the food items introduced using the target structure “Do you like ...?”</p> <p>Bingo Game Teacher will distribute a Bingo Worksheet with the pictures of the food items introduced. Students have to use the target structure “Do you like ...?” to ask their classmates if they like the food items. If the answer is “yes”, then the students will use the sentence structure “I like ...” to respond. Students will write down their names on the grid. If the answer is “no”, students will have to say “I don’t like ...”.</p>					
3	<p>English Whisper Teacher will show sentences written using the target language items to the first students of each row and ask them to whisper to the students sitting behind them. Students at the back of the row will need to tell the teacher the sentences.</p> <p>Preparation for the show-and-tell Teacher will show students a video of a show-and-tell. Teacher will pause and highlight the key features of a show-and-tell (greeting, opening, description of the object and closing) while watching.</p> <p>To prepare students for the show-and-tell, teacher will provide students with formulaic</p>					

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	expressions. Teacher will then guide students to write brief notes for a show-and-tell on their favourite snack and favourite food item of other countries.					
4	<p>Show-and-tell</p> <p>Peer Sharing Teacher will prepare a simple peer evaluation form and go through the rubrics with students. Teacher will demonstrate a good show-and-tell activity.</p> <p>Students will then work in pair and take turns to tell their partners their favourite snack and favourite food items of other countries.</p> <p>Students will give feedback to their partners by referring to the peer evaluation form.</p> <p>Whole-class sharing Students will take turns to share their favourite snacks and favourite items in class. Teacher and other classmates will provide feedback to the student.</p>					
Extended Task	Students will be guided to write a short description about their favourite food items of other countries based on the show-and-tell.					

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<p><u>Details of English activities for P.1 to P.6</u></p> <ul style="list-style-type: none"> ➤ <u>English Day for P.1 – P.6</u> English Day activities will be conducted on Tuesdays during recesses, lunch and lunch recesses. Students can practise listening, reading and speaking and learn English vocabulary items through playing games and chatting with the full-time teacher in the English room or on the ground floor. ➤ <u>Storytelling Activity for P.1 – P.3 during lunch breaks</u> During lunch recesses, the full-time teacher will share a story or recommend a book with P.1-P.3 students once every two weeks. The students will also read English books according to their interests and chat with the full-time teacher about the books. ➤ <u>International Cultural Week for P.1 to P.6</u> The full-time teacher will co-teach with the school English teachers in the classroom, where students learn about cultures of different countries. Students will be exposed to topics such as festivals, food and drink, music and sports and let students talk more about the topic with the teachers. ➤ <u>Student Training for Various Competitions for P.1 – P.6</u> The full-time teacher will prepare selected students for various competitions such as Speech Festivals and Writing Competitions during recess and lunch breaks. Students' confidence and skills will be enhanced through the training sessions. ➤ <u>Halloween game booth for P.1 to P.6</u> The full-time teacher and school English teachers will run Halloween game booths for students. Students will learn more about the festival through English songs, speaking tasks and games. In relations to the Global Eyes Programme, Halloween activities from other countries can be exposed to students for global awareness. 					