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 (Please ☑ the appropriate box(es) below)	Proposed usage(s) of the Grant (Please ☑ the appropriate box(es) below)	Time scale (Please ☑ the appropriate box(es) below)	Grade level (Please ☑ the appropriate box(es) below)
☑ 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" ☑ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☑ 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"	☑ Purchase learning and teaching resources ☑ Employ a part-time supply teacher	☑ 2018/19 school year ☑ 2019/20 School year	☑ P.1 ☑ P.2 ☑ P.3 ☑ P.4 ☑ P.5 ☑ P.6

(D) 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	Sustainability	Methods of progress-monitoring and evaluation
1. Purchase e-readers and printed titles to promote reading across the curriculum (RaC), enhance e-learning as well as 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" at P.1 to P.6					

Rationale for developing our school-based Reading across the Curriculum resources

Our school's 3-year plan (2017-2020) focuses on enhancing students' self-directed learning and diversified learning strategies and the proposed reading programme aims at nurturing our students' ability to read and learn independently.

Three objectives are set for achieving the above-mentioned overarching goal:

(i) To arouse students' reading interest by purchasing engaging reading materials (fiction and non-fiction e-readers with interactive learning elements) and introduction of new pedagogy

(ii) To develop a school-based graded intensive and extensive reading curricula

(iii) To enhance our teachers' capacity to develop and use school-based e-learning resources

Cross-curricular reading For intensive reading, we will mainly collaborate with the General Studies Department. General Studies themes will be covered in our English language lessons in order to maximize students' exposure to authentic texts and enrich their world knowledge. For extensive reading, we will choose relevant printed readers of different levels to cater for learning diversity. **The RaC programme** For **intensive reading**, we will select 8 (4 non-fiction and 4 fiction) module-related **e-readers** for classroom teaching for each level. We will teach students vocabulary first and then will go through the books with them. We will also teach them how to read the books with the correct intonation and mood. For arousing students' learning interest, we will also encourage them to practise reading using the recording	P.1 to P.6	**Year 1** **Sep 2018 to Mar 2019** Co-plan and develop the school-based intensive reading curriculum, select and integrate reading across the curriculum texts, graded resources and use them in the reading lessons	- 48 sets of lesson plans and learning tasks in print and on i-Pads / mobile apps (8 x 6 levels x 3 graded difficulty) developed - Follow-up exercises as post-reading tasks for the extensive reading scheme to facilitate self-learning	- The copyright of e-readers will be purchased, so that they can be reused for the coming years without incurring any additional fees. - Since the lesson plans, learning tasks and the	- Feedback received from co-planning meetings will be used as inputs for on-going modification during the project period - Survey will be conducted on students to check if they find their learning interest and reading ability are enhanced. - Survey will be conducted on students to collect feedback on the use of follow-up

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function. Follow-up questions will be asked during the class to check if they understand the contents well. We will also design learning activities such as reading aloud competitions, dramas and presentations for enhancing students' learning interest. For **extensive reading**, we will choose a wide variety of fiction and non-fiction **printed readers** related to the themes of the General Studies and English language curricula. In order to cater for learner diversity, we will divide the readers in three different levels (Level 1, Level 2 and Level 3). Levelled readers will be put in classrooms and circulated once a month. Students will make records of the books they have read and a simple worksheet will be done after reading as evaluation. Each student will be given the whole booklist of different levels in a form (e.g. P.3) so that they can choose books suitable for their levels. Students can move up to the next level to challenge themselves after reading the easier books. The traditional holiday assignments will be replaced with work related to printed readers. We can evaluate if our students have firm grasp of the contents by checking their performance in related worksheets or other post-reading tasks. **Details of the purchase** Expected resources/readers in total: **1,548** titles: **e-readers**: Each form contains 8 classroom titles x 6 forms=**48** titles (e-readers) **Printed readers**: Each form contains about 250 titles of different levels x 6 levels = **1,500** titles Proper procurement exercises will be conducted for the purchase of books.		Conduct lesson demonstration and observation **June 2019** term-end evaluation meeting **Jun-Aug 2019** Curriculum review **Year 2** **Sept 2019 - May 2020** On-going review and renewal for 2nd year **Jul-Aug 2020** PEEGS report and final evaluation	- Assessment results of over 10 percent of students at P.1 to 6 will improve by 5-10 percent in 2018/2019 (1st term) and by 10-15 percent in 2018/2019 (2nd term). - Assessment results of over 15 percent of students at P.1 to 6 will improve by 10 percent in 2019/2020 (1st term) and by 15 percent in 2019/2020 (2nd term). - More than 70% of students will finish e-readers and follow-up exercises assigned to them.	follow-up exercises are developed by us, we can integrate them into our school-based curriculum. - Our teachers learn the skills in developing resources for reading across the curriculum and how to integrate the resources into our school-based curriculum so that we will be able to revise, amend or add anything by ourselves to sustain the project in the future.	exercises for the post-reading tasks - Students' performance and response will be evaluated by English teachers - Monthly class observations will be conducted during the class. - Survey will be conducted on teachers to collect feedback on project implementation and resources developed in different areas such as arousing students reading interest through the e-readers; arousing less able students' learning interest through levelled readers and graded activities; resources used to arouse more able students; students' exposure to text-types that can bridge them with secondary school learning.

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Selection of readers The readers we plan to purchase should meet our expectations and school's needs: - They should be aligned to or can be integrated into our school-based curriculum: They can help students connect their learning experiences and enhance their language proficiency through application of language knowledge and skills for non-language subjects. - They need to be rich in content (cross-curricular content, visual and auditory learning) and language input (target grammar and thematic vocabulary items). - To cater for learning diversity, graded e-readers with multimedia contents will be used to address the needs of visual learners. The following steps will be taken for selection of readers: - Formulating reading skill framework with reference to the descriptors of Basic Competency Assessment - Selecting different reading strategies to focus for each level with the core team teachers - Choosing the titles and texts (both fiction and non-fiction) for intensive reading sessions - Co-developing school-based teaching and learning resources to support our classroom reading lessons and home reading worksheet or post-reading tasks **Themes** The fiction and non-fiction texts will cover topics related to the General Studies curriculum such as: - *People and environment* - *Science and technology in everyday life*			- More than 70% of the students will enhance their reading interest. - More than 70% of students agree that the reading across the curriculum programme can help them acquire more knowledge in General Studies and English Language. - More than 70% of students agree that the follow-up exercises can reinforce their understanding after reading. - More than 70% of teachers agree that students' performance and learning		- Focus group interviews with teachers for each project year will be conducted to evaluate implementation. - Performance data analysis will be conducted so that we can review how e-learning should be better positioned and used to cater to our school's need.

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- *Health and living* - *National identity and Chinese culture* - *Global understanding and the information era* - *Others* **Text-types** Fiction and non-fiction texts such as stories, poems, letters, journals and news reports will be selected for the RaC programme. **Implementation details** For **intensive reading**, 3 teaching periods will be allocated for one e-reader and 4 e-readers will be covered in our reading lessons per term. Students can gain access to 48 e-readers in class using iPads at school and their own tablets at home. Below is an example elucidating how an e-book will be used in class: e-book title for KS1: *Butterflies* Module: The World Around Us Text-type: Procedural Comprehension strategy: Understanding sequences **Pre-lesson**: Students study the e-reader at home. They should listen to the online recording, study Quizlet flashcard sets on the following vocabulary items and complete an online word meaning matching activity: - Linking and transition words: *first, second, third, then* - Nouns: *stages, life cycle, egg, larva, pupa, caterpillar, adults* - Verbs: *starts, changes, becomes, hatches, grows, breaks out of*			interests are enhanced. - More than 70% of teachers agree that the learning needs of students with different abilities can be addressed. - Positive feedback is received after class observation. - More than 80% of teachers agree that their capability in developing and implementing reading across the curriculum is sharpened. - More than 80% of teachers agree that their capacity in applying		

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While-lesson: To check students' understanding, students complete a butterfly life cycle diagram. The following text-features of a procedural text and target reading skills will be highlighted in class. - Clearly-stated goal ("*How does a butterfly grow*?" Page 6 of the book) - Steps listed in order (the use of linking and transition words) - Use of action words - Information about how, where and when. Teachers can employ different levels of questioning to check students' understanding. The built-in multimedia resources such as animations, songs, games can draw students' interest and encourage their participation. Different stimulating activities such as trivia quizzes will be conducted and apps such as *Kahoot* will be used in class. **Post-lesson**: After class, students can revisit the texts at home and complete post-reading tasks. Students should collect information about the life cycles of other animals and share their findings in the form of presentations, role-plays or report writing. **Cater for learning diversity** In order to cater for learning diversity, we will divide the readers into three different levels (core, extended and remedial). Each student will be given the whole booklist with information about the levels of difficulties. Students can move up to the next level to challenge themselves after reading the easier books.			e-learning in reading and monitoring of self-directed learning is enhanced.		

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During the reading lessons, teachers will use different levels of questions to prompt students and timely feedback will be given to students. Besides, flexible grouping strategies (individual, pair and group) will be used to promote collaborative/cooperative learning.

Various learning tasks will be assigned to students of various ability levels.

For less able learners, we will take advantage of mobile learning apps to help them explore some basic vocabularies and language functions. Multimedia resources such as animations, songs and games will be used to engage them and improve comprehension of visual learners.

Average learners will learn grammar in context, practise speaking through reading aloud, learn new vocabulary and acquire topic knowledge through classroom learning. The follow-up questions at the end of each e-reader will encourage deeper insights.

For more able students, they will be given more advanced, additional tasks such as presentations and report writing.

After reading lessons, diversified assessments like reading aloud, group work, report and worksheets would be used to evaluate students' progress.

Core team members

Duties of our core team members (English Panel Chair and level teachers):

- Initial meetings with the General Studies panel for curriculum mapping and theme selection

- Monthly meetings with English teachers and General | | | | | |

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Studies teachers for co-planning lessons					
- Setting of learning goals and outcomes of each reader so that students can have a better understanding of what they are going to achieve					
- Developing lesson plans, graded worksheets and learning activities based on the selected readers					
- Developing follow-up exercises as post-reading tasks (e.g. role-play, drama, one-minute talk and video-taking) to facilitate self-learning					
- Offering level teachers on how to use e-Learning tools and mobile apps in class					
- Reviewing the newly-developed resources and implementing them fully in the classroom for promoting self-directed reading					
- Conducting lesson observations to enhance teaching effectiveness					
- Monitoring programme progress, providing timely feedback to students and implement intervention measures whenever necessary					
- Conducting mid-term and year-end evaluations of the RaC programme					
- Managing online materials and learning records properly (Learning records and materials will be kept for 3 years and students can revisit them for tracing their own learning paths.)					
2. Employing a qualified part-time supply teacher who is proficient in English to create space for the core team members to develop a school-based reading across curriculum scheme for enhancing reading across the curriculum, e-Learning and catering for learning diversity with equal emphasis on more able and less able students at P.1 to P.6					

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Our core project team will consist of 2 panel chairs and 4 core team members. Each core team member will take care of one level and the 2 panel chairs will supervise the implementation of the programme. One panel chair will take care of the lower primary levels and the other one will take care of the upper levels. 2 working days per week (44 days in total) and 3 lessons per day on average will be released to create room for the core team to develop our new school-based intensive reading curriculum (reading lessons at school) and extensive reading scheme (self-directed reading after school). The new part-time supply teacher will take up about 6 speaking lessons per week and assist the EDB NET in conducting recess and lunchtime activities such as chit-chat and supported reading sessions two days a week. **Intensive Reading** Our core project team will develop learning materials to support the specified reading goals and skills for each level and keep revising them after class observation (with collaboration with other English teachers). A total of 48 sets of school-based teaching and learning resources will be developed to support our intensive reading curriculum. E-learning aids through use of different apps or online learning materials will be applied in different reading activities. Peer lesson observations will be conducted on a monthly basis. After the observation, we will improve our lesson planning and teaching strategy based on the feedback. We will put our English teachers into 6 independent groups and members will provide feedback on each other's lessons. At the end of each term, our project team will hold a team	P.1 - P.6	<u>Year 1</u> Sep 2018 to mid Jul 2019 <u>Year 2</u> Sep 2019 to mid Jul 2020	Deliverables - The teaching and learning resources for the 48 readers will be developed and ready to be used for classroom facilitation. - Our school-based intensive reading curriculum and extensive reading program will be developed and well-supported with post-reading tasks. - Demonstration sessions will be conducted for each form	- Class demonstration will be video-taped for new users to follow. - Panel chairs will summarize and document the evaluation and feedback of the teachers and students for future reference. - Our project team members and teachers will gain experiences after conducting the project, so that they can provide sharing with other teachers in the coming years. - All the	- Students' performance and response will be evaluated by teachers after class observations. - Feedback received from the teachers on the demonstration sessions organized for them. - Surveys will be conducted with students to collect feedback on their interest in the reading lessons, in reading text we choose for their extensive reading scheme and post-reading activities.

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meeting to share the progress of the programme. This will also help our panel team to tune up or add any better ideas into the new cycle of teaching and learning. **Extensive Reading** For the extensive reading scheme, the extensive readers are designed to extend reading interests and reading habits at home. Our core project team members will co-plan and select appropriate printed readers (fiction and non-fiction) to be integrated into our school-based curriculum with English teachers. Graded post-reading tasks based on the needs of our students will also be designed. Implementation details on enhancing reading across the curriculum, e-Learning and catering for learning diversity with equal emphasis on more able and less able students as well as duties of core project team have been mentioned under the first proposed initiative above.				developed and graded post-reading tasks will belong to our school and we can recycle them each year and amend them for future use.	

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