

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

School Name: Lions Clubs International Ho Tak Sum Primary School (English)

Application No.: B 018 (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 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	5	6	5	4	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)
PLP-R/W	P.1-3	Reading and writing	NET section, EDB
Keys 2	P.4	Reading and writing	NET section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Teachers are willing to engage in professional growth and curriculum development to enhance English learning of our students.2. Teachers are supported by the principal and Lions Education Foundation in the shared vision of enriching our students' learning processes.3. The implementation of Keys 2 in P.4 and P.5 can help sustain students' interest in learning English.4. The school is well-equipped with IT facilities to enhance learning and teaching of English.5. The school has been committed in developing a professional learning community equipped with a co-planning, co-teaching and lesson observation culture to support and instigate teachers' professional growth.6. We have three NETs at school to support English teaching and learning.	<ol style="list-style-type: none">1. The Keys 2 equips students with more vocabulary and better writing skills through reading storybooks.2. The school joined the Space Town Programme supported by NET Section, EDB in 2017/2018 which is an updated version of PLP-R/W.3. PEEGS creates room for the development of school-based curriculum.
Weaknesses	Threats
<ol style="list-style-type: none">1. The results of TSA, internal assessments and daily homework performance show that students lack vocabulary and reading skills to process a reading text.2. Students are not interested in reading English books in their spare time.3. Students are not confident to read aloud in class or read independently.4. Relatively little family support is available in helping students with their study in English.5. This year, we tried to incorporate storybooks and language arts in GE lessons to enhance English learning. It was found that the learning of language arts is useful to arouse students' interest in learning English in a meaningful context. However, we lack the manpower and resources to design a more holistic approach in consolidating the ideas and practices generated by these initiatives.	<ol style="list-style-type: none">1. Great learning diversity among students.

(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
1. School-based Interactive Reading Programme materials	Procure professional service to develop school-based interactive reading materials	P.1 to P.6
2. Assessment for learning	Procure professional service to develop evaluation questions for reading, vocabulary and written structure, conduct individual skills evaluation for students and develop training for teachers to design assessment of/for learning.	P.1 to P.6
3. Teachers' professional development on: i. curriculum development ii. teaching English through reading and writing iii. teaching English through Drama iv. addressing learning diversity.	Procure professional service to conduct professional development workshops	All English teachers

(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 checked="" 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 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 checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input 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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
To employ a full-time supply teacher who is proficient in English to create space for the core team to refine the school-based reading curriculum of P.4 and P.5 to promote reading across the curriculum					
<p><u>An overview of promoting reading across curriculum of P.4 and P.5</u></p> <ul style="list-style-type: none"> At KS2, students have more exposure to a wide range of text types in English and knowledge of other Key Learning Areas (KLAs) such as General Studies and Chinese. To help students make the best use of the subject content and language features of different text types with progressive development at KS2, our school proposes to promote reading across the curriculum (RaC) at P.4 and P.5. We would also like to help students to build a solid foundation of reading skills for P.6 and to facilitate their smooth transition to KS3. When promoting reading across the curriculum, students are given opportunities to connect content learning in other KLAs to English learning under the carefully selected themes or genres. Students will read a variety of text types and to apply the knowledge they have learnt in the content and the language features of the particular text types or genres in the learning tasks. In this way, reading across the curriculum acts as an agent which helps develop students' interests in reading and to use English with a meaningful purpose. The reading lessons will lead from reception to production of a text type in terms of written work or oral presentation. There will be a spiral approach to teaching and learning for second language acquisition. 	P.4 and P.5	<p>Project period Sept 2018 to July 2019</p> <p>Setting up of the core team in Aug 2018</p> <p>Co-planning meetings and peer lesson observation all year round</p> <p>June 2018 Year-end Reading Levelling Assessment</p>	<ul style="list-style-type: none"> School-based reading curriculum, with 3 theme-based resource packages will be produced for P.4 and P.5 in each term respectively to develop students' reading skills across different genres. There will be 6 resource packages produced per level per year. Each resource package will have one teaching plan, reading worksheets, learning tasks and follow-up activity guidelines. 80% of P.4 and P.5 	<ul style="list-style-type: none"> The developed school-based materials will be used for learning and teaching for many years after completion of the project. The experience of designing learning and teaching materials will be shared during the English Panel meetings. Knowledge or pedagogy acquired during the 	<ul style="list-style-type: none"> Regular bi-weekly co-planning meetings with the core team and P.4 and P.5 teachers to discuss the progress of the RaC programme. Peer lesson observation (bi-weekly) and reflection during co-planning meetings. Materials will be adjusted after the evaluation, if required. Records of meetings will

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<ul style="list-style-type: none"> ● Steps in developing the school-based RaC curriculum: <ul style="list-style-type: none"> ➢ Teachers identify a themed module or genre to work on; for example, planning and creating a story: narrative. ➢ Teachers choose an appropriate English reader that helps students to make connections between their learning experiences in English Language and other subjects such as Chinese Language. ➢ Teachers identify the vocabulary items, letter sounds, communicative functions, grammar items and features of text types to focus on. ➢ Teachers support students' reading by using the teaching strategies for reading such as storytelling, reading aloud, shared reading or independent reading. ➢ Teachers teach the content and language features of the genre using different appropriate reading skills (from the EDB Curriculum Guide) such as word association, visual clues and skimming to obtain main ideas. ➢ Teachers design learning tasks such as filling up a story map, creating a new story with the same main characters to consolidate students' learning. ➢ After revision and editing, students have to upload and record their stories to i-class for peer sharing. ● Teaching content and focus to promote reading across curriculum: <ul style="list-style-type: none"> ➢ Content and language features of the target text types ➢ Vocabulary building ➢ Reading skills following the EBD Curriculum Guide 			<ul style="list-style-type: none"> ● students agree that they have more opportunities to use English in the programme in terms of speaking, reading and writing. ● 70% of P.4 and P.5 students will show improvement in the year-end Reading Levelling Assessment. ● 100% of P.4 and P.5 English teachers will gain experience in promoting reading across the curriculum. ● 80% of P.4 and P.5 English teachers agree that the new initiative in reading lessons help students acquire reading skills effectively. 	<p>project will be transferred, disseminated and sustained after completion of the project through video-taping of lessons and tasks for future reference and professional development.</p>	<p>be kept for future reference.</p> <ul style="list-style-type: none"> ● Analysis of students' results in the year-end Reading Levelling Assessment. ● Questionnaires for students and teachers on the effectiveness of the reading programme by the end of the term. ● P.4 and P.5 English language teachers share their views on the students' performance in the reading lessons in the 2nd and 3rd panel meeting. ● The English panel

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<ul style="list-style-type: none"> ● Themes and other KLAs involved: <ul style="list-style-type: none"> ➢ Themes about stories, making friends around the world, Hong Kong in the past, healthy eating and living organisms will be covered. ➢ Teachers of other KLAs namely Chinese, General Studies and Computer Literacy will teach the related content to help facilitate the completion of the English learning tasks on the themes involved. ● The Panel chairpersons of English and other mentioned KLAs as well as the coordinators of P.4 and P.5 will hold meetings to decide the cross-curricular themes and incorporate them into the curriculum in a more holistic way before setting the school-based curriculum. ● Co-planning meetings with other KLAs will be held before starting the target themes and after finishing the follow-up tasks. Co-planning meetings and peer lesson observations will be held bi-weekly with the core team and P.4 and P.5 teachers to discuss the progress and evaluate the effectiveness of the RaC programme. ● Target content knowledge, language features and follow-up tasks will be discussed in the co-planning meetings. ● By implementing the proposed initiative, a structured approach will be in place to ensure a progressive development in students' reading skills at KS2 as well as promoting reading across the curriculum which meets the objective of the Scheme to help school to take forward one of the major areas i.e. reading across the curriculum of the updated English Language Curriculum. ● The proposed initiative not only helps students enhance 					<p>chairperson and the deputies will discuss the data collected and use it to improve the school-based curriculum.</p>

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<p>their reading skills, but also enrich their vocabulary, their understanding of text types and general knowledge from a wide range of themes through reading across the curriculum. All these add value to the existing curriculum.</p> <p><u>Hiring of a full-time supply teacher</u></p> <p>A full-time supply teacher who is proficient in English will be employed to create space for the core team members of P.4 and P.5 in the English panel to develop reading across the curriculum at P.4 to P.5.</p> <p>Duties of the supply teacher:</p> <ul style="list-style-type: none"> ● P.4: 1 core team leader x 4 lessons released, 2 core team members x 4 lessons released = 12 lessons ● P.5: 1 core team leader x 4 lessons released, 2 core team members x 4 lessons released = 12 lessons ● A total of 24 English lessons per week will be taken up for the teachers in the core team. ● The 3 core team members are the teachers of P.4 and P.5. ● The supply teacher will be recruited according to the guidelines set by EDB. <p>Refinement of the P.4 and P.5 reading curriculum for reading across the curriculum:</p> <p>The Core team:</p> <ul style="list-style-type: none"> ● To set up a core team comprised of 2 core team leaders and 4 core team members to refine and develop a school-based reading curriculum to promote reading across the curriculum, which means that all P.4 and P.5 English teachers will form the core team. There will be 6 core team members in total in 2018/2019 school year. 					

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<ul style="list-style-type: none"> ● The core team members will be responsible for designing or refining materials for P.4 and P.5, duties will be assigned according to the level they teach English. ● To focus on the development of school-based reading materials to better integrate the teaching of reading skills, text types and knowledge across different KLAs by the core English teachers. <p><u>The development of the RaC programme by the core team</u></p> <ul style="list-style-type: none"> ● Co-planning meetings will be conducted bi-weekly focusing on lesson design and the development of teaching materials. ● Peer lesson observation or try-out of the newly-developed plans and strategies will be conducted by the core team per theme-based unit. Reflection of the lessons observed will be shared during co-planning meetings (1 per theme-based unit) ● Adjustment of the teaching strategies or teaching materials will be made where necessary after the lesson observations or try-outs. ● Teachers will share the experiences in running the reading lessons in co-planning meetings. <p><u>Implementation details</u></p> <ul style="list-style-type: none"> ● The proposed text types to be covered are as follows: 					

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P.4	P.5					
<ul style="list-style-type: none"> • Stories • Plays • Personal recounts • Mails • Webpages • Leaflets • Pamphlets • Charts • Brochures • Blogs • Menus • Informational reports • Informative texts 	<ul style="list-style-type: none"> • Plays • Myths • Biographies • Discussions • Informative texts • Explanations of how and why 					
<ul style="list-style-type: none"> • Themes to be covered in P.4 and P.5 are from the English, General Studies and Chinese curriculum following the EDB Curriculum Guide. Three themes will be covered in the first term and the second term respectively. Six themes will be covered throughout the school year in both P.4 and P.5. • Titles to be covered: <ul style="list-style-type: none"> ➤ P.4: One fairy tale will be read to input ideas of constructing a story with the storyline and particular language features. Two non-fiction books about living organisms, leaflets and other authentic reading materials will be used in other themes. ➤ P.5: One storybook or a play with narrative features will be read to input ideas of constructing a story with storyline, and particular language features in a play. Two to three non-fiction books about famous people and plants, and 						

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<p>other authentic reading materials will be used in other themes.</p> <ul style="list-style-type: none"> ● Resource packages to be developed: <ul style="list-style-type: none"> ➢ P.4: One resource package will be developed for each theme. For the resource package of the theme “Understanding Narratives”, 2 sets of materials will be produced. One will focus on writing a narrative story while the other will be about creating a new story ending. ➢ P.5: One resource package will be developed for each theme. For the resource package of the theme “Understanding Narratives”, 2 sets of materials will be produced. One will focus on performing a mini-drama while the other will be on learning about a myth. ● The target text types, themes and KLAs to be covered are shown below: <ul style="list-style-type: none"> ➢ P.4: <table border="1" data-bbox="165 1003 911 1497"> <thead> <tr> <th data-bbox="165 1003 414 1042">Text Types</th> <th data-bbox="414 1003 663 1042">Themes</th> <th data-bbox="663 1003 911 1042">KLAs</th> </tr> </thead> <tbody> <tr> <td data-bbox="165 1042 414 1118">Fairy Tales</td> <td data-bbox="414 1042 663 1118">Understanding Fairy Tales</td> <td data-bbox="663 1042 911 1118" rowspan="2">Chinese</td> </tr> <tr> <td data-bbox="165 1118 414 1195">Plays</td> <td data-bbox="414 1118 663 1195">Understanding Narratives</td> </tr> <tr> <td data-bbox="165 1195 414 1233">Emails</td> <td data-bbox="414 1195 663 1233" rowspan="3">Making Friends Around the World</td> <td data-bbox="663 1195 911 1233" rowspan="3">Computer Literacy</td> </tr> <tr> <td data-bbox="165 1233 414 1272">Blogs</td> </tr> <tr> <td data-bbox="165 1272 414 1310">Webpages</td> </tr> <tr> <td data-bbox="165 1310 414 1348">Leaflets</td> <td data-bbox="414 1310 663 1348" rowspan="3">Hong Kong in the Past</td> <td data-bbox="663 1310 911 1348" rowspan="6">General Studies</td> </tr> <tr> <td data-bbox="165 1348 414 1386">Pamphlets</td> </tr> <tr> <td data-bbox="165 1386 414 1425">Brochures</td> </tr> <tr> <td data-bbox="165 1425 414 1463">Charts</td> <td data-bbox="414 1425 663 1463" rowspan="2">Healthy Eating</td> </tr> <tr> <td data-bbox="165 1463 414 1497">Menus</td> </tr> </tbody> </table> 	Text Types	Themes	KLAs	Fairy Tales	Understanding Fairy Tales	Chinese	Plays	Understanding Narratives	Emails	Making Friends Around the World	Computer Literacy	Blogs	Webpages	Leaflets	Hong Kong in the Past	General Studies	Pamphlets	Brochures	Charts	Healthy Eating	Menus					
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<table border="1" data-bbox="165 233 911 381"> <tr> <td data-bbox="165 233 412 304">Informational reports</td> <td data-bbox="412 233 663 304"></td> <td data-bbox="663 233 911 304"></td> </tr> <tr> <td data-bbox="165 304 412 381">Informative texts</td> <td data-bbox="412 304 663 381">Living Organisms</td> <td data-bbox="663 304 911 381"></td> </tr> </table> <p data-bbox="181 421 264 448">➤ P.5:</p> <table border="1" data-bbox="165 456 920 908"> <thead> <tr> <th data-bbox="165 456 412 491">Text Types</th> <th data-bbox="412 456 663 491">Themes</th> <th data-bbox="663 456 920 491">KLAs</th> </tr> </thead> <tbody> <tr> <td data-bbox="165 491 412 563">Explanation of how and why</td> <td data-bbox="412 491 663 563">Be Considerate</td> <td data-bbox="663 491 920 908" rowspan="5">Chinese</td> </tr> <tr> <td data-bbox="165 563 412 603">Plays</td> <td data-bbox="412 563 663 603">Fun with Plays</td> </tr> <tr> <td data-bbox="165 603 412 754">Biographies</td> <td data-bbox="412 603 663 754">People Around the World (Wonderful People)</td> </tr> <tr> <td data-bbox="165 754 412 794">Discussions</td> <td data-bbox="412 754 663 794">Giving Opinions</td> </tr> <tr> <td data-bbox="165 794 412 866">Myths</td> <td data-bbox="412 794 663 866">Understanding Narratives</td> </tr> <tr> <td data-bbox="165 866 412 908">Informative texts</td> <td data-bbox="412 866 663 908">Plants</td> <td data-bbox="663 866 920 908">General Studies</td> </tr> </tbody> </table> <ul data-bbox="107 916 916 1054" style="list-style-type: none"> ● Authentic materials such as leaflets and pamphlets will be used for the reading materials where appropriate. ● Free online reading materials will also be adopted where appropriate. <p data-bbox="103 1102 916 1166"><u>Reading skills, teaching strategies and reading activities to be covered</u></p> <ul data-bbox="107 1174 916 1497" style="list-style-type: none"> ● When reading the targeted text types, the following reading skills will be introduced and practised: <ul data-bbox="165 1246 916 1497" style="list-style-type: none"> ➤ Use knowledge of letter-sound relationships to read aloud a variety of simple texts; ➤ Work out the meaning of unknown words by using word association, visual clues, context and knowledge of the world (Inferential questions); ➤ Skimming a text to obtain the main idea (Literal questions); 	Informational reports			Informative texts	Living Organisms		Text Types	Themes	KLAs	Explanation of how and why	Be Considerate	Chinese	Plays	Fun with Plays	Biographies	People Around the World (Wonderful People)	Discussions	Giving Opinions	Myths	Understanding Narratives	Informative texts	Plants	General Studies					
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<ul style="list-style-type: none"> ➤ Understand the intention, attitudes and feelings conveyed in a text (Interpretive questions); ➤ Understand the information provided on the book cover, index and glossary; ➤ Recognise the features of a variety of text types; ➤ Re-read the text to establish and confirm meaning; ➤ Scanning a text by using strategies such as looking at the headings and repeated phrases to locate information and ideas; and ➤ Identify details that support the gist or main ideas. <ul style="list-style-type: none"> ● To facilitate the development of the target reading skills, the following teaching strategies will be used: <ul style="list-style-type: none"> ➤ Storytelling ➤ Reading Aloud ➤ Shared Reading ➤ Independent Reading ● When conducting different reading activities, pair work, small group work, whole class work or individual work will also be adopted where necessary. ● To consolidate what students have learnt after reading the selected reading materials, follow-up tasks such as oral presentation, peer sharing, reading worksheets, reading log, designing a healthy menu for a particular person, producing a new sequel to a story, creating a new living organism or writing an email will be assigned. <p><u>Follow-up tasks</u></p> <ul style="list-style-type: none"> ● Follow-up tasks will be carefully designed to let students demonstrate the contents and language features they have learnt in the text types covered in order to provide 					

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<p>students with opportunities to use English in meaningful contexts.</p> <ul style="list-style-type: none"> ● A wide range of follow-up tasks such as story or script writing, menu or poster design, oral or written reports, sharing among peers, reading worksheets, reading journal will be considered depending on the target themes. The follow-up tasks above are just listed as examples. The actual follow-up tasks will not be limited to those mentioned. ● The target text types, themes, learning activities and final output of the RaC programme will connect students' learning experience of relevant KLAs. Details are as follows: <p>P.4</p> <table border="1" data-bbox="120 820 911 1489"> <thead> <tr> <th data-bbox="120 820 607 935">KLAs and relevant learning experience</th> <th data-bbox="607 820 911 935">Examples of Learning Activities / End Products</th> </tr> </thead> <tbody> <tr> <td data-bbox="120 935 607 1083"> Chinese ➤ to compare and discuss the features of stories and plays </td> <td data-bbox="607 935 911 1083"> Write the script of a Mini-drama / perform a mini-drama </td> </tr> <tr> <td data-bbox="120 1083 607 1232"> Computer Literacy ➤ to learn the technical skills of writing a blog/an email/a webpage </td> <td data-bbox="607 1083 911 1232"> Write a blog/ an email /a webpage </td> </tr> <tr> <td data-bbox="120 1232 607 1489"> General Studies ➤ to understand the living environment, jobs and entertainment in the past of Hong Kong ➤ to understand the habitat and features of living organism </td> <td data-bbox="607 1232 911 1489"> ➤ Give a presentation of a popular game for kids in the past to the class. ➤ Give a </td> </tr> </tbody> </table>	KLAs and relevant learning experience	Examples of Learning Activities / End Products	Chinese ➤ to compare and discuss the features of stories and plays	Write the script of a Mini-drama / perform a mini-drama	Computer Literacy ➤ to learn the technical skills of writing a blog/an email/a webpage	Write a blog/ an email /a webpage	General Studies ➤ to understand the living environment, jobs and entertainment in the past of Hong Kong ➤ to understand the habitat and features of living organism	➤ Give a presentation of a popular game for kids in the past to the class. ➤ Give a					
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and plants	presentation of an interesting living organism and plant.					
P.5						
KLAs and relevant learning experience	Examples of Learning Activities / End Products					
Chinese						
➤ to understand food and customs around the world	➤ Do a group presentation of different food and customs					
➤ to further understand the features of the script of the play	➤ Write a script and create a new ending for a fairy tale					
➤ to learn about a famous person from a biography	➤ Write a biography of a famous person					
➤ to understand the feature of persuasive text	➤ Write product catalogue					
➤ to understand myths and legends	➤ Write about a mythical character					
General Studies						
➤ to understand plant life cycle	➤ Write a report about the growth of plants					
In short, the learning activities and end products will gain support by the other KLAs in which relevant subject						

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<p>knowledge and skills are taught. The approach enables students to learn English more effectively through exposing them to a wide range of themes as well as enhancing subject learning in other KLAs.</p> <p>● Sample module: P.4 Understanding Narratives</p> <table border="1" data-bbox="103 451 913 1466"> <thead> <tr> <th data-bbox="103 451 259 491">Lesson</th> <th data-bbox="259 451 913 491">Learning and Teaching Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="103 491 259 751">1</td> <td data-bbox="259 491 913 751"> <ul style="list-style-type: none"> • Teacher will introduce book terminology and book features. • Teacher will predict what might happen in the text. • Teacher will guide students to make educated guesses by using the clues given in text. </td> </tr> <tr> <td data-bbox="103 751 259 903">2</td> <td data-bbox="259 751 913 903"> <ul style="list-style-type: none"> • Teacher will introduce the features of a narrative text. • Students will understand the unfamiliar words by reading on and re-reading. </td> </tr> <tr> <td data-bbox="103 903 259 1054">3</td> <td data-bbox="259 903 913 1054"> <ul style="list-style-type: none"> • Teacher will guide students to understand the structure of a story. • Teacher will guide students to use a mind-map to summarise a story. </td> </tr> <tr> <td data-bbox="103 1054 259 1129">4</td> <td data-bbox="259 1054 913 1129"> <ul style="list-style-type: none"> • Teacher will guide students to read the story with expression. </td> </tr> <tr> <td data-bbox="103 1129 259 1204">5-6</td> <td data-bbox="259 1129 913 1204"> <ul style="list-style-type: none"> • Students will use a mind-map to organise ideas for a story created by themselves. </td> </tr> <tr> <td data-bbox="103 1204 259 1279">7-8</td> <td data-bbox="259 1204 913 1279"> <ul style="list-style-type: none"> • Students will use their mind-map to write sentences and paragraphs. </td> </tr> <tr> <td data-bbox="103 1279 259 1355">9-10</td> <td data-bbox="259 1279 913 1355"> <ul style="list-style-type: none"> • Teacher will guide students use self-editing skills to improve the writing. </td> </tr> <tr> <td data-bbox="103 1355 259 1466">11</td> <td data-bbox="259 1355 913 1466"> <ul style="list-style-type: none"> • Students will correct their mistakes through editing and publish their work with their best handwriting and attractive illustrations. </td> </tr> </tbody> </table>	Lesson	Learning and Teaching Activities	1	<ul style="list-style-type: none"> • Teacher will introduce book terminology and book features. • Teacher will predict what might happen in the text. • Teacher will guide students to make educated guesses by using the clues given in text. 	2	<ul style="list-style-type: none"> • Teacher will introduce the features of a narrative text. • Students will understand the unfamiliar words by reading on and re-reading. 	3	<ul style="list-style-type: none"> • Teacher will guide students to understand the structure of a story. • Teacher will guide students to use a mind-map to summarise a story. 	4	<ul style="list-style-type: none"> • Teacher will guide students to read the story with expression. 	5-6	<ul style="list-style-type: none"> • Students will use a mind-map to organise ideas for a story created by themselves. 	7-8	<ul style="list-style-type: none"> • Students will use their mind-map to write sentences and paragraphs. 	9-10	<ul style="list-style-type: none"> • Teacher will guide students use self-editing skills to improve the writing. 	11	<ul style="list-style-type: none"> • Students will correct their mistakes through editing and publish their work with their best handwriting and attractive illustrations. 					
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12	<ul style="list-style-type: none"> Students will share their work with their classmates. Students will give positive feedback to their classmates. Students will reflect on their work. 					
(2) To purchase printed books (fiction and non-fiction) to promote reading across the curriculum at P.4 and P.5						
Implementation details Books for promoting reading across the curriculum <ul style="list-style-type: none"> Books about the target themes for P.4 and P.5 students will be selected. Level of difficulty of the reading worksheets and learning tasks generated by the books will be fine-tuned to cater for learner diversity in individual classes. 3 x P.4 titles and 3 x P.5 titles = 6 titles 64 copies will be purchased per title to ensure smooth reading rotation among the classes. There are 5 classes, with class size of about 30 students, in P.4 and P.5 respectively. The 64 copies of the same title will be divided into the following way for reading rotation among the classes: <ul style="list-style-type: none"> ➤ Set A with 32 copies to be read in different periods between Class A & B ➤ Set B with 32 copies to be read in different periods between Class C, D & E For P.4, 1 printed book on fairy tales and 2 printed books on living organisms will be purchased to help increase students' exposure to the features of the target text types. For P.5, 1 printed book on plays and 2 printed books on plants will be purchased to help increase students' 		P.4 and P.5	Contact with publishers Aug 2018 to Sept 2018 Purchasing the books Sept to October 2018	<ul style="list-style-type: none"> School-based Reading across the Curriculum workshops implemented more effectively in P.4 and P.5. 6 unit plans developed to show the use of resources in class teaching in P.4 and P.5 respectively. 100% of students at P.4 and P.5 will read 3 titles each year. 100% of the existing English teachers use the resources at P.4 and P.5 each year. 	<ul style="list-style-type: none"> After completion of the programme, the fiction and non-fiction books will still be used in the P.4 and P.5 reading lessons in the coming years. 	<ul style="list-style-type: none"> Titles used will be indicated in the scheme of work. P.4 and P.5 English language teachers share their views on the students' performance in the reading lessons in the 2nd and 3rd panel meetings. The English panel chairperson and the deputies will discuss the data collected and use it to

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<p>exposure to the features of the target text types.</p> <ul style="list-style-type: none"> ● Other target text types are available in the existing textbooks or conveniently available in the community (e.g. brochures and charts) or could be downloaded from the internet (e.g. e-mails, blogs and webpages). ● At least 3 book suppliers will be invited to submit the quotation for the required fiction and non-fiction books to the school for comparison. ● The books will be purchased after conducting proper procurement exercise. 					improve the school-based curriculum.