

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

School Name: Hong Kong Taoist Association Shun Yeung Primary School (English)

Application No.: A 078 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 15

2. No. of approved classes in the 2016/17 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	6	5	5	4	3	1	24

3. No. of operating classes in the 2016/17 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)
English Language Learning Support Services (Primary Schools)	P.2 (2014/15) P.3 (2015/16)	Reading strategies and Catering for Learner Diversity	Language Learning Support Section, EDB
Project of Learning Circle on helping teachers to adopt variation theory to improve the learning effectiveness of students with SEN through learning studies	P.3 (2016/17)	Using variation theory to improve the learning effectiveness of students with SEN through learning studies	Primary Schools Special Education Support Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. The school management and the English panel are very supportive and encourage new teaching initiatives. 2. Teachers are cooperative and willing to adapt new ideas and teaching strategies. 3. Most students are motivated and enjoy English lessons. 4. Our school has a large well-resourced English room which provides a language-rich environment for learning. 5. The school NET and ELTA are very effective teachers and help provide a language-rich environment for the students. 	<ol style="list-style-type: none"> 1. Although many students have low English proficiency, they are quite motivated. 2. Introducing guided reading into the reading program will cater for learner differences and improve the reading and speaking abilities of the students.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Many students begin primary school with very low levels of English and have minimal home support. 	<ol style="list-style-type: none"> 1. With a very diverse classroom in terms of English ability, it is difficult to cater for learner differences.

(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. School-based curriculum development to prepare and enable KS1 students to transit to KS2 smoothly	Employ a teaching assistant to take up some non-teaching workload of teachers for development, and create a more language-rich environment during recesses and after school.	P.1-3
2. Strengthening the learning and teaching of English for SEN/NAC students	Teachers and the teaching assistants made use of the series of phonic books to conduct intervention classes and tier-2 and tier-3 support so as to narrow pupils' learning gap in KS1 and SEN/ NAC students make progress in the learning of English	P.1-3
3. Conduct learning programmes to enhance students' English proficiency, autonomy and interests.	Hiring of service provider for conducting learning activities for both teachers and students.	P.4-6

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

<p align="center">Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">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 through conducting more English language activities</p> <p><input checked="" type="checkbox"/> 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”</p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input checked="" type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input type="checkbox"/> Employ full-time* or part-time* teacher</p> <p><input checked="" type="checkbox"/> Employ full-time teaching assistant</p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input checked="" type="checkbox"/> 2018/19 (second term) to 2019/20 (first term)</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. P.1-3, P.5-6)</p> <p>_____</p> <p>_____</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 ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) To purchase a leveling kit (PM Benchmark 2) and guided reading resources to promote reading across the curriculum as well as cater for learner diversity with equal emphasis on more able and less able students at P.2-4.					
<ul style="list-style-type: none"> A successful reading program should employ many different teaching strategies such as story-telling, shared reading, guided reading and independent reading. Through other school initiatives, we are giving students the opportunity to participate in all except guided reading. This is an important teaching strategy that needs to take place in order to create more independent readers in the future. The current reading classes are mainly conducted via a shared reading approach. Guided reading will enhance our curriculum by introducing a range of text types on cross-curricular content, reading strategies and follow-up activities that will be conducted in small groups to address different needs of the students. At present, students read one book in class and students are not matched with an appropriately leveled reader. <p>P.1 was not designated as the target level for guided reading because many students often lack basic phonics knowledge needed for reading before starting primary school. Students will acquire the basic phonics skills in P.1 and will be better prepared to begin guided reading in P.2. Introducing a project such as guided reading can be a large task. In order to keep the work manageable, we are going to introduce one to two grade levels per</p>	P.2 – P.4	<p>1/2018 to 12/2019</p> <p>01/2018 to 08/2018 and 01/2019 to 08/2019</p> <p>To purchase books after conducting procurement exercise.</p> <p>1/2018, 09/2018, 12/2018, 09/2019</p> <p>Co-planning</p>	<p>A guided reading program at P.2 to P.4 implemented to promote reading across the curriculum and cater for learner diversity.</p> <p>100% of P.2 to P.4 students read 8 titles per year.</p> <p>100% of students' confidence and participation in small leveled groups will increase.</p> <p>100% of the existing</p>	<p>Subject to the outcomes and effectiveness of the programme, it will be expanded to other levels in the future.</p> <p>With a rich resource bank of leveled readers, it would be easy to continue the programme to other levels in the future.</p>	<p>Student's reading ability will be assessed at regular intervals throughout the year (December and July). Results can be compared and progress can be continuously monitored.</p> <p>Teachers will work closer with smaller groups of students therefore increasing the effectiveness of ongoing formative assessment.</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.

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
<p>year. Since the PEEGS will span two years, we have targeted three grade levels during the project period.</p> <ul style="list-style-type: none"> The resources (leveling kit and leveled readers) will be used for P.2 to P.4 during the project period. After the scheme has completed, the resources will be further used in P.5 and P.6 and continued to be used across all levels in the future. The content of the leveling kit and readers are suitable for students of all reading levels from non-readers to independent readers. A weakness of shared reading is that it uses one text for the whole class. For some students, the text maybe too easy and for others, the text maybe too difficult. Guided reading which will build upon the school-based phonics program that is introduced from P.1 can address this weakness. One aspect of guided reading is to group students with similar abilities. Grouping students with similar ability allows teachers to use suitable language and instruction. It caters the needs of a wide range of learner differences in the classroom. It will also allow teachers to focus on specific learner needs and create a more intimate learning environment. Students in each group will be reading texts that match their reading levels; therefore, the inputs will be more accessible for them. It will also allow teachers to identify learning difficulties more timely and address them more effectively. Measures for guided writing to cater for learner diversity include: <ul style="list-style-type: none"> - allowing teachers to choose titles that are relevant and interesting for different groups of students - grouping students by their reading ability and 		<p>Yearly, in 09/2018, 09/2019: PM Benchmark Leveling Kit will be used to level students for guided reading.</p> <p>From 01/2018 to 12/2019: P.2 students will participate in guided reading workshops</p> <p>From 09/2018 to 12/2019: P.3 students will</p>	<p>English teachers will use the resources at P.2 to P.4 each year.</p>	<p>Guided reading books can also be used for other activities in the future such as buddy reading and independent reading.</p>	

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>comprehension skills allow teachers to accurately select a text that matches the students' language proficiency</p> <ul style="list-style-type: none"> - encouraging flexible grouping strategies will ensure that students will be learning at their ability. As a result, they will be more confident in engaging in discourse with students of similar ability which in turn promote collaborative learning - creating space for teachers to adopt different teaching strategies <p>Items to be purchased</p> <ul style="list-style-type: none"> ➤ Leveled printed readers • In order to run a successful guided reading program to promote reading across the curriculum as well as to cater for learner diversity with equal emphasis on more able and less able students, we need to have adequate resources. We aim at arranging 3 groups of 7-9 students who have similar reading abilities. Since there is a wide variety of reading levels, we need a wide variety of leveled books (example: PM Benchmark levels 0 to 30). As guided reading will be conducted throughout the year, we would need different readers for each level. An adequate supply of texts would be 30 levels X 4 to 10 different titles X 10 copies per reader = roughly 2100 books. <p>-Leveling Kit: PM Benchmark 2</p> <p>-Leveled printed readers: Level 1-5 (10 titles X 10 copies)</p>		<p>participate in guided reading workshops.</p> <p>From 09/2019 to 12/2019: P.4 students will participate in guided reading workshops.</p>			

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>Level 6-9 (10 titles X 10 copies)</p> <p>Level 10-14 (8 titles X 10 copies)</p> <p>Level 15-16 (8 titles X 10 copies)</p> <p>Level 17-20 (6 titles X 10 copies)</p> <p>Level 21-23 (6 titles X 10 copies)</p> <p>Level 24-28 (4 titles X 10 copies)</p> <p>Level 29-30 (4 titles X 10 copies)</p> <p>The PM Benchmark leveling kit is not going to be used for the teaching of basic reading skills. The PM Benchmark leveling kit is to be used as an assessment tool to determine a student's accurate reading level in order to match them with an appropriate reader. It will be used before the guided reading classes begin. The <u>leveled printed readers</u> will be used during the guided reading lessons. The leveled printed readers and the PM Benchmark Leveling Kit are two very different resources.</p> <p>After a student's reading level is determined (with the PM Benchmark leveling kit), we will then use the leveled printed readers during the guided reading classes. The leveled printed readers will be used to teach reading skills. Each group of students will be reading a book that is precisely at their appropriate learning level. The leveled readers will be chosen based on interesting topics, variety of language, stimulating content and appropriateness of a Hong Kong context.</p> <p>Because of the varied ability of our students (many students read at level 1 but others are reading at levels</p>					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>20 and up in P.2), we need titles from all different levels. When the guided reading classes are expanded to P.3 and P.4 during the course of this project the grant, we will also need leveled printed readers that go up to level 30.</p> <p><u>Implementation of the PM Benchmark kit:</u></p> <p>Students range from emergent to fluent readers. During a guided reading lesson, students are grouped by reading ability. For example, all students in one group will be reading at level 2, the teacher can tailor the lesson to those students who are reading at level 2 leveled printed readers. When the students are reading the text, the teacher can spend more time identifying and addressing common reading problems. The teacher can also conduct post reading lessons that address any reading issues or language themes in the reader.</p> <p>Fewer titles will be needed for certain levels of intensive reading lessons. Due to the fact that many students in P.2 are reading between levels 1 to 5, more titles will be needed for these levels. That is why we have chosen 10 titles for levels 1 to 5. In P.2 and P.3, more students will be reading in levels 1 to 10 (as a result of students improving their reading year by year). That is why we propose to choose 10 titles for those levels as well. It is quite likely that there will be fewer students reading in each level as we progress from levels 10 to 30, that is why we propose to choose fewer titles for those levels. For levels 21 to 30, we anticipate only 4 titles per level.</p> <p>We have introduced guided reading in the first term of this school year with P.2. We are using books that we have gathered from classrooms, the library and the</p>					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>English room. While the guided reading has been successful so far, we are doing so with <u>limited resources</u>. The readers we are using are <u>not properly leveled</u>, there are <u>not enough</u> titles and are <u>limited in terms of content and language</u> for the students. The goal of this scheme will help our school continue and expand our guided reading lessons and supply it with appropriate resources. We need to purchase a leveled reading library of books that can be easily used with students of all levels.</p> <p>Our school has already owned a considerable stock of phonics readers for students' but there are not enough copies per title to conduct small group reading activities. Hence, regarding the choice of leveled readers for guided reading lessons, we will choose multiple copies of different titles from publishers such as Springboard, PM starters, Wings, PM plus, PM Traditional Tales and Oxford Reading Tree. There will be a wide variety of fiction and non-fiction books available from these publishers.</p> <p>During the guided reading workshops, the NET, LET and TA will work as a team to conduct pre-reading, reading, and post-reading activities with each group (3 groups per class). Each group will use the appropriate resources in order to read one book and complete the activities according to their reading level and ability.</p> <ul style="list-style-type: none"> - When purchasing the leveled texts, careful planning will be made to ensure that there is a variety of different text types. Each level will consist of a mixture of fiction and non-fiction texts consisting 					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>mainly of narratives and information texts.</p> <ul style="list-style-type: none"> - When purchasing the leveled texts, we will take consideration to the themes in their General English classes. Texts that share a similar theme will be considered over other texts. - Students will engage in a number of reading skills and strategies. When introducing the text, students' prior knowledge will be activated, new vocabulary will be highlighted, new themes and concepts will be introduced. Teachers will guide students to make connections with previous learning to thing have done at school or in their personal lives. Students will learn to identify the main features of a book such as the title, author and illustrator. Teachers will expect students to make predictions about the development of the story. While introducing the text, students will begin with a picture walk and may skim the text in order to describe the pictures or to identify target vocabulary. After the introduction and picture walk the teacher can then ask a question about the story such as, "I wonder...." - When reading the text, the teacher will encourage the students to begin to apply reading strategies to decode unknown words by reminding them to track the words with their fingers, look at the picture, look at the initial sound, and sound out the word in chunks/syllables. Teachers will employ a variety of reading routines such as asking students to take turns reading individually, reading together with the teacher or reading in small groups. When students have difficulties with reading a word, they will use a 					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>variety of decoding strategies highlighted above. Reading strategies will focus on graphophonic, syntactic and semantic levels.</p> <ul style="list-style-type: none"> - After the text has been read, we will revisit the text. This is an opportunity to review the use of reading strategies and to revisit the questions discussed at the beginning of the lesson. Teachers can ask students to retell the story and identify words that they have learned. Students can focus on high frequency word identification or practice their phonics skills. Teachers will use a reactionary teaching approach with revisiting the text. During the reading, they will identify areas where students have made mistakes and address them during this time. Using mini white boards and alphabet magnets, teachers will be able to isolate and practice any target areas that need attention. - During all the stages of reading, teachers will focus on questioning techniques by using a variety of literal, interpretive and inferential questions. Students will take turns asking and answering questions. With lower level groups, teachers will focus on simpler macro-reading strategies such as using visual clues, using directionality, and simple decoding. With higher level groups, teachers will focus more on decoding, chunking, comprehension and overall fluency. <p>➤ Leveling Kit</p> <ul style="list-style-type: none"> • A leveling kit is required to adequately assess reading levels of students for grouping them by similar reading abilities. There will be 3 groups of students in each class. Grouping of students will be based on a 					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>combination of their reading level, comprehension and overall proficiency of English. One group will be made up of the top 1/3 of students, another group will be made up of the middle 1/3 of students and the final group will be made up of the lower 1/3 of students.</p> <p>Through formative assessment, teachers should notice the improvement of students' use of reading strategies during the shared reading lessons as the students become more competent during the guided reading classes.</p> <p>Implementation of the guided reading workshops</p> <ul style="list-style-type: none"> • The implementation and planning of the guided reading workshops will be conducted with support of the EDB NET Section. An Advisory Teacher will visit the school periodically to offer support and continued training for teachers and teaching assistants specifically for guided reading. • With the assistance of the Advisory Teacher, we will source resources through different distributors in order to select the best resources at the lowest price. When titles are chosen, we will continue with the requisite procurement procedures before purchasing the resources. 					