

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

School Name: Lung Kong World Federation School Limited Lau Tak Yung Memorial Primary School (English)

Application No.: D058 (for official use)

(A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 13

2. No. of approved classes in the 2019/20 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	3	4	5	4	3	3	22

3. No. of operating classes in the 2019/20 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	3	4	5	4	4	3	23

4. Programmes/Projects implemented or support service(s) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	Grade level	Focus(es) of the programme/project/ support service	External support (if any)
PLP-R/W	P.1– P.3	Reading and Writing	NET Section, EDB
English Language Support Service: Progress Review of School-based Curriculum Development	P.4 – P.6	Writing	Language Learning Support Section, EDB
The Chinese University of Hong Kong: Drama-in-Education	P.5	Drama-in-Education	The Chinese University of Hong Kong & 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 enthusiastic and committed. They are eager to refine the current teaching practices and try out new teaching methodologies to improve learning and teaching.2. With the well-supported IT team, the school-based e-learning platforms such as Learning Express have been developed to cultivate students' self-directed learning.	<ol style="list-style-type: none">1. The School Principal is supportive of English Language curriculum development.2. Drama-in-education has been integrated into the core English Language curriculum since 2018/2019 school year to enhance the learning and teaching effectiveness.3. Students enjoy multisensory learning activities. These activities help arouse their learning interests.4. The EDB Seed project, the Writing Support Programme, facilitates the development of school-based English writing curriculum in KS2.
Weaknesses	Threats
<ol style="list-style-type: none">1. Family support for English learning is not sufficient to facilitate students' learning.2. Teachers have to struggle in arousing students' interests in using English outside the classroom.3. Students lack of a language-rich environment and opportunities to apply usage of English they have learnt.	<ol style="list-style-type: none">1. Extra support is required to cater for the needs of increasing number of SEN students.

(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
Reading and Writing	Employing a full-time teacher to support the development of the reading and writing scheme.	P.1 – P.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><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2020/21 school year</p> <p><input checked="" type="checkbox"/> 2021/22 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input 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	Sustainability	Methods of progress-monitoring and evaluation
Employ a part-time teacher who is proficient in English to conduct English activities at Primary 2 and Primary 3					
<p>Objectives</p> <p>To provide students with more opportunities to use English in authentic contexts, a school-based English speaking programme will be developed and delivered at Primary 2 and Primary 3. Primary 2 and Primary 3 students are chosen as the target levels to arouse their learning interests at an early stage, which could facilitate the building of a solid foundation in English Language learning.</p> <p>The speaking activities will be based on the themes covered in the textbooks so that students can apply the language skills and language items learnt in authentic contexts. In addition to speaking lessons, whole-level theme-based English Language activities will be conducted for each module.</p> <p>Core Team</p> <p>➤ Composition</p> <p>The core team will consist of three English Panel Chairpersons and three target level teachers. They will work collaboratively with the part-time teacher who is proficient in English (the new teacher) for the development and implementation of the speaking programme at P.2 – P.3.</p> <p>➤ Duties of core team</p> <p>The core team will:</p> <ul style="list-style-type: none"> ✓ conduct curriculum review; ✓ formulate the programme framework; ✓ conduct weekly co-planning meetings; 	<p>P.2 – P.3</p>	<p>2020/2021 P.2</p> <p>Sept 2020 – Jun 2021 Co-planning (<i>all year round</i>)</p> <p>Developing resources (<i>all year round</i>)</p> <p>Try-out (<i>all year round</i>)</p> <p>Evaluation (<i>all year round</i>)</p> <p>Jul – Aug 2021 Programme planning for the 2nd project year</p>	<p>A teaching resource package covering 4 lessons and a whole-level theme-based activities will be developed for each module. A total of 7 modules will be covered at each target level. 7 whole-level theme-based activities will be conducted at each level.</p> <p>80% of P.2 to P.3 students enjoy speaking activities conducted.</p> <p>80% of P.2 to P.3 students’ interests and confidence in English speaking will be enhanced.</p> <p>80% of P.2 to P.3 students show improvement in speaking assessments.</p>	<p>The theme-based language activities of the proposed speaking programme will be video-taped for sharing.</p> <p>The developed teaching resource will be reviewed and updated each year. They will be kept and stored properly.</p> <p>Sharing will be conducted in co-planning and panel meetings for dissemination of good practices.</p> <p>Core team members will be the seed teachers upon completion of this project for extension of the programme to other levels.</p>	<p>English Panel Chairpersons will monitor the development and implementation of the programme.</p> <p>Student and teacher surveys will be conducted at the end of each project year.</p> <p>Lesson observations among English Language teachers, English Language Panel Chairpersons and the Principal will be conducted.</p> <p>Data analysis on students’ speaking assessments will be conducted at the end of each term.</p>

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
<ul style="list-style-type: none"> ✓ try out the newly-developed learning and teaching activities (once per week per class); ✓ conduct lesson demonstrations and lesson observations at least once per term at each level; ✓ conduct survey and analysis; ✓ co-conduct whole-level English language activities outside class time; ✓ gauge the overall effectiveness of the proposed programme; and ✓ share the experience at the panel meetings once per term. <p><u>The part-time teacher who is proficient in English</u></p> <ul style="list-style-type: none"> ➤ Expected qualifications and experiences The new teacher is expected to be a bachelor’s degree holder, preferably with native English proficiency and working experiences in local schools. ➤ Duties of the new teacher The part-time teacher will work around 20 hours per week. He or she will: <ul style="list-style-type: none"> ✓ co-plan and co-develop the school-based speaking programme; ✓ co-conduct weekly speaking activities with the level English teachers (Primary 2 in 2020/21; Primary 2 and 3 in 2021/22); ✓ conduct lesson demonstrations and lesson observations at least once per term at each level; ✓ work collaboratively with the core team members for arranging the whole-level theme-based activities; and 		<p>2021/2022 P.2 – P.3</p> <p>Sept 2021 – Jun 2022</p> <p>Co-planning <i>(all year round)</i></p> <p>Developing resources for P.3 and refining resources developed at P.2 <i>(all year round)</i></p> <p>Try-out resources at P.3 <i>(all year round)</i></p> <p>Try-out the refined resources at P.2 <i>(all year round)</i></p> <p>Evaluation:</p>	<p>80% of English Language teachers involved agree that students are engaged in the activities.</p> <p>80% of English Language teachers involved agree that students’ interests and confidence in English speaking are enhanced.</p> <p>80% of English Language teachers involved agree that students are more motivated in learning English.</p> <p>100% of English Language teachers involved enrich their knowledge in teaching reading and speaking.</p> <p>100% of English Language teachers involved apply the reading and speaking skills in their teaching.</p>		

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<p>✓ share the experience at the panel meetings once per term.</p> <p><u>Details of the speaking programme</u></p> <p>➤ Implementation 1 lesson per week per class will be allocated to the programme. Around 28 lessons will be allocated to the programme per level per year.</p> <table border="1" data-bbox="188 560 869 675"> <thead> <tr> <th>School Year</th> <th>Target Levels</th> </tr> </thead> <tbody> <tr> <td>2020/2021</td> <td>Primary 2</td> </tr> <tr> <td>2021/2022</td> <td>Primary 2 and Primary 3</td> </tr> </tbody> </table> <p>➤ Tentative themes to be covered The modules are based on the themes covered in the core General English lessons. 4 English lessons within the normal timetable will be allocated to each module. A theme-based activity will be conducted for each theme.</p> <table border="1" data-bbox="188 951 869 1497"> <thead> <tr> <th>Levels</th> <th>Themes</th> </tr> </thead> <tbody> <tr> <td>P.2</td> <td> <ul style="list-style-type: none"> • Places at School • Jobs • Festivals • Seasons and Activities • Family and Friends • The World Around Us • Places and Activities </td> </tr> <tr> <td>P.3</td> <td> <ul style="list-style-type: none"> • Food and Drinks • Free Time Activities • About Me • Caring and Sharing • Using My Five Senses • Let's Go Shopping </td> </tr> </tbody> </table>	School Year	Target Levels	2020/2021	Primary 2	2021/2022	Primary 2 and Primary 3	Levels	Themes	P.2	<ul style="list-style-type: none"> • Places at School • Jobs • Festivals • Seasons and Activities • Family and Friends • The World Around Us • Places and Activities 	P.3	<ul style="list-style-type: none"> • Food and Drinks • Free Time Activities • About Me • Caring and Sharing • Using My Five Senses • Let's Go Shopping 		<p><i>(all year round)</i></p> <p>Jul – Aug 2022 Evaluation of the programme</p>		
School Year	Target Levels															
2020/2021	Primary 2															
2021/2022	Primary 2 and Primary 3															
Levels	Themes															
P.2	<ul style="list-style-type: none"> • Places at School • Jobs • Festivals • Seasons and Activities • Family and Friends • The World Around Us • Places and Activities 															
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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
<ul style="list-style-type: none"> • Special Days 						
➤ Target skills						
Levels		Language Skills				
P.2		<ul style="list-style-type: none"> ✓ apply grammar rules such as subject verb agreement correctly ✓ connect ideas by using cohesive devices ✓ imitate appropriate stress and intonation ✓ open an interaction by using simple formulaic expressions to greet someone and introduce oneself briefly ✓ maintain an interaction by using single words and formulaic expressions to ask questions and respond ✓ maintain an interaction by using single words and formulaic expressions to provide information in response to yes/no questions ✓ close an interaction by using formulaic expressions 				
P.3		<ul style="list-style-type: none"> ✓ apply grammar rules such as subject-verb agreement correctly ✓ connect ideas by using cohesive devices ✓ imitate appropriate stress, rhythm and intonation ✓ use simple gestures and facial expressions to convey meaning 				

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	<ul style="list-style-type: none"> ✓ open an interaction by greeting someone in an appropriate manner, asking questions and by introducing oneself ✓ maintain an interaction by using formulaic expressions to reply, acknowledge and provide information to factual and yes/no questions ✓ close an interaction by using appropriate formulaic expressions 					
➤ Sample Module						
<i>Level</i>	Primary 2					
<i>Module</i>	Festivals					
<i>Relevant textbook unit</i>	Favourite Festivals					
<i>Target skills</i>	<ul style="list-style-type: none"> • apply grammar rules correctly • connect ideas by using cohesive devices • imitate appropriate intonation • maintain an interaction by asking questions • maintain an interaction by providing information in response to yes/no questions • close an interaction by using formulaic expressions 					
<i>Language items covered</i>	<ul style="list-style-type: none"> • Vocabulary: festivals and festive activities • Language structures: <ul style="list-style-type: none"> - Yes/No questions 					

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	- “Wh” questions					
<i>Theme-based activity</i>	Preparing a video clip about traditional Chinese festivals					
<i>Learning and teaching activities</i>	<p><u>Lesson 1</u> Vocabulary items covered in the General English lessons will be revisited using vocabulary games “Taboo”.</p> <p>Taboo Students work in teams and ask their teammates questions using the Yes/No questions and guess the target vocabulary items.</p> <p>“Is it a/an _____?” “Yes, it is.”/ “No, it isn’t”</p> <p>Task Introduction Students will be shown a video clip about Chinese New Year. They will be introduced to the task — to prepare a video clip about one of the Chinese festivals for broadcasting during the Chinese Culture Day. Students will be divided into 4 groups to search information for one of the Chinese festivals. Students will complete an information sheet for the festival chosen.</p>					

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<p><u>Lesson 2</u> “I Spy”</p> <p>Teachers will “spy” items related to Chinese festivals. Students will work in groups and ask teacher questions for more information to guess the items.</p> <p>Preparation for interview</p> <p>Students will interview students of other groups and ask them questions about the festival chosen. Students will answer questions based on the information gathered. The school English Language teacher and the new teacher will demonstrate how to conduct an interview. They will help students to prepare for the role of the interviewer and interviewee respectively.</p> <p>Sample questions to be asked: <i>What is the festival chosen?</i> <i>What is the festival about?</i> <i>How do people celebrate the festival?</i> <i>How do you and your family celebrate the festival?</i> <i>Do you like the festival? Why/Why not?</i></p> <p>Conducting interviews</p> <p>Teachers highlight the use of intonation in asking Yes/No questions and “Wh” questions.</p>					

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<p>Teachers will assign students to work in pairs so that students can interview each other and each group members can collect information about different festivals.</p> <p>Sharing of information collected Teachers will demonstrate the use of presentation grid for sharing of the information collected. A template will be given. Students will then share the information collected within the group.</p> <p><u>Lesson 3</u> Preparing storyboard for the video clip Teachers will show students a video clip about Mid-Autumn Festival.</p> <p><i>All you need to know about Mid-Autumn Festival: Chang'e, mooncakes and the Fire Dragon Dance</i> https://www.youtube.com/watch?v=fpVd822yr7M</p> <p>Teachers will show students the storyboard for the video clip and demonstrate how to organize the ideas to be presented using the storyboard.</p>					

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<p>Students will work together to prepare a storyboard for the video clip. Students will select one Chinese festival for the video clip and the information to be shared. The information of the festival will be shared in the form of an interview. Students will be asked to collect photos related to the festivals for the video clips.</p> <p>Take-home task: Preparation of the script Students will work in groups and write a script for the video clip. Each student has to talk about at least one aspect of the chosen festival. The written script will be submitted to teachers for feedback.</p> <p><u>Lesson 4</u> Preparation for shooting of the video clip Teachers will feedback on the written script. Students will revise the scripts and then rehearse during the lesson. The English teachers and the new teacher will arrange shooting after the lesson and the video clips will be broadcasted during the Chinese Cultural Day.</p>					

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<p>Other English Language activities</p> <p>The new teacher will conduct English Language activities such as vocabulary games and story-telling during recesses and lunch breaks for P.2 and P.3 students. A roster will be prepared so that students will take turns to attend the English activity sessions with the new teacher.</p> <p>The new teacher will also co-work with the English Language Panel for school English Language activities such as English Day and English morning assemblies.</p>					