

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

Proposed school-based English Language curriculum initiative	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Hiring a full-time supply teacher to release core team members and purchasing printed titles for refinement of school-based reading programme at Primary 1 to Primary 3 to provide students more opportunities to use English in authentic contexts					
<p>Background</p> <ul style="list-style-type: none"> The school-based English Language curriculum adopts an integrated approach based on the Space Town literacy programme. A theme-based core text will be used to introduce students to the target vocabulary items and language structures. Students apply the language items learned through different follow-up language tasks. The school has been using self-developed learning and teaching materials instead of adopting textbook series from publishers. The current KS1 English Language curriculum will be reviewed and refined to make room for the incorporation of additional reading texts of the same themes covered in the Space Town. <p>Objectives</p> <ul style="list-style-type: none"> The current school-based reading curriculum will be refined with incorporation of additional multimodal reading texts and activities to: <ul style="list-style-type: none"> - arouse students' reading interests; - expose students to a wider variety of text types; - connect students' reading to their daily life experiences or learning in other Key Learning Areas; and - provide students with more opportunities to use English in authentic contexts. <p>Core team</p> <ul style="list-style-type: none"> The English Language panel chairperson and two junior level teachers who are experienced in running the current reading programme will form a core team. 	P.1 – P.3	<p>Book selection and conducting procurement exercise <i>Jul – Aug 2020</i></p> <p>Module 1 Co-planning <i>Sep – Oct 2020</i> Try-out <i>Sep – Oct 2020</i> Evaluation <i>Oct 2020</i></p> <p>Module 2 Co-planning <i>Oct – Nov 2020</i> Try-out <i>Oct – Nov 2020</i> Evaluation <i>Nov 2020</i></p> <p>Module 3 Co-planning <i>Nov – Dec 2020</i> Try-out <i>Nov – Dec 2020</i> Evaluation <i>Dec 2020</i></p>	<p>A teaching pack covering 24 lessons, consists of teaching plans, PowerPoint slides and other teaching kits will be developed at each level.</p> <p>100% of P.1 – P.3 students read 6 additional reading texts a year.</p> <p>70% of P.1 – P.3 students agree that they enjoy the reading activities and participated actively in reading lessons.</p> <p>70% of P.1 – P.3 students agree they are more motivated to read.</p> <p>70% of P.1 – P.3 students have 5% improvement in their formative and/or</p>	<p>Materials developed will be refined and reused in future. They will form part of the core English Language curriculum of KS1.</p> <p>Curriculum documents, unit plans and relevant teaching strategies can be modified according to students' needs in subsequent years.</p> <p>Some lessons will be video-taped for professional development.</p>	<p>Students' reading comprehension performance in formative and/or summative assessments will be analyzed.</p> <p>Teacher and student surveys will be conducted.</p> <p>Students' reading booklets will be assessed.</p> <p>Lesson observations and reflection meetings will be conducted.</p>

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<ul style="list-style-type: none"> Around 8 lessons per cycle will be released and a total of 24 lessons per week will be taken up by the supply teacher. The core team members will be responsible for: <ul style="list-style-type: none"> conducting co-planning meetings (2 for each module); reviewing the current KS1 curriculum; formulating the programme framework; developing learning and teaching resources; designing the lesson plans; co-delivering the reading activities with the level English Language teachers (4 40-minute lessons per module per class); conducting peer lesson observations and post-observation discussions twice per term for each level; attending at least 2 professional development workshops on related aspects; conducting in-house sharing session once per term; and conducting various evaluation to gauge the programme effectiveness. <p><u>Purchase of printed reading texts</u></p> <ul style="list-style-type: none"> A total of 6 reading texts per level will be added to the reading programme. 4 of them will be printed reading texts while the remaining 2 will be multimodal texts sourced online. As the reading programme will closely align with the General English curriculum and will be conducted for all classes at the same time, student copies will be purchased for each printed title. <table border="1" data-bbox="188 1295 981 1481"> <tr> <td>Number of modules per level</td> <td>6</td> </tr> <tr> <td>Number of printed reading texts for each level</td> <td>4</td> </tr> <tr> <td>Number of copies to be purchased</td> <td>100 copies (3 classes)</td> </tr> </table>	Number of modules per level	6	Number of printed reading texts for each level	4	Number of copies to be purchased	100 copies (3 classes)		<p>Interim evaluation <i>Jan 2021</i></p> <p><u>Module 4</u> Co-planning <i>Feb – Mar 2021</i> Try-out <i>Feb – Mar 2021</i> Evaluation <i>Mar 2021</i></p> <p><u>Module 5</u> Co-planning <i>Mar – Apr 2021</i> Try-out <i>Mar – Apr 2021</i> Evaluation <i>Apr 2021</i></p> <p><u>Module 6</u> Co-planning <i>May – Jun 2021</i> Try-out <i>May – Jun 2021</i> Evaluation <i>Jun 2021</i></p> <p>Overall programme evaluation <i>Jul 2021</i></p>	<p>summative assessments.</p> <p>80% of P.1 – P.3 teachers agree that students enjoy the reading activities and participated actively in reading lessons.</p> <p>80% of P.1 – P.3 teachers agree that students are more motivated to read.</p> <p>100% of P.1 – P.3 teachers acquire the skills of conducting reading activities.</p> <p>100% of P.1 – P.3 teachers will apply the skills of conducting reading activities in their teaching.</p>	<p>Professional sharing sessions will be conducted.</p>	
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<p><u>Details of the reading programme</u></p> <p>Implementation</p> <ul style="list-style-type: none"> 4 lessons will be allocated to the additional reading text. The themes, the reading skills and the language focuses will closely align with those covered in the General English programme. <p>Programme framework</p> <ul style="list-style-type: none"> Tentative themes to be covered <table border="1" data-bbox="190 587 922 1295"> <thead> <tr> <th>Levels</th> <th>Theme</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td> <ul style="list-style-type: none"> ✓ My family ✓ Things I bring to school ✓ Birthday celebration ✓ Animal ✓ In the park ✓ Clothes </td> </tr> <tr> <td>P.2</td> <td> <ul style="list-style-type: none"> ✓ Places at school ✓ Feeling ✓ Weather ✓ My friends ✓ Leisure activities ✓ Food and drink </td> </tr> <tr> <td>P.3</td> <td> <ul style="list-style-type: none"> ✓ Places at home ✓ Using my five senses ✓ Food and drinks ✓ Festival around the world ✓ School events ✓ Environmental protection </td> </tr> </tbody> </table> <ul style="list-style-type: none"> Tentative reading skill focus <table border="1" data-bbox="190 1337 981 1489"> <thead> <tr> <th>Reading skills</th> <th>P.1</th> <th>P.2</th> <th>P.3</th> </tr> </thead> <tbody> <tr> <td>• sight read common words</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>• sight read phonically irregular words</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>• use phonological strategies to decode</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	Levels	Theme	P.1	<ul style="list-style-type: none"> ✓ My family ✓ Things I bring to school ✓ Birthday celebration ✓ Animal ✓ In the park ✓ Clothes 	P.2	<ul style="list-style-type: none"> ✓ Places at school ✓ Feeling ✓ Weather ✓ My friends ✓ Leisure activities ✓ Food and drink 	P.3	<ul style="list-style-type: none"> ✓ Places at home ✓ Using my five senses ✓ Food and drinks ✓ Festival around the world ✓ School events ✓ Environmental protection 	Reading skills	P.1	P.2	P.3	• sight read common words	✓	✓	✓	• sight read phonically irregular words		✓	✓	• use phonological strategies to decode	✓	✓	✓		<p>Refinement of resources developed</p> <p><i>Jul – Aug 2021</i></p>			
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words								
• recognise familiar words in new texts		✓	✓					
• recognise known clusters of letters in unknown words	✓	✓	✓					
• recognise common abbreviations and contracted forms								
• work out the meaning of unknown words by recognising the base word within other words	✓							
• guess the meaning of unfamiliar words by using pictorial clues	✓	✓						
• guess the meaning of unfamiliar words by using contextual clues		✓	✓					
• skim a text to obtain a general impression and the gist or main ideas with teacher support	✓	✓						
• skim a text to obtain a general impression and the gist or main ideas								✓
• scan a text to locate specific information by using strategies such as looking at repeated words	✓							
• scan a text to locate specific information by using strategies such as looking at repeated words, words in bold, italics or capital letters			✓	✓				
• identify key words for the main idea in a sentence		✓	✓					
• locate specific information in a short text in response to questions	✓	✓						
• confirm meaning by re-reading a sentence or paragraph	✓	✓	✓					

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• understand the connection between ideas by identifying cohesive devices		✓	✓											
• guess the topic and the likely development of the topic by using personal experiences and knowledge of the world			✓											
• make predictions about stories, characters, topics of interest using pictorial clues and the book cover	✓	✓												
• recognise the format, visual elements and language features of some common text types		✓	✓											
• understand the information provided on the book cover, contents page and page number	✓													
• Sample Module <table border="1"> <tr> <td>Level</td> <td>Primary 2</td> </tr> <tr> <td>Theme</td> <td>Weather</td> </tr> <tr> <td>Language items covered in the General English lessons</td> <td> Vocabulary: ✓ feeling ✓ action words and activities Language structure: ✓ Use the simple present tense and adjectives to talk about present states e.g. It is sunny. ✓ Use pronouns to express what people are doing, e.g. He is sleeping. ✓ Use interrogative adverb 'what' to ask specific information about a person e.g. What is Rex doing? </td> </tr> </table>				Level	Primary 2	Theme	Weather	Language items covered in the General English lessons	Vocabulary: ✓ feeling ✓ action words and activities Language structure: ✓ Use the simple present tense and adjectives to talk about present states e.g. It is sunny. ✓ Use pronouns to express what people are doing, e.g. He is sleeping. ✓ Use interrogative adverb 'what' to ask specific information about a person e.g. What is Rex doing?					
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	<ul style="list-style-type: none"> ✓ Use adjectives to describe feeling e.g. I'm great. 					
Reading skills	<ul style="list-style-type: none"> ✓ sight read common words, phonically irregular words ✓ recognise familiar words, known clusters of letters in unknown words ✓ guess the meaning of unfamiliar words by using pictorial clues and contextual clues ✓ make predictions about stories, characters, topics of interest using pictorial clues and the book cover 					
Reading texts	<i>Message by Balloon</i> by Pam Holden					
Learning and teaching activities	<p><u>Pre-reading</u></p> <p>✧ Weather vocabulary</p> <ul style="list-style-type: none"> • Students will revisit the target vocabulary items covered in the General English lessons by listening to a song about weather. <p style="text-align: center;"><i>Weather Song for kids "Sun, Rain, Wind, and Snow" The Singing Walrus</i></p> <p style="text-align: center;">https://www.youtube.com/watch?v=tfAB4BXSHOA</p> <p>✧ Feeling Bingo Game</p> <p><u>1st Round</u></p> <ul style="list-style-type: none"> • Bingo cards (a 4 x 4 grid) with different feelings will be prepared and given to students. <p style="text-align: center;">https://www.pinterest.com/pin/145381894205198277/</p>					

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<ul style="list-style-type: none"> Students will be invited to act out one of the feelings using facial expressions only. Other students will guess the answer and circle the relevant boxes. Students who have four across, diagonally, or vertically circles will yell out “Bingo”. <p><u>2nd Round</u></p> <ul style="list-style-type: none"> Teacher will repeat the game. Instead of giving out bingo cards with different feelings, students will be given a blank bingo card to write down the words and draw. <p><u>While-reading</u></p> <p>✧ Book covers</p> <ul style="list-style-type: none"> Teacher will guide students to make prediction about the story by reading the book covers. Students will be asked to guess what the story is about by looking at the front cover. The teacher will ask the following questions. <p><i>What do you think the book about?</i> <i>Where does the story take place?</i> <i>Why do children release the balloon?</i></p> <ul style="list-style-type: none"> Book terminology such as the title, the illustrator, page number, front and back covered will be highlighted. <p>✧ Picture walk</p>					

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<ul style="list-style-type: none"> • Teacher will read the preface with students and ask students to guess the functions of the wind vane. Teacher will then picture walk the book and ask students to guess the story plot. <p>❖ Guided Reading</p> <ul style="list-style-type: none"> • Teacher will read the book with students and demonstrate how to work out the meanings of unfamiliar words and predict the possible development of the stories. • <u>Plot prediction</u> <ul style="list-style-type: none"> ❖ Teacher will ask students to think about what happen after releasing the balloons into air. Students will also predict what people will do if they read the message. ❖ Students will write or draw their prediction on worksheet and read the book to confirm their predictions. • After the first reading, teacher will guide students to decode the words using by phonics skills, pictorial and contextual clues in the second reading. • Working out the meaning of unfamiliar words <ul style="list-style-type: none"> ❖ Students will be guided to work out the meaning of “popped” by using contextual clues and pictorial clues. 					

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<ul style="list-style-type: none"> ❖ Teacher will highlight the sentence, “it <i>popped</i> outside my house”. Students will be guided to work out “it” in the sentence and then deduce the meaning of “popped” by the properties of balloons and the broken balloon pieces holding in the weatherman’s hand. • The sound /ou/ is introduced with the vocabulary (e.g. blow, show, know) in the story and a phonics video: Alphablocks : Home - Series 4 - Episode 08 https://www.youtube.com/watch?v=UQFiBxEseg&list=PLqk7ar-NaBVsbHQP5IR9atB716Pva16pf • To connect students’ daily life experience, students will discuss if the possible consequences of releasing balloons in Hong Kong. • Teacher will then ask students to read the book by themselves and teacher will guide students to complete a task sheet. ❖ Post reading <ul style="list-style-type: none"> • Students will share with their partners to talk about their favorite weather and activities. They will write a poster about their favorite weather afterwards. • Students will be shown a video clip 					

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	<p>✧ Extended reading</p> <ul style="list-style-type: none"> Students will be shown a video clip about the wind vane is made. Printed instruction will be provided to students to make a simple wind vane at home. <i>CRAFT: Make a Wind Vane! Chirp Magazine</i> https://www.youtube.com/watch?v=9IoYzv8mz5s 					