

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

School Name: **PO YAN OBLATE PRIMARY SCHOOL** (English)

Application No.: **C047** (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 11

2. No. of approved classes in the 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	3	3	3	3	2	2	16

3. No. of operating classes in the 2018/19 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	3	3	3	2	2	16

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

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
Space Town Literacy Programme	P.1 - P.2	Reading and writing	NET Section, EDB
PLP-R/W	P.1- P.3	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. Co-planning culture among all English teachers has been well-established. Teachers share experience and methodologies through formal and informal meetings.2. EDB NET is deployed in facilitating the teaching of English and creating a language-rich environment.3. A spacious English room has been set up and a teaching assistant is employed for the implementation of PLP-R/W programme.	<ol style="list-style-type: none">1. Campus TV has been set up and can be used for English Campus Reporter Programme.2. New English teachers, who are dedicated and energetic, have brought in new and innovative teaching ideas.
Weaknesses	Threats
<ol style="list-style-type: none">1. Most students have limited exposure to English in daily life, leading to low motivation and confidence in English learning.2. Insufficient parental support for students' English learning.3. Teachers can hardly arrange meaningful English programmes for more able students.	<ol style="list-style-type: none">1. School is in lack of resources to organize more English Language activities for students outside class time.2. A wide range of learner diversity poses challenges in English learning and teaching.

(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
School-based Writing Programme	<ul style="list-style-type: none">- Hiring professional services- Employing a supply teacher	P.4 – 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>⚙️ Enrich the English language environment in school through - conducting more English language activities*; and/or —developing more quality English language learning resources for students*</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”</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>⚙️ Employ full-time* or part-time* teacher</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant</p> <p>● Procure service for conducting English language activities</p>	<p>⚙️ 2019/20 school year</p> <p>● 2020/21 school year</p>	<p>⚙️ P.1</p> <p>⚙️ P.2</p> <p>⚙️ P.3</p> <p>⚙️ P.4</p> <p>⚙️ P.5</p> <p>⚙️ 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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
Hire a full-time teacher who is proficient in English to work in collaboration with English Language teachers on developing school-based speaking programme for P.4 – P.6 and English activities at P.1 – P.6					
<p>Objective The objectives of the new language activities aim at providing students with more opportunities to use English in meaningful contexts. With an additional teacher who is proficient in English and extra English lesson for each KS2 class, it is proposed to conduct a variety of English activities so as to arouse these students’ interests and boost their confidence in English learning.</p> <p>Core team</p> <p>❖ Composition A core team consists of five members will be formed. They are the teacher-in-charge of the proposed speaking programme, vice English Panel Chairperson and level coordinator of each target level (a total of 3).</p> <p>❖ Duties of the core team The core team will:</p> <ul style="list-style-type: none"> - co-plan with the new teacher once every two weeks; - co-develop the learning and teaching resources with the proposed additional teacher to be employed; - conduct pre-test and post-test; - conduct lesson observations, sharing sessions and evaluating meetings; and - collaborate with the new teacher to help him/her understand the school culture. 	P.1 - P.6	Sept 2019 – Jun 2020 Co-planning & Co-teaching All year round Lesson Observation Nov 2019 & Mar 2020 Sharing session Jun 2020 Evaluation meeting Jun 2020 Refinement of the materials developed by core team Jul – Aug 2020	1 set of resource package, covering around 19 lessons, will be developed for the storytelling programme at P.4. 1 set of resource package, covering around 19 lessons, will be developed for the presentation workshop at P.5. 1 set of resource package, covering around 19 lessons, will be developed for the interview and group discussion workshop at P.6. 70 % of P.4 to P. 6 students will improve their confidence and skills in speaking. Speaking skill assessment results of over 70% of students at P.4 to P. 6 will	The programme materials will be kept properly and refined after completion of the project. Level coordinators will share their experience from running the proposed programme with other teachers, especially new teachers. Sample Lessons will be videotaped for sharing and professional development. Sharing sessions will	On-going evaluation will be conducted during the co-planning meeting. Evaluation meeting will be conducted at the end of school year. Co-planning and evaluation meeting records will be kept. Questionnaires will be completed by students and teachers to collect their feedback. Pre-test and post-test will be conducted.

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<p>❖ Expected qualifications and experiences of the teacher who is proficient in English (viz, the new teacher) The new teacher is expected to be a bachelor’s degree holder, preferably with teaching training and teaching experience.</p> <p>❖ Duties of the new teacher The new teacher will:</p> <ul style="list-style-type: none"> - co-plan with core team once every two weeks; - co-develop the learning and teaching resources with the core team members; - co-teach with the level English teachers one lesson per week per class at P.4 to P.6; - conduct sharing sessions and evaluation meetings; - co-develop and co-deliver the English Campus TV programme; and - conduct various English activities for P.1 to P.6. <p>❖ Details of the speaking programme</p> <p>❖ Storytelling programme for Primary 4 The storytelling programme helps students to develop their speaking skills. Readers covered in the General English lessons will be used as input for the programme. Teacher will go through the reader with students to ensure a basic understanding of the plot. Through the storytelling programme, students will have a better understanding of the plot and characters.</p> <p>Tentative Programme Outline</p> <table border="1" data-bbox="174 1252 943 1479"> <thead> <tr> <th colspan="2">1st Term</th> </tr> <tr> <th>Lesson</th> <th>Content</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction to storytelling</td> </tr> <tr> <td>2</td> <td>Voice Projection</td> </tr> <tr> <td>3</td> <td>Vocal Clarity</td> </tr> <tr> <td>4</td> <td>Stress and Intonation</td> </tr> </tbody> </table>	1 st Term		Lesson	Content	1	Introduction to storytelling	2	Voice Projection	3	Vocal Clarity	4	Stress and Intonation			<p>improve by 5 % in one year’s time.</p> <p>100 % of the English teachers involved will enrich their knowledge in the teaching of speaking skill.</p> <p>100 % of the English teachers involved will apply the acquired pedagogy to English teaching at P.4 – P.6</p> <p>70% of P.1 – P.6 students will have more opportunities to use English outside classroom.</p> <p>70 % of P.1 – P.6 students’ confidence and skills in speaking will be enhanced.</p>	<p>be conducted at the end of the school year.</p>	
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5-6	Writing the storytelling script																							
7-8	Rehearsal																							
9	In-class performance																							
10	Feedback to students																							
2 nd Term																								
Lesson	Content																							
1	Varying the pace and pitch																							
2	Body language and gestures																							
3	Pausing																							
4 - 5	Writing the storytelling script																							
6	Creating a voice profile																							
7	Engaging audience by asking questions																							
8	Use of small props																							
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10	Inter-class storytelling competition Feedback to students																							
<p>✧ Presentation workshop for Primary 5 Students will be introduced to various skills for giving a presentation. The topics will be closely aligned with the core English curriculum so that students will recycle the vocabulary items learnt in the presentation.</p> <p><u>Tentative Programme outline</u></p> <table border="1"> <thead> <tr> <th colspan="3">1st Term</th> </tr> <tr> <th>Lesson</th> <th>Topic</th> <th>Focus</th> </tr> </thead> <tbody> <tr> <td>1 - 2</td> <td>Food and Drink</td> <td>Elaboration of ideas</td> </tr> <tr> <td>2 - 3</td> <td>Festivals</td> <td>Organizing ideas</td> </tr> <tr> <td>4 - 5</td> <td>Wonderful People</td> <td>Different ways to start a presentation</td> </tr> <tr> <td>6 - 7</td> <td>World Problems</td> <td>Different ways to conclude a presentation</td> </tr> </tbody> </table>							1 st Term			Lesson	Topic	Focus	1 - 2	Food and Drink	Elaboration of ideas	2 - 3	Festivals	Organizing ideas	4 - 5	Wonderful People	Different ways to start a presentation	6 - 7	World Problems	Different ways to conclude a presentation
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8 - 9	Magic Nature	Eye contact , body language and gesture																								
2 nd Term																										
Lesson	Topic	Focus																								
1 - 2	Travelling	Stress and intonation to express meaning																								
3 - 4	Healthy Lifestyle	Use of discourse markers in presentation																								
5 - 6	Invention and Innovation	Use of visual aids																								
7 - 8	Do It Yourself	Audience awareness																								
9 - 10	Campus Tour	Responding to questions																								
<p>❖ Interview and Group Discussion workshop for Primary 6 Primary 6 students will attend different interviews in the course of secondary school applications. The programme will help students prepare for the interviews. A wide variety of interview questions will be covered in the first term. Students will have learned the related vocabulary in the General English lessons. In the second term, various basic interaction skills will be taught. Students will apply the skills through different speaking activities such as group discussion, mini-debate and mini-forum.</p> <p><u>Tentative Programme outline</u></p> <table border="1"> <thead> <tr> <th colspan="3">1st Term</th> </tr> <tr> <th>Lesson</th> <th>Topic</th> <th>Skills focus</th> </tr> </thead> <tbody> <tr> <td>1</td> <td rowspan="2">Self-introduction</td> <td>- organizing ideas</td> </tr> <tr> <td>2</td> <td>- connecting ideas</td> </tr> <tr> <td>3</td> <td>Hobby</td> <td rowspan="2">by using cohesive devices</td> </tr> <tr> <td>4</td> <td>Favourite Subject</td> </tr> <tr> <td>5</td> <td>Favourite Book</td> <td>- elaborating ideas</td> </tr> </tbody> </table>								1 st Term			Lesson	Topic	Skills focus	1	Self-introduction	- organizing ideas	2	- connecting ideas	3	Hobby	by using cohesive devices	4	Favourite Subject	5	Favourite Book	- elaborating ideas
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6	Idol	with support details - using appropriate intonation and stress, to convey meaning and feelings					
7	Strengths and Weaknesses						
8	Dream						
9	Career Aspiration						
10	Choosing Secondary School						
2 nd Term							
Lesson	Topic	Skill focus					
1	Pollution	- opening an interaction by eliciting a response by asking questions, or making suggestions					
2	Natural Disaster	- maintaining an interaction by replying, agreeing or disagreeing, adding or giving examples					
3	A present for class teacher	and explaining, asking questions, replying and making suggestions					
4	A school facility	- using formulaic expressions where appropriate					
5	Christmas Party	- using appropriate intonation and stress, to convey intended meanings and feelings					
6	Class Picnic						
7	Visit to elderly home						
8	Internet						
9	School Uniform						

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<p>Other English activities The new teacher will conduct a number of activities as follows:</p> <ul style="list-style-type: none"> ➤ English Ambassadors and Campus TV Reporter Program Selected P.2 – P.6 students will form an English Ambassador Team and serve as the Campus TV Reporter. The students will be selected based on their English proficiency and their interest. Weekly one-hour training sessions will be conducted outside normal timetable. The trained English Ambassadors will assist English teachers to promote and conduct English activities. As Campus TV reporters, they will report news regularly during the morning assemblies. ➤ P.1 bridging programme The new teacher will co-work with the school English teachers to conduct various activities in September 2019 for the P.1 students so as to help these students adapt to the new learning environment and get used to the lesson routines of the English Language lessons. Common classroom instructions and classroom language will be introduced ➤ Level English activities The new teacher will co-plan and co-deliver level English activities with the school English Language teachers. <table border="1" data-bbox="188 1142 739 1406"> <thead> <tr> <th>Level</th> <th>Level English Activities</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td>Fashion Show</td> </tr> <tr> <td>P.2</td> <td>School Tour</td> </tr> <tr> <td>P.3</td> <td>Eating in a fast food shop</td> </tr> <tr> <td>P.4</td> <td>Visit a Museum</td> </tr> <tr> <td>P.5</td> <td>Treasure Hunt</td> </tr> <tr> <td>P.6</td> <td>Visit Eco Park</td> </tr> </tbody> </table>	Level	Level English Activities	P.1	Fashion Show	P.2	School Tour	P.3	Eating in a fast food shop	P.4	Visit a Museum	P.5	Treasure Hunt	P.6	Visit Eco Park					
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