

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

**School Name:** Salesian Yip Hon Millennium Primary School (English)

**Application No.:** C070 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 19

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	5	5	5	5	5	5	30

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							

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)
PLP-R/W	P.1-3	Reading & phonics	NET section, EDB
School-based Curriculum Development in the Primary Schools	P.1-3	Curriculum planning and lesson design	School-based Curriculum Development (Primary) Section, EDB

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

<b>Strengths</b>	<b>Opportunities</b>
1. Teachers are given strong support and a high level of autonomy in the curriculum development. 2. Teachers are hard-working and creative. They are willing to try and implement new strategies in teaching. Some E-learning tools and reading materials have been introduced to enhance students' learning interest. 3. Students are generally well-behaved and parents are well-informed about school development through different channels.	1. Different fundings such as PEEGS and Quality Education Fund (QEF) facilitate the school-based curriculum development. 2. In response to the curriculum updates, teachers of different subjects review the current curriculum and integrate the major renewed emphases into the curriculum.
<b>Weaknesses</b>	<b>Threats</b>
1. Quite a number of students are not able to apply self-learning skills, such as phonic and dictionary skills to support their independent reading and learning. 2. Students are not confident to speak in English and express their thoughts.	1. Family support in English learning is generally limited. 2. Students lack an English-rich environment.

**(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:**

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
1. Phonics	Procured professional service Purchased learning and teaching resources	P.1 - P.2
2. Writing	Procured professional service	P.3 - 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
<input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and/or - <del>developing more quality English language learning</del> <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” <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” <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” <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”	<input type="checkbox"/> Purchase learning and teaching resources <input checked="" type="checkbox"/> Employ full-time* or part-time* teacher <input type="checkbox"/> Employ full-time* or part-time* teaching assistant <input type="checkbox"/> Procure service for conducting English language activities	<input checked="" type="checkbox"/> 2019/20 school year <input type="checkbox"/> 2020/21 school year	<input checked="" type="checkbox"/> P.1 <input checked="" type="checkbox"/> P.2 <input checked="" type="checkbox"/> P.3 <input type="checkbox"/> P.4 <input type="checkbox"/> P.5 <input type="checkbox"/> P.6

**(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 English teacher who is proficient in English to develop school-based speaking programmes and conduct more English language activities at P.1 to P.3					
<p><b>Objectives</b></p> <p>To arouse students' interests and provide students with more opportunities to use English in authentic contexts, a school-based speaking programme is proposed to be developed at P.1 to P.3.</p> <p>One lesson per week per level will be allocated to the programme. A full-time English teacher who is proficient in English (viz, the new teacher) will be hired to co-work with the school English teachers for the development and implementation of the programme.</p> <p><b>Core team</b></p> <p>A core team consists of English panel heads, the English teacher who is proficient in English and P.1 - P.3 level coordinators will be formed.</p> <p>The core team members will:</p> <ul style="list-style-type: none"> <li>- conduct curriculum review once per term;</li> <li>- co-plan with the new English teacher for each level once per week;</li> <li>- co-develop the learning and teaching resources;</li> <li>- co-teach with the new English teacher and take up at least half of the teaching load to try out the newly-developed learning and teaching resources</li> <li>- conduct lesson observations once every two months to observe whether there are areas that need to be fine-tuned;</li> <li>- evaluate the programme and resources developed once per month at the co-planning meetings;</li> </ul>	P.1 to P.3	<p><b>Sept 2019 – Jun 2020</b></p> <ul style="list-style-type: none"> <li>- co-planning</li> <li>- developing learning and teaching resources</li> <li>- co-teaching</li> <li>- lesson observation</li> <li>- evaluation and fine-tuning of each module</li> </ul> <p><b>Jul – Aug 2020</b></p> <ul style="list-style-type: none"> <li>- overall programme evaluation and refinement</li> </ul>	<p>1 resource package for school-based speaking programmes, covering around 24 lessons, will be developed for each level at P.1 to P.3.</p> <p>1 set of resource package including lesson plans, learning activities and PowerPoint slides will be developed.</p> <p>75% of P.1 to P.3 students will agree that they enjoy the speaking lessons.</p> <p>75% of P.1 to P.3 students will agree that they are more confident in speaking English.</p> <p>75% of the English Language teachers involved will acquire skills of developing and conducting speaking</p>	<p>All the resources developed will be kept for future use.</p> <p>The speaking activities will continue to be implemented at P.1 to P.3. Teachers will refine and update the resources developed whenever necessary.</p> <p>The core team will share their experience of organising and conducting the activities with other English teachers.</p>	<p>Co-planning and evaluation meetings will be conducted. Meeting records will be kept.</p> <p>Teachers' observation</p> <p>Lesson observation</p> <p>Survey will be conducted. Questionnaires for completion by students, teachers and parents to gauge the effectiveness of the programme will be conducted.</p>

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<ul style="list-style-type: none"> <li>- evaluate as well as modify and adjust the programme at the end of the school year; and</li> <li>- conduct professional sharing session once per term.</li> </ul> <p><b>The teacher who is proficient in English</b></p> <p><b>Expected qualifications and experience of the new teacher</b></p> <p>The new teacher proposed to be hired should:</p> <ul style="list-style-type: none"> <li>- possesses a bachelor's degree;</li> <li>- have teaching experience in primary schools; and</li> <li>- have relevant training such as TESOL or with native English competence; and</li> <li>- teaching experience in language arts, preferably in drama.</li> </ul> <p><b>Duties of the new teacher:</b></p> <ul style="list-style-type: none"> <li>- co-plan with the core team for each level and the level teachers respectively once per week;</li> <li>- co-develop the learning and teaching resources with the English teachers;</li> <li>- co-teach with the core team members and level teachers;</li> <li>- conduct lunch time English activities; and</li> <li>- conduct English activities weekly during extra-curricular activities (ECA) periods.</li> </ul> <p><b>Details of the Speaking Programme for P.1 to P.3</b></p> <p><b>Tentative Programme Outline</b></p> <p>➤ P.1 Show-and-tell Workshop</p> <p>6 modules related to the topics covered in GE text books will be covered. 4 lessons revolving around the same theme and topic will be conducted for each module. Teachers will revisit the thematic vocabulary items covered in the General English lessons. While the new English teacher will go through at least one show-and-tell activity assigned by teachers for each module, special attention will</p>			<p>activities.</p> <p>75% of the English Language teachers involved will apply skills of organising and conducting speaking activities.</p>	<p>Video-taping of lessons or activities will be kept for sharing.</p>	

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<p>be put on the focus of the module. Students will be guided to conduct one show-and-tell activity at the end of each module.</p> <p>Tentative outline</p> <table><tr><th>Theme</th><th>Topic</th><th>Focus<sup>#</sup></th></tr><tr><td>About me</td><td>Self-introduction</td><td>voice projection, stress and intonation</td></tr><tr><td>School life</td><td>My favourite place in school</td><td>opening and closing</td></tr><tr><td>Getting along with others</td><td>My best friend</td><td>Describing a person</td></tr><tr><td>Fun time</td><td>Sports Day Class picnic</td><td>Describing an event</td></tr><tr><td>Precious things</td><td>A birthday present for my friend</td><td>Describing an object</td></tr><tr><td>Healthy lifestyle</td><td>I was sick</td><td>Re-telling personal experience</td></tr></table> <p><sup>#</sup> Apart from the focus listed in the above table, pronunciation and delivery or presentation of ideas are to be covered in each lesson.</p> <p>➤ <b>P.2 Reader’s Theatre Workshop</b> The new teacher and school English teacher will train students the various skills for performing a Reader’s Theatre through different activities. The new teacher and the school English teacher will write a Reader’s Theatre</p>	Theme	Topic	Focus <sup>#</sup>	About me	Self-introduction	voice projection, stress and intonation	School life	My favourite place in school	opening and closing	Getting along with others	My best friend	Describing a person	Fun time	Sports Day Class picnic	Describing an event	Precious things	A birthday present for my friend	Describing an object	Healthy lifestyle	I was sick	Re-telling personal experience				
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<p>script based on the class readers, stories covered in the text book and other classic stories. As students will be familiar with the plot of the story, they can focus on working with the speaking parts.</p> <p>Tentative outline</p> <table><tr><th>Lesson</th><th>Focus</th></tr><tr><td>1</td><td>Introduction to Reader’s Theatre</td></tr><tr><td>2 – 4</td><td>Voice projection, pronunciation and enunciation</td></tr><tr><td>5 – 7</td><td>Vocal clarity and Pausing</td></tr><tr><td>8 – 10</td><td>Stress (use of word stress and sentence stress to express meaning)</td></tr><tr><td>11 – 13</td><td>Intonation (use of intonation to convey the message)</td></tr><tr><td>14 – 16</td><td>Reading a reader ‘s theatre script</td></tr><tr><td>17 – 20</td><td>Rehearsal</td></tr><tr><td>21 – 23</td><td>In-class competitions and feedback to students</td></tr><tr><td>24</td><td>Interclass competitions</td></tr></table> <p>➤ <b>P.3 Drama Programme</b></p> <p>Similar to the Reader’s Theatre Workshop, readers or stories covered in the General English lessons will be used as input for the drama programme. The new teacher and the school English teachers will rewrite the story into a drama script with students.</p> <p>The new teacher and the school English teachers will co-conduct the programme. The new teacher and the</p>	Lesson	Focus	1	Introduction to Reader’s Theatre	2 – 4	Voice projection, pronunciation and enunciation	5 – 7	Vocal clarity and Pausing	8 – 10	Stress (use of word stress and sentence stress to express meaning)	11 – 13	Intonation (use of intonation to convey the message)	14 – 16	Reading a reader ‘s theatre script	17 – 20	Rehearsal	21 – 23	In-class competitions and feedback to students	24	Interclass competitions				
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<p>school English teacher will take turns to teach during the whole-class teaching time. Students will be divided into two groups for group activities. Each teacher will take care of one group and guide students for the final performance.</p> <p><b>Tentative outline</b></p> <table><tr><th>Lesson</th><th>Focus</th></tr><tr><td>1</td><td>Introduction to Drama</td></tr><tr><td>2 – 3</td><td>Voice Projection</td></tr><tr><td>4 – 6</td><td>Stress and Intonation</td></tr><tr><td>7 – 9</td><td>Eye-contact, Gesture and Facial Expression</td></tr><tr><td>10 – 12</td><td>Body language and movement</td></tr><tr><td>13 – 14</td><td>Improvisation</td></tr><tr><td>15</td><td>Introduction to drama script</td></tr><tr><td>16 – 17</td><td>Script reading and character development</td></tr><tr><td>18</td><td>Blocking</td></tr><tr><td>19 – 21</td><td>Rehearsal</td></tr><tr><td>22 – 23</td><td>In-class drama performance and feedback to students</td></tr><tr><td>24</td><td>Drama Parade (Inter-class performance)</td></tr></table> <p><b>Sample Module</b></p> <p>Level: P.1</p> <p>Theme: School life</p>	Lesson	Focus	1	Introduction to Drama	2 – 3	Voice Projection	4 – 6	Stress and Intonation	7 – 9	Eye-contact, Gesture and Facial Expression	10 – 12	Body language and movement	13 – 14	Improvisation	15	Introduction to drama script	16 – 17	Script reading and character development	18	Blocking	19 – 21	Rehearsal	22 – 23	In-class drama performance and feedback to students	24	Drama Parade (Inter-class performance)					
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Topic: My favorite place in school						
Lesson	Learning and teaching activities					
1	<b>Brainstorming ideas</b> Teacher will revisit the vocabulary items covered in the General English lessons. Teacher will go to the school website and show different places and facilities in school. <a href="http://www.syh.edu.hk/index/mysch_fac.html">http://www.syh.edu.hk/index/mysch_fac.html</a>  Teacher will ask students to choose their favourite places in school and draw a mind map in groups. Teacher will guide students to elaborate their ideas through the mind map.					
2	<b>Elaboration of ideas, opening and closing</b>  Teacher will guide students to write brief notes for a show-and-tell.  Teacher will introduce different ways to start and close a show-and-tell. Some formulaic expressions and sample sentence structure will be taught.  Students will work in group to try using different ways to start and close a show-and-tell.					
3	<b>Preparation for the show-and-tell</b> Students will watch video clips about students talking about their favourite places					

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	<p>in school.</p> <p><a href="https://www.youtube.com/watch?v=0lMvG9-NGko">https://www.youtube.com/watch?v=0lMvG9-NGko</a></p> <p>Teacher will then highlight the key features (greeting, opening, closing) of a show-and-tell and work out a list of elements for good show-and-tell. Non-verbal features such as voice projection, eye-contact will also be highlighted.</p>					
4	<p><b>Peer Sharing</b> Teacher will remind students the elements of a good show-and-tell. Students will then work in pairs and share their favourite places in school.</p> <p><b>Whole-class sharing</b> Students will take turns to share their favourite places in their groups. Teacher/the new teacher will provide feedback to the student.</p>					
<p><b>Other English activities</b></p> <p>➤ Lunch time English activities for P.1 to P.3</p> <p>The new teacher will conduct a wide variety of English activities with school English teachers for KS1 students during lunch break. A roster for English teachers to co-conduct lunch time activities with the new English teacher will be worked out. For example, vocabulary games on the items covered in the General English lessons will be conducted. Other board games will be organised to arouse students' interest as students can chat</p>						

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<p>with the new teacher and school English teacher while playing the games. The new teacher will also organize theme-based activities during festive times. For example, a bunny egg hunt will be organized during Easter.</p> <p>➤ English activities during the ECA periods at P.3 The new teacher will co-conduct an “English Fun” programme with school English teachers during the ECA periods. A total of 5 sessions will be conducted for each class a term will be conducted. A wide variety of English activities such as storytelling and quiz games will be conducted for students to have more opportunities to use English.</p>					