

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

School Name: S.T.F.A. Ho Yat Tung Primary School (English)

Application No.: D032 (for official use)

(A) General information:

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

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	4	5	5	5	4	5	28

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							

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)
Develop school-based literacy programme in reading (2019/2020)	P.1, P.2	Reading	NET Section, EDB
Enrich school-based writing curriculum (2016/2017)	P.3	Writing	School-based Curriculum Development (Primary) Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. A well-integrated English Language curriculum focusing on the four language skills2. Extensive reading programme by providing different reading materials (printed books and e-books) has been in place.	<ol style="list-style-type: none">1. Enhance students' purposeful and integrative use of language2. Promote RaC to help connect students' learning experiences and broaden their knowledge base.
Weaknesses	Threats
<ol style="list-style-type: none">1. Over-reliance on the textbooks in teaching and learning English. Some information is outdated or cannot fully cover a topic or subject area.2. No connection between readers and textbooks	<ol style="list-style-type: none">1. Lack of proper strategy to arouse students' interest and integrate different generic skills or apply the skills in their personal lives2. Limited opportunity for students to acquire 'read to learn' skills

(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
<ol style="list-style-type: none">1. To develop students' self-learning skills and reading habit2. To reinforce students' language foundation	<ol style="list-style-type: none">1. Hiring consultancy services2. Purchasing learning and teaching resources3. Hiring a supply teacher to free up the core team	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 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 checked="" 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><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 checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input type="checkbox"/> Employ full-time* or part-time* teacher</p> <p><i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teaching assistant</p> <p><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 type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input checked="" 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
To employ a teaching assistant who is proficient in English and purchase printed books for promoting reading across the curriculum (RaC) at P.3 and P.4					
<p><u>Objectives</u> The reading programme that the school currently running does not align with the core English Language Programme and meet students’ needs. A school-based RaC programme will be developed to:</p> <ul style="list-style-type: none"> - foster students’ ‘read to learn’ skills to facilitate their learning in later Key Learning Stages; - expose students to a wide range of reading texts; - extend students’ reading horizon; and - provide students with the opportunities to integrate their learning in different Key Learning Areas (KLAs) through various reading tasks and learning activities. <p><u>Core team</u> <u>Composition</u> A core team consisting of the English Language panel and target level teachers will be set up to develop the new programme.</p> <p><u>Duties</u> The core team will</p> <ul style="list-style-type: none"> - conduct curriculum review; - formulate the programme framework; - conduct bi-weekly co-planning meetings; - develop the learning and teaching materials; - try out the newly- developed resources; - modify the lesson plans and newly-developed resources with feedback from other level teachers; - observe lessons at least once per term; - carry out teacher and student survey at the end of each 	P.3 – P.4	<p>2020/2021 P.3</p> <p>Module 1 Co-planning Sept 2020</p> <p>Try-out Sept – Oct 2020</p> <p>Evaluation Nov 2020</p> <p>Module 2 Co-planning Nov</p> <p>Try-out Nov – Dec 2020</p> <p>Evaluation Jan</p> <p>Module 3 Co-planning Jan 2021</p> <p>Try-out Jan – Feb 2021</p>	<p>8 sets of school-based RaC resource packages, covering 10 lessons each will be developed (including lesson plans, learning and teaching resources and thematic outing plans). 80 lessons will be covered in total.</p> <p>80% of P.3 and P.4 students will improve in the post-reading test by 5%.</p> <p>85% of P.3 and P.4 students involved agree that they have improved their confidence and interest in reading.</p> <p>85% of P.3 and P.4 students agree that enjoy the reading activities.</p>	<p>All developed materials will be refined and reused after the project period.</p> <p>The new RaC programme will be integrated into the core English Language curriculum and implemented after the project year.</p> <p>At least one core team member will stay in the same level after the project year to ensure the sustainability of the curriculum.</p> <p>Professional sharing sessions will be conducted for dissemination of good teaching ideas and practices.</p>	<p>Regular evaluation will be conducted in the co-planning and review meetings will be conducted.</p> <p>Evaluation and modification of all learning and teaching materials will take place at the end of each term.</p> <p>Formative assessment results will be analysed to monitor students’ progress.</p> <p>Lesson observation will be conducted.</p> <p>Review meeting will be conducted.</p> <p>Teacher and student surveys will be conducted.</p>

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<p>term to evaluate the effectiveness of the programme; and</p> <ul style="list-style-type: none"> - conduct professional sharing sessions in the panel meetings. <p><u>Support from other KLAs</u> English Language teachers who also teach other KLAs will advise the core team on selecting reading texts and sit in the co-planning meetings. They will also provide content support to the programme.</p> <p><u>Teaching assistant who is proficient in English</u> <u>Expected qualification and experiences</u> The teaching assistant is expected to be at least an associate degree holder with good English, preferably with experience working in local primary schools.</p> <p><u>Duties</u> The teaching assistant will</p> <ul style="list-style-type: none"> - attend biweekly co-planning meetings; - assist core team members in developing learning and teaching resources; - assist core team members in the conduct of thematic activities and other English Language activities; - organise the printed books to be purchased and provide support on book rotation; and - provide relevant administrative and clerical support. <p><u>Details of the RaC programme</u></p> <ul style="list-style-type: none"> • Implementation One RaC module, covering 10 lessons, will be delivered per term per level. A double lessons per week will be allocated to the RaC modules. A thematic activity (either inside classroom or outside classroom) will be conducted. Paired books (a printed fiction and printed 		<p>Evaluation Mar 2021</p> <p>Module 4 Co-planning Mar 2021</p> <p>Try-out Mar – Apr 2021</p> <p>Evaluation May 2021</p> <p>2021/2022 P.4</p> <p>Module 1 Co-planning Sept 2021</p> <p>Try-out Sept – Oct 2021</p> <p>Evaluation Nov 2021</p> <p>Module 2 Co-planning Nov 2021</p> <p>Try-out Nov – Dec 2021</p> <p>Evaluation Jan 2022</p>	<p>85% of teachers involved agree that students’ confidence and interest in reading have improved.</p> <p>85 % of P.3 and P.4 teachers involved agree that students enjoy the reading activities.</p> <p>100% of English Language teachers involved will acquire knowledge and pedagogy of promoting reading across the curriculum.</p>	<p>Lessons will be recorded for professional sharing.</p> <p>All English Language activities will be revised and carried out in the future annual plan</p>	

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<p>non-fiction) on the same theme will be chosen as core texts. Students will also be assigned printed readers related to the RaC themes according to their abilities.</p> <ul style="list-style-type: none"> Tentative reading skills to be covered: <table border="1" data-bbox="190 422 920 1501"> <thead> <tr> <th data-bbox="190 422 772 459">Reading skills</th> <th data-bbox="779 422 846 459">P.3</th> <th data-bbox="853 422 920 459">P.4</th> </tr> </thead> <tbody> <tr> <td data-bbox="190 464 772 534">skimming a text to obtain general impression and the gist or main ideas</td> <td data-bbox="779 464 846 534">✓</td> <td data-bbox="853 464 920 534">✓</td> </tr> <tr> <td data-bbox="190 539 772 576">scanning for specific information</td> <td data-bbox="779 539 846 576">✓</td> <td data-bbox="853 539 920 576">✓</td> </tr> <tr> <td data-bbox="190 580 772 683">locating information and ideas by identifying details that support the gist or main ideas</td> <td data-bbox="779 580 846 683">✓</td> <td data-bbox="853 580 920 683">✓</td> </tr> <tr> <td data-bbox="190 687 772 724">recognizing key words in a sentence</td> <td data-bbox="779 687 846 724">✓</td> <td data-bbox="853 687 920 724">✓</td> </tr> <tr> <td data-bbox="190 729 772 799">predicting the meaning of unfamiliar words by using picture cues</td> <td data-bbox="779 729 846 799">✓</td> <td data-bbox="853 729 920 799"></td> </tr> <tr> <td data-bbox="190 804 772 874">predicting the meaning of unfamiliar words by using contextual clues</td> <td data-bbox="779 804 846 874"></td> <td data-bbox="853 804 920 874">✓</td> </tr> <tr> <td data-bbox="190 879 772 981">working out the meaning of unknown words by using word association and visual clues</td> <td data-bbox="779 879 846 981"></td> <td data-bbox="853 879 920 981">✓</td> </tr> <tr> <td data-bbox="190 986 772 1088">working out the meaning of unknown words by using context and knowledge of the world</td> <td data-bbox="779 986 846 1088">✓</td> <td data-bbox="853 986 920 1088">✓</td> </tr> <tr> <td data-bbox="190 1093 772 1163">predicting the likely development of a topic by recognizing key words</td> <td data-bbox="779 1093 846 1163">✓</td> <td data-bbox="853 1093 920 1163">✓</td> </tr> <tr> <td data-bbox="190 1168 772 1238">predicting the likely development of a topic by using personal experiences</td> <td data-bbox="779 1168 846 1238">✓</td> <td data-bbox="853 1168 920 1238">✓</td> </tr> <tr> <td data-bbox="190 1243 772 1345">predicting the likely development of a topic by making use of the context and knowledge of the world</td> <td data-bbox="779 1243 846 1345"></td> <td data-bbox="853 1243 920 1345">✓</td> </tr> <tr> <td data-bbox="190 1350 772 1420">predicting the content using the book covers and picture cues</td> <td data-bbox="779 1350 846 1420">✓</td> <td data-bbox="853 1350 920 1420">✓</td> </tr> <tr> <td data-bbox="190 1425 772 1495">predicting the content using prior knowledge and personal experience</td> <td data-bbox="779 1425 846 1495"></td> <td data-bbox="853 1425 920 1495">✓</td> </tr> </tbody> </table> 	Reading skills	P.3	P.4	skimming a text to obtain general impression and the gist or main ideas	✓	✓	scanning for specific information	✓	✓	locating information and ideas by identifying details that support the gist or main ideas	✓	✓	recognizing key words in a sentence	✓	✓	predicting the meaning of unfamiliar words by using picture cues	✓		predicting the meaning of unfamiliar words by using contextual clues		✓	working out the meaning of unknown words by using word association and visual clues		✓	working out the meaning of unknown words by using context and knowledge of the world	✓	✓	predicting the likely development of a topic by recognizing key words	✓	✓	predicting the likely development of a topic by using personal experiences	✓	✓	predicting the likely development of a topic by making use of the context and knowledge of the world		✓	predicting the content using the book covers and picture cues	✓	✓	predicting the content using prior knowledge and personal experience		✓		<p>Module 3 Co-planning Jan 2022</p> <p>Try-out Jan – Feb 2022</p> <p>Evaluation Mar 2022</p> <p>Module 4 Co-planning Mar 2022</p> <p>Try-out Mar – Apr 2022</p> <p>Evaluation May 2022</p> <p>2021/2022 P.3 Refinement of learning and teaching resources developed (all year round)</p> <p>Implementation (all year round) Evaluation (all year round)</p>			
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constructing meaning from texts by recognizing the formats of a variety of text types	✓	✓																					
constructing meaning from texts by recognizing the visual elements of a variety of text types	✓	✓																					
constructing meaning from texts by recognizing the language features of a variety of text types		✓																					
recognizing repetitive language patterns	✓	✓																					
recognizing formulaic or common expressions		✓																					
recognizing the features of some common text types	✓	✓																					
understanding the connection between ideas by identifying a range of cohesive devices		✓																					
making inferences	✓	✓																					
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<table border="1" data-bbox="208 237 925 357"> <tr> <td data-bbox="208 237 338 357"></td> <td data-bbox="344 237 925 357"> <ul style="list-style-type: none"> creative writing mini project storytelling </td> </tr> </table> <ul style="list-style-type: none"> Tentative excursion for each level Thematic activities will be conducted to provide purposeful and integrative use of language. An excursion will be organized for one of the RaC modules to provide students with the opportunities to use English in authentic contexts. <table border="1" data-bbox="185 619 904 732"> <thead> <tr> <th data-bbox="185 619 353 655">Level</th> <th data-bbox="360 619 904 655">Activity</th> </tr> </thead> <tbody> <tr> <td data-bbox="185 660 353 697">P.3</td> <td data-bbox="360 660 904 697">Shopping at a shopping mall</td> </tr> <tr> <td data-bbox="185 702 353 732">P.4</td> <td data-bbox="360 702 904 732">Orienteering at Tuen Mun Park</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Sample Module <table border="1" data-bbox="185 810 925 1517"> <thead> <tr> <th data-bbox="185 810 360 847"><i>Module</i></th> <th data-bbox="367 810 925 847">At the shopping centre</th> </tr> </thead> <tbody> <tr> <td data-bbox="185 852 360 1110"><i>Contents or skills covered in other KLAs</i></td> <td data-bbox="367 852 925 1110"> Content <ul style="list-style-type: none"> ✓ Different types of shops and goods selling or services offering ✓ Being a smart consumer and proper attitude towards shopping Skill <ul style="list-style-type: none"> ✓ Distinguishing opinions and facts </td> </tr> <tr> <td data-bbox="185 1115 360 1184"><i>Text type features</i></td> <td data-bbox="367 1115 925 1184"> <ul style="list-style-type: none"> ✓ Use of headings and sub-headings ✓ Use of photos and captions </td> </tr> <tr> <td data-bbox="185 1189 360 1257"><i>Text structures</i></td> <td data-bbox="367 1189 925 1257"> <ul style="list-style-type: none"> ✓ compare and contrast ✓ chronological order </td> </tr> <tr> <td data-bbox="185 1262 360 1517"><i>Target language items</i></td> <td data-bbox="367 1262 925 1517"> <ul style="list-style-type: none"> ✓ Vocabulary items: <ul style="list-style-type: none"> - types of shops and facilities at the shopping mall - goods/services provided by different shops ✓ Language structures: <ul style="list-style-type: none"> - asking and answering questions </td> </tr> </tbody> </table>		<ul style="list-style-type: none"> creative writing mini project storytelling 	Level	Activity	P.3	Shopping at a shopping mall	P.4	Orienteering at Tuen Mun Park	<i>Module</i>	At the shopping centre	<i>Contents or skills covered in other KLAs</i>	Content <ul style="list-style-type: none"> ✓ Different types of shops and goods selling or services offering ✓ Being a smart consumer and proper attitude towards shopping Skill <ul style="list-style-type: none"> ✓ Distinguishing opinions and facts 	<i>Text type features</i>	<ul style="list-style-type: none"> ✓ Use of headings and sub-headings ✓ Use of photos and captions 	<i>Text structures</i>	<ul style="list-style-type: none"> ✓ compare and contrast ✓ chronological order 	<i>Target language items</i>	<ul style="list-style-type: none"> ✓ Vocabulary items: <ul style="list-style-type: none"> - types of shops and facilities at the shopping mall - goods/services provided by different shops ✓ Language structures: <ul style="list-style-type: none"> - asking and answering questions 					
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<i>Text type features</i>	<ul style="list-style-type: none"> ✓ Use of headings and sub-headings ✓ Use of photos and captions 																						
<i>Text structures</i>	<ul style="list-style-type: none"> ✓ compare and contrast ✓ chronological order 																						
<i>Target language items</i>	<ul style="list-style-type: none"> ✓ Vocabulary items: <ul style="list-style-type: none"> - types of shops and facilities at the shopping mall - goods/services provided by different shops ✓ Language structures: <ul style="list-style-type: none"> - asking and answering questions 																						

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"> about: <ul style="list-style-type: none"> - prices of goods or services - where people want to go - what people want to do ✓ ordering food using the quantity of food 					
<i>Target reading texts</i>	<ul style="list-style-type: none"> ✓ Non-fiction: <ul style="list-style-type: none"> - directories and maps - leaflets - information report: <i>Shopping Around the World</i> by Clare Lewis ✓ Fiction: <ul style="list-style-type: none"> - <i>Kenny's Shopping List</i> by Thomas Gordon 					
<i>Target reading skills</i>	<ul style="list-style-type: none"> ✓ skimming a text to obtain general impression and the gist or main ideas ✓ scanning for specific information ✓ locating information and ideas by identifying details that support the gist or main ideas ✓ working out the meaning of unknown words by using context and knowledge of the world ✓ predicting the likely development of a topic by using personal experiences ✓ predicting the likely development of a topic by making use of the context and knowledge of the world ✓ recognizing the features of some common text types ✓ understanding the connection between ideas by identifying a range of cohesive devices 					

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<p><i>Learning and teaching activities</i></p> <p><i>Pre-reading: Activating the schema</i> <i>Vocabulary items: different types of shops</i> Students will play a matching game to revise the vocabulary items learned. Students will then work in groups and be given 2 set of leaflets of shopping malls in Hong Kong. Students need to complete a Venn diagram after comparing the shops and facilities of the two shopping malls.</p> <p><i>Content knowledge: needs and wants</i> Students will be shown two video-clips about the differences between needs and wants.</p> <p><i>Read aloud: ebook about needs and wants</i> https://www.youtube.com/watch?v=hrbTJx3S34I</p> <p><i>Song: needs and wants</i> https://www.youtube.com/watch?v=h1z4-YiZopY</p> <p>Students will then discuss the difference between needs and wants and complete a comparison table.</p> <p><i>True-or-False quiz</i> Students will work in groups to play a true-or-false quiz on being smart consumers. Several scenarios will be shown to students. They have to decide if the person is a wise customer or not.</p>					

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<p><i>While-reading</i> <u>Share reading: information report on shopping</u></p> <p>Teacher will share read the book “<i>Shopping around the World</i>” with students. Teachers will highlight the text type features and text structures as well as introduce the target reading skills. Students, with teachers’ support, will summarize the main idea of the book and prepare a fact sheet about shopping in different countries or cities. Teacher will also guide students to highlight the similarities and differences among shopping around the world using different graphic organizers.</p> <p><u>Guided reading: Kenny’s shopping list</u> Students will be divided into different groups according to their reading levels. They will be asked a wide variety of questions with different levels of difficulties. The teaching assistant proposed to be employed will provide support to students when the teacher is having guided reading with students.</p> <p>Different components of story plot will be highlighted.</p> <ul style="list-style-type: none"> - orientation (exposition) - complication (rising action, crises, conflict) - resolution (climax, falling action, 					

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<p>denouement)</p> <p><i>Home reading</i> Students will be assigned to read at least 2 printed readers based on the theme according to their reading levels. Follow-up activities such as book sharing, story-telling and completing book reports will be conducted.</p> <p><i>Post-reading</i> Students will be allowed to consolidate their reading through completing hands-on tasks.</p> <p>Video-clips about different shopping malls will be shown to students.</p> <p><i>Top 10 Coolest Malls in the World</i> https://www.youtube.com/watch?v=fDEebRx6_qA</p> <p><i>Top 10 Biggest Shopping Mall in the World</i> https://www.youtube.com/watch?v=YGbHSLO5Anw</p> <p>Students will be asked to work in groups and design a shopping mall and present it as a lapbook. Students will be asked to prepare simple descriptions about the shopping mall designed and different shops in the shopping mall. Students will design the different parts of the</p>					

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<p>shopping mall and the shops. Students will need to prepare a short presentation to introduce the shopping mall to their fellow students.</p> <p><i>Extended activity: visit to a shopping mall</i> <i>Pre-lesson</i></p> <p>Students will revisit the target vocabulary items and language structures by watching the video clips at home. Relevant topic will be covered in other KLAs prior to the conduct of the activity.</p> <p>Useful phrases https://www.youtube.com/watch?v=Q-1tfWzHgOA</p> <p>Target language structures https://www.youtube.com/watch?v=YjXiCZpelf0</p> <p>Different shops names https://www.youtube.com/watch?v=YSC9Etw0ZHQ</p> <p><i>Pre-visit</i> Independent reading Students will be given a printed floor plan and directory of the shopping mall they are going to visit.</p> <p>Students will be given a list of tasks to be completed. The tasks involve active</p>					

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<div data-bbox="185 237 920 866" style="border: 1px solid black; padding: 5px;"> <p>application of the language such as asking the price of goods from different shops, interviewing visitors and shop assistants as well as buying snacks.</p> <p><i>During the visit</i> Students will work in group to complete the tasks. Prior arrangements will be made so that the staff will speak English with the students only. When students complete all the assigned tasks, they will be given coupons for having lunch at a designated restaurant.</p> <p><i>Post-visit</i> Students will be asked to prepare an infographic about the visit.</p> </div> <p><u>Other related English Language activities</u> An array of theme-based activities will be conducted. The themes chosen will be related to the RaC modules.</p> <p><u>English Week</u> Game booths based on the themes covered in the RaC modules will be run. 4 English Weeks will be conducted for all students.</p> <p><u>English Channel</u> Video clips related to the themes will be produced and broadcasted during the morning assemblies. Both teachers and students will be involved in the production of the video clips. For example, students will prepare a walk tour in the shopping malls nearby.</p>					

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<p>Purchase of printed readers For each module, 3 to 4 additional readers will be assigned to students for independent reading at home according to their reading levels. Each student will be assigned to read 15 titles a year in total. Students will be grouped into 3 reading groups according to their reading levels. The printed readers will be selected based on the themes of the modules and students' reading levels. Follow-up tasks will be assigned so that students could make good use of the content knowledge and the reading strategies learnt.</p> <p>Details of the purchase</p> <ul style="list-style-type: none"> - There are 3 different reading levels of readers in each class. - No. of copies for each reading level in each class: <table border="1" data-bbox="219 790 925 1005"> <thead> <tr> <th>P.3</th> <th>No. of copies</th> <th>P.4</th> <th>No. of copies</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>20</td> <td>Average</td> <td>20</td> </tr> <tr> <td>More able</td> <td>10</td> <td>More able</td> <td>10</td> </tr> <tr> <td>Proficient</td> <td>10</td> <td>Proficient</td> <td>10</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Different text types will be covered like biography, storybooks, information books, maps, myths and so on. <p>The school will conduct proper procurement exercise before purchasing the readers.</p>	P.3	No. of copies	P.4	No. of copies	Average	20	Average	20	More able	10	More able	10	Proficient	10	Proficient	10	<p>P.3 – P.4</p>	<p>Selecting printed readers Jun 2020</p> <p>Conduct procurement exercise Jul 2020</p> <p>Purchase printed readers Aug 2020</p>	<p>School-based reading across the curriculum workshops implemented more effectively at P.3 to P.4.</p> <p>8 unit plans covering 80 lessons developed to show the use of resources in class teaching. Each plan covers about 10 lessons.</p> <p>100% of students at P.3 to P.4 student will read 15 titles per year.</p> <p>100% of the English Language teachers involved will use the resources at P.3 to P. 4 each year.</p>	<p>Printed readers will be kept for use in home reading programme after the project period.</p> <p>All the resources will be developed for the school-based curriculum. The materials will be reviewed regularly and revised accordingly.</p>	<p>Teacher and student surveys will be conducted.</p> <p>Circulation records will be kept.</p>
P.3	No. of copies	P.4	No. of copies																		
Average	20	Average	20																		
More able	10	More able	10																		
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