

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

**School Name:** CCC Kei Wai Primary School (Ma Wan) (English)

**Application No.:** D 059 (for official use)

**(A) General information:**

✧ No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 20

✧ 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	5	5	5	5	5	5	30

✧ 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	--	--	--	--	--	--	--

✧ 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)
School-based Curriculum Development (2019-2020)	P.3 and P.6	Reading across the Curriculum	Language Learning Support Section, EDB

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

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"><li>1. Co-planning level meetings and peer lesson observations are held regularly to enhance curriculum development and promote professional sharing.</li><li>2. School-based English Language curriculum materials (e.g. school-based enrichment booklets and phonics booklets) have been developed over the past years and are revised and updated every year.</li><li>3. A full time ELTA (English Language Teaching Assistant) is employed by school and he works closely with the EDB NET and LETs.</li></ol>	<ol style="list-style-type: none"><li>1. Availability of the PEEGS grant allows school additional resources for developing programmes to strengthen the learning and teaching of English.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Some students have limited motivation in reading English books.</li><li>2. Students need more exposure to different text types.</li></ol>	<ol style="list-style-type: none"><li>1. Some students lack family support regarding English learning and information technology.</li></ol>

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

<b>Areas of Development</b>	<b>Usages of the grant</b>	<b>Grade Level</b>
<ul style="list-style-type: none"><li>● Reading, writing and phonics</li><li>● Grammar and vocabulary</li><li>● e-Learning</li></ul>	<ul style="list-style-type: none"><li>● Hiring an ELTA to support teachers with conducting school-based literacy and e-learning curriculum</li><li>● Procuring consultancy services</li></ul>	P.1-P.6

**(D) Focus of the school’s proposed school-based English Language curriculum initiative to be funded under PEEGS**

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> <li>- conducting more English language activities*; and/or</li> <li>- developing more quality English language learning resources for students*</li> </ul> <p>(*Please delete as appropriate)</p> <p><input checked="" type="checkbox"/> Promote reading* <del>or literacy*</del> across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” (*Please delete as appropriate)</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 a full-time supply teacher (*Please delete as appropriate)</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant (*Please delete as appropriate)</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 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 checked="" type="checkbox"/> P.5</p> <p><input checked="" 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						
<p><b>Employing a full time supply teacher to create space for the core team to promote reading across the curriculum (RaC) in respect to the updated English Language Curriculum (Primary) under ‘Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining at P.3 to P.6</b></p>											
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>School implemented its first RaC programme on a pilot basis in the 2019/2020 school year. With the professional support of the Language Learning Support Section, 2 RaC units are expected to be completed within this year.</li> </ul> <table border="1" data-bbox="188 651 943 815"> <thead> <tr> <th><i>Level</i></th> <th><i>Term</i></th> </tr> </thead> <tbody> <tr> <td>P.3</td> <td>Term 1</td> </tr> <tr> <td>P.6</td> <td>Term 2</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>It is our hope that, through extending the programme to other levels (P.4-P.5), we will: <ul style="list-style-type: none"> <li>ensure the vertical coherence of the core English Language curriculum;</li> <li>optimise pertinent instructional approaches;</li> <li>enhance teachers’ professionalism; and</li> <li>maximise the number of beneficiaries.</li> </ul> </li> <li>Fiction and non-fiction texts closely connected to the core English Language curriculum and those of other KLAs (such as General Studies) will be adopted for the development of cross-curricular literacy resources and activities. They are aimed at broadening students’ skills and experience as well as developing a true love of reading.</li> </ul> <p><b>The Core Team</b></p> <ul style="list-style-type: none"> <li>A core team consisting of the English Language chairperson and three English Language teachers will be</li> </ul>	<i>Level</i>	<i>Term</i>	P.3	Term 1	P.6	Term 2	<p>P.3- P.6</p>	<p>For all target levels: <u>Module 1:</u> <u>Co-planning</u> 10/20-12/20 (twice per month) <u>Implementation</u> 10-12/20 <u>Interim Evaluation</u> 01/21</p> <p><u>Module 2:</u> <u>Planning</u> 01/21-4/21 (twice per month) <u>Implementation</u> 02-05/21</p> <p>Final Evaluation 06/21</p> <p>Peer lesson observation: at least once per theme per level</p>	<p>P.3-P.6 8 resource packages including module plans, lesson plans, learning and teaching materials for four levels covering a total of 72 lessons will be designed.</p> <p>70% of the target level students will agree that they have developed better confidence in handling both fiction-texts and non-fiction texts.</p> <p>50% of the target level students will show improvements in reading skills as evidenced by pre-reading and post-reading assessments.</p>	<p>The new RaC programme will be implemented as part of the core English Language curriculum after the project year.</p> <p>Professional sharing sessions will be conducted for dissemination of good teaching practices.</p> <p>Lessons will be recorded for future reference.</p>	<p>Evaluation meetings of the core members will be held twice a year before the end of the school year.</p> <p>Co-planning meeting records will be kept.</p> <p>Questionnaire surveys will be conducted to collect feedback from teachers and students.</p> <p>Lessons will be recorded for sharing.</p> <p>Students’ performance in pre-reading and post reading tasks will be analysed.</p>
<i>Level</i>	<i>Term</i>										
P.3	Term 1										
P.6	Term 2										

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
<p>formed.</p> <ul style="list-style-type: none"> <li>● A full time supply teacher will be employed to take up approximately 26 lessons (around 6-7 lessons for each member) per week to make room for the following development work: <ul style="list-style-type: none"> <li>❖ Formulating the programme structure (e.g. themes, target text types / structures, literacy and subject-specific skill focuses as well as learning and teaching activities)</li> <li>❖ Holding monthly core team meetings</li> <li>❖ Hosting weekly RaC co-planning / review meetings with the level teachers during the implementation stage</li> <li>❖ Sourcing anchors texts and other multimodal materials</li> <li>❖ Developing learning and teaching resource packs</li> <li>❖ Executing the newly-developed materials in class</li> <li>❖ Carrying out lesson observation at least once per term</li> <li>❖ Arranging peer observation session at least once per term</li> <li>❖ Conducting programme evaluation (e.g. questionnaire survey, review meetings and assessment data analysis)</li> <li>❖ Disseminating the project outcomes in the end-of-year panel meeting</li> </ul> </li> <li>● In total, 8 RaC packs covering a total of 72 lessons will be produced upon project completion. Each resources pack will include: <ul style="list-style-type: none"> <li>❖ module plans;</li> <li>❖ lesson plans;</li> <li>❖ learning and teaching materials such as task instructions, reading skill worksheets, PowerPoints and <i>Kahoot!</i> quizzes.</li> </ul> </li> </ul>			<p>At least 80% of the teachers involved agree that they have acquired knowledge and applied the pedagogy of implementing reading across the curriculum.</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																				
<p><b>Tentative Programme Overview</b></p> <ul style="list-style-type: none"> <li>Proposed themes, core texts, language and non-language learning focuses are tabulated below:</li> </ul> <table border="1" data-bbox="129 379 936 1497"> <tr> <td colspan="2" data-bbox="129 379 936 419"><b>P.3</b></td> </tr> <tr> <td colspan="2" data-bbox="129 419 936 459"><b>Module 1</b></td> </tr> <tr> <td colspan="2" data-bbox="129 459 936 499">Theme: <i>Smart shopping</i></td> </tr> <tr> <td colspan="2" data-bbox="129 499 936 539">Textbook module: Using my five senses</td> </tr> <tr> <td colspan="2" data-bbox="129 539 936 579">Matching KLA: General Studies and Mathematics</td> </tr> <tr> <td data-bbox="129 579 376 643"><i>Core texts</i></td> <td data-bbox="376 579 936 643"> <ul style="list-style-type: none"> <li>❖ <i>Snack Attack</i></li> <li>❖ <i>What's on the Menu</i></li> </ul> </td> </tr> <tr> <td data-bbox="129 643 376 722"><i>Target text structures</i></td> <td data-bbox="376 643 936 722"> <ul style="list-style-type: none"> <li>❖ Description</li> <li>❖ Sequence</li> </ul> </td> </tr> <tr> <td data-bbox="129 722 376 906"><i>Target text types</i></td> <td data-bbox="376 722 936 906"> <ul style="list-style-type: none"> <li>❖ Recipes</li> <li>❖ Menus</li> <li>❖ Labels</li> <li>❖ Coupons</li> <li>❖ Advertisements</li> </ul> </td> </tr> <tr> <td data-bbox="129 906 376 1169"><i>Language structures</i></td> <td data-bbox="376 906 936 1169"> <ul style="list-style-type: none"> <li>❖ Use imperatives to give instructions</li> <li>❖ Use connectives to indicate sequences</li> <li>❖ Use vocabulary about food items and price in the menu</li> <li>❖ Use quantifiers to indicate amount or quantity</li> </ul> </td> </tr> <tr> <td data-bbox="129 1169 376 1497"><i>Subject-specific content knowledge, concepts and skills</i></td> <td data-bbox="376 1169 936 1497"> <p><u>General Studies</u></p> <ul style="list-style-type: none"> <li>❖ Sensible consumption decision-making</li> <li>❖ Self-management (health and finance)</li> <li>❖ Community living</li> </ul> <p><u>Mathematics</u></p> <ul style="list-style-type: none"> <li>❖ Simple numeracy skills</li> </ul> </td> </tr> </table>	<b>P.3</b>		<b>Module 1</b>		Theme: <i>Smart shopping</i>		Textbook module: Using my five senses		Matching KLA: General Studies and Mathematics		<i>Core texts</i>	<ul style="list-style-type: none"> <li>❖ <i>Snack Attack</i></li> <li>❖ <i>What's on the Menu</i></li> </ul>	<i>Target text structures</i>	<ul style="list-style-type: none"> <li>❖ Description</li> <li>❖ Sequence</li> </ul>	<i>Target text types</i>	<ul style="list-style-type: none"> <li>❖ Recipes</li> <li>❖ Menus</li> <li>❖ Labels</li> <li>❖ Coupons</li> <li>❖ Advertisements</li> </ul>	<i>Language structures</i>	<ul style="list-style-type: none"> <li>❖ Use imperatives to give instructions</li> <li>❖ Use connectives to indicate sequences</li> <li>❖ Use vocabulary about food items and price in the menu</li> <li>❖ Use quantifiers to indicate amount or quantity</li> </ul>	<i>Subject-specific content knowledge, concepts and skills</i>	<p><u>General Studies</u></p> <ul style="list-style-type: none"> <li>❖ Sensible consumption decision-making</li> <li>❖ Self-management (health and finance)</li> <li>❖ Community living</li> </ul> <p><u>Mathematics</u></p> <ul style="list-style-type: none"> <li>❖ Simple numeracy skills</li> </ul>					
<b>P.3</b>																									
<b>Module 1</b>																									
Theme: <i>Smart shopping</i>																									
Textbook module: Using my five senses																									
Matching KLA: General Studies and Mathematics																									
<i>Core texts</i>	<ul style="list-style-type: none"> <li>❖ <i>Snack Attack</i></li> <li>❖ <i>What's on the Menu</i></li> </ul>																								
<i>Target text structures</i>	<ul style="list-style-type: none"> <li>❖ Description</li> <li>❖ Sequence</li> </ul>																								
<i>Target text types</i>	<ul style="list-style-type: none"> <li>❖ Recipes</li> <li>❖ Menus</li> <li>❖ Labels</li> <li>❖ Coupons</li> <li>❖ Advertisements</li> </ul>																								
<i>Language structures</i>	<ul style="list-style-type: none"> <li>❖ Use imperatives to give instructions</li> <li>❖ Use connectives to indicate sequences</li> <li>❖ Use vocabulary about food items and price in the menu</li> <li>❖ Use quantifiers to indicate amount or quantity</li> </ul>																								
<i>Subject-specific content knowledge, concepts and skills</i>	<p><u>General Studies</u></p> <ul style="list-style-type: none"> <li>❖ Sensible consumption decision-making</li> <li>❖ Self-management (health and finance)</li> <li>❖ Community living</li> </ul> <p><u>Mathematics</u></p> <ul style="list-style-type: none"> <li>❖ Simple numeracy skills</li> </ul>																								

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
<b>Module 2</b>					
Theme: <i>Our multicultural society</i> Textbook module: Caring and Sharing Matching KLA: General Studies					
<i>Core texts</i>	<ul style="list-style-type: none"> <li>❖ <i>Festivals</i></li> <li>❖ <i>Fun Festivals</i></li> </ul>				
<i>Target text structures</i>	<ul style="list-style-type: none"> <li>❖ Description</li> <li>❖ Problem solution</li> </ul>				
<i>Target text types</i>	<ul style="list-style-type: none"> <li>❖ Postcards</li> <li>❖ Letters</li> <li>❖ Expositions</li> </ul>				
<i>Language structures</i>	<ul style="list-style-type: none"> <li>❖ Use past tense to describe past states, actions and activities</li> <li>❖ Use adverbs or adverb phrases to express time</li> <li>❖ Use the connective 'because' to give reasons</li> </ul>				
<i>Subject-specific content knowledge, concepts and skills</i>	<u>General Studies</u> <ul style="list-style-type: none"> <li>❖ Roles and responsibilities as members of the family and society</li> <li>❖ Respect for cultural diversity</li> </ul>				
<b>P.4</b>					
<b>Module 1</b>					
Theme: <i>We are the world</i> Textbook modules: Relationships Matching KLA: General Studies					
<i>Core texts</i>	<ul style="list-style-type: none"> <li>❖ <i>Well Done, Max</i></li> <li>❖ <i>We're Different, We're the Same</i></li> </ul>				
<i>Target text structure</i>	<ul style="list-style-type: none"> <li>❖ Compare and Contrast</li> </ul>				
<i>Target text types</i>	<ul style="list-style-type: none"> <li>❖ Stories</li> <li>❖ Personal description</li> </ul>				

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
	❖ Letters					
<i>Language structures</i>	<ul style="list-style-type: none"> <li>❖ Use comparative adjectives and superlative adjectives for making comparison</li> <li>❖ Use the simple past tense to talk about past activities or events</li> </ul>					
<i>Subject-specific content knowledge, concepts and skills</i>	<u>General Studies</u> <ul style="list-style-type: none"> <li>❖ Roles and responsibilities as members of the family and society</li> <li>❖ Respect for individual diversity</li> </ul>					
<b>Module 2</b>						
Theme: Health is wealth Textbook Module: Food and Drinks Matching KLA: General Studies						
<i>Core texts</i>	<ul style="list-style-type: none"> <li>❖ <i>Crunchy Crackers</i></li> <li>❖ <i>Traffic Light Sandwiches</i></li> </ul>					
<i>Target text structures</i>	<ul style="list-style-type: none"> <li>❖ Description</li> <li>❖ Compare and contrast</li> <li>❖ Problem solution</li> <li>❖ Cause and effect</li> </ul>					
<i>Target text types</i>	<ul style="list-style-type: none"> <li>❖ Informational reports</li> <li>❖ Leaflets</li> </ul>					
<i>Language structures</i>	<ul style="list-style-type: none"> <li>❖ Use adjectives to describe conditions</li> <li>❖ Use comparative adjectives to make comparisons</li> <li>❖ Use adverbs or adverb phrases to express frequency</li> <li>❖ Use simple present tense to give advice and express simple truths</li> <li>❖ Use the connective 'because' to give reasons</li> </ul>					



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
<i>Subject-specific content knowledge, concepts and skills</i>	<u>General Studies</u> ❖ Self-management (health) ❖ Food safety and hygiene					
<b>P.5</b>						
<b>Module 1</b>						
Theme: <i>Wonderful people</i> Textbook modules: Changes Matching KLA: General Studies						
<i>Core texts</i>	❖ <i>The Life of Leonardo</i> ❖ <i>I am Martin Luther King Jr.</i>					
<i>Target text structures</i>	❖ Description ❖ Sequence ❖ Compare and contrast					
<i>Target text types</i>	❖ Biographies ❖ Stories ❖ Magazine articles ❖ Interviews					
<i>Language structures</i>	❖ Use simple past tense to indicate past events ❖ Use modals to talk about abilities ❖ Use adjectives or adjective phrases to describe personal traits ❖ Use the auxiliary verb ‘did’ to seek information ❖ Use adverbs or adverb phrases to express time ❖ Use the connective ‘because’ to give reasons					
<i>Subject-specific content knowledge, concepts and</i>	<u>General Studies</u> ❖ Life and activities in the past ❖ The importance of self-worth ❖ Cultivation of proper value and					

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
<i>skills</i>	attitude					
<b>Module 2</b>						
Theme: <i>Festivities</i> Textbook Module: Happy Days Matching KLAS: General Studies and Visual Arts						
<i>Core texts</i>	❖ <i>The Ice Cream Factory</i> ❖ <i>You Can Try This at Home</i>					
<i>Target text structures</i>	❖ Description ❖ Sequence					
<i>Target text types</i>	❖ Informational report ❖ Instructions					
<i>Language structures</i>	❖ Use the simple present tense to talk about present states ❖ Use action verbs and sequencing words to show steps in the process ❖ Use prepositions to describe objects and indicate purpose					
<i>Subject-specific content knowledge, concepts and skills</i>	<u>General Studies</u> ❖ Respect for cultural diversity <u>Visual Arts</u> ❖ Appreciation for festive arts					
<b>P.6</b>						
<b>Module 1</b>						
Theme: <i>Problem around us</i> Textbook module (Matching topic (other KLAS ): General Studies						
<i>Core texts</i>	❖ <i>Our Changing Planet/ Storm!</i>					
<i>Target text structures</i>	❖ Cause and Effect ❖ Problem and solution					
<i>Target text types</i>	❖ Informational reports ❖ Webpages					

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
<i>Language structures</i>	<ul style="list-style-type: none"> <li>❖ Use the present perfect tense to relate past events to the present</li> <li>❖ Use the future tense to talk about future events, actions and processes</li> <li>❖ Use adjectives to describe the world's problems</li> <li>❖ Use 'since' as a subordinating conjunction to introduce reasons</li> </ul>					
<i>Subject-specific content knowledge, concepts and skills</i>	<u>General Studies</u> <ul style="list-style-type: none"> <li>❖ Sensitivity to current issues</li> <li>❖ Roles and responsibilities as members of society</li> </ul>					
<b>Module 2</b>						
Theme: <i>Let's go green!</i> Textbook module: Nature and environment Matching KLA: General Studies						
<i>Core texts</i>	<ul style="list-style-type: none"> <li>❖ <i>Earth's Amazing Environments</i></li> <li>❖ <i>Caring for Our World</i></li> </ul>					
<i>Target text structures</i>	<ul style="list-style-type: none"> <li>❖ Description</li> <li>❖ Cause and effects</li> <li>❖ Problem and Solution</li> </ul>					
<i>Target text types</i>	<ul style="list-style-type: none"> <li>❖ Informational reports</li> <li>❖ Webpages</li> </ul>					
<i>Language structures</i>	<ul style="list-style-type: none"> <li>❖ Use present tense to describe the natural problems</li> <li>❖ Use the future tense to talk about future events, actions and processes</li> <li>❖ Use 'should' to give suggestions to solve problems</li> <li>❖ Use the connective 'therefore' to show results</li> <li>❖ Use the passive form of the</li> </ul>					

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
	<p>simple present tense to describe habitual actions</p> <ul style="list-style-type: none"> <li>❖ Use ‘ such as ’ to give examples</li> </ul>					
<i>Subject-specific content knowledge, concepts and skills</i>	<p><u>General Studies</u></p> <ul style="list-style-type: none"> <li>❖ Environmental awareness</li> </ul>					
<p><b>Expected Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>● A broad array of learning and teaching activities such as video-based discussions, e-Learning quizzes and vocabulary games implemented to equip students with the essential skills, understanding and readiness to progress to the next key stage.</li> <li>● With themes of everyday life adopted, students will be able to acquire the basic knowledge/concepts needed for an adult world.</li> </ul>						
<i>Level</i>	<i>Skill focus</i>					
P.3 - P.4	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>❖ Work out the meaning of words and phrases by using knowledge of word formation</li> <li>❖ Scan a text by using strategies such as looking at headings and repeated phrases</li> <li>❖ Skim a text to obtain a general impression and the gist or main ideas</li> <li>❖ Identify main ideas and some supporting details explicitly stated in the text</li> <li>❖ Locate specific information by recognizing simple text structures (e.g. list of ingredients followed by cooking procedures in recipes)</li> </ul> <p><u>Generic</u></p> <ul style="list-style-type: none"> <li>❖ Communication</li> <li>❖ Collaboration</li> </ul>					

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"> <li>❖ Mathematical and numeracy</li> <li>❖ Critical thinking</li> </ul>											
P.5 - P.6	<u>Reading</u> <ul style="list-style-type: none"> <li>❖ Process compound and complex sentences</li> <li>❖ Work out the meaning of words and phrases by using semantic and syntactic clues</li> <li>❖ Follow ideas by recognizing simple text structures and understanding the use of cohesive devices</li> <li>❖ Deduce information and ideas by using semantic and syntactic clues</li> </ul> <u>Generic</u> <ul style="list-style-type: none"> <li>❖ Communication</li> <li>❖ Collaboration</li> <li>❖ Creativity</li> <li>❖ Information technology</li> <li>❖ Problem solving</li> </ul>											
<p><b>Proposed Learning and Teaching Activities</b></p> <ul style="list-style-type: none"> <li>● A diversified range (shared, guided and home) of reading activities will be conducted for achieving the intended improvements:</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"><i>Stage</i></th> <th><i>In-class reading Activity</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><i>Before</i></td> <td>- Motivation and prediction activities with the use of multimodal texts to arouse students' reading interest and elicit students' background knowledge (e.g. KWL charts, brainstorming and flipped-classroom strategy)</td> </tr> <tr> <td style="text-align: center;"><i>During</i></td> <td>- Shared reading and guided reading for introducing the target reading skills and language structures - Extended home reading activities for allowing further exploration of the themes</td> </tr> </tbody> </table>							<i>Stage</i>	<i>In-class reading Activity</i>	<i>Before</i>	- Motivation and prediction activities with the use of multimodal texts to arouse students' reading interest and elicit students' background knowledge (e.g. KWL charts, brainstorming and flipped-classroom strategy)	<i>During</i>	- Shared reading and guided reading for introducing the target reading skills and language structures - Extended home reading activities for allowing further exploration of the themes
<i>Stage</i>	<i>In-class reading Activity</i>											
<i>Before</i>	- Motivation and prediction activities with the use of multimodal texts to arouse students' reading interest and elicit students' background knowledge (e.g. KWL charts, brainstorming and flipped-classroom strategy)											
<i>During</i>	- Shared reading and guided reading for introducing the target reading skills and language structures - Extended home reading activities for allowing further exploration of the themes											

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
After	<ul style="list-style-type: none"> <li>- Production (speaking and writing) activities for ensuring authentic application of target language skills</li> <li>- Cross-curricular activities as tabulated below to connect students' learning across different disciplines and evaluate their understanding on the themes</li> </ul>					
<ul style="list-style-type: none"> <li>● The following hands-on activities conducted mainly in collaborative mode inside / outside class time will help connect and deepen students' learning.</li> </ul>						
<b>Level</b>	<b><i>Cross-curricular activities</i></b>					
P.3	<u>Module 1</u> <ul style="list-style-type: none"> <li>❖ A supermarket shopping spree</li> <li>❖ A snack-making activity</li> </ul>					
	<u>Module 2</u> <ul style="list-style-type: none"> <li>❖ Invention of a new festival</li> <li>❖ My favourite festival competition</li> </ul>					
P.4	<u>Module 1</u> <ul style="list-style-type: none"> <li>❖ Writing a letter to a pen friend</li> </ul>					
	<u>Module 2</u> <ul style="list-style-type: none"> <li>❖ Design of a healthy recipe</li> </ul>					
P.5	<u>Module 1</u> <ul style="list-style-type: none"> <li>❖ Preparation of the “Wonderful People” display</li> </ul>					
	<u>Module 2</u> <ul style="list-style-type: none"> <li>❖ Preparation of a festive art exhibition</li> </ul>					
P.6	<u>Module 1</u> <ul style="list-style-type: none"> <li>❖ A “Better World” summit</li> </ul>					
	<u>Module 2</u> <ul style="list-style-type: none"> <li>❖ Video presentation about endangered species</li> </ul>					
<b>Sample Module Descriptions</b>						
<ul style="list-style-type: none"> <li>● The following module covers a total of 9 lessons and is conducted after students read a biography about a great</li> </ul>						

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
historical figure in Chinese culture in the General Studies class.					
<b><i>P.5 Module 1 Wonderful people and deeds</i></b>					
<i>Core texts</i>	<ul style="list-style-type: none"> <li>❖ <i>The Life of Leonardo</i> by Mick Manning and Brita Granstrom <a href="https://bit.ly/3dwCw0k">https://bit.ly/3dwCw0k</a></li> <li>❖ <i>I am Martin Luther King Jr.</i> by Brad Meltzer <a href="https://bit.ly/3dMjumY">https://bit.ly/3dMjumY</a></li> </ul>				
<i>Target text structures</i>	<ul style="list-style-type: none"> <li>❖ Description</li> <li>❖ Sequence</li> <li>❖ Compare and contrast</li> </ul>				
<i>Target text types</i>	<ul style="list-style-type: none"> <li>❖ Biography</li> <li>❖ Stories (Autobiography)</li> <li>❖ Magazine articles</li> <li>❖ Interviews</li> </ul>				
<i>Language structures</i>	<ul style="list-style-type: none"> <li>❖ Use simple past tense to indicate past events</li> <li>❖ Use modals to talk about abilities</li> <li>❖ Use adjectives or adjective phrases to describe personal traits</li> <li>❖ Use the auxiliary verb ‘did’ to seek information</li> <li>❖ Use adverbs or adverb phrases to express time</li> <li>❖ Use the connective ‘because’ to give reasons</li> </ul>				
<i>Skills covered</i>	<p><u>Reading skills</u></p> <ul style="list-style-type: none"> <li>❖ Process some compound and complex sentences</li> <li>❖ Work out the meaning of words and phrases by using semantic and syntactic clues</li> <li>❖ Follow ideas by recognising simple</li> </ul>				

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
	<p>text structures and understanding the use of cohesive devices</p> <ul style="list-style-type: none"> <li>❖ Deduce information and ideas by using semantic and syntactic clues</li> </ul> <p><u>Generic skills</u></p> <ul style="list-style-type: none"> <li>❖ Communication Skills</li> <li>❖ Collaboration Skills</li> <li>❖ Creativity</li> <li>❖ Information technology skills</li> </ul>					
<i>Subject-specific content knowledge, concepts and skills</i>	<p><u>General Studies</u></p> <ul style="list-style-type: none"> <li>❖ Life and activities in the past</li> <li>❖ The importance of self-worth</li> <li>❖ Cultivation of proper value and attitude</li> </ul>					
<i>Pre-reading</i>	<p><u>Motivation activities</u></p> <ol style="list-style-type: none"> <li>1. Teacher presents students with the following pictures: <ul style="list-style-type: none"> <li>❖ Leonardo’s self-portrait <a href="https://bit.ly/3buPDxw">https://bit.ly/3buPDxw</a></li> <li>❖ Leonardo’s inventions <a href="https://bit.ly/39h3plQ">https://bit.ly/39h3plQ</a></li> <li>❖ The Mona Lisa <a href="https://bit.ly/2UhkZ4P">https://bit.ly/2UhkZ4P</a></li> <li>❖ The Last Supper <a href="https://bit.ly/33S7uf1">https://bit.ly/33S7uf1</a></li> </ul> </li> <li>2. Students work on the questions related the pictures in groups of 4. <ul style="list-style-type: none"> <li>❖ Whose works are they?</li> <li>❖ What functions do these inventions serve?</li> <li>❖ Who is the lady in the picture?</li> <li>❖ What are these 13 people doing?</li> </ul> </li> </ol>					



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
<p><u>Prediction activities</u></p> <ol style="list-style-type: none"> <li>3. Teacher tells students they are going to read the biography of the Renaissance Man.</li> <li>4. Teacher gets students to make prediction of the book with the use of following: <ul style="list-style-type: none"> <li>❖ front and back book cover;</li> <li>❖ the first page; and</li> <li>❖ pictures in the book.</li> </ul> </li> <li>5. Teacher gives a <i>Kahoot!</i> quiz to test students' understanding of the biography text, to which they were exposed to in the General Studies lessons.</li> </ol> <p><a href="https://bit.ly/2RjqEph">https://bit.ly/2RjqEph</a></p>					
<p><i>While-reading</i></p> <p><u>Shared reading – <i>The Life of Leonardo</i></u></p> <ol style="list-style-type: none"> <li>1. Shared reading activities on <i>the Life of Leonardo</i> are conducted. To consolidate understanding of the text structure of the biographical text, students work on the Leonardo da Vinci timeline worksheet while reading.</li> <li>2. Emphasis is placed on: <ul style="list-style-type: none"> <li>❖ target reading skills (e.g. skimming, following ideas by recognising simple text structures and understanding the use of cohesive devices);</li> <li>❖ the use of past tense to indicate past events and achievements;</li> <li>❖ the use of modals to talk about Leonardo's abilities;</li> </ul> </li> </ol>					

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"> <li>❖ the use of adjectives to describe his personal traits and life's ups and downs;</li> <li>❖ the use of causal connectives to indicate his important life decisions;</li> <li>❖ his personal struggles and how they had shaped him as a person; and</li> <li>❖ the inspiration he provided for many other people.</li> </ul> <p><u>Guided reading – I am Martin Luther King Jr.</u></p> <p>3. Teacher shows an extract of an autobiography and draw students' attention to:</p> <ul style="list-style-type: none"> <li>❖ the difference in the point of view (third person versus first person);</li> <li>❖ the main character's emotional responses and thoughts to personal setbacks to achievements; and</li> <li>❖ the important statements about life he wants to communicate.</li> </ul> <p>4. Students complete the book at home if necessary.</p>					
<p><i>Post-reading</i></p> <p><u>The 'Wonderful People' display</u></p> <p>1. In groups, students produce creative biographies on famous people of their choice. <a href="https://bit.ly/3dwW84s">https://bit.ly/3dwW84s</a></p> <p>2. They can collect information from a variety of sources: <u>Webpages</u></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
<p><i>BrainPOP Jr. (Famous People)</i>  <a href="https://bit.ly/2wBqWQU">https://bit.ly/2wBqWQU</a>            YouTube videos  <i>An Interview with Steve Jobs</i>  <a href="https://bit.ly/33Suzyb">https://bit.ly/33Suzyb</a>            Online magazines  <i>Meet the 100 Most Significant Americans of All Time – Smithsonian</i>  <a href="https://bit.ly/2QMhy45">https://bit.ly/2QMhy45</a></p> <p>3. Students share their work putting together a creative board display,</p>					