

(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
Employ one full-time teaching assistant to assist the school English Language teachers and purchase printed books on promoting reading across the curriculum (RaC) at P.4 – P.5					
<p><u>Background</u></p> <ul style="list-style-type: none"> The school will first adopt a new textbook series at Primary 4 in the 2020/21 and Primary 5 in the 2021/22 school year. In using the new textbook series, the current reading programme will not be able to align closely with the core English Language curriculum. For a more holistic learning experience and coherent reading curriculum, a new school-based programme with incorporation of RaC elements will be developed. Primary 4 will be the target level in the first project year. In the second project year, the target level will be Primary 5 while the Primary 4 reading programme will be continued and refined. Development of the reading programme will be extended to Primary 6. <p><u>Objectives</u></p> <ul style="list-style-type: none"> To foster students’ ‘reading to learn’ skills through engaging them to read a wide range of materials with various subject content and text types. The fiction and non-fiction texts that are closely connected to the core English Language curriculum and the curricular of other Key Learning Areas (KLAs) (e.g. General Studies) will be adopted to facilitate students’ deep reading, connect their learning experiences and broaden their knowledge base. <p><u>Core Team</u></p> <ul style="list-style-type: none"> A core team consisting of the two English Language panel chairpersons, and the target level teachers will be set up for the development of new curriculum initiative. The English 	P.4 – P.5	<p>2020/2021 school year</p> <p>P.4</p> <p><u>Module 1</u> Co-planning <i>Sept 2020</i></p> <p>Try-out <i>Sept – Oct 2020</i></p> <p>Evaluation <i>Oct – Nov 2020</i></p> <p><u>Module 2</u> Co-planning <i>Nov 2020</i></p> <p>Try-out <i>Dec – Feb 2021</i></p> <p>Evaluation <i>Feb – Mar 2021</i></p> <p><u>Module 3</u></p>	<p>3 sets of materials, including module plans, lesson plans, and teaching and learning materials covering about 24 lessons (1 set for about 8 lessons), will be developed for P.4 and P.5 respectively.</p> <p>At least 70% of P.4 and P.5 students boost their confidence in reading a variety of cross-curricular materials.</p> <p>At least 70% of students show improvements in these assessments. Formative and summative reading assessments will cover the target skills for gauging</p>	<p>All developed materials will be refined and reused after completion of the project.</p> <p>Two members in the core team will stay in the same level after completion of the project to ensure the sustainability of the programme.</p> <p>The core team will share their experiences with all the other English Language teachers twice a year in panel meetings.</p> <p>Some lessons and activities</p>	<p>All meeting records, including core team meetings, co-planning meetings and evaluation meetings</p> <p>Lesson observation</p> <p>Performance data and analysis</p> <p>Teacher and student survey</p>

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<p>Language panel chairperson will spearhead the project while other target level teachers will co-develop the programme with the other core team members.</p> <ul style="list-style-type: none"> • Their duties entail: <ul style="list-style-type: none"> - reviewing the existing school-based Reading Programme; - conduct curriculum mapping; - formulating the programme structure (themes, reading strategies and text types); - selecting appropriate thematic readers (both fiction and non-fiction) for each module; - hosting bi-weekly co-planning meetings; - developing teaching and learning materials; - designing meaningful and purposeful cross-curricular tasks; - conducting lesson demonstrations for each module; - arranging peer observation sessions at least once per term; - observing reading lessons at least once per term; - moderating post-observation discussions; - conducting teacher and student survey and analyse the results; - evaluate the effectiveness of the programme; - disseminating good teaching practices in panel meetings once per term; and - documenting the implementation and progress of the programme. <p><u>Collaboration with the General Studies panel</u></p> <ul style="list-style-type: none"> • The General Studies panel chairperson will be the programme consultant. During the development stage, the programme consultant, two English Language panel chairpersons and the 		<p>Co-planning <i>Mar 2021</i></p> <p>Try-out <i>Mar – May 2021</i></p> <p>Evaluation <i>Jun 2021</i></p> <p>Programme evaluation <i>Jun 2021</i></p> <p>Planning and preparation for P.5 <i>Jul 2021</i></p> <p>2021/2022 school year</p> <p>P.5 <u>Module 1</u> Co-planning <i>Sept 2021</i></p>	<p>the effectiveness of the programme.</p> <p>At least 70% of the target level teachers acquire knowledge on cross-curricular reading instructions and reading strategies.</p>	<p>will be videotaped for professional development.</p>	

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<p>target level teachers will attend co-planning meetings to discuss and decide the themes to be covered. The school-based General Studies curriculum for KS2 will be refined for better integration with the proposed RaC programme.</p> <p><u>Teaching assistant proposed to be hired</u></p> <ul style="list-style-type: none"> A teaching assistant, who is at least an associate degree or a higher diploma holder with the above average English proficiencies, will be employed to assist English Language teachers in implementing the school-based reading programme. He/She will: <ul style="list-style-type: none"> attend co-planning meetings to better understand the programme development and task requirement; assist teachers to prepare lesson plans as well as teaching and learning materials; organize newly-developed materials and purchase books; support less able students during the reading lessons (4 reading lessons a week in the first project year and 8 reading lessons per week in the second project year); support students outside class time; and assist teachers in conducting the surveys and evaluation of the programme. <p><u>School-based RaC programme</u></p> <p>❖ Programme framework</p> <p>➤ Themes</p> <ul style="list-style-type: none"> Paired books on the following proposed themes will be adopted. <table border="1" data-bbox="226 1385 1001 1497"> <tr> <td>P.4</td> <td>P.5</td> </tr> <tr> <td>Relationships</td> <td>We love Hong Kong</td> </tr> <tr> <td>Food and drinks</td> <td>The magic of nature</td> </tr> </table>	P.4	P.5	Relationships	We love Hong Kong	Food and drinks	The magic of nature		<p>Try-out <i>Sept – Oct 2021</i></p> <p>Evaluation <i>Oct – Nov 2021</i></p> <p><u>Module 2</u> Co-planning <i>Nov 2021</i></p> <p>Try-out <i>Dec – Feb 2022</i></p> <p>Evaluation <i>Feb – Mar 2022</i></p> <p><u>Module 3</u> Co-planning <i>Mar 2022</i></p> <p>Try-out <i>Mar – May 2022</i></p> <p>Evaluation <i>Jun 2022</i></p>			
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<table border="1" data-bbox="226 252 1001 293"> <tr> <td data-bbox="226 252 613 293">Changes</td> <td data-bbox="613 252 1001 293">Our unique identity</td> </tr> </table> <p data-bbox="181 331 495 363">➤ Tentative text types</p> <ul data-bbox="181 371 1001 440" style="list-style-type: none"> • A wide range of text types will be introduced throughout the programme. <table border="1" data-bbox="226 443 1001 863"> <thead> <tr> <th data-bbox="226 443 584 491">P.4</th> <th data-bbox="584 443 1001 491">P.5</th> </tr> </thead> <tbody> <tr> <td data-bbox="226 491 584 863"> <ul style="list-style-type: none"> ✓ articles ✓ blogs ✓ labels ✓ leaflets ✓ journals ✓ letters ✓ stories ✓ webpages </td> <td data-bbox="584 491 1001 863"> <ul style="list-style-type: none"> ✓ autobiographies ✓ biographies ✓ children's encyclopaedias ✓ explanations of how and why ✓ informational reports ✓ maps and legends ✓ news reports ✓ procedures </td> </tr> </tbody> </table> <p data-bbox="181 901 546 933">➤ Tentative reading skills</p> <ul data-bbox="181 941 1001 1010" style="list-style-type: none"> • The following reading skills will be covered in the programme. Students will be able to: <table border="1" data-bbox="226 1013 1001 1492"> <thead> <tr> <th data-bbox="226 1013 613 1061">P.4</th> <th data-bbox="613 1013 1001 1061">P.5</th> </tr> </thead> <tbody> <tr> <td data-bbox="226 1061 613 1492"> <ul style="list-style-type: none"> ✓ deduce information and ideas by using semantic and syntactic clues ✓ follow ideas by recognizing simple text structures ✓ infer feelings of characters from pieces of information in narrative texts ✓ locate details which support the main ideas </td> <td data-bbox="613 1061 1001 1492"> <ul style="list-style-type: none"> ✓ work out the meaning of some idiomatic expressions by using semantic and syntactic clues ✓ follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues </td> </tr> </tbody> </table>	Changes	Our unique identity	P.4	P.5	<ul style="list-style-type: none"> ✓ articles ✓ blogs ✓ labels ✓ leaflets ✓ journals ✓ letters ✓ stories ✓ webpages 	<ul style="list-style-type: none"> ✓ autobiographies ✓ biographies ✓ children's encyclopaedias ✓ explanations of how and why ✓ informational reports ✓ maps and legends ✓ news reports ✓ procedures 	P.4	P.5	<ul style="list-style-type: none"> ✓ deduce information and ideas by using semantic and syntactic clues ✓ follow ideas by recognizing simple text structures ✓ infer feelings of characters from pieces of information in narrative texts ✓ locate details which support the main ideas 	<ul style="list-style-type: none"> ✓ work out the meaning of some idiomatic expressions by using semantic and syntactic clues ✓ follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues 		<p data-bbox="1178 256 1330 411">Overall programme evaluation <i>Jun 2022</i></p> <p data-bbox="1158 469 1350 624">Planning and preparation for P.6 <i>Jul 2022</i></p>			
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<ul style="list-style-type: none"> Most of the teaching materials will be adapted for both more able students and less able students based on their different learning needs, interests and abilities. For more able students, reading materials with extended vocabulary items and complicated key structures will be prepared. More challenging work will be assigned to assess their understanding of more advanced reading skills, such as inferring and deducing. For less able students, a wide range of questioning and additional support will be provided, such as using graphic organizers (e.g. KWL chart) and appropriate multimodal texts to facilitate understanding, provide more prompts to help students get the main ideas of the reading materials and use concrete examples to illustrate concepts. Timely feedback will be given by teachers according to students' English language proficiency. Multiple means of presentation will be adopted to cater for different learning styles, for example, integrating different approaches to presenting information to address the needs of visual, auditory and kinaesthetic learners. <p>❖ Sample Module</p> <table border="1" data-bbox="190 1070 999 1489"> <tr> <td data-bbox="190 1070 356 1110">Module</td> <td data-bbox="356 1070 999 1110">Food and drink</td> </tr> <tr> <td data-bbox="190 1110 356 1182">Relevant GE unit</td> <td data-bbox="356 1110 999 1182">Eating around the world</td> </tr> <tr> <td data-bbox="190 1182 356 1489">Reading skills</td> <td data-bbox="356 1182 999 1489"> <ul style="list-style-type: none"> deduce information and ideas by using semantic and syntactic clues follow ideas by recognizing simple text structures locate details which support the main ideas from different parts of a text recognise the format and language features of a variety of text types </td> </tr> </table>	Module	Food and drink	Relevant GE unit	Eating around the world	Reading skills	<ul style="list-style-type: none"> deduce information and ideas by using semantic and syntactic clues follow ideas by recognizing simple text structures locate details which support the main ideas from different parts of a text recognise the format and language features of a variety of text types 					
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Target language items	Vocabulary items <ul style="list-style-type: none"> food pyramid and food groups nutrients diseases Language Structures <ul style="list-style-type: none"> conditional sentences 					
Target text type	<ul style="list-style-type: none"> leaflet and nutrition labels information report story 					
Subject specific skills and knowledge covered in General Studies	<ul style="list-style-type: none"> compare and analyse information to make informed decisions identify issues concerning health problems and solutions related to healthy lifestyles the benefits of healthy lifestyle and consequence of unhealthy lifestyle 					
Text type features	<ul style="list-style-type: none"> headings and subheadings use of figures, graphs and photos glossary, index and bibliography 					
Text structures	<ul style="list-style-type: none"> cause and effect problem and solution 					
Learning and Teaching activities	Pre-lesson Students will be asked to collect 2 nutrition labels and bring them back to school for in-class activities.					

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<p><u>Pre-reading stage</u> Students will be shown a short movie clip about healthy eating.</p> <p>Activating the schemata <i>Balanced Diet</i> https://www.youtube.com/watch?v=9VtxCxtsMAI&t=59s</p> <p>Teacher will then ask students to list out the components and characteristic of a balanced diet and prepare a checklist for balanced diet. Relevant vocabulary items will be highlighted and students will be able to make use of what they have learnt in General Studies and General English lessons to complete the checklist. Students will work in pairs to check with their partner on the checklist prepared. The teaching assistant will show less able students word cards with images of food items and guide students to categorise the food items into two groups: healthy and unhealthy.</p> <p><u>While-reading stage</u> Shared Reading:</p> <p><i>Leaflet and food labels</i> Teacher will conduct share reading on a leaflet about nutrition labels. The reading text will be adapted from authentic materials available online. https://www.cfs.gov.hk/english/programme/pro</p>					

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<p>gramme_nifl/files/HOWTOREAD_E.pdf</p> <p>Teacher will highlight the text type features, text structures of the leaflet. Target reading strategies will be taught and students will be provided with the opportunities to apply them into their reading.</p> <p>After finished reading the leaflet, students will work in groups to read the two nutrition labels they prepared and discuss with their group members if the food items should be classified as healthy or unhealthy food. Teacher will highlight the text type features and reading strategies in reading the labels.</p> <p>To consolidate students' learning, they will be asked to complete an online quiz about nutrition labels at home.</p> <p><i>Nutrition Labels Quiz</i> https://www.quia.com/quiz/681988.html?AP_rand=931582155</p> <p>Shared reading <i>Straight Talk: The truth about food by Stephanie Paris</i> (tentative)</p> <p>Teacher will introduce different parts of the book: the content page, the index, the glossary and the bibliography. Teacher will then model</p>					

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<p>how to get the gist or main idea(s) of one chapter. Students will work in groups to read one of the chapters and complete one part of a mind map on healthy living. Each group will take turn to share their notes with the whole class.</p> <p>A copy of the mind map will be given to each student. Students will read the book again to confirm if the main idea(s) of each chapter has/have been included in the mind map. Teacher will go through the book again and check with students.</p> <p>Guided Reading: Story about healthy eating Tentative titles for the module</p> <ul style="list-style-type: none"> ✓ <i>“Oh, the Things You Can Do That Are Good for You: All about Staying Healthy”</i> by Tish Rabe ✓ <i>“I will never not EVER eat a tomato!”</i> by Lauren Child ✓ <i>“Good For Me And You”</i> by Mercer Mayer <p>Students will be divided into three groups according to their reading levels. 3 readers, which are based on the same theme, will be chosen according to students’ reading levels. Teacher will conduct guided reading sessions and follow-up tasks will be developed accordingly. While the English Language teacher is conducting guided reading with one of</p>					

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<p>the groups, the teaching assistant will assist other students to complete the reading tasks by guiding them using appropriate reading strategies learnt.</p> <p>Post-reading stage</p> <p>Leaflet about food group Students will work in groups to prepare a leaflet about one of the food groups.</p> <p>Mini-project Students to complete a mini-project on some myths and facts about food that many people believe, but do not exist or are even false. Students could decide on their way of presentation, e.g. they can choose to make a video, create a lapbook or a poster. The teaching assistant will assist less able students in writing up the script and rehearsing for the presentation during the recesses.</p> <p>Extended reading activities Teacher will prepare different board games related to the theme “Healthy Eating”. Students will take turn to join the board game session accordingly. They will be provided with the opportunities to recycle the language items learnt in the RaC module.</p>					
<p>Purchase of printed readers For each module, one printed reader will be assigned to students</p>	P.4 – P.5	2020/2021 school year	School-based reading across the curriculum	All the resources will be developed for	Teacher and student survey will be conducted

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<p>according to their reading levels for the guided reading session. The text type for each reading level will be the same. The printed readers will be selected based on the themes, the target reading skills and text type to be covered for each module.</p> <ul style="list-style-type: none"> Themes to be covered <table border="1" data-bbox="226 475 1001 632"> <thead> <tr> <th>P.4</th> <th>P.5</th> </tr> </thead> <tbody> <tr> <td>Relationships</td> <td>We love Hong Kong</td> </tr> <tr> <td>Food and drinks</td> <td>The magic of nature</td> </tr> <tr> <td>Changes</td> <td>Our unique identity</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Tentative text types <table border="1" data-bbox="226 707 1012 1054"> <thead> <tr> <th>P.4</th> <th>P.5</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - articles - blogs - labels - leaflets - journals - letters - stories - webpages </td> <td> <ul style="list-style-type: none"> - autobiographies - biographies - children’s encyclopaedias - explanations of how and why - informational reports - maps and legends - news reports - procedures </td> </tr> </tbody> </table> <p>Details of the purchase</p> <ul style="list-style-type: none"> • Number of module per grade level: 3 • Number of titles per module: 3 graded titles • Number of copies per title per class: 10 <p>The school will conduct proper procurement exercises before purchasing the readers.</p>	P.4	P.5	Relationships	We love Hong Kong	Food and drinks	The magic of nature	Changes	Our unique identity	P.4	P.5	<ul style="list-style-type: none"> - articles - blogs - labels - leaflets - journals - letters - stories - webpages 	<ul style="list-style-type: none"> - autobiographies - biographies - children’s encyclopaedias - explanations of how and why - informational reports - maps and legends - news reports - procedures 		<p>P.4</p> <p>Conduct procurement exercise Jun 2020</p> <p>Purchase printed books Jul 2020</p> <p>2021/2022 school year</p> <p>P.5</p> <p>Conduct procurement exercise Jun 2021</p> <p>Purchase printed books Jul 2021</p>	<p>workshops implemented more effectively in P.4 – P.5.</p> <p>100% of students at P.4 – P.5 student read 3 titles per year.</p> <p>100% of English Language teachers involved use the books procured at P.4 – P.5 each year.</p>	<p>school-based curriculum. The materials will be reviewed regularly and revised accordingly.</p> <p>The printed readers will be used for the guided reading sessions of school-based RaC programme.</p>	<p>for evaluation of the programme effectiveness.</p>
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