

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

**School Name: Fuk Wing Street Government Primary School (English)**

**Application No.: C095 (for official use)**

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 15
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	4	4	4	4	4	4	24

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	4	4	5	6	4	27

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 – P.2	Reading and Writing	NET Section, EDB
School-based Support Service	P.3	Reading and Writing	Language Learning and 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. Teachers are professional and enthusiastic. They are committed and have strong team spirit. They are ready to make changes to improve learning and teaching.</li><li>2. Teachers applied various measures such as adjusting the teaching pace and developing graded materials to cater for the needs of students with different abilities.</li></ol>	<ol style="list-style-type: none"><li>1. The school seeks external resources to provide support to students with different learning needs.</li><li>2. Students enjoy learning activities involving multisensory and interesting tasks. These activities can arouse their learning interest.</li><li>3. The successful experience of implementing school-based initiatives under English Enhancement Grant Scheme for Primary Schools facilitates the development and implementation of the programmes under PEEGS.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Most of the students are from families of low socio-economics status. Support for English learning is limited, and this hinders students' learning.</li><li>2. Some students are not motivated and with low self-esteem. Teachers need to spend more time and extra-effort on teaching them English.</li><li>3. Students are in lack of a language-rich environment and opportunities to use English.</li></ol>	<ol style="list-style-type: none"><li>1. Other than teachers' guidance, most students receive negligible support in English learning outside classrooms.</li><li>2. Students' reading habit is yet to be developed.</li></ol>

**(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>
A school-based English reading and writing curriculum at Key Stage 2	Employ a supply teacher to provide space for core team members to develop reading and writing curriculum	P.4 – P.6

**(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) 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 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 resources for students*</del> <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <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 type="checkbox"/> Purchase learning and teaching resources</p> <p><input type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Employ <del>full-time*</del> or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input checked="" type="checkbox"/> 2020/21 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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
Hire a part-time teaching assistant who is proficient in English to assist school English teachers on conducting English activities at Primary 3 and Primary 4					
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Students lack the opportunities to use English in authentic contexts. “Life-wide English” programme, which is an integrated, multi-sensory programme, will be developed and implemented at P.3 to P.4. Students will be exposed to an English-rich environment to use English to communicate with their peers. A part-time teaching assistant who is proficient in English (viz, the TA) will be hired to assist existing English teachers to conduct learning activities at Primary 3 and Primary 4.</li> </ul> <p><b>Core team</b></p> <ul style="list-style-type: none"> <li>Led by the English Panel Chairpersons (EPCs), a core team consists of the English Department Advisor and target level teachers will be formed to develop and implement the project. The TA will also be one of the core team members, but he/she will take an auxiliary role.</li> </ul> <p><b>Expected qualifications and experiences</b></p> <ul style="list-style-type: none"> <li>The TA is expected to be at least an associate degree holder, preferably with training in English and working experience in local schools.</li> </ul> <p><b>Duties of the part-time teaching assistant</b></p> <p>The TA works around 18 hours per week, and he/she will assist school English teachers to:</p> <ul style="list-style-type: none"> <li>develop and deliver the Life-wide English programme; and</li> </ul>	<p>P.3 - P.4</p>	<p>09/2019 – 07/2020</p> <p>P.3 Co-planning All year round</p> <p>Developing materials All year round</p> <p>Try-outs All year round</p> <p>Evaluation All year round 09/2020 – 07/2021 P.3 and P.4</p> <p>Co-planning for P.3 and</p>	<p>A teaching resource package for 4 modules covering 28 lessons will be developed per level at P.3 and P.4.</p> <p>At least 4 festive activities will be conducted and a resource package for the activities will be developed.</p> <p>70% of P.3 and P.4 students show improvement in speaking assessment.</p> <p>75% of English teachers involved agree that students are engaged in the activities and they are more motivated in English learning.</p>	<p>The Life-wide English lessons and the festive activities will be video-taped for future reference.</p> <p>The teaching resources developed will be filed properly. They will be reviewed and updated regularly. Sharing sessions to disseminate the good practices will be conducted.</p> <p>Core team members will</p>	<p>English Panel Chairperson will monitor the development and implementation of the programme.</p> <p>The records of discussion in co-planning and panel meetings will be kept for improvement in later years.</p> <p>Lesson observations by level English teachers, English Panel Chairpersons and English Department Advisor will be conducted.</p> <p>Data analysis on students’</p>

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<p>- conduct festive activities.</p> <p><b>Development of the Life-wide English Programme</b></p> <p>- <u>Co-planning</u></p> <ul style="list-style-type: none"> <li>• Prior to the development of programme, English teachers will review the core English Language curriculum and integrate Life-wide English Programme with the current curriculum. Some modules will be selected, and the teaching sequence will be adjusted if deemed necessary.</li> <li>• Co-planning meeting among core team members will be conducted before each module to design the Life-wide English lessons. The TA will develop the relevant teaching materials accordingly. Core team members will then review and refine the teaching materials before trying out in other informal occasions or co-planning meetings for GE programme.</li> </ul> <p>- <u>Try-out</u></p> <ul style="list-style-type: none"> <li>• One lesson per week will be allocated for the Life-wide English Programme. Some of the activities such as interclass sharing or excursions will be conducted in other timeslots. The TA will support the teachers in the lessons in Primary 3 in 2019/2020 and Primary 4 in 2020/2021.</li> </ul> <p>- <u>Evaluation</u></p> <ul style="list-style-type: none"> <li>• Evaluation will be conducted after each lesson during the co-planning meetings for the GE programme. Learning and teaching resources as well as pedagogy will be modified as appropriate.</li> </ul>		<p>P.4 All year round</p> <p>Developing P.4 materials All year round</p> <p>Refining P.3 materials All year round</p> <p>Try-outs of refined P.3 materials and newly-developed P.4 materials All year round</p> <p>Evaluation for P.3 and P.4 All year round</p>	<p>100% of the English teachers involved will enrich their knowledge in teaching speaking.</p> <p>100% of the English teachers involved will apply the skills in teaching speaking at Primary 3 to 4.</p>	<p>be deployed to teach at different levels for extension of the programme.</p>	<p>assessments will be conducted at the end of each term.</p> <p>The TA will be supervised by the school English teachers and his/her performance will be reviewed in the panel meetings.</p>

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<p><b>Details of the Life-wide English programme</b>  <u>Implementation of the Life-wide English programme</u></p> <table border="1" data-bbox="129 352 960 533"> <thead> <tr> <th>School Year</th> <th>Target levels</th> </tr> </thead> <tbody> <tr> <td>2019/2020</td> <td>Primary 3</td> </tr> <tr> <td>2020/2021</td> <td>Primary 3 and Primary 4</td> </tr> </tbody> </table> <p><u>Tentative modules to be covered</u></p> <table border="1" data-bbox="129 619 887 1007"> <thead> <tr> <th>Level</th> <th>Modules</th> </tr> </thead> <tbody> <tr> <td>P.3</td> <td>           1. Fun with cooking (Taste it)            2. Places and activities (Let's go shopping)            3. Me, my family and friends (About me)            4. Caring and sharing (Sharing experience)         </td> </tr> <tr> <td>P.4</td> <td>           1. Connecting with others (Making friends)            2. Food and drinks (Choosing food and drinks)            3. We love Hong Kong (Travelling around)            4. Food and drinks (Healthy eating)         </td> </tr> </tbody> </table> <p><u>Tentative target skill focus</u></p> <table border="1" data-bbox="129 1093 887 1474"> <thead> <tr> <th>Level</th> <th>Language Skills</th> <th>Generic Skills</th> </tr> </thead> <tbody> <tr> <td>P.3</td> <td>           Reading:            - understand, interpret and analyse some simple written and multimodal texts             Speaking:            - present information,         </td> <td>           - problem-solving            - critical thinking            - collaboration            - creativity         </td> </tr> </tbody> </table>						School Year	Target levels	2019/2020	Primary 3	2020/2021	Primary 3 and Primary 4	Level	Modules	P.3	1. Fun with cooking (Taste it) 2. Places and activities (Let's go shopping) 3. Me, my family and friends (About me) 4. Caring and sharing (Sharing experience)	P.4	1. Connecting with others (Making friends) 2. Food and drinks (Choosing food and drinks) 3. We love Hong Kong (Travelling around) 4. Food and drinks (Healthy eating)	Level	Language Skills	Generic Skills	P.3	Reading: - understand, interpret and analyse some simple written and multimodal texts  Speaking: - present information,	- problem-solving - critical thinking - collaboration - creativity
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	ideas and feelings clearly and coherently					
P.4	<p>Reading:</p> <ul style="list-style-type: none"> <li>- Understand, interpret and analyse some written and multimodal texts</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>- present information, ideas and feelings clearly and coherently</li> <li>- participate effectively in group discussion</li> </ul>					
<p><u>Learning and teaching activities</u></p> <ul style="list-style-type: none"> <li>• The learning and teaching activities will be closely aligned with the core English Language curriculum. Similar themes covered in the textbook units will be used as the themes for the Life-wide English programme. The reading passages of the textbook units will serve as input for the activities so that vocabulary and language items will be recycled in the Life-wide English programme. Other skills such as problem-solving or critical thinking skills will be introduced.</li> </ul> <p><u>Sample Module</u></p>						

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<ul style="list-style-type: none"> <li>● Level: Primary 4</li>   <li>● Module: We love Hong Kong (Travelling around)</li>   <li>● Connection with the core English Language curriculum: <ul style="list-style-type: none"> <li>- vocabulary about different tourist spots</li> <li>- giving presentation</li> </ul> </li>   <li>● Multi-modal texts: <ul style="list-style-type: none"> <li>- magazine articles about Hong Kong</li> <li>- webpage by the Hong Kong Tourism Board</li> <li>- video clips about different districts in Hong Kong</li> <li>- leaflet about Hong Kong tourist attractions</li> </ul> </li>   <li>● Final task: <ul style="list-style-type: none"> <li>- Individual Task: Presentation on tourist attraction</li> <li>- Group Task: Production of a video-clip</li> </ul> </li>   <li>● Learning and teaching activities:</li>   <li>➤ Lesson 1 Teacher will revisit the vocabulary items about different activities that tourist would join in Hong Kong. After that, students will watch video clips about tourist attractions in Sham Shui Po or other districts, the district where most students live in. Students will then discuss which aspect(s) of Sham Shui Po should be included for a video clip to promote Sham Shui Po. Students will</li> </ul>					



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<p>then work in groups for lesson 2 to lesson 7. Each group member has to give a 2-minute presentation on one tourist attraction and produce a video clip about the tourist attractions as a group.</p> <p>➤ Lesson 2 Before the lesson, students will research on information about the tourist attractions they are working. English teacher will highlight the important elements to be included in a presentation. Students will also read leaflets about different tourist attractions and extract of Hong Kong Tourism Board webpage. Relevant vocabulary items will be highlighted. Teacher will guide students to identify the main ideas and supporting details while reading. Students will then organize the information gathered using mind map or other graphic organizers with the assistance of the TA or English teachers. Students will discuss with their group members if additional information is needed.</p> <p>➤ Lesson 3 Teacher will introduce various ways (e.g. quote, statistics, questions) to start a presentation. Students will then discuss with their group members how they will start the presentation and each group member will prepare the opening of the presentation using different methods. Students will then take turn to present. Teacher, the TA and group members will then provide feedback.</p> <p>➤ Lesson 4 Teacher will introduce different ways (e.g. refer to opening, summary) to close a presentation. Students will then work on the closing of their presentation and prepare the script for their</p>					

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<p>presentations.</p> <ul style="list-style-type: none"> <li>➤ Lesson 5 Students take turns to present the tourist attractions. Teacher and students will give feedback. Prior to that, English teacher and the TA will rehearse with students and provide support.</li> <li>➤ Lesson 6 Teacher will show students the different parts of a storyboard and explain to students how to organize the information and present the message effectively. Student will work on the storyboard for the video-clip based on their presentations. Each group member will be responsible for presenting one tourist attraction.</li> <li>➤ Lesson 7 Each group will present their storyboards and students from other group will provide feedback. Students will submit the script to the teacher for comments. The English teacher and the TA will guide students in making the video-clips during lesson.</li> <li>➤ Extended activity: The TA will compile students' work from different classes and upload them to the school intranet. Subtitles will be added based on the script submitted. Students will vote for the best video and write down the reasons for choosing that video.</li> </ul> <p><b>Details of the festive activities</b> Vocabulary items related to the festivals such as Chinese New</p>					

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<p>Year, Halloween, Christmas and Easter will be introduced in the English lessons. The school English teachers and the TA will share with students different aspects of the festivals such as the origins and the celebration activities in the morning assemblies. The TA will also post relevant information on the display board.</p> <p>Depending on the festivals, teachers and the TA will organize different activities for students. For example, a game booth will be run during lunch breaks for students to solve riddles or play games related to Chinese New Year. Each participating student will be given a prize as encouragement.</p> <p>For Easter, the TA will organize bunny egg hunt during lunch time. Students will work in groups to search the bunny egg (in the form of bunny egg stickers) around the school campus. Students will be given a prize if they can collect certain number of stickers.</p>					