

(E) How to implement the proposed 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
<p>Employing a full-time supply teacher to create space for the core team members and purchase printed books to promote reading across the curriculum (RaC) in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” for P.4-P.6</p>					
<p>Objectives</p> <ul style="list-style-type: none"> ● An RaC programme will be developed to help students build a solid reading foundation and develop a regular reading habit. ● Through exposing themselves to a wide variety of multimodal texts and engaging in different purposeful teaching and learning tasks, students would broaden their horizons and improve their critical literacy across different disciplines. ● Graded texts will also be adopted to cater for students of various ability levels. ● Teachers will acquire a better understanding of how to effectively promote reading across the curriculum. <ul style="list-style-type: none"> ❖ Setting up effective collaboration with other subject departments ❖ Selecting stimulating cross-curriculum themes and texts ❖ Deciding on the common reading skills and strategies to be covered ❖ Arranging a diversified range of reading activities ❖ Formulating a reliable and valid assessment mechanism 	<p>P.4-P.6</p>	<p>Module 1 Planning Sep 2019 Implementation Oct 2019 Evaluation Nov 2019</p> <p>Module 2 Planning Nov 2019 Implementation Jan 2019 Evaluation Feb 2020</p> <p>Module 3 Planning Mar 2020 Implementation Apr 2020 Evaluation May 2020</p> <p>Final review Jun 2020</p>	<p>A total of 9 RaC packs covering a total of 54 lessons will be produced for P.4-P.6. Each teaching pack includes lessons plans, student booklets and teaching aids.</p> <p>60% of target level students will demonstrate improvements in formative reading assessments and agree that the materials are useful in improvement their reading skills.</p> <p>80% of target level students agree that they enjoy the reading lessons and have developed a better understanding of the selected cross-curricular themes covered in the programme.</p>	<p>The new RaC programme will be integrated into the core curriculum and newly -developed materials will be modified for future use.</p> <p>The experience will be shared among teachers in evaluation meetings.</p>	<p>Co-planning and evaluation meetings will involve all teachers for reviewing the effectiveness of the programme and teaching resources. Records of co-planning and review meetings will be kept for future reference.</p> <p>Students’ booklets will be kept for evaluation.</p> <p>Students’ performance in formative assessments will be analysed to monitor individual learning progress.</p> <p>Lesson observations will be conducted.</p>

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<p><u>The Core Team</u></p> <ul style="list-style-type: none"> ● A core team of 3 experienced English teachers including the panel head, a level coordinator and the NET will be formed. A total of 16 lessons will be released per week. The core team will teach the target levels and the school librarian, other Key Learning Areas (KLAs) teachers and School-based Curriculum Development (Primary) Section will render curriculum support. ● Bi-weekly core team co-planning meetings will be held. With the support of other KLA teachers (e.g. General Studies and Visual Art), members will select reading resources and design activities to maximize the benefits gained from reading. Preliminary lesson plans will be formulated as well as learning and teaching materials developed. ● The newly-developed materials will be examined in the level co-planning meetings. Feedback from other level teachers will be gathered and amendment will be made before try-out. ● The core team will conduct demonstrations at least once for every module and peer lesson observation will be arranged. Post-observation discussion will be conducted for reviewing lesson effectiveness. ● The core team will observe the lessons of level teachers once per term and suggestions on teaching strategies and execution of newly-developed materials will be given. ● The experience of implementing the new RaC programme will be shared with other level teachers in the end-of-term panel meetings. 			80% of target level teachers will develop a better understanding of cross-curricular reading instructions.		Student and teacher survey will be conducted.

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<ul style="list-style-type: none"> ● General Studies teachers will be involved in the initial planning stage, giving suggestions on themes and providing content support. ● The NET will support programme development by offering level teachers advice on effective lesson design and cross-curricular literacy instructions. <p><u>Target reading skills</u></p> <ul style="list-style-type: none"> ● The following skills will be developed: <ul style="list-style-type: none"> ❖ Recognize the format and language features of common texts ❖ Guess the topic by using personal experiences and pictorial clues ❖ Skim a text to obtain a general impression of the gist or main ideas with teacher support ❖ Locate specific information in a short text ❖ Understand the connection between ideas by identifying cohesive device ❖ Guess the meaning of unfamiliar words by using contextual or pictorial clues ❖ Identify key words for the main idea in a sentence ❖ Understand writers' intentions and attitudes <p><u>Implementation</u></p> <ul style="list-style-type: none"> ● Three 6-lesson RaC modules will be developed per level and they will be closely aligned to the core English curriculum. ● A wide spectrum of themes will be adopted and suggested ones are as follows: 					

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<i>Level</i>	<i>Topic</i>	<i>Text types</i>					
P.4	Making friends	❖ Tables ❖ Webpages ❖ Personal profiles					
	Food and drinks	❖ Shopping lists ❖ Recipes ❖ Menus					
	People and places around the world	❖ Articles (Expositions)					
P.5	Be considerate	❖ Posters ❖ Articles (Expositions)					
	Entertainment and leisure	❖ Adverts ❖ Informational reports					
	Fun with making things	❖ Instructional manuals ❖ Photo books					
P.6	Helping the world	❖ Newspaper reports					
	Festivals	❖ Webpages ❖ Expositions					
	Taking care of the earth	❖ Magazine reports ❖ Proposals					
<ul style="list-style-type: none"> ● A non-fiction/fiction reader and multimodal texts are to be adopted to allow students to explore multiple genres and deepen their understanding of the topics. ● An array of pre-reading tasks such as video-based discussions, KWL chart activities and guessing from words will be designed for activating students' 							

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<p>schemata and preparing them for the reading.</p> <ul style="list-style-type: none"> ● Teaching strategies such as storytelling, reading aloud, shared, guided, jigsaw and independent reading will be employed and the following will be highlighted: <ul style="list-style-type: none"> ❖ Reading skills ❖ Thematic vocabulary ❖ Text structures ❖ Text-type features ❖ Grammar structures ● Post-reading activities such as outings will be organised to help students analyse concepts for a deeper understanding of ideas and connect various learning experiences. To develop students' higher order thinking skills, tasks involving classification, compare and contrast, attribute listing and 6-W thinking skills will be incorporated into the programme. ● At the end of each module, students are required to finish a booklet with reading tasks for consolidating their understanding of newly-acquired language and conceptual knowledge. <p><u>Materials to develop</u></p> <ul style="list-style-type: none"> ● RaC module plans, lesson plans, teaching and learning resources such as reading texts, pre/while/post-reading tasks as well booklets will be developed. <p><u>Descriptions of a tentative sample module:</u></p> <ul style="list-style-type: none"> ● Theme: P.6 Festivals ● Target text-types: expositions 					

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<ul style="list-style-type: none"> ● Learning outcomes: <ul style="list-style-type: none"> <u>English</u> ❖ Recognise the key features of expositions ❖ Skim a text for the gist ❖ Identify details that support the gist ❖ Understand the intention and attitudes conveyed in a text by recognising the choice and use of language <u>General Studies</u> ❖ Understand major characteristics of various cultural groups in Hong Kong ❖ Appreciate the multi-cultures of Hong Kong ❖ Respect people from different cultural backgrounds ❖ Develop a sense of belonging to the local community ● Learning and teaching activities <ul style="list-style-type: none"> <u>Pre-reading</u> ❖ Teacher plays a video of Songkran celebration in Kowloon City and students will take part in a discussion: <i>How does the Thai community celebrate Songkran in Hong Kong?</i> https://www.youtube.com/watch?v=9RTRxvUw7JY Discussion questions: <ul style="list-style-type: none"> - <i>Where were these people?</i> - <i>Which festival did they celebrate?</i> - <i>What did they do? Did they enjoy themselves?</i> - <i>What did Angel, the little girl say about the herself and the festival?</i> - <i>Where are the 2 tourists from?</i> 					

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<p>- <i>Why did Issac say the festival was fun?</i></p> <ul style="list-style-type: none"> ❖ Students then share about festivals of their own cultures, for example, the Chinese Winter Solstice, Islamic Eid al-Adha and Hindu Diwali. - Where? - What type (religious, food and drinks, seasonal and harvest)? - When? - Why? - What happens? - Special food? - Special meanings? <p><u>While reading</u></p> <ul style="list-style-type: none"> ❖ The title, <i>All Kinds of Festivals</i> (Lift-the-flap Books), will be adopted for the module. https://www.amazon.com/Kinds-Festivals-Lift-flap-Books/dp/1608871622 https://www.youtube.com/watch?v=H9Ru1ws93Zw <p>Students will read about:</p> <ul style="list-style-type: none"> - Indian Festival of Holi - The Mexican Day of the Dead - The Chinese Lantern Festival - Kite Flying Festivals in Afghanistan and Japan - Mask Festival in African <ul style="list-style-type: none"> ❖ Shared reading activities will be carried out and target reading strategies modelled. ❖ Thematic vocabulary (e.g. parade, fireworks display, admire) will also be introduced. ❖ Reading aloud tasks will also be conducted to help make complex ideas, vocabulary and language structures more accessible and facilitate independent reading. 					

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<p><u>Post-reading</u></p> <ul style="list-style-type: none"> ❖ Students will revisit the title, identify the similarities and differences of different festivals and complete a Venn diagram. ❖ They then work together in groups and invent an imaginary festival to celebrate a calendar event. A festival infographics should be produced and displayed for sharing: Sample infograph: Chinese New Year https://www.123rf.com/photo_91792330_stock-vector-chinese-new-year-holiday-infographic-with-spring-festival-traditions-round-chart-.html The following features of infographics will be introduced in class: <ul style="list-style-type: none"> - An overall story - Strong intro - Attractive visuals - User-friendly interface - Precise and concise presentation of ideas ❖ A visit to the Museum of History may be arranged if time allows and students will have the chance to learn about the following Chinese festivals: <ul style="list-style-type: none"> - The Bun Festival - The Lunar New Year - The Ghost Festival - The Seven Sisters Festival - The mid-Autumn Festival ❖ Students write a short reflection of their experience in the reading booklet. 					