

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

**School Name: Li Sing Primary School (English)**

**Application No.: B 045 (for official use)**

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 8

2. No. of approved classes in the 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	2	2	2	2	2	2	12

3. No. of operating classes in the 2017/18 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) in relation to English Language curriculum received in the past five years (More rows can be added if needed.):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
Language Support	P.4	Writing	Language Learning Support Section, EDB
New Key Stage 2 Integration Programme (KIP)	P.4-6	Reading and Writing	NET Section, EDB
Reading Buddy Programme	P.4-5	Reading and Speaking	King's College

**(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. School-based reading programme has been adopted, including big book sharing, guided reading, power words and phonics. Thematic vocabulary items (word cards and posters) have been taught as warm-up activities. Word Bank and Structure Bank have been developed to promote self-learning.</li><li>2. Students are given ample opportunities to use English for communicative purpose outside class time. A native English-speaking teacher (NET) provides stable support to our school and gets involved in work of all levels. English Tuesdays is in place and a variety of English and festive activities are held on English Tuesdays. Moreover, English room is always open for fun language activities.</li><li>3. Upper primary students are streamed into different classes according to their English ability levels, so teachers could design teaching materials and adopt appropriate teaching strategies to suit their learning needs. P.1-6 students are assessed and grouped according to their reading levels. One lesson is set for guided reading in ability groups every week and levelled readers, both fiction and non-fiction, are used. Students could borrow home readers at their reading levels. On English Tuesdays, students can only borrow English books in the school library. A school-based reading reward scheme is adopted so there is an increase in English book circulation.</li><li>4. Journal writing has been introduced so that students have more opportunities to practise expressing their thoughts and their daily lives through writing.</li></ol>	<ol style="list-style-type: none"><li>1. More ideas for the teaching of writing have been learnt from Language Support Section, EDB. Teachers could use bonus marks to encourage students to use the target language.</li><li>2. There is good collaboration between some secondary schools and our school and students are provided with cross-curricular (STEM) learning opportunities.</li><li>3. The advisory teacher from the NET Section is a resourceful person who shares good practices of other schools and teaching resources with our school.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Some students performed badly on average in both BCA and TSA and great learner diversity is a problem in our school.</li><li>2. Most students are weak in spelling, vocabulary use and retention. They are weak in writing and rely on teachers' guidance.</li><li>3. Students have poor learning motivation and lack confidence in speaking English.</li></ol>	<ol style="list-style-type: none"><li>1. Some students lack family support regarding English learning and information technology.</li></ol>

**(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:  
(More rows can be added, if needed.)**

Area(s) of Development	Usage(s) of the grant	Grade Level
1. Promote literacy across the curriculum	● Procuring professional services for the development of school-based interactive materials and e-learning	P1-6
	● Procuring professional services for the development of online process writing materials	P4-6
2. Develop more quality English resources	● Procuring professional services for professional development workshops on effective teaching strategies	P1-6
	● Hiring a teaching assistant (TA) to help develop, manage the English resources and provide assistance to the core panel and project team members	P1-6
	● Purchasing more levelled readers for guided reading programme	P2-6

**(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                      - developing more quality English language learning resources for students*  <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 checked="" 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 checked="" type="checkbox"/> Employ <del>full-time</del>* or part-time* teacher  <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Employ full-time* or <del>part-time</del>* teaching assistant  <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2018/19 school year</p> <p><input checked="" type="checkbox"/> 2019/20 school year</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" 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> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6):                      _____                      _____                      _____</p>

**(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?**

**(More rows can be added, if needed.)**

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
(1) Hiring a part-time teacher to conduct speaking and other English language activities for students to enrich the English language environment in school at P.3-6					
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>● A part-time teacher will be hired to conduct language activities both inside and outside class time to provide pupils with more opportunities in using English in context and developing their skills and confidence in speaking.</li> </ul> <p><b>Qualifications and requirements</b></p> <ul style="list-style-type: none"> <li>● A bachelor’s degree holder</li> <li>● A native speaker of English with teaching training is highly preferred.</li> </ul> <p><b>Details of in-class speaking activities</b></p> <p><b>P.3-6 Speaking Lessons</b></p> <ul style="list-style-type: none"> <li>● Skill focus               <ul style="list-style-type: none"> <li>➢ Picture description</li> <li>➢ Individual Presentation</li> <li>➢ Group Discussion</li> <li>➢ Interview skills</li> </ul> </li> </ul>	<p>P.3-6 Speaking lessons</p> <p>P.1-3 Recess activities</p> <p>P.1 Bridging Programme</p> <p>P.2-6 English Ambassador programme</p>	<p><b>P.3-P.6 Speaking lessons</b></p> <p><b>P.1-3 Speaking activities</b></p> <p>Co-planning Throughout the year</p> <p>Lesson observation and evaluation</p> <p>12/2018 5/2019 12/2018 5/2020</p>	<p>Lesson plans as well as teaching and learning materials for 20 speaking lessons will be developed for each level.</p> <p>Activity packs for the P.1-3 recess activities.</p> <p>Resource pack for the P.1 Bridging Programme will be produced.</p> <p>A training pack for the English ambassador programme will be developed.</p> <p>70% of students will have more opportunities to speak in English and listen</p>	<p>The speaking lessons materials will be incorporated into the core curriculum after the project period.</p> <p>All newly-developed materials will be uploaded to the subject folder for future use.</p> <p>Experience sharing sessions will be conducted during English panel meetings.</p>	<p>Panel heads will conduct lesson and activity observation.</p> <p>Teacher and student survey</p> <p>Analysis of speaking assessment data</p> <p>Evaluation meetings</p>

<sup>1</sup> The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

<sup>2</sup> Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

<sup>3</sup> Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

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<ul style="list-style-type: none"> <li>The part-time teacher will co-plan lessons with existing teachers every week. He/She will co-teach one P.3-6 speaking lessons with local English teachers. He/She will take up 50% of the speaking lessons. Fun speaking activities closely aligned to the core curriculum will be designed for ensuring the authentic application of target language structures, skills and thematic vocabulary. Fun activities may include show and tell, comic strip descriptions, impromptu speaking, debating, role play and miming games.</li> <li>Teachers will try out the newly-developed materials and the English panel heads/part-time teacher will conduct lesson observation at least once per term for each level. Feedback on improvements will be given to teachers being observed and lesson materials will be revised accordingly. Follow-up observation will be conducted 2 weeks after the last lesson to monitor progress.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Details of the speaking activities outside class-time</p> <p><b>P.1-3 Recess activities</b></p> <ul style="list-style-type: none"> <li>Part-time teachers will co-deliver with existing teachers weekly thematic vocabulary activities to ensure the authentic application of the target structures. Activities may include stall games and action games etc.</li> <li>Chit-chat sessions and language activities will be conducted in the English Room on Thursdays. Half a class will be involved each time and a roster will</li> </ul> </div>		<p><b>P.1 Bridging Programme</b></p> <p>Co-planning 9/2018 9/2019</p> <p>Implementation and lesson observation 9/2018 9/2019</p> <p>Evaluation 10/2018 10/2019</p> <p><b>P.2-6 English Ambassador programme</b></p> <p>Co-planning 9/2018</p>	<p>to English during English Tuesdays and speaking lessons.</p> <p>60% of high flyers will enhance their speaking abilities as evidenced by formative and summative assessments.</p> <p>30% of weak learners will enhance their speaking abilities as evidenced by formative and summative assessments.</p> <p>30% of weak learners will demonstrate better confidence in speaking.</p> <p>80% of teachers will agree that students' confidence in reading and writing English has improved.</p> <p>80% of teachers will develop a better understanding of</p>		

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<p>be created to ensure students' participation.</p> <p><b><i>P.1 Bridging Programme</i></b></p> <ul style="list-style-type: none"> <li>● A P.1 bridging course will be delivered to 15 pre-primary less able students covering the following skills: <ul style="list-style-type: none"> <li>- basic classroom instructions and language</li> <li>- order of the alphabets and alphabet shape</li> <li>- basic phonics skills</li> </ul> </li> <li>● With the assistance of the NET, existing teachers will conduct a pre-test on the above target skills for the new P.1 intake during the P.1 Orientation Day in June or August 2018. This is to identify students with weaker English foundation and provide extra assistance on their areas of weakness.</li> <li>● Activities such as language games, alphabet songs and drama activities will be conducted to engage the low achievers.</li> </ul> <p><b><i>P.3-6 English Ambassador Programme</i></b></p> <ul style="list-style-type: none"> <li>● An English ambassador training programme consisting of 8 sessions will be offered to 20 P.2-6 more able students after school on Thursday.</li> <li>● Potential students will be selected by teachers' nomination. They will be invited to join an after-school course targeting the following performance skills in English for fully stretching their potentials: <ul style="list-style-type: none"> <li>- Poem recitals and chanting</li> <li>- Story-telling</li> <li>- Radio drama and broadcast</li> </ul> </li> </ul>		<p>Implementation and observation</p> <p>11/2018</p> <p>4/2019</p> <p>11/2018</p> <p>4/2020</p>	<p>effective delivery of speaking lessons and activities.</p>		

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<ul style="list-style-type: none"> <li>- Readers' theatre</li> <li>- Emcee training</li> <li>- Other skills such as leadership and organisation skills will also be developed.</li> </ul> <ul style="list-style-type: none"> <li>● Recess and lunchtime performances will be given at least once a month. Students will have opportunities to introduce the school to guests and host functions in English. They will also help conduct recess and festive activities organised by the NET.</li> </ul> <div style="border: 1px solid black; padding: 2px; margin: 5px 0;">Collaboration between the part-time teacher and existing teachers</div> <ul style="list-style-type: none"> <li>● Local English teachers will co-plan activities and lessons with part-time teachers two times a week. Teachers will also co-deliver activities and offer students support whenever necessary. Observation of the speaking lessons and activities will also be conducted by the panel heads per term. The EDB NET will give the part-time teachers advice on choice of activities and support during the activities.</li> <li>● Evaluation will be conducted during the end-of-term panel meetings for reviewing the effectiveness of the speaking programme.</li> </ul>					
(2) Employing two qualified supply teachers to create room for the core team members to refine the school-based curriculum for catering 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” at P.4-6					
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Objectives</div> <ul style="list-style-type: none"> <li>● With the on-going support of the Language</li> </ul>	P.4-6	Refining the teaching	The following materials will be refined for each level:	The teaching materials can be reused and	Panel heads will conduct lesson observation.



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<p>Support Section in P.4, we have new teaching ideas for the teaching of reading and writing, including e-resources and bonus marks.</p> <ul style="list-style-type: none"> <li>The additional resources available will allow existing teachers to refine the existing reading and writing curricula to cater for diverse learning needs.</li> </ul> <p><b>Core team</b></p> <ul style="list-style-type: none"> <li>Two supply teachers will be employed for 15 days to take up approximately 48 lessons of the core team consisting of the two panels and approximately 2 teachers of a level. Two complete weeks will be reserved at the beginning of the first term and another one week will be reserved at the beginning of the second term for refining the existing teaching materials and co-planning with level teachers.</li> <li>Our reading and writing curricula will be reviewed before the new school year and graded materials, differentiated instructions and diversified assessment modes will be designed.</li> <li>The following materials will be reviewed and refined:</li> </ul> <table border="1" data-bbox="174 1238 831 1474"> <tr> <td data-bbox="174 1238 338 1474">Reading</td> <td data-bbox="338 1238 831 1474"> <ul style="list-style-type: none"> <li>Word bank (Power words and phonics)</li> <li>Home readers' arrangement for each class</li> <li>Booklists for shared reading</li> </ul> </td> </tr> </table>	Reading	<ul style="list-style-type: none"> <li>Word bank (Power words and phonics)</li> <li>Home readers' arrangement for each class</li> <li>Booklists for shared reading</li> </ul>		<p>materials and co-planning</p> <p>9/2018 9/2019 (2 complete weeks) 1/2019 1/2020 (1 complete week)</p> <p>Implementation Throughout the year</p> <p>Lesson observation</p> <p>10/2018 5/2019 10/2019 5/2020</p>	<p>One word bank (at least 1 page for each chapter), including power words, phonics and vocabulary items in themes, will be developed for KS2.</p> <p>12 home readers will be borrowed for each ability group for 2 terms</p> <p>4 shared reading books for 2 terms</p> <p>4 Reading and Writing Worksheets for each book</p> <p>5 school-based process writing units will be developed for each level per year.</p> <p>60% of high flyers will enhance their reading and writing abilities as evidenced by formative and summative assessments.</p>	<p>amended. They will be well-kept for teachers as reference and teaching.</p>	<p>Analysis of speaking assessment data</p> <p>Evaluation meetings</p>
Reading	<ul style="list-style-type: none"> <li>Word bank (Power words and phonics)</li> <li>Home readers' arrangement for each class</li> <li>Booklists for shared reading</li> </ul>						

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	<ul style="list-style-type: none"> <li>✧ Students' resources for shared reading e.g. reading and writing worksheets</li> </ul>			<p>30% of weak learners will enhance their reading and writing abilities as evidenced by formative and summative assessments.</p> <p>30% of weak learners will demonstrate better confidence in reading and writing.</p> <p>80% of teachers will agree that students' confidence in speaking English has improved.</p> <p>80% of teachers will develop a better understanding of various techniques in catering for learning diversity.</p>		
Writing	<ul style="list-style-type: none"> <li>✧ Process writing units</li> <li>✧ Word bank (Content words, thematic vocabulary items and sentence structures)</li> </ul>					
<ul style="list-style-type: none"> <li>● Graded materials and lesson plans for differentiated instructions will be designed. Online and web resources will be integrated into the core curriculum to expose students to authentic language.</li> <li>● Post review meetings will be held the week after each initial review in each term for fine-tuning and alignment before launch of the new initiative.</li> <li>● Panel heads will conduct lesson observation once per term for reviewing the effectiveness of the newly developed materials.</li> <li>● Panel teachers will be on regular dialogue with other English teachers for feedbacks with possible refinement along the way.</li> </ul>						
<div style="border: 1px solid black; padding: 2px; width: fit-content;">Target skills</div> <p><b><i>For strong learners</i></b></p>						
Reading	<ul style="list-style-type: none"> <li>✧ Work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world</li> <li>✧ Recognize the format and</li> </ul>					

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	<p>language features of a variety of text types</p> <ul style="list-style-type: none"> <li>✧ Skim a text to obtain a general impression and the gist or main ideas</li> <li>✧ Predict the likely development of a topic by recognizing key words, using personal experiences, and making use of context and knowledge of the world</li> </ul>					
Writing	<ul style="list-style-type: none"> <li>✧ Gather, plan and organize information and ideas by using strategies such as brainstorming, in a logical way</li> <li>✧ Use appropriate cohesive devices, e.g. also, at last, because, however, therefore</li> <li>✧ Present main and supporting ideas, and where appropriate with elaboration</li> <li>✧ Draft, revise and edit written texts with less teacher support</li> </ul>					
<b>For weak learners</b>						
Reading	<ul style="list-style-type: none"> <li>✧ Understand the basic conventions of written English</li> <li>✧ Use known parts of words or word association to work out the meaning of unknown words, e.g. happy / unhappy</li> <li>✧ Re-read to establish and confirm meaning</li> </ul>					
Writing	<ul style="list-style-type: none"> <li>✧ Gather, plan and organize information and ideas by using</li> </ul>					

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<div data-bbox="309 248 833 552" style="border: 1px solid black; padding: 5px;"> <p>strategies such as brainstorming, in a logical way</p> <ul style="list-style-type: none"> <li>✧ Use basic cohesive devices, e.g. and, or, because</li> <li>✧ Present main ideas appropriately</li> <li>✧ Draft, revise and edit written texts with more teacher support and/or peer support</li> </ul> </div> <div data-bbox="125 624 517 659" style="border: 1px solid black; padding: 2px;">           Catering for learning diversity         </div> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>● Reading:           <ul style="list-style-type: none"> <li>- Levelled readers will be used for guided reading sessions and home reading for students of various ability groups. For strong learners, more advanced reading strategies will be focused.</li> </ul> </li> <li>● Writing:           <ul style="list-style-type: none"> <li>- At least two graded writing worksheets will be provided for learners.</li> <li>- More demanding task requirements in terms of content and language will be set for high achievers.</li> <li>- E- resources will be added for some suitable pre-writing tasks.</li> </ul> </li> </ul> <p><b>Process</b></p> <ul style="list-style-type: none"> <li>● Reading:           <ul style="list-style-type: none"> <li>- Students will be put in groups of similar ability levels. For more able students, reciprocal teaching will be adopted. Students will have to</li> </ul> </li> </ul>					

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<p>take up different roles such as questioner, summarizer, clarifier and predictor and explore a core text. While teachers will demonstrate target reading behavior to weaker students in small groups.</p> <ul style="list-style-type: none"> <li>● Writing</li> <li>- For weak learners, graphic organisers will be adopted to structure their writing while for strong learners, pre-task discussions will be conducted for them to brainstorm ideas for their tasks.</li> </ul> <p><b>Product</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>- A bonus part will be included in reading quizzes and high flyers can choose to attempt more challenging questions.</li> <li>● Writing</li> <li>- Bonus marks will be awarded for encouraging weak learners to use target language items. Feature checklists will also be adopted as self-learning tools for self- and peer-assessment.</li> </ul>					
(3) Employing a full-time teaching assistant who is proficient in English to help the core team conduct activities and programme to 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” at P.1-6					
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>● A teaching assistant with matriculate level will be hired to assist teachers in delivering activities and develop materials to cater for learning diversity.</li> </ul> <p><b>Duties</b></p> <ul style="list-style-type: none"> <li>● He/She will attend monthly co-planning meetings</li> </ul>	P1-6	9/2018-8/2019	Please refer to the initiative (1), (2) and (4).	Please refer to the initiative (1), (2) and (4).	Please refer to the initiative (1), (2) and (4).

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
<p>once a month and help teachers prepare the teaching materials (e.g. posters, word banks, word cards in contexts in the English room). He/She will help produce the relevant resources for the class activities during the lessons; for example, making posters, laminating the word cards and organising the resources.</p> <ul style="list-style-type: none"> <li>● The teaching assistant will help teachers carry out the English recess activities and prepare the relevant teaching materials on Tuesdays.</li> <li>● The teaching assistant will help organize the existing levelled readers for guided reading and home reading and keep clear records.</li> <li>● The teaching assistant will act as a classroom assistant of one weaker KS2 class (3 classes in total) and assist in 24 English lessons a week.</li> <li>● He/She will help produce the relevant resources and carry out the class activities during the lessons.</li> </ul>					
(4) Purchase levelled readers to cater 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” at P.1-6					
<ul style="list-style-type: none"> <li>● More levelled readers, especially non-fiction of upper reading levels, will be purchased so that students will be able to read books at their reading levels and have more range of books (both fiction and non-fiction books) for reading during the guided reading session each week and other reading activities.</li> <li>● 200 books of about 30 titles (Level 12 or above) will be purchased because there are insufficient books with level more than 12 for guided reading sessions.</li> </ul>	P1-6	<p>Contact publishers/book suppliers 9/2018 9/2019</p> <p>Procurement exercises 10/2018 10/2019</p>	<p>Students will have more sufficient levelled readers for guided reading and home reading. They can read a book at their reading levels.</p> <p>70% of the book titles will be read per year.</p>	<p>The levelled readers will be reused and well-kept on shelves for teacher and student use.</p>	<p>Lesson observation by the panel head</p> <p>Borrowing records for home reading scheme will be kept</p>

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<ul style="list-style-type: none"> <li>● The books purchased aim at arousing students' interest and expose them to a variety of text-types.</li> <li>● Books will be purchased after proper procurement exercises.</li> </ul>					