

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

**School Name:** S.K.H. GOOD SHEPHERD PRIMARY SCHOOL (English)

**Application No.:** C 072 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 9

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	2	2	2	3	2	2	13

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. 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)
An e-Learning approach of differentiation strategy in English language	P.1-6	To foster the gifted students' self-study skills by extending e-Learning for these students to learn after school time To promote e-Learning in school through utilizing the existing mobile devices during and after lessons	e-Learning service provider (Wiseman Education)
School-based Support on English Language	P.1-6	Whole school English curriculum planning	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. Teachers are qualified, experienced, enthusiastic, hardworking and professional. They have good grasps of the latest curriculum development trend.</li><li>2. Peer lesson observations help enhance teachers' empowerment.</li><li>3. Native-speaking English teacher teaches reading in P.1 to P.4 to maximise students' exposure to authentic English.</li><li>4. Co-planning culture and peer lesson observation practice have been established.</li><li>5. Solid foundation of phonics has been established in P.1.</li><li>6. English room is well-decorated to provide a language-rich environment for conducting reading lessons.</li><li>7. Our school is a small school with friendly environment and positive teacher-student relationships.</li></ol>	<ol style="list-style-type: none"><li>1. Reading Workshops are well-established in lower primary.</li><li>2. The PEEGS provides our school the opportunity to establish a school-based reading programme for promoting reading and boosting students' reading interest.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Students generally have low motivation in reading English books and limited exposure to a variety of text types.</li><li>2. With inadequate parental support, some students do not have good English learning environment at home.</li></ol>	<ol style="list-style-type: none"><li>1. With more students from mainland China, the achievement gaps have been widened and thus it poses challenges to teaching and learning.</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.)**

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
<ol style="list-style-type: none"><li>1. To improve teaching and learning of vocabulary to support reading and writing</li><li>2. To improve students' writing ability through process writing approach</li></ol>	<ol style="list-style-type: none"><li>1. Employing a supply teacher</li><li>2. Procuring service for conducting professional development workshops</li></ol>	P.1 to P.6

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

Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<input 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>  <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” <i>(*Please delete as appropriate)</i>  <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”  <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”  <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”	<input type="checkbox"/> Purchase learning and teaching resources  <input checked="" type="checkbox"/> Employ full-time* <del>or part-time</del> * teacher <i>(*Please delete as appropriate)</i>  <input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i>  <input type="checkbox"/> Procure service for conducting English language activities	<input checked="" type="checkbox"/> 2019/20 school year  <input type="checkbox"/> 2020/21 school year	<input type="checkbox"/> P.1 <input type="checkbox"/> P.2 <input type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input checked="" type="checkbox"/> P.6

**(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>
Employing a full-time supply teacher to create space for the core team members to promote reading across the curriculum at Primary 4 to 6					
<p><b><u>Objectives:</u></b></p> <p>With the proposed reading across the curriculum (RaC) programme, our school aims to help students connect the reading texts with their learning in related Key Learning Areas (KLAs) as well as life experiences, prior knowledge and global affairs. The programme also enables students to apply reading skills and strategies for processing the content knowledge and prepares them for secondary education. It also assists students to widen their horizons, construct knowledge, enhance their creativity and develop positive values.</p> <p>The reading programme at Primary 4 to 6 will be thematically and linguistically aligned with the core English Language curriculum covering fiction and non-fiction texts to extend students' knowledge and skills developed in Reading Workshops in lower primary as well as enhance their motivation and interest in reading.</p> <p><b><u>On the core team</u></b></p> <p>A full-time supply teacher will be employed to create space for the core team members to develop the school-based RaC programme at P.4-P.6 to promote reading. The supply teacher</p>	P.4- P.6	<p><b><i>P.4-P.6</i></b></p> <p>Co-planning Try-out Implementation Evaluation and Refinement (all year round)</p> <p><b><i>P.4-P.5</i></b></p> <p><b>Module 1</b> Sept-Oct, 2019</p> <p><b>Module 2</b> Nov-Dec, 2019</p> <p><b>Mid-term evaluation in</b></p>	<p><b><i>On curriculum:</i></b></p> <p>A total of 10 sets of school-based RaC programme resources including lesson plans, learning tasks/activities and PowerPoint slides will be developed for Primary 4 to 6 covering 70 lessons per year.</p> <p><b><i>On students' performance:</i></b></p> <p>For RaC resources developed, all</p>	<p>The newly-developed school-based RaC programme will be modified, properly kept and utilised continuously in future years after this project.</p> <p>The knowledge and pedagogy acquired during the RaC project will be transferred, disseminated and sustained through co-planning</p>	<p>The records of core team, co-planning and evaluation meetings will be kept.</p> <p>Core team meetings will be conducted biweekly.</p> <p>Level co-planning meeting will be conducted once every two weeks.</p> <p>Lesson observations,</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.

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>will tentatively take up about 24 lessons (of non-target levels) from the core team members.</p> <p>A core team with 3 members (including 2 English Panel Chairs and a level coordinator) will be set up. Approximately 8 lessons will be released from each core team member to perform the following duties.</p> <ul style="list-style-type: none"> <li>leading the curriculum review and conducting curriculum mapping with the subject panels of General Studies in each term;</li> <li>collaborating with teachers of other KLAs;</li> <li>conducting biweekly core team meeting to design and produce teaching packages for the RaC modules;</li> <li>selecting suitable theme-based readers/ reading materials/ multimodal texts to raise students' learning interest;</li> <li>co-planning with P.4-P.6 subject teachers in level meetings once every 2 weeks;</li> <li>carrying out demonstration at least once in each module per level and making modifications on the teaching plans and strategies afterwards;</li> <li>convening evaluation meeting to review the effectiveness of reading lessons in each term and modifying resources developed afterwards;</li> <li>overseeing the progress of the project; and</li> <li>holding in-house sharing session to facilitate professional development of all English teachers.</li> </ul> <p>Professional development workshops will be organised by the NET Section of EDB to prepare our teachers for launching the RaC programme.</p> <p><b><u>RaC programme</u></b></p> <p>The Reading lessons will be conducted within the normal</p>		<p><b>subject meeting, sharing sessions, survey</b></p> <p>Jan, 2020</p> <p><b>Module 3</b></p> <p>Feb-March, 2020</p> <p><b>Module 4</b></p> <p>April-May, 2020</p> <p><b>Final evaluation in subject meeting, sharing sessions Survey</b></p> <p>Jun, 2020</p> <p><b>P.6 Module 1</b></p>	<p>P.4-P.6 students will finish all the resources developed during the project year.</p> <p>70% of Primary 4 to 6 students will improve their confidence and skills in reading.</p> <p>Reading assessment results of over 70% of students at Primary 4 to 6 will improve by 10% in 1 year's time.</p> <p><b><i>On teachers' professional enhancement:</i></b></p> <p>All English teachers involved will enrich their knowledge in the teaching of</p>	<p>meetings, sharing sessions and the supervision of the panel chairs.</p> <p>Some lessons/activities will be video-taped for sharing sessions held once per term.</p>	<p>try-outs and evaluation meetings will be conducted regularly to review the programme. The core team will refine the plans and materials whenever necessary.</p> <p>Lesson observations will be videotaped and used for evaluation and professional sharing once per term.</p> <p>An evaluation meeting with all involved teachers will be held to review the effectiveness of the project once per term.</p> <p>Surveys will be</p>

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<p>timetable and 1weekly reading lesson will be allocated to the RaC programme for each class of the target levels. With 7 lessons per RaC module, a total of 28 lessons in 4 modules will be covered respectively in P.4 and P.5 per year. For P.6, 2 RaC modules will be covered during the project year.</p> <p>The selected readers, reading materials or multimodal texts of the RaC programme will be of high interest value and thematically and linguistically tied up with the core English curriculum and other KLAs such as General Studies, Visual Arts to strengthen students’ reading skills and strategies through a broad array of text types. Various teaching strategies such as storytelling, shared reading, reading aloud, and guided reading will be adopted in the reading lessons.</p> <p>Follow-up tasks like book reports, individual presentation, sharing among peers, comprehension worksheets and experiments, etc. will be used to consolidate students’ learning.</p> <p><b>Tentative modules and text types</b></p> <p>The topics of P.4 RaC modules will be mainly aligned with those of <i>General Studies</i>.</p> <table><tr><th colspan="3">1<sup>st</sup> term</th></tr><tr><td><b>Textbook Modules</b></td><td>Choosing food and drinks – Favourite food and drinks</td><td>Now and then – Old Hong Kong</td></tr><tr><td><b>Theme of reader/ reading text</b></td><td>Food and drinks</td><td>Our City</td></tr></table>	1 <sup>st</sup> term			<b>Textbook Modules</b>	Choosing food and drinks – Favourite food and drinks	Now and then – Old Hong Kong	<b>Theme of reader/ reading text</b>	Food and drinks	Our City		<p>Oct-Nov, 2019</p> <p><b>Mid-term evaluation in subject meeting</b></p> <p><b>Sharing sessions</b></p> <p><b>Survey</b></p> <p>Jan, 2020</p> <p><b>Module 2</b></p> <p>Feb-April, 2020</p> <p><b>Final evaluation in subject meeting</b></p> <p><b>Sharing sessions</b></p> <p><b>Survey</b></p> <p>Jun, 2020</p> <p><b>Overall programme evaluation</b></p> <p>Jul, 2020</p>	<p>reading across the curriculum at P.4-P.6.</p> <p>All English teachers involved will apply the pedagogy acquired through the RaC programme to English teaching at P.4-P.6.</p>		<p>conducted to collect core team members’ and target level teachers’ feedback on the effectiveness of the RaC programme.</p> <p>Student survey will be conducted to gather their feedback on the RaC programme.</p> <p>All the collected feedback and data will be documented and analysed for improvement and future implementation.</p> <p>Students’ reading comprehension performance reflected in formative and</p>
1 <sup>st</sup> term														
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<b>Text types</b>	stories, menus advertisements	stories, blogs, interviews					summative assessments will be analysed to evaluate their performance in the programme.
<b>2<sup>nd</sup> term</b>							
<b>Modules</b>	We love Hong Kong - Having fun in Hong Kong	Healthy Eating – A balanced diet					
<b>Theme of reader/ reading text</b>	Travelling	Healthy Eating					
<b>Text types</b>	stories, brochures, itineraries	stories, recipes, discussions					
<b>Cross-curricular activities:</b> -Design a poster to promote healthy eating in school/ *Record an advertising video on a creative healthy food/ drink dish -Research and present an itinerary of 2-day local tour/ *Design a guidebook of past to present tour in Hong Kong <i>(*more able students)</i>							
The topics of P.5 RaC modules will be mainly aligned with those of <i>Moral and Civic Education, General Studies and Visual Arts</i> .							
<b>1<sup>st</sup> term</b>							
<b>Textbook Modules</b>	Be considerate - Be nice to others	Wonderful people					

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Theme of reader/ reading text	Love and care	Great people					
Text types	diaries, expositions, articles	stories, biographies					
2 <sup>nd</sup> term							
Modules	News and events	Fun with making things					
Theme of reader/ reading text	Fighting crimes, accidents and violence	DIY					
Text types	stories, news reports, conversations	procedures, explanations of how and why					
Cross-curricular activities: -Visit homes for the aged and write a recount/ diary on the experience and *organise a sharing session in school -Create a story about anti-bullying in school and role play the story/ *Organise a storytelling competition on the anti-bullying story							



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<p>The topics of P.6 RaC modules will be mainly aligned with the topics of <i>Moral and Civic Education, General Studies and Visual Arts</i>.</p> <table><tr><td colspan="2">1<sup>st</sup> term</td></tr><tr><td>Textbook Modules</td><td>Growing up - The best job for me</td></tr><tr><td>Theme of reader/ reading text</td><td>Future careers</td></tr><tr><td>Text types</td><td>interviews, job advertisement, presentations</td></tr><tr><td colspan="2">2<sup>nd</sup> term</td></tr><tr><td>Modules</td><td>Taking care of the Earth -Save our Earth</td></tr><tr><td>Theme of reader/ reading text</td><td>Environmental issues</td></tr><tr><td>Text types</td><td>stories, expositions, informational reports</td></tr><tr><td colspan="2"><b>Cross-curricular activity:</b> - Organise a visit to <i>Dream Come True Education Park at Hong Kong International Airport</i> <a href="http://www.dreamcometrue.com.hk/">http://www.dreamcometrue.com.hk/</a> to allow students to experience real-life work environments through uniformed role playing activities - including pilot, flight attendant, fire fighter, astronaut ... and to share their experience through presentation and *research and introduce the job nature and requirements of their dream career</td></tr></table>	1 <sup>st</sup> term		Textbook Modules	Growing up - The best job for me	Theme of reader/ reading text	Future careers	Text types	interviews, job advertisement, presentations	2 <sup>nd</sup> term		Modules	Taking care of the Earth -Save our Earth	Theme of reader/ reading text	Environmental issues	Text types	stories, expositions, informational reports	<b>Cross-curricular activity:</b> - Organise a visit to <i>Dream Come True Education Park at Hong Kong International Airport</i> <a href="http://www.dreamcometrue.com.hk/">http://www.dreamcometrue.com.hk/</a> to allow students to experience real-life work environments through uniformed role playing activities - including pilot, flight attendant, fire fighter, astronaut ... and to share their experience through presentation and *research and introduce the job nature and requirements of their dream career					
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<div>afterwards.</div> <div>- Organise a group project with different topics on endangered species/ animals in Hong Kong with in-class presentation afterwards.</div>					
Proposed reading skills/ strategies in the programme					
Primary 4					
<div>-skim and scan</div> <div>-work out the meaning of words and phrases by using knowledge of word formation</div> <div>-locate specific information by identifying key words</div> <div>- identify characters, setting and sequence of events in stories</div> <div>- follow ideas by recognising simple text structures and understanding the use of cohesive devices</div> <div>- make connections about the likely development of the text by identifying key words</div>					
Primary 5					
<div>-scan a text by using strategies such as looking at headings and repeated phrases</div> <div>-work out the meaning of words and phrases by using semantic and syntactic clues</div> <div>-locate specific information by recognising simple text structures</div> <div>- make connections and predictions about the likely</div>					

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<p>development of the text by identifying key words</p> <ul style="list-style-type: none"> <li>- infer information in a range of texts</li> <li>- interpret information and opinions in texts</li> </ul>					
<b>Primary 6</b>					
<ul style="list-style-type: none"> <li>- locate specific information by recognising simple text structures and features</li> <li>-work out the meaning of words and phrases by using semantic and syntactic clues</li> <li>-identify details that support the gist or main ideas</li> <li>- infer feelings of characters from pieces of information in narrative texts</li> <li>- organise information and ideas in texts by using knowledge of text structures and some graphic forms</li> <li>- interpret ideas and opinions presented in different texts and draw conclusions</li> </ul>					
<b>Sample module of P.6</b>					
<p><b>English:</b> Taking care of the Earth -Save our Earth</p> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>✚ Tenses: (e.g. present tense, future tense)</li> <li>✚ Modals: to express obligations and prohibitions</li> <li>✚ Nouns or noun phrases: to refer to environmental issues, problems and solutions</li> </ul>					
<p><b>General Studies:</b> Environmental issues</p> <ul style="list-style-type: none"> <li>✚ Influence of human activities on the environment</li> <li>✚ Importance of protecting the environment</li> </ul>					

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<b>Thematic vocabulary:</b> ✚ Pollution; ✚ Climate change; ✚ Environmental issues; ✚ Energy sources <b>Positive value and attitude:</b> ✚ Saving our Earth ✚ Being a green citizen						
<b>Generic skills:</b> Collaboration skills, Communication skills, Creativity, Critical thinking skills						
<b>Reading skills:</b> ✚ work out the meaning of words and phrases by using semantic and syntactic clues ✚ locate specific information by recognising simple text structures and features ✚ organise information and ideas in texts by using knowledge of text structures and some graphic forms						
<b>Text types:</b> <table><tr><td><i>Stories</i></td><td><i>Text structures:</i> order and sequence, problem and solution <i>Text features:</i> title, pictures, dialogues</td></tr><tr><td><i>Informational reports</i></td><td><i>Text structures:</i> compare and contrast; cause and effect; problem and solution <i>Text features:</i> headings, subheadings, pictures, photographs, cations, labels, charts</td></tr><tr><td><i>Expositions</i></td><td><i>Text structures:</i> compare and contrast; cause and effect; problem and solution <i>Text features:</i> heading, subheadings</td></tr></table>						<i>Stories</i>
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<p style="text-align: center;"><b><u>Teaching and learning activities</u></b></p> <p><b><i>Pre-reading</i></b></p> <ul style="list-style-type: none"> <li>✚ To activate students' prior knowledge with online videos about environmental problems</li> <li>✚ To introduce the topic and target thematic vocabulary items on pollution (e.g. water pollution, air pollution); climate change (e.g. greenhouse effect, global warming); environmental issues (e.g. endangered animals); energy sources (e.g. solar energy) with flashcards, vocabulary guessing games;</li> <li>✚ To check students' understanding of the background knowledge with online quizzes e.g. Google form</li> </ul> <p><b><i>During reading</i></b></p> <ul style="list-style-type: none"> <li>✚ Shared reading lessons: To guide students and clearly demonstrate how to work out the meaning of words and phrases by using semantic and syntactic clues, locate specific information by recognising simple text structures and features in stories, informational reports and expositions and introduce the language features of the target text types with different learning activities</li> <li>✚ To go through the readers/reading texts with guiding questions followed by buddy reading with graded worksheets on the target reading skills for students of similar ability to work together</li> <li>✚ To use different graphic organisers e.g. a flow chart for causes and effects of greenhouse effect (<b><i>informational reports</i></b>); a comparison table to compare and contrast the arguments of different parties on an environmental issue (e.g. government, citizens, green organizations, property</li> </ul>					

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<p>developers) (<i>expositions</i>)</p> <ul style="list-style-type: none"> <li>Guided reading: To arrange students to work in groups of similar abilities to finish reading exercises/ tasks with the reading skills learnt and knowledge of informational reports, expositions.</li> <li>To provide individual support to students, read aloud together and guide them to understand the readers/ reading texts.</li> </ul> <p><b>Post-reading:</b></p> <ul style="list-style-type: none"> <li>To assign students to do independent reading or home reading with selected readers/ reading texts</li> <li>To consolidate students' learning with related writing tasks/ book reports/ reading worksheets/ presentation</li> </ul> <p><b>Assessment practice</b> Formative assessment – presentation with peer assessment and teachers' comments</p> <p><b>Follow-up task/ Extension:</b> <i>For details, please refer to the descriptions above on P.6 cross-curricular activity.</i></p> <ul style="list-style-type: none"> <li>To divide students into different groups and assign them with different topics on endangered species/ animals in Hong Kong (<i>e.g. Black-faced spoonbill, Hong Kong grouper, Hong Kong cascade frog, Chinese white dolphin, Pangolin</i>) to conduct a group project and in-class presentation <ul style="list-style-type: none"> <li>Less-able students will design an animal fact sheet on one of the endangered animals introduced.</li> <li>*High fliers will write a simple script to role play one of the endangered animals in Hong Kong and spread the message of environmental protection.</li> </ul> </li> </ul>					