

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

School Name: KWWC LI PING MEMORIAL SCHOOL (English)

Application No.: A 093 (for official use)

(A) General information:

- No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 8
- No. of approved classes in the 2016/17 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	2	2	3	1	2	1	11

- No. of operating classes in the 2016/17 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	2	2	2	3	1	2	12

- 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)
1. Primary Literacy Programme-Reading and Writing	P.1-P.3	Reading and Writing	NET Section, EDB
2. Phonics Programme	P.1-2	Speaking and Listening	Language Learning Support Section (LLSS), EDB

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
<ol style="list-style-type: none"> 1. We have a relatively stable English teaching team. The team has gained a consensus to enhance the effectiveness of students' English learning. 2. Collaborative co-teaching is widely practiced. Teachers co-plan and co-teach in various school-based programmes at both KS1 and KS2. 	<ol style="list-style-type: none"> 1. Students will enquire independent learning and self-study skills. 2. The school will develop small group teaching strategies. 3. PEEGS will create more space in terms of time and human resource for continuing the development of school-based curriculum.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. There is a huge learner diversity in each class. 2. Students' self-study skills are not well-developed. 3. Teachers' questioning techniques and critical thinking need to be improved. 	<ol style="list-style-type: none"> 1. There is stiff competition among the students in admitting to prestigious secondary schools where good English proficiency is required. 2. There is a substantial individual learning differences among pupils. 3. Students lack parental support in English learning and exposure. 4. Students are consistently weak in the writing part of TSA.

(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
Refine the English language curriculum by developing a comprehensive literacy programme for Key Stage 2.	<ol style="list-style-type: none"> 1. Purchase teaching resources for guided reading and home reading. 2. Employ a 0.5 supply teacher to create space for core team members to integrate a literacy programme into the school-based curriculum in P.4-6. 	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>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p>(*Please delete as appropriate)</p> <p><input checked="" 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” (*Please delete as appropriate)</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 checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ a part-time teacher (*Please delete as appropriate)</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant (*Please delete as appropriate)</p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input type="checkbox"/> 2018/19 (second term) to 2019/20 (second term)</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P.1-3, P.5-6):</p> <p>_____</p> <p>_____</p> <p>_____</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 ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) Employ a qualified 0.5 supply teacher to create space for core team members to integrate school-based reading across curriculum into the existing curriculum at P.1-P.2 with the support from EDB					
<ul style="list-style-type: none"> In promoting reading across the curriculum in respect of the updated English Language Curriculum, the school will restructure the current curriculum, with the support of printed books and other resources. The curriculum can be appropriately adopted with module, unit and task-based activities closely linked up with one another to widen students' scopes on themes and text types in relation to reading skills and eventually, writing skills. P.1 and P.2 will be the chosen levels for this initiative so as to facilitate smooth transition from kindergarten to Key Stage 1. The co-teaching model will add value to the teaching capacity of our school by training more teachers in innovative and integrated teaching approaches in literacy across the curriculum into school-based English curriculum. <p><u>Core Team</u></p> <ul style="list-style-type: none"> The 0.5 qualified supply teacher will teach 16 lessons. The 0.5 qualified supply teacher will take over 4 lessons 	P.1-P.2	Timeline for developing the resource package for each module: <u>2018</u> <u>(Jan-July)</u> P.1 2 nd term 2 packages (20-24 lessons per package)	<ul style="list-style-type: none"> Two modules of teaching and learning resources comprising scheme of work, lesson plans, teaching aids, and guided reading books lists will be developed for P.1 and P.2. Graded tasks and activities for students of different learning abilities are developed for P.1 and P.2. The needs of students' with different learning styles such as visual 	<ul style="list-style-type: none"> The continuity of the literacy development from kindergarten to P.1 will be well-established and well-linked. All resource packages will be developed and stored for retrieval in future. An overview of a school-based curriculum framework for KS1 will be developed for long term use. 	<ul style="list-style-type: none"> Collaborative meetings with the NET advisory teacher or LLSS will be carried out once a week for evaluating learning and teaching effectiveness and refining teaching plans. Records of meetings will be kept for future reference. Lesson observations, video-taping of

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

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

³ 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 ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>from each of the 4 core team members. The 4 core team members include 3 P.1 teachers and P.2 coordinators and 1 English panel head. Each lesson lasts for 30 minutes for a 5 day-cycle throughout the project period. 4 PLP-RW lessons will be released to the supply teacher. The 0.5 qualified supply teacher will also need to prepare all PEEGs related documents. The core team will be responsible for planning, implementing and incorporating reading across the curriculum into the school-based English curriculum. One of the core team members will work as the programme coordinator.</p> <ul style="list-style-type: none"> • Duties of programme coordinator include: <ul style="list-style-type: none"> ✓ facilitating effective implementation of the programme; ✓ monitoring the progress of the programme; ✓ linking up with the advisory teaching team (the advisory teaching team refers to NET section of EDB); ✓ managing resources of all levels; ✓ conducting lesson observations; ✓ centralising all the project related documents; and ✓ keeping a detailed record of the work of the reading and writing programme, including co-planning records, scheme of work and project-related documents. 		<p><u>2018 (Sept-Dec)</u></p> <p>P.1 <u>1st term:</u> 2 packages</p> <p><u>2nd term:</u> 2 packages (More learning tasks will be added to refine the developed packages.)</p> <p><u>2nd term:</u> 2 packages Refine the developed packages</p> <p><u>2018 (Sept-Dec)</u></p> <p>P.2 <u>1st term:</u> 2 packages</p>	<p>and auditory will be catered.</p> <ul style="list-style-type: none"> • Students can learn with i-Pads, group discussions and guided reading with a task sheet. • An overview of a school-based reading curriculum framework will be developed. • 4 core teachers will have insights and valuable experiences in planning and integrating the elements of reading across the curriculum into the school-based English curriculum. • 4 core teachers need to attend a PD workshop of reading across curriculum twice a year and share the knowledge 	<ul style="list-style-type: none"> • Teaching materials and resources, including lesson plans, teaching aids and worksheets etc. will be documented and compiled for retrieval in the future. • Professional knowledge and skills gained from the workshops will be applied in future teaching. • Project teachers will be trained as mentors and will lead other non-project teachers to run the programme. 	<p>lessons, teaching demonstration and peer observations will be launched once a term.</p> <ul style="list-style-type: none"> • Sharing sessions regarding the progress of the programme will be conducted in the panel meetings at the end of each term • Track pupils' learning progress through internal assessment results

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³																																																									
<p><u>Details of the proposed school-based reading curriculum</u></p> <ul style="list-style-type: none"> Promoting reading across the curriculum helps students establish links between concepts and ideas acquired in different KLAs and further enhance their interest in processing reading texts in a more in-depth way. To promote reading across the curriculum in P.1 and P.2, the following will be covered: <table border="1" data-bbox="114 595 869 1498"> <thead> <tr> <th><i>Text types</i></th> <th><i>Themes</i></th> <th><i>Reading strategies</i></th> </tr> </thead> <tbody> <tr> <td>- stories</td> <td>- animal</td> <td>- referencing skills</td> </tr> <tr> <td>- situational</td> <td>- park</td> <td>- locating specific information</td> </tr> <tr> <td>- comics</td> <td>- school</td> <td>- skim and scan</td> </tr> <tr> <td>- rhymes</td> <td>- home</td> <td>- infer the meaning of unfamiliar words</td> </tr> <tr> <td>- songs</td> <td>- friends</td> <td>(teachers can direct students to look at the illustrations or give them options to choose from)</td> </tr> <tr> <td>- poems</td> <td>- food</td> <td>- summarise the text (with guiding</td> </tr> <tr> <td>- timetable</td> <td>- clothes</td> <td></td> </tr> <tr> <td>- instructional map</td> <td>- weather</td> <td></td> </tr> <tr> <td>- list</td> <td>- months</td> <td></td> </tr> <tr> <td>- chart</td> <td>- festivals</td> <td></td> </tr> <tr> <td>- notice</td> <td></td> <td></td> </tr> <tr> <td>- diagram</td> <td></td> <td></td> </tr> <tr> <td>- recipes</td> <td></td> <td></td> </tr> <tr> <td>- magazines</td> <td></td> <td></td> </tr> <tr> <td>- emails</td> <td></td> <td></td> </tr> <tr> <td>- leaflets</td> <td></td> <td></td> </tr> <tr> <td>- menus</td> <td></td> <td></td> </tr> <tr> <td>- information reports</td> <td></td> <td></td> </tr> </tbody> </table>	<i>Text types</i>	<i>Themes</i>	<i>Reading strategies</i>	- stories	- animal	- referencing skills	- situational	- park	- locating specific information	- comics	- school	- skim and scan	- rhymes	- home	- infer the meaning of unfamiliar words	- songs	- friends	(teachers can direct students to look at the illustrations or give them options to choose from)	- poems	- food	- summarise the text (with guiding	- timetable	- clothes		- instructional map	- weather		- list	- months		- chart	- festivals		- notice			- diagram			- recipes			- magazines			- emails			- leaflets			- menus			- information reports					<p>with other English teachers afterwards.</p> <ul style="list-style-type: none"> Participating teachers (all core teachers) work closely in cluster meetings once a month and build up teachers' expertise in teaching and carrying out a teacher-developed programme. Teachers can learn from their peers through lesson observations once a term. Timely and constructive feedback will heighten the effectiveness of the programme. Teachers can identify pupils' book levels to select appropriate reading materials for guided 		
<i>Text types</i>	<i>Themes</i>	<i>Reading strategies</i>																																																												
- stories	- animal	- referencing skills																																																												
- situational	- park	- locating specific information																																																												
- comics	- school	- skim and scan																																																												
- rhymes	- home	- infer the meaning of unfamiliar words																																																												
- songs	- friends	(teachers can direct students to look at the illustrations or give them options to choose from)																																																												
- poems	- food	- summarise the text (with guiding																																																												
- timetable	- clothes																																																													
- instructional map	- weather																																																													
- list	- months																																																													
- chart	- festivals																																																													
- notice																																																														
- diagram																																																														
- recipes																																																														
- magazines																																																														
- emails																																																														
- leaflets																																																														
- menus																																																														
- information reports																																																														

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<div data-bbox="114 252 871 300" style="border: 1px solid black; padding: 2px;">questions)</div> <ul style="list-style-type: none"> <li data-bbox="107 352 398 384">• <u>Teaching strategies</u> Teachers will use strategies such as supported reading and guided reading to teach reading to our KS1 students. Teachers will also use strategies such as reading aloud and story-telling at the beginning of the unit or when students are not familiar with the text. Students read texts for specific purposes according to their learning needs and undergo thinking processes to deepen their understandings with teachers' instructions and assistance. <li data-bbox="147 815 880 1062">Teachers will also help students to brainstorm ideas of the content of the texts and teach them to organize their ideas with mind-maps. Students will be taught to come up with their own questions to help them elaborate and expand their vocabulary range by identifying word types. <li data-bbox="107 1114 591 1145">• <u>Consolidation and follow-up tasks</u> Worksheets with focus on content words, comprehension and guided writing strategies will be used for consolidation. The same reader will be used in the guided reading lessons and writing lessons. For Primary 1 and 2, teacher will guide students to write a mini-book based on the themes they have learnt. At the end of the writing lessons or in the lessons which follows, students will be encouraged to share their work 			<p data-bbox="1274 264 1543 507">reading and home reading according to the reading level assessment conducted by the Advisory Teacher.</p> <ul style="list-style-type: none"> <li data-bbox="1238 536 1536 823">• 70 % of students' reading and writing, skills, as shown on their formative and summative assessment results, will be enhanced. <li data-bbox="1238 852 1536 1310">• 70% of primary 1 to 2 students' confidence and skills in reading and writing will be enhanced (through teachers' observation and formative and summative assessment). <li data-bbox="1238 1339 1536 1497">• Assessment result on reading and writing performance will show that over 		

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>with each other or present their work in front of the class.</p> <p>There are 11 lessons in one teaching cycle:</p> <ul style="list-style-type: none"> ✓ 2 reading lessons (RaC) ✓ 0.5 guided writing lessons per cycle ✓ 1.5 speaking lesson per cycle ✓ 1.5 listening lesson per cycle ✓ 4 lessons for PLP-R/W per cycle ✓ 1 Phonics lesson per cycle ✓ 0.5 lessons guided reading per cycle <p><u>Development of the proposed school-based reading curriculum</u></p> <ul style="list-style-type: none"> • The school will develop a school-based reading across the curriculum programme with the advice given by the Advisory Teacher of NET Section and the Officer of Curriculum Development (English) Section of EDB <p>Steps:</p> <ol style="list-style-type: none"> 1. Co-planning meetings among core-team/the same level teachers will be conducted twice a month. 2. One of the core-team/the same level teachers needs to implement the co-planned lesson in one class while the other team member will conduct the peer lesson observation. 3. Then, the core-team will adjust the lesson plan. 4. The adjusted lesson plan will be implemented in another class. 5. At the end, the core-team will evaluate the whole lesson plan. 			<p>60% of students at Primary 1 to 2 will be improved by 70% in 1-2 years' time.</p> <ul style="list-style-type: none"> • A portfolio with students' writing will be put together to further encourage reading and writing. • P.1 and P.2 will write a mini-book with the themes they have learned from the reading across the curriculum programme. 		

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>*The core-team will share the teaching experience in implementing the school-based reading curriculum to all English teachers in an English panel meeting once a term.</p> <ul style="list-style-type: none"> Professional development workshops will be held in the school. For example, two six-hour professional development workshops on Reading across the Curriculum and Literacy across the Curriculum for 4 core teachers will be conducted by EDB officer in September 2017. <p><u>Overall development of the proposed school-based reading across the curriculum programme</u></p> <ul style="list-style-type: none"> 3 modules of work (in total 6 modules) will be implemented for P.1 and P.2. Each module of work will be taught in 20-24 lessons in 7 cycles. The school-based reading across the curriculum programme will be incorporated into Primary 1 SEED project. Development of the module plan <ul style="list-style-type: none"> ➤ Cycle 1-2: Preparation period <p>Pre-Test: Students read high frequency words to evaluate students' ability.</p> <p>Core-team designs the lesson plan and strategies as follow:</p> <ul style="list-style-type: none"> ✓ Set up the goal ✓ Design reading and writing strategies ✓ Design worksheets and learning activities ✓ Design follow-up assessment as learning 		<p>Module 1: From Jan to March 2018</p> <p>Module 2: From April to June 2018</p> <p>Module 3: From Oct to Dec 2018</p>			

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>✓ Choose suitable books for home reading or guided reading according to students' ability</p> <p>➤ Cycle:2-6 : Implementation period</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Class A teacher will implement the co-planned lesson in one class. 2. After teaching, core-team will discuss the lesson and adjust the strategies and the lesson plan 3. Class B teacher will implement the modified lesson plan based on the adjusted the lesson plan 4. Core-team will evaluate the whole lesson and share teaching experiences in an English meeting. <p>➤ Cycle 7: Evaluation period</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Students will have summative assessments for each module 2. Post-test: students need to read high frequency words for evaluating their ability <p>➤ Follow up:</p> <ol style="list-style-type: none"> 1. Core-team will evaluate the module and follow up with the weakness and strengths of students' ability and adjusts teachers' teaching strategies. 2. Each module, students read different reading materials to expand their reading to different text types. <p>• To ensure sustainability, a resource package with lesson plans, worksheets and follow-up assessments will be designed to enhance reading across the curriculum.</p>					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p><u>In-class arrangements and implementation of the proposed school-based reading curriculum</u></p> <ul style="list-style-type: none"> • 25-30 students will be divided into 4 groups, with 7-8 students in each group. Guided reading sessions will be conducted twice a month. • There will be 2 co-teaching guided reading lessons per cycle with English teachers of the same level. • Guided reading books will be used according to students' ability which will be checked using the Alpha Assess reading kit. The Advisory Teacher from the NET section will assist the NET in checking the students' reading accuracy and comprehension with the kit. The AT will visit the P.1 classes in November 2017. • As output of the reading across the curriculum programme, writing lessons, which will be conducted with reference to the same readers used in the guided lessons. There will be 2 teachers and 1 classroom assistant (CA) during the each writing session. Each teacher or CA will be responsible for 1 group. The highest ability group will complete a worksheet (i.e. Wordsearch or i-Pad activity) while the group members wait for the teacher to give further instructions. • Students will learn to write the follow texts and 					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³								
<p>recognizing the flowing structures:</p> <table border="1" data-bbox="176 296 815 560"> <thead> <tr> <th data-bbox="176 296 360 339"><i>Text types</i></th> <th data-bbox="360 296 815 339"><i>Features</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="176 339 360 427">Stories</td> <td data-bbox="360 339 815 427">setting, events, problems, solution and ending</td> </tr> <tr> <td data-bbox="176 427 360 515">e-mails and postcards</td> <td data-bbox="360 427 815 515">greeting, message, closing and sender</td> </tr> <tr> <td data-bbox="176 515 360 560">Comics</td> <td data-bbox="360 515 815 560">exclamation and contractions</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li data-bbox="98 611 889 1241">Students practice writing and change certain parts of the story such as the lines of the characters or the ending, after familiarizing with the story structure. To help students to write, guiding questions and word banks will be prepared for the students. First, the teacher will lead the class writing, then the students will do group writing and finally, they will do individual writing. Individual writing can be started in class and finished at home. Primary 1 and 2 students can put their work together in a portfolio which serves as a record of all the written work. The portfolios will help students understand and consolidate different text types they have learned. Students' writing would also be displayed for their fellow classmates' appreciation and could further encourage students to read and write. 	<i>Text types</i>	<i>Features</i>	Stories	setting, events, problems, solution and ending	e-mails and postcards	greeting, message, closing and sender	Comics	exclamation and contractions					
<i>Text types</i>	<i>Features</i>												
Stories	setting, events, problems, solution and ending												
e-mails and postcards	greeting, message, closing and sender												
Comics	exclamation and contractions												

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
(2) Purchase printed books to support the school-based literacy programme for promoting reading across the curriculum at P.1-P.2					
<ul style="list-style-type: none"> Selection of reading materials will cover a variety of text types (fiction and non-fiction) on different subject contents. Readers with appropriate reading levels will be assigned to students after the Advisory Teacher has conducted the reading level assessment at the beginning of the new school year. Titles and levels of the proposed readers: P.1 starting from level 0,1,2,3,4,5,6,7,8,9 P.2 starting from level 10,11,12,13,14,15,16,17,18,19 (Please see appendix for the sample of additional titles to purchase) Students will be expected to read at least 8 books per term at home. Every student has a reading record booklet to record the number of books they have read. 9 books are chosen for each reading level. 10 copies of each book will be used for home reading scheme. In class, students will read at least 4 books per term. For the printed theme books purchased, text types and themes include fiction (e.g. animals, family, school, toys and friends etc) and non-fiction (e.g. weather, days, recipe, instruction and rules etc). All the P.1 printed theme books will start to be used in March 2018 while the P.2 printed theme books will be used in September 2018. Teachers will design reading 	P.1-2	Nov 2017 Pre-test will start Dec 2017 to Jan 2018 Conduct procurement exercise for purchasing the books Feb 2018 purchase the books	<ul style="list-style-type: none"> 70% of Primary 1 to 2 Students will read 16 books per year. Guided reading books purchased will enrich the subject-based resource bank. 100% of the existing English teachers use the resources at Primary 1 to 2 each year. Students will give feedback and show understanding of reading materials orally and in written form. 	<ul style="list-style-type: none"> Teaching resources and guided reading materials purchased will be kept by school and reused every year. 	<ul style="list-style-type: none"> Evaluation on selecting guided reading materials will be conducted in co-planning meetings and records will be kept for future reference.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>activities that help students use the knowledge gained in other KLAs. Teachers will also help students develop the reading skills required for understanding language features, so that students can apply these reading skills in both in the home reading scheme and guided reading lessons.</p> <ul style="list-style-type: none"> Follow-up activities after reading: Students need to have some simple tasks as after reading. P.1 will complete worksheets and P.2 will write a simple book report. The book report will require students to answer questions about what they have read, who are their favourite or the best character/pot. Students could answer the questions by drawing or evaluate the story by circling simple signs. The resources will be purchased after proper procurement exercises. 					

Appendix:

Sample of additional titles to be purchased:

Level	Title	Publisher	Theme
1	Is This My House?	Giltedge	This is
2	What's This? What's That?	Alphakids	Rhyming words
3	Too Busy	Alphakids	Sports
4	Rain	Alphakids	Weather
5	Cooking Pancakes	Engage Literacy	Procedural
6	Molly New Shoes	Giltedge	Clothing
7	Bananas In My Tummy	Engage Literacy	Animals

8	Tidy Your Room	Alphakids	rules
9	Just Right	GEP World	Phonics "O" sound
10	Revenge Of The Three Little Pigs	Alphakids	friendship
11	The Real Miss Hooper	GEP World	Phonics "h, wh" sound
12	The Hungry Bear	Alphakids	Past tense
13	The Grizzlegrots	Alphakids	poem
14	Games With Gus	Giltedge	Responsibility
15	The Last Word	Alphakids	sharing
16	Tim Does It Again	Gigglers Red	steps
17	Lea Wants A Rabbit	Engage Literacy	family
18	Runaway Turkey	Gigglers Red	festival