

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

School Name: Ta Ku Ling Ling Ying Public School (English)

Application No.: B 020 (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 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	2	2	3	5	2	1	15

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)
Utilising synthetic phonics in schools to cater for children from low-income families with significant literacy difficulties in Hong Kong	P.1 – P.2	1. Enhance English teachers' professional knowledge and skills in phonics teaching 2. Develop Phonics teaching kits	Quality Education Fund
Cooperative learning strategy sharing cluster	P.1–P.6	Using cooperative learning strategies in English classroom to promote teaching and learning.	EDB North District net-working cluster and Tsang Mui Millennium School (2012-2014)
Space Town Literacy Programme	P.1	E-learning and self-directed learning	NET Section, EDB

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

Strengths	Opportunities
<p>1. Comprehensive improvement in academic performance in the past five years</p> <p>In the past few years, English performance in Ling Ying has taken a big leap. TSA performance was the most prominent indicator, in which Ling Ying rocketed to above average from almost bottom performance five years ago.</p> <p>Apart from TSA reports, our students have actively taken part in various English related activities, competitions and performance outside school settings, bringing our school many awards and honours. It shows that our students have great potential and positive attitude. They are revealing their capacity in English learning and whole person development at large.</p> <p>2. A dedicating teaching faculty that strives to uplift professional expertise.</p> <p>From 2012 to 2014, the English team joined the school-based support and district-based Net-working project held by EDB and Tsang Mui Millennium School. From this net-working project, our teachers gained knowledge of cooperative learning strategies from the hosting school and applied what we learned in their classroom. The influence was prominent and effective.</p> <p>The English team values the culture of professional sharing. The co-plan meeting is held on weekly basis, where teachers take initiative to share, discuss and explore more effective ways in teaching and learning.</p> <p>We encourage and conduct lesson observation among peers to better inform lesson planning and reflection. Every year, our English faculty participates frequently in School Open Classes to peers from local and mainland school and parents.</p>	<p>1. School infrastructure (natural environment and e-resource) provides rich and meaningful context</p> <p>Our school has seen great infrastructure expansion in recent years, with the establishment of the new teaching building, Herb Garden, Eco water purify system and prize-winning gardens. Richer environments provide platforms for students to engage in experiential learning.</p> <p>The upgrade in portable electronic devices such as iPad and other tablets enables us to conduct flipped classroom and e-learning. Students have one more channel to interact with teachers and peers outside the classroom.</p> <p>2. From language input to output, a natural course</p> <p>In the past few years, we have been focusing on developing students' reading capacity. Students are under the process of continuous absorbing comprehensible input from the world around them. Their ability to read and listen lays the foundation for them to produce language with meaningful purpose.</p> <p>3. Parents' awareness and attitude towards education</p> <p>The awareness and attitude of parents towards education is rising and clearer. More and more parents are attending parent workshops in regard to improving their parenting skills and supporting their children on regular basis.</p>

Weaknesses	Threats
<p>1. TSA statistic report shows lagging in writing</p> <p>Both TSA report and our daily observation indicate that writing is the weakest area among the four skills for our students. In recent years, reading and listening passing ratio has exceeded 80% with some of the skills topping at more than 90%. However, the ratio for writing is lower than the average in Hong Kong. The daily classroom practice also presents the same case. Students are considerably reluctant, unconfident and passive towards writing.</p> <p>2. Absence of school-based writing curriculum</p> <p>There is no a clear systematic or centralized writing programme in our school. Currently, teachers in our English team are teaching writing based on their own personal or individual preference. Students are upgraded to different levels every year but they might be given writing tasks of the same text type that they have already fully grasped. The teaching style of different English teachers may differ greatly. Although we have the confidence in teachers' professional expertise, we do believe a well-designed and vertically coherent writing programme can empower both students and teachers to learn and teach writing better.</p>	<p>1. Language environment and needs to use English outside the classroom</p> <p>The demographic composition in TKL Ling Ying is rather consistent throughout the past decade, with over 70% being cross boarder students. Unlike Hong Kong, the environment and needs to use English as a mean for communication outside the classroom is not readily available. The language demand of students at home and the community nearby is Chinese, Putonghua to be exact. The lack of needs or the lack of language environment and input from students' immediate surrounding posts a huge threat to their language acquisition.</p> <p>2. Insufficient parental support due to low socio-economic status</p> <p>The educational background and social-economic status of the family may not be sufficient enough to provide adequate and substantial assistance to students. More than half of the parents in our school do not speak English, hence they are not able to help in English learning at home.</p>

(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
<p>Promoting teaching and learning in language arts:</p> <ul style="list-style-type: none"> ● to build teachers' capacity and confidence in teaching language arts (especially drama) ● to strengthen teachers' skills in curriculum planning with respect to inducing pupils' learning motivation and interest ● to create a language-rich environment for pupils at all levels 	<p>1. Hiring of professional services:</p> <ul style="list-style-type: none"> ● to conduct professional development workshops for teachers ● to organise speech, drama and language arts workshops for pupils <p>2. Purchasing learning materials</p>	<p>P1-P6</p>

(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 literacy across the curriculum 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"/> 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 full-time *or part-time* teacher</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"/> 2018/19 school year</p> <p><input type="checkbox"/> 2019/20 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6):</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 (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
(1) Employing a qualified full-time supply teacher to create space for the core team members to promote school-based literacy across the curriculum (LaC) at Primary 4 and Primary 5					
<p>The proposed initiative aims at developing and implementing a sustainable and cross-curricular school-based reading and writing programme for Primary 4 and Primary 5 students. When the initiative under PEEGS finishes, our school will continue the programme in Primary 6. Hence, we start to lay foundation in KS2 to enhance smooth transition for students' studies in secondary schools. In doing so, the English core team will develop more quality English language learning resources and task plans involving a variety of text types and closely related to General Studies and school environment to promote reading and writing across the curriculum. The tasks developed from the initiative are closely related to the focus of school development and sustainability, hence can be easily adapted for further teaching.</p> <p>The focus of this initiative is to (1) provide sufficient and various reading materials in English co-related to certain areas that students have learnt in other subjects; (2) to design and implement writing tasks that are closely related to the readings in terms of text types and themes. In the writing process, we will address strategies for different text types, idea generation, revising, editing and sharing. All the themes and topics will be closely related to students' life experience and school environment, for example, the Butterfly Garden, the Herb Garden, the insects that students see every day as well as various plants and flowers in the school, etc.</p> <p>By promoting LaC, the four foundational skills of English language learning can be stimulated. Literacy plays a pivotal role in broadening students' vocabulary knowledge. This enables</p>	<p>Primary 4 and Primary 5</p>	<p><u>Project period</u> 2018/2019</p> <p><u>Planning stage of Module 1</u> October 2018</p> <p><u>Implementation of Module 1</u> November 2018</p> <p><u>Planning stage of module 2</u> December 2018 and January 2019</p> <p><u>Implementation stage of</u></p>	<p>On teaching resources:</p> <ul style="list-style-type: none"> - Cross-curricular reading and writing lessons will be developed for Primary 4 and Primary 5 with three modules in each level. - Six sets of teaching packs (3 sets for each level) including lesson plans, in-class worksheets, corresponding reading materials and teaching aids for Primary 4 to 5 developed. - Produce at least two levels of worksheets to cater for learner diversity. - Video tapes of demonstration teaching of module One 	<p>All notes and tasks developed will be documented and saved in the server in soft copies for reference. Teachers can access to the materials.</p> <p>Teachers and students in the succeeding years can use the same writing tasks and make modifications to better suit students' needs.</p> <p>The teaching notes can also serve as bridging</p>	<p>Regular progress review meetings with all teachers involved will be held to monitor progress</p> <p>Co-planning meeting records, video recordings, tasks plans and relevant materials will be kept and saved for further reference.</p> <p>Students' questionnaires on their interest and confidence in reading and writing after the programme.</p> <p>Teachers' observation in</p>

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<p>them to excel in their ability to comprehend a variety of different text types and understand how different passages are written. In addition, students can further develop their writing skills through utilising the vocabulary and give diversity in their writing through different sentence patterns, all of which are acquired from reading. In other words, LaC promotes English language holistically.</p> <p>LaC is incorporated into the school's English curriculum by building on and cementing the students' prior knowledge from other subject(s) in school, such as General Studies. Students can recycle some of the learnt knowledge from different subjects when learning literacy and simultaneously, there may be new information that they may be exposed to and this can further enhance their cognitive development.</p> <ul style="list-style-type: none"> Supply Teacher and the Core Team <p>By employing the full-time supply teachers, each core member (a total of three, namely the English panel and Primary 4 and Primary 5 coordinators) can be released with six to eight lessons per week to develop the initiative. In other word, the supply teacher will take up eighteen to twenty-four English lessons per week. The supply teacher may also take up the lunch hour and recess duties.</p> <ul style="list-style-type: none"> Implementation Details <p>The three core team members will work closely with the school curriculum developer and two teachers in General Studies (hereafter GS) department to develop quality reading and writing tasks through co-planning, co-teaching, lesson demonstration, reflection and sharing with other English teachers. There will be three co-planning sessions for each module. One session is to be conducted prior to the module to brainstorm the lesson plan and teaching focus. One is to be conducted in the middle of the programme for a close monitoring and review. The last session</p>		<p><u>Module 2</u> February 2019</p> <p><u>Planning stage of Module 3</u> March and April 2019</p> <p><u>Implementation stage of Module 3</u> April and May 2019</p>	<p>On students' performance:</p> <ul style="list-style-type: none"> - 75% of Primary 4 to 5 students' interest and confidence, skills in reading and writing enhanced. - 80% of the students participate actively in the lessons. - Assessment results on writing of over 60% of students will improve by 15%-20% by the end of 2018/2019 school year. Both high achievers and low achievers are expected to show improvements in English learning. <p>On existing English teachers' professional enhancement:</p> <ul style="list-style-type: none"> - 90% of the existing English teachers will acquire knowledge and skills of conducting reading 	<p>materials for new team members.</p> <p>Teachers involved in this programme can transfer the skills and techniques acquired into the other classes in the succeeding years and in different levels.</p> <p>The skills and knowledge acquired will be disseminated to the other English teachers when they conduct co-plan meetings and professional sharing.</p>	<p>lessons (once per term)</p> <p>Analysis of students' performance in formative assessment.</p> <p>Teachers' questionnaire on their knowledge and confidence in teaching reading and writing</p> <p>Two co-planning meetings give and feedback on the lesson demonstrations.</p> <p>Peer lesson observation for module one of each level will be conducted.</p>

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<p>will be conducted after the module to reflect and evaluate the module that has been carried out for better planning and teaching for the next module. GS core team members can provide the information and comments on the background knowledge students have already acquired in GS and the suitable reading materials, especially the non-fiction ones. The English teachers will be responsible for designing the reading and writing tasks. The panel heads from both departments are responsible for overseeing the execution of the meetings and their progress.</p> <p>The core team will conduct lesson planning one month prior to the implementation of each module. Take Module 1 in P4 as an example, during October-2018, co-planning meetings and progress updates among teachers from both departments will take place on weekly basis. In addition, the core team will search for appropriate reading materials including printed multi-modal texts; for example, information booklets, leaflets, coupons, floor plans, posters and brochures and online resources and visit bookstores in person as well. In-class worksheets and PowerPoints will be designed and produced at this stage. The execution period of the first module will be November 2018. To ensure the continuity and successful execution of each module, four consecutive weeks without the interruption of exams or holidays for the execution period are much preferable. Hence, the timeline we propose is as follows:</p> <table border="1" data-bbox="129 1134 936 1482"> <thead> <tr> <th colspan="2">Timeline of LaC Programme for P4 and P5</th> </tr> </thead> <tbody> <tr> <td>October 2018</td> <td>Planning stage of Module 1</td> </tr> <tr> <td>November 2018</td> <td>Implementation of Module 1</td> </tr> <tr> <td>December 2018; and January 2019 (Christmas holidays and mid-term exams)</td> <td>Planning stage of Module 2</td> </tr> <tr> <td>February 2019</td> <td>Implementation of Module 2</td> </tr> </tbody> </table>	Timeline of LaC Programme for P4 and P5		October 2018	Planning stage of Module 1	November 2018	Implementation of Module 1	December 2018; and January 2019 (Christmas holidays and mid-term exams)	Planning stage of Module 2	February 2019	Implementation of Module 2			<p>and writing lessons for P.4 to 5 students.</p> <ul style="list-style-type: none"> - 80% of the existing English teachers in P4 to 5 will apply the skills to promote LaC, such as storytelling, shared reading, guided reading as well as using mind-map, conferencing to their English teaching. - 80% of the existing teachers are more confident in handling lessons to promote reading and writing across the curriculum after the programme. 		
Timeline of LaC Programme for P4 and P5															
October 2018	Planning stage of Module 1														
November 2018	Implementation of Module 1														
December 2018; and January 2019 (Christmas holidays and mid-term exams)	Planning stage of Module 2														
February 2019	Implementation of Module 2														

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation										
March and April 2019 (Easter holidays and mid-term exams)	Planning stage of Module 3															
April and May 2019	Implementation of Module 3															
<p>Details of the modules are stated below:</p> <p>The proposed LaC programme will be integrated into the existing English curriculum. The core team will examine the themes, main text types and main tasks in each unit of the textbook for both Primary 4 and Primary 5. It would be ideal to match all three elements, i.e. the theme, text type and writing task in each module to the existing English programme. However, when all matching of all three elements is not possible, we will still select readers with themes that are aligned to the modules of the textbook units.</p> <p>We propose to develop three modules for each level. After preliminary discussion with English teachers and GS teachers, the suggested themes, main text types for reading and writing tasks to cover are as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>Themes</th> <th>Text types for reading</th> <th>Writing tasks (tentative)</th> <th>Targeted text types and language structure from GE modules</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td>Plants and Flowers</td> <td>- labels - procedures - non-fiction informative text</td> <td>Labels for the plants and flowers</td> <td>4A Unit 1-3 Target language: comparatives and</td> </tr> </tbody> </table>								Themes	Text types for reading	Writing tasks (tentative)	Targeted text types and language structure from GE modules	P.4	Plants and Flowers	- labels - procedures - non-fiction informative text	Labels for the plants and flowers	4A Unit 1-3 Target language: comparatives and
	Themes	Text types for reading	Writing tasks (tentative)	Targeted text types and language structure from GE modules												
P.4	Plants and Flowers	- labels - procedures - non-fiction informative text	Labels for the plants and flowers	4A Unit 1-3 Target language: comparatives and												

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			superlatives Target text type: non-fiction informative text (e.g. bibliography, profile, information cards) <u>4A Unit 6</u> Target language: adverbs of sequence, e.g. first, next, after that					
	Insects	<ul style="list-style-type: none"> - fairy tales - diary entries - non-fiction informative texts 	A fairy tale of insects	<u>4A Unit 3</u> Target language structure: use past tense to describe past event <u>4A Unit 6</u>				

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				Target text type: diary entries					
	Animals (e.g. three cats and turtles in our school)	- riddles - stories - posters	Riddles and posters	<u>4A Unit 5</u> Target text type: riddles, leaflets <u>4B Unit 2</u> Target language: adjectives to describe feelings and things					
P.5	The Herb Garden	- children's encyclopedia - recipes	A recipe cooking with herbs	<u>5A Unit 5</u> Target text type: recipes Target language: cooking verbs					
	The Bio-water Garden	- non-fiction informative texts - signs	Signs for the Bio-water Garden	<u>5A Unit 6</u> Target language: use should/ should not to					

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				to talk about rules					
	The Butterfly Garden	- postcards - procedures - posters	Life cycle of butterflies (Procedural writing)	<u>5A Unit 5</u> Target language: sequential adverbs <u>5A Unit 6</u> Target text type: pamphlets					
<p>The writing tasks will tie in with the readings. The writing task in each module will share one of the text types of the readings.</p> <p>Eight lessons will be allocated to each module, with four lessons focusing on reading and the other four on writing. There will be one double lesson per week that focuses on this LaC programme. So, there will be two double lessons for reading and two double lessons for writing. Altogether the LaC programme will take up 24 regular teaching lessons in each level. Two levels combined, it will take up 48 regular teaching lessons in a whole teaching year.</p> <p>Lesson 1-4: shared reading, guided reading and/or independent reading supplementary materials, idea generation and planning</p> <ul style="list-style-type: none"> ➤ During Lesson 1 to Lesson 4, a board range of teaching reading strategies such as storytelling, read aloud, skimming, understanding features of relevant text types will be covered. ➤ In the pre-reading stage, the teacher will introduce the context of the book or reading materials. The teacher 									

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<p>will teach unfamiliar vocabularies as well to prepare students cognitively for the reading.</p> <ul style="list-style-type: none"> ➤ In the while-reading stage, reading strategies such as paraphrasing, referencing, reading back, reading on, skimming and scanning, summarizing and predicting will be covered. <p>Lesson 5 and 6: modelling and drafting Lesson 7 and 8: revising, editing and sharing</p> <p>We will follow the steps of process writing, namely drafting, editing, revising and publishing. In the first three steps, the teacher will demonstrate or co-write with students during first. Then, during students' individual writing, teachers will engage in one-to one conferencing and support. The drafting part will involve brainstorming, including the vocabularies, sentence structures and ideas. The readings and the writing task are closely related. The theme of writing will be the same as the readings. The text type of the writing will be exposed to students through reading materials. Hence, the vocabularies, sentence structure, text type feature and ideas for the writing can be drawn from their reading materials.</p> <ul style="list-style-type: none"> ➤ In the pre-writing stage, a broad range of teaching writing strategies such as visual aids, brainstorming, oral discussion, mind-mapping, recognizing text types, selecting relevant information and teacher modelling will be included. ➤ In the while-writing stage, strategies such as organising ideas into different paragraphs, teacher-student conferencing, and peer conferencing in the while-writing stage; revising, editing, proofreading and publishing in the post-writing stage will be covered. <p>Teachers in the same level will be invited to observe the first</p>					

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<p>try-out module conducted by one of the core team members. GS teachers involved in this programme will be invited to the try-out modules as well. Since the programme will follow similar teaching strategies in each module and there are co-plan meetings to ensure the understanding how to execute the lessons, we propose that only the lesson observation of first module is compulsory. Having said that, the core team will continue to open the lessons in the second and third modules to teachers within or outside English department. All the materials and planning rationales will be explained in details and shared among teachers. Teachers who observe the lessons can provide their feedback and suggestion after the lessons. To refine and update the lessons, English teachers can make modifications and adjustments to the teaching plan after the first try-out, since there will be more than one class in each level.</p> <p>As follow-up, students' written outputs from each module can be collected, scanned, saved and published in public area. Teachers can invite students to share what they have learnt from the modules in morning assemblies or through centralized radio broadcast.</p>					
(2) Purchase printed books to promote literacy across the curriculum for P.4-P.5 students as proposed under initiative (1) above					
<p>The purpose of purchasing printed books is to provide students with quality readers that fit into the theme of different modules. Sufficient reading of good quality books can lay a strong foundation for students to understand the subject being taught and enjoy the pleasure of reading. During reading, students learn target vocabularies and sentence structure to talk about the theme, which will help students in the writing process.</p> <p>The printed books and materials will cover a variety of text types including fictions and non-fictions, for example, stories, fairy tales, riddles books, cookbooks, plants and insect encyclopedias etc.</p>	Pri- mary 4 and Pri- mary 5	<u>Contacts with publishers and Purchase books:</u> Aug 2018 to Oct 2018	School-based Reading across the Curriculum implemented more effectively in P.4 to P.5. 6 sets of unit plans developed to show the use of resources in class teaching.	The printed books purchased will continue to be used after completion of the project.	Peer lesson observation for module one of each level will be conducted. Students' questionnaires on their interest and confidence in reading and writing

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<p>The purchased books will be use in-class and outside the classroom as home reading. Teachers will use the books to conduct story-telling, reading aloud, shared reading and guided reading depending on the difficulty of the content of the books. Teachers will assign some of the reading materials for home reading if the content provides supports for students' understanding. In other words, students will perform independent reading. Reading records will be used to monitor students' progress.</p> <p>Given that there will be three P4 classes and five P5 classes in 2018/2019 school year, we propose to purchase three titles, thirty copies of each item of level readers related to the three modules in each level. The levelled readers include fictions and non-fictions, so as to expose students to more variety of text types.</p> <p>3 titles *30 copies* 3 modules* 2 levels = 540 copies of printed books</p>		<p><u>Implementation of LaC programme</u> e: Nov 2018 to May 2019</p>	<p>75 % of students at P.4 to 5 read 3 titles.</p> <p>80% percent of the existing English teachers use the resources at P.4 to P.5 each year.</p>		<p>after the programme.</p> <p>Teachers' observation in lessons (once per term).</p> <p>Students' performance in formative assessment will be analysed.</p> <p>The collected data will be used for future planning and improvement on learning and teaching</p>