



## General English

### ✧ Introduction



#### The objectives of General English for our school:


1. Develop an ever-improving capability to use English to think and communicate; to acquire, develop and apply knowledge; to respond and give expression to experience.
2. Develop learners' ability to understand, enjoy and appreciate literary/ creative works in English by writers from different cultures.
3. Provide each pupil further opportunities to extend their knowledge and experience of the cultures of other people, including opportunities of further studies, pleasure, and work in the English medium.

#### Textbooks and Workbooks


- P.1-P.6: Longman Express (2<sup>nd</sup> Edition)
- Workbooks, Reading Workbooks, Grammar Workbooks and Listening Workbooks (no listening workbooks for P.3 and P.6)

## ✧ English Activities



<b>Recovery / Buddy Reading Programme (P.1 – P.3)</b>	
Objective	Motivate pupils to read and learn phonics skills
Form	Reading high frequency words and storybooks with NET and English teachers.
Photos	 



<b>Choral Speaking Team</b>	
Objective	<ol style="list-style-type: none"> <li>1. To help pupils develop interests in learning poems and enhance their sense of aesthetics towards English language.</li> <li>2. To strengthen pupils' ability to perform on stage.</li> </ol>
Form	P.1 - P.3 pupils are nominated by English teachers and participate in the training and competition.
Photos	 



## English Solo Verse Speaking Competition

Objective	<ol style="list-style-type: none"><li>1. To enhance pupils' fluency in spoken English.</li><li>2. To enhance pupils' sense of aesthetics towards language arts.</li></ol>
Form	Potential pupils nominated by English teachers will receive training during recesses or at appropriate time.
Photos	

## Inter-class Choral Speaking Competition (P.1, P.2, P.4 and P.5)

Objective	<ol style="list-style-type: none"><li>1. To enhance pupils' fluency in spoken English.</li><li>2. To enhance pupils' sense of aesthetics towards language arts.</li></ol>
Form	The competition takes place in a form of inter-class basis. Pupils will be given a poem for preparation and perform on stage in the post-exam period.
Photos	 

<b>Error Hunt Competition (P.1-6)</b>	
Objective	To arouse pupils' awareness in grammatical rules so as to enhance their accuracy in English usage.
Form	Each pupil participates in error hunt competition in class. The first five pupils who get the most answers correct will receive a prize.
Photos	 

<b>Penmanship Competition</b>	
Objective	To enhance pupils' skills in calligraphy and encourage them to write in a tidy and neat manner.
Form	<p>All pupils join the competition. There are three levels involved:</p> <p>P.1 &amp; P.2: Lower level;</p> <p>P.3 &amp; P.4: Intermediate level;</p> <p>P.5 &amp; P.6: Upper level.</p> <p>The best THREE pieces of work will be awarded champion, 1<sup>st</sup> runner-up and 2<sup>nd</sup> runner-up for each level.</p>
Photos	 



<b>Story-telling Competition</b>	
Objective	To cultivate pupils' reading habit and enhance their presentation skills.
Form	The competition takes place in a form of inter-class basis. Three potential pupils will be selected and given a piece of story excerpt for preparation and perform on stage in the post-exam period.
Photos	

<b>Love and Care Writing Competition (P.1 – P.6)</b>	
Objective	To develop pupils' writing skills and nurture them with love and care towards others.
Form	Each pupil participates in the writing competition according to the given topic. The best two pieces of writing will be selected for finalists. Champion, 1 <sup>st</sup> runner-up and 2 <sup>nd</sup> runner-up will be awarded for each form.
Photos	Results will be announced later

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

**School Name:** Sir Ellis Kadoorie (S) Primary School (English)

**Application No.:** C 135 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 16

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	4	4	3	3	3	3	20

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)
PLPR/W	P.1-3	Reading and Writing	NET Section, EDB
EDB Language Learning Support Programme	P.4	Writing	Language Learning Support Services, EDB
Quality Education Fund Thematic Network (QTN) on English Language (Primary)	P.5	Project Writing Module	Centre for Enhancing English Learning and Teaching (CEELT), CUHK

**(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. The multicultural setting of our school promotes the communicative use of English in campus.</li><li>2. Our collaborative work culture facilitates continual improvement of our school-based curriculum.</li><li>3. The school-based Extended Literacy Programme (ELP) for the development of academic reading and writing skills is well-implemented and upper primary students are provided with rich learning support.</li></ol>	<ol style="list-style-type: none"><li>1. The provision under PEEGS can help create time and space for core team teachers to refine the KS1 curriculum.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Students lack parental support and are heavily reliant on school.</li><li>2. KS1 students are exposed to mainly fiction texts and lack exposure to non-fiction reading materials.</li></ol>	<ol style="list-style-type: none"><li>1. With an increasing intake of local Chinese students, achievement and cultural divide is widening.</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>
Implementing Task-based Learning (TBL) in all levels	Employing a full-time supply teacher and a teaching assistant	P.1-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 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>  <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 a part-time supply teacher <i>(*Please delete as appropriate)</i>  <input type="checkbox"/> Procure service for conducting English language activities	<input checked="" type="checkbox"/> 2019/2020 school year  <input checked="" type="checkbox"/> 2020/2021 school year	<input type="checkbox"/> P.1 <input checked="" type="checkbox"/> P.2 (20/21) <input checked="" type="checkbox"/> P.3 (19/20) <input type="checkbox"/> P.4 <input type="checkbox"/> P.5 <input type="checkbox"/> P.6 <input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): _____ _____ _____



(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 ( <i>preferably measurable</i> )	Sustainability	Methods of progress-monitoring and evaluation
<b>To employ a part-time supply teacher to create space for the core team members to promote literacy across the curriculum (LaC) in respect of the Updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” for P.2 to P.3</b>					
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>● As English is adopted as the language of instruction, there is a clear need for robust Learning across the Curriculum (LaC) programmes to facilitate the learning of content subjects. The KS2 Extended Literacy Programme (ELP) is currently in place to provide our upper primary students with structured academic language input. With the support of this grant scheme, our plan for extending the cross-curricular literacy programme to KS1 will materialize.</li> <li>● The core team will devote keen efforts to the development of KS1 LaC programmes in the hope of achieving the following objectives: <ul style="list-style-type: none"> <li>✧ improving transitions between key stages;</li> <li>✧ maximizing students’ exposure to different text-types through a thematic approach;</li> <li>✧ broadening their fields of interests and language skills;</li> <li>✧ providing authentic contexts for connecting learning experiences across different Key Learning Areas;</li> <li>✧ cultivating humanistic qualities in them;</li> <li>✧ creating opportunities for teachers’ professional development; and</li> <li>✧ fostering a collaborative culture among subject departments.</li> </ul> </li> </ul>	<p>P.3 (2019/ 2020)</p> <p>P.2 (2020/ 2021)</p>	<p><b><u>P.3 LaC:</u></b> Sept 2019–Jul 2020</p> <p><b><u>Term 1</u></b> Sept–Oct 2019: Co-planning</p> <p>Nov-Dec 2019 Trial and lesson observation</p> <p>Jan 2020 Evaluation</p> <p><b><u>Term 2</u></b> Feb-Mar 2020: Co-planning</p> <p>Apr – May 2020 Trial and lesson observation</p> <p>Jun 2020 Evaluation</p>	<p><b><u>Deliverables</u></b> A school-based LaC resource pack with lesson plans and learning tasks/activities covering 48 lessons will be developed per level.</p> <p><b><u>For teachers</u></b> 100% of teachers involved will agree that the programme is effective in improving our students' academic literacy and enhancing teachers' professional knowledge.</p> <p><b><u>For students</u></b> 60% of P.2-P.3 students will show improvement in the post test (excluding SEN students).</p>	<p>The newly-developed LaC programme will be implemented as part of the core English curriculum after the project year</p> <p>At least one of the core team teachers will stay in the same year level after the project period. He/She will help organize and update the learning and teaching materials.</p> <p>Professional sharing sessions will be conducted in the panel meeting each</p>	<p>English Panel would sit in meetings and provide the core team with professional support.</p> <p>Students’ assessment results in reading specific text-types will be analysed.</p> <p>Questionnaire survey will be conducted for collecting stakeholders’ feedbacks on the learning process and activities</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ( <i>preferably measurable</i> )	Sustainability	Methods of progress-monitoring and evaluation
<p><b>Core Team</b></p> <ul style="list-style-type: none"> <li>● For achieving the above targets, four P.3 (2019/2020) and four P.2 (2020/2021) level teachers will form the core team and be released a total of about 15 lessons (English and/or non-English subjects) per week.</li> <li>● Around 3 lessons (1.5 hours) within the timetable will be reserved for weekly co-planning meetings.</li> <li>● Existing KS1 reading and writing curriculum will be reviewed to make room for the new LaC programme.</li> <li>● Plans for incorporating authentic non-fiction texts of various sources into the core curriculum will be discussed in the meetings.</li> <li>● General Studies level teachers will participate in the co-planning meetings on a monthly basis, giving the core team advice on material selection, lesson design and implementation.</li> <li>● KS2 teachers will also support the core team by sharing their own experiences in implementing cross-curricular instructions.</li> <li>● The EDB NET, serving as the resource person, will provide support with curriculum development and application of IT in language classrooms.</li> <li>● A learning circle will be established and pilot implementation by level coordinators will be conducted. Peer observations will be arranged for each module and teachers will provide feedback on lesson effectiveness.</li> <li>● To ensure the proper implementation of forthcoming lessons, materials will be modified based on teachers'</li> </ul>		<p><b>P.2 LaC:</b> Sept 2020–Jul 2021</p> <p><u>Term 1</u> Sept-Oct 2020: Co-planning</p> <p>Nov-Dec 2020 Trial and lesson observation</p> <p>Jan 2021: Evaluation</p> <p><u>Term 2</u> Feb-Mar 2021: Co-planning</p> <p>Apr-May 2021: Trial and lesson observation</p> <p>Jun 2021: Evaluation</p>	<p>80% of P.2-P.3 students will enhance their confidence in reading and writing skills as reflected by student survey results.</p>	<p>term.</p>	

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ( <i>preferably measurable</i> )	Sustainability	Methods of progress-monitoring and evaluation									
<p>feedback and recommendations.</p> <ul style="list-style-type: none"> <li>An evaluation meeting will be arranged after each module to review newly-developed materials.</li> <li>The core team will share their learning among existing English teachers in panel meetings at the end of each term.</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>A pre-test and post-test on target language items will be carried out to gauge the programme effectiveness.</li> <li>Two LaC modules thematically linked to the core English and General Studies Curricula will be implemented per target level. Each will cover a total of 24 lessons.</li> </ul> <table border="1" data-bbox="143 842 907 1013"> <thead> <tr> <th><i>Level</i></th> <th><i>1<sup>st</sup> Term</i></th> <th><i>2<sup>nd</sup> Term</i></th> </tr> </thead> <tbody> <tr> <td>P.2</td> <td>Love our Living Place</td> <td>Wonderful Time</td> </tr> <tr> <td>P.3</td> <td>Food lovers</td> <td>Cultural Harmony</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Academic reading and writing skills will be developed through the use of thematic non-fiction titles and other reading materials. Students will be exposed to a variety of genres such as informative, procedural and persuasive texts.</li> <li>Apart from printed texts, multi-modal texts will also be adopted. Students will engage in production tasks and learn how to synthesise linguistic and semiotics resources to create meaning. This exploration and production will require the introduction of new e-learning tools.</li> <li>In class, the core reading texts will be introduced through shared/guided reading activities. The</li> </ul>	<i>Level</i>	<i>1<sup>st</sup> Term</i>	<i>2<sup>nd</sup> Term</i>	P.2	Love our Living Place	Wonderful Time	P.3	Food lovers	Cultural Harmony					
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<p>following will be highlighted to provide students with the necessary input for the production tasks which follow.</p> <ul style="list-style-type: none"> <li>✧ Reading strategies</li> <li>✧ Thematic vocabulary</li> <li>✧ Text structures</li> <li>✧ Text-type features</li> <li>✧ Grammar structures</li> <li>✧ Language learning strategies</li> <li>✧ Subject-specific knowledge/concepts/skills</li> </ul> <ul style="list-style-type: none"> <li>● Before the actual writing tasks, students will be presented with model written texts (printed and multimodal) and undergo the process of: <ul style="list-style-type: none"> <li>✧ building the field;</li> <li>✧ text deconstruction;</li> <li>✧ joint constructions; and</li> <li>✧ individual construction.</li> </ul> </li> <li>● Students will be provided with verbal and procedural scaffolds to support the language-learning needs of a culturally and linguistically diverse learning community. <ul style="list-style-type: none"> <li>✧ Ask questions for testing understanding at different levels</li> <li>✧ Model reading and writing process activities at appropriate stages</li> <li>✧ Use visual tools such as graphic organizers</li> <li>✧ Offer prompts to support discussion</li> <li>✧ Use wait-time when asking questions to allow all students the opportunity to respond</li> <li>✧ Adopt various grouping arrangements</li> <li>✧ Conducting mini-conferences for keeping students focused on most important aspects of work</li> </ul> </li> <li>● Students will also be given the autonomy to choose their own formats of exit tasks. We believe they will</li> </ul>					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ( <i>preferably measurable</i> )	Sustainability	Methods of progress-monitoring and evaluation														
<p>write better if they have more control over what they write and the form which they use to present their own ideas.</p> <ul style="list-style-type: none"> <li>● Sharing helps writers improve their work. As soon as students complete their writing tasks, time will be allotted for peer feedback with the help of a feature checklist.</li> <li>● Both English and General Studies teachers will assess students' work and provide students with feedback on: <ul style="list-style-type: none"> <li>✧ The Six Traits criteria</li> </ul> <table border="1" data-bbox="206 628 887 935"> <thead> <tr> <th><i>Criteria</i></th> <th><i>What they are</i></th> </tr> </thead> <tbody> <tr> <td>Ideas</td> <td>main message</td> </tr> <tr> <td>Organisation</td> <td>internal structure</td> </tr> <tr> <td>Voice</td> <td>tone</td> </tr> <tr> <td>Word choice</td> <td>vocabulary used to convey meaning</td> </tr> <tr> <td>Fluency</td> <td>Language flow</td> </tr> <tr> <td>Convention</td> <td>Mechanical correctness</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>✧ Understanding and application of subject-specific concepts/knowledge/skills</li> </ul> </li> <li>● Good work will be published in subject's webpage to help students buy into the assignment and take more care in their work.</li> </ul> <p><b>Materials to be produced</b></p> <ul style="list-style-type: none"> <li>● A KS1 LaC pack covering a total of 24 lessons and containing the following materials will be produced per level per term: <ul style="list-style-type: none"> <li>✧ Core texts and a model written text</li> <li>✧ Level module plan</li> <li>✧ Student booklets</li> <li>✧ Lesson plans</li> </ul> </li> </ul>	<i>Criteria</i>	<i>What they are</i>	Ideas	main message	Organisation	internal structure	Voice	tone	Word choice	vocabulary used to convey meaning	Fluency	Language flow	Convention	Mechanical correctness					
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Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ( <i>preferably measurable</i> )	Sustainability	Methods of progress-monitoring and evaluation
<ul style="list-style-type: none"> <li>✧ Teachers' notes</li> <li>✧ Teaching aids such as PowerPoint slides, videos and e-Learning materials</li> <li>✧ Assessment charts</li> </ul> <p><b>Sample LaC module framework: Cultural Harmony</b></p> <ul style="list-style-type: none"> <li>● Learning outcomes <ul style="list-style-type: none"> <li>✧ English <ul style="list-style-type: none"> <li><u>Target reading skills</u> <ul style="list-style-type: none"> <li>- Scanning a text to locate specific information</li> <li>- Skimming a text to obtain the gist or main ideas</li> <li>- Identifying details that support the gist or main ideas</li> <li>- Understand the intention and attitudes conveyed in a text by recognizing features such as the choice and use of language</li> </ul> </li> <li><u>Target writing skills</u> <ul style="list-style-type: none"> <li>- Gathering and sharing information and ideas by using strategies such as brainstorming</li> <li>- Planning and organizing information, and expressing own ideas by deciding the content of the information report</li> <li>- Using appropriate cohesive devices</li> <li>- Using appropriate tenses in factual texts</li> <li>- Understanding the language features of descriptive texts</li> </ul> </li> </ul> </li> <li>✧ General Studies <ul style="list-style-type: none"> <li>- Understand the multicultural backgrounds of Hong Kong resident</li> <li>- Understand major characteristics of different cultural groups in Hong Kong</li> <li>- Cultivating cultural respect and sensitivity</li> </ul> </li> </ul> </li> </ul>					

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
<ul style="list-style-type: none"> <li>✧ Generic skills               <ul style="list-style-type: none"> <li>- Communication skills</li> <li>- Critical thinking skills</li> <li>- Information technology skills</li> <li>- Collaboration skills</li> </ul> </li> <li>✧ <u>Target text types</u> <ul style="list-style-type: none"> <li>- For reading: interviews, expositions, reports, posters and magazine articles</li> <li>- For writing: information reports/picture article/photo with captions/short documentaries</li> </ul> </li> <li>● Learning and teaching activities               <ul style="list-style-type: none"> <li>✧ <b>Reading</b></li> <li><i>Before class</i> <ul style="list-style-type: none"> <li>- Students will be asked to watch an <b>EdPuzzle</b> video about festivals and food around the world before class. Quiz questions will be inserted into videos to ensure active watching and preview of reading content.</li> <li>- Students will have to research festivals of their cultures at home.</li> <li>- The various functions of <b>Quizlet</b> can help students self-learn and review thematic vocabulary covered in class.</li> </ul> </li> <li><i>In class</i> <ul style="list-style-type: none"> <li>- Students will exchange ideas in groups about their favourite festivals and reasons for their preferences with the use of <b>Nearpod</b>.</li> <li>- Each group will be given an inquiry chart. They should generate questions and collect information from various texts to complete it.</li> <li>- Guided/shared reading activities for introducing target reading strategies/skills will be conducted.</li> <li>- Students will be asked to compare and contrast the</li> </ul> </li> </ul> </li> </ul>					

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
<p>similarities of festivals in different countries using a Venn diagram.</p> <p><i>After class</i></p> <ul style="list-style-type: none"> <li>- Students will interview their peers and gather the following information about their favourite festivals: <ul style="list-style-type: none"> <li>✓ Origins</li> <li>✓ Activities</li> <li>✓ Food</li> <li>✓ People</li> <li>✓ Symbols</li> </ul> </li> <li>- A visit to the Hong Kong Museum of History may be arranged if time allows and ethnic minority students will learn more about celebration of different festivals in Hong Kong.</li> </ul> <p>✧ <b>Writing</b></p> <ul style="list-style-type: none"> <li>- Students will be introduced to the format of an information report.</li> <li>- The thematic vocabulary covered in the reading part will be revisited.</li> <li>- Students will be asked to write an information report about the festival food and customs of their own country.</li> <li>- Graphic organizers will be used for brainstorming and organizing ideas.</li> <li>- Students can choose the format of their reports. <ul style="list-style-type: none"> <li>✓ Formal information reports</li> <li>✓ Picture article</li> <li>✓ Photo essay with captions</li> <li>✓ Short videos using <b>Adobe Spark</b></li> </ul> </li> <li>- A mini cultural event will be organised for celebration of cultural differences and students' final products will be displayed.</li> </ul> <p>✧ <b>Revision</b></p>					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ( <i>preferably measurable</i> )	Sustainability	Methods of progress-monitoring and evaluation
<ul style="list-style-type: none"> <li>- <b>Kahoot</b> quizzes will be assigned for testing students' understanding of the important reading strategies and text type features.</li> <li>✧ Students will have a final discussion about how to get along with people of different cultures.</li> <li>✧ <b>Reflection</b></li> <li>- A video collage will also be produced to showcase the keen efforts of the students and provide opportunities for them to share their feelings and thoughts about the project.</li> </ul>					

# 2019-2020 2<sup>nd</sup> School Report

## Our Learning and Teaching

Evaluation of Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)

### I) **Background of PEEGS:**

As English is adopted as the language of instruction, there is a clear need for robust Learning across the Curriculum (LaC) programmes to facilitate the learning of content subjects. The KS2 Extended Literacy Programme (ELP) is currently in place to provide our upper primary students with structured academic language input. With the support of this grant scheme, our plan for extending the cross-curricular literacy programme to KS1 will materialize. Thus, the PEEG plan would be implemented in 2019-2020 and 2020-2021 for P.3 and P.2 respectively.

### II) **Implementation plan:**

1. The core team comprises four P.3 English and General Studies teachers who devote keen efforts to the development of KS1 LaC programmes in the hope of achieving the following objectives:

- ✧ improving transitions between key stages;
- ✧ maximizing students' exposure to different text-types through a thematic approach;
- ✧ broadening their fields of interests and language skills;
- ✧ providing authentic contexts for connecting learning experiences across different Key Learning Areas;
- ✧ cultivating humanistic qualities in them;
- ✧ creating opportunities for teachers' professional development; and
- ✧ fostering a collaborative culture among subject departments.

2. A pre-test and post-test on target language items will be carried out to gauge the programme effectiveness.

3. Two LaC modules thematically linked to the core English and General Studies Curricula will be implemented per target level. Each will cover a total of 24 lessons.

<i>Level</i>	<i>1<sup>st</sup> Term</i>	<i>2<sup>nd</sup> Term</i>
P.2	Love our Living Place	Wonderful Time
P.3	Food lovers	Cultural Harmony

4. Academic reading and writing skills will be developed through the use of thematic non-fiction titles and other reading materials. Students will be exposed to a variety of genres such as informative, procedural and persuasive texts.

5. Apart from printed texts, multi-modal texts will also be adopted. Students will engage in production tasks and learn how to synthesize linguistic and semiotics resources to create meaning. This exploration and production will require the introduction of new e-learning tools.

6. In class, the core reading texts will be introduced through shared/guided reading activities.

7. Students will be provided with verbal and procedural scaffolds to support the language-learning needs of a culturally and linguistically diverse learning community.

- ✧ Ask questions for testing understanding at different levels
- ✧ Model reading and writing process activities at appropriate stages
- ✧ Use visual tools such as graphic organizers
- ✧ Offer prompts to support discussion
- ✧ Use wait-time when asking questions to allow all students the opportunity to respond



- ✧ Adopt various grouping arrangements
- ✧ Conducting mini-conferences for keeping students focused on most important aspects of work.
- ✧ Students will also be given the autonomy to choose their own formats of exit tasks.

### III) Resources and support:

1. Four books related to designated theme would be procured by school librarian and each class would circulate those readers for engage pupils' extensive reading. In particular, they acquire knowledge and vocabulary in the non-fiction texts.
2. General Studies level teachers participate in the co-planning meetings on a monthly basis, giving the core team advice on material selection, lesson design and implementation.
3. KS2 teachers will also support the core team by sharing their own experiences in implementing cross-curricular instructions.

### IV) Student Performance

1. Students were interested in the newly implemented PEEG program. Their reading has been extensively covered on non-fiction texts. Readers and ipads were used as means of conducting reading tasks. Despite some difficult words might appear in some reading materials, teachers have equipped them with reference skills as well as dictionary skills so that they could conduct self-learning and problem-solving skills.
2. Based on the theme 'Food lovers' in the first term, students were introduced food pyramid and how to read food labels. In return, they have become more aware of the food ingredients and would be able to make healthy choices for themselves.
3. To integrate the authentic experience with learning, each class had opportunities in making healthy snacks to encourage them to eat healthy food instead of the junk food. Their experience worked as a catalyst to activate their learning. Meanwhile, they could learn the key structures of a procedural text (i.e. a recipe).

