

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

**School Name:** Sai Kung Sung Tsun Catholic School (Primary Section) (English)

**Application No.:** C067 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 7
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	3	3	2	2	2	2	14

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	3	3	3	2	3	2	16

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
Development of Text Sets (DTS) for Enhancing the School-based English Language Curriculum at Primary Level	P.4 and P.5	Development of Multi-model text set	NET Section, EDB
School-based Writing Programme	P.2 and P.3	Process Writing	Language Learning Support Section, EDB

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

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"><li>1. School administrators and the principal provide the English Panel with full support and valuable guidance.</li><li>2. School-based Fun Reading Programme co-taught by our EDB NET and LETs to expose students to authentic English readers according to their reading abilities.</li><li>3. Teachers create engaging learning environments that address varying needs, interests, and abilities of students.</li><li>4. Teachers attend regular co-planning meetings and peer observations to review, reflect, and evaluate teaching materials to ensure students' success and commitment.</li><li>5. School-based English curriculum materials (e.g. grammar books, writing books, task books) have been developed over the past few years and updated every year.</li></ol>	<ol style="list-style-type: none"><li>1. Our English team has been joining various curriculum development programmes supported by the EDB to enhance school-based curriculum development.</li><li>2. E-Learning devices are available at school. There are ample opportunities for students to explore online English learning resources to complement traditional English curriculum.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. The need to accommodate the diverse needs of students is escalating (especially for our P.1).</li><li>2. Students from diverse backgrounds may not have similar learning experiences. It might be challenging for teachers to narrow the learning gaps of individuals and the achievement gaps of the classes.</li><li>3. Many students lack family support. Even when they encounter difficulties in English learning, there is very little help that they can seek from their parents.</li><li>4. Some students are not confident in using English. They tend to respond in Chinese even when speaking with English teachers.</li></ol>	<ol style="list-style-type: none"><li>1. There are not adequate e-learning devices at school. Two classes cannot carry out English lessons with tablets simultaneously.</li><li>2. Students have limited exposure to reading materials, especially non-fiction.</li><li>3. Students who struggle in English learning lack motivation and incentives to learn English.</li></ol>

**(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:**

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
Guided Reading Programme	Employing a full-time teaching assistance to help establish the school-based guided reading programme and purchasing teaching resources	P.1-P.6

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

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; <del>and/or</del> <del>developing more quality English language learning resources for students*</del> <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <b>(*Please delete as appropriate)</b></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 type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* <del>or part-time*</del> teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

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

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) Employ a full-time teacher who is proficient in English to develop a school-based curriculum at Primary 1 and conduct English activities to enrich the English language environment for the whole school					
<p><u>Objectives</u></p> <p>An additional English teacher (viz, the new teacher) who is proficient in English will be hired to co-develop a differentiated activity-based English curriculum for P.1 and to conduct an array of theme-based English activities before morning assemblies, during recesses and lunch breaks and at special occasions, such as English Week, English Camp, etc.</p> <p>As the new teacher will co-teach with the school English teachers, all P.1 students will be provided with more opportunities to use English in an authentic English environment. The new teacher will also demonstrate story-telling skills to our existing English teachers as a story-based English curriculum has been adopted. Different learning stations/centres will be designed and set up according to learners' readiness, interest, and learning profiles. The two teachers can provide support to individual students. Learning stations/centres with different English activities and learning tasks will be carried out after the introduction of each storybook.</p> <p>In addition to co-developing the school-based curriculum at Primary 1, the new teacher will also co-organize various English activities to enrich the language environment and hence promote authentic language use in the campus. These activities, except the English Ambassadors Programme and the English Camp, will involve students from all levels. Teachers from each level will assign students to participate in the morning and recess reading activities and lunchtime booth games conducted every day.</p>	<p>P.1- P.6</p>	<p>Sept 2019 – July 2020</p> <p>Co-planning All year round Sept 2019 – June 2020</p> <p>Co-teaching All year round Sept 2019 – June 2020</p> <p>Evaluation January 2020 &amp; June 2020</p> <p>Refinement of the teaching resource</p>	<p>A school-based English curriculum incorporating differentiated instructions will be developed for P.1. Graded learning materials and varied learning tasks will be designed according to students' English proficiency and learning styles.</p> <p>12 sets of school-based reading and writing materials including lesson plans, learning tasks/activities and PowerPoint slides will be developed for Primary 1. Each set of materials are to be tailored made for each story book covering 8 lessons. A total of 96 lessons will be covered.</p>	<p>The materials developed will be used and enhanced in regular English lessons after completion of the project.</p> <p>The English speaking culture in school will be established and sustained through regular practises in an English-rich environment.</p> <p>Students will develop an English speaking habit when taking part in English activities.</p> <p>Teachers will</p>	<p>Video-taping of activities and lessons will be conducted.</p> <p>Evaluation among panel members will be carried out to assess students' performance.</p> <p>Formative and summative assessment data will be gathered for analysis of students' performance.</p> <p>Questionnaires will be given out to collect information on student's perception towards the English activities.</p>

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<p><u>Core team</u> A core team of six members, consisting of the two English Panel Heads, the EDB NET, the new teacher and all P.1 English teachers, will be set up. The two English Panel Heads will be in charge of the project.</p> <p><u>Expected Qualifications and Experience of the new teacher</u> The full-time teacher who is proficient in English should possess at least a bachelor's degree and/or with teaching qualification such as TEFL and TESOL or equivalent qualifications. He/She is preferably a native-English speaker with teaching experience and teacher training.</p> <p><u>Collaboration among the new teacher and core team members</u></p> <p>✧ <u>Co-planning</u> During the co-planning sessions, which are to be held every other Wednesdays, the new teacher will collaborate with the existing English teachers in developing the differentiated activity-based English curriculum. Various English activities such as matching games, on-line quizzes, word searches, cubing, charades, will be designed during the co-planning sessions with reference to learners' readiness, interest and learning profiles. Two to three learning centres will be set up after the introduction of each storybook. These co-planning sessions will be documented and the teaching materials will be kept for future use and modification.</p> <p>✧ <u>Co-teaching</u> The new teacher will co-teach with the existing English teachers in regular P.1 English lessons. He/She will take up 12 English lessons in total per cycle.</p>		<p>developed January 2020 &amp; July 2020</p> <p>English Week April 2020</p> <p>English Camp June 2020</p>	<p>12 co-curricular activities on arts and crafts, songs and chants, sports English, cookery and Around the World will be conducted for the English Ambassadors of P.4 – P.6 students per year.</p> <p>18 activity packs to enrich the English language environment in school for P.1 – P.6 will be produced. A total of 3 lessons/sessions will be covered per level per year.</p> <p>100% of the existing English teachers will apply the suggested pedagogy to English teaching at P.1 – P.6.</p> <p>90% of P.1 students enjoy story telling in regular English lessons and take initiatives in participating English</p>	<p>encourage students to speak English inside and outside the classroom after completion of the project.</p> <p>Documents for each co-planning meeting will be kept for future use as well as teaching aids and resources will be developed during the whole process.</p> <p>Existing English teachers are expected to carry out the tasks designed in future.</p> <p>Existing English teachers can</p>	

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<p>✧ <i>Peer lesson observations</i> Peer lesson observation will also be carried out twice per year, tentatively at the end of each term. For the first time, P.1 English teachers, the new teacher and the core team will be involved to evaluate how the lessons are conducted while all English teachers, PSM(CD) and the Principal will be involved during the second time. Evaluation and reflection meetings will be held after the lesson observations. Teaching strategies and lesson arrangement will be fine-tuned to further improve the effectiveness of the programme.</p> <p>✧ <i>Sharing sessions</i> Sharing sessions will be conducted so that teachers of other levels will have a clear picture of how differentiated activity-based activities can be implemented in regular English lessons through observing and participating in evaluation and reflection meetings. They will adopt differentiated activities in their own classes in the second term. The new teacher and the core team will act as consultants to other level teachers in the second half of the school year.</p> <p><u><i>Duties of the teacher who is proficient in English</i></u> ✧ <i>Developing and implementing P.1 Story-based Curriculum</i> A total of 12 storybooks will be introduced in Primary 1 and a wide range of English activities based on the stories, target vocabulary items and grammar structures will be delivered during the lessons. 3 learning stations/centres will be set up in the classrooms: one for more able students, one for less able students and the other is for average students. In each station/centre, there will be multisensory and multimodal learning activities. The teachers will co-design activities that cater for different learners' needs for the same learning objective(s) with a linguistic link to the school-based English curriculum. Active learning will be</p>			<p>learning activities in class.</p> <p>80% of P.1 students are confident to converse with native English speakers both inside and outside of the classrooms.</p> <p>90 % of P.1 – P.6 students have more chances to use English in daily communication with the new teacher.</p> <p>90% of students' confidence is boosted and their speaking skills are enhanced.</p> <p>Speaking assessment results of over half of the Primary 1 students will improve.</p> <p>100% of the existing English teachers will acquire knowledge / pedagogy of conducting English language activities.</p>	<p>learn from the new teacher, review on the teaching materials and further develop them. The materials can be used after modification.</p> <p>Some of the English language activities will be video-taped throughout the project for sharing.</p>	

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<p>fostered since the activities are tailor-made according to learners' readiness, interests, and learning styles.</p> <p>✧ <i>Sample lesson</i> Below is a sample lesson outline of a story-telling lesson</p>																	
<table border="1"> <thead> <tr> <th data-bbox="125 456 338 507"></th> <th data-bbox="338 456 972 507">Learning and teaching activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="125 507 338 619">Pre reading</td> <td data-bbox="338 507 972 619">Teacher will sing the song with the students. A song sheet will be given to students and students will mime the actions while singing.</td> </tr> <tr> <td data-bbox="125 619 338 715">Shared reading</td> <td data-bbox="338 619 972 715">Teachers read the story using Big Book. "What's in My Pocket?" with students.</td> </tr> <tr> <td data-bbox="125 715 338 831">Target vocabulary</td> <td data-bbox="338 715 972 831"> <p><b>Matching Game</b> Teacher will invite students to associate the given pictures to the right adjectives.</p> </td> </tr> <tr> <td data-bbox="125 831 338 1289">Extended vocabulary</td> <td data-bbox="338 831 972 1289"> <p><b>Guessing Game - Mystery Bag</b> Teachers introduce extended vocabulary. Ask students to guess the items in the Mystery Bag <i>Class: Mystery bag! Mystery bag! What's in the mystery bag?</i> <i>Teacher: Something that's _____.</i> <i>Class: Is it a _____?</i> <i>Teacher: Yes, it is a _____. Well done!</i> <i>No, it isn't. Try again.</i></p> </td> </tr> <tr> <td data-bbox="125 1289 338 1509">Learning stations</td> <td data-bbox="338 1289 972 1509"> <p>Teachers will send students off to different learning stations according to their abilities</p> <p><u>Red Group (high ability) :</u> Students are required to roll the dice with pictures/target adjectives and complete riddles.</p> </td> </tr> </tbody> </table>		Learning and teaching activities	Pre reading	Teacher will sing the song with the students. A song sheet will be given to students and students will mime the actions while singing.	Shared reading	Teachers read the story using Big Book. "What's in My Pocket?" with students.	Target vocabulary	<p><b>Matching Game</b> Teacher will invite students to associate the given pictures to the right adjectives.</p>	Extended vocabulary	<p><b>Guessing Game - Mystery Bag</b> Teachers introduce extended vocabulary. Ask students to guess the items in the Mystery Bag <i>Class: Mystery bag! Mystery bag! What's in the mystery bag?</i> <i>Teacher: Something that's _____.</i> <i>Class: Is it a _____?</i> <i>Teacher: Yes, it is a _____. Well done!</i> <i>No, it isn't. Try again.</i></p>	Learning stations	<p>Teachers will send students off to different learning stations according to their abilities</p> <p><u>Red Group (high ability) :</u> Students are required to roll the dice with pictures/target adjectives and complete riddles.</p>					
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	<p><u>Yellow Group (average ability) :</u> Teachers will give each student a paper bag and ask them to find friends in the group to guess the content of their paper bag with adjectives and the target structure.</p> <p><u>Blue Group (low ability) :</u> Memory Card Matching Game Students will work in pair and play a memory game by flipping two cards at a time. They get to keep the cards if they can match the adjective with the right object.</p>					
Consolidation	<p>Hangman Revise the spelling of the target adjectives learnt in the lesson.</p>					
<p>❖ <i>Co-organizing English activities for P.1 – P.6</i> Four main English activities including the morning and recess reading sessions, English Ambassadors Programme, English Week as well as English Camp will be conducted for P.1 – P.6.</p> <p>❖ <i>English Ambassador Programme for P.4 – P.6</i> The new teacher will co-plan with the two English Panel Heads on the training up of 20 students selected from P.4 – P.6 as English Ambassadors during Multi-Intelligence (MI) lessons every fortnight. Based on students' English proficiency and their enthusiasm in learning English, existing English teachers will nominate two to three P.4 – P.6 students from each class as the English Ambassadors. Attendance will be taken in each lesson and students who attend 80% of the classes will be awarded a certificate.</p>						



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<p>These English Ambassadors will perform plays, introduce English books in morning assemblies every other Thursdays and lead English activities include language arts, cookery, arts and crafts, sports, etc. during lunchtime every day. These ambassadors are also expected to plan, organise, and help prepare the lunchtime booth games. A new booth games will be designed and organised every fortnight. Through discussion and working collaboratively with the new teacher, leadership skills, listening skills and speaking skills of these English Ambassadors will be improved and their vocabulary bank will also be expanded as they will encounter non-textbook vocabulary items through interacting with the new teacher.</p> <p>With their assistance of the two English Panel Heads and the EDB NET, the new teacher will design lesson plans and develop resource packs for these Multi-Intelligence lessons. These lesson plans will be documented and the resource packs will be kept for teachers to modify and adopt in the future. The core team will conduct an end-of-year seminar to share their experiences to disseminate the new practices to all existing English teachers.</p> <p>❖ Morning and Recess Reading Sessions for P.1 – P.6</p> <p>The new teacher will introduce a story every two weeks in the English morning assemblies. Selected students and/or English Ambassadors will present the chosen stories through Readers' theatre, mini-dramas, mini-musicals, interviews, or cat-walk shows, etc.</p> <p>The new teacher will also conduct reading activities with students every Monday and Thursday before morning assemblies. Students from the whole school will be arranged to attend the reading activities. Activities based on the story of the week will be developed to check students' understanding of the stories as well as consolidate the vocabulary covered. The resource packs developed for the activities will be kept for future use. Each core</p>					

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<p>team teacher will pair up with another existing English teacher to conduct the reading sessions and after-reading activities after 2019/20 school year.</p> <p>❖ Story-telling for P.1 – P.6 All students from each level will take turn to participate in the story-telling sessions conducted by the new teacher to make sure that every student will have an opportunity to take part in these activities. 5 students from the same level have the story-telling activities each time. The story-telling session will be conducted every day during the first recess. There will be three story-telling sessions for each student per term.</p> <p>The new teacher will select story books that have either a thematic or linguistic link to the school-based English curriculum of that grade level in order to reinforce what students have learnt in the classroom in a rather fun and interactive way. Post-reading activities include match-and-snap, word search, riddles, songs-and-chants, charades, etc. A “learning to read” culture and basic reading strategies can be developed through a wide range of stimulating reading activities, such as readers’ theatre.</p> <p>❖ English Camp for P.3 Primary 3 is chosen as the target group since there is a thematic link between the school-based English curriculum and the English language activities in the camp. As vocabulary items of various free-time activities are covered in the one of the units, students will be able to actively apply the vocabulary items and language structures learnt in an authentic context. In this way, teaching and learning become meaningful and purposeful because students will make use of their reading skills to solve riddles in the treasure hunt activity as well as their listening and speaking skills since</p>					

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<p>English is the only medium of communication throughout the two-day-one-night camp.</p> <p>English teachers will decide the themes for the English camp. The new English teacher will co-plan and co-develop the different activities such as treasure hunts, charades. The new teacher, the EDB NET, and the two English Panel Heads will run the English camp with the English Ambassadors. The P.3 students will be divided into several groups and they will be given a mission to complete. Students will be only allowed to use English in the camp. A de-briefing session will be conducted to reflect and share what they have learnt in the camp.</p> <p>❖ English Week for P.1 – P.6</p> <p>English Week, a theme-based activity, will be held in April. Its main objective is to expose students to thematic vocabulary items outside the classrooms through different activities.</p> <p>Movies and cartoons related to the theme will be shown during lunchtime. Besides, English Ambassadors will broadcast songs and read students' song dedication message during recesses. Word search competitions will be held in class to consolidate spelling of the target vocabulary. English booth games including phonics games, riddles, tongue twisters, matching games and snap-and-grab games will be held in the afternoon of the last day as a wrap.</p> <p>The new teacher will work with the core team to co-plan all the activities included in the English Week. Instructions and resource packs will be kept for record and adaptation can be made for future use. The core team will take up the role of leaders to mentor other level teachers to organise games and activities for future English Weeks.</p>					

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(2) Procure professional services to develop school-based English musical programme to enrich the English language environment at P.1 – P.2					
<p><u>Objective</u> P.1 – P.2 English Musical Programme is expected to foster English learning and boost students’ confidence in using English. We aim to promote active use of English in an authentic and relaxing setting for our P.1 – P.2 students. By exposing students to various forms of language arts (e.g. songs, dramas) in a fun atmosphere, we hope to foster active language learning and promote communicative use of language through participating in warm-up games and competitions while introducing the play. Students will learn words, slangs and sentence patterns that are used in the real world, making English learning meaningful and purposeful. Professional services will be hired to co-develop and co-deliver musical training programme.</p> <p><u>Core team</u> A core team of six members, consisting of the two English Panel Heads, the EDB NET, the new teacher and the P.1 English teachers will work with the instructor from the service provider. The two English Panel Heads will be in charge of the musical programme. She will plan, coordinate and monitor all the manpower and resources involved in the project as well as schedule and organise co-planning sessions and evaluation meetings.</p> <p><u>Expected/preferred qualifications and requirements of the personnel to conduct the activities</u> The musical instructor who is proficient in English should be at least a bachelor’s degree in the field of performing arts or drama in education. Teaching experience on English dramas or English musicals is highly preferable. He/She is preferably a</p>	P.1 – P.2	<p>Oct 2019 – June 2020</p> <p>Co-planning September, 2019 to June, 2020</p> <p>Demonstration October, 2019 to January, 2020</p> <p>Co-teaching February, 2019 to June, 2020</p> <p>Evaluation June, 2020 to July, 2020</p>	<p>20 sets of musical training materials, covering 20 sessions, including lesson plans, learning tasks/activities and PowerPoint slides will be developed in total.</p> <p>90% of P.1 – P.2 students involved will improve their confidence and skills in English speaking.</p> <p>Speaking assessment results of over 70% of P.1 to P.2 students involved will improve by 20% in a year.</p> <p>70% of P.1 to P.2 students involved will benefit from the musical programme. Their speaking skills, e.g. intonation, articulation and fluency, will be improved. They will</p>	<p>20 lesson plans and resource packs will be co-developed with the instructor. Teachers can make use of the lesson plans as a foundation and update them to fit in the musical programme in future after completion of the project.</p> <p>Teaching resources developed including the songs composed and script written will be updated and utilised after completion of the project.</p>	<p>6 lesson/activity observations and post-workshop focus group meetings will be conducted per year.</p> <p>Review/evaluation meetings will be done once per year.</p> <p>Questionnaires will be given out to gather information on students, parents and teachers’ perception towards musical.</p>

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<p>native-English speaker.</p> <p><u>Details of the musical programme</u></p> <p>The P.1 to P.2 Musical Programme will be conducted on Tuesday afternoons within the normal timetable. There will be 20 lessons (1.5 hours each) in total during the whole school year. Students will be given a lot of opportunities to practise listening, speaking, and be exposed to vocabulary items in daily life making English learning more authentic. There will be a moral to be learnt in the play, such as learning to forgive others, which ties thematically to the 5 core values in our school-based English curriculum. Around 40 P.1 to P.2 students will be selected to participate in the English Musical as an enrichment programme. Teachers will select students based on their English proficiency and also their enthusiasm in learning English. Students who attend 90% of the lessons take part in the performance.</p> <p>Different activities such as “The Martha Game”, “Freeze” and “Sit, Stand, Kneel” will be designed to challenge and expand learners’ abilities in voice, movement or characterization. Students will also learn to read scripts and to project their voice to express suitable emotions.</p> <p>A musical performance will be produced in our school’s Open Day in June 2020. Prior to that, the musical team will perform in the school hall for students of other levels. Students who are in the musical team will be given an opportunity to perform in English on stage. They will sing, dance, and more importantly speak confidently with emotions on stage.</p> <p><u>Collaboration among school English teachers and instructor from service provider</u></p> <p>✧ Co-planning</p> <p>The core team will co-plan and co-develop all the teaching resources needed in the programme, including the scripts, teaching</p>			<p>also become confident in speaking English in public.</p> <p>Students joining the English Musical Programme will learn drama techniques and use English extensively. They will be confident in performing on stage in public.</p> <p>Over 80% of P.1 to P.2 students involved are confident to converse with native English speakers both inside and outside the classrooms.</p> <p>60% of the existing English teachers will enrich their knowledge in the teaching of English musical / drama.</p> <p>90% of the existing English teachers will apply drama games to English teaching at</p>	<p>Lesson plans, teaching aids will be kept for future use and as a reference to our school-based Drama-in-Education programme for KS2.</p> <p>Video-taping of activities and lessons will be conducted and shared among our existing English teachers. Teachers can refer to the video recording and learn how to conduct a musical/drama lesson and learn how drama games can be used in English lessons.</p>	

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<p>aids for drama games and compose/select songs suitable for the musical. School English teachers will mainly focus on developing the learning resources while the instructor from the service provider will compose/select the songs to be sung in the musical. During co-planning meetings, the instructor and our existing English teachers will map out the layout of the whole programme and give each lesson a focus. It could be script reading, projection of voice, intonation and articulation, expression of emotions, blocking of scenes, songs, and dance.</p> <p>✧ Co-teaching Before the programme starts, our existing English teachers in the core team will work with the instructor to write a script that is at the right level for students. For the first 7 sessions, the instructor will demonstrate the skills and techniques to run a musical lesson while the core team, including the EDB NET, will observe and assist. Moving onto the next 7 sessions, the instructor will co-teach with the core team where they can try out the new skills learnt and take up half of the teaching. The last 6 sessions will be run by the core team with the instructor observing how they teach and give comments and suggestions so they can adjust their teaching strategies.</p> <p>There will be a post-workshop sharing where our English teachers will get comments and advice from the instructor so as to adjust their teaching strategies. Experience sharing will be conducted per term to disseminate the skills the core team has learnt to other English teachers.</p> <p>✧ Tentative outline of the musical training programme</p> <table border="1" data-bbox="125 1362 981 1469"> <thead> <tr> <th data-bbox="125 1362 300 1417">Session</th> <th data-bbox="300 1362 981 1417">Teaching Focus</th> </tr> </thead> <tbody> <tr> <td data-bbox="125 1417 300 1469">1</td> <td data-bbox="300 1417 981 1469">Introduction to musical</td> </tr> </tbody> </table>	Session	Teaching Focus	1	Introduction to musical			<p>P.1 – P.6</p> <p>60% of our existing English teachers will have professional enhancement after participating in the musical programme. They will learn how to conduct a drama/ musical lesson. They will also attempt using drama games in their regular English lessons to promote listening and speaking skills.</p>	<p>Our teachers can also modify the lesson plans and make use of the drama game ideas to fit in their own drama lessons in KS2.</p>	
Session	Teaching Focus								
1	Introduction to musical								

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2 – 3	Introduction to the story in the play + Drama games									
4 – 5	Analysis of the play + Voice projection									
6 – 7	Rhythm and body movement + Blocking (Scenes 1 and 2)									
8 – 9	Singing and Dancing (Song 1) + Blocking (Scenes 1 and 2)									
10 – 11	Singing and Dancing (Song 2) + Blocking (Scenes 3 and 4)									
12 – 13	Singing and Dancing (Song 2) + Blocking (Scenes 3 and 4)									
14 –15	Singing and Dancing (Song 3) + Blocking (Scene 5)									
16 – 17	Singing and Dancing (Song 3) + Blocking (Scene 5)									
18	Rehearsal + Tech Run									
19– 20	Full Dress Rehearsal									
✧ Sample rundown of a 90-minute musical training session <table border="1" data-bbox="125 1129 976 1310"> <thead> <tr> <th colspan="2">Learning and teaching activities</th> </tr> </thead> <tbody> <tr> <td>Ice breaking</td> <td>Teachers will show the video of the song once. Teachers will then ask students to sing along and dance with actions when singing.</td> </tr> </tbody> </table>		Learning and teaching activities		Ice breaking	Teachers will show the video of the song once. Teachers will then ask students to sing along and dance with actions when singing.					
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Teaching of skills	<p><b>Charade games</b> Teachers will brainstorm different emotions (e.g. sad, terrified, cheerful, cold, stubborn, energetic, disgusted, suspicious, mischievous, and relieved) with the students. Teachers will then ask students to act out different emotions using their facial expressions only.</p> <p>After that, teachers will play a game of charades and have a competition among different groups to guess the emotions teachers /students are acting out.</p> <p><b>Pair-work</b> Teachers demonstrate reading lines with certain emotions and ask students to guess what emotions the teacher is expressing. Students repeat the line “I’m powerful” several times and observe the change in voice and posture.</p> <p>Students will work in pairs. Each pair receives or picks one of the emotions and a situation. Give them a few minutes to confer and rehearse a pantomime with each other.</p>					
Analysing the script	Teachers will then go through a scene in the script with students and ask students the appropriate emotions the characters are expressing. Students will work in groups of 3 and practise reading lines with emotions.					
<p>✧ Copyright of the materials To ensure that our school can continue the musical programme upon completion of the project, terms about the copyright will be clearly stated in the contract signed with the service provider so that our school will have the full rights to use and modify all the resources developed, including the script and songs in the future.</p>						

