

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

**School Name:** S.K.H. Tseung Kwan O Kei Tak Primary School (English)

**Application No.:** D069 (for official use)

**(A) General information:**

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 15

2. No. of approved classes in the 2019/20 school year:

	P. 1	P. 2	P. 3	P. 4	P. 5	P. 6	Total
No. of approved classes	5	5	5	4	4	4	27

3. No. of operating classes in the 2019/20 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) received in relation to English Language curriculum in the past five years:

Name of the programme/project/support service	Grade level	Focus(es) of the programme/project/support service	External support (if any)
PLP-R/W	P. 1-3	Reading and Writing	NET Section, EDB
School-based Support Service	P. 4	Teaching non-fiction in English classroom through e-Reading	School-based 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. English Language teachers are dedicated and possess good subject knowledge.</li><li>2. The school management board is supportive and offers continuous guidance on teachers' professional development.</li><li>3. Three additional school-based Native-speaking English Teacher are hired by other school grants to enrich the English language environment.</li><li>4. Various graded reading resources are made available to students by subscription of different e-learning platform.</li></ol>	<ol style="list-style-type: none"><li>1. The PEEGS provide schools with opportunities to further promote English learning and teaching.</li><li>2. PLP-R/W programme helps establish a foundation in reading and writing.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. The school-based writing and reading curriculum is not well-developed.</li><li>2. Students' learning diversities pose challenges to English Language teaching.</li></ol>	<ol style="list-style-type: none"><li>1. Students lack interest in reading and writing 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>
Reading	<ul style="list-style-type: none"><li>• Hiring teaching assistants</li><li>• Purchasing printed books</li></ul>	P. 1 – P. 4

**(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	Proposed usage(s) of the Grant	Time scale	Grade level
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> <li>- conducting more English language activities*; and/or</li> <li>- developing more quality English language learning resources for students*</li> </ul> <p><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”</p> <p><i>(*Please delete as appropriate)</i></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 checked="" 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 a <del>part-time*</del> or full-time* teacher</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ part-time* or full-time*teaching assistant</p> <p><i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2020/21 school year</p> <p><input type="checkbox"/> 2021/22 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 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	Sustainability	Methods of progress-monitoring and evaluation
Employing a full-time supply teacher to create space for the core team to cater for learner diversity at Primary 4 to Primary 6 through developing a school-based writing curriculum					
<p><b>Objectives</b> To meet the diverse needs of students of different English proficiencies and learning styles, a school-based writing curriculum will be developed. As Primary 4 to Primary 6 students are streamed, differentiated learning and teaching activities will be designed to support the struggling learners and stretch the potential of high flyers for achieving the ultimate learning goals: developing and enhancing students' English proficiency for study, work and leisure through the English medium.</p> <p><b>Core team</b></p> <p><u>Composition</u> The English Language Panel Chairperson (EPC), the deputy EPC and 2 level English Language teachers at KS2 will form a core team for the development of the school-based writing programme. The PSM(CD) will serve as a consultant for the programme. Tentatively, around 7 lessons and other duties will be released from each core team members. The supply teacher will take up around 28 lessons and other duties.</p> <p><u>Duties</u> The core team will:</p> <ul style="list-style-type: none"> <li>✓ conduct co-planning meetings biweekly,</li> <li>✓ conduct curriculum review;</li> <li>✓ formulate the school-based writing framework;</li> <li>✓ co-develop the learning and teaching resources;</li> <li>✓ try out the newly developed materials;</li> <li>✓ conduct peer lesson observations at least once a term;</li> </ul>	<p>P. 4 – P. 6</p>	<p>Sept 2020 – Jun 2021</p> <p>Module 1 Co-planning <i>Sept 2020</i> Try out <i>Sept – Oct 2020</i> Evaluation <i>Oct 2020</i></p> <p>Module 2 Co-planning <i>Nov 2020</i> Try out <i>Nov – Dec 2020</i> Evaluation <i>Dec 2020</i></p> <p>Module 3 Co-planning <i>Jan 2021</i> Try out <i>Jan – Feb 2021</i> Evaluation <i>Mar 2021</i></p>	<p>A school-based writing curriculum for P. 4 to P. 6 will be developed.</p> <p>One resource kit, covering around 10 lessons will be developed for each module. A total of 12 sets will be developed for P.4 – P.6. Each set will include materials for the more able, average and less able students.</p> <p>80% of P.4 to P.6 students' writing skills will be improved by 5%.</p> <p>80% of P.4 to P.6 students agree that they are more confident in completing the writing tasks.</p>	<p>All soft and hard copies of teaching plans, resources and materials will be kept for future development and improvement.</p> <p>The core team members will share their experiences in planning and implementing the newly developed curriculum among other panel members through professional development workshops and meetings.</p> <p>The minutes and the resources of the teachers' sharing will be kept for references as well as future</p>	<p>Students' work with different abilities including reading and writing tasks will be kept for monitoring students' progress and reflecting learning and teaching effectiveness.</p> <p>Analysis of students' formative and summative assessments on writing.</p> <p>Surveys will be conducted to collect feedback from teachers and students at the end of second term. The collected data will be used for future planning and improvement on learning and teaching.</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation																																									
<p>✓ refine the teaching strategies employed and materials developed;</p> <p>✓ review students' performance and analyze data collected for progress-monitoring and evaluation;</p> <p>✓ gauge the overall effectiveness of the programme; and</p> <p>✓ conduct professional sharing sessions during the panel meetings at least once per term.</p> <p><b>Detail of the school-based writing programme</b></p> <p>✧ <b>Tentative framework</b> Tentative writing skills to be covered in the core and extended curriculum are tabulated below (C: core curriculum for all students, E: extended curriculum for high achievers).</p> <table border="1" data-bbox="185 754 943 1471"> <thead> <tr> <th rowspan="2"><i>Tentative writing skills</i></th> <th colspan="2"><i>P.4</i></th> <th colspan="2"><i>P.5</i></th> <th colspan="2"><i>P.6</i></th> </tr> <tr> <th><i>C</i></th> <th><i>E</i></th> <th><i>C</i></th> <th><i>E</i></th> <th><i>C</i></th> <th><i>E</i></th> </tr> </thead> <tbody> <tr> <td>• gather and share information and ideas by brainstorming, questioning and interviewing</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>• gather and share information, ideas and language by building concept maps, listing and observing</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>• plan and organise information, and express own ideas and feelings by deciding on the sequence of content</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>• plan and organise information, and express own ideas and feelings by</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> </tbody> </table>	<i>Tentative writing skills</i>	<i>P.4</i>		<i>P.5</i>		<i>P.6</i>		<i>C</i>	<i>E</i>	<i>C</i>	<i>E</i>	<i>C</i>	<i>E</i>	• gather and share information and ideas by brainstorming, questioning and interviewing	✓		✓		✓		• gather and share information, ideas and language by building concept maps, listing and observing		✓	✓		✓		• plan and organise information, and express own ideas and feelings by deciding on the sequence of content	✓		✓		✓		• plan and organise information, and express own ideas and feelings by				✓	✓			<p>Module 4 Co-planning <i>Mar 2021</i> Try out <i>Mar – Apr 2021</i> Evaluation <i>Apr 2021</i></p> <p>Overall programme evaluation and refinement of newly developed materials <i>May – Jun 2021</i></p>	<p>80% of P.4 to P.6 teachers involved agree that students' writing skills have improved.</p> <p>80% of P.4 to P.6 teachers involved agree that students are more confident in completing the writing tasks.</p> <p>100% of the teachers involved will acquire the knowledge or pedagogy of developing writing curriculum to cater for learner diversity.</p> <p>100% of the teachers involved will apply the knowledge or pedagogy acquired to develop writing curriculum to cater for learner diversity.</p>	<p>curriculum development and improvement.</p> <p>The core team members will serve as the level coordinators in 2021/2022.</p>	
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identifying purpose and audience for a writing task											
• write paragraphs which develop main ideas	✓		✓								
• express imaginative ideas with the help of cues		✓	✓								
• use paragraphs, capitalisation and conventional punctuation	✓										
• present main and supporting ideas and, where appropriate, with elaboration		✓	✓			✓					
• use a small range of language patterns	✓										
• use a wide range of vocabulary and language patterns		✓	✓			✓					
• use appropriate cohesive devices	✓		✓			✓					
• use appropriate formats and conventions of short written texts	✓										
• use appropriate formats, visual elements, conventions and language features when writing short written texts		✓	✓								
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Proposed school-based English Language curriculum initiative(s)							Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation										
writing/creating a variety of text types																					
• use story structure that comprises setting, characters, problems, events, and solutions	✓		✓																		
<i>Drafting, revising and editing written texts with teacher and/or peer support by:</i>	<i>P.4</i>		<i>P.5</i>		<i>P.6</i>																
	<i>C</i>	<i>E</i>	<i>C</i>	<i>E</i>	<i>C</i>	<i>E</i>															
combining ideas	✓		✓		✓																
rearranging the order of ideas, adding details, deleting irrelevant ideas	✓		✓																		
substituting words or phrases with more appropriate ones		✓	✓		✓																
re-reading the draft and correcting spelling, punctuation, grammar and vocabulary	✓		✓																		
presenting writing using appropriate layout and visual support such as illustrations, tables and charts		✓	✓		✓																
<p>✧ <b>Tentative modules and writing tasks to be covered</b>  Four modules will be selected and relevant resources will be developed for each target level. Tentative units and text types to be covered are tabulated below.</p> <table border="1"> <thead> <tr> <th>Levels</th> <th>Unit(s) covered</th> <th>Tasks</th> </tr> </thead> <tbody> <tr> <td rowspan="3">P. 4</td> <td>• Fantastic hobbies</td> <td>• writing a 4-step sequence story</td> </tr> <tr> <td>• The wonders of Hong Kong</td> <td>• writing a diary about a trip in Hong Kong</td> </tr> <tr> <td>• Cooking is fun</td> <td></td> </tr> </tbody> </table>												Levels	Unit(s) covered	Tasks	P. 4	• Fantastic hobbies	• writing a 4-step sequence story	• The wonders of Hong Kong	• writing a diary about a trip in Hong Kong	• Cooking is fun	
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		• Having fun at school	• writing a holiday plan				
		• Discover Hong Kong	• writing an itinerary				
	P. 5	• Chinese Culture Day	• writing a 4-step sequence story				
		• What an experience!					
		• Cooking the Korean way	• writing a recipe				
		• Good table manners	• replying to an email				
		• The careless chef					
		• A changing world	• writing a simple play script				
	P. 6	• Caught in the act	• writing a detective story				
		• What's on TV?	• writing a review about a TV programme				
		• Reading adventures	• writing a book report				
		• What I want to be	• writing an article about my dream job				
<b>Strategies to cater for learner diversity</b>							
<p>❖ <b>Tiered questioning</b> Teacher will ask students different levels of questions according to students' language proficiencies. Less able students will be provided with more support from teachers when attempting challenging questions.</p>							
<p>❖ <b>Feedback from peers and teachers</b> The writing tasks will also be divided into manageable tasks.</p>							



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<p>Feedback will be given to students on their learning progress. Peer feedback and feedback from teachers will be given and the foci of the feedback differ. Peer feedbacks focus mainly on the content and the target language items while feedback from teachers will be more comprehensive and all aspects will be covered.</p> <p>❖ <b>Differentiated input and support</b>  Graded reading texts and differentiated worksheets will be provided to students as input for writing. For less able students, they will be given model of target language items for completion of the tasks. More able students will be given headings or guiding questions. Average students will be given both depending on the task difficulty.</p> <p>Teacher will assist students of different abilities to showcase their works in various ways. It could be a presentation, a skit performance and/or reading aloud. Students will be allowed to choose the format of presentation.</p> <p>❖ <b>Flexible grouping strategies (pair and group)</b>  Students will work in pairs and groups for completing the learning tasks. Mixed ability groupings will be adopted to promote peer learning. Both more able and less able students will be assigned a role for the tasks and they will take turn to be the leader of the group.</p> <p>❖ <b>Individualized goal setting</b>  Teacher will spell out the expectations and students will set their own goals for the writing tasks. For example, teacher will list out the basic and additional task requirements to be attained. Students will be given detailed guidelines for the task requirements and they will be encouraged to set their own goals. Teachers will provide support and guide</p>					

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<p>students to achieve the goals.</p> <p>✧ <b>Sample module</b></p> <table border="1" data-bbox="185 309 958 1495"> <tr> <td data-bbox="185 309 376 360"><i>Level</i></td> <td data-bbox="376 309 958 360">P. 4</td> </tr> <tr> <td data-bbox="185 360 376 411"><i>Topic</i></td> <td data-bbox="376 360 958 411">Hobbies</td> </tr> <tr> <td data-bbox="185 411 376 462"><i>GE unit</i></td> <td data-bbox="376 411 958 462">Fantastic hobbies</td> </tr> <tr> <td data-bbox="185 462 376 513"><i>Writing task</i></td> <td data-bbox="376 462 958 513">writing a 4-step sequence story</td> </tr> <tr> <td data-bbox="185 513 376 852"><i>Target language items</i></td> <td data-bbox="376 513 958 852"> <ul style="list-style-type: none"> <li>✓ Vocabulary items: <ul style="list-style-type: none"> <li>- hobbies</li> <li>- verb-noun collocations</li> <li>- adjectives to describe emotions</li> <li>- adverbs of frequency</li> </ul> </li> <li>✓ Language structures: <ul style="list-style-type: none"> <li>- Using adverbs of frequency</li> <li>- Using ‘-ing’ nouns or noun phrases to refer to activities</li> </ul> </li> </ul> </td> </tr> <tr> <td data-bbox="185 852 376 1369"><i>Target writing skills</i></td> <td data-bbox="376 852 958 1369"> <ul style="list-style-type: none"> <li>✓ Gather and share information, ideas and language by using strategies such as using mind maps and questioning</li> <li>✓ Plan and organise information, and express own ideas and feelings by identifying purpose and audience for a writing task</li> <li>✓ Use a small range of language patterns such as different verb forms and structural patterns</li> <li>✓ Use appropriate cohesive devices</li> <li>✓ Use appropriate formats, conventions and language features</li> <li>✓ Draft, revise and edit short written texts</li> </ul> </td> </tr> <tr> <td colspan="2" data-bbox="185 1369 958 1420"><b>Teaching and learning activities</b></td> </tr> <tr> <td data-bbox="185 1420 394 1495"><b>Pre-writing</b></td> <td data-bbox="394 1420 958 1495"> <u>Activating the schema</u>  ➤ <b>Discussion about hobbies and</b> </td> </tr> </table>	<i>Level</i>	P. 4	<i>Topic</i>	Hobbies	<i>GE unit</i>	Fantastic hobbies	<i>Writing task</i>	writing a 4-step sequence story	<i>Target language items</i>	<ul style="list-style-type: none"> <li>✓ Vocabulary items: <ul style="list-style-type: none"> <li>- hobbies</li> <li>- verb-noun collocations</li> <li>- adjectives to describe emotions</li> <li>- adverbs of frequency</li> </ul> </li> <li>✓ Language structures: <ul style="list-style-type: none"> <li>- Using adverbs of frequency</li> <li>- Using ‘-ing’ nouns or noun phrases to refer to activities</li> </ul> </li> </ul>	<i>Target writing skills</i>	<ul style="list-style-type: none"> <li>✓ Gather and share information, ideas and language by using strategies such as using mind maps and questioning</li> <li>✓ Plan and organise information, and express own ideas and feelings by identifying purpose and audience for a writing task</li> <li>✓ Use a small range of language patterns such as different verb forms and structural patterns</li> <li>✓ Use appropriate cohesive devices</li> <li>✓ Use appropriate formats, conventions and language features</li> <li>✓ Draft, revise and edit short written texts</li> </ul>	<b>Teaching and learning activities</b>		<b>Pre-writing</b>	<u>Activating the schema</u> ➤ <b>Discussion about hobbies and</b>					
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<p><i>Strategies used:</i></p> <ul style="list-style-type: none"> <li>✓ use of multi-modal texts</li> <li>✓ flexible groupings</li> <li>✓ differentiated learning materials</li> </ul>					

**interests**  
Teacher will show students a video clip about different hobbies and interests.

- ★ *Hobbies and Interests*  
<https://www.youtube.com/watch?v=1FLRGat2Z6I>

Students will complete a worksheet while watching the video clip. A vocabulary worksheet with pictures of the hobbies will be given for completion while watching.

- ★ For the less able students, they will be asked to match the vocabulary items with the pictures while watching.
- ★ For the average students, they will be asked to write down the words for each picture while watching. Some challenging vocabulary items which have not been covered in the reading texts will be given.
- ★ For the more able students, they will be asked to write down the words for each picture while watching. The first few letters of the challenging vocabulary items (around 10%) which have not been covered previously will be given.

Teacher will go through the worksheet

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<p>with students to check the answer. Teacher will also highlight the target language structure while checking the answer and the elaborations about the hobby.</p> <ul style="list-style-type: none"> <li>★ Think-Pair-Share: Students will then work in pair to talk about their hobbies and give elaborations about it. Teacher will then invite some pairs to share it with the whole class.</li> </ul> <p><b>Introduction to the text type</b></p> <ul style="list-style-type: none"> <li>➤ <b>Story structure</b> Teacher will show students a 4-frame comic strip and introduce the basic elements of a story (setting, character, problem and solution, ending) and demonstrate how to complete a story map based on the comic strip.</li> <li>★ <i>Eco Friendly Reuse Tips - Shopping Bags</i> <a href="https://greenplanet4kids.com/comic-strip/eco-friendly-reuse-tips-shopping-bags">https://greenplanet4kids.com/comic-strip/eco-friendly-reuse-tips-shopping-bags</a></li> </ul> <p>Students will then be given another comic strip and work in groups to complete the story map.</p> <ul style="list-style-type: none"> <li>★ <i>Eco-Friendly Reuse Tip - Egg Carton Storage</i> <a href="https://greenplanet4kids.com/comic-strip/eco-friendly-reuse-tip-egg-carton-storage">https://greenplanet4kids.com/comic-strip/eco-friendly-reuse-tip-egg-carton-storage</a></li> </ul>					

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<p><a href="#">egg-carton-storage</a></p> <ul style="list-style-type: none"> <li>★ For the more able students, only headings will be provided.</li> <li>★ For the average students, guiding questions and headings will be provided.</li> <li>★ For the less able student, headings, guiding questions and key words will be provided.</li> </ul> <p>➤ <b>Recap: Text type features of a story</b> Teacher will read a short fable with students and highlight the two basic text type features of a story: use of past tense and dialogues.</p> <ul style="list-style-type: none"> <li>★ <i>The Fisherman &amp; the Little Fish</i> <a href="http://read.gov/aesop/031.html">http://read.gov/aesop/031.html</a></li> </ul> <p>Students work in groups to revise an adapted story script based on the story “The Lion and the Mouse”. The foci will be the two target text type features and they will be removed from the adapted text.</p> <ul style="list-style-type: none"> <li>★ Less able students will be asked to identify the missing text type features and locate the parts where revision should be made.</li> <li>★ Average students will be asked to identify the missing text type features and rewrite the parts.</li> <li>★ Other than adding the text type features, more able students will</li> </ul>					

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	be asked to give the story a new ending.					
<b>While-writing</b>  <i>Strategies used:</i> ✓ Setting individual-ized goals ✓ Varying support ✓ Peer learning	➤ <b>Group writing</b> Students will work in groups to write a story based on the 4-frame comic strip and the story map prepared.  ➤ <b>Jigsaw writing</b> Students will be divided into a group of four so that each student will work on one of the frames. Students working on the same frame will first brainstorm and write down key words. Students will then go back to their own groups and students will take turn to share the ideas gathered. Teacher will then guide students to organize the ideas and write the story.  ➤ <b>Individual writing task</b> Students will be given an individual writing task, writing a 4-step sequencing story based on the prompt given. Students will first work in pairs to prepare a story map. Two pairs will then work in groups to share their work with each other. Students will feedback on the story map written.  Teacher will invite some students to share their work with other classmates. Other students and the teacher will provide feedback.					

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<p>Students will then write the story based on the story map prepared. Differentiated writing task sheets will be provided.</p> <ul style="list-style-type: none"> <li>★ For the more able students, guiding questions will be provided.</li> <li>★ For the average students, guiding questions and some key words will be given.</li> <li>★ For the less able student, guiding questions and all the key words will be provided.</li> </ul> <p>➤ <b>Setting individualized goals</b> Students can set their goals with reference to the basic and the additional requirements. Students fulfilling the additional task requirements will be awarded bonus mark.</p> <ul style="list-style-type: none"> <li>★ Basic task requirement: Students write the story with the one of the text type features introduced.</li> <li>★ Additional requirement: Students write the story with the two text type features introduced and introduce new characters to the story.</li> </ul> <p>➤ <b>Feedback on first draft</b> Students will first draft the story using the story map for peer review.</p>					

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	<p>Teacher will go through a writing checklist which details the target vocabulary items, target language items, text type features. Students will work in pairs to feedback on their partners' work. After students receiving the suggestions from their partners, students will then revise their work and teacher will provide feedback to students for revision.</p>					
<p><b>Post-writing</b></p> <p><i>Strategies used:</i></p> <p>✓ Various feedback</p>	<p>➤ <b>Focused marking and self-evaluation</b></p> <p>Teacher will choose a few items as focus such as the use of past tense and punctuation of dialogues. Teacher will highlight the mistakes by using marking codes. After completing the writing task, students will be asked to self-evaluate their own work by completing a checklist as well as reviewing the types of mistakes and frequency made. Teacher will collect the data and prepare follow-up tasks.</p> <p>➤ <b>Showcasing students' work</b></p> <p>Students will be asked to share the stories written to other students. Students can choose to present the story by various means such as oral presentation, read aloud or performing a skit.</p>					