

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

School Name:Ho Shun Primary School (sponsored by Sik Sik Yuen)(English)

Application No.:B084 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 12
2. No. of approved classes in the 2017/18school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	4	2	3	3	3	20

3. No. of operating classes in the 2017/18school 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	5	4	2	3	3	21

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)
Nil for the past five years			

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Teachers are well-trained and experienced. They are ready to adopt different teaching strategies to facilitate pupils' language development.2. Our pupils enjoy learning through activities.	<ol style="list-style-type: none">1. Teachers are encouraged to use different teaching strategies in the English lessons.
Weaknesses	Threats
<ol style="list-style-type: none">1. Learning English as a second language is difficult for most students.2. Many of the students do not have strong motivation to learn English because English is not their social language.3. There are not enough opportunities for students to expose to authentic English at school.	<ol style="list-style-type: none">1. Many cross-border and transfer students have been admitted to the school. They have weak English foundation and only a few students have studied English in kindergarten.2. Parental supports are low.

**(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:
(More rows can be added, if needed.)**

Area(s) of Development	Usage(s) of the grant	Grade Level
<ol style="list-style-type: none">1. To develop a school-based reading and writing programme for P.3-P.4	<ol style="list-style-type: none">1. To employ a full-time teacher who is proficient in English2. To purchase reference and resource books	P.3-4

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

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><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” <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 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 type="checkbox"/> Employ full-time* or part-time* 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"/> 2018/19 school year</p> <p><input type="checkbox"/> 2019/20 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 type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6):</p> <p>_____</p> <p>_____</p> <p>_____</p>

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

(More rows can be added, if needed.)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) To procure professional services to conduct a phonics and language arts programme for P.1 to enrich the English language environment in school					
<p><u>P.1 Phonics programme</u></p> <p>The P.1 phonics programme aims at enhancing students' phonics skills through language arts. Since many of them do not have a good foundation nor interest in English learning, the programme aims at bridging the missing knowledge of English phonics for students transitioning from kindergarten to primary 1. The phonics programme includes the teaching of the basic letter-sound relationships and the application of such knowledge to facilitate reading and spelling.</p> <p><u>The expected qualification of the phonics instructor(s):</u></p> <p>The phonics instructor(s) should be Bachelor's Degree holder(s) with experience in teaching phonics in primary schools. Native English-speaking proficiency is much preferred.</p> <p><u>Collaboration between the existing English teachers and instructor(s):</u></p> <ul style="list-style-type: none"> The existing English teacher in P.1 and the English panel will be the core member of the programme. The NET will give advice to the core team. The existing English teacher will co-design and co-plan 24 lessons (1 hr per lesson) 	<p>P.1</p>	<p>P.1 phonics activities</p> <p>Co-planning and developing materials:</p> <p>September/2018 to May 2019</p> <p>Trial: Sept 2018 to Oct 2018</p>	<ul style="list-style-type: none"> - 24 sets of resource materials on phonics activities for Primary 1 will be co-developed by the instructors and the existing English teachers. Materials will include lesson plans, worksheets and teaching aids. - 60 percent of Primary 1 students will improve their confidence and skills in reading aloud and spelling per year. - 50 percent of Primary 1 students will show improvement in phonics skills after the project. 	<ul style="list-style-type: none"> - Participating teachers will be the seed teachers. They will transfer the pedagogy and ideas to other English teachers in sharing session which will be conducted at the end of the 2nd term. - The materials co-developed by the teachers and instructors will be owned and used by school. 	<ul style="list-style-type: none"> - Lesson observation will be conducted. Evaluation will be carried out during the co-planning lessons. - The core team members and teachers involved in the teaching and planning will evaluate the effectiveness of the materials developed in co-planning meetings and report to all English teachers during sharing meetings or panel meetings.

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

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

³Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>with the drama instructor(s).</p> <ul style="list-style-type: none"> For each lesson, there will be lesson plans, worksheets and other teaching aids co-developed by the instructor(s) and the core team. 4 demonstrations and 16 co-teaching sessions will be conducted. The existing English teachers will co-teach with the instructor(s) and take up half of the teaching duties in class. The demonstration by the instructor aims to equip the teachers with knowledge, skills and confidence in delivering phonics teaching. 4 tryouts will be conducted by the existing English teachers. The instructors will observe and give comments to the teachers and evaluate the effectiveness of their teaching. After observing the tryouts, the core team will evaluate the lessons and give the feedback to the teachers during the co-planning sessions. 2 evaluation meetings (2 hours each) will be held to evaluate the effectiveness of the programme. There will be a sharing session by the teachers involved in the programme for the English panel at the end of the year. <p><u>Implementation details:</u></p> <p>Intensive phonics teaching with language arts sessions will be organised for all P.1 students. Language arts will provide interesting yet meaningful context for students in learning and consolidating phonics skills. Students will also learn basic features of language arts forms such as songs, poems, nursery rhymes and to read aloud with appropriate stress, rhythm and intonation. The proposed phonics programme will only focus on enhancing students' phonics skills, communicative use of language such as speaking skills will not be a teaching focus. 2</p>			<ul style="list-style-type: none"> Over 60 percent of students at P.1 will improve their assessment results on speaking and listening assessment by 5 percent in 1 year's time. 100 percent of the participating English teachers will acquire knowledge/pedagogy of conducting phonics activities for Primary 1. 70 percent of the participating English teachers will apply phonics elements in Primary 2 to 3. 	<p>Materials will be further revised each year to add new school-based elements so that pedagogy can be transferred and sustained.</p> <ul style="list-style-type: none"> There will be video-taping of the lessons for record and disseminating good teaching practices after completion of the project. 	<ul style="list-style-type: none"> All records of meetings will be kept. The core members and the panels will monitor and supervise the services once a month. The core group will observe the lessons twice a year. There will be survey for teachers and students to evaluate the effectiveness of the programme.

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<p>to 3 instructors will be hired to give lessons. There will be 24 lessons per class for one school year, 12 lessons for each term. The lessons will be held during the extra-curricular activity period.</p> <p>The following letter sounds and language arts materials will be covered with the use of language arts texts.</p> <table border="1" data-bbox="129 528 943 1305"> <thead> <tr> <th data-bbox="129 528 622 603">Examples of letter sounds to be covered</th> <th data-bbox="629 528 943 603">Example of language arts materials</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 608 622 719"> Initial consonants: b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z </td> <td data-bbox="629 608 943 719"> - Songs - Tongue twisters - Nursery rhymes - Poetry </td> </tr> <tr> <td data-bbox="129 724 622 836"> Ending consonants: b, c, d, f, g, k, l, m, n, p, s, t, v, x, z </td> <td data-bbox="629 724 943 836"> - Riddles - Stories </td> </tr> <tr> <td data-bbox="129 841 622 952"> Initial consonant digraphs: ch, ph, sh, th, wh, </td> <td data-bbox="629 841 943 952"></td> </tr> <tr> <td data-bbox="129 957 622 1069"> Ending consonant digraphs: ch, ck, ng, gh, ph, sh, th </td> <td data-bbox="629 957 943 1069"></td> </tr> <tr> <td data-bbox="129 1074 622 1185"> Short vowels: a, e, i, y, o, u </td> <td data-bbox="629 1074 943 1185"></td> </tr> <tr> <td data-bbox="129 1190 622 1302"> Long vowels: a, e, i, o, u </td> <td data-bbox="629 1190 943 1302"></td> </tr> </tbody> </table> <p>Other letter sounds such as initial consonant blends (bl, cl, fl, pl, sl, br, cr, dr, fr, gr, tr, sk, sn, sp, st, sw), ending consonant blends (ft, ld, lk, lt, mp, nd, nk, nt, sk, st) and other vowels: (ar, ir, oi, short oo, long oo, or, ou, schwa) may also be covered.</p> <p>The language arts materials selected for each week would tie in</p>	Examples of letter sounds to be covered	Example of language arts materials	Initial consonants: b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z	- Songs - Tongue twisters - Nursery rhymes - Poetry	Ending consonants: b, c, d, f, g, k, l, m, n, p, s, t, v, x, z	- Riddles - Stories	Initial consonant digraphs: ch, ph, sh, th, wh,		Ending consonant digraphs: ch, ck, ng, gh, ph, sh, th		Short vowels: a, e, i, y, o, u		Long vowels: a, e, i, o, u						
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<p>with the themes of the GE curriculum.As an extension of learning, language arts materials will also cover the selected letter sounds covered in the GE curriculum.</p> <p>Target phonics skills to be covered:</p> <ul style="list-style-type: none"> - understanding the relationship between sounds and letters - use phonological strategies to sound out multisyllabic words(breaking words into syllables) <p>Our teachers will make use of the newly-developed teaching materials after completion of the project. In this regard, our school will ensure ownership of the copyrights of the materials after the service period.</p>					
(2) To procure professional services to conduct in-class drama activities and elite drama programme for P.2 and 3 to enrich the English language environment in school					
<p><u>P.2-3 in-class drama programme</u></p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • To increase students' motivation in English learning to promote students' willingness and confidence in using English. • To empower students with language skills and enable them to use elements of drama in English speaking. Speaking, reading, listening are the targeted language skills for the drama programme. • To enhance teachers' professional development in the teaching of language arts. <p><u>Expected qualification of the drama instructor(s):</u></p> <ul style="list-style-type: none"> • The drama instructor(s) are expected to be Bachelor's Degree holders with experiences in teaching drama in primary schools. Native English-speaking proficiency is much preferred. 	P.2-3	<p>P.2-3 in-class drama activities</p> <p>Implementation period: September/2018 to May 2019</p>	<ul style="list-style-type: none"> - 1 set of resource materials covering 10 in-class drama activities for Primary 2 and 3 per year respectively will be co-developed by the instructors and the existing English teachers. Materials will include scripts, lesson plans, worksheets and teaching aids. - 60 percent of Primary 2 and 3 students will improve their confidence and skills 	<ul style="list-style-type: none"> - Participating teachers will be the seed teachers. They will transfer the pedagogy and ideas to other English teachers in sharing session which will be conducted at the end of the 2nd term. - The materials co-developed by the 	<ul style="list-style-type: none"> - Lesson observation will be conducted. - Evaluation will be carried out during the co-planning lessons. - The core team members and teachers involved in the teaching and planning will evaluate the effectiveness of the materials developed in

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<p><u>Implementation details:</u></p> <ul style="list-style-type: none"> The drama lessons (2 double lessons, 60 minutes) will be held in class once a week for P.2 and P.3. There will be 10 drama lessons per year for both levels for the school year. Target language structures and themes from GE textbook in P.2 and P.3 will be chosen to develop the drama games and speaking exercises. Details are as follows: 			<p>in speaking per year.</p> <ul style="list-style-type: none"> 50 percent of Primary 2 and 3 students will acquire drama skills and show confidence in acting. 100 percent of the participating English teachers will acquire knowledge/pedagogy of conducting drama activities for Primary 2-3. 70 percent of the participating English teachers will apply drama elements in other levels. 	<p>teachers and instructors will be owned and used by school. Materials will be further revised each year to add new school-based elements so that pedagogy can be transferred and sustained.</p> <ul style="list-style-type: none"> The drama club will continue to run after the project period. Participating There will be video-taping of the lessons to disseminate good teaching practices. 	<p>co-planning meetings and report to all English teachers during sharing meetings or panel meetings.</p> <ul style="list-style-type: none"> All the records of meetings will be kept . There will be survey for teachers and students to evaluate effectiveness of the programme. 								
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<p>3B</p> <p>something exists. ✓ Use formulaic expression to express feelings</p> <p><u>Unit 3 I'm hungry</u> ✓ Use the interrogative adverb 'how' to ask about prices ✓ Use adjectives to show quantities ✓ Use noun phrases to refer to quantities</p> <p><u>Unit 4 My Diary</u> ✓ Use the simple past tense to talk about past activities or action ✓ Use the connectives 'so' to show results</p> <p><u>Unit 6 Fun activities</u> ✓ Use the interrogative adverbs 'where' to ask about location ✓ Use the interrogative pronouns 'what' to find our specific information about a person ✓ Use formulaic expressions to express positive comment on provide an event</p> <p>Term 1: lesson 1 to 5 Introduction, set up classroom routine, warm up games for training movement, spacing, speaking skills including pronunciation and voice projection. The language focus will be practised in the speaking exercises.</p> <p>Term 2: lesson 6 to 10</p> <p>Warm up games and speaking exercises for training stage direction and speaking skills including expressing emotions through voice. The language focus will be practised in the speaking exercises.</p>					

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<ul style="list-style-type: none"> • The existing English teachers in P.2 and P.3 and the drama instructors will collaborate through co-designing, co-planning and co-teaching the drama programme of 10 lessons. 5 co-planning meetings(2 hours each) will be held in each level to develop the teaching strategies and materials. • The drama instructor(s) will conduct the first 2 lessons as demonstration for each class in P.2 and P.3.The demonstration aims to equip the teachers with knowledge, skills and confidence in implementing theEnglish drama programme.The existing English teachers will observe and help in classroommanagement. After the first 2 lessons, the existing English teachers will co-teach with drama teachers for each class for 6 times. • 2 try-outs will be conducted by the existing English teachers. The drama tutor will observe these teacher’s teaching and then provide them with feedback. • 2 evaluation meetings (for 2 hours) will be held to evaluate the effectiveness of the whole programme. A sharing session will be held for the English panel at the end of the school year. • Students showing talent in acting during the in-class drama programme will be recommended to join the drama club in the co-curricular activity period. <p><u>P.2-3 elite drama programme</u></p> <ul style="list-style-type: none"> • To enhance students’ communication skills • To increase the students’ exposure to authentic English • To allow students to learn to appreciate language arts • To arouse students’ interest in language arts through the post-examination performance 		<p>P.2-3 elite drama programme</p>	<ul style="list-style-type: none"> - One set of resource materials (which covers 22 drama sessions) for the elite 	<ul style="list-style-type: none"> - Participating teachers will be the seed teachers. They 	<ul style="list-style-type: none"> - Lesson observations will be conducted. - Evaluation of the effectiveness will

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<p><u>Expected qualification of the drama instructor(s):</u></p> <ul style="list-style-type: none"> The drama instructor(s) are expected to be Bachelo'sr Degree holders with experiences in teaching drama in primary schools. Native English-speaking proficiency is much preferred. <p><u>Selection of students:</u></p> <ul style="list-style-type: none"> Around 30 students will be selected from P.2-3 to join the drama club based ontheirgood academic results and their proficiency in English. <p><u>Implementation details:</u></p> <ul style="list-style-type: none"> The elite drama programme of 22 1-hour sessions will be conducted once a week from Sept2018to June 2019 during the co-curricular activity period. <p>The existingEnglish teachers and the instructors will co-plan and co-teach for the musical production.The existing English teachersand the instructors:</p> <ul style="list-style-type: none"> The English panel and existing English teachers, the NET will take turns to collaborate with the instructors toselect or co-writing the scripts, design, plan and teach in the dramalessons in English. Follow-up actions will be taken by the core team (panel heads) after the lesson observations/try-outs: the existing English teachers will take minutes, reflections and feedback will be collected. Good teaching practices will be disseminated in sharing sessions to English teachers in other levels <ul style="list-style-type: none"> ➢ Number of co-planning sessions with the instructor: 10 times (1 hour per session) ➢ Number of demonstrations by the instructor: 4 times (1 		<p>Implementat-ion period: Sept 2018 to June2019</p>	<p>drama programme for Primary 2 and 3 will be co-developed by the instructors and the existing English teachers. Materials will include lesson plans, worksheets and teaching aids.</p> <ul style="list-style-type: none"> - 80 percent of Primary 2 and 3 students in the elite drama programme will improve their confidence and skills in speaking per year. - 80 percent of Primary 2 and 3 students in the elite drama programme will be more willingly to use English in daily communication after the project. - Over 60 percent of Primary 2 and 3 studentswill improve their assessment results on speaking and listening assessment by 5 percent in 1 year's time. 	<p>will transfer the pedagogy and ideas to other English teachers in sharing sessionwhich will be conducted atthe end of the 2nd term.</p> <ul style="list-style-type: none"> - The materials co-developed by the teachers and instructors will be owned and used by school. Materials will be further revised each year to add new school-based elements so that pedagogy can be transferred and sustained. - Lessons and performances 	<p>be done.</p> <ul style="list-style-type: none"> - The core team members and teachers involved in the teaching and planning will evaluate the effectiveness of the materials being developed in co-planning lessons and report to all English teachers during sharing meetings or panel meetings. - All the records of meetings will be kept. - There will be survey for teachers and studentsto evaluate effectiveness of the programme.

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<p>hour per session)</p> <ul style="list-style-type: none"> ➤ Number of co-teaching sessions with instructor: 14 sessions (1 hour per session). ➤ Try-out by the existing English teachers: 4 sessions (1 hour per session). ➤ Evaluation meetings: 3 times (2 hours per session). <ul style="list-style-type: none"> • Rundown for the 24 sessions are as follows: Lessons 1-3: Introduction, warm-up game, body movements and expressing emotions Lessons 4-6: Understanding and reading the script, blocking Lessons 7-13: Blocking, voice control and stage directions Lessons 14-16: Acting and stage directions Lessons 17-20: Acting with backdrops and change of scenes Lesson 21-22 Rehearsal with backdrops and change of scenes • Dress rehearsal (additional 4 hours) will be arranged for the final performance. Students will perform before the whole school during the post exam period. We hope that this will arouse students' interest of language arts to the whole school level. • Our school will be entitled to all copyrights of the materials written by the LETs and NET after the service period. 			<ul style="list-style-type: none"> - 100 percent of the participating English teachers will acquire knowledge/pedagogy of conducting drama activities for Primary 2-3. - 70 percent of the participating English teachers will apply drama elements in other levels. 	<ul style="list-style-type: none"> - will be video-taped to disseminate good teaching practices. - The elite drama programme of P.2-3 will continue to run after completion of the project. 	

