

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

**School Name:** Lam Tin Methodist Primary School (English)

**Application No.:** B 077 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 17

2. No. of approved classes in the 2017/18 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	5	5	5	5	30

3. No. of operating classes in the 2017/18 school year: (if different from the number of approved classes)

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

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (More rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
PLPR	P.1-P.2	Key Stage 1 (KS1) reading skills	NET Section, EDB
Enhancing the P.4 writing curriculum	P.4	P.4 writing	English Language Support Services, Language Learning Support Section, EDB

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

<b>Strengths</b>	<b>Opportunities</b>
<ul style="list-style-type: none"><li>1. Supportive school head</li><li>2. A liberal school climate conducive to sustainable professional development</li><li>3. Well-developed co-planning culture</li><li>4. A team of hardworking teachers with curriculum leadership</li><li>5. Well-developed school-based English home reading programme for P.1-P.6</li></ul>	<ul style="list-style-type: none"><li>1. Provision of a small-class environment that creates space for cultivating independent in-class learning</li><li>2. Support from EDB on curriculum planning</li><li>3. As for the previous EEG Scheme, the school utilized the funding for developing a school-based reading programme for KS2 and it has good reputation among our teachers and students.</li></ul>
<b>Weaknesses</b>	<b>Threats</b>
<ul style="list-style-type: none"><li>1. Students' lack of real life exposure to English owing to insufficient structured English activities to encourage students to use English at school</li><li>2. Students' unsatisfactory reading and writing skills (especially with non-fiction texts) as evidenced by TSA results, internal assessments and classroom performance</li><li>4. Limited alignment between the school's current curriculum and updated English Curriculum</li></ul>	<ul style="list-style-type: none"><li>1. Great learning diversities exist among pupils and their English skills vary a lot.</li><li>2. Competition from neighbouring schools</li><li>3. Pressure from parents as they demand better English results from their children</li></ul>

**(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
<ul style="list-style-type: none"> <li>● Developing a school-based English home reading programme that cultivates students' English reading habit and ability</li> </ul>	<ul style="list-style-type: none"> <li>● Procuring professional services to assess the reading ability levels of P.4-6 students</li> <li>● Purchasing readers for the home reading programme according to the above results</li> </ul>	P.4-6
<ul style="list-style-type: none"> <li>● Developing a school-based reading programme to prepare them for Key Stage 3 through exposing them to different text types</li> </ul>	<ul style="list-style-type: none"> <li>● Co-developing the teaching and learning materials for the school-based reading programme with a service provider</li> <li>● Hiring teachers proficient in English to co-teach the lessons with LETs</li> </ul>	P.4-6
<ul style="list-style-type: none"> <li>● Providing train-the-trainer workshops for all English teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Hiring experts from a service provider to conduct two professional development workshops on the teaching of reading skills</li> </ul>	All English teachers of all year levels

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

<b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	<b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	<b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	<b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<input checked="" 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 reading* <del>or literacy*</del> 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 checked="" type="checkbox"/> Purchase learning and teaching resources  <input type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i>  <input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i>  <input checked="" type="checkbox"/> Procure service for conducting English language activities	<input checked="" type="checkbox"/> 2018/19 school year  <input checked="" type="checkbox"/> 2019/20 school year	<input checked="" type="checkbox"/> P.1 <input type="checkbox"/> P.2 <input type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input type="checkbox"/> P.5 <input checked="" type="checkbox"/> P.6 <input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>

**(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
(1) To procure professional services to conduct the P.1 Bridging Course to enrich the English language environment in school					
<p>Implementation details of (1)</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>A P.1 bridging course will be delivered by teachers and instructors hired through a service provider in Aug 2019 and Aug 2020. Each course will: <ul style="list-style-type: none"> <li>consist of five 1.5-hour sessions. There will be 1 lesson per day; and</li> <li>target around 25-30 P.1 students per class and all P.1 students will be involved.</li> </ul> </li> <li>The programme will commence in the last week of August, right before the start of a new school year to help smoothen the transition from kindergarten to primary school. With the support from course instructors, teachers will acquire requisite knowledge and skills on running the proposed programme for students of different school years.</li> </ul> <p><b>Requirements of the course instructors:</b></p> <ul style="list-style-type: none"> <li>Instructors should: <ul style="list-style-type: none"> <li>be bachelor's degree holders;</li> <li>possess TESOL qualifications; and</li> <li>preferably with teaching experience in Hong Kong.</li> </ul> </li> </ul>	P.1	<p>Aug 2019 and Aug 2020</p> <p><b>Co-planning</b> Jul 2019 Jul 2020</p> <p><b>Implementation</b> Aug 2019 Aug 2020</p> <p><b>Evaluation</b> Sept 2019 Sept 2020</p>	<p>A P.1 bridging course teaching pack consisting of lesson plans, PowerPoint slide shows and handouts covering 5 double periods will be developed.</p> <p>On students' performance: 80% of the parents of the participating P.1 students will agree that the course is useful to their children.</p> <p>80% of the P.1 students will enjoy the lessons.</p> <p>80% of the teachers involved in the courses observe that the targets set for the courses (understanding basic instructions and mastering basic phonic skills) are achieved.</p>	<p>The materials developed for the programme will be owned by the school. The school will be allowed to use the materials freely after the contract period.</p> <p>With the materials developed, similar programme will be conducted for new P.1 students after the contract period.</p> <p>As there will be LETs co-teaching the lessons, they will be able to</p>	<p>Records of each lesson (e.g. materials used, students' performance) will be kept for future reference.</p> <p>Continual class observation of the bridging course</p> <p>Teachers will feedback on the impact of the course through survey.</p> <p>Students' feedback of their interest of lessons and knowledge acquired through survey</p> <p>Parents will feedback on the impact of the course through</p>

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<p><b>Collaboration between subject teachers and instructors:</b></p> <ul style="list-style-type: none"> <li>● The school will assign an experienced P.1 English teacher to be the coordinator of the bridging course. The English panel chairperson and the bridging course coordinator will conduct co-planning meetings with the service provider prior to the bridging programme to communicate the needs of school.</li> <li>● The service provider and teachers will co-develop course materials such as notes and worksheets for students as well as teaching resources such as PowerPoint slides and props for learning activities.</li> <li>● P.1 subject teachers will observe and co-teach the lessons with the instructors: <ul style="list-style-type: none"> <li>✧ Lesson 1: Lesson demonstrations will be conducted by the course instructors. Teachers will observe the lessons, learn about effective instructional strategies and provide individual support to weak learners.</li> <li>✧ Lessons 2-4: Instructors and P.1 teachers will co-teach the lessons.</li> <li>✧ Lesson 5: P.1 teachers will conduct the lessons. Instructors will observe the lessons and provide detailed feedback on implementation.</li> </ul> </li> <li>● The school coordinator, English panel chair and the curriculum developer will observe the lessons at least twice to ensure that the P.1 teachers have acquired the techniques in delivering language activities in class.</li> <li>● The school teachers involved will have an evaluation meeting with the service provider upon completion of the course to report their observations and advise on adjustments needed to be made for the bridging course</li> </ul>			<p>85% of the students will be able to master at least 80% of the target sounds as evidenced by results of the post-test conducted in September 2019 and 2020.</p> <p>On English teachers' professional enhancement: 100% of the English teachers involved in the programme will acquire knowledge of what to pay attention to when designing and implementing a bridging course for P.1 students.</p> <p>80% of the teachers involve in the programme agree that they feel more confident in delivering lessons to P.1 students in the coming school year.</p> <p>100% of the teachers involved in the programme agree that</p>	<p>acquire skills to conduct similar bridging lessons for students after completion of the project.</p> <p>Professional sharing sessions on the project will be conducted during English panel meetings.</p>	survey.

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<p>of the following year.</p> <ul style="list-style-type: none"> <li>After the course, P.1 teachers will consult with the instructors about effective teaching strategies and develop a better understanding of the newcomers' needs. The school coordinator will report on the implementation of the bridging course, students' performance and instructors' pedagogical advice in the first panel meeting. Based on the coordinator's report, discussions on how to better plan teaching for the coming school year will be conducted.</li> </ul> <p><b>Course content:</b></p> <ul style="list-style-type: none"> <li>The following essential skills will be taught to prepare students for a new key learning stage.</li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>✧ Around 12 consonant sounds, as beginning sounds and as ending sounds and the 5 vowels, will be introduced.</li> <li>✧ Phonics songs and games will be employed to introduce the sounds.</li> <li>✧ Students will learn to sound out "Consonants, Vowels and Consonants (CVC)" words</li> </ul> <p><u>Classroom language</u></p> <ul style="list-style-type: none"> <li>✧ Basic English classroom instructions will be covered.</li> </ul> <p><u>Basic communication skills</u></p> <ul style="list-style-type: none"> <li>✧ Introducing oneself</li> </ul>			they have increased their understanding of teaching of phonics through language arts.		

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<u>Basic Vocabulary</u> <ul style="list-style-type: none"> <li>✧ Different subjects</li> <li>✧ Different parts of the school campus/building</li> <li>✧ People in the school</li> </ul> <u>Basic learning skills</u> <ul style="list-style-type: none"> <li>✧ Dictionary</li> <li>✧ Note-taking</li> </ul> <ul style="list-style-type: none"> <li>● Building on the phonics foundation acquired in the 5 bridging lessons, P.1 students will revisit the consonant sounds and continue with the core phonics programme in their regular English lessons.</li> </ul> <p><b>Copyright:</b></p> <ul style="list-style-type: none"> <li>● The school will be entitled to the copyright of all materials produced after the contract period.</li> </ul>					
(2) To procure professional services to conduct P.4 drama courses to enrich the English language environment in school					
<p>Implementation details of (2)</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● A drama course will be delivered to all P.4 classes every Friday (1-hour session) and it will: <ul style="list-style-type: none"> <li>- consist of 18 lessons for each class; and</li> <li>- target around 25-32 P.4 students per class.</li> </ul> </li> <li>● The course is aimed at improving students' confidence in speaking and creating a language-rich environment</li> </ul>	P.4	<p><b>Co-planning</b> Sept 2018 Jun – Aug 2019</p> <p><b>Implementation</b> Sept 2018 – May 2019 Sept 2019 –</p>	<p>A drama teaching pack covering 18 lessons will be developed. The drama pack will include:</p> <ul style="list-style-type: none"> <li>● scripts for final performance</li> <li>● students' notes</li> <li>● learning journal</li> </ul>	<p>The drama programme will be conducted after the contract period.</p> <p>The materials developed for the programme will be owned by the school.</p>	<p>Records of each lesson (e.g. materials used, students' performance) will be kept for future reference.</p> <p>Lesson observation will be conducted.</p>



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<p>at school. With the support from drama instructors, teachers will acquire requisite knowledge and skills on delivering drama lessons for students of different school years.</p> <p><b>Requirements of the drama instructors:</b></p> <ul style="list-style-type: none"> <li>● Instructors should: <ul style="list-style-type: none"> <li>- be bachelor's degree holders;</li> <li>- possess TESOL qualifications; and</li> <li>- with drama teaching experience.</li> </ul> </li> </ul> <p><b>Collaboration between subject teachers and instructors:</b></p> <ul style="list-style-type: none"> <li>● The school will assign an experienced teacher to be the coordinator of the drama programme. Existing P.4 teachers will co-teach the drama lessons with the drama teachers.</li> <li>● The drama instructors should work with existing teachers in: <ul style="list-style-type: none"> <li>✧ developing all course materials;</li> <li>✧ writing two to three 5-10 minute scripts for final performances; and</li> <li>✧ preparing students for 5-10 minute skits as their final performances.</li> </ul> </li> <li>● Co-planning meetings with the service provider will be conducted prior to the drama class to ensure the needs of students will be attended to.</li> <li>● P.4 subject teachers will observe and co-teach the lessons with the instructors: <ul style="list-style-type: none"> <li>✧ Lessons 1-8: The drama instructors will play a leading role in class while P.4 English teachers</li> </ul> </li> </ul>		<p>May 2020</p> <p><b>Final evaluation</b></p> <p>Jun 2019</p> <p>Jun 2020</p>	<p>On students' performance: 85% of the P.4 students participating in the drama lessons will agree that their confidence in using English, especially spoken English, has improved.</p> <p>85% of the P.4 students participating in the drama lessons enjoy the lessons.</p> <p>On English teachers' professional enhancement: 100% of the English teachers involved in the programme will acquire knowledge of the teaching of drama.</p> <p>85% of the teachers involved in the programme will agree that they feel more confident in delivering drama lessons to students.</p> <p>80% of the</p>	<p>The school will be allowed to use the materials freely after the contract period.</p> <p>Parts of the drama lessons and the final performance will be recorded for future reference.</p> <p>Two of the five P.4 school teachers who teach P.4 in 2018/2019 will continue to teach P.4 in 2019/2020 to help further enhance the drama programme with their experience gained in the previous year.</p> <p>Professional sharing</p>	<p>Teachers will feedback on the impact of the drama lessons and final performances through survey.</p> <p>Students will feedback of their interest in the lessons and knowledge acquired through survey.</p>

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<p>will learn different drama teaching skills through observing the lessons.</p> <ul style="list-style-type: none"> <li>✧ Lessons 9-10, 13-16: P.4 teachers will co-teach the lessons with the drama instructors.</li> <li>✧ Lessons 11-12: P.4 teachers will try out the newly-developed materials in class and instructors will provide them with feedback.</li> <li>✧ Lessons 17-18 (Final rehearsals): P.4 teachers will co-teach the lessons with the drama instructors to help prepare students for the final performances for all P.1-3 students in the school assembly.</li> <li>● The school teachers involved will have meetings after every 2 drama lessons to report their observations and advise on adjustment needed to be made to the drama lessons.</li> <li>● The instructors will observe at least 2 lessons per LET to give them advice on how to deliver the lessons better and what to pay attention to when teaching drama.</li> <li>● All other existing English teachers will be arranged to observe at least 1 drama lesson for professional enhancement. They can consult with the instructors on effective drama teaching strategies after the lesson.</li> <li>● A final evaluation with the instructors will be conducted after the final performances. The evaluation will take place before the final panel meeting in late June. Teachers involved can share their experience with the whole English panel as well as adjust the teaching strategies for the coming year.</li> </ul>			<p>participating teachers will agree that P.4 students' confidence in speaking English has improved.</p>	<p>regarding the implementation of the project will be conducted during English panel meetings.</p>	

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<p><b>Course Content:</b></p> <ul style="list-style-type: none"> <li>● Students will learn skills of understanding and interpreting English texts through reading and speaking as well as enhance their oral skills by experimenting with language in different roles and contexts. <ul style="list-style-type: none"> <li>✧ Lesson 1: Break-the-ice drama games and voice projection</li> <li>✧ Lesson 2: Voice projection and vocal variety</li> <li>✧ Lesson 3: Vocal variety and understanding the script (as a text type)</li> <li>✧ Lessons 4-6: Understanding the script (learning the characters and interpreting the scripts)</li> <li>✧ Lessons 7-8: Casting and practising the lines</li> <li>✧ Lessons 8-16: Acting and preparing for the skit</li> <li>✧ Lessons 17-18: Blocking and final rehearsal</li> </ul> </li> <li>● All P.4 students will keep a ‘Learning Journal’ to record their own learning. For example, they may write down what they enjoy most in the drama lessons or the new skills they have learnt in the drama lessons.</li> <li>● The 5 classes will participate in a final performance, with each class performing a 5 – 10 minute skit to showcase their learning.</li> </ul> <p><b>Copyright:</b></p> <ul style="list-style-type: none"> <li>● The school will be entitled to the copyright of all materials produced after the contract period.</li> </ul>					

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(3) To purchase printed books to promote reading across the curriculum (RaC) at P.6					
<p>Implementation details of (3)</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>In response to the curriculum updates, the school will implement the RaC programme at P.6. A wide range of themes (such as respect for others) and related texts will be covered. Apart from developing reading to learn skills, it will also help promote learning of other KLAs.</li> <li>Each P.6 class will have one 35-minute lesson per week co-taught by the LET and the additional teacher hired using the school funding. 12 of such lessons will be allocated to the RaC programme.</li> </ul> <p><b>The Purchase:</b></p> <ul style="list-style-type: none"> <li>6 titles and 40 copies per title will be purchased for weekly P.6 RaC lessons co-taught by the existing English teachers and additional teacher.</li> <li>The titles will be circulated among P.6 classes. 3 more advanced titles will be circulated between 2 higher abilities classes, and 3 easier titles will be circulated among the 3 less capable classes.</li> <li>Selections of titles: 2 non-fiction titles of 2 levels of difficulties related to other KLA themes such as General Studies' will be selected. The other 4 will be fiction titles of 2 levels of</li> </ul>	P.6	<p><b>Contacting publishers</b> Aug 2018 Aug 2019</p> <p><b>Purchasing books</b> Sept 2019 Sept 2020</p> <p><b>Implementation</b> Nov 2018 – May 2019 Nov 2019– May 2020</p> <p><b>Evaluation</b> July 2019 and 2020</p>	<p>- 10 sets of teaching and learning materials will be designed. Each set of materials will cover 4 lessons. There will be worksheets, PowerPoint slide shows and props for learning activities for each title.</p> <p>On students' performance: 80% of the P.6 students will be more interested in English reading.</p> <p>80% of the P.6 students will agree that they have gained more skills for English reading (e.g. referencing, getting ideas).</p> <p>85% of the teachers involved in the programme will agree that students' reading skills (e.g. getting main</p>	<p>All the books purchased will be owned by the school and stored in the school English room.</p> <p>The materials developed for the programme will be uploaded to the school server for future use.</p> <p>The programme will continue to be conducted after the project period.</p> <p>Professional sharing regarding the use of the purchased titles and the teaching materials designed will be conducted</p>	<p>Records of each lesson (e.g. materials used, students' performance) will be kept for future reference</p> <p>Class observation by English panel chairperson and curriculum developer</p> <p>Teachers will feedback on the impact of the course through survey</p> <p>Students' feedback of their interest in the lessons and knowledge acquired through survey.</p> <p>Relevant skills will be tested in school assessments. Data will be collected</p>

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<p>difficulties.</p> <ul style="list-style-type: none"> <li>With a new batch of P.6 students in 2019/2020, 4 more titles (2 non-fiction titles related to other KLAs such as General Studies and 2 graded fiction titles) will be purchased in June 2019 for the new cohort.</li> <li>Half of the titles purchased and materials designed in 2018/2019 will be reused in 2019/2020.</li> <li>All copies will be owned by the school for continual use in future. Hence, the purchased copies will be stored in the school's English room to be used again. All the teaching and learning materials designed will be uploaded to the school server for future use to ensure sustainability.</li> <li>Proper procurement procedure will be conducted for the purchase of books.</li> </ul> <p><b>RAC skills to develop:</b></p> <ul style="list-style-type: none"> <li>To promote RaC, titles selected will be closely aligned to the school-based P.6 General Studies and General English curricula. For example, themes such as <i>Nature and World Problems</i> will be selected and related titles will be purchased.</li> <li>A wide range of materials will be developed alongside with the forth-mentioned readers for each lesson to help students understand features of non-fiction readers and develop students' reading skills, including <ul style="list-style-type: none"> <li>skimming and scanning;</li> <li>inferring meaning of unfamiliar words;</li> <li>getting the main ideas;</li> <li>summarizing the main ideas;</li> </ul> </li> </ul>			<p>ideas, referencing) have improved.</p> <p>80% of the students will improve their RaC skills as evidenced by formative and summative assessment results.</p> <p>On existing English teacher's professional enhancement: 100% of the teachers participating in the programme will acquire knowledge concerning promoting RAC.</p> <p>85% of the existing teachers will acquire knowledge to teach reading skills through readers.</p>	during English panel meetings.	through students' performance in the assessments.

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<ul style="list-style-type: none"> <li>- referencing;</li> <li>- inferencing;</li> <li>- understanding writer's intension; and</li> <li>- making predictions</li> </ul> <p><b>Class activities:</b></p> <ul style="list-style-type: none"> <li>● A variety of activities such as shared reading sessions, group discussions and presentations will be conducted to introduce the target reading skills.</li> <li>● Students will write a book report for each title covered as consolidation.</li> <li>● The procedure of evaluating students' performance and the suitability of the materials will be continued to ensure quality.</li> </ul> <p><b>Teaching and learning materials:</b></p> <ul style="list-style-type: none"> <li>● A range of teaching and learning materials such as worksheets and PowerPoint slide shows will be designed.</li> <li>● Professional sharing on the implementation of the reading lessons will be conducted by the end of the school year for the whole English panel as professional development. Strategies and procedures for using the readers can be shared among all existing English teachers to ensure sustainability.</li> </ul>					