

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

**School Name:** Fuk Tak Education Society Primary School (English)

**Application No.:** D 026 (for official use)

**(A) General information:**

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 7
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	2	2	2	2	2	2	12

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 of the programme/project/ support service	External support (if any)
Space Town Literacy Programme	P.1-3	Reading and Writing	NET Section, Education Bureau
Key Stage 2 Integration Programme (KIP)	P.4-6		
On-site support from Language Learning Support Section	P.4-5		Language Learning Support Section, Education Bureau

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

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"><li>1. The EDB-supported programmes such as the Space Town Literacy and Key Stage Two Integration (KIP) have helped improve students' reading and writing skills.</li><li>2. The NET and LETs work closely with each other in creating a more positive learning environment.</li><li>3. With only 12 classes at school, students have better opportunities interacting with the EDB NET.</li></ol>	<ol style="list-style-type: none"><li>1. The PEEGS provision will allow teachers to learn how to integrate the reading and writing tasks with the textbooks and other key learning areas (KLAs) through the new reading across the curriculum (RaC) programme.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Students receive limited support from their parents in learning English.</li><li>2. Most students live in the mainland and it is difficult for them to access English websites. Hence, students lack online resources as the input for their reading and writing tasks.</li><li>3. The existing book stock is insufficient.</li><li>4. There are only 7 English Language teachers and the manpower for implementing English Language activities is insufficient.</li></ol>	<ol style="list-style-type: none"><li>1. The alignment between different programmes (Space Town, KIP and the core curriculum) has yet to be improved.</li></ol>

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

<b>Areas of Development</b>	<b>Usages of the grant</b>	<b>Grade Level</b>
Develop a more systematic theme-based KS2 reading and writing curriculum	<ol style="list-style-type: none"><li>1. Hiring a supply teacher to create space for the core team to develop learning and teaching materials</li><li>2. Hiring a teaching assistant to assist the core team</li><li>3. Procuring learning and teaching resources</li></ol>	P.4-6

**(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 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 checked="" type="checkbox"/> Promote reading 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 checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ a full-time supply teacher</p>	<p><input checked="" type="checkbox"/> 2020/21 school year</p> <p><input type="checkbox"/> 2021/22 school year</p>	<p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</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
<p><b>Employing a full-time supply teacher and purchasing printed books to promote reading across the curriculum (RaC) in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at P.4 and P.5</b></p>					
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>● Our core English Language Curriculum is regularly reviewed for relevance to the needs of our students and society.</li> <li>● For the sake of improving our reading curriculum, school will launch its first RaC programme. A wide variety of stimulating texts on other KLA themes and pertinent learning activities will be introduced to: <ul style="list-style-type: none"> <li>✧ foster a culture of reading at school;</li> <li>✧ improve students’ skills to read in different content areas and across the curriculum; and</li> <li>✧ equip teachers with the skills in integrating subject content and English language learning in their teaching.</li> </ul> </li> </ul> <p><b>The Core Team</b></p> <ul style="list-style-type: none"> <li>● A supply teacher will be hired to take up a total of 30 lessons to create space for development work.</li> <li>● The core team consists of two target level English Language teachers and the English Language panel chairperson. Each core team member will be released 10 lessons per week for the following duties: <ul style="list-style-type: none"> <li>✧ reviewing the existing KS2 curricula (English Language and other KLAs) for natural connections;</li> <li>✧ hosting weekly co-planning and review meetings;</li> <li>✧ producing and trying out resources packages for 6 themed modules;</li> </ul> </li> </ul>	<p>P.4-5</p>	<p>Sep 2020 – Aug 2021</p> <p><b>P.4</b>  <u>Module 1</u>  <i>Planning</i>  Sep 2020  <i>Implementation</i>  Oct 2020  <i>Evaluation</i>  Nov 2020</p> <p><u>Module 2</u>  <i>Planning</i>  Nov &amp; Dec 2020  <i>Implementation</i>  Dec 2020  <i>Evaluation</i>  Jan, 2021</p> <p><u>Module 3</u>  <i>Planning</i>  Jan 2021  <i>Implementation</i>  Feb 2021  <i>Evaluation</i>  Mar 2021</p>	<p>6 RaC packs with lesson plans, learning and teaching materials covering a total of 60 lessons will be developed for P.4-P.5.</p> <p>Materials will be developed for 18 guided reading titles.</p> <p>An extended reading task will be designed for each module.</p> <p>100% of the participating English Language teachers will acquire and apply the pedagogy of implementing RaC programme.</p>	<p>The new RaC programme will be part of the core English Language curriculum after the project year.</p> <p>Through planning, implementing and evaluating the RaC programme, teachers in the core team will be able to disseminate the knowledge and skills that they have learnt to other members of staff in order to reach a critical mass of collective knowledge.</p>	<p>Formative and summative assessment results will be analysed to monitor students’ progress.</p> <p>The English Language Panel Chair will monitor the project progress to ensure that the aims and objectives are met.</p> <p>During the trial period, participating teachers will evaluate the lessons (focusing on the strengths and weaknesses of lessons) during the co-planning time which normally</p>

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<ul style="list-style-type: none"> <li>✧ conducting lesson observations at least once per module;</li> <li>✧ collecting level teachers' feedback in review meetings;</li> <li>✧ conducting stakeholders' survey;</li> <li>✧ analysing students' assessment results;</li> <li>✧ sharing good practices with other level teachers in the panel meeting; and</li> <li>✧ modifying the RaC packs for sustainable use.</li> <li>● The General Studies panel will provide content support to the core team and help source materials.</li> <li>● The English Language panel heads will mentor the supply teacher and provide him / her with classroom support whenever necessary.</li> </ul> <p><b>Purchase of printed books</b></p> <ul style="list-style-type: none"> <li>● Thematic readers will be purchased for in-class teaching. 6 shared and 9 guided reading titles on cross-curricular theme with different text types will be acquired for each level. Teachers will make use of the newly-acquired books to introduce key language features of different reading genres, target reading skills and subject-specific concepts.</li> <li>● For each RaC module, an additional 72 books will be purchased for extended reading. Diversified learning tasks such as mini-research, reading logs, presentations or arts and crafts will be assigned to encourage students to explore the themes further.</li> <li>● Proper procurement exercises will be adopted for the purchase of books.</li> </ul>		<p><b>P.5</b></p> <p><u>Module 1</u>            Planning            Jan 2021            Implementation            Feb 2021            Evaluation            Mar 2021</p> <p><u>Module 2</u>            Planning            Feb 2021            Implementation            Mar 2021            Evaluation            Mar 2021</p> <p><u>Module 3</u>            Planning            Mar 2021            Implementation            Apr &amp; May 2021            Evaluation            May 2021</p> <p>Final Review            Jun 2021</p> <p>Professional Sharing            July 2021</p>	<p>80% of target level students agree that they have developed a better understanding of the cross curricular themes covered in the programme.</p> <p>60% of P.4-P.5 students will demonstrate improvement in reading skills as evidenced by formative and summative assessments.</p>	<p>Professional sharing sessions will be conducted for dissemination of good practices.</p> <p>Lessons will be recorded for professional sharing.</p>	<p>lasts for one hour held on Fridays after school and adapt the lessons as necessary.</p> <p>Lesson observations will be conducted or videos will be taped during the trial period for sharing and evaluation.</p> <p>Survey will be conducted for collecting opinions about the programme.</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><b>The Programme</b></p> <ul style="list-style-type: none"> <li>About 10 lessons (30 minutes per lesson) will be allocated to each module and the proposed themes for each level are as follows:</li> </ul> <table border="1" data-bbox="129 448 925 639"> <thead> <tr> <th><i>P.4</i></th> <th><i>P.5</i></th> </tr> </thead> <tbody> <tr> <td>1. Customs and traditions</td> <td>1. Wonderful people</td> </tr> <tr> <td>2. Now and Then</td> <td>2. Recycle, Reuse and Invent</td> </tr> <tr> <td>3. Healthy Eating</td> <td>3. Travelling around</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Tentative themes, target text structures and types are listed below:</li> </ul> <table border="1" data-bbox="129 730 925 1479"> <thead> <tr> <th colspan="2"><i>P.4 Module 1</i></th> </tr> </thead> <tbody> <tr> <td><i>Theme (General Studies-specific concept)</i></td> <td><b>Customs and traditions</b> ✧ To promote respect for cultural differences</td> </tr> <tr> <td><i>Text structures</i></td> <td>✧ Description</td> </tr> <tr> <td><i>Text types</i></td> <td>Webpages, travel journals and explanation of how and why</td> </tr> <tr> <th colspan="2"><i>P.4 Module 2</i></th> </tr> <tr> <td><i>Theme (General Studies-specific concept)</i></td> <td><b>Now and then</b> ✧ To develop a better understanding of our local community</td> </tr> <tr> <td><i>Text structures</i></td> <td>✧ Description ✧ Sequence ✧ Compare and contrast</td> </tr> <tr> <td><i>Text types</i></td> <td>Travel journals, leaflets, webpages, blogs, stories and picture books</td> </tr> <tr> <th colspan="2"><i>P.4 Module 3</i></th> </tr> <tr> <td><i>Theme</i></td> <td><b>Healthy eating</b></td> </tr> </tbody> </table>	<i>P.4</i>	<i>P.5</i>	1. Customs and traditions	1. Wonderful people	2. Now and Then	2. Recycle, Reuse and Invent	3. Healthy Eating	3. Travelling around	<i>P.4 Module 1</i>		<i>Theme (General Studies-specific concept)</i>	<b>Customs and traditions</b> ✧ To promote respect for cultural differences	<i>Text structures</i>	✧ Description	<i>Text types</i>	Webpages, travel journals and explanation of how and why	<i>P.4 Module 2</i>		<i>Theme (General Studies-specific concept)</i>	<b>Now and then</b> ✧ To develop a better understanding of our local community	<i>Text structures</i>	✧ Description ✧ Sequence ✧ Compare and contrast	<i>Text types</i>	Travel journals, leaflets, webpages, blogs, stories and picture books	<i>P.4 Module 3</i>		<i>Theme</i>	<b>Healthy eating</b>		Programme Refinement Aug 2021			
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<i>(General Studies-specific concept)</i>	<ul style="list-style-type: none"> <li>✧ To learn about various nutrients essential for body growth and the importance of a balanced diet</li> </ul>					
<i>Text structures</i>	<ul style="list-style-type: none"> <li>✧ Narrative</li> <li>✧ Description</li> <li>✧ Cause and effect</li> <li>✧ Problem and solution</li> </ul>					
<i>Text types</i>	Magazine article, restaurant menus, online advertisements and catalogues, recipes and stories					
<b><i>P.5 Module 1</i></b>						
<i>Theme (General Studies -specific concepts)</i>	<p><b>Wonderful people</b></p> <ul style="list-style-type: none"> <li>✧ To recognise the importance of setting life goals</li> <li>✧ To understand one's own needs, aspirations and strengths and ways to address one's weaknesses</li> </ul>					
<i>Text structure</i>	✧ Description					
<i>Text types</i>	Plays, captions, pamphlets, magazine articles and biographies					
<b><i>P.5 Module 2</i></b>						
<i>Theme (General Studies -specific concept)</i>	<p><b>Recycle, reuse and invent</b></p> <ul style="list-style-type: none"> <li>✧ To arouse concern for the environment of the local community</li> </ul>					
<i>Text structures</i>	<ul style="list-style-type: none"> <li>✧ Description</li> <li>✧ Sequence</li> <li>✧ Problem and solution</li> </ul>					
<i>Text types</i>	Magazine articles, explanations of how and why, webpages and stories					

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<b>P.5 Module 3</b>					
<i>Theme (General Studies –specific concept)</i>	<b>Travelling around</b> ✧ To develop a better understanding of China and sense of national identity				
<i>Text structure</i>	✧ Description ✧ Cause and effect ✧ Compare and contrast				
<i>Text types</i>	Timetables, maps, itineraries, opinion essays and blogs				
<b>Expected learning outcomes</b>					
● Language skills					
<i>Reading</i>	<u>P.4</u> ✧ To predict the likely development of a topic by using pictorial clues and recognising key words ✧ To skim and scan a text for main ideas ✧ To work out the meaning of unknown words ✧ To understand the connection between ideas by identifying cohesive devices				
	<u>P.5 (Additional)</u> ✧ To understand and infer intention, attitudes and feelings conveyed in a text by recognising features such as the choice and the use of language				
<i>Writing</i>	✧ To plan and organise information as well as express their own ideas and feelings by identifying purpose and audience for a writing task ✧ To present and elaborate ideas with				



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	supporting details ✧ To use appropriate cohesive devices ✧ To draft, revise and edit work with support										
<i>Speaking</i>	✧ To improve oral fluency and accuracy through presentation and group discussion										
<b>● Generic skills</b> ✧ To develop communication skills and enhance presentation motivation and confidence, e.g. interact with people and express ideas effectively through participating in class discussion like brainstorming ideas in groups ✧ To develop critical thinking skills by constructing meaning from given reading materials, processing and evaluating data or information in them ✧ To understand the cognitive elements of creativity: fluency, flexibility, problem sensitivity, elaboration and originality, and exhibit them through creation of simple written texts											
<b>Learning and teaching activities</b>											
	<table border="1"> <thead> <tr> <th><i>Stage</i></th> <th><i>Activity</i></th> </tr> </thead> <tbody> <tr> <td><i>Pre-reading</i></td> <td>               ✧ Make prediction about the readers through different activities such as brainstorming, discussion, using the KWL chart or skimming a few pages of the reader             </td> </tr> <tr> <td><i>While-reading</i></td> <td>               ✧ Reading aloud                ✧ Shared reading / Guided reading /             </td> </tr> </tbody> </table>	<i>Stage</i>	<i>Activity</i>	<i>Pre-reading</i>	✧ Make prediction about the readers through different activities such as brainstorming, discussion, using the KWL chart or skimming a few pages of the reader	<i>While-reading</i>	✧ Reading aloud ✧ Shared reading / Guided reading /				
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	<ul style="list-style-type: none"> <li>Peer reading / Group reading</li> <li>✧ Teaching of thematic vocabulary and exploration of the text structures</li> <li>✧ Questions and answers</li> </ul>					
<i>Post-reading</i>	<ul style="list-style-type: none"> <li>✧ Comprehension tasks</li> <li>✧ Students' reflection (group or individual)</li> <li>✧ Using graphic organizers to conceptualize what the students have learnt from the readers</li> <li>✧ Experiential learning activities to allow the students to make connections between the learning</li> </ul>					
<b>Descriptions of a sample module</b>						
<b><i>P.4 Module 3</i></b>						
<i>Theme (General Studies-specific concept)</i>	<b>Healthy Eating</b> <ul style="list-style-type: none"> <li>✧ To learn about various nutrients essential for body growth and the importance of a balanced diet</li> </ul>					
<i>Core texts</i>	<u>Fiction:</u> <ul style="list-style-type: none"> <li>✧ <i>Picky Peggy</i> by Jennifer Dussling <a href="https://amzn.to/33STulp">https://amzn.to/33STulp</a></li> </ul> <u>Non-fiction</u> <ul style="list-style-type: none"> <li>✧ <i>Good enough to eat: A kids guide to food and nutrition</i> by Lizzy Rockwell <a href="https://amzn.to/2QTGwhX">https://amzn.to/2QTGwhX</a></li> </ul>					
<i>Text structures</i>	<ul style="list-style-type: none"> <li>✧ Narrative</li> <li>✧ Description</li> <li>✧ Cause and effect</li> </ul>					

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	<ul style="list-style-type: none"> <li>◇ Problem and solution</li> </ul>					
<i>Text types</i>	Magazine articles, restaurant menus, online advertisements and catalogues, recipes and stories					
<i>Know (facts, vocabulary)</i>	<ul style="list-style-type: none"> <li>◇ Healthy and unhealthy foods</li> <li>◇ Food pyramid</li> <li>◇ Nutrients</li> <li>◇ Healthy eating habits</li> </ul>					
<i>Understand (big ideas, attitude &amp; behaviour)</i>	<ul style="list-style-type: none"> <li>◇ Knowledge and attitudes about food and health</li> <li>◇ The availability, affordability, and attractiveness of various food options</li> <li>◇ External influences (such as peer pressure and advertising) on one's food consumption pattern</li> </ul>					
<i>Do (skills, what students are able to do)</i>	<ul style="list-style-type: none"> <li>◇ To predict the likely development of a topic by using pictorial clues and recognising key words</li> <li>◇ To skim and scan a text for main ideas</li> <li>◇ To work out the meaning of unknown words using pictorial and contextual clues</li> <li>◇ To understand the connection between ideas by identifying cohesive devices</li> <li>◇ To present personal views and knowledge about the topic through different means</li> </ul>					
<i>Final Products</i>	<ul style="list-style-type: none"> <li>◇ An article / a poster for the school newsletter on healthy eating</li> </ul>					

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<p><i>Learning and teaching activities</i></p> <p><b>Non-fiction title:</b>  <i>Good enough to eat: A kids guide to food and nutrition</i> by Lizzy Rockwell</p> <p><u>Before reading</u></p> <ul style="list-style-type: none"> <li>✧ Students are divided into groups of 4. They complete the food journal entries to track what they eat for a week.</li> </ul> <p><i>DietMinder ~JUNIOR~</i>  <i>Food &amp; Exercise Journal for Kids</i>  <a href="https://bit.ly/2Useool">https://bit.ly/2Useool</a></p> <ul style="list-style-type: none"> <li>✧ Students play the following online game in pairs for revisiting key concepts covered in the General Studies class.</li> </ul> <p><i>My Plate Match Game</i>  <a href="https://bit.ly/2WQ44YU">https://bit.ly/2WQ44YU</a>  <i>My Very Own Pizza</i>  <a href="https://bit.ly/3apxVvd">https://bit.ly/3apxVvd</a></p> <ul style="list-style-type: none"> <li>✧ Students predict what they read using the KWL chart.</li> </ul> <p><u>While-reading</u></p> <ul style="list-style-type: none"> <li>✧ Shared reading  Teacher introduces the following: <ul style="list-style-type: none"> <li>- target reading strategies (working out the word meaning using pictorial clues and contextual clues e.g. examples of food);</li> <li>- text structures (e.g. illustrations, present tense and general statements to introduce</li> </ul> </li> </ul>					

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<p>the topic);</p> <ul style="list-style-type: none"> <li>- food vocabulary items; and</li> <li>- modal verbs for giving advice.</li> </ul> <p>✧ Paired reading Students re-read the book in pairs to:</p> <ul style="list-style-type: none"> <li>- confirm or disconfirm predictions; and</li> <li>- work on questions testing different levels of understanding (e.g. knowledge, understanding and application).</li> </ul> <p>✧ Read-aloud Teachers can assign students a section of the text to read.</p> <p><u>Post-reading</u></p> <p>✧ Students complete graphic organisers to conceptualise what they have learnt from the book. <a href="https://bit.ly/2WOMSmr">https://bit.ly/2WOMSmr</a></p> <p><b>Fiction title:</b> <i>Picky Peggy</i> by Jennifer Dussling</p> <p><u>Before reading</u></p> <ul style="list-style-type: none"> <li>✧ Teacher presents the food diary of a picky eating kid and gets students to identify the problem with his dietary habits.</li> <li>✧ Teacher shows the book cover and students discuss the possible issues faced by Peggy.</li> </ul> <p><u>While reading</u></p> <ul style="list-style-type: none"> <li>✧ Group reading</li> </ul>					

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<p>Students find out Peggy’s unhealthy eating habits in groups of 4 and give suggestions for improvements.</p> <p><u>Post reading</u></p> <ul style="list-style-type: none"> <li>✧ Students revisit their own food journals and give comments on each other dietary habits.</li> <li>✧ They then write an article / design a poster for the school newsletter giving health advice.</li> </ul> <p>Guided and extended reading activities will be conducted to consolidate students’ learning.</p> <p>A visit to the Health Education Exhibition &amp; Resource Centre may be arranged if time allows:</p> <p><a href="https://www.fehd.gov.hk/english/research_education/heerc/index.html">https://www.fehd.gov.hk/english/research_education/heerc/index.html</a></p>					