

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

School Name: Aldrich Bay Government Primary School (English)

Application No.: D 027 (for official use)

(A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 16

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	5	5	5	30

3. No. of operating classes in the 2019/20 school year:

	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)
The PLPR-W Programme	P.1-3	Reading and Writing	NET Section, Education Bureau
School-based Support Writing Programme	P.2-6	Writing	Education Bureau

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

Strengths	Opportunities
<ol style="list-style-type: none">1. The PLP-R/W programme is well implemented in KS1.2. Co-planning meetings are held regularly for sharing teaching ideas.3. English-rich environment has been established with the EDB NET & LETs.4. We have a well-furnished room where students can enjoy different English language activities.	<ol style="list-style-type: none">1. The PEEGS provision offers our school opportunities to enhance students' speaking abilities.2. The newly-employed part-time teacher will provide the English Language panel with activity support and maximise students' exposure to English.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students have poor learning motivation and lack confidence in speaking English.2. As evidenced by the Territory-wide System Assessment (TSA) results, students are relatively weak in speaking and the need for a structured school-based speaking programme is evident.	<ol style="list-style-type: none">1. Learning diversity is great among students especially in KS2.

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

Area of Development	Usage of the grant	Grade Level
Development of the writing curriculum	● Employing an English-proficient teacher	P.4-5

(D) Focus of the school’s proposed school-based English Language curriculum initiative 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 - conducting more English language activities*; and/or —developing more quality English language learning resources for students* <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 checked="" type="checkbox"/> Employ a full-time* or a part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Employ a full-time* or part-time* teaching assistant <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 checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

(E) How to implement the proposed school-based English Language curriculum initiatives 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
Hiring a full-time English-proficient teacher to collaborate with the core team and teaching assistant to assist the core team on – (i) implementing speaking programme at P.5-6; and (ii) conducting speaking activities for enriching the English language environment in school at P.1-6					
<p>Objectives</p> <ul style="list-style-type: none"> ● Our students seldom have the opportunities to use English for communicative purpose outside school. As our EDB NET concentrates his time and energy on KS1, we would like an additional English-proficient teacher and a teaching assistant to support the development of a structured speaking programme and organisation of outside class time activities targeting KS2 students. ● The proposed speaking programme and activities are aimed at: <ul style="list-style-type: none"> - encouraging more communicative use of English at campus; - equipping students with the skills necessary to express themselves clearly and confidently in various speaking situations; and - promote students’ cultural competence. ● Through working closely with the core team and additional staff hired under the Scheme, Local English Language Teachers (LETs) will review their teaching and extend their instructional repertoire. <p>The core team</p> <ul style="list-style-type: none"> ● A core team consisting of the English Language panel chairs, KS2 level coordinators and the additional full-time teacher will be set up. They will: <ul style="list-style-type: none"> - co-plan lessons and activities in bi-weekly meetings; - co-deliver newly-developed lessons and activities; - observe lessons (P.5-6) and activities (P.1-6) at 	P.5-6 Speaking lessons P.1-6 Other activities	Sept, 2020 – June, 2021 Co-planning all year round Co-teaching all year round Lesson observation 12/2020 3/2021 Final Review 6/2021 Refinement of the learning and teaching resources 7-8/2021	<p><u>P.5-6 Speaking Programme</u></p> 2 sets of school-based speaking resources covering 96 lessons will be developed. 80% of P.5-6 students find the speaking lessons useful and can enhance their speaking skills. 70% of P.5-6 students will show improvement in the speaking examinations (results in the 1 st speaking examination and 3 rd speaking examination). 80% of the English Language teachers involved find their teaching skills in speaking enhanced.	Newly-developed materials will be incorporated into the core curriculum after the project period. Data (daily observation/ students’ performance) and feedback (views from teachers and students) collected will be used to further improve the speaking programme. Teachers can improve their skills in teaching speaking. Such knowledge and	Teaching materials developed by teachers will be taught, adapted and evaluated. Data from the teachers’ and students’ questionnaire will be analysed for identifying major concerns of the programme. Progress reports will be prepared and kept for discussion during co-planning meetings. Lesson observation and evaluation records Assessment data analysis.

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<p>least once per term to oversee project implementation;</p> <ul style="list-style-type: none"> - employ various evaluation instruments to gauge the programme effectiveness; and - refine the newly-developed programmes for sustainable implementation. <ul style="list-style-type: none"> ● KS2 level teachers will get closely involved in different stages of project development. For ensuring capacity enhancement, they will take up at least half of the teaching in the speaking lessons (P.5-6) and co-deliver activities with the core team. ● The EDB NET will advise the core team on programme design, selection of instructional strategies and activities. <p><u>Additional staff hired under the Scheme</u> <u>The full-time English-proficient teacher</u></p> <ul style="list-style-type: none"> ● He / She is expected to be: <ul style="list-style-type: none"> - a native English speaker majoring in English / TESOL / TESL / TEFL; and - with one year' experience teaching speaking and drama in primary schools. ● His / Her duties include the following: <ul style="list-style-type: none"> - working 5 days a week from 8:00a.m. to 4:00p.m. (Monday to Thursday), 8:00a.m. to 5:00p.m. on Friday; - collaborating closely with the LETs in developing the speaking programmes and activities in the bi-weekly meetings; - co-teaching with the LETs 20 P.5-6 speaking lessons per week; - reviewing with the LETs the effectiveness of the speaking programme and activities through regular meetings, lesson observations and analysis of 			<p><u>Other English language activities</u> English Speaking Corner resources and Love Radio Show training packs will be produced.</p> <p>80% of students agree the English Speaking Corner activities can motivate them to communicate in English.</p> <p>80% of English Ambassadors find the trainings useful and can enhance their confidence in speaking English.</p> <p>80% of teachers agree that they have improved their capabilities in curriculum planning through the project.</p>	<p>skills can be applied for future teaching.</p> <p>Sharing on how to deliver the P.5-6 Speaking Programme effectively will be conducted in September every year to teachers to maintain the sustainability.</p> <p>The core team members will act as 'seed teachers' in subsequent years. The seed teachers will lead their fellow teachers to implement the initiative in the future.</p>	

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<p>speaking assessment data;</p> <ul style="list-style-type: none"> - modifying the programme based on the evaluation data; - supporting the EDB NET and LETs in delivering outside class time activities; and - organising professional sharing sessions to teachers of other levels. <p><u>The full-time teaching assistant</u></p> <ul style="list-style-type: none"> ● He / She is expected to be: <ul style="list-style-type: none"> - at least an associate degree holder; - proficient in English and Information Technology; and - with one-year work experience in local education sector. ● He / She will work 5 full days a week taking up the following duties: <ul style="list-style-type: none"> - sitting in bi-weekly co-planning meetings; - assisting the core team in preparing learning and teaching materials; - providing support to less able students in speaking lessons (P.5) and activities (P.1-6) every week; - managing newly-developed resources; and - helping collect and process evaluation data. <p><u>Implementation of the P.5-6 Speaking Programme</u></p> <ul style="list-style-type: none"> ● 2 lessons will be allocated to the development of speaking skills every week. ● Techniques such as theatre games, presentations, discussions and role plays will be used to: <ul style="list-style-type: none"> - develop students' accuracy and fluency in speaking; - stimulate interaction; and - encourage authentic application of newly-acquired 					

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<p>vocabulary, expressions and grammar items in context.</p> <p>Primary 5</p> <ul style="list-style-type: none"> ● Drama activities will be incorporated into the existing reading programme for the development of oral communication skills based on the following reasons: <ul style="list-style-type: none"> - Using English to express various emotions, solve problems, make decisions and socialise, students will be able to experience the language in operation and become more confident users. - Drama also offers students the opportunities to foster their non-verbal communication skills. - Collaborative drama activities help boost interaction, ties and trust between learners. - Drama activities bring the stories alive and foster students' motivation to read. ● Drama activities revolving the following two core readers will be conducted to develop both receptive and productive skills in a dynamic and authentic context. <ul style="list-style-type: none"> - <i>Alice in Wonderland</i> https://www.pearson.com.au/media/1094727/AliceWonderland.pdf - <i>Aladdin</i> https://www.pearson.com.au/media/1094731/PK_aladdin.pdf <table border="1" data-bbox="129 1197 907 1493"> <thead> <tr> <th data-bbox="129 1197 907 1236"><i>Receptive</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="129 1236 907 1493"> <p><u>Reading</u></p> <ul style="list-style-type: none"> ◇ Understand the major features of stories ◇ Make predictions about stories, characters, topics of interests using pictorial clues and books covers ◇ Guess the topic and the likely development of the topic by using key words, context, personal experiences and knowledge of the world </td> </tr> </tbody> </table>	<i>Receptive</i>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ◇ Understand the major features of stories ◇ Make predictions about stories, characters, topics of interests using pictorial clues and books covers ◇ Guess the topic and the likely development of the topic by using key words, context, personal experiences and knowledge of the world 					
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<ul style="list-style-type: none"> ✧ Skim a text to obtain a general impression and the gist or main ideas with teacher support ✧ Understand intention, attitudes and feelings conveyed in a text by recognising features such as choice and use of language and images 					
<p><u>Listening</u></p> <ul style="list-style-type: none"> ✧ Predict the likely development of a topic by recognising key words, using personal experiences, and making use of context and knowledge of the world ✧ Understand the speakers' intention, attitudes and feelings through their verbal and non-verbal messages ✧ Concentrate what is being said and respond appropriately to maintain communication 					
<i>Productive</i>					
<p><u>Speaking</u></p> <ul style="list-style-type: none"> ✧ Use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings ✧ Use gestures and facial expressions to convey meaning and intention ✧ Improvise scenes related to the texts they have read 					
<p><u>Writing</u></p> <ul style="list-style-type: none"> ✧ Set out a play script using the features covered in class ✧ Draft, revise and edit written texts with teacher and/or peer support 					
<ul style="list-style-type: none"> ● The weekly double period consists of 2 parts. The first lesson focuses on the reader and related drama activities are conducted in the second lesson. ● The following contents will be covered in the course: <ul style="list-style-type: none"> - What is drama? - Use voice expressively 					

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<ul style="list-style-type: none"> - Use the body to express emotions or tension - Use voice, dialogue, body, gesture, and movement selectively to establish characters and roles and to express feelings - Use blocking and movement appropriately (e.g. proper positioning, flow of action) in dramatic play - Collaborate with others in the interpretation of characters as well as development and extension of drama ideas - Stay focused and in character for the duration of various play and drama experiences - Understand how scripts are organised, created and used - Prepare, with teacher guidance, drama experiences to share with others - Select and use real and imaginary costumes, props, and objects to support and enhance dramatic play - In-class performance - Feedback and evaluation <p>● A wide range of dramatic activities will be delivered to introduce students to basic drama techniques and allow them to practise their speaking skills.</p>									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="129 1090 517 1166" style="text-align: center;"><i>Types of dramatic activities</i></th> <th data-bbox="517 1090 907 1166" style="text-align: center;"><i>Examples</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="129 1166 517 1495" style="text-align: center; vertical-align: middle;"> Scripted (for practising pronunciation, intonation and elements of non-verbal communication in drama) </td> <td data-bbox="517 1166 907 1495"> <ul style="list-style-type: none"> ❖ Choral dramatisation ❖ Storytelling/ Narration ❖ Radio drama ❖ Puppet plays ❖ Readers' theatre ❖ A scripted play </td> </tr> </tbody> </table>	<i>Types of dramatic activities</i>	<i>Examples</i>	Scripted (for practising pronunciation, intonation and elements of non-verbal communication in drama)	<ul style="list-style-type: none"> ❖ Choral dramatisation ❖ Storytelling/ Narration ❖ Radio drama ❖ Puppet plays ❖ Readers' theatre ❖ A scripted play 					
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<p><i>“This isn’t a birthday party!” cried the March Hare. “This is an un-birthday party!” said the Mad Hatter. “You only have one birthday every year, but there are three hundred and sixty-four days that are NOT your birthday. They’re your un-birthdays!” “Today is my un-birthday, too!” said Alice.”</i></p> <p>2nd lesson:</p> <ul style="list-style-type: none"> - Teacher shows students emotions face stock photos. https://bit.ly/3ebMLRp - Students reread the unbirthday party part and choose images that best represent emotions of different characters in the story. <ul style="list-style-type: none"> - Alice: puzzled, lonely, depressed - The Mad Hatter: frightened, smug, sad - The Mad Hare: mischievous, confused, enraged - They have to explain their choices to their shoulder partners. For examples, <ul style="list-style-type: none"> “Alice is puzzled because she has never heard of the unbirthday party.” “The Mad Hatter is smug because they can celebrate 365 unbirthday parties every year.” - Students share their answers with the class. - Teachers explains the importance of facial communication for actors. - Teacher practises different facial expressions of characters in the story and draws students’ attentions to his use of eyes, brows and mouth to convey feelings. - Students work in pairs and rehearse the facial expressions of different characters in the story. - Drama activity – <i>Hot seat</i> <ol style="list-style-type: none"> 1. Three to five chairs are placed in front of the class. 					

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<ol style="list-style-type: none"> 2. Volunteers are invited to come and take the “hot seats”. Then they bow their heads and close their eyes. The teacher gives out loud a situation, feeling, emotion, or expression in the unbirthday party part. For example, “<i>You are Alice, joining the unbirthday party which you have never heard before.</i>” “<i>You are the Mad Hatter, now telling Alice that you can have 365 unbirthday parties every year.</i>” 3. On the count of three the volunteers in the ‘hot seat’ raise their heads with a facial expression that they feel best communicates the given emotion. 4. They must freeze their faces and the class vote on which actor portrays the most convening expression. 5. Those who do not win have to go and their seats are taken by new volunteers. 6. The game is finished when almost everyone has participated. 					
<p>Primary 6</p> <ul style="list-style-type: none"> ● The programme is designed to introduce students to the fundamentals of public speaking, which is a challenging step-up from drama. It will help build up students’ speaking skills especially in presenting information, ideas and feelings clearly and coherently. ● Upon completion of the programme, students will be able to: <ul style="list-style-type: none"> - prepare for a simple public speech (collecting ideas, creating a structure and writing the speech); - speak more confidently in front of an audience using their voice, body language and eye contact effectively; 					

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<ul style="list-style-type: none"> - enhance their performances with visuals (e.g. multimedia and simple props); and - evaluate their own speaking as well as that of others. ● Themes aligned with the core English Language curriculum and related to students’ daily life will be adopted. <table border="1" data-bbox="129 496 907 724" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"><i>Term 1</i></th> <th style="width: 50%;"><i>Term 2</i></th> </tr> </thead> <tbody> <tr> <td>Self-introduction</td> <td>Festivals</td> </tr> <tr> <td>Good habits</td> <td>My favourite books</td> </tr> <tr> <td>Forces of nature</td> <td>Travelling</td> </tr> <tr> <td>Save the Earth</td> <td>Hobbies</td> </tr> <tr> <td>Global warming</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● The following teaching contents will be covered: <ul style="list-style-type: none"> - Planning strategies <ul style="list-style-type: none"> ✧ Identifying the purposes ✧ Researching info ✧ Creating a structure - Writing the speech <ul style="list-style-type: none"> ✧ Opening the presentation ✧ Structuring and signposting your presentation ✧ Concluding a presentation - Delivery skills <ul style="list-style-type: none"> ✧ Using and managing visual aids ✧ Using your voice: projection, intonation, emphasis and pacing ✧ Non-verbal communication (eye-contact, body language, etc.) - Physically relaxation techniques ● The weekly double period consists of 2 parts. <table border="1" data-bbox="129 1358 907 1503" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"><i>Lesson</i></th> <th style="width: 85%;"><i>Learning and teaching activities</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1st lesson</td> <td> <ul style="list-style-type: none"> - Introducing the target presentation skills and useful formulaic phrases - Example presentations </td> </tr> </tbody> </table>	<i>Term 1</i>	<i>Term 2</i>	Self-introduction	Festivals	Good habits	My favourite books	Forces of nature	Travelling	Save the Earth	Hobbies	Global warming		<i>Lesson</i>	<i>Learning and teaching activities</i>	1 st lesson	<ul style="list-style-type: none"> - Introducing the target presentation skills and useful formulaic phrases - Example presentations 					
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	- Revisiting the key vocabulary and grammar items covered in the core part and students will need for their presentations					
2 nd lesson	- Practising the target presentation skills - Teacher's / Peer feedback					
<ul style="list-style-type: none"> ● Through games, role play, show and tell, PowerPoint karaoke, broadcast news and impromptu speaking activities, students will be able to improve their speaking skills and practise the language structures and vocabulary in authentic contexts. ● Descriptions of a sample double period 						
Topic #1	Self-introduction					
Textbook unit	My Dream Job					
Target vocabulary items	Adjectives Jobs					
Target grammar items	Future and past continuous tense The interrogative pronoun 'what' The connectives 'so that' and 'since'					
Target presentation skills	Simple presentation opening techniques					
Final production	A presentation about oneself (interests, hobbies, inspiration, etc.)					
1 st lesson	<ul style="list-style-type: none"> - Teacher explains the importance of starting a presentation strong to capture the audience's attention. - Simple presentation opening ideas are introduced. <ul style="list-style-type: none"> ✧ State the purpose of the presentation directly. e.g. "Today, I am going to tell....." ✧ Ask a question (direct or rhetorical) e.g. "What is your dream?" 					

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<ul style="list-style-type: none"> ✧ Start with something visual e.g. <i>“Instead of talking about it. Can I show you showing instead?”</i> ✧ Telling a personal story e.g. <i>“When I was small, I always wanted to be...”</i> - Teacher demonstrates the above techniques with example presentations. - Useful formulaic expressions / phrases are introduced. - Previously covered vocabulary and grammar items are revisited. <hr/> <p>2nd lesson</p> <ul style="list-style-type: none"> - Teacher gives sample presentation openings. Students discuss in groups of 4 whether they are effective in grabbing the audience’s attention. - PowerPoint karaoke (for more able students) It is an improvisational activity in which students have to prepare presentation openings on some PowerPoint slides they have seen before using the newly-introduced techniques. - All about myself (for average and less able students) Students prepare presentation openings on the following topics using the newly-introduced techniques. <ul style="list-style-type: none"> ✧ My dream job ✧ My interests ✧ My hobbies ✧ My family ✧ My school - Teacher gives feedback to students’ performance. 					

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<p><u>Other English Language activities</u></p> <p><u>Recess Activities</u></p> <p>English Speaking Corner</p> <ul style="list-style-type: none"> In order to encourage the communicative use of English at campus and maximise students’ exposure to the language, an English Speaking Corner is to be set up in the English room. <ul style="list-style-type: none"> Target: P.1 – P.6 students Days and times: 3 days a week during the 2 recesses <table border="1" data-bbox="129 644 920 810"> <thead> <tr> <th>Recess</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> </tr> </thead> <tbody> <tr> <td>1st recess</td> <td>P.4</td> <td>P.5</td> <td>P.6</td> </tr> <tr> <td>2nd recess</td> <td>P.1</td> <td>P.2</td> <td>P.3</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Three students from each class will be given an “English Speaking Corner” Pass by their class teachers. Rosters will be displayed in the classroom. Students will take turns to go to the English room. English Ambassadors will pick up P.1 and P.2 students and bring them to the English Room. The other level students should go by themselves. Pupils engage in chit-chats, group games and e-Learning activities. NET and the English-proficient teacher co-monitor pupils’ progress and performance. English Ambassadors provide assistance to students if necessary. <ul style="list-style-type: none"> The activities conducted in the English Speaking Corner will be discussed and designed by the NET, the English-proficient teacher and the LETs during the bi-weekly co-planning meetings. The teaching 	Recess	Tuesday	Wednesday	Thursday	1st recess	P.4	P.5	P.6	2nd recess	P.1	P.2	P.3					
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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
<p>assistant will provide support with preparation of learning and games materials.</p> <p>P.4 to P.6 English Ambassador Programme</p> <ul style="list-style-type: none"> ● In order to stretch the potentials of bright students, a team of around 10 English ambassadors will be set up. KS2 students with good English results and teachers' recommendations will be selected. They will help with the running of whole school English language activities such as English Speaking Corner and Love Radio Show. ● English Speaking Corner activities <ul style="list-style-type: none"> - Training period: From October 2020 to June 2021 - Training time: 2:40-3:30 p.m. on Thursdays - Details: The ambassadors will be trained by the part-time teacher and LETs to host activities in the English room. They will learn how to plan for activities, deliver them and mingle with their young peers. ● Love Radio Show <ul style="list-style-type: none"> - Training period: From October 2020 to June 2021 - Training Time: 2:40p.m. every Thursday - Training details: The ambassadors will be trained by the NET and the part-time NET to host the Love Radio show at the second recess on Tuesdays. The ambassadors will be introduced to various aspects of radio presentation such as script writing, articulation and using audio and visual equipment. 					

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<p><u>Expected project deliverables</u></p> <p><u>P.5-6 Speaking Programme</u></p> <ul style="list-style-type: none"> ● 2 programme packs covering a total of 96 lessons will be produced. ● Each pack contains unit plans, lesson plans, learning and teaching materials such as PowerPoints and students' booklets. <p><u>Other English language activities</u></p> <ul style="list-style-type: none"> ● English Speaking Corner resources packs ● Love Radio Show training packs 					