

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

School Name: CCC KEI WAN PRIMARY SCHOOL (English)

Application No.: C 007 (for official use)

(A)General information:

1.No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 14

2.No. of approved classes in the 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	4	4	4	4	24

3.No. of operating classes in the 2018/19 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)
PLP-R/W	P.1-P.3	Reading and Writing	NET Section, EDB
SuRE Programme	P.4-P.6	Reading	NET Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. The English teachers are professional and they are dedicated to the ongoing professional development to further enhance the effectiveness of learning and teaching. 2. Regular co-planning meetings, subject development meetings and panel meetings are scheduled for teachers to share their expertise and discuss the strategies to cater for students' learning needs. 3. With 3 native English-speaking teachers, there are more opportunities for students to use English in authentic contexts and a language-rich environment is created. 2-3 out of 7 English lessons per week are co-taught by one local English teacher and a native English-speaking teacher in lower primary reading and writing lessons and upper primary reading and speaking lessons. 4. Students are highly motivated to participate in learning activities. 	<ol style="list-style-type: none"> 1. e-Learning devices are available and sufficient at school to support students' learning. There are ample opportunities to explore ways to complement the traditional mode of learning and teaching using technology. 2. Teachers are skillful in using I.T. and different kind of e-Learning resources to facilitate students' learning. 3. The availability of the PEEGS allows school to hire additional manpower to develop teaching materials and purchase quality e-books and printed books.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. The school has limited space for learning activities. 2. The learner diversity is wide; therefore, extra effort is required to adapt the teaching materials. 3. Most of the students are not keen on reading English books, especially English non-fiction books. Reading habit of students has yet to be developed. 	<ol style="list-style-type: none"> 1. Keen competition for P.1 intake among neighbouring schools. 2. Reduction of classes in Eastern District.

(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
1. Develop school-based reading and writing programme (KS2)	1. Hire a supply teacher	P.4-P.6
2. Professional Development of Teachers	2. Purchase resources for the school-based literacy programme (KS2)	P.1-P.6

(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 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Employ 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"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</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 <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
Employing an English-proficient teaching assistant to assist existing English Language teachers and purchasing learning and teaching resources to promote reading across the curriculum at Primary 4 to 5					
<p><u>Objective</u></p> <p>To promote reading across the curriculum (RaC), a school-based reading programme for augmenting the English Language Curriculum at P.4 and P.5 will be created and reading activities will be held to strengthen students’ ability to integrate their knowledge, skills and learning experiences across various Key Learning Areas (KLAs).</p> <p>The programme aims to enhance students’ reading skills on processing both fiction and non-fiction texts, expose them to ample text types, nurture their high order thinking skills and generic skills via participation of different reading activities and develop their reading habit.</p> <p><u>Core Team</u></p> <p>There will be 13 members in the core team including the deputy principal, the English Panel Chair (EPC), 8 P.4 and P.5 English teachers, NET and 2 native-speaking teaching assistants. The EPC will be in charge of the project and the deputy principal will monitor the progress of the programme.</p> <p>In order to develop suitable materials for students and better cater for learner diversity among classes, the core team will include all</p>	P. 4 & P.5	<p>P.4 and P.5</p> <p>Sept 2019 to Aug 2020</p> <p>Planning, try-outs, implementation, lesson observation and evaluation (all year round)</p> <p>Sept, 2019</p> <p>Programme preparation</p> <p>Oct –Nov, 2019</p> <p>Module 1</p> <p>Dec, 2019</p>	<p>A total of 4 sets of school-based RaC resource packs including lesson plans, learning tasks/activities, worksheets and PowerPoint slides will be developed for P.4 and P.5 covering 56 lessons in a year.</p> <p>100% of P.4 and P.5 students will complete the reading programme materials and related activities.</p>	<p>The newly developed RaC programme will become a core part of the reading curriculum after the project period.</p> <p>Lesson plans, and learning materials will be refined, properly kept and used after the project.</p> <p>The knowledge and pedagogy acquired for promoting RaC during the project will be</p>	<p>Records of meetings will be properly kept.</p> <p>Weekly core team meetings will be conducted.</p> <p>Try-outs will be arranged in each module for each target level.</p> <p>Lesson observations, peer lesson observations and review meetings will be conducted at least once per</p>

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

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

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

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<p>the target level teachers to discuss and design programme materials.</p> <p>Supported by a new teaching assistant, the core team will:</p> <ul style="list-style-type: none"> ◆ review the P.4-P.5 reading curriculum and organize reading activities that connect students’ learning experiences in different KLAs; ◆ conduct weekly 40-minute co-planning meetings for designing materials and evaluating lessons conducted; ◆ develop the P.4-P.5 reading materials such as module plans, lesson plans, learning and teaching activities, graded tasks, homework and assessments; ◆ arrange co-teaching among subject teachers and NET for the RaC lessons; ◆ arrange peer lesson observations, lesson observations by EPC for each level at least once per term; ◆ conduct review meetings after lesson observations; ◆ conduct programme evaluation at the end of each term and make adjustment to the materials for future use; and ◆ organize sharing session for all the English teachers at the end of each term as professional development. <p><u>Hiring a teaching assistant</u></p> <p>A teaching assistant will be hired to assist the core team for the development and implementation of RaC programme with the use of e-books and other e-resources.</p> <p>A full-time teaching assistant with a bachelor’s degree, native English-speaking competence and preferably primary school</p>		<p>Mid-term evaluation</p> <p>Jan, 2020 Sharing session</p> <p>Feb-April, 2020 Module 2</p> <p>May, 2020 Final evaluation</p> <p>June, 2020 Sharing session</p>	<p>Over 70% of P.4 and P.5 students will improve their confidence and skills in reading at the end of the project year.</p> <p>70% of P.4 and P.5 students will improve their results in formative and summative reading assessments by 5% or above in a year’s time.</p> <p>75% of teachers involved agree that the developed materials are useful to enhance teaching on reading.</p> <p>All the English teachers involved</p>	<p>transferred, disseminated through English panel meetings and sharing and sustained through continuous implementation after the project.</p> <p>Professional sharing sessions will be conducted in the panel meetings to disseminate knowledge and pedagogy acquired in the RaC programme once per term.</p> <p>Some RaC lessons and co-curricular activities of each target level will be recorded for sharing and</p>	<p>term in each target level to monitor the progress of the project.</p> <p>Evaluation meetings will be held at least once at the end of each term to review effectiveness of the programme.</p> <p>Some lesson observations will be video-taped for evaluation.</p> <p>Students’ formative and summative reading assessment results will be analysed and compared with their previous performance to</p>

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<p>working experience will be hired to assist the core team in:</p> <ul style="list-style-type: none"> ◆ assisting in and offering clerical support in P.4 and P.5 weekly co-planning/review meetings; ◆ assisting in developing teaching and learning materials for RaC programme; ◆ preparing and managing programme materials; ◆ revising lesson plans and materials after evaluation of the core team; ◆ assisting teachers and providing support to the less able students in reading lessons of P.4 and P.5; ◆ offering individual support to less-able students after class; ◆ collecting and inputting questionnaire, assessment data for evaluation of the RaC programme; ◆ maintaining the reading resources in good condition and keeping stock for future use; and ◆ assisting the core team to hold reading activities. <p><u>School-based reading programme</u></p> <p>All RaC modules will be closely aligned to the core English curriculum and elements of other KLAs such as General Studies, Value Education.</p> <p>The reading lessons will be conducted every week in one double period (80 minutes) covering a total of 28 40-minute lessons in 2 modules for each target level in a year. Apart from teaching various reading skills, vocabulary, significant grammar items, writing, listening and speaking skills will also be covered in the</p>			<p>will enrich their knowledge in the teaching of reading.</p> <p>All the English teachers involved will apply new teaching methods to English teaching at P.4 and P.5.</p> <p>For purchased titles</p> <p>School-based RaC programme implemented more effectively at P.4 and P.5</p> <p>4 unit plans covering 28 lessons developed to show the use of resources in class teaching for each target level at P.4 and P.5 per year.</p>	<p>future reference.</p> <p>The newly-acquired reading programme materials will be kept for following years.</p>	<p>evaluate the effectiveness of the RaC programme. Modification of the programme will be made whenever necessary</p> <p>Teacher and student questionnaires will be conducted to gauge their feedback of the programme at the end of each term.</p> <p>The data gauged will be analysed for evaluating the effectiveness of the programme and future improvement.</p>

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<p>lessons.</p> <ul style="list-style-type: none"> ◆ Each module will last for 7 weeks with 7 double lessons. ◆ 6 e-books and 8 titles of printed books will be purchased for each target level. <p>Tentative themes and text types:</p> <p><i>Linkage with other KLAS: General Studies, Value Education</i></p> <table border="1" data-bbox="129 635 1003 1500"> <thead> <tr> <th data-bbox="129 635 286 722">Textbook</th> <th data-bbox="286 635 568 722">Themes & Text types</th> <th data-bbox="568 635 725 722">Textbook</th> <th data-bbox="725 635 1003 722">Themes & Text types</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="129 722 568 778"><i>P.4 1st term</i></td> <td colspan="2" data-bbox="568 722 1003 778"><i>P.4 2nd term</i></td> </tr> <tr> <td data-bbox="129 778 286 1198">4A Ch 1</td> <td data-bbox="286 778 568 1198"> <p>Themes: Friends</p> <p>Text types:</p> <ul style="list-style-type: none"> •Letters •Stories •Discussions •Descriptions </td> <td data-bbox="568 778 725 1198">4B Ch 3,4</td> <td data-bbox="725 778 1003 1198"> <p>Themes: Healthy Lifestyle</p> <p>Text types:</p> <ul style="list-style-type: none"> •Instructions •Informational reports •Discussions •Brochures </td> </tr> <tr> <td colspan="2" data-bbox="129 1198 568 1254"><i>Value Education: Friendship</i></td> <td colspan="2" data-bbox="568 1198 1003 1254"><i>GS: My Healthy Lifestyle</i></td> </tr> <tr> <td colspan="2" data-bbox="129 1254 568 1310"><i>P.5 1st term</i></td> <td colspan="2" data-bbox="568 1254 1003 1310"><i>P.5 2nd term</i></td> </tr> <tr> <td data-bbox="129 1310 286 1500">5A Ch 1,2</td> <td data-bbox="286 1310 568 1500"> <p>Themes: Caring for others</p> <p>Text types:</p> </td> <td data-bbox="568 1310 725 1500">5B Ch 1,2</td> <td data-bbox="725 1310 1003 1500"> <p>Themes: Places around the world</p> <p>Text types:</p> </td> </tr> </tbody> </table>	Textbook	Themes & Text types	Textbook	Themes & Text types	<i>P.4 1st term</i>		<i>P.4 2nd term</i>		4A Ch 1	<p>Themes: Friends</p> <p>Text types:</p> <ul style="list-style-type: none"> •Letters •Stories •Discussions •Descriptions 	4B Ch 3,4	<p>Themes: Healthy Lifestyle</p> <p>Text types:</p> <ul style="list-style-type: none"> •Instructions •Informational reports •Discussions •Brochures 	<i>Value Education: Friendship</i>		<i>GS: My Healthy Lifestyle</i>		<i>P.5 1st term</i>		<i>P.5 2nd term</i>		5A Ch 1,2	<p>Themes: Caring for others</p> <p>Text types:</p>	5B Ch 1,2	<p>Themes: Places around the world</p> <p>Text types:</p>			<p>All students at P.4 and P.5 will read 6 titles of e-readers and 4 titles of printed readers per year.</p> <p>At the end of the school term, every student will complete his/her own reading record in his/her portfolio.</p> <p>All the target level English teachers use the resources each year.</p>		
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	<ul style="list-style-type: none"> •Personal recounts •News reports •Explanations of how and why •Stories 		<ul style="list-style-type: none"> •Children’s encyclopedias •Expositions •Presentations • Myths/ Legends 					
<i>Value Education: Love &Care</i>		<i>GS: The Wonderful World</i>						
<p>Reading skills and strategies: Students should be able to learn :</p> <p><i>(Primary 4)</i></p> <ul style="list-style-type: none"> ◆ scanning and skimming ◆ locating specific information by identifying key words ◆ working out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) ◆ locating details which support the main ideas from different parts of a text ◆ following ideas by recognising simple text structures and understanding the use of cohesive devices ◆ inferring feelings of characters from pieces of information in narrative texts <p><i>(Primary 5)</i></p> <ul style="list-style-type: none"> ◆ scanning and skimming ◆ locating specific information by recognising simple text 								

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<p>structures</p> <ul style="list-style-type: none"> ◆ working out the meaning of words and phrases by using semantic and syntactic clues ◆ organising information and ideas in texts by using knowledge of text structures and some graphic forms ◆ distinguishing facts from opinions by using semantic and syntactic clues ◆ identifying the stylistic features in texts <p>Generic skills:</p> <p>Students should also be able to develop:</p> <ul style="list-style-type: none"> ◆ communication skills ◆ collaborative skills ◆ critical thinking ◆ problem solving skills <p>Follow up tasks - cross-curricular activities:</p> <p>To further promote reading across the curriculum and effective English learning, English teachers will develop learning activities that provide students with opportunities to recycle the knowledge and skills gained across KLAs and develop skills and attitudes that go beyond individual subjects. Tracking reports will be generated for suitable follow-up actions.</p> <table border="1" data-bbox="129 1377 999 1501"> <tr> <td colspan="2" data-bbox="129 1377 999 1433">Primary 4</td> </tr> <tr> <td data-bbox="129 1433 264 1501">Friends</td> <td data-bbox="264 1433 999 1501">Each student writes a letter to a pen pal from another school at the beginning of the task. At the end of the</td> </tr> </table>	Primary 4		Friends	Each student writes a letter to a pen pal from another school at the beginning of the task. At the end of the				
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	task, some students will visit their pen pals' school and some students will stay at the school to give their pen pals an introduction of their own school.					
Healthy lifestyle	At the end of the module, students will have a healthy food competition making a healthy dish. Each student/team needs to give a short presentation to introduce a healthy dish and each class will vote for the best dish in their own class. The winner of each class will join the inter-class competition to compete with other classes.					
Primary 5						
Caring for others	Each P.5 student will pair up with a P.1 student at the beginning of the school term. P.5 students will show P.1 students around the school and take care of them during recess. Each class will be divided into several groups and each group will plan a simple game/ activity. At the end of the task, all the P.5 students will visit elderly homes and each group will carry out the activity or play the game with the elderly. After the visit, each group will write a reflection about the visit, and present in front of the class.					
Places around the world	Students will learn about the characteristics of different places such as culture, festivals, clothing items, food and attractions. Each class will be divided into several groups. At the end of the module, each group will act as a celebrity of the place and introduce the characteristics of that place.					

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<p>Sample module: P.5 Caring for others</p> <p>Objectives:</p> <p><i>English</i></p> <ul style="list-style-type: none"> ◆ To develop reading skills such as skimming and scanning, working out the meaning of words and phrases by using semantic and syntactic clues, organising information and ideas in texts by using knowledge of text structures and some graphic forms; ◆ To understand different text features and structures (e.g. stories, recounts, news reports, explanations of how and why). <p><i>Value education</i></p> <ul style="list-style-type: none"> ◆ To understand that care and mutual respect are the key elements in establishing harmonious interpersonal relationships; ◆ To reflect on their interpersonal skills and strengthen their collaboration and communication skills; and ◆ To put into practice in their daily life the positive values such as love, care and respect. <p><i>Pre-reading activities</i></p> <ul style="list-style-type: none"> ◆ Teacher will teach the thematic vocabulary on the topic love and caring (e.g. <i>volunteering, fundraising, donating, needy, generous, big-hearted</i>) ◆ Students watch a video about offering help in our community to the needy. <p>https://www.youtube.com/watch?v=qLGNj-xrgvY</p>					

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<p>◆ They will then write post on <i>Padlet</i> and share about their thoughts and the changes of the man they have identified in the video about offering help (e.g. young lady, little girl, old woman) with a brief discussion afterwards.</p> <p>While reading activities</p> <p>◆ For shared reading, students will read e-reader titles about Love and Caring. Teacher will teach the language features, text structures and features of the target text types. Teacher will also model target reading skills (e.g. <i>organising information and ideas in texts by using knowledge of text structures and some graphic forms – a flow chart for sequence of events in a news report; a story plot with characters, setting, plot, conflict, and resolution for a story.</i>)</p> <p>◆ Students will be reminded to pay attention to how to practise in their daily life the positive values such as love, care and respect.</p> <p>◆ For guided reading, students will be divided into small groups with similar abilities to read the printed books and practise applying the reading skills that they have learnt from the e-books in reading tasks/ activities. The subject teacher, NET and teaching assistance will offer guidance and support for individual students in the small groups.</p> <p>Post-reading activities</p> <p>◆ Students get into groups and design a simple activity or game for the visit of the home for the elderly. They will write up a recount and give a short presentation afterwards to share their experience.</p>					

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<p><u>Details of the purchase</u></p> <p>School will conduct proper procurement exercises before purchasing the printed books and e-books.</p> <table border="1" data-bbox="129 464 1003 627"> <thead> <tr> <th></th> <th>Printed books</th> <th>E-books</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td>8 titles x 16 copies</td> <td>6 titles</td> </tr> <tr> <td>P.5</td> <td>8 titles x 16 copies</td> <td>6 titles</td> </tr> </tbody> </table> <p>The printed book and e-book titles will be carefully selected to include a variety of both fiction and non-fiction texts of different themes (<i>see page 7 & 8 for details</i>). The purchased e-books will be used in class as core readers to teach reading skills, strategies and target text types as well as pre-class and post-class learning activities with videos, apps, online resources, exercises and tracking reports on students' learning progress and weaknesses for improvement. The printed books will be used for guided reading and let students practise applying the reading skills that they have learnt from the e-books.</p> <p>Outcomes</p> <p>Selection Criteria of the e-books</p> <p>In purchasing the 12 e-books, the criteria listed below will be strictly followed:</p> <ul style="list-style-type: none"> •Alignment with the core curriculum reading framework to be formulated target themes, text types and reading skills •Accuracy of language used •Typicality of the texts used •Level of difficulty of the texts 		Printed books	E-books	P.4	8 titles x 16 copies	6 titles	P.5	8 titles x 16 copies	6 titles					
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<ul style="list-style-type: none"> •Built-in interactive features •Support for independent and further reading. Students can use the e-books in classes and for self-learning purpose anytime, anywhere (including Mainland China) during and after the project period •One-off purchase for the perpetual right of use. All e-books will be re-used after completion of this project without any extra cost. <p>IT equipment</p> <p>School has installed stable campus-wide WiFi system as well as sufficient tablets and recharge trolleys are available to conduct RaC lessons.</p> <p>Special arrangements will be made to ensure that adequate tablets will be available for the conduct of RaC lessons for each class of the target levels. All the e-books and other apps will be installed in advance to ensure a smooth running of various in-class reading activities. IT technicians will be available to handle technical problems during class.</p> <p>Computer room will open for students to access the e-books during lunch time and after school to finish their extended reading, post reading exercises and tasks.</p>					