School-based Plan on the Use of the English Enhancement Grant for St. Patrick's School

(I)   Present state of play (related to EEG Scheme)

Strength:	Keep:
- A team of energetic and hardworking teachers as potential curriculum leaders - Great improvement in 2009 TSA speaking score shows the effectiveness of the Split Class mode in P.6 (1 double lesson/week) on interview techniques, presentation and writing practice. - School-based Spelling Book identifies target vocabulary for students	- Keeping Split class mode in P.6 and enriching the curriculum with more theme-related reading and writing tasks - Keeping Spelling Book but listing the vocabulary in phrases to facilitate better word collocation - Keeping the Word Bank and encourage more regular use of it
Weakness:	**Improve:**
- Based on the TSA, internal assessments and classroom performances, students are weak in reading (lack of vocabulary and reading skills to process the text) and writing (weak collocation to express ideas properly)	- Teaching reading skills explicitly, e.g. work out meaning of words - Teaching writing skills through well-designed process writing tasks related to assigned reading texts or readers
Opportunity:	**Stop:**
- Students get used to taking their Word Bank as a vocabulary reference	
Threat:	**Start:**
- Competition from neighbouring schools	- Extending the split class mode to one more level (P.3) to enable better support for learner diversity - Developing Reading to Writing Workshop to stimulate and trigger students' writing ideas with related reading texts

(II)   A holistic school-based plan (related to EEG Scheme)

A. To improve the students' reading and writing skills through Reading to Writing Workshop (RW Workshop) in P.3-6

(III)   Implementation details of the proposed measure(s) (related to EEG Scheme)

Objective A: To improve the students' reading and writing skills through Reading to Writing Workshop (RW Workshop[1]) in P.3-6

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/year)	Resources required	Methods of progress - monitoring and evaluation
Improve the vocabulary curriculum : (1) Enrich the School-based vocabulary curriculum by listing the target vocabulary in phrases/short sentences instead of in isolated words in the school-based Spelling Book - Subject teachers select the target words of each unit and list them in phrases in the Spelling Book draft (see Appendix 1) which will be revised and confirmed in August by the panels - Word collocation of the target words of each unit will be assessed in the Formative Assessment of each unit.	- Students' better word collocation - Revised Spelling Book ready for use in the following years	Jul 2010	- English Teachers	- Classroom observation - Word collocation in daily writing tasks - Progress record on Word Collocation Section in Formative Assessment (4-5 times per term) - The average marks of the Word Collocation Section are 60% or above.
(2) Build up a vocabulary learning environment: - Instruct students to make better use of the Word Bank - Display English labels/posters that match the themes in the textbook around the campus - Organize vocabulary games for different levels in English corners during recess	- Students' regular use of their Word Bank (6 new entries / week) - School campus enriched with English print and related activities for vocabulary learning - English Corner activities consolidate classroom learning	Sep 2010 to Jun 2012	- Core Team - English Teachers - Labels and posters	- Monthly checks on the Word Bank to review students' progress - Photo record on learning environment display - English Corner attendance records - 70% of the students successfully complete

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[1] Reading to Writing Workshop (RW Workshop) is a programme conducted in a double lesson every week.   Each workshop includes about 6 double lessons and the focuses are reading skills (for the first 3 lessons) and process writing (for the last 3 lessons).

				the self-record sheet
Improve the teaching of reading and writing: (3) Produce a reading and writing curriculum framework specifying themes, text types and skills for each level: - (see Appendix 2)	School-based reading and writing curriculum identifying the target items	Jun 2010	- Level Coordinators	- A critical review on the effectiveness of the curriculum - 70% of the English teachers finding the curriculum framework is clear and teaching and learning is more effective when following the framework
(4) Invite language experts to give PD Workshop to teachers on how to do explicit teaching of Reading to/and Writing	- 80% of the English teacher participants finding the workshop useful and practical for classroom implementation - English teachers applying the skills learnt in the classroom	Aug / Sep 2010	- English Teachers	- Post-workshop Survey on the effectiveness of the workshop - Performance of the teachers in Lesson observation focusing on reading / writing strategies (e.g. 5-W questions, sentence building, part of speech,etc) - Students' writing performance (content, number of words, etc) - 70% of the English teachers finding the

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				students' reading and writing performance meet their expectation.
(5) Develop RW Workshop resources packages including teaching plans, worksheets on target texts/readers and teaching aids for P.3 to P.6 (4 packages / level) which are reusable in the following years	- To release 4 teachers to form a core team to lead the development of the RW Workshops: - The free lesson rearrangement: Core teacher 1 (EPC): 8 lessons Core teacher 2: 8 lessons Core teacher 3: 6 lessons Core teacher 4: 6 lessons (subjected to slight change)	Sep 2010 to Jun 2012	- 1 Supply Teacher - Core Team[2] - Web Resource access	
(6) Implement 4 RW Workshops in split class mode in P.3 and 4 RW Workshops in co-teaching mode in P.5 - The P.3 classes will be split (14 students in a small group) according to the students' English performance in the Summative Assessment 2009-2010. - The lessons will be integrated with the school-based curriculum.	- A better interface between KS1&2 - Improved students' performance on target reading and writing skills - Choice of reading tasks matching Students' level and interests - Students' interest in reading has increased - 4 tried out, amended and reusable packages for each level	1st by Nov, 10 2nd by Jan, 11 3rd by Mar, 11 4th by Jun, 11	- P.3 and P.5 Teachers - Core Team	- RW Workshops are conducted as scheduled While RW Workshop: - Peer lesson observation to see the progression from reading to writing After RW Workshop: - Student Survey - Student interviews
(7) Implement the 4 RW Workshop in co-teaching mode in P.4 and 4 RW Workshop in Split class mode in P.6		1st by Nov, 11 2nd by Jan, 12 3rd by Mar, 12 4th by Jun, 12	- P.4 and P.6 Teachers - Core Team	

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[2] Two The Functions of the Core Team are to participate in core team meetings, to lead co-planning meetings, to co-teach in class, to prepare teaching plan and materials and to collect comments and suggestions from the teachers in the same levels.

(8) Align the assessment items in the reading and writing exam papers with classroom teaching and RW workshops	P.3 to P.4: - 55% to 75% of students getting a pass mark in the English Reading and Writing Exam Papers	Sep 2010 to Jun 2011	- English Teachers - Core Team	- Exam result analysis in the reading and writing sections (target items) to check students' mastery of the skills taught
	P.3 to P.6: - 55% to 75% of students getting a pass mark in the English Reading and Writing Exam Papers	Sep 2011 to Jun 2012		- Overall class progress throughout the school year - Depending on the needs of each class, intervention programme or mini lesson(s) will be conducted to strengthen the students' weaknesses.

(IV)   Targets to be attained

- Improved students' performance on the target reading and writing skills

- Four practical and reusable English Workshop resource packages developed for each target level (P.3, 4, 5, 6)

- Helping sheets and/or extra notes will be provided for the weaker students / classes

- Writing publication for sharing

(V)   Budget

Measures / Activities to be funded by the Scheme	Estimated cost	Sources
(2) Build up a vocabulary learning environment - labels & posters	$ 2,000	School

(5) Develop RW Workshop resources packages
 	
    - **A Supply Teacher** to release 4 teachers to form a core team (2010-2012) (Point 14)
 	
    - Surplus due to increment in MPS covered by CEG *
	$ (19,835 + 991.75^{MPF}) x 24 months = $ 499,842
	
	$(1,000 + 50^{MPF}) x 12 moths = $12,600
		EEG
		
		CEG ($12600)

* The web resources access will be funded by school from September, 2012 if necessary.

(VI)   Cash flow

School year	2010-2011	2011-2012
Cash requirement	$ 249,921	$ 249,921

Let's Beat the Target Words

When you beat all the items on this page, you will get <u>ten stamps</u> from your teacher!

If you forget how to read, please visit this website: http://www.howjsay.com

Unit 5   Health Tips

Spell the Target Words	1st Time		2nd Time		3rd Time		4th Time	
	Date	Witness	Date	Witness	Date	Witness	Date	Witness
<u>Sentences</u>								
1. He has <u>a broken arm</u>.								
2. She has <u>a cold</u>.								
3. They have <u>a cough</u>.								
4. She has <u>a runny nose</u>.								
5. I have <u>a soar throat</u>.								
6. I have <u>a stomach ache</u>.								
7. You have <u>a temperature.</u>								
8. He has <u>a toothache</u>.								
9. He should see <u>a dentist</u>.								
10. What's the <u>matter</u> with you?								

Reading to Writing Curriculum Framework (Draft)
Focuses of P.3 to P.6

Primary 3 - One double lesson in split class mode per week*		
Text types	**Reading Skills**	**Writing Skills**
Narrative Texts ● Comics ● Diaries ● Stories Informative Texts ● Personal descriptions Exchanges ● Personal letters Procedural Texts ● Instructions Explanatory Texts ● Captions Persuasive Texts ---	**Construct meaning from texts** - guess the meaning of unfamiliar words by using contextual or pictorial clues - identify key words for the main idea in a sentence - confirm meaning by re-reading a sentence or paragraph - understand the connection between ideas by identifying cohesive devices, including connectives and pronouns - make predictions about stories, characters, topics of interest using pictorial clues and book cover	**Present information, ideas and feelings clearly and coherently** - provide personal ideas and information based on a model or framework provided - use appropriate cohesive devices, e.g. and, but, too - use concepts of order and time, e.g. last night, this morning - use appropriate formats and conventions of short written texts - gather and share information, ideas and language by using strategies, e.g. brainstorming, building concept maps, listing and observing - express imaginative ideas with the help of cues - use available resources such as word bank - draft, revise and edit written texts with teacher and/or peer support (process writing)

* Each class has 9 English lessons per week.   7 lessons will be arranged for the GE programme which will be conducted by the subject teachers. 2 lessons (a double lesson -70mins) will be arranged for the Reading to Writing Workshop (RW workshop).   The support teacher and the subject teachers will either conduct the lesson in split class mode (P.3, 6) or co-teaching mode (P.4, 5).

Primary 4 – One double lesson in co-teaching mode per week*		
Text types	**Reading Skills – One double lesson**	**Writing Skills**
Narrative Texts ● Personal recounts ● Poems ● Play scripts ● Stories Informative Texts ● Personal descriptions Exchanges ● Personal letters Procedural Texts --- Explanatory Texts ● Advertisements Persuasive Texts ---	**Construct meaning from texts** - work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world - understand the information provided on the book cover (the spine and blurb), index and glossary - recognize the format and language features of a variety of text types, e.g. poems, play scripts, menus - identify key words for the main idea in a sentence - understand the connection between ideas by identifying cohesive devices - confirm meaning by re-reading a sentence or paragraph - understand the connection between ideas by identifying cohesive devices - make predictions about stories, characters, topics of interest using pictorial clues and book cover **Locate information and ideas** - locate specific information in a short text in response to questions - scan a text to locate specific information by using strategies such as looking at repeated words, words in bold or capital letters	**Present information, ideas and feelings clearly and coherently** - use appropriate cohesive devices, e.g. also, at last, either - use concepts of order and time, e.g. last night, this morning - write paragraphs which develop main ideas - use a small range of language patterns such as different verb forms and structural patterns - use appropriate formats and conventions of short written texts - gather and share information, ideas and language by using strategies, e.g. brainstorming, building concept maps, listing and observing - express imaginative ideas with the help of cues - draft, revise and edit written texts with teacher and/or peer support (process writing)

* Each class has 9 English lessons per week.   7 lessons will be arranged for the GE programme which will be conducted by the subject teachers. 2 lessons (a double lesson -70mins) will be arranged for the Reading to Writing Workshop (RW workshop).   The support teacher and the subject teachers will either conduct the lesson in split class mode (P.3, 6) or co-teaching mode (P.4, 5).

Primary 5 – One double lesson in co-teaching mode per week*		
Text types	**Reading Skills**	**Writing Skills**
Narrative Texts ● Biographies ● Journals ● Poems ● Stories Informative Texts ● Expositions Exchanges ● Personal letters Procedural Texts ● Procedures Explanatory Texts --- Persuasive Texts ● Posters	**Construct meaning from texts** - work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world - understand the information provided on the book cover (the spine and blurb), index and glossary - recognize the format and language features of a variety of text types, e.g. journals, letters, play scripts - understand the connection between ideas by identifying cohesive devices - predict the likely development of a topic by recognizing key words, using personal experiences, and making use of context and knowledge of the world - re-read the text to establish and confirm meaning - self-correct by using strategies such as checking understanding against predictions, re-reading, using context, reading further to clarify, asking for help - recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation **Locate information and ideas** - scan a text to locate specific information by using strategies such as looking at repeated phrases - identify details that support the gist or main ideas	**Present information, ideas and feelings clearly and coherently** - use appropriate cohesive devices, e.g. if, when, so - write paragraphs which develop main ideas - present main and supporting ideas, and where appropriate with elaboration - use a small range of language patterns such as different verb forms and structural patterns - use appropriate formats and conventions and language features - gather and share information, ideas and language by using strategies, e.g. brainstorming, building concept maps, listing and observing - draft, revise and edit written texts with teacher and/or peer support (process writing)

* Each class has 9 English lessons per week.   7 lessons will be arranged for the GE programme which will be conducted by the subject teachers.
2 lessons (a double lesson -70mins) will be arranged for the Reading to Writing Workshop (RW workshop).   The support teacher and the
subject teachers will either conduct the lesson in split class mode (P.3, 6) or co-teaching mode (P.4, 5).

Primary 6 - One double lesson in split class mode per week*		
Text types	**Reading Skills**	**Writing Skills**
Narrative Texts ● Biographies ● Poems ● Stories Informative Texts ● Expositions ● News reports Exchanges ● Formal letters Procedural Texts ● Explanations of how and why Explanatory Texts --- Persuasive Texts ---	**Construct meaning from texts** - work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world - recognize the format and language features of a variety of text types, e.g. biographies, letters - understand the connection between ideas by identifying cohesive devices - predict the likely development of a topic by recognizing key words, using personal experiences, and making use of context and knowledge of the world - self-correct by using strategies such as checking understanding against predictions, re-reading, using context, reading further to clarify, asking for help - recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation - understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language **Locate information and ideas** - scan a text to locate specific information by using strategies such as looking at repeated phrases - identify details that support the gist or main ideas	**Present information, ideas and feelings clearly and coherently** - use appropriate cohesive devices, e.g. although, so that, finally - write paragraphs which develop main ideas - present main and supporting ideas, and where appropriate with elaboration - use a small range of language patterns e.g. different verb forms and structural patterns - use appropriate formats and conventions and language features - gather and share information, ideas and language by using strategies, e.g. brainstorming, building concept maps, listing and observing - use story structure that comprises setting, characters, problems, events and solutions - draft, revise and edit written texts with teacher and/or peer support (process writing) - present writing using appropriate layout and visual support e.g. illustration, tables

* Each class has 9 English lessons per week.   7 lessons will be arranged for the GE programme which will be conducted by the subject teachers. 2 lessons (a double lesson -70mins) will be arranged for the Reading to Writing Workshop (RW workshop).   The support teacher and the subject teachers will either conduct the lesson in split class mode (P.3, 6) or co-teaching mode (P.4, 5).