

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

**School Name:** Lutheran School for the Deaf (English)

**Application No.:** C117 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 4
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	1	1	1	1	4

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	1	1	1	1	1	1	6

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years:

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
Using Puppetry Technology to motivate students with intellectual disabilities to learn English and enhance their learning effectiveness	P.2, P.4, P.5	Reading and Writing	NET Section, EDB

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

<b>Strengths</b>	<b>Opportunities</b>
1. School adopts small class teaching to cater for learner diversity. 2. Teachers are experienced in carrying out various activities to arouse students' interest in learning English.	1. Trained teachers who are specialized in teaching English. 2. We have accumulated a number of teaching resources.
<b>Weaknesses</b>	<b>Threats</b>
1. Students' hearing impairment affects English learning. 2. Students have few opportunities for exposure to English outside the English classroom.	1. Students are generally weak in English. 2. Inadequate support from most of the parents on students' English learning

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

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
Develop a school-based reading programme	- Purchase printed readers  - Hire supply teachers	P.1-P.6

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

Proposed target area(s) of development	Proposed usage(s) of the Grant	Time scale	Grade level
<input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities  <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”  <input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”  <input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”  <input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”	<input type="checkbox"/> Purchase learning and teaching resources  <input type="checkbox"/> Employ full-time* or part-time* teacher  <input checked="" type="checkbox"/> Employ full-time* or <del>part-time*</del> teaching assistant  <input type="checkbox"/> Procure service for conducting English language activities	<input checked="" type="checkbox"/> 2019/20 school year  <input checked="" type="checkbox"/> 2020/21 school year	<input checked="" type="checkbox"/> P.1 <input checked="" type="checkbox"/> P.2 <input checked="" type="checkbox"/> P.3 <input checked="" type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input checked="" type="checkbox"/> P.6

**(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 <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
Employing a full-time teaching assistant who is proficient in English to enrich the English language environment in school at Primary 1 to Primary 6					
<p><b><u>Objectives</u></b>                      With the limited family support for English learning, students are generally weak in English and not motivated in English learning. A full-time teaching assistant who is proficient in English will be hired to provide more opportunities for students to use English in authentic contexts so as to arouse their interests in English learning. Through conducting various fun English activities, both inside and outside classrooms, students will be immersed in an English-rich environment and engaged themselves in different contexts for communicating with each other in English.</p> <p><b><u>Core Team</u></b>                      4 core team members, including all local English teachers and the English Panel Head, will be responsible for the development of the school-based English Language curriculum initiatives.</p> <p><b><u>Duties of the core team members</u></b>                      ✓ curriculum review (once each term)                      ✓ co-planning to develop teaching resource (once per week)                      ✓ demonstration (once a year per class)                      ✓ lesson observation and follow-up (once a year per class)                      ✓ professional sharing (once each term)</p> <p>The English Panel Head and the Curriculum Development (CD) will be the mentors of the teaching assistant. They will introduce the characteristics and learning needs of hearing-impaired students. The English Panel Head will also follow up the difficulties in teaching and conducting activities with the teaching assistant.</p>	P.1 - P.6	2019/2020 – 2020/2021  Co-planning All year round  Assisting in the English lessons All year round  Development of materials All year round  Conducting English activities All year round  Evaluation All year round	Learning and teaching materials for Big Book Reading, Action Alphabet Chants and Rhyming Songs will be developed.  6 sets of language skills materials including PowerPoint slides, learning tasks or activities will be developed. Each set will cover 8 lessons. A total of 48 lessons will be covered.  26 sets of phonic PowerPoint slides and relevant teaching materials will be developed. Each set will cover 6 lessons. A total of 156 sessions will be covered.  1 set of resource pack for grammar games, vocabulary games, phonics games, booth games, phonic songs	Materials to enrich the school environment will be kept for future use and review.  100% of the English teachers will acquire the skills of enriching the English language environment through conducting more English language activities through co-planning and sharing of the newly developed resources.  Teachers' professional capacities will	Evaluations will be conducted once a month in the co-planning meetings.  A teacher survey will be conducted to collect their feedback.

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<p>Follow-up actions will be taken by the core team after the lesson observations/try-outs of the initiatives, for example, adjustment of the teaching strategies and materials, sharing among the existing English teachers.</p> <p>The purposes of employing a full-time teaching assistant who is proficient in English are to support core team members for conducting English activities and releasing some of the clerical work from the core team members so that they can focus on the curriculum development and attend professional development programmes.</p> <p><b><u>Expected qualifications and experiences of the teaching assistant who is proficient in English</u></b> The full-time teaching assistant who is proficient in English should be at least an associate degree holder.</p> <p><b><u>Duties of the full-time teaching assistant who is proficient in English</u></b></p> <p>✧ <b>Assist teachers in the Fun Fun English lesson</b> One lesson per week will be the Fun Fun English lesson. Subject teacher of each level conducts some fun speaking learning activities (e.g. Big Book Storytelling, Action Alphabet Chants and Rhyming Songs) for students in class with the support of teaching assistant. The total number of students engaged will be about 20. The lesson aims at providing students with a wide variety of activities. Vocabulary items covered in the text book will be recycled. Teaching assistant helps encourage students to speak by prompting students with lip reading, sign in the lesson as well as prepare learning and teaching materials.</p>			<p>and videos will be developed.</p> <p>6 word wall displays about vocabulary and grammar items in classroom will be developed.</p> <p>1 large wall display to show examples of reading texts and questions will be developed.</p> <p>Different English language activities will be conducted.</p> <p>Over 70% of students' summative assessment results will improve at the end of year.</p> <p>100% of English teachers will acquire knowledge of conducting language activities in lessons and at other times.</p> <p>100% of English teachers will conduct language activities in</p>	<p>be enhanced and they will apply to pedagogy acquired in the future.</p>	

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<p><b>- Sample lesson rundown</b>  <u>Action Alphabet Chants</u>  Teacher will introduce the letter in a memorable and fun way. For example, when introducing the letter A, teachers will show a picture about an ant on an apple and tell a story. Teacher will elicit students’ experience of encountering ants or other insects. Teacher then introduce the letter sound “a” by telling students that people will shout out “a” when they see an ant on an apple. Teacher will also sign the letter A using American Sign Language (ASL).</p> <p>Teacher will then sing the chant: <u>a</u>nts on the <u>a</u>pple...”<u>a</u>”..”<u>a</u>”..”<u>a</u>”, with students. Students will sign when they sing the chant. Teacher will also elicit that have the initial letter sound “a’ from students and ask students to complete worksheet.</p> <p>Teacher will video-tape the action chants and share them with students so that the latter can revise what they learnt at home.</p> <p>❖ <b>Conduct English activities</b>  <b>- Paired reading activity during lunch recess</b>  Each paired reading will last for 35 minutes. Each student will have paired reading session once a week. Less able students from each level (about 16 students) will take turn to have paired reading activity with teacher to develop their reading skills. Students read aloud stories in the textbooks. Comprehension questions will be asked and students will be guided to locate specific information.</p> <p>Students also play vocabulary games (e.g. matching vocabulary to pictures) to keep students motivated.</p>			<p>lessons and at other times.</p>		

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<p>Students predict the meaning of key vocabulary and phrases with pictorial cues and finish reading exercises in the activity. The teaching assistant will help prepare the worksheets, vocabulary game materials, sentence, and picture cards.</p> <p><b>- Small group activities during lunch recess</b> All primary students (about 20) will take part in the small group activity. Teachers conduct small group (about three students each time) English learning activities for students during lunch recess. The activities focus on consolidating students' learning of grammar structures covered in the General English lessons through interesting games.</p> <p>Students are invited to play some grammar games (e.g. sentence matching games, re-organize and expand sentence games, rearrange sentence sequence, etc.). Students also write journals using the language items covered in textbooks with the support of the teaching assistant. The games will encourage students' participation and provide an authentic context for students to use the grammar and vocabulary items in their daily lives. Teaching assistant will assist in producing resource.</p> <p><b>- Storytelling activity after school every Fridays</b> The teaching assistant will conduct storytelling activity for a total of 4 students in the hostel after school. To encourage students' participation, they can select readers according to their interests and reading levels. After the activity, students can borrow the readers as home reading. Storytelling activity provides students with an authentic context to revise and use the reading skills they learnt in class (e.g. finding out the gist of the story). Students also retell the story and have group presentation with their</p>					

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<p>partners about a new story ending. Students can develop their creativity and collaboration skills in the activity.</p> <p><b>- Phonic activity with American Sign Language (ASL)</b> Phonic activity will be conducted in morning assembly once a week. Students will be given prizes after participation in the tasks.</p> <p>All students (about 20) participate in the activity to read aloud the letter sounds and sing phonic songs (A-Z). They learn the corresponding American Sign Language at the same time. The activity focus on developing students' speaking skills. Students relate the letter sounds and try blending the words. They also play phonic games (Letter Sounds Guessing Game) and brainstorm different vocabulary items beginning with the same initial letter sound to make new alphabet chants (e.g. "<u>a</u>nts on the arrow "<u>a</u>"..."<u>a</u>"..."<u>a</u>"). Then students will take turns to present their own chants with their group partners. Their chants will be displayed. The teacher assistant will help produce the phonic PowerPoint slides and vocabulary word cards.</p> <p><b>- English Fun Day in the post examination period</b> All students (about 20) and English teachers will engage in the activity. Local teachers and the teaching assistant co-design booth games (e.g. Puzzle, Fishing, Funny Exercises, Bingo and Drawing) and teaching assistant prepares the content materials. It offers a chance for students to consolidate and revise grammar structures they learnt in textbooks through fun and engaging games.</p> <p><b>- Inter-school activities with a mainstream primary school</b> All our students (about 20) become pen-pals with students</p>					



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<p>(about 26) in a mainstream primary school. It offers an opportunity for students to write a short message or greetings in English during festive times and send them to their pen-pals. Students from both schools will meet at the end of term and have meaningful interactive English learning activities (e.g. Big Big TV Games, Cracker Sandwiches Recipe). The teaching assistant will help prepare the learning materials for the activities.</p> <p>✧ <b>Assist in the development of teaching resources to create a language-rich environment</b></p> <p>- <b>English Room</b> Word cards and High Frequency Words will be posted around the campus. Word cards will be updated twice each term. These provide a language-rich environment for students' learning in English lessons.</p> <p>- <b>Classroom</b> The teaching assistant will prepare and put up the vocabulary items and sentence patterns covered in the text books around the classroom.</p> <p>- <b>Outdoor</b> The teaching assistant will post reading texts and questions on the display boards. Students will be invited to answer the questions. Students' writing will be displayed as well.</p> <p>✧ <b>Offering clerical support</b> The teaching assistant will also help in reformatting the English teaching materials designed by English teachers. He/She will prepare graded worksheets and teaching aids, supplement the English teaching and learning materials with pictures to arouse students' interests.</p>					