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

School Name: Tsuen Wan Chiu Chow Public School (English)

Application No.: D071 (for official use)

(A)   General information:

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

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	3	4	3	4	4	3	21

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	3	5	4	5	5	3	25

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	Focuses of the programme/ project/support service	External support (if any)
PLP-R/W	P.1-3	Reading and writing	NET Section, Education Bureau
Language Learning Support Services	P.6	Reading and writing, Catering for learners' diversity	Language Learning Support Section, Education Bureau

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

Strengths	Opportunities
1. Our principal gives full support to the introduction of new instructional approaches and teacher professional development. 2. The English Language team comprises of motivated teachers. They actively look for professional development opportunities to enhance teaching effectiveness. 3. A collaborative and sharing culture has been established through effective use of co-planning lesson time and peer observation.	1. A small class teaching environment allows teachers to attend to individual students' needs. 2. The below-par results in the Territory-wide Assessment (TSA) reflect the pressing need to improve students' productive skills. The PEEGS grant enables us to respond to KS2 students' needs.
Weaknesses	**Threats**
1. Our Key Stage 2 students, who are mainly from the lower class or new arrivals, are afforded with limited exposure to English and comprehensive input outside class time. Their motivation to use English for communicative purpose remains low.	1. More students with special educational needs are joining the school and learning diversity is an increasing concern. English Language skills vary a lot among students of the same grade level.

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

Area of Development	Usages of the grant	Grade Level
Refinement of the school-based English reading and writingcurriculum	1. Procuring professional services 2. Employing a teaching assistant 3. Purchasingprinted readers	P.4 to P.5

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

Proposed target area(s) of development (Please ☐ the appropriate box(es) below)	Proposed usage(s) of the Grant (Please ☐ the appropriate box(es) below)	Time scale (Please ☐ the appropriate box(es) below)	Grade level (Please ☐ the appropriate box(es) below)
☑ Enrich the English language environment in school through - conducting more English language activities*****; and/~~or~~ - developing more quality English language learning resources for students***** *(*Please delete as appropriate)* ☐ 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" **(*Please delete as appropriate)** ☐ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☐ 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" ☐ Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	☐ Purchase learning and teaching resources ☑ Employ a ~~full-time* or~~ part-time* English-proficient teacher *(*Please delete as appropriate)* ☐ Employ full-time* or part-time* teaching assistant *(*Please delete as appropriate)* ☐ Procure service for conducting English language activities	☑ 2020/21 school year ☐ 2021/22 school year	☑ P.1 ☑ P.2 ☑ P.3 ☑ P.4 ☑ P.5 ☑ P.6

(E) **How to implement the proposed school-based English Language curriculum initiative funded by PEEGS?**

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
Employ a part-time English-proficient teacher who will work collaboratively with existing English language teachers to – **(i) implementKS2 performance art programme; and** **(ii)conduct English language programmes for enriching the language environment at P.1 to P.6**					

<u>**Background and objectives**</u>
 ● Our Education BureauNative-speaking English Teacher (NET) is fully engaged in the implementation of the PLP-R/W programme at Key Stage 1 (KS1) (3 lessons per class per week), leaving little room for Key Stage 2 (KS2)programmes.The PEEGS will provide much needed additional resources to the implementation of speaking programmes for upper primary students.
 ● Instead of adopting a highly academic approach, school will integrate performingarts into speaking instructionsbased on the following grounds:
   ✧ Drama and storytelling activities are excellent means for practising pronunciation.
   ✧ They allow students to experience the target language in concrete situations.
   ✧ Tasks pairing speech with movement, gestures and expression increaselearning retention.
   ✧ They help create an embracing climate where students feel secure to take risks, express their views and share knowledge.
 ● The proposed KS2 performingarts programme will:
   ✧ equip students with the practical skills and knowledge necessary to express themselves clearly and confidently in various speaking situations;
   ✧ encourage authentic application of vocabulary and grammatical knowledge to real life communication;
	P.1-P.6	P.4-6
		 Term 1
		 Planning
		 Implementation
		 09-12/20
		
		 Performance
		 12/20
		
		 Interim evaluation
		 01/21
		
		 Term 2
		 Planning
		 Implementation
		 01-5/21
		
		 Performance
		 05/21
		
		 Evaluation
		 06/21
			<u>KS2 performing arts programme</u>
			 3 sets of school-based resource packages covering a total of 96 lessons will be developed. The resource packages include lesson plans, graded worksheets and teaching aids.
			
			 80% of the students involvedwill demonstrate an improved interest in performing / language arts.
			
			 80% of the students involved will have more opportunities to speak English and be more confident in speaking.
				The speaking programme will be conducted after completion of this project.
				
				 Teaching resources developed will be reviewed and refined.
				
				 Sharing will be conducted during the panel meetings to disseminate the good practices.
					Survey for both teachers and students will be conducted to evaluate the inside and outside class time programmes.
					
					 Lesson observation will be conducted to evaluate the effectiveness of the programme.
					
					 Evaluation will be conducted in co-planning meetings and panel meetings.
					
					 Video-taping of lessons, activities and performances
					
					 Analysis of speaking assessment results

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
✧ develop social and emotional skills; ✧ promote knowledge and appreciation of performing arts; and ✧ enhance teachers' ability to design, implement and evaluate speaking programmes. ● A broad range of fun activities will also be carried out outside class time to improve the overall English-speaking environment. **Expected qualifications of the part-time teacher** ● Apart-time English-proficient teacher with the following qualifications will be hired under the Scheme: ✧ a bachelor's degree holder with TESOL / TESL / TEFL qualifications; ✧ native English-speaking competence; and ✧ a minimum of two years' experience in delivering drama and speaking programmes in primary school setting ● He / She will work 4 full days a week rendering curriculum and activity support to the Local English Language Teachers (LETs) and NET both inside and outside class time. **The core team** ● The English Language panel heads and KS2 level coordinators will form a core team. They will collaborate closely with LETs and the part-time teacher in designing, implementing and evaluating the programme. ✧ Preparatory meetingsbefore project commencement To ensure curriculum coherence, the core team will consult with the EDB NET and LETs when		Professional sharing 06/21 Final review and programme refinement 08/21	60% of the students involved will make improvement in their speaking formative and summative assessment results. 80% of the teachers involved will acquire knowledge / pedagogy of conducting speaking programme from P.4 to P.6. Language activities outside classtime 80% of the participating students agree that activities have improved their motivation and confidence in English.		

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
formulatingtheprogrammeframework. ✧ Regular co-planning and review meetings Weekly co-planning meetings involving the LETs and part-time teacher will be conducted. Apart fromlesson planning, teachers will review the materials developed and lessons completed. Proper modificationswill be made to suit students' needs. ✧ Co-teaching arrangements The part-time teacher will co-teach with level teachers and responsibilities will be equally shared in the classrooms.					

Level	No. of lessonsper class per week	No. of classes in 2020/2021 (No split class arrangement)	Total
P. 4	2	3	6
P. 5	2	4	8
P. 6	1	4	4
Total number of lessons per week			18

- To monitor and evaluate programme implementation, the English Language panel heads will:
  - ✧ conduct lesson / activity observation at least once per term per level;
  - ✧ provide feedback on both teachers and students' performance;
  - ✧ collect teachers' opinions about the programmes in panel meetings;
  - ✧ administer teacher and student survey; and
  - ✧ analysespeaking assessment data.
- The programme / activitieswill be refined based on the evaluation data collected for sustainable implementation.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
● For ensuring capacity enhancement, peer lesson observation for KS1 teachers and professional sharing sessions will be arranged at least once a year.					

KS2 performance artprogramme
- A double period per week will be set aside for theproposed programme.
- The programme follows a gradual approach and activities requiring varying levels of participation and linguistic competence will be organised for learners at different developmental stages.
  - ✧ Collaborative speaking performances precede individual ones as students feel less exposed and more willing to articulate their thoughts in small groups.
  - ✧ Students at the beginning level (radio drama)can practise before recording, speak without being observed and edit their final performances.
  - ✧ Existing scripts / stories will be used at the outset. Studentsproceed to produce their own with better skills and confidence.

Level	Focus	Nature of the final product
P.4	Radio drama	Collaborative recorded performances
P.5	Drama	Collaborative live performances
P.6	Storytelling	Individual live performances

- The integrated-skills approach will be adopted to develop communicative competence. Students will learn different ways to express themselves through reading and producing language arts texts. Speaking tasks such as presentations, discussions, drama games, plays and storytelling

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
performances give students practices in listening. ● Online videos will be used to deliver knowledge and skill demonstration. ● Activities will also revolve around core module themes and be designed to encourage the authentic use of newly-acquired vocabulary and language structures. ● Students' showcase happens at the end of the school year as authentic assessment and celebration of learning. ● Expected learning outcomes: **_Target skills_** Speaking ✦ Speak with more clarity and confidence ✦ 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 ✦ Apply target vocabulary and grammar rules correctly in new situations ✦ Showcommunicative strategies such as explaining, disagreeing,agreeing, turn-taking, suggesting, makingconclusion etc. Listening ✦ Identify the gist or main ideas by recognising the stress in connected speech ✦ Use audio clues (tone, volume), contextual clues and world knowledge to work out the meaning of simple spoken texts ✦ Understand the speakers' intention, attitudes and feelings through their choice and use of language, gestures and facial expressions					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
Reading ➕ Understand the major features of fiction texts ➕ Guess the topic and the likely development of the topic by using key words, context, personal experiences and knowledge of the world ➕ 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 Writing ➕ Gather and share information and ideas by using strategies such as brainstorming ➕ Plan and organise information, and express own idea and feelings by identifying purpose and audience for a writing task ➕ Draft, revise and edit written texts withteacher and/or peer support Thinking skills ➕ Recognise and solve simple problems with reasons ➕ Make references from given information ➕ Generateand articulatenew ideas about the stories Communication and collaboration skills ➕ Work collaboratively and creatively with others in responding to the core texts ➕ Respond critically and creatively to the imaginative ideas and feelings expressed in texts through various means **P.4 radio drama programme** ● The beginning level programme focuses on the					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
development of vocal and verbal communication skills. Students will engage in reciprocal communication producing group performances with their peers.					

Session	Proposed contents and activities
	Term 1
1	Introduction to radio drama: ✧ Students share with peers their favourite radio / TV drama shows. ✧ Teacher introduces key elements (e.g. plot, character, dialogue, time and place, tension and sounds) of radio play with a video. *It's A Wonderful Life: A Live Radio Play Trailer at Long Wharf Theatre.* https://bit.ly/2Wg2NbB ✧ Vocabulary related to radio drama will also be covered in class.
2	Skill recap: revisiting radio drama vocabulary ✧ Teacher gives a Quizlet / Kahoot quiz. Voice production skills: Projection and diction ✧ Vocal methods for voice and diction will be introduced through the following activities: ✓ Breathing control exercises ✓ Voice loudness exercises Students read aloud part of the textbook passage in a loud voice. ✓ Singing a song about comparative and superlative adjectives, the target grammar item in the core unit *Big Bigger Biggest	Learning Time Fun, Kid's Songs	Size for Kids	Big Bigger Biggest for Kids*

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
https://bit.ly/2yQCDUH ✓ Tongue twisters					

Skill recap: revisiting projection and diction
✧ Teacher starts the lesson with vocal warm-up exercises.
Voice production skills:Vocal variation - pitch, pace, pause, tone, volume, accent, emphasis and intonation
✧ Teacher demonstrates how voice actors modulatetheir voice.
The Spongebob Movie: Sponge Out Of Water: Behind the Scenes Voice Recording
https://bit.ly/2xplyAY
✧ Activities for exploring different ways to utilisevoice effectively:
  ✓ The Wave (Volume)
    Students stand in a circle saying one word in turn in increasing or decreasing volume.
  ✓ Look who's talking (Pitch and inflection)
    Students read aloud a conversation using different vocal inflections for each voice.
  ✓ Verse speaking (Pace and rhythm)
    Teacher revisits key vocabulary in the core unit and explores the importance of pace and rhythm with a food poem.
    Not-So Fast Food - A Funny Food Poem for Kids by Kenn Nesbitt
    https://bit.ly/2VJtlTr
	3				

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
4	Skill recap: putting things together ✧ Studentspractise voice techniques by repeating the sentence "ROW ROWROW YOUR BOAT" in different volume, pitch, intonation and pace. Features and format of a radio play script:Music, sound, silence, movement and words ✧ Teacher goes through a sampleradio play script in class. ✧ Students readat home an excerpt of an existing script on the core module theme of favourite food and drinks.					
5	Skill recap: revisitingthe radio play script ✧ Teacher conducts a Quizlet / Kahoot quiz. Sharing of students' work ✧ Students read aloud the excerpt in small groups. ✧ Some students are invited to perform the script in class. ✧ Teacher gives feedback on students' vocal delivery. Performing on an existing script ✧ Students prepare a radio drama performance on the existingscript in groups of 4. ✧ Teacher conducts a script read-through and pre-teach difficult vocabulary and constructions. ✧ Students study the script at home with particular attention paid to emotion notes.					
6	Exploring emotions - an emotion guessing game ✧ The game is played to familiarise students					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation

with the possible emotions in the script.
✧ Students work in groups and each is given an emotion card (with the emotional adjective and picture).
✧ Each group demonstrates the emotion on its card while other groups guess what is being presented.
Expressing emotions with voice
✧ Teacher introduces how to use one's voice to portray a character with a production clip of *Frozen*.
Frozen: Kristen Bell "Anna" &IdinaMenzel "Elsa" Behind the Scenes of the Movie Voice Recording
https://bit.ly/2YftmA5
✧ Students explore the use of voice to communicate emotions with the following activities:
  ✓ Emotional orchestra
    The class is divided into small groups. Each group is a section of an orchestra and represents an emotion (e.g. joy, fear, sadness). Each section reads out a line in the script with the emotion. Teacher serves as the conductor and everyone comes together to perform.
  ✓ Sounds like
    Students use 'peas and carrots' as their dialogue and speak like a Queen, a monster, an old man, a teacher, etc..
✧ Students read through the emotion notes in					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
their script again. ✧ Teacher ask students questions about the emotions of the characters. ✧ The whole class reads through the script againwith emotions.					
7	<u>Exploring sounds – the sound collage</u> ✧ Students brainstorm the different things they can hear in a hair salon. For example, ✓ People flipping the magazines ✓ Water running / dripping ✓ Music ✧ Students create in groups a sound collage for the scene with their voices and / or any other objects with them. <u>Practisingmusic cues and sound effects</u> ✧ Teacherasks questions about the setting of the play and goes through the sound cues in the script. ✧ Students plan the sound effects in class and record/ create them at home with phones.				
8-9	<u>Sharing of work – music and sound effects</u> ✧ Students share work and decide what to use. <u>Rehearsals</u> ✧ Students rehearse. ✧ Teacher offers support and feedback.				
10	<u>Showcase</u> ✧ Students' recorded performances will be shared inclass.				
Term 2					
11	Skill recap: vocal delivery techniques				

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation

✧ Students review the grammar and vocabulary items in the textbook unit playinga tour guide game.They try to persuade their shoulder partners to visit theirfavourite places / tourist destinations in Hong Kong in different tones (serious, lighthearted, begging, funny, etc.).
 	
Preparing the final task
✧ The 5-minute final performance should:
  ✓ promote the message of healthy living, a core theme in Term 2;
  ✓ involve everybody (i.e. all should have a speaking part);
  ✓ contain a conflict;
  ✓ have a clear structure (beginning, middle and end).
  ✓ include features covered in the programme.
 	
Writing a drama script
✧ Teacher revisits the story plot structure.
✧ The group plans and decides on the plot and story characters.
✧ Students create a storyboard of the complete story at home.					

Skill recap: thematic vocabulary ✧ Students play a competitive taboo game on healthy living.Each group is provided with a set of cards with vocabulary covered in the core unit and members take turns prompting their teammates to guess the words on them. Presenting initial ideas on the show ✧ Students presentideas on the plot with the	12				

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
storyboard. ✧ Speaking frames (sentence starters and models)are provided for less able students. ✧ Teacher gives suggestions for improving the plot and students modify their storyboards.					
Improvisation ✧ To help students generate content, they improvise a scene in their stories. ✧ They act out the scene to the class. Teacher gives comment on students' performance, particularly the dialogue they use. Script writing: writing dialogues ✧ Teacher revisitsinterjections covered in Term 1 and demonstrateshow they can be used in dialogue for expressing emotions with a song. *Interjections Schoolhouse Rock* https://bit.ly/35cnDwA ✧ Students familiarisethemselveswith interjections playing a board game. https://bit.ly/2YkyPGb ✧ Students write their drafts at home.	13				
Script writing: ✧ Members put their drafts together and make sure the dialogue flows coherently.	14				
Teacher's feedback ✧ Teacher comments on students' scripts and gives suggestions for improvements.	15				
Cold-reading ✧ Students do cold reading.They should consider any sound they might add in order to	16				

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
make the reading more believable.					
17 Preparing music cues and sound effects ✧ Students prepare the sound effects / create them using tablets in their groups.					
18-19 Rehearsals ✧ Students rehearse. ✧ Teacher offer students support and feedback.					
20 Recording ✧ Students' performances will be recorded and shared in class.					

P.5 drama programme
● Students will be able to explore live theatre arts and develop both verbal and non-verbal communication skills through a variety of scripted and unscripted tasks.

Session	Proposed contents and activities
	Term 1
1	Introduction to drama: ✧ Teacher introduces key elements (e.g. plot, character, dialogue, time and place, tension, sounds and visuals) of drama with a short video. *The Gruffalo* https://bit.ly/2VMSixy ✧ Vocabulary related to drama will also be covered in class.
2	Skill recap:revisiting radio drama vocabulary ✧ Teacher gives a Quizlet / Kahoot quiz. Movement and space ✧ Teacher does a pantomime and asks students

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation

to guess what he / she is doing.
✧ He / She explains to students the importance of movement to communicate a character.
✧ The following activities are carried out:
  ✓ Sound Ball
    Students stand in circle, passing an imagined, invisible ball. Each player uses his body, shape, and attitude to establish its characteristics (e.g. size, shape, weight).
  ✓ 4-persontableau (related to the module theme – Caring for others)
    Students stand in a circle. One enters the circle and strikes a post that demonstrates a proper / improper behaviour (e.g. drawing on the desk) at school. The other 3 students should enter the scene of the first player by striking poses (e.g. a teacher staring at the student angrily, the other 2 students shaking with fear) which represent activities complimenting the scene.					

<u>Skill recap: revisiting movement and space</u> ✧ Students play a mirroring game with their shoulder partners. 3 <u>Voice delivery techniques</u> ✧ Teacher shows a video clip and explains how projection, articulation and voice variationare necessary parts to being a strong actor. *Children's Theatre production of Charlotte's*					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation

Web
https://bit.ly/3bP5wzb
✧ Students practisevocal delivery techniques through the following activities:
  ✓ Exaggeration circle
    Students form a circle. The first student starts with a small gesture and sound. The next student on his right takes it over and makes it even bigger.
  ✓ Breathing control exercise
  ✓ Tongue twisters
  ✓ The voice over
    10 students stand in a row at time. One of them is blindfolded. The rest take turn disguising their voices and tones and asking the blindfolded student to guess who they are.					

<u>Skill recap: vocal delivery techniques</u>
✧ Students warm up their voices singing a song.
*The Woodchuck Song
	Tongue Twister for Kids*
	https://bit.ly/3bMyOyB
	<u>Expressing emotions with voice and body</u>
	✧ Teacher shows how actors express emotions with their voices and bodies.
	✧ Improvisation games will be implemented to allow students to explore the techniques.
	  ✓ How you say it
	    Students are given simple lines of dialogue and choose to do them with
		4				

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
their emotional choice in front of the class. Other students try to guess the emotion. ✓ Character bus stop Teacher creates a makeshift bus by putting 5 chairs in the classroom. Students improvise strong roles (e.g. a drunk man, a crying child) and play them out on the bus.					
Skill recap - revisiting the playscript ✧ A Kahoot/Quizlet quiz on playscript features (previously covered in the textbook unit)is given. Working on an existing script ✧ Students are briefed about the term performance on an existingscript. ✧ Teacher conducts a script read-through. Students are asked to study the script at home and explore the characters' emotions.	5				
Preparing props and sounds ✧ Students prepare simple props and sounds. Rehearsals ✧ Students rehearse. ✧ Teacher offer students support and feedback on how to improve their vocal delivery.	6-7				
Showcase ✧ Students perform in class.	8				
The final task ✧ The final performance should be: ✓ about getting around in Hong Kong (the core module theme in Term 1 and Term	9				

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
2); ✓ last for at least 7 minutes; ✓ involve everybody (i.e. all should have a part); ✓ contain a conflict; ✓ have a clear structure (beginning, middle and end). ✓ include features covered in the programme. <u>Writing a drama script</u> ✧ Teacher revisits the story plot structure. ✧ The group plans and decides on the plot and story characters. ✧ Students create a storyboard.					
<u>Presenting initial ideas on the show</u> ✧ Students present their ideas on the plot with the storyboard. ✧ Speaking frameswill be provided for less able students. ✧ Teacher gives suggestions for improving the plot and students can modify their storyboards at home. <u>Script writing: writing dialogues</u> ✧ Teacher revisits interjections covered in Term 1. ✧ Students write their drafts at home during the Christmas and New Year Holiday.	10				
Term 2					
<u>Script writing:</u> ✧ Members put their drafts together and make sure the dialogue flows coherently.	11				

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
Teacher's feedback ✧ Teacher comments on students' scripts and gives suggestions for improvements.					
12 Revising the script ✧ Students modify their scripts. ✧ Students prepare a list of props and costumes.					
13 Preparing props and costumes ✧ Students present to teachers the props and costumes they need using the vocabulary in the unit (Ch. 1 Making things is fun and Ch.2 Be creative). Cold-reading ✧ Students do cold reading of their scripts. ✧ They should consider any sound they might add in order to make the reading more believable.					
14 Preparing music cues and sound effects ✧ Students prepare the sound effects / create them using tablets in their groups.					
15-17 Rehearsal ✧ Students rehearse. ✧ Teacher offer students support and feedback.					
18 Drama Competition ✧ A P.5 drama competition is held. Students of other levels will be audience of the competition.					

P.6 storytellingprogramme
● Through individual storytelling, students will be more confident to express themselves spontaneously and creatively. They will also improve their interaction skills

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
through talking with each other about their work.					

Session	Proposed learning contents and activities
	Term 1
1	Introduction of storytelling ✧ Students share about a book they bring. ✧ Teacher demonstrates the craft (voice projection, diction and poise) of storytelling by sharing an amusing story with the class. ✧ The story structure (i.e. beginning, middle, climax and end) and common genres are revisited.

2-3	Use of voice
	✧ Activities on vocal techniques:
	  ✓ Voice projection: breathing control exercises, vocal resonators, loudness exercises, etc.
	  ✓ Diction: tongue twisters and consonant drill
	  ✓ Vocal variation: singing
	✧ Teacher demonstrates other skills such as emphasis, repetition, exaggeration and pause with stories.
	✧ Story excerpts will be used for practice in class.

4-5	Character development ✧ Teacher explains the importance of dialogue in stories to revealthe characters. ✧ Students explore characterisation throughimitating voices of their idols / friends / teachers. Theypractise the vocal skills with stories of their own choice /

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
chosen by their teachers / related to the core module themes in class. ✧ Home storytelling performances are also assigned and recorded for in-class sharing.					
Use of face, body and gesture ✧ Teacher shows how to respond to the stories using face and body. Miming games are playing to introduce students the use of facial expressions and eye contact and body movements	6-8				
Rehearsal ✧ Students rehearse. ✧ Teacher offers students support and feedback.	9				
Live storytelling performance ✧ Students showcase their learning giving live storytelling performances.	10				
Term 2					
Skill recap ✧ Teacher revisits storytelling skills covered in the first term with a paper finger puppet play. Features of a storytelling script ✧ Teacher introduces different elements of a storytelling script: e.g. theme, characters, setting, plot structure, narration, dialogues. ✧ Students prepare a storytelling script for the story in the textbook (Fun with writing stories).	11				
Storytelling practice ✧ Studentstell the story in the textbook with the	12-13				

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
aid of the script. Planning for stories ✧ Students plan for a story by creating a 4-frame comic strip. ✧ They share their work with their class and modify the plot based on the feedback collected. Drafting the stories ✧ Students draft the stories at home.					
Peer review ✧ Students review and comment on each other's work. ✧ The drafts are modified with reference to the peer feedback. Advanced storytelling skills ✧ Teacher demonstrates how questions and simple props / multimedia aids can be used to engage the audience	14				
Rehearsal ✧ Students rehearse. ✧ Teacher offers students support and feedback.	15				
Live storytelling performance ✧ Students perform in class.	16				
The same cycle (Session #13-16) will be repeated.	17-20				

Other English language activities outside class time
English Ambassador Training
● Teachers will train up English Ambassadors to help conduct different English activities. 15-20 P.5 and P. 6

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
students who have good English academic performance and are interested in running language activities will be selected. They will help host English events and activities such as English Fun Day, Halloween Fun Day, Christmas, English Monday, Talent Show, Reading Buddies. **Morning Assemblies** ● Working with the EDB NET, the part-time teacher will share some interesting news, social issues, stories, movies, weather articles, poems, tongue twisters with students during the morning assemblies. Students can give speeches on core curriculum themes to encourage authentic application of target language items. **English Activity Sessions** ● Teachers will conduct different speaking activities in the morning before lessons, during morning assemblies, at first recess and lunch recess. Activities such as storytelling, video watching, and song sharing will be conducted. ✧ Sample activities: *Story Fun Time in the library* P1-P.3 will be invited to the library and listen to stories shared by the part-time teacher during lunch time. 	*Monday*	*Wednesday*	*Friday*
---	---	---
P.1	P.2	P.3 | *Song sharing / Video watching* All students are welcome to join the activities conducted by the EDB NET, LETs and part-time teacher in the English room. Students will chat with					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria *(preferably measurable)*	Sustainability	Methods of progress-monitoring and evaluation
teachers about the stories and the songs.					