

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

School Name: St Francis Of Assisi's Caritas School (English)

Application No.: B016 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 18

2. No. of approved classes in the 2017/18 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 2017/18 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
“Setting a Valid and Reliable Internal Assessment Paper”	Teachers	Assessment for Learning	Language Learning Support Section, EDB

(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 checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading 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)</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 checked="" 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 checked="" type="checkbox"/> Employ full-time teacher <i>(*Please delete as appropriate)</i></p> <p><input 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"/> 2018/19 school year</p> <p><input type="checkbox"/> 2019/20 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 checked="" 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 (<i>preferably measurable</i>)	Sustainability	Methods of progress-monitoring and evaluation
<p>(1) Employing a full-time teacher who is proficient in English to work in collaboration with our English-language teachers to</p> <p>(i) develop a school-based reading programme to promote reading across the curriculum (RaC) and cater for learner diversity with equal emphasis on more able and less able students; and</p> <p>(ii) provide P.4 to P.6 students with more opportunities to use English in authentic context</p>					
<p><u>Objectives</u> KS2 students need various reading skills and strategies to facilitate their learning in secondary schools. The present school-based reading curriculum lacks the RaC elements to help students develop relevant reading skills and strategies. Moreover, students in P.1 to P.6 need more opportunities to use English in authentic context as students lack an English-rich environment outside school. The proposed initiative will enrich the core curriculum through developing school-based reading curriculum to promote RaC and new resources to cater for students' learning needs as well as introducing new strategies to enhance e-learning. They also aim to arouse students' interest in English learning through the school-based RaC programme and various English activities so as to prepare them for a smooth transition to secondary schools.</p> <p><u>Expected qualification and experiences of the teacher to be employed</u> The teacher who is proficient in English is expected to be proficient in English with a bachelor's degree and related qualifications in education. He/She is preferably a native-English speaker with two-year teaching experience in primary schools. Teaching experience in reading or RaC as well as e-learning is also preferred.</p> <p><u>1. School-based RaC Programme for P.4 to P.6</u> A wider range of topics and reading texts will be incorporated in the RaC programme. Teachers of General Studies, Chinese and Catholic</p>	<p>P.4–P.6 RaC</p> <p>P.1-P.6 English activities</p>	<p>Co-planning: All year round</p> <p>Development of materials: All year round</p> <p>Try-out: All year round</p> <p>Peer lesson observations: All year round</p> <p>Evaluation: All year round</p>	<p><i>On RaC:</i> 24 sets of differentiated teaching and learning resources for RaC programme will be developed to support diverse learners' needs (vocabulary, text features, worksheets, quizzes, and discussion questions). Students' reading interest and skills will be enhanced through interesting reading texts and reading</p>	<p>All the resources will be uploaded onto our school intranet for reference to facilitate future implementation.</p> <p>RaC curriculum, lesson plans, graded teaching and learning resources (available in apps and in print) will be stored and will be modified</p>	<p>Records of co-planning meetings, lesson observations and evaluation will be documented and uploaded at our intranet.</p> <p>Lesson observation will be conducted 4 times a year per level. Specific lesson observation forms will be used to identify areas for improvement.</p> <p>Surveys will be conducted to collect students and teachers' feedback on: (i) new RaC classroom learning; (ii) extra-curricular</p>

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<p>Values Education will suggest appropriate themes and topics. English teachers will review and choose some readers in printed or in electronic formats. Teaching strategies such as reading aloud, shared reading, supported reading and independent reading will be adopted in the RaC lessons. Tentative details are tabulated below. School will select and cover some of the themes proposed in the RaC programme.</p> <table border="1"> <thead> <tr> <th rowspan="2">Levels</th> <th colspan="2">Topics and Themes</th> <th rowspan="2">Text types</th> <th rowspan="2">Reading skills and strategies to be covered</th> </tr> <tr> <th>English</th> <th>Other KLAS</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td> <ul style="list-style-type: none"> - Connecting with other people - Food and Drinks - Changes - People and places around the world. </td> <td> <ul style="list-style-type: none"> - Life, Love and Family - Science and Technology in everyday life - Health and Living - Chinese Culture - People and Environment </td> <td> <ul style="list-style-type: none"> exposition, labels and chart, leaflet, fable, email, procedures stories, letter, journal, recipes, reports </td> <td> <ul style="list-style-type: none"> scanning, skimming, classification, diagram labelling, sequencing, compare and contrast </td> </tr> <tr> <td>P.5</td> <td> <ul style="list-style-type: none"> - Caring for others - Language Arts - People and places around the world - Happy Days </td> <td> <ul style="list-style-type: none"> - Life, Love and Family - Technology in everyday life - People and Environment - Arts History </td> <td> <ul style="list-style-type: none"> timeline, stories, songs, book reviews, emails, biography, film reviews, emails, explanation of know and how, </td> <td> <ul style="list-style-type: none"> scanning, skimming, classification, identifying facts and opinions, classification, identifying main ideas and supporting ideas, identifying </td> </tr> </tbody> </table>				Levels	Topics and Themes		Text types	Reading skills and strategies to be covered	English	Other KLAS	P.4	<ul style="list-style-type: none"> - Connecting with other people - Food and Drinks - Changes - People and places around the world. 	<ul style="list-style-type: none"> - Life, Love and Family - Science and Technology in everyday life - Health and Living - Chinese Culture - People and Environment 	<ul style="list-style-type: none"> exposition, labels and chart, leaflet, fable, email, procedures stories, letter, journal, recipes, reports 	<ul style="list-style-type: none"> scanning, skimming, classification, diagram labelling, sequencing, compare and contrast 	P.5	<ul style="list-style-type: none"> - Caring for others - Language Arts - People and places around the world - Happy Days 	<ul style="list-style-type: none"> - Life, Love and Family - Technology in everyday life - People and Environment - Arts History 	<ul style="list-style-type: none"> timeline, stories, songs, book reviews, emails, biography, film reviews, emails, explanation of know and how, 	<ul style="list-style-type: none"> scanning, skimming, classification, identifying facts and opinions, classification, identifying main ideas and supporting ideas, identifying 			<p>activities.</p> <p>100% of the participating English teachers will acquire knowledge and pedagogy of promoting RaC.</p> <p>60% of the existing English teachers will apply the pedagogy of promoting RaC at P.4-P.6.</p> <p>60% of P.4-P.6 students reading performance improve at least 20% by the end of 2018/19 based on the record of 2017/18 and 2018/19.</p>	<p>according to the needs in future.</p> <p>Our teachers will collaborate with the teacher who is proficient in English to co-plan, review, observe and evaluate lessons and activities. Throughout this process, our English teachers will be equipped with skills, knowledge and experience to develop and adapt the curriculum and resources in the future to sustain its effectiveness.</p>	<p>activities; and (iii) use of e-learning both within the classroom and after school.</p> <p>All collected feedback will be documented for improvement in the future.</p>
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			news reports, dialogue, speech	main cause and effect			<p>On language activities:</p> <p>Language activities will be conducted for P.1 to P.6 students.</p> <p>5 sets of extra-curricular activities guide (activities list, activity design, rundown and template) will be developed.</p> <p>100% of students at P.1 to P.6 have more opportunities to speak and listen to the teacher who is proficient in English per year.</p>		
P.6	<ul style="list-style-type: none"> - Changes - Caring for others - Problem around the world - Festivals - Changes 	<ul style="list-style-type: none"> - Life and Truth - Family and Truth - Global Understanding and the Information Era - Science and Technology in everyday life - People and Environment 	<ul style="list-style-type: none"> timeline, poster, book, letter, emails, biography, stories, directions, newspaper, news reports, book reviews, 	<ul style="list-style-type: none"> scanning, skimming, matching cause and effect, sequencing, identifying writers' intent, identify facts and opinion as well as details that support gist or main ideas 					
<p>Post-reading tasks</p> <p>To consolidate their learning of the thematic vocabulary items and features of text types, worksheets will be designed. Graded post-reading tasks will be assigned to students. For example, less able students will be asked to retell the story, create an alternative ending of the story by drawing and designing a new title for the story. High flyers will be assigned the same tasks with more number of words. To showcase students' learning, students' work will be displayed to their peers and posted around the school.</p> <p>➤ <u>Development of RaC programme</u></p> <p>The teacher who is proficient in English will collaborate with existing English teachers to co-plan, design and implement the school-based RaC programme. He/She will co-develop the teaching and learning resources</p>									

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<p>based on e-readers.</p> <p>Try-outs and lesson observation Try-outs and lesson observation of the newly-developed resources will be conducted at least twice per term. Evaluations will be conducted afterwards. The newly-hired teacher and existing English teachers will work together to refine the school-based RaC programme.</p> <p>Peer lesson observation Peer lesson observation will be conducted once a fortnight during RaC programme implementation period to review and give feedback so that teachers can have clear ideas and practical experience to revise the lesson plans, adjust teaching strategies and modify classroom activities and learning tasks.</p> <p>➤ <u>Implementation</u></p> <p>Reading lessons Two lessons per week will be allocated to the newly-developed RaC programme for 12 weeks per school year. Other than English lessons, 4 library lessons per year will also be allocated to the RaC programme. 4 e-books will be used for in-class teaching. The rest of the printed titles and e-books, which are thematically linked to our G.E and G.S curriculum will be used as extended reading resources during library periods, morning reading sessions and some special non-regular teaching periods with teachers' supervision. 7 lessons will be allocated to cover each e-book.</p> <p>For in-class teaching of e-books, shared reading will be used to support students for learning reading comprehension skills and text features. Teachers will focus on one particular language items or skills for each lesson. Teachers have the e-reader projected to the class to illustrate how reading skills such as making predictions and asking questions about the text. Students will learn how to locate specific information</p>					

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<p>from picture clues and conduct read aloud. Teachers will make use of mobile apps to design graded reading activities. Various post-reading activities will be assigned to students. Activities will focus on helping students to master the target language structures and vocabulary items.</p> <p>Home-reading programme E-books for home reading will be selected in tandem with relevant topics taught in other subjects. Students will be assigned to read the e-books according to their levels and abilities. Follow-up reading tasks will be assigned and monitored regularly by teachers.</p> <p>Printed books will be used home readers in post-examination periods and/or long holidays. To arouse students’ interest, teachers will introduce the printed readers before distributing them to the students. Students will have to complete a reading log and some post-reading activities. Since the themes of printed books with align with those of the e-books and they will selected based on students’ reading ability, so students will be able to read them as home readers.</p> <p>The school will maximize the use of purchased e-books both inside and outside class time through various measures. The e-books will be integrated into the school-based curriculum. For in-class e-books, teachers will teach the e-books during the reading lessons and assign post-reading tasks. For self-read e-books and printed books, teachers will introduce the e-books topics during the English lessons and highlight the interesting parts to motivate students to read. An award scheme will be launched to encourage students to complete the e-books and the post-reading activities. Teachers will review students’ read-aloud records and assigned homework regularly. Parents will be encouraged to support students to read at home through talks and school notice. Home reading will also be regarded as homework and follow the school homework policy. Students will be required to read the books at home and complete the post-reading tasks with clear</p>					

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<p>submission date.</p> <p>➤ <u>Catering for learner diversities with equal emphasis on more able and less able learners</u></p> <p>Flexible grouping Differentiated instructions will be used. Students will be divided into different groups according to students' language proficiency and nature of the learning activities. Starting from reading aloud to students, teachers will move on to assigning pre-learning tasks to different groups.</p> <p>Graded reading tasks and varied input Students will be assigned graded reading tasks according to their abilities. They will show-and-tell as well as work with their classmates for other collaborative activities. To facilitate a deeper understanding of the texts and themes, some of the reading tasks will be conducted through mobile learning or e-learning during class time. A wide range of learning tasks to reinforce key concepts and vocabulary will be developed.</p> <p>For example, to help less able students to understand the text, teachers will guide them to work out the meaning of unknown words or expressions by using word association, visual clues and knowledge of the world. Words and key expressions will be shown using mobile apps with visual and audio supports. After that, students will re-read the texts to establish and check the meaning.</p> <p>For more able learners, students can quickly understand the texts and the topics. They will be guided to recognize the features of the text and generalize the features of that text type. More activities will be arranged to help high flyers interpret the texts and connect the texts to their personal experience. Tasks will include</p>					

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<p>writing to response or producing a multi-media text.</p> <p>Graded reading materials and support received P.4 to P.6 students will be streamed into different ability groups. Teachers will select in-class e-books for each group. The less able and more able students will use different e-books while the rest of the groups will use the same title. Moreover, teachers will apply shared reading strategies for weaker groups while guided reading strategies and independent reading strategies will be for more able groups. For self-reading part, more able learners will receive more challenging tasks.</p> <p>Differentiated post-reading tasks Extended activities with more open-ended questions will be designed for more able students. For less able students, teachers will guide them to vocabulary items, text features, basic questioning skills and summarizing skills. Language consolidation and reading comprehension will be the main objectives. Students will allow more time for read-aloud practice.</p> <p>➤ <u>Collaboration among the teacher who is proficient in English and existing English teachers</u></p> <p>Co-planning meeting will be held once every two weeks among the proposed additional teacher and existing English teachers. The co-planning meeting will be scheduled in the timetable. The meetings will focus on the programme development and evaluation. After the meetings, teachers and the newly-hired teachers will adjust the teaching procedures and modify the teaching and learning materials accordingly.</p> <p>The newly-hired teacher will co-teach the newly developed RaC programme with the existing English teacher 2 lessons per class each week. The existing teachers will take up half of the teaching.</p>					

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<p>2. <u>English activities to provide more opportunities for P.1 to P.6 students to use English in an authentic context</u></p> <ul style="list-style-type: none"> ➤ English Ambassador Programme for P.4 to P.6 Ten P.4 to P.6 students, who demonstrate good English and are willing to serve, will be selected as the English Ambassadors. The teacher proposed to hire will plan, design and conduct the training with the existing English teachers. Students will be trained to conduct English activities during the extra-curricular activity period on Fridays. Ambassadors will assist teachers to conduct some English activities. Teachers will keep the attendance record and students will be awarded a certificate of appreciation for their contribution at the end of the school year. ➤ Fun English Learning Week for P.1 to P.6 The teacher who is proficient in English and the existing English teachers will organize some drama activities during English Week for the whole school. Fun English Week will be conducted once per term. Students will be assigned to different activities according to the themes. The activities will include in-class activities and level activities outside class time. Students are encouraged to speak in English with their peers and teachers. They will participate in different activities organized by the NET, the teacher proposed to hire and other English teachers. The activities will provide students with more opportunities to communicate in English. ➤ P.6 Interview workshop and mock interviews One interview workshop will be conducted in January. All P.6 students will be scheduled to meet the NET and the newly-hired teacher for mock interviews during lunch breaks or after school. ➤ Festival activities for P.1 to P.6 English festival activities (Halloween, Christmas celebration, Chinese New Year and Easter) will be co-organized by the teacher who is proficient in English, the NET and other English teachers. 					

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<p>Festival activities will be conducted during lesson or recesses depending on the nature of the activities. Christmas classroom activities are for P.1-P.3 and will be extended to P.4-P.6 with the support of the teacher proposed to hire as he/she will develop the teaching and learning materials for P.4-P.6. Chinese New Year activities will be organized for all students on Cultural Day. Interactive board game activities on Halloween, Easter and Sports Day will be held at the school hall and activities areas during lesson time. Students will learn about the thematic vocabulary items related to Halloween, Easter and Sports through the games. English teachers will take the students to the venue and encourage them to participate. Stamp collection card will be distributed to all students. Once they participate in each activity, they will get a stamp. If students collect certain number of stamps, they will be awarded a gift.</p> <p>Collaboration among the teacher who is proficient in English and the existing English teachers Co-planning meetings will be held once a month to plan the English activities. Existing English teachers and the new teacher will discuss the rundown of the activities as well as the roles of existing English teachers and the newly hired English teacher. They will conduct evaluation meetings for areas of improvement.</p>					
(2) Purchase printed books and e-books to promote reading across the curriculum (RaC) and cater for learner diversity with equal emphasis on more able and less able students for P.4 to P.6 proposed under initiative (1) above					
<p>Purposes Printed books and e-books will be purchased to arouse learners' reading interest and enhance their reading ability through introducing RaC programme.</p> <p>Resources to be purchased We will purchase 36 titles of e-books and 24 titles of printed books to</p>	P.4-P.6	Conduct procurement exercise: August 2018 Purchase of e-books and	24 sets (4 titles for in-class teaching, 2 different sets of titles for each form) of	All lesson plans and materials will be uploaded onto the intranet for	Co-planning meetings, lesson observation for each level and evaluation meetings will be

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<p>support our new RaC reading curriculum.</p> <p>Since we have streaming classes structure, some of the titles for extended reading will be swapped to classroom teaching if needed. Different titles will be selected for in-class teaching according to students’ language proficiency. Additional teaching resources and worksheets will be developed.</p> <p>Tentative text types and themes to be covered: (both printed books and E-books)</p> <table border="1" data-bbox="129 624 1037 1187"> <thead> <tr> <th data-bbox="129 624 546 663">Text types</th> <th data-bbox="546 624 1037 663">Themes</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 663 546 847"> Fiction - stories - diaries - poems </td> <td data-bbox="546 663 1037 847"> i. Culture ii. Arts iii. History iv. Geography v. Religion </td> </tr> <tr> <td data-bbox="129 847 546 1187"> Non-fiction - biographies - recipes - procedures - news - emails - reports - book reviews </td> <td data-bbox="546 847 1037 1187"> vi. Arts vii. Science, Technology, Engineering and Mathematics (STEM) viii. Values Education (Catholic values) </td> </tr> </tbody> </table> <p>We will be able to reuse all the e-books after completion of this project to sustain the teaching and learning benefits without any extra cost.</p> <p><u>Purchasing e-books</u> ✓ The e-books proposed to be purchased have to meet the following requirements: -Alignment with the core curriculum -Accuracy of language used</p>	Text types	Themes	Fiction - stories - diaries - poems	i. Culture ii. Arts iii. History iv. Geography v. Religion	Non-fiction - biographies - recipes - procedures - news - emails - reports - book reviews	vi. Arts vii. Science, Technology, Engineering and Mathematics (STEM) viii. Values Education (Catholic values)		books: September 2018	differentiated teaching materials will be produced. 36 sets of post-reading (12 e-book titles and 24 printed titles) learning tasks will be developed for home-reading tasks. 70 % of P.4-P.6 students will read 10 titles per year. 80 % of P.4-P.6 students complete the post-reading exercise.	future reference and retrieval. The new classroom pedagogy and take-home reading tasks will be planned and adopted as standard practice.	organized. Formative tasks will be used to monitor students’ progress. Use of e-books will be regularly monitored and reviewed by our teachers. Students Survey will be conducted. Teacher survey to collect feedback on the project effectiveness.
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<ul style="list-style-type: none"> - Typicality of the texts used - Level of difficulty of the texts - Built-in interactive features - Support for independent and further reading <p>✓ Careful inspection of e-books to be purchased will be conducted by teachers.</p> <p>✓ To gauge the effectiveness of the proposed home reading programme, completion ratio will be monitored by English teachers and reports will be generated regularly for tracking students' progress. Common errors made by student which are related to core English language curriculum will be highlighted and integrated into daily teaching. Also, the common errors will be analysed during the co-planning meetings to develop teaching materials which support students' learning.</p> <p>The resources will be purchased after proper procurement exercise.</p>					