

School-based Plan on the Use of the English Enhancement Grant for Primary Schools

Name of School: TWGH. Wong Yee Jar Jat Memorial Primary School

(I) A holistic school-based plan

The two objectives are:

- A. To build students' reading fluency through the implementation of best practice teaching strategies in foundational English reading skills.
- B. To nurture students' interest and raise their confidence in reading by enriching and expanding students' English language experience beyond curricular framework.

In 2010-2011, EEG will be used for the pilot project carried out in P.1 and P.4. In 2011-2012, the project will be continued in P.1 and P.4 and the grant will be used to carry out the pilot project in P.2 and P.5. The reading programme will be further sustained in P.3 and P.6 with the materials bought with the grant.

(II) Implementation details of the proposed measures

- A. To build students' reading fluency through the implementation of best practice teaching strategies in foundational English reading skills.

Proposed measure	Benefits anticipated and how they can be sustained	Time scale	Resources required	Methods of progress-monitoring and evaluation
<p><u>Implementation of best practice teaching strategies</u></p> <p>1. <u>Scaffolding with students' prior knowledge & nurturing critical thinking skills:</u></p> <p style="padding-left: 40px;">-Learned vocabularies will be posted on Word Wall. Encourage students to analyze patterns found to deduce letter sounds. (P.1)</p> <p style="padding-left: 40px;">-Word Wall consisting of learned vocabularies is readily available for reference at all time to aid students</p>	<p><u>Benefits:</u></p> <p>-When obtaining knowledge by reasoning (higher order thinking), learners tend to gain deeper understanding and, in turn, retention is improved.</p> <p>-Students' confidence in tackling new texts is increased.</p> <p><u>Sustaining plan:</u></p> <p>-Students and teachers will</p>	<p>Starting from Sept 2010</p>	<p>-Word wall -Word cards -Letter/Picture cards -26 letters readers -Reading Skills</p>	<p>-Discussion on students' performance and selection of target words will be carried out during bi-weekly preparation meetings.</p> <p>-Formative assessments will be carried out on students' performance of letter sound knowledge and marked on</p>

<p>in decoding new words. (P.1)</p> <p>2. <u>Maximize access to comprehensible/meaningful inputs for students of diverse levels of English proficiency:</u></p> <p>-Generate students' reading skills profiles with reference to the reading skills suggested in the curriculum guide. Base on the profiles, students with similar learning needs will be grouped and regrouped per semester. (P.1, P.4→P.2, P.5→P.3, P.6)</p> <p>-Obtain a wide variety of sufficient English children literature sets (multiple copies) that are schematically leveled and sequenced and also cover the entire range of English proficiencies of our students. (P.1, P.4→P.2, P.5→ P.3, P.6)</p> <p>-Continue to level the English library books at school to enable students to self-gauge and select books that they can understand and enjoy at leisure.</p> <p>-Implement small group differentiated instruction with schematically selected English literature to enable teachers to use more precise approach to develop students' essential skills at a more personalized pace in the reading lessons. (P1, P4→P.2, P.5→ P.3, P.6)</p>	<p>frequently refer to this strategy throughout the English learning time and year after year.</p> <p>Benefits:</p> <p>-A more accurate assessment tool enables a more accurate measurement of students' needs. Grouping students with similar needs is as important as leveling the literature. Both measurement systems have to be established before a successful match of materials and students can happen. With small-group differentiated instruction and the right match of materials, teachers can target each student's needs more precisely. Students' understanding increase and so is participation. Confidence will be built as the correct match of materials decrease students' frustrations.</p> <p>Sustaining plan:</p> <p>-This will become an integral part of our English instruction programme. The collections of children literature purchased will be reused every year.</p>	<p>Every semester 2010 and on Sept 2010 since June 2009 Oct 2010 Beginning</p>	<p>Checklist</p> <p>-Rosters of different level groups</p> <p>-Student profiles</p> <p>-Every classroom is supplied with sufficient level-appropriate books for small group instruction and book bags.</p> <p>-Audio CD of the books</p> <p>-CD players</p> <p>-Leveled books in the library</p>	<p>the Reading Skills Checklist.</p> <p>-Teachers reassess and regroup students based on past performance per semester base on the Reading Skills Checklist. Students' reading performance is marked in their profiles for follow-up.</p> <p>-Teachers' feedback will be collected to evaluate the effectiveness of small group differentiated instruction.</p> <p>-Books in the library are organized by levels. The utilization of the leveling system will be assessed with reference to the borrowing records and teacher's observation during library visit/reading lessons.</p>
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<p>-Train students to effectively select and utilize the leveled English materials in the library to match their own proficiency levels. (P4)</p> <p>-Rearrange English instruction schedule for P1 and P4 to make time for small group differentiated instruction.</p>		<p>Sept 2010</p> <p>May 2010</p>		
<p><u>Implementation of teaching foundational English reading skills</u></p> <p>1. <u>Emphasis on foundational skills and strategies:</u></p> <p>-Lead students to discover letter-sound relationships meaningfully through guided analysis of the pattern on Word Wall. (P1)</p> <p>-Emphasize strategies over word-recognition. Use letter sound knowledge and cue strategies to decode words or parts of words. (P1)</p> <p>-Place higher emphasis on intonation, punctuation, and phrasing during reading. (P1)</p> <p>-Sight words will be supported daily with Sight Word Readers and materials and will be added to required assessment criteria. (P1)</p> <p>2. <u>Staff professional development on foundational English reading skills</u></p>	<p>Benefits:</p> <p>Emphasizing skills and strategies will equip students with the tools to make sense of any texts. The scope would be wider than focusing only on word recognition of the texts they learn.</p> <p>Sustaining plan:</p> <p>-Teaching of foundational English reading skills will be reinforced continuously during and after the EEG years.</p> <p>Benefits:</p> <p>-Help teachers to clarify and refine the teaching of English reading</p>	<p>Beginning Sept 2010</p> <p>-Word wall</p> <p>-Word cards</p> <p>-Sight words cards/tiles/games</p> <p>-Sight Word Tales</p> <p>-Word Family Tales</p> <p>-Zip Zoom leveled readers</p> <p>-Reading Skills Checklist</p> <p>-Teaching training course</p>		<p>-Skills' progress will be marked on the Reading Skills Checklist.</p> <p>-Contents covered in Sight Word Readers will be tested in the school examinations. Students' performance will be analyzed in the level preparation meetings for further follow-up.</p> <p>-Post-workshop teacher survey on the effectiveness</p>

<p>-Professional Development Courses to train teachers on foundational reading skills and small group Guided Reading instruction.</p> <p>-Develop Reading Skills Checklist to ensure the criteria match/align with curriculum framework.</p>	<p>strategies through reasoning, discussion and development of the checklist.</p> <p>Sustaining plan:</p> <p>-Teacher will continue to implement, evaluate and refine their instruction and revise the Reading Skills Checklist during and after the EEG years.</p>	<p>Feb-June 2010</p> <p>June 2010</p>	<p>-Teacher reference books</p> <p>-Teaching aids</p>	<p>of the course will be done.</p> <p>-Reading Skills Checklist will be discussed and updated timely.</p>
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B. To nurture students' interest and raise their confidence in reading by enriching and expanding students' English language experience beyond curricular framework.

Proposed measure	Benefits anticipated and how they can be sustained	Time scale	Resources required	Methods of progress-monitoring and evaluation
<p><u>Create multiple opportunities for meaningful exposure and application of learned skills additional to curriculum <i>time and setting</i></u></p> <p>-Launch a Book Bag scheme and the on-line reading programme. Every student in the programmes will be matched with a leveled book in the Book Bag and suggested e-reading materials that will be supported by different literacy activities at home. (P1, P4→P.2, P.5→ P.3, P.6)</p> <p>-Rearrange English instruction schedule to provide a total of two small-group differentiated Reading</p>	<p>Benefits:</p> <p>-Research shows that it takes multiple exposures to the same word/concept before retention is obtained. Creating multiple instances of exposure across different contexts would greatly enhance students' English proficiency.</p> <p>Sustaining plan:</p> <p>-It's our goal to provide an enriching</p>	<p>Beginning Sept 2010</p> <p>May 2010</p>	<p>-Leveled readers with audio CDs</p> <p>-E-reading materials by Scholastic (paid by students)</p> <p>-Sight word games</p> <p>-Sight word</p>	<p>-Book Bag scheme will be carried out weekly.</p> <p>-Book Bag record form will be signed by parents and checked by teachers.</p> <p>-Teachers check students reading performance in reading lessons by inviting students to read out the right leveled books. Teachers ensure that students attain 90% accuracy before moving</p>

<p>Lessons. (P1, P4→P.2, P.5→ P.3, P.6)</p> <p>-Develop a system of audio copies of leveled books and listening centres in classrooms and school library. (P1, P4→P.2, P.5→ P.3, P.6)</p> <p>-Implement enrichment centre activities in NET lessons and Reading Lessons. (Sight word games, alphabet books, sentence-making tiles)</p> <p>-Incorporate Book-Talk / Book Summary activities into the reading curriculum. (P1, P4→P.2, P.5→ P.3, P.6)</p> <p>-Promote classroom's English-rich environment by incorporating Word Wall. (P1, P4)</p>	<p>English language experience to our students. Once started, it is to be implemented every year.</p>	<p>Jan –June 2011</p> <p>Beginning Sept 2010</p> <p>Beginning Nov 2010</p> <p>Beginning Sept 2010</p>	<p>mini-books -Alphabet mini-books</p>	<p>up to the next level.</p>
<p><u>Create multiple opportunities for meaningful exposure and application of learned skills beyond curriculum materials</u></p> <p>-Schematically select and acquire materials for the new English language opportunities mentioned above. All materials together should serve the following purposes:</p> <ol style="list-style-type: none"> 1. Further enrichment supplementary to the main curriculum. 2. Cover the spectrum of diverse proficiency levels 	<p>Benefits:</p> <p>Having sufficient children literatures that encompass the 4 points in the left column is a tremendous benefit! It is only with sufficient high-quality children literature (with multiple-copies sets, multiple levels, schematically leveled and instructional guides) that the diverse needs of every student can be more accurately met.</p>	<p>Now to June 2010</p>	<p>-Leveled readers -Guided reading materials</p>	

<p>of all students at our school.</p> <p>3. Be sufficient in supplying every student with material that fits his/her progressive proficiency levels and/or different reading purposes at different point of his/her dynamic continuum of growth.</p> <p>4. Represent a good variety of genres/text types and high interest literature.</p>	<p>Sustaining plan:</p> <p>-All materials will be reused every year.</p>			
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C. Supply Teacher Requisition

Proposed measure	Benefits anticipated and how they can be sustained	Time scale	Resources required	Methods of progress- monitoring and evaluation
<p>Hire a supply teacher to provide release time to develop the Reading Programme</p> <p>-The planning team members are given the release time to co-plan & co-teach with the subject teachers to ensure that every member of the English panel understands the new programme and hence the school can sustain the implementation of the Reading Programme after EEGS.</p> <p>Besides, the level coordinators in P.1-P.6 serve as the messengers between English teachers in every level and the Core Planning Team. They collaborate with the Core Planning Team to provide feedback from level teachers and to review / revise the programme plan.</p> <p>-The core members will work on the vertical (level to level) and horizontal (content across time within a level) planning and development of the followings:</p> <p>1. *Reading Skills Targets (based on ELCG);</p>	<p>Benefits:</p> <p>-Core team teachers can gain knowledge of the Research-Based materials and experiences in planning and implementation of the reading programme through the collaborative effort.</p> <p>-To ensure the Reading Programme content is parallel to the Targets in ELCG. A smooth curriculum continuity is enhanced.</p> <p>Sustaining plan:</p> <p>-All plans, materials, and skills once developed will become the protocol for the Reading Programme in the future.</p>	<p>Sept 2010 to August 2011</p>	<p>Sufficient funding to hire a supply teacher for the year</p> <p>Materials purchased with EEGS</p> <p>Coordination of school's class schedule</p>	<p>-Expected outcomes include:</p> <ol style="list-style-type: none"> 1. Reading Skills Checklist per grade level 2. Assessment Schedules and plans 3. The scheme of the materials purchased 4. Implementation of the Reading Programme in the target levels <p>-Feedback from English teaching staff</p> <p>-Assessment results and the progress of student performance</p>

2. *assessment strategies;				
3. *curricular scheme of the materials purchased with EEGS.				

(III) Budget

Measures / Activities to be funded by the Scheme	Estimated cost
(1) Reading materials for small-group differentiated reading lessons and book bag	HK\$238765.41
(2) Teacher training materials	US\$950 (HK\$7410)
(3) Teaching materials and teacher reference books	HK\$13299.7
(4) Teacher assistant to help set up the school-wide reading programme (6 months for 2 years) (3 months for each year, total 6 months)	HK\$37390.5
(5) Hiring of a full-time supply teacher for 1 year	HK\$249921
Total	HK\$546786.61