

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

School Name: North Point Methodist Primary School (English)

Application No.: C 127 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 13

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	4	4	4	4	4	4	24

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							

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)
Development of Text Sets (DTS) for enriching the School-based English Language Curriculum at the Primary Level	P.4-P.5	Reading programme	NET Section, EDB
PLPR	P.1-P.3	Reading programme	NET section, EDB
Seed Project in “Catering for Learner Diversity and Enhancing the Learning Effectiveness in English Language Learning at KS1”	P.2	Curriculum design	English Language Education Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Good student performance in TSA 2. Reading atmosphere has been gradually developed in school. 3. Allocation of manpower, including 1 NET and 3 native English-speaking tutors from the charitable organization Chatteris, allows small-group teaching to cater for learner diversity and maximise student-teacher interactions. 4. The Native English-speaking Tutors Programme enriches the school's English language environment and furthers students' English language immersion through English Days, the English Ambassador Team, and the English Enrichment Programmes like Drama group and NPMP News Channel of our school. 	<ol style="list-style-type: none"> 1. Good partnership with the charitable organization Chatteris 2. Holistic education provides more opportunities for student to learn English in authentic environment. 3. Whole-day Primary Schooling with longer school hours and additional resources allows our school to enjoy more flexibility in timetable setting. Students can therefore engage in various learning experiences to enhance their whole-person development and lifelong learning capabilities.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Great individual differences in terms of students' English proficiency 2. Some students are not confident enough to communicate in English during the English lessons. 3. Some students are quite weak in reading and writing skills. Their reading habits have yet to be developed. 4. Students do not receive enough exposure to a variety of text types and need more opportunities for reading and writing both in class and at home. 	<ol style="list-style-type: none"> 1. Less financial resources are available for the recruitment of NET since the merging of AM and PM schools in Sept 2018

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

(More rows can be added, if needed.)

Area(s) of Development	Usage(s) of the grant	Grade Level
<ol style="list-style-type: none"> 1. To enhance a smooth continuity of core school-based reading and writing curriculum between KS1 and KS2 2. To develop the professional capacity of the English panel through equipping curriculum leaders the skills on vocabulary teaching and development of quality reading and writing tasks 	To hire an additional English teacher	P.1-P.6

(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 type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p>(*Please delete as appropriate)</p> <p><input checked="" 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” (*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 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 type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher (*Please delete as appropriate)</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant (*Please delete as appropriate)</p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 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 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 ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
Employing a full-time English-proficient teacher to work in collaboration with existing English Language teachers on promoting reading across the curriculum (RaC) at P.4 and P.5					
<p><u>Objectives</u></p> <p>With fruitful experience from Development of Text Sets (DTS) programme, a school-based RaC programme will be devised and reading activities will be held to extend students’ learning in Key Stage 1 (KS1) PLP-R programme and supplement the current English curriculum with a wide range of reading materials that are thematically and linguistically linked with various Key Learning Areas (KLAs).</p> <p>To promote reading across the curriculum, the proposed programme endeavours to cultivate students’ “reading to learn” ability, widen their exposure to fiction and non-fiction texts of different themes, enhance their reading proficiency, help connect their learning experiences with other KLAs, build up their reading habit and promote a collaborative culture among various subjects through cross-curricular initiatives.</p> <p><u>Core team</u></p> <p>The core team will compose of English panel chair, level coordinators of P.4 and P.5. The English panel chair will take a leading role in monitoring the progress of the project. The core</p>	P.4 - P.5	<p>Primary 4-5</p> <p>Planning, try-outs and module evaluation (all year round)</p> <p>P.4 Module 1: Sept-Oct, 2019</p> <p>P.5 Module 1: Oct-Nov, 2019</p> <p>P.4 Module 2: Nov-Dec, 2019</p>	<p>A total 6 sets of new RaC resource packages with module plans, lesson plans, learning and teaching tasks / activities, worksheets and PowerPoint slides will be developed for Primary 4-5 school-based reading programme covering a total of about 48-60 lessons during the project period.</p>	<p>The RaC programme will be incorporated into the core English Language curriculum after the programme completion.</p> <p>The school-based RaC teaching and learning materials and will be refined and properly saved. Soft copies will be uploaded to the school server for</p>	<p>Demonstration will be carried out for every module and peer lesson observation will be conducted at least once in per term in each target level. Review meetings will be arranged after the observations. Lesson observation records will be kept.</p> <p>Bi-weekly core team co-planning meetings will be held.</p>

¹ The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

² Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

³ Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

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<p>team will work closely with the additional English teacher on:</p> <ul style="list-style-type: none"> ◆ revisiting the existing curriculum in each term and conducting curriculum mapping with other KLAs; ◆ formulating reading progression framework; ◆ co-planning biweekly with core team members to plan for each module and design respective RaC materials; ◆ conducting level co-planning meetings at the pre-, while- and post-stage for each module with level teachers of the target levels to disseminate the newly-designed RaC materials and review the lessons conducted; ◆ arranging demonstration in each module of the target levels; ◆ conducting peer lesson observations among target level teachers at least once in each term; ◆ arranging co-teaching among the additional teacher and the subject teacher for all classes of the target levels; ◆ reflecting upon the effectiveness of teaching strategies and RaC materials after demonstrations /lesson observations; ◆ making modification on the RaC resource packages after evaluation; and ◆ conducting mid-term and final evaluation meetings as well as sharing sessions to disseminate new practices and share experiences by the end of each term. <p><u>Additional English-proficient teacher</u> <i>Expected qualifications and experience</i> An English-proficient teacher of Bachelor’s degree with</p>		<p><i>Programme mid-term evaluation</i> Jan, 2020</p> <p><i>P.5 Module 2:</i> Feb-Mar, 2020</p> <p><i>P.4 Module 3:</i> Mar-Apr, 2019</p> <p><i>P.5 Module 3:</i> Apr-May, 2020</p> <p><i>Programme final evaluation</i> Jun, 2020</p>	<p>On RaC materials, all Primary 4-5 students will complete all the developed RaC resources during the project period.</p> <p>Over 70% of Primary 4-5 students will improve their confidence and skills in reading.</p> <p>70% of Primary 4-5 students will show 10% improvements in the reading formative/ summative assessment in 1 year’s time.</p> <p>All teachers involved will acquire the</p>	<p>for future use.</p> <p>The acquired teaching pedagogy will be disseminated and sustained via regular co-planning meetings and a sharing session by the end of each term.</p> <p>There will be video-taping and photo-taking of some reading lessons and activities for sharing and future reference.</p>	<p>Level co-planning meetings with target level English teachers will be held at the pre-, while- and post-stage for each module per target level.</p> <p>Evaluation meeting will be held in each term to review the effectiveness of the programme.</p> <p>All the meeting records will be kept.</p> <p>Questionnaires will be conducted to collect feedback from both teachers and students at the end of each term.</p> <p>The data collected</p>

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<p>native-English speaking competence, TESOL qualifications and preferably at least one year full-time teaching experience in Hong Kong primary school(s) especially in reading programme will be employed to work closely with NET and the existing teachers to:</p> <ul style="list-style-type: none"> ◆ further enhance reading atmosphere in school and boost up students' reading interest through organising in-class reading activities and cross-curricular activities; ◆ formulate reading skill progression framework of the RaC programme; ◆ carry out biweekly core team meetings to discuss teaching strategies and design RaC resource packages; ◆ disseminate newly-designed materials and conduct lesson evaluation at the pre-, while- and post-stage for each module in level co-planning meetings with level teachers; ◆ co-teach reading lessons with subject teachers to take up about half of the teaching duties in all classes of the target levels (with 2 reading lesson for each class per week); ◆ review the effectiveness of reading lessons and cross-curricular activities in each term; and ◆ share with all panel members about new knowledge/ pedagogy and good practices of RaC programme in sharing sessions of panel meetings twice a year. <p><u>Details of the RaC programme</u></p> <p>A school-based RaC programme that is thematically and linguistically linked to the core English Language curriculum and subject content of various KLAs <i>e.g. General Studies</i> will be developed at P.4 and P.5. Two reading lessons per week will be allocated to the RaC programme with a total of 24-30 lessons to be covered in 3 modules per target level over the project year.</p>			<p>knowledge/ pedagogy of conducting the RaC programme.</p> <p>All teachers involved will apply appropriate strategies to conduct the RaC programme.</p>		<p>will be analysed for improvement of the programme.</p> <p>Students' formative/ summative assessment results on the reading will be collected. Assessment data will be analysed.</p>

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<p>For each target level, there will be 3 RaC modules, with around 8-10 reading lessons allocated to each module. Readers, reading materials and multimodal texts revolving around different cross-curricular themes of an array of fiction and non-fiction texts will be adopted. A range of reading skills/ strategies will be included in the RaC programme.</p> <p>For independent reading or home-reading, students need to finish worksheets / book reports, book sharing in the class as follow-up tasks. Cross-curricular activities that strengthen students' ability to integrate knowledge, skills and learning experiences will also be held.</p> <p>Book Recommendation To promote reading culture at school, each class of the target levels will take turns to send out representatives to recommend books on the proposed themes of the RaC programme through NPMPS News Channel or during morning assemblies in each term. The additional English teacher who will be in charge of the book recommendation activity assists students to prepare and rehearse for this activity.</p> <p>Tentative focus on different themes, text types, reading materials and KLAS:</p> <table border="1" data-bbox="125 1209 987 1501"> <thead> <tr> <th data-bbox="125 1209 188 1305"></th> <th data-bbox="188 1209 432 1305"><i>Themes & readers</i></th> <th data-bbox="432 1209 714 1305"><i>Text types</i></th> <th data-bbox="714 1209 987 1305"><i>Reading materials</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="125 1305 188 1501">P. 5</td> <td data-bbox="188 1305 432 1501">1st Term: Module 1 Learning from Famous People</td> <td data-bbox="432 1305 714 1501">Autobiographies/ Biographies, Questionnaires, Interviews, Articles</td> <td data-bbox="714 1305 987 1501">Interview videos, <i>I am Malala/</i> <i>Steve Jobs/</i> <i>Who was Walt</i></td> </tr> </tbody> </table>		<i>Themes & readers</i>	<i>Text types</i>	<i>Reading materials</i>	P. 5	1 st Term: Module 1 Learning from Famous People	Autobiographies/ Biographies, Questionnaires, Interviews, Articles	Interview videos, <i>I am Malala/</i> <i>Steve Jobs/</i> <i>Who was Walt</i>					
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			<i>Disney?</i>					
	2 nd Term: Module 2 Fighting Crime	Stories/ Plays, News reports, Diaries/ Recounts	The Pit, Ladybird from https://www.shortstoryproject.com/library/suspense-stories/					
	2 nd Term: Module 3 Environment	Explanations of how and why, Stories, Pamphlets,	<i>The Berenstain Bears Go Green, Three Cheers for Trees, Lorax, songs</i>					
KLAs: General Studies, Visual Arts, Physical Education, Music								
P. 4	1 st Term: Module 1 Travelling Around	Brochures/ Leaflets, Webpages, Itineraries	<i>Flying South, brochures, websites of tourist spots of different countries</i>					
	1 st Term: Module 2 Now and Then	Blogs, Interviews, Discussions, Webpages	<i>Hong Kong for Kids, videos</i>					
	2 nd Term: Module 3 Healthy Eating	Recipes, Stories, Informational reports, Expositions	<i>Book Eating Boy, videos</i>					
KLAs: General Studies								

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P.5 Tentative reading skills and strategies					
<ul style="list-style-type: none"> ✧ understanding the information provided on the book cover, index and glossary ✧ skimming a text to obtain a general impression and the gist or main ideas ✧ working out the meaning of words and phrases by using semantic and syntactic clues ✧ locating specific information by recognising simple text structures ✧ identifying the stylistic features in texts ✧ organising information and ideas in texts by using knowledge of text structures and some graphic forms ✧ distinguishing facts from opinions by using semantic and syntactic clues ✧ comparing alternative views in texts by using graphic forms and making notes (e.g. using point form, and own shorthand and symbols) 					
P.4 Tentative reading skills and strategies					
<ul style="list-style-type: none"> ✧ understanding the information provided on the book cover, index and glossary ✧ skimming a text to obtain the main ideas ✧ working out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) ✧ locating specific information by identifying key words 					

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<ul style="list-style-type: none"> ✧ following ideas by recognising simple text structures and understanding the use of cohesive devices ✧ understanding the intention and attitudes conveyed in a text ✧ inferring feelings of characters from pieces of information in narrative texts 									
<p>Learning activities/tasks:</p> <p>Pre-reading: background information introduction, brainstorming/ vocabulary building activities, revision</p> <p>While-reading: questioning, discussion, organising ideas with graphic organisers, acquiring and applying target reading skills</p> <p>Post-reading: writing task similar texts, home-reading, independent reading, comprehension exercises, presentation/ peer sharing, extended reading tasks</p>									
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<p>environmental issues (e.g. low-carbon living, recycling, reducing unwanted wastes, protecting endangered animals)</p> <p>→design reading pamphlets and give a presentation</p> <p>→ display good work in school campus</p> <p>→ some representatives will be chosen from each class to be green angels and spread the message of environmental protection in school on NPMPS News Channel with the designed pamphlets</p>					
<p>P.4 <i>Stanley Visit</i></p> <p>Curriculum –Now and Then: Touring around Hong Kong</p> <p>Activity – students will go around Stanley to work in groups to finish tasks at different check-points to interview tourists with questions set in reading lessons to find out their favourite tourist spots, sightseeing activities, local food in Hong Kong</p> <p>→summarise their findings and give a presentation in class</p>					
<p><u>P.5 Sample module</u></p> <p>English: Environment</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ◆ Climate change e.g. global warming, greenhouse gases ◆ Environmental issues e.g. natural habitat, carbon footprint, ecosystem ◆ Problems/Pollution e.g. air pollution, flood, waste disposal, 					

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<p>endangered species</p> <ul style="list-style-type: none"> ◆ Solutions e.g. energy conservation, recycling <p>Objectives:</p> <ul style="list-style-type: none"> • To learning about vocabulary related to environmental issues • To express cause-and-effect and solution • To learn more about impact of human activities on the environment and importance of protecting the Earth; <p>Reading skills focus:</p> <ul style="list-style-type: none"> - understanding the information provided on the book cover, index and glossary - locating specific information by recognising simple text structures - organising information and ideas in texts by using knowledge of text structures and some graphic forms <p>General Studies: Natural Resources, Environment and Living</p> <p>Text types</p> <table border="1" data-bbox="129 1161 981 1481"> <tr> <td data-bbox="129 1161 349 1481"><i>Explanations of how and why</i></td> <td data-bbox="349 1161 981 1481"> <p><u>Text features:</u> Title, subheadings, graphs, charts and labels</p> <p><u>Text structures:</u> description, cause and effect</p> <p><u>Language:</u> Timeless present tense, generalized subjects</p> </td> </tr> </table>	<i>Explanations of how and why</i>	<p><u>Text features:</u> Title, subheadings, graphs, charts and labels</p> <p><u>Text structures:</u> description, cause and effect</p> <p><u>Language:</u> Timeless present tense, generalized subjects</p>					
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<p>Pre-reading:</p> <ul style="list-style-type: none"> - Introduce the background information of the module. - Activate students’ schemata and arouse their interest. - Introduce target vocabulary and grammar items. - Students log in into Kahoot and answer the questions related to the environment and the ecosystem. <p>While-reading:</p> <ul style="list-style-type: none"> - Introduce one text type to the class at each time. -Explicitly teach and model how to use the target reading skill(s) 									

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<p>in shared reading lesson in sample texts.</p> <ul style="list-style-type: none"> -Read the book cover of <i>Go Green</i> and invite students to predict what the story is about. - Guide students to predict the likely development of the story and identify characters, setting and sequence of events in the story. - Students work in pairs to finish the story plot diagram. -Before taking to the last page, invite students to predict the ending. -Give students A4 paper and invite them to draft their own ending. - Invite students to share their ending with the class. -Show students the ending of the story. <p><i>Epic-reading (Explanations of how and why)</i></p> <ul style="list-style-type: none"> -Students write down one question on ecosystems. -Split into four groups to read on Epic Reading: <u>Group 1</u>- Forests, <u>Group 2</u>- Oceans, <u>Group 3</u> -Arctic, <u>Group 4</u>- Desert. -Show students how to locate specific information by recognising simple text structures. -Answer questions on specific information of the texts. <p><u>Guided reading</u></p> <ul style="list-style-type: none"> -Students scan and answer questions on worksheet. -Watch the video <i>Lorax</i> about causes of pollution. -Give students to task to write down cause and effect of different 					

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<p>types of pollution on the flow charts.</p> <p>Three Cheers for Trees (Explanations of how and why)</p> <ul style="list-style-type: none"> - Flipped classroom – video on different kinds of pollution -Brainstorm ideas and discuss how pollution affects human and the need for changes. -Show book cover of Three Cheers for Trees and ask students about prior knowledge about carbon footprint. - Students will practice how to locate specific information by recognising simple text structures. <p>Pamphlet</p> <ul style="list-style-type: none"> -Introduce the task – to make a pamphlet to promote or spread green messages on one of the environmental issues e.g. low-carbon living, recycling, reducing unwanted wastes, protecting endangered animals. -Guide students to deduce special features of pamphlets e.g. use of bullets, boxes, and visual devices, such as graphs, tables, charts, illustrations and diagrams. <p>Post-reading:</p> <ul style="list-style-type: none"> - Students finish pamphlet design at home. -Students read the rest of the book as home-reading and complete follow-up quizzes or tasks e.g. book report, sharing. <p>Final task:</p> <p>Design a pamphlet on an environmental issue to spread green messages and give an in-class presentation.</p>					