

## **2011-2012 English Language Subject Plan 英文科工作計劃**

### **(1) Long-term Objectives**

- i. Develop our pupils' **basic competence** in the skills of listening, speaking, reading and writing through a broad and balanced **curriculum**.
- ii. Meet **learners' needs** through effective **teaching approaches and learning activities**.
- iii. Encourage and celebrate **high achievement and attainment**, academically, enabling our pupils to become **confident and successful learners**.

### **(2) Strengths and Weaknesses**

#### **Strengths:**

- (1) With NET section's Primary Literacy Programme –Reading and Writing (**PLP-R/W**), P1-3 students are getting more reading and writing skills,
- (2) With our Everyone Can Read programme (**ECR**), P.4 students can get more intensive support on developing their reading skills and habits, and
- (3) Based on the **levelling assessments** by the end of P1 and P2, we can group the students accordingly and provide them with appropriate readers.

#### **Weaknesses:**

- (1) Students' motivation to learn the language is not so high to most students, the use of the language is limited in their daily life,
- (2) **30%** and **50%** students state that they **do not know how to finish their homework more effectively** and do not acquire **effective study skills** respectively,
- (3) **Amount of the English books** in our library cannot support our reading programmes and schemes.

### **(3) Year Focus**

1. Enhancing students' **confidence and self-esteem**
2. Establishing a **good reading environment** and enhancing students' reading **interest**
3. Adjusting **school-based P.1-P.3 curriculum** based on PLP - R/W

### 3.1 Action Plan (Part 1: School Level)

School Focus (1) : Enhancing students' confidence and self-esteem						
Objective	Strategies / Programme	Expecting Results	Evaluation Methods	Time Scale	People Responsible	Budget/ Resources
1. To provide students with chances to performance and to show their talents	1.1 English teachers schedule 1-minute show for each student in English lessons.	50% students have more confidence in participating in English activities  At least 50 pieces of works are uploaded and/or published.	- Questionnaire - Observation - Count the no. of participants - Count the number of works uploaded / published	Oct, 2011- Jun, 2012	[Erica] + All LETs (+ TA)	--
	1.2 Two variety show sessions (afternoon assemblies) will be arranged for each key stage.					\$1,000 (Prizes & Resources)
	1.3 Reader's Theatre - P.4 to P.5 students are encouraged to work more closely with the texts to project and interpret meaning into the reading experience in English lessons			Oct, 2011- Jun, 2012	[Phoebe] + P.4 & P.5 LETs + Professional Consultant (+ TA)	\$7,2900 (EEG )
	1.4 Small-scene Drama - P.4 to P.5 students are encouraged to immerse in the authentic context of language learning by acting certain characters in English lessons			Oct, 2011- Jun, 2012	[Phoebe] + P.4 & P.5 LETs + Professional Consultant (+ TA)	
	1.5 Encourage and support potential students to take part in the annual Speech Festival and other internal and external competitions / activities			Sept, 2011- Jun, 2012	[Share among all core-members] + All LETs	--
	1.6 Publish students' works periodically (i) on our English Webpage (Jan and Jul) (ii) Students' Works Highlights (成果集) (Year-end)			Nov, 2011 - Jun 2012	[Joyce] + All LETs (+TA & TSS)	--

LET = Local English Teacher, NET = Native English Teacher, TA= Teaching Assistant  
 { } = Co-ordinator

School Focus (2) : Establishing a good reading environment and enhancing students' reading interest						
Objective	Strategies / Programme	Expecting Results	Evaluation Methods	Time Scale	People Responsible	Budget/ Resources
1.To increase students' exposure to various reading materials and to raise their interest	1.1 Extensive Reading Scheme (ERS) - Award Scheme will be arranged - Setting reasonable reading target - Doing book report booklets	At least 60% students meet the basic reading target. (KS1: 30 books and 5 Bk Reports, KS2: 30 books and 8 Bk Reports)  Around 10% students get Basic Achievement Award (30 Books and 5 Reports), 5% students get Excellent Achievement Award (50 Books and 10 Reports)  60% students agree that they are more interested in reading English books / materials.	- Observation - Questionnaire - Review of borrowing records and Book Reports	Sept., 2011 -Jun., 2012	[Tessa] + All LETs	\$1,500 (Prizes) \$7,198 (Books_EDB)
	1.2 Curriculum-based Reading Programme - 30 readers related to the textbook's chapters (themes / text types) will be bought for each level as extensive reading	80% students agree that they have more contact with reading materials from different sources.	- Observation - Questionnaire - Review students' newspaper cutting booklets		[Vivien] + All LETs	\$18,000 (EEG)
	1.3 Holiday Reading Programme - Over 150 readers will be bought for each key stage to let students borrow them during long holidays and finish the book reports				[Tessa] + All LETs	\$94,080 (EEG)
	1.4 Encourage P5-6 More able students to read English Newspaper (optional for other students). - All students in 5 Faith and P.6 finish at least 8 post-reading tasks / Newspaper Cuttings. - Class Hope and Love may do worksheets prepared by teachers.				All P.5 and P.6 LETs	(School Library orders 2-3 copies of English newspaper)

School Focus (2) : Establishing a good reading environment and enhancing students' reading interest (Cont')						
Objective	Strategies / Programme	Expecting Results	Evaluation Methods	Time Scale	People Responsible	Budget/ Resources
1.To increase students' exposure to various reading materials and to raise their interest	1.5 Reading Buddy Programme: In the 1st recess on Thursday, reading buddies will read with P1-3 students who are: - less able in English learning - low in reading level - lack of family support [Each of the target student can read to / with the Reading Ambassador for at least 15 sessions.]	80% students agree that they have more contact with reading materials from different sources.	- Observation - Questionnaire	Oct, 2011 - Jul, 2012	[Erica] (+ All P.1-P.3 LETs)	--
	1.6 Everyone Can Read (ECR) Programme To enhance P4 students' reading ability and nurture their reading habit  1.6.1 A reading test (Pre-test) will be made at the beginning of Term 1. Students will be grouped according to the result of the test. 1.6.2 A survey on reading habits will be carried out to assess students' reading and needs at the start and by the end of the school year.	90% has positive comments on the programme. 80% students have improved their reading ability.	- Questionnaire - Book levelling (Pre and Post-test)	Oct, 2011 - Jul, 2012	[Joyce] + All LETs	\$1,500 (Prizes) \$24,000 (Books_EEG)

### 3.2 Action Plan (Part 2- Panel Level)

Time Scale	Objectives	Strategies / Programme	Target Group	People Responsible	Collaborating Team / Organization	Budget/ Resources
Sept., 2011 -Jun., 2012	1. To raise literacy levels of P1-3 students in reading and writing with small group activities and various effective teaching strategies embedded in PLP-R/W.	<p>1.1 Curriculum</p> <p>1.1.1 School-based adjustment of P.1-3 curriculum based on PLP - R/W</p> <p>1.1.2 Teaching plans should include the following elements:</p> <ul style="list-style-type: none"> <li>- the systematic daily teaching of phonics</li> <li>- the teaching of decoding skills</li> <li>- the systematic daily teaching of high frequency words</li> <li>- the explicit teaching of comprehension</li> </ul> <p>1.2 Maintain the English room as the learning station for P.2 &amp; P.3 while General Studies room as another learning station for P.1 in Shared Reading lessons</p>	P.1-P.3	<p>P.1 [Phoebe]</p> <p>P.2 [Joyce]</p> <p>P.3 [Erica]</p> <p>+ All P.1-P.3 LETs</p>	NET Section	--
Sept., 2011 -Jun., 2012	2. To further enhance pupils' writing skills	<p>2.1 Develop our school-based writing framework</p> <p>2.1.1 Teachers should plan their lessons based on the final writing outcome(s) of each chapter or unit.</p> <p>2.1.2 Corresponding supporting learning activities / tasks should be designed to support students in reaching the final writing outcome(s).</p> <p>2.2 Nurturing independent writers</p> <p>2.2.1 Promote the use of the supporting self-developed references : Work and Sentence Bank (Bk A), Text Types (Bk B1, B2) &amp; Writing Companion KS2 (Bk C)</p> <p>2.2.2 Do creative writing Suggested topics and/or text types will be given by the teachers.</p> <p>2.2.2 Publish students' works periodically (See Focus 1:1.6)</p>	P.1-P.6	All LETs	--	--
		<p>2.2.1 Promote the use of the supporting self-developed references : Work and Sentence Bank (Bk A), Text Types (Bk B1, B2) &amp; Writing Companion KS2 (Bk C)</p> <p>2.2.2 Do creative writing Suggested topics and/or text types will be given by the teachers.</p>	P.4-P.6	All P.4-P.6 LETs		
		2.2.2 Publish students' works periodically (See Focus 1:1.6)	P.1-P.6	All LETs		

Time Scale	Objectives	Strategies / Programme	Target Group	People Responsible	Collaborating Team / Organization	Budget/ Resources
Sept., 2011 -Jun., 2012	3. Create an inviting English Learning Environment	3.1 Apply Inviting Education strategies - More encouragement & High participation - Put up posters that can support or encourage students to learn the Language - Create co-operative atmosphere by using centralized classroom routine and teaching students how to interact with others positively especially when doing group work	P.1-P.6	All LETs	--	\$1,000 (Prizes & Resources)
		3.2 Arrange two afternoon English assemblies (variety shows) for each key stage				
		3.3 Post up ss' works in the classroom				
		3.4 Reading Buddy Programme: Reading Ambassadors (P.4-P.5 Volunteers and Parent Helpers)	P.1-P.3 (P.4-P.5)	Erica	--	--
		3.5 English Ambassador Scheme - KTTV	More able students in P.4-P.6	NET, Joyce and Vivien	--	\$500 (Props and resources)
	3.6 Eng remedial classes for newly arrived students and students with low social-economic status	Students with special needs	Virginia	Learning Support Team/ Ms Chu	Sponsored by Learning Support Team	

(4) Evaluation methods: The evaluation of the above programmes/schemes will be made by the person-in-charge, using different methods, including observations, questionnaires, reviewing of students' works and meetings. Students' participation and performance will be the main focus of the evaluations. The data collected will provide us with important information both on the effectiveness of the various programmes/schemes and making better planning for the future.

## (5) 2011-2012 Budget (Own School)

序號	申請學校政府錢津貼的項目	預算金額	項目--英文字母代號
1	PLP-R/W Teaching aids and stationery 教具/教材及文具	\$1,400	
	P1-2 (\$700)		E, G
	P3 (\$700)		E, G
2	P.1-P.3 Parent Workshops	\$500	L
3	English subject teaching aids and resources 英文教學物資	\$2,000	E
4	English Ambassadors 英語大使用	\$500	P (物資,道具)
5	Promotion of English Activities (物資、禮物)	\$1,500	C
6	Everyone Can Read Reading Scheme (ECR) 小組閱讀計劃 (禮物及書券)	\$1,500	C
7	Extensive Reading Scheme (Gifts for promotion) 英文廣泛閱讀計劃推廣(禮物)	\$1,500	C
7a	Extensive Reading Scheme 英文廣泛閱讀計劃購書費 (政府資助)	\$7,198	J
8	Variety Shows (Afternoon Assemblies) (物資、禮物)	\$1,000	C
全部合共：		\$17,098	

(6) 2011-2012 Budget (**English Enhancement Grant – EEG**)

序號	申請學校政府錢津貼的項目	預算金額	項目--英文字母代號
1	<b>Hiring of Consultancy Service</b>	<b>\$63,600</b>	
	Reader's Theatre & Small-scale Drama (\$48,600)		
	Professional Development of Teachers (\$15,000)		
2	<b>P.2-P.3 Guided Readers</b>	<b>\$25,920</b>	J
3	<b>Curriculum-based Reading Programme Readers</b>	<b>\$18,000</b>	J
4	<b>Holiday Reading Programme Readers</b>	<b>\$94,080</b>	J
5	<b>Everyone Can Read Reading Scheme (ECR) Readers</b>	<b>\$24,000</b>	J
6	<b>Levelling Kits</b>	<b>\$14,550</b>	E
全部合共：		<b>\$240,150</b>	

(7)Members

Ada Lee            Alan Young            Erica Ng            Lee Chung Yan            Ida Lam            Joyce Wong            Danielle Reid  
Phoebe Chan            Seal Leung            Tessa Wong            Vivien Pang            Virginia Chu