

S.K.H. St. Joseph's Primary School
Year Plan for English 2021-2022

1. Aims

- 1.1 To provide every student of English with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium;
- 1.2 To enable every student to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.

2. Present Situation

2.1 Strengths

- 2.1.1 There was an e-learning pilot scheme in Primary 4. Teachers have developed some e-learning teaching and learning materials. Teachers and students have experienced to teach and learn through e-learning apps/platform.
- 2.1.2 School has developed Reading across the curriculum in KS2 and promoted RaC in KS1.
- 2.1.3 Teachers have been trained to design the school-based English curriculum with reference to Learning-Teaching-Assessment cycle.

2.2 Weaknesses

- 2.2.1 Students lack vocabulary that hinders language learning, especially reading comprehension and writing performance.
- 2.2.2 Students' language support is relatively low outside the classroom.
- 2.2.3 The learning diversity in the classroom is wide.

3. Objectives of the year:

| Items | Objectives / Targets | Remarks |
|-------|--|--|
| 1. | To develop a child-centred approach to teach literacy through synthetic phonics so as to motivate students to learn English. | Relating to the focus of objectives of the school development plan 1 |
| 2. | To develop a school-based writing curriculum to cater for learners' diversity involving BYOD and to enhance students' writing ability. | Relating to the focus of objectives of the school development plan 1 |

4. Strategies in accordance with the objectives of the year:

| Objectives | Strategies | Performance Index | Assessment Method | Time schedule | Person(s) In-charge | Resources |
|------------|---|--|--|---------------|---|--|
| 1 | <p>1.1 Adopt RWI in Primary one to teach synthetic phonics in English lessons regularly</p> <ul style="list-style-type: none"> • Introduce the letter-sound correspondence in a structural and incremental sequence. • Introduce the skill of blending. • Introduce the skill of segmenting words into the sound to spell. | <p>The newly developed curriculum can meet the P1 standard in terms of reading, speaking, listening and writing.</p> <p>Most P1 students can produce the sounds correctly.</p> <p>Most P1 students can blend the target sounds and decode pseudo-words.</p> <p>80% P1 students can blend sounds correctly and can write the English letter / word accordingly.</p> | <p>Panel meeting</p> <p>Lesson observation Class visits by the organization</p> <p>Pre and post test Internal speaking assessment Formative assessment</p> | August-May | <p>Panel chairperson</p> <p>P1 English teachers</p> | <p>Word cards</p> <p>Sound cards</p> <p>Storybooks (Ditty books, Story books, Get Writing)</p> |
| | <p>1.2 create an encouraging and interactive learning environment in the classroom by</p> <ul style="list-style-type: none"> • giving positive feedback • preparing learning games to make the class fun • adopting 'BYOD' | <p>80% of the students are engaged in English lessons.</p> <p>80% of the students give response or communicate in the lessons.</p> | Lesson observation | October-May | All English teachers | <p>Ipad</p> <p>Online resources</p> <p>Game book</p> <p>Lesson observation form</p> |

| Objectives | Strategies | Performance Index | Assessment Method | Time schedule | Person(s) In-charge | Resources |
|------------|--|--|--|-----------------|---|-----------------------|
| | 1.3 Enhance teachers' knowledge in teaching synthetic phonics by joining teachers' workshops, regional workshops, teachers' sharing in school. | Project teachers teach phonics in an explicit way and introduce the blending and segmenting skill effectively. The program can be developed to the next level in the coming year. | Lesson observation Panel meetings | September – May | Panel Chairperson All English teachers | Workshop training fee |

| Objectives | Strategies | Performance Index | Assessment Method | Time schedule | Person(s) In-charge | Resources |
|------------|--|--|---|---------------|--|---|
| 2 | <p>2.1 Employ the concept of self-directed learning to set a school-based writing direction so as to train the students to be independent writers.</p> <ul style="list-style-type: none"> • Encourage students read extensively. • Collect their own favourite words, phrases and quotes in My Notebook / OneNote/learning apps. • Ongoing feedback from teachers • Use the target vocabulary in their daily life. • Set own target, like topic and number of words. • Brainstorm ideas and draft • Provide checklist for self-check and peer-editing. • Allow different modes of presentation. • Praise good works and publish them • Prepare students' portfolio for comparison. | <p>Students in different levels show improvement in writing in terms of quality and quantity when comparing their pre-test and post-test.</p> <p>Teachers' feedback and comments about the program.</p> <p>More than half of the students are willing to write in their level.</p> <p>More than half of the students have prepared for the lesson and referred to their Notebook for reference.</p> <p>More than half of the students use the checklist to do editing and give positive feedback to the peers.</p> <p>The overall passing rate of writing is improved.</p> | <p>Panel meetings</p> <p>Review of Module Plan</p> <p>Comparison of students' examination works & portfolio</p> <p>Formative assessment</p> <p>Lesson observation</p> <p>Examination result</p> | October-May | <p>Panel chairperson</p> <p>All English teachers</p> | <p>My Notebook</p> <p>Checklist</p> <p>Professional support from other organization</p> |

5. Schedule Plan

| Items | Programs | Time Schedule | Person-in-charge | Remarks |
|-------|--|--|--|---------|
| 1. | English Ambassadors training & duty arrangement | Oct-May, 2022 | Gareth, Chow | |
| 2. | Solo-verse speaking | Sept-Dec, 2021 | All English teachers | |
| 3. | Drama Training | Whole school year | To be confirmed | |
| 4. | English Penmanship Competition | TBC | Chow, All English teachers | |
| 5. | Online reading programme | Whole school year | Chow, All English teachers | |
| 6. | English Day+Time for English | Oct-May, 2022 | Gareth, Chow, all English teachers | |
| 7. | Feedback of Journal writing | Oct-May, 2022 | Gareth | |
| 8. | English Week | Mid-Dec, 2021 | Priscilla, Chow and all English teachers | |
| 9. | Homework Checking | Nov-Dec, 2021 ,Mar-Apr, June, 2022 | Priscilla, Sung, Leo, Chow, Leung | |
| 10. | E-learning teaching and learning | Oct-June, 2022 | Leo, All English teachers | |
| 11. | Cross-curricular program (P1-6) | Oct-June, 2022 | Priscilla, all English teachers | |
| 12. | Elite training Course | Nov-May, 2022 | Priscilla | |
| 13. | P.6 Interview skill training and enrichment course | Sept-Jan, 2022 | Priscilla, Gareth, P6 English teachers | |
| 14. | Writing competition | March-May, 2022 | Chow | |
| 15. | Lesson observations | Oct-Nov, 2021– Mar-May, 2022 | Priscilla | |
| 16. | Language rich environment | Sept-June, 2021 | Gareth, Eric | |
| 17. | Workshops (Writing and RWI) | August, early September, November, March | Priscilla, Gareth, Profession support | |

Regular Grant

| Item | Description | Approved Budget | Estimated Expenditure | Actual Expenditure | Remarks |
|-----------------------------|--|-----------------|-----------------------|--------------------|---------|
| School Funding | | \$87,536.00 | | | |
| 1. Purchase of books | Books for P1-6 ERS, IR, HR, Battle of Books | | \$1,000.00 | | |
| | Books for Battle of Books or reference books | | \$1,000.00 | | |
| 2. Gifts | English Ambassadors | | \$200.00 | | |
| | English Thursdays, writing competition | | \$200.00 | | |
| 3. Teaching Aids | Board games | | \$300.00 | | |
| | RWI teaching aids | | \$8,636.00 | | |
| | Charts | | \$200.00 | | |
| 4. Miscellaneous/Stationery | Stationery | | \$600.00 | | |
| | Badges, files, trays, boxes | | \$600.00 | | |
| 5. Professional Development | School support on school-based writing curriculum | | \$48,300.00 | | |
| | RWI teachers' training, workshops, school visits, class observation and discussion | | \$26,500.00 | | |
| Total: | | \$87,536.00 | \$87,536.00 | \$0 | |

School-based Materials Fee

| Item | Descriptions | No. of participants | Estimated Income | Estimated Expenditure | Actual Expenditure | Remarks |
|-------------------------|---------------------------------------|---------------------|------------------|-----------------------|--------------------|---------|
| Online reading Platform | Online Reading Platform (P1-6, @\$49) | 368 | \$18,000.00 | \$18,000.00 | | |
| | | Total: | \$18,000.00 | \$18,000.00 | | |

Life-Wide Learning Grant

| Item | Description | Approved Funding | Estimated Expenditure | Actual Expenditure | Remarks |
|-----------------|-------------------|------------------|-----------------------|--------------------|---------|
| Funding | | \$34,000.00 | | | |
| 1. English Week | Gifts | | \$2,000.00 | | |
| | Drama Performance | | \$12,000.00 | | |

| | | | | | |
|------------------------|--|-------------|-------------|-----|--|
| 2. English Drama | Tutor fee 、 Props 、 Costumes 、 Make up and cosmetics | | \$10,000.00 | | |
| 4. Elite English Class | Subsidy for students' course fee (20-30 students) | | \$10,000.00 | | |
| Total: | | \$34,000.00 | \$34,000.00 | \$0 | |

8. Programme Team

Panel Chairperson : Ms Sit Lam-ni (Priscilla)

Vice Panel Chairperson: Ms Chow Shui Sim (Evan)

Team Members: Ms Sung Man-yue (Mandy), Mr Chan Ming-Ngo (Leo), Mr Chan Chu Hong (Eric), Ms Mo Lai Sheung (Maria),
Mr Leung Tsz Hei (Gavin), Ms Wong Kin Ming (Clare), Mr Gareth