

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

School Name: Shak Chung Shan Memorial Catholic Primary School (English)

Application No.: D 057 (for official use)

(A) General information:

- No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 19
- No. of approved classes in the 2019/20 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	5	5	5	5	30

- No. of operating classes in the 2019/20 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	--	--	--	--	--	--	--

(B) Programmes/Projects implemented or support service(s) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	Grade level	Focus(es) of the programme/project/ support service	External support (if any)
PLPR-W	P.1-P.3	Reading and writing	NET Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. The English Language team is keen on curriculum innovations. The Chief Executive's Certificate of Merit Award for Teaching Excellence in English last year was the recognition of our efforts introducing reciprocal teaching to the Key Stage 1 library reading programme. 2. The core English Language Curriculum has been updated and new programmes (e.g. early intervention and elite) are in place to cater for learner diversity. 3. A rich resource bank of English Language learning materials (e.g. phonics book, language-rich-learning-environment (LRLE) booklet, Interview booklet, English Pass) are readily available to serve the many different learning needs of students. 4. A print-rich environment and ample opportunities for communicative use of English are created for students outside classroom, such as the English Smarties and Ambassadors, debating team and English drama club. 	<ol style="list-style-type: none"> 1. Substantial support from parent volunteers enables struggling students' exposure to the language outside classrooms. 2. School receives ample professional support from external organisations such as publishing houses.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. There is a need to develop a structured reading programme for Key Stage 2. 2. Students are not motivated to read. 	<ol style="list-style-type: none"> 1. The English Language panel is competing for resources with other subjects.

(D) The measure taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area of Development	Usages of the grant	Grade Level
Magic Reading Star: Development of reading resource package for KS1	<ul style="list-style-type: none"> ● Purchase of graded English books ● Hiring teaching assistants 	P.1-3

(E) 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*; and/or - developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></p> <p><input 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” <i>(*Please delete as appropriate)</i></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 a full-time* or part-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"/> 2020/21 school year</p> <p><input type="checkbox"/> 2021/22 school year</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" 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>

(F) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

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>Hire a part-time English-proficient teacher to support the core team in integrating drama and reciprocal teaching with the existing reading programme at P.4 and P.5, as well as conducting whole school activities to enrich the English language environment</p>					
<p>Background</p> <ul style="list-style-type: none"> While reading to learn is the ultimate goal for learning English, learning to read is a key to open that door. Learning from our experience with implementing the Key Stage 1 phonics curriculum under the previous grant scheme in 2009, we realise the importance of broadening students' comprehension skills through diversified strategies. The new 'Reading Through Drama' programme integrating reciprocal teaching and drama with the reading instruction is an example of our strategies. Reciprocal teaching provides a flexible and adaptable platform for our Key Stage 2 students to further develop their ability to construct meaning from the text. Together with the fun nature and known effectiveness of drama, our target level students will improve their reading fluency and gain more confidence in using English. <p>Objectives</p> <ul style="list-style-type: none"> Target level students will be able to develop the following English Language skills and positive values and attitudes through the new programme. <p><u>Reciprocal teaching strategies</u></p> <ul style="list-style-type: none"> - Predict with evidence - Generate questions to stimulate different kinds or levels of understanding related to the texts - Clarify potential ambiguities 	<p>P.1- P.6</p>	<p>2020/2021 P.4-P.5</p> <p><u>Recruitment</u> 07/2020</p> <p><u>Initial Planning</u> 08/2020</p> <p><u>Phases 1-2</u> Planning Implementation 09/2020 – 1/2021</p> <p>Interim Evaluation 1/2021</p> <p><u>Phases 3-4</u> Planning Implementation 1-6/2021</p> <p>Final performance 7/2021</p> <p>Final Evaluation 8/2021</p>	<p><u>Expected deliverables</u> 2 Reading through Drama resources packs covering a total of 44 lessons will be developed.</p> <p>Resources for the extra-curricular programmes including a drama pack covering 14 sessions and 2 sets of thematic activity sets will be developed.</p> <p>60% of target level students show improvements in summative reading assessments.</p> <p>70% of target level students demonstrate improvements in formative and summative speaking assessments.</p>	<p>The reading resource packages will be used and refined continuously as part of the school-based English Language curriculum.</p> <p>Lessons recorded and professional sharing will be conducted during the panel meetings for capacity enhancement.</p>	<p>Relevant lessons will be recorded and observation will take place as scheduled.</p> <p>Teachers' observation on students' performance will be reported in the meetings.</p> <p>Biweekly co-planning meetings will be arranged and documented.</p> <p>Students' work such as their play scripts will be inspected.</p> <p>Students will evaluate their own learning.</p> <p>Students' summative results in reading and speaking will be analysed.</p>

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<ul style="list-style-type: none"> - Summarise the main idea of the texts <p><u>Reading skills for fiction</u></p> <ul style="list-style-type: none"> - Predict the likely development of a story by recognising key words, using personal experiences, and making use of context and world knowledge - Self-correct by using strategies, particularly via checking understanding against predictions, re-reading, using context and reading further to clarify - Understand one’s intention, attitude and feelings appropriately by recognising features such as the choice and use of language - Recognise the format and language features of a play script <p><u>Performance skills</u></p> <ul style="list-style-type: none"> - Use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings - Use gestures and facial expressions to convey meaning and intention <p><u>Positive learning attitudes and values</u></p> <ul style="list-style-type: none"> - Read autonomously - Work with others collaboratively and constructively - Show respect to others - Foster their appreciation for drama <ul style="list-style-type: none"> ● Teachers who directly participate in the programme are able to refine their repertoire of instructional strategies; whilst the others will benefit from the internal sharing. 			<p>80% of the target students enjoy their drama experience and develop better confidence in speaking English.</p> <p>90% of teachers involved acquire a better understanding of reciprocal teaching and drama instructions.</p>		<p>Questionnaire survey for the English Department to evaluate the implementation of drama and reciprocal teaching will be carried out.</p> <p>Questionnaire survey on teachers and participating students will be conducted to measure the effectiveness of language activities outside class time.</p>

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<p>The Core team</p> <ul style="list-style-type: none"> ● A core team consisting of the English Language panel head, the Native-speaking English Teacher (NET), 2 Local English Language Teachers (LETs) and the teacher-in-charge is to be set up. They will be supported by a part-time English-proficient teacher hired under the Scheme. ● The core team conducts bi-weekly co-planning and evaluation meetings. All members will collaboratively plan lessons, design assessments, evaluate the programme effectiveness and make necessary adjustments. ● Lesson observation will be conducted once each school term to monitor the project progress and for evaluation purposes. Professional sharing sessions on the programme will be held at the end of each school year for ensuring capacity enhancement. <p>The part-time English-proficient teacher</p> <ul style="list-style-type: none"> ● The part-time teacher is expected to be: <ul style="list-style-type: none"> - a bachelor's degree holder with native English speaking competence; - TESOL/TESL/TEFL qualifications; and - previous experience in drama education and reading curriculum development. ● He / She will work 3 full days a week with LETs and the EDB NET in: <ul style="list-style-type: none"> - planning reading lessons and whole-school language activities; 					

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<ul style="list-style-type: none"> - delivering a single lesson (10 lessons per week) to each target level class per cycle (with LETs taking up at least half of the teaching part); - carrying out whole school activities; - evaluating new curriculum initiatives; and - conducting professional sharing sessions for the panel. <p>Teaching focuses</p> <ul style="list-style-type: none"> ● The 2-year reading programme allows the target students to develop their reading and drama skills progressively. <table border="1" data-bbox="129 762 927 954"> <thead> <tr> <th data-bbox="129 762 282 802">Level</th> <th data-bbox="282 762 927 802">Teaching focuses</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 802 282 874">P.4</td> <td data-bbox="282 802 927 874">Reciprocal teaching strategies Drama: vocal skills</td> </tr> <tr> <td data-bbox="129 874 282 954">P.5</td> <td data-bbox="282 874 927 954">Reciprocal teaching strategies Drama: vocal skills, body, movement and space</td> </tr> </tbody> </table> <p>Programme overview – P.4</p> <ul style="list-style-type: none"> ● Teaching and learning focuses <ul style="list-style-type: none"> - Construct deeper meaning from the story through: predicting, questioning, clarifying and summarising - Vocal skills: volume, pitch, pace, stress, intonation and articulation ● Learning outcomes Students will be able to: <ul style="list-style-type: none"> - understand a text in a more comprehensive manner such as understanding the personality and the feeling of a character; - learn the positive value conveyed in the story; - identify the special features of a play script; and 	Level	Teaching focuses	P.4	Reciprocal teaching strategies Drama: vocal skills	P.5	Reciprocal teaching strategies Drama: vocal skills, body, movement and space					
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<ul style="list-style-type: none"> - read with expression, fluency and at an appropriate pace. ● Learning and teaching activities <ul style="list-style-type: none"> - Reciprocal teaching to explore the key elements of a story - Script writing - Vocal drama games - Reader's theatre ● Reading materials <ul style="list-style-type: none"> - Phase 1 ~ <i>The Girl Who Could Not Stop Laughing</i> by Meera Ganapathi https://bit.ly/3bDC3HR - Phases 2 - 4 ~ <i>Flat Stanley: The Original Classic Adventure</i> by Jeff Brown https://bit.ly/2JqSStA 											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%; text-align: left;">Lesson</th> <th style="text-align: center;">Learning Activities</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">Phase 1 – Getting ready</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">1-2</td> <td> Set text: <i>The Girl Who Could Not Stop Laughing</i> by Meera Ganapathi <u>Revisiting the key elements of fiction</u> ✧ Teacher revisits the five basic structure elements: character, setting, problem, solution and ending using a simple reader. <i>Five Finger Story Structure</i> https://bit.ly/2JqMVgd <u>Reading strategy self-assessment survey</u> ✧ Teacher gives students a survey to find out their use of reciprocal teaching strategies covered in KS1. <u>The Fab 4</u> <ul style="list-style-type: none"> - Predicting - Questioning </td> </tr> </tbody> </table>	Lesson	Learning Activities	Phase 1 – Getting ready		1-2	Set text: <i>The Girl Who Could Not Stop Laughing</i> by Meera Ganapathi <u>Revisiting the key elements of fiction</u> ✧ Teacher revisits the five basic structure elements: character, setting, problem, solution and ending using a simple reader. <i>Five Finger Story Structure</i> https://bit.ly/2JqMVgd <u>Reading strategy self-assessment survey</u> ✧ Teacher gives students a survey to find out their use of reciprocal teaching strategies covered in KS1. <u>The Fab 4</u> <ul style="list-style-type: none"> - Predicting - Questioning 					
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	<ul style="list-style-type: none"> - Clarifying - Summarising <u>Programme Preview</u> <ul style="list-style-type: none"> ✧ Teacher presents the programme objectives: <ul style="list-style-type: none"> - To help students internalise reciprocal teaching strategies - To introduce them to readers' theatre 					
Phase 2 – The Fab 4						
3-4	Set text: <i>Flat Stanley: The Original Classic Adventure</i> by Jeff Brown <u>Modelling prediction and questioning</u> <ul style="list-style-type: none"> ✧ Teacher goes through Chapter 1 of the text and models how to: <ul style="list-style-type: none"> - make notes (such as underlining, coding or sticky notes); - form prediction questions (e.g. 5W1H) using clues and references in the text; and - confirm / adjust predictions. <u>Home reading</u> <ul style="list-style-type: none"> ✧ Students are asked to form prediction questions for Chapter 2 at home. <u>Practising predicting in groups</u> <ul style="list-style-type: none"> ✧ Students share their prediction questions in small groups. ✧ They read Chapter 2 together and confirm / adjust their predictions with evidence. 					
5-6	<u>Modelling clarifying unfamiliar words and parts</u> <ul style="list-style-type: none"> ✧ Teacher models clarifying strategies with the use of Chapter 2. <ul style="list-style-type: none"> - Clarifying meaning of difficult/unknown words or phrases by 					

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<p>re-reading the text</p> <ul style="list-style-type: none"> - Reading on - Breaking down complex sentences into small manageable chunks - Using context and prefixes, suffixes and roots to guess the meaning - Asking questions <p><u>Home reading</u></p> <p>✧ Students are asked to read Chapter 3. They should mark difficult words with sticky notes and think of strategies to decode them.</p> <p><u>Practising clarifying unfamiliar words and parts</u></p> <p>✧ Students participate in interactive read-aloud and explain the decoding strategies they use while reading Chapter 3.</p>					
<p>7-8</p> <p><u>Modelling summarising</u></p> <p>✧ Teacher models how to summarise a text using Chapter 3:</p> <ul style="list-style-type: none"> - identifying the most important part of the story; - the sentences which sums up the entire meaning of a passage; and - make summative notes on the text. <p><u>Home reading</u></p> <p>✧ Students are asked to read Chapter 4 and prepare the summary of one part of the chapter.</p> <p><u>Practising summarising</u></p> <p>✧ Students verbalise their summaries to their classmates and combine the small summarises to make a full-length overview.</p>					

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	<u>Assigning roles</u> ✧ Students are divided into groups of 4 and given role sheets. <i>Strategy cards</i> https://bit.ly/2URKfhg ✧ Teacher recaps the duties and assign roles (predictor, questioner, clarifier and summariser) to students. <u>Home reading</u> ✧ Students complete Chapter 5 at home and their preparation for reciprocal teaching activities in class.					
9-10	<u>Practising reciprocal teaching</u> ✧ Students practise the 4 strategies and discuss the meaning of Chapter 5 in small groups. <u>Reading strategy self-assessment survey</u> ✧ Another survey is conducted to collect students' views on reciprocal teaching.					
Phase 3 – Readers' theatre skills						
11	<u>Introduce the production</u> ✧ Teacher introduces to students the features of readers' theatre using the sample video. <i>Readers Theater 2009 The Stinky Tofu Man</i> https://bit.ly/3dxE7TE <i>Features of a readers' theatre performance</i> - Performers bring the text alive by using voice, facial expressions, and some gestures. - It requires no sets, costumes, props, or memorised lines. ✧ Teacher briefs students about the readers'					

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<p>theatre project. Students get into groups and produce a readers' theatre performance on one part of the story.</p> <p><u>Features of a script</u></p> <ul style="list-style-type: none"> ✧ Teacher shows students a sample script and explore the features of a script. <i>The Silly Chicken</i> by Idries Shah https://bit.ly/2UvGb7n <i>The Clever Boy and the Terrible, Dangerous Animal</i> by Idries Shah https://bit.ly/2JnTPmH - Include a list of characters at the beginning - Divided into scenes - Each scene with a description of the setting and then the characters' dialogue - Stage directions in italics and brackets <p><u>Script writing</u></p> <ul style="list-style-type: none"> ✧ Students work in groups of 4, choose a scene from the story and write the script for the performance. ✧ Teacher gives feedback to students' scripts in Lesson 17. 					
<p>12-13</p> <p><u>Volume, pitch, pace and tone</u></p> <ul style="list-style-type: none"> ✧ Breath control exercises Students learn to monitor their breathing by producing a consistent hissing sound. ✧ Bean Bag Game Students speak to bean bags or any object placed at a distance from them. They start with objects at a close distance and then the 					

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	distance increases and they should speak louder. ✧ Vocal resonators Students warm up their vocal muscles by experimenting with different pitch ranges.					
15	<u>Diction / Articulation</u> ✧ Tongue twisters ✧ Verse speaking					
16	<u>Production of vocal emotion</u> ✧ Understanding interjections ✧ HASH (Happy-Angry-Sad-Happy) drama game Students count up to 20 together in different emotions. <u>Preparation for in-class practice</u> ✧ Students consolidate their learning by putting on a skit on a given script.					
17	✧ In-class practice performance ✧ Teachers' feedback on students' scripts					
Phase 4 – Preparation for the final performance						
18-20	Rehearsals					
21-22	✧ In-class final performance ✧ Peer assessment					
<ul style="list-style-type: none"> ● Sharing of learning outcomes <ul style="list-style-type: none"> - The best group from each class will be chosen to perform for P.1-2 students in the Hall. ● Assessments <ul style="list-style-type: none"> - Students' final performance will contribute to part of the final assessment grades. 						

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<p>Implementation plan for P.5</p> <ul style="list-style-type: none"> ● Teaching and learning focuses <ul style="list-style-type: none"> - Construct deeper meaning from the story through: predicting, questioning, clarifying and summarising - Vocal skills: volume, pitch, tone, pace and pause - Body: posture, gesture, facial expression and eye contact - Movement: timing, direction, energy and ensemble awareness - Space: personal space and general space ● Learning outcomes Students will be able to: <ul style="list-style-type: none"> - understand the characters' intention, attitudes and feelings conveyed in the story via the choice and use of language; - learn the positive value conveyed in the story; - project their voice without any aid; - convey story, describe events and express feelings using dramatic elements and expressive skills of movement and voice; - interact collaboratively to communicate the action of the drama with others; and - appreciate drama work during the preparation of their own short play. ● Learning and teaching activities <ul style="list-style-type: none"> - Character Detective - Drama games ● Reading materials: <i>Sadako and the Thousand Paper Cranes</i> by Eleanor Coerr https://amzn.to/2UMKQAI 					

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Lesson	Learning Activities					
	Phases 1 and 2					
	Reciprocal teaching strategies will be introduced and practised the same way as in P.4 in the first 10 lessons.					
	Phase 3 – Drama					
11-12	<p><u>Introduce the production</u></p> <ul style="list-style-type: none"> ✧ Students are shown part of a drama performance on the same title. <i>Eckerd Theater Company presents A Thousand Cranes</i> https://bit.ly/2WSYMMc ✧ An inter-class drama competition will be held. Each class will put on stage a 5-minute play for P.3 students in the Hall. <p><u>Features of a script</u></p> <ul style="list-style-type: none"> ✧ Teacher shows students a sample script and explore the features of a script. <i>The Silly Chicken</i> by Idries Shah https://bit.ly/2UvGb7n <i>The Clever Boy and the Terrible, Dangerous Animal</i> by Idries Shah https://bit.ly/2JnTPmH - Include a list of characters at the beginning - Divided into scenes - Each scene with a description of the setting and then the characters' dialogue - Stage directions in italics and brackets <p><u>Script writing</u></p> <ul style="list-style-type: none"> ✧ Students work in groups of 4, choose a scene from the story and write the script for 					

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13	<p><u>Volume, pitch, pace and tone</u></p> <p>✧ Breath control exercises Students learn to monitor their breathing by producing a consistent hissing sound.</p> <p>✧ Bean Bag Game Students speak to bean bags or any object placed at a distance from them. They start with objects at a close distance and then the distance increases and they should speak louder.</p> <p>✧ Vocal resonators Students warm up their vocal muscles by experimented by different pitch ranges.</p>					
14	<p><u>Body</u></p> <p>✧ Be My Mirror Students work in pairs silently to create mirrored kinesthetic movements</p> <p>✧ Hot Seat 5 students are invited to take the hot seats in front of the class. Teacher gives out loud a situation, feeling, emotion, or expression. Performers should make the facial expression that they feel best communicates the given emotion.</p>					
15	<p><u>Movement</u></p> <p>✧ Charades</p> <p>- Students work as teams with one member acting out a word or phrase without speaking. The other team</p>					

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	<p>members should guess the word or phrase as quickly as possible.</p> <p>✧ Elephant</p> <ul style="list-style-type: none"> - Students stand in a circle with the leader in the center. The leader points to a player and calls out “Elephant one-two-three”. That student, plus the two on either side of him or her, rush to make the shape of an elephant before the leader counts three. 					
16	<p><u>Space</u></p> <p>✧ Start and Stop</p> <ul style="list-style-type: none"> - Students quietly mill around the classroom. Teacher tells others that at any moment, a student may stop. As soon as that happens, the other students should also stop. One person ‘freezing’ should cause all of the others to freeze. Anyone in the group may start moving again, causing the entire group to move. 					
Phase 4 – Preparation for the final performance						
17-20	<ul style="list-style-type: none"> ✧ Teachers’ feedback on students’ scripts ✧ Practice and rehearsals 					
21-22	<ul style="list-style-type: none"> ✧ In-class final performance ✧ Peer assessment 					
<u>Language activities outside class time</u>						
<ul style="list-style-type: none"> ● The part-time teacher will also collaborate with the English Language panel in delivering language activities outside class time to encourage the communicative use of English in campus. 						

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Activities	Details					
English Corner Activities	<ul style="list-style-type: none"> ✧ Language activities such as chit-chat, vocabulary and board games will be arranged for KS1 students at English Corner during recess breaks 2 times a week. ✧ To ensure students' participation, rosters will be created. 					
Drama Club	<ul style="list-style-type: none"> ✧ The part-time teacher will assist the EDB NET in preparing the Drama Club members for the on-campus drama performance at the Variety Show. ✧ Audition will be conducted at the beginning of the school year and a total of 25 Key Stage 2 students will be involved. ✧ Bi-weekly 1-hour training sessions will be conducted for preparing both the cast and backstage crew for the show. ✧ An end-of-term performance will be staged and students will share their learning outcomes with their peers. 					
Thematic activities	<ul style="list-style-type: none"> ✧ The part-time teacher will also support the English Language panel in running festival celebrations such as Christmas parties and Easter Fair. 					