

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

**School Name:** Kowloon Bay St. John the Baptist Catholic Primary School (English)

**Application No.:** C012 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 16

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	5	5	5	5	5	5	30

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:

Name of programme/project/support service	Grade level	Focus(es) of programme/project/support service	External support (if any)
PLP-R/W	P.1-P.3	Reading programme	NET Section, EDB
Fostering communities of practice to enhance Small Class Teaching	P.3	e-Learning, Self-directed Learning	University of Hong Kong

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

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"><li>1. English teachers are experienced and willing to adopt new methodologies such as differentiated instruction and e-learning in teaching.</li><li>2. Different departments work collaboratively to enhance teaching effectiveness.</li><li>3. A highly supportive, pro-active parent community helps out with the implementation of activities.</li><li>4. Students are used to working in groups for project work.</li><li>5. Learning circles and/or peer lesson observations are conducted regularly for disseminating good practices.</li></ol>	<ol style="list-style-type: none"><li>1. Joint-school professional development workshops are conducted for experience sharing.</li><li>2. Integration of e-learning and flipped classroom assists teachers in catering for learner diversity.</li><li>3. PEEGS facilitates the conduct of various English language activities and programmes.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Some students received limited parental support for English learning.</li><li>2. Students lack adequate opportunities to use English in authentic contexts.</li><li>3. Students are not confident in speaking English.</li></ol>	<ol style="list-style-type: none"><li>1. Students are not motivated to read books.</li><li>2. Teachers are overwhelmed with heavy workload, leaving them limited time for developing new English activities.</li></ol>

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

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
Development of school-based English Language curriculum	<ol style="list-style-type: none"><li>1. Hiring a supply teacher</li><li>2. Hiring a teaching assistant</li><li>3. Purchasing teaching resources</li><li>4. Hiring consultant for teacher training workshops</li></ol>	P.1 – P.3

**(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS**

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (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*; <del>and/or</del> <del>-developing more quality English language learning resources for students*</del> <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 checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Employ full-time* <del>or part-time*</del> 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"/> 2019/20 school year</p> <p><input checked="" type="checkbox"/> 2020/21 school year</p>	<p><input 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 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?**

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
To hire a full-time teaching assistant and purchase printed books to conduct English activities at Primary 2 to Primary 4					
<p><b>Objectives</b> A full-time teaching assistant (TA) is proposed to be hired for assisting English Language teachers in conducting various English activities. These activities include –</p> <ul style="list-style-type: none"> <li>❖ P.2 Reader’s Theatre Reader's Theatre workshop can enhance P.2 students’ reading and speaking skills. Students will be provided with opportunities to use the language in authentic contexts during the preparatory stage and performance.</li> <li>❖ P.4 Guided Reading Programme Guided reading sessions will enhance P.4 students’ reading skills through small group guided reading activities. With leveled reading texts and grouping arrangements, differentiated instruction will be adopted. This also allows teachers to keep track of students’ learning and provides personalized support and feedback</li> <li>❖ Do-It-Yourself activities for P.3 and P.4 students during the Multiple-Intelligence (MI) lessons “Fun with making things” lessons will be conducted during the Multiple-Intelligence (MI) periods to provide students with hands-on experience in making things by applying reading skills, through reading procedural texts. Students will be able to showcase their learning by displaying the final products.</li> </ul> <p>A full-time teaching assistant will be hired to support the English teachers at school in the course of development and</p>	P.2 – P.4	<p><b>2019/2020</b></p> <p><b>Sept 2019 – Jun 2020</b></p> <ul style="list-style-type: none"> <li>- Co-planning</li> <li>- Developing learning and teaching materials</li> <li>- Implementing the activities</li> <li>✓ P.2 Reader's Theatre Workshop</li> <li>✓ P.4 Guided Reading Programme</li> <li>✓ “Fun with making things” workshop for P.3 &amp; P.4</li> <li>- Lesson observation</li> </ul> <p><b>Jul – Aug 2020</b> Evaluation and Sharing</p> <p><b>2020/2021</b></p>	<p><b>P.2 Reader's Theatre Workshop</b></p> <ul style="list-style-type: none"> <li>- 1 set of resource packages covering 24 sessions will be developed.</li> <li>- 80% of P.2 students will agree that they enjoy the Reader's Theatre activities.</li> <li>- 80% of P.2 students will agree that they are more confident in speaking English.</li> <li>- 100% of English teachers involved will acquire and apply the skills of conducting speaking activities.</li> </ul> <p><b>P.4 Guided Reading Programme</b></p> <ul style="list-style-type: none"> <li>- 1 set of teaching resource package covering 18 lessons will be developed.</li> <li>- 80% of P.4 students will agree that they enjoy the guided reading activities.</li> </ul>	<ul style="list-style-type: none"> <li>- The learning and teaching resources developed will be kept properly and be refined for future use.</li> <li>- The English activities will be continually implemented and incorporated into core English Language curriculum upon completion of the programme.</li> <li>- The pedagogy that participating English teachers acquired</li> </ul>	<ul style="list-style-type: none"> <li>- Co-planning and evaluation meeting records will be kept.</li> <li>- Students’ survey will be conducted.</li> <li>- Teachers’ survey will be conducted.</li> <li>- Peer lesson observations will be conducted.</li> <li>- Lesson observations will be conducted.</li> </ul>

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<p>implementation of the above proposed activities. He/She will also provide support to students during the activities.</p> <p><b><u>Core team</u></b></p> <ul style="list-style-type: none"> <li>❖ Composition A core team consisting of the English Panel Chairperson, the PSM(CD), the EDB NET and level coordinators of the target levels will be formed.</li> <li>❖ Duties of the core team The core team will: <ul style="list-style-type: none"> <li>✓ conduct co-planning meetings : every two weeks for P4 Guided Reading lessons</li> <li>✓ co-develop the learning and teaching materials;</li> <li>✓ try-out the learning and teaching materials and piloting the proposed activities;</li> <li>✓ conduct lesson observations at least twice per term;</li> <li>✓ evaluate the activities conducted; and</li> <li>✓ conduct sharing sessions once per term based on the video-taped lessons</li> </ul> </li> </ul> <p><b><u>Full-time teaching assistant proposed to be hired</u></b></p> <ul style="list-style-type: none"> <li>❖ Expected qualifications and experiences The full-time teaching assistant should be at least an associate degree holder, preferably with working experience in primary schools. He/She should be proficient in English.</li> <li>❖ Duties of the full-time teaching assistant The full-time teaching assistant will: <ul style="list-style-type: none"> <li>✓ attend co-planning meetings of the target levels;</li> <li>✓ assist teachers in preparing the learning and teaching materials;</li> <li>✓ assist teachers in conducting various English</li> </ul> </li> </ul>		<p><b>Sept 2020 – Jun 2021</b></p> <ul style="list-style-type: none"> <li>- Co-planning</li> <li>- Developing and refining learning and teaching materials</li> <li>- Implementing the activities</li> <li>✓ P.2 Reader's Theatre Workshop</li> <li>✓ P.4 Guided Reading Programme</li> <li>✓ “Fun with making things” workshop for P.3 &amp; P.4</li> <li>- Lesson observation</li> </ul> <p><b>Jul – Aug 2021</b> Evaluation and Sharing</p>	<ul style="list-style-type: none"> <li>- 80% of P.4 students will agree that their reading skills have improved.</li> <li>- 100% of English teachers involved will acquire and apply the skills of conducting guided reading activities.</li> </ul> <p><b>“Fun with making things” Workshop for P.3 and P.4</b></p> <ul style="list-style-type: none"> <li>- 1 set of teaching resource package covering 5 sessions will be developed per level. A total of 2 sets will be developed.</li> <li>- 80% of P.3 and P.4 students will agree that they enjoy the activities.</li> <li>- 80% of P.3 and P.4 students will agree that they are more motivated in learning English.</li> <li>- 100% of English teachers involved will acquire and apply the skills of</li> </ul>	<p>during the project period will be sustained, transferred and disseminated after completion of the programme.</p> <ul style="list-style-type: none"> <li>- Sample sessions will be video-taped for internal reference.</li> <li>- Sharing sessions will be conducted based on the video-taped lessons.</li> </ul>	

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<p>language activities;</p> <ul style="list-style-type: none"> <li>✓ provide support to students during the Guided Reading sessions (P.4); and</li> <li>✓ provide clerical support to core team teachers.</li> </ul> <p><b><u>Details of the activities to be conducted</u></b></p> <p><b><u>Reader's Theatre Workshop for P.2</u></b></p> <ul style="list-style-type: none"> <li>❖ Implementation details P.2 students will be divided into 3 groups during the extra-curricular activities (ECA) periods on Fridays and have the Reader's Theatre activities. 8 sessions will be allocated to each group and a total of 24 sessions will be conducted. Students will put up a performance at the eighth session and P.1 students will be the target audience.</li> <li>❖ Stories chosen for the Reader's Theatre Workshops Stories based on nativity of Jesus or stories related to the core values of Catholicism will be used. English teachers will prepare the scripts for performance. As students will have learned about the stories during the assemblies or the Religious Education lessons prior to the Reader's Theatre Workshops, they will have a basic understanding of the story plots.</li> <li>❖ Tentative outline of the Reader's Theatre sessions</li> </ul> <table border="1" data-bbox="172 1235 904 1503"> <thead> <tr> <th>Session</th> <th>Focus</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction to Reader's Theatre</td> </tr> <tr> <td>2</td> <td>Voice projection and Vocal variety</td> </tr> <tr> <td>3</td> <td>Pronunciation and enunciation</td> </tr> <tr> <td>4</td> <td>Sentence stress and intonation</td> </tr> </tbody> </table>	Session	Focus	1	Introduction to Reader's Theatre	2	Voice projection and Vocal variety	3	Pronunciation and enunciation	4	Sentence stress and intonation			conducting speaking activities.		
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5	Reading a Reader's Theatre script and assigning roles																				
6 - 7	Rehearsal																				
8	Performance																				
<p><b>Guided reading programme for P.4</b></p> <p>❖ Implementation Details One session per cycle per class will be allocated to the guided reading programme. Students will be divided into 4 groups according to their reading abilities. The reading levels of the 4 groups are tabulated below.</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Reading level</th> </tr> </thead> <tbody> <tr> <td>D</td> <td>Early emerging readers</td> </tr> <tr> <td>A</td> <td>Emerging readers</td> </tr> <tr> <td>E</td> <td>Early fluent readers</td> </tr> <tr> <td>R</td> <td>Fluent readers</td> </tr> </tbody> </table> <p>❖ Lesson arrangement of Guided Reading sessions For each guided reading session, school English teachers will conduct guided reading activities with one of the groups. Other groups will complete the self-learning tasks assigned by the teachers. The teaching assistant will supervise and provide support to the students.</p> <p>❖ Target reading strategies for different groups</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Target reading strategies</th> </tr> </thead> <tbody> <tr> <td>D</td> <td>- visualizing - memorizing working out the meaning of less familiar words using pictorial clues and phonics strategies</td> </tr> <tr> <td>A</td> <td>- predicting</td> </tr> </tbody> </table>		Group	Reading level	D	Early emerging readers	A	Emerging readers	E	Early fluent readers	R	Fluent readers	Group	Target reading strategies	D	- visualizing - memorizing working out the meaning of less familiar words using pictorial clues and phonics strategies	A	- predicting				
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	<ul style="list-style-type: none"> <li>- synthesizing.</li> <li>- working out the meaning of unknown words by pictorial clues and contextual clues</li> </ul>											
E	<ul style="list-style-type: none"> <li>- predicting,</li> <li>- summarizing</li> <li>- working out the meaning of unknown words using pictorial clues, contextual clues and meaning of texts</li> <li>- making connections with personal experiences</li> </ul>											
R	<ul style="list-style-type: none"> <li>- predicting</li> <li>- analyzing</li> <li>- applying</li> <li>- working out the meaning of unknown words using pictorial clues, contextual clues and meaning of texts</li> <li>- making connections with world knowledge and personal experience</li> </ul>											
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<p>characters, problem or goal, events in the order they happened, feelings or what happened next.</p> <p><u>Types and examples of questions to be asked:</u></p> <ul style="list-style-type: none"> <li>- predicting, remembering, understanding, applying (e.g. “What do you know about ...?”)</li> <li>- analyzing (e.g. “Why did this happen?”)</li> </ul>					
<p>E</p> <p>Students will be asked to retell the stories or summarize the contents. Teachers will discuss the writer’s intention and/or purpose of writing (e.g. entertain, to inform, persuade, or teach a lesson)</p> <p><u>Types and examples of questions to be asked:</u></p> <ul style="list-style-type: none"> <li>- predicting, remembering, understanding, applying, analyzing</li> <li>- evaluating (“What do you think about ...?”)</li> </ul>					
<p>R</p> <p>Students will be asked to make connections between events of the story and their own lives or other stories. Teachers will also guide students to identify text structure and text feature.</p> <p><u>Types and examples of questions to be asked:</u></p> <ul style="list-style-type: none"> <li>- predicting, remembering, understanding, applying, analyzing, creating, evaluating</li> <li>- inferencing (e.g. “If this character was acting this way, what would happen?”),</li> <li>- summarizing (e.g. “What was the author’s purpose?”)</li> </ul>					

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<p><b>“Fun with making things” workshops for P.3 and P.4</b></p> <p>❖ Implementation details 5 Multiple-Intelligence (MI) periods will be allocated to the lessons. The topics chosen will be thematically and linguistically related to the modules covered in General English (GE) lessons. Students will revisit the language items covered and extend their learning through the MI lessons. Students will be guided to make a product by reading the procedural texts and apply the reading skills learned.</p> <p>❖ Tentative topics and final product</p> <table border="1" data-bbox="170 679 907 979"> <thead> <tr> <th></th> <th>P.3</th> <th>P.4</th> </tr> </thead> <tbody> <tr> <td></td> <td>(2019-2020 and 2020-2021)</td> <td>(2020-2021)</td> </tr> <tr> <td>Topic</td> <td>Animals</td> <td>Environmental Protection</td> </tr> <tr> <td>Final Product</td> <td>An animal mask</td> <td>A simple water filter</td> </tr> </tbody> </table> <p>❖ Proposed rundown of workshops</p> <table border="1" data-bbox="170 1054 907 1498"> <thead> <tr> <th>Level</th> <th>P.3</th> </tr> </thead> <tbody> <tr> <td>Theme</td> <td>Animal</td> </tr> <tr> <td>Activities</td> <td> <p><b>Session 1</b> Students will be introduced to different kinds of animals and their habitats through multi-modal texts such as video-clips, comic strips, and pictures. Students will play a matching game about the animals and its habitats.</p> <p><b>Session 2</b> Teachers will introduce the vocabulary</p> </td> </tr> </tbody> </table>		P.3	P.4		(2019-2020 and 2020-2021)	(2020-2021)	Topic	Animals	Environmental Protection	Final Product	An animal mask	A simple water filter	Level	P.3	Theme	Animal	Activities	<p><b>Session 1</b> Students will be introduced to different kinds of animals and their habitats through multi-modal texts such as video-clips, comic strips, and pictures. Students will play a matching game about the animals and its habitats.</p> <p><b>Session 2</b> Teachers will introduce the vocabulary</p>					
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<p>items of different body parts of related animals through Kahoot Quiz. Students will also learn about different action verbs through the game Charades.</p> <p><b>Session 3</b> Students will be introduced to a procedural text about making an animal mask. Students will be asked to make an animal mask. Students need to draw a sketch about the animal chosen for making the animal mask and write down the procedures and materials needed.</p> <p><b>Session 4</b> Students will work in groups to provide feedback on the design of the animal mask. Students will refine their sketches and the procedures. Students will submit the sketches to teachers and teachers will prepare all the materials according to students' procedures.</p> <p><b>Session 5</b> Students will be provided all the materials needed. Students will make the animal masks.</p> <p>Teacher will display the animal masks and students' written work around the campus and conduct a survey among the P3 students about the module.</p>					
<b>Details of books to be purchased</b>	P.2 – P.4	<b>Jun 2019 – Aug 2019</b>	The school-based English activities will	The printed books will be	Surveys will be conducted to collect

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<p><b>“Fun with making things” workshops</b></p> <p><b>Grade level:</b> P.3 and P.4</p> <p><b>Number of titles for each grade level:</b> 5</p> <p><b>Number of copies for each title:</b> 10</p> <p><b>Number of books to be purchased:</b></p> <p>5 titles per level x 10 copies per title x 2 levels = 100 copies</p> <p><b>Guided Reading Programme</b></p> <p><b>Grade level:</b> P.4</p> <p><b>Number of reading levels:</b> 16 (Level 6 to Level 21)</p> <p><b>Number of titles per reading level:</b> 2</p> <p><b>Number of copies per title:</b> 8</p> <p><b>Number of books to be purchased:</b></p> <p>1 title per level x 8 copies per title x 16 levels = 128 copies</p>		<p>Conduct procurement exercise:</p> <p><b>Sept 2019</b></p> <p>Purchase the printed books:</p>	<p>be implemented more effectively in P.3 -P.4.</p> <p>100% of the participating English teachers will acquire and apply the pedagogy of conducting English activities.</p>	<p>continually used after the completion of the programme.</p>	<p>feedbacks from teachers and students to evaluate the effectiveness of the programmes upon the completion of the programme.</p>