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

Proposed target area(s) of development (Please ☑ the appropriate box(es) below)	Proposed usage(s) of the Grant (Please ☑ the appropriate box(es) below)	Time scale (Please ☑ the appropriate box(es) below)	Grade level (Please ☑ the appropriate box(es) below)
☐ Enrich the English language environment in school through - conducting more English language activities*; and/or - developing more quality English language learning resources for students* *(*Please delete as appropriate)* ☑ 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)* ☐ Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" ☑ 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" ☐ Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	☐ Purchase learning and teaching resources ☑ Employ a full-time* or ~~part-time~~* supply teacher *(*Please delete as appropriate)* ☐ Employ full-time* or part-time* teaching assistant *(*Please delete as appropriate)* ☐ Procure service for conducting English language activities	☑ 2020/21 school year ☐ 2021/22 school year	☐ P.1 ☐ P.2 ☐ P.3 ☑ P.4 ☐ P.5 ☐ P.6

(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	Sustainability	Methods of progress-monitoring and evaluation
Hiring a supply teacher for releasing the core team to develop P.4 Reading across the Curriculum (RaC) modules and writing programme with a view to: ✧ promote RaC; and ✧ cater for learning diversity with equal emphasis on more able and less able students diversity in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum - Focusing, Deepening and Sustaining"					
Objectives of the Proposed Curriculum Initiatives ⊙ With additional resources available, we would like to develop two RaC modules and revamp the existing writing programme for P.4. ⊙ P4 is chosen as the target level because students have acquired basic literacy skills in Key Stage 1 through the school-based Primary Literacy Programme Reading and Writing (SBLP/RW) Scheme. It is essential to establish smooth transition from KS1 to KS2 at the beginning of KS2 with new curriculum initiatives. ⊙ Benefitting from the experience implementing the project in P4, school will extend the programmmes to the other KS2 levels after the project year. ⊙ The two proposed programmes are aimed at: RaC modules ✧ building their decoding skills for non-fiction texts; ✧ maximising students' exposure to authentic texts; ✧ nurturing a love of reading; ✧ consolidating their learning of cross-curricular concepts; ✧ enhancing teachers' understanding of cross-curricular literacy instructions. Writing ✧ addressing the growing diversity in the writing classroom; ✧ enhancing teachers' skills and understanding of differentiation strategies. **Core Team** ⊙ The PSMCD, 2 English Language panel chairs (EPCs), the EDB Native-speaking English teacher (NET), P.4 level	P4	**RaC** **Module 1** Planning 10/20 Implementation+ Evaluation 11/20 **Reading levelling assessment (Interim)** 12/20-01/21 **Module 2** Planning 01-02/21 Implementation+ Evaluation 03/21 **Reading levelling assessment (Project-end)** 06/21	**RaC** 2 school-based RaC resources packages covering a total of 24 lessons will be produced. 70% of the students involved will agree that they enjoy the new reading programme. 70% of the teachers involved agree that students demonstrate better reading motivation. 50% of students involved will make improvement in the levelling assessments. 100% of level teachers will develop a better understanding of	The newly-developed programme will form part of the core curriculum for at least a cycle of 3 years. The experience of designing and implementing new curriculum initiatives will be shared in panel meetings as well as the professional development sharing section for all teachers. The teachers in the core team are going to become seed teachers and extend the	Co-planning and review meetings Students' reading levelling assessments Exam (writing) data analysis Students (a show-of-hands) and teachers' survey Lesson observation

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
teachers and the librarian will be in the core team. ● Duties of the core team: ✧ Formulating a school-based reading and writing skill progression framework making reference to the Learning Progression Framework (LPF) for English Language developed by the Education Bureau ✧ Designing a 2-module RaC programme and writing resources packs ✧ Conducting weekly level meetings ✧ Sourcing suitable reading and writing materials ✧ Trying out newly-developed materials ✧ Arranging lesson observations at least twice per term ✧ Collecting feedback from target level students and teachers through a show-of-hands and survey ✧ Analysing students' summative and formative assessment results ✧ Conducting evaluation meetings once per term ✧ Disseminating the experience of promoting RaC and implementing differentiation strategies at the panel meeting each term ✧ Making adaptations or changes for sustainable programme implementation ● Special work arrangements for the supply teacher will be made to minimise possible disruptions to students' learning because of the Scheme. He / She will take up around 27 lessons a week and other non-teaching duties (such as class teacher). The school may consider to hire 2 part-time supply teachers (0.5+0.5 full-time) who are going to take up around 17 lessons a week and other non-teaching duties. English Language ✧ He / She will not take up any regular English Language classes but co-teach the following writing lessons with local English Language teachers (LETs).		Writing Module 1 Planning Implementation Evaluation 09/20 Module 2 Planning Implementation Evaluation 10/20 Module 3 Planning Implementation Evaluation 11/20 Module 4 Planning Implementation Evaluation 12/20 Module 5 Planning Implementation Evaluation 01/21	cross-curricular reading instructions. Writing A writing resources package covering a total of 48 lessons will be developed. 70% of the students involved will develop better confidence in writing. 70% of the more able students involved will demonstrate improvements in summative writing assessments. 50% of the less able students involved will demonstrate improvements in summative writing assessments. 100% of the level teachers will develop a better understanding of	programmes to other levels after the project year. Lesson observation will be arranged for other non-target-level teachers for capacity building.	

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Level	*No of lessons per week*		Module 6 Planning Implementation Evaluation 03/21	effective differentiation strategies in the writing classroom.		
KS2 mass double lessons in the hall with 3 teachers supporting 2 classes at the same time)	2 lessons x 3 levels = 6 lessons					
P3 double lessons in classroom with 2 teachers supporting 1 class at the same time	2 lessons x 2 classes = 4 lessons		Module 7 Planning Implementation Evaluation 04/21			
P2 double lessons in classroom with 2 teachers supporting 1 class at the same time	2 lessons x 2 classes = 4 lessons		Module 8 Planning Implementation Evaluation 05/21			
Sub-total	14 lessons					

Non-English Language lessons
- ✧ The supply teacher will take up part of non-English teaching loads of the core team to create room for project development.

Non-English Language lessons	
Core team members	No of lessons
EPCs	2 lessons x 2 persons = 4 lessons
P.4 target level teachers	4 lessons x 2 persons = 8 lessons
PSMCD	2 lessons
Librarian	1 lesson
Sub-total	15 lessons

- ○ The panel chairs provide the supply teacher with mentoring.
- ○ The EDB NET will also take part in the development of the new curriculum initiatives through:
  - ✧ conducting reading assessments with P.4 students at the beginning of the school year and at the end of the first and second term; as well as
  - ✧ planning, implementing and evaluating the school-based writing programme.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation

Implementation of the school-based Reading across the Curriculum (RaC) programme integrated with the school-based writing programme
⊙ One 2-week module will be reserved for the promotion of RaC per term.
⊙ The core team will collaborate with General Studies (GS), Religious Studies (RS) and Life Education panels in developing the programme.
⊙ Teaching schedule may be adjusted to ensure the selected themes will be covered in the same year / similar periods of time for other Key Learning Areas (KLAs).
⊙ To enrich students' exposure to the language, we will adopt both multi-modal texts and printed books covering a broad range of text types such as stories, expository texts, posters, songs, videos, timetables, diaries, procedures, news reports, etc.
⊙ Target reading skills
  ✧ Predict the likely development of a topic by recognising key words, using personal experiences, and making use of the context and knowledge of the world
  ✧ Guess the meaning of unfamiliar words by using pictorial, contextual clues as well as the base word within other words
  ✧ Identify key words for the main idea in a sentence
  ✧ Locate key words in familiar texts in very short, simple and predictable texts
  ✧ Locate specific information in a short text in response to questions
  ✧ Understand the connection between ideas by identifying simple connectives
  ✧ Self-correct by using strategies such as checking understanding against predictions, re-reading, using the context, reading further to clarify and asking for help
  ✧ Understand intention, attitudes and feelings conveyed in a					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
text by recognising features such as the choice and use of language and images ⦿ A resources package which includes a module plan, lesson plans, worksheets, tasks and other learning and teaching materials will be developed for each module. ⦿ Proposed learning and teaching activities at different stages					

Stages	Activities
Before reading	✧ Teacher conducts pre-reading activities such as KWL chart and video-based discussions for fostering motivation and connecting students to new learning. ✧ Thematic vocabulary and subject-specific contents/concepts will be introduced to support students' reading.
While reading	✧ Teacher introduces target reading skills and key contents through shared reading. ✧ Inquiry-based questions and graphic organisers will be used to support students' reading. ✧ Students will experience the independent reading and apply target reading skills.
Post-reading	✧ Extended learning activities are conducted to enable authentic application of target language skills and subject-specific concepts.

⦿ Tentative themes, text types and reading skills to be covered are tabulated below:

Theme	Text types	Target grammar and vocabulary items	Subject -specific knowledge, concepts and skills
Module 1 (Term 1)			
Love	- Stories	- Tenses	✧ To master the

Proposed school-based English Language curriculum initiative(s)				Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
and care	- Articles - Emails - Bibles	- Emotive words - Comparative and superlative adjectives	skills of managing emotions ✧ To develop respect for self and others ✧ To foster empathy and tolerance					
Key Learning Areas		Religious Studies: Thanksgiving Life Education: Caring						
Module 2 (Term 2)								
Healthy eating	- Stories - Infographics - Recipes - Food labels	- Modal verbs - Quantifiers - Vocabulary: Food groups, healthy eating habits	✧ To understand the importance of a balanced diet ✧ To understand the benefits of various food groups / nutrients ✧ To increase knowledge and practice of proper eating behaviour					
Key Learning Area		General Studies: Nutrition						

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Description of a sample RaC module						
⊙ The descriptions of a 12-lesson P.4 module will illustrate the structure of the proposed RaC programme.						
P.4 Module 1: Healthy Eating						
Objectives						
English Language	✧ To develop essential reading skills such as predicting, skimming, scanning, decoding unknown words in context, distinguishing between facts and opinions and re-reading for understanding key messages ✧ To introduce different text structures - Description - Cause and effect - Problem and solution					
General Studies	⊥ To explore the functions of nutrients / food groups ⊥ To increase knowledge and practice of proper eating behaviour ⊥ To arouse health awareness among students					
Information Technology	✓ To develop web research skills					
Critical thinking skills	⊙ To interpret and use information in written texts, and make deductions and inferences from different sources					
Vocabulary	☐ Balanced diet ☐ Names of different food groups / nutrients ☐ Healthy eating habits					
Grammar Focus	✧ Using determiners to show quantities ✧ Using modal verbs to give advice					

	Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Anchor Texts	Fiction ⊹ Stories *Gregory, the Terrible Eater* by Mitchell Sharmat https://amzn.to/3g41Ags Non-fiction ⊹ Infographics *The Anatomy of an Eating Disorder* https://bit.ly/2TmEPuJ ⊹ Recipes *BBC Good Food: Kid's cooking recipes* https://bit.ly/2zKFZZT ⊹ Food labels *How to read a food label* https://bit.ly/2zM2D4f					
	Activities					
	Fiction					
	Pre-reading ✧ The class views a video about food groups to revisit important concepts (i.e. different food groups and their functions) before the reading lessons. *Balanced Diet || Best food for health* https://bit.ly/2AEVoeE ✧ Important vocabulary items in the video are pre-taught. ✧ Teacher tells students they are going to read a story book about a picky eating goat. ✧ A picture walk of the book *Gregory, the Terrible Eater* is conducted. ✧ Students complete the KWL chart and form prediction questions. While-reading - Teacher introduces:					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation

✧   target reading strategies; and
✧   features of a narrative text (the story diagram); and
✧   key vocabulary and language structures.
- The following contents will also be explored using the reciprocal teaching approach.
  ✧   the importance of a well-balanced, varied and nutritional meal
  ✧   unhealthy eating habits among children
  ✧   parents' influence on children's eating habits
- Read-aloud
  Students re-read the text for the writer's key messages.
Post-reading
- Students create new and original meals for Gregory, using foods from each of the four food groups.
Non-fiction
Infographics
Pre-reading
- Teacher shows students photos of people with eating disorder and gets them to come up with the possible causes (e.g. stress and media influence) of the problems.
More and more young people suffer from binge eating
https://bit.ly/2TnJhJy
Characteristics of anorexia nervosa
https://bit.ly/2TonDF1
- Students predict the content the infographics with the pictures and headings.
The Anatomy of an Eating Disorder
https://bit.ly/2TmEPuJ
While-reading
- The followings are introduced explicitly:
  ✧   Target reading strategies (such as word attack skills)
  ✧   Features of the infographics (simple visual presentation of information such as statistics, with pictures, etc.)
  ✧ Key vocabulary items related to the causes and					

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation

treatment of eating disorders will be introduced.
- Jigsaw reading
The text is divided into 5 parts and each group is assigned to re-read a part of the text. Students get into different groups and recount their part of the text.
  ✧ Eating disorder facts and stats
  ✧ What is an eating disorder?
  ✧ Causes of eating disorders
  ✧ Treatment
  ✧ How to help
Post-reading
- Students complete graphic organisers to summarise what they have learnt from the fiction and non-fiction texts.
  ✧ Cause and effect
  ✧ Flow chart
  ✧ Table (Food groups & examples)					

Extended activities
- Students write professional advice / comments to their clients on their health problems / cases, for example,
  ✧ an office lady with low energy and fatigue because of a low carb diet
  ✧ a picky eating toddler who only eat sweets
  ✧ a healthy man who has 3 regular meals a day on time
- They will write up fitness and health planning kits for the unhealthy clients and brief comments for the healthy ones.					

Implementation of the new school-based P4 writing programme
- ◎ The writing programme will be vigorously revamped to address the diverse learning needs in P.4 classrooms.
- ◎ Special lesson arrangements are in place for the implementation of the new writing programme.
  - ✧ A writing double period is conducted every week in the school hall for the whole level (Size: A total of 55 students in 2 classes).

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
✧ Each teacher is responsible for taking care of one specific group of students while producing individual writing.					

Ability groups	Supported by
More able	Subject teacher
Average	The supply teacher hired under the Scheme and the EDB NET
Less able	Subject teacher

⊙ Necessary instructional adaptations and modifications are made for catering students with varying learning styles, abilities, interests and backgrounds.

Differentiating the instructional content

✧ Diversified skills, genres and text types based on the curriculum are used.

✧ Target knowledge, concepts and skills are properly chunked.

✧ Differentiated reading may adopt to input based on students' reading levels and/or interests are provided.

✧ Teaching contents are presented in different delivery formats (e.g. visuals, gestures and realia).

✧ Curriculum compacting is specifically designed and suitably employed to create room for extended tasks and enable a more challenging and productive use of the students' time.

✧ Additional modelling and demonstrations help struggling students engage with and absorb the content.

✧ Learning targets and contents are regularly fine-tuned to better suit students' evolving needs.

Varying the instructional process

✧ Tiered activities are designed to allow students to work on the same skills with different levels of support, challenge and complexity.

✧ Multiple intelligences activities are designed to develop students' varying abilities and potentials. Small group multimedia projects, shared sensory writing and

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
independent writing tasks are created for enriching students' exposure as well as stimulating new concepts in English language learning. ✦ Tiered questioning techniques are adopted in class to build students' confidence and facilitate students' access to the learning content. Factual questions, such as recalling of facts or specific information, are asked for determining how much learners know, and what they need to know in order to fill the learning gap. High flyers will be more motivated engaging in open-ended questions and constructing extended responses for their writing tasks. ✦ Flexible grouping options (independent study, by proficiency levels, jigsaw and interest centres) are adopted depending on the nature of the learning tasks. *Varying the products* ✦ Tiered tasks are assigned to students based on their similar levels of readiness to complete them. Differentiated scaffolding support on language and content will be provided. All students work on tasks challenging enough to be worthwhile but not so challenging that they find too frustrating to complete. ✦ Anchoring is implemented and a resources corner with additional learning materials / tasks are set up to allow high flyers to work independently on the target skills after the core tasks. ✦ Self-assessment checklists with tailor-made evaluation rubrics are included in all writing units to help students manage and take control of their own learning. ⊙ Resources for eight (5-lesson in T1 while 7-lesson in T2 due to the difference duration of T1 and T2) writing units will be designed for fostering students' literacy skills. ✦ Unit and lesson plans ✦ Multimodal teaching aids (e.g. pictures, videos, PowerPoints)					

Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation

❖ Differentiated writing tasks
❖ Writing worksheets and templates
❖ Self-assessment checklists
◉ Target writing skills
  ❖ Gather ideas by using strategies like brainstorming and a range of HOT skills and frameworks
  ❖ Generate ideas and supporting details with 'Wh-' words, with an emphasis on how and why with teacher support
  ❖ Develop a simple story with a beginning, middle, climax and ending
  ❖ Draft, revise and edit written texts with teacher and/or peer support
  ❖ Organize ideas into several paragraphs
  ❖ Use a small range of cohesive devices to link ideas (e.g. next, finally, before, after, so)
  ❖ Use a small range of adjectives to describe personalities, feelings, activities and things
  ❖ Use a limited range of means to elaborate and provide details (e.g. by describing actions with adverbs, by making comparisons)
  ❖ Use simple present tense and continuous tense, past tense and future tense
  ❖ Use direct speeches with a small range of speech verbs
  ❖ Use a small range of stylistic features (e.g. use formulaic expressions in email) to support the purpose of the text						

Description of a sample module	
Module theme: **Food and dining**	
Task	A 4-step sequence story about a birthday meal
Target language items	❖ Vocabulary about food and dining ❖ Adjectives describing food and emotions ❖ Past tense ❖ Format for direct speeches in stories
Learning	Students will be able to:

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objectives	1. identify target vocabulary items in different sources of input such as songs, videos and books; 2. organise target vocabulary items into meaningful categories; 3. participate in meaningful conversations about food and dining experiences using the target sentence structures. 4. understand the structure and features of narrative texts; 5. understand the conventions and techniques for writing direct speeches for stories; and 6. write a story about a dining experience.					
Core Curriculum						
Reading resources: ✧ *Longman Elect* 4B: Chapter 5: *Shopping fun* ✧ *Longman Elect* 4B: Chapter 6: *Eating out* **Input for writing:** ✧ Text features of a story ✧ Sentence structures <u>Using past tense to describe past experience</u> *Lucy **celebrated** her birthday with her parents last week.* *The waiter **brought** the food to Lucy and her parents.* <u>Using 'because' to explain reasons</u> *Lucy's parents were shocked **because** there was a fly in the noodles.* <u>Using time connectives to show sequence</u> ***In the end**, Lucy and her parents finished the food.* ✧ Format for direct speeches in stories *'Thank you for the nice dinner,' said Lucy.* *She asked, 'Would you like to try our signature dish?'* ✧ Key vocabulary describing food and emotions						
Tentative reading resources and multimodal texts						
The following materials are adopted according to the needs of						

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
students. **Input on the story structure and features** ✧ *Readers* Teachers revisit the text type features of narratives and introduce students to conventions and techniques for writing effective direct speeches for stories. *Froggy eats out* by Jonathan London and Frank Remkiewicz https://amzn.to/34WXHol https://bit.ly/36oKDZN ✧ *Story maps* https://bit.ly/36oBDUv. https://bit.ly/2WOoEID **Input on vocabulary related to food and emotions** ✧ *Restaurant menus* https://bit.ly/2VszoM1 https://bit.ly/3bsyipl - ✧ *Food adjective posters* https://bit.ly/2xTHe8p https://bit.ly/2S06yRf ✧ *Emotive adjectives* https://bit.ly/2ToXndK **Input on content (different aspects of dining experiences), vocabulary and grammar items** ✧ *Videos about food and dining* *Kids Try Dining in the Dark	Kids Try	HiHo Kids* https://bit.ly/2Xgg4kL *Kids vocabulary - Fruits & Vegetables 1 - Learn English for kids - English educational video* https://bit.ly/2TpMybg *Learn English for Kids - All about Restaurant* https://bit.ly/2RUwuO8 *The Lunch Song	CoComelon Nursery Rhymes & Kids Songs* https://bit.ly/36iCVjI					

	Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
	Food Adjectives https://bit.ly/2ypsmiy *CAILLOU	At the Restaurant	Cartoons for Kids	WildBrain Kids Clips* https://bit.ly/34S4H6a ✧ Videos about feelings and emotions *Feelings and emotions vocabulary* https://bit.ly/2Tps8iq *Emotions Song for Kids	Emotions Hokey Pokey	Preschool Songs	The Kiboomers* https://bit.ly/3bP3Rcd *Feelings and Emotions Talking Flashcards* https://bit.ly/2Tn88wT					

	◉ The following part demonstrates how instructional adaptations and modifications are made to meet the diverse learning needs in the writing classrooms. The general approach is to provide less able students with suitable scaffolding so that they can complete as much of the core task as possible. High-flying students will benefit from having the chance to create original content for the core task and engage in extended activities after completing it. This is to ensure students are moving along the planned-learning continuum of expectations.
	 ◉ *For achieving objectives #1 and 2*
	 Varying the instructional input
	 ✧ Diversified teaching aids
	   - Teacher gets students to bring pictures / real items of their favourite food for sharing with their peers in class.
	   - Input for thematic vocabulary input is provided to students through videos clips and posters.
	   - Vocabulary flashcards and posters are displayed on board to facilitate students' identification and recall.					

Proposed school-based English Language curriculum initiative(s)			Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Basic tasks (Lower level)	*Core tasks (Average level)*	*Extended tasks (Higher level)*					
- Teacher helps students identify and deduce the meanings of food vocabulary items in the videos by matching them to relevant pictures /food items students bring to school. - Scaffolding resources such as presentation frameworks, question prompts and sentence frames are provided to students.	- After viewing the videos, students read aloud words on the screen in their groups. - They then share about their favourite food items in their groups.	- After high-flyers complete the core tasks (reading aloud and sharing about their personal favourites), they can collect additional flashcards with more challenging words from the resources corner for their writing task. - The additional cards can also be used for extended sharing.					
⊙ *Varying the instructional process* ✧ Teacher uses tiered questions to focus students' attention on the target vocabulary, help them form clusters of target vocabulary and use the vocabulary to fit in target sentence structures.							
Basic tasks (Lower level)	*Core tasks (Average level)*	*Extended tasks (Higher level)*					
- Students are expected to read aloud the target vocabulary clearly and accurately.	Students answer questions requiring them to recount dining experiences using the target	- Apart from recalling basic facts using the target sentence structures,					

Proposed school-based English Language curriculum initiative(s)			Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
- Students study a sample sentence and then imitate its structures, supplying their own materials.	sentence structures. For examples, <u>Past tense</u> *What **did** you have for your birthday?* *e.g. I had pizza.* <u>The connective 'because'</u> *Why did you eat at Restaurant A?* *I ate there because the food was delicious.*	questions are asked to encourage students to describe how they feel about the dining experiences and elicit more advanced vocabulary.					

✧ *Flexible grouping:* Students are grouped with mixed abilities.

● *Varying the product*

Basic tasks (Lower level)	*Core tasks (Average level)*	*Extended tasks (Higher level)*
Students are provided with a list of useful vocabulary items. They create their lists by sorting the words into preset categories.	Students create food and emotion adjective lists for their own reference while writing. *Food adjectives* https://bit.ly/3bujjuJ *Emotion adjectives* https://bit.ly/2ZjSkiu	- Apart from the preset items (meals, taste, textures and smell, positive and negative emotions), high flyers can create additional categories for their lists (e.g. quality of service). - Students can write sample sentences and include them in the lists.

Proposed school-based English Language curriculum initiative(s)			Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
◉ *For achieving objective #4:* *Varying the input* ✧ Diversified teaching aids - Students revisit the simple narrative structure (beginning, middle and end) studying a sample 4-step sequence story. - Students take part in a sequencing activity and recall significant events from the story they read.							
Basic tasks *(Lower level)*	*Core tasks* *(Average level)*	*Extended tasks* *(Higher level)*					
Teacher can: - give to the groups pictures of major events of the story; and - get the more able students to identify the beginning, middle and end of the story before getting the group to sequence the other events.	Students are given sentence strips with details about major events of the story. They should rearrange the strips in the correct order to form a coherent story.	After rearranging the strips, more able students: - can retell the story in their groups; and - read more challenging stories at the resources corner while other students reread the sample story.					
◉ *Varying the instructional process* ✧ Students are presented with a short paragraph of a 4-step sequence story with some of the key features (past tense, dialogue and chronology of events) missing. ✧ Tiered questions on the key language features of a narrative are used to consolidate different levels of understanding.							
Basic tasks *(Lower level)*	*Core tasks* *(Average level)*	*Extended tasks* *(Higher level)*					
- Students are	Students identify the	More able students					

Proposed school-based English Language curriculum initiative(s)			Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
invited to recall an important language feature of a story. - Teacher points out a relevant example in the short paragraph.	problem parts and indicate missing key features in the short paragraph.	are asked to identify the missing features and present multiple suggestions to improve the paragraph.					

○ *Flexible grouping*
  ✧ Students can work together in mixed-ability groups at the beginning of the lesson to ensure peer support.
  ✧ High flyers can choose to work individually at a later stage if they prefer to do so. eResources will be set up and students can gain access to additional tasks/resources using their iPad or view from the eResources corners.
○ *Varying the product*

Basic tasks *(Lower level)*	*Core tasks* *(Average level)*	*Extended tasks* *(Higher level)*
Students are required to write one-sentence descriptions for the beginning, middle and end of the story.	Students come up with a story map for the story they are going to write. https://bit.ly/2XYXm3k	Students can produce finer details of the story. https://bit.ly/3bwzPdY