

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

**School Name:** Tung Tak School (English)

**Application No.:** C097 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 6

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	1	1	1	1	1	1	6

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 (more rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
PLP-R/W	P.1 to P.3	Reading and Writing	NET section, EDB
Key Stage 2 Integration Programme (KIP)	P.4 to P.6	Reading and Writing	NET section, EDB

**(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 enthusiastic. They work collaboratively to enhance teaching effectiveness through co-planning and working with external organizations.</li> <li>2. PLP-R/W and Key Stage 2 Integration Programme (KIP) have been implemented in KS1 and KS2 effectively to develop students' literacy skills.</li> <li>3. Non-Chinese Speaking (NCS) students and the NET teacher create opportunities for students to communicate in English.</li> <li>4. Most students are motivated in English learning.</li> <li>5. Parents support various school activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers are willing to further enhance their professional capacity in English teaching.</li> <li>2. Teachers, including the NET teacher, share teaching ideas and develop learning and teaching resources to cater for students' diversified learning needs.</li> <li>3. Google Classroom, which has been launched since September 2018 facilitates students' self-learning at home.</li> </ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"> <li>1. Many local Chinese students are new immigrants from Mainland China with limited English while NCS students are fluent speakers. The learning diversity among students is great.</li> <li>2. Students, especially local Chinese students, lack authentic contexts to use English outside classrooms.</li> <li>3. The English Room has to be shared with other Key Learning Areas (KLAs), making it difficult to arrange small group English activities.</li> <li>4. Students have yet to develop their independent reading skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. With only one class in each level, English teachers need to take up all the administrative work and prepare teaching resources for that level, leaving them no space to further develop graded materials to cater for students' diversified learning needs.</li> </ol>

**(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:****(More rows can be added, if needed.)**

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
School-based reading curriculum	<ul style="list-style-type: none"> <li>- Hired a supply teacher</li> <li>- Hired a teaching assistant</li> <li>- Purchased printed books</li> </ul>	P.4 to P.6

**(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 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 <del>a full-time*</del> and a part-time* teaching assistants <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 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>

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

**(More rows can be added, if needed.)**

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <sup>1</sup> (preferably measurable)	Sustainability <sup>2</sup>	Methods of progress-monitoring and evaluation <sup>3</sup>
(1) Hire a part-time teaching assistant to assist English Language teachers on taking forward a school-based programme “Sing to Learn” to enrich the English language environment at P.1 to P.4					
<p><b>Background and Objective</b>                      Music has always been regarded as a powerful tool in assisting students’ language learning. A “Sing to Learn” programme is proposed to be developed and implemented at P.1 to P.4. Not only does it add colour to the English lessons but also promote English learning in facilitating students to consolidate vocabulary items and language structures that they have acquired from their General English (GE) lessons. Through incorporating the target language items, sentence patterns, and phonics knowledge covered in GE lessons into songs by the school English teachers, students will be provided numerous opportunities to recycle the target vocabulary items and sentence patterns learned. As many students have difficulty in discriminating similar English phonemes, a fun phonic game or activity to consolidate their phonics skills will be followed.</p> <p>Instead of having a single lesson for the program once a week, ten minutes of each double General English lessons will be dedicated to the “Sing to Learn” programme. There will be three 10-minute session per week for P.1 to P.3 students and four 10-minute session per week for P.4 students.</p> <p>The follow-up activities after singing songs will be weaved systemically among different modules. Since the song lyrics include the vocabulary, sentence patterns, and phonics knowledge covered in GE lessons, the songs are closely related</p>	P.1 – P.4	<p><b>2019/2020</b>                      P.1 and P.2                      All year round</p> <ul style="list-style-type: none"> <li>- Co-planning</li> <li>- Developing learning and teaching materials</li> <li>- Try-out of the materials</li> <li>- Peer lesson observation</li> <li>- Evaluation</li> </ul> <p><b>2020/2021</b>                      P.3 and P.4                      All year round</p> <ul style="list-style-type: none"> <li>- Co-planning</li> </ul>	<p>A resource package, covering approximately 24 lessons, consists of the lesson plan, teaching aids and other resources will be developed for each level.</p> <p>70% of P.1 to P.4 student involved will enjoy the singing session.</p> <p>70% of P.1 to P.4 students involved will improve their confidence and skills in speaking.</p> <p>70% of P.1 to P.4 students’ speaking assessment result will</p>	<p>This song programme will be run every year from P.1 to P.4.</p> <p>The teaching and learning resources will be modified and updated for continuous use in future.</p> <p>Sample lessons will be videotaped.</p>	<p>Review of students’ performance exam will be conducted.</p> <p>Questionnaires for teacher and student will be conducted after the programme.</p> <p>Evaluation will be conducted.</p>

<sup>1</sup> The deliverables/outputs should be measurable and closely related to the purposes of related initiatives.

<sup>2</sup> Sustainability of the initiative could be maintained through the knowledge transfer/capacity building of teachers and the utilisation of the deliverable produced.

<sup>3</sup> Both qualitative and quantitative tools should be employed to evaluate the effectiveness of the initiative.

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<p>to the core curriculum.</p> <p><b>Core team</b> Lead by the English Panel Head, a core team consists of English teachers of the target levels (P.1 to P.4), and the school NET will be responsible for development of the school-based “Sing to Learn” program. A part-time teaching assistant will be hired to assist the core team for the development and implementation of the programme.</p> <p><b>Expected qualifications and experience of the part-time teaching assistant</b> The part-time teaching assistant is expected to be a bachelor’s degree holder, preferably in Music. He/She should be proficient in English and preferably possess working experience in primary schools.</p> <p><b>Duties of the part-time teaching assistant</b> The part-time teaching assistant will assist the core team/English teachers to:  <ul style="list-style-type: none"> <li>- compose the songs and write the lyrics;</li> <li>- prepare learning and teaching resources for the programme; and</li> <li>- conduct the singing activities.</li> </ul> </p> <p><b>Tentative language items to be covered and language activities for each level</b></p> <table border="1" data-bbox="129 1281 949 1497"> <thead> <tr> <th data-bbox="129 1281 241 1358">Level</th> <th data-bbox="248 1281 678 1358">Tentative vocabulary and language Items</th> <th data-bbox="685 1281 949 1358">Language Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 1362 241 1497">P.1</td> <td data-bbox="248 1362 678 1497"> <ul style="list-style-type: none"> <li>- adjectives for describing people</li> <li>- emotions</li> <li>- fruits</li> </ul> </td> <td data-bbox="685 1362 949 1497"> <ul style="list-style-type: none"> <li>- singing and listening to songs</li> </ul> </td> </tr> </tbody> </table>	Level	Tentative vocabulary and language Items	Language Activities	P.1	<ul style="list-style-type: none"> <li>- adjectives for describing people</li> <li>- emotions</li> <li>- fruits</li> </ul>	<ul style="list-style-type: none"> <li>- singing and listening to songs</li> </ul>		<ul style="list-style-type: none"> <li>- Developing learning and teaching materials</li> <li>- Try-out of the materials</li> <li>- Peer lesson observation</li> <li>- Evaluation</li> </ul>	<p>improve by 10%.</p> <p>100% of English teachers involved will be equipped to run the new programme individually after completion of this project.</p> <p>100% of English teachers involved acquire skills in teaching English through songs.</p> <p>100% of English teachers involved will apply the skills of teaching English through songs at their teaching at P.1 to P.4.</p>		
Level	Tentative vocabulary and language Items	Language Activities									
P.1	<ul style="list-style-type: none"> <li>- adjectives for describing people</li> <li>- emotions</li> <li>- fruits</li> </ul>	<ul style="list-style-type: none"> <li>- singing and listening to songs</li> </ul>									

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	<ul style="list-style-type: none"> <li>- items in the classroom</li> <li>- means of transport</li> <li>- senses</li> <li>- toys</li> <li>- greeting</li> </ul>						
P.2	<ul style="list-style-type: none"> <li>- actions</li> <li>- daily activities</li> <li>- housework</li> <li>- jobs</li> <li>- quantifiers</li> <li>- rooms</li> <li>- weather</li> <li>- asking for permission</li> </ul>	<ul style="list-style-type: none"> <li>- singing and listening to songs</li> <li>- rewriting part of lyrics</li> </ul>					
P.3	<ul style="list-style-type: none"> <li>- animals</li> <li>- fables</li> <li>- festivals</li> <li>- personality</li> <li>- picnic</li> <li>- sports</li> <li>- subjects</li> <li>- asking for directions</li> </ul>	<ul style="list-style-type: none"> <li>- singing and listening to songs</li> <li>- rewriting part of lyrics</li> <li>- singing and listening to jazz chants</li> </ul>					
P.4	<ul style="list-style-type: none"> <li>- clothes and texture</li> <li>- comparative</li> <li>- environmental protection</li> <li>- hobbies</li> <li>- procedures</li> <li>- sports day</li> <li>- making request</li> <li>- asking for opinion</li> </ul>	<ul style="list-style-type: none"> <li>- singing and listening to songs</li> <li>- rewriting lyrics</li> <li>- writing short jazz chants</li> </ul>					
<p><b>Development of the “Sing to Learn” Programme</b></p> <p><u>Co-planning</u></p> <p>A co-planning meeting will be held weekly. The core team</p>							

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<p>will discuss and decide on the target language items, sentence patterns, and phonics knowledge covered in GE lessons to be recycled into the songs. The part-time teaching assistant will assist English teachers in composing the music and writing the lyrics based on target vocabulary items and language structures covered in the GE units. The part-time teaching assistant will demonstrate how to sing the songs at the meeting. Apart from composing songs through recycling the language content covered in the General English lessons, the core team will also source other online free videos available</p> <p><u>Implementation</u> The teaching assistant will assist school English teachers to conduct the singing parts during lessons and school English teachers will be responsible for the follow-up activities. The song will be recorded and uploaded onto our school website. Students can practise singing the song at home.</p> <p><u>Evaluation</u> School English teachers will evaluate the lessons during level co-planning meetings. Teachers will also feedback on the learning and teaching resources developed. The core team will modify the teaching materials.</p> <p><b>Sample Session</b> <b>Target level:</b> P.2 <b>Module:</b> Travelling around <b>Target vocabulary items:</b> Transportation <b>Target sentence structure:</b> How do you come/go to ...? I come to school...</p> <p><b>Learning and teaching activities</b></p>					

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<p>Teacher will sing out the song with students. The teaching assistant proposed to be hired will accompany the less able students to sing out the song. Lyrics will be shown while singing. Teacher will highlight the key vocabulary items and the language structures.</p> <p>A sample song available at YouTube could be found through the link below.</p> <p><a href="https://www.youtube.com/watch?v=yiBfiJiGn2o">https://www.youtube.com/watch?v=yiBfiJiGn2o</a></p> <p>After singing the song, teacher will ask students to rewrite the lyrics using the sentence patterns.</p> <p>e.g. How do you <u>go</u> to <u>Ocean Park</u>?</p> <p>I <u>go</u> to Ocean Park by bus.</p> <p>A song that teachers have located from YouTube will be sung with students to help students familiarised with different places in Hong Kong.</p> <p><a href="https://www.youtube.com/watch?v=bE_jIVDC7-g">https://www.youtube.com/watch?v=bE_jIVDC7-g</a></p> <p>As many students have difficulty in discriminating similar English phonemes, phonic activities to consolidate their phonics skills will be followed.</p> <p>Teacher will go through the different means of transportation. The sound “tr” will be highlighted. Teacher will ask students to clap their hands when they sing the words “train” and “tram”.</p> <p>Teacher will then elicit students the words start with “tr” (e.g example, “tree”, “trick”, “treat”). Teachers will read aloud the core text and students will underline the words start with “tr”. Teacher will guide students to read out the words correctly.</p> <p>After that, teachers will write down some words start with “tr”</p>					



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(e.g. “truck”, “trap”, “trash”, “trim”) and guide students to work out the pronunciation.					
(2) Hire a part-time teaching assistant to conduct a school-based English programme “ Future Fashion Designer” to enrich the English language environment at P.5 to P.6					
<p><b>Objectives</b> Through developing and delivering a fashion-related programme in English, students will be able to use target sentence patterns and vocabulary items. They will be exposed to an English-rich environment and use English in an authentic context through the process of making a mood board.</p> <p><b>Core team</b> Led by the English Panel Head, a core team consists of the NET, level teacher who will teach the target level will be formed.</p> <p>The core team will:</p> <ul style="list-style-type: none"> <li>- co-plan and co-develop the programme and teaching resources;</li> <li>- deliver the programme;</li> <li>- evaluate the programme; and</li> <li>- conduct sharing sessions.</li> </ul> <p><b>Expected qualifications and experience of the part-time teaching assistant</b> The teaching assistant should be proficient in English and possess a bachelor degree, preferably with working experience in manufacturing industry and in primary schools.</p> <p><b>Duties of the teaching assistant</b> The full-time teaching assistant will assist school English teachers to plan, design and deliver the programme. He/She will also assist in arranging students to attend a fashion show and guide some of the groups in completing the project.</p>	P.5- P.6	<p><b>2019/2020</b> <b>P.5</b></p> <p>Sept 2019 – Jan 2020 Co-planning</p> <p>Sept 2019 Teaching of the relevant GE unit in GE lessons</p> <p>Oct 2019 – Jan 2020 Implementation of the programme during the afternoon session</p> <p>Feb – May 2020 Teacher-student conference once every two weeks</p> <p>Jun 2020 Rehearsal and presentation</p> <p>Jul – Aug 2020</p>	<p>A resource pack covering consists of the lesson plans, learning and teaching materials will be developed for the 10 activity sessions per level at P.5 and P.6.</p> <p>80 % of P.5 to P.6 students’ confidence in speaking will enhance.</p> <p>100 % of the English teachers involved will enrich their knowledge in the teaching of creative thinking and research skills</p>	<p>This new programme will be run every year in P.5 and P.6.</p> <p>The teaching and learning resource will be modified and updated according to students’ needs every year.</p> <p>Sample sessions and the presentation by students will be video-taped</p>	<p>Lesson observation and review will be conducted.</p> <p>Students’ performance in speaking exam will be analysed.</p> <p>Questionnaires for teacher and student participants will be conducted after the programme.</p>

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<p><b>Implementation of the fashion programme</b></p> <p>After covering the relevant units about fashion during GE lessons, students will work in groups for the programme.</p> <p>10 afternoon sessions will be arranged to prepare students for the project. Students will learn about the factors to consider in designing uniform. A visit to a fashion show will be arranged so that students will have better idea of how a real fashion show will be like. Students will then work in groups to design a uniform for a particular group. Students will present their design in a form of a mood board, a collage with images, text, and samples to illustrate the design of the uniform. Group conferencing will be arranged. Students will meet either the school English teacher or the teaching assistant once every two weeks to report their progress and teachers/the teaching assistant will provide advice or assistance when necessary.</p> <p>Students will then present their work at the end of the school year and students from other levels will join the presentation session. Teachers will provide feedback to students after the presentation.</p> <p><b>Tentative working schedule for the “Future Fashion Designer” Programme</b></p> <table border="1" data-bbox="129 1062 925 1485"> <thead> <tr> <th>Month</th> <th>Activity</th> <th>Content</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>Teaching of the relevant unit in GE lesson</td> <td>English teachers introduce the relevant vocabulary such as clothing items, different patterns.</td> </tr> <tr> <td>Oct – Jan</td> <td>Afternoon programme</td> <td>English teachers, with the assistance of the part-time teaching assistant proposed to be hired, will conduct the programme</td> </tr> </tbody> </table>	Month	Activity	Content	Sept	Teaching of the relevant unit in GE lesson	English teachers introduce the relevant vocabulary such as clothing items, different patterns.	Oct – Jan	Afternoon programme	English teachers, with the assistance of the part-time teaching assistant proposed to be hired, will conduct the programme		<p>Evaluation and refinement of the programme</p> <p><b><u>2020/2021</u></b> <b><u>P.5 and P.6</u></b> Sept 2020 – Jan 2021 Co-planning</p> <p>Sept 2020 Teaching of the relevant GE unit in GE lessons</p> <p>Oct 2020 – Jan 2021 Implementation of the programme during the afternoon session</p> <p>Feb –May 2021 Teacher-student conference once every two weeks</p> <p>Jun 2021 Rehearsal and presentation</p> <p>Jul-Aug 2021 Evaluation and</p>			
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		during the afternoon activity lessons.		refinement of the programme												
Dec	Attend a fashion show	Students will attend a fashion show.														
Feb – May	Working for the project and teacher-student conference	Students work in groups. Each group will meet with the English teachers or the teaching assistant once every two weeks.														
Jun	Showcase	Rehearsal and Presentation														
<p><b>Tentative programme outline</b></p> <p><b>Primary 5</b></p> <p>Task: Make a mood board for upcycling an old T-shirt</p> <table border="1"> <thead> <tr> <th>Session</th> <th>Focus</th> <th>Connection with the GE curriculum</th> </tr> </thead> <tbody> <tr> <td>1 – 3</td> <td>Introduction of fashion industry through reading the biographies of famous fashion designers</td> <td>Reading: - language features of biographies</td> </tr> <tr> <td>4</td> <td>Learning vocabulary about clothing through fashion</td> <td>Vocabulary items: - colour - clothing items</td> </tr> </tbody> </table>								Session	Focus	Connection with the GE curriculum	1 – 3	Introduction of fashion industry through reading the biographies of famous fashion designers	Reading: - language features of biographies	4	Learning vocabulary about clothing through fashion	Vocabulary items: - colour - clothing items
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	show watching						
5	Debriefing after the fashion show	Writing: - writing a recount					
6	Preparation for interview	Speaking: - eliciting a response by asking questions - maintaining an interaction through asking and replying to questions					
7	Conducting interview with people for their preferences						
8 – 9	Mood board making	Writing: - summarising and organizing information collected through interview conducted - writing short descriptions					
10	Presentation in front of the class	Peer assessment - providing feedbacks Speaking: - presenting ideas					

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<b>Primary 6</b> Task: Upcycling an old T-shirt based on the mood board made in P.5							
Session	Focus	Connection with the GE curriculum					
1	Factors to consider when upcycling an old T-shirt	Vocabulary items: - colour - weather					
2	Refining the mood board developed in P.5	Writing: - writing short descriptions					
3	Presenting the finalized design	Speaking: - presenting ideas					
4	Understanding the procedures of upcycling an old T-shirt	Reading - procedure text					
5	Writing the procedures and clothes for upcycling the old T-shirt	Writing: - procedure text for upcycling the old T-shirt					
6	A visit to a cloth market to buy clothes needed	Writing: - writing a shopping list					

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7	Upcycling the old T-shirt based on the procedures written	Reading: - procedure text for upcycling the old T-shirt written					
8 – 9	Rehearsal for the fashion show	Speaking: - presenting ideas					
10	Interclass fashion show						