

S.K.H. St. Joseph's Primary School
Year Plan for English 2022-2023

1. Aims

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

2. Present Situation

2.1 Favourable conditions

- 2.1.1 The school has developed a variety of reading materials across the curriculum for teachers to use.
- 2.1.2 Teachers have experience in using e-learning apps in English lessons to arouse students' English learning interest.
- 2.1.3 The school has adopted RWI for Primary 1 students to speed up their recognition of letter-sounds, reading comprehension and writing ability.
- 2.1.4 School-based writing curriculum has been developed to help students to write.

2.2 Problem facing

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

3. Yearly Objectives:

Items	Objectives / Targets	Remarks
1.	To enhance students' writing ability and language proficiency.	Relating to the focus of objectives of the

		school development plan 1
2.	To cater for learners' diversity by e-learning devices and adapting teaching and learning materials.	Relating to the focus of objectives of the school development plan 1

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

Objectives	Strategies	Performance Index	Assessment Method	Time schedule	Person(s) In-charge	Resources
1 To enhance students' writing ability and language proficiency.	1.1 cultivate students' reading habits 1.1.1 work with the librarian to use a variety of quality print and non-print resources to motivate students read and adopt reading aloud, role-play or dramatizing to promote quality reading.	80% of P1-6 students read over 10 English books in a term. Most students know more about the theme. They show interest to read more English books.	Record of IR, HR and online reading. Students' interview	Whole year P2: November P4: April	LETs EPC, TA & NET LETs, Librarian	Reading Award Scheme
	1.2 Expand students' vocabulary 1.2.1 cultivate the habit of collecting useful words in a newly developed Vocabulary Book.	70% of P1-6 students collected words in a year.	Statistics of Students' Vocabulary Book	Whole year	LETs EPC, TA & NET	Vocabulary Book (P1-6)
	1.2.2 actively use the vocabulary in their homework and lesson.					
	1.2.3 Redesign learning tasks to introduce vocabulary building skills to students. (P1-6 1/term)	75% of the students have prepared for the lesson and referred to their Notebook for	Homework Inspection Teachers'	Sharing of tasks P4-6 1 st Term		Vocabulary

	1.2.4 run language games to arouse their interest in using different vocabulary.	reference. 75% students use a wider choice of words in their writing.	observation Students' performance	P1-3 2 nd Term English Week		Building Resources Games Materials
	1.3 strengthen students' writing accuracy 1.3.1 promote self-editing ability by the use of writing checklist (P1-6) 1.3.2 start with simple and short tasks and make use of e-learning apps to help students improve in writing through peer-editing (P4-6 once / term) 1.3.3 design language interactive games to strengthen students' language accuracy by Nearpod (P1-6 1-2 times /term) 1.3.4 run language games to enhance the language accuracy inside and outside the classroom.	75% of the students use the writing checklist to do editing. Most P4-6 students give response in the apps and they show their awareness of language accuracy. Over 60% of students gain pass in Language Use (FA and Exam). Most students enjoy the language games.	Teachers' feedback Homework Inspection Students' writing performance shared in Level Meetings and Panel Meetings Class results in Nearpod Teachers' observation	1 st Term Oct-May Whole year Oct-June, English Thursday and English Week	LET's EPC, TA & NET	Get Writing (P1) Writing Checklist (P2-6) Padlets Nearpod Games materials

	<p>1.4 strengthen the ability to generate ideas.</p> <p>1.4.1 implement stretching exercises by using question words (P3-6 1/module).</p> <p>1.4.2 arrange a purposeful and creative mini-project for students to integrate language skills, RaC or STEM and generic skills (1/year).</p> <p>1.4.3 display students' work/products online / on board for enrichment.</p> <p>1.4.4 create language-rich environment in respond to the monthly theme to provide more language input, e.g., quotes and idioms</p> <p>1.4.5 make videos to talk about different festivals.</p>	<p>75% of the students are able to extend their ideas from the writing task.</p> <p>Writing competence of most levels are enhanced.</p>	<p>Students' writing performance (MB, Exam writing) shared in Form Meetings and Panel Meetings</p> <p>Teachers' observation</p> <p>Internal examination result</p>	<p>Whole year</p> <p>Project (Individual/Group):</p> <p>P1 Apr/May</p> <p>P2 Apr/May</p> <p>P3 Feb/Mar</p> <p>P4 Dec/Jan</p> <p>P5 Nov/Dec</p> <p>P6 Oct/Nov</p>	<p>LETs EPC</p> <p>NET, SET</p> <p>NET, SET</p>	<p>MB</p> <p>Level meetings</p>
<p>2</p> <p>To cater for learners' diversity by e-learning devices and</p>	<p>2.1 organize PD workshops</p> <p>2.1.1 designing graded learning tasks to meet diversity.</p> <p>2.1.2 questioning technique to meet students' diversity.</p>	<p>All teachers acquire the skill and design a suitable module to cater for learners' diversity.</p> <p>All teachers use varied levels of questions to</p>	<p>MB</p> <p>Lessons observation</p>	<p>Whole year (September, January)</p>	<p>LETs EPC</p>	<p>MB</p> <p>PD workshops</p>

<p>adapting teaching and learning materials.</p>	<p>2.2 provide extended tasks for the more able students (P1-6 1/term)</p> <p>2.3 provide language support, scaffolded learning tasks and graded tasks for less able students.</p> <p>2.4 promote assessment of learning and assessment as learning to enhance learning and teaching effectiveness.</p> <p>2.4.1 set formative assessment in a lesson to measure effectiveness</p> <p>2.4.2 adopt STAR to understand students' attainment and plan remediation and progression. (P3-4)</p>	<p>help students learn in the lesson.</p> <p>More than half of students think the learning tasks can help them learn English.</p> <p>More than half of students are more confident in learning English.</p>	<p>Students' interview (January and June)</p> <p>Homework Inspection</p> <p>Lesson observation</p>	<p>P3-4 January and May</p>		
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5. Schedule Plan

Items	Programs	Time Schedule	Person-in-charge	Remarks
1.	English Ambassadors training & duty arrangement	Oct-May, 2023	Gareth, Eric	
2.	Solo-verse speaking	Sept-Dec, 2022	All English teachers	
3.	Drama Training	Whole school year	To be confirmed	
4.	Online reading programme	Whole school year	Eric, all English teachers	
5.	English Day + Time for English	Oct-May, 2023	Gareth, Florence all English teachers	
6.	English Week	December, 2022	EPC, VPs and all English teachers	
7.	Homework Inspection	Nov-Dec, 2022, Mar-Apr, June, 2023	Priscilla, Sung	
8.	E-learning Progress	Oct-June, 2023	Leo, Eric, All English teachers	
9.	Elite training Course (Cambridge Courses)	Nov-May, 2023	Priscilla, Florence	
10.	P.6 Interview skill training and enrichment course	Sept-Jan, 2023	Priscilla, Gareth, P6 English teachers	
11.	Writing competitions	March-May, 2023	Eric, Florence	
12.	Lesson observations	Oct-Nov, 2022– Mar-May, 2023	Priscilla	
13.	Language rich environment	Sept-June, 2023	Gareth, VPs	
14.	Workshops (Cater for Learners' Diversity, e-learning, Questioning techniques, phonics)	August, early September, November, January	Priscilla, Gareth, professional AT support	

Regular Grant

Item	Description	Approved Budget	Estimated Expenditure	Actual Expenditure	Remarks
School Funding		\$28,310.00			
1. Purchase of books	Books for reference in classroom (20x10x\$108)		\$2,160.00		
	Books for GR		\$1,000.00		
2. Gifts	English Ambassadors		\$300.00		
	English Thursdays, writing competition		\$400.00		
3. Teaching resources and aids	Board games		\$300.00		
	RWI teaching aids		\$1,700.00		
	Charts		\$200.00		
	Annual teaching resources fee (online and offline teaching resources)		\$650.00		
4. Miscellaneous/Stationery	Stationery		\$200.00		
	Files, reading boxes		\$400.00		
5. Professional Development	RWI teachers' training, regional workshops, parents workshop, pre and post assessments		\$21,000.00		
Total:		\$28,310.00	\$28,310.00	\$0	

School-based Materials Fee

Item	Descriptions	No. of participants	Estimated Income	Estimated Expenditure	Actual Expenditure	Remarks
Online reading Platform	Online Reading Platform (P1-6,@\$54)	352	\$18,900.00	\$18,900.00		
Students' Name tag	Plastic name tag (P1-3, @ \$2)	198	\$396.00	396.00		
Total:			\$19,296.00	\$19,296.00		

Life-Wide Learning Grant

Item	Description	Approved Funding	Estimated Expenditure	Actual Expenditure	Remarks
Funding		\$50,000.00			
1. English Week	Gifts		\$2,000.00		
	Drama Performance		\$25,000.00		
2. English Drama	Tutor fee 、 Props 、 Costumes 、 Make up and cosmetics		\$10,000.00		
3. Elite English Class	Subsidy for students' course fee		\$13,000.00		
Total:		\$50,000.00	\$50,000.00	\$0	

8.Programme Team

Panel Chairperson : Ms Sit Lam-ni (Priscilla)

Vice Panel Chairpersons: Mr Chan Chu Hong (Eric), Ms Lam Hei-tung (Florence)

Team Members: Ms Sung Man-yue (Mandy), Mr Chan Ming-Ngo (Leo), Mr Leung Tsz Hei (Gavin), Ms Chow Shui Sim (Evan),Mr Gareth