Resources for sharing of PEEGS project deliverables

School Name: _HKFYG Lee Shau Kee Primary School

I.   Programme Overview and Experience Sharing

1) Target development area(s		Promoting reading across the curriculum
2) Target Level(s)		*P.5 – P.6*
3) Skill Focus		Reading
4) Programme Description		The RaC programme aims to develop students' reading skills as well as critical thinking skills through exposing students to a wide variety of genres and text types on various cross-curricular themes. The topics chosen for the programme are closely related to the school-based General English programme. 3 units have been developed for each level. To cater for diverse students' needs, two sets of teaching materials based on same theme but with different reading texts, learning and teaching resources have been developed for each unit. An array of differentiated learning and teaching activities have been designed for each group.

5) Experience Sharing		**School's Belief and Background**
		School strongly believe that reading has huge impact on students' development as it helps boost students' motivation in English learning and equip them for their lifelong learning.
		
		The school-based core English Language curriculum has been revamped since 2016. Focus has been put on Key Stage 2 in the recent years. Various new readers have been used and integrated into both General English Programme and the Reading Workshops to promote reading across the curriculum and facilitate development of academic literacy.
		
		Cater for learner diversity
		Students are re-grouped into two groups, the "developing" and the "more able", according to their English proficiencies across the whole levels for the implementation of the Reading Workshops, which are conducted in alternate months.
		
		For each Reading Workshop unit, two different sets of printed readers are selected. In addition to that, two different sets of resources, including lesson plans, task sheets and PowerPoint slides are developed in order to cater for learner diversity. Differentiated learning and teaching activities are also developed for the two groups.
		
		Good practices:
		• **adopting a comprehensive criteria in reading text selection**
		  In selecting the reading texts for the Reading Workshops, level of difficulty of the reading texts in terms of language and content is set as the first priority. Texts of appropriate reading levels are selected for students of varied English proficiencies. The topics of the texts are also closely aligned with those covered in the General English programmes. Students' interests, the relevancy of the texts with students' experience and their learning in other KLAs are also taken into consideration.
		
		• **strategic detailed lesson planning**
		  Prior to planning for each module, the printed readers and the module objectives and other learning tasks are thoroughly reviewed:

	- key messages conveyed by the authors and its presentation - text features and text structures of the reading texts to be highlighted - alignment with the General English programme (e.g. revisiting vocabulary and language items covered and introduction of the new items) - target skills to be covered and the expected outcomes for different groups - how scaffolding can be provided through different tasks - how to connect students' daily lives and learning experiences to the reading - how to consolidate and extend students' learning - how different e-learning tools could be applied to support learning and teaching With a common understandings among the level teachers, the team prepare lesson plans which entails the lesson objectives, teaching strategies, task sheets as well as other learning and teaching resources. • **employing of e-learning tools** Various e-learning tools and online resources are used for the Reading Workshops. The use of different e-learning tools enhances teacher-student and student-student interactions though instant students' responses during open discussion. Feedback from teachers and students can be shared easily. The e-learning tools also enhance learning interests as different elements such as animation and videos could be incorporated. Using e-learning tools also extends students' learning outside classroom as students can participate in the post-lesson activities at home. During the epidemic, e-learning tools also facilitate the learning of students residing in China as cross-border students could participate into activities online.
6) Lesson photos / video clips	• lesson photos • video clip of the debate activitiy conducted

II.   Module Pack

Item	Resource
1) **Theme/ Topic**	Technology – The Changing World
2) **Module**	Developing - Opinions about robots More able - World of robots
3) **Skill Focus**	<table><tr><td></td><td>Developing</td><td>More able</td></tr><tr><td>Reading</td><td>- locating specific information - using contextual and pictorial clues to make reference</td><td>- locating specific information - organizing and summarizing ideas with the use of graphic organizers - inferring the relationship among different parts of reading texts</td></tr><tr><td>Other Skills</td><td>Critical thinking Presentation Skills</td><td>Critical thinking Compare and Contrast</td></tr></table>
1) **Language Focus**	<table><tr><td></td><td>Developing</td><td>More able</td></tr><tr><td>Vocabulary</td><td>- Vocabulary items related to robots</td><td>- Vocabulary items related to robots</td></tr><tr><td>Language</td><td>- Use "so" and "although" to connect ideas</td><td>- Use "so" and "although" to connect ideas - Use "by" to indicate means - Use positive words to show the advantages - Use negative words to show the disadvantages</td></tr></table>
2) **Learning and Teaching Resources**	1. Lesson Plans (2 groups) 2. PowerPoint Slide (2 groups) 3. Task Worksheet (2 groups) 4. Supplementary Worksheet for Debating (2 groups)