

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

School Name: YAN TAK CATHOLIC PRIMARY SCHOOL (English)

Application No.: C 109 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 15
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	4	5	4	4	4	3	24

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)
Keys 2 Literacy Development	P.4 – P.6	Reading and Writing	NET Section, EDB
School Support Services - Process Writing	P.2 – P.4	Writing	Language Learning Support Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Collaborative and sharing culture has gradually been established in the English panel with effective co-planning sessions and lesson observation arrangements. 2. School board and principal are supportive in promoting English learning and teaching. 3. Teachers fully understand the learning needs of students and they have developed various teaching strategies to enhance the effectiveness of English learning and teaching. 4. The school-based Key Stage 1 phonics programme and Primary 2-4 writing programme have gradually been developed. 	<ol style="list-style-type: none"> 1. Brain-based science and co-operative learning approaches which facilitate learning are adopted in school. 2. Collaboration between English department and other subjects has been gradually built up to facilitate teaching and learning. 3. Learner diversity has been reduced in upper primary as students are streamed according to their English proficiency. 4. External support (e.g. NET section, EDB) facilitates English learning and teaching as well as fosters English teachers' professional enhancement. 5. The PEEGS grant facilitates the development and refinement of the current English Language curriculum and promotes effective English learning.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. Half of the current teachers are new and inexperienced. It takes time for them to adapt to the new teaching environment and the current practice of the English department. 2. There are great individual differences among students but there are few differentiated resources available to cater for learner diversity. 3. Students from lower income families lack parental support in their study. They lack confidence and motivation in learning English. 4. Both internal and external assessments reflect students' weaknesses in reading and writing. 	<ol style="list-style-type: none"> 1. Using the same sets of textbooks and readers in the reading lessons can hardly address the learning needs of students. New measures should be introduced to cater for learner diversity and narrow down the widening achievement gaps. 2. Disruptive behaviours of some Special Education Needs (SEN) students bring challenges to teaching and learning.

(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.)**

Area(s) of Development	Usage(s) of the grant	Grade Level
Refinement of the English Language curriculum	<ol style="list-style-type: none"> 1. To hire consultancy service 2. To procure service for Professional Development workshops 3. To employ a supply teacher 	P.1 – P.6

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

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><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 checked="" 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 full-time* or part-time* 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 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?

(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 ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
Employing a full-time teaching assistant to assist existing English Language teachers to cater for learner diversity with equal emphasis on more able and less able students through developing a school-based reading programme at Primary 2 to 3					
<p><u>Objectives</u></p> <p>With the widening achievement gaps as reflected in both internal and external reading assessments, new measures should be introduced to cater for learner diversity through reading a variety of English texts with different levels of difficulties, graded materials and various approaches to support and scaffold the learning of the weaker learners and at the same time stretch the potential of the high fliers, and eventually stimulate their reading interest as well as their learning motivation.</p> <p>A school-based reading programme that serves to cater for learner diversity with equal emphasis on more able and less able students at Primary 2 to 3 will be developed to help students lay a better English foundation in early primary education. A full-time teaching assistant (TA) will be hired to assist teachers for the development and implementation of the programme.</p> <p><u>The core team</u></p> <p>A core team will be formed for taking forward the reading programme to cater for learner diversity. The core team comprises of the English Panel Chairpersons (EPC), a target level coordinator and the NET. The EPC will take the lead in the project. With the</p>	<p>P.3 (2019 / 2020)</p> <p>P.2-3 (2020 / 2021)</p>	<p><i>All year round</i></p> <p>Co-planning Development of resources Try-outs Peer lesson observations, evaluation and modification of the programme</p> <p><u>Primary 3</u> <i>Sept, 2019</i> Planning, Pre-assessment</p> <p><i>Sept-Oct, 2019</i> Theme 1</p>	<p><u>Reading programme:</u> A total of 8 sets reading resource packs on 8 themes including lesson plans, differentiated learning tasks /activities and worksheets will be produced for P.2 and P.3 covering about 48-64 lessons in total during the project period.</p> <p><u>Students' performance</u></p>	<p>The reading programme will be integrated into the core curriculum, carried on after completion of the project and extended to other levels.</p> <p>Core team teachers will be become mentors for other panel members to facilitate knowledge transfer.</p> <p>The module</p>	<p><u>Qualitative:</u> Demonstration will be arranged in every module of the target levels.</p> <p>Peer lesson observation will be conducted at least twice per year.</p> <p>Evaluation meetings will be conducted after lesson observation and modification will be made to improve the</p>

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

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

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

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<p>assistance of the additional TA, the duties of the core team entails:</p> <ul style="list-style-type: none"> ☞ reviewing the current curriculum and deciding on the structure of the reading programme for each term; ☞ hosting biweekly core team co-planning meetings to discuss and design tiered learning activities and materials; ☞ selecting appropriate readers, reading texts and multimodal texts for each module; ☞ conducting biweekly level teachers' meetings to disseminate the resources developed and review the lessons carried out; ☞ demonstrating newly-developed reading resources; ☞ conducting lesson observation and post-lesson review meetings for each target level at least once per term; ☞ arranging peer lesson observation for other panel members at least once per term; ☞ evaluating the whole reading programme twice a year; ☞ adjusting the instructional strategies and resources developed after evaluation; and ☞ conducting in-house sharing sessions to share the experiences of the reading programme to all teachers by the end of each term. <p><u>Additional Teaching Assistant</u></p> <p>A teaching assistant with preferably at least Associate Degree / Higher Diploma, good command of English and working experience in primary school(s) will be hired. He/ She will:</p> <ul style="list-style-type: none"> ☞ join co-planning sessions to understand how the reading lessons and the activities to be conducted; ☞ perform administrative duties such as production of reading lesson resources and teaching aids together with preparing 		<p>Nov-Dec, 2019 Theme 2</p> <p>Jan, 2020 Mid-term evaluation</p> <p>Feb-Mar, 2020 Theme 3</p> <p>April-May, 2020 Theme 4</p> <p>Jun, 2020 Final evaluation, Post-assessment</p> <p>July-Aug, 2020 Modification of the programme materials</p> <p>Primary 3 Sept, 2020 – Aug, 2021</p>	<p>70% of P.2 and P.3 students will improve their confidence and skills in reading.</p> <p>70% of P.2 and P.3 students will improve at least 1 reading level within the project year.</p> <p>The reading assessment results of over 70% of students at P.2 and P.3 will be improved by 5% in after the project year.</p> <p><u>Professional enhancement:</u></p> <p>All the participating English teachers will enrich their knowledge in the teaching of</p>	<p>plans, lesson plans, learning and teaching resources developed will be updated regularly and utilised after completion of this programme.</p> <p>Some lesson demonstration will be video-taped as reference for future teacher professional development.</p> <p>Teachers' sharing sessions on catering for learner diversity in a reading programme will be conducted by the core team at the end of each term.</p>	<p>modules/ lessons.</p> <p>Some lessons will be recorded for evaluation in panel meetings.</p> <p>Biweekly core tem meetings and biweekly co-planning meetings will be conducted.</p> <p>Mid-term evaluation and final evaluation will be exercised to review the effectiveness of the project.</p> <p>Students' work in each group will be collected and kept.</p> <p>Records of sharing and</p>

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<p>meeting minutes;</p> <ul style="list-style-type: none"> ☞ provide assistance in the classroom during the reading lessons; ☞ support the less-able students giving prompts with simple words and repeating instructions in reading lessons; ☞ provide clerical support; for example, data input for the survey, assessment and evaluation; and ☞ support the teachers concerned in conducting reading activities. <p><u>Details of the school-based reading programme</u></p> <p>The programme will be cover 4 modules in each target level with 6-8 lessons in each module. About 2 lessons per week will be allocated to the programme covering a total of 24-32 lessons in a year for each target level. The programme will start in P.3 for the 1st project year. For the 2nd project year, P.2 reading programme will be launched while P.3 programme will be refined and carried on.</p> <p>The selected readers and reading texts are closely related to the themes of the core English Language curriculum and of high interest value to enhance students’ learning motivation and language proficiency.</p> <p>a. Tentative themes and text types:</p> <table border="1" data-bbox="129 1094 1019 1513"> <thead> <tr> <th>Levels</th> <th>Themes</th> <th>Text types</th> </tr> </thead> <tbody> <tr> <td rowspan="4">P.2</td> <td>Places and activities at school</td> <td>Stories, Posters/ Leaflets</td> </tr> <tr> <td>Me, my family and friends</td> <td>Stories, Cards</td> </tr> <tr> <td>Caring and sharing (Be a good child)</td> <td>Stories, Personal descriptions</td> </tr> <tr> <td>The world around us – weather and seasons</td> <td>Songs, Weather reports, Captions</td> </tr> <tr> <td>P.3</td> <td>Using my five senses</td> <td>Recipes/ Procedures, Riddles, Stories</td> </tr> </tbody> </table>	Levels	Themes	Text types	P.2	Places and activities at school	Stories, Posters/ Leaflets	Me, my family and friends	Stories, Cards	Caring and sharing (Be a good child)	Stories, Personal descriptions	The world around us – weather and seasons	Songs, Weather reports, Captions	P.3	Using my five senses	Recipes/ Procedures, Riddles, Stories		<p>Same implementation cycle as 2019/20</p> <p><u>Primary 2</u> <i>Sept, 2020</i> Planning, Pre-assessment</p> <p><i>Sept-Oct, 2020</i> Theme 1</p> <p><i>Nov-Dec, 2020</i> Theme 2</p> <p><i>Jan, 2021</i> Mid-term evaluation</p> <p><i>Feb-Mar, 2021</i> Theme 3</p> <p><i>April-May, 2021</i> Theme 4</p>	<p>reading to cater for learner diversity.</p> <p>All the participating English teachers will apply reading skills to English teaching at P.2 to P.3.</p>		<p>co-planning meetings, level-meetings and review meetings minutes will be kept.</p> <p><u>Quantitative:</u></p> <p>All the pre-assessment and post-assessment data, formative and summative reading assessment results will be collected and analysed to keep track of individual student’s learning progress.</p> <p>Stakeholders’ survey (students and teachers) will be conducted and analysed at the end of every school year to</p>
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	Places and activities	Timetables, Stories, Notes and message		<p><i>Jun, 2021</i> Final evaluation Post-assessment</p> <p><i>July-Aug,2021</i> Modification of the programme materials</p>			collect feedback on the effectiveness of the reading programme.
	Fun and games	Product Information, Stories					
	Caring and sharing	Conversations, Diaries, Cards					
b. Reading skills							
Primary 2		Primary 3					
More-able students:		More-able students:					
<ul style="list-style-type: none"> -process some compound and complex sentences - locate specific information by identifying key words -work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) - follow ideas by recognizing simple text structures and understanding the use of cohesive devices 		<ul style="list-style-type: none"> - re-read the text to establish and confirm meaning - work out the meaning of words and phrases by using semantic clues (e.g. synonyms) and syntactic clues - locate details which support the main ideas from different parts of a text - follow ideas by recognising simple text structures and understanding the use of cohesive devices - infer feelings of characters from pieces of information in narrative texts 					
Core part and less-able students:		Core part and less-able students:					
<ul style="list-style-type: none"> - master basic book concepts (e.g. titles and names of writers) 		<ul style="list-style-type: none"> - work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) - process some compound and 					

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<ul style="list-style-type: none"> - work out the meaning of words by using knowledge of letter-sound relationships - process simple sentences by identifying meaningful chunks - locate specific information in a short text in response to questions - follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns) - identify characters, setting and sequence of events in stories - make prediction <p><i>c. Strategies to cater for learning diversity</i></p> <p>In each module, lucid learning objectives and expectations will be formulated with core and extended teaching content. It is to assure all students can master essential knowledge and skills to develop their basic competencies and move forward along the learning continuum. Teachers will provide scaffolds for the learning of less-able learners and stretch the potential of more-able ones with extended tasks.</p> <p>Content</p> <p>☞ <i>Tiered materials</i> (e.g. vocabulary lists, reading texts with different levels of difficulties) will be produced.</p>	<ul style="list-style-type: none"> complex sentences - locate specific information by recognising simple text structures - identify main ideas and some supporting details explicitly stated in the text - identify characters, setting and sequence of events in stories and make predictions about the likely development of the text by identifying key words - infer information, ideas and feelings by using clues in close proximity - identify simple stylistic features (e.g. personification) 				

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<p>☞ <i>Graphic organisers</i> (e.g. Venn diagram, story plot, flow chart) and <i>multimodal texts</i> (e.g. videos, songs, pictures, graphics, etc.) will be employed.</p> <p>☞ A <i>rich array of text types of different themes</i> will be covered.</p> <p>Process</p> <p>☞ <i>Differentiated questioning</i>: For reading lessons, questions on different levels of thinking will be composed ranging from lower to higher levels of cognitive thinking, like knowledge, comprehension, application, analysis, synthesis, and evaluation. For weaker students, teachers will guide them to master basic reading comprehension questions: remembering and comprehension. For advanced learners, questions demand them to apply, analyze, evaluate and synthesis (creating new ideas) will be covered to help them read beyond the texts.</p> <p>☞ <i>Varying the support</i>: Teachers will offer scaffolds for weaker learners to ensure that they can master basic skills in reading comprehension. For advanced learners, support will be mainly on fostering more advanced skills in learning e.g. critical thinking, high-order thinking skills.</p> <p>☞ Teachers will adopt <i>multisensory approaches</i> to cater for students with different learning styles e.g. pictures and graphs for visual learners; songs/ audio books for auditory learners; interactive tasks (e.g. group work) for kinesthetic learners.</p> <p>☞ <i>Flexible grouping strategies</i> (individual, pair and mixed ability group, homogenous group) will be employed to addresses individual needs and promote collaborative learning.</p> <p>Product</p> <p>☞ <i>Tiered tasks</i> will be designed with extended tasks built upon the core part.</p>					

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<p>☞ According to students’ needs, interest and abilities, <i>differentiated output</i> will be designed to widen and deepen students’ learning in the reading lessons.</p> <p>☞ <i>Diversified assessment modes</i></p> <p>Teachers will also observe students’ performances during the reading lessons. Both formative (e.g. homework, discussion, project learning) and summative assessments (e.g. reading examinations) will be adopted to keep track of students’ performance. Levelling assessments (pre- and post-assessments) will be conducted at the beginning and at the end of the term for monitoring students’ reading progress.</p> <p>Classroom environment</p> <p>☞ <i>Various classroom settings</i> to facilitate different modes of learning will be arranged e.g. individual work setting, discussion/ group work setting.</p> <p>☞ <i>Classroom routines</i> (e.g. student helpers, group leaders, reward systems) will be established to facilitate learning and encourage students to seek help from their peers.</p> <p>P.3 Sample module</p> <div style="border: 1px solid black; padding: 5px;"> <p>Topic: Using my five senses</p> <p>Reading texts: Stories about five senses; riddles, recipes/ procedures</p> <p>Target language items:</p> <p>☞ Thematic vocabulary about 5 senses e.g. <i>sight, hearing, touch, smell, taste</i>; shapes and feelings such as <i>round, square, soft, smooth, fluffy, rough</i> etc.</p> <p>☞ Adjectives to describe tastes e.g. <i>bitter, sour, sweet, spicy</i></p> </div>					

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<ul style="list-style-type: none"> ☞ Present tense (present states) ☞ Connectives (and, or) <p>Learning objectives</p> <ul style="list-style-type: none"> ☞ To identify target vocabulary, e.g. 5 senses, shapes, feelings and tastes through various sources of inputs such as songs, pictures, videos accessible from the Internet, and printed texts such as phonics flashcards, word cards. ☞ To organise the target vocabulary and categorise the ideas of the reading texts with appropriate graphic organisers and high order thinking skills. ☞ To rewrite/ write a story about five senses with target sentence structures. <p>Reading skills</p> <table border="1" data-bbox="143 863 1003 1305"> <thead> <tr> <th data-bbox="143 863 680 906">Core part</th> <th data-bbox="680 863 1003 906">Extended part</th> </tr> </thead> <tbody> <tr> <td data-bbox="143 906 680 1305"> <ul style="list-style-type: none"> - work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) - identify characters, setting and sequence of events in stories and make predictions about the likely development of the text by identifying key words - locate specific information by recognising simple text structures </td> <td data-bbox="680 906 1003 1305"> <ul style="list-style-type: none"> - work out the meaning of words and phrases by using semantic clues (e.g. synonyms) and syntactic clues - infer feelings of characters from pieces of information in narrative texts </td> </tr> </tbody> </table> <p>Flexible grouping arrangements</p> <table border="1" data-bbox="143 1350 1003 1506"> <thead> <tr> <th data-bbox="143 1350 551 1393">Mixed-ability group</th> <th data-bbox="551 1350 1003 1393">Homogenous groups</th> </tr> </thead> <tbody> <tr> <td data-bbox="143 1393 551 1506">Students will work together in a collaborative learning mode in discussion/reading</td> <td data-bbox="551 1393 1003 1506">For guided reading, students will be divided into homogenous groups with reference to their</td> </tr> </tbody> </table>	Core part	Extended part	<ul style="list-style-type: none"> - work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) - identify characters, setting and sequence of events in stories and make predictions about the likely development of the text by identifying key words - locate specific information by recognising simple text structures 	<ul style="list-style-type: none"> - work out the meaning of words and phrases by using semantic clues (e.g. synonyms) and syntactic clues - infer feelings of characters from pieces of information in narrative texts 	Mixed-ability group	Homogenous groups	Students will work together in a collaborative learning mode in discussion/reading	For guided reading, students will be divided into homogenous groups with reference to their					
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<table border="1" data-bbox="147 323 999 483"> <tr> <td data-bbox="147 323 551 483">circle. High fliers can be the leader in the group and offer peer support to less-able ones.</td> <td data-bbox="551 323 999 483">reading levels. Students will finish different sets of graded worksheets according to their abilities.</td> </tr> </table> <p>Reading lessons</p> <p>Pre-reading:</p> <ul style="list-style-type: none"> ☞ Students will be asked to talk about what they know about 5 senses by stating something that can be explored using each sense (e.g. touch fur, taste candies, see pictures). ☞ Teacher will elicit words from students (with KWL chart) and show them video clips to warm-up and activate schemata. ☞ Teacher will sing the songs along/ watch the animation with students and introduce students target vocabulary about 5 senses as well as related activities. <p>Five Senses Song: https://www.youtube.com/watch?v=j4XZ8Oojt-w</p> <p>The Five Senses Video: https://www.youtube.com/watch?v=q1xNuU7gaAQ</p> <ul style="list-style-type: none"> ☞ Introduce more target vocabulary <i>tastes</i> e.g. <i>bitter, salty, sour, sweet, spicy</i> by showing students flashcards through a guessing game by only showing small part of the cards. They will then read aloud all the target vocabulary on the flashcards. ☞ The game “<i>Match the Object</i>” for target vocabulary <i>shapes and feelings</i> e.g. <i>round, square, soft, smooth, fluffy, rough</i>. Teacher will show the pictures of the items to be guessed on the screen and place the real items in a bag. Students will be divided into different groups. Each time, one student will close his/her eyes, reach into the bag and find the requested 	circle. High fliers can be the leader in the group and offer peer support to less-able ones.	reading levels. Students will finish different sets of graded worksheets according to their abilities.					
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<p>matching item according to the description of the group members. Teachers can vary the number and type of items in the bag to make it easier or harder.</p> <p><u>Differentiated content:</u></p> <table border="1" data-bbox="143 531 999 906"> <thead> <tr> <th data-bbox="143 531 568 579">Less able groups</th> <th data-bbox="568 531 999 579">More able groups</th> </tr> </thead> <tbody> <tr> <td data-bbox="143 579 568 906"> <p>Grab bag 12 items with some similar ones</p> <p>Description cue cards You can find it in your pencil box. It is hard and long. You can use it for drawing straight lines.</p> </td> <td data-bbox="568 579 999 906"> <p>Grab bag 20 items with more similar ones</p> <p>Description cue cards where: pencil box adjectives: hard, long. usage: drawing straight lines</p> </td> </tr> </tbody> </table> <p>☞ The exercises are of different complexity and length in terms of content for different students to work on.</p> <table border="1" data-bbox="143 991 999 1203"> <thead> <tr> <th data-bbox="143 991 510 1038">Core part</th> <th data-bbox="510 991 999 1038">Extended part</th> </tr> </thead> <tbody> <tr> <td data-bbox="143 1038 510 1203"> <p>Worksheet exercise Students will have to match the pictures with correct adjectives.</p> </td> <td data-bbox="510 1038 999 1203"> <p>Worksheet exercise Students will have to guess and fill in the correct adjective to fit into the descriptions of the riddles.</p> </td> </tr> </tbody> </table> <p>During reading (shared and guided reading lessons)</p> <p>☞ Differentiated learning tasks will be designed according to students' levels of abilities, motivation, interests and readiness.</p> <p>☞ Students will be shown the front and back covers of the storybook and read the title. Students will be asked to predict what they might read in the book called <i>My Five Senses</i>.</p>	Less able groups	More able groups	<p>Grab bag 12 items with some similar ones</p> <p>Description cue cards You can find it in your pencil box. It is hard and long. You can use it for drawing straight lines.</p>	<p>Grab bag 20 items with more similar ones</p> <p>Description cue cards where: pencil box adjectives: hard, long. usage: drawing straight lines</p>	Core part	Extended part	<p>Worksheet exercise Students will have to match the pictures with correct adjectives.</p>	<p>Worksheet exercise Students will have to guess and fill in the correct adjective to fit into the descriptions of the riddles.</p>					
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<p>Teacher will show the content page to students and discuss the information on the page. Students will be guided to read the story, predict the likely development of the story and identify characters, setting and sequence of events in the story with the use of story plot diagram.</p> <p>Teacher will then introduce the language features, text structures and features of a recipe/ procedure text and guide students to understand the text and locate specific information by recognising simple text structures.</p> <p><u>Working out the meaning of words</u></p> <table border="1" data-bbox="143 715 999 1034"> <thead> <tr> <th>Core part</th> <th>Extended part</th> </tr> </thead> <tbody> <tr> <td>- knowledge of word formation 1) salt → salty 2) taste → tasty 3) cream → creamy 4) sugar → sugary</td> <td>- using semantic clues (e.g. synonyms) 1) soft, spongy 2) delicious, yummy, tasty 3) smelly, stinky 4) bland, tasteless</td> </tr> </tbody> </table> <p><u>Differentiated questioning</u></p> <table border="1" data-bbox="143 1082 999 1495"> <thead> <tr> <th>Core part</th> <th>Extended part</th> </tr> </thead> <tbody> <tr> <td>Basic comprehension -What can the writer hear? →He can hear a fire engine, a drum and a bird. - What senses does the writer use when he plays with his puppy?</td> <td>Questions of higher cognitive levels -Why can the writer smell the cookies far away? →It is because the cookies are just out of the oven. -Which sense do you think is the most important? Why? →I think taste is very important</td> </tr> </tbody> </table>	Core part	Extended part	- knowledge of word formation 1) salt → salty 2) taste → tasty 3) cream → creamy 4) sugar → sugary	- using semantic clues (e.g. synonyms) 1) soft, spongy 2) delicious, yummy, tasty 3) smelly, stinky 4) bland, tasteless	Core part	Extended part	Basic comprehension -What can the writer hear? →He can hear a fire engine, a drum and a bird. - What senses does the writer use when he plays with his puppy?	Questions of higher cognitive levels -Why can the writer smell the cookies far away? →It is because the cookies are just out of the oven. -Which sense do you think is the most important? Why? →I think taste is very important					
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