

## English Enhancement Grant Scheme for Primary Schools

### Final Report (2010-2012)

School Name: TWGHs Wong Yee Jar Jat Memorial Primary School

File number: A215

#### A Implementation Progress

Tasks scheduled for completion after two year of implementation	Completed as scheduled (Please tick <input checked="" type="checkbox"/> )		Reasons for not completing the tasks as scheduled	Resultant change of the implementation plan
	Yes	No		
1. To set up the word wall (P.1)	<input checked="" type="checkbox"/>			Words selected were learned vocabulary items which encourage students to analyze patterns found and to deduce letter sounds.
2. To draft the Reading Skills Checklist (P.1-6)	<input checked="" type="checkbox"/>			The Reading Skills Checklist was drafted with reference to the Curriculum Guide which enabled a more accurate measurement of students' needs.
3. To generate students' reading skills profiles (P.1, 4)	<input checked="" type="checkbox"/> (P.1-6)			The reading skills profiles provided references for appropriate groupings.
4. To assess students' reading levels (P.2-6)	<input checked="" type="checkbox"/>			Students are regrouped based on their reading levels.
5. To level the English library books	<input checked="" type="checkbox"/>			Students were enabled to self-gauge and select books that they could understand and enjoy at leisure. Extra class library books were purchased and leveled which provide

				more variety and better cater students' reading ability.
6. To train students to effectively select and utilize the leveled English materials in the library (P.4)	√ (P.3-6)			Students could select books that match their own proficiency levels. They could understand the books more and they enjoyed reading more.
7. To purchase level-appropriate books (P.1, P.4, P.5)	√ (P.1-6)			Appropriate groupings were carried out with the use of the right-matched materials and a variety of centre activities. Teachers could target students' needs. Students' understanding, confidence and enjoyment in reading were enhanced. *Small group differentiated instruction was implemented in P.1-6. *Centre activities packets have been designed and were used by P.1-6.
8. To implement small group differentiated instruction (P.1, 4)	√ (P.1-6)			
9. To set up small group centre activities (P.1, 4)	√ (P.1-6)			
10. To emphasize on foundational English reading skills (P.1)	√			Different foundational English reading skills such as letter-sound relationships, word recognition, intonation, punctuation, phrasing and sight words were emphasized. Students were equipped to make sense of any level-appropriate materials.
11. To organize staff professional development courses	√			2 workshops on guided reading were organized: -12 Jan. 2011 by the school NET

				<p>-8 Jun. 2011 by NET AT (EDB)</p> <p>-86% of participating teachers strongly agreed or agreed that their understanding on guided reading had been increased.</p> <p>-100% of participating teachers strongly agreed or agreed that the knowledge and skills gained in the workshops were useful and applicable.</p> <p>-80% of participating teachers strongly agreed or agreed that with some practical experience, they would feel confident in applying what they have learnt in their lessons.</p>
12. To launch a Book Bag Scheme (P.1, 4)	√ (P.1-4)			Book Bag Scheme was carried out in P.1-4. Students read the assigned books with audio support. For P.5 and P.6, audio resources were developed for use in the listening centre.
13. To develop a system of audio copies of leveled books (P.1, 4, 5)	√ (P.1-6)			Multiple instances of exposure were provided. Good reading habit was formed, positive reading attitude was developed.
14. To provide e-reading materials for self-learning at home	√			Students were given more exposure in English learning by participating in the

				on-line reading programme sponsored by the school. Word retention was raised.
15. To rearrange English instruction schedule to make time for small group differentiated instruction (P.1, 4)	√			

## B Benefits Obtained

Evaluation Focus	Areas with improvement found	Grade level	Supporting evidence <sup>1</sup>	Have the effects of the measures met the school's expectation? (Please tick √)			If the effects of the measures have not/ partly achieved the expected outcomes, what further actions would the school take?
				Yes	Partly	No	
Building students' reading fluency	<ul style="list-style-type: none"> <li>• reading</li> <li>• speaking</li> <li>• motivation &amp; confidence</li> </ul>	P.1-6	<ul style="list-style-type: none"> <li>• With reference to the feedback from teachers on Small Group Differentiated Instruction,</li> </ul> <p>-88% of reading teachers strongly agreed or agreed that students enjoyed the small group activities.</p> <p>-88% of reading teachers agreed that</p>	√			

<sup>1</sup> Findings obtained from surveys/ questionnaires, analysis of students' work, observation of their daily performance and review of their performance in formal assessments etc.

Evaluation Focus	Areas with improvement found	Grade level	Supporting evidence <sup>1</sup>	Have the effects of the measures met the school's expectation? (Please tick √)			If the effects of the measures have not/ partly achieved the expected outcomes, what further actions would the school take?
				Yes	Partly	No	
		P.1-4	<p>students enjoyed the suggested reading materials.</p> <p>-88% of reading teachers strongly agreed or agreed that students' differences were catered.</p> <p>-100% of reading teachers strongly agreed or agreed that students' participation in reading was higher.</p> <p>• With reference to the feedback from students on Small Group Differentiated Instruction,</p> <p>-71% of students strongly agreed or agreed that they enjoyed the reading materials.</p>				

Evaluation Focus	Areas with improvement found	Grade level	Supporting evidence <sup>1</sup>	Have the effects of the measures met the school's expectation? (Please tick ✓)			If the effects of the measures have not/ partly achieved the expected outcomes, what further actions would the school take?
				Yes	Partly	No	
			<p>-77% of students strongly agreed or agreed that they enjoyed the activities.</p> <p>-68% of students strongly agreed or agreed that their confidence in reading has increased.</p> <p>-74% of students strongly agreed or agreed that they enjoy learning in small groups.</p>				
Nurturing students' interest and raising their confidence in reading beyond curricular framework	<ul style="list-style-type: none"> <li>• exposure to English</li> <li>• opportunities to speak and listen to English inside/ outside classroom</li> <li>• opportunities/ motivation for students to read in English</li> </ul>		<ul style="list-style-type: none"> <li>• With reference to the teachers' feedback on the Book Bag Scheme,</li> </ul> <p>-100% of participating teachers agreed that students enjoyed reading the Book Bag books.</p> <p>-100% of participating teachers agreed that</p>	✓			Positive reinforcement would be given to students to encourage them to read at home.

Evaluation Focus	Areas with improvement found	Grade level	Supporting evidence <sup>1</sup>	Have the effects of the measures met the school's expectation? (Please tick √)			If the effects of the measures have not/ partly achieved the expected outcomes, what further actions would the school take?
				Yes	Partly	No	
			<p>students read the Book Bag books at home (either by themselves / with parents / together).</p> <p>-50% of participating teachers agreed that Book Bag Programme helped develop students' reading habit.</p> <ul style="list-style-type: none"> <li>• Teachers observed that students benefitted more if they have the support from their family.</li> </ul>				
Others (if any)							

### **C Self-evaluation on the Implementation of the Measures**

1. What are the focuses of the enhancement measures? *(You may tick more than 1 option)*

- Enhancing teachers' professional development
- Refining or developing a school based English curriculum
  - Catering for learner diversity
  - Strengthening the learning and teaching of English for SEN/ NAC/ NCS students
  - Creating a rich English language environment

2. Please consider whether the following statement is true: *(Please explain if the rating is “1” or “2” )*

		Yes ← → No				
		5	4	3	2	1
1.	The measures are appropriate to achieve the school-based objectives	✓				
2.	The school-based English curriculum developed could cater for learner diversity (if applicable)	✓				
3.	All the English teachers have acquired the required strategies and pedagogies (if applicable)		✓			
4.	Curriculum leader(s) is/are developed (if applicable)		✓			
5.	The deliverables produced could further help the learning and teaching of English		✓			
6.	The overall implementation of the measures has built up the capacity of the school for raising students’ English proficiency		✓			

Explanation: \_\_\_\_\_

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