



PO LEUNG KUK SIU HON - SUM PRIMARY SCHOOL

# 保良局蕭漢森小學

## 學校周年計畫

2010-2011年度

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## 辦學宗旨

本校為保良局屬下小學，辦學宗旨以保良局辦學方針為依歸。

### 保良局辦學方針

- 1.1. 保良局是一個志願團體，以「保赤安良」為創立宗旨，發展至今，服務對象是廣大市民；在教育方面，也抱著同一方針，為莘莘學子提供優良的教育服務。
- 1.2. 本局所辦的各類型學校均為適應社會需要的非牟利學校，辦學方針和政策應以社會的利益為最大依歸。政策均配合時代的需要，使能對社會作出貢獻。
- 1.3. 本局以『愛、敬、勤、誠』為屬校之校訓，各校所提供的教育除了充實知識、訓練技能及鍛鍊體格外，我們更要培養學生優良的品格、高雅的情操及正確的人生觀，以達致『德、智、體、群、美』五育並重，同時要求學生實踐所學以回饋社會。
- 1.4. 保良局屬校校董會是沒有政治、宗教背景的辦學團體，贊成各種基本自由，所以在不影響教學秩序及不抵觸法律的大前提下，各種思想、見解、宗教都可在校內共同存在。
- 1.5. 本局是一個由華人發起的民間組織，關注社會及祖國事務，熱心發揚中國文化。各校均鼓勵學生關注及參與社會服務，培養對國家和民族的感情和責任感。此外，香港作為一個國際大都會，各校均鼓勵學生放眼世界，培養學生對事物採取客觀開放的態度。

# 保良局蕭漢森小學 學校周年計畫

2010-11 年度

## 關注事項

1. 提升學生參與課堂學習的主動性，以增加學習效能。
2. 培養學生對個人、學校及社會的責任感。

1. 關注事項：提升學生參與課堂學習的主動性，以增加學習效能。

目標	策略	成功準則	評估方法	時間表	負責人	所需資源
<ul style="list-style-type: none"> <li>教師能掌握及運用有效的教學策略，加強學生主動參與課堂活動。</li> </ul>	<ul style="list-style-type: none"> <li>探究有效的小班教學策略，中、英、數、學科於各級試行合作學習策略。</li> </ul>	<ul style="list-style-type: none"> <li>80%教師於課堂運用合作學習策略，組織課堂活動。</li> </ul>	<ul style="list-style-type: none"> <li>同儕觀課</li> <li>會議檢討</li> </ul>	<ul style="list-style-type: none"> <li>全學年</li> </ul>	<ul style="list-style-type: none"> <li>中、英、數、常科主席：邵玉葵主任、甄美容老師、郭嘉慧老師及林慧賢老師</li> <li>關偉基課程主任</li> </ul>	
	<ul style="list-style-type: none"> <li>透過教師共同備課，設計學生需要協作的活動及評估。</li> </ul>					
	<ul style="list-style-type: none"> <li>藉同儕重點式的觀課活動、填寫六個原則評核表及課後檢討，了解學生在課堂主動參與學習的情況。</li> </ul>					
	<ul style="list-style-type: none"> <li>數學科舉辦校本「合作學習教學策略」工作坊。</li> </ul>	<ul style="list-style-type: none"> <li>90%數學科教師參加有關工作坊。</li> <li>50%任教小班的數學科教師參加有關觀課及評課活動。</li> </ul>	<ul style="list-style-type: none"> <li>統計有關數據</li> </ul>		<ul style="list-style-type: none"> <li>數學科主席：郭嘉慧老師</li> </ul>	
	<ul style="list-style-type: none"> <li>任教小班的數學科科任須參與校本「合作學習教學策略」的觀課及評課活動。</li> </ul>					

	<ul style="list-style-type: none"> <li>一、二年級中、英、數、常科任須共同設計「合作學習」教學計畫，以「合作學習」教學策略，照顧個別差異，加強參與感。</li> </ul>	<ul style="list-style-type: none"> <li>完成設計「合作學習」教學計畫。</li> </ul>	<ul style="list-style-type: none"> <li>會議檢討</li> </ul>		<ul style="list-style-type: none"> <li>中、英、數、常科主席：邵玉葵主任、甄美容老師、郭嘉慧老師及林慧賢老師</li> </ul>
<ul style="list-style-type: none"> <li>提供機會讓學生發揮學習潛能，主動參與學習。</li> </ul>	<ul style="list-style-type: none"> <li>建立「人才庫」</li> </ul>	<ul style="list-style-type: none"> <li>70%參與資優課程的學生同意是項計劃可以發揮其潛能。</li> </ul>	<ul style="list-style-type: none"> <li>問卷調查</li> <li>會議檢討</li> </ul>	<ul style="list-style-type: none"> <li>全學年</li> </ul>	<ul style="list-style-type: none"> <li>范杏珍老師</li> <li>陳佩恩姑娘</li> </ul>
	<ul style="list-style-type: none"> <li>舉辦數學資優課程。</li> </ul>			<ul style="list-style-type: none"> <li>2010年1月至7月</li> </ul>	<ul style="list-style-type: none"> <li>數學科主席：郭嘉慧老師</li> </ul>
	<ul style="list-style-type: none"> <li>五、六年級進行境外專題研習，提升學生主動探究能力。</li> </ul>	<ul style="list-style-type: none"> <li>完成考察及匯報。</li> </ul>	<ul style="list-style-type: none"> <li>會議檢討</li> </ul>	<ul style="list-style-type: none"> <li>佛山交流：2010年12月</li> <li>澳門考察：2011年1月</li> </ul>	<ul style="list-style-type: none"> <li>何淑冰老師</li> </ul>
	<ul style="list-style-type: none"> <li>鼓勵學生參與全港及國際性學術比賽，使其潛能得以發揮。</li> </ul>	<ul style="list-style-type: none"> <li>60%四至六年級學生曾參加全港或國際性學術比賽。</li> </ul>	<ul style="list-style-type: none"> <li>統計參加人數</li> </ul>	<ul style="list-style-type: none"> <li>全學年</li> </ul>	<ul style="list-style-type: none"> <li>張潔儀副校長及各分科主席</li> </ul>

	<ul style="list-style-type: none"> <li>• 利用網上自學平台進行學習，鼓勵學生主動學習。</li> <li>• 中文科—看漢中文網</li> <li>• 英文科—i-learner, step-up on line assessment</li> <li>• 數學科—每日十題數學龍虎榜</li> <li>• 常識科—促進多元評估的科學學習網上平台</li> <li>• 普通話科—普普村</li> <li>• 體育科—學校網頁下載體育科資料及上網閱讀體育科知識</li> </ul>	<ul style="list-style-type: none"> <li>• 70%學生曾於網上平台主動學習。</li> </ul>	<ul style="list-style-type: none"> <li>• 統計有關數據</li> </ul>		<ul style="list-style-type: none"> <li>• 關偉基課程主任；中、英、數、常、普、體科主席：邵玉葵主任、甄美容老師、郭嘉慧老師、林慧賢老師、關惠文老師及鍾配華老師</li> </ul>	
	<ul style="list-style-type: none"> <li>• 發揮學習支援小組功能，採用不同的教學方式，加強輔導學生的學習，鞏固學生基本知識，減少學生學習上差異，提升學習動機。</li> </ul>	<ul style="list-style-type: none"> <li>• 學生學習動機比前提升。</li> </ul>	<ul style="list-style-type: none"> <li>• 觀察</li> <li>• 於加強輔導會議中檢討</li> </ul>		<ul style="list-style-type: none"> <li>• 鄧燦珠老師</li> </ul>	

	<ul style="list-style-type: none"> <li>● 五、六年級網誌寫作計畫</li> </ul>	<ul style="list-style-type: none"> <li>● 每名五、六年級學生寫作最少獲教師刊登於網上一次</li> </ul>	<ul style="list-style-type: none"> <li>● 統計有關數字</li> </ul>	<ul style="list-style-type: none"> <li>● 十月至六月</li> </ul>	<ul style="list-style-type: none"> <li>● 英文科主席：甄美容老師</li> <li>● 中文科主席：邵玉葵老師</li> </ul>	
	<ul style="list-style-type: none"> <li>● 推行提升小學英語水平計畫*</li> <li>● Net-Chat Scheme: 學生於小息及閱讀課時與外籍英語導師交談計畫</li> </ul>	<ul style="list-style-type: none"> <li>● 50%學生獲得交談計畫印花</li> </ul>	<ul style="list-style-type: none"> <li>● 統計有關數據</li> <li>● 會議檢討</li> </ul>	<ul style="list-style-type: none"> <li>● 全學年</li> </ul>	<ul style="list-style-type: none"> <li>● 英文科主席：甄美容老師</li> </ul>	*EDB English Enhancement Grant for Primary Schools \$292,800
	<ul style="list-style-type: none"> <li>● 進行多元化活動，引發學生閱讀興趣，主動借閱不同類別圖書以加強自學能力。</li> <li>● 推行英文圖書月</li> <li>● 增購英文故事書</li> </ul>	<ul style="list-style-type: none"> <li>● 學生全年借閱圖書量達 10 本或以上。</li> <li>● 50%學生於英文圖書月曾借閱英文圖書</li> </ul>	<ul style="list-style-type: none"> <li>● 統計全年借書量</li> <li>● 統計英文圖書借書量</li> </ul>	<ul style="list-style-type: none"> <li>● 英文圖書月—2010年10月及2011年3月</li> </ul>	<ul style="list-style-type: none"> <li>● 圖書館主任梁潔貞老師</li> <li>● 英文科主席：甄美容老師</li> </ul>	

\*附件：School-based Plan on the Use of the English Enhancement Grant for Primary Schools



2. 關注事項：培養學生對個人、學校及社會的責任感。

目標	策略	成功準則	評估方法	時間表	負責人	所需資源
<ul style="list-style-type: none"> <li>學生建立良好的品格/品德</li> <li>學生能夠自律守規</li> <li>學生儀容整潔</li> <li>學生待人有禮、說話溫文</li> </ul>	<ul style="list-style-type: none"> <li>簽署守秩序承諾書，培養學生承擔及反思精神。</li> <li>禮貌風紀選舉，加強風紀素質，豎立榜樣。</li> <li>推行【行得正、企得正】標語創作比賽。</li> <li>制定聲量三級制(大聲、中聲及輕聲)，締造和諧學習環境。</li> <li>全體老師協助隔週進行校服及儀容檢查</li> <li>張貼良好品德海報及標語，潛移默化學生守秩序意識。</li> <li>訂立「課室約章」-增強班中團隊精神，提昇學生責任感，建立自律守規風氣。</li> </ul>	<ul style="list-style-type: none"> <li>小息集隊龍虎榜 - 65%班級能達標</li> <li>違規學生數目不多於20%</li> <li>40%風紀獲得禮貌風紀獎狀</li> <li>教職員觀察到學生能多做到點頭、微笑、打招呼及輕聲說話</li> </ul>	<ul style="list-style-type: none"> <li>於訓輔會議中檢討學生表現</li> <li>統計集隊龍虎榜達標班級數目</li> <li>透過教職員觀察及教師記錄</li> <li>統計獲得禮貌風紀獎狀人數</li> <li>統計違規學生數目</li> </ul>	全學年	<ul style="list-style-type: none"> <li>關錦華主任、程小萍老師及鄧惠敏老師</li> </ul>	
	<ul style="list-style-type: none"> <li>推行校園積點獎勵計畫，鼓勵學生自律向上。</li> </ul>	<ul style="list-style-type: none"> <li>全年統計，80%學生能獲五個或以上積點。</li> </ul>	<ul style="list-style-type: none"> <li>統計學生獲積點次數</li> </ul>			
	<ul style="list-style-type: none"> <li>五年級學生參加紀律營。</li> </ul>	<ul style="list-style-type: none"> <li>學生自律及合作能力有所提升。</li> </ul>	<ul style="list-style-type: none"> <li>透過觀察及於會議中檢討</li> </ul>	<ul style="list-style-type: none"> <li>紀律營—2011年1月</li> </ul>	<ul style="list-style-type: none"> <li>關錦華主任</li> </ul>	

	<ul style="list-style-type: none"> <li>• 四至六年級推行「成長的天空」計畫，培養學生正確價值觀。</li> </ul>	<ul style="list-style-type: none"> <li>• 計劃能提升各年級同學的抗逆能力，並增加他們對學校的歸屬感。</li> </ul>	<ul style="list-style-type: none"> <li>• 透過觀察、問卷及交流會議、檢討成效。</li> </ul>	<ul style="list-style-type: none"> <li>• 全學年</li> </ul>	<ul style="list-style-type: none"> <li>• 陳佩恩姑娘</li> </ul>
	<ul style="list-style-type: none"> <li>• 在成長課程內加入自律、守規及負責任課題。</li> </ul>	<ul style="list-style-type: none"> <li>• 學生的自律、守規表現有所提升。</li> </ul>	<ul style="list-style-type: none"> <li>• 於輔導會議檢討</li> </ul>		
	<ul style="list-style-type: none"> <li>• 透過不同輔導小組，提升學生的服從、守規及與人合作的能力。</li> <li>• 一至三年級：透過武術訓練開設「情緒及行為偏差學童輔導」小組</li> <li>• 四至六年級：透過獅藝訓練開設「情緒及行為偏差學童輔導」小組</li> </ul>	<ul style="list-style-type: none"> <li>• 透過訓練，提升學生的服從、守規及與人合作的能力。</li> </ul>	<ul style="list-style-type: none"> <li>• 社工及老師觀察</li> </ul>		
<ul style="list-style-type: none"> <li>• 學生能愛己、愛人、愛學校、愛社會。</li> </ul>	<ul style="list-style-type: none"> <li>• 舉行班際秩序比賽及清潔比賽，提升學生對學校責任感。</li> </ul>	<ul style="list-style-type: none"> <li>• 70%班級於比賽中表現理想，取得達標分數。</li> </ul>	<ul style="list-style-type: none"> <li>• 統計比賽成績</li> </ul>	<ul style="list-style-type: none"> <li>• 清潔比賽—上學期</li> <li>• 秩序比賽—下學期</li> </ul>	<ul style="list-style-type: none"> <li>• 甄美容老師</li> </ul>

	<ul style="list-style-type: none"> <li>推行「好人好事表揚計畫」，表揚愛護學校行為。</li> </ul>	<ul style="list-style-type: none"> <li>活動能表揚學生校內的正向行為及培養學生的自律性及責任感。</li> </ul>	<ul style="list-style-type: none"> <li>透過評估會議、觀察、及晤談。</li> </ul>	<ul style="list-style-type: none"> <li>全學年</li> </ul>	<ul style="list-style-type: none"> <li>陳佩恩姑娘</li> </ul>	
	<ul style="list-style-type: none"> <li>設立「關愛小天使」義工隊，參與校內、校外不同之義務工作。</li> </ul>	<ul style="list-style-type: none"> <li>義工隊全年在學校服務次數達10次或以上，校外服務次數不少於兩次。</li> </ul>	<ul style="list-style-type: none"> <li>統計服務次數</li> </ul>			

# **PLK Siu Hon Sum Primary School**

## **School-based Plan on the Use of the English Enhancement Grant for Primary Schools**

## School-based Plan on the Use of the English Enhancement Grant for Primary Schools

Name of School : PLK Siu Hon Sum Primary School

### (I) Present state of play

There are 24 mixed-ability classes in our school. Pupils' English level is about the average. We tried collaborative learning in P4 and P1 in 2007 and 2008 respectively. Since it was effective and beneficial to pupils' learning, we carry it on in other year bands this year. In 2002, we started to implement PM Reading Scheme. It was first introduced in P4 only, and later extended to P5 & P6. Now it is even cascaded down to P2. Since pupils in our school are active and energetic, they can easily adapt themselves to new teaching activities. Also, most parents are supportive, which is beneficial to the implementation of the school-based curriculum development plan. For more detail information about the school's present state, please refer to Appendix 1.

### (II) A holistic school-based plan

As mentioned in the English Language Curriculum Guide, the subject target of English Language is for pupils to develop an ever-improving capability to use English to think and communicate; to acquire, develop and apply knowledge; to respond and give expression to experience. We try to plan and develop our school-based English curriculum according to pupils' needs, interests and abilities as well as to integrate the four skills in context and make use of the skills to complete meaningful tasks.

In 2009, our first major concern is to promote active classroom learning so as to increase pupils' learning effectiveness. The second one is to raise pupils' learning ability which includes language learning ability as well as self-learning ability. Under these concerns, we set some objectives:

1. teachers are able to manipulate effective teaching strategies
2. provide pupils with chances to develop their learning potentials
3. increase the retention of vocabulary items
4. increase the quantity of reading English books
5. improve the quality of reading English books
6. to improve pupils' writing skills

In this proposal, we will focus on PM Reading Scheme, which is one of the means to help pupils achieve the above objectives. PM reading scheme is a reading program brought from Australia. PM i.e. **Progress with Meaning** implies that pupils start reading books at their own level, then progress steadily with the help of teachers through story telling, shared reading and guided reading, and finally achieve independent reading.

PM reading scheme provides 30 different levels of fiction and non-fiction books for pupils, which purposefully cater for individual differences. Pupils will be assessed with the PM Benchmark Kit to know their reading ability before they join the scheme so that they can start reading at an appropriate level. Through this scheme, they are learning and progressing on their own pace. We arrange a double period sessions per week for 3 teachers to deliver the lesson together in the activity room, which provides a spacious and conducive environment for pupils to learn.

During PM Reading lessons, pupils are divided into smaller ability groups and have different range of activities such as phonics learning, individual reading with NET and pupil, reading in pairs or small groups, doing relevant task sheets, re-constructing text from PM books etc. Start from this year, in order to strengthen pupils' basic reading skill and strategies such as decoding, making predictions, summarizing and retelling, we have new arrangement in PM reading lessons for P2 and P3 pupils. (More detail information is written in Part III.) Since reading is vital in second language learning, equip pupils with these skills enable them to read with understanding, fluency, accuracy and enjoyment.

Since assessment is an integral part of the learning-teaching-assessment cycle, at the end of the school term, we conduct assessments for all pupils to collect and interpret information about pupils' learning as well as to evaluate their reading progress and achievements. Teachers listen to pupil read and record their performance by asking relevant and stimulating questions to find out whether they have understood the text. Each pupil will get an individual PM Benchmark Reading report, which shows ones latest reading level. Therefore, through the assessments, both the teachers and parents are able to understand pupils' strengths and weaknesses, and plan for further improvement.

Using this scheme, we try to develop a reading culture in school, which hopefully facilitate pupils to build up a good reading habit at an early stage of learning and lay a strong foundation for lifelong learning. This is the main objective of the PM reading scheme. We aim to

help bridge students over to effective independent reading in KS2 and even in secondary school.

**(III) Implementation details of the proposed measure(s)**

**Objective A : To provide more focused attention, guidance of reading techniques and strategies for students at KS1 (P2 – P3) in order to help bridge students over to effective independent reading in KS2.**

Proposed Measures	Benefits anticipated and how they can be sustained	Time scale	Success Criteria and Resources required	Methods of progress monitoring and evaluation
<p><b><u>Strategies for providing more focused attention and guidance for KS1 students:</u></b></p> <p>1) Hiring of NETs (part-time)</p> <p>2) Adopt story telling, reading aloud and shared reading to develop pupils' interests, skills and positive attitudes towards learning. (whole class teaching)</p>	<p>- Local English teachers benefit from the co-planning meetings with NETs who help facilitate the implementation of the reading scheme more effectively.</p> <p>- The program is a systemic approach to help pupils learn to read effectively.</p> <p>- It enables pupils to develop skills in listening for explicit and implicit meaning; listen to and take part in the story; work with narrative texts with teacher support</p>	<p>- 9/2010-8/2012</p> <p>- the first 3 weeks of Sep. 2010 /2011/2012</p>	<p>- Costing of hiring NETs</p> <p>- Big books and story books</p> <p>- 100% of the pupils take part in the activities, e.g. read aloud, predict the contents, role-play, games etc.</p>	<p>- Job reports by NETs</p> <p>- teachers' observation</p> <p>- pupils' performance</p>

<p>3) Divide pupils into four ability groups according to their reading levels. Each group consists of 7 / 8 students. There are four stations (one phonics station, 2 guided reading stations and a story listening station) in a PM reading class. In one PM reading session, groups spend a certain amount of time rotating among 3 stations. 3 teachers (2 NETs and one local English teacher) are in charge of the lesson with each one allocated to one station while pupils work on listening station on their own.</p> <p><u>Guided reading stations:</u></p> <ul style="list-style-type: none"> <li>- Draw pupils' attention to the book title, author's name and illustrations on the book cover.</li> <li>- Read aloud the story once using natural pace, pause, intonation and stress.</li> <li>- Read the book again and encourage pupils to make predictions about the content with different types of questions.</li> <li>- Distribute books to pupils and</li> </ul>	<p>and give expression to their imaginative ideas.</p> <ul style="list-style-type: none"> <li>- It enables pupils to read aloud with fluency and exposes them to a wide variety of books, and can involve pupils of all levels and abilities.</li> <li>- It provides opportunities for learning reading skills, including letter-sound relationships, i.e. phonics; and allows pupils to enjoy familiar patterns of language and to explore new ones.</li> <li>- It lets pupils learn and practice new strategies for making sense of a story; help them develop positive attitudes towards reading and motives pupils to read widely and frequently.</li> <li>- This scheme also expands pupils' vocabulary and improves their performance in reading which help reinforce life-long learning.</li> </ul>	<ul style="list-style-type: none"> <li>- the fourth week and onwards of 2010/2011 /2012</li> <li>- (the rotating cycle will be interrupted every 4 weeks by shared reading)</li> </ul>	<ul style="list-style-type: none"> <li>- 80% of the pupils in the group are able to answer the questions and join the follow up activities.</li> <li>- Pupils show confidence in reading and read accurately with appropriate stress and intonations.</li> <li>- 60% of the pupils are able to raise their reading level.</li> <li>- pupils are able to show the relationship between letter and sound; put sounds together.</li> <li>- pupils are able to read 60% of the words accurately in the story.</li> </ul>	<ul style="list-style-type: none"> <li>- teachers' observation feedback from pupils and their performances in worksheets.</li> <li>- teachers listen to individual students read.</li> <li>- (Benchmark Reading Kit) formal reading assessment conducted at the end of the term</li> <li>- informal assessment record sheet</li> </ul>
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<p>invite them to read part of the book silently.</p> <ul style="list-style-type: none"> <li>- Teacher discusses the use of words and structures in the text.</li> <li>- Use the same procedure to guide pupils to read through the whole book.</li> <li>- Make use of different activities, e.g. role-play, singing, games, worksheets etc. to help pupils internalize the language items encountered in the book.</li> </ul> <p><u>Phonics station:</u></p> <ul style="list-style-type: none"> <li>- use graphophonic strategies to help pupils associate spoken sounds with printed letter.</li> <li>- Pupils identify unfamiliar words by sounding out individual letters and letter combinations (letter sound), and looking a letter sequence and “chunks” within words (letter patterns).</li> </ul> <p><u>Listening station:</u></p> <ul style="list-style-type: none"> <li>- The group leader distributes the headsets to the members and monitor group listening. Pupils listen to the story on their own.</li> </ul>			<ul style="list-style-type: none"> <li>- pupils enjoy listening to the story</li> </ul>	<ul style="list-style-type: none"> <li>- pupils participate in the activity patiently and quietly</li> </ul>
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**Objective B: To help pupils read storybooks independently by using a range of reading skills and strategies in KS2**

<b>Proposed Measures</b>	<b>Benefits anticipated and how they can be sustained</b>	<b>Time scale</b>	<b>Success Criteria and Resources required</b>	<b>Methods of progress monitoring and evaluation</b>
<p><b><u>Improve the teaching of reading</u></b>            1. Invite the Advisory Teacher of EDB to run reading workshops to teachers on how to do explicit teaching of reading skills and strategies</p>	<p>- After teachers are trained and mentored to adopt the reading scheme, they can work independently in the future. Teachers are equipped with the skills and empowered to develop the reading scheme.</p>	-Aug 2010 – Jul 2012	- 80% of the teacher participants finding the reading workshops useful	-Post-workshop teacher survey on the effectiveness of the reading workshops
<p><b><u>Implement the school-based reading program: PM Reading Scheme</u></b>            1. Identify pupils’ appropriate reading level in the coming year</p>		-May-Jun 2010/2011/ 2012	-Pupils show understanding of the text	-the Benchmark Reading Kit
<p>2. Revise / learn the reading strategy through the graphophonic skill (e.g. phonics, blending, decoding, segmenting and word families)</p> <p>3. Introduce / review different text types (e.g. menus,</p>		-Sep-Nov 2010/2011/ 2012-	-Pupils associate spoken sounds with printed letters and read with intonation	-Pupils successfully complete the Phonics booklets
		-Dec-Jun. 2010/2011/	-Pupils recognise the format and language	-Pupils successfully complete the Text

<p>journals, letters, reports etc)</p> <p>4. Revise / learn the semantic reading strategy through silent independent reading, read to a partner, a teacher and read in a small group</p> <p>5. Revise / learn the syntactic reading strategy through doing relevant tasksheets</p> <p>6. Group reading          -Pupils are divided into 3 groups according to their reading ability (levels 1-9, 10-24, 25-30)          -While pupils are doing their independent reading, one NET takes 6 pupils of one group to do group reading once a week</p> <p>7. Leveling up pupils' reading levels</p>		<p>2012</p> <p>- Sep/2010 – Aug/2012</p>	<p>features of a variety of text type</p> <p>-Pupils read for meaning and identify unfamiliar words by using pictorial clues, contextual clues and prior knowledge</p> <p>-Pupils study sentence structures and identify unfamiliar words by grammar, prefixes, suffixes, verb endings and plurals</p> <p>- 80% of pupils read more than 20 English story books a year under the PM Reading Scheme</p> <p>- Pupils understand the common text through the lower and higher order thinking questions asked by NET</p>	<p>type booklets</p> <p>- Teachers observations of pupils reading</p> <p>-Running record sheets (Teachers ask questions, record errors in pronunciation and identify their problems)</p> <p>-Tasksheets (Teachers go around and mark them in class)</p> <p>-A class list (Teachers mark down who have been doing group reading)</p> <p>-Pupils fill in their tick-sheets to show what they do on that day</p>
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		<ul style="list-style-type: none"> <li>- Jan 2011/2012</li> <li>- May-June 2011/2012</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils show satisfactory result on the running record sheets</li> <li>- Each pupil is being tested through Benchmark Reading Kit</li> <li>- 60% of the pupils are able to raise their reading level</li> </ul>	<ul style="list-style-type: none"> <li>-Record of running record sheets</li> <li>-Teachers observations</li> <li>- Each pupil gets an individual PM Benchmark Reading Report</li> </ul>
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**(IV) Targets to be attained**

A. To provide more focused attention, guidance of reading techniques and strategies for students at KS1 (P2 – P3) in order to help bridge students over to effective independent reading in KS2.

B: To help pupils read storybooks independently by using a range of reading skills and strategies in KS2

**(V) Budget**

Measures / Activities to be funded by the Scheme	Estimated cost
(1) Purchase varied level of English storybooks to suit pupils of different abilities <ul style="list-style-type: none"> <li>- the reading level of pupils is not guaranteed to be consistent every year, thus the books purchased in previous years may not be usable and new books must be purchased to match the abilities of the groups.</li> <li>- In both P2 &amp; P3, there are 3 groups joining the guided reading stations every week, therefore 3 different sets of storybooks (approximately 24 books) are needed. For a whole school year, there</li> </ul>	



## Appendix 1

### PLK Siu Hon Sum Primary School PM Reading Scheme (2010-2011) Need Analysis

<b>Strength</b>	<ul style="list-style-type: none"> <li>- peer observations let teachers learn from one another through constructive comments, which help improve one's own teaching.</li> <li>- monthly co-planning meeting give teachers chances to discuss teaching strategies, share teaching insights as well as solve problems together</li> <li>- 4 NETs in the English panel successfully help achieve the English development targets</li> <li>- provide English activities eg. NET-chat scheme, story time, book report competition, speech festival etc. to encourage pupils to practice the use of 4 skills.</li> <li>- small class teaching is conducive to collaborative learning and to cater for individual differences</li> <li>- parents are supportive</li> </ul>	<b>Keep</b>	<ul style="list-style-type: none"> <li>- continue peer observations which enable effective teaching and learning</li> <li>- the use of vocabulary book to increase the retention of vocabulary items</li> <li>- make use of assessment data (e.g. TSA) to improve teaching &amp; learning</li> <li>- encourage pupils to borrow English books in a particular month through library activities</li> <li>- blogging award scheme in P5 &amp; P6 to improve pupils' writing skills</li> </ul>
<b>Weakness</b>	<ul style="list-style-type: none"> <li>- students' reading and writing ability is weak</li> <li>- some students' learning motivation is low</li> <li>- there's a wide range of learner diversity (eg. SEN) in P3 and P5</li> <li>- heavy workload hinder English teachers to</li> </ul>	<b>Improve</b>	<ul style="list-style-type: none"> <li>- to encourage pupils to read more English story books during "reading time" in the morning</li> <li>- to run more remedial classes in P3 &amp; P5 and transfer special cases to professional workers</li> <li>- arrange time for teachers to attend seminars or</li> </ul>

	develop the leadership skills from attending relevant seminars or workshops		workshops about English language teaching and leadership skills
<b>Opportunity</b>	- support from the Advisory teacher of EDB NET section to help develop English curriculum plan and the implementation of PM reading scheme	<b>Stop</b>	- doing too many book reports which discourage pupils' interest to read - the excessive use of dictation and mechanical drilling exercises
<b>Threat</b>	- not enough English teachers	<b>Start</b>	- buddy reading scheme to increase the confidence and reading skills of pupils in P5 & P6; and to arouse pupils' reading interest in lower classes - to equip English teachers with guided reading techniques through relevant workshops