Quality Education Fund
Application with Grant Sought Not Exceeding $150,000
Application Form --- Part II: Project Proposal

Project Title	Project Number
Magic Chunking Bee	2013/0767 (Revised)

Basic Information

Name of School / Organisation / Individual

Shak Chung Shan Memorial Catholic Primary School

Beneficiaries

    (a)   Sector: ☑ Primary
    (b)   Students: 450 and P.1-3
    (c)   Teachers: 19
    (d)   Parents: 900

Proposal

(I)   Project Needs

    (a)   Please state the aims of the project in clear and concise terms.

    Pronunciation is a crucial part of learning English as a Second Language, yet it is one of the most challenging aspects of English learning for students and teachers. The project aims at enhancing students' English competency, literacy and self-learning skills by providing them with various phonics learning and teaching activities.

    (b) (i)   What are the areas of the needs and priorities of the school?

       ☑ Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development

      (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).

       ☑ School development plan: The proposed project is aligned with the 3-year school development plan which focuses on scaffolding students' self-learning ability.

       ☑ Survey findings: Phonics is an important part of helping students learn to read independently and also to promote literacy. When learning to read, a student can become easily frustrated, which can lead to a future hostility towards reading that can last for years. Being teachers, we would like to help students to learn and love to read; one successful way to do this is by teaching phonics and learning phonics.

☑ Literature review summary: The early ability to sound out words successfully is a strong predictor of future growth in decoding (Lundberg, 1984) and comprehension (Lesgold and Resnick, 1982). Weak decoding skills are characteristic of poor readers (Carnine, Carnine and Gertsen, 1984)

☑ Assessments on students' performance: A mini tryout phonics teaching has been conducted. It was found that students' speaking and reading skills improved. They are willing to chunk and spell unfamiliar words.

☑ Relevant experiences: School Native English Teacher (NET), Miss Hester and English ELTA, Miss Teresa. They are the experts in teaching phonics. With their professional experiences, a well-organised phonics teaching programme and school-based learning materials can be well-developed.

(c)   Please elaborate the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices of the school.

A systemic and interactive phonics app will be developed by a professional programmer and two native English-speaking teachers. They are planning to design a school-based Shak Chung Shan Phonics app (SCS phonics) app for teaching and learning. It makes the learning and teaching activities more interactive and engaging and will be integrated for use within the English lessons as well as by the students for independent learning. It further enhances students self-learning skills and leads to independent reading.

SCS Phonics App is an application for Tablets with IOS.

This App Includes:

● Visual and audio demonstrations on producing phonics sounds for students to follow and to reproduce the sounds independently.

● An interactive learning method for students to learn to recognize letters and their phonic sound and to enable students to learn and use their knowledge of letter-sound correspondences through the use of the app.

● Engaging exercises and games to teach students the different sounds (including beginning and ending consonant sounds, word families, long and short vowels, frequent letter combinations, digraphs, etc.) and how to blend or "chunk" these components together so that they can read and write different words.

● Tiered challenges using unfamiliar words to scaffold students' to encode and decode sounds and to improve reading and spelling skills as well as to nurture self-learning habits.

● Students learn how to use the app during the lessons and they can practise it again and again at home.

(II) **Project Feasibility**

    (a)   Please describe the design of the project, including:

        (i) Approach/Design/Activity

The project adopts the learning by doing approach. Teachers will teach the consonants, blends and digraphs to the students and students use the chunking books, SCS phonics app and phonics fan, phonics dices to chunk the unfamiliar words. It helps them to scaffold and build up the students' chunking skills. Beginning consonants and ending consonants will be introduced to P.1 students through the various activities. P.2 students will learn about the consonant blends such as s blends sm, sw, sp, st, sn, etc. For P.3 students, the consonant digraphs and whispered digraphs will be taught.

- **The connection of the proposed phonics lessons with the General English Programme and Reading Workshops**

The phonics lessons will be integrated with the daily General English Program and used to complement the lessons in the classrooms through vocabulary learning, text-type readings, spelling and writing. Two native teachers will design the school-based teaching and learning materials for key stage one and key stage two students. The native teachers will also be the instructors of professional development workshops on phonics skills and the related teaching strategies and how it is related to reading, writing, and speaking.

- **The pedagogical applications or strategies towards the development of self-learning skill among Key Stage 1(KS 1) students**

Phonics is essential content for learning and is a gateway to literacy. With the aid of the app, students will learn phonics systematically through their school years from Primary 1 to 6. With the development of the app, the phonics curriculum will be formalized so that there is an alignment of objectives between KS1 and KS2.

For English learners, phonics provides a strategy to decode unfamiliar words in texts and phonics has a profound impact on children's ability to read. Research has shown that systematic phonics instructions produced superior performance in reading and when integrated into the General English Curriculum, it is a tool for promoting literacy. The app will also provide ample opportunities for students to use and apply the phonic knowledge and skills in the classroom and at home.

It is not enough just to identify and segment sounds, but students need to be taught how to blend (or "chunk") to develop into confident readers. In each chapter, students will learn an initial consonant (e.g. 's') together with an action to promote kinesthetic learning as support to the visuals of the app. Word families are also introduced starting with CVC (consonant-vowel-consonant) blends and progressing into other digraphs and clusters at higher levels (e.g. s-ip, sip). Students use the 'chunking' skill to blend the sounds. Differentiation to cater for learner diversity can also be incorporated by thinking about words with similar sounds, the position of the letters and the effect it has on the letter-sound correspondence. Students are scaffold through the levels as they gain more phonics foundation and progress to more difficult unfamiliar words.

Additional teaching resources such as phonics dice, phonics fan, chunking books and phonics wheels can also be constructed and used as supplements, as well as to cater for different learning styles and to provide a fun method for students to link their learning from the app.

Once the 'SCS phonics app' is ready, the programmer will hold a workshop for the teachers and parents in order to show them how to use the functions in the app.

The ownership of the 'SCS phonics app' will belong to Quality Education Fund and Shak Chung Shan Memorial Catholic Primary School. At the completion of the project, we are willing to share the project and app to interested schools.

(ii) <u>Key Implementation Details</u>
      Project period: June 2015 to May 2016

Month / Year	Content / Activity / Event	Target Beneficiary/ Participants
June 2015	Design of the SCS phonics app and other learning and teaching materials (e.g. phonics fan, phonics dice, chunking books, etc.)	1 computer programmer 2 Native English Teachers
	Organisation of the teachers workshop on the usage of the app	19 English Teachers
June 2015 - August 2015	Development of the learning and teaching contents for P.1-P.3 students. P.1 students – beginning and ending consonants P.2 students – consonants blends P.3 students – consonant digraphs and whispered digraphs	15 English Teachers 2 Native English Teachers
September 2015	Organisation of a parents talk on the basic knowledge of using the app and school-based phonics curriculum	450 parents
September 2015 - March 2016	Implementation Students will have one phonics lesson per cycle. In the lessons, they will learn about a) consonant sounds b) word families c) high frequency words (HFW) d) chunking skills e) challenge stations	450 students 15 English Teachers
April 2016	Evaluation of the project Chunking Bee competition - Students will take part in the competition, they will try to chunk unfamiliar words. The class that can chunk the most unfamiliar words will be the champion.	450 students 15 English Teachers
May 2016	Modification of the curriculum Sharing of the project to all the Primary School teachers	19 English Teachers English Panels

(b) Please explain the extent of teachers' and/or principal's involvement and their roles in the project.

    (i) Number of teachers' involved and degree of input (time, types, etc.):
       All English teachers will participate in the project. The Native English Teacher and the ELTA will be the leaders of this project. 15 P.1 – P.3 teachers will teach the phonics program. The rest of the teachers will participate in the project by attending the talk and workshops, and assist in adapting, designing as well as conducting the learning activities. Teachers will also join the team preparation and lesson observations.

(ii) Roles of teachers in the project:

☑ Leader   ☑ Developer

3. Please provide the budget of the project and justify the major items involved.

Grant Sought: HK$117,200

Budget item	Expenditure Detail		Justification
	Item	Amount ($)	
Service	Programing of the SCS phonics app	$39,600	SCS Phonics App makes the learning and teaching activities more interactive and engaging and will be integrated for use within the English lessons as well as by the students for independent learning. It further enhances students self-learning skills and leads to independent reading. Students learn how to use the app during the lessons and they can practise it again and again at home.
	Teacher workshop (Around $700/hr) x 1.5hrs	$900	Workshop about the SCS Phonics App will be held for the all English teachers.
	Parent workshop (Around $600/hr) x 1.5hrs	$900	Workshop about the SCS Phonics App will be held for the parents on Parents Day. Parents will know more about how to use the app in order to help their kids learning.
Equipment	Tablet PC 18 pcs for students 1 for teachers $3700X19	$70,300	18 pcs of tablet PCs for students, 2 students share 1 tablet PC, Project leader will set the timetable for the lessons. The SCS Phonics App provides engaging exercises and games to teach students the different sounds (including beginning and ending consonant sounds, word families, long and short vowels, frequent letter combinations, digraphs, etc.) and how to blend or "chunk" these components together so that they can read and write different words.
General expenses	a. Audit fee	$5,000	For auditing the project.
	b. Sharing (Seminar about how to integrate the app into English teaching will be held.)	$500	In the seminar, rationale, pros and cons of the project will be shared. Also, teaching experience will also be shared. All primary school English teachers are welcome.
Total Grant Sought ($):		**$117,200**	

Assets Usage Plan

Category	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
Computer hardware	Tablet PCs	19	$70,300	For use by school.
Computer software	SCS Phonics App	1	$39,600	For use by school. Students can also download the app at home.

(III) Expected Project Outcomes

(i) Please describe how to evaluate the effectiveness of the project;

☑ Observation: To observe whether students can chunk the unfamiliar words confidently in the learning activities and their responses during the learning process.

☑ Focused group interviews: Teachers and parents will be interviewed to collect their feedback on the implementation and the impact of the project. For example, teachers and parents will be asked whether the students are actively chunking the unfamiliar words and whether the students have improved their English speaking and reading skills.

☑ Pre- and post-activity surveys: Questionnaires will be given to teachers and parents regarding the students' English speaking and reading skills.

☑ Performance change of students in assessment: The performance of the students' oral exam should be improved.

and (ii) Please state the project deliverables or outcomes.

☑ Others: -   SCS phonics app*
-       Around 10 phonics worksheets can also be shared.

*The ownership of the 'SCS phonics app', including the copyright, will vest in the QEF so that it can be disseminated to all schools.

(IV) Report Submission Schedule

My school commit(s) to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Final Report 1/6/2015 - 31/5/2016	31/8/2016	Final Financial Report 1/6/2015 - 31/5/2016	31/8/2016