

Project Title	Junior School Reading Programme	Project Number: 2016/0319 (revised)
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Basic Information

School name Hong Kong Red Swastika Tai Po Secondary School
Beneficiaries (a) junior school secondary students (180) (b) 7 teachers

Proposal

(i) Project needs

(a) The aims of the Junior School Reading Programme

- to cater for learner diversity by providing graded reading materials (books, reading cards and e-books) that are suitable for the very varied needs of our students
- to cater for learner diversity by providing learning activities that are suitable for the various needs of our students
- to improve language learning, thinking and reading skills by extended reading, guided reading and related activities
- to motivate and inspire students by developing confidence and competence
- to develop lifelong language proficiency and reading habits/skills
- to encourage positive learning behaviour by developing independent learning and self-reflection

(b) (i) The areas of the needs and priorities of the school

- Enhance learning and teaching

(ii) Background information

School development plan

- The major concern of the school is to cater for learner diversity. Our school has a very diverse intake. There is a high percentage of special needs students (over 60%) but at the same time we have some gifted students. Our vision is to provide inclusive education for the diverse needs of all our students. We also encourage autonomous learning practices throughout the school.
- The English panel embraces the school policy to cater for learner diversity by tailoring the curriculum to meet the varied needs of the students. A good example of this is our current junior school reading programme in which every student has an individual learning path.
- Another school concern for 2016-2019 is the incorporation of IT to cater for learner diversity and maximise multi-sensory and self-access learning. Therefore, additional tablets and specific apps would be needed for the wide range of students especially those with dyslexia.
- As our class sizes for the Junior School range from 17 to 23 and the structure of each Reading Class involves a minimum of three parallel groups (eg. 7,7,8) working on their own tasks at the same time, with one group doing guided reading with the teacher, and the other two groups working on e-readers, sight words and phonics games, and mini projects, we seriously need at least fifteen more tablets to achieve such lesson flow.
- It is our school policy that each Junior class is given both a Reading class and a listening lesson once a week. In our listening classes, each student is given an *tablet* to work on different listening tasks at their own pace. Therefore, the sixty *tablets* purchased through the fundings offered by IT in Education would need to serve the whole school for other subjects as well as the English listening lessons. As a result, at least fifteen additional *tablets* are needed to make the Reading Programme feasible.

Literature review summary

- Extensive reading plays an important part in encouraging language acquisition. (Krashen, Terrell, Tracy 1983)
- Language acquisition occurs only when students receive comprehensible input. Reading programmes need to be tailored to cater for learner diversity. (Warwick and Ely 2014)
- Regular extensive reading is an effective way of developing students' confidence and competence in a second language. Extensive reading programmes were more effective than other traditional classroom activities like worksheets, grammar exercises. (Cho and Krashen 1994)
- Reading programmes work best when they are integrated into the general English classroom and integrated into the curriculum.. Extensive reading promotes learner confidence and encourages positive learning behaviours. (Day and Bamford 1998)
- Extensive reading programmes improve reading skills and lead to successful language acquisition. Students demonstrate substantial and obvious growth in vocabulary and knowledge of grammar.(Mason and Kashen 1997)
- Extensive reading programmes are most effective when teachers support them with open ended reflective exercises. (Day and Bamford 1998)

Assessment of student's performance

Our school conducted an action research pilot programme in 2012. The pilot study was highly successful. We have used it as a basis for our junior school reading programme.

Relevant experience

Our current junior school programme began in 2013 and has been showcased by the NET section and has been taken up and adapted by other schools. It has proved very effective and employs an action research model. We have tracked student performance carefully and the results have been very positive. Reading levels have improved significantly. In addition there have been corresponding increases in language proficiency, learner confidence and motivation levels.

Current junior school reading programme

Currently we run a reading programme for all junior school students.

- Students are given reading lessons in addition to their normal general English lesson. On average students have 1.5 lessons (80 minutes) of reading lessons per week for half the school year.
- The Net teacher has an exclusive role in planning and teaching the junior school reading programme.
- We currently subscribe to a commercial e-reader programme for every student
- Students work in small groups or individually
- Individual assessments and learning programmes are in place for each student. Lessons are highly student centred.
- Students read independently for 15 minutes each lesson. The teacher checks and monitors progress.
- Students take part in a guided reading session for 20 minutes. Students are engaged in: pre-reading, while reading and post reading activities
- Post reading activities are supplied at the appropriate level for every student
- Phonics awareness is developed through a variety of techniques and materials

(c) How the programme will enhance, adapt, complement and supplement the existing practices that will facilitate the development of the school

Proposed junior school reading programme

- We plan to incorporate the junior school reading programme into the general English classes in the academic year 2017-2018. Students will have one lesson per week (55 minutes) for the whole year.

- In the reading lesson the class will be streamed according to ability. Two teachers will be allocated to the class for the reading lesson. In most cases, the general English teacher will take half the class and the Net teacher will take the other half of the class.
- We will continue the current practices of the junior school reading programme. However we will fine tune the programme to enable integration into the mainstream curriculum.
- The reading programme will play a central role in promoting language development as well as developing reading skills. The reading programme will also be instrumental in developing motivational levels, independent learning and student confidence.

(ii) Project feasibility

(a) Project design

(i) General design

- We will refine and amend our current programme so that it can be a major impetus for boosting student learning and developing confidence. The reading programme will continue to allow for learner diversity and promote autonomous learning routines.
- Incorporating the reading lessons in the mainstream curriculum will allow teachers to employ a range of re-enforcement, remedial and extension activities that cater for learner diversity.
- Students' language and reading levels will be assessed and they will be divided onto three groups. Materials and activities will be chosen to suit the needs of students in each group.
- All materials will be graded according to the level of difficulty

Student grouping and materials

Language levels and reading level	Books, texts and e-readers.	Other material to support learning
<u>Group A</u> <ul style="list-style-type: none"> • Intermediate learners • _____ Sight Words level (grade 2 and 3) • _____ reading levels 15+ • Eper reading level G and above 	<ul style="list-style-type: none"> • reading cards • graded readers(all books will be graded according to the system) 	<ul style="list-style-type: none"> • activities designed to encourage reflection • Log books • <i>Tablet</i> to assist with pre-reading and post reading activities • <i>Tablet</i> to use as an e-dictionary when they are reading independently
<u>Group B</u> <ul style="list-style-type: none"> • Beginners with some English • _____ Sight Words level (primer and grade 1) • _____ reading levels 5-14 	<ul style="list-style-type: none"> • _____ graded e-readers (<i>tablet</i>) • _____ graded primary readers • reading cards • _____ high frequency words accessed through ipads. • graded readers 	<ul style="list-style-type: none"> • flash cards • bingo games • worksheets, word searches, crosswords • magnetic white boards • phonic apps (<i>tablet</i>) • activities designed to encourage reflection • Log books
<u>Group C</u> <ul style="list-style-type: none"> • Beginners with little or no English • _____ Sight Words level (pre-primer and below) 	<ul style="list-style-type: none"> • _____ graded e-readers(iPad) • _____ graded primary readers • reading cards 	<ul style="list-style-type: none"> • flash cards • bingo games • worksheets, word searches, crosswords • magnetic white boards • phonic apps (<i>tablet</i>)

<ul style="list-style-type: none"> • : reading levels 1-4 	<ul style="list-style-type: none"> • : high frequency words accessed through ipads.
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(ii) Activities

The reading programme will develop language competence and reading skills by following routines that have been developed in our current reading programme. It will consist of three main parts:

- a) extensive reading
- b) guided group reading (pre-reading, while reading and post reading activities)
- c) extension activities (re-enforcement, remedial and extension activities)

a) Extensive reading

- All students will engage in individual silent reading for at least 20 minutes per week. The reading materials will be graded so that there is comprehensible input for every student. Beginner readers will use a commercial e-reading (Reading A to Z -) that they will access through tablet.
- In addition to the silent reading time, students will be allocated time to engage in reinforcement and extension work. The nature and scope of the reinforcement work will be dependent on the reading and language level of the students. As students gain reading proficiency they will be assigned more extension activities and homework.
- In order to allow more effective self-access learning, additional readers have to be purchased to cater for the huge diverse needs of our students. This includes both higher and lower level readers to cover students' abilities that fall onto the two extreme ends.
- As this programme highly relies on students' self access learning, individual accesses to tablets will maximise effective learning when students are working on their own pace. With the use of the tablets, students can work on different levels of e-readers, listen and read to learn sight words, play phonics games, check dictionary for difficult words, and other assigned games and activities at their own pace.

b) Guided group reading

Students will read in groups for at least 15 minutes every week. The group reading will consist of three parts.

- Pre-reading Students look, think and talk about their knowledge of the theme/ topic of the story.
- While reading Students will read aloud together. They will deal with problem words by using four simple phonic approaches.
- Post reading Students will engage in a variety of activities to encourage language learning and critical thinking.

c) Extension activities

Teachers will choose the scope and nature of the extension activities according to the needs of the students. Many of these activities have already been prepared and used in our current reading programme. They will be fine-tuned and developed to suit the new project. The activities will fall into three main types according to their purpose (re-enforcement, remedial and extension).

- Facilities that allow flexible grouping and private reading corners have to be built to promote different kinds of group and individual activities that take place at the same time.
- Last year, the Reading Programme was a standalone programme that shared classes with the Home Economic periods. However, in this year, the Reading Programme will be incorporated into the normal English classes and syllabii. Therefore, teaching materials of the Reading Programme have to be highly linked to each unit in the normal scheme of work. As a result, new activity materials have to be redeveloped to fit the themes and target vocabulary in the schemes of work to maximise the learning outcomes. These activities include card games, phonics and sight words games (with vocabulary sorted out), reading and speaking games and mini dramas.

→ Themes covered in the Junior School

	Form 1	Form 2	Form 3
Term 1	My Life/ My Day	Go Green/ Getting Away/ Time Out	Sports/ Transport
Term 2	Urban Life/ Keep Fit/ Eat Well	The Greats/ Your Style/ Your Goals	Family Matters/ Working Life/ Meeting Up
Term 3	My Time/ Weird Science	Stay Well/ Cool Tech	Living Space/ Getting Help

→ Allotment of periods every week

S.1 - S.3	Periods/ week
Reading (textbook)	1
Writing / Grammar	2
Listening*/ Dictation	1
Extensive Reading Programme/ Speaking	1
Total	5

Therefore, new teaching materials of the Reading Programme have to be developed to go with the above themes in each term for each Form.

(iii) Assessment

- Assessment is at the heart of this programme because it enables us to cater for learner diversity. All students are tested at the beginning and end of the course. In addition there will be ongoing assessment throughout the year.
- Assessment methods: i Tests / Sight Word Tests/i Reading Tests/on-going assessment of student performance.
(As each Test requires at least fifteen minutes, parallel tests have to be done at the same time. Therefore, an additional test package would need to be purchased in the coming year to allow more efficient tests and accommodate the greater number of students.)
- We also encourage self and peer assessment. Students have to self and peer assess regularly. In addition Groups A and B students will keep a log book where they record their reading and engage in reflection and assessment activities.
- In addition we will conduct a student survey mid-year and end of year to get further feedback.

(ii) Key implementation details

Project period September 2017- July 2018

Date	Activity/event
August - September 2017	Professional development <ul style="list-style-type: none"> • NET gives teachers a self-access learning package on key features of the programme to prepare for workshop • NET conducts workshop Teachers workshop on the reading programme Student testing <ul style="list-style-type: none"> • All new students are tested to assess their reading levels. • Teachers check the reading levels of students who are returning to the scheme Class organisation <ul style="list-style-type: none"> • Classes are split into two according to the results of the test.
October 2017	Teaching and learning <ul style="list-style-type: none"> • Reading classes begin Professional development

	<ul style="list-style-type: none"> • NET teacher conducts class observations • Meeting to discuss implementation of the scheme
November 2017	<p>Teaching and learning</p> <ul style="list-style-type: none"> • Reading classes continue • Teachers keep individualised records of teaching progress <p>Professional development</p> <ul style="list-style-type: none"> • NET teacher conducts class observations • Meeting to discuss implementation of the scheme • Meeting to share student work and teacher's experience
December 2017 to June 2018	<p>Teaching and learning</p> <ul style="list-style-type: none"> • Reading classes continue • Teachers keep individualised records of teaching progress <p>Professional development</p> <ul style="list-style-type: none"> • NET teacher conducts class observations • Meeting to discuss implementation of the scheme <p>Student surveys</p> <ul style="list-style-type: none"> • June and June surveys to get student feedback
July 2018	<p>Professional development</p> <ul style="list-style-type: none"> • Meeting to discuss implementation of the scheme • Refinements are planned for the teaching year 2018-2019

(b) Teacher involvement

Co-ordinator

The English panel chair, _____, will oversee the project.

The Vice principal, _____ will also help to oversee and manage the project.

Leader and developer

The NET teacher will teach classes and act as project co-ordinator. The NET will be responsible for managing the resources, and designing the learning and teaching materials. The NET will also act as a mentor to the local teachers and be responsible for checking quality through lesson observations and a professional development programme.

General English teachers

The general English teachers of all junior school classes will be involved (5 teachers). They will learn how to use and adapt the routines that have been developed in the current reading programme.

Professional Development Calendar

Time	Details
23 August 2017	An introductory workshop will be conducted by the NET, the person-in-charge of the programme, to train teachers new to the programme about the aims and targets of the programme, use of materials and teaching strategies.
September 2017	NET and subject teachers will conduct diagnostic tests, work out tailor made programme plans and teaching materials together.
October 2017	NET and subject teachers co-teach students together with the incorporation of the developed programme plans and teaching materials
November 2017 to March 2018	NET and subject teachers will lead their own groups and evaluate the lessons during the weekly team planning session. Lesson observations by the NET to monitor the implementation of the programme.
March 2018 to June 2018	Lesson observations to be done among all subject teachers.

	Sharing and evaluations will be done through meetings. Post tests to be done by NET and subject teachers for students.
June 2018 to August 2018	Thorough evaluation of the programme and revision of the teaching materials

(c) **The budget** grant sought \$129,400

Budget item	Expenditure detail		Justification
	Item	Amount	
1) Staff			
ii) Service			
iii) Equipment and materials	Two bar code readers	\$4,000	<ul style="list-style-type: none"> allow books to be checked out from the reading room and the library so that they can be read at home
	Graded readers	\$50,000	<ul style="list-style-type: none"> provide reading material at the appropriate level for guided reading provide graded readers for students for sustained silent reading
	Reading test	\$2,400	<ul style="list-style-type: none"> test reading levels
	15 <i>tablets</i>	\$60,000	<ul style="list-style-type: none"> allow group A and B students to use the commercial e-readers programme allow group A and B students to use the phonic apps allow group A and B students to access the Dolch sight word programme that has been developed by the school allow group A, B and C students to use the e-dictionaries assist with some of the post and pre-reading activities

Budget item	Expenditure detail		Justification
	Item	Amount	
iii) Equipment + materials	phonic and language apps	\$2,000	<ul style="list-style-type: none"> complement the existing EDB phonic apps that we have on our ipads
iv) general expenses	Publishing resources	\$4,000	<ul style="list-style-type: none"> stories, flashcards, phonic games etc
	Audit fee	\$5,000	<ul style="list-style-type: none"> QEF requirement
v) Contingency		\$2,000	
total grant sought		\$129,400	

(iii) **Expected Project Outcomes**

(i) **Evaluation of the effectiveness of the project**

- Observation

Teachers will assess student performance during the various activities.

- Focused group interviews

These will occur at strategic points in the year.

Time line for Focused Group Interviews:

Time	Strategic Points	Focused Group Interview Details
September 2017 (Beginning of Term 1)	Pre-tests for students' reading levels are conducted. NET train subject teachers on reading skills strategies through co-teaching and sharing her own materials.	-
November 2017 (End of Term 1)	The Reading Programme of the first term have accomplished and the NET and subject teachers have conducted evaluation meetings. Both the NET and subject teachers will start leading their own groups and co-write the teaching materials for the second term.	1 st focused group interview: → At least three students are selected from each class to do the interview → To give comments and suggestions on the activities carried out in term one
March 2018 (End of Term 2)	Lesson observations have been done by the NET and materials have been prepared and refined through team planning sessions among teachers and based on interviews and surveys done in the first term.	2 nd focused group interview: → Another three students are selected from each class to do the interview → To give comments and suggestions on the selection of teaching materials used in term two
June 2018 (End of Term 3)	Post-tests will be done by NET and subject teachers for students. Evaluation meetings will be conducted and revision of the overall scheme of work will be done based on the findings from students' test, interview and survey results.	3 rd focused group interview: → Another three students are selected from each class to do the interview → To give comments and suggestions on the overall programme carried out in term three

- Pre and post activity surveys

Self and peer assessment is built into our current reading programme routines.

→ Pre and post activity survey periods:

First: 1-15 September 2017;

Second: 23 October- 1 November 2017;

Third: 5-28 February 2018

Fourth: 29 May -8 June 2018

- Performance change

Assessment of reading and language levels is at the core of this programme. Students are assessed pre course, during the course and at the end of the course.

- Other

The project leader and the project co-ordinator will check effectiveness through lesson observations and a professional development programme that is specific to this project.

Everyone involved in the project will be encouraged to use action research principles.

(ii) **Project deliverables**



Learning and teaching materials



Resource packages

Assets Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
audio and video equipment				
book & VCD	Reading Test	1	2,400	To be used again in the following years
book & VCD	Graded readers	About 30 sets	50,000	To be used again in the following years
computer hardware	ipads	15	60,000	To be used again in the following years
computer software	Phonics and language apps that help the weakest students practise and reinforce their sight words and phonics skills	3	2,000	To be renewed in the following years
musical instrument				
office equipment	Bar code readers	2	4,000	To be used again in the following years
office furniture				
sports equipment				
Others	Publishing resources		4,000	

Others	Audit Fee		5,000	
Others	Contingency		2,000	

Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion).

Report Submission Schedule

My school commits 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 1/9/2017 - 31/7/2018	31/10/2018	Final Financial Report 1/9/2017 - 31/7/2018	31/10/2018