Final Report of Project	Project No. :	**2015/0431**

Part A

Project Title: 5(teachers)-in-1(classroom) guided reading programme - promoting extensive reading in Primary 3

Name of Organization/School: TWGHs Ma Kam Chan Memorial Primary School

Project Period: From February / 2017 *(month/year)* to January / 2018 *(month/year)*

Part B

*Please read the **Guidelines to Completion of Final Report of Quality Education Fund Projects** before completing this part of the report.*

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

Name of Project Leader: Leung Tun Yu   Name of Grantee*: Fung Yuk Yi

Signature: Signature:

Date: 24th May 2018   Date: 24th May 2018

* *Final Report of Project should be submitted via "Electronic Project Management System" (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

Guidelines to Completion of Final Report of Quality Education Fund Projects

Please elaborate the following items in your evaluation of the project. It is expected that the guide would provide a reference to the project leader/team in reflecting on the effectiveness of the project.

1. Attainment of Objectives

Objective 1: Cater for individual differences

Based on the results of students' reading assessments done by the end of the school year in P.2, P.3, students in each class were divided into 5 different groups according to similar reading levels. We allocated different reading materials for different groups. Less-abled students read eBooks from e-platform of   which provides levelled books with fewer vocabulary items and focuses more on sight words with local English teachers. More-abled students read chapter books with local English teachers and one group even read with Native English Teachers (NET). By grouping the students according to their reading abilities, students of different abilities read the materials that fit their levels which helped them enjoy reading.   Questionnaire had been done to collect how students' reading habits had been changed before and after the programme. By comparing the data of the questionnaires, fewer students found it hard to finish English books. The result shows that the students on the whole have more confident in reading English books regardless of their reading abilities.

Objective 2: Promote reading atmosphere

The programme aims at delivering well-planned reading lessons for students. Interesting series of books are chosen. After reading a book in a series with the same characters, students are encouraged to read more books on the same series. The reading atmosphere is then promoted. Although students read different books at the same period, they were reading the storybooks with the familiar characters which encourage students to borrow more books of the same series. For each series, only 2-3 titles were shared in the classes. Therefore, the students were eager to borrow other books of the series. According to the teacher librarian, other book titles of the same series were often borrowed by P.3 students. Total of 164 books of the introduced series readers had been borrowed in the library. That was quite a number comparing to seldom check out for those books in the past years. Besides, other books of the series introduced in the programme were purchased and put in the class library for other levels as well. As P.3 students kept borrowing books of the series in the library, it aroused the interest of other students to have a look at the books.

Objective 3: Enhance reading abilities

Since the students in the same group are of similar abilities, teachers can easily monitor the students and

set the progressive reading tasks well. We hope students can read more books, therefore they are not expected to finish precise worksheets or spend too much time on understanding all vocabulary items but only the key words. We arouse students' interest in reading the story and help them read through lines to get contextual clues during the lessons. Students are encouraged to enjoy the story, not to understand every single word in the stories. By speeding up the reading pace, students' reading abilities were enhanced through reading more books. The readers we have chosen are mainly detective stories and thus many vocabulary items become familiar to the students after reading several books. This helps the students gain confidence in reading chapter books which they found them difficult to finish in the past. The result of the questionnaire shows that 88% of students think their reading abilities have been improved after joining the reading programme.

Objective 4: Read for fun

Students can fully enjoy reading when the books chosen for them fit their reading levels. We designed a lot of interesting reading tasks for students to enjoy the reading in different ways. The tasks designed for each lesson target to cater for students of different learning styles. They range from reading aloud, drawing, writing, reader's theatre (using props to present episodes of the storybook they read) to even video-taking using the electronic device (i), etc. The wide range of pre-task, while-task and post-task activities intensifies the enjoyment conveyed by reading the books assigned. Feedbacks from the teachers involved in the programme agreed that students enjoyed the lessons. The result of the questionnaire shows that 96% of students like to take the lessons of the project and 93% of the students show their preference of joining the programe in the coming year.

Objective 5: Share with others

Book sharing activities were held regularly in class. Students were asked to keep a reading log to record their own reading progress. They had to share with others what they had read and learnt by using the work done in the log book. The information kept in the log book told others how hard the students had been doing. The sharing provided chances for students to share their learning outcomes. In addition to the in-class sharing, a presentation of a larger scale was arranged at the end term for the whole grade. This activity acted as a party to celebrate what they had accomplished after the whole year of learning. This promoted students' sense of self-satisfaction and enhanced their confidence in speaking in public. However, the result of the questionnaire shows that only 76% of students like talking about English books with other people. This shows that there is still room for improvement. It is not easy for the students to talk boldly in front of the audience on their own. But they did enjoy giving the presentation as a group. We believe that their interest and passion for presenting as a group help them gain

confidence in speaking alone in public in the future.

2. **Project Impact on the learning effectiveness, professional development and school development**

This project is effective in terms of enhancing students' reading interest and habits, professional development and school development. Students were asked to do a questionnaire before and after the scheme. Fewer students found it hard to finish English books after having the guided reading programme. Besides, most students reflected that they became more confident in reading English books and liked reading English storybooks more than before.

Regardless of their reading abilities, all students enjoyed the game booths based on the storybooks they have read. The preparation for the end term presentation also enhanced students' team spirit and improved their well-being. They developed better organization, communication and inter-personal skills through interacting with others.

Parents were also invited to come to school at the beginning of the scheme. They were asked to provide support to their children when they took storybooks home from school. Feedbacks from parents showed appreciation towards the school's arrangement in the project but they had concerns on the duration of time that their children could read with the NET. Their concerns helped our school modify the arrangement of the teachers who were assigned to different groups in the coming year.

Teachers involved in the programme agreed that all the objectives for the project were attained. They also agreed that the students' reading abilities were improved.

Our school has implemented the proposed project to develop students' English language proficiency in the skills of reading and to cultivate students' habits in reading English books. With the belief of increasing the students' exposure to the language will enhance students' general language competence and motivate learners to read, we carried out the project. The project work has resulted in fruitful outcomes and good practice on handling guided reading lessons.

3. Cost-effectiveness

The project is cost-effective for there is only a little surplus. The resources obtained from the project funding is fully utilized while a large number of purchased items can be retained and used for the coming year. The total amount granted in the project is $150,000 and the total number of direct beneficiaries is more than 226, including teachers, students and parents. The programme and materials developed including the lesson plans, activities and the good works from students are all sustainable.

Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	133,902.00	133,902.00	0
General Expenses	16,098.00	16,000.00	-0.61%

4. Deliverables and Modes of Dissemination

We have designed teaching resources for 3 series of readers with total of 24 readers.

No.	Book Title
1	Horrid Henry Mother's Day
2	Horrid Henry's Birthday Party
3	Horrid Henry's Christmas Presents
4	Horrid Henry and the Football Fiend
5	Horrid Henry's Thank You Letters
6	Horrid Henry Reads a Book
7	Horrid Henry's Sports Day
8	Horrid Henry's Holiday
9	Famous Five Colour Reads: Five and a Half-term Adventure
10	Famous Five Colour Reads: George's Hair is Too Long
11	Famous Five Colour Reads: Good Old Timmy
12	Famous Five Colour Reads: A Lazy Afternoon
13	Famous Five Colour Reads: Five Have a Puzzling Time
14	Famous Five Colour Reads: Happy Christmas, Five!
15	Famous Five Colour Reads: Well Done, Famous Five
16	Famous Five Colour Reads: When Timmy Chased the Cat
17	Nate the Great
18	Nate the Great and the Halloween Hunt
19	Nate the Great and the Crunchy Christmas

20	Nate the Great and the Lost List
21	Nate the Great and the Missing Key
22	Nate the Great and the Snowy Trail
23	Nate the Great and the Fishy Prize
24	Nate the Great Stalks Stupidweed

Evaluation of the quality and dissemination value of the deliverable:

The teaching resources are designed for the captioned books. Thus, the resources become handy materials to be used whenever teachers want to share the same titles with the students.

5. Activity List

Dissemination activities conducted and the responses of the participants/recipients to such dissemination activities:

Date	Dissemination activities	Responses of participants
9/2016	Establishing a core project team to kick-off work of different aspects: 8 teachers were involved including P.3 English teachers , three core group members and 1 NET	All teachers agreed to the objectives of the project and the core group team started work in different aspects right away.
19/10/2016	Organizing a parent seminar: Parents seminar was organized to inform parents the design and benefits of the programme.	Parents' feedback was very positive and they were ready to be involved in the programme by listening to their children's sharing of the storybooks.
28/6/2017	Sharing with all English teachers: The teaching resources and the result of the questionnaire were shared among teachers.	The teaching procedures of 5-in-1 are supported by the teachers. The NET pointed out that students were willing to express themselves in small groups while most of the students were unwilling to talk to NET in whole class setting.
3/7/2017	Having a sharing session among all P.3 students at our school: Media Show of the programme, presentation from different groups, game counters concerning the series of books introduced and students' good work of reading tasks were shared.	The students enjoyed the activities very much and the teachers were impressed by the performance of the students.

6. Difficulties Encountered and Solutions Adopted

Although the evidence shown above proves the successful launch of the project, we still encountered certain difficulties.

The limited time allocated:

We planned to read 4 series of readers. However, only three series of readers were introduced. Since 1 double lesson were arranged each week, the reading schedules would be deferred because of school holidays. Besides, the teaching resources were designed in a tight schedule without considering the time for the preparation work. Better arrangement could be done for the new school year.

The choice of reading materials:

Some weaker groups read the materials on the e-platform of _____. With reference to the experience in this project, some easier book titles could be introduced in the coming school year, like Reading Tree, for comparatively weak students. And the order of the three series could be rearranged according to the difficulties.

Parents' concerns on the allocation time of NET:

There was a concern on the contact time between the NET and students, swapping groups had been done in the second term. Besides, some students relied on local English teachers to explain some vocabulary items in Chinese, but tended to comprehend the story by guessing when they read with NET. In order to encourage students to apply decoding skills like picture clues and guessing word meanings, it was suggested that all NETs would be involved in the project in the coming school year.

Supportiveness by teachers:

The teaching procedures of 5-in-1 were supported by the teachers and the NET. They stated that the quality time of small group sharing benefited students more especially in terms of enhancing student's speaking and reading skills.