



ENGLISH MATTERS

P2 PARENTS BRIEFING 2017

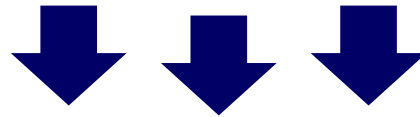
Presentation Outline

- **English Language & Literacy Development at Kellock**
- **English Language Department Programmes in the Lower Primary**
- **Assessment**
 - Assessment Tasks
 - Exam Format
- **Strategies and Pedagogies**
 - Thinking Routine: See-Think-Wonder
 - CUBHi

Presentation Outline

- **English Language & Literacy Development at Kellock**
- **English Language Department Programmes in the Lower Primary**
- **Assessment**
 - Assessment Tasks
 - Exam Format
- **Strategies and Pedagogies**
 - Thinking Routine: See-Think-Wonder
 - CUBHi

English Language and Literacy Development @ Kellock



Building 21st century competencies

- Critical thinkers/ listeners/
- Confident speakers/Effective communicator
- Self-directed learners

2010 EL Syllabus

- <http://www.moe.gov.sg/education/syllabuses/english-language-and-literature/>

ENGLISH LANGUAGE

- [2001 English Language \(Primary and Secondary\) Syllabus \(608kb .pdf\)](#)
- [2010 English Language \(Primary and Secondary — Express / Normal \(Academic\)\) Syllabus \(2.3Mb .pdf\)](#)
- [2010 English Language \(Primary \(Foundation\) / Secondary Normal \(Technical\)\) Syllabus \(2.0Mb .pdf\)](#)

Instructional Materials

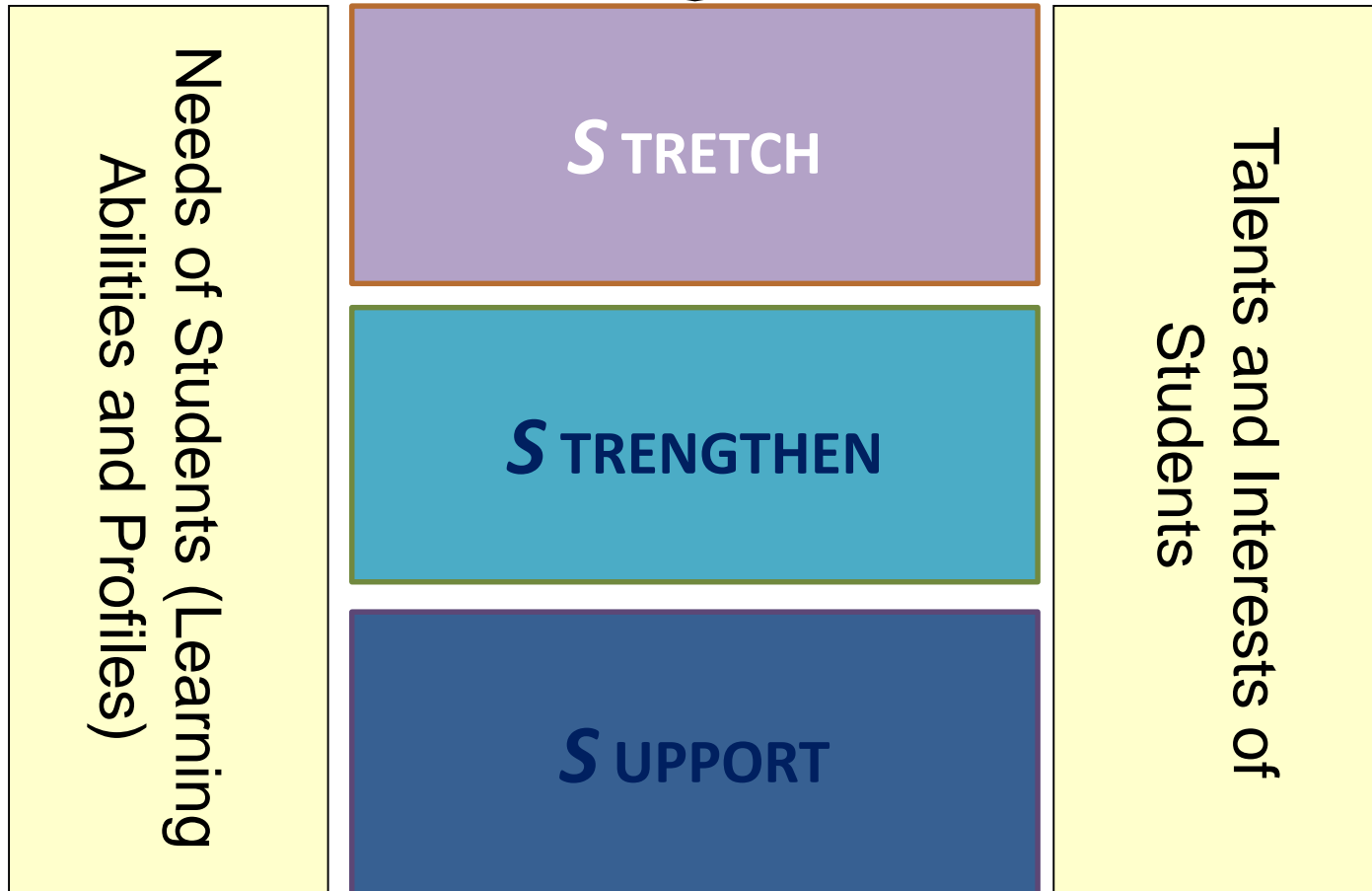
- STELLAR Readers
- School Based Worksheets and teaching resources
- A to Z Readers: Levelled and Decodable Books
- MC Online

Presentation Outline

- English Language & Literacy Development at Kellock
- **English Language Department Programmes in the Lower Primary**
- **Assessment**
 - Assessment Tasks
 - Exam Format
- **Strategies and Pedagogies**
 - Thinking Routine: See-Think-Wonder
 - CUBHi

The 3 'S' Approach to Teaching & Learning

Customised, Differentiated EL **CURRICULUM**



SUPPORT (for the at-risk)	STRENGTHEN (for the masses)	STRETCH (for the achievers)
<p>To support students' mastery of specific skills and fundamental knowledge through:-</p> <ul style="list-style-type: none"> • LSP • Reading Club • Remedial • Levelled Readers • Project Write Right 	<p>To provide opportunities to expose every child to skills and knowledge through:-</p> <ul style="list-style-type: none"> • Customised Curriculum 	<p>To provide opportunities and exposure to stretch every child to find her strength and talent through:-</p> <ul style="list-style-type: none"> • Levelled Readers • Project Write Right

English Language Department

Programmes in the Lower Primary

English Language Programmes:

- Phonics Programme
- Learning Journey – MLEA
- English Language Week

Phonics

School-based Phonics Curriculum

- Phonics curriculum aims to enhance oracy in our students.
- Teaching is explicit and systematic.
- Word attack skills to decode and encode words

Learning Journey ~ MLEA

Learning Journey to the Butterfly Park

- A part of the writing process under STELLAR.
- Advocate class dictated writing through MLEA
- Experiences seek to provide students with schema and related vocabulary on a topic

EL Week

Objectives of the programmes:

- To promote the use of proper spoken and written English
- To promote the love for reading

English Language Week

- Readers Theatre
- Book Café

Presentation Outline

- English Language & Literacy Development at Kellock
- English Language Department Programmes in the Lower Primary
- **Assessment**
 - Assessment Tasks
 - Exam Format
- **Strategies and Pedagogies**
 - Thinking Routine: See-Think-Wonder
 - CUBHi

Assessment Tasks

TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none">▪ Reading▪ Speaking: Readers Theatre▪ Listening	<ul style="list-style-type: none">▪ Reading▪ Speaking off the Cuff▪ Checkpoint Assessment	<ul style="list-style-type: none">▪ Oral Practice: Stimulus-based Conversation)▪ Project Writing Right (PWR) Skill	<ul style="list-style-type: none">▪ Reading▪ SA2

EXAM FORMAT

PAPER	COMPONENT	MARKS
1 Writing (50 min)	Narrative	12
2 Knowledge of the Language and Grammar (1 h 50 min)	<ul style="list-style-type: none">• Section A: Vocabulary (MCQ)• Section B: Grammar (MCQ)• Section C: Grammar Cloze with helping words (Fill in the blanks)• Section D: Punctuation (Open Ended)• Section E: Word Order (Open Ended)• Section F: Sentence Combining (Open Ended)• Section G: Comprehension	5 5 8 4 4 10

EXAM FORMAT

PAPER	COMPONENT	MARKS
3 Listening Comprehension (Abt 35 min)	<ul style="list-style-type: none">• Phonics Rule• Picture Matching (MCQ)• Comprehension Texts (MCQ)	12
4 Oral Communication (Abt 10 min)	Reading Aloud Stimulus-based Conversation	6 10

Paper 1 – Writing a Narrative

Students will write a 3 paragraph narrative based on the pictures given.



Writing a Narrative



Paragraph 1: Introduction

- Weather
- Who (character)
- What (activity)
- When (time/day)
- Where (place)
- Why
- How (how the characters felt)

Writing a Narrative



Paragraph 2: Body

- What caused the problem?
- Where did the problem happen?
- What was the climax of the problem?
- How did the characters feel?

Writing a Narrative



Paragraph 3: Conclusion

- How was the problem resolved?
- How did the characters feel?

Presentation Outline

- English Syllabus Overview
- Assessment
 - Assessment Tasks
 - Exam Format
- **Strategies and Pedagogies**
 - Thinking Routine (See-Think-Wonder)
 - CUBHi

See~Think~Wonder

- What do you see?
- What do you think? / What are your thoughts
- What does it make you wonder?

Strategies and Pedagogies

CUBHi

- **CUBHi**
- **Circle** – 5Ws 1H
- **Underline** – tenses so that students will use the correct tense to answer
- **Box** – key words in the questions to help students search for answers in the text
- **Highlight** – identified parts in passage that helps students to answer the questions.

E.g. Why did Mrs Raju find the man in the crowd “familiar looking” ?

Together
MAY WE GIVE
our children
the
roots
to
grow
AND THE
wings
to fly



Mrs Jean Toh
HOD English Language
lim_yi_jun@moe.edu.sg

Mdm Hairunisa
Level Head (Lower Primary) English Language
hairunisa_syed_ibrahim@moe.edu.sg