



ENGLISH MATTERS

P2 PARENTS BRIEFING 2018

Presentation Outline

- **English Syllabus Overview**
- **Assessment**
 - Assessment Tasks
 - Exam Format
 - Exam Components
- **Strategies and Pedagogies**
 - Thinking Routine: See-Think-Wonder

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English Language and Literacy Curriculum @ Kellock

Listening

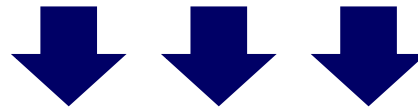
**Literacy
Development**

Speaking

Reading

Writing

Knowledge of the Language



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 Big Books
- School Based Worksheets and teaching resources
- MC Online

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Assessment Tasks

TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none">• Reading• Speaking: SPEAK Awards (Readers' Theatre)• Listening	<ul style="list-style-type: none">• Reading• Speaking off the Cuff• Writing• Checkpoint Assessment	<ul style="list-style-type: none">• Stimulus- based Conversation• Writing	<ul style="list-style-type: none">• Reading• SA2

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 4 10 (40)

SA2 EXAM FORMAT

PAPER	COMPONENT	MARKS
3 Listening Comprehension (Abt 35 min)	<ul style="list-style-type: none">Phonics Rule (Open Ended)Picture Matching (MCQ)Comprehension Texts (MCQ)	12
4 Oral Communication (Abt 10 min)	Reading Aloud Stimulus-based Conversation	6 10
	Total marks	80

Exam Component

Paper 1 – Writing a Narrative

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



The Story Mountain

The most exciting part of the story

CLIMAX

Events leading to the climax of the story

Events leading to the conclusion of the story

RISING ACTION

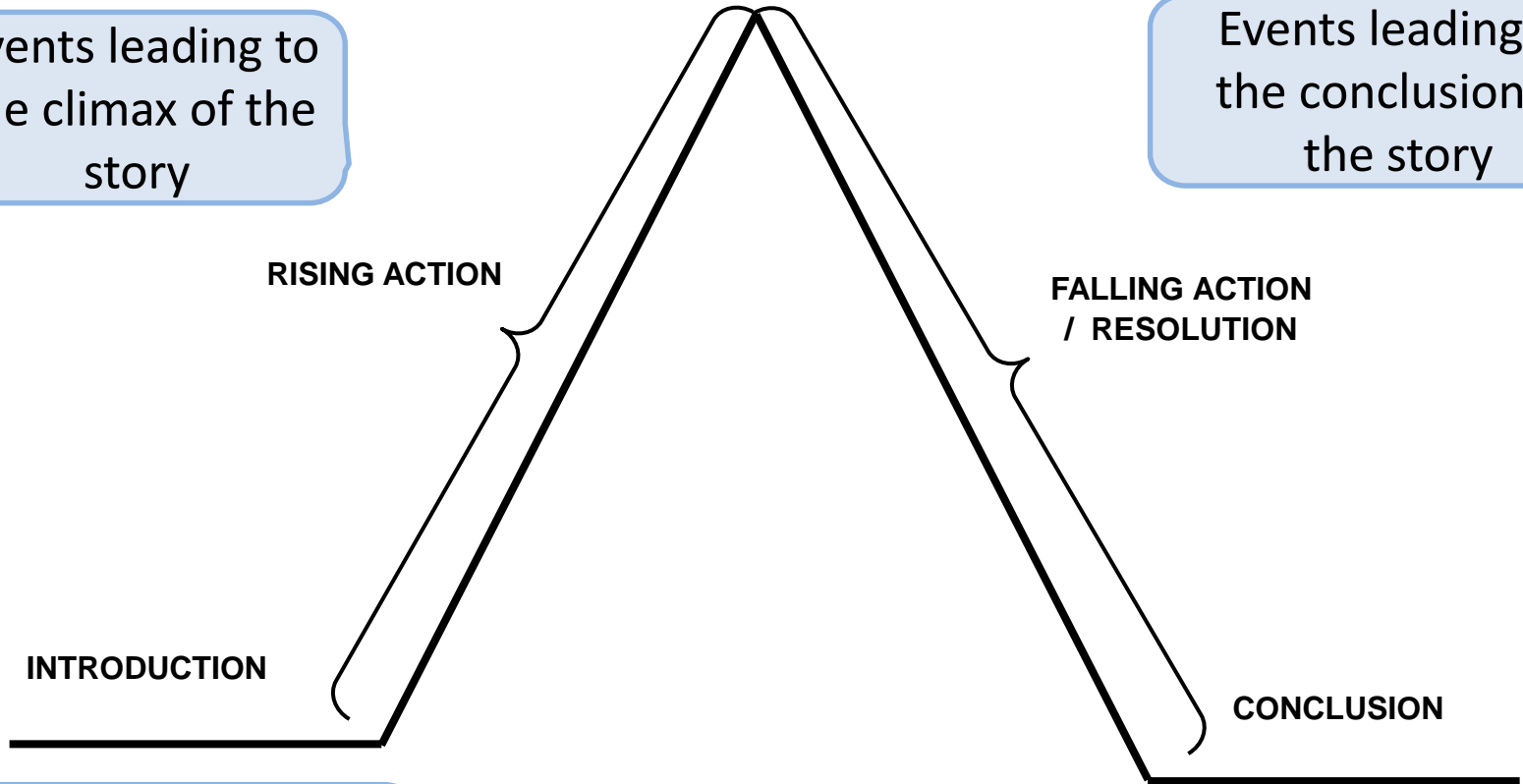
FALLING ACTION
/ RESOLUTION

INTRODUCTION

CONCLUSION

Introduction of the characters & setting.

Lesson learnt



Exam Component

Paper 1 – Writing a Narrative



Paragraph 1: Introduction

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

Exam Component

Paper 1 – 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?



Paragraph 3: Conclusion

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

Exam Component

Paper 1 – Writing a Narrative

Revise:

- ✓ Write Right Package – yellow file
- ✓ Spelling lists – for vocabulary words
- ✓ Vocabulary booklet

Spelling - 1G

Please learn the words printed in **bold**.

- 1) a cool breeze : **A cool breeze** blew into Peter's bedroom.
- 2) blazing hot sun : Mrs. Tan was standing under the **blazing hot sun**.
- 3) cast short shadows : The sun **cast short shadows** on the trees at the park.
- 4) chilly day : It is a **chilly day** today. Remember to put on your jackets.
- 5) clap of thunder : **A clap of thunder** could be heard in the distance.
- 6) flashes of lightning : As **flashes of lightning** filled the sky, the rain poured down heavily.
- 7) howling wind : The **howling wind** caused the windows to rattle loudly.

Exam Component

Paper 2 – Knowledge of the Language & Grammar

- 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

Revise:

- ✓ **Grammar & Vocab worksheets – blue file**
- ✓ **Cloze and Comprehension worksheets – purple file**
- ✓ **Sentence combining worksheets – blue file**

Exam Component

Paper 3 - Listening Comprehension (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

Revise:

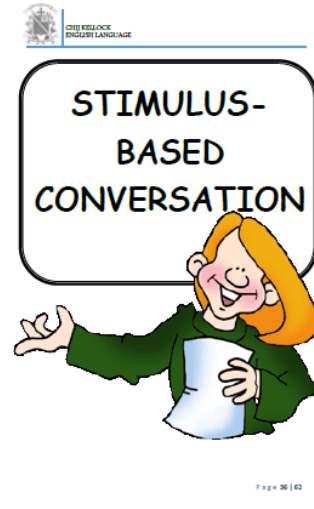
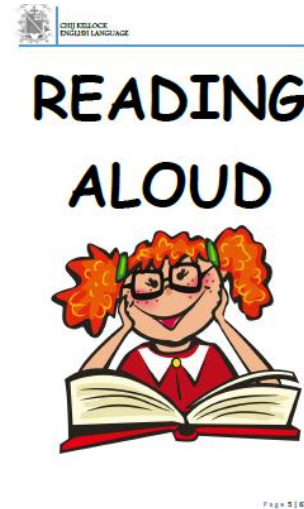
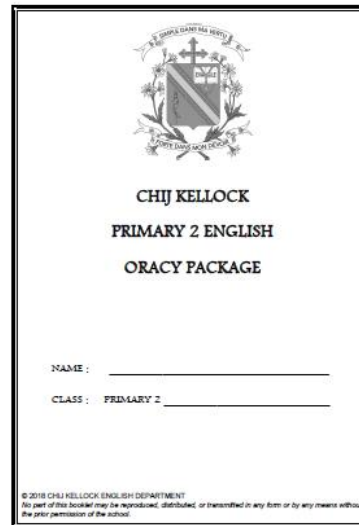
- ✓ Phonics Worksheets – grey file

Exam Component

Paper 4 – Reading Aloud & Stimulus-Based Conversation

School-based Oracy Curriculum

- Oracy Package aims to prepare pupils for reading aloud assessment and stimulus-based conversation



Revise:

- ✓ Oracy Package – grey file

Exam Component

Paper 4 – Stimulus-Based Conversation

Stimulus that provides scope for conversation



Ability to express oneself clearly and effectively in a conversation

This is a picture of a beach. Do you like going to the beach? Why or why not?

Thinking Structure for Oral Exam – Stimulus-based Conversation

ORAL

Opinion

Relevant details

Additional examples

Link

EXAM

Explain topic

e**X**pound with 5W1H

Additional 'spice'

i**M**Pact on self and
others

Exam Component

Paper 4 – Stimulus-Based Conversation



ORAL

Opinion

Relevant details

Additional

examples

Link

This is a picture of a beach. Do you like going to the beach? Why or why not?

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Strategies and Pedagogies

See-Think-Wonder

See

What do you see?

at least 80 words based on the pictures given.
Use the helping words below to help you with
your writing.

Helping words provided to help you think about
the pictures. Your composition should be based on all of
these pictures.

Consider the following points when you plan your
composition:

Who was the character in the story?

What was the character's problem?

What did the character do?

How did the character feel?

Was the problem solved?

How did the character(s) feel in the end and what
was the lesson learnt?

You may use the points in any order and include other
relevant points as well.

Think

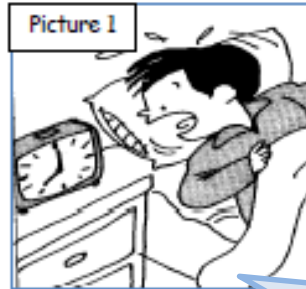
What do you think
about what you
see?

Think

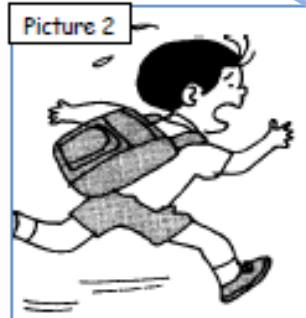
What is your
reaction to what
you see?

He perspiration
rained wildly
on himself

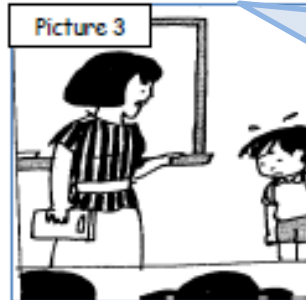
Picture 1



Picture 2



Picture 3



Wonder

What does it make
you wonder?

Wonder

How is it linked to
the theme?

LATE FOR SCHOOL

PICTURE 1

PICTURE 2

PICTURE 3

SEE

I see...

- a boy who is shocked
- an alarm clock showing 7 o'clock
- a boy is in his pyjamas in bed

I see...

- a boy carrying a haversack running
- a boy who is perspiring

I see...

- a teacher scolding a boy
- a boy looking ashamed

THINK

I think...

- he did not hear the alarm
- he over-slept
- he slept late the night before
- he forgot to set the alarm
- he is panicking

I think...

- he missed his school bus
- he will have a fall
- he walks to school every day
- he is crying
- his mother did not know that he was late for school
- he was running as fast as his legs could carry him

I think...

- the teacher is asking him if he had brought his homework
- he missed recess
- class has started
- he is ashamed of himself
- he will get a stern warning from his teacher
- he will stay back during recess
- the principal will send a letter to his parents

	<ul style="list-style-type: none"> PICTURE 1 	PICTURE 2	PICTURE 3
WOND ER	<p>I wonder...</p> <ul style="list-style-type: none"> if he thought there was no school the night before if he was at a party the night before if it was the first day of school if he brushed his teeth if he screamed in shock what he dreamt about if he had time for breakfast what level he is from 	<p>I wonder...</p> <ul style="list-style-type: none"> if his haversack is wet with perspiration if he was late for school if he dropped his homework while running if the school bus was waiting for him if he had breakfast/ showered who sent him to school if his school is close to his house he did his homework the night before 	<p>I wonder...</p> <ul style="list-style-type: none"> if he was sent to the principal's office if the teacher called his parent was his punishment if he was scolded by his parents/ teacher this was his first time being late if his friends and teacher thought that he was absent what lesson did he miss what lesson he was having when he ran into the class if he learnt a lesson

LATE FOR SCHOOL

	PICTURE 1	PICTURE 2	PICTURE 3
SEE	<p>I see...</p> <ul style="list-style-type: none"> a boy who is shocked an alarm clock showing 7 o'clock a boy is in his pyjamas in bed 	<p>I see...</p> <ul style="list-style-type: none"> a boy carrying a haversack running a boy who is perspiring 	<p>I see...</p> <ul style="list-style-type: none"> a teacher scolding a boy a boy looking ashamed
THINK	<p>I think...</p> <ul style="list-style-type: none"> he did not hear the alarm he over-slept he slept late the night before he forgot to set the alarm he is panicking 	<p>I think...</p> <ul style="list-style-type: none"> he missed his school bus he will have a fall he walks to school every day he is crying his mother did not know that he was late for school he was running as fast as his legs could carry him he did not bring his homework he will sprain his ankle while running 	<p>I think...</p> <ul style="list-style-type: none"> the teacher is asking him if he had brought his homework he missed recess class has started he is ashamed of himself he will get a stern warning from his teacher he will stay back during recess the principal will send a letter to his parents his teacher was asking why he was late
WONDER	<p>I wonder...</p> <ul style="list-style-type: none"> if he thought there was no school the night before if he was at a party the night before if it was the first day of school if he brushed his teeth if he screamed in shock 	<p>I wonder...</p> <ul style="list-style-type: none"> if his haversack is wet with perspiration if he was late for school if he dropped his homework while running if the school bus was waiting for him 	<p>I wonder...</p> <ul style="list-style-type: none"> if he was sent to the principal's office if the teacher called his parent was his punishment if he was scolded by his parents/ teacher this was his first time being late if his friends and teacher thought that he was absent

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



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