



# Primary 1 English Curriculum Briefing

**HAIG GIRLS' SCHOOL**

**12 January 2022**

**Mrs Jeya Lawrence**

**LH/EL**

# Haig Girls' English Language Learning Journey

*Passion*



*PEAKING*



LISTENING



READING



WRITING

# Outline:

- 1. Departmental Vision and Mission**
- 2. ELS Syllabus 2020 and STELLAR Curriculum**
- 3. Key Aspects of Language Learning**
- 4. Formative Assessments**
- 5. EL Learning @HGS**
- 6. How you can support your child/ward in her progress and development**



## Our Department Vision:

**Every Haig Girl a confident, creative and effective communicator.**

## Our Mission:

**To develop learners who are able to use the English Language effectively as a means *to explore and understand the world*, and as a tool *to express themselves*, thus *contributing meaningfully to the society*.**

# NEW English Language Syllabus (ELS) 2020



The English Language Syllabus 2020 for the Primary level focuses on the **development, reinforcement and extension** of language skills in the primary years through an **enjoyment of the language** and the promotion of **extensive reading**; and leveraging oracy, reading and writing skills to **develop knowledge and independent use** of the language.

# What we do in Haig Girls to make this vision a reality

## Primary 1 to 2:

Programmes and Activities to build



- a **love** for the language
- a **strong foundation** for the learning of the core language skills

## Primary 3 to 6:

- Programmes to grow **students' love for the language** and enable progressive **mastery** of the core language skills
- Platforms for students to present their views **critically** and express themselves **creatively** through the language arts

# Key Aspects of Language Learning:

**1) Reading and Viewing**

**2) Speaking and Representing**

**3) Grammar and Vocabulary**

**4) Listening and Viewing**

**5) Writing and Representing**



# 1. Reading and Viewing

- **14 STELLAR Units**
- **+2 SHARED READING TITLES**
- Learning grammar and vocabulary through the reading of 14 Big Books
- Grammar and Vocabulary Worksheets to support the learning





## 2) Speaking and Representing



### P1-2:

**Show and Tell/Pick and Tell, Readers' Theatre, Reading Aloud**

### P3-4:

Oral presentation on a given topic, Reading Aloud & Stimulus-based Conversation

### P5-6:

Making persuasive speeches (Students make a stand for or against a case and respond to rebuttals) ; Reading Aloud & Stimulus-based Conversation

# P1 Show and Tell



(An example)

## My Favourite Thing

### Prompts:

Tell us:

- (a) What you have brought to class today
  - Describe the item
- (b) Why you like it so much
  - Tell us two reasons
- (c) Whom you would like to share it with
  - Tell us why

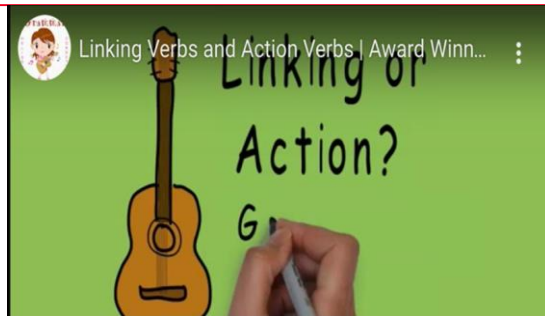


### P2 Pick and Tell from 2019 (New)

Student picks an object from a box and proceeds to tell her classmates about it, based on some guidelines.

### 3) Grammar and Vocabulary

- Grammar and Vocabulary learnt in the context of the Big Book.
- Learning sheets to support the learning
- Powerpoint slides on Grammar, Vocabulary and Phonological elements.
- systematic, explicit teaching
- supplemented with suitable videos and resources
- in-house designed lesson materials to augment the STELLAR units



## 4) Listening and Viewing

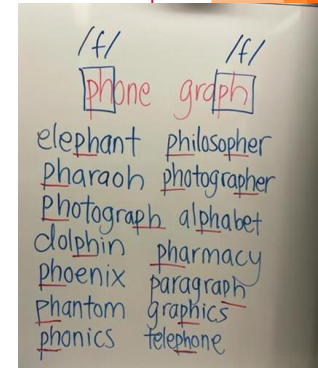
PRIMARY 1 . BOOKLET 2

# LISTENING Comprehension

by Zenda Leu

Develop a positive disposition by listening and viewing attentively for a sustained period, with empathy and respect, and by indicating response appropriately in a range of communicative contexts and interactions.

- Listen for Details
- Follow Instructions
- Listen and make meaning (e.g. Inferential questions)
- Recognise beginning and ending sounds, rhyming words



Our students learn these skills through different listening tasks and activities in their Listening Comprehension booklets.

## (5) Writing and Representing

### **P1 to P2: A Gradual Progression in Learning**

- Continuous familiarization with the structure of narratives
- Introducing elements of interest
- Self and peer assessment to reflect on one's thinking and progress
- Comment on others' viewpoints



# (5) Writing and Representing

## Developing Writing Competence

### Term 1 - 2:

1. Story Sequencing / Matching
2. Journal Writing

(E.g. Favourite Place In School, How I Spent My Weekend)

### Term 3 - 4:

Writing based on picture/s with helping words and guiding questions.

### **Examples:**

Term 3 – (E.g. An incident at the Park, Grandpa Lim)

Term 4 – (E.g. A Story-Telling Competition,  
A Visit to the Dental Clinic)


Name: \_\_\_\_\_  
Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Favourite Place In School

My favourite place in school \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Grandpa Lim**

Write a story of at least 5 sentences to describe the picture.  
You may use the helping words in the box below.



pale and weak	walk more steadily	a walking stick	an hour
the park	last evening	the park	very careful

\_\_\_\_\_ (When?) I saw \_\_\_\_\_ (Who?) at \_\_\_\_\_ (Where?)

He looked \_\_\_\_\_ (How?)

He used \_\_\_\_\_ (What?)

It helped Grandpa Lim \_\_\_\_\_ (Why?)

Grandpa Lim was \_\_\_\_\_ (How?)

He spent \_\_\_\_\_ (How long?) at \_\_\_\_\_ (Where?)

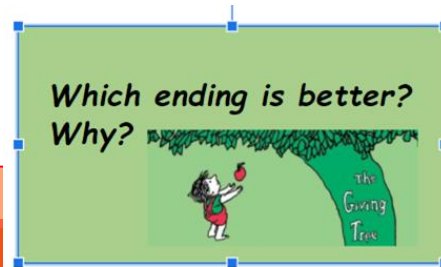
## (6) HGS Special – BTS (Beyond the Story)

### What?

A story (Fiction/News article/True story) selected by the level teachers is presented to students regularly for reading, discussion and reflection.

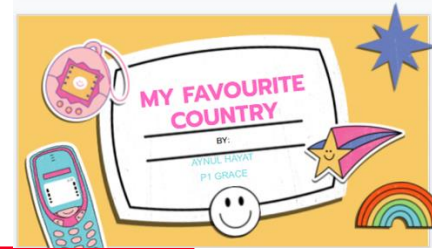
### Why?

This initiative was started in 2017 with the vision to make every of our students a compassionate and concerned reader who cares about what happens around her and is able to critically analyse a problem and provides value-based solutions. Students also produce written reflections which serve as a checkpoint for their learning.

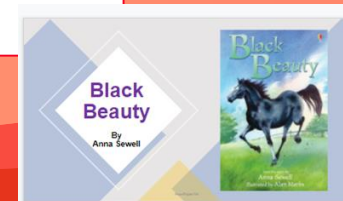
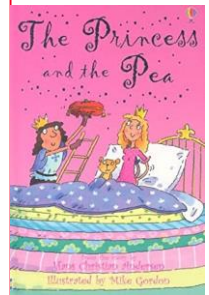


## (7) HGS Special – Structured air time (*new*)

Learning Outcome : Speaking and Representing

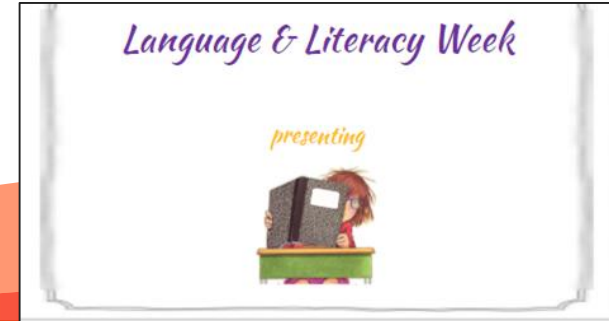
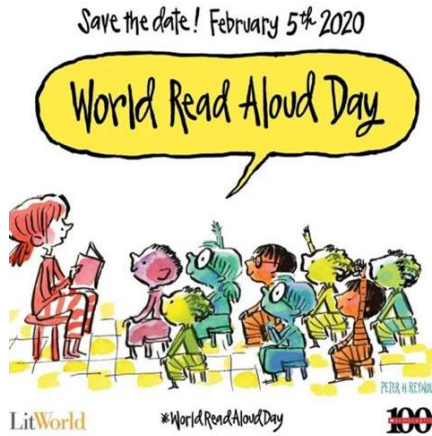


- a new initiative - *that* gives students unprecedented autonomy to initiate, design and execute teaching and learning.
- Students take full ownership to develop their own presentations on a topic of their choice, and become confident advocates as they present to and engage their peers.
- to develop and apply skills necessary for self-directed learners, active citizens and passionate advocators
- to increase in student engagement, motivation and confidence.





# (8) Making Language Literacy a Lifestyle@HGS



# Formative Assessments of the child's learning (Non-Weighted):

## Term 1:

- Listening Task – Phonemic Awareness

## Term 2:

- Show and Tell
- Journal Writing

## Term 3:

- Picture Description

## Term 4:

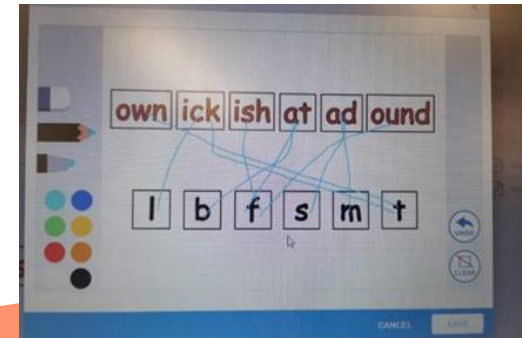
- Language Quiz

# EL Learning @HGS

## Student Learning Spaces ( SLS)

- is the main secured portal used by all students.
- Students will be given their log-in Id and password.
- Students will be exposed to a series of blended or online lessons; the array of lessons are conducted using audio-visuals, videos, powerpoint slides, graphics and texts.
- Variety of online-tasks like quizzes, open and close-ended questions, games and downloadable worksheets.

Log in to the SLS portal (<https://sle.learning.moe.edu.sg/login>).



# What Parents and Guardians could do to Support.

- Provide a conducive learning environment
- Going to the library together
- Read to and with your child (or, have your child read to you)
- Activate child's interest in different genres
- Role model - Read alongside
- Expose your child in the use of the PC – keyboard and mouse skill



## In Conclusion,

Thank you for joining us on this meaningful journey to develop your daughter/ward to become:

**a confident, creative and effective communicator.**

Thank You!



# FAQ

## What are the key shifts in the new English Language Syllabus (ELS) 2020

- **Desired Learner Outcomes**
  - **Increased emphasis on 21st century competencies and values** for effective communication
- **Stronger Fundamentals, Future Learning**
  - **Strengthened foundation** in language skills and competencies
  - **Increased emphasis on multiliteracies, metacognition, and inquiry through dialogue**
- **Curricular Alignment and Revisions**
  - **Enhanced learning progressions** through alignment in curricular objectives, pedagogy and teaching resources that build on the learning at each level

# FAQ

## Is spelling conducted weekly?

- There is no spelling for the first 4 weeks in Term 1 for P1.
- The list of 5 words per week would be given after that.
- The teachers will run through the words in class and during the English lessons.

# FAQ

## **How can we support the child on her daily EL lessons?**

- If there is any homework / assignment given, it would be explained clearly to the students
- Students would jot the task down in their handbooks
- Facilitate if necessary - just guide them along and suggest some ideas



# FAQ

## **Is there Penmanship? Do they need to write very neatly and well?**

- Yes there is penmanship - it is to be done in class and/or at home.
- Proper pencil grip and correct letter formation is very important.
- Clear distinction should be made between Upper case (capital letters) Lower case (small letters)

# FAQ

## What are the KEY Learning Outcomes (LOs) for P1 EL?

- **Listening**

1. Listen attentively and follow simple instructions.

- **Speaking**

2. Speak clearly to express their thoughts, feelings and ideas.

- 3 Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.

- **Reading**

4. Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).

5. Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.

6. Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting).

- **Writing**

7. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.

8. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.

## How and when are LOs reported ?

- 5 out of the 8 learning outcomes (LOs) are reported to parents at the end of each Semester.
- This will be reflected in the report books.
- The 4 level indicators are :  
**Beginning, Developing, Competent, Accomplished**

## Please Contact Us :

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