

The background features several thick, wavy, horizontal bands of color. At the top, there is a bright orange band. Below it is a white band. Further down is a red band, and at the bottom is a dark red or maroon band. The bands are separated by thin white lines and have a fluid, organic shape.

**ENGLISH LANGUAGE**

# Learning Outcomes - transition from P1 to P2

|           | Speaking and Representing  | Listening   | Reading and Comprehension  | Writing  |
|-----------|--|---|--|--|
| <b>P1</b> | <p>Speaking clearly to express their thoughts, feelings and ideas. Follows communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.</p> | <p>Listening attentively and follow simple instructions.</p>  | <ul style="list-style-type: none"> <li>-Demonstrates basic word recognition skills (e.g. knows the letters of the alphabet; able to pronounce words accurately).</li> <li>-Reads aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.</li> <li>-Understands Primary 1 texts (e.g. STELLAR texts) and is able to identify simple aspects of fiction (e.g. main characters and setting).</li> </ul>     | <ul style="list-style-type: none"> <li>- Demonstrates writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.</li> <li>- Writes a simple paragraph of at least 3 sentences to recount appropriately sequenced events</li> </ul>  |
| <b>P2</b> | <p>Speaking clearly to express their thoughts, feelings and ideas Builds on others' ideas in conversations or discussions respectfully.</p> <p><i>E.g.<br/>Pick and Tell</i></p>                           | <p>Listening attentively and identify relevant information.</p> <p><i>E.g.<br/>Listening Booklet<br/>Activities / Listening<br/>Tasks</i></p> | <ul style="list-style-type: none"> <li>-Reads multi-syllabic words accurately.</li> <li>-Reads aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.</li> <li>-Understands Primary 2 texts (e.g. STELLAR texts) and is able to identify the big ideas in the texts and recall the sequence of main events.</li> </ul> <p><i>E.g.<br/>Reading Aloud and Stimulus-based<br/>Conversation - Oracy</i></p> | <ul style="list-style-type: none"> <li>- Applies basic spelling strategies using knowledge about phonic elements and spelling rules.</li> <li>- Writes short paragraphs to recount appropriately sequenced events, describes details, as well as uses tenses and connectors accurately.</li> </ul> <p><i>E.g.<br/>Creative Writing &amp;<br/>Narrative Writing Tasks</i></p> |

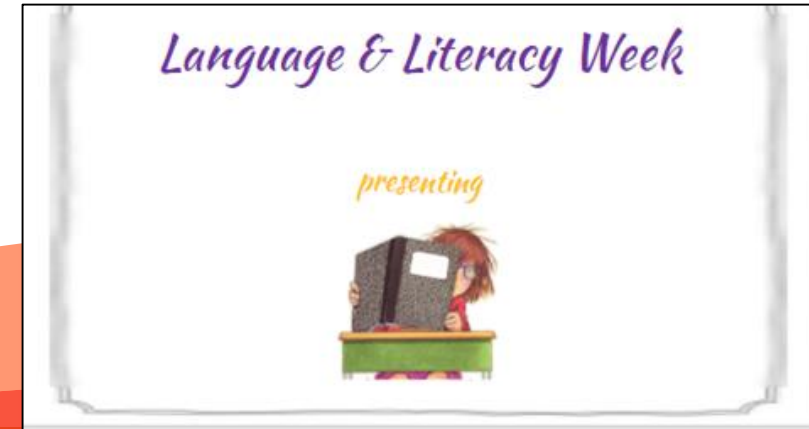
## How and when are these LOs reported ?

- 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**

# Making Language Literacy a Lifestyle@HGS

Save the date! February 5<sup>th</sup> 2020

World Read Aloud Day



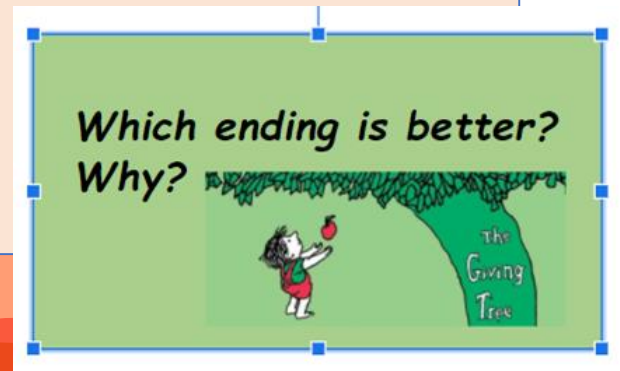
# HGS Special – BTS (Beyond the Story)

## 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.

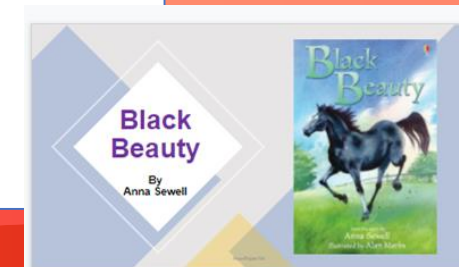
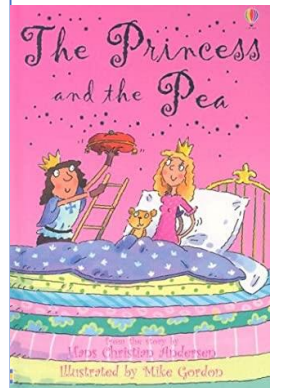


# HGS Special – Structured air time *(new)*

## 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.  
observable increase in student engagement, motivation and confidence.



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

## Term 1:

Listening Task – Phonemic Awareness

Pick and Tell - Speaking

## Term 2:

Creative Writing with a standardized theme & prompts

## Term 3:

Reading Aloud and Stimulus Based Conversation - Oracy

## Term 4:

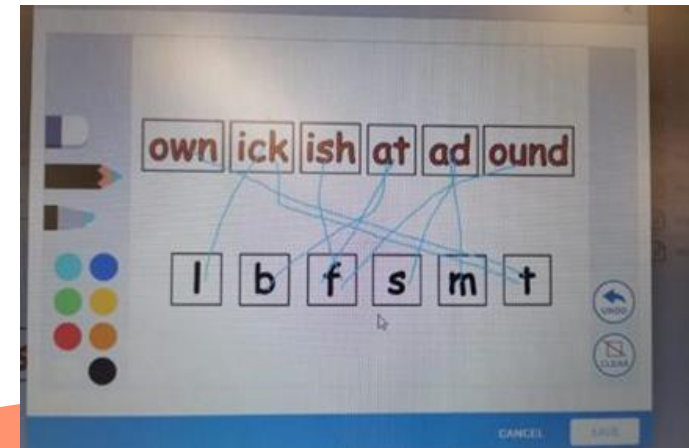
Language Quiz - Grammar / Vocabulary / Comprehension

# 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>)





# HOW PARENTS CAN HELP

## Listening

### Practise active listening experiences through

- listening to good role models e.g CNA, CNN news
- listening and following instructions
- getting them to paraphrase what was said and heard



## Writing

### Practise writing for purpose and pleasure

- Encourage them to engage in writing and expressing themselves
- Expose them to different genres;
- Getting them to write a grocery list, writing a letter or message, writing a recipe or even a story based on a nightmare that they've had.

# HOW PARENTS CAN HELP



## Reading & Comprehension

### Provide a rich language environment

- visit the library often and allow your child/ward to choose books to read
- provide a wide variety of English language reading materials at home (e.g. newspapers, non-fiction books, recipe books, poetry books)
- read to and with them and discuss what you both have read

## Speaking and Representing

### Engage in meaningful talk

- provide opportunities for meaningful talk - for instance, talk about a movie that you've watched, or a meal that your family had together, or about current affairs.



## 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**

