

P3 CURRICULUM BRIEFING

ENGLISH LANGUAGE

4 Mar 2022





Haig Girls' SCHOOL

What We Would Like to Share With You:

- **Teaching and Learning at HGS**
 - Our approach and belief
 - How your child is assessed
- **What Parents/Guardians and Students can do at home to reinforce the learning**

Guiding Our Approach to Teaching and Learning

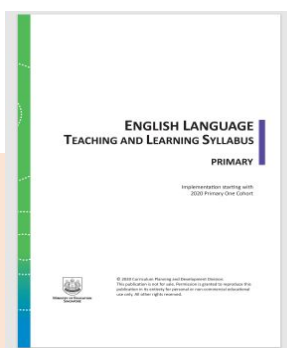
Our Vision:

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 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.

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



Sequence of Primary 3 STELLAR 2.0 Units for 2022 onwards

Term	Unit	Teaching Titles
1	1	Fearless Phil
	2	The Gruffalo
	3	Camille and the Sunflowers
2	4	Predators and Prey
	5	The Stars of Chek Jawa
3	6	Unusual Plants
	7	There's a Boy Under the Bed
4	8	Prince Zak and the Wise Frog
	9	Spilt Milk



1. Reading and Viewing

- **9 STELLAR Units +2 SHARED READING TITLES**
 - Learning the different key language components through the reading of 5 Big Books and thereafter 4 e-books/small books.
 - Grammar, Vocabulary and Comprehension learning sheets to support the learning



Reading and Viewing

- In class, the students learn to:

– **Think aloud** and explain to herself **the developments in a story**

– **Think deeply** – the writer's belief and intent

– **Use clues and evidence** in the passage to aid understanding

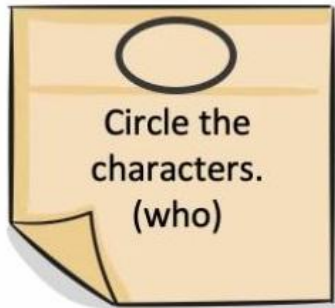
– Demonstrate **sound judgement**: Is an action wise/right?

– **Explain her ideas** clearly and fully

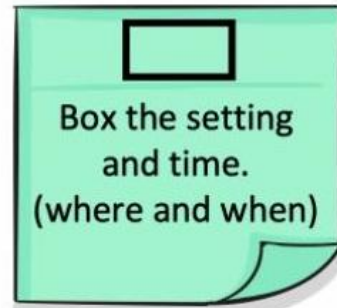
Annotations are done to help students understand the passages that they read.

Annotation

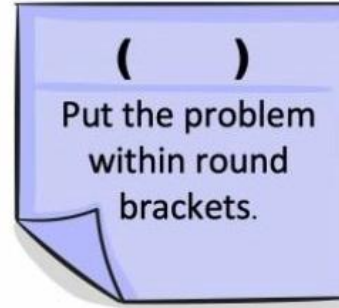
Annotation Chart



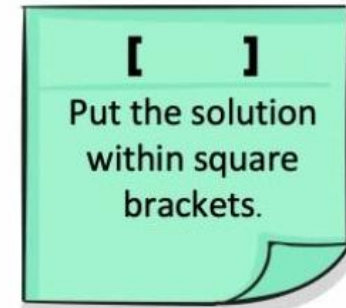
Circle the characters.
(who)



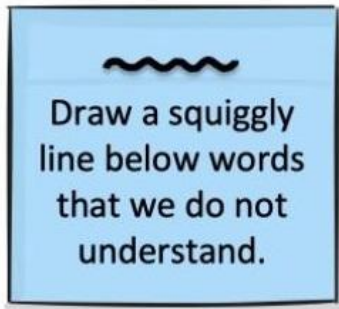
Box the setting and time.
(where and when)



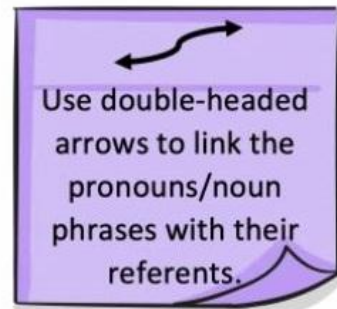
()
Put the problem within round brackets.



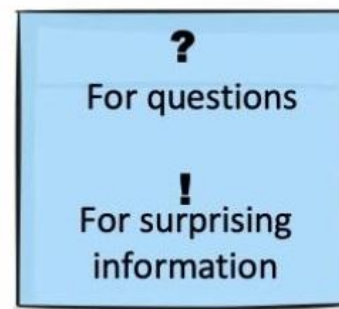
[]
Put the solution within square brackets.



Draw a squiggly line below words that we do not understand.

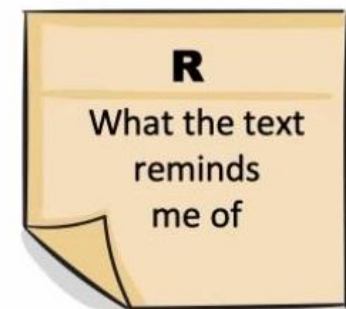


Use double-headed arrows to link the pronouns/noun phrases with their referents.



?
For questions

!
For surprising information



R
What the text reminds me of

Read and annotate Part 1 of the passage with your teacher.

Read and annotate Part 2 of the passage on your own. Then, answer the questions that follow.

Sample of annotations done on a comprehension passage

Part 1

Annotation symbols	
1. Characters (who) ○	4. Solution (what) [_]
2. Setting (where and when) □	5. Vocabulary ~~~~~
3. Problem (what) (_)	6. Referents ↷

Jimmy and Alan were walking home through the park.
Suddenly, Jimmy ~~yelped~~ ^{shout/scream out of shock} and hid behind the towering and muscular Alan. A German Shepherd ^{a dog} was wagging its tail as it barked continuously at the brothers.
"That furry friend is on a leash! It's almost as tall as you but it doesn't bite," Alan laughed. Jimmy gave a nervous giggle.

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2) Speaking and Representing

P1-2:

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

P3-4:

Reading Aloud & Stimulus-based Conversation (SLS Based)

P5-6:

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

3) Speaking and Representing : A sample of how we evaluate our students.

Term 1 NWA Reading Aloud Using Student Learning Spaces (SLS)

HAD GIRLS' SCHOOL PS English Language Reading Aloud Feedback (SLS Lesson Practice 2)		Teacher's Feedback
Name: _____	_____	Date: _____
Class: _____	Parent's Signature: _____	
1) Pronunciation		(Tick)
You were able to pronounce all the words in the passage correctly.		
You need to improve on pronouncing some or most of the words in the passage correctly.		
Example: _____		
2) Rhythm and Fluency		
You were able to read the passage at the right pace.		
I think you have read some parts of the passage too fast and/or some too slow.		
3) Expressiveness		
You were able to read the passage with appropriate expression.		
I think you could have read some parts of the passage more expressively.		
Strengths: _____		Teacher's Comments
Areas for improvement: _____		

Students were given two Oral Handouts:

1. Tips on how to do well in Reading Aloud & Strategies for Stimulus-based Conversation
2. Reading Passages and Stimulus-based Conversation practices

Students had the opportunity to do a class-based practice where the teacher modeled reading the passage aloud with good pronunciation, pace and expression.

Students were then given the exposure to practise reading aloud online through the use of the SLS portal for their second practice before the actual Non-Weighted Assessment.

3) Speaking and Representing

Good Speaker \neq Can Speak Clearly + Confidently 😊

A good speaker is one who **demonstrates substance** (critical and creative thinking) through her speech.

A Good Speaker is:

1) Learned: has good knowledge of what goes on around her (general knowledge) and knows why things happen (critical and mature thinking) the way they do.

Oracy

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A Good Speaker is:

1) Learned: has good knowledge of what goes on around her (general knowledge) and knows why things happen (critical and mature thinking) the way they do.

Oracy

A Good Speaker is also:

2) Reflective:

constantly thinking about what she has learnt and how she can help make someone's life better.

3) Impressive:

able to engage others with her intelligent responses.

**What
students can
do at home
to develop
their oracy
skills**

Exposure to Good Spoken EL:

- Radio programmes
- TV programmes
- Good speakers – Oral Presentation on specific topics (e.g. YouTube)

Regular Practices & Reviews:

- Record and Review (Self, Peer & Knowledgeable Adults)
- Good collection of ideas & useful vocabulary (**A4 sized Vocab Book***)
- Discussions with family members/friends (encourage them to support their ideas and opinions with facts)

**What
students
can do at
home to
develop
their oracy
skills**

Keeping a Good Collection of Ideas & Vocabulary (Vocab Book)

Some Examples of Themes:

- Healthy lifestyle (Physical, Mental, Social, Psychological)
- Relationships & Interactions with family/friends/ neighbours
- Civic-mindedness (Good/bad behaviours in public places)
- Hobbies/passion

Oracy Skills

Oral Examinations (End of Year Assessment in Term 4):

Reading Aloud

- Reading a given text with good Pronunciation, Expression and Fluency

Stimulus-Based Conversation

- Converse with reflective and well-worded responses to a given stimulus
- Demonstrate the ability to think on her feet

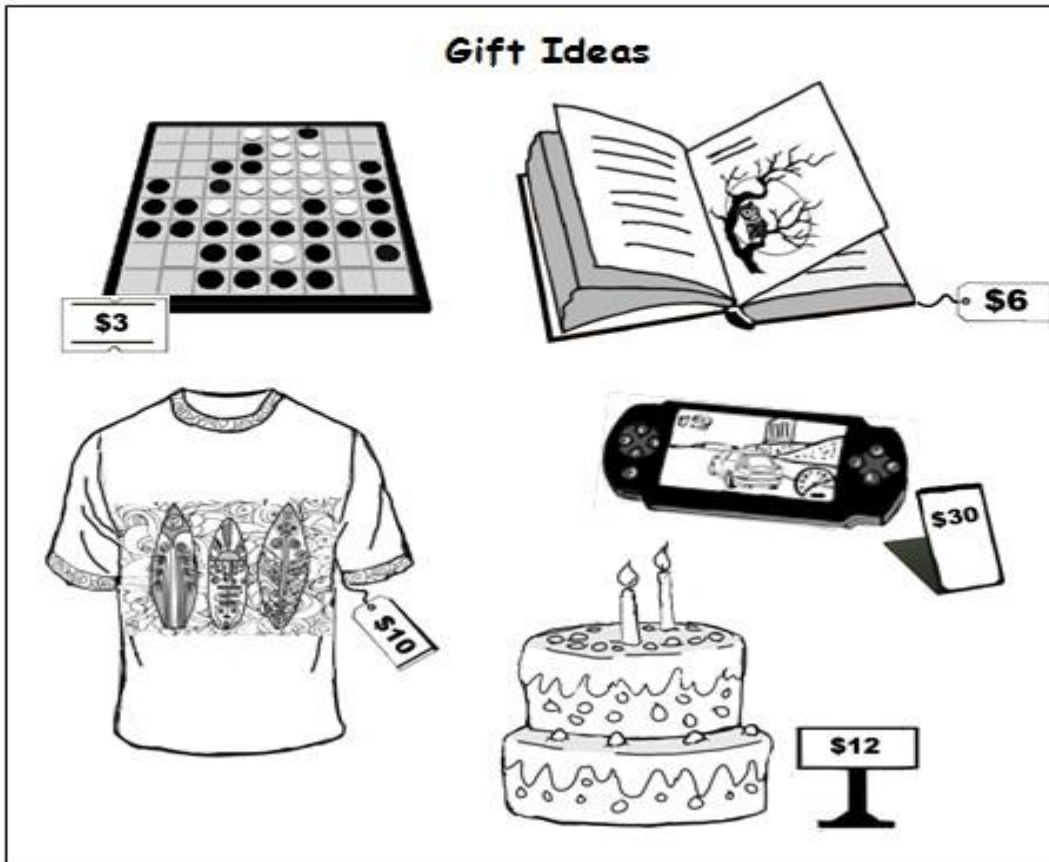


Assessment of Oracy Skills

- Stimulus-based Conversation

Stimulus-based Conversation Practice 1

You are planning to buy a birthday present for a classmate. Below is a flyer from a shopping mall.



Assessment of Oracy Skills

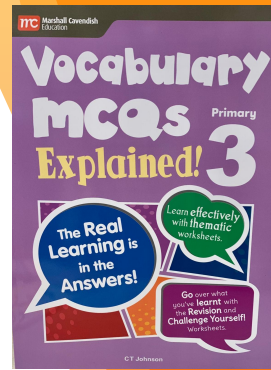
- Stimulus-based Conversation

The oral examiner will ask you some questions based on the picture:

- Look at the picture. Which one of the items would you choose to buy as a present for your classmate's birthday? Tell me why.
 - Which item would you like to receive as a present? Why?
- Have you given a special present to someone before? Tell me about it.
 - In what way is the present special to the person who received it?
- Sometimes a present can be meaningful, yet inexpensive, especially when the giver has put in much effort. What are some meaningful gifts you have received?

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



Must it always be in the past?

He **opened** his pack **to find** some food.

Why did he open his pack?

He **sat** down **to rest**.

Why did he sit down?

Phil **flexed** his muscles **to scare** the lion.

Why did Phil flex his muscles?

The lion **bolted** down the mountain track **to get** away from Phil.

Why did the lion bolt down the mountain track?

Let's Review

There are many types of adjectives.
Some adjectives can be formed from nouns.

a courageous mouse	opinion	noun → adjective courage → courageous
a small cat	size	
an old cat	age	
a cold room	temperature	
a round table	shape	
a grey cat	colour	
a Siamese cat	origin	Siam → Siamese
a wooden table		

Students learn to identify meaning, Grammar and contextual clues, in order to derive the required answers for grammar and vocabulary test items.

Sample on how to pick out clues

A group of young boys _____ playing at the basketball court yesterday evening.

- (1) is
- (2) are
- (3) was
- (4) were

- **Collective noun -> singular**
- **Past tense**

()

My sister decided to go ahead with the plan even though I was _____ it. I thought it was a bad idea!

- (1) on
- (2) for
- (3) with
- (4) against

- **Pairing of preposition with nouns**

()

“Take _____ towel and dry yourself,” said Mother as she handed me the towel.

- (1) this
- (2) that
- (3) these
- (4) those

- **Singular**
- **Proximity (near) of noun**

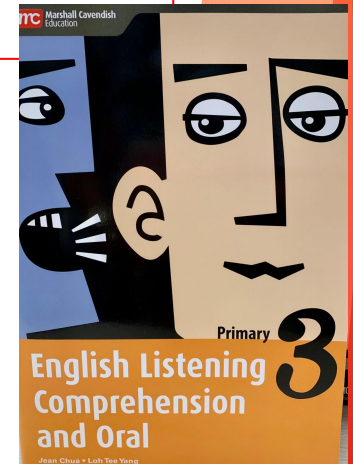
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4) Listening and Viewing

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)

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



4) Listening Comprehension

■ End of Year Assessment in Term 4

Listening Comprehension:

- To listen to texts and demonstrate the ability to comprehend information and make inferences



(5) Writing and Representing

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

English Language

Paper 1 (End of Year Assessment in Term 4)

Duration: 1h

Continuous Writing

- 3 sequential pictures related to a given theme
- helping words and phrases
- guiding questions

Continuous Writing

Write a composition of at least 120 words about a mischief you saw at the library.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on at least one of the pictures.

Consider the following points when you plan your composition:

- What were the boys doing?
- Who did you report the mischief to?
- What happened next?
- How did the boys react?

A Sample

CONTINUOUS WRITING

Write a composition of at least 120 words about a mischief you saw at the library.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or all of these pictures.

Consider the following points when you plan your composition:

- What were the boys doing?
- Who did you report the mischief to?
- What happened next?
- How did the boys react?

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

Helping Words:

- mischievous
- behind a bookshelf
- tearing out
- reported
- shocked
- given a warning
- apologised



Continuous Writing

Write a story of at least 120 words about being late for school.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on at least one of the pictures.

Consider the following points when you plan your composition:

- Why was the character late for school?
- How did the character react?
- What did the character do?
- What happened to the character after that?

Sample 2

Write a story of at least 120 words about being late for school.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or three of these pictures.

Consider the following points when you plan your composition:

- Why was the character late for school?
- How did the character react?
- What did the character do?
- What happened to the character after that?

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

Helping words:

- to his horror
- overslept
- leapt out of bed
- ran as fast as his legs could carry him
- completely out of breath
- ignored his excuses
- face the music
- severely scolded



How We Develop Our Students' Writing Skills

We teach them to achieve the HGS Writing Goals:

– write a story that the reader find **believable**
and can relate to

– use techniques to **sustain the reader's interest**

– use techniques that **allow the reader to**
imagine that they were at the scene

– make the reader **feel for the characters**

– make the reader **embrace values such as**
honesty, courage, care and concern

How We Develop Our Students' Writing Skills

We use:

- Writing packages designed by our teachers to guide students in the writing process
- Model texts written by teachers to model good writing techniques and skillful use of words/phrases to bring the characters to life
- Checklists to help students reflect on the learning and strategise so that they may achieve the writing goals
- Themed spelling lists tailored to provide students with useful vocabulary

What students can do at home to develop their writing skills

Practise writing a short paragraph using:

- 1) The words they have learnt from a phrase list and model writing
- 2) a different context for the story

For example, if the model story is about someone feeling frightened after an encounter with a stranger, they can write a story about someone being frightened during a blackout after watching a horror movie.

What else do we do to develop students' reading and writing skills?

- **Promoting Reading**

- Class Library (Teachers & students donate good books for sharing)
- Beyond the Story (BTS) – **Deep Discussion & Reflection** of (social) Issues and inspiring events
- Structured Air-Time

(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.

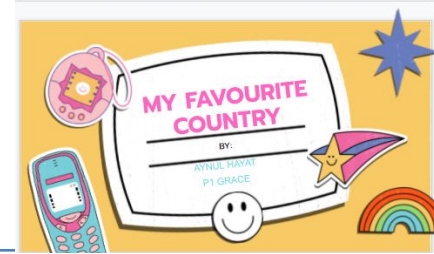


Which ending is better?
Why?

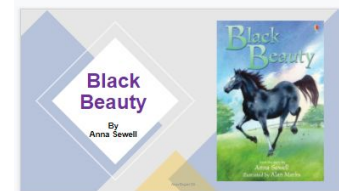
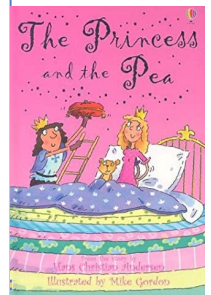


(7) HGS Special – Structured air time (*new - coming up in Term 2 !*)

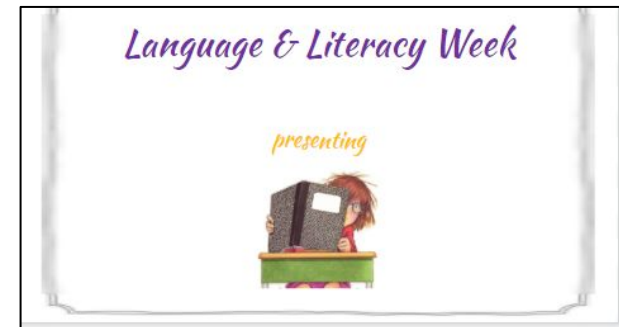
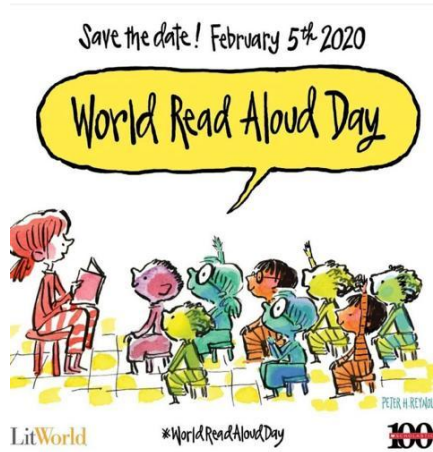
Learning Outcome : Speaking and Representing



- 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.



(8) Making Language Literacy a Lifestyle@HGS



EL Learning @HGS

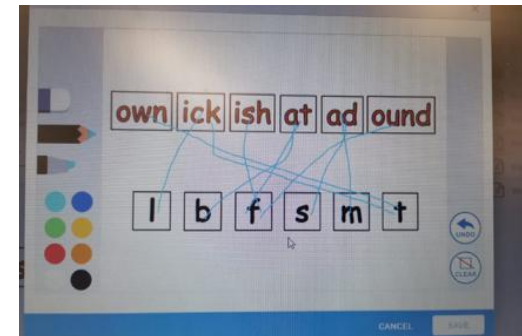
Student Learning Spaces (SLS)

- 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://yle.learning.moe.edu.sg/login>).



The screenshot shows the login page for the Singapore Student Learning Space. On the left, the logo reads 'SINGAPORE STUDENT LEARNING SPACE' in a colorful, stacked font. On the right, the text 'SINGAPORE STUDENT LEARNING SPACE' is displayed above the tagline 'LEARN ANYTIME, ANYWHERE, AT ANY PACE'. Below this, there are input fields for 'Username' and 'Password', with a 'Forgot Password?' link and a 'Login' button.



Assessment of Language Learning

- Daily assessment

- to check for pupils' understanding using questions and follow-up worksheets
- the information collected is used to plan lessons to improve the children's learning

Assessment of Learning

Non-weighted and Weighted Assessments

Term 1	Term 2	Term 3	Term 4
<p>Non-weighted assessment- Reading Aloud (SLS Lesson)</p> <p>Term 1 Week 7-10</p>	<p>Weighted Assessment 1: Mini Test (15% - 20 marks)</p> <ol style="list-style-type: none"> 1. Grammar MCQ (Multiple Choice Questions) (5m) 2. Vocabulary MCQ (Multiple Choice Questions) (5m) 3. Comprehension Open Ended Questions (10m). <p>Term 2 5 May</p>	<p>Weighted Assessment 2: Creative Writing (15%)</p> <p>WA2: Creative writing with a standardized theme and prompts (15% - 24 marks) Life of a _____</p> <p>Term 3 TBC</p>	<p>Weighted: End of Year Assessment (65%-70%)</p> <p>Paper 1- Continuous Writing Paper 2 Paper 3- Listening Comprehension</p> <p>Paper 4 - Reading Aloud and Stimulus-based Conversation (70%)</p> <p>Term 4 TBC</p>

How You Can Help Your Child/Ward at Home

- By **reinforcing** the skills taught in school.
- By providing **a rich language environment** at home
- By monitoring your child's **reading habits** to ensure that she is reading widely
- By engaging her in **meaningful talk**

What can Parents and Guardians do to Support their Child/Ward in their Learning?

- **Provide a rich language environment at home**
 - Make a wide variety of English language reading materials available at home (e.g. newspapers, non-fiction books, recipe books, poetry books).
- **Engage her in meaningful talk**
 - For instance, by asking her what she thinks about a movie she has watched, or a meal that your family had, or about current affairs.
- **Role model good English**
 - Read and write often in front of and with your child/ward.
 - Speak in standard English whenever possible
- **Reinforce skills and strategies learnt in school**
 - Effective language learning requires frequent exposure to listening, speaking, reading and writing opportunities and activities.

What Specific Ways Can Parents or Guardians Support Learning?

- ✓ Visit the library regularly with your child/ward
- ✓ Have a wide variety of good reading materials in your home
- ✓ Find out what your child/ward is interested in, discuss what and find books that are related to those interests
- ✓ Allow your child/ward to choose books to read and re-read
- ✓ Read to and with your child (or, have your child read to you)
- ✓ Listen to radio/e-stories together with your child/ward
- ✓ Talk to your child about what she reads and observes around her
- ✓ Ask her about the STELLAR units that she is currently learning in school and the stories that she is writing in school

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

Thank you for joining us on this journey to develop your child/ward.

Please feel free to contact:

Mrs Jeya Lawrence (Level Head) – P1 to P3
kavitha_jeyamalar_segeran@moe.edu.sg

3C : Ms Chantel Leow

3G : Mdm Alia Hannah

3H : Mrs Lisa Yap

3J : Mdm Harjinder Kaur

3K: Mr Fauzi

Ms Lynne Huang (HOD Covering)
huang_yilan_lynne@moe.edu.sg

School General Office Tel: 63440293

