

P4 CURRICULUM BRIEFING ENGLISH LANGUAGE

25 Feb 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.**

What Do We Focus On at HGS? 5 Pillars 😊

1) Reading and Understanding

- becoming a critical and creative thinker



2) Writing Skills

- generating & organising ideas effectively
- revising and editing writing skilfully

3) Oracy skills

- becoming a confident and effective communicator

and:

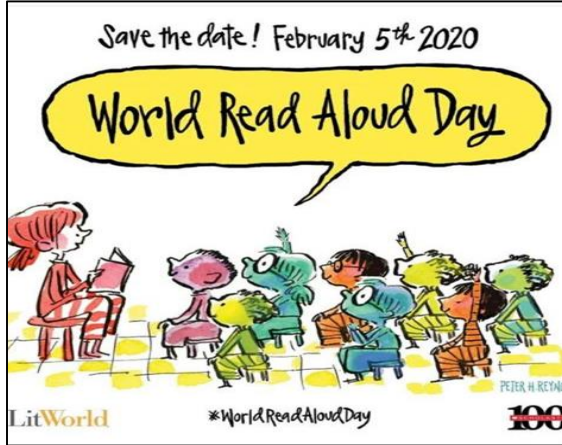
4) building Grammar and Vocabulary knowledge [to support Reading, Writing & Oracy].

Most Importantly 😊,

5) Instilling a love for the language and the curiosity to read, explore and respond



Making Language Literacy a Lifestyle @HGS



Language * Literacy Week



Instilling the Love for the Language

HGS Special – BTS (Beyond the Story)

What?

- Regular sharing of hot topics in the news
- Discuss and reflect on current affairs, social and ethical issues

Why?

- Grow compassionate and concerned readers/citizens
- Build students' capacity for critical thinking and perspective-taking

In China, Kids Are Limited To Playing Video Games For Only 3 Hours Per Week

WHAT?
WHO?
WHEN?
WHERE?

- A mandate by China's National Press & Publication Administration.
- All under-18 gamers. Online gaming companies only to let them play 3 hrs on weekends only - Fri, Sat, Su 8-9pm.
- Curb video game addiction among children; "safeg

THE STRAITS TIMES

Not true clearing own tables will deprive cleaners of jobs: Amy Khor



Dawson SkyVille & SkyTerrace residents complain of New Year's partygoers blocking lifts & amenities

It took one resident two hours to park his car and take the lift to his flat.

[Andrew Koay](#)

<https://mothership.sg/2021/01/01/dawson-skyville-skyterrace-residents-complain-of-new-year-partygoers-blocking-lifts-amenities/>

Instilling the Love for the Language

HGS Special – Structured Airtime

- Full student ownership to develop their own presentations on a topic of their choice, and become confident advocates as they present to and engage their peers.
- Grow necessary skills for self-directed learners, active citizens and passionate advocates



Everyday racism is a form of racism where people say or do hurtful things without intending to be unkind. It happens all around us but many people do not even recognise it.

Everyday racism is also called "**casual racism**", although there is nothing casual about it for the person at the receiving end.

**WHAT CAN YOU DO TO ENSURE YOU DON'T DISCRIMINATE?
(JOT DOWN IN YOUR THOUGHTS BOOK)**

<https://more.whatsapp.sg/get-used-to-peoples-different-appearances/>

Before continuing,
Do you think exercise is beneficial?
why/why not
-what do you do when exercising?

Reading and Understanding a Text

- 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 evidences** in the passage to aid understanding
 - Demonstrate **Sound judgement**: Is an action wise/right?
 - **Explain her ideas** clearly and fully

How We Develop Our Students' Reading Skills

Comprehension: Annotation and Meaning-Making

He left the room and came back a few minutes later. Holding **a small plastic bag full of white powder**, he **spoke sternly**, "I'm afraid one of you is **in serious trouble**. When I was examining the coat, I found this inside the lining. This is **a dangerous drug and you will be imprisoned** for owning it."

Upon hearing this, the woman said, "Oh, well, perhaps I was wrong. It isn't my coat after all." She wanted to leave the police station but the policeman stopped her and said, "I'm sorry, Madam, you can't go yet. I need your assistance in the **investigation of a theft case**." The policeman then turned and **winked at Mrs Brown**.

Students learn to understand events and characters better by analysing the clues presented.

How We Develop Our Students' Reading Skills

Comprehension Cloze: Identifying Meaning, Grammar and Contextual Clues

At the beginning of the year, Devi **could neither speak** Mandarin **nor** **recognise** a single Chinese character. **Yet, she joined** her school's Chinese Calligraphy Club because she was (15) _____ **in** learning Chinese. After several months of lessons, she took part in an international calligraphy contest, competing with children **from** (16) _____ such as **France, India and Korea**. Devi was overjoyed when she **won** the second (17) _____ in the **competition**.

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

Writing

English Language

Paper 1

Duration: 1h

Continuous Writing

- 3 pictures related to a given theme
- Use at least one picture
- 5 to 6 guiding questions

Continuous Writing

Write a composition of at least 120 words about a **nasty accident**. The pictures are provided to help you think about this topic. Your composition should be based on one or more of these pictures. Consider the following points when you plan your composition:

- What was the accident?
- Who or what caused the accident?
- How did the accident happen?
- How did the characters react?
- What happened in the end?

A Sample

CONTINUOUS WRITING

Write a composition of at least 120 words about a nasty accident.

The pictures 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 was the accident?
- Who or what caused the accident?
- How did the accident happen?
- How did the people around react to what they saw the accident?
- What happened to the main character(s)?
- What happened at the end of the story?

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

Helping Words / Phrases:

- distracted
- unaware of surroundings
- ignored warning
- heart thumping loudly
- landed with a nasty thud
- groaning in pain
- blood drained from his face
- extremely remorseful



Benefits of introducing this format to P4 early:

- No predetermined storyline to follow; students learn to craft a storyline based on a topic and the picture stimuli
- more room for the children to tap on their personal experience
- more room for originality and students' voices to be heard

How We Develop Our Students' Writing Skills

We teach them to achieve the following 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

What students can do at home to develop their writing skills

Frightening

- ✎ He had *deep-set, hooded eyes*.
- ✎ His *thin lips* curled into a sneer.
- ✎ The mad woman let out a *wild, demonic laugh*.
- ✎ The kidnapper's *cold eyes* looked at them expressionlessly.
- ✎ Her *small, beady eyes* looked slyly at them.
- ✎ The murderer's face *twisted into a hideous smile*.
- ✎ His forehead bore a *livid, red scar*. He *glared menacingly* at them with a *steely glint* in his eyes.
- ✎ His *murderous eyes* were as red as burning coals.
- ✎ She *glanced shiftily* around the shop, noting the watches lying unattended on the counter.
- ✎ The *cross-eyed* man *smiled evilly* at
- ✎ The man spoke in a *hoarse, rough voice*.

Phrase List- sample

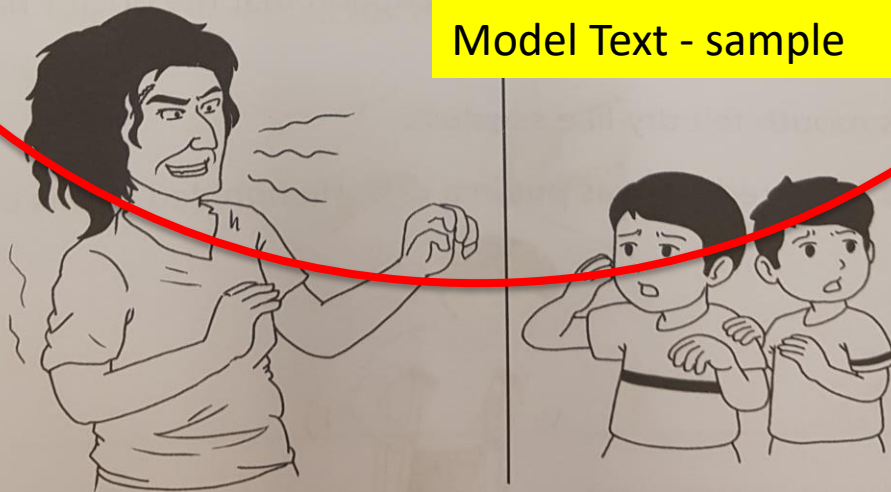


What students can do at home to develop their writing skills

As they turned the corner, there he was – the sinister stranger. He glared at them through eyes as red as burning coals. The two boys shrank back in fright. He let out a demonic laugh and thrust his repulsive face with its long, hooked nose in front of them. He was so close that they could see a pulse beating behind the livid red scar on his right temple. His filthy, dishevelled hair fell over his face and he reeked of alcohol. His loose, ill-fitting clothes looked as though they had been slept in.

“Are you scared of me, little boys?” he asked, smiling repulsively at them.

Model Text - sample



What students can do at home to develop their writing skills

Practice 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)
 - Book Sharing by teachers
 - Book Sharing by Students
 - Beyond the Story (BTS) – **Deep Discussion & Reflection** of (social) issues and inspiring events

Oracy:

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:

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)
- ‘3-minute Babble’ – on any topic
- 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 Assessments

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

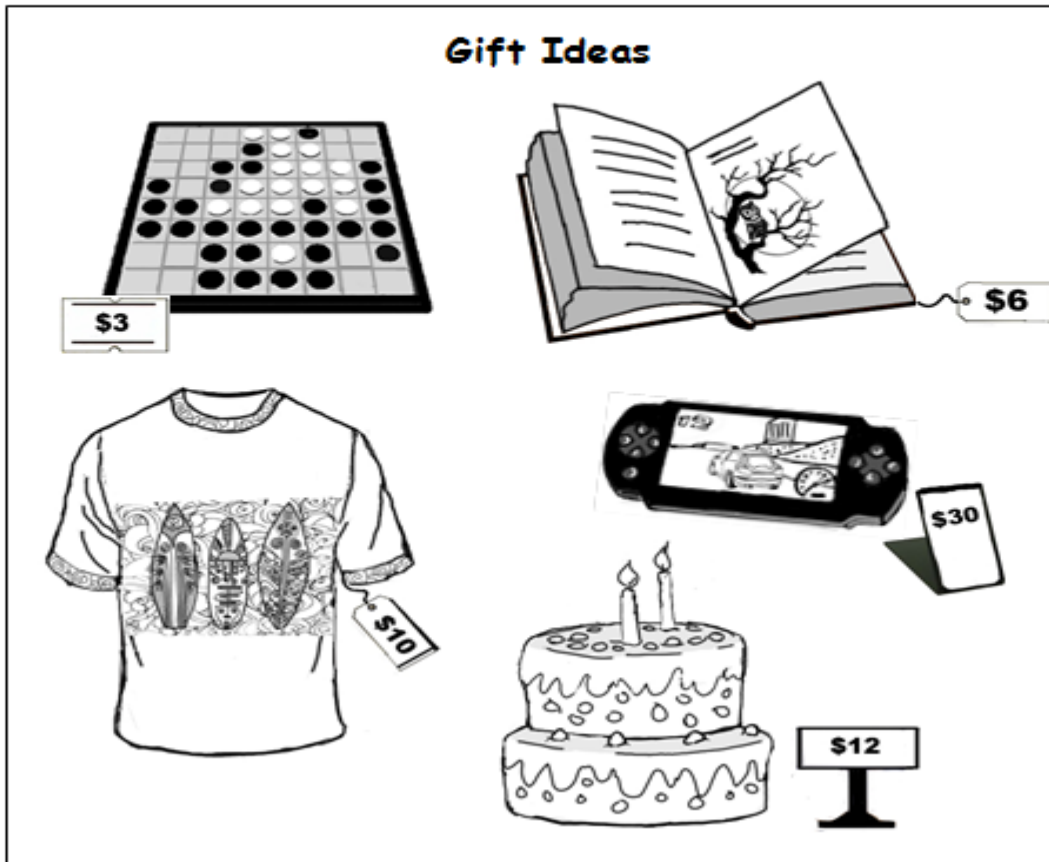


Assessment of Oracy Skills

- 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?

Listening Comprehension & Paper 2

Listening Comprehension:

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

Paper 2:

- To make accurate interpretation of clues (semantic, syntactic & contextual) to answer questions.



Examination Skills for Paper 2

- Identification
of clues

- Think aloud
strategy

5. The twin sisters' tolerance _____ tested when their little brother damaged their toy dolls.

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

- **Uncountable -> singular**
- **Past tense**

7. Please put aside all _____ books as we need to use this table for dinner.

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

- **Plural**
- **Proximity (near)**

8. The school will be giving each student a storybook in addition _____ the sponsored goodie bag for National Day.

- (1) to
- (2) of
- (3) for
- (4) with

- **Pairing of preposition with nouns**

Assessment of Language Learning

- **Everyday 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
Non-weighted assessment- Oral: SBC	Mid-Year Examination: LC, Writing & Paper2 (30%)	Weighted Assessment 1: Paper 2 components (10%)	End-of-Year Examination Papers 1, 2, 3 & 4 (60%)



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**

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

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Thank You
FOR YOUR
SUPPORT

