

ENGLISH LANGUAGE



RESPECT

TEAMWORK

RESPONSIBILITY

LIFELONG LEARNING

STELLAR

Strategies for English Language Learning and Reading

Aims to move EL learners towards independence using authentic texts and learning activities that motivate and engage different learners

Curriculum Focus

STELLAR lessons **consolidate** all language skills and language components through **explicit teaching**

Language Skills

- ❖ Listening, Reading & Viewing
- ❖ Writing, Speaking & Representing
- ❖ Vocabulary – MCQs & Cloze
- ❖ Grammar – MCQs & Cloze
- ❖ Synthesis & Transformation
- ❖ Comprehension – Visual Text & Open-ended



2016 Primary 4 Assessment Plan

| English | Term 1 (10%) | Term 2 (20%) | Term 3 (10%) | Term 4 (60%) |
|--|---|---|---|---|
| Listening & Viewing | <u>Formative Assessment:</u> Listening Comprehension | <u>Summative Assessment 1:</u> Listening Comprehension | <u>Formative Assessment:</u> Listening Comprehension | <u>Summative Assessment 2:</u> Listening Comprehension |
| Reading and Viewing Speaking and Representing | <u>Formative Assessment:</u> Reading Aloud | <u>Summative Assessment 1:</u> Oral | <u>Formative Assessment:</u> Readers Theatre | <u>Summative Assessment 2:</u> Oral |
| Writing and Representing | <u>Formative Assessment:</u> Individual Writing | <u>Summative Assessment 1:</u> Composition | <u>Formative Assessment:</u> Individual Writing | <u>Summative Assessment 2:</u> Composition |
| Language Use Comprehension | <u>Continual Assessment 1:</u> | <u>Semestral Assessment 1:</u> | <u>Continual Assessment 2:</u> | <u>Semestral Assessment 2:</u> |
| | CA1 (50 marks) | SA1 (100 marks) | CA2 (50 marks) | SA2 (100 marks) |

Ways to Teach Reading for Understanding in a STELLAR lesson

- **Supported Reading**

- **K-W-L**

K = what I **K**now

W = what I **W**ant to know

L = what I have **L**earnt

- **Retelling**



How parents can support their child's learning:

Encourage your child to:

- read aloud daily using newspapers, magazines or books
- speak in complete sentences
- think aloud and paraphrase in his / her own words
- ask open-ended questions about the story using the basic who, when, what, why and how questions

Components of the English Paper

- Paper 1 – Continuous Writing
- Paper 2 – Language Use & Comprehension
- Paper 3 – Listening Comprehension
- Paper 4 – Oral Communication



Paper 1 - Continuous Writing

- Scope for different ways to sequence ideas and develop a storyline based on the given theme
- Questions and helping words provided (Primary 4 only)
- Option for students to base their writing on one, two or all three pictures.

Write a composition of at least 120 words based **a camping trip**.

The pictures on the right 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:

- the preparation before the outing
- the thought and feeling of people going on this outing
- what were some of the things that you and your friends saw and did
- what happened to one of you

Helping Words:

- camping equipment
- excited and eager
- pitched tents
- trekking
- an unusual plant



Paper 2 – Language Use & Comprehension

- Visual Text Comprehension
- Comprehension (open-ended)

Used to be
known as
**Graphic
Stimulus**

Visual Text Comprehension

Study this flyer carefully and then answer Questions 1 to 5.

ANNUAL FAMILY SPORTS CARNIVAL



A Holiday Program For The Family

DBS Bank is sponsoring the Annual Family Sports Carnival at the Marina Barrage. This year's theme is "Together We Soar."

Eight teams will be selected to represent Singapore at the ASEAN Family Open to be held at East Coast Park in September.



Prizes

The 8 selected teams will each receive:

- A cash award of \$750 and
- a Samsung Note III

Each of the 10 merit award winners will receive:

- A NTUC voucher of \$350
- a certificate of achievement

Annual Family Sports Carnival Information

Entry forms are available at all DBS and POSB Bank branches. All completed entry forms should be submitted before or on 31 May, 2013. For more information, please contact the Customer Service Department at 6512 3312. Photographs of the finalists in last year's carnival with the theme 'My Family, My Strength' can be viewed at www.dbs.com/afsc2012.

**Visual Texts can
be found in
posters, flyers,
brochures,
advertisements,
discount coupons,
banners...**



Real-life Examples



The **promotion** is **only** for the **purchase of** _____.

Comprehension (open-ended)

Objectives:

- To read and understand the events and characters by looking at the contextual clues
- To predict the story

One morning, Prince Zak was playing with a rubber ball at the bottom of the palace gardens. Nearby, **builders had been working on a new bird house**. So Prince Zak was careful to keep away from the post hole in the lawn. He was throwing the ball against the old garden shed by the duck pond. **Someone was watching keenly. A pair of big yellow eyes peered out from the mud at the edge of the pond.** Suddenly the ball bounced off the side of the shed. Down it went, straight into the post hole.

Reading for understanding:

Why must Prince Zak be careful in keeping away from the post hole?



Prediction:

Who do you think was watching him keenly?

Questions at Literal level

- information that is easily picked out from the reading passage

Questions at Literal level

Question:

Who lived in the jar?



Answer:

It was the frog.

How did
you
know?

Prince Wuti and the Frog

Reading Comprehension taken from MC Companion

Booklet 1

Your Majesty, please do not smash the jar! A frog popped out from the water in the jar. “I live here. This is my home,” added the frog.

Questions at Inferential

- level
need to refer to other information given in the passage.

Who does “the voice”
refer to?

A **voice** came out of the jar.



How did
you know?

A **frog** popped out from the
water in the jar.

Prince Wuti and the Frog

Reading Comprehension taken from MC Companion Booklet 1

Just then, a voice came out of the jar. “Your Majesty, please do not smash the jar! A frog popped out from the water in the jar. “I live here. This is my home,” added the frog.

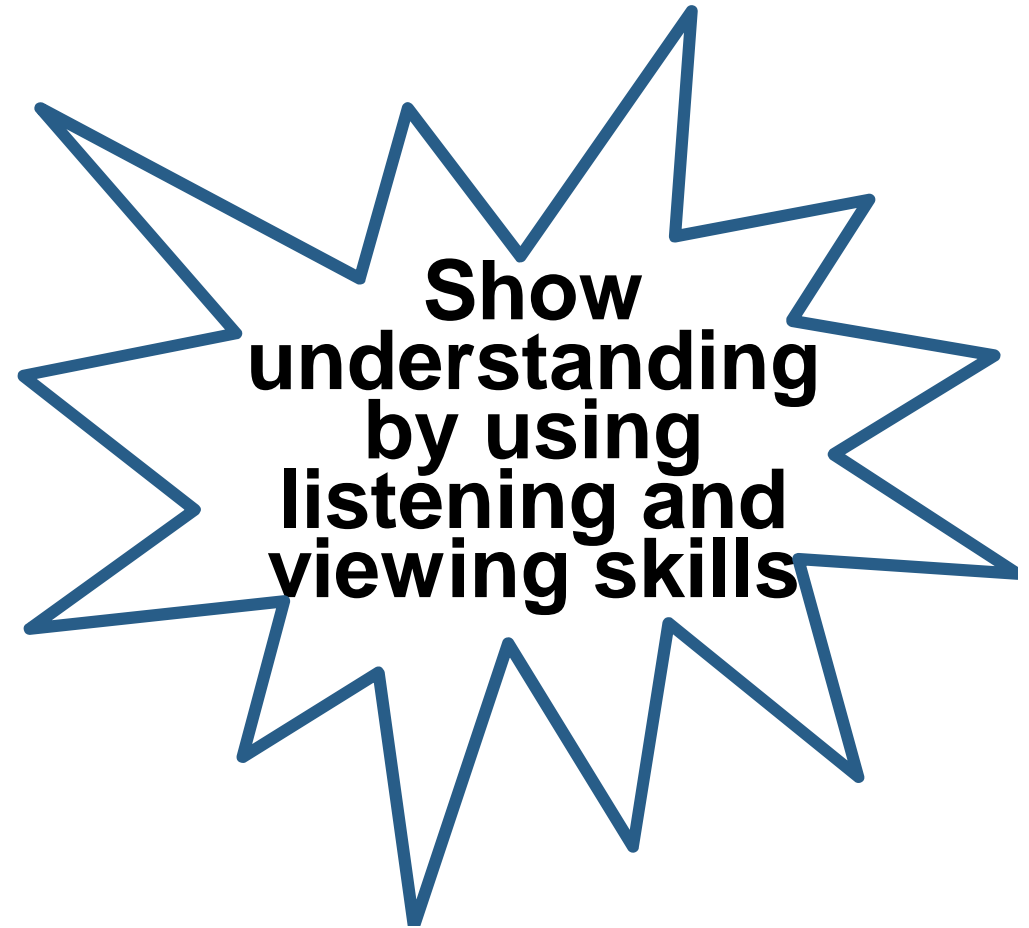
Paper 3 - Listening Comprehension

Part 1

- Picture Matching
- Picture Sequencing

Part 2

- Note-taking
- Listening Comprehension



Paper 4 – Oral Communication

- Using rubrics to provide effective feedback

| | Level 1 | Level 2 | Level 3 | Level 4 |
|-----------------------------------|---|--|---|---|
| <u>Reading Aloud</u> | | | | |
| Pronunciation | Mispronunciation or skipping of most words | Pronunciation is somewhat difficult to understand with many numerous errors | Generally clear pronunciation with occasional errors such as dropping the end consonants | Clear and consistently good pronunciation, even the end consonants |
| Expressiveness and Fluency | Monotonous, very slow and jerky reading of words, e.g. syllable by syllable | Slow and hesitant reading such as pausing in the middle of the sentences, and with little variation in tone, pace and volume | Generally fluent reading with few hesitations, and with some variation in tone, pace and volume | Expressive and fluent reading, varying tone, pace and volume at appropriate times |
| Voice Quality | Inappropriate use of stress and intonation with no awareness of the purpose, audience and context | Inappropriate use of stress and intonation with very little awareness of the purpose, audience and context | Appropriate use of stress and intonation in most instances to convey meaning according to the purpose, audience and context | Appropriate use of stress and intonation to convey meaning according to the purpose, audience and context |

| | Level 1 | Level 2 | Level 3 | Level 4 |
|------------------------------------|---|---|---|---|
| <u>Stimulus-based Conversation</u> | | | | |
| Personal Response | Hardly any development and elaboration with incoherent responses, mainly one word responses | Gives a few personal responses with hardly any development, mainly one sentence responses | Gives personal responses with some development and elaboration | Develops and elaborates personal responses fully, such as why, when, how |
| Clarity of Expression | Speaks with limited vocabulary and incorrect structures most of the times | Speaks with some of grammar errors and/or inappropriate vocabulary | Speaks clearly using appropriate vocabulary and grammar structures at most times | Speaks clearly using a range of appropriate vocabulary and grammar structures |
| Engagement in Conversation | Long and awkward pauses and depends heavily on examiner's prompting | Some instances of hesitation and requires much prompting from the examiner | Responds to prompts in a forthcoming manner and maintains eye contact at most times | Introduces new ideas when there is no further development Speaks with confidence & eye-contact |

In Summary:

- Your child will benefit from the way English is taught.
- Effective feedback is provided to support your child's learning and development.

Thank You

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