



JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character

2026 Primary 1 Curriculum Briefing English



STELLAR- Strategies for English Language Learning and Reading



EL Syllabus 2020 & STELLAR 2.0

STELLAR 2.0 lessons will:

**Empathetic
Communicator**

offer more opportunities for students to discuss issues, listen to different perspectives and develop their own opinions.



**Creative
Inquirer**

encourage students to explore ideas, concepts and areas of interest and promote the joy of learning.

encourage students to read widely and process information critically so as to distinguish fact from falsehoods.

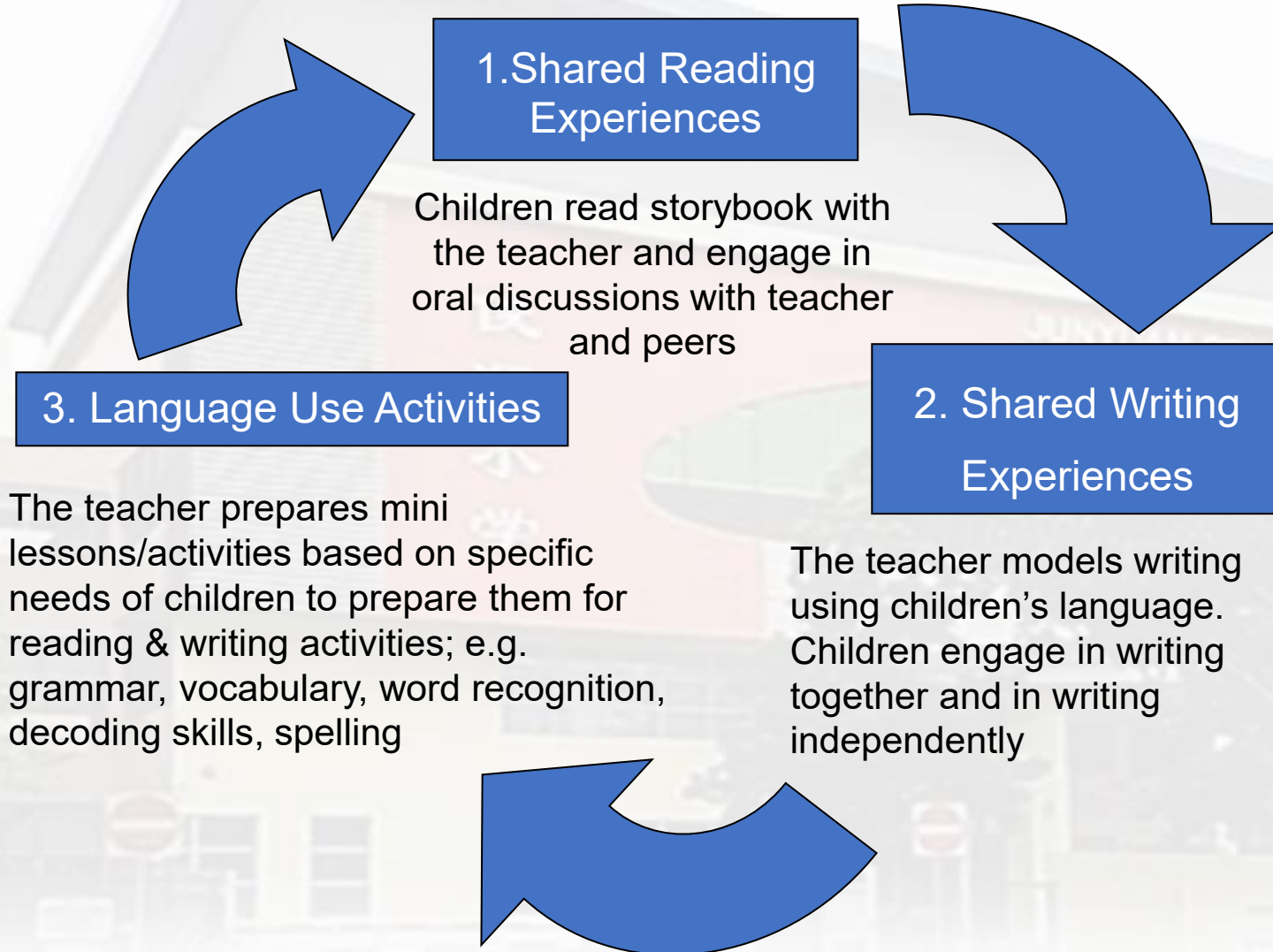
**Discerning
Reader**



- Teaching and learning of English using **more speaking** and **listening** activities to build on pupils' oracy skills.
- Children learn foundational language skills through **text analysis** and various engaging activities.



The STELLAR Lesson





Development of the four language skills:

- 😊 **Listening**
- 😊 **Speaking**
- 😊 **Reading**
- 😊 **Writing**



Development of social skills:

- ☺ Oral interaction among peers in non-threatening contexts and environment
- ☺ Working in partnership with other children
- ☺ Turn taking & respect for others during class and group discussions



Independent learning:

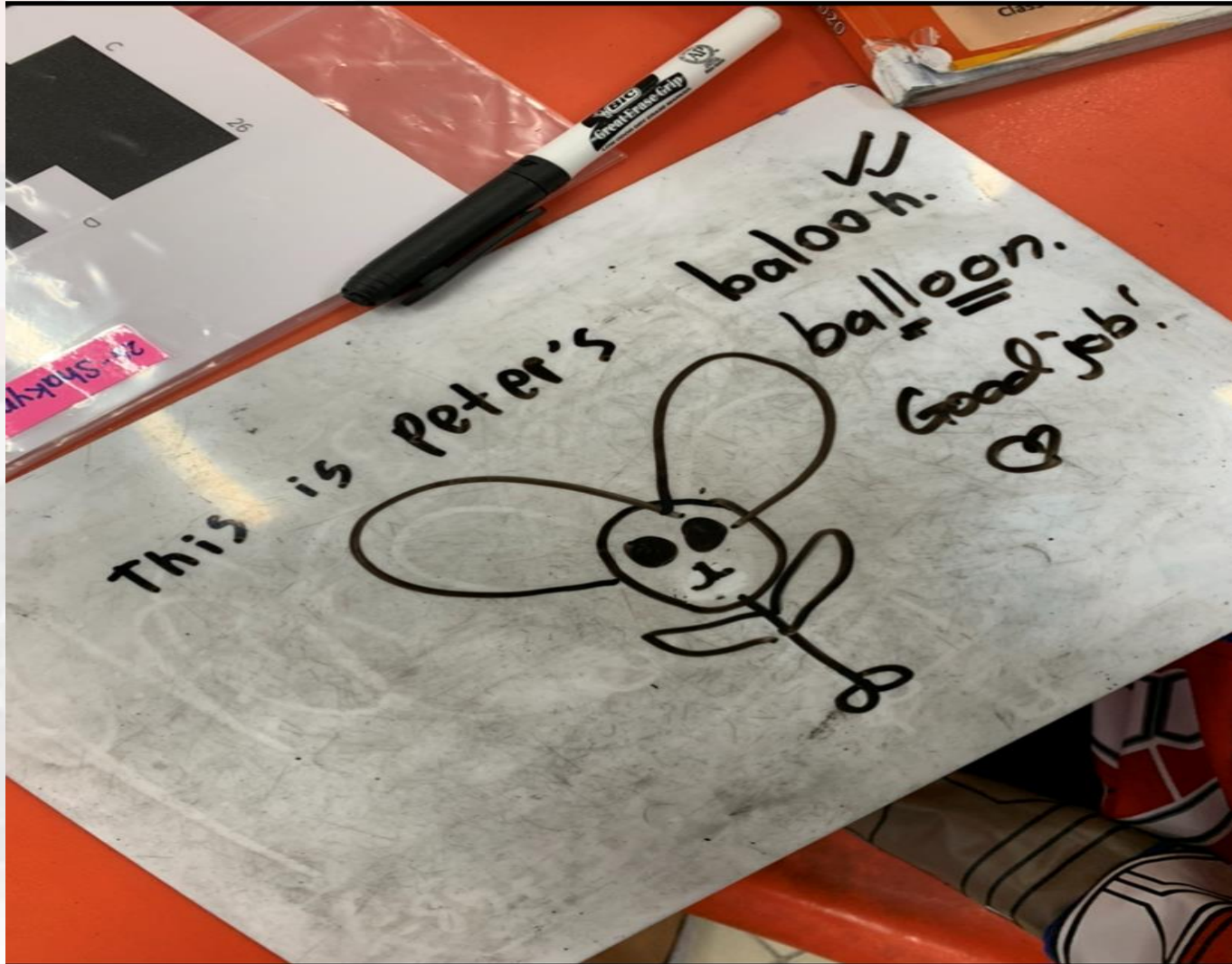
- ☺ Individual reading
- ☺ Individual writing
- ☺ Working independently to complete language use activities

Language Use Activities



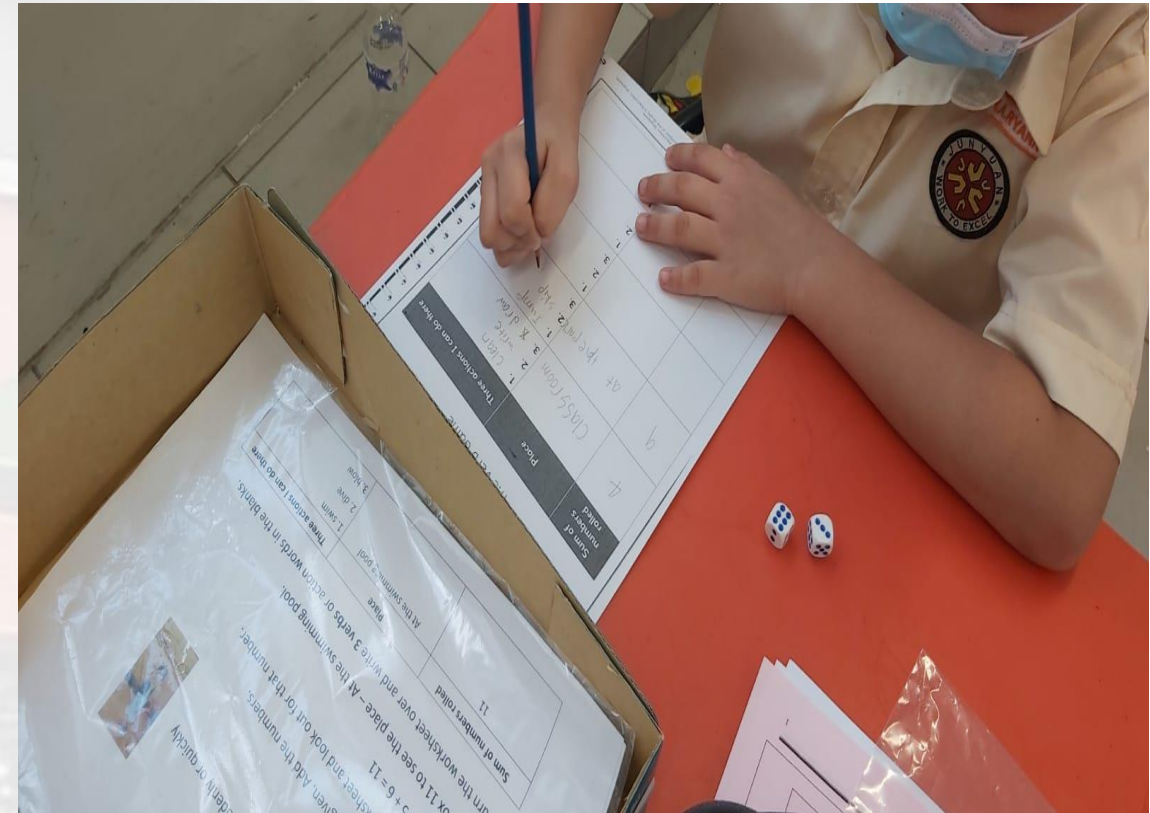
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The image shows a child sitting at a red table, engaged in a learning activity. Several educational cards are scattered on the table. Some cards feature math problems, such as $1+1=2$ with a green arrow pointing up, and others show words with corresponding illustrations: 'right' (a right angle), 'fly' (a fly), 'spring' (a tree with roots), 'train' (a train), 'duck' (a duck), and 'fly' (a fly). A cardboard box in the foreground contains a worksheet with instructions for a matching game. The instructions are as follows:

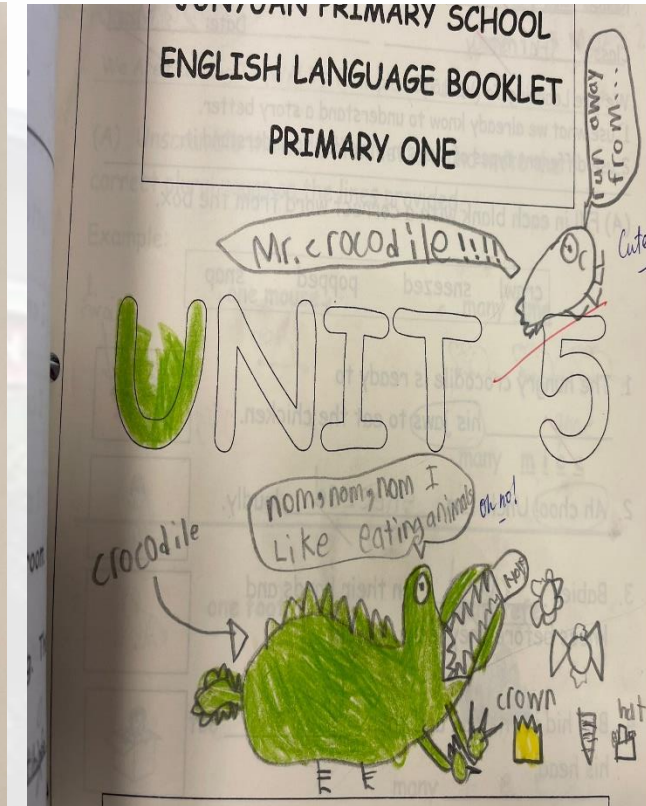
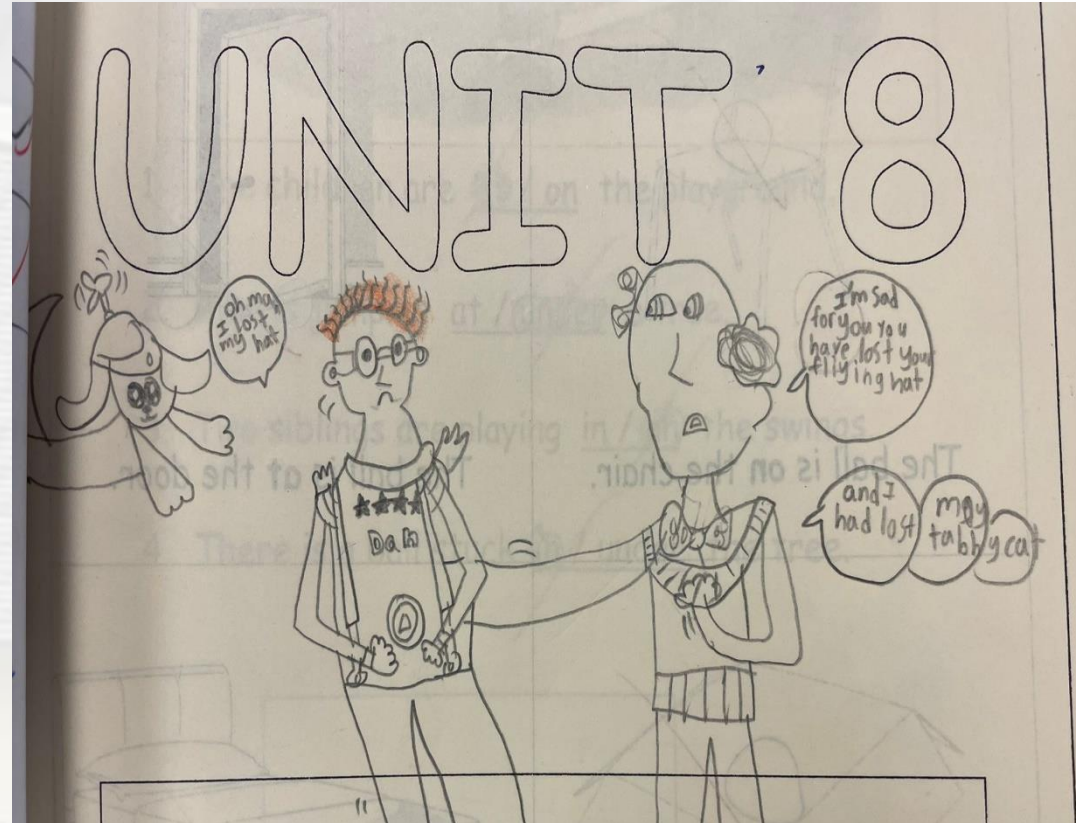
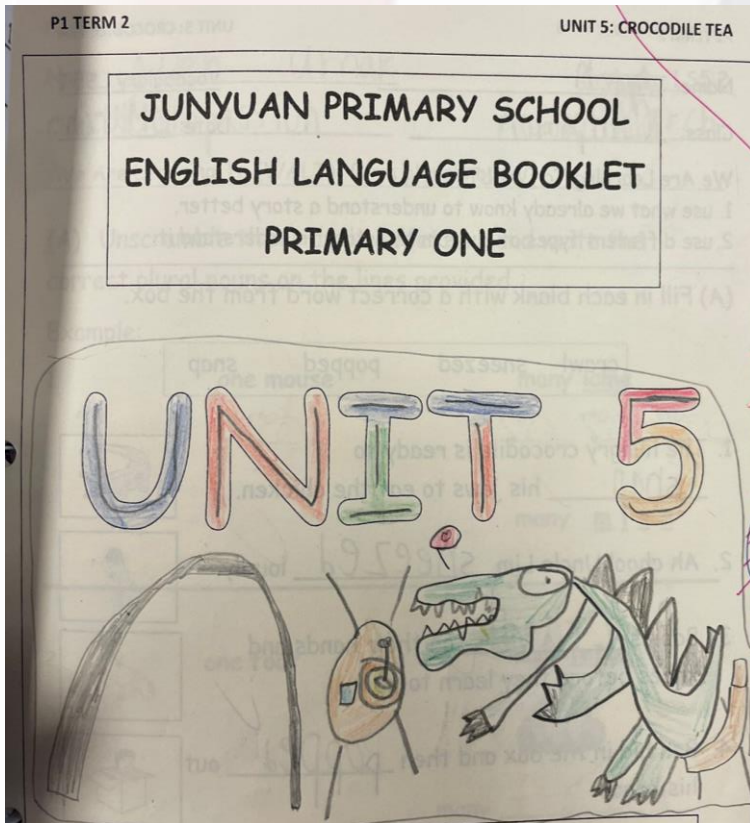
- 1) Have fun matching the homonyms in class!
- 2) Try filling in the blanks in the words in the worksheet.
- 3) Then, refer to the answer key at the end of the worksheet.
- 4) After you have matched the cards, shuffle the deck and the matched cards for the next player.



Engaging in language use activities at the literacy stations in the classroom



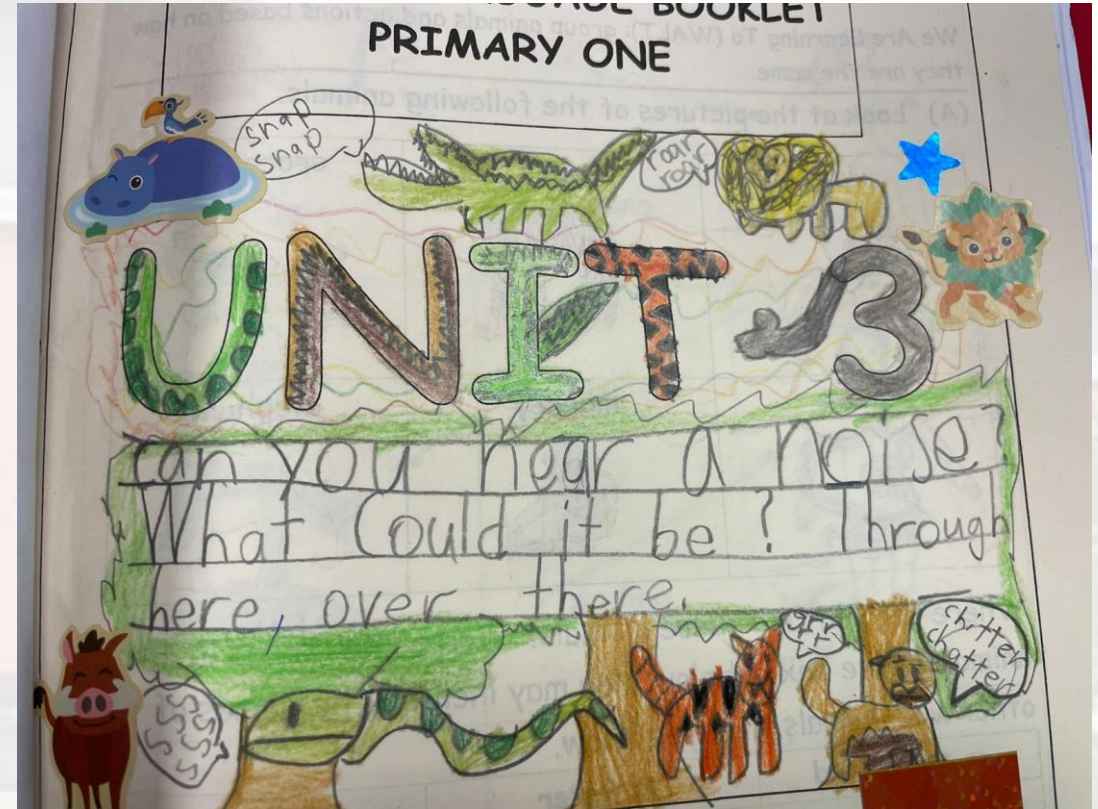
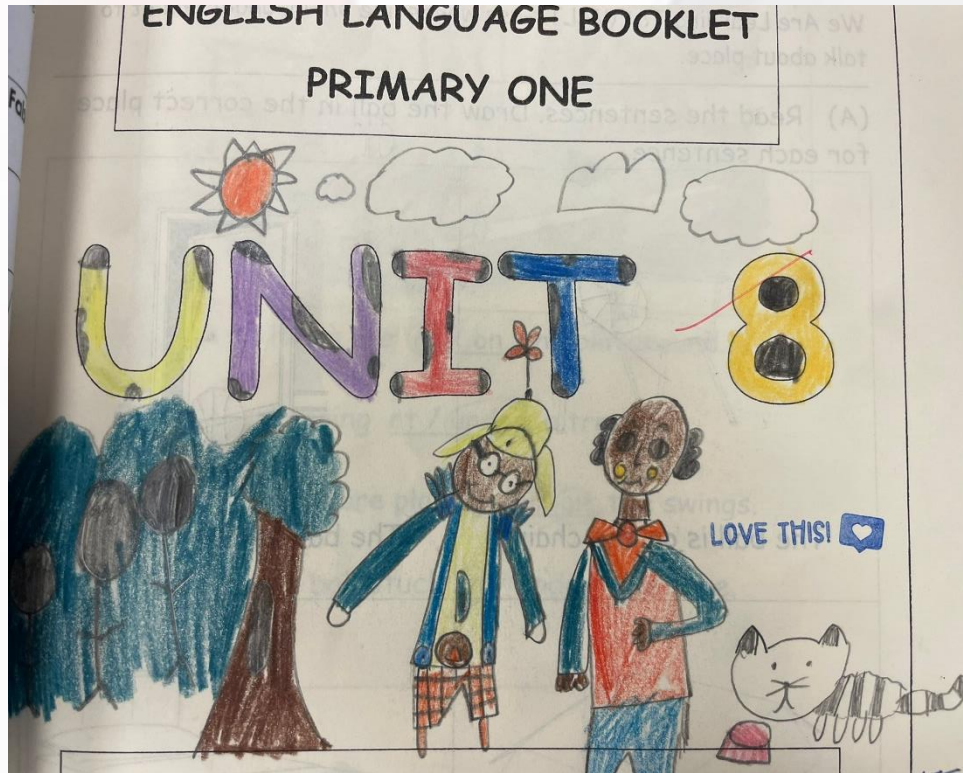
Language Use Activities



Designing of cover page based on themes



Language Use Activities



Designing of cover page based on themes



Language Use Activities

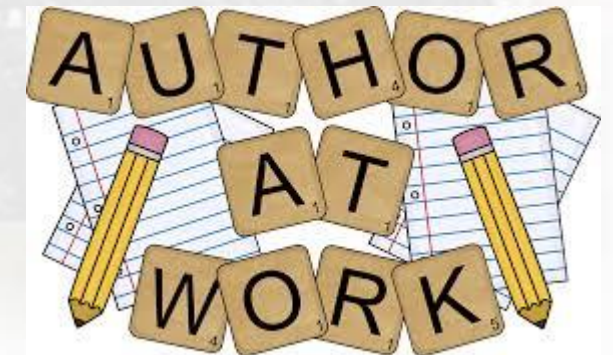
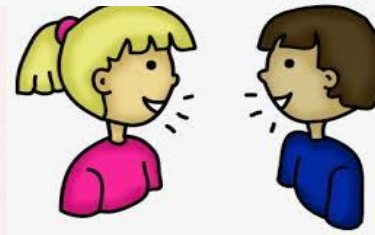
- Show and Tell
- A Book Character Day
- Learning Journey to the zoo
- Modified Language Experience Approach (MLEA) activities

Eg: Treasure Hunt based on the text,
Dan's Lost Hat, Lantern Walk



Learning Outcomes - English

- Listening
- Speaking
- Reading
- Writing





Learning Outcomes - Purpose

- Manage the transition from pre-school to primary school
- Allow pupils to explore the different ways of learning
- Give time for pupils to make progress based on the qualitative feedback from teachers
- Instil the joy of learning



Learning Outcomes - Semester 1

Listening	<ul style="list-style-type: none">• Listen attentively and follow simple instructions
Speaking	<ul style="list-style-type: none">• Follow communication etiquette such as taking turns, using appropriate eye contact and volume in conversations or discussions
Reading	<ul style="list-style-type: none">• Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately)• Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
Writing	<ul style="list-style-type: none">• Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.



Learning Outcomes - Semester 2

Listening	<ul style="list-style-type: none">• Listen attentively and follow simple instructions
Speaking	<ul style="list-style-type: none">• Speak clearly to express their thoughts, feelings and ideas
Reading	<ul style="list-style-type: none">• Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.• Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting)
Writing	<ul style="list-style-type: none">• Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.



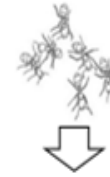
Learning Outcomes - Evidence of Learning - Reading - Word Level

Descriptor	Beginning	Developing	Competent	Exceeding
Demonstrate <u>basic word</u> recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately)	Able to recognise and name the letters of the alphabet	Able to recognise, name and sound out the letters of the alphabet	Able to read and recognise high frequency words and apply <u>blending</u> to read regular words.	Able to read and recognise high frequency and regular and irregular words.



Learning Outcomes - Evidence of Learning - Reading - Word Level

The sound /sh/ can be found in all the words shown in the pictures.
Help the ants get to the Queen by colouring the pictures of the
words that end with the sound /sh/.





Learning Outcomes - Evidence of Learning - Reading - Text Level

Descriptor	Beginning	Developing	Competent	Exceeding
Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Reads very slowly and with no expression, mispronouncing most of the words	Reads slowly, with little expression, and clear pronunciation in very few instances	Reads with generally clear pronunciation and appropriate expressions in some instances	Reads with consistently good pronunciation and appropriate expression to convey writer's intent



Learning Outcomes - Evidence of Learning - Reading - Text Level

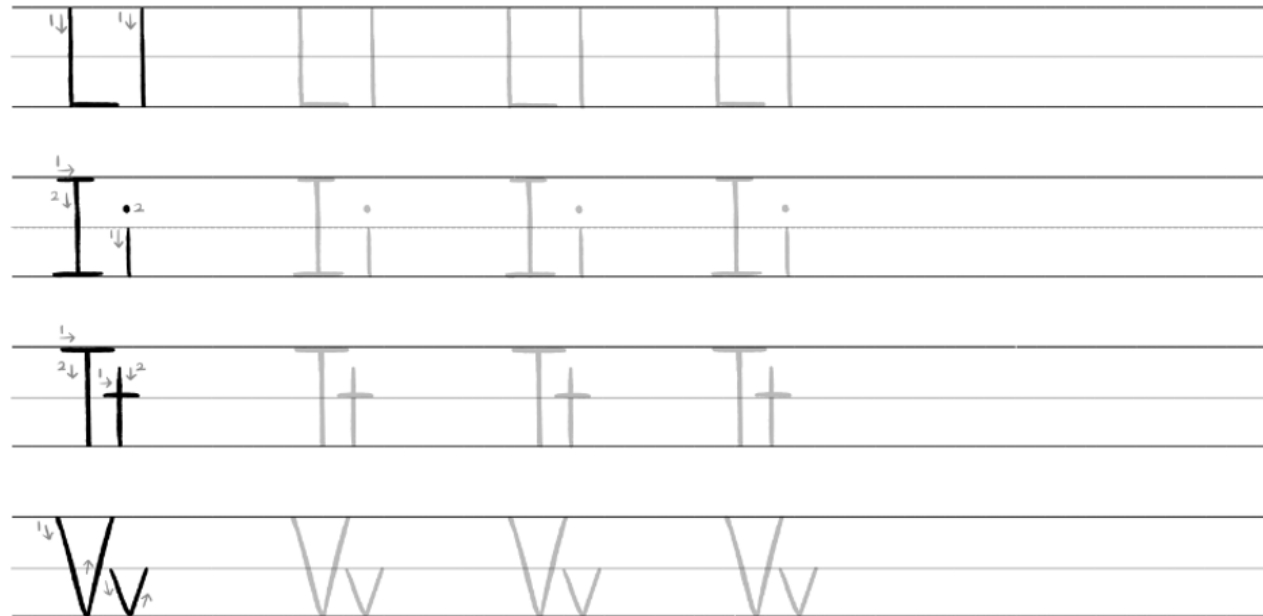
- Collect evidence over many points in time including the use of ICT tools (eg: SLS recording)
- Provide qualitative feedback on accuracy, fluency and expression through the daily reading of STELLAR texts and other age-appropriate texts



Learning Outcomes - Evidence of Learning - Writing - Semester 1

Writing

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






Learning Outcomes - Evidence of Learning - Writing

1	Able to write from left to right
2	Able to copy letters of the alphabet
3	Able to write own name
4	Able to copy individual words
5	Able to put spacing between words
6	Demonstrate understanding of sound-letter correspondence through spelling
7	Able to write a simple sentence



Learning Outcomes - Evidence of Learning - Writing - Semester 1

Writing - Word Order Checklist

	Success Criteria	Self	Teacher
	<div>I look and check my work.</div> 	(✓)	(✓)
1	I begin my sentences with an uppercase letter .		
Q1	I _____		
Q2	H e _____		
Q3	D avid _____		
2	I end my sentences with a full stop. (.)		
3	I can copy the words correctly.		
4	I can write neatly.		



Teacher's Comments:

Like Focus Fox, you have _____



Learning Outcomes - Evidence of Learning - Writing - Semester 2

Writing

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

1. order the events to tell a story.
2. spell the words correctly using the sounds of letters.

Draw your favourite character from the story.

Identify the events in the story, Mrs Wishy-Washy. Arrange these events in order and write out the story.

1. _____
2. _____



Learning Outcomes - Evidence of Learning - Writing - Semester 2

1	Able to write basic sentence structures
2	Able to use invented spelling/phonics spelling
3	Able to use capitalisation
4	Able to use full stop at the end of a sentence
5	Able to do simple editing e.g., corrects spelling, adds a word
6	Able to write at least 3 sentences in a simple paragraph
7	Able to show sequence of events in a recount



Learning Outcomes - Evidence of Learning - Writing - Semester 2

Writing Checklist

Tick (✓) what you have included in your writing.

	Success Criteria	Self (✓)	Teacher(✓)						
1	I have written in the first person. (e.g.: I, we)								
2	I have described the events in the correct sequence.								
3	I have ended my writing with how I feel about the day/event. (e.g. : I was overjoyed..../I was heartbroken...)								
4	<div>I have used past tense. List a few past tense verbs that you have used in your story.</div> <div>I am focused when I look for the past tense verbs in my story.</div> <table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>								
5	All my sentences begin with an uppercase letter .								
6	I have used the correct punctuation. (,) (.) (?) (!)								
7	I have spelt the words correctly.								

Teacher's Comments:



Learning Outcomes - Evidence of Learning - Speaking

Descriptor	Beginning	Developing	Competent	Exceeding
Follow communication etiquette such as taking turns, using appropriate eye contact and volume in conversations or discussions	Able to establish eye contact and maintain appropriate volume during conversations	Able to maintain eye contact and appropriate volume during conversations and discussions	Able to engage audience by maintaining eye contact and varying pitch and tone during conversations and discussions	Able to engage audience by maintaining eye contact, varying pitch and tone and using gestures respectfully during conversations and discussions



Learning Outcomes



- Focus on the foundational levels of language learning
- Appropriate and timely qualitative feedback helps to close the gap between where the student is and where the student can be
- Develop self-directed learners
- Build the confidence of a child to be fluent in the use of the EL language



Ways Parents Can Partner the School

- Go to the library together with your child
- Have books, magazines and newspapers readily available in your home
- Allow your child to read genres that they are interested in
- Allow your child to choose books to read and reread



Ways Parents Can Partner the School

- Read to and with your child or have your child read to you.
- If they encounter difficulties, allow them time to apply what they have learnt in school before reading the word(s) for them.
- Talk about the books and characters read



Books that interest children have...

- Clear print and colourful, attractive illustrations or photographs
- A strong storyline with interesting characters
- Are about everyday life
- Are repetitive and have rhyming words to help children remember/ recognise words



Joy Of Learning

- * Children need support and encouragement
- * Doing lots of worksheets and homework could create negative association with learning



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THANK YOU