



2026

Primary 2

Curriculum Briefing

English



Content

- STELLAR 2.0
- Strategies Employed in the Classroom
- Signature Programmes – Literature Programme and A Book Character Day
- Learning Outcomes
- Joy of Learning



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.



Discerning Reader

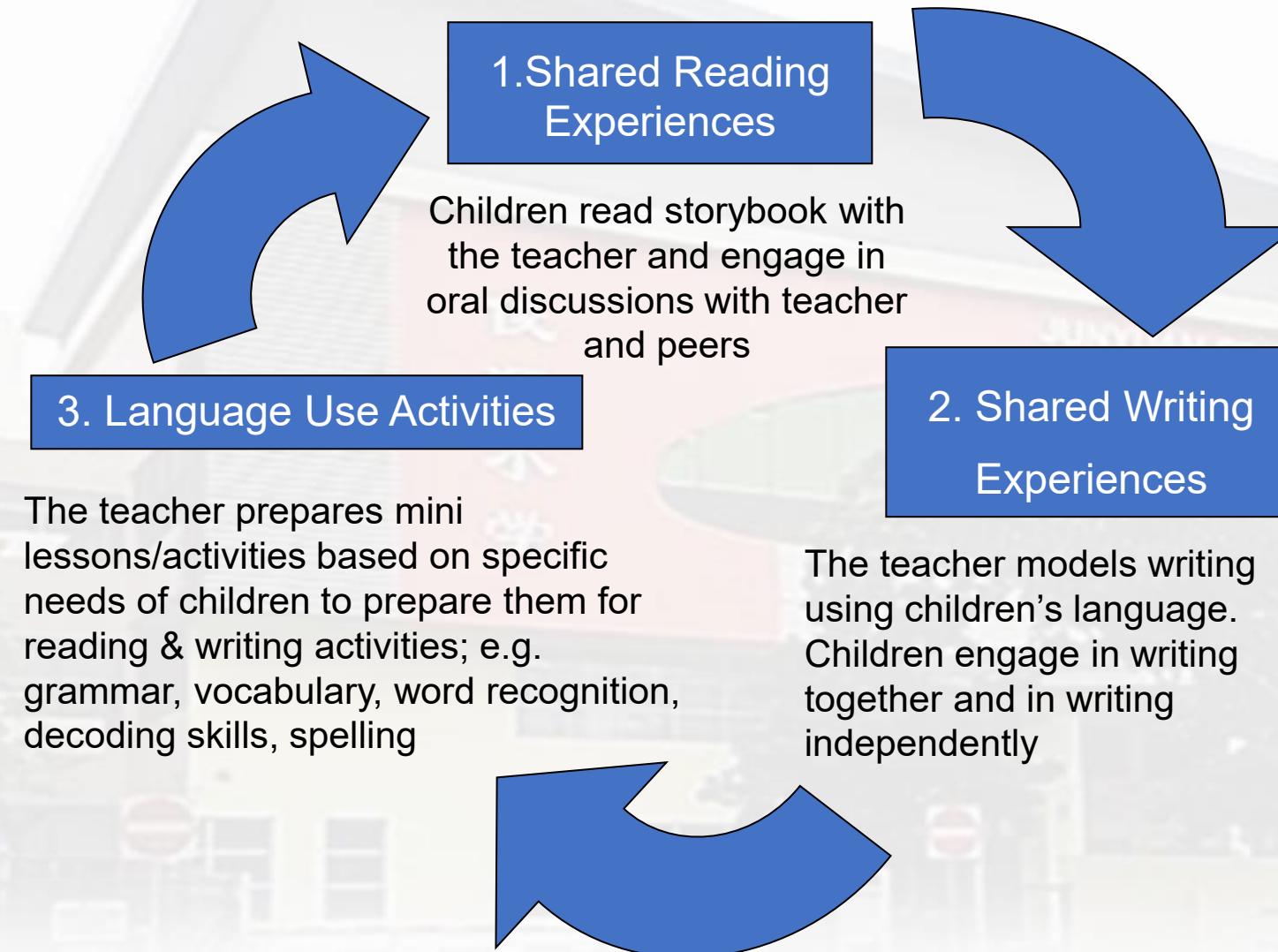
encourage students to read widely and process information critically so as to distinguish fact from falsehoods.



- 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



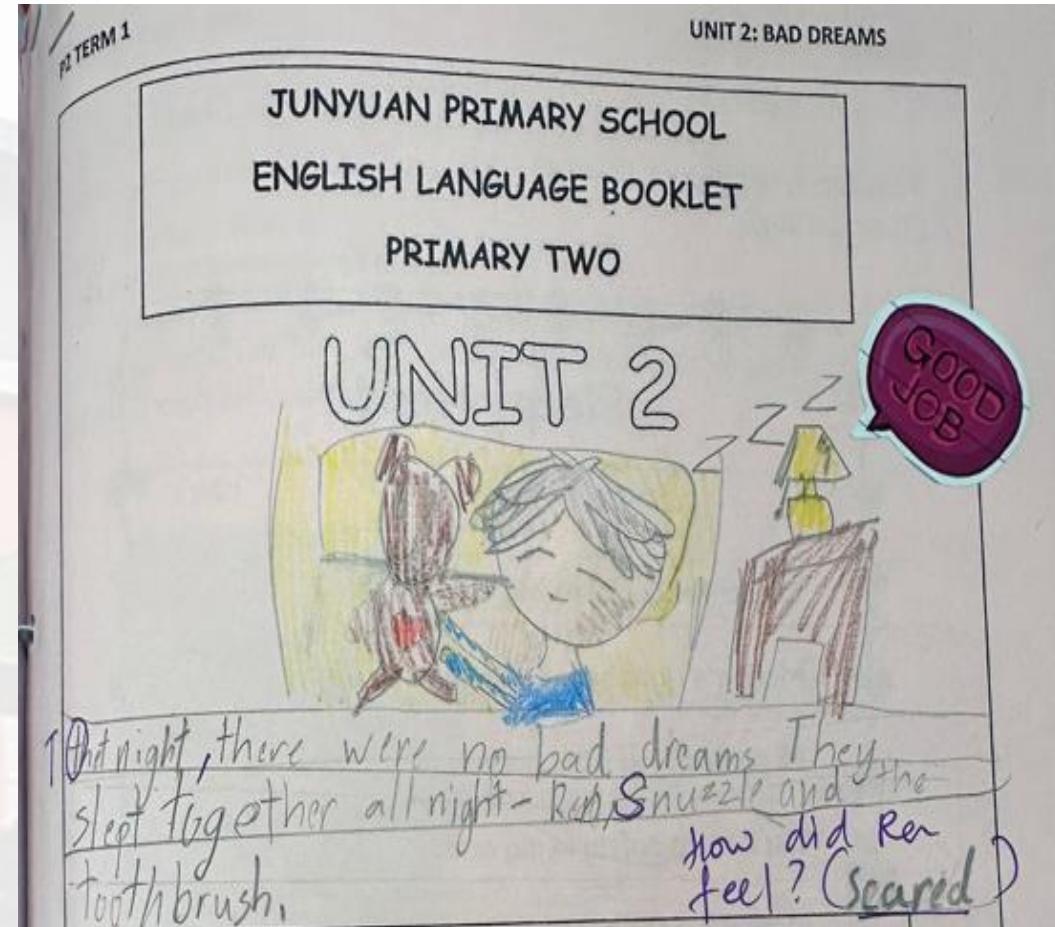
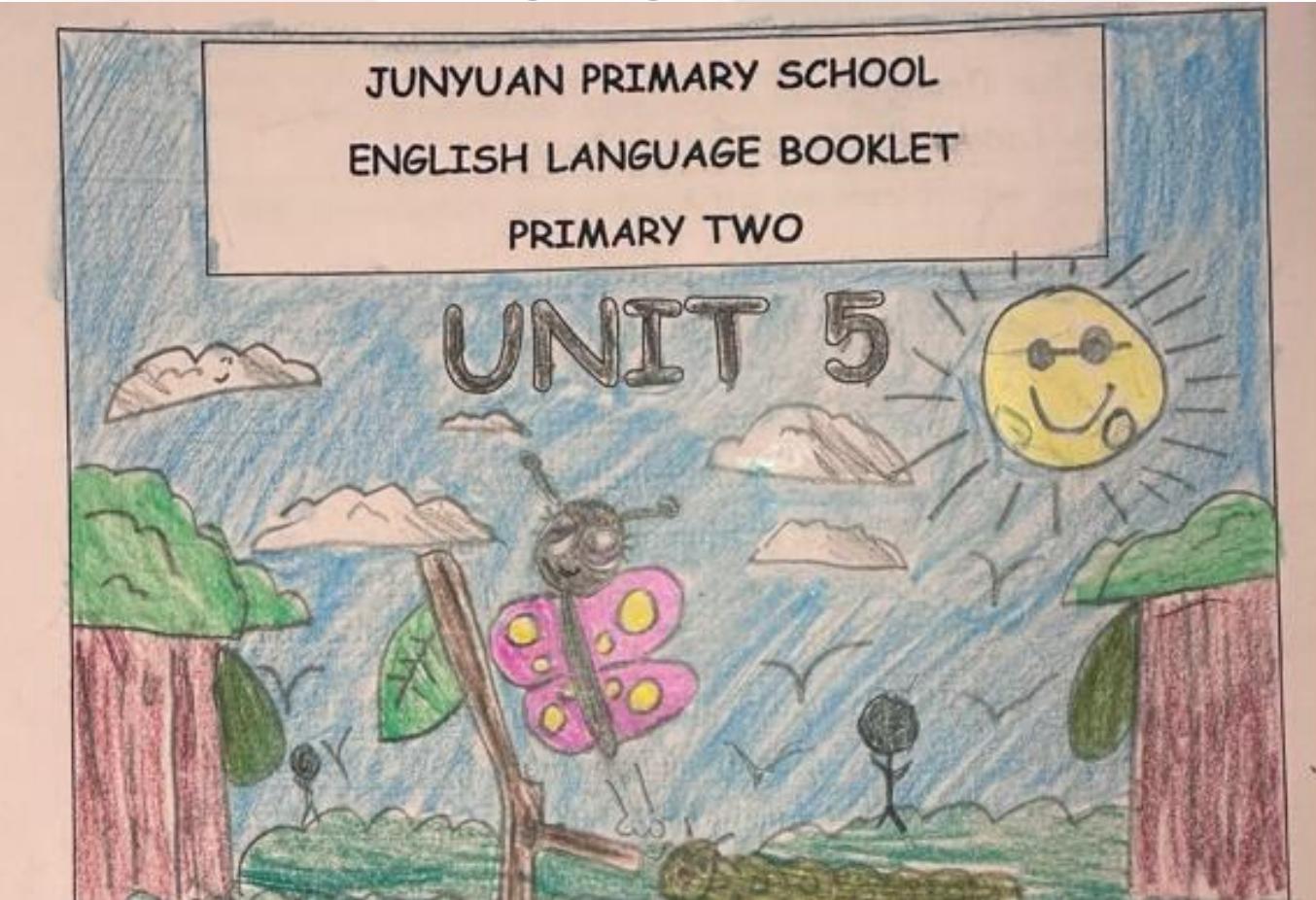


Development of the four language skills:

- ☺ **Listening**
- ☺ **Speaking**
- ☺ **Reading**
- ☺ **Writing**

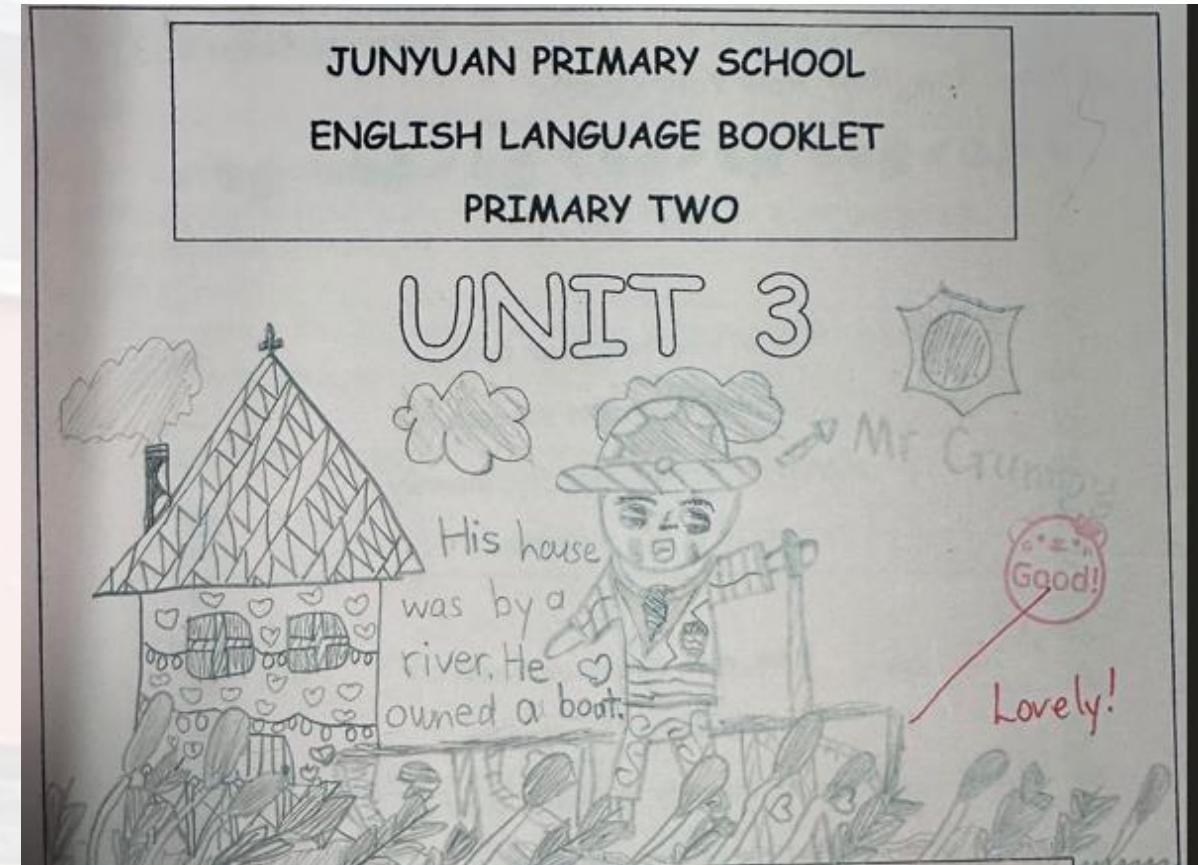
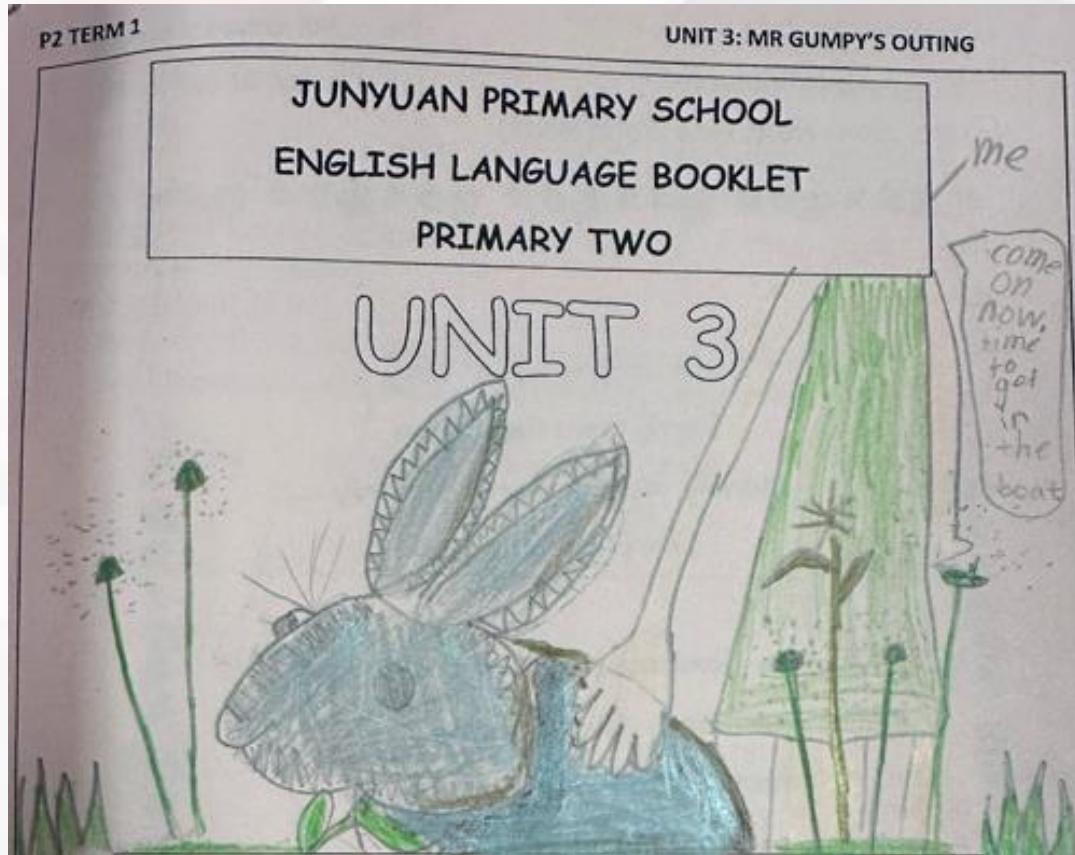


STELLAR - Language Use Activities



Designing the cover page of the unit worksheets based on the themes

STELLAR - Language Use Activities



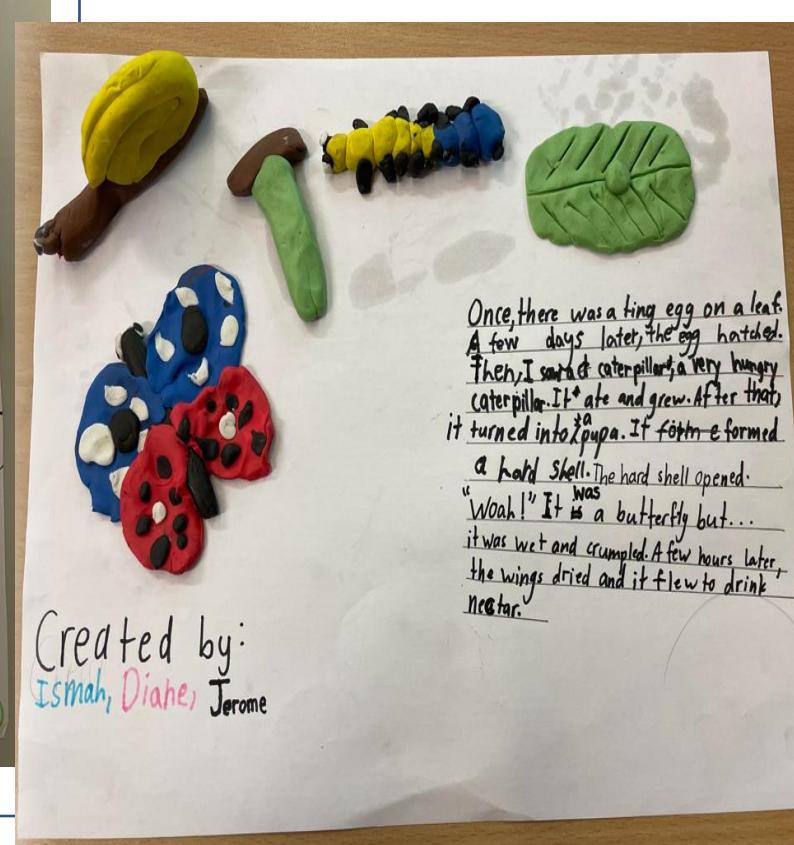
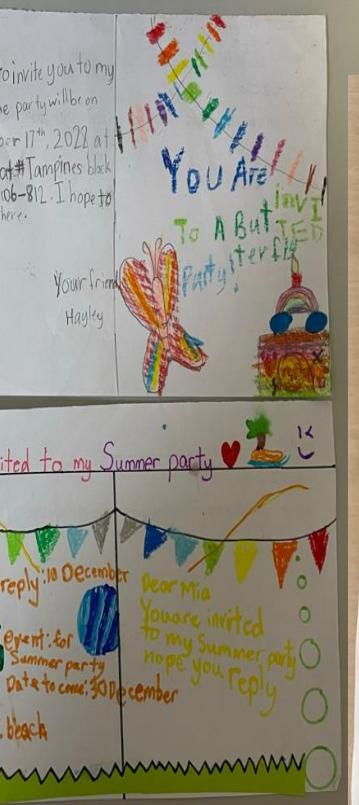
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Language Use Activities

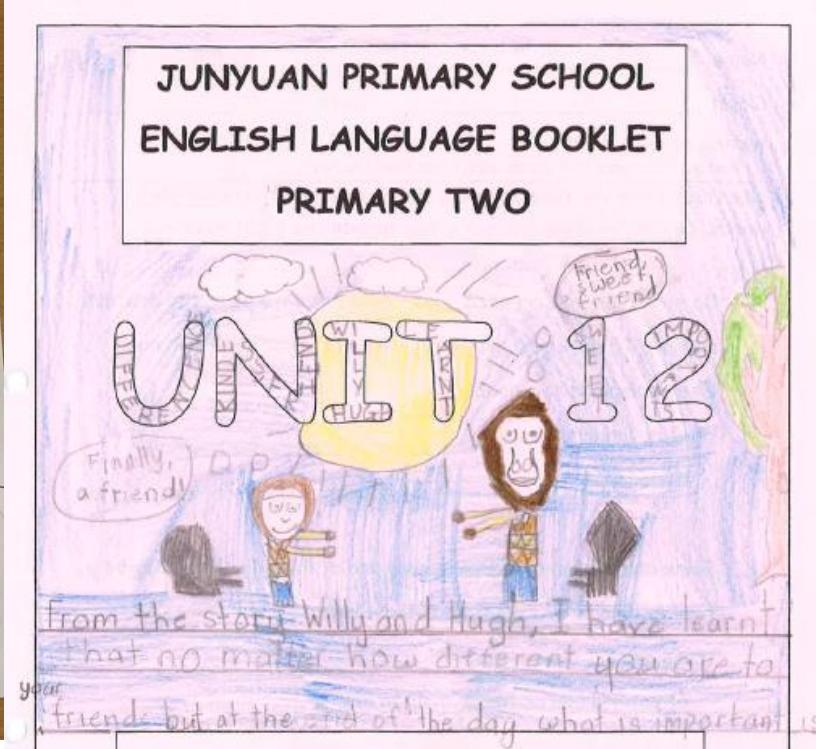


- Show and Tell
- Literacy Stations
- A Book Character Day
- Collaboration with PAL – Using clay to create the life cycle of a butterfly based on the text, A Butterfly is Born
- Learning to National Orchid Garden – Collaboration with Social Studies
- Modified Language Experience Approach (MLEA) activities
eg: Creating a dream catcher, Class picnic, Learning with Blue Pea Flower Dye

Shared Writing Experience



Once, there was a tiny egg on a leaf. A few days later, the egg hatched. Then, I saw a caterpillar, a very hungry caterpillar. It ate and grew. After that, it turned into a pupa. If the pupa formed a hard shell. The hard shell opened. "Woah!" It was a butterfly but... it was wet and crumpled. A few hours later, the wings dried and it flew to drink nectar.



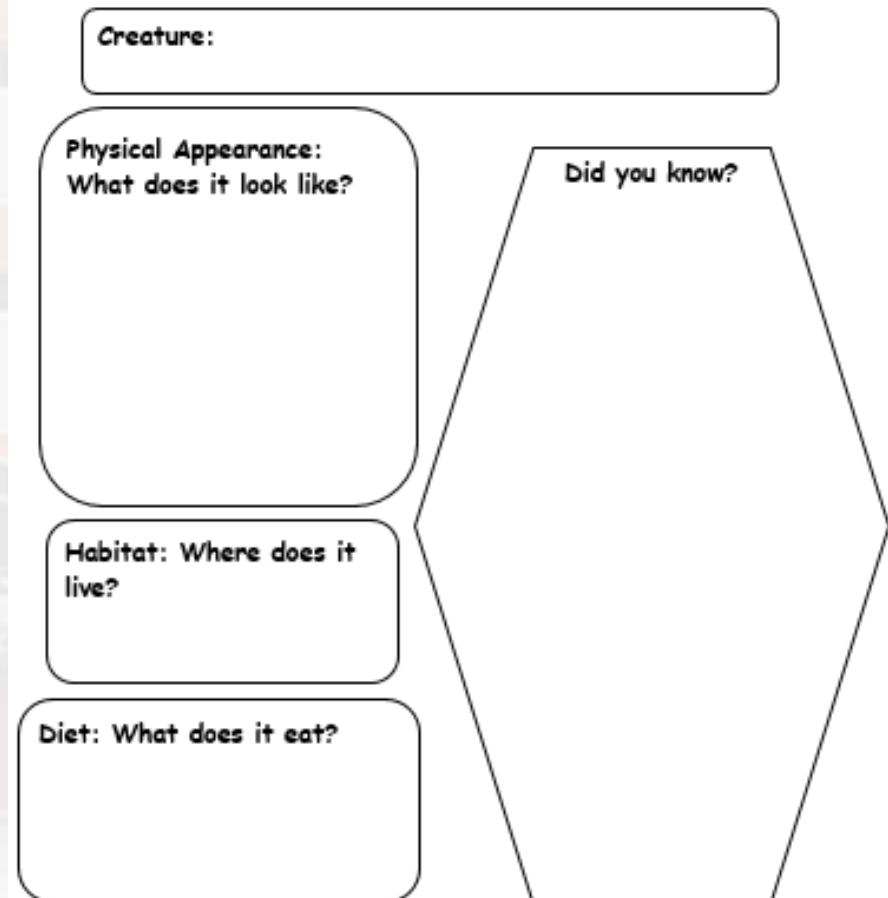
Independent Writing



Class: _____ Date: _____

We Are Learning To (WALT):

I, describe the characteristics of a creature in paragraphs.

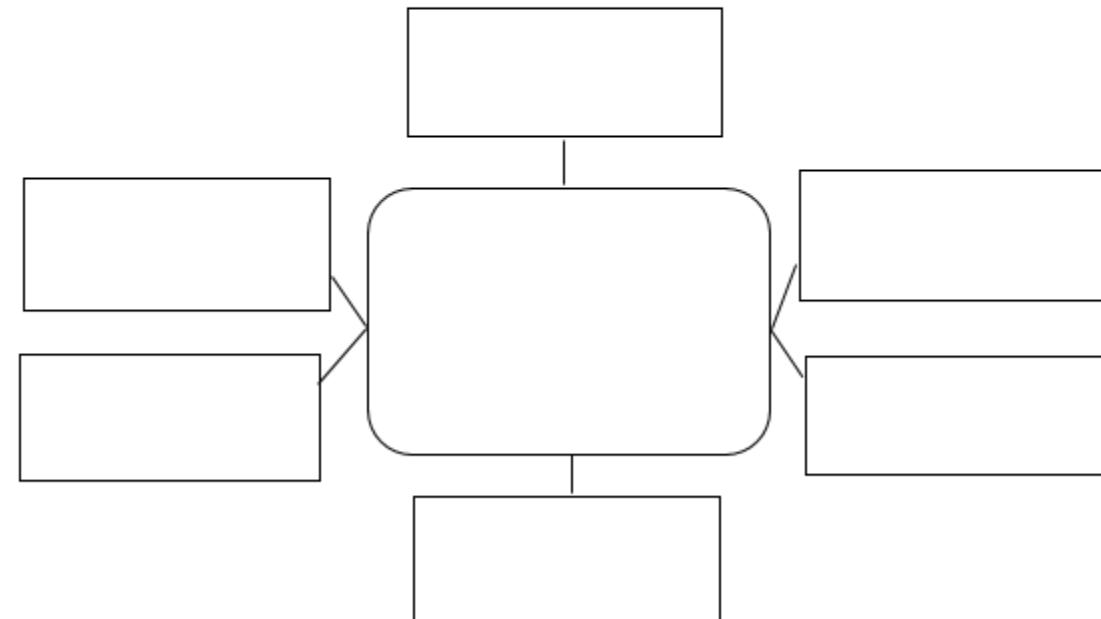


P2 TERM 2

UNIT 5: A BUTTERFLY IS BORN

Individual Writing Resource Sheet RS5.4

Graphic Organiser



Writing Checklist



Success Criteria		Self (✓)	Peer(✓)	Teacher(✓)
Content and Organisation				
1	I have started my writing with a setting . □ time □ place □ characters			
2	I have a problem, solution and conclusion in my writing.			
3	I have used the helping words or phrases given.			
4	I have used time connectors to sequence the events. E.g. (During, When, While, After, Then)			
5	I have written in at least three paragraphs .			
Language				
6	I have used adjectives to describe the weather and character's feelings.  Like Focus Fox, I can find and write the adjectives.			
7	I have used past tense in my writing. E.g. <u>packed</u> , <u>rushed</u> , <u>laid</u>			

7	I have used past tense in my writing. E.g. <u>packed</u> , <u>rushed</u> , <u>laid</u>	<input type="checkbox"/>		
8	I can spell most of the words.			
9	I have used appropriate punctuations in my writing.			

Like Ready Rhino, I have 

I believe that you can be like Flexible Flamingo in your next writing by:

- having a problem, solution and conclusion in your story
- writing in three paragraphs
- using adjectives to describe characters
- using past tense verbs

Using writing checklist to promote self-regulation and encourage students to remain focused on the task like Focus Fox

Strategies Employed

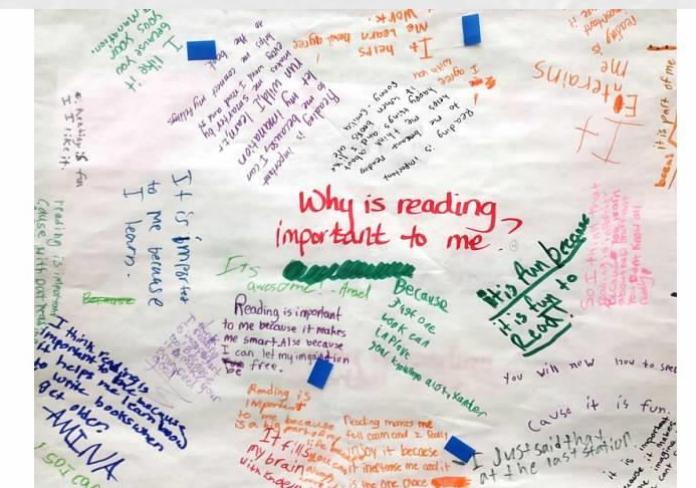


Visible Thinking Routines

- See Think Wonder
- Chalk Talk
- What makes you say that?

See Think Wonder

SEE What do you see?	THINK What do you think is going on?	WONDER What does it make you wonder?



Strategies Employed



Purpose of Visible Thinking Routines

- Promote deeper understanding of a topic
- Help students to regulate their thinking
- Help teachers to see learning through the eyes of the students
- Encourage 'Student Talk' in the classroom



Surface and Deep Annotations

Tina was at Fifth Street when she saw a short and plump lady

Where? Who?

who looked just like Amy's mother, Mrs Flint.

Tina walked quickly towards the lady and called out, "Mrs Flint! Mrs Flint!"

What?

Circle
Underline
Bracket

Where was [Tina?]



Building on pupils' oracy skills

Answer

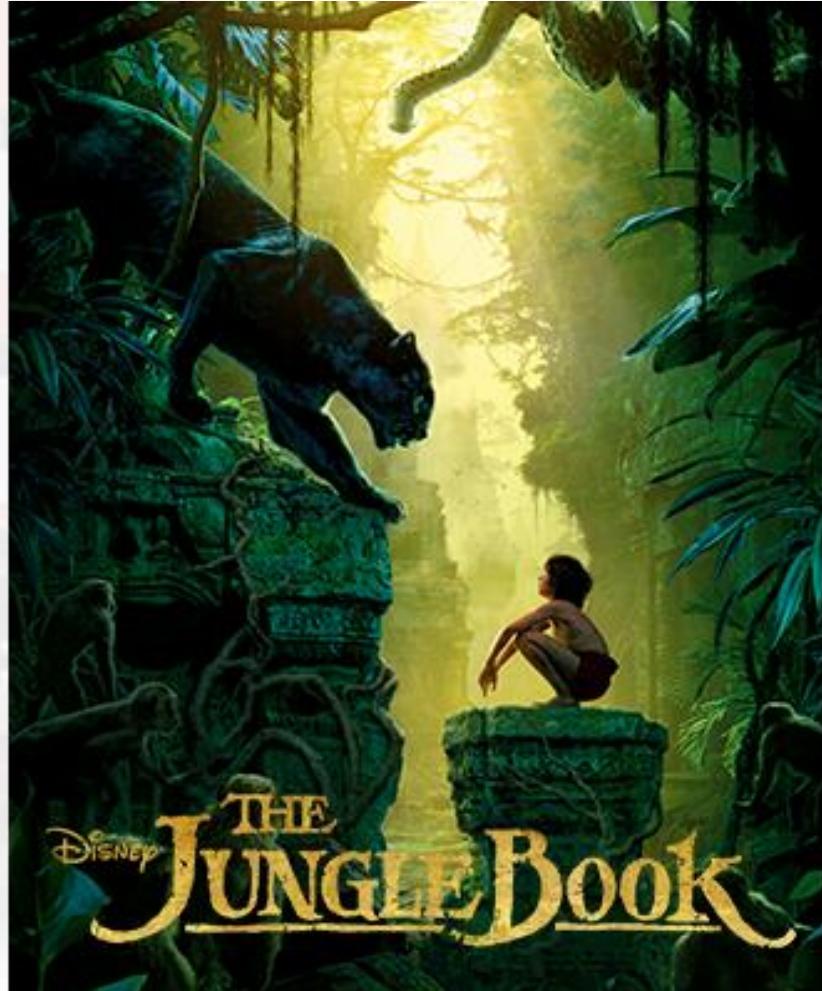
Answer the question asked by the teacher in a full sentence.

Reason

Give a **Reason(s)** in a full sentence



Signature Programme – Literature Programme



Purpose

- To explore various ways of language learning
- To develop creative inquirers
- To instil the joy of reading and learning

Literature Programme



Character Analysis

Date: _____

By now, you have already been introduced to a few characters in the story. Choose 2 of your favourite characters. Write the names of the characters and use adjectives to describe their character traits which make you fancy them

Name of character:

Character trait 1:

Evidence from story:

Character trait 2:

Evidence from story:

Name of character:

Character trait 1:

Evidence from story:

Character trait 2:

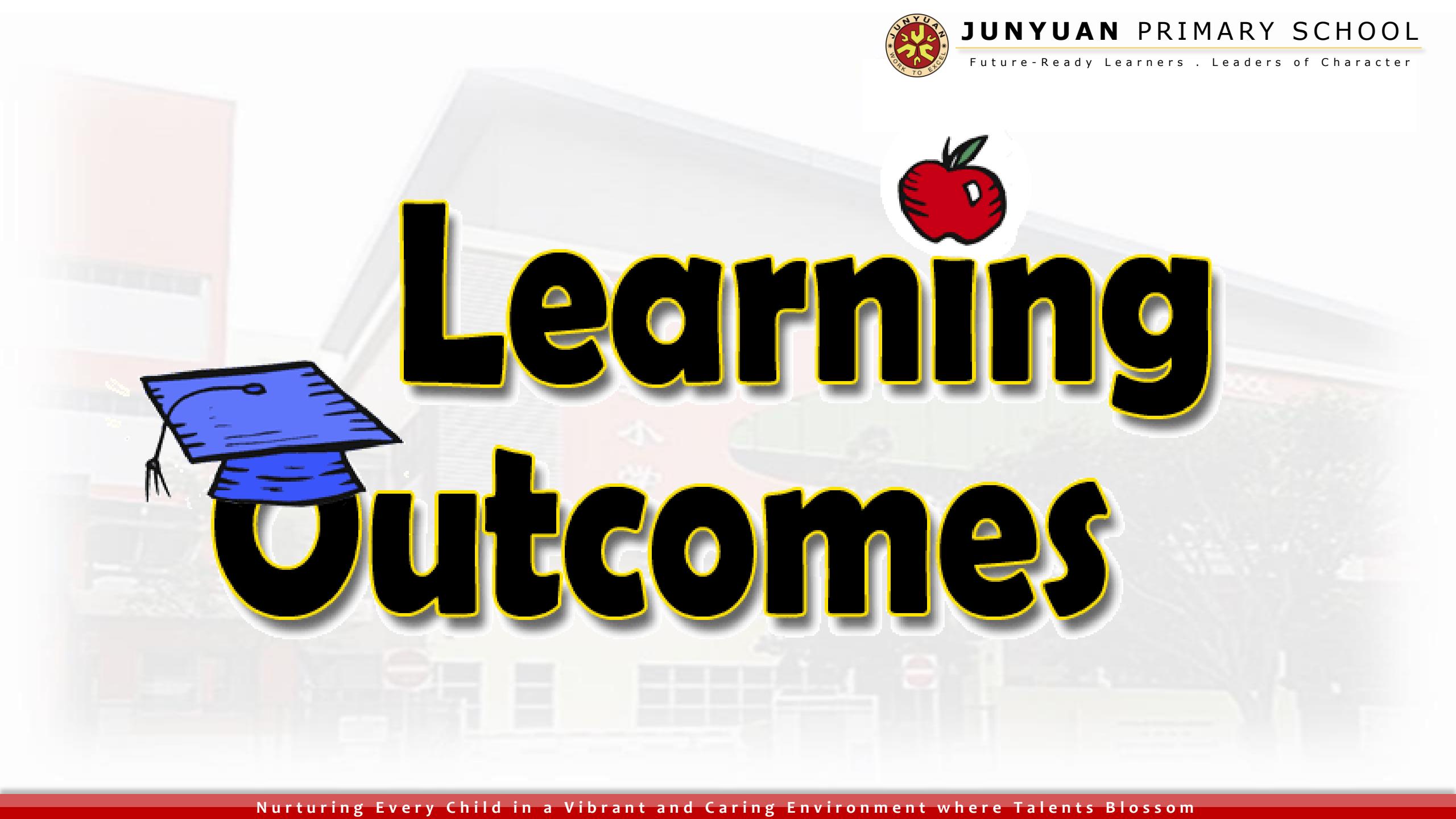
Evidence from story:

Higher Order Thinking

Date: _____

Imagine yourself to be Bagheera, Baloo or Kaa. You are now at the Lost City. Draw what you see when you are there. You may include what the different characters are doing and thinking.



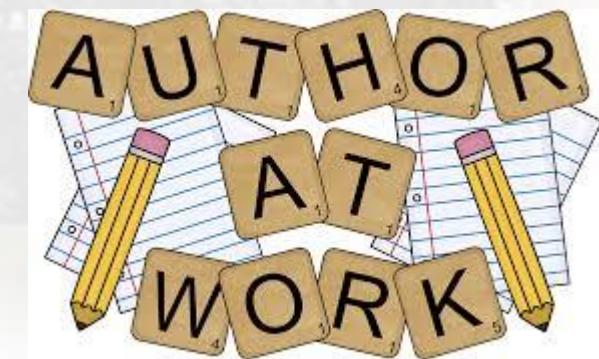


Learning Outcomes



Learning Outcomes - English

- Listening
- Speaking
- Reading
- Writing





Semester 1 LOs

Listening

- Listen attentively and identify relevant information.

Speaking

- Speak clearly to express their thoughts, feelings and ideas

**Reading**

- Read multi-syllabic words accurately.
- Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.

Writing

- Apply basic spelling strategies using knowledge about phonic elements and spelling rules.

Semester 2 LOs

- Listen attentively and identify relevant information.

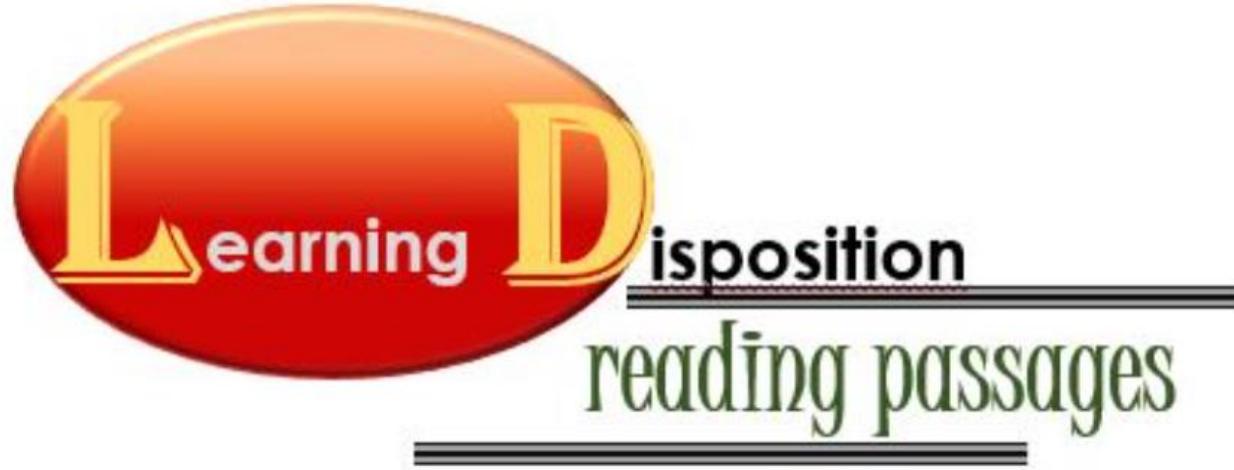
- Build on others' ideas in the conversations or discussions respectfully.

- Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
- Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.

- Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.



Reading – Evidence of Learning



- **SLS**
- **Decodable**
- **Based on students' experiences**



Reading – Evidence of Learning

Pronunciation and Articulation		Self (✓)
1	Pronounces the end consonants (-t, -d and -k) clearly	
2	Pronounces the plural markers clearly	
3	Pronounces the past tense markers clearly	
4	Pronounces the 'th' sound clearly	
5	Pronounces all the words correctly	
Rhythm and Fluency		Self (✓)
1	Reads fluently and clearly	
2	Reads loudly	
3	Pauses at full-stops and commas	

Expressiveness		Self (✓)
1	Reads the dialogues with expression	
2	Reads with expression: varied pitch and tone	

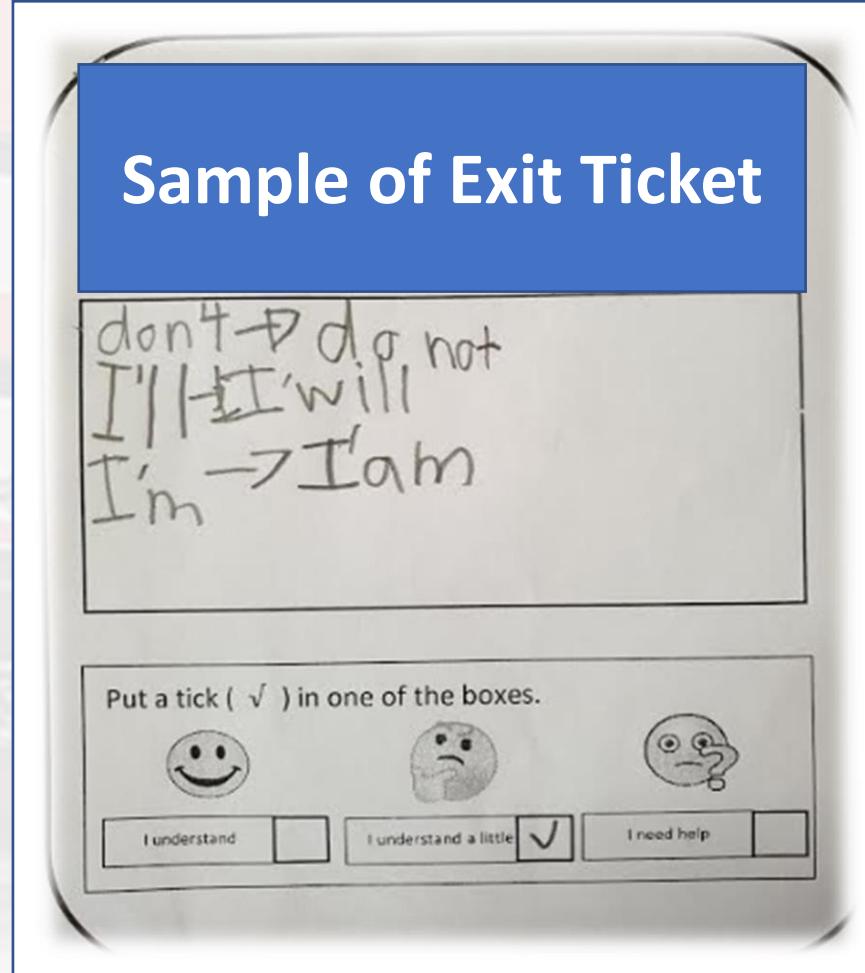
Reading Checklist



Speaking - Evidence of Learning

- Show & Tell
- Daily presentation
- Daily observation

Evidence of Learning Reflections, Exit Tickets



Evidence of Learning Writing Checklist



Writing Checklist - Information Text

Check your writing by ticking a box for each statement.

Success Criteria	Self ✓	Teacher ✓
1 The first sentence tells us what is being described.		
2 My writing contains different facts and information about the topic.		
3 I have used adjectives appropriately.		
4 I have used present tense correctly.  Like Focus Fox, I can look for the present tense verbs and write them in the box on the right.	<input type="checkbox"/>	<input type="checkbox"/>
5 The subject and verb in each sentence agree.		
6 I have used appropriate punctuations in my writing. <input type="checkbox"/> Begin the sentences with an uppercase letter E.g. (A, T, D) <input type="checkbox"/> End the sentences with a full stop (.) <input type="checkbox"/> Use a comma (,)		
7 I can spell most of the words.		

Teacher's Comments:



Like Ready Rhino, you have

You can also be like Flexible Flamingo by





Evidence of Learning –

- Unit worksheets
- Daily Observations – during activities/ during SBA
- Discussions – Class/ Group
- Writing Activities
- Oral Reading of Passages / Recording on SLS
- Language Use Activities

Collecting different types of evidence of learning regularly and at different junctures



Building on Joy Of Learning

- **Children need support and encouragement.**
 - Praise them for what they did right.
 - Give them pointers for areas they need to grow.
- **Engage them in conversations about their learning.**
- **Make connections between their learning and DAILY real experiences. Children need to be told of these connections.**