



JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character

2026 Primary 2 Curriculum Briefing English

Content



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Future-Ready Learners . Leaders of Character

- **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.

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

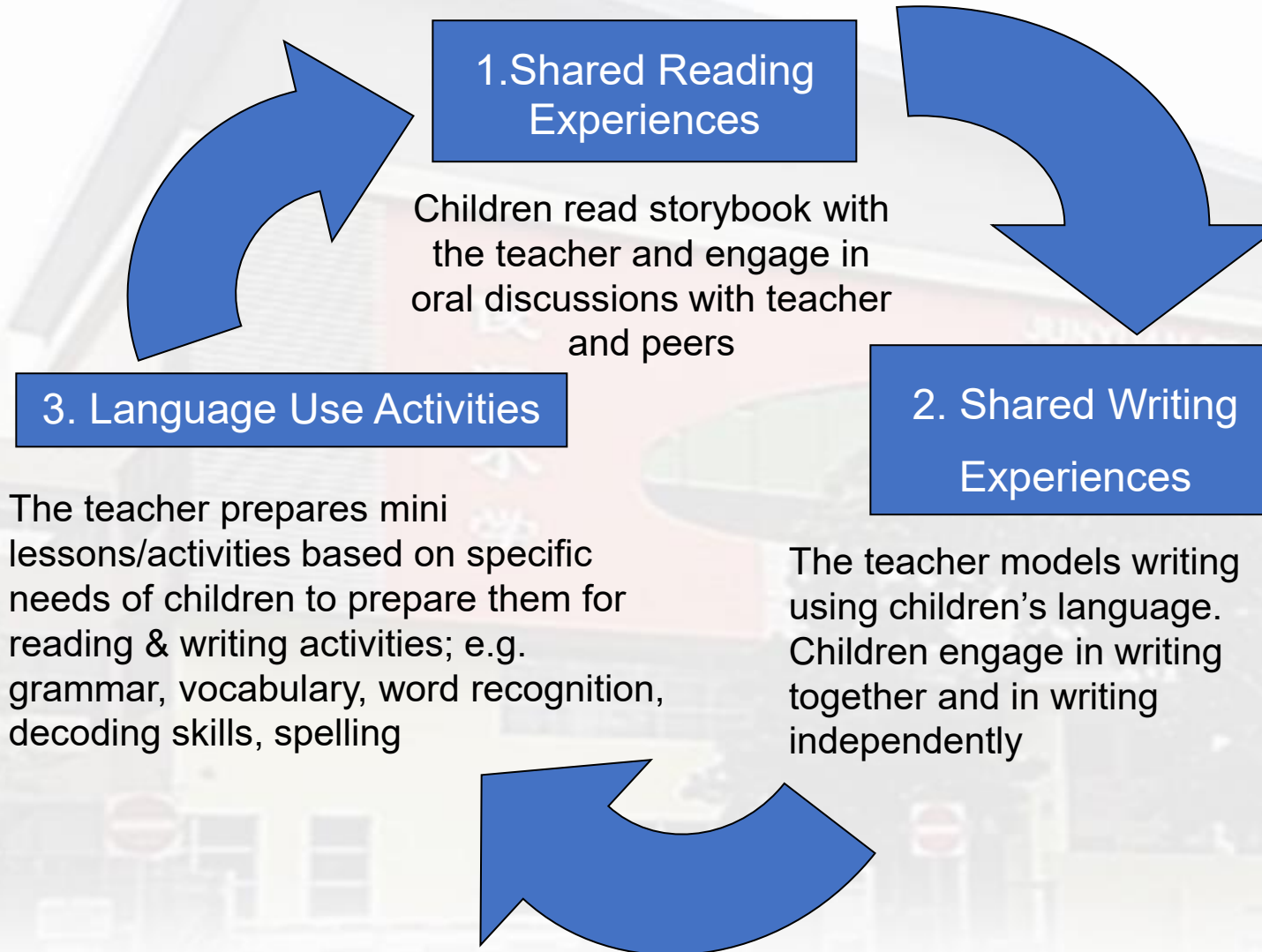
**Discerning
Reader**



- 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**

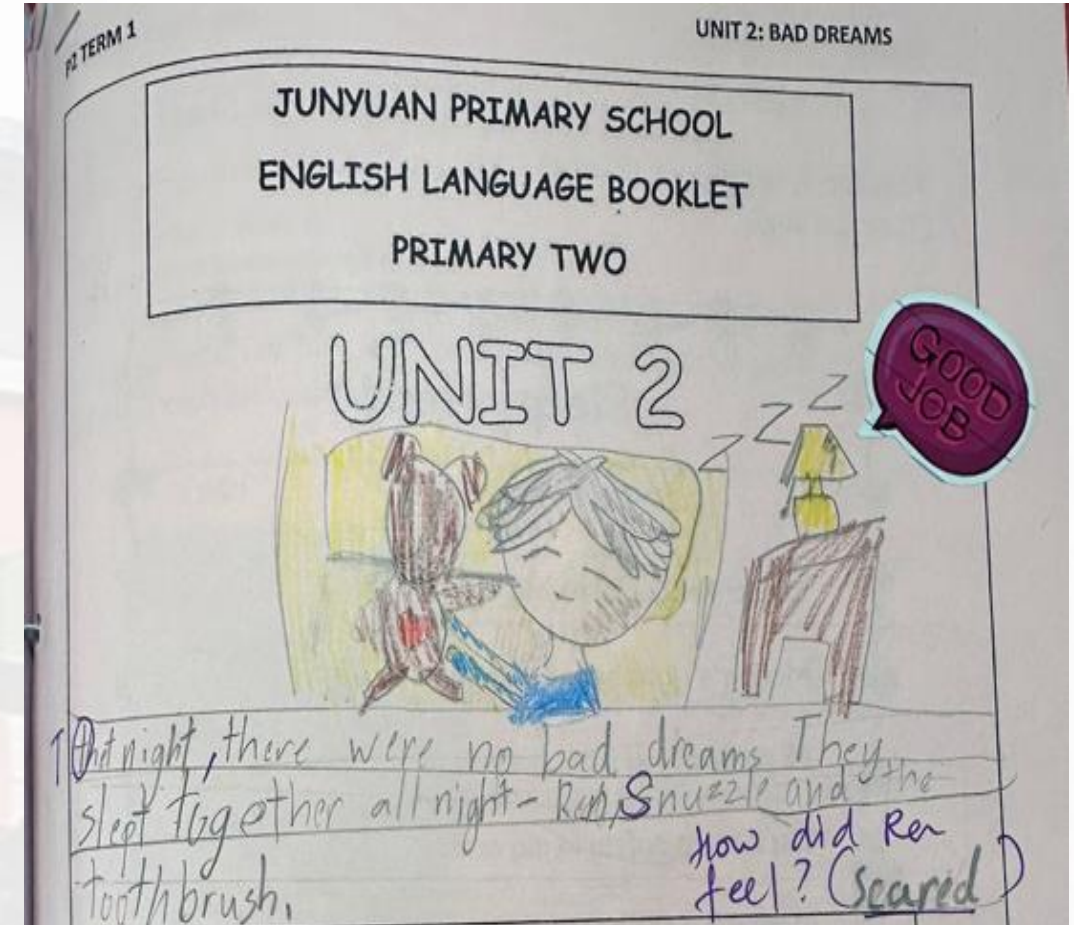
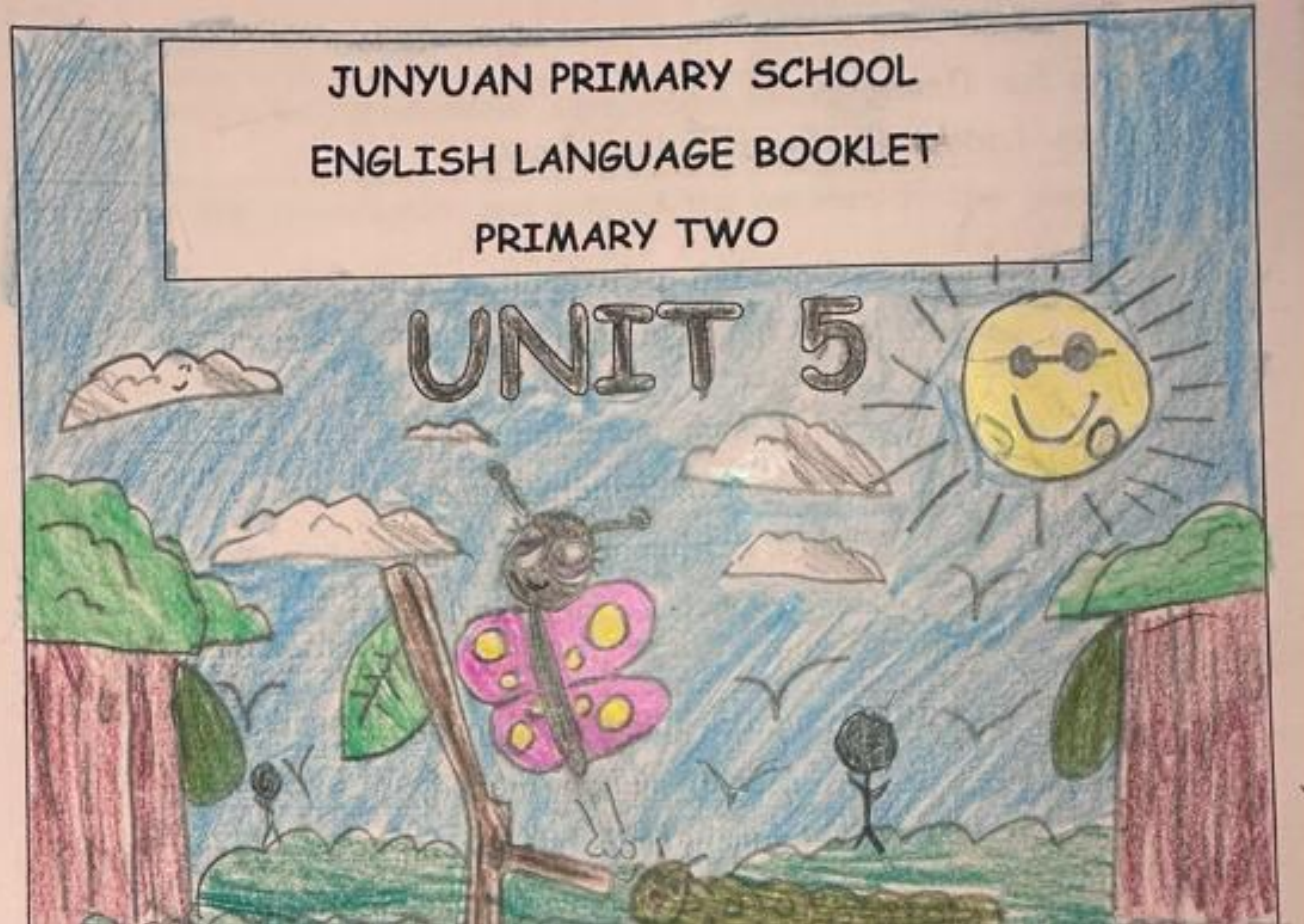


STELLAR - Language Use Activities



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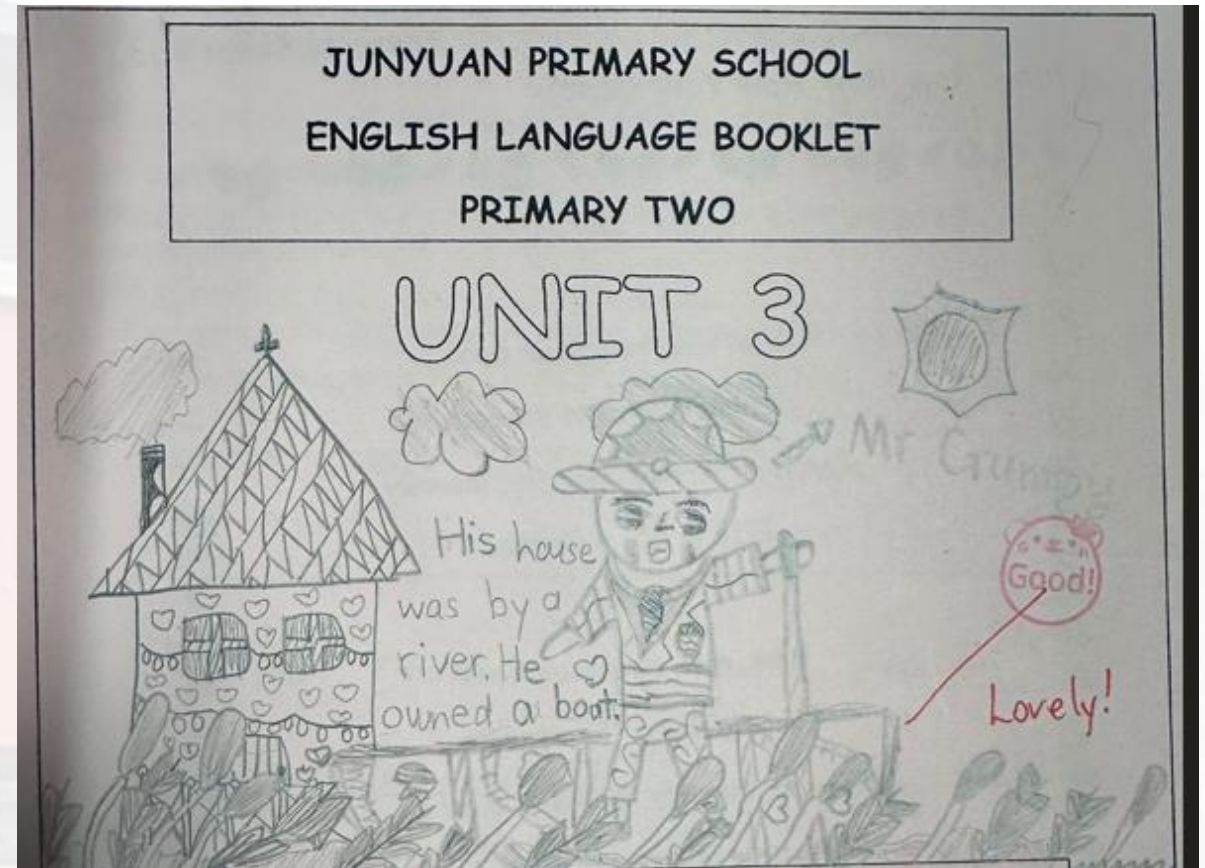
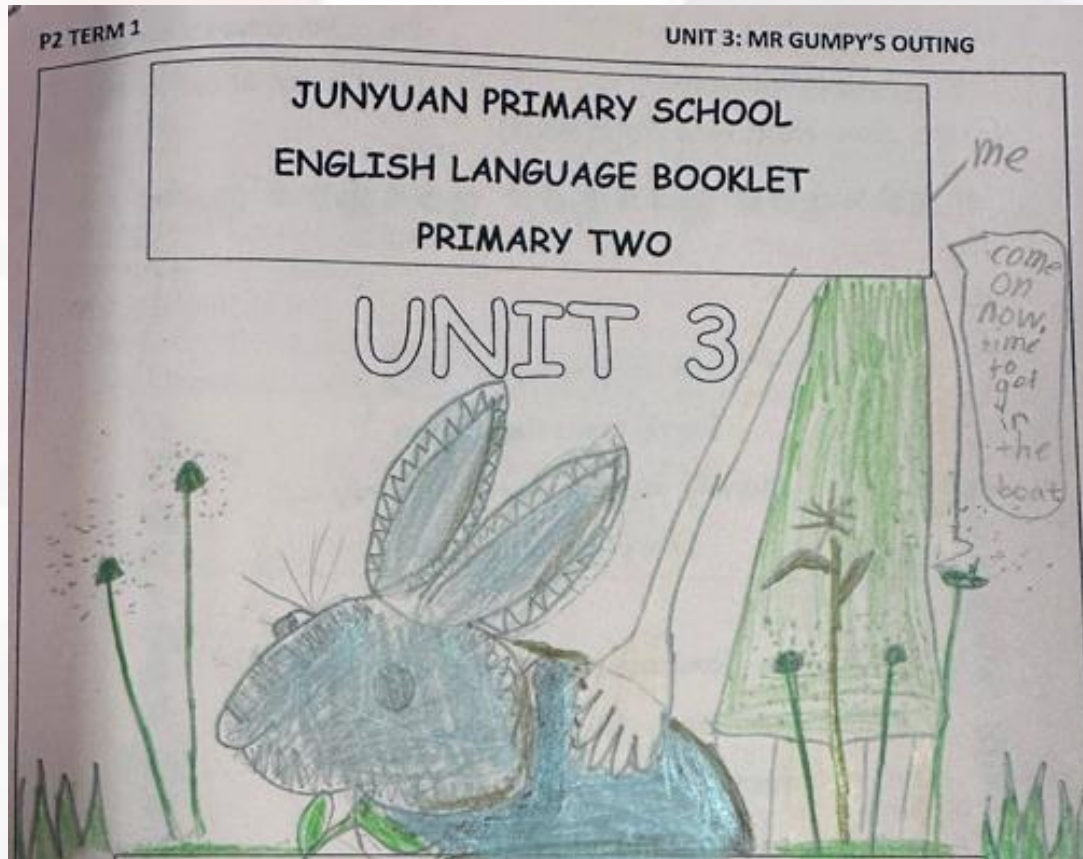
Designing the cover page of the unit worksheets based on the themes

STELLAR - Language Use Activities



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

Language Use Activities



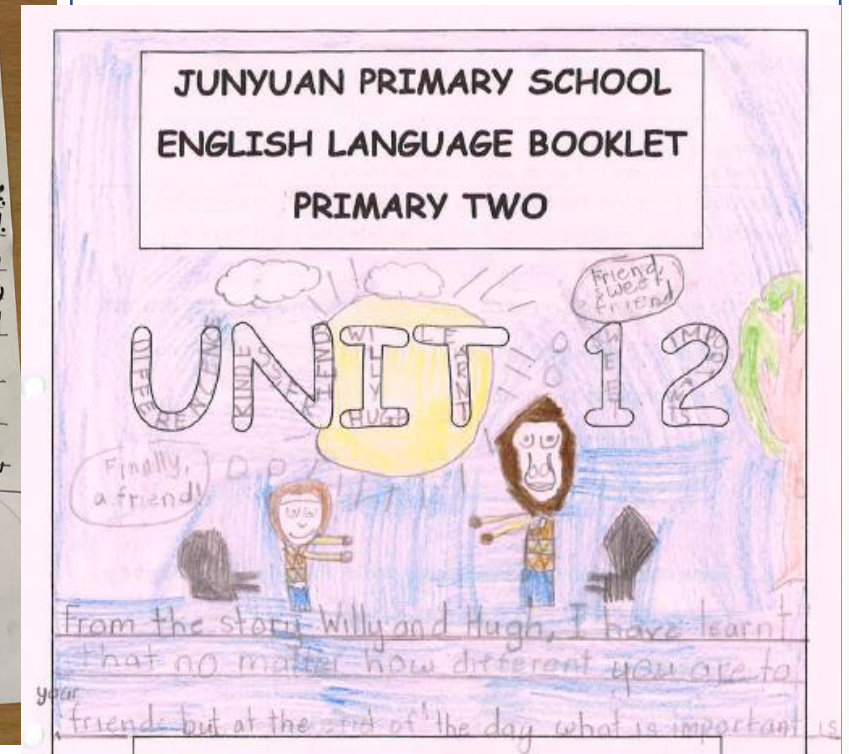
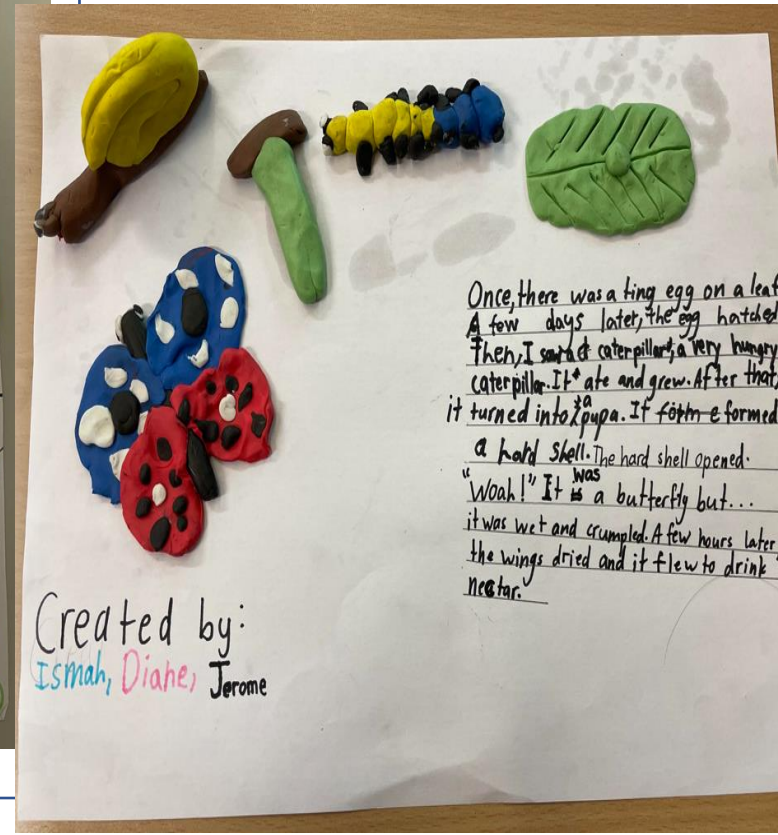
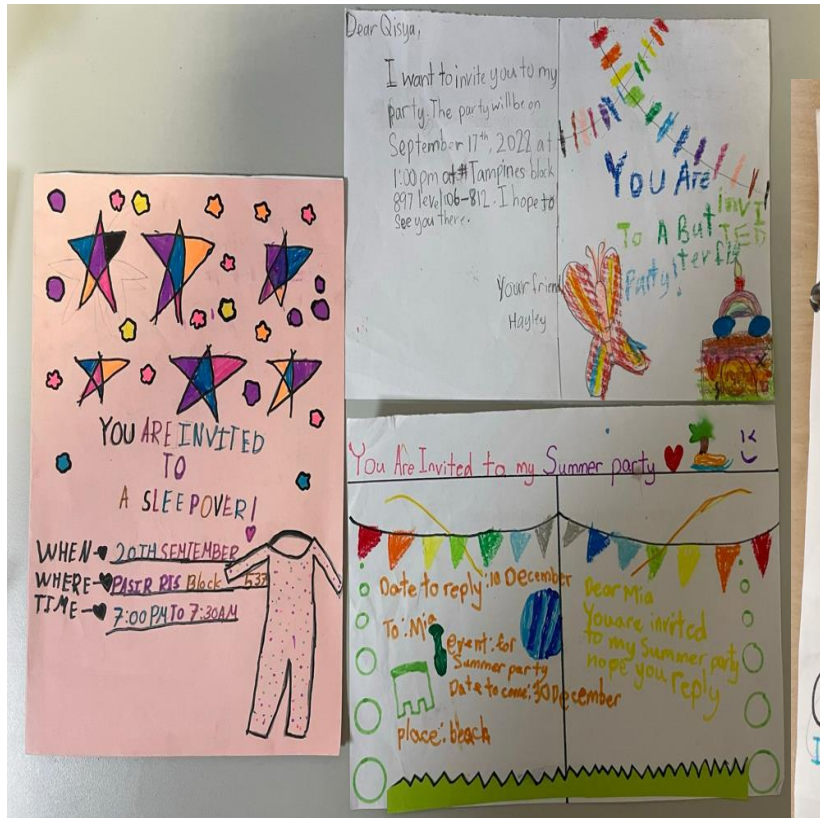
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- Show and Tell
- Literacy Stations
- A Book Character Day
- Collaboration with PAL – Using clay to create the life cycle of a butterfly based on the text, A Butterfly is Born
- Learning to National Orchid Garden – Collaboration with Social Studies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



Shared Writing Experience



Independent Writing



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Class: _____ Date: _____

We Are Learning To (WALT):

1. describe the characteristics of a creature in paragraphs.

Creature:

Physical Appearance:
What does it look like?

Habitat: Where does it live?

Diet: What does it eat?

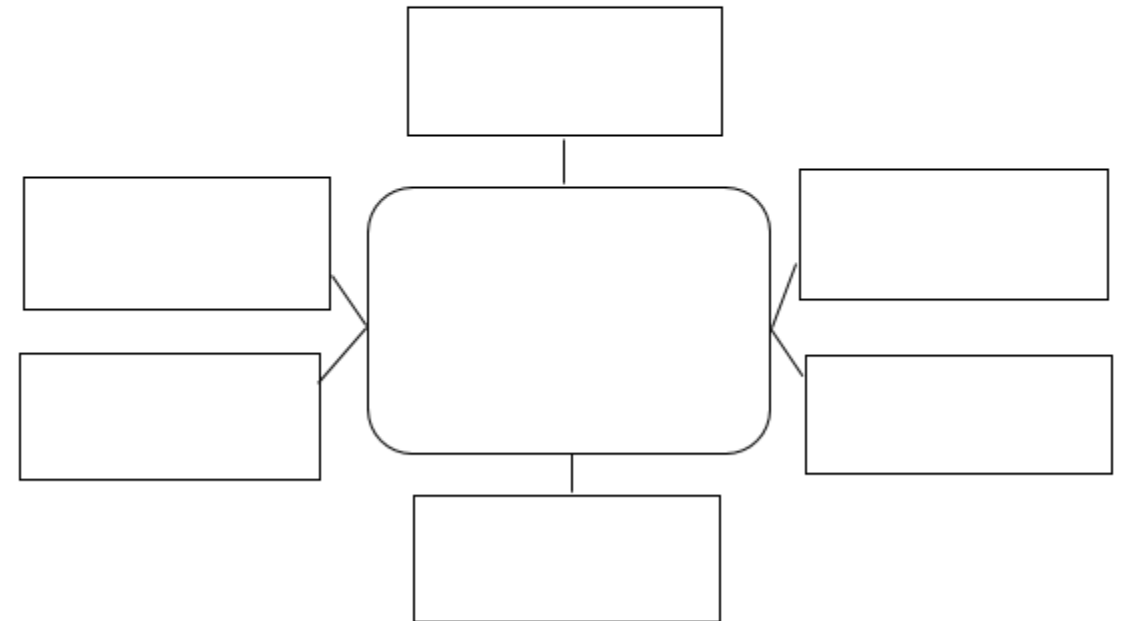
Did you know?

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. <div> Like Focus Fox, I can find and write the adjectives.</div> <table><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>							
7	I have used past tense in my writing. E.g. packed <u>ed</u> , rushed <u>ed</u> , laid							

7	I have used past tense in my writing. E.g. packed <u>ed</u> , rushed <u>ed</u> , laid			
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

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See Think Wonder

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

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



Strategies Employed



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

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

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

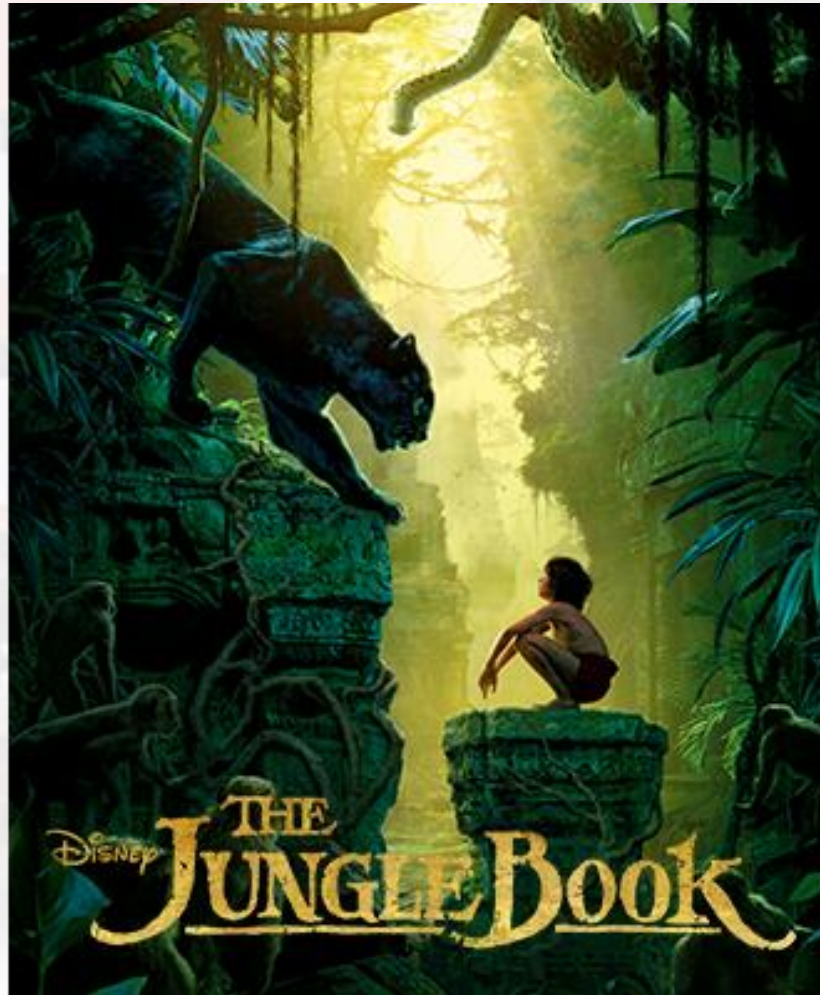


Signature Programme – Literature Programme



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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: _____

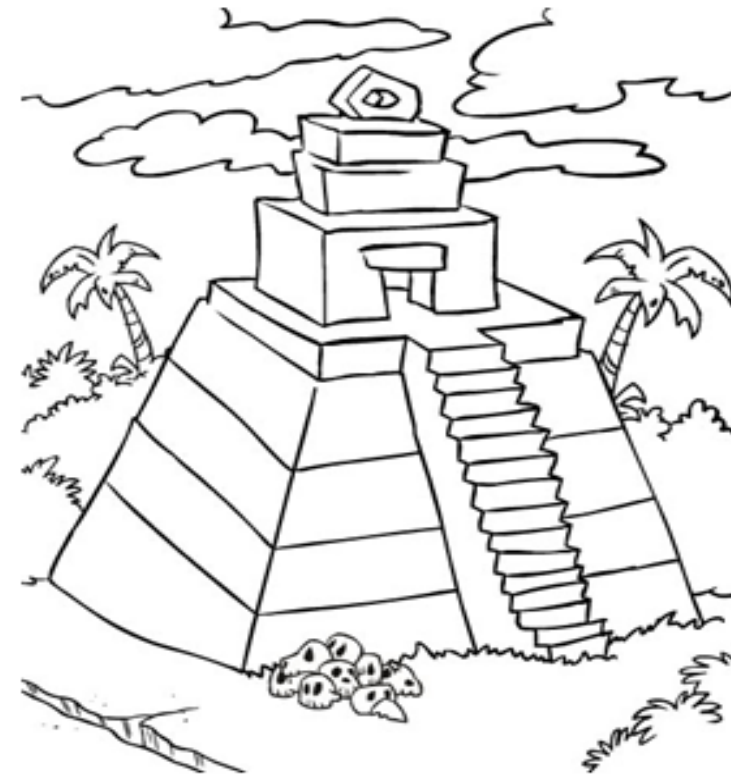
By now, you have already been introduced to a few characters in the story. Choose 2 of your favourite characters. Write the names of the characters and use adjectives to describe their character traits which make you fancy them

Name of character: _____	Name of character: _____
Character trait 1: _____	Character trait 1: _____
Evidence from story: _____ _____	Evidence from story: _____ _____
Character trait 2: _____	Character trait 2: _____
Evidence from story: _____ _____	Evidence from story: _____ _____

Higher Order Thinking

Date: _____

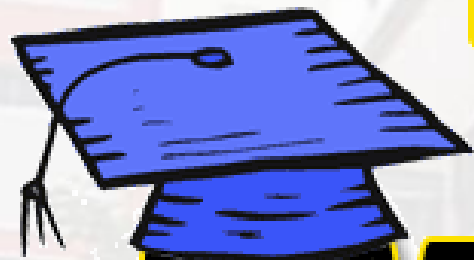
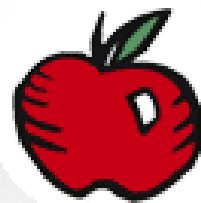
Imagine yourself to be Bagheera, Baloo or Kaa. You are now at the Lost City. Draw what you see when you are there. You may include what the different characters are doing and thinking.





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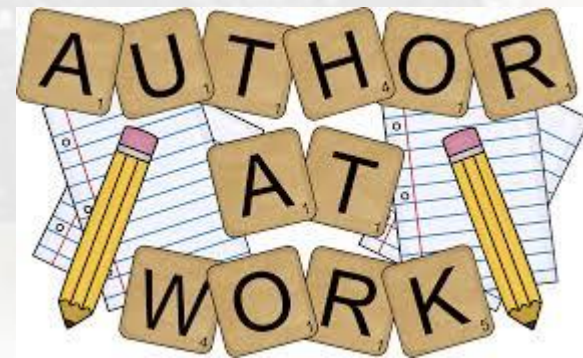


Learning Outcomes



Learning Outcomes - English

- Listening
- Speaking
- Reading
- Writing





Semester 1 LOs

Listening	<ul style="list-style-type: none">Listen attentively and identify relevant information.
Speaking	<ul style="list-style-type: none">Speak clearly to express their thoughts, feelings and ideas
Reading	<ul style="list-style-type: none">Read multi-syllabic words accurately.Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
Writing	<ul style="list-style-type: none">Apply basic spelling strategies using knowledge about phonic elements and spelling rules.



Semester 2 LOs

<ul style="list-style-type: none">Listen attentively and identify relevant information.
<ul style="list-style-type: none">Build on others' ideas in the conversations or discussions respectfully.
<ul style="list-style-type: none">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.
<ul style="list-style-type: none">Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.

Reading – Evidence of Learning



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- 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



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Sample of Exit Ticket

don't → do not
I'll → I will
I'm → I am

Put a tick (✓) in one of the boxes.



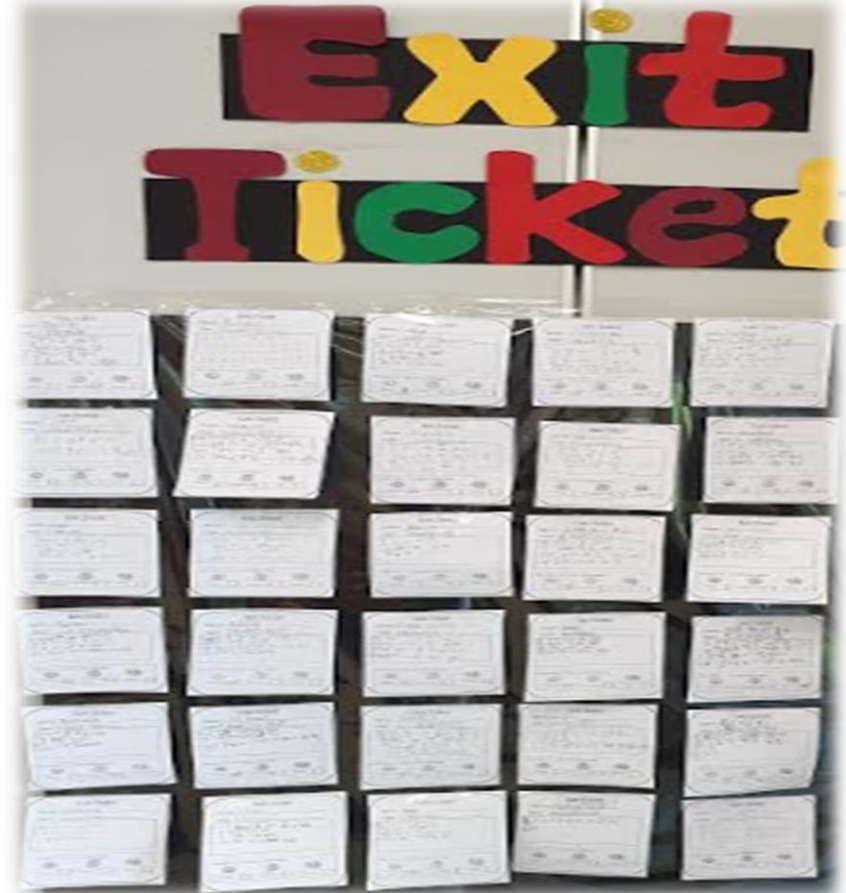
I understand

☐

I understand a little

☒

I need help

☐

Evidence of Learning Writing Checklist




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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. <div> Like Focus Fox, I can look for the present tense verbs and write them in the box on the right.</div>		
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
junctions



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.**