



**JUNYUAN PRIMARY SCHOOL**

Future-Ready Learners . Leaders of Character

# **P3 English Language**



# STELLAR 2.0

## Strategies for English Language Learning and Reading

The EL **instructional programme** for primary schools that provides the instructional materials, teaching strategies and training to enable teachers to implement the EL syllabus.



# 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**

# Strategies in STELLAR 2.0

\*strategies emphasized in STELLAR 2.0

	Lower Primary	P3	P4	Think Aloud
Reading & Viewing	Shared Book Approach (SBA) Up to P3A			
		<ul style="list-style-type: none"><li>• Explicit instruction of Reading Comprehension*<ul style="list-style-type: none"><li>• Annotation*</li><li>• Supported Reading<ul style="list-style-type: none"><li>• KWL</li><li>• Retelling</li></ul></li></ul></li></ul>		
Writing & Representing	<ul style="list-style-type: none"><li>• Modified Language Experience Approach (MLEA)</li><li>• Guided Writing</li></ul>	Writing Process Cycle (expanding repertoire of writer’s craft, strengthening awareness of PACC)		
Oracy	<ul style="list-style-type: none"><li>• Weaved in areas of language learning<ul style="list-style-type: none"><li>• Explicit Instruction</li></ul></li></ul>			
Vocabulary	<ul style="list-style-type: none"><li>• Taught in context</li></ul>			
Grammar	Explicit instruction of grammar (Presentation – Practice – Production)*			



<b>Term</b>	<b>Titles</b>	<b>Text Purpose</b>
<b>1</b>	<b>Fearless Phil</b>	<b>Texts that entertains</b>
	<b>The Gruffalo</b>	
	<b>Camille and the Sunflowers</b>	
<b>2</b>	<b>Predators and Prey</b>	<b>Texts that describe and inform</b>
	<b>The Stars of Chek Jawa</b>	
<b>3</b>	<b>Unusual Plants</b>	<b>Texts that entertains</b>
	<b>There's a Boy Under the Bed</b>	
<b>4</b>	<b>Prince Zak and the Wise Frog</b>	<b>Texts that entertains</b>
	<b>Spilt Milk</b>	



Class	English Teacher
3R1	Mdm Fadilah
3R2	Mdm Norainy
3R3	Mrs Cynthia Chu
3INT	Mrs Shirley Chua
3C	Mdm Sarina Arsad
3H	Mdm Phua Li Min / Mrs Tan Ms Isabel Liang





# Applied Learning Programme Confident Communicator Programme

## P3 Presentation Information Text



## **Learning Outcomes: Plan and present information and ideas for a purpose**

Pupils to be able to:

- ✓ present about a prey / predator that they had researched on with the correct voice projection
- ✓ be aware of & interact with the audience (peers/teacher)
- ✓ maintain eye contact
- ✓ maintain appropriate posture
- ✓ use appropriate facial expression and gestures
- ✓ take on a role e.g a zookeeper during their presentation





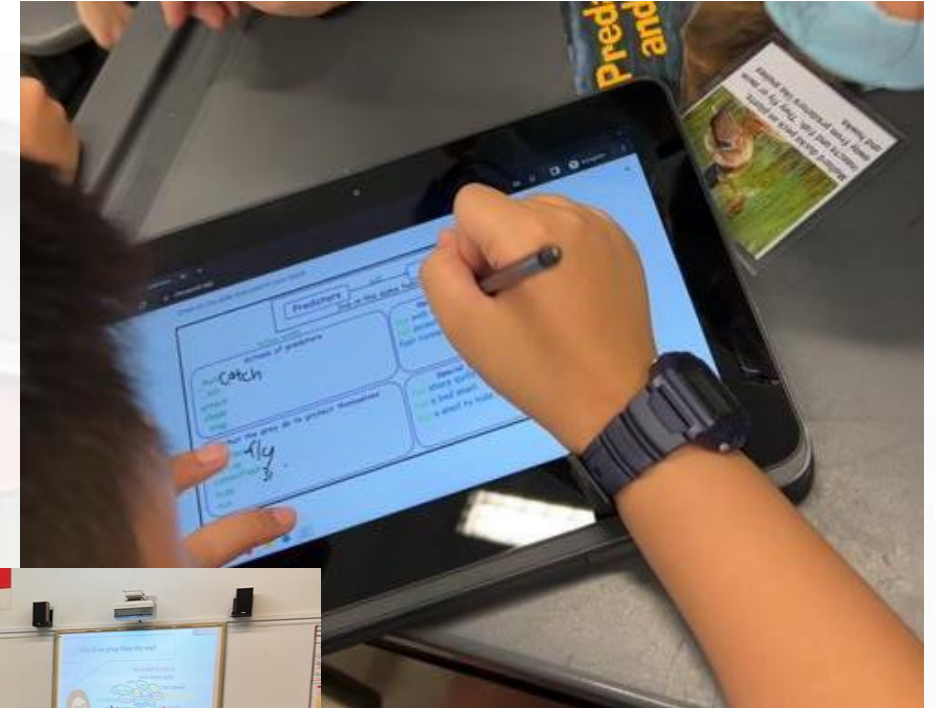
# Literature Appreciation

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





# Harnessing the Affordances of Technology







# Key Department Strategies

Speaking & Representing	Reading & Viewing	Grammar & Vocabulary	Writing & Representing
ORACY • AROPE	Reading Comprehension • Annotation & Visualisation • C.U.B • Extensive Reading	Explicit Instruction (package from STELLAR 2.0)	Modular Writing Packages
Purple File	Red & Purple File		Brown File



# Key Department Strategies

A - Answer

R - Reason

O - Opinion

PE – Personal Experience



# A.R.O.(PE)

Queue for your turn.



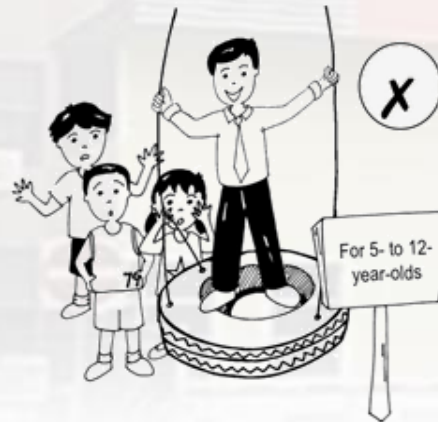
Put on proper footwear.  
Do not play bare-footed.



## Playground Dos and Don'ts



Do not play dangerously.



Keep to the age limit.

**Q) Look at the picture. Do you think it is important to follow these rules at the playground? Tell me why / why not.**

**(A)** I think it is important to follow these rules at the playground...

**(R)** ...**because** if we do not follow these rules, we may hurt ourselves or others at the playground.

**(O)** **In my opinion**, rules are in place to keep the playground a safe place for all children to play.

**(PE)** **There was once** when I played at the playground, one of my neighbours did not queue for his turn. He pushed his way through and shoved the other children queuing for the slide. One of them ended up on the ground and grazed his knee.



## What does annotating mean?

**Annotating** means **stopping briefly to make notes about what the reader thinks as he/she reads the text,** through writing or drawing. Leaving short, visible notes on the text helps the reader remember what he/she has read.





# 5Ws and 1H

Who?

Where?

When?


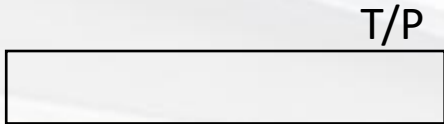

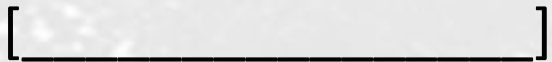


What?

Why?

How?



# Symbols for Surface Annotation


<b>Circle</b> the characters (who)	
<b>Box</b> the setting (where) and the time (when)	
Underline and <b>round</b> bracket the problem (what)	
Underline and <b>square</b> bracket the solution (what)	
Draw a <b>squiggly</b> line below words that we do not understand	
Use <b>double-headed</b> arrows to link the pronouns/other noun phrases with their referents	



## Annotation / Visualisation

Who? Why? Why? Who? Who 1 Who 2

"I'm hungry. Let's make some sandwiches," said Lily. "I'll get the peanut butter because you are too short!" teased Cathy, her sister.



The text is annotated with blue circles and arrows. Blue circles are drawn around the words "I'm", "Lily", "I'll", "you", and "Cathy". Blue arrows point from "I'm" to "Why?", from "Lily" to "Who?", from "I'll" to "Who?", from "you" to "Who 1", and from "Cathy" to "Who 2". A blue arrow points from "Why?" to "I'm". A blue arrow points from "Who 1" to "I'll". A blue arrow points from "Who 2" to "I'll". A blue arrow points from "Who 1" to "I'm". A blue arrow points from "Who 2" to "I'm".

## Circle Underline Bracket (C.U.B)

40. What did [Cathy and Lily want to do in the kitchen]? (1m)

They wanted to make some sandwiches.



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# Assessment



# Weighted Assessments

**WA1 & WA2**

**Language Components  
&  
Comprehension**



# End of Year Examinations

<b>Oral</b>	<b>Reading Aloud, Stimulus-based Conversation</b>	<b>16%</b>
<b>Listening Comprehension</b>	<b>Picture Matching, Sequencing, Note-taking, Comprehension MCQ</b>	<b>14%</b>
<b>Composition</b>	<b>Guided writing with pictures and helping words</b>	<b>20%</b>





<b>Language Use and Comprehension</b>	<b>Vocabulary MCQ</b>	<b>50%</b>
	<b>Grammar MCQ</b>	
	<b>Grammar Cloze (A)</b>	
	<b>Grammar Cloze (B)</b>	
	<b>Editing for SpG</b>	
	<b>Vocabulary Cloze</b>	
	<b>Sentence Combining</b>	
	<b>Comprehension (Discrete)</b>	
	<b>Comprehension Open-ended</b>	



## **How can parents help at home?**

1. Provide your child with opportunities to interact with you at home - encourage your child to ask questions & respond to them, vice versa
2. Encourage reading
  - read together with your child
3. Remind your child to apply some of the annotation strategies learnt when completing reading comprehension passages and reinforce the C.U.B. strategy taught in class
4. Get your child to share his/ her experience in school daily/ weekly – the joy of conversation.



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# Thank You.