



**JUNYUAN PRIMARY SCHOOL**

Future-Ready Learners . Leaders of Character

# **P4 English Language**



# Content

- The Curriculum
- Applied Learning Programme
- Key Department Strategies
- Assessment



# 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 from P1 to P4

	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></ul></li></ul></li></ul>		
	Reading for Pleasure (through Extensive Reading)			
Writing & Representing	<ul style="list-style-type: none"><li>• Modified Language Experience Approach (MLEA)<ul style="list-style-type: none"><li>• Guided Writing*</li></ul></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 through Noticing and Modified PPP (Presentation – Practice – Production)*			

\*strategies emphasized in STELLAR 2.0

Term	Titles	Text Purpose
Term 1	Making Ice Cream	Text that Recount
	Life of a Vet	
	A Nasty Accident (Supplementary)	
Term 2	The Paralympic Games	Text that Describe & Inform
	The World Beyond Us	
Term 3	Ruby’s Sunflower	Text that Entertain
	Dinosaurs Exist	
	Heartbeats in the Dark	
Term 4	All The Buzz About Honey	Text that Explain
	What Happens When You Laugh	
	Rats’ Nests (Supplementary)	Text that Entertain





Class	English Teacher
4R1	Mdm 'Ilmal Yaqin Ali
4R2	Mr Joseph Sim
4R3	Mdm Suriani Abdullah
4INT	Mrs Marisa De Almeida
4C	Ms Angel Teo
4H	Mr Ezri



# Applied Learning Programme Confident Communicator Programme

## P4 Instructional Text 2.0





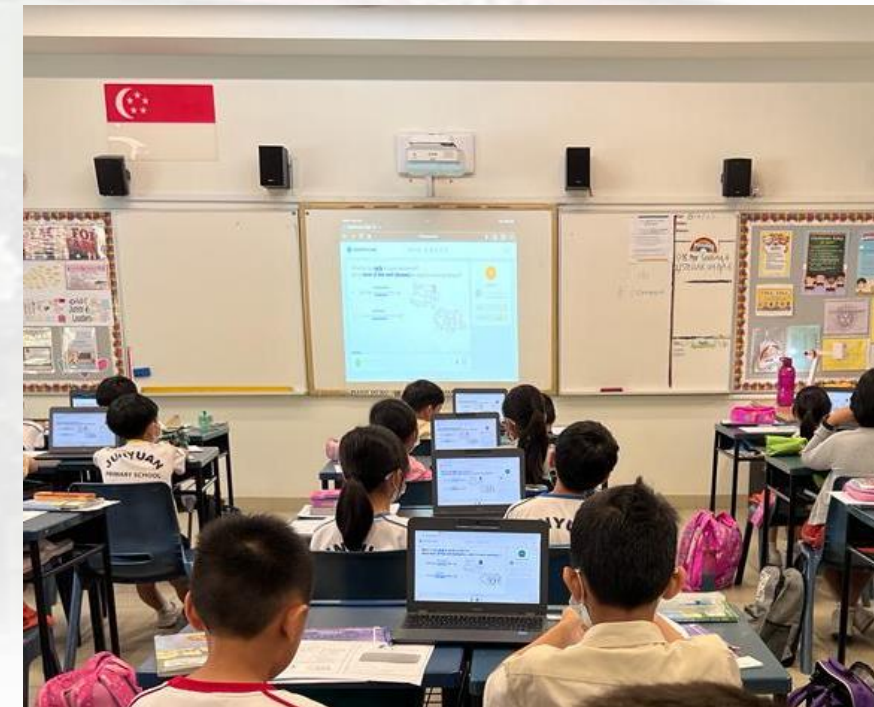
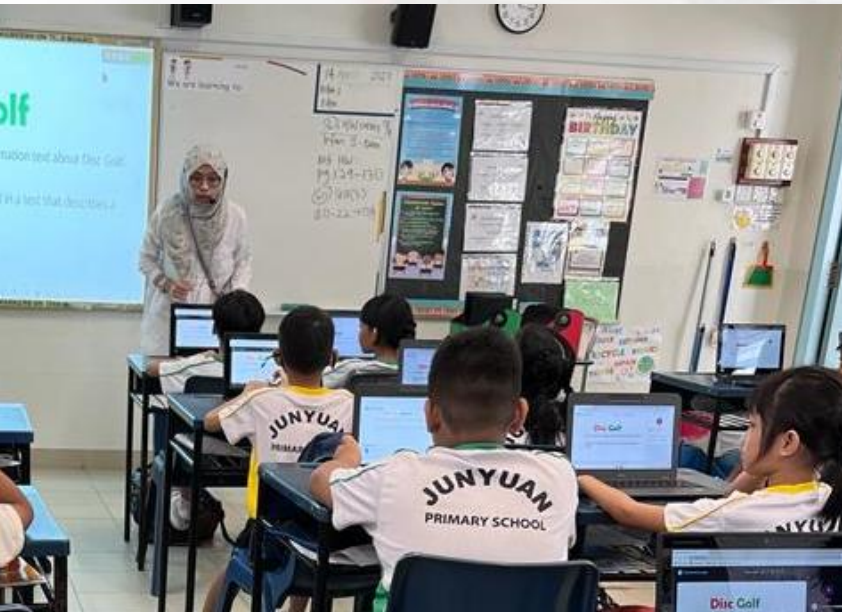
## **Learning Outcomes: Plan and present information and ideas for a purpose**

Pupils to be able to:

- ✓ be aware of the audience ('live' in class with peers & teachers / video)
- ✓ maintain eye contact with peers & teachers / camera lens
- ✓ maintain appropriate posture
- ✓ use appropriate facial expression and gestures (non-verbal cues) for the presentation
- ✓ use appropriate tone of voice (enthusiastic, audible) while giving instructions & present the information clearly



# 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



A - Answer

R - Reason

O - Opinion

PE – Personal Experience

**P4 – A.R.O**





(a) Look at the picture. Which one of these activities would you choose to take part in? Tell me why.

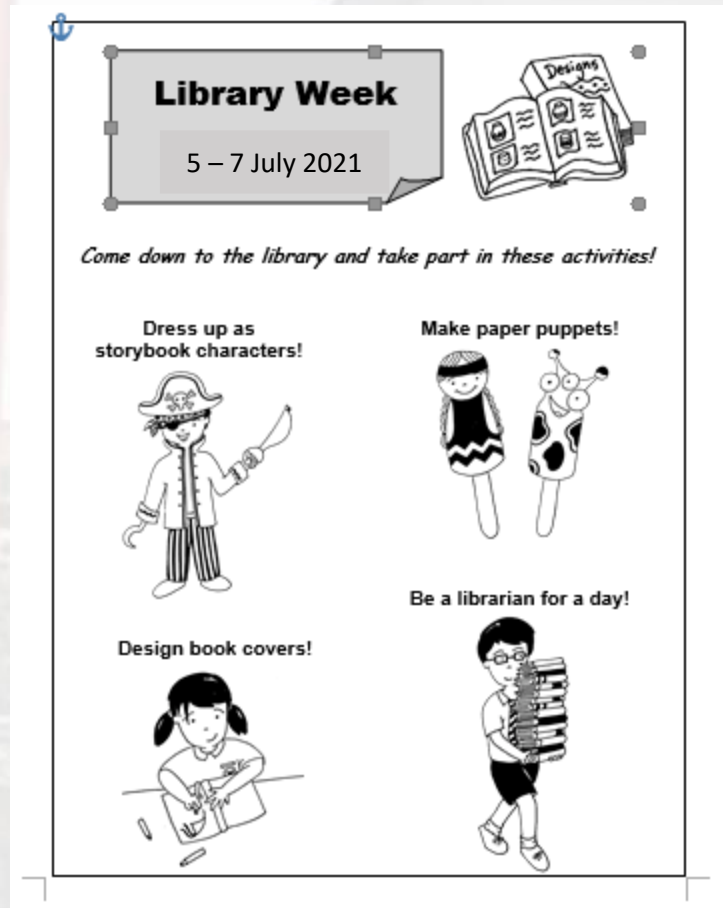
( **A** ) I would be a librarian for a day.

( **R** ) ... **because** it would help me understand the job of a librarian better especially the problems they might face while doing their duty such as shelving the books, keeping the library clean and controlling the noise level in the library.

( **O** ) **In my opinion**, being a librarian is interesting as I can recommend interesting books to my friends. I also like to decorate the library corners with my favourite books.

**Pupils are encouraged to share/ relate personal experience.( P.E )**

**Once**, I had the chance to be the class librarian. It was fun as my best friend was selected to be one too. We had to make sure that the library corner was neat and tidy. We also had to stock check the books at the end of the year.





# Purpose of Annotation

- To keep track of the story development
- To gain a deeper understanding of the text read





# 5Ws and 1H

Who?

Where?

When?


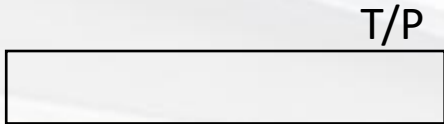

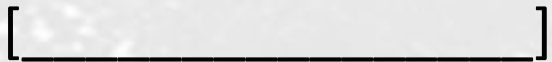


What?

Why?

How?

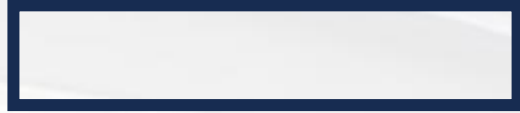


# Symbols for Surface Annotation

<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	



# Symbols for Annotation - Information Text

Setting (where) and the time (when)	
Main Idea (what)	( _____ )
Supporting Detail	X _____



Who

Jack put his homework aside. He opened the  
P drawer beside his bed and pulled out a small,  
bedroom  
handmade book. For the hundredth time, he stared at  
the title on the cover, "10 Magic Rhymes for Annie and  
Jack". For weeks, Jack had kept the book hidden,  
wondering when he and Annie would be able to use its  
magic again.



# Circle Underline Bracket (CUB)

Helps the pupils to focus on the question asked

**Circle**      **Underline**      **bracket**

**Where** did (Jack keep the book)?

Jack kept the book in the drawer beside his bed.

Jack kept it in the drawer beside his bed.

Jack kept it in his drawer beside his bed.



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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>Reading Stimulus-based Conversation</b>	<b>16%</b>
<b>Listening Comprehension</b>	<b>Picture Matching, Sequencing, Note- taking, Comprehension MCQ</b>	<b>Picture Matching &amp; Sequencing Note-taking Comprehension</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. Encourage reading

- get your child to borrow and read books of their interest and get them to retell the story.

## 2. Engage your child in a conversations on daily / weekly experience. Ask his / her opinions to hear their thoughts and perspectives.

## 3. Encourage your child to apply the annotation taught when completing their reading comprehension passages and apply “C.U.B” strategies and **affirm** them for their effort.



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# Thank You.