



JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character

P5 Standard English Language & Foundation English Language



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**

Standard English



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Term	Titles	Text Purpose
1	Coolie Boy	Texts that entertain
	Amazing Friends	Texts that recount what happened
	Ten	Texts that entertain
2	The Promise	Texts that entertain
	A Game of Emails	Texts that entertain & recount what happened
3	Martial Arts	Texts that describe and inform (digital text)
	Dogs with Jobs	Texts that describe and inform (digital text)
4	Making Every Drop Counts	Texts that explains (digital text)
	Urban Wildlife: Friend or Foe?	Texts that respond/ argue, evaluates and or persuade

Foundation English



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Term	Titles	Text Purpose
1	Getting Ready to Learn	Setting Goals, Study Skills, Fostering Good Learning Habits
	Mei's Memorable Morning	Texts that entertain
	Coolie Boy	Texts that entertain
2	Aunty Lin's Story	Texts that entertain
	Creative Recycling	Texts that instruct (digital text)
3	On the Job with a Photographer	Texts that recount what happened (digital text)
	An Unusual Friendship	Texts that recount what happened (digital text)
4	Martial Arts	Texts that describe and inform (digital text)
	Dogs with Jobs	Texts that describe and inform (digital text)



Class	English Teacher
5R1	Mdm Waheeda A K
5R2	Mrs Monica Berger
5R3	Ms Chan Audrey
5INT	Mdm Sarina Arsad
5C	Mrs Marisa De Almeida
5H	Mdm Nurulashiqien Mustapa
5Fdn EL	Mrs Karen How



Overview of Key ★Strategies★ in STELLAR^{2.0}

		P1-P2	P3	P4	P5	P6	
Oracy	★ Literacy Stations (P1-P2)	★Exploratory talk* ★Presentational talk					★Think-aloud* ★Inquiry through dialogue* ★Iigaw* (from P5)
Reading & Viewing		★Extensive Reading (ER)*					
		★Shared Book Approach (SBA) (up to P3A)				★Retelling	
		★Word study	★Supported Reading ★Annotation* ★KWL ★Explicit instruction and modelling of Reading Comprehension skills*				
Grammar		★Explicit instruction of grammar (noticing and modified Presentation – Practice – Production)*					
Vocabulary		★Teaching vocabulary in context ★Pre-teaching key vocabulary					
Writing & Representing	★ Modified Language Experience Approach (MLEA) ★Guided writing	★Writing Process Cycle (WPC)					
			★Freewriting*				
Use of authentic, multimodal texts (Increasing range of text purposes and sophistication)							

★Think-aloud*
★Inquiry through dialogue*
★Jigsaw* (from P5)



Applied Learning Programme

Confident Communicator Programme

P5 Persuasive Speaking



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

Learning Outcomes: Produce spontaneous and plan spoken texts that are grammatically accurate, fluent, coherent and cohesive

Pupils to be able to:

- ✓ clearly articulate thoughts and ideas to persuade the audience
- ✓ provide relevant and interesting reasons to persuade & engage the audience
- ✓ be aware of the audience (peers/teachers)
- ✓ maintain eye contact with audience & appropriate posture
- ✓ use appropriate facial expression and gestures (non-verbal cues during the presentation)



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



Stimulus based Conversation

•A.R.O.PE

A - Answer

R - Reason

O - Opinion

PE – Personal Experience

A.R.O.PE


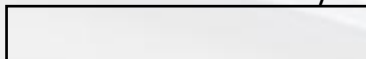

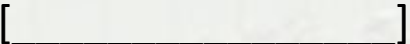




Purpose of Annotation

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




Symbols for Surface Annotation

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

Annotation



Symbols for Annotation - Information Text

Box the setting (where) and the time (when)	
Main Idea (what)- Round bracket the main idea	(_____)
Supporting Detail – indicate each point using X and underline the supporting detail	X _____



Modular Writing

Name: _____ ()

Class: P5/6 _____

Story Title: _____

Date: _____

Key point to think before starting:
What was the 'problem' encountered by the main character in the story?

Complication & Climax (Events leading up to the peak of the story or contributed to the problem)			
Orientation (Who? Where? What?) <ul style="list-style-type: none">- I, my sibling, Mother- at home with my sister- playing a ball game with sister- engrossed in our game- Mother was doing grocery shopping at the supermarket in the neighbourhood-	<ul style="list-style-type: none">- Mother's vase- porcelain vase, blue, white and red with intricate designs of dragons and maidens all over it- it was a family heirloom, priceless, passed down to Mother from Grandmother- Mother did not allow anyone to touch or move the vase placed on the coffee table in the living room- Crash! The sound of the vase hitting the floor could be heard. [Insert feeling 1 and sensory details]- Sister threw the ball too high and it hit the vase- the entire vase dropped [insert feeling 2 and sensory details]- it smashed on the floor, scattering fragments of porcelain everywhere [insert feeling 3 and sensory details]- stared at the mess in horror		
Resolution (What happened next? How was the problem resolved?) <ul style="list-style-type: none">- bent down to clear the mess- our minds raced to think of an explanation when Mother returned home- The water from the vase had created a large puddle on the floor- the flowers were strewn all over the floor- I carefully picked up the broken pieces of glass with my bare hands- my sister used the broom and dustpan, she was too young, I did not want her to be hurt by the glass- the jingle of Mother's keys at the door could be heard- we looked at each other and braced ourselves for the worse			
Coda (Lesson learnt?) <ul style="list-style-type: none">- we decided to own up and admit our fault to Mother.- Wondered what our punishment would be- have learnt a lesson to be very careful and never to kick a ball in the house			
Emotions (Feelings)			
	1.Shocked 2.Startled 3.horrified	Worried – broken Mother's priceless vase	Regretted our actions
Sensory Details (see, hear, feel, think, touch)			
	- "Oh no! What should we do?" - Tears of fear were running down my sister's cheeks - Stood there with my mouth wide open, wondering to do	"Let's clean this up before Mother gets home."	

Writing



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ASSESSMENT



Weighted Assessments

WA1 & WA2

**Language Components
(MCQs & Open Ended)
&
Comprehension**



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Standard English Lang. EOY



End of Year Examinations Std EL & Fdn EL

Paper 1	Situational Writing & Continuous Writing
Paper 2	Language Components & Comprehension
Paper 3	Listening Comprehension
Paper 4	Reading Aloud & Stimulus Based Conversation



Language Use & Comprehension 45% 90mks 1hr 50 mins	Booklet A: (25 MCQs) <u>Grammar</u>	MCQ discrete	10 items	10	A short passage with 5 underlined words – to find synonyms in the context of a text type*
	<u>Vocabulary</u>	MCQ discrete	5 items	5	
	<u>Vocabulary Cloze</u>	MCQ discrete	5 items	5	
	<u>Visual Text Comprehension</u>	MCQ discrete	5 items	5	
	Booklet B: (50 OEs) <u>Grammar Cloze</u>	Open-ended	10 items	10	A passage with 10 helping words
	<u>Editing for Spelling and Grammar</u>	Open-ended	10 items	10	
	<u>Comprehension Cloze</u>	Open-ended	15 items	15	A passage with grammatical and spelling mistakes
	<u>Synthesis/Transformation</u>	Open-ended	5 items	10	
	<u>Comprehension OE</u>	Open-ended	Up to 10 items (1 to 4m each)	20	1 passage (close to 550 words in length)



Oral 20% 40mks About 10 mins	<u>Reading Aloud</u>	Open-ended	1 passage/day	15	Reading aloud a passage
	<u>Stimulus-based Conversation</u>	Open-ended (1 visual stimulus)	1 picture/day	25	Describing, making interpretations & engaging in a conversation based on the stimulus
Listening Comprehension 10% 20mks About 35 - 40 mins	<u>Listening Comprehension</u>	MCQ discrete	20 items	20	Pictures, simple maps, charts and diagrams & listening to text
Writing 25% 50mks 1 hr 10 mins	<u>Situational Writing</u>	Open-ended	1	14	To write based on a given situational context (stimulus given)
	Continuous Writing	Open-ended	1	36	At least 150 words To write based on a given topic and use at least 1 of 3 unrelated pictures given

According to the poster in Text 1, which of the following is true?

- (1) The instructors are famous artists.
- (2) Inquiries can be made at artsylearners.com.
- (3) Advance booking is necessary to attend the lessons.
- (4) Students can learn to create two different types of artworks.

“Unleash your creativity.” Why did the writer include this line in Text 1?

- (1) to inspire people to find their passion
- (2) to tell people they should discover their hidden skills
- (3) to make people think about ways to be more creative
- (4) to urge people to grab the chance to generate new ideas and turn them into reality

Based on the poster in Text 1, which of the following best fits the lessons you expect to have?

- (1) boring
- (2) uplifting
- (3) amusing
- (4) challenging

Based on lines 4 – 15, state whether each statement in the table below is true or false, then give one reason why you think so. [2m]

	True/False	Reason
(a) Father would queue at the soup kitchen to get food for them.		
(b) The women were worried about Mara.		

Look at the table below. What do the words in the left column refer to in the passage? Write your answers in the column on the right. [2m]

Word(s) from the passage	What the word(s) refer(s) to
it (line 22)	
them (line 25)	



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Language Use & Comprehension 40% 40mks 1hr	Booklet A: (15 MCQs) Grammar	MCQ discrete	5 items	5	
	<u>Punctuation</u>	MCQ discrete	2 items	2	
	<u>Vocabulary</u>	MCQ discrete	3 items	3	
	<u>Visual Text Comprehension</u>	MCQ discrete	5 items	5	
	Booklet B: (22 OEs) <u>Form Filling</u>	Open-ended	3 items	3	
	<u>Editing for Grammar</u>	Open-ended	3 items	3	A passage with grammatical mistakes
	<u>Editing for Spelling</u>	Open-ended	3 items	3	A passage with spelling mistakes
	<u>Synthesis</u>	Open-ended	3 items	3	Sentence combining using conjunctions, connectors and phrases
	<u>Comprehension Cloze</u>	Open-ended	3 items	3	
	<u>Comprehension Passage A</u> <u>(with visuals)</u>	Open-ended	3 items (1 to 2m each)	10	A variety of items : eg sequencing, graphic organizer, OE
	<u>Comprehension Passage B</u>	Open-ended	4 items (1 to 2m each)		



Oral 20% 20mks About 10 mins	<u>Reading Aloud</u>	Open-ended	1 passage/day	8	Reading aloud a passage
	<u>Stimulus-based Conversation</u>	Open-ended (1 visual stimulus)	1 picture/day	12	Describing, making interpretations & engaging in a conversation based on the stimulus
Listening Comprehension 15% 15mks About 35 mins	<u>Listening Comprehension</u>	MCQ discrete	15 items	15	Pictures, simple maps, charts and diagrams & listening to text
Writing 25% 25mks 1hr 10 mins	<u>Situational Writing</u>	Open-ended	1	9	To write based on a given situational context (stimulus given)
	<u>Continuous Writing</u>	Open-ended	1	16	Length: At least 120 words To write based on a series of pictures



Passage B



The Singapore Zoo is an incredible wildlife park which is home to more than 2,800 animals from over 300 different species. It serves two roles: a tourist attraction and conservation site. The zoo has dedicated caretakers working hard for the animals.

5

The zoo has two main objectives. First, it protects endangered animals through special breeding programmes. This helps rare animals like Sumatran tigers survive. Second, skilled veterinarians and animal keepers work hard to keep all the animals healthy and happy. They provide medical care and create fun activities to keep the animals active.

10

Visitors can learn about wildlife through exciting activities like feeding sessions and educational talks. You might see zookeepers hiding food in special toys or teaching animals new skills through rewards and praise.

15



The Singapore Zoo is more than just a tourist spot – it is a place where animals are protected and cared for.

Source: <https://singaporeplayground.com/behind-the-scenes-the-conservation-efforts-and-animal->

In (i) and (ii) below, list two activities visitors can participate in. [2m]

Two activities visitors can participate

(i)

(ii)



How can parents help at home?

1. Having a conversation on experience in school daily/ weekly & topics / happenings in Singapore & around the world
2. Encourage reading - modelling good habit
3. Encourage your child to apply strategies taught in class e.g. annotation/ the C.U.B. strategy
4. Inculcate the value of perseverance



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Thank You.