P6 Standard English Language
&
Foundation English Language

EL Syllabus 2020 & STELLAR 2.0

STELLAR 2.0 lessons will:

Empathetic Communicator

offer <u>more opportunities</u> for students to discuss issues, listen to different perspectives and develop their own opinions.

Creative Inquirer

encourage students to <u>explore</u> ideas, concepts and areas of interest and promote the joy of learning.

Discerning Reader

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

Standard English

Term	Titles	Text Purpose
1	Stop thief	Text that Entertains
	We Did It	Text that Entertains
	The Problem with Rain	Text that Entertains, Describes & Informs
2	Cause & Effects of a Tsunami	Text that Explains (digital text)
	The Fall of the Castle	Text that Entertains
3	Angkor Wat	Text that Responds, Argues, Evaluates and/or Persuades and Describes and Informs (digital text)

Foundation English

Term	Titles	Text Purpose
1	Getting Ready to Learn	Setting Goals, Study Skills, Fostering Good Learning Habits
	A Meal to Remember	Text that Entertains
	Pop Stars	Text that Entertains & Explains
2	What is Frictional Force	Text that Explains
	Singapore Botanic Gardens	Text that Describes & Informs (digital text)
3	Angkor Wat	Text that Responds, Argues, Evaluates and/or Persuades (digital text)

Class	English Teacher
6R1	Mdm Suriani Abdullah
6R2	Ms Khairunnisha Abdullah
6R3	Mdm 'Ilmal Yaqin Ali
6INT	Mrs Angela Low
6C	Mrs Monica Berger
6H	Ms Khairunnisha Abdullah Mdm Noora M S
6 FDN EL	Mdm Nurulashiqien Mustapa

Overview of Key ★Strategies★ in STELLAR 2.0

	P1-P2	P3	P4	P5	P6	
Oracy		★Exploratory talk* ★Presentational talk				
Reading & Viewing		★Extensive Reading (ER)*				★Think-aloud* ★Inquiry through dialogue* ★Jigsaw* (from P5)
		★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*			
	★ Literacy Stations (P1-P2)	**Use of authentic, multimodal texts** *(Increasing range of text purposes and sophistication)*				

Applied Learning Programme

Confident Communicator Programme

P6 Public Speaking (Individual)

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 based on a given topic individually

✓ engage the audience in their speech on the given topic

✓ ask and answer questions clearly and effectively

✓ 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

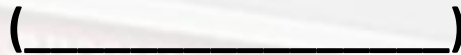O - Opinion

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)	T/P ▭
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

WHERE

WHO

WHEN

THE PROBLEM/CONFLICT

Making Decisions

RESOLUTION

CONCLUSION
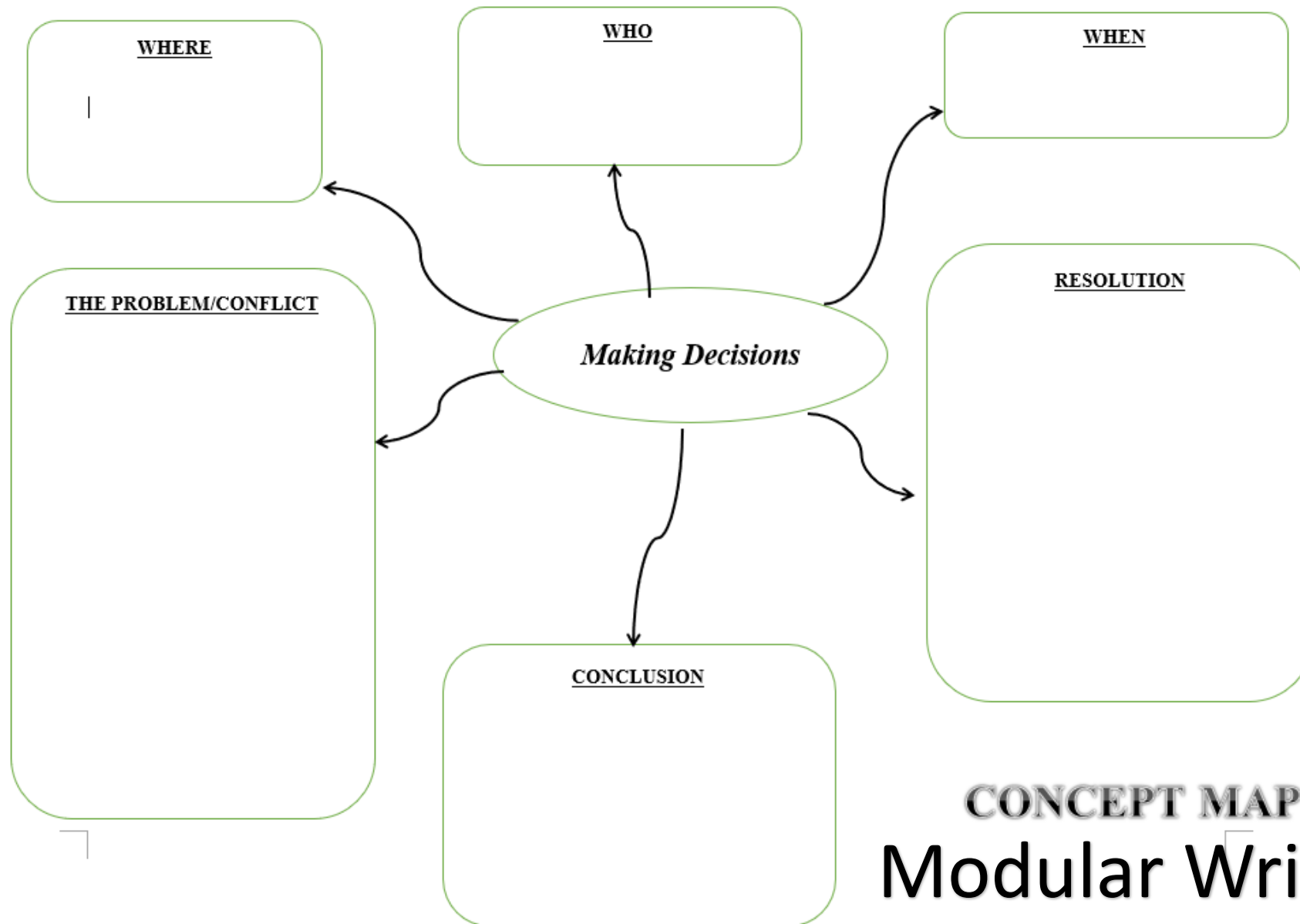
CONCEPT MAP

Modular Writing

CLIMAX!
(The most exciting part of the story.)

Turning Point
(1-2 paragraphs that link intro. to climax)

Solution
(1-2 paragraphs that link climax to conclusion.)

Introduction
(Describe characters, setting etc. Make readers want to read on.)

Conclusion / Coda
(This is like the bow/ribbon on a wrapped gift. It leaves a satisfied feeling.)

Modular Writing
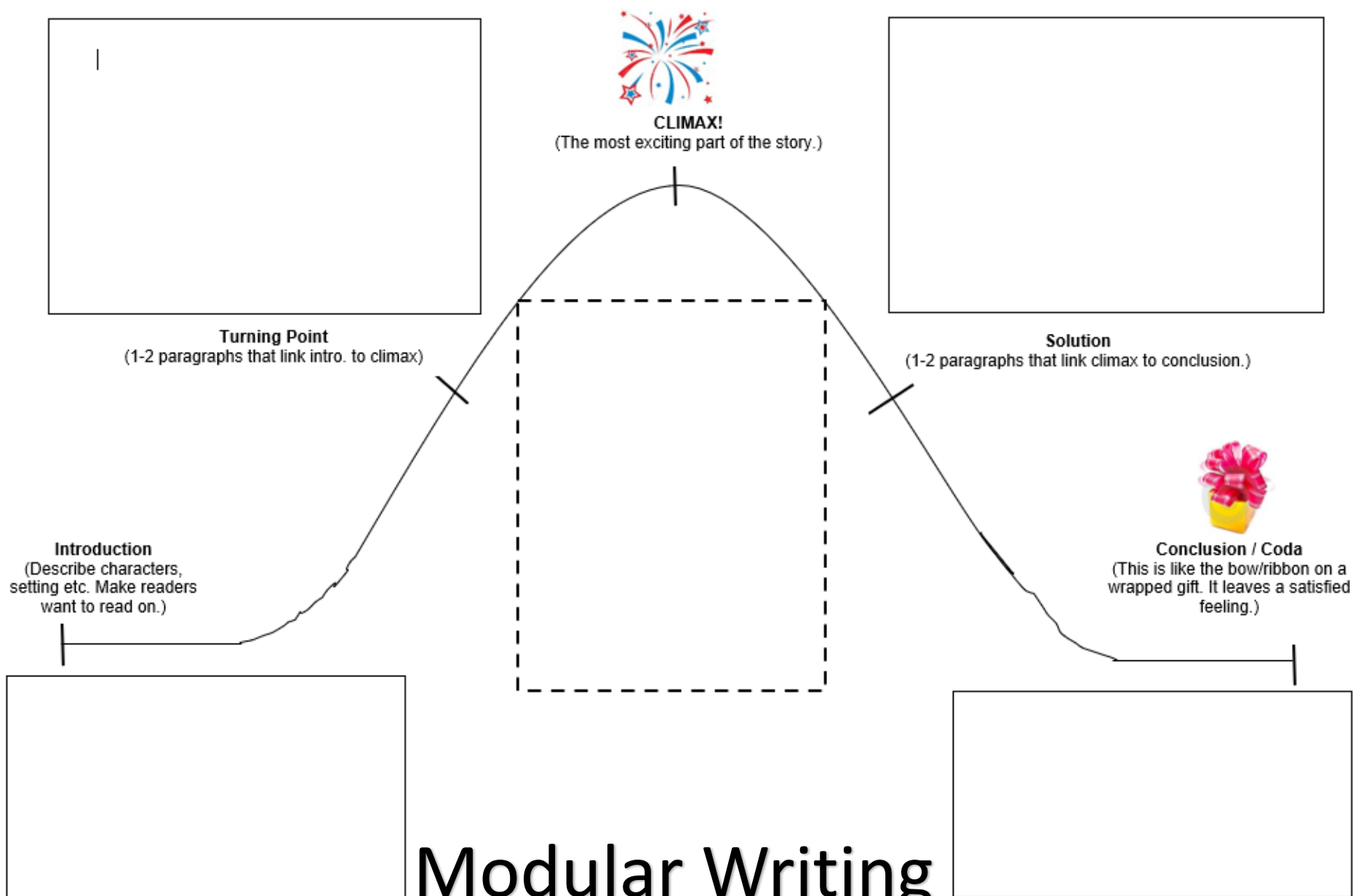
ASSESSMENT

Non-Weighted Assessments

Term 1 & Term 2	Language Components (MCQs & Open Ended) & Comprehension

Prelim Examinations Std EL & Fdn EL (Term 3)

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

Standard English Lang.

Language Use & Comprehension **45%** **90mks** **1hr 50 mins**	**Booklet A: (25 MCQs)** **Grammar**	MCQ discrete	10 items	10	
	Vocabulary	MCQ discrete	5 items	5	
	Vocabulary Cloze	MCQ discrete	5 items	5	A short passage with 5 underlined words – to find synonyms in the context of a text type*
	Visual Text Comprehension	MCQ discrete	5 items	5	
	Booklet B: (50 OEs) **Grammar Cloze**	Open-ended	10 items	10	A passage with 10 helping words
	Editing for Spelling and Grammar	Open-ended	10 items	10	A passage with grammatical and spelling mistakes
	Comprehension Cloze	Open-ended	15 items	15	15 blanks with grammar & vocab items
	Synthesis/ Transformation	Open-ended	5 items	10	Sentence combining using conjunctions, connectors and phrases & transforming of words
	Comprehension OE	Open-ended	Up to 10 items (1 to 4m each)	20	1 passage (close to 600-700 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**	**Length: At least 150 words** **To write based on a given topic and use at least 1 of 3 unrelated pictures given**

Sam dashed into the house. From the dining room, he saw that flames had engulfed a mosquito net in his mother's bedroom. Smoke rose over it and rolled out into the dining room. Mary, the oldest of the four, was in a panic, shouting and running around looking for containers to collect water. Sam stood rooted to the ground, unable to move. Then, he felt hands pushing him aside and an irritated voice said, "Move aside, **silly**! Don't just stand there!"

Sam ran towards his mother's room to look for her, only to be shouted at again for getting in the way. Sam was afraid. "Where is Mother? Could she still be in her room? I don't see her," Sam thought wildly.

By then, Joe had come and saw what was happening. Immediately, he ran to the bathroom and came back with two pails filled with water from the water trough. He dashed across the dining room and splashed it onto the burning mosquito net. First one bucket, then the other.

74   Based on lines 12-32, state whether each statement in the table below is
      true or false, then give one reason why you think so. [3m]

	True/ False	Reason
Mary was calm during the fire.		
Mrs Tan was in her bedroom during the fire.		

76   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. [3m]

Word(s) from the passage	What the word(s) refer(s) to
silly (line 10)	
his children (line 23)	

79 | How did Mr Tan feel? |

Before he saw the
mosquito coil
(a)

After he had seen the
mosquito coil
(b)

[2m]

80 Explain clearly why Mr Tan apologised to Joe. (line 47) [2m]

_____

_____

_____.

Foundation English Lang.

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

Glass frogs are easy targets for large predators because they are small in size. The main enemies of the glass frogs are snakes, mammals and birds. Even so, predators often have difficulties spotting them

because they blend well with their surroundings. Their green bodies and yellow   10
feet help to camouflage them among the green and yellow leaves where they live and avoid detection.

     Male frogs are protective of their mates' eggs. They watch the eggs closely until they hatch. The camouflage pattern helps the male frog to protect **them** from the predators. The average life span of glass frog is usually between   15
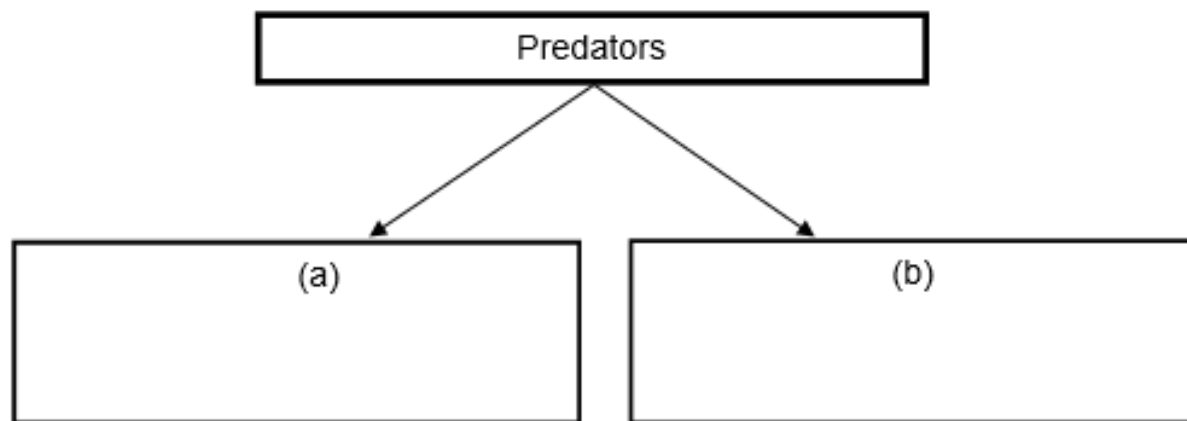ten to fourteen years.

Adapted from: The Young Scientist Issue 198

26. Name 2 predators of glass frogs in the boxes below. [2m]

Predators

(a)

(b)

27. Why is it difficult to spot the frogs? [1m]

28i. Which word in paragraph 3 has the same meaning as "defend"? [1m]

How can parents help at home?

1. Having a conversation on 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. Get your child to share his/ her experience in school daily/ weekly and their thoughts and opinions
5. Inculcate the value of perseverance

Thank You.