

ENGLISH LANGUAGE



RESPECT

TEAMWORK

RESPONSIBILITY

LIFELONG LEARNING



Learning English in Bukit Panjang Primary School

A Strong Foundation for Rich Language & Life



What do we want...



- All children to be able to
- **enjoy** learning English language skills
 - be effective communicators and lifelong learners



New skills for a changing world

- **Prepare our children for life and work in the 21st century**
- **Develop students to be**
 - **effective communicators**
 - **confident, self-directed learners**

STELLAR

Strategies for English Language Learning and Reading

Aims to move EL learners towards independence using authentic texts and learning activities that motivate and engage different learners

STELLAR Lessons

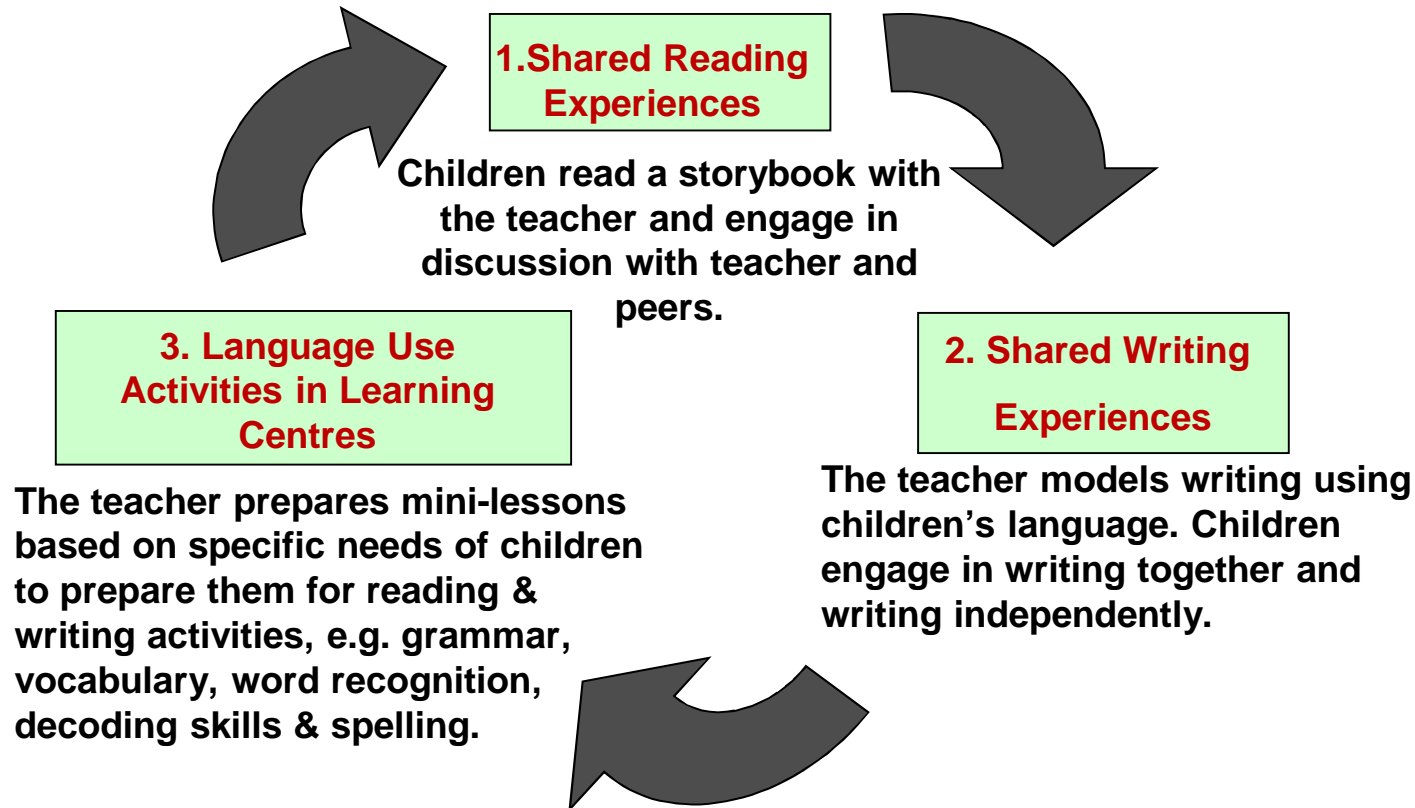
STELLAR lessons develop ...

Language Skills

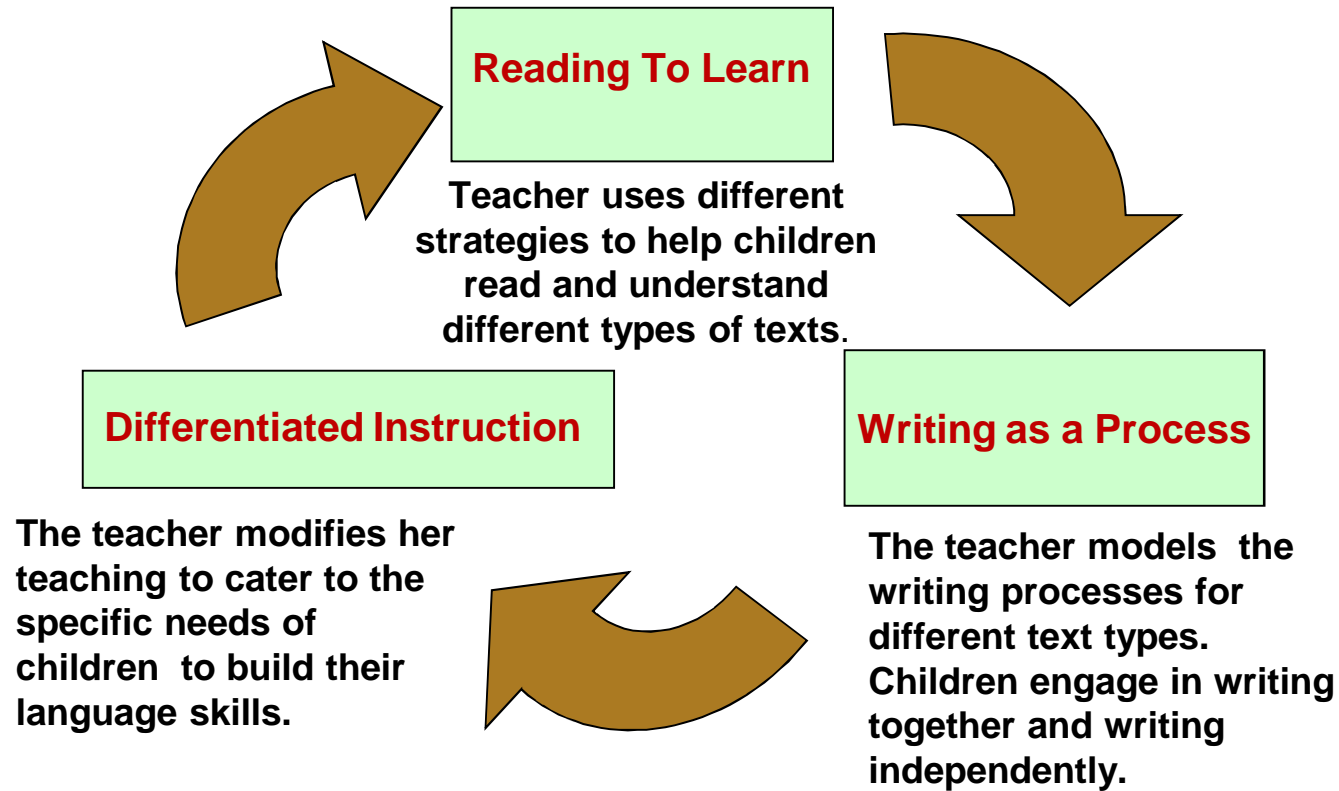
- ❖ Listening & Viewing
- ❖ Speaking & Representing
- ❖ Reading & Viewing
- ❖ Writing & Representing



What is a lower primary STELLAR lesson like?



What is an upper primary **STELLAR** lesson like?



Making the Transition

From Lower to Upper Primary

P1 - 3a

→ P3b, 4-6

Learning to Read

→ Reading to Learn

Shared Reading

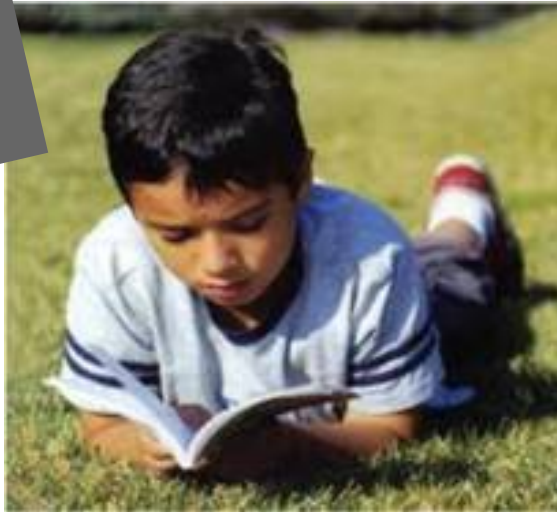
→ Silent Reading

Big Books

→ Range of Text Types

Ways to Teach Reading for Understanding

Supported
Reading



Retelling

K-W-L

K = what I Know

W = what I Want to know

L = what I have Learnt

Reading for Understanding: ***Supported Reading***

- **a strategy where a passage is chunked into smaller parts to help children to read**
- **opportunities to make predictions, read silently, discuss ideas and difficult words**

One morning, Prince Zak was playing with a rubber ball at the bottom of the palace gardens.

Nearby, builders had been working on a new bird house. So Prince Zak was careful to keep away from the post hole in the lawn.

He was throwing the ball against the old garden shed by the duck pond. Someone was watching keenly. A pair of big yellow eyes peered out from the mud at the edge of the pond. Suddenly the ball bounced off the side of the shed. Down it went, straight into the post hole.

Why must Prince Zak be careful in keeping away from the post hole?



Who do you think was watching him keenly?

Reading for Understanding:

K - W - L

K = what I Know
W = what I Want to know
L = what I have Learnt



A way to teach children how to read information text.
Children brainstorm, ask questions and read a text on their own to find out more about a topic.

Reading for Understanding: *Retelling*

- Read silently
- Retell the story to a friend

A reading comprehension strategy using thinking skills.

Children actively read to confirm their predictions and are given opportunities to share their ideas about a passage.

How parents can support their child's learning:

- encourage your child to read widely (from newspapers, magazines, books)
- get your child to think aloud and paraphrase in his/her own words
- ask open-ended questions about the story using the basic who, when, what, why and how questions

Assessment

(formative and summative)

*is part of **learning** and **teaching**.*



How assessment helps

- **identify pupils' strengths and weaknesses**
- **monitor pupils' progress**
- **give feedback to parents on their child's learning at the appropriate stages of development**
- **provide information on pupils' readiness for the next level of education or course of study**

Assessment for Primary 3

These are examples of **changes in assessment** to give students greater scope for interpretation and personal response.

- **EL Guided Writing**
- **EL Visual Text Comprehension**
- **EL Listening Comprehension**
- **EL Oral Communication**

Listening Comprehension

New Format

Part 1

- Picture Matching
- Picture Sequencing

Part 2

- Note-taking
- Listening Comprehension

Show understanding by using listening and viewing skills

Picture Sequencing: Recipe 2 (linked with Maths (sq. Cent))
Intended level: Primary 4

Teacher's script:
LOOK at the set of pictures. I am going to read a set of instructions. Listen carefully. Then choose the picture that describes what I have read. Write the number 1, 2, 3 or 4 in the correct boxes.

To make Chocolate Cornflake Crunch, first you will need 4 tablespoons of butter, 4 tablespoons of corn syrup, 1 bar of plain chocolate and 75g of cornflakes. Next, put all the ingredients in a pan over a low fire and cook till the butter and chocolate melt. After that, drop spoonfuls of the mixture onto a tray. Lastly, put the tray into the refrigerator.



(Teacher repeats: To make Chocolate Cornflake Crunch, first you will need 4 tablespoons of butter, 4 tablespoons of corn syrup, 1 bar of plain chocolate and 75g of cornflakes. Next, put all the ingredients in a pan over a low fire and cook till the butter and chocolate melt. After that, drop spoonfuls of the mixture onto a tray. Lastly, put the tray into the refrigerator.)

Oral Communication

New Format

Part 1

- Reading Aloud

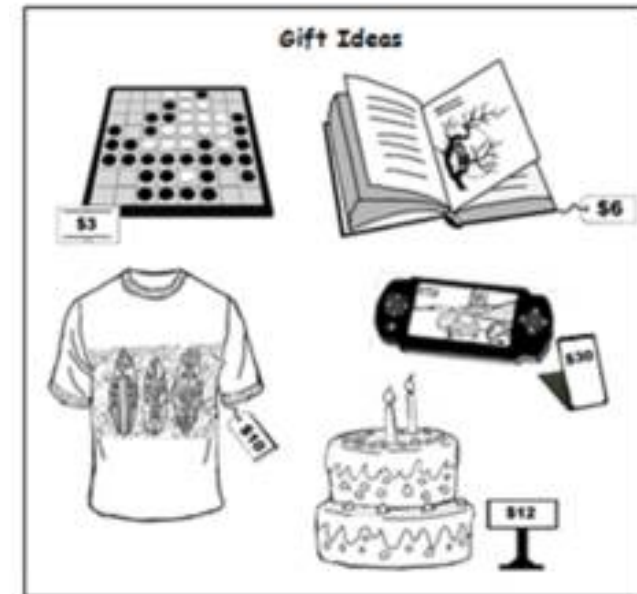
Part 2

- Stimulus-based Conversation

- Use of a visual to focus on a familiar topic
- To be engaged in a conversation

Stimulus-based Conversation component will feature a context familiar to students that will provide a springboard for conversation.

Stimulus-Based Conversation: Sample 1 (aligned with The Perfect Present extended level: Primary)



Prompts for Stimulus-Based Conversation

- (a) Look at the picture. Which one of the items would you choose to buy as a present for your classmate's birthday? Tell me why.
 - Which item would you like to receive as a present? Why?
- (b) Do you have a special birthday present that you have given to someone? Tell me about it.
 - In what way is the present special?
- (c) Sometimes a present can be meaningful, yet does not cost any money, especially when the giver has put in much effort. What are some meaningful gifts or acts of kindness that you have received? What made you appreciate the gift(s)?
 - Is there such a gift you would like to give to someone?

Using rubrics to provide effective feedback

	Level 1	Level 2	Level 3	Level 4	Remarks
Reading Aloud					
Pronunciation	Mispronunciation or skipping of most words	Pronunciation is somewhat difficult to understand with many numerous errors	Generally clear pronunciation with occasional errors such as dropping the end consonants	Clear and consistently good pronunciation, even the end consonants	
Expressiveness and Fluency	Monotonous, very slow and jerky reading of words, e.g. syllable by syllable	Slow and hesitant reading such as pausing in the middle of the sentences, and with little variation in tone, pace and volume	Generally fluent reading with few hesitations, and with some variation in tone, pace and volume	Expressive and fluent reading, varying tone, pace and volume at appropriate times	
Voice Quality	Inappropriate use of stress and intonation with no awareness of the purpose, audience and context	Inappropriate use of stress and intonation with very little awareness of the purpose, audience and context	Appropriate use of stress and intonation in most instances to convey meaning according to the purpose, audience and context	Appropriate use of stress and intonation to convey meaning according to the purpose, audience and context	

Using rubrics to provide effective feedback

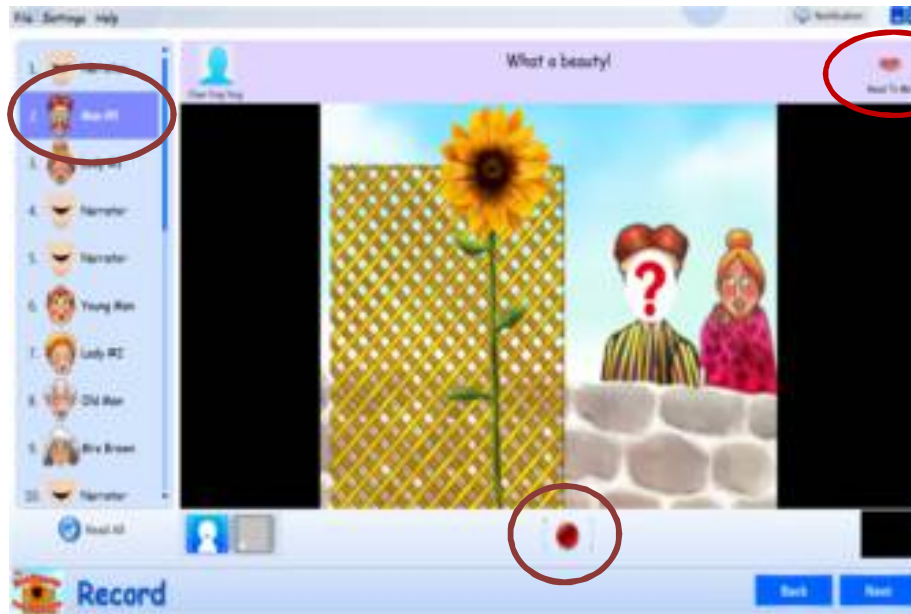
	Level 1	Level 2	Level 3	Level 4	Remarks
Stimulus-based Conversation					
Personal Response	Hardly any development and elaboration with incoherent responses, mainly one word responses	Gives a few personal responses with hardly any development, mainly one sentence responses	Gives personal responses with some development and elaboration	Develops and elaborates personal responses fully, such as why, when, how	
Clarity of Expression	Speaks with limited vocabulary and incorrect structures most of the times	Speaks with some of grammar errors and/or inappropriate vocabulary	Speaks clearly using appropriate vocabulary and grammar structures at most times	Speaks clearly using a range of appropriate vocabulary and grammar structures	
Engagement in Conversation	Long and awkward pauses and depends heavily on examiner's prompting	Some instances of hesitation and requires much prompting from the examiner	Responds to prompts in a forthcoming manner and maintains eye contact at most times	Introduces new ideas when there is no further development Speaks with confidence & eye-contact	

Moo-O to improve oral fluency skills

- **online digital storybook**
- **reinforce pupils' reading skills through self-directed and collaborative learning**
- **develop confident readers who will be able to read fluently and confidently**



Moo-O to improve oral fluency skills



Feedback is given to the students on how well they have read.

Writing

New Format

Question 1

- Picture series

(three pictures with one question mark)

Question 2

- Guided Writing (based on a topic with picture prompts and helping words)

Guided Writing – Picture Series Example 1 (aligned with The Sneetch)
intended level: Primary 3

Write a story of at least 100 words based on the pictures below. Give the story your own ending. You may use the words and phrases in the box. You are encouraged to include other relevant points to make your composition interesting.



parents, not home hide-and-seek cover eyes count to 100
run excitedly good hiding place wait quietly confident
search carefully disappointed at being found a long time realise

Writing

- Scope for different ways to sequence ideas and develop a storyline
- Questions and helping words provided
- Option for students to base their writing on one, two or all three pictures.

Guided Writing: Example 2 (aligned with Report Card Day)
Intended level: Primary 3

Write a composition of at least 100 words about the day you received your report book.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or all of these pictures.

Consider the following points when you plan your composition:

- How did you feel when you were waiting to receive your report book?
- What did some of your classmates do?
- What did you do when you received your report book?
- What were your parents/guardian's reactions to your report book?

You may use the points in any order and include other relevant points as well.

Helping words:

- tried your best
- nervous
- confident
- results
- surprised



		Level 1	Level 2	Level 3	Level 4	Level 5	Marker's Comment
LANGUAGE	CONTENT (Ideas)	<ul style="list-style-type: none"> Ideas largely irrelevant Writing is vague & confusing <input type="checkbox"/>	<ul style="list-style-type: none"> Some relevant ideas Mundane composition that is mostly undeveloped <input type="checkbox"/>	<ul style="list-style-type: none"> Generally relevant ideas Composition is of some interest and is slightly developed <input type="checkbox"/>	<ul style="list-style-type: none"> A good number of relevant ideas Interesting and sufficiently developed ideas <input type="checkbox"/>	<ul style="list-style-type: none"> Fully relevant ideas Interesting and thoroughly developed ideas <input type="checkbox"/>	E.g. Words to take note, error patterns, confusing ideas
	Organisation and linking of ideas	<ul style="list-style-type: none"> Very poor sequencing, paragraphing and linking of ideas and facts <input type="checkbox"/>	<ul style="list-style-type: none"> Poor sequencing, paragraphing and linking of ideas and facts <input type="checkbox"/>	<ul style="list-style-type: none"> Fairly good sequencing, paragraphing and linking of ideas and facts <input type="checkbox"/>	<ul style="list-style-type: none"> Good sequencing, paragraphing and linking of ideas and facts <input type="checkbox"/>	<ul style="list-style-type: none"> Very good sequencing, paragraphing and linking of ideas and facts <input type="checkbox"/>	
	Grammar, Spelling & Punctuation	<ul style="list-style-type: none"> Full of errors in grammar, spelling & punctuation leading to confusion <input type="checkbox"/>	<ul style="list-style-type: none"> Numerous errors in grammar, spelling & punctuation that may affect communication More major errors than minor errors <input type="checkbox"/>	<ul style="list-style-type: none"> Several errors in grammar, spelling & punctuation but communication is not affected As many major errors as minor errors <input type="checkbox"/>	<ul style="list-style-type: none"> Language is largely accurate with a few errors in grammar, spelling & punctuation More minor errors than major errors <input type="checkbox"/>	<ul style="list-style-type: none"> Language is accurate with hardly any errors in grammar, spelling & punctuation Errors, if any, tend to be minor errors <input type="checkbox"/>	
	Vocabulary	<ul style="list-style-type: none"> Limited vocabulary <input type="checkbox"/>	<ul style="list-style-type: none"> Restricted mostly to mundane words <input type="checkbox"/>	<ul style="list-style-type: none"> Fairly adequate use of vocabulary. Some words may not be used appropriately. <input type="checkbox"/>	<ul style="list-style-type: none"> Adequate and mostly appropriate use of vocabulary <input type="checkbox"/>	<ul style="list-style-type: none"> Wide and appropriate use of vocabulary <input type="checkbox"/>	

Visual Text Comprehension:

- Text which includes visuals
- Viewing skills used when reading
- Multiple-choice questions

Visual Text Comprehension: Example 1 (signed with Denise and the Sunflower)
Intended level: Primary 2

Study this flyer carefully and then answer questions 1 to 5



The flyer is titled "PEACE POSTER CONTEST" and features a logo for the Tigers Club. It includes several illustrations: a globe surrounded by children, a white dove, a drawing of two children holding hands, and a certificate of achievement. The text describes the contest, its prizes, and provides contact information for entry forms.

PEACE POSTER CONTEST

An Annual Art Contest for Kids

Tigers Club is sponsoring the Peace Poster Contest in local schools. This year's theme is "Imagine Peace."

20 finalists are selected each year. Posters submitted by this year's finalists will be exhibited at community centres.

Peace Poster Contest Prizes

The grand prize winner will receive:

- A cash award of \$5,000 and
- a trip to a special award ceremony "Tiger Day with the United Nations".

Each of the 19 merit award winners will receive:

- A cash award of \$500 and
- a certificate of achievement

Peace Poster Contest Information

Entry forms are available in schools and community centres. All completed entry forms and posters should be submitted before or on 1 February, 2013. For more information, please contact the Public Relations Department at 6444 2217. Posters by last year's finalists, for the theme 'World without Borders', can be viewed at www.tigersclub.com.

In Summary:

- ❖ **Your child will benefit from the way English is taught.**
- ❖ **Effective feedback is provided to support your child's learning and development.**

Thank You

bpps@moe.edu.sg

Please complete the feedback form to help us improve on future sharing.

RESPECT

TEAMWORK

RESPONSIBILITY

LIFELONG LEARNING