



EL Sharing for Parents

(Primary 5 – Resilience)

By:
Mdm Suharti Hassan
Mr Lim Zhong Han

3 p.m to 4 p.m

17 January 2020

Housekeeping Matters

- Kindly switch off your mobile phones.
- If you have not collected the handouts and feedback form, please collect them from the prefects on duty.
- The Power Point slides will be uploaded to our school website.

Agenda for today

- Transition of assessment for EL from P4 to P5
- Brief introduction to Situational Writing (Paper 1)
- Comprehension Cloze – assessment objectives and strategies to tackle the questions
- Comprehension Open-ended

From P4 to P5

Paper 1 (Writing)	
Primary 4 (50 minutes)	Primary 5 (1 h 10 min)
Continuous writing ONLY	Situational Writing (SW) AND Continuous Writing (CW)
Total: 20 marks	Total: 55 marks
Distribution of marks: 10 marks for content 10 marks for language	Distribution of marks: SW: 15 marks (6 marks for task fulfilment and 9 marks for language) CW: 40 marks (20 marks for content and 20 marks for language)

Paper 2 (Language Use and Comprehension)	
Comprehension Cloze	
Primary 4	Primary 5
5 questions 5 marks	15 questions 15 marks
Reading Comprehension Open-ended	
Primary 4	Primary 5
Comprehension Text1 10 marks	Comprehension Text 1 20 marks
Comprehension Text 2 10 marks	
New Component	
	Editing for Spelling and Grammar (10 marks)

Brief Introduction to Situational Writing

- Pupils will be required to write a short functional piece (e.g. letter, email, report) to suit the **purpose**, **audience** and **context** of a given situation.
- Formal writing or informal writing
- This component is graded based on **task fulfilment** (6 marks) and **language use** (9 marks) and weighs a total of 15 marks.

Situational Writing Task

Comprehension Cloze

- What is comprehension cloze?
- A cloze task is a text with **gaps** in which pupils have to fill in with **a suitable word**.
- Typically, a cloze task is used to assess 2 types of skills
- 1) Macroskill → **Reading**
- 2) Ability to **use language** accurately and appropriately

Comprehension Cloze

- **1) Macroskill → Reading**
- Every word deleted will constitute **a gap in meaning** as pupils read the text.
- Pupils will have to use various strategies to infer the gaps in meaning.
- They can:
 - A) infer the gaps in meaning from contextual clues within the sentence / previous sentence / next sentence.
 - B) monitor one's understanding of the development of ideas in the text by
 - Reading back and forth to form a mental representation of the ideas.
 - Inferring a relationship between the contextual clues to infer the intended main idea in the whole paragraph.

Comprehension Cloze

- **2) Language Use – Accuracy and Appropriateness**
- Cohesion
- Language structure
- Vocabulary
 - Extensive – knowledge of collocations
 - Precision of meaning in word choice
 - Common phrases used in non-literary texts to clarify, elaborate, describe characteristics, compare and contrast, justify, show causal relationship.



- Refer to Handout 1 – Comprehension Cloze PSLE 2014

Read the passage



Main ideas in the text

Development of ideas throughout the passage

- General main idea: Music
- The benefits of playing musical instrument
- Learning to performing
- The benefits of listening to music

Comprehension Cloze (PSLE 2014)

Ever wondered why schools

It is believed that children who learn

better as they need to pay close attention to their music-playing during

lessons. Learning to play a musical instrument can also help to _____

the value of perseverance in children. The saying, “practice makes perfect,”

suggests that perseverance in practising hard can _____ to greater

skill in playing a musical piece. Children who are able to persevere in what they

do are thought to cope better with pressure _____ on in life.

- 1) To infer gaps in meaning from clues within the sentence
- 2) Structure (common phrase) : ‘to pay attention’

Comprehension Cloze (PSLE 2014)

Ever wondered why schools teach children to play musical instruments?

It is believed that children who learn to play musical instrument may concentrate

better as they play their music during

lessons. Learning to play an instrument helps to cultivate

the value of perseverance in children. The saying, "practice makes perfect,"

suggests that perseverance in practising hard can _____ to greater

skill in playing a musical piece. Children who are able to persevere in what they

do are thought to cope better with pressure _____ on in life.

1) Inferring the gaps in meaning from clues within the sentence

2) Vocab – collocation - verb that goes with "value" is "cultivate"

3) Structure; infinitive to – verb in root form

Comprehension Cloze (PSLE 2014)

Ever wondered why schools teach children to play musical instruments?

It is believed that children who learn to play musical instrument may concentrate

better as they need to pay close attention to their music-playing during

lessons. Learning to play a musical instrument can also help to cultivate

the value of perseverance in children. The saying, "practice makes perfect,"

skills can lead to greater

skills are able to persevere in what they

do are thought to cope better with pressure later on in life.

1) To infer a relationship between the contextual clues

2) Common phrases used in a non-literary text to explain cause and effect relationship.

1) Structure: "can lead"

Comprehension Cloze (PSLE 2014)

Ever wondered why schools teach children to play musical instruments?

It is believed that children who learn to play musical instrument may concentrate

better as they need to pay close attention to their music-playing during

lessons. Learning to play a musical instrument can also help to cultivate

the value of perseverance in children. The saying, "practice makes perfect,"

suggests that perseverance in practising

skill in playing a musical piece. Children who are able to persevere in what they

do are thought to cope better with pressure later on in life.

1) Inferring the gaps in meaning from clues within the sentence

2) Structure (common phrase) : 'later on in life'

Reading skills				Language Use						
Inference the gaps in meaning		Follow the development of ideas		Cohesion			Grammar	Vocabulary		
Inferring the gaps in meaning from contextual clues within the sentence / previous sentence / next sentence.	With the use of cohesive devices and common phrases	Reading back and forth to form a mental representation of the ideas	Inferring a relationship between the contextual clues to infer the intended main idea in the whole paragraph.	connectors	Use of common phrases	Use of pronouns	Form of the word, tenses, agreement, capital letters, spelling, sentence structure	Collocation	Precision	Functional phrases commonly used in non-literary texts to clarify, elaborate, describe characteristics, compare & contrast, justify, show causal relationship.