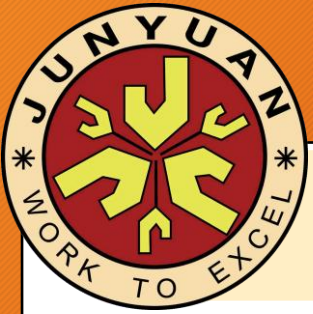


**Junyuan Primary School**

# **Primary 2**

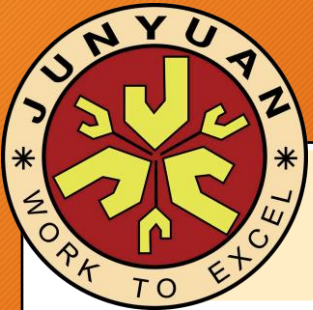
# **English Curriculum**

# **Briefing**



## **CONTENT**

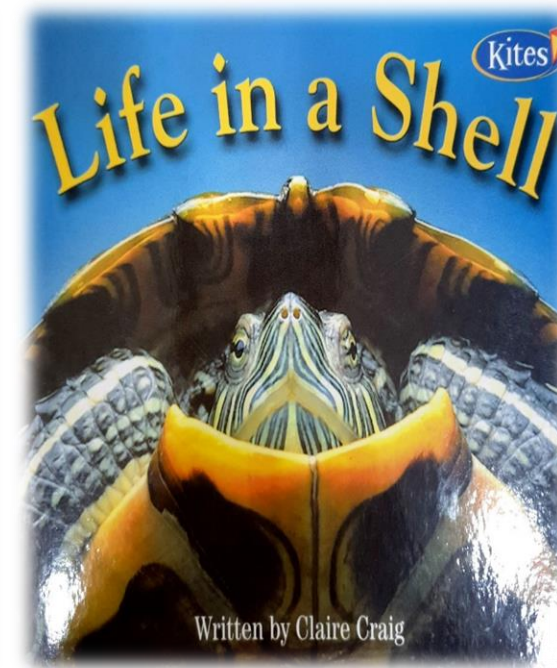
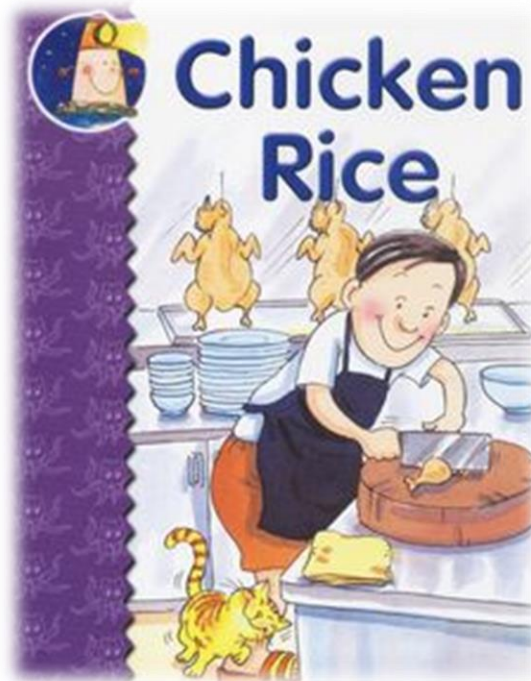
- **STELLAR**
- **Strategies Employed in the Classroom**
- **Literature Programme**
- **Learning Outcomes**
- **Joy of Learning**

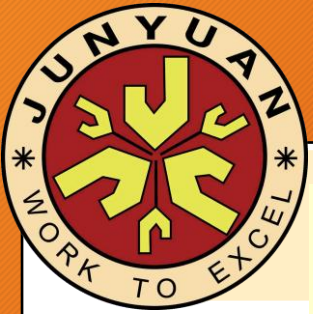


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## English - S T E L L A R

### Strategies for English Language Learning and Reading





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## 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.

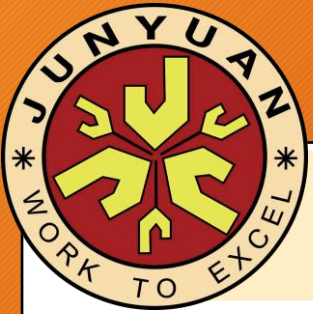
### Creative Inquirer

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



### Discerning Reader

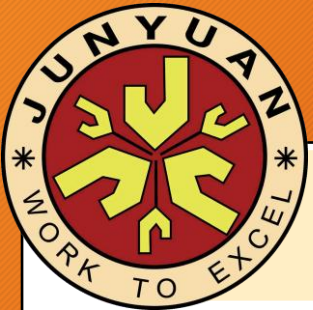
encourage students to read widely and process information critically so as to distinguish fact from falsehoods.



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## English

- Teaching and learning of English using more speaking and listening activities to build on pupils' oracy skills.
- Children learn foundational language skills through text analysis and language use activities.



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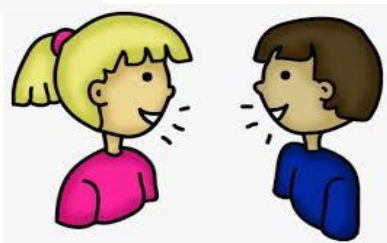
## 4 Language Skills

### Development of the four language skills:

➤ Listening



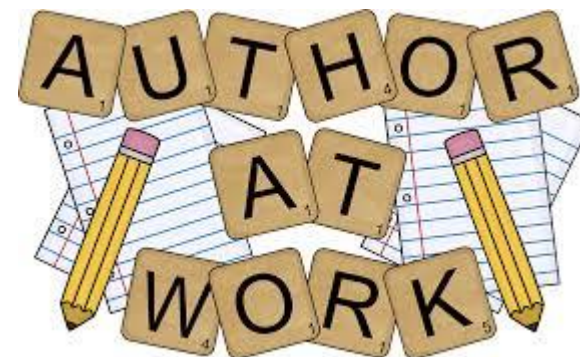
➤ Speaking



➤ Reading



➤ Writing





# Strategies for English Language Learning and Reading

### 1. Shared Reading Experiences

Children read storybook with the teacher and engage in oral discussions with **teacher and peers.**

### 3. Language Use Activities

The teacher prepares mini lessons/activities based on specific needs of children to prepare them for reading & writing activities; e.g. grammar, vocabulary, word recognition, decoding skills, spelling.

### 2. Shared Writing Experiences

The teacher models writing using children's language. Children engage in writing together and in **writing independently.**



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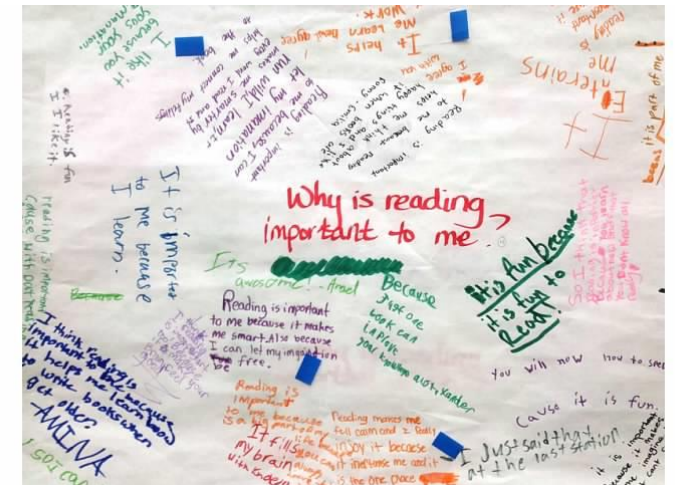
## Strategies Employed in the Classroom

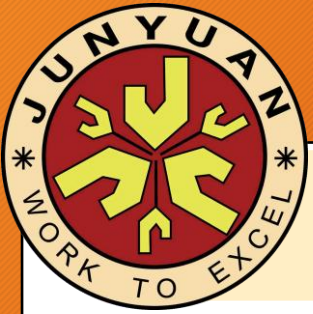
### Visible Thinking Routines

- See Think Wonder
- Chalk Talk
- What makes you say that?

### See Think Wonder

 <u>SEE</u> What do you see?	 <u>THINK</u> What do you think is going on?	 <u>WONDER</u> What does it make you wonder?



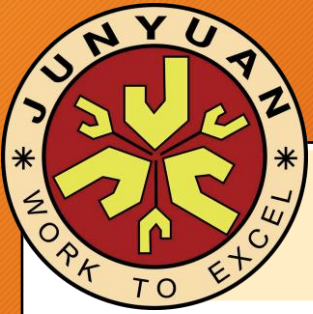


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## Strategies Employed in the Classroom

### Purpose of Visible Thinking Routines

- Promote deeper understanding of a topic
- Help students to regulate their thinking
- Help teachers to see learning through the eyes of the students
- Encourage 'Student Talk' in the classroom



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## Strategy Employed – Annotation and CUB

Tina was at **Fifth Street** when **she** saw a short and plump lady who looked just like Amy's mother, Mrs Flint.

Tina walked quickly towards the lady and called out, "Mrs Flint! Mrs Flint!"

**C**ircle  
**U**nderline  
**B**racket

**Where** was **(Tina)**



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## Strategy Employed - Answer & Reason

### Building on pupils' oracy skills

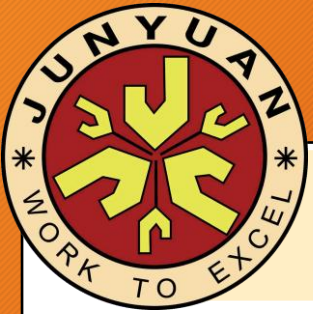
#### **Answer**

**Answer** the question asked by the teacher in a full sentence.

#### **Reason**

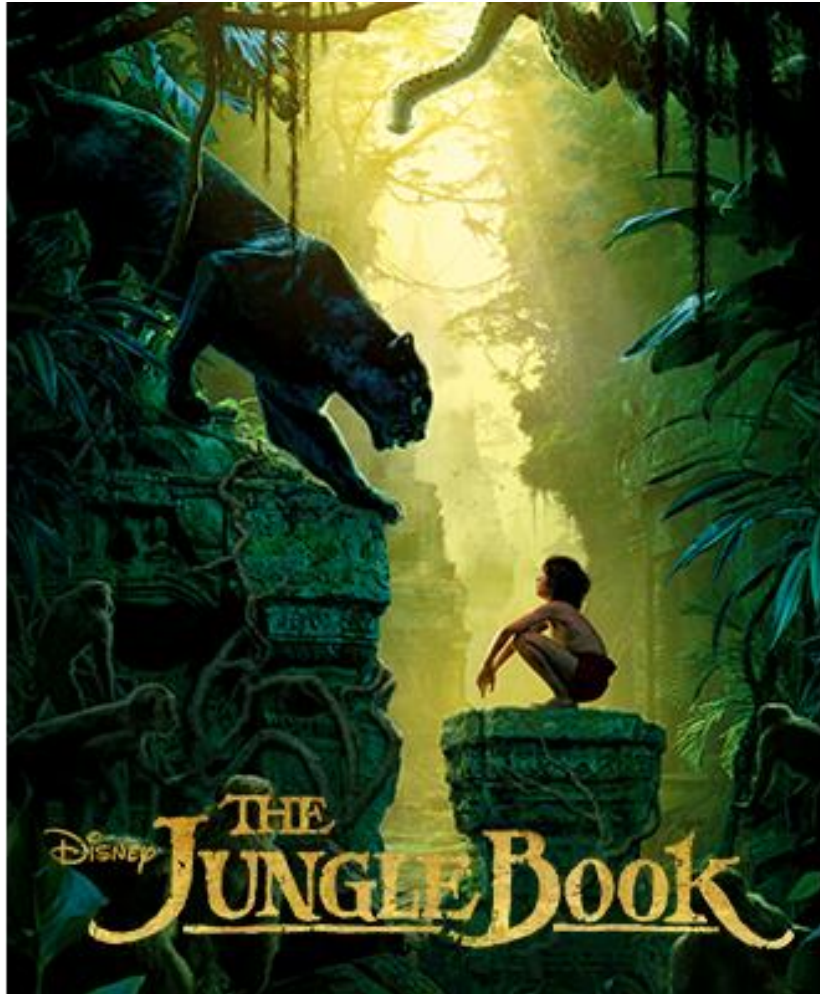
Give a **Reason(s)** in a full sentence.





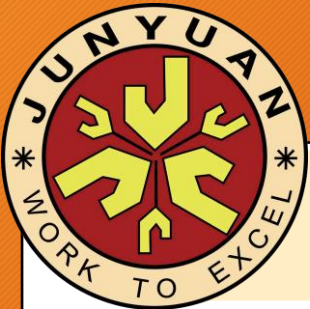
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## Literature Programme



### Purpose

- To explore various ways of language learning
- To develop creative inquirers
- To instil the joy of reading and learning



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## Character Analysis

Date: \_\_\_\_\_

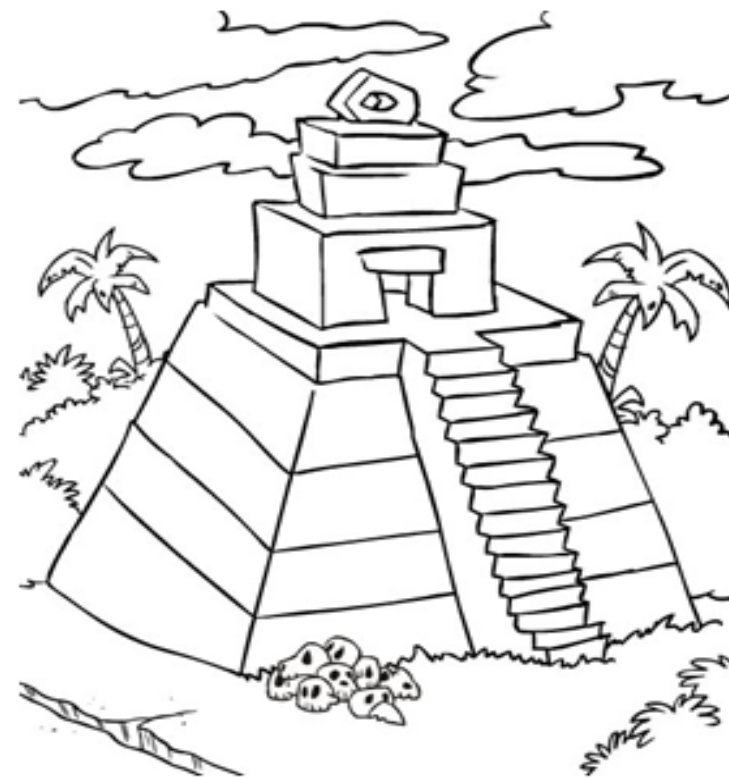
By now, you have already been introduced to a few characters in the story. Choose 2 of your favourite characters. Write the names of the characters and use adjectives to describe their character traits which make you fancy them

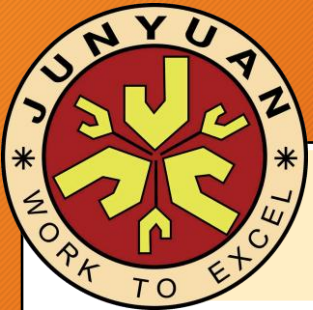
Name of character: _____	Name of character: _____
Character trait 1: _____	Character trait 1: _____
Evidence from story: _____ _____	Evidence from story: _____ _____
Character trait 2: _____	Character trait 2: _____
Evidence from story: _____ _____	Evidence from story: _____ _____

## Higher Order Thinking

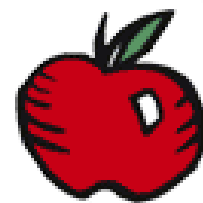
Date: \_\_\_\_\_

Imagine yourself to be Bagheera, Baloo or Kaa. You are now at the Lost City. Draw what you see when you are there. You may include what the different characters are doing and thinking.

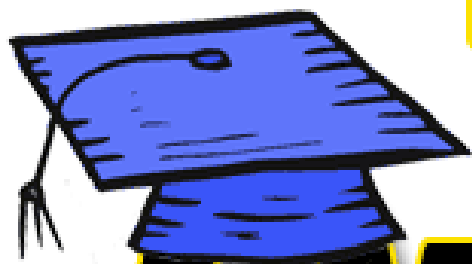




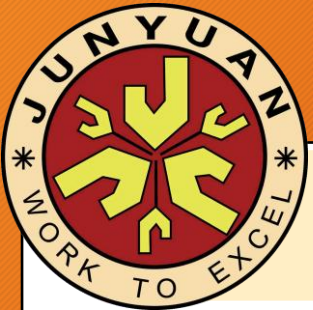
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**Learning**



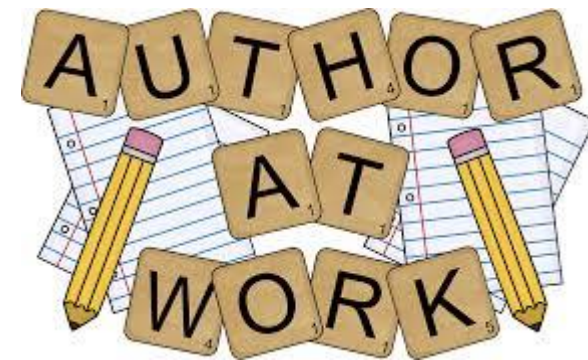
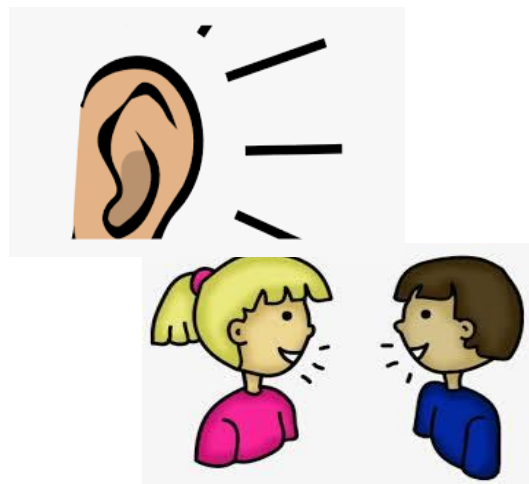
**Outcomes**

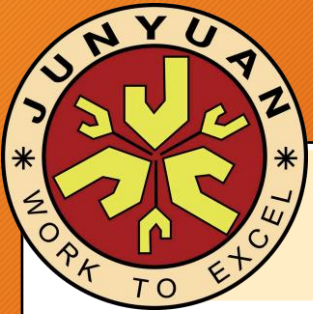


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## 4 Learning Outcomes (LOs)

- Listening
- Speaking
- Reading
- Writing

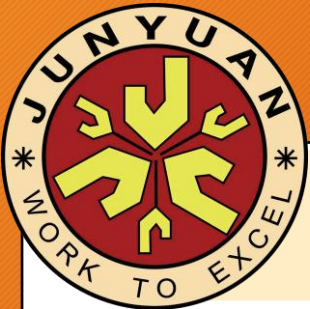




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## Purpose of Learning Outcomes (LOs)

- Manage the transition from pre-school to primary school
- Allow pupils to explore the different ways of learning
- Give time for pupils to make progress based on the qualitative feedback from teachers
- Instil the joy of learning



# Junyuan Primary School

## Semester 1 LOs

## Semester 2 LOs

### Listening

- Listen attentively and identify relevant information.

### Speaking

- Speak clearly to express their thoughts, feelings and ideas

### Reading

- Read multi-syllabic words accurately.
- Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.

### Writing

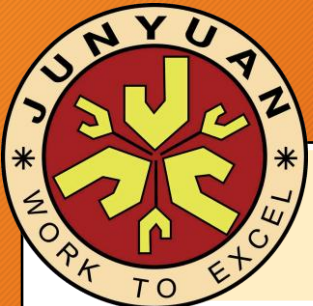
- Apply basic spelling strategies using knowledge about phonic elements and spelling rules.

- Listen attentively and identify relevant information.

- Build on others' ideas in the conversations or discussions respectfully.

- Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
- Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.

- Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.



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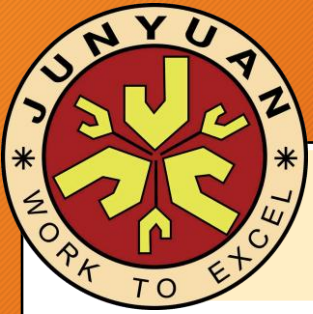
## Reading - Evidence of Pupils' Progress



Pronunciation and Articulation		Self (✓)
1	Pronounces the end consonants ( -t, -d and -k ) clearly	
2	Pronounces the plural markers clearly	
3	Pronounces the past tense markers clearly	
4	Pronounces the 'th' sound clearly	
5	Pronounces all the words correctly	
Rhythm and Fluency		Self (✓)
1	Reads fluently and clearly	
2	Reads loudly	
3	Pauses at full-stops and commas	

Expressiveness		Self (✓)
1	Reads the dialogues with expression	
2	Reads with expression: varied pitch and tone	

## Reading Checklist



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## **Speaking - Evidence of Pupils' Progress**

- **Show & Tell (CC Prog)**
- **Presentation**
- **Daily observation**



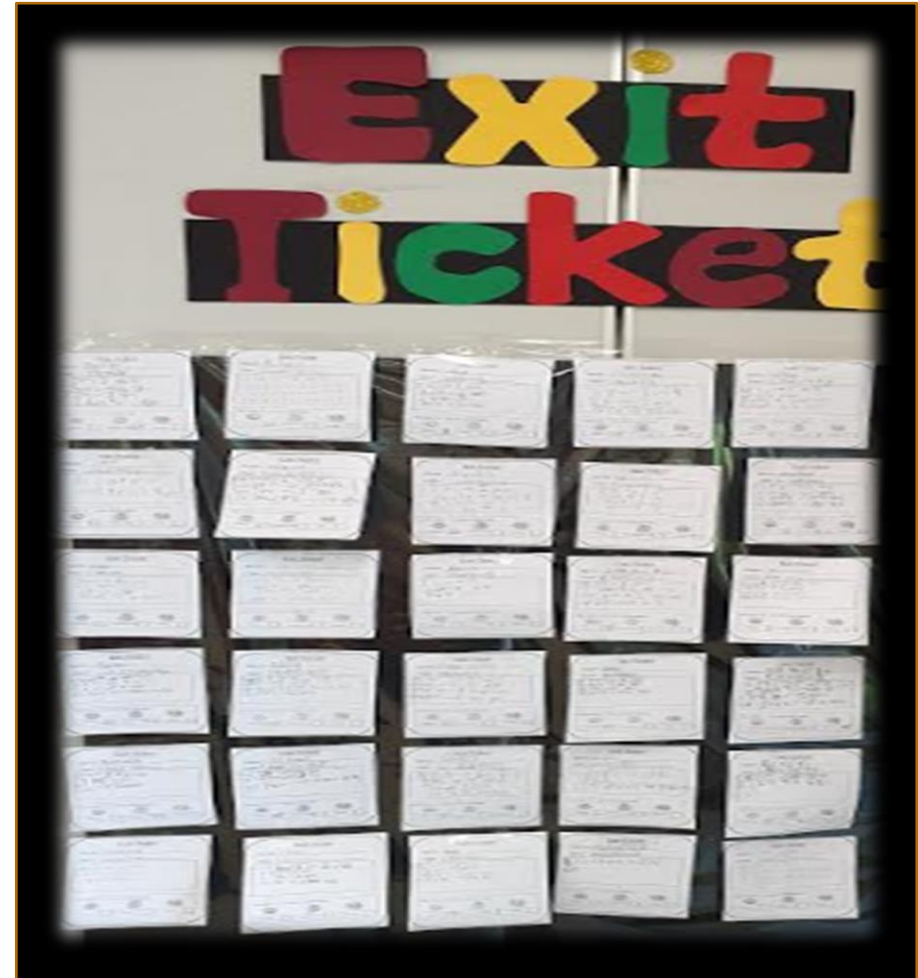
# Sample of Exit Ticket

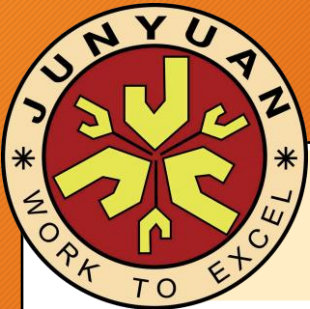
don't  $\rightarrow$  do not  
I'll  $\rightarrow$  I will  
I'm  $\rightarrow$  I am

Put a tick (  $\checkmark$  ) in one of the boxes.



**I need help**





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## Writing - Evidence of Pupils' Progress

P2 TERM 2

UNIT 6: LIFE IN A SHELL

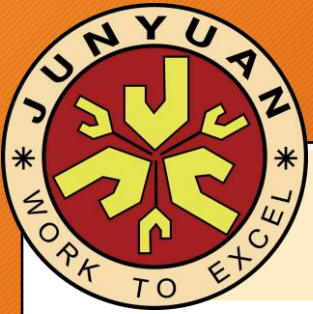
### Writing Checklist - Information Text

Check your writing by ticking a box for each statement.

Success Criteria	Self ✓	Teacher
The writing contains facts and information about the topic.		
Each paragraph contains one main idea and at least two details about it.		
I have used present tense correctly.		
The subject and verb in each sentence agree.		
I have used appropriate punctuation in my writing.		
I spelt the words correctly.		

Success Criteria		Self (✓)	Peer(✓)	Teacher(✓)
Content and Organisation				
1	I have started my writing with an <b>introduction</b> (time, place, characters).			
2	I have a <b>problem, solution and conclusion</b> in my writing.			
3	I have used <b>time connectors</b> to sequence the events in my story.			
4	I have used <b>adjectives</b> to describe the actions/reactions of the characters.			
5	I have <b>described the feelings</b> of the characters.			
6	I have written in <b>at least three paragraphs</b> .			
8	I have used the ideas in my <b>story map</b> .			

## Writing Checklist

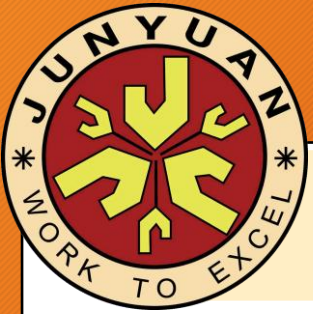


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## Evidence of Pupils' Progress

- Unit worksheets
- Daily Observations - during activities/ during SBA
- Discussions - Class/ Group
- Writing Activities
- Oral Reading of Passages
- Language Use Activities

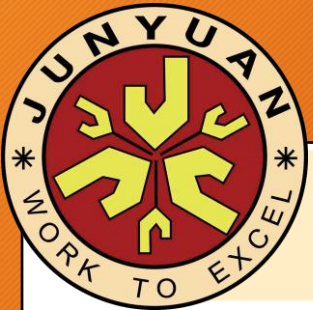
Collecting different kinds of evidence of learning regularly, at different junctures



# **Junyuan Primary School**

## **Building the Joy of Learning**

- **Children need support and encouragement.**
- ❑ **Praise them for what they did right.**
- ❑ **Give them pointers for areas they need to grow.**
- **Engage them in conversations about their learning.**
- **Make connections between their learning and DAILY real experiences. Children need to be told of these connections.**



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