



P5 Standard English Language & Foundation English Language



STELLAR

Strategies for English Language Learning and Reading

The EL **instructional programme** for primary schools that provides the instructional materials, teaching strategies and training to enable teachers to implement the EL syllabus.



Desired Junyuan Outcomes (DJOs)

Self-Directed Learners

Confident Communicators

Adaptable Individuals

Gracious and Active Citizens



Applied Learning Programme

Confident Communicator Programme

P5 Journalism



Objectives of programme

- listen actively
- respond to questions with elaboration
- present confidently
- seek clarification



Pupils learnt techniques of journalism –

- craft questions
- write scripts for an interview
- interview peers
- interviewing skills were foregrounded. They presented a topic clearly and succinctly in order to engage their listeners and audiences.
- assume the role of an interviewer and an interviewee for this programme
- thinking on their feet
- Feedback will be provided on the pupils' enactment



Key Department Strategies

COMPREHENSION

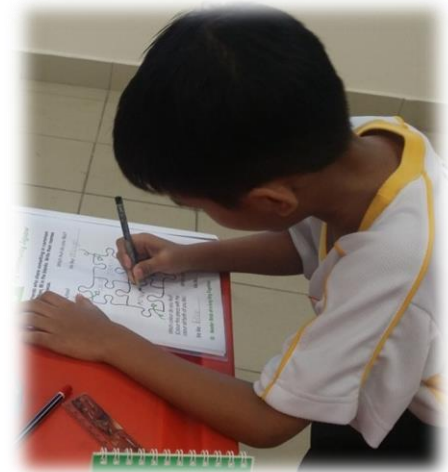
- **Annotation/ Visualisation**
- **Circle Underline Bracket (C.U.B)**

Stimulus based Conversation

- **A.R.O.PE**

Writing

- **Modular Writing**




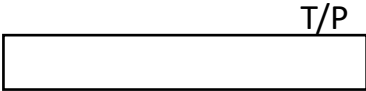






Purpose of Annotation

- 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



5Ws and 1H

Who?

Where?

When?

What?

Why?

How?

Annotation



You know that I am the best jumper in school. However, something happened. Brandon stole my limelight. (A frisbee was stuck in a tree) in the school field. Before I could jump, Brandon ran as fast as he could and leapt. He grabbed it and everyone clapped loudly. That pushed me to second place which saddened me. How could (my best friend) do this to me?

Then, everybody started talking about a new challenge. It was to reach the top of the doorframe of the school hall.



Circle Underline Bracket (CUB)

Sam's father, who was sitting on one of the stools, was holding a squirming 5
white dog on his lap. Sam ran to kneel down in front of the dog, keeping a safe
distance of a metre. The dog was lively and kept trying to run at him, making Sam
inch backwards.

"A dog!" I screamed excitedly, running towards the dog, but my mother grabbed
me by the arm. I asked my mother why I could not pet the dog. Apparently, Sam's 10
father had found the dog under the nearby wooden bridge across the street.

21 Where did Sam's father find the dog? [1m]



Stimulus based Conversation

•A.R.O.PE

A - Answer

R - Reason

O - Opinion

PE – Personal Experience



www.weetabix.co.uk/

A.R.O.P.E



Look at the picture. Would you be interested in buying the biscuits?
Tell me why or why not.

Answer: Yes, I would like to buy the biscuits...

Reason: because they look delicious/ I like eating biscuits...

Opinion: In my opinion/ I think...that they are conveniently/individually packed so I can just grab a packet before heading out the door.

Personal Experience: Every weekend, my mother usually buys biscuits that we can bring them to school for our daily meal break. At times we also eat biscuits during recess. There are variety of biscuits in the supermarket. My mother will buy those that appeal to our taste bud like the oatmeal biscuits.



Story Beginning		Events that happened	Problem	Solution	Continuous Writing Plan	Ending
<ul style="list-style-type: none"> · Last day of primary school leaving exam · Parents promised to eat at favourite place · The sight and aroma filled his senses. · Was shivering with excitement 		<ul style="list-style-type: none"> · Waiter took orders · Startled to feel a hand on shoulders. · Father saw neighbour · Husband of neighbour was working late · Has Had a craving for pasta as because of pregnancy pregnancy. 	<ul style="list-style-type: none"> · Mother started tapping father's shoulders furiously. · A small crowd was gathering near the restaurant. · Something was wrong · Grand Customers and staff shouted for to call paramedics. · Mrs Tan on the the floor curled up, clutching her stomach. 	<ul style="list-style-type: none"> · Mr Tan was already at the hospital · Father put arms around · Doctors spoke to Mr Tan to reassure him · Half an hour passed, the doctor came at out of the theatre with a baby. · Mrs Tan is okay 		<ul style="list-style-type: none"> · Mr Tan is a father · We hugged Mr Tan · Mr Tan shed a tear shed a · We were still hungry but hearts were very happy.
Emotions (Facial expression, Actions, Words)						
<ul style="list-style-type: none"> · I was shivering with excitement · Mother sa started tapping father's shoulders furiously 		<ul style="list-style-type: none"> · Mrs Tan curled up on the floor, clutching her stomach stomach · Face was contorted with pain and she was breathing hard 	<ul style="list-style-type: none"> · "I think something is wrong." · "Help! call the paramedics!" · "congratulations, sir! You are now the father of a baby boy!" 	<ul style="list-style-type: none"> · Mother immediately knelt down and grabbed her hand, trying to calm her down. 	<ul style="list-style-type: none"> · I stood rooted to the ground, feeling helpless · Tears rolled down our cheeks as we stood up and formed a tight group 	
Sensory Details (see, hear, smell, taste, touch)						
<ul style="list-style-type: none"> · Stepped into the restaurant (touch) · The sight and aroma of delicious food filled our senses. (sa see and smell) 		<ul style="list-style-type: none"> · I was startled to feel a hand on my shoulder. (touch) · I was surprised to see our neighbour, Mrs Tan. (see) 	<ul style="list-style-type: none"> · She told us that she was at the restaurant for takeaway. (hear) · We immediately tucked into our delicious meal. (taste) · Mother started tapping father's shoulders furiously. (touch) 	<ul style="list-style-type: none"> · Her voice trailed off as we heard customers and restaurant staff shout. (Hear) · Large, brightly lit emergency emergency sign 	<ul style="list-style-type: none"> · Saw the baby 	

Writing

•Modular Writing



Examples of show and tell sentences

"Tell" Sentence	Words	Face	Action
3. Ellen was excited.	"Yay!" Ellen exclaimed as she was over the moon.	Ellen's face lit up as a smile glistened from ear to ear. Her eyes opened up like a mouse's and couldn't resist the urge to stretch her mouth	Ellen punched the air with her fist in delight as her toes bounced off the walls.

out into a smile, her teeth exposed

"Show" sentences :

"Yay!" Ellen exclaimed as she was over the moon.
Her face lit up as a smile glistened from ear to ear. Her eyes opened up like a mouse's and could not resist the urge to stretch her mouth out into a smile, her teeth exposed. Ellen punched the air with her fist in delight as her toes bounced off the walls.



ASSESSMENT



Standard English Lang. EOY



COMPONENT	CONTENT	ITEM TYPE	NO. OF ITEMS	MARKS
Writing 27.5% 55 mks 1 hr 10 mins	Situational Writing	Open-ended	1	15
	Continuous Writing	Open-ended	1	40
Language Use 47.5% 95 mks 1hr 50 mins	Grammar Vocabulary Synthesis Comprehension OE (refer to next slide)	MCQ discrete & Open-ended	Booklet A	28
			& Booklet B	67
Listening Comprehension 10% 20 mks About 40 -45 mins	Listening Comprehension	MCQ discrete	20 items	20
Oral 15% 30mks Prep – 5 mins Testing about 10 mins	Reading Aloud	Open-ended	1 passage	10
	Stimulus-based Conversation	Open-ended (1 visual stimulus)	1 picture	20



Booklet A	Grammar	MCQ discrete	10
	Vocabulary	MCQ discrete	5
	Vocabulary Cloze	MCQ discrete	5
	Visual Text Comprehension	MCQ discrete	8
Booklet B	Grammar Cloze	Open-ended	10
	Editing for Spelling and Grammar	Open-ended	12
	Comprehension Cloze: Information Text/Factual Recount	Open-ended	15
	Synthesis & Transformation	Open-ended	10
	Comprehension OE	Open-ended	20



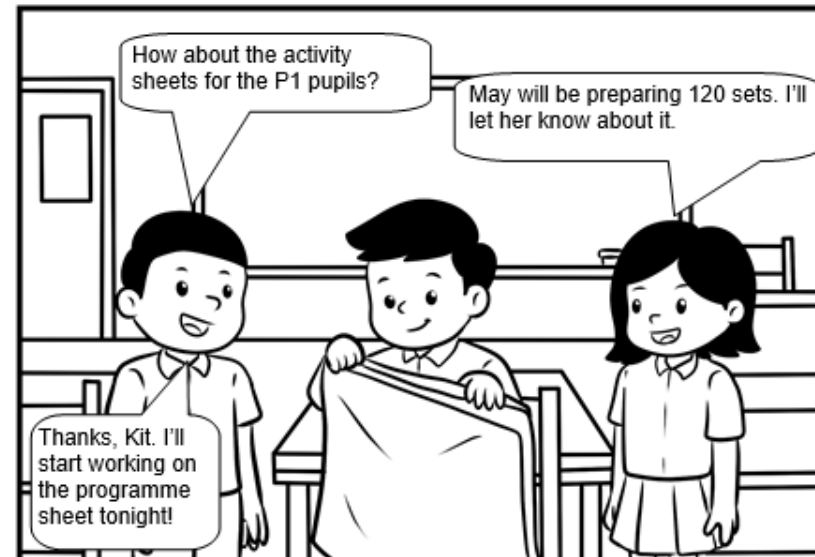
Paper 1



Situational writing (sample Qn)

Part 1: Situational Writing (15 marks)

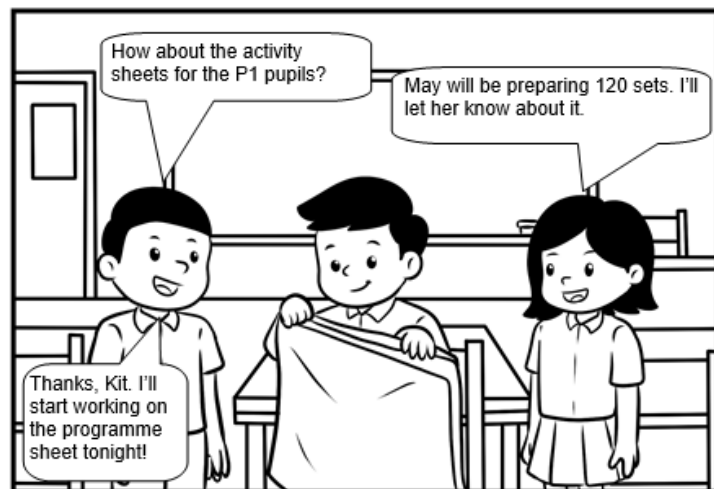
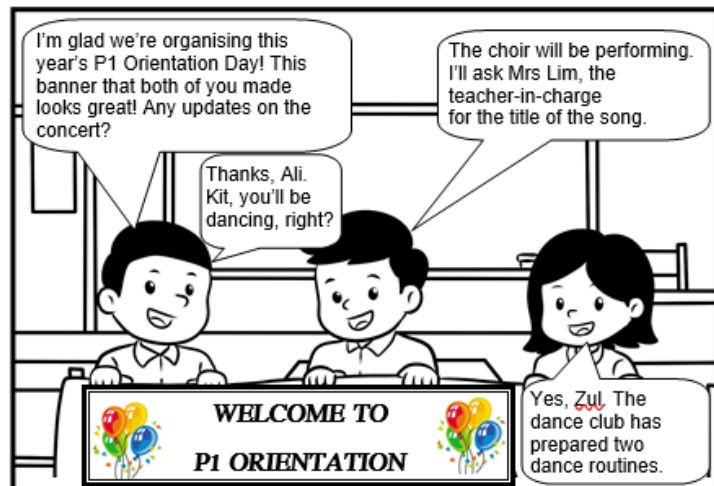
- 1 The pictures below show three prefects, Kit, Ali and Zul, having a discussion after school on 11 October 2022. Study the pictures carefully.





Part 1: Situational Writing (15 marks)

- 1 The pictures below show three prefects, Kit, Ali and Zul, having a discussion after school on 11 October 2022. Study the pictures carefully.



Your Task

Imagine you are Kit.

Write an email to May to give her an update on the P1 Orientation Day.

You are to refer to the pictures and information on page 1 for your email.

In your email, include the following key information:

- what you and Ali had already done
- the two groups performing in the concert
- what Ali and Zul will be doing
- what she needs to do

You may reorder the points. Remember to write in complete sentences.



CONTINUOUS Writing

- Based on a theme
- To choose at least one picture
- Pictures are not linked. Hence, pupils need not use all three pictures.

Part 2: Continuous Writing (40 marks)

- 2 Write a composition of at least 150 words about **learning from a mistake**.

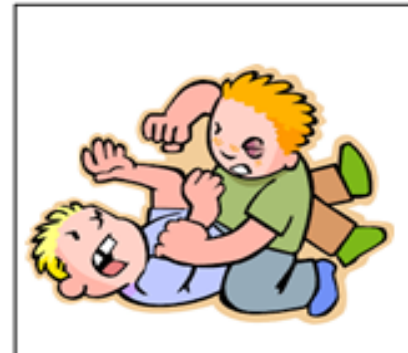
The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- Who learnt from a mistake?
- What did the person(s) do?

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



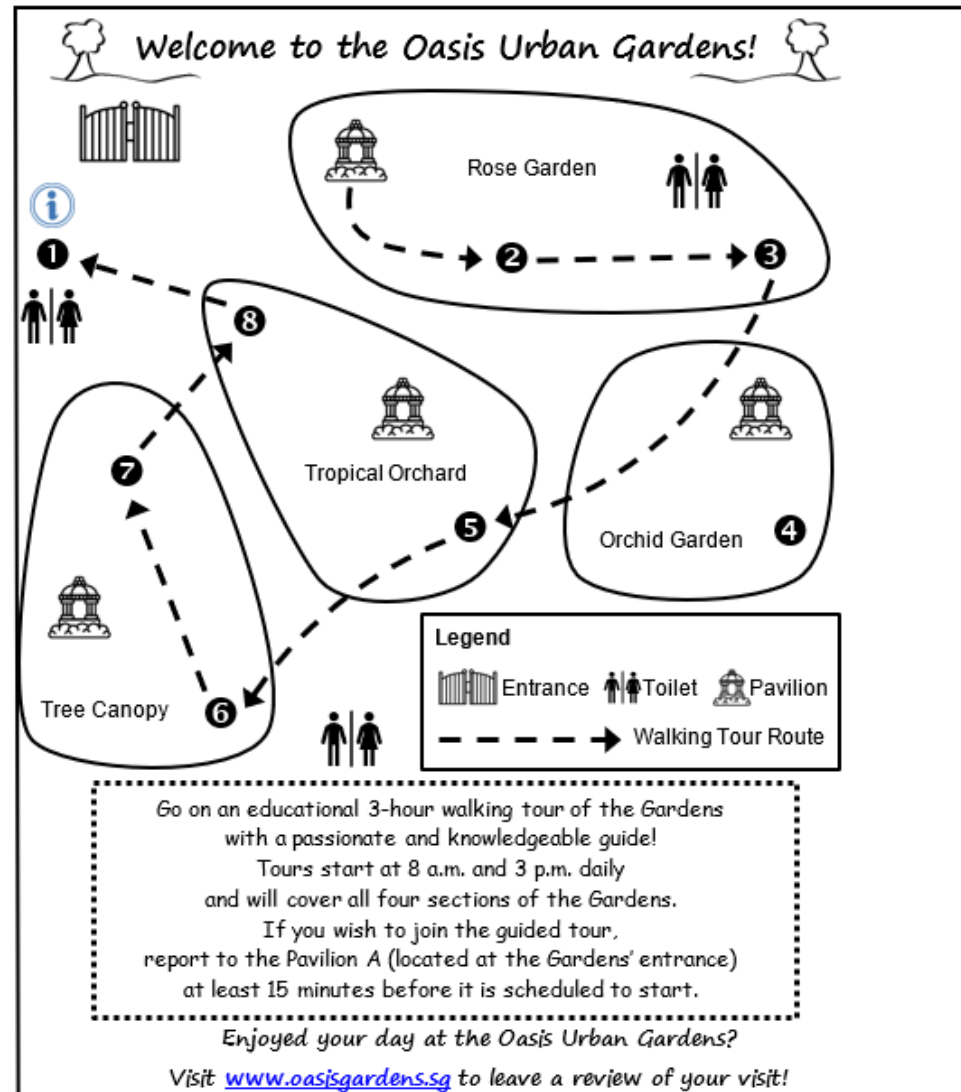


Paper 2



Visual Text Comprehension

Study this leaflet carefully and then answer questions 21 to 28.





Visual Text- Sample questions

21. Which of the following is true of the walking tour?
- (1) It takes place thrice a day.
 - (2) Participants will visit every section of the Gardens.
 - (3) Participants will need to register at www.ougardens.sg.
 - (4) Guides will meet participants at the Information Centre.
22. Akash is at the Tree Canopy section. Which of the following will he not be able to find in the area?
- (1) toilets
 - (2) pavilion
 - (3) eateries
 - (4) Meteorological Station
23. Which of the following words is used to describe the Oasis Urban Gardens?
- (1) rare
 - (2) exotic
 - (3) special
 - (4) popular
24. In "The relatively predictable tropical weather – warm temperature and regular rainfall", the hyphen (–) is used to _____.
- (1) indicate that the information is about the weather
 - (2) show that the information is available all year round
 - (3) explain why the information helps visitors enjoy themselves
 - (4) describe how the information can be used to predict the weather



Comprehension Cloze

The axolotl is the Peter Pan of salamanders – amphibians which generally have a lizard-like appearance. _____ (51) most amphibians grow out of their aquatic phase to begin their lives on land, the axolotl, on the other _____ (52), largely retains its larval characteristics and spends its adult life in the _____. It does, however, get bigger — and can grow to about 30 centimetres _____. (53) (54)

Most axolotls _____ (55) black or mottled brown but there are also varieties with white skin and pink or red gills. Feathery, external gills on each side of its head _____ (56) the axolotl with oxygen and give it its signature smiley look. Adult axolotls have lungs but rely primarily on their gills to _____. Axolotls do not have legs when they hatch; they _____ (57) them a few weeks later. (58)



Comprehension (open-ended)

Bryan was driving home after a hard day of work when he spotted a well-dressed old lady stranded on the side of the road. Even in the dim light of the day, he could see she needed help. Without a second thought, Bryan pulled up in front of her luxury car and got out.

As Bryan approached, a small frown creased the old lady's forehead. Even with the smile on Bryan's face, she was worried. No one had stopped to help her for the last hour or so. Was he going to hurt her? The stranger's shabby dressing did not give her a good impression. The lady's diamond earrings and expensive outfit could not hide her blood-drained face and Bryan could see that she was frightened. He knew how she felt. It was those chills which only fear could put in you.

Knowingly, Bryan spoke gently, "Let me help you, Madam. Why don't you wait in the car where it's warm? By the way, my name is Bryan Anderson."

Upon inspection, Bryan discovered that all she had was a flat tyre. However, for an old lady, that was bad enough. Bryan crawled under the car looking for a place to put the jack, causing abrasion to his knuckles. Grease and grime got on his clothes and his hands hurt. As he was tightening up the bolts, the old lady rolled down the window and told him that she could not thank him enough for coming to her aid.

5

10

15



Sample Questions

- 75 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
that (line 14)	
This (line 20)	
one (line 32)	

76

What Nina did that showed her attentive nature

(a)

(b)

[2m]



74 Based on lines 13-36, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/ False	Reason
Bryan injured himself helping the old lady.		
The old lady paid Bryan some money for his help.		
Nina's job was very tiring.		



- 80(a)** Which one of the following words correctly describes Leon's character?
Put a tick in the box beside the answer. Choose **one** only. [1m]

considerate

resilient

disrespectful

impatient

disobedient

caring

- (b)** Based on the answer you chose in (a), support your answer with an evidence from the passage. [1m]



Foundation English Lang. EOY



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Writing 26.7% 40mks 1 hr 10 mins	Situational Writing	Open-ended	1	10
	Continuous Writing	Open-ended	1	30
Language Use 40% 60mks 1hr 20 mins	Grammar Vocabulary Synthesis Comprehension (refer to the next slide)	MCQ discrete & Open-ended	Booklet A	20
			& Booklet B	40
Listening Comprehension 13.3% 20mks About 40 -45 mins	Listening Comprehension	MCQ discrete	20 items	20
Oral 20% 30mks Prep – 5 mins Testing about 10 mins	Reading Aloud	Open-ended	1 passage	10
	Stimulus-based Conversation	Open-ended (1 visual stimulus)	1 picture	20

Booklet A	Grammar	MCQ discrete
	Vocabulary	MCQ discrete
	Punctuation	MCQ discrete
	Visual Text Comprehension	MCQ discrete
Booklet B	Form Filing	Open-ended
	Editing for Grammar	Open-ended
	Editing for Spelling	Open-ended
	Comprehension: Completion of Sentence	Open-ended
	Comprehension Cloze	Open-ended
	Synthesis & Transformation	Open-ended
	Comprehension OE	
	Passage A	Open-ended
	Passage B	Open-ended



Your 72 year-old grandmother, Sarah Bte Ahmad, is interested to attend a computer course for beginners organised by Springleaf Community Club. She prefers to attend the course on a weekend morning as she has to look after your younger cousin on weekdays. She lives at Block 452, Pasir Ris Street 45, # 12-456, Singapore 520452. Her mobile number is 9876 5432.

Use the information given to complete the form.

Springleaf Community Club

Computer Course Application Form

19. Name : _____
(in BLOCK LETTERS)

20. Gender : Male / Female (*Please delete accordingly)

21. Age : _____

22. Address: _____
_____ Singapore (_____)

23. Please tick (✓) the class that you would like to attend:

Monday, 9 a.m. – 11 a.m. ☐

Sunday, 9 a.m. – 11 a.m. ☐



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 feet help to camouflage them among the green and yellow leaves where they live and avoid detection.

10

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 ten to fourteen years.

15

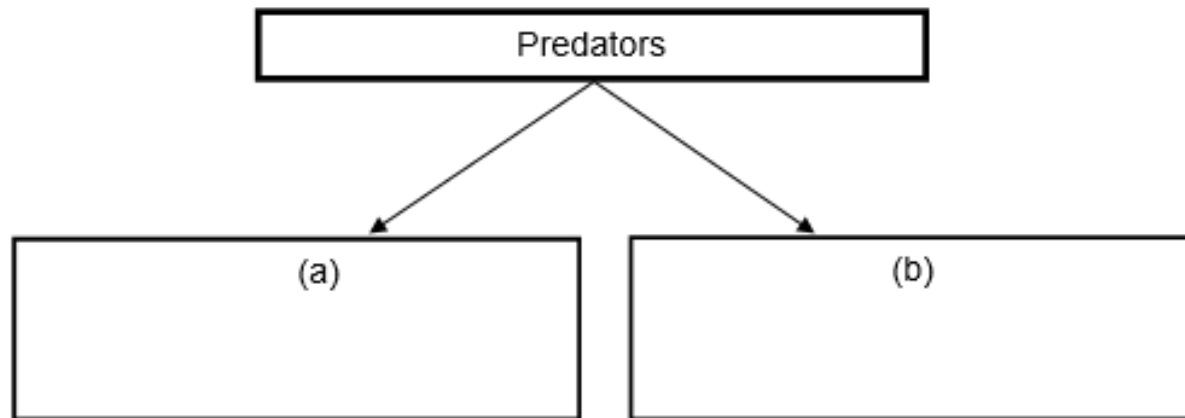


Adapted from: The Young Scientist Issue 198



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

[2m]



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.
5. Inculcate the value of perseverance



Thank You.