



P3 English Language



STELLAR 2.0

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.



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.



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

**Discerning
Reader**



Nationally, these 4 E21CC will be prioritised.

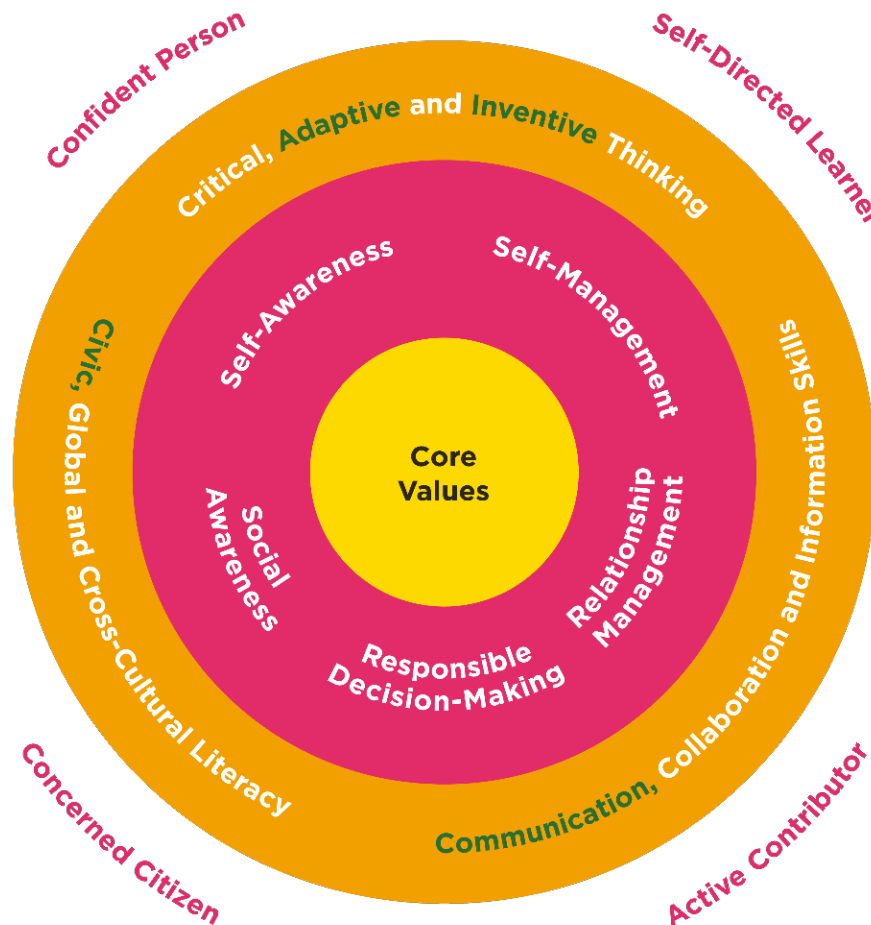
As a school, we will take time to consider which E21CC should be prioritised and developed through our programmes and curriculum.

Adaptive Thinking

- i. Assesses different contexts and situations in order to make connections and draw new insights
- ii. Manages complexities and ambiguities by adjusting one's perspective and strategies

Civic Literacy

- i. Demonstrates understanding of values, ideals and issues of personal, community and national significance
- ii. Plays active and constructive roles to improve the school, community and nation



Inventive Thinking

- i. Explores possibilities and generates novel and useful ideas
- ii. Evaluates and refines ideas to formulate novel and useful solutions

Communication

- i. Effectively communicates information and co-constructs meaning
- ii. Engages empathetically with diverse perspectives



Desired Junyuan Outcomes (DJOs)

Self-Directed Learners

Confident Communicators

Adaptable Individuals

Gracious and Active Citizens

Strategies in STELLAR 2.0

*strategies emphasized in STELLAR 2.0

	Lower Primary	P3	P4	Think Aloud
Reading & Viewing	Shared Book Approach (SBA) Up to P3A			
		<ul style="list-style-type: none">• Explicit instruction of Reading Comprehension*<ul style="list-style-type: none">• Annotation*• Supported Reading<ul style="list-style-type: none">• KWL• Retelling		
Writing & Representing	<ul style="list-style-type: none">• Modified Language Experience Approach (MLEA)• Guided Writing	Writing Process Cycle (expanding repertoire of writer's craft, strengthening awareness of PACC)		
Oracy	<ul style="list-style-type: none">• Weaved in areas of language learning<ul style="list-style-type: none">• Explicit Instruction			
Vocabulary	<ul style="list-style-type: none">• Taught in context			
Grammar	Explicit instruction of grammar (Presentation – Practice – Production)*			



P3 STELLAR^{2.0} Titles



Term	Titles	Text Purpose
1	Fearless Phil	Texts that entertain
	The Gruffalo	
	Camille and the Sunflower	
2	Predators and Prey	Texts that describe and inform
	The Stars of Chek Jawa	
3	Unusual Plants	Texts that describe and inform
	There's a Boy Under the Bed	
4	Prince Zak and the Wise Frog	Texts that entertain
	Spilt Milk	



Class	EL Teachers
3R1	Mr Ivan Ong
3R2	Mdm Norainy
3R3	Mrs Cynthia Chu
3Int	Mr Khairul
3C	Mdm Noora
3H	Mrs Tan / Mdm Phua Li Min



Applied Learning Programme

Confident Communicator Programme **P3 Storytelling 2.0**



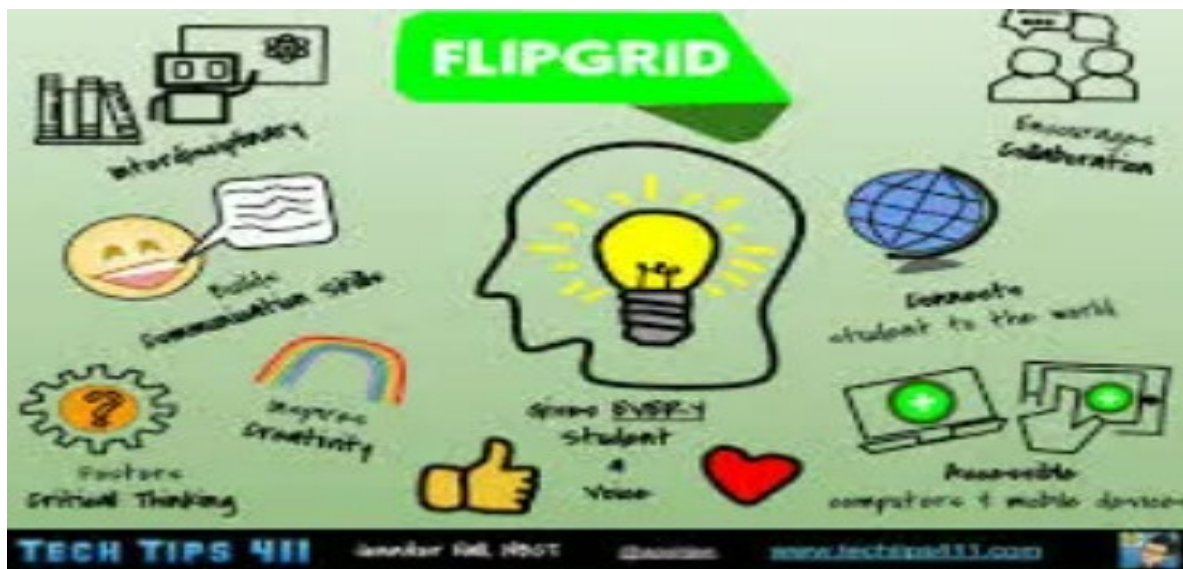
Learning Outcomes: Plan and present information and ideas for a purpose

Pupils to be able to:









- ✓ tell a story with correct voice projection
- ✓ be aware of & interact with the audience (peers/teacher)
- ✓ maintain eye contact
- ✓ maintain appropriate posture
- ✓ use appropriate facial expression and gestures
- ✓ take on the different roles in the story to dramatise it



Students' artefacts



1. Group Storyboarding 2. Individual Storyboarding & Presentations

Name (s):			Class: 3 Care
Title: The Beckoning Cat, Based On A Japanese Folktale			
			
In the ancient days, there is a young boy name, Yohei. When the sunrise, he goes to the porto buy fish. He will then sell the fish door-to-door, carrying them in two wooden barrels.	One rainy evening, he saw a white cat, shivering in the rain. Yohei fed the cat with some fish and rice.	Three days later, Yohei's father became ill and he needs to take care of him. He could not go out to sell the fish.	All these while, the white cat was watching Yohei and knew what was happening.
			
Suddenly, there was a woman coming to their house to buy fish. She claimed that there is a cat waving its paw at her to come.	Yohei shared that how the cat has come to his house and the woman had never heard of a cat repaying kindness.	The white cat kept inviting customers and people came to see the beckoning cat. Yohei was able to open his own shop.	The white cat became a good-luck symbol in Japan. Marchants will put porcelain cats in their shop hoping to welcome and bring in customers.



Name (s):

Title: Fearless Phil

Name (s):

Title: The Tortoise and The Hare

Name (s):

Title: The Tortoise and The Hare



There once was a speedy hare who bragged about himself.



A tortoise challenged him to a race.



Hare ran down the road and for a while and was out of sight



He then paused to rest. Slow and Steady the tortoise crawled and crawled he never stopped until he reached the finishing line.



The animals who were watching cheered for Slow And Steady



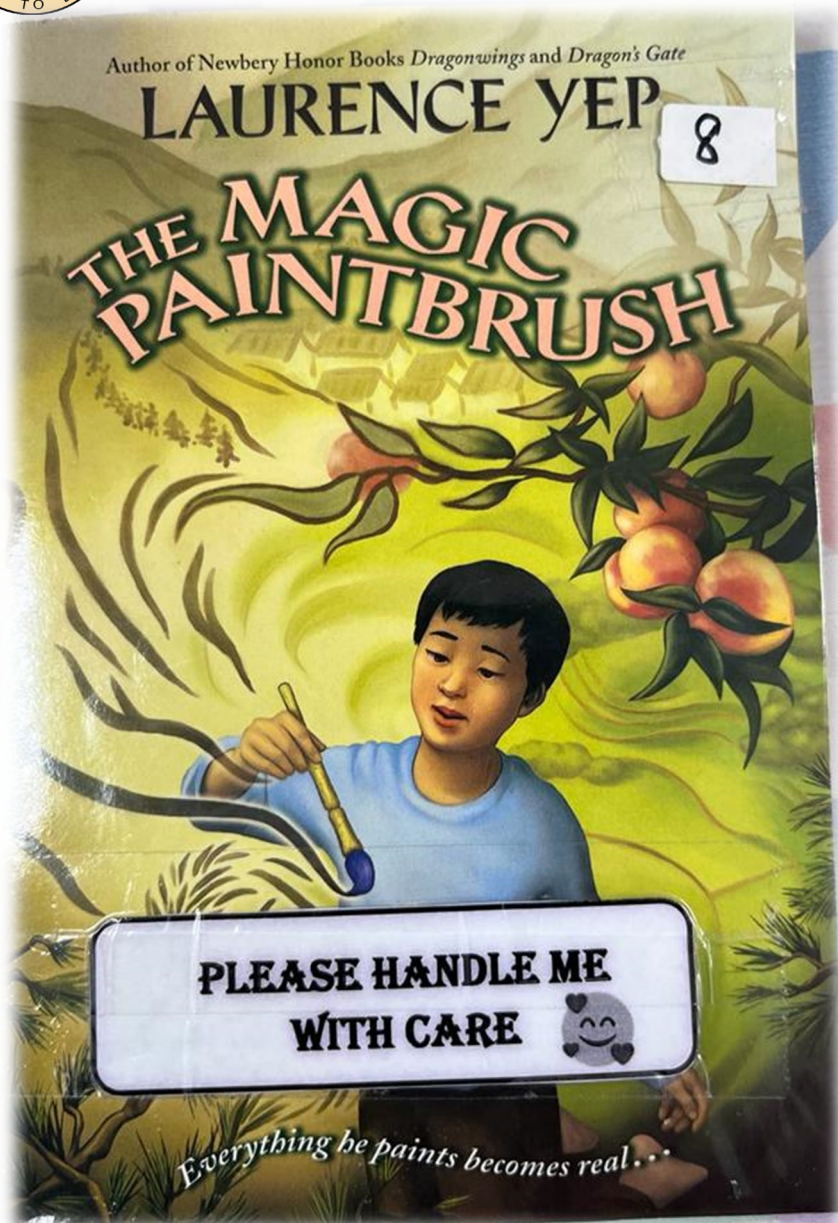
They woke hare up .



Hare yawned and began to run again but it was too late.



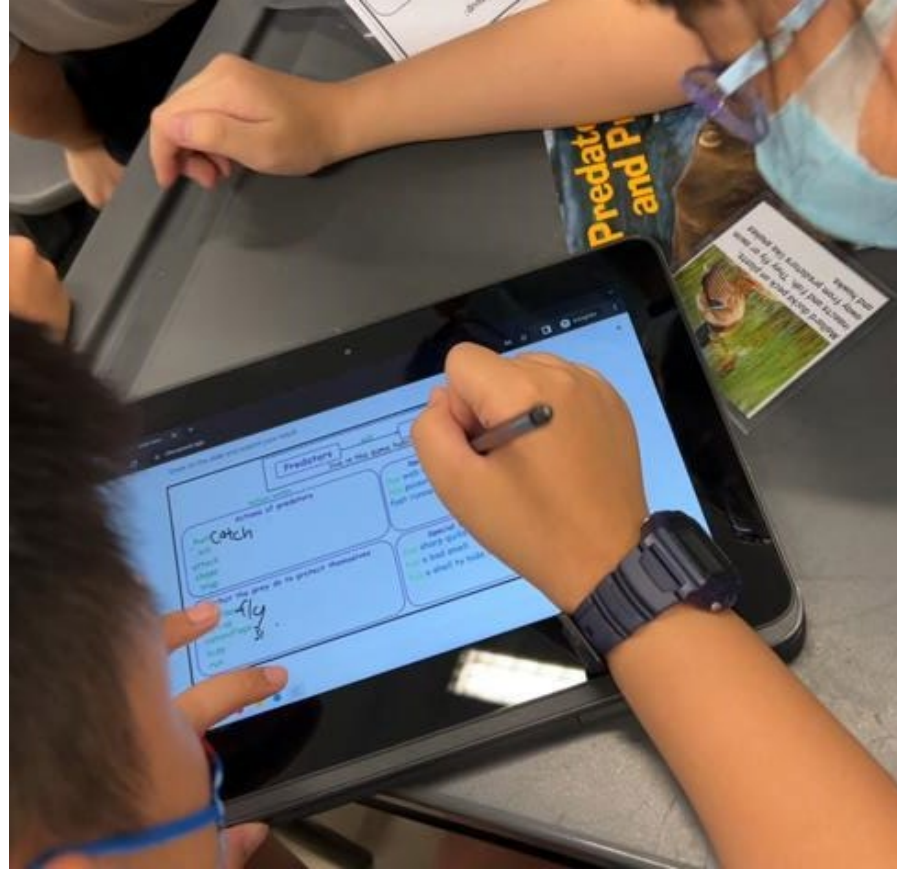
Hare always reminded himself don't brag about your lightning pace for slow and steady wins the race.



Literature Appreciation

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

Harnessing the affordances of Technology





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



Key Department Strategies

A - Answer

R - Reason

O - Opinion

(PE – Personal Experience)

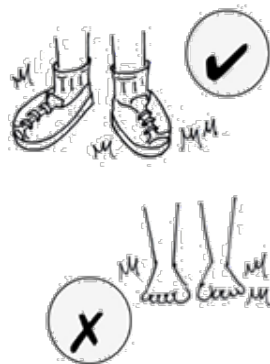


A.R.O.(PE)

Queue for your turn.



Put on proper footwear.
Do not play bare-footed.



Playground Dos and Don'ts



Do not play dangerously.



Keep to the age limit.

Q) Look at the picture. Do you think it is important to follow these rules at the playground? Tell me why / why not.

(A) I think it is important to follow these rules at the playground...

(R) ...**because** if we do not follow these rules, we may hurt ourselves or others at the playground.

(O) **In my opinion**, rules are in place to keep the playground a safe place for all children to play.

(PE) **There was once** when I played at the playground, one of my neighbours did not queue for his turn. He pushed his way through and shoved the other children queuing for the slide. One of them ended up on the ground and grazed his knee.



What does annotating mean?

Annotating means stopping briefly to make notes about what the reader thinks as he/she reads the text, through writing or drawing. Leaving short, visible notes on the text helps the reader remember what he/she has read.



5Ws and 1H

Who?

Where?

When?

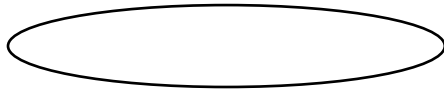





What?

Why?

How?



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	



Jimmy yelped and hid behind the towering and muscular Alan. A German Shepherd was wagging its tail as it barked continuously at the brothers.

"That furry friend is on a leash! It's almost as tall as you but it doesn't bite," Alan laughed. Jimmy gave a nervous giggle.

(Jimmy was nervous around a dog.)

The boys then decided to take shelter by a large tree with roots that spread out like the tentacles of an octopus.

"Look! A giant lizard!" Jimmy shrieked as he jumped on Alan's back.

(Jimmy was scared of lizards.)

As quick as lightning, a large reptile scurried up the tree.

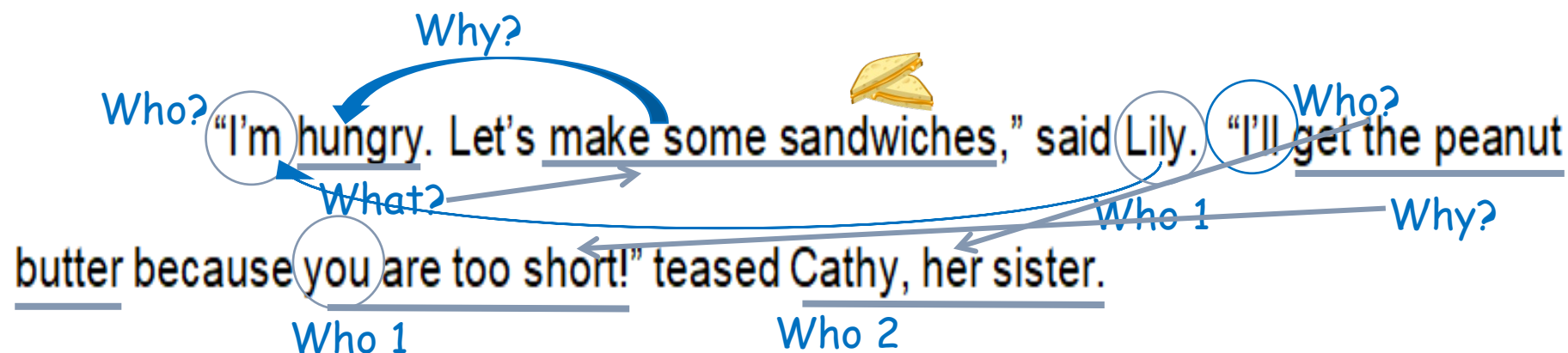
"It's just a monitor lizard! It doesn't bite," Alan sneered. Jimmy nodded.

5

10



Annotation / Visualisation



Circle Underline Bracket (C.U.B)

40. What did Cathy and Lily want to do in the kitchen? (1m)

They wanted to make some sandwiches.



Assessment



Weighted Assessments

WA1 & WA2	Language Components & Comprehension	30 marks
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End of Year Examinations

Oral	Reading Aloud, Stimulus-based Conversation	Reading (6m) Stimulus-based Conversation (10m)	16%
Listening Comprehension	Picture Matching, Sequencing, Note- taking, Comprehension MCQ	Picture Matching & Sequencing (6m) Note-taking (5m) Comprehension (3m)	14%
Composition	Guided writing with pictures and helping words		20%



Language Use and Comprehension	Vocabulary MCQ	50%
	Grammar MCQ	
	Grammar Cloze (A)	
	Grammar Cloze (B)	
	Editing for SpG	
	Vocabulary Cloze	
	Sentence Combining	
	Comprehension (Discrete)	
	Comprehension Open-ended	



How can parents help at home?

1. Encourage your child to ask questions & respond to them, vice versa
2. Encourage reading
 - read together with your child
3. Remind your child to apply some of the strategies learnt when completing reading comprehension passages and reinforce the annotation & C.U.B. strategy
4. Get your child to share his/ her experience in school daily/ weekly – the Joy of Conversation.



Thank You.