



P4 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



Strategies in **STELLAR** 2.0 from P1 to P4

	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		
	Reading for Pleasure (through Extensive Reading)			
Writing & Representing	<ul style="list-style-type: none">• Modified Language Experience Approach (MLEA)<ul style="list-style-type: none">• 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 through Noticing and Modified PPP (Presentation – Practice – Production)*			

*strategies emphasized in STELLAR 2.0

Term	Titles	Text Purpose
1	Making Ice Cream	Texts that recount
	Life of a Vet ⁺	
	<i>A Nasty Accident (Supplementary)*</i>	
2	The Paralympic Games ⁺	Texts that describe and inform
	The World Beyond Us ⁺	
3	Ruby's Sunflower	Texts that entertain
	Dinosaurs Exist!	
	Heartbeats in the Dark	
4	All the Buzz About Honey	Texts that explain
	What Happens When You Laugh	
	<i>Rats' Nests (Supplementary)**</i>	Text that entertains



Class	English Teachers
4R1	Mrs Suriani Hanes
4R2	Mr Joseph Sim
4R3	Mrs Marisa De Almeida
4Int	Ms Khairunnisha Abdullah
4C	Mdm Ilmal & Mdm Faiqah
4H	Mrs Andralyn Kang



Desired Junyuan Outcomes (DJOs)

Self-Directed Learners

Confident Communicators

Adaptable Individuals

Gracious and Active Citizens



Nationally, these 4 E21CC will be prioritised.

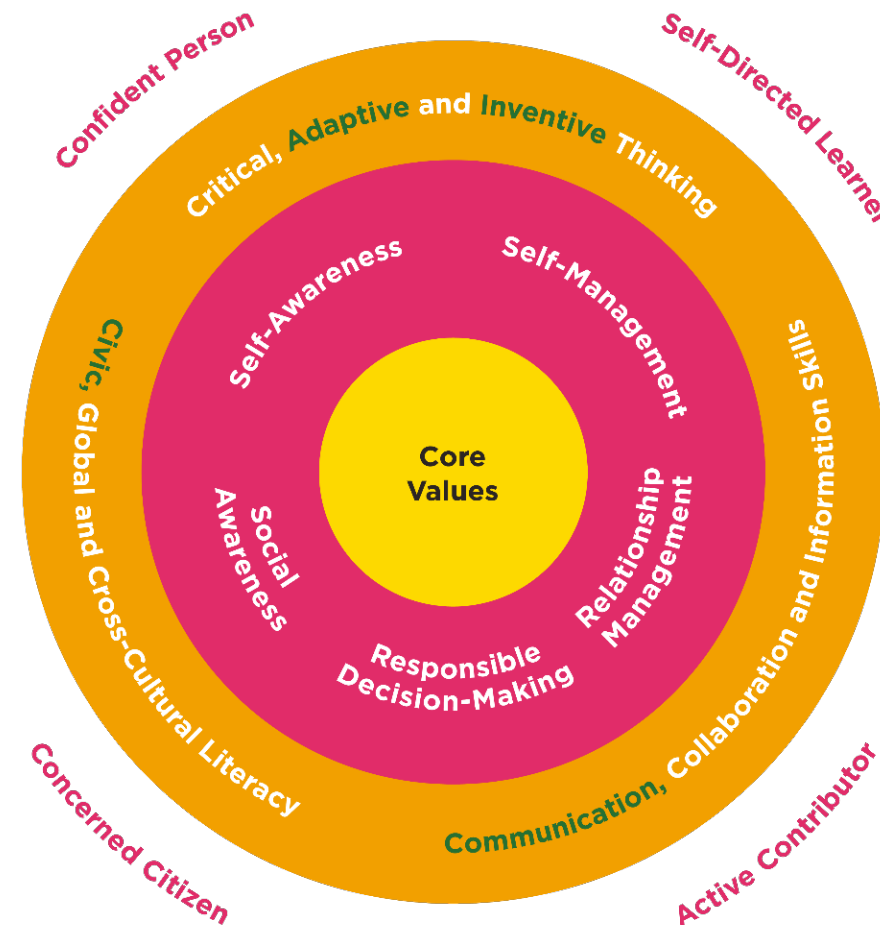
As a school, we will take time to consider which E21CC should be prioritised and developed through our programmes and curriculum.

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



Applied Learning Programme

Confident Communicator Programme

P4 Instructional Text 2.0



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

Pupils to be able to:

- ✓ be aware of the audience (video / peers & teachers)
- ✓ maintain eye contact with camera lens / peers & teachers
- ✓ maintain appropriate posture
- ✓ use appropriate facial expression and gestures (non-verbal cues) for the presentation
- ✓ use appropriate tone of voice (enthusiastic, audible) while giving instructions & present the information clearly

Harnessing the affordances of Technology

Lesson are being carried out in class using some apps to further engage the pupils in their acquisition of language learning.



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



A - Answer

R - Reason

O - Opinion

(PE) – Personal Experience

P4 – A.R.O



(a) Look at the picture. Which one of these activities would you choose to take part in? Tell me why.

(A) I would be a librarian for a day.

(R) ... because it would help me understand the job of a librarian better especially the problems they might face while doing their duty such as shelving the books, keeping the library clean and controlling the noise level in the library.

(O) In my opinion, being a librarian is interesting as I can recommend interesting books to my friends. I also like to decorate the library corners with my favourite books.

Pupils are encouraged to share/ relate personal experience.(P.E)

Once, I had the chance to be the class librarian. It was fun as my best friend was selected to be one too. We had to make sure that the library corner was neat and tidy. We also had to stock check the books at the end of the year.



Purpose of Annotation

- To keep track of the story development
- To gain a deeper understanding of the text read



5Ws and 1H

Who?

Where?

When?

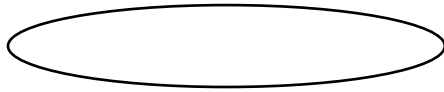





What?

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	



Who

Jack put his homework aside. He opened the

bedroom

drawer beside his bed and pulled out a small,

Jack

handmade book. For the hundredth time, he stared at

the title on the cover, "10 Magic Rhymes for Annie and

Jack". For weeks, Jack had kept the book hidden,

wondering when he and Annie would be able to use its

magic again.



Circle Underline Bracket (CUB)

Circle **Underline** **bracket**

Where did (Jack keep the book)?

Jack kept the book in the drawer beside his bed.

Jack kept it in the drawer beside his bed.

Jack kept it in his drawer beside his bed.



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 reading

- get your child to borrow books of their interest and get them to retell the story.

2. Engage your child in a conversation on daily / weekly experience. Ask his / her opinions on to hear their thoughts and perspectives.

3. Encourage your child to apply the strategies taught when completing their reading comprehension passages and apply “C.U.B” strategy & **affirm** them for their effort.



Thank You.