



# **P5 Standard English Language & Foundation English Language**



## 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**



# 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.



# Standard English

Term	Titles	Text Purpose
1	Coolie Boy	Texts that entertain
	Amazing Friends	Texts that recount what happened
	Ten	Texts that entertain
2	The Promise	Texts that entertain
	A Game of Emails	Texts that entertain & recount what happened
3	Marital Arts	Texts that describe and inform (digital text)
	Dogs with Jobs	Texts that describe and inform (digital text)
4	Making Every Drop Counts	Texts that explains (digital text)
	Urban Wildlife: Friend or Foe?	Texts that respond/ argue, evaluates and or persuade



# Foundation English

Term	Titles	Text Purpose
1	Getting Ready to Learn	Setting Goals, Study Skills, Fostering Good Learning Habits
	Mei's Memorable Morning	Texts that entertain
	Coolie Boy	Texts that entertain
2	Auntie Lin's Story	Texts that entertain
	Creative Recycling	Texts that instruct (digital text)
3	On the Job with a Photographer	Texts that recount what happened (digital text)
	An Unusual Friendship	Texts that recount what happened (digital text)
4	Marital Arts	Texts that describe and inform (digital text)
	Dogs with Jobs	Texts that describe and inform (digital text)



Class	English Teachers
5R1	Mdm Waheeda A K
5R2	Mrs Marisa De Almeida
5R3	Mrs Bala
5Int	Ms Chan Audrey
5Care	Mdm Nurulashiqien
Foundation English	Mrs Monica Berger



## Overview of Key ★Strategies★ in STELLAR<sup>2.0</sup>

	P1-P2	P3	P4	P5	P6		
Oracy	★ Literacy Stations (P1-P2)	★Exploratory talk* ★Presentational talk				★ Think-aloud* ★Inquiry through dialogue* ★Jigsaw* (from P5)	
Reading & Viewing		★Extensive Reading (ER)*					
		★Shared Book Approach (SBA) (up to P3A)			★Retelling		
		★Word study	★Supported Reading ★Annotation* ★KWL ★Explicit instruction and modelling of Reading Comprehension skills*				
Grammar		★Explicit instruction of grammar (noticing and modified Presentation – Practice – Production)*					
Vocabulary		★Teaching vocabulary in context ★Pre-teaching key vocabulary					
Writing & Representing		★Modified Language Experience Approach (MLEA) ★Guided writing	★Writing Process Cycle (WPC)				
			★Freewriting*				
Use of authentic, multimodal texts (Increasing range of text purposes and sophistication)							

★Think-aloud\*  
★Inquiry through dialogue\*  
★Jigsaw\* (from P5)

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## Desired Junyuan Outcomes (DJOs)

Self-Directed Learners

Confident Communicators

Adaptable Individuals

Gracious and Active Citizens





Nationally, these 4 E21CC will be prioritised.

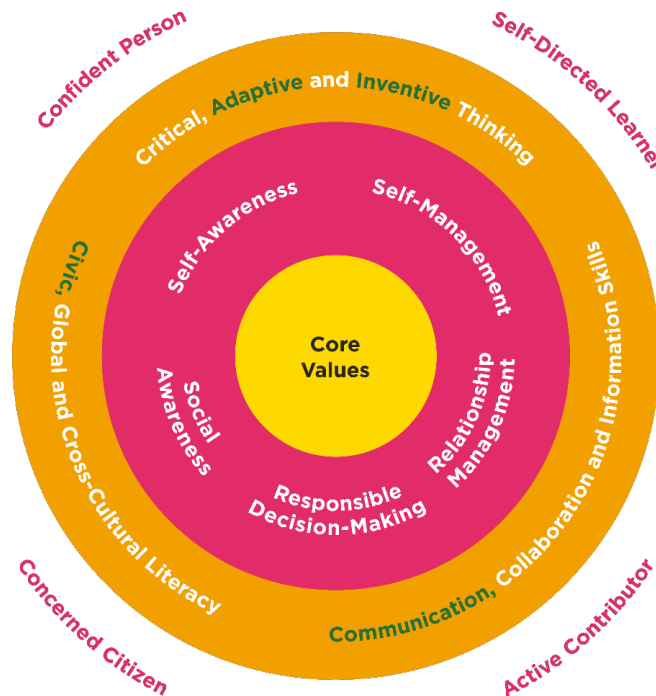
As a school, we will take time to consider which E21CC should be prioritised and developed through our programmes and curriculum.

## 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

### P5 Journalism



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

**Learning Outcomes: Produce spontaneous and plan spoken texts that are grammatically accurate, fluent, coherent and cohesive**

Pupils to be able to:

- ✓ craft appropriate questions for a selected interview topic
- ✓ provide relevant and interesting answers for the selected interview topic
- ✓ clearly articulate prepared interview questions
- ✓ lead the interview through extending what the interviewee has mentioned
- ✓ be aware of the audience (peers/teachers)
- ✓ maintain eye contact with interviewer/interviewed
- ✓ maintain appropriate posture
- ✓ use appropriate facial expression and gestures (non-verbal cues during the interview)



## 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


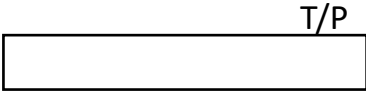






# Purpose of Annotation

- 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



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]

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# Stimulus based Conversation

## •A.R.O.PE

A - Answer

R - Reason

O - Opinion

PE — Personal Experience



[www.weetabix.co.uk/](http://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.



## Modular Writing

Name: \_\_\_\_\_ ( )

Class: P5/6 \_\_\_\_\_

Story Title: \_\_\_\_\_

*Key point to think before starting:  
What was the 'problem' encountered by the main character in the story?*

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

### Complication & Climax (Events leading up to the peak of the story or contributed to the problem)

- Mother's vase
- porcelain vase, blue, white and red with intricate designs of dragons and maidens all over it
- it was a family heirloom, priceless, passed down to Mother from Grandmother
- Mother did not allow anyone to touch or move the vase placed on the coffee table in the living room
- Crash! The sound of the vase hitting the floor could be heard. [Insert feeling 1 and sensory details]
- Sister threw the ball too high and it hit the vase
- the entire vase dropped [insert feeling 2 and sensory details]
- it smashed on the floor, scattering fragments of porcelain everywhere [insert feeling 3 and sensory details]
- stared at the mess in horror

### Orientation (Who? Where? What?)

- I, my sibling, Mother
- at home with my sister
- playing a ball game with sister
- engrossed in our game
- Mother was doing grocery shopping at the supermarket in the neighbourhood
- 

### Resolution (What happened next? How was the problem resolved?)

- bent down to clear the mess
- our minds raced to think of an explanation when Mother returned home
- The water from the vase had created a large puddle on the floor
- the flowers were strewn all over the floor
- I carefully picked up the broken pieces of glass with my bare hands
- my sister used the broom and dustpan, she was too young, I did not want her to be hurt by the glass
- the jingle of Mother's keys at the door could be heard
- we looked at each other and braced ourselves for the worse

### Coda (Lesson learnt?)

- we decided to own up and admit our fault to Mother.
- Wondered what our punishment would be
- have learnt a lesson to be very careful and never to kick a ball in the house

### Emotions (Feelings)

	1. Shocked 2. Startled 3. horrified	Worried – broken Mother's priceless vase	Regretted our actions
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### Sensory Details (see, hear, feel, think, touch)

	- "Oh no! What should we do?" - Tears of fear were running down my sister's cheeks - Stood there with my mouth wide open, wondering to do	"Let's clean this up before Mother gets home."	
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# ASSESSMENT



## Weighted Assessments

<b>WA1 &amp; WA2</b>	<b>Language Components &amp; Comprehension</b>	<b>30 marks</b>
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# Standard English Lang. EOY



Language Use & Comprehension 45% 90mks 1hr 50 mins	Booklet A: (25 MCQs) <u>Grammar</u>	MCQ discrete	10 items	10	Items must be from relevant units
	<u>Vocabulary</u>	MCQ discrete	5 items	5	Items must be from relevant units
	<u>Vocabulary Cloze</u>	MCQ discrete	5 items	5	A short passage with 5 underlined words – to find synonyms in the context of a text type*
	<u>Visual Text Comprehension</u>	MCQ discrete	5 items	5	
	Booklet B: (50 OEs) <u>Grammar Cloze</u>	Open-ended	10 items	10	A passage with 10 helping words
	<u>Editing for Spelling and Grammar</u>	Open-ended	10 items	10	A passage with grammatical and spelling mistakes
	<u>Comprehension Cloze</u> P5 EYE: Information Text	Open-ended	15 items	15	
	<u>Synthesis/Transformation</u>	Open-ended	5 items	10	Sentence combining using conjunctions, connectors and phrases
	<u>Comprehension OE</u> P5 EYE: Narrative	Open-ended	Up to 10 items (1 to 4m each)	20	1 passage (330 – 450 words in length). A variety of items : sequencing, graphic organizer, OE, True/ False with reasons



Oral 20% 40mks About 10 mins	<u>Reading Aloud</u>	Open-ended	1 passage/day	15	Reading aloud a passage of about 150 words
	<u>Stimulus-based Conversation</u>	Open-ended (1 visual stimulus)	1 picture/day	25	Describing a stimulus and making interpretations & engaging in a conversation based on the stimulus
Listening Comprehension 10% 20mks About 35 - 40 mins	<u>Listening Comprehension</u>	MCQ discrete	20 items	20	Graphic options include pictures, simple maps, charts and diagrams for the first 7 items. Tasks based on texts that recount, entertain, instruct, describe, inform, explain, respond, argue, evaluate and/or persuade.
Writing 25% 50mks 1 hr 10 mins	<u>Situational Writing</u> P5 EYE : Informal	Open-ended	1	14	To write based on a given situational context (stimulus given)
	Continuous Writing	Open-ended	1	36	Any text type eg. narrative, factual recount, personal recount, information text Length: At least 150 words To write based on a given topic and use at least 1 of 3 unrelated pictures given



Sam dashed into the house. From the dining room, he saw that flames had engulfed a mosquito net in his mother's bedroom. Smoke rose over it and rolled out into the dining room. Mary, the oldest of the four, was in a panic, shouting and running around looking for containers to collect water. Sam stood rooted to the ground, unable to move. Then, he felt hands pushing him aside and an irritated voice said, "Move aside, **silly**! Don't just stand there!"

Sam ran towards his mother's room to look for her, only to be shouted at again for getting in the way. Sam was afraid. "Where is Mother? Could she still be in her room? I don't see her," Sam thought wildly.

By then, Joe had come and saw what was happening. Immediately, he ran to the bathroom and came back with two pails filled with water from the water trough. He dashed across the dining room and splashed it onto the burning mosquito net. First one bucket, then the other.



- 74** Based on lines 12-32, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/ False	Reason
<b>Mary was calm during the fire.</b>		
<b>Mrs Tan was in her bedroom during the fire.</b>		

- 76** 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
silly (line 10)	
his children (line 23)	



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How did Mr Tan feel?

Before he saw the  
mosquito coil  
(a)

After he had seen the  
mosquito coil  
(b)

[2m]

80

Explain clearly why Mr Tan apologised to Joe. (line 47) [2m]

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# Foundation English Lang. EOY



Language Use & Comprehension 40% 40mks 1hr	Booklet A: (15 MCQs)				
	Grammar	MCQ discrete	5 items	5	Items must be from relevant units
	<u>Punctuation</u>	MCQ discrete	2 items	2	
	<u>Vocabulary</u>	MCQ discrete	3 items	3	
	<u>Visual Text Comprehension</u>	MCQ discrete	5 items	5	Items must be from relevant units
	Booklet B: (22 OEs)				
	<u>Form Filling</u>	Open-ended	3 items	3	
	<u>Editing for Grammar</u>				A passage with grammatical mistakes
	P5 EYE: Factual Recount	Open-ended	3 items	3	
	<u>Editing for Spelling</u>				
	P5 EYE: Diary Entry	Open-ended	3 items	3	A passage with spelling mistakes
	<u>Synthesis</u>	Open-ended	3 items	3	
	<u>Comprehension Cloze</u>				
	P5 EYE: Personal recount	Open-ended	3 items	3	A variety of items : eg sequencing, graphic organizer, OE
	<u>Comprehension Passage A</u> (about 150 words, with visuals)	Open-ended	3 items (1 to 2m each)	10	
	P5 EYE: Information Text				
	<u>Comprehension Passage B</u> (about 160 words)	Open-ended	4 items (1 to 2m each)		
	P5 EYE: Narrative				



Oral 20% 20mks About 10 mins	<u>Reading Aloud</u>	Open-ended	1 passage/day	8	Reading aloud a passage of about 130 words
	<u>Stimulus-based Conversation</u>	Open-ended (1 visual stimulus)	1 picture/day	12	Describing a stimulus and making interpretations & engaging in a conversation based on the stimulus
Listening Comprehension 13.3% 20mks About 35 mins	<u>Listening Comprehension</u>	MCQ discrete	15 items	15	Graphic options include pictures, simple maps, charts and diagrams for the first 4 items. Tasks based on texts that recount, entertain, instruct, describe, inform, explain, respond, argue, evaluate and/or persuade.
Writing 25% 25mks 1hr 10 mins	<u>Situational Writing</u>	Open-ended	1	9	To write based on a given situational context (stimulus given)
	<u>Continuous Writing</u>	Open-ended	1	16	Narrative or personal recount Length: At least 120 words To write based on a series of pictures



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



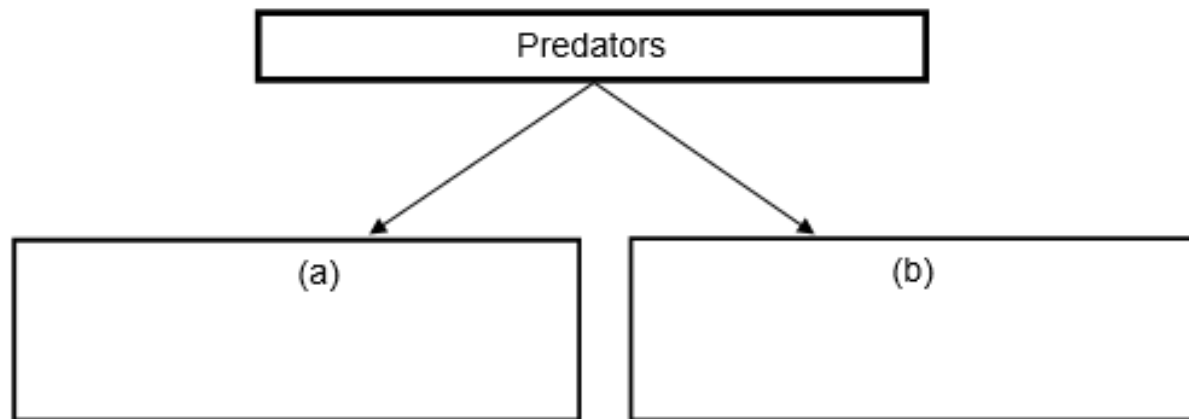
Adapted from: *The Young Scientist* Issue 198





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 and their thoughts and opinions
5. Inculcate the value of perseverance



# Thank You.