



P6 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.



Standard English

Term	Titles
1	Unit 1 – Coolie Boy
	Unit 2 – The Bow Wow Brigades
	Unit 3 – Defending the Seas: ASEAN vs The Pirates
2	Unit 4 – Stop Thief
	Unit 5 – What Sallamah Didn't Know



Foundation English

Term	Titles
1	Unit 1 – Kusu Island
	Unit 2 – Working Dogs
	Unit 3 – Coolie Boy
2	Unit 4 – Pirates of Straits of Malacca



Class	English Teachers
6R1	Ms Khairunnisha Abdullah
6R2	Mrs Suriani Hanes
6R3	Mdm 'Ilmal
6Int	Mrs Low Angela
6 Care	Mrs Monica Berger & Mrs Bala
6 Foundation EL	Mdm Nurulashiqien



Desired Junyuan Outcomes (DJOs)

Self-Directed Learners

Confident Communicators

Adaptable Individuals

Gracious and Active Citizens



Nationally, these 4 E21CC will be prioritised.

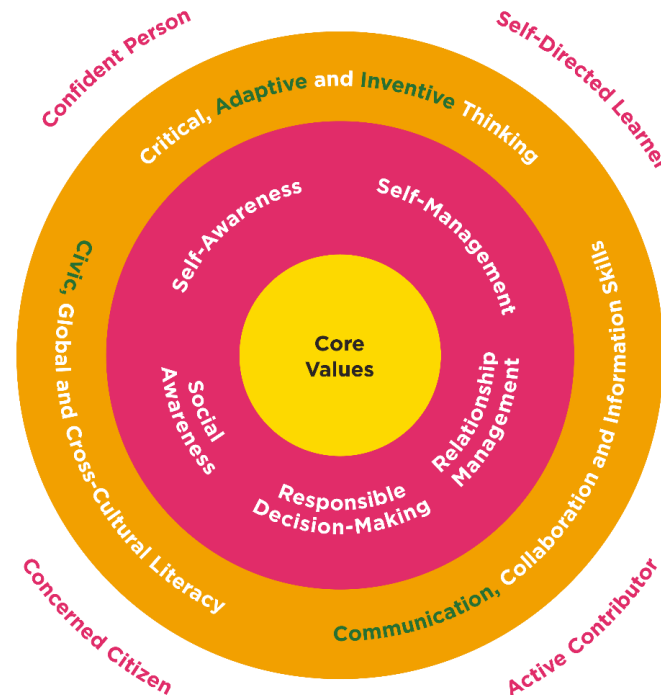
As a school, we will take time to consider which E21CC should be prioritised and developed through our programmes and curriculum.

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

P6 Public Speaking



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:

- ✓ clearly articulate thoughts and ideas based on a given topic
- ✓ provide relevant and interesting answers for a topic
- ✓ persuade or engage the audience
- ✓ ask and answer questions clearly and effectively
- ✓ be aware of the audience (peers/teachers)
- ✓ maintain eye contact with audience & appropriate posture
- ✓ use appropriate facial expression and gestures (non-verbal cues during the presentation)



Topics

- Singapore has an efficient transport system.
- Social media does more harm than good.
- All students should be involved in voluntary work.
- Saving the environment is everyone's responsibility.
- Everyone should learn a new skill.
- We should show appreciation to people around us.
- Leading a healthy lifestyle is important.



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



Stimulus based Conversation

A.R.O.PE

A - Answer

R - Reason

O - Opinion

PE – Personal Experience



STIMULUS-BASED CONVERSATION PICTURE

2



By using the AROE strategy, students will be able them to elaborate on their responses in a structured manner. Hence, boosting their confidence level when communicating with the oral examiner.

Students are also encouraged to use grammatically correct sentences and a wide range of vocabulary when giving their responses.

A.R.O.PE



Look at the picture. Would you be interested in watching the demonstration? Why / Why not?

Answer: Yes, I would be interested to watch the demonstration

Reason: as I am interested to find out about exercise routines I could do at home.


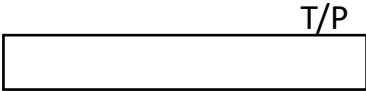




Opinion: In my opinion/ I think...exercise that could be done at home would definitely be helpful for pupils as well as housewife like my mother. Exercising is one way that we could keep ourselves healthy and fit. It'll definitely be more fun and enjoyable to exercise with our family members.

Personal Experience: Every weekend, my father would start the day with a jog at the park nearby our flat. Exercise not only burns our calories but it strengthens our bones and muscles and helps us to relax and improve our mental health.

A.R.O.P.E



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.



Junyuan Primary School P5-P6

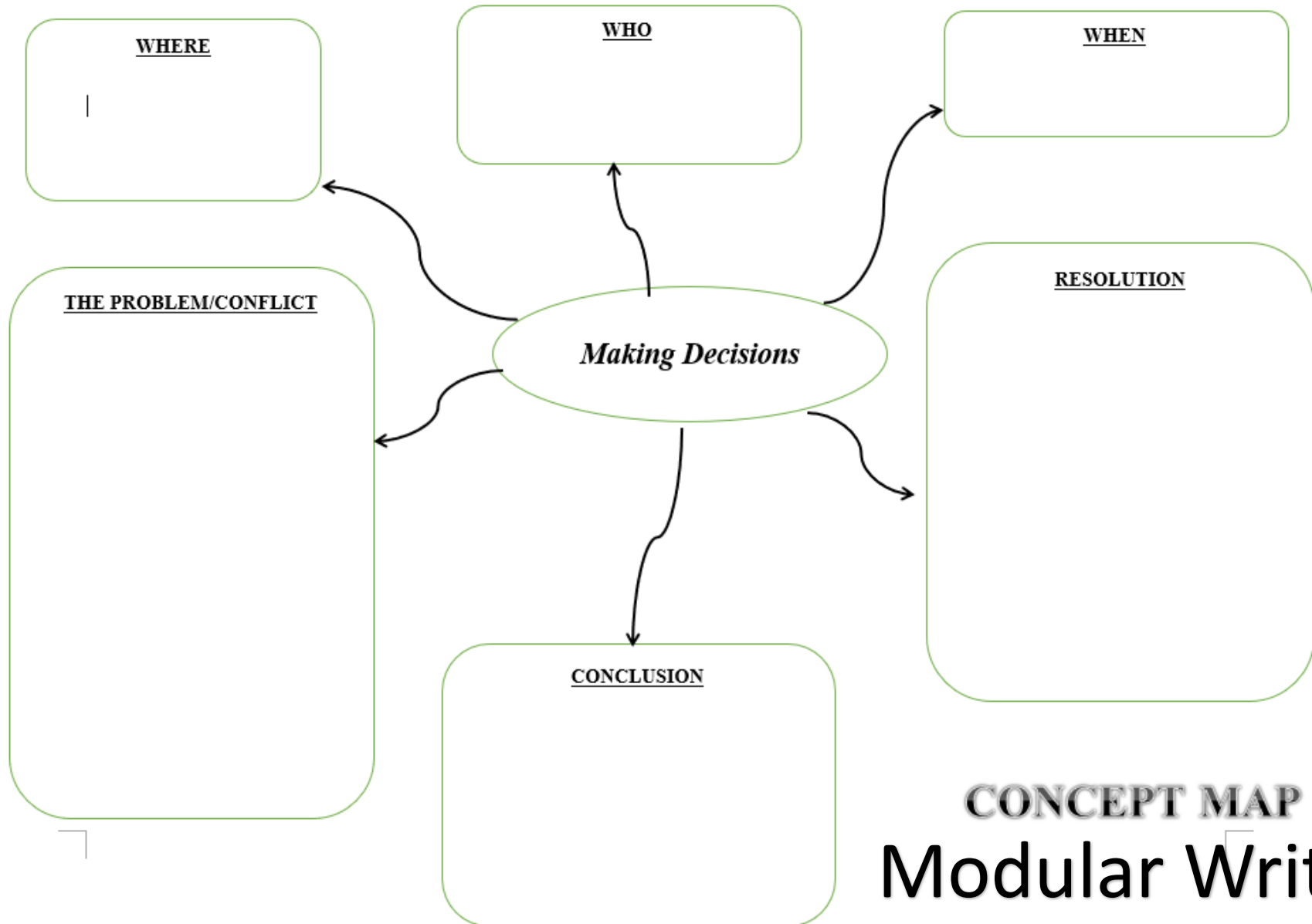
Modular Writing & Situational Writing Notes



NAME: _____

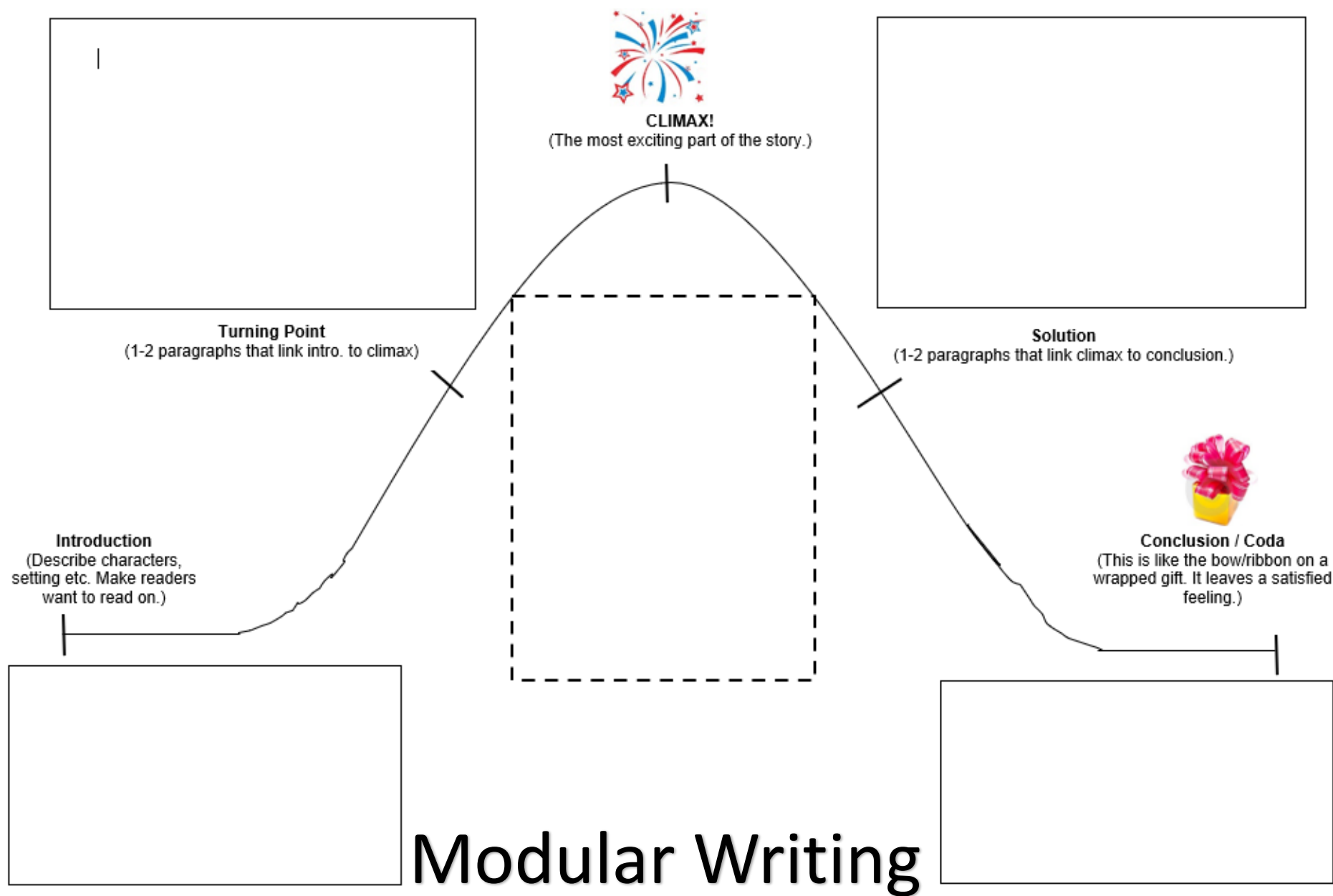
CLASS: _____





CONCEPT MAP

Modular Writing





ASSESSMENT



Standard English Lang.



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



Comprehension (open-ended)

Refer to the passage below when you answer questions 71 to 80 in Booklet B.

Wani clambered up the ladder to the house. She knew it would be empty except for her grandmother. In the dim light of the village house, Wani saw a pair of steady eyes gleaming in the corner. “Don’t be afraid,” her grandmother said gently. “I have bought you some new clothes and shoes and placed them on the mat there. Is your family waiting to say goodbye to you outside?” Wani nodded and smiled gratefully at her grandmother. She walked over to the mat where her things which she needed for her new school in the city were.

5

“Child, you come **here**,” her grandmother said. Wani obediently went to the corner of the house where her grandmother sat. She knelt in front of the old woman, hands neatly folded and head bowed. This was **the parting** that pained her the most. In a voice slow and heavy with age, Grandmother said, “You have a long life ahead of you and this is just the first step. If you’re this timid now, how are you going to leave the village for the city and face all the struggles yourself?”

10

Wani did not budge. Her grandmother’s voice calmed her. She gave Wani a gentle shove. “You must go now. You’ve packed everything you want to take with you, haven’t you?” Wani stared at her blankly, then shook her head. “I’m not ready. I haven’t packed everything yet. There’s the sunrise that I want to take and the bridge over the river bend. How can I pack my home, the chickens and even the bullfrogs in the forest?” She could feel a sob rising from her throat but could not stop **it**. Grandmother waited patiently until Wani’s sobs began to subside.

15

20



Sample Questions

Read the passage on page 9 and 10 of Booklet A and answer questions 71 to 80.

(20 marks)

- 71** From the first paragraph, pick out a three-word phrase that tells us that Wani lived in the rural area. [1m]

Do not write
in this space

- 73** What does "obediently" (line 8) suggest about Wani's relationship with her grandmother? What other information from paragraph two tells us so? [2m]



- 74** 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
a) here (line 8)	
b) the parting (line 10)	
c) it (line 19)	



79 Based on the passage, state whether each statement in the table below is true or false, then give a reason why you think so. [2m]

	True/ False	Reason
a) The moment Wani's grandmother passed her the lotus flower, she was excited to leave for the city.		
b) Wani's family felt sad because she was leaving them.		



Foundation English Lang.



COMPONENT	CONTENT	ITEM TYPE	NO. OF ITEMS	MARKS
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



Passage B

As the largest of all land mammals, elephants play an important role in balancing natural ecosystems.

Elephants are helpful to other wildlife. In the wild, they trample forests and create paths which are used by smaller animals like the antelopes. Elephants also create water holes as they dig dry riverbeds when rainfall is low. Herds travel over big grasslands and they disperse seeds in their dung, which helps generate the growth of plants which become food for the other animals.

But threats to this giant of the forest are numerous. Elephants will become an endangered species and disappear completely from the wild if poachers, the people who illegally kill elephants, are not stopped. Elephants are hunted and killed for their tusks because people use the beautiful ivory tusks to make jewellery and ornaments.



It is important that the elephants be completely protected from destruction. The government of the countries concerned are trying very hard, but more still needs to be done.

Image credits:

<http://clipart-library.com/image-elephant.html>

<https://www.amazon.co.uk/ELEPHANTS-SCULPTURE-Elephant-Carved-Decor/dp/B01LGIE616>



56. Which is the largest of all land animals?

[1m]

57. How are elephants helpful to other wildlife as mentioned in Passage A?
List two ways and fill in (a) and (b).

[2m]

How are elephants helpful to other wildlife?

(a)

(b)



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. Be consistent / regular when revising (Red, Purple & Brown files; Notes etc).
6. Inculcate the value of perseverance.



Thank You.