



JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character

2025 Primary 2 Curriculum Briefing English



Content

- **STELLAR 2.0**
- **Strategies Employed in the Classroom**
- **Literature Programme**
- **A Book Character Day**
- **Learning Outcomes**
- **Joy of Learning**



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



The STELLAR Lesson

1. Shared Reading Experiences

Children read storybook with the teacher and engage in oral discussions with teacher and peers

3. Language Use Activities

The teacher prepares mini lessons/activities based on specific needs of children to prepare them for reading & writing activities; e.g. grammar, vocabulary, word recognition, decoding skills, spelling

2. Shared Writing Experiences

The teacher models writing using children's language. Children engage in writing together and in writing independently





- Teaching and learning of English using **more speaking** and **listening** activities to build on pupils' oracy skills.
- Children learn foundational language skills through **text analysis** and various engaging activities.



Development of the four language skills:

- 😊 **Listening**
- 😊 **Speaking**
- 😊 **Reading**
- 😊 **Writing**





STELLAR - Language Use Activities

**Engaging in language use activities
independently at the literacy stations in the
classroom**

Word Study Lessons

Spelling and Dictation Activity

STELLAR - Language Use Activities



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Engaging in activities which encourage social interactions and build on students' oracy skills and confidence

Retelling a story as a pair

Choral Reading

Collaboration with PAL – Designing the life cycle of a butterfly using clay

Designing the cover page of the unit worksheets based on the themes

STELLAR - Language Use Activities



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Use of technology to promote engagement

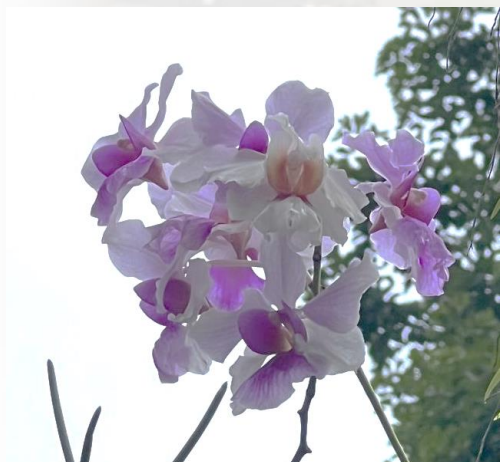
– Designing the life cycle of a butterfly using PowerPoint based on the text, *Life Cycle of a Butterfly*



Experiential Learning - LJ to National Orchid Garden

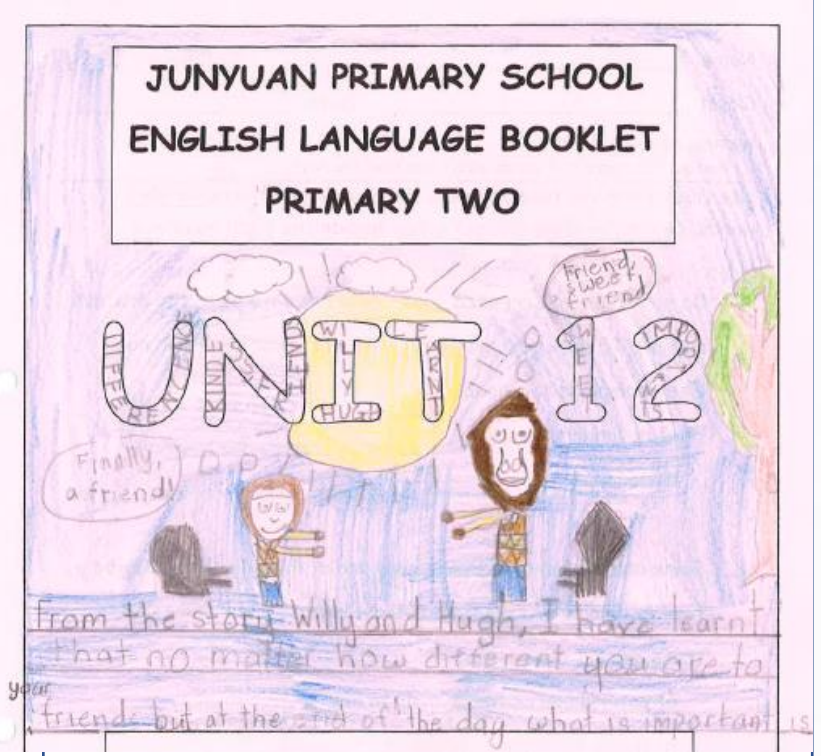
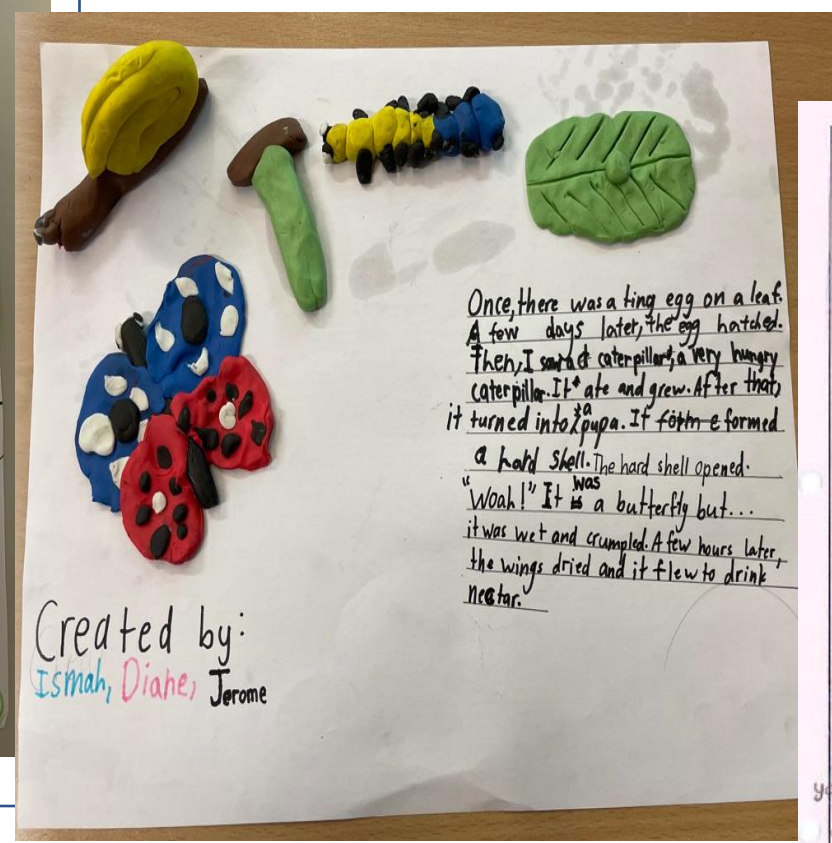
1) Collaboration with Social Studies.

2) Provides an experience for writing. Aligned to stellar unit, Postcards to David.





Shared Writing Experience



Independent Writing



Class: _____ Date: _____

We Are Learning To (WALT):

1. describe the characteristics of a creature in paragraphs.

Creature:

Physical Appearance:
What does it look like?

Habitat: Where does it live?

Diet: What does it eat?

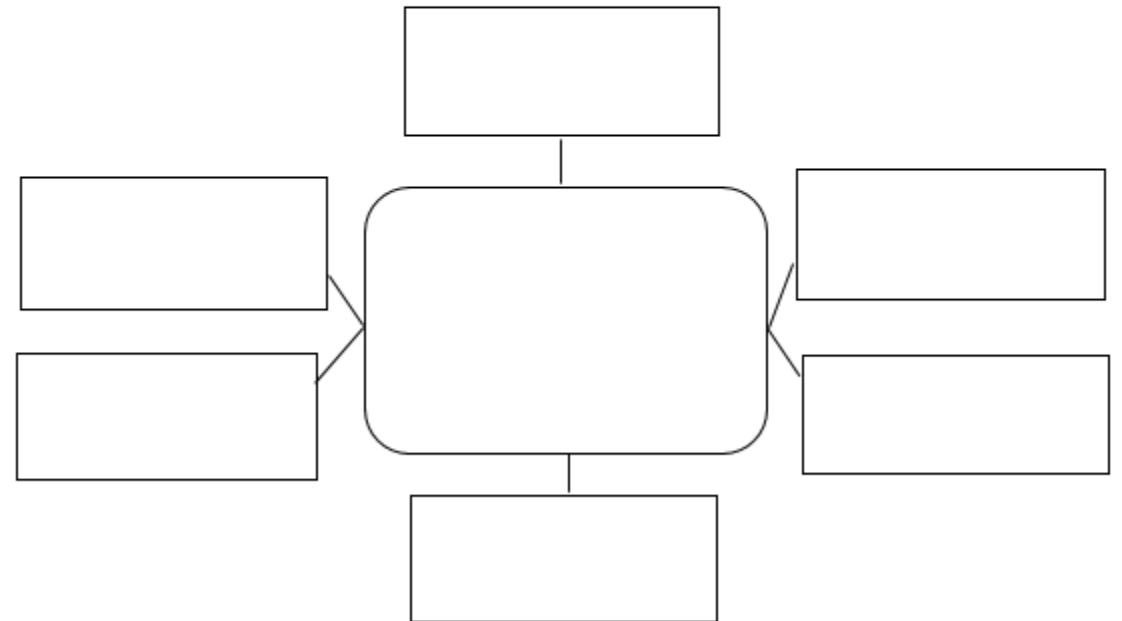
Did you know?

P2 TERM 2

UNIT 5: A BUTTERFLY IS BORN


Individual Writing Resource Sheet RS5.4

Graphic Organiser



Writing Checklist



	Success Criteria	Self (✓)	Peer(✓)	Teacher(✓)				
Content and Organisation								
1	I have started my writing with a setting . □ time □ place □ characters							
2	I have a problem, solution and conclusion in my writing.							
3	I have used the helping words or phrases given.							
4	I have used time connectors to sequence the events. E.g. (During, When, While, After, Then)							
5	I have written in at least three paragraphs .							
Language								
6	I have used adjectives to describe the weather and character's feelings. <div style="border: 1px solid black; padding: 5px; display: inline-block;">  Like Focus Fox, I can find and write the adjectives. </div> <table border="1" style="display: inline-table; vertical-align: middle; margin-left: 20px;"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>							
7	I have used past tense in my writing. E.g. <u>packed</u> , <u>rushed</u> , laid							

7	I have used past tense in my writing. E.g. <u>packed</u> , <u>rushed</u> , laid	<input type="checkbox"/>		
8	I can spell most of the words.			
9	I have used appropriate punctuations in my writing.			

Like Ready Rhino, I have 

I believe that you can be like Flexible Flamingo in your next writing by:

- having a problem, solution and conclusion in your story
- writing in three paragraphs
- using adjectives to describe characters
- using past tense verbs

Using writing checklist to promote self-regulation and encourage students to remain focused on the task like Focus Fox

Purpose of Visible Thinking Routines

- Promote deeper understanding of a topic
- Help students to regulate their thinking
- Help teachers to see learning through the eyes of the students
- Encourage 'Student Talk' in the classroom

Surface and Deep Annotations



Tina was at **Fifth Street** when **she** saw a short and plump lady who looked just like Amy's mother, Mrs Flint.

Tina walked quickly towards the lady and called out, "Mrs Flint! Mrs Flint!"

Circle
Underline
Bracket

Where was **(Tina?)**



Building on pupils' oracy skills

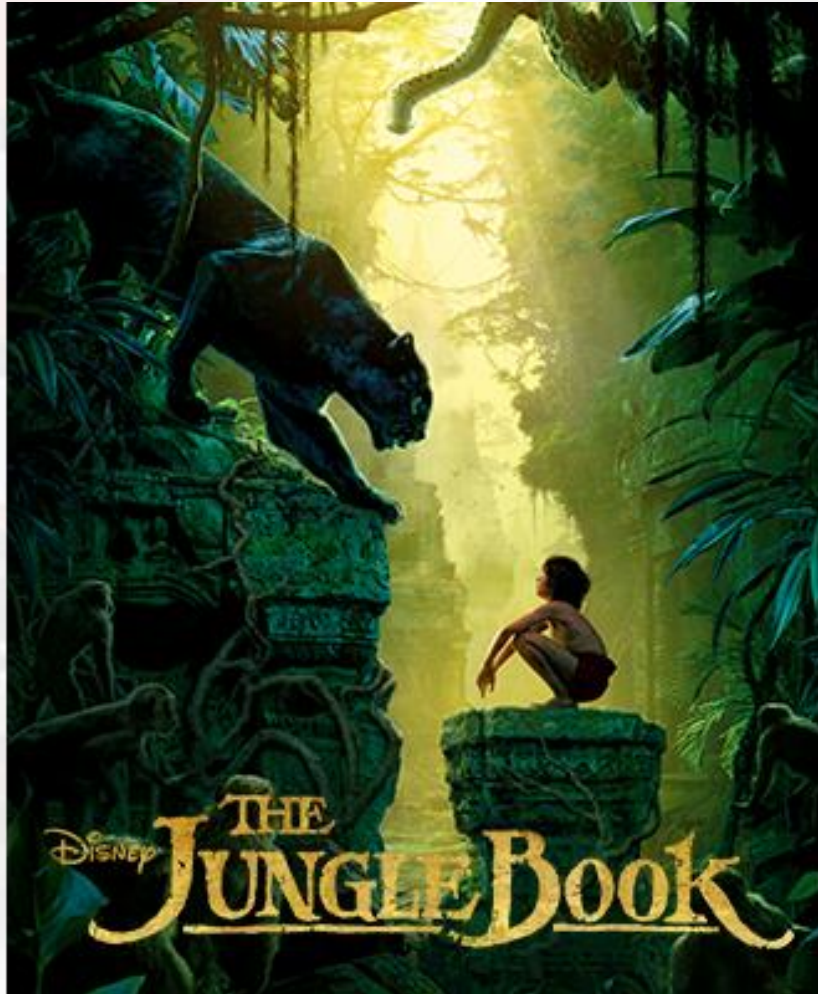
Answer

Answer the question asked by the teacher in a full sentence.

Reason

Give a **Reason(s)** in a full sentence





Purpose

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

Literature Programme



Character Analysis

Date: _____

By now, you have already been introduced to a few characters in the story. Choose 2 of your favourite characters. Write the names of the characters and use adjectives to describe their character traits which make you fancy them

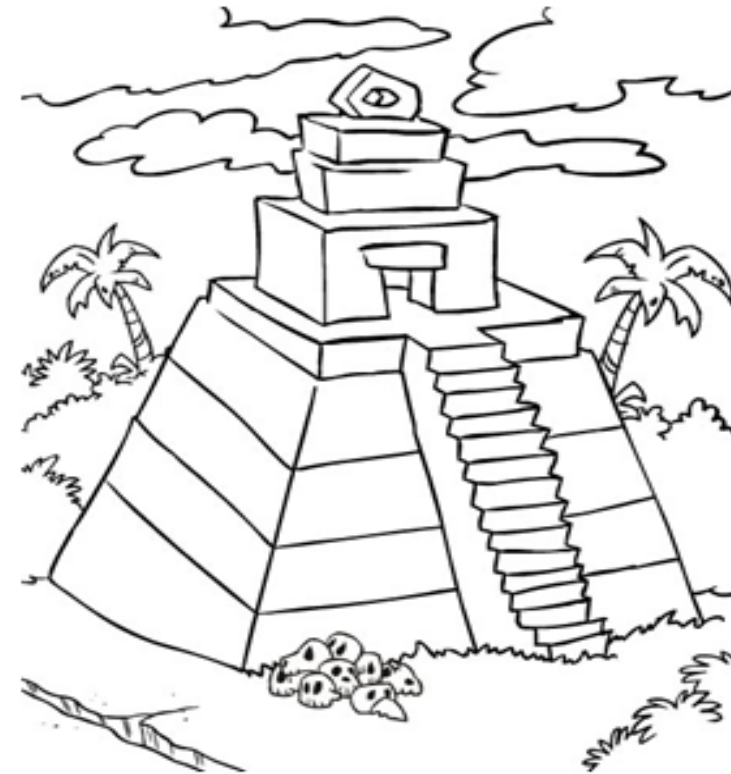
Name of character: _____	Name of character: _____
Character trait 1: _____	Character trait 1: _____
Evidence from story: _____ _____	Evidence from story: _____ _____
Character trait 2: _____	Character trait 2: _____
Evidence from story: _____ _____	Evidence from story: _____ _____

7

Higher Order Thinking

Date: _____

Imagine yourself to be Bagheera, Baloo or Kaa. You are now at the Lost City. Draw what you see when you are there. You may include what the different characters are doing and thinking.



8

A Book Character Day



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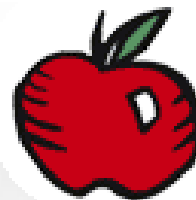
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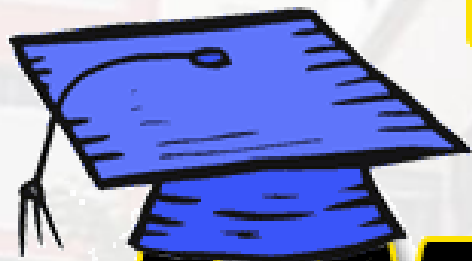


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Learning

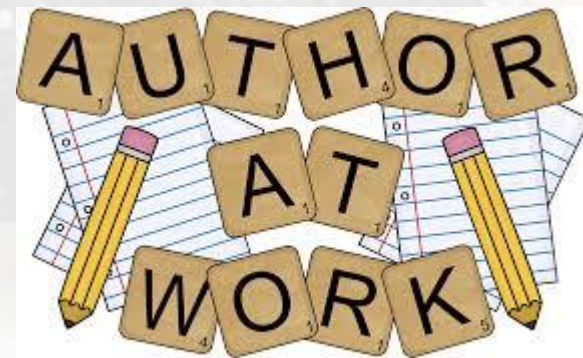
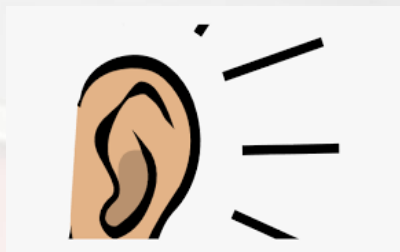


Outcomes



Learning Outcomes - English

- Listening
- Speaking
- Reading
- Writing

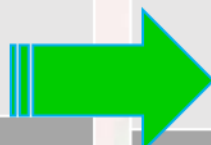




Semester 1 LOs

Semester 2 LOs

Listening	<ul style="list-style-type: none">Listen attentively and identify relevant information.
Speaking	<ul style="list-style-type: none">Speak clearly to express their thoughts, feelings and ideas
Reading	<ul style="list-style-type: none">Read multi-syllabic words accurately.Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
Writing	<ul style="list-style-type: none">Apply basic spelling strategies using knowledge about phonic elements and spelling rules.



<ul style="list-style-type: none">Listen attentively and identify relevant information.
<ul style="list-style-type: none">Build on others' ideas in the conversations or discussions respectfully.
<ul style="list-style-type: none">Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.
<ul style="list-style-type: none">Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.



Reading – Evidence of Learning

Pronunciation and Articulation		Self (✓)
1	Pronounces the end consonants (-t, -d and -k) clearly	
2	Pronounces the plural markers clearly	
3	Pronounces the past tense markers clearly	
4	Pronounces the 'th' sound clearly	
5	Pronounces all the words correctly	
Rhythm and Fluency		Self (✓)
1	Reads fluently and clearly	
2	Reads loudly	
3	Pauses at full-stops and commas	

Expressiveness		Self (✓)
1	Reads the dialogues with expression	
2	Reads with expression: varied pitch and tone	

Reading Checklist



Speaking - Evidence of Learning

- **Show & Tell**
- **Daily presentation**
- **Daily observation**

Speaking - Evidence of Learning



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Show and Tell

Daily presentations

Evidence of Learning Writing Checklist



Writing Checklist - Information Text

☒ Check your writing by ticking a box for each statement.

	Success Criteria	Self ✓	Teacher ✓				
1	The first sentence tells us what is being described.						
2	My writing contains different facts and information about the topic.						
3	I have used adjectives appropriately.						
4	I have used present tense correctly.						
	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Like Focus Fox, I can look for the present tense verbs and write them in the box on the right. </div> <table border="1" style="display: inline-table; vertical-align: middle; margin-left: 10px;"> <tr> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px;"></td> </tr> <tr> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px;"></td> </tr> </table>						
5	The subject and verb in each sentence agree.						
6	I have used appropriate punctuations in my writing. <ul style="list-style-type: none"> <input type="checkbox"/> Begin the sentences with an uppercase letter E.g. (A, T, D) <input type="checkbox"/> End the sentences with a full stop (.) <input type="checkbox"/> Use a comma (,) 						
7	I can spell most of the words.						

Teacher's Comments:



Like Ready Rhino, you have

You can also be like Flexible Flamingo by





Evidence of Learning –

- Unit worksheets
- Daily Observations – during activities/ during SBA
- Discussions – Class/ Group
- Writing Activities
- Oral Reading of Passages / Recording on SLS
- Language Use Activities

Collecting different types of evidence of learning regularly and at different junctures



Building on Joy Of Learning

- **Children need support and encouragement.**
 - ❑ Praise them for what they did right.
 - ❑ Give them pointers for areas they need to grow.
- **Engage them in conversations about their learning.**
- **Make connections between their learning and DAILY real experiences. Children need to be told of these connections.**



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THANK YOU