



JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character

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



Term	Titles
1	Fearless Phil
	The Gruffalo
	Camille and the Sunflower
2	Predators and Prey
	The Stars of Check Jawa
3	Unusual Plants
	There's a Boy Under the Bed
4	Prince Zak and the Wise Frog
	Spilt Milk



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

Inventive Thinking

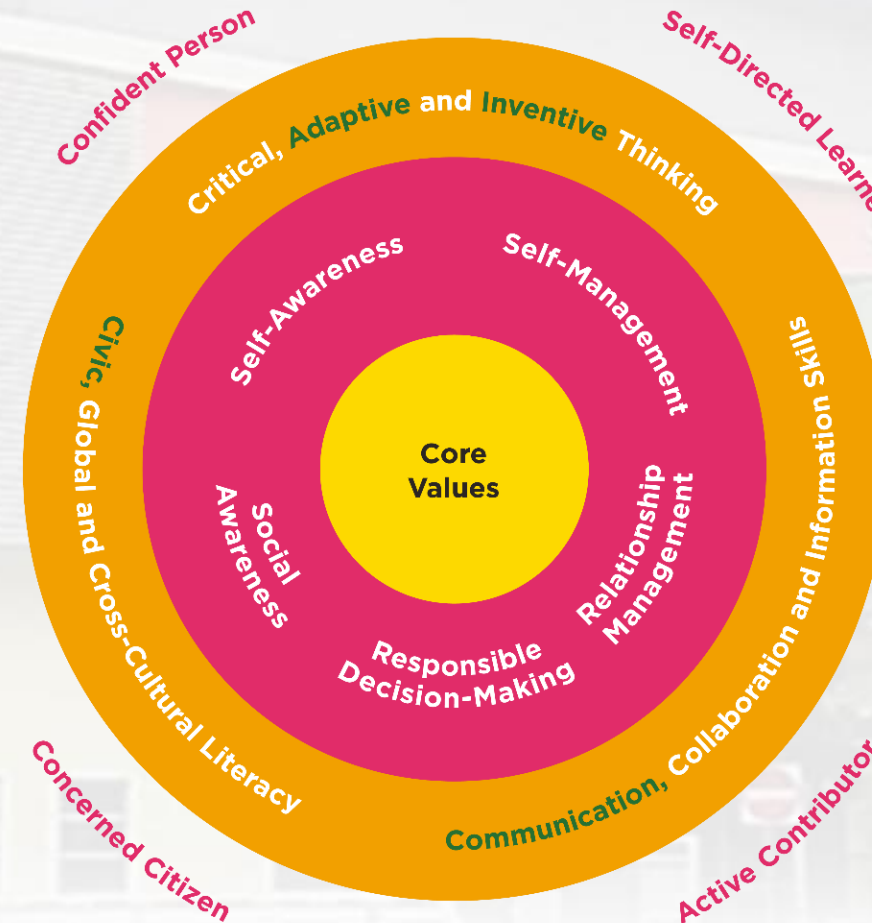
- i. Explores possibilities and generates novel and useful ideas
- ii. Evaluates and refines ideas to formulate novel and useful solutions

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

Communication

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





Applied Learning Programme

Confident Communicator Programme

P3 Presentation on an Information Text



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

Pupils to be able to:

- ✓ Present about a prey / predators that they had researched on with the 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 a role e.g a zookeeper during their presentation



Literature Appreciation

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



Key Department Strategies

A - Answer

R - Reason

O - Opinion

(PE – Personal Experience)



A.R.O.(PE)

Queue for your turn.



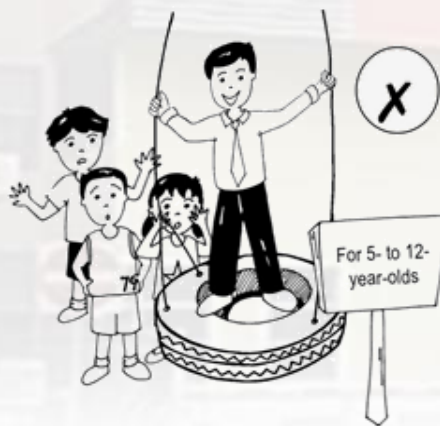
Put on proper footwear.
Do not play bare-footed.



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	



Annotation / Visualisation

Who? Why? Why? Who? Who 1 Who 2
"I'm hungry. Let's make some sandwiches," said Lily. "I'll get the peanut butter because you are too short!" teased Cathy, her sister.

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.



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Assessment



Weighted Assessments

WA1 & WA2

**Language Components
&
Comprehension**



End of Year Examinations

Oral	Reading Aloud, Stimulus-based Conversation	16%
Listening Comprehension	Picture Matching, Sequencing, Note-taking, Comprehension MCQ	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. Provide your child with opportunities to interact with you at home - 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 C.U.B. strategy taught in class
4. Get your child to share his/ her experience in school daily/ weekly – the Joy of Conversation.



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Thank You.