



JUNYUAN PRIMARY SCHOOL

Future-Ready Learners . Leaders of Character

P4 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

Term	Titles
1	Making Ice Cream
	Life of a Vet
	A Nasty Accident (Supplementary)*
	The Paralympic Games
2	The World Beyond Us
	Ruby's Sunflower
3	Dinosaurs Exist!
	Heartbeats in the Dark
4	All the Buzz about Honey
	What Happens when You Laugh
	Rats' Nests (Supplementary)*



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

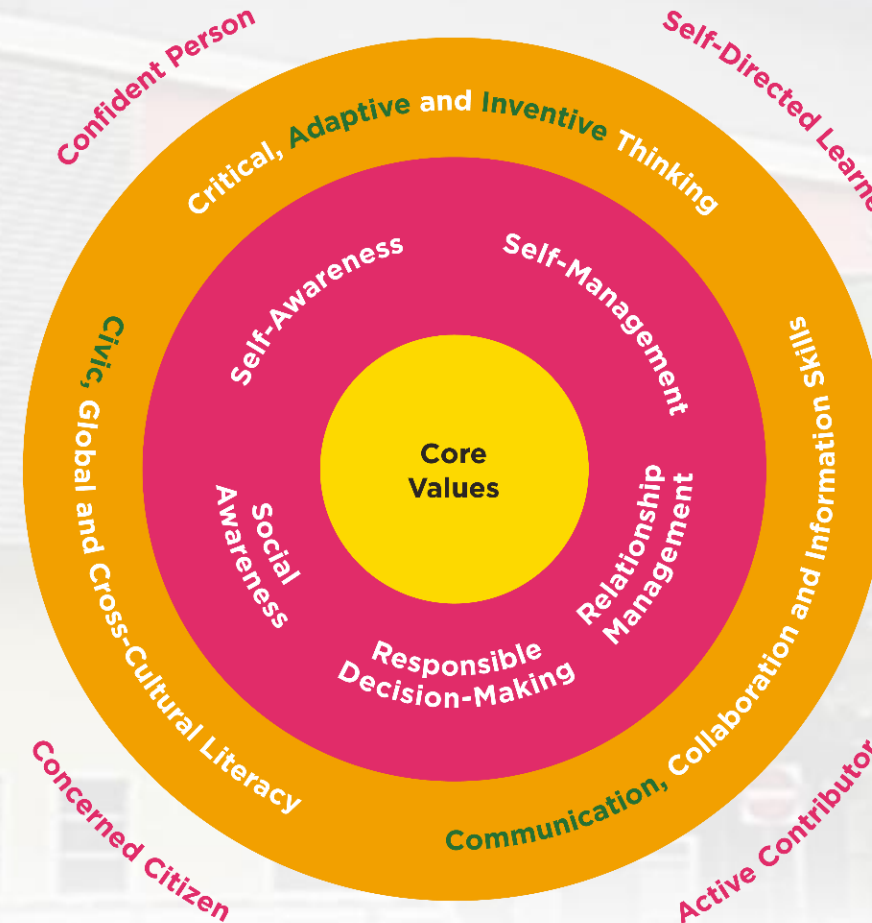
- i. Demonstrates understanding of values, ideals and issues of personal, community and national significance
- ii. Plays active and constructive roles to improve the school, community and nation

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



Key Department Strategies

Speaking & Representing	Reading & Viewing	Grammar & Vocabulary	Writing & Representing
ORACY • AROPE	Reading Comprehension <ul style="list-style-type: none">• 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





Library Week
5 – 7 July 2021




Come down to the library and take part in these activities!

Dress up as storybook characters!


Make paper puppets!


Design book covers!


Be a librarian for a day!


(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	



Symbols for Annotation - Information Text

Box the setting (where) and the time (when)	
Main Idea (what)- Round bracket the main idea	(_____)
Supporting Detail – indicate each point using X and underline the supporting detail	X _____



Annotating the Text

Who

Jack put his homework aside. He opened the bedroom drawer beside his bed and pulled out a small, 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)

Helps the pupils to focus on the question asked

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.



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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. Encourage reading

- get your child to borrow **books of their interest** and get them to retell the **story / information** (genres of texts).

2. **Engage** your child in a conversation on daily / weekly experience. Ask **open ended questions**. Get him / her to share his / her **opinions and perspectives**. Encourage **reflection**.

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**.



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Thank You.