



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

Standard English



Term	Titles
1	Coolie Boy
	Amazing Friends
	Ten
2	The Promise
	A Game of Emails
3	Marital Arts
	Dogs with Jobs
4	Making Every Drop Counts
	Urban Wildlife: Friend or Foe?

Foundation English



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Term	Titles
1	Getting Ready to Learn
	Mei's Memorable Morning
	Coolie Boy
2	Aunty Lin's Story
	Creative Recycling
3	On the Job with a Photographer
	An Unusual Friendship
4	Marital Arts
	Dogs with Jobs

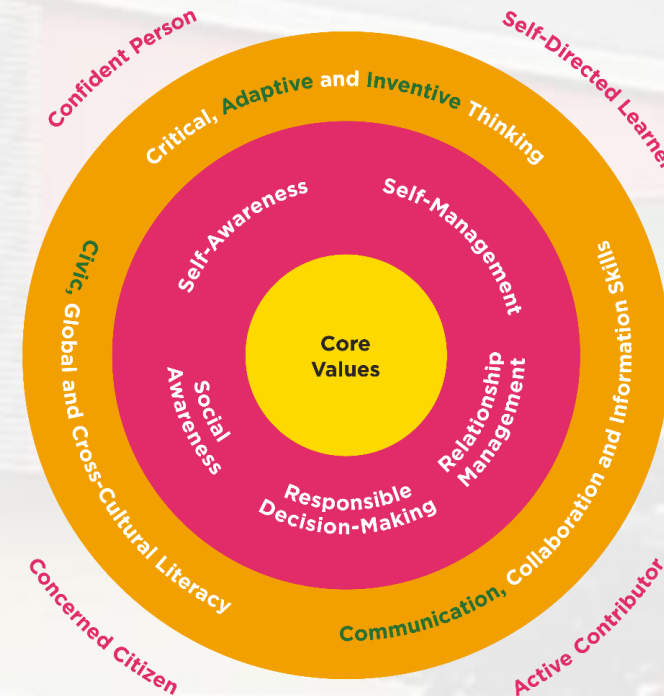


Nationally, these 4 E21CC will be prioritised.

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 Public Speaking (Group)



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 with team members
- ✓ provide relevant and interesting answers for a topic
- ✓ persuade or engage the audience as a team
- ✓ 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)



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

A.R.O.PE



Purpose of Annotation

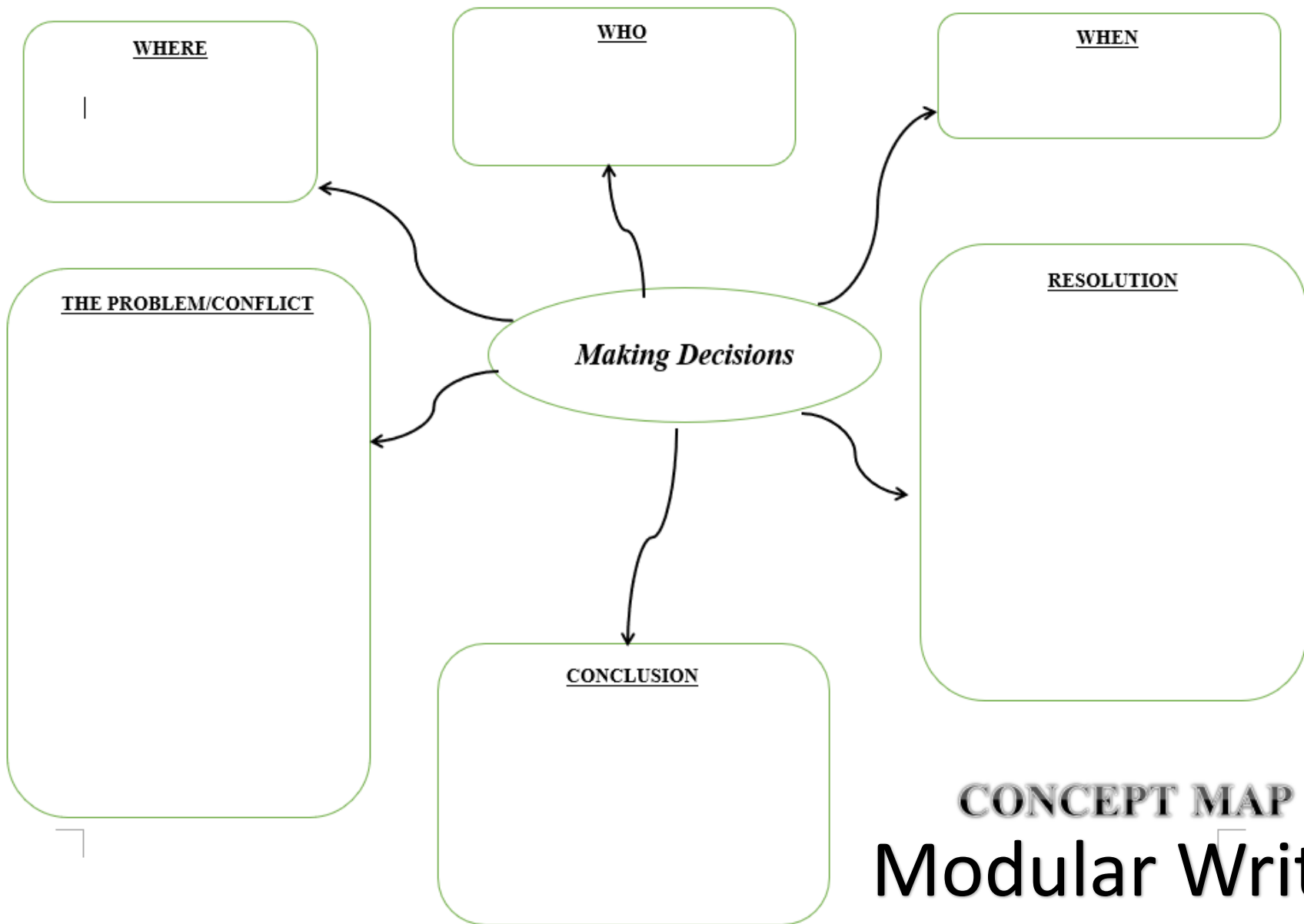
- To keep track of the story development
- To gain a deeper understanding of the text read

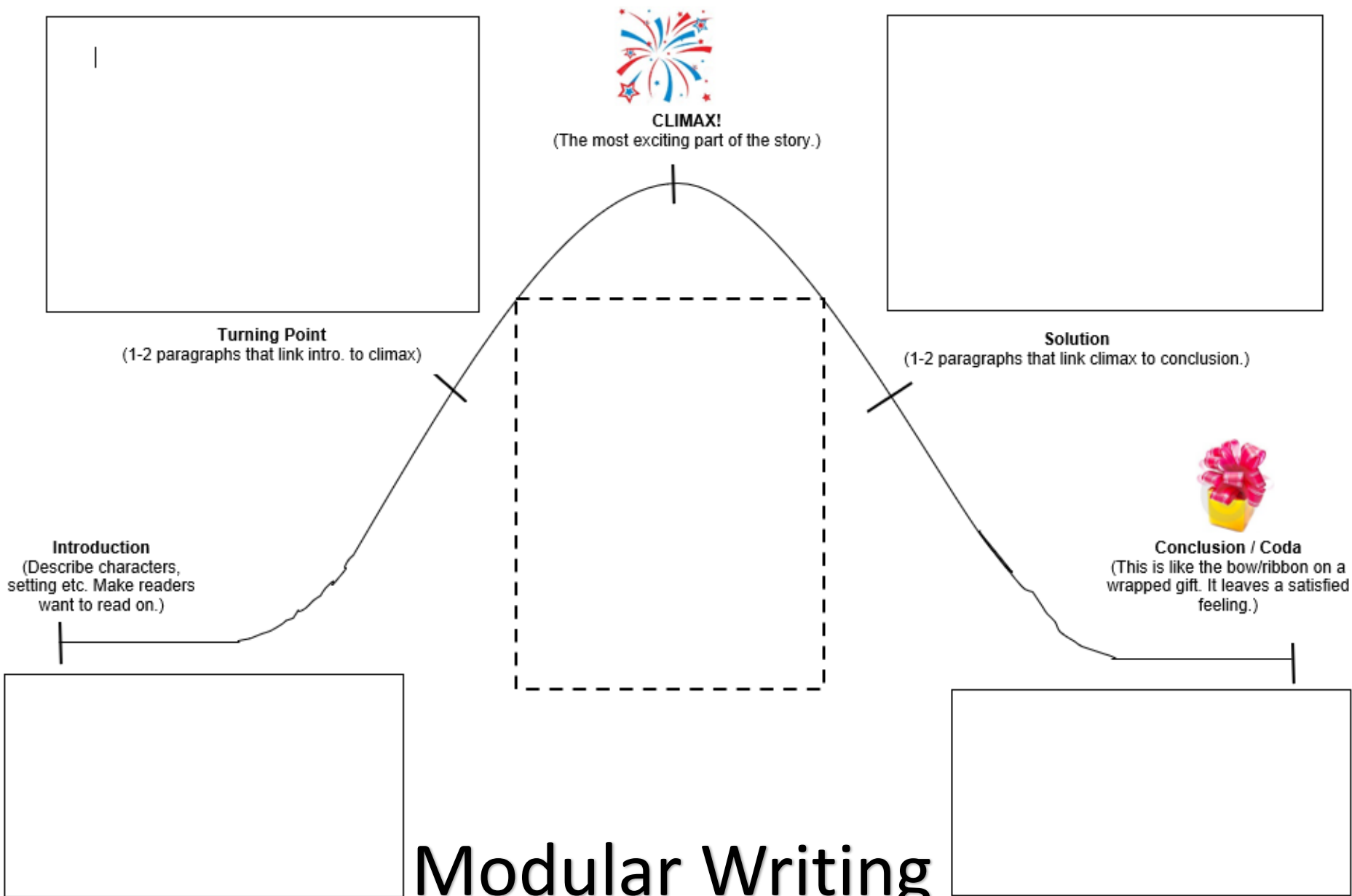


Symbols for Surface Annotation

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





Modular Writing



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ASSESSMENT



Weighted Assessments

WA1 & WA2

**Language Components
(MCQs & Open Ended)
&
Comprehension**



End of Year Examinations Std EL & Fdn EL

Paper 1	Situational Writing & Continuous Writing
Paper 2	Language Components & Comprehension
Paper 3	Listening Comprehension
Paper 4	Reading Aloud & Stimulus Based Conversation



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**Language Use &
Comprehension**
90mks
1hr 50 mins

Booklet A:

Grammar

MCQ discrete

Vocabulary

MCQ discrete

Vocabulary Cloze

MCQ discrete

Visual Text Comprehension

MCQ discrete

Booklet B:

Grammar Cloze

Open-ended

Editing for Spelling and Grammar

Open-ended

Comprehension Cloze

Open-ended

**Synthesis/
Transformation**

Open-ended

Comprehension OE

Open-ended



<p>Oral 40mks About 10 mins</p>	<p><u>Reading Aloud</u></p> <p><u>Stimulus-based Conversation</u></p>	<p>Open-ended</p> <p>Open-ended (1 visual stimulus)</p>
<p>Listening Comprehension 20mks About 35 - 40 mins</p>	<p><u>Listening Comprehension</u></p>	<p>MCQ discrete</p>
<p>Writing 50mks 1 hr 10 mins</p>	<p><u>Situational Writing</u></p> <p>Continuous Writing</p>	<p>Open-ended</p> <p>Open-ended</p>

- 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
Mary was calm during the fire.		
Mrs Tan was in her bedroom during the fire.		

- 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)	



79

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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**Language Use &
Comprehension**
40mks
1hr

**Booklet A:
Grammar**

MCQ discrete

Punctuation

MCQ discrete

Vocabulary

MCQ discrete

Visual Text Comprehension

MCQ discrete

**Booklet B:
Form Filling**

Open-ended

Editing for Grammar

Open-ended

Editing for Spelling

Open-ended

Synthesis

Open-ended

Comprehension Cloze

Open-ended

Comprehension Passage A (with visuals)

Open-ended

Comprehension Passage B

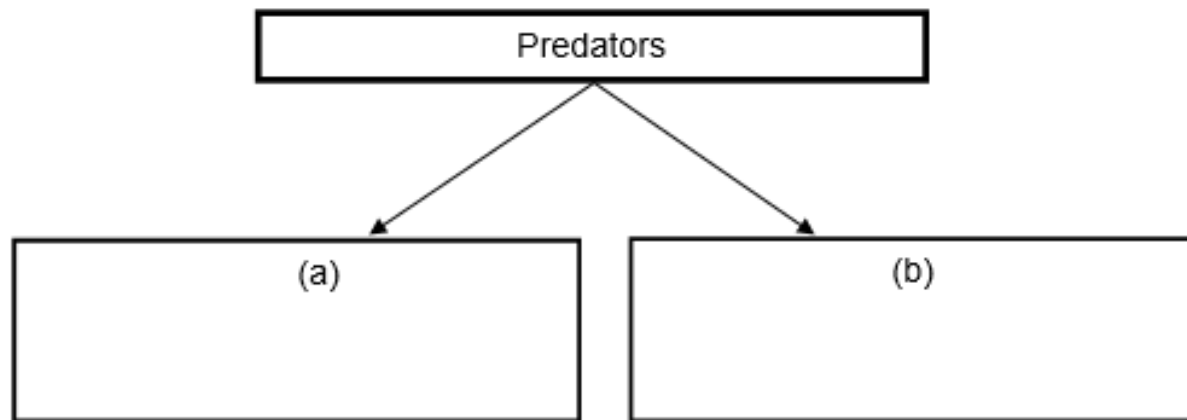
Open-ended



Oral 20mks About 10 mins	<u>Reading Aloud</u> <u>Stimulus-based Conversation</u>	Open-ended Open-ended (1 visual stimulus)
Listening Comprehension 20mks About 35 mins	<u>Listening Comprehension</u>	MCQ discrete
Writing 25mks 1hr 10 mins	<u>Situational Writing</u> <u>Continuous Writing</u>	Open-ended Open-ended



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 experience in school daily/ weekly & happenings in Singapore & around the world
2. Encourage reading - modelling good habit (genres of text)
3. Encourage your child to apply strategies taught in class e.g. annotation/ the C.U.B. strategy
4. Inculcate the value of perseverance



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Thank You.

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