



# **P6 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	Stop thief
	We Did It
	The Problem with Rain
2	Cause & Effects of a Tsunami
	The Fall of the Castle
3	Angkor Wat



# Foundation English

Term	Titles
1	Getting Ready to Learn
	A Meal to Remember
	Pop Stars
2	What is Frictional Force
	Singapore Botanic Gardens
3	Angkor Wat

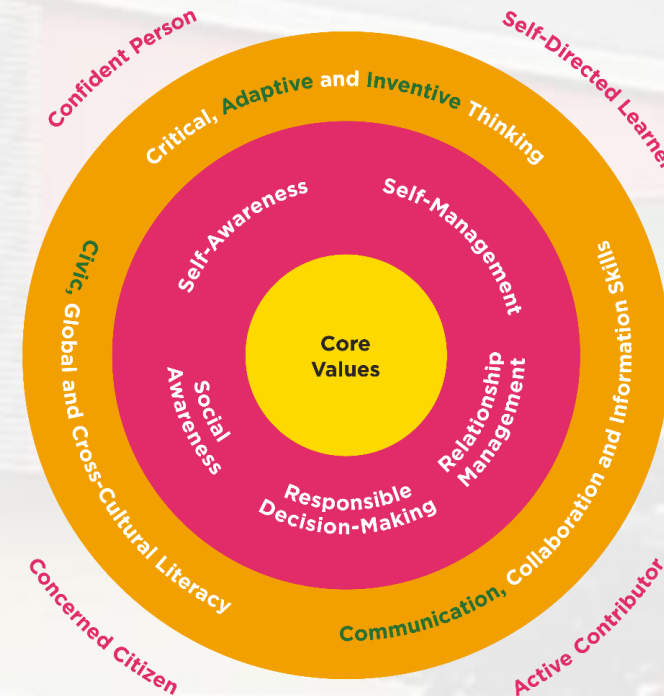


Nationally, these 4 E21CC will be prioritised.

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

<b>Adaptive Thinking</b>	
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

<b>Civic Literacy</b>	
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



<b>Inventive Thinking</b>	
i.	Explores possibilities and generates novel and useful ideas
ii.	Evaluates and refines ideas to formulate novel and useful solutions

<b>Communication</b>	
i.	Effectively communicates information and co-constructs meaning
ii.	Engages empathetically with diverse perspectives



# Applied Learning Programme

## Confident Communicator Programme

# P6 Public Speaking (Individual)



**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 individually
- ✓ provide relevant and interesting answers for a topic individually
- ✓ persuade or engage the audience individually
- ✓ 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
<b>Purple File</b>	<b>Red &amp; Purple File</b>		<b>Brown File</b>





# 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





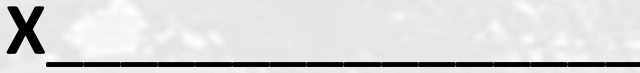
# Symbols for Surface Annotation

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



# Symbols for Annotation - Information Text

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



# Modular Writing

Name: \_\_\_\_\_ ( )

Class: P5/6 \_\_\_\_\_

Story Title: \_\_\_\_\_

Date: \_\_\_\_\_

**Key point to think before starting:**  
What was the 'problem' encountered by the main character in the story?

<p><b>Orientation</b> (Who? Where? What?)</p> <ul style="list-style-type: none"> <li>- I, my sibling, Mother</li> <li>- at home with my sister</li> <li>- playing a ball game with sister</li> <li>- engrossed in our game</li> <li>- Mother was doing grocery shopping at the supermarket in the neighbourhood</li> </ul>	<p><b>Complication &amp; Climax</b> (Events leading up to the peak of the story or contributed to the problem)</p> <ul style="list-style-type: none"> <li>- Mother's vase</li> <li>- porcelain vase, blue, white and red with intricate designs of dragons and maidens all over it</li> <li>- it was a family heirloom, priceless, passed down to Mother from Grandmother</li> <li>- Mother did not allow anyone to touch or move the vase placed on the coffee table in the living room</li> <li>- Crash! The sound of the vase hitting the floor could be heard. [Insert feeling 1 and sensory details]</li> <li>- Sister threw the ball too high and it hit the vase</li> <li>- the entire vase dropped [insert feeling 2 and sensory details]</li> <li>- it smashed on the floor, scattering fragments of porcelain everywhere [insert feeling 3 and sensory details]</li> <li>- stared at the mess in horror</li> </ul>	<p><b>Resolution</b> (What happened next? How was the problem resolved?)</p> <ul style="list-style-type: none"> <li>- bent down to clear the mess</li> <li>- our minds raced to think of an explanation when Mother returned home</li> <li>- The water from the vase had created a large puddle on the floor</li> <li>- the flowers were strewn all over the floor</li> <li>- I carefully picked up the broken pieces of glass with my bare hands</li> <li>- my sister used the broom and dustpan, she was too young, I did not want her to be hurt by the glass</li> <li>- the jingle of Mother's keys at the door could be heard</li> <li>- we looked at each other and braced ourselves for the worse</li> </ul>	<p><b>Coda</b> (Lesson learnt?)</p> <ul style="list-style-type: none"> <li>- we decided to own up and admit our fault to Mother.</li> <li>- Wondered what our punishment would be</li> <li>- have learnt a lesson to be very careful and never to kick a ball in the house</li> </ul>
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### Emotions (Feelings)

	<ul style="list-style-type: none"> <li>1. Shocked</li> <li>2. Startled</li> <li>3. horrified</li> </ul>	Worried – broken Mother's priceless vase	Regretted our actions
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### Sensory Details (see, hear, feel, think, touch)

	<ul style="list-style-type: none"> <li>- "Oh no! What should we do?"</li> <li>- Tears of fear were running down my sister's cheeks</li> <li>- Stood there with my mouth wide open, wondering to do</li> </ul>	"Let's clean this up before Mother gets home."	
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Writing



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# ASSESSMENT



# Non-Weighted Assessments

**Term 1  
&  
Term 2**

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



# Prelim Examinations Std EL & Fdn EL

<b>Paper 1</b>	<b>Situational Writing &amp; Continuous Writing</b>
<b>Paper 2</b>	<b>Language Components &amp; Comprehension</b>
<b>Paper 3</b>	<b>Listening Comprehension</b>
<b>Paper 4</b>	<b>Reading Aloud &amp; Stimulus Based Conversation</b>





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# Standard English Lang. EOY



<b>Language Use &amp; Comprehension</b> 90mks 1hr 50 mins	<b><u>Booklet A:</u></b>	
	<b><u>Grammar</u></b>	<b>MCQ discrete</b>
	<b><u>Vocabulary</u></b>	<b>MCQ discrete</b>
	<b><u>Vocabulary Cloze</u></b>	<b>MCQ discrete</b>
	<b><u>Visual Text Comprehension</u></b>	<b>MCQ discrete</b>
	<b><u>Booklet B:</u></b>	
	<b><u>Grammar Cloze</u></b>	<b>Open-ended</b>
	<b><u>Editing for Spelling and Grammar</u></b>	<b>Open-ended</b>
	<b><u>Comprehension Cloze</u></b>	<b>Open-ended</b>
	<b><u>Synthesis/ Transformation</u></b>	<b>Open-ended</b>
	<b><u>Comprehension OE</u></b>	<b>Open-ended</b>



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



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# Foundation English Lang. EOY



<b>Language Use &amp; Comprehension</b> 40mks 1hr	<b>Booklet A:</b>	
	<b>Grammar</b>	MCQ discrete
	<b><u>Punctuation</u></b>	MCQ discrete
	<b><u>Vocabulary</u></b>	MCQ discrete
	<b><u>Visual Text Comprehension</u></b>	MCQ discrete
	<b>Booklet B:</b>	
	<b><u>Form Filling</u></b>	Open-ended
	<b><u>Editing for Grammar</u></b>	Open-ended
	<b><u>Editing for Spelling</u></b>	Open-ended
	<b><u>Synthesis</u></b>	Open-ended
<b><u>Comprehension Cloze</u></b>	Open-ended	
<b><u>Comprehension Passage A (with visuals)</u></b>	Open-ended	
<b><u>Comprehension Passage B</u></b>	Open-ended	



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



## **How can parents help at home?**

1. Having a conversation on experience in school daily/ weekly & 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. Inculcate the value of perseverance



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Thank You.

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