

# Subject Sharing for Primary 5 and Primary 6 Parents

18 January 2024



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- II. English Syllabus
- III. P5 & P6 English Assessments
- IV. Tips and strategies for English

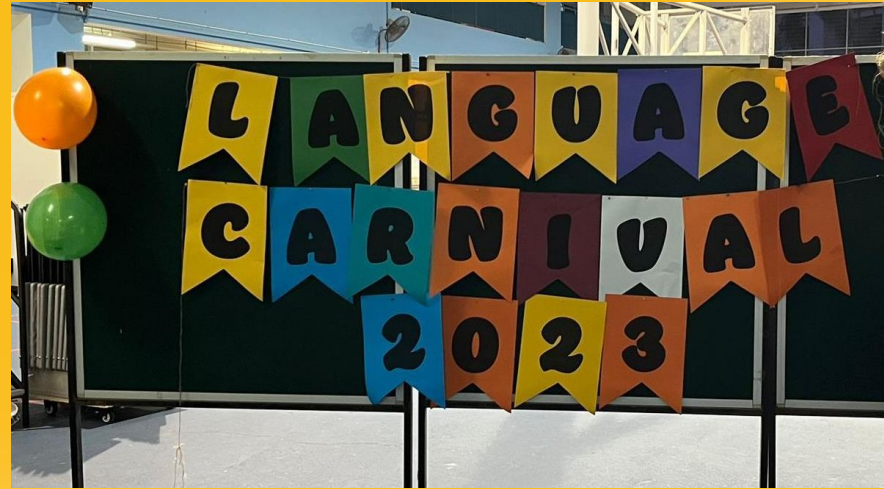


# ENGLISH LANGUAGE PROGRAMMES @ RIVERVALE



# Learning English @ Rivervale

## Language Carnival



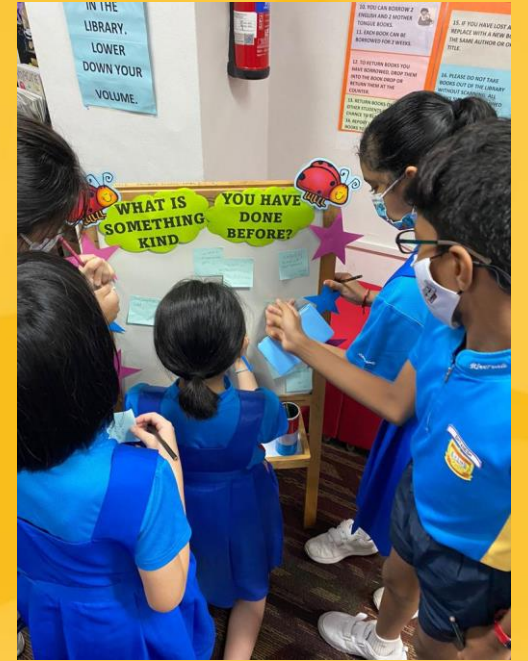
# Learning English @ Rivervale

**Good Morning, Rivervale!**



# Learning English @ Rivervale

## Storytelling @ Library



# Learning English @ Rivervale

## Character Parade



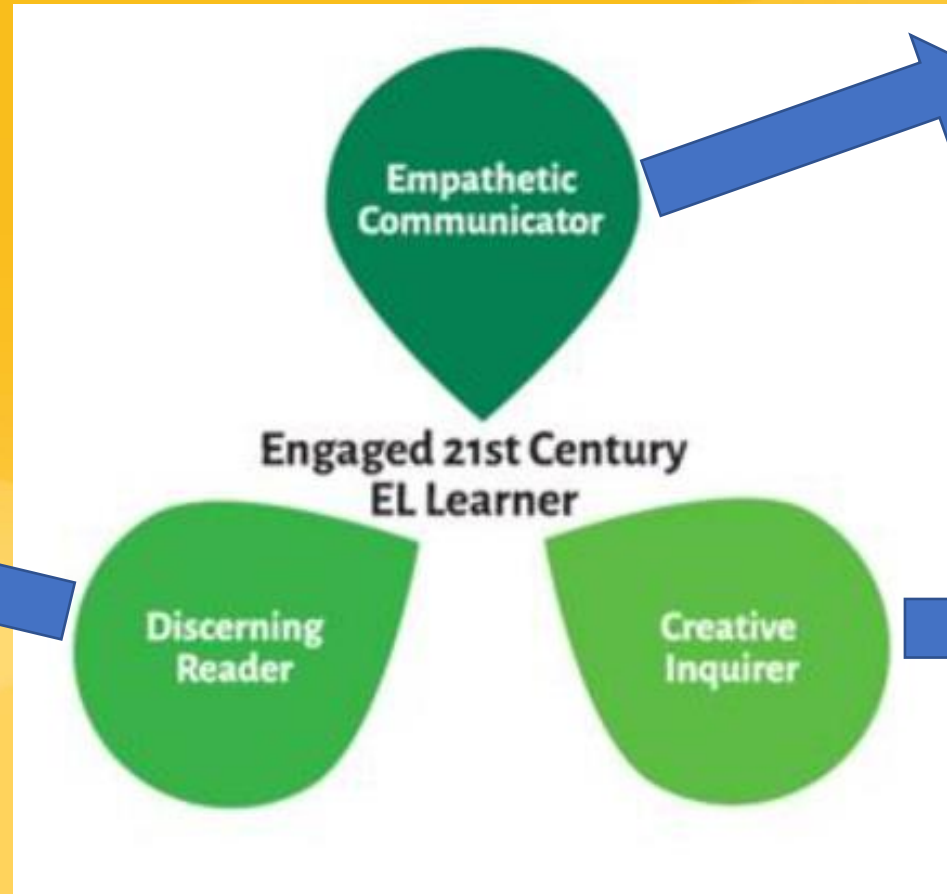
# P5 & P6

# ENGLISH SYLLABUS





# English Syllabus



- ✓ Different perspectives
- ✓ Communicate confidently
- ✓ Collaborate towards shared goals

- ✓ Distinguish between truth and falsehood

- ✓ Explore real-world issues
- ✓ Synthesize information from different sources



# P5 & P6 STELLAR



## Heartbeats in the Dark

by Janice Marriott

Da-da-DUM! Da-da-DUM!  
 I'm in my room, drumming.  
 It helps me when I'm feeling scared.  
 Am I scared?  
 Yes.  
 Why?  
 One reason – Bess. She's big.  
 She's mean. She's my cousin.  
 And – da-da-dum – I've got to go and stay with her!



Text © Janice Marriott. Illustrations pages 1,4,5,7 © NZ Ministry of Education. Illustration page 2 © Singapore Ministry of Education.

## Late but not Last:

An Interview with Mr Canagasabai Kunalan  
 by Genevieve Tang

### What is an interview?

An interview is a formal conversation with a person to ask questions and get information. The interview could be about a current event or it could highlight something important the person has done through the years.

In the following interview, find out about the achievements of Mr Canagasabai Kunalan, a Singaporean athlete who has made a great contribution to athletics, specifically in track and field.



Mr Kunalan as a young athlete

Text © 2010 Curriculum Planning & Development Division, Ministry of Education, Singapore

## Coolie Boy

by Ho Lee-Ling



John sprinted out of the classroom the minute the recess bell rang. He bought his food and was just about to take his first bite of *nasi lemak* when he heard a dreaded voice yell, "Coolie boy!" It was too late. John was quickly surrounded by Big Bully Chan and his gang.

"How kind of you to get my food," said Big Bully Chan or BBC for short. He shoved John aside and started eating his food. "Now get me a drink," he ordered. "I want a large drink with lots of ice."

John looked at the round faces and hard fists of BBC's rowdy gang. There was no way he could fight them. He sighed and went to get the drink.

When he got back, BBC smirked. "What took you so long? You have to buy us new pens from the stationery shop." John opened his mouth to protest but BBC's henchman pinched his arm, and he yelped in pain.

By the time recess was over, John was tired, hungry and broke. Recess was far more painful than class time.

Text and Illustrations © 2011 Curriculum Planning & Development Division, Ministry of Education, Singapore

## Defending the seas: ASEAN vs the pirates

In the movie "Pirates of the Caribbean: At World's End", Captain Jack Sparrow crosses blades with Sao Feng, pirate warlord of Singapore. Modern-day pirates are a lot more vicious. Luckily, Southeast Asian countries are getting together to stop them.

Southeast Asia has some of the most pirate-infested waters in the world. According to the International Maritime Bureau, almost three-quarters of all pirate attacks in the world occur here.

Now that is a record that ASEAN\* can do without. So, its members are getting together to stop the ruthless pirates. Together with other nations, ASEAN countries are keeping a closer eye on the sea lanes and using navy ships and planes to fight piracy.

It is not easy. Policing the high seas is tough because there is such a large area to cover. The pirates also use modern technology. Forget about the pirate ships you have seen in movies and storybooks, with sails and clumsy cannons. Today's pirates are armed with radar, fast motorboats and machine guns.



Suspected pirates near waters off Western Malaysia  
 Kenneth Anderson / Wikimedia Commons / public domain

\*ASEAN is an acronym that stands for 'The Association of Southeast Asian Nations'.

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# P5 & P6 ENGLISH ASSESSMENT



# ASSESSMENT OVERVIEW

Primary 5		Primary 6	
Term 1	Weighted Assessment	Term 1	Weighted Assessment
Term 2	Weighted Assessment	Term 2	Weighted Assessment
Term 3	Weighted Assessment	Term 3	Preliminary Examination
Term 4	Weighted Assessment	Term 4	PSLE



# EL ASSESSMENT OVERVIEW

	Term 1	Term 2	Term 3	Term 4
All Levels	Formative Assessment			
Primary 5	Weighted Assessment			End of Year Examination 60% (All papers)
	10% (Paper 2 components)	15% (Composition)	15% (Paper 2 components)	
Primary 6	Weighted Assessment		Prelim Exam	N.A.
	100% (Paper 2 components)	100% (Composition)	100% (All papers)	

# ENGLISH OVERVIEW

## Primary 6 Prelim / PSLE

## Primary 5 EOY

Revised!

Paper	Component	Marks	Weightage
1	Situational Writing	15	27.5%
	Continuous Writing	40	
2	Booklet A	28	47.5%
	Booklet B	67	
3	Listening Comprehension	20	10%
4	Oral Examination	30	15%
	<b>Total</b>	<b>200</b>	<b>100%</b>

Paper	Component	Marks	Weightage
1	Situational Writing	14	25%
	Continuous Writing	36	
2	Booklet A	25	45%
	Booklet B	65	
3	Listening Comprehension	20	10%
4	Oral Examination	40	20%
	<b>Total</b>	<b>200</b>	<b>100%</b>

# P6 Prelim/PSLE FOUNDATION ENGLISH OVERVIEW

Paper	Component	Marks	Weightage
1	Situational Writing	10	26.7%
	Continuous Writing	30	
2	Booklet A	20	40%
	Booklet B	40	
3	Listening Comprehension	20	13.3%
4	Oral Examination	30	20%
	<b>Total</b>	<b>150</b>	<b>100%</b>



# ENGLISH PAPER 1

(Situational Writing & Continuous Writing)

P6 EL Paper 1  
(55 marks)

P5 EL Paper 1  
(50 marks)

Revised!





# P6 EL Paper 1 (55 marks)

# P5 EL Paper 1 (50 marks)

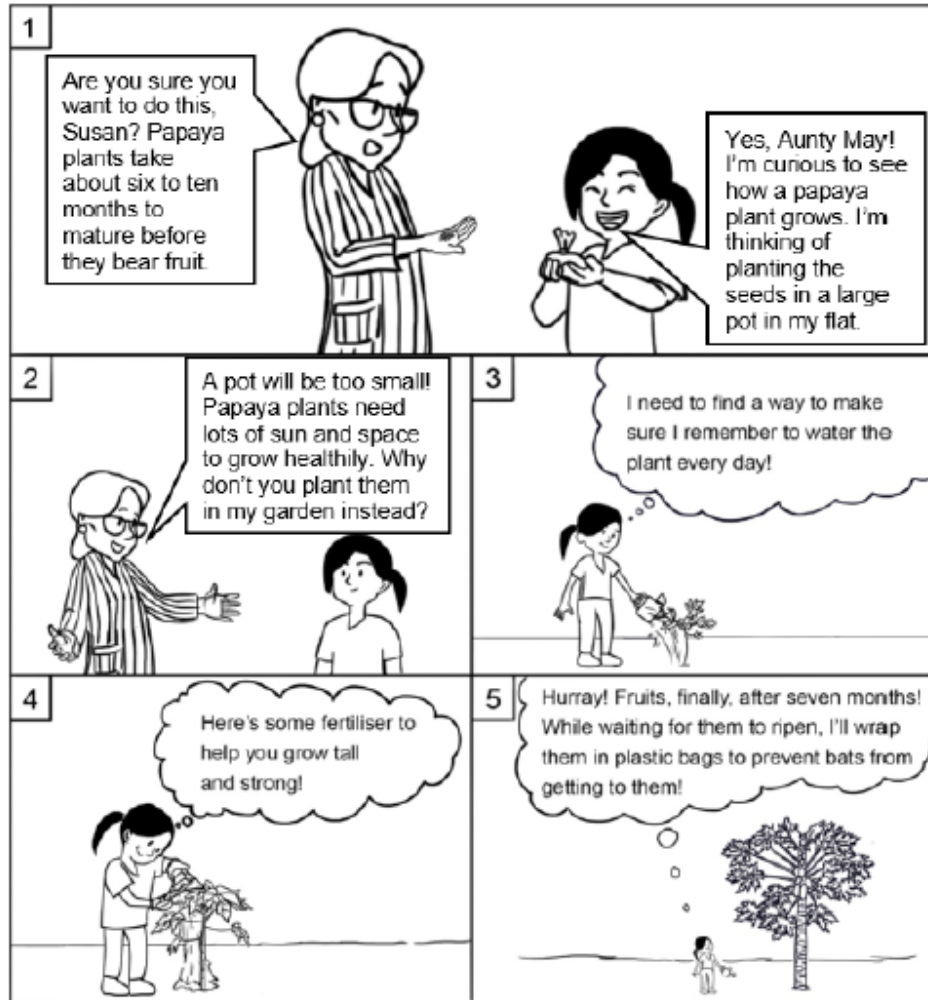
Revised!

<u>Part 1</u> Situational Writing	<u>Part 2</u> Continuous Writing
Task Fulfilment <b>6 marks</b>	Content <b>20 marks</b>
Language and Organisation <b>9 marks</b>	Language and Organisation <b>20 marks</b>
Total <b>15 marks</b>	Total <b>40 marks</b>

<u>Part 1</u> Situational Writing	<u>Part 2</u> Continuous Writing
Task Fulfilment <b>6 marks</b>	Content <b>18 marks</b>
Language and Organisation <b>8 marks</b>	Language and Organisation <b>18 marks</b>
Total <b>14 marks</b>	Total <b>36 marks</b>



# P5 Situational Writing



## Your Task

Imagine you are Susan.

**Write an article for your school's science magazine to share your experience growing your own papaya plant.**

You are to refer to the pictures and information on page 2 for your article. The bullet point underlined below requires you to come up with your own information.

In your writing, include the following key information:

- why you wanted to grow a papaya plant
- how you decided on where to plant the seeds
- how you made sure you remembered to water the plant daily
- other than watering the plant, give two ways how you cared for it
- how long it took for your papaya plant to bear fruit

**NEW**

You may reorder the points. Remember to write in complete sentences.

One of the bullet points will require students to offer their own ideas.

# ENGLISH PAPER 2

(Language Use and Comprehension)

P6 EL Paper 2  
(95 marks)

P5 EL Paper 2  
(90 marks)

Revised!



# P6 Booklet A

Component	Marks
Grammar	10
Vocabulary	5
Vocabulary Cloze	5
Visual Text Comprehension	8

# P5 Booklet A

Revised!

Component	Marks
Grammar	10
Vocabulary	5
Vocabulary Cloze	5
Visual Text Comprehension	5



# P6 EL Booklet B

Component	Marks
Grammar Cloze	10
Editing for Spelling and Grammar	12
Comprehension Cloze	15
Synthesis & Transformation	10
Comprehension OE	20

# P5 EL Booklet B

Revised!

Component	Marks
Grammar Cloze	10
Editing for Spelling and Grammar	10
Comprehension Cloze	15
Synthesis & Transformation	10
Comprehension OE	20



# ENGLISH PAPER 3 (20 marks)

## (Listening Comprehension)

PAPER	COMPONENT	MARKS	WEIGHTING	DURATION
3 (Listening Comprehension)	<p><b><u>Listening Comprehension</u></b></p> <p>This paper comprises 20 multiple-choice questions which assess candidates' ability to comprehend spoken English. The tasks may be based on a variety of types of audio texts, e.g., texts that recount, entertain, instruct, describe, inform, explain, respond, argue, evaluate and/or persuade. Graphic representations will be used for the first seven items. Each text will be read twice. Time will be given for candidates to read the questions before the first reading of each text.</p>	20	10%	About 35 min

**No change**



# ENGLISH PAPER 4

(Oral Communication)

P6 EL Paper 4  
(30 marks)

Component	Marks
Reading Aloud	10
Stimulus-based Conversation	20

P5 EL Paper 4  
(40 marks)

Revised!

Component	Marks
Reading Aloud	15
Stimulus-based Conversation	25



# Useful tips & Strategies for EL





Below is a page of your weekly planner.

# Stimulus

## My Weekly Planner

### MONDAY

Mathematics - Complete Exercise 3  
Due on Wednesday

### TUESDAY

Science - Exercise on Flowering Plants  
Hand in on Wednesday

Difficult -  
Need to do  
some research

### WEDNESDAY

Mother Tongue - Finish Workbook Exercise  
(page 60)  
Due on Thursday

### THURSDAY

English - Exercise on Completion of Sentences  
Must hand in on Friday

### FRIDAY

Class Outing (2 - 5:30 pm)  
Extra Basketball practice (3 - 5 pm)

Should attend  
this -  
Finals next week

### SATURDAY & SUNDAY

Play with Tom on Sunday

HOORAY!



## Task – Identify Audience and Purpose

### Your Task

It is now Friday evening and the end of a busy week for you.

Write an email to your best friend, Tom, telling him of the busy week you have had and your plans for the weekend.

You should refer to your weekly planner on page 2.

In your email, include the following information:

- 1 • all the subjects that you had homework in
- 2 • why Tuesday's homework was difficult
- 3 • what you chose to do on Friday and why
- 4 • what you have planned for the weekend
- 5 • how you feel about your weekend plan
- 6

6 points to answer

- highlight the answers from the stimulus

You may reorder the points. You should write in complete sentences.

## Task:

- Write a composition about the given topic
- Based on 1 or more of the 3 given visuals
- Pointers provided

## Required response:

- Continuous writing
- Make use of at least 1 out of the 3 given visuals in any order
- Address the 2 pointers given in any order and include any other relevant points

### Part 2: Continuous Writing (40 marks)

- 2 Write a composition of at least 150 words about a **challenge**.

The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the challenge?
- Why was it challenging?

You may use the points in any order and include other relevant points as well.



## Task:

- Write a composition about the given topic
- Based on 1 or more of the 3 given visuals
- Pointers provided

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Students have to:

- **interpret** the topic accurately  
They need to know what a **challenge** is
- make use of **one** or more of the **visuals**  
(the visuals are usually not linked)
- write a well-developed and **interesting** story

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- Why was it challenging?

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# Reading Aloud - 15 marks

**Students are assessed on:**

- ✓ pronunciation and articulation
- ✓ fluency and rhythm
- ✓ appropriate expression



# Reading Aloud - 15 marks

## Pointers

- Read **loud enough** for the examiner
- Read **clearly** and **confidently**
- Deliver with appropriate **variation of pitch and tone**
- Read **expressively** to convey the information, ideas and feelings



# Stimulus-Based Conversation - 25 marks



**Prompt 1** (related to the stimulus)

- How do you think the people in the photograph might be feeling? Why?

**Prompt 2** (related to the theme)

- Do you like to celebrate birthdays? Why or why not?

**Prompt 3** (related to the theme)

- Do you think it is important to have celebrations? Why or why not?





# Strategies for P5 and P6 EL Oral

- **A**nswer
  - reply the teacher by answering the question in complete sentences
- **R**eason
  - give a reason for your choice
- **E**laborate
  - add in more details by elaborating



## For Prompt 1

# What is **A.R.E**

**A**nswer the question.

Give a **R**eason for your answer.

Share an **E**xperience.



## For Prompts 2 and 3

- Use **5W1H** to generate as many ideas as possible
- Share experiences/ views/ ideas



# Points to Note

Themes tested could be based on:

- everyday/school experiences (e.g. classroom cleanliness, hygiene practices, CCA)
- values (e.g. showing care, being responsible)
- habits (e.g. keeping the school clean)
- essential general knowledge (e.g. environmental issues, 3Rs)



- Record and listen

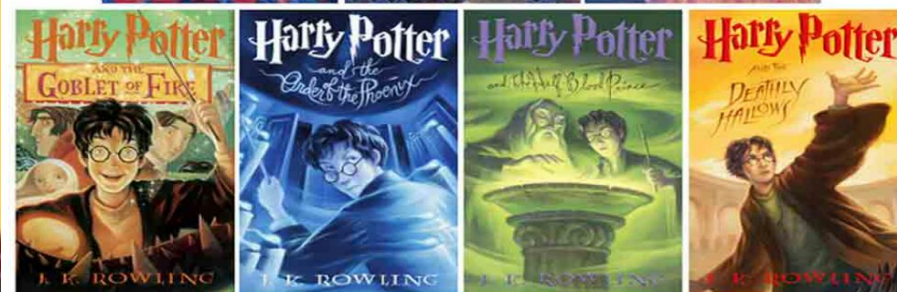
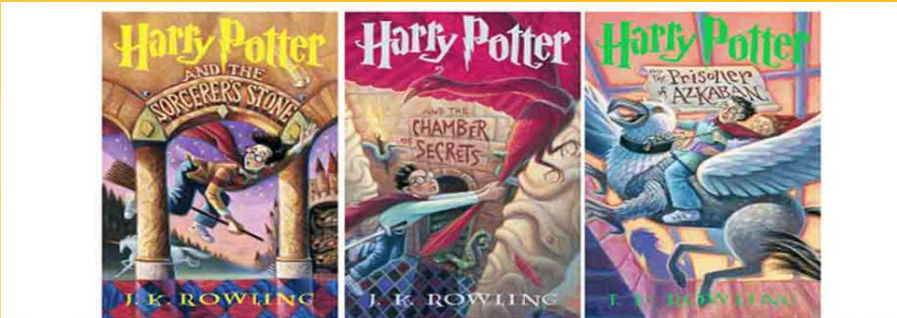
- Practice makes perfect!



# Supporting your Child

READING

- **Recommend books to your child**
- **Set aside time for reading for leisure**
- **Read a wide genre of text (fiction and non-fiction)**



# Supporting your Child



- Encourage and provide opportunities for writing (E.g. Journal Writing)
- Transfer what your child has read / experienced into writing
- Celebrate every success in writing and motivate them to write



# Supporting your Child



- Take time each day to converse with your child
- Ask about your child's day beyond just question and answer.
- Encourage him/her to give more details (5W1H questions)
- Get your child to share his/her opinions on anything –current affairs, favourite things







# Thank You!

FOR YOUR SUPPORT



Rivervale Primary

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Succeed & Excel

