

# English Language Briefing for Parents (Primary 5 & 6)

10 Feb 2022

*We will be starting the session shortly...*



**RIVERVALE  
PRIMARY SCHOOL**



# Assessment Weighting for P5

	Weighted Assessment (Term 1)	Weighted Assessment (Term 2)	Weighted Assessment (Term 3)	EYE (Term 4)
	Language Use and Comprehension	Oral	Writing	<ul style="list-style-type: none"><li>• Writing</li><li>• Language Use and Comprehension</li><li>• Listening Comprehension</li><li>• Oral</li></ul>
<b>Weighting</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>70%</b>



# Assessment Weighting for P6

	CA (Term 1)	MYE (Term 2)	Prelims (Term 3)
	<ul style="list-style-type: none"><li>• Writing</li><li>• Language Use and Comprehension</li></ul>	<ul style="list-style-type: none"><li>• Writing</li><li>• Language Use and Comprehension</li><li>• Listening Comprehension</li><li>• Oral</li></ul>	<ul style="list-style-type: none"><li>• Writing</li><li>• Language Use and Comprehension</li><li>• Listening Comprehension</li><li>• Oral</li></ul>
<b>Weighting</b>	NIL	NIL	100%



# PSLE ENGLISH OVERVIEW

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%
	Total	200	100%

# EL Paper 1

Part 1: Situational Writing

Part 2: Continuous Writing



# EL Paper 1



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

**Total: 55 marks**



# Part 1

# Situational Writing



**Situational Writing** are writing exercises designed to:

- expose students to various contexts and situations
- develop their ability to effectively communicate information in the form of emails, letters and reports.





# Situational Writing

- It consists of a stimulus which is in the form of a visual text.
- It places emphasis on how well students address the given context.
- The mark scheme is aligned to the emphasis on **purpose**, **audience**, and **context**.



# Mark Scheme

Task Fulfillment

6 marks

- ✓ Demonstrates understanding of **Purpose, Audience** and **Context**
- ✓ Includes all required information
- ✓ Appropriate format
- ✓ Appropriate tone and register

Language and Organisation

9 marks

- ✓ Presents ideas clearly (proper sequencing)
- ✓ Accurate language (expression, grammar, spelling and punctuation)

Total

**15 marks**



Below is a page

# 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:

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 points to answer

- highlight the answers from the stimulus

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



Hi Tom,

How are you? It has been a busy week at school and I am glad it is Friday. This week, I had homework in English, Mathematics, Science and Mother Tongue. Tuesday's Science homework was difficult as I needed to do some research.

Today, I attended Basketball practice over a class outing as there is a Finals next week.

I am looking forward to playing with Tom on Sunday after a tiring week.

How was your week at school?

Cheers,  
Bobby



**Purpose:**

To update friend on what is happening

**Audience:**

Best friend

**Context:**

- Informal writing
- Casual and friendly tone

**Salutation and Signing off:**

Hi \_\_\_\_\_,


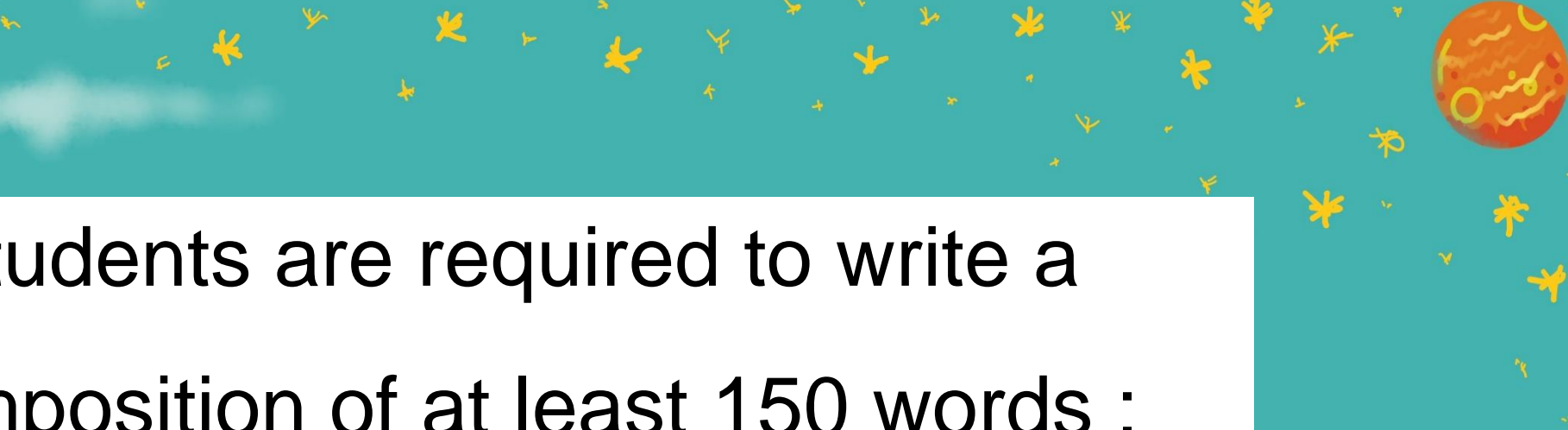

Cheers,

\_\_\_\_\_



Part 2  
Continuous  
Writing





Students are required to write a composition of at least 150 words :

a piece of **narrative** based on a **topic** and a **pictorial stimulus**



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



## 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.



# Mark Scheme

Content

20 marks

- ✓ Ideas are relevant and developed
- ✓ Interest value – the ability to engage the reader effectively

Language and Organisation

20 marks

- ✓ Grammar, spelling and punctuation
- ✓ Wide and appropriate use of vocabulary
- ✓ Sequencing and paragraphing
- ✓ Linking of ideas and facts

Total

**40 marks**



# Paper 2

Booklet A

Booklet B



# EL Paper 2

- Booklet A: MCQ
- Booklet B: Open-ended

**(1 hour 50 minutes)**



# EL Paper 2

## Comprehension Cloze – 15 marks

15 blanks could include:

### Grammar

Pronouns, nouns, verbs, adverbs, prepositions, adjectives, connectors (reasons, result, contrast etc), phrasal verbs

### Vocabulary related to the topic

Contextual clues - clues which are given within the text that help the reader to find the meaning.



# Approach to Comprehension Cloze

1. Skim the passage first to **get an idea** of what the text is about.
2. Identify the **type of text** as well as the **tenses** used.
3. Understand the passage by reading it at least twice.
4. Scan the passage to **look for contextual clues** about the purpose and meaning of the text.
5. Read the passage again. Consider each blank carefully. Ask “How does the word in the blank **relate to or link with the other words** in the sentence?”



5. Try to see how each underlined word **links** with the **preceding or following (before and after) sentences**. The preceding or following sentence could provide meaning and important clues to help to link ideas better!
6. **Draw arrows to words and phrases** that **provide the clues** to each of the underlined words.
7. Fill in **all** blanks. Then read the passage again and check if the answers fit.



## A sample of how a passage should look like with arrows drawn to identify the clues

Army ants have large, powerful jaws that resemble scissors.

(51)

These **scissor-like** jaws are ideal for cutting up and carrying off

their prey. Even animals many times the **size** of an ant are not

(52)

safe from these **predators**. However, contrary to the popular

(53)

(54)

**belief** that army ants devour every living creature that lies in

their way, they often leave behind larger animals they have killed

as their diet is mainly made up of insects and small animals.

(55)



# EL Paper 2

## Comprehension Open-Ended – 20 marks

The skills assessed include:

- Sequencing
- Distinguish between cause and effect
- Compare and contrast
- Categorise and classify given details
- Identify facts and opinions
- Draw conclusions
- Interpret and integrate information
- Identify problem-solution in the text



# EL Paper 2

## Comprehension Open-Ended – 20 marks

- Show understanding of implied meaning and make judgement and evaluation by reading the passage closely and critically
- Questions tested could be at the literal, inferential and evaluation levels
- Exposed to a variety of questions where different skills are taught, practised and tested





# An Approach to Comprehension Open-Ended

- Skim over the entire passage first to get an idea of the content of the passage.
- Read through all the questions.
- Read through the passage again carefully bearing in mind the questions given.
- Underline or jot down the main points. Pause after each paragraph and briefly summarise the information. Read the paragraph again if you are not clear of the main idea.
- Make use of contextual clues to make meaning of unfamiliar words and complex ideas.



## Other Approaches

Summarising main ideas in each paragraph

Annotation – key ideas

Questioning – ask questions as one reads

Drawing mental images – possible for certain texts



## Types of questions – True/ False Question

Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. (3m)

- Requires students to evaluate statements and support it with reasons/ evidence from the text ***(do not quote sentence from the text)***
- Format of question (graphic organiser of statements, True/False with reasons)

Statement	True/ False	Reason
(i) Andrew's dog was brave.		
(ii) Andrew was not in pain.		
(iii) Drivers stopped their cars to help James.		

## Types of questions – Vocabulary Question

Which two words from lines 19-23 show that Mr Tan was angry with Ken? The words are found in separate sentences. (2m)

- Each answer carries 1 mark.
- Only the answer is required (no need to write in complete sentence).

## Types of questions – Vocabulary Question

Which two of the following words correctly describe how the field looked like in lines 28-30?

Put a tick in the box beside each of your answers. (2m)

bumpy	
flawless	
eroded	

perfect	
rough	
wet	

# Types of questions – Vocabulary Question

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. The first one has been done for you. (2m)

Word from the passage	What the word refers to
a) It (line 4)	
a) That (line 15)	

- Each answer carries 1 mark.

# Types of questions - Sequencing

Write 1, 2 and 3 in the blanks below to indicate the order in which the events occurred in the passage. (1m)

\_\_\_\_\_ Tom's mum assured him it was all right to back out.

\_\_\_\_\_ Tom said he did not want to go for the roller coaster ride.

\_\_\_\_\_ Tom's dad encouraged Tom.

- Question carries 1 mark.
- Sequencing has to be all correct before 1 mark is awarded.

# Types of questions - Inference

Based on the story, what do you understand from “Melvin’s a hero.”(line 31)? Explain your answer in your own words. (2m)

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- Question carries 2 marks.
- It requires an explanation in your own words.
- Answers need to be supported by details found in the passage.



# Types of questions - Inference

Why did the two boys hide in the bush? (1m)

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- Question carries 1 mark.
- It requires a reason.
- Students need to infer from the passage.

# Types of questions – Before/ After

How had Tom's perception of roller coaster changed after his first roller coaster ride? (2m)

How Tom felt before the ride	How Tom felt after the ride
<hr/> <hr/>	<hr/> <hr/>

- Student to apply strategies taught
- Compre OE- Should not attempt questions without a full understanding of the passage



# Paper 4

# Oral Communication



# EL Paper 4

## Oral

Component	Number of Items
Reading Aloud	10
Stimulus-based Conversation	20

**Total: 30 marks**

# (1) Reading Aloud – 10 marks

**Students are assessed on:**

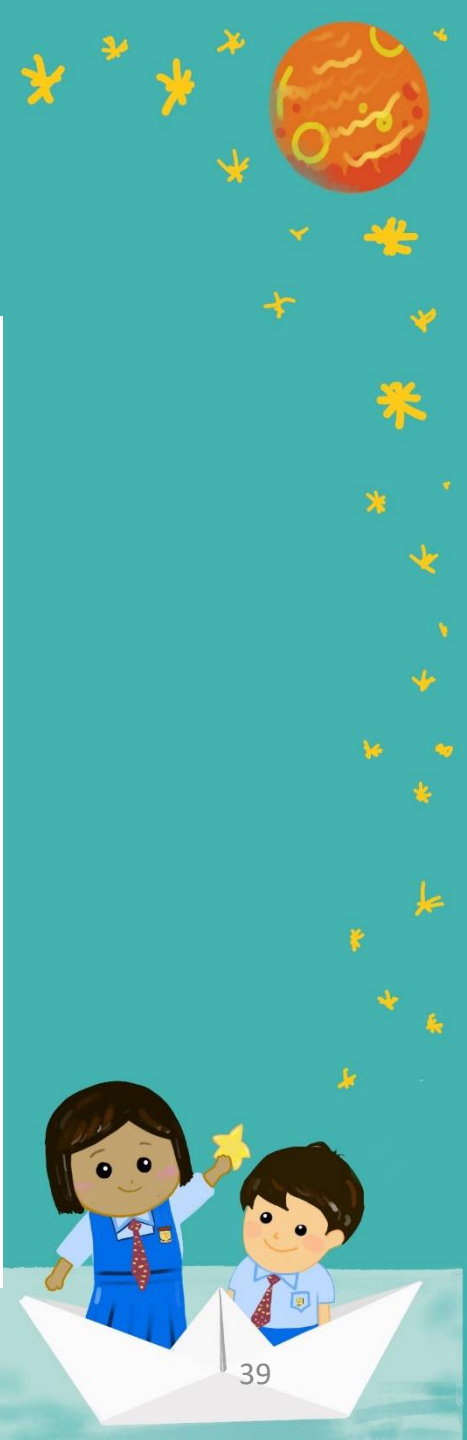
- ✓ pronunciation and articulation
- ✓ fluency and rhythm
- ✓ appropriate expression



# (1) Reading Aloud – 10 marks

## Pointers

- Read **loud enough** for the examiner
- Read **clearly and confidently**
- Read **fluently** with **appropriate pauses** and **without hesitations**
- Deliver with appropriate **variation of pitch and tone**
- Read **expressively** to convey the information, ideas and feelings



## (2) Stimulus-Based Conversation

**Students are assessed on:**

- ✓ personal responses
- ✓ clarity of expression
- ✓ level of engagement during interaction





# Stimulus-Based Conversation – 20 marks

- **3 main prompts** will be asked by the oral examiner (these prompts will not be shown to the students during silent reading).
- All 3 prompts are **broadly linked** to the stimulus and reading passage.
- The **first prompt** is related to the **stimulus (picture)**.
- The **second** and the **third** prompts are related to the **theme**.



**A common theme across the two components**

**For example,**

**Reading Passage:  
Library**

**Stimulus Based Conversation:  
Reading/ Library experience**



# Stimulus-Based Conversation

## Official Opening of Marina Library



**Welcome to Marina Library, a library of all ages!**

It will be officially opened to the public this Sunday, 18 May 2020.

It occupies 5 storeys and is filled with books of various genres educational aids.

It has ample reading corners and computer terminals

*Come on down to our official opening and receive complimentary  
popcorns and balloons!*

### Opening Hours

Mon - Sun: 8 a.m. - 9 p.m.

Closed on Public Holidays

**Limit to first 200 visitors!**



### Prompt 1 (related to the stimulus)

- Look at the picture. Will you visit Marina Library on its opening day? Why/ Why not?

### Prompt 2 (related to the theme)

- Do you visit the library? Tell me about it.

### Prompt 3 (related to the theme)

- What type of books do you enjoy reading? Why?



## 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!**





**THANK  
YOU**