

English Language

Pr 3 and Pr 4



Content

- ✓ **English Programmes**
- ✓ **English Syllabus**
- ✓ **English Assessment**
- ✓ **Supporting your child**



Learning English @ Rivervale



Learning English @ Rivervale

Storytelling @ Library



Learning English @ Rivervale



Morning Silent Reading (Mon/Tue)



Term 1 Reading Passport (P3/P4)



Name: _____

Class: _____



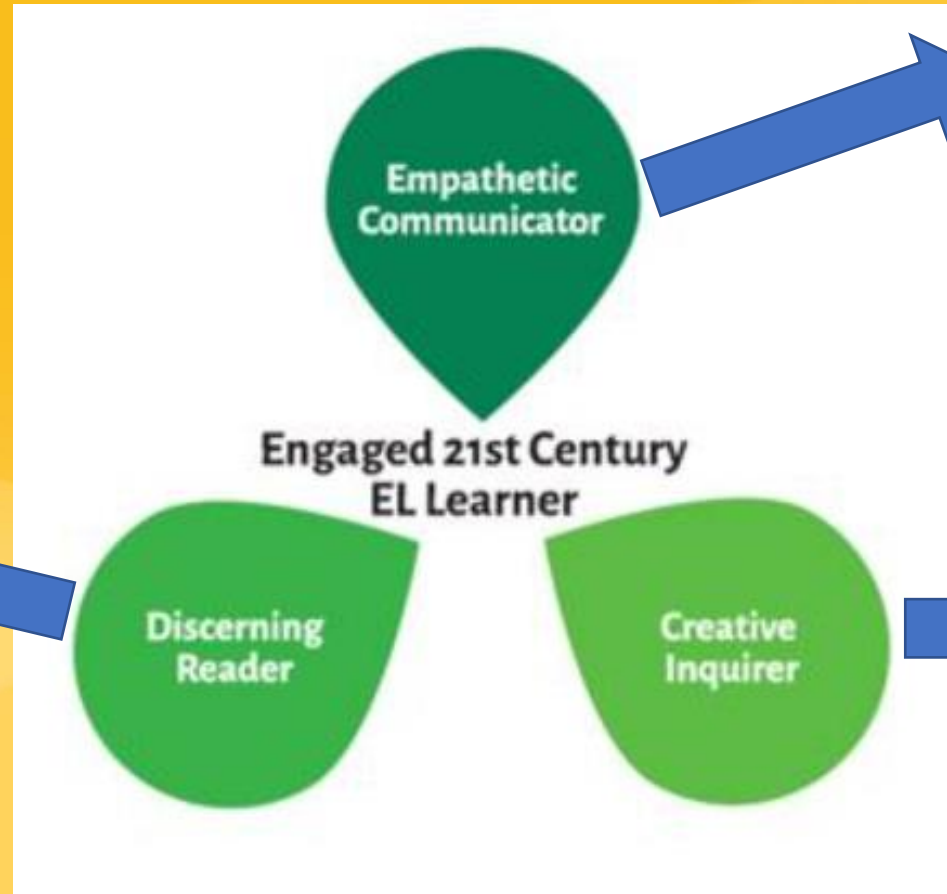
Learning English @ Rivervale



Language Carnival



English Syllabus



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

✓ Distinguish between truth and falsehood

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



STELLAR 2.0

- Strategies for English Language Learning and Reading 2.0 (STELLAR 2.0) programme develops in students a love for reading, oral communication, listening skills, grammar knowledge and writing skills.
- Broad Strategies:
 - Supported Reading (SR)
 - Know, Want to Know and Learned (KWL)
 - Writing Process Cycle



English Language Learning in the P3 & 4 STELLAR 2.0 Classroom



Listening, Reading and Viewing

Enjoy texts and understand that they serve **different purposes**

Supported Reading

KWL

Listening Skills

Strengthening Language Use

Understand how language choices affect the text purpose

Annotation

Explicit Teaching of Vocabulary and Grammar

Speaking, Writing and Representing

Compose texts using appropriate features and/or modes to suit different text purposes

Writing Process Cycle

Oracy Skills



Listening, Reading and Viewing

Texts for Different Purposes

Texts that Entertain



Texts that Explain



Texts that Describe and Inform



Listening, Reading and Viewing

During **Supported Reading**, students are required to:

draw on prior knowledge
and contextual clues to
facilitate comprehension
of text

questions about the text

make prediction

participate in shared book
reading

read attentively for a
sustained period

determine main
ideas/supporting ideas or
problem/solution

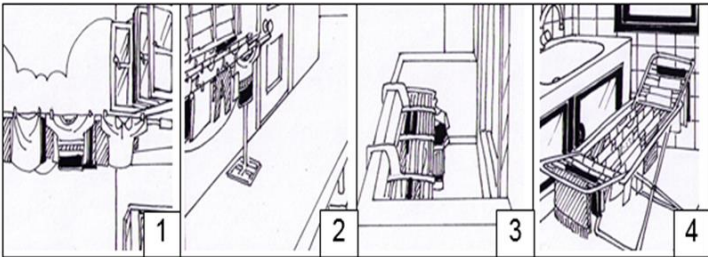


Listening, Reading and Viewing

Student will develop **Listening Skills** for understanding through completing tasks and activities that requires them to recall and organise key content.

Picture-Matching

For Question 1 and Question 2, look at the set of pictures. I am going to read to you a sentence or a paragraph. Listen carefully. Then choose the picture that describes what I have read. Write the number 1, 2, 3 or 4 in the brackets provided.



Q1.....()

Note-taking

You have been assigned to buy the items for a class barbecue. Your class monitor is telling you what to buy. Take down some notes so that you will not forget what he says. This is what he says.

As you listen, take down the missing information by filling in each blank numbered Q5 to Q9 with **one word or a short phrase**.

Class Barbecue – Things to Note

Q5. Time to meet: _____.

Q6. Charcoal : _____ packet/ packets

Q7. Number of tongs: _____.

Q8. Other items to buy: Plates, cups, forks and spoons,

Comprehension

Listen carefully to the passage and answer the following questions. For each question, choose the correct answer and write the correct number in the brackets provided.

Q10. When will the National Badminton Competition be held? ()
(1) January
(2) March
(3) December

Q11. What was the school's achievement in the previous year's competition? ()
(1) They were champions.
(2) They were first runners up.
(3) They were second runners up.

Q12. Which of the following statement is not said by the coach? ()
(1) Daniel has made tremendous improvement in the past three years.
(2) The school team may win the title if they continue to train hard.




Strengthening Language Use

Annotation Skills

Annotation Card

We are learning to annotate story elements in a text



Q1. Who is the main character?

Q2. Where did the story take place?

Q3. When did the story take place?

Q4. What is the problem?

Q5. What is the solution?

Q6. Draw a squiggly line for words we do not understand

Q7. Use double-headed arrows to line the pronouns/other nouns phrases with their referent



Identifying the main events of the recount

Everyone in our class likes ice cream.

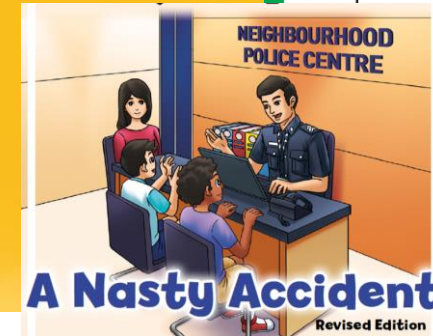
Our teacher found a recipe for making ice cream without a freezer. She said that if we brought the equipment, she would bring the ingredients.

Next morning, everyone arrived at school with:

- a large jar with a lid;
- a smaller jar (with a tight-fitting lid) that would fit inside the larger one;
- a spoon; and
- a hand towel.

Language features:

- past tense: recount of an event that happened earlier that day
- words/phrases to show time or sequence



Read the first page of the text.

What do we know about the event that the writer is recounting? Annotate the text to track your reading processes.

Michael and his neighbour, Rajen, witnessed a nasty accident. They went to the police station to report what they had seen.

At the police station, Officer Lim said to the boys, "Perhaps you can start by telling me where you were going and what you saw."


Michael spoke first. "At about two o'clock, we were walking towards the bus stop. We were waiting at the traffic light junction when a white minibus turned very quickly from the side road just as the green arrow came on."

ANNOTATING AN INFORMATION TEXT

I can annotate to keep track of my thinking as I read by making short notes and using these symbols:

Main idea	()
Supporting detail	x _____
Words we do not understand	~~~~~

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Strengthening Language Use

Modified PPP Approach for Grammar

Presentation

Practice

Production



Strengthening Language Use

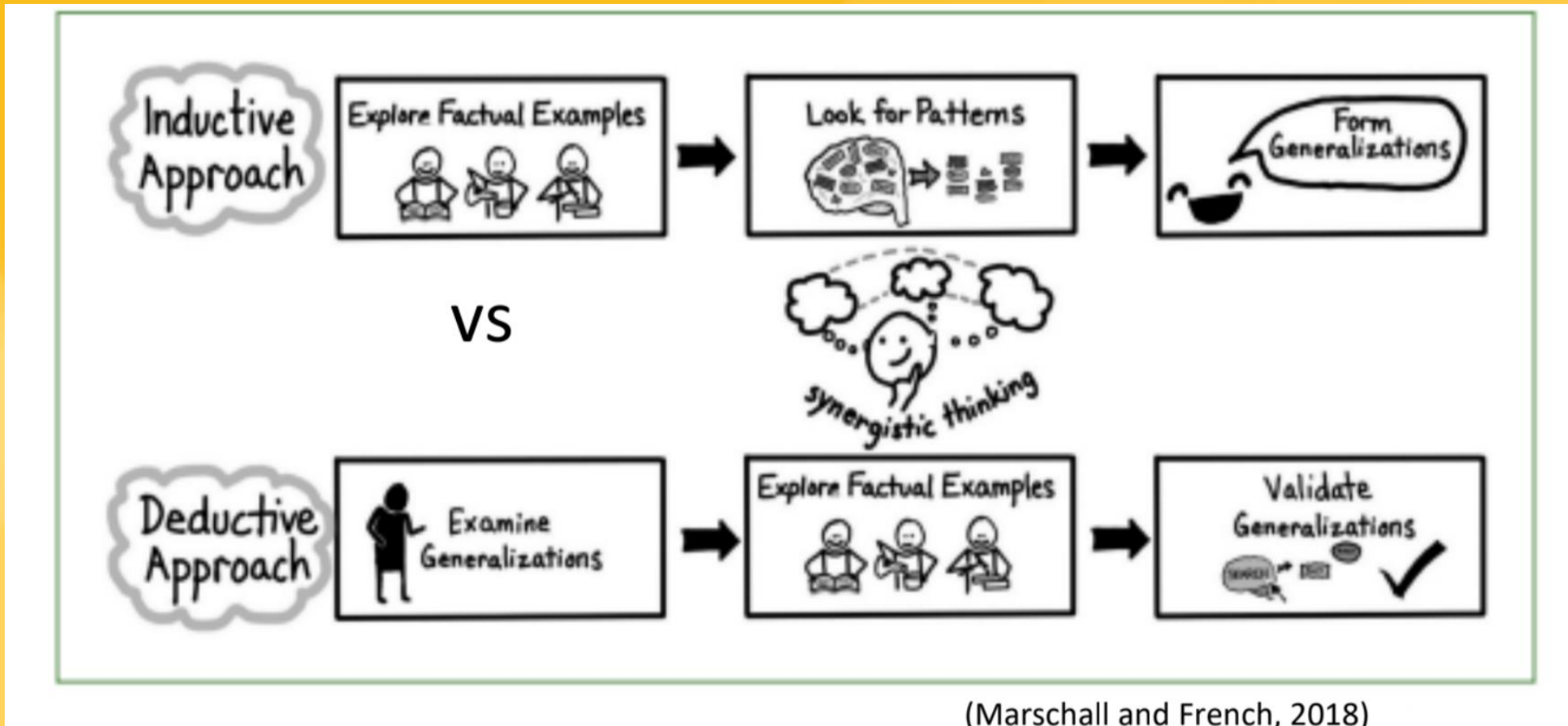
Grammar

Modified PPP Approach	
P resentation	<ul style="list-style-type: none">• Deductive and inductive approaches
P actice	<ul style="list-style-type: none">• Drill and practice• Purposeful iteration*
P roduction	<ul style="list-style-type: none">• Meaningful application across different contexts



Strengthening Language Use

Grammar



Speaking, Writing and Representing

Stimulus Based Conversation



Prompt 1

Look at the poster/advertisement. If you are taking part in this competition, which option would you choose? Why?

A Answer the question.

If I am taking part in this competition, I will choose to design a poster to create awareness of the extinction of frogs.



Prompt 1

Look at the poster/advertisement. If you are taking part in this competition, which option would you choose? Why?

R Provide a reason for your answer.

I think designing a poster to create awareness about the extinction of frogs is more meaningful than just drawing pictures of frogs in their natural habitat.



Prompt 1

Look at the poster/advertisement. If you are taking part in this competition, which option would you choose? Why?

E Share an example or experience.

In the poster, I may want to include what some causes that threaten the extinction of some species of frogs. By knowing the causes, people will then have an idea of how they can help prevent those causes.

savethefrogs.com/art

Join artists worldwide in the
**SAVE THE FROGS!
Art Contest**

One-third of the world's amphibian species are threatened with extinction, and up to 200 frog species have completely disappeared since 1979, making frogs the most threatened group of animals on the planet! The goal of this contest is to spread awareness of frog extinctions, and create cool frog art that can be used to raise money for **SAVE THE FROGS!** conservation efforts.

Option 1 : Draw a picture of frogs in their natural habitat.
Option 2 : Design a poster to create awareness of the extinction of frogs.

SAVE THE FROGS!

1st prize :
An Ipad mini
2nd prize :
A bicycle
3rd prize :
A digital camera

savethefrogs.com/art

SAVE THE FROGS! is America's first and only public charity dedicated to amphibian conservation.



Speaking, Writing and Representing



Primary 3

By the end of P3, students are required to write a composition of at least 100 words.

- **Three connected pictures** and **helping words** will be given to guide them
- Students are to **give an ending** to the story



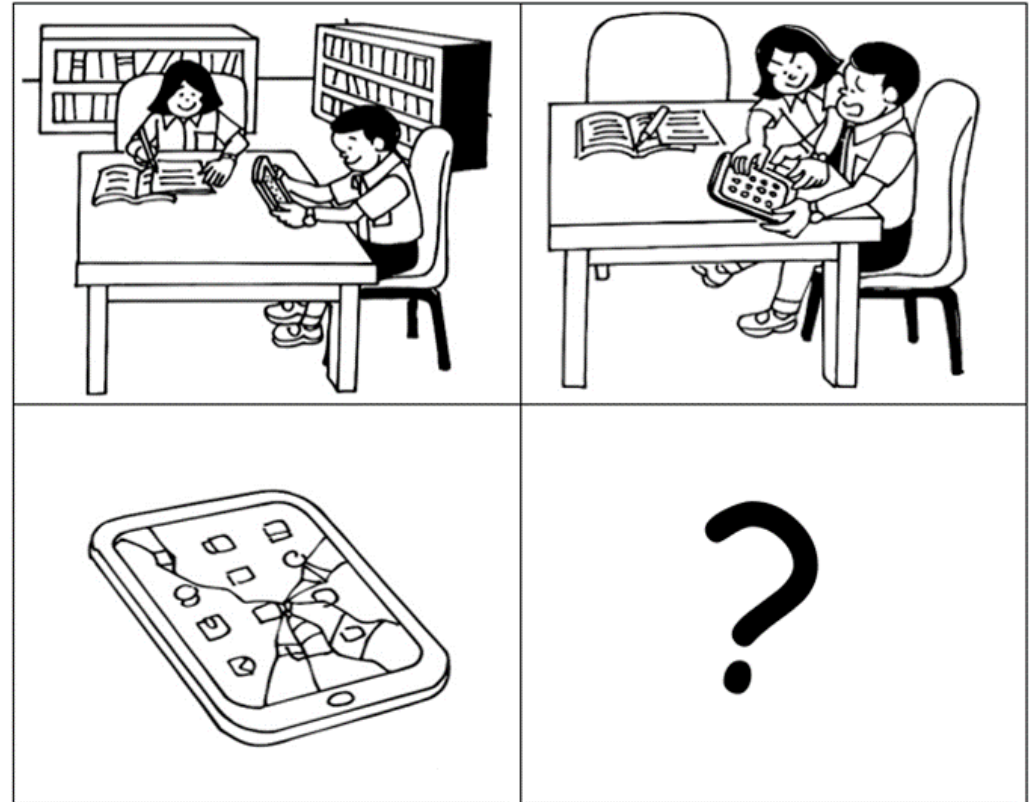
Task:

- One question (no option)
- Write a composition about the given **pictures**
- Give the story your own **ending**

Required response:

- Continuous writing of at least 100 words
- Students are to write the solution to the problem given in the picture
- Not compulsory to use the helping words given

Write a story of at least 100 words based on the pictures below. Give the story your own ending. You may use the words and phrases in the box.



library revision tablet
approached tried to snatch shattered

Primary 4

Students are required to write a composition of at least 120 words.

- guided writing with a **topic, picture prompts** and **helping words**.



Task:

- One question (no option)
- Write a composition about the given **topic**
- Based on **1** or more of the 3 given pictures
- **Pointers** provided
- Helping words provided

Required response:

- Continuous writing of at least 120 words
- Make use of at least 1 out of the 3 given visuals in any order
- Address the 4 pointers given in any order and include any other relevant points

Write a composition story of at least 120 words about **a brave act**.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or all of these pictures.

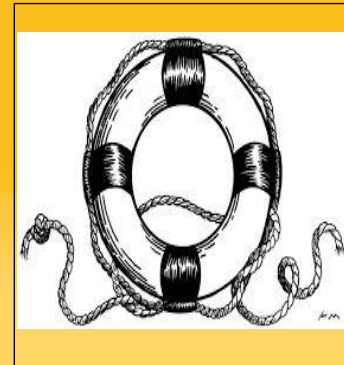
Consider the following points when you plan your composition:

- What was the brave act about?
- Where did the incident happen?
- Who was/were involved in the brave act?
- What happened in the end?

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

Helping words:

- notorious
- snarled
- heart was pounding
- head bobbing up and down in the water
- sprang into action



P3 & P4 End of Year English Language Paper



Paper	Component	Marks	Weightage
1	Composition	20	20%
2	Language Use & Comprehension	50	50%
3	Listening Comprehension	14	14%
4	Oral Examination	16	16%
	Total	100	100%



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**
- **Transfer what your child has read 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 for more details**
- **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

