



Sharing on English Language

Primary 3

Yuhua Primary School

Growing our Hearts and Minds



Overview

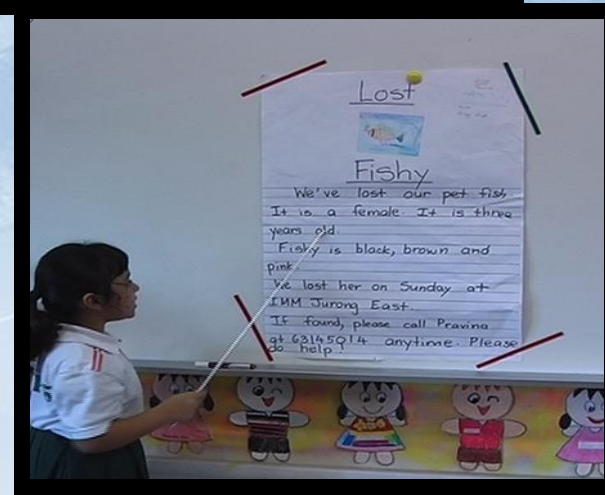
1. STELLAR 2.0 Curriculum
2. Examination Format
3. Key Programme
4. Strategies (selected components)
5. Home Support

A Parents' Guide to **STELLAR: Strategies for English Language Learning and Reading**

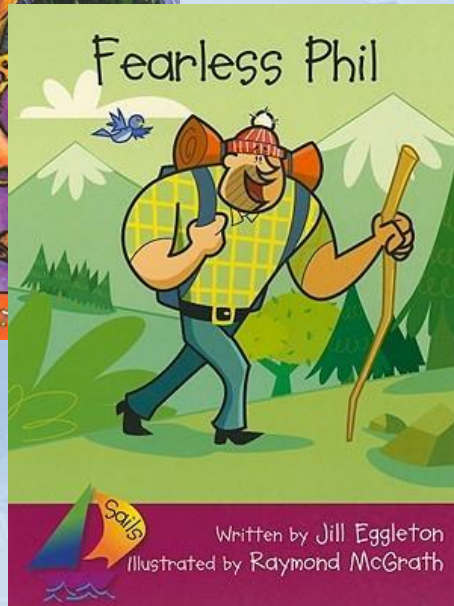
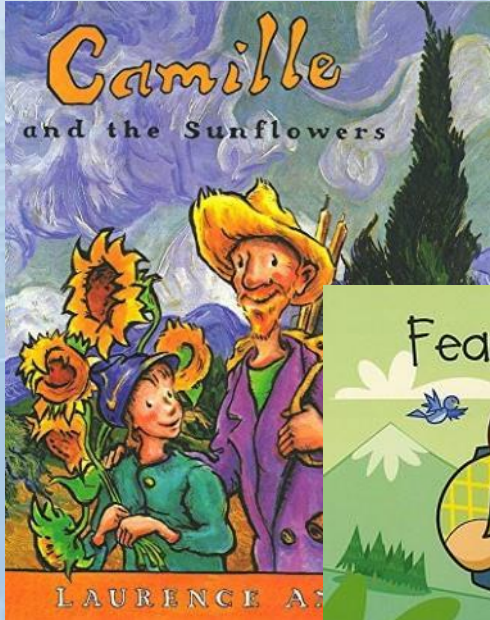
A new English Language Curriculum for Primary Schools in Singapore

The **STELLAR** Vision

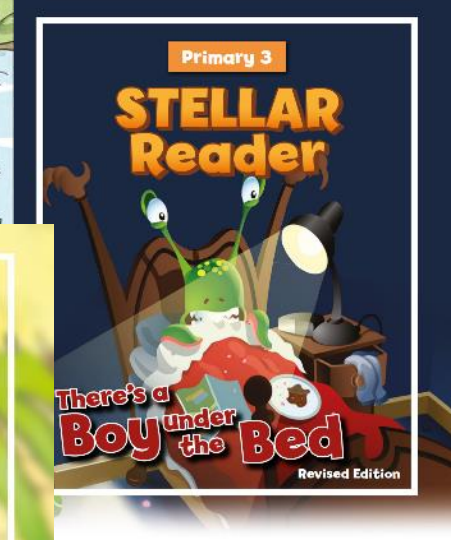
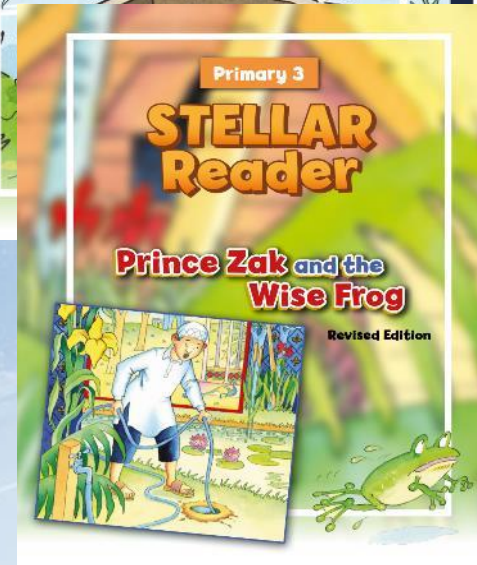
- Children who love reading and
- Have a strong foundation in the English Language



Examples of STELLAR Titles at P3



Big Books



Stellar Readers

English Language Syllabus 2020

STELLAR 2.0 states the following areas of language learning for the development of literacy:

- Listening & viewing
- Reading & viewing
- Speaking & representing
- Writing & representing
- Grammar
- Vocabulary

English Language Syllabus 2020

Empathetic communicators

who possess the values, dispositions and skills to listen actively to different perspectives; communicate confidently, effectively and sensitively while collaborating with others to work towards shared goals; and balance an appreciation of the Singapore spirit with multi-ethnic and multicultural sensitivities.

Discerning readers

who possess broad worldviews by staying well informed and self-directed in the use of information, and are able to distinguish fact from falsehood by processing and evaluating information, critically and with discernment according to purpose, audience, context and culture.

Creative inquirers

who explore and evaluate real-world issues and multiple perspectives as well as gather and synthesise information from diverse print, non-print and digital networked sources, so as to co-create knowledge and solutions in familiar or new contexts.

End-of-Year Examination Format

Component	Content	No. of qns	Duration	Weight.
Paper 1 (Writing)	Guided writing with picture prompts and helping words	1	50 min	20%
Paper 2 (Language Use & Comprehension)	<ul style="list-style-type: none">Vocabulary MCQGrammar MCQGrammar ClozeSpelling Punctuation & GrammarSentence ManipulationComprehension ClozeComprehension OE	6 8 8 3 4 5 Up to 16	1h 15 min	50%

End-of-Year Examination Format

Component	Content	No. of qns	Duration	Weight.
Paper 3 (Listening)	Picture-matching and Note-taking	14	25 min	14%
Paper 4 (Oral Communication)	Reading Aloud, Stimulus-based Conversation	1 passage 1 stimulus	~10 min	16%
Total				100%

Key Programme: READ & Current Affairs @YHPS

Aims:

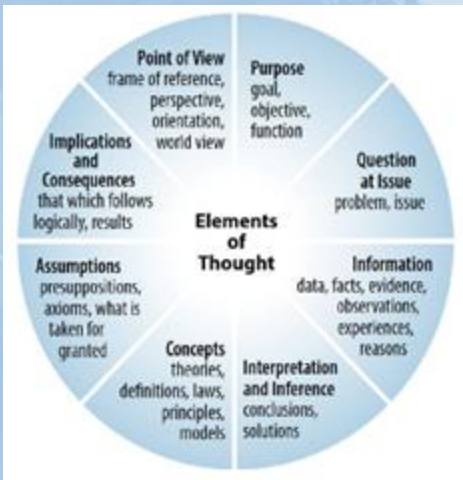
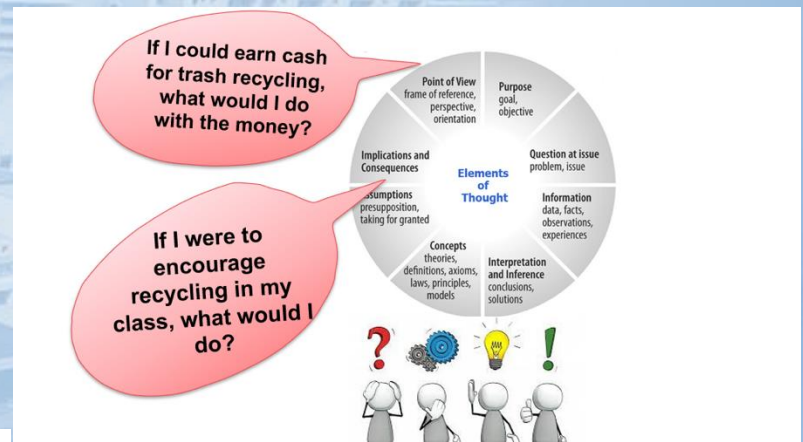
1. Encourage **curiosity** and a love to learn and **explore** new ideas
2. Widen pupils' **general knowledge**
3. Develop critical thinking and evaluative skills
4. Express opinions on issues **confidently** and **persuasively**

Key Programme: READ & Current Affairs @YHPS

- Integrated seamlessly into the EL curriculum
- READ Period is held **ONCE** a week
- Genre-based lessons
- Current Affairs
- Library visits

Key Programme – READ & Current Affairs @ YHPS

Elements of Thought used as a framework to guide students to think and analyse contemporary issues critically.



STUDENT ARTEFACTS

STEPHANIE CHUA LE LE

Edited on 15 Sep 2021 04:40 PM
Last commented 16 Sep 2021 08:09 AM

Topic : Is the Internet good or bad?

I think that the Internet is good as it helps us to complete tasks more efficiently. It also lets us access online platforms anywhere and anytime. We can use online payment and it saves us the hassle of having to count out the money and having a lot of change. Students can also use the Internet to do their homework and learn in the comfort of their own homes. Therefore, we can conclude that the Internet is good.

Students learn to **take a stand** and **substantiate** their responses with well-thought-out **reasons** and **examples**.

Writing @ P3

Comprehensive writing packages

Pre-writing → Writing (Class → Group → Individual)
→ Peer Conferencing / Self-check → Revising & Editing

Pre-writing Mini Lessons

WALT:

use dialogue and vivid descriptions to make our writing more interesting



How do you show and not tell that :

You are excited



Remember that you can use Show and Not Tell in the following ways:

- Use Action
- Use Dialogues
- Use Character's Thoughts/Monologues
- Use Descriptive /Sensory details

Writing @ P3

Theme: How you helped an injured child

Theme:
"helped an injured child"

What does helping an injured child mean?

What does it mean to help?

What does it mean if a child is injured?

Can I write a story about a lost child?
Would that be the same thing?

The Writing Task

Write a composition of at least 100 words about how you helped an injured child.

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.

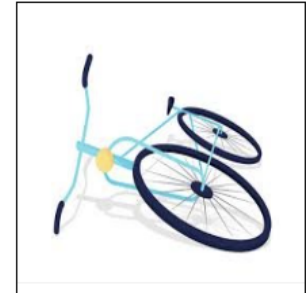
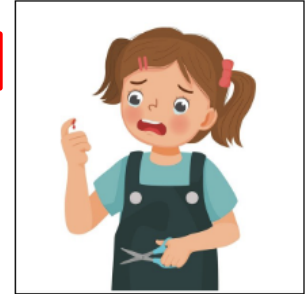
Consider the following points when you plan your composition:

- Who got injured and how did he/she get injured?
- What did the injured child do to catch your attention?
- How did you help the injured child?
- What happened in the end?

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

Helping words:

*a small cut on her finger
heard a crash
rushed over
helped her/him up
went to the teacher/parent for help*



Writing @ P3

Theme: How **you** helped an injured child

Point of View:

"you"

Which perspective must we use in the story? 1st or 3rd?

Characters:

"you" and "injured child"

There are two main characters in the story and both play an important role in the story.

The Writing Task

~~Write a composition of at least 100 words about how you helped an injured child.~~

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.

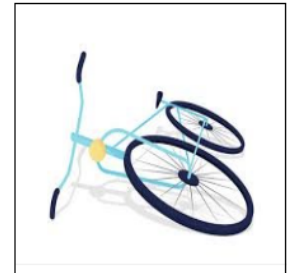
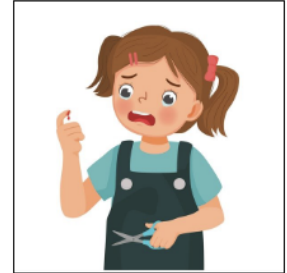
Consider the following points when you plan your composition:

- **Who** got injured and **how** did he/she get injured?
- **What** did the injured child do to catch your attention?
- **How** did you help the injured child?
- **What** happened in the end?

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

Helping words:

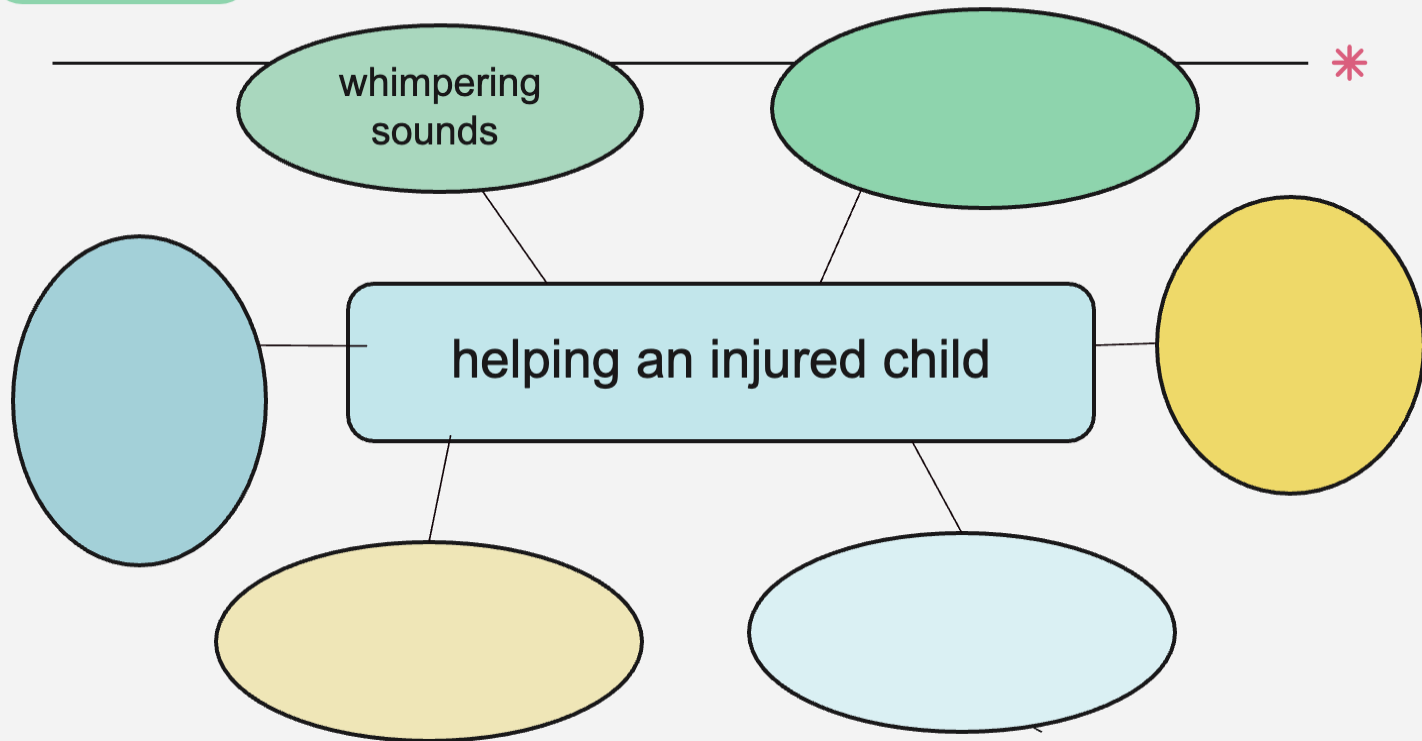
*a small cut on her finger
heard a crash
rushed over
helped her/him up
went to the teacher/parent for help*



Writing @ P3

Thematic vocabulary words and phrases
(e.g. **Word Splash** related to the theme/topic)

Word splash (words or phrases related to the theme)



Writing @ P3

5-Part Story Mountain for planning

Five Part Story Mountain

3. Problem

2. Build-up

4. Solution

1. Introduction

5. Ending

Writing @ P3

Writing checklist for peer-conferencing or self-check

Writing Checklist

Check your writing by ticking a box below one of the faces.

☺ We have done this. ☹ Oops, we forgot to do this.

Elements of a story	☺	☹
We included an introduction and an ending.		
We included a problem and solution.		
We described the characters.		
We used the first person narrator.		
Other components of good writing		
We used the past tense when describing events that had happened.		
We expanded sentences using noun phrases and preposition phrases, e.g., to add details about time.		
We included some similes.		
We included direct speech.		
We used a colour/ an object to tie an idea throughout the story.		
Proofreading		
We checked the use of punctuation.		
We checked the spelling of words.		

Two things we did well in:

↳ _____

↳ _____

One thing we want to improve on:

☹ _____

Discussions on Story Characters:

- Who is your favourite character?
- What makes this character interesting?
- How has the character changed or grown throughout the story?

“What if” Scenarios

- What if this character had a different personality – would it affect the character’s growth?
- What if a new character was introduced – would the story change?

Speaking/Oracy @ P3



Talk Moves



State idea



Agree



Disagree

Share their opinions

Make text connections

What are text connections?

Text-to-Self

A connection between a book and your life or experience

"I have acorns in my backyard!"

Make, Take & Teach

Text-to-Text

A connection between a book and another book or text that you have read

"I read about this kind of a spider in another book too!"

Make, Take & Teach

Oral @ P3

Ann was delighted that her parents had agreed to let her throw a birthday party. It would be the first time she held one! She had attended a few and knew what she wanted to do.

"I'll make an invitation card for each of my friends! I think they'll like them," Ann told her parents.

Ann could only draw and colour after she had finished her homework. It took her three days to get the cards ready. When her friends received their cards, they told her that the cards were beautiful.

"I've never been to an indoor playground! I can't wait to see what it's like," June said with a smile. Ann hoped that her friends would have lots of fun.

**You are invited to
Ann's birthday party!**



**Date: 11 April (Saturday)
Time: 11 a.m. to 1 p.m.
Venue: Joyful Indoor Playground**

Reading Aloud

Stimulus-Based conversation (SBC)

Yuhua Primary School

Growing our Hearts and Minds

Strategies for SBC

- Identify the main theme using keywords and pictures
- Predict the 3 questions using:

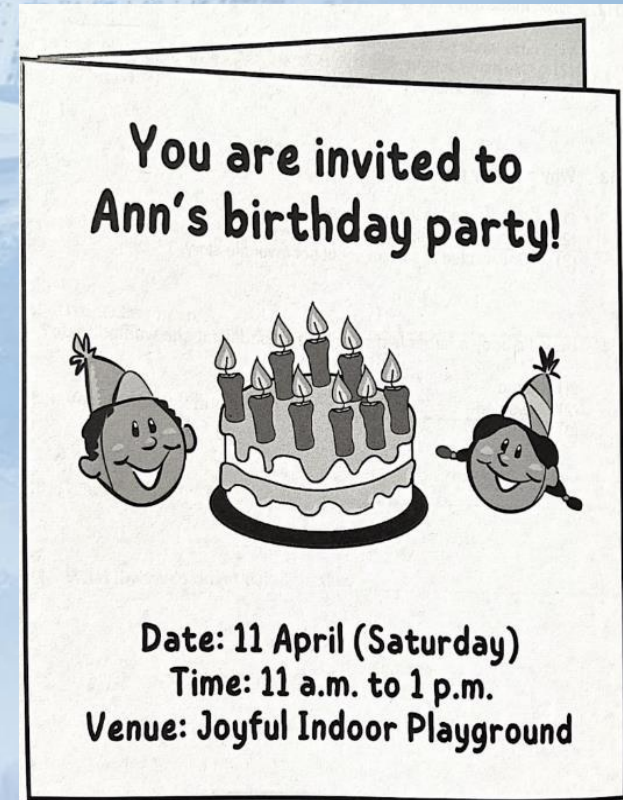
C	Choice
E	Experience
O	Opinion



Strategies for SBC (cont'd)

Use **R.A.S.E** to answer questions

Would you be interested to attend this party? Why/Why not?	
<u>R</u> esponse	Yes, I would be interested to attend this party.
<u>A</u> pply to self	Personally, I've always enjoyed attending parties as they are really fun. Furthermore, this event is on a Saturday and I have always wanted to go to Joyful indoor playground.
<u>S</u> tory	I recall celebrating my 8 th birthday at the park near my house. My family and I cycled to the park and had a picnic there. It was such a fun afternoon and that memory has been etched in my mind.
<u>E</u> nding	Birthday celebrations always bring such joy to both the guests and the birthday boy or girl. Thus, I would be really interested to attend this party.



Home Support

Listening

Reading

Grammar



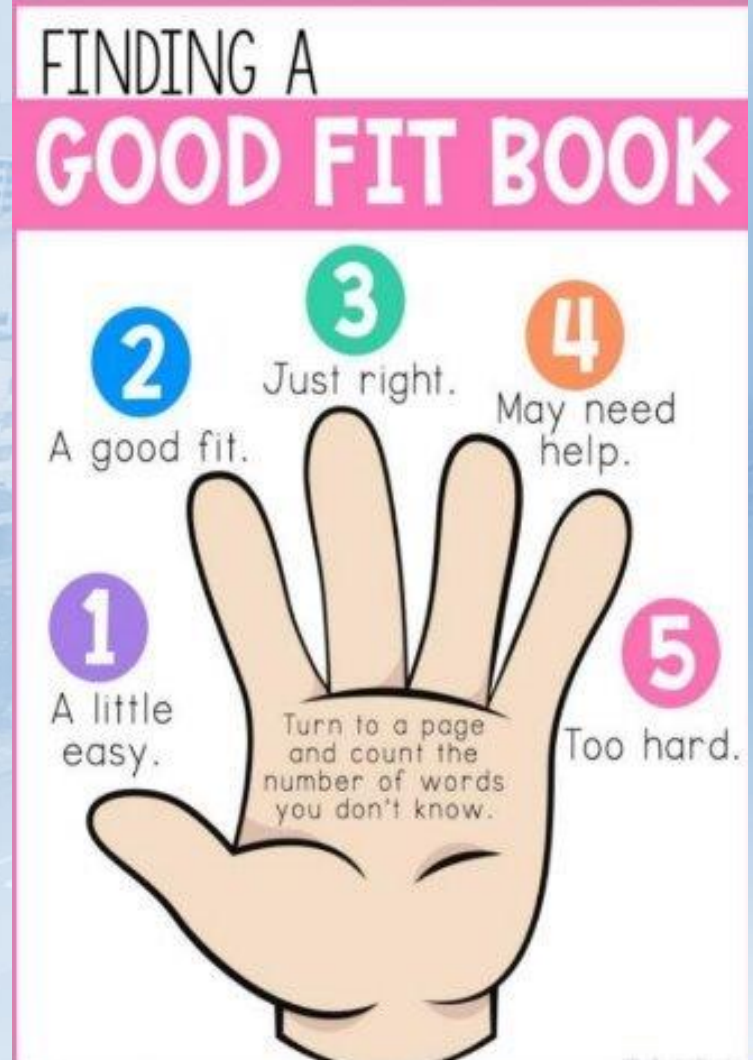
Vocabulary

Speaking

Writing

Home Support – Reading

- Visit the library
- Use the 5-finger rule to choose a book



Home Support – Vocabulary & Grammar



Make learning of English fun by incorporating fun games.

Home Support – Reading

<https://storylineonline.net/>

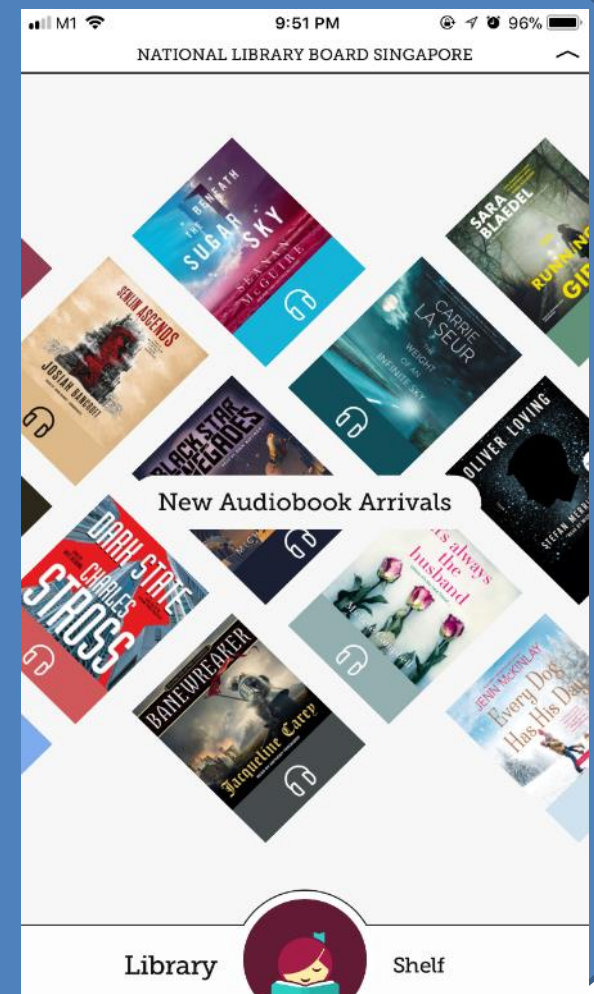
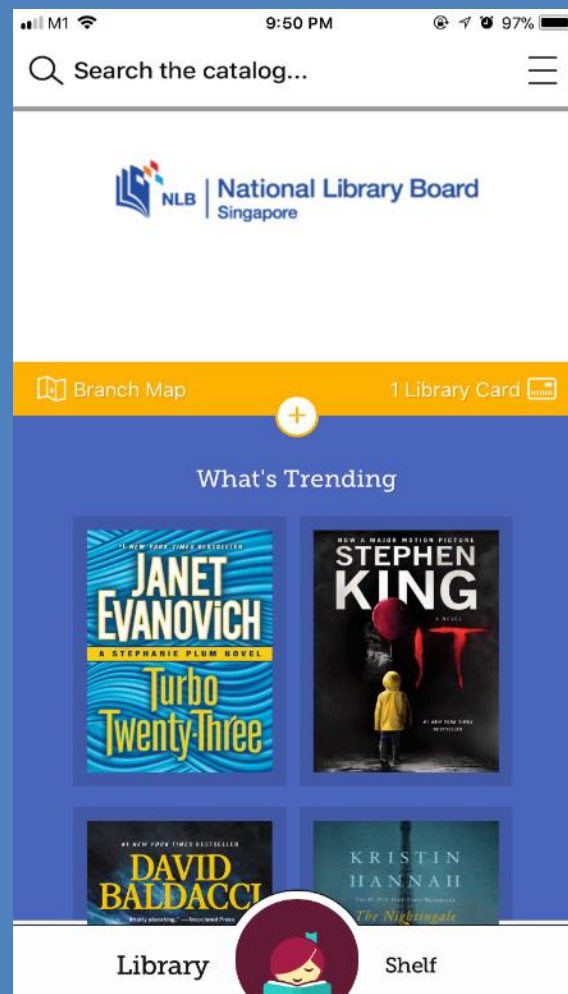
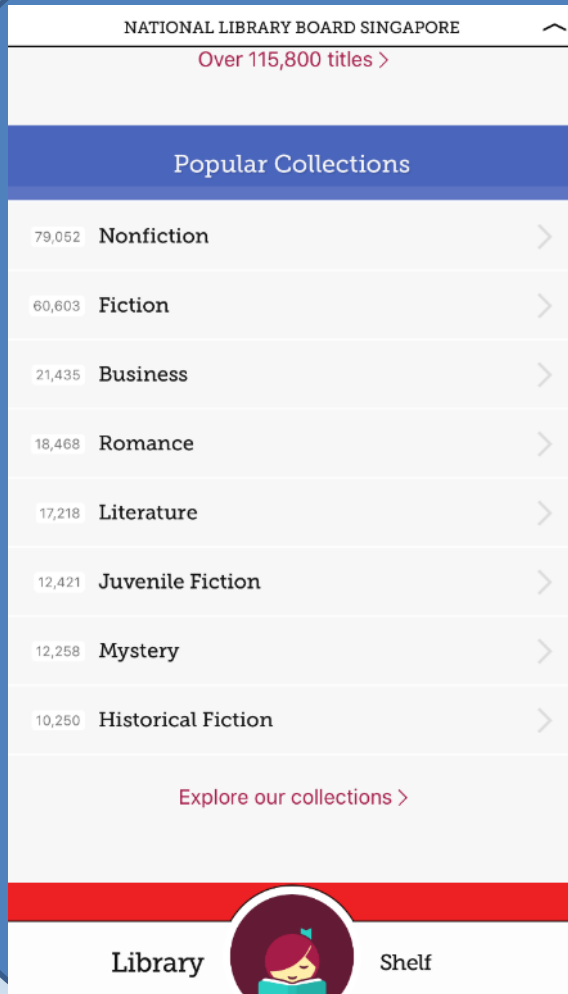
The screenshot shows the Storyline Online website interface. At the top left is the 'Storyline Online' logo. To its right are navigation links: 'All Books', 'About Us', 'Awards', and 'Subscribe'. A search bar with a magnifying glass icon and a 'DONATE' button are also present. Below the navigation is a 'Library' section with a 'Sort by: Title' dropdown and an alphabetical index from A to Z. Four book cards are displayed in a grid. Each card features a book cover image, the title, author, publisher, reader, suggested grade level, and run time. At the bottom of each card are two buttons: 'Activity Guides' and 'Buy This Book'.

Book Title	Author	Publisher	Read by	Suggested grade level	Run time
Arnie the Doughnut	Laurie Keller	Henry Holt & Company - Macmillan Publishers	Chris O'Dowd	1st - 2nd	15 minutes
As Fast As Words Could Fly	Pamela M. Tuck	Lee & Low Books Inc.	Dulé Hill	3rd - 4th	16 minutes
A Bad Case of Stripes	David Shannon	Blue Sky Press	Sean Astin	2nd - 3rd	12 minutes
Brave Irene	William Steig	Houghton Mifflin Harcourt	Al Gore	1st - 2nd	14 minutes

Online stories and read aloud

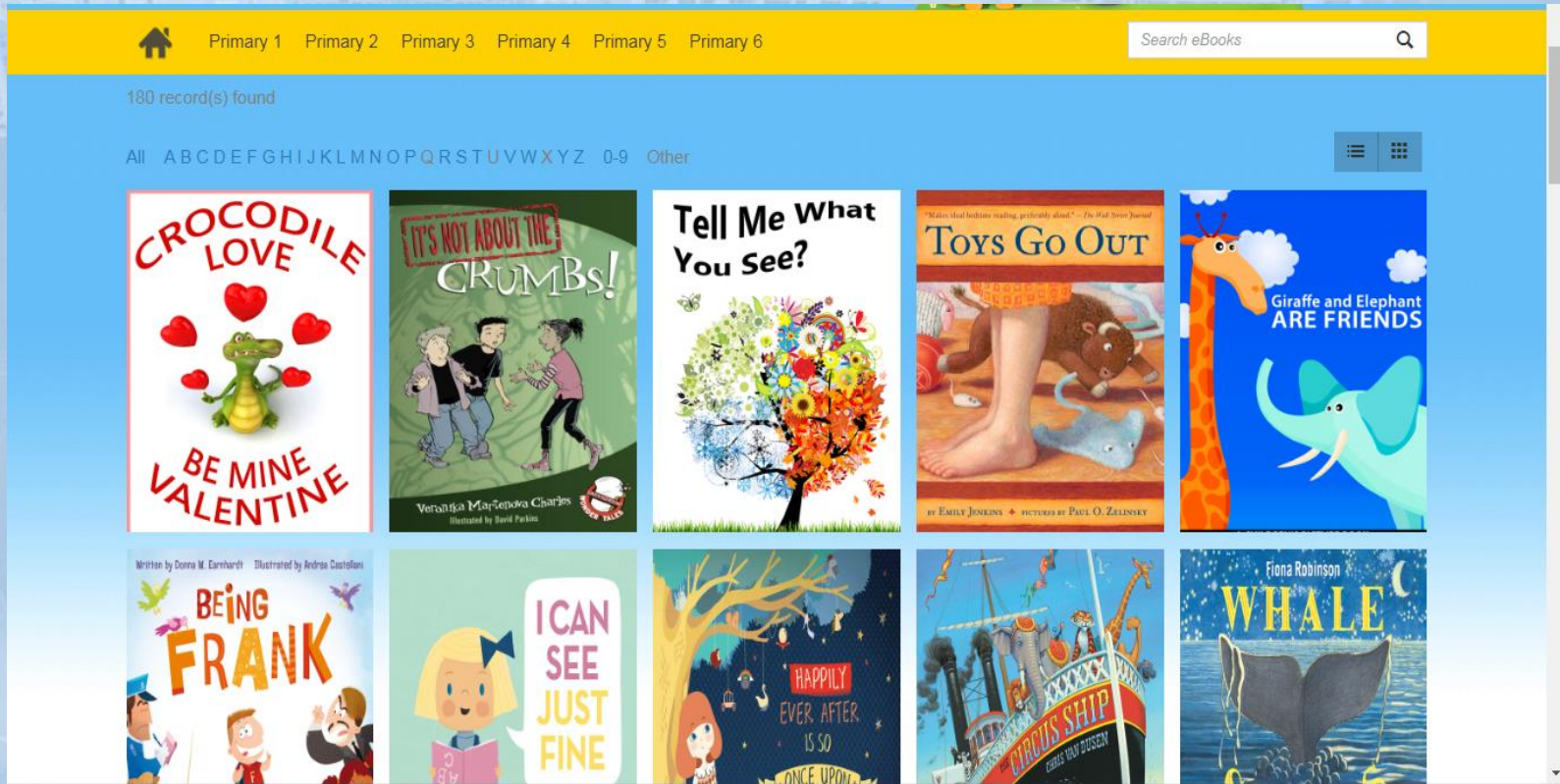
Home Support – Reading

Application/ Web-based - **Libby (NLB)**



Home Support – Reading

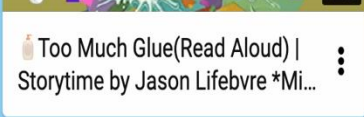
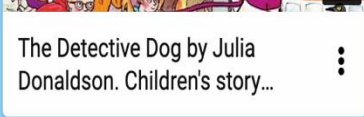
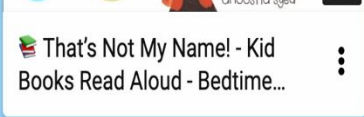
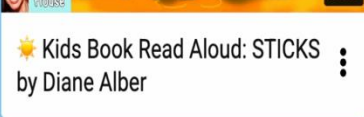

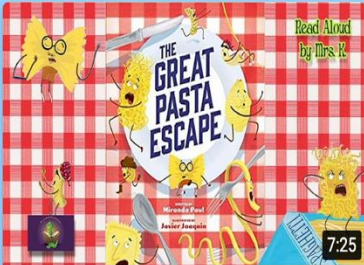

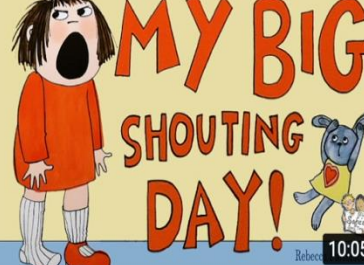
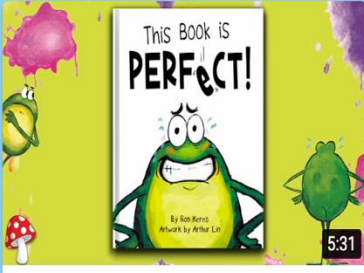



DiscoverReads



<http://www.nlb.gov.sg/discoverreads/>

Home Support – Listening

YouTube Kids

 <p>Too Much Glue(Read Aloud) Storytime by Jason Lifebvre *Mi... 5:01</p>	 <p>The Detective Dog by Julia Donaldson. Children's story... 7:25</p>	 <p>That's Not My Name! - Kid Books Read Aloud - Bedtime... 9:25</p>	 <p>Kids Book Read Aloud: STICKS by Diane Alber 10:05</p>
 <p>The Three Little Pigs - Read aloud in fullscreen with music and... 5:01</p>	 <p>THE GREAT PASTA ESCAPE read aloud - A Funny Children's pictur... 7:25</p>	 <p>Kids Book Read Aloud: CREEPY CRAYON by Aaron Reynolds and... 9:25</p>	 <p>MY BIG SHOUTING DAY! KIDS BOOKS READ ALOUD REBECCA... 10:05</p>
 <p>This Book IS PERFECT! 5:31</p>	 <p>WHERE DOES KITTY GO IN THE RAIN? 7:53</p>	 <p>One by Kathryn Otoshi 8:55</p>	 <p>DONUTS THE HOLE STORY 7:08</p>

Home Support – Writing

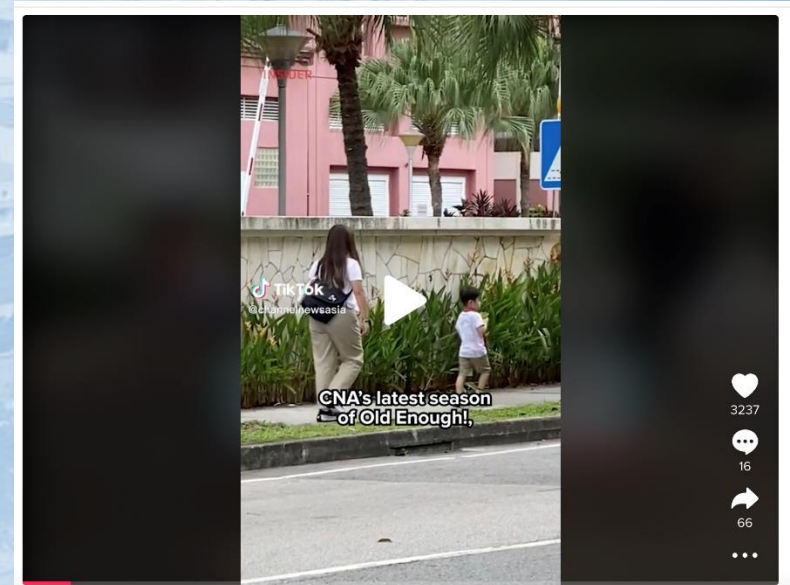
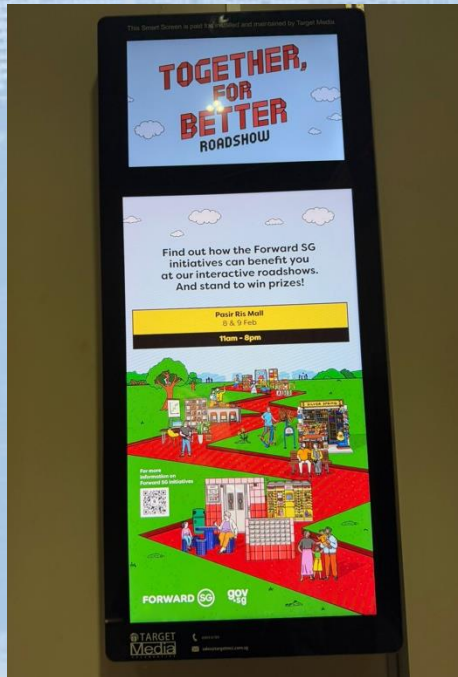
Shared Journaling

1. Get a brilliant book for them to write in.
2. Keep it fun - if he/she wants to draw instead of write, that's okay!
3. Don't correct mistakes.
4. Do it daily!
5. Reply with a journal entry!



Home Support – Speaking

Conversations about Current Affairs



*Keep it light-hearted
Encourage your child to ask questions*

Home Support – Speaking

Daily Conversations



- a) Ask open-ended questions that require your child to pause, think and reflect.
- b) They begin in some of the following ways: *why, how, describe, tell me about, what do you think about...etc*

SPARK THEIR LOVE
FOR LEARNING



THANK YOU 😊

Yuhua Primary School

Growing our Hearts and Minds

