



Sharing on English Language

Primary 4

Yuhua Primary School

Growing our Hearts and Minds



Overview

1. Examination Format
2. Key Programmes
3. Strategies (selected components)
4. Home Support

Examination Format

Component	Content	No. of qns	Weighting & Duration
Paper 1 (Writing)	Guided writing with picture prompts and helping words	1	20% [50 min]
Paper 2 (Language Use & Comprehension)	<ul style="list-style-type: none">• Vocabulary MCQ• Grammar MCQ• Grammar Cloze• Sentence Manipulation• Comprehension Cloze• Comprehension OE	6 10 8 4 4 Up to 18	50% [1h 15min]

Examination Format

Component	Content	No. of qns	Weighting & Duration
Paper 3 (Listening)	Picture-matching and Note-taking	14	14% [about 20 min]
Paper 4 (Oral Communication)	Reading Aloud, Stimulus-based Conversation	1 passage 1 stimulus	16% [about 6 min]
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

Themes

Heroes

Environment

Media

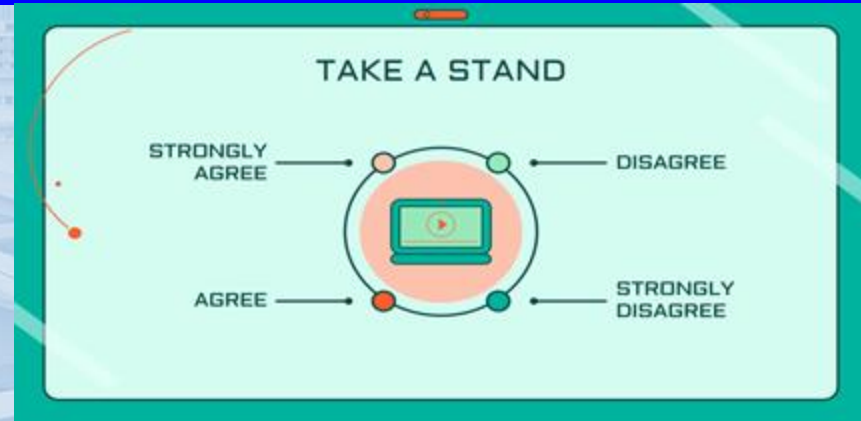
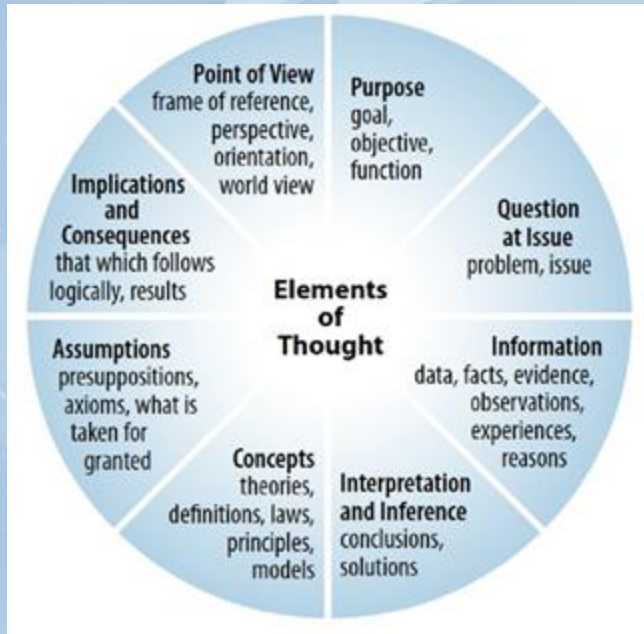
**Science &
Technology**

Arts & Culture

Sports & Health

Key Programme: READ & Current Affairs @YHPS

Elements of Thought
used as a framework to guide pupils 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.

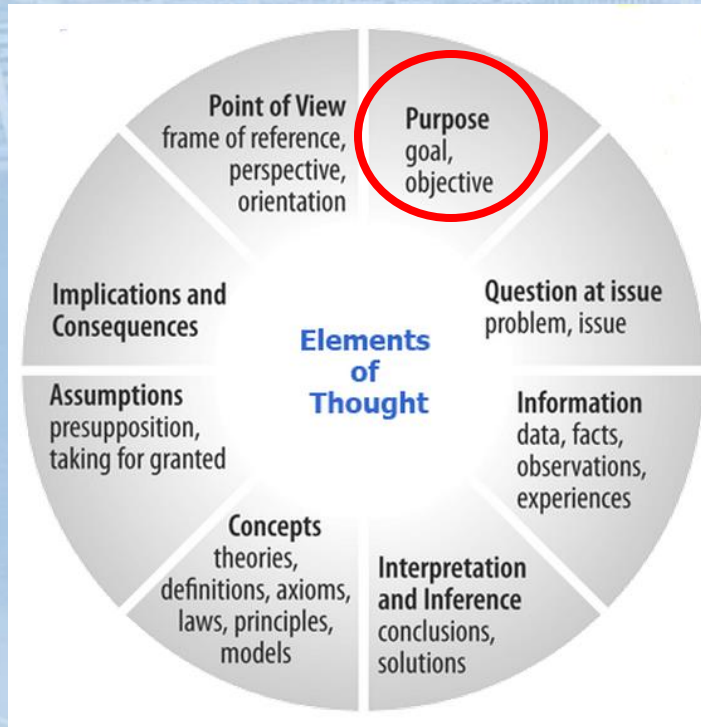
Pupils learn to **take a stand** and **substantiate** their responses with well-thought-out reasons and examples.

STRATEGIES FOR WRITING



Strategies for Writing

Theme: A Road Accident



Theme: Identifying key words

Writing Task 1 : A Road Accident

Write a composition of at least 120 words about **a road accident.**

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

Consider the following points when you plan your composition:

- Who/What caused the road accident?
- What did you do after witnessing the road accident?
- What happened to the people involved in the accident and how did they feel at the end?

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

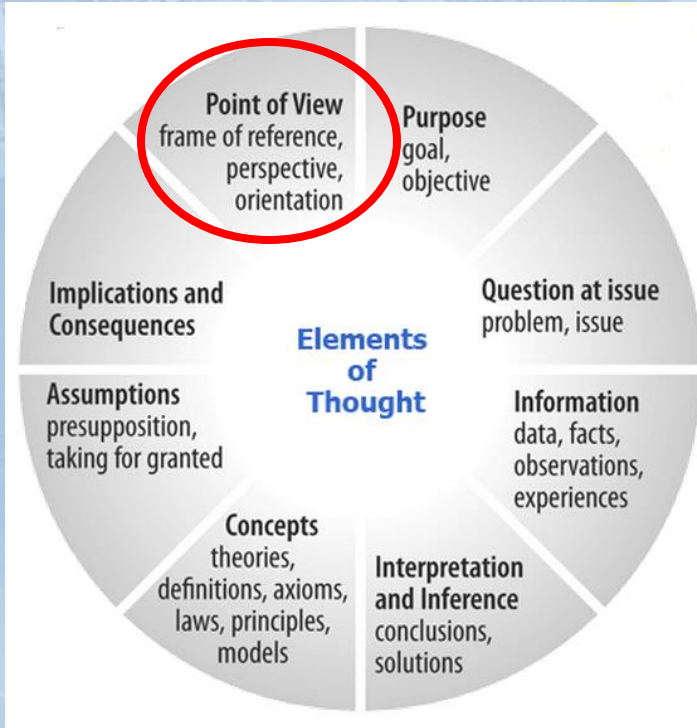
Helping words:

- traffic light junction
- chased after the ball
- brakes screeching
- swerved
- collided
- paramedics



Strategies for Writing

Theme: A Road Accident



Perspective:
1st person? 3rd person?

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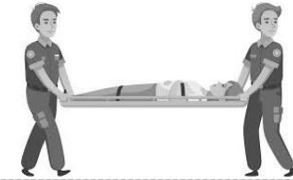
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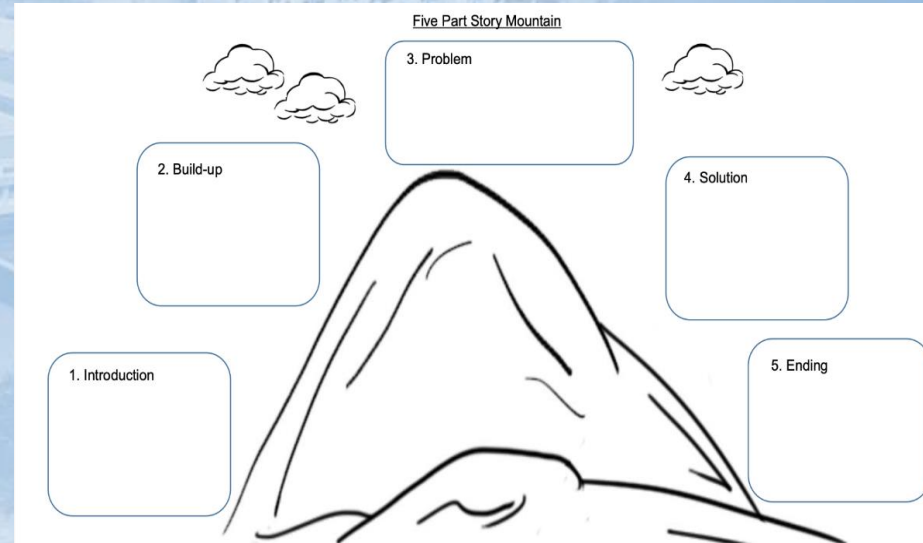


Strategies for Writing

- **5-Part Story Mountain**

(Introduction, Build-up, Problem, Solution, Ending)

- Mini-lessons on pre-writing
- Thematic vocabulary words and phrases
- Group, pair, individual writing



Strategies for Writing

- Explicit teaching of 'Show Don't Tell' and 'Explode the Moment' strategies through the targeted exercises to hook the readers

SHOW, DON'T TELL

Speech

What does the character **Say**?

Thought

What is the character's **Thought**?

Effect

What is the character's **Effect on others**?

Action

What is the character's **Action**?

Looks

How does the character **Look**?

STRATEGIES FOR ORAL

Reading Aloud and Stimulus-Based Conversation



Strategies for Reading Aloud

- '-th' sounds
- Initial consonant sounds
- Final consonant sounds
- Pitch and tone
- Appropriate pauses
- Reading of dialogues
- Stress of certain words to convey passage's intent

Reading Passage

Imagine that you are telling a story to your friends. Read aloud the story below so that they will enjoy listening to you.

Jenny was bubbling with excitement. She would be celebrating her tenth birthday the next day. All her closest relatives and friends were invited to her party and she could not wait for the special day to arrive.

Jenny's mother had picked up a few grocery items at the supermarket. She was planning to prepare some of the dishes herself. Jenny helped by pushing the shopping cart down the aisle while her mother browsed through the shelves.

"What sort of cake would you like?" Jenny's mother asked, smiling warmly at Jenny.

"I'd like a vanilla cake with whipped cream and strawberries on top!" Jenny replied, her eyes lighting up at the thought of it.

"Really? I think I can bake that for you!" her mother replied. "It shouldn't be too difficult."

Jenny squealed with delight as she thought of the spread of food at her party.

Strategies for Reading Aloud

- Explicit teaching of the features of good reading
- Bite-sized and targeted in-class practices

Contents

To help us read well, we will look at:

1. Pronunciation
2. Pausing
3. Pace
4. Intonation
5. Tone
6. Word Stress and Sentence Stress
7. Volume
8. *Commonly Mispronounced Words
9. * Pronouncing 'the' before a vowel

In-Class Practice

"It's **amazing!** Such an **unbelievable** sight!"

Brenda **gasped** as she saw the huge waterfall.

(excited tone and high pitch)

What tone should you use?



Strategies for Stimulus-based conversation

Sunrays
Outdoor Activities Club
Lead an active lifestyle and enjoy some sunshine!
Participate in up to 5 activities weekly!



For children
6 to 12 years old

- Thematically linked
- Three main questions
- **Qn 1:** related to stimulus
- **Qn 2 & 3:** related to theme (personal experience and opinion)
- Use standard English with correct structures

Strategies for Stimulus-based conversation

- Teaching slides to guide pupils to predict the three main questions using the CEO approach AND craft their responses using the RASE approach
- In-class practices

Stimulus-based Conversation (SBC)

How do you prepare for the SBC component?

Step 1:

Identify the **theme**

Step 2:

Use **CEO** to predict the three main questions

Step 3:

Use **RASE** to craft a response

Let's have a closer look at **RASE**.

S

Story



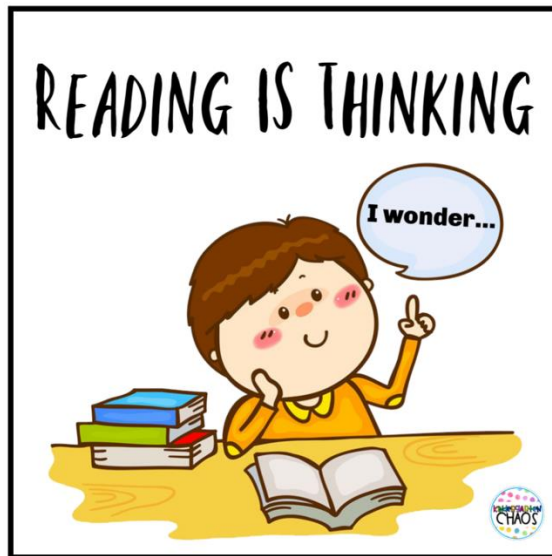
A 'story' is a specific incident/experience your family and friends had encountered. It could even be something that you have read or watched.

Use the **5W1H** to add details to your story.

Use time markers in your story:

- *There was once when I...*
- *When I was in Primary 3...*
- *Last year/ month/ week/recently...*
- *During the June holiday / my birthday (or any other events)*






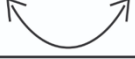



STRATEGIES FOR READING COMPREHENSION



Strategies for Reading Comprehension

ANNOTATING A NARRATIVE TEXT (P4)

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




Characters (who)	
Setting (where/when)	
Problem (what)	
Solution (what)	
Words we do not understand	
Referents (who / what it refers to)	
Questions	
What the text reminds me of	
Surprising information	

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ANNOTATING AN INFORMATION TEXT

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

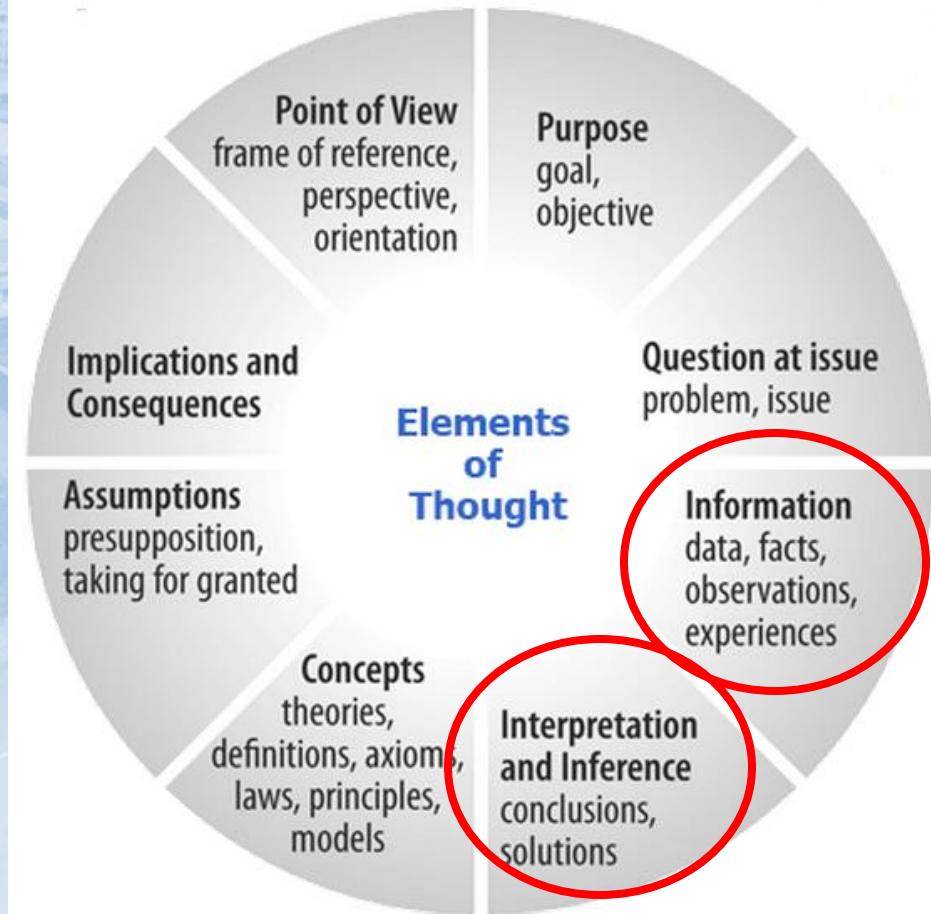
Main idea	
Supporting detail	
Words we do not understand	

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Strategies for Reading Comprehension

It was almost noon. The curtain was drawn and the sun rays fell onto Jared's cheeks. He stirred as he felt his grandfather shaking his shoulders gently.



Strategies for Reading Comprehension

Use the information provided...

It was almost **noon.** The curtain was drawn and the sun rays fell onto Jared's cheeks. He stirred as he felt his grandfather **shaking his shoulders gently.**

Make Inferences/Questions

- Why was Jared still asleep this late? He slept late.
- Why did his grandfather shake his shoulders? He wanted to wake Jared up.

Home Support

Listening

Reading

Grammar



Vocabulary

Speaking

Writing

Home Support – Speaking

Speak in Standard English.

I also know how. ✗

I know how to
do it too. ✓

Be Understood.
Not only in Singapore, Malaysia and Batam.

www.goodenglish.org.sg



Home Support - Speaking

Conversational Catch

1

Active Listening

Giving your child your full attention

2

Open-Ended Questions

Questions that allow for more in-depth conversations

3

Comfortable Environment

A safe and open environment

4

Share Personal Experiences

Model by sharing your own experience!

Home Support – Vocabulary

Different types of flash card

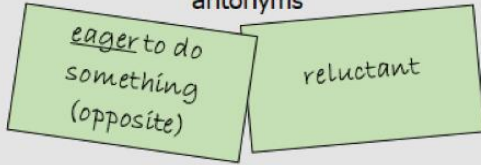
gapped sentences



synonyms



antonyms



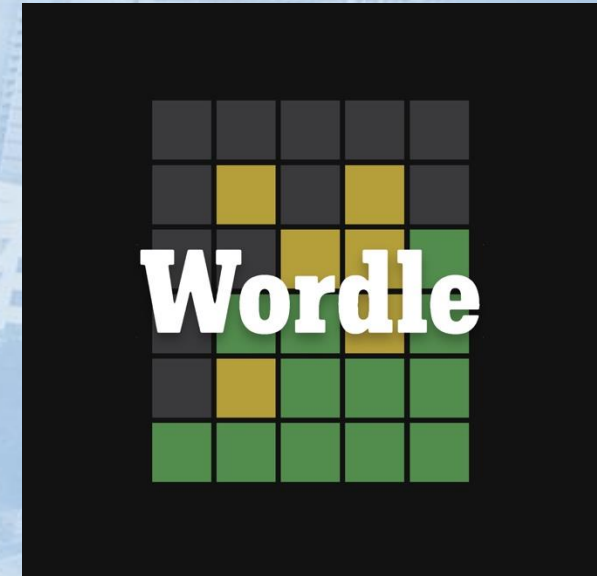
definitions



translations



pictures



Use flashcards to learn new words.

Make learning new words fun by incorporating fun word games.

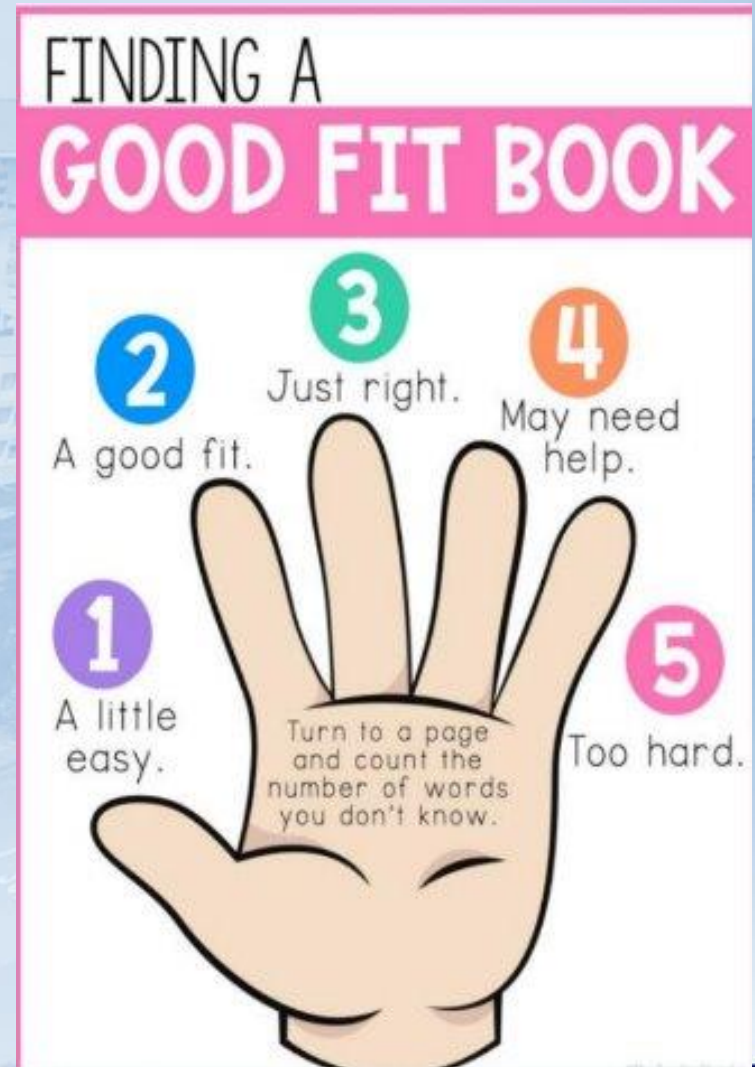
Home Support - Reading

- Reading a wide genre of books and magazines
- Be a reader yourself and discuss what you and your child are reading



Home Support – Reading

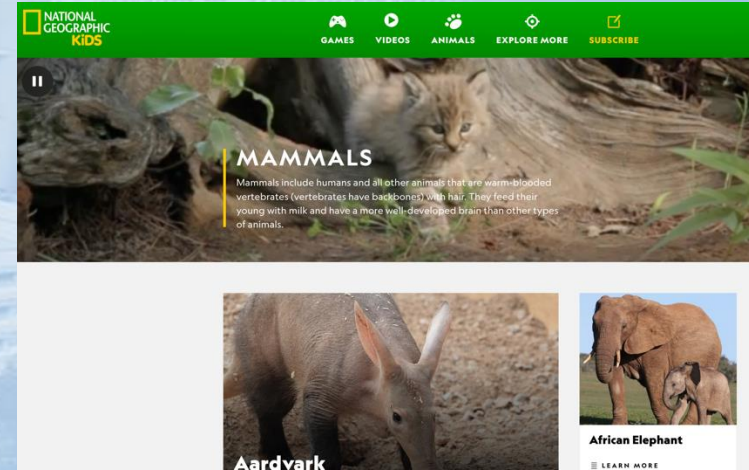
- Visit the library
- Use the **5-finger rule** to choose a book



Home Support – Reading

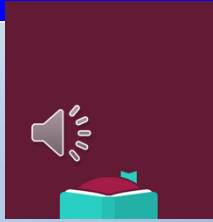
Websites

- <http://visuwords.com/>
- <https://youngzine.org/>
- <http://www.nationalgeographic.com/>
- <https://kids.nationalgeographic.com/>
- <http://www.nlb.gov.sg/discovereads/>
- <https://www.oxfordlearnersdictionaries.com/>
- <https://abcya.com>

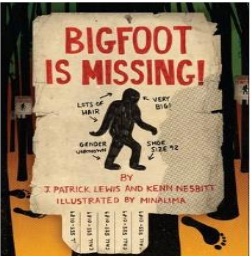

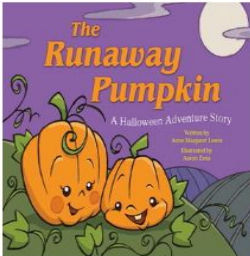
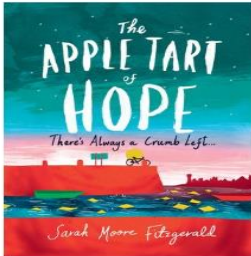

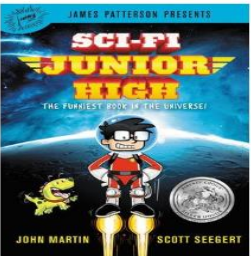

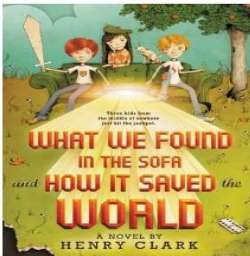
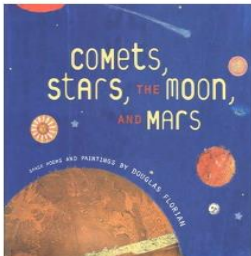




Home Support – Reading

- SMART phone Application (also accessible via Web)
 - Libby (NLB)



JUVENILE FICTION

 <p>Place Hold </p> <p>Read Sample</p> <p>Tag</p>	 <p>Borrow</p> <p>Read Sample</p> <p>Tag</p>	 <p>Place Hold </p> <p>Read Sample</p> <p>Tag</p>
<p>Bigfoot is Missing! • J. Patrick Lewis</p> <p>★★★★★ 64</p>	<p>The Runaway Pumpkin • Anne Margaret Lewis</p> <p>★★★★★ 24</p>	<p>The Apple Tart of Hope • Sarah Moore Fitzgerald</p> <p>★★★★★ 32</p>
 <p>Place Hold </p> <p>Read Sample</p> <p>Tag</p>	 <p>Borrow</p> <p>Read Sample</p> <p>Tag</p>	 <p>Place Hold </p> <p>Read Sample</p> <p>Tag</p>
<p>Sci-Fi Junior High • Scott Seegert</p> <p>★★★★★ 21</p>	<p>What We Found in the Sofa and How It Saved the World • Henry Clark</p>	<p>Comets, Stars, the Moon, and Mars • Douglas Florian</p>

Library  Shelf

Home Support – Reading

- Libby (NLB)

- Audio Books



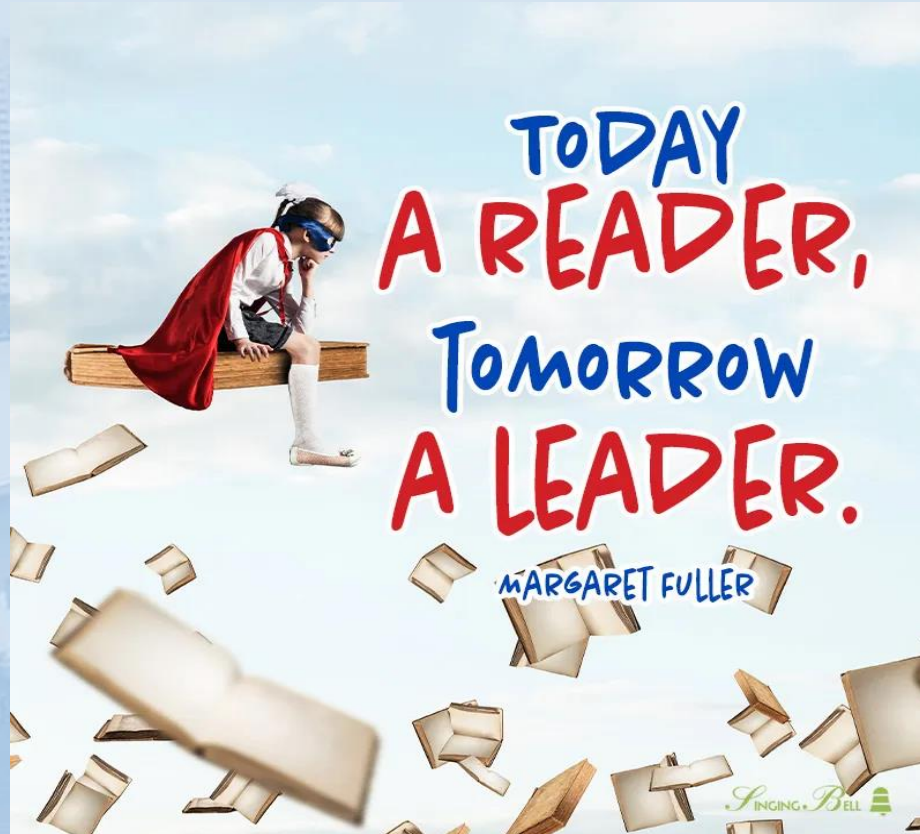
Home Support – Reading

Discovereads

The screenshot shows the Discovereads website interface. At the top, there is a navigation bar with a home icon and links for Primary 1 through Primary 6. A search bar labeled 'Search eBooks' is on the right. Below the navigation, it says '180 record(s) found'. There are filters for 'All', 'ABCDEFGHIJKLMNOPQRSTUVWXYZ', '0-9', and 'Other'. The main content area displays a grid of 10 e-book covers:

- CROCODILE LOVE BE MINE VALENTINE**: A green crocodile surrounded by red hearts.
- IT'S NOT ABOUT THE CRUMBS!**: Three children looking at a pile of crumbs.
- Tell Me What You See?**: A tree made of various colorful flowers and butterflies.
- Toys Go Out**: A foot stepping on a toy elephant and a toy cow.
- Giraffe and Elephant ARE FRIENDS**: A giraffe and an elephant.
- BEING FRANK**: A boy and a girl talking to a man.
- I CAN SEE JUST FINE**: A girl reading a book.
- HAPPILY EVER AFTER IS SO ONCE UPON A TIME**: A girl looking at a tree with a sign.
- CIRCUS SHIP**: A circus ship with animals.
- WHALE**: A whale's tail in the water.

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



Thank you 😊!