

Sharing on English Language

Primary 5

Yuhua Primary School

Growing our Hearts and Minds



Overview

- ❖ Examination Format (FEL & EL)
- ❖ Key Programme
- ❖ Strategies (selected components)
- ❖ Home Support

Examination Format - FEL

Paper	Component	Weighting	Duration
1	Situational Writing (9m) Continuous Writing (16m)	25%	1h 10min
2	Language Use & Comprehension (40m)	40%	1h
3	Listening Comprehension (15m)	15%	≈ 35 min
4	Oral Communication (20m)	20%	≈ 10min
TOTAL: 100		100%	

Examination Format - EL

Paper	Component	Weighting	Duration
1	Situational Writing (14m) Continuous Writing (36m)	25%	1h 10min
2	Language Use & Comprehension (90m)	45%	1h 50min
3	Listening Comprehension (20m)	10%	≈ 35 min
4	Oral Communication (40m)	20%	≈ 10min
TOTAL: 200m		100%	

Key Programme – Current Affairs@YHPS

- Integrated seamlessly into the EL curriculum
- Aims:
 1. Widen pupils' general knowledge
 2. Read articles with discernment and critical thinking
 3. Express opinions on issues confidently and persuasively

Key Programme – Current Affairs@YHPS

Themes

Heroes

Environment

Media

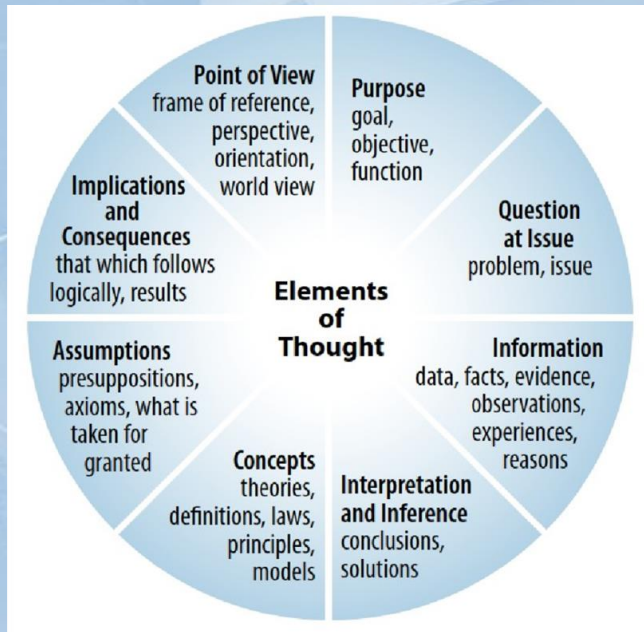
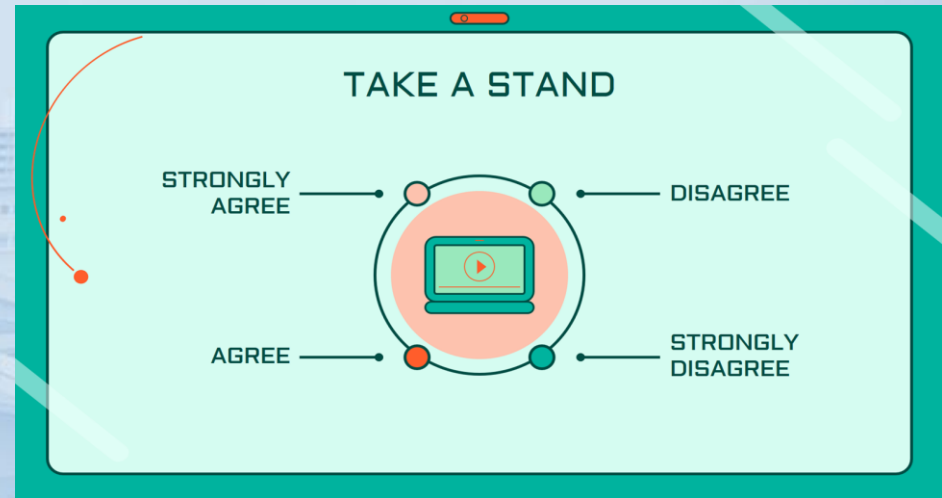
**Science &
Technology**

**Arts &
Culture**

**Sports &
Health**

Key Programme – 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

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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 (selected components)

Continuous Writing (EL)

Part 2: Continuous Writing (40 marks)

Total marks

Topic/Theme

Write a composition of at least 150 words about an **important task**.

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

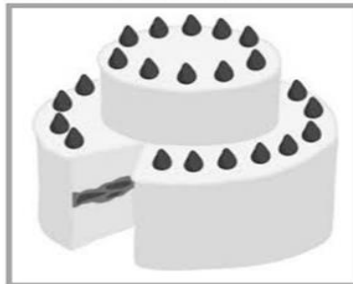
Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- Who was/were being entrusted with an important task?
- How did the person(s) deal with the important task?

Guides

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



3 pictures

Select **1, 2, or 3** pictures to base your story on.

Strategies (selected components)

Continuous Writing (EL)

Recommendation:

- To write a **narrative** based on **theme**
- Setting (where)
- Characters (who)
- Problem (what)
- Resolution (how)
- Coda* (lesson learnt)

Strategies (selected components)

Continuous Writing (EL)

- Show NOT Tell & Explode the Moment

Character Development Tool Box

• Dialogues	• Thoughts	• Emotions
• Body Motions	• Facial Expression	• Five Senses
• Figurative Language		

Strategies (selected components)

Continuous Writing (EL)

- Show NOT Tell (some examples)

- Dialogues

("I couldn't have won without your help," gushed Amy.)

- Figurative Language

(Fear gripped me like an insidious monster when I saw the soccer ball hurtling towards me.)

*Instead of 'I was terrified when I saw the soccer ball coming towards me speedily.'

Strategies (selected components)

Continuous Writing (EL)

- **Explode the Moment (example)**

- I was in a dilemma.

vs

- I was sitting on the fence and wavered between whether to claim the money and buy myself the latest MacBook Air or to contact the owner and meet with him or her to return the wallet. Beads of perspiration trickled down my forehead like rivulets. At that moment, every second seemed to be infinite.

Strategies (selected components)

Continuous Writing (FEL)

Context:


events that happened at a swimming pool one morning


Part 2: Continuous Writing (30 marks)


2. The pictures below show what happened at the swimming pool one morning.


Based on these pictures, write a composition of at least 120 words.

Give the story your own ending. You may use the given helping words and phrases. You may also include other details.

(a)  children's pool
crowded with swimmers
splashing happily

(b)  swim caps and goggles
jumped into the deep pool
water splashed out of the pool

(c)  struggling
panic
lifeguards

(d) 

Pictures given are in sequence

Helping words/phrases

Required to come up with own ending

Strategies (selected components)

Continuous Writing (FEL)

Planning:

- Perspective to write in (first person or third person)
- Appropriate vocabulary
- Characters, problem, resolution
- Coda*

Strategies (selected components)

Comprehension (EL)

A range of comprehension strategies to make the passage more palatable.

Read this passage and answer questions 1 to 10.

Max could run with the ball like the hounds were chasing him. He could outplay any of the experienced players in the court and the younger players didn't stand a chance. Max aspired to be a national basketball player.

One day when Max was shooting around at the basketball court, some teenagers from another block ran up and asked to play. **The big one** in the middle, Alex, said that he had heard news that Max was the best and he wanted to see if it was true. Max said, "No, I'm just shooting around with my cousin. I am not trying to get all sweaty right now." But Alex was insistent, and Max's cousin was bugging, "Come on, Max, outplay this guy." So Max figured that he'd just do what everyone wanted and play. Max was running all over Alex and making his shots. Just as the outcome of the game seemed certain, Alex shoved Max, sending him flying till he tore his right knee. The doctor said Max might never play again, and if he did play, he wouldn't play the same. Max was devastated.

The first six weeks, Max just lay in bed with his leg in a long cast feeling like a broomstick. He watched three reruns of *The Simpsons* every day and ate potato chips until the bag was empty, and then he'd dig the salt and grease out of the corner with his index finger. Max blew up like a balloon as he watched his once bright future fade away, right before his eyes. Right when he reached the bottom of the pit of despair, Max's sister, Kay, came home from the university.

She came in the house like a whirl of sunshine, bringing exciting tales of a faraway land called the university. Max was amazed and intrigued by the hostel dramas and campus craziness that Kay told, but he could hardly believe any of it. It was as if she were telling him about some fantasy land high above the clouds. Max gazed off dreamily as she spoke.

"Max!" She interrupted his day dream. "Let me see your progress report." Max was ashamed. His grades had really slumped since his injury. "Oh no, this won't do," she said. "We're going to have to get **these** up." Max was a pretty stubborn person but his older sister had a way of getting him to do things that nobody else could. While she was home on break, she encouraged him, they studied together, talked and worked hard. Max felt better than he ever had before.

After spending those weeks with his sister, Max realised that he didn't want to feel bad for himself any more, and he didn't want to quit. Basketball used to be his thing, and he was good at it, but he had school, so he had to get good at that. Max passed all his examinations with flying colours. By the time he got to junior college, he was among the top of his cohort. The last thing that Max had to do to get into the university of his choice was score well in his 'A' level examinations.

Using the study skills Max had acquired from his sister, Max scored four distinctions. That's not the highest score a person can get but it was high enough for Max to get to the university of his choice. Finally, he had his academic game together. Max knew that as long as he had a positive attitude, he had a bright future.

Strategies (selected components)

Comprehension (EL)

Let's form deeper understanding of each chunk of text.

TEXT

I first met Samson in 1978. I was a Primary Three student. He was an eight-week-old puppy in a pet shop. He caught my eyes immediately. I had always wanted a puppy, or at least that was what I tried to convince myself when I saw him there on display.

TEXT DETAILS

Summary:
 Author was determined to get Samson, the puppy, when he was younger.

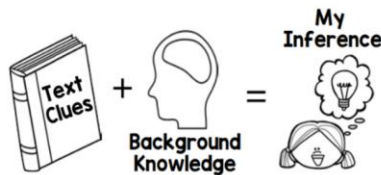
Character

Paragraph 2

After a few months of having their home invaded by the duck, Mrs Kim told her children that she would call a nearby animal shelter to take the duck away. However, despite her resolve to get their unwelcome visitor removed, she kept putting it off till a later date as she was very busy during that period.

Making Inferences

When you make an inference, you use text clues and your background knowledge to understand the text better.



Making Inferences Thinking Stems

- My guess is...
- It could be that...
- This could mean...
- I predict...
- I infer...
- I can conclude that...

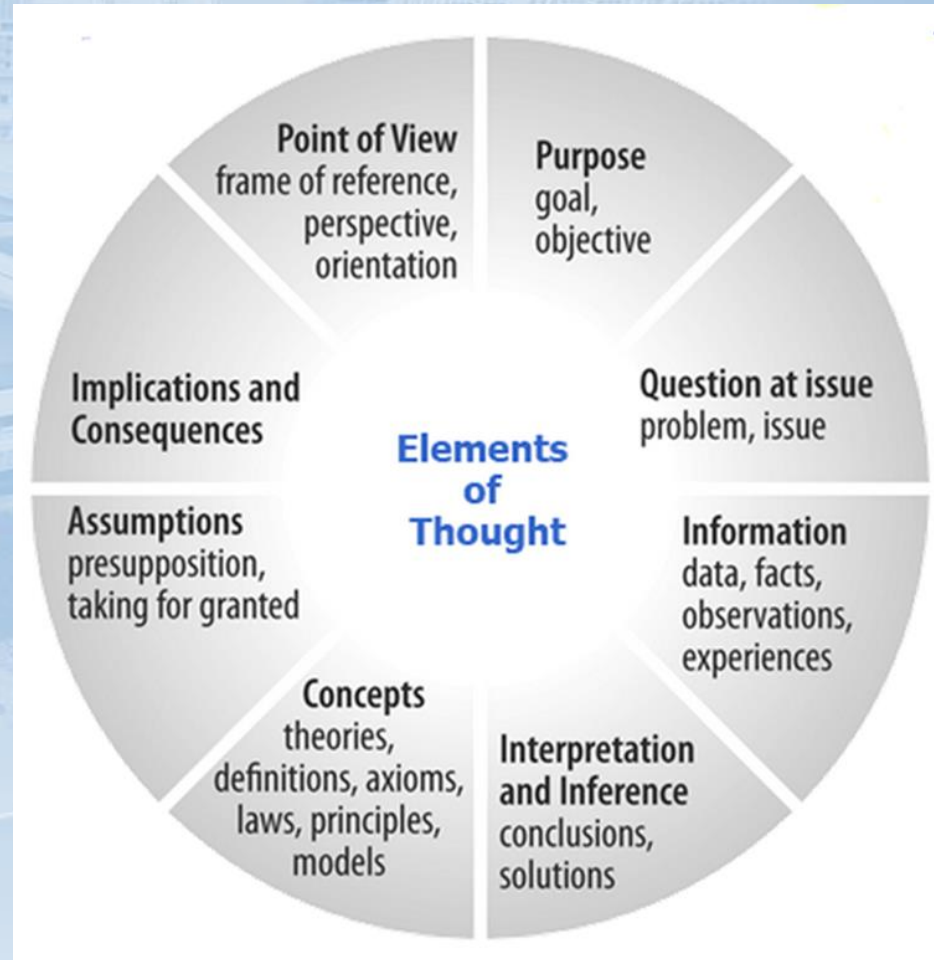
What images are there in your mind now? Let's draw them out.

13	14	15	16
Paragraph 4	Paragraph 5	Paragraph 6	Paragraph 7
13	14	15	16

Strategies (selected components)

Comprehension (EL) (cont'd)

- Teaching slides
 - Make predictions
 - Make connections
 - Make inferences
 - Explore characters' perspectives
 - Delve into the characters



Strategies (selected components)

Comprehension @ home

- Making Connections
 - (Text-to-Self, Text-to-Text, Text-to-World)
- Ask Questions (5W1H)
- Create 'mind movies'
- Make inferences
- Figure out what's important

Strategies (selected components)

Oral (Reading Aloud)

- - th sounds (e.g. *three*, *birth*day, *with*)
- end consonants (e.g. *surprise* vs *surprised*)
- pitch and tone
- appropriate pauses
- Stress of certain words to bring across the intent of the passage (e.g. An hour later, the trio stood back and *gazed* at their banner.)

Strategies (selected components)

Oral (Reading Aloud @ home)

- Draw up a list of words with the th-sounds and check how your child pronounces them.
- Draw up a list of commonly mispronounced words and guide your child to pronounce them.
- Record your child reading aloud.
- Play your child's reading and review it with him/her.

Home Support

- Reading
 - Visit the library
 - Encourage reading a **WIDE** genre of books and magazines (e.g. Biographies, Fantasy, Mystery Reader's Digest, National Geographic).

Home Support

- Reading
 - Five-finger rule in choosing a book
- Speak in Standard English.

Five Finger Rule

0-1 = too easy

2-3 = just right

4 = okay to try

5+ = too hard



- Open a book to any page. Start reading. Hold up a finger every time you see a word you do not know. •

Home Support (cont'd)

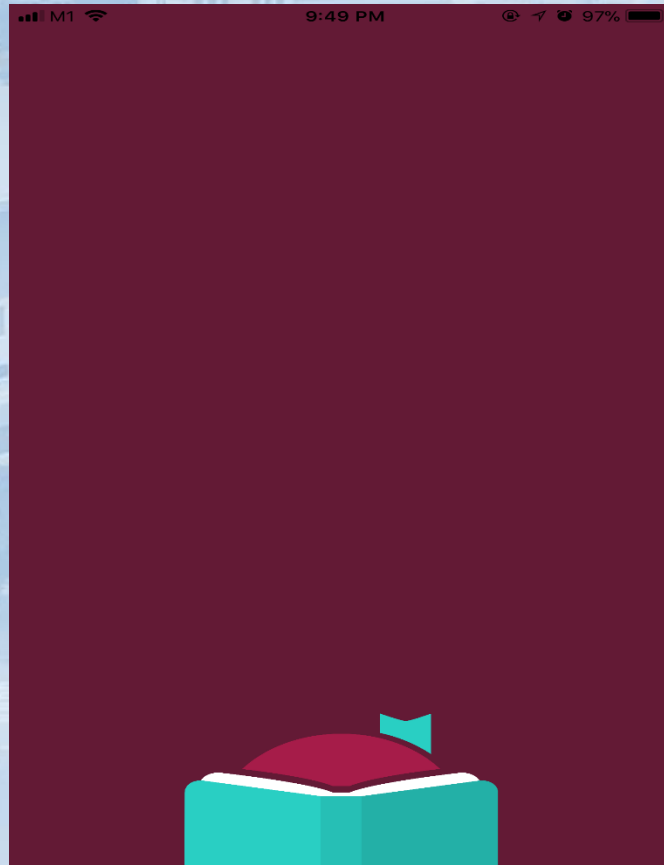
- Websites

- <http://www.bbc.co.uk/learningenglish/>
- <http://visuwords.com/>
- <http://www.timeforkids.com/>
- <http://www.nationalgeographic.com/>
- <https://www.oxfordlearnersdictionaries.com/>

Home Support (cont'd)

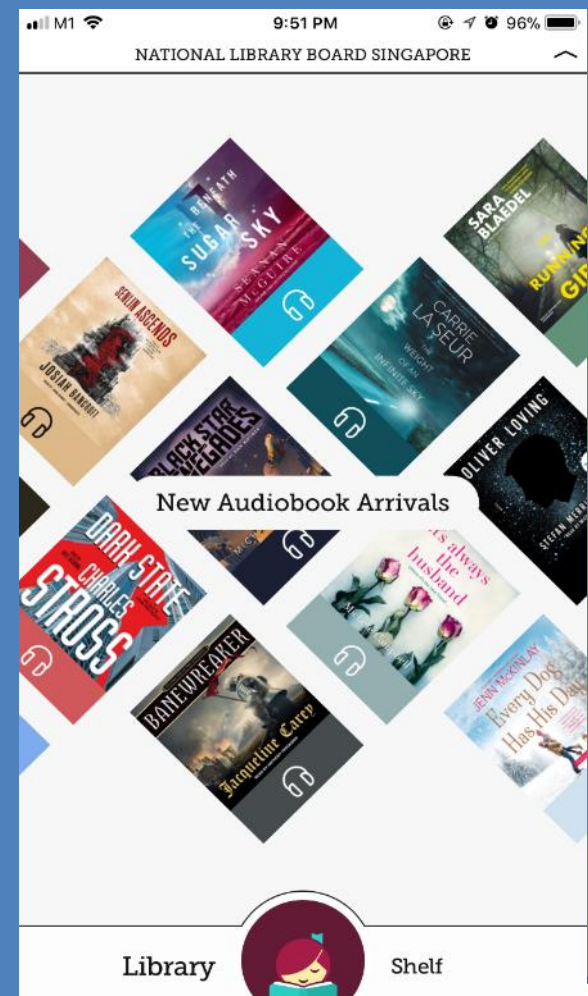
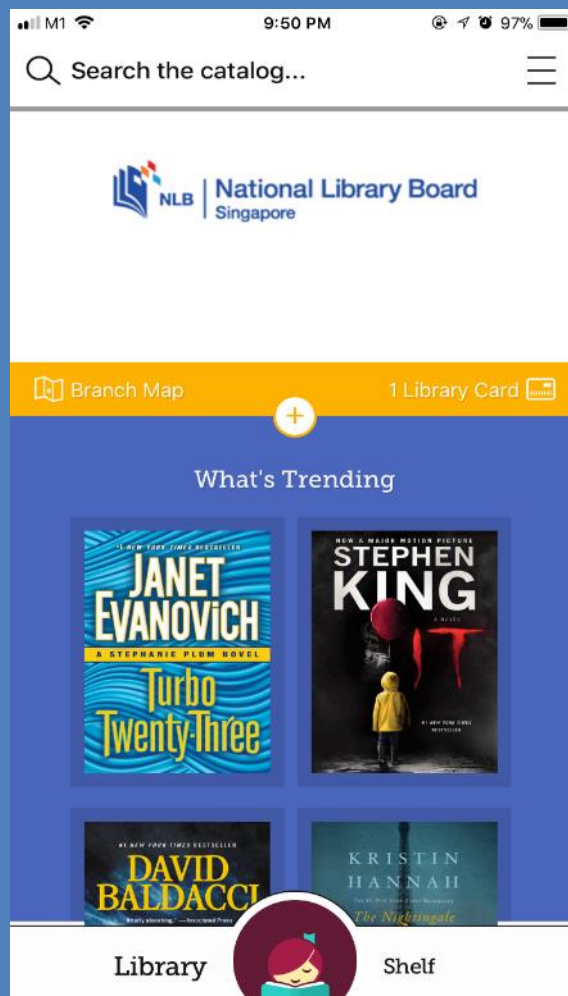
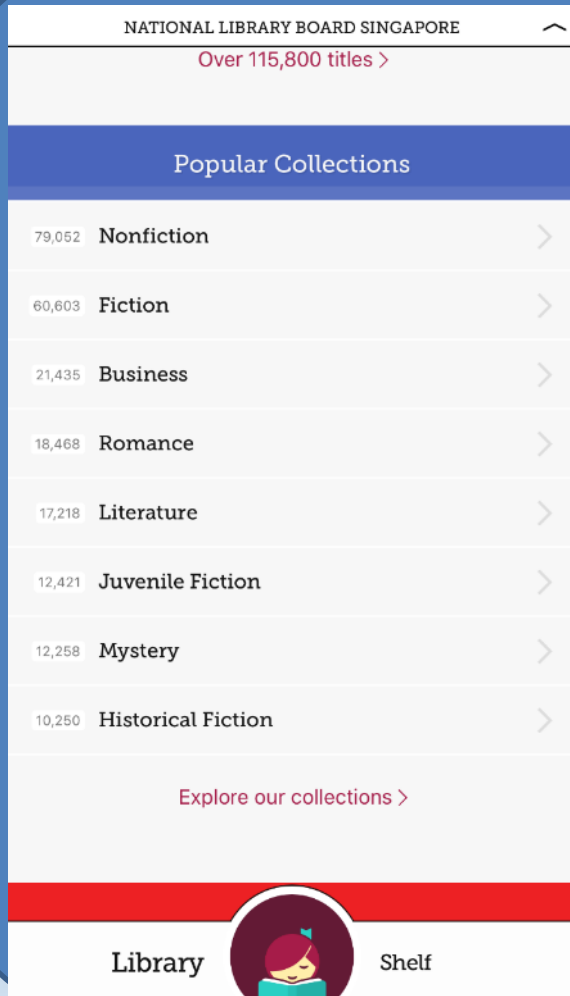
- SMART phone Application (Also accessible via Web)

- Libby (NLB)



Home Support (cont'd)

- Libby (NLB)



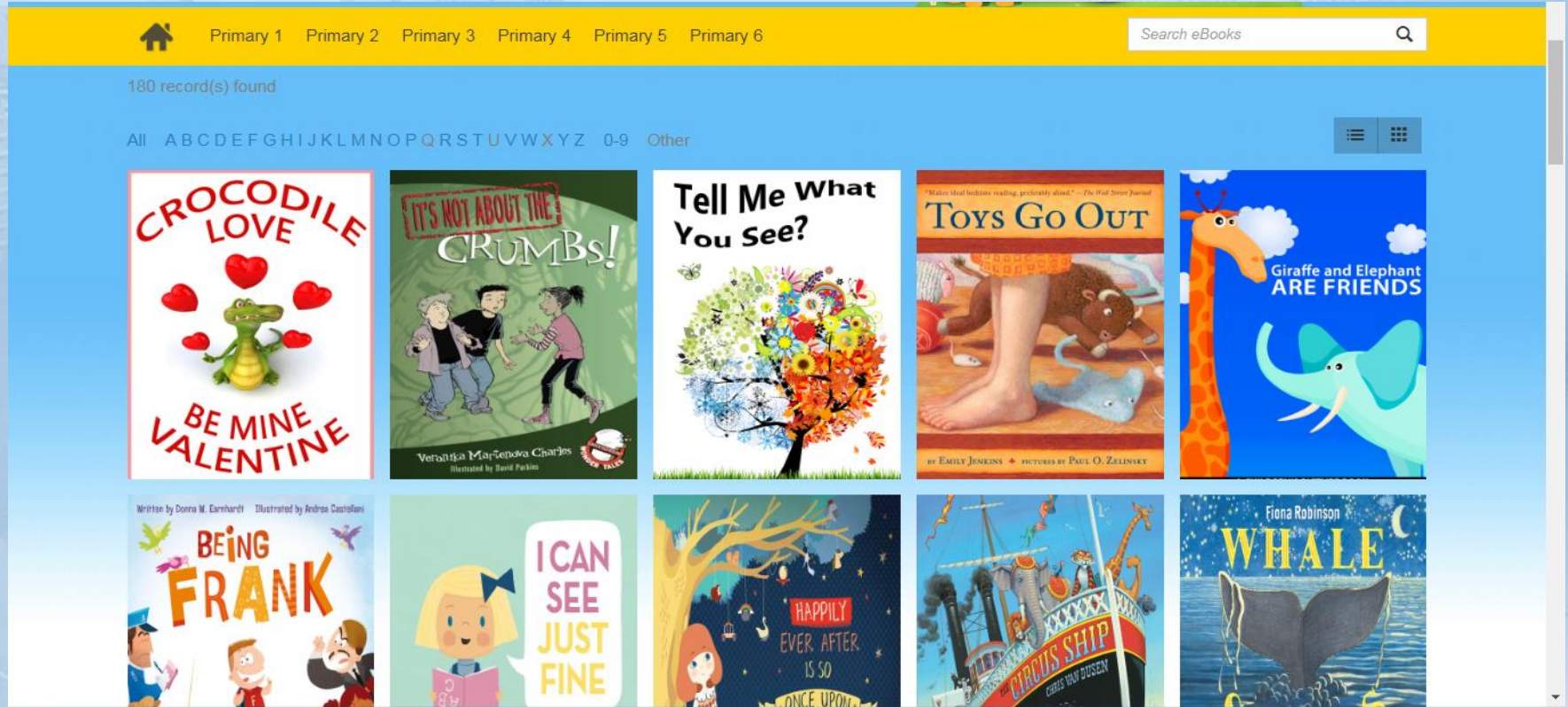
Home Support (cont'd)

- Libby (NLB)



Home Support (cont'd)

- Discovereads



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

Home Support (cont'd)

- Daily and sustained conversations

English Current Affairs »



This Way Up



On The Red Dot: My Parent, My Classmate

- Watch current affairs programmes
- Converse about the issues discussed

THE WORLD
belongs
to
THOSE WHO
read

Thank
you!