English Language Learning in Primary 5

Curriculum & Assessment

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Curriculum

The English Language Syllabus 2020 for the Primary level focuses on the development, reinforcement and extension of language skills in the primary years through an enjoyment of the language and the promotion of extensive reading; leveraging oracy, reading and writing skills to develop knowledge and independent use of the language.

Please refer to Annex A for more information

Curriculum – Range of Text Types

Students will be exposed to the following text types through their primary years:

◦ texts that entertain

◦ texts that recount what happened

◦ texts that instruct

◦ texts that describe and inform

◦ texts that explain

◦ texts that respond, argue, evaluate and/or persuade; and

◦ texts that contain more than one type and form of texts

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STELLAR @ Upper Primary

Listening and Viewing	Reading and Viewing
Listen and view critically by: • analysing semiotic features in texts • determining credibility of sources and relevance of information Listen and view extensively by: • applying knowledge from listening to, viewing and responding to texts for different purposes in a variety of contexts	Read and view critically by: • applying analysis, judgement and metacognitive strategies • making connections to integrate meaning • demonstrating awareness of writers' style Read and view widely & extensively to: • examine impact of different semiotic modes on text • facilitate application of skills to other learning

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STELLAR @ Upper Primary

Speaking and Representing	Writing and Representing
• Learn more about producing texts that describe, inform and evaluate • Refine planned speech, monitor and revise speech to improve communication based on intended purposes	• Apply knowledge of appropriate organisational structures and language features to create variety of sophisticated texts for different purposes. • Learn more about producing texts that respond, argue, evaluate and/or persuade.

STELLAR @ Upper Primary

Grammar	Vocabulary
• Use metalanguage at text level and during editing and self-correction • Use cohesive devices and grammatical structures to link clauses, sentences and paragraphs • Apply knowledge of language features in different types of texts • Recognise how purposeful use of language shapes meaning in texts	• Developing and strengthening vocabulary knowledge • Take an active role in learning new vocabulary items

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Formative & Weighted Assessments

Assessment for Learning (AfL) assesses the students' language skills through:
- pen & paper tasks
- performance tasks

Standard English Language			
Term 1 [15%]	**Term 2 [15%]**	**Term 3 [15%]**	**EYE [55%]**
Grammar MCQ (5m) Vocabulary MCQ (5m) Editing (10m) Synthesis & Transformation (10m)	Continuous Writing (36m)	Grammar Cloze (10m) Comprehension OE (20m)	Paper1 – Writing Paper 2 – Language Use & Comprehension Paper 3- Listening Comprehension Paper 4 – Oral Communication

Please refer to Annex B for more information

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Formative & Weighted Assessments

Foundation English Language			
Term 1 [15%]	Term 2 [15%]	Term 3 [15%]	Term 4 [55%] EYE
Grammar MCQ (5m) Vocabulary MCQ (3m) Punctuation (3m) Editing (6m) S&T (3m) Comprehension OE (10m)	Continuous Writing (16m)	Situational Writing (9m)	Paper1 – Writing Paper 2 – Language Use & Comprehension Paper 3- Listening Comprehension Paper 4 – Oral Communication

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From Middle to Upper Primary
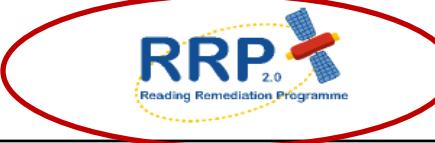
Writing	Language Use	Listening	Speaking
• explore a wider range of story possibilities • encourage more creative story plots • story planning guided with key questions • opportunity to apply grammar & vocabulary knowledge	• increased complexity in grammar & vocabulary • wider range of vocabulary tested • more challenging text with questions that required higher order thinking	• full MCQ format • requires more critical listening & higher level of comprehension of what has been read • need to process and analyse options given	• themes more suitable for upper primary • less content-loaded oral stimulus • requires application of structures for effective delivery of content

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Supporting students with diverse learning needs

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1. Reading Remediation Programme (RRP)

Why Support Students at P5?

Provision of literacy support at the upper primary level **augments** the current system of literacy support available from Primary 1 to Primary 4.

	P1	P2	P3	P4	P5	P6
Tier 3 Literacy support for students with more significant needs	-		SDR		-	
Tier 2 Literacy support for students with additional needs		LSP 2.0 Learning Support Programme		RRP 2.0 Reading Remediation Programme		
Tier 1 Core instructional programme for all students			STELLAR 2.0		STELLAR 2.0 Standard EL / STELLAR 2.0 Foundation EL	

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Reading Remediation Programme (RRP)

Aim

- To enable low-proficiency students taking Standard EL to read grade-level texts with fluency and understanding

Objectives

To equip students with knowledge and skills in

- Word recognition
- Oral reading fluency
- Monitoring their own understanding as they read
- Answering questions about the texts read

Please refer to Annex C for more information

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2. Read2Learn (New)

What is Read2Learn^{EL} ?

Read2Learn — A Multistage Adaptive Test

Is a...

- **Curriculum-Based** assessment

- Computerised classroom assessment using a Multistage Adaptive Test (MST) that takes 1h to administer

Assesses...

- Reading for **literary experience** and **acquiring/using information**

- English **reading comprehension skills** as referenced to the Singapore English Language Syllabus 2020 (Primary)

- Currently offered at **beginning of P5**

Provides...

Qualitative descriptors, Ideas for Teaching and a **Networked Learning Community** to assist EL teachers in

- Identifying where students do well, struggle, and need to learn more about

- tailoring their teaching

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3. Explorations and Inquiry (E&I)

- Provide differentiated instruction for the more verbally inclined in the regular classroom

- Extend learning through language-based inquiry

- Builds on STELLAR curriculum

Inquiry Approach to Language Learning

- ❖ Learning stimulated by inquiry. i.e, driven by questions or problems
- ❖ Learning based on a process of seeking knowledge and new understanding
- ❖ A student-centred approach to teaching in which the role of the teacher is to act as a facilitator

(Sproken - Smith, 2007)

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4. Podcasting: P5 ALP programme (New)

ALP helps students to appreciate the relevance and value of what they are learning in the academic curriculum and encourages them to creatively apply knowledge and skills.
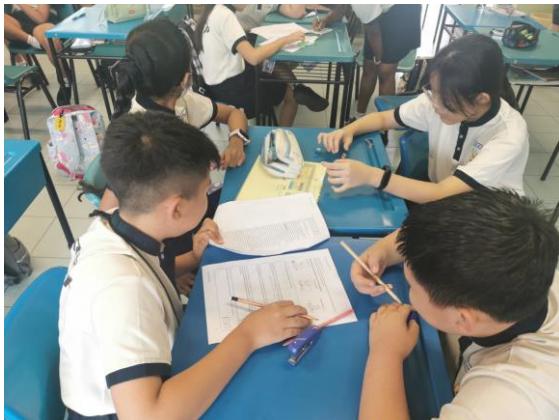
Through the creation of podcasts, Primary 5 students will

- **Investigate Problems:** Look at real issues and brainstorm creative solutions.
- **Think Critically:** Analyze information and spot "fake news."
- **Lead through Voice:** Practise public speaking and digital advocacy to inspire their listeners.

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Classroom Culture & Physical Environment

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Vibrant learning environment with varied approaches

- See-Think-Wonder
- What Makes you Say That
- Cooperative Learning structures
- Blended Learning (SLS)

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Partnerships with Stakeholders

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Partnerships with Stakeholders

- MOE Partners
(CPDD – ELLB, PSB)

- Parent Support Group

  (to support literacy activities)

- NLB

  (to strengthen & extend

   reading culture)

How you can support your child in language learning:

- Have regular conversations
- Encourage reading
- Expose your child to different text types
- Enforce neat and tidy handwriting
- Create opportunities to practise writing
- Play language-related games (Scrabble, Boggle)
- Remind your child to practise language-related strategies taught during lessons

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Annex A

Annex B

Annex C