



English Language Learning in Primary 4

Curriculum & Assessment

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

STELLAR @ Middle Primary

Listening and Viewing	Reading and Viewing
<p>Listen and view critically by:</p> <ul style="list-style-type: none">• making connections between parts of texts <p>Listen and view extensively by:</p> <ul style="list-style-type: none">• responding to texts for different purposes in a variety of contexts for enjoyment and understanding	<p>Read and view critically by:</p> <ul style="list-style-type: none">• applying analysis, judgement and metacognitive strategies• making connections to integrate meaning• demonstrating awareness of writers' style <p>Read and view widely & extensively to:</p> <ul style="list-style-type: none">• examine impact of different semiotic modes on text• facilitate application of skills to other learning

STELLAR @ Middle Primary

Speaking and Representing

- Learn more about producing texts that recount, entertain, instruct and respond.
- Monitor self and others to correct mispronounced words and speak with expression.

Writing and Representing

- Write and represent with an awareness of organisational structures and language features of texts with different purposes.

STELLAR @ Middle Primary

Grammar	Vocabulary
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Developing and strengthening vocabulary knowledge• Take an active role in learning new vocabulary items

Formative & Weighted Assessments

Assessment for Learning (AfL) assesses the students' language skills through:

- pen & paper tasks
- performance tasks

English Language			
Term 1 [15%]	Term 2 [15%]	Term 3 [15%]	EYE [55%]
Grammar MCQ (10m) Vocabulary MCQ (6m) Grammar Cloze (8m) Vocabulary Cloze (6m)	Continuous Writing (20m)	Grammar MCQ (10m) Vocabulary MCQ (6m) Synthesis & Transformation (4m) Comprehension OE (10m)	Paper1 – Writing Paper 2 – Language Use & Comprehension Paper 3- Listening Comprehension Paper 4 – Oral Communication

Please refer to Annex B for more information

Subject-based banding (SBB)

Subject-based banding (SBB) gives your child the opportunity to take English at **Standard** or **Foundation** level based on their individual strengths and learning needs, helping them to reach their full potential.

Standard English at P5	Foundation English at P5
full curriculum coverage	covers essential content with reduced complexity
standard examination format and duration	less demanding examination format
enables students who demonstrate strong language abilities to explore the language in greater depth	helps students to build understanding and confidence in the language

<https://www.moe.gov.sg/primary/curriculum/subject-based-banding>

Supporting students with diverse learning needs

Overview of support and stretch programmes

Support	Stretch
School-based Dyslexia Remediation (SDR) programme	Applied Learning Programme (ALP) Using Our Voices Purposefully - Formal Presentation Skills
Reading Remediation Programme (RRP)	Exploration & Inquiry (E&I) (New)
Banding (small pull-out groups) for targeted support during curriculum time	ALP (Tier 2) “Young Voices” (New)

Please refer to Annex for more information

Exploration & 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)

ALP Programme

P4 Young Voices-From Inquiry to Ink (New)

Through a journalism and broadcasting programme, student reporters will

- cover school events and contemporary issues to produce bi-annual student newspapers and digital video content
- develop media literacy alongside communication excellence

Classroom Culture & Physical Environment

Vibrant learning environment with varied approaches

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



Partnerships with Stakeholders

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- 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





Annex A

EL Curriculum

Annex B

Assessments

Annex C

Support and Stretch Programmes

School-based Dyslexia Remediation (SDR) Programme

School-based Dyslexia Remediation (SDR) Programme



Aim: To help your child build skills to read and spell successfully



Target group: Primary 3 and Primary 4 students with dyslexia, in groups of about 4 students



Teachers: School teachers specially trained by MOE in dyslexia remediation



Duration: A 2-year programme (starts in Primary 3, Term 1). Lessons are conducted after school 2 times a week, 90 minutes per lesson.



Venue: In school



Cost: Free-of-charge

