



# P6

## English Language





# Outcomes of English Proficiency

- All pupils to be able to use English to express themselves.
- All pupils to attain foundational skills, particularly in grammar, spelling and basic pronunciation.
- The majority of pupils to attain a good/high level of competency in English, in both speech and writing.





# Areas of Language Learning

- **Listening, Reading & Viewing**  
(Receptive Skills)
- **Speaking, Writing & Representing**  
(Productive Skills)
- **Grammar & Vocabulary**  
(Knowledge about Language)





# English @ OLN

## NATIONAL CURRICULUM

- **STELLAR**

**ST**rategies for **E**nglish **L**anguage **L**earning **A**nd **R**eadings

- **The STELLAR Vision**

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

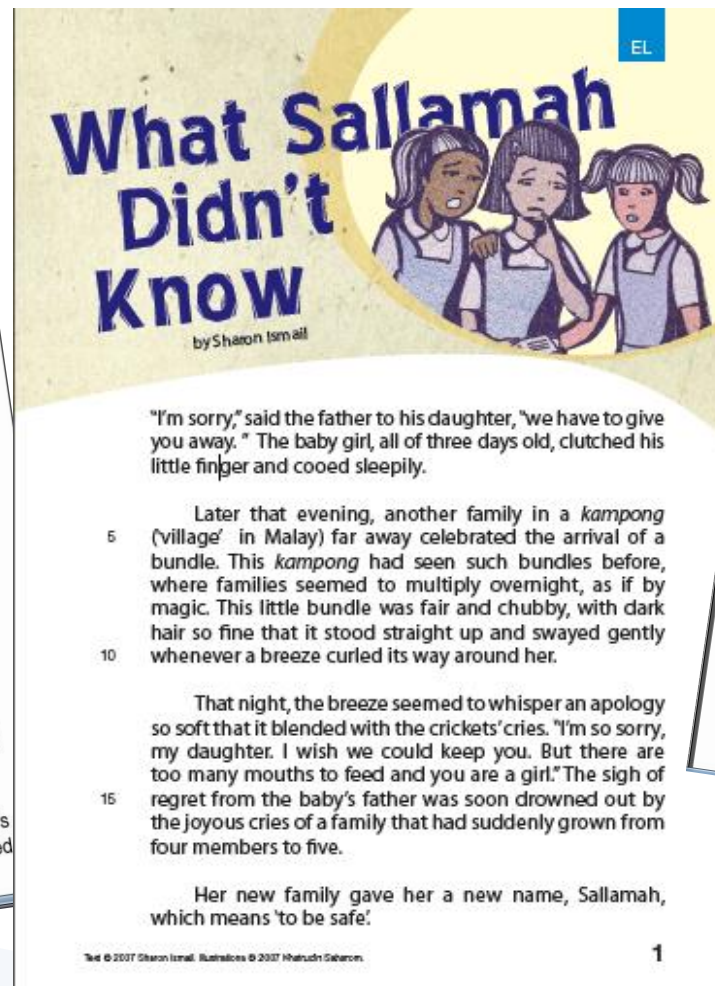
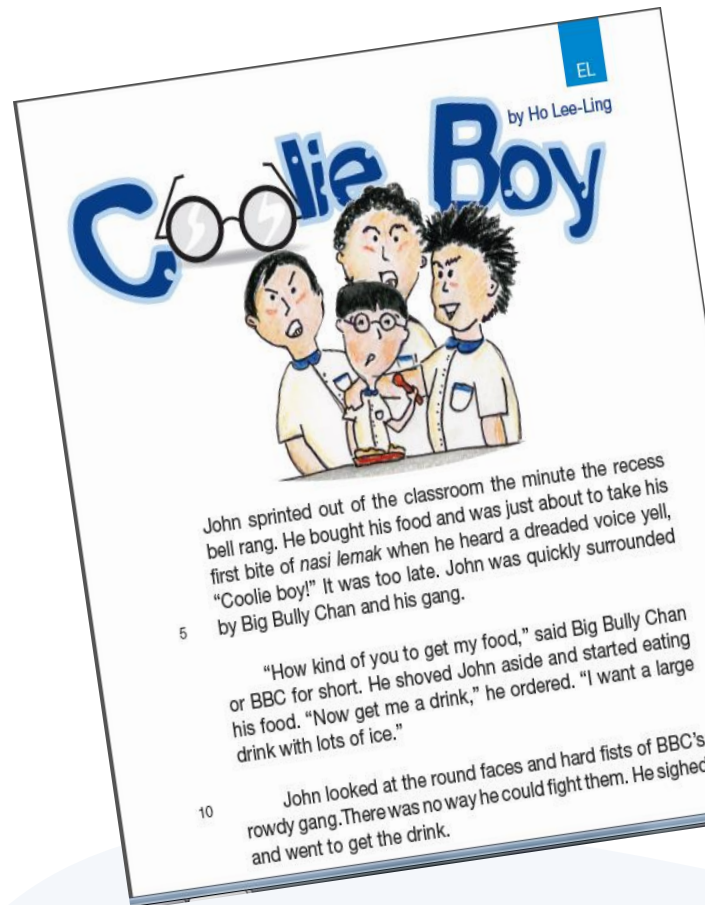
- **STELLAR @ P6**

- Discussion of 6 STELLAR texts in class.
- Teaching of grammar and vocabulary items listed in STELLAR's Scope & Sequence for P6
- **Difference** → Pedagogical strategies are not limited to those within STELLAR  
→ Breadth of work is also not confined to STELLAR.





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## STRETCH Reading Programme –

### REAL (**R**ich, **E**nduring & **A**ctive **L**earning)

- ✓ Use authentic, rich texts to create a language-rich environment
- ✓ Promotes love of reading through enjoyment of beloved children's stories (*link to The STELLAR Vision - Children who love reading and have a strong foundation in the English Language*)
- ✓ **P6 Novel –**
  - C.S Lewis 'The Chronicles of Narnia- The Lion, the Witch and the Wardrobe'





# English@ OLN – Main Comprehension Skills

Literal Comprehension	Recast	Inferential Comprehension	Evaluation
Locate ideas and information stated in the text	Examine ideas stated in the text	Use contextual clues in the text along with prior knowledge to conjecture and to form hypotheses	Compare ideas and information in the text based on student experience, knowledge or values with the material presented in the questions in order to form judgments of various kinds
<b>Recognising...</b> Details, Main Ideas, Sequence, Comparison, Cause-and-Effect, Character Traits	<ul style="list-style-type: none"><li>• <b>Categorising and Classifying</b> Details</li><li>• <b>Outlining Relationships</b></li><li>• <b>Sequencing</b> Events</li></ul>	<b>Inferring...</b> Supporting Details, Main Ideas, Sequence, Comparisons, Cause-and-Effect, Character Traits AND <b>Interpreting</b> Figurative Language	<b>Judging...</b> Adequacy, Validity, Worth, Desirability and Acceptability



# English @ OLN



## Honing Writing Skills with our Writer's Workshop

Our graduating cohort will have their skills polished in the following areas:

- Plot Development
- Creativity in language use
- Publishing Quality

## Metacognitive Approach to Comprehension







# English @ OLN

- Applied Learning Programme,

# LEAP



Apart from traditional oral skills of Reading Aloud and engaging in a conversation, students will be nurtured to:

- Express, articulate and justify responses, opinions and arguments
- Use appropriate registers to communicate effectively
- Participate actively and respectfully in discussions, presentations and performances
- Gain and maintain interest of listeners &
- Speak audibly and fluently in Standard English
- Discover their **voice** and use it for expression and advocacy





# English @ OLN

## ICT-enriched lessons

- Use of media
- Use of Web 2.0 tools
- Use of Student Learning Space (SLS)



- Google Classroom within Student Icon



- ICT Tool for Oracy:





# Discussion of Current Affairs

‘What’s Up’ (monthly edition)





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## STRETCH Opportunities (beyond curriculum)

- Royal Commonwealth Society (RCS) Essay Competition

*Depending on National Posture with regard to SMM:*

- Trinity Guildhall Speech and Drama Elective Enrichment – After curriculum-hours
- Plain Good English Speaking Award (PESA) Competition





# English @ OLN

## Support Structures

- After-school Support Lessons (Term 1)
- Whole-Class Supplementary Lessons (Term 2 – 4, June & September holidays)
- Schedules will be released termly





# EL Assessment

## Purpose of Assessment

- Identify pupils' strengths & weaknesses
- Adjust the instructional programme to meet pupils' needs
- Monitor pupils' progress
- Give feedback to parents on their child's progress at appropriate stages of learning
- Provide information on pupils' readiness for the next level of education







# EL Assessment



## Assessment for Learning (AfL)

- daily lessons/assignments
- group/class activities
- homework
- online assignments

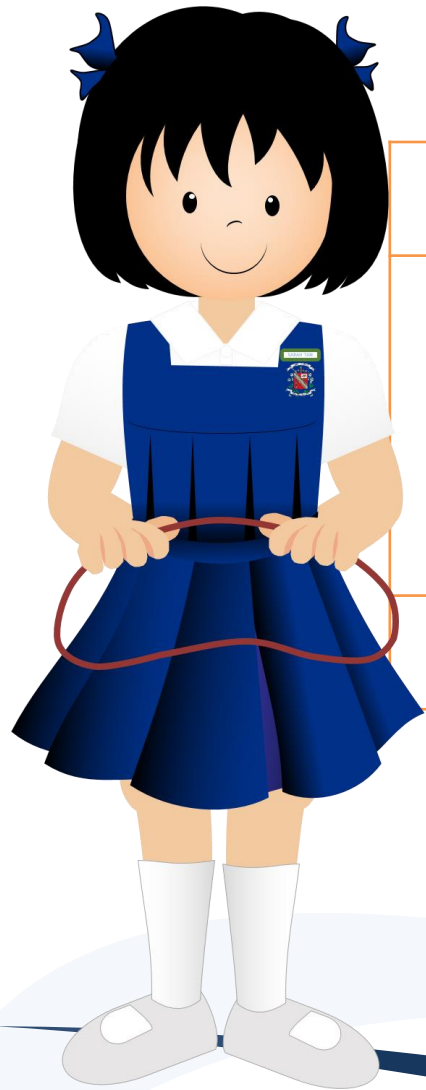
## Assessment of Learning (AoL)

- Examinations





# Termly Assessment



Term 1	Term 2	Term 3	Terms 3 & 4
Conditioning Exercise <i>Timed Practice</i>	Mid-Year Exam (MYE) Papers 1 – 4	Combined IJ Preliminary Examination Papers 1 - 4	PSLE
0%	100%	100%	PSLE Results





# PSLE Pointers

Paper 1	Paper 2	Paper 3	Paper 4
<p><b>Situational Writing</b></p> <ul style="list-style-type: none"><li>Awareness of Audience determines the tone</li><li>Purpose must be stated</li><li>Format of writing to be adhered to</li><li>All question points to be addressed</li><li>Demonstrate good understanding of PACC</li></ul> <p><b>Continuous Writing</b></p> <ul style="list-style-type: none"><li>Adhere to the topic</li><li>Develop the topic/story based on at least ONE of the given pictures. <b>Students should apply the writing skills taught in our Writer's Workshop.</b></li></ul>	<p><b>Language Use and Comprehension</b></p> <ul style="list-style-type: none"><li>Strong grammar foundation and wide vocabulary are paramount.</li><li>Reading Comprehension skills– understanding text, understanding questions and linking info from text to answer questions</li></ul>	<p><b>Listening and responding to texts</b></p> <ul style="list-style-type: none"><li>Understand the question</li><li>Listen for contextual clues in the information and link it to answering the question</li></ul>	<p><b>Reading Aloud &amp; Stimulus-based Conversation</b></p> <p><b>FLUENCY!</b></p> <ul style="list-style-type: none"><li>Accurate pronunciation</li><li>Clarity</li><li>Prosody (Expressiveness)</li></ul> <p><b>CONFIDENCE, FRIENDLY-DISPOSITION &amp; ABILITY TO THINK ON ONE'S FEET</b></p> <ul style="list-style-type: none"><li>(this depends largely on schema so It's important to be well-read and accustomed to giving opinions)</li></ul>





# PSLE Pointers

## Paper 1

### Situational Writing

- Awareness of Audience determines the tone
- Purpose must be stated
- Format of writing to be adhered to
- All question points to be addressed

### Continuous Writing

- Adhere to the topic
- Develop the topic/story based on at least ONE of the given pictures
- Use the structure of a NARRATIVE (the presence of the PROBLEM) - **recommended**
- Other text types are allowed such as expository, fantasy etc

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*Simple in Virtue, Steadfast in Duty*

## Paper 2

### Language Use and Comprehension

- Strong grammar foundation and wide vocabulary are paramount.
- Reading Comprehension skills– understanding text, understanding questions and linking info from text to answer questions
- Everything hinges on reading in this paper.
- Students **MUST apply the skills taught by their teachers fastidiously in order to attain mastery in the skills this paper assesses.**

## Paper 3

### Listening and responding to texts

- Understand the question
- Listen for contextual clues in the information and link it to answering the question

## Paper 4

### Reading Aloud & Stimulus-based Conversation

#### FLUENCY!

- Accurate pronunciation
- Clarity
- Prosody (Expressiveness)
- **CONFIDENCE, FRIENDLY-DISPOSITION & ABILITY TO THINK ON ONE'S FEET**
- (this depends largely on schema so it's important to be well-read and accustomed to giving opinions)





# Home-School Collaboration

**READING & SPEAKING STANDARD ENGLISH** are imperative to success in English!

Please support your daughter by:

- **Modelling good language use** practices at home. i.e. speaking SE
- **Encouraging READING** on a daily basis (this is where vocabulary is acquired and grammar structures taught in school internalised)
- **Encouraging your kid to READ WIDELY** (novels, news, guide books, visual images, short stories, information texts)
- **Talking** to your kid about what's current and what she has read. This helps her make sense of the world and gets her speaking and thinking on her feet.



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**THANK YOU**

GRACIAS  
ARIGATO  
SHUKURIA  
JUSPAXAR  
DANKSCHEEN  
TASHAKKUR ATU  
YAQHANYELAY  
SUKSAMA  
EKGHMET  
MEHRBANI  
POLDIES  
BOLZIN  
MERCY  
BIYAN  
SHUKRIA  
TINGKI  
HATUR  
EKOJU  
SIKOMO  
MINMONCHAR  
MAKETAI  
UNALCHEESH  
DENKAUJA  
NENACHALHYA  
ATTO  
ANHA  
DHANYABAD  
WABEEJA  
MAITEKA  
HUI  
YUSPAGABATAM  
CHALTU  
NUHUN  
SNACHALHYA  
SPASSIBO  
MERASTAWHY  
GAEJTHO  
GOZAIMASHITA  
EFCHARISTO  
AGUYJE  
FAKAAUE  
KOMAPSUMNIDA  
MAAKE  
LAH  
TAVYAPUCH  
MEDAWAGSE  
BAUKA

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