

An excellent community of learners anchored in values.



For best viewing experience, please use the Zoom application.

Music is being played in the background.

Do ensure that you are able to hear the audio.

English Language – Middle Primary Team

Presenters

- Mdm Lena Lee
- Mdm Hidayah
- Mr Saiful

Advisors

- Mdm Ng Xiangqi
- Middle Primary Team Leader
- Ms Stephanie Mak
- Head of Department



Agenda

- New in 2023
- Components of an EL Paper
- Continuous Writing
- Oracy – Reading Aloud & Stimulus Based Conversation
- Cultivating a Reading Habit



New in 2023!

Removal of Mid-Year Examinations

- 2022: P3 & P5
- 2023: All levels
- Allows students to focus on learning
- Frees up more time for self-directed learning and developing 21st-century competencies



Removal of Mid-Year Examinations

- Students' progress monitored closely through:
 - Daily observations of students' performance/work
 - Feedback given to students for writing tasks
 - Questioning
 - STELLAR Learning Sheets
 - Performance tasks e.g. Readers' Theatre, Public Speaking etc.



P4 – New STELLAR Titles

Term	Titles	Text Purpose
1	Making Ice Cream	Texts that recount
	Life of a Vet ⁺	
	<i>A Nasty Accident (Supplementary)*</i>	
	The Paralympic Games ⁺	
2	The World Beyond Us ⁺	Texts that describe and inform
	Ruby's Sunflower	
3	Dinosaurs Exist!	Texts that entertain
	Heartbeats in the Dark	
4	All the Buzz About Honey	Texts that explain
	What Happens When You Laugh	
	<i>Rats' Nests (Supplementary)**</i>	Text that entertains

P4 – STELLAR Digital Texts



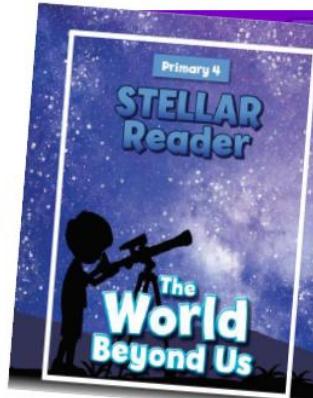
Video



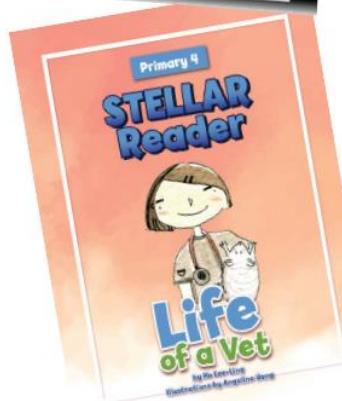
P4 STELLAR® Digital Texts 2.0

Affordance of Digital Texts:

- Multisensory reading and viewing experience
- Multi-modal interactive features that increase student engagement



A screenshot of a digital text interface. At the top, there are tabs for 'Solar System', 'Planets', 'Moon & Moon Phases' (which is highlighted with a yellow box), 'Solar Eclipse', 'Conclusion', and 'Fun Facts'. Below the tabs, there is text about solar eclipses. On the right side, there is a sidebar with four buttons: 'How a Solar Eclipse Is Formed', 'Total Solar Eclipse', 'Partial Solar Eclipse', and 'Annular Solar Eclipse'. Below the sidebar is a cartoon illustration of an astronaut in a spacesuit.



A screenshot of a digital text interface. At the top, there is a video player showing a cat being groomed. The video title is 'Cat getting its nails trimmed'. Below the video player, there is text: 'Muffin Yoda gets his nails trimmed regularly. It is important to trim your cat's claws every few weeks to prevent the nails from curling in on themselves. It can be dangerous for your cat and you if its nails get too long!'. At the bottom right of the video player, it says 'Video credit: Owner of Muffin Yoda'.

P4 STELLAR® Digital Texts

2.0

Affordance of Digital Texts:

- Multisensory reading and viewing experience
- Multi-modal interactive features that increase student engagement
- Provide layers of scaffolding to help students understand the text

The screenshot shows a digital text interface for 'THE PARALYMPIC GAMES'. The title is at the top right. Below it is a cartoon illustration of a female athlete in a red hoodie and blue pants, holding a book and a trophy. The main content area has a yellow background and is titled 'GLOSSARY'. It contains five entries with icons and definitions:

- athlete: a person who takes part in competitive sporting events
- backstroke: a swimming stroke performed on the back with arms lifted alternately out of the water in a backward circular motion with legs extended and kicking
- opponents: people who compete with others in a contest or game
- Paralympian: a competitor in the Paralympic Games
- spectators: people who watch a game or event

The screenshot shows a digital text interface titled 'The World Beyond Us' with a purple header bar containing navigation links: 'The Solar System', 'Planets', 'The Moon & Moon Phases', 'Solar Eclipse', 'Conclusion', and 'Fun Facts'. The main content area has a dark background and is titled 'Glossary'. It contains ten entries with icons and definitions:

- annular eclipse: an eclipse of the Sun in which the moon does not cover the entire disc of the Sun
- asteroid: one of the rocky objects that move around the Sun
- comet: an object that moves around the Sun; it is made of rock as well as ice and gas, which can sometimes form a long, bright tail
- eclipse: a shape that looks like an oval
- extinction: a situation that happens when something such as plants or animal species has died out completely
- Infinately: used to describe having no limits, just like space
- moon phases: the shape of the part of the moon that can be seen at different times of the month
- planet: a planet is an object that orbits the Sun
- phenomena: the plural form of "phenomenon", which is a fact or event that is unusual

P4 STELLAR® Digital Texts 2.0

Affordance of Digital Texts:

- Multisensory reading and viewing experience
- Multi-modal interactive features that increase student engagement
- Provide layers of scaffolding to help students understand the text
- Facilitate Assessment for Learning
- Provide authentic learning experience

2 COMMENTS

JUSTIN BAY
18 August at 6:40 p.m.

Dr Ally, I am 10 years old and I have always wanted a pet rabbit. My mother says keeping a rabbit is a lot of work. Is that true?

REPLY

DR ALLY
20 August at 9:30 p.m.

Caring for a rabbit is a big responsibility. You have to feed it, play with it, groom it, and keep it safe and healthy. It requires more time, attention and space than most people think. At the same time, a rabbit can be a lot of fun. If you are not sure whether you can handle the responsibilities, you might want to volunteer to take care of a friend's pet or help out in an animal shelter. After this experience, you and your family can decide whether you are ready to take on the responsibility and lifetime cost of owning a rabbit.

TURTLE HARDHELL
20 August at 9:30 p.m.

My terrapin has some kind of green algae on its shell. Should I bathe it?

REPLY

DR ALLY
21 August at 10:00 a.m.

A build-up of algae on your terrapin can cause infection and other problems. Ensure your terrapin has a large tank with a water filter and a place where it can dry itself. Do clean your terrapin using a clean soft toothbrush and water. Don't use any soap. If you find any soft spots on its shell, do take it to a vet to have it checked out.

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Write Message

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DOCTOR ORDERS A WARM BATH
16 August

Components of an EL Paper

Middle Primary

Components of an EL paper (P3 and P4)

	Marks	Duration
Paper 1 Continuous Writing	20 marks	50 mins
Paper 2 Language Use	50 marks	1 hour 15 minutes
Oral	16 marks	About 20 minutes
Listening	14 marks	About 40 minutes
Total	100 marks	



Components of an EL paper 2 (P3 and P4)



Components	Primary 3	Primary 4
Grammar MCQ	8 questions	8 questions
Vocabulary MCQ	6 questions	6 questions
Grammar Cloze	2 passages 8 questions	2 passages 8 questions
Editing	3 questions	
Vocabulary Cloze	1 passage	
Comprehension Cloze		1 passage
Sentence Manipulation	3 questions	4 questions
Comprehension (open-ended)	2 passages	2 passages

Paper 2 (Primary 3 & 4)

Section A: Grammar MCQ

For each question from 1 to 8, find the answer. Make your choice (1, 2 or 3) on the Optical Answer Sheet.

1. Maria and Sally _____ next week.

- (1) is
(2) are
(3) was
(4) were
- (1) viewers
(2) onlookers
(3) spectators
(4) passengers

2. The teacher asked the c by _____?

- (1) itself
(2) myself
(3) yourselves
(4) themselves
- (1) test
(2) survey
(3) contest
(4) competition

3. David was greedy and uncomfortable.

- (1) few
(2) little
(3) many
(4) much
- (1) as hot as lava
(2) as dry as a bone
(3) as smooth as silk
(4) as tough as leather

Section B: Vocabulary MCQ

For each question from 9 to 14, four options answer. Make your choice (1, 2, 3 or 4). Show the Optical Answer Sheet.

9. Some _____ surrounded the boy and did not help him.

Section C: Grammar Cloze

Passage 1

Read the passage carefully. Choose the correct word from the words given in the box and write its letter (A to F) in each blank. **USE EACH WORD ONLY ONCE.** (4 marks)

- | | | |
|--------|---------|----------|
| (A) it | (B) us | (C) our |
| (D) he | (E) his | (F) them |

It was a frightening experience for John and Sarah. Both of (15) _____ were relieved that they were finally safe from the bear. Sarah had used thick branches to hit (16) _____.

"Let's pack (17) _____ things and head home," Sarah said as she picked up both their bags. John nodded (18) _____ head. He folded the mats and the tent. He hoped that they would not have to face the bear again.

Passage 2

Read the passage carefully. **Underline the correct word** from the words given in the brackets. (4 marks)

Henry is a student who enjoys reading. He (19) [pick / picks] up any book and instantly, his world is transformed. His favourite book (20) [is / are] "Harry Potter and the Sorcerer's Stone". Sometimes, Henry's parents buy books for him or (21) [take / takes] him to the library. His siblings (22) [love / loves] reading too. They can spend hours in the library every weekend.

- Grammar MCQ
- Vocabulary MCQ
- Grammar Cloze

Paper 2 (Primary 3 & 4)

Section E: Sentence Manipulation

Combine the sentences to make a sentence that must be the same.

27. The baby could be sick.

or _____

28. My sister was not late for

Neither _____

29. Your composition can be

30. Both of my best friends are

Neither of _____

Section F: Comprehension (1)

Read the passage carefully and answer the questions.

My father and I were walking home when we heard a lady crying for help. She told my father about her handbag and ran off. The lady pointed and said that the thief had run that way. In figure sprinting away. He was carrying a pi-

My father told me to stay where I was because it might be armed and it was dangerous for me to hesitate, my father gave chase. I dialed "911" to report what had happened. I also comforted the lady.

Twenty minutes later, my father returned and apprehended the thief. The lady was grateful for our assistance.

The lady was grateful for our assistance but we declined. She also gave us a commendation for our public-spiritedness. We received a "Good Citizen" award from the school. Our award in the glass cabinet in the living room is waiting for the day to arrive!

For Q31 to 33, read each statement and tick ✓ "True" or "False". The first example has been done for you.

[3m]

	Statement	True	False
Example	A thief snatched the lady's handbag.	✓	
31.	The writer and his father were walking to the shopping mall when the incident happened.		
32.	The thief ran towards the park.		
33.	The writer's father caught the thief by himself.		

34. Tick ✓ your chosen answer.

The writer did not help to chase the thief as _____ [1m]

it was dangerous

he wanted to stay with the lady

his father gave chase immediately

35. How did the writer help the lady?

a. _____ [1m]

b. _____ [1m]

- Sentence Manipulation
- Comprehension



Paper 2

P3

P4

Section D: Vocabulary
Section D: Comprehension Cloze
Section E: I

Each of the
the boxes.

- (A) clean
(E) fastest

Sally

Singapore h

(23) _____

It was Amirah's tenth birthday. Her parents bought her a bicycle as a birthday

(23) _____. She was thrilled because she had always wanted to learn how to
cycle.

not do well.

(31) _____

was trueli t

she would s

The seats on
important as some (2)

Littering, eatin

keep the trains (27) _

It is also safe t

to (28) _____

somewhere, hop on a

The next day, her father took her to the park to try (24) _____ her new

bicycle. Amirah was nervous. Her father told her to pedal slowly and look
straight ahead at the nearby trees. Within a few seconds, Amirah lost her
(25) _____.

She fell to the ground with a loud thud and tears rolled down her cheeks.

"It's all right! Try again," encouraged her father. Amirah (26) _____ away

her tears and got up. Soon, she was able to cycle. She was delighted that she could finally

cycle.

- Editing for Spelling (P3)
- Vocabulary Cloze (P3)
- Comprehension Cloze (P4)

Continuous Writing

Continuous Writing (P3 & P4)

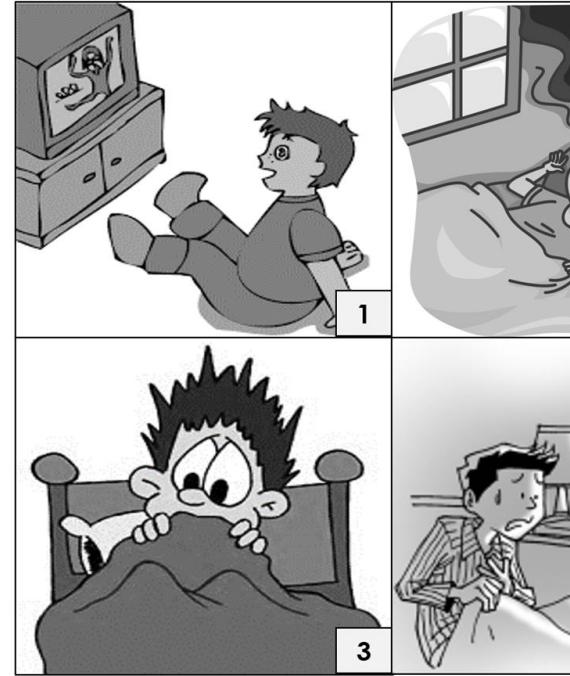
Purpose and Intent

- Write creatively for a variety of purposes, audiences, contexts and cultures
- Develop, organise and express ideas coherently, cohesively and creatively in writing



Creative Writing

P2



Beginning



1

What were you doing?

- late at night
- alone at home
- latest horror movie
- excited
- eyes glued to the television

How did you feel when you watched the movie?

- sound effects were scary
- sent shivers down my spine

Beetle



P3

NAME: _____
CLASS: PRIMARY 3
PARENT'S SIGNATURE: _____

Lost in a Mall
Stage 1: Pre-Writing
WRITING PROMPT

Name: _____ ()

Write a composition of at least 100 words about the day you were lost in a mall.

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

Consider the following points when you plan your composition:

- What were you doing at the mall?
- What happened at the mall?
- How did you feel when you realised that you were lost?
- What happened in the end?

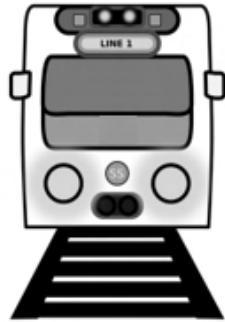
You may use the points in any order and include other relevant points as well.

Helping words:

- newly-opened mall
- spacious
- excited
- curious
- window display
- wandered off
- panicked
- burst into tears

P4

GREENDALE PRIMARY SCHOOL
WRITING PACKAGE
PRIMARY 4



COMPOSITION 1:
A DISRUPTED TRAIN SERVICE

NAME: _____

CLASS: PRIMARY 4 -

PARENT'S SIGNATURE: _____

A Disrupted Train Service
Stage 1: Pre-Writing
WRITING PROMPT

Name: _____ ()

Write a composition of at least 120 words about the day you experienced a disrupted train service.

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

Consider the following points when you plan your composition:

- Why was there a train disruption?
- What did the commuters do?
- How did the commuters feel?
- What happened next?

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

Helping words:

- peak hour
- crowded
- platform
- packed like a can of sardines
- bus service
- late for school
- worried
- rushed to board



Lost in a Mall
Stage 1: Pre-Writing
WRITING PROMPT

Name: _____ ()

Date: _____

Write a composition of at least 100 words about the day you were lost in a mall.

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Helping words:

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- excited
- curious
- window display
- wandered off
- panicked
- burst into tears



P3

A Disrupted Train Service
Stage 1: Pre-Writing
WRITING PROMPT

Name: _____ ()

Date: _____

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P4



What are we
looking for?

Continuous Writing (P3 & P4)

	EL	Duration
Content	10 marks	50 mins
Language	10 marks	
Total	20 marks	



Continuous Writing (P3 & P4)

Content

- Fully relevant ideas
- Highly interesting and thoroughly-developed composition

Language

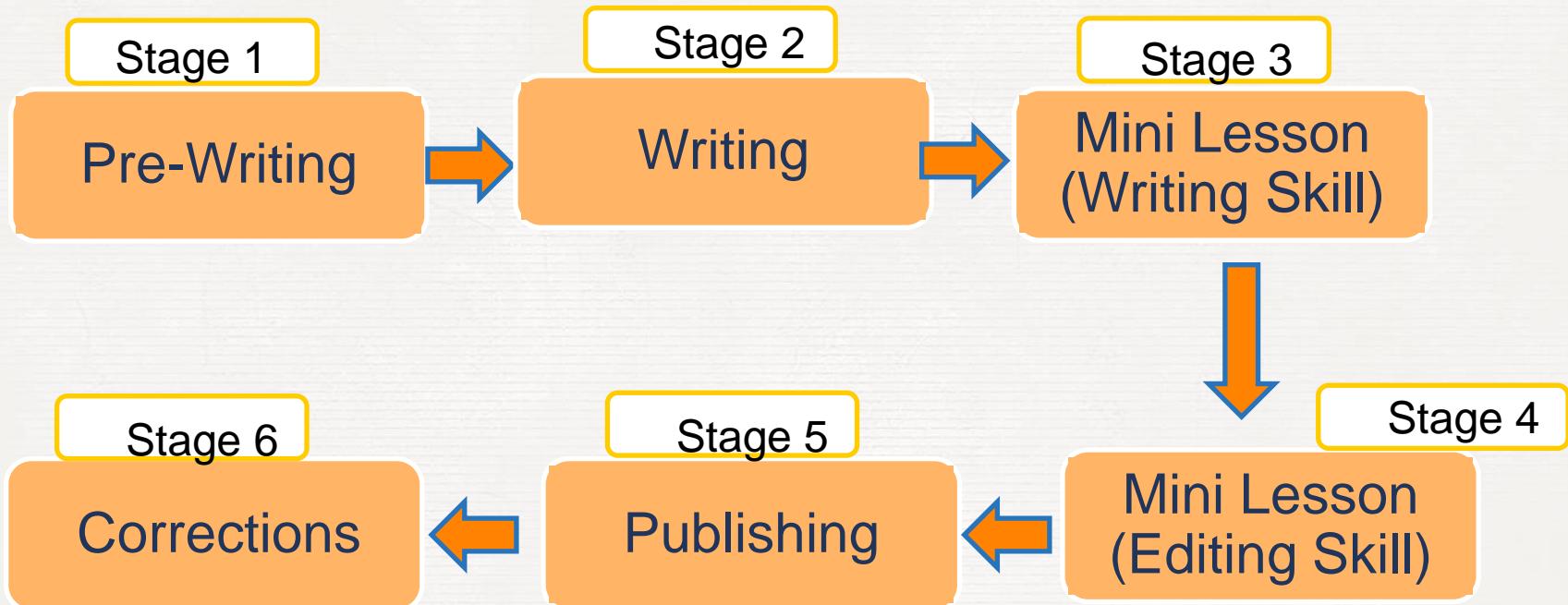
- Language is accurate with hardly any errors in grammar, expression, spelling and punctuation
- Wide and appropriate use of vocabulary
- Very good sequencing, paragraphing and linking of ideas and facts





How do we prepare your child for Continuous Writing in school?

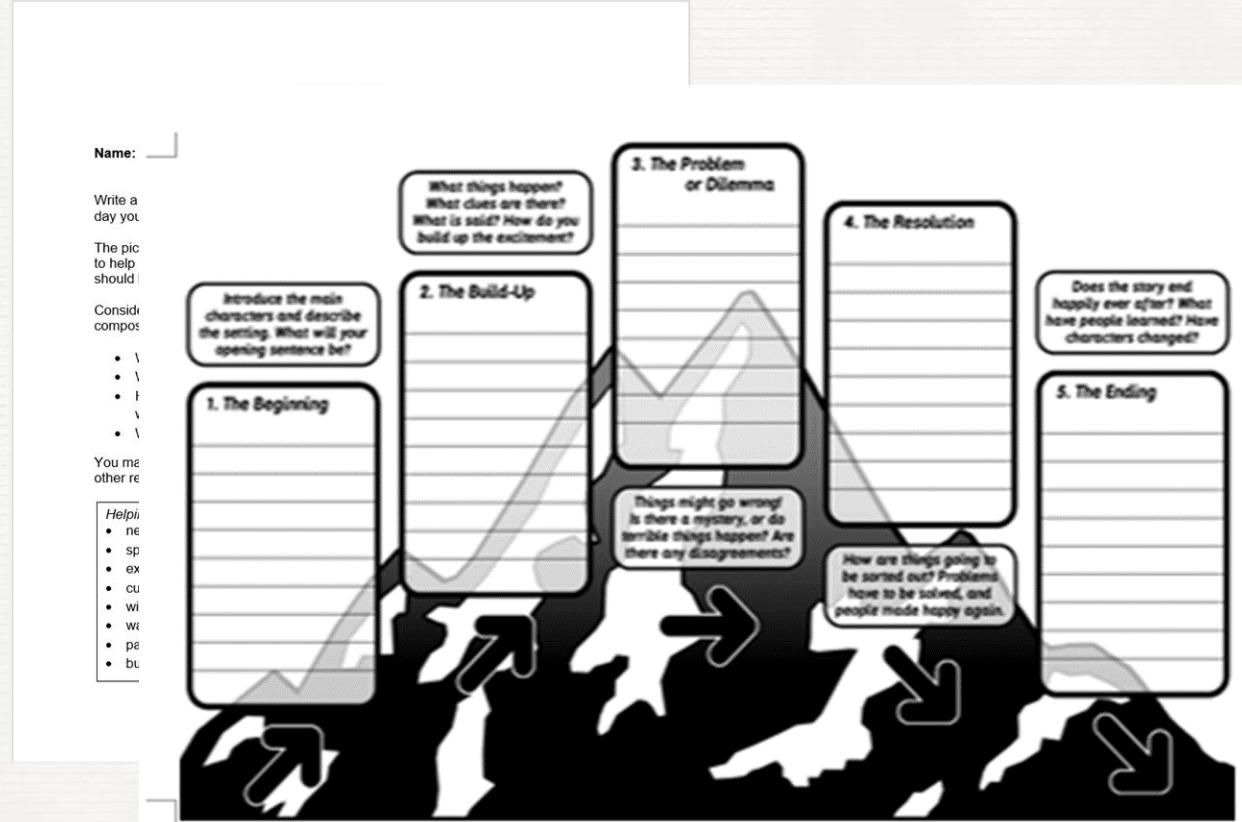
Writing Process (P3 & P4)



Writing Process (P3 & P4)

Stage 1

Pre-Writing



Writing Process (P3 & P4)

Stage 2

Writing

Stage 3

Mini Lesson
(Writing Skill)



Show
Not
Tell

Lost In a Mall
Stage 3: Mini Lesson (Writing Skill)
SHOW NOT TELL

Name: _____ () Date: _____

Show, Not Tell is a writing skill which allows the reader to experience the story through actions, words, thoughts, senses, and feelings.



MENTOR TEXT 1

Tell:

My parents and I were going to the new mall. I was excited.

Show:

Face	My <u>eyes</u> lit up and my <u>lips</u> curled into a wide grin. My <u>cheeks</u> flushed red as I tried to contain my excitement.
Body	I ran towards my father and enveloped him in a big hug. He rolled his eyes when I started jumping up and down.
Voice	I squealed with delight as we were finally going out.

Tell sentences:

My parents and I were going to the new mall. I was excited.

Show sentences:

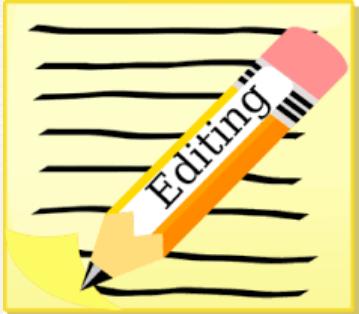
My eyes lit up and my lips curled into a wide grin. My cheeks flushed red as I tried to contain my excitement. I ran towards my father and enveloped him in a big hug.



Writing Process (1)

Stage 4

Mini Lesson
(Editing Skill)



What is a paragraph?

A paragraph is a block of sentences.
A larger piece of writing to separate
a sequence of events.

When do we :

- There is
- There is
- A new
- A new
- A new

How do we start a new paragraph?

Step 1: Leave a line

Step 2: Leave a two-finger space

In this editing lesson, I learnt to:

SPELLING

- Correct my spelling

PUNCTUATION

- Use appropriate punctuation at the end of sentences
- Punctuate dialogues correctly

GRAMMAR

- Use the correct tense
- Check that the verb agrees with the subject (Subject-Verb Agreement)

PARAGRAPHING

- Indent every paragraph
- Paragraph my composition correctly
Eg: Start a new paragraph for a change in speaker (dialogues)

SENTENCE STRUCTURES

Level 1:

- Start every sentence with a capital letter
- Write in complete sentences

Level 2:

- Vary sentence beginnings
Eg: then, suddenly, in the nick of time
- Use appropriate transition words
Eg: and, but, then, so, also, because
- Expand sentences using adjectives and adverbs.

Level 3:

- Vary sentence structures
Eg: shorten run-on sentences, lengthen clipped sentences

Writing Process (P2 Q. D4)

Stage 5

Publishing

Stage 6

Corrections

|Train Disruption

It was a Monday morning and I was going to school. I was in a secondary school quite far from home, so I had to go by train or bus. It was 7.00 a.m. and I was rushing to school as I woke up late.

Soon after, I reached the train station. **My heart sank** when I saw the station. It was so crowded that I had no choice but to push my way through. As I **jostled and nudged my way through, I saw people frowning at me**. My mouth fell open when I saw the train platform as **it was packed like a can of sardines!**

"Excuse me! Excuse me!" I exclaimed as I made my way through to the train.

When I boarded the train, I **saw a man lingering by the door. His eyes glued to his phone**, so he did not notice the people rushing into the train. Suddenly, while going on its way to **Kranji** station, the train's lights started to flicker and **the train jerked very violently before coming to an abrupt halt**. All the commuters were shocked as everything happened so quickly. The lights and air-conditioners were down and the whole train went silent and dark for a moment. After ten minutes, we heard an announcement as **it crackled through the speakers**.

|Train Disruption

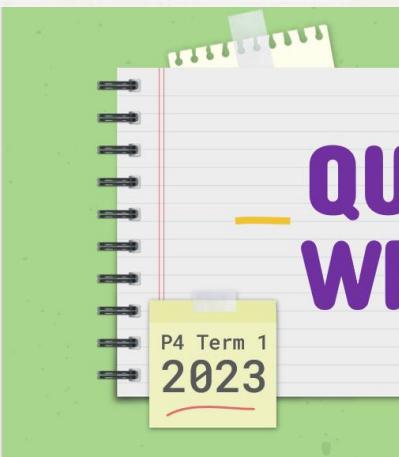
I was going to school. I went to school by taking the train. When I was at the MRT station, **it was packed like a can of sardines! I shoved my way in** and managed to board the train. I saw a man **lingering by the door, his eyes glued to his phone**.

The train was moving smoothly at first until the lights flickered suddenly. It started to move slowly. Everyone was curious about what had happened.

Abruptly, the train came into a stop. Everyone was shocked. After a little while, an announcement came and we realized that there was a power failure. Everyone panicked and ran out of the train.

The **deafening noise of the crowd made it impossible to hear anything clearly**. The SMRT provided buses to shuttle people to the next station. Everyone rushed to the buses. There was an elderly woman who was looking lost so I decided to help her get into the bus.

QuickWrite



TERM 1, WEEK 5/6

Show Not Tell (Fear)

Instructions: Rewrite the underlined sentence using Show Not Tell.

Adding Dialogue

Instructions: Complete the dialogue with a saying verb, emotion & action.



The Write Project

The Write Project

a project by the English Department



WELCOME, GREENDALITES!

You have reached the place where stories come alive!

Only a select few have been granted the privilege of entering this realm.

Prove that you are one of them. Click [HERE](#) and key in the password.

Hint: Check SLS announcements for the password!



All Categories

- Book Reviews
- Comics & Artwork
- From March SLS Coll
- From September SLS
- Information Text
- Jokes & Riddles
- Personal Reflections
- Poems
- Primary 1
- Primary 2
- Primary 3
- Primary 4
- Primary 5
- Primary 6
- Short Stories

Trapped in a Lift



gdpswriteproject



October 11, 2021



From September SLS collection, Primary 6, Short Stories



Edit

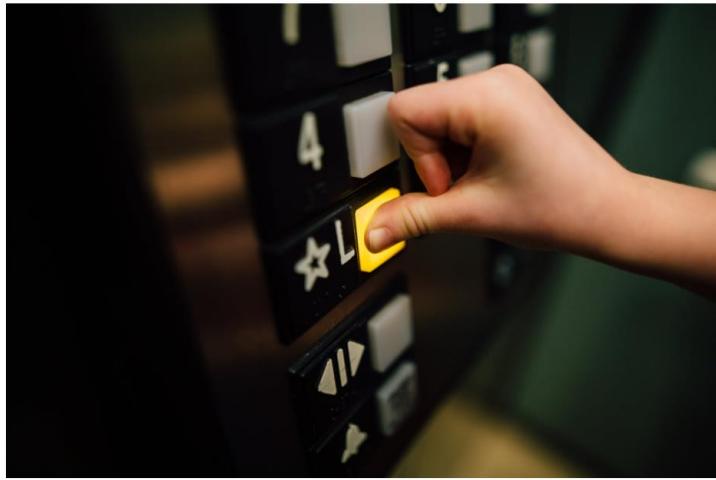


Photo by Kelly Lacy on Pexels.com

"Finally!" I thought, ecstatic that school was over. Exhausted by the long day at school, I rushed home so that I could relax. I soon reached the lift lobby. I patiently waited for the doors to open before I rushed in and pressed Level 7 repeatedly.

Suddenly, when the lift was in between Level 3 and 4, the fan of the lift stopped and there was pin-drop silence around me. The lift stopped. I was stunned, unable to comprehend the situation. At first, I tried to remain positive that the lift would restart in a couple of seconds but after a while, there was no denying it. I was trapped in the lift.

The Write Project

- Pupils are invited to submit writing pieces of their choice
- Prompts provided



How can you help your child?

How you can help your child

- Read extensively
- Read model compositions with your child, paying attention to writing styles and descriptive phrases
- Encourage your child to apply the writing strategies they have learnt in class for their practice pieces (refer to writing packages)



Oracy

- Reading Aloud

Reading Aloud

Purpose and Intent

Develop accuracy and fluency in reading, in terms of

- good pronunciation and clear articulation
- appropriate rhythm and stress
- appropriate variation of pitch and tone

*Adapted from EL
Syllabus 2020*



Reading Aloud

	Marks
Reading Aloud	6
Stimulus-based Conversation	10
Total	16



Total time given for preparation:
4 minutes



What are we
looking for?

Reading Aloud

- Clear and consistently good pronunciation.
- Read every single word in the passage.
- Avoid skipping any words, even if they are unsure.
- Break the unfamiliar word into syllables, blend and pronounce it.



Reading Aloud

- Fluent reading delivered with appropriate pauses and without hesitations.
- Read at a consistent speed.
- Avoid reading using a monotonous tone.
- Pause at appropriate places.
- Chunk words into meaningful units.



Reading Aloud

■ Appropriate variation of pitch and tone.

- ✓ Read with expression.
- ✓ Look out for dialogues.
- ✓ Stress on the correct words.



Reading Aloud



One day, to Sam's horror, Paul suggested,
“Come on, Sam! Let's take the stairs!”

Sam and Paul were neighbours and classmates. Every day, they went to school and returned home together. Paul was the active one. He loved all kinds of sports and found it difficult to sit still. Sam, on the other hand, enjoyed lazing on his couch at home. He always felt breathless trying to keep up with Paul.

One day, to Sam's horror, Paul suggested, "Come on, Sam! Let's take the stairs!"

"We live on the fifth level, Paul!" Sam exclaimed and looked at Paul in disbelief.

Contractio
n

"Don't forget what Mr Lee said during PE lesson! Some exercise daily is good for us," Paul replied with a grin, dragging Sam along. He had decided to help Sam become fitter and healthier.

P3

2019 Middle Primary SA Reading Aloud



Tom saw his mother waiting for him outside his school and waved. He could not wait to tell her about his day at school.

"The Science lesson today was so interesting!" Tom exclaimed as he walked hand in hand with his mother.

Dialogue

Tom's mother smiled, delighted that Tom had enjoyed his lesson. Curious to know more, she asked, "What did you do?"

"Miss Tan took us to our school garden and pointed out many different insects

to us," Tom said happily. He loved it when his Science teacher took his class out of the classroom and taught lessons at various places around the school.

"I wouldn't like that at all!" Tom's mother cried. Tom burst out laughing! He

had forgotten that his mother was terrified of all kinds of insects.

P4



How do we prepare your child for Reading Aloud in school?

GREENDALE PRIMARY SCHOOL
ENGLISH DEPARTMENT

READING ALoud

&



PRIMARY 3
Worksheet 3

NAME: _____ ()

CLASS: PRIMARY 3 -

Beginning Sounds: *ph* and *th*

- The two or more letters that work together to make one sound.
Ph is a digraph that has the /f/ sound.

Try to read all the words in the boxes below:

Phony	Phase	Phlegm	Physician
Phobia	Pharmacy	Pheasant	Physic
Phone	Phonics	Phew	Phrase
Physical	Photograph	Phantom	Pharmacist

- Now try the sound ***th***.

Look at the words below and try to sound out each word.

Thing	That	Their
Though	These	Thermos
Thin	Think	Then
Thought	Than	Them

Ending sounds: *s, f, l, t, d*

It is important to sound out the ending sounds clearly when you are reading aloud.

- When practising ending sounds that have hissing, humming or flowing sounds, *you can practise by first stretching the word slowly and hold it a bit longer.*

Practise the words below:

Stretch the word	Say at a normal speed
misssss	miss
feellll	feel
coollll	cool
koffff	cough



READING ALoud

- recognise and apply difference in word stress patterns in words according to word class

e.g. PREsent [noun], preSENT [verb]

present

I'd like to **present** you
with a birthday **present**.



**Let's practise the consonant clusters with tongue twisters.
(pair work)**

Beginning consonant sound : st , qu, tw, wr



/st/

1. ***Stewart stand still and studies the stallion in the stable.***
2. ***The stubborn student stopped at the stationery store for stamps and got stuck in the storm.***

/qu/

- ***The King and the Queen quarrelled quickly.***
- ***The quack quit asking quick question.***

/tw/

1. ***The twins twisted twine around twenty long twigs at half past twelve.***
2. ***Twila felt sick after twirling twenty times and twisting her toe twice.***

/wr/

1. ***The Wright sister wrapped their wreath in a paper wrapper so it wouldn't get wrinkled.***
2. ***The writer wrote about wrecks and wreckage on the sea floor.***





How can you help your child?

How can you help your child?

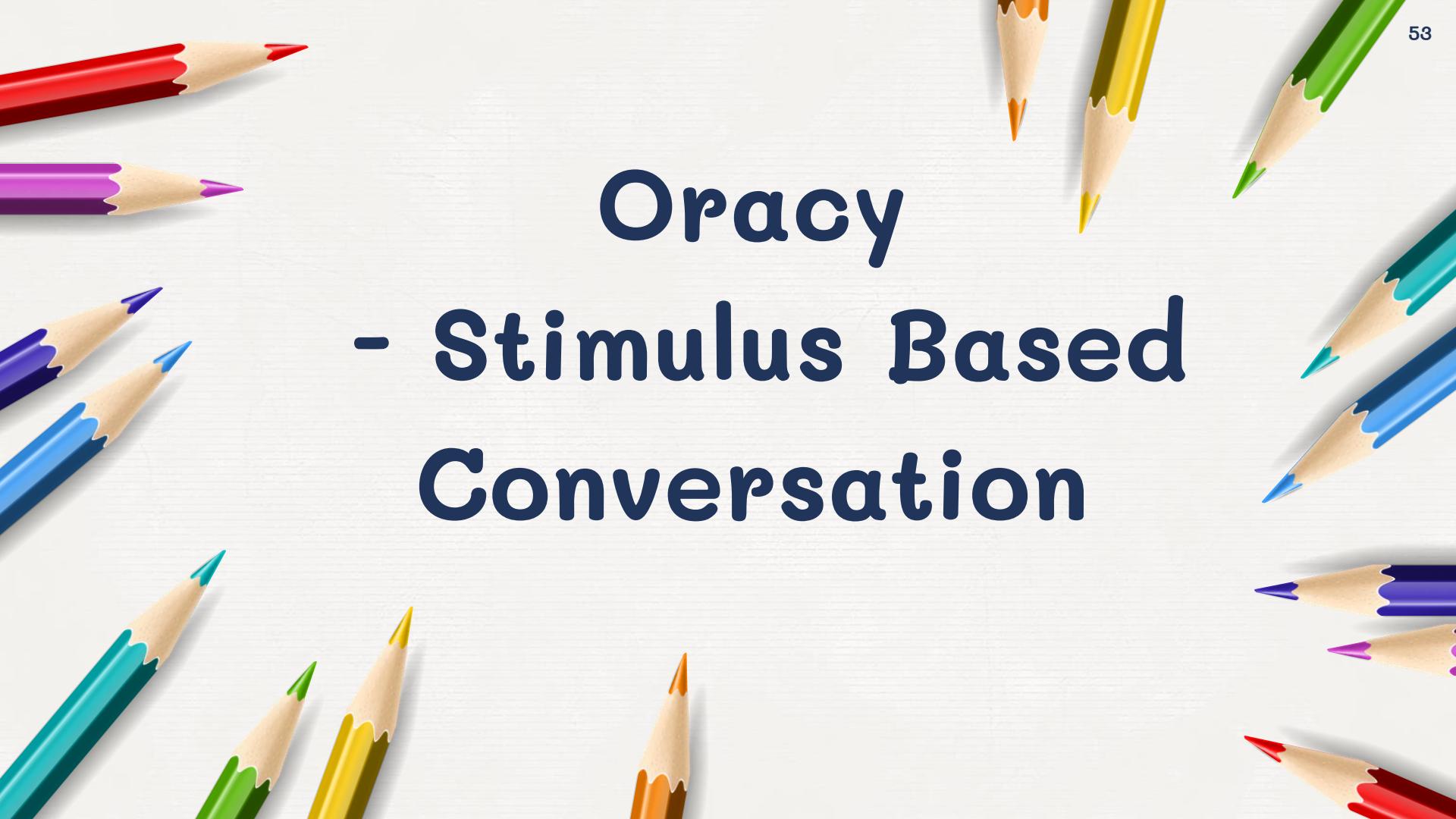
- Get your child to practise reading aloud regularly.
- Listen to them when they read. When your child skips or mispronounces a word, point to the word, say it, and have your child repeat it.



How can you help your child?

- Go to online dictionary to check the correct pronunciation of words.
- Get your child to record his/her reading and play it back to hear how he/she sounded.





Oracy

- Stimulus Based Conversation

Stimulus-based Conversation

Purpose and Intent

- Ability to express ideas clearly through speaking.
- Use accurate grammatical features of spoken language.
(pronunciation, articulation, expression, correct use of volume, stress and intonation to convey meaning)
- Speak confidently for a variety of purposes, audiences and contexts.

Adapted from EL Syllabus 2020





What are we
looking for?

Stimulus-based Conversation

Provide well-developed responses to questions.

- Avoid one-word answers
- Elaborate their ideas
- Share their own personal experiences

Stimulus-based Conversation

Use a wide range of appropriate vocabulary.

Instead of...	Try...
I like...	<ul style="list-style-type: none">• I am fond of• I am passionate about• I am interested in
It is nice...	<ul style="list-style-type: none">• delightful• spectacular• stunning



Stimulus-based Conversation

Use varied sentence structures.

- | | | | |
|---------------|----------------|-----------------|-------------------------|
| • Furthermore | • Last | • To illustrate | • As revealed by |
| • Also | • Lastly | • For example | • By the same token |
| • Too | • Further | • Such as | • To demonstrate |
| • Next | • Again | • For instance | • In line manner |
| • Secondly | • In addition | • Still | • Likewise |
| • Second | • As well | • Finally | • Along with |
| • And | • Then | • Along | • Not only ... but also |
| • Or | • Moreover | • Uniquely | • What's more |
| • Nor | • Besides | • And all | • Except for |
| • First | • Specifically | • Like | • By the same |



Stimulus-based Conversation

Able to introduce new ideas into the conversation.

- Draw on their prior experiences or interests

Expresses ideas clearly and interacts well.

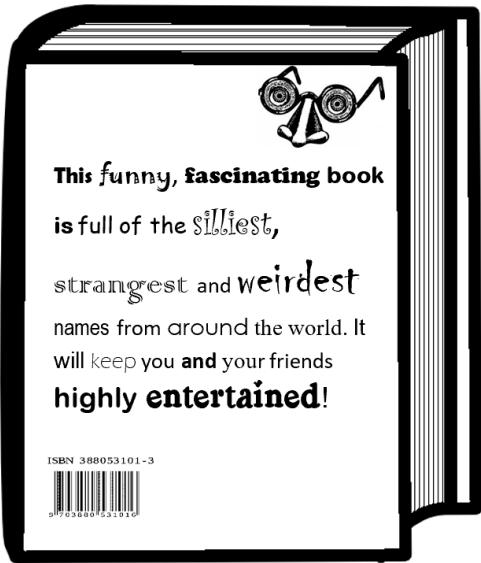
- Does not rely heavily on examiner's prompts





How do we prepare your child for Stimulus-based conversation?

Stimulus-based Conversation

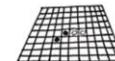


P3

Games Fiesta

23 May 2019, Friday

Relax and have fun after the exams!



Lots of prizes
to be won!

P4

Stimulus-Based Conversation

Step 1: Look at the picture and identify the main topic.

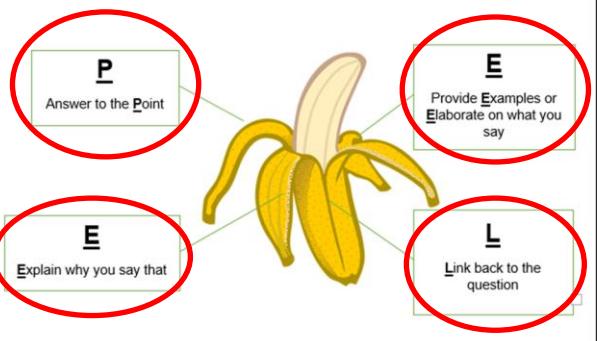
Step 2: Guess the questions that you will be asked based on the topic.

Step 3: Prepare 2-3 key points for each question. Be prepared for other related questions. Recall personal experiences related to the Topic.

Step 4: Use the PEEL Structure where appropriate

- P – Answer to the Point
- E – Explain why you say that
- E – Provide examples or elaborate on what you say
- L – Link back to the question

How do we develop our answer? **PEEL!**



Question: (a) Look at the picture. Would you be interested to read this book? Why / Why not?

Use the PEEL Structure as a guide	Sample response
Point <i>This sentence answers or addresses the question you are asked by the examiner.</i>	Yes. I would be interested to read this book.
Explain <i>These next few sentences explain why you answered the examiner in a particular way.</i>	The blurb is eye-catching and I think I would enjoy learning about the different names from around the world and at the same time have a good laugh as mentioned here. Furthermore, I am a bookworm and love to read different genres of books.
Example <i>This sentence give specific examples to support the point being made.</i>	Every school holiday, I would visit the library and borrow books. I find that it is important to read as I can expand my vocabulary and at the same time expand my knowledge about the world.
Link <i>The last sentence finishes the paragraph by linking back to the question.</i>	So yes, I would definitely be interested to read this book.



P3 Readers' Theatre

- Students learn to appreciate various texts while developing their reading fluency

- Students will also learn about
 - Posture
 - Pace
 - Intonation
 - Voice projection



P4 Public Speaking

– Making Ice Cream

- Ice cream making project
- P4 students will be tasked to create their own unique and cost-effective ice cream for Greendale's 15th Anniversary.



P4 Public Speaking

– Making Ice Cream

- Poster designing
 - to promote their ice cream
- Persuasive speech
 - delivering presentation to their peers to get them to vote for their team's creation





How can you help your child?

How can you help your child?

- Explore different themes with your child and ask him/her questions based on their experiences
- Encourage your child to apply the strategies taught in class (PEEL)
- Speak to him/her on different topics and encourage him/her to elaborate on answers
- Discuss interesting newspaper reports
- Provide opportunities for him/her to speak to different people to build confidence



Cultivating a Reading Habit

Importance of Cultivating a Reading Habit

It enhances
their
imagination

It improves
their grammar

It expands their
vocabulary

It improves
their writing
skills

It leads to their
future academic
success





How do we cultivate a reading habit in school?

Cultivating a Reading Habit

- Sustained Silent Reading
 - students read books of their choice quietly without interruptions.
- Library Period
 - A scheduled period where students are brought to the library to browse and borrow books.



Cultivating a Reading Habit

- Class Library
 - A library corner in every classroom
 - Books are rotated among classes to ensure students get a fresh collection of books

- Author's Talk
 - Authors are invited to talk about their books and their writing process



Cultivating a Reading Habit

- Extensive Reading Programme (Primary 3 and 4)
 - Teacher to share selected books (different genres) with students every week.
- Adventure Box (Primary 3)
 - All students to be distributed copies of a given book. Students to read the books together and answer the questions.



Cultivating a Reading Habit

- What's Up (Primary 4)

- Singapore's newspaper for students
- Accompanying activities e.g. worksheets, videos, online puzzles



SINGAPORE'S NEWSPAPER FOR STUDENTS

HOME YOUR LETTERS FEELING DOWN? GROWN-UPS GO HERE Q

ACTIVITIES, VIDEOS AND OTHER EXTRAS

JANUARY 2023 ISSUE

Nuclear Fusion Crossword

Read our stories on pages 1 and 6 to complete [this month's crossword](#).

What is nuclear fusion?

This short video explains how nuclear fusion works. (The video was made before the breakthrough achieved in December, which our January issue described.)

Watch later Share





How can you help your child?

discoverReads

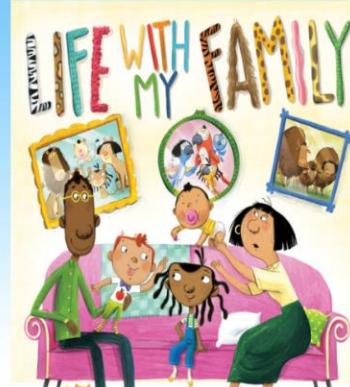
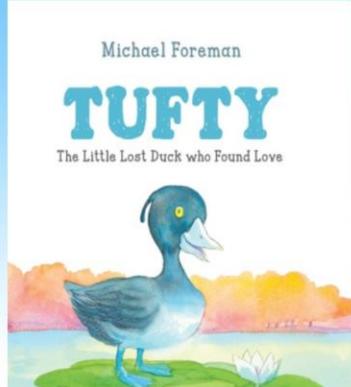
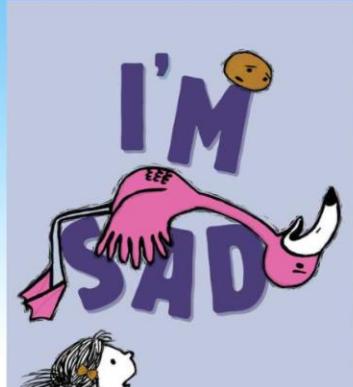


[Primary 1](#) [Primary 2](#) [Primary 3](#) [Primary 4](#) [Primary 5](#) [Primary 6](#)

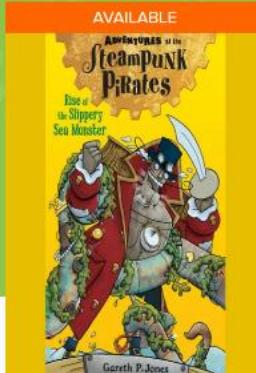
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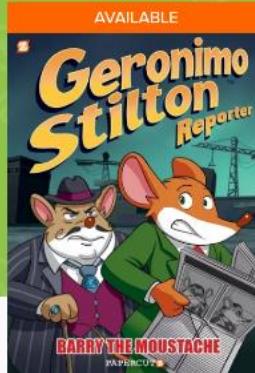
New Additions

[SEE ALL](#)

Rise of the Slippery ...
by Gareth P. Jones

AUDIOBOOK

BORROW



Geronimo Stilton Re...
by Geronimo Stilton

EBOOK

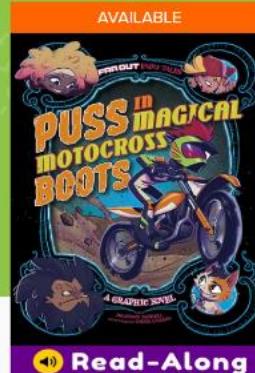
BORROW



I Survived the Attac...
by Lauren Tarshis

EBOOK

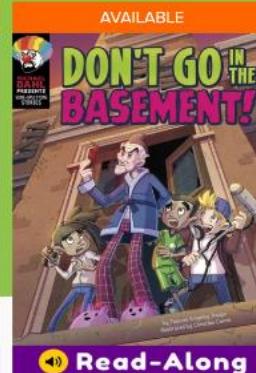
BORROW



Puss in Magical Mot...
by Omar Lozano

EBOOK

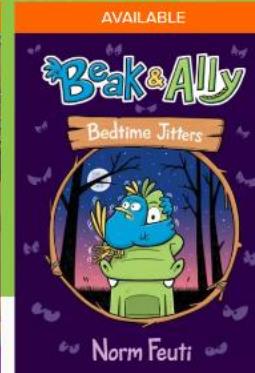
BORROW



Don't Go in the Bas...
by Thomas Kingsley Tr...

EBOOK

BORROW



Bedtime Jitters
by Norm Feuti

EBOOK

BORROW





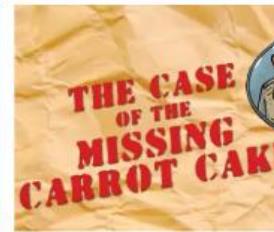
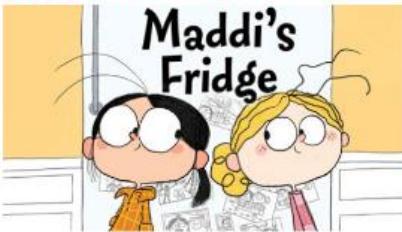
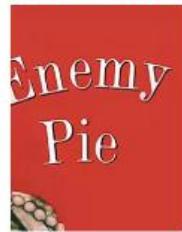
FEATURED VIDEO
FOR JANUARY



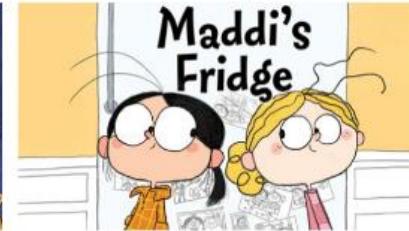
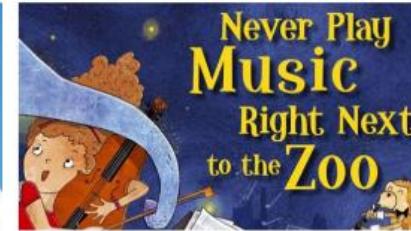
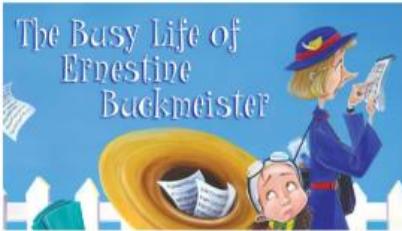
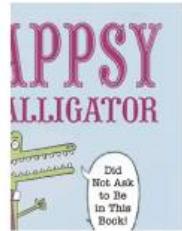
**MADDI'S
FRIDGE**

[WATCH HERE](#)

JANUARY FEATURED VIDEOS



JUST ADDED





GAMES



VIDEOS



ANIMALS



EXPLORE MORE



SUBSCRIBE



WEIRD BUT TRUE! SHORTS



Owl at the Moon



Witchy Wonder



Fishy Fright



Fierce Frog



Rainbow of Insects



Reading Resources

1. School Library Online (OPAC)

<https://schoolibrary.moe.edu.sg/greendalepri/>

2. discoverReads by NLB

<https://eresources.nlb.gov.sg/ereads/DiscoverReads/All>

3. National Library Board: eBooks for Kids

<https://nlb.overdrive.com/library/kids>



Reading Resources

4. Enjoy videos of children's books read aloud alongside creatively produced illustrations at Storyline Online.

<https://www.storylineonline.net/>

5. National Geographic

<https://kids.nationalgeographic.com/>

