

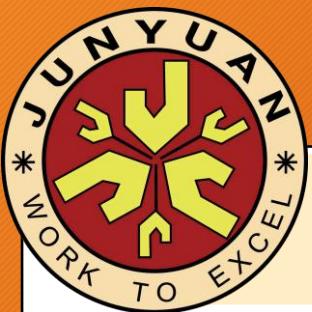
Junyuan Primary School

Primary 2 English Curriculum Briefing

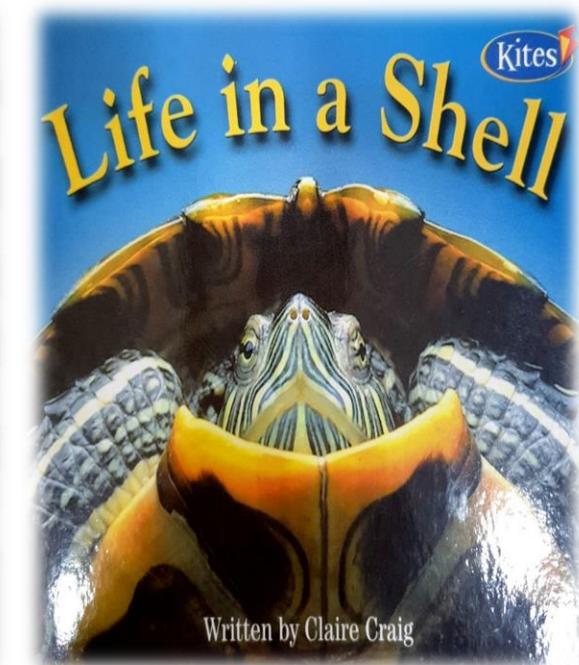
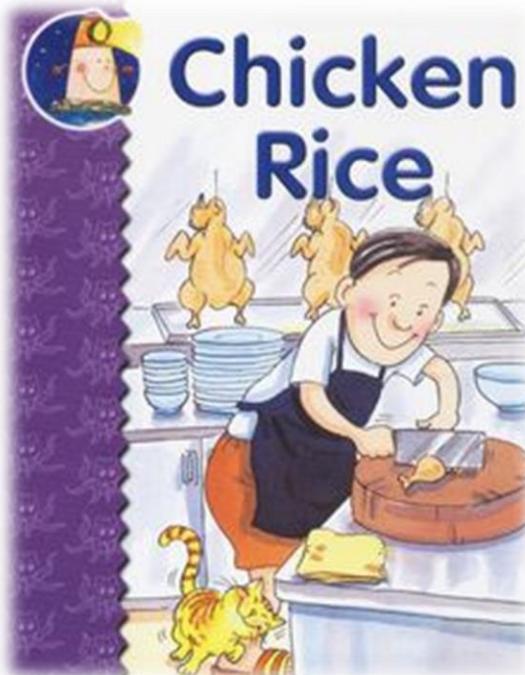


Content

- STELLAR 2.0
- Strategies Employed in the Classroom
- Signature Programmes – Literature Programme and Book Character Day
- Learning Outcomes
- Joy of Learning



Strategies for English Language Learning and Reading





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EL Syllabus 2020 & STELLAR 2.0

STELLAR 2.0 lessons will:

Empathetic Communicator

offer more opportunities for students to discuss issues, listen to different perspectives and develop their own opinions.

Creative Inquirer

encourage students to explore ideas, concepts and areas of interest and promote the joy of learning.



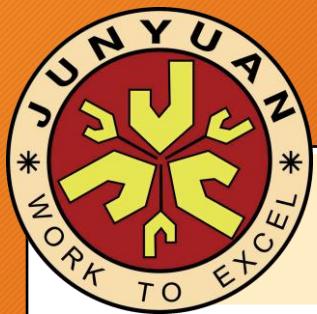
Discerning Reader

encourage students to read widely and process information critically so as to distinguish fact from falsehoods.



- Teaching and learning of English using **more speaking** and **listening** activities to build on pupils' oracy skills.

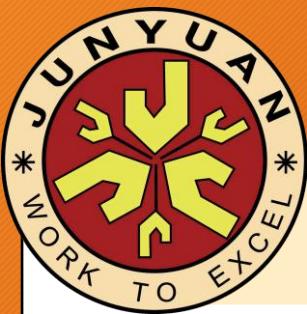
- Children learn foundational language skills through **text analysis** and various engaging activities.



4 Language Skills

Development of the four language skills:

- Listening
- Speaking
- Reading
- Writing



STELLAR Approach

Strategies for English Language Learning and Reading

3. Language Use Activities

The teacher prepares mini lessons/activities based on specific needs of children to prepare them for reading & writing activities; e.g. grammar, vocabulary, word recognition, decoding skills, spelling.

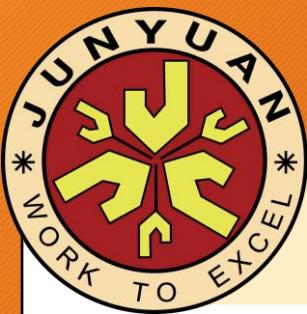
1. Shared Reading Experiences

Children read a storybook with the teacher and engage in oral discussions with teacher and peers.

2. Shared Writing Experiences

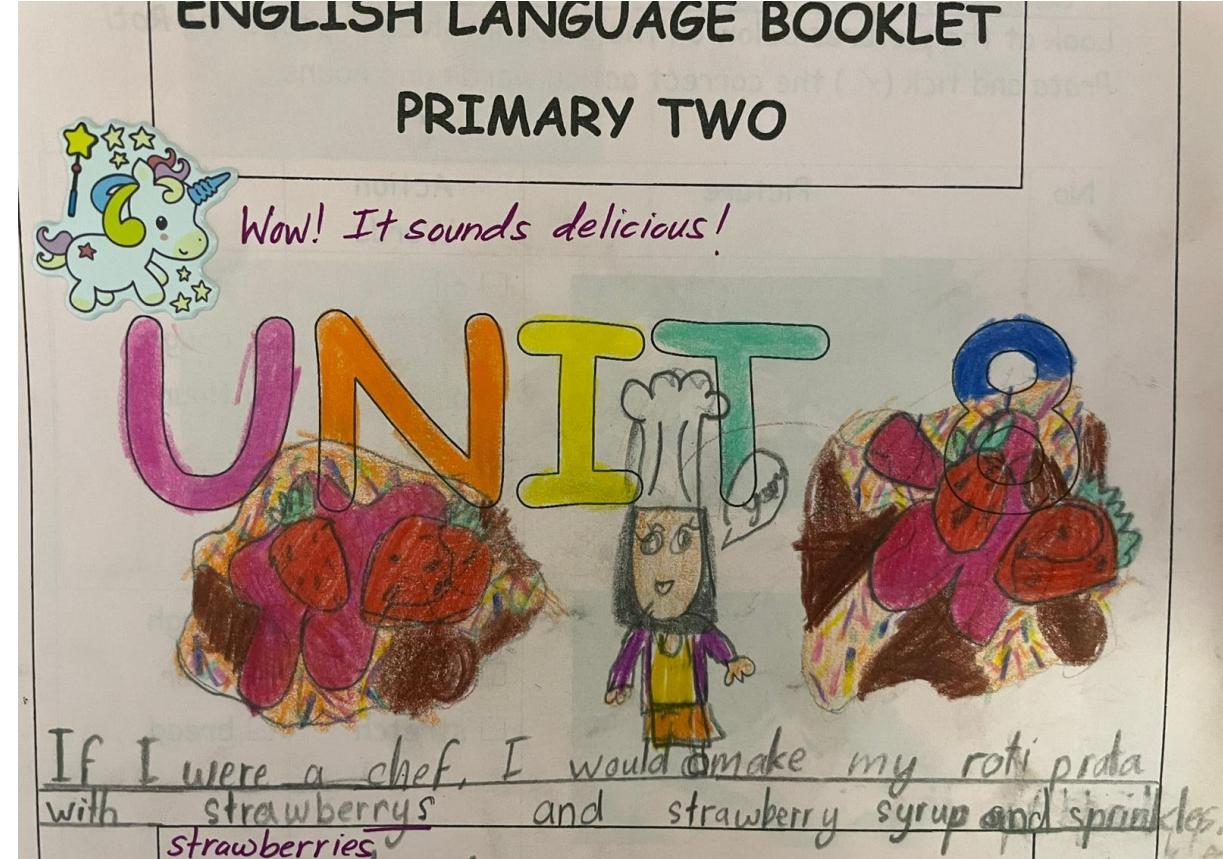
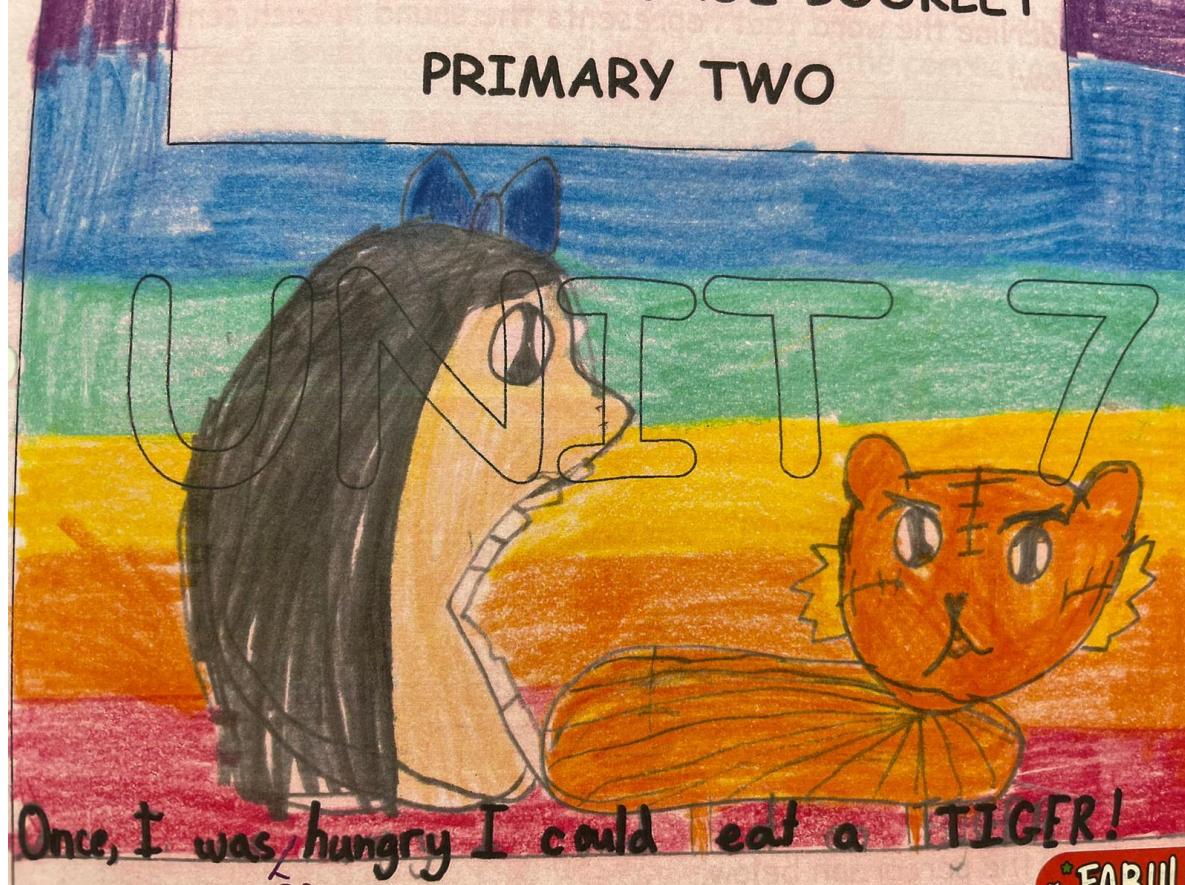
The teacher models writing using children's language. Children engage in writing together through

group writing and independent writing.

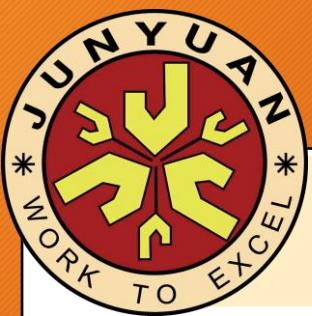


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STELLAR - Language Use Activities

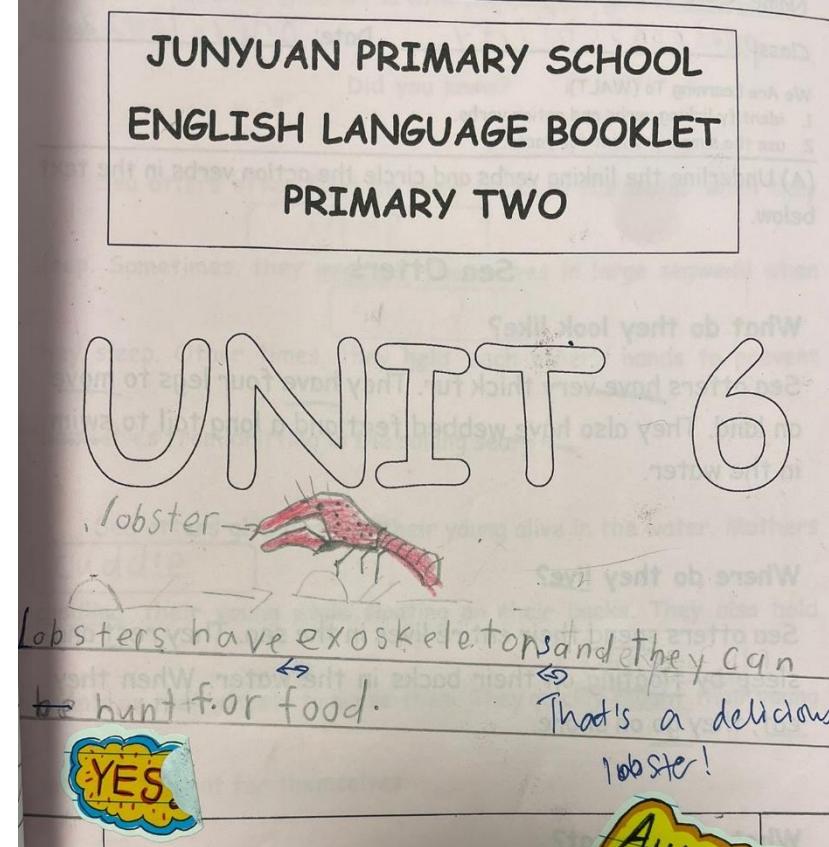
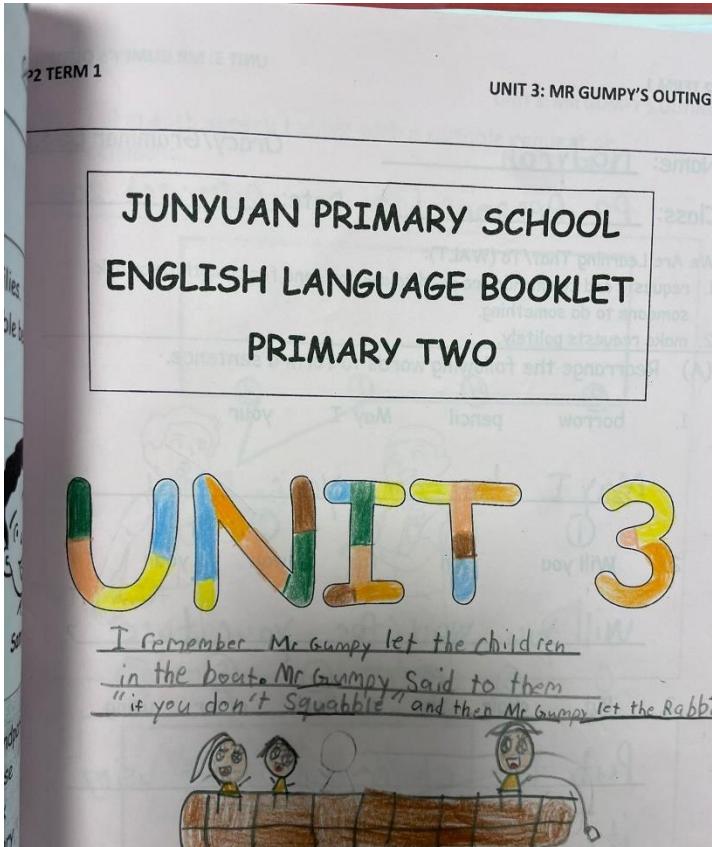
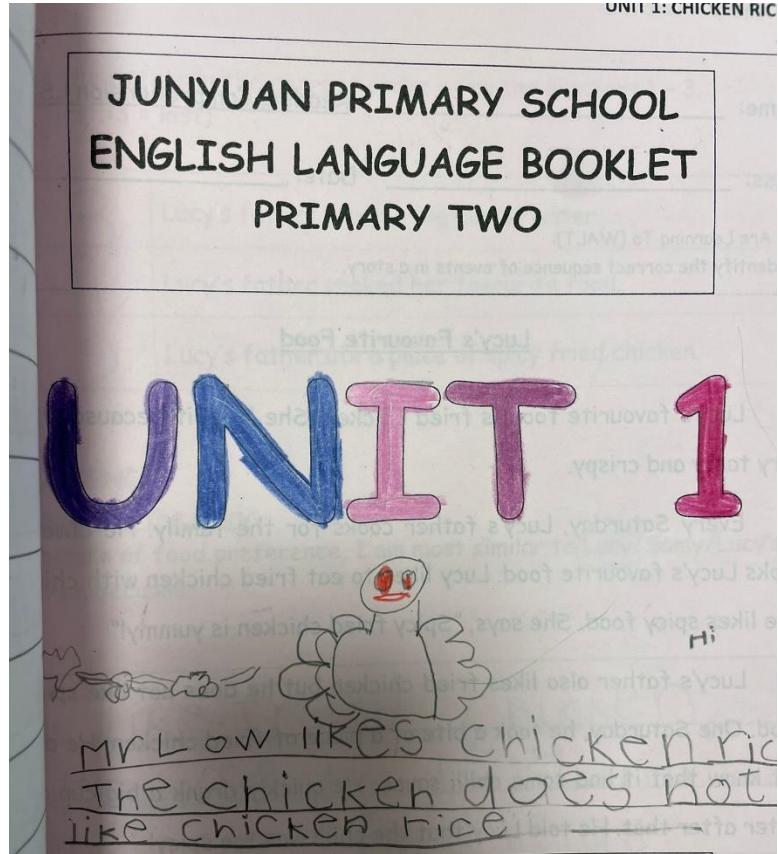


Designing of cover page based on themes

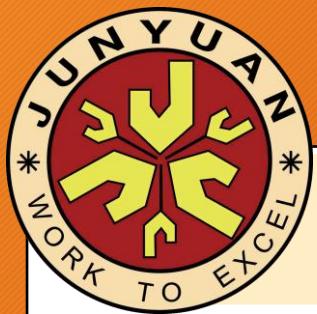


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STELLAR - Language Use Activities



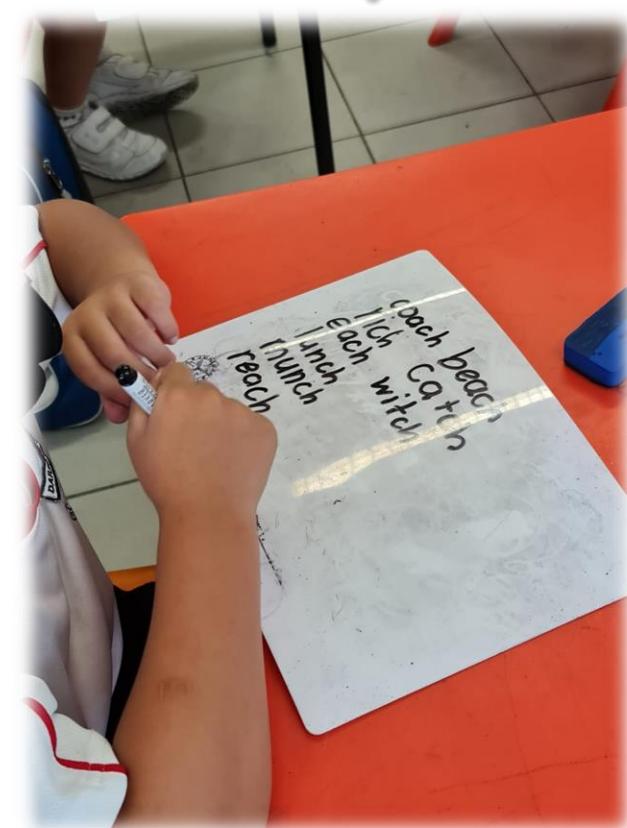
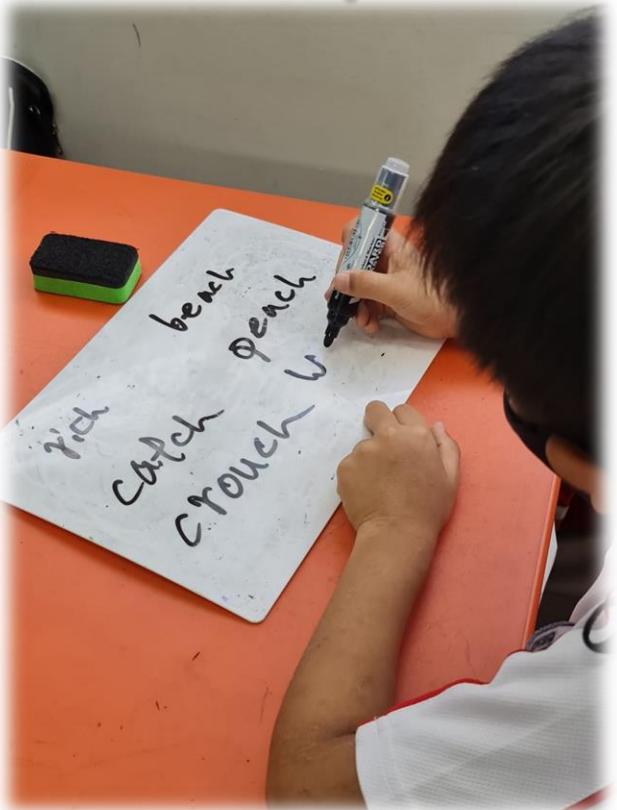
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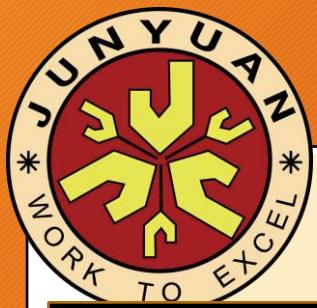


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STELLAR - Language Use Activities

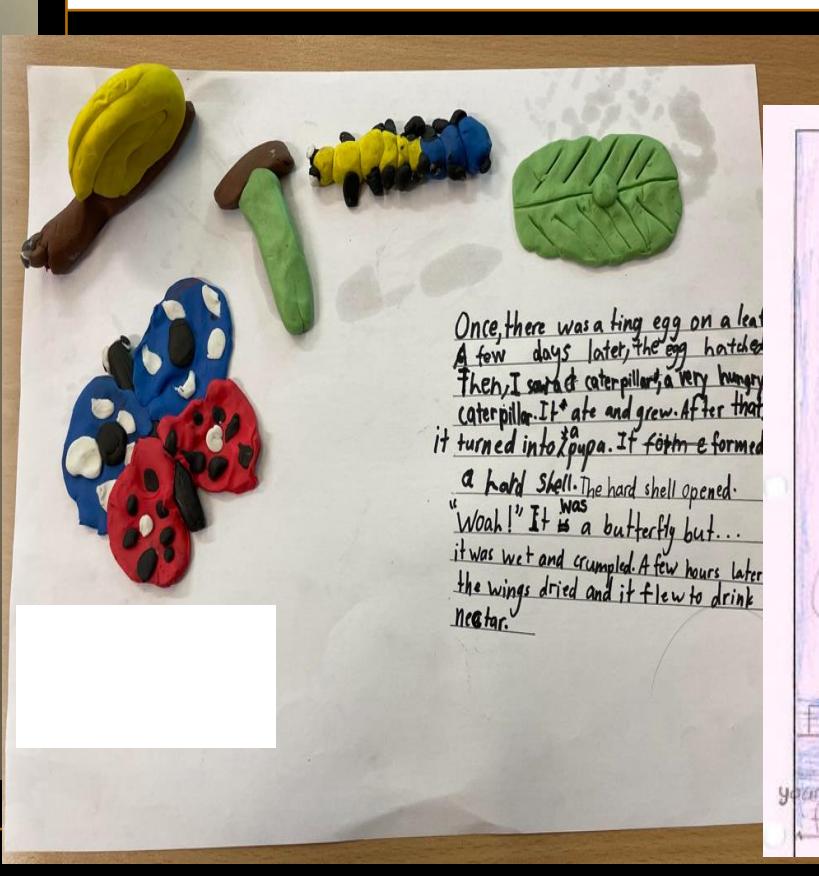
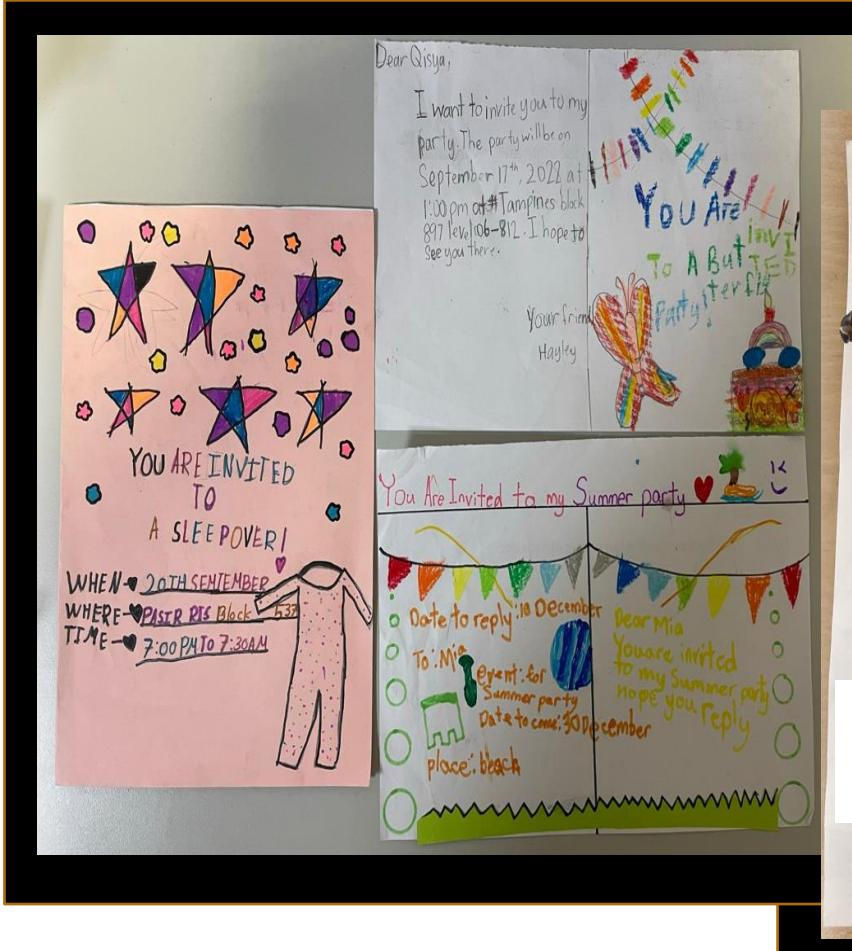
Spelling and Dictation Activity



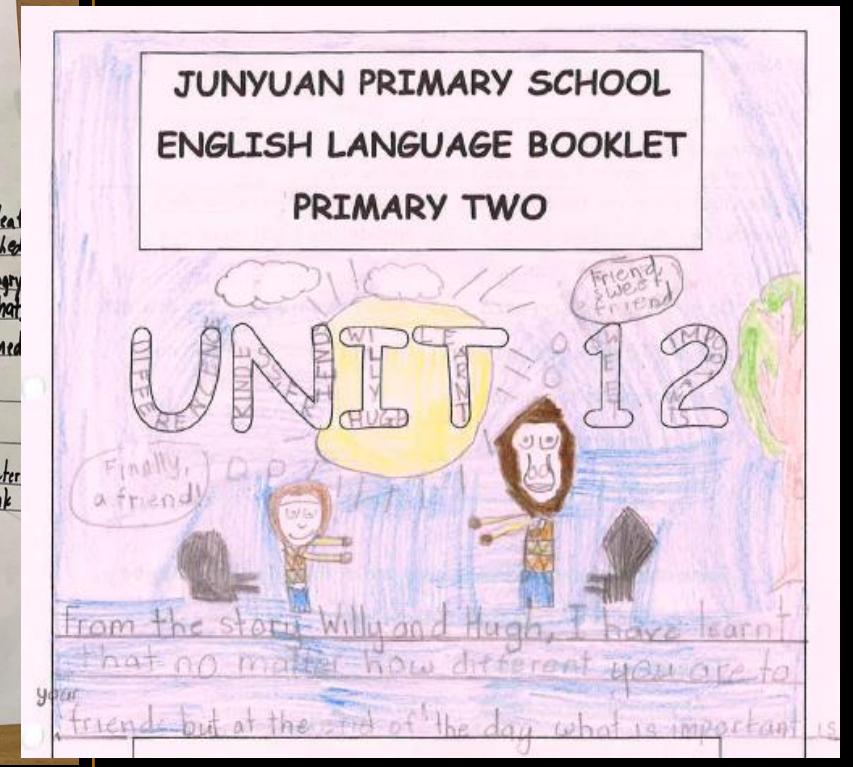


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STELLAR – Shared Writing Experiences



Once, there was a tiny egg on a leaf.
A few days later, the egg hatched.
Then, I saw a caterpillar, a very hungry
caterpillar. It ate and grew. After that,
it turned into a pupa. If nothing formed
a hard shell. The hard shell opened.
"Woah!" It was a butterfly but...
it was wet and crumpled. A few hours later,
the wings dried and it flew to drink
nectar.





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STELLAR – Independent Writing Activity

Class: _____ Date: _____

We Are Learning To (WALT):

1. describe the characteristics of a creature in paragraphs.

P2 TERM 2

UNIT 5: A BUTTERFLY IS BORN

Individual Writing Resource Sheet RS5.4

Creature:

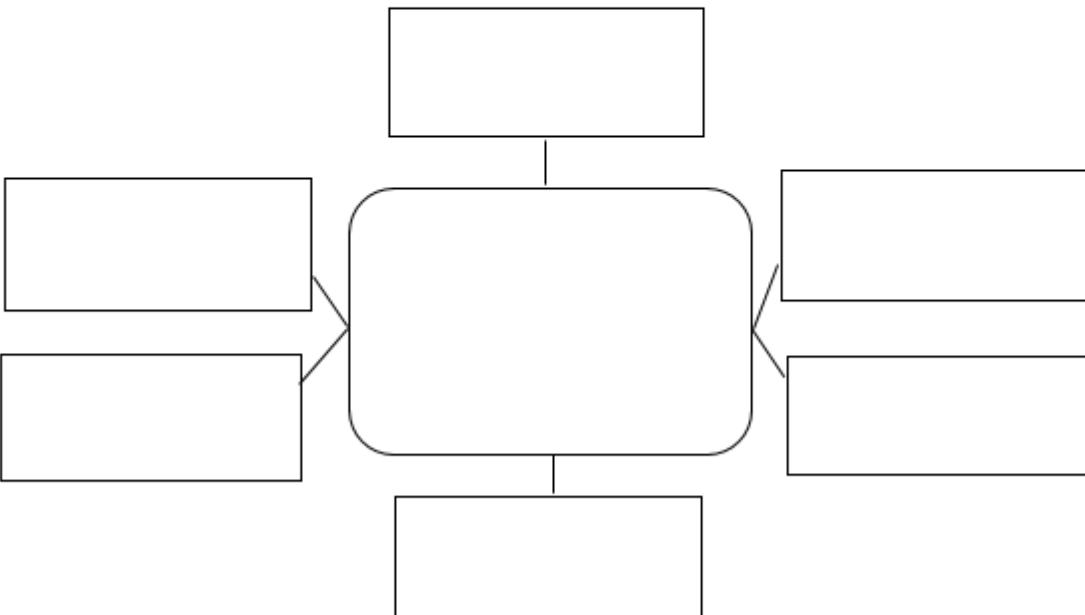
Physical Appearance:
What does it look like?

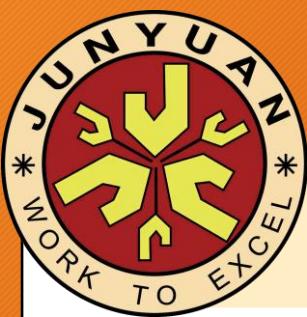
Habitat: Where does it live?

Diet: What does it eat?

Did you know?

Graphic Organiser





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STELLAR – Independent Writing Activity

P2 TERM 2

UNIT 6: LIFE IN A SHELL

Writing Checklist - Information Text

Check your writing by ticking a box for each statement.

Success Criteria	Self ✓	Teacher
The writing contains facts and information about the topic.		
Each paragraph contains one main idea and at least two details about it.		
I have used present tense correctly.		
The subject and verb in each sentence agree.		
I have used appropriate punctuation in my writing.		
I spelt the words correctly.		

Success Criteria	Self (✓)	Peer(✓)	Teacher(✓)
Content and Organisation			
1 I have started my writing with an introduction (time, place, characters).			
2 I have a problem, solution and conclusion in my writing.			
3 I have used time connectors to sequence the events in my story.			
4 I have used adjectives to describe the actions/reactions of the characters.			
5 I have described the feelings of the characters.			
6 I have written in at least three paragraphs .			
8 I have used the ideas in my story map .			

Writing Checklist



Strategies Employed in the Classroom

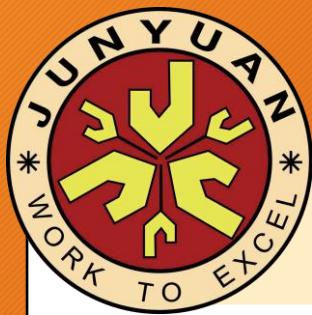
Visible Thinking Routines

- See Think Wonder
- Chalk Talk
- What makes you say that?

See Think Wonder

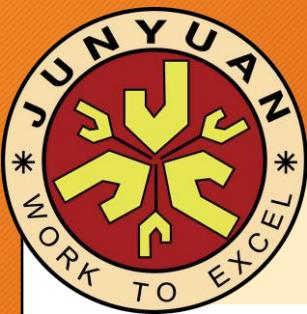
SEE What do you see?	THINK What do you think is going on?	WONDER What does it make you wonder?





Purpose of Visible Thinking Routines

- Promote deeper understanding of a topic
- Help students to regulate their thinking
- Help teachers to see learning through the eyes of the students
- Encourage ‘Student Talk’ in the classroom



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Strategies Employed in the Classroom

Tina was at Fifth Street when she saw a short and plump lady who looked just like Amy's mother, Mrs Flint.

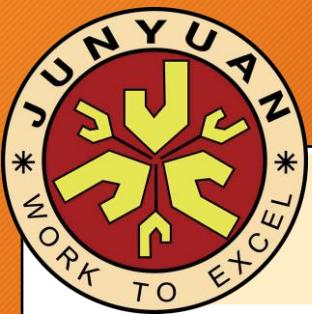
Where? Who?

Tina walked quickly towards the lady and called out, "Mrs Flint! Mrs Flint!"

What?

**Circle
Underline
Bracket**

Where was [Tina]



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Strategies Employed in the Classroom

Building on pupils' oracy skills

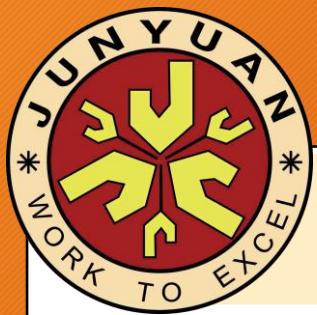
Answer

Answer the question asked by the teacher in a full sentence.

Reason

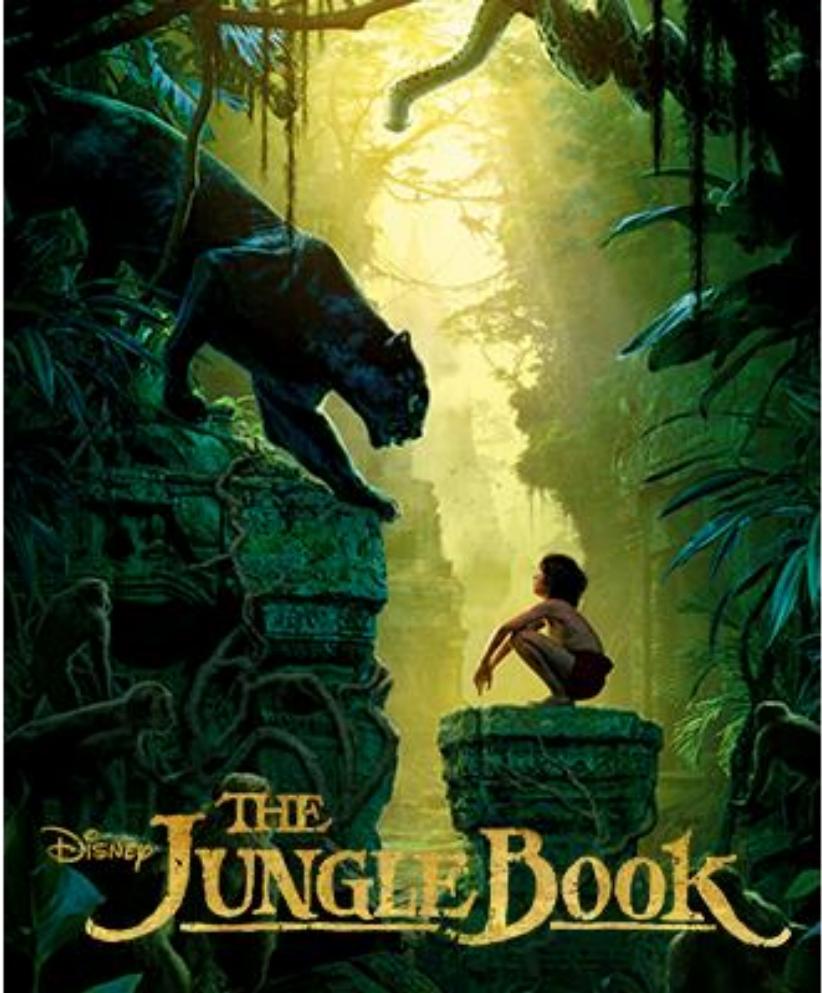
Give a **Reason(s)** in a full sentence.





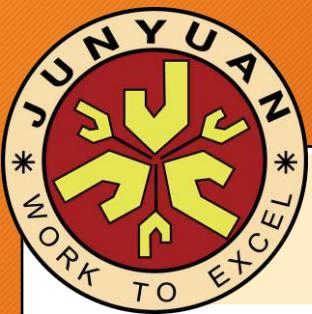
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Signature Programme - Literature Programme



Purpose

- To explore various ways of language learning
- To develop creative inquirers
- To instil the joy of reading and learning



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Date: _____

Character Analysis

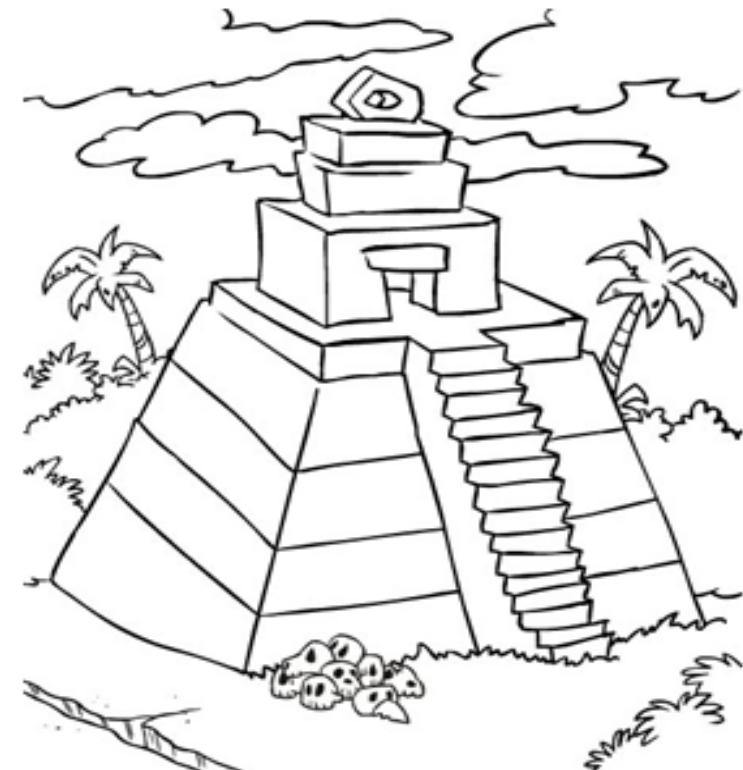
By now, you have already been introduced to a few characters in the story. Choose 2 of your favourite characters. Write the names of the characters and use adjectives to describe their character traits which make you fancy them

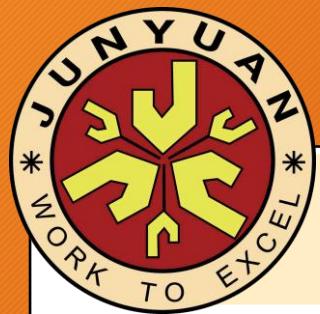
Name of character:	Name of character:
Character trait 1:	Character trait 1:
Evidence from story:	Evidence from story:
Character trait 2:	Character trait 2:
Evidence from story:	Evidence from story:

Date: _____

Higher Order Thinking

Imagine yourself to be Bagheera, Baloo or Kaa. You are now at the Lost City. Draw what you see when you are there. You may include what the different characters are doing and thinking.





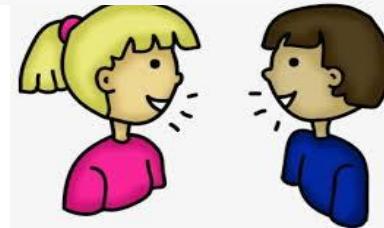
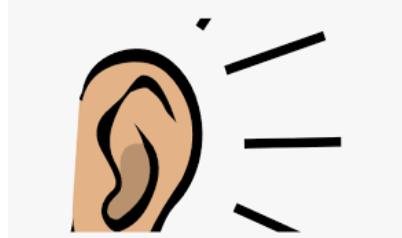
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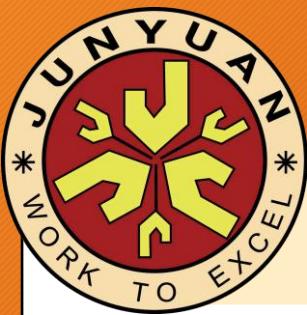
Learning outcomes



Learning Outcomes (LOs)

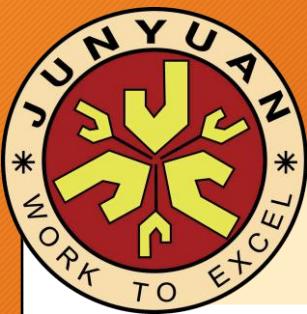
- Listening
- Speaking
- Reading
- Writing





Purpose of LOs

- Manage the transition from pre-school to primary school
- Allow pupils to explore the different ways of learning
- Give time for pupils to make progress based on the qualitative feedback from teachers
- Instil the joy of learning

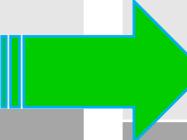


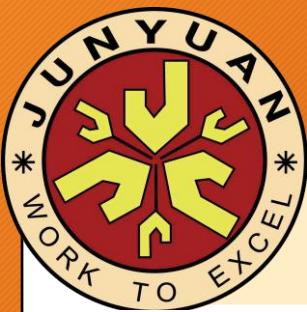
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Semester 1 LOs

Semester 2 LOs

Listening	<ul style="list-style-type: none">• Listen attentively and identify relevant information.	<ul style="list-style-type: none">• Listen attentively and identify relevant information.
Speaking	<ul style="list-style-type: none">• Speak clearly to express their thoughts, feelings and ideas	<ul style="list-style-type: none">• Build on others' ideas in the conversations or discussions respectfully.
Reading	<ul style="list-style-type: none">• Read multi-syllabic words accurately.• Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	<ul style="list-style-type: none">• Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.• Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.
Writing	<ul style="list-style-type: none">• Apply basic spelling strategies using knowledge about phonic elements and spelling rules.	<ul style="list-style-type: none">• Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.



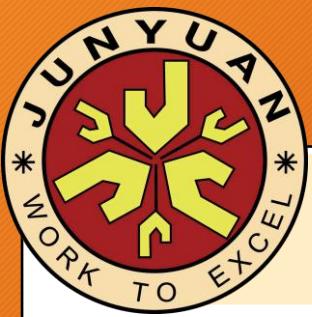


Reading – Evidence of Learning

Pronunciation and Articulation		Self (✓)
1	Pronounces the end consonants (-t, -d and -k) clearly	<input type="checkbox"/>
2	Pronounces the plural markers clearly	<input type="checkbox"/>
3	Pronounces the past tense markers clearly	<input type="checkbox"/>
4	Pronounces the 'th' sound clearly	<input type="checkbox"/>
5	Pronounces all the words correctly	<input type="checkbox"/>
Rhythm and Fluency		Self (✓)
1	Reads fluently and clearly	<input type="checkbox"/>
2	Reads loudly	<input type="checkbox"/>
3	Pauses at full-stops and commas	<input type="checkbox"/>

Expressiveness		Self (✓)
1	Reads the dialogues with expression	<input type="checkbox"/>
2	Reads with expression: varied pitch and tone	<input type="checkbox"/>

Reading Checklist

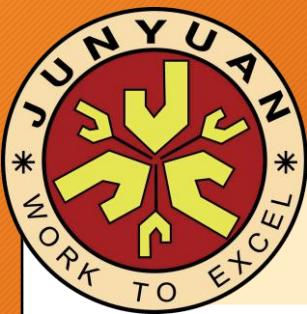


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Speaking – Evidence of Learning

- Show & Tell
- Daily presentation
- Daily observation





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Evidence of Learning

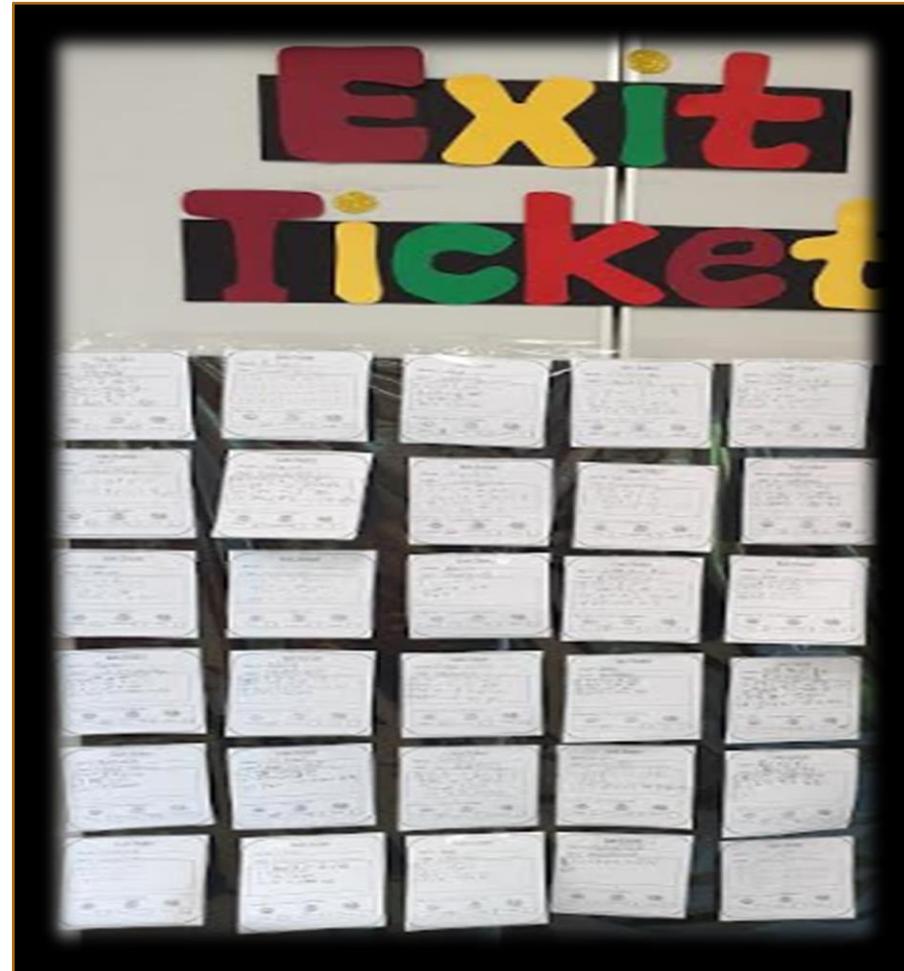
Sample of Exit Ticket

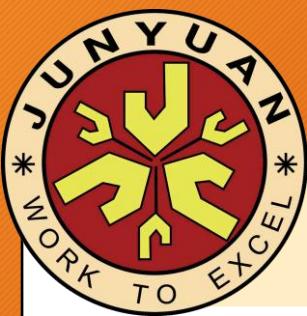
don't → do not
I'll → I will
I'm → I am

Put a tick (✓) in one of the boxes.

I understand I understand a little I need help

This image shows a sample exit ticket card. At the top, it says "Sample of Exit Ticket". Below that is a box containing handwritten corrections: "don't → do not", "I'll → I will", and "I'm → I am". At the bottom, there is a self-assessment section with three boxes: "I understand", "I understand a little" (which has a checkmark), and "I need help". There are also three corresponding smiley face icons above the boxes.





Writing – Evidence of Learning

P2 TERM 2

UNIT 6: LIFE IN A SHELL

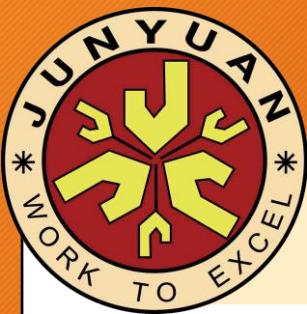
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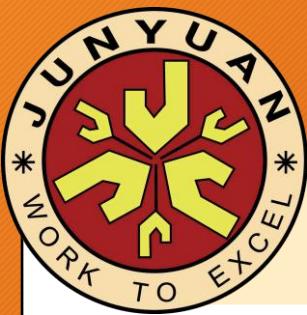
Writing Checklist



Evidence of Learning

- Unit worksheets
- Daily Observations - during activities/ during SBA
- Discussions - Class/ Group
- Writing Activities
- Oral Reading of Passages / Recording on SLS
- Language Use Activities

Collecting different kinds of evidence of learning regularly, at different junctures



Building on Joy of Learning

- Children need support and encouragement.
 - Praise them for what they did right.
 - Give them pointers for areas they need to grow.
- Engage them in conversations about their learning.
- Make connections between their learning and DAILY real experiences. Children need to be told of these connections.



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