

**Lower Primary (LP)**  
**English Language**  
**Curriculum Briefing**



**Punggol View Primary School**

# ENGLISH CURRICULAR GOAL



***Confident, Effective &  
Empathetic Communicators***

# Curricular Goal

**Confident, Effective & Empathetic  
Communicators**

strong foundation & proficiency in the EL

communicate confidently, effectively &  
empathetically in Standard EL for different  
purposes, audiences & contexts

# **Areas of language learning our students will be developed in to achieve curricular goal**

Listening

Reading

Speaking

Writing

Language  
Use

# Our Focus

## P1 – P3a

### Learn to Read

- Building a strong foundation in listening, reading, speaking, writing & language use skills
- Emphasising on oral communication (listening, speaking skills)
- Developing learning to read strategies (e.g. phonemic awareness)
- Nurturing a love and enjoyment of the English Language

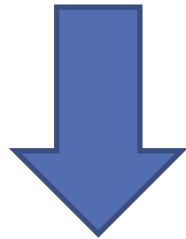
## P3b – P6

### Read to Learn

- Building upon the strong foundation in listening, reading, speaking, writing & language use skills to extend learning
- Emphasising on oral & written communication
- Developing reading to learn strategies (e.g. comprehension skills without visual aids)
- Nurturing a love and enjoyment of the English Language

# The Curriculum

We support our students in their learning through the use of  
'Strategies for English Language Learning And Reading (STELLAR)



**Students are engaged in meaningful learning experiences to promote language learning through the STELLAR 2.0 curriculum**

# The Curriculum



**How do we know your children have learnt?**

# LP Primary EL – Nurturing the Whole Child

Listening &  
Viewing

- Phonemic Awareness
- Comprehension

Pencil & Paper

Reading &  
Viewing

- Running Record
- Reading Aloud

Performance  
Task

Speaking &  
Representing

- Show & Tell
- Stimulus-based Conversation

Performance  
Task

Writing &  
Representing

- Penmanship
- Composition based on an experience/prob-solution

Pencil & Paper

Language Use (Vocabulary, Grammar & Comprehension)

# Listening & Viewing

## Learning Outcome

- Listen attentively and follow simple instructions

## Teaching Process

- Explicit Teaching of Phonics through Big Book Reading
- Singing of Tuning-In Songs and Following Instructions
- Listening and responding to teachers' questions during Big Book Reading

# P1 Unit 3: Walking through the Jungle

Initial consonants:

/l/, /n/, /w/

lollipop



worm

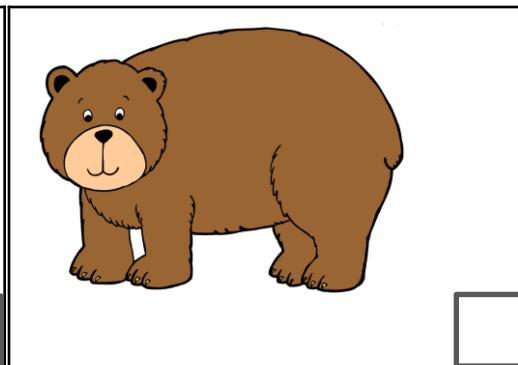
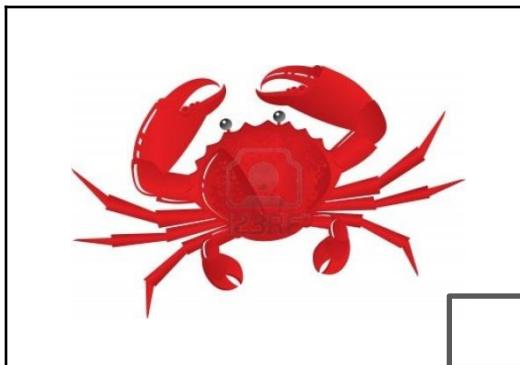


# Listening & Viewing

## Phonemic Awareness

- pupil's ability to recognise letter sounds

### Example 1



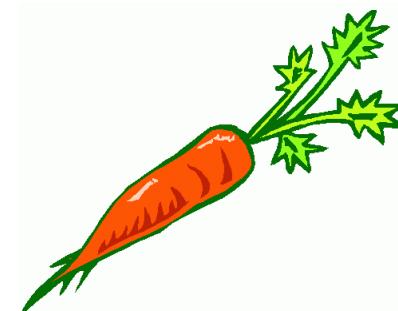
Which of the following objects has the same **beginning /b/ sound as in 'bus'?** Is it 'crab', 'bear' or 'pail'?

# Listening & Viewing

## Phonemic Awareness

- pupil's ability to recognise letter sounds

### Example 2



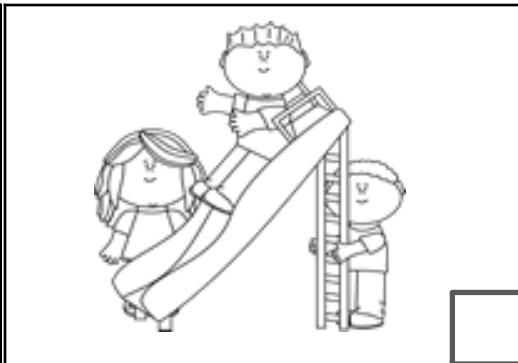
This vegetable has the same **ending** sound as /t/ as in bat. Is it 'pumpkin', 'brinjal' or 'carrot'?

# Listening & Viewing

## Comprehension

- pupil's ability to listen for specific information – note details, follow instructions, make inference

### Picture Matching – Specific information



The children are playing on the slide.

# Listening & Viewing

## Comprehension

### Following Instructions



- pupil's ability to listen for specific information – note details, follow instructions, make inference

#### Examples

1. Cross out the smaller bird.
2. Colour the ball yellow.

# Reading & Viewing

## Learning Outcome

- Demonstrate basic word recognition skills
- Read aloud with accuracy, fluency and expression

## Teaching Process

- Use of flash cards pertaining to the unit and constant revision of words
- Reading and re-reading of Big Books
- Teacher Modelling reading aloud
- Songs and Nursery Rhymes

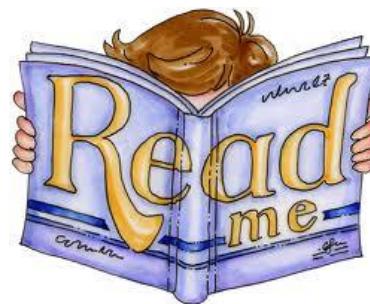
# Reading & Viewing



# Reading & Viewing

## Running Record

- pupil's ability to read target vocabulary taught from the Big Books, accurately.



# Reading & Viewing – P1 only



Punggol View Primary School  
English Language  
Running Record Term 1

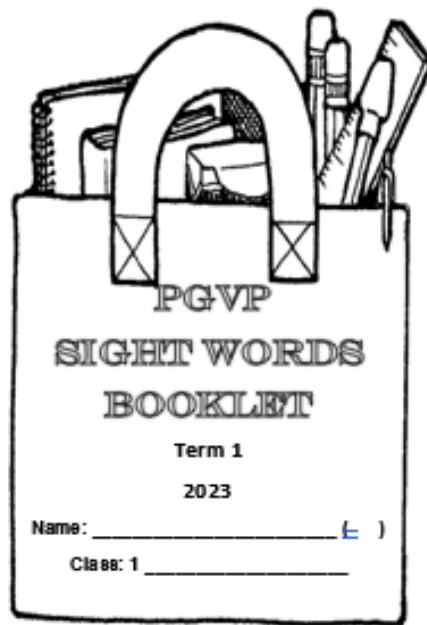
Name of Pupil: \_\_\_\_\_ (      ) Date: \_\_\_\_\_

Class: 1 \_\_\_\_\_

No	Words	Pre-Test	Post-Test
1	the		
2	into		
3	over		
4	get		
5	not		
6	can		
7	can't		
8	don't		
9	away		
10	sheep		

# Reading & Viewing – P1 only

- Sight Words Booklet to improve pupils' reading fluency.
- ✓ what children can read
- Revisit the words your child cannot read



Term 1 Week 3  
Date: \_\_\_\_\_  
Sight Words 1  
Read the words.

a	and	away	big	blue
can	come	down	find	for
funny	go	help	here	I
in	is	it	jump	little
look	make	me	my	not
one	play	red	run	said
see	the	three	to	two
up	we	where	yellow	you

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Reading & Viewing

## Reading Aloud

- pupil's ability to read a familiar book accurately with expression & fluency

Once there was a hungry giant. “I want some bread!” roared the giant. “Get me some bread, or I’ll hit you with my bommy-knocker.”

About 100 words – adapted from a familiar big book that contains the target vocabulary taught

# Reading & Viewing Rubrics

Standard Criteria	★★★★★	★★★★	★★★	★
Pronunciation	<input checked="" type="checkbox"/> Clear and consistently good pronunciation	<input type="checkbox"/> Generally clear pronunciation, with a few errors that <b>do not affect understanding</b> (end consonants, mispronunciation)	<input type="checkbox"/> Clear pronunciation in some instances <input type="checkbox"/> Several words mispronounced, affecting understanding (end consonants, mispronunciation)	<input type="checkbox"/> Mispronunciation or skipping of most words
Fluency	<input checked="" type="checkbox"/> Fluent reading without hesitations	<input type="checkbox"/> Generally smooth reading with some hesitations	<input type="checkbox"/> Slow and hesitant reading <input type="checkbox"/> Inappropriate pacing (reads quickly and does not pause at the punctuation marks)	<input type="checkbox"/> Very slow and jerky reading of words, syllable by syllable <input type="checkbox"/> many words skipped
Expression	<input checked="" type="checkbox"/> Appropriate changes in voice pitch/expression that convey meaning	<input type="checkbox"/> Appropriate changes in voice pitch/expression that convey meaning in most instances	<input type="checkbox"/> Reads with changes in voice pitch/expression that may not match the text meaning <input type="checkbox"/> Alternates between reading monotonously and reading with expression	<input type="checkbox"/> Reads in a monotonous voice

Remarks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Speaking & Representing

## Learning Outcome

- Speak clearly and fluently to express opinions, feelings and thoughts on a given topic

## Teaching Process

- Teacher modelling
- Sharing of opinions during Big Book Reading
- Daily sharing by at least 3 students per day – learning from peers

# Speaking & Representing

## Show & Tell

- Pupil's ability to present information & ideas

Sharing of Rubrics and Teacher Modelling

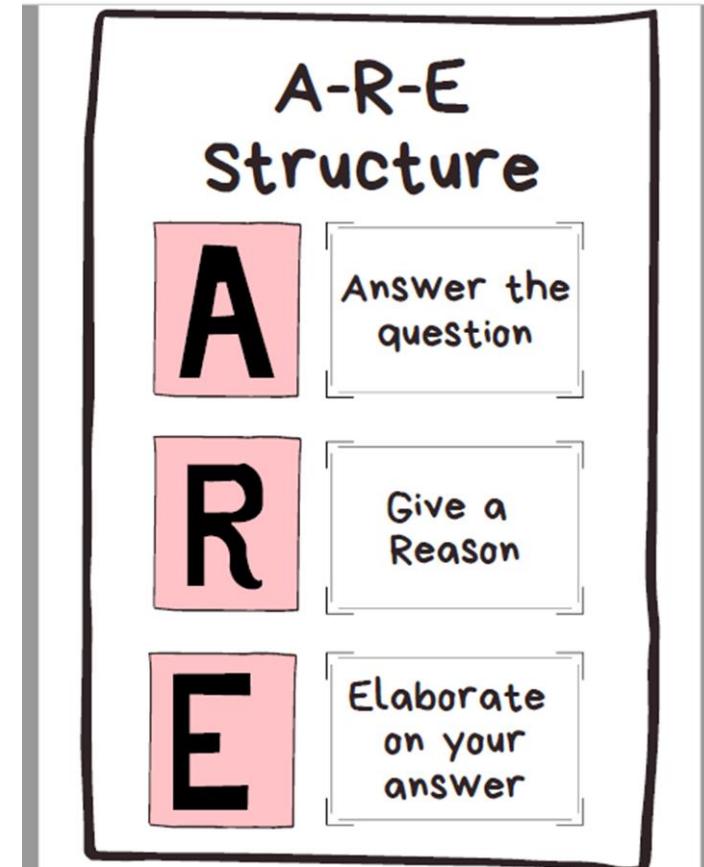
Sharing of speaking structure with guided questions  
Practice 1

Practice 2  
(Selected Students)

Practice 3

# Speaking & Representing

## Question Words – 5W 1H



# Speaking & Representing –

## P1 only

### My Favourite Ice Cream

Teacher Modelling

My favourite ice-cream is \_\_\_\_\_.

How does it look like?

---

---

---

How does it taste like?

---

---

---

Who prepares it for you?

---

---

---

Where can you find it?

---

---

Why do you like it?

---

---

---

How often do you eat it?

---

---

---

When do you eat it?

---

---



# Speaking & Representing – P1 only

## Show and Tell Structure

- ✓ **Step 1 – Greetings**

Good morning, Miss Li and friends. My name is Peter. Today, I am going to share with you about my favourite animal.

- ✓ **Step 2 – Talk about the topic**

- ✓ **Step 3 – Thank the audience**

Thank you, Miss Li and friends for listening attentively to me. I hope you enjoyed my presentation.

# Speaking & Representing

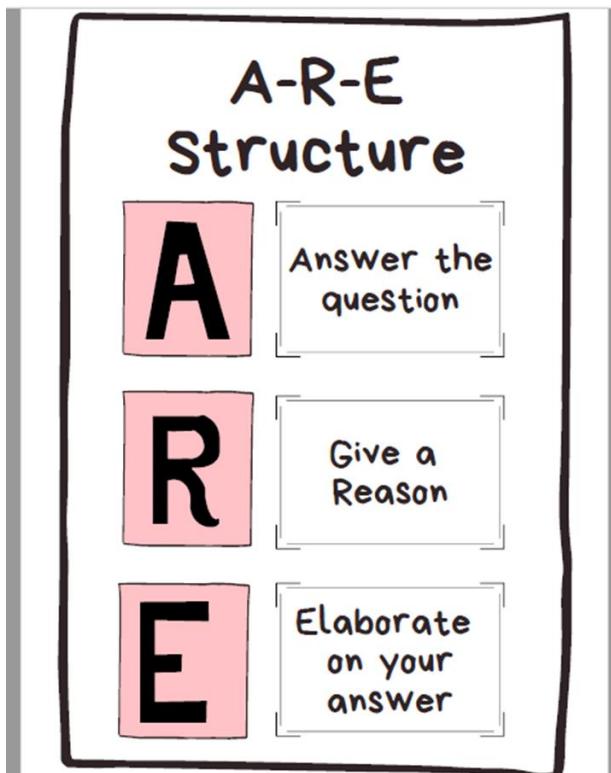
## Rubrics – P1 only

Standard Criteria	Achieved mastery	Got it	Getting there	Starting out
Content	<input type="checkbox"/> I can share ideas using the 5W 1H guiding questions on my own <input type="checkbox"/> I can elaborate on my ideas	<input type="checkbox"/> I can share ideas using the 5W 1H guiding questions on my own <input type="checkbox"/> I can elaborate on some of my ideas	<input type="checkbox"/> I can share ideas using the 5W 1H guiding questions on my own <input type="checkbox"/> I can share ideas using the 5W 1H guiding questions with some help from my teacher	<input type="checkbox"/> I need help from my teacher to ask me the 5W 1H questions before I can share my ideas <input type="checkbox"/> I am not able to share my ideas even after my teacher helps me
Confidence • Eye Contact • Body Posture	I have very good body language = I look confident and relaxed = I establish eye contact with the audience  all the time	I have good body language = I look confident and relaxed = I establish eye contact with the audience  most of the time	I have fairly good body language <input type="checkbox"/> I alternate between standing up straight and occasional slouching, <input type="checkbox"/> I establish eye contact with the audience  some of the time	I have poor body language <input type="checkbox"/> I slouch <input type="checkbox"/> I do not establish eye contact with the audience  most of the time
Projection of Voice	<input type="checkbox"/> My voice is loud enough to be heard by the audience all the time	<input type="checkbox"/> My voice is loud enough to be heard by the audience most of the time	<input type="checkbox"/> My voice is only loud enough to be heard by the audience some of the time	<input type="checkbox"/> My voice is too soft and is only audible to the audience in the front row or not at all
Clarity of Speech	<input type="checkbox"/> I pronounce all words clearly all the time	I pronounce words clearly most of the time <input type="checkbox"/> I mispronounce a few words which do not affect understanding <input type="checkbox"/> I mispronounce a few words that affect understanding	I pronounce words clearly some of the time <input type="checkbox"/> I mispronounce some words which do not affect understanding <input type="checkbox"/> I mispronounce some words that affect understanding	<input type="checkbox"/> I often slur, mumble or cannot be understood <input type="checkbox"/> I mispronounce many words that affect understanding
Language	<input type="checkbox"/> Speaks in complete sentences with the correct language structures all the time	<input type="checkbox"/> Speaks in complete sentences with the correct language structures most of the time	<input type="checkbox"/> Speaks in complete sentences with the correct language structures some of the time	<input type="checkbox"/> Seldom speaks in complete sentences

# LP Speaking & Representing

## Stimulus-based Conversation

- pupil's ability to talk about a topic related to one of the themes in the Big Books.



### Suggested Prompts

1. What can you see in this picture?
2. What is the boy doing?
3. How do you think he is feeling? Why?
4. Do you like eating ice cream? Why/Why not?
5. Tell me about your favourite ice cream.

# LP Speaking & Representing Rubrics

Title: \_\_\_\_\_

Standard Criteria	★★★★★	★★★★	★★★	★
Responding to Questions	<input type="checkbox"/> <b>all</b> questions without the need of additional prompts	<input type="checkbox"/> <b>most or all</b> questions with prompts	<input type="checkbox"/> <b>some</b> questions with/without prompts	<input type="checkbox"/> <b>hardly</b> answers even with repeated prompting
Elaborating on Ideas with a Logical Personal Response	<input type="checkbox"/> expresses ideas <b>fluently</b> and <b>elaborates</b> on them <input type="checkbox"/> supports logical personal responses with <b>elaboration</b>	<input type="checkbox"/> expresses ideas with <b>some elaboration</b> <input type="checkbox"/> supports logical personal responses with <b>some elaboration</b>	<input type="checkbox"/> expresses ideas with <b>simple statements</b> and/or a few <b>monosyllabic responses</b> <input type="checkbox"/> supports logical personal responses <b>when prompted with simple statements and/or monosyllabic responses</b>	<input type="checkbox"/> <b>monosyllabic</b> responses even with repeated prompting <input type="checkbox"/> personal responses are <b>illogical</b>
Using Language	<input type="checkbox"/> speaks in complete sentences with the correct language structures <b>all</b> the time	<input type="checkbox"/> speaks in complete sentences with the correct language structures <b>most</b> of the time	<input type="checkbox"/> speaks in complete sentences with the correct language structures <b>some</b> of the time	<input type="checkbox"/> <b>hardly</b> speaks in complete sentences

Remarks: \_\_\_\_\_

# Writing & Representing – P1 only

## Learning Outcomes

- Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing

## Teaching Process

- Handwriting exercises in Learning Sheets
- Daily practices

# Penmanship

The crocodile was hungry. It snapped up all the animals in the jungle.  
“Kerchoo!” sneezed the crocodile. Out popped all the animals.

Exercise 1: Rewrite the passage

The

Penmanship Success Criteria:

1. All my letters are formed correctly.	
2. All my letters are on the line.	
3. My letters and words are always spaced properly.	
4. There are no visible marks or smudges on my paper.	

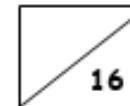
# Penmanship



Rubric for Penmanship

Criteria	Where Am I Now?			
Letter Formation	All my letters are formed correctly	Most of my letters are formed correctly	Some of my letters are formed correctly	Few or none of my letters are formed correctly
Relationship to Line	All my letters are on the lines	Most of my letters are on the line	Some of my letters are on the lines	Few or none of my letters are on the lines
Spacing	My letters and words are <b>always</b> spaced properly	My letters and words are <b>usually</b> spaced properly	My letters and words are <b>sometimes</b> spaced properly	My letters and words are <b>seldom</b> spaced properly.
Neatness	There are <b>no</b> visible marks or smudges on my paper.	There are <b>a few</b> visible marks or smudges on my paper.	There are <b>some</b> visible marks or smudges on my paper.	There are <b>many</b> visible marks or smudges on my paper.

Mark Range	Descriptor
14 - 16	Achieved Mastery
12 - 13	Got it
8 - 11	Getting There
7 and below	Starting Out



# Writing & Representing

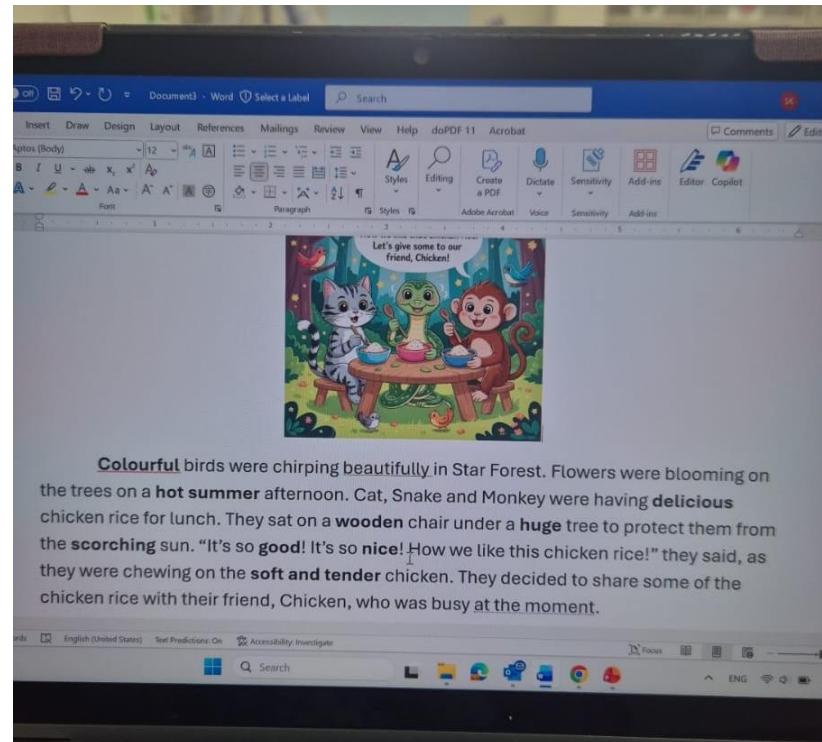
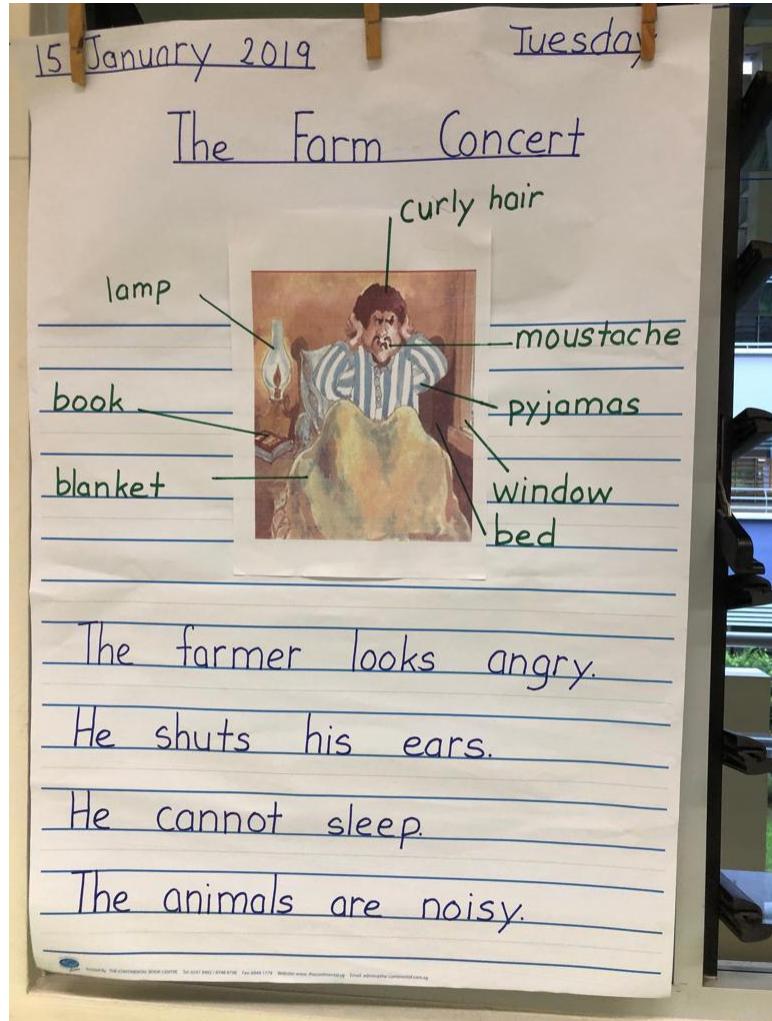
## Learning Outcomes

- Write a simple paragraph to recount appropriately sequenced events

## Teaching Process

- Teacher Modelling
- PWIM
- Provide real life experiences

# Writing & Representing (PWIM & FBV)



# Writing & Representing (MLEA)

## Composition



- pupil's ability to write a story based on an MLEA experience

- Content
- Grammar
- Vocabulary

- Class Writing
- Group Writing
- Individual Writing

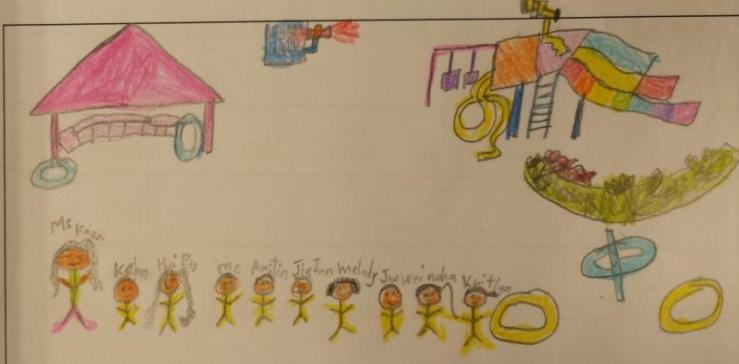
Gradual Release  
of  
Responsibility

Leading Students to write independently

# Writing & Representing

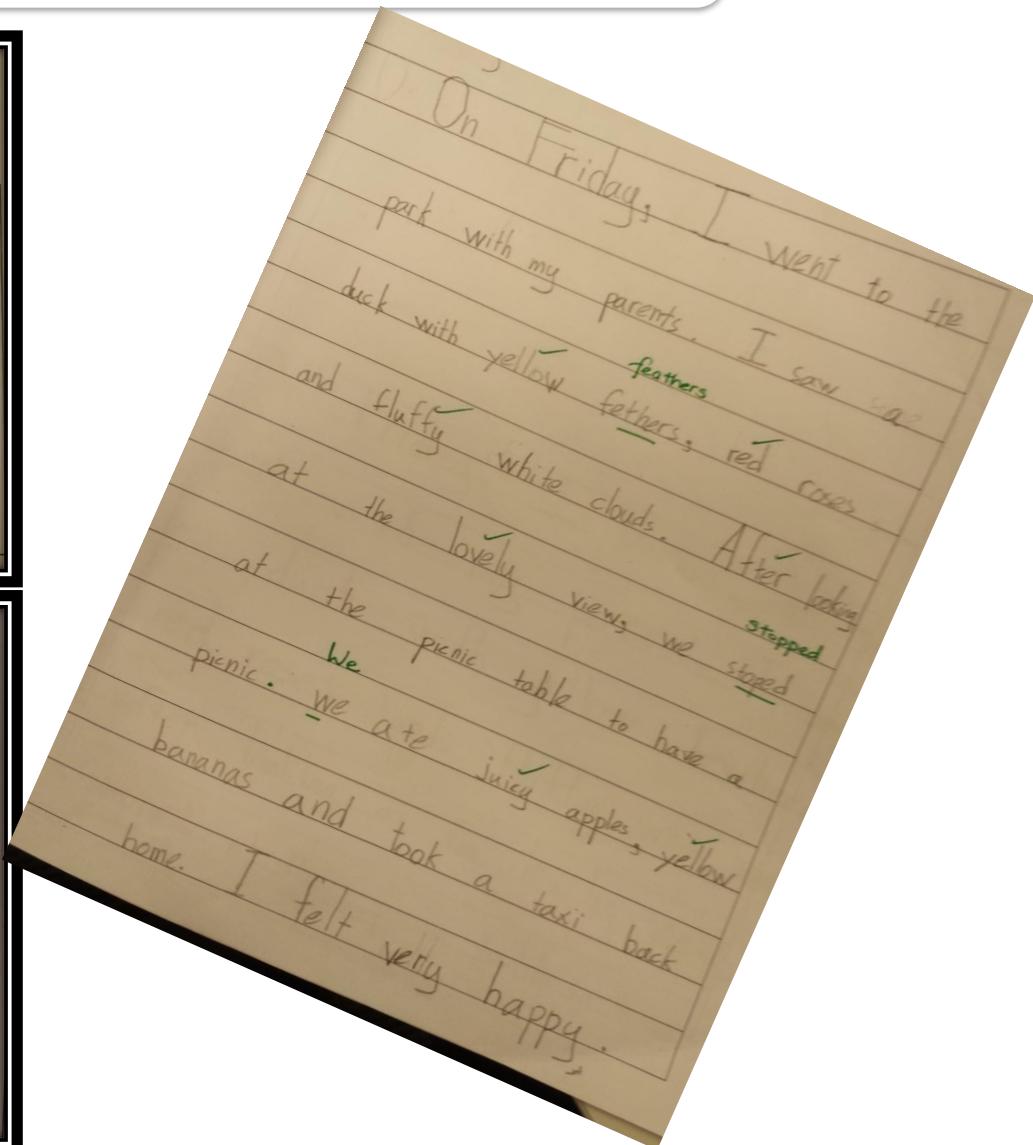
Unit: 20 - Shark in The Park

A Day at the Park



Unit: 20 - Shark in The Park

A Day at the Park



Planning & writing their story based on guiding questions

## Language Use (Vocabulary, Grammar & Comprehension)

### Written Paper

- Grammar
- Vocabulary
- Comprehension

1. Jane was hungry \_\_\_\_\_ she ate a sandwich.

(1) so

(2) or

(3) and

(        )

## Language Use (Vocabulary, Grammar & Comprehension)

**On Monday, John and his family visited a goat farm. They were very excited. They saw many goats on farm. There were big goats and small goats. The goats lived in pens. They were eating dried grass.**

Answer the following questions:

1. When did John and his family visit a goat farm?

They \_\_\_\_\_.

2. What did they see?

They \_\_\_\_\_.

## Language Use (Vocabulary, Grammar & Comprehension)

Tim and Jane went to the park. They did many things at the park. “Let’s play hide-and-seek,” said Jane. However, Tim decided that they should play on the swings first. Jane agreed. Next, they played hide-and-seek. Before they went home, they flew a colourful kite. Then they went to the coffee shop to have their lunch. They had a fun day out.

Place the events in the correct order. Write 1, 2 or 3 in the boxes provided:

	They flew a kite.
	They played hide-and-seek.
	They sat on the swings.

# Progress Report – Milestone checks of skills development in Language areas

<b>Listening</b>		
I can listen to identify beginning and ending sounds.	<input type="checkbox"/>	<input type="checkbox"/>
I can listen attentively and follow one to two-step instructions.	<input type="checkbox"/>	<input type="checkbox"/>
Listen and view (with respect) to participate effectively in a variety of contexts.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speaking</b>		
I can elaborate on my personal experiences by adding details using the 5W and 1H Strategy.	<input type="checkbox"/>	<input type="checkbox"/>
I can maintain eye contact and display appropriate body language when speaking.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reading</b>		
I have clear and consistently good pronunciation.	<input type="checkbox"/>	<input type="checkbox"/>
I can read fluently without hesitation.	<input type="checkbox"/>	<input type="checkbox"/>
I can read with the correct expression to convey meaning.	<input type="checkbox"/>	<input type="checkbox"/>
I can use annotation to identify main ideas when reading a comprehension text.	<input type="checkbox"/>	<input type="checkbox"/>
I can answer comprehension questions using the CUB strategy	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing and Representing</b>		
I can write using the appropriate letter formation, sizing, placement and spacing.	<input type="checkbox"/>	<input type="checkbox"/>
I can revise ideas to improve writing based on feedback.	<input type="checkbox"/>	<input type="checkbox"/>
I can develop a story with proper organisation and supporting details (e.g., beginning, middle and ending).	<input type="checkbox"/>	<input type="checkbox"/>
I can correctly sequence and link ideas in a story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I can use appropriate and varied vocabulary to make my story vivid.	<input type="checkbox"/>	<input type="checkbox"/>
I can construct grammatically correct sentences.	<input type="checkbox"/>	<input type="checkbox"/>

# Lower Primary EL Holistic Assessment

Listening &  
Viewing

- Phonemic Awareness
- Comprehension

Pencil & Paper

Reading &  
Viewing

- Running Record
- Reading Aloud

Performance  
Task

Speaking &  
Representing

- Show & Tell
- Stimulus-based Conversation

Performance  
Task

Writing &  
Representing

- Penmanship
- Composition based on an experience

Pencil & Paper

Language Use (Vocabulary, Grammar & Comprehension)