



Raffles Girls' Primary School

Creativity • Graciousness • Gratitude • Integrity • Responsibility • Resilience

PRIMARY 4

ENGLISH LANGUAGE

2026

OUTLINE

- Mission
- Approach to EL Teaching & Learning
- P4 EL Curriculum
- Assessment



MISSION

To equip our students with literacy skills that enable them to be linguistically competent and confident users of the English Language.



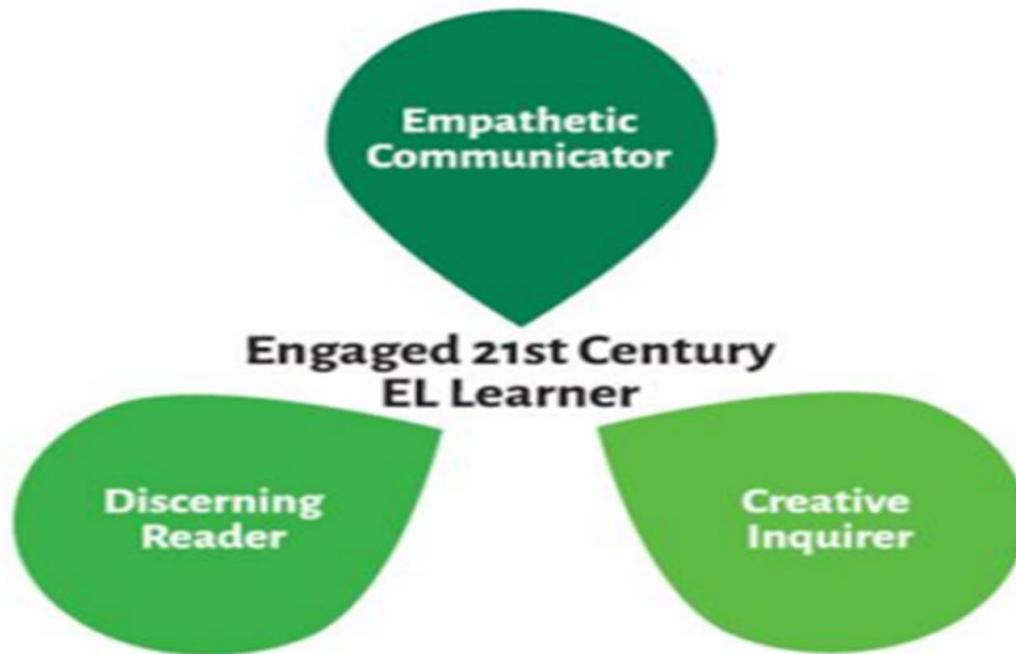
APPROACH TO EL TEACHING & LEARNING

“A Strong Foundation and Rich Language for All.”



APPROACH TO EL TEACHING & LEARNING

Desired Learner Outcomes



P4 ENGLISH LANGUAGE CURRICULUM

STELLAR 2.0

**LITERATURE-IN-ACTION(LIA)
PROGRAMME**

DRAMA

ORACY PROGRAMME

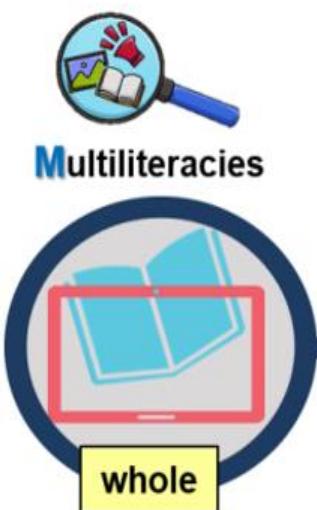


STELLAR 2.0

STrategies for
English
Language
Learning
And
Reading



LANGUAGE LEARNING IN THE STELLAR 2.0 CLASSROOM



LISTENING, READING AND VIEWING

Enjoy texts and understand that they serve different purposes

Shared Book Approach 1

Reading for Pleasure

Supported Reading

KWL

Retelling

Guided Reading

Differentiated Instruction

STRENGTHENING LANGUAGE USE

Understand how language choices affect the text purpose

Shared Book Approach 2

Think-aloud

Annotation

Gradual Release of Responsibility

SPEAKING, WRITING AND REPRESENTING

Compose texts using appropriate features and/or modes to suit different text purposes

Modified Language Experience Approach

Writing Process Cycle



P4 STELLAR UNITS

- 9 teaching titles
- Print and Digital formats (3 titles)
- Emphasis on multi-literacies, metacognition and inquiry through dialogue



Multiliteracies



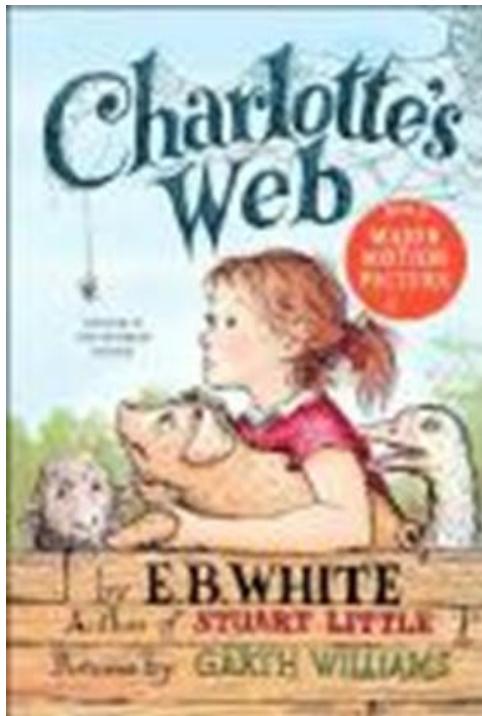
Metacognition



Inquiry through
Dialogue



LITERATURE-IN-ACTION PROGRAMME



Objectives

- To learn literary devices
- To be exposed to good writing and see the world through the eyes of different characters



DRAMA

- Adopts a learner-centred approach
- Develops linguistic skills (reading, writing, speaking and listening)
- Helps shy pupils to speak in class
- Motivates learners



ORACY

Moo-V aims to

- encourage students to speak clearly and expressively
- demonstrate an awareness of the importance of voice modulation techniques and audience presence throughout the performance
- nurture confident and articulate



ASSESSMENT

*Assessment is part of **learning** and
teaching. Children will be assessed
on what they have been taught.*



ASSESSMENT

FORMATIVE ASSESSMENT

- Leverage on **feedback** to engage students in deep learning
 - marks/grades in tests/assignments
 - teachers' qualitative comments
 - rubric indicators



ASSESSMENT

FORMATIVE	SUMMATIVE
RANGE OF ASSESSMENT MODES & TASKS	WEIGHTED ASSESSMENTS (WA1-15% and WA2 -15%)
CLASS TESTS (after every 2 units)	END YEAR EXAMINATION (EYE-70%)



WEIGHTED ASSESSMENTS

WA1	WA2
TERM 2 WEEK 4	TERM 3 WEEK 6
ORAL (Reading Aloud & Stimulus-based Conversation)	LANGUAGE USE (Grammar & Vocabulary)
20 marks	20 marks



END YEAR EXAMINATION (EYE)

Component	Marks
Oral	16
Writing	20
Listening	14
Language Use	50
Total	100



END YEAR EXAMINATION (EYE)

Component	Content	Item Type	Marks
Oral	Reading Aloud Stimulus-Based Conversation	Open-ended(OE) Open-ended(OE)	6 10
Composition	Guided Writing	Open-ended(OE)	20
Listening	Picture-Matching Note-Taking Comprehension	Open-ended(OE) Open-ended(OE) MCQ	6 5 3
Language Use	Grammar	MCQ OE (with helping words)	10 8
	Vocabulary	MCQ OE(with helping words)	6 8
	Comprehension - 2 passages	A variety of items: eg MCQ, Sequencing, OE	18



Frequently Asked Questions (FAQs)

What instructional approach is used to teach language in a meaningful and integrated way?

Language is taught in meaningful contexts by integrating different areas of language learning and introducing language skills and strategies in an explicit and systematic manner. To help all students attain skills across different areas of language learning, we employ differentiated instruction (DI) and gradual release of responsibility (GRR) as key features in our instruction.

Our instruction adopts a whole-part-whole approach. Each stellar unit begins with introducing a text that students listen to, read, and view with support from their teachers. This provides students with a complete understanding of the text as a whole.

Once students have gained a general understanding of the teaching text, they are guided through a series of lessons to strengthen their language use. During this "part" phase, the text is examined more closely for its textual and language features, such as its organisation, word choices, and grammatical structures.

Finally, returning to the whole again, students engage in speaking, writing, and representing activities where they bring together all they have learnt in previous lessons to produce a text of their own. This text production serves as a purposeful culmination of what students have learnt from what they have read and been explicitly taught, combining knowledge from both the whole and the parts to form another whole. Strategies such as the writing process cycle are introduced during this phase.

This whole-part-whole approach strengthens the reading-to-writing connection and ensures that English



Frequently Asked Questions (FAQs)

How can parents provide support for child's learning in EL?

Firstly, providing a diverse range of materials and resources such as books, magazines, and educational websites allows greater exposure to different writing styles and genres. There will be an expansion of vocabulary and improvement in reading comprehension skills.

Secondly, encourage curiosity by asking your child thought-provoking questions, engaging in conversations about books or articles, and encouraging them to explore new ideas and perspectives. This helps to develop critical thinking and analytical skills.

Additionally, incorporating technology into language arts activities can enhance learning by utilising educational apps, online platforms, or multimedia resources to make reading and writing more interactive and engaging.

Last but not least, keep in mind that effort is just as important as the outcome. By applauding your child's effort, regardless of the result, we can instill a growth mindset and motivate her to continually improve her language skills.

In summary, English language learning requires frequent exposure to listening, speaking, reading and writing opportunities and activities rather than use of worksheets.



Frequently Asked Questions (FAQs)

What types of formative assessment methods are used to provide feedback on student learning?

To provide effective and timely feedback that addresses students' learning gaps, we employ a range of meaningful formative assessment modes and tasks.

Teachers use checklists, rubrics, and classroom observations to monitor student progress and understanding. Students engage in self-assessment using checklists and rubrics to develop their ability to evaluate their own learning. Informal class tests and quizzes provide regular opportunities to gauge comprehension, whilst independent assignments allow students to demonstrate their understanding in various formats.

Performance assessments are particularly valuable as they assess students' practical skills through activities such as staging role plays or delivering oral presentations. Throughout all these assessment methods, teachers provide qualitative feedback that focuses on learning for mastery, helping students understand not just what they need to improve, but how to improve it.

This comprehensive approach to formative assessment ensures that feedback is both meaningful and actionable, supporting students in achieving mastery of their learning objectives.



• ***THANK YOU***

- For more information, please email the EL department heads at:
 - goh_hui_may_luwena@schools.gov.sg
 - pek_xueyan@schools.gov.sg
 - chiang_yingying@schools.gov.sg

