



Raffles Girls' Primary School

Creativity • Graciousness • Gratitude • Integrity • Responsibility • Resilience

PRIMARY 3

ENGLISH LANGUAGE

2026

OUTLINE

- Mission
- Approach to EL Teaching & Learning
- P3 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.



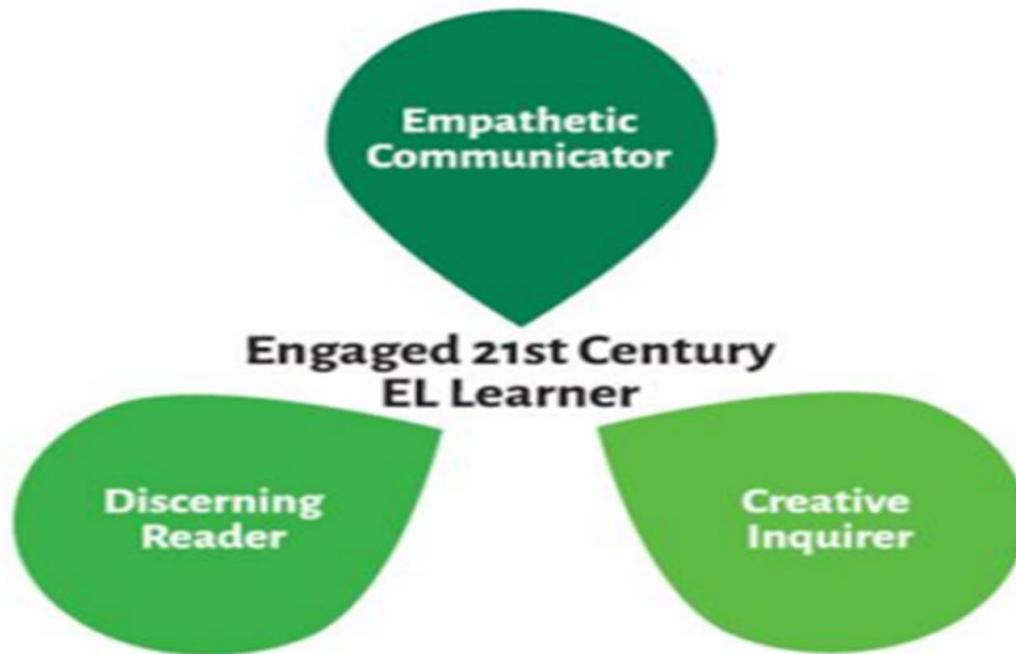
APPROACH TO EL TEACHING & LEARNING

“A Strong Foundation and Rich Language for All.”



APPROACH TO EL TEACHING & LEARNING

Desired Learner Outcomes



P3 ENGLISH LANGUAGE CURRICULUM

STELLAR 2.0

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

DRAMA

ORACY PROGRAMME

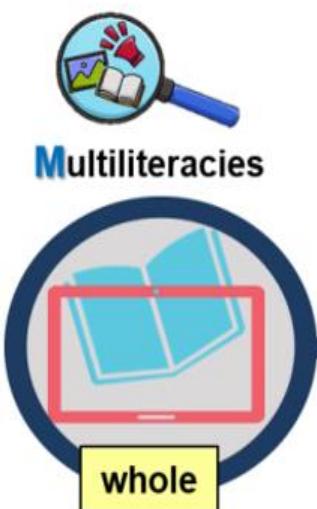


STELLAR 2.0

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

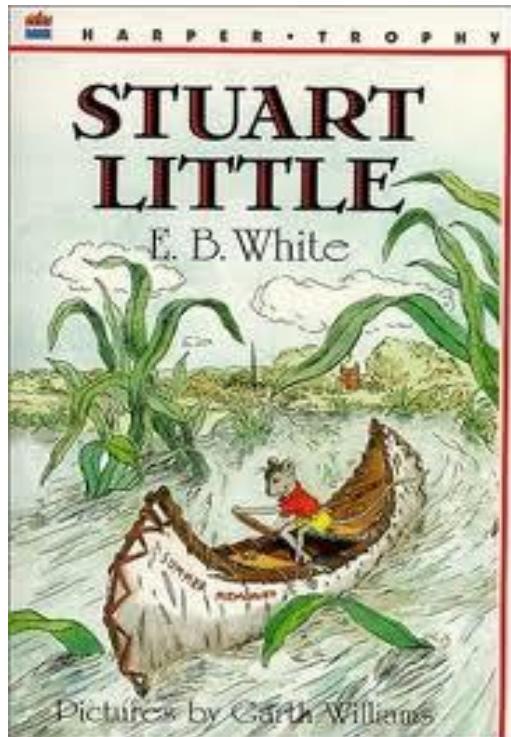
Compose texts using appropriate features and/or modes to suit different text purposes

Modified Language Experience Approach

Writing Process Cycle



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

Speak@Raffles 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 5 | TERM 3 WEEK 5 |
| READING COMPREHENSION | WRITING |
| 15 marks | 20 marks |



END YEAR EXAMINATION (EYE)

| Component | Marks |
|---|-------|
| Oral | 16 |
| Writing | 20 |
| Listening | 4 |
| Spelling/Dictation <i>*(best 2 scores in semester 2)</i> | 10 |
| 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 Spelling & Dictation | Open-ended(OE) Open-ended(OE) | 4 10 |
| Language Use | Grammar Vocabulary Comprehension - 2 passages | MCQ OE (with helping words) MCQ OE (with helping words) A variety of items: eg MCQ, Sequencing, OE | 10 8 6 8 18 |



Frequently Asked Questions (FAQs)

How is language instruction structured to ensure meaningful and integrated learning?

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. Our instruction employs differentiated instruction (DI) and gradual release of responsibility (GRR) as key features to help all students attain skills across various language learning areas.

We adopt a whole-part-whole approach in our instruction. Each stellar unit begins with introducing a text that students listen to, read, and view with teacher support. The shared book approach from lower primary continues for the first four units. As students progress to Semester 2, texts contain fewer illustrations, and strategies such as supported reading and KWL charts gradually transfer responsibility for meaning-making to the learners.

Once students gain general understanding of the teaching text, they are guided through lessons to strengthen their language use. The text is examined closely for textual and language features including organisation, word choices, and grammatical structures. Various parts are revisited and deconstructed so students notice how authors' choices contribute to the text's purpose. Skills from different language learning areas are integrated and explicitly taught through instructional strategies such as think-alouds and annotations, which support students' metacognitive skills for monitoring their own learning.

Finally, students consolidate their learning through speaking, writing, and representing activities where they produce their own texts. This production serves as a purposeful culmination, bringing together knowledge from both the whole text and its parts. 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 English Language learning remains meaningful, integrated, and contextualised.



Frequently Asked Questions (FAQs)

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

By providing varied English language reading materials at home, there will be greater exposure to a variety of text types. Encourage your child to read instructions, recipes, catalogues, advertisements, information texts etc besides the usual narrative texts. A good starting point will be that of asking her to read books and other materials related to her interests or hobbies. Set aside time for her to read every day.

Encourage curiosity by asking her open-ended questions about what she has read in school. Motivate her to question the world around her. As language and culture are intertwined, so finding ways to explore what's happening outside of your child's immediate environment can help in the language experience as well.

Where technology is concerned, use educational apps, movies, or the internet to increase the amount of time your child spends engaging in the language. Does she have a favourite show or movie? Let her learn the language around something familiar. Also, using online language games can be a fun and interactive way to incentivise language learning from home.

Last but not least, emphasise and recognise your child's progress and accomplishments. Did she finish reading a book? Did she use a new vocabulary word correctly? Did she try to improve her writing skills? No matter the accomplishment, praise your child for her effort and determination in working toward her goals. When she becomes excited about the progress she is making, her motivation will continue to grow over time.

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***

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