

English Language Curriculum Briefing

2 January 2024



SENGKANG GREEN
Primary School

Our Parents' Aspirations





STRategies for English Language Learning And Reading

Language Learning in the Lower Primary STELLAR® Classroom

2.0

Love for Reading

- Read for enjoyment
- Read for meaning

✓ P1 Step into Reading
Programme



Future-ready Skills

- Skills and dispositions
for lifelong learning

✓ P1 Speech and Drama
✓ P1 Learning Journey to
Singapore Zoo

Stronger Fundamentals

- Build a strong foundation in language skills and competencies

EL Syllabus 2020 & STELLAR 2.0

Desired Learner Outcomes

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

Empathetic Communicator

Engaged 21st Century
EL Learner

Discerning Reader

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.



Giving Peer Feedback in a P1 class



P1 TERM 4 Writing 1

Last Friday, my family and I went to campers one. When we got there, we went to the supermarket. We bought a lot of things. After we finished shopping, we went to a sushi restaurant for lunch. I drank miso soup and ate tuna sushi. Then it was time to go home. It was a fun and happy day. I want to come again.

Names: Lishu , Jia hung , Raif	
1 Clarify	Questions I have for my friend about his or her work.
1.	What did you buy? 2. When did you go home? 3. When did you go to the mall?
2 Value	What I like about my friend's work.
1.	I like how you add your feeling. 2. I like how you add your details. 3. I like how you tell us what you eat.
3 Concerns	





1. Which is your favourite shell creature?
2. We should protect shell creatures. Do you agree?
3. All shell creatures live in the sea. Do you agree?
4. Crabs are the strongest shell creatures. Do you agree?

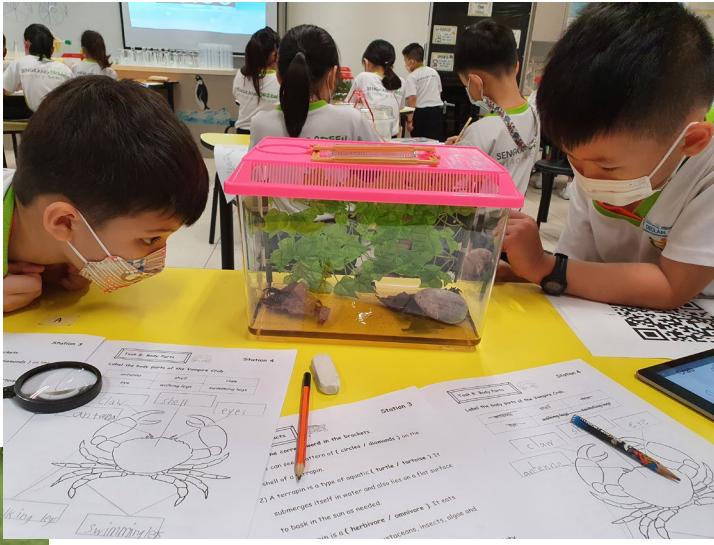


P2 Students in action practising their talk moves and carrying out peer assessment.



How do we develop your child to be future-ready?

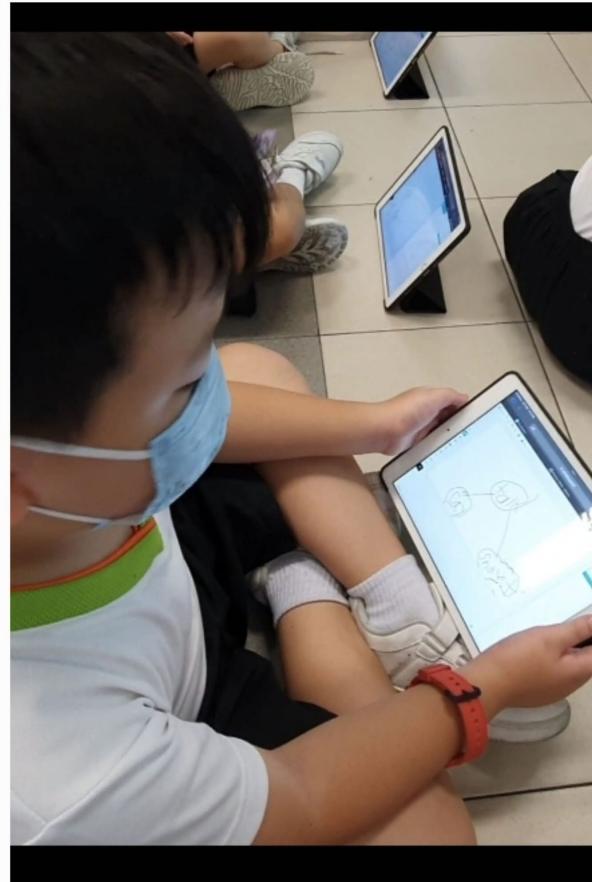
Creative
Inquirers



Develop your child as a
confident learner with a **passion**
for learning and become more
motivated to learn beyond
preparing for examinations.

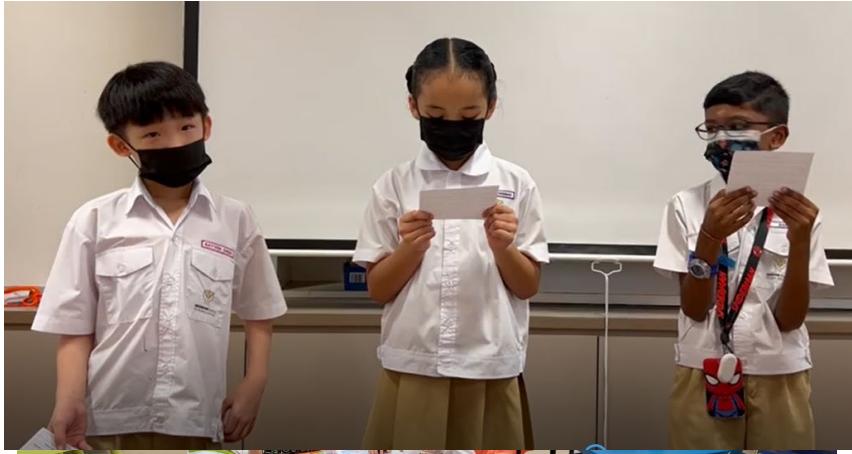
How do we develop your child to be future-ready?

Teachers use **varied and engaging teaching methods, leverage technology** to enhance your child's learning experiences



How do we develop your child to be future-ready?

Focus on **mastery of learning** and development of **21st Century Competencies or future-ready skills**, e.g. teachers to facilitate classroom discussion to allow students to express their ideas and explain their thinking.



How do we develop your child to be future-ready?

Primary 1 Handwriting Rubric (Term 1)

Name: _____ Date: _____



Source of Reference: Shared Book Response on 'Walking Through the Jungle'

	What I Think	What My Teacher Thinks	What I Think	What My Teacher Thinks	What I Think	What My Teacher Thinks
My letters are written on the line. <u>cat sat mat bat</u>						
My letters are of the correct size and shape. <u>abcdefghijklmnopqrstuvwxyz</u> <u>ABCDEFGHIJKLMNOPQRSTUVWXYZ</u>						
I make sure there is proper spacing between letters. My letters are spaced properly. I do not put spaces between letters like this - l e t t e r s.						
I make sure there is proper spacing between words. There is one finger width in between words. 						
My handwriting is neat. <u>My handwriting is neat and not messy.</u>						

		Yes, I did very well.
		I did well.
		I can do better.

Teacher's Comments (if any):



Provide your child with feedback to improve learning. Your child will also have more time and space to follow up and act on teachers' feedback to close learning gaps.

School-based Assessment



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Learning Outcomes (EL)

Listening

1. Listen attentively and follow simple instructions

Speaking

2. Speak clearly to express their thoughts, feelings & ideas

3. Follow communication etiquette such as taking turns, & using appropriate eye contact and volume in conversations or discussions

Reading

4. Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately)

5. Read aloud P1 texts with accuracy, fluency and expression.

6. Understand P1 texts and are able to identify simple aspects of fiction (e.g. main characters & setting).

Writing

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

8. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.

Feedback about Learning (EL)



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Name of Student:	
Class:	
Name of Form Teacher:	

Primary 1

Qualitative Descriptors

Approaching Expectations
Meeting Expectations
Exceeding Expectations

English Language	Approaching Expectations	Meeting Expectations	Exceeding Expectations
The student ...			
Listening and Viewing listens attentively and follows simple instructions.			
Reading and Viewing knows the letters of the alphabet.			
is able to pronounce words accurately.			
enjoys reading aloud.			
Speaking and Representing participates respectfully in discussion by taking turns and interjecting appropriately.			
speaks clearly and fluently when making different types of requests.			

P1 & P2

Use qualitative descriptors to report students' learning in all subjects.



Learning Support Programme



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Overview of P1 LSP 2.0

1 AIM AND OBJECTIVES

provide learning support to children who enter Primary 1 with weak language and literacy skills

2 TARGET GROUP

identified for LSP 2.0 through the Early Literacy Indicators (ELI), a screener administered to all P1 students in January

3 PROGRAMME FEATURES

- daily 30-minute intervention lessons, in small groups of 8 to 10 students
- regular progress monitoring

Partnering Parents



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How PARENTS CAN DEVELOP THE READING HABIT AT HOME?

Take your child to the neighbourhood library regularly.

Make reading a daily routine.

Ask questions when you read with your child.

Share what you have read with your child.



Thank You!



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