

EL Curriculum and Expectations

2 January 2020

STELLAR 2.0 | LSP 2.0



Programme

EL SYLLABUS AIMS

STELLAR 2.0 & LSP 2.0

SCHOOL-BASED ASSESSMENT

SCHOOL-HOME PARTNERSHIP

EL Syllabus 2020 & STELLAR 2.0

Desired Learner Outcomes

STELLAR 2.0 lessons will:

Empathetic Communicator

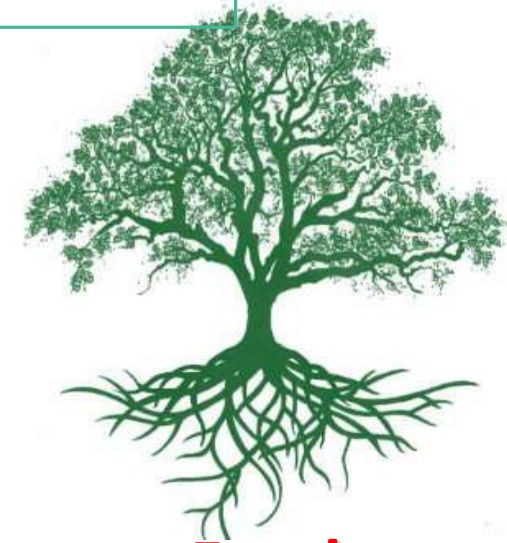
offer more opportunities for students to discuss issues, listen to different perspectives and develop their own opinions.

Creative Inquirer

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

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

Discerning Reader



**Stronger Fundamentals
Future Learning**

What's **New** in the P1 Instructional Materials

STELLAR Pedagogic Framework (P1 to P3a)

Close reading skills are introduced at P1

Shared Book Approach

Modified Language Experience Approach

A spread of MLEA and Guided Class Writing lessons

1

Reading for understanding and enjoyment

2

Explicit teaching of language items, structures and skills

- word study & phonics
- grammar
- vocabulary
- media & visual literacy

Extension activities, e.g.,

- speech & drama
- art & craft

3

Shared experience followed by Class Writing

4

Group Writing

5

Individual Writing

Greater emphasis on Differentiated Instruction

6

Differentiated Learning through Learning Centres:
E.g. Reading Centre, Word Study Centre, Listening Centre

Scaffolding for Success

Weaving between whole – parts - whole



English language learning is progressive.

P1	P2	P3 – P4	P5 – P6
Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.	Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.	Write a composition of at least 120 words in continuous prose on a given topic. Three pictures will be provided on the topic.	<p>Write a short functional piece (e.g. letter, email, report) to suit the purpose, audience and context of a given situation.</p> <p>Write a composition of at least 150 words in continuous prose on a given topic. Three pictures will be provided on the topic offering different angles of interpretation.</p>



EVERY STUDENT, AN ENGAGED LEARNER

We teach	More...
<ul style="list-style-type: none">• Engaging pedagogies that promote inquiry and deepen understanding	<ul style="list-style-type: none">• Guiding, facilitating and asking of searching questions
<ul style="list-style-type: none">• Approaches that cater to students' diverse needs	<ul style="list-style-type: none">• Differentiated instruction
<ul style="list-style-type: none">• Authentic learning experiences	<ul style="list-style-type: none">• Real-life applications
<ul style="list-style-type: none">• Learner-centred and balanced assessment	<ul style="list-style-type: none">• Reflective practice

School-Based Assessment

Encourage Joy of Learning!

Encourage Joy of Learning by

- not over-emphasising academic performance
- focus on your child's learning journey, rather than compare them to others



Set goals together

Talk about their strengths, abilities and goals and how they can achieve them.



Don't focus only on results

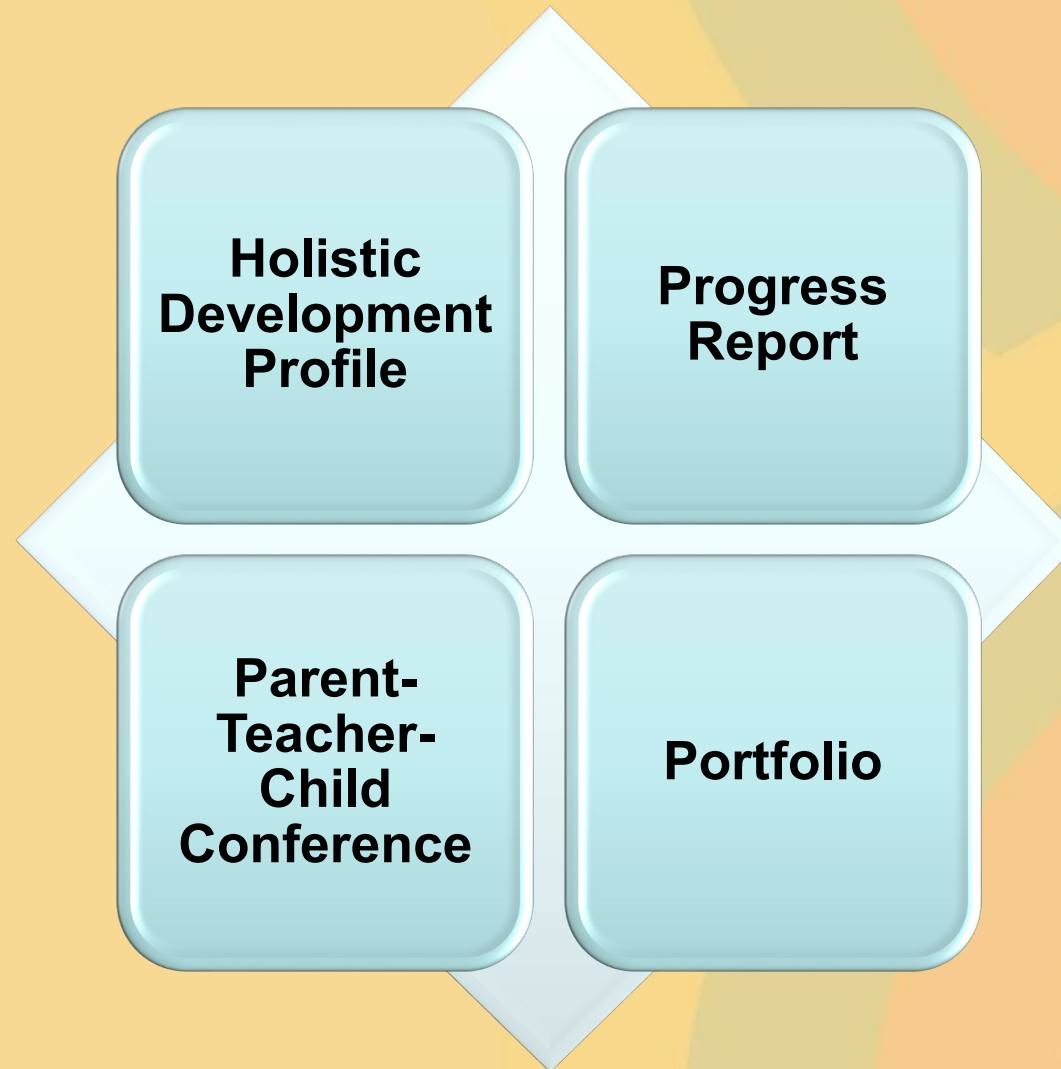
Encourage them to pursue their strengths, interests and try new things.



Don't compare

celebrate their successes instead of comparing with others.

P1 Students' Learning Progress



Essentially, it means that you should...



Focus on your child's
HOLISTIC DEVELOPMENT

During Parent-Teacher Meetings (PTMs), you can ask

- A Is my child coping well in class?
- B Is my child adopting healthy (mental and physical) habits in school?
- C How is my child interacting with others?
- D How can I grow my child's interests and strengths?
- E How can we work together to help him?



Learning Outcomes in HDP (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.

Qualitative Descriptors

Approaching Expectations
Meeting Expectations
Exceeding Expectations

P1 & P2

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

Partnering Parents



Promoting the Joy of Reading at Home

- Reading for pleasure is strongly related to reading performance.
- Positive relationship between exposure to reading resources, e.g., having ready access to books, and students' reading habits and dispositions.



How parents can help to support their children's learning of EL?

Role model –
reading at home,
going to library.

Talk to your child
about what he/she
is reading.



Share what you
have read with
your child.

Place many books,
magazines and
newspapers visibly
around your home.

How parents can help to support their children's learning of EL?

Make a NLB library card.

Cultivate a reading habit. Go to the library together.



Help your child in his or her reading homework.

Make sure children bring books for silent reading.

LSP 2.0

Learning Support Programme

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

Key Features of P1 LSP 2.0

TRANSITIONAL BLOCK

- **Oracy (based on STELLAR texts)**
- **Handwriting**
- Phonemic awareness
- Letter-sound correspondence
- Blending to read
- Segmenting to spell
- High frequency words and phrases

BOOK-BASED BLOCK

- Reading and spelling of regular and high frequency words (**words drawn from STELLAR texts**)
- Oral reading fluency with guided reading comprehension
- **Grammar components**

Extensive Reading & IEP/GEP

Weekly sessions, conducted within LSP curriculum

