

Building Blocks for Language Success: Empowering Parents with Grammar Tools

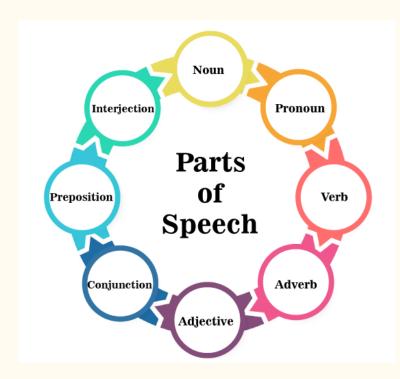
English Language Parent Workshop Si Ling Primary School

Welcome & Introduction

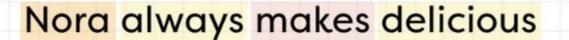
- Workshop objectives
- Why grammar matters in language development
- How parents can make a different

Part 1: Building Blocks

- Parts of speech (nouns, verbs, adjectives, etc.)
- Sentence structure basics
- Common grammar challenges for children: SVA, remembering forms of verbs esp. irregular, singular and plural, combining sentences



Use the mnemonics: I'm a VIP of the NAACP. Shows an action or state of being. Verb Examples: run, listen, are, live Shows a strong emotion or reaction. Interjection Examples: Oh! Stop here! Ouch! Takes the place of a noun. Pronoun Examples: I, she, we, it, you, them Name of a person, place, thing or idea. Noun Examples: Judy, town, bag, trust, hope Describes a noun or pronoun. Adjective Examples: big, hot, happy, one, red Describes a verb, an adjective or Adverb another adverb. Examples: quickly, today, very Joins words, ideas or phrases. Conjunction Examples: but, and, because, so Shows the relationship of a noun or Preposition pronoun to another word. Examples: at, in, from, above, about



noun

adverb

verb

adjective



cakes and cookies for me. Yum!

noun

noun

pronoun

conjunction

preposition

interjection

Types of Sentences

Simple

A simple sentence consists of a single independent clause, which means it contains a subject and a predicate and expresses a complete thought.

The boy runs.





A compound sentence consists of two or more independent clauses joined together by coordinating conjunctions (such as "and," "but," "or," "so") or punctuation marks (such as semicolons).

The boy runs and the girl skips.



Types of Sentences

Complex

A complex sentence consists of an independent clause and at least one dependent clause. A dependent clause relies on the main clause to make sense and cannot stand alone as a complete sentence.



The boy runs because he is late.



Compound-Complex

A compound-complex sentence combines the features of both compound and complex sentences. It includes two or more independent clauses and at least one dependent clause.

The boy runs because he is late, and the girl skips to catch up.

Regular Verbs

Regular verbs form their past and past participle forms by adding -ed.

- I watched TV last night.
- I played baseball this morning.
- We studied hard for this test.
- I enjoyed the new film.
- My brother climbed the cliff wall.
- The lamb jumped over the fence.
- They cooked an amazing meal.

Irregular Verbs

Irregular verbs do not follow the normal patterns for tense and past participle.

- We ate the pizza quickly.
- I drank some cola.
- They slept in the treehouse.
- She got a watch at Christmas.
- He swam in the ocean.
- The child dug a hole.
- The dog hid the bone in the garden.

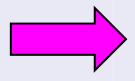
Sentence Combining



BEFORE

AFTER

I love pizza. It tastes delicious.



I love pizza **because** it tastes delicious.

She studied hard. She passed the exam.

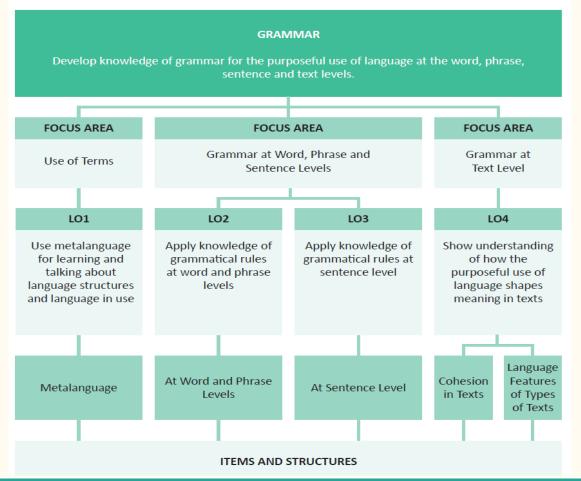
She studied hard, **so** she passed the exam.

He ran fast. He won the race.



He ran fast **and** won the race.

English Language Syllabus - Grammar Overview



English Language Syllabus - Grammar

GRAMMAR						PRIMA		
FOCUS AREAS	LEARNING OUTCOMES	ITEMS AND STRUCTURES	1	2	3	4		
GRAMMAR AT WORD,	ASE AND Apply knowledge of grammatical rules at word and phrase levels	- for scheduled future actions/ events, e.g., I leave at 9 o'clock. The match begins at half past three.						
PHRASE AND SENTENCE LEVELS		 simple past for completed actions/ events, with or without mention of a specific time, e.g., The game started at 4.00 p.m. I ate an apple. 	oduce	ed a	t P	2		
		- for regular actions in the past (e.g., I studied in that kindergarten for two years.)	duce	d at	P /	1		

Part 2: Key Focus Areas

- Tenses and their proper usage
- Subject-verb agreement rules
- Singular/plural noun formation
- Punctuation essentials



Part 2: Key Focus Area

• Tenses and their proper usage

Example:

I play - states a fact

I played - completed action

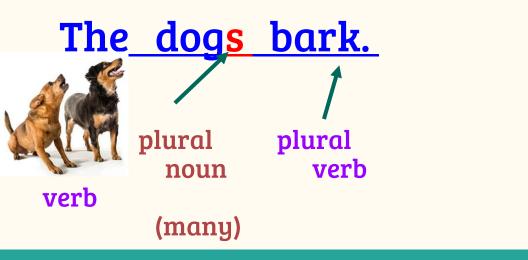
I have played - actions that started in the past and continue in the present



Part 2: Key Focus Area

• Subject-verb agreement rules

Example:





Part 2: Key Focus Area

Subject-verb agreement rules

Subject-Verb Agreement

A present tense verb must agree with the subject to make sense.

1. If the subject is singular (only one), add -s, -es, or -ies to the verb(s).

The dog walks down the street.

It carries a bone.

The dog fetches a ball

2. If the subject is plural (more than one), DO NOT change the verb(s).

The dogs walk down the street.

They carry a big bone.

The dogs fetch a baseball,

3. If the subject is 'I' or 'you', DO NOT change the verb(s).

I walk the dog down the street.

You throw a bone to it.

Essential Grammar Fundamentals Part 2: Key Focus Areas

- Singular Noun one item
- Plural Noun more than one / many

Plural form of

most nouns

- Formation of Plural Noun
 - Nouns that end with
 - 's', s'h', 'ch', 'tch' & 'x'
 - Nouns that end with

 - Add -es
 - - - - Drop 'y' and add
 - 'ies'

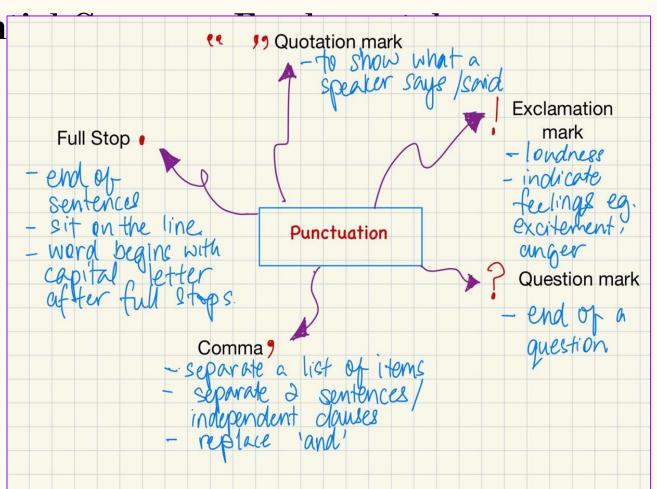
Add -s

Essen

Part 2:

Key Focus Area

Punctuation



How Can You Help Your Child with Grammar?

- Identifying common errors (addressing gaps)
- How to explain grammar concepts simply
- Age-appropriate expectations
- Building confidence through positive reinforcement eg.
 start with oracy- use the language correctly, reading and
 watching programmes with proper use of English that can
 be fun and entertaining (e.g. "Teacher Diane") & editorials
 Little Red Dot

Digital Resources for Grammar Support

 SLS navigation and features (MOE Library)

- THE STRAITS TIMES
- Little Red Dot resources for language learning
- Interactive platforms:
 - o Quizizz
 - Kahoot
 - Blooket



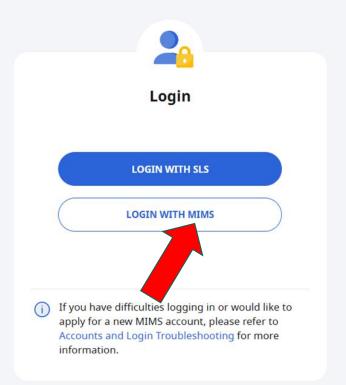
Student

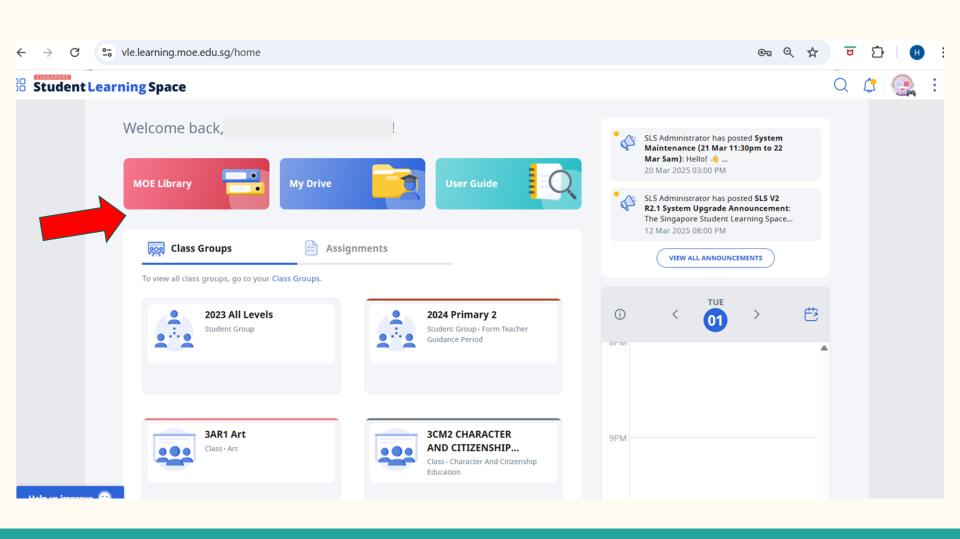


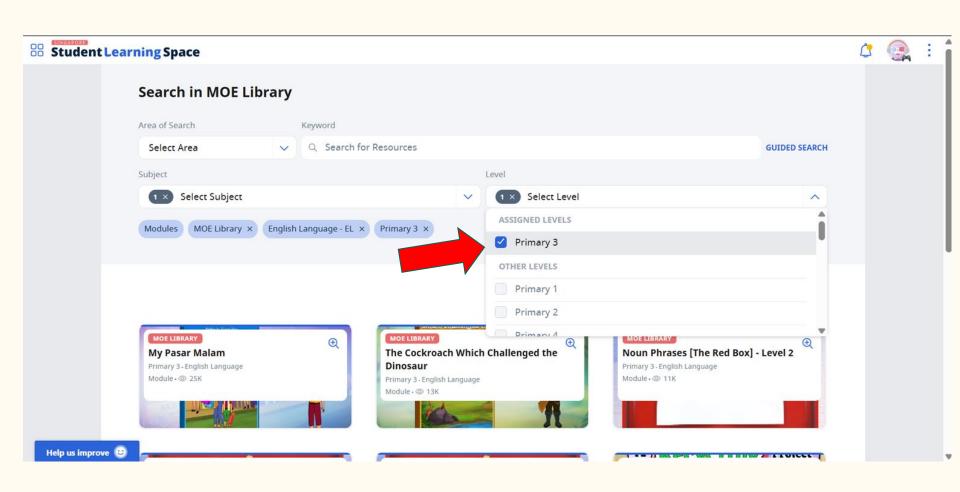


SINGAPORE

Student Learning Space







SINGAPORE

Student Learning Space



















Student Learning Space Search in MOE Library Area of Search Keyword Select Area Q adjectives **GUIDED SEARCH** Subject Level Select Subject Select Level V Modules MOE Library X English Language - EL × Primary 3 x MORE FILTERS 3 **Search Results** Sort by Relevance மி MOE LIBRARY Adjectives Adjectives that describe feelings (Quiz 1) Module · English Language · Primary 3 · ◎ 14K · 0 Votes [Description] Complete this quiz using suitable adjectives. This lesson can be used with the following STELLAR books: A Kitten For The King Fearless Phil The Sunflower That Went Flop

Digital Resources for Grammar Sunnort

G grammarly

- Interactive platforms:
 - Language Learning Apps: Grammarly (highlight errors used)
 - Online: Storyline Online
 - AI tools with parental supervision



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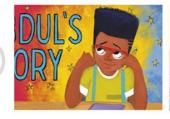








JUST ADDED



















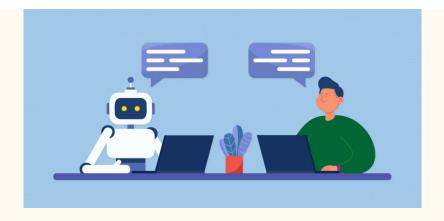






ChatGPT for Writing

Make this sentence more descriptive for a Primary Three student: I saw an old man crossing the road.



ChatGPT for Writing

Make this sentence more descriptive for a Primary Three student: I saw an old man crossing the road.

I saw a frail old man with white hair and a walking stick slowly crossing the busy road.



Fun Grammar Activities for Home

Game Ideas:

- Grammar scavenger hunts
- Sentence building games
- Error correction challenges
- Story creation with grammar focus



Find The Mistake Grammar Scavenger Hunt



Fun Grammar Activities for Home

Everyday Opportunities:

- Using daily reading for grammar reinforcement
- Conversation-based grammar practice
- Writing activities that strengthen grammar skills
- Making grammar correction a positive experience



Key components in Primary 4 Paper 2 Component & Marks Description Evaluates vocabulary knowledge and usage. Vocabulary MCQ (6m) Tests understanding of grammar concepts like tenses, Grammar MCQ (10m) subject-verb agreement, and prepositions. Grammar Cloze (8m) Tests grammar skills in a cloze passage format. Comprehension Cloze (3m) Evaluates comprehension skills through a cloze passage. Assesses the ability to identify and correct errors in spelling Editing (2m) and grammar. Tests the ability to combine sentences. Sentence Combining (3m) Comprehension Open-ended (18m) Measures comprehension, inference, and critical analysis skills through open-ended questions based on a passage.

Total: 50 marks

Sample Primary 4 Paper 2

Section D: Comprehension Cloze (3 x 1 = 3 marks)

pancakes before leaving for tuition. I was not disappointed!

Fill in each blank with a suitable word.

The aroma of chicken curry wafted through the house. Grandma had left it boiling on the

25) while she took a short break. She sat on her favourite chair and

26) her morning coffee leisurely. When she saw me come down for breakfast, she gave me a wide smile. I hoped to 27) into her delicious Indian

Sample Primary 4 Paper 2

Section F :	Sentence	Combining	(3 x 1	= 3 marks)
OCCHOIL .	OCHICHICE	Combining	<u> </u>	- o marks j

For each of the questions from 28 to 30, rewrite the given sentences using the word(s) provided. Your answer must be in one sentence. The meaning of your sentence must be the same as the meaning of the given sentences.

30.	Mason took a not snower. Then he went to bed.	
	Before	
31.	Would you like cocoa? Would you like coffee?	
		or
32.	We could go swimming. We could go cycling.	
	either	or

Basic Questions in Primary 4 Paper 2 1. prepositions to indicate time, space, purpose and means or

- prepositions to indicate time, space, purpose and means or possession
- **2.** "be" as a full verb (with time marker)
- **3.** "be" as a full verb (without time marker)
- 4. present continuous at the time of speaking
- 5. simple past for action completed
- 6. past continuous for actions that were in progress some time in the past
- 7. determiners demonstratives
- **8. conjunctions** for adding, sequencing, contrasting ideas, providing reasons, or providing alternatives
- 1. quantifiers + countable nouns
- 2. quantifiers + uncountable nouns

Strategies

Contextual Clues

 Help students infer the meaning of unfamiliar words or answer comprehension questions by using hints from the surrounding text.



Eg:Lena was <u>famished</u> after her long soccer practice, so she quickly ate two large sandwiches.

What does the word **famished** mean?

- a) Happy
- b) Tired
- c) Hungry
- d) Excited

Contextual Clues

Eg:Lena was <u>famished</u> after her long soccer practice, so she quickly ato two large candwiches.

The sentence says Lena had a long soccer practice, which means she used a lot of energy.

It also mentions that she "quickly ate two large sandwiches," suggesting she needed food.

The clue is in the action—eating a lot and quickly shows she was hungry.

Contextual Clues

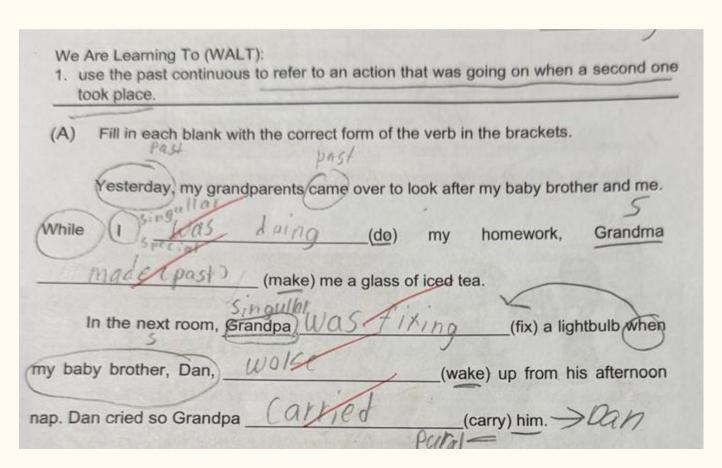
Eg:Lena was <u>famished</u> after her long soccer practice, so ate two large sandwiches.

What does the word **famished** mean?

- a) happy
- b) tired
- c) hungry
- d) excited

Students' Work





Students' Work



```
hour't stopped smiling
brackets provided.
                                  present purfect progressive
                     at me since won first prize in the lucky draw
                                              (2) was smiling -past continuous
   (1) smiles -present X
                                              (4) have been smiling_p
   (3) has been smiling / pru, por mg.
                yourself fortunate, many people have lost their lives in the fire.
   (1) Consider / I wy watiw
                                         (2) Was considering*
   (3) Has considered*
                                              (4) Will consider
                           longingly at the happy family and sighed
   The orphan
```

(2) gazed -simple posts <

(4) have gazed - Px wa perf.

(4) is feeding -present progressivex

Choose the most suitable answer and write its number (1, 2, 3

The spectators cheer wildly as the soccer players at them. present (1) wave - presentx (3) were waving -post continuous post (4) had waved - past perfect x Mandy equealed in delight as the pony she licked her fingers, (2) was feeding-post progressive/

(1) gazes-yrosentx

(3) feeds - resenta

(3) has gazed -present perfects.

StrategiesAnnotation

- -Forces readers to actively engage with the text
- -Reflect on what they are reading



- -Identify key points, which in turn improves understanding.
- -By writing down thoughts and questions, or highlighting important passages, readers create a personal record of their reading experience, making it easier to recall information later.
- -Moves readers beyond passive reading, encouraging them to interact with the text and formulate their own interpretations and questions.

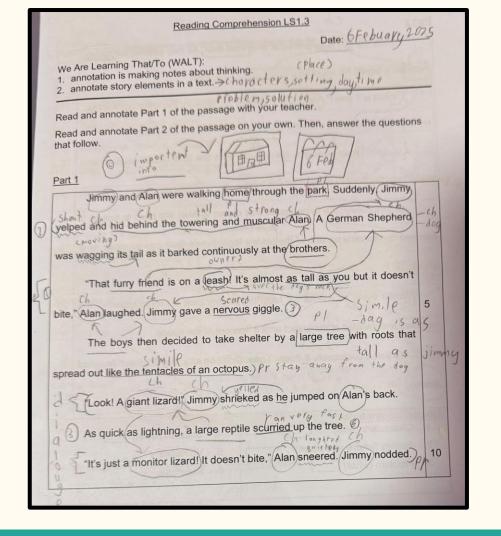
Strategies Annotation

- -Helps readers identify the author's main arguments, supporting details, and shifts in perspective, making it easier to grasp the overall meaning of the text.
- -Record personal thoughts, questions, and reactions to the text, fostering critical thinking and analysis.
- -Quick reference guide for future use, allowing readers to easily locate specific passages or ideas.



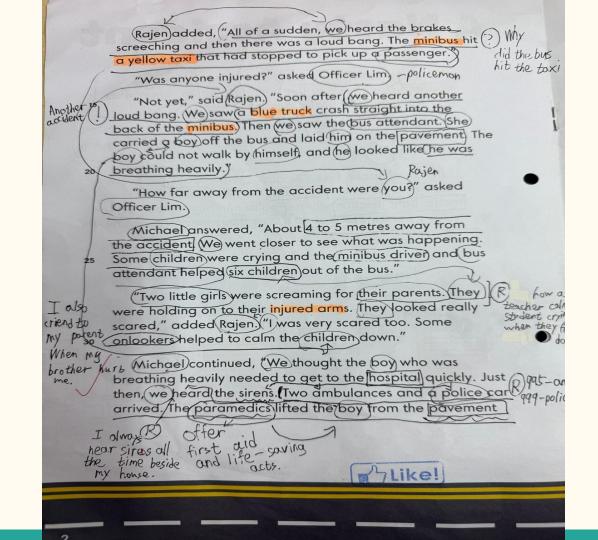
Strategies Students' Work





Strategies Students' Work





Long-term language confidence

→ A broader vocabulary will help students understand more complex texts in Primary 5.

→ Mastery of tenses, sentence structure, and subject-verb agreement in Primary 4 ensures better communication.

Resources to Take Home

- List of online websites
- Game ideas to try at home
- Workshop slides will be uploaded to the school website

Conclusion

- Mastering these components will strengthen students' English foundation.
- Regular practice in vocabulary, grammar, and comprehension builds confidence.
- · Developing these skills will help in higher levels of learning.
- Keep reading, writing, and practicing to achieve success!

Thank you