

ENGLISH LANGUAGE DEPARTMENT

Information for P3 & P4 Parents



ST JOSEPH'S INSTITUTION JUNIOR

A Lasallian School of the *Bella Vista* Brothers



STELLAR 2.0

KEY PROGRAMMES & EVENTS

ASSESSMENTS

PARTNERSHIP WITH PARENTS



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Outcome of a Junior Josephian

Engaging,
Confident,
Articulate Speaker

Persuasive Writer
who can express his
voice and viewpoints



Has viewpoints and
able to justify

Reflective, Curious
and Critical Thinker
who is able to think
on his feet

STELLAR 2.0



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STrategies for English Language Learning And Reading

VISION :

**Children who love reading and have a strong
foundation in the English Language**

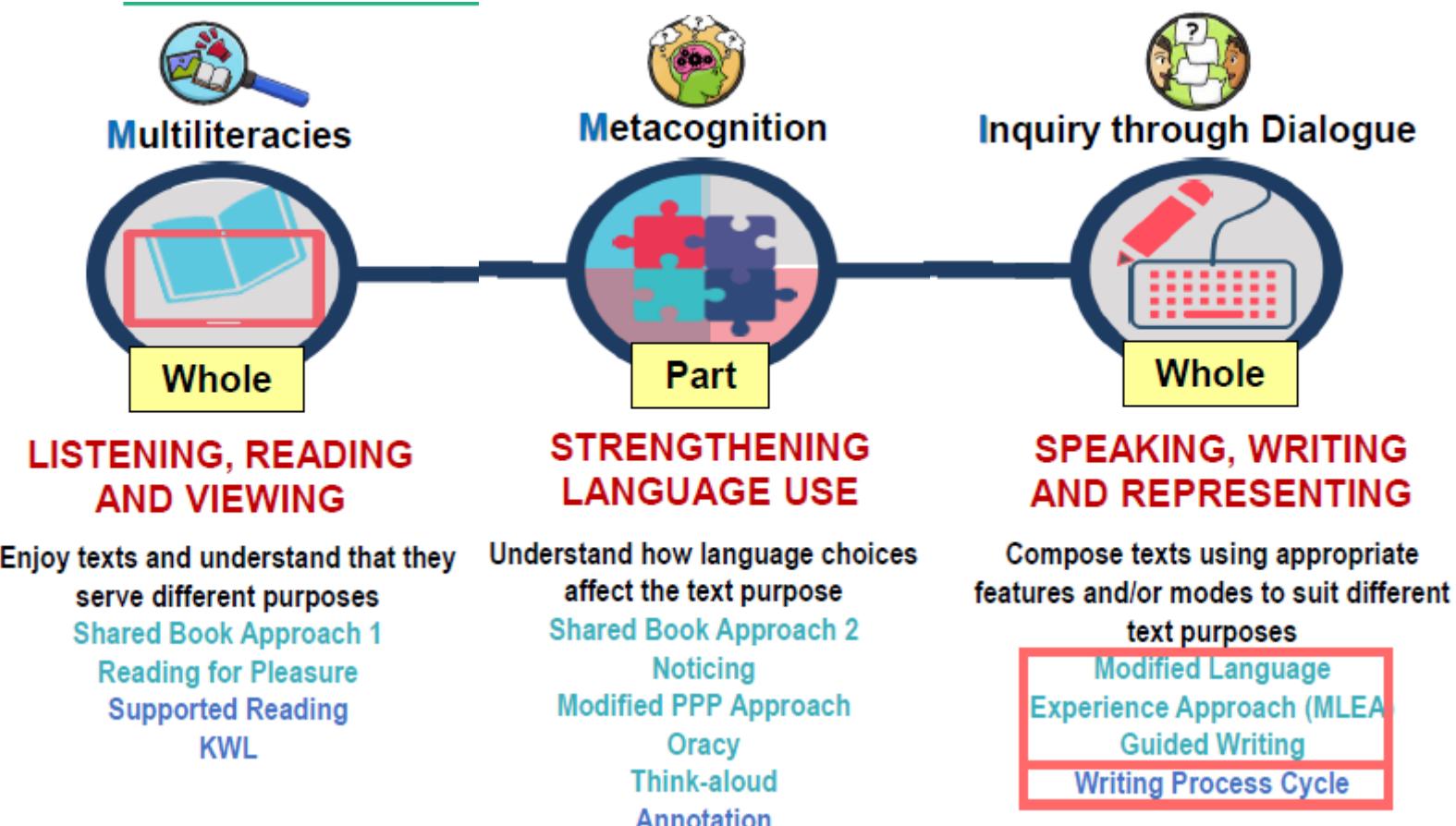


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Middle Primary Stellar Structure



P3 Curriculum – 9 titles

TERM	STELLAR TITLE	TEXT PURPOSE
1	<ul style="list-style-type: none">• Fearless Phil• The Grufflalo• Camille and the Sunflower	Texts that Entertain
2	<ul style="list-style-type: none">• Predators and Prey• The Stars of Chek Jawa	Texts that Describe and Inform
3	Unusual Plants	Texts that Describe and Inform
	There's a Boy Under the Bed	
4	<ul style="list-style-type: none">• Prince Zak and the Wise Frog• Spilt Milk	Texts that Entertain



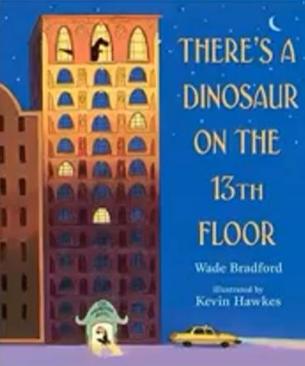
P4 Curriculum – 9 titles

TERM	STELLAR TITLE	TEXT PURPOSE
1	<ul style="list-style-type: none">• Making Ice Cream• Life of a Vet	Texts that Recount
	The Paralympic Games	Texts that Describe and Inform
2	<ul style="list-style-type: none">• The World Beyond Us• Ruby's Sunflower	
3	<ul style="list-style-type: none">• Dinosaurs Exist!• Heartbeats in the Dark	Texts that Entertain
4	<ul style="list-style-type: none">• All Abuzz About Honey• What Happens When You Laugh	Texts that Explain



Extensive Reading Programme (Library Periods)

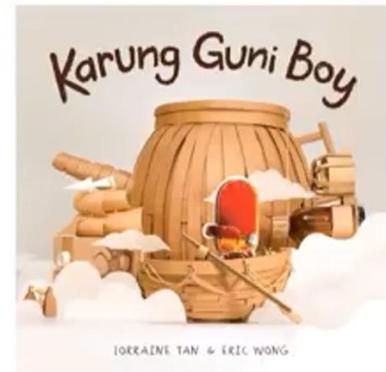
- Consists of a mini-library of books curated by MOE
- The titles include:
 - Local authors and illustrators
 - Well-known children's literature
 - Books that serve various text purposes
 - Books that align with Stellar titles
- Aim: encourage students to
 - read for pleasure
 - Read independently
 - Read good quality books



Picture books



Chapter books / Novels



Local books



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KEY PROGRAMMES & EVENTS



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KEY PROGRAMMES & EVENTS

- Stellar Experiences (Making Ice Cream) P4



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KEY PROGRAMMES & EVENTS

- Stellar Experiences (Life of a Vet) P4



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KEY PROGRAMMES & EVENTS

- Stellar Experiences (All Abuzz About Honey)



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KEY PROGRAMMES & EVENTS

- Stellar Experiences (The World Beyond Us)



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KEY PROGRAMMES & EVENTS

- Debate Enrichment



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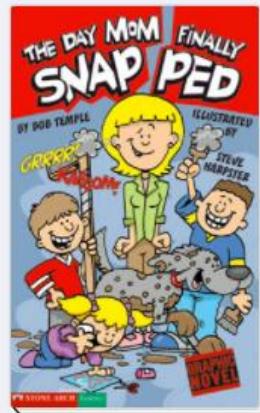
Reading Programme (myON)

- Affordable
- Online portal - unlimited access to at least 10000 fiction and non-fiction books
- iPad, Android tablets, Kindle Fire HD, Chromebook and other mobile devices



Backyard Bug Battle: A Buzz Beaker Brainstorm

Reading level 1st Grade



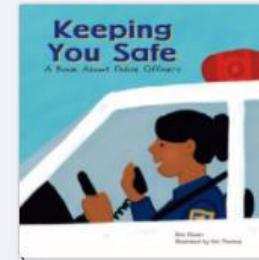
The Day Mom Finally Snapped

Reading level 1st Grade



Helping You Heal: A Book About Nurses

Reading level 1st Grade



Keeping You Safe: A Book About Police Officers

Reading level 1st Grade



Reading Programme (myON)

- books based on pupil's specific interests and reading ability (initial Lexile Placement Exam and Interest Inventory)
- generates a dynamic recommended book list from which a pupil can choose books at his level that interest him
- teacher-assigned reading assignments and tasks



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Little Red Dot



ASSESSMENTS



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P3 Assessments

Term 1	Term 2
NA	<p><u>Language Use WA 1 (15%)</u> Term 2 Week 7 (4 May 2026) Duration: 50 minutes</p> <p><u>Components (30 marks):</u></p> <p>Grammar Cloze 1 with helping words (Tenses) (5m)</p> <p>Grammar Cloze 2 with helping words (SVA) (5m)</p> <p>Vocabulary Cloze with helping words (6m)</p> <p>Sentence Combining (4m)</p> <p>Comprehension (10m)</p>



P3 Assessments

Term 3

Paper 1 WA 2 (15%)

Term 3 Week 8 (17 Aug 2026)

Duration: 50 minutes

Total: 20 marks

Format:

1 question (3 pictures with a (?) and helping words)

120 words

Term 4

EOY Assessment Papers 1,2,3,4 (70%)

Paper 4 Oral: [Base mark of 16]

- Reading Aloud (6 marks)
- Stimulus-Based Conversation (10 marks)

Paper 3 Listening: [Base mark of 14]

- Picture-Matching and Sequencing
- Note-Taking
- Text Comprehension

Paper 1: [Base mark of 20]

Format: 1 question (3 pictures with a (?) and helping words)

Paper 2: [Base mark of 50]



P4 Assessments

Term 1	Term 2
NA	<p><u>Language Use WA 1 (15%)</u> Term 2 Week 7 (4 May 2026) Duration: 50 minutes</p> <p><u>Components (30 marks):</u></p> <p>Grammar Cloze 1 with helping words (Tenses) (5m)</p> <p>Grammar Cloze 2 with helping words (SVA) (5m)</p> <p>Vocabulary Cloze with helping words (6m)</p> <p>Sentence Combining (4m)</p> <p>Comprehension (10m)</p>



P4 Assessments

Term 3

Paper 1 WA 2 (15%)

Term 3 Week 8 (17 Aug 2026)

Duration: 50 minutes

Total: 20 marks

Format:

1 question (3 pictures and helping words)

120 words

Term 4

EOY Assessment Papers 1,2,3,4 (70%)

Paper 4 Oral: [Base mark of 16]

- Reading Aloud (6 marks)

Stimulus-Based Conversation (10 marks)

Paper 3 Listening: [Base mark of 14]

- Picture-Matching and Sequencing
- Note-Taking
- Text Comprehension

Paper 1: [Base mark of 20]

Format: 1 question (3 pictures and helping words)

Paper 2: [Base mark of 50]



P3/4 Assessments

Assurance of Quality: Exam Papers and Marking Processes

- Setters and vетters of exam papers are teachers at that level
- The exam papers are further vetted by EL Teacher Leaders (HOD/Subject Head/Senior Teachers) and Principal
- For oral and Paper 1 components, teachers undergo a rigorous standardisation exercise at the start of the school year, and prior to the End-of-Year exams to ensure that marking standards are adhered to
- **NOTE: the school will NOT entertain any requests for a review of oral and Paper 1 marks**
- Teachers may provide 1-to-1 review of the exam component with the student to help the child understand his mistakes and know how to move forward



OTHER ASSESSMENT MODES

Assessment Mode/Tasks	Details of Assessment Mode/Task
tests and quizzes	timed/non-timed, independent assignments at the end of a few units of work, including spelling
performance assessments	assessing students' skills in carrying out an activity, e.g., giving an oral presentation
student profiling	through the use of checklists and classroom observations by teachers or through self-evaluation by students, e.g., self-evaluation records or checklists.
observations	Targeted/planning/spontaneous observations, which informs teachers of the learning needs of students
teacher-student conferencing	on a written product/representation in order to help students make improvements by using a set of criteria and giving specific comments.



PARTNERSHIP WITH PARENTS



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Parents as Partners

Comprehension Strategies

Reinforce strategies taught in school:

- a) Read the passage at least twice.
- b) Get your son to ask probing questions himself using the Techniques of' Why, Who, When, Where, Which, How'.
- c) Highlight words that they are unfamiliar. Discuss its meaning and how it is used in a sentence / scenario.



Parents as Partners

Comprehension Strategies

Reinforce strategies taught in school:

d) When answering the questions, ensure that your child does so in a complete sentence. Check for spelling, grammar, punctuation, sentence structure. These skills are taught in class but they need to be reinforced.



Parents as Partners

We would like to invite you to work with us by:

- Encouraging your child to speak standard English
- Talking to your child about what is happening around him and encouraging him to give his views and opinions
- Watching the news together and encouraging him to give his views and opinions



Parents as Partners

We would like to invite you to work with us by:

- Developing good habits in your child:
 - punctuality/ prompt submission of assignments
 - Neat and legible handwriting
- Ensuring that homework is done and learning materials brought to school



Are there books you recommend the boys to read in their leisure time?

Yes, leisure reading is strongly encouraged as it plays a vital role in developing vocabulary, imagination, and writing fluency.

- Classic and contemporary fiction from authors like *Roald Dahl*, *Michael Morpurgo* or *Katherine Rundell*.
- Adventure and mystery stories that excite the boys
- Biographies and autobiographies
- Chicken Soup for the Soul series of books
- Myon has a very wide selection for the boys to explore and teachers do assign them readings based on the Stellar texts that they have covered in class.
- National Library Board also has a suggested reading list according to their age group.

<https://www.nlb.gov.sg/main/site/discoverreads/children/reading-recommendations/booklists>

Most importantly, encourage boys to read texts they enjoy, as enjoyment is key to cultivating lifelong reading habits. Teachers also guide students towards books that gradually stretch their language and thinking.

Suggested reading list

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Primary School Book Recommendations

[DISCOVERREADS](#)[Share](#)[Need Help? ×](#)

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Extra Prac (SLS)

The screenshot shows the Singapore Student Learning Space (SLS) interface. At the top, there are dropdown menus for 'Subject' (set to 'Select Subject') and 'Level' (set to 'Select Level'). Below these are buttons for 'Modules', 'MOE Library' (which is selected), 'English Language - EL', and 'Primary 4'. There are also 'RESET' and 'MORE FILTERS' buttons. The main area displays six cards, each representing a different module from the MOE Library:

- The Feast - Sentence Structures**: English Language - EL - Primary 3. Module - 10K. Topics: (imperative), Questions (Interrogative).
- Connectors of Reason (as, because, for, since, so, and...)**: English Language - EL - Primary 4. Module - 20K. Topics: since, so, therefore.
- A Different Point of View: The Wolf from Little Red...**: English Language - EL - Primary 3. Module - 1K.
- Connectors of Purpose (so that, in order to)**: English Language - EL - Primary 5. Module - 11K.
- How to Listen Well to Learn**: English Language - EL - Primary 2. Module - 2K.
- Possessive Determiners, Possessive Pronouns and...**: English Language - EL - Primary 3. Module - 6K.

At the bottom left of the SLS interface, there is a 'Help us improve' button with a smiley face icon.

THANK YOU!



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