

2026 P5/6 Parents' Info Session

English Language



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EL Department Heads



**Mdm Vidya
HOD**



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Scope

- Overview of the P5 and P6 EL Curriculum
- Examination format
- Key features and tips for selected components
- School-parent partnership



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Primary 5 and 6 Curriculum

Level	Written Work	Supplementary Reading
Primary 5	<ul style="list-style-type: none">• Edify Listening & Oral Book• Synthesis & Transformation Booklet (SCH)• Continuous and Situational Writing• Component worksheets (Eg. Comprehension Cloze, Open-ended Comprehension)• Exam Practice Papers• Spelling	STELLAR Readers myON Online Reading Portal Little Red Dot Extensive Reading Programme
Primary 6	<ul style="list-style-type: none">• PSLE Examination Papers 2023 to 2025* (Primary 6)• Resource Booklets such as ASPIRE: Acing the English Exam Student Companion (for Primary 6)	

(* Do not purchase an additional copy for your child. EL teachers will use that in Term 3.)



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P4 versus P5 Examination Format

Writing

	Primary 4	Primary 5
Continuous	Content: 10 Language: 10 Total: 20	Content: 18 Language: 18 Total: 36
Situational	Nil	Situational Writing TF: 6 L: 8
Weighting	20%	25%
Duration	50 min	1h 10 min



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P4 versus P5 Examination Format

Language Use and Comprehension

	Primary 4	Primary 5
	50	Booklet A: 25 Booklet B: 65 Total: 90
Weighting	50%	45%
Duration	1h 15 min	1h 50 min

Listening

	Primary 4	Primary 5
	14	20 MCQs
Weighting	14%	10%

P4 versus P5 Examination Format

Oral

	Primary 4	Primary 5
	Reading: 6 Stimulus-based Conversation: 10 Total: 16	Reading: 15 Stimulus-based Conversation: 25 Total: 40
Weighting	16%	20%
Duration	About 8 min (4 min preparation time + 4 min examination time)	About 10 min (5 min preparation time + 5 min examination time)



P5 and P6 Examination Format

Paper	Component	Marks	Weighting	Duration
1	Writing	14 (6 + 8)	25%	1h 10 min
		36 (18+ 18)		
2	Language Use & Comprehension	90	45%	1h 50 min
3	Listening Comprehension	20	10%	About 35 min
4	Oral Communication	15	20%	About 10 min (5 min preparation time + 5 min examination time)
		25		



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Techniques for Stimulus-based Conversation (Oral)

- To be able to sustain a casual conversation confidently on the topics given with minimal prompts

1. TREES

T-Thoughts

R-Reasons

E-Examples

E-Experiences

S-Suggestions

2. AREO

A- Answer

R-Reasons

E-Elaborate (5W1H)

O-Opinion

3. 5Ws1H

Who

Why

What

Where

When

How



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Paper 2 - OE Comprehension

Requirements:

- Annotate (5Ws1H) passage prior to answering questions to deepen understanding

DO NOT

- ‘lift’ the answer from the passage;
- start the answer using ‘It is because’, ‘This is because’, ‘so that’ , ‘so as to’,;
- answer by writing ‘The passage says that...’ or ‘It is written in the passage that ...’

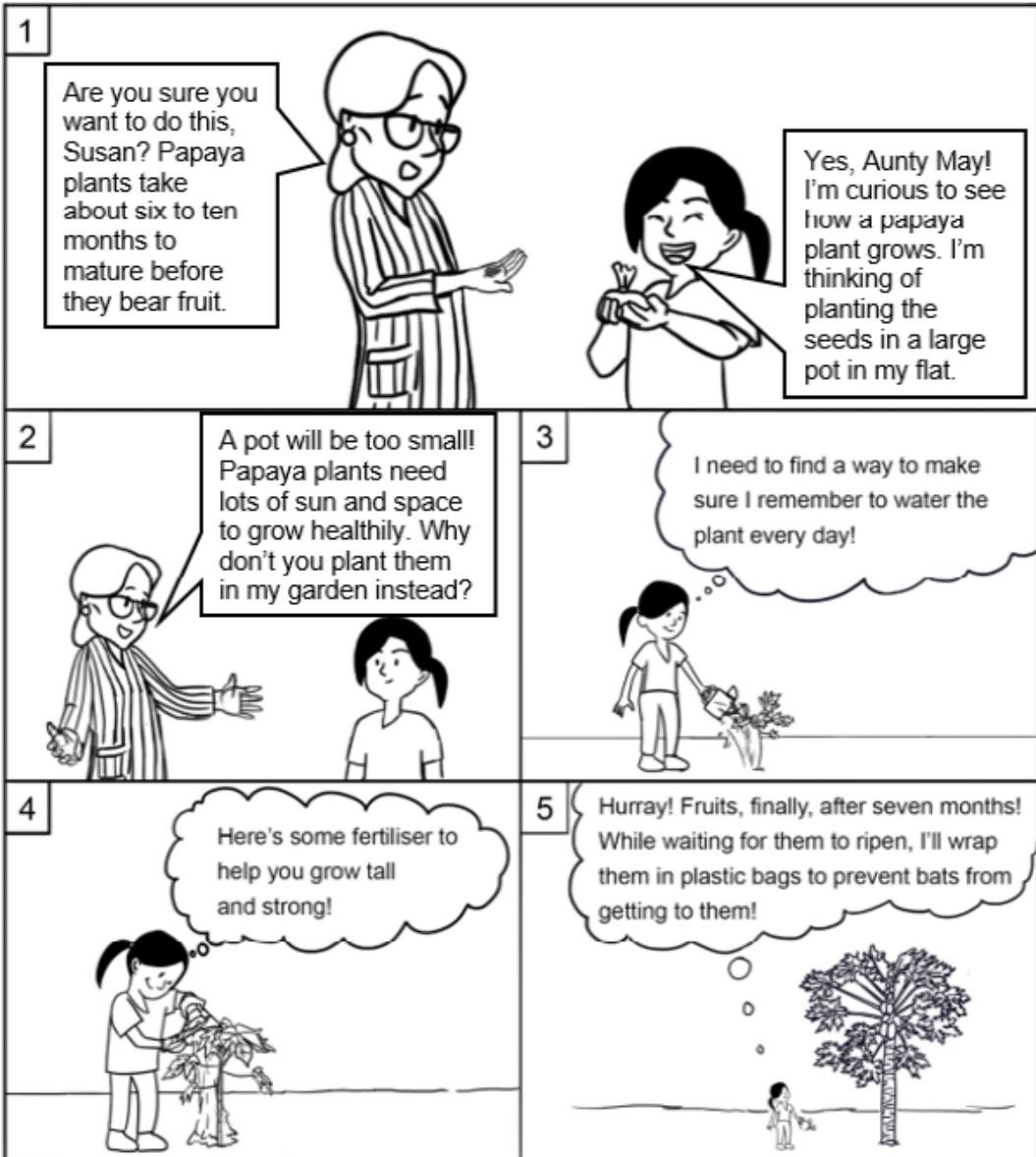


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Situational Writing - How it looks like



Your Task

Imagine you are Susan.

Write an article for your school's science magazine to share your experience growing your own papaya plant.

You are to refer to the pictures and information on page 2 for your article. The bullet point underlined below requires you to come up with your own information.

In your writing, include the following key information:

- why you wanted to grow a papaya plant
- how you decided on where to plant the seeds
- how you made sure you remembered to water the plant daily NEW
- other than watering the plant, give two ways how you cared for it
- how long it took for your papaya plant to bear fruit

You may reorder the points. Remember to write in complete sentences.



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Situational Writing - Acing It

- ✓ Know what is being asked (Purpose, Audience, Context—PAC);
read the Task before analysing the graphic for information
- ✓ Identify the 5 content points from the graphic and/or task box; the 6th content point must be offered based on the context of the situation
- ✓ Apply the appropriate format to suit the Purpose and Context
- ✓ Write out a structurally-coherent, grammatical piece of writing, with the 6 content points clearly linked to the bullet points. At all times, ensure that the purpose for writing is evident.



- 2 Write a composition of at least 150 words about learning an important lesson.

The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the lesson?
- How was it an important lesson?

You may use the points in any order and include other relevant points as well.



Continuous Writing— How it looks like & Requirements

- Write on a given theme
- Minimally 150 words
- Base the piece of writing on 1 or more pictures (no credits for more pictures used)



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Common Concerns Raised

Q. How can my son improve in his compo writing?

- ✓ Look at feedback written on your son's script/ materials prepared as post-writing feedback/ techniques taught in the writing booklets
- ✓ Model compos
- ✓ Start brainstorming/outlining stories which may cut across themes (e.g. planning a story about 'a proud moment' can address themes like 'teamwork' or 'overcoming an obstacle')
- ✓ Focus on expanding his vocabulary, style of writing and creating an impactful conclusion where the theme is reinforced



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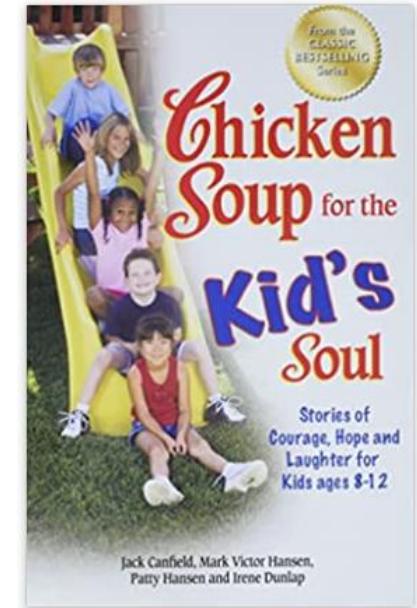
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Common Concerns Raised

Q. My son reads widely. Why is his composition standard sub-par?

- ✓ Need to differentiate between reading for pleasure (which is most common among children), and reading for an academic purpose (e.g. to improve in vocabulary, writer's voice/style, creative ideas, etc.)
- ✓ Recommended reading: Chicken Soup for the Soul series (positive values are promoted—e.g. resilience, touching)
- ✓ Make an effort to search meaning of words in the course of reading



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Parents as Partners

- Encourage your child to speak standard English
- Talk to your child about what is happening around him and encourage him to give his views and opinions
- Watch/read the news together and encourage him to give his views and opinions
- Encourage your child to write legibly and neatly
- **Pertinent- Help the teachers review the errors your son is making by looking at his work whenever possible. We need him to learn from the errors made and not keep repeating the same errors again.**



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Thank you!



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