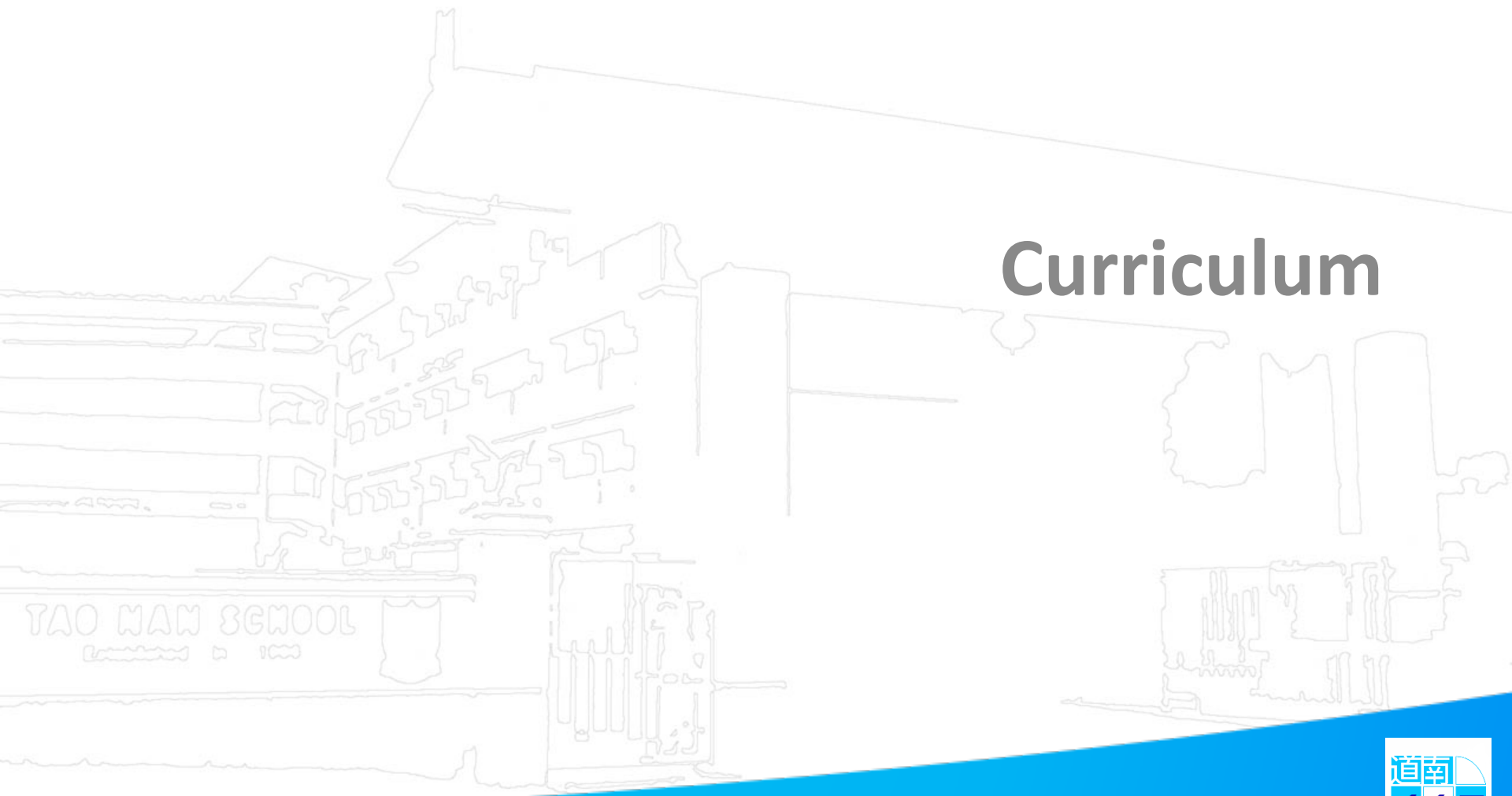




2022 Primary 4 English Language Curriculum Information



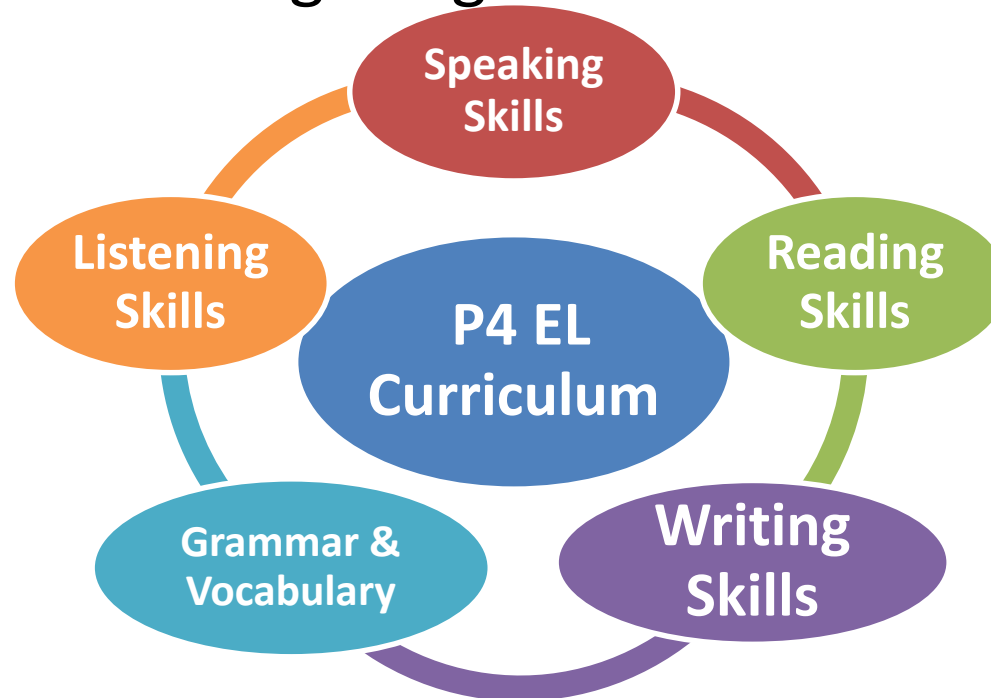
Curriculum



The English Language curriculum aims to:



- develop confident, effective and affective communicator of the language;
- equip our students with the four language skills, and as well as knowledge in grammar and vocabulary.





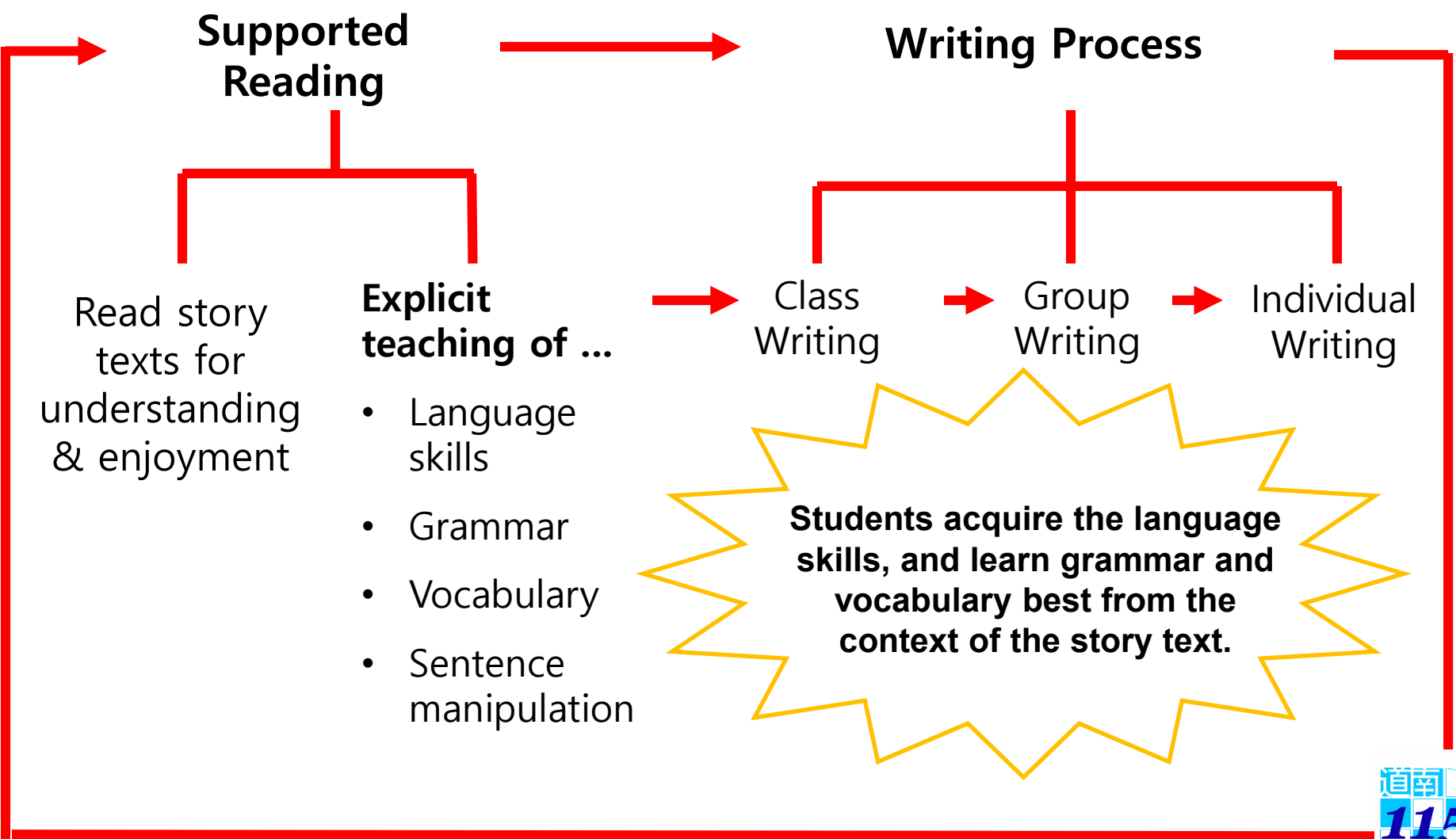
Pedagogy



Strategies for **T**eaching **E**nglish **L**anguage **L**earning **A**nd **R**eadng (STELLAR) approach is adopted to help students acquire English language skills through activities in listening, speaking, reading, writing and visual literacy.



We begin teaching the English Language skills using the Supported Reading technique.





Extensive reading



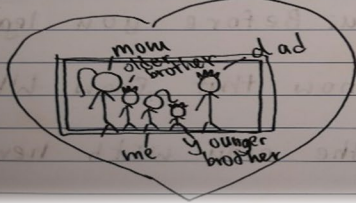
Exposure to literary and information texts to promote the appreciation and use of language

Opportunities to engage in creative writing

Enrichment

Use of print and non-print resources to provide authentic contexts for development of language skills

One of my family traditions is taking a family photo at the start of each year. This allows us to see how much we've grown. Imagine looking at these photos 10 years from now!

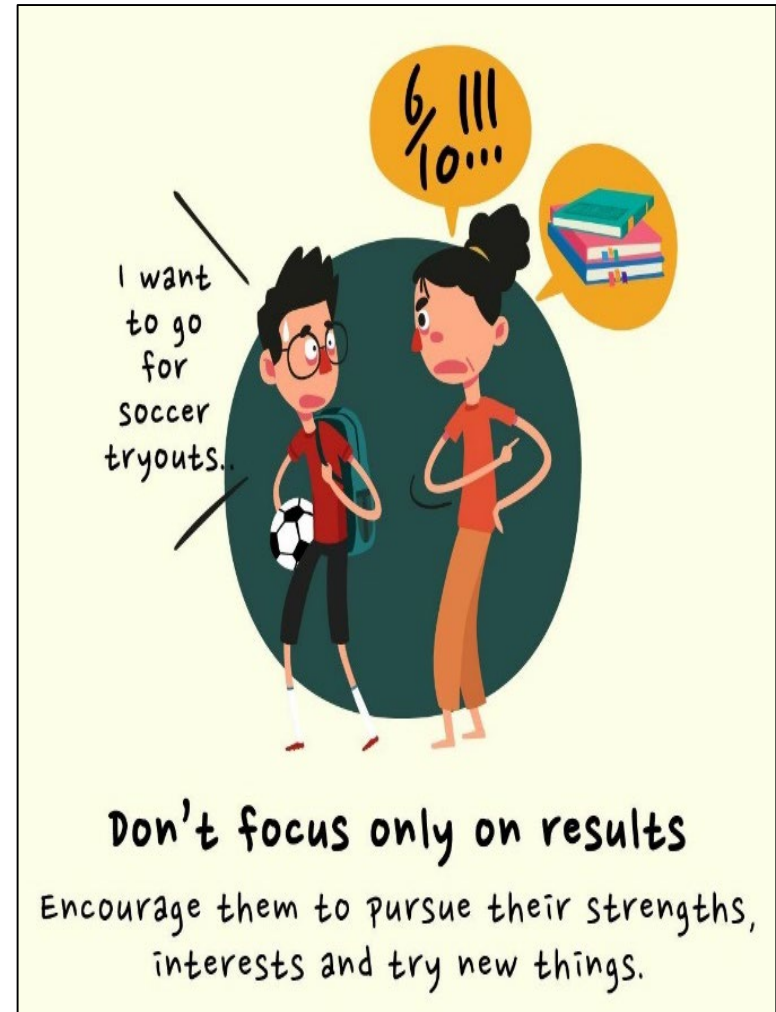




Assessment



- One of the aims of assessment is to gather feedback about students' learning and help them improve.
- Feedback about students' learning will be gathered from their daily work, teacher's observation and school-based assessments.
- Striking a good balance between focusing on results and pursuing the child's strengths, interests and trying new things can promote and encourage the joy of learning.



School-based assessments will also be conducted to support students' learning, gauge their learning progress, and address learning gaps.

| School-based assessment | Mid Year Examination | End of Year Examination |
|-------------------------|--|--|
| Weighting | 30% | 70% |
| Assessments | <ul style="list-style-type: none">• Oral• Continuous Writing• Language Use, Vocab, Reading Comprehension• Listening Comprehension | <ul style="list-style-type: none">• Oral• Continuous Writing• Language Use, Vocab, Reading Comprehension• Listening Comprehension |

Mid-Year & End-of-Year Examinations

| Paper | Component | Item Type | Marks | Duration |
|--------------|------------------------------|-------------------------|-------------|------------------------|
| 1 | Continuous Writing | Open-ended | 20m | 50min |
| 2 | Language Use & Comprehension | Open-ended / MCQ | 50m | 1h 15min |
| 3 | Listening Comprehension | MCQ/ Fill in the blanks | 14m | 30min |
| 4 | Oral Communication | Open-ended | 16m | 4-min preparation time |
| Total | | | 100m | |

| Continuous Writing (Paper 1) | |
|--|-----------------|
| Content | 10 marks |
| Language & Organisation | 10 marks |
| Total | 20 marks |
| Students will be required to write a composition of at least 120 words in continuous prose on a given topic. Three pictures will be provided on the topic offering different angles of interpretation. | |

Language Use & Comprehension (Paper 2)

Students will be assessed on their ability to use language correctly and to comprehend visual and textual information.

Knowledge in Language assessed:

- Grammar
- Vocabulary
- Synthesis and transformation
- Comprehension

Listening Comprehension (Paper 3)

This paper comprises 3 sections:

1. Picture Matching
 2. Note-taking
 3. Comprehension Passage
- Paper 3 assesses students' ability to understand spoken English.
 - The texts may be in the form of instructions, recipes, telephone messages, presentations, news items, announcements, advertisements, explanations, conversations, speeches and stories.
 - Each text will be read twice.
 - Time will be given for students to read the questions before the first reading of each text.

Oral Communication (Paper 4)

- Paper 4 comprises 2 sections: Reading Aloud (RA) and Stimulus-based Conversation (SBC).
- Reading Aloud - ability to pronounce and articulate words clearly, as well as their ability to read fluently with appropriate expression and rhythm.
- Stimulus-based Conversation - ability to give personal response to a visual stimulus and engage in a conversation on a relevant topic.

School-based Assessments

Term 2 – Mid-Year Examination (30%)

- Paper 1 (Composition)
- Paper 2 (Language Use & Comprehension)
- Paper 3 (Listening Comprehension)
- Paper 4 (Oral)

Term 4 – End-of-Year Examination (70%)

- Paper 1 (Composition)
- Paper 2 (Language Use & Comprehension)
- Paper 3 (Listening Comprehension)
- Paper 4 (Oral)



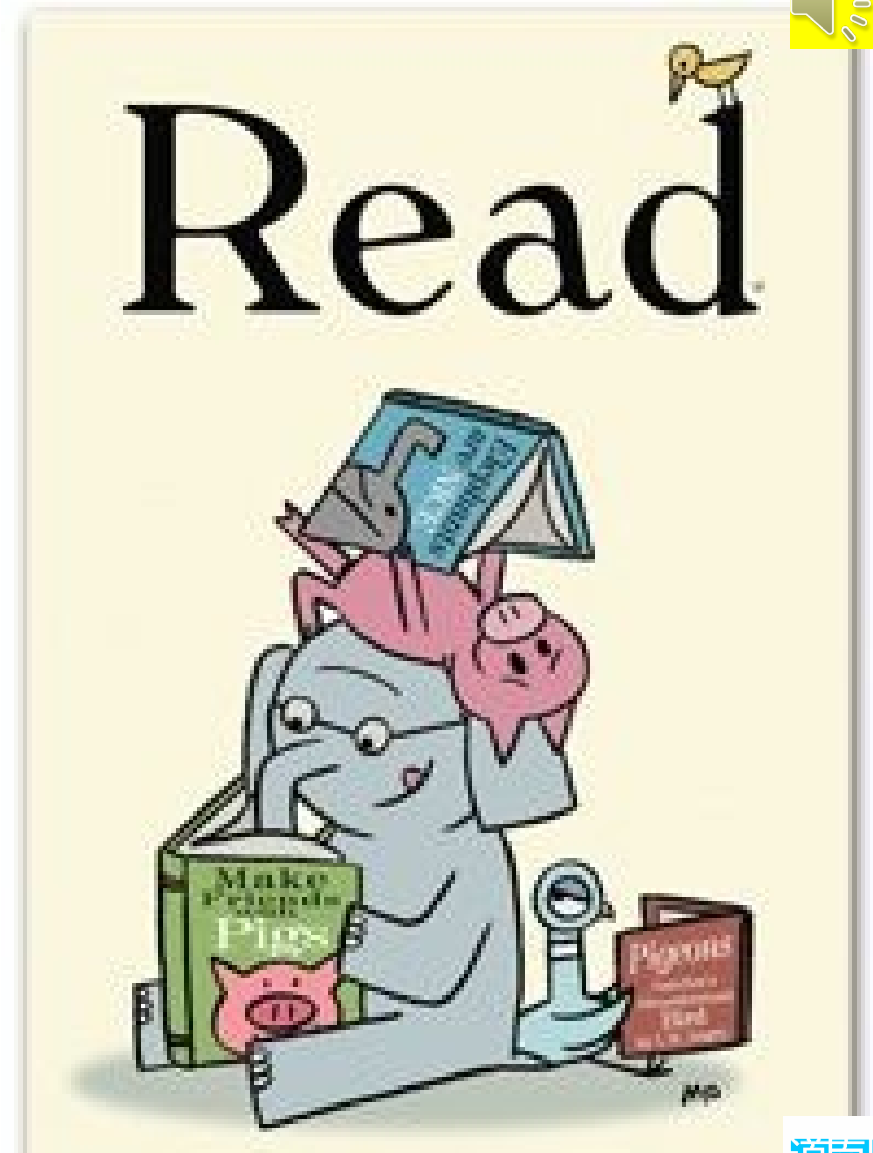
Home-School Partnership



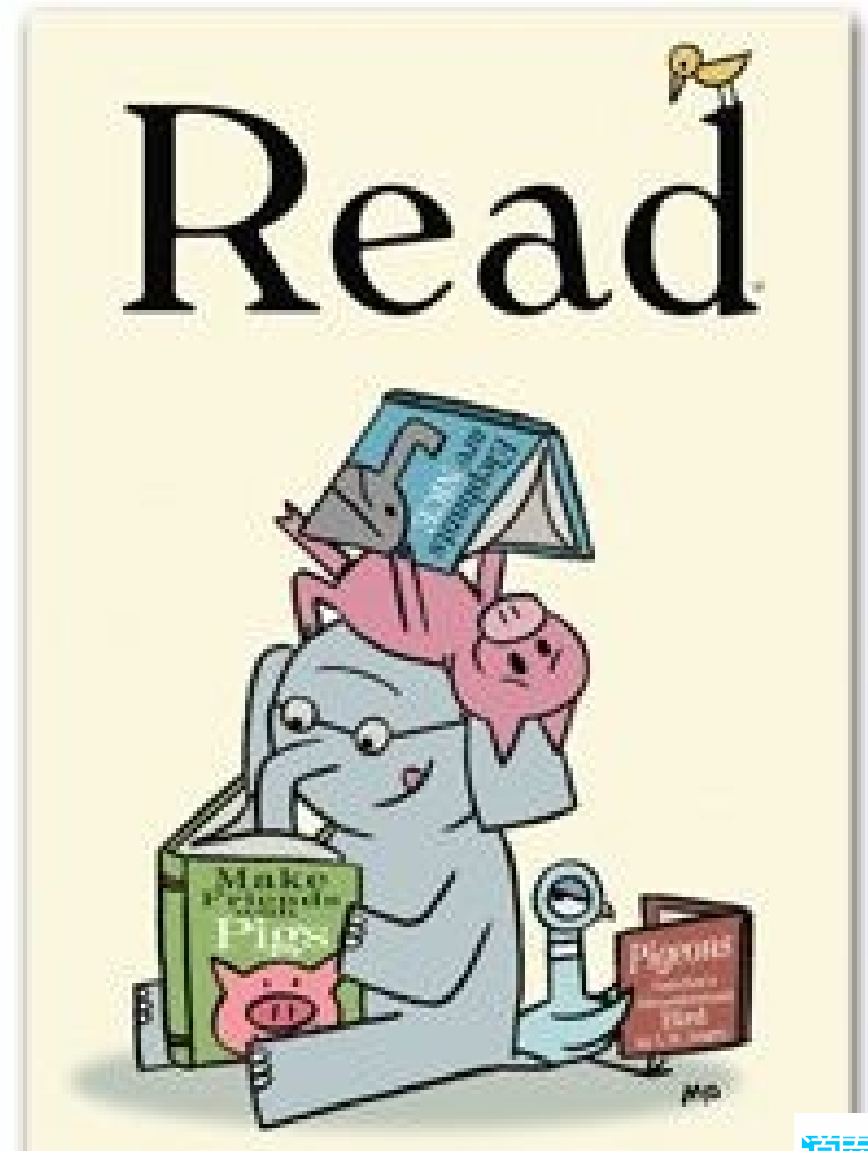
Parental Support

***Cultivate the love
for reading***

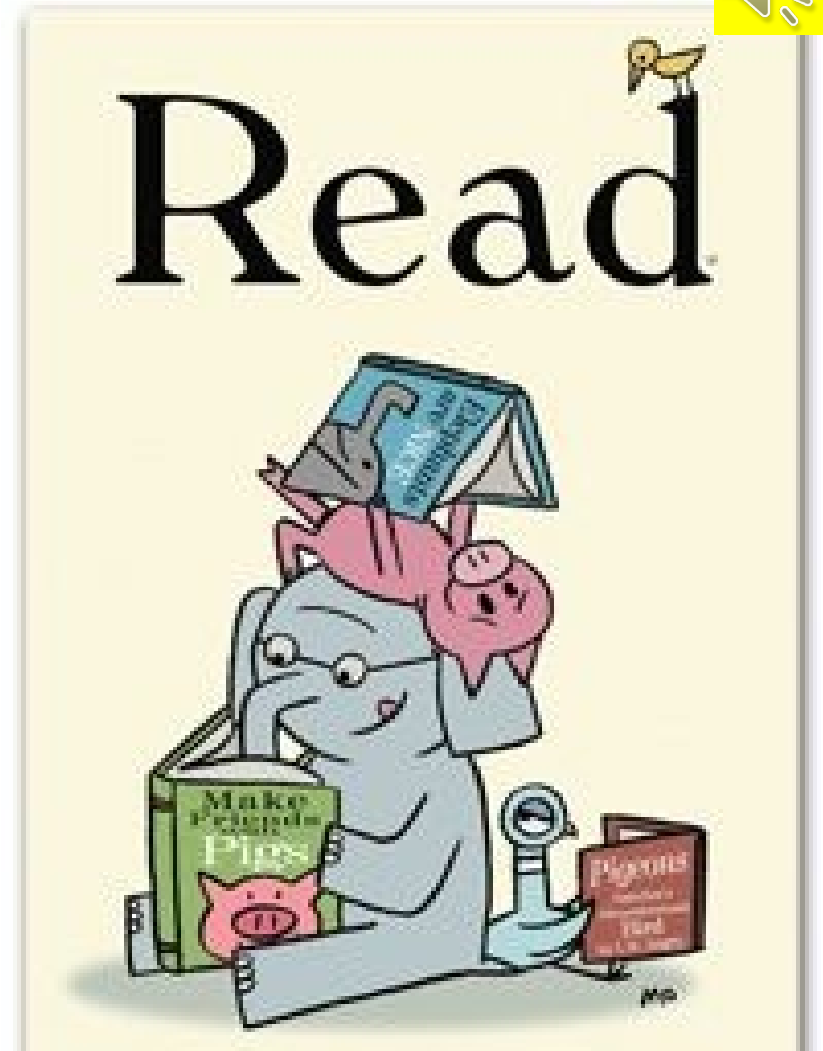
Promote
and
encourage
extensive
reading.



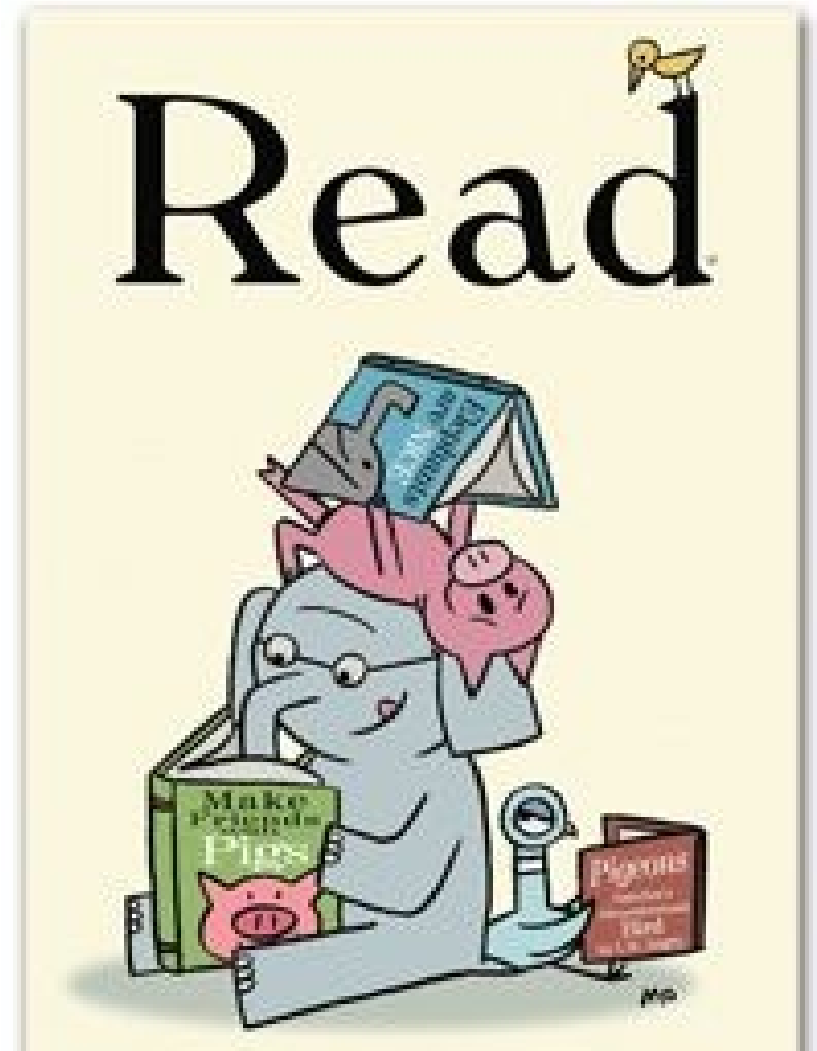
Why is
reading so
important?



- Reading will make a big difference to educational performance.
- Reading can develop a broader vocabulary, widen their general knowledge and have a better grasp of the language.



- Encourage your child to read a wide genre of books regularly and the newspapers every day.
- Reading extensively and widely is far more effective than doing piles of assessment books and practice papers. Time should also be set aside for regular revision.





Role Modelling

- Children who have good, strong models to follow are more likely to speak better and write better.
- You can role model by speaking and practising positive communication skills.





Parental Support

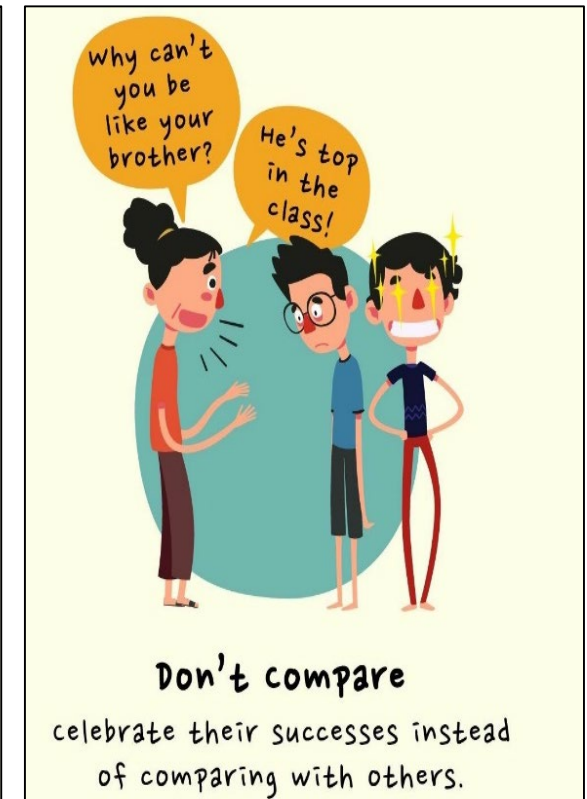
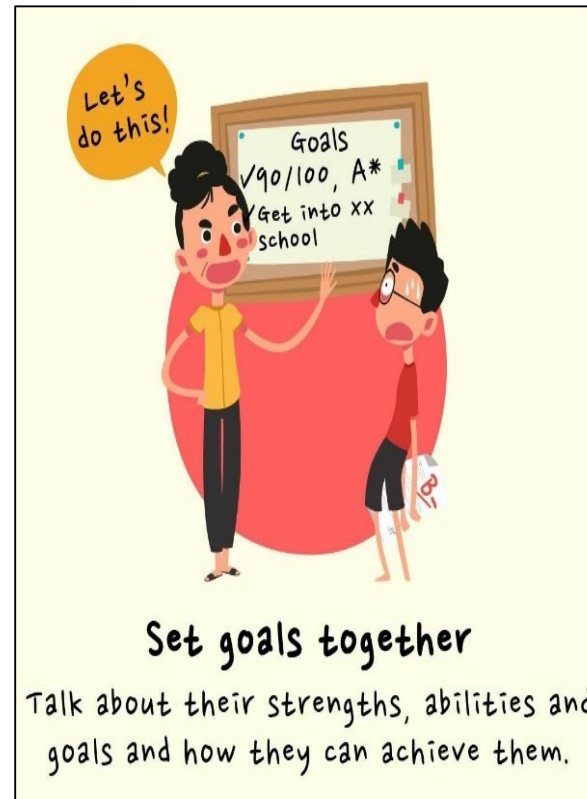
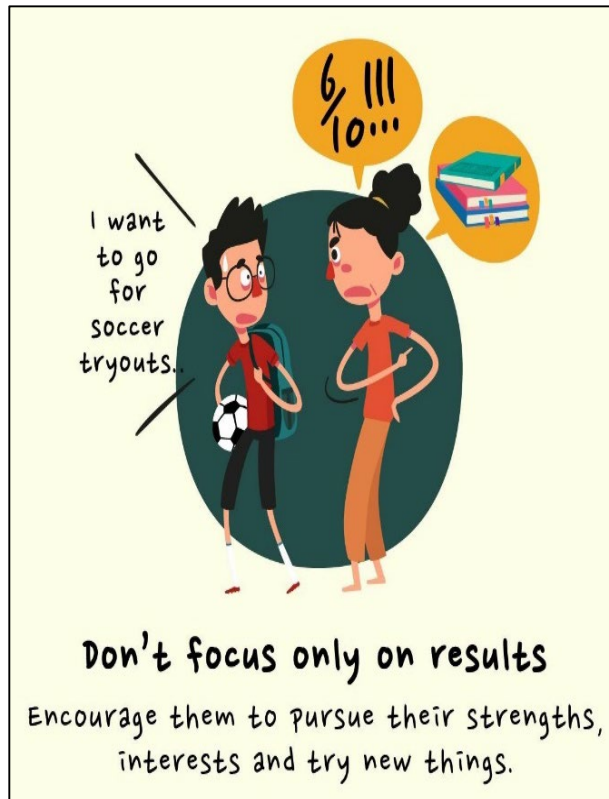


- Work with the school to develop **dispositions for lifelong learning.**
- Foster the **Joy of Learning** and help our students **Learn for Life.**

We can, together, promote the Joy of Learning by ...



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



Give your child the time and space to deepen learning.

I'M NOT WASTING TIME...




...I'M PLANNING MY FIRST NOVEL!

Learning happens in different ways.

Ministry of Education SINGAPORE

I'M NOT DISTRACTED...



...I'M LEARNING HOW PLANES FLY!

Learning happens in different ways.

Ministry of Education SINGAPORE

I'M NOT IDLE...



...I'M DESIGNING A FUTURE CITY!

Learning happens in different ways.

Ministry of Education SINGAPORE

~ **Thank you** ~

