

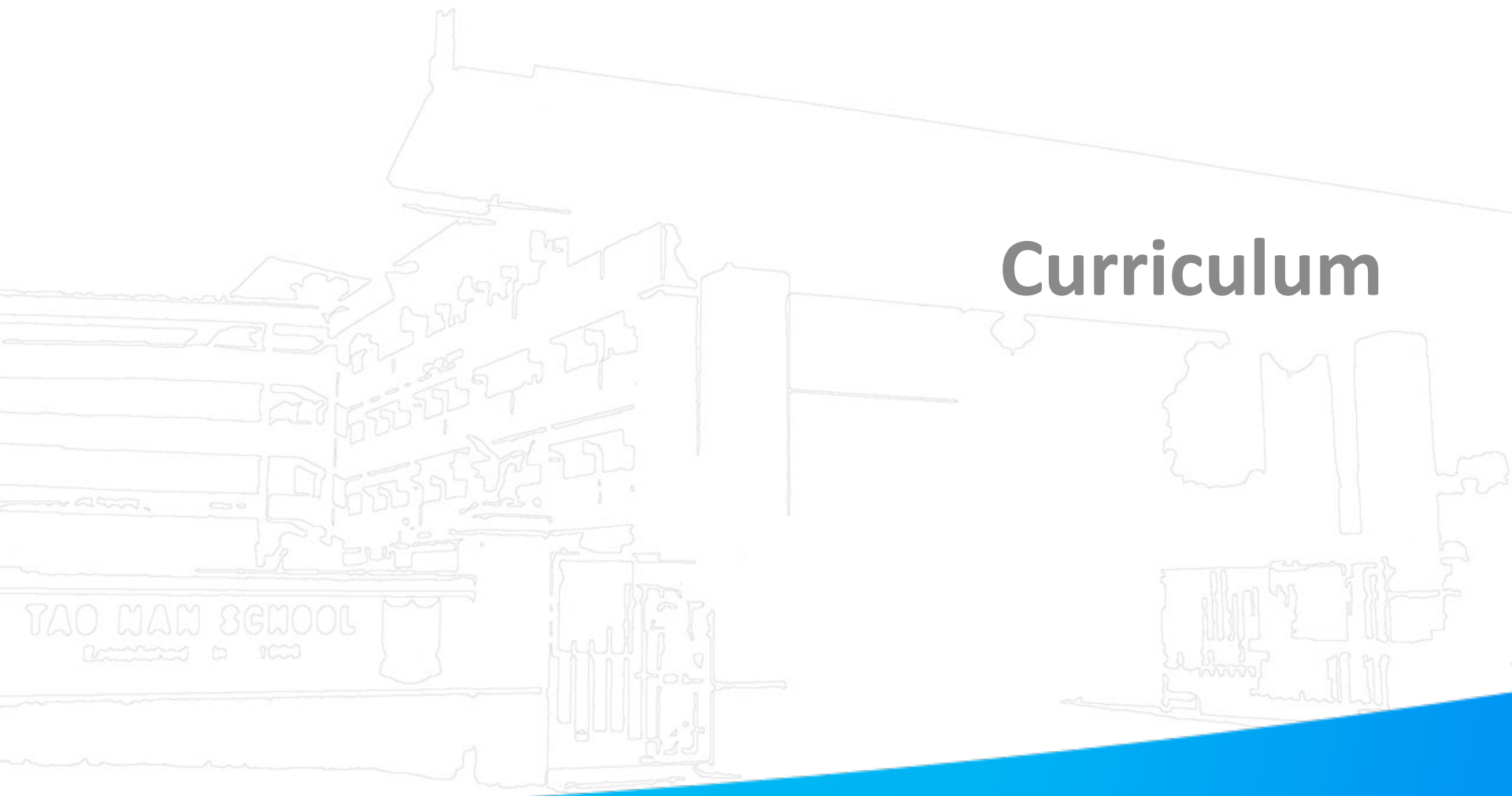


2023 Primary 6 English Language Curriculum Information



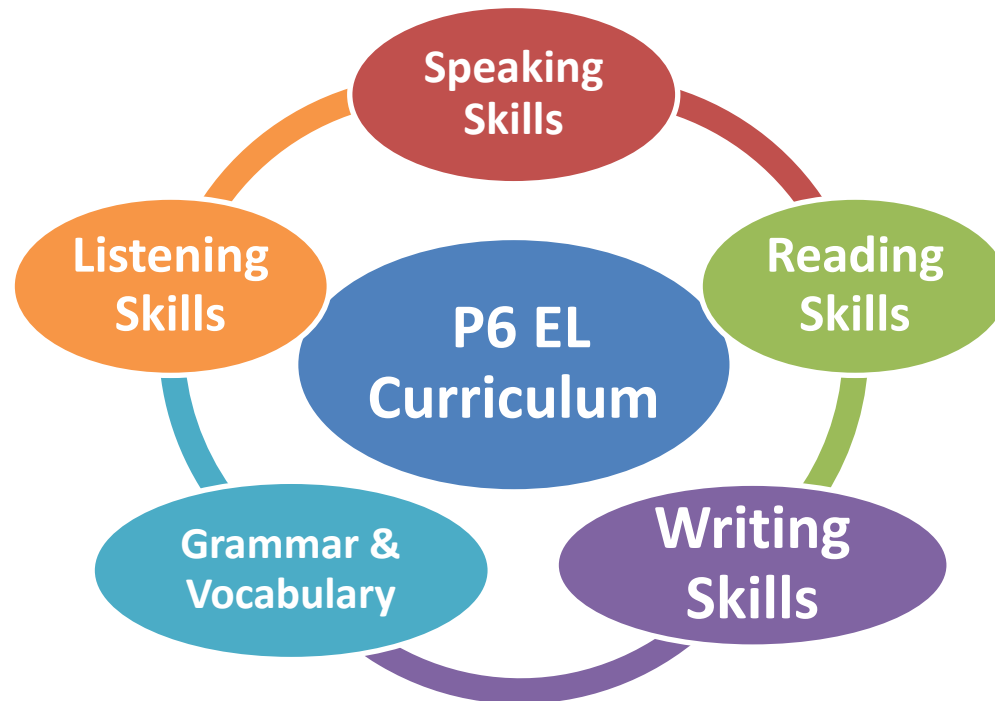


Curriculum



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.





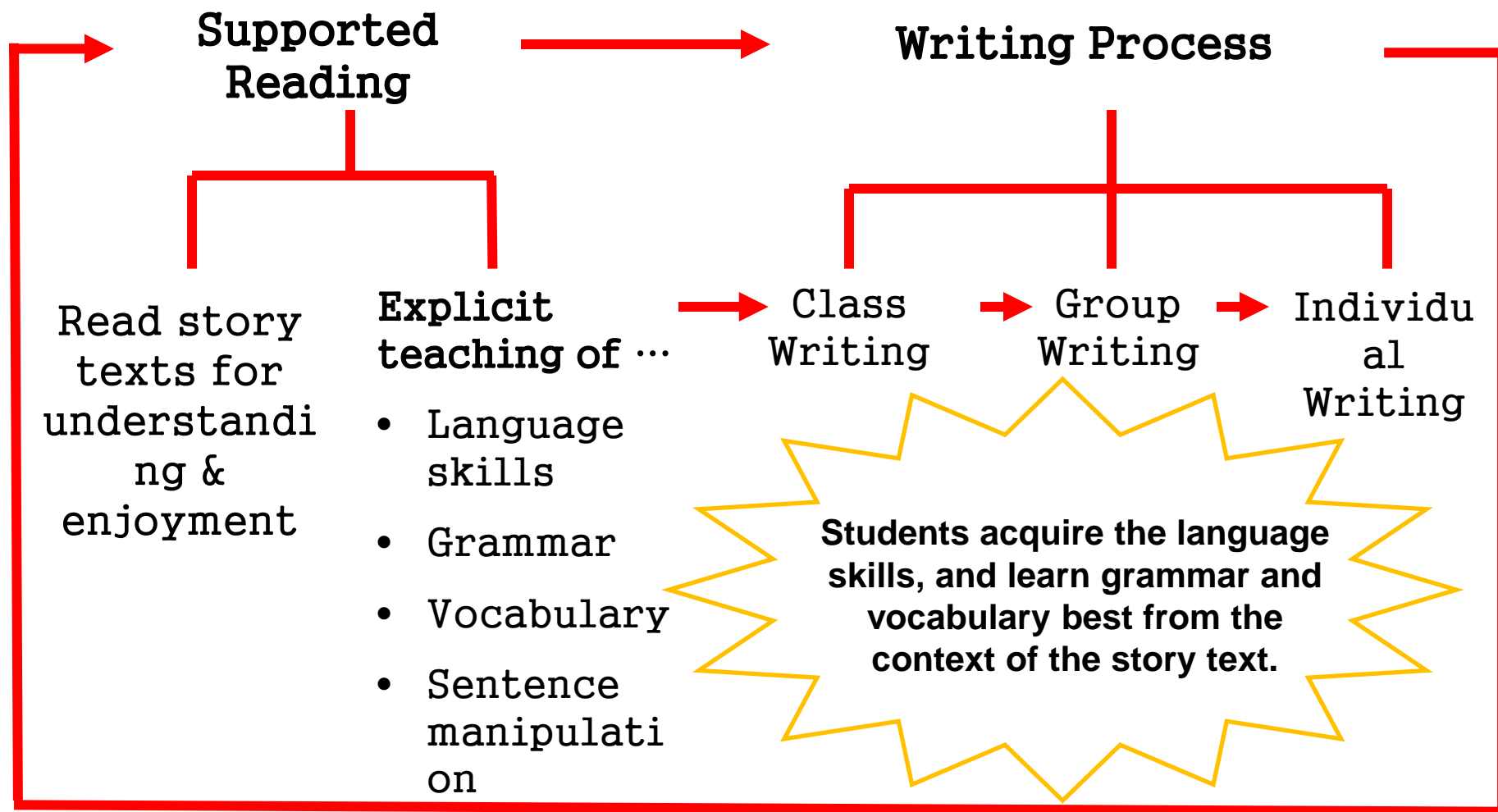
Pedagogy



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

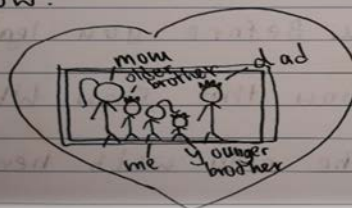
Opportunities to engage in creative writing

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!

~ Jessica



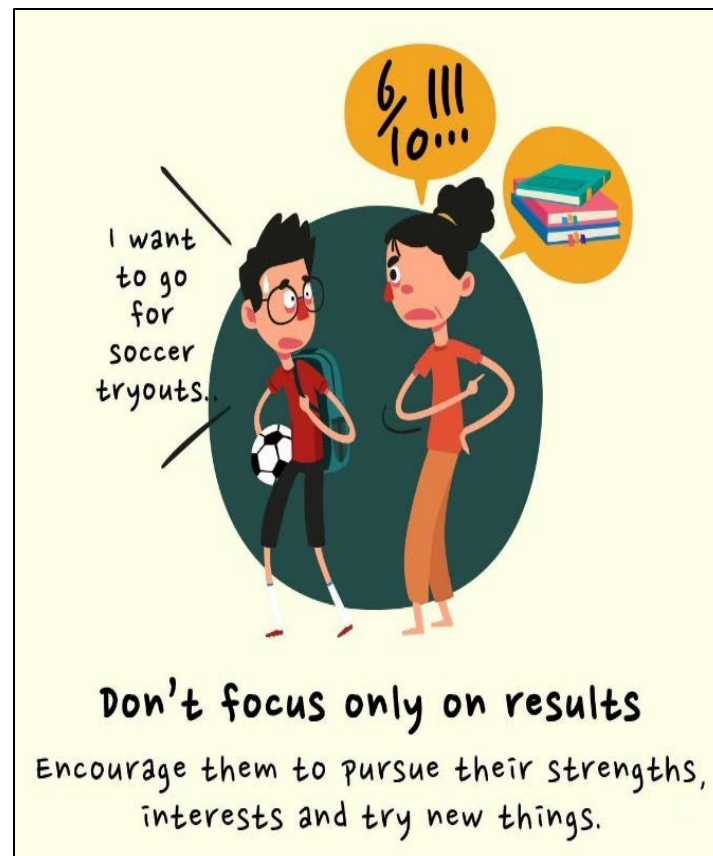


Assessment



Removal of mid-year examination

- To reduce excessive competition and stress
- To provide time and space for holistic development
- To deepen learning



Feedback will be based on students' learning through daily work, teacher's observation, non-weighted assessments and timed-practice.

Non-Weighted Assessments and Time-Practiced will be conducted to support students' learning, gauge their learning progress, and address learning gaps.

School-based assessment	Non-Weighted Assessment (WA)	Preliminary Examination
Weighting	0%	100%
Assessments	Non-weighted 1 (0%) Term 1 -Listening Comprehension Non-weighted 2 (0%) Term 2 - Oral Time-Practiced (0%) Term 2 - Paper 1 & 2	<ul style="list-style-type: none">• Oral• Continuous Writing• Language Use, Vocab, Reading Comprehension• Listening Comprehension

Preliminary Examination (Term 3) – Standard EL

Paper	Component	Item Type	Marks	Duration
1	Situational Writing Continuous Writing	Open-ended response	15m 40m	1h 10min
2	Language Use & Comprehension	MCQ Open-ended response	95m	1h 50min
3	Listening Comprehension	MCQ	20m	35min
4	Oral Communication	Open-ended response	30m	5-min preparation time
Total	-	-	200m	-

Preliminary Examination (Term 3) – Foundation EL

Paper	Component	Item Type	Marks	Duration
1	Situational Writing Continuous Writing	Open-ended response	10m 30m	1h 10min
2	Language Use & Comprehension	MCQ Open-ended response	95m	1h 20min
3	Listening Comprehension	MCQ	20m	35min
4	Oral Communication	Open-ended response	30m	5-min preparation time
Total	-	-	150m	-

Situational Writing (Paper 1) Standard EL	
Task fulfilment	6 marks
Language & Organisation	9 marks
Total	15 marks
Students will be required to write a short functional piece (e.g. letter, email) to suit the purpose, audience, context and culture of a given situation.	

Situational Writing (Paper 1) Foundation EL	
Task fulfilment	5 marks
Language & Organisation	5 marks
Total	10 marks
<p>Students will be required to write a short functional piece (e.g. letter, email) to suit the purpose, audience, context and culture of a given situation.</p>	

Continuous Writing (Paper 1) Standard EL

Content

20 marks

Language & Organisation

20 marks

Total**40 marks**

Students will be required to 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.

Continuous Writing (Paper 1) Foundation EL

Content	15 marks
Language & Organisation	15 marks
Total	30 marks

Students will be required to write a composition of at least 120 words in continuous prose based on three pictures. Helping words and phrases will be provided.

Language Use & Comprehension (Paper 2) Standard EL

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

Language Use & Comprehension (Paper 2) Foundation EL

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

Knowledge in Language assessed:

- Grammar
- Punctuation
- Vocabulary
- Visual Text Comprehension
- Synthesis and transformation
- Comprehension Cloze
- Comprehension

Listening Comprehension (Paper 3)

- 20 multiple-choice questions which test students' ability to understand spoken English
- The texts may be in the form of news items, announcements, advertisements, instructions, explanations, conversations, speeches and stories.
- Graphic representations will be used for the first seven items.
- 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 **Reading Aloud & Stimulus-based Conversation**.
- **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 topic.



Home-School Partnership

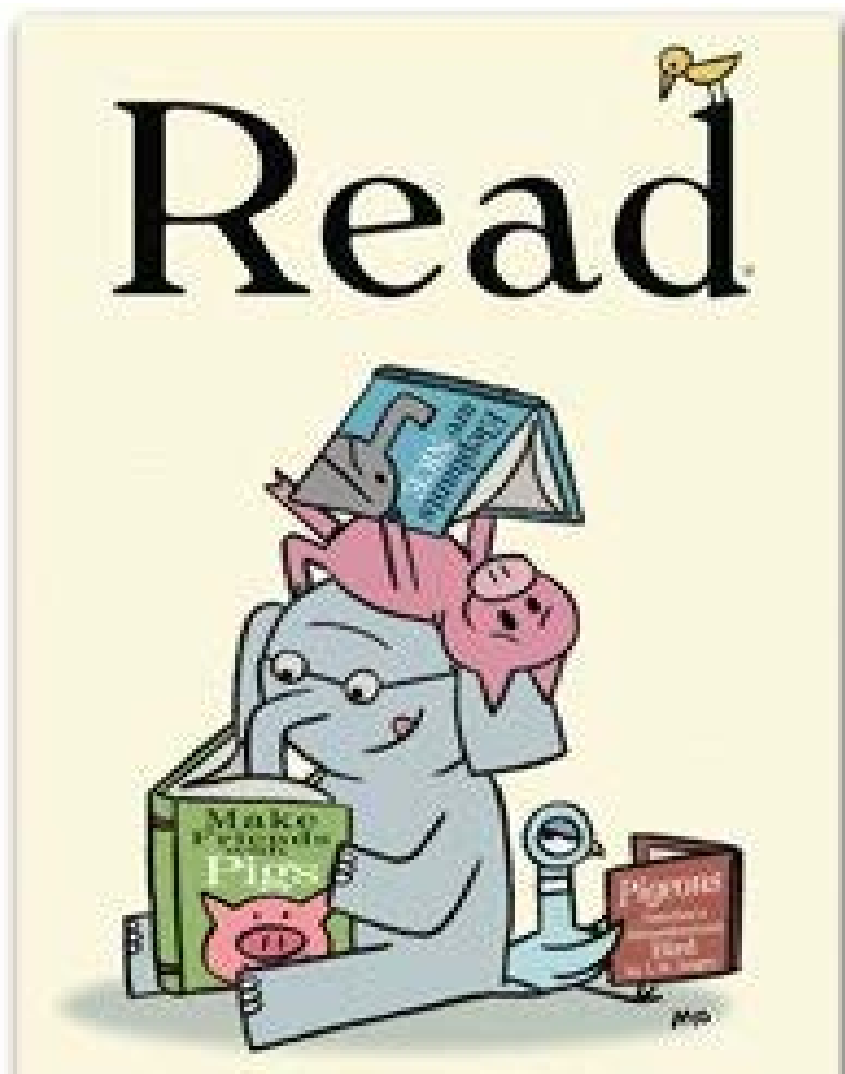




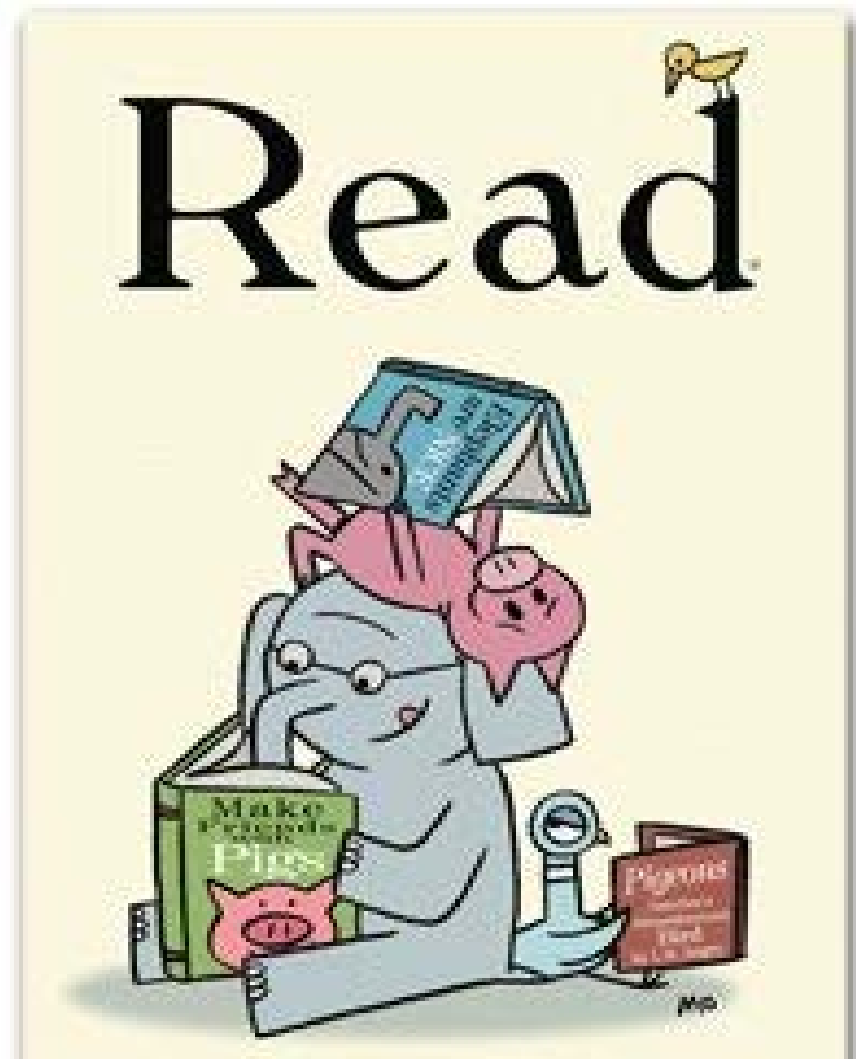
Parental Support

*Cultivate the love
for reading*

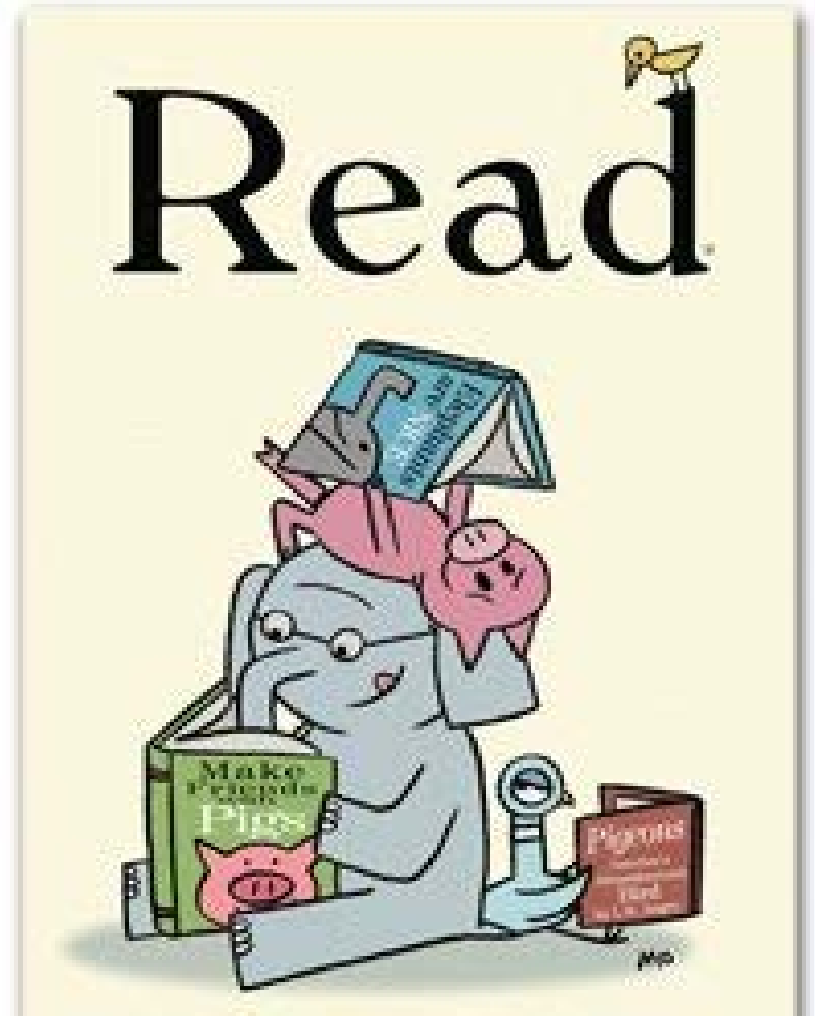
Promote
and
encourage
extensive
reading.



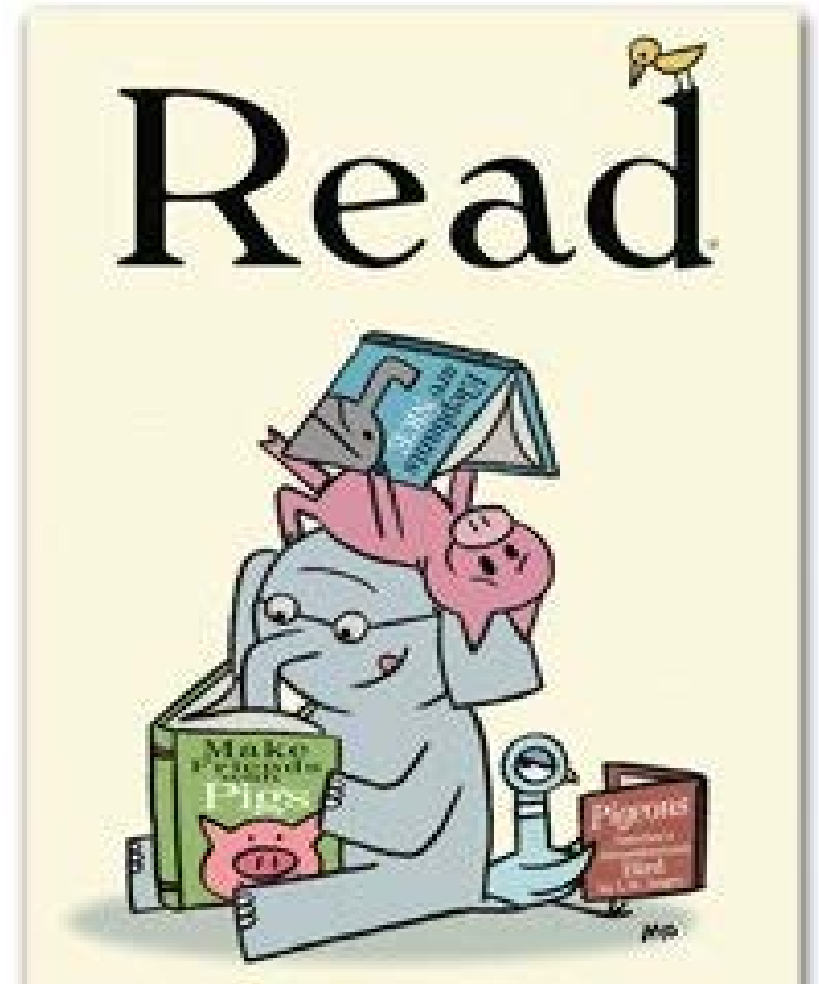
Why is
reading so
important?



- 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 and the newspapers every day.
- Reading extensively 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.

Monitor and supervise



Spend time with your child and take an interest in his/her school work and well-being.



Talk to your child about how he/she is coping.



Children who have good, strong models to follow are more likely to speak better and write better.

Parental Support



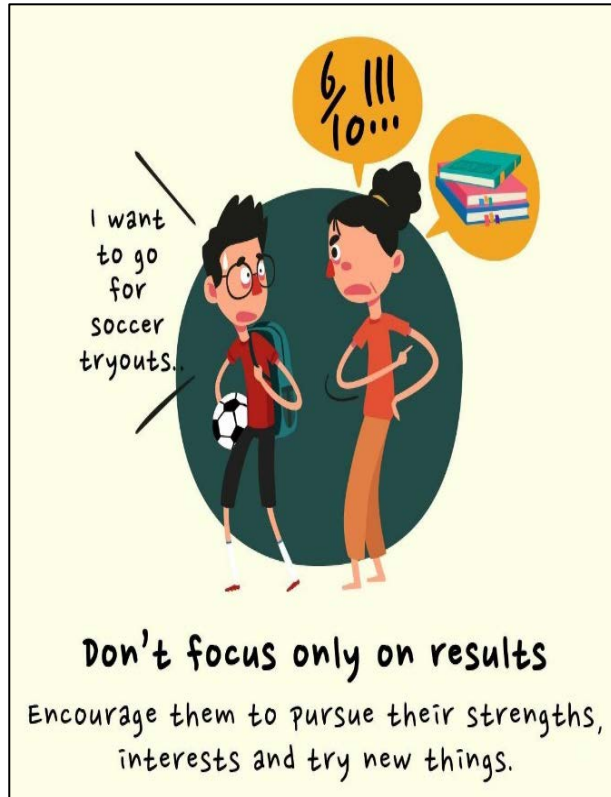
Work with the school to develop **dispositions for lifelong learning.**



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 ~