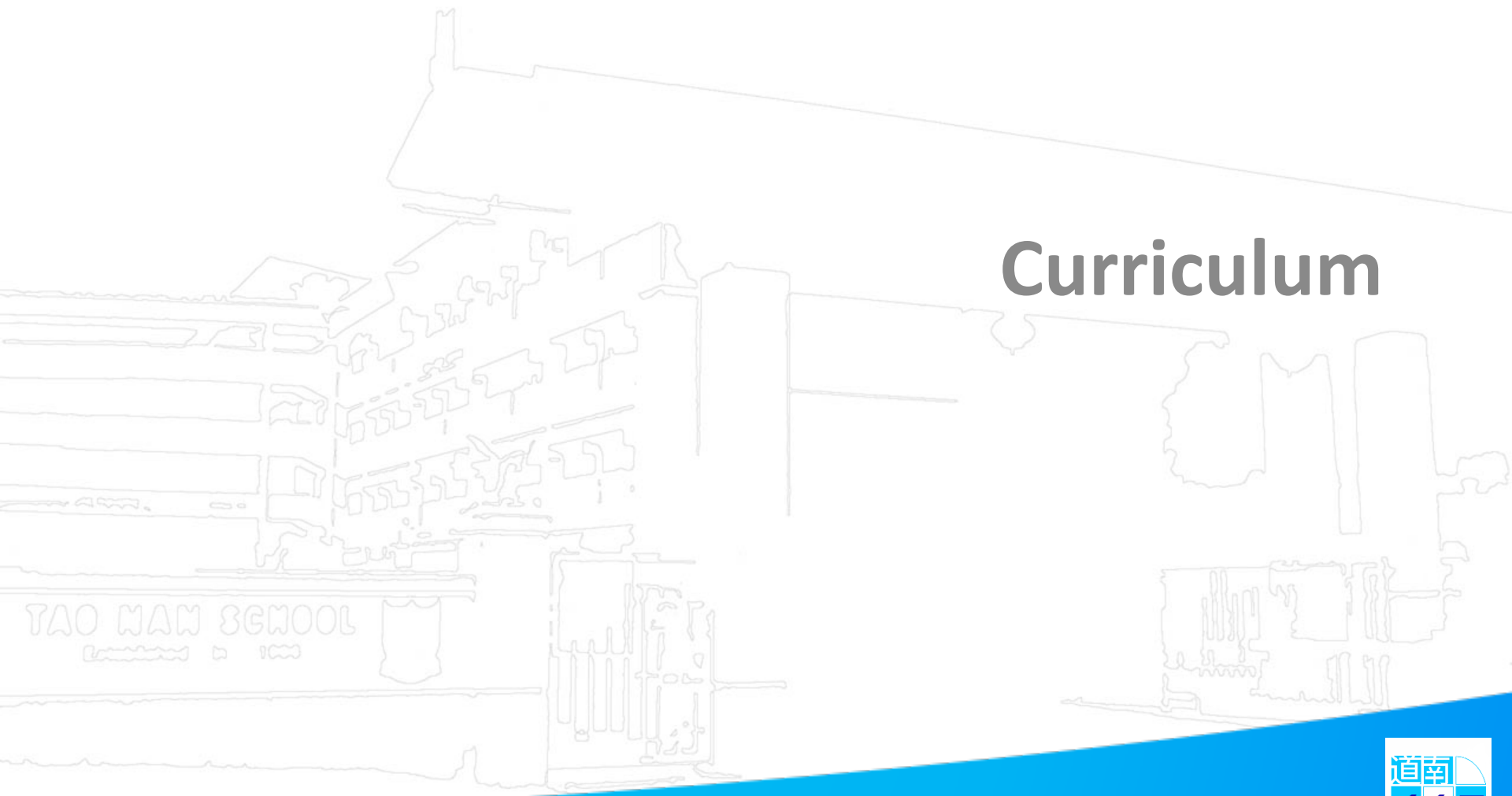


# 2022 Primary 6 English Language Curriculum Information





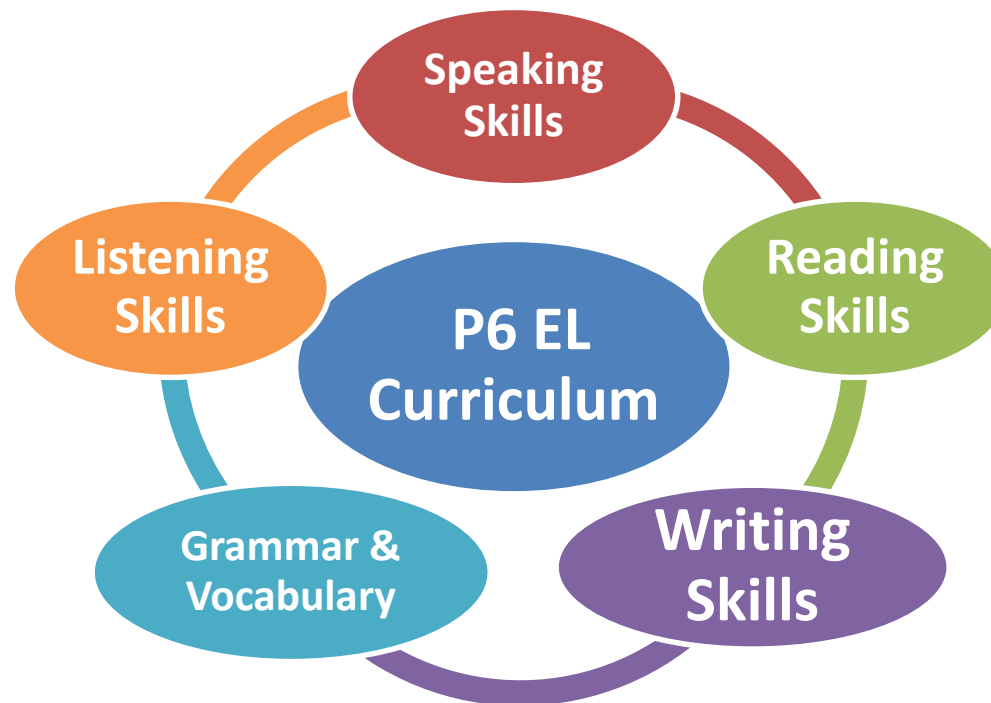
# Curriculum





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

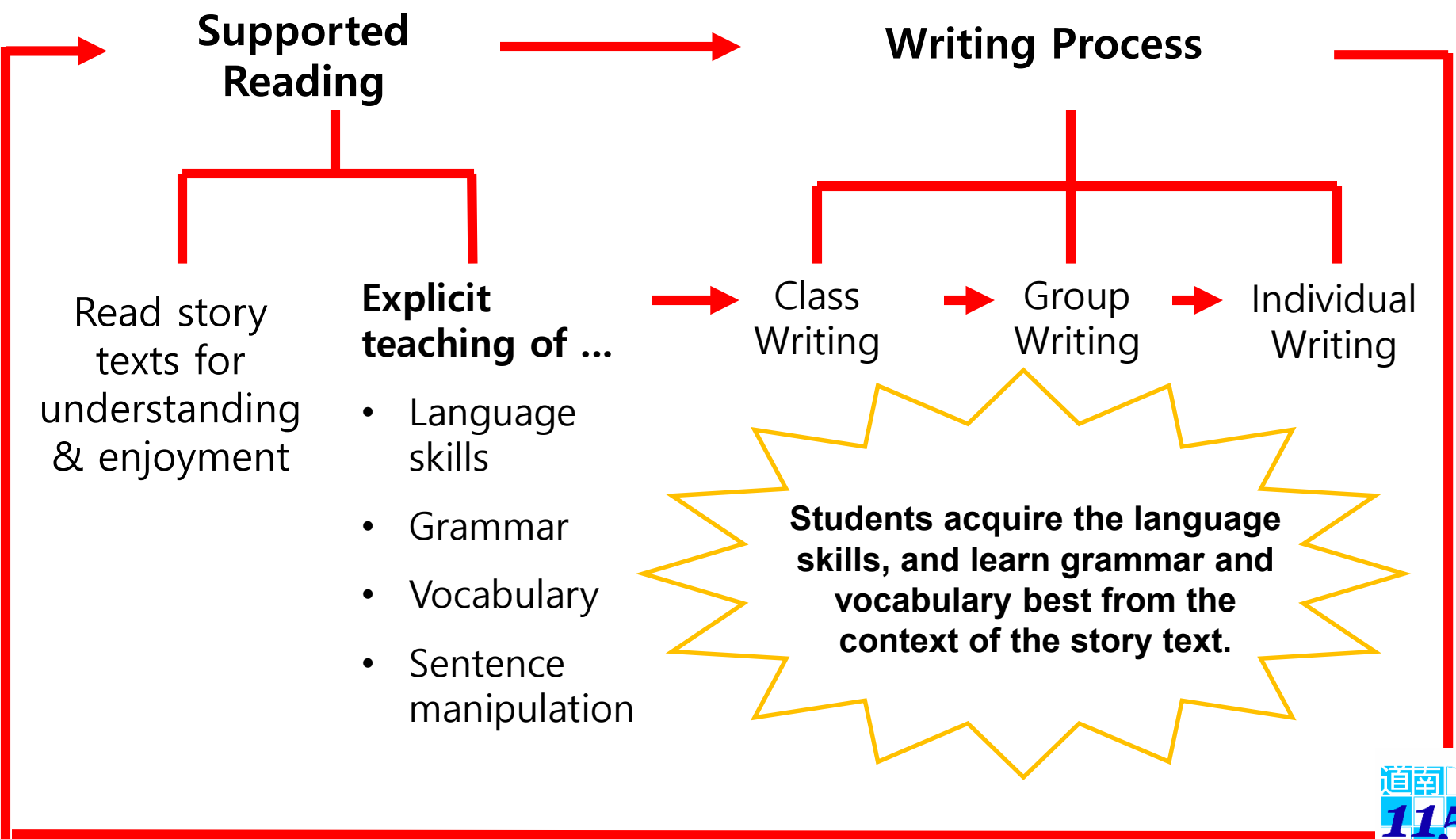




**S**trategies for **T**eaching **E**nglish **L**anguage **L**earning **A**nd **R**eadng (STELLAR) approach is adopted to help students acquire English language skills through activities in listening, speaking, reading, writing and visual literacy.



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





**Extensive reading**

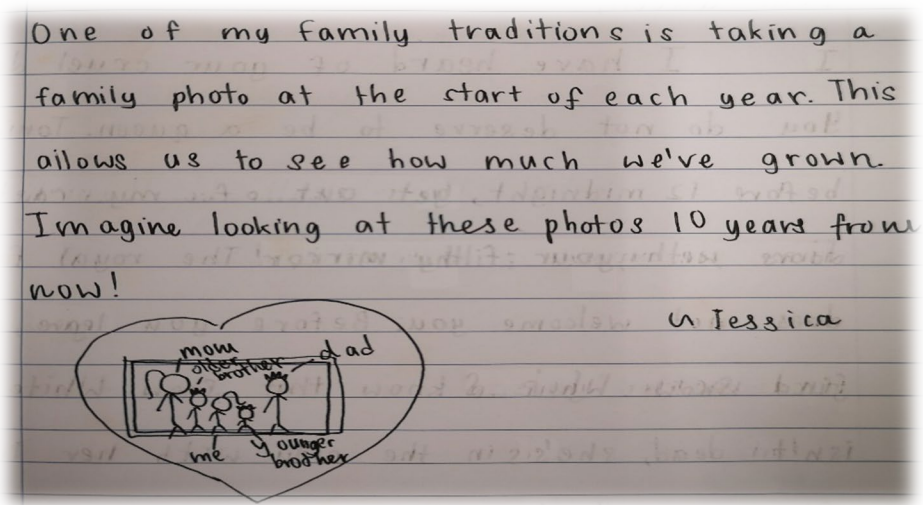
**Exposure to literary and information texts to promote the appreciation and use of language**



**Enrichment**

**Opportunities to engage in creative writing**

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



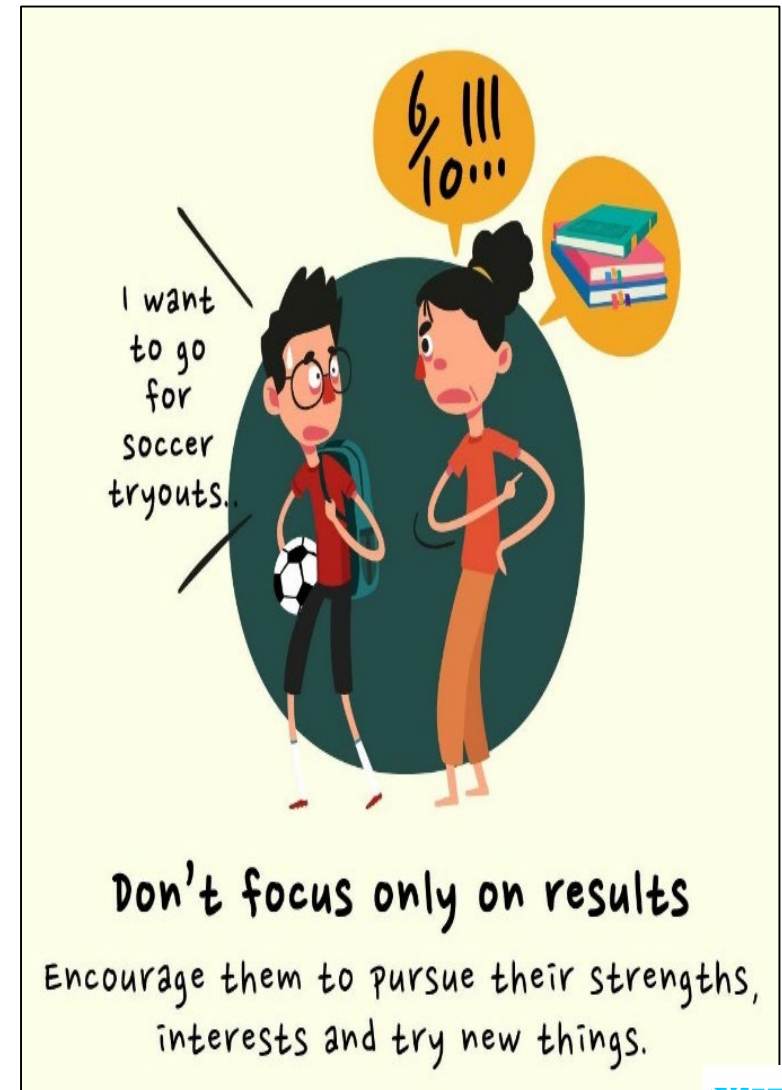


# Assessment





- Aim – to gather feedback about students' learning and help them improve.
- Feedback about students' learning – 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 be conducted to support students' learning, gauge their learning progress, and address learning gaps.

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

# Mid-Year & Preliminary Examinations

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
<b>Total</b>	-	-	<b>200m</b>	-

<b>Situational Writing (Paper 1)</b>	
Task fulfilment	6 marks
Language & Organisation	9 marks
<b>Total</b>	<b>15 marks</b>
<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)

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.



# 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)

- 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.

# School-based Assessments

## **Term 2 – Mid-Year Examination (30%)**

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

## **Term 3 – Preliminary Examination (70%)**

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



# Home-School Partnership



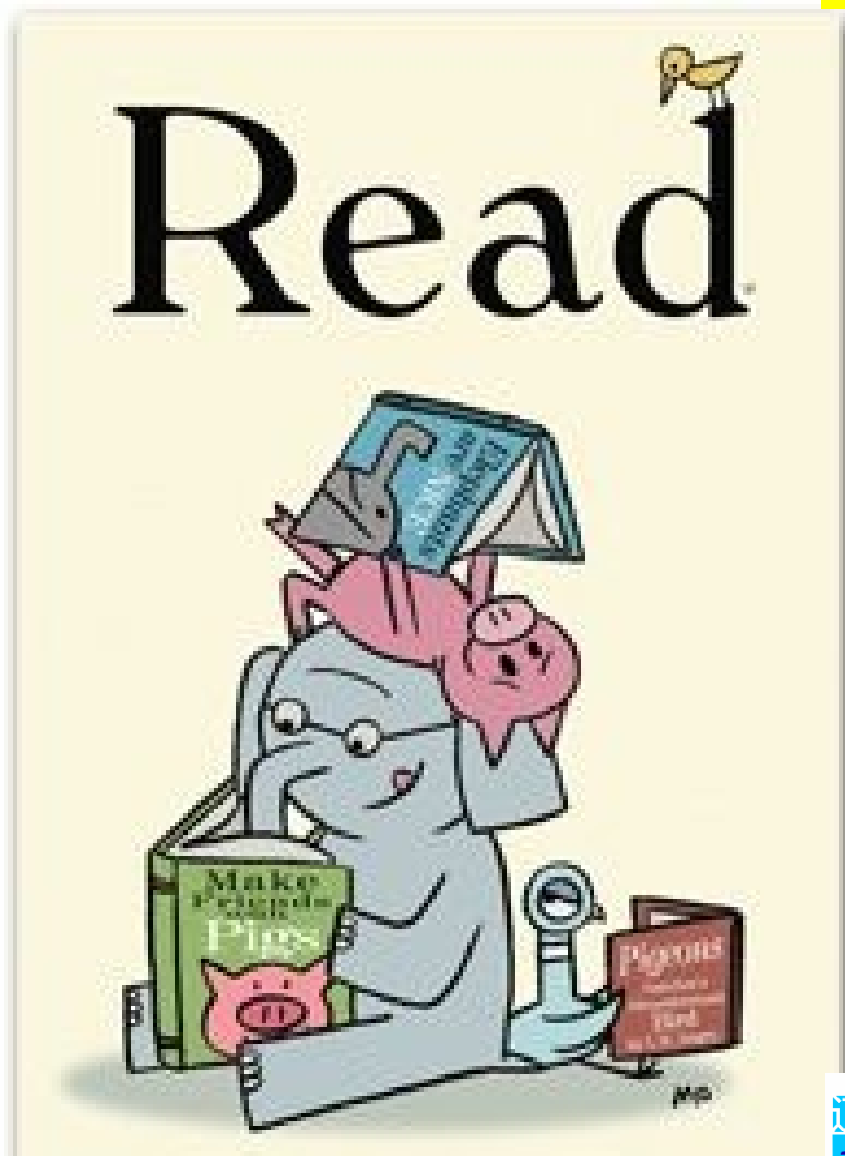


## ***Parental Support***

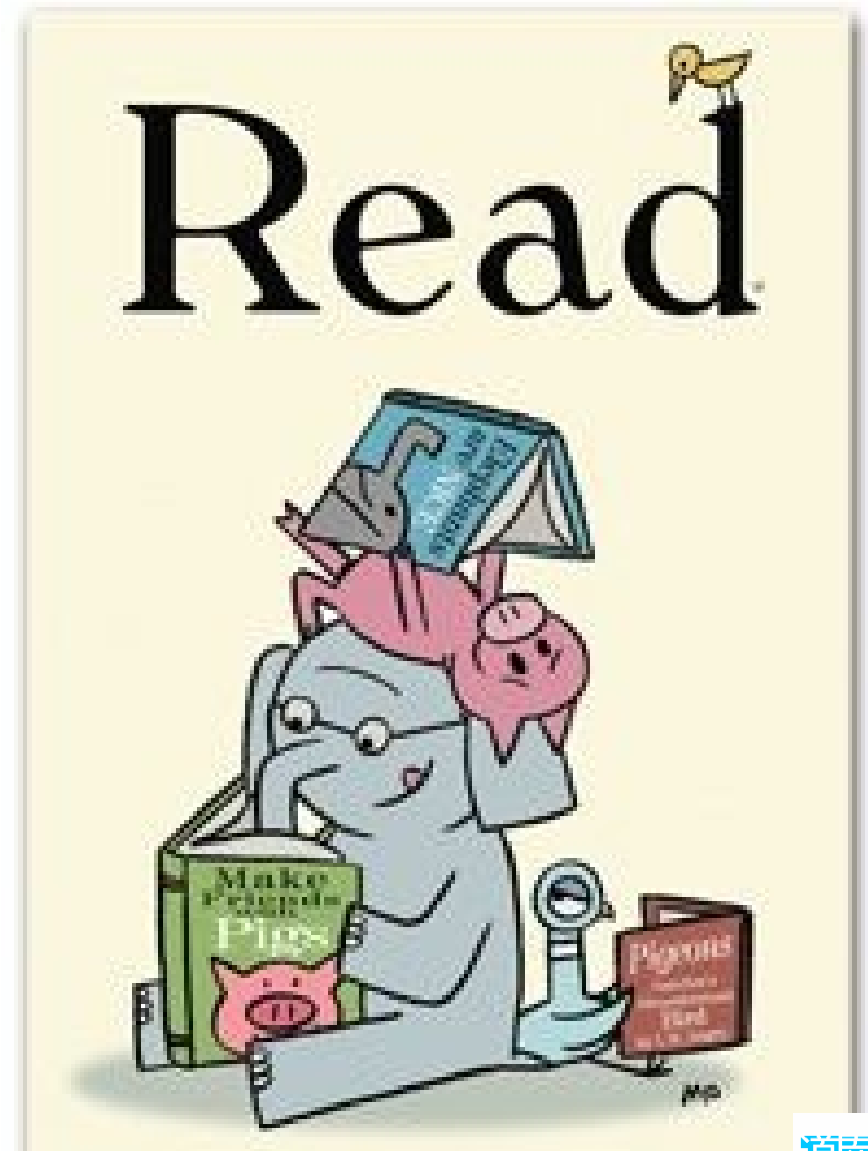
*Cultivate the love  
for reading*



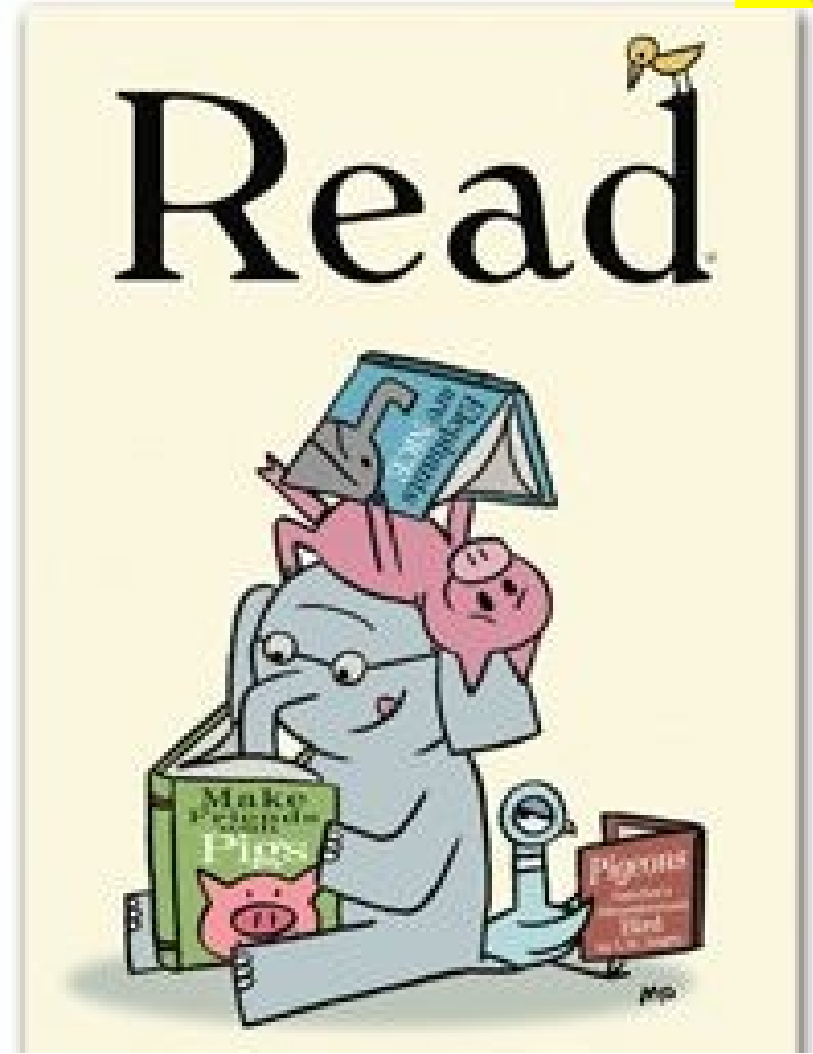
Promote  
and  
encourage  
extensive  
reading.



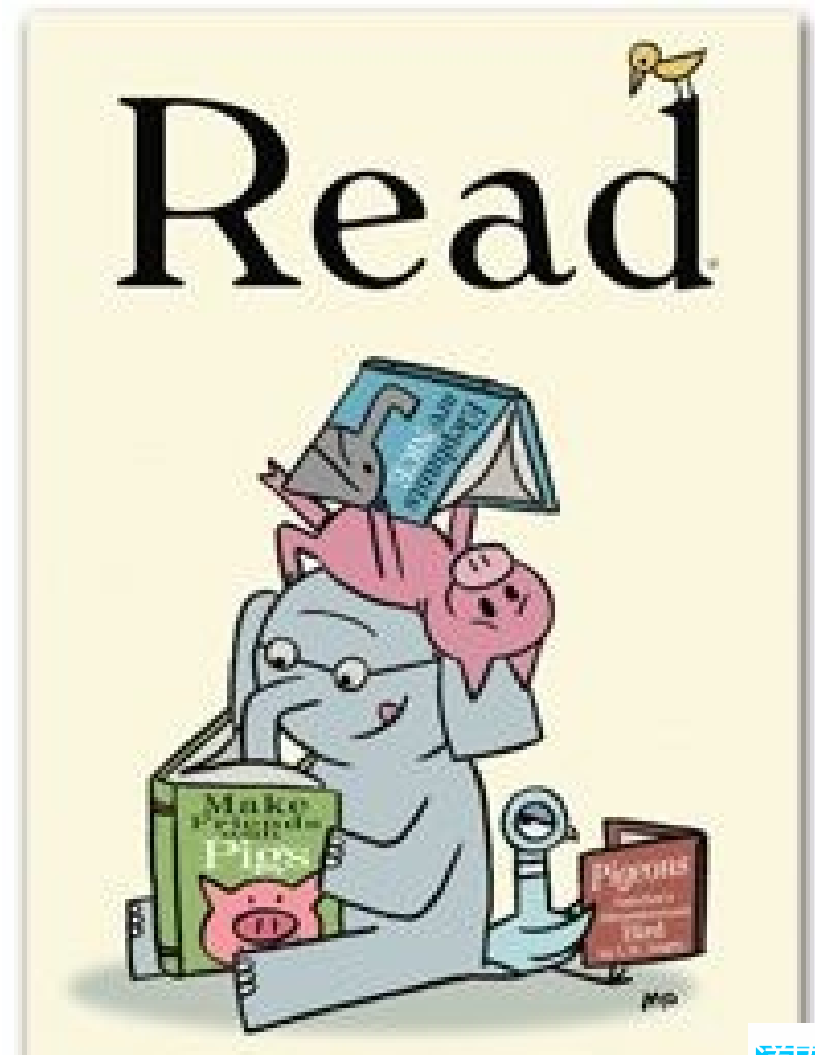
Why is  
reading so  
important?



- 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.

# 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.



**Don't focus only on results**  
Encourage them to pursue their strengths, interests and try new things.



**Set goals together**  
Talk about their strengths, abilities and goals and how they can achieve them.



**Don't compare**  
celebrate their successes instead of comparing with 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.

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~ **Thank you** ~

