



P1

English Language





Outcomes of English Proficiency

- All pupils to be able to use English to express themselves.
- All pupils to attain foundational skills, particularly in grammar, spelling and basic pronunciation.
- The majority of pupils to attain a good/high level of competency in English, in both speech and writing.





Areas of Language Learning

- **Listening, Reading & Viewing**
(Receptive Skills)
- **Speaking, Writing & Representing**
(Productive Skills)
- **Grammar & Vocabulary**
(Knowledge about Language)





English @ OLN

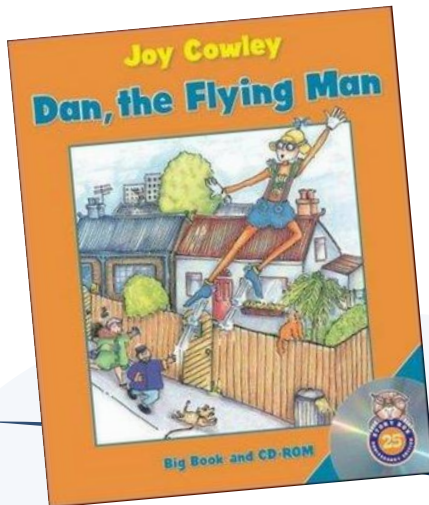
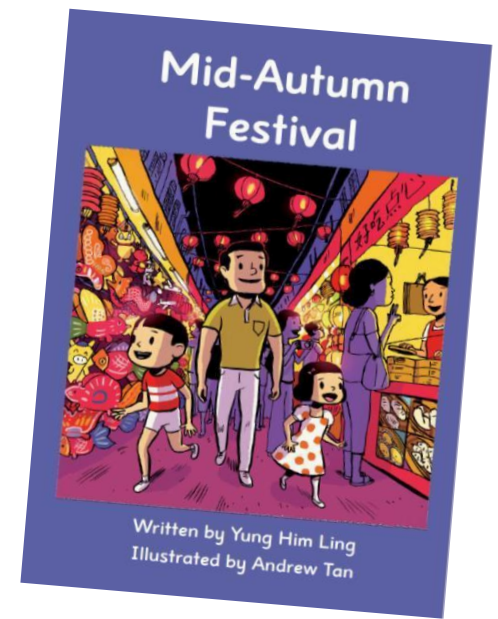
NATIONAL CURRICULUM (ELS 2020)

- **STELLAR 2.0**

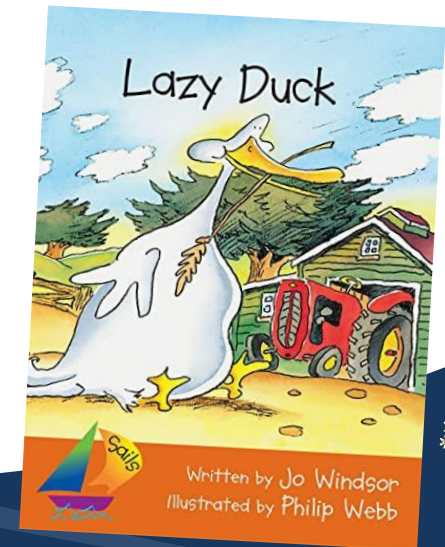
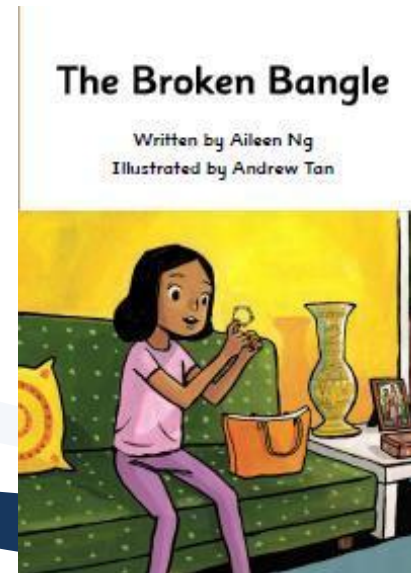
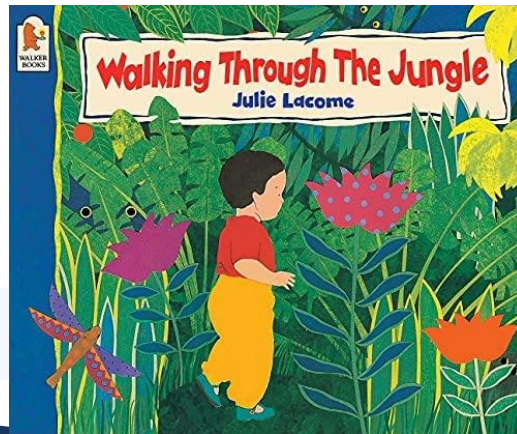
STrategies for English Language Learning And Reading

- **The STELLAR Vision**

- Children who love reading and have a strong foundation in the English Language
- Articulation of **desired EL Learner Outcomes (from 2020)** and core values



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STELLAR 2.0

- Inclusion of local literature (stories from local writers)
- Sharper focus on 21st century skills through the articulation of these desired EL Learner Outcomes
 - An empathetic communicator
 - A discerning reader
 - A creative inquirer
- **Use of English with impact, effect and affect** – ability to communicate confidently, effectively and sensitively while working towards shared goals
- Sharpening of Learning Outcomes, Skills, Attitudes and Behaviours that reflect
 - values and positive dispositions to listen actively to multiple perspectives
 - ability to process information more critically and with discernment
 - integration of skills across all areas of language learning





STRONGER FUNDAMENTALS, FUTURE LEARNING

Grammar	Writing	Reading	Oracy
Explicit Teaching of Grammar	Systematic Teaching of Writing Skills	Teaching of Close and Critical Reading Skills + Extensive Reading	Explicit Teaching of Oracy skills (in tandem with the Department's ALP focus on Oracy)





STRONGER FUNDAMENTALS, FUTURE LEARNING

- Introduction of **Differentiated Focus Lessons (DFLs)** which encompass:
 - Word study lessons
 - Extensive reading
 - Extension projects / activities





IMPORTANCE OF EXTENSIVE READING

- Open up the world for children
- Help children think and wonder
- Increase children's vocabulary and knowledge about the world around them
- Provide good examples for reading and writing





So What's Different @ OLN?



- **Enriched STELLAR Units of Work** – Department developed
- Unique writing approach - **Writer's Workshop**
- **Metacognitive Approach** to Comprehension (to support acquisition of Comprehension skills)





English @ OLN

Applied Learning Programme

LEAP



Apart from traditional oral skills of Reading Aloud and engaging in a conversation, students will be nurtured to:

- Speak clearly to express thoughts, feelings and ideas
- Use appropriate registers to communicate effectively
- Follow communication etiquette such as turn-taking, and using appropriate eye contact and volume in conversations, discussions or presentations.
- Speak audibly in Standard English





EL Enrichment @ OLN

Read Well – Speech and Drama
(Semester 1) - *pending national posture on SMM*

- Builds **Confidence** through Phonemic Awareness and Reading Skills.
- Encourages **Curiosity** through the exposure to different genres of literature
- Promotes **Co-operation** through group and class presentations.





English @ OLN

ICT-enriched / Blended Lessons

- Use of media (video clips, movies)
- Use of Web 2.0 tools
- Use of Student Learning Space (SLS) and / or Google Classroom (Student Icon)
- ICT Tool for Oracy: Flipgrid



Google Classroom





English @ OLN

Support Structures

- Learning Support Programme (LSP) – in partnership with MOE (during and after curriculum hours)
- After-School Support for selected students





EL Assessment

Type of Assessment

- Formative Assessment (throughout the year) of all areas of language learning

Purpose of Formative Assessment

- Identify pupils' strengths & weaknesses
- Monitor pupils' progress in acquisition of literacy skills
- Adjust pedagogy to meet the needs of children
- Give feedback to parents on their child's progress at appropriate stages of learning
- Provide information on pupils' readiness for the next level of education





Home-School Collaboration

READ, READ and READ!

Read to your child. And **get your child to read to you.**
Have a print/story-rich home!

Go to the **LIBRARY** and talk about the books and characters read

Young children love books that :

- Have clear print with colourful, attractive illustrations or photographs
- Have a strong storyline with interesting characters
- Are repetitive and have rhyming words to help them remember words

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Home-School Collaboration



Activate INTEREST– show your child that you believe learning English is both enjoyable and useful in daily life.

Take them about the world! **TALK** about the characters and stories in the movies. Share your opinion and feelings about what has been seen or read and get them to talk about theirs.

WRITE with your child. **Good penmanship** builds good motor skills and contributes to meaning making and communication.

Encouraging your child to write also helps them develop story ideas and understanding of story sequence.





THANK YOU

GRACIAS
ARIGATO
SHUKURIA
JUSPAXAR
DANKSCHEEN
TASHAKKUR ATU
YAQHANYELAY
SUKSAMA
EKGHMET
MEHRBANI
POLDIES
BOLZIN
MERCY
BIYAN
SHUKRIA
TINGKI
HATUR
EKOJU
SIKOMO
MINMONCHAR
MAKETAI
UNALCHEESH
DENKAUJA
NENACHALHYA
ATTO
ANHA
DHANYABAD
WABEEJA
MAITEKA
HUI
YUSPAGABATAM
CHALTU
NUHUN
SNACHALHYA
SPASSIBO
MERASTAWHY
GAEJTHO
GOZAIMASHITA
EFCHARISTO
AGUYJE
FAKAAUE
KOMAPSUMNIDA
MAAKE
LAH
TAVYAPUCH
MEDAWAGSE
BAUKA

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