



P3

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)





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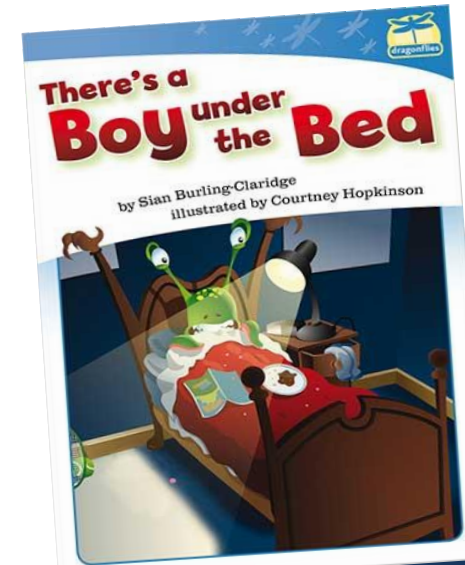
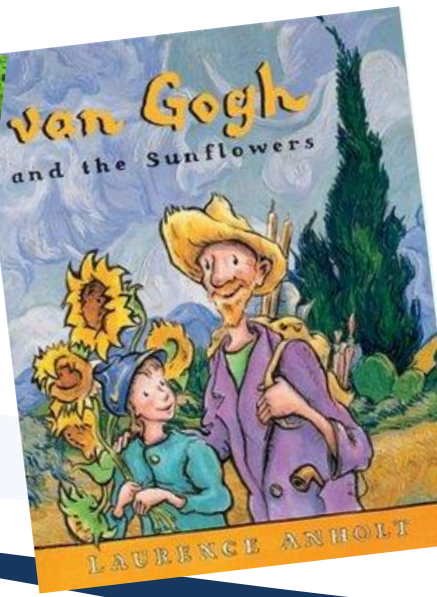
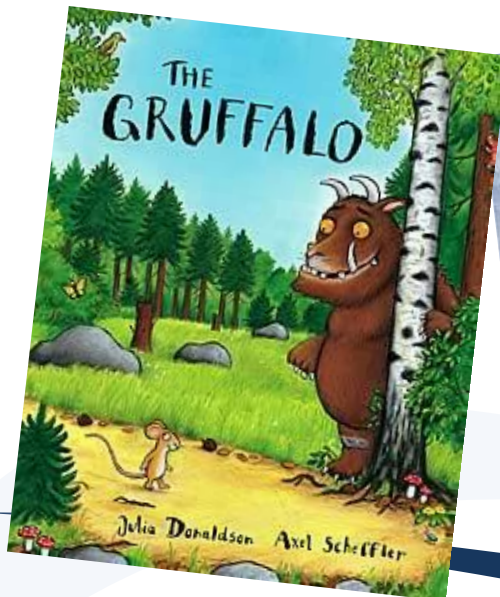
NATIONAL CURRICULUM (ELS 2020)

- **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



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- **With a sharper focus on 21st century skills, your child will be developed to be:**
 - a) An Empathetic Communicator
 - b) A Discerning Reader
 - c) A Creative Inquirer



Use English with **impact, effect and affect to communicate** with self-confidence, socio-cultural sensitivity, empathy and a sense of social responsibility





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STRETCH Reading Programme –

REAL (**R**ich, **E**nduring & **A**ctive **L**earning)

- ✓ Use authentic, rich texts to create a language-rich environment
- ✓ Promotes love of reading through enjoyment of beloved children's stories (*link to The STELLAR Vision - Children who love reading and have a strong foundation in the English Language*)
- ✓ **P3 reader –**
 - 'The Magic Paintbrush' by Laurence Yap





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- **Enriched STELLAR Units of Work** – Department developed
- **The Writer's Workshop** (writing programme)
- **Metacognitive Approach to Comprehension**





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- Applied Learning Programme,

LEAP



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

- Express, articulate and justify responses and opinions
- Use appropriate registers to communicate effectively
- Participate actively and respectfully in discussions, presentations and performances
- Speak audibly and fluently in Standard English
- Discover their **voice** and use it for expression





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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



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Discussion of Current Affairs

‘What’s Up’ (monthly edition)





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Talent Development (beyond curriculum)

Depending on National Posture with regard to SMM:

- Trinity Guildhall Speech and Drama Elective Enrichment – After curriculum-hours
- Plain Good English Speaking Award (PESA) Competition





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Support Structures

- After-school Support Lessons in Semester 1 & 2
(schedules will be released termly)
- Reading Remediation Programme (RRP) –
in partnership with MOE*
- School-based Dyslexia Remediation (SDR) –
in partnership with MOE*

**** for selected students***





EL Assessment

Types of Assessment

- Formative Assessment (throughout the year) in all areas of language learning
- Reviews (WA)
- Mid-Year & Year-End Summative Assessment

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





Termly Assessment

Term 1	Term 2	Term 3	Term 4
Weighted Assessment (WA)	Weighted Assessment (WA)	Weighted Assessment (WA)	End-of-Year Exam (EYE)
Listening Comprehension Review	Language Use & Comprehension Review	Writing Review (better of 2)	Continuous Writing Language Use and Comprehension Listening Comprehension Oral





Home-School Collaboration

READING & SPEAKING STANDARD ENGLISH are imperative to success in English!

Please support your daughter by:

- **Modelling good language use** practices at home. i.e. speaking SE
- **Encouraging READING** on a daily basis (this is where vocabulary is acquired and grammar structures taught in school internalised)
- **Encouraging your kid to READ WIDELY** (novels, news, guide books, visual images, short stories, information texts)
- **Talking** to your kid about what's current and what she has read. This helps her make sense of the world and gets her speaking and thinking on her feet.



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THANK YOU

GRACIAS
ARIGATO
SHUKURIA
JUSPAXAR
DANKSCHEEN
TASHAKKUR ATU
YAQHANYELAY
SUKSAMA
EKGHMET
BIYAN
SHUKRIA
TINGKI
HATUR
EKOJU
SIKOMO
MAKETAI
MINMONCHAR
BOLZIN
MERCICI
GOZAIMASHITA
EFCHARISTO
KOMAPSUMNIDA
MAAKE
LAH
POLDIES
MEHRBANI
GRAZIE
MERASTAWHY
GAEJTHO
AGUYJE
FAKAAUE
TAVYAPUCH
MEDAWAGSE
BAUKA
SPASSIBO
NUHUN
SNACHALHUYA
CHALTU
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