



Sharing on English Language

Primary 4

Yuhua Primary School

Growing our Hearts and Minds



Overview



1. Examination Format
2. Key Programme
3. Strategies (selected components)
4. Home Support

Examination Format



Component	Content	No. of qns	Weighting & Duration
Paper 1 (Writing)	Guided writing with picture prompts and helping words	1	20% [50 min]
Paper 2 (Language Use & Comprehension)	<ul style="list-style-type: none">• Vocabulary MCQ• Grammar MCQ• Grammar Cloze• Sentence Manipulation• Comprehension Cloze• Comprehension OE	6 10 8 4 4 18	50% [1h 15min]

Examination Format



Component	Content	No. of qns	Weighting & Duraion
Paper 3 (Listening)	Picture-matching and Note-taking	14	14% [about 20 min]
Paper 4 (Oral Communication)	Reading Aloud, Stimulus-based Conversation	1 passage 1 stimulus	16% [about 6 min]
Total			100%

Key Programme – Current Affairs@YHPS



- Integrated seamlessly into the EL curriculum
- Aims:
 1. Widen pupils' **general knowledge**
 2. Read articles with **discernment** and **critical thinking**
 3. Express opinions on issues **confidently** and **persuasively**

Key Programme – Current Affairs@YHPS

Themes

Heroes

Environment

Media

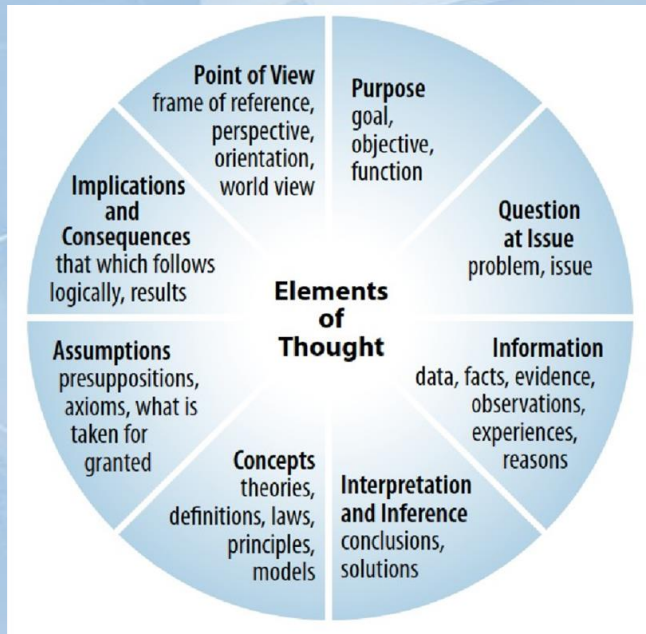
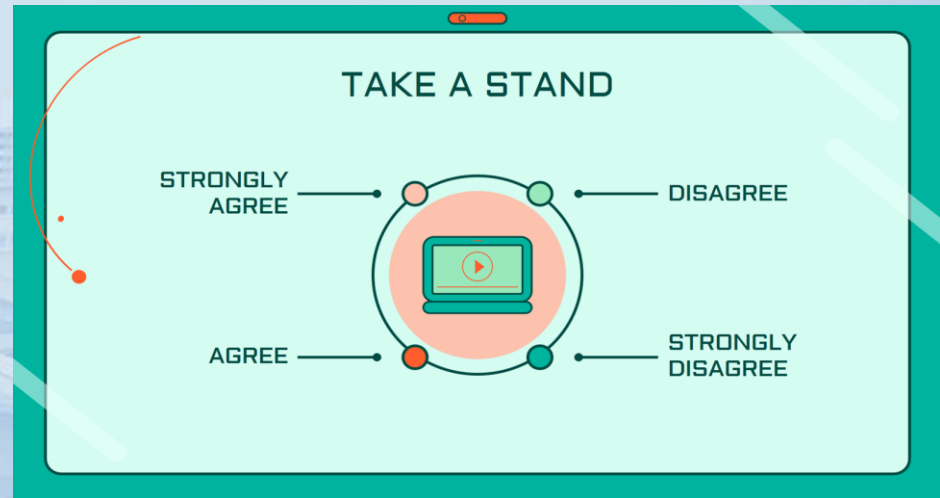
**Science &
Technology**

Arts & Culture

Sports & Health

Key Programme – Current Affairs@YHPS

Elements of Thought
used as a framework to guide pupils to think and analyse contemporary issues critically.



STUDENT ARTEFACTS

STEPHANIE CHUA LE LE

Edited on 15 Sep 2021 04:40 PM
Last commented 16 Sep 2021 08:09 AM

Topic : Is the Internet good or bad?

I think that the Internet is good as it helps us to complete tasks more efficiently. It also lets us access online platforms anywhere and anytime. We can use online payment and it saves us the hassle of having to count out the money and having a lot of change. Students can also use the Internet to do their homework and learn in the comfort of their own homes. Therefore, we can conclude that the Internet is good.

Pupils learn to **take a stand** and **substantiate** their responses with well-thought-out **reasons and examples**.



STRATEGIES FOR WRITING

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Growing our Hearts and Minds



Strategies for Writing



Theme: **You were late for an examination.**

Planning:

- picture(s) to use
- perspective to write in
- characters, problem, resolution, coda*

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Write a composition of **at least 120 words** about **an incident where you were late for an examination.**

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or all of these pictures.

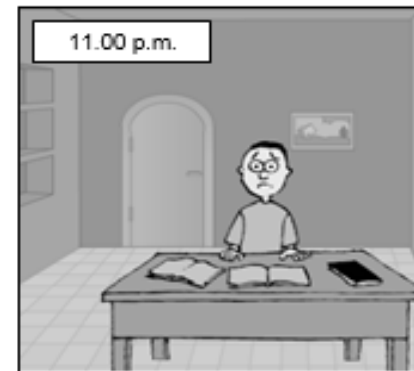
Consider the following points when you plan your composition:

- details of the examination
- the reasons for being late
- how you felt during the incident
- what happened in the end.

You may use the points in any order and include other relevant points as well.

Helping Words:

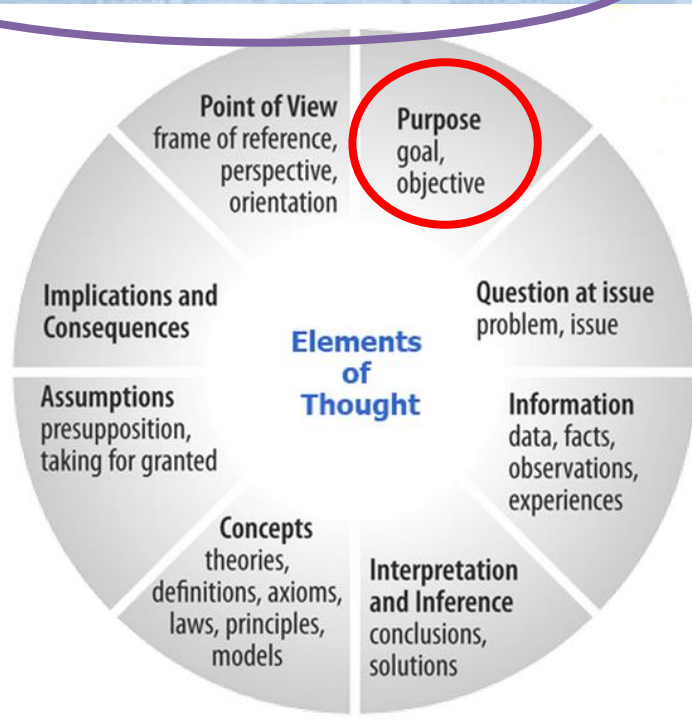
- reminded
- revision
- burn midnight oil
- overslept
- panicked



Strategies for Writing



Theme: **You were late for an examination.**



Theme:
Identifying key words

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Write a composition of **at least 120 words** about **an incident** where you were late for an **examination**.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or all of these pictures.

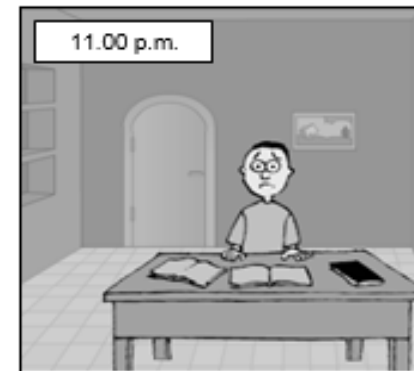
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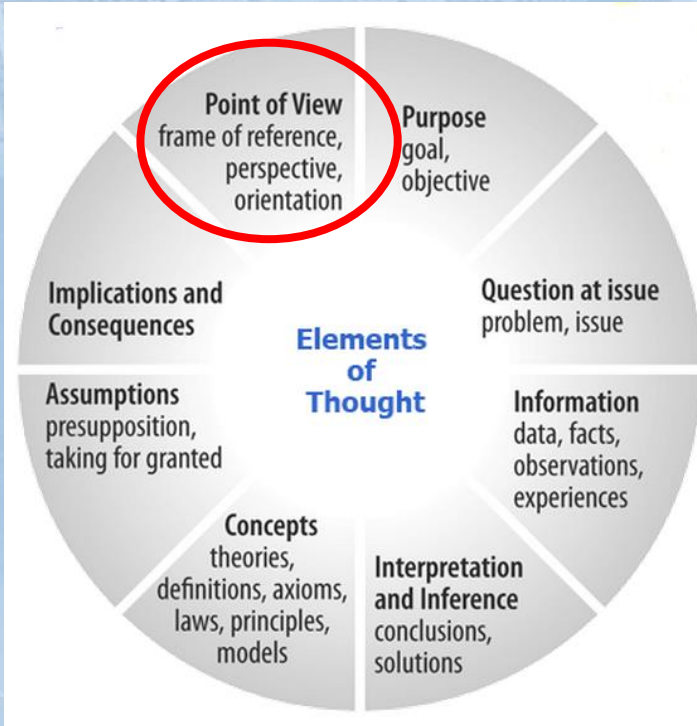
- reminded
- revision
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Strategies for Writing



Theme: **You were late for an examination.**



Perspective:
1st person? 3rd person?

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Write a composition of ~~at least 120 words~~ about an incident where you were late for an examination.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or all of these pictures.

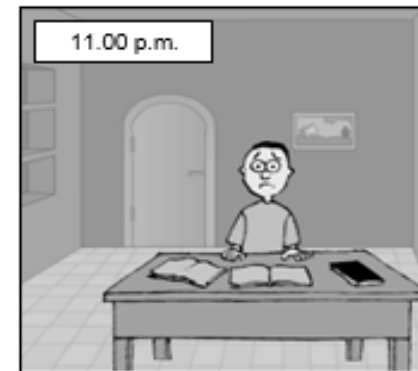
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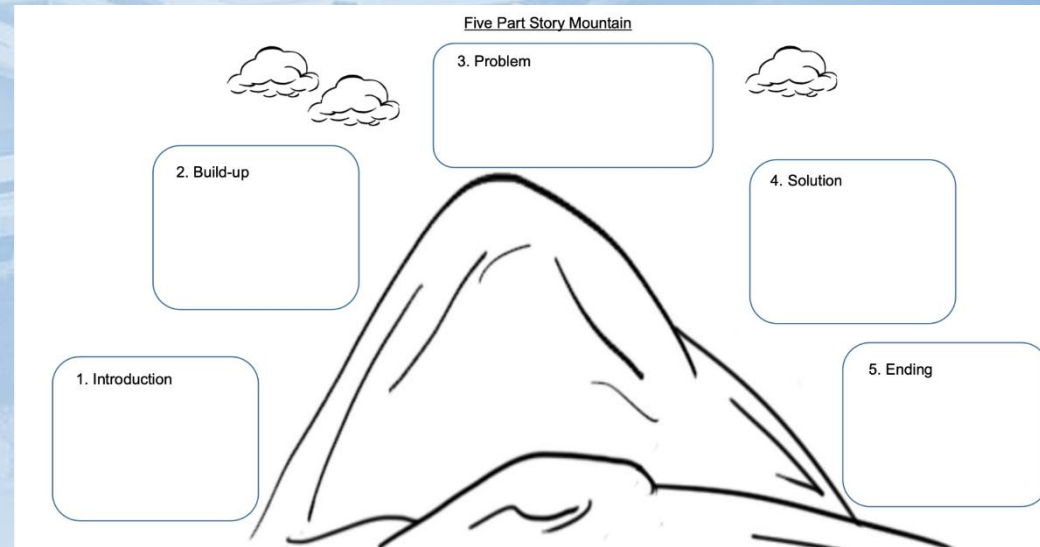
- reminded
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Strategies for Writing



- Mini-lessons on pre-writing
- Thematic vocabulary words and phrases
- 5-Part Story Mountain
- Group, pair, individual writing



Strategies for Writing



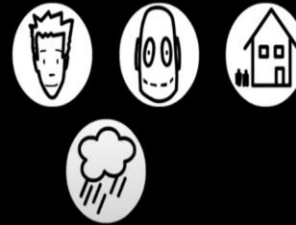
- Explicit teaching of ‘Show Not Tell’ and ‘Explode the Moment’ strategies through videos and targeted exercises to hook the readers

Show Not Tell (Sentence/Paragraph)

- To create an interesting story, the writer needs to **show not tell** the reader about people, places, and things they are writing about.
- Showing creates **visual images** in the reader’s mind.
- When readers get a clear picture, they are more engaged in the story.

Compare the two paragraphs...

Tim and I were outside.
The weather was bad.
It was cold and windy.



VS

We were greeted by a blast of icy wind as Moby dragged me out the front door. My raincoat offered little protection from the hard sheets of rain that fell from the dark, turbulent sky. I shivered in the clammy air, longing for the dry warmth of my living room.



STRATEGIES FOR ORAL

Reading Aloud and Stimulus-Based Conversation

Strategies for Reading Aloud



- th- sounds
- end consonants
- pitch and tone
- appropriate pauses
- reading of dialogues
- stress of certain words to bring across the intent of the passage

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Reading Passage

Imagine that you are telling a story to your friends. Read aloud the story below so that they will enjoy listening to you.

Jenny was bubbling with excitement. She would be celebrating her tenth birthday the next day. All her closest relatives and friends were invited to her party and she could not wait for the special day to arrive.

Jenny's mother had picked up a few grocery items at the supermarket. She was planning to prepare some of the dishes herself. Jenny helped by pushing the shopping cart down the aisle while her mother browsed through the shelves.

"What sort of cake would you like?" Jenny's mother asked, smiling warmly at Jenny.

"I'd like a vanilla cake with whipped cream and strawberries on top!" Jenny replied, her eyes lighting up at the thought of it.

"Really? I think I can bake that for you!" her mother replied. "It shouldn't be too difficult."

Jenny squealed with delight as she thought of the spread of food at her party.

Strategies for Reading Aloud



- Explicit teaching of the features of good reading
- Bite-sized and targeted in-class practices

Contents

To help us read well, we will look at:

1. Pronunciation
2. Pausing
3. Pace
4. Intonation
5. Tone
6. Word Stress and Sentence Stress
7. Volume
8. *Commonly Mispronounced Words
9. * Pronouncing 'the' before a vowel

In-Class Practice

"It's **amazing!** Such an **unbelievable** sight!"

Brenda **gasped** as she saw the huge waterfall.

(excited tone and high pitch)












What tone should you use?



Strategies for Stimulus-based conversation

- Thematically linked
- Three main questions
 - Qn 1: related to stimulus
 - Qn 2 & 3: related to theme
- Use standard English with correct structures

Mini-Party Menus

Party Menu A	Party Menu B
 Fried Noodles	 Chicken Baked Rice
  Fried Chicken Wings Crispy Spring Rolls	  Sandwiches Steamed Buns
 Potato Chips and other crispy snacks	 Vegetable Salad
 Vanilla Ice Cream	 Fresh Fruits
 Soft Drinks	 Water

Strategies for Stimulus-based conversation

- Teaching slides to guide pupils to predict the three main questions using the CEO approach AND craft their responses using the RASE approach
- In-class practices

Stimulus-based Conversation (SBC)

How do you prepare for the SBC component?

Step 1:

Identify the **theme**

Step 2:

Use **CEO** to predict the three main questions

Step 3:

Use **RASE** to craft a response

Let's have a closer look at **RASE**.

S

Story

A 'story' is a specific incident/experience your family and friends had encountered. It could even be something that you have read or watched.



Use the **5W1H** to add details to your story.

Use time markers in your story:

- *There was once when I...*
- *When I was in Primary 3...*
- *Last year/ month/ week/recently...*
- *During the June holiday / my birthday (or any other events)*

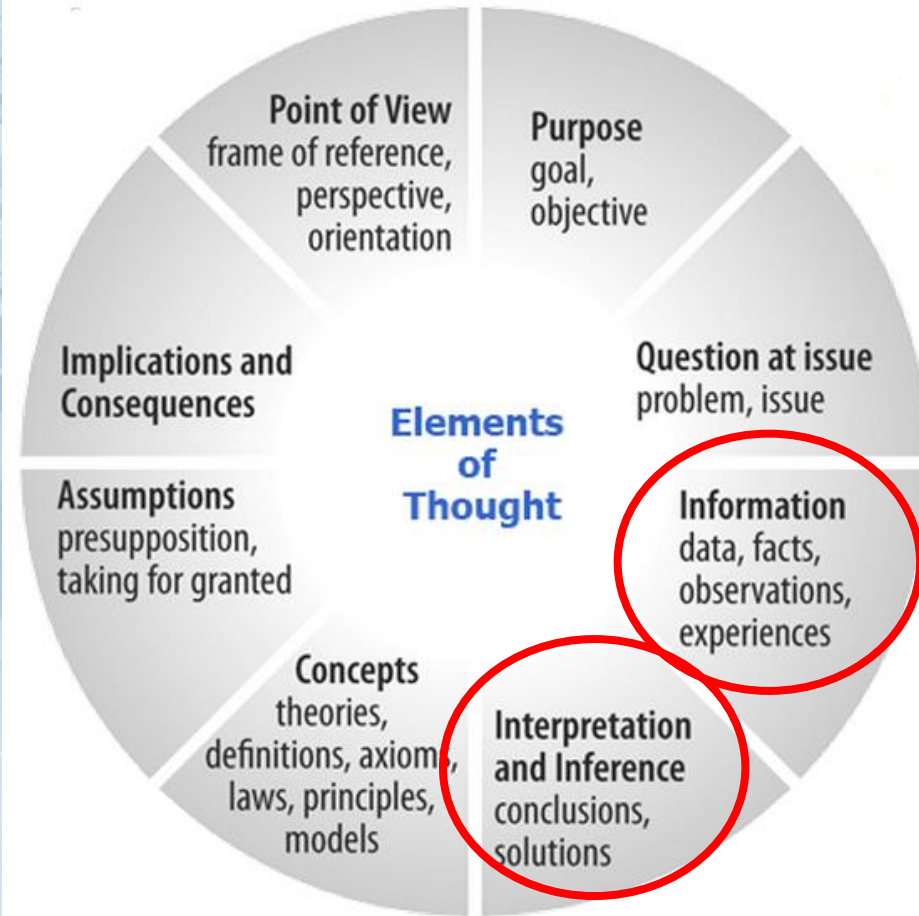


STRATEGIES FOR READING COMPREHENSION

Strategies for Reading Comprehension



It was almost noon. The curtain was drawn and the sun rays fell onto his cheeks. He stirred as he felt his grandfather shaking his shoulders gently.



Strategies for Reading Comprehension

Use the information provided...

It was almost **noon.** The curtain was drawn and the sun rays fell onto Jared's cheeks. He stirred as he felt his grandfather **shaking his shoulders gently.**

Make Inferences

- Why was Jared still asleep this late?
- Why did Jared's grandfather shake his shoulders gently?
- What does that tell you about Grandfather?

Strategies for Reading Comprehension



“Wake up, we are going fishing today,”
whispered grandfather.

Jared sat upright in bed. His face
brightened up as he broke into a smile.
He loved going to the sea. It was only
half an hour’s drive away. Jared quickly
showered and was ready in minutes.

- Why did Jared sit upright in bed?
- How did he feel then?
- Why was Jared able to get ready in minutes?

Home Support

- Speak in Standard English
- Reading a wide genre of books and magazines
- Be a reader yourself and discuss what you and your child are reading

Home Support



- Visit the library
- Use the 5-finger rule to choose a book

Five Finger Rule

0-1 = too easy

2-3 = just right

4 = okay to try

5+ = too hard



- Open a book to any page. Start reading. Hold up a finger every time you see a word you do not know. •

Home Support



- Websites

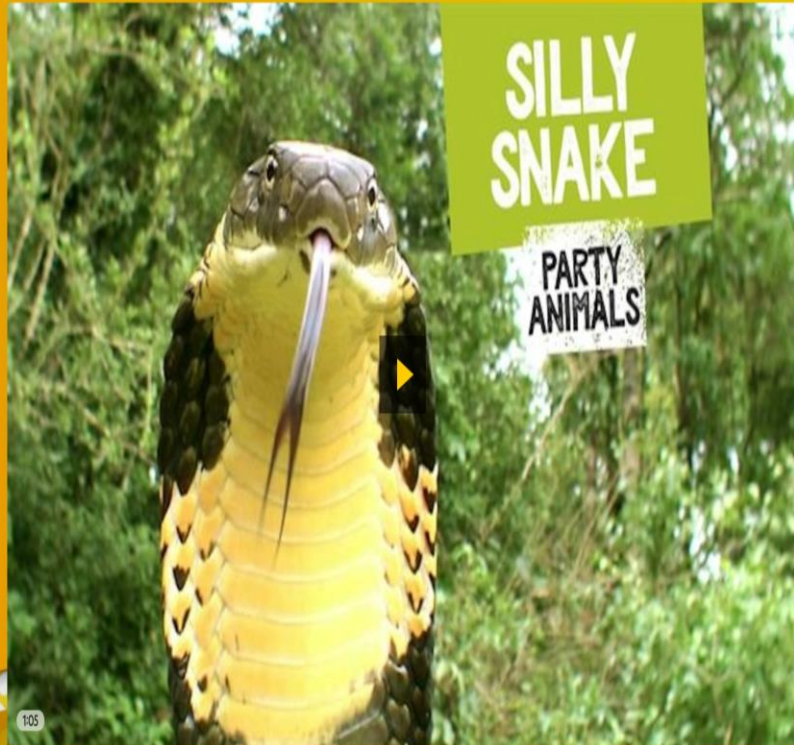
- <http://visuwords.com/>
- <https://youngzine.org/>
- <http://www.nationalgeographic.com/>
- <http://www.nlb.gov.sg/discovereads/>
- <https://www.oxfordlearnersdictionaries.com/>



Home Support (cont'd)

- Websites

<http://www.nationalgeographic.com/>



SILLY SNAKE



ANIMALS WILDLIFE WATCH

Here's what happens when captive elephants live alone

≡ READ



ANIMALS

Florida's flamingos disappeared long ago. That may soon change.

≡ READ

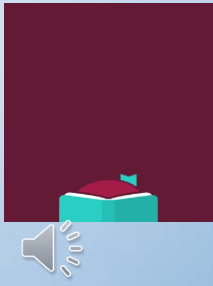


ANIMALS

How scientists are helping tiny owls find new homes

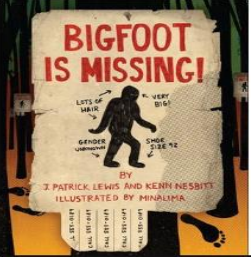

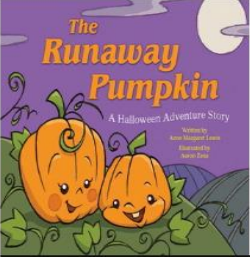
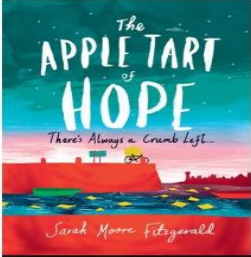

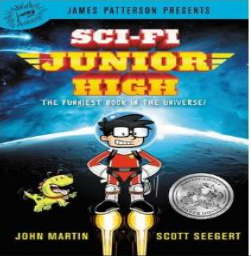

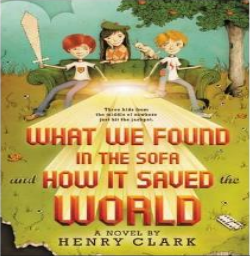
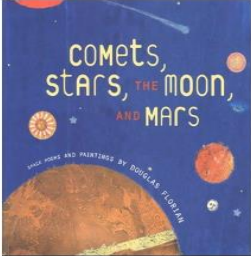

≡ READ


Home Support (cont'd)



- SMART phone Application (also accessible via Web)
 - Libby (NLB)

JUVENILE FICTION

 <p>Place Hold </p> <p>Read Sample</p> <p>Tag</p> <p>Bigfoot is Missing! • J. Patrick Lewis ★★★★☆ 64</p>	 <p>Borrow</p> <p>Read Sample</p> <p>Tag</p> <p>The Runaway Pumpkin • Anne Margaret Lewis ★★★★☆ 24</p>	 <p>Place Hold </p> <p>Read Sample</p> <p>Tag</p> <p>The Apple Tart of Hope • Sarah Moore Fitzgerald ★★★★☆ 32</p>
 <p>Place Hold </p> <p>Read Sample</p> <p>Tag</p> <p>Sci-Fi Junior High • Scott Seegert ★★★★☆ 21</p>	 <p>Borrow</p> <p>Read Sample</p> <p>Tag</p> <p>What We Found in the Sofa and How It Saved the World • Henry Clark</p>	 <p>Place Hold </p> <p>Read Sample</p> <p>Tag</p> <p>Comets, Stars, the Moon, and Mars • Douglas Florian</p>

Library  Shelf



Home Support (cont'd)

- Libby (NLB)
 - Audio Books






Discovereads

The screenshot shows the Discovereads website interface. At the top, there is a navigation bar with a home icon and links for Primary 1 through Primary 6. A search bar labeled "Search eBooks" is on the right. Below the navigation bar, it says "180 record(s) found". There are filters for "All", "ABCDEFGHIJKLMNOPQRSTUVWXYZ", "0-9", and "Other". A grid of ten e-book covers is displayed:

- CROCODILE LOVE BE MINE VALENTINE**: A green crocodile surrounded by red hearts.
- IT'S NOT ABOUT THE CRUMBS!**: Three children walking, with a small dog.
- Tell Me What You See?**: A tree made of colorful flowers and butterflies.
- Toys Go Out**: A foot stepping on a toy cow and a toy mouse.
- Giraffe and Elephant ARE FRIENDS**: A giraffe and an elephant.
- BEING FRANK**: A boy and a girl talking to a man.
- ICAN SEE JUST FINE**: A girl reading a book.
- HAPPILY EVER AFTER IS SO ONCE UPON**: A girl looking at a tree with a sign.
- CIRCUS SHIP**: A circus ship with animals.
- WHALE**: A whale's tail in the water.

<http://www.nlb.gov.sg/discovereads/>



TODAY
A READER,
TOMORROW
A LEADER.

MARGARET FULLER

SINGING BELL

Thank
you!