



# Sharing on English Language

## Primary 3



# Overview



1. STELLAR 2.0 Curriculum
2. Examination Format
3. Key Programme
4. Strategies (selected components)
5. Home Support





# A Parents' Guide to **STELLAR: Strategies for English Language Learning and Reading**

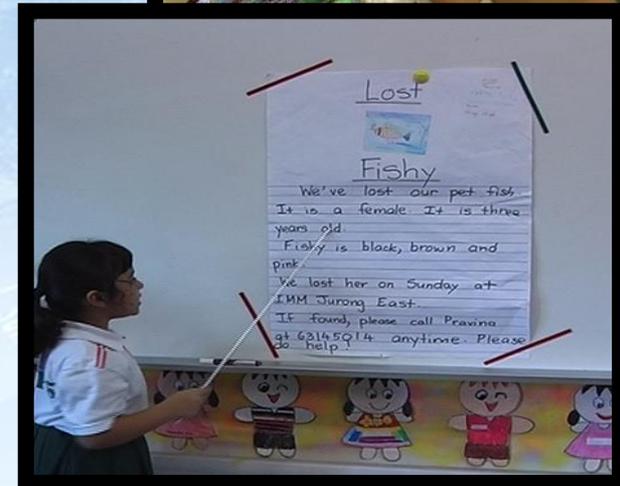
A new English Language Curriculum for Primary Schools in Singapore



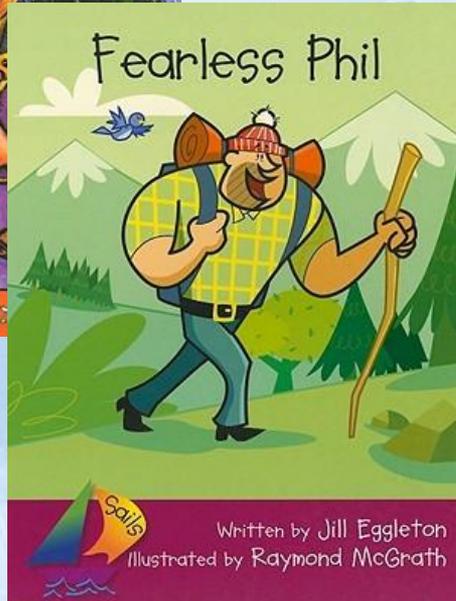
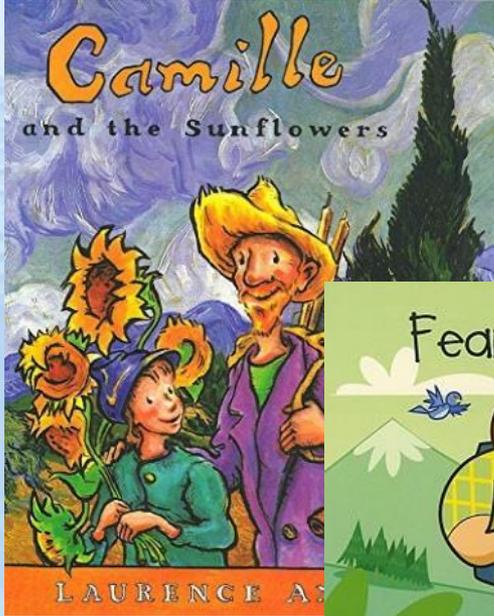


# The **STELLAR** Vision

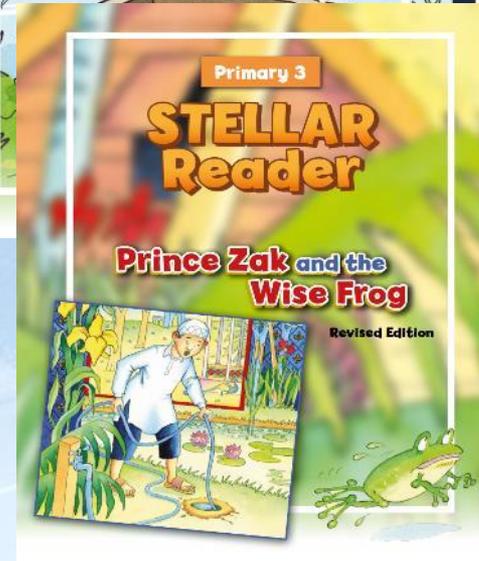
- Children who love reading and
- Have a strong foundation in the English Language



# Examples of STELLAR Titles at P3



## Big Books



## Stellar Readers



# English Language Syllabus 2020

STELLAR 2.0 states the following areas of language learning for the development of literacy:



- **Listening & viewing**
- **Reading & viewing**
- **Speaking & representing**
- **Writing & representing**
- **Grammar**
- **Vocabulary**



# English Language Syllabus 2020



## Empathetic communicators

who possess the values, dispositions and skills to listen actively to different perspectives; communicate confidently, effectively and sensitively while collaborating with others to work towards shared goals; and balance an appreciation of the Singapore spirit with multi-ethnic and multicultural sensitivities.

## Discerning readers

who possess broad worldviews by staying well informed and self-directed in the use of information, and are able to distinguish fact from falsehood by processing and evaluating information, critically and with discernment according to purpose, audience, context and culture.

## Creative inquirers

who explore and evaluate real-world issues and multiple perspectives as well as gather and synthesise information from diverse print, non-print and digital networked sources, so as to co-create knowledge and solutions in familiar or new contexts.



# End-of-Year Examination Format

Component	Content	No. of qns	Duration	Weight.
<b>Paper 1</b> (Writing)	Guided writing with picture prompts and helping words	1	50 min	20%
<b>Paper 2</b> (Language Use & Comprehension)	Vocabulary MCQ Grammar MCQ Grammar Cloze Spelling Punctuation & Grammar Sentence Manipulation Comprehension Cloze Comprehension OE	6 8 8 3 4 5 12	1h 15 min	50%



# End-of-Year Examination Format

Component	Content	No. of qns	Duration	Weight.
<b>Paper 3</b> (Listening)	Picture-matching and Note-taking	14	25 min	14%
<b>Paper 4</b> (Oral Communication)	Reading Aloud, Stimulus-based Conversation	1 passage 1 stimulus	~10 min	16%
<b>Total</b>				<b>100%</b>



# Key Programme: READ & Current Affairs @YHPS



## Aims:

1. Encourage curiosity and a love to learn and explore new ideas
2. Widen pupils' general knowledge
3. Develop critical thinking and evaluative skills
4. Express opinions on issues confidently and persuasively



# Key Programme: READ & Current Affairs @YHPS



- Integrated seamlessly into the EL curriculum
- READ Period is held ONCE a week
- Genre-based lessons
- Current Affairs
- Library visits



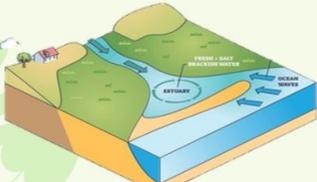
# Key Programme: READ & Current Affairs @YHPS



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



ESTUARIES



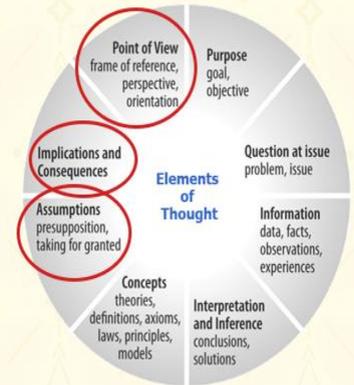
Work on this Discussion Question using the Thinking Routine "Imagine If"

*Chek Jawa is one of a few remaining estuarine systems in Sg. It is so unique!*

*But, imagine if, visitors treat it like a huge & free garbage dump, what would be the impact/ consequence on the flora and fauna?*

*Question 2*

What were some of the challenges that Kavi faced in pursuing lion dance?





## Comprehensive writing packages

Pre-writing → Writing (Class → Group → Individual)  
→ Peer Conferencing / Self-check → Revising & Editing

### Pre-writing Mini Lessons

**WALT:**

use dialogue and vivid descriptions to make our writing more interesting



How do you show and not tell that :

You are excited



Remember that you can use Show and Not Tell in the following ways:

- Use Action
- Use Dialogues
- Use Character's Thoughts/Monologues
- Use Descriptive /Sensory details



# Writing @ P3



**Theme: How you helped an injured child**

**Theme:  
"helped an injured child"**

**What does helping an injured child mean?**

**What does it mean to help?**

**What does it mean if a child is injured?**

**Can I write a story about a lost child? Would that be the same thing?**

## The Writing Task

Write a composition of at least 100 words about **how you helped an injured child.**

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:

- Who got injured and how did he/she get injured?
- What did the injured child do to catch your attention?
- How did you help the injured child?
- What happened in the end?

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

**Helping words:**

*a small cut on her finger  
heard a crash  
rushed over  
helped her/him up  
went to the teacher/parent for help*



# Writing @ P3



Theme: How **you** helped an injured child

Point of View:  
"you"

Which perspective must we use in the story? 1<sup>st</sup> or 3<sup>rd</sup>?

Characters:  
"you" and "injured child"

There are two main characters in the story and both play an important role in the story.

## The Writing Task

Write a composition of at least 100 words about how you helped an injured child.

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:

- **Who** got injured and **how** did he/she get injured?
- **What** did the injured child do to catch your attention?
- **How** did you help the injured child?
- **What** happened in the end?

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

**Helping words:**

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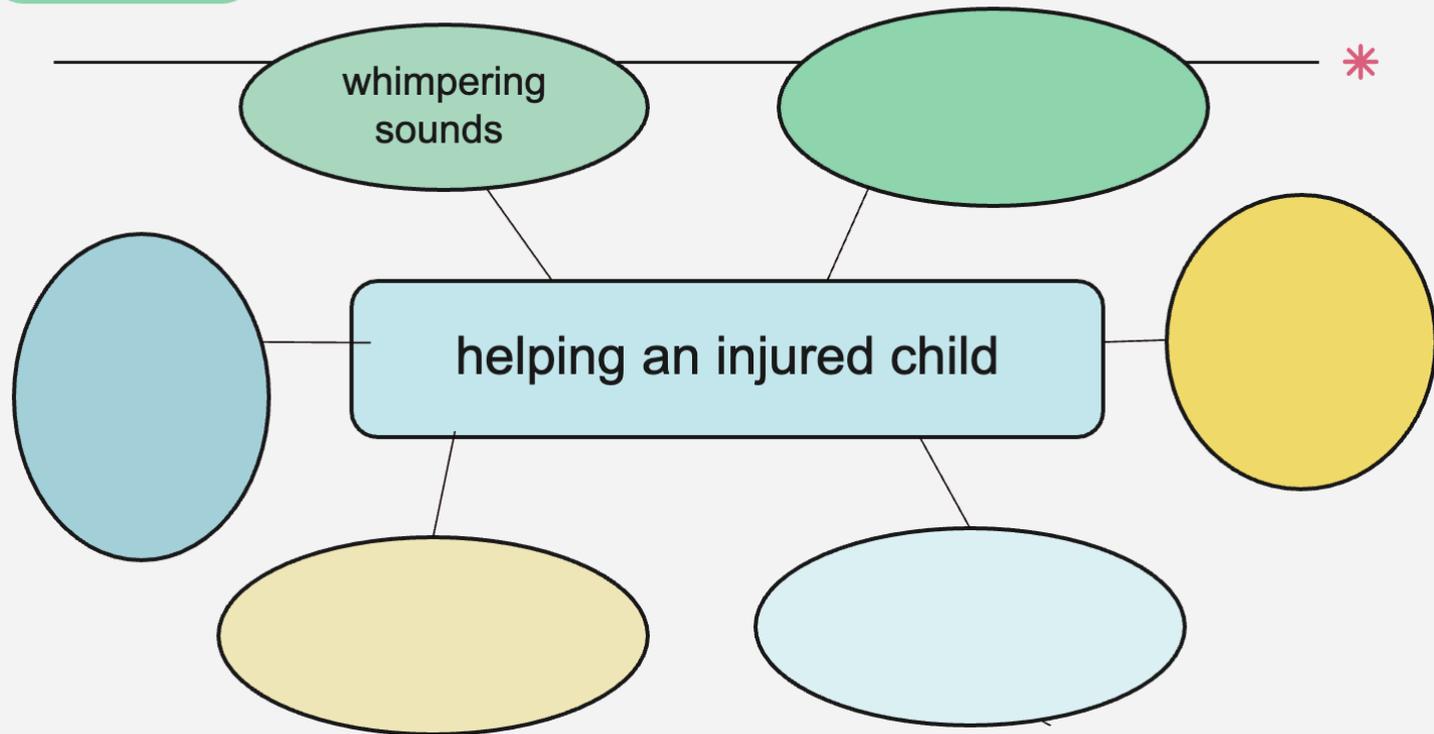


# Writing @ P3



**Thematic vocabulary words and phrases  
(e.g. Word Splash related to the theme/topic)**

**Word splash** (words or phrases related to the theme)





## 5-Part Story Mountain for planning

Five Part Story Mountain

3. Problem

2. Build-up

4. Solution

1. Introduction

5. Ending



# Writing @ P3



## SHOW, DON'T TELL USING STEAL

What does the character Say?

**S**peech  
"Ouch!" he exclaimed, wincing in pain as he fell to the ground.

What is the character's Thought?

**T**hought  
"I can do this," he thought, trying to push through the pain and get back up.

What is the Effect? How did others react?

**E**ffect  
I quickly ran to him and offered a helping hand.

What is the character's Action?

**A**ction  
He struggled to stand up, his legs trembling as he tried to balance himself.

How does the character Look?/ Describe the character's facial expressions.

**L**ooks  
Tears welled up in his eyes, but he forced them back.

# Show, don't Tell using

# S-T-E-A-L



# Writing @ P3



## Writing checklist for peer-conferencing or self-check

### Writing Checklist

Check your writing by ticking a box below one of the faces.

☺ We have done this. ☹ Oops, we forgot to do this.

Elements of a story	☺	☹
We included an introduction and an ending.		
We included a problem and solution.		
We described the characters.		
We used the first person narrator.		
Other components of good writing		
We used the past tense when describing events that had happened.		
We expanded sentences using noun phrases and preposition phrases, e.g., to add details about time.		
We included some similes.		
We included direct speech.		
We used a colour/ an object to tie an idea throughout the story.		
Proofreading		
We checked the use of punctuation.		
We checked the spelling of words.		

Two things we did well in:

↳ \_\_\_\_\_

↳ \_\_\_\_\_

One thing we want to improve on:

☹ \_\_\_\_\_

### Discussions on Story Characters:

- Who is your favourite character?
- What makes this character interesting?
- How has the character changed or grown throughout the story?

### “What if” Scenarios

- What if this character had a different personality – would it affect the character’s growth?
- What if a new character was introduced – would the story change?





## Talk Moves



State idea



Agree



Disagree

# Share their opinions

# Make text connections

## What are text connections?

**Text-to-Self**

A connection between a book and your life or experience

"I have acorns in my backyard!"

Make, Take & Teach

**Text-to-Text**

A connection between a book and another book or text that you have read

"I read about this kind of a spider in another book too!"

Make, Take & Teach





Ann was delighted that her parents had agreed to let her throw a birthday party. It would be the first time she held one! She had attended a few and knew what she wanted to do.

"I'll make an invitation card for each of my friends! I think they'll like them," Ann told her parents.

Ann could only draw and colour after she had finished her homework. It took her three days to get the cards ready. When her friends received their cards, they told her that the cards were beautiful.

"I've never been to an indoor playground! I can't wait to see what it's like," June said with a smile. Ann hoped that her friends would have lots of fun.

**You are invited to  
Ann's birthday party!**



**Date: 11 April (Saturday)  
Time: 11 a.m. to 1 p.m.  
Venue: Joyful Indoor Playground**

**Reading Aloud**

**Stimulus-Based conversation (SBC)**



# Strategies for SBC



- Identify the main theme using keywords and pictures
- Predict the 3 questions using:

<b>C</b>	Choice
<b>E</b>	Experience
<b>O</b>	Opinion

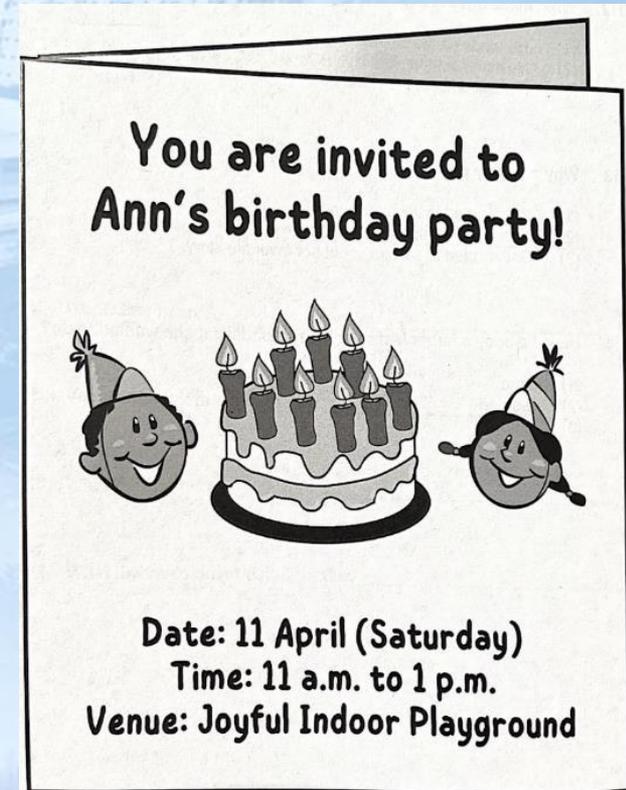


# Strategies for SBC (cont'd)



## Use R.A.S.E to answer questions

Would you be interested to attend this party? Why/Why not?	
<b><u>R</u>esponse</b>	Yes, I would be interested to attend this party.
<b><u>A</u>pply to self</b>	Personally, I've always enjoyed attending parties as they are really fun. Furthermore, this event is on a Saturday and I have always wanted to go to Joyful indoor playground.
<b><u>S</u>tory</b>	I recall celebrating my 8 <sup>th</sup> birthday at the park near my house. My family and I cycled to the park and had a picnic there. It was such a fun afternoon and that memory has been etched in my mind.
<b><u>E</u>nding</b>	Birthday celebrations always bring such joy to both the guests and the birthday boy or girl. Thus, I would be really interested to attend this party.



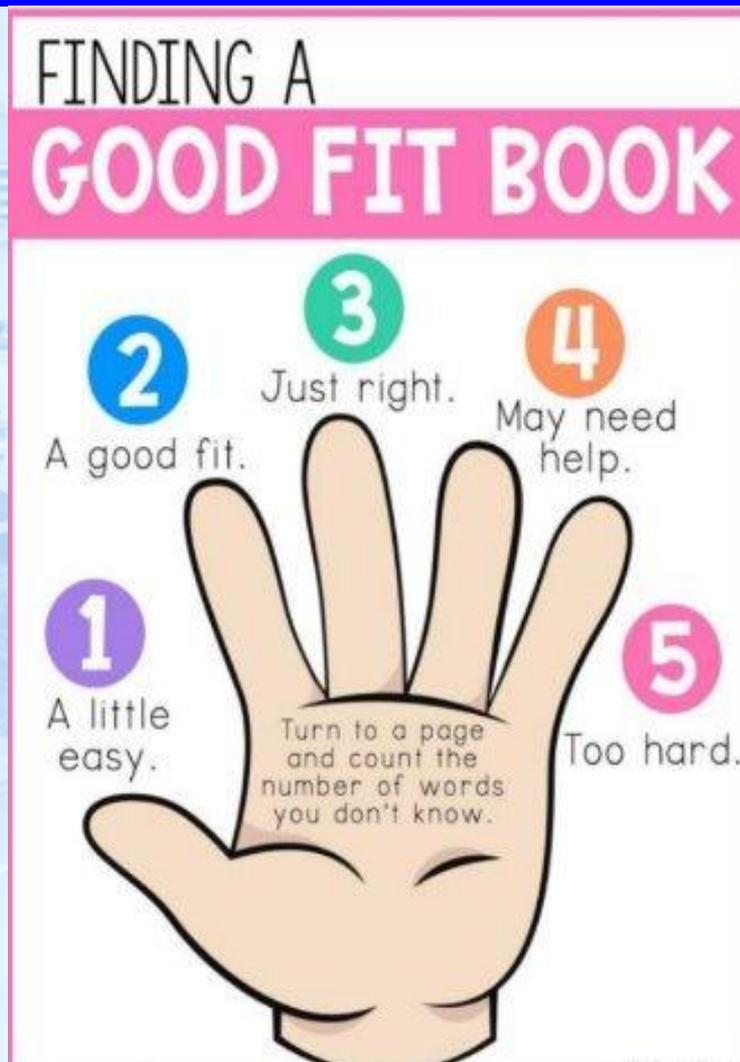
# Home Support



# Home Support – Reading



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



# Home Support – Reading



<https://storylineonline.net/>

The screenshot shows the Storyline Online website interface. At the top, there is a navigation bar with the logo 'Storyline Online' on the left, and links for 'All Books', 'About Us', 'Awards', and 'Subscribe' in the center. On the right, there is a search box with the word 'SEARCH' and a magnifying glass icon, and a red 'DONATE' button. Below the navigation bar, the 'Library' section is active, with a 'Sort by: Title' dropdown menu and an 'Index' menu showing letters from A to Z. Four book cards are displayed in a row. Each card features a book cover image, the title, author, illustrator, publisher, reader, suggested grade level, and run time. At the bottom of each card are two buttons: 'Activity Guides' and 'Buy This Book'.

**Storyline Online** All Books About Us Awards Subscribe SEARCH DONATE

**Library** Sort by: Title Index: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**Arnie the Doughnut**  
Written by: Laurie Keller  
Illustrated by: Laurie Keller  
Published by: Henry Holt & Company - Macmillan Publishers  
Read by: Chris O'Dowd  
Suggested grade level: 1st - 2nd  
Run time: 15 minutes

**As Fast As Words Could Fly**  
Written by: Pamela M. Tuck  
Illustrated by: Eric Velasquez  
Published by: Lee & Low Books Inc.  
Read by: Dulé Hill  
Suggested grade level: 3rd - 4th  
Run time: 16 minutes

**A Bad Case of Stripes**  
Written by: David Shannon  
Illustrated by: David Shannon  
Published by: Blue Sky Press  
Read by: Sean Astin  
Suggested grade level: 2nd - 3rd  
Run time: 12 minutes

**Brave Irene**  
Written by: William Steig  
Illustrated by: William Steig  
Published by: Houghton Mifflin Harcourt  
Read by: Al Gore  
Suggested grade level: 1st - 2nd  
Run time: 14 minutes

Online stories and read aloud



# Home Support – Reading



## DiscoverReads

The screenshot displays the DiscoverReads website interface. At the top, there is a navigation bar with a home icon, links for Primary 1 through Primary 6, and a search bar labeled "Search eBooks". Below the navigation bar, it indicates "180 record(s) found". A filter bar shows "All" selected, followed by letters A-Z, "0-9", and "Other". The main content area features a grid of ten book covers:

- CROCODILE LOVE BE MINE VALENTINE**: A green crocodile surrounded by red hearts.
- IT'S NOT ABOUT THE CRUMBS!**: Three children looking at a pile of crumbs.
- Tell Me What You See?**: A tree with colorful, abstract leaves.
- TOYS GO OUT**: A child's foot stepping on a toy cow and a toy elephant.
- Giraffe and Elephant ARE FRIENDS**: A giraffe and an elephant.
- BEING FRANK**: A man in a blue uniform and a boy in a red shirt.
- I CAN SEE JUST FINE**: A girl with blonde hair reading a book.
- HAPPILY EVER AFTER IS SO ONCE UPON**: A girl sitting under a tree with hanging lanterns.
- CIRCUS SHIP**: A circus ship with a giraffe and a lion.
- WHALE**: A whale's tail in the ocean.

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



# Home Support – Reading



## Application/ Web-based - Libby (NLB)



NATIONAL LIBRARY BOARD SINGAPORE

Over 115,800 titles >

Popular Collections

- 79,052 Nonfiction >
- 60,603 Fiction >
- 21,435 Business >
- 18,468 Romance >
- 17,218 Literature >
- 12,421 Juvenile Fiction >
- 12,258 Mystery >
- 10,250 Historical Fiction >

Explore our collections >

Library  Shelf

M1 9:50 PM 97%

Search the catalog...

NLB | National Library Board Singapore

Branch Map + 1 Library Card

What's Trending

- JANET EVANOVICH Turbo Twenty-Three
- STEPHEN KING
- DAVID BALDACCI
- KRISTIN HANNAH

Library  Shelf

NATIONAL LIBRARY BOARD SINGAPORE

New Audiobook Arrivals

- SUBARU SKY
- SARA BLADEL
- CARRIE LA SEUR
- OLIVER LOVING
- CHARLES STROSS
- DAVE STATE
- BANEWICKOVER
- Always the Husband
- Every Dog Has His Day

Library  Shelf



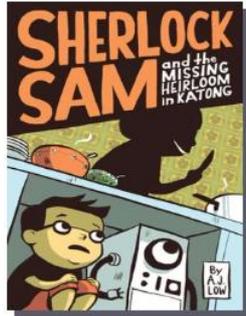
### Singapore Collection for Kids



Over 210 titles chosen by our librarians >



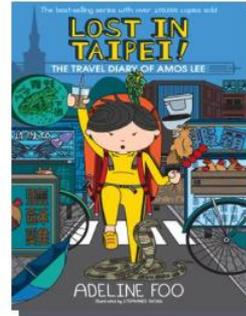
The Magical Dragon Playground +



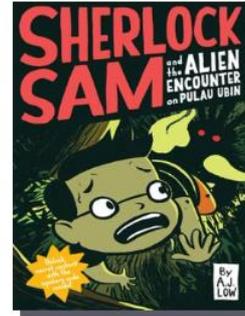
Sherlock Sam and the Missing Heirloom in... +



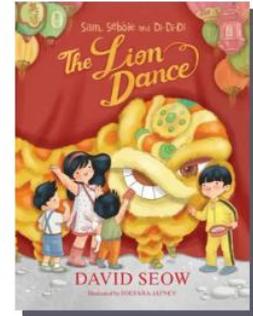
The Kan Cheong Spider +



Lost in Taipei! +



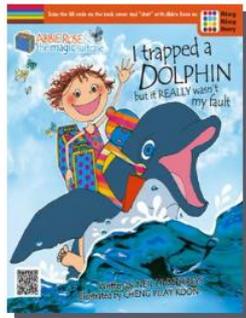
Sherlock Sam and the Alien Encounter on... +



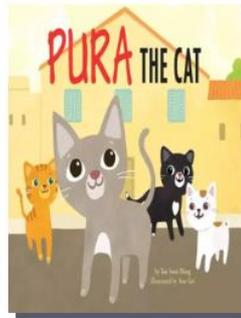
The Lion Dance +



The Blur Sotong



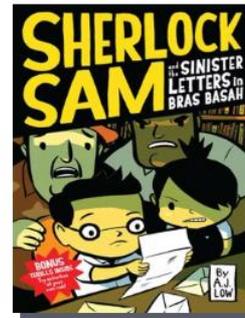
I Trapped A



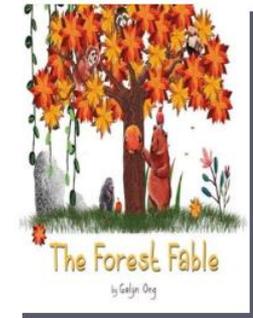
Pura the Cat



Happily Ever



Sherlock Sam



The Forest



# Home Support – Vocabulary & Grammar



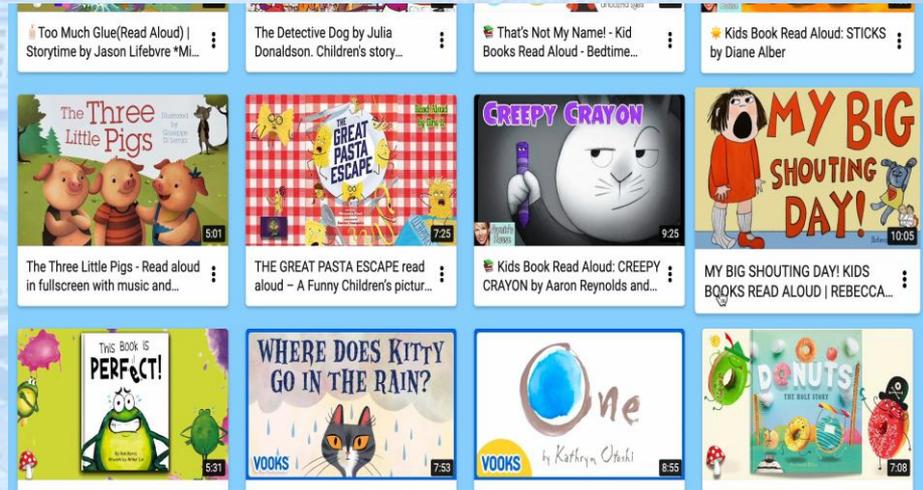
**Make learning of English fun by incorporating fun games.**



# Home Support – Listening



## *Audiobooks or Podcasts*



Podcast  
**By Kids, For Kids Story Time  
- Children's Story Podcast**  
BKFK Studio



# Home Support – Writing



## *Shared Journaling*

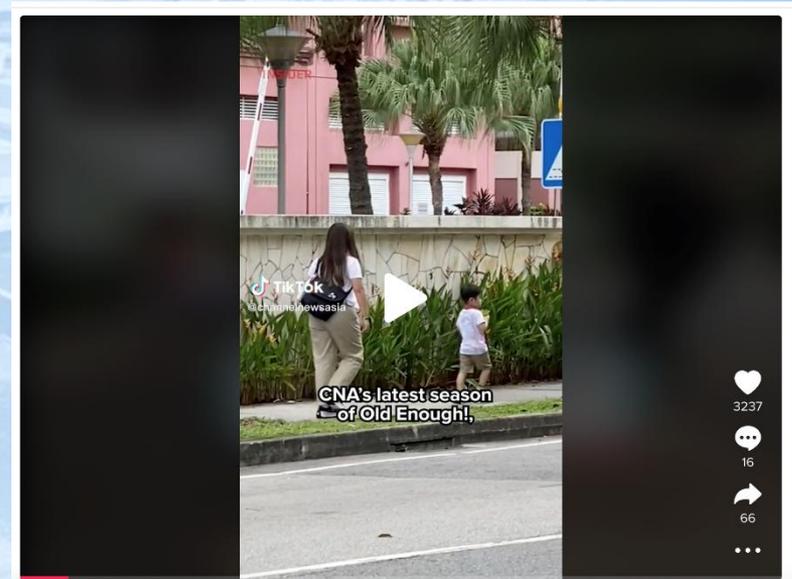
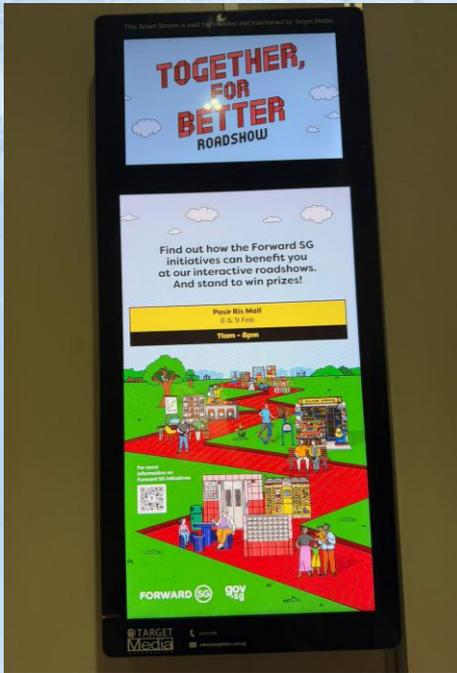
1. Get a brilliant book for them to write in.
2. Keep it fun - if he/she wants to draw instead of write, that's okay!
3. Don't correct mistakes.
4. Do it daily!
5. Reply with a journal entry!



# Home Support – Speaking



## *Conversations about Current Affairs*



***Keep it light-hearted***  
***Encourage your child to ask questions***



# Home Support – Speaking



## Conversations about Current Affairs

<https://www.mewatch.sg/series/current-affairs/shorts>

The screenshot shows the me watch website interface. At the top, there are navigation links: Live TV, Languages, Series, Movies, Sports, News, Kids, and Pre. The main heading is 'Current Affairs Shorts'. Below this, there is a grid of six video thumbnails. Each thumbnail has a title and a brief description. The thumbnails are: 1. 'MY CLIENT'S BOSS IGNORED HER RESIGNATION' (Insight 2024/2025 - Inside a Japa...), 2. 'IT CURED MY BRAIN ROT?' (No Screen, No Life? - What Gen Z ...), 3. 'IS CAPTAIN ZAN TOXIC?' (Secret Lives Of Livestreamers - T...), 4. 'FRIENDS WITH A 77 YEAR AGE GAP' (It Takes A Village - 5 times kids a...), 5. 'MAKING >US\$400,000 SELLING FRUITS ONLINE' (Young And Rural In China - I quit ...), 6. 'Mum is in a nursing home but I'm a filial son' (Insight 2024/2025 - 'It's okay to s...').

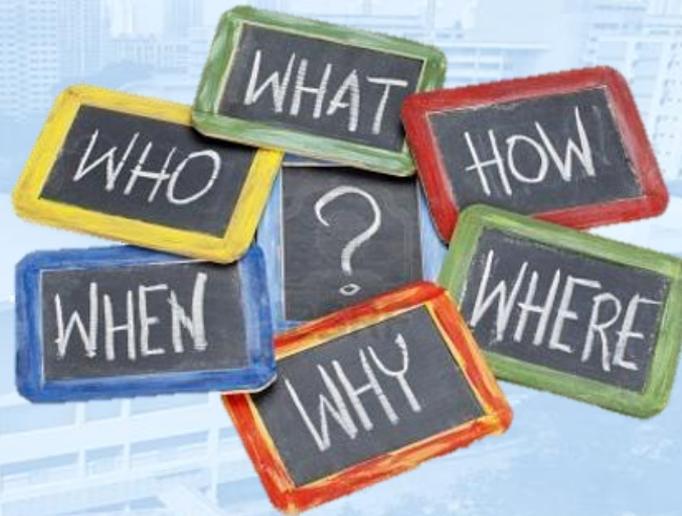
The screenshot shows the KIDSNEWS website interface. At the top, there is a navigation bar with links: News, Sport, Key Topics, Education, and Reading Level. The Reading Level is set to 'Green (Years 3-12)'. The main heading is 'LATEST NEWS'. Below this, there is a large video thumbnail for 'Eerie New York snowscape stuns'. The video is categorized as 'VIDEO ENVIRONMENT'. The description reads: 'America's polar vortex froze the Hudson River and turned New York City into an Arctic landscape – see the incredible scenes that transformed the world's most famous city as big clean up begins'.

<https://www.kidsnews.com.au/>





## *Daily Conversations*

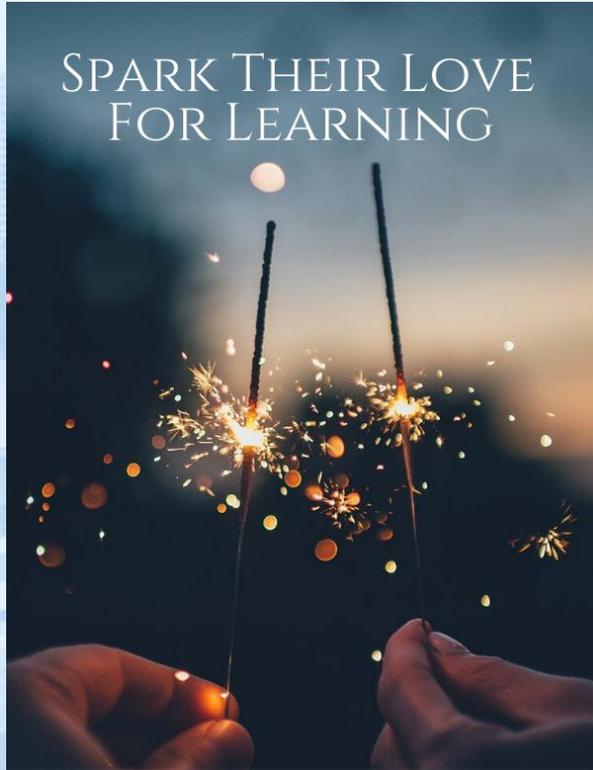


- a) Ask open-ended questions that require your child to pause, think and reflect.
- b) They begin in some of the following ways: *why, how, describe, tell me about, what do you think about...etc*





SPARK THEIR LOVE  
FOR LEARNING



**THANK YOU** 😊

