



English Language Curriculum Briefing For P1 Parents



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● Respect ● Responsibility ● Resilience ● Integrity ● Care ● Excellence

1. English Curriculum & Pedagogy for Primary 1

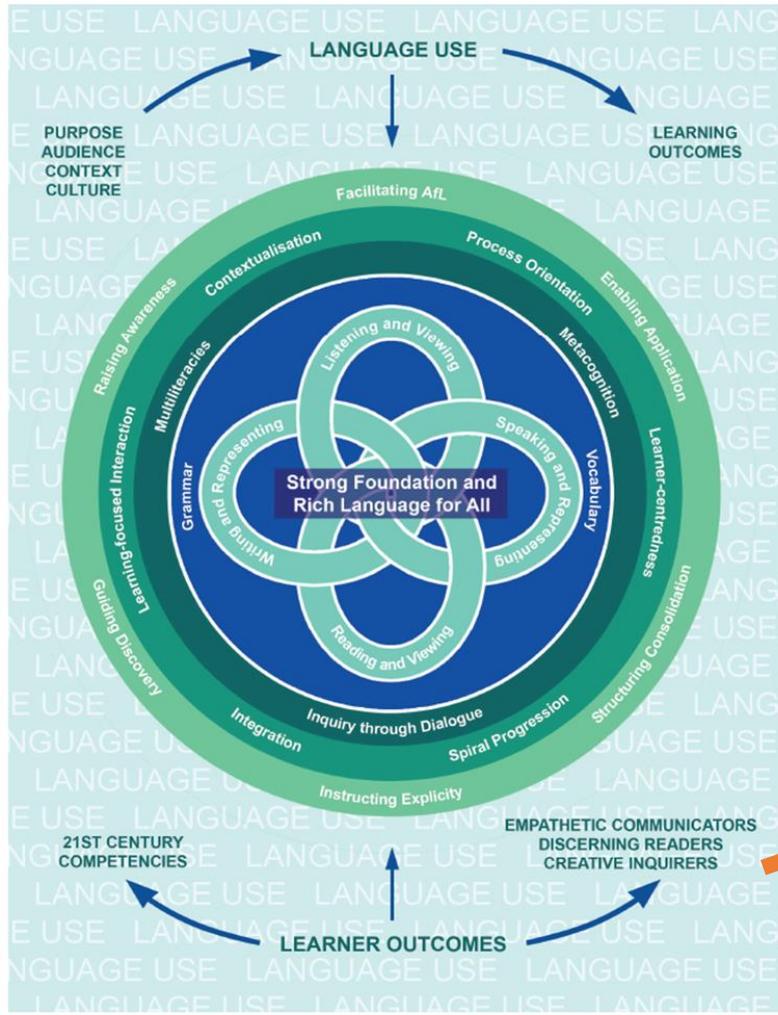
- Introduction – Syllabus & STELLAR
- 4 key skills and competencies in language acquisition
- Pedagogical approaches in STELLAR for Lower Block
- Learning Outcomes @ Primary 1

1. English Language Acquisition & Parents' Support

- Key EL Programmes for Lower Primary Students
- Encouraging Reading in Our Children

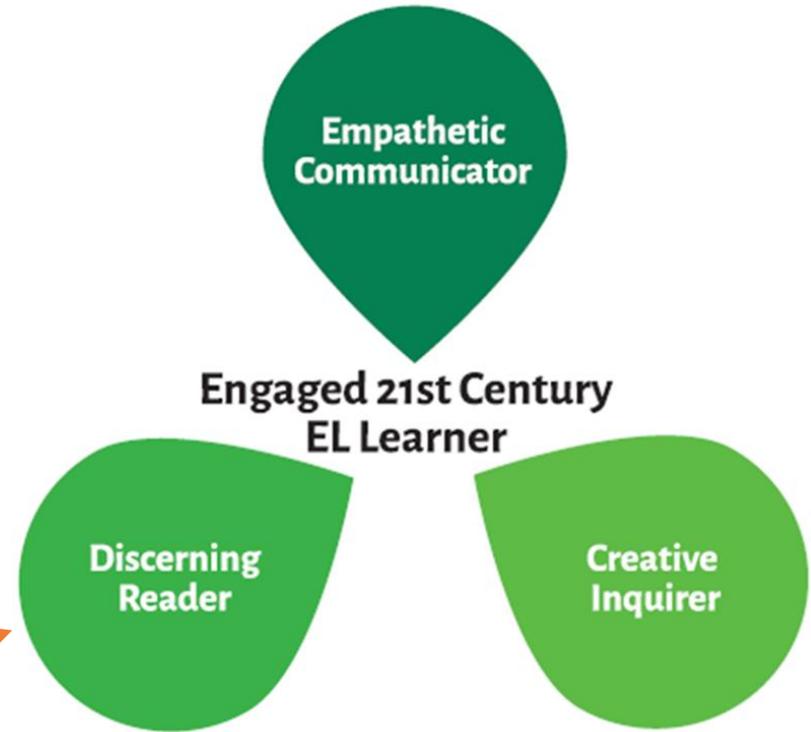


English Curriculum & Pedagogy



- Approach to EL Teaching and Learning
- EL Teaching Processes (ACoLADE)
- Principles of EL Teaching and Learning (CLLIPS)
- Pedagogical Emphases (Multiliteracies, Metacognition, Inquiry through Dialogue)
- Knowledge about Language
- Receptive and Productive Skills

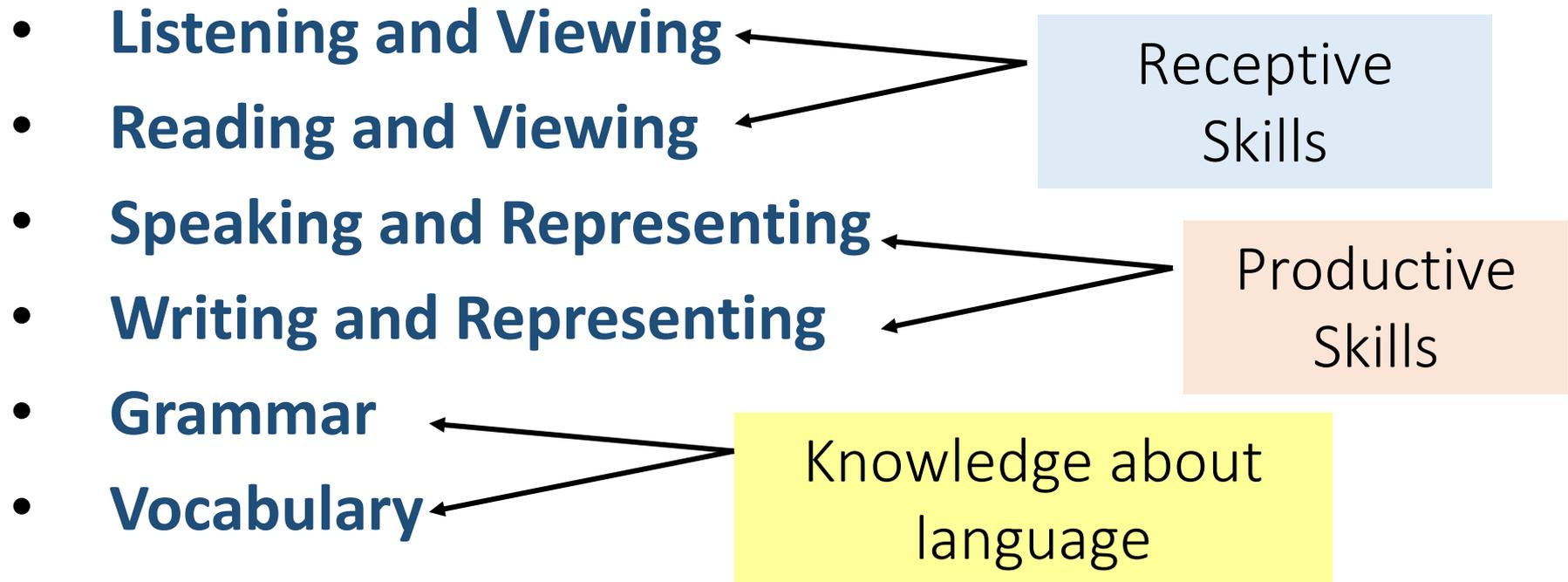
Desired Learner Outcomes



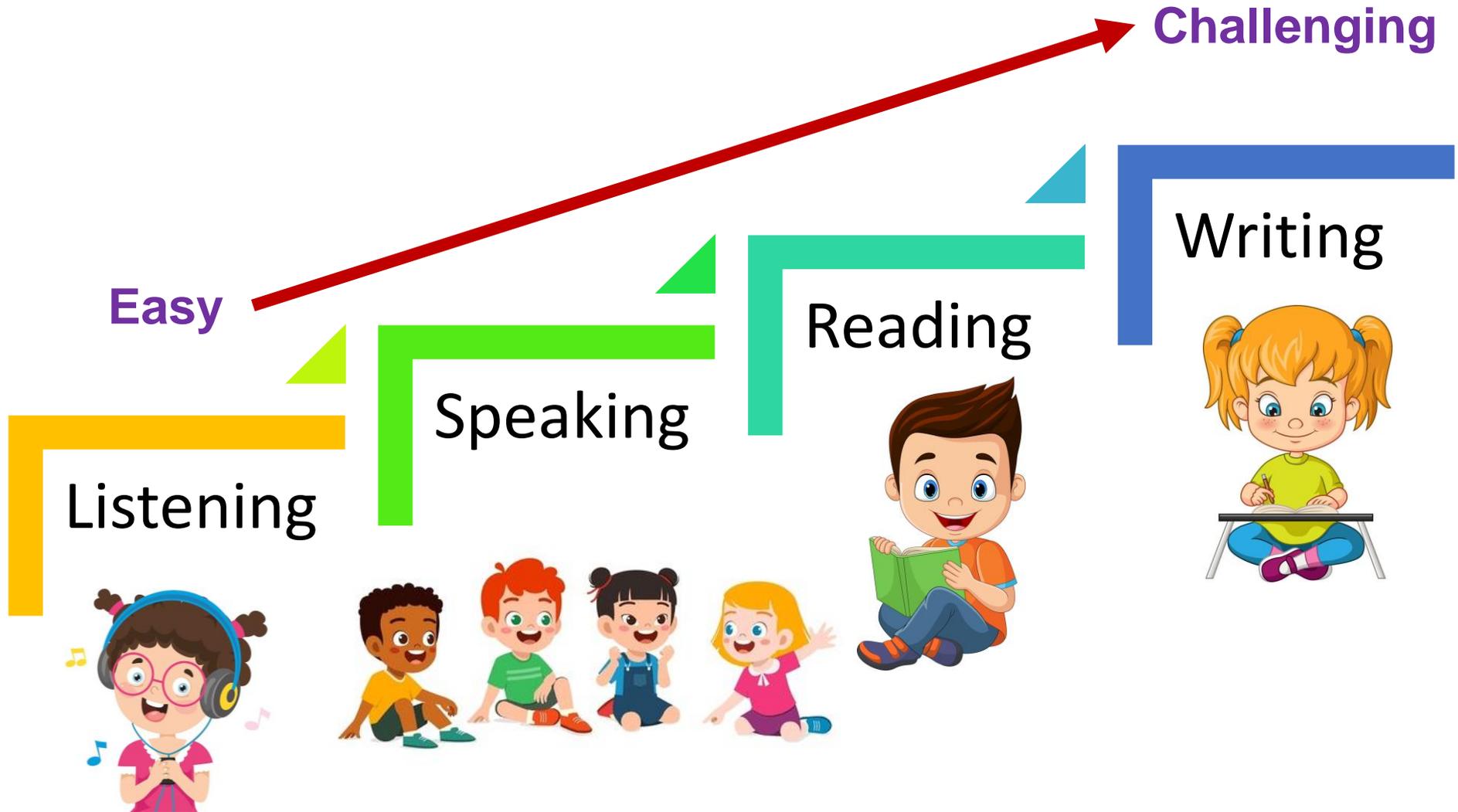
English Curriculum & Pedagogy

Students' language use is reflected in the following

6 areas of language learning:



Learning English is skill-based



EL Curriculum & Pedagogy

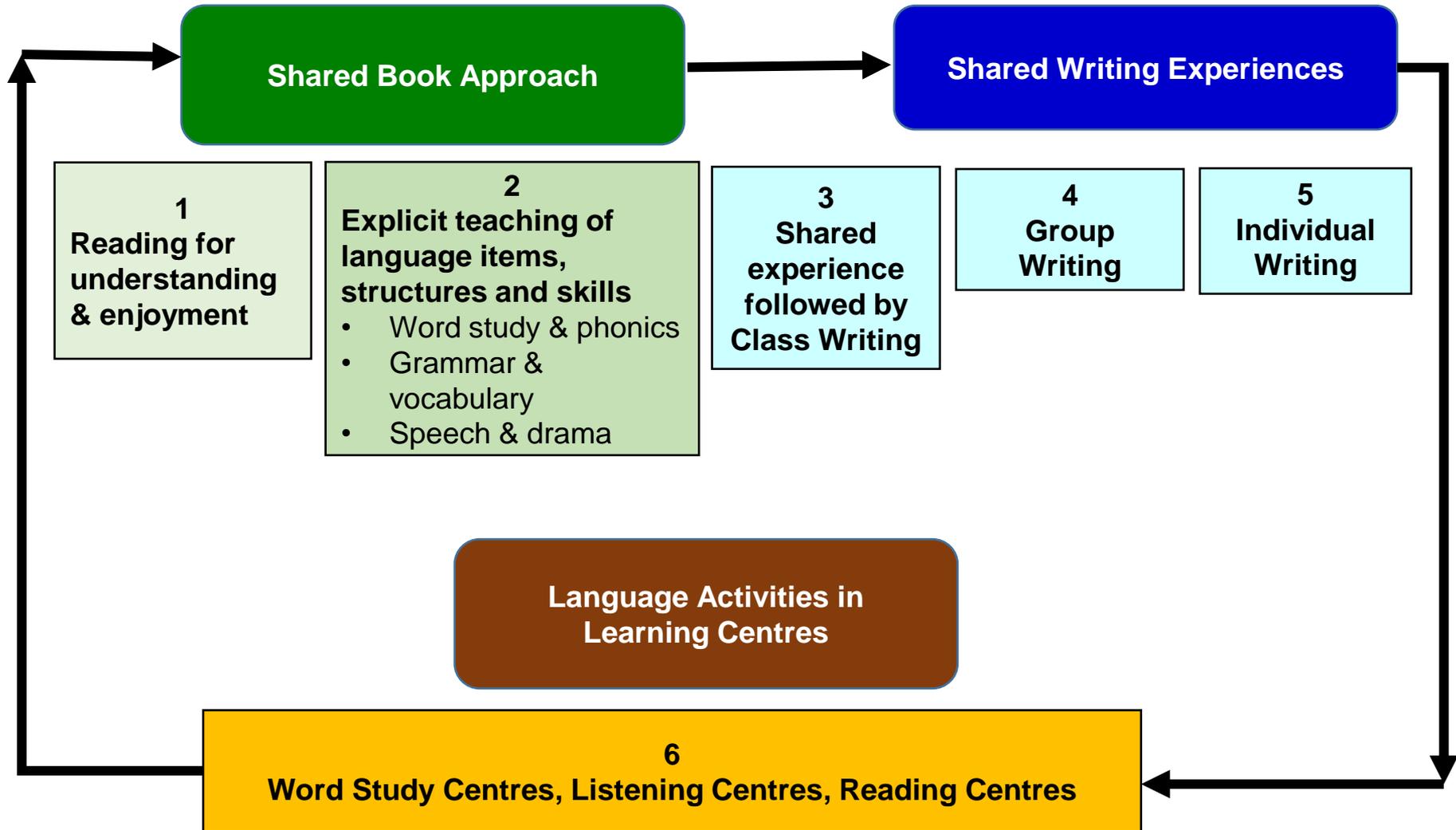
STELLAR2.0 is a programme instruction to deliver the desired outcomes of EL Syllabus 2020.

It stands for **ST**ratégies for Teaching **E**nglish **L**anguage **L**earning **A**nd **R**eading.

Children who love reading and have a strong foundation in English Language.



STELLAR2.0@Lower Primary



8 Learning Outcomes @ Primary 1

Listening

1. Listen attentively and follow simple instructions.

Speaking:

1. Speak clearly to express their thoughts, feelings and ideas.
2. Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.

Reading:

1. Demonstrate basic word recognitions skills (eg know the letters of the alphabet; able to pronounce words accurately.
2. Read aloud P1 texts with accuracy, fluency and expression.
3. Understand P1 texts and are able to identify simple aspects of fiction.

Writing:

1. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.
2. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.

Learning Outcomes @ Primary 1

Learning Outcome (Reading): Demonstrate basic word recognitions skills (eg know the letters of the alphabet; able to pronounce words accurately).

Sight Words Level 1

Name: _____ Class: P _____

Tick (✓) the words read correctly.

Total number of words: **40**

B:Buddy support **P:**Parent support

	B	P		B	P		B	P		B	P		B	P
a			I			is			to			up		
it			go			in			me			we		
my			the			one			big			you		
can			not			and			for			see		
two			run			red			play			look		

Students will be assessed based on his / her ability to recognise the words given in the list. The following **qualitative descriptors** will be assigned to the student depending on his/ her proficiency.

Beginning

Developing

Competent

Accomplished

* Parents will be able to view child's performance on the performance task sheets and report book.

Learning Outcomes @ Primary 1

Learning Outcome (Writing):

Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.

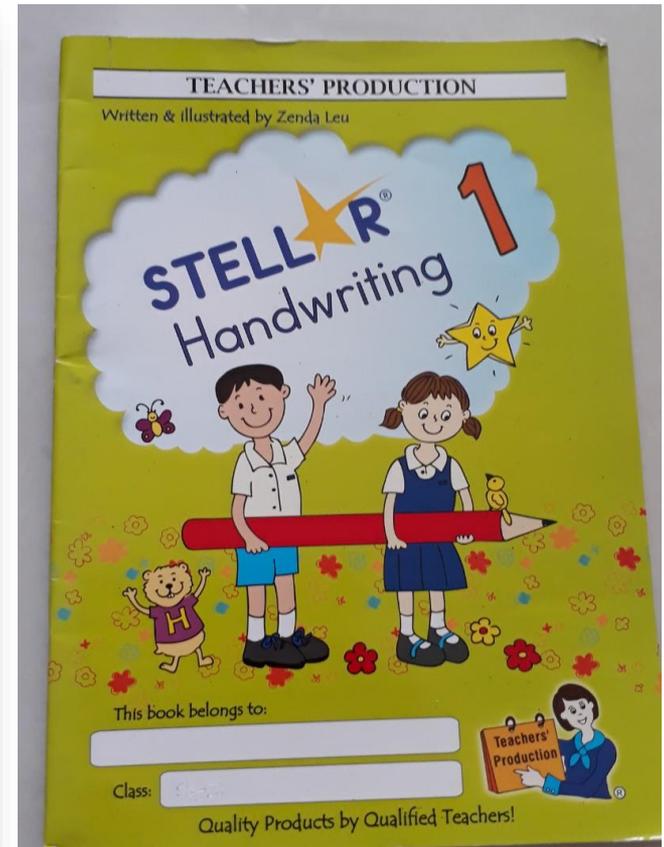
MARSILING PRIMARY SCHOOL

PENMANSHIP RUBRICS

Name : _____ Class : P1 _____ Parent's Signature: _____

LEVEL OF QUALITY	☹	☺	☺☺	☺☺☺
Letter Formation Letters are written with straight lines and appropriate curves.	Unable to form all the letters correctly. <input type="checkbox"/>	Consistently forms some of the letters correctly. <input type="checkbox"/>	Consistently forms most letters correctly. <input type="checkbox"/>	Consistently forms all letters correctly. <input type="checkbox"/>
Sizing Letters are sized appropriately. Upper case letters are larger than lower case letters. All lowercase letters are consistently the same size.	Unable to write letters that are of appropriate sizes. <input type="checkbox"/>	Only some letters written are of appropriate sizes. <input type="checkbox"/>	Most letters written are of appropriate sizes. <input type="checkbox"/>	All letters written are of appropriate sizes. <input type="checkbox"/>
Punctuation Letters are used correctly. There are no capital letters inserted in the middle of the word and no mistakes in punctuations (spelling, capital letters and end marks).	Inaccurate use of punctuations in all sentences. <input type="checkbox"/>	Shows accurate use of punctuations in some sentences. <input type="checkbox"/>	Shows accurate use of punctuations in most sentences. <input type="checkbox"/>	Shows accurate use of punctuations in all sentences. <input type="checkbox"/>
Placement Letters sit on the line, they do not float on the line or hang below unless appropriate.	Many letters are over or under the line. <input type="checkbox"/>	Several letters per sentence are over or under the line. <input type="checkbox"/>	A few letters per sentence are over or under the line. <input type="checkbox"/>	All letters are on the line and written appropriately. <input type="checkbox"/>
Spacing Letters and words are spaced evenly.	Uneven spacing between most of the letters or words. <input type="checkbox"/>	Several uneven spacing between letters or words. <input type="checkbox"/>	A few uneven spacing between letters or words. <input type="checkbox"/>	Even spacing between letters and words. <input type="checkbox"/>
Neatness Handwriting shows evidence of time and effort.	Many erasures, cross outs and work is not aligned within margin. <input type="checkbox"/>	Several erasures, cross outs and work is rarely aligned within margin. <input type="checkbox"/>	Few erasures, cross outs and work is usually aligned within margin. <input type="checkbox"/>	Hardly any erasures, cross outs and work is always aligned within margin. <input type="checkbox"/>

Your child's competency level in Penmanship: **Beginning** **Developing**
Competent **Accomplished**





Supporting Your Child

- *How you can support your child*
- *Resources that you can access*

Supporting Your Child

1. Prepare all the books and learning materials that are required.

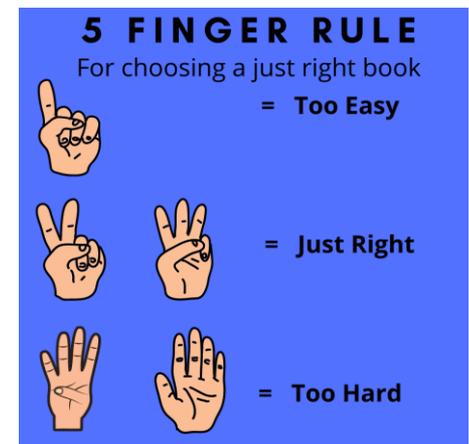
- STELLAR Handwriting
- Spelling Exercise Book
- 1 Jotter Book (Reading Journal)
- 1 EL File
- **1 Storybook (for Morning Assembly – Silent Reading)**



Supporting Your Child

2. Build a love for reading. :)

- Start them young;
- Building an environment conducive for reading – access to books, NLB membership, NLB app and Libby app;
- Helping them to find the right book (i.e. How do we help them pick the right book?)



How to select the right books?

5 FINGER RULE

What To Do: Pick a book. Open the book to any page. Put one finger up for each word you don't know.

- 0-1 Too Easy
- 1-2 Perfect Choice
- 3-4 Give It A Try
- 5+ Too Hard



Supporting Your Child

3. Structure time at home to revise work done in English Language Class. **Dolch Word List (Sight words)** will be given in Term 1.

**Sight Words
Level 1**

Name: _____ Class: P _____

Tick (✓) the words read correctly. Total number of words: **40**

B:Buddy support **P:**Parent support

	B	P		B	P		B	P		B	P		B	P
a			I			is			to			up		
it			go			in			me			we		
my			the			one			big			you		
can			not			and			for			see		
two			run			red			play			look		
blue			find			help			here			come		
down			make			said			away			three		
jump			little			where			funny			yellow		

These are sight words that occur frequently in children's books.

**Sight Words
Level 2**

Name: _____ Class: P _____

Tick (✓) the words read correctly. Total number of words: **52**

B:Buddy support **P:**Parent support

	B	P		B	P		B	P		B	P		B	P
be			he			so			on			at		
no			too			do			did			eat		
am			she			all			are			but		
say			yes			ran			out			get		
will			ate			now			saw			who		
was			our			new			this			well		
into			like			four			have			good		
soon			that			want			came			must		
ride			with			what			they			under		
went			there			white			black			brown		
please			pretty											

Supporting Your Child

3. Structure time at home to revise work done in English Language Class.

- Spelling begins in **Term 2**.
- EL spelling will be conducted on every **Tuesday**.



**Tips for
Stress-Free Spelling**

1

Break it down!
Syllabicate



**Tips for
Stress-Free Spelling**

Syllabication

Syllabication involves breaking apart words into syllables in order to read the words accurately.

pencil



pen - cil



butterfly



but - ter - fly

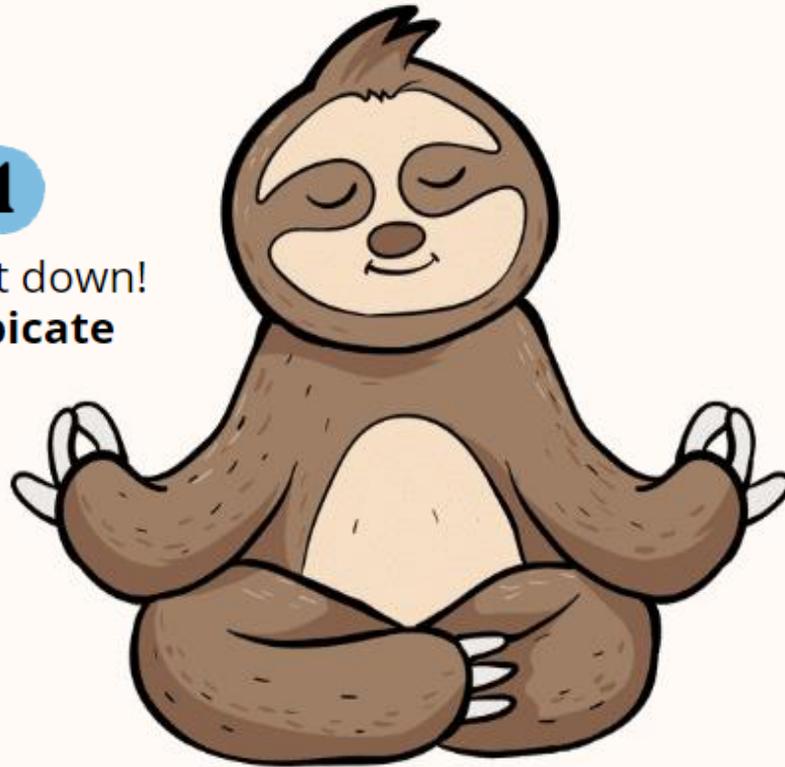


2

Recognise
the pattern

1

Break it down!
Syllabicate



**Tips for
Stress-Free Spelling**

Recognise the Pattern

- Identifying patterns in spelling helps children gain the confidence to build vocabulary and reading skills.

cat

cake

bat

bake

mat

bake

2

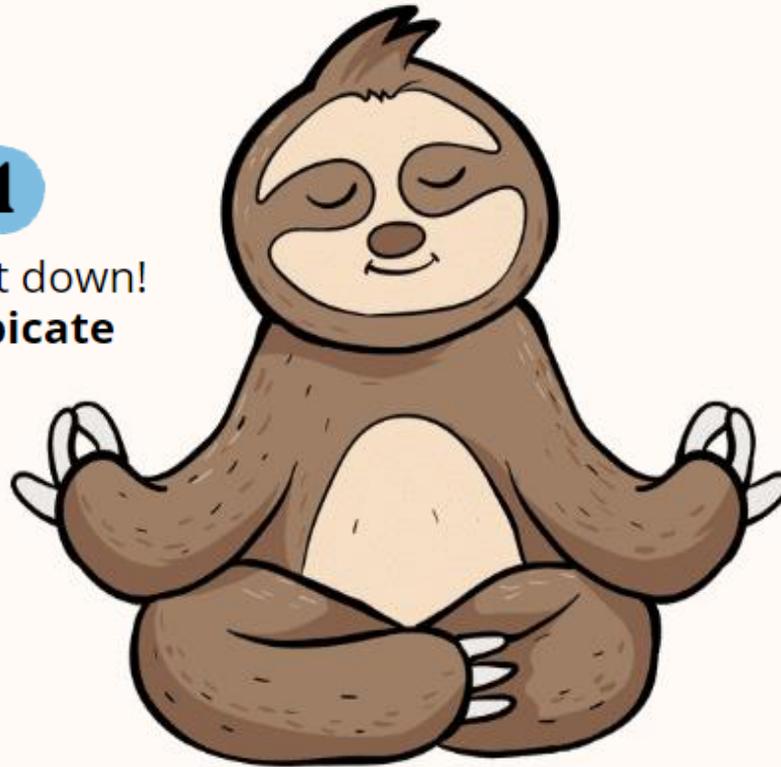
Recognise
the pattern

3

Practise and play lots
of spelling 'games'
on SLS

1

Break it down!
Syllabicate



**Tips for
Stress-Free Spelling**

Practise and Play Spelling 'Games' on SLS

The SLS package is usually assigned from Thursday onwards so that students have time to practise over the weekend before.



1 **Let's Reread the Story Book!** Optional

[Read Along!](#)
Let's watch the video and read the story along.

A video player interface showing a book cover titled 'Ants In A Hurry' by Stella F. Young. The cover features two ants, one wearing a yellow hard hat and the other a purple hat, standing on a path. The video player has a play button in the center and a progress bar at the bottom showing 02:39. The file name 'ants_in_a_hurry.mp4' is visible at the bottom left.

ants_in_a_hurry.mp4

2 **Know your Vocabulary!** Optional

[Click](#) on the Powerpoint Slide below to get yourself familiar with the keywords you read in the book earlier.

A button to download a Powerpoint slide titled 'ANTS_IN_A_HURRY_-_Vocabulary.pptx'. The button includes a PDF icon, the filename, and star and download icons.

ANTS_IN_A_HURRY_-_Vocabulary.pptx

[Read Less](#)

Practise and Play Spelling 'Games' on SLS

Let's play a quick game with a resource prepared by our teachers. Pick a game to try. You have 3 minutes.



Game 1
Word Search



Game 2
Anagram

2

Recognise
the pattern

3

Practise and play lots
of spelling 'games'
on SLS

1

Break it down!
Syllabicate

4

Look-Say-
Cover-Write-
Check



**Tips for
Stress-Free Spelling**

Look-Say-Cover-Write-Check

Name: _____

Date: _____



Look



Say



Cover



Write



Check

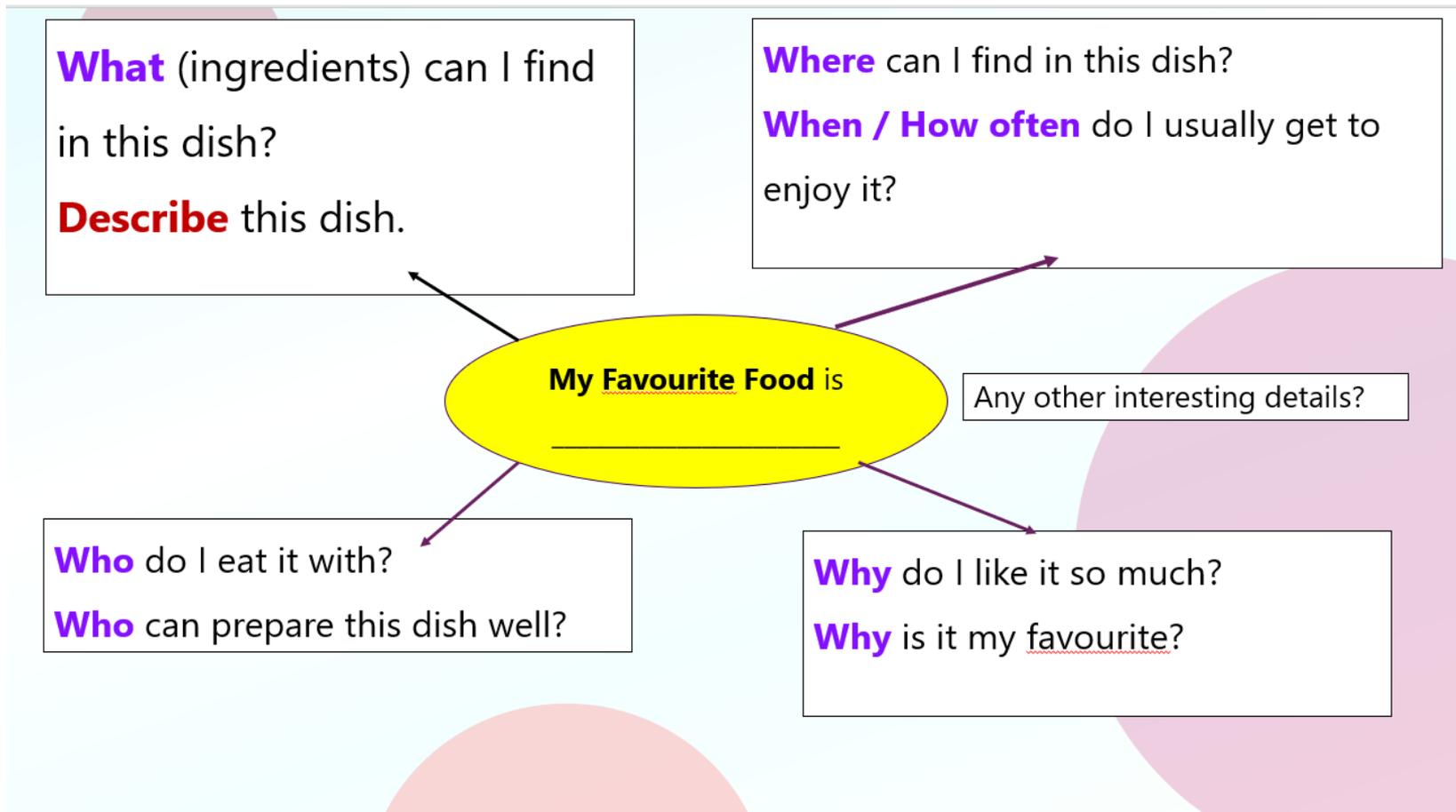
+

Picture	Word	1 st try	2 nd try	3 rd try
	drinks	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
	gobbles	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
	running	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
	sitting	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
	playing	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
	laying	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

□

Supporting Your Child

4. Encourage your child to share their thoughts, hobbies and favourite things using 5W1H (i.e.).





Primary 1 Programmes

Key EL Programmes to Support Language Acquisition

Primary 1 & 2 Programmes

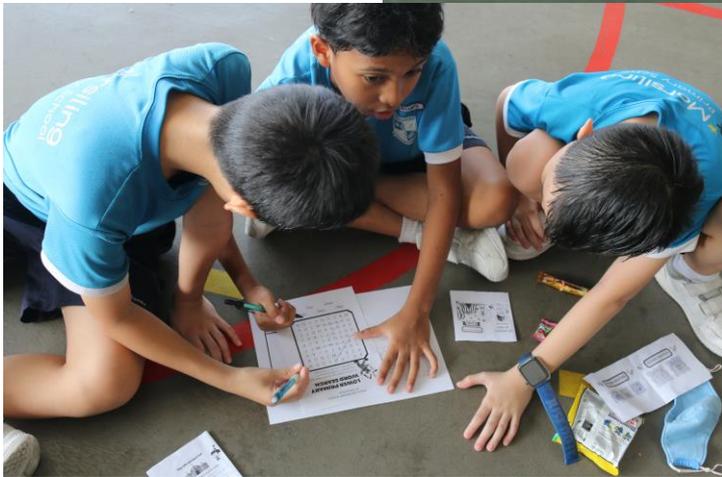
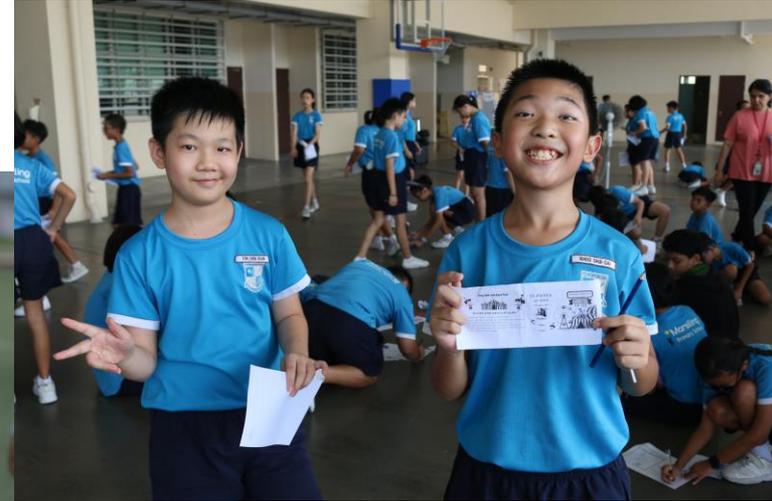


**P1 Choral Reading
P2 Readers' Theatre**



**Sustained Silent Reading,
Lower Primary Graded Readers,
Online Reading Programme,
KidsREAD**

EL Fiesta



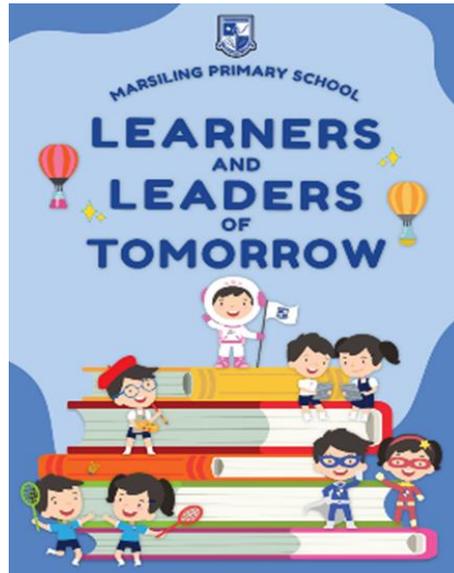
Joy of Learning



**Making Thinking Visible
Learning Space
Lights, Camera, Action!
Sparks Studio**

Any Questions?

For EL matters, you may contact us via e-mail:
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*Let's work together in the next 6 years
to bring out the best in your child!*



Thank You

#teamMPS

