

Primary 1
English Language
Curriculum Briefing



Punggol View Primary School

ENGLISH CURRICULAR GOAL



***Confident Effective &
Empathetic Communicators***

Curricular Goal

Confident Effective & Empathetic Communicators

strong foundation & proficiency in the EL

communicate confidently, effectively & empathetically in Standard EL for different purposes, audiences & contexts

Areas of language learning our students will be developed in to achieve curricular goal

Listening

Reading

Speaking

Writing

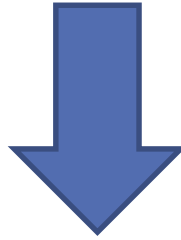
Language
Use

Our Focus

| P1 – P3a Learn to Read | P3b – P6 Read to Learn |
|--|---|
| <ul style="list-style-type: none">• Building a strong foundation in listening, reading, speaking, writing & language use skills• Emphasising on oral communication (listening, speaking skills)• Developing learning to read strategies (e.g. phonemic awareness)• Nurturing a love and enjoyment of the English Language | <ul style="list-style-type: none">• Building upon the strong foundation in listening, reading, speaking, writing & language use skills to extend learning• Emphasising on oral & written communication• Developing reading to learn strategies (e.g. comprehension skills without visual aids)• Nurturing a love and enjoyment of the English Language |

The Curriculum

We support our students in their learning through the use of
'Strategies for English Language Learning And Reading (STELLAR)



Students are engaged in meaningful learning experiences to promote language learning through the STELLAR 2.0 curriculum

The Curriculum



How do we know your children have learnt?

Primary 1 EL – Nurturing the Whole Child

Listening & Viewing

- Phonemic Awareness
- Comprehension

Pencil & Paper

Reading & Viewing

- Running Record
- Reading Aloud

Performance Task

Speaking & Representing

- Show & Tell
- Stimulus-based Conversation

Performance Task

Writing & Representing

- Penmanship
- Composition based on an experience/prob-solution

Pencil & Paper

Language Use (Vocabulary, Grammar & Comprehension)

Listening & Viewing

Learning Outcome

- Listen attentively and follow simple instructions

Teaching Process

- Explicit Teaching of Phonics through Big Book Reading
- Singing of Tuning-In Songs and Following Instructions
- Listening and responding to teachers questions during Big Book Reading

Unit 5

Walking Through the Jungle (Fiction)

Initial consonants:

/l/ (voiced)

/n/

/w/

Initial consonants :

/l/ (voiced)

lollipop



Initial consonants :

/w/

worm



Tuning-In Songs

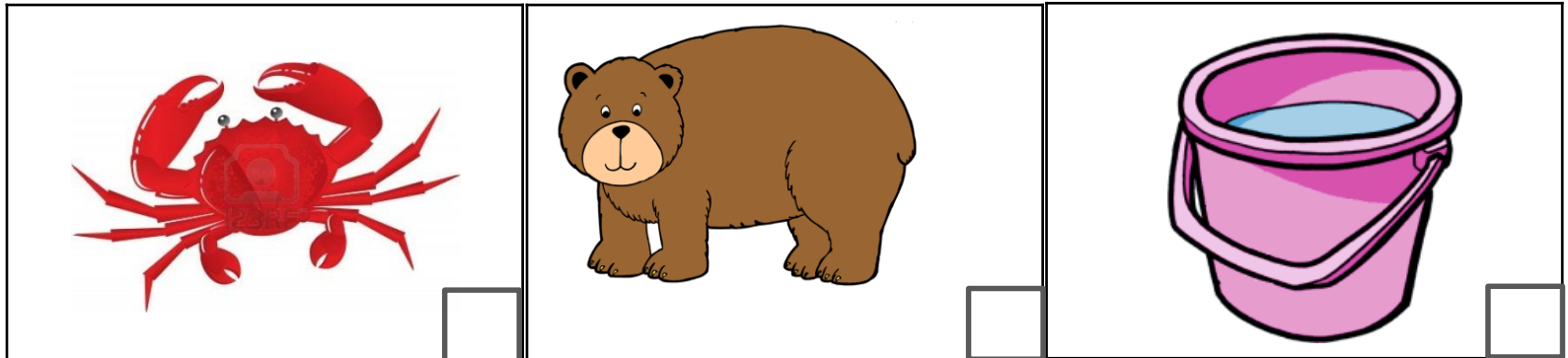


Listening & Viewing

Phonemic Awareness

- pupil's ability to recognise letter sounds

Example 1



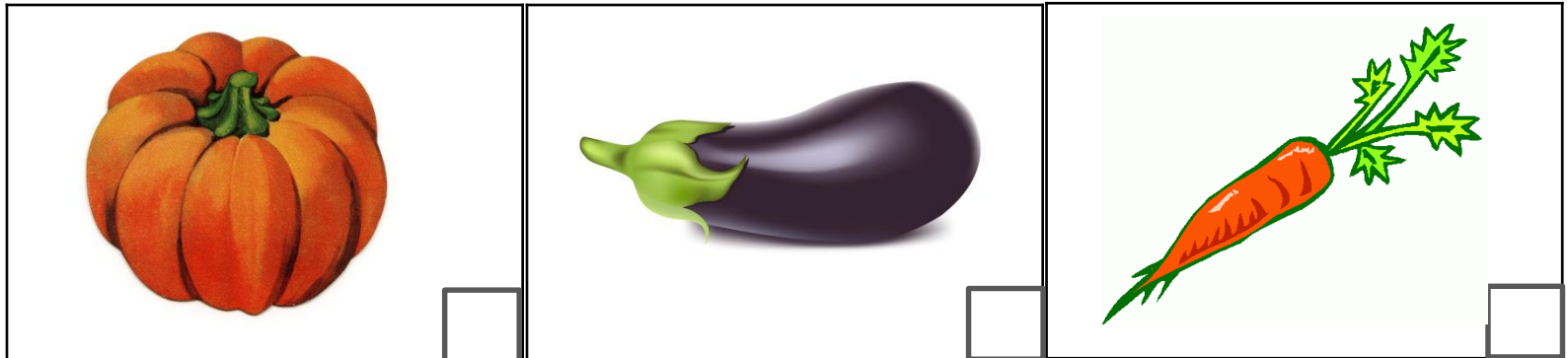
Which of the following objects has the same **beginning** /b/ sound as in 'bus'? Is it 'crab', 'bear' or 'pail'?

Listening & Viewing

Phonemic Awareness

- pupil's ability to recognise letter sounds

Example 2



This vegetable has the same **ending** sound as /t/ as in bat. Is it 'pumpkin', 'brinjal' or 'carrot'?

Listening & Viewing

Comprehension

- pupil's ability to listen for specific information – note details, follow instructions, make inference

Picture Matching – Specific information



The children are playing on the slide.

Listening & Viewing

Comprehension

- pupil's ability to listen for specific information – note details, follow instructions, make inference

Following Instructions



Examples

1. Cross out the smaller bird.
2. Colour the ball yellow.

Reading & Viewing

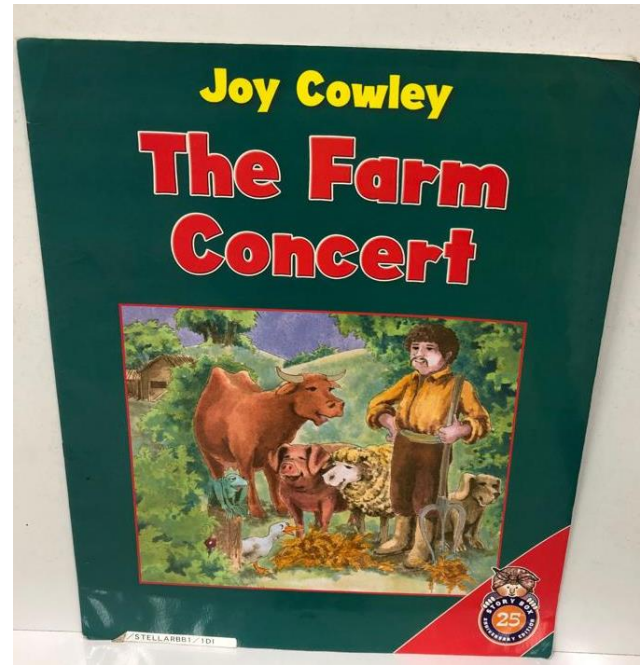
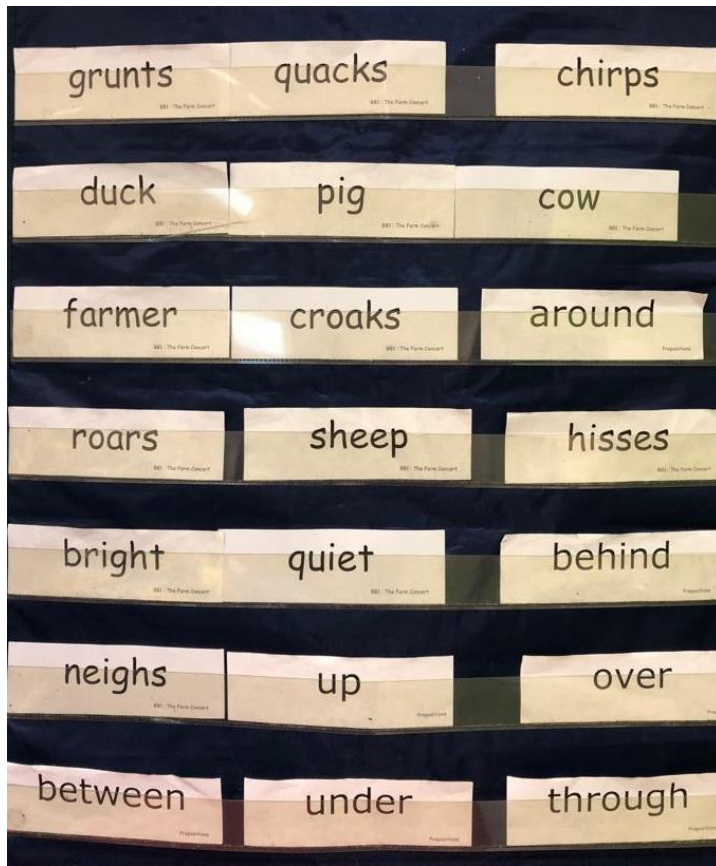
Learning Outcome

- Demonstrate basic word recognition skills
- Read aloud with accuracy fluency and expression

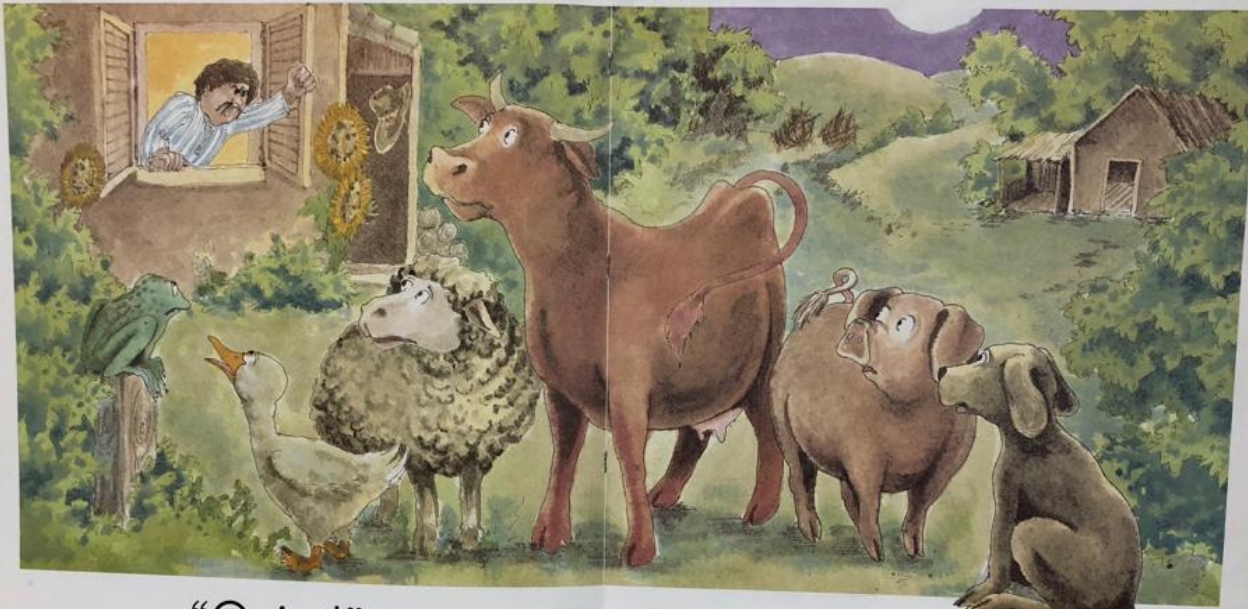
Teaching Process

- Use of flash cards pertaining to the unit and constant revision of words
- Reading and re-reading of Big Books
- Teacher Modelling reading aloud
- Songs and Nursery Rhymes

Reading & Viewing



Reading & Viewing



"Quiet!"
yelled the farmer.

"I can't sleep."

Reading & Viewing



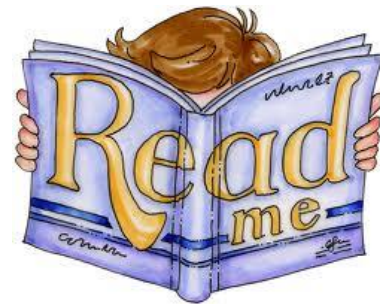
Reading & Viewing



Reading & Viewing

Running Record

- pupil's ability to read target vocabulary taught from the Big Books, accurately.



Reading & Viewing



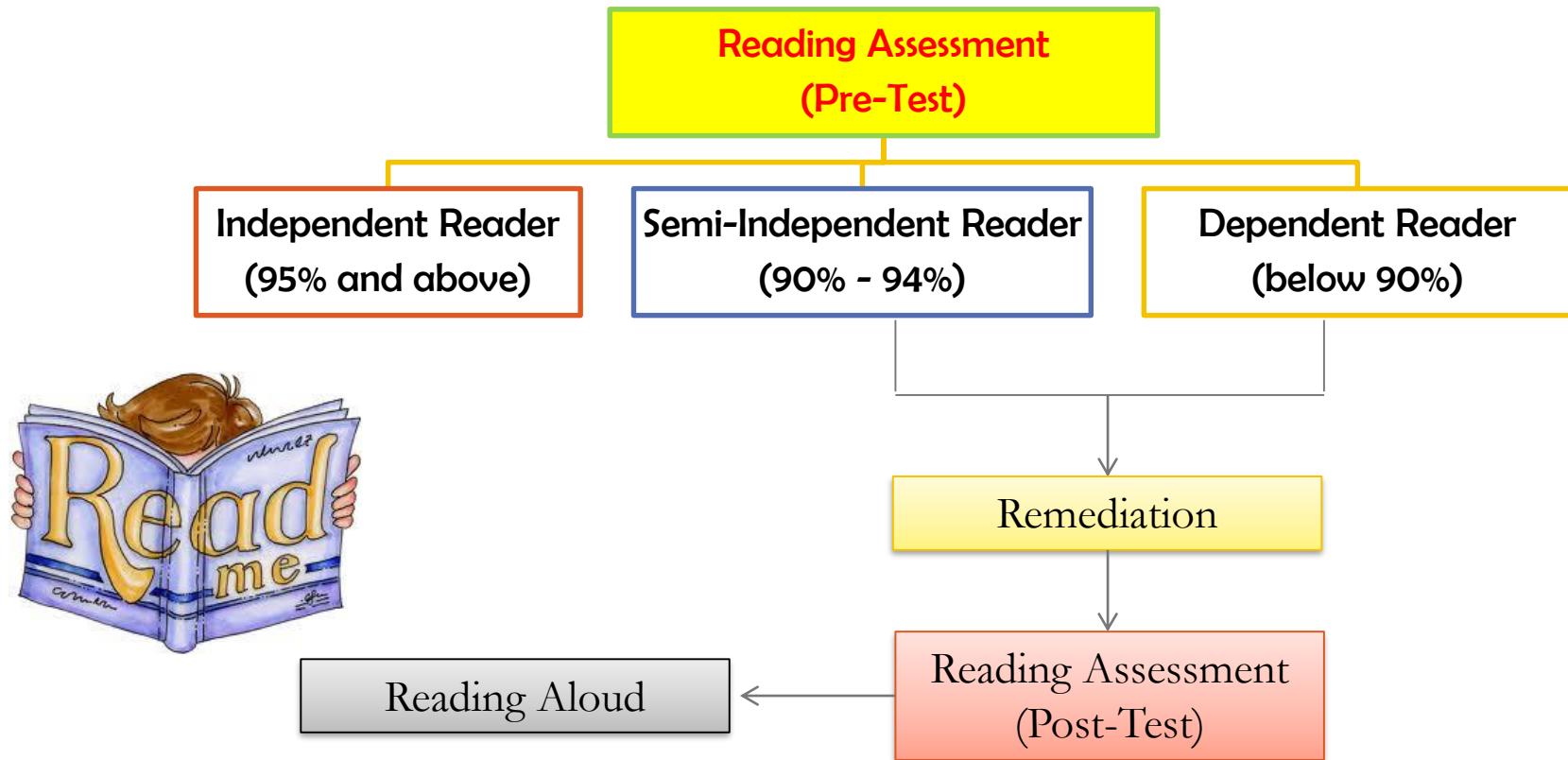
Punggol View Primary School
English Language
Running Record Term 1

Name of Pupil: _____ () Date: _____

Class: 1 _____

| No | Words | Pre-Test | Post-Test |
|----|-------|----------|-----------|
| 1 | the | | |
| 2 | into | | |
| 3 | over | | |
| 4 | get | | |
| 5 | not | | |
| 6 | can | | |
| 7 | can't | | |
| 8 | don't | | |
| 9 | away | | |
| 10 | sheep | | |

Running Record



Reading & Viewing

Reading Aloud

- pupil's ability to read a familiar book accurately with expression & fluency

Once there was a hungry giant. "I want some bread!" roared the giant. "Get me some bread, or I'll hit you with my bommy-knocker."

About 100 words – adapted from a familiar big book that contains the target vocabulary taught

Reading & Viewing Rubrics

| Standard Criteria | ★★★★★ | ★★★★ | ★★★ | ★ |
|----------------------|--|--|---|--|
| Pronunciation | <input type="checkbox"/> Clear and consistently good pronunciation | <input type="checkbox"/> Generally clear pronunciation, with a few errors that do not affect understanding (end consonants, mispronunciation) | <input type="checkbox"/> Clear pronunciation in some instances <input type="checkbox"/> Several words mispronounced, affecting understanding (end consonants, mispronunciation) | <input type="checkbox"/> Mispronunciation or skipping of most words |
| Fluency | <input type="checkbox"/> Fluent reading without hesitations | <input type="checkbox"/> Generally smooth reading with some hesitations | <input type="checkbox"/> Slow and hesitant reading <input type="checkbox"/> Inappropriate pacing (reads quickly and does not pause at the punctuation marks) | <input type="checkbox"/> Very slow and jerky reading of words, syllable by syllable <input type="checkbox"/> many words skipped |
| Expression | <input type="checkbox"/> Appropriate changes in voice pitch/expression that convey meaning | <input type="checkbox"/> Appropriate changes in voice pitch/expression that convey meaning in most instances | <input type="checkbox"/> Reads with changes in voice pitch/expression that may not match the text meaning <input type="checkbox"/> Alternates between reading monotonously and reading with expression | <input type="checkbox"/> Reads in a monotonous voice |

Remarks: _____

Speaking & Representing

Learning Outcome

- Speak clearly and fluently to express opinions, feelings and thoughts on a given topic

Teaching Process

- Teacher modelling
- Sharing of opinions during Big Book Reading
- Daily sharing by at least 3 students per day – learning from peers

Speaking & Representing

Show & Tell

- Pupil's ability to present information & ideas

Sharing of
Rubrics and
Teacher
Modelling

Sharing of
speaking
structure with
guided
questions
Practice 1

Practice 2
(Selected
Students)

Practice 3

Speaking & Representing

Question Words – 5W 1H



Speaking & Representing

Show and Tell Structure

✓ Step 1 – Greetings

Good morning Miss Li and friends. My name is Peter. Today, I am going to share with you about my favourite animal.

✓ Step 2 – Talk about the topic

✓ Step 3 – Thank the audience

Thank you, Miss Li and friends for listening attentively to me. I hope you enjoyed my presentation.

Show and Tell

Teacher's Modelling



Speaking & Representing

My Favourite Ice Cream

- 1) **What** is your favourite ice cream?
- 2) **Describe** your favourite ice cream. **How** does it look like and taste?
- 3) **Who** prepares your favourite ice cream for you?
- 4) **Where** do you buy your favourite ice cream?
- 5) **When** do you eat your favourite ice cream?
- 6) **How** often do you eat your favourite cream?
- 7) **Why** do you like it?
- 8) **Who** would you like to share your favourite ice cream with?



Speaking & Representing Rubrics

| Standard Criteria | Achieved mastery | Got it | Getting there | Starting out |
|---|--|--|--|---|
| Content | <input type="checkbox"/> I can share ideas using the 5W 1H guiding questions on my own <input type="checkbox"/> I can elaborate on my ideas | <input type="checkbox"/> I can share ideas using the 5W 1H guiding questions on my own <input type="checkbox"/> I can elaborate on some of my ideas | <input type="checkbox"/> I can share ideas using the 5W 1H guiding questions on my own <input type="checkbox"/> I can share ideas using the 5W 1H guiding questions with some help from my teacher | <input type="checkbox"/> I need help from my teacher to ask me the 5W 1H questions before I can share my ideas <input type="checkbox"/> I am not able to share my ideas even after my teacher helps me |
| Confidence • Eye Contact • Body Posture | I have very good body language = I look confident and relaxed = I establish eye contact with the audience <i>all the time</i> | I have good body language = I look confident and relaxed = I establish eye contact with the audience <i>most of the time</i> | I have fairly good body language <input type="checkbox"/> I alternate between standing up straight and occasional slouching, <input type="checkbox"/> I establish eye contact with the audience <i>some of the time</i> | I have poor body language <input type="checkbox"/> I slouch <input type="checkbox"/> I do not establish eye contact with the audience <i>most of the time</i> |
| Projection of Voice | <input type="checkbox"/> My voice is loud enough to be heard by the audience all the time | <input type="checkbox"/> My voice is loud enough to be heard by the audience most of the time | <input type="checkbox"/> My voice is only loud enough to be heard by the audience some of the time | <input type="checkbox"/> My voice is too soft and is only audible to the audience in the front row or not at all |
| Clarity of Speech | <input type="checkbox"/> I pronounce all words clearly all the time | I pronounce words clearly most of the time <input type="checkbox"/> I mispronounce a few words which do not affect understanding <input type="checkbox"/> I mispronounce a few words that affect understanding | I pronounce words clearly some of the time <input type="checkbox"/> I mispronounce some words which do not affect understanding <input type="checkbox"/> I mispronounce some words that affect understanding | <input type="checkbox"/> I often slur, mumble or cannot be understood <input type="checkbox"/> I mispronounce many words that affect understanding |
| Language | <input type="checkbox"/> Speaks in complete sentences with the correct language structures all the time | <input type="checkbox"/> Speaks in complete sentences with the correct language structures most of the time | <input type="checkbox"/> Speaks in complete sentences with the correct language structures some of the time | <input type="checkbox"/> Seldom speaks in complete sentences |

Speaking & Representing



Speaking & Representing

A-R-E Structure

A

Answer the
question

R

Give a
Reason

E

Elaborate
on your
answer



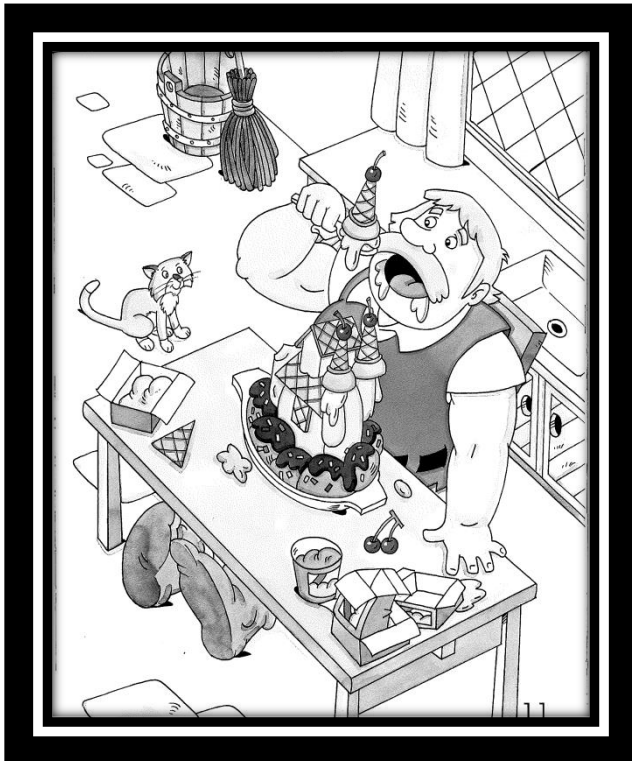
Speaking & Representing

Stimulus-based Conversation

- pupil's ability to talk about an experience or an activity related to one of the MLEA lessons

Suggested Prompts

1. What can you see in the picture
2. What is the Giant doing?
3. What do you think the cat will do?
4. Do you think the Giant should eat so much ice cream? Why do you say so?
5. Do you like eating ice-cream? Why/Why not?
6. What kind of ice cream do you like?
7. Tell me about the time you made ice-cream in your class.



Speaking & Representing Rubrics

Title: _____

| Standard Criteria | ★★★★★ | ★★★ | ★★ | ★ |
|---|--|--|---|---|
| Responding to Questions | <ul style="list-style-type: none"> □ all questions without the need of additional prompts | <ul style="list-style-type: none"> □ most or all questions with prompts | <ul style="list-style-type: none"> □ some questions with/without prompts | <ul style="list-style-type: none"> □ hardly answers even with repeated prompting |
| Elaborating on Ideas with a Logical Personal Response | <ul style="list-style-type: none"> □ expresses ideas fluently and elaborates on them □ supports logical personal responses with elaboration | <ul style="list-style-type: none"> □ expresses ideas with some elaboration □ supports logical personal responses with some elaboration | <ul style="list-style-type: none"> □ expresses ideas with simple statements and/or a few monosyllabic responses □ supports logical personal responses when prompted with simple statements and/or monosyllabic responses | <ul style="list-style-type: none"> □ monosyllabic responses even with repeated prompting □ personal responses are illogical |
| Using Language | <ul style="list-style-type: none"> □ speaks in complete sentences with the correct language structures all the time | <ul style="list-style-type: none"> □ speaks in complete sentences with the correct language structures most of the time | <ul style="list-style-type: none"> □ speaks in complete sentences with the correct language structures some of the time | <ul style="list-style-type: none"> □ hardly speaks in complete sentences |

Remarks: _____

Writing & Representing

Learning Outcomes

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

Teaching Process

- Stellar Handwriting book
- Daily practices

Writing & Representing

Penmanship

- pupil's writing readiness and penmanship to write accurately & fluently in print



Penmanship



Class : Primary 1 _____

Date : _____

Molly Mouse ate a
whole cake for breakfast.
She ate some purple plums
for lunch and a tub of
ice cream for dinner. She
ate too much! Her stomach
is so big now. She is
stuck in the doorway of
her house. Help!

Name : _____

Class : Primary 1 _____

Parent's signature : _____

| | |
|------------------|-------|
| Spacing | / |
| Any other errors | _____ |

M

w

S

f

i

a

i

s

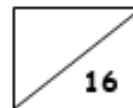
h

Penmanship



| Criteria | Where Am I Now? | | | |
|----------------------|---|--|---|---|
| Letter Formation | All my letters are formed correctly | Most of my letters are formed correctly | Some of my letters are formed correctly | Few or none of my letters are formed correctly |
| Relationship to Line | All my letters are on the lines | Most of my letters are on the line | Some of my letters are on the lines | Few or none of my letters are on the lines |
| Spacing | My letters and words are always spaced properly | My letters and words are usually spaced properly | My letters and words are sometimes spaced properly | My letters and words are seldom spaced properly. |
| Neatness | There are no visible marks or smudges on my paper. | There are a few visible marks or smudges on my paper. | There are some visible marks or smudges on my paper. | There are many visible marks or smudges on my paper. |

| Mark Range | Descriptor |
|-------------|------------------|
| 14 - 16 | Achieved Mastery |
| 12 - 13 | Got it |
| 8 - 11 | Getting There |
| 7 and below | Starting Out |



Writing & Representing

Learning Outcomes

- Write a simple paragraph to recount appropriately sequenced events

Teaching Process

- Teacher Modelling
- PWIM
- Provide real life experiences

Writing & Representing

Composition



- pupil's ability to write a story based on an MLEA experience

- Content
- Grammar
- Vocabulary

- Class Writing
- Group Writing
- Individual Writing


Gradual Release
of
Responsibility

Leading Students to write independently

Writing & Representing

15 January 2019 Tuesday

The Farm Concert



curly hair

lamp

moustache

pyjamas

book

blanket

window

bed

The farmer looks angry.
He shuts his ears.
He cannot sleep.
The animals are noisy.

Writing & Representing

Providing the Experience



Leading Students to write
independently



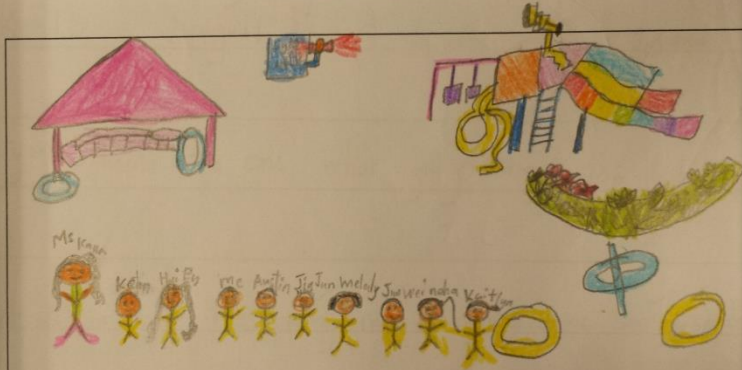


Providing the Experience

Writing & Representing

Unit: 20 - Shark in The Park

A Day at the Park



Unit: 20 - Shark in The Park

A Day at the Park



On Friday, I went to the park with my parents. I saw a duck with yellow feathers and fluffy white feathers, red roses at the lovely clouds. After looking at the lovely views, we stopped at the picnic table to have a picnic. We ate juicy apples, yellow bananas and took a taxi back home. I felt very happy.

Planning & writing their story based on guiding questions

Writing & Representing



Family
Interaction
Time



Sakura prawn egg fried rice with chicken wings



Language Use (Vocabulary, Grammar & Comprehension)

Written Paper

- Grammar
- Vocabulary
- Comprehension

1. Jane was hungry _____ she ate a sandwich.

(1) so

(2) or

(3) and

()

Language Use (Vocabulary, Grammar & Comprehension)

On Monday, John and his family visited a goat farm. They were very excited. They saw many goats on farm. There were big goats and small goats. The goats lived in pens. They were eating dried grass.

Answer the following questions:

1. When did John and his family visit a goat farm?

They _____.

2. What did they see?

They _____.

Language Use (Vocabulary, Grammar & Comprehension)

Tim and Jane went to the park. They did many things at the park. “Let’s play hide-and-seek,” said Jane. But Tim decided that they should play on the swings first. Jane agreed. Next they played hide-and seek. Before they went home, they flew a colourful kite. Then they went to the coffee shop to have their lunch. They had a fun day out.

| | |
|--|----------------------------|
| | They flew a kite. |
| | They played hide-and-seek. |
| | They sat on the swings. |

Primary 1 EL Holistic Assessment

Listening & Viewing

- Phonemic Awareness
- Comprehension

Pencil & Paper

Reading & Viewing

- Running Record
- Reading Aloud

Performance Task

Speaking & Representing

- Show & Tell
- Stimulus-based Conversation

Performance Task

Writing & Representing

- Penmanship
- Composition based on an experience

Pencil & Paper

Language Use (Vocabulary, Grammar & Comprehension)