

2018 Primary 1 English Curriculum Briefing

- Haig Girls' EL Learning Journey

Passion



discipline



Join us by knowing more about:

- **our Departmental Vision and Mission**
- **more about EL Learning @HGS**
- **how you can support your child/ward & us**



Our Vision:

Every Haig Girl a confident, creative and effective communicator.

Our Mission:

To develop learners who are able to use the English Language effectively as a means *to explore and understand the world*, and as a tool *to express themselves*, thus *contributing meaningfully to the society*.

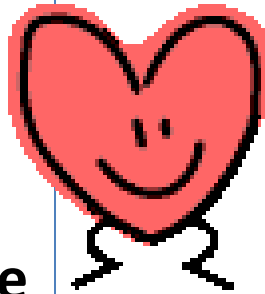


What we do in Haig Girls to make this vision a reality

Primary 1:

Programmes and Activities to build

- a **love** for the language
- a **strong foundation** for the learning of the core language skills



Primary 2 to 6:

- Well-designed curriculum and programmes to enable progressive **mastery** of the core language skills
- Platforms for our students to present their views **critically** and express themselves **creatively** through the language arts



Key Aspects of Language Learning:

(1) Our National Approach:

STELLAR

**STRATEGIES for ENGLISH LANGUAGE LEARNING
AND READING**

The STELLAR Vision:

To develop learners who **love reading and have a strong foundation** in the English Language.



What is STELLAR about?

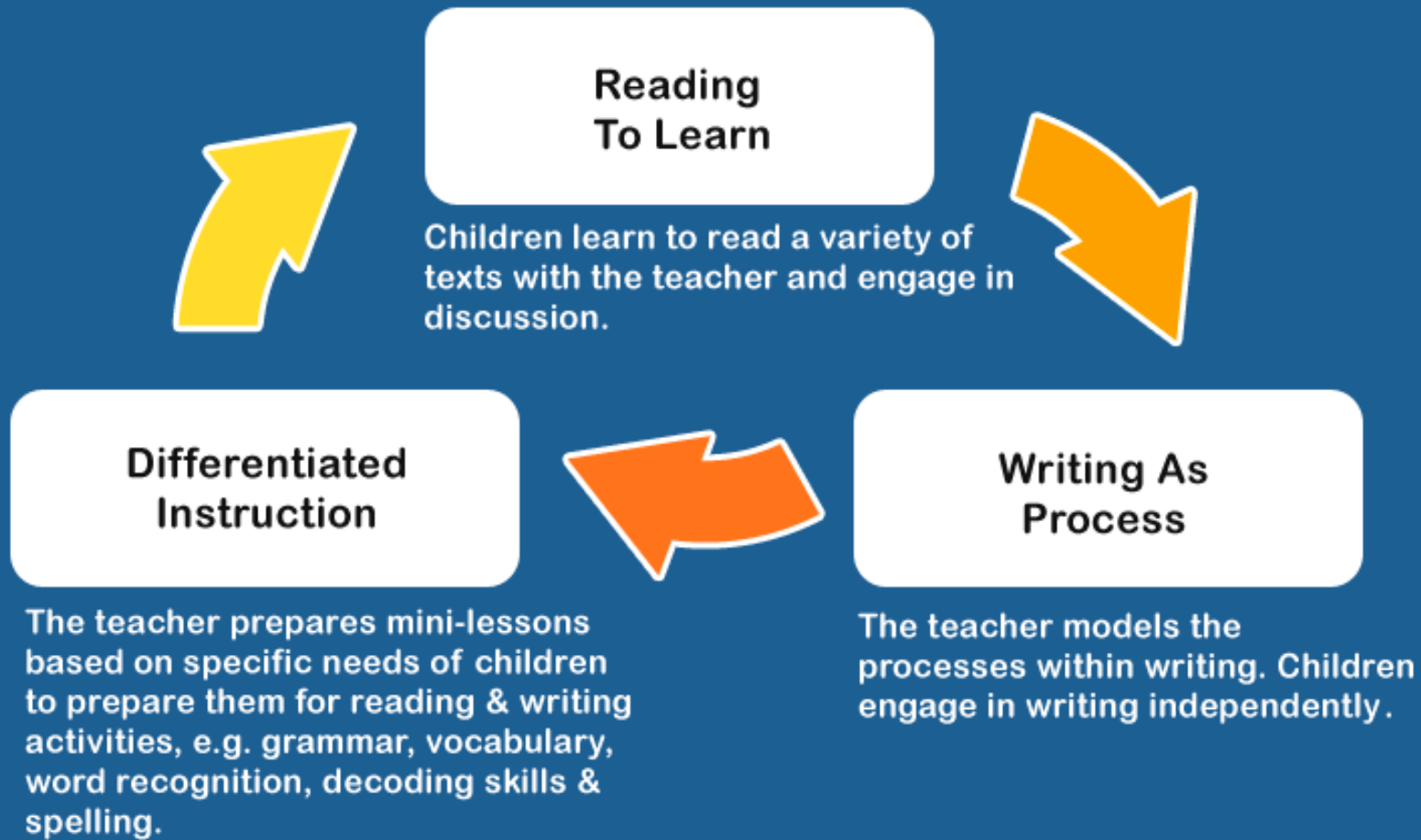
Strategies for English Language Learning and Reading

STELLAR at Lower Primary



What is STELLAR about?

STELLAR at Upper Primary



Key Aspects of Language Learning:

(2) Developing Oral Competence

P1-2:

Show and Tell, Retelling, Reading Aloud & Stimulus-based Conversation

P3-4:

Oral presentation on a given topic, Reading Aloud & Stimulus-based Conversation

P5-6:

Oral Presentation on a personal stand made (Pupils argue for and against a simple case and respond to rebuttals) ;
Reading Aloud & Stimulus-based Conversation

P1 & P2 Show and Tell (An example)



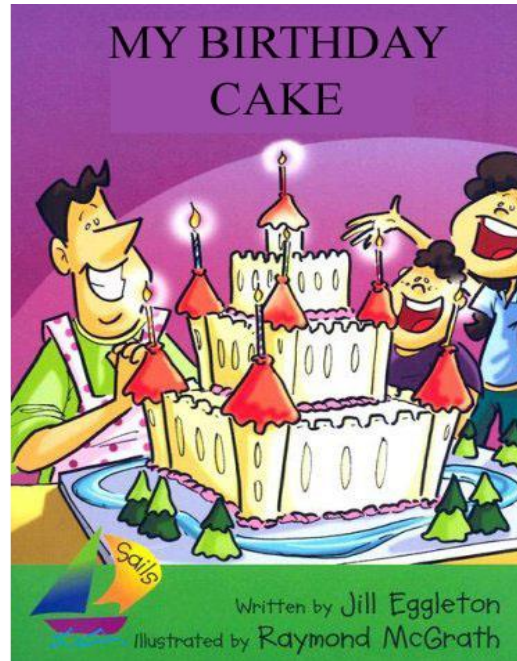
My Favourite Thing

Prompts:

Tell us:

- (a) What you have brought to class today
 - Describe the item
- (b) Why you like it so much
 - Tell us two reasons
- (c) Whom you would like to share it with
 - Tell us why

P1 & P2 Stimulus-Based Conversation (An example)



Prompts:

- (a) This is the cover of a storybook. What do you think the story is about?
- What do you think will happen at the end of the story?
- (b) Do you like to celebrate your birthday?
- Why?
- (c) Think of someone you love. What do you think is the best birthday present you can give to the person?
- Why?

A sample of P3/4 Stimulus-Based Conversation



(a) Look at the picture. These are special days for us to remember special people. Which of these special days do you celebrate?

- How do you celebrate them?

(b) There are many other people besides parents, teachers and nurses who are also special to you. Who are they and how do you show them you appreciate them?

- Why are they special to you?

(c) Mother's Day, Father's Day and Teacher's Day allow you to show your appreciation on a special day for the good things they have done for you.

- Should you be thankful only on that special day or do you think you should remember to be thankful every day? Why?

Key Aspects of Language Learning:

(3) Developing Listening Skills

- Listen for Details
- Follow Instructions
- Listen and make meaning (Inferential Questions)
- Recognise beginning and ending sounds, rhyming words

Our students learn these skills through the use of the Listening Comprehension Booklets, Learning Centre Activities and listening tests.



Developing Writing Competence:

(4) Developing Writing Competence

Term 1:

1. Story Sequencing
2. Story Matching
3. Journal Writing (E.g. My First Day of School, My School, My Friends, My Family etc.)

Term 2 to Term 4:

Writing based on 4 pictures with helping words and guiding questions.

Examples:

Term 2 – (A Story-Telling Competition, A Lesson To Be Learned)

Term 3 – (A Lost Pet, A Visit to the dental clinic)

Term 4 – (An Accident)

Key Aspects of Language Learning:

(4) Developing Writing Competence

Term 1: Journal Writing

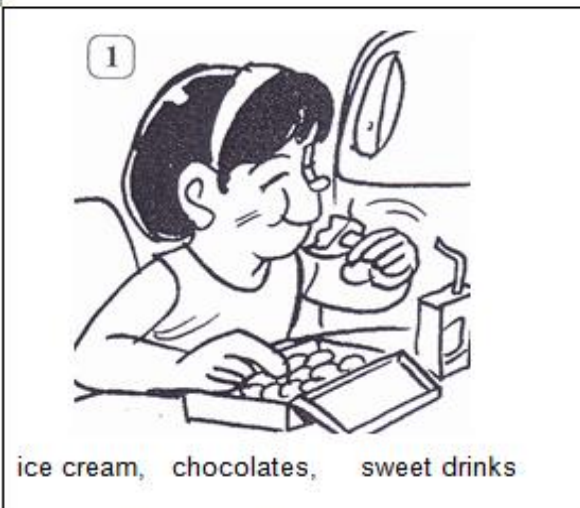
My Favourite Place in school

My favourite place in school is the

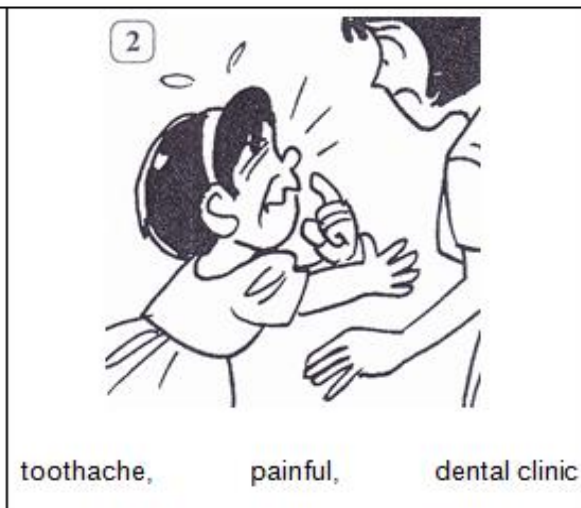


A Visit To The Dental Clinic

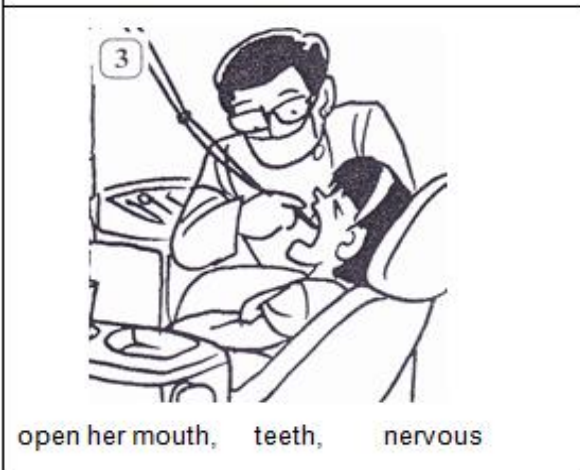
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ice cream, chocolates, sweet drinks



toothache, painful, dental clinic



open her mouth, teeth, nervous



take good care, |
brush her teeth regularly, avoid



1	Who was the girl? What was she doing? How did she feel?	2	What happened to the girl? Who did she go to? Where did her mother take her to?
3	What did the dentist ask her to do? What did the dentist do? How did she feel?	4	What did the dentist advise her? What lesson did the girl learn?



Developing Writing Competence:

P1/2

P1 to P2: A Gradual Progression in Learning

- Continuous familiarization with the structure of narratives
- Introducing elements of interest
- Self and peer assessment to reflect on one's thinking and progress
- Critique others' viewpoints



Developing Writing Competence:

P3/4

Continuous writing

- 3 pictures with 8 helping words on a given theme
- story should be based on at least 1 of the pictures

P5/6

Continuous Writing

- 3 pictures related to a given theme
- Use at least one picture; not necessary to use all 3 pictures
- 2 helping questions



Key Aspects of Language Learning:

(5) Developing Reading and Comprehension Competence

Comprehension Packages designed at every level to ensure progressive development over the years:

P1-2:

- Inferential Skills
- Answering 5 Ws and 1 H questions – What, When, Who, Why, Where & How.

P3-6:

- Strategies (e.g. Questioning techniques, Use of drawings , Dramatisation etc.)
- to enable the pupils to ask critical questions and appreciate the intention of the writer
- to appreciate the Big Ideas in a passage and see beyond the obvious

Key Aspects of Language Learning:

(6) Learning Grammar and Vocabulary

- **14 STELLAR Units**
 - Learning grammar and vocabulary through the reading of 14 Big Books
- **Grammar and Vocabulary Worksheets to support their learning**



Assessments (Weighted & Non-weighted)

Holistic Assessment of the child's learning:

Term 2:

- Show and Tell
- Mini Test 1

Term 3:

- Mini Test 2

Term 4:

- Oral, Writing, Listening Comprehension & Spelling Tests
- Mini Test 3



What Parents and Guardians Can Do to Support their Child/Ward in their learning?

Conducive Environment & readily available resources

– help your child/ward learn English by providing English language reading materials at home.

Activate child's interest

– show your child/ward that you believe learning English is both enjoyable and useful in your daily life.

Role models

– read and write often in front of your child/ward.

Understanding

– Effective language learning requires frequent exposure to listening, speaking, reading and writing opportunities and activities. It takes more than completing worksheets and practice papers to master the language.

What Parents and Guardians could do to Support the Girls?

Specifically:

- ✓ Go to the library together
- ✓ Have lots of books, magazines and newspapers in your home
- ✓ Give your child books about their special interests
- ✓ Allow your child to choose books to read and reread
- ✓ Read to and with your child (or, have your child read to you)
- ✓ Talk to your child about what she reads and observes around her
- ✓ Remember that reading in a mother tongue language also fosters a love for books and knowledge

In Conclusion,

Thank you for joining us on this meaningful journey to develop your daughter/ward to become:

a confident, creative and effective communicator.

THANK YOU



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