



Welcome

P5 EL Workshop for Parents

Organised by the EL Department

Outline of Sharing



1. Components in PSLE EL assessment
2. How students can tackle the PSLE EL components



PSLE English Language (EL) Assessment Format

Mrs Katherine Low

PREVIOUS TOS - EL

CURRENT REVISED TOS - EL

PAPER	COMPONENT	MARKS	WEIGHT-ING	PAPER	COMPONENT	MARKS	WEIGHT-ING
1 Writing (1h 10 min)	Situational Writing Continuous Writing	15 40	27.5%	1 Writing (1h 10 min)	Situational Writing Continuous Writing	15 40	27.5%
2 Language Use and Comprehension (1 h 50 min)	<u>Booklet A (MCQ):</u> Grammar Punctuation Vocabulary Vocabulary Cloze Comprehension (Graphic Stimulus) Comprehension MCQ <u>Booklet B (OE):</u> Grammar Cloze Editing for Spelling & Grammar Comprehension Cloze Synthesis / Transformation Comprehension OE (2m per question)	7* 3* 5 5 5* 5* 10 10* 15 10 20	47.5%	2 Language Use and Comprehension (1 h 50 min)	<u>Booklet A (MCQ):</u> Grammar Vocabulary Vocabulary Cloze Visual Text Comprehension <u>Booklet B (OE):</u> Grammar Cloze Editing for Spelling & Grammar Comprehension Cloze Synthesis / Transformation Comprehension OE (1- 4m per question)	10* 5 5 8* 10 12* 15 10 20	47.5%
3 Listening Comprehension (Abt 35 min)	Listening Comprehension MCQ	20	10%	3 Listening Comprehension (Abt 35 min)	Listening Comprehension MCQ	20	10%
4 Oral Communication (Abt 11 min)	Reading Aloud Picture Discussion Conversation	10 10* 10*	15%	4 Oral Communication (Abt 10 min)	Reading Aloud Stimulus-based Conversation	10 20*	15%
Total		200	100%	Total		200	100%

Assessment Components



1. Paper 1 – Writing (55m)
2. Paper 2 – Language Use & Comprehension (95m)
3. Paper 3 – Listening Comprehension (20m)
4. Paper 4 – Oral Communication (30m)

Situational Writing (SW)



1. Two assessment criteria: **(1) Task Fulfilment** and **(2) Language and Organisation**
2. Marks awarded under Task Fulfilment will be based on both content and pupil's awareness of *purpose, audience and context*
3. Marks awarded under Language and Organisation will be based on language accuracy and presentation of information/ideas

Situational Writing (SW)



Task Fulfilment (6 marks)

- ✓ Holistic marking
- ✓ Presentation of key information

shows clear awareness of purpose,
audience and context of writing

Language and Organisation (9 marks)

- ✓ Accuracy in expression and mechanics
- ✓ Ability to present clearly information/ideas

PRACT Approach (SW)



P – Purpose

R – Register

A – Audience


C – Context

T – Tone

Situational Writing (SW)


2019 P5 ENGLISH LANGUAGE – SITUATIONAL WRITING PRACTICE 1

Your school will be organising a Primary 5 Art Week. Shown below is an information sheet on the event with some notes you have made on it.



Primary 5 Art Week

18 – 22 March



Activities held during school hours:

Tie Dye
- Create your own printed t-shirt with simple tie dye techniques

Drama Workshop
- Be guided by professional play-writers and produce a short play in groups

Activities held after school:

Pottery
(18 and 21 March, 2 p.m. – 5 p.m.)
- Learn basic throwing and wheeling techniques and bring home a vase at the end of two 3-hour sessions

Interesting but clashes with Batik Painting. Our mothers would prefer pieces of batik.

Oil Painting
(19 and 20 March, 2 p.m. – 4 p.m.)
- Study the works and unique styles of different artists and produce an oil painting at the end of two 2-hour sessions

Already attended something similar with Sophia.

Batik Painting
(18 and 22 March, 2 p.m. – 4 p.m.)
- Learn this traditional art form and create a vibrant piece of work on cloth over two 2-hour sessions

Sign up! Can give batik as belated Mother's Day gifts!

Sign up for any of these after-school activities at the Art Room during recess!

Registration is now open and closes on 1 March.

Your Task

Your best friend, Sophia, was absent from school and has not seen the information sheet yet.

Write an email to tell Sophia about the event.

You are to refer to the given information on page 1 for your email.

In your email, include the following information:

- the name of the event and when it will be held
- the activities that will be held during school hours
- one after-school activity which both of you are likely to take part in and why
- how both of you can sign up for the after-school activities

You may reorder the points. Write in complete sentences.

Continuous Writing (CW)

GIVEN TASK

- One item
- Write a composition about the given topic
- Based on 1 or more of 3 given visuals
- Pointers provided

REQUIRED RESPONSE

- Continuous prose (narrative/non-narrative)
- Individual response to given topic
- Make use of at least 1 out of 3 given visuals in any order
- Address the given pointers in any order and include other relevant points

PART 2: Continuous Writing (40 marks)

(2) Write a composition of at least 150 words about a difficult decision.

Your composition should be based on one, two or all of these pictures.

Use the following points to help you plan your composition:

- What was the decision?
- Why was it a difficult decision?

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



Continuous Writing (CW)



CONTENT (20 marks)

- Relevance of ideas - related to given topic
- Development of ideas and interest value

LANGUAGE & ORGANISATION (20 marks)

- Language used – conventions of internationally acceptable English
- Vocabulary - variety and apt choice of words
- Organisation – effective sequencing and linking of ideas and facts

Visual Text Comprehension

Study this flyer carefully and answer questions 21 to 28.

The following pages are taken from the Save Our Street Dogs Information Leaflet.



Save Our Street Dogs

SOSD Puppy Adoption Drive



"GIVE ME OR ONE OF MY FRIENDS A HOME?"
~ ROMA

ADOPTION DRIVE
12 JAN 2014, 12 - 4PM
THE CORNERSTONE, BISKAIN PARK 2

SOSD's first adoption drive of 2014 happens next week!

For this drive, we will be featuring 25 puppies, rescued from all over Singapore. They are of all sizes, colours, genders and they have one thing in common – they need a home. Come join us, whether you are adopting a puppy or not, and ask your friends to do the same. In 2014, make a pledge – to adopt, not buy.

Date: 12 Jan 2014, 12pm – 4pm
Venue: Cornerstone Cafe, Bishan Park 2, 1380 Ang Mo Kio Avenue 3
Email: events@sosd.org.sg for Adoption Drive enquiries.

WHO ARE WE & WHAT WE DO?

Save Our Street Dogs (SOSD) is a charity organisation made up of a group of volunteer stray lovers, feeders and rescuers from various walks of life, with the purpose of advocating better welfare for street dogs.

SOSD is a humane society which focuses on managing the acceptance of strays in society. SOSD hopes to fulfil her mission of giving these strays a chance in life, until each dog has a home to call its own, in which it is dearly loved.

Adapted from: <http://www.sosd.org.sg>
(Go on to the next page)



CHESTNUT

Chestnut was found by a Puggol, found to be blind in one eye but was brought back to health. She was found in a gutter and fell in love with a boy.



GINGER

A stray that gave birth to 11 pups, she couldn't produce milk due to her huge maggot wound in her abdomen and all her puppies were going to die. We rescued them, and nursed all puppies back to health. Ginger was fostered, treated with multiple surgeries, and has found a loving home. All 11 puppies have since been rehomed into loving families.

YOU CAN HELP!

FOSTERING

Fostering plays a very crucial role in saving innocent street lives. Without fosterers, it is difficult for us to rescue dogs off the streets. Kennel space fills up very quickly and we will have to depend on available fosterers as we are unable to undertake a rescue if we do not have a place for the dog to go to. Fostering is opening your home and heart to a dog for mild to long-term until the dog finds a permanent home.

VOLUNTEERING

Want to roll up your sleeves and lend a helping hand to save our street dogs? We are constantly searching for volunteers to assist us in different areas! Drop us an email at sostreetdog@gmail.com. You can also visit www.saveourstreetdogs.com to find out which are the areas you can contribute in.

ADOPTING

When we rescue a dog from the streets, we also take on the responsibility to ensure that the dog gets a suitable home. The reality is that we can't save all dogs because animal welfare groups lack resources. By adopting, you are not only giving the dog you're adopting a new lease of life; you are also opening up kennel space for another street dog waiting to be saved, and eventually rehomed.

(Go on to the next page)

• Authentic form of representing information with text and visuals

Visual Text Comprehension

8 questions

For each question from 21 to 28, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4). Shade the correct oval (1, 2, 3 or 4) on the Optical Answer. (8 marks)

21 Based on the flyer, which one of the following statements is true?

- (1) Dogs put up for adoption were street dogs.
- (2) The adoption drive featured 25 dogs that were all injured.
- (3) The adoption drive was the first in the history of the organisation, Save Our Street Dogs.
- (4) For enquiries about the adoption drive, one can visit the SOSD website at, www.saveourstreetdogs.com.

22 The SOSD Puppy Adoption Drive was mostly targeted at _____.

- (1) children
- (2) volunteers
- (3) dog lovers
- (4) dog feeders

23 The following are ways to help street dogs except _____.

- (1) making donations to SOSD
- (2) adopting a street dog rescued by SOSD
- (3) buying cute puppies from dog farms and giving them loving homes
- (4) taking home a street dog temporarily until it finds a permanent home

24 Based on the flyer, both Chestnut and Ginger were _____.

- (1) female stray dogs
- (2) rescued from the streets
- (3) badly wounded in the eyes
- (4) finally adopted by the vets who treated their wounds

25 The mission of SOSD is to _____.

- (1) feed all stray dogs in Singapore
- (2) collect donations to help all the stray dogs in Singapore
- (3) rescue stray dogs and rehome them into loving families
- (4) search for volunteers to help them to carry out dog rescue work

Evaluation of specific details

21. Based on the flyer, which of the following statements is true?

Visual Text Comprehension



Understanding use of vocabulary in context & sentence structure

26. Which word best describes the ways through which donations and contributions can be made to the SOSD organisation?

26 Which word best describes the ways through which donations and contributions can be made to the SOSD organisation?

- (1) Difficult
- (2) Tedious
- (3) Convenient
- (4) Complicated

Function of graphics/ visuals?

27. What purpose do the stories with the accompanying pictures of Chestnut and Ginger serve?

27 What purpose do the stories with the accompanying pictures of Chestnut and Ginger serve?

- (1) To entice readers to adopt street dogs
- (2) To show readers how cute puppies can be
- (3) To make the content of the flyer more interesting
- (4) To inform that Chestnut and Ginger had been adopted

Overall understanding of the text

28. What is the main purpose of the flyer?

28 What is the main purpose of the flyer?

- (1) To advertise the sale of puppies
- (2) To encourage the public to buy puppies
- (3) To ask for volunteers to save street dogs
- (4) To promote the SOSD Puppy Adoption Drive

Visual Text Comprehension



1. Range of questions:

e.g. main ideas, key details, punctuation, textual elements, relating visual to text

2. Range of skills assessed:

e.g. skim for gist/ main ideas, scan for details, make inference based on visual/ contextual clues, make simple generalisations

Comprehension (OE)



Format:

- Marks allocated based on demands of the item (1 to 4 marks per item)
- Answer form varies: e.g. box, graphic organiser, lines

Comprehension (OE)

71 Which word from lines 1-5 has a similar meaning as 'valued'? [1m]

72 The table below compares Laddie with Blue Moon. Fill in the blanks using information from the story. [2m]

	Laddie	Blue Moon
Physical attributes	Little	
Personality trait		Aggressive

73 What does 'that' in line 9 refer to? [1m]

74 How did Mr Don know that Laddie was in trouble? [1m]

75 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/False	Reason
Mr Don was successful in slowing Blue Moon down.		
Buttons and Blue Moon attacked each other.		
Buttons comforted Laddie after the ordeal Laddie had gone through.		

(Go on to the next page)

75. Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. (3m)

- ✓ Question carries 3 marks
- ✓ Requires student to evaluate statement and support it with reasons from the text
- ✓ Format of answer - graphic organiser of statements, True/False with reasons

Comprehension (OE)



Skills Assessed:

- sequence details
- distinguish between cause and effect
- compare and contrast
- categorise and classify given details
- identify fact and opinion
- draw conclusions
- interpret and integrate information
- identify problem-solution in a text

Listening Comprehension (LC)



1. Number of questions: 20 MCQs
2. MCQs with graphic options/representation
3. Responses require interpretation (listening and viewing)

Stimulus-Based Conversation (Oral)



Change in item (since PSLE 2015):

- 1.** A merger of **Picture Discussion** and **Conversation**
- 2.** Stimulus (picture) as a springboard for conversation

Change in grading (since PSLE 2015):

- 1.** Total of 20 marks
- 2.** Increased emphasis on expressing oneself clearly and effectively during a conversation

Stimulus-Based Conversation (Oral)

Chongfu School
First Semester Assessment
English Language

Stimulus that provides scope for conversation

- (ii) The bulleted prompts are provided for Examiners to use as necessary. You should use them at your discretion to facilitate the conversation.
- (iii) You may also come up with your own additional prompts or discuss with the candidate relevant issues that might arise in the course of the conversation.
- (a) Look at the picture. Would you choose to be a volunteer like the people in the picture? Tell me why / why not.
- Which one of the ways would you choose to volunteer? Why?
- (b) Have you done volunteer work before? Tell me about it.
- What was your experience?
- If the pupil has not done volunteer work:
- Why do you think people do volunteer work?
- (c) Sometimes, we can do little things to help the people around us. Whom do you think you can help? How can you help?
- Tell me about a time you helped someone/someone helped you.

Stimulus-based Conversation

3 main prompts:

All 3 must be used

1. The first relates to the stimulus
2. Next two prompts relate to the conversation topic
3. All 3 broadly linked to the stimulus and the reading passage

Stimulus-Based Conversation (Oral)



Assessment Criteria:

- Personal response (Development)
- Ability to speak clearly (Using appropriate vocabulary and structure, correct pronunciation)
- Level of engagement during interaction

SEPCC model



- 1) **State** = State the topic or theme
- 2) **Elaborate** = Give some examples to support what you have told your teacher / examiner
- 3) **Personal Experiences** = Share your own experiences or stories (If there is no personal experience, go on to make connections in Point 4)
- 4) **Connect** = Make connections to books/ articles you have read/ movies or TV shows you have watched
- 5) **Conclude** = Remember to conclude by restating Point 1.

Example 1

Let's Make It Home Safely!

Look out for pedestrian crossings!

Always look for a safe place to cross the road, such as



Zebra crossings Overhead bridges

Signalled traffic lights Underpass



- 1 Never cross the road when the 'red man' appears or when the 'green man' flashes on the traffic lights.
- 2 Do wait for all the vehicles to stop before using the zebra crossings.
- 3 If pedestrian crossings are not available, cross at a straight road where you can see vehicles coming from both sides of the road. Practice the safe drill.
- 4 Never stop across the road at all times.
- 5 Do not stand in-between stationary vehicles as the vehicles may move forward and thus track you down. Never stand in the middle of the road waiting for the traffic to clear. Check as you cross get yourself out quickly.
- 6 Never play by the side of the road.
- 7 Do not climb over barriers, e.g. the green railings or stand in the middle of the road.
- 8 Avoid crossing the road where vehicles have difficulty seeing you.

The best gift to your loved ones is yourself.
MAKE IT HOME SAFELY



Practise your kerb drill.

Before crossing the road, it is important to follow these four simple steps



- 1 Look to your right.
- 2 Look to your left.
- 3 Look to your right again, and
- 4 Make sure there are no vehicles or all vehicles stop raise your hand high above your head and cross the road briskly.



The best gift to your loved ones is yourself.
MAKE IT HOME SAFELY



Learn how to travel safely by bus.

- 1 Do not play at the bus stop.
- 2 Be seated at all times when you are in the school bus. If there are seatbelts, do buckle up.



The best gift to your loved ones is yourself.
MAKE IT HOME SAFELY



Question 1: Look at the posters. Do you think it is important to obey the traffic rules? Tell me why or why not.

S - It is very important to follow these traffic rules.

E - We have traffic rules to teach us how to be safe on the road so that we can reach home safely. One of the posters is on travelling safely on the bus. This is very useful for us as most of us take the bus to school and back home.

P - I follow closely to the traffic rules. Whenever I am waiting to board the bus, I do not play with my friends. I stand in the queue and get ready to get up the bus. When I am up on the bus, **I find a** seat and sit down immediately. **Next, I buckle** up my seatbelt so that I **keep** safe on the bus.

Question 2: Which traffic rule do you think is the most important? Tell me about it.



S – To me, the most important traffic rule is to practise the kerb drill whenever we cross the road. I learnt the kerb drill when I went to the Road Safety Park in Primary 4.

E – It is important as there are many roads in Singapore. To keep safe, we should practise the kerb drill so that drivers will take note of us.

P – Whenever I cross the road, I will remind myself to put into practise the kerb drill and ensure that it is safe before I cross the road. I feel that it is a good drill as it forces me to check for vehicles and take personal responsibility for my safety.

Question 3: Have you ever broken any traffic rules? Tell me about it.



Possible Response 1

S – Yes, I have broken a traffic rule before.

P – I was with my mother when we broke the traffic rule. We crossed the road without using the traffic lights. We jaywalked across the road. A car came by and honked at us. It was a scary experience. **From then on, I always cross the road at traffic light junctions.**

Question 3: Have you ever broken any traffic rules? Tell me about it.



Possible Response 2

S – No, I have not broken any traffic rule.

C – However, I have read from newspaper articles the consequences of the violation of traffic rules. The one I remembered most the brothers who were killed by a speeding heavy vehicle. This made me realise that I cannot take for granted that I can cross the road when the green man flashes. I have to be very observant of my immediate surroundings and practise the kerb drill.

Conclusion



- Always remember to conclude by restating Point 1.
- Possible phrases to use for conclusion
 - In conclusion
 - To conclude
 - In a nutshell

E.g. To conclude, I think it is of utmost importance that we obey traffic rules because the consequences could be tragic/ disastrous etc.

Tackling the PSLE Components



Comprehension Open-Ended (OE)

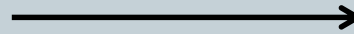
Continuous Writing

Mr Ng Keh Siong

Comprehension (OE)



- Understanding of **Theme**
- Understanding of **text types** and respective language **features**



- Comprehension
- Writing

**Requires
close/critical
reading skills**

Comprehension (OE)



Approach

1. demonstrate closed/critical reading skills
2. identify the correct text type
3. deconstruct text through annotation –
summarize key points of each paragraph
into a short phrase/ sentence (see example) or
using **5W1H**
4. make generalizations about the text
5. identify the overall theme (of the writing)

Comprehension (OE)



Sample of Text Annotation

Comprehension (OE)



Text Types:

- **Narrative** – MC Companion Booklet **7**: ‘With Grandpa’
- **Recount (Personal/Factual)** - MC Companion Booklet **3**: ‘Just Like Him’, MC Companion Booklet **9**: ‘Love is Blind’
- **Information Text** – MC Companion Booklet **8**: ‘Why it Feels Good to Scratch an Itch’
- **Procedural Text** – MC Companion Booklet **3**: ‘How to Create a Book Blog’
- **Poem** – MC Companion Booklet **1**: ‘House of Bugs’

PSLE Prose question-types:



71 How can you tell from the **first paragraph** that the duck was **very persistent**? [2m]

I can tell from the first paragraph that the duck was very persistent... (X)
The duck was very persistent because... (X)

The duck would always return to the house [1m] and it would quack softly outside if the door was closed/ stroll contentedly all over the house if someone had forgotten to shut the door. [1m] (✓) → must show clear Points 1 and 2

or

The duck would always return to the house [1m]. It would quack softly outside if the door was closed/ stroll contentedly all over the house if someone had forgotten to shut the door. [1m] (✓)

PSLE Prose question-types:



76 Before the duck left the house, in what **two ways** was its presence helpful to Mrs Kim? [2m]

The two ways are...and... (X)

The **first way** is... and the **second way** is... (X)

From **paragraph four, lines (20-21)**, its presence was... (X)

From **“The repetitive sound struck Mrs Kim....”**, its presence was... (X)

1) It helped calm her down as she found the repetitive sound of the quacking comical. (✓)

2) It distracted her from the pain in her ankle as she had animal to talk to. (✓)

PSLE Prose question-types:



79 “The children even let it follow them around the house (line 38). How is this **different from** how they felt about the duck at the start of the story? [1m]

It was different **as...** (X)

The children were **initially** frightened of the duck, but **at the end of the story**, they were not afraid of it anymore. (✓) → must show ‘before and after’

80 Why did Mrs Kim name the duck and why was the name “highly meaningful to her? [2m]

Mrs Kim named the duck **because...** (X), **Because** she... (X), **As** she... (X)

She treated the duck as a pet. [1m] The duck’s quacks helped her when she sprained her ankle. [1m] (✓) → break answer in two parts; need not copy question stem

PSLE Vocabulary question-types



72 Fill in the following table by identifying the correct word(s) from the passage. [3m]

Question	Word(s) from the passage
a) Which word from the first paragraph tells us the duck enjoyed being in the Kim's house?	contentedly
b) Which two words from the second paragraph tell us that the Kims did not enjoy the duck's visits? Each word is found in a separate sentence.	invaded, unwelcome

PSLE 'Refer to' question-types:



73 Look at the table below. What do the words in the left column refer to in the passage?
Write your answers in the column on the right. [2m]

Word from the passage	What the word refers to?
a) it (line 8)	the removal of the duck
b) That (line 12)	the swelling of Mrs Kim's right ankle to almost double its original size

From the text: *There was a sharp pain in her right ankle, and soon it had swollen to almost double its original size. **That** was when Mrs Kim knew she had to seek seek medical help quickly.* → Answers must be **accurate** and **precise**

*After **substitution**, the sentence/ phrase must still be **grammatically correct**.

PSLE True/ False – Reason question-types:



75 Based on lines 10-24, state whether each statement in the table below is true or false, then give one reason why you think so.

	True/False	Reason (NOT a 'Why' question)
a) Mrs Kim had left the only phone the family had in her car.	False	Everyone in the household has his or her own phone. (✓) She only left her own handphone in the car. (✓) It was not the only phone that the family had. (X) <i>– do not simply state the opposite</i>
b) Mrs Kim found out that the duck was nearby when she saw its beak.	False	Mrs Kim found out that the duck was nearby when she heard the quacking becoming louder as the duck came closer. (✓)

Highlight the 'false' part of the statement

Provide Evidence (from text) to show why 'True/ False'

PSLE Compare/ Contrast question-types:



78 Based on line 10-38, fill in the following table. [4m]

	What Mrs Kim thought had happened	What actually happened
When Mrs Kim fell down	a) She had broken her ankle.	b) She only had an ankle sprain.
When the duck flew out of the door	c) The duck had abandoned her.	d) The duck was seeking help from Mr Amir.

PSLE Comprehension (OE)



*Additional notes:

- ✓ Answers to be in **PAST** tense (unless question is asked in present tense e.g.
“How does the ice-making machine (line 9) work?”
- ✓ **Break long sentences up** using punctuation marks like **commas (,)** and **full stops (.)**, not ‘*and and and and*’
- It is **PERFECTLY FINE** to *lift* from the passage to answer the questions – there is **NO need** to deliberately paraphrase the answer. (Context must be accurate)

Continuous Writing (CW)



CW	Marks
Content	20m
Language & Organisation	20m
Total	40m

Continuous Writing (CW)



Assessment Criteria

Content	Language & Organisation
<ul style="list-style-type: none">• Fully relevant ideas• Highly interesting and thoroughly-developed composition	<ul style="list-style-type: none">• Language is accurate with hardly any errors in grammar, expression, spelling and punctuation• Wide and appropriate use of vocabulary• Very good sequencing, paragraphing and linking of ideas and facts

Continuous Writing (CW)



Continuous Writing Themes (2019)

Year/ Term	Theme
2019 – P5 Compo. (1)	A Fear (Diagnostic) – linked to STELLAR Unit 1 Text: Heartbeats in the Dark
2019 – P5 Compo. (2)	A Helpful Act

PSLE Continuous Writing Themes (2015 – 2018)

Year	Theme
2015	Being Considerate
2016	A Secret
2017	A Special Gift
2018	Teamwork

Continuous Writing (CW)



A narrative:

- tells a STORY
- entertains/ interests the reader(s)
- follows a standard **plot structure**:
 1. introduction (1/5)
 2. rising action/ problem (1/5)
 3. climax (1/5)
 4. falling action/ resolution (1/5)
 5. conclusion (1/5)

Continuous Writing (CW)



**What do teachers/ PSLE markers
look out for?**

→ **Sample exemplar**
(text deconstruction + analysis)

Continuous Writing (CW)



Introduction

- It is not meant to fill the pages and meet the length requirement.
- It must be based on the given situation and most importantly, it must serve a purpose – introduce the main character and give readers some background to the composition/story.
- Appropriately used, it creates the setting and mood of the story.

Continuous Writing (CW)



Ways to start a story:

- Using self-commentary/ dialogue
- Describing the setting
- Using 'Flashback'
- Describing an action
- End at the beginning
- Sensory description

Continuous Writing (CW)



How to identify the Problem/ Complication

- **Character flaw** e.g. dishonesty, greed, fear of...,
- A problem is **NOT** an event e.g. the act of shoplifting is not a problem, but rather what was it that **caused the character to want to shoplift**
- A problem that can be realistically addressed/ overcome

Continuous Writing (CW)



*Climax → Resolution

(How the complication/problem was solved):

- For a climax to be satisfactory, it must be **logically constructed**, **not** something out of the **ordinary e.g. supernatural, dreams**
- Problem/ Complication should **not** be solved through sheer luck, coincidence **e.g. someone rich, all powerful comes to save the day.**
- Main character must seek to **solve the problem/ complication on his/her own** (within one's powers/ ability) i.e. to write from the experience of a **12-year old child**

Continuous Writing (CW)



Conclusion

- It is required, necessary.
- It gives the story a closure.
- It ‘closes the loop’ (link it to the introduction).

Ways to conclude a story:

- Describing emotional state i.e. how you felt after the incident
- Using self-questioning (rhetorical) techniques e.g. ‘*anaphora*’
- Returns to the introduction (for ‘Flashback’)

Continuous Writing (CW)



Introduction & Conclusion

- Both are **required, necessary**.
- Both must be connected to the ‘body’ of the story.
- They should **NOT** be written in isolation.
- Introduction & Conclusion must be thoroughly thought through and **NOT** hastily written.

Continuous Writing (CW)



Vocabulary building

- Have a word web for common verbs e.g.

Saying verbs (to showcase characters' emotions)

Angry	<i>bellowed, growled, barked, hollered, commanded, retorted...</i>
Happy	<i>chirped, cheered, beamed...</i>
Sad	<i>whined, sobbed...</i>

Rather than... 'said, told, asked, cried, shouted, screamed...'

Continuous Writing (CW)



- Have a word web for common adjectives e.g.

‘Happy’ (to showcase characters’ emotions)

ecstatic, jubilant, exuberant...

in high spirits, on cloud nine...

grinning like a Cheshire cat...

Rather than... ‘happy, sad, angry, shocked, surprised...’

- www.thesaurus.com

Continuous Writing (CW)



Common pitfalls/ errors

1. Overly long introduction (more than 1/5 of story)
2. Irrelevant introduction (i.e. does not relate to the plot development)
3. Inaccurate factual details, illogical/unrealistic plot
4. Missing links/time sequences in story
5. Redundant subplot
6. Too many coincidences i.e. ‘Suddenly...’
7. Abrupt/cliché conclusion (i.e. can be used on any writing)
8. Did not give the major characters a closure
9. Conclude using a moral/proverb/idiom (Avoid this! It usually doesn't turn out well unlike your Chinese composition)

Continuous Writing (CW)



What to AVOID

1. Supernatural themes e.g. ghost, monster, fantasy, aliens or dreams
2. Informal language e.g. Dad, Mum (can only be used in direct speech)
3. SMS language e.g. 'C u later'
4. Contractions – e.g. couldn't
5. Abbreviations – e.g. PA System, tv, CCA, exams

Continuous Writing (CW)



Must Haves:

1. have a clear idea what the **topic/theme** is
2. emphasise the **structure of a narrative**
3. identify the **conflict/problem** in the story
4. Use of **5W1H questions** to beef up the plot

Theme must come through in the writing!

Continuous Writing (CW)



How you can help your child in writing:

- Reflective journalling
- Pre-writing/ brainstorming of ideas → Plot Structure
- Word choice
- Proof-reading, editing (re-read)
- Handwriting matters!
- ***Setting of expectations and frequent encouragement**



Q & A



Thank You!