



Parents' Seminar
English Language Sharing
11 February 2017

EL Curriculum & Assessments
at Lower Primary

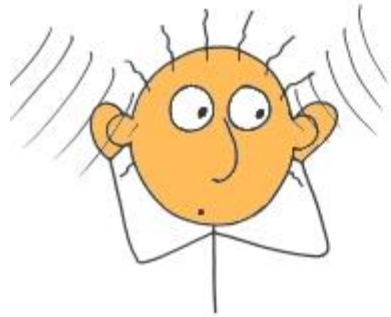
Content of Presentation

- The Four Language Skills
- Overview of Primary 1 & 2 EL Curriculum
- How Parents Can Support Their children in Assessments
- Written Assessments at P1
- Written Assessments at P2 and Beyond
- Q & A



The Four Language Skills

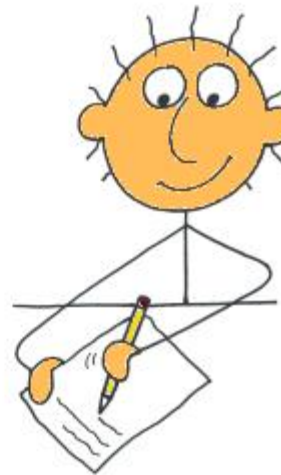
Listening



Reading



Writing



Speaking



Springdale English Curriculum

Modified STELLAR

**School-based
curriculum**

* STELLAR – Strategies for English Language Learning and Reading

P1 & P2 Modified STELLAR Curriculum

Coverage of 14 to 16 STELLAR books **as baseline items**

Level	No. of units	Scope
P1	16 units	<ol style="list-style-type: none">1) Shared Book Reading2) Modified Language Experience Approach3) Sentence construction Guided Writing4) Learning Centres
P2	14 units	<ol style="list-style-type: none">1) Shared Book Reading2) Modified Language Experience Approach3) Composition4) Learning Centres

Remaining STELLAR books are covered as part of Learning Centres reading materials

P1 & P2 School-based Curriculum

Explicit teaching of the following components:

- Grammar
- Vocabulary
- Comprehension
- Composition
- Oral
- Listening Comprehension



Know the requirements of school assessments & work with your child's teacher to develop the competencies together



1

Assessment on Grammar

Basic grammar items for assessment at lower primary

- Simple Present/Past Tense
- Present/Past Continuous Tense
- Subject-verb Agreement
- Demonstratives
- Countable/Uncountable Quantifiers
- 'Be' verbs



- Simple Present/Past Tense

Look for time markers - last month, every month, yesterday, a minute ago, etc.

- Present/Past Continuous Tense

Eg. She is talking to her father now.

He was sleeping when I reached home.



- Subject-verb Agreement

Singular noun with *singular* verb

Plural noun with *plural* verb

Eg. The girl cycles home.

All of us sing and dance.

- Demonstratives – this, that, these, those

Eg. These *shoes I am wearing now* are new.

That *boy over there* is my cousin.



- Quantifiers

Countable nouns – few, many

Uncountable nouns – little, much

Countable and uncountable – a lot of, some

- 'Be' verbs – is, are, was, were



Grammar Cloze

(A) it

(B) them

(C) me

(D) I

(E) she

(F) him

Last Sunday, my best friend, Ravi, called and told me that he had some balloons. Ravi and (1) _____ decided to meet at the playground.

When we reached the playground, Ravi unpacked a bag of balloons and handed some to (2) _____. I took a green balloon and began to blow (3) _____.

After some time, we blew many balloons. Ravi wanted to surprise his sister with (4) _____. It was her birthday that day.

Last Sunday, my best friend, Ravi, called and told me that he had some balloons. Ravi and (1) _____ decided to meet at the playground.



When we reached the playground,
Ravi unpacked a bag of balloons and
handed some to (2) _____ . I
took a green balloon and began to blow
(3) _____ .



2

Assessment on Word Order and Vocabulary



- Rearrange given words to form a grammatically correct sentence
- Build foundation for Sentence Combining (or Synthesis) in P3 and P4

Example:

goes John near park to the house his

subject

verb

object

John goes to the park near his house.



Vocabulary MCQ

- STELLAR Worksheets
- Vocabulary booklets
- Grammar booklets
- Comprehension booklets
- Exposure questions



Example

Tom is _____ about his results as he is hoping to get the top place in class.

(1) anxious

(2) puzzled

(3) confused

(4) frightened

adjectives within the same category - emotions



Vocabulary Cloze

- Fill in the blanks with suitable vocabulary
- Available in Vocabulary Cloze Passages Booklets
- Only for exposure in P2
- Tested in Primary 3 and above

Strategy – Use of Contextual Clues (sample)



Cloze Passage

Date: _____

Primary 2 . Booklet 1 . Worksheet 1

Complete the story below by filling in the blanks.

Use these words for 4 of the blanks and think of the rest yourself.

watch

again

remember

mistake

My Best Friend

My best friend lives next door. His _____ is
Azman. I love to sit on the steps with Azman to _____
the cars go by. He knows the name of every kind of car. He reads
about them from _____ and magazines.
I like to know the names of _____ too. He is
helping me to _____ them. Whenever I make a
_____, Azman never laughs at me or gets angry. He
just says, "No, no, Ben, try _____." He is indeed my
best _____.

Hands-on Activity 1

Vocabulary Cloze Underline the clues for each blank.



3

Assessment on Comprehension

Understanding Comprehension Passage (Steps)

1) Read the first time to get the gist of the passage.

2) Read the second time to get a deeper understanding of the text by using this strategy.

- Highlight or underline parts of the text that suggest the main idea(s) in each paragraph.

3) Read through all the summarised points or underlined parts one more time before attempting the questions.

4) For each question, refer to the text & check for contextual evidence that support their answers.

Assessment - Comprehension

Main Ideas

- ✓ Kendama is a traditional Japanese toy.
- ✓ Basic aim is to balance the ball on the cup or on the spike.
- ✓ Played by many young players who travel around Singapore to join or watch kendama competitions.

Main Ideas

- ✓ Hairul took part in the No Frills Kendama Competition.
- ✓ Haikel did not want to take part because he was too nervous.
- ✓ He was there to cheer Haikel.

Main Ideas

- ✓ Natalia took part in the competition.
- ✓ She was addicted after seeing her friends play with the toy.
- ✓ She would spend hours practising the moves.
- ✓ Came in fifth
- ✓ Hairul did not win anything but he was glad.

Have you played a kendama before? It is a traditional Japanese toy which can be used to perform amazing tricks. Its basic aim is for a player to balance the ball, joined by a string, on the cup or on the spike of the handheld handle. Many young players learn tricks online and even travel around Singapore to join or watch kendama competitions.

Recently, 200 people, many of whom were students from primary and secondary schools, attended the No Frills Kendama Competition at White Sands Shopping Mall. At 4.30 pm, which was two hours before the competition's official start, some were already there to practise their kendama moves. Among them were, Haikel and his brother, Hairul. Haikel, however, said that he was there to cheer for Hairul and not to compete as he would have felt too nervous.

Standing out from the crowd of boys at the event was Natalia, she got addicted to the kendama after seeing her friends play with the toy in school. She would spend hours practising the different kendama tricks on her own. In the end, Natalia came in fifth in the competition and won a prize. Although Hairul did not win anything, he was glad that he had taken up the challenge.

Hands-on Activity 2

Based on the passage, underline parts of the text that show the main idea(s) in each paragraph.



Let's check!

Vimala has a special friend. It is a monkey named Moby. It follows Vimala everywhere she goes. Vimala and her father have a special job. Every morning, they take a train to the city park. There, her father plays the guitar while Vimala dances and shakes the tambourine. Moby will imitate Vimala's movements and dances too. People usually gather around to watch the act. They join in the laughing and clapping.

After the dance, Moby holds out his hat and chatters until people drop money into it. The tourists like to take photographs of Mobv. Vimala is proud to have such a special friend.

When the show is over, Vimala and Mobv usually sit down on the park bench and share some fruit and nuts together.

- ✓ Vimala's special friend is a monkey.
- ✓ It follows Vimala.
- ✓ Father plays the guitar.
- ✓ Vimala dances and shakes the tambourine.
- ✓ Mobv will imitate Vimala's movements and dances.
- ✓ The 3 of them perform together.

- ✓ Mobv holds out his hat for money.
- ✓ Tourists like to take photographs of Mobv.

- ✓ After the show, Vimala and Mobv would relax by sharing some fruit and nuts together.

Types of Comprehension Skills

LITERAL

- Identify the key words.
- Recall the order of events and cause & effect within a story.

Example

When playing a kendama, one must balance the _____ on the cup of the hammer-shaped handle.

INFERENTIAL

Draw on other knowledge to make sense of the story.

Example

Why did Natalia spend a long time practising the different kendama tricks?

EVALUATIVE

Offer their own opinions based on the story.

Example

Hairul was not upset although he did not win anything. How would you describe his character?

APPLICATION

Connect the story to their own experiences.

Example

What lesson did you learn from this story?

Types of Questions

Sequencing

True/False

Vocabulary
in context

Referencing

Checking
&
Matching

Multiple
Choice
Questions

Short/Long
Answer
Questions

Revolves
around



WH-Words

Knowing the WH-Words

WH	What are they referring to?	Example
Where	Asking for place or location	Where did Vimala and Moby sit after the show?
Why	Asking for the reason	Why did Moby hold his hat out?
When	Requesting for the time/part of the day If time is unavailable, look for events that suggest timing.	When did Vimala and her father take the train to the city park?
Who	Asking for the name or identity	Who imitated Vimala's movements?

Knowing the WH-Words

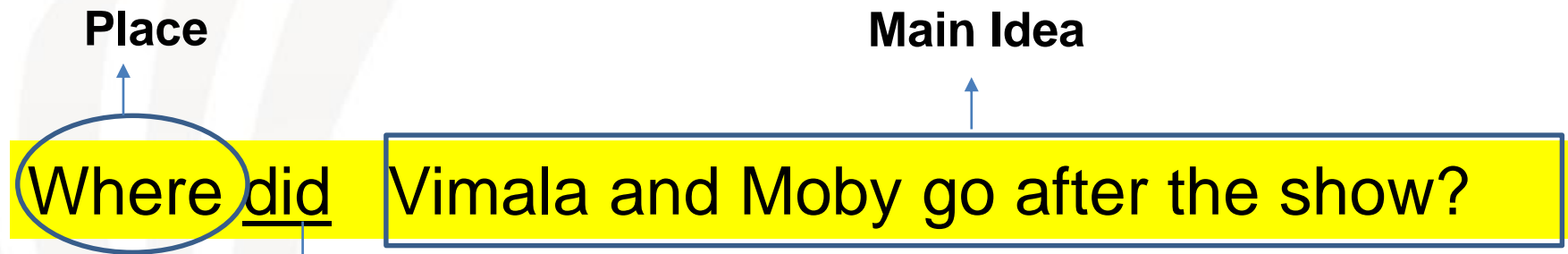
WH	What are they referring to	Example
What	Asking for details	What musical instrument did Vimala's father play?
Which	Asking for identification	Which musical instrument did Vimala use?
How	Asking for manner	How did Vimala feel about having Moby as a special friend?

Analysing Comprehension Questions, using CUB strategy

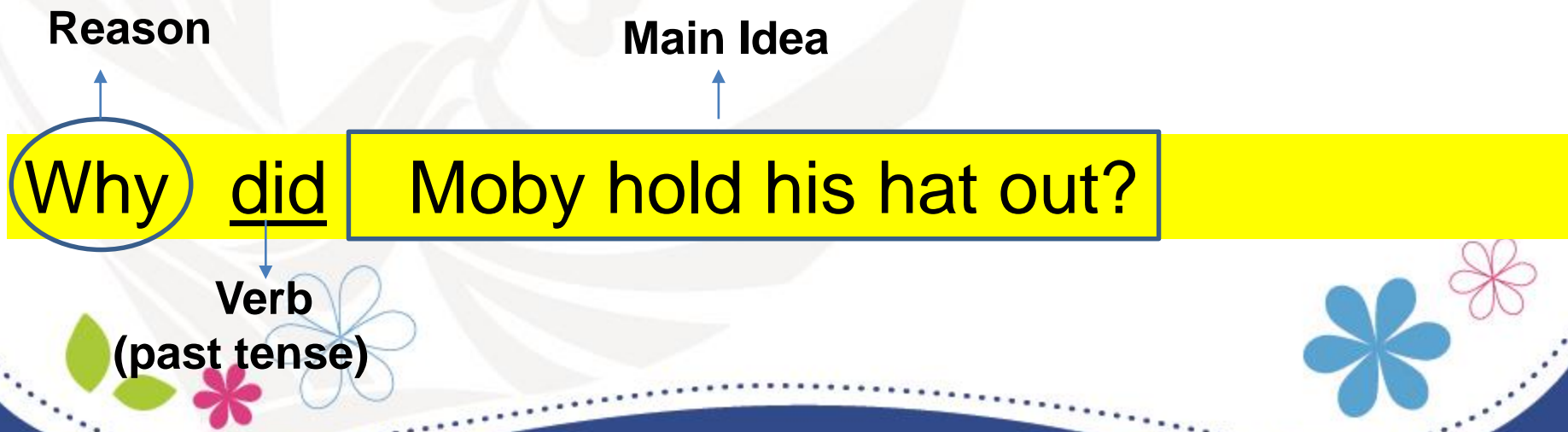
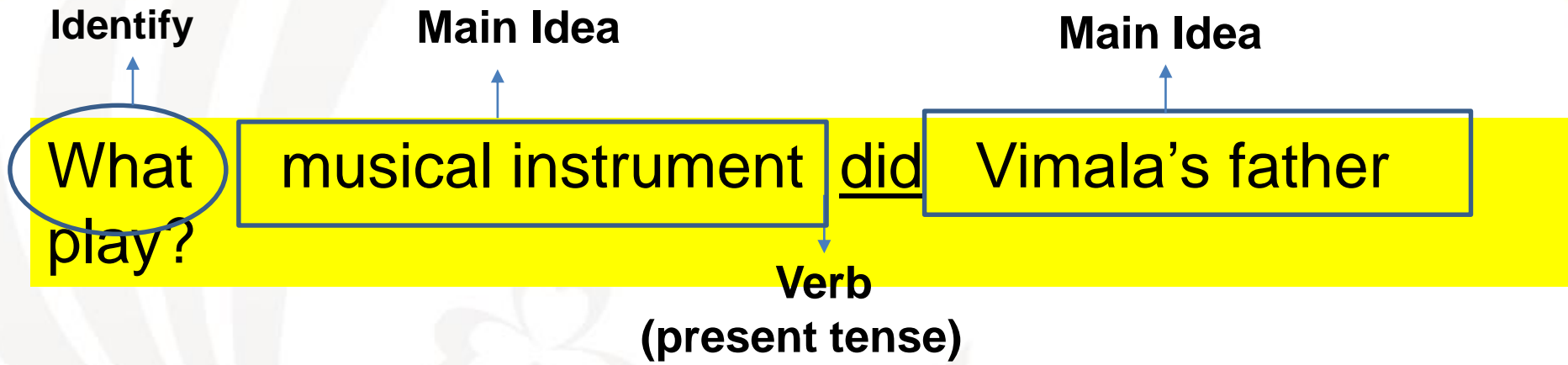
- When analysing comprehension questions, we can use the CUB strategy .
 - C – Circle the W-H questions
 - U – Underline the verb in the question
 - B – Box up the main idea



Analyzing Comprehension Questions, using CUB strategy



Analysing Comprehension Questions, using CUB strategy



Awarding of marks for Comprehension Assessment

- ✓ Marks are awarded for **content only** (as aligned to SEAB'S PSLE MARKING STANDARDS)
- ✓ Language errors (spelling, grammar or punctuation) are underlined **but not penalised**. **Students are required to do corrections for language errors despite getting full marks for the content.**
- ✓ Language errors are penalised only when they render the meaning of the answer unclear.
Example : mis-spelt word is actually another English word

For daily work, teachers identify language errors and students have to do corrections accordingly.





Q&A





Thank you!

