



# Primary Four



## A Garden where Scholars Bloom



# Primary 4 STELLAR 2.0

**New!**



Greater focus on  
**metacognitive learner-strategies**



Greater focus on  
**multiliteracies** (print and digital) and **inquiry**



Stronger connection between  
**reading and writing**



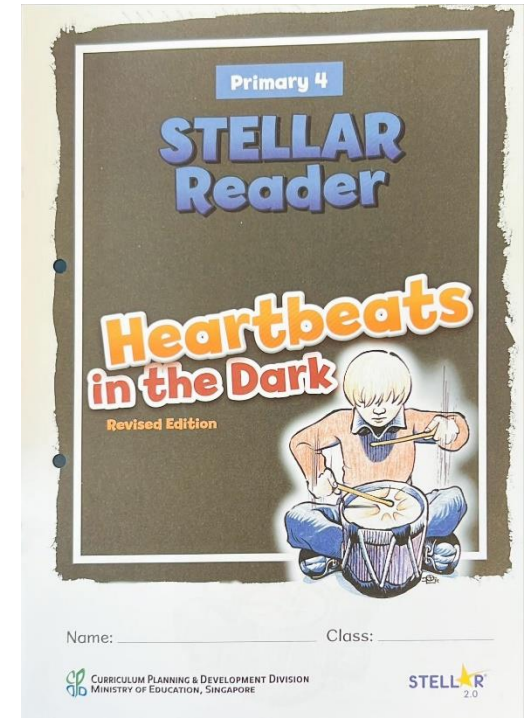
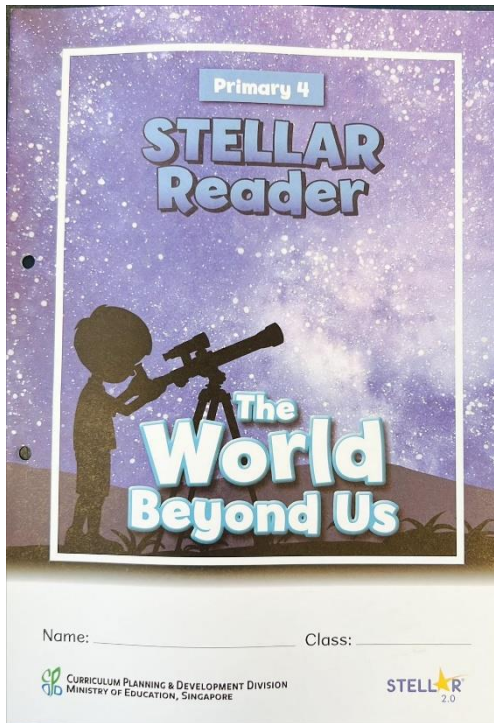
Stronger alignment between  
**EL lessons and RRP 2.0**

**A Garden where Scholars Bloom**



# Primary 4 STELLAR READERS

# New!



**A Garden where Scholars Bloom**





# Key Strategies Used In Teaching EL

- KWL
- Annotation and Think Aloud
- Retelling
- Guided Writing
- Writing Process Cycle
- Supported Reading
- Gradual Release of Responsibility

**A Garden where Scholars Bloom**



# Assessment

**A Garden where Scholars Bloom**



# Assessment

School-Based  
Assessment

End-of-Year  
Exams

10 %

10 %

10 %

70 %

Term 1  
Listening  
Comprehension

Term 2  
Language Use

Term 1  
Writing





## English Language End-of-Year Exam Papers

Paper	Component
1	Continuous Writing
2	Language Use and Comprehension
3	Listening Comprehension
4	Reading and Oral Communication

**A Garden where Scholars Bloom**





# Tackling Paper 2

## Comprehension

- Annotate the text

**ANNOTATING A NARRATIVE TEXT (P4)**

I can annotate to keep track of my thinking as I read by making short notes and using these symbols:

Characters (who)	○
Setting (where/when)	□
Problem (what)	( )
Solution (what)	[ ]
Words we do not understand	~~~~~
Referents (who / what it refers to)	↖ ↗
Questions	?
What the text reminds me of	R
Surprising information	!

© 2021 Curriculum Planning & Development Division  
Ministry of Education, Singapore  
All rights reserved.

- C.U.B. - the questions
- Circle the question word
- Underline the tense
- Bracket the key words

**A Garden where Scholars Bloom**





# Tackling Paper 2

## Comprehension

- Mark allocation

73. What was Jason's reward? (1m)

---

75. Why did the passengers have to push and shove? (2m)

---

---

**A Garden where Scholars Bloom**



# Comprehension Cloze

Fill in each blank with a suitable word.

There are many myths about animals. Many people have the perception that owls are (23) \_\_\_\_\_ but the truth is owls have very small brains and are not particularly intelligent. Somehow, all the owl stories that we have read about in children's (24) \_\_\_\_\_ seem to make us think so. Could it also be that the markings around the (25) \_\_\_\_\_ of an owl make them look like they are wearing spectacles? One can only guess.

- Look out for hints

- Contextual Clues

- Compare and contrast



**A Garden where Scholars Bloom**



# Tackling Listening, Speaking and Reading

**A Garden where Scholars Bloom**





# Listening & Speaking

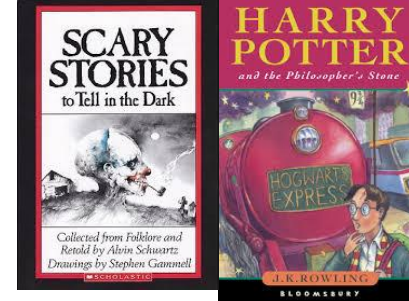
## Classroom Focus:

- **Listening and viewing** attitudes and behaviours, for understanding and critical evaluation.
- **Oracy skills** – Speak confidently and effectively for a variety of purposes, audiences, contexts and cultures, both individually and collaboratively

## At Home:

- Daily conversation with your child and show interest in their response.  
e.g. What was your most memorable lesson for today?
- Talk about a shared experience, e.g. a television programme/ movie/ book/ news article both of you have watched or read.

# Reading



## Classroom Focus:

- **Critical Reading & Viewing** – students learn to apply metacognitive strategies to monitor, evaluate and adjust use of comprehension skills and strategies
- **Extensive Reading** – to encourage students to engage in independent reading and viewing of a wide array of texts



## At Home:

- Create a space at home where reading materials of various authors/ genres (books, newspapers, magazines etc) are kept.
- Set aside time for the family to read together.
- Visit the library regularly to borrow books.

# Writing

## Classroom Focus:

- **Writing and representing** – students are taught the processes of idea generation, selection, organisation, development, expression and revision
- **Feedback** – teacher provide specific feedback related to learning goals to move students forward.

## At Home:

- Identify child's areas for growth based on teacher's feedback and work with him/her on ways to move forward.
- Create writing purposeful writing tasks e.g. emails, messages, thank-you notes, diary, reviews, etc.

Primary 5 / 6 Continuous Writing					
Purpose	Ideas address the topic/theme. Ideas are exceptionally clear, focused and captivating. Main ideas are very well developed with lots of details.		Organisation	Effectively organized in a logical and creative manner.	
	Ideas address the topic/theme. Ideas are clear, focused and interesting. Main ideas are developed with some details.	✓		Effectively organized in a logical and conventional manner.	✓
	Ideas address the topic/theme. Ideas are easily understandable but partially developed.			Merely listing of events.	
	Ideas do not address the topic/theme. Ideas are vague, little or no supporting details.			Little or no organization.	
Elaboration	Development is original, complex and relevant.		Mechanics	Follows writing conventions with patches of clear writing. Some variations of sentence structure.	✓
	Development is thorough and relevant.			Follows writing conventions but not consistent throughout the writing.	
	Development is simple.	✓	Style	Evidence of good vocabulary to create a deliberate effect on the reader. Use of figurative language or metaphor.	✓
	Development is minimal or non-existent.			The range of vocabulary used is simple enough to convey intended meaning.	

you have described the main characters emotions, thoughts and actions well at the introduction and development parts of the story with the use of descriptive phrases and dialogues. Do check your punctuation usage carefully. However, as a reader you made me wonder what Kayla and Evonne were feeling and thinking at the end of the story when Kayla finally learnt her lesson. Do elaborate on this.



# Feedback on Student's Writing

Purpose	Ideas address the topic/theme. Ideas are exceptionally clear, focused and captivating. Main ideas are very well developed with lots of details.		Organisation	Effectively organized in a logical and creative manner.	
	Ideas address the topic/theme. Ideas are clear, <u>focused</u> and interesting. Main ideas are developed with some details.	✓		Effectively organized in a logical and conventional manner.	✓
	Ideas address the topic/theme. Ideas are easily understandable but partially developed.			Merely listing of events.	
	Ideas do not address the topic/theme. Ideas are <u>vague</u> ; little or no supporting details.			Little or no organization.	
Elaboration	Development is original, <u>complex</u> and relevant.		Mechanics	Follows writing conventions with patches of clear writing. Some variations of sentence structure.	✓
	Development is thorough and relevant.			Follows writing conventions but not consistent throughout the writing.	
	Development is simple.	✓	Style	Evidence of good vocabulary to create a deliberate effect on the reader. Use of figurative language or metaphor.	✓
	Development is minimal or non-existent.			The range of vocabulary used is simple enough to convey intended meaning.	

██████, you have described the main characters emotions, thoughts and actions well at the introduction and development parts of the story with the use of descriptive phrases and dialogues. Do check your punctuation usage carefully.

However, as a reader you made me wonder what Kayla and Evonne were feeling and thinking at the end of the story when Kayla finally learnt her lesson. Do elaborate on this.





# Time Management

**A Garden where Scholars Bloom**



# Managing your child's time

- **EL Remedial Lesson - Every Thursday**
- **Be punctual**
- **Complete all assignment and submit on time**
- **Sit for all school-based assessments and all End-of-Year Paper**

**A Garden where Scholars Bloom**



Do you  
have a  
question



To insert QR  
Code here

**Scan the QR code and post your question/s**  
**We will get back to you with a response.**  
**Remember to indicate your name**



To insert QR  
Code here



**A Garden where Scholars Bloom**



**A Garden where Scholars Bloom**

