



Languages

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English Language

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Primary 4 STELLAR 2.0 Pilot

New!



Greater focus on
metacognitive learner-strategies



Greater focus on
multiliteracies (*hard copy and digital*) and **inquiry**



Stronger connection between
reading and writing



Stronger alignment between
EL lessons and RRP 2.0

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Assessment

Mid-Year
Exams

30 %

End-of-Year
Exams

70 %





English Language Papers

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

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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	!

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

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Tackling Paper 2

Comprehension

- Mark allocation

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

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

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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

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Listening & Speaking

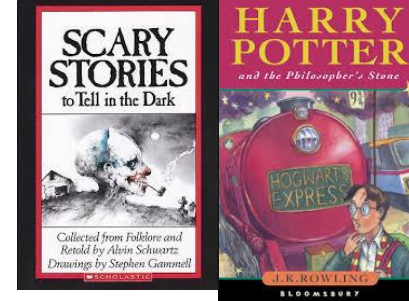
Classroom Focus:

- **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:

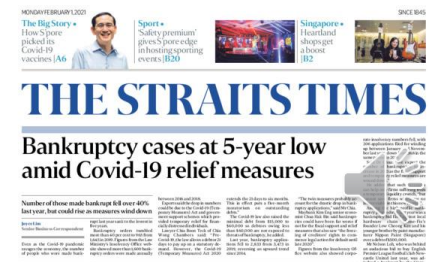
- Daily conversation with your child and show interest in their response.
e.g. What was your most memorable lesson for today?
- Talk about a shared experience, e.g. a television programme/ movie/ book/ news article both of you have watched or read. 

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.

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.	✓
<p>Dear [redacted] refer to highlighted portion. <i>displeased</i></p> <p>How about using STEAL to rewrite the part on the argument between the siblings so that the readers can vividly picture what was going on during the argument. Seems that you focused more on the 'A'. Try to include the other aspects.</p>					



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