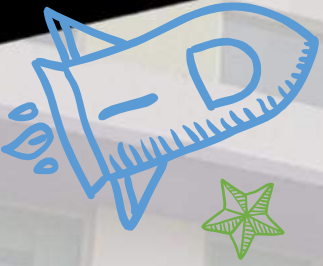


An excellent community of learners anchored in values.



EL Lower Primary Parents' Zoom Session



English Language Lower Primary Team

Presenters

- Mdm Azimah
- Ms Tan Li Li

Advisors

- Ms Stephanie Mak,
HOD (EL and SS)
- Ms Eugenia Ee,
Int LH (EL and SS)

Agenda

- ❑ **Introducing EL Curriculum and Syllabus**
- ❑ **Preparing your child at Greendale**
- ❑ **Reading – the first step**
- ❑ **Supporting your child at home**



Introducing the EL Curriculum and Syllabus





What is STELLAR?



- Strategies for English Language Learning and Reading
- An interactive literacy programme that fosters confidence in learning English using children's literature.



STELLAR 2.0 Curriculum



Empathetic communicators

- Listen actively to different perspectives.
- Confident communicators.
- Develop own opinions.

Discerning readers

- Read widely.
- Process information critically so as to distinguish fact from falsehood.

Creative inquirers

- Search, discover and explore ideas and concepts.
- Gather and evaluate information from various sources.
- Create knowledge and solutions

Learning Outcomes

LISTENING	SPEAKING	READING	WRITING
<ul style="list-style-type: none">• Listen attentively and follow instructions.• Able to identify relevant information	<ul style="list-style-type: none">• Follow communication etiquette (eg. turn-taking, appropriate eye contact and volume).• Speak clearly to express their thoughts, feelings and ideas.• Build on others' ideas in the conversations or discussions respectfully.	<ul style="list-style-type: none">• Basic word recognition skills.• Able to read with accuracy, fluency and expression.• Read with understanding.	<ul style="list-style-type: none">• Handwriting skills (eg. letter placement, formation, sizing and spacing).• Apply basic spelling strategies.• Able to write correct sentence structure. <p><i>EL Syllabus 2020</i></p>

Preparing your child at Greendale





STELLAR 2.0 – Shared Book Approach

- Provides a shared reading experience.
- Teachers model the reading process.
- Pupils participate actively in reading.
- Make predictions about the story.
- Read for enjoyment and knowledge.

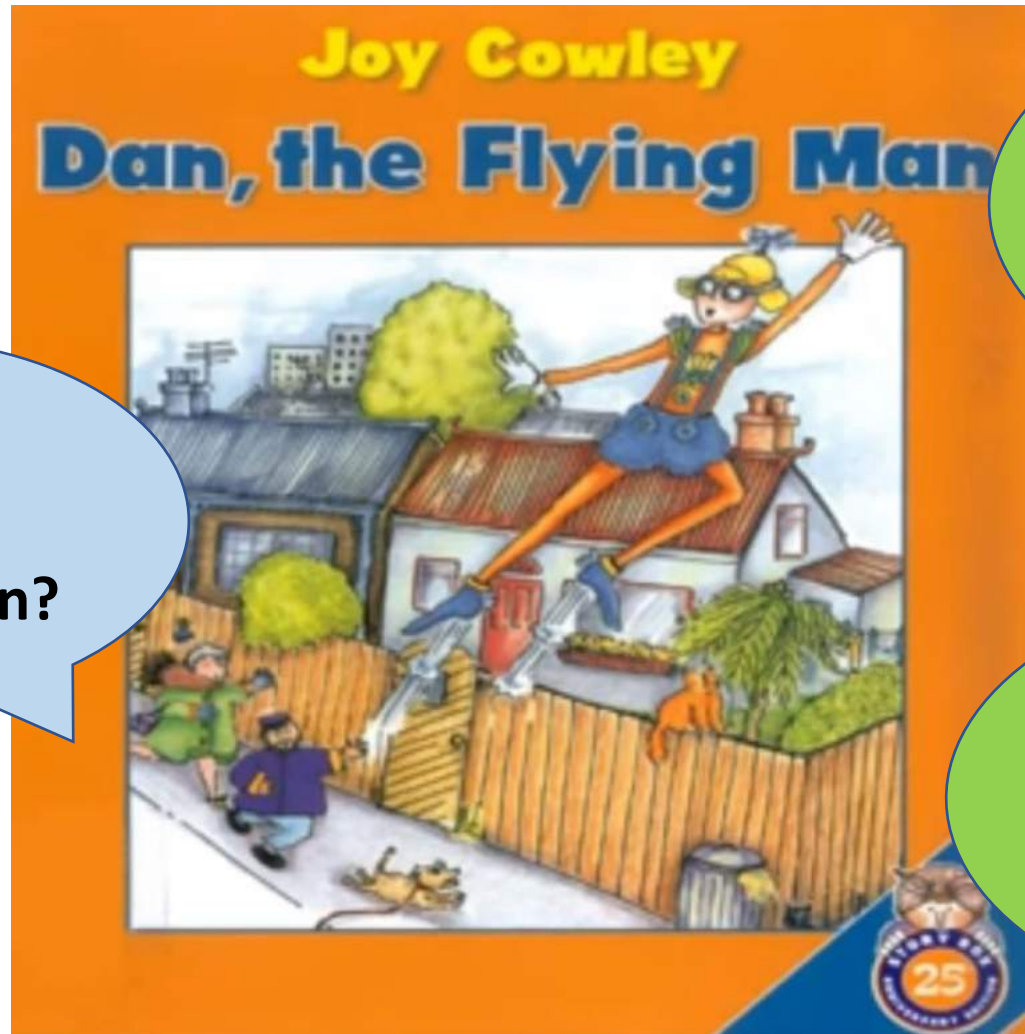


STELLAR 2.0 Shared Book Approach

Who wrote this story?
What do an author and illustrator do?

Why are people chasing Dan?

Tell me about this man. Why is he so special?



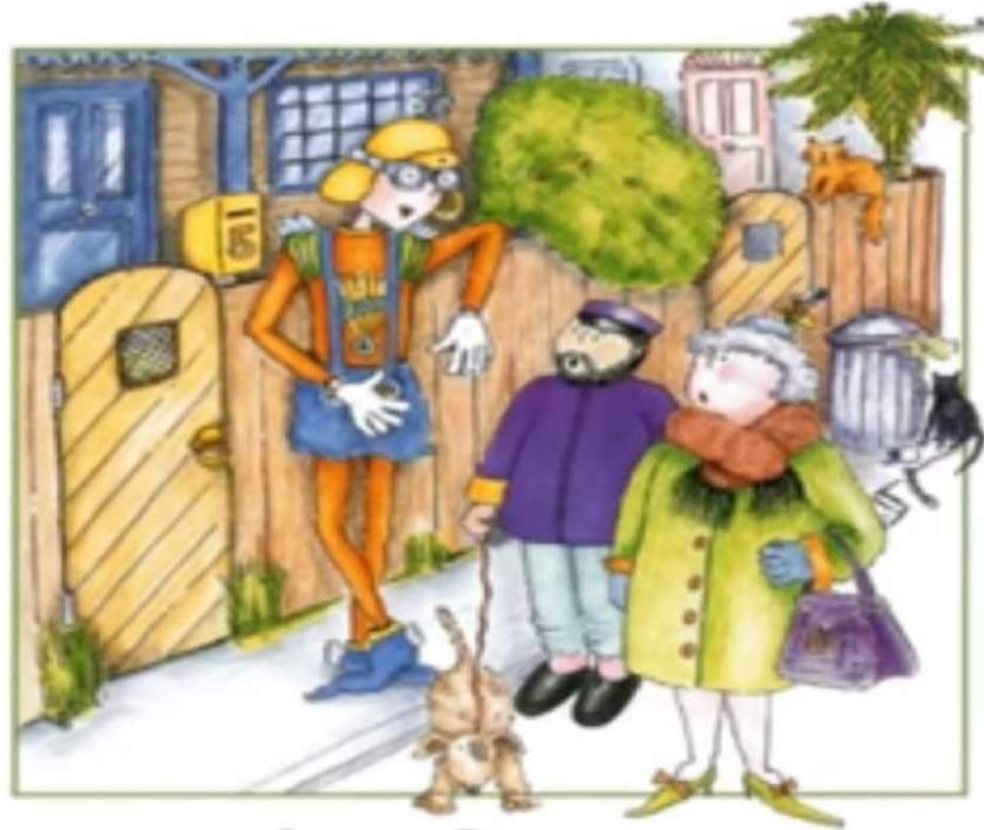
He is special because he can fly.

The people want to catch him. They want to fly too.

STELLAR 2.0 Shared Book Approach

What is Dan saying to the man and the woman?

Look at their expression. How do you think they are feeling?



I am Dan,
the flying man.

Do you believe I can fly? I am going to show you how I fly.

They are shocked because their mouths are open. Even the dog is scared!

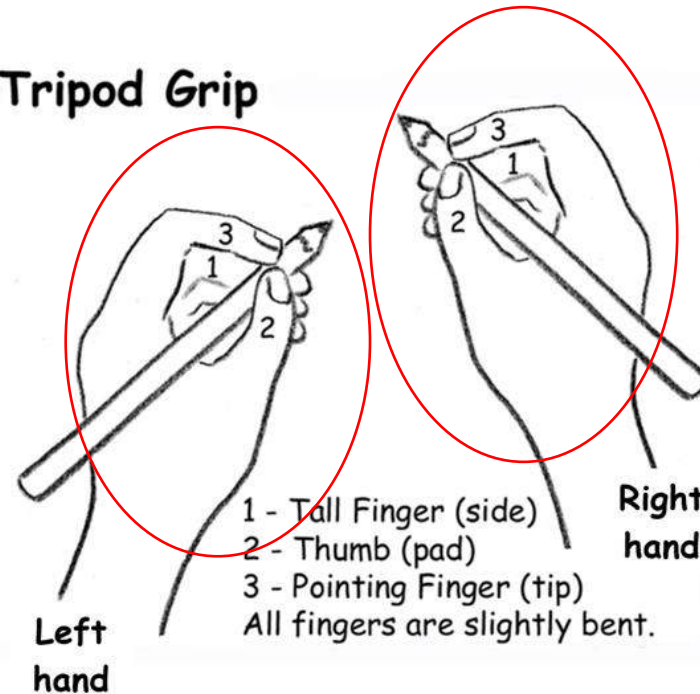
Writing

- Handwriting booklets
- Letter placement, formation, sizing and spacing

The correct way to hold a pencil

Hold your pencil firmly with your thumb and first two fingers.

Tripod Grip



Good Handwriting Habits

1. Sit up straight.
2. Hold your pencil correctly.
3. Place your book at a slight angle to the edge of your table.
4. Rest your free hand on your book to keep it steady.
5. Form your letters correctly.
6. Your letters must not be too close or too far apart.
7. Your letters must sit on the line.
8. Leave the right amount of space between each word.
9. Write from left to right and from top to bottom.
10. Your finished work should look neat.



Writing



Letter
placement
Letter
formation

Copy the sentences below.

Remember to write the punctuation marks.

I am Dan, the flying man.

I am Dan, the flying Man.

Catch me, catch me if you can.

Catch me, catch me if you can.

Over a house and over a crane.

Over a house and over a crane.

Over a bridge and over a train.

Over a bridge and over a train.

Over flowers and over trees.

Over flowers and over trees.

Over mountains and over seas.

Over mountains and over seas.

I am Dan, the flying man.

I am Dan, the flying man.

spacing

Copy the sentences below.

Remember to write the punctuation marks.

I am Dan, the flying man.

I am Dan, the flying man.

Catch me, catch me if you can.

Catch me, catch me if you can.

Over a house and over a crane.

Over a house and over a crane.

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Over a bridge and over a train.

Over flowers and over trees.

Over flowers and over trees.

Over mountains and over seas.

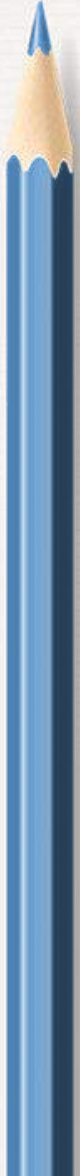
Over mountains and over seas.

I am Dan, the flying man.

I am Dan, the flying man.



Writing



- Word Order
- Develop good sentence structures



Primary Two English
Term 1 [Word Order]

Name: _____
Class: Primary 2 _____



I have learnt to:

- | | |
|---|---|
| 1 | rearrange words to form subject-verb-object sentences. |
| 2 | rearrange words to form sentences beginning with a full stop. |
| 3 | rearrange words to form questions beginning with why or how. |
| 4 | rearrange words using commas to list things. |

I have checked my child's work.

Parent's signature and date: _____

Primary 2 Unit 1 - [Chicken Rice]

Day: _____ Date: _____

Word Order - Subject-Verb-Object

Rearrange the words to form a sentence.

Begin each sentence with a capital letter and end it with a full stop.

1. home ran chicken the _____

2. snake chicken likes rice _____

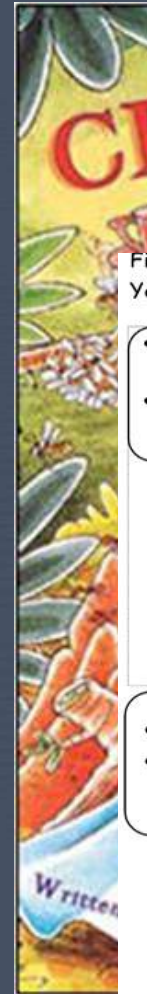
3. go I to school _____

4. she a dress has red _____



STELLAR 2.0 - Modified Learning Experience Approach (MLEA)

- Provides pupils with a shared experience that is linked to the big book read during Shared Book Approach lessons.
- Pupils will engage in class writing and individual writing based on this shared experience.



Choose a character that you like from the story 'Crocodile Tea'.



crocodile

- sharp claws
- scales on its body



zebra

- stripes on its body
- adorable/cute



hippo

- huge and grey
- short tail
- eats plants



Tiger

- stripes on its body
- fierce
- eats meat

Fill in the information about the character in the boxes below.
You can use the helping words in the box.

- Title/author/illustrator of the book
- Name of the character that you like or dislike

I am going to write about the
(name of character)

from the book, . The story is
(title)

written by and illustrated by
(author)

(illustrator)

- Describe the character.
- Write two/three pieces of information about the character.

Handwriting practice area with lined paper.



Shared Experience





STELLAR 2.0 - Creative Writing



Greendale Primary School
Creative Writing
Primary 1



Unit 3: Walking through the Playground



I have learnt to:

- | | | | |
|---|---|--|--|
| 1 | write about an experience walking through the playground. | | |
| 2 | use action verbs to describe what I see. | | |
| 3 | describe the events correctly. | | |



Name: _____ () Class: _____

I have checked my child's work:

Parent's signature and date: _____



Write your sentences neatly in the spaces below.

It was a _____ day. I went to the _____

I saw _____

I like to play at the playground because _____



STELLAR 2.0 - Joy of Learning

- P1
 - ❖ Singapore Zoological Gardens
- P2
 - ❖ Jacob Ballas Gardens
 - ❖ Live Demonstration of making Roti Prata





STELLAR 2.0 – Joy of Learning

- Choral reading and drama
- Spelling Bee





STELLAR 2.0 -

Explicit teaching of language skills

- Pupils are taught explicitly grammar, vocabulary, language structures, oracy skills, critical and close reading skills, as well as other target skills such as concepts of print and phonics.
- Annotation
(eg. subject verb agreement)

Noun	N	Verb	V
Singular Noun	SN	Plural Noun	PN
Singular Verb	SV	Plural Verb	PV
Adjective	<u>Adj</u>	Adverb	<u>Adv</u>
Present Tense	<u>Pr.T</u>	Past Tense	<u>Pa.T</u>

Eg:

SN SV
The boy eats his food hungrily.

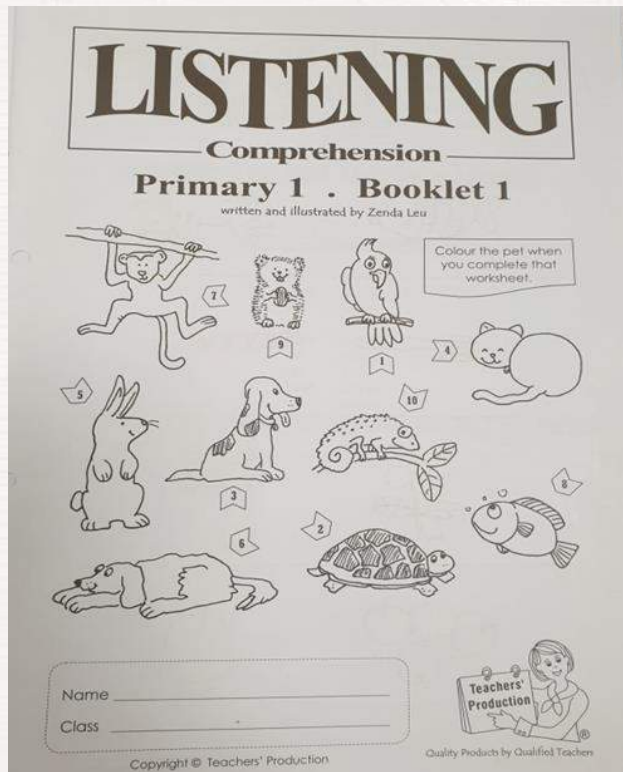
PN PV
The boys eat their food hungrily.



Listening



- Practices from Listening Comprehension Booklets, STELLAR worksheets
- Through daily lessons and group work.



My Listener Checklist

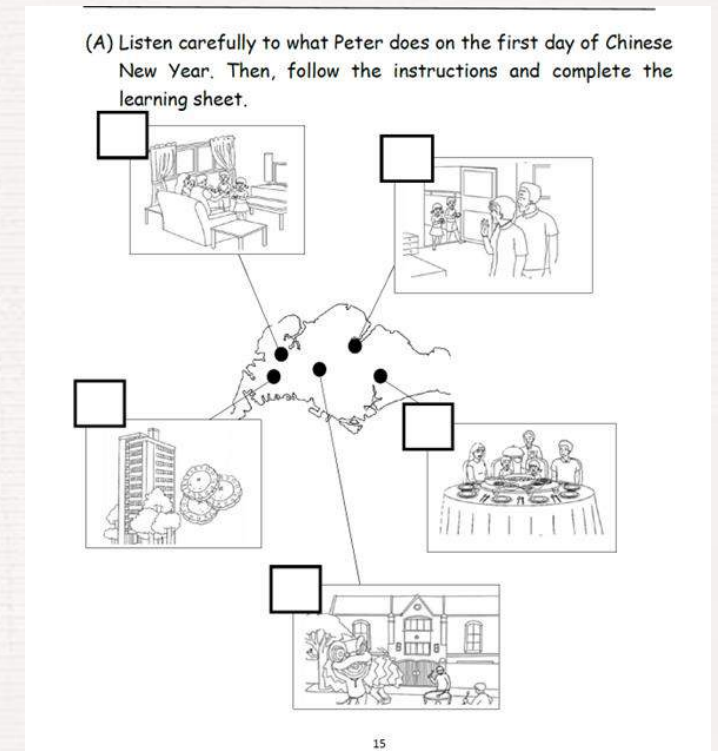
After your classmates have shared about their experiences of feeling sad, put a tick (✓) in each box for the quality you have shown as a listener.

As a listener, I...	Partner A ()	Partner B ()
• listened attentively to my partner.		
• did not interrupt my partner.		
• maintained eye contact with my partner.		
• showed appropriate posture.		
• showed appropriate facial expression.		

Reflections:

I think I did well because _____

I can improve by _____





Speaking

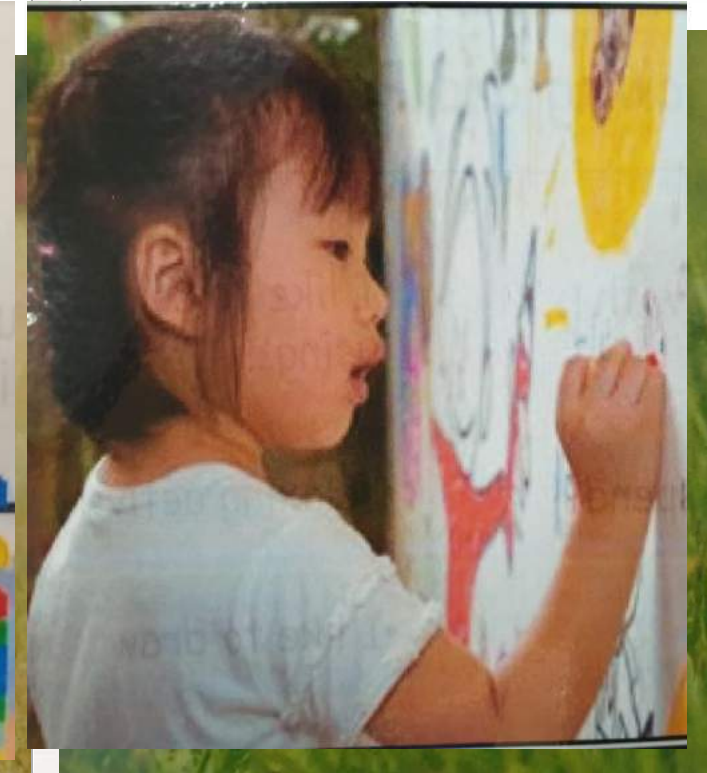
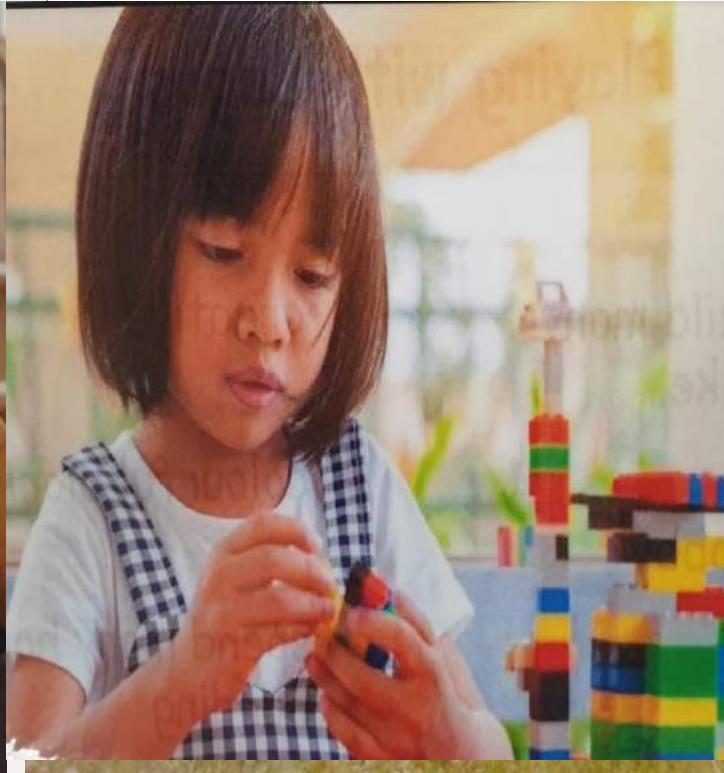
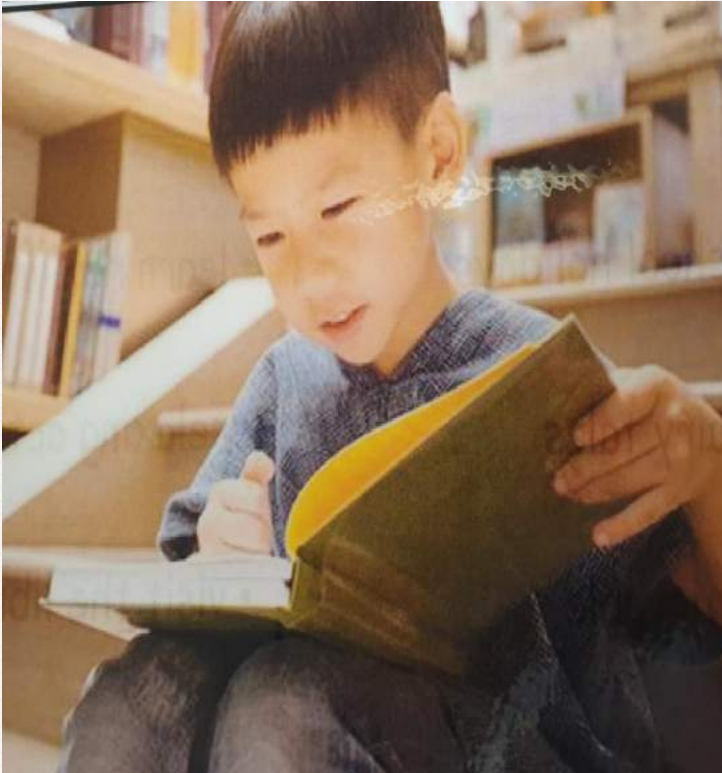
- Explicit teaching on how to express their thoughts, feelings and ideas clearly.
- Focus on communication etiquette. Explain what it means by taking turns, using appropriate eye contact and volume in conversations or discussions.





Speaking

- Practice opportunities (eg. Pick and Tell, Shared Book Approach, STELLAR worksheets, group work).





Reading Comprehension

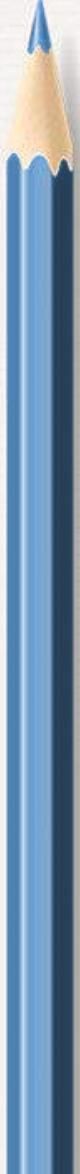


- Through questioning during the Shared Book Approach.
- Teach annotation strategy to identify key characters and setting in a passage.





Reading Comprehension



character

referent

pronoun

Crocodile was hungry. He set up a table and filled it with 1
cucumber sandwiches, fruits and a big pot of tea.

"Come to tea," he said to Zebra As he was hungry,
Zebra agreed.

Crocodile knocked on the door, "Come and
cucumber sandwiches." Tiger said that he did not like
vegetables.

"Come to tea," he invited Snake. There was silence.
Snake coiled around a tree branch, sleeping soundly.

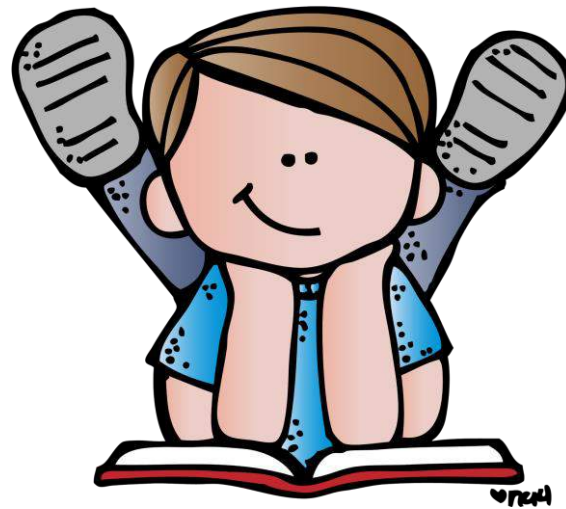
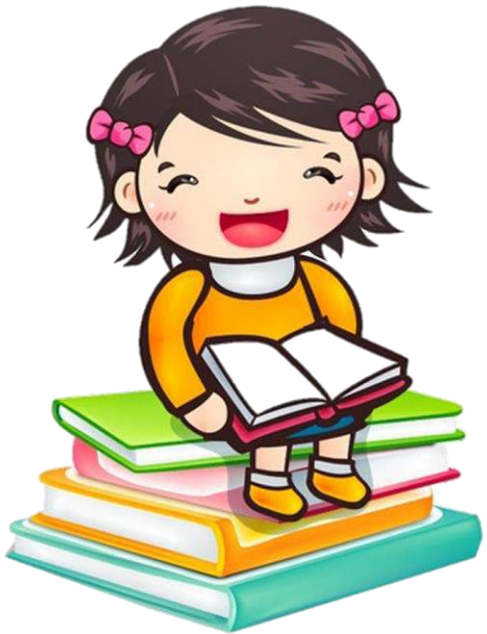
Finally, Crocodile invited Baboon. Baboon was trying on 10
her new hat in front of the mirror. "What a beautiful hat you
have! You must come to tea and I will take a photograph of
you." Baboon liked the idea and accepted Crocodile's invitation.

Crocodile was gleeful. He snapped his jaws and said,
"Now, I can really have my tea!"

15

Adapted from "Crocodile's Tea" by Marcia Vaughan

READING



READING

- Benefits of READING
- Cultivate the READING habit
- Develop GOOD READERS in school
- Home support for READING



READING

WHAT READING MAKES POSSIBLE...

"A childhood spent among books
prepared me for a lifetime as a reader."

– Carol Jago, Past President of the National Council Teachers of English

READING

Benefits of Reading!

- ✓ Improves Cognitive Skills
- ✓ Exercises our intelligence.

READING

Benefits of Reading!

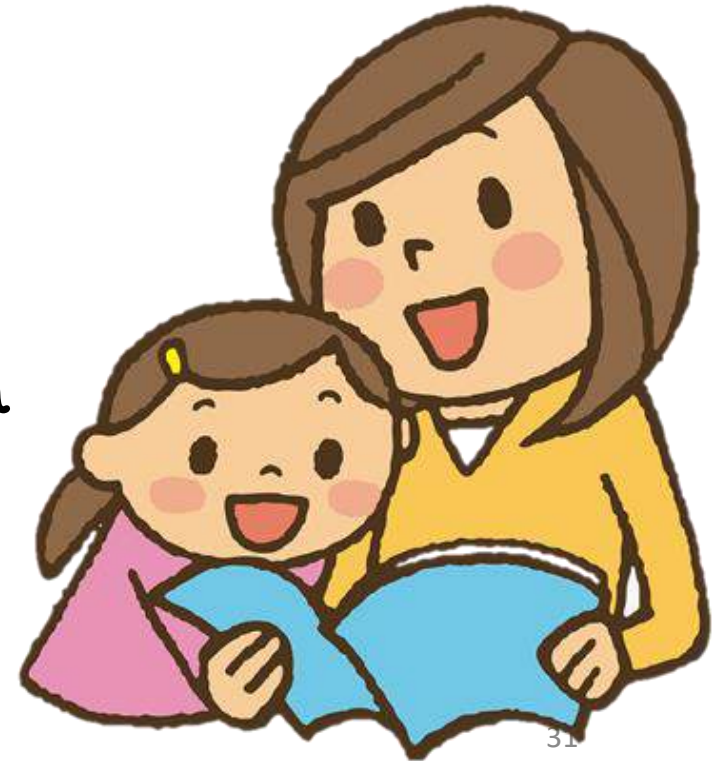
- ✓ Good vocabulary
- ✓ Improves imagination and creativity
- ✓ Improves reading comprehension

READING

Cultivate the reading habit

1. Read aloud to and with your child.

- ✓ An enjoyable bonding activity
- ✓ Proper pronunciation and articulation
- ✓ Decodable and non-decodable words



READING

Cultivate the reading habit

2. Make reading a daily routine.

- ✓ Read daily, be consistent.
- ✓ 'A Story a Day' as part of the routine.
- ✓ Reading sessions about 5 to 10 minutes long.



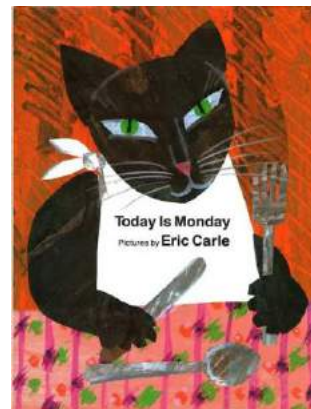
READING

Cultivate the reading habit

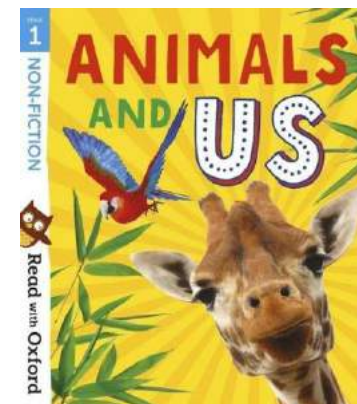
3. Encourage variations. Use different books/media.

- ✓ Reading materials –
magazines, comics,
online websites
- ✓ Vary the genres

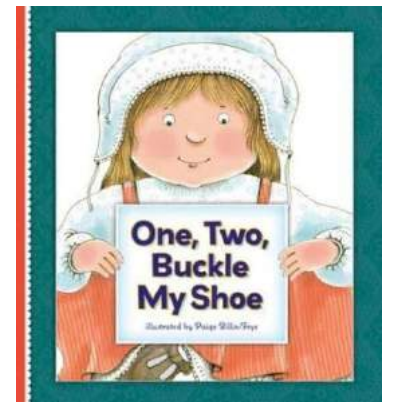
Fiction



Non- Fiction



Poem



READING

Cultivate the reading habit

4. Talk about the story after reading.

Eg: Do you like the story? Why? Why not?

Which character do you like best?

What can you learn from the story?



READING

Cultivate the reading habit

5. Play word games.

- ✓ Variety of forms -
online, paper or board games
- ✓ A good bonding time together.



READING

Cultivate the reading habit

6. Create flashcards

- ✓ A good way to learn new words
- ✓ Write the words on the card - child reads them
- ✓ Can be brought anywhere
- ✓ Can be pasted on walls
- ✓ Can be used to label items at home

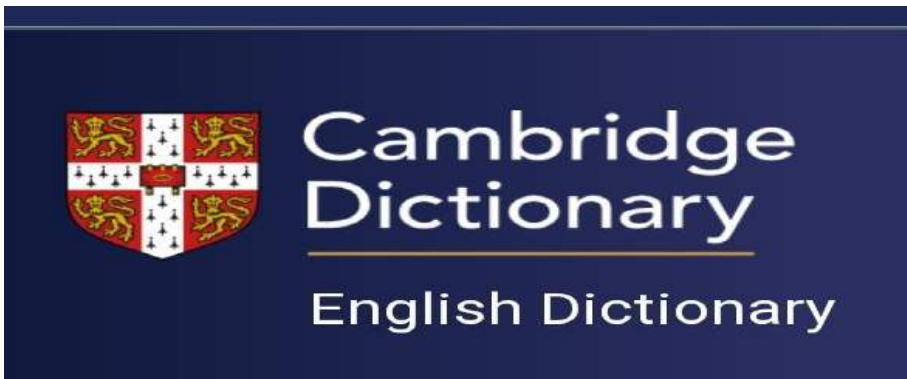
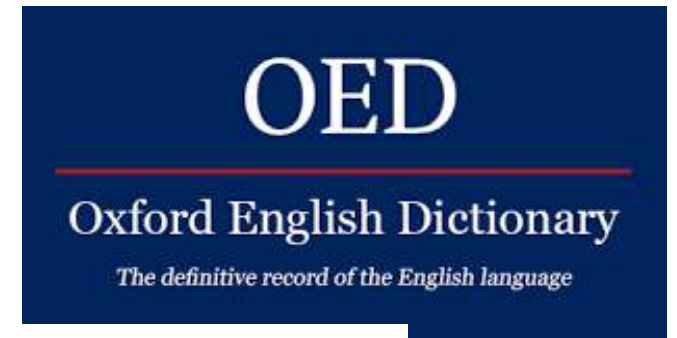


READING

Cultivate the reading habit

7. Online dictionary platform

✓ To check how words are pronounced



READING

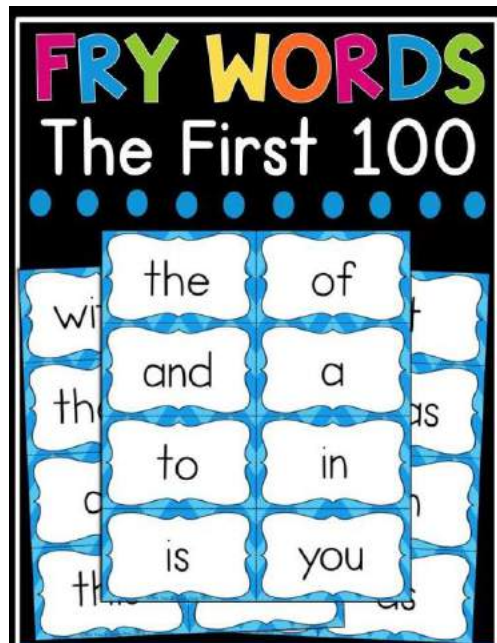
Cultivate the reading habit

8. Have patience.
[LOTS of it!]

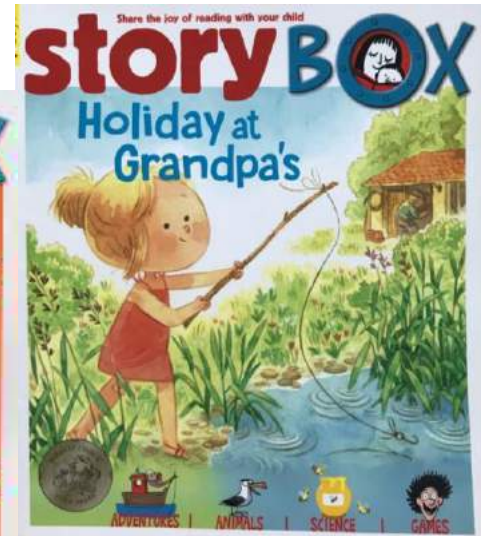
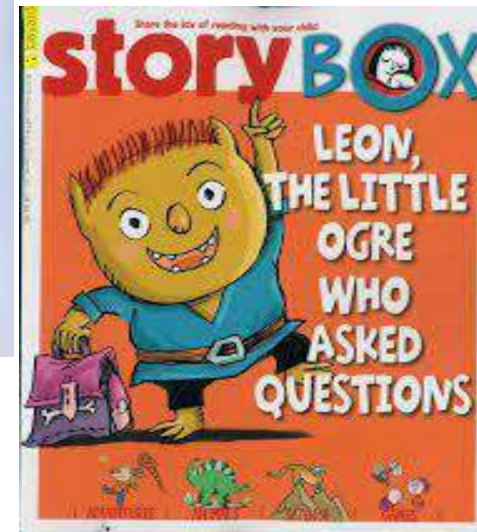
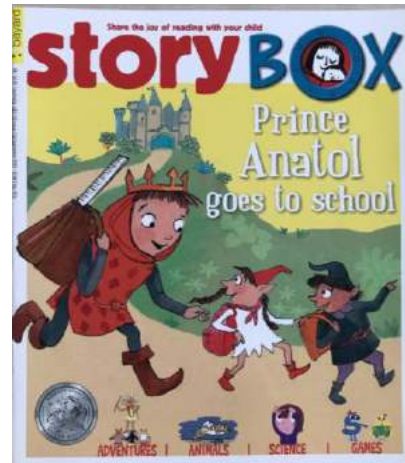


How do we develop our pupils to be **good readers** in school?

1. 25 High Frequency Words



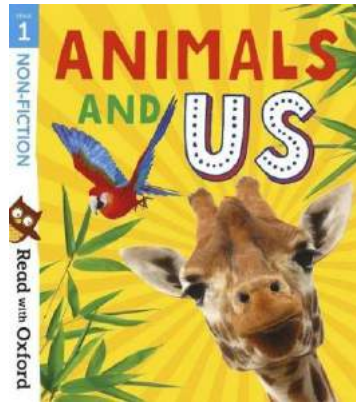
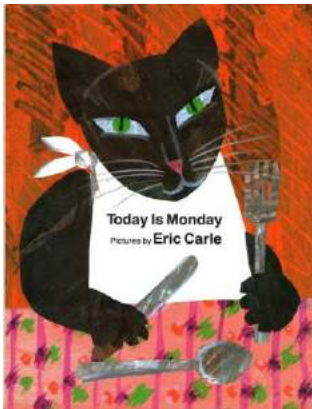
2. StoryBox magazines



How do we develop our pupils to be good readers in school?

3. Fiction and non-fiction books during Extensive Reading Period

Fiction



Non-Fiction

4. Class Library.



How do we develop our pupils to be
good readers in school?

5. Blending (Reading) [decodable words]

- Blending is to put the sounds of letters together and say out the sound.
- Blending can only be used for decodable words/regular words.

Eg: m...a...t - mmaattt - mat

How do we develop our pupils to be good readers in school?

6. LSCWC [Look, Say, Cover, Write, Check] (Spelling)

- For non-decodable words or irregular words, pupils must memorise them.
- To read non-decodable words, pupils use this strategy(LSCWC).
- Helps pupils in spelling

Video on “Learn to Spell Better”



How do we develop our pupils to be good readers in school?

7. Phonics, reading and spelling skills.



Primary One English Language
Term 1
Reading and Word Recognition Skills

Unit 1: Dan, the Flying Man



Primary Two English Language
Term 1 [Phonics]
Reading and Word Recognition Skills

Name: _____ ()

Class: Primary 2 _____

Unit 2: Bad Dreams

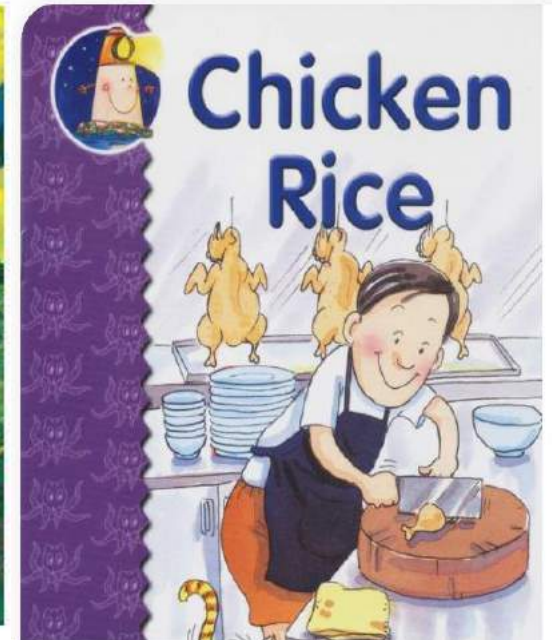
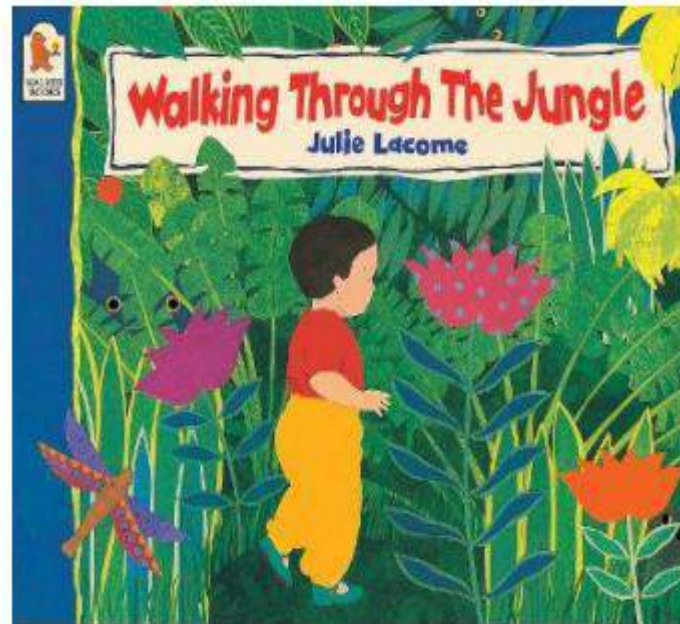
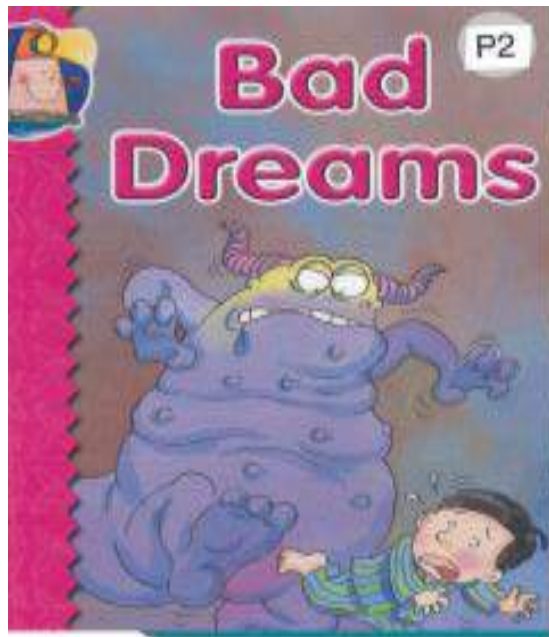
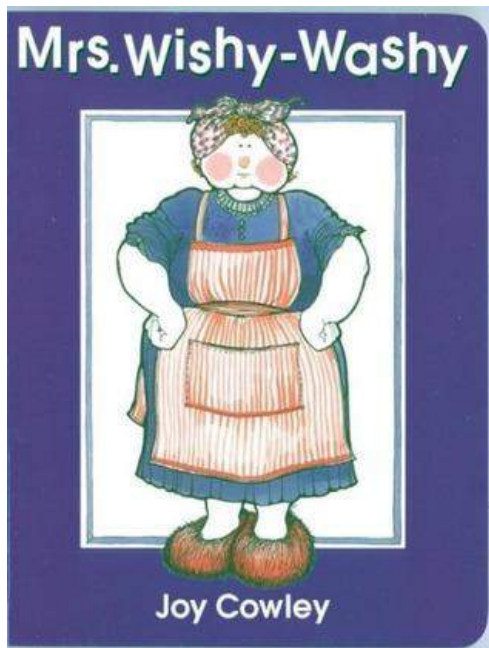


Corrections	
Page	Done
1	
2	
3	

I have learnt to:		😊	☹️
1	identify and read words beginning with 'squ' (/skw/).		
2	read words that contain 'ai' vowel digraph.		
3	read words that contain 'ee' vowel digraph.		
4	read the high frequency words from the story 'Bad Dreams'.		
5	read the vocabulary words from the story 'Bad Dreams'.		

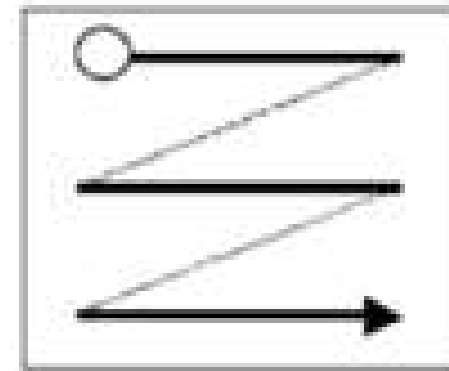
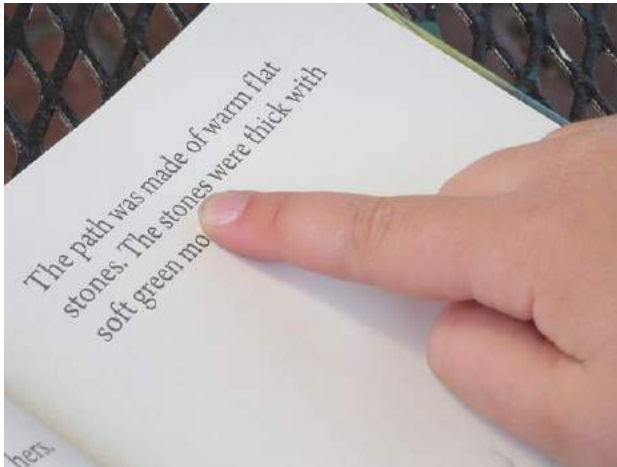
How do we develop our pupils to be **good readers** in school?

8. Reading with expression, intonation and proper pronunciation.



How do we develop our pupils to be good readers in school?

10. Teaching the correct conventions of reading
- use finger to slide under words as they read
 - reading from left to right



HOME SUPPORT

1. Conducive home environment.

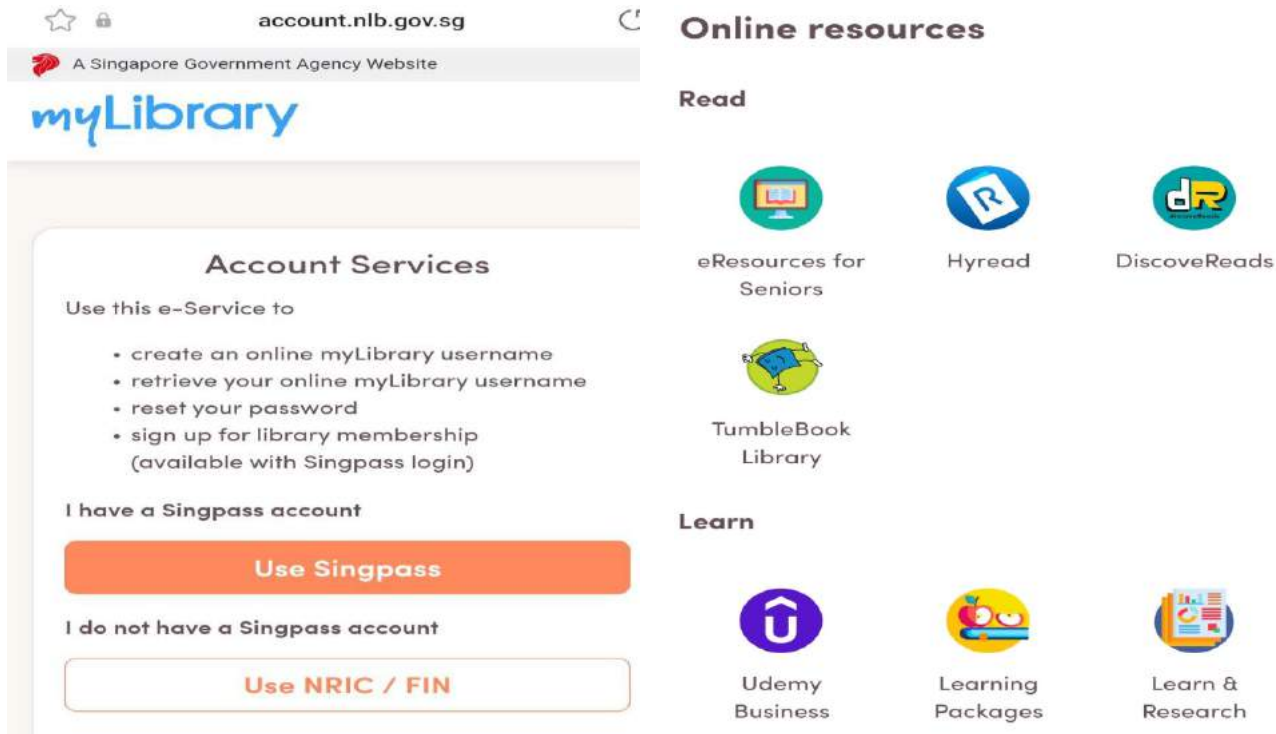


- Print-rich (Posters/labels)
- Flashcards/word cards
- Display of books/reading materials

HOME SUPPORT

2. Reading Resources

@ National Library Board



Be a member! Sign up online!
<https://account.nlb.gov.sg/>
Borrow ebooks,
access digital resources,
audio books and many more!
OR you can go down to the library to borrow
the books too!

HOME SUPPORT

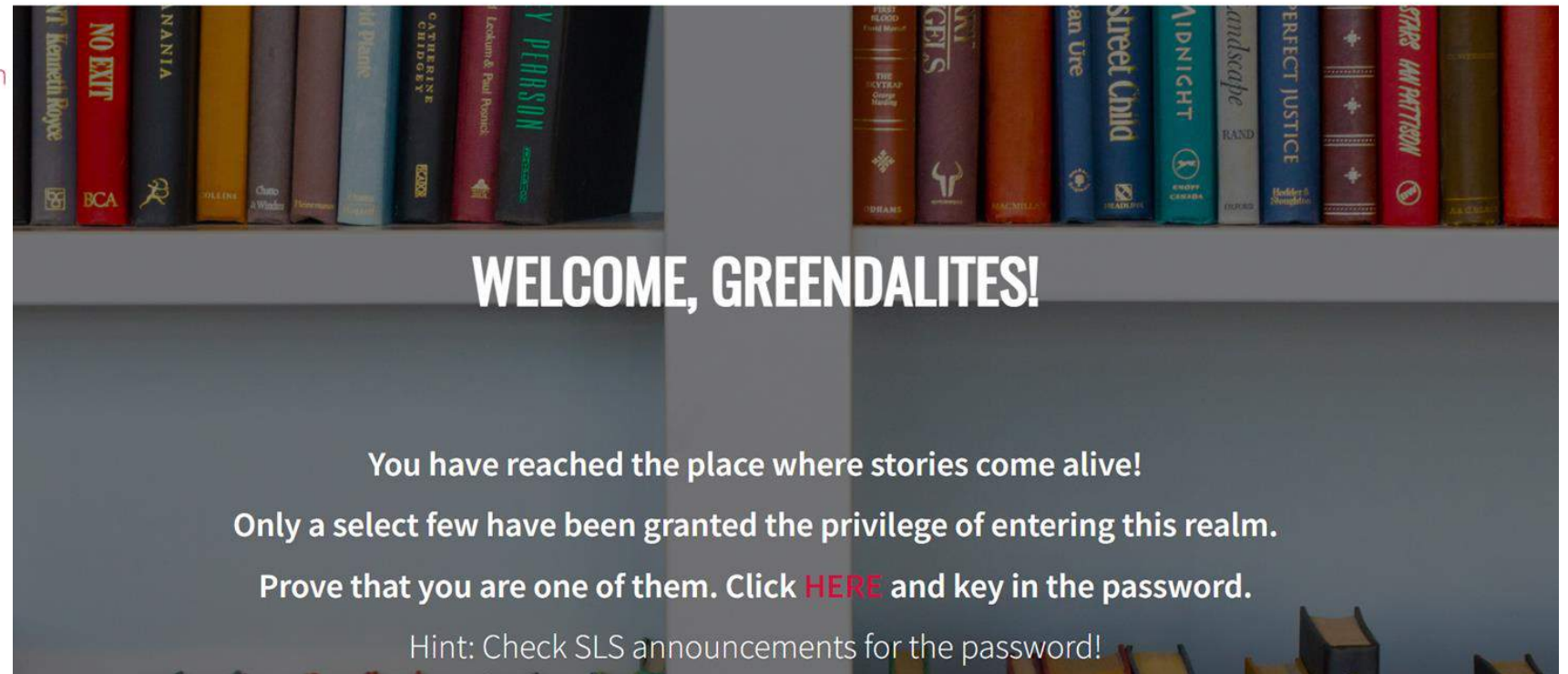
2. Reading Resources

All Categories

- Book Reviews
- Comics & Artwork
- From March SLS Collection
- From September SLS collection
- Information Text
- Jokes & Riddles
- Personal Reflections
- Poems
- Primary 1
- Primary 2
- Primary 3
- Primary 4
- Primary 5
- Primary 6
- Short Stories

The Write Project

a project by the English Department



HOME SUPPORT

3. One-Minute-Dash

For this activity, you will need :-

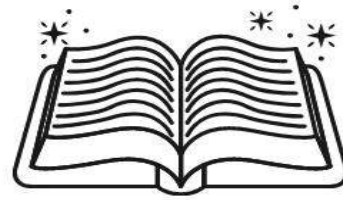
- Flash cards, a timer and a list of words (minimum of 30 words)

How to do One-Minute-Dash:

- Set the timer to one minute.
- Once ready, start the timer and flash the words to your child.
- Separate the words that your child can read and cannot read.
- When one minute is up, count the number of words they can read.
- Go through the words that your child could not read.
- Add in new words as you continue to do the OMD daily.



“



“If you are going to get
anywhere in life, you have
to read a lot of books.”

ROALD DAHL

OBERLO