

Greendale Primary School

EL Lower Primary Parents' Zoom Session

*For best viewing experience, please use the Zoom application.
Music is being played in the background.
Do ensure that you are able to hear the audio.*



What will be covered today

**EL
curriculum
and
Syllabus**

**How do we
prepare
your child
in school?**

Reading

**How do
you
support
your
child at
home?**



ENGLISH 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

STELLAR 2.0 curriculum develops:

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.

EL Syllabus 2020



HOW DO WE PREPARE YOUR CHILD IN SCHOOL?

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.

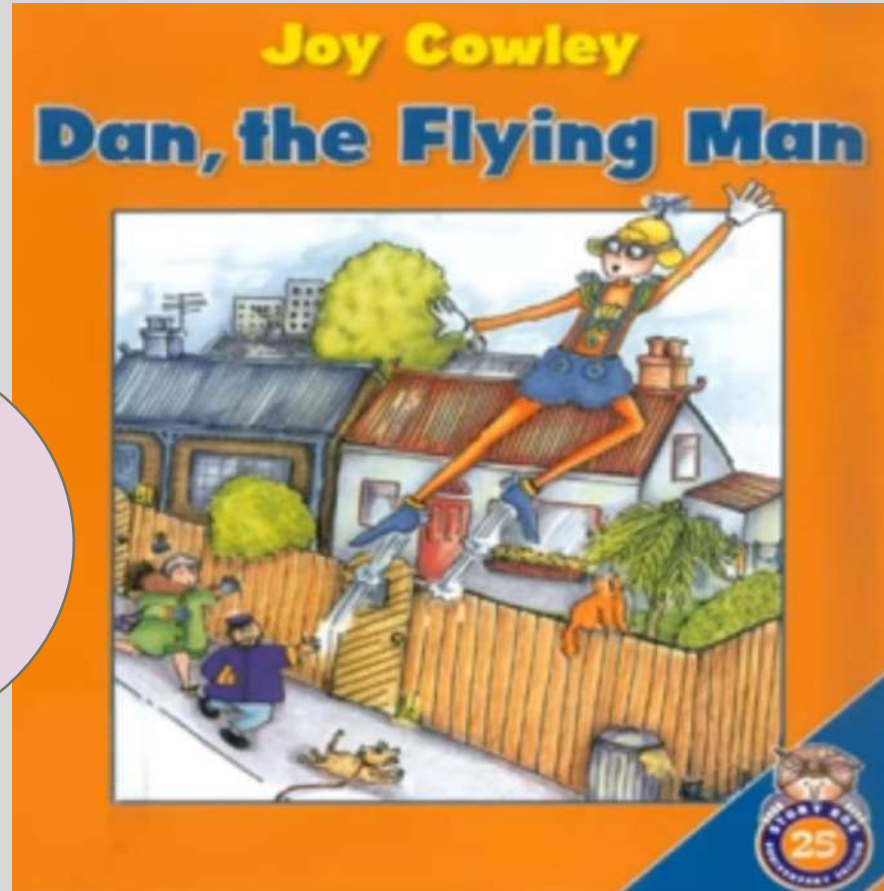


Stellar 2.0 – Shared Book Approach

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?



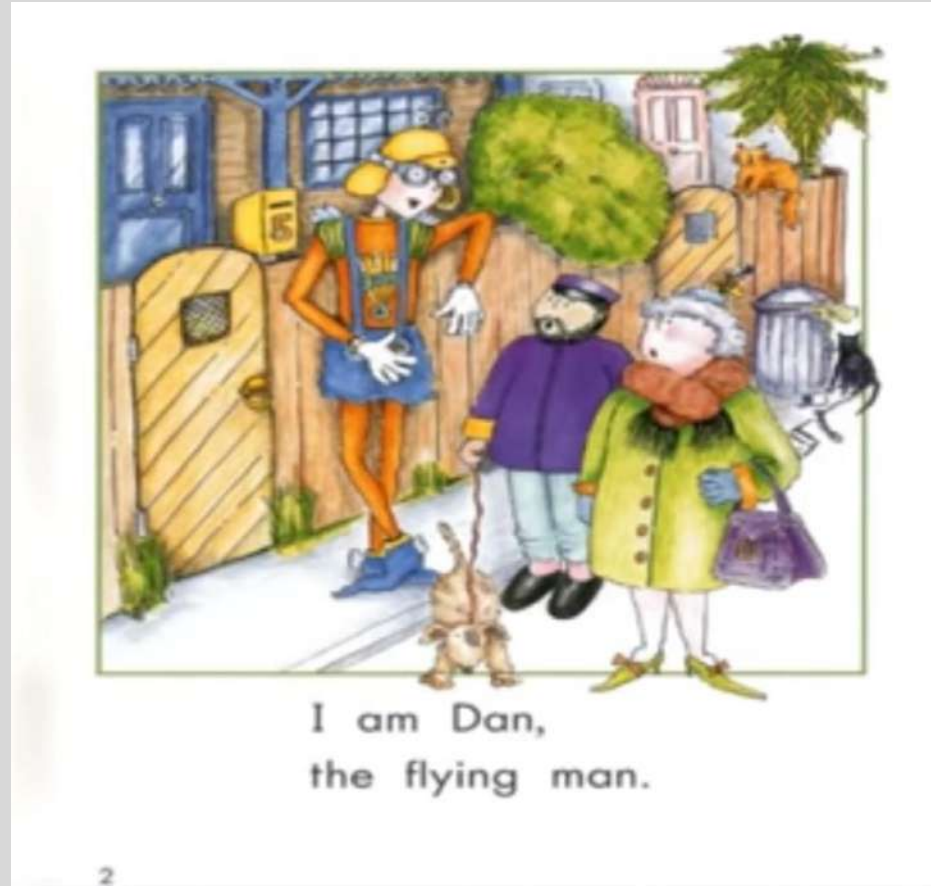
He is
special
because he
can fly.

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?



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!

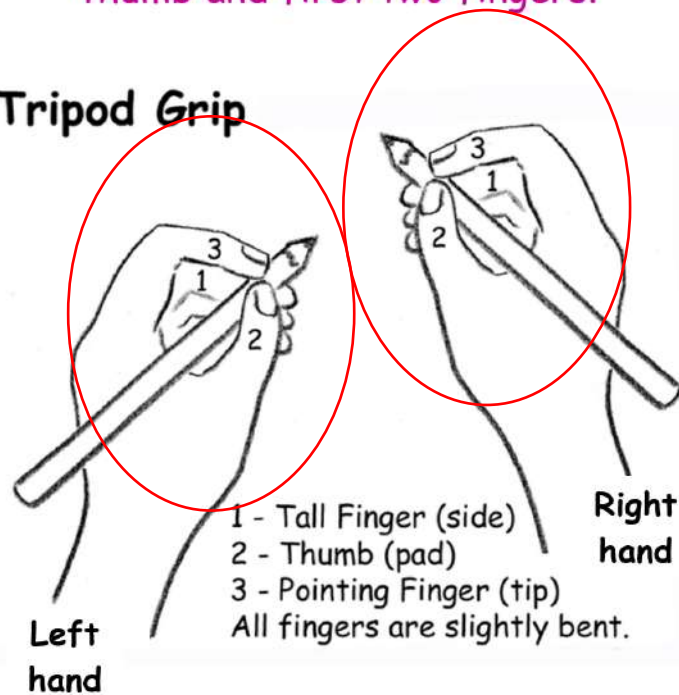
Writing

- 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.

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.

Letter
placement
Letter
formation

spacing

Copy the sentences below.

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Over flowers and over trees.

Over mountains and over seas.


Over mountains and over seas.

I am Dan, the flying man.

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Writing

- Word Order
- Develop good sentence structures




Greendale
PRIMARY SCHOOL

Primary Two English Language
Term 1 [Word Order]

Name: _____ (___)

Class: Primary 2 _____



Subject Verb Object


English

Corrections	
Page	Done
1	
2	
3	
4	
5	

I have learnt to:		😊	☹️
1	rearrange words to form subject-verb-object sentences.		
2	rearrange words to form sentences beginning with a capital letter and ends with a full stop.		
3	rearrange words to form questions beginning with who, what, when, where, why or how.		
4	rearrange words using commas to list three items in a sentence.		

I have checked my child's work.

Parent's signature and date: _____



Date: _____

ject
ntence.
letter and end it with a full stop [.]

the _____

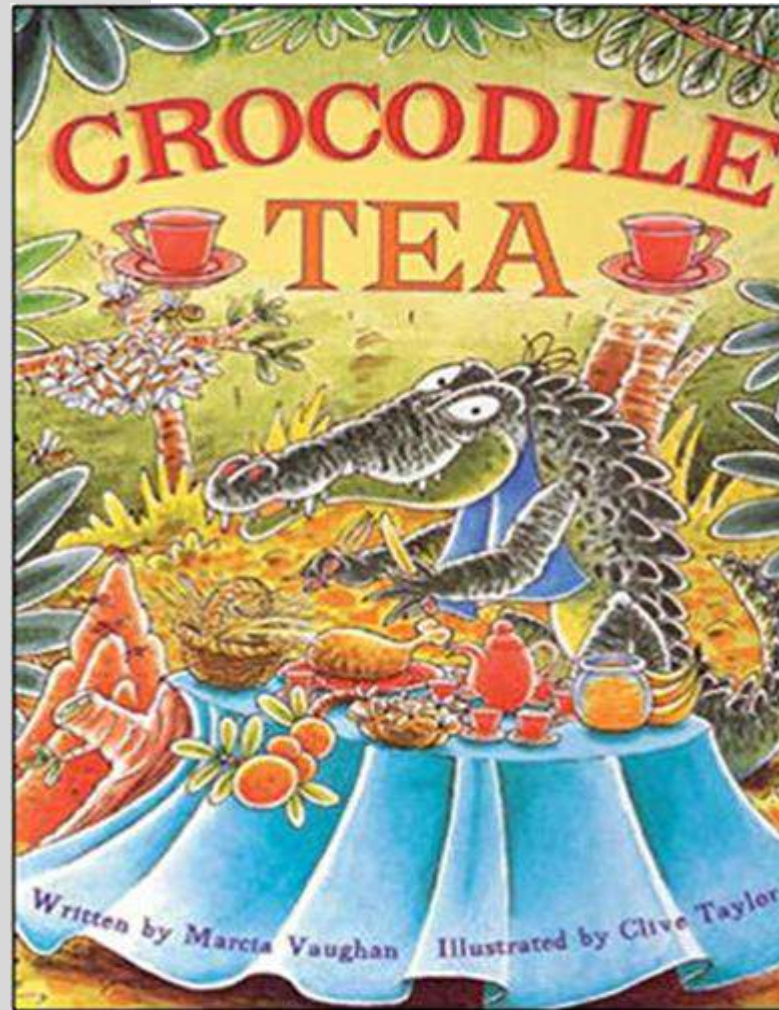
rice _____



school _____

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.



 <u>hippo</u> and grey tail ants ow.	 <u>Tiger</u> - stripes on its body - fierce - eats meat
--	---

to write about the _____
(name of character)
_____. The story is
(title)
_____. and illustrated by
(author)
_____.
(author)

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: _____



ent to the

e

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>

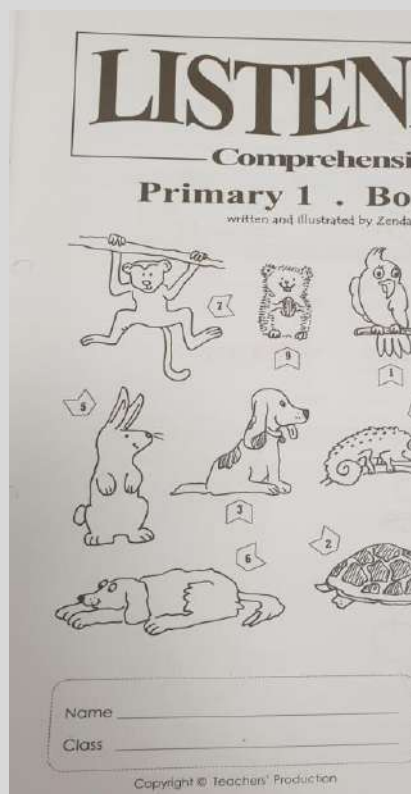
Eg:

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 Li
After your classmates have
feeling sad, put a tick (✓) in
shown as a listener.

As a listener, I...

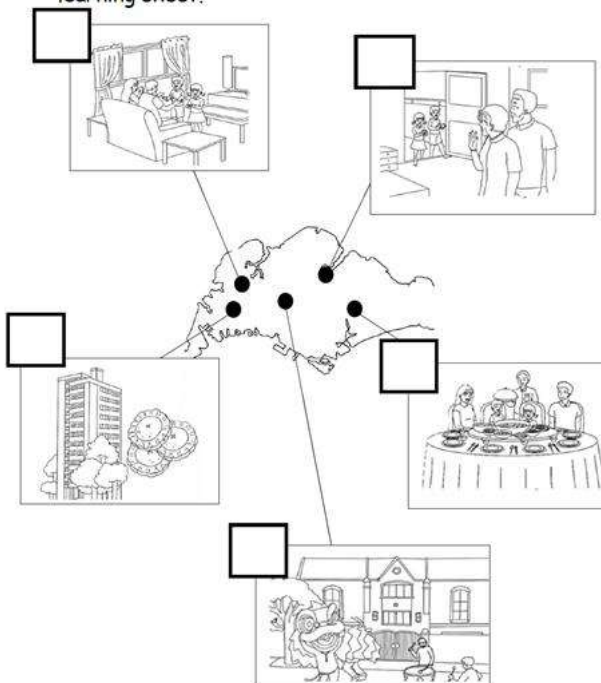
- listened attentively to my
- did not interrupt my part
- maintained eye contact w
partner.
- showed appropriate postu
- showed appropriate facia
expression.

Reflections:

I think I did well because ____

I can improve by ____

(A) Listen carefully to what Peter does on the first day of Chinese
New Year. Then, follow the instructions and complete the
learning sheet.





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.

Have a conversation with your friends to learn how they come to school every day. Use the 'Success Criteria for a Respectful Conversation' to do peer assessment of your friend.

Success Criteria for a Respectful Conversation		
A respectful conversation requires you to:		
1. listen and take turns to respond	😊	😞
2. give eye-contact (look at the person you are talking to)		
3. speak at the right volume		

Student A  Student B 

Student A: How do you usually come to school?

Student B: My father/mother sends me to school every day.

Student A: What type of transport do you take to school?

Student B: I came to school by bus/car today. How about you? How do you come to school?

19

Speaking

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

Pick and Tell	
	Greet & introduce yourself
	Pick a picture card
	Elaborate
	Add personal response
	Round up the presentation
	Thank the audience

Good morning Teacher and friends. I am ...

This is a picture of...

It is ...

There is ... on its body.

I have seen it ...

I like (or do not like) this animal because ...

Thank you everyone for listening to me.

Good morning Teacher and friends. I am ...

This picture shows ...

My family and I like ...

We ... on weekends and during the holidays.

My father ...

My mother ...

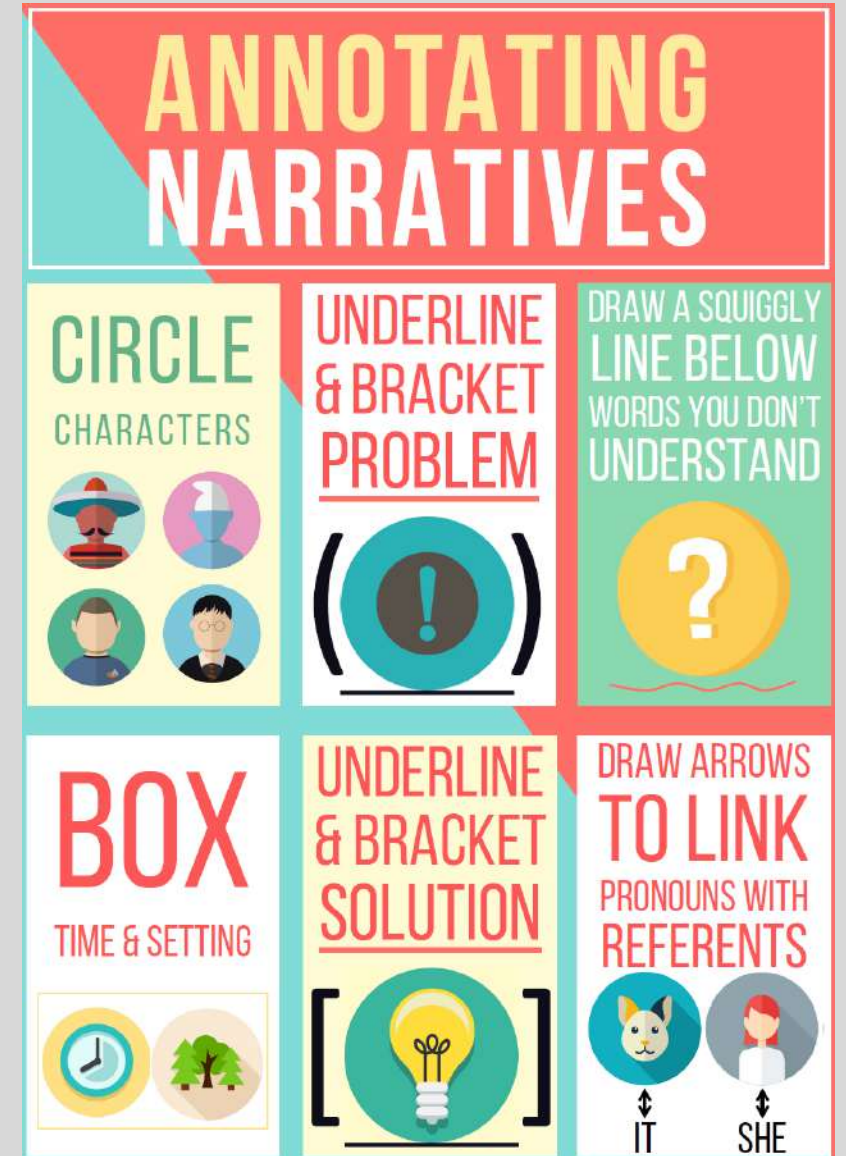
I enjoy ... because ...

I hope ...

Thank you everyone for listening to me.

Reading Comprehension

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



Reading Comprehension

character

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.

referent

pronoun

Crocodile knocked at Tiger's door, "Come and try my 5
cucumber sandwiches." Tiger said that he did not like
vegetables.

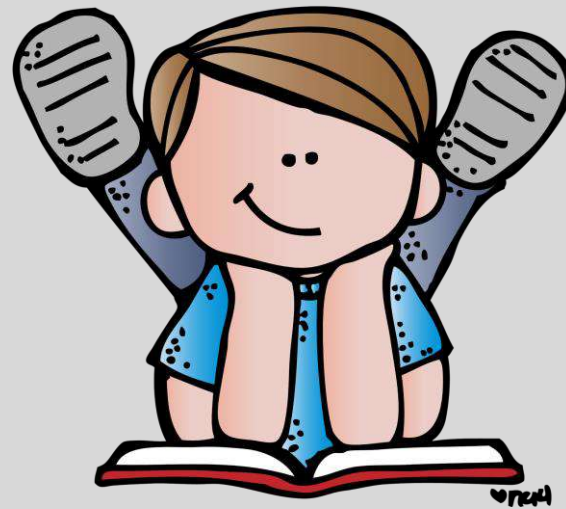
"Come to tea," he invited Snake. There was silence.
Snake coiled around a tree branch, sleeping soundly.

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!

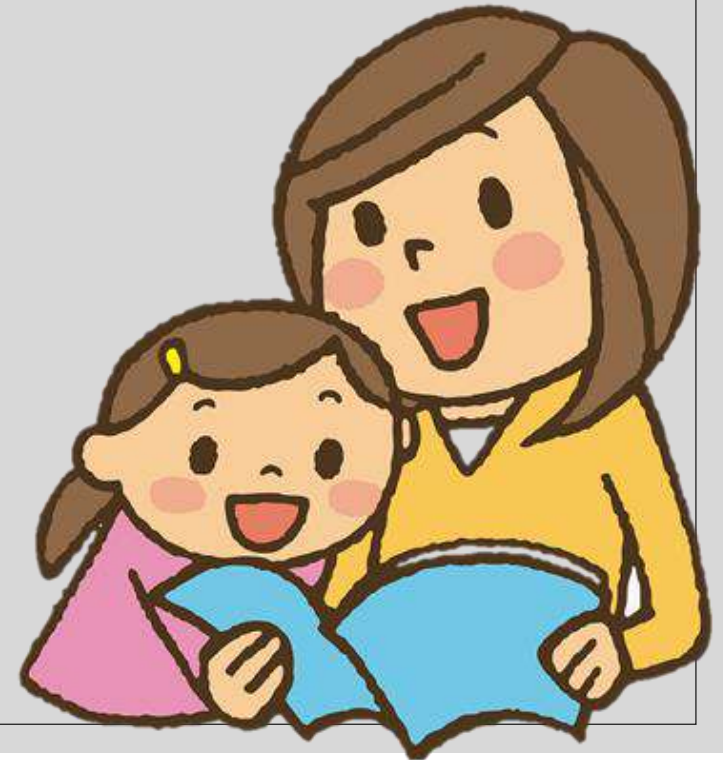
- ✓ Good vocabulary
- ✓ Improves imagination and creativity
- ✓ Improves reading comprehension

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

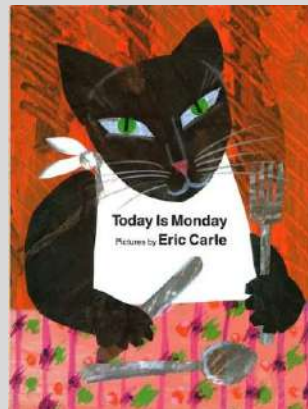
Cultivate the reading habit

3. Encourage variations.

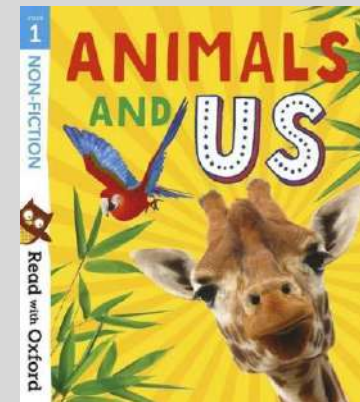
Use different books/media.

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

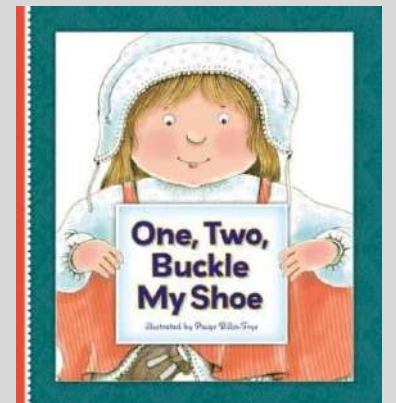
Fiction



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

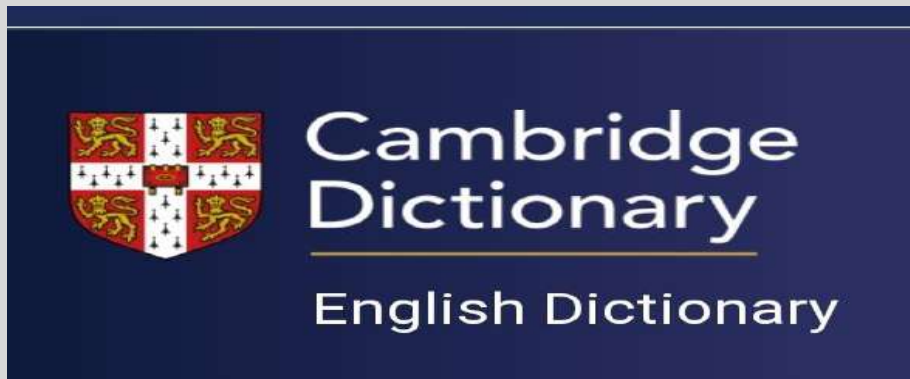
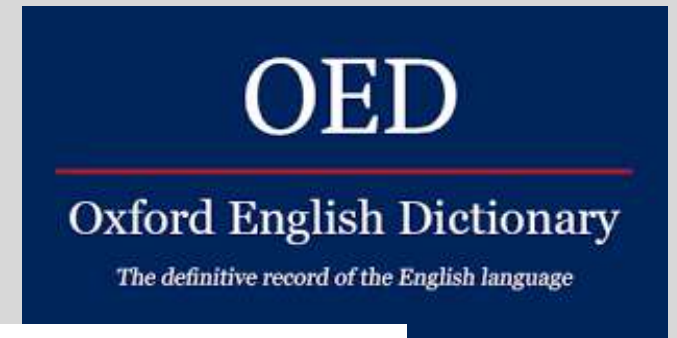


READING

Cultivate the reading habit

7. Online dictionary platform

- ✓ To check how words are pronounced



READING

Cultivate the reading habit

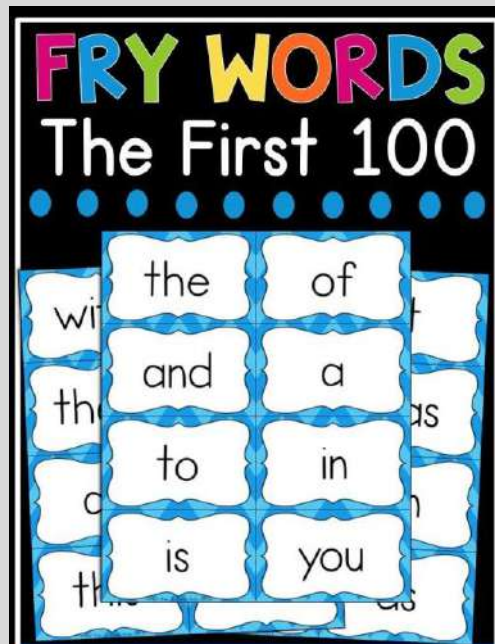
8. Have patience.

[LOTS of it!]

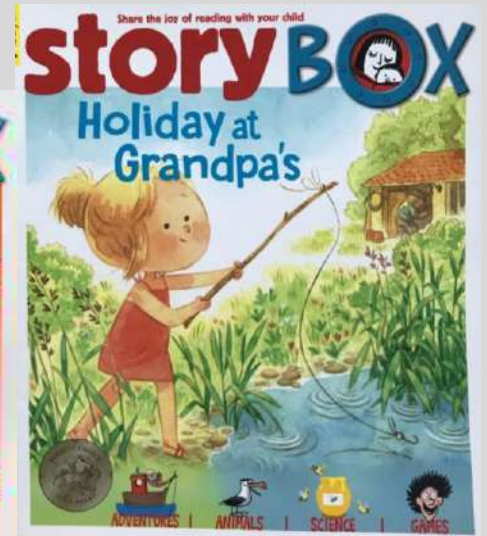
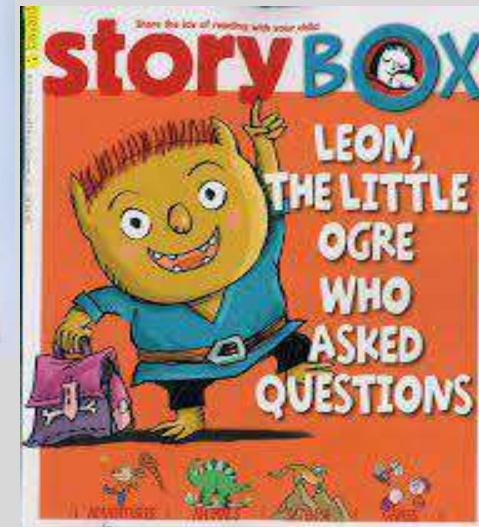


How do we develop our pupils to be **good readers** in school?

1. 25 High Frequency Words

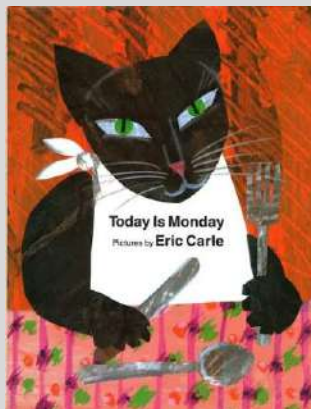


2. StoryBox magazines

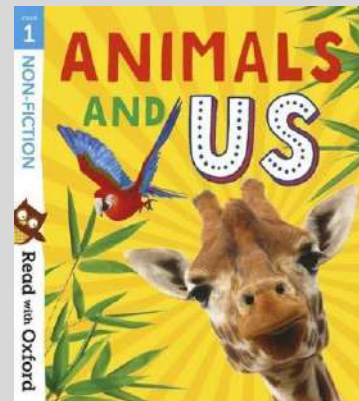


How do we develop our pupils to be **good readers** in school?

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. Book reviews

Greendale Primary School
 Primary 1 

Book Review Number: _____


Title: _____


Author: _____

Name _____

Class _____


Date _____

 Draw your favourite part of the book

 Do you like this book? Why or why not?

Book Review Number: _____

GREENDALE
PRIMARY SCHOOL
PRIMARY 2



Name _____

Class _____


Date _____

What is the title of this book?

Who is the author of this book?

What is the story about?

I give this book
(colour the stars)



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

6. 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 – mmaaattt - mat

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

7. 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

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

8. 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	

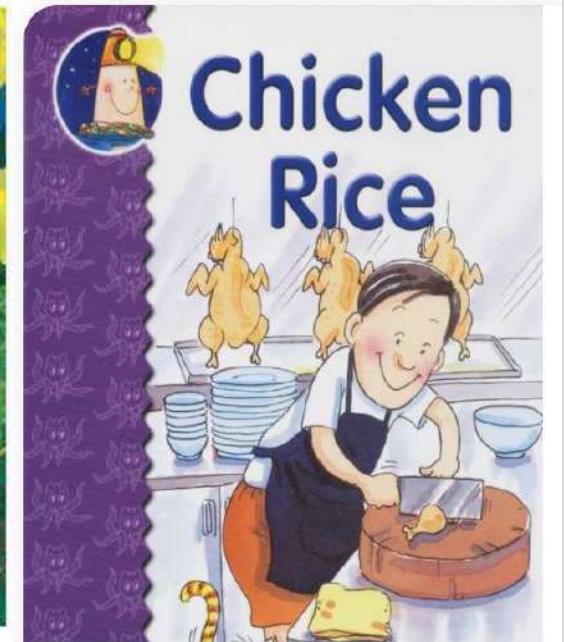
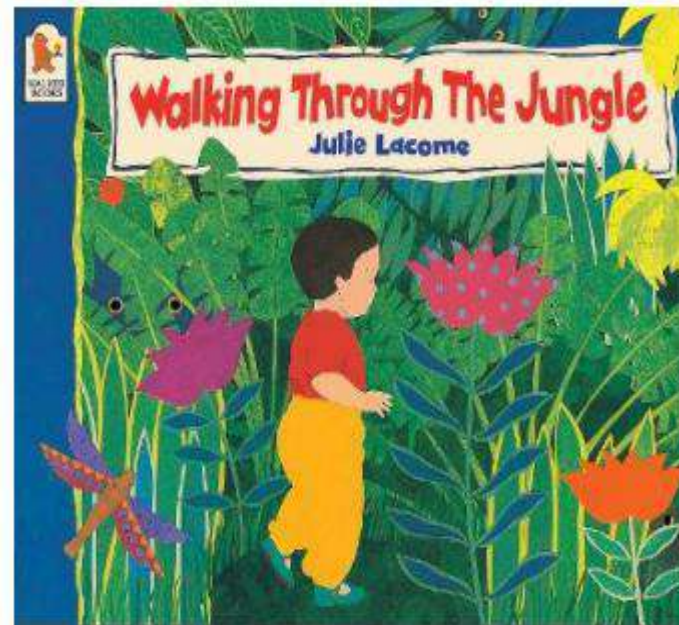
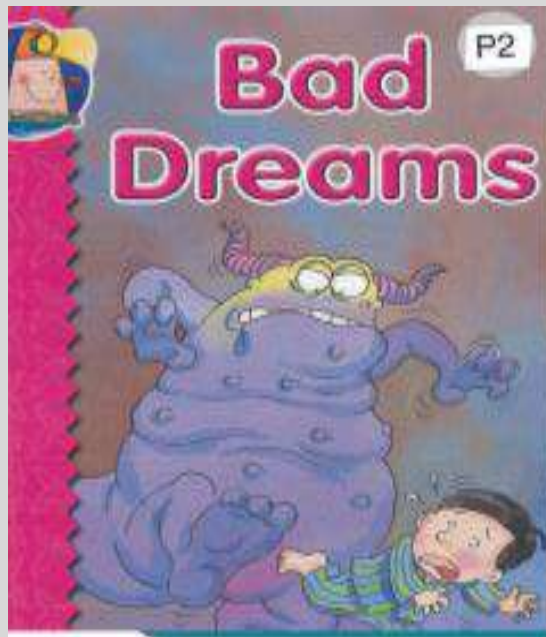
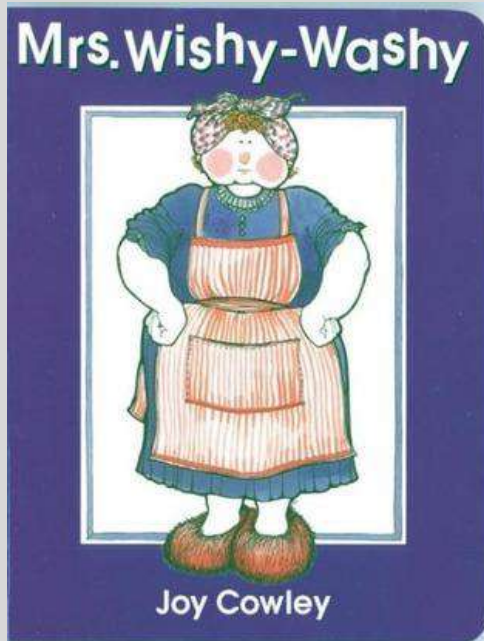
I have learnt to:

- 1 identify and read words beginning with 'saw' (/saw/).
- 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'.

	😊	☹️
1		
2		
3		
4		
5		

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

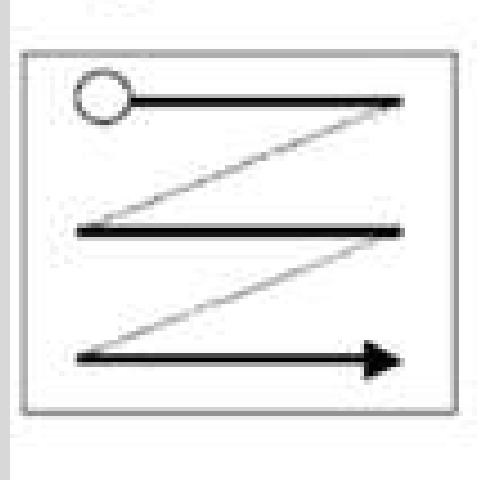
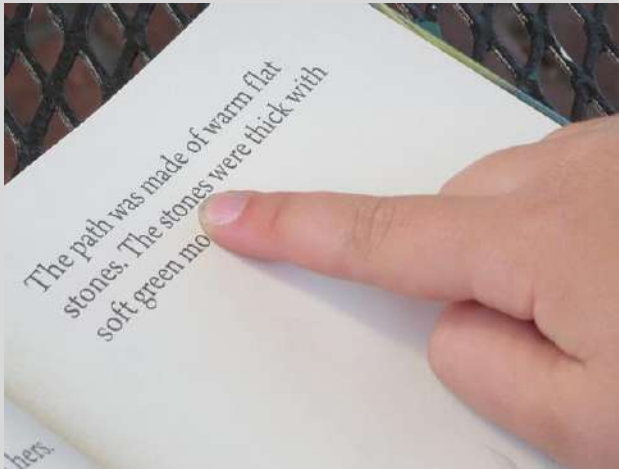
9. Reading with expression, intonation and proper pronunciation.



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

The screenshot shows the NLB account page at account.nlb.gov.sg. The page is titled "myLibrary" and "Account Services". It lists several services available to members:

- Use this e-Service to:
 - create an online myLibrary username
 - retrieve your online myLibrary username
 - reset your password
 - sign up for library membership (available with Singpass login)
- I have a Singpass account:
 - Use Singpass
- I do not have a Singpass account:
 - Use NRIC / FIN

Below the account services, there is a section titled "Online resources" which lists several digital resources:

- Read**
 - eResources for Seniors
 - Hyread
 - DiscoverReads
- Learn**
 - TumbleBook Library
 - Udemy Business
 - Learning Packages
 - Learn & Research



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

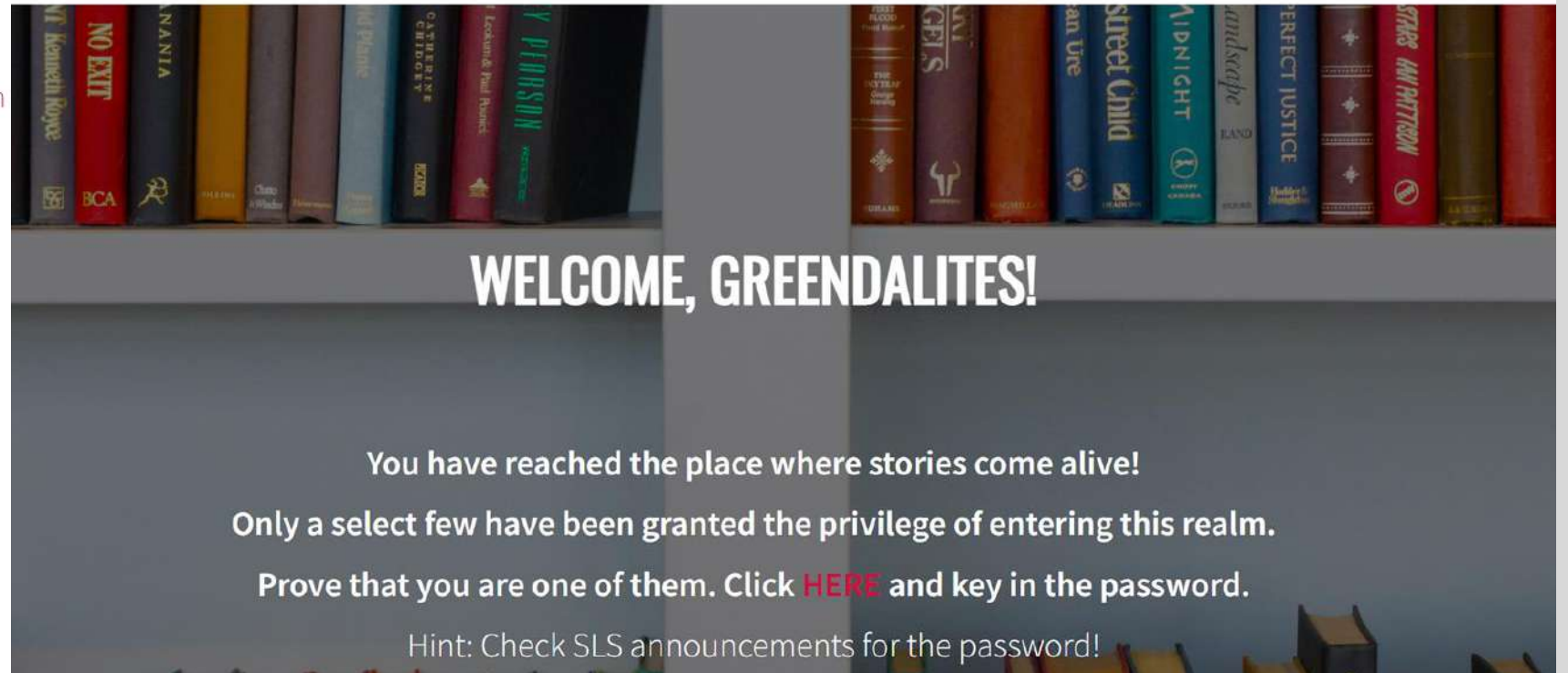
2. Reading Resources

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 :-

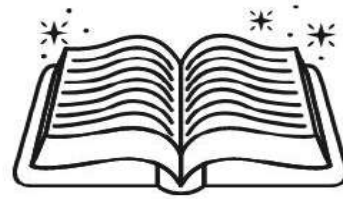
- Flash cards, a timer and a list of words (minimum of 30 words)

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

A sepia-toned photograph of a person's hands clapping. The person is wearing a plaid shirt. In the foreground, a wooden desk holds an open notebook with a smartphone resting on it. A tablet is visible in the background on the left. A dark grey rectangular box with a white border is overlaid on the left side of the image, containing the text 'THANK YOU!'.

THANK YOU!