



Welcome to the Primary 3 English Language Workshop for Parents

3 March 2023

You may wish to use a headset or
earpiece for this session.



Please ensure that you can hear
the music playing in the
background.



Unable to hear the background
music? Please check your audio
settings.



Overview



English Language Syllabus 2020

What to expect in P3

Home-School Partnership

EL Syllabus and STELLAR 2.0

Strategies for English Language Learning And Reading
2.0 (STELLAR 2.0)


The 6 Areas of Language Learning are:

- Reading and Viewing
- Listening and Viewing
- Writing and Representing
- Speaking and Representing
- Grammar
- Vocabulary



EL Syllabus and STELLAR 2.0

Desired Outcomes - To enable our learners to be:

- Empathetic communicators
 - Discerning readers
 - Creative inquirers
- 

EL Syllabus and STELLAR 2.0

To prepare students for the future, there is greater emphasis on:

1. Multiliteracies

- expose students to different types of texts

1. Metacognition

- develop self-regulation and self-monitoring skills

1. Inquiry through Dialogue

- opportunities for students to discuss issues



Primary 3 Titles

Unit 1: Fearless Phil

Unit 2: The Gruffalo

Unit 3: Camille and The Sunflowers

Unit 4: Predators and Prey

Unit 5: The Stars of Chek Jawa

Unit 6: Unusual Plants

Unit 7: There's A Boy under The Bed

Unit 8: Prince Zak and The Wise Frog

Unit 9: Spilt Milk

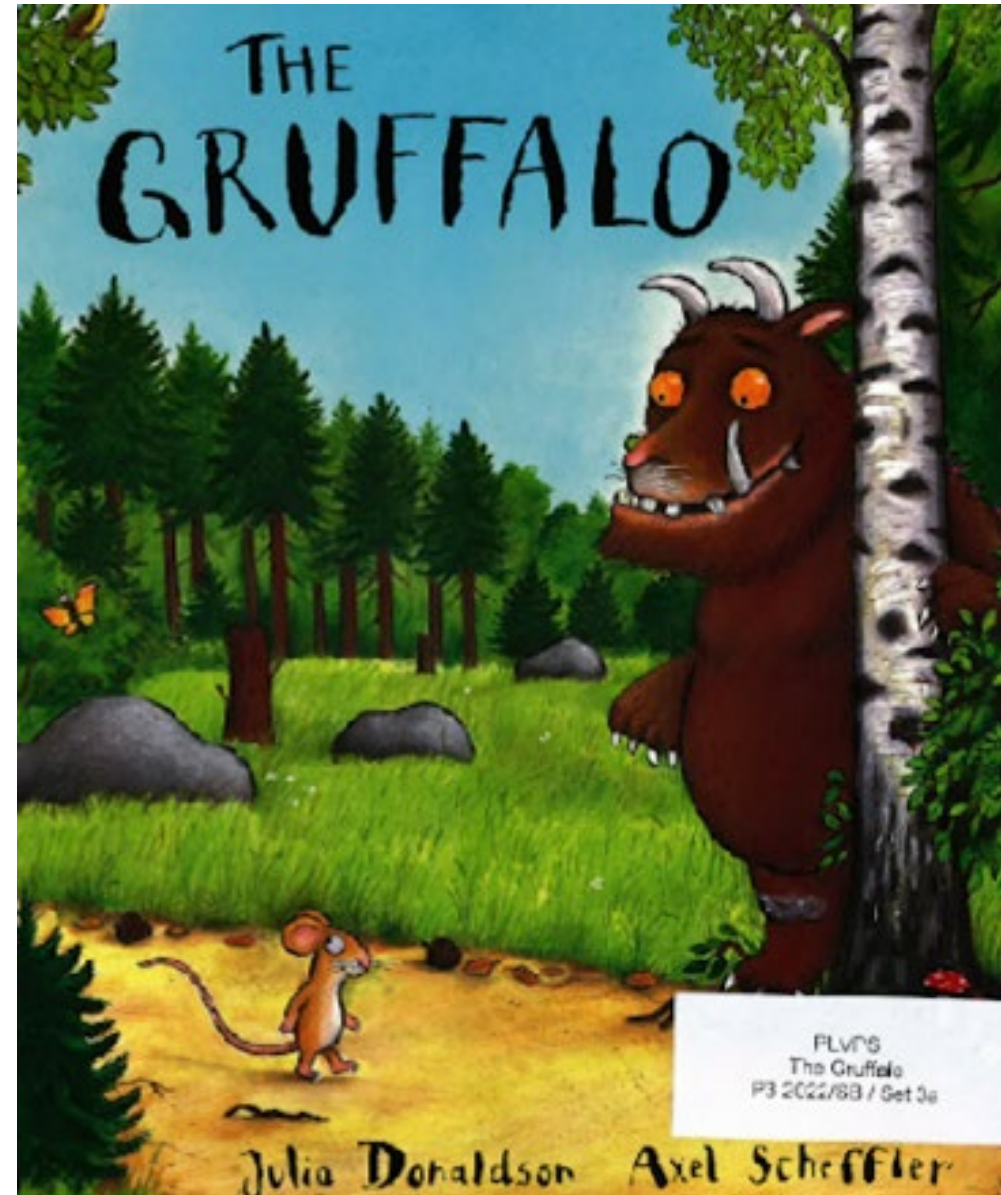
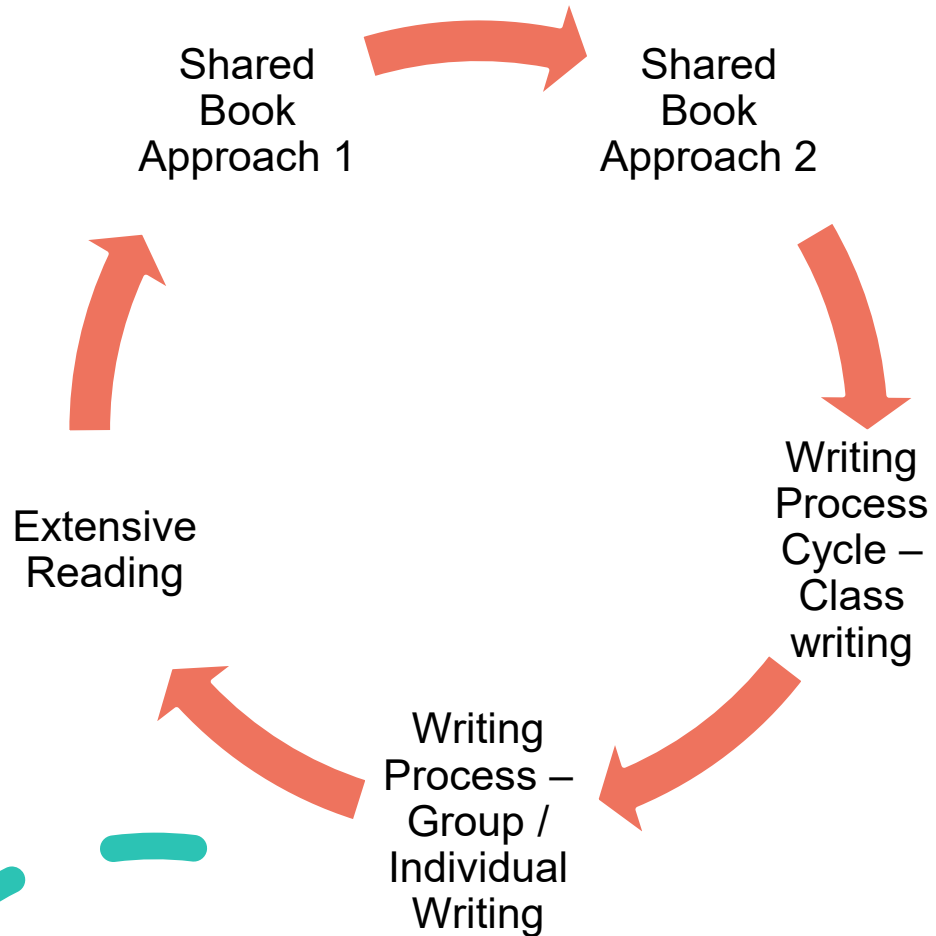
Introduction to
information texts

Texts that reflect
our Singaporean
culture and context
are also featured

Progression of Skills






STELLAR Unit Overview



STELLAR Learning Sheets


Specific language skills
and items taught




Palm View Primary School
Primary 3 English

Unit 2 – The Gruffalo

LS	Topic	Corrections
2.1	Vocabulary	<input type="radio"/>
2.2	Grammar – <i>Oracy</i>	<input type="radio"/>
2.3	Grammar – <i>Preposition</i>	<input type="radio"/>
2.4	Grammar – <i>Noun Phrase</i>	<input type="radio"/>
2.5	Grammar – <i>Synonym</i>	<input type="radio"/>
2.6	Reading Comprehension	<input type="radio"/>

 Let me tell you how I am learning.

☐ Green: I can complete this task on my own.
☐ Yellow: I need some help to complete this task.
☐ Red: I am stuck and need help to get started.



Name: _____ ()

Class: 3 _____

Parent's Signature: _____

STELLAR Learning Sheets

Comprehension Open ended

- Specific annotation skills are taught
- Scaffolding is provided
- Guided by teacher
☐ individual

Comprehension LS 2.6

Date: _____

We Are Learning That/To (WALT):

1. annotation is making notes about thinking.
2. annotate story elements in a text.

Read and ~~annotate Part 1~~ of the passage with your teacher.

Read and annotate Part 2 of the passage on your own. Then, answer the questions that follow.

Title _____

Part 1

One afternoon, Pip and her siblings were playing in the dark forest when they heard a loud roar! It was Gruff! Gruff was big and scary! He loved eating kittens the most! Pip and her siblings tried to run but they were too slow for Gruff.

Gruff carried all the kittens and walked deeper into the dark forest. All but one... Pip.

Pip was the runt of the litter. Being too small and weak, she could not run as fast as her siblings, so she hid in the trunk of a tree. When she saw Gruff taking her siblings deeper into the dark forest, she quickly followed them.

STELLAR Learning Sheets

Comprehension Open ended

- Annotation skills to be applied consistently

Part 2

In his house, Gruff was just about to put the kittens into the oven when he heard a loud moan.	10
“Whooooo! I smell a yummy Gruff!”	
“Who’s there?” Gruff looked around but did not see anyone.	
Then he heard the voice again. “I smell a yummy Gruff!” By now, Gruff was so scared he ran out of his house screaming, “G-g-ghost!”	
“Doesn’t he know there is no such thing as a ghost?” Pip said as she jumped out of her hiding place and rescued her siblings.	15
Annotation symbols	
1. Characters (who) ○	4. Solution (what) [__]
2. Setting (where and when) □	5. Vocabulary ~~~~~
3. Problem (what) (__)	6. Referents (who/what it refers to) →

From Primary 2 to Primary 3

Primary 2	Primary 3 and above
Learning to Read	Reading to Learn
Shared Reading	Silent Reading
Stories / Narratives	Different text types

Exam Format (End of Year)

4 components:

Paper 1 - Composition Writing

Paper 2 - Language Use and Comprehension

Paper 3 - Listening Comprehension

Paper 4 - Oral

Assessment for P3

- Assessment is an integral part of the learning process and helps children become self-directed learners
- To gather quantitative and qualitative information about our students' progress and development

	Term 1	Term 2	Term 3	Term 4
Assessment	-	Weighted Assessment (WA)	Weighted Assessment (WA)	End-Year Examination (EYE)
Weighting	-	15%	15%	70%

Partnering Parents



English Language



P3 End-of-Year Examination

Paper	Component	Item Type	No. of items	Weighting	Duration
1	Composition	Open-ended	1	20%	1h
2	Language Use & Comprehension	Multiple-choice & Open-ended	50	50%	1h 15 min
3	Listening Comprehension	Picture matching, sequencing, note-taking, comprehension (MCQ)	12	14%	About 20 min
4	Reading Aloud	Reading Aloud	1	6%	About 10 min
	Stimulus-based Conversation	Speaking	1	10%	

Useful Strategies - Listening Comprehension

Tips:

- Be ready to take notes during the first reading.
- Take notes using words and short phrases.
- Listen to what is said during the reading.
- As you listen, focus on the problem(s) and solution(s) from the perspectives in the reading.

Listening Comprehension

Picture Matching

- Text will be read twice



Practice 1

Listening Comprehension (18 marks)

Part I Picture Matching (Q1 to Q4)

(4 marks)

Look at the set of pictures. Listen carefully to the statements being read. Then choose the picture that describes what you hear. Write 1, 2, 3 or 4 in the brackets provided.

1.



Listening Comprehension

Picture Sequencing

- Arrange the order of the pictures

Part II

Picture Sequencing (Q5 to Q7)

(6 marks)

Look at the set of pictures. Listen carefully to the statements being read. Then arrange the pictures in the order that you hear. Write 1, 2, 3 or 4 in the boxes provided.

5.



Listening Comprehension

Note-taking

- Take down one word or a phrase as you listen to the text

Part III

Note-taking (Q8 to Q12)

(5 marks)

Q8 to Q12 is a note-taking test.

Your mother wants your help to do some Christmas shopping. You would like to take down some notes so that you will not forget what she says.

As you listen, take down the missing information by filling in each blank numbered 8 to 12 with one word or a short phrase.



8. What Jenny likes. _____

9. You should not buy _____ for
Jenny as she has _____

10. What to buy for Bill _____

11. _____ or _____

12. _____ but _____
for him

Listening Comprehension

Comprehension

- Listening for details

Part IV

Listening Comprehension (Q13 to Q15)

(3 marks)

Listen carefully to the following text. Choose the most appropriate option and write the number (1, 2 or 3) in the brackets provided.

13. What did David want very badly as a present?

- (1) A toy
- (2) A bicycle
- (3) A little brother

()

14. How can we tell that David believed in Santa Claus?

- (1) He was a young child.
- (2) He tried to be a good boy.
- (3) He talked to Santa Claus at the window and told him his wish.

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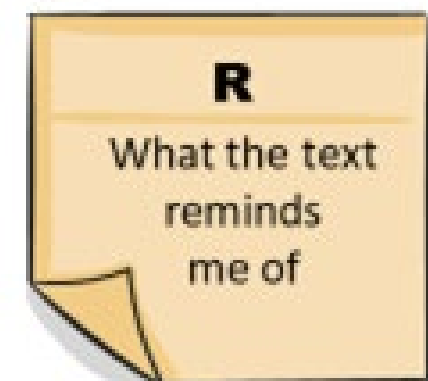
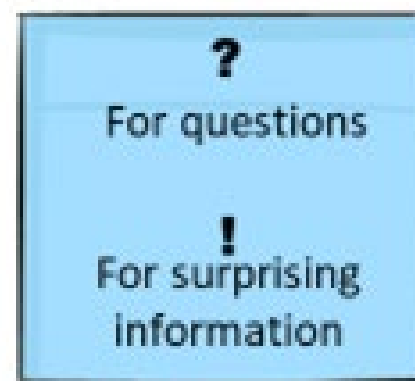
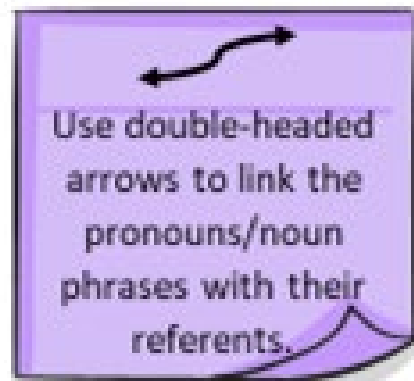
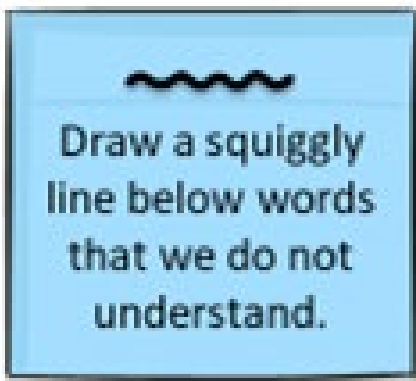
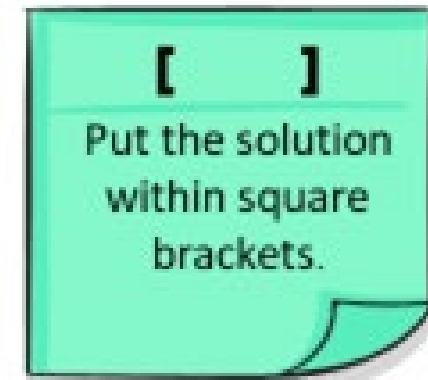
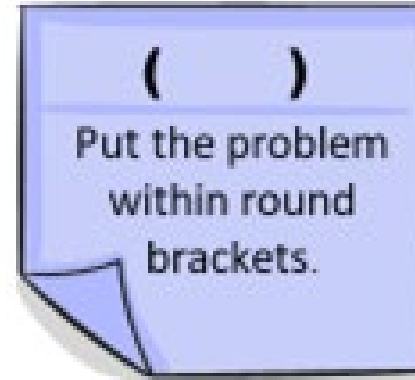
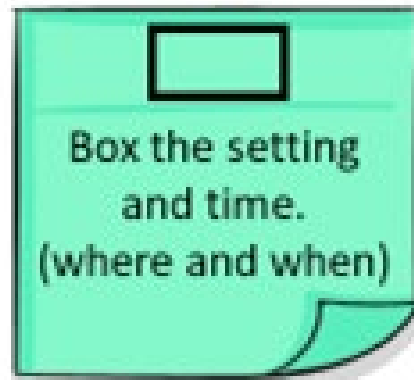
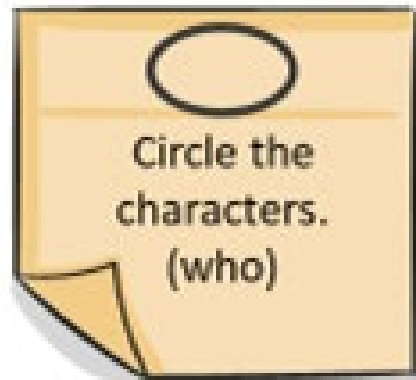
15. Why did Grandmother change what she had written in the list of presents she was planning to buy?

- (1) She knew exactly what David would like to have for Christmas.
- (2) David had tried very hard to be a good boy.
- (3) She decided not to buy a present for David.

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Useful Strategies - Reading

Annotation Chart



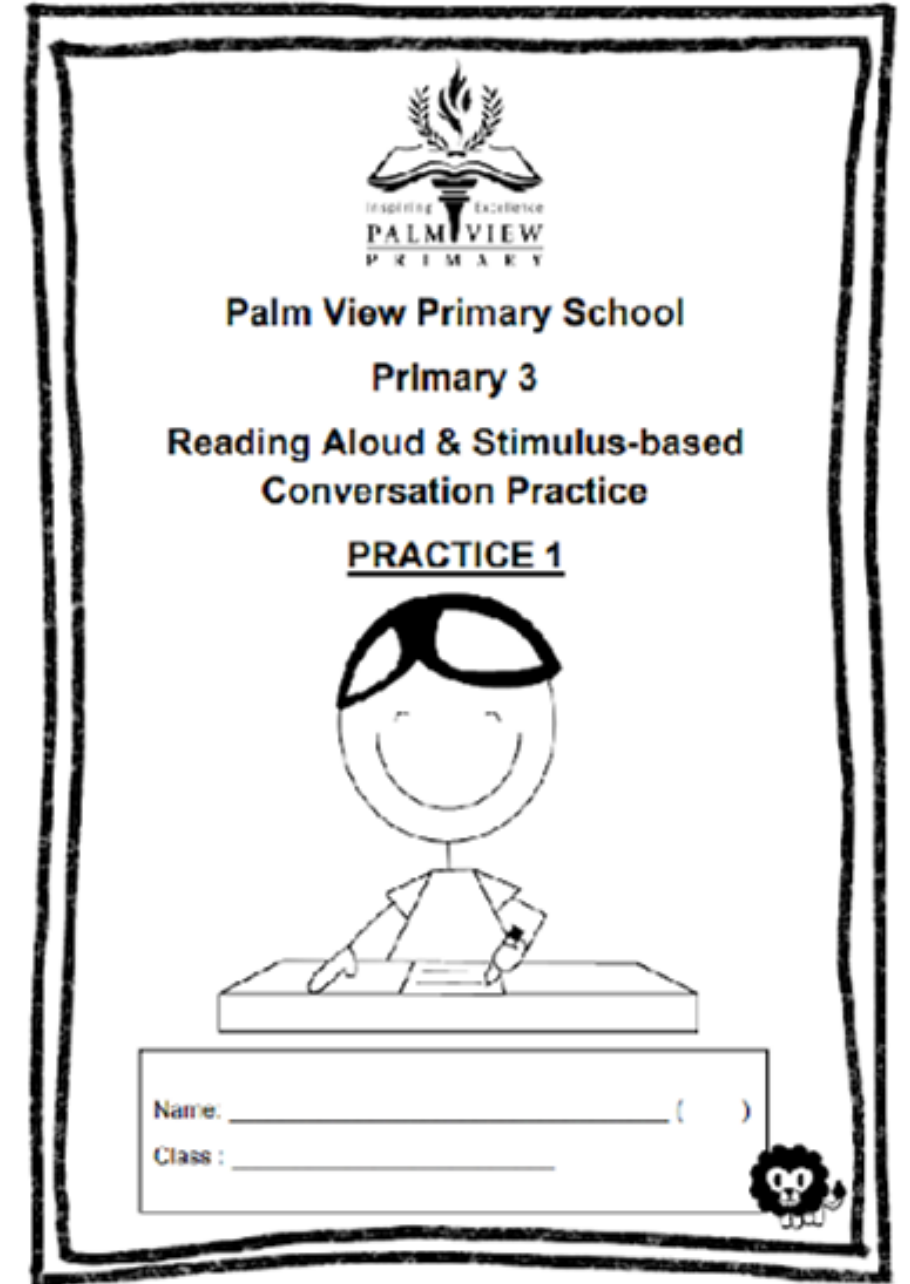
Useful Strategies - Grammar

Learning Grammar is...	Learning Grammar is NOT...
<ul style="list-style-type: none">• noticing patterns and working out rules/generalisations• explaining how meaning is derived• providing opportunity for purposeful use in context	<ul style="list-style-type: none">• memorising jargon• learning rules by rote• doing exercises and drills


Useful Strategies - Oral

Oral consists of two components:

1. Reading Aloud
2. Stimulus-based Conversation



Useful Strategies - Reading Aloud



What can I look out for		What I can do
P	<u>P</u>ronunciation that is clear and accurate	Pronounce consonants clearly (<i>th / ed / s</i>)
E	<u>E</u>xpression with appropriate variation of pitch and tone	<ul style="list-style-type: none">● Use a falling tone at the end of a sentence● Use a rising tone when asking a question● When reading dialogue, use a different character voice and vary the tone of the character depending on the emotion displayed
A	<u>A</u>ppropriate pauses and without hesitations	Pause at punctuations and at conjunctions
S	<u>S</u>mooth reading	Keep practising to read fluently

Useful Strategies – Reading Aloud

Specific strategies

For the following Reading Aloud Practice,

- Underline words that you do not know. Figure out how to pronounce them.
- Circle the ending sounds that you think you might forget.
- Highlight parts that you want to read with more expression.
- Draw a slash (/) at parts that you want to pause for a while.
- Remember P.E.A.S.

Reading Aloud Practice 1

Imagine that you are telling a story to your friends.

Read aloud the story below so that they will enjoy listening to you.

May loved working in the school garden. Together with her friends, they would spend some time sweeping up the fallen leaves. Then, they would water the flowers and check to make sure that the plants were growing well. She always enjoyed working with her hands among the greenery.

One day, May and her friends came to the garden during recess as usual. When she stepped in, she was horrified to find that someone had damaged the garden. "Who could be so mean? The flowers are all crushed. Some of the plants have been pulled out and left to die!" exclaimed May.

May's friend, Raja, suggested, "Let's investigate! We can have a stakeout to find out who the culprits are."

After agreeing to Raja's suggestion, May picked up a broom and got to work tidying up the garden again.

Theme:

Useful Strategies - Stimulus-based Conversation

A.R.E. Strategy

1. **A**nswer the question

2. Give a **R**eason

3. Share a personal

Experience/**E**xample

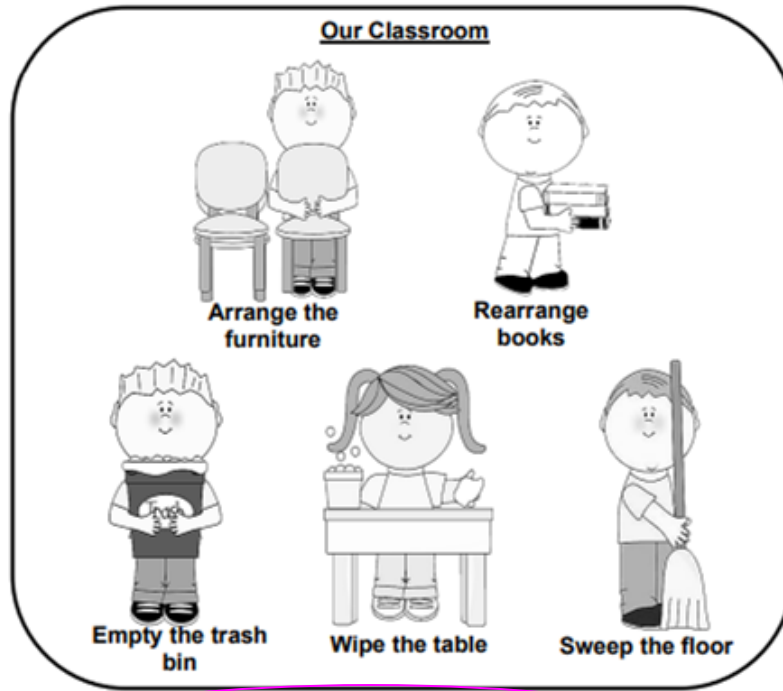
4. Plan your response using A.R.E.

a) Look at the picture. Which one of the activities would you choose to do in class? Tell me why.

	Responses	Useful words
A	I would choose to _____ _____	
R	I think that _____ _____ is very important as _____ _____ Also, _____ _____	
E	_____ _____ _____ _____ _____ _____	

Useful Strategies - Stimulus-based Conversation

Stimulus-based Conversation Practice 1



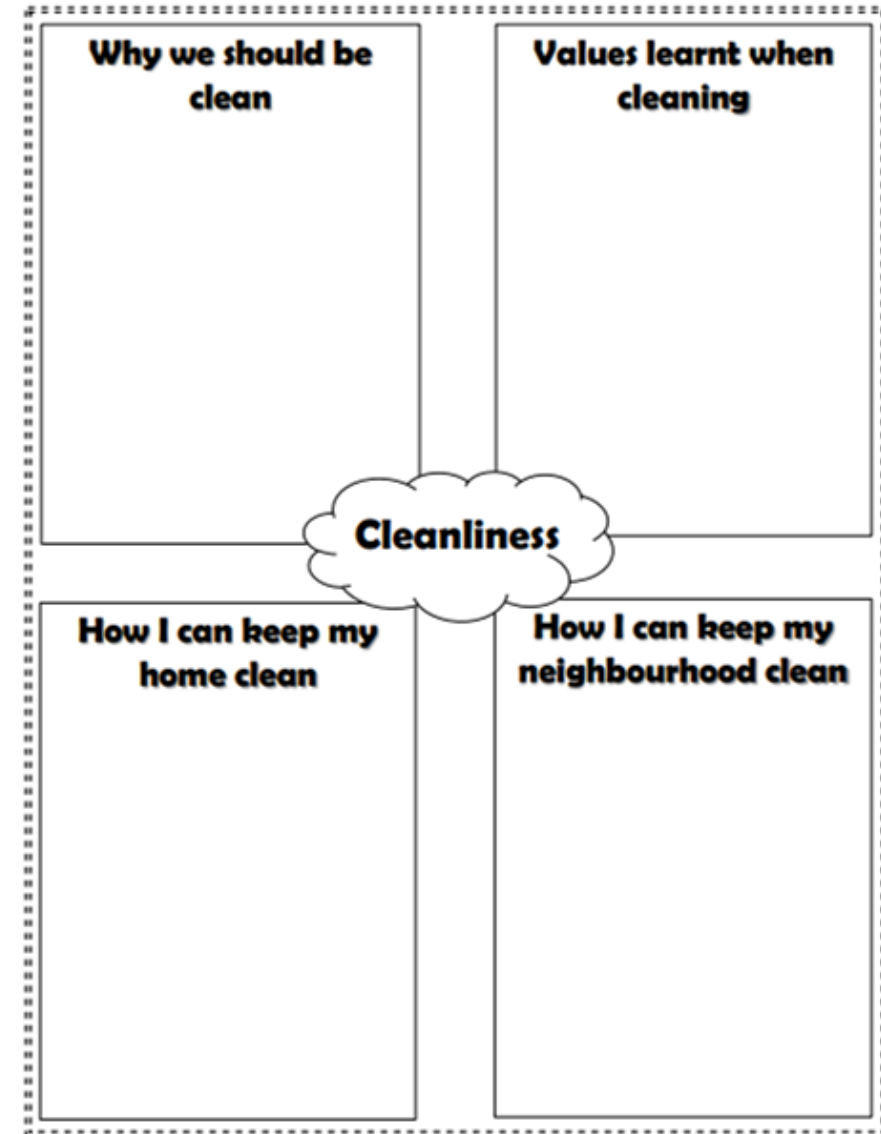
1. Look at all the words and pictures.

Identify the theme:

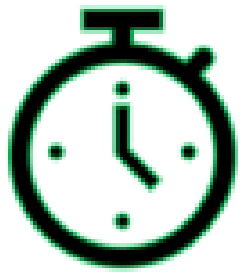
When thinking of ideas, consider how you can develop your response further:

Ideas from Stimulus → Personal experience → Community at large		
Keeping the classroom clean	Keeping your home clean	Keeping the community clean
What do you do to keep your class clean?	What do you do to keep your house/ room clean?	Have you seen someone dirtying/ cleaning/ picking up litter?

2. Brainstorm words and ideas related to the theme.



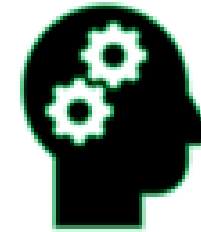
Useful Strategies - Stimulus-based Conversation



- Giving sufficient wait time




- Acknowledging responses
- Asking additional questions to clarify understanding



- Making Connections



Useful Strategies - Spelling

1. What is the word I need to spell?
 2. How many sounds does this word have?
 3. What are the letters or letter combinations that represent each sound?
 4. What is the form of the word (e.g., tense)?
 5. What is the meaning of the word in this context?
- 

Useful Strategies - Spelling

1. Look - look at the word, notice visual features like tall/hanging letters
2. Say - say each letter and the word while writing it
3. Cover - say each letter and the word, this time without looking at it
4. Write- write the word
5. Check - check if the word has been spelt correctly

Useful Strategies - Writing



Primary 3 English Composition Booklet 1

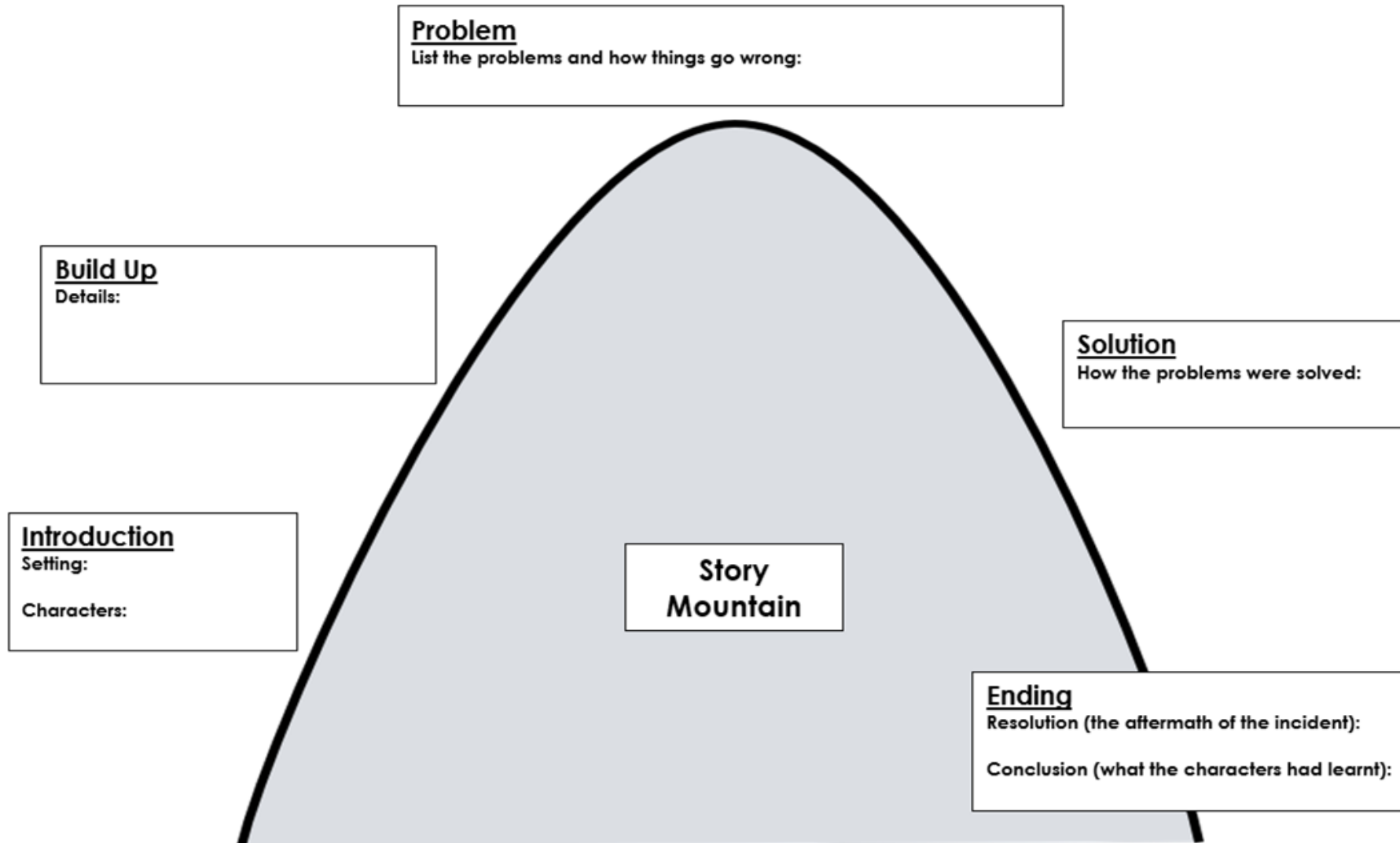
Content
Traits of Writing
Structure and Story Elements
Introduction to a Story Mountain (The Feast)
Individual Writing Task



Name: _____ ()

Class: Primary 3 _____

Useful Strategies - Writing



Useful Strategies - Writing

Characterisation

P - Physical appearance

A - Actions

I - Inner thoughts

R - Reactions

S - Speech

Useful Strategies - Writing

Interesting Introduction

- Action
- Dialogue
- Question
- Setting

Useful Strategies - Writing

Traits of Writing

Watch a video - "*Six Traits of Writing*"

Here are **four** specific traits of writing which we can follow:

1. Ideas: The content of the piece – central message & details

- Focusing on and developing the **topic**
- Using **creative and bright ideas** to keep reader engaged

2. Organisation: Internal structure – pattern of meaning

- Using **sequence words**
- Creating the **introduction** (to tell readers what the text will be about)
- Structuring the **body** (to narrate ideas and information)
- Ending with a sense of **resolution** (strong ending with a conclusion)

3. Word choice: Specific vocabulary used to convey meaning

- Applying **strong verbs**
- Selecting **striking words and phrases**
- Using **specific and accurate words**
- Choosing **words that deepen meaning**

4. Conventions: Mechanical correctness – ensuring the correct use of conventions

- Ensuring accurate **spelling**
- **Punctuating** the text
- **Capitalising** the right words
- Following **grammar rules**
- Indenting **paragraphs**

Self-editing Checklist

Writing Checklist

Check your writing by ticking a box below one of the faces.

😊 I have done this. 😞 Oops, I have forgotten to do this.

Elements of a narrative	😊	😞
I have introduced the setting and characters.		
I have created tension in the Build Up.		
I have described the Problem in an exciting manner.		
I managed to solve the Problem with a practical Solution.		
I have concluded the story with a resolution and lesson learnt.		
Other components of good writing	😊	😞
I have written several paragraphs on the topic.		
I have used the past tense when describing events that happened.		
I described the actions using interesting verbs and adverbs.		
I have used pronouns, time markers and connectors to link my ideas.		
Proofreading	😊	😞
I have used punctuation appropriately.		
I have spelt the words correctly.		

Home-school Partnership



Encourage your child to share about what he/she learnt at school.



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Talk to your child about issues happening locally and around the world, allowing them to develop their own opinions.



Promote good reading habits, providing opportunities to read.



Encourage your child to explore ideas, concepts and areas of interest, beyond what is taught in school.

Home-school Partnership

Literacy Activities at Home

1. [Oxford Owl](#) – free ebooks accessible at home
2. Visit your local library
3. Vocabulary building
4. Journal/Diary writing
5. Engage your child in conversation

*Your feedback is important to us.
Thank you and have a lovely weekend
ahead.*

