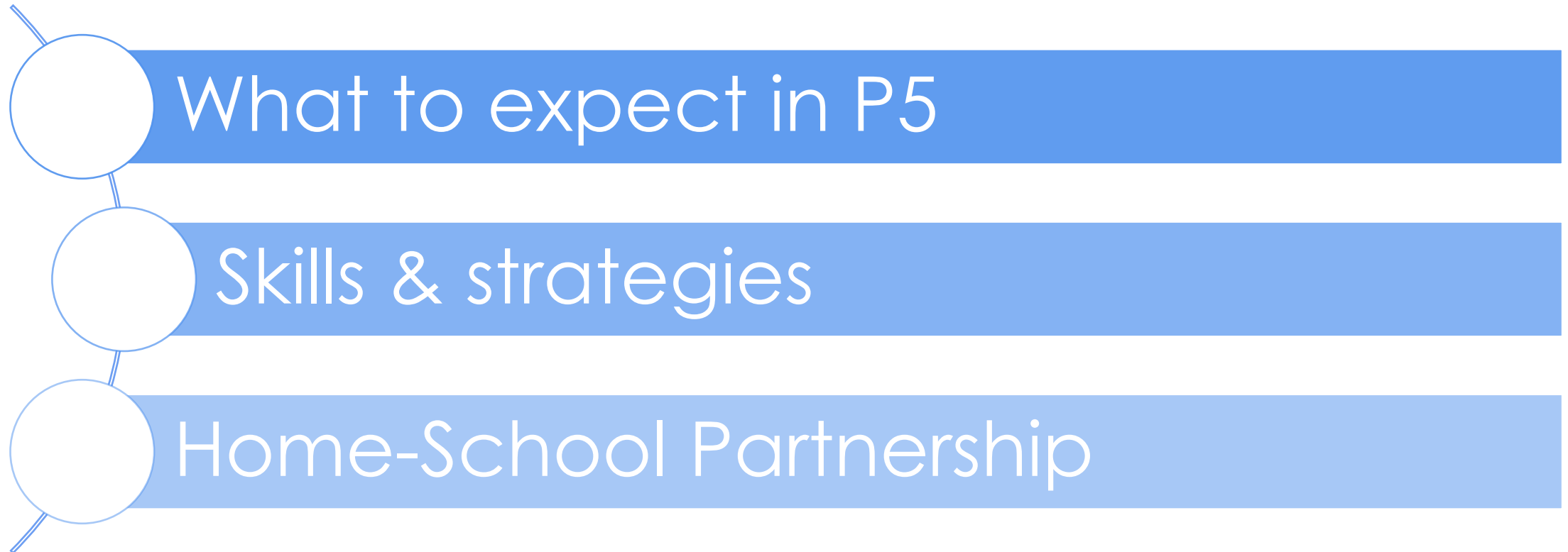


Primary 5 English Language Parents' Workshop



Overview



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

English Language Syllabus 2020

Desired Learner Outcomes

Empathetic communicators

who possess the values, dispositions and skills to listen actively to different perspectives; communicate confidently, effectively and sensitively while collaborating with others to work towards shared goals; and balance an appreciation of the Singapore spirit with multi-ethnic and multicultural sensitivities.

Discerning readers

who possess broad worldviews by staying well informed and self-directed in the use of information, and are able to distinguish fact from falsehood by processing and evaluating information, critically and with discernment according to purpose, audience, context and culture.

Creative inquirers

who explore and evaluate real-world issues and multiple perspectives as well as gather and synthesise information from diverse print, non-print and digital networked sources, so as to co-create knowledge and solutions in familiar or new contexts.

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
2. Metacognition
 - develop self-regulation and self-monitoring skills
3. Inquiry through Dialogue
 - opportunities for students to discuss issues



Partnering Parents



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.

Assessment Format (EL)

Component	Marks	Time
<u>Paper 1</u> (Situational Writing & Composition Writing)	55	1h 10 min
<u>Paper 2</u> (Language Use & Comprehension)	95	1h 50 min
<u>Paper 3</u> (Listening Comprehension)	20	about 35 min
<u>Paper 4</u> (Reading Aloud & Stimulus-based Conversation)	30	about 10 min: 5 min preparation time and 5 min exam time

Assessment Format (FEL)

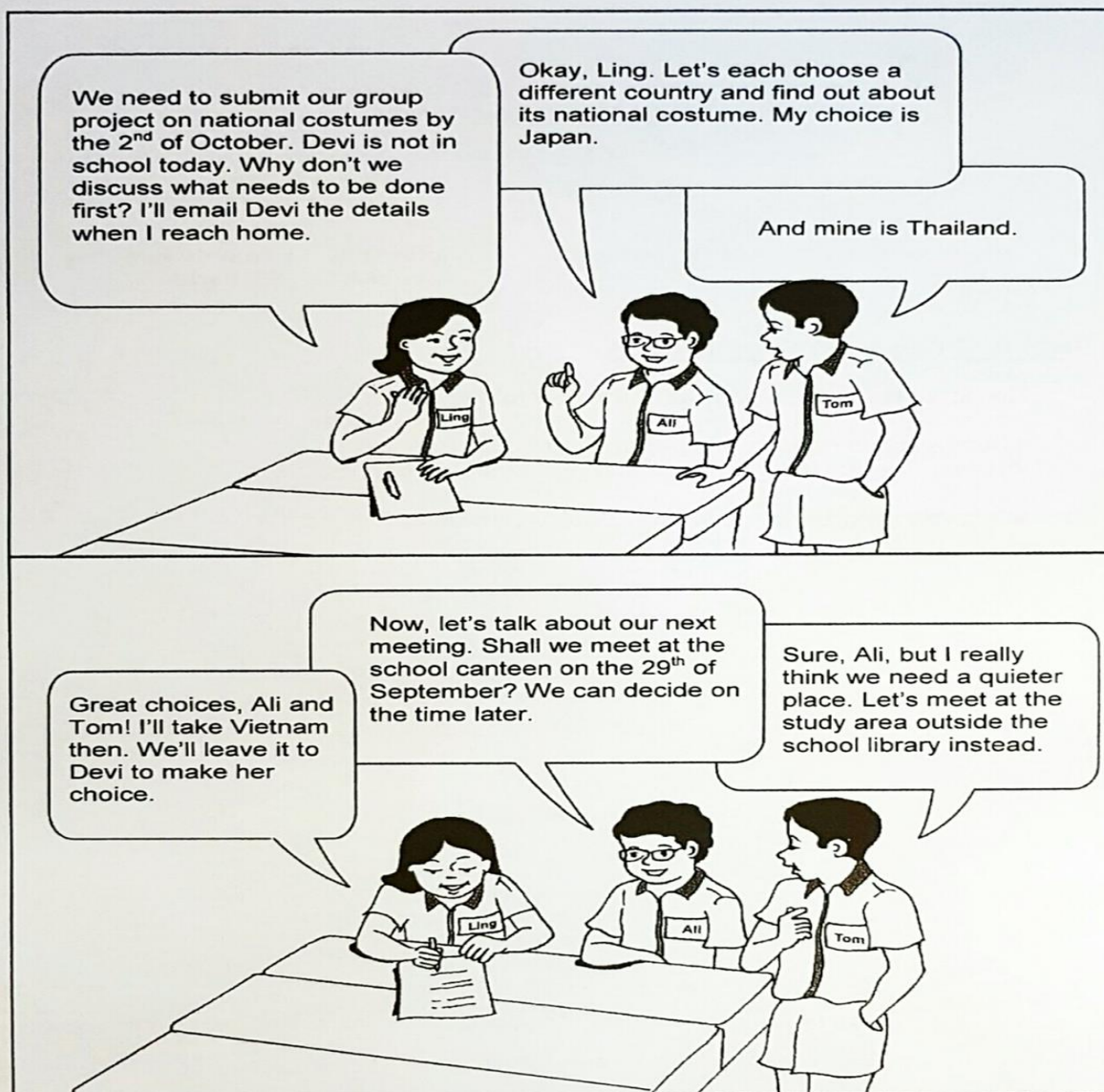
Component	Marks	Time
<u>Paper 1</u> (Situational Writing & Composition Writing)	40	1h 10 min
<u>Paper 2</u> (Language Use & Comprehension)	60	1h 20 min
<u>Paper 3</u> (Listening Comprehension)	20	about 35 min
<u>Paper 4</u> (Reading Aloud & Stimulus-based Conversation)	30	about 10 min: 5 min preparation time and 5 min exam time

Paper 1 – Writing

Component	Marks	Weighting
<p><u>Situational Writing (15m)</u> Write a short functional piece (e.g. email, letter, report) to suit the purpose, audience and context of a given situation</p>	55	27.5%
<p><u>Continuous Writing (40m)</u> Write a composition of at least 150 words about a given topic. 3 pictures will be provided on the topic offering different angles of interpretation</p>		

Sample of Paper 1 Situational Writing (15m)

1 The pictures below show three pupils discussing their group project. Study the pictures carefully.



Your Task

Imagine you are Ling.

Write an email to Devi to tell her about the group project.

You are to refer to the information on page 2 for your email.

In your email, include the following information:

- what the group project is about
- who the other two group members are (besides you and Devi)
- when the group project needs to be submitted
- what Devi has to do specifically before the next group meeting
- when and where the next group meeting will be held

You may reorder the points. Write in complete sentences.

Sample of Paper 1 Continuous Writing (40m)

Part 2: Continuous Writing (40 marks)

- 2 Write a composition of at least 150 words about a **challenge**.

The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the challenge?
- Why was it challenging?

You may use the points in any order and include other relevant points as well.



- **One topic** but with greater scope for writing from different perspectives
- **Visuals to provide ideas** for various perspectives
- Make use of **at least 1** out of 3 given visuals in any order

Continuous Writing Strategies

- Reading appropriate materials to adapt and adopt
 - Comprehension passages / STELLAR Readers vs Novels
- News articles
- Vocab building

Paper 2 – Language Use & Comprehension

Component	Marks	Weighting
<u>Booklet A (Multiple Choice Questions)</u> Grammar (10m) Vocabulary (5m) Vocabulary Cloze (5m) Visual Text Comprehension (8m)	95	47.5%
<u>Booklet B (Open Ended)</u> Grammar Cloze (10m) Editing (12m) Comprehension Cloze (15m) Synthesis & Transformation (10m) Comprehension (20m)		

Visual Text Comprehension

Range of questions:

- e.g. main ideas, key details, punctuation, textual elements, relating visual to text

Range of skills assessed:

- e.g. skim for gist / main ideas, scan for details, make inference based on visual/ contextual clues, make simple generalisations

Demonstrate these skills through addressing questions

ANNUAL STORY-WRITING COMPETITION



Write a story about any bird that can be found in the National Bird Park.

- Your story could be inspired by any interesting facts about birds, or simply by your own imagination.
- Top 3 entries will win free tickets to the National Bird Park.
- Post your story to the National Bird Park by 31 December 2012.
- More information on the rules and regulations of the competition can be found at www.birdpark.com/contest.
- If you have any queries, you may call Joanne at 61777490.



The following winning entry to last year's competition was inspired by the common observation that flamingos are pink and are often found in groups:

Flamingos like nothing better than to group together and "chatter" non-stop with each other. However, a long time ago, flamingos did more than just chatter harmlessly. It was a matter of pride for each flamingo to be able to share the juiciest gossip with each other. In order to boost their supply, they would sneak up on other animals to eavesdrop on their conversations. At that time, flamingos had green feathers. This allowed them to hide among the trees and bushes and indulge in their wrongful behaviour.

The animals in the forest were very annoyed with this behaviour. "It's not that we have any secrets we are ashamed of," the monkeys said guiltily. "No, no, we've not done anything wrong either," the leopards hurried to add, blushing. "But we should still stop them! After all, we don't gossip about them!" the giraffes huffed. The animals all agreed they had to stop the flamingos, but how?

Finally, the monkeys, who had the most secrets to hide, had an idea. They would make a huge pot of pink paint and splash the paint all over the flamingos! With a brilliant coat of pink, the birds would no longer be able to hide in the forest! What devious but clever monkeys! Now, do you think the animals were successful?



In case you're wondering about the real reason why flamingos are pink in colour...

Flamingos' feathers are tinted by their diet of shrimps and algae, which are rich in beta-carotene, a vitamin with a strong colouring effect.

Sponsored by The Bird Conservation Community



Editing

- Tests students on **EDITING** skills
- Passage has **12** errors
- Words **UNDERLINED** contain either a spelling or grammatical error

Editing - Spelling

- A spelling error occurs when a nonsensical word (*that sounds like*) is given.
- E.g. daedecayted – this is a nonsensical word
→ this is a spelling error

Editing - Spelling

Break the misspelt word into its syllables

Replace with a similar sounding word

Check – whether your word has the same number of syllables

Check – whether it ends with “s” or “ed” or “ly”
(which is given in the misspelt word)

Eg. sygnifikantly syg/ni/fi/kant/ly
sig/ni/fi/cant/ly

significantly

Editing - Spelling

Don't be misled by the given misspelt word. Cover that up first and attempt the correct spelling.

Check the word that is written fits the structure and meaning (don't be misled by how the misspelt word looks)

Eg. Cut off from the world by the mountains bordering Yunnan and Sichuan, it was chanced upon by a National Geographic exploerer in the 1920s.

explorer

□ex/ploe/rer

□ex/plo/rer

Editing - Spelling

If a word consists of prefix or suffix, break it up and check the spelling of each part

prefix root word suffix
↓ ↓ ↓
uncomfortable

Eg. **Prefix**



Eg.

un

root word



comfort

suffix



able

Editing - Spelling

- To recognise that there are **four word forms** - **Noun, Verb, Adjective, & Adverb**
- All these **four word forms** share its central meaning

E.g.

Noun

☐

apology

Verb

☐

apologise

Adjective

☐

apologetic

Adverb

☐

apologetically

Editing - Grammar

- Language items that might be tested
 - ❖ Subject-verb Agreement – singular or plural
 - ❖ Parts of Speech – verb, noun, adjective, adverb
 - ❖ Conjunctions – *E.g. 'but', 'so ...that', 'either...or'*
 - ❖ Preposition – above, beneath, on, at, in ...
 - ❖ Pronouns (including interrogative pronouns)
 - ❖ Articles – 'a' , 'an' , 'the'
 - ❖ Modals – *E.g. 'should', 'could', 'would'*
 - ❖ Tenses – simple present, simple past, past participle, continuous tense

Editing - Grammar

- **Golden Rule** – Each grammatical error should be corrected according to the type of error made

Editing - Grammar

- E.g. The new teacher accepts either sloppy nor late work.

Do you know that 'either' is part of a paired conjunction, i.e. either...or?



The correct answer must also be a conjunction.

neither... nor

Editing - Grammar

- E.g. Participants which do not come for practice will not be allowed to take part in the competitions.

Since the underlined word is a pronoun, remember that the answer **MUST** be another pronoun, i.e, who, *whom*, *whose*, *what*, *where*, *how*



Comprehension Cloze

- Passage has **15** blanks
- Differentiates language mastery
- Blanks can test both

GRAMMAR and VOCABULARY

Comprehension Cloze

1st Reading

Read through the passage once **without** filling in any blanks.

How does this help?

Reading through the passage helps the students to get a flow of the passage and to understand the content of the passage better. This is important for blanks that require words that may be related to the topic of the cloze.

Comprehension Cloze

2nd Reading

- For blanks that require a verb, **such as fought, was, has, does, did**, the student needs to look for the Doer (singular/plural) and the Time-marker (**every week, tomorrow, etc.**)

PSLE 2015

For **thousands of years**, human beings have enjoyed a close relationship with animals. Humans **at that time** _____ mainly on hunting to obtain food.

relied

Comprehension Cloze

2nd Reading

- Look out for **contextual clues**. Words that give you a hint on what the word might be based on the content or language present.

PSLE 2015

Goats and sheep were subsequently tamed to _____ **provide** _____ humans **with milk and meat**.

- 'milk and meat' provide the context
- 'with' provides the grammar clue [give (x) as it does not take the preposition, 'with']

Comprehension Cloze

Types of Contextual Clues

1. **Synonyms (Words with similar meanings)**

If a point is being emphasised, repeated or elaborated, it is likely that a synonym is needed.

PSLE Specimen Paper

A wedding is an example of such occasion, where friends and relatives congratulate the **couple** on their happy union. Presents are often given to the **bride and groom**.

Comprehension Cloze

Types of Contextual Clues

2. Compare and Contrast clues

Look out for words that signal whether two events are the same or different (e.g. however, but, while, similarly)

PSLE 2015

For example, **it was common in the past** for lions and bears to be trained to perform tricks in circuses. **However**, it has become less common these days due to concerns about animal welfare.

Comprehension Cloze

Types of Contextual Clues

3. Cause and effect clues

Such clues require the student to identify the cause or effect in order to have an idea of what the other is.

PSLE Specimen Paper

When **large amounts of excess or unwanted materials are thrown away**, more rubbish is therefore produced.

cause (points to "large amounts of excess or unwanted materials are thrown away")

effect (points to "produced")

Comprehension Cloze

Types of Contextual Clues

4. Grammar Clues

These will include phrasal verbs clues (put **out** a *fire*, put **away** his *books*) and also prepositions to indicate which word is suitable (**refrain** *from* shouting and not **avoid** *from* shouting).

PSLE 2015

Animals have also been used to help patients
recover **from** their **illness**.

- 'illness' gives the context of recovery
- 'from' acts as a grammar clue - 'cure' (x)

Comprehension Cloze

Tricky Situations

- Do NOT jump into conclusions
- Read forward and backward to pick up clues

E.g.

There was once a *lazy* tailor named David, who employed *two young lads*. He worked _____ hard, and often kept *them* at work till late at night.

Common error

He worked very hard, and often kept *them* at work till late at night.

Answer

He worked them hard, and often kept *them* at work till late at night.

Comprehension Cloze

3rd Reading

Read through the entire passage once more for **fluency** and to ensure that the correct tenses and word forms have been used.

Synthesis / Transformation

- **5 items, 10 marks**
- **Precision needed**
- **Common grammar items**
- **Word forms - Transformation**
- **Reported Speech - Transformation**
- **Active & Passive voice - Transformation**

Synthesis / Transformation

Jack's friends respected him for helping the old lady.



Jack was respected by his friends for
helping the old lady.

Jack's friends have always respected him.

Jack has always been respected
by his friends.

Synthesis / Transformation

Upon seeing the cat chase the toy mouse, the child laughed

The child laughed at the _____
sight of the cat chasing the toy mouse

Comprehension Open-ended

- **10 questions, 20 marks**
- **Varied question types, 1- 4 marks**
- **Marks awarded for content**
- **No deduction for language errors unless meaning is distorted**



What usually happens when students attempt the Comprehension Open-ended section?

- Little deep reading
- Lack of questioning while reading
- Little understanding of the passage
- Do not spend time reading the questions carefully
- Unable to answer questions fully and accurately

Reading Comprehension Strategies

- Making Connections
- Visualising
- Asking Questions
- Inferring

Comprehension Open-ended (OE)

Examples of reading comprehension and viewing skills, strategies, attitudes and behaviour:

- **sequence details**
- **distinguish between cause and effect**
- **compare and contrast**
- **categorise and classify given details**
- **identify fact and opinion**
- **draw conclusions**
- **interpret and integrate information**
- **identify problem-solution in a text**

Comprehension Open-ended

- 74 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/False	Reason
Finding a paper book was exciting.		
Christine was not working hard enough.		
Tommy thought Christine was ignorant.		

- 73 Write 1, 2 and 3 in the blanks below to indicate the order in which the events occurred in the story. [1m]
- _____ The technician adjusted Christine's teacher.
 - _____ Tommy's teacher was taken away.
 - _____ Christine learnt about human teachers.

Examples of Comprehension OE Question Type

Based on the story, state whether the following statement is true or false, then give one reason why you think so. [1m]

	True/False	Reason
<u>Peter searched for the huge honeydew</u> because he wanted very much to taste the juicy fruit.	False	He was curious to find out if what Sarah had said about the huge honeydew was true.

Lines 18-20

... My curiosity aroused, I stepped into the patch and began searching for the spectacular fruit... The moment I saw it, my mouth watered and I longed for a taste of the juicy fruit.

Examples of Comprehension OE Question Type

Based on information from lines 21-39, fill in the blanks in the following table. [1m]

How Peter felt	What made Peter feel that way	What Peter did as a result
ashamed	He realised that the honeydew was meant as a birthday gift for Sarah's sister.	He retrieved as many seeds as he could.

Lines 32-33

“The fruit was for my little sister, Mandy,” Sarah sobbed. “It’s her birthday today and I know she would love to have a taste of honeydew. Now I have nothing to give her.”

Examples of Comprehension OE Question Type

What do you think Mandy “instinctively understood” (line 44)? Support your answer with an example of how Mandy showed this understanding. [2m]

It was the value/importance of sharing.
She invited all her friends to eat/share the
(three giant) honeydews.

Lines 41-44

... Mandy immediately invited all her friends to her house. As we munched on our slices of honeydew, I thought with admiration that I was twice Mandy’s age, yet it had taken me a hard lesson before I learnt what she instinctively understood.

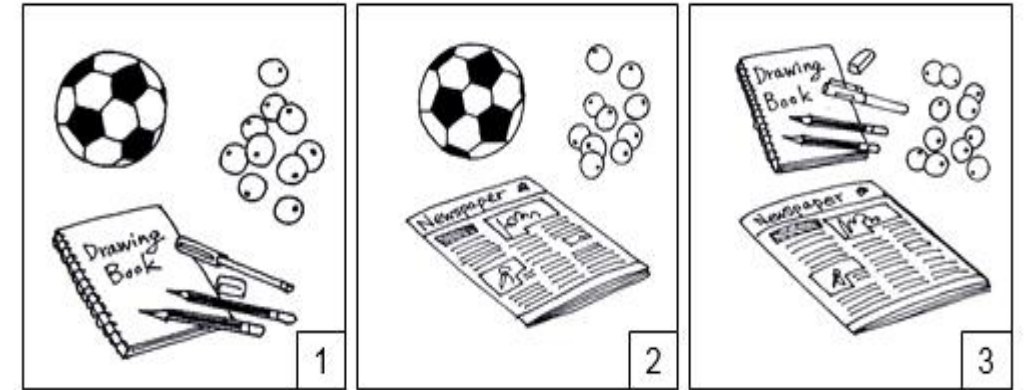
Paper 3 – Listening Comprehension

Component	Marks	Weighting
Listening Comprehension (Multiple Choice Questions)	20	10%

Paper 3 (Listening Comprehension)

- 20 MCQs
- Texts may be in the form of news items, announcements, advertisements, instructions, explanations, conversations, speeches and stories
- 7 graphic representations – in alignment with emphasis on viewing skills being integrated with listening in curriculum
- Each text will be read twice
- Time will be given for candidates to read the questions before each text is heard; options will not be read out.

1 Which picture shows Shania's final CCA choices?



2 Which picture shows Paul's initial CCA choices?



Paper 4 (Oral Communication)

1. Reading Aloud
2. Stimulus-based Conversation

Suzy was overjoyed. Her school had selected her to take part in the inter-school Cycling contest!

A week after she had shared this piece of good news with her family, she returned home from school to see a shiny new bicycle at her front door. With a quickening heart, she ran up to the bicycle and stroked its beautiful, gleaming frame and sturdy leather seat. She was so engrossed in admiring the new bicycle that she did not realise her father had walked up to her.

"Do you like it?" he asked, grinning broadly.

"Oh yes! Thank you, Dad, thank you!" Suzy cried with joy and asked, "Is it really mine?"

"Yes, your mother and I noticed that your old bike is getting rusty. So, to encourage you in your love for cycling, we decided to give you this surprise gift."

From that day onwards, Suzy practised cycling in the park every morning with her father. It became such a habit with them that long after the competition was over, they still continued with their daily exercise.



**PALM VIEW PRIMARY SCHOOL
SEMESTER 2, 2022
ENGLISH LANGUAGE
ORAL ASSESSMENT
PRIMARY 5/6**

Reading Aloud	10
Conversation	20
Total	30

Name: _____ () Date: _____

Class: _____ Parent's Signature: _____

Reading Aloud



Criteria	😊😊😊😊😊	😊😊😊😊	😊😊😊	😊😊	😊
Pronunciation	Clear and consistently good pronunciation <input type="checkbox"/>	Generally clear pronunciation, with a few errors <input type="checkbox"/>	Clear pronunciation with some errors <input type="checkbox"/>	Mispronunciation in some instances <input type="checkbox"/>	Mispronunciation in most instances <input type="checkbox"/>
Expressiveness	Appropriate stress, intonation, pace, volume and tone to convey meaning <input type="checkbox"/>	Appropriate stress, intonation, pace, volume and tone in most instances to convey meaning <input type="checkbox"/>	Some variation in tone, pace and volume <input type="checkbox"/>	Monotonous; inappropriate stress and intonation <input type="checkbox"/>	Monotonous and jerky reading <input type="checkbox"/>
Fluency	Fluent reading throughout <input type="checkbox"/>	Generally fluent reading with few hesitations <input type="checkbox"/>	Smooth reading with some hesitations <input type="checkbox"/>	Slow and hesitant reading <input type="checkbox"/>	Very slow; syllable by syllable <input type="checkbox"/>

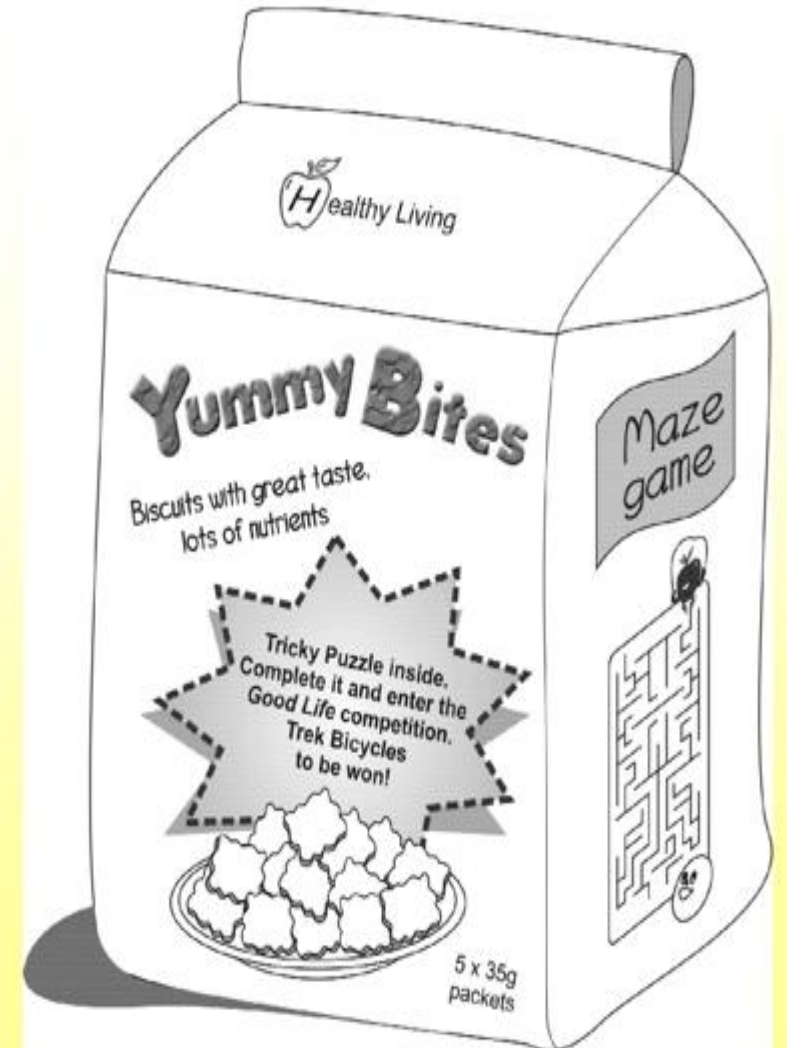
Paper 4 (Oral Communication)

1. Reading Aloud

2. Stimulus-based Conversation

The themes in the topics under this section will be broadly linked to those in the reading passage

- (a) Look at the picture. Would you be interested to buy the biscuits? Tell me why / why not.
- Why do you think a maze game is given on the biscuit box?
- (b) What kinds of food do you enjoy eating, and do you think your diet is a healthy one?
- Are you influenced by what your friends and family eat?
- (c) Eating healthily is one example of healthy living. Exercising is also a good way to have a healthy lifestyle. What sorts of exercise do you like and why?
- Are there any forms of exercise that you have never done before and would like to try?



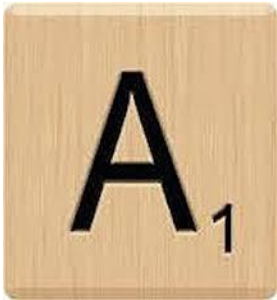
Stimulus-based Conversation

Criteria		😊😊😊😊😊	😊😊😊😊	😊😊😊	😊😊	😊
Personal Responses		Well-developed personal responses	Personal responses with some development	Personal responses with little development	A few responses with hardly any development	Almost no personal response
Clarity of expression	Fluency	Clear and confident	Generally clear	Clear at times	Occasional hesitations and/or false starts	Long pauses
	Language Use and Pronunciation	Good and appropriate vocabulary and grammatical structures with accurate pronunciation	Adequate vocabulary and mostly appropriate grammatical structures with mostly accurate pronunciation	Appropriate vocabulary and grammatical structures with fairly accurate pronunciation	Inappropriate vocabulary and grammatical structures with poor but understandable pronunciation	Pronunciation is unclear and difficult to understand
Engagement		Interacts very well	Interacts <u>fairly well</u>	Interacts reasonably well	Interacts with a lot of encouragement needed	Unable to interact even when prompted

Comments (if any):

Useful Strategies – Oral

- Decision making opportunities
- Authentic situations / prior experiences
- Journalling
- Discussions / conversations



Answer



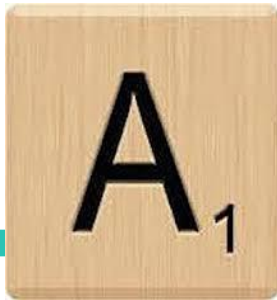
Reason



Elaborate

Useful Strategies – Oral

- Decision making opportunities
 - Support decision with reasons



Answer



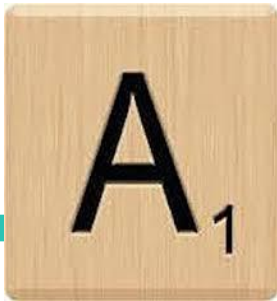
Reason



Elaborate

Useful Strategies – Oral

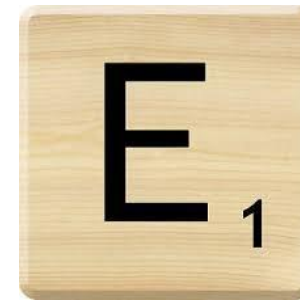
- Realia
 - Compare one to another



Answer



Reason



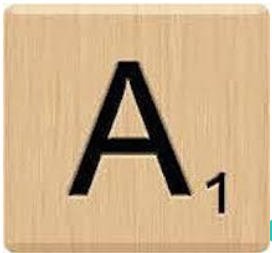
Elaborate

Useful Strategies – Oral

- Journalling
 - Various aspects of life experiences

STELLAR Themes (Primary 3 to 6)

My experiences	School	Neighbourhood	Values	Relationships
Illness	Sports	How do people live, work & play	Being helpful	Making new friends
Emotions	Cyberwellness	Road safety	Truthfulness	Friendship
Fear	Subjects	Natural disasters	Bravery	Bullying
Hobbies - Art - Photography	Examinations	Conservation and caring for endangered animals	Appreciation	Family relationships / bonds
Challenges	CCA	Transportation	Honesty	Conflict
Celebrations	VIA	Environmental pollution and awareness	Responsibility	Animal-man partnership
Travel	Camps	Places of interest	Wise counsel	Making amends
Party Games	Learning journey		Care	Pets
Overcoming fears / odds	School events		Respect	
Aspiration			Resilience	
Healthy Living			Integrity	



Answer



Reason



Elaborate

EL Programme @ PLVPS

Little Red Dot (New)

- Exposure to contemporary issues to encourage critical thinking
- Use of photos, illustrations and graphics to build students' multiliteracies
- Range of English activities, which teachers will use in class

A₁R₁E₁

Answer

Reason

Elaborate

- Discussions / conversations

Editing Roald Dahl: Help children to navigate history, don't try to rewrite it

There are layers of covert censorship that affect the production of children's books

Michelle Smith

Although several of his best-known children's books were first published in the 1960s, Roald Dahl is among the most popular authors for young people today. The recent decision by publisher Puffin, in conjunction with The Roald Dahl Story Company, to make several hundred revisions to new editions of his novels has been described as censorship by Salman Rushdie and attracted widespread criticism.

The changes, recommended by sensitivity readers, include removing or replacing words describing the appearance of characters, and adding gender-neutral language in places. For instance, Augustus Gloop in *Charlie And The Chocolate Factory* is no longer "fat" but "enormous". Mrs Twit, from *The Twits*, has become "beastly" rather than "ugly and beastly". In

Matilda, the protagonist no longer reads the works of Rudyard Kipling but Jane Austen.

While the term "cancel culture" has also been used to describe these editorial changes, there is actually a long history of altering books to meet contemporary expectations of what young people should read.

Should we consider children's literature on a par with adult literature, where altering the author's original words is roundly condemned? Or do we accept that children's fiction should be treated differently because it has a role in inducting them into the contemporary world?

'BOWDLERISING' LITERATURE

Thomas Bowdler's *The Family Shakespeare* was published in 1807 and contained 20 of the author's plays. It removed "words and expressions... which cannot with propriety be read aloud in a family", specifically in front of

women and children.

"Bowdlerising" has since come to refer to the process of altering literary works on moral grounds, and bowdlerised editions of Shakespeare continued to be used in schools throughout the 20th century.

While Shakespeare's works were not intended specifically for children, the fiction of Enid Blyton is a more recent example of bowdlerisation of works regarded as classics of children's literature. There have been several waves of changes made to her books in the past four decades, including to the *Faraway Tree* and *The Famous Five* series.

While Blyton's fiction is often regarded as formulaic and devoid of literary value, attempts to modernise names and remove references to corporal punishment, for example, nevertheless upset adults who were nostalgic for the books and wished to share them with children and grandchildren.

HOW IS CHILDREN'S LITERATURE DIFFERENT?

Children's literature implicitly shapes the minds of child readers by presenting particular social and

cultural values as normal and natural. The term we use for this process within the study of children's literature is "socialisation".

People do not view literature for adults as directly forming how they think in this way, even if certain books might be seen as obscene or morally repugnant.

While many people are outraged at the overt censorship of Dahl's novels, there are several layers of covert censorship that have an impact on the production of all children's books.

Children's authors know that certain content and language will prevent their book from being published.

Publishers are aware that controversial topics, such as sex and gender identity, may see books excluded from libraries and school curriculums, or targeted for protest. Librarians and teachers may select, or refuse to select, books because of the potential for complaint, or because of their own political beliefs.

Several of Dahl's books have previously been the subject of adult attempts to rewrite or ban them. Most notably, *Charlie And The Chocolate Factory* (1964) was

partially rewritten by Dahl in 1973 after pressure from the National Association for the Advancement of Coloured People and children's literature professionals.

Dahl's original *Oompa Loompas* were "a tribe of tiny miniature pygmies" whom Willy Wonka "discovered" and "brought over from Africa" to work in his factory for no payment other than cacao beans.

While Dahl vehemently denied that the novel depicted black people negatively, he revised the book. The *Oompa Loompas* then became residents of "Loompaland" with "golden-brown hair" and "rosy-white skin".

HISTORICAL CHILDREN'S BOOKS TODAY

Children's literature scholar Phil Nel suggests in *Was The Cat In The Hat Black? The Hidden Racism Of Children's Literature And The Need For Diverse Books* that we have three options when deciding how to treat books containing language and ideas that would not appear in titles published today.

First, we can consider these books as "cultural artefacts" with historical significance, but which we discourage children from reading. This option works as a covert form of censorship, given the power adults hold over what books children can access.

Second, we can permit children to read only bowdlerised versions of these books, like those recently issued by Dahl's publisher. This

undermines the principle that literary works are valuable cultural objects, which must remain unchanged. In addition, revising occasional words will not shift the values now regarded as outdated in the text, only make it harder to identify and question them.

Third, we can allow children to read any version of a book, original or bowdlerised. This option allows for the possibility of child readers who might resist the book's intended meaning.

It also enables discussion of topics such as racism and sexism with parents and educators, more easily achieved if the original language remains intact. While Professor Nel favours this approach, he also acknowledges that refusing to alter texts may still be troubling for segments of the readership (for example, black children reading editions of Mark Twain's *Huckleberry Finn* in which the "N" word has not been removed).

Dahl's novel *Matilda* emphasises the power of books to enrich and transform the lives of children, while also acknowledging their intelligence as readers.

Although many aspects of the fictional past do not accord with the ideal version of the world we might wish to present to children, as adults we can help them to navigate that history, rather than hoping we can rewrite it.

Michelle Smith is senior lecturer in literary studies at Monash University in Australia. This article was first published in *The Conversation*.

Parrot ill-treated by woman in viral video rescued

Yang Li Xuan

A parrot that was flicked in the back by a woman and fed salsa in a viral video has been rescued by an animal welfare rescuer.

Parrot Society Singapore said in an Instagram post on Sunday night that the parrot will be taken to a vet the next day.

A spokesman told *The Straits Times* that the parrot was rescued on Sunday with the help of television and members of the public who came forward.

Parrot Society Singapore is a non-profit animal welfare society established in 2012 by a group of dedicated animal lovers. It aims to improve the welfare of parrots kept in Singapore through education and outreach, and to provide a sustainable space, through which abandoned, neglected and mistreated parrots can be adopted.

In the video that garnered much traction on Sunday, the woman films herself scolding the parrot and flicking its back several times. Later, she feeds it her salsa.

The footage was initially circulated on a list and found bird group on Facebook, and the story was said in her post that she had found the lost parrot. The original post has been taken down.

According to the society, the parrot is a green-cheeked conure native to South America and are intelligent, as it is likely an escapee pet.

The video sparked considerable online, with one person on Reddit calling it "disgusting", and

another saying it was "sadistic". In another post on Facebook, the woman uploaded TikTok videos of the parrot eating a chicken-flavoured types Nalgavark.

The society explained that flicking a parrot's back is like flicking a person's lips and teeth. "That is the same amount of ignoring pain the parrot would have suffered," its spokesman said.

Parrots are also physiologically different from mammals, as their immune systems might not be able to fight certain types of bacteria present in the woman's salsa, the spokesman added.

The society has since contacted the parrot's owner, and said it intends to take it to a vet for tests to check on its health. On Monday, Puffin is being taken care of by a volunteer, now, but the society hopes to reunite the parrot with its owner. If that is unsuccessful, it may put Puffin up for adoption.

The society advised that if the public were to encounter a bird which they think is a lost pet, they should try to secure the bird first. If they fail, they could alert Facebook groups such as Lost & Found Birds SG or R.A.B. (Red Alert & Rescue Singapore) Helpline, or contact the society via Facebook or Instagram.

Ms Jessica Koo, group director of the Animal and Veterinary Service (AVS), said on Monday that AVS has received feedback and is looking into the case. First-time offenders caught abusing an animal can be fined up to \$5,000, jailed up to 12 months, or both.

enquiries@psg.com.sg



The parrot, a green-cheeked conure, was seen in a viral video being flicked in the back and being fed salsa by a woman. It was rescued by Parrot Society Singapore on Sunday. PHOTO: PARROT SOCIETY SINGAPORE

Supporting your child at home



Authentic experiences

- various settings - various opportunities - at the supermarket, playground, on public transport etc.




Building knowledge, vocabulary and opinions

- Encourage good reading habits, providing opportunities to read and discuss issues



Home-school partnership

Literacy Activities at Home

1. Free ebooks
 2. Journal
 3. Visit the local library
- 

Thank you!

