



P5 Curriculum Briefing for Parents 2018

English Language

Focus for Today

1. Assessment - Overview of Language Components
2. Transition from P4 to P5
3. Parental Support




Assessment

Overview of Language Components

Components of the P5 EL paper

- **Paper 1 (Composition Paper) : 55 marks**
- **Paper 2 (Written): 95 marks**
 - **Grammar**
 - **Vocabulary**
 - **Comprehension**
 - **Synthesis & Transformation**
- **Paper 3 (Oral): 30 marks**
- **Paper 4 (Listening Comprehension): 20 marks**
- **Total : 200 marks**



Samples of new components tested in the examination

SITUATIONAL WRITING

Part 1: Situational Writing (15 marks)

- 1 The pictures below show how you lost your rabbit after a "Show-and-Tell" session in school where you introduced your rabbit to your class.



Your Task

Imagine you are the boy in the pictures.

Write a letter to the residents of your neighbourhood asking them to return your rabbit to you if they see it.

You are to refer to the pictures and information on page 4 for your letter.

In your writing, include the following key information:

- the date you lost your rabbit
- where you were when you found out your rabbit was missing
- some physical features of your rabbit
- why your rabbit is in need of care
- how you can be contacted

You may reorder the points. Remember to write in complete sentences.

New at P5

Visual Text Comprehension

New at
P5
2 -page
text
with
visuals

Study this flyer carefully and then answer questions 21 to 25.

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



Transition from P4 to P5

Pedagogy

Retelling

KWL

Supported Reading

Writing Process

STELLAR Pedagogic Framework (P3b to P6)

Sustained Silent Reading

a) Supported Reading
b) KWL
c) Retelling

Writing Process Cycle

1

Reading for understanding & enjoyment

- prediction & questioning
- reading strategies
- text types
- text features

2

Explicit teaching of language items, structures & skills

- word study
- grammar
- vocabulary
- media & visual literacy

Follow-up activities, e.g.,

- oracy
- project work
- information literacy

3

Sentence manipulation

- sentence expansion
- sentence combining

Whole Text Study

4

Class Writing

5

Group Writing

6

Individual Writing

----Planning---Writing -Reviewing---

Scaffolding for Success

Differentiated Instruction

e.g., Guided Reading, Word Study, Listening, Writing, Speech & Drama, Grammar, Research

Weaving between whole - parts - whole

Materials / Resources at P5

- MOE Stellar Readers
- Accompanying MOE Stellar Learning sheets
- Stellar Companion Booklets
- School-Based Worksheets – Composition and Situational Writing
- Little Red Dot



**Challenges your child may face
&
How parents can assist**

Challenges - Composition

- Unrealistic / Undeveloped Content
- Language
 - wrong use of tenses
 - ungrammatical sentences
 - wrong spelling
 - wrong punctuation (dialogue)
 - wrong use of words

Reinforce what your child has learnt

- Techniques in writing

- Describe the setting
 - Sound/Dialogue/Flashback/Weather
- Endings
 - Moral/Reflection
- Add suspense/humour
- Related to the themes in the Stellar Units
(Fear, Crime, Natural Disasters, Fire, Accidents, Technology)

How do I help my child to develop CONTENT?

- Provide common experiences (need not be spectacular)
- Ask for their opinions frequently
- Encourage reading a wide variety of books
- Reading the newspapers / magazines
(Little Red Dot - Tues)
- Watch English Language Programmes for exposure

Challenges - COMPREHENSION

- Giving incorrect answers (pupils cannot understand the questions)
- Giving partial answers only
- Tendency to give answers with no evidence of having referred to the text
- Not quoting the sentence accurately
- Merely copying out the entire chunk of the text

Annotation

- Marking extra information in reading documents
 - *ask questions*
 - *write notes to understand better*
 - *draw arrows to make reference*

Sample annotated text

Read the passage carefully and answer the questions that follow. Write your answers in complete sentences.

Once, an old man was walking in a forest going towards a town when he came upon a tiger in a cage. The tiger called out to him to stop and he begged him to lift the trap door of the cage to free it.

why it was in a cage?
a kind man? foolish man?
would the man do it?

The old man lifted the trap door and let the tiger free. "Thank you," said

the tiger politely. However, the tiger had been in the cage for over two days and was extremely hungry. As soon as it stepped out of the cage, the tiger

showed its true colours. "Stop!" it cried out to the old man fiercely. "I'm very hungry. Let me eat you for a meal."

To Summarize

- Encourage your child to read across different genres
- Check to see that they have followed the strategies taught
- Have daily conversations to encourage them to share their thoughts



Thank You

Next MT sharing