



**MERIDIAN
PRIMARY SCHOOL**



Nurturing Future Learners, Future Citizens, Future Leaders

Primary 3 and Primary 4: Curriculum Sharing - English

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Resilience · Responsibility · Care · Respect · Integrity · Teamwork ·

Overview

- Learning Outcomes for Middle Primary
- Teaching and Learning Approach
- Supporting your child / ward in language mastery





The MPS English Curriculum

Provide a rich learning environment to

- develop effective and confident 21st century communicators
- inspire the love for the English Language

Areas of Language Learning

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

Listening and Viewing

- **Listen** to, **Respond** to and **view** a **variety** of spoken text, audio and visual text.
- **Draw conclusions** from main ideas, key details and specific examples from a text.
- Identify **choice of words** used to **influence emotions**.

Reading and Viewing

- Students progress from beginning reading to **close reading**.
- **Actively construct meaning** from a variety of text, both print and non-print.
- Think **critically** about what they have read.

Speaking and Representing

- Demonstrate knowledge of **spoken grammar** and **register**
- **Plan** and **present ideas** for a variety of purpose
- Use appropriate skills, strategies and language to **convey** and **construct** meaning during **interactions**

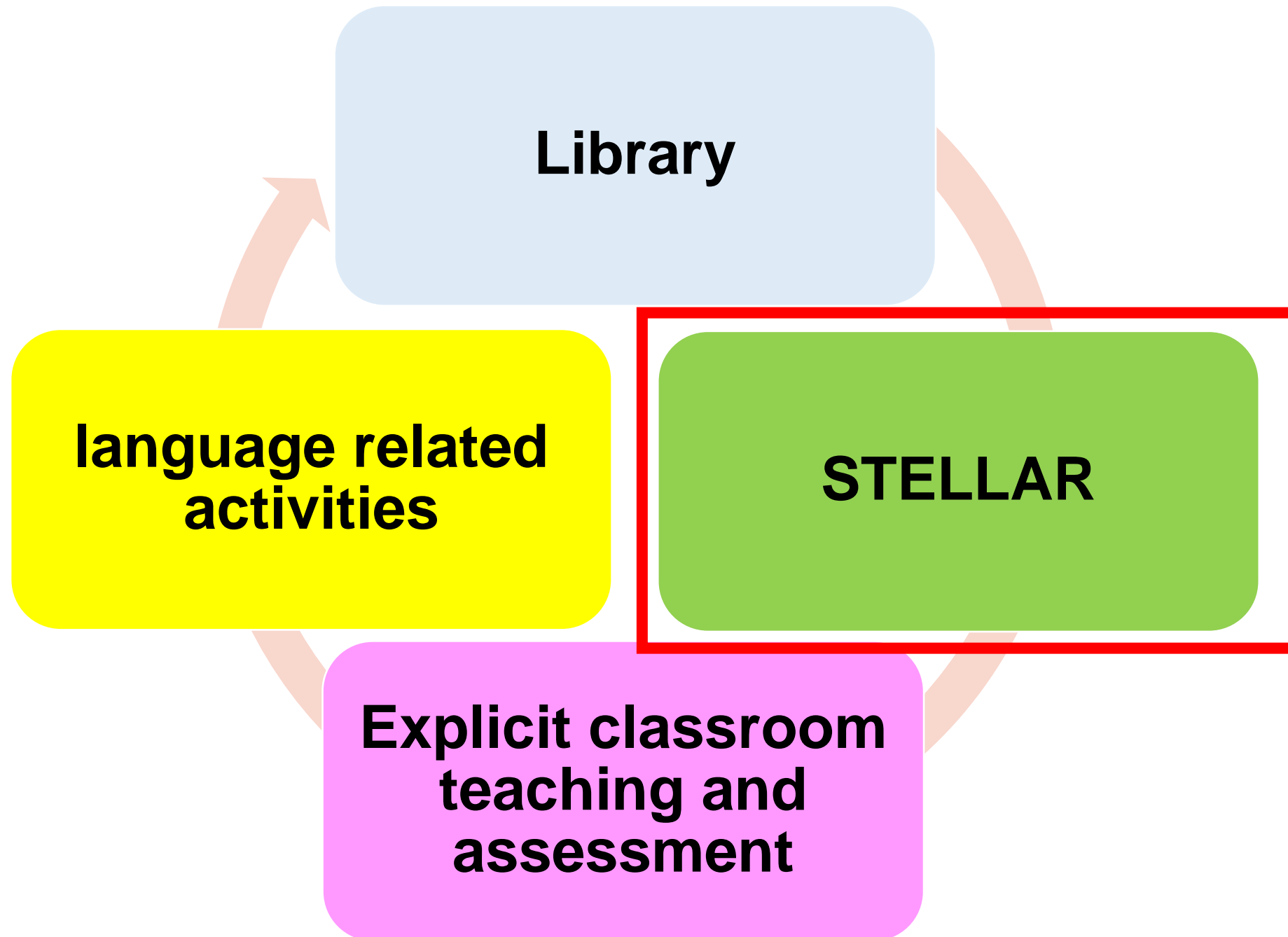
Writing and Representing

- **Express** and **articulate** the **ideas** they **generate**. This is important as pupils can have many ideas but some may not be able to express them effectively in English.
- **Develop, organise** and **express** ideas **coherently** and **cohesively** in writing
- Use accurate and consistent **spelling**

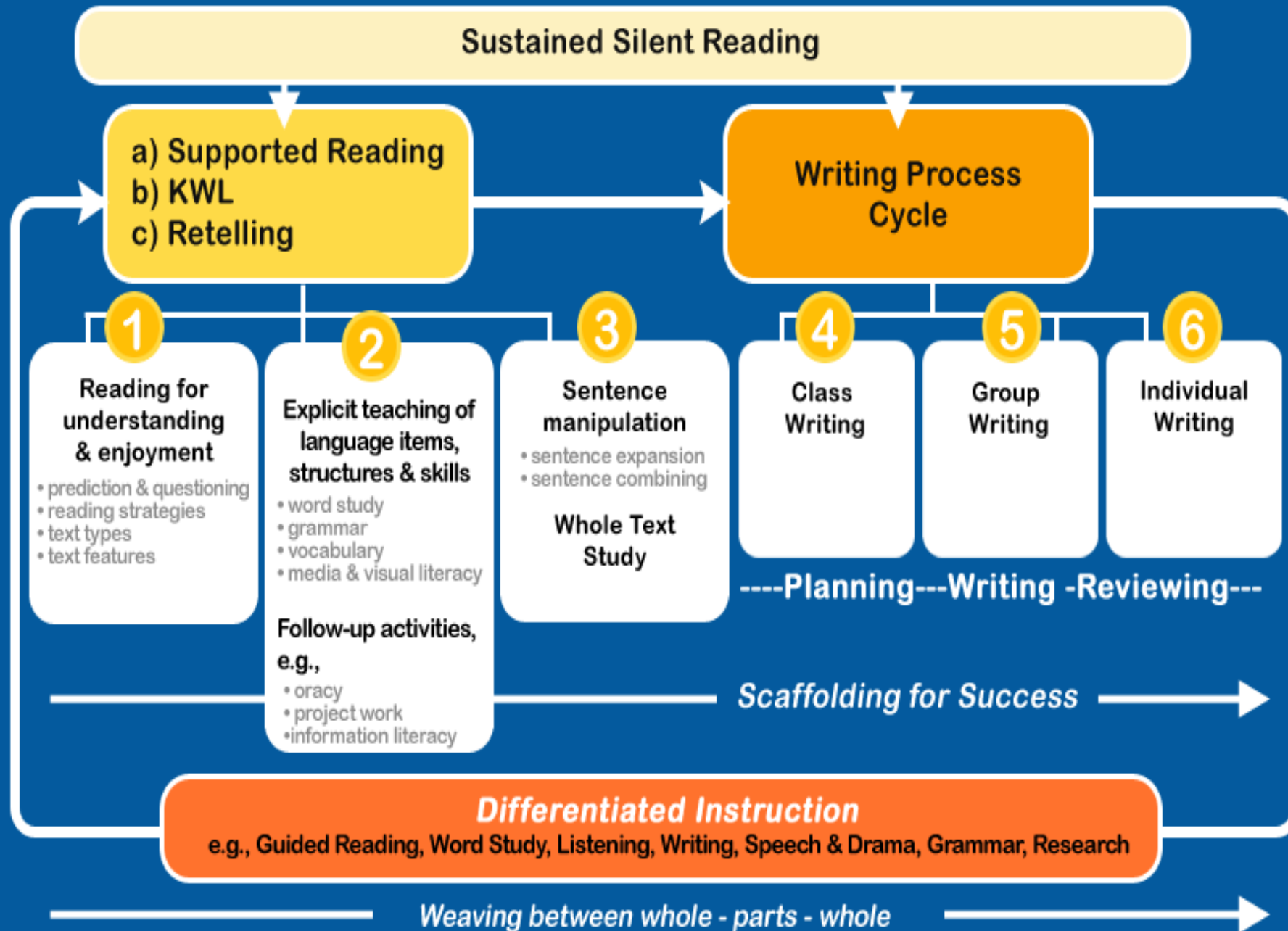
Overview

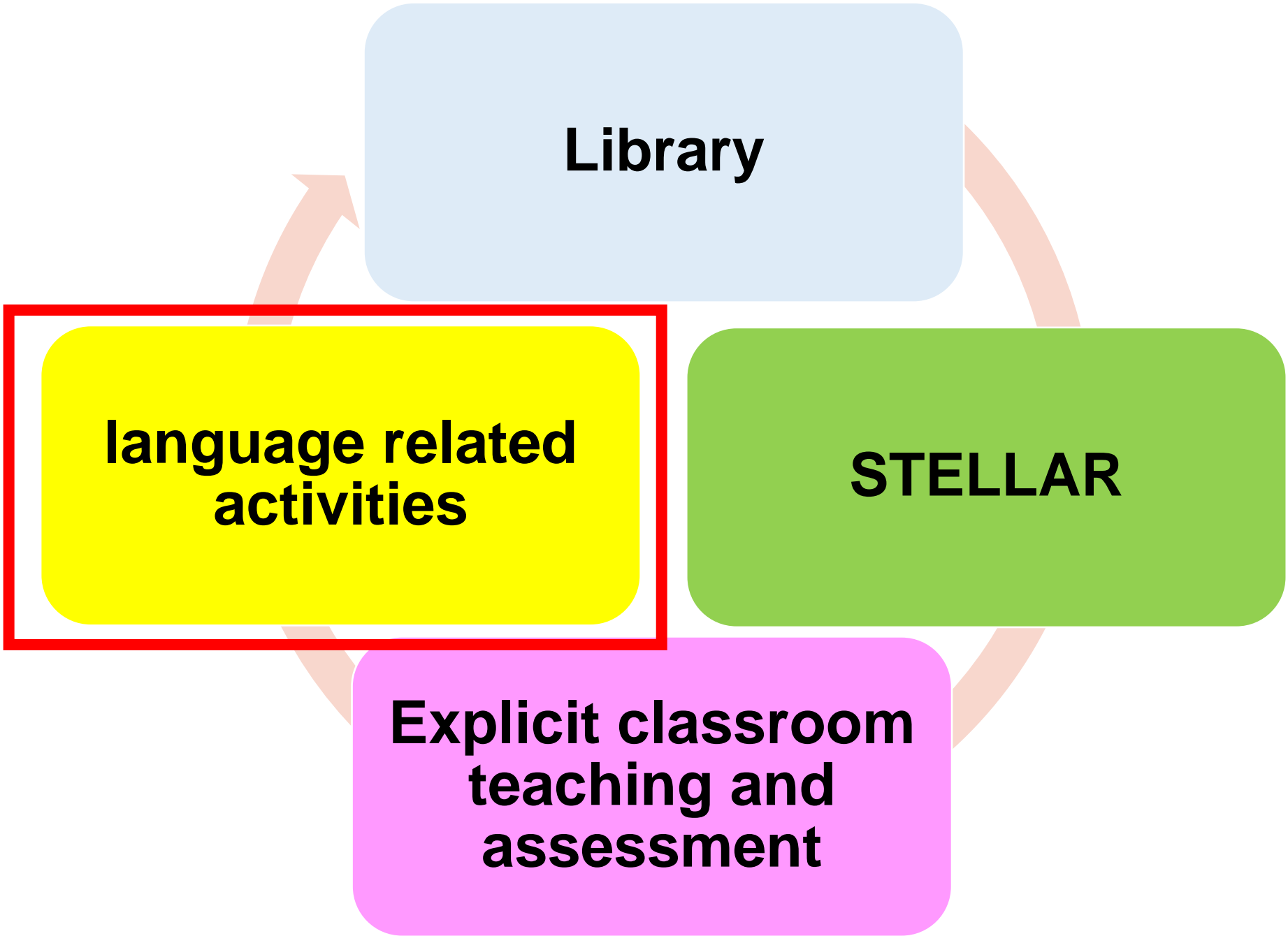
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STELLAR Pedagogic Framework (P3b to P6)





Language Related Activities

Little Red Dot Subscription

Story Time During Recess

Terrific Thursdays

Speak to Inspire

Competitions

Awesome Tuesdays

Public Speaking Workshops

Library Activities

Literature Appreciation Programme

Library

language related activities

STELLAR

Explicit classroom teaching and assessment

- Grammar
- Sentence Structures
- Vocabulary
- Writing
- Unpack a text

2 Key Terms Related to Assessment ...



Formative:
Assessment **for**
Learning

- Integral part of learning a concept, a topic or skill

Summative:
Assessment **of**
Learning

- at the end of a semester / year

Components of the English Paper:

- P3 SA2
- P4 SA1
- P4SA2

Component	Total Marks
Oral Communications	16
Listening Comprehension	14
Paper 1 (Writing)	20
Paper 2	50
Grand Total	100



Support your child / ward in language
mastery

Areas of Language Learning

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



READING



Ability



Attitude



Practise

Reluctant Reader

- **Dislikes reading**
- **Does not want to read**
- **Unable to read**

Avid Reader

- **Likes to read**
- **Willing to practise**

- To acquire language, the student needs to be engaged in language related activities.

- Read widely
- Read together
- Model Reading



How?

- **Make books an integral part of family life**
 - Reading corners
 - An area where books are kept
 - Books must be easily available to the child
 - Visit the National Library / Community Library
- **Model Reading**
 - Read regularly with your child
 - Bedtime stories
 - Read together with your child

Benefits of Reading With Your Child

- Fosters connection with your child
 - Bonding time
- Provides literacy experience
 - Make your child sit up, take notice, laugh and ask 'why'
- Develops a thinking child
 - Active listening / Mental Processes
- A platform for moral education
 - Invoke care for the world
 - Discuss values like honesty, responsibility, nonviolence, equality, filial piety

Other Resources ...

- National Library
- newspaper
- plays, musicals, online tours
- writing short notes to one another
- The world around us ...

Good Morning Sam,

I have gone to the supermarket to buy some groceries. I will be back by 9a.m. Enjoy your breakfast.

Love,
Mummy

Hi Ali,

Remember to put your clothes in the laundry basket.

Love,
Mummy

Good Morning Kim,

I will be home late this evening. Enjoy your learning today.

Love,
Daddy

Happy Birthday Mina,

I can't wait to celebrate your birthday this evening!

Love,
Mummy

Hi Joe,

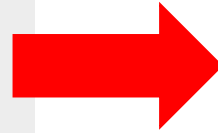
I will be back by 7p.m. this evening. Let's go for ice-cream together.

Love,
Mummy



some common language errors ...

- k, ok, okay
- you ownself do
- more faster
- very power
- very pain
- My mother brings me there.



- sure, yes
- do it **yourself** / **myself**
- **faster**
- very **powerful**
- very **painful**
- My mother **took** me there.

APPEAL

Please help to ensure that
your child completes all
homework and learn
weekly spelling.

The home is a child's first school,
The parent is the child's first teacher, and
Reading is a child's first subject.





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Thank You

*for Nurturing Future Learners, Future Citizens,
Future Leaders Together*

