

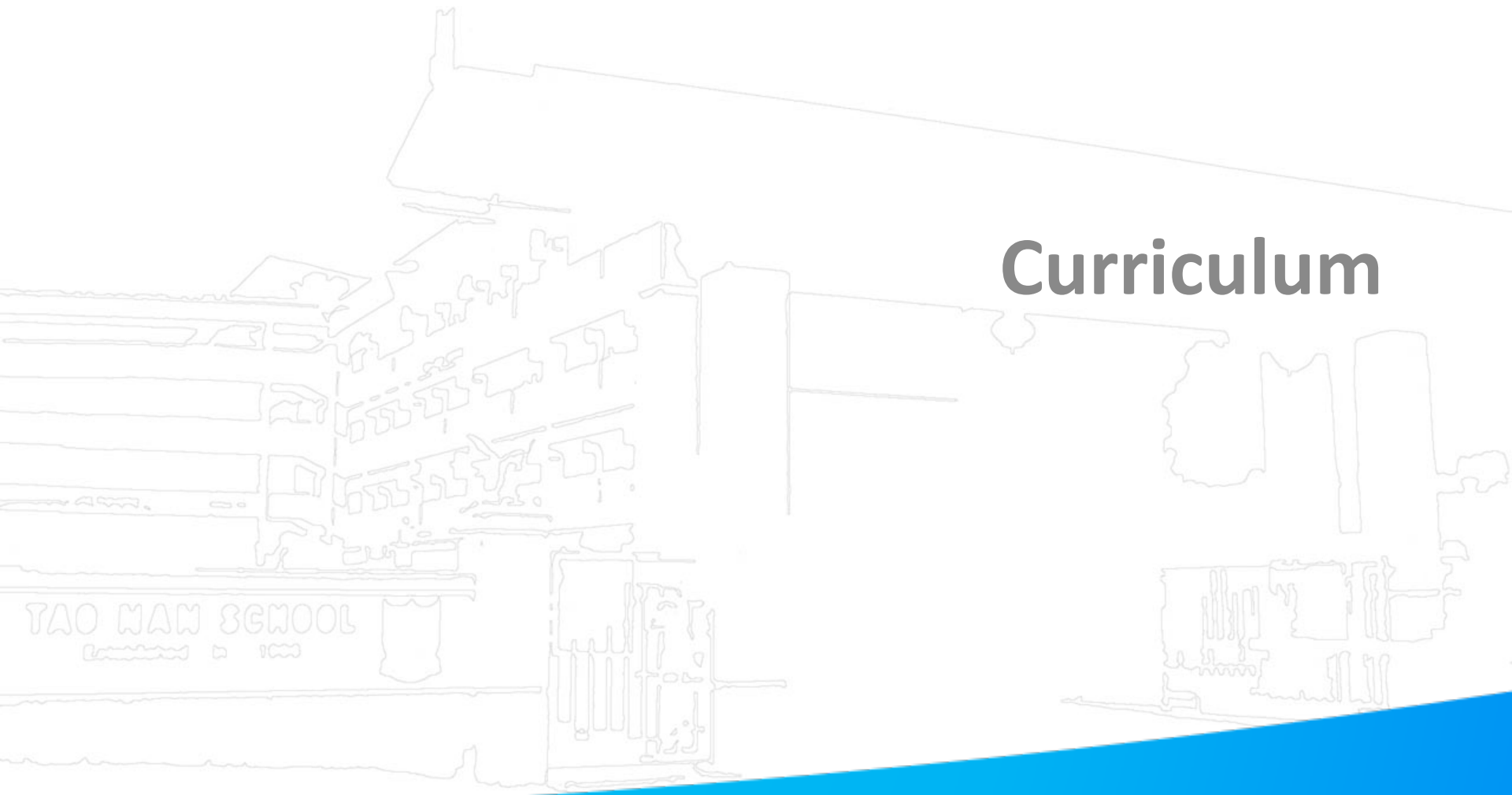


# 2023 Primary 3 English Language Curriculum Information



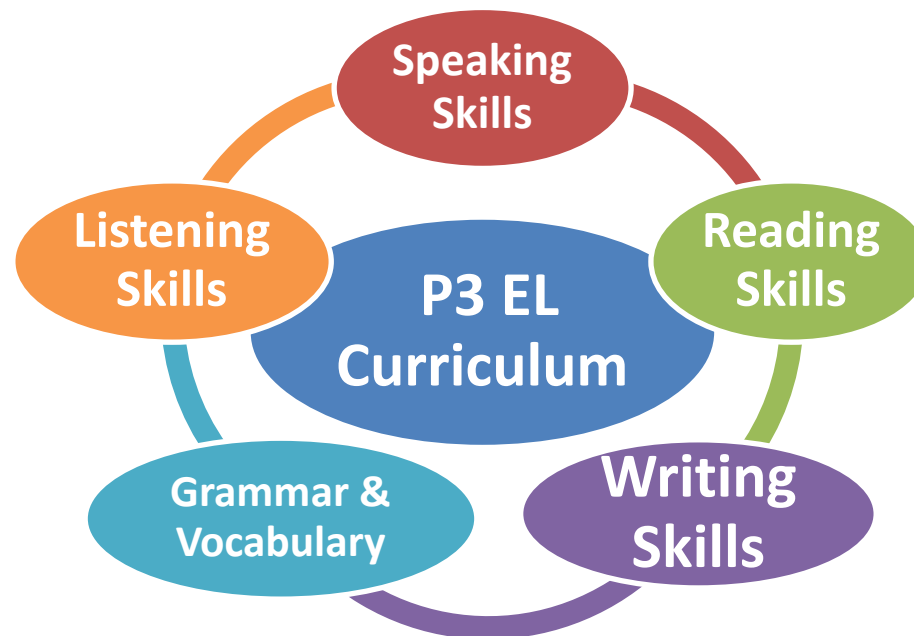


# Curriculum



# The English Language curriculum aims to:

- develop confident, effective and affective communicator of the language;
- equip our students with the four language skills, and as well as knowledge in grammar and vocabulary.





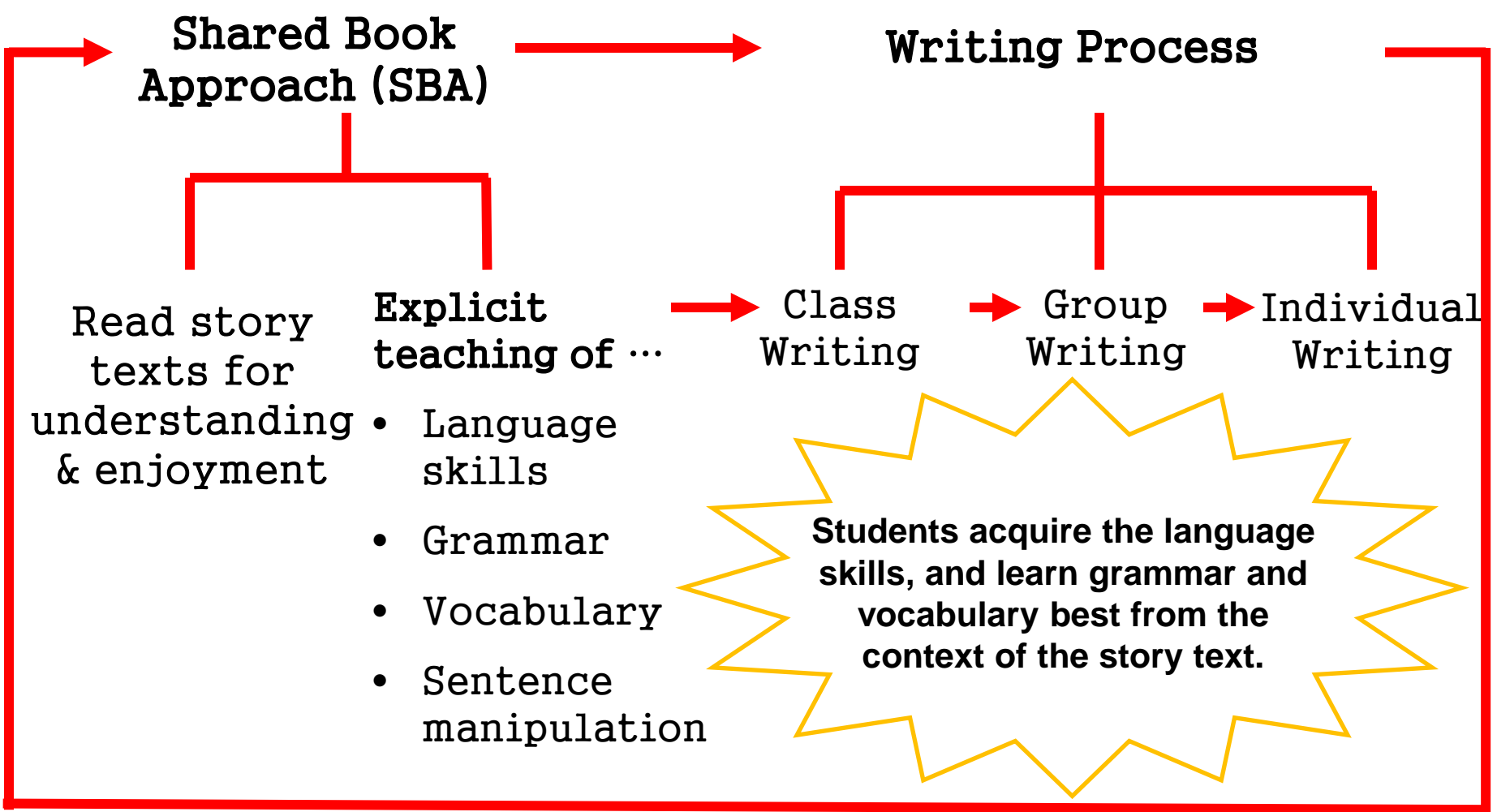
# Pedagogy



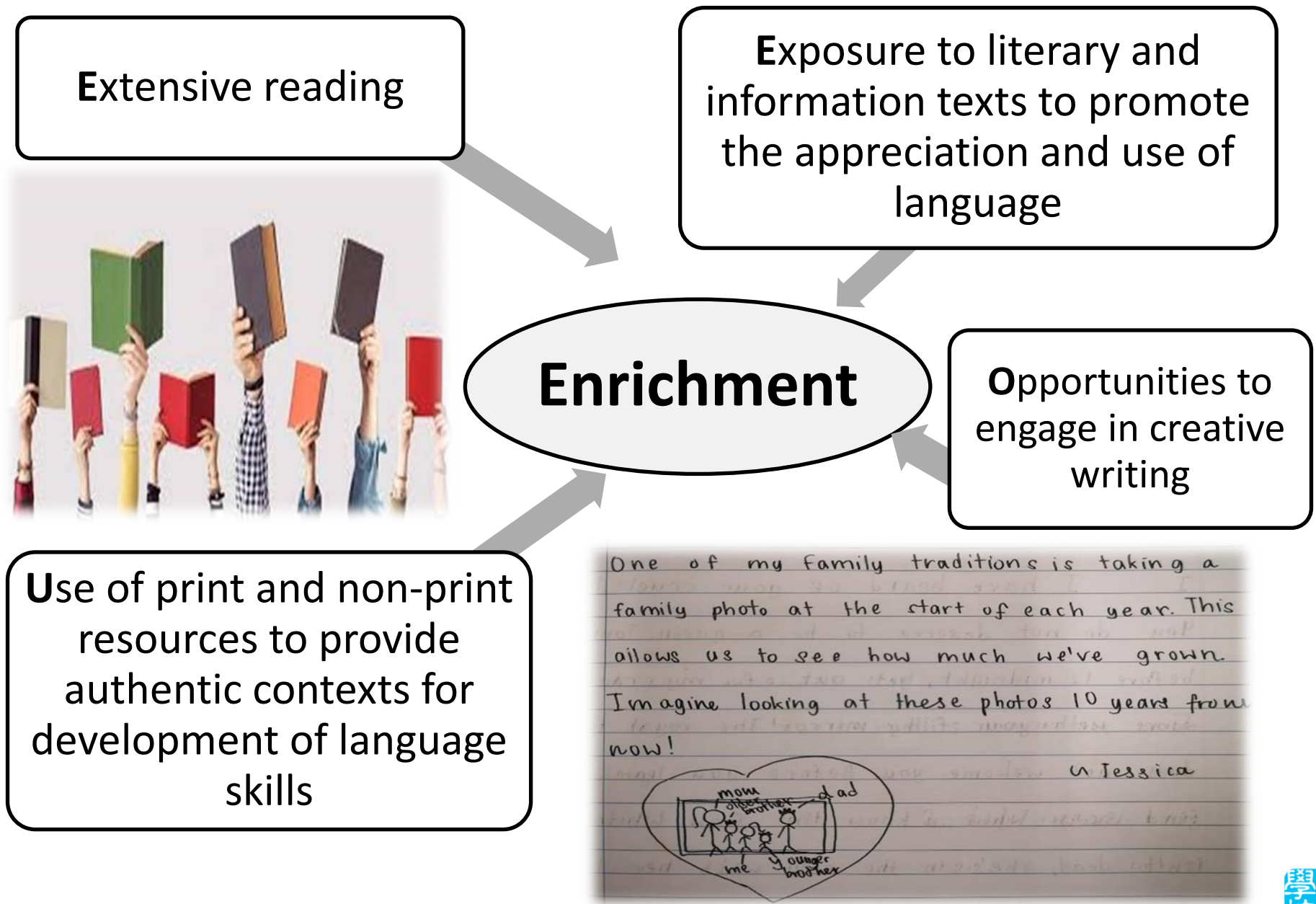
**S**trategies for **T**eaching **E**nglish **L**anguage **L**earning **A**nd **R**eadng (STELLAR) approach is adopted to help students acquire English language skills through activities in listening, speaking, reading, writing and visual literacy.



We begin teaching the English Language skills using the Shared Book Approach (SBA).









# Assessment





# Removal of mid-year examination

- To reduce excessive competition and stress
- To provide space for holistic development
- To deepen learning



**Feedback will be based on students' learning through daily work, teacher's observation and weighted assessments.**

Weighted Assessments(WA) will be conducted to support students' learning, gauge their learning progress and address learning gaps.

School-based assessment	Weighted Assessment	End-of-Year Examination
Weighting	30%	70%
Assessments	<b>WA 1 (15%) Term 2</b> Language Use, Vocabulary & Comprehension  <b>WA 2 (15%) Term 3</b> Continuous Writing	<ul style="list-style-type: none"><li>• Oral</li><li>• Continuous Writing</li><li>• Language Use, Vocab, Comprehension</li><li>• Listening Comprehension</li></ul>

# End-of-Year Examination

Paper	Component	Item Type	Marks	Duration
1	Continuous Writing	Open-ended	20	40min
2	Language Use & Comprehension	Open-ended / MCQ	50	1h 10min
3	Listening Comprehension	MCQ	14	20min
4	Oral	Open-ended	16	3-min preparation time
<b>Total</b>			<b>100</b>	

### Paper 1 - Continuous Writing

Content	10 marks
Language & Organisation	10 marks
<b>Total</b>	<b>20 marks</b>

Students will be required to write a composition of at least 100 words in continuous prose, making use of the storyline provided by the three pictures. Some helping words will be provided.

## Paper 2 - Language Use & Comprehension

Students will be assessed on their ability to use language correctly and to comprehend visual and textual information.

### **Knowledge in Language assessed:**

- Grammar
- Vocabulary
- Synthesis and transformation
- Editing for Spelling, Punctuation and Grammar
- Reading Comprehension

## Paper 3 - Listening Comprehension

**This paper comprises 3 sections:**

1. Picture Matching
  2. Note-taking
  3. Comprehension Passage
- Paper 3 assesses students' ability to understand spoken English.
  - The texts may be in the form of instructions, recipes, telephone messages, presentations, news items, announcements, advertisements, explanations, conversations, speeches and stories.
  - Each text will be read twice.
  - Time will be given for students to read the questions before the first reading of each text.



## Paper 4 – Oral Communication

- Oral comprises 2 sections:  
Reading Aloud (RA) and  
Stimulus-based Conversation (SBC).
- Reading Aloud – ability to pronounce and articulate words clearly, as well as their ability to read fluently with appropriate expression and rhythm.
- Stimulus-based Conversation – ability to give personal response to a visual stimulus and engage in a conversation on the topic.

# School-based Assessments

## **Term 2 – WA 1 (15%)**

- Paper 2 (Language Use & Comprehension)
- More details will be provided by the EL teacher.

## **Term 3 – WA 2 (15%)**

- Paper 1 (Continuous Writing)
- More details will be provided by the EL teacher.

## **Term 4 – End-of-Year Examination (70%)**

- Paper 1 (Continuous Writing)
- Paper 2 (Language Use & Comprehension)
- Paper 3 (Listening Comprehension)
- Paper 4 (Oral)



# Home-School Partnership

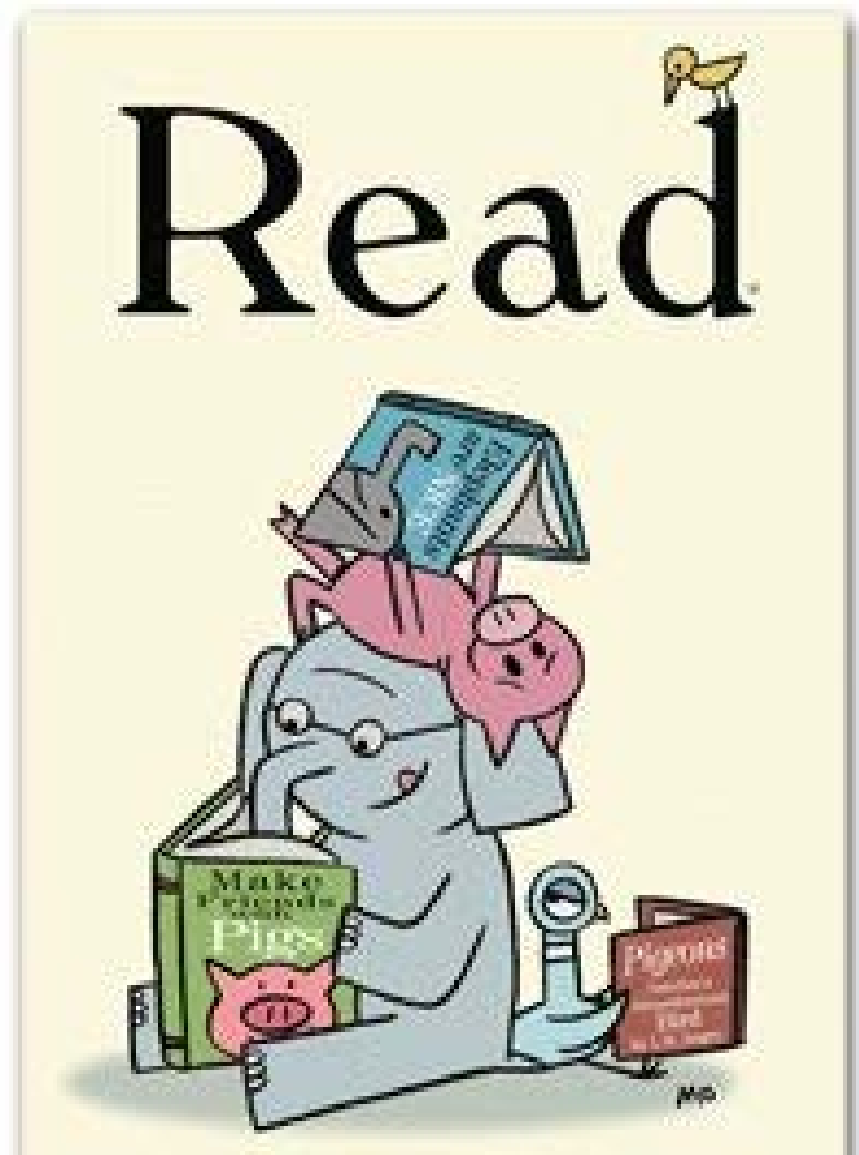




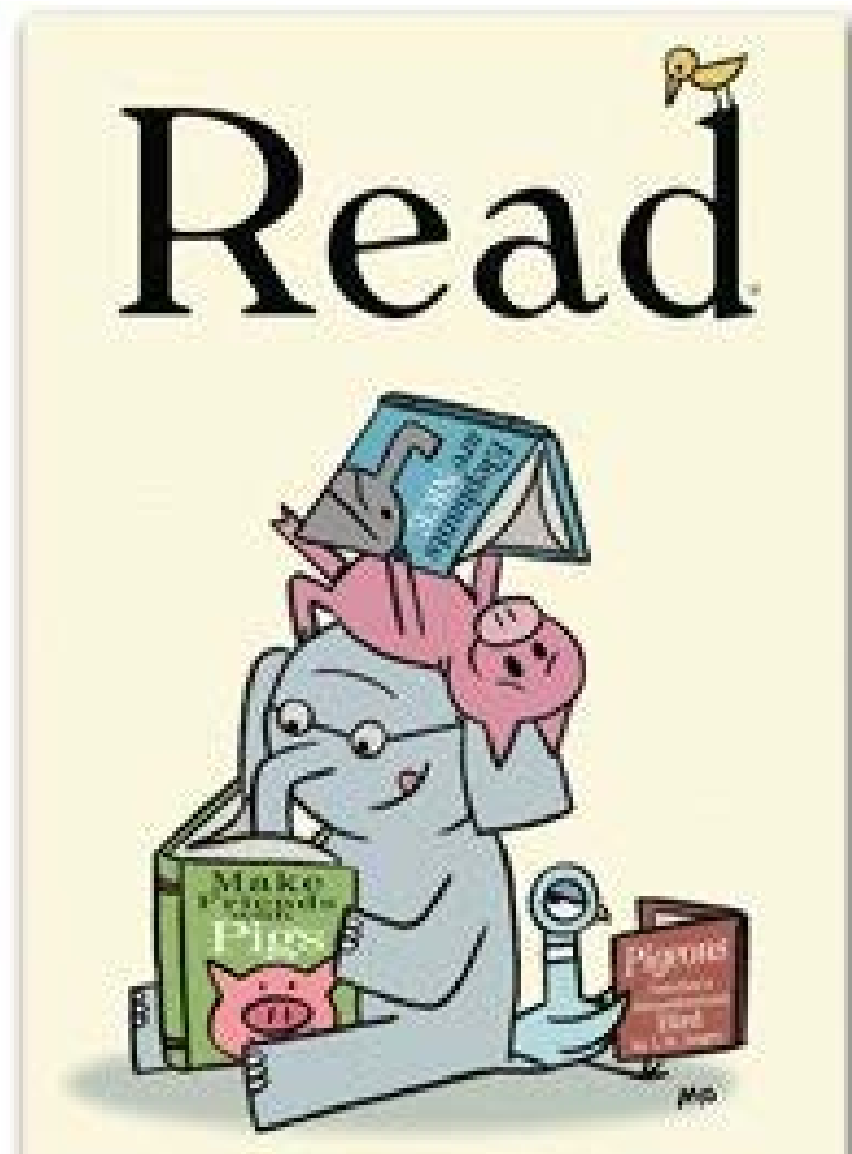
## ***Parental Support***

*Cultivate the love  
for reading*

Promote  
and  
encourage  
extensive  
reading.

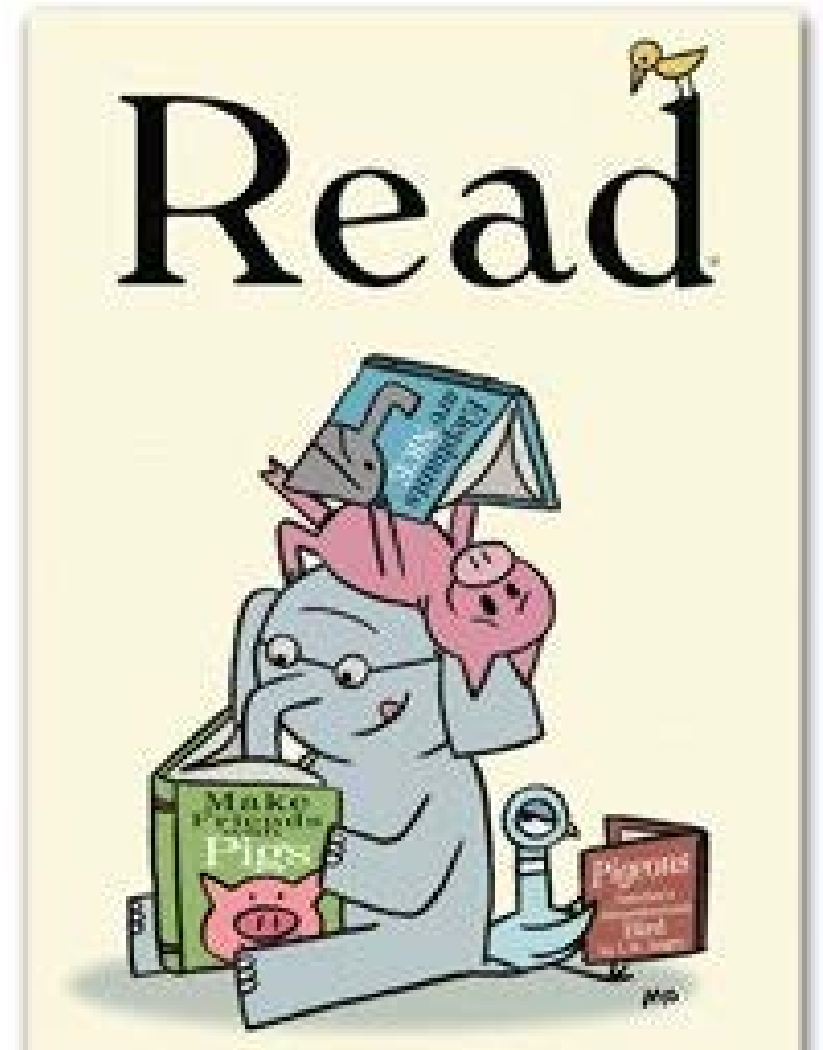


Why is  
reading so  
important?





- Reading will make a big difference to educational performance.
- Reading can develop a broader vocabulary, widen their general knowledge and have a better grasp of the language.



# *Cultivate the love for reading by*

...



- **Reading aloud to your child** - talk about the words and pictures, share ideas about the book;
- **Reading yourself** – children who see adults reading and enjoying it, are more likely to want to read themselves;
- **Surrounding your child with books** – you do not need hundreds of books at home, but go to the library or bookshop regularly to borrow books, spend time together, browse and make choices. In this way, reading becomes a habit.



## Role Modelling

- Children who have *good, strong* models to follow are more likely to speak better and write better.
- You can role model by speaking and practising *positive* communication skills.

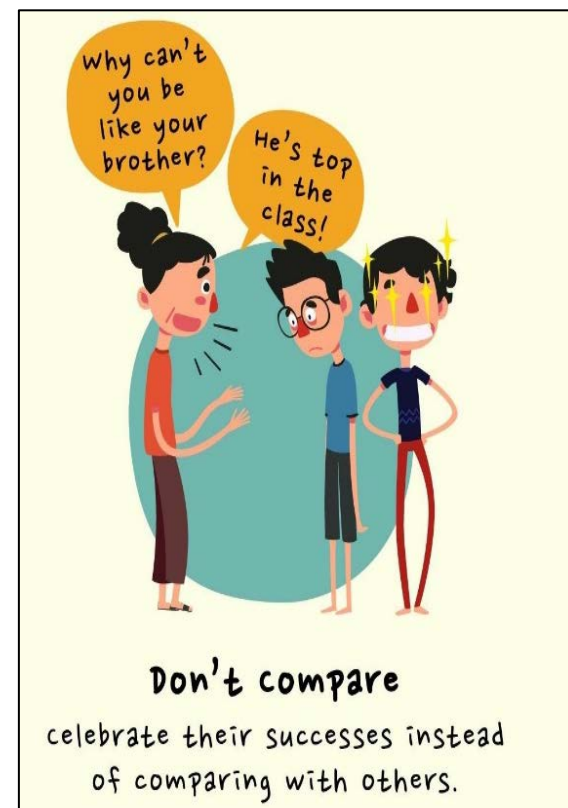
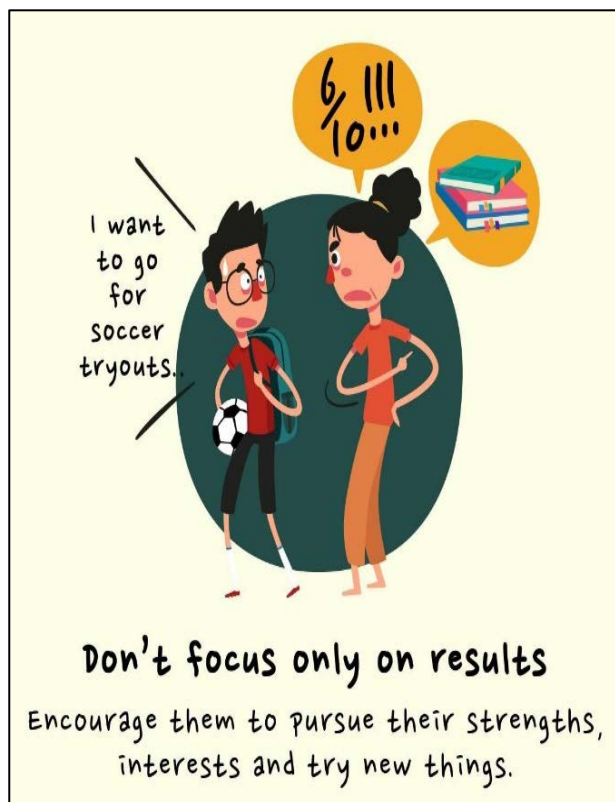
# Parental Support



- Work with the school to develop **dispositions for lifelong learning.**
- Foster the **Joy of Learning** and help our students **Learn for Life.**

## Promote the Joy of Learning

- not over-emphasising academic performance
- focussing on your child's learning journey, rather than compare them to others



# Give your child the time and space to deepen learning.

**I'M NOT WASTING TIME...**




**...I'M PLANNING MY FIRST NOVEL!**

Learning happens in different ways.

Ministry of Education SINGAPORE

**I'M NOT DISTRACTED...**



**...I'M LEARNING HOW PLANES FLY!**

Learning happens in different ways.

Ministry of Education SINGAPORE

**I'M NOT IDLE...**



**...I'M DESIGNING A FUTURE CITY!**

Learning happens in different ways.

Ministry of Education SINGAPORE



~ **Thank you** ~

