

# ROSYTH SCHOOL



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## **P1 English Language Programme 2025**

# P1 English Language Curriculum An Overview



## STELLAR 2.0@ROSYTH

(In line with the key shifts in the English Language Syllabus 2020)

**Strategies for English Language Learning and Reading**

Children who love reading and have a strong foundation in the English Language

# The English Language Syllabus 2020 – The 3 Key Shifts

1)

## Desired Learner Outcomes

- Increased emphasis on 21<sup>st</sup> century competencies and values for effective communication

2)

## Stronger Fundamentals, Future Learning

- Strengthened foundation in language skills and competencies
- Increased emphasis on multiliteracies, metacognition, and inquiry through dialogue

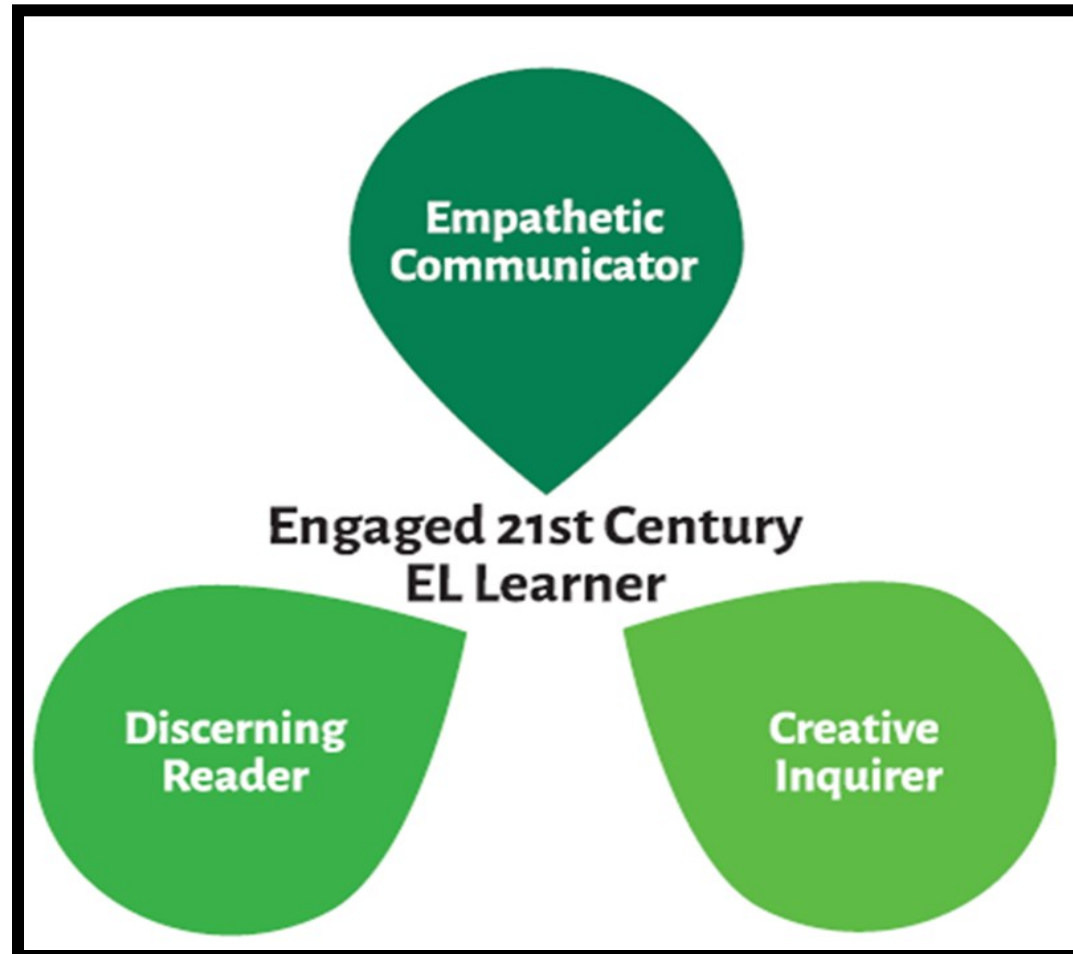
3)

## Curricular Alignment and Revisions

- Enhanced learning progressions through alignment in curricular objectives, pedagogy and teaching resources that build on the learning at each level

# EL Syllabus 2020

## 1. Desired Learner Outcomes



# What the Desired Learner Outcomes Mean

STELLAR 2.0 lessons will:

**Empathetic  
Communicator**

offer more opportunities for students to discuss issues, listen to different perspectives and develop their own opinions.

**Creative  
Inquirer**

encourage students to explore ideas, concepts and areas of interest and promote the joy of learning.



encourage students to read widely and process information critically so as to distinguish fact from falsehoods.

**Discerning  
Reader**

# EL Syllabus 2020

## 2) Stronger Fundamentals



Stronger Fundamentals

Strengthening foundation in both receptive and productive skills and knowledge of the language:

- explicit teaching of grammar.
- explicit teaching of oracy skills.
- strengthening the reading-writing connection, taking into account the purpose of texts.
- explicit teaching of critical and close reading skills.
- ringfencing 1 period for Extensive Reading.



# EL Syllabus 2020

## 2) Future Learning



Future Learning

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

- Multiliteracies - expose students to different types of text
- Metacognition - help students develop self-monitoring, self-regulation and critical reflection
- Inquiry Through Dialogue - create opportunities for students to discuss/debate issues

# EL Syllabus 2020

## 3) Curricular Alignment and revisions IN a P1 Instructional Material



### Content

- Close reading skills are introduced at Primary 1
- A spread of MLEA and Guided Class Writing lessons
- A greater emphasis on Differentiated Instruction



# Some examples of key approaches in the STELLAR curriculum



## A) What does **Close reading** look like in a P1 English lesson?

*E.G. Reading Comprehension:*

Being able to sequence events or details in chronological order

To deepen child's understanding of the big books they read in class

## B) What does **Differentiated instruction** look like in a P1 English lesson?

### i) **Differentiated focus lessons(DFL)**

**An approach** - station rotation.

e.g. watching videos, hands-on sorting activities, interacting with the teacher - to deepen understanding of content covered.

Content is introduced to the whole class before children move into stations.

# What does **Differentiated instruction** look like in a P1 English lesson?

## ii) Writing lesson:

More scaffolding will be provided for children who need assistance and those who are slightly ahead will be given open-ended tasks to handle.

# What we want to achieve...

All children should:

**Enjoy** learning the English Language.

**Develop** good language skills and be discerning readers

**Be** empathetic communicators and lifelong learners.

**STELLAR** leverages on **reduced class size** to provide for a smoother transition from pre-primary to primary school.

# Support Programmes (P1-2)

## A) Learning Support programme (LSP) – A Brief Introduction

- An MOE early intervention programme for P1 and P2 pupils with weak oral and reading skills in English.
- Identified students will attend LSP lessons with a trained instructor one period daily during English lessons (5 periods a week).
- LSP Curriculum is aligned to the main STELLAR curriculum.
- Strategies will be taught to students with focus on word recognition and oral reading fluency

## **B) PREP with MUMs @ Rosyth (P1&2)**

### **- Pull-out Reading Enhancement Programme with MUMs @ Rosyth**

A reading programme to stimulate students' interest in reading for students identified as reluctant readers and therefore build stronger literacy skills.

Programme is designed by our teachers and conducted in collaboration with parents who are keen to read with this group of students. **Parents who are interested may email to Mrs Wong, Head of Department, English at [tan\\_nguang\\_leng@schools.gov.sg](mailto:tan_nguang_leng@schools.gov.sg)**

## **C) R.E.A.P**

### **Reading Extensively Afterschool Programme**

- To provide timely intervention to selected students who are already attending LSP but do not meet the baseline reading standard following the conduct of the 100 word test.
- Seeks to help students bridge the gap in their reading fluency with a focus on various activities to improve their blending and decoding skills.




# Example of one STELLAR unit

Cover Page

ROSYTH SCHOOL  
PRIMARY 1

ENGLISH UNIT 1



Dan the flying man

Name: \_\_\_\_\_ (      )

Class: P1 \_\_\_\_\_

## Content Page

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Content Page

# Example of one STELLAR unit

## Grammar Notes

### NOUNS

**Nouns** are the names of people, animals, places and things.



People



Animals



Places



Things

Example:

#### Places

1. Mother went to the **market** yesterday.
2. We had fun at the **beach**.



#### Things

1. I write a **letter** to my friend.
2. He carries a **bag** to **school** every day.



Grammar  
Notes

Date: \_\_\_\_\_

## Grammar

Read the following sentences. **Circle** the words that tell us about:

- o people (use blue)
- o places (use green)
- o things (use brown)

For questions 1 to 5 only.  
Did you find:  
7 nouns about people,  
2 nouns about places and  
2 nouns about things?

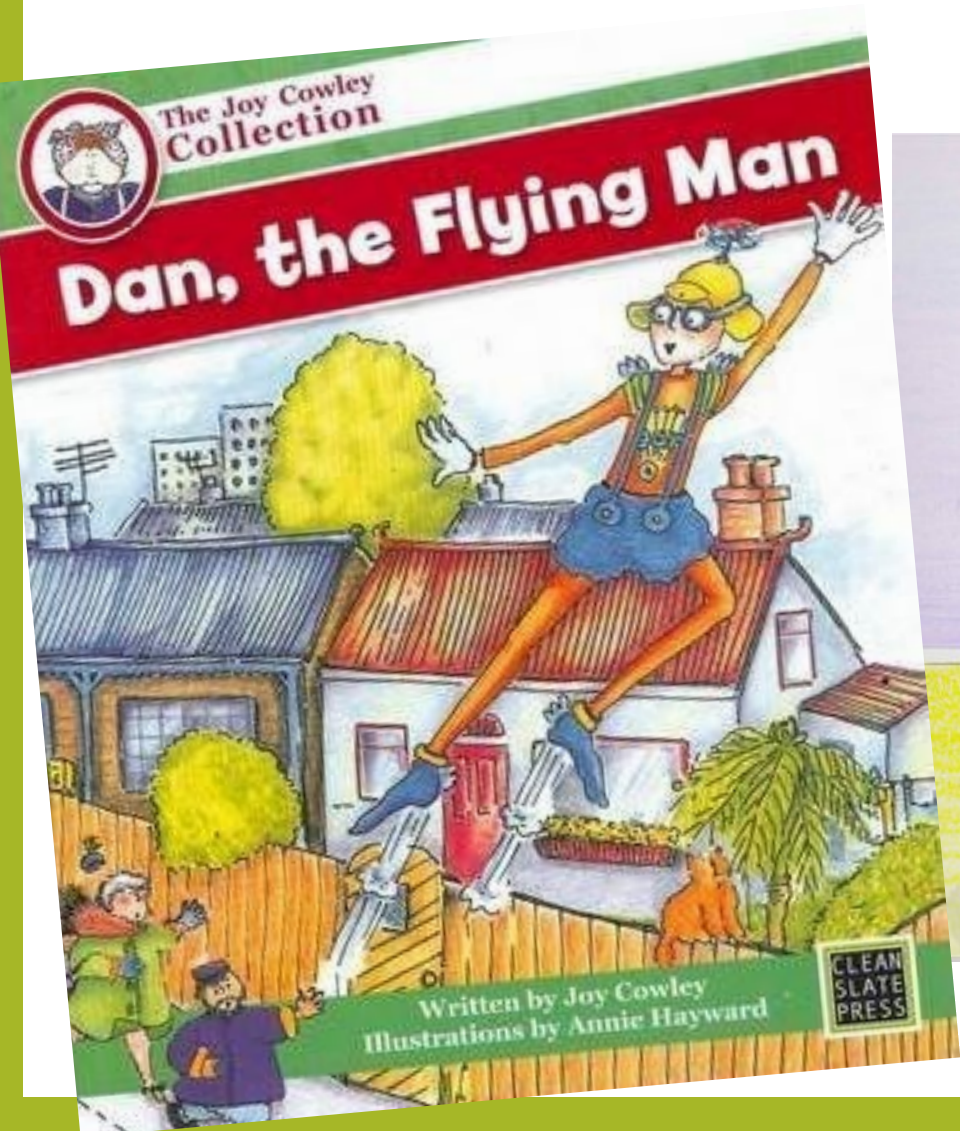


1. Siti is a girl.
2. The baby is crying.
3. Mrs Tan lives in Malaysia.
4. The boy packs his books and bag every day.
5. Peter and Siti like to go to the park.
- \*6. My family lives in Ang Mo Kio.
- \*7. Our teacher wears a green dress to school.
- \*8. My grandparents go for a picnic at the beach.

- 21<sup>st</sup> Century skills
- self-checklist

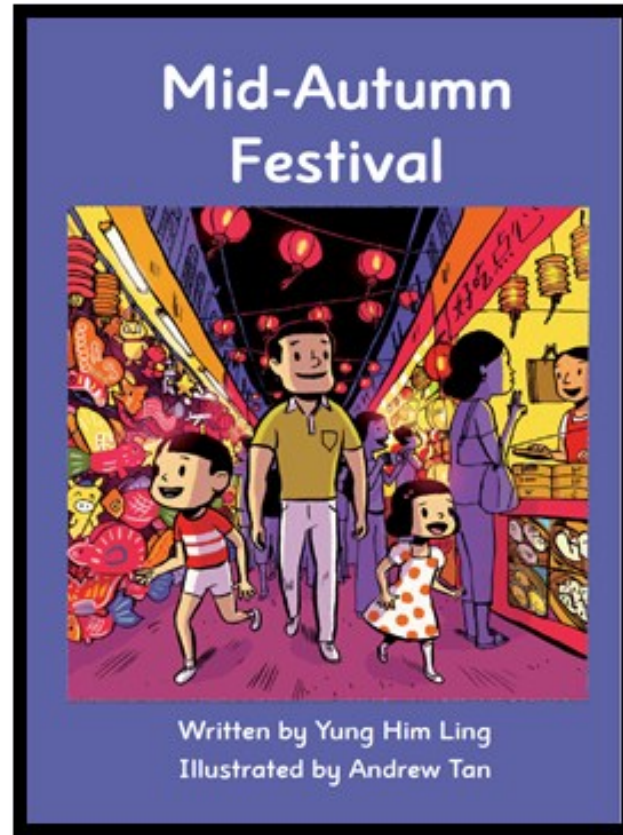
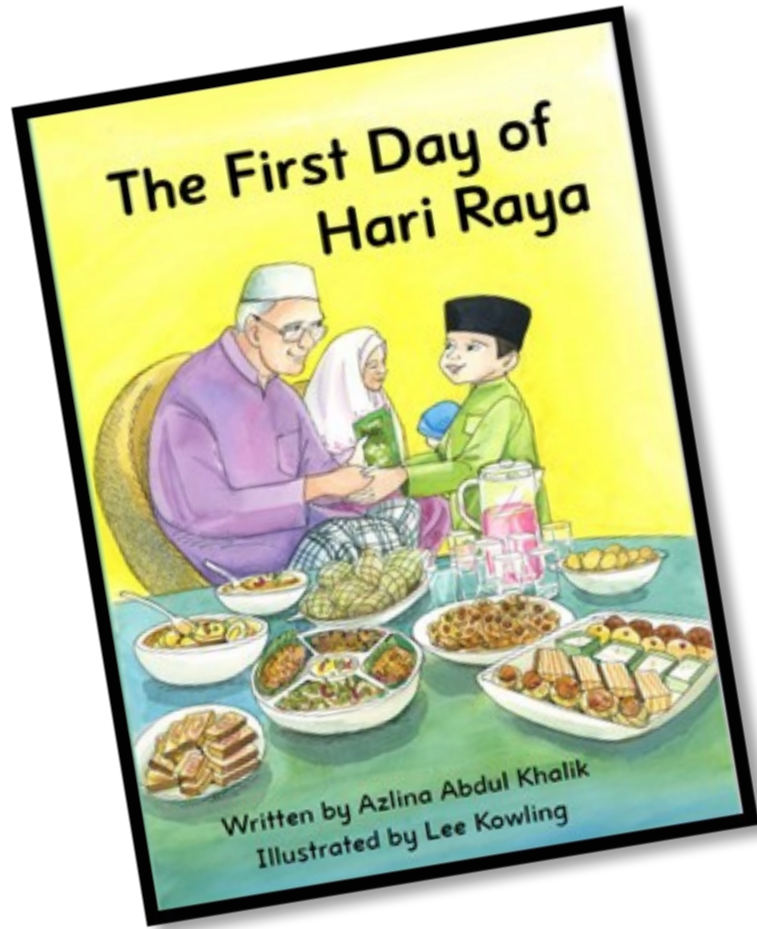
Differentiated  
Task

# Dan, the Flying Man – Shared Book Approach (SBA)

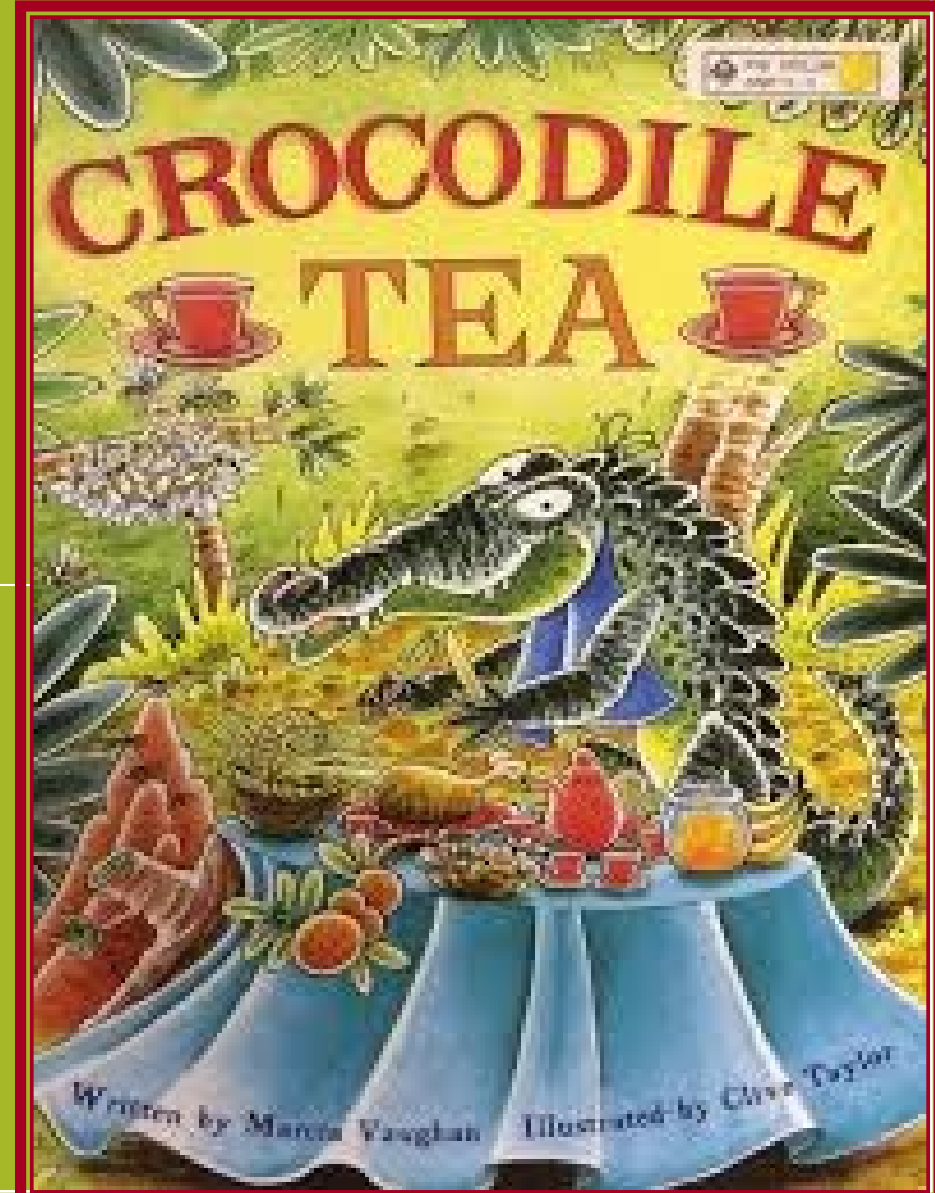




More local texts will be introduced to reflect our Singaporean culture and context



# Creating our very own crocodiles for our Big Book, 'Crocodile Tea'





# Samples of Students' Writing

## UNIT 5: GROUP WRITING



This is the hippopotamus in the story 'Crocodile Tea'. It is big and has a flower on its head. In the story, it saw the oranges that the crocodile was holding and became hungry. We like the hippopotamus because it has a big mouth.

Written by: Group 2

LSO.01

We Are Learning To (WALT): write about a character in the story, Crocodile Tea.

The Bees

A child's drawing of a bee flying near a tree with a beehive, and a flower in the foreground. The drawing is done in colored pencils and markers.

~~This is~~ <sup>These are</sup> the bees in the story

X  
Crocodile Tea? They are helpful.

X  
In the story, they were busy work

X <sup>when</sup> ~~and~~ suddenly, they got snapped up <sup>by the crocodile</sup>

X  
The crocodile used <sup>d</sup> food to trick

X

# Enhancements to teaching and learning

Use of 1) ePedagogy in various areas of learning;

2) Use of digital puppetry (Moo-O) for reading





# **Learning Outcomes – For English Language in Rosyth**

# Learning Outcomes – An example for Semester 1

## Semester 1 - Primary 1

### Listening

Listen attentively and follow simple instructions.

### Speaking

Speak clearly to express thoughts, feelings, ideas.

### Reading

Demonstrate basic word recognition skills (e.g. able to pronounce words accurately)

Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting)

### Writing

Demonstrate writing readiness – handwriting skills such as letter formation, spacing

# **A Performance task for P1 English**

- **Interdisciplinary approach**
- **Collaboration in small groups**
- **Rubrics & marks to describe performance**
- **Infusing Formative Assessment**

# Learning Outcomes for P1 – An Example for Semester 1, Term 1



	Term 1	Term 2
<b>Weighting</b>	<b>0%</b>	<b>0%</b>
	Reading Penmanship Listening Comprehension	Reading Penmanship Show and Tell Listening Comprehension

**Listening (Term 1)**  
Listen attentively and follow simple instructions.

- Sound Discrimination
- Picture Matching

**Writing (Term1)**  
Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.

- Penmanship

**Reading (Term 1)**  
Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting)

# Learning Outcomes for P1 – An Example for Semester 2

	Term 3	Term 4
<b>Weighting</b>	<b>0%</b>	<b>0%</b>
	Reading Writing Listening Comprehension Language Use and Comprehension	Reading Writing Listening Comprehension Language Use and Comprehension

## Listening (Term 3)

Listen attentively and follow simple instructions.

- Sound Discrimination
- Picture Matching
- Sequencing/Listening to Instructions

## Reading (Term 3)

Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.

## Language Use and Comprehension (Term 3 & 4)

Demonstrate understanding in the use of vocabulary, grammar, punctuation and spelling appropriately in context

## Writing (Term 4)

Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.

- Personal Recount

# Sample of rubrics and checklist:

## Instructional Text Rubric



	Needs Improvement	Satisfactory	Very Good	Excellent
<p><b><i>Purpose / Goal / Title:</i></b> What is the purpose of doing this?</p> <p>Usually using the phrase "How to .." at the beginning.</p>	<p>No title given.</p> <p>Does not state the purpose of the text.</p> <p>Does not explain what the instructions will bring about.</p>	<p>Tries to state the purpose of the text.</p> <p>Description is not sufficient.</p>	<p>States the purpose of the text adequately.</p> <p>A suitable title is given that explains what the instructions are about</p>	<p>States the purpose of the text clearly.</p> <p>A suitable title is given that explains what the instructions are about.</p> <p>Title stands out (Larger or bolded font. Underlined)</p> <p>First letter of each word is capitalized.</p>

# Sample of rubrics and checklist:

## Instructional Text Rubric



Success Criteria – Checklist		Self	Peer	Teacher
Purpose/Goal	I have given a proper title for my text			
Equipment / Ingredients or Materials used	I have listed the Equipment, Ingredients or Materials used I have also included how many or how much			
Method	I have included all the necessary steps in order			
Language	All my steps begin with a verb			
Spelling / Punctuation and Grammar	I have checked my spelling/punctuation and grammar			



# Spelling Strategies



## Helping & supporting your child in spelling

**Make it a fun activity !**

**Always make sure your child**

- ✿ can say the word**
- ✿ understands its meaning**
- ✿ can see how the pattern of letters matches the sounds of the word**

**Introduce:**

**word lists such as words grouped by sound or visual pattern**

# Helping & supporting your child in spelling

## Use sound patterns - example of word families

<b>- ill</b>	<b>bill, fill, hill, pill, will, chill, spill, still</b>
<b>- in</b>	<b>bin, fin, kin, pin, tin, chin, grin, spin</b>
<b>- ine</b>	<b>dine, fine, mine, nine, pine, wine, shine</b>
<b>- ing</b>	<b>ding, king, ring, bring, cling, swing</b>
<b>- ink</b>	<b>link, mink, wink, pink, drink, think</b>
<b>- ip</b>	<b>dip, hip, rip, chip, flip, drip, trip, skip</b>
<b>- ire</b>	<b>fire, hire, tire, wire, spire</b>
<b>- ock</b>	<b>dock, lock, sock, rock, block, clock, shock</b>

# Visual Inspection Method

## ‘Look-Cover-Write-Check’

- **Look** - try to remember the word
  - pronounce it carefully
  - look at difficult bits
  - look for clues
- **Cover** the word - think of the spelling
- **Write** it down - write it correctly
  - does it look right?
- **Check** that it is right

# Spelling High Frequency Words

Help your child to recognize these common words

I	go	come	want	up
you	day	was	look	are
the	of	we	this	dog
me	like	going	big	she
and	they	my	see	on
away	mum	it	at	play
no	yes	for	a	dad
can	he	am	all	is
cat	get	said	to	in

# Reading Strategies – Helping & supporting your child in reading



The **WAT** of reading :

Reading **W**ith your child

Reading **A**lone

Reading **T**o your child



# When choosing books for your child



Take note of:

- ◆ **Print size**
- ◆ **Illustrations - colourful, not cluttered**
- ◆ **Level of difficulty**
  - **language**
  - **sentence length**
  - **repetition of sentence structure & words**

# Types of Reading Materials

**Have a wide variety of materials available**

- Rhymes, poetry, songs
- Riddles, limericks, jokes
- Picture books
- Audio books
- Authentic materials - newspapers, brochures, magazines

# How you can help your child

- Go to the library together.
- Have lots of books, magazines and newspapers in your home.
- Read together with your child.
- Discuss with your child about the book(s) they have read or are reading.
- Expose your child to good models of English Language e.g. via radio, TV news, documentary programmes.



# Some language activities you can do with your child include...

- Playing language games like word scavenger hunt.  
*(Looking for a word in print materials.)*
- Reading aloud a book and asking your child to identify words beginning with the same sound, for example, 'p' – *pancake, pick, put, police, pat, etc.*
- Getting your child to retell a story to you in his or her own words.
- Suggesting that your child give a different ending to the story read.

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THANK YOU FOR JOINING US