

P5 CURRICULUM BRIEFING ENGLISH LANGUAGE

Friday, 21 January 2022





Haig Girls' SCHOOL

What We Would Like to Share With You:

- **Teaching and Learning at HGS**
 - Our approach and belief
 - How your child is assessed
- **P4 vs P5**
 - Key differences / the “Leap”
- **What Parents/Guardians and Students can do at home to reinforce the learning**

Guiding Our Approach to Teaching and Learning

Our Vision:

Every Haig Girl a **confident, creative and effective** communicator.

OUR MISSION:

To develop learners who are able to **use the English Language effectively** as a means to explore and understand the world, and as a tool to express themselves, **thus contributing meaningfully to society.**

What Do We Focus On at HGS? 5 Pillars 😊

1) Reading and Understanding

- becoming a critical and creative thinker



2) Writing Skills

- generating & organising ideas effectively
- revising and editing writing skilfully

3) Oracy skills

- becoming a confident and effective communicator

And:

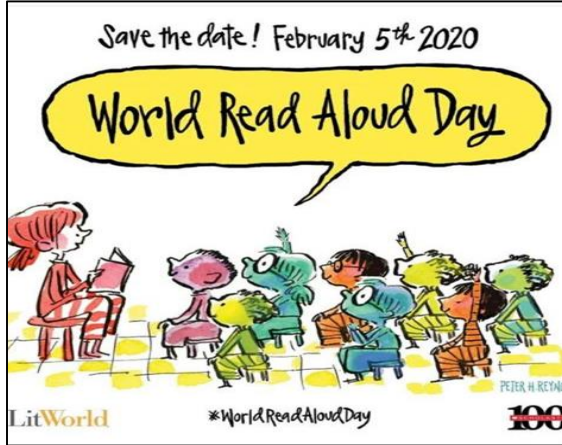
4) building Grammar and Vocabulary knowledge [to support Reading, Writing & Oracy].

Most Importantly 😊,

5) instilling a love for the language, developing the curiosity to read, explore and respond, and to influence and advocate.



Making Language Literacy a Lifestyle @HGS



Language * Literacy Week



Instilling the Love for the Language

HGS Special – BTS (Beyond the Story)

What?

- Regular sharing of hot topics in the news
- Discuss and reflect on current affairs, social and ethical issues

Why?

- Grow compassionate and concerned readers/citizens
- Build students' capacity for critical thinking and perspective-taking

In China, Kids Are Limited To Playing Video Games For Only 3 Hours Per Week

WHAT?
WHO?
WHEN?
WHERE?

- A mandate by China's National Press & Publication Administration.
- All under-18 gamers. Online gaming companies only to let them play 3 hrs on weekends only - Fri, Sat, Su 8-9pm.
- Curb video game addiction among children; "safeg

THE STRAITS TIMES

Not true clearing own tables will deprive cleaners of jobs: Amy Khor



Dawson SkyVille & SkyTerrace residents complain of New Year's partygoers blocking lifts & amenities

It took one resident two hours to park his car and take the lift to his flat.

[Andrew Koay](#)

<https://mothership.sg/2021/01/01/dawson-skyville-skyterrace-residents-complain-of-new-year-partygoers-blocking-lifts-amenities/>

Instilling the Love for the Language

HGS Special – Structured Airtime

- Full student ownership to develop their own presentations on a topic of their choice, and become confident advocates as they present to and engage their peers.
- Grow necessary skills for self-directed learners, active citizens and passionate advocates



Everyday racism is a form of racism where people say or do hurtful things without intending to be unkind. It happens all around us but many people do not even recognise it.

Everyday racism is also called "**casual racism**", although there is nothing casual about it for the person at the receiving end.

WHAT CAN YOU DO TO ENSURE YOU DON'T DISCRIMINATE?
(JOT DOWN IN YOUR THOUGHTS BOOK)

<https://more.whatsapp.sg/get-used-to-peoples-different-appearances/>

Before continuing,
Do you think exercise is beneficial?
why/why not
-what do you do when exercising?

Assessment of Language Learning

- Everyday assessment

- To check for pupils' understanding through class discussions and the use of customised materials
- The information collected is used to plan lessons to improve the children's learning
- Feedback is given to students to feed the learning forward

Assessment of Language Learning

- Weighted and Non-weighted Assessments

| Term 1 | Term 2 | Term 3 | Term 4 |
|---------------------------------|----------------------------|----------------------------|-----------------------------------|
| Term Task (NWA - 0%) | Term Task (15%) | Term Task (15%) | EOY (70%) |
| Expository Writing | Oral Test | Mini Paper | Papers 1, 2, 3 & 4 |



The Leap: P4 vs P5

| | Primary 4 | % | Primary 5 | % |
|---|------------------|----------|------------------|-------------|
| Paper 1 Writing | 20m | 20 | 55m | 27.5 |
| Paper 2 Language Use & Comprehension | 50m | 50 | 95m | 47.5 |
| Paper 3 Listening Comprehension | 14m | 14 | 20m | 10 |
| Paper 4 Oral | 16m | 16 | 30m | 15 |
| Total | 100m | 100 | 200m | 100 |

P5 Examination Format (EL)

| Paper | Component | Item Type | Marks | Weighting | Duration |
|--------------|--|-----------|-------|-----------|--------------|
| 1 | Situational Writing Continuous Writing | OE OE | 55 | 27.5% | 1 h 10 min |
| 2 | Language Use - Grammar, Vocab MCQ - Vocab Cloze - Visual Text Compre - Grammar Cloze, Compre Cloze - Synthesis & Transformation - Compre OE | OE & MCQ | 95 | 47.5% | 1 h 50 min |
| 3 | Listening Comprehension | MCQ | 20 | 10% | About 35 min |
| 4 | Oral Communication - Reading & SBC | OE | 30 | 15% | About 10 min |
| Total | | | 200 | 100% | |

P5 Examination Format (FEL)

| Paper | Component | Item Type | Marks | Weighting | Duration |
|-------|--|-----------|-------|-----------|--------------|
| 1 | Situational Writing Continuous Writing | OE OE | 40 | 26.7% | 1 h 10 min |
| 2 | Language Use - Grammar, Vocab MCQ - Punctuation - Visual Text Compre - Editing, Form Filling - Synthesis - Compre Cloze / OE | OE & MCQ | 60 | 40.0% | 1 h 20 min |
| 3 | Listening Comprehension | MCQ | 20 | 13.3% | About 35 min |
| 4 | Oral Communication - Reading & SBC | OE | 30 | 20% | About 10 min |
| Total | | | 150 | 100% | |

P4 vs P5: Paper 1 (Writing)

| Primary 4 | Primary 5 |
|----------------------|---|
| Composition (20m) | Part 1: Situational Writing (15m) Part 2: Continuous Writing (40m) |

Situational Writing

- Informal or Formal letter/email
- Show good understanding of Purpose, Audience and Context in a given situation

+

Continuous Writing (Composition)

- 3 pictures and a given theme
- Use at least one picture
- 2 guiding questions

= **1h 15min**

***Students are encouraged to spend not more than 15 min on Situational Writing.**

P4 vs P5: Paper 1 (Writing)

Foundation English

Situational Writing

- Informal letter/email
- Show good understanding of Purpose, Audience and Context in a situation

+

Continuous Writing (Composition)

- 3 pictures in a series + a question mark ending
- Helping words provided

= **1h 15min**

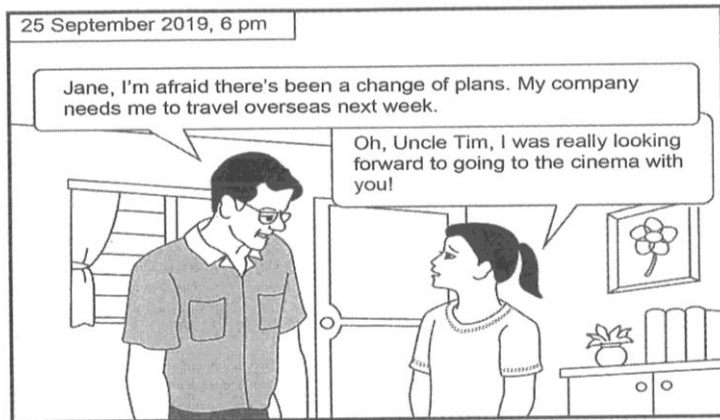
***Students are encouraged to spend not more than 15 min on Situational Writing.**

Situational Writing

A Sample (2019 PSLE)

Part 1: Situational Writing (15 marks)

- 1 The pictures below show a conversation between Jane and her uncle. The conversation took place in Jane's house. Study the pictures carefully.



| | |
|---|---|
| <p>◆ DIAMOND CINEMA</p> <p>DRAGON ISLAND</p> <p>Date: 4 October 2019</p> <p>Time: 5 pm</p> <p>Price: \$12.50 H 15</p> | <p>◆ DIAMOND CINEMA</p> <p>DRAGON ISLAND</p> <p>Date: 4 October 2019</p> <p>Time: 5 pm</p> <p>Price: \$12.50 H 16</p> |
|---|---|

Task:

Imagine you are Jane.

Write an email to your best friend, Linda, to invite her to watch the movie with you.

Continuous Writing

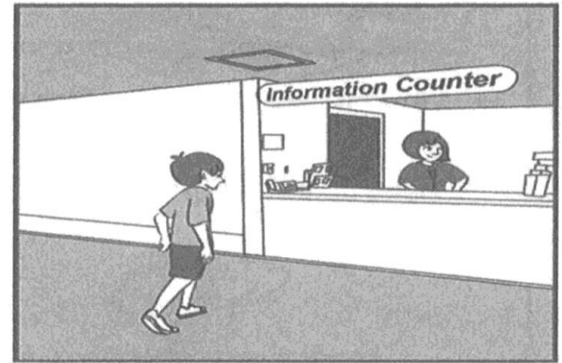
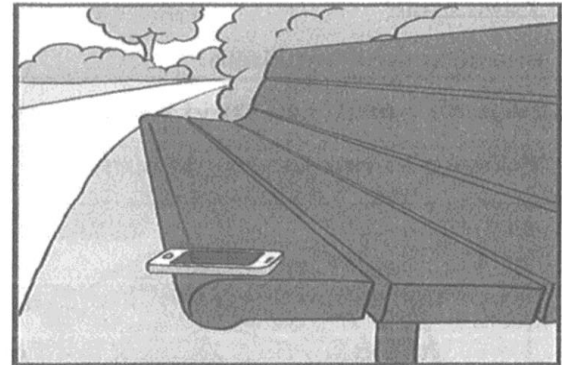
Write a composition of at least 150 words about **something that was lost**.

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:

- How did it get lost?
- Was it found?

A Sample (2020 PSLE)



How We Develop Our Students' Writing Skills

We teach them to achieve the HGS Writing Goals:

- write a story that the reader find **believable and can relate to**
- use techniques to **sustain the reader's interest**
- use techniques that **allow the reader to imagine that they were at the scene**
- make the reader **feel for the characters**
- make the reader **embrace values such as honesty, courage, care and concern**

Use of Model Texts: Analyse and Apply

Dialogue intro
+ foreshadow

"Finally, check that you have your torch – you never know when you'll need it!"

This last one almost made me laugh out loud. A torch! A torch! Everyone's got a bit of crazy in them. Miss Jane obviously had a little more than others. Who needs a torch in broad daylight?

Use of humour

It was soon two hours into the gruelling hike. I was swooning with exhaustion as the hostile terrain took a toll on me. I should have attended the training sessions before the camp, I thought as I regretted my arrogance. It was too late.

Use of a backstory

"Hey, John! Hurry up, will you? I never knew you are so unfit!" my assigned buddy, Bob, taunted as his podgy face glistened with perspiration. It was an insult I found hard to swallow as I studied his big, round belly. But even he had no trouble scaling the slopes. I was ready to sacrifice myself for my friend. I had already found a gossip

FORESHADOWING

WHAT IS IT?

An author's use of _____ to suggest
will occur _____ in the story.

WHY USE IT?

1) Builds _____ and rea

FIGURATIVE LANGUAGE



Figurative language is a word / phrase that does not have its normal / everyday meaning. It is used by writer's for the sake of comparison or dramatic effect. There are many types of figurative language used to make stories more interesting. Below are 9 of such.



Add additional phrases to each type of figurative language as you discuss them in class.

IMAGERY

VIVID DESCRIPTIVE LANGUAGE
THAT APPEALS TO ONE OR MORE
OF THE SENSES



The tall chocolate birthday
cake was covered in fudge
icing and tasted delicious.

PERSONIFICATION

GIVING HUMAN TRAITS TO
NON-LIVING THINGS



My computer stubbornly
refused to start.

TYPES OF ENDINGS

The ending of a story forms readers' final impression
An effective ending seals the readers' satisfact
dissatisfaction!) with your piece. It leaves them thi
maybe talking about it long after they have finished

of ending(s) do you usually use? Put a tick in the

foral
the
or

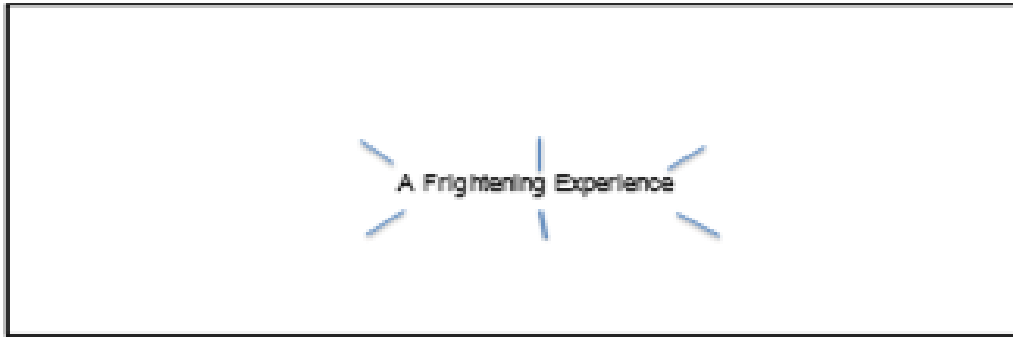
Warm Fuzzy/ Capturing
Emotion Ending



(Part 1) Planning: Take 10 to 15 mins to: (i) plan your writing & (ii) complete the Checklist.

Step 1: Unpack the given topic. What makes an experience frightening?

Brainstorming Time! ☺



Step 2: Think of a story idea for each picture – Think IPPRC!

(Introduction, Problem, Problem Worsening, Resolution & Conclusion)

| Picture | Idea | Dramatic Factor (Rank them: 1, 2, 3) |
|---------|------|---|
| 1 | | |

| | |
|---|--|
| 2 | |
|---|--|

| | |
|---|--|
| 3 | |
|---|--|

STEP 2: Think of a story idea for each picture – Think IPPRC!

(Introduction, Problem, Problem Worsening, Resolution & Conclusion)

| | |
|--------|---|
| I | How will you introduce this story? How did the story begin? Think 5Ws1H! |
| P/PW | What is the main problem in the story? What could worsen the situation? |
| R | How did the characters react? |
| R | Was the problem solved? What was done to make things better? |
| C (Rf) | What lesson did the character learn? |
| C (Rf) | Did the character reflect? What was his or her reflection? |

How We Develop Our Students' Writing Skills

Before you start writing your story, check that you have done all these:

How We Provide Feedback to our Students

(Self/Peer/Teacher)

| | Questions | Tick (✓) | Teacher's Comments |
|---|---|----------|--------------------|
| 1 | I have answered the given questions for my chosen picture(s). | | |
| | - I have explained what happened and why it was frightening clearly. - I have described in detail how the characters reacted to the experience. | | |
| 2 | I know the problem in the story. | | |
| | - The experience affected the main character badly. My story has a significant strong dramatic tension that will make the reader want to find out more. | | |
| 3 | I have thought of an interesting and lively introduction. | | |
| | - My introduction is relevant to my story. - I have used juicy baits and dropped hints to hook the reader. | | |
| 4 | I have created vivid characters. | | |
| | - I have shown the characters' personalities by describing what they think/feel/say/do. | | |
| 5 | I have thought of good words/phrases to describe: | | |
| | - the place and atmosphere; - the characters' actions, thoughts and feelings | | |
| 6 | I have arranged all the points well. | | |
| | - The sequence of the events is clear and the story is easy to understand. | | |
| 7 | I have planned an exciting/interesting story. | | |
| | - The story builds up to a dramatic climax. I have used juicy baits to keep the reader excited to find out what happens next in the story. | | |
| 8 | I have written a reflective conclusion to my story. | | |
| | - I have explained how the characters are affected/changed by the events in the story. | | |

(Part 2) Writing (Maximum: 40 min)

Remember to stop every now and then – check that you are on the right track.

I have RE-READ, CHECKED and IMPROVED my composition after it is done. Signed: _____

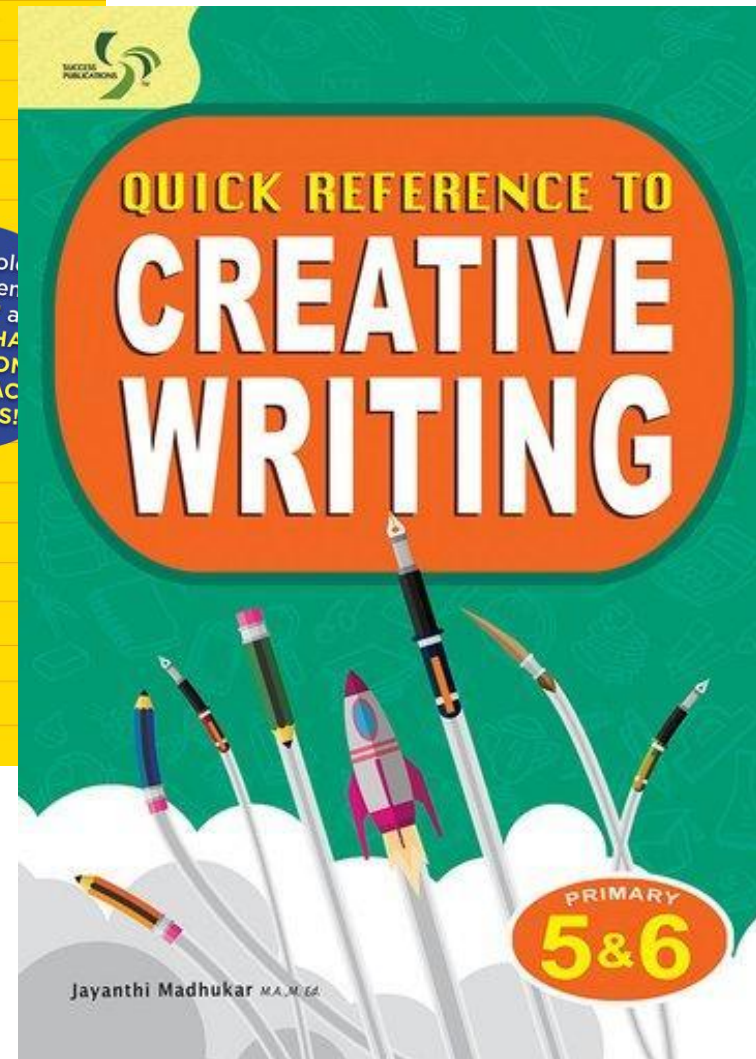
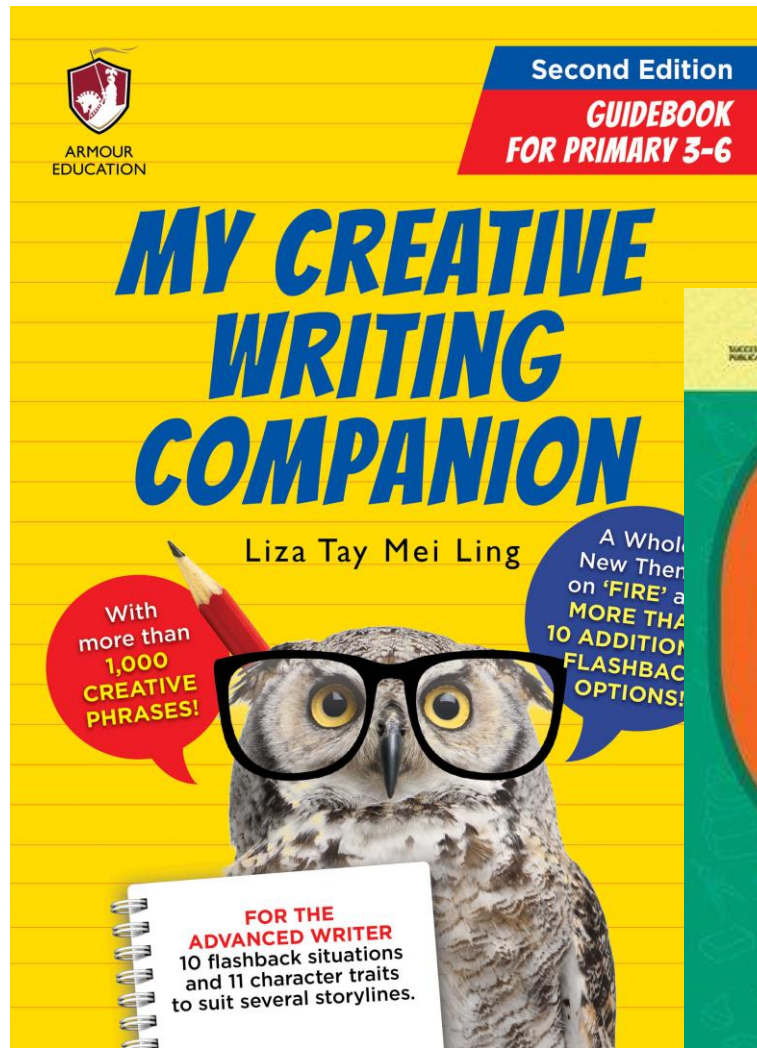
How We Develop Our Students' Writing Skills

Parallel Writing Exercises

- 1 Mark backed away slowly from the ferocious dog, as his hands shook with fear.
- 2 As Mark loomed over him, Darren cowered and cried for help.
- 3 Darren recoiled as the dog brushed against his leg.
- 4 Shrinking back in fear, the puppies whimpered when they saw Mark.
- 5 Darren was filled with dread when he thought about the meeting.
- 6 Darren was undaunted by Mark's taunts.
- 7 "Don't be intimidated by Mark. He's a big bully!" Sam told Darren.
- 8 Startled by the loud sound, Darren screamed in panic.
- 9 Plucking up her courage, Darren approached the bully.
- 10 Apprehension was written all over Darren's face as he treaded slowly down the steps.

From afar, we could see the burning house, and hear screams from the family inside. My heart banged in my chest, in my throat and between my ears, yet I told myself that I must save those people. My team leader gave me the signal, and I entered the house. My throat was so tight that I could not swallow my spit. The smoke from the flames threatened to overpower me, but I willed my body to move forward. I sucked in a ball of air, and felt my way up the stairs. My heart thumped like a drum. In one of the rooms, I found the family. One by one, I guided the family members to safety. As I did so, I looked around warily, hoping that the house would hold up. When all of them were safe inside the ambulance, I stood up straight, and allowed myself to heave a sigh of relief. The children's mother looked at me, her eyes filled with gratitude. There was a swelling in my chest as I smiled and nodded back at her, wishing her well as the paramedics closed the ambulance doors.

What students can do at home to develop their writing skills



**What
students
can do at
home to
develop
their
writing
skills**

DAY REFLECTION

doors of her home, Beverly stared
er what she could do, now that
n her plans. As she considered her
opened and heavy droplets of rain
signalling the end to any outdoor
g in disappointment, Beverly turned
for a snack. Filled with melancholy,
time it was raining cats and dogs.

t and stormy. Beverly was thrilled
e your story here, remembering to
in your story]

ev?" a familiar voice brought her
only to see her mother standing
g (pick one), Beverly cleared her
iastically. Maybe the day would

A SCHOOL MORNING ASSEMBLY



SUGGESTED CONTENT:

- An activity that had to be cancelled or was ruined because of the rain
- A change in plans that resulted in disappointment

Parallel Writing Exercises

What
students
can do at
home to
develop
their
writing
skills

As they turned the corner, there he was – the sinister stranger. He glared at them through eyes as red as burning coals. The two boys shrank back in fright. He let out a demonic laugh and thrust his repulsive face with its long, hooked nose in front of them. He was so close that they could see a pulse beating behind the livid red scar on his right temple. His filthy, dishevelled hair fell over his face and he reeked of alcohol. His loose, ill-fitting clothes looked as though they had been slept in.

“Are you scared of me, little boys?” he asked, smiling repulsively at them.

Parallel Writing Exercises



P4 vs P5: Paper 2 (Language Use & Comprehension)

| Primary 4 (50m) | Primary 5 (95m) |
|---|--|
| Booklet A (MCQ) <ul style="list-style-type: none">• Grammar (10m) + Vocab (6m) Booklet B <ul style="list-style-type: none">• Grammar Cloze (8m)• Compre Cloze (8m)• Compre OE 1 & 2 (18m) | Booklet A (MCQ) <ul style="list-style-type: none">• Grammar (10m) + Vocab (10m)• Visual Text Comprehension (8m) Booklet B <ul style="list-style-type: none">• Grammar Cloze (10m)• Editing (12m)• Compre Cloze (15m)• Synthesis & Transformation (10m)• Comprehension Open-Ended (20m) |

Examination Skills for Paper 2: Accurately interpret clues (semantic, syntactic & contextual) to answer questions.

P4 vs P5: Paper 2 (Language Use & Comprehension)

Paper 2 (Foundation English – 60m)

Booklet A (MCQ):

Grammar

Punctuation

Vocabulary

Visual Text Comprehension

(Multiple-choice Questions)

Booklet B (Written):

Form Filling

Editing for Grammar & Spelling

Comprehension Cloze

Synthesis & Transformation

Open-Ended Comprehension

Examination Skills for Paper 2: Accurately interpret clues (semantic, syntactic & contextual) to answer questions.

Examination Skills for Paper 2

Accurately interpret clues (semantic, syntactic & contextual) to answer questions.

5. The twin sisters' tolerance _____ tested when their little brother damaged their toy dolls.

- (1) is
- (2) are
- (3) was
- (4) were

- **Uncountable -> singular**
- **Past tense**

7. Please put aside all _____ books as we need to use this table for dinner.

- (1) this
- (2) that
- (3) these
- (4) those

- **Plural**
- **Proximity (near)**

8. The school will be giving each student a storybook in addition _____ the sponsored goodie bag for National Day.

- (1) to
- (2) of
- (3) for
- (4) with

- **Pairing of preposition with nouns**

New in P5: Visual Text Comprehension (VTC)

Study this article from a magazine, CME Quarterly, and then answer questions 21 to 28.


Carnival of LIGHTS!



LIGHTS stands for
"Let It Guide our Hearts Towards Sustainability" – 10th year running!


Located in the central area of Singapore, the Carnival of LIGHTS is an annual festival not to be missed! It does not matter where you live - if you are someone who really looks out for picture-worthy moments, this is really for you! There will be 50 different light art installations that will be displayed from one end of the Singapore River to the other! Get your cameras ready to snap many Instagram-worthy backdrops! And be assured - whether you come alone or with someone, it will be an unforgettable experience for you!

Carnival of LIGHTS is a sustainability campaign organized by the Caring for Mother Earth (CME) team. Aimed at encouraging Singaporeans to be mindful about the amount of plastic they are using, the carnival was first initiated by Mr. Ma Ling Song from CME. He shared with us his inspiration for the carnival:



"When I was little, my mother, who loved the beach, would take my sister and me to East Coast Park, where we would enjoy listening to the waves and building sandcastles by the clean beaches. When I grew up, I was surprised to see that beaches were no longer beautiful as more people leave behind empty plastic bottles on the beaches. If I do not do something that can educate these people on the use of plastic, what will that mean for our future generations? That prompted me to want to do something about it."

Carnival of LIGHTS first began on a small scale in 2008 but every year, it just gets bigger and better! As part of the 10th year anniversary highlights, there's something in store for you at the carnival, whether you are a local or tourist! Not only can you expect to be amazed by the enthralling light installations, you can also expect to be wowed by a variety of specialties available at the Food Street and many other specials this year!



HIGHLIGHTS

- ✓ Free sampling of local food at the Food Street
- ✓ Workshop on 'Recycle & Upcycle' (*Registration is needed!)
- ✓ Be entertained by pop groups and Rock every weekend night
- ✓ Lucky Draw (up to \$100 to win!)

you
light
up the
night
sky

Date: 26 March – 26 April 2018
Time: 3p.m. – Midnight
Venue: Along the Singapore River

No registration is needed for Carnival of LIGHTS. All you need to do is rally your family and friends and make your way down to the Singapore River! *You will need to register for the workshop on 'Recycle & Upcycle' by heading down to 44 Selegie Rd in person. Registration fee applies here.

SPECIAL INSTALLATIONS TO LOOK OUT FOR:

❖ CRY ME A FUTURE by Tammy Levarado



See how Tammy put together used bottles to create an artwork that reminds us to be mindful of the waste that we are accumulating on a daily basis. We certainly do not want to have to cry for our future, do we? 129 000 plastic bottles were used in the making of this exhibit.

Which of the following statements about the 'Carnival of LIGHTS' is true?

- (1) It is open to the public for free.
- (2) It targets Singaporeans living in the central area.
- (3) There are only 2 special installations to look forward to.
- (4) You have to rally your family and friends in order to enjoy this carnival. ()

What is the main objective of 'Carnival of LIGHTS'?

- (1) to raise funds for the hungry children in Africa
- (2) to encourage Singaporeans and tourists to get together
- (3) to attract photographers to snap many Instagram-worthy pictures
- (4) to raise awareness of how the usage of plastic affects our environment ()

How We Develop Our Students' Reading Skills

Comprehension: Annotation and Meaning-Making

entered the living room.

"Oh, hello, little duck," Mrs Kim said weakly. But the moment the duck saw Mrs Kim lying on the floor, it quacked rapidly and hopped around flapping its wings before flying out of the door. Mrs Kim's heart sank at the duck's abandonment of her. Now she did not even have an animal to talk to as a distraction from the pain in her ankle.

(in pain, suffering)

(panicked, concerned)

25

To Mrs Kim's immense surprise and relief, the duck returned several minutes later, followed by her neighbour, Mr Amir, who had an annoyed expression on his face. Mrs Kim later found out that the duck had gone to Mr Amir's house and quacked loudly and incessantly until Mr Amir came out of his house. The duck had somehow led him back to Mrs Kim. Mr Amir had intended to complain to Mrs Kim about the noisy duck, but when he saw what had happened to her, he quickly called for an ambulance.

(lost hope)

(unexpected)

(misunderstood, let down)

30

(persistent)

(unaware, not there to help)

How We Develop Our Students' Reading Skills

Feedback to feed the learning forward (Comprehension)

| | True/False | Reason |
|--|------------|---|
| The writer got his inspiration to promote kindness when he turned forty. | False ✓ | The writer got his inspiration to promote kindness when he was forteen fourteen. ✗ |
| The writer lied to Mr Simon during the interview about having a bicycle at home. | False ✓ | The writer thought of his dad's old bicycle lying in the shed. So? What happened? ↗ |

0

0

He only found out that his father had sold the bicycle when he got home.

How We Develop Our Students' Reading Skills

Feedback to feed the learning forward (Comprehension)

3. Besides being faster, why did Mr Simon think a bicycle was necessary for the job? [1m]

Mr Simon thought that (late deliveries) were no good for his company.

Why? How?

~~his~~

0

He thought the newspapers would be too heavy for the writer's small frame.

P4 vs P5: Paper 3 (Listening Comprehension)

| Primary 4 (14m) | Primary 5 (20m) |
|-----------------|-----------------|
| 14 MCQ Qns | 20 MCQ Qns |

To listen to texts and demonstrate the ability to comprehend information and make inferences

Sample questions

TEXT 2

3 Which line shows the route that John will take from the Mini Forest to the Garden?

The map shows a route from Mini Forest to Garden. The route starts at Mini Forest, goes through a Tunnel, a Bridge, a Fountain, and ends at the Garden. There are also other locations like Playground, Cafe, and Fish Pond.

1 _____

2 _____

3 _____

18 Which of the following statements about sleep is true?

- (1) Our brain rests when we sleep.
- (2) Quality sleep helps prevent diseases.
- (3) Students will achieve good grades if they sleep well.

19 Why should we not use electronic devices before we sleep?

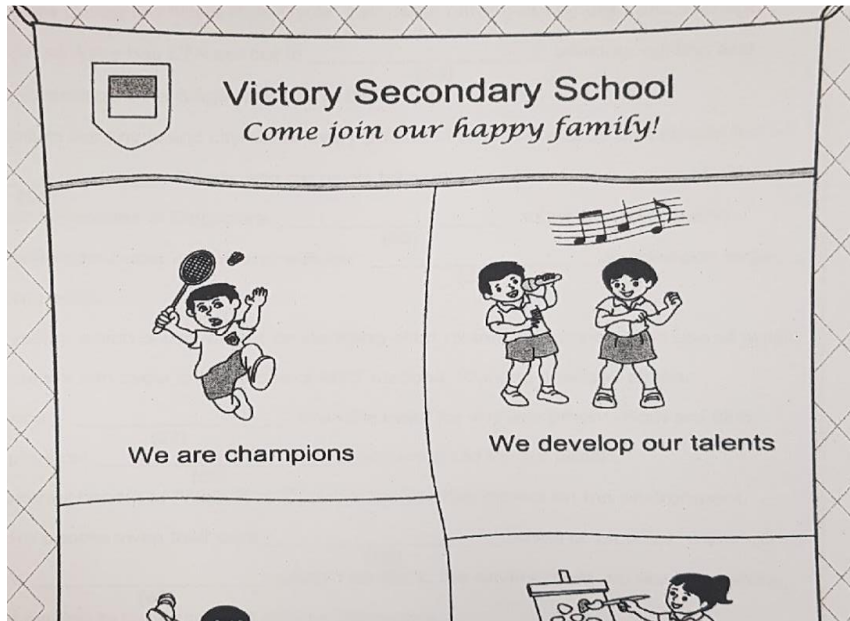
- (1) They give off light which is addictive.
- (2) Our sleep routine will be disrupted.
- (3) We will be dependent on them.

20 What is the talk mainly about?

- (1) why we should sleep well
- (2) what can affect our sleep
- (3) how we can sleep well

P4 vs P5: Paper 4 (Oral)

| Primary 4 (16m) | Primary 5 (30m) |
|-----------------------------------|---|
| Reading (6m) | Reading (10m) |
| Stimulus-Based Conversation (10m) | Stimulus-Based Conversation (SBC) (20m) |



Questions:

- Does this banner make you want to join this school? Why/Why not?
- What would you consider when choosing a school?

Frequent practices in class and via SLS

Specific feedback to help students target their areas for improvement

Oracy:

Good Speaker \neq **Can Speak Clearly + Confidently**



A good speaker is one who **demonstrates substance** (critical and creative thinking) through her speech.

A Good Speaker is:

1) Learned: has good knowledge of what goes on around her (general knowledge) and knows why things happen (critical and mature thinking) the way they do.

Oracy:

A Good Speaker is also:

2) Reflective:

constantly thinking about what she has learnt and how she can help make someone's life better

3) Impressive:

able to engage others with her intelligent responses.

What students can do at home to develop their oracy skills

Exposure to Good Spoken EL:

- Radio programmes
- TV programmes
- Good speakers – Oral Presentation on specific topics (e.g. TedTalks, YouTube)

Regular Practices & Reviews:

- Record and Review (Self, Peer & Knowledgeable Adults)
- ‘3-minute Babble’ – on any topic
- Good collection of ideas & useful vocabulary (**A4 sized Vocab Book***)

**What
students
can do at
home to
develop
their oracy
skills**

Keeping a Good Collection of Ideas & Vocabulary (Vocab Book)

Some Examples of Themes:

- Healthy lifestyle (Physical, Mental, Social, Psychological)
- Relationships & Interactions with family/friends/ neighbours
- Civic-mindedness (Good/bad behaviours in public places)
- Hobbies/passion

How You Can Help Your Child/Ward at Home

- By **reinforcing** the skills taught in school.
- By providing **a rich language environment** at home
- By monitoring your child's **reading habits** to ensure that she is reading widely
- By engaging her in **meaningful talk**

Thank you for joining us on this journey to develop your child/ward!

Please feel free to contact:

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Thank You
FOR YOUR
SUPPORT

