

PRIMARY 6 ENGLISH CURRICULUM BRIEFING

16 January 2025





VISION

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



MISSION

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

WHAT WE DO IN HGS TO REALISE OUR VISION

PRIMARY 1 TO 2

Programmes and Activities to build

- a love for the language
- a strong foundation in the four Areas of Language Learning (AoLL)
- effective and empathetic communication skills

PRIMARY 3 TO 6

- Programmes to grow students' love for the language and enable progressive mastery of the 4 AoLLs
- Platforms for students to present their views critically and effectively, and express themselves creatively and affectively through the language arts

P6 ENGLISH LANGUAGE CURRICULUM

AREAS OF LANGUAGE LEARNING

1. Listening and Viewing



2. Reading and Viewing



3. Speaking and Representing



4. Writing and Representing



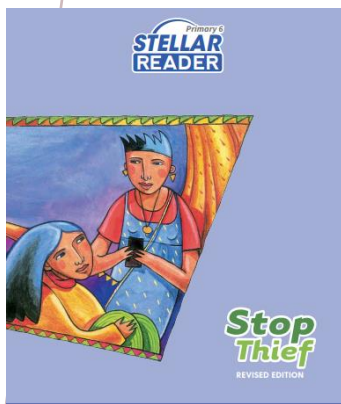
5. Grammar

6. Vocabulary

READING AND VIEWING

Students learn grammar and vocabulary through the texts that they read.

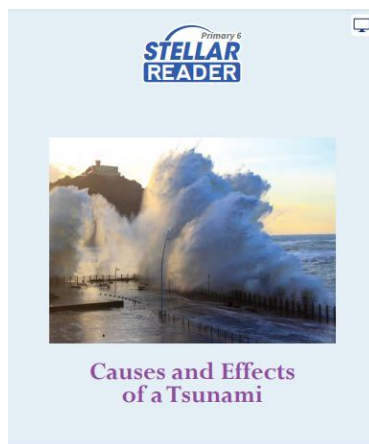
- 6 STELLAR 2.0 Titles
 - Key language components are taught through the reading and viewing of 4 Readers and 2 Digital Texts



Name: _____ Class: _____

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MINISTRY OF EDUCATION, SINGAPORE

STELLAR
2.0



Name: _____ Class: _____

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STELLAR
2.0

Term	Unit	Teaching Titles	Topics/ Themes
1	1	Stop Thief (revised edition)	actions have consequences; making amends; choosing the right friends
	2	We Did It!	fair competition; ambition; self-motivation; helping a friend in need
	3	The Problem with Rain	civic and social responsibility; coming up with a suggestion; writing to someone in authority
2	4	Causes and Effects of a Tsunami (digital text)	causes and effects of a tsunami; surviving a natural disaster
	5	The Fall of the Castle	empathy; compassion; ageing; grandfather-granddaughter relationship
3	6	Angkor Wat (digital text)	UNESCO World Heritage sites; Cambodia; ASEAN; pros and cons of tourism; conservation
Supplementary Text		Going Home	ageing; memory loss; grandfather-grandson relationship; family ties

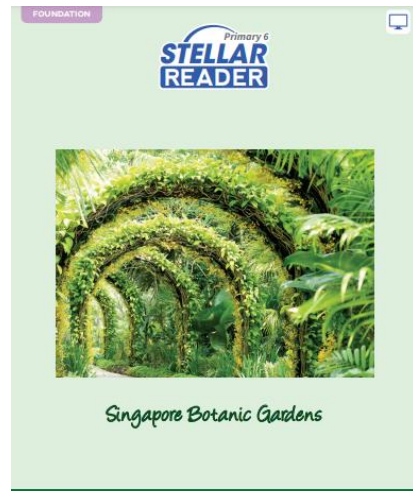
STELLAR 2.0 PROGRAMME - FEL



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2.0



Name: _____ Class: _____

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STELLAR
2.0

Term	Unit	Teaching Titles	Topics/ Themes
1	1	Getting Ready to Learn	setting goals; study skills; fostering good learning habits and routines
	2	A Meal to Remember	parent-child relationship; ageing in Singapore; empathy; befriending the elderly
	3	Pop Stars + What Happens When You Get Stage Fright	family relationships; creativity; creative play; harnessing your talents; performing arts
2	4	What is Frictional Force?	learning about everyday actions requiring frictional force; understanding friction
	5	Singapore Botanic Gardens (digital text)	UNESCO World Heritage sites; what can be found in the Singapore Botanic Gardens
3	6	Angkor Wat (digital text)	UNESCO World Heritage sites; Cambodia; ASEAN; pros and cons of tourism
Supplementary Text		What is a Tsunami? (digital text)	tsunamis, natural disasters, natural phenomena, how things happen

ASSESSMENT – EXAMINATION FORMATS

ASSESSMENT OF LEARNING

Term 1	Term 2	Term 3	Term 4
WA1 (15%)	WA2 (15%)	Prelim (70%)	PSLE
Paper 2 (Language Use)	Paper 1 (Continuous Writing)	Papers 1, 2, 3 & 4	Papers 1, 2, 3 & 4
Weighted Assessments			

EXAMINATION FORMAT (EL)

Paper	Component	Item Type	Marks	Weighting	Duration
1	Situational Writing Continuous Writing	OE OE	50	25%	1 h 10 min
2	Language Use and Comprehension	OE & MCQ	90	45%	1 h 50 min
3	Listening Comprehension	MCQ	20	10%	About 35 min
4	Oral Communication Reading Aloud + Stimulus-Based Conversation		40	20%	About 10 min (includes 5 min preparation time; about 5 min examination time)
Total			200	100%	

EXAMINATION FORMAT (FEL)

Paper	Component	Item Type	Marks	Weighting	Duration
1	Situational Writing Continuous Writing	OE OE	25	25%	1 h 10 min
2	Language Use and Comprehension	OE & MCQ	40	40%	1 h 20 min
3	Listening Comprehension	MCQ	15	15%	About 35 min
4	Oral Communication Reading Aloud + Stimulus-Based Conversation		20	20%	About 10 min (includes 5 min preparation time; about 5 min examination time)
Total			100	100%	

PAPER 1 (WRITING)

Situational Writing

- Text types taught in STELLAR 2.0 e.g., letter, mail, reports, articles etc.

- 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 10 min

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

PAPER 1 (WRITING) – FEL

Situational Writing

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

+

Continuous Writing (Composition)

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

= 1h 10 min

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



Your Task

Imagine you are Susan.

Write an article for your school's science magazine to share your experience growing your own papaya plant.

You are to refer to the pictures and information on page 2 for your article. The bullet point underlined below requires you to come up with your own information.

In your writing, include the following key information:

- why you wanted to grow a papaya plant
- how you decided on where to plant the seeds
- how you made sure you remembered to water the plant daily
- other than watering the plant, give two ways how you cared for it
- how long it took for your papaya plant to bear fruit

NEW

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

Part 2: Continuous Writing (36 marks)

- 2 Write a composition of at least 150 words about a **celebration**.

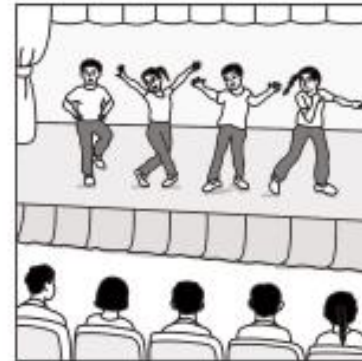
The pictures are provided to help you think about this topic.

Your composition must be based on at least one of these pictures.

Consider the following points when you plan your composition:

- What was the reason for the celebration?
- How was the occasion celebrated?

You may use the points in any order and include other relevant points as well.

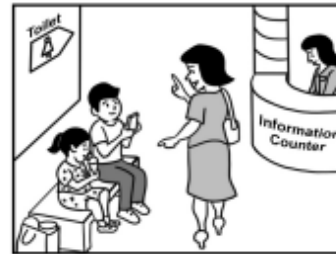


Part 2: Continuous Writing (16 marks)

2 The pictures below show what happened at a shopping centre.

Based on these pictures, write a story of at least 120 words.

Give the story your own ending. You may use the given helping words and phrases. You may include other details.



to wait

delicious ice cream

look after



electronic game

attracted by balloons

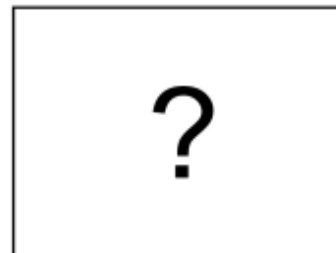
followed



realised

careless

trail of ice cream stains



DEVELOPING OUR STUDENTS' WRITING SKILLS

We teach them to achieve these 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 EXEMPLARS: 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 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 anything to just salvage my reputation – he had obviously already found a gossip topic for that night's campfire.

FORESHADOWING



WHAT IS IT?
An author's use of _____ to suggest events that will occur _____ in the story.

WHY USE IT?
1) Builds _____ and read on to find out
Makes the reader ask _____

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	PERSONIFICATION
VIVID DESCRIPTIVE LANGUAGE THAT APPEALS TO ONE OR MORE OF THE SENSES	GIVING HUMAN TRAITS TO NON-LIVING THINGS
 The tall chocolate birthday cake was covered in fudge icing and tasted delicious.	 My computer stubbornly refused to start.

TYPES OF ENDINGS

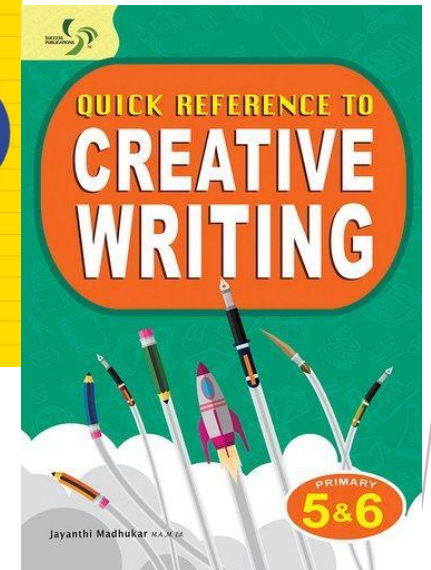
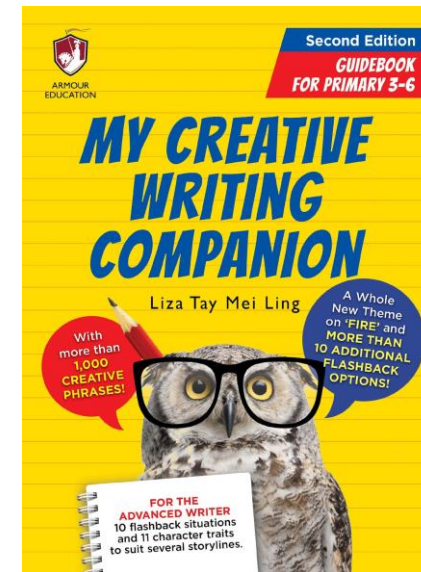
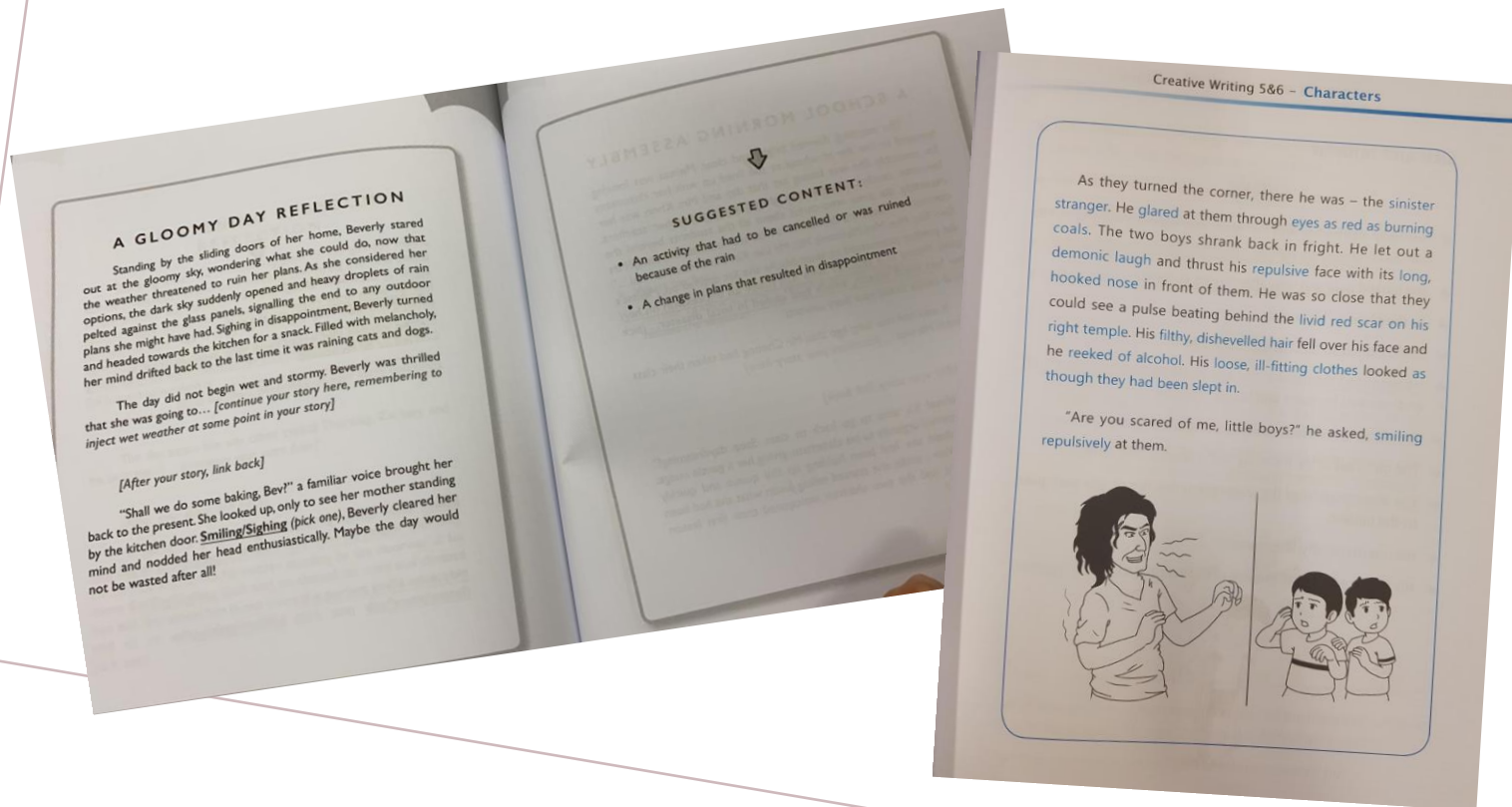
The ending of a story forms readers' final impression of the story. An effective ending seals the readers' satisfaction (or dissatisfaction!) with your piece. It leaves them thinking and maybe talking about it long after they have finished reading.

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

Lesson learnt or Moral	Warm Fuzzy/ Capturing Emotion Ending	Reflection
The main character in the story grows, changes or learns something and this is emphasized at the end	This ending tugs at your heartstrings and leaves	The character/ narrator looks back on an experience to determine

WHAT STUDENTS CAN DO AT HOME TO DEVELOP WRITING SKILLS

- Read extensively
- Parallel writing exercises



HOW WE DEVELOP OUR STUDENTS' READING COMPREHENSION SKILLS:

Identify meaning, grammar and contextual clues (forward and backward reference)

Fill in each blank with a suitable word. (15 marks)

Have you noticed brightly-coloured bicycles parked by the roads? They are probably bicycles that can be rented at affordable **prices** (51) using smartphones. This kind of bicycle rental, also known as bicycle sharing, was first **introduced** (52) into Singapore during the "Walk Ride Cycle" campaign carried out by the Land Transport Authority (LTA). Why has LTA set out to **make** (53) (walking, cycling and taking public transport) the Singapore way of life?

First, in our tiny island city-state, every pocket of land is precious and should not be **wasted** (54). Roads and car parks take up a lot of land, so we should control the number of vehicles in Singapore. **Compared** (55) to (private) cars, (public) transport will make better use of land with the **ability** (56) (to transport large numbers of people.)

Cycling, which is convenient for travelling short distances, supports the use of public transport as we can cycle to bus stops or MRT stations. Walking provides similar

HOW WE DEVELOP OUR STUDENTS' READING COMPREHENSION SKILLS:

Annotation and meaning making

Fearing that she had broken her ankle, Mrs Kim was beginning to panic when she heard a familiar "quack, quack" coming from outside the house. Listening carefully, she could hear the quacking becoming louder as the duck came closer. "Quack, quack," repeated the duck at frequent intervals as it approached the house. The repetitive sound struck Mrs Kim as comical in her dreadful situation and that strangely calmed her down. 20

It so happened that the front door had not been shut properly that day, and soon a beak could be seen sticking out from behind the door. "Quack," went the duck happily as it 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. 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. 30

At the hospital, Mrs Kim had an X-ray which revealed that she only had an ankle sprain. Thanks to the prompt treatment she received, she recovered well in a couple of weeks. From then on, no one in the family ever spoke about getting rid of the duck again and **the children even let it follow them about the house.** 35

Mrs Kim found an old basket and filled it with straw for the duck to sleep in. She also gave it a name that was **highly meaningful to her**: Quacky! 40

Handwritten annotations:

- (in pain, suffering) → (panicked, concerned) (arrow from Mrs Kim's weakly to the duck's actions)
- (lost hope) (unexpected) (misunderstood, let down) (arrows from Mrs Kim's heart sank and the duck's abandonment)
- (persistent) (arrow from the duck's incessantly)
- (unaware, not there to help) (arrow from Mr Amir's intended to complain)

HOW WE DEVELOP OUR STUDENTS' READING COMPREHENSION SKILLS:

Use questions to deepen students' understanding of texts

5. Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	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? ✗

Why was the bicycle the "most perfect gift" (line 34–35)? [2m]

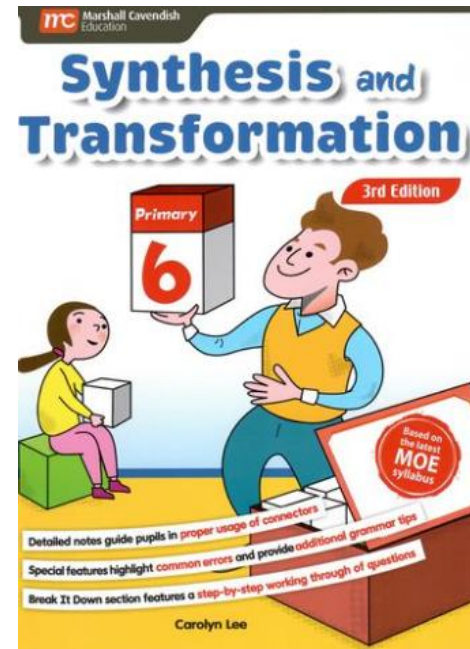
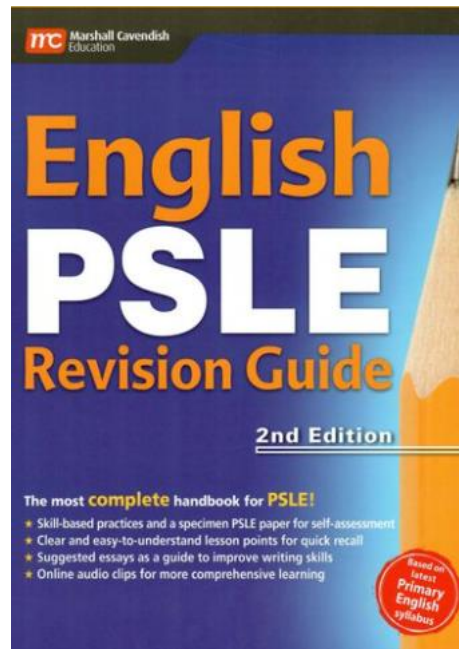
Would he scold him? ✗
The writer did not have to get scolded by Mr Simon if he ever found out that the writer did not have a bicycle and it would have also been easier for the writer to deliver papers.

Why?

0

SUPPLEMENTARY MATERIALS

- English PSLE Revision Guide (2Ed)
- Synthesis & Transformation Primary 6 (3rd Edition)



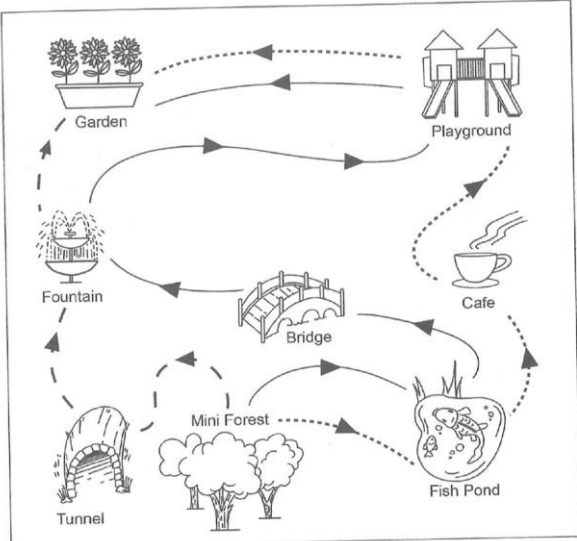
PAPER 3 (LISTENING COMPREHENSION)

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?



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

PSLE EL PAPER 4 – ORAL COMMUNICATION

SPECIMEN PAPER

MINISTRY OF EDUCATION, SINGAPORE
PRIMARY SCHOOL LEAVING EXAMINATION

ENGLISH LANGUAGE
READING PASSAGE

You have written the Show-and-Tell script shown below. During an English lesson, your teacher has selected you to give the presentation. You will now present your topic to the class.

Good morning, everyone! For Show-and-Tell today, I've brought along two postcards of the Jody River. They are my grandfather's prized possessions because they are possibly a century old!

The first postcard shows a bustling scene of the Jody River. Can you see these boats along the river? Sadly, they don't exist anymore. Now, there are river taxis which tourists can board for a short ride, and during the cruise, they can admire the National Theatre and the newly constructed Arts Centre.

I asked my grandfather what was most memorable to him about the river. He said, "Long ago, my friends and I used to swim in the river. Some naughty boys would even push their friends in fully clothed!"

The second postcard shows a wooden bridge across the river. Do you know it was built entirely by the villagers? It's amazing that it had lasted over two decades before it was demolished.

I've come to the end of my presentation. I hope you've found it interesting. Thank you for your attention!

PSLE ENGLISH LANGUAGE STIMULUS-BASED CONVERSATION



MINISTRY OF EDUCATION, SINGAPORE
PRIMARY SCHOOL LEAVING EXAMINATION
ENGLISH LANGUAGE
STIMULUS-BASED CONVERSATION PROMPTS

Notes to Examiners:

- (i) Use all the main prompts, (a), (b) and (c).
- (ii) You may also come up with your own additional prompts or discuss with the candidate relevant issues that might arise in the course of the conversation.

- (a) How do you think the people in the photograph might be feeling? Why?
- (b) Do you like to celebrate birthdays? Why / why not?
- (c) Do you think it is important to have celebrations? Why / why not?

ORACY SKILLS

Reading Aloud

- Reading a given text with good pronunciation, expression and fluency

Stimulus-Based Conversation

- Converse with reflective and well-worded responses to a given stimulus
- Demonstrate the ability to think on her feet

Frequent practices in class and via SLS

Specific feedback to help students target their areas for improvement

WHAT STUDENTS CAN DO AT HOME TO DEVELOP 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

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**



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Thank You
FOR YOUR
SUPPORT

