

# PRIMARY 3 ENGLISH CURRICULUM BRIEFING

25 January 2025



## OUTLINE:

English Language Syllabus 2020

Department's Vision and Mission

Key Aspects of Language Learning

EL Joy of Learning @ HGS

Home-School Partnership



# ENGLISH LANGUAGE SYLLABUS 2020

The English Language Syllabus 2020 for the Primary level focuses on the **development, reinforcement and extension** of language skills in the primary years through an **enjoyment of the language** and the promotion of **extensive reading**; and leveraging oracy, reading and writing skills to **develop knowledge and independent use** of the language.



## 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

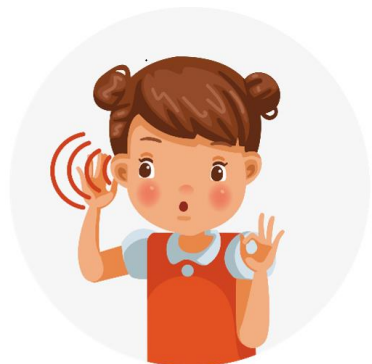
- a love for the language
- a strong foundation in the four Areas of Language Learning (AoLL)
- effective and empathetic communication skills

## 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

# **KEY ASPECTS OF LANGUAGE LEARNING**

# FOUR AREAS OF LANGUAGE LEARNING (*AOLL*)



**Listening  
and  
Viewing**

**Receptive Skills**



**Reading  
and  
Viewing**



**Speaking  
and  
Representing**

**Productive Skills**



**Writing  
and  
Representing**

**Grammar and Vocabulary**

# LISTENING AND VIEWING

Develop a positive disposition by listening and viewing attentively for a sustained period, with empathy and respect, and by indicating response appropriately in a range of communicative contexts and interactions.

Develop perception and recognition of sounds and words in context.

Listen and view for understanding by drawing on prior knowledge and contextual clues.

Listen and view **critically** by making connections between parts of texts. (Taught in P3)

Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.

Our students learn these skills through different listening tasks in class during lessons and by doing activities in their Listening Comprehension booklets.

# READING AND VIEWING

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

- 9 STELLAR 2.0 Titles + 2 Shared Reading Titles
- learning the different key language components through the reading of 4 Big Books and 5 Readers

Big Books	Readers (New in P3)
<ol style="list-style-type: none"><li>1. Fearless Phil</li><li>2. The Gruffalo</li><li>3. Camille and the Sunflowers</li><li>4. Predators and Prey</li></ol>	<ol style="list-style-type: none"><li>1. The Stars of Chek Jawa</li><li>2. Unusual Plants</li><li>3. There's a Boy Under the Bed</li><li>4. Prince Zak and the Wise Frog</li><li>5. Spilt Milk</li></ol>

- Extensive Reading



# READING AND VIEWING

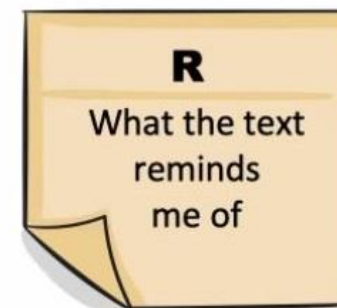
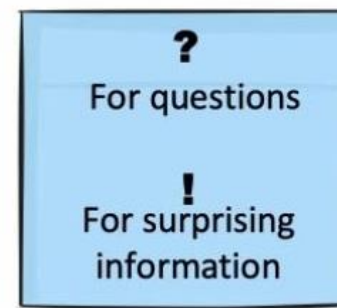
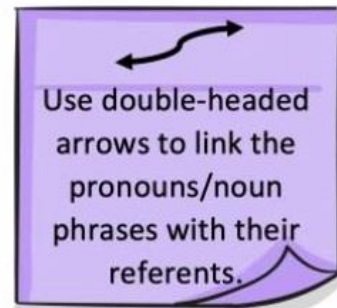
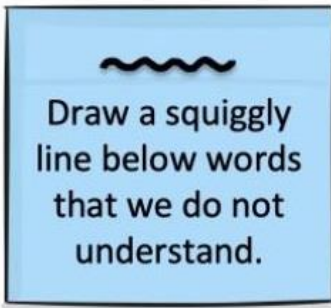
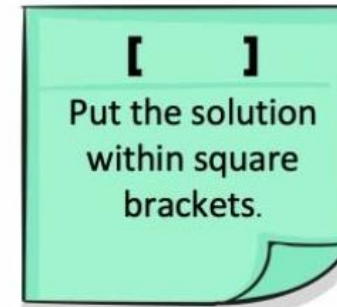
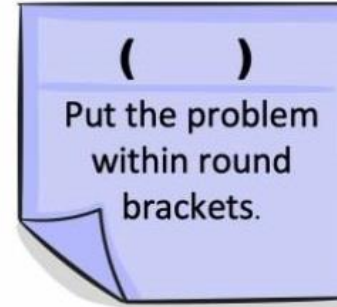
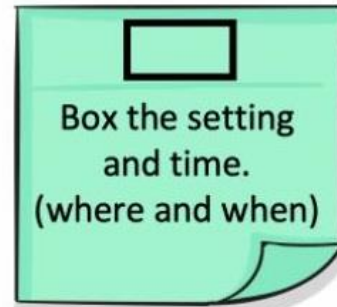
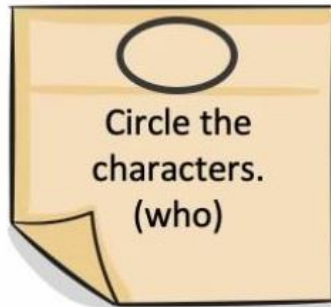
- In class, the students learn to:
  - **Think aloud** and explain to herself **the developments in a story**
  - **Think deeply** – the writer's belief and intent
  - **Use clues and evidence** in the passage to aid understanding
  - Demonstrate **sound judgement**: Is an action wise/right?
  - **Explain her ideas** clearly and fully



# ANNOTATION IS A STRATEGY THAT STUDENTS ARE TAUGHT FOR READING COMPREHENSION

## Annotation

### Annotation Chart



Read and annotate Part 1 of the passage with your teacher.

Read and annotate Part 2 of the passage on your own. Then, answer the questions that follow.

Sample of annotations done on a comprehension passage

### Part 1

#### Annotation symbols

- |                               |                          |
|-------------------------------|--------------------------|
| 1. Characters (who) ○         | 4. Solution (what) [ _ ] |
| 2. Setting (where and when) □ | 5. Vocabulary ~~~~~      |
| 3. Problem (what) ( _ )       | 6. Referents ↩ ↪         |

Jimmy and Alan were walking home through the park.  
Suddenly, Jimmy yelped and hid behind the towering and muscular Alan. A German Shepherd was wagging its tail as it barked continuously at the brothers.  
"That furry friend is on a leash! It's almost as tall as you but it doesn't bite," Alan laughed. Jimmy gave a nervous giggle.

# SPEAKING AND REPRESENTING

*(Skills taught in lower primary and deepened in Primary 3)*

Develop knowledge of the features of spoken language and use speaking and representing skills, strategies, attitudes and behaviour to communicate appropriately according to purpose, audience, context and culture.

Develop fluency and accuracy in pronunciation with use of appropriate expression.

Explore, gather and develop ideas from a variety of texts combining linguistic and other semiotic modes.

Participate respectfully in discussion by upholding agreed-upon rules of exchange.

Speak and represent with confidence, coherence and cohesion using different semiotic modes appropriately to fulfil different purposes.

# SPEAKING AND REPRESENTING

*(Skills taught in lower primary and deepened in Primary 3)*

Pay increasing attention to producing texts that recount, entertain, instruct and respond.

Monitor self and others in order to correct mispronounced words and adjust inappropriate use of expressions.

Our students hone their speaking and representing skills through various activities including role play, group work and presentation, Structured Airtime, Language & Literacy Programme etc.



# WRITING AND REPRESENTING

Develop a positive disposition towards writing and representing.

Write neatly, legibly and fluently. Apply spelling skills and strategies accurately for writing frequently misspelled and multisyllabic words. (Taught in P3)

Apply writing skills to address the writer's purpose, needs of the audience, context and culture in writing and representing. Pay increasing attention to the use of semiotic modes in text creation. (Taught in P3)

Create a variety of texts for different purposes, using an appropriate tone and register.

Write and represent with an explicit awareness of the appropriate organisational structures and language features of texts for different purposes. (Taught in P3)

# WRITING AND REPRESENTING

Our students familiarise themselves with the structure of narratives and information texts and are introduced to elements of interests.

RED PANDAS	POLAR BEARS	NARWHALS
 <p><b>HABITAT</b> Red pandas live in the mountains of Eastern Himalayas in places like China, Nepal and Bhutan. They often live close to water sources and in bamboo covered areas. They spend most of their time in trees.</p>	 <p><b>WHERE POLAR BEARS LIVE</b> Polar bears live in the Arctic, on ice covered waters. They also live in, Alaska, Russia and Greenland.</p>	 <p><b>WHERE NARWHALS LIVE</b> Narwhals can be found in the northern Arctic seas. These rarely sighted whales can survive in the coldest temperatures.</p>
<p><b>DIET</b> Red pandas are voracious bamboo eaters. They eat around one to two kilograms of leaf tips and shoots every single day.</p> 	<p><b>WHAT POLAR BEARS EAT</b> Polar bears eat different types of seals. They also eat bigger animals and occasionally hunt for walrus, narwhals and belugas.</p> 	<p><b>WHAT NARWHALS EAT</b> Narwhals eat halibut, arctic cod, shrimp and squid. They change their diet seasonally. They eat more during winter and eat less during summer.</p> 
 <p><b>HOW THEY HUNT</b> Red pandas are predators to small birds and insects. They have large skulls and molars which make chewing more efficient. They also have powerful jaws and strong chewing muscles. These were adapted to chewing bamboo.</p>	 <p><b>HOW POLAR BEARS HUNT</b> They hunt by either breaking into pupping dens, waiting at breathing holes or stalking seals that have hauled out to rest on the ice.</p>	<p><b>HOW NARWHALS HUNT AND PROTECT ITSELF</b> Narwhals have a sharp tusk on their head. This helps them to stun their prey before eating them. They may also sneak under ice sheets or huddle in spots too shallow for their predators. This prevents it from being killed by other animals like polar bears and killer whales.</p>



Information texts produced by P3 students

# HOW WE DEVELOP OUR STUDENTS' WRITING SKILLS

## We teach them to

- 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**

# GRAMMAR AND VOCABULARY

- Grammar and Vocabulary learnt in the context of the STELLAR 2.0 titles
- Learning sheets to support the learning
- Powerpoint slides on Grammar and Vocabulary
- Systematic and explicit teaching
- Supplemented with suitable videos and resources
- In-house designed lessons materials to augment the STELLAR 2.0 units

How many adjectives are there?

We can use more than one adjective to describe a noun.



the deep dark wood

a noun phrase



a silly old owl

a noun phrase

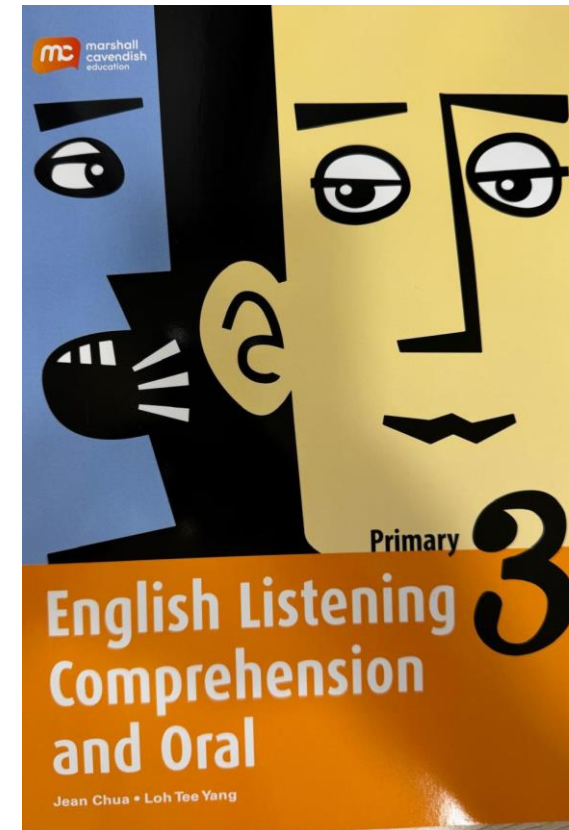
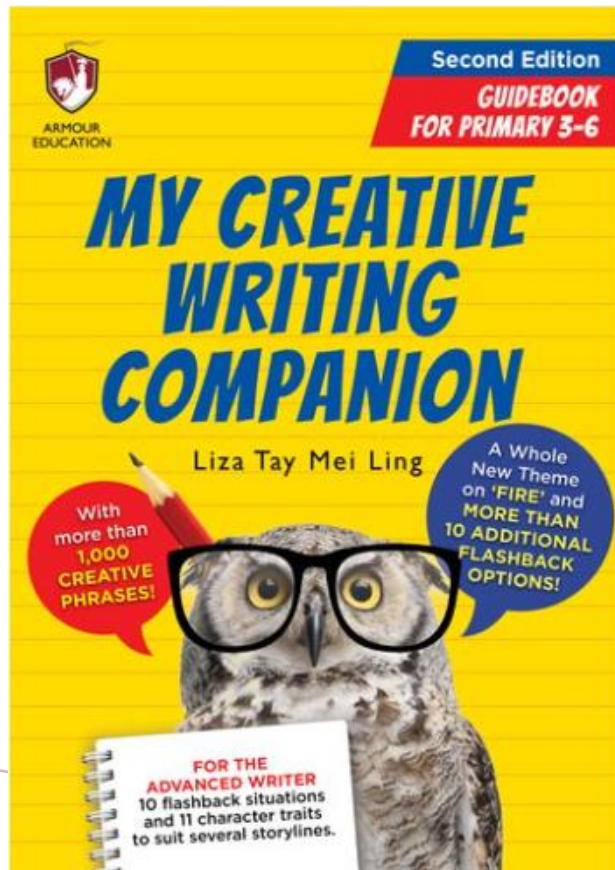


Let's use the past continuous to write some sentences about what the children were doing.



# SUPPLEMENTARY MATERIALS

- My Creative Writing Companion (Second Edition) Guidebook For P3 – 6
- MC English Listening Comprehension & Oral P3



# ASSESSMENT FOR LEARNING

## Ongoing Assessment

- To check for pupils' understanding using class activities and daily work
- The information collected is used to plan lessons to improve the children's learning

# ASSESSMENT OF LEARNING

Term 1	Term 2	Term 3	Term 4
<b>NWA</b>	<b>WA1 (15%)</b>	<b>WA2 (15%)</b>	<b>EOY Exams (70%)</b>
<b>Reading Aloud – Online Task (Oral)</b>	<b>Language Use (Mini Test)</b>	<b>Writing Task</b>	<b>Papers 1, 2, 3 &amp; 4</b>
	<b>Weighted Assessments</b>		

Ongoing Assessment:

- To check on students' understanding through daily class/individual work and activities
- Follow-up lessons to close learning gaps

# ORACY SKILLS

Term 1 NWA and EOY Assessment in Term 4:

## Reading Aloud

- Reading a given text to suit the **purpose, audience** and **context** of a *given context*

## Stimulus-Based Conversation

- Converse with reflective and well-worded responses to a given topic based on a photo stimulus



# WRITING SKILLS

## Paper 1 - Continuous Writing (Term 3 WA2 and EOY Assessment in Term 4) Duration: 1h

- 3 sequential pictures related to a given theme
- helping words and phrases
- guiding questions

**CONTINUOUS WRITING**

Write a story of at least 120 words about being late for school.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or three of these pictures.


Consider the following points when you plan your composition:

- Why was the character late for school?
- How did the character react?
- What did the character do?
- What happened to the character after that?

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

**Helping words:**

- to his horror
- overslept
- leapt out of bed
- trying to race against time
- completely out of breath
- ignored his excuses
- face the music
- severely scolded



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# **JOY OF LEARNING @ HGS**

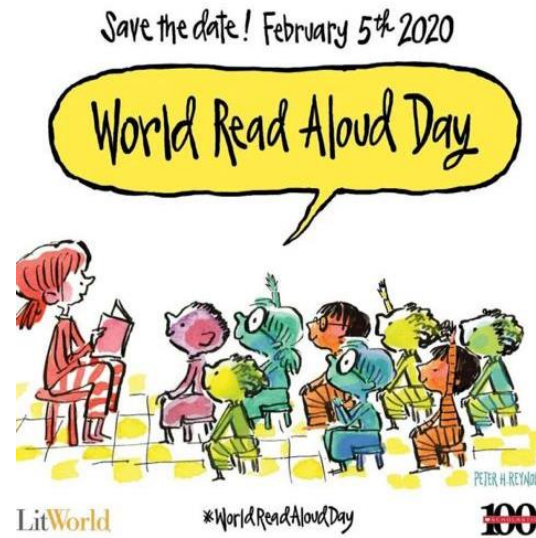
# HGS SPECIAL – STRUCTURED AIRTIME

Learning Outcome: Speaking and Representing

- Provides students with autonomy to initiate, design and execute teaching and learning
- Students take full ownership to develop their own presentations on a topic of their choice, and become confident advocates as they present to and engage their peers
- Students develop and apply skills necessary for self-directed learners, active citizens and passionate advocates
- Observable increase in student engagement, motivation and confidence



# MAKING LANGUAGE LITERACY A LIFESTYLE @ HGS



# SUPPORT OF PARENTS/GUARDIANS

- Conducive learning environment
- Library visits
- Reading extensively
- Role modelling
- Activating interest in different genres
- Expose your child to the use of the PC – keyboard and mouse skills



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# ENGLISH DEPARTMENT KEY PERSONNEL

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## P3 TEAM – ENGLISH LANGUAGE TEACHERS

Class	Teacher	Email
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3 Humility	Mrs Celeste Lim	<a href="mailto:ang_li_chia@schools.gov.sg">ang_li_chia@schools.gov.sg</a>
3 Joy	Mrs Rebecca Chan	<a href="mailto:poh_pei_yun_rebecca@moe.edu.sg">poh_pei_yun_rebecca@moe.edu.sg</a>
3 Kindness	Mdm Aisyah	<a href="mailto:siti_aisyah_puteri_junadi@schools.gov.sg">siti_aisyah_puteri_junadi@schools.gov.sg</a>

**Thank you** for  
joining us on this  
meaningful journey to  
develop your  
daughter/ward to  
become:  
*a confident, creative,  
effective and  
empathetic  
communicator.*

