

# Primary One Curriculum Briefing English Language (EL) Department

Learners driven by Passion . Leaders guided by Values

*Respect . Responsibility . Resilience . Integrity . Care . Harmony*



# Areas of Language Learning in EL Syllabus

Areas of English Language learning in EL Syllabus cover the following six key areas:

1. Writing and Representing
2. Reading and Viewing
3. Listening and Viewing
4. Speaking and Representing
5. Grammar and
6. Vocabulary

# Learning Outcomes (LOs)

## LISTENING & VIEWING

LO 1: Listen attentively and follow simple instructions.

## SPEAKING & REPRESENTING

LO2: Speak clearly to express their thoughts, feelings and ideas

LO3: Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions

Primary One students are provided with plenty of opportunities to achieve these learning outcomes through:

- Share Book Approach (SBA) lessons
- PLAY lessons





# Learning Outcomes (LOs)

Students must learn to read so that they can read to learn.  
These learning objectives can be achieved in class through:

- Word study
- Vocabulary and Comprehension lessons
- Library programmes
- PASSION reading programme, and more.

## READING & VIEWING

LO4: Demonstrate basic word recognition skills (e.g know the letters of the alphabet; able to pronounce words accurately)

LO5: Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.

LO6: Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (eg: main characters and settings)



\*Photographs were taken pre-covid.

# Learning Outcomes (LOs)

## WRITING & REPRESENTING

LO7: Demonstrate writing readiness and handwriting skills such as letter formation, placement and spacing.

LO8: Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events

Writing competencies are developed gradually through:

- Handwriting practice
- Journal writing
- Story writing



To support students' learning, gauge progress and address learning gaps, teachers will gather information about students' learning through daily work class discussions, group activities. Small performance tasks are also crafted to assess students' learning.

**The LOs are based on the holistic observations of the child and not simply on one activity book/exercise. They are observed through different areas such as...**

Class discussions, group work and activities conducted during the teaching of the book and theme

Book reading, grammar skills and writing exercises

Activity book and handwriting book



## At the end of Primary 1, students should be able to:

1. Listen attentively and follow simple instructions.
2. Speak clearly to express their thoughts, feelings and ideas.
3. Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.
4. Demonstrate basic word recognition skills (e.g., know the letters of the alphabet; able to pronounce words accurately).
5. Read aloud P1 texts (e.g., STELLAR texts) with accuracy, fluency and expression.
6. Understand P1 texts (e.g., STELLAR texts) and are able to identify simple aspects of fiction (e.g., main characters and setting).
7. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.
8. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.



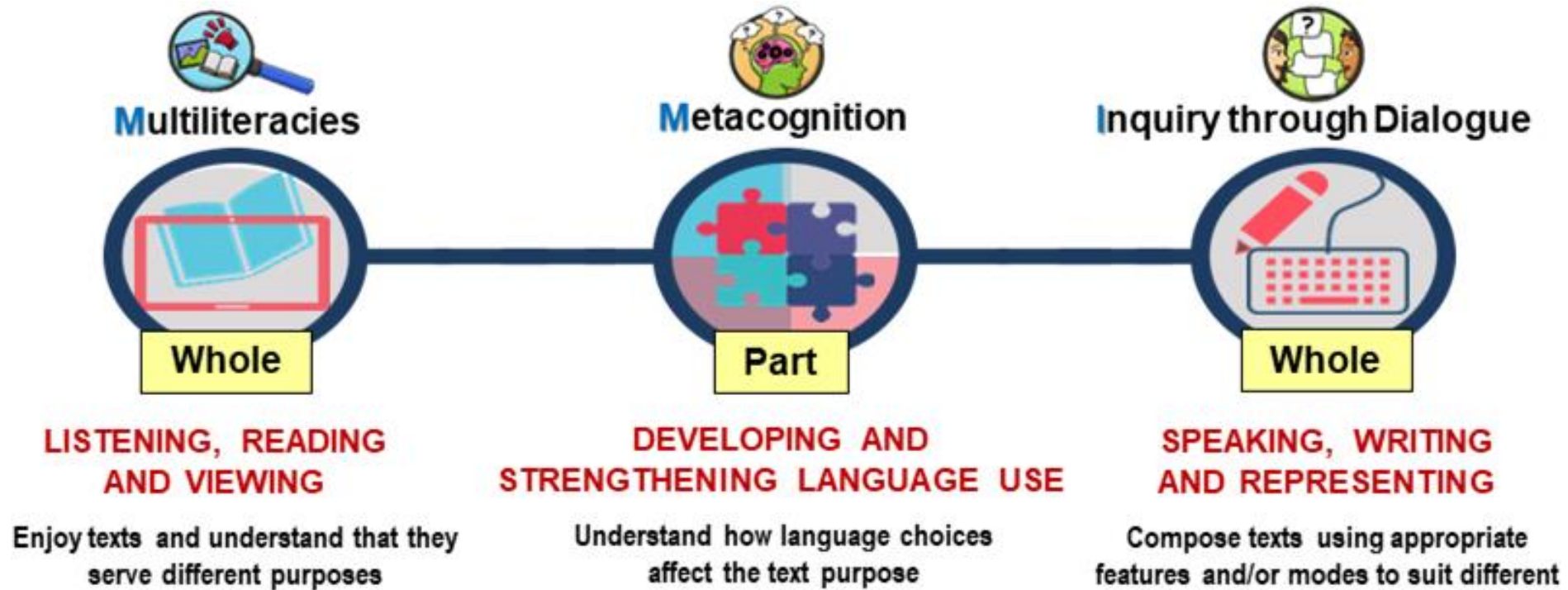
# STELLAR 2.0

## STrategies for English Language Learning And Reading

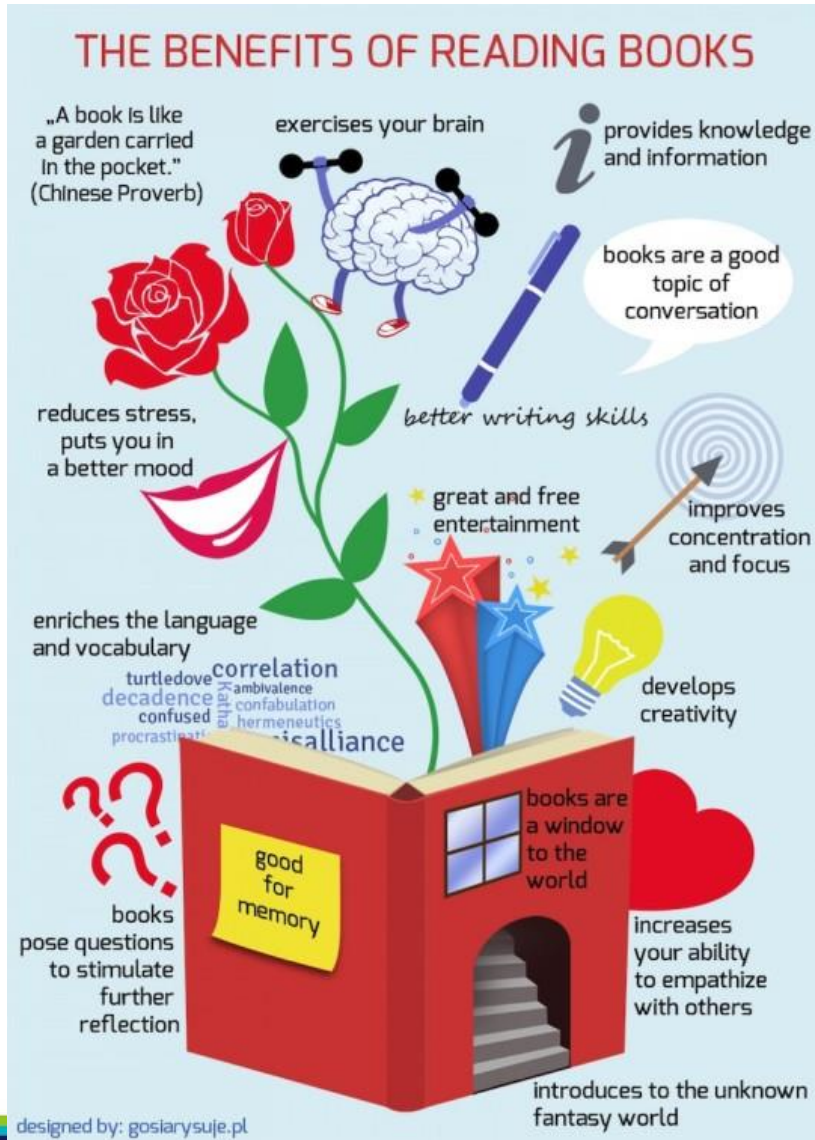
STELLAR aims to strengthen both **language and reading skills** as well as **promote a positive attitude** towards learning in the foundational years through the use of **well-established, learner-centred and developmentally appropriate pedagogical** approaches using **authentic children's literature**.



# STELLAR 2.0 Language Learning Framework



# How to Support Your Child's Learning



- Encourage talk and discussions at home, e.g., sharing his/her day with you and vice versa.
- Include educational language games and toys in the home.
- Encourage a love for reading by reading to/with him/her
- Surround him/her with books, e.g. home library or National Library
- Give him/her opportunities to write at home e.g, shopping lists, messages, labels
- Monitor his/her schoolwork or homework.



# Extension of lessons

## Extension activity on Student Learning Space (SLS) online platform:



ad & write) / A. WALT

### [Planning] Write my animal riddle

Think of an animal that you want to get your classmates to guess.  
How are you going to describe this animal to your classmates?


Use these questions to help you along;

1. What do I look like?
2. How do I move?
3. What do I eat?
4. What sound do I make?
5. What makes me special?

Below are some examples of how your animal riddle can look like.  
[Read Less](#)

**Example 1**

My ears are long.  
My tail is small and short.  
I nibble on carrots.  
I can hop and leap.  
What am I?



& write) / A. WALT

### [Writing] Let's write an animal riddle.

**Instructions:**

1. Get ready a piece of paper.
2. Look at this template below for some ideas.
3. Fold your paper into halves.
4. Write a few sentences on the right hand side of the paper by using the sentence structure shown here.
5. Write your animal riddle on the left hand side of the page.
6. Turn over the page. You may also paste an animal mask or draw on the animal on the page.

[Read Less](#)

Write your riddle here.

\_\_\_\_\_ through a \_\_\_\_\_  
What do you see?  
What can you hear?

You can draw and colour here.

*Thank  
you*

