



**ANG MO KIO
PRIMARY SCHOOL**

English Language Learning in Primary 3

Curriculum & Assessment

Curriculum

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; leveraging oracy, reading and writing skills to develop knowledge and independent use of the language.

Please refer to **Annex A** for more information.



Curriculum – Range of Text Types

Students will be exposed to the following text types through their primary years:

- texts that entertain
- texts that recount what happened
- texts that instruct
- texts that describe and inform
- texts that explain
- texts that respond, argue, evaluate and/or persuade; and
- texts that contain more than one type and form of texts

STELLAR @ Middle Primary

Listening and Viewing

Listen and view critically by:

- making connections between parts of texts

Listen and view extensively by:

- responding to texts for different purposes in a variety of contexts for enjoyment and understanding

Reading and Viewing

Read and view critically by:

- applying analysis, judgement and metacognitive strategies
- making connections to integrate meaning
- demonstrating awareness of writers' style

Read and view widely & extensively to:

- examine impact of different semiotic modes on text
- facilitate application of skills to other learning

STELLAR @ Middle Primary

Speaking and Representing

- Learn more about producing texts that recount, entertain, instruct and respond.
- Monitor self and others to correct mispronounced words and speak with expression.

Writing and Representing

- Write and represent with an awareness of organisational structures and language features of texts with different purposes.

STELLAR @ Middle Primary

Grammar

- Use metalanguage at text level and during editing and self-correction
- Use cohesive devices and grammatical structures to link clauses, sentences and paragraphs
- Apply knowledge of language features in different types of texts
- Recognise how purposeful use of language shapes meaning in texts

Vocabulary

- Developing and strengthening vocabulary knowledge
- Take an active role in learning new vocabulary items

Formative & Weighted Assessments

Assessment for Learning (AfL) assesses the students' language skills through:

- pen & paper tasks
- performance tasks

English Language			
Term 1 [15%]	Term 2 [15%]	Term 3 [15%]	EYE [55%]
	Continuous Writing (20m)	Grammar MCQ (6m) Vocabulary MCQ (6m) Grammar Cloze (8m) Comprehension OE (10m)	Paper1 – Writing Paper 2 – Language Use & Comprehension Paper 3- Listening Comprehension Paper 4 – Oral Communication

Please refer to Annex B for more information

Subject-based banding (SBB)

Subject-based banding (SBB) gives your child the opportunity to take English at **Standard** or **Foundation** level based on their individual strengths and learning needs, helping them to reach their full potential.

Standard English at P5	Foundation English at P5
full curriculum coverage	covers essential content with reduced complexity
standard examination format and duration	less demanding examination format
enables students who demonstrate strong language abilities to explore the language in greater depth	helps students to build understanding and confidence in the language

<https://www.moe.gov.sg/primary/curriculum/subject-based-banding>

Supporting students with diverse learning needs

1. Reading Remediation Programme (RRP)

Aim

- It supports students with literacy difficulties and aims to help these students read with fluency and understanding.

Objectives

To equip students with knowledge and skills in

- Word recognition
- Oral reading fluency
- Reading Comprehension

2. Applied Learning Programme (ALP)

ALP helps students to appreciate the relevance and value of what they are learning in the academic curriculum and encourages them to creatively apply knowledge and skills.

Middle Primary: Using Your Voice Purposefully

IPW Presentation Skills

Through the IPW programme, students

- learn and practise oracy skills
- develop competencies such as confidence and audience awareness
- develop dispositions such as control, empathy, advocacy

Classroom Culture & Physical Environment

Vibrant learning environment with varied approaches

- See-Think-Wonder
- What Makes you Say That
- Cooperative Learning structures
- Blended Learning (SLS)



Partnerships with Stakeholders

Partnerships with Stakeholders

- MOE Partners
(CPDD – ELLB, PSB)
- Parent Support Group
(to support literacy activities)
- NLB
(to strengthen & extend
reading culture)



• Respect • Responsibility • Integrity



How you can support your child in language learning:

- Have regular conversations
- Encourage reading
- Expose your child to different text types
- Enforce neat and tidy handwriting
- Create opportunities to practise writing
- Play language-related games (Scrabble, Boggle)
- Remind your child to practise language-related strategies taught during lessons



Thank
you

The text 'Thank you' is written in a dark blue, cursive font. The word 'Thank' is on the top line and 'you' is on the bottom line. The text is surrounded by various colorful decorative elements: a pink flower at the top, a yellow crescent moon on the left, a red heart, a pink flower, and several small stars and swirls in yellow, green, and blue.

WISHING YOU AN
AMAZING
2026
FILLED WITH
HAPPINESS, SUCCESS,
AND GOOD VIBES!
HAPPY
NEW
YEAR! 🙌

The text is arranged in a vertical stack. 'WISHING YOU AN' and 'AMAZING' are in dark blue. '2026' is in large, multi-colored letters (orange, blue, yellow). 'FILLED WITH HAPPINESS, SUCCESS, AND GOOD VIBES!' is in dark blue. 'HAPPY NEW YEAR!' is in red. A yellow peace sign emoji is to the right of 'YEAR!'.

Annex A

EL Curriculum

Annex B

Assessments