



**ANG MO KIO  
PRIMARY SCHOOL**

# **English Language Learning in Primary 4**

# 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%]
Grammar MCQ (10m) Vocabulary MCQ (6m) Grammar Cloze (8m) Vocabulary Cloze (6m)	Continuous Writing (20m)	Grammar MCQ (10m) Vocabulary MCQ (6m) Synthesis & Transformation (4m) 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

# Overview of support and stretch programmes

Support	Stretch
School-based Dyslexia Remediation ( <b>SDR</b> ) programme	<b>Applied Learning Programme (ALP)</b> Using Our Voices Purposefully - Formal Presentation Skills
Reading Remediation Programme ( <b>RRP</b> )	Exploration & Inquiry ( <b>E&amp;I</b> ) (New)
Banding (small pull-out groups) for targeted support during curriculum time	<b>ALP (Tier 2) “Young Voices”</b> (New)

Please refer to Annex for more information

# Exploration & Inquiry (E&I)

- Provide differentiated instruction for the more verbally inclined in the regular classroom
- Extend learning through language-based inquiry
- Builds on STELLAR curriculum



# Inquiry Approach to Language Learning

- ❖ Learning stimulated by inquiry. i.e, driven by questions or problems
- ❖ Learning based on a process of seeking knowledge and new understanding
- ❖ A student-centred approach to teaching in which the role of the teacher is to act as a facilitator

(Sproken - Smith, 2007)

# ALP Programme

## P4 Young Voices-From Inquiry to Ink (New)

Through a journalism and broadcasting programme, student reporters will

- cover school events and contemporary issues to produce bi-annual student newspapers and digital video content
- develop media literacy alongside communication excellence

# 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

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



# 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 pink heart, a blue star, a green leaf, a yellow star, a pink flower, and a blue star.

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' is in dark blue. 'AMAZING' is in dark blue. '2026' is in large, bold letters, with '20' in orange and '26' in yellow. 'FILLED WITH' is in dark blue. 'HAPPINESS, SUCCESS,' is in dark blue. 'AND GOOD VIBES!' is in dark blue. 'HAPPY' is in red. 'NEW' is in red. 'YEAR!' is in red. To the right of 'YEAR!' is a yellow peace sign emoji.

# Annex A

# EL Curriculum

# Annex B

# Assessments

# **Annex C**

## **Support and Stretch Programmes**

# School-based Dyslexia Remediation (SDR) Programme

## School-based Dyslexia Remediation (SDR) Programme



**Aim:** To help your child build skills to read and spell successfully



**Target group:** Primary 3 and Primary 4 students with dyslexia, in groups of about 4 students



**Teachers:** School teachers specially trained by MOE in dyslexia remediation



**Duration:** A 2-year programme (starts in Primary 3, Term 1). Lessons are conducted after school 2 times a week, 90 minutes per lesson.



**Venue:** In school



**Cost:** Free-of-charge

