

# 2023 P6 Parents' Info Day

ENGLISH



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# Scope

- Overview of the P6 EL Curriculum
- Examination format
- Key features and tips for selected components
- Parents as partners



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# Primary 6 Curriculum

Term	STELLAR Units	Written Work	Supplementary Reading	Others
1	2	<ul style="list-style-type: none"><li>• Edify Listening &amp; Oral Book</li><li>• Component/ WOW Thematic Unit Worksheets</li><li>• Continuous and Situational Writing</li><li>• Exam Practice Papers</li></ul>		<ul style="list-style-type: none"><li>• Scheduled Spelling</li><li>• WA1 (Paper 2) (Term 1) (non-weighted)</li><li>• WA2 (Paper 1) (Term 2) (non-weighted)</li><li>• Prelims (Term 3)</li><li>• PSLE</li></ul>
2	2		<ul style="list-style-type: none"><li>• Stellar Readers</li><li>• myON Online Reading Portal</li><li>• Little Red Dot</li></ul>	
3	1			



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# EL Materials used at P6

## Inhouse (School-based)

- P5 & P6 Situational Writing Getting It Right!
- P6 Thematic Unit Worksheets
- Component Worksheets
- ASPIRE: Acing the English Exam Student Companion
- Practice Papers

## Purchased

- P6 Synthesis & Transformation (carried over from P5)
- P6 Oral and Listening Comprehension Booklet (Edify)
- P6 Situational Writing (Edify)
- Stellar Readers
- \*PSLE Examination Papers 2020 to 2022

*(\* Do not purchase an additional copy for your child. EL teachers will use that in Term 3. )*



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# P6 Examination Format

Paper	Component	Marks	Weighting	Duration
1	Writing	15	27.5%	1h 10min
		40		
2	Language Use & Comprehension	95	47.5%	1h 50min
3	Listening Comprehension	20	10%	About 35min
4	Oral Communication	30	15%	About 10min (5 min preparation time + 5 min examination time)



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# Components in Focus

## Paper 1

1. Situational Writing (SW)
2. Continuous Writing

## Paper 2

- Comprehension Cloze
- Synthesis & Transformation
- Open Ended Comprehension



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# Situational Writing—Acing It

- ✓ Know what is being asked (Purpose, Audience, Context—PAC);  
read the Task before analysing the graphic for information
- ✓ Identify the 6 content points from the graphic and/or task box
- ✓ Apply the appropriate format to suit the Purpose and Context
- ✓ Write out a structurally-coherent, grammatical piece of writing, with the 6 content points clearly linked to the bullet points. At all times, ensure that the purpose for writing is evident.



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# Situational Writing— Marking Guidelines

Task Fulfilment (6 marks)	Mark Range (If PAC is fulfilled)	Mark Range (If PAC is not fulfilled)
All the 6 pieces of information are provided	6 marks	5 marks
3 to 5 pieces of information provided	4 marks	3 marks
1 to 2 pieces of information provided	2 marks	1 mark

- Language and Organisation (9 marks)



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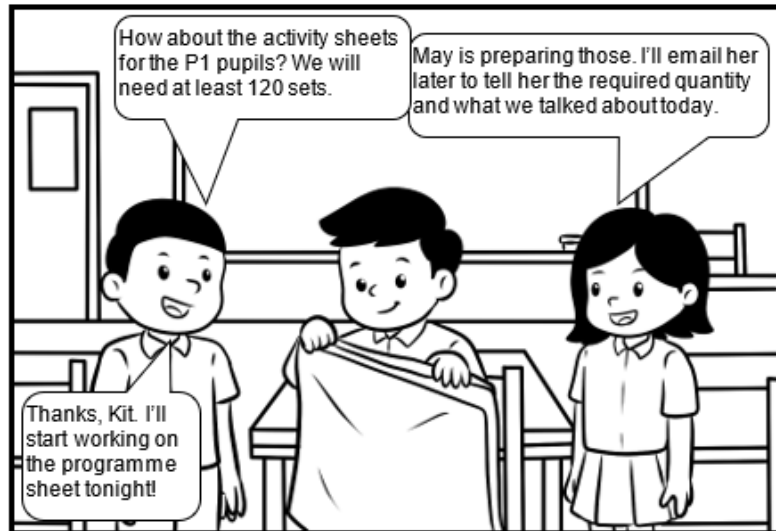
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# Situational Writing— P5 SA2 2022

- 1 The pictures below show three prefects, Kit, Ali and Zul, having a discussion after school on 2 November 2022. Study the pictures carefully.



## Your Task

Imagine you are Kit.

**Write an email to May to give her an update on the P1 Orientation Day.**

You are to refer to the pictures and information on page 1 for your email.

In your email, include the following key information:

- what you and Ali had already done
- the two groups performing in the concert
- what Ali and Zul will be doing
- what May needs to do

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



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# Situational Writing—Markers' Feedback

## Issues of Concern:

### 1. Partial answers:



Information required	Answer	Remarks
what Ali and Zul will be doing	(Model answer) ✓ Ali will be asking the handbell ensemble's leader for the titles of the three pieces that the ensemble will be playing for the concert while ✓ Zul will be working on the programme sheet	✓ Fully complete answer ✓ Factually correct ✓ Fully contextualised ✓ Grammatically well-phrased
	(Incomplete answers) ✗ Ali will be asking the handbell ensemble's leader for <u>their titles</u>	0 mark ✗ Incomplete responses (no context)—no partial mark



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# Situational Writing—Markers' Feedback

## Issues of Concern:

### 2. Misreading of information required:



Information required	Answer	Remarks
the two groups performing in the concert	(Model answer) ✓ handbell ensemble ✓ dance club	✓ Factually correct
	✗ <u>I (Kit)</u> will be dancing	0 mark ✗ Wrong information

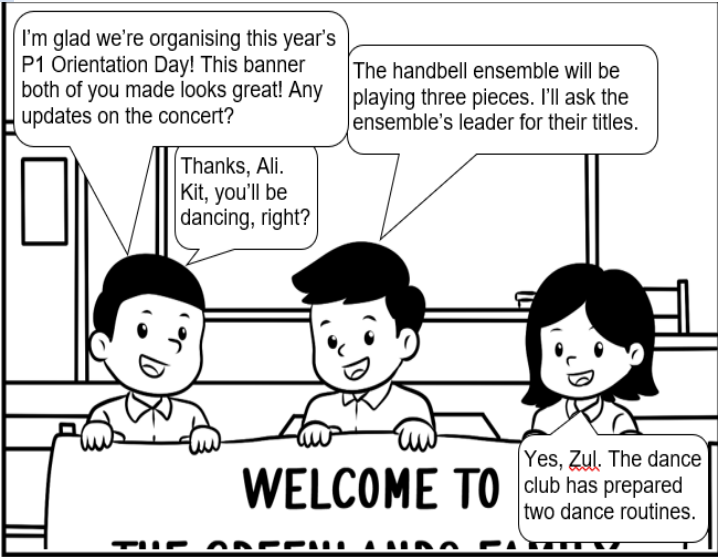


# Situational Writing—Markers’ Feedback

## Issues of Concern:

### 3. Poor language choice:

Information required	Answer	Remarks
what Ali and Zul will be doing	(Model answer) ✓ Ali will be asking the handbell ensemble’s leader for the titles of the three pieces that the ensemble will be playing for the concert while ✓ Zul will be working on the programme sheet	✓ Ali and Zul would be doing different things
	(Wrong answer) Ali and Zul will be asking the handbell ensemble’s leader for the titles of the three pieces that the ensemble will be playing for the concert, and working on the programme sheet	✗ Lack of connector leads to factually incorrect answer, as if both boys would be performing both tasks



# Situational Writing

## Other General Issues of Concern:

- Unfamiliarity with conventions expected in formal/informal emails or letters:

e.g. not stating the year for formal writing (11 November instead of 11 November 2022)

- missing surnames for formal writing (e.g. Eva and Tim—surnames not mentioned in the first instance)
- Writing the date at the top of emails
- Not stating the purpose for writing in the introduction
- Not stating a relevant conclusion to reiterate the purpose for writing



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# Continuous Writing— P5 SA2 2022

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

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

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- Who was/were proud?
- How did the person(s) act in a proud way?

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



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# Continuous Writing—Markers' Report

## Strengths

Most boys were able to address the topic and made good use of the picture(s).

Most started with a flashback



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# Continuous Writing—Markers' Report

## Areas for Improvement

Reader needed to be convinced that the story was about 'being proud' and not about 'working hard'

-- Students should summarise the story in the conclusion, reiterating the theme, to convince the readers that the story fits the theme.

Storylines were predictable, with most writing about being proud of good results (second picture)

Language: Many simply mentioned that the main character was overjoyed or happy about winning or getting good results, which is a very weak mention of the theme



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# Continuous Writing—Acing It

- ✓ In-house Thematic Unit package comprising comprehension cloze exercise, open-ended comprehension and other writing techniques pertaining to the writing theme
- ✓ Rationale: to provide students with relevant storylines, vocabulary and skills in preparation for the writing task.

c) Resource Pack—Writing Technique

Purposeful Introduction

Compare the following introductions. In what ways are they similar? How do they lead the reader to the theme of a misunderstanding?

Excerpt A (student's composition)	Excerpt B (comprehension text)
"And this is how a mosquito larva....." the Science teacher's voice droned on as James tried hard to stay focused. "James, what does a larva develop into? Stand up and answer my question!" James was abruptly snapped out of his daydream and saw the tall figure of Mr Lim looming over him. Mr Lim chided James severely for being inattentive in class as James bit his lips and hung his head down in shame.	Desmond was running recklessly along the corridor in school when he knocked over a common dustbin, making its content scatter all over the floor. Before he could feign ignorance and flee, Uncle Paul towered before him and gave him an earful. Desmond had been scolded by teachers before but Uncle Paul's reprimand was a cut above the rest. By the time Uncle Paul concluded his uniquely sharp torrent of words, he felt a new level of guilt that compelled him to instinctively start cleaning up the mess without needing Uncle Paul to tell him to do so.
Analysis of Texts	
1) Begin with the end in mind	
<ul style="list-style-type: none"><li>• Cast a _____ light on one of the characters. This character can be the one misunderstanding others, or h/she could be the victim.</li><li>• Do so by making this character do something _____. In Excerpt A, the 'naughty' character was _____ in class. In Excerpt B, the 'naughty' character _____</li></ul>	

Hands-On!

Look at the writing task that you will be doing. Choose the picture(s) you would be writing on, then write out the purposeful introduction that is relevant to the theme of a misunderstanding. Focus on how you would want to cast your character in a negative light, either as a victim of the misunderstanding, or the person who is the cause of the misunderstanding.

Step 1: Begin with the end in mind.

Think of a suitable setting (that's why you should bear in mind the picture(s) you would be using. What kind of trouble do you want the character to get into?



# Continuous Writing—Acing It

- ✓ Use the exact phrasing of the theme
- ✓ Reiterate the theme (introduce / mention it in the intro, and in the conclusion, especially)
- ✓ Interpret the picture closely (e.g. gender, number of people depicted, etc.)
- ✓ Highlight the theme and picture(s) used in the compo



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# Common Concerns Raised

***Q. How can my son improve in his compo writing?***

- ✓ Look at feedback written on your son's script/ materials prepared as post-writing feedback
- ✓ Model compos written by peers (P5 Inspire book)
- ✓ Start brainstorming/outlining stories which may cut across themes (e.g. planning a story about 'a proud moment' can address themes like 'teamwork' or 'overcoming an obstacle')



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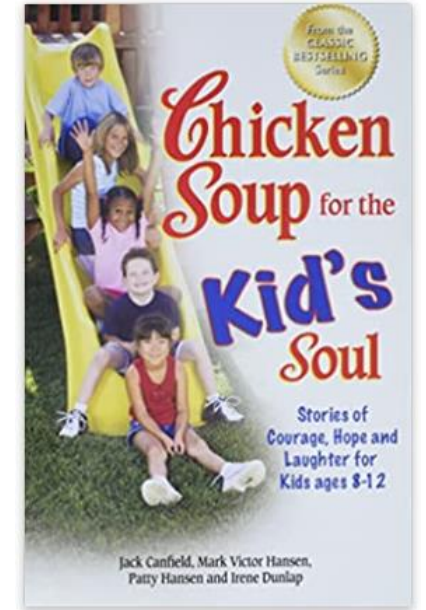
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# Common Concerns Raised

***Q. My son reads widely. Why is his composition standard sub-par?***

- ✓ Need to differentiate between reading for pleasure (which is most common among children), and reading for an academic purpose (e.g. to improve in vocabulary, writer's voice/style, creative ideas, etc.)
- ✓ Recommended reading: Chicken Soup for the Soul series (positive values are promoted—e.g. resilience, touching)
- ✓ Make an effort to search meaning of words in the course of reading



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# Continuous Writing— Marking Guidelines

Pictures used (1/2/3)	Theme (Topic)	Content (20 marks)	Total (40 marks)
NO	NO but writes the reverse (irresponsibility)	Content – Largely irrelevant (1 to 4 marks)	*18 / 40 maximum (*Language maximum-14 marks)
YES	YES but writes the reverse	Content – (9 to 11 marks)	Depends on Language
NO	YES	Content – (5 to 8 marks)	Depends on Language
YES	NO	Content – (5 to 8 marks)	(Language maximum-14 marks)



# Paper 2—Comprehension Cloze

- ✓ Read passage in totality; don't rush into filling in each blank without comprehending passage—inferencing skill is required
- ✓ Expected answers tend to be tight (knowledge of Collocations, e.g. 'standing ovation')
- ✓ Annotating text with arrows to clues slows down child's reading
- ✓ Error in spelling/grammar—0m



# Collocations in Action (An illustration)

on surviving. After she left school, her life was marked by hard work and struggle. Over the years, she got (54) \_\_\_\_\_ doing mostly low-level jobs and eventually retired. However, through it all, Williams never lost (55) \_\_\_\_\_ of her dream, often reminded of it as she sat through a steady stream of graduation (56) \_\_\_\_\_ that she attended – first of her two children and later of her four grandchildren. Then, a year ago,

Q54. ...**got by** (barely survived)

Q55. ...**lost sight** of her **dream**

Q56. ...**graduation ceremonies** that she **attended**



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# Paper 2—Synthesis & Transformation

## Requirements:

- Meaning of the sentence(s) is preserved
- Knowledge of grammatical rules (e.g. transforming a sentence from active to passive, direct speech to indirect speech, etc.)
- Word class/parts of speech (i.e. nouns, verbs, adjectives, adverbs, etc.)
- Spelling (transference error vs misspelling of transformed word)



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# Paper 2—Synthesis & Transformation

Original Statements	Answer	Remarks
The pianist received a standing ovation. She was still not satisfied with her performance.	<b>Despite</b> receiving a standing ovation, the pianist was still not satisfied with her performance.	2 marks ✓ Meaning is preserved ✓ Sentence structure is grammatical
	<b>Despite</b> receiving a standing ovation, the pianist was <del>still</del> not satisfied with her performance.	0 mark ✗ Missing 'still'; meaning is changed
	<b>Despite</b> <u>recieving</u> a standing ovation, the pianist was still not satisfied with her performance.	0 mark ✗ Spelling of transformed word is wrong
	<b>Despite</b> receiving a standing <u>ovetion</u> , the pianist was still not satisfied with her performance.	1 mark • Transference error leading in misspelling of word



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# Paper 2— Open-ended (OE) Comprehension

## Requirements:

### *Reading*

- Read the questions carefully (first) to know what to look out for in reading the passage; questions are typically in the past tense— answer in the appropriate tense
- Employ slow, deliberate, close reading of passage (at least twice)
  - Ask 5W1H questions (who, what, where, when, why, how) and try to relate the passage to personal experience
  - Annotate the text while reading



# Paper 2–OE Comprehension

## Requirements:

### *Answering*

- Questions are typically in the past tense—answer in the appropriate tense

### **DO NOT**

- ‘lift’ the answer from the passage;
- start the answer using ‘It is because’, ‘This is because’, ‘so that’ , ‘so as to’, ....;
- answer by writing ‘The passage says that...’ or ‘It is written in the passage that ...’



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# Paper 2–OE Comprehension

- Check for spelling, grammar, punctuation and sentence structure.
- Answer according to the question asked (depth of answer is dependent on mark allocation)



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# What Your Child Should Be Doing

- Attentive and Active Participation
  - work done to the best of his ability at all times
  - ask relevant questions (in class or after school hours)
- Compile revision notes/vocab word bank
- See purpose in doing work/corrections (and school in general)
- Apply strategies taught in class
- Keep abreast with current affairs



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# Parents as Partners

Be in sync with the teachers:

- Homework monitoring (INTENSIVE PRACTICES from Term 2 onwards);  
Manage school work with external work
- Checking on quality of work and corrections periodically
- Checking on your son's Student Handbook (diary)
- Checking Class Dojo messages
- Acknowledging that you have seen your son's work by signing on it (e.g. spelling)
- Checking with teachers to seek clarification



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# Parents as Partners

- Encouraging your child to speak standard English
- Talking to your child about what is happening around him and encourage him to give his views and opinions
- Watching/reading the news together and encouraging him to give his views and opinions
- Encouraging your child to write legibly and neatly
- Encouraging your child to read story books; have one in the bag at all times for leisure reading during free time/before morning assembly
- Going through and revising the work done in school



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# Thank you!



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