

# 2023 P5 Parents' Info Day

ENGLISH



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# Scope

- Overview of the P5 EL Curriculum
- Examination format
- Key features and tips for selected components
- Parents as partners



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# Primary 5 Curriculum

Term	STELLAR Units	Written Work	Supplementary Reading	Others
1	3	<ul style="list-style-type: none"> <li>CSH Education EL Booklets</li> <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>Stellar Readers</li> <li>myON Online Reading Portal</li> <li>Little Red Dot</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled Spelling</li> <li>Term 1 - Topical Review (0%)</li> <li>Term 2 – Weighted Assessment 1 (Situational Writing) (15%)</li> <li>No SA1</li> <li>Term 3-Weighted Assessment 2 (Paper 2) (15%)</li> <li>SA2 (Term 4) (70%)</li> </ul>
2	3			
3	3			



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# EL Materials used at P5

## Inhouse (School-based)

- Situational Writing: Getting It Right!
- Grammar & Vocab MCQ
- Visual Text Compre MCQ
- Writing to WOW! Thematic Unit Worksheets
- Practice Papers

**All P5 Writing and Oral Resources should be kept for P6 revision as well.**

## Purchased

- Stellar Readers
- P5 Situational Writing (Edify)
- Stellar EL Booklets  
(3 sets) (CSH Edu )
- P5 Oral and Listening Comprehension Booklet (Edify)
- P6 S & T (CSH Edu)—to be used over 2 years



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# P5 & 6 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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# Examination Format

## Paper 1 (55 marks; 1 h 10 min)

- Situational Writing (15 marks)
- Continuous Writing (40 marks)

### \*Time Allocation:

- Students are advised to complete SW within 20 min

## Paper 2 (95 marks; 1 h 50 min)

### Booklet A (MCQ)

-Grammar, Vocabulary, Visual Text

### Booklet B

- Grammar Cloze, Editing, Comprehension Cloze, Synthesis & Transformation, Open-Ended Compre



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# Examination Format

## Paper 3 (20 marks)

### Listening Comprehension

- 20 questions

## Paper 4 (30 marks)

### Oral

- Reading Aloud (10 marks)
- Stimulus-Based Conversation (20 marks)



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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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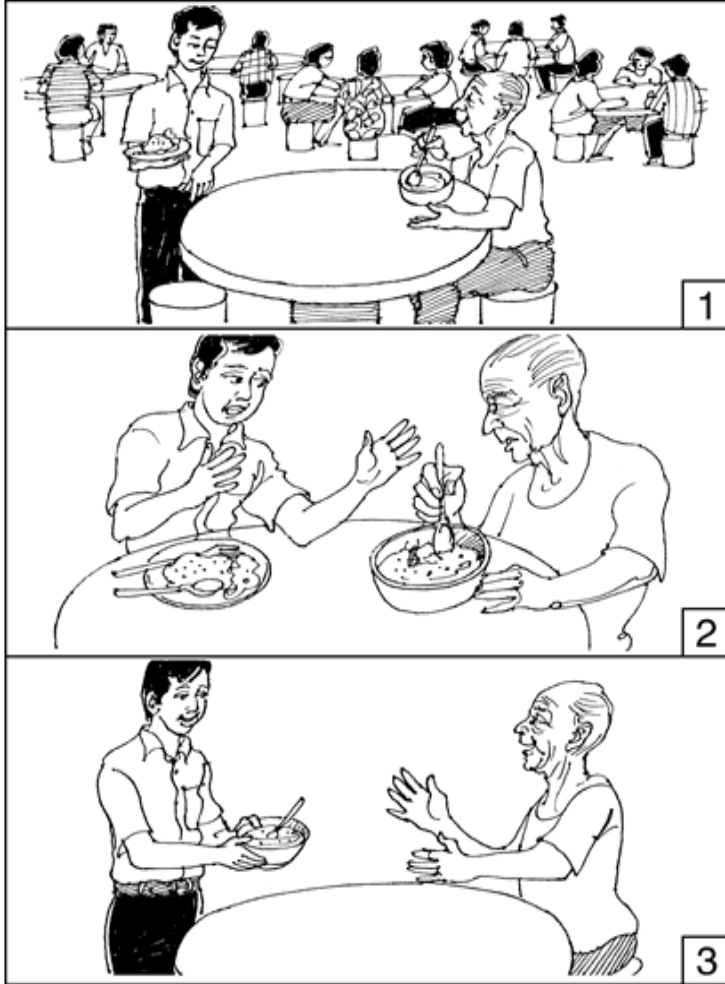
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# Situational Writing—How it looks like

Study the following pictures carefully.



## Your Task

You had just bought your lunch and were looking for a seat at a food court. As you sat down to eat, you noticed a cockroach in the bowl of porridge belonging to the old man whom you were sharing the table with.

**Write an email to your mother, who is working overseas, informing her about the good deed that you did and how happy you felt.**

You are to refer to the information in the pictures on the previous page for your email.

In your email, include the following key information:

- where you went for lunch and what you had ordered
- who you shared the table with
- what you saw
- what you did next
- the old man's reaction and how you felt

You may re-order the points. You should write in complete sentences.



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# Situational Writing—Requirements

- Read a text/graphic which can be in various text-types such as a letter, notice, comic strip, or an advertisement.
- Select information based on the given task, then write about the event or experience described in the original text-type into a new text-type.



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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 piece, 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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# Continuous Writing— How it looks like & Requirements

Q. Write a composition of at least 150 words about a **misunderstanding**.

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.

- What was the misunderstanding?
- What happened in the end?

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



- Write on a given theme
- Minimally 150 words
- Base the piece of writing on 1 or more pictures (no credits for more pictures used)



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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



# 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



# 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
- 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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