



Raffles Girls' Primary School

Creativity • Graciousness • Gratitude • Integrity • Responsibility • Resilience

PRIMARY 3

ENGLISH LANGUAGE

2025

OUTLINE

- Mission
- Approach to EL Teaching & Learning
- P3 EL Curriculum
- Assessment
- How Parents Can Provide Support



MISSION

To equip our students with literacy skills that enable them to be linguistically competent and confident users of the English Language.



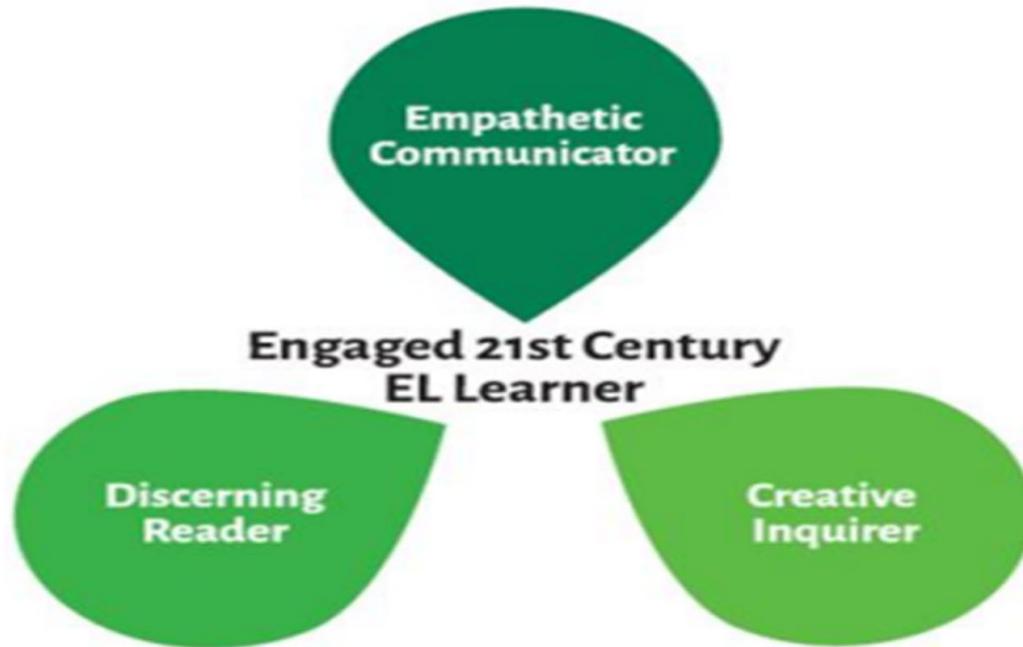
APPROACH TO EL TEACHING & LEARNING

“A Strong Foundation and Rich Language for All.”



APPROACH TO EL TEACHING & LEARNING

Desired Learner Outcomes



P3 ENGLISH LANGUAGE CURRICULUM

STELLAR 2.0

**LITERATURE-IN-ACTION(LIA)
PROGRAMME**

DRAMA

ORACY PROGRAMME



STELLAR 2.0

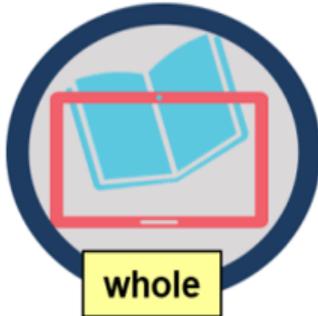
Strategies for
English
Language
Learning
And
Reading



LANGUAGE LEARNING IN THE STELLAR 2.0 CLASSROOM



Multiliteracies



**LISTENING, READING
AND VIEWING**

Enjoy texts and understand that they serve different purposes

Shared Book Approach 1

Reading for Pleasure

Supported Reading

KWL

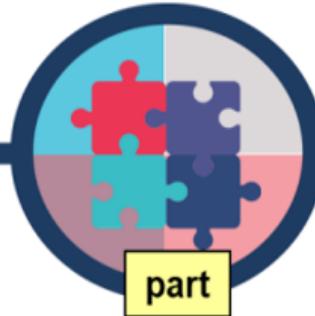
Retelling

Guided Reading

Differentiated Instruction



Metacognition



**STRENGTHENING
LANGUAGE USE**

Understand how language choices affect the text purpose

Shared Book Approach 2

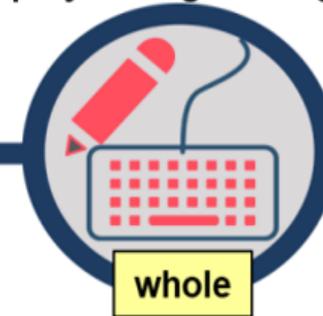
Think-aloud

Annotation

Gradual Release of Responsibility



Inquiry through Dialogue



**SPEAKING, WRITING
AND REPRESENTING**

Compose texts using appropriate features and/or modes to suit different text purposes

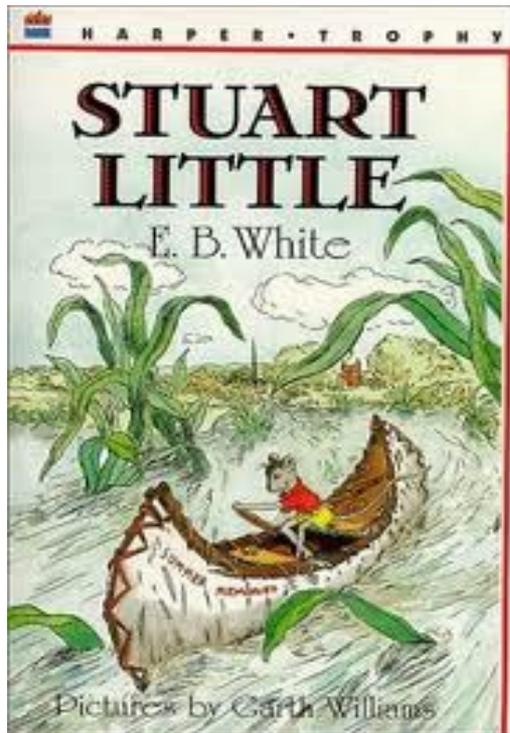
Modified Language Experience

Approach

Writing Process Cycle



LITERATURE-IN-ACTION PROGRAMME



Objectives

- To learn literary devices
- To be exposed to good writing and see the world through the eyes of different characters



DRAMA

- Adopts a learner-centred approach
- Develops linguistic skills (reading, writing, speaking and listening)
- Helps shy pupils to speak in class
- Motivates learners



ORACY

Speak@Raffles aims to

- encourage students to speak clearly and expressively
- demonstrate an awareness of the importance of voice modulation techniques and audience presence throughout the performance
- nurture confident and articulate



ASSESSMENT

*Assessment is part of **learning** and **teaching**. Children will be assessed on what they have been taught.*



ASSESSMENT

FORMATIVE ASSESSMENT

- Leverage on **feedback** to engage students in deep learning
 - marks/grades in tests/assignments
 - teachers' qualitative comments
 - rubric indicators



ASSESSMENT

FORMATIVE	SUMMATIVE
RANGE OF ASSESMENT MODES & TASKS	WEIGHTED ASSESSMENTS (WA1-15% and WA2 -15%)
CLASS TESTS (after every 2 units)	END YEAR EXAMINATION (EYE-70%)



WEIGHTED ASSESSMENTS

WA1	WA2
TERM 2 WEEK 5	TERM 3 WEEK 5
READING COMPREHENSION	WRITING
15 marks	20 marks



END YEAR EXAMINATION (EYE)

Component	Marks
Oral	16
Writing	20
Listening	4
Spelling/Dictation <i>*(best 2 scores in semester 2)</i>	10
Language Use	50
Total	100



END YEAR EXAMINATION (EYE)

Component	Content	Item Type	Marks
Oral	Reading Aloud	Open-ended(OE)	6
	Stimulus-Based Conversation	Open-ended(OE)	10
Composition	Guided Writing	Open-ended(OE)	20
Listening	Picture-Matching	Open-ended(OE)	4
	Spelling & Dictation	Open-ended(OE)	10
Language Use	Grammar	MCQ	10
		OE (with helping words)	8
	Vocabulary	MCQ	6
		OE(with helping words)	8
Comprehension - 2 passages	A variety of items: eg MCQ, Sequencing, OE	18	



HOW PARENTS CAN PROVIDE SUPPORT

- Provide varied EL reading materials
- Encourage curiosity
- Use technology
- Applaud effort





Thank you!