

P5 ENGLISH LANGUAGE CURRICULUM BRIEFING

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OUTLINE

- MISSION
- APPROACH TO EL TEACHING
- P5 ENGLISH CURRICULUM
- ASSESSMENT
- GOOD HABITS PUPILS SHOULD ADOPT

MISSION

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

Approach to EL Teaching

“A Strong Foundation and Rich Language for All”.

Approach to EL Teaching

- systematic and explicit instruction
- a contextualised and holistic approach to learning

Approach to EL Teaching

- a greater focus on oral communication (listening and speaking skills) and grammatical items associated with texts.
- skills to lay the foundation for acquiring reading fluency, comprehension and viewing skills and strategies at all levels

Approach to EL Teaching

- the development of word study skills
- the development of writing skills and learner strategies

P5 ENGLISH CURRICULUM

- STELLAR
- Newsmaker
- Impromptu Speech Programme (Terms 1 & 2)
- Totto Chan (Literature-in-action)

Teaching Grammar

- Contextualised within STELLAR texts
- Emphasis on explicit teaching of grammar items

Teaching Vocabulary

- Develop and strengthen vocabulary knowledge
- Build rich vocabulary knowledge
- Use words appropriate for purpose, audience, context and culture

Teaching Oracy

- Embedded and encouraged through various activities
- Emphasis on explicit teaching of oracy skills to promote effective engagement and interaction

Teaching Writing

- Strengthen reading-writing connection, taking account the purpose, audience and contexts of texts
- Expand pupils' writing techniques

Teaching Reading Comprehension

- Emphasis on explicit teaching of reading comprehension skills and strategies

Marking of Comprehension OE Questions

- Pupils will be penalised for grammatical errors such as spelling, tenses and punctuation.
- Pupils will NOT be awarded marks for inaccurate quotation of word(s), phrase or sentence. (errors include spelling mistakes, omission or addition of words)

ASSESSMENT

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

Our Assessment Philosophy

- Both school-based assessment and national examinations play important and different roles in our education system.
- A balanced assessment system should have both Assessment 'for' Learning as well as Assessment 'of' Learning.

ASSESSMENT

Formative : Class Tests

(After every 2 units)

ASSESSMENT

Term 1	Term 2	Term 3	Term 4
-	Weighted Assessment 1 (15%) Reading Comprehension	Weighted Assessment 2 (15%) Writing Component	End-of-Year Examination (70%)

PRIMARY 5 TABLE OF SPECIFICATIONS - EL

PAPER	COMPONENT	MARKS	WEIGHTING
1 Writing (1h 10 min)	Situational Writing Continuous Writing	15 40	27.5%
2 Language Use and Comprehension (1 h 50 min)	<u>Booklet A (MCQ):</u> Grammar Vocabulary Vocabulary Cloze Visual Text Comprehension <u>Booklet B (OE):</u> Grammar Cloze Editing for Spelling & Grammar Comprehension Cloze Synthesis / Transformation Comprehension OE (1- 4m per question)	10 5 5 8 10 12 15 10 20	47.5%
3 Listening Comprehension (Abt 35 min)	Listening Comprehension MCQ	20	10%
4 Oral Communication (Abt 10 min)	Reading Aloud Stimulus-based Conversation	10 20	15%
Total		200	100%

Good habits for your child/ward to adopt

- ❖ Read widely (storybooks, newspaper articles, educational magazines, etc)
- ❖ Listen to good spoken English (news, documentaries, etc)
- ❖ Speak proper English (correct them when necessary)

Thank you

