

# **PRIMARY 1**

# **ENGLISH LANGUAGE**

## **2026**



# PROGRAMME

- Mission & Approach to EL teaching
- What is STELLAR?
- STELLAR & language learning
- Assessment Matters
- STELLAR & Parents

# Mission

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

# STELLAR 2.0

## ***S***trategies for ***E***nglish ***L***anguage ***L***earning ***A***nd ***R***eading

# Approach to EL Teaching

**“A Strong  
Foundation  
and Rich  
Language  
for All”.**



# The learning framework for STELLAR 2.0:

- takes into account the principles of EL Teaching and Learning
- ensures that language is taught in meaningful contexts
- integrates different areas of language learning and introducing language skills and strategies in an explicit and systematic way
- the learner at the centre of our pedagogical decisions

# Empathetic communicators, Discerning readers and Creative Inquirers



Taking reference from the above, *EL Syllabus 2020* seeks to develop these competencies in our learners through the teaching and learning of EL to enable them to be:

### **Empathetic communicators**

who possess the values, dispositions and skills to listen actively to different perspectives; communicate confidently, effectively and sensitively while collaborating with others to work towards shared goals; and balance an appreciation of the Singapore spirit with multi-ethnic and multicultural sensitivities.

### **Discerning readers**

who possess broad worldviews by staying well informed and self-directed in the use of information, and are able to distinguish fact from falsehood by processing and evaluating information, critically and with discernment according to purpose, audience, context and culture.

### **Creative inquirers**

who explore and evaluate real-world issues and multiple perspectives as well as gather and synthesise information from diverse print, non-print and digital networked sources, so as to co-create knowledge and solutions in familiar or new contexts.



### Desired Learner Outcomes

- Increased emphasis on 21<sup>st</sup> century competencies and values for effective communication

### Stronger Fundamentals, Future Learning

- Strengthened foundation in language skills and competencies
- Increased emphasis on **multiliteracies, metacognition and inquiry through dialogue**

### Curricular Alignment & Differentiation

- Enhanced learning progressions through alignment in curricular objectives, pedagogy and teaching resources that build on the learning at each level



**Multiliteracies**



**Metacognition**



**Inquiry through  
Dialogue**

- Pedagogical emphasis of MMI (multi-literacies, metacognition and inquiry through dialogue) will be introduced from Primary 1. This will continue to be strengthened in the middle to upper levels through deeper conversations about texts of different purposes.

# Approach to EL Teaching

- Instruction in the stellar 2.0 classroom adopts the whole part whole approach





**Multiliteracies**



**LISTENING, READING  
AND VIEWING**

Enjoy texts and understand that they  
serve different purposes

Shared Book Approach 1

Reading for Pleasure

Supported Reading

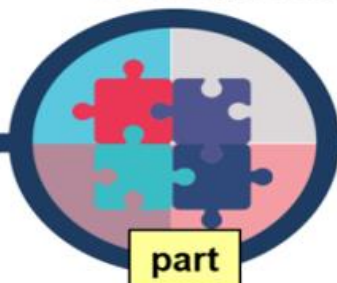
KWL

Retelling

Guided Reading



**Metacognition**



**STRENGTHENING  
LANGUAGE USE**

Understand how language choices  
affect the text purpose

Shared Book Approach 2

Think-aloud

Annotation



**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

**Differentiated Instruction**

**Gradual Release of Responsibility**

# **Each STELLAR unit of work**

- **begins with the introduction of a text that students will listen to, read and view with support from their teachers. They will enjoy the text and understand the purposes.**



# Approach to EL Teaching

- The shared book approach is introduced at lower primary.



# Approach to EL Teaching

As students move to the mid primary, texts will not only have fewer accompanying illustrations, supported reading strategies will also help the learner do more of the meaning-making in his own reading.



# STELLAR Curriculum

- As students transit from lower primary to middle primary, they continue to be exposed to a wide variety of text for different purposes through the STELLAR curriculum.





# STELLAR Curriculum

- **STELLAR**, which stands for **Strategies in English Language Learning and Reading**, continue to develop students' love for reading and strengthen their foundation in the English Language.



# Each STELLAR Unit includes...

- **Development of the four language skills**

- ☺ listening
- ☺ speaking
- ☺ reading
- ☺ writing



# Each STELLAR Unit includes...

- **Development of social skills:**
  - ☺ oral interaction among peers in non-threatening situations
  - ☺ working in partnership with other children
  - ☺ turn taking & respect for others during class discussions

# Each STELLAR Unit includes...

- **Independent learning**
  - ☺ individual reading
  - ☺ individual writing





# Primary 1 EL Programmes

- The lower primary classes enjoy various language programmes like Literature In Action and Drama in their classroom. Each year the children get to read about a chosen text or book with their teachers, watch a play by the school Drama Club on the story and take part in projects and assignments related to the themes and topics taught in the story. P1 students will be reading *The Magic Finger* and P2 students will be reading *Fantastic Mr Fox*.

# Primary 1 EL Programmes

- Literature In Action Programme
- (Roald Dahl's The Magic Finger)





# DRAMA

- **Adopts a learner-centred approach**
- **Develops linguistic skills (reading, writing, speaking and listening)**



# Holistic Assessment Overview

	P1
<b>Review Practice</b>	Semester 2 (1 practice after every 2 units)
<b>Pick-n-Tell Readers' Theatre Stimulus-based Conversation</b>	According to each STELLAR Unit
<b>Spelling &amp; Dictation</b>	Every Week (Term 2 onwards)
<b>Listening</b>	According to each STELLAR Unit
<b>Writing</b>	MLEA – According to each STELLAR Unit Individual writing (Semester 2 onwards)
<b>Literature-in-Action</b>	On-going



# Holistic Assessment Tasks

The lower primary students also go through small bite-sized assessment tasks throughout the year. These can come in the form of oral speaking and reading aloud tasks; small guided writing tasks and other listening tasks.

# Holistic Assessment Tasks

Skills	Types
Speaking	Pick-and-Tell
Reading	Readers' Theatre, Reading Passages
Listening	Listening Tasks
Writing	Group & Individual Writing Tasks
Language Use	Vocabulary, Grammar, Comprehension Spelling & Dictation

# STELLAR and Parents' Support

How then can parents play supportive roles in our children's language learning?

Parents can partner the teachers by

- Checking or signing on weekly Spelling Books
- Going through work done in her Unit Worksheets and the English Files
- Helping the children learn how to file work neatly in her daily homework file
- Reading to and reading with the children
- Going on Library Visits and trips to the bookstore

Children need plenty of support and encouragement.

Doing lots of worksheets and homework could create negative association with school and might not always be helpful.

# THANK YOU

- For more information, please email the EL department heads at:
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