

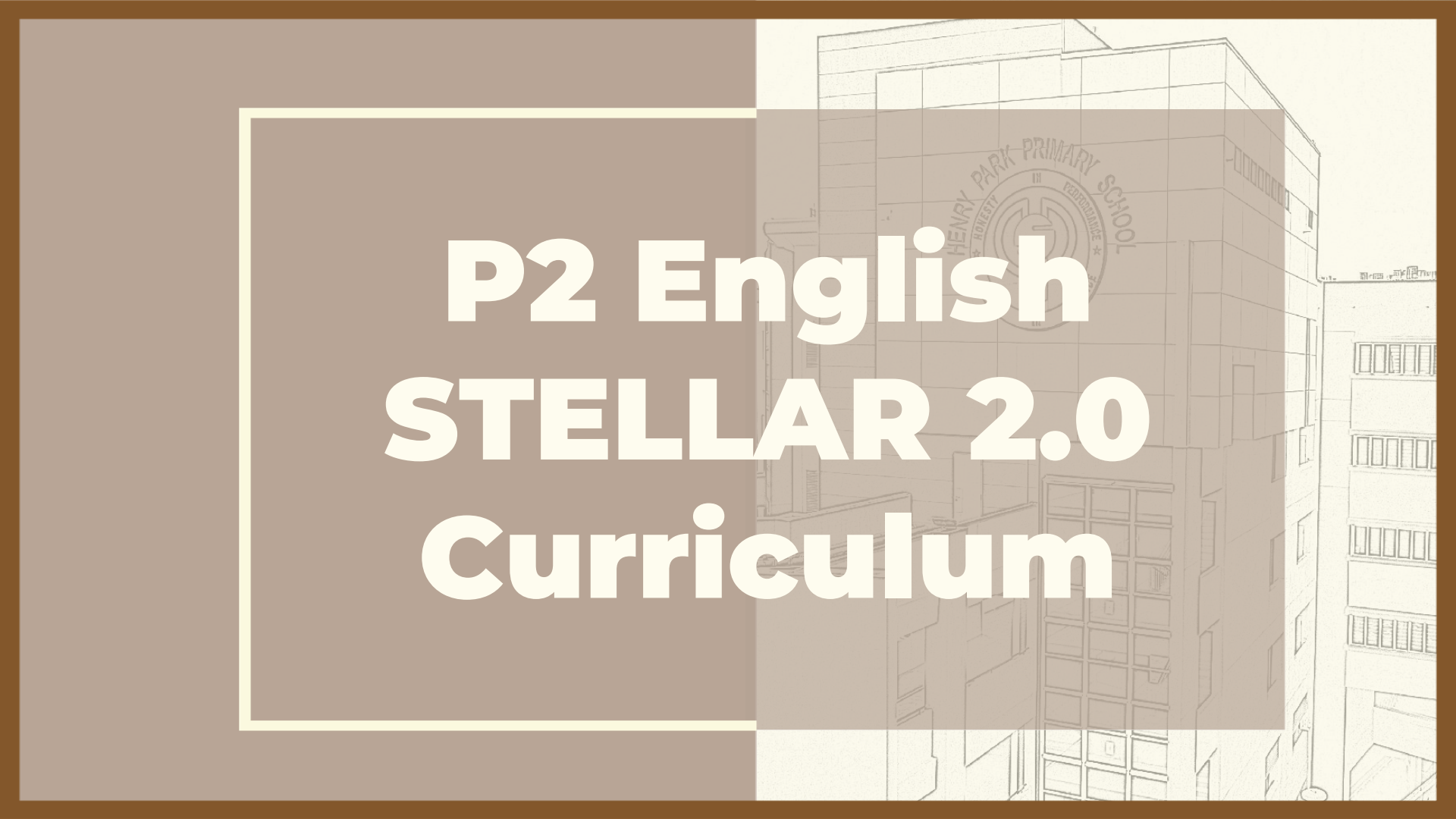
Lead with Character Serve with Talents



Primary 2 English Language

HENRY PARK PRIMARY SCHOOL

THRIVE

The background features a detailed architectural line drawing of a multi-story school building. On the upper part of the building's facade, there is a circular emblem. The emblem contains the text 'HENRY PARK PRIMARY SCHOOL' around its perimeter, with 'IN PROGRESS' at the bottom. Inside the circle, there is a stylized 'H' and 'P' monogram. The building has many windows and a modern architectural style.

P2 English
STELLAR 2.0
Curriculum

P2 English STELLAR 2.0 Curriculum

Through the **STELLAR** (Strategies for English Language Learning and Reading) programme, we strive to strengthen language and reading skills as well as promote a positive attitude towards learning through shared reading and writing experiences.



P2 English STELLAR 2.0 Curriculum

Aims to develop strong fundamentals through:

- explicit teaching of grammar
- explicit teaching of oracy skills to promote interaction and thinking
- strengthening the reading-writing connection, taking into account the purpose of texts and elements of writing
- explicit teaching of critical and close reading skills
- ring-fencing 1 period for Extensive Reading



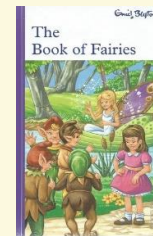
P2 English STELLAR 2.0 Curriculum

STELLAR Books	Other Components
<ul style="list-style-type: none">• Term 1 - 4 Books per term• Term 2 - 4 Books per term• Term 3 - 3 Books per term• Term 4 - 3 Books per term	<ul style="list-style-type: none">• Learning Sheets/School Worksheets• Penmanship 2• Cloze Encounters 2• Reading Comprehension 3• Listening Booklets 1 & 2• Spelling and Dictation• Journal Writing



Level Activities

- Class library books
- Reading Passport
- English Week
- Reader's Theatre
- E-scrapbook project
- Group discussions using Let's Talk cards



English Week

English Week

Includes activities such as English games, stage performances, storytelling, recitals, character parade.



THRIVE



To Encourage Extensive Reading

My Book Review

Title: _____ Author: _____

What is the story about?

Who are the main characters?

Where does the story take place?

Why do I like the story?

What did I learn from this book?

How much I enjoyed the book:

☆☆☆☆☆

Name: _____ () Class: _____

Date: _____


No.	Title of Book	Date	My Rating
21.			☺☹☹☹
22.			☺☺☹☹
23.			☺☺☹☹
24.			☺☺☹☹
25.			☺☺☹☹
26.			☺☺☹☹
27.			☺☺☹☹
28.			☺☺☹☹
29.			☺☺☹☹
30.			☺☺☹☹

Congratulations! You have completed 30 books.
Share a part of the book that you would like to change and why.

Primary 1

MY READING PASSPORT

NAME: _____ CLASS: _____



Get 1 sticker for every 2 books read!



Benefits of Reading

- Positive reading experiences encourage students to read more. The more students read, the better they become.
- Early readers can build their confidence and abilities by rereading books they are very familiar with.
- Repetition is good!
- Reading and talking about non-fiction text – not just storybooks – helps younger children learn information and skills that they need for academic success in upper grades.

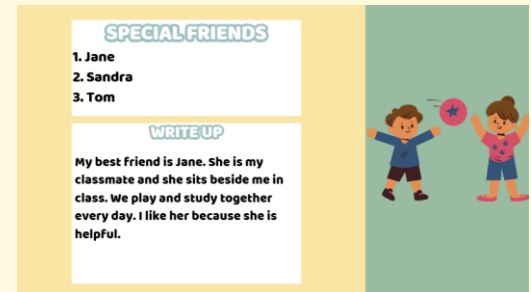
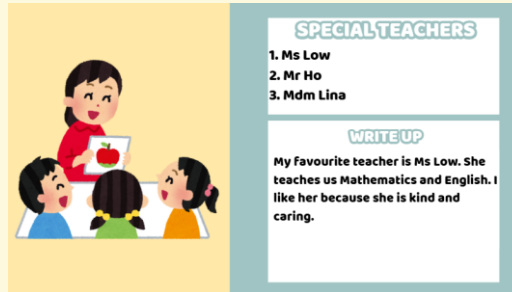


THRIVE

E-Scrapbook

Students will create an E-Scrapbook to document their life in HPPS as they write about some of their fondest experiences and moments in school.

This will be done in school.



Activities to Encourage Learning at Home

- Get your child to read and reread their favourite books – electronic or print.
- Listen to your child read and tell you stories. Follow up with conversations about the stories.
- Expose your child to new experiences and information by taking him/her to a museum, the zoo, or a different neighbourhood. Encourage them to talk about what they see.



We Use Learning Outcomes to Assess and Monitor Students' Learning

An example

Reading Aloud

- Read familiar words accurately.
- Read aloud with accuracy, fluency and expression.

(Rubrics may be used to assess the students' reading ability)



Sample Reading Passage

Read the following passage.

One evening, Tom was reading an interesting book about local food. He saw many delicious types of food and wanted to try some of them.

The next afternoon, Tom went to the market. He saw people eating different dishes such as chicken rice and seafood soup. After a while, he finally decided to eat some satay.

"This smells so good!" Tom thought happily to himself. He took a photograph of the dish before eating it.

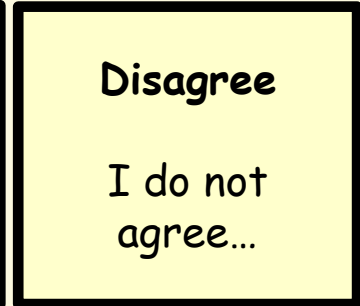
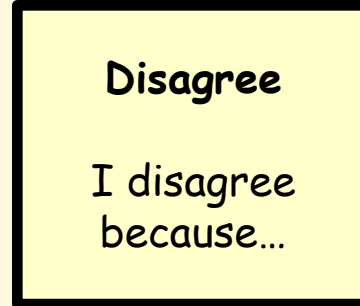
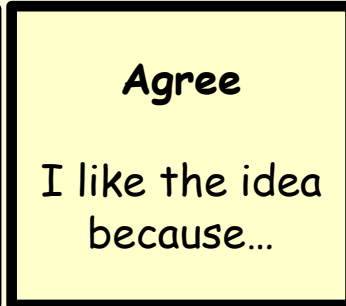
After eating, he went home for dessert. His mother had prepared some watermelon and bananas for him.



An Example

Group Discussion Using Talk Cards

- Speak clearly to express their thoughts, feelings and ideas.
- Respond to others' ideas during discussions respectfully.



Stimulus Based Conversation (SBC)
Use of TREES strategy to organise presentation

T . R . E . E . S

Thoughts

Reasons

Examples

Experiences

Suggestions



SBC Practice: What do you remember about eating out?

Teacher Prompts:

- Do you prefer to eat out or eat at home? Why?
- What types of food do you like? Why?
- Do you think we should return the trays and dishes after eating when we dine out?



THRIVE

Listening Comprehension

Listen attentively and identify relevant information.

Picture Matching

Sound Discrimination (Phonics)




Listening for details in stories.



LISTENING COMPREHENSION Date: _____
Primary 2 . Booklet 1 . Worksheet 2




Listen to your teacher. Put a tick (✓) in the brackets with the correct answer.

PART 1

 **A**  **B**  **C**

1.	Boy A ()	Boy B ()	Boy C ()
2.	Boy A ()	Boy B ()	Boy C ()
3.	Boy A ()	Boy B ()	Boy C ()
4.	Boy A ()	Boy B ()	Boy C ()
5.	Boy A ()	Boy B ()	Boy C ()
6.	Boy A ()	Boy B ()	Boy C ()

LISTENING COMPREHENSION Worksheet 2
PART 2

 **D**  **E**  **F**

7.	Girl D ()	Girl E ()	Girl F ()
8.	Girl D ()	Girl E ()	Girl F ()
9.	Girl D ()	Girl E ()	Girl F ()
10.	Girl D ()	Girl E ()	Girl F ()
11.	Girl D ()	Girl E ()	Girl F ()
12.	Girl D ()	Girl E ()	Girl F ()

fill in the details 4 © Teachers' Production

fill in the details 5 © Teachers' Production

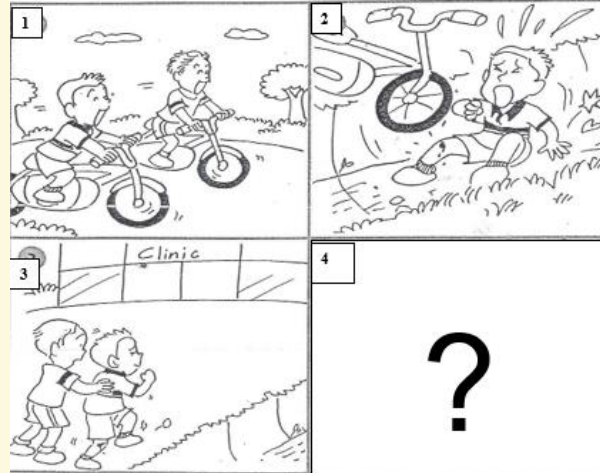
Picture Writing

Write short paragraphs to recount events, describe details and use tenses and connectors accurately.

Journal Writing

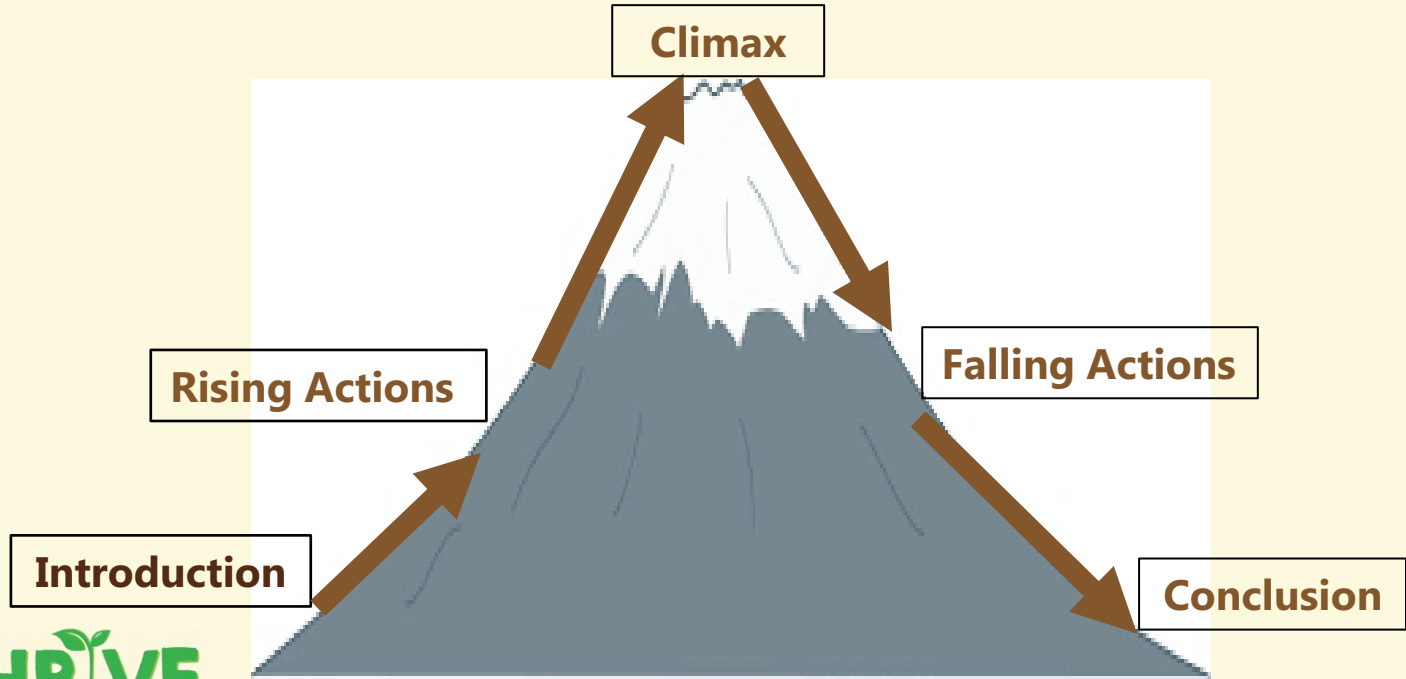
Example: Write about your experience at the zoo.

Picture Writing



THRIVE

Composition – Use of Story Mountain to Plan and Organise Writing



THRIVE

Assessment

There will be no weighted assessments for Primary 2 students.

Teachers will carry out on-going formative assessments to check students' learning and provide feedback for improvement.





THRIVE

THANK YOU