2019 P1 EL Parents' Briefing

Developing **Strong** Home-School **Partnership**

EL Department Vision

Passionate learners and effective users of English Language at work and play

Areas of Language Learning

- Listening and Viewing

- Reading and Viewing

- Speaking and Representing

- Writing and Representing

- Grammar

- Vocabulary

Learning the English Language

- In context through extended, authentic texts, e.g. storybooks

- Explicit teaching of grammar through Shared Book Approach

- Explicit teaching of soft skills, e.g. Discussion Skills

- Co-construction of speaking proficiency

- Scaffolded writing

Writing
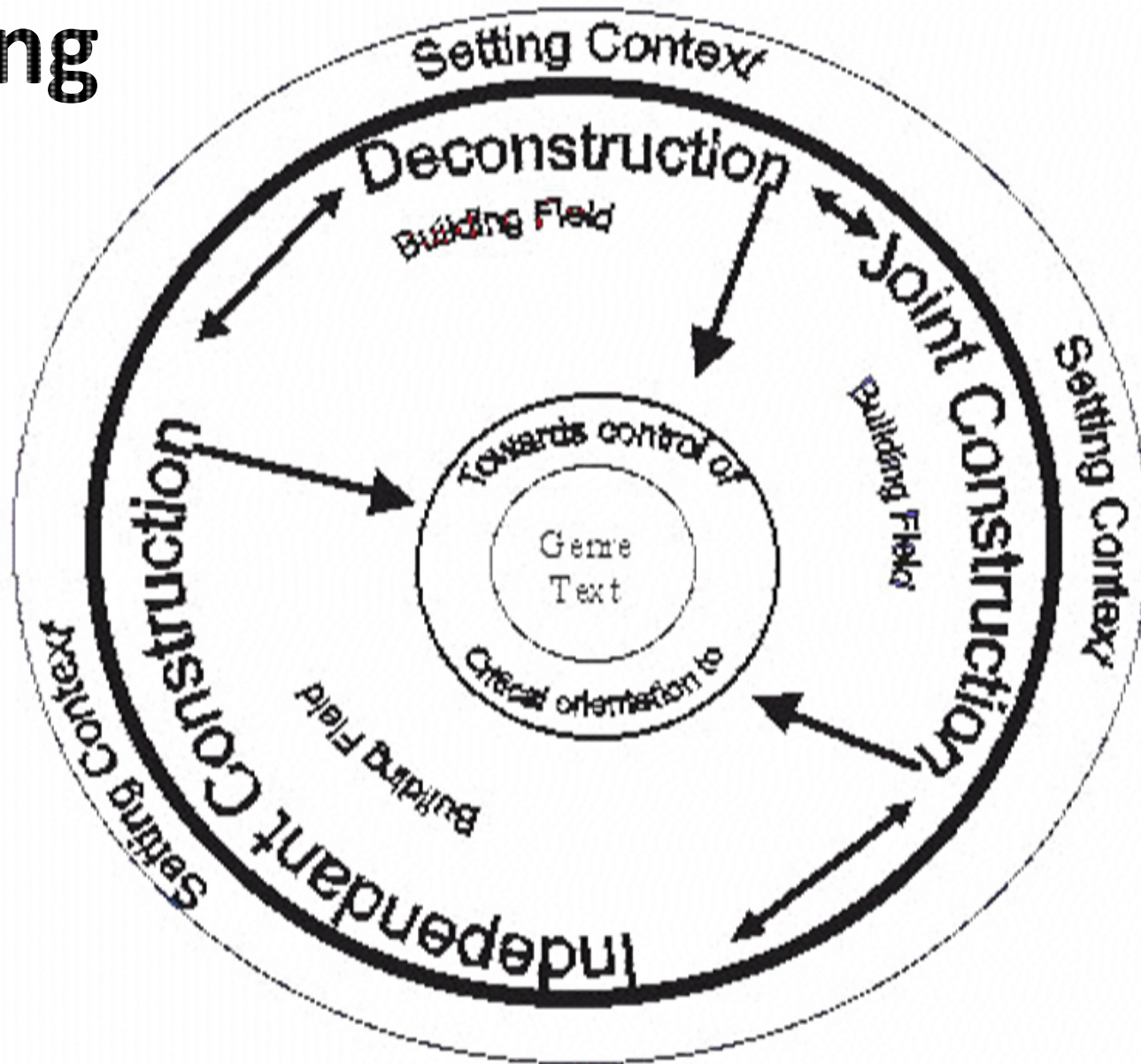
Speaking

"Reading and writing float on a sea of talk" (Britton, 1970, p.164)

Academic conversations allow students to closely examine, scrutinize, criticize, validate and shape the ideas being discussed. Such skills allow students to develop intellectual agility (Brookfield and Preskill, 2005).

Speaking

Bloom's Taxonomy: Question Stems

REMEMBER / KNOWELDGE

What is ____? Where is ____? Who were the main ____? Why did ____? When did ____? How would you show ____?	How did ____ happen? Which one ____? How is ____? When did ____ happen? List three ____. How would you describe ____?	What do you recall about ____? Select ____. How would you explain ____? Who was ____?

UNDERSTAND / COMPREHENSION

How would you explain ____? How would you identify ____? How are these alike? Different? How would you differentiate between ____? What do you conclude from ____?	What characteristics identify ____? What is the difference between ____? What relationship exists between ____? What patterns exist ____?	What could be a reason for ____? What can you interpret from the graph/table? Which does not belong? What would happen if ____?

APPLY / APPLICATION

How would you make use of ____? How does ____ apply to ____? How would you modify ____? Under what conditions would you ____? How could you apply what you have read to construct ____?	How would you use the facts to investigate ____? Using what you know, how would you design ____? Utilize ____ to ____. Illustrate a way to ____. What other way would you demonstrate ____? Identify the results if ____?	Predict what would happen if ____? What would result if ____? Show me a way to organize ____. Why does ____ work? Using what you have learned, how would you solve ____?

ANALYZE / ANALYSIS

Determine what could have caused ____? Discuss the pros and cons of ____? Explain why it is not possible for ____. How would you order ____? How would you document ____? Justify your conclusion about ____. Why do you think ____? What fallacies influenced ____?	What are the components of ____? What is the reason for ____? What observations can you make from ____? What evidence will support/refute ____? What relationship exists between ____? What inference can you make/were made from ____?	What assumptions can you make/were made about ____? What is your analysis of ____? What ideas validate ____? What conclusions can you deduce ____? Under what conditions ____? Using the assumption of the ____ theory, analyze ____?

8

Speaking

EVALUATE / SYNTHESIZE		
Create/propose an alternative to ____? How would you improve ____? Devise a way to ____? Hypothesize the reason for ____? Design a fair test for ____. Predict the outcome of ____? Develop a theory to explain ____.	Propose a hypothesis/an experiment for ____. Develop a model to represent ____. Think of an original way to represent ____. Develop an experiment to determine ____. What solutions would you suggest for ____? Elaborate on ____.	What could be done to integrate ____? How would you test ____? What would happen if ____? How would you combine ____ to create a different ____? What changes would you make to revise ____?

CREATE / EVALUATION		
Based upon the evidence, explain your choice. Compare the ideas of ____. How else would you ____? How would you critique ____? How would you interpret ____? How would you verify ____?	How would you determine the facts about ____? How would you prove/disprove ____? Rate the ____. State a case that would support/reject ____. What is the most important ____? What data was used to evaluate ____? What would you conclude about ____?	What is the significance of ____? What criteria would you use to assess ____? What choice would you have in ____ situation? What data was used to evaluate ____? What is your opinion of ____? Which ____ is valid? Would it be better if ____? Why/why not?

Language Support for Speaking

I believe _____ (statement) because _____ (justification).

I know that _____ is _____ because _____.

Based on _____, I think _____.

Source: Ross, D., Fisher, D., & Frey, N. (2009). The art of argumentation. *Science and Children, 47*(3), 28–31.

Explicit Teaching of Discussion Skills

Language Focus: Speaking & Representing
Learning Target: I can speak with clarity and confidence.

Discussion Skills	My Contribution Level		
	I am trying	I am better at	I am very good at
1) I respect my friends and listen when they speak.	☐	☐	☐
2) If I do not agree with my friend's comments, I comment nicely. *(I don't agree because…)*	☐	☐	☐
3) I take turns to speak so that everyone has a chance to speak.	☐	☐	☐
4) I look at my friends when they speak so that they know I am interested in what they are saying.	☐	☐	☐
5) I answer questions with useful information that I learnt by reading or through an experience.	☐	☐	☐
6) I give my opinion and back it up with a reason. (I agree because…/ This is wrong because…)	☐	☐	☐

Adapted from Moss, C.M., & Brookhart, S.M. (2009). *Advancing formative assessment in every classroom: A guide for instructional leaders.* Alexandria, VA: ASCD.

In the next discussion, I plan to work on:

_____

_____

School-based Platforms to Nurture Confident Speakers

❖ **Book Talk**

❖ **Straight from the Heart**

Learning Support Programme

- Early intervention for selected students

P1 Holistic Assessment

Platforms to assess students' learning include:

- Picture Matching
- Penmanship
- Pick-and-Tell
- Spelling
- Reading Aloud
- Language Use
- Presentation
- Writing

Working Hand-in-Hand

- Read to and with your child (different genres)
  - Go to the library together
  - Allow for personal choice

- Go through your child's files and books (when they   are returned for signature)
  - Remind your child to do corrections
  - Monitor penmanship of your child

- Play language games, e.g. Scrabble

- Encourage your child to give his/her views and   opinions respectfully during conversations

- Provide attention to non-written homework (ebooks & Retelling – praise effort)

Recruiting Parent Volunteers

For e.g. Reading Dads and Moms & Game Masters

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Thank you in advance for your support and cooperation