

EL Department

Primary 3 Parent-Teacher Meeting 2019

25 January



EL Department 2019

Radin Mas Primary School

A School Where All Work Hard, Play Hard and Make A Mark

EL Department Vision

Passionate learners,

effective and responsible users of English Language
at work and play.



Passionate Learners

- Self-directed in improving one's command of the language
- Explore and evaluate real-world issues and multiple perspectives to co-create knowledge and solutions in familiar or new contexts

Effective Users of EL

- Possess values, dispositions and skills to listen to different perspectives
- Communicate confidently, effectively and sensitively while collaborating with others to work towards shared goals

Responsible Users of EL

- Possess broad worldviews by staying well informed and self-directed in the use of information
- Able to evaluate information, critically and with discernment according to purpose, audience, context and culture



Areas of Language Learning

Listening
and Viewing

Reading and
Viewing

Speaking and
Representing

Writing and
Representing

Grammar

Vocabulary



EL Paper Components (P3)

| PAPER | COMPONENT | CONTENT | WEIGHTING |
|----------------------|--------------------------------|---|-----------|
| 1 (50 min) | Composition | Continuous Writing | 20% |
| 2 (1h 15 min) | Language Use and Comprehension | Grammar | 50% |
| | | Vocabulary | |
| | | Grammar Cloze: Passage 1 | |
| | | Grammar Cloze: Passage 2 | |
| | | Vocabulary Cloze | |
| | | Synthesis & Transformation | |
| | | Comprehension: Passage A | |
| | | Comprehension: Passage B | |
| 3 (40 min) | Listening Comprehension | Picture Matching, Sequencing, Note-Taking, Text | 14% |
| 4 | Oral | Reading Aloud | 16% |
| | | Stimulus-based Conversation | |
| Total: | | | 100% |

Key Department Programmes for Primary 3 include:

Straight from the Heart

Sustained Silent Reading (SSR)

Impromptu Speaking

CW Group Discussion and Presentation

Schema Enhancement and Conversations on Real-World Topics

Media Resource Library Events



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



Working Hand-in-Hand

- Provide spaces and time for your child to **read**
 - Ask them questions such as, “what are their favourite books” and “why are these their favourite”
- 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
 - Allow your child to share with you what they think their learning gaps are for the term
- Encourage your child to give his/her views and opinions **respectfully** during conversations
- Provide attention to **non-written work** (for e.g. conversations on real-world topics)



Working Hand-in-Hand

PROVIDE ADEQUATE CHALLENGE

- **Stimulating Environment**
 - Provide opportunities for challenges
 - Nurture your child's talents
- **Structure**
 - Set consistent and realistic expectations
 - Maintain daily routines with clear boundaries
 - Assign responsibilities (e.g. household chores)
- **Supervision**
 - Monitor your child's progress
 - Look out for signs of distress



PROVIDE HIGH SUPPORT

- **Responsive Environment**
 - Know your child's needs
 - Be present
- **Role Modelling**
 - Role model social skills
 - Be consistent in teaching and setting examples
- **Reassurance**
 - Encourage your child regularly and intentionally
 - Tell your child "I believe in you"



Let's work together to develop the students to be...

Passionate learners,

effective and responsible users of English Language
at work and play.

