STELLAR: Strategies for English Language Learning and Reading

An English Language Curriculum for Primary Schools in Singapore
PROGRAMME

● What is STELLAR?
● STELLAR & language learning
● The STELLAR Curriculum
● Holistic Assessment Plan
● Learning Support Programme (LSP)
● Flagship Programme
STELLAR & Language Learning

- Teaching and learning of English using more speaking and listening activities

- Children learn reading and writing using rich and interesting books, with discussions led by the teacher.
STELLAR is different because...

- Classroom environment is:
  - ☺ focused on children’s interaction rather than on teacher talk
  - ☺ enriched with children’s written language
  - ☺ filled with various reading materials for children’s use
STELLAR is different because...

- English language learning is achieved through:
  - vocabulary learned in books
  - expression of thoughts in oral and written forms
STELLAR is different because...

- English language learning is achieved through:
  - ☺ discussions with other children and the teacher
  - ☻ informal peer interaction
STEELAR needs Parents’ Support

• Home support – help your child learn English by providing English language reading materials at home.

• Activate child’s interest – show your child that you believe learning English is both enjoyable and useful in your daily life.
STELLAR needs Parents’ Support

- Role models – read and write notes and messages in front of your child.

- Understanding – English language learning requires frequent exposure to listening, speaking, reading and writing opportunities and activities rather than use of worksheets alone.
What is a STELLAR lesson like?

1. Shared Reading Experiences
   - Big Book reading
   - Engage in oral discussions with teacher and peers

2. Shared Writing Experiences
   - Teacher models writing using children’s language.
   - Children engage in writing together & independently.

3. Language Use Activities in Learning Centres
   - Teacher prepares mini lessons based on specific needs of children.
   - Reading & writing activities
**Shared Book Approach (SBA)**

- Reading of Big Books
- To provide an enjoyable experience with books for all children
- To teach and reinforce word identification skills, vocabulary and language structures as specified in the MOE English syllabus
Modified Language Experience Approach (MLEA)

- To provide enjoyable and motivating shared experiences that can be
  - thought about
  - talked about
  - written about
  - read and reread
Modified Language Experience Approach (MLEA)

- Class and Group Writing activities
- Provide scaffolding and support pupils for developing independent writing and editing skills.
Learning Centres (LC)

- Designated areas in the classroom

- Small groups of children gather for the reinforcement and extension of lessons learnt
### P1 HOLISTIC ASSESSMENT PLAN
**ENGLISH 2014 (Portfolio)**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Listening Comprehension (x 2 practices)</td>
<td>Listening Comprehension (oral booster &amp; test)</td>
<td>Listening Comprehension (x 1 practice)</td>
<td>Listening Comprehension (x 1 practice)</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Show-and-Tell (x 2 templates) (self &amp; peer assessment)</td>
<td>Show-and-Tell (x 1 template) (self &amp; peer assessment)</td>
<td>Picture Discussion (x 1 templates) (x 1 checklist)</td>
<td>Picture Discussion (x 1 template) (x 1 checklist)</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>(word order practice)</td>
<td>Group Writing (word order practice/writing)</td>
<td>Individual Writing &amp; Penmanship (learning journey &amp; test)</td>
<td>Individual Writing &amp; Penmanship (test)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20%</td>
<td>35%</td>
<td>45%</td>
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Show-and-Tell

- Pupils to describe a given object.

- Pupils will be given sufficient practice before assessment.
# ENGLISH Term 2 Show-and-Tell

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Details / Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence</td>
<td>Able to speak audibly&lt;br&gt;Able to look at the audience when speaking</td>
</tr>
<tr>
<td>Preparation</td>
<td>Able to present ideas in a logical sequence</td>
</tr>
<tr>
<td>Content</td>
<td>Able to use relevant and creative/ interesting ideas to describe the object</td>
</tr>
<tr>
<td>Legend:</td>
<td>Getting there....</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------</td>
</tr>
<tr>
<td>☺☺☺☺</td>
<td>Got it!</td>
</tr>
<tr>
<td>☺☺☺</td>
<td>Well done!</td>
</tr>
<tr>
<td>☺</td>
<td>Wow!</td>
</tr>
</tbody>
</table>
Learning Support Programme (LSP)

- An MOE early intervention programme for P1 and P2 pupils with weak oral and reading skills in English
- Daily support by qualified teachers designated as Learning Support Coordinators
Learning Support Programme (LSP)

- Focuses on:
  - Alphabetic knowledge
  - Sound-letter correspondences
  - Fluency
  - Vocabulary
  - Reading comprehension
Learning Support Programme (LSP)

- Supports pupils for 1 to 2 years
- Pupils taught in small groups of 8-10 pupils
- Daily; 30-min session
- Conducive learning environment
Reading Programme@CTP

- Collaboration with National Library Board
  - Age-appropriate reading activities
  - i.e. storytelling sessions, Read-Swap-Share, Reading Period
  - NLB Membership
Thank you!