



PRIMARY 2 ENGLISH LANGUAGE

Parents' Briefing



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



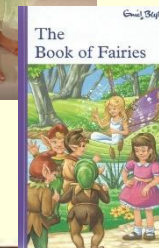
P2 English STELLAR 2.0 Curriculum

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 - e.g. book reviews, book mark making, storytelling sessions, character parade
- Reader's Theatre
- E-scrapbook project
- Group discussions using Let's Talk cards





English Week

- activities such as word games, stage performances, storytelling, Book Day



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** — not just storybooks — helps younger children learn information and skills that they need for academic success in upper grades.





E-Scrapbook (PPT)

Pupils 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.

Title




Name
Class

Special Friends

1. Tom
2. Max
3. Gary

My best friend is Tom. He is my classmate and he sits beside me in class. We play and study together every day. I like him because he is smart and caring. He likes cycling and playing tennis just like me.



Most Memorable School Event




My most memorable school event was the Chinese New Year celebrations. It was different from last year as we attended the concert via zoom. The Chinese dance and Chinese orchestra students put up amazing performances. My favourite parts of the concert were the teachers' new year wishes and lion dance performance. I felt excited to see my teachers and appreciate the effort that they had put in to make it a special day for us.

Special Teachers

1. Mr Low
2. Ms Ho
3. Mdm Lina

My favourite teacher is Mr Low. He teaches us Mathematics and English. I like him because he is kind and patient. He likes to tell us interesting stories and funny jokes.





Activities to support language 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 pupils' learning

An example

Reading Aloud

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

(Rubrics may be used to assess the pupils' 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.

Agree
I like what you
have said...

Agree
I like the idea
because...

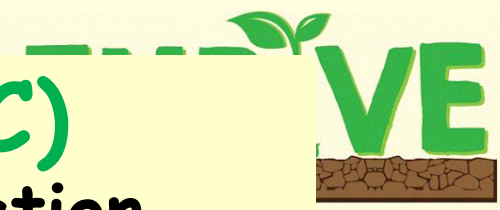
Disagree
I disagree
because...

Disagree
I do not agree...



Stimulus Based Conversation (SBC)

Use of TREES strategy to organise presentation



T

Thoughts

.

R

Reasons

.

E

Examples

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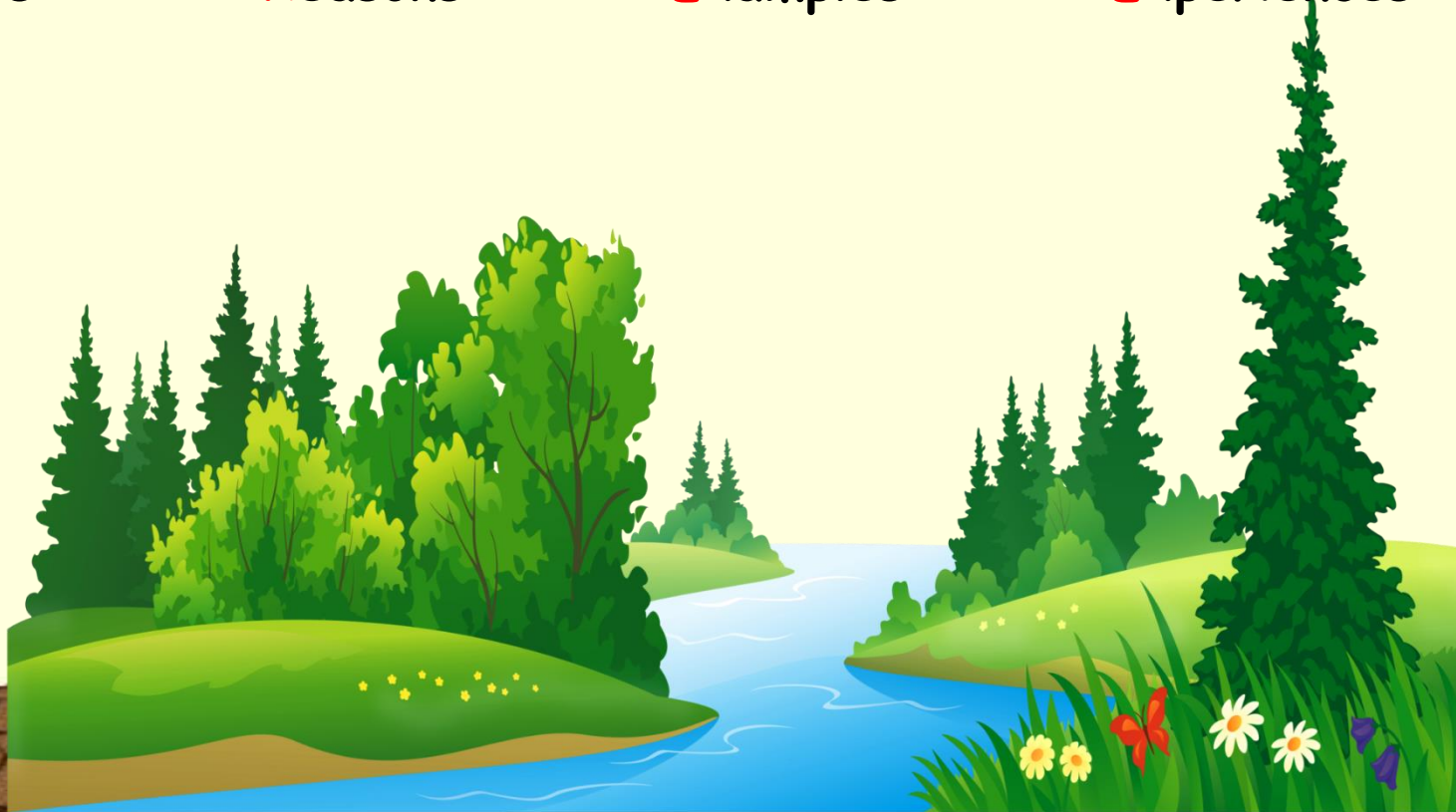
E

Experiences

.

S

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?



Listening Comprehension

- Listen attentively and identify relevant information.

Picture Matching






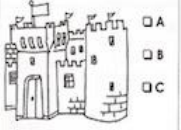
An example:

Sound Discrimination (Phonics)

Listening for details in stories.





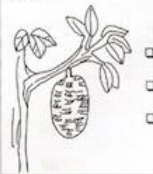
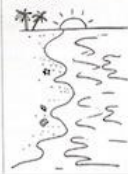
LISTENING COMPREHENSION Date: _____
Primary 2 . Booklet 1 . Worksheet 4

Listen to your teacher. Put a tick in the box with the correct answer next to it.

Picture 1  <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	Picture 2  <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
Picture 3  <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	Picture 4  <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
Picture 5  <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	Picture 6  <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C

skill: making inferences © Teachers' Production

LISTENING COMPREHENSION Worksheet 4


Picture 7  <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	Picture 8  <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
Picture 9  <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	Picture 10  <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
Picture 11  <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	Picture 12  <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C

skill: making inferences © Teachers' Production

LISTENING COMPREHENSION Date: _____
Primary 2 . Booklet 1 . Worksheet 5

PART 1
Read this notice. Your teacher will read some questions about it to you.

LOST DOG



Please help us find our dog. It is a brown beagle. His name is Cookie. He has a red collar.

We lost him at the Sun Vista Park. If you find him, please call the Lee Family at 1234432. We will give you a reward!

Underline the correct answer.

1.	Cookie	the Lee Family	Sun Vista
2.	to find a lost dog	to sell a dog	to give a dog a home
3.	Lee	Beagle	Cookie
4.	red	brown	black
5.	a collar	a cookie	a reward
6.	1234342	1234432	1334432

skill: analysing information 10 © Teachers' Production



Individual Writing

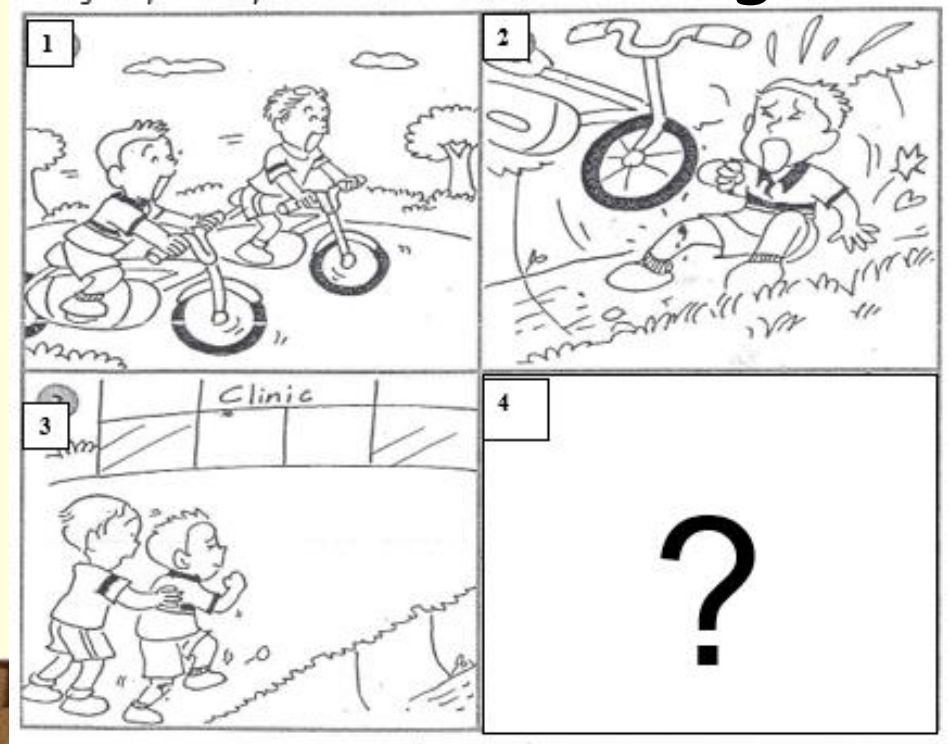
- Write short paragraphs to recount events, describe details and use tenses and connectors accurately.

Journal Writing

Example: Write about your experience at the zoo.

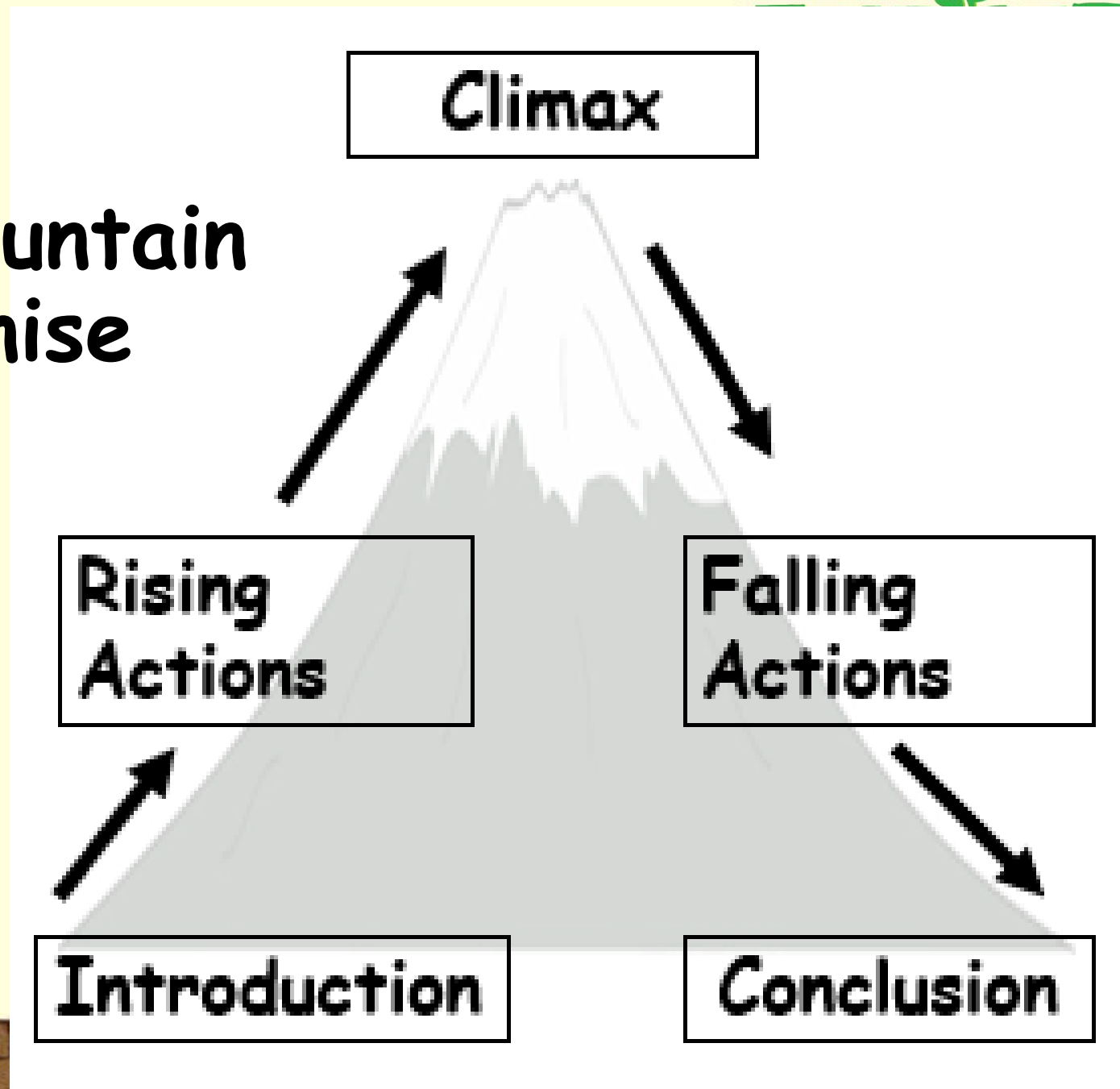
and

Picture Writing





Composition - Use of Story Mountain to plan and organise writing





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.



THANK
YOU!

