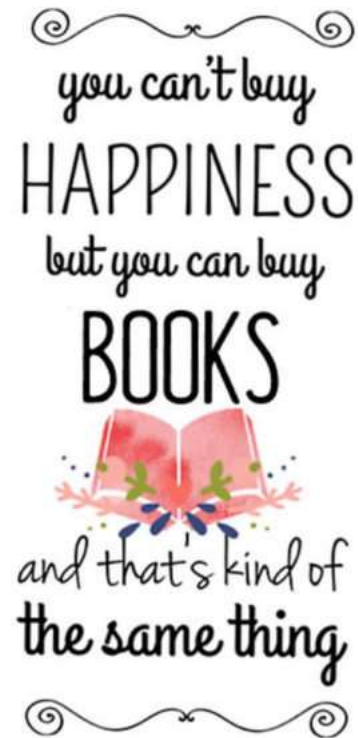


English Department 2019



Our Vision

Every Saint, an active listener, eloquent speaker,
a critical reader and skilled writer

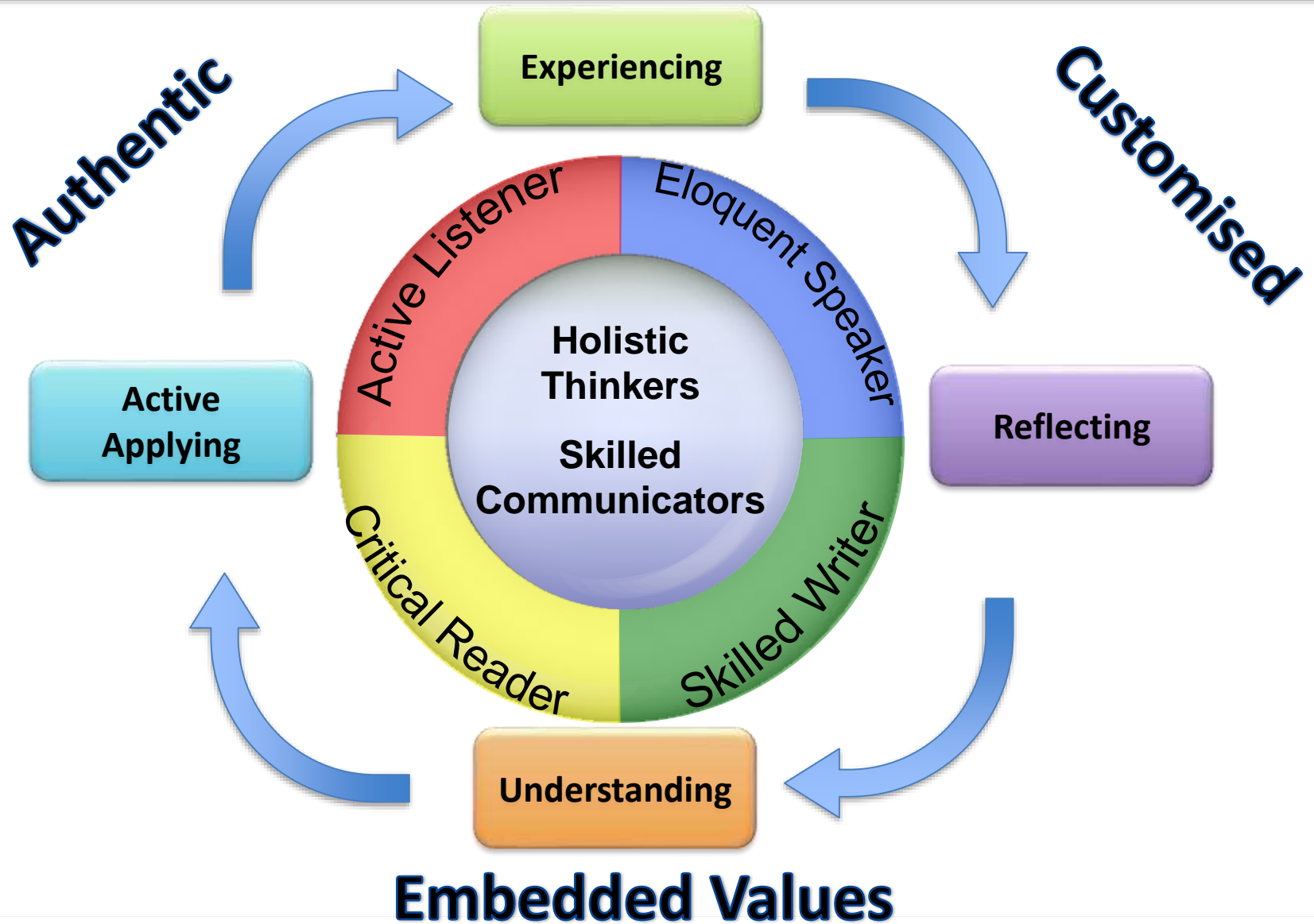
Our Mission

To inspire the love for language through rich
learning environments, creative activities and
positive role models



Our Vision

Every Saint, an active listener, eloquent speaker, a critical reader and skilled writer



Our Mission

To inspire the love for language through rich learning environments, creative activities and positive role models

What's coming in 2019?

- More opportunities for developing the eloquent speaker in your boy
 - Book Talks
 - Classroom presentations (book reports, mini projects)
 - Debates
 - Library quests
- More opportunities for developing the skillful writer in your boy
 - Writing cycles
 - Reflections
 - Hearts and Voices: Volume 4(Publication)



EXAMINATION FORMAT

Candidates will be assessed in the following areas:

PAPER	COMPONENT	ITEM TYPE	NO. OF ITEMS	MARKS	WEIGHTING	DURATION
1 (Writing)	Situational Writing	OE	1	15	27.5%	1 h 10 min
	Continuous Writing	OE	1	40		
2 (Language Use and Comprehension)	Booklet A: Grammar	MCQ	10	10	47.5%	1 h 50 min
	Vocabulary	MCQ	5	5		
	Vocabulary Cloze	MCQ	5	5		
	Visual Text Comprehension	MCQ	8	8		
	Booklet B: Grammar Cloze	OE	10	10		
	Editing for Spelling and Grammar	OE	12	12		
	Comprehension Cloze	OE	15	15		
	Synthesis / Transformation	OE	5	10		
	Comprehension OE	OE	10	20		

3 (Listening Comprehension)	Listening Comprehension	MCQ	20	20	10%	About 35 min
4 (Oral Communication)	Reading Aloud	OE	1 passage	10	15%	About 10 min (5 min preparation time; about 5 min examination time)
	Stimulus-based Conversation	OE	1 visual stimulus	20		
Total				200	100%	

Legend:

MCQ Multiple-choice questions

OE Open-ended questions

More information:

https://www.seab.gov.sg/docs/default-source/national-examinations/syllabus/psle/2019_psle_subject_info/0001_y19_sy.pdf



Continuous writing

Write a composition of at least 150 words about **making a choice**.

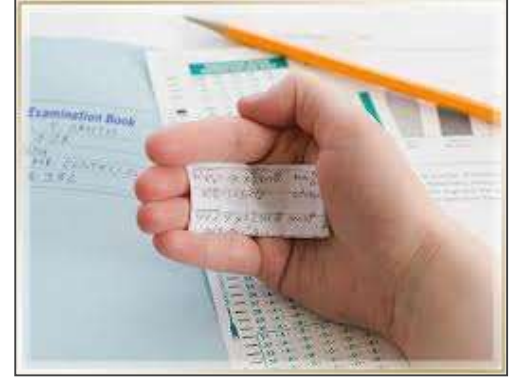
The pictures are provided to help you think about this topic. Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the choice?
- What did you consider when making the choice?

You may use the points in any order and include other relevant points as well.

The composition must be relevant to the topic and the pictures given



**HEARTS AND VOICES
VOLUME 1**



**HEARTS AND VOICES
VOLUME 2**



ST. ANDREW'S JUNIOR SCHOOL 2016

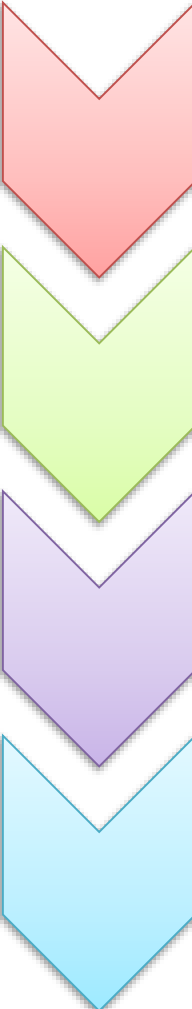
**HEARTS AND VOICES
VOLUME 3**



ST ANDREW'S JUNIOR SCHOOL 2018



Comprehension

- 
- Demonstrate comprehension of a range of texts at the literal and inferential levels.
 - Show understanding of implied meaning and make judgment and evaluation, by reading and/or viewing closely and critically.
 - Show understanding of how contextual use of grammatical items shapes meaning.
 - Demonstrate the correct use of grammar, spelling and punctuation, and the appropriate use of vocabulary in given contexts.

Example

Based on the passage, state whether each statement in the table below is true or false, then give one reason why you think so. (3m)

	True/False	Reason
The captain of <i>Eagle Corona</i> and his crew were prepared for the first pirate attack.		
Pirates are becoming more violent.		
All ships travelling to Taiwan, China, Hong Kong and Japan have been attacked.		



Example

Choose words from paragraphs 1 and 2 which have opposite meanings to the words below. (3m)

<u>gentle</u>	
<u>encourage</u>	
<u>succeeded</u>	



DAN THE DETECTIVE

KEY SIGNATURE PROGRAMME

HOLISTIC THINKER (COMPREHENSION)



DEVELOPING THE 4 CHARACTERS



Code Breaker

Vocabulary
Building
activities



Meaning Maker

Making
Thinking
Visible
strategies



Text User

Text types

SLICK



Text analyst

Question
Answer
Relationship

Ways we hope to partner you

- Active listener
 - Role model good listening by paying attention to
 - What your boy is saying
 - How he is saying it
 - What he means (probe deeper when necessary)
 - Ask questions that begin with ‘What’, ‘How’ and ‘Why’ to encourage your boy to express himself beyond a simple ‘yes’ or ‘no’
 - Share how body language affects what we say and how it is interpreted



Concerns

- Speaking and Listening
 - Thinking more deeply so that they are able to support what they say or hear
 - Speaking with expression and confidence
 - Learning to disagree with others respectfully (and building on each other's ideas)
- How you can help
 - Encourage them to support what they say by asking, "What makes you say that?"



Ways we hope you can partner us

- Eloquent speaker
 - Role model good pronunciation
 - Role model speaking with clarity and confidence
 - Emphasise the MTV thinking routine before speaking (Claim-Support-Conclude and ‘What makes you say that?’)
 - Watch examples of good and creative speaking (newscasters, radio DJs, audio books)



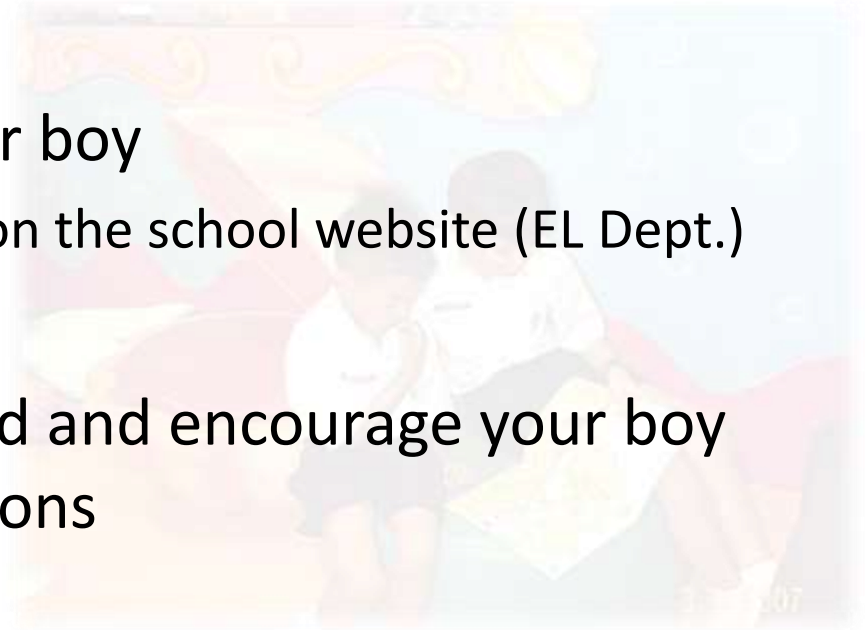
Concerns

- Boys may lack the confidence to express themselves even though they have good ideas
- Boys may not provide enough of their own personal responses to a question
 - Emphasise the need for thoughtful answers (thinking process is important)
- Boys need more guidance in varying their tone and volume while reading
- Our boys can learn to pay attention to their body language while speaking
 - Posture
 - Eye contact
 - Being still (not fidgeting too much)



Ways we hope you can partner us

- Critical reader
 - Role model reading for pleasure and for information
 - Identify a quiet corner to read with your boy without distractions
 - Read good books with your boy
 - Refer to online reading list on the school website (EL Dept.)
 - Read a VARIETY of genres
 - Discuss what you have read and encourage your boy to share his personal opinions



Ways we hope you can partner us

- Skilled writer
 - Role model writing (This can be reflections, thank-you notes, recipes and even short stories)
 - Emails to one another using the format that they will be taught
 - Encourage your boy to write reflections of what he learnt in school
 - Refer to examples in Hearts and Voices: Volume 1 & 2 & 3
 - Practise, practise, practise



Certain concerns

- Being able to go beyond describing events to describing the F.A.T.S of their characters
 - Feelings
 - Actions
 - Thoughts
 - Senses
- Checking their work to reduce all careless mistakes



Concerns

- Boys tend to be careless with their punctuation marks
- Boys need more guidance in their sentence structures
- Boys should check their work to prevent careless spelling errors



Celebrating our Strengths

- Boys are very positive in learning
- Boys are enthusiastic during lessons
- Boys are very creative



Celebrating our new library!



*A space to read, make,
learn, and perform!*



Thank you parents!

*Lives are in the making here,
Hearts are in the waking here,
Mighty undertaking here,
Up and On!*



Questions and feedback

