The background of the slide features a collage of images. The top half shows a group of diverse primary school students, some wearing face masks, smiling and posing. The bottom half shows a stylized, dark blue illustration of the Jurong West Primary School building, with its name visible on the facade.

Primary 4 (Kindness) English Language Subject Briefing for Parents 2026



INNOVATIVENESS ENGLISH LANGUAGE TEACHERS

Class	Teachers
Kindness 1	Mdm Norazleen
Kindness 2	Mdm Sakun
Kindness 3	Mrs Vivienne Nai
Kindness 4	Mr Irwan
Kindness 5	Ms Tan Rena



JWPS ENGLISH LANGUAGE DEPARTMENT

VISION AND MISSION

VISION

A Joyful learner,
a Creative and Critical
thinker and
an Empathetic leader.

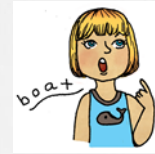
MISSION

To inculcate the joy of
learning through the
provision of a language-
rich environment where
students acquire and
use the standard
English proficiently and
confidently.



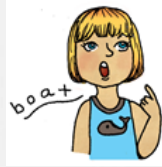
COMPONENTS

- Listening and Viewing
- Speaking and Representing
- Reading and Viewing
- Writing and Representing
- Grammar and Vocabulary



COMPONENTS

- **Receptive Skills**:- skills that are required for the making of meaning from ideas or information
- Listening and Viewing
- Reading and Viewing



- **Productive Skills**:- skills that enable the creating of meaning
- Speaking and Representing
- Writing and Representing



COMPONENTS

• **Knowledge about Language**:- The building blocks that are required for the application of the receptive and productive skills for effective communication

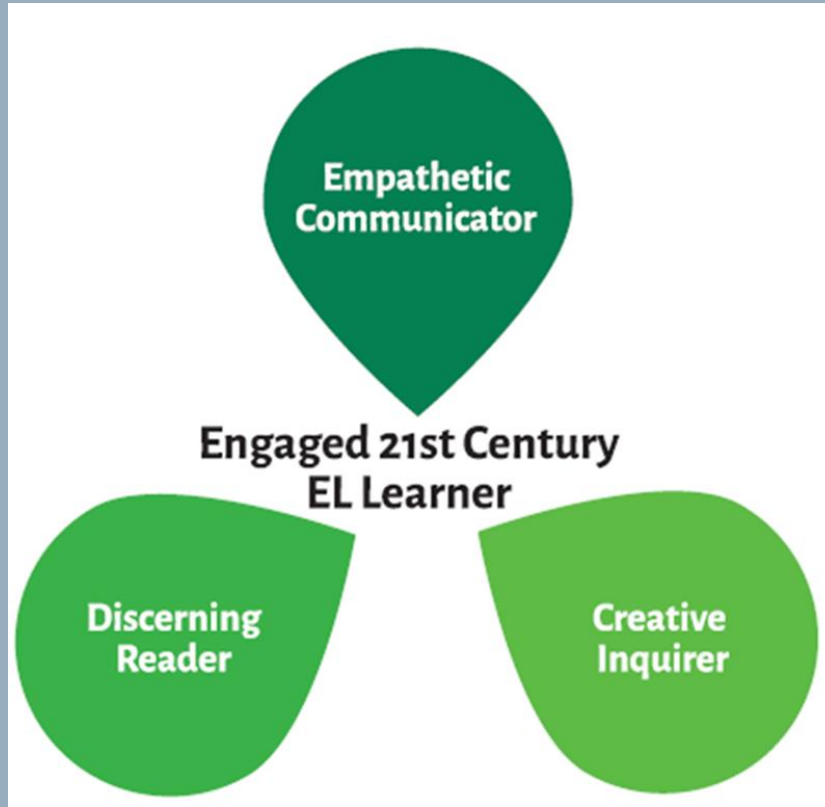
- ✓ Grammar
- ✓ Vocabulary



Curriculum: STELLAR 2.0 @ JWPS

- > uses a contextualised approach to EL learning with systematic and **explicit grammar instruction**
- > makes **extensive use of stories and articles** to enrich students' learning emphasise on foundational skills in grammar and vocabulary
- > provides students with **opportunities** to speak extensively, discuss and share their views with the teacher and their peers in an enjoyable and purposeful environment.






CHILDREN WHO LOVE
READING AND HAVE A
STRONG FOUNDATION IN
THE ENGLISH LANGUAGE



Overview of Key ★Strategies★ in STELLAR^{2.0}

	P1-P2	P3	P4	P5	P6	
Oracy	★ Literacy Stations (P1-P2)	★Exploratory talk* ★Presentational talk				★Think-aloud* ★Inquiry through dialogue* ★Jigsaw* (from P5)
Reading & Viewing		★Extensive Reading (ER)*				
		★Shared Book Approach (SBA) (up to P3A)		★Retelling		
		★Word study	★Supported Reading ★Annotation* ★KWL ★Explicit instruction and modelling of Reading Comprehension skills*			
Grammar		★Explicit instruction of grammar (noticing and modified Presentation – Practice – Production)*				
Vocabulary		★Teaching vocabulary in context ★Pre-teaching key vocabulary				
Writing & Representing		★Modified Language Experience Approach (MLEA) ★Guided writing	★Writing Process Cycle (WPC)			
			★Freewriting*			
Use of authentic, multimodal texts (Increasing range of text purposes and sophistication)						



★Think-aloud*
★Inquiry through dialogue*
★Jigsaw* (from P5)



STELLAR 2.0 LESSONS:

- OFFER MORE **OPPORTUNITIES** FOR STUDENTS TO DISCUSS ISSUES, LISTEN TO DIFFERENT PERSPECTIVES AND DEVELOP THEIR OWN OPINIONS (**EMPATHETIC COMMUNICATOR**)
- ENCOURAGE STUDENTS TO EXPLORE IDEAS, CONCEPTS AND AREAS OF INTEREST AND PROMOTE **THE JOY OF LEARNING** (**CREATIVE INQUIRER**)
- ENCOURAGE STUDENTS TO READ WIDELY AND PROCESS INFORMATION CRITICALLY SO AS TO **DISTINGUISH FACT FROM FALSEHOODS** (**DISCERNING READER**)



STELLAR 2.0 LESSONS WILL

STRENGTHEN FOUNDATION IN BOTH RECEPTIVE AND PRODUCTIVE SKILLS AND KNOWLEDGE OF THE LANGUAGE:

- EXPLICIT TEACHING OF GRAMMAR
- EXPLICIT TEACHING OF ORACY SKILLS
- STRENGTHENING THE READING-WRITING CONNECTION
- TAKING INTO ACCOUNT THE PURPOSE OF TEXTS
- EXPLICIT TEACHING OF CRITICAL AND CLOSE READING SKILLS
- SET ASIDE **1 PERIOD WEEKLY FOR EXTENSIVE READING**



Stronger Fundamentals



CURRICULUM AND LEARNING MATERIALS

- STELLAR READER TEXTS & LEARNING SHEETS
- **WRITER'S TOOLKIT**
- **WRITING BOOKLET**
- GRAMMAR MODULAR
- **ORACY & LISTENING**
- PROJECT (EL) – ENVIRONMENTAL HERO!
- READING CULTURE
- EXTENSIVE READING



To enhance the joy of learning

- > No Mid-Year Examination
- > Students will be involved in the P4 Project: Environmental Hero! in Term 2.



PRIMARY 4

ASSESSMENT OVERVIEW

Subject	Reporting	Weighting				
	Learning progress will be communicated via learning feedback or report book	Term 1	Term 2	Term 3	Term 4	Total
		<i>Bite-sized Assessment</i>			<i>EYE</i>	
English Language		0%	15%	15%	70%	100%

For the end-of-year examinations (EYE), there are **no make-up sessions for absentees, except for oral communication (oral)**. Only students absent with valid reasons will be scheduled to attempt the oral assessment. For the rest of the papers, students will still be allowed to attempt them when they return to school so that we can assess their learning ability.

PRIMARY 4 ASSESSMENT

END-OF-YEAR EXAMINATION

PAPER	COMPONENT	ITEM TYPE	MARKS	WEIGHTING	DURATION
1	Paper 1 (Continuous Writing)	OE	20	20%	1 h
2	Paper 2 (Language use and Comprehension)	MCQ OE	50	50%	1 hr 15 min
3	Paper 3 (Listening Comprehension)	MCQ OE	14	14%	–
4	Paper 4 (Oral Communication)	OE	16	16%	5 min (silent preparation)

EXAMINATION FORMAT

Paper 1: Continuous Writing (20 marks)

- Content: 10 marks
- Language and Organisation: 10 marks



Students are required to write a story of at least 100 words on a given topic and a series of three pictures.

They are expected to write in paragraphs using tenses and connectors accurately.

Paper 1: Continuous Writing

No	REQUIREMENTS
1	Relevance to topic - Is the writing relevant to the topic given?
2	Relevance made to <u>at least 1 picture</u> - At least 1 picture must be used.
3	Connection between the pictures ‘ - Applicable only if 2 or all 3 pictures are used in the writing - The linkages between the pictures must be coherent.
4	Use of prompts - Students must use all the guiding prompts listed in the question



EXAMINATION FORMAT

Paper 2: Language Use and Comprehension (50 marks)

Paper 2 (Booklet

Vocabulary (MCQ)	6 marks
Grammar (MCQ)	10 marks
Grammar Cloze	8 marks
Editing for Spelling and Grammar	3 marks
Comprehension Cloze	3 marks
Sentence Combining	2 marks
Comprehension (Variety of Questions)	8 marks
Comprehension (Open-ended)	10 marks

Total

50 marks



EXAMINATION FORMAT

Paper 3: Listening Comprehension (14 marks)

- Picture Matching and Sequencing 6 marks
- Note Taking 5 marks
- Text Comprehension 3 marks



EXAMINATION FORMAT

Paper 4: Oral Communication (16 marks)

- Reading Aloud: 6 marks
- Stimulus-based Conversation: 10 marks



READING ALOUD (6 MARKS)

- Read with confidence (Sit with right posture, with hands holding the passage).
- Read loudly and clearly.
- Read fluently with appropriate pauses and without necessary hesitations.
- Pronounce all words clearly and consistently throughout, good stresses on consonants.
- Read with expression, especially at the dialogues.
- Read with good and appropriate variation of pitch and tone.

For reading aloud, students will be assessed on their ability to pronounce and articulate words clearly, as well as their ability to read fluently with appropriate expression and rhythm.

STIMULUS-BASED CONVERSATION (10 MARKS)

- Maintain appropriate posture.
- Interact very well with good eye contact.
- Answer questions in complete sentences.
- Present experiences, feelings and thoughts with confidence.
- Elaborate ideas with personal experiences which are well-developed and engaging.
- Support opinions and ideas with reasons.
- Use a wide range of appropriate vocabulary and structures, supported by correct pronunciation.

For Stimulus-based Conversation, students will be assessed on their ability to give a personal response to a visual stimulus and engage in a conversation on a relevant topic.



HOW YOU CAN HELP YOUR CHILDREN

1. Expose them to **Standard Forms** of English

- Promote the use of Standard English in **speech and writing**.
- **Read** quality books, articles and magazines.
- Visit the **library** often to read and borrow books.



HOW YOU CAN HELP YOUR CHILDREN

2. Focus on Areas of Weakness or Concern

- > Identify areas of weakness or concern through daily class work, learning sheets and writing pieces.
- > Provide practice in these areas.



HOW YOU CAN HELP YOUR CHILDREN

3. Read widely to increase knowledge and expand vocabulary

- > Include stories, non-fiction texts and poems.



HOW YOU CAN HELP YOUR CHILDREN

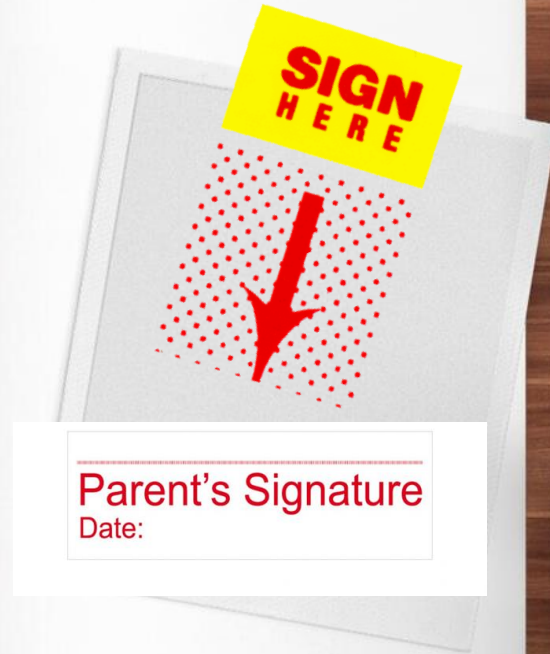
4. Encourage them to seek clarifications and ask questions when in doubt
- > Allow one to clear doubts and deepen his or her understanding.



HOW YOU CAN HELP YOUR CHILDREN

5. Close monitoring of our children's work.

- > Sign and acknowledge when assignments are returned.



HOW YOU CAN HELP YOUR CHILDREN

6. Practise what has been taught in class.

- > Ensure that he learns the weekly Spelling and Dictation.
- > Ensure that they **annotate** their work.
- > Ensure that their **handwriting is neat and clear.**



HOW YOU CAN HELP YOUR CHILDREN

7. Ensure that your child **eats and sleeps well.**

8. School work is priority. Advise your child to complete his homework neatly and accurately.

9. Advise your child to **revise** for at least half an hour every day.



