

# Primary 5 (Enthusiasm) English Language Subject Briefing for Parents 2026



# ENTHUSIASM ENGLISH TEACHERS

Class	Teachers
Enthusiasm 1	Ms Marianne Ng
Enthusiasm 2	Ms Tan Rena
Enthusiasm 3	Mdm Beena
Enthusiasm 4	Mrs Tan Mei Ching
Enthusiasm 5	Mr Irwan
Enthusiasm 5 (FEL)	Mdm Judiann Wong



# 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.





Engaged 21st Century  
EL Learner



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



# Overview of Key ★Strategies★ in STELLAR<sup>®</sup> 2.0

	P1-P2	P3	P4	P5	P6	
Oracy		★Exploratory talk*   ★Presentational talk				
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 (YOUNG ENVIRONMENTAL ENTHUSIASTS) – ENVIRONMENTAL STEWARD!
- READING CULTURE
- EXTENSIVE READING
- SPELLING & DICTATION





# Young Environmental Enthusiasts (YEE)

- School-based curriculum – **Young Environmental Enthusiasts**
- Brings about **greater joy of learning** and deepens learning





# Young Environmental Enthusiasts Project

## 2 Learning Objectives

1. **Read** and **respond** to a variety of texts from print and non-print (digital) sources **to explore issues and perspectives** related to Environmental Pollution and Awareness. **(Reading skills)**





## 2 Learning Objectives

2. **Speak and Write** in standard English that is grammatical, fluent, intelligible and appropriate for the identified purpose, audience and context.  
**(Oracy & Writing Skills)**



# PRIMARY 5

## 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
		<b>Bite-sized Assessment</b>			<b>EYE</b>	
English Language (EL) / FEL		0%	15%	15%	70%	100%
Mother Tongue Languages (MTL) / FMTL		0%	15%	15%	70%	100%
Higher MTL		0%	15%	15%	70%	100%
Mathematics (MA) / FMA		10%	10%	10%	70%	100%
Science (SC) / FSC		10%	10%	10%	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.

# WEIGHTED ASSESSMENT END-OF-YEAR EXAMINATION FORMAT (STANDARD ENGLISH)



# PRIMARY 5 ASSESSMENT (STANDARD)

## END-OF-YEAR EXAMINATION

PAPER	COMPONENT	ITEM TYPE	MARKS	WEIGHTING	DURATION
1	Paper 1 (Continuous Writing)	OE	50	25%	1 h 10 min
2	Paper 2 (Language use and Comprehension)	MCQ OE	90	45%	1 h 50 min
3	Paper 3 (Listening Comprehension)	MCQ OE	20	10%	-
4	Paper 4 (Oral Communication)	OE	40	20%	5 min (silent preparation)

# EXAMINATION FORMAT

## Paper 1 (total 50 marks)

### **Part 1: Situational Writing**

- Task Fulfilment : 6 marks
- Language and Organisation : 8 marks
- Total : 14 marks



Students are required to write a short functional piece (e.g. letter, email, report) to suit the purpose, audience and context of a given situation.

# SITUATIONAL WRITING

- determine the **type of writing** that they are to write, **formal or informal** based on the question.
- identify the 6 key points based on the prompts given
- write to suit **purpose, audience and context** in a way that is clear and effective
- use appropriate **register and tone** in their writing

# EXAMINATION FORMAT

## Paper 1 (total 50 marks)

### **Part 2: Continuous Writing**

- Content : 18 marks
- Language and Organisation : 18 marks
- Total : 36 marks

Students are required to write a composition of at least 150 words in continuous prose on a given topic. Three pictures will be provided on the topic offering different angles of interpretation.



# ASSESSMENT

No	REQUIREMENTS
1	<p>Relevance to topic</p> <ul style="list-style-type: none"><li>- Is the writing relevant to the topic given?</li></ul>
2	<p>Relevance made to <u>at least 1 picture</u></p> <ul style="list-style-type: none"><li>- At least 1 picture must be used.</li></ul>
3	<p>Connection between the pictures ‘</p> <ul style="list-style-type: none"><li>- Applicable only if 2 or all 3 pictures are used in the writing</li><li>- The linkages between the pictures must be coherent.</li></ul>
4	<p>Use of prompts</p> <ul style="list-style-type: none"><li>- Students must use all the guiding prompts listed in the question</li></ul>

# CONTINUOUS WRITING

- **Planning** stories using story hills
- **Generating** and selecting ideas, organising and expressing them in a **coherent and cohesive manner**
- Using correct sentence structures, **grammar, spelling and punctuation**
- Using a variety of **vocabulary** appropriately with clarity and precision
- Using **dialogues** and ‘**show not tell**’ strategies



# Paper 2: Listening Comprehension, Language Use & Comprehension

## EXAMINATION FORMAT

### Paper 2 (Booklet A)

Grammar (MCQ) 10 marks

Vocabulary (MCQ) 5 marks

Vocabulary Cloze (MCQ) 5 marks

Visual Text Comprehension (MCQ) 5 marks

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Total 25 marks



# Paper 2: Listening Comprehension, Language Use & Comprehension

## EXAMINATION FORMAT

### Paper 2 (Booklet B)

**Grammar Cloze (OE)** 10 marks

**Editing for Spelling and Grammar (OE)** 10 marks

**Comprehension Cloze (OE)** 15 marks

**Synthesis and Transformation (OE)** 10 marks

**Comprehension (OE)** 20 marks

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**Total** 65 marks

# EXAMINATION FORMAT

## Paper 3: Listening Comprehension (20 marks) - a variety of texts



- The paper consists of 20 MCQ which test students' ability to understand spoken English.
- Graphic representations will be used for the first 7 items.
- The texts may be in the form of news items, announcements, advertisements, instructions, explanations, conversations, speeches and stories. Graphic representations will be used for the first 7 items. Each text will be read twice.



# EXAMINATION FORMAT

## Paper 4 ORAL (40 marks)

- Reading Aloud: 15 marks

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.



# READING ALOUD (15 MARKS)

- Read with confidence (Sit with right posture, with hands holding the passage)
- Read loudly and clearly
- Read fluently with appropriate pauses and without unnecessary 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.

# EXAMINATION FORMAT

## Paper 4 ORAL (40 marks)

- Stimulus-based Conversation: 25 marks

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.



# STIMULUS-BASED CONVERSATION (25 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.

# WEIGHTED ASSESSMENT END-OF-YEAR EXAMINATION FORMAT (FOUNDATION ENGLISH)



# PRIMARY 5 ASSESSMENT (FOUNDATION)

## END-OF-YEAR EXAMINATION

PAPER	COMPONENT	ITEM TYPE	MARKS	WEIGHTING	DURATION
1	Paper 1 (Continuous Writing)	OE	25	25%	1 h 10 min
2	Paper 2 (Language use and Comprehension)	MCQ OE	40	40%	1 h
3	Paper 3 (Listening Comprehension)	MCQ	15	15%	-
4	Paper 4 (Oral Communication)	OE	20	20%	5 min (silent preparation)

# EXAMINATION FORMAT

## Paper 1 (total 25 marks)

### **Part 1: Situational Writing**

- Task Fulfilment : 4 marks
- Language and Organisation : 5 marks
- Total : 9 marks



Students are required to write a short functional piece (e.g. letter, email) to suit the purpose, audience and context of a given situation.

# SITUATIONAL WRITING

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- determine the **type of writing** that they are to write, **formal or informal** based on the question.
- identify the 4 key points based on the prompts given
- write to suit **purpose, audience and context** in a way that is clear and effective
- use appropriate **register and tone** in their writing

# EXAMINATION FORMAT

## Paper 1 (total 25 marks)

### **Part 2: Continuous Writing**

- Content : 8 marks
- Language and Organisation : 8 marks
- Total : 16 marks



Students are required to write a composition of at least 120 words in continuous prose based on a series of pictures. Helping words and phrases are provided.



# CONTINUOUS WRITING

- **Planning** stories using story hills
- **Generating** and selecting ideas, organising and expressing them in a **coherent and cohesive manner**
- Using correct sentence structures, **grammar, spelling and punctuation**
- Using a variety of **vocabulary** appropriately with clarity and precision
- Using **dialogues** and ‘**show not tell**’ strategies



# Paper 2: Language Use & Comprehension

## EXAMINATION FORMAT

### Paper 2 (Booklet A)

Grammar (MCQ)

5 marks

Punctuation (MCQ)

2 marks

Vocabulary (MCQ)

3 marks

Visual Text Comprehension (MCQ)

5 marks

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Total

15 marks



# Paper 2: Language Use & Comprehension

## EXAMINATION FORMAT

### Paper 2 (Booklet B)

Form Filling (OE)	3 marks
Editing for Grammar (OE)	3 marks
Editing for Spelling (OE)	3 marks
Synthesis (OE)	3 marks
Comprehension Cloze (OE)	3 marks
Comprehension Passage A & B (OE)	10 marks
<b>Total</b>	<b>25 marks</b>

# EXAMINATION FORMAT

## Paper 3: Listening Comprehension (15 marks) - a variety of texts



- The paper consists of 15 MCQ which test students' ability to understand spoken English.
- Graphic representations will be used for the first 4 items.
- The tasks may be based on a variety of types of audio texts, e.g., texts that recount, entertain, instruct, describe, inform, explain, respond, argue, evaluate and/or persuade. Graphic representations will be used for the first 4 items. Each text will be read twice.



# EXAMINATION FORMAT

## Paper 4 ORAL (20 marks)

- Reading Aloud: 8 marks

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.



# READING ALOUD (8 MARKS)

- Read with confidence (Sit with right posture, with hands holding the passage)
- Read loudly and clearly
- Read fluently with appropriate pauses and without unnecessary 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



# EXAMINATION FORMAT

## Paper 4 ORAL (20 marks)

- Stimulus-based Conversation: 12 marks

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.

# STIMULUS-BASED CONVERSATION (12 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

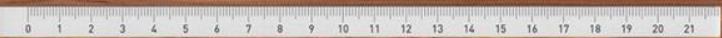
5. Close monitoring of our children's work.

- > 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.



