

Primary 6 (Resilience)

English Language

Subject Briefing for Parents

2026



RESILIENCE ENGLISH TEACHERS

Class	Teacher(s)
Resilience 1	Mdm Farhana
Resilience 2	Mr Benson Pang
Resilience 3	Mr Kong Kum Cheong
Resilience 4	Ms Marianne Ng
Resilience 5	Mdm Sakun
Resilience 5 (FEL)	Mdm Eliza Lim



JWPS ENGLISH LANGUAGE DEPARTMENT

VISION AND MISSION

VISION

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

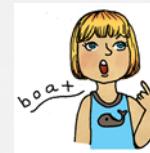
MISSION

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



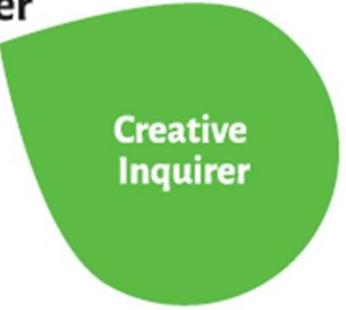
Curriculum: STELLAR 2.0 @ JWPS

- > 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[®] 2.0

	P1-P2	P3	P4	P5	P6	
Oracy	★ Literacy Stations (P1-P2)	★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*		★ Think-aloud* ★ Inquiry through dialogue* ★ Jigsaw* (from P5)

Use of authentic, multimodal texts
(Increasing range of text purposes and sophistication)



STELLAR 2.0 LESSONS:

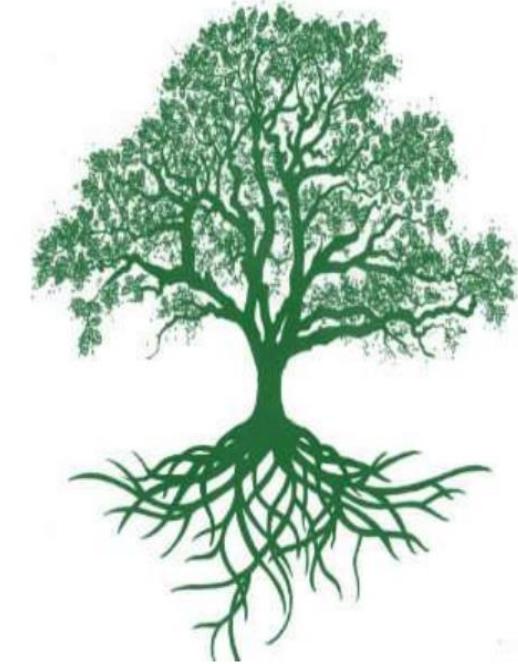
- OFFER MORE OPPORTUNITIES FOR STUDENTS TO DISCUSS ISSUES, LISTEN TO DIFFERENT PERSPECTIVES AND DEVELOP THEIR OWN OPINIONS (EMPATHETIC COMMUNICATOR)
- ENCOURAGE STUDENTS TO EXPLORE IDEAS, CONCEPTS AND AREAS OF INTEREST AND PROMOTE THE JOY OF LEARNING (CREATIVE INQUIRER)
- ENCOURAGE STUDENTS TO READ WIDELY 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
- PRACTICE PAPERS
- PROJECT (EL) – ENVIRONMENTAL STEWARD!
- READING CULTURE
- EXTENSIVE READING
- SPELLING & DICTATION
- SUPPLEMENTARY LESSONS (TERM 2 – 4)





• PROJECT (EL) – ENVIRONMENTAL STEWARD!

- School-based curriculum – Term 2 Oracy Assessment
- Brings about greater joy of learning and deepens learning





Learning Objectives

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



Primary 6

Assessment Overview

Subject	Reporting	Weighting			Total
		Term 1	Term 2	Term 3	
	<i>Bite-sized Assessment</i>	<i>Prelim</i>			
English Language (EL) / FEL	Learning progress will be communicated via report book	15%	15%	70%	100%
Mother Tongue Languages (MTL) / FMTL		15%	15%	70%	100%
Higher MTL		15%	15%	70%	100%
Mathematics (MA) / FMA		15%	15%	70%	100%
Science (SC) / FSC		15%	15%	70%	100%

For the P6 Preliminary Examination (Prelim), there are **make-up sessions for absentees with valid reasons**, except for listening comprehension. Students will be scheduled to attempt the papers.

WEIGHTED ASSESSMENT PRELIMS AND PSLE FORMAT (STANDARD ENGLISH)



PRIMARY 6 ASSESSMENT (STANDARD)

PRELIMINARY EXAMINATION & PSLE

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">- Is the writing relevant to the topic given?
2	<p>Relevance made to <u>at least 1 picture</u></p> <ul style="list-style-type: none">- At least 1 picture must be used.
3	<p>Connection between the pictures ‘</p> <ul style="list-style-type: none">- Applicable only if 2 or all 3 pictures are used in the writing- The linkages between the pictures must be coherent.
4	<p>Use of prompts</p> <ul style="list-style-type: none">- Students must use all the guiding prompts listed in the question

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

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

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 PRELIM AND PSLE FORMAT (FOUNDATION ENGLISH)



PRIMARY 6 ASSESSMENT (FOUNDATION)

PRELIMINARY EXAMINATION & PSLE

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

- 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

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
Total	25 marks



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.



Parent's Signature
Date:



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.



