

English Language

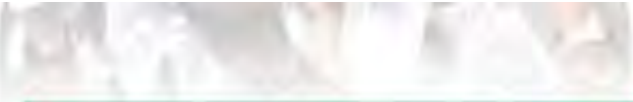
At Lakeside, we will

Empathetic Communicator

offer more opportunities for students to discuss issues, listen to different perspectives and develop their own opinions.

Creative Inquirer

encourage students to explore ideas, concepts and areas of interest and promote the joy of learning.



encourage students to read widely and process information critically so as to distinguish fact from falsehoods.

Discerning Reader



English Syllabus 2020

We want to strengthen our students' foundation in grammar, oracy skills, reading skills and understanding the purpose of the texts and the intended message that the texts convey

To prepare students for future learning, there is a greater emphasis on:

- (a) exposing students to different text types
- (b) acquiring and using information critically
- (c) developing self-monitoring
- (d) creating opportunities for children to interact, discuss and build on each other's ideas



Transition from Pre-school to Primary 1

- We desire to build on the positive attitudes and dispositions for learning that the children bring with them as they enter P1.
- We desire for them to experience the joy of learning and develop an intrinsic motivation to learn.
- Meaningful and age-appropriate activities will be designed to help students see the relevance in learning.
- We adopt teaching and learning practices that are developmentally appropriate (e.g., spelling only begins in Term 2).

What Will My Child Be Learning During EL Lessons?

For all students

**1
period**

SBA 1
Reading of a
Big Book

**10 to 16
periods**

SBA 2
Grammar
Vocabulary
Reading Comprehension
Oracy
Writing

**10
periods**

Differentiated Focus Lessons
Word Study (Phonics)
Reading Lessons
Grammar Extension
Vocabulary Extension
Dramatisation



Reading Programme: Extensive Reading

- It is a protected time for students to read widely for enjoyment during EL lessons.
 - Select a book that is at an appropriate reading level
 - Present an affective response to texts, e.g., sharing opinions about the text



Reading Programme: Read to Bond

Original Book: Mrs Wishy Washy

Parallel Story: Mr Wishy Washy

“Oh, lovely mud,” said the goat, and he jumped in it.

“Oh, lovely mud,” said the goose, and she paddled in it.

“Oh, lovely mud,” said the buffalo, and he walked in it.

Along came Mr Wishy Washy.

“Just look at you!” he screamed.

Away went the buffalo.

“Oh, lovely mud,” they said.

Date child read to parent/guardian: _____

Parent's/Guardian's signature: _____

Self-evaluation:



Parent's/ Guardian's evaluation:



Making Thinking Visible: Annotation

○ characters
— keywords
□ when
Feelings

SECTION G : COMPREHENSION OPEN-ENDED (10 marks)

Read the passage below carefully and answer the questions that follow.

There was once a captain of a big ship. He was a good leader who led his men through many storms. They respected him and followed his orders.

Some years passed and many of the older sailors retired. The new sailors who came in disliked the captain and thought that he was old-fashioned. They thought that they knew better than the captain and refused to listen to him.

One night, the ship sailed out of the harbour.

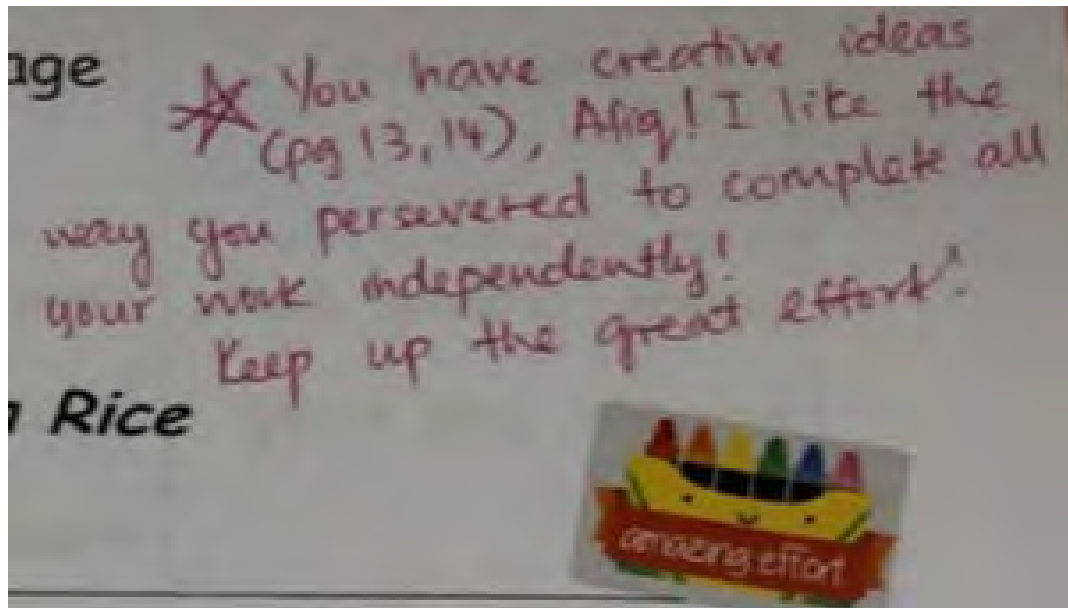


Learning Support Programme (for identified students)

- An MOE early intervention programme for P1 and P2 students who have not yet attained developmentally appropriate language and literacy skills in English.
- Students will focus on basic oral, reading and spelling skills in English so that they can learn better in the regular classes.
- Taught by trained Learning Support Coordinators (LSCs) in small groups (maximum 10 students)
- 30-min session daily during curriculum time

Providing Feedback on Learning

- No weighted assessments
- Feedback on skills and dispositions provided through:
 - Rubrics
 - Checklists
 - Selected pieces of daily work



Name: Paulis Date: 21/11/14

My teacher's MLEA checklist!

Content		Language	
You wrote in a paragraph.	✓	You used the correct verbs with your subjects (is/are/was/were).	
Your paragraph(s) began with 2 finger spacing. (M)	✓	You spelt most of your words correctly.	✓
All your sentences were about the given title.	✓	Area of focus	
Your content was interesting and well-developed.		You started your sentences with capital letter and used the correct punctuations.	
Improving!	Good!	Excellent!	
☆☆	☆☆☆	☆☆☆☆	
		usually	
		At the end of sentences, you have to put a full-stop.	
		Commas are used when you are listing more than one object.	

Feedback on handwriting:

✓	Very Neat
	Neat
	Needs improvement

Making an ice-cream for my mom

Last week we made an ice-cream.

I made it for my mom.

I chose chocolate flavoured.

I put milk, butter, salt and sugar.

I made the ice-cream with an ice-cream maker. Then, I added jelly, usually rainbow beads and candy canes. This mother felt very excited.



Providing Feedback on Learning: Formal Feedback

Skills	Semester 1	Semester 2
Listening and Viewing	Listen attentively and follow simple instructions	
Speaking and Representing	Follow communication etiquette such as taking turns and using appropriate eye contact and volume in conversations or discussions	Speak clearly to express their thoughts, feelings and ideas



Providing Feedback on Learning: Formal Feedback

Skills	Semester 1	Semester 2
Reading and Viewing	Demonstrate basic word recognition skills	Read aloud Primary 1 texts with accuracy, fluency and expression Understand Primary 1 texts and are able to identify simple aspects of fiction
Writing and Representing	Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing	Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events



Home-School Partnerships

Read with your child often

Talk to your child and listen to what he/she has to say

Write with your child



Mathematics

Key Programmes / Strategies

- **Concrete-Pictorial-Abstract Approach** for concept teaching through learning experiences in class
- **Learning Support for Mathematics (LSM)** - small group teaching for identified students
- **Differentiated targeted approach** – to cater to the ability groups
- **Relating Mathematics to real world situations**

Key Programmes / Strategies

- **Brain workout/ Mental Sums**– Develop skills in mental calculations and help students master basic numeracy facts. Increase capacity in working memory, flexibility and agility through fun brain workouts!
- **RACE** – a problem solving approach adopted to develop habits and strategies to help students become better and more independent learners.
- **Koobits – Mathematics Learning Portal**



HDP Reporting in Semester 1

Understand Numbers up to 100
Understand Addition and Subtraction
Read and Interpret Picture Graphs



HDP Reporting in Semester 2

Add and Subtract Numbers

Measure and Compare lengths of objects

Identify, name, describe and sort shapes

Understand Multiplication and Division

Tell time to 5 minutes



Partnership with Parents

Name: _____

Class: _____

Level: Primary One

Chapter 6 : Numbers to 20

Learning Objective	You did it!	You need help!
Read and write numbers 11 to 20 in numerals and words		
Compare numbers within 20		
Order numbers from greatest to smallest and vice versa		

Remarks: _____

Points of reference in assessment

- Workbook
- Observations from learning experiences in class
- Additional worksheets (diagnostic review or topical review)



Daily Revision

- Reinforces learning, provides feedback on learning and cultivates a healthy disposition towards continual learning
- Amount and nature of homework takes into account age-appropriateness and learning needs
- To learn to manage homework (from being guided to being independent)
- Role of Parents – to encourage them, to talk about what they learn in school and to be interested in what they are doing.



What is interesting in school today?

Show me!

Wow!

Parents



Mother Tongue Language

Mother Tongue Language

Policy

- 🍏 Bilingual education is the cornerstone of Singapore's education system.
- 🍏 Learning MTLs enable our children to
 - ❑ have a deeper appreciation of their own culture.
 - ❑ to communicate widely with people and gain broader perspectives.
- 🍏 Has a positive effect on intellectual growth and enhances children's mental development.

Mother Tongue Language

Skills

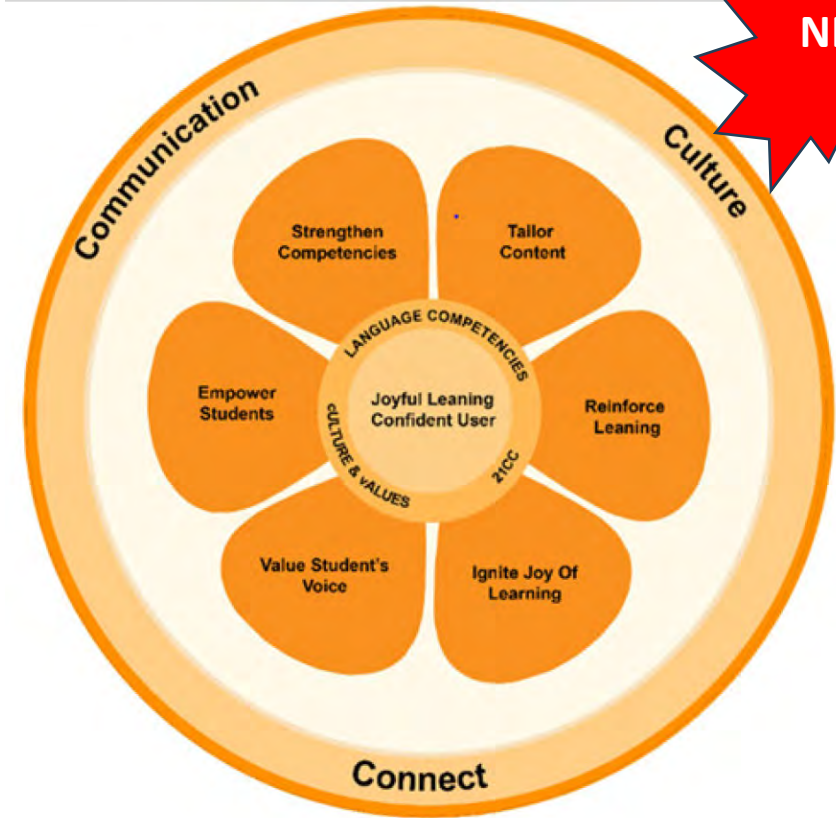


Mother Tongue Language

Curriculum

NEW

1. The 2024 New Curriculum will be implemented this year **(2024)** starting with **Primary 1**, will build on the strengths of the 2015 curriculum .
2. The new curriculum will place greater focus on helping students to experience the joy of learning MTL, so as to motivate them to like and learn MTL for life.



2024 New Primary MTL Curriculum Framework

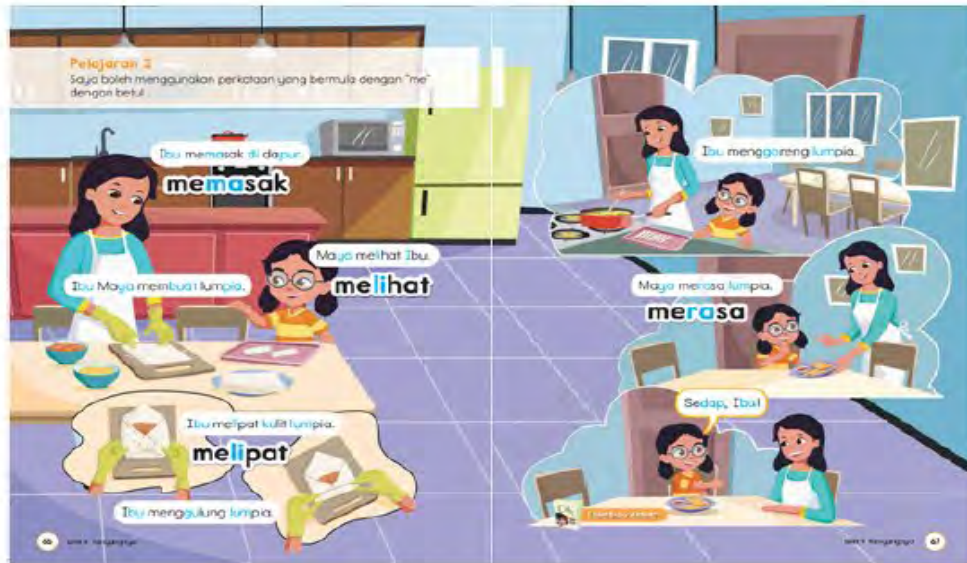
Joyful Learning, Confident User

Mother Tongue Language

Curriculum

Key Feature #1

Greater emphasis on 21st century competencies



Textbook

Cross-Cultural Literacy

- Learning about the making of lumpia (Philippines' version of popiah)



Big Book



Civic and Cross-Cultural Literacy

- Comparing spinning tops in Singapore and other countries (Malaysia, China and India)

Mother Tongue Language

Curriculum

Key Feature #2

Support students through visual, auditory and kinesthetic learning methods



TL Digital Resource: Reading Pen

- Reinforce learning of TL letters
- Learn correct pronunciation of letters
- Promote self-directed learning
- Create more joyful learning experiences



Printed Resource: Spot the Difference Game

- To learn by playing
- To improve word recognition by associating with pictures/visuals

Mother Tongue Language

Curriculum

Key Feature #3

Authentic contexts and materials

- Settings and contexts that students can relate to and to encourage them to use what they have learnt in their daily lives.



Textbook



- Students to describe and share their daily routines and good habits with their friends.

- Students to learn about canteen food and vocabulary they can use in conversations.

Mother Tongue Language

Curriculum

Key Feature #3

Support students through visual, auditory and kinesthetic learning methods

Available in SLS



Digital Resource: e-Big Books with interactive features to develop Oracy Skills, and to promote reading at home

Mother Tongue Language

Curriculum

Key Feature #4

Use of technology to sustain interest and encourage self-directed learning

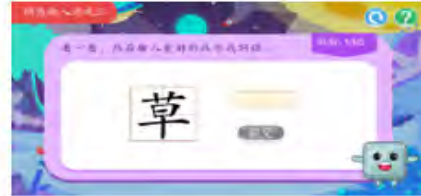
Student Learning Space



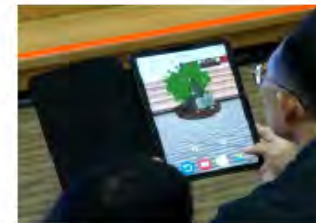
CL Digital Resource: Hanyu Pinyin Animation



TL Digital Resource: Tongue Placement Videos

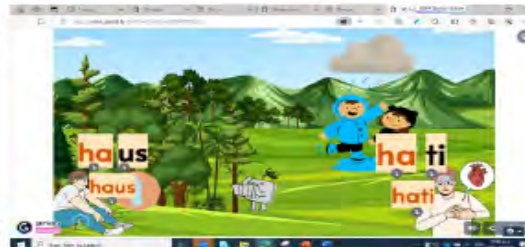


CL Digital Resource: Hanyu Pinyin Games



TL Digital Resource: AR Experience

ML Digital Resource: Bridging Videos



Mother Tongue Language

Curriculum

Resources for Primary One



Printed Resources

Textbooks,
Activity Books,
Writing
Exercise Books,
Big Books,
Small Readers



ICT Resources

Animations, Videos,
Audios, Songs and
Rhymes,
Animated Reading
Texts, Interactive
Games, etc



Toolkit

Picture cards, Board
Games, Letter/Word
Cards, Character
Cards, Grammar
Cards, Letter
Manipulatives,
Reading Pen, etc

Mother Tongue Language

Curriculum

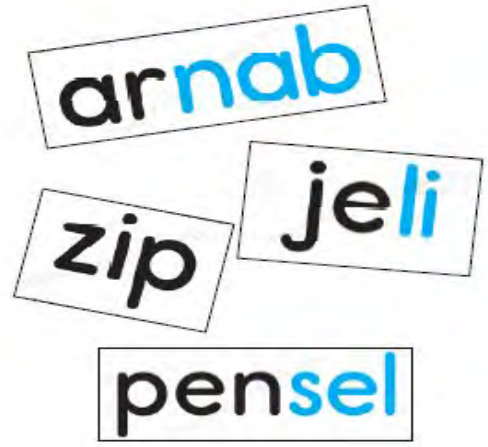
Examples of Learning Resources (Chinese)



Mother Tongue Language

Curriculum

Examples of Learning Resources (Malay)



Mother Tongue Language

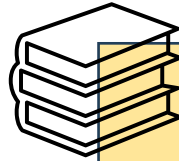
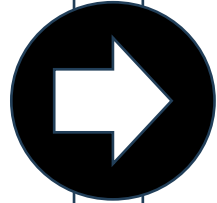
Curriculum

Examples of Learning Resources (Tamil)



Feedback on Learning

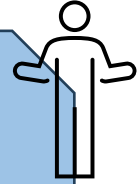
- Assessment is part of T&L
- No weighted assessments
- Pupils' learning progress on dispositions & skills will be reported using rubrics / checklists



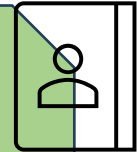
Daily assignments



Group discussions



Show & Tell



Reading aloud

Feedback on Learning

Listening

1. Listen attentively to short, simple spoken content related to daily life.

Speaking and spoken interaction

2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.
3. Ask and/or respond to simple questions related to daily life.

Reading

4. Recognise characters taught in Primary 1. (CL)/ Recognise words taught in Primary 1. (ML)/ Recognise letters and words taught in Primary 1. (TL)
5. Read aloud Primary 1 texts with accuracy.
6. Understand Primary 1 texts and are able to identify some details with guidance.

Writing

7. Write words, phrases and simple sentence(s) about daily life with guidance. (CL & ML)/ Write words and simple phrases with guidance. (TL)

2023 年一年級口語互動評量表

姓名: _____ 級級: 1() 日期: _____

1.03 Ask and/or respond to simple questions related to daily life. (Sem 1)		
項目	良好	尚好
學生能理解簡單的問題。	學生能理解簡單的問題。	學生能理解簡單的問題。
學生能用簡單的字句回答問題。	學生能用簡單的字句回答問題。	學生能用簡單的字句回答問題。
學生能理解簡單的問題。	學生能理解簡單的問題。	學生能理解簡單的問題。
學生能用簡單的字句回答問題。	學生能用簡單的字句回答問題。	學生能用簡單的字句回答問題。

有利者: _____

不利者: _____

潮濱小學
2023 年一年級 朗讀評量表

姓名: _____ 家長簽名: _____

級級: P1 () 日期: _____

朗讀評量表

項目	很好!	不錯!	加勁!
學生能準確、清楚地讀出全文。 Student is able to read the passage accurately and clearly.			
學生能流利地朗讀全文。 Student is able to read the passage fluently.			
學生在朗讀時，能夠標出停頓符號。 Student is able to pause at appropriate intervals using punctuation marks.			
學生能運用語調表達文章的情感色彩。 Students is able to use appropriate tones to express feelings in the passage.			

SEKOLAH RENDAH LAKSEDE
SUKSES MELAKSANA KEMAHIRAN MEMBACA
PENGALAMAN HARI-HARI PENJAJAGAN
BANKARA

KELOMPOK: _____

KRITERIA	Orang-orang yang...	BAK...	SERIF...	Coba lagi...
MEMBACA	Memeriksa apakah...	1-3 petunjuk tidak...	Jumlah di bawah 5...	Tidak dapat...
MEMAHAMI	Memeriksa apakah...	Memeriksa apakah...	Mengambil masa...	Banyak pengulangan...
GAYA	Memeriksa dengan...	Memeriksa dengan...	Terdapat intonas...	Bocoran yang...

SEKOLAH RENDAH LAKSEDE
RUBRIK KEMAHIRAN BERTUTUR
PENGALAM () 2020

DAIRIAN 2

NAMA: _____

KELOMPOK: _____

KRITERIA	😊😊😊	😊😊	😊
Setoran	Menggunakan setoran...	Menggunakan setoran...	Menggunakan setoran...
Intonas	Menggunakan intonas...	Menggunakan intonas...	Menggunakan intonas...
Kosa Kata	Menggunakan kosa kata...	Menggunakan kosa kata...	Menggunakan kosa kata...
...

SEKOLAH RENDAH LAKSEDE
SUKSES MELAKSANA KEMAHIRAN MEMBACA
PENGALAMAN HARI-HARI PENJAJAGAN
BANKARA

KELOMPOK: _____

KRITERIA	😊😊😊	😊😊	😊	...
MEMBACA	Memeriksa apakah...	Memeriksa apakah...	Memeriksa apakah...	Memeriksa apakah...
MEMAHAMI	Memeriksa apakah...	Memeriksa apakah...	Memeriksa apakah...	Memeriksa apakah...
GAYA	Memeriksa dengan...	Memeriksa dengan...	Memeriksa dengan...	Memeriksa dengan...

SEKOLAH RENDAH LAKSEDE
RUBRIK KEMAHIRAN BERTUTUR
PENGALAM () 2020

DAIRIAN 2

NAMA: _____

KELOMPOK: _____

KRITERIA	😊😊😊	😊😊	😊	...
MEMBACA	Memeriksa apakah...	Memeriksa apakah...	Memeriksa apakah...	Memeriksa apakah...
MEMAHAMI	Memeriksa apakah...	Memeriksa apakah...	Memeriksa apakah...	Memeriksa apakah...
GAYA	Memeriksa dengan...	Memeriksa dengan...	Memeriksa dengan...	Memeriksa dengan...

Supporting Your Child

MTL Learning

- Tips for Parents (video launching in Jan 2024)



- Parents will receive more information on the new curriculum via MOE website and other platforms (e.g. schoolbag, Parent Gateway, schools' parent engagement sessions)

SCHOOLBAG
THE EDUCATION NEWS SITE

Supporting Your Child Through the Primary 1 Journey




Parenting Resources


Parents Gateway



Supporting Your Child

MTL Learning

- ❑ Engage in conversation with your child in Mother Tongue Language:
 - Encourage your child to use the language at home.
 - Get your child to share what they have learnt in school every day.



Cultivate the love of reading MTL books, e.g. visit the library or borrow e-books



Encourage them to take small steps in learning MTL, e.g. read signs, listen to music



Do fun activities in MTL together, e.g. watch a film or performance



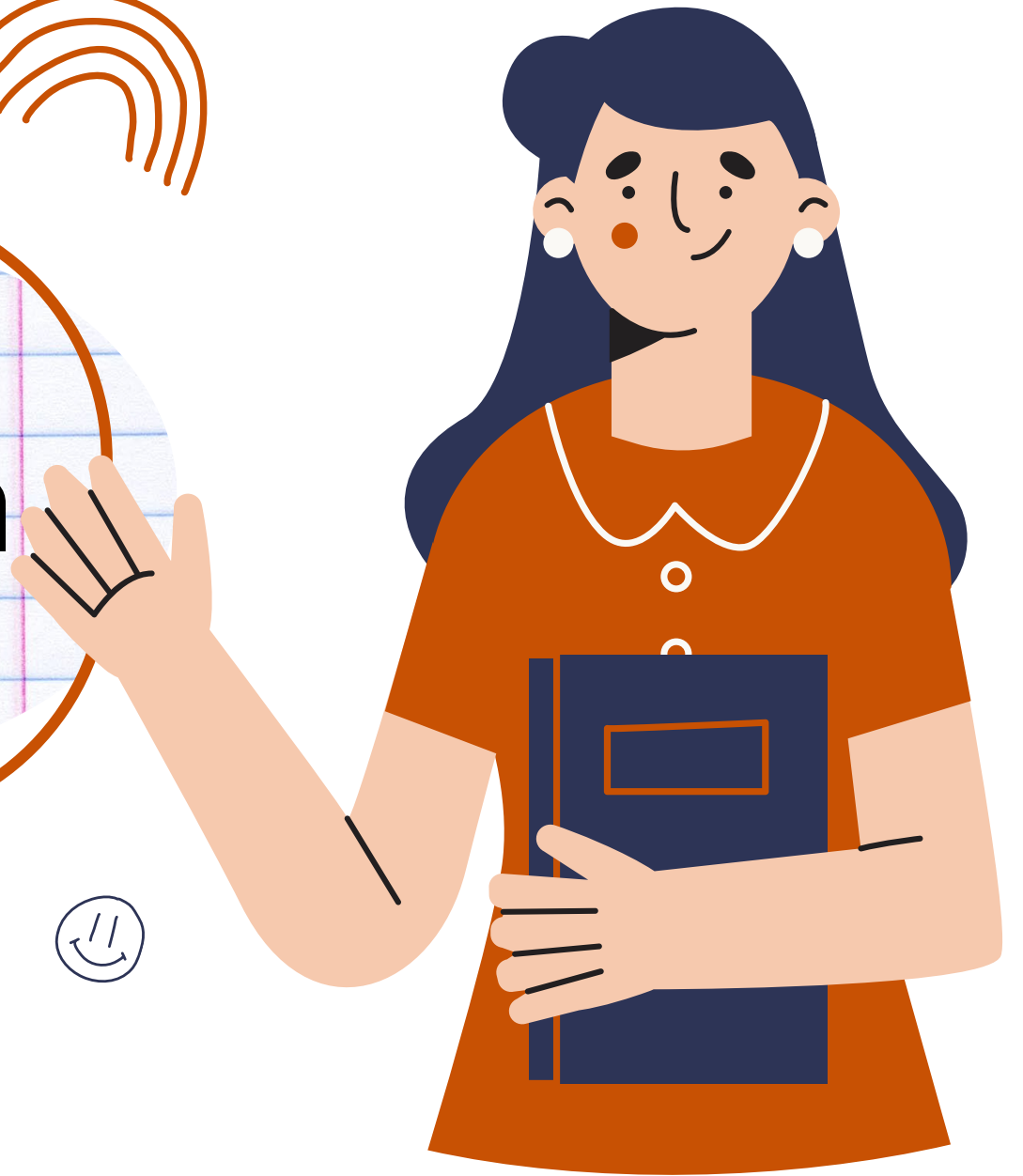
Provide a conducive environment for learning MTL, e.g. access to MTL music and books

Cyberwellness

Lakeside Primary School

Primary 1 Parents Briefing on Cyber Wellness

By Mrs Lager
Subject Head ICT



Did you know?

67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media



Parents may not be aware of the online risks

DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	41%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

Parents might not be aware, but...

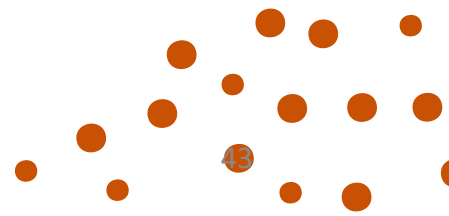
1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

1 in 4 children has overshared their personal information

Source: The Straits Times, 7 Feb 2021


Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023





What is Cyber Wellness?



- Cyber Wellness is about our students being able to navigate the cyber space safely.
 - This is done through our curriculum which aims to equip students with the knowledge and skills to harness the power of Information and Communication Technology (ICT) for positive purposes, maintain a positive presence in cyberspace and be safe and responsible users of ICT.
- 

What will our Pri 1 students learn about Cyber Wellness during CCE (FTGP) lessons?

During CCE(FTGP)* lessons, students will be taught:

- Basic online safety rules
 - Talking to only people you know
- Importance of a balanced lifestyle in exercise, sleep and screen time for health and well-being
- Protecting Personal Information
 - Understand the risks of disclosing personal information

*Character and Citizenship Education(Form Teacher Guidance Period)



E.g. Lower Primary Lesson on Staying Safe in the Cyberworld



What will our Pri 1 students learn about Cyber Wellness during CCE (FTGP) lessons?

- Cyber Contacts
 - Understand that the profiles of strangers that we see online may not be their real identities
 - Recognise the dangers of chatting with strangers online
- Parents are encouraged to try the “Family Time” activities in the CCE (FTGP) Journal with your children to emphasise the different cyber wellness messages at home

Family Time!
Share 'My Online Safety Code' with your parents/guardians, siblings and other family members.

I can...

- share with my family members how I can be safe in the cyberworld.
- remind my family members to follow the safety rules together.

We did this together!

Parent's / Guardian's signature

E.g. Family Time in the lesson on Staying Safe in the Cyberworld



What are the school rules on digital device use?

- LSPS Classroom Technology Rules
- Enforced by all teachers and ICT Monitors

Lakeside Primary School
Classroom Technology Rules

We hold our device with **two hands**.

We keep our passwords **private**.

We keep **food and drinks** away from our device.

We make sure our **hands are clean and dry** before using our device.

We only visit websites and apps **for learning**.

TAKE CHARGE!

MAKE A POSITIVE DIFFERENCE

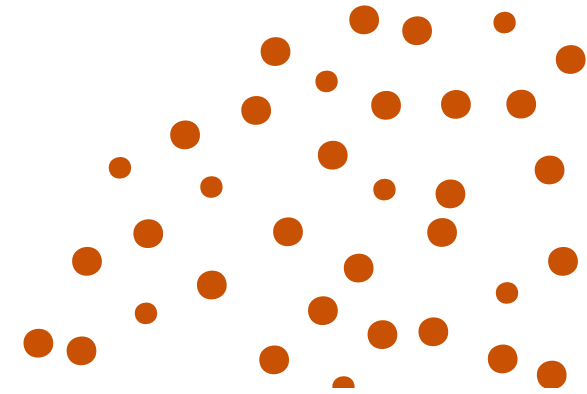
LSPS ICT Department



What other Cyber Wellness programmes do we have for our students?



- ICT Monitors Training
- Safer Internet Day Commemoration
- Termly Quiz on Cyber Wellness topics via SLS
- Cyber Wellness Connect (termly sharing during PAVE)
- Semesterly Cyber Wellness Recess Activity
- Cyber Wellness Ambassadors (P3 to P6)





How can parents help our children develop good digital habits?

Just as it's important to have balanced meals of food, we can think about having healthy balanced MEALS of tech as well.

Model: Set a good example as your kids learn from watching your actions.

Engage: Have conversations about what they watch or play online.

Aadjust: Not all screen time is the same. Choose age-appropriate content.

Limit: Set healthy rules and expectations for your home.


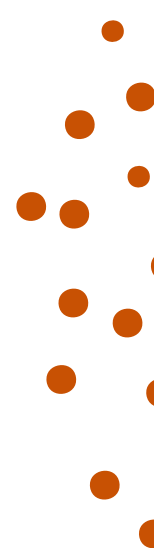
Support: Support your child when they have questions about internet use or when faced with cyber bullying.





How can parents help our children develop good digital habits?

Questions parents can ask before, during, and after screen time

- Why do you want to watch, play, read, or listen to this?
 - What do you think will happen?
 - Does it remind you of anything?
 - How does it make you feel?
 - Which character would you like to be friends with? Why?
 - Did you like it? Why or why not?
 - What would you like to learn more about?
- 
- 

How can parents help our children develop good digital habits?

For more information on
MOH's Guidance on Screen Use
for children 7 to 12 years old



<https://www.moh.gov.sg/resources-statistics/educational-resources/guidance-on-screen-use-in-children>

Thank you and we look forward to partner you in your child/ward's learning journey with Lakeside!