

ENGLISH LANGUAGE DEPARTMENT

P1 Parents Briefing 2024



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EL Department Heads



Mr Daniel Kwek
HOD



Mrs Asogan
Senior Teacher



Ms Soh Mei Qi
Senior Teacher



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P1 EL Teachers

- 1 Joseph—Mrs Chitra Segar
- 1 Patrick—Mrs Noeline Wong
- 1 Anthony—Mrs Jean Toh
- 1 Stephen—Ms Tan Hui Xian
- 1 Gabriel—Mrs Chriel Chua
- 1 Michael— Mrs Colleen Sheares
- 1 Luke—Ms Rachel Kee
- 1 Raphael—Ms Andrea Khan



STELLAR 2.0

LEARNING
SUPPORT
PROGRAMME

KEY
PROGRAMMES &
EVENTS

PARTNERSHIP
WITH PARENTS



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EL Department's Vision

Vision

Every Junior Josephian an effective, confident and empathetic communicator in a multiliterate learning environment



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Outcome of a Junior Josephian

Engaging, Confident,
Articulate Speaker

Persuasive Writer
who can express
his voice and
viewpoints



Has viewpoints
and able to justify

Reflective,
Curious and
Critical Thinker
who is able to
think on his feet

STrategies for English Language Learning And Reading

VISION :

**Children who love reading and
have a strong foundation in the
English Language**



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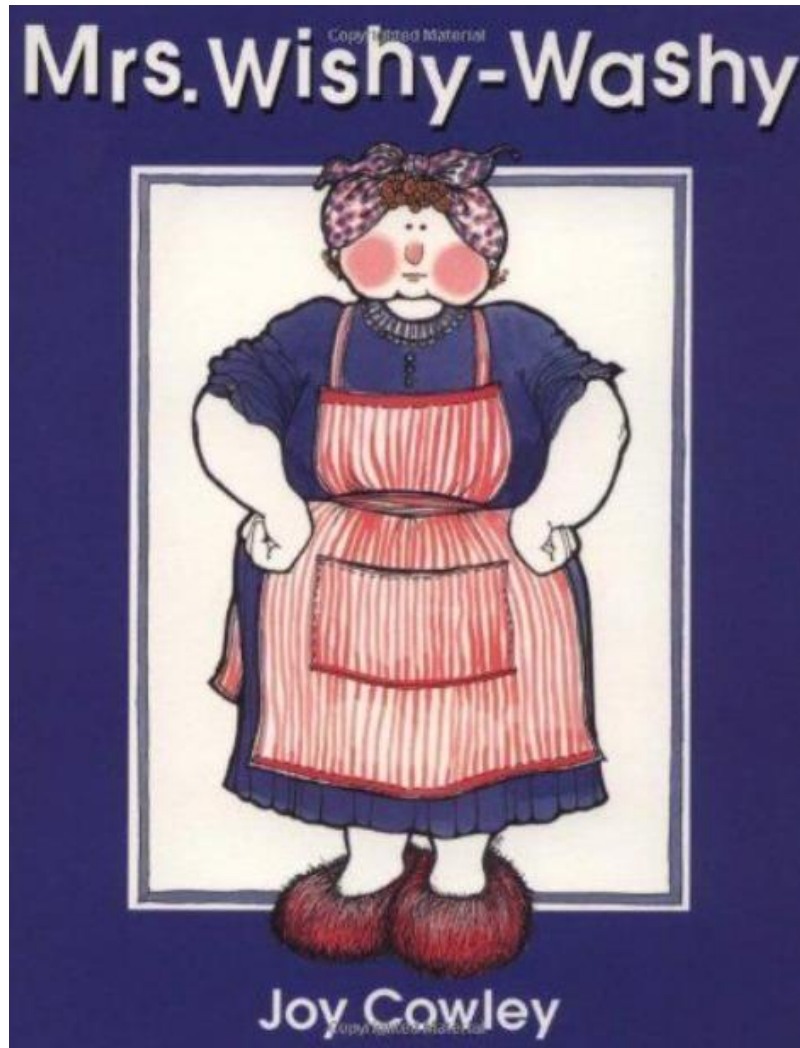
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Lower Primary Stellar Structure



Shared Reading Experiences



- Asking higher-order thinking/prediction questions

(e.g. Why do you think the character is called Mrs Wishy-Washy? What do you think will happen in the story? Why do you think she is standing in that position?)

- Literary appreciation

(Why do you think there is a picture of Mrs Wishy-Washy on the cover of the book? Who is the author?)



Shared Reading Experiences



- Draw on visual cues to make meaning of text

How do you think Mrs Wishy-Washy is feeling now?

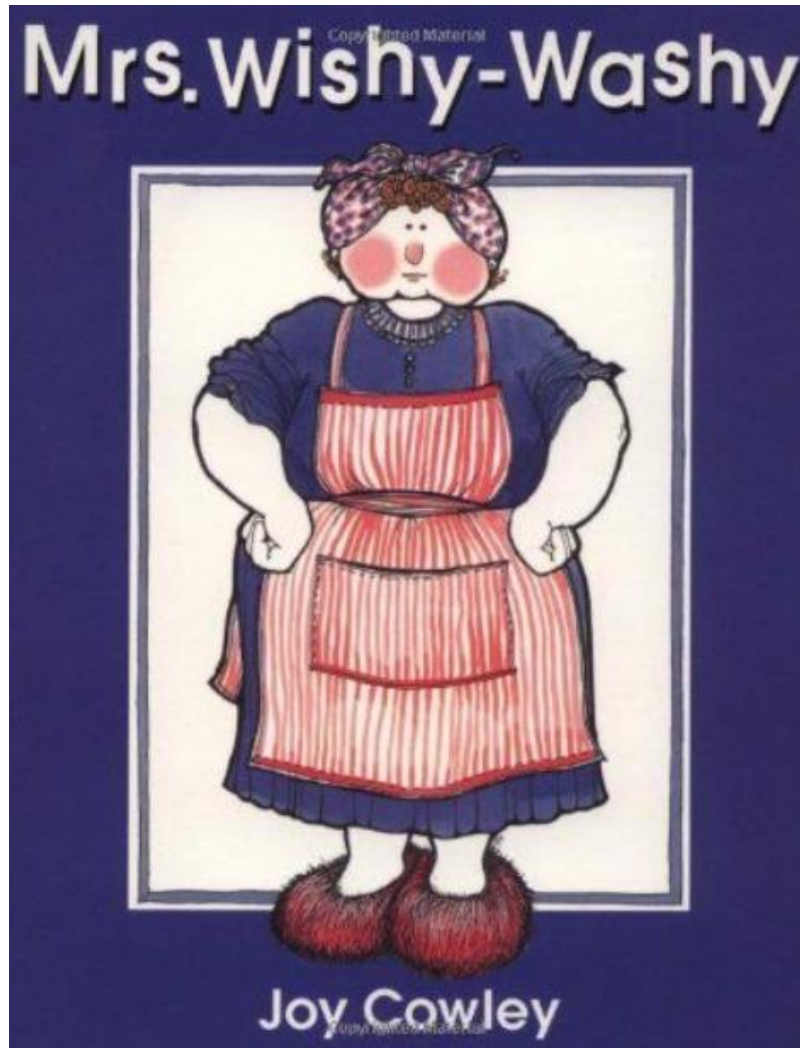
How do you know?

Why do you think she is feeling that way?

Why is this word different from the other words?



Shared Reading Experiences



- Asking reflective questions

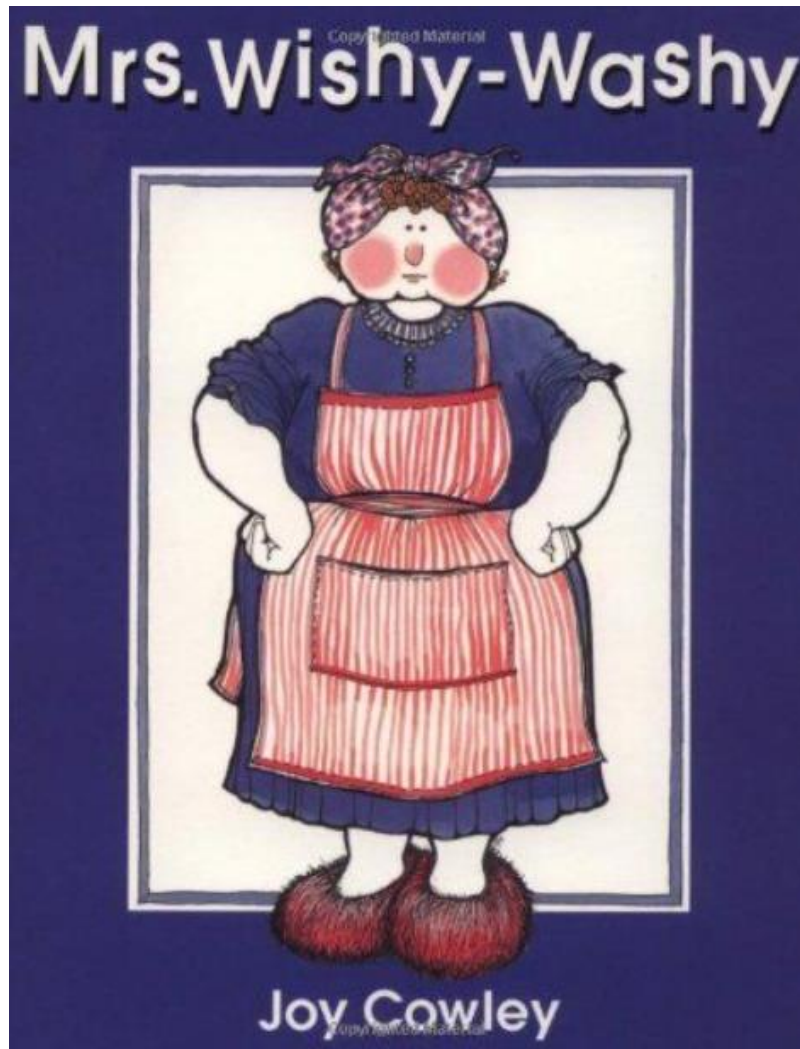
e.g. Which part of the story did you enjoy the most? Why do you say so?

Why did the author choose Mrs Wishy-Washy for the character's name?

Was your prediction correct?



Shared Reading Experiences



- Asking recall questions (reading comprehension)

e.g. Which animals appeared in the story?

What did the animals see?

What saying verb did Mrs Wishy-Washy use when...?



Success Criteria

- to read and view attentively for a sustained period of time
- to participate actively in reading and viewing activities
- to read aloud a text with accuracy, fluency and expression
- to order the events to retell a story



Enabling Application

Student A	Student B
Come here.	Come here .
Go there.	Go there .
I am lost.	I am lost .
Mother is angry.	Mother is angry .
The cake is delicious.	The cake is delicious .

Success Criteria:

- Appreciate that authors convey different meanings in different ways



Enabling Application

Guess the Verb!

skip	bounce	leap	crawl	roar
scream	drive	write	swim	shout

Success Criteria:

- Identify action verbs



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Enabling Application



Success Criteria:

- to form letters correctly



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Enabling Application

mrs tan does not like dirty animals.

Mrs Tan does not like dirty animals.

Success Criteria:

- to use capital letters for proper nouns at the start of sentences



Application

Identify the events in the story, Mrs Wishy-Washy. Arrange these events in order and write out the story.

1. _____
2. _____
3. _____
4. _____

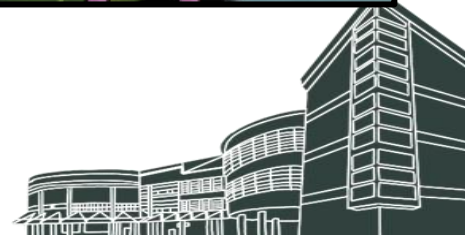
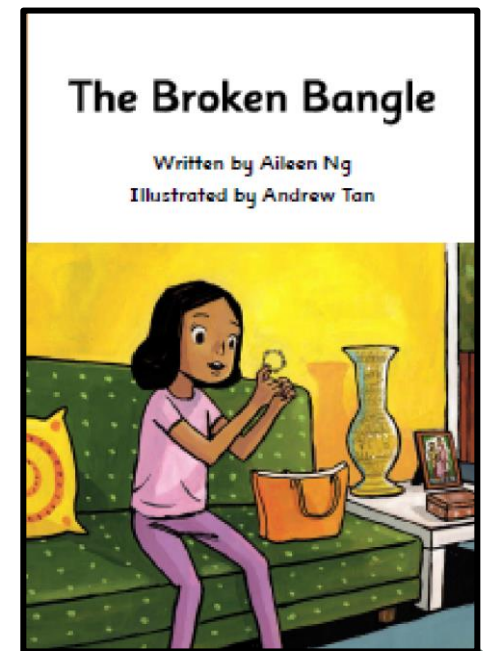
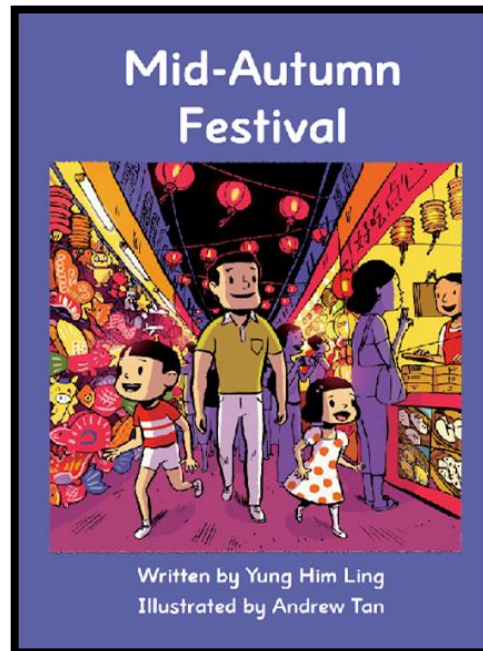
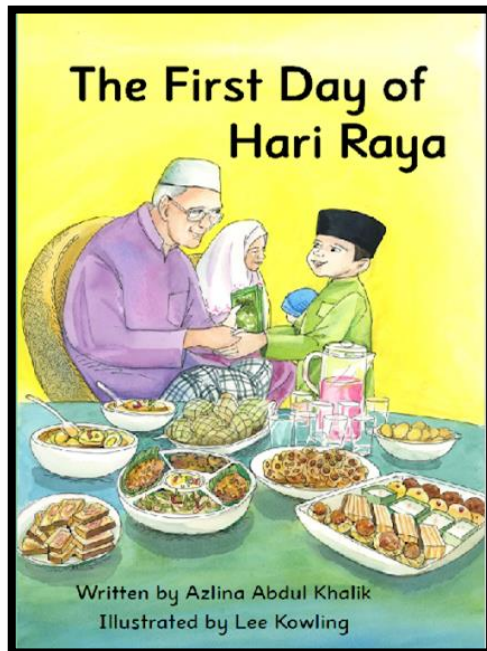
Success Criteria:

- to order the events to tell a story



P1 Curriculum – 15 titles

- More local texts to reflect our Singaporean culture and context



P1 Learning Outcomes

Listening	Writing	
<p>Listen attentively and follow simple instructions</p>	<ul style="list-style-type: none">• Demonstrate writing readiness and handwriting skills (letter formation, placement, sizing and spacing)	<ul style="list-style-type: none">• Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events



P1 Learning Outcomes

Reading

- Demonstrate basic word recognition skills including correct pronunciation of words
- Read aloud P1 level texts with accuracy, fluency and expression
- Understand P1 level texts and identify simple aspects of fiction (e.g. main characters and setting)



P1 Learning Outcomes

Speaking

- Follow communication etiquette (e.g. turn taking, maintaining eye contact and appropriate volume in conversations and discussions)
- Speak clearly to express thoughts, feelings and ideas



What is done in class

Listening Comprehension – Sound
Discrimination, Text Comprehension

Oracy– Choral Reading, Readers’ Theatre
Reading Aloud & Conversation

Spelling, Writing

Grammar, Vocabulary, Comprehension
exercises



LEARNING SUPPORT PROGRAMME (LSP)

- An MOE early intervention programme
- Aim : To teach pupils who enter P1 with weak oral and reading skills in English with basic oral language, reading and spelling skills in English so that they can learn in the regular classes



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LEARNING SUPPORT PROGRAMME (LSP)

- supports identified pupils for 1 to 2 years
- taught by Learning Support Coordinator
- pupils taught in small groups of 6 to 8 pupils
- daily, 30-min session
- conducive learning environment
- progress monitoring and feedback



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KEY PROGRAMMES & EVENTS

- **Stellar Experiences**



The Hungry Giant

Craft activity: making a bommy knocker

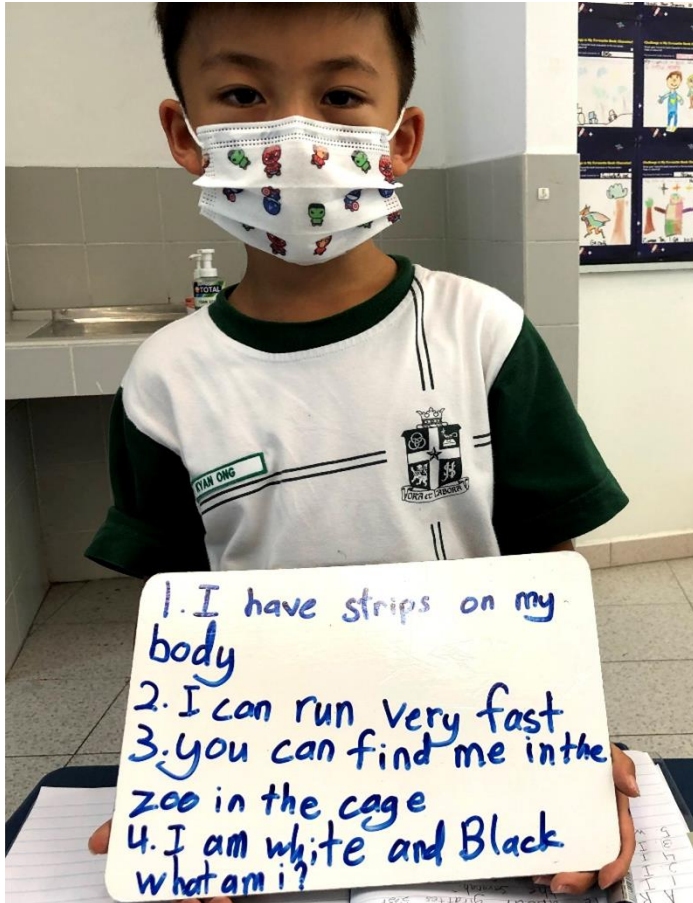


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Walking Through the Jungle



Writing a riddle



Making animal masks;
Act it out— being in character



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Ants in a hurry



To Town



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KEY PROGRAMMES & EVENTS

• Literacy Stations



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KEY PROGRAMMES & EVENTS

- EL Fest



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Reading Programme (myON)

- Affordable
- Online portal - unlimited access to at least 10000 fiction and non-fiction books
- iPad, Android tablets, Kindle Fire HD, Chromebook and other mobile devices



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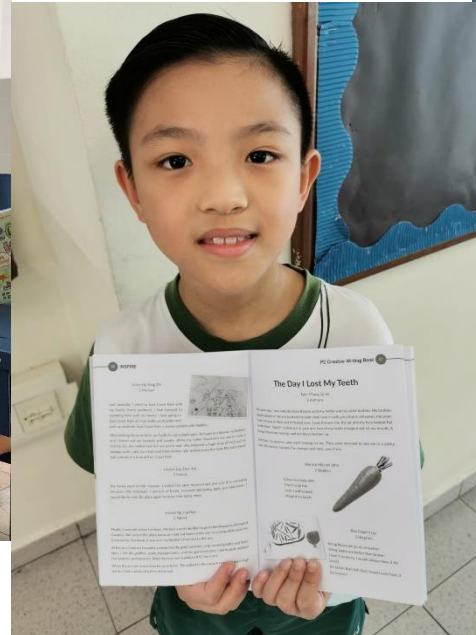
Reading Programme (myON)

- books based on pupil's specific interests and reading ability (initial Lexile Placement Exam and Interest Inventory)
- generates a dynamic recommended book list from which your child can choose books at his level that interest him
- teacher-assigned reading assignments and tasks



Writing to INSPIRE

- Calling budding writers
- Original creative stories done independently will be published



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Parents as Partners

We would like to invite you to work with us by:

- Encouraging your child to speak standard English
- Talking to your child about what is happening around him and encouraging him to give his views and opinions
- Watching the news together and encouraging him to give his views and opinions
- Encouraging your child to write legibly and neatly
- Encouraging your child to read story books—be a role model at home
- Going through and revising the work done in school



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THANK YOU!



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